

**A STUDY OF IN-SERVICE TRAINING ACTIVITIES IN
SELECTED TURKISH INDUSTRIAL
ORGANIZATIONS**

by

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B.A. in Educational Sciences,Boğaziçi University,1991

**Submitted to the Institute for Graduate Studies in Social
Sciences in partial fulfillment of the requirements
for the degree of Master of Arts in
Educational Sciences**

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TABLE OF CONTENTS

	PAGE
LIST OF TABLES	i
LIST OF CHARTS	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
ÖZET	viii
CHAPTER	
I. INTRODUCTION	1
A. Review of Related Literature.....	3
1. Definitions of Adult Education, Training, In-Service Training.....	4
2. Training in Industry	6
a. Role of Training in Industry.....	6
b. Factors Affecting the Training Function in Industry.....	8
c. Responsibilities of Training Department.....	10
d. Definitions and Roles of Training Directors.....	12
e. Educational Background of Training Directors.....	14
3. Training Process	16
a. Assessing Training Needs.....	16
b. Training Implementation Process.....	20
i) Training Techniques.....	20
ii) Which Technique Should be Used?.....	32
c. Evaluation of the Training Programme.....	34
4. Industrial Training Activities in Türkiye.....	40
a. Related Researches.....	43
B. Purpose of the Study.....	47
1. Questions of the Study.....	47
2. Significance of the Study.....	48

	PAGE
II. METHODOLOGY	49
A. Population	49
B. Instrument	54
1)Content of the Interview Form	55
C.Procedure.....	57
D. Data Analysis.....	58
III. RESULTS	59
A) PART I	60
1.General Information about the Organizations.....	60
2.Information About the Training Unit and Training Directors.....	61
3.Implementation of the Training Facilities in the Organizations.....	64
a) Training Resources Used	64
b) Trainers	65
c) Purposes of Organizations in Providing Training Programs.	66
d) Priorities in the Level of Personnel in Providing Training Programs.....	67
e) Needs Assessment Methods Used	67
f) Methods Used for Determining Participants of Trainings	68
g) Training Methods Used	69
h) Allocated Training Budgets for 1993 and 1994	70
i) Participation to Trainings in 1993	71
j) Upper Level Management Trainings	73
k) Middle Level Management Trainings	76
l) Lower Level Management Trainings	81
m) Trainings for Clerk	85
n)Worker Trainings	88
4.Evaluation Studies of the Training Activities	90

	PAGE
PART II	93
1. Benefit of the Trainings	93
2. Current state of In-Service Training in Turkish Industry.....	94
3. Recommendations.....	96
IV. CONCLUSION AND DISCUSSION	99
A. Limitations of the Study	103
B. Recommendations for Future Studies.....	103
REFERENCES	104
APPENDICES	109
APPENDIX A :The Training Activities in Industrial Organizations Information Form	110

LIST OF TABLES

	PAGE
TABLE 1: The Advantages and Disadvantages of On-the Job Training Technique	21
TABLE 2: The Advantages and Disadvantages of Off-the Job Training Technique	24
TABLE 3: Distribution of the 100 Industrial Organizations By Having Training Activities or Not	51
TABLE 4: Distribution of the Organizations in the Sample By Industrial Grouping	52
TABLE 5: Classification of the Sample By Personnel Size	52
TABLE 6: The Titles of the People Interviewed	53
TABLE 7: Distribution of the Given Responses to the Responsible Unit of the Training Function in the Organizations	61
TABLE 8: Distribution of the Given Responses for the Functions of the Training Unit	62
TABLE 9: Distribution of the Given Responses to the Reporting Department of the Training Unit	63
TABLE 10: Distribution of the Educational Level of the Training Directors Interviewed	63
TABLE 11: Distribution of the Training Directors' Educational Level By Faculty Bases	64
TABLE 12: Priorities of the Organizations in Training Resources Used	65
TABLE 13: Distribution of the Responses for the Trainers Used	65
TABLE 14: Purposes of the Organizations in Providing Training Programs	66
TABLE 15: Priorities of the Organizations in the Levels of Personnel in Providing Trainings	67

	PAGE
TABLE 16:Distribution of the Responses for Needs Assesment Methods	68
TABLE 17:Distribution of the Responses for Methods of Determining Participants	68
TABLE 18:Distribution of the Responses for On-the Job Training Methods	69
TABLE 19:Distribution of the Responses for Off-the Job Training Methods	69
TABLE 20:Distribution of the Responses to the Training Budget for 1993 and 1994	71
TABLE 21:Distribution of the Participants to the Total Trainings By Personnel Levels ..	72
TABLE 22:Distribution of the Responses for Upper Level Management Trainings	73
TABLE 23:The Technical/Functional Trainings that were provided for Upper Level Management	74
TABLE 24:The Managerial Trainings that were provided for Upper Level Management	76
TABLE 25:Distribution of the Responses for Middle Level Management Training	77
TABLE 26:The Managerial Trainings provided for Middle Level Management	78
TABLE 27:The Technical/Functional Trainings that were provided for Middle Level Management	80
TABLE 28:Distribution of the Responses for Lower Level Management Training	81
TABLE 29:The Technical/Functional Trainings that were provided for Lower Level Management	82
TABLE 30:The Managerial Trainings that were provided for Lower Level Management	84
TABLE 31:Distribution of the Responses for Clerk Trainings	85
TABLE 32:The Technical/Functional Trainings that were provided for Clerks	86

TABLE 33: The Managerial Trainings that were provided for Clerks	87
TABLE 34: Distribution of the Responses for Worker Trainings	88
TABLE 35: The Technical/Functional Trainings that were provided for Workers	89
TABLE 36: Training Evaluation Techniques: Distribution of the Responses for Taking Reactions of the Participants	90
TABLE 37: Training Evaluation Techniques: Distribution of the Responses for Whether Skills and Principles have learnt by the Participant after Training	91
TABLE 38: Training Evaluation Technique: Distribution of the Responses Whether Desired Behaviours have Gained and Applied in the Real Job Environment.....	92
TABLE 39: Training Evaluation Technique: Distribution of the Responses Whether Training Results be Effective in the Long-term Effectiveness of the Company	92

LIST OF CHARTS

	PAGE
Chart 1: Upper Level Management Technical/Functional Trainings	73
Chart 2: Upper Level Management Managerial Trainings	75
Chart 3: Middle Level Management Managerial Trainings	77
Chart 4: Middle Level Management Technical/Functional Trainings	79
Chart 5: Lower Level Management Technical/Functional Trainings	81
Chart 6: Lower Level Management Managerial Trainings	83
Chart 7: Clerk Technical/Functional Trainings	85
Chart 8: Clerk Managerial Trainings	87
Chart 9: Worker Technical/Functional Trainings	88

ACKNOWLEDGEMENTS

Many people contributed and assisted in this study. Without their support this study would have been impossible.

Primarily I am grateful to my thesis advisor Doç .Dr.Fatma Gök for her personal , emotional and academic support throughout the thesis. It was so nice for me to feel her support in every stage of my study .I am so happy to have had the opportunity to work with her.

I am also grateful to Prof . Dr.Rifat Okçabol who is my committe member and instructor of mine for a long time.I would like to thank to him for his great help whenever I needed .

I would also like to thank Doç.Dr. Nur Alkış who was also my committe member for her academic support.

This thesis could not be possible without the support of the SANİPAK A.Ş. on providing opportunities for employee-improvement. My special thanks goes to Mr.Ercan Alkan ,my manager, for his supportive approach that he showed me in all stages of my study and my friends for their moral support and encouragement .

I am grateful to my parents for their patience and support which gave me willpower to complete this thesis.

I would also like to thank all the training managers interviewed in this study for spending their time and hospitality.

I would like to thank all my friends for their moral support and encouragement.

And finally, I would like to thank all the other people who helped me to finish this thesis.

İpek Akyıldız

ABSTRACT

The purpose of the study is to assess the in-service training activities of the Turkish Major Industrial Organizations. To serve this aim, the first 100 organizations of the 500 Major firms that were presented by the İstanbul Commerce of Industry in 1992 were taken as a sample. The training directors of 37 firms that have organized training activities were studied by using interview form that was developed by the researcher.

Some of the outstanding findings of this study are as follows: It is clear that the most important objective of the training programs is to increase productivity (64%). Most of the firms (61%) prepare their own training programs, they use their own training staff as trainers of these programs implemented in the company. Training needs of the organization are mostly determined by taking the suggestions of the managers. Participants of training programs are mostly determined by performance appraisal results. In the sample organizations both on-the job and off the job training techniques are used. In terms of the type of the training, the programs related with Quality represent the first priority under the heading of Technical /Functional trainings. The programs related with Communication are in the first priority under the heading of Managerial trainings. The training programs' evaluation studies are made by companies themselves which mostly consist of the taking reactions of the trainees.

Furthermore, most of the directors who were interviewed state that in-service training facilities in the industry has been given more importance compare with the past. The training directors gave some recommendations to enhance in-service training in Turkish industry. Some of the significant ones are as follows:

- 1- There should be institution that train professional industrial trainers.
- 2- There should be contact between the universities and the industrial organization to carry out the training programme.

3- The government should encourage companies to enhance the training activities by reducing taxes in proportion to the training budget that the company allocate.

4- All the employers and the managers should believe in the effectiveness of the training programs.

Ö Z E T

Bu araştırmanın başta gelen amacı, Türk sanayiindeki belli başlı büyük firmalarda ki çalışan personele yönelik yapılan hizmet içi eğitim aktivitelerinin incelemektir.

Bu amaç ile, İstanbul Sanayii Odası' nın (İSO) 1992 senesi için yayınlamış olduğu satış miktarlarının kriter alındığı Türkiye'nin en büyük 500 firması ndan ilk 100 örneklem grubu olarak belirlenmiştir. Bu 100 firmadan organize olmuş hizmetiçi eğitim aktivitelerini sürdürenlerin eğitim yöneticileri ile yüzyüze mülakat yöntemi kullanılarak gerekli bilgi toplanmıştır . Bu çalışmada araştırmacının geliştirmiş olduğu görüşme bilgi formu kullanılmıştır.

Araştırmanın sonucunda ortaya çıkan bulgulardan bazıları şunlardır:

Bu 100 " Büyük " firmadan personeline eğitim aktiviteleri düzenleyenlerin sayısı 45, düzenlemeyenlerin sayısı ise 55 dir. Çoğu firmaların eğitim programları düzenlemekteki ilk amaçları (%64) şirket verimliliğini arttırmaktır. Firmaların çoğu (61%) personel eğitim programlarını kendileri düzenlemekte ve eğitmeni olarak daha çok yetiştirilmiş şirket içi elemanlar kullanılmaktadır. Organizasyonların eğitim ihtiyaçları daha çok kişilerin bağlı oldukları müdürlerinin (78%) görüşlerinin alınması ile gerçekleştirilmektedir. Eğitimlere kimlerin katılacağı ise daha çok performans görüşme fomlarının (58%) incelenmesi ile belirlenmektedir. Tüm personel grupları için Kalite ile ilgili eğitimler ilk planda gelmektedir. Yönetimsel eğitimler kapsamında ise İletişim birinci sırayı almaktadır. Eğitim aktivitelerinin değerlendirilmesinde ise daha çok katılımcıların eğitime karşı genel düşünceleri alınmaktadır. Bunların yanısıra eğitim yöneticileri hizmet içi eğitimin geçmiş yıllara nazaran daha önem kazandığını belirtmektedirler.

Görüşmeler sırasında eğitim yöneticilerinin hizmet içi eğitim faaliyetlerinin gelişmesi için sunmuş oldukları önerilerden bazıları şunlardır:

- 1- Türkiye'de endüstriyel eğitimci yetiştiren bir kurumsal yapı gerçekleştirilmelidir.
- 2-Üniversiteler ve firmalar arasında teorik ve pratik bilgiyi kaynaştırabilecek bir yapı oluşturulmalıdır.
- 3- Devlet , şirketleri personeline eğitim faaliyetleri sunmaya teşvik etmeli ve bu amaçla şirketlerin vergilerinden eğitime harcamaları düşürülmelidir.
- 4- Tüm çalışanlar ve yöneticiler eğitim programlarının yararlılığına inanmalıdırlar.

C H A P T E R I

INTRODUCTION

Workplace training is one of the main expanding areas in Adult education. Today, training in the workplace has gained additional recognition because of growing acceptance of education and training as an investment in human capital. Literature shows that in the business sense investment in human capital returns a future payoff in productivity, earnings, societal participation (e.g. voting), and perhaps taxes. In organizations, new employees at all levels may require training for the tasks that make up their job assignments. Many employees may also require training for new or changed jobs. Some of them will need to be trained in the special skills required of managers. All will have to be assisted in personal development- in finding their longterm places in work and adjusting themselves to these careers. Additional attention may need to be given to the continuing development of leadership knowledge and skills for those who seek and are selected for managerial jobs.

The American Society for Training and Development (ASTD) (1986) estimated that approximately \$30 billion is spent annually by employers for formal training and \$180 billion for informal training for the employee training while the Government spends an additional \$5 billion (Marsick, 1988).

In recent years, the topic of Workplace Trainings along with the concept of Human Resources Management have attracted the more attention of the employers in Türkiye. According to literature and the researcher observations, industrial firms vary greatly in their commitment to training activities and some, particularly some of the major corporations, do see themselves making a

continuing investment in their human resources. Some of them still have the tendency of consider training as an expense to avoid wherever possible. Also in many companies the problem is not the absence of training function but its adequacy.

A.Review of Related Literature

In the book called Education and the Economy in the Changing Society of OECD (1989) , it is stated that " the development of work place training has strongly increased the volume of adult education and training contributed to upskilling of the adult population" (p:52).

In describing the future of productivity in the United States and its relation to education,Naisbitt (1982) maintains that training must be a necessity in the shift from an industrial to an information society.She stated also " In education we are moving from the short term consideration of completing our training at the end of high school or college to lifelong education and retraining" (p.64).

Also Schuster (1982) states that " By the end of the 1980's ,most members of the workforce will no longer make a distinction between education and employment" (p.35). According to Lefebvre (1974) organizations have only two resources with which to accomplish goals and objectives- men and money...The equipment,and other materials needed are purchased by money. But human resource is the source for ideas,technical and professional skills and know-how.The development of human resources for the purposes of enhancing an organizational effectiveness has thus become one of the aims of adult education (Darkenwald and Merriam,1986).

Because of the specific issue that this study is dealing with ,the following areas are giving specific attention in terms of their base in the Related Literature .These areas are sequentially studied as follows:

- 1-The Definitions of Adult Education -Training -In-Service training
- 2-Role of Training in Industry
- 3-Factors Affecting the Training Function in Industry

4-Responsibilities of Training Department

5-Definitions and Roles of Training Director

6-Educational Background of Training Directors

7- Training Implementation Process

7A) Assessing Training Needs

7B) Training Techniques: On the Job- Off the Job Training Methods

7C) Which Training Technique Should be Used

8-Evaluation of the Training Programme

9-Industrial Training Facilities in Türkiye

9A) Related Researches

1- The Definitions of Adult Education -Training- In-service Training

Darkenwald and Merriam (1986) define adult education as " adult education is a process whereby persons whose major social roles are characteristic of adult status undertake systematic or sustained learning activities for the purposes of bringing about changes in knowledge, attitudes, values or skills " (p.9).

In 1976, UNESCO also defined the official world definition of adult education. This definition is as follows: " The term adult education denotes that the entire body of organized educational processes, whatever the content, level, and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges, and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications, or turn them in a new direction and bring about changes in their attitudes, behaviour in the two-

fold perspective of full personnel development and participation in balanced and independent social, economic, and cultural development..."(p.9).

However, the term adult education has not won universal acceptance by those involved with the education of adults. The most widely used synonym is continuing education, which implies that the adult learner is pursuing education beyond the point where he or she left formal schooling, thus underscoring the ideal of continuous learning throughout the life span (Darkenwald and Merriam, 1986).

According to Darkenwald and Merriam (1986) adult or continuing education are seldom used when an organization provides education for its employees. They state that in business and industry, adult education is generally referred to as Training or Human Resource Development or In-Service training and the units are called departments or divisions of training, human resource development, or employee development.

On the use of the terms Watson (1979) also states that "training, education and development are three terms commonly used in referring to this aspect of adult education"(p.4-5). Patten (1971) however views the concept of education as socialization and thus outside the purview of organizations. Within the organizational context, Patten favors the term of training and defined it as the " formal procedure which is used to facilitate employee learning so that their resultant behavior contributes to the organization's objectives " (p.16).

Darkenwald and Merriam (1986) conclude that there is little agreement on the use of the above concepts and their different usages. Yet, Bass and Vaughan (1966) state that by whatever name it is called, under its aegis formal and informal programs of company activities exist today whose purpose is not only to promote employee learning of job related skills, knowledge, and attitudes but to increase employees' worth or serviceability to the company as well as to themselves.

Also in Türkiye , The State Planning Organization (1965) uses the term of in-service training and defines it thus:" 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 " (p.8).

In the light of the above definitions ,in this study, the terms of training and in-service training will be used interchangeably.

2.Training in Industry

a. Role of Training in Industry

An organization , whether public or private,exists and grows because it provides the community with goods or services the community sees as worthwhile.To do this efficiently, the organization must function at an optimum level of productivity.This level is a direct result of the collective effort of all employees.Yet not every employee works at the level established by the standard of performance for the job he or she holds.Similarly ,groups of employees may not consistently produce up to set standards.When there is a difference or gap between actual performance and what is needed (the standard), productivity suffers.Training can reduce if not eliminate this gap.It does so by changing the behaviour of individuals -by giving them whatever additional specific items of knowledge ,skills,or attitude they need to perform up to that standard (Craig,1976).

Craig (1976) continues as saying that changing behaviour ,then,is the function of training and the terminal objective is to help achieve the goals of the organization

through optimum use of manpower. The nature and purposes of training programs vary a great deal, but the purposes generally can be grouped within Tiffin and McCormick's (1960) categorization:

- 1-To develop skills of employees to perform their work effectively
- 2-To transmit information such as information about the company, its products or services, its policies
- 3-To modify attitudes to develop more favorable attitudes on the part of employees

Also Johnson (1976) suggests that the following items can be the specific purposes of the training activities:

- 1-Increase productivity
- 2-Improve the quality of work and raise morale
- 3-Develop new skills, knowledge, understanding and attitudes
- 4-Use correctly new tools, machines, process, methods, or modifications
- 5-Reduce waste, accidents, turnover, lateness, absenteeism, and costs
- 6-Implement new or changed policies or regulations
- 7-Bring incumbents to that level of performance which meets the standard of performance for the job
- 8-Develop replacements, prepare people for advancement, improve manpower deployment
- 9-Ensure the survival and growth of the enterprise

These purposes can change from one organization to another based on the current needs of the organization. On that point, the importance of training function has occurred.

