

## Research Article

# THE SOME ISSUES FOR MAKING AND ORGANIZING DEVELOPMENT OF TRAINING PREPARATION

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### ABSTRACT

The main goals of our study is public servants' training and preparation in public organization. Then training encompasses the acquisition or enhancement of skills and knowledge through various methods such as formal education, workshops, and mentoring. In professional settings, it is pivotal for employee development and organizational advancement, addressing both technical competencies and soft skills crucial for success. Effective training programs are characterized by clear objectives, interactive learning activities, and assessment mechanisms, vital for facilitating learning retention and improvement. Continuous training is indispensable in navigating the evolving landscape of technology and industry trends, fostering adaptability and competitiveness for individuals and organizations alike. We compared some issues about public servants' training and preparation in public organizations in our study.

**Keywords:** training, training, preparation, development, organization.

### INTRODUCTION

Walt Rostow, (1960), said that Modernization theory posits that societies progress through a series of stages of development, moving from traditional to modern forms. Development is seen as a linear process involving industrialization, urbanization, and increased levels of education and technology. Andre Gunder Frank (1966) argued that underdevelopment in certain countries is not a result of internal factors, but rather a consequence of their dependency on and exploitation by more powerful nations. Development is seen as an uneven process perpetuated by unequal power relations in the global economy.

Mahbub Ul Haq and Amartya Sen (1990) defined that the Human Development Index is a composite statistic that measures a country's average achievements in three basic aspects of human development: health (life expectancy at birth), education (mean years of schooling and expected years of schooling), and standard of living (gross national income per capita). It provides a more holistic measure.

### CONCEPTUAL THEORETICAL FRAMEWORK OF TRAINING AND PREPARATION

Training is a process of learning and developing skills, knowledge, and competencies. It involves the acquisition of new abilities or the enhancement of existing ones through systematic instruction, practice, and experience. Training can take various forms, including formal classroom education, hands-on workshops, on-the-job training, e-learning courses, mentoring, coaching, and more.

In a professional context, training plays a crucial role in employee development and organizational growth. There are many organizations to invest in training programs to ensure that their workforce possesses the necessary skills and knowledge to perform

their roles effectively. This can include technical skills related to specific job functions, as well as soft skills such as communication, teamwork, leadership, and problem-solving. Scholars who are Richard A. Swanson, Karen E. Watkins, Donald Kirkpatrick, and Jack Phillips have extensively researched and written about training effectiveness, including the importance of clear objectives, interactive learning activities, and assessment mechanisms. Similarly, the significance of continuous training in adapting to technological and industry changes aligns with findings from various studies on lifelong learning and workforce development.

Effective training programs are designed with clear objectives, structured content, and interactive learning activities to engage participants and facilitate learning retention. Feedback mechanisms and assessments are often integrated into training processes to evaluate progress and identify areas for improvement.

Continuous training and development are essential in today's rapidly changing world, where new technologies, industry trends, and job requirements constantly emerge. By investing in training, individuals and organizations can adapt to change, stay competitive, and achieve their goals.

Psychologist Anders Ericsson in the 1990s, deliberate practice involves purposeful and focused training aimed at improving specific skills. Ericsson's research emphasized the importance of targeted, structured practice for achieving expertise in various domains.

Psychologists Edward L. Deci and Richard M. Ryan in the 1980s, Self-Determination Theory (SDT) focuses on intrinsic motivation and the psychological needs of autonomy, competence, and relatedness. Training preparation can benefit from understanding and fostering intrinsic motivation, as well as supporting individuals' sense of autonomy and competence.

Psychologist John Sweller in the late 1980s, Cognitive Load Theory (CLT) explores how the human cognitive system processes information and the implications for learning and instruction. Understanding CLT can inform training preparation by optimizing the

presentation of information and designing activities to manage cognitive load effectively.

We compared perspective of training meaning with scholars' framework in our study as below:

**Table No 1. Comparison of perspective.**

Scholar	Perspective
Richard A. Swanson 1995	Argues for a systemic approach to training, emphasizing the alignment of training programs with organizational goals and strategies.
Karen E. Watkins 2004	Advocates for a holistic view of training, incorporating formal and informal learning methods to address diverse learning needs.
Donald Kirkpatrick 1959	Introduces the Kirkpatrick Model, which outlines four levels of training evaluation: reaction, learning, behavior, and results emphasizing the importance of assessing training outcomes.
Jack Phillips 1997	Focuses on measuring the return on investment (ROI) of training programs, emphasizing the financial impact and effectiveness of training initiatives for organizational success.

## ANALYSIS OF TRAINING AND DEVELOPMENT IN ASIAN COUNTRIES

There are many scholars studied and compared about cases of Asian countries' training and developments issues. We studied more reviewed sources and documents in more detail. We studied scholars who have studied and compared training and development issues in Asian countries, along with some of their notable works and the years they were published as below.

