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ABSTRACT

Every public or private institution strives to achieve success and enhance its performance through its human capital. They undergo professional training to respond to their assigned tasks with dedication and mastery. This study aims to uncover the key training issues in private institutions among stakeholders involved in the training process (training institutions). It draws upon accumulated experiences, revealing problems related to behavior, professional gaps, and the absence of commitment to ethical codes and competency. The laws governing daily work operations often blur the lines between rights and duties, leaving the rights of the trainer unclear, and the rights of the training institution regarding the trainer uncertain, negatively impacting the effectiveness of training and making the trainee a victim. Consequently, this study seeks to elucidate the professional ethics of training institutions, ensuring a flexible professional environment for trainers and trainees that fosters positive communication. It also clarifies work ethics, emphasizing the trainer's commitment to the training institution and trainees. The study recommends proposing an Arab training charter that includes clear and specific provisions for the ethical aspects of training work.

Keywords: Training; Professional Ethics; Private Training Institutions.

INTRODUCTION

The subject of professional ethics is a crucial component of overall ethics and is of great significance in the contemporary era, particularly in light of modern trends towards globalization. In every profession within society, there are principles and ethics that must be considered and adhered to in order to achieve the desired and successful level of performance with efficiency and effectiveness.

The ethics of the training profession are among the most influential factors in the behavior of the trainer, as they serve as an internal monitor and provide a self-reference guide in their work. These ethics contribute to the evaluation of the trainer's performance and relationships with others, serving as a self-evaluation tool that helps in making wise decisions for greater alignment and harmony with oneself, one's profession, and others.

In the face of societal advancements and the emerging requirements of new life in various fields, institutions find it necessary to innovate different methods that meet their needs. This has led to the widespread adoption of the concept of training among individuals and the development of strategies as the fastest and most effective means of acquiring skills, knowledge, and attitudes.

With the increasing awareness of the importance of training, many individuals now view it favorably. Trainers and trainees are seen as skilled professionals, and training spaces equipped with the latest devices and technologies have become commonplace. Moreover, specialized institutions have emerged in various fields of training.

Trainers, trainees, and the entity responsible for training all share in establishing the ethics of training. The training process integrates as skills, knowledge, and attitudes form the essential technical foundations upon which an individual's personality is built in the field of training. It is a shared responsibility among all involved parties.

The training process is a collective responsibility and an integrative process that can only succeed through collaborative efforts, with the trainee being the most crucial element in this process. Therefore, trainers, trainees, and the entity responsible for training all contribute to solidifying the ethics of training in a manner that emphasizes an ethical vision that values the Muslim individual above any other financial or personal considerations.

Given the importance of values and ethics in the training process, especially in addressing behavioral issues from various perspectives, such as the relationship between training institutions and trainers and trainees, and the professional deviations in the training environment, there arose a need to study these professional ethics and their role in improving individual performance. The study aims to explore the extent of their importance and

reach ethical standards in the training profession that Arab trainers adhere to in their organizational responsibilities.

Based on the foregoing, the problem of the study is defined by the commitment to work ethics by the three elements of the training process: training, the training institution, the trainer, and the trainee, and the mutual complaints they raise, creating an unsafe environment. From this perspective, the study questions: What are the most important ethics and principles that contribute to success in the workplace?

1. Defining and Addressing Concepts

1.1 Concept of Ethics

1.1.1 Linguistic Perspective

Ethics, or "Al-Khuluq" in Arabic, refers to the state of the soul that manifests actions and words, whether they are good or bad. Ethics does not require interpretation or thought. 1.1.2 Concept of Ethics in Terminology: Al-Jurjani defined ethics as "a stable form of the soul that easily and effortlessly produces actions, whether sexual actions, resulting in a sexual form, or ugly actions, leading to a negative form." Some researchers defined ethics as "a set of principles and rules that regulate human behavior, defined by revelation, to organize human life and determine his relationship with others in a way that achieves the purpose of his existence in this world to the fullest extent."

