



TİASAD

Türk & İslam Dünyası Sosyal Araştırmalar Dergisi
The Journal of Turk & Islam World Social Studies

Yıl: 3, Sayı: 7, Haziran 2016, s. 39-56

Fatma FİDAN¹

Yeliz YEŞİL²

Dinçer YARKIN³

KOBİ'LERDE HİZMET İÇİ VE İŞE ALIŞTIRMA EĞİTİMİNİN İNCELENMESİ: ÇERKEZKÖY ORGANİZE SANAYİ BÖLGESİ'NDE BİR ARAŞTIRMA⁴

Özet

Örgütlerde hizmet içi eğitim çalışanların kalifiye eleman haline gelmeleri için gereklidir. Eğer çalışanlar kalifiye eleman haline gelirlerse, işlerini daha verimli bir şekilde yapacaklardır. Bu çalışmada mülakat metodu kullanılarak, hizmet içi eğitim ve işe alıştırma eğitimi Çerkezköy Organize Sanayi Bölgesi' ndeki 25 örgütte analiz edilmiştir. Örgütlerin farklı sektörlerdeki hizmet içi eğitim ve farklı oryantasyon programları analiz edilmiş ve daha etkili eğitim programları yapabilmek için bazı çözümler verilmiştir. Birinci bölümde giriş, ikinci bölümde hizmet içi eğitim, üçüncü bölümde işe alıştırma eğitimi, dördüncü bölümde araştırma, beşinci bölümde sonuçlar ve değerlendirme verilmiştir.

Anahtar Kelimeler: Eğitim, Örgüt, KOBİ ler.

ANALYZING IN-SERVICE AND ORIENTATION TRAINING AT SME s: A RESEARCH AT ÇERKEZKÖY ORGANIZED INDUSTRIAL ZONE

Abstract

In organizations in-service training is important for the employees for becoming qualified person. If the employees become qualified person, they will make their work efficiently. In this study by using interview method; in-service and

¹Associated Professor, Sakarya University, ffidan@sakarya.edu.tr, Sakarya, Turkey.

²Assistant Professor, Bilecik Şeyh Edebali University, yeliz.yesil@bilecik.edu.tr, Bilecik, Turkey.

³Assistant Professor, Gediz University, dincer.yarkin@gediz.edu.tr, Izmir, Turkey.

⁴ Bu makale "Kobilerde Eğitim ve Geliştirmenin Örgütsel Bağlılıkla İlişkisi: Çerkezköy Organize Sanayi Bölgesi'nde Bir Araştırma" adlı doktora tezinden yola çıkılarak hazırlanmıştır

orientation training were analyzed at 25 organizations in Çerkezköy Organized Industrial Zone. Organizations' in-service training and different orientation programmes at different sectors are analyzed and there are some solutions that are given for making more effective training programmes. At the first part introduction, at the second part in service training, at the third part orientation training, at the fourth part research, at the fifth part results and evaluation are given.

Keywords: Training, Organization, SME s.

1. Introduction

In order to achieve a competitive advantage, organizations should employ qualified workers. For this reason, employees in an organization should be constantly increasing their professional knowledge and skills through in-service training. In addition, orientation training which is a type of on-the-job training of in-service training is highly important, because for an employee it is significant to have a first impression about the organization in order to adapt to the organization. So that service quality and productivity increases in the work environment. Thorough orientation training, organization procedures and rules can be adopted more easily. This study aims at investigating in-service training activities and orientation training in 25 organizations located in Çerkezköy Organized Industrial Zone. Following the conceptual framework, findings are set forth.

2. In-service Training

According to Kose (1993), in-service training is planned education activities targeting workforce and enhancing level of knowledge, skill, attitude and productivity throughout professional life; in addition to basic professional and skill training provided for the workforce in order to increase the effectiveness, productivity and quality in production and service; decrease the errors and accidents that may occur during the production and consumption of the product; decrease costs; provide development in sales and service both qualitatively and quantitatively; increase profits, tax incomes and savings (Öztürk & Sancak, 2007).

Briefly, training refers to a planned effort by a company that facilitates learning of competence regarding a specific work by the related personnel. These competences include knowledge, skills and attitudes related to solutions required for a successful work performance (Noe, 2009). In other words, training activities are very important for the employees in order to develop their professional knowledge, skills and attitudes and to increase performance in work environment. Moreover, through training activities employees are adapting better to the organization and an increase in productivity and quality is achieved in the organization.

If some of the researches are considered, for instance Balbay' s study in 2007, it can be observed that the personnel who received orientation training, has a lower labor turnover and easily adapt to work; and attitude toward orientation training does not vary according to seniority. In Kanar's study (2001), in-service training needs of archivists who work in archives was investigated. Archivists believe that in-service training is beneficial both from an individual perspective and from corporate perspective. According to them, increase in professional competence, motivation, success and satisfaction are the most significant personal benefits. From corporate point of view, increase in productivity and quality of the work in archives are the most important benefits.

