

## PREREQUISITES FOR ADULT PROFESSIONAL DEVELOPMENT IN THE CONTEXT OF LIFELONG LEARNING

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**Abstract.** *The development of the world of technology implies the continuous improvement of adult knowledge and the acquisition of new knowledge. Today's rapid development of artificial intelligence and technology is replacing several professions where a robotic process replaces the human factor. To be competitive in the labor market, an employee needs to continuously improve his or her existing knowledge or even learn a new profession, while for a company to be active and up-to-date in its sector, it is necessary not only to develop technologically but also to educate its employees. The aim of the study: to explore the possibilities for improving the professional development and lifelong learning model based on the existing learning model in the institution - X. The basis for the study the employees of the institution X, who are in a continuous learning process, both in the context of professional development and lifelong learning. Research methods: theoretical literature review and empirical research method-survey. The research data show that the training model at the institution X is developed on the principle of non-formal education and corresponds to the main ideas of lifelong learning; the problematic issues are related to the high volume of work, which results in the respondents' inability to fully participate in new in-service training courses and the content being repeated; also, no survey is conducted among the employees of the institution X before the training content is developed. On the other hand, a higher percentage of respondents join additional training courses offered and are positive about the courses where participation is required. The survey data shows that staff members are familiar with the content of the mandatory training courses as well as with the additional training courses offered for both professional and personal development, where a higher percentage of respondents apply the knowledge acquired in their daily work.*

**Keywords:** *in-service training, lifelong learning, professional development.*

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### Introduction

The twenty-first century is characterised by changes in social life brought about by globalisation processes and the development of science and technology, in particular information technology. This brings the importance of education into focus. The ability to update one's knowledge is one of the most important prerequisites for the realisation of the idea of lifelong learning. Today, the concept of a 'learning society' is increasingly used, emphasising the continuity of learning throughout a person's life (Aizsila, 2010).

The importance of education and skills development for the workforce has never been greater. Globalisation, technological development, the age structure of the population, and many other factors are leading employers to focus more and more on the continuous development of the competences of their workforce or even on the retraining of their employees. Today, the performance of job duties is directly linked to continuous learning. Inservice training is one of the elements of lifelong learning and should be considered one of the most important aspects of the tools for developing employees' competence (Puriņa, 2022). It is essential to seek answers to the questions of how workplaces can be made friendly environments for learning and how to ensure that every employee develops the skills and competences that will be useful for his or her career development and the competitiveness of the company (Izglītības un zinātnes ministrija, 2020).

The aim of the research is to explore the possibilities for improving the professional development and lifelong learning model based on the existing learning model in the

institution - X. The methods of research are theoretical literature review and empirical research method-survey.

### **The essence of lifelong learning**

Lifelong learning encompasses all types of learning, whether for personal development and personal fulfillment, or development in a professional context, either by updating knowledge or learning a new profession. Lifelong learning is a lifelong learning process based on the changing needs to acquire knowledge, skills, and experience to upgrade or change one's qualifications according to the requirements of the labor market, one's interests and needs. Lifelong learning combines non-formal learning with formal education, developing potential capabilities alongside new competences. Acquisition of knowledge, skills, and competences for work should be provided to the unemployed, job seekers, workers, and business start-ups, preferably of working age (Izglītības un Zinātnes Ministrija, 2020). The concept "lifelong learning" can be equated with "adult learning". Today, lifelong learning is a topical issue in adult society, with the rapid changes in the world. There are many opportunities for learning new skills, as lifelong learning covers the whole spectrum of learning: formal, non-formal, and informal (Latvijas Pieaugušo izglītības apvienība, 2007, p.5), and can be chosen by each person according to their needs and interests. The idea that education should continue throughout life is not new. The need for lifelong learning has been mentioned since the Middle Ages and even in the writings of earlier times. Thus, the pace of the development of today's society makes the issue of lifelong learning increasingly important (Buls, 2017). The lifelong learning process is based on the changing needs to acquire knowledge, skills, and experience to upgrade or change one's qualifications according to interests, needs, and labor market requirements (Martinsone, 2012, p. 9). Aspin (2007) quotes Wayne as saying that the concept of lifelong learning has strategic pedagogical implications that arose from two considerations: the first idea that all forms of learning, not only formal but also informal and everyday learning, should be considered important for education; and the second idea that lifelong learning is intrinsic.

