



THE LEADERSHIP OF HUMAN RESOURCE TRAINING AND THEIR IMPACT ON ORGANISATIONAL PERFORMANCE

Original scientific paper

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ABSTRACT

The aims of this paper are to contribute to the deepening of research in this field in SEE countries, but also the application of appropriate knowledge in organizations, to increase performance, improve organizational culture, strengthen leadership of human resource management. The paper examines the factors that affect employee motivation and encourages the understanding that continuous improvement of knowledge can achieve high results that would reflect on their professional success and personal needs, as well as on the business of the organization. The paper is realized in accordance with the contemporary principles of scientific-research work. In the analysis, special attention was paid to the works and attitude research results show a significant positive correlation between attitude towards company goals and attitude towards leading training, as well as development of human resource function and attitude towards training.

Keywords: leadership, training, performance, HRM

INTRODUCTION

If people are the most important source for achieving competitive advantage, and if employees are a key factor in the success or failure of the organization, then it is necessary to invest in their knowledge, skills, and abilities, organizations must have a strategy of developed learning and according to their business goals. Training and development support the organizational vision, mission and strategic goals by enabling positive changes in the knowledge, skills, behaviours and attitudes of employees that will be reflected in performance at work, which in this way improves, contributes to overall organizational performance and the creation of a positive organizational climate. In organizations where the training process is carefully researched and matched to its goals, the concept of "Learning Organization" is accepted, where employees constantly learn new things, apply what

they have learned to improve products and services, exchange knowledge, react quickly to change and have the ability to retain what they have learned.

The subject of this paper is the impact of training and education on the success of the organization and employee satisfaction. The starting point is the fact that knowledge is the basic power and capital and the generator of development, i.e. a key development resource, but at the same time a human need and an important motivating factor.

The subject of this paper is the analysis of the role of the human resources function in the organization and implementation of education and training as one of its practices in companies operating in the Peja region. In the context of this analysis, the author seeks to determine the impact of training and education on organizational performance and employee satisfaction

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and whether they are consistent with strategic goals and integrated into the human resource management function.

The purpose of this research is to identify the factors and conditions of the impact of education and training on employee satisfaction as well as on the overall performance of the organization and the relationship with strategic goals. This paper examines the conditions and circumstances for improving and intensifying the practice of education and continuing professional training of employees as a basis for changing and achieving the strategic goals of the organization. The paper examines the factors that affect employee motivation and encourages the understanding that continuous improvement of knowledge can achieve high results that would reflect on their professional success and personal needs, as well as on the business of the organization. The starting point is that a clear understanding of the factors and conditions in which training can be an investment, not a cost, can encourage company management and human resource professionals to organize this activity to contribute more to the goals of company and employee needs. One of the aims of this paper is to contribute to the deepening of research in this field in our country, but also the application of appropriate knowledge in organizations, to increase performance, improve organizational culture, strengthen human resource management practices, resources, motivate employees and contribute to the improvement of business results and the development of human capital. It should be borne in mind that the level in Serbia has not yet been exceeded.

“Leadership and Personnel management” in the practice of human resource management, as a reality that needs to change. The author of the research in this thesis emphasizes that we need to change the practice and awareness of both employees and management about the role of training and the importance of the management function of people in achieving business success, so that people are really a key factor. in achieving competitive advantage.

THEORETICAL BACKGROUND

Leading training in the context of leadership and human resource management

To support an ongoing competitive advantage, it is necessary to develop and invest in specific skills, to give them an edge over the overall capabilities that give the organization the same value as the competition. So it becomes a challenge for human resource management (Talat, Dildar, Ishfaq, Misbah, & Sadiq, 2021). A human resource system should be developed that will create a synergistic effect and not a set of individual independent human resource functions. The result of the work should be greater than the sum of the individual results and combining individual skills with new qualitative organizational skills (Kragt & Guenter, 2018).