According to the results of the study of Topaloğlu & Sökmen (2003), it is stated that orientation training is effective on performance of employees. Bucak (2007) also determined that besides its positive effects on employees, in-service training has an effect on general job satisfaction from an individual point of view.

Via trainings provided within the organizations, employees perform their job in a more proper manner, error rates decrease, employees have an enhanced concentration on their job. In addition, adaptation to organization increases up to very high levels. Training also improves relations between employees. Performance and motivation increase in the work environment. Adaptation to changes enhances and employees solve problems more easily.

Training within the work environment is important for the employees in order to satisfy the need of their future positions, in order to develop positive attitudes and to obtain professional knowledge and skills. Especially orientation training is required for adaptation of new beginning employees to the work environment.

For example, Öztürk & Sancak stated in their study in 2007 that in order to recover from constantly occurring crisis and to become a global actor in a remodeling world, Turkey strongly needs to enhance productivity, hence maximize in-service training applications both qualitatively and quantitatively, targeting the most important factor that is human.

3. Orientation Training

3.1. Definition

According to Ünüsan (1989), orientation training is an activity that is related to adaptation of the new personnel to the organization and work environment. Since it appears that changes in the organizations are dependent on changes in people, those changes can only be achieved via training activities. This type of training provided for new personnel to make them start to work is described as orientation training (Altuntaş, 2010).

According to Kozak (2004), orientation training is provided for introducing the organization, colleagues and the job to the new personnel. Orientation training is not a one-time-only program. It continues throughout the time the person works in the organization and starts again as the person changes position and job within the organization (Yaylı & Temiraliyeva, 2006).

In short, orientation training aims at adding required knowledge and skills to the employees, so that performance and adaptation to organization of the employees increase. In general, orientation training is the first training provided for new personnel as they start to work or it is provided for employees changing department.

3.2. Purpose and Importance of Orientation Training

Through orientation training, employees' adaptation to the culture of the organization is provided, work flow becomes faster and errors in the job is minimized.

Purposes of orientation training can be listed as follows Doğan (2006):

- Increase loyalty of the new employee to the organization,
- Create a good impression about the job and the organization,

- Inform the employee about the products and services provided by the organization, future plans of the organization, organization policies, procedures and rules,

- Inform the new employee about the job they will perform, conditions of the job and their responsibilities in detail. Information on the properties of the job that the new employee will be performing, what is expected from the employee, performance standards regarding the job are given, so that unrealistic standards that may be developed by the employee can be prevented.

- The employee is given the chance of adjusting the job and their skills or selecting the job that best fits to their talent. During this training, employee enhances their professional skills at the same time improves their personality.

- Prevent alienation of the employee to job and organization and provide social integration,

- Clarify the wage and personal benefits such as annual leaves, social rights etc. that the new employee will benefit,

- Prevent conflicts and misunderstandings between the new employee and the other employees.

As the alienation of the employees from the organization decreases their performance increases and they perform their responsibilities more consciously. The employee, becoming more willing to learn the organization procedures and rules thanks to the training, can internalize the procedures and the rules better.

As per some of the studies, for instance according to the results of Günay's study in 2010, it has been concluded that orientation training provides, to a certain extent, all types of organization loyalty including emotional and forced commitment and identification, but "emotional commitment" is the most affected one among all.

According to the results of Kocabacak's study (2006), it is observed that as the satisfaction level of the employees from the trainer during the orientation training increased, their organizational commitment also increased. It is also observed that as the satisfaction level of the employees from the content of the training during the orientation training increased, their organizational commitment also increased.

With orientation training, employees can adapt themselves to the conditions of the organization more easily and can display proper behavior and can adopt the organization culture more easily.

For instance, according to the results of the research of Shah et al. (2012), there is a positive relation between training and organizational performance. In his research Altınışik (2006) has determined the views and attitudes of the participants about the function of the in-service training program. Functions of in-service training program has been discussed based on organizational effectiveness, human resources management (personnel policy, career planning, performance increase etc.), its effect on organization environment and increase in job satisfaction level of the participants. As per the results, the participants of general training indicated that "training would contribute to participants in terms of getting to know the organization", with the highest rank; and they indicated that "training would increase job satisfaction of the participants", with the lowest rank. Those who participated in the vocational training, on the other hand, indicated that "in-service training would increase personal quality of the participants", with the highest rank; and they indicated that "in-service training would

increase job satisfaction of the participants and create a good personnel policy”, with the lowest rank.

In Uyar’s study (2010), it is stated that according to the results they obtained, it can be concluded that employees are aware of the effects of training and improvement activities on individual performance.

A new employee has certain concerns related to the organization personnel he/she will work with and the job he/she will perform. There may be several issues that the employee would like to learn in order to ease this type of worries and to eliminate any lack of information possibly arising from application. These issues may include organization policy, colleagues, immediate supervisor, and car parking of the facility or even the WCs of the facility, refectory, smoking areas and any other places of the facility, trainings provided for the personnel, social activities and healthcare services (Balbay, 2007). In order to overcome these questions orientation training is very important. With orientation training, employee can adapt more to the job and can overcome any difficulties related to the job. Anxiety and feeling of loneliness decreases. orientation training contribute to providing qualified employees for the organization.