1.2 Concept of Professional Ethics

It is essential to differentiate between two important terms: ethics and professional ethics. Ethics represents the value system, such as equality, justice, and freedom, upon which societies are built to achieve development and public welfare. On the other hand, professional ethics encompasses the conditions and ethical standards agreed upon morally, verbally, or in writing by professionals of any kind. Based on these ethics, they build the systems and laws they operate and adhere to. This is what is known as professional ethics. The concept of professional ethics is defined as "the system of ethical principles and rules of practice that has become the standard for professional behavior and evaluation. It includes the foundations, duties, rights, and prohibitions that must be adhered to when practicing a specific profession." Bilal defined it as "the principles and standards that serve as a reference for the required behavior of individuals in a particular profession, evaluated positively or negatively by society in assessing their performance."

1.3 Importance of Professional Ethics

The importance of professional ethics lies in the following aspects:

1. Organizations may incur significant costs as a result of ignoring their commitment to ethical standards, leading to legal actions and other consequences.
2. They serve as standards governing human behavior in public life, regulating and directing their conduct.
3. A means to uplift the nation.
4. The attainment of international certificates and special privileges associated with the organization's commitment to various ethical standards in production, distribution, and use, as well as recognition of the uniqueness of work (honesty, mutual trust, accuracy, and correctness of information).
5. Plays a crucial role in human relations, keeping individuals away from violence and conflicts.
6. The commitment to ethics and virtues aims to gain the pleasure of Allah, ensuring happiness in both this world and the hereafter.

1-4 Concept of Training

1-4-1 Language of Training

The term "trained" is used when someone instructs another on something, guiding and shaping them, just as an individual gains strength and proficiency through training. In the context of language, the term is derived from the verb "to train," signifying the act of enabling someone to perform a task, enhancing their skills. According to the dictionary, training comes from the verb "to act" or "to do," implying the act of preparing someone for a task, increasing their capability and knowledge.

In the comprehensive dictionary, training, derived from the root "to train," encompasses various exercises and is associated with endurance during times of war or rigorous preparation before engaging in a particular profession. It involves elevating skill levels and instilling a habit or proficiency through consistent practice, leading to a well-trained individual.

1-4-2 Training as a Term

Training constitutes a fundamental concept in human resource development, serving as a valuable tool to enable individuals to perform their tasks correctly and effectively. The diversity in training types, objectives, methods, and evaluation approaches, whether technical or managerial, has led to varying interpretations among users. Key concepts include:

Ahmed Zaki Badawi defines training as "a means of empowering individuals to perform required work with high efficiency, to develop the necessary skills and abilities for a specific profession or set of professions."

Mohammed Saleh Falah defines it as "a means through which a worker can be provided with technical skills and knowledge in a specific field, aiming to enhance the trainee's effectiveness and competence."

Training serves as an effective means for an organization to understand new methodologies, elevate performance levels, and contribute actively to boosting competency, ensuring employee satisfaction. It ensures that employees' attitudes and skills are aligned with the application of new methodologies on a solid foundation. Training guarantees that employees acquire the necessary knowledge and skills to apply that knowledge correctly.

The term "training" is often synonymous with "formation," as formation involves organized development and improvement of attitudes, knowledge, and skills required in work situations, facilitating individuals in performing their professional tasks within the framework of continuous education.

Various types of training exist in the workplace, such as administrative training, which has gained widespread popularity in the last two decades and established its position in organizations. Administrative training is considered one of the most crucial administrative activities and practices in any organization, playing a foundational role in human resource management. This importance has been emphasized by the establishment of specialized training departments and divisions, reflecting the growing awareness among top management of the necessity to develop the experiences and behaviors of employees.

2- Difference between Training and Education

One of the primary reasons for training is development and change. Training enhances existing skills, provides new knowledge, and motivates individuals to adapt to changing requirements. Education, on the other hand, equips individuals with new knowledge and skills for intellectual development in the workplace. Therefore, training focuses on improving current job performance, while education aims to enhance future job performance. The distinctions between training and education can be summarized as follows:

- Definition: Training induces behavioral change, facilitating development by imparting specific skills for work. Education provides individuals with logical methods to acquire new information.
- Purpose: Training aims to prepare employees with skills, behaviors, and specific methods required for work within the organizational context. Education aims to provide knowledge and a value system, as well as general skills, necessary for life and work.
- Expected Outcomes: Training is expected to enhance and develop existing skills to achieve organizational goals, while education provides new information and general skills to meet life's demands.
- Time Frame: Training is immediate and typically short-term, while education extends over the long term.