This requires a change in the traditional view of HRM sub-functions (recruitment, selection, training, evaluation, development, benefits, etc.) in a view where these independent sub-functions are perceived as interconnected system components, which are complementary and not opposites, which competition is not can identify and copy and because of such a relationship they can be an advantage (Pfajfar, Shoham, Malecka, Zalaznik, 2022) (Figure 1).

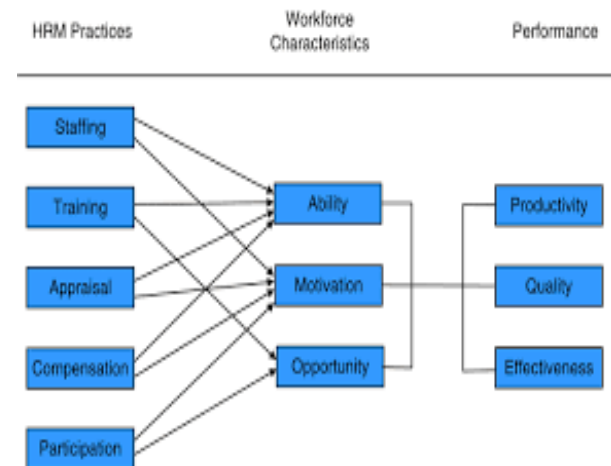


Figure 1. Interdependence and complementarity of HRM practices

Since in this paper we talk about the impact of training and education on employee performance and satisfaction, we will look at how training and education can affect the interdependence and complementarity of HRM practices (Figure 1). Recruitment faces new and growing challenges: such as the lack of a skilled workforce, the importance of a “talent fight” important to an organization that wants to be and remain a market leader, attracting a skilled workforce, diverse, etc. In order to apply for jobs as many quality, talented and skilled workers, the company must have a good image (Luu, 2022).

The impact of training on the company’s image would be reflected in providing timely, targeted and quality training that will result in better performance leading to promotions, higher salaries, better benefits affecting satisfaction and motivation of employees. If senior management towards training and education is positive and the company is valuable, and employees will personally work in an atmosphere where employees who go to training are favored and rewarded, this will inevitably affect the company’s reputation, which makes the company desirable. a job and it is logical to apply a larger number of quality people who want such an environment and thus the selection will be easier (Al-Swidi, Gelaidan, & Saleh, 2021). At the beginning of the selection, new employees go through training that gives them, if they do not already have, the basic skills and knowledge to get the job done (De Stefano, Bagdadli, & Camuffo, 2018). Also, recruitment and selection staff can be trained on how to effectively conduct an interview in the selection of candidates who possess competencies from the pre-defined list of desirable competencies for the position for which they are applying. Inadequately selected selection sets requirements for correction through training.

The better the educational process is done and the employees master what they have learned, the better the performance will be automatically evaluated. If the performance of employees, based on the given criteria, is evaluated well, it means that the whole process of the training program was adequate and well performed, and vice versa, if the performance is poorly evaluated, it is one of the signals to review the educational process or create a new program. Employees need to know more “How to do something”, instead of knowing “why” and “whom”, and this will be achieved by developing and applying skills, knowledge and skills that can contribute to the company’s business (Wilson, Kandege, Edjoukou, & Teklu, 2021). To learn to know “why” and to know “whom”, it is necessary to emphasize continuous learning. When information is obtained about their interests, weaknesses and strengths in knowledge skills, they can be provided with additional education to develop their career (Raelin, 2021). To retain and motivate employees, a system should be established to recognize and meet the developmental needs of employees so that the training function can give its maximum contribution to the provision of educational programs where they will increase knowledge, skills and abilities for advancement in career. Those in charge of training will educate managers about the importance of the support they should give to employee development through specific tasks, job rotation, training delivery, and so on (Stankeviciute & Savaneviciene, 2018).