According to some researches, for example the research carried out by Örucü &Yumuşak (2005) aims at determining the factors on which the effect of in-service training given in public institutions depend. As a result of this research it was concluded that the support of the training by the employees enhanced the productivity at work.

The results of the research carried out by Batılı (2010) revealed that a positive development about orientation training decreased the intention of the employees to quit their jobs. In Ward’s study (2009), it is stated that a special orientation training class was arranged to teach the employees skills required to keep them at work and provide a good practice in their departments. An increase was observed in participants’ skills required for success in their departments. A 26% increase was recorded in the knowledge assessment after participation to the class. The rate of staying in the department for more than 1 year increased from 44% to 84%.

In 1995, orientation training program was arranged in Ohio University to make the employees to feel themselves as a part of the organization. According to the results of the study, the participants of the orientation training embraced the values and goals of the organization and showed a higher participation in the work environment. At the same time the participants of orientation training program started to communicate better with their colleagues (Merrill, 2013).

In addition to these, according to the results of Kaptangil’ s study (2012) with orientation training; organizations in general, aim at increasing productivity, providing job satisfaction for their employees by self-development and to eliminate alienation of the employees to their jobs; and as a result of the performance evaluations it is observed that in addition to development and job satisfaction of the employees, adaptation to new technologies and commitment to organization also increased.

3.3. Planning and Process of Orientation Training

If orientation training program is well-planned the training program achieves its targets, so that employees can adapt to the work environment better and productivity and quality at work increases.

For the training to be effective and efficient, organizations should create their training systems and arrange their training programs in parallel with their organizational objectives. Training programs are tools that are used for improving knowledge, skills and personal characteristics of the employees, for enhancing their performance, and increasing their satisfaction from their job and productivity. If considered in strategic terms, benefits that will be obtained from the training are much higher than its cost. With the help of the training employees perform their jobs better and this affects the productivity of the organization. As a result of the training; errors, occupational accidents, leave of employment and unnecessary overtime work decrease. Motivation of the employees and commitment to organization increase; and production and service quality rises. These factors demonstrates the direct and indirect contributions of training program to the organization (Muradova, 2009). According to this, organizations achieve their goals thanks to the trainings and employees increase their performance and motivation thanks to t training programs arranged in line with the needs. With the help of training programs employees perform their jobs with less error.

There are several important factors that are taken into consideration in development of orientation training program. These factors can be listed as follows (Balbay, 2007):

- Examination of characteristics of the new personnel that will participate in the orientation training,
- Determination of the persons who will be responsible from the orientation training,
- Investigation of the colleagues' effects on the new personnel,
- Determination of the duration and location of orientation training,
- Determination of the tools to be used in the orientation training,
- Determination of the methods to be used in the orientation training.

If all these factors are carefully considered, desired results can be obtained from orientation training and the organization achieves its goals and objectives.

For instance, in their study, Kanber & Gürlek (2011) wanted to determine the opinion of nurses working in Public Hospital on in-service training. More than half of the participants indicated that trainings should be organized periodically. As a result, it was suggested that the in-service trainings should be continuous and needs of the nurses should be taken into consideration in the preparation of the programs.

In order to provide adaptation of the new employee to the organization, the orientation training should be very well-developed and it should be provided that the new employees obtain knowledge on everything regarding the organization.

Accordingly, steps of orientation training program are given below (Bingöl, 2003):

- Getting prepared for welcoming the new employee,
- Welcoming the new employee,

- Explain to the employee the functions of the department in which the employee will work,
- Introducing the colleagues to the employee ,
- Explaining the features of the work place,
- Providing general information about the organization,
- Various advantages and services provided for the employees,
- Explaining the job to the employee.

Application of these steps enables the orientation training to achieve its goal and loyalty to the organization is increased.

In general, in order to attract attention of the participants in a orientation training, it is necessary to make the participants to feel comfortable, to make sure that they have read the guidelines regarding orientation to job, to make them introduce themselves and making an impressive introduction by asking them open-ended questions, to provide information about the administration, to show the work flow and communication within the organization, to introduce the departments, to ease their worries and doubts, to encourage friendship among the new beginners, to show them respect, to be the first to make them communicate with the senior management, to guarantee that they will be welcomed by the organization if they have any critics and comments, to share the goals and objectives of the organization with them (Belilos, 2013). Employees feeling comfortable in the work environment can adopt the rules of the organization more easily and develop a communication to share knowledge with their colleagues; and perform their work with less error.

3.4. Methods Used in Orientation Training

If proper methods are selected in the training, the quality of the training increases and benefits expected from the training can be attained. So that the training program achieves its goals.

Using methods that can ease the learning of the employees increases their level of understanding and adaptation to the organization is increased. So that, professional knowledge and skills of the employees improve.

