E-learning Role in Promoting Human Resource Personnel’s Training in the Environment Protection Department of North Khorasan

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Abstract

The aim of this research is to identify E-learning role in promoting human resource personnel’s training in the environment protection department of North Khorasan in 2012. The main hypothesis of this research is: there is a significant relation between E-learning and promotion of human resource personnel’s training in the department of environment protection of North Khorasan. To this end, E-learning is investigated as independent variable and promotion of human resource personnel’s training as dependent variable. This research is an applied research in terms of aim, research methodology is descriptive and of relation kind. Statistical universe includes all personnel of the department of environment protection of North Khorasan and since the whole statistical universe has been investigated, sampling method is not utilized. Researcher’s questionnaire has been used to collect information. SPSS software and the descriptive and inferential statistics have been used for statistical analysis. Research findings show that there is a direct relation between E-learning and promotion of human resource training. Secondary outcomes indicate that there is a relation between E-learning and on-job training, recruits’ training courses, maintaining and promoting personnel’s skills, personnel’s productivity growth and increased efficiency, between creating new opportunities by E-learning and motivating personnel and preparing them to qualify senior jobs.

Keywords: Human resource promotion, E-learning, Personnel skills and Productivity growth.

Introduction

In recent years the main thought was that learning, work and life are separated and discrete. For this reason training considered optimal and appropriate when it was offered to people
before starting to work. In this idea human spent some time for training and then set out to work life and there was no longer time for training. Currently, this thought in universal society and various arenas has no position and training has become an integral part of human existence. Every organization in order to achieve its objectives needs active and flexible personnel in a wide range of circumstances. When an organization tends to implementing dynamic training systems and human force improvement systems, human force will find flexibility in different circumstances of the organization. In other words, training and improvement is an efficient action from organization management to enhance organization members’ competence level. Nowadays, human force is the most important productive agent. In the current world effective human resource in this matter has the main effect. Effective human resource leads to increased capital, exploiting various resources of society and increasing creation and production and ensure advancing society toward national development.

Supervisors of different departments of the organization are main respondents for promoting organization’s position. One of the main ways to this end is to elevate personnel’s knowledge level. Supervisors believe that training courses like E-learning or on-job training can develop appropriate knowledge, skill and attitude capabilities in personnel.

The Importance and Necessity of the Research

Nowadays, new information and communication technology has changed the nature of knowledge. Learners are expected to produce information rather than using it, in other words applying IT in training and research has become a necessity and one-sided and non-interactive approaches between personnel and senior management and/or student and the education system have been replaced by methods resulting in direct, objective and first-hand learning. Unfortunately, lack of skills in producing new training material along with lack of facilities and technological instruments in most of offices and governmental institutions or training organizations have resulted in survival of traditional training methods in these centers and this problem can impose significant damages to scientific and economic body of the country. Increasing requirements of people to training, their inaccessibility to training centers, lack of economic facilities, lack of experienced trainers and the great costs spent in training led researchers to invent new methods with the help of IT, which are both economical and high-quality and can be applied for a great number of learners simultaneously. Electronic Literacy Movement has been discussed as a solution for transiting to information society rather than conventional literacy; however its implementation is among the most educated people rather than among illiterates. It is natural that the country’s education system and organizations are the first place for its implementation. Iran, in terms of population, is the youngest country in the world; 70% of which are under 30 years old. On the other hand, youth’s tendency toward continuing academic education has increased and with the current education system, only 25% of volunteers can inter university. Given the recent universal revolutions and interring to information era in which knowledge makes the highest added value, this issue has faced us with a basic challenge which can be conquered just by utilizing E-learning. Given that 72% of the personnel of environment protection department of North Khorasan are in 30-40 age group and the degree of half of them is Bachelor or higher, and all of the personnel has passed the seven-step course of computer driving skills (ICDL- International Computer Driving License), and
on the other hand, traditional training approaches, because of interference with working hours or resting times of the personnel, and also characteristics like one-sidedness and non-interactivity and their low quality, enjoy a little welcome and thus doesn’t have enough efficiency. This research has been conducted to investigate the relation between E-learning and promotion of human resource personnel’s training in this department.

The Main Hypothesis

There is a significant relation between E-learning and promotion of human resource personnel’s training in the environment protection department of North Khorasan.