Training is increasingly linked to employee compensation through an ability-based payment system⁶³. In skill-based payment systems, the salary is determined primarily in relation to the knowledge and skills possessed by the employee, and not in the knowledge and skills needed to successfully perform the actual job. In this way, employees are motivated to attend trainings. Such a payroll system requires a constant assessment of skills and knowledge performance, to ensure that employees are qualified in the skills they have learned in training programs (Salas-Vallina, Alegre, Lopez-Cabrales, 2021). As can be seen from the above, all HRM initiatives should function holistically and be in a close relationship, because only in that way will it affect organizational performance and achieve competitive advantage (Ardichvili, 2019)

METHODOLOGY

The paper is realized in accordance with the contemporary principles of scientific-research work. In the analysis, special attention was paid to the works and attitudes of Peters, Kirkpatrick, Javis, Noah, Becker, Alliger, Goldstein, Kozlowski, Bandur, Wright, Barney, Davenport, Sengi, Pržulj, Šiber-Bahtijarević, Bogicevic, etc.

In the process of validation, i.e. testing of established hypotheses, confirmatory research was conducted based on a questionnaire that included important indicators for examining the impact of education/training on the performance of the organization and employee satisfaction.

The survey was conducted using an appropriate survey submitted to employees, via the internet/email. Through the research, a comparative analysis of the characteristics of the theoretical concept and practice of human resource management has been made. The following methods have been used in the theoretical analysis: a content analysis of domestic and foreign literature; descriptive methods; comparative methods, analysis and synthesis techniques, and statistical methods.

Organizing and conducting research

The research was conducted in the period June-October 2021. The research was conducted using the online survey method (the survey was posted at: <https://docs.google.com/forms/d/1L4FGGVrtrQA3xbcdidTkO5piAKMxmVEA3oh80iohI69xf5>) layered of 18 activities of different companies and different properties. operating in the Peja region. The link was sent to 320 e-mail addresses., 256 respondents responded, which is 75%.

For the needs of the research, and in accordance with the topic, goals, and hypotheses of the work, a questionnaire was constructed, which in addition to data on socio-demographic variables and data on the company in which the respondents are employed, contains 43 articles, answers to which are listed, which serve to assess the different attitudes that are relevant to examining the impact of education/training on the performance of the organization in which the respondents are employed. The statistical methods used for data processing, within the SPSS package v. 19, are descriptive statistics, analysis of variance and Pearson correlation coefficient, and Cronbach’s Alpha scale.

The results of Cronbach’s Alpha test showed that there is a high degree of reliability (reliability) of using the Likert scale to measure attitudes in the questionnaire used, which can be seen in Table 1.

Table 1. Cronbach’s Alpha test, Reliability Statistics

Cronbach’s Alpha	Cronbach’s Alpha Based on Standardized Items	N of Items
.642	.612	28

Independent variables

- 1) Sociodemographic variables
 - a) Gender,
 - b) Age,
 - c) Readiness for school,
 - d) Position in the company (manager, middle manager and operational executive),
 - e) Practice in society.
- 2) Organizational structure
 - a) Company size (small, medium, and large).
 - b) Ownership structure (private enterprise with domestic capital, private enterprise with mixture of domestic and foreign capital, private enterprise with foreign capital and state/public enterprise).

3) Structure and development of the human resources service

- a) Existence of a human resources department.
- b) Development of the human resources department (through five questions in the survey, the attitude of the respondents about the human resources department within their companies and its role was examined, to determine how much contribution and influence the human resources department has in planning of company goals, in achieving the best results, in identifying, organizing and implementing trainings, as well as monitoring the career development of employees).

4) Employee attitudes towards management in the management of the company support the business policy as well as their commitment, and to what extent they direct the development and motivation of employees towards achieving these common goals)

5) Employees attitudes towards the company's goals (respondents' assessment, within four questions, to understand the basic vision and mission of the company in which they work, how clearly explained to them, and how much each employee can contribute to achieving of business goals and to what extent expect it).