In orientation training, main methods and tools benefited in provision of general information that is related to all new-employed and existing employees are as follows (Bingöl, 2003):

- Publication that provide an introduction of the company,
- Conferences, panel discussions, group meetings,
- Visual techniques,
- Tours within the company,
- Orientation training by an immediate supervisor, specialist or a senior employee.

The method of providing introductory publications to the employees is a widely implemented method for giving information to the employees about the organization. Personnel guidelines prepared for this purpose plays a significant role for the new personnel to understand their position within the organization. Personnel guidelines can be accompanied by some complementary brochures prepared for specific purposes. Group meetings such as conference,

panel discussion, etc. is a method specifically suggested when 10-15 employees are employed in an organization at the same time in order to save time. In such meetings, visual training tools such as cinema, television, photography, etc. can be utilized, as well as techniques based on conversations such as question and answer (İşe Başlama ve Oryantasyon Programları,2013).

Using different training methods in training activities increases efficiency and quality of the training. So that the training program achieves its goals more easily. Productivity and performance increase are attained in the work environment.

3.5. Scope and Assessment of Orientation Training

According to Fındıkçı (2003), orientation training should include knowledge and skills that will help the employee to adapt to the job and organization. Within the scope of orientation training, brief history of the organization, mission, vision and other distinctive properties, basic information about its current situation, organization scheme, diagrams, charts and other similar information about the organization should be included. These information are the basic information required to be known by any new employee. Other than the basic information, there is also need for specific information for each person. These are generally vocational trainings. The scope of the vocational trainings are defined during the service based on learning through experience principle (Altuntaş, 2010).

As far as the scope of the orientation training is specified according to the aim of the training, the new employees obtain necessary information on required subjects and loyalty to the organization increases. The employees who obtained necessary knowledge and skills through orientation training are more willing to work and like their jobs.

It can be understood whether a orientation training became successful or not, whether it achieved the desired goals, via periodic monitoring and assessment of the training. Some necessary information may not be given or may be given incompletely throughout the orientation training. It is also possible that the employees misunderstand the provided information or they may forget the information. In case no monitoring is carried out, the questions of the new personnel will remain unanswered (Balbay, 2007).

It is important to assess whether the training achieved success or not in order to determine the inadequacies of the training. If there are any inadequacies, they may be identified through assessment activities and then fixed. If the training activity has not achieved its goals, its effectiveness can be increased by implementing necessary adjustments and corrections.

4. Research

4.1. Aim of the Research

This research has been carried out to set forth the processes related to in-service training activities and orientation training given in small and medium scale organizations, including the purpose of the training, quality, type and implementation; and to assess if there is any difference based on organization structure.

4.2. Significance of the Research

In-service training activities and orientation training are very important both for the employees and for the organizations. In this research it has been put forward for what purpose in-service training activities and orientation training are used in small and medium scale organizations and their effects.

4.3. Sample of the Research

The research has been carried out in 25 small and medium scale organizations located in “Çerkezköy Organized Industrial Zone” in Çerkezköy district of Tekirdağ. 11 of these organizations are small scale and 14 of them are medium scale. Çerkezköy Organized Industrial Zone is one of the greatest and long-established industrial zones of Turkey, located with in the borders of two different municipalities, Çerkezköy and Kapaklı. It is the development area of Istanbul’s industry thanks to its proximity to Istanbul and wide transportation facilities (Çerkezköy Organized Industrial Zone, 2014).

4.4. Method of the Research

The study is based on a qualitative research. Data has been assessed via ace to face assessment method. Semi-structured interview method has been used. Interviews were carried out via appointment.

4.5. Research Process

The interviews were carried out between the dates 03.04.2014-17.06.2014 (inclusive). The interviews took 20 minutes in average. Documents provided by some of the interviewees were examined.

4.6. Findings

Table 1: Comparison of Training-oriented Information in Small and Medium Scale Organizations

TRAINING-ORIENTED INFORMATION		Small Scale Organizations	Medium Scale Organizations
Training Periods	Monthly	7	10
	Annual	2	4
	Undefined	2	
Who is giving the training?	In-house members	10	5
	Trainers out of organization	1	3
	In-house members and trainers out of organization	-	6
Do you carry out a training need	Yes	9	11

analysis?			
	No	2	3
Do you carry out an assessment of the training?	Yes	4	11
	No	7	3
Where is the training given?	In organization	8	6
	Out of the organization	3	5
	Organization center		3
Do you organize any common trainings with Çerkezköy Organized Industrial Zone?	Yes	4	10
	No	7	4
Do you provide a briefing about the training activity?	Yes	2	13
	No	9	1
Is the orientation training considered as an obligation?	Yes	6	13
	No	5	1

Figures given in Table-1 shows the number of organizations. Orientation training is generally given by in-house employees. These employees are HR managers, HR supervisor or specialist, personnel manager, occupational safety specialist, quality specialist or quality manager, quality management system supervisor, occupational health and safety engineer, occupational physician and nurse, department managers, department supervisors, environmental specialist or engineer. Moreover, in organizations carrying out business in oil, chemistry, rubber sectors trainings also given by public relations specialists. In a large scale organization carrying out business in metal sector, training is given by union representative and energy management supervisor. In a foreign-capital medium scale organization chemical engineer gives training on environment. In a foreign-capital medium scale organization in metal sector, administrative affairs officer provides training. In some of the medium scale organizations, private occupational health and safety specialists from another company comes to give training. In a medium scale organization carrying out business in oil, chemistry, rubber sector an environmental engineer comes for training twice in a year. In medium scale organizations, white-collar employees receive orientation training also from the supervisors of related departments.