The Secondary Hypotheses

1- There is a relation between E-learning and on-job training of personnel in the environment protection department of North Khorasan.
2- There is a relation between E-learning and personnel’s training courses in the environment protection department of North Khorasan.
3- There is a relation between E-learning and maintaining and promoting personnel’s skills in the environment protection department of North Khorasan.
4- There is a relation between E-learning and personnel’s productivity and efficiency growth in the environment protection department of North Khorasan.
5- There is a relation between creating new opportunities by E-learning and motivating personnel in the environment protection department of North Khorasan.
6- There is a relation between E-learning and preparing personnel for qualifying senior jobs in the environment protection department of North Khorasan.

Theoretic Definitions of the Terms

E.L: is a concept implying the use of information and communication technologies in training process. In other words, training course’s content is presented through using text, voice and video transference to the learner in order to hold training courses in the highest level from every place and in every time utilizing a two-sided connection between learners and teachers and learners themselves. E-learning is presented as synchronous courses and asynchronous courses. In synchronous training all the users are in connection directly but through technology tools like chat, videoconference and virtual classes. While in asynchronous training, like connection through content, councils, assignments, and E-mail, training association is established tardy.

HR: human resource entity is the attraction, development and maintaining the competence and qualified work force and exploiting it in order to achieve organizational objectives based on value system of the company. Other duties of human resource include improvement and development, workplace improvement, productivity, human resource satisfaction, human resource improvement and readiness for change.
The Operational Definitions of the Terms

EI: is the grade which people and personnel in the environment protection department of North Khorasan gain from answering questions number 1 to 25 in the questionnaire of E-learning.

Promoting human resource training: is the grade which people and personnel in the environment protection department of North Khorasan gain by answering question number 1 to 29 in the questionnaire of promoting human resource training.

Research Background

Mahboobe Talemie (2010) in her Master’s Thesis in Mehr-e Alborz institute of higher education has addressed to this issue: “investigating key agents in successful implementation of E-learning in Eghtesad-e Nonin Bank in Tehran”. In this research key agents are classified in seven groups including organizational agent, technology, beneficiaries, informational gain, methods and approaches, training resources and environmental agents, then the research questionnaire has been distributed among managers, assistants and bosses of central headquarter and bosses of Eghtesad-e Novin Banks in Tehran and the collected information has been analyzed. In prioritizing indices on the basis of respondents’ mean, access to high speed internet (broadband) was the first priority, informational gain the second priority, necessary skill in producing training program was the third priority, creating culture for developing E-learning and supporting senior managers, existence of an appropriate infrastructure for ICT in the country and employees’ skill in using computer and Internet, access to training management system and mixed training were the next priorities.

Broomand and Ranjbari (2009) in a research tended to investigate “Strategic Actions of Human Resource Management and Innovation Performance with an Emphasize on Knowledge Management Role”. The results showed that strategic actions of human resource management had a positive relation with knowledge management capacity. Strategic actions of human resource management are useful and effective for motivating personnel toward achieving, sharing and applying knowledge in organizations. Appropriate strategic actions of human resource management can support and promote organizational environment that helps knowledge management activities. As such, knowledge management capacity has an effect on the relation between strategic actions of human resource management and the performance of innovation.

In 1995 Mac Duffie, in order to indicate innovative actions of human resource, used four metrics and indices, including employment, payment, and promotion and training barriers, in investigating the effects of innovative actions of human resource on the organization’s productive performance. He showed that merging a set of human resource activities has an increasing relation to productivity. Similarly, Ichniowski et al. (1997) investigated the effects of innovative work activities. They used different indices of innovative work activities including
incentive payments, employment and selection, team work, flexible work trends, employment assurance, communication and training. Their results indicated that these innovative work activities, compared to traditional view, like describing limited jobs, hard and inflexible working trends, and hour-based payment with careful monitoring lead to higher productivity levels. Additionally, Youndt et al. (1996) using four aspects of human resource management activities including recruitment, training, performance assessment and payment showed that the system of human resource management activities has a direct relation with multi aspects of performance.

The Research Conceptual Model

![Diagram 1: The Research Conceptual Model](image)

Research Methodology

Present research's methodology is survey and in terms of aim is an applied one. Statistical universe in this research are the personnel of the environment protection department of North Khorasan. In this research instead of sampling method, census method is used and all the personnel of the environment protection department are investigated. The number of the statistical universe of the environment protection department of North Khorasan is 36.

The Information Gathering Method

In order to collect required information two methods are utilized. (a) Library method: this method is used to investigate and study the theoretical basics of the research, the research background and achieving primary information using books, thesis, domestic journals, foreign journals and also the Internet. (b) Field method: this method was used utilizing two scholar-made questionnaires and in order to collect information about survey. (Of which one is the E-learning questionnaire and the other is the promoting human resource training questionnaire).
The Statistical Analyzing Method

In the present research descriptive methods including: frequency distribution tables, descriptive diagrams and central indices (like: mean and median) and dispersion indices (like: standard deviation and variance) are used. In the inferential statistics Pierson’s relation test is used, which is done via SPSS data analyzing software. Because both variables have continuous and relative scales Pierson’s relation coefficient was used in this research.

