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## **HUMAN RESOURCES MANAGEMENT AND EDUCATION: A STUDY OF THEORETICAL**

### **Abstract:**

The world rapidly changes. This change increase the competition and force companies to change. This change increases the importance of the high quality workforce. Now the enterprise is human power, the investment to workforce also sets out the future of the enterprises. Anyhow, in order to follow up and to accommodate changes, companies value existent workforce and see education and development activities as an important investment to this resource. This study gives theoretical information about the human resources management and the role of the education enhancing human resources capacity. The last part indicates conclusions of this study. . . .

### **Keywords:**

Organization, Human Resources, Education

**JEL Classification:** M50

## 1. INTRODUCTION<sup>1</sup>

The globalization has formed major changes in social, economic and commercial structure of the countries. The conditions which change in whole world, take hold of the managements and force them for changing. This change obliged the managements to carry their activities in a denser competition environment and global world. For the continuity of their existences in this competition environment, the managements must increase their efficiencies, develop the quality of their products by working with the minimum costs. This will be possible with the usage of the current human resources of the managements in the most efficient way because the human creates and applies the policies and innovations which the organizations follow. However, the training and development of the manpower, shall provide the organization to actualize its objects easier. Ultimately, the successes of the managements depend of the condition of considering the increasing importance of the human. The rapid development of technology, increase in the innovations, presented the necessity for the managements in looking to their employees with a new point of view.

## 2. EDUCATION AND OBJECTS OF THE EDUCATION IN HUMAN RESOURCES MANAGEMENT

In the present day where the most important element for every organization is the human element, it is required to reconsider the relationships from a different point of view between the persons who gather and form an organization for actualizing the same purpose. (Şimşek and Öge,2007:22)

The education may be evaluated as an informing process which starts with the beginning of life and continues for lifelong. The education provides the individual to gain information, skill and habits which are required for complying to himself, immediate surrounding and society. (Fındıkçı,2002:229).

The education is designed to obtain the human resources who have the knowledge and skills required for the current job and tasks. On the other hand, development predicts a longer term period, tomorrow rather than today and contains the learning for the job and task of the future. Education and development which have a major importance for business organizations, is a systemic process which provides the employees to gain knowledge and skills for a specific purpose and to increase their current knowledge and skills. It is very hard or impossible for the organizations which do not give importance to education to increase the success and efficiency of their employees and to preserve their existences within the dense competition conditions.

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<sup>1</sup> This declaration has been derived from the post graduate thesis with the title "Place and Importance of the Education Function in Human Resources Management: Theory and an Application Example in the Banks at Konya" which is issued in 2009 under the counseling of Prof. Dr. M. Şerif Şimşek

Even the most pointed selection is made in employment, the employees are obligatory to be subjected to the education for keeping pace with the changes and proceeding to an upper stage positions (Bingöl,2003).

The social and individual purposes of the education are to make contribution to the development of trust sense of the employees, to make contribution to the increase of motivation levels of the employees as the result of increasing their performances, to provide the development of organizational loyalty sense, to help the organizational and individual purposes for becoming integrated, to provide the increase in the knowledge and skill levels of the employees, to provide opportunity to the employees for developing their careers, to make contribution for eliminating the conflict and organizational alienation sense within the organization, to help in developing the organizational climate by strengthening the social relation network. (Özçelik v.d.,2000 :172).

### **3.PRINCIPLES TO BE OBEYED IN HUMAN RESOURCES EDUCATION**

In the basis of the success or failure of the education programs in the managements, the fact is whether some fundamental principles of the education are obeyed or not. Some principles which must be obeyed in carrying out the personnel education activities are mainly as follows (Şimşek,2001:321):

**Motivation:** The employees who have education, must be encouraged during the education. The encouraged employee may learn the knowledge and skill given to him in faster and better way.

**Individual Differences:** The employees must be classified according to the individual differences and mental talent conditions

**Practical working:** If possible, the personnel must perform practical study during the education.

**Education-Benefit Relation:** The employees must have a better position, promotion or more salary opportunities after the education.

**Mid-term Evaluation:** The performance and the performances to be made by the employees may be learnt with the mid- term evaluations.

### **4.SELECTION OF EDUCATION TECHNIQUE**

There is no “best method” which can be used in the selection of education technique. The For obtaining the expected result from the implementation of education program, the most appropriate method should be chosen. The matters which must be considered during the selection of the method, are as follows: the purpose of the education, the number of the participants, the occupational knowledge and skills of the participants, the duration required by the education, the cost and condition of the lecturer required for education method (Bingöl,1997:187).

## **5. SELECTION OF THE ORGANS WHICH SHALL CARRY OUT THE EDUCATION WORKS AND THE SELECTION OF EDUCATION SUBJECT**

The content and scope of the education and development program are determined by benefitting from the education needs and targets. The subjects within the program must meet the needs of the organization and the employee. Otherwise the education activity shall not achieve its objective. It is also important for the employees in the program to see the relationship between the subjects and their own needs. The subjects which are most needed by the employees, must have priority and their limits must be designated in net form. No unnecessary information load shall be made to the employees with useless subjects and the main subject must not be overshadowed (Şimşek and Öge, 2007:251).