Dependent variables

The attitude of employees towards training (observed through the average value of the total evaluation point of the respondents for the five segments of training in the company where they work, and for this purpose 29 questions were compiled in the questionnaire):

- a) Adequacy of training (respondents' attitude to the degree to which they receive the necessary training and how satisfied they are with it);
- b) The impact of training on motivation (respondents' attitude about how much training they receive affects their motivation and job satisfaction, sense of job security, better earnings and understanding of their contribution to company success);

c) Impact of training on job performance (respondents' assessment of how training affects their productivity, knowledge, responsibility, quality of job performance, willingness to accept more difficult tasks, and a better understanding of values and opportunities of the company for advancement).

RESEARCH ANALYSES AND DISCUSSIONS

The survey was completed by far more women (75%) than men, which can probably be explained by the nature of the activities of the organizations where the respondents come from. In addition to the opportunity to have more women employed than men, it is possible that women were more willing to complete the survey than men.

Table 2. Respodent structure

	Frequency	Percent
Male	64	25.0
Female	192	75.0
Total	256	100.0

- There is a significant difference between men and women when it comes to training, as men have a more positive attitude towards training and its role than women.

- Men also have a more positive attitude towards company management than women, ie they believe that management encourages employee development and supports business policy towards achieving common goals.

The correlation between respondents' gender and attitudes observed showed a significant correlation between gender and attitudes towards management (.004) and training (.013), which can be seen in Table 3.

Table 3. Gender ratio of respondents to training, management, company goals - ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Leaderships and Human resource development	Between Groups	.713	1	.713	.692	.407
	Within Groups	186.638	181	1.031		
	Total	187.351	182			
Attitude towards leading training and its role	Between Groups	5.292	1	5.292	6.346	.013
	Within Groups	126.745	152			
	Total	132.037	153	834		
Attitude towards of leadrsshps	Between Groups	7.680	1	7.680	8.686	.004
	Within Groups	157.374	178	.884		
	Total	165.054	179			
Attitude towards of company goals	Between Groups	1.578	1	1.578	1.695	.195
	Within Groups	166.640	179	.931		
	Total	168.218	180			

Which is confirmed by the analysis of variance (where the mean value for m -3.48 and f - 3.10 by training, and by management: m - 3.79 and f - 3.37) can be seen in Table 4.

Table 4. Descriptive description of the gender of the respondents and attitudes towards the management, training, and goals of the company

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Upper Bound	Lower Bound		
Resource development Humane	Male	72	3.46	.95	.11	3.24	3.68	1.40	5.00
	Female	111	3.33	1.06	.10	3.13	3.53	1.00	5.00
	Total	183	3.38	1.01	.08	3.24	3.53	1.00	5.00
Attitude towards training	Male	62	3.48	.88	.11	3.26	3.70	1.33	5.00
	Female	92	3.10	.93	.10	2.91	3.30	1.07	5.00
	Total	154	3.25	.93	.07	3.11	3.40	1.07	5.00
Attitude towards management	Male	69	3.79	.89	.11	3.58	4.00	2.00	5.00
	Female	111	3.37	.97	.09	3.19	3.55	1.00	5.00
	Total	180	3.53	.96	.07	3.40	3.67	1.00	5.00
Attitude towards Purposes of company	Male	72	3.54	1.00	.12	3.31	3.78	1.00	5.00
	Female	109	3.35	.94	.09	3.17	3.53	1.00	5.00
	Total	181	3.43	.97	.07	3.29	3.57	1.00	5.00

The otherset of attitudes regarding the motivational aspect of training, the impact of training on job performance, as well as the appropriateness, purposefulness, ability of

his training, shows important links between the gender and motivational aspect of training .004 and training opportunities .037, as shown in Table 5.