Craig and Bittel (1967) define the training function as the role performed by an organization assigned specific responsibility and authority for the training and development of employees. Craig (1976) states that the training department's objectives need to reflect the organization's current stage of development. If the organization is in a growth period, there will probably need to be heavy emphasis on the training of new people in various skills required to realize this growth. The fact that the organization has entered new markets or adopted new technology may have created a significant need to retain longer-term employees in new skills. In another organization the emphasis might be on changes caused by new management or by a move from strong central control to a decentralized structure with autonomous functions. The training department might be the resource looked to for assistance in making these changes or resolving conflicts caused by them (Craig, 1976). So he points out that the training department needs to look first to the priorities of the organization before establishing its mission statement and supporting objectives.

b. Factors Affecting the Training Function in Industry

Training can become a functional part of the organization by helping to improve productivity. However, Reith (1967) states that a great many different factors affect the establishment of the training function. He also adds that there is not even complete consistency in the location of the training organization within the firm.

In Türkiye, according to Ünüsan's study (1989) findings from a 55 sample size show that 87.6% of the firms have training activities.

The percentage of the training activities held by independent training units is 29.8 % whereas %70.2 is held by other units.

Craig and Bittel (1967) state some of the factors which may influence the establishment of the training function in the organization. These are;

1-Type of industry:

The nature of the industry of which the corporation is a part is a significant factor. Is the industry static or dynamic? How strongly is the industry affected by advancing technology? How important are employee decisions to the survival of the firm?

2-Company objectives and policies:

3-Labor -to-capital ratio:

The nature of the labor force's contribution to the accomplishment of the corporation's objectives will affect the training function. Are labor costs the greatest part of the cost of the end product, or is the company highly mechanized requiring few but highly skilled employees?

4-Nature of the labor market:

The various aspects of the labor market such as skill and geographic area will influence the establishment of the training function.

5-Size of the firm:

As the firm grows in size, the need for formalization of training and the establishment of a training organization tends to increase.

6-Acceleration of technology:

Possibly the greatest factor affecting the future of the training function is the tremendous acceleration of technology taking place. Organizations which could survive without formalized training in years past are becoming increasingly aware

of the need for formalized training ,either in-plant or through the colleges and universities , as it becomes essential for their personnel to have specialized technical knowledge for the firm to survive.

Craig and Bittel (1967) also state that the nature and extent of the training function in each company is the result of management decision.The attitude of management toward training,therefore, may be the determining factor in the establishment of the training function (Craig an Bittel,1967).

c. Responsibilities of the Training Department

Training activity is the most frequently integral part of the personnel and industrial relations organization (Craig and Bittel,1967; Robinson,1985). It is therefore concerned with people,with relationships,job satisfaction and fairness,with efficiency and effectiveness,and with organizational success.

The first systematic attempt to determine just what it is that a training director does were reported by Belman and Bliet in 1959.They mailed 715 questionnaires to members of the American Society for Training and Development and received 255 replies.The 1208 tasks reported were allocated as indicated below among eight separate , logically induced categories (Craig and Bittel,1967).

Instruction Responsibilities (contained 8.9% of tasks mentioned):

Provide group instructor service, train and develop discussion leaders, conduct training conferences, teach classes, coordinate training schedules, counsel in the use of training techniques.

Development and Preparation of Programs (contained 41.6% of tasks mentioned):

Develop training materials, assess training needs, formulate and recommend plans for employee development, conceive and prepare training programs, write training manuals.

Training Evaluation (contained 4.0% of tasks mentioned):

Develop technical knowledge and skills standards, obtain ratings on apprentices and trainees, evaluate all training activities, follow up on performance of trainees, evaluate effectiveness of individual instruction.

Adviser Responsibilities (contained 6.7% of tasks mentioned):

Advise on courses available outside of company, educational counseling to employees, counsel employees on self-development, act as consultant on training problems, advise and assist interested personnel on training matters.

Administration of Training (contained 19.2 % of tasks mentioned):

Assist line management in budgeting training costs, maintain training records, formulate training procedure, construct and administer personnel tests, maintain company library, make regular reports to management, train and supervise subordinate employees.

General Professional Activities (contained 5.5% of tasks mentioned):

Stimulate participation in training, maintain contact with schools and institutions, keep informed on new training techniques, secure acceptance and use of training knowledge and materials.

Non-Training Activities-Related (contained 5.4% of tasks mentioned):

Serve, participate, talk at community meetings, serve on advisory committees, assist in organization planning, edit company publications, administer college relations activities and recruiting.

Non-Training Activities-Unrelated (contained 8.7% of tasks mentioned):

Administer safety programs, salary administration, writing job descriptions, administer insurance programs, perform special assignments as directed.

Robinson (1985) adds that the size of the organization has an effect on the responsibilities of the training department. Indeed the management may well have determined the size of the department having regard to the responsibilities it wishes it to carry out.

d. Definitions and Roles of Training Directors

If a training department is performing its mission of contributing to the achievement of organizational goals, it will be staffed by people trained to detect, analyze, and solve the performance problems of those who make up the organization (Craig, 1976). Lippitt and Nadler (1967) identified three roles of a training director as Learning Specialist, Administrator and Consultant.

Learning Specialist:

Lippitt and Nadler (1967) define a learning specialist as one who is "skilled in the ability to use learning theory and methods to meet training needs. It means that the trainer must be able to identify needs solvable by training, to design appropriate training, and to present it in such a way that the process of learning is maximized" (p.3-1). Craig (1976) divides this role as roles of designer and presenter.

According to him, the designer is responsible for defining training needs, analyzing them in terms of training requirements and objectives, designing program content to achieve those objectives, developing evaluation and validation procedures, and field testing the program to ensure that trainees have the necessary skills.

The presenter is responsible for ensuring that the environment in which the designed training is given and the manner in which it is presented assist the trainees in their learning. This involves establishing the climate for learning, presenting material clearly, responding to trainee concerns, and providing ways for trainees to evaluate their own progress toward achieving the training objectives. The presenter must be able to use all types of training devices and aids. An understanding of the dynamics of communication and motivation and a knowledge of the principles of learning are important.

Administrator:

In referring to this role, Lippitt and Nadler (1967) state that "the administrator will need to recruit, select, and develop his or her staff team; plan programs, set up the process of coordination and communication, carry out financial planning of the training effort and all of the other administrative steps that leading a staff function in the organization." Craig (1976) adds that the person assuming this role must be

knowledgable about the organization -its goals,unique characteristics, politics, sources of real power and competition.

Consultant:

The third role to be found in a training staff is that of internal consultant.The internal consultant has been described by Craig (1976) as a consultant on problem solving,change and organizational development .

Lippitt and Nadler (1967) list the following tasks of the internal consultant:

- 1-Helps management examine organizational problems
- 2-Helps management examine the contribution of training to these problems
- 3-Helps examine the long-range and short range objectives of the training
- 4-Explores with management alternatives to training-problem solving approaches
- 5-Develops with management the training plans
- 6-Explores appropriate resources to implement plan
- 7-Provides consultation for management on evaluation and review of program
- 8-Explores with management the follow-up steps necessary to reinforce problem solution.

In this study, the persons who are interviewed and responsible for training facilities in the companies are called as Training Directors.

e. Educational Background of Training Directors

In one of the earliest textbooks on industrial training, Planty ,Mc Cord,and Efferson (1978) considered training in the field of education as essential and training in the field of psychology as valuable.According to them,in the educational area the most important fields with which the training director should be familiar are: methods of teaching,educational administration,curriculum

development, vocational education and teacher training. The desirable fields are educational supervision, visual aids, vocational guidance, social psychology, industrial psychology and adult education. In the training and psychology area the most important fields are stated as educational psychology, psychology of learning, individual differences, psychology of vocational education, personality of development, the desirable ones are occupations and job analysis, counseling and industrial sociology.

3. Training Process

a. Assessing Training Needs

Goldstein (1986) states in his General Systems Model that " the assessment (or planning) phase serves as a foundation for the entire training effort. Both the implementation and evaluation phase depend on inputs from assessment. If the assessment phase is not carefully done , then the training program as a whole will have little chance of achieving what is intended." (p.236)

Mc Gehee and Thayer (1988) claim that in any assessment of training needs , one seeks answers to the following two questions: Who, if anyone, needs training? What training do they need? They suggest that at least three kinds of analyses should be performed in seeking the answers: Organization Analysis, Job Analysis and Manpower Analysis. (Mc Gehee and Thayer, 1988)

Also, Goldstein (1986) proposes the same levels of analysis for determining the training needs.

Organization Analysis:

McGehee and Thayer (1988) describes an organization analysis as a study of the entire organization- its objectives, its resources, the allocation of these resources in meeting its objectives , and the total socioeconomic - technological environment within which the organization exists. They believe that this kind of analysis helps answer the question of what is to be taught in terms of broad content areas and in so doing it largely determines the training philosophy for the entire organization.

Moore and Dutton (1978) believe that training needs must be analyzed against the backdrop of organizational objectives and strategies. Unless this is done, time

and money may well be wasted on training programs that do not advance the cause of the company (Moore & Dutton, 1978). Cascio (1989) also adds that analysis of the organization's external environment and internal climate is also essential. Trends in union activity, governmental intervention, productivity, accidents, illnesses, turnover, absenteeism, and on the job employee behaviour all provide relevant information at this level. According to him, the important question then becomes "Will training produce changes in employee behaviour that will contribute to our organization's goals?" (p.235). Cascio (1989) sums up that "the critical first step is to relate the assessment of training needs to the achievement of organizational goals. If that connection cannot be made, the training is probably unnecessary. However if the training need is identified at this organizational level, then job analysis is the next step." (p.238)

Goldstein (1974) also adds that organizational analysis should not focus just on current problems but should anticipate future problems that might be avoided through training.

Job Analysis:

According to Mc Gehee and Thayer (1988) job analysis for training purposes involves a careful study of jobs within an organization in a further effort to define the specific content of training. They state that it requires an orderly, systematic collection of data about the job or position; and its purpose is to spell out what behaviour (skills, knowledge and attitudes) the jobholder must have to perform certain specified tasks. In the collection of job information for the purposes of formulating training programs, particular attention must be focused on performance standards required of employees, the tasks in which they will be engaged, the methods they will use on the job, and most important the way they have learned these methods (McGehee and Thayer, 1988).

For the purposes of analyzing the need for training, Mc Gehee and Thayer (1988) suggest the following ways of collecting job information :

1- Observations

This way of collecting job information intends to answer such questions ;

Were there obvious evidences of production inefficiency, such as excessive tool breakage, failure to meet schedules, too much scrap, poor methods, wasted time, large numbers of grievances, high absenteeism, and excessive turnover?

Were there dramatic incidences on the part of individuals or a group that reveal poor personnel relationships ,emotionally charged attitudes, frustrations, lack of understanding, or personal limitations? Do these situations imply training needs?

2-Management requests for employee trainings

3-Interviews with supervisors or management personnel to accumulate information as well as interviews with employees concerning problems encountered in production or areas in which they feel they need training.

4-Group conferences with interdepartmental groups and training advisory committees to discuss organizational objectives, major operational problems, plans for meeting objectives, and areas in which training could be of value.

5-Comparative studies of good versus poor employees to underline the bases for differentiating successful from unsuccessful performance.

6-Questionnaire surveys

7-Tests or examinations of job knowledge of current employees; analysis of samples of their work.

8-Supervisor's reports on the performance of employees

9-Personnel records

10-Business and production reports

11-Review of literature concerning the job

12-Actually performing the job.

Manpower Analysis:

In the literature, human analysis is used synonymously with Manpower analysis. The final step in the needs assessment process is to determine the extent to which the present employees possess the skills, knowledge, and attitudes required to perform the job (Howell and Dipboye, 1986). They cite that "The discrepancy between the requirements of the job and the extent to which the employees meet these requirements defines the needs for training" (p.305). Manpower analysis should include a survey of what the population of potential trainees is like before training (Howell and Dipboye, 1986).

What prior job training have they had? What is their capacity to learn? What sort of general education and background do they have?

Knowing the limitations and handicaps of trainees (the starting point) and the desired human attributes (the end point of training), one has progressed a long way toward defining the kind of program that is needed (Howell and Dipboye, 1986). Individual performance data, diagnostic ratings of employees by their supervisors, records of performance kept by workers, attitude surveys, interviews or tests can provide information on actual performance against which each employee can be compared to desired job performance standards (Cascio, 1989).

Howell and Dipboye (1986) state that a final step in the assessment phase is the description of specific behavioral objectives based on the organization, operational and manpower analysis. According to Goldstein (1986) well written behavioral objectives specify what the trainee will be able to accomplish when he or she successfully completes the instructional program. Also, they indicate the conditions under which the performance must be maintained and the standards by

which the trainee will be evaluated. Thus, objectives communicate the goals of the program both to the learner and training designer.

b. Training Implementation Process

The implementation process of a program covers the selection of a set of methods or media and constructs a training environment using whatever training principles that seem applicable. (Howell and Dipboye, 1986)

i) Training Techniques

Once there are answers to what and who is to be taught, it is time to design the training programs. The critical question then becomes " How is the content to be taught and by whom? " (Bass and Barret, 1972, p:132) Generally , training programs are planned as a consequence of the experience and attitudes of the planners, who ,after setting the program's objectives ,design it, assuming that the techniques they prescribe will move the trainee toward the stated objectives (Bass and Barrett, 1972).

According to Bass and Vaughan (1966) a technique will be judged adequate to the degree that it appears likely to;

- 1-Provide for the learner's active participation
- 2-Provide the trainee with knowledge of results about his or her attempts to improve
- 3-Promote by means of good organization a meaningful integration of learning experiences that the trainee can transfer from training to the job
- 4-Provide some means for the trainee to be reinforced for appropriate behaviour
- 5-Motivate the trainee to improve his or her performance
- 6-Assist the trainee in his or her willingness to change

Training techniques fall roughly into two categories: on-the job and off-the-job techniques. The decision as to whether training should be carried out on or off the job cannot be made arbitrarily. A judgement has to be made as to which method is more likely to meet the required objectives (Robinson, 1985).

On the job technique consists of learning by doing at or near the actual job site, usually under the supervision of an experienced worker. On the other hand, off the job are typically carried out at a remote site designed exclusively for learning, often under the guidance of a training specialist (Howell and Dipboye, 1986).

On the Job Training Techniques

The information shown in TABLE 1 suggested by Robinson (1985) shows the advantages and the disadvantages of on the job training techniques.

TABLE 1 : The Advantages and Disadvantages of On the Job Training Technique

Advantages	Disadvantages
- no special facilities needed	- cost lost in departmental budget
- no additional staff needed	- risk to machines, equipment, etc and
- real life situation, not simulated	increase in scrap due to lack of
- productive in terms of department's	experience
work	-part-time instructor may lack skill in
- trainee can establish work	training
relationship from the start	- lack of time due to pressures of
-learning can be controlled	production
- no " off the job" cost involved	- difficulty of accomodating trainee
-no transferability of training	-psychological pressures on trainee
required	due to exposure before experienced
	workers

Orientation Training:

One of the On the Job training techniques is Orientation Training. Cascio (1989) defines orientation as "familiarization with and adaptation to a situation or environment."

According to Bass and Vaughan (1966) each employee, whether he or she is newly hired, transferred, or promoted must be formally introduced to his or her specific job environment, to the people with whom he or she will be working, and to company policies and objectives that concern him or her.

Apprentice Training:

In formal apprenticeship programs for learning the various skilled trades, the trainee is placed under a supervisor for a specified number of years, at the end of which time he or she is examined to become, or automatically becomes, a journeyman. If done well, the program offers the opportunity to move back and forth from classroom instruction to practice on the job under supervision. But too often, apprentice programs are not systematically planned (Bass and Vaughan, 1966).

Internship and Assistantships:

In an internship or assistantship, the trainee is assigned a job as a "temporary" department head or an "assistant" to a department head. Over a period of time, the supervisor observes the performance and reviews the shortcomings and strong points, thus helping the employee to improve his or her performance on future assignments (Bass and Vaughan, 1966).

Job Rotation:

Systematic job rotation plans transfer trainees so that they gradually can move to positions of increasing responsibility. Trainees benefit to the extent to which skills

learned on one job can be transferred. They gain different perspectives as they spend months and years in different company locations and absorb through experience the different problems and approaches between divisions.

Job rotation also affords the trainee opportunity to see the interactions between divisions. (Bass and Barrett, 1972)

Coaching:

At management levels, coaching by a manager of his or her immediate subordinates is common. In a survey of 50 American corporations, coaching was heavily emphasized as a management training technique. (Riegel, 1952)

Coaching will work well if the trainee can identify with the coach, and if the coach provides a good model for the trainee, if they can be open with each other, if the coach accepts his or her responsibilities fully, and if the coach provides trainee subordinates with suitable rewards and recognition for their improvement (Levinson, 1962; Bass and Vaughan, 1966).

Junior Board:

Special assignments are often used to supplement coaching. The learning value of such assignments will depend upon the trainee's readiness and adequacy with which he or she receives feedback about his or her performance (Bass and Vaughan, 1966).

Off the Job Training Techniques:

The advantages and disadvantages of the Off the Job training techniques suggested by Robinson (1985) are shown in TABLE 2.

TABLE 2 : The Advantages and Disadvantages of Off-the Job Training Technique

Advantages	Disadvantages
- away from work and home pressures	-cost of external facilities
- more time available	- artificial sheltered environment
-trainees' specific difficulties are easier to explore	- difficulty of stimulating work problems
-related atmosphere more conducive to learning	- resistance of trainees being away from home
-easier to obtain full attention of trainees(distractions reduced to minimum)	- difficulty of transferring learning to work situation
-able to test hypotheses and ideas in low risk environment (exchange of knowledge and experience	- generally more time consuming
-improves morale and motivation for self- development	- often involves travelling costs and inconvenience

Lecture:

The lecture is one of the Off-the Job training techniques and Bass and Vaughan (1966) defines it as traditional method of transmitting information to others in a classroom setting.

According to various authors (Howell and Dipboye; Bass and Vaughan) the principal advantage of the lecture method is economy: It permits an organized presentation to a number of learners at the same time.

The shortcomings of the traditional approach have been widely publicized by advocates of the newer, innovative methods. First, it represents one-way communication from lecturer to student, a format that minimizes student participation and feedback opportunities. Second, there is no provision for individual differences in learning ability or interests. Third, much of the actual nature of the presentation is left up to the particular lecturer. The effectiveness of the lecture depends primarily upon the effectiveness of the lecturer (Howell and Dipboye, 1986).

Also Bass and Vaughan (1966) add that there is no opportunity to clarify meanings, for practice, reinforcement, knowledge of results or to check on whether trainees really understand the material, to handle the wide diversity of ability, attitude, and interest that may prevail among the trainees

There are differences of opinion and very little evidence concerning the educational objectives for which the lecture method is best suited, but there is general agreement that it is not appropriate for learning " specific sensory-motor adjustments ", but beyond that the issue is unresolved (Howell and Dipboye, 1986).

Conference:

The conference method is designated specifically to encourage two-way communication between instructor and trainee and to actively involve the trainee in the learning process. The typical format consists of a relatively small group of trainees (5 to 10 in number) who have some common interest or background and an instructor, all of whom address themselves to a common set of problems or other content that forms the basis for discussion. They gather information and discuss mutual problems, with a reasonable solution as the desired end. Problem identification and solution is often the objective of a conference. The role of the instructor or discussion leader is to arrange conditions so that the learners can discover correct answers, draw conclusions, or achieve insights themselves rather than merely absorbing what the instructor has to say. Instead of lecturing, the instructor organizes materials, stimulates discussion, poses questions, summarizes key points that the learners have made, steers the discussion into productive channels. It is usually claimed that the conference method is a more effective learning procedure than the lecture method, particularly for exchanging opinions and attitudes and facilitating understanding. If the purpose of the discussion is to arrive at solutions or generate ideas, this approach may yield more good ones than other methods (Howell and Dipboye, 1986).