Six key ideas for lifelong learning:

1. New basic skills for all - to guarantee universal and sustainable access to learning to acquire and renew the skills needed for sustained participation in a knowledge-based society.
2. More investment in human resources - to raise the level of investment in human resources to prioritise Europe's most important asset - its people.
3. Innovation in teaching and learning to develop effective teaching and learning methods and contexts for continuous lifelong learning.
4. Assessment of learning - to improve significantly how learning participation and learning outcomes are understood and assessed, in particular the outcomes of non-formal and informal learning.
5. Rethinking advice to ensure that everyone has easy access to quality information and advice on learning opportunities across Europe throughout their lives.
6. Bringing learning closer to home – to provide lifelong learning opportunities as close to the learner as possible, in their local community and supported by information and communication technology (ICT) facilities wherever possible (Latvijas Pieaugušo izglītības apvienība, 2007, p. 5).

Exploring the six key ideas of lifelong learning, we can conclude that a literate society is a key value. Education should be accessible to everyone in society, regardless of where they live or how they are educated - face-to-face or at a distance. Distance learning is the unique opportunity to take courses that may not be available in the participant's city or even country, thus saving several resources and achieving the goal through modern technology. Any person who feels the need for new knowledge should have access to develop themselves in the labor

market, either by acquiring new knowledge or by updating and supplementing existing knowledge, or developing themselves by updating hobbies or self-development.

### **Professional development opportunities in the workplace**

Until 30 years ago, work and learning were concepts that fell into separate categories. Work was about producing or making things, while training was about education. Training was necessary when starting a job, and knowledge could be acquired from experienced colleagues. Since this view, the world of work has changed for the better (Boud & Garrick, 1999, p. 2). In-service training is usually seen as the primary method for improving job performance by improving the skills and knowledge required for the job. This can lead to greater opportunities for employment, up-skilling, and career development (Keegan & Matas, 2020). If employees are offered learning opportunities not only for work but also to develop their interests, they will feel more fulfilled. In-service training is a concept that is difficult to define and needs to be thought about across a range of activities (Goldman, Kitto, Schmitt, & Olson, 2014).

