

Training in acc



Abstract In this article I want to present the efficient way for ACC to develop a learning organization by Designing effective training process which organization can use and take benefits from it to implement a learning organization. In this example of ACC, the organization focusing on individual changing rather than managerial structures and work practices changing, Elkjaer the author focus on the learning theory by John Dewey that considering employees' active involvement as the turning point around which a learning organization may develop.

The training program contents in ACC aimed to change employees to make them adopt new ways of thinking and acting so that would be more appropriate in a learning organization, but by implementing of new technology to increase efficiency in ACC, that will make some of employees dispensable, so I think that in order to implement effective learning, it has to be related to helping employees' performance improves and the companies achieve its business goals, this connection helps ensure that employees are motivated to learn and that the limited resources (time and money) for learning are focused in areas that will directly help the business succeed. Learning theories Developing a learning organization begins with individual learning and does not start with changes in organizational work practices and structures, this method suggest to start with personal quality course (van Hauen et al., 1995: 39), 'shared vision' is vital for the learning organization because it provides the focus and energy for learning (Senge, 1990: 206), learning is related to the institutional and social context in which it takes place and occurs through individuals' participation in communities of practice (Jean Lave and Etienne Wenger 1991) these theories

focus on personal adaptation and organizational socialization than on learning, organizational learning assumed to be an epi-phenomenon of individual learning. The learning organization can be developed by focusing on changing and developing individuals compared with changing and developing of organization.

The author suggests a learning theory that is based on employees' attempts to cope with everyday problems that encountered in organization. In the learning theory of Dewey, he formulates the learning development process in such general terms as inquiry and experience. Dewey notion (Dewey, 1916, c. 1966; 1933; 1938, c. 1963; 1938), inquiry can explain the how of learning by creating knowledge and experience can explain the what of learning by developing reflective experience (learning experience), so that will improve the outcomes of individuals' learning in the organization which we can call it personal mastery (Senge, 1990: 141), Senge use this phrase for the discipline of personal growth and learning. By making a connection between Dewey notion and (Lave and Wenger) we will find that experience had describe the outcome of our participation in communities of practice, and the learning experience is an intentional effort aimed at discovering relations between our actions and the resulting consequences. Finally, we can resulting that the learning theory consider inquiry as a method and reflective experience (learning experience) as outcome, which show our future ability to sense, define, articulate and solve the problem of uncertain situations.

Training program methodologyThe author of the article focus on training program of professionals in ACC, and he was analyzed if the training  
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program will effect job satisfaction and the job need requirements, his question that how the training program can prepare professional s to become active members of the learning organization which is the core of the training program. His emphasis on learning theory and giving alternative learning theory that focusing not only on development of individual but also increased their ability to deal with organizational problems. He also focuses on the personal assessment of professionals in ACC, how they prepared for the learning organization , how they viewed this new organizational design and their readiness to participate in the training process , he observed the method and the content of the training program and the professional??™ s reactions to the program. In evaluation of training program he used phenomenological method. He observed a sample from the training program participants consist of 26 professionals most of them individual case administrators, few were general case administrators, 2 other tasks.

He found out that the ACCs??™ primary work consist of processing individual claims for economic compensations, individual case administrator act as (piecework), individual case administration offices act as (production line) of ACC, professionals job description emphasis on the quantitative nature of the wok and the qualitative aspect was the value and necessity of their work, but the training program participants have different job specification and they have diversity in age with low experience.