Table 5. Reports and surveys of the suitability of training, aspects of motivation, effects of training on job performance, purpose of training and opportunities for training

		Sum of Squares	df	Mean Square	F	Sig.
Proper training	Between Groups	4.265	1	4.265	2.629	.107
	Within Groups	298.472	184	1.622		
	Total	302.737	185			
Motivational aspects of training	Between Groups	8.250	1	8.250	8.746	.004
	Within Groups	168.856	179	.943		
	Total	177.106	180			
Impact of training on Work Performances	Between Groups	2.167	1	2.167	2.286	.132
	Within Groups	163.062	172	.948		
	Total	165.229	173			
Comprehensive training	Between Groups	1.878	1	1.878	1.978	.161
	Within Groups	163.340	172	.950		
	Total	165.218	173			
Opportunity for training	Between Groups	4.776	1	4.776	4.429	.037
	Within Groups	184.418	171	1.078		
	Total	189.194	172			

If we look at the results expressed on the average values in the description - Table 6 (the average value of the relationship with the motivational effect of training is for m - 3.33 and f - 2.90, the average value for the gender ratio for training opportunities for m - 3.43 and f -3.09), we can say that:
 • Men see the motivational aspect of training more than women. In fact, male respondents are more likely to

believe that the training they receive has a positive effect on their motivation and understanding of their personal contribution to the company in which they work.

- Men also, to a greater extent than women, believe that the company offers them opportunities to improve and develop knowledge and skills through training.

Table 6. Descriptive description of the respondents' gender and attitudes towards the adequacy of the training, the motivational aspect of the training, the impact on the job performance, the purpose of the training and the training opportunities

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Upper Bound	Lower Bound		
Proper training	Male	73	3.22	1.27	.15	2.93	3.52	1.00	5.00
	Female	113	2.91	1.29	.12	2.68	3.15	1.00	5.00
	Total	186	3.08	1.28	.09	2.85	3.22	1.00	5.00
Motivational aspects of training	Male	73	3.33	.92	.11	3.12	3.55	1.40	5.00
	Female	108	2.90	1.00	.10	2.71	3.09	1.00	5.00
	Total	181	3.07	.99	.07	2.93	3.22	1.00	5.00
Impact of training on Work Performances	Male	69	3.68	.94	.11	3.45	3.91	1.13	5.00
	Female	105	3.45	.99	.10	3.26	3.64	1.00	5.00
	Total	174	3.54	.98	.07	3.40	3.69	1.00	5.00
Comprehensive training	Male	72	3.46	.91	.11	3.25	3.68	1.20	5.00
	Female	102	3.25	1.02	.10	3.05	3.45	1.00	5.00
	Total	174	3.34	.98	.07	3.19	3.49	1.00	5.00
Opportunity for training	Male	66	3.43	.98	.12	3.19	3.67	1.33	5.00
	Female	107	3.09	1.07	.10	2.88	3.30	1.00	5.00
	Total	173	3.22	1.05	.08	3.06	3.38	1.00	5.00

As can be seen from the overview of Table 7 slightly more than half of the respondents are between 31 and 40 years old, close to one third of the respondents are between 41 and 50 years old, while less than ten percent are younger than 30 years and older, 50 years. We can assume that the reason for this distribution in the age categories is in fact that the largest number of workers is from the age of 30 to 50 years.

Table 7. Age of respondents

	Frequency	Percent
Up to 30 vite	46	8.6
From 31 to 40 years	120	53.5
From 41 to 50 years	68	31.0
More than 50 years	32	7.0
Total	256	100.0

Tossi stated that in 2016 will be active 13% of the workforce aged 16-24 years, 64% aged 25-54 and 23% over 55 years. Given that this research was conducted in 2014/15, the socio-demographic picture fits this forecasts. The bab-boomers generation (born 1946-1964), active and, now they are between the ages of 52-60, they can still contribute to organizations performance through experience and there is no empirical evidence that it is more difficult for the older

generation to embrace innovation and new technologies. It is very important that the organization takes care of the knowledge, skills and abilities that this generation has pass on to younger employees so that it does not happen that with the retirement of older colleagues the tacit knowledge that is of great importance for the intellectual capital of the company. In terms of the millennial generation (born 1980-2000) and part of Generation X (born 1960-1980) who are now about 30 years old and under, 8% of the workforce at this age can be explained by longer education masters, specialized studies, etc. and later establish employment relationships. In any case, the potential of any company is Generation X, in which to invest by offering opportunities to attend training. Where should we consider the demands of the employees themselves, because that generation is mature and knows what it wants and in what way it wants to realize its potentials.