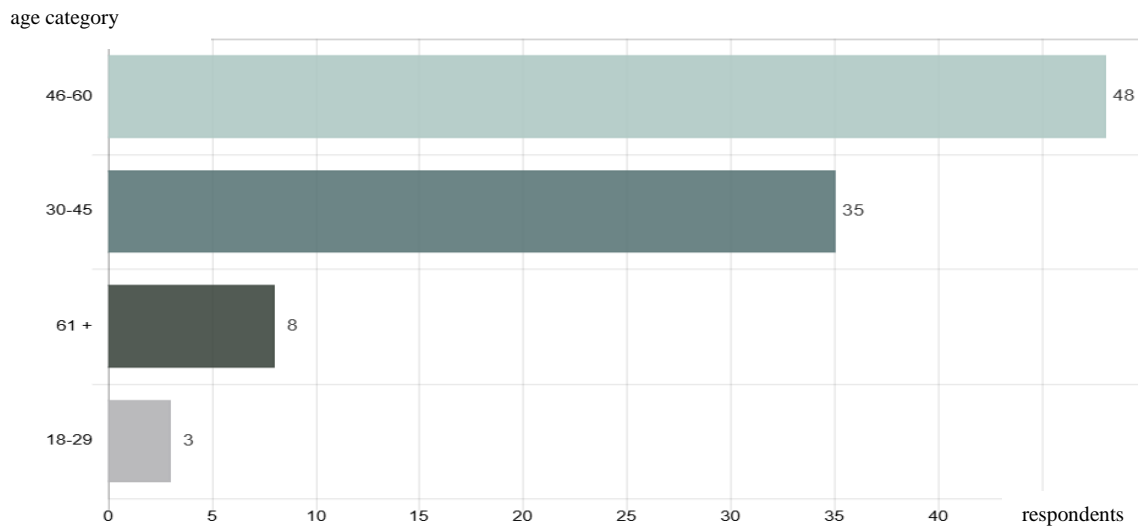
When designing learning, it is necessary to ensure its effectiveness and independence; factors such as motivation, activation, concretization, and individualization are necessary to achieve the goal (Aase, 2001, p. 73). Adults learn effectively when the learning process is reflective, problem-oriented, flexible, involves social interaction, and benefits personal development (Chan, Daneshgar, & Vantoor, 2008). In adult learning, it is important to link theory to practice and to set learning goals in line with adults' interests and needs. When designing the curriculum and setting the learning objective, it is important to consider that the adult group is not always homogeneous. Each individual may have his or her own experience, training, beliefs, and values (Ivanova, n.d.). In the transition to a knowledge society, where the emphasis is on knowledge production, especially learning is increasingly important. In-service training is a key component of this, driven by the impact of demographic changes, skills requirements, technology, and human relations across institutions and communities (Vaughan, 2008). Learning in a workplace setting is different from learning in a school or university setting. One of the main differences between learning in a formal education setting and learning in the workplace is that the former is based on formal, deliberately planned learning, while the latter is largely informal and based on work experience (Tynjala, 2008).

An employer's priority should be to have educated employees with the skills needed in today's world, so training in the workplace is an integral part of that. Today's workplace is directly linked to continuous learning, as the world is changing rapidly and employees need to acquire new competences and develop existing ones for comprehensive personal development, while employers need to review existing staff training principles and introduce new ones to update existing knowledge and acquire new (Anužienė, Tolutienė, & Zubrickienė, 2021). Employees need to engage in lifelong learning and acquire new competences to adapt to the ever-increasing demands of a rapidly changing work environment (Oberlander, Beinick, & Bipp, 2020). In-service training should be seen as one of the most important tools for developing staff competences (Ivanova, 2022). Based on the Latvian State Employment Agency's Employer Express Survey 2022 from 8 June to 30 September, around half of employer respondents (48%) take employee training for granted, stating that updating skills is part of the job and there are no additional benefits for the employee. The same proportion (49%) say that training gives employees better career opportunities (Nodarbinātības valsts aģentūra, 2022).