Discussion:

The discussion is a common training vehicle which is useful for the presentation of ideas and plans, particularly when issues have to be clarified or expanded and the views of groups of people have to be ascertained. The discussion leader requires skill in planning, careful preparation, encouraging the involvement of individuals, controlling the debate, summarizing the results of the meeting and ensuring that suitable actions are taken. Following the discussion, the leader

needs to record the outcome of the meeting and ensure that everyone is clear about what future action has to be taken and who has to take it. This is necessary because failure to follow up the items actioned in one meeting will lead to time being wasted in the next (Robinson, 1985).

Case study:

Case study is based on the belief that managerial understanding and competence can be best attained through the study, contemplation, and discussion of concrete cases—rather than through other common methods of training. Many variations are possible in the specific application of the case method, but in general, the trainee is presented with a written case that describes a real-world organizational problem. The trainee is asked to study it in private and outline his or her (Bass and Vaughan, 1966) best solution. The trainee then meets in a small group with other trainees, and as a group they discuss the adequacy of some or all of the proposed solutions and identify the principles involved. Case study is designed to promote the trainee's discovery of underlying principles. There are no single correct solutions to most cases. Thus, the trainee is encouraged to develop flexibility in his or her approach to organizational problems (Bass and Vaughan, 1966).

Howell and Dipboye (1986) state some limitations of the case study. This is, as in any technique in which group discussion plays an important role, not all trainees participate to the same degree. Another problem is that there is often little opportunity for providing detailed feedback to discussants regarding their individual analyses. Although case discussions can be quite stimulating, and even fun, frequently neither student nor instructor can articulate what actually has been learned.

One of the strongest points in favor of using cases that Howell and Dipboye (1986) cite is that it provides an inexpensive way to afford trainees the opportunity to apply abstract notions to concrete problems.

Role Playing:

Role playing involves participants' assuming specified roles and acting out significant events. Instead of just talking about solving the problems at hand, trainee spontaneously "play out" solutions to these problems as they think the persons whose roles they are playing might view them. After playing the role, the trainee receives feedback from the trainer, and possibly other trainees, on the good and bad points of the performance. Role playing might be videotaped and played back to the trainee for a critique (Howell and Dipboye, 1986).

Bass and Vaughan (1966) adds that role playing dramatizes the situation under discussion and helps the trainee to become aware of other people's positions and feelings.

Despite its popularity, Howell and Dipboye (1986) also cite its shortcomings, in that some participants invariably feel uncomfortable and resist role playing, whereas others go too far in the other direction and overact. It is often difficult to provide immediate feedback on correct behavior in role playing situations, and in fact, incorrect behaviors might be reinforced by fellow trainees.

Simulation:

Simulation is a method that has been used extensively in the past for the training of technical and motor skills. For years, the armed forces, as well as commercial airlines, have used "mock-ups" or the simulation of airplane cockpits and flight conditions for training pilots and flight engineers (Bass and Vaughan, 1966).

Bass and Vaughan (1966) cited the following typical features of simulation when used as a training device in organizational behavior or skill training .

1-The essential characteristics of a real-life organization or activity are abstracted and presented as a case-not to be studied and analyzed as in the usual case method, but to be experienced by the trainee as a realistic, life-like circumstance.

2-Trainees are asked to assume various roles in the circumstance and to solve the problems facing them. They are asked to be themselves-not to act.

3- A simulation often involves a telescoping or compressing of time and events; a single hour may be equated with a month or a quarter of a year in real life, many events are experienced in a relatively brief period of time.

4-Trainees are required to make decisions that have a real effect in the simulation and about which they receive rapid feedback.

5-The simulation is followed by a critique of what went on during the exercise.

Howell and Dipboye (1986) pointed out the most critical and nagging issue of all in simulation is the question of " What characteristics of the real-life situation should be modeled " and add that " it is just as difficult to establish the validity of a simulation as it is the validity of test or anything else "(p:323).

Closely related to the validity problem the evaluation procedure may be the problem if proper attention is not given (Howell and Dipboye, 1986).

Programmed Instruction:

To a much greater extent than any other training technique, programmed materials are constructed to ensure that at a particular moment in the learning process the trainee is ready, willing, and able to deal with the material confronting him or her and take an active part in the learning process. In the programmed instruction technique, the subject matter is presented in small units called frames. All the

frames together-as many as are required for a given subject - are called a program. The frames or units of information are arranged in correct subject-matter sequence and the level of difficulty. Each frame requires some type of response from the trainee and the correct response lead the trainee to pass to the next frame. Then, the trainee is told the correctness of his or her response. This rapid feedback has the advantage of giving immediate reinforcement or immediately correcting a misunderstanding. Each trainee works independently at his or her own pace. Thus, the trainee is able to work through a program rapidly or slowly, depending on his or her own abilities and objectives. In fact, the process is very expensive and time consuming. Once the specific objectives of a program have been determined, the programmer methodologically breaks down into detail all the complex information that the program must convey. Contrary to the traditional classroom situation, the trainee is less likely to be distracted during the course of learning because he or she actively engaged in a continuous exchange of information between himself and the program. Motivation to learn is enhanced in a number of ways. By simply using enough examples, programmed instruction can teach any rule or abstraction and fully expound the scope of a given principle's application (Bass and Vaughan, 1966).

Sensitivity Training

Sensitivity training, T-group (training group), study groups, group dynamics and group relations training are some of the terms used to describe laboratory -type training which sets out to promote more effective interpersonal relationships in an organization (Robinson, 1985).

The goals are:

1-to increase awareness of one's own behaviour and how it is received and interpreted by others

2-to develop sensitivity to the behaviour exhibited by others and be able to diagnose the cause of that behaviour

3-to improve one's skills in handling problems at work by understanding and managing the behavioral factors and constraints.

The technique relies for its effectiveness on creating a climate in which participants are willing to be frank, open and honest with each other and are prepared to explore in small groups facts about themselves, their backgrounds, and their inner feelings without inhibition. It is generally believed that sensitivity training is unstructured and not in any way under the control of the trainer. It is true that there is normally no specific agenda or agreed procedure and the trainer does not control the group's activities directly. Nevertheless the trainer is usually there all the time and acts as an observer and facilitator, indirectly guiding the group's deliberations and helping them towards an understanding of themselves, their colleagues and the group process (Robinson, 1985).

ii) Which Technique Should Be Used?

As it is seen there are many techniques from which to choose when designing a training program. Howell and Dipboye (1986) state that " we cannot conclude that one technique is the best; all of them can be effective, given that they are used in the right situations "(p:328).

Randolph and Posner (1979) suggest that the technique chosen should depend on the goal of the course: specifically-whether it is intended to develop conceptualization skills or behavioral skills-, the abstractness of the material, the motivation of the students, the skills of the students, the resources available to the instructor, the amount of time allowed, and the skills and values of the instructor.

According to their Decision tree approach, if the goal of the course is to develop specific behavioral skills, for example, how to give performance feedback to subordinates, the material is concrete and applied, students are motivated and have sufficient ability to master the material, teaching abilities are good, there is sufficient time, and the instructor's own values and skills are congruent with the methods, then Randolph and Posner recommend the use of experiential techniques such as role playing and simulation.

On the other hand, if the goal is to develop applied skills but students are not motivated and are at a low initial skill level, these researchers suggest using more content-oriented or mixed techniques such as lectures, cases, and programmed instruction.

Another important variable that D.A. Kolb (1980) suggests in choosing among training methods is the personality and aptitude profile of the trainee. Kolb developed a nine-item self-report inventory to measure differences among people in their learning styles and claimed that it can be used to predict how trainees react to different training methods. Four basic types are distinguished by this Kolb's scale.

Convergers prefer to take an abstract idea and apply it to a practical problem that has a correct answer. Divergers enjoy taking some concrete experience and viewing this experience from several different perspectives. Assimilators like to take abstract ideas and integrate them or take disparate observations and "mold them into an integrated explanation". Finally, Accommodators are doers and like to carry out plans and experiments.

Kolb (1980) ideally suggests that one should be able to design a training program so that it contains the amount of content and experience that matches the learning style of the trainees. In general, ideas seem plentiful regarding factors presumed to control the success of experiential versus content-oriented techniques, but there is little hard evidence on which to base practical guidelines. At this time, about the best that Howell and Dipboye (1986) suggest the trainer to consider logically, if necessary -the pros and cons of the various approaches for the intended purpose and, if possible, incorporate several into the program.

c. Evaluation of the Training Programme

Nearly everyone would agree that a definition of evaluation would be " the determination of the effectiveness of a training program" But this has little meaning until an answer to the question " In terms what? " is found. It is known that evaluation is needed in order to improve future programs and to eliminate those programmes which are ineffective.The problem is how to begin.(Craig,1976)

Kirkpatrick (1977) suggests that the first step in evaluation is to specifying the criteria against which the effects of training are evaluated.These criteria should be based at least in part on the objects that were established in the needs assessment.According to various authors (Kirkpatrick,1977;Craig 1976) if it is at all possible, four criteria should be used to evaluate the success of training programs:

1- Trainee Reaction: How well do the trainees like a particular program?

2-Learning: What principles ,facts,and techniques were understood and absorbed by the trainee?

3-Behavior:Does the training program result in changes in trainee behavior that transfer to the actual job situation?

4-Results:To what extent does the training program result in longterm improvements in job performance as reflected in reduction of costs,turnover,absenteeism,and grievances,or in improved quantity and quality of performance?

STEP 1: Trainee Reaction:

To evaluate effectively, training directors should begin by doing a good job of measuring the reactions and feelings of people who participate. It is important to do this in an organized fashion, using written comment sheets which have been designed to obtain the desired reactions. It is also strongly suggested that the form be so designed that the comments can be tabulated and quantified (Craig, 1976).

STEP 2: Learning

There are several definitions of learning. For the purpose of this study Craig's (1976) definition of learning is used which is the principles, facts, and skills which were understood and absorbed by the trainee after the given training.

Craig (1976) also states that several guideposts should be used in establishing a procedure for measuring the amount of learning that takes place:

- 1-The learning of each trainee should be measured so that quantitative results can be determined
- 2-A before and after approach should be used so that any learning can be related to the program
- 3-As far as possible, the learning should be measured on an objective basis
- 4-Where possible, a control group (not receiving the training) should be compared with the experimental group which receives training
- 5-Where possible, the evaluation results should be analyzed statistically so that learning can be proved in terms of correlation or level of confidence.

These guideposts indicate that evaluation in terms of learning is much more difficult than evaluation in terms of reaction. A knowledge of statistics is desirable to analyze the data and interpret the results (Craig, 1976).

Craig (1976) also suggests the following methods for measuring the learning.

a)Evaluating Classroom Performance:

Classroom activities such as demonstrations,individual performance of the skill being taught,and discussions following a role playing situation can be used as evaluation techniques.The training director can organize these in such a way that he or she will obtain a fairly objective evaluation of the learning that is taking place (Craig,1976).

b) Using Paper-Pencil test:

Where principles and facts are the objectives of the training program ,it is advisable to use a paper-pencil test.Where suitable standardized tests can be found,it is easier to use them.In many programs, however,it is not possible to find a standardized test,and training directors must use their skill and ingenuity in devising their own measuring instruments (Craig,1976).

c)Making comparison between control and experimental groups' performances before and after basis (Craig,1976)

STEP 3:Behavior

Evaluation of training programs in terms of on- the- job behavior is more difficult than the reaction and learning evaluations.A more scientific approach is needed,and many factors must be considered (Craig,1976).

Several guideposts are to be followed in evaluating training programs in terms of behavioral changes (Craig,1976):

1-A systematic appraisal should be made on the job performance on a before and after basis.

2-The appraisal of performance should be made by one or more of the following groups (the more the better) :

- a)The person receiving the training
- b)The person's superior or superiors
- c)The person's subordinates
- d)The person's peers or other people thoroughly familiar with his or her performance

3-A statistical analysis should be made to compare performance before and after and to relate changes to the training program

4-The posttraining appraisal should be made three months or more after the training so that the trainees have an opportunity to put into practice what they have learned. Subsequent appraisals may add to the validity of the study.

5-A control group should be used.

As it is seen, measuring changes in behavior resulting from training programs involves a very complicated procedure. Therefore, very few training directors have the background, skill, and time to engage in extensive evaluations, but it is worthwhile and necessary if training programs are going to increase in effectiveness and their benefits made clear to top management.

STEP 4: Results

The objectives of most training programs can be stated in terms such as reduced turnover, reduced costs, improved efficiency, reduction in grievances, increase in quality and quantity of production, or improved morale. The impact of training a program on those objectives is searching. From an evaluation standpoint, it would be best to evaluate training programs directly in terms of results. However, there are so many complicating factors that it is extremely difficult, if not possible, to evaluate in terms of results (Craig, 1976).

Certain kinds of training programs, though, are relatively easy to evaluate in terms of results. For example, in teaching clerical personnel to do a more effective typing job, you can measure the number of words per minute on a before and after basis. If you are attempting to reduce accidents, a before and after measure can be made.

However, E.C. Keachie (1948) stated, in an issue of the *Journal of Industrial Training* that "Difficulties in the evaluation of training are evident at the outset in the problem technically called "the separation of variables" that is how much of the improvement is due to the training as compared to other factors?" (p:17)

This is the problem that makes it very difficult to measure results that can be attributed directly to a specific program.

Mc Kinney (1957) has distinguished three levels of design for overall training evaluation steps :

1-Posttest only:

Here one simply decides whether the posttest seems to indicate that the trainees are adequately prepared for the job. If they are, the program is judged as successfully. However, Mc Kinney (1957) criticizes this post-test application as saying that "trainees could do well or poorly on the post test because of their prior experience, because they were highly or poorly motivated, because they felt someone cared about them or for any number of reasons other than training. But the post-test only is still the most widely used one." (p:332)

2-Before and After Comparison:

In this design, one compares pre and posttraining criterion scores. Mc Kinney cites that "this is a distinct improvement over the previous method in that it reduces the possibility that the final performance is a function of conditions that existed before

the training began. There is still the possibility, however, that the change that occurred during the training period is not entirely the result of training" (p:332).

3-Experimental Design:

In order to avoid the confoundings inherent in the other designs and to be sure that criterion changes are in fact due to the training program, experimental design is needed to be used. There are two essential characteristics of a true experimental design. First, a control group is needed that is treated just like the experimental group except for training. The second characteristic of an experimental design is random assignment of employees to the experimental and control conditions. Random means that persons in a population have an equal chance of being assigned to the experimental or the control conditions. If people are assigned at random, however, one cannot ensure that differences on the criteria between the experimental and control conditions are actually due to the training (Mc Kinney, 1957). He adds that a design that is far superior to a simple before and after design, then, is a before and after design with a control group and random assignment of persons to each group, this is only one of many available experimental designs-actually, the simplest possible arrangement. All the information coming from the evaluatory studies particularly that involving transfer to actual job performance should serve as input to the planning phase for subsequent revision of the program. This means that the ultimate results of training with the original objectives should be compared and to see whether it is moving closer or farther from these stated goals. Then, consider how things might be changed -objectives, procedures or evaluation - in order to bring results and objects into closer accord (Howell and Dipboye, 1986).

4. Industrial Training Activities in Türkiye

In Türkiye, the real industrial training facilities were started in 1955 by active involvement of the private sector into the industrialization process of the country. Since the 1960's application of the in-service training function has been extended and legal practices have started to function. (Zoga, 1988)

As stated in Zoga's (1988) Industrial Training and Development Project which was presented to the International Labour Organization (ILO), there are two important reasons for improvements in in-service training since the 1960's:

1-The real involvement of the private sector in Turkish industry and their vision on the concepts of productivity, quality and cost.

2-The support and leading practices of some institutions .Specifically:

- * İş ve İşçi Bulma Kurumu
- * Türkiye ve Orta Doğu Amme İdaresi Enstitüsü (TODAİE)
- * İstanbul Üniversitesi İşletme İktisadi Enstitüsü
- * Türk Sevk ve İdare Derneği (TSİD) and Sevk ve İdare Geliştirme Merkezi (SİGM)
- * Milli Prodüktivite Merkezi (MPM)
- * ILO, FAO, FORD FOUNDATION with Turkish projects

İş ve İşçi Bulma Kurumu and Milli Prodüktivite merkezi have been in many attempts to introduce the notion of in-service training in industry and they have played a leading role in implementing the first training facilities in plants.

İstanbul Üniversitesi İşletme İktisadi Enstitüsü has served in designing in-service training courses on Management both for the public and private sector.

Also, TODAİE has served in designing in-service training for the public sector on training middle level managers to improve the idea of organizational management.

Türk Sevk ve İdare Derneği ,founded in 1962, has played an important role in expanding the in -service training in industry .This institution has been in contact with the Ford-Foundation,International Labour Organization to carry out research and bring new technology to the industry.

After these attempts, industrial training covered by Non-formal education has become the concerns of the government under the 1963 draft law of Apprenticeship and Vocational Training, and in 1966 there were attempts to issue a law on manpower training inside or outside the organizations.(Zoga,1988)

In the ensuing years ,the Five Year Development Plans indicating the policies of he government on various functions of the state and prepared by The State Planning Organization (SPO) contained issues related with adult education and in-service trainings.

The Second Five Year Development Plan (SPO,1967) introduced educational programs for women and emphasized co-operation between the Ministry of National Education (MONE) and the Ministry of Labor and Industry for in-service training of administrative personnel and designing new programs for employees (Okçabol,1988)

The Third Five Year Development Plan (SPO,1972) contained the provision:

" Since formal education can fill only a portion of the quantiative deficits in long term technical manpower needed, adult education must give priority to vocational and technical education." (Okçabol,1988)

The Fourth Five -Year Developmnet Plan (1979) emphasized the need to establish a comprehensive adult education system to equip the masses without access to formal education, with information and skills required by industrialization,advanced technology and urbanization and to enable them to adapt to constantly changing conditions (Okçabol,1988)

The Fifth Five Year Development Plan (SPO,1984) intended to integrate the educational system by forming organic relations between formal and non-formal education.The plan avoided treating adult education on a separate educational level and instead,defined educational institutions at all levels as organizations offering a life-long service to adults in the evenings,at weekends and during the summer.The plan also emphasized the establishmnet of the Vocational Adult Education Fund.

One of the most important steps for industrial training was the law of Apprenticeship Training. Apprenticeship and Vocational Training Act enacted in 1986 (no:3308) and replaced a similar law no.:2009 (in 1977) .

This act reset the principles regarding the training of apprentices,journeyman, and masters,and how the vocational training was to be organized in schools and enterprises(Okçabol,1988) Planning, developing , evaluating and participating in the Vocational and Technical trainings in business also became one of the purposes of the new vocational training system under this act (Sezgin,1986).

In the article on in-service training in industry issued by the State Planning Organization (1988) , it has been stated that a committee will be formed from the members of the State Planning Organization with other responsible organizations' responsible.The committee will make plans and establish the objectives and describe current situation in the area of in-service training throughout the country

with the purpose of including it in the Sixth Five Year Development Plan . (State Planning Organization Article,1988)

a) Related Researches

Research done by Canman (1979) in the Public Sector entitled Measurement and Evaluation in In-service Training of the Public sector found the following results:

1-In-service training facilities in the public sector are not so effective in improving the skills and knowledge of the employees.