There is no significant relationship between employee age and perceptions of development and the role of human resources, as well as attitudes towards company management, company goals, training and its role, and in each segment measured when it comes to training. Suitability of training, motivational aspect of training, impact of training on job performance, purpose of training, opportunity for training), which can be seen in Table 8.

Table 8. The relationship between the age of the respondents and attitudes towards management, goals, training

		Adequacy of training	Motivational aspect of training	Impact of training on job performance	The training objectives	Training learships opportunities
Age	Pearson Correlation	.023	.003	-.029	-.076	.015
	Sig. (2-tailed)	.760	.969	.700	.321	.848
	N	256	256	254	254	253

** Correlation is significant at the .01 level (2-tailed).

I. Based on the results of the research, it can be said that the first research hypothesis was confirmed - The development of the human resource management function in the company has an impact on the planning, implementation and implementation of the educational program. It reflects a more positive attitude of employees towards training and its role and contributes to business success. As we said in the theoretical analysis, the Function/

Service for Human Resources must be holistic with all its functions, in order to expect positive performance results and have support in senior management, work in accordance with the strategy and get part in goal planning. The research results show a significant positive and stronger correlation (.675) between the development of the human resources service and the attitude towards training and its role, as shown in Table 9.

Table 9. The correlation between the leaderships development of the Human Resources Department and the attitude towards training

		Attitude towards the role of training	Development of the human resources sector
Attitude towards the role of training	Pearson Correlation	1	.675**
	Sig. (2-tailed)		.000
	N	154	153
Development of the human resources sector	Pearson Correlation	.675**	1
	Sig. (2-tailed)	.000	
	N	253	254

In the second half of the second segment (Table 10), the main correlation between the corrections of the SME organizations and the Departments of human resource according to training suitability (.571), .45 points, and

the aspect ratio, the number of permanences (.644) and the number of permanences (.621) The correlations and margins are positive and varied in terms of intensity and strength.

Table 10. Correlation between HR department development and training suitability, training motivational aspect, training impact on job performance, training suitability and training opportunities

	Development of the Human Resources Department	Adequacy of training	Motivational aspect of training	Impact of training on performance	The purpose of the training	Develop the Ability to Train
Correct HRM development						
Correlation	1	.571**	.562**	.473**	.644**	.621**
Sig. (2-tailed)		.000	.000	.000	.000	.000
N	256	256	254	256	251	256

II. The second hypothesis is fully substantiated. The hypothesis that there is a positive impact of training and education on employee motivation as well as job satisfaction was confirmed. Namely, already in the theoretical analysis of this thesis we have emphasized that a well-organized educational process, which takes into account the individual characteristics and motivation of participants in training, content, choice of training

methods, encouraging knowledge environment, conditions for transfer of employee learning motivation at work and greater job satisfaction, which is reflected in better performance. The results obtained show a significant correlation between attitude towards training and job satisfaction (.755) as well as the correlation of attitude that training affects motivation (.609), as shown in Table 11. Both correlations obtained are positive and strong.

Table 11. The correlation between attitude towards training and job satisfaction and the impact of training on motivation

	My job satisfaction increased after training/education	Training/education has a positive effect on my motivation
My job satisfaction increased after training/education		
Correlation	.755**	.609**
Sig. (2-tailed)	.000	.000
N	256	256

The main hypothesis
 The main hypothesis that Leading Training and education affect the performance of the organization if they are aligned with the strategic goals of the organization and integrated into the Human Resource Management Function. Namely, the research results show a significant positive correlation between attitude towards company goals and attitude towards training, as well as development of human resource function and attitude towards training. There is a slightly weaker correlation between the development of the human resources function and the attitude towards the company goals, as shown in the following table.