## Methodology

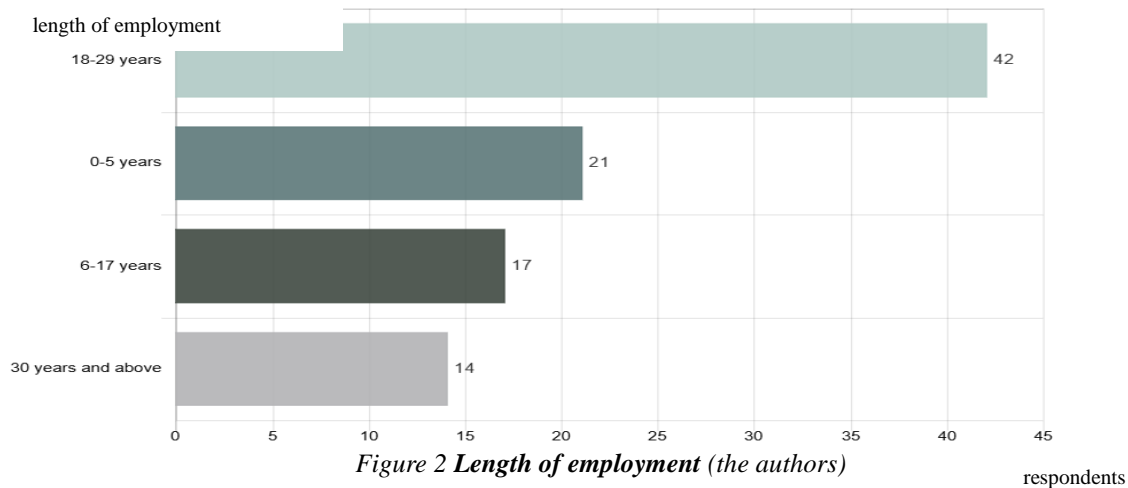
The research strategy is quantitative, based on the collection of quantitative data through questionnaires and data analysis. The study was conducted in the form of an electronic questionnaire, where a web link was sent to the employees of the department. The questionnaire included 22 questions about Inservice training courses in the last year. The questionnaire was anonymous, the invitation period was 2 weeks, and the results were received automatically and aggregated on the web portal where the questionnaire was created. The basis for the research is the institution X, which is in the state administration sector. The staff needs continuous updating of knowledge or learning new ones, because the administrative field is constantly updated by introducing new opportunities and functions for the performance of work duties. The study aims to develop proposals for a professional development and lifelong learning model based on the existing learning model in the institution X. The results obtained are summarised and proposals for a professional development and lifelong learning model based on the existing learning model in the institution X are developed. The institution X has several departments and divisions - the study was carried out within one division with 104 employees. This is on the basis that all employees who take the same courses with a defined objective and purpose. Institution X has compulsory course content and an additional course content where employees can participate at their own choice.

94 respondents took part in the study (Figure 1).

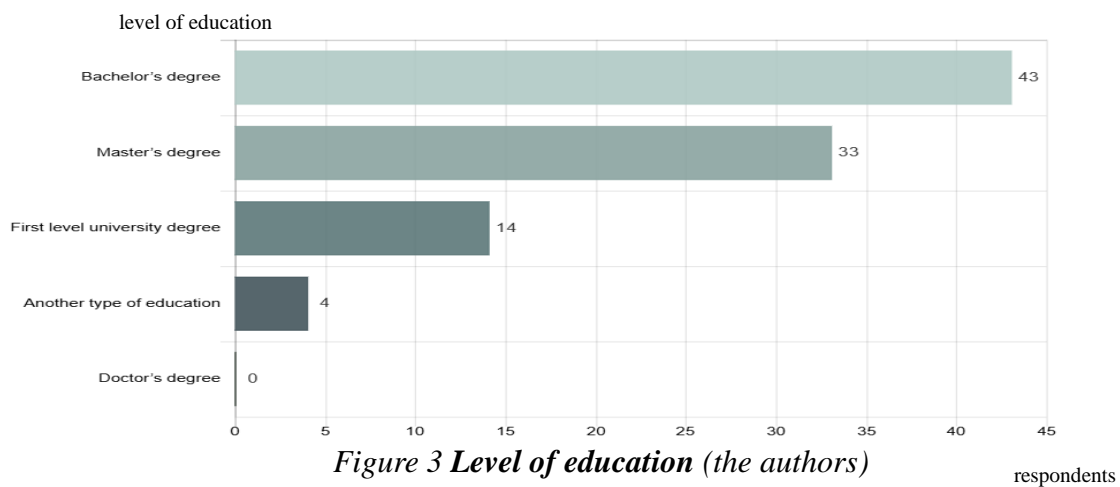


*Figure 1 Age of respondents (the authors)*

Figure 1 shows that based on the fact that the age of employment is rising, it can be concluded that there are more workers in the active working age group.



One of the most important questions, according to the authors, was to find out the length of service of the staff in institution X. The large number of staff means that staff members have the opportunity to develop professionally, not only by moving up the ranks, but also by changing to another department or unit. Also, on the basis of modern technological developments, where functions are automated, making human resources unnecessary or minimised for certain tasks, staff are offered the opportunity to take up a different post, resulting in a change of the department or unit where the staff member performs duties. Figure 2 shows that that institution X is a stable place to work where staff want to develop their careers.