2- Importance of Training

The progress and development of an organization, whether small, medium, or large, are closely linked to the training process for individuals. Training holds significant importance for individuals, whether job seekers or employees in the public or private sectors or those operating independently. The training process is viewed not as creating an enlightened and aware individual but as a golden opportunity for individuals to progress from their current level to a better one. Thus, training is considered a fundamental task that should be seriously considered and prioritized by those in charge. The significance of training can be summarized as follows:

- Technological advancements in the workplace require organizations to train their employees on the use and maintenance of new machinery and technologies.
- Ensuring mastery of job functions, as training aims to achieve a rational professional path.
- Achieving job stability.
- Enhancing job satisfaction.
- Providing opportunities for incentives and promotions.
- Achieving organizational goals and, consequently, individual goals.
- Fostering effective communication within the organization.
- Developing sound administrative decision-making methods.
- Reducing workplace accidents, as trained workers are less prone to injuries.

3. Ethical Standards for the Training Profession

Francis Fukuyama, the author of the renowned book "The End of History and the Last Man," discusses the importance of ethics over values in his 1995 book "Trust." He emphasizes that trust is more critical than capital and asserts that any policy or organization will not succeed without trust and the principles of honor. To succeed, individuals must adhere to a set of virtuous ethics to align their words and values with their actions and behaviors, serving as role models for others. Values and ethics are crucial in the life of an individual, group, organization, and society for several reasons, including guiding human behavior and predicting that behavior.

Ethics in the professional context serve as standards of behavior followed by individuals in an organization. Those entering a profession are required to commit to the professional ethics since society trusts them to provide valuable services, given that their behavior reflects ethics and values. Trainers who fail to adhere to professional ethics violate this trust, losing their commitment and appearing as unprofessional trainers in the eyes of the organization. Their goal becomes achieving financial gain at the expense of the quality of training. The observed behavior lacking commitment is increasing, growing haphazardly without professional standards, contributing to the spread of this phenomenon.

To address this training dilemma, several solutions exist, such as committing to a code of professional conduct for the training profession and establishing an association or professional union to gather trainers. This entity should monitor and supervise their activities, holding accountable anyone who violates the standards, values, and ethics of this code.

Until very recently, the training profession in the Arab world, and specifically in Algeria, had no code of honor. Historically, professions with high standards, such as medicine, law, and engineering, have had codes of honor for a long time. Even relatively modern professions established codes of honor before the training profession, such as the first code of honor for social work in 1960. A proposed code of honor for the administrative training profession was discussed during the first Arab National Training Forum in Cairo in April 1995. This initiative, proposed by Dr. Ali Al-Salmi, aimed to ensure a higher level of competence and effectiveness in training work and to protect the profession from practices that might deviate from genuine Arab directions and values.

4- Arab Training Code of Honor:

The Arab Training Code of Honor is based on three main axes:

- a. Commitments of Training Institutions:
 - All training institutions commit to their registered main activity with the commercial registry or other international bodies, focusing on providing complete training services according to the principles, rules, and ethics of work.
 - Arab training institutions commit to emphasizing training objectives in the Arab world to bring about change rather than routine development. Prioritizing the outputs of the training system to achieve change in direction, behavior, and affiliation, while reinforcing authentic Arab values and increasing knowledge and skills.
 - Arab training institutions are allowed to engage in activities related to the training process, such as consultations and feasibility studies, as specified in the registered main activity, without conflicting with or negatively impacting the overall quality of the primary activity's outputs.
- b. Conditions and Commitments of the Trainer:
 - Trainers must adhere to the code of professional ethics and create a professional association or union to gather trainers. This entity should work on monitoring and supervising their activities, holding them accountable for any violations of the standards, values, and ethics of the code.
- c. Rules, Etiquette, and Ethics of Interaction in Training:
 - The Arab Training Code of Honor includes a set of ethics, values, and rules that regulate the relationship between training institutions and society, trainers and trainees, trainers and their colleagues, and trainers and the contracting institution.

4-2 Exchange Relationships

Training institutions in Arab countries work on coordinating and interacting with their counterparts in the Arab world. They avoid contradictions, conflicts, or harm to each other's interests. All institutions agree to form a consultative, reference, and informational entity, with arbitration among them aimed at supporting the strength and position of Arab training institutions against other training institutions worldwide. This entity also helps resolve internal disputes for the institutions to manage their updates and development.