In selection of the organs which shall carry out the education works, a few options can be considered. For example; the management may perform an education through its own internal organs and it may choose the way of having the personnel to participate to education programs in external institutions or may benefit from the expert trainers to be brought to the management from external resources. These options depend on the followed education policy. The selection of the method depends of the organization of the management, education budget, plans and size of the education (Kaynak v.d, 1998:137).

## **6. METHODS OF THE EDUCATION**

The education and development methods are classified by various authors. On the job and off the job training methods are seen as the most current classification method. In this study, this method shall be considered.

### **6.1. On The job Education Methods**

On the job education method is a method which can be applied with a lower expenditure in terms of the costs. No tool, material purchase and investment expenditure is needed. Education provides the employees to learn and produce at the same time due to the implementation of the education during work. There are not much disruption in performance of the work due to the on the job education. The transfer of the learnt material can be considered due to the on the job education. Through the on the job education, there is no compliance problem between the employees and work. Through the on job education, the employees do not have alienation problem with their colleagues in terms of social relations (Tınaz,2000: 78).

Some of on the job education methods are as follows.

Orientation (Adaptation of Labor) Method; It is the education which is applied to the newly appointed employees by changing department within organization or being

newly employed, before starting work or in the first days of their employment (Kaynak v.d,1998:191).

Orientation under the supervision of Superior (Coaching)Method; This type of an education technique is very effective in teaching technical and simple works. The existing main idea bases on the thought that the person who knows his subordinates is the executive and the person who knows what to expect from the subordinates, is again the executive. The executive knows as the talents and skill levels of his subordinates related with the work (Canman,1995:98).

Intern and Apprenticeship Method; The apprenticeship training is known as both on the job education and off the job education method which is given to those who are new in professional life. The master-apprenticeship education method is one of the most traditional methods used in skill education. Through this aspect of the apprenticeship education, the employees have the opportunity to recognize the new equipment and modern and traditional business methods (Bingöl,1997:194).

Rotation (Job Switching) Method; It may be seen sufficient for the new employee to obtain information about the tasks of the management and its methods and taking responsibility and gaining experience processes may be development by giving special duties to these persons (Koçel,1992:141).

## **6.2. Off The Job Education Methods**

It is possible to apply various education methods according to the knowledge, skill and manners of the behaviors that the required for the off the job employees (Bingöl,1997:194).

Case Study Method; This method is first introduced by Harvard University and in due course it has a wide usage area. It is generally used for accustoming the young executive candidates to the organization management. The fundamental purpose of the method is to direct the participants for developing solutions, taking decision and thinking after a discussion by placing a specific problem or a real case to the agenda of a discussion group (Kaynak v.d.,1998:196).

Simulation Method; This education and development technique is used for both executives and non-executives by providing the business conditions which look like the actual business and working conditions. Briefly, the simulation is also called as the management games which are performed in virtual environment. Due to the unreality of the business and work environment, it is more secure and less threatening than the actual business environment. The essential information and experience is given to the candidates in simulator environment during the education and the education costs decrease due to the less occupational accident (Bingöl,2003:230).

Role Playing Method; The role playing method is a technique which increases the interest to the education. It increases the cooperation spirit among the individuals while developing the problem solving talents of the individuals (Canman,1995:104).

Sensitiveness Education Method; This education helps the individuals to understand themselves better and it provides them to determine their weak and strong aspects by comparing themselves with other group members (Koçel,1992:149).

Basket Method; The basket method is used for developing the talents of the individuals working in the organization for looking for and finding solution related with the problems in work (Kaynak v.d.,1998:199).

## **7.EVALUATION OF EDUCATION AND DEVELOPING PROGRAMS**

The determination of the achievement of the purposes and the efforts of the carries out education and development, is tried to be presented with the evaluation studies to be made in this last stage. Although it is not possible to measure the income gained by the organization at the end of the education and development applications which are made by spending serious expenditures, the evaluation of the results must be made. The efficiency may presented within specific standards with a technique to be applied right after the education and development activities. (Fındıkçı,2002:274). The evaluation helps the future planning and the degree of the actualized education targets by developing the education. The evaluation provides benefits for examining the program flow and methods, to make corrections and reviews (İşman,1998.13).

## **CONCLUSION**

Today, we see human factor as the most important power of organizations. Now, one of the most important factors that will carry organizations to the real success and that will increase their market values is labor factor. Management of labor factor that has so vital importance has a different value. Successions of enterprise objectives due to especially investments that will be done to this factor are occurred reality. One of the objectives to provide this is training and development programs that will be presented in organization. Of course, while realizing this, organizations will service to their objectives besides placing training programs which aiming to develop human resources. Therefore selection of training programs within high precision is important. Beside information and ability that organizations need other training programs that will assist to the personnel in the resolution periods, that will gain new attitudes and behaviors, coherent to external environment will be suitable.

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