The institution X determines, on the basis of the job description, the level of education a employees must have to qualify for the post. Figure 3 shows that several employees have a bachelor's degree.

### Analysis of survey data

Regarding the question on the relevance of the content of the training to the job duties, the majority of respondents, (44.7%) answered that the content of the training is partly relevant to the job duties, 41.5% - that the content of the training is relevant to the job duties, 10.6% found it difficult to answer the question and 3.2% answered that the content of the training is not relevant to the job duties. In addition, 21.3% of respondents complemented their answers. The highest number of respondents indicated that the content of the training

courses relevant to the job duties is related to communication. In the part of the institution where the questionnaire was carried out, daily work is related to clients and close cooperation between other departments, because of which communication is an integral part of the working day.

It is important not only to deliver training courses but also to make the content of the training courses understandable with sufficient illustrative material for the participants. When asked whether the training courses had sufficient teaching aids, 85.3% said they were sufficient, 12.6% said they were partially sufficient, 2.1% said they did not have sufficient teaching aids and 1 respondent added that the teaching aids were not sufficient for the courses on internal ethics and dealing with management. In the institution X, professional development courses are designed so that the new teaching material has reference material. When asked whether the training courses contained sufficient video and audio content, 85.1% of the respondents answered 'Yes', 13.8% answered 'Partially' and 1.1% answered 'No'. When asked whether the training materials were easy to understand, 84% of respondents gave an affirmative answer, 15% answered "partially", 1% answered "negative", and 4.3% added that some of the courses were too scientific, several courses had repetitive topics and the courses should be in simpler language and with examples. When asked whether the new knowledge acquired in the training courses was used in work, 47.9% of the respondents answered that it was partially applied, 44.7% answered that it was applied, and 7.4% indicated that it was not applied. In addition, 7.4% complemented their answer, of which 4% used the new knowledge acquired about communication and 3.4% to the specifics of work within the institutions.

Today, education is a rapidly evolving field, where the word "learning" is not associated with having to be physically present, but there are several forms where you can connect remotely or study independently at your convenience and your personal pace. When asked which form of learning respondents think is most effective, 56.4% preferred remotely (Zoom, Teams platforms), 36.2% face-to-face, and 7.4% self-paced learning (PowerPoint presentations and others). When organising Inservice training, it is important to schedule time for the employee to fully focus on the learning process.

When asked whether the time allocated for in-service training is sufficient, 45.7% of respondents answered 'Yes', 28.7% 'No', 20.2% found it difficult to answer and 5.3% gave their answers, with the majority indicating that the volume of daily work makes it impossible to learn new courses or it is difficult to balance work and learning at the same time, resulting in the need to learn outside working hours. One respondent also pointed out that there are training courses that can be listened to in the background while carrying out work duties.

When asked to make suggestions that would help to improve the training model or environment for future training courses, 40.4% of respondents had no suggestions, 4.3% were satisfied with the current training model and felt that no improvements were needed, while 55.3% had suggestions of which 10% suggested that training should be focused on direct job duties, training topics should be related only to the job to be done, including changes in legislation and with concrete examples. 11.7% of respondents said that it was difficult to fully acquire new knowledge due to the high volume of work, commitments alongside their studies, and because they had to study outside working hours if the lectures were recorded.

In the authors' opinion, balancing studies and work is a difficult process and if studies are connected with work duties, time should be planned during working hours rather than studying outside working hours. 4.3% of respondents believe that theory should be linked to practical examples and that there should be more examples based on real facts. One of the recommendations of the respondents was that the contractor should carefully study the situation in the institution before starting to organise training courses so that the training was not disconnected from the environment and context. The respondent's recommendation is based on the fact that several courses are superficial and the guest lecturers do not understand

the environment in which the training courses are delivered, based on the fact that the work of the institution is specific and all the activities to be carried out are based on legislation. The lecturer should study before the lecture both the environment and the duties of the staff so that the format and content of the lecture are appropriate to the work to be carried out.