In the research, 19.23 % of the sample states that training programs are effective whereas 80.76 .% states they are not.

2-The needs assessment is not effectively and adequately done.

3-The purpose of the training is concentrated more on giving knowledge rather than improving skills and directing behavior positively.

4-Training the trainers inside the profession is not appreciated.

5-Usually , the lecturing method is being used rather than modern training techniques.

6- 57.69% of the sample stated that they can apply what they have learnt in the training to their jobs whereas 42.3% cannot.

According to the World Bank survey done between 1982-1983 on Industrial and Vocational Training in Türkiye, they have stated three reasons for non-development of the in-service training in Türkiye.

The stated reasons were:

1- Training of the professional personnel is not emphasized and as a result, production,maintenance and quality control improved haphazardly.

2- Industrial trainers have a low level of education and they are not motivated because of earning less money.

3-On both sides , employee and employer have no enthusiasm towards training opportunities.

According to research entitled "Problems of Business in Türkiye" made by Türk Sanayicileri ve İşadamları Association , the 19.2 % of the sample stated that their most important problem was relations with personnel and when the managers were asked for solutions to this problem , 26.3 % gave the first answer as "On the Job Training" and 20 % as courses and seminars that are given by the professional training centers.(Türk sanayicileri ve İşadamları Derneği,1988)

Although in the above study training is suggested for Personnel problems, TÜSİAD (1989) stated that " there are big differences between the participation rate of the different management levels to the training and this leads to differences in the development of the workforce."(p.4.40)

In TÜSİAD' s study (1989) on the participation rate of in-service training, findings show that the Workers (42%) are at the top ,middle level managers (17%) are second ,lower level managers (16%) and clerks (16%) share third place followed by technical personnel (8%),upper level managers (3%) and technicians (1%) follow the proceedings with the stated percentages.

Also in the same study (1989) ,the content of the training programs were investigated and findings were as follows Computer (14%), Technical training (13.5%), Accounting and Finance (13%), Marketing (12.5%), Foreign Language (12%) Management (11.5%),Production (8.5:%), Sales (8%), Public Relations (4 %),General Culture (3%) .

In this thesis , the types of training and training program titles that were provided for different levels of personnel were investigated. While seeking this information, the personnel levels were classified into 5 groups as Upper ,Middle and Lower Level Management, Clerks and Workers. In this study, Ünüsan's (1989) definition of the management levels were used. Upper level management refers to positions who have higher decision responsibility for the future of the company. The positions of General Manager, Assistant General Manager , Heads of departments like Finance , Production, Marketing and other department managers are included in this group. Middle level management refers to people who are at the position of division managers reporting to a higher position in terms of work responsibility. People at this position have the responsibility of carrying out the duties coming from the higher level managers and distributing the duties to their lower level managers (Ünüsan, 1989). Lower level management refers to people who are at the first level of management and have direct responsibility over the lower level of employees. These positions are especially supervisors in industrial establishments. Clerks include officials who keep records, and correspondence and perform routine business. In this study also, the sales representatives were included in this category. Workers who are known particularly as Blue Collar Employees are the ones who are directly involve in the manufacturing process in the factory.

The types of training were investigated by using Gilmer's (1966) descriptions of Orientation, Technical/Functional and Managerial Training. Orientation Training is concerned with new employees or employees who enter new job situations within a company and the objective is to provide information about policies and goals of the organization and develop attitudes such as pride, respect, and loyalty (Gilmer, 1966). Technical Training is primarily concerned with the acquisition of advanced job techniques and the learning of recent technological and scientific

developments which are of direct or indirect benefit to the organization (Gilmer,1966).Managerial Training aims to improve the management skills of the employees such as human relations ,supervisory procedures, and principles of scientific management trainings (Gilmer,1966).Other than these , teaching a Foreign Language and Computer Programs were added to the types of training after getting feedback from the pilot study.

5. Purpose of the Study

The purpose of this study is to assess the in-service training activities of the Turkish Major Industrial Organizations. How these activities are implemented in those organizations, the views and the recommendations of these firms' training directors for the current state of in-service training facilities of the Turkish industry are also concern of the study.

1. Questions of the study :

1- To what extent 100 Turkish Major Industrial Organizations have organized training function for their employees?

2- Which units in the organization are responsible for training activities and the qualifications of the people who responsible for the training facilities?

3- How the training facilities are implemented in those organizations ?

4- How the effectiveness of the training is evaluated in those organizations?

5- How the training directors perceive the benefits of the training activities for the success of the company; what are the opinions about the general current state of in-service training ; and what are the recommendations for the development of in-service training in Türkiye?

2. Significance of the Study:

While in- service training as a field of practice is moving rapidly in the world , this study will help to identify the current state of workplace training in Turkish Industrial Organizations .

Since ,there is not any study as broad as this one that the researcher could refer to ,this study will provide important data about workplace training in Major Turkish Industrial firms.Thus , the researcher thinks that this study is the first which investigates the present state of in-service training facilities in the Major Turkish organizations. The results of the study could provide suggestions for the development of in-service training.

C H A P T E R I I

M E T H O D O L O G Y

The purpose of this study is to assess the in-service training activities of the Turkish Major Private Industrial Organizations. In order to gather the necessary data for this study which requires a wide perspective and understanding on in-service trainings of the selected Turkish industrial firms, the researcher conducted face to face interviews in the responsible unit with the responsible person who are called as training directors in this study.

This interview contains two parts : the first is the qualitative part which deals with the general information about the company, the training unit and those responsible, implementation of the training facilities in the organization, and evaluation studies of the training facilities; the second part is a further in-depth interview about the nature of the training operations such as the perceptions of the training directors about the benefits of the training activities for the success of the company, opinions about the general current state of in-service training and recommendations for the development of workplace training in Turkish industry.

A. Population

The population of the study is the Major 500 Turkish Industrial Organizations which was presented by Istanbul Chamber of Commerce (ISO) for 1992. The ranking was determined by ISO on the basis of sales that a firm made from production in 1992.

To collect data , the first 100 Major Industrial Firms from the private sector located in İstanbul were taken as a sample. Among the 100 , the firms that have organized in-service training function for its employees are determined by asking on the phone each of the firms' personnel managers whether they have organized training facilities or a unit responsible for training and if so could an appointment be made. The data is gathered from Personnel Managers or Training Managers or equivalent person who is responsible for training in those companies and who are called as Training Directors in this study.

The composition of those 100 Organizations by having or not having organized in-service training according to their industrial classification is given in TABLE 3 . The industrial classification of those companies is made according to International Standard Industrial Classification of Manufacturing Industry (DİE,1985-1989) which is used also by ISO.

TABLE 3 :Distribution of the 100 Industrial Organizations By Having Training Activities or Not.

Organizations					
Name of the Industrial Group	Have Training Activities		Have Not Training Activities		Total
	f	%	f	%	
Food Industry	0	0	5	100	5
Beverages industry	0	0	1	100	1
Textiles	6	46	7	54	13
Wearing Apparel	0	0	2	100	2
Paper	3	100	0	0	3
Printing,publishing	0	0	4	100	4
Industrial Chemicals	2	33	4	67	6
Other Chemical	8	57	6	43	14
Petroleum Products	2	66	1	3	34
Rubber Industry	3	100	0	0	3
Plastic Products	0	0	1	100	1
China and Ceramics	0	0	2	100	2
Glass and Glass Products	2	50	2	50	4
Non-Metallic	0	0	3	100	3
Iron and Steel Industry	3	33	6	67	9
Non-ferrous Metal Industry	0	0	1	100	1
Metalware	3	100	0	0	3
Electrical Machinery	9	75	3	25	12
Transport Equipment	4	36	7	64	11
TOTAL	45	45	55	55	100

As stated in the above table,the number of companies that have organized training function is 45, whereas companies not having organized training function is 55.

The researcher reach the 37 companies out of 45 with the percentage of 82 % in this study.The composition of the 37 Companies according to Industrial Grouping is shown in TABLE 4.

TABLE 4: Distribution of the Organizations in the Sample By Industrial Grouping

Name of the Industrial Group	Organizations		
	f	Organize Training Reached	% of Reach
Textiles	6	5	83
Paper	3	3	100
Industrial Chemicals	2	2	100
Other Chemicals	8	5	62.5
Petroleum Products	2	2	100
Rubber Products	3	3	100
Glass and Glass Products	2	1	50
Iron and Steel Industry	3	3	100
Metalware	3	3	100
Electrical Machinery	9	8	89
Transport Equipment	4	2	50
TOTAL	45	37	82

There are 14 Joint-venture ,10 Foreign and 13 Turkish companies in the sample. The number of personnel in the organizations ranges from 133 to 12,000 with an average of 1,260 people. According to classification of the State Planning Institute (1981) there are 13 Middle and 24 Large size organizations and no Small size organizations in the sample.(TABLE 5)

TABLE 5: Classification of the Sample By Personnel Size

Size of the Organizations	Number of Personnel	Number of Organiz. in the Sample
Small	1-50	0
Middle	51-500	13
Large	501 and up	24

Titles of the People Interviewed:

The interviews are held by the training responsables whose job titles are shown in the TABLE 6.

TABLE 6 : The Titles of the People Interviewed

Titles	No.of Persons in the Sample
<i>Organizational Development Chief</i>	1
<i>Training Consultant</i>	1
<i>Training Manager</i>	3
<i>Training Specialist</i>	3
<i>Personnel Specialist</i>	1
<i>Personnel&Administrative Functions Manager</i>	2
<i>Quality Specialist</i>	1
<i>Personnel Planning Division Manager</i>	1
<i>Training & Organization Assist.Mngr.</i>	1
<i>Personnel &Industrial Rel.Manager</i>	3
<i>Quality Assuarance Chief</i>	1
<i>Personnel Manager</i>	5
<i>Personnel & Training Chief</i>	2
<i>Human Resources &Training Manager</i>	4
<i>Training Planning Manager</i>	1
<i>Training Coordinator</i>	1
<i>Method & Organization Manager</i>	1
<i>Quality Control Chief</i>	1
<i>Personnel Training &Development Chief</i>	1
<i>Personnel Group Manager</i>	1
<i>Training Chief</i>	1
<i>Recruitment &Training Manager</i>	1
TOTAL	37

B. Instrument

In this study, 42 questioned Training Facilities in Industrial Organizations Information Form which was developed by the researcher was used for gathering data during the interviews with the Personnel Managers or Training Managers or those in equivalent positions who responsible for training in the organizations.

In preparing the interview form, the resources of Koç Holding Training and Development Center's (KOGEM) Booklet on Needs Assessment in Koç Companies for 1987, the Seminar Catalogue of 1994 KOGEM trainings, Ünüsan's study on Personnel Trainings, Several Booklets of Private Training Centers ,Literature Review Knowledge and information coming from pilot study helped to the researcher.

After the questionnaire was prepared in the light of the above resources, the views of the expert and trainer on Organization Rehabilitation and Education Systems was taken on the usability of the interview form in the industrial establishments. Then the pilot study was carried out.

The aim of the pilot study was to determine the relevance of the questions, to see the performance of the interview form in the real world and to change the necessary items depending on the feedback gathered.

The pilot study was conducted with the Training Managers of the six organizations. Because , the aim was only to see the performance of the questionnaire in application and to check its content ; in selecting the pilot companies only the nature of the ownership of the companies were carefully

thought about in that the content may change by being Turkish,Foreign or a Joint considered by thinking the content may change by being Turkish,Foreign or a Joint-venture company. There were 3 Foreign,2 Joint-venture and 1 Turkish company in the pilot study.

On the basis of the pilot study the interview form was revised and given the final form.(See Appendix A)

1.Content of the Interview Form

The information gathered from interviews on the interview form can be subgrouped as the following:

1-General Information About the Company:

This part includes the name of the company, name and title of the interviewee, industrial group that the company belongs to,the state of ownership of the company,the personnel size and the establishment year of the company.(Q:1- 4)

The name of the company,the name and the title of the interviewee was filled in by the interviewer before an appointment.

2-Information about the Training Unit and Training Directors Interviewed:

The name of the responsible training unit, the department that this unit reported to,the functions of the training unit,number of personnel working in this unit,the educational background of the training directors are covered in this part.

(Q:5-11)

3-Information About the Implementation of the Training Facilities in the Organization:

This part of the form seeks information about the implementation of the trainings in the organization.

The training resources used;the trainers;aims of the organization in implementing trainings; priorities on levels of personnel while providing training; methods of needs assessment and determining participants ;training methods used;whether the organizations implemented trainings in 1993 and 1994; extent of the training budgets for 1993 and 1994;number of personnel in different levels in 1993 ,Number of Participants from those levels of Personnel in 1993 training programs; training programs that provided for the different levels of personnel for 1993 are the topics in this part of the study are(Q:12-35).

IV- Evaluation Studies of the Training Facilities:

This part of the form seeks the information about whether those firms evaluate the effectiveness of the training results if so, in what ways they evaluate (Q:36-38).

V- Comments of the Training Directors

This is about the benefits of the training activities for the success of the organization-opinions about the Current State of In-Service Training,and recommendations for the development of the in-service training in Turkish industry (Q:39-42)

C. Procedure

The list of the 1992 results of the annual survey on the 500 Major Industrial Organizations in the Turkish industrial sector carried out by the Istanbul Chamber of Industry (ISO) was taken from the ISO .The first 100 private organizations that were located in İstanbul were determined by specifying the companies whose associated chamber is seen as İstanbul on the list.

Then,the telephone numbers,addresses and the name of the Personnel Managers of the companies were taken from the Personnel Management Association (PERYÖN) Booklet. All the firms were contacted by telephone to learn whether they had organized training facilities or not.If they had training facility , an appointment was made for an interview.

In this study because the researcher was already working, one person who has knowledge and experience with the interview techniques helped the researcher in doing interviews.

The training directors,the interviewees of this study, of the organizations were interviewed in line with the information form ,and the interviewer select the appropriate answer from the possible answer choices on the form.For the open ended questions the interviewer write down the stated responses.

D.Data Analysis

In this study, the data was gathered from face to face interviews. The results are analyzed on each question in the interview form. The data of each company is entered into the SNAP Computer Program to make compilation of data by frequency distribution and percentages. In analysis, total response frequency for each question is taken as a base. However, because some of the questions were not answered by all the subjects, data gathered from those questions could not be entered into the SNAP for frequency and percentage, instead the researcher gave the minimum and maximum data with the average for the answers of those questions(Q: 4,5,9,19,23,24,25).

CHAPTER III

RESULTS

As stated before, the aim of this study is to assess the in-service training activities of the Major Turkish Private organizations located in İstanbul.

To serve this aim ,the interview data collection method is used in this study.

The findings of the study are presented under two parts.The first part presents the four subgroups that the interview form covers.Those subgroups are as follows:

- a- General information about the company
- b- Information about the training unit and the training directors
- c- Information about the implementation of the training facilities in the organizations
- d- Evaluation studies of the training facilities

The second one presents the perception of the training directors interviewed about the benefits of the training on the success of the company,opinions about the current state of in-service training and recommendations for the development of in-service training facilities in Türkiye.

A. Part I

1. General Information about the Organizations:

In this study, there are 14 Joint Ventures, 13 Turkish and 10 Foreign totalling 37 Major Turkish Industrial Organizations which have organized training facilities and are located in Istanbul. Those firms are in the list of first 100 of the 500 companies.

The industrial groups that those firms belong to according to International Standard Classification of Manufacturing Industry are as follows:

5 from Textile, 3 from Paper and Paper products, 2 from Industrial Chemicals, 5 from Other Chemicals, 2 from Petroleum products, 3 from Rubber products, 1 from Glass and Glass products, 3 from Iron and Steel Industry, 3 from Metalware, 8 Electrical machinery, 2 from Transport equipments (See TABLE 4).

The personnel size of those organizations range from 133 to 12,000 with the average of approximately 1,260 people. According to classification of State Statistical Institute (D.İ.E., 1981) on the bases of personnel number, in the sample there are 13 Middle and 24 Large establishments, there are no small establishments.

The starting date of the training facilities after the foundation of the companies ranges from 0 to 31 years with an average of approximately 6.7 years. Among 32 who was responded, 14 companies started training facilities in the same year the company was founded.

2. Information about the Training Unit and the Training Directors

In approximately one third of the 37 organizations (38%), the training facilities are carried out by the Personnel Department. The Training Department (24%), Human Resources Department (11%), Training Directorate (5%) follow the personnel department in order. Assistant Personnel Directorate (5%), Industrial Relations Department (5%), Quality Control Department (5%), Technical Training Department (3%), Training Committee (3%) and Training Consultant firm (3%) are also stated under the subtitle of Others in this study. As stated above, in one of the organizations, it is mentioned that there is a training committee comprising with people from different positions such as plant manager, personnel specialist, quality chief who carry out the training related facilities. (See TABLE 7)

TABLE 7 : Distribution of the Given Responses to the Responsible Unit of the Training Function in the Organizations

<i>Name of the Unit</i>	<i>f</i>	<i>%</i>
<i>Personnel Department</i>	14	38
<i>Training Department</i>	9	24
<i>Human Resources Department</i>	4	11
<i>Training Directorate</i>	2	5
<i>Assistant Personnel Department</i>	2	5
<i>Industrial Relations Department</i>	2	5
<i>Quality Control Department</i>	1	3
<i>Technical training Department</i>	1	3
<i>Training Committee</i>	1	3
<i>Training Consultant Firm</i>	1	3

The stated functions of the training unit in those companies are focusing more on needs assessment studies (97%), organizing in company trainings (97%) and in country trainings (92%). Medium importance is given to organizing abroad training (65%), doing performance appraisals (57%), updating personnel information

(57%),planning manpower (51%).Least mentioned functions are carrying out industrial and union relations (8%) , managing compensation (8%),making job analysis (8%),contacting universities for the recruitment facilities (6%) and publishing company booklets (2%) which are stated under the name of the Others in this study. (See TABLE 8).

TABLE 8 : Distribution of the Given Responses for the Functions of the Training Unit

Name of the Function	f	%
Needs Assesment	36	97
Organizing in- company trainings	36	97
Organizing in-country trainings	34	92
Organizing abroad trainings	24	65
Doing Performance Appraisal	21	57
Updating Personnel Information	21	57
Manpower Planning	19	51
Carrying out industrial relations & union relations	3	8
Compensation Management,	3	8
Recruitment facilities with the universities	2	6
Publishing company booklet	1	2
Job Analysis	3	8

Out of 37 companies,15(40%) of the sample report directly to the General Management ,16% to Assistant General Management, 14% to Personnel Directorate,8% to Industrial Relations Department , 5% to Assistant Personnel Management, 5% to Human Resources Department ,2.8% to Research and Development Department ,2.8% to Assistant Personnel Directorate ,2.8% Plant Manager (See TABLE 9).