In general, orientation training is given at the first day of the work. Each employee started working in an organization is subject to orientation training at the first day and the training continues in related departments for an additional 1-2 months with a program set by the department. In some small scale organizations, due to high circulation of blue-collar employees, orientation training is arranged almost every week and in some of the organizations orientation

training is provided in position changes, too. With orientation training, employees adapt to the work environment and learn procedures related to the work more easily. So that the error rate is minimized.

As per the training method, in general, visual materials and presentations are used. In addition, in medium scale organizations, published training materials about procedures and rules are also provided.

In most of the organizations, an occupational health and safety test is implemented to assess the orientation training. In some medium scale organizations, a training program form is filled. Materials used in the training, training environment, trainer, training program and duration are evaluated.

In some of the medium scale organizations, training is assessed via observation. There is an observation form but complete evaluation of the training is not still being implemented. In some of the medium scale organizations orientation training is not assessed. However, efficiency of in-service training is measured. A longer process takes place for blue and white-collar employees.

Most of the medium and small scale organizations indicated that they held common trainings with Çerkezköy Organized Industrial Zone. In medium scale organizations, it is stated that trainings are held both in training and meeting rooms within the organization and in organization centers; in addition the trainings arranged outside are provided at the center of the companies that provide the trainings. In the small scale organizations, on the other hand, it is stated that training activities are held mostly within the organization. In some of the medium scale organizations orientation training is assessed by the managers. In a foreign-capital medium scale organization, assessment is implemented 1 week after the orientation training and the employees start to work within 1 week and there are registration forms about this.

In some medium scale organizations, there are training halls and meeting rooms and introductory tours are organized to introduce the organization. In some of the small scale organizations trainings can occur at the refectory. In some of the organizations orientation training is provided only for the new employees, while in some other organizations this training is provided also for those who had an occupational accident, those who change their positions, those who come back from maternity leave, those who are subject to rotation, those whose performance declines and those who leave for military service and come back. In addition, for those who come to the organization to work for several hours or for a day only and in case the employees of the contractor firms come to the organization, orientation training is again provided. In a foreign-capital medium scale organization in metal sector, the visitors are also subject to training.

In medium scale organizations, training activities are provided both by in-house employees and by trainers outside the organization. In small scale organizations, on the other hand, trainings are mostly provided by in-house employees. In small scale organizations training activities may vary in terms of scope.

In most of the medium scale organizations, a calendar is set for training activities and the employees are informed. In some of the medium scale organizations, trainings held by several institutions are published each month. Based on demand, participation of the employees is

provided upon approval. Informing the employees about the training activities enable them to have more information on training activities and can demand other trainings which will contribute to their self-development.

In medium scale organizations, it is stated that in terms of training need analysis, needs are determined each year for each department and need analysis is carried out together with the managers and the employees and annual development plans are prepared together. It is emphasized that the training needs are determined at the beginning of each year by department managers and human resources department employees, and the employees are supported for their personal development and technical training. In some of the small scale organizations, it is stated that they do not carry out any analysis. If a training need analysis is not performed, training program cannot achieve its goals and objectives.

It is indicated that training need analysis is not performed in Çerkezköy Organized Industrial Zone and there is a classroom for 20 people, a meeting room for 30 people and a multi-purpose room for 70-80 people for trainings. There is also a conference hall of 450 people capacity which was built in 2014. Çerkezköy Organized Industrial Zone should carry out training need analysis and should increase the number of common trainings they carry out with other organizations. It is also indicated that they present projects for technical support programs organized by Thrace Development Agency once a year and in case the project is accepted they receive a free training service and project support up to 15 thousand TL. Increasing the number of support programs can create an incentive for development of training programs.

Table 2: Comparison of Training Activities in Small and Medium Scale Organizations

		Small Scale Organizations			Medium Scale Organizations		
		White-collar	Blue-collar	New employee	White-collar	Blue-collar	New employee
Obligatory ⁵ trainings	Occupational health and safety	11	11	11	14	14	14
	Environmental Training	11	11	11	14	14	14
	Quality Training	11	11	11	14	14	14
	First aid training	2	3	-	8	4	-
	Fire Training	8	8	-	14	14	-

⁵In some of the organizations, obligatory trainings are provided as a part of orientation training.