4.3% of the respondents said that a staff survey should be carried out before planning professional development courses so that the training department has the opinions of the staff on which training is needed and why. Some respondents noted that the training should be in small groups so that not only theoretical issues can be covered, but also practical exercises and lectures in a discussion format so that staff can share experiences. One respondent said that training courses should be organised in such a way that there is no overlap between topics that have already been covered so that there is no need to listen to the same thing several times. In the authors' opinion, this problem exists in the institution and is based on the amount of work to be done and minimal time resources allocated to training courses.

Professional development courses need in-depth research to ensure that all resources spent are justified and the knowledge acquired can be applied in the performance to the job. If additions are needed to a certain topic, then training courses should contain only the changes. There is no need to repeat knowledge that is applied in the daily performance of the job for a larger part of the course. One respondent also said that courses do not help in the job, but rather "take time away" from the job. When asked about their evaluation of the training courses over the last year, most respondents, 68%, rate the courses as positive, 29% have a neutral attitude, and 3% rate the course negatively.

When asked about taking additional training courses, 79.8% of respondents said they were taking additional training courses and 20.2% said they were not taking additional training courses. The employee can choose whether to take additional courses on his/her initiative, as each individual assesses what additional knowledge is needed, as similar courses may have already been taken in the past. In order to fully benefit from the training courses, it is necessary to find time outside working hours - such answer was given because the workload is high. When asked which of the additional training courses offered were interesting and engaging, 25.3% said they were courses related to psychological topics, such as mindfulness, self-growth, time and energy management, and similar courses. 17.3% mentioned courses on artificial intelligence, but 12% of respondents answered that the courses related to communication and 21.3% - the courses related to job performance.

Asked if you take part in additional courses, would you recommend colleagues to take advantage of this opportunity, 54.3% of the respondents answered that they would, but not all, 33% answered that they would recommend, while 12.8% would not recommend attending additional courses. Regarding the familiarity of the lecturers who delivered the training courses, 71.3% of respondents indicated that they were not previously known, 24.5% of respondents indicated that they were partially known, while 4.3% indicated that they were previously known. From the data it can be concluded that lecturers change and are rarely invited repeatedly to conduct training courses.

When asked what is the optimal teaching time for one course, 63.8% of respondents said 90 minutes, 31.9% - 180 minutes and 4.3% said 240 minutes or more. When asked about the evaluation of the testing system after the course, 48.9% of the respondents answered positively, 46.8% answered neutrally and 4.3% answered negatively. From the responses, it can be concluded that, in general, respondents are satisfied with the testing system or the knowledge test after the course and that they do not find it burdensome.

Table 1 shows a summary of the responses on the evaluation of the learning content.

*Table 1 Learning opportunities in the institution X (the authors)*

Positive aspects	Negative aspects
Related to professional activity	Recurrent topics
Lecturers active in the field of the course to be taught	Not related to direct job responsibilities
With practical examples	With outdated information that is no longer relevant
Relevant to direct duties, so that the knowledge acquired can be applied in the field of work	Only need to read the informative presentations
In plain language, easy to understand information	Too theoretical and general
Related to legislation	Lecturer is not interested in engaging the audience, the lecture is read out
Learning content requiring participation	Learning content too scientific, with foreign words and terms
Self-development	Specific training courses for tasks are organised late

Table 1 shows that the employees are interested in training related to their direct job duties and in applying the new knowledge they have acquired, while training that is only theory-based, informative, or superficial is viewed negatively because this type of training is a part of the compulsory training and therefore waste of time. Lecturers who are active in the field of training and who conduct training courses are seen as positive by the staff of the institution X. If the lecturer is not only a theoretician but has also worked practically in a certain field, then, in the opinion of the respondents, the new information is the most useful and effective, since not only theory is taught but also practical examples that can later be applied in their work practice. Lectures that are presented in an easy-to-understand language are positively appreciated. On the other hand, lectures presented in scientific language, using foreign words and concepts without explaining their meaning, are viewed as negative, because this type of lecture is difficult to understand, and the subsequent application of new knowledge is almost impossible, as the information presented is partially incomprehensible.