TABLE 9 : Distribution of the Given Responses to the Reporting Department of the Training Unit

<i>Name of the Department</i>	<i>f</i>	<i>%</i>
<i>General Management</i>	15	40
<i>Assistant General Management</i>	6	16
<i>Personnel Directorate</i>	5	14
<i>Industrial Relations Department</i>	3	8
<i>Human Resources Department</i>	2	5
<i>Assistant Personnel Management</i>	2	5
<i>Assistant Personnel Directorate</i>	1	2.8
<i>Research & Development Department</i>	1	2.8
<i>Plant Manager</i>	1	2.8

The level of education of the training directors who were interviewed are all at least university graduates. Of the sample, 73% have an Undergraduate degree, 22% have a Graduate degree and 5 % have a Doctorate degree (See TABLE 10).

TABLE 10 : Distribution of the Educational Level of the Training Directors Interviewed

<i>Level of Education</i>	<i>f</i>	<i>%</i>
<i>Undergraduate</i>	27	73
<i>Graduate</i>	8	22
<i>Doctorate</i>	2	5

When looking at the undergraduates' (27) faculty of graduation on the bases of the field study, the engineers (8) are followed by graduates of Economics and Administrative Sciences (7), Arts and Sciences (6), Educational Sciences (4), Law (1) and Technical Education (1) . Those who have graduate degrees have Engineering (3), Economics & Administrative (3), Arts and Sciences undergraduate degrees. Their graduate degrees are from Business Management (4) ,Organizational Behavior (1), Industrial Organization (1), Sociology (1) and Petroleum (1). The undergraduate degrees of Doctorate people are Psychology

(1) , Social Antropology (1), graduate degrees are Counseling (1) , Social Antropology (1) and their doctorate degrees are from Organizational Sciences and Social Sciences.

The distribution of the persons on graduate faculty bases is given in TABLE11.

TABLE 11: Distribution of the Training Directors' Educational Level By Faculty Bases

Name of the Faculty	Undergraduate		Graduate		Doctorate	
	f	%	f	%	f	%
Engineering	8	22	1	3	-	-
Economics&Administrative Sciences	7	19	4	11	2	5
Arts & Sciences	6	16	3	8	-	-
Educational Sciences	4	11	-	-	-	-
Law	1	2	-	-	-	-
Technical Education	1	2	-	-	-	-
TOTAL	27	73	8	22	2	5

3.Implementation of the Training Facilities in the Organizations

a. Training Resources Used

The organizations state their first choices for training resources that they have used are as follows: 61% of the sample prepare their own training programs and train their internal staff to be the trainers of these programs implemented within the company. The other training resources in order of preferences are as follows; trainings abroad (25%),outside training centers (24%),universities (5%),public establishments (4%). Koç Holding Training and Development Center (KOGEM) which is categorized as Others in this study is also used by 6 companies who are the part of the Koç community.KOGEM is the independent center responsible for training and development facilities of all KOÇ community.The distribution of the given priorities for the resources used is given in TABLE 12.

TABLE 12: Priorities of the Organizations in Training Resources Used

Name of the Training Resources	The Order of the Choices									
	1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%
Company Prepared Trainings	19	61	5	16	7	23	0	0	0	0
Outside Training Centers	8	24	18	55	7	21	0	0	0	0
Public Establishments	1	4	4	17	9	39	7	30	0	0
Universities	1	5	3	14	7	32	9	41	2	9
Abroad Trainings	7	25	5	18	1	4	5	18	8	29

b. The Trainers

The trainers of in company trainings at the companies are mostly the experienced internal staff (78%) who have been trained as a trainer. Department managers (68%), Training Department Manager (51%), Training Committee (27%), Trainers from abroad (2.5%) and Training Consultant (2.5%) follow the experienced staff with the stated percentages (See TABLE 13). As can be seen, one of the organizations in the sample has outside training consultant who works part time for this company.

TABLE 13: Distribution of the Responses for the Trainers Used

Stated Choice	f	%
Trained internal staff	29	78
Department managers	25	68
Training Department manager	19	51
Training Committee	10	27
Trainers from abroad	1	2.5
Training consultant	1	2.5

c. Purposes of Organizations in Providing Training Programs

While the organizations are providing these training programs, their aims differ from one to another. In this sample, 64% of the organizations implement training with the first aim of increasing productivity. To orient new employees (27%), adapt to the technological advances (25%), develop a common language in the company (25%), enhance team work (25%), prepare employees for the upper level responsibilities (24%), develop positive behaviors of the employees (22%) and decrease turnover (16%) are the other aims that are stated in order (TABLE 14).

TABLE 14: Purposes of the Organizations in Providing Trainings

Purpose	The Order of the Choices															
	1		2		3		4		5		6		7		8	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Increase Productivity	23	64	6	17	3	8	2	6	1	3	1	0	0	0	0	0
Prepare for the Upper Level Responsibilities	8	24	6	18	4	12	4	12	5	15	3	9	4	12	0	0
Decrease Turnover	4	16	0	0	1	4	1	4	0	0	2	8	8	32	9	36
Orient New Employees	9	27	7	21	6	18	3	9	3	9	2	6	2	6	1	3
Develop Positive Behaviours	7	22	2	6	7	22	5	16	3	9	5	16	1	3	2	6
Adapt to Technological Advances	8	25	4	13	1	3	7	22	6	19	3	9	1	3	2	6
Develop Common Language	8	25	4	13	1	3	7	22	6	19	3	9	1	3	2	6
Enhance Team Work	8	25	7	21	4	12	5	15	8	29	1	0	2	6	0	0

d. Priorities in the Levels of Personnel in Providing Training

When asked the priorities in terms of the personnel to be trained, in the levels of the personnel in providing training, the training directors state their first choices as follows: The sales personnel (55%), middle level management (50%), all personnel without any level consideration (44%), upper level management (36%), workers (30%), lower level management (24%) and clerks (11%). The given responses are shown in the TABLE 15.

TABLE 15: Priorities of the Organizations in the Levels of Personnel in Providing Trainings

Personnel Level	The Order of the Choices															
	1		2		3		4		5		6		7		8	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Upper Level Management	9	36	4	16	3	12	4	16	3	12	1	4	1	4	0	0
Middle Level Management	16	50	12	38	2	6	1	3	1	3	0	0	0	0	0	0
Lower Level Management	7	24	9	31	8	28	3	10	1	3	1	3	0	0	0	0
Clerks	3	11	2	7	8	30	8	30	5	19	1	4	0	0	0	0
Workers	7	30	2	9	4	17	6	26	4	17	0	0	0	0	0	0
Sales Personnel	11	55	1	5	2	10	2	10	1	5	2	10	1	5	0	0
All Personnel Without Level Consideration	8	44	0	0	2	11	1	6	2	11	2	11	3	17	0	0

e. Needs Assessment Methods Used

The 78% of the sample determine the training needs of the organization by taking the suggestions of the managers. The results of the performance appraisals, and personal interviews with the people are the two priorities of the companies after the first one with the percentage of 57 and 54 respectively. Job Analysis, questionnaires, report and records investigations, needs assessment meetings, tests and direct observation are the other methods of determining training needs in that order (See TABLE 16).

TABLE 16 : Distribution of the Responses for Needs Assessment Methods

<i>Stated Choice</i>	<i>f</i>	<i>%</i>
<i>Suggestions of the managers</i>	29	78
<i>Performance Appraisals</i>	21	57
<i>Personal Interviews</i>	20	54
<i>Job Analysis</i>	18	49
<i>Questionnaires</i>	16	43
<i>Investigating Reports & Records</i>	9	24
<i>Needs Assessment Meetings</i>	8	22
<i>Tests</i>	5	14
<i>Direct Observation</i>	2	5

f. Methods Used for Determining Participants of Trainings

The companies mostly used the results of the Performance Appraisals in determining participants with the percentage of 58. Other methods following the performance appraisal are career planning (50%), personal interviews with the people (36%), job analysis (33%), reports and records investigation (33%), questionnaires (28%), suggestions of the managers (28%) and tests (11%) (See TABLE 17).

TABLE 17 : Distribution of the Responses for Methods of Determining Participants

<i>Stated Choice</i>	<i>f</i>	<i>%</i>
<i>Performance Appraisals</i>	21	58
<i>Career Planning</i>	18	50
<i>Personal Interviews</i>	13	36
<i>Job Analysis</i>	12	33
<i>Investigating Reports & Records</i>	12	33
<i>Questionnaires</i>	10	28
<i>Suggestions of the managers</i>	10	28
<i>Tests</i>	4	11

g. Training Methods Used

Among the On-the Job Training techniques, Orientation is the mostly used method for this study with the percentage of 94. Then, job rotation, project teams, coaching follow the orientation with the percentage of 54, 54, 49 respectively (See TABLE 18).

TABLE 18: Distribution of the Responses for On-the Job Training Methods

<i>Stated Choice</i>	<i>f</i>	<i>%</i>
<i>Orientation</i>	33	94
<i>Job Rotation</i>	19	54
<i>Project Teams</i>	19	54
<i>Coaching</i>	17	49
<i>Other</i>	0	0

On the other hand, among the Off- the Job training methods lecturing, case study and conference methods have the first three places in that order with the percentage of 89, 73 and 57 accordingly. Then role playing, simulation, sensitivity and vestibule training follow the first three in the stated order (See TABLE 19).

TABLE 19 : Distribution of the Responses for Off -The Job Training Methods Methods

<i>Stated Choice</i>	<i>f</i>	<i>%</i>
<i>Lecturing (seminars, courses)</i>	33	89
<i>Case Study</i>	27	73
<i>Conference</i>	21	57
<i>Role Playing</i>	19	51
<i>Simulation</i>	12	32
<i>Sensitivity Training</i>	9	24
<i>Vestibule Training</i>	5	14

In 1993, all the organizations in the sample implemented training facilities, but in 1994 three organizations decided to stop the facilities because of the 1994 economic crisis .

h. Allocated Training Budgets

When asked the training budgets for the years of 1993 and 1994 ,only 15 of the 37 training directors were able to give an answer.The reasons for not being able to answer are varied.In some of the organizations this information is confidential,in others the training budget is flexible.In these instances training is implemented on the basis of needs,and whatever the cost , it is paid by the company.Another reason why training directors do not know is that a direct charge is made to the participants own departments.To give an overview

TABLE 20 shows the 1993 and 1994 training budgets of the 15 organizations . From the afore mentioned table,the companies' training budget range for 1993 can be categorized as follows:

From the replies, 27% fall into the range of 0-500 million,20% to 500 million-1 billion,20% to 1-2 billion and 33% to above the 2 billion.For the 1994, approximately the amounts rise one range further which is no company at all at the first range ,33% fall into 500 million -1billion,13% to 1-2 billion, 54% to above 2 billion. Also,as can be seen, 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 a an average 232% increase from 1993 to 1994.

TABLE 20: Distribution of the Responses to the Training Budget for 1993 and 1994

1993	1994	Increase %
4,000,000,000	8,500,000,000	213
20,000,000,000	30,000,000,000	150
300,000,000	450,000,000	150
7,300,000,000	11,000,000,000	151
2,000,000,000	6,000,000,000	300
700,000,000	5,000,000,000	714
300,000,000	500,000,000	167
1,000,000,000	2,000,000,000	200
157,000,000	644,000,000	410
500,000,000	600,000,000	120
700,000,000	1,500,000,000	214
1,000,000,000	1,000,000,000	100
1,000,000,000	2,000,000,000	200
348,000,000	817,000,000	235
2,500,000,000	3,750,000,000	150
	AVERAGE INCREASE	232

i. Participation to Trainings in 1993

The training directors were asked the total number of personnel and participants to trainings for each level in order to get participation, only 13 responses could be obtained, because in some, there are no record available on personnel numbers and in some no records on the participation number for each level. The ratio of participation show that Workers have attended mostly when taking the total number of personnel as a base. The Upper Level Management, Middle Level Management, Clerks and Lower Level Management follow the Workers in the same mentality (See TABLE 21).

TABLE 21: Distribution of the Participants to the Total Trainings by Personnel Levels

Upper Level			Middle Level			Lower Level			Clerk			Worker		
No. of Pers.	Particip.		No. of Pers.	Particip.		No. of Pers.	Particip.		No. of Pers.	Particip.		No. of Pers.	Particip.	
	f	%		f	%		f	%		f	%		f	%
5	4	80	25	12	48	57	10	18	202	40	20	1165	1100	94
15	7	47	70	15	21	100	20	20	400	150	38	600	400	67
6	3	50	24	11	46	30	17	57	240	97	40	510	142	28
10	8	80	10	10	100	-	-	-	20	10	50	130	130	100
22	22	100	24	24	100	20	20	100	160	160	100	1550	1550	100
10	10	100	15	15	100	25	25	100	200	200	100	550	200	36
40	20	50	100	40	40	210	60	29	200	60	30	900	500	56
6	6	100	14	10	71	50	20	40	180	40	22	800	800	100
5	3	60	7	4	57	10	10	100	26	20	77	200	200	100
7	2	29	40	20	50	70	23	33	290	245	84	300	200	67
6	5	83	2	2	100	16	16	100	99	65	66	214	214	100
3	2	67	22	7	32	45	7	16	70	70	100	294	294	100
17	17	100	24	24	100	42	34	81	46	25	54	210	205	98

The kind of training provided for the different levels of personnel were analyzed under specific categories. The given training names for each Managerial and Technical/ Functional Trainings are subtitled on the bases of the content is done on the bases of trainings that belong to those titles. The Quality and Quality Control, Production, Finance, Marketing/Sales, Worker Health & Safety and Others are the subtitles of Technical/Functional Trainings; whereas Management, Motivation, Time Management, Leadership, Communication, Problem Solving, Project Management and Others are the Managerial Trainings' subtitles.

j. Upper Level Management Trainings

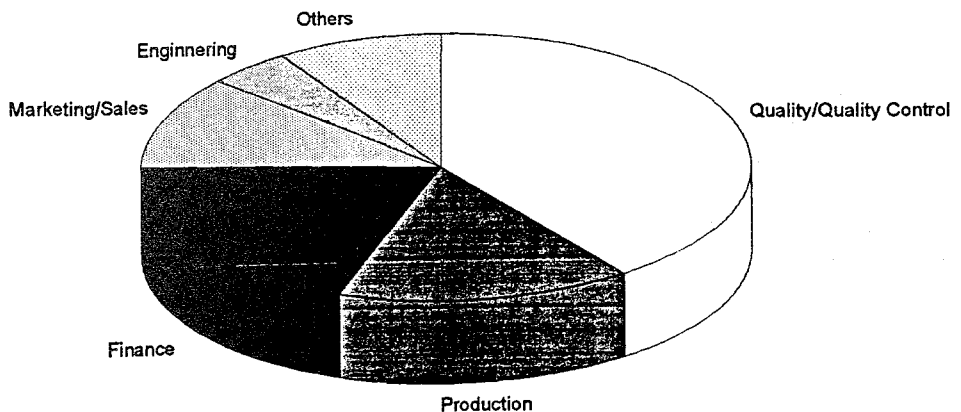
For the upper level management managerial trainings(97%) are provided more than the other trainings.97% , Technical/Functional training 59% and Computer training 38 % followed by Foreign Language 14% and Administrative Orientation 5% (See TABLE 22).

TABLE 22: Distribution of the Responses for Upper Level Management Trainings

<i>Type of the Training Provided</i>	<i>f</i>	<i>%</i>
Managerial	36	97
Technical /Functional	22	59
Computer Programs	14	38
Foreign Language	5	14
Administrative Orientation	2	5

In technical training as seen in Chart 1, subjects related with Quality and Quality Control take first place. Following quality and quality control are the Financial subjects, Production related subjects, Marketing and Sales, others and finishing with Engineering oriented subjects. For this level, Others include statistical techniques, documentation, purchasing skills, and environmental subjects leading trainings.

Chart 1: Upper Level Management Technical/Functional Trainings



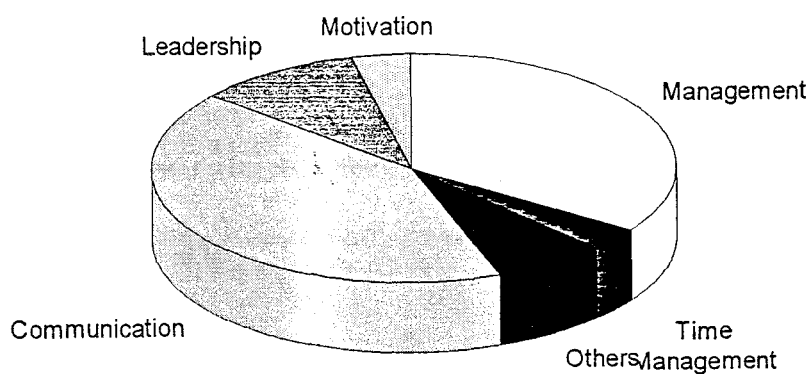
For the Upper level, the training names under the subtitles of Quality and Quality Control , Finance, Production ,Marketing / Sales , Engineering are shown in TABLE 23 .

TABLE 23 : The Technical/Functional Trainings that were provided for Upper Level Management

Name of the Training	f
A) Quality -Quality Control	18
ISO 9000	5
Total Quality Control	1
Total Quality Management	10
Quality Assurance	1
Total Perfectionism and Change	1
B) Production:	7
Production Planning & Control	2
Strategical Planning	1
Manufacturing Resource Planning	1
Efficiency	1
Maintenance	1
Paper Technology	1
C) Finance	9
Cost and Profit Planning	2
Cost Analysis-Cost Accounting	4
Finance for Non-finance People	1
Finanacial Management	1
Finance	1
Cost Analysis-Cost Accounting	1
D) Marketing-Sales	5
Marketing Awareness	1
Customer Satisfaction Mesurement	3
Senior Marketing	1
E) Engineering	2
F) Others	4
Statistical Techniques	1
Documentation	1
Purchasing Skills	1
Environmental Subjects	1

In Managerial Trainings, subjects related with Communication takes the first place, followed by Management oriented subjects, then subjects related with the Leadership, Others, Motivation and Time Management (See Chart 2). Others includes Creative thinking, individual effectiveness, performance and career discussion.

Chart 2: Upper Level Management Managerial Trainings



The names of the Managerial trainings under the headings of Communication, Leadership, Motivation, Management and their mentioning frequency are shown in TABLE 24.

TABLE 24: The Managerial Trainings that were provided for Upper Level Management

Name of the Training	f
A) Management	20
Management Techniques	5
Management Simulation Games	1
Management of Problematic Employee	1
Management of Change	1
Management by Objectives	1
Developing Managerial Skills	2
Management Grid seminar	1
Benchmarking	1
Helping Others Succeed	1
B) Motivation	2
C) Time Management	2
D) Leadership	6
E) Communication:	24
Communication Skills	6
Social Relations in Business	3
Selection Interview	2
Effective Speaking & Listening	2
Memo Writing	3
Effective Meeting	2
Effective Presentation	1
Team Building	1
Negotiation Strategy & Tactics	1
Human Relations	3
F) Others	4
Creative Thinking	1
Individual Effectiveness	1
Performance & Carrer Discussion Trainings	1
Fast Reading	1

k. Middle Level Management Trainings

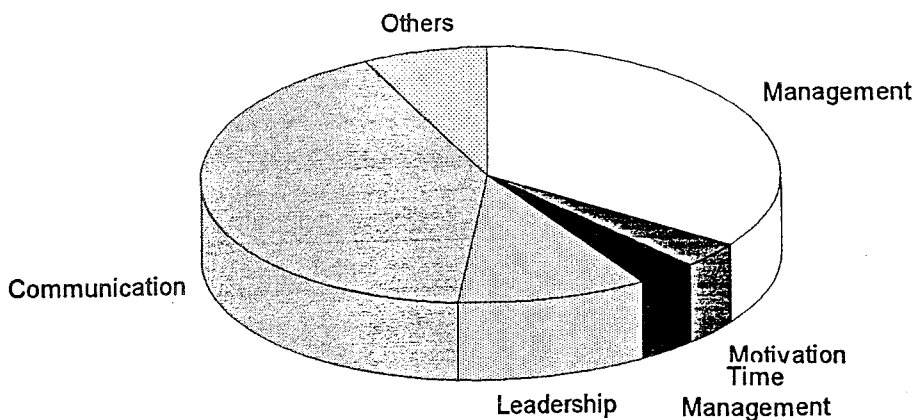
For the Middle Level Management like Upper Level Management , Managerial training is in first place. Then Computer Programs, Technical/Functional, Foreign Language and Orientation follow the managerial training (See TABLE 25).