Deceptive Statistics of the Research Data

In this research, descriptive statistics is used for summarization on the collected data and further recognition of the statistical universe. Obtained information from the statistical universe is presented in 1-6 tables.

Table 1 and 2: Distribution of learners in terms of gender and age respectively

<table>
<thead>
<tr>
<th>frequency</th>
<th>number</th>
<th>gender</th>
<th>Accumulative frequency</th>
<th>number</th>
<th>Personnel’s age</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.89</td>
<td>14</td>
<td>female</td>
<td>16.67</td>
<td>16.67</td>
<td>Under 30</td>
</tr>
<tr>
<td>61.11</td>
<td>22</td>
<td>male</td>
<td>89.89</td>
<td>72.22</td>
<td>30-40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>11.11</td>
<td>40-50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>0</td>
<td>Above 50</td>
</tr>
</tbody>
</table>

Table 3 and 4: Distribution of learners in terms of education and working experience respectively

<table>
<thead>
<tr>
<th>Accumulative frequency</th>
<th>Frequency</th>
<th>number</th>
<th>degree</th>
<th>Accumulative frequency</th>
<th>Frequency</th>
<th>number</th>
<th>Working experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.33</td>
<td>8.33</td>
<td>3</td>
<td>diploma</td>
<td>13.89</td>
<td>13.89</td>
<td>5</td>
<td>Under 5 years</td>
</tr>
<tr>
<td>22.22</td>
<td>13.89</td>
<td>5</td>
<td>Upper-diploma</td>
<td>83.33</td>
<td>69.44</td>
<td>25</td>
<td>5-10 years</td>
</tr>
<tr>
<td>72.22</td>
<td>50</td>
<td>18</td>
<td>Bachelor</td>
<td>91.66</td>
<td>8.33</td>
<td>3</td>
<td>10-15 years</td>
</tr>
<tr>
<td>100</td>
<td>27.78</td>
<td>10</td>
<td>MA</td>
<td>94.44</td>
<td>2.78</td>
<td>1</td>
<td>15-20 years</td>
</tr>
<tr>
<td>100</td>
<td>0</td>
<td>0</td>
<td>PHD</td>
<td>100</td>
<td>5.56</td>
<td>2</td>
<td>20-25 years</td>
</tr>
<tr>
<td>100</td>
<td>0</td>
<td>0</td>
<td></td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>25-30 years</td>
</tr>
</tbody>
</table>
The Rate of Human Resource Training Promotion

**Table 5: Descriptive statistics of promoting human resource training**

<table>
<thead>
<tr>
<th>Variable</th>
<th>max</th>
<th>min</th>
<th>Standard deviation</th>
<th>median</th>
<th>mean</th>
<th>sum</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion of human resource training</td>
<td>97</td>
<td>69</td>
<td>6.520</td>
<td>79</td>
<td>80</td>
<td>2880</td>
<td></td>
</tr>
<tr>
<td>On-job training of personnel</td>
<td>16</td>
<td>9</td>
<td>1.81</td>
<td>13</td>
<td>12.88</td>
<td>464</td>
<td>On-job training of personnel</td>
</tr>
<tr>
<td>Personnel’s training courses</td>
<td>19</td>
<td>14</td>
<td>1.40</td>
<td>17</td>
<td>16.58</td>
<td>597</td>
<td>Personnel’s training courses</td>
</tr>
<tr>
<td>Maintaining and promoting skills, productivity and efficiency growth</td>
<td>18</td>
<td>11</td>
<td>1.78</td>
<td>13</td>
<td>13.27</td>
<td>478</td>
<td>Maintaining and promoting skills, productivity and efficiency growth</td>
</tr>
<tr>
<td>Motivating personnel</td>
<td>15</td>
<td>8</td>
<td>1.67</td>
<td>11</td>
<td>11.25</td>
<td>405</td>
<td>Motivating personnel</td>
</tr>
<tr>
<td>Preparing personnel for qualifying senior jobs</td>
<td>32</td>
<td>21</td>
<td>2.81</td>
<td>25</td>
<td>26</td>
<td>936</td>
<td>Preparing personnel for qualifying senior jobs</td>
</tr>
</tbody>
</table>

Descriptive statistics about human resource training promotion are presented in Table 5 briefly. Total (2880), mean is calculated 80, with a median of 79 and standard deviation of 6.520 and a minimum of 69 and a maximum of 97.