Some respondents replied that if the lectures were delivered by staff who have experience based on the specifics of the job and apply it in the performance of their duties, the training would be effective as it would be based on concrete examples of how to apply the new knowledge in the performance of their duties using the internal work programme of the institution X. Respondents have a positive view of training courses, where participation is required, where discussion and expression of views can lead to new experiences, not only from the lecturer but also from colleagues. The staff of Institution X has a negative view of training courses that are repeated several times, because these courses are mostly on the compulsory training list and that the information in the course content remains unchanged from year to year and is outdated.

It is also considered negative if training is provided late, although there are specific tasks that require new knowledge. Each work assignment in the institution X has a deadline, and, if the assignment is given and the training is organised a few days before the deadline, this results in a too short period given for the assignment. Due to situations where certain necessary functions may not work in the internal programme of the institution, the work process becomes stressful and there is a possibility that the assigned task will not be completed by the deadline. Several respondents replied that they were satisfied with the training content and had a positive opinion about the training system, and one respondent replied 'I think the training offered is positive, as any new knowledge cannot be negative'.

No system can be designed to meet the needs and desires of all learners. The answers given by the respondents show that there are elements that need to be improved or refined, but in general, the training model is designed for the professional development and self-



development of staff, where the knowledge gained from self-development courses can be applied in the performance of their duties.

When asked about training courses that help professional development, 10.6% of respondents answered that the courses related to communication. This type of training course can teach new information and new skills, because communication is different, not only business and formal, but also stress communication. Stress communication is important when dealing with people, one can be guided by the inner feeling to continue the conversation in such cases, but if one has some theory, practical examples, and techniques to react and continue the conversation with a negative interlocutor, communication continues without reacting to provocations and impulse responses.

10.6% of the respondents would like to take courses related to psychology, self-development, and stress reduction, 29% - courses based on the specificity of the work to be done and the internal working software, adding that the software has many different functions but not all are known; some functions that speed up the working process were learned through self-learning or with the support of colleagues. 16% of respondents said that the courses linked to legislation support their professional development because the institution's work process is linked to legislation and legal norms. This type of course and training is a part of the institution's X learning model programme.

One respondent replied that training that includes practical and useful advice and is based on practical examples, which can be tested, and clarifying questions asked during the training, are valuable for applying them to everyday work tasks. 17% of respondents said that the content of the training courses related to Microsoft applications and artificial intelligence and digitisation is important. The daily work of the institution X is related to continuous calculations, so Microsoft Excel is a daily work tool for several employees. Based on the fact that the programmes are updated and new features are added, as well as changes to features and where to find them, the authors believe that after each common update of Microsoft programmes, training with practical exercises is needed where new or improved features can be used to perform practical tasks and questions of interest can be asked. Artificial intelligence is an everyday tool today, and the institution also has internal and external virtual assistants who can help to find out the issues related to its work process.

9.6 % of the respondents mentioned the training courses related to learning a foreign language, and 2.1 % indicated the training courses on job duties, and tasks, but these types of courses in the training system of the institution X do not exist. However, 30% of the respondents refrained from answering or answered that there were no specific courses, without giving the name of a specific course. Several answers pointed out that any type of training course contributes to personal development and contains new knowledge for self-development and self-improvement. On the other hand, 26.6% of the respondents answered that training courses do not contribute to personal development or refrained from answering. One of the respondents answered that he no longer wanted to take training courses as he had reached the age of 60 and had taken all types of training throughout his working life and had received numerous certificates of all types. The remaining 11.7% of respondents indicated that training courses related to communication, language learning, and digital tools support their personal development.

## **Discussion**

Based on the rapid changes in the digital field, a modern workplace includes employee education, so that they can be in line with the changes and innovations in the workplace, as well as retrain if necessary.