TABLE 25 : Distribution of the Responses for Middle Level Management Training

<i>Type of the Training Provided</i>	<i>f</i>	<i>%</i>
Managerial	34	92
Computer Programs	26	70
Technical /Functional	25	68
Foreign Language	16	43
Orientation	9	24
Other	0	0

In Managerial training , as in the Upper Level Management, Communication takes the first place in second place is Managerial subjects, then comes Leadership , Motivation and Time Management share the fifth position after the Others which is the fourth one. In this level ,as in the Upper Level, Creative Thinking, Individual Effectiveness, Performance and Career Discussion trainings and fast reading are included in the " Others "(See Chart 3).

Chart 3: Middle Level Management Managerial Trainings



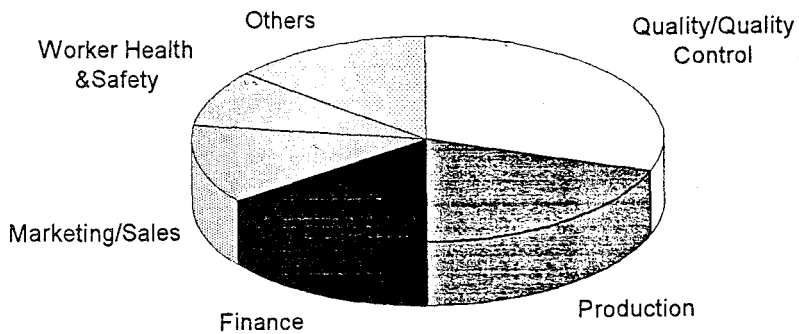
The Managerial training under the headings of Communication, Leadership, Motivation, Management are shown in TABLE 26.

TABLE 26 : The Managerial Trainings provided for Middle Level Management

Name of the Training	f
A) Management	20
Management Techniques	5
Management Simulation Games	1
Management of Problematic Employee	1
Management of Change	1
Management by Objectives	1
Developing Managerial Skills	2
Management Grid seminar	1
Benchmarking	1
Helping Others Succeed	1
B) Motivation	2
C) Time Management	2
D) Leadership	6
E) Communication:	24
Communication Skills	6
Social Relations in Business	3
Selection Interview	2
Effective Speaking & Listening	2
Memo Writing	3
Effective Meeting	2
Effective Presentation	1
Team Building	1
Negotiation Strategy & Tactics	1
Human Relations	3
F) Others	4
Creative Thinking	1
Individual Effectiveness	1
Performance & Career Discussion Trainings	1
Fast Reading	1

In Technical training, as shown in the Chart 4 ,training on Quality and Quality Control has a first priority,then subjects related with Production,Finance , Others , Marketing and Sales, Worker Health and Safety follow the Quality subjects in the stated order.

Chart 4: Middle Level Management Technical/Functional Trainings



The training names of the Technical trainings for the Middle Level are shown in TABLE 27.

TABLE 27 : The Technical/Functional Trainings that were provided for Middle Level Management

Name of the Training	f
A) Quality -Quality Control	20
ISO 9000	6
Total Quality Control Management	3
Change & Total Quality Management	5
Total Quality	1
Quality Techniques	1
Institutional Quality	1
Quaity Control Techniques	3
Total Perfectionism and Change	1
B) Production	13
Production Planning & Control	1
Problems in Production	1
Maintenance Planning	1
Efficiency	1
Total Productive Maintenance	1
Production Resource Planning	1
Statistical Techniques	1
Material Management	1
Manufacturing Support	1
Statistical process Control	3
Production	1
C) Finance	10
Cost and Profit Planning	1
Cost Analysis-Cost Accounting	1
International Accounting System	1
Financial Management	3
Finance	4
D) Marketing-Sales	8
Market Awareness	1
Customer Satisfaction Mesurement	1
Market Evaluation	1
MarketingTechniques	2
Customer relations	1
Professional Sales techniques	2
E) Worker Health & safety	6
F) Others	6
Paper Technology	1
Hydraulics	1
Bearing Techniques	1
Electrics	1
Spinning	1
Documantation	1

I. Lower Level Management:

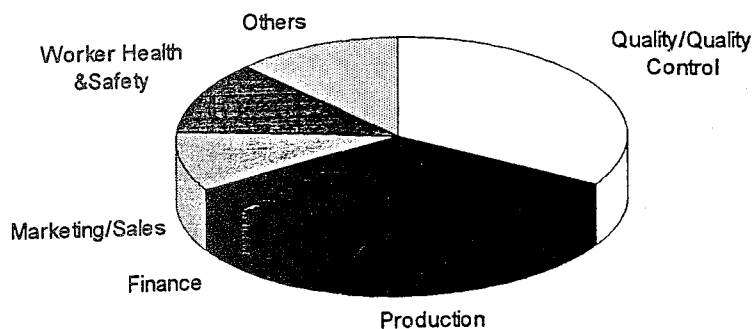
For the Lower Level Management ,the Technical/Functional training is at the first place. Then Managerial,Computer,Orientation and Foreign Language follow in the stated order.(See TABLE 28)

TABLE 28 : Distribution of the Responses for Lower Level Management Training

<i>Type of the Training Provided</i>	<i>f</i>	<i>%</i>
<i>Technical /Functional</i>	28	85
<i>Managerial</i>	25	76
<i>Computer Programs</i>	24	73
<i>Orientation</i>	13	39
<i>Foreign Language</i>	11	33
<i>Other</i>	0	0

In Technical / Functional Training like the other two, Quality and Quality Control oriented training occur most of all then the subjects related with Production, Worker Health and Safety ,Others,Marketing/Sales and Finance follow the Quality and Quality Control trainings.(See Chart 5)

Chart 5: Lower Level Management Technical/Functional Trainings



The names of the Technical trainings for the Lower Level management are shown in TABLE 29.

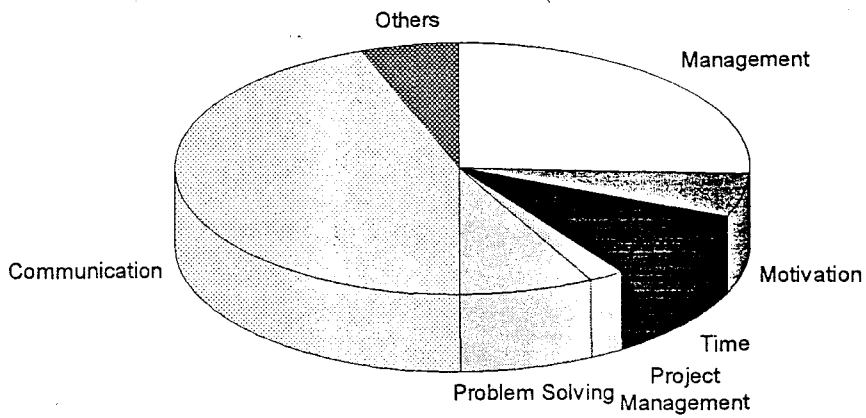
TABLE 29 : The Technical /Functional Trainings that were provided for Lower Level Management

Name of the Training	f
A) Quality -Quality Control	17
ISO 9000	5
Total Quality Control	1
Total Quality Management	5
Quality Techniques	1
Quality Circles	3
Statistical Quality Control	1
Total Perfectionism and Change	1
B) Production:	15
Production	1
Production Planning & Control	3
Statistical Process Control	3
Statistics Techniques	1
Measurement Techniques	1
Computer Aided Process Control & Production	1
Planned Maintenance	1
Manufacturing Resource Planning	1
Material Management	1
Strategical Planning	1
Production Support	1
C) Finance	2
Cost Reduction	1
Cost Analysis	1
D) Marketing-Sales	5
Marketing & Sales Techniques	2
Marketing Customer Service	1
Customer Satisfaction Mesurement	1
Customer Relations	1
E) Worker Health & Safety	6
F) Others	6
Electrics	2
Pneumatics	1
Spinning	1
Twisting	1
Paper Technology	1

In Managerial training for the Lower levels, again Communication takes the first place; subjects on Management, Time Management, Problem Solving, Others and Project management follow Communication. (See Chart 6)

The "Others" for this level are Individual effectiveness, Creative Thinking and Train the trainer programs.

Chart 6: Lower Level Management Managerial Trainings



The names of the Managerial trainings of the Lower level management are shown in TABLE 30.

TABLE 30: The Managerial Trainings that were provided for Lower Level Management

Name of the Training	f
A) Management	14
Management Techniques	5
Management Simulation Games	1
Basic Management	2
Managererial Grid Seminar	1
Management Development	3
Interpersonal Managing Skills	1
International Management Seminar	1
B) Communication:	24
Business & Human Relations	9
Communication Skills	6
Teamwork	2
Effective Speaking	1
Memo Writing	1
Effective Turkish Speaking	1
Effective Meetings	1
Effective & Fast Reading	1
Effective Presentation	1
Interview Techniques	1
C) Motivation	3
D) Time Management	5
E) Problem Solving	4
F) Project Management	1
G) Others	3
Individual Effectiveness	1
Creative Thinking	1
Train the trainers training	1

m. Training for Clerks

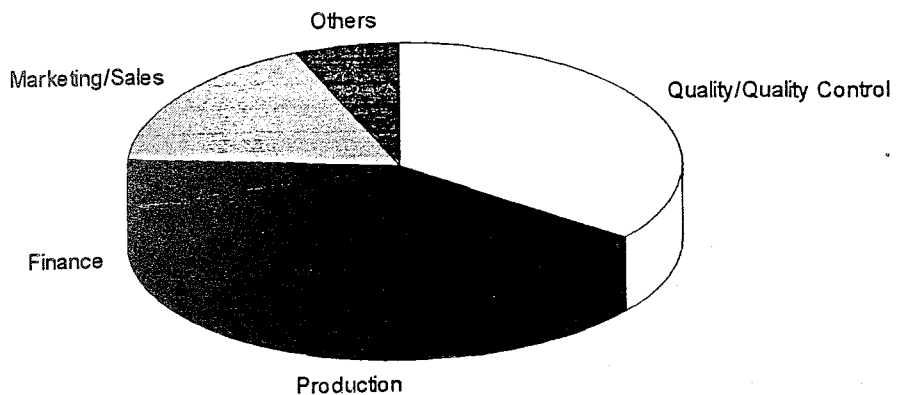
For Clerks, Computer Programs take the first priority, Technical/Functional , Managerial, Foreign language and Orientation follow in order (See TABLE 31).

TABLE 31 : Distribution of the Responses for Clerk Trainings

<i>Type of the Training Provided</i>	<i>f</i>	<i>%</i>
<i>Computer Programs</i>	23	77
<i>Technical /Functional</i>	21	70
<i>Managerial</i>	17	57
<i>Foreign Language</i>	17	57
<i>Orientation</i>	11	37
<i>Other</i>	0	0

In Technical/Functional training for Clerks, Quality and Quality Control and Production related subjects share the first position then Marketing and Sales, Finance and Others share the last position. (See Chart 7)

Chart 7: Clerk Technical/Functional Trainings



The names of the clerical technical trainings are shown in TABLE 32.

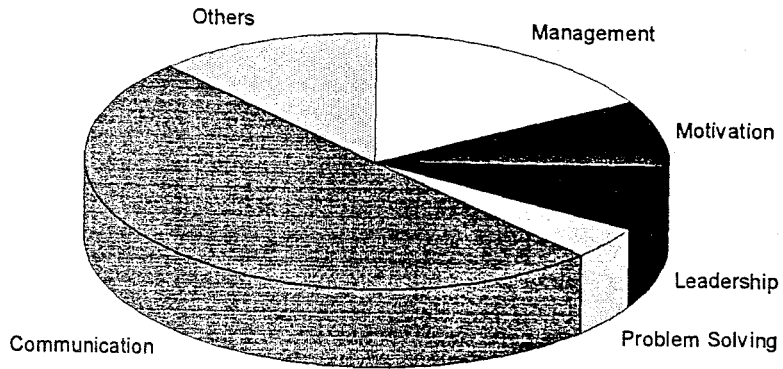
TABLE 32: Technical / Functional Trainings that were provided for Clerks

Name of the Training	f
A) Quality -Quality Control	12
ISO 9000	3
Total Quality Management	5
Quality Techniques	1
Quality Circles	2
Total Perfectionism and Change	1
B) Production:	12
Production	1
Production Planning & Stock Control	3
Statistical Process Control	1
Manufacturing Resource Planning	1
Material Management	1
Strategical Planning	1
Hygiene & Safety	3
Efficiency	1
C) Finance	2
Accounting	1
Finance	1
D) Marketing-Sales	6
Professional Sales Techniques	3
Marketing	2
Customer Satisfaction Mesurement	1
F) Others	2
Development of Secreterial Skills	2

In Managerial Training, Communication take the first place as in the others, Management related subjects take the second, Other stated training are in the third place, Motivation and Leadership share the fourth and Problem Solving Skill trainings has the fifth position.

For this level the other stated trainings are Individual Effectiveness, Creative Thinking and Training the trainers. (See Chart 8)

Chart 8: Clerk Managerial Training



The names of the Clerk Managerial trainings are shown in TABLE 33.

TABLE 33 : The Managerial Trainings that were provided Clerks

Name of the Training	f
A) Management	4
Management Techniques	2
Managerial Grid Seminar	1
Leading Manager	1
B) Communication:	12
Communication Skills	5
Social Relations in Business	4
Effective Interviewing	1
Effective Turkish Speaking	1
Fast Reading	1
C) Motivation	2
D) Leadership	2
E) Problem Solving Skills	1
F) Others	3
Individual Effectiveness	1
Creative Thinking	1
Train the trainers training	1

n. Worker Trainings

For Workers, Technical/Functional trainings are in the first place. Then Orientation follows Technical training. (See TABLE 34)

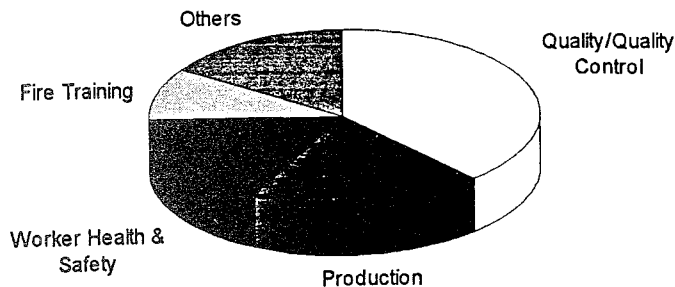
TABLE 34 : Distribution of the Responses for Worker Trainings

<i>Type of the Training Provided</i>	<i>f</i>	<i>%</i>
<i>Technical /Functional</i>	32	91
<i>Orientation</i>	18	51
<i>Other</i>	2	2
<i>Not known</i>	2	6

Two state that they do not know the names of the trainings for workers because of they are only responsible for the training of administrative staff.

The subjects on Quality and Quality Control have the first priority in the technical training of workers then production, Worker Health and Safety and fire training etc follow the subjects on Quality in stated order. (See Chart 9)

Chart 9: Worker Technical/ Functional Trainings



The names of the Worker Technical trainings are shown in TABLE 35.

TABLE 35 :The Technical/Functional Trainings that were provided for Workers

Name of the Training	f
A) Quality -Quality Control	20
ISO 9000	5
Total Quality Control	3
Total Quality Management	7
Quality Techniques	2
Quality Circles	3
B) Production:	10
Total Productive Maintenance	1
Production Planning & Control	3
Statistical Process Control	1
Statistics Techniques	1
Measurement Techniques	1
Efficiency	1
Measurement & Control Systems	1
Use of Autocontrol Quality Index	1
C) Worker Health & Safety	9
D) Fire Training	5
E) Others	
Wrapping	1
Technical drawing	1
Spinning	1
Twisting	1
Basic Mechanics	1
Paper Technology	1
Mechanical Apparatus Trainings	1
Paper Technology	1

4. Evaluation Studies of the Training Facilities

All the organizations in the sample make evaluation studies after training programs in one way or another; the different ways are as follows:

Except for 4 firms, all the organizations' training directors state that they take reactions of the participants on overall training; 65% by using questionnaires, then making personal interviews (41%), taking written comments of participants (35%), managers' opinions (10%) and using check sheets (3%). The 4 who state that there are no systematic studies for taking the reactions of the participant which have the percentage of 10. (See TABLE 36)

TABLE 36 : Training Evaluation Techniques: Distribution of the Responses for Taking Reactions of the Participants

<i>Method Used</i>	<i>f</i>	<i>%</i>
<i>Questionnaires</i>	24	65
<i>Personal Interviews</i>	15	41
<i>Taking written comments</i>	13	35
<i>Taking managers' opinions</i>	4	10
<i>Not systematically made</i>	4	10
<i>Using Check Sheets</i>	1	3

76% of the sample make evaluation studies of whether the skills and the principles have learnt by the participants. According to given data, the 51% of the sample use observation method. The evaluation of performance appraisals (41%) and classroom performance (30%) are the other two methods following the observation. Applying test after training (24%), applying test before and after training (14%), checking observation sheets (10%), comparing control and

experimental groups' performances(5%) and taking managers' opinions (3%) are the used other techniques .(See TABLE 37)

TABLE 37 : Training Evaluation Technique:Distribution of the Responses for Whether Skills and Principles Have Been Learnt by the Participant

<i>Method Used</i>	<i>f</i>	<i>%</i>
<i>Doing observation on the job</i>	19	51
<i>Performance Appraisal Evaluation</i>	15	41
<i>Classroom Performance Observation</i>	11	30
<i>Not systematically made</i>	9	24
<i>Applying test after training</i>	9	24
<i>Applying test before and after training</i>	5	14
<i>Checking Observation Sheets</i>	4	10
<i>Comparing control and experimental groups</i>	2	5
<i>Taking manager's opinions</i>	1	3

The evaluation studies of whether the desired behavior has been gained and applied by the participant in the real job environment are made 71%. The other replies show that taking the participants' managers opinions take the first place with 49%.Then following up performance appraisals done between the participant, manager and co-worker whom the participant working with is the other technique after applying the manager's opinion amounting to 23% (See TABLE 38).