**Yuen Yuen Ang** (2016), "How China Escaped the Poverty Trap". She is known for her comparative studies on development strategies, including those of Asian countries like China. Her work provides insights into the unique paths taken by different countries in their development trajectories. She explores the unique strategies and policies that enabled China to achieve rapid economic growth, despite initial conditions that many economists believed would hinder development. Ang delves into the role of institutions, experimentation, and adaptive governance in China's success story, offering valuable lessons for other developing countries.

**Ha-Joon Chang** (2002), worked on economic development, particularly in his book "Kicking Away the Ladder" offers critical insights into the developmental policies pursued by Asian countries. He compares the experiences of various Asian nations in their pursuit of economic growth and development. Chang's work challenges the conventional wisdom of free-market orthodoxy by examining the historical development strategies of today's advanced economies. He argues that many developed countries, including those in Asia, achieved success by using protectionist policies and state intervention in strategic industries during their developmental stages. Chang's analysis highlights the importance of strategic industrial policies in fostering economic development.

**Amartya Sen** (1999), A Nobel laureate economist, Sen has extensively written on development issues, including those pertinent to Asian countries. His works such as "Development as Freedom" and "The Idea of Justice", offer philosophical and practical perspectives on development challenges in Asia. Sen's seminal work argues that development should be understood as the expansion of people's freedoms and capabilities, rather than merely focusing on economic growth. He emphasizes the importance of social and

political freedoms, such as access to education, healthcare, and political participation, in enabling individuals to lead fulfilling lives.

The Idea of Justice (2009): In this book, Sen explores different theories of justice and argues for a broader conception of justice that goes beyond traditional approaches. He critiques utilitarian and contractarian views of justice, advocating for a more inclusive understanding that takes into account the diverse needs and capabilities of individuals in society.

**Alice Amsden** (1989), included "Asia's Next Giant: South Korea and Late Industrialization" offers a detailed examination of the development experiences of Asian countries. She provides comparative insights into the policies and strategies adopted by countries like South Korea in their quest for economic growth and development. Amsden's work examines South Korea's rapid industrialization and economic growth during the latter half of the 20th century. She analyzes the role of the state, industrial policy, and technology transfer in South Korea's development experience. Amsden's study provides insights into the challenges and successes of late-industrializing economies in Asia.

**Table No 2. Comparison of perspective.**

No	Scholar	Notable Work	Year
1	Yuen Yuen Ang	"How China Escaped the Poverty Trap"	2016
2	Amartya Sen	"Development as Freedom", "The Idea of Justice"	1999
3	Ha-Joon Chang	"Kicking Away the Ladder"	2002
4	Joseph Stiglitz	"Globalization and Its Discontents Revisited"	2017
5	Peter Evans	"Embedded Autonomy"	1995
6	Alice Amsden	"Asia's Next Giant: South Korea and Late Industrialization"	1989

We also studied more comparisons advantages and disadvantages of scholars' perspectives. The comparison table outlining the advantages and disadvantages of the works by Yuen Yuen Ang, Ha-Joon Chang, and Amartya Sen in the context of their contributions to understanding development strategies in Asian countries as below:

**Table No 2 Comparison of perspective's advantages and disadvantages.**

No	Scholar	Advantages	Disadvantages
1	Yuen Yuen Ang	Provides insights into unique development paths Offers valuable lessons for other developing countries	Limited focus on specific case studies. Relatively recent publication, long-term impacts TBD
2	Ha-Joon Chang	Challenges conventional wisdom of free-market orthodoxy Highlights importance of strategic industrial policies	Critics argue against state intervention in economy Relatively narrow focus on economic policies
3	Amartya Sen	Emphasizes importance of freedoms and capabilities Offers philosophical and practical perspectives	Less focus on specific policy recommendations Some theories may be abstract for policy application

## CONCLUSION

The training serves as a cornerstone process for both individuals and organizations, enabling them to not only acquire but also refine skills, knowledge, and competencies through diverse and structured methods. Scholars like Richard A. Swanson and Karen E. Watkins emphasize the pivotal role of effective training programs, which not only contribute to individual employee development but also facilitate the overall growth and success of organizations. Furthermore, insights drawn from psychologists such as Anders Ericsson, Edward L. Deci, Richard M. Ryan, and John Sweller shed light on essential elements like deliberate practice, intrinsic motivation, and cognitive load management, which are integral in maximizing the efficacy of training endeavors.

By incorporating these foundational principles into training strategies, individuals and organizations alike can fortify their capacity to navigate change, sustain competitiveness, and nurture a culture of ongoing learning and advancement.

In summary, the insights of Asian scholars such as Yuen Yuen Ang, Amartya Sen, Ha-Joon Chang, Joseph Stiglitz, Peter Evans, and Alice Amsden offer invaluable perspectives on the implementation of training programs. Their contributions underscore the importance of context-specific approaches, inclusive development strategies, and the role of institutions in shaping effective training initiatives. By integrating their ideas into practice, organizations and policymakers can foster sustainable growth, address socio-economic disparities, and empower individuals to realize their full potential through education and skill development in our study.

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