The training model at the institution X is based on non-formal education, where training courses are delivered both remotely and face-to-face. Based on the continuous development of the institution, staff need to acquire new knowledge to fully perform their job duties by applying new digital tools. It is useful to offer these types of training courses by using practical activities so that they can try them out and ask additional questions during the course. As knowledge is required based on the specificities of the job, this training model meets the needs of the institution X. Moreover, the training model is in line with the key idea of lifelong learning, where training is accessible to all employees, and they can choose the training courses they need based on work and personal interests.

From the data, it can be concluded that based on the workload, the respondents cannot fully participate in new training courses during working hours, which are organized in a distance format. It is a difficult process as they cannot fully focus on the learning process, while some training courses in a lecture format are listened by some of the respondents parallelly with their work duties or outside working hours so that they can fully focus on the learning process and there are no external distractions.

There are courses with overlapping topics or repetition of material already covered. Based on the results obtained on the seniority of the respondents, where the majority have been employed in the institution X for more than six years, staff members have attended several training courses, which may result in a repetition of training material. There are types of staff members who feel that all the necessary knowledge has already been acquired and that training courses are unnecessary.

A higher percentage of respondents are taking additional training courses, mainly those related to communication and interaction, psychology, and digital tools. Based on the theory of adult learning, where new knowledge is a conscious process, the effort to use the opportunities to acquire new knowledge is a process of personal development, where the individual is aware of what knowledge is additionally necessary for self-development or work needs. However, every adult has his or her own interests and values, so the offer of training courses cannot match all interests. Each individual assesses the need for additional learning, for some, it is only the content, whereas another pays attention to the way the lecturer delivers the content.

Respondents are positive about training courses that require participation in discussions and expression of opinions, as they can gain new experiences not only from lecturers but also from colleagues. On the basis that it is important to link theory and practice in adult learning, participation is a prerequisite for adult learning, as learning from experience, especially from colleagues, is a valuable process that can be applied in the future in the workplace.

Based on the research carried out, the relevant prerequisites for professional development in the workplace have been explored: the type of training course, the materials to be considered in the training courses, and the time allocated to professional development courses during working hours. According to the data, it can be concluded that most respondents believe that the most effective learning model is the distance learning format (Zoom or Teams platforms), whereas some of the respondents prefer the face-to-face learning format. The number of visible materials was sufficient according to the respondents' answers, from which it can be concluded that professional development courses are designed to have video, audio, practical examples, and other visible materials as the part of the course content. Based on the content of the learning model in the institution X, there are mandatory courses that must be completed to perform job duties. Based on the data it can be concluded that most of the respondents have sufficient time resources for in-service training but cannot fully focus on the learning process because learning process takes place at the workplace parallelly with job duties and employees must switch to urgent work issues.

It also explores the prerequisites for quality professional development: the content of the course and the application of the acquired knowledge to the job. The data show that respondents consider that the content of the training is partly relevant to the job duties and that they also have a positive view of the content of training related to professional activities with practical examples and where participation is required. The answers given by the respondents show that a high proportion of respondents apply or partially apply the new knowledge acquired, which suggests that the training system has been designed in line with the duties of the job. Employees with more seniority have taken several courses on internal job specifics and duties to be performed, while for new employees all the courses to be learned are new.

## Conclusions

As in-service training is a key component of skills development, technological tools, and human relations, it is recommended that the institution X organise study days or training sessions for the compulsory courses, where the employee is fully engaged in the learning process so that external factors do not interfere with the learning of new knowledge and employees can share experiences and ask questions.

Institution X evaluates the content of the new mandatory training courses before renewing the training model.

No survey is carried out among the staff of the institution X on the desired content of the courses before the content is developed. The mandatory content of the training model is based on the daily work and job duties to be carried out, while in addition to the training model, it would be advisable to survey the staff to ensure that the content of the training courses is relevant to the needs of the staff.

Organise in-service lectures with staff members who have experience and knowledge of the duties of the post. This type of training content would be productive for the performance of job duties.

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