	Energy Management System Briefing	-	4	-	2	9	-
	Orientation training	9	9	9	14	14	14
Other trainings	Personal development	3	1	-	12	5	-
	Time Management Training	3	1	-	11	9	-
	Conflict Management Training	6	5	-	7	4	-
	Communication Training	8	2	-	9	3	-
	Production Flow Training	5	11	11	14	14	14
	Social Responsibility and Union Rights Training	10	10	10	13	13	13
	Leadership Training	4	-	-	6	2	1
	Business law and legal rights training	10	10	10	14	14	14

Figures given in Table-1 shows the number of organizations. Obligatory trainings and other trainings are given to both white-collar, blue-collar and new employees mostly in medium scale organizations but also in small scale organizations. In some of the organizations in-service training is considered together with orientation training. In general, orientation training may vary from half an hour to 8 hours and may occur at different days of the week. In some of the organizations it can be extent to 33-37 days (including in-service).

According to the subject of the orientation training, the training is give per group or to individuals separately based on time of starting to work and title. In some of the organizations orientation training is provided for blue and white-collar employees together.

As the subjects of the orientation training is considered, in almost all of the organizations trainings on occupational health and safety quality, environment, general company procedures and rules are provided. In most of the medium and small scale organizations social responsibility and union rights training is also provided. In medium scale organizations duration of the orientation training is longer and the content is more diverse. Orientation training is composed of theoretical part and practice is mentioned during on-the-job training.

In a foreign-capital medium scale organization, orientation training and on-the-job training forms are filled and total duration of the training and name of the trainer are noted, it is indicated whether the subjects of orientation training are given or not. Similarly, in a foreign-capital medium scale organization, orientation training registration form is filled, the duration of

the training, content of the training and trainer information are indicated; in addition, there is a section for “blue-collar operational briefing”.

In another foreign-capital medium scale organization, in the registration form of the orientation training there is a section of efficiency, status, and evaluation, in which work performance skills and machinery, device and measurement tool usage skills are evaluated as “good”, “normal” or “bad”. In addition, in this section the participants check which machines and devices they can use, which programs they can use and which foreign languages they speak. In these three organizations the participants are asked to sign the registration forms.

According to the results of the interview, in most of the interviewed organizations, each new employee is provided with both orientation training given by human resources department and general inter-organization orientation training. In some of the small scale organizations, on the other hand, orientation training is not held. For this reason, especially in small scale organizations, it is necessary to increase the emphasis on orientation training. So that, employees can adapt to the working environment more easily and perform their duties and responsibilities in a much better way.

In terms of orientation training, in some of the medium and small scale organizations, trainings for company introduction, general rules, environmental training, occupational health and safety, environmental management system briefing, quality management system briefing, energy management system briefing, organization rules and first day introduction, human resources processes, social responsibility and union rights (for blue-collar) are provided. In addition to these, factory introduction, related department introduction, quality training, production process flow training, personal development and inter-department technical trainings are given. Through these trainings, employees make up their lack of information about work flow and learn how they will perform their job better. Thus error rate in the work environment can be minimized. Mostly in medium scale organizations, orientation training has a wider scope. In small scale organizations, too, the scope of the orientation training can be enhanced. By this way, a positive increase in the performance of the participants can be achieved.

In some of the organizations, need-based life skills trainings (problem solving, communication, time management, conflict management) and functional trainings for vocational needs (software trainings, process trainings, bench work training) are also organized. With personal development, quality, environment and other trainings, employees have a chance to receive trainings that will support their professional development besides their professional knowledge and experience. So that, both the orientation training and other trainings facilitate the adaptation of the employee to the work environment.

In a foreign-capital medium size organization in metal sector, behavior management test and occupational health, safety and environment test are implemented in evaluation of orientation training. In an organization which is medium size and involved in oil, chemistry and rubber sector, occupational health and safety, quality, job introduction, 5S order (for work flow) tests and 5 different tests for department based trainings (injection and installation) are implemented after the orientation training. In another medium size organization involved in oil, chemistry and rubber, occupational safety, schemes, inter-organization rules are implemented as evaluation test. In a medium size organization from textile, ready-made clothing and leather sector,

occupational physician makes a test after the orientation training. In a medium scale foreign-capital organization, test are performed on quality and environment.

Some of the organizations emphasized that they hold common trainings with Çerkezköy Organized Industrial Zone, while some of them stated they don't. Some of them, on the other hand, indicated that they send their personnel to the trainings organized by Çerkezköy Organized Industrial Zone; they don't organize the trainings together, but they only provide participation of their personnel. They emphasized that in case needed or demanded, they can work together for the organization of trainings. If the number of common trainings are increased, an increase in efficiency and quality of the production and services will be achieved. Solidarity and collaboration will improve. If solidarity and collaboration is improved, communication will develop in a positive way.