TABLE 38: Training Evaluation Technique: Distribution of the Responses Whether Desired Behaviors Have Been Gained and Applied in the Real Job Environment

<i>Method Used</i>	<i>f</i>	<i>%</i>
<i>Taking opinions of the managers</i>	17	49
<i>Following performance appraisals done between participant, manager and co-worker</i>	14	40
<i>Not systematically made</i>	10	29
<i>Other</i>	0	0

In the sample, 47% state that they do not have systematical studies for whether training results are effective in performance improvements leading to Long term effectiveness of the company such as cost reduction and quality improvement. The companies that have studies stated that, following up the results of the performance appraisals done between the participant and the manager with the 39% is the most frequently used technique. Other techniques used are taking the opinions of the participant about his or her performance after training (14%), comparing the participant's pre and post records on the desired criteria (3%) and following up efficiency reports (3%) (See TABLE 39).

TABLE 39: Training Evaluation Technique: Distribution of the Responses Whether Training Results be Effective in the Long-term Effectiveness of the Company

<i>Method Used</i>	<i>f</i>	<i>%</i>
<i>Not systematically made</i>	17	47
<i>Following performance appraisals done between participant and manager</i>	14	39
<i>Taking opinions of the participant</i>	5	14
<i>Comparing the pre and post records on the criterias</i>	1	3
<i>Following up efficiency reports</i>	1	3

B. Part II

1- The Benefit of the Trainings

Most of the perceptions that the researcher get during the interviews are in the direction of believing in the impressive effect of the training on the success of the organizations. All of them consider the training as an investment in human capital and believe that the core element of the organization is their human resources. Therefore, they are conscious that investment on human resources is returned in productivity. In saying this, for example they mentioned the power of training on the employee's motivation, the development of a common language and culture, enhancing communication between the employees, improvements of quality in the work that has been done which leads to quality in the product. Also three of the interviewees mention that Organizational and Attitudinal Change can be accomplished through education and training. They state that training provides new insights, new information adapting the technological advances and new perspectives to the employees. One firm from the Textile industry also state that their slogan is "Continue to Change and Training" and another from the industrial chemicals industry state that they believe in the idea of "People make the Difference" which is the new slogan of this company.

One of the organizations from the Rubber industry give the percentage of effects of training in their business life by saying "we save 40 % in Quality, 30 % in Performance, 50 % in Work Safety and 40 % in Energy Saving through training."

2. Current State of In-Service Training

Most of the people interviewed in this study think that, compared with the past there is a growing improvement in in-service training in industry with the increasing need of skilled manpower. They state precisely " Geçmişe nazaran " without giving any date. It is perceived by these people as a growing and developing area which newly evokes the Turkish employers into taking the necessary actions to get qualified manpower. The employers newly understand the importance of investment on human capital which turns out to be quality in productivity and rapid development.

One of the signs of this understanding is mentioned by one of the interviewees from the Rubber industry. He said that " İşletme Eğitim Yöneticileri Derneği " had recently been founded. He adds that this association provides the plateau for the training managers to share their experiences from their organizations and improve themselves on the advances about the in-service training and education.

Two of the firms having this optimistic point of view from the Petroleum products and Electrical mechanics industry also think that training has become proactive in its application rather than reactive against the possible problems and training programs have started to be implemented more in line with the career needs of the employees.

During the interview, also the researcher detected the Quality concept becomes the flash topic of industrial organizations. This thought is also supported by the dense of the quality related training activities that were provided for employees as in the stated in previous pages. According to Türk Standartları Enstitüsü (TSE) definition ,quality means " all the features of a product or a service that having able to meet the needs of the target population" (TSE,p:2) The researcher learnt

that, in recent time, the organizations started to emphasize more to carry out necessary plans and systematic facilities to meet the requirements of the qualified product or a service. For this purpose with the joint efforts of Turkish Society for Quality (KALDER) and Turkish Industrialists' and Businessmen's Association (TUSIAD) starts to organize Quality competition among the companies in every year beginning from 1993 in which at the end the winning company will get the Quality Award. The winning company from the Rubber industry was also in the sample of this study. The training director of this company stated that

"the trainings that we provided such as Total Quality Management, Total Productive Maintenance, Total Quality Control, ISO 9000, Quality Circles and the others acquire a Quality mentality in all the work that has been done by the employees."

Another piece of important information that is gathered from approximately one third of the directors whom the researcher made interviewed is that only Major firms, Foreign or Joint Venture companies take training operations seriously and in line with this they activate training functions effectively. The others still do not understand the importance of training and emphasize the short term results instead of gains in the long term bases through investment in human capital.

Also in about a quarter of the sample the researcher senses that there are pessimistic opinions about in-service training. When the researcher tried to learn this aspect in the interview process, the researcher got the information from those pessimistic directors who think that training is still seen as an expense and time consuming by the organizations generally. Thus, those kind of training facilities are not emphasized and not implemented or something is done under the name of

training but for show only .One of the interviewees who shares this perception states his opinion by saying

" Üzülerek beyan etmek istiyorum ki önce insan felsefesinin tam olarak algılanamaması ,dolayısı ile eğitimin ikinci plana atılmasının yaygın olduğunu düşünüyorum , bazı yerlerde ise göstermelik yapılan çalışmalar var "

" Unfortunately , I think because the "Human First " philosophy is not perceived yet ,in-service training is treated extensively as a second class citizen ,there are some studies but they are only for show."

3. Recommendations of the Training Directors

On the bases of the training directors' perceptions and the resear the followings are recommendations to enhance in-service trainings in Turkish industrial firms.

1-There should be communication between the training departments or other training units of the companies in terms of getting and giving information on the training related subjects.Here in this study, the researcher learned that this suggestion has been realized.The so called " İşletme Eğitim Yöneticileri Derneği " was recently founded which serves as a base to share the information and implementations of the training managers of different companies .

2- There is no institutional resource in Türkiye to train professional Industrial trainers.Therefore,most of the training is prepared haphazardly without a knowledgable academic background of it.An institution should be established to train those kind of trainers.

3- There should be continious education and continuous contact with the outside training centers.

4-The independent training Departments should be established and academic oriented Training staff should be in all companies to carry out the training program.

5-There should be contact between the Universities and the Companies to combine the theoretical and practical knowledge.

6- The commitment of Upper Level Management and their support on the training function has a very important role in implementing training. Therefore management level should commit themselves and have the right mentality in human capital which in the long run gives better productivity in the end.

7- The Government should encourage companies to enhance their training facilities by reducing taxes in proportion to the training budget of those companies.

8- There should be no training budget in the company that restricts the facilities. The training budget should be flexible so that all the training needs can be implemented.

9- There should be " Information Banks" for getting desired information.

10-All the employers should believe in the importance and effectiveness of the trainings.

11- International developments in the training area should be followed up by the training directors.

CHAPTER IV

CONCLUSION & DISCUSSION

The purpose of the study was to identify the current state of in-service training facilities in Turkish Major Industrial Organizations. To serve this aim, the first 100 private companies located in Istanbul from the 500 major companies presented by Istanbul Commerce of Industry (ISO) on the bases of sales from production were taken as a sample. Among the 100, the researcher included the companies that have organized training facilities in the sample. The researcher investigated that 45 companies have organized training facilities and reached 37 of them to get data. The so called training directors of those firms were interviewed with the Training Facilities in Industrial Organizations Information Form which was developed by the researcher. In the introduction of the study, the researcher was stated that the commitment of the industrial firms to the training facilities vary greatly. For this sample, the percentage of having organized training facilities was 45, whereas not having was 55. About these ratios, the researcher thinks that these are not high percentages for the major firms and if this is the case for major companies, with the higher probability, this percentage will go down by going to smaller companies. Recalling the related literature of this study, there are some factors influencing the establishment of the training function such as type of industry, company objectives and attitudes of management toward training. On that point, referring to some of the training directors' perceptions that were interviewed, the researcher thinks that the most determining factor on the establishment of the training function in the Turkish organizations is the attitudes and beliefs of the management toward training. If the management really believes the investment in human capital will return as productivity in the long run, they emphasize the training function and allocate a budget for this investment. Furthermore, the results of the reliable evaluation studies of the

training facilities has to support this belief and give cues for the future productivity to the management level .

In the study ,the training directors who responsible for the training facilities of the companies were investigated and found that they are all university graduates with different backgrounds.For this sample,suprisingly the number of persons coming from engineering departments were more than from management or arts and educational sciences.This aspect made the researcher think even more deeply about the issue of not having specific field of study in Türkiye that train people as industrial trainers.As stated in the literature review, the theoretical background of the persons who responsible of the training facilities are so important.Because training directors and their staff should be capable of to detect , analyze and solve the performance problems of those who make up the organization.Then, the training directors should be skillful in the ability to use learning theories to meet the training needs,design appropriate trainings and present them in such a way that the process of learning is maximized.

The most widely stated purpose in providing training programs for the employees was to increase productivity.During the interviews , the researcher gets the impression that the organizations in general believe the benefit of the trainings on the performance of the employees which in turn raise the productivity of the company.One of the concrete signs of this thought is 232% average increase of training budget from 1993 to 1994 .

Furthermore, the training needs of the companies in the sample were mostly determined by taking the managers' suggestions.It is one way of assessing training needs which can provide alignment with the organizational objectives,strategies and the needs of the employees.

In general ,the mostly used method in determining participants of trainings was performance appraisal results which can provide information about what prior job training have the employees had until that time? What are the discrepancies

between the requirements of the job and the extent to which the employees meet these requirements ?

The priorities of the organizations in providing trainings for different personnel levels are changing from one organization to another. For this sample, the first priority in the levels of personnel was given to sales people. Maybe it was because all these organizations are major firms in the area of sales from production.

When the trainings that were provided for the different levels of personnel were investigated the followings can be stated .For all the levels of the personnel - Upper-Middle-Lower Management-Clerks-Workers -subjects related with Quality have the biggest proportion in so called technical/functional trainings. In so called managerial trainings , the subjects related with Communication and Management have the biggest proportions. As the researcher stated before , the concept of Quality becomes the flash topic of the industry .The joint efforts of Turkish Society for Quality and Turkish Industrialists' and Businessmen' s Association (TUSIAD) encourage the development of the quality systems by organizing Quality Award Competition in November of every year since 1993. The researcher thinks that companies that did not participate to this competition are also effected by this quality approach to update their quality systems. Because all the companies are competitors to each others and racing in the same market. Moreover, the researcher learnt that the 5 companies of this study were the participants of this quality award competition. In this organization , each of the company was audited by the Turkish and English auditors on their quality systems based on the following criterias : Leadership, politics and strategies, employee management, resources, processes, customer satisfaction , employee satisfaction, social effect of the company and action results (KALDER Brochure, 1993). As seen from the titles of the criterias, the so called management and technical/functional

trainings that were cited in this study for each levels of personnel are going aligned with the quality approach.

Lastly, the researcher thinks that one of the most important and most difficult part of the training process is the evaluation phase. Because, according to evaluation results the effectiveness of the training programme is judged, the programme is updated according to needs of the employees, if it is necessary, and effectiveness of the programme is increased. In this study, the evaluation of the training programme was studied under four headings that stated in the literature. These were evaluation of the trainee reaction, learning, behaviour, and results. The findings of the study showed that mostly the reactions of the participants to overall training were investigated after training programmes. On the other hand, the evaluations of the learnings, behavioral changes of the participants after training, the results of the training on the long-term effectiveness of the company could not be made systematically with the modern evaluation techniques. There were some studies but as most of the training directors stated during the interviews they were not adequate. Furthermore, the most difficult side of the reliable training evaluation studies is that eliminating the confounding variables' effect on the results. It means, the results of the training should be attributed directly to the specific training program. For this purpose, after all evaluation studies the question of how much of the improvement is really due to the training as compared to other factors should be answered.

A.Limitations of the Study

Because this study only surveys the first 100 Turkish Major Organizations located in İstanbul , the results cannot be generalized to cover the whole of Turkish industry.Furthermore ,the Public Industrial Organizations (KİT) which have different training structures have not been investigated in this study.

Therefore, the results can only shed light on the current state of in-service training function carried out by the private organizations.

As the researcher mentioned earlier, this study only focuses on 37 organizations which have organized in-service training facilities for their employees among the 100 selected firms.Therefore, the sample of the study becomes small in number without interference of the researcher.

B.Recommendations for Future Studies

As stated in the limitation part , this study only surveys major firms in the private sector of the Turkish industry without including Public Industrial Organizations (KİT) and other minor firms. Therefore, maybe for the future studies it can be a good idea to survey only KİT' s or minor firms' training activities by using interview form of this study to make comparisons between major - minor and public firms' training activities.

In this study, the information about the training activities was obtained only from the training directors of the firms.Maybe another study can include other people' perspectives such as managers of the firms,the trainees and the training directors. Also, three phases of the training programs,namely needs assessment ; implementation and evaluation studies of the firms can be investigated more deeply in different studies.

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A P P E N D I C E S

APPENDIX A

TRAINING ACTIVITIES IN INDUSTRIAL ORGANIZATIONS INFORMATION FORM

Name of the company	
Name of the person interviewed	
Job title of the person	

To the Attention of the Interviewer: Please tell the interviewee that all the information given during the interview will be kept confidential and the names of the firms will not be used in anywhere, analysis will be made on total bases.

Q.1 Which industrial group does your company belong to?

Q.2 What is the state of ownership of your company?

1	Turkish
2	Foreign
3	Joint venture

Q.3 What is the number of personnel in your company?

Q.4 What is the foundation year of your company?

Q.5 When did your company start to implement training facilities?

Q.6 Which unit does carry out training facilities in your company?

1	Personnel department
2	Training department
3	Human Resources department
4	Training Directorate
5	Others..... (please specify)

Q.7 Which department does this unit report to?

1	General Management
2	Assistant General Management
3	Personnel Directorate
4	Assistant Personnel Management
5	Others(please specify)

Q.8 What are the functions of the training unit?

1	Assessing training needs
2	Manpower planning
3	Doing Performance Appraisal
4	Organizing in country trainings
5	Organizing trainings abroad
6	Organizing in company trainings
7	Updating personnel information ,following up promotions and merit system
8	Others..... (please specify)

Q.9 Except you, how many people are working in this unit?

--

Q.10 What is your education?

1	Lycee	
2	Undergraduate	Divison:
3	Graduate	Division:
4	Doctorate	Division:

Q.11 Please rank (starting from 1) the following resources you utilize most widely for organizing trainings in your company?

()	Trainings prepared within your company and given by the trained staff
()	Outside training centers
()	Training services by state institutions
()	Universities
()	Training resources abroad
()	Others..... (please specify)

Q.12 Who are the trainers of training programs implemented in your company?

1	Training department manager
2	Training committee
3	Trained internal staff
4	Department managers
5	Others..... (please specify)

Q.13 What are the purposes of providing trainings for your employees?
(please rank starting from 1)

()	Increase productivity
()	Develop employees for the upper level responsibilities
()	Decrease turnover
()	Orient new employees
()	Develop positive behaviors of employees
()	Adaptation to the technological advances
()	Develop a common language in the company
()	Enhance team work
()	Others (please specify)

Q.14 What is the priority of your company in the levels of personnel in providing trainings?
(Please rank starting from 1)

()	Upper level management
()	Middle level management
()	Lower level management
()	Clerk
()	Workers
()	Sales people
()	All personnel
()	Other..... (please specify)

Q.15 Which training methods are you using for assessing training needs?

1	Questionnaires
2	Tests
3	Investigation of the performance appraisal forms
4	Job analysis
5	Personal interviews
6	Investigation of the reports and records
7	Sugeestions of the managers
8	Needs assesment meetings done with subsidiaries
9	Other..... (please specify)

Q. 16 Which methods are you using for determining participants of trainings ?

1	Questionnaires
2	Tests
3	Investigation of the performance appraisal forms
4	Job analysis
5	Personal interviews
6	Investigation of the reports and records
7	Career planning
8	Other..... (please specify)

Q.17 Which training methods are you using in your training programs?Please state by specifying seperately as On-the Job and Off-the job training methods.

On-the job training methods		Off-the job training methods	
1	Orientation	1	Lectures,seminars
2	Rotation	2	Conference
3	Coaching	3	Case study
4	Project teams	4	Role playing
6	Other.....	5	Simulation
		6	Laboratory training
		7	Sensitivity training
		8	Other.....

Q.18 Did you implement training programs in 1993?

1	Yes
2	No

Go to Q.19.

Go to Q.20.

Q.19 What was your training budget (in TL) for 1993? (Go to Q.23)

To the Attention of the Interviewer: Please include departments' spendings if they were charged.

--

Q.20 What were the reasons for not implementing training facilities in 1993? (Go to Q.21)

--

Q.21 Do you have training programs in 1994?

1	Yes	Go to Q.23
2	No	Go to Q.22

Q.22 In your company, when did you implement last training programs? (Go to Q.26.)

--

Q.23 What is your training budget for 1994?

To the Attention of the Interviewer: If the spendings will be charged to departments of the participants, please include that amount also.

--

Q.24 How many people were working in 1993 at the following levels in your company?

()	Upper level management
()	Middle level management
()	Lower level management
()	Clerk
()	Workers
()	Other..... (please specify)

Q.25 How many people from those levels have attended to the training programs in 1993?

()	Upper level management
()	Middle level management
()	Lower level management
()	Clerk
()	Worker
()	All personnel without level consideration
()	Other (please specify)

Q.26 Which training programs did you provide for Upper Level Management?
(Ask one by one in the followings)

1	Technical/Functional
2	Managerial
3	Foreign Language
4	Computer programs
5	Other..... (please specify)

Q.27 Please give examples of the Technical/Functional, Managerial and Other training programs that were provided for Upper Level Management?

Technical/Functional:

Managerial:

Other:

Q.28 Which training programs did you provide for the Middle Level Management ?
(Ask one by one in the followings)

1	Technical/Functional
2	Managerial
3	Foreign language
4	Computer programs
5	Orientation
6	Other..... (please specify)

Q.29 Please give examples for Technical/Functional, Managerial and Other training programs that were provided for Middle Level Management?

Technical/Functional:

Managerial:

Other:

Q.30 Which training programs did you provide for the Lower Level Management ?
(Ask one by one in the followings)

1	Technical/Functional
2	Managerial
3	Foreign Language
4	Computer programs
5	Orientation
6	Other..... (please specify)

Q.31 Please give examples of the Technical/Functional, Managerial and Other training programs that were provided for Lower Level Management?

Technical/Functional:

Managerial:

Other:

S.32 Which training programs did you provide for Clerks ?
(Ask one by one in the followings)

1	Technical/Functional
2	Managerial
3	Foreign Language
4	Computer programs
5	Orientation
6	Other..... (please specify)

Q.33 Please give examples of the Technical/Functional, Managerial and Other training programs that were provided for Clerks?

Technical/Functional:

Managerial:

Other:

Q.34 Q.30 Which training programs did you provide for Workers ?
(Ask one by one in the followings)

1	Technical/Functional
2	Orientation
3	Other..... (please specify)

Q.35 Please give examples of the Technical/Functional and Other training programs that were provided for Workers?

Technical/Functional:

Other:

Q.36 Do you have evaluation studies after training programs were implemented?

1	Yes	Go to Q.38
2	No	Go to Q.37

Q.37 What are the reasons for not evaluating the training programs?

(Go to Q.39 and continue)

--

Q.38 What ways are you using for evaluating the effectiveness of your training programs?