The Rate of E-learning

**Table 6: Descriptive statistics of E-learning variable**

<table>
<thead>
<tr>
<th>Variable</th>
<th>max</th>
<th>min</th>
<th>Standard deviation</th>
<th>median</th>
<th>mean</th>
<th>sum</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-learning</td>
<td>93</td>
<td>53</td>
<td>9.462</td>
<td>68.5</td>
<td>68.3</td>
<td>2459</td>
<td>e-learning</td>
</tr>
</tbody>
</table>

Also, descriptive statistics about E-learning are presented in Table 6 briefly. Total (2459) mean is calculated 68.3, with a median of 68.5 and standard deviation of 9.462 and a minimum of 53 and a maximum of 93.

Analyzing and Measuring the Hypotheses

**The main hypothesis:** In the present research the main hypothesis was:

There is a significant relation between E-learning and promotion of human resource personnel’s training in the environment protection department of North Khorasan.
To test the existence of a relationship between E-learning and promotion of human resource training Pierson’s relation coefficient is used. According to Table 7, the correlation coefficient between E-learning and promotion of human resource training is 0.752 and its level of significance is 0 which is smaller than 0.01. Therefore the existence of a relation between E-learning and promotion of human resource training is approved with 99% level of significance and given the fact that the relation coefficient is positive it can be concluded that personnel which are trained by E-learning has a higher promotion of human resource training.

**Table 7: Relation coefficient (E-learning vs. promoting human resource training)**

<table>
<thead>
<tr>
<th>promoting human resource training</th>
<th>E-learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>e-learning:</td>
</tr>
<tr>
<td></td>
<td>level of significance</td>
</tr>
<tr>
<td>0.752</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>36</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0.752</td>
</tr>
<tr>
<td>--</td>
<td>0</td>
</tr>
<tr>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

**The First Secondary Question**

There is a relationship between E-learning and on-job training of personnel in the environment protection department of North Khorasan.

According to the data obtained from Table 8, the relation coefficient between E-learning and on-job training of personnel is 0.338 and its level of significance is 0.044. And because level of significance is smaller than 0.05, therefore we can say that there is a relation between E-learning and on-job training of personnel in the environment protection department with 95% level of significance.
Table 8: Relation coefficient (E-learning vs. On-job training of personnel)

<table>
<thead>
<tr>
<th>On-job training of personnel</th>
<th>e-learning</th>
<th>e-learning: relation coefficient level of significance number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.338 0.044 36</td>
<td>1 - 36</td>
<td>e-learning: relation coefficient level of significance number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On-job training of personnel</th>
<th>e-learning</th>
<th>e-learning: relation coefficient level of significance number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 -- 36</td>
<td>0.338 0.044 36</td>
<td>On-job training of personnel: relation coefficient level of significance number</td>
</tr>
</tbody>
</table>

The Second Secondary Question

There is a relationship between E-learning and personnel’s training courses in the environment protection department of North Khorasan.

Based on the data obtained from Table 9, the relation coefficient between E-learning and personnel’s training courses is 0.340 and its level of significance is 0.043. And because level of significance is smaller than 0.05, therefore we can say that there is a relation between E-learning and personnel’s training courses with 95% level of significance.

Table 9: Relation coefficient (E-learning vs. new personnel’s training courses)

<table>
<thead>
<tr>
<th>new personnel’s training courses</th>
<th>e-learning</th>
<th>e-learning: relation coefficient level of significance number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.340 0.043 36</td>
<td>1 - 36</td>
<td>e-learning: relation coefficient level of significance number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>new personnel’s training courses</th>
<th>e-learning</th>
<th>new personnel’s training courses: relation coefficient level of significance number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 -- 36</td>
<td>0/340 0.043 36</td>
<td>new personnel’s training courses: relation coefficient level of significance number</td>
</tr>
</tbody>
</table>

The Third and Fourth Secondary Question

There is a relationship between E-learning and maintaining and promoting personnel’s skills efficiency growth and increased productivity in the environment protection department of North Khorasan.
According to the data obtained from Table 10, the relation coefficient between E-learning and maintaining and promoting personnel’s skills efficiency growth and increased productivity is 0.781 and its level of significance is 0. And because level of significance is smaller than 0.1, therefore we can say that there is a relation between E-learning and maintaining and promoting personnel’s skills efficiency growth and increased productivity with 99% level of significance.