All Arab training institutions commit to the rules, ethics, and codes stated in the code of honor.

Arab training institutions specializing in specific training areas commit not to offer their services outside their specialization to other Arab institutions, promoting the general interest between them.

Arab training institutions commit to sharing and disseminating all their contact information in various forms within the Arab world.

Arab training institutions agree and commit to prioritizing Arab citizens when making permanent or temporary appointments or when using experts or consultants in training work.

4-3 Full Submission to Arbitration Decisions

All Arab training institutions commit to the arbitration decisions issued by the entity agreed upon by Arab training institutions for dispute resolution. These arbitration decisions become binding for all parties without resorting to any other means or bodies.

4-4 Regarding the Functional Entity and Total Experience

Every Arab training institution commits to employing specialists with academic qualifications and specialized experience in all stages of the training process. These qualifications must be documented with unquestionable evidence. This applies to curriculum designers and trainers.

Each Arab training institution maintains a database containing all documents related to consultant experts and trainers it employs or seeks assistance from.

Every Arab training institution is committed to producing an annual publication that competes with the latest offerings from competitive training institutions worldwide.

Arab institutions, in dealing with business organizations, adhere to global professional and ethical standards, ensuring that their actions align with the noble principles of the training profession.

The institution treats trainers and other staff as its wealth and the nation's wealth, striving to achieve satisfaction and dignity for its employees.

5- Necessary Conditions and Commitments of the Arab Trainer

1. Academic and professional qualifications are required, along with practical experience in specialized fields for at least five consecutive or ten non-consecutive years. Solely relying on academic qualifications or pure academic work is not acceptable, except under specific conditions.
2. The Arab trainer must provide evidence of previous experience, supported by original documents from training institutions in the Arab or foreign countries. This evidence should accompany a concise or detailed curriculum vitae.
3. The Arab trainer must not accept assignments outside their professional, specialized, or technical competence, regardless of the types of incentives offered. Failure to comply may result in termination of the contract.
4. The trainer must use trainee evaluation forms, analyze and present the results to the training institution. Failure to do so may lead to the termination of the contract.
5. The Arab trainer commits to coordinating and jointly guiding with other trainers when multiple trainers are involved in a training activity that requires such collaboration.
6. Without violating the rules and ethics of dealing with Arab training, the Arab trainer is committed to updating and developing the assigned training material. This involves maximizing its usefulness through innovative exercises, case studies, or advanced training methods, as specified in this clause.
7. The trainer must participate in establishing and becoming a member of a local/regional/national/general/Arab union, as agreed upon by Arab training institutions for trainers. Membership is a prerequisite for executing training tasks assigned to them, and they cannot practice the profession without it.

Correction and Remedy of Deficiencies

1. The default in dealing between the Arab trainer and the entities utilizing their professional expertise should not deviate from the professional codes and ethics specified in this code.
2. Professional relationships between parties and the Arab trainer are established through a written contract that defines all commitments. Both parties must deposit a copy or notify the unions created to document or supervise Arab training work, in all its aspects.
3. This code lays the general foundation for establishing a founding group consisting of existing Arab training institutions and a selection of pioneering trainers. This group is responsible for formulating the rewards list for the distinguished from all Arab nations and regions, as well as the rules for penalties for those who fall short or are accused when direct or indirect damage is proven to institutions, trainers, or the entities utilizing them.
4. Professional training unions established in the Arab world are considered the specialized professional entities authorized to impose professional penalties such as deprivation of practicing the profession, withdrawal of licenses, or cancellation of membership. This applies to both unions and professional organizations established in the Arab world, provided that they comply with the prevailing legislation, laws, or procedural practices in each country among the institutions or individuals involved.
5. All Arab training institutions, individuals, and licensed trainers are committed to undergoing professional investigations by the specialized professional unions in case of facing complaints or accusations. This is particularly relevant to those that affect the professional conduct of the institution or trainer or those related to the violation of the ethics and codes of honor of the training profession, either partially or entirely.