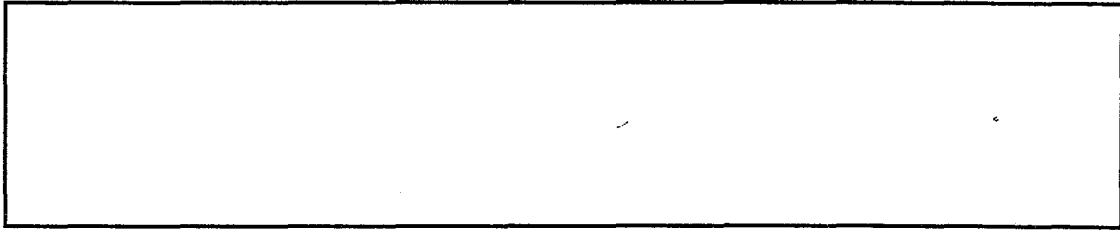
<i>By taking the reactions of the participants about the overall training</i>	
1	Using questionnaires
2	Doing personal interviews
3	Taking written comments
4	Other..... (please specify)
5	Not systematically made

<i>By evaluating whether the skills and principles have been learnt by the participant after training</i>	
1	Classroom performance observation
2	Applying test after training
3	Applying test before and after training
4	Comparing control and experimental groups before and after training
5	Doing observation
6	Evaluating performance appraisals
7	Checking observation sheets
8	Other..... (please specify)
9	Not systematically made

<i>Evaluating whether desired behaviours have been gained and applied by the participants in the real job environment</i>	
1	Taking opinions of the managers
2	Doing observation in the real job environment
3	Following up performance appraisals done between participant, manager and co-worker
4	Other..... (please specify)
5	Not systematically made

<i>Evaluating whether the training results be effective in the long-term effectiveness of the company such as cost reduction, quality improvement</i>	
1	Taking opinions of the managers
2	Following up performance appraisals done between participant and manager before and after training
3	Taking opinions of the participant
4	Other..... (please specify)
5	Not systematically made

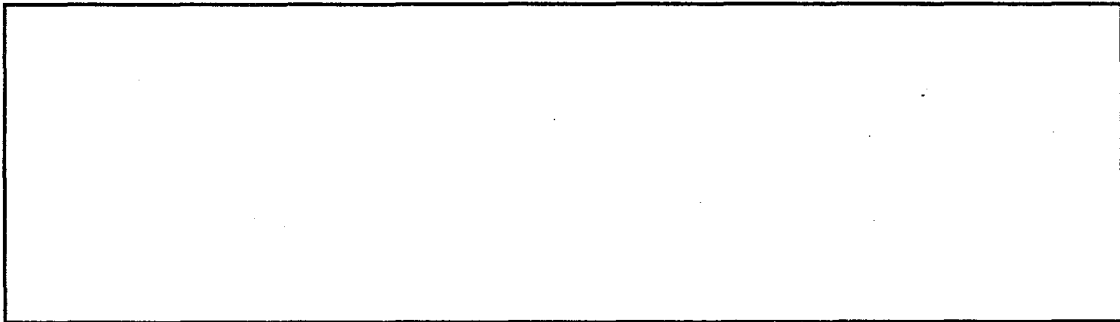
Q.39 What do you think about the effect of training programs on the success of your company? Please explain.



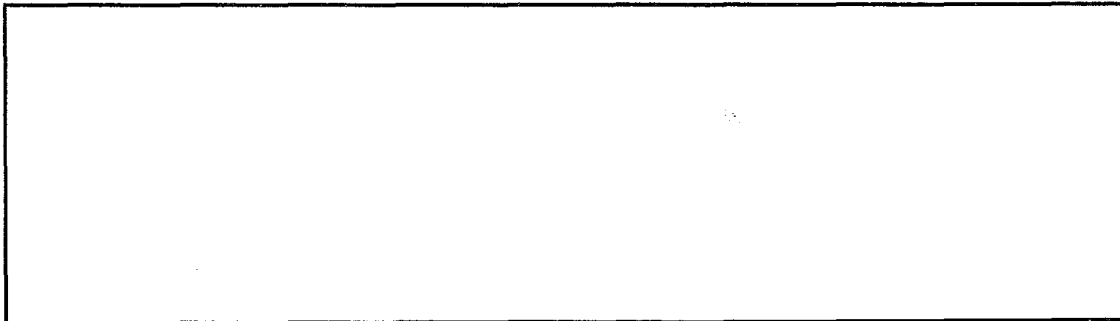
Q.40 Do you want to add any information about the training facilities in your company?



Q.41 In general, what do you recommend for the development of the In-Service Training in industry?



Q.42 As being one of the successful companies of Turkey, how do you perceive the other industrial companies' approaches about the Personnel Training ?



APPENDIX A

SANAYİ İŞLETMELERİNDE EĞİTİM FAALİYETLERİ BİLGİ FORMU

İşyerinin Adı :	
Görüşülen Kişinin Adı :	
Görüşülen Kişinin Ünvanı:	

MÜLAKATI YAPAN KİŞİYE: MÜLAKATI YAPTIĞINIZ KİŞİYE BU MÜLAKAT SIRASINDAKİ TÜM BİLGİLERİN GİZLİ TUTULACAĞINI, İNCELEMELERDE FİRMA ADLARI KULLANILMAYACAĞINI VE DEĞERLENDİRMELERİN TOPLU OLARAK YAPILACAĞI BİLGİSİNİ VERİNİZ.

S.1 İşyerinizin ait olduğu iş kolu nedir?

--

S.2 İşyerinizin mülkiyet yapısı nedir?

1	Türk
2	Yabancı
3	Yabancı ortaklı Türk firması

S.3 İşyerinizde çalışan toplam personel sayısı nedir?

--

S.4 İşyerinizin kuruluş yılı nedir?

--

S.5 Eğitim faaliyetlerine hangi yıl başladınız?

--

S.6 İşyerinizde eğitim faaliyetleri hangi birim tarafından yürütülmektedir?

1	Personel departmanı
2	Eğitim departmanı
3	İnsan kaynakları departmanı
4	Eğitim müdürlüğü
5	Diğer (belirtiniz)

S.7 Bu birim organizasyon şemanızda hangi birime bağlı olarak çalışmaktadır?

1	Genel Müdürlük
2	Genel Müdür Yardımcılığı
3	Personel Direktörlüğü
4	Personel İşleri Genel Yardımcılığı
5	Diğer (belirtiniz)

S.8 Eğitimlerden sorumlu bu birimin görevleri nelerdir?

1	Eğitim ihtiyaçlarının tesbiti
2	İnsan gücü planlaması
3	Performans değerlendirmeleri
4	Yurtiçi eğitimler düzenlemek
5	Yurtdışı eğitimler düzenlemek
6	Şirket içi eğitimler düzenlemek
7	Eğitim dışı personel bilgilerinin güncelleştirilmesi, tayin ve terfilerin takibi, liyakat sisteminin yürütülmesi
8	Diğer (belirtiniz)

S.9 Bu birimde sizin dışınızda eğitim faaliyetlerinden sorumlu kaç kişi çalışmaktadır?

--

S.10 En son mezun olduğunuz okul nedir?

1	Lise	
2	Lisans	Bölüm :
3	Lisansüstü	Bölüm:
4	Doktora	Bölüm:

S.11 Eğitim programlarını düzenlerken daha çok hangi kaynaklardan yararlanmakta olduğunuzu kullanım sıklığınıza göre 1'den başlayarak sıralar mısınız? ŞIKLARI GÖSTERİN

<input type="checkbox"/>	İşyerinde hazırlanan eğitim elemanlarınızca verilen eğitimler
<input type="checkbox"/>	İşyeri dışındaki paket program sunan özel ihtisas kuruluşları
<input type="checkbox"/>	Eğitim hizmetleri veren kamu kuruluşları
<input type="checkbox"/>	Üniversiteler
<input type="checkbox"/>	Yurt dışı eğitimler
<input type="checkbox"/>	Diğer (belirtiniz)

S.12 Şirket içi eğitim programlarınızda eğitimci olarak kimler çalışmaktadır?

1	Eğitim birimi yöneticisi
2	İşi sadece eğitim vermek olan eğitim kadrosu
3	Şirket içi yetiştirilmiş tecrübeli personel
4	Bölüm yöneticileri
5	Diğer (belirtiniz)

S.13 Eğitim programları ile ulaşmak istediğiniz amaçları önem sırasına göre 1'den başlayarak sıralar mısınız? ŞIKLARI GÖSTERİN

<input type="checkbox"/>	Verimliliği artırma
<input type="checkbox"/>	Personeli üst kademe sorumluluklarına hazırlama
<input type="checkbox"/>	Personel devrini azaltma
<input type="checkbox"/>	İşe yeni alınan personeli yetiştirme
<input type="checkbox"/>	İnsan davranışlarına olumlu yön kazandırma
<input type="checkbox"/>	Teknolojik gelişime uyum sağlama
<input type="checkbox"/>	Şirket içi ortak dil geliştirme
<input type="checkbox"/>	Ekip çalışma ruhunu geliştirme
<input type="checkbox"/>	Diğer (belirtiniz)

S.14 Eğitim programları düzenlerken daha çok hangi kademedeki personelinize öncelik vermektensiniz, öncelik sırasına göre 1'den başlayarak sıralar mısınız? ŞIKLARI GÖSTERİN

()	Üst düzey yöneticiler
()	Orta düzey yöneticiler
()	Alt düzey yöneticiler
()	Memur statüsündeki personel
()	İşçiler
()	Satış personeli
()	Herkese yönelik
()	Diğer (belirtiniz)

S.15 Personel eğitim ihtiyaçlarını belirlemekte hangi yöntemleri kullanmaktasınız?

1	Anketler
2	Testler
3	Performans görüşmesi bilgi formlarının incelenmesi
4	İş analizleri
5	Kişisel görüşmeler
6	Kayıt ve raporların incelenmesi
7	Bölüm yöneticileri istekleri
8	Bağlı alt şirketlerle yapılan ihtiyaç belirleme toplantıları
9	Diğer (belirtiniz)

S.16 Eğitimlere katılacak personelinizi hangi yöntemleri kullanarak belirlemektensiniz?

1	Anketler
2	Testler
3	Performans görüşmesi bilgi formlarının incelenmesi
4	İş analizleri
5	Kişisel görüşmeler
6	Kayıt ve raporların incelenmesi
7	Kariyer planlaması
8	Diğer (belirtiniz)

S.17 Düzenlediğiniz eğitim programlarında hangi eğitim metodlarını kullanmaktasınız? Görev başı ve görev dışı olmak üzere ayırarak söyler misiniz?

Görev başı eğitim metodları		Görev dışı eğitim metodları	
1	Oryantasyon	1	Düz anlatım yoluyla seminerler/kurslar
2	Rotasyon	2	Konferans
3	Bir üste bağlı olarak çalışma	3	Örnek olay çözümü
4	Proje ekipleri oluşturma	4	Rol oynama
6	Diğer	5	Simulasyon
		6	Deneysel eğitim
		7	Duyarlılık eğitimi
		8	Diğer

S.18 1993 yılı içinde personeliniz için eğitim programları düzenlediniz mi?

1	Evet
2	Havır

S.19'A GİDİNİZ

S.20'YE GİDİNİZ

S.19 Şirket olarak 1993 senesinde eğitim faaliyetlerine yapmış olduğunuz tüm harcamalar TL olarak yaklaşık ne kadardır? (S.23'E GİDİNİZ)

MÜLAKATI YAPAN KİŞİNİN DİKKATİNE: EĞER HARCAMALAR EĞİTİMLERE KATILACAK KATILIMCILARIN BÖLÜMLERİNİN BÜTCELERİNDEN ÇIKACAK İSE BU MİKTARI DA DAHİL EDİNİZ

--

S.20 1993 senesinde eğitim faaliyetleri düzenlememenizin nedenleri nelerdir? (S.21'E GİDİNİZ)

--

S.21 1994 senesinde düzenlemekte misiniz?

1	Evet
2	Hayır

S.23'E GİDİNİZ

S.22'YE GİDİNİZ

S.22 En son hangi yıl düzenlediniz? S.26'YA GİDİNİZ

--

S.23 1994 senesi için planladığınız eğitim bütçeniz nedir?

MÜLAKATI YAPAN KİŞİNİN DİKKATİNE: EĞER HARCAMALAR EĞİTİMLERE KATILACAK KATILIMCILARIN BÖLÜMLERİNİN BÜTCELERİNDEN ÇIKACAK İSE BU MİKTARI DA DAHİL EDİNİZ

--

S.24 1993 senesinde aşağıdaki personel gruplarında kaç kişi çalışıyordu?

()	Üst düzey yöneticiler
()	Orta düzey yöneticiler
()	Alt düzey yöneticiler
()	Memur statüsündeki personel
()	İşçiler
()	Diğer (belirtiniz)

S.25 1993 senesinde aşağıdaki personel gruplarından kaç kişi şirket içi veya şirket dışı eğitim programlarına katıldı?

()	Üst düzey yöneticiler
()	Orta düzey yöneticiler
()	Alt düzey yöneticiler
()	Memur statüsündeki personel
()	İşçiler
()	Tüm personele yönelik eğitimlere katılım
()	Diğer (belirtiniz)

S.26 Üst Düzey Yöneticilerinize hangi konularda eğitimler düzenlediniz/düzenlemektesiniz ?
TEK TEK OKUYARAK SORUN

1	Teknik/fonksiyonel
2	Yönetimsel
3	Yabancı dil
4	Bilgisayar ve yazılım programları
5	Diğer (belirtiniz)

S.27 EĞİTİM DÜZENLEMekte OLDUĞU TEKNİK/FONKSİYONEL, YÖNETİMSEL VE DİĞER KONULAR İÇİN; Örnek verebilir misiniz?

Teknik/Fonksiyonel:

Yönetimsel:

Diğer:

S.28 Orta düzey yöneticilerinize hangi konularda eğitim programları düzenlediniz/düzenlemektesiniz?

TEK TEK OKUYARAK SORUNUZ

1	Teknik/fonksiyonel
2	Yönetimsel
3	Yabancı dil
4	Bilgisayar ve yazılım programları
5	Oryantasyon
6	Diğer (belirtiniz)

S.29 EĞİTİM DÜZENLEMekte OLDUĞU TEKNİK/FONKSİYONEL, YÖNETİMSEL VE DİĞER KONULAR İÇİN; Örnek verebilir misiniz?

Teknik/Fonksiyonel:

Yönetimsel:

Diğer:

S.30 Alt düzey yöneticilerinize hangi konularda eğitim programları düzenlediniz/ düzenlemektesiniz?

1	Teknik/fonksiyonel
2	Yönetimsel
3	Yabancı dil
4	Bilgisayar ve yazılım programları
5	Oryantasyon
6	Diğer (belirtiniz)

S.31 EGİTİM DÜZENLEMekte OLDUGU TEKNİK/FONKSİYONEL, YÖNETİMSEL VE DİĞER KONULAR İÇİN ; Örnek verebilir misiniz?

Teknik/Fonksiyonel:

Yönetimsel:

Diğer:

S.32 Memur kadrosundaki personelinize hangi konularda eğitim programları düzenlediniz/ düzenlemektesiniz? TEK TEK OKUYARAK SORUNUZ

1	Teknik/fonksiyonel
2	Yönetimsel
3	Yabancı dil
4	Bilgisayar ve yazılım programları
5	Oryantasyon
6	Diğer (belirtiniz)

S.33 EĞİTİM DÜZENLEMekte OLDUGU TEKNİK/FONKSİYONEL, YÖNETİMSEL VE DİĞER KONULAR İÇİN; Örnek verebilir misiniz?

Teknik/Fonksiyonel:

Yönetimsel:

Diğer:

S.34 İşçilerinize hangi konularda eğitim programları düzenlediniz/düzenlemektesiniz?

1	Teknik/fonksiyonel
2	Oryantasyon
3	Diğer (belirtiniz)

S.35 EĞİTİM DÜZENLEMekte OLDUGU TEKNİK/FONKSİYONEL VE DİĞER KONULAR İÇİN ; Örnekler verir misiniz?

Teknik/Fonksiyonel:

Diğer:

S.36 Eğitim faaliyetleri sonrası eğitimi değerlendirme çalışmalarını yapıyor musunuz?

1	Evet	S.38'E GİDİNİZ
2	Hayır	S.37'YE GİDİNİZ

S.37 Eğitim sonrası değerlendirme çalışmalarının yapılmamasının nedenleri nelerdir?
(S.39'A GİDİNİZ, DEVAM EDİNİZ)

--

S.38 Eğitim faaliyetleri sonucunda eğitimden sağladığınız faydayı nasıl ölçüyorsunuz?

	<i>Katılımcıların genel olarak eğitim hakkındaki düşüncelerini alarak</i>
1	Anket formları kullanarak
2	Kişisel görüşmeler yaparak
3	Yazılı görüşleri alarak
4	Diğer (belirtiniz)
5	Sistematiik olarak yapılmıyor

	<i>Eğitim sonrası öğrenilen prensiplerin, becerilerin değerlendirmesini yaparak</i>
1	Sınıf içi performanslarına bakarak
2	Eğitim sonrası sınav uygulayarak
3	Eğitim öncesi ve sonrası sınavlar uygulayarak
4	Eğitim öncesi ve sonrası kontrol grubu ve deney gruplarının karşılaştırmasını yaparak
5	Gözlemleyerek
6	Performans görüşmeleri sonuçlarını değerlendirerek
7	Gözlem anketleri doldurarak
8	Diğer (belirtiniz)
9	Sistematiik olarak yapılmıyor

	<i>Eğitim sonrası gerçek iş ortamında istenilen davranış biçimlerinin kazanılıp kazanılmadığını değerlendirerek</i>
1	Katılımcının yöneticisinin görüşlerini alarak
2	Gerçek iş ortamında gözlemler yaparak
3	Eğitim öncesi ve sonrası eğitimcinin yöneticisi ve beraberinde çalışan kişiler ile yapılan performans görüşmelerini takip ederek
4	Diğer (belirtiniz)
5	Sistematiik olarak yapılmıyor

	<i>Eğitim sonrası uzun vadede getiri getirecek maliyetlerin düşmesi, kalitenin gelişmesi gibi konularda etkili olacak performans gelişmelerine katkıda bulunup bulunmadığını değerlendirerek</i>
1	Katılımcının yöneticisi ile görüşerek
2	Eğitim öncesi ve sonrası katılımcının yöneticisi ile yaptığı performans görüşmelerini takip ederek
3	Katılımcı ile görüşerek
4	Diğer..... (belirtiniz)
5	Sistematiik olarak yapılmıyor

S.39 İşyerinizde düzenlenen personel eğitimi programlarının başarılı bir şirket olmanızda genelde ne kadar etkili olduğunu düşünüyorsunuz? Açıklar mısınız?

S.40 İşyerinizde düzenlenen personel eğitimi programları ile ilgili eklemek istediğiniz bilgiler düşünceler var mı? Nelerdir?

S.41 Genelde Sanayide Hizmet-içi Eğitimlerin gelişmesi için ne tür önerilerde bulunmak istersiniz?

S.42 Türkiye'nin önde gelen sanayi kuruluşlarından biri olarak Türkiye genelindeki sanayi kuruluşlarının Personel Eğitimine bakış açılarını nasıl değerlendirirsiniz?