When the training periods are examined, it is indicated that the periods change according to need and orientation training and occupational health and safety training are held continuously. There are trainings organized on monthly basis and some of the training activities are arranged annually. In small scale organizations, on the other hand, there is an uncertainty. In corporate organizations, personnel is sent to 3-4 trainings each month and 1-2 trainings are organized within the organization that are open to general participation. In small scale organizations training activities should become regular and periodic. In case the trainings become more regular and practical, the organization will be more planned.

Within the scope of the "Training Support Project" initiated by Textile Employers Union in 2014, several specified trainings are provided with financial support and the support increases as the benefits obtained from the training increases. In smaller organizations, however, it is observed that no financial and technical support are provided. If the supports are increased, training activities will become more effective.

It is emphasized that general training is given to the organizations in Çerkezköy Organized Industrial Zone; fire training organized by the fire department is the only obligatory training and fire drills are conducted; apart from these, communication training, time management training, quality trainings (5S, 6 Sigma etc.), trainings on subjects related to occupational health and safety are held based on needs and demands. Contents of the trainings are revised according to the changing regulations and training programs held in collaboration with other institutions are implemented within a certain plan. Opportunities that may arise in other subjects are evaluated and new trainings are organized.

In Çerkezköy Organized Industrial Zone, trainings are organized by human resources department as well as the training and human resources directorate and the employees are informed about the training activity. Information is given via e-mails in organizations. With the help of the training evaluation forms general assessment is done for the trainings. It is emphasized that trainers from outside sources come for trainings and fire trainings are provided by the chief fire officer or fire sergeant. Providing information about the training will motivate the employee and employee will be able to express their questions more easily. Employees will adapt to their jobs more smoothly. As the adaptation to the organization increases, loyalty of the employees to the organization will increase, too.

5. Results and Evaluation

Training activities are essential for organizations. If the organizations invest to their employees, they will achieve their organizational goals and objectives more easily. Training activities provide many benefits both for the organization and the employee. Thanks to the training activities, organization's vision and mission is realized and self-confidence of the employees increase, error rate is minimized, job satisfaction and motivations increase.

In some of the small scale organizations, orientation training is not provided and in some of them, briefing on training activities is not given sufficiently or not given at all. If information on training activity is not completely given, training activities cannot achieve their goals. For this reason, sufficient briefing should be provided about the training activities.

In almost all of the medium scale organizations orientation training is held and the adaptation of the employee to the work environment is enhanced. In addition, trainings are organized for minimizing conflicts in the work environment, increasing communication skills of the employees, enabling the employees to use time efficiently, informing the employees about social responsibilities and legal rights and for continuity of the production process without any disruption. When compared to small scale organizations, medium scale organizations carry out more assessment procedures for evaluating the training and more need analysis. In medium scale organizations, training activities are generally organized monthly or annually. In some small scale organizations, periods of training activities are undefined. If the training activities are held periodically, the organization would be more systematical.

It is indicated that every registered member of the Zone can benefit from each training organized by Çerkezköy Organized Industrial Zone and notifications regarding the trainings are sent to each organization. Apart from the inter-departmental technical trainings; personal development, quality, occupational health and safety trainings, too, are held for the employees. In addition, employees of the zone can also benefit from the trainings organized for the organizations in the zone. In previous years, within the scope of a protocol entered into with an organization, foreign language trainings were organized for employees of the organizations carrying out business within the Zone. These trainings were free of charge for the employees. Variety of the training programs and participation of the employees can be increased. Providing information about the training will motivate the employees and they will be able to express their questions more comfortably.

By effective implementation of training activities for development of the employees, the quality of the service increases and employees become more prepared for higher positions. In addition, employees can better present their skills and long-term strategies of the organization can be realized. Employees become more specialized through training activities.

If the purpose of the training is well-defined, training activities are implemented more effectively. With the training assessment, it is determined to what degree the training program achieves its goals. If the needs of the training are well-established, employees perform their jobs and responsibilities in a better way. For this reason, if the needs of the training are correctly specified, productivity and quality will increase. In training activities proper training methods should be selected. In that case, training activities are accurately implemented. Effectiveness and efficiency of the training increases.