Rules, Etiquette, and Ethics of Interaction in Arab Training

1. Respect for intellectual property rights and compliance with the relevant laws and regulations govern the first rule.

2. Respecting privacy and refraining from disclosing or transferring organizational secrets, procedural regulations, logos, designs, or any proprietary information owned by training institutions, trainers, or individuals involved in training activities without written permission from the rightful owner.
3. Prohibition and criminalization of intellectual theft or plagiarism without citing the original source, with perpetrators subject to a lifetime ban from training associations and the denial of professional practice for both institutions and individuals.
4. Absolute solidarity among institutions and trainers in the Arab world, reinforcing each other in international forums to support the financial and economic capacities of each entity individually and collectively in facing globally dominant training entities.
5. Arbitration is the exclusive recourse in case of disputes between Arab institutions and/or trainers, with all conflicting parties committing to Arab arbitration bodies without exception and adhering to its provisions unconditionally.
6. Prevailing respect and support for the activities, products, and achievements of Arab training institutions and trainers, while prohibiting and criminalizing the denigration of Arab training activities, whether by individuals or institutions, and preventing the undervaluation of their significance and value.
7. All Arab training institutions or trainers strive to portray and develop facts, models, and training cases representing the Arab reality, derived from actual Arab practices and applications. Collaboration aims to broaden cooperation among Arab nations to achieve the highest level of technological competitiveness in service of human, economic, and technological development for the greater Arab nation.
8. Collaboration among all Arab training institutions and trainers in utilizing training processes, seeking self-development in training technology, and avoiding dependence on the West for innovation and adoption.
9. Agreement among all training institutions and trainers on the importance and necessity of holding regular professional conferences and seminars, unaffected by any governmental, political, or other obstacles. National federations take turns organizing and inviting participants, sharing the costs, primarily addressing the development of the profession on both the Arab and global levels and addressing the concerns of those involved in training work.
10. In recognition and respect for every institution or trainer contributing a lifetime to training and developing the Arab human element, all entities, whether institutions or individuals, commit to establishing a special fund dedicated to conducting an extensive study involving experts and specialists. The fund will manage, operate, and create regulations for honoring elderly members upon retirement, acknowledging their contributions in serving the Arab human element.

It is imperative for us, as the sons of the Arab nation, to seriously consider and value, at the beginning of the third millennium, the elevation of Arab values in thought before wealth, and the promotion of the status and dignity of its people before its economy.

Factors Influencing Training Ethics

The elements of training ethics involve the duties imposed on the trainer, including:

- Personal performance of training tasks, committing to tasks assigned to the trainer and adhering to the rules of interest. Deviation from this commitment can only occur through pre-agreed-upon delegation.
- Compliance with the terms of the contract between the trainer and the training institution, obligating both parties to execute contract terms from agreement to training execution and evaluation.
- Commitment to integrity and uprightness, where the trainer is responsible for prioritizing public interest in their training performance, avoiding bias and favoritism, and refraining from compromising the fundamentals of work.
- Adherence to work hours in training sessions.
- Creativity and excellence in training by adopting innovative methods, such as the Six Thinking Hats technique.
- Avoiding harm to the training profession by maintaining proper conduct and adherence to training ethics.

Obstacles to Training

Despite the advancements in the training process and substantial budget allocations, challenges and obstacles persist, hindering the effectiveness of training. Noteworthy obstacles include:

- Weakness in training materials and their failure to keep pace with developments.
- Lack of expertise among some trainees, many of whom are not academically and technically qualified.
- Overloading trainers with administrative tasks, such as committee participation and monitoring adjunct professors, preventing them from balancing these tasks with training responsibilities.
- Neglect by some trainers to measure performance standards.
- Inability of some trainers to identify training needs.

- Failure to determine the type of training required before initiating the training process. Training can be categorized into two types: one aiming to teach specific and defined skills, and the other aiming to provide individuals with knowledge related to a specific topic to be applied in the future.
- Insufficient available resources for trainers and the lack of training rooms equipped with the necessary materials to support the training process, such as projection equipment and others.
- Incompatibility of training materials with trainees' job descriptions, necessitating continuous development of training materials to align with labor market developments.

CONCLUSION

Based on our exploration of the reality of the training process, we find that the relational environment of training is of utmost importance for the smooth flow of communication, the ease of implementing the training program, and enhancing satisfaction indicators within the training process quartet—training institution, trainer, trainee, and the training environment. Through personal and professional experiences, a clear picture of training issues has been presented within the proposal of a unified and specific Arab charter. This charter facilitates its application and adaptation, serving all training centers with their components. Therefore, investing in training and development is a decisive investment to enhance success, continuity, and excellence for the institution in the competitive job market.

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