Thus, it can be said that education and training affect the performance of the organization if employees believe that there is alignment of training with the strategic goals of the organization and integration with the function of human resource management. In companies where employees are clearly presented with the basic strategic goals and have services related to employee development and nurture the training and education climate, employees will have a positive attitude towards training and will consider training and education and how they can improve productivity and performance of their organization.

Table 12. The correlation between the attitude towards the goals of the company and the attitude towards the training as well as the development of the human resources function and the attitude towards the training, the correlation between the development of the human resources function and the attitude towards the goals of the company

		Attitude towards training and its role	Attitude towards company goals	Development of the Human Resources Department
Attitude towards training and its role		1	.726**	.675**
	Sig. (2-tailed)		.000	.000
	N	256	253	253
Attitude towards company goals		.726**	1	.492**
	Sig. (2-tailed)	.000		.000
	N	256	256	256
Development of the Human Resources Department		.675**	.492**	1
	Sig. (2-tailed)	.000	.000	
	N	256	257	256

CONCLUSIONS

Although theorists and practitioners have been more concerned with the impact of training at the individual level, there has recently been an increase in the number of papers showing the large impact that training has on organizational performance. Of course, senior executives and stakeholders are more interested in training in quantitative-financial terms, its impact on profitability, because in this way they can measure the return on investment. but are slowly realizing that quality indicators are also important to an organization’s success. Some changes in the organizational aspect, such as the climate, reputation and culture of the organization, employee behaviors and attitudes, satisfaction, require little time and positive results in organizational goals come more slowly and are not measurable in number, but can affect the financial results again.

Training affects the individual, the organization and society as a whole. States are aware that the economic power of a country also depends on human capital. For a society to thrive, it must have quality human resources. Quality is also encouraged by investing in formal and non-formal education that contributes to the community as a whole. More and more countries have national policies where education/training is encouraged and encouraged at the national level. The purpose of such policies is to strengthen human capital through various types of training and education, which will result in economic prosperity.

The interest of the state is reflected in helping companies, where people spend more than half their lives, to help educate and develop employees through their national policies, and companies are realizing that investing in human capital development is not just survival/market issues. Also becomes socially responsible to communities and affects economic prosperity.

Many studies have confirmed that training has an impact on the organization as a whole and its benefits are reflected in improving organizational performance: profitability and business efficiency.

Analysis and research within this paper have shown that in the process of organizing education and training in organizations, certain conditions must be met for training to be understood as an investment and not as a cost. It is especially necessary for the organization to do the following:

- conduct an assessment of training needs at the organizational, task/job and individual level, using all available resources and experienced experts to ensure that the assessment is successful.

Training needs should be in line with the company’s strategy and goals. Everyone else in the series depends on this initial steps as a carefully select training participants and motivate them before, during and after training, all in order to maximize the effects of training;

~ in relation to the design of training, the organization should apply the theories on which the principles of learning are based; to motivate students before, during and after the educational process of adopting and implementing what is taught in the work environment. Develop an organizational culture that will encourage knowledge and reward it adequately; ~ in terms of performance, should use adequate methods and technologies to increase the effectiveness of training for both participants and the organization;

~ enable all relevant factors that will improve the transfer of learning to the workplace, make an assessment, which will measure the success or failure of the training in accordance with the needs identified at the beginning of the process and to do after the evaluation corrections to make future training effects even better in terms of organizational performance.

The training itself will have the greatest impact when packaged together with other human resource management practices and the human resource management function should be part of the management and involved from the outset in approving the strategy and defining the company goals. Employees and training will be treated as an expense until their relationship to business results is clearly established.

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