REFERENCES

- ALTINIŞIK, S. (2006), Hizmet içi Eğitimin İşlevlerine İlişkin Görüş ve Tutumlar. Kazım Karabekir Eğitim Fakültesi Dergisi, 13, 362-372.
- ALTUNTAŞ, H. (2010). Oryantasyon Programlarının Yeterlik Düzeylerine Yönelik Öğretmen Adaylarının Görüşleri. Yüksek Lisans Tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü.
- BALBAY, Z. (2007). Oryantasyon Eğitiminin Çalışanların Turnover'ına Etkisi ve Bir Uygulama, Yüksek Lisans Tezi, Y.T.Ü. Sosyal Bilimler Enstitüsü, İstanbul.
- BATILI, S. B. (2010). Oryantasyon Eğitimi ile İşten Ayrılma Niyeti Arasındaki İlişkinin Belirlenmesine Yönelik Mevcut Durum Analizi ve Finans Sektöründe Bir Araştırma, Yüksek Lisans Tezi, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- BİNGÖL, D. (2003). İnsan Kaynakları Yönetimi, 5. Baskı, Beta Yayınları.
- MERRILL, B. (2013). Importance of a Good Orientation. Retrieved from <http://charitychannel.com/articles/tabid/348/article/872/the-importance-of-good-orientation.aspx>.
- BELILOS, C. (2013). Conducting Effective Employee Orientations- Orientations are performance trend setters. Retrieved from <http://www.easytraining.com/orientation.htm>.
- BUCAK, T. (2007). Otel İşletmelerinde Hizmet içi Eğitimi ve İş Tatmini İlişkisi: İzmir Merkez ve Çeşme'deki Beş Yıldızlı Oteller İle İlgili Bir Uygulama, Yüksek Lisans Tezi, Dokuz Eylül Üniversitesi, Sosyal Bilimler Enstitüsü.
- DOĞAN, N. (2006). Örgütsel Yurttaşlık Davranışında Oryantasyonun Önemi: Sabancı Üniversitesi'nde Bir Araştırma, Yüksek Lisans Projesi, Kocaeli Üniversitesi, Sosyal Bilimler Enstitüsü.
- GÜNAY, F. (2010). Oryantasyon Eğitiminin Örgütsel Bağlılığa Etkisi, Yüksek Lisans Tezi, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- ÖZTÜRK, M. & SANCAK, S. (2007). Hizmet içi Eğitim Uygulamalarının Çalışma Hayatına Etkileri. Journal of Yasar University, 2(7), 761-794.
- SHAH, S. S. H., FATİMA, M., WARİS, S., AZİZ, J., JAFFARİ, A.R., EJAZ, W. & SHERAZİ, S. K. (2012). The Causal Relationship of Training on Organizational Performance, Asian Journal of Business Management, 4(2): 111-113.
- KAPTANGİL, K. (2012). İşletmede İnsan Kaynakları Eğitiminin Çalışanların Performansları Üzerine Olan Etkileri, Çankırı Karatekin Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 2(2), 25-44.
- KANAR, Ş. S. (2011). Arşivlerde Çalışanların Hizmet içi Eğitim Gereksinimleri. Bilgi Dünyası, 12(2), 399-420.

- KANBER AYTUĞ, N. & GÜRLEK, Ö. (2011). Hemşirelerin Uygulanan Hizmet içi Eğitim Programından Beklentileri ve Bu Program İle İlgili Düşünceleri, *Anadolu Hemşirelik ve Sağlık Bilimleri Dergisi*, 14(3), 52-58.
- KOCABACAK, A. (2006). İnsan Kaynakları Eğitiminde Oryantasyon: Perakendecilik Sektöründe Bir Uygulama, Yüksek Lisan Tezi, Selçuk Üniversitesi, Sosyal Bilimler Enstitüsü, Konya.
- MURADOVA, T. (2009).TheImportance of Education and Developing in Managing Human Resources, İnsan Kaynakları Yönetiminde Eğitim ve Geliştirmenin Önemi. *Khazar Journal of Humanities and Social Sciences*, 12(2),75-84.
- NOE, R. A. (2009). İnsan Kaynaklarının Eğitimi ve Geliştirilmesi, Çeviren:Canan Çetin,4.Baskı, Beta Yayınları.
- ÖRÜCÜ, E. & YUMUŞAK, S. (2005). Örgütlerde İşgören Eğitimi Üzerine Bir Alan Araştırması. *İktisadi ve İdari Bilimler Dergisi*, 19(2), 235-246.
- TOPALOĞLU, M. & SÖKMEN, A. (2003). İşe Alıştırma (Oryantasyon) Eğitiminin Etkinliği ve İş gören Performansı İlişkisi (Ankara’da Bir Uygulama). *Ankara: Ticaret ve Turizm Eğitim Fakültesi Dergisi*, 2,1-30.
- UYAR, B. (2010).İşletmelerde Eğitim Geliştirme ve Performans İlişkisi ve Türk Telekomünikasyon Sektöründe Bir Araştırma, Yüksek Lisans Tezi, Marmara Üniversitesi,Sosyal Bilimler Enstitüsü, İstanbul.
- WARD, C.W. (2009).Enhancing Orientation and Retention: One Unit's Success Story, *The Journal of Continuing Education in Nursing*, 40(2),87-90.
- YAYLI, A. & TEMİRALİYEVA, K. (2006). Otel İşletmelerinde İşe Alıştırma Eğitiminin İşgören Performansına Etkisi Üzerine Kazakistan’da Bir Uygulama. *Ticaret ve Turizm Eğitim Fakültesi Dergisi*, 1, 96-120.
- İşe Başlama ve Oryantasyon Programları. (2013). Retrievedfrom<http://www.insankaynaklari.com/cn/ContentBody.asp?BodyID=48>.
- Çerkezkoy Organized Industrial Zone. (2014). Retrieved from www.cosb.org.tr.