Table 10: Relation coefficient (E-learning vs. Maintaining and promoting skills, productivity and efficiency growth)

<table>
<thead>
<tr>
<th>Maintaining and promoting skills, productivity and efficiency growth</th>
<th>e-learning</th>
<th>e-learning: relation coefficient</th>
<th>level of significance</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.781</td>
<td>1</td>
<td>0.781</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>0</td>
<td>--</td>
<td>0</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Fifth Secondary Question

There is a relationship between creating new opportunities by E-learning and motivating personnel in the environment protection department of North Khorasan.

Based on the data obtained from Table 11, the relation coefficient between these two parameters is 0.340 and its level of significance is 0.042. And because level of significance is smaller than 0.5, therefore we can say that there is a relation between creating new opportunities by E-learning and motivating personnel with 95% level of significance.
Table 11: Relation coefficient (E-learning vs. motivating personnel)

<table>
<thead>
<tr>
<th>motivating personnel</th>
<th>e-learning</th>
<th>e-learning: relation coefficient level of significance number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.340 0.042 36</td>
<td>1</td>
<td>-- 36</td>
</tr>
<tr>
<td>1 0.340 0.042 36</td>
<td>0.340</td>
<td>0.042 36</td>
</tr>
<tr>
<td><strong>0.729</strong></td>
<td>1</td>
<td>-- 36</td>
</tr>
</tbody>
</table>

The Sixth Secondary Question

There is a relation between E-learning and preparing personnel for qualifying senior jobs in the environment protection department of North Khorasan.

Based on the data obtained from Table 12, the relation coefficient between E-learning and preparing personnel for qualifying senior jobs is 0.729 and its level of significance is 0. And because level of significance is smaller than 0.1, therefore we can say that there is a relation between E-learning and preparing personnel for qualifying senior jobs with 99% level of significance.

Table 12: Relation coefficient (E-learning vs. preparing personnel for qualifying senior jobs)

<table>
<thead>
<tr>
<th>Preparing personnel for qualifying senior jobs</th>
<th>e-learning</th>
<th>e-learning: relation coefficient level of significance number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0.729</strong></td>
<td>1</td>
<td>-- 36</td>
</tr>
<tr>
<td>1 0.729 0 36</td>
<td>0.729</td>
<td>0 36</td>
</tr>
</tbody>
</table>

The Results Obtained From Hypothesis Testing

Relation analyzed between E-learning and promotion of human resource training showed that there is not only a relation between E-learning and promotion of human resource training, but
also among promotion of human resource training components, personnel’s readiness for qualifying senior jobs, motivating personnel, recruits’ training course, maintaining and promoting personnel’s skills efficiency growth and increased productivity and on-job training of personnel gained the highest grade in realizing E-learning, respectively.

Also, given the data extracted from questionnaire, the following results obtained:

Most of the subjects (about 72.22%) were 30-40 years old.
Most of the subjects (about 61.11%) are male.
Most of the subjects (about 50%) have the Bachelor degree.
Most of the subjects (about 69.44%) have 5-10 years working experience.

Based on the research findings researchers can infer that

Among promotion of human resource training components, personnel’s maintaining and promoting skills, personnel’s efficiency growth and increased productivity, personnel’s readiness for qualifying senior jobs, motivating personnel, recruits’ training course, and on-job training of personnel have gained the highest relation coefficient with E-learning, respectively.

Research Limitations

Among the limitations of this research are place and time limitation; that is, the research has been merely implemented in North Khorasan in 1390-91. This research is of relation kind and in this research method we cannot understand casual relationships and only we can realize existence or non-existence of a relationship and its intensity. Meanwhile, because of time limitation only questionnaire has been used and other methods like interview and observation are not utilized. As such, some respondents had positive or negative attitudes toward the organization (the environment protection department of North Khorasan), and it is tried to help actualizing the answers by mentioning open ended questions and by providing some practical strategies. In addition, lack of similar researches concerning promotion of human resource training and absence of a research in the field of the conducted study, faced resource collecting with some difficulties.

Suggestions Based on the Research Findings

According to the results obtained from Hypothesis testing, it is suggested that the platform for using E-learning should be provided in on-job training of personnel in organizations, in recruits’ training courses, in order to maintain and promote skills and also personnel’s efficiency growth and increased productivity, in motivating personnel, in preparing personnel for qualifying senior jobs and also in line with promoting human resource training.

In addition, investigating the relation between E-learning and promotion of human resource personnel’s training in other organizations now and also in the next years and after further expansion and application of E-learning is suggested and recommended to other researchers.
Among other cases for review are identifying the barriers of E-learning application in organizations.

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