

An Investigative Review of Jeffries Medical Simulation Theory and the Cognitive Learning Theory:s Implementing the Simulation experience for HR Professional Courses at Bahrain Training Institutes

By

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Abstract

This paper was conducted to understand the quality of the training provision of the H.R. professional certificates of training institutes in the Kingdom of Bahrain. The study investigated the methods used to deliver the course program and how to produce efficient, qualified H.R. practitioners in the private sector. It presents and discusses the literature related to training provision, i.e., on-the-job training, off-the-job training, cognitive theory, and Jeffries simulation theory. In-depth interviews were conducted with eight participants, Trainers, H.R. Managers, and H.R. practitioners. Content analysis was used. A coding scheme was constructed precisely whereby the researcher set the quotes, discussed, interpreted the findings, and drew conclusions. The results indicated that the level of training was short of delivering the skills and competencies properly, as mentioned in the literature, while their outcomes were short of producing professional H.R. practitioners and H.R. practitioners need highly professional specific training to provide the required skills and competencies in the local market. Findings and recommendations urge the local institutes to consider the implementation of simulation experience in instructing the H.R. practitioners.

Keywords: Training provision, On-the-job-training, off-the-job training, Jeffries Simulation Theory, simulation design, and Simulation experience.

Introduction

Due to the fast development in various fields, most organizations opt for simulation training to achieve high-quality training results that resemble real-life practice. Medicine is one field that emphasizes simulation training for practitioners to undergo training on the various required skills to provide high-quality care for their patients (Guimond et al., 2011; Boet et al., 2014). Due to Covid-19 and the current situation, the H.R. practitioner, in his position, assumes a critical role that includes various functions such as strategic, administrative, and technical, all of which require the required traditional and contemporary skills and competencies. Endeavoring to fill the knowledge gap and skills shortage of the H.R. practitioner and fulfill the local market requirements, the researcher considered the simulation theory experience theoretical and practical contribution as a result of this paper.

Aim of the research

To investigate the quality of the training provision of the H.R. professional course and the methods used as tools in a practical way to produce efficient, qualified H.R. practitioners in the private sector in the kingdom of Bahrain.

2. Literature review

This paper considers the types of training from various perspectives to reach the best practice in providing H.R. professional training courses and helping trainees to acquire both traditional and contemporary skills and competencies and how it reflects effectively on H.R. practitioner practice. It brings up the attention of stakeholders and those involved in H.R. how important it is to be aware of the skills shortage and lack of contemporary competencies that characterize H.R. practitioners satisfying the local market requirements (Bailey, 2015; McDonnell and Sikander, 2017; Bailey, 2015).

2.1 Training provision

Training is a planned and systematic activity that results in improved skills, knowledge and competency essential to carry out work efficiently (Ahmed, Majid & Zin, 2019; Mihir et al., 2015). Training and developing staff members is important for the following reasons: firstly, “becoming a ‘learning organization’ as a process that will enable them to achieve competitive advantage over their rivals. Secondly, many entities are obsessed with the word ‘change’ (Mckenna and Beech, 2008; Mondy & Noe, 2005; cited in Yahya & Tan, 2015; Janki, 2016; Mihir et al., 2015; Khan & Nazir, 2017). Training is a transformation process that requires some input which produces a form of knowledge, skills, and attitudes to carry out the required activities that should be accomplished. Employees must be well trained and experienced (Janki, 2016, p. 26). There is a consensus about the importance of training since organizations are obsessed with training their employees to acquire the most recent innovative skills to effect change (Mckenna and Beech, 2008; Mondy & Noe, 2005; cited in Yahya & Tan, 2015; Janki, 2016; Mihir et al., 2015; Khan & Nazir, 2017; Saylor.org, 2016).

2.2 On-the-job training

It is on-the-job training in a real work environment where the employee uses the equipment and tools to learn, practice, and develop skills and competencies (Ferreira et al., 2013). On-the-job training includes “Job instruction training, coaching, mentoring and job rotation” (Haritha & Reddy, 2017, p. 6). On-the-job training has advantages and disadvantages. Advantages include reducing cost, saving time for both organization and trainee, and the availability of the training equipment. Disadvantages include the trainer being superior to the trainee who may not have the right expertise, thus, cannot provide proper training, and no reimbursement awarded to either the trainer or the trainee, which may decrease their motivation in the process while there is a possibility of incurring damage to the valuable equipment. Besides, engaging the trainee in production may produce more scrap and damaged products (Ferreira et al., 2013).

2.3 Off-the-job training

This type of training is carried out outside the organization, where the trainee is free of all job obligations and is not involved in the production process while in training. In addition, the equipment used for training is simple and not as complicated as the equipment used in the organization. Simulation is one of the important ways of training outside the organization (Haritha & Reddy, 2017; Ferreira et al., 2013). Off-the-job training also has advantages and

disadvantages. One of the advantages is that the trainer is specialized and provides quality training. Besides, the trainee learns the proper ways of practice. The trainee is not involved in the production and will not use the organization's equipment, saving them from damage. A disadvantage of off-the-job training is its cost which is higher than the on-the-job training cost. Besides, the trainee stays out of a job for an extended period of time (Ferreia et al., 2013). Thus, it is possible to train employees at the workplace. However, on-the-job training may not give the desired results for the above reasons. Training the H.R. practitioner may not fulfill the contemporary skills and competencies (Ferreia et al., 2013). Off-the-job training has favorable results for the trainee, which is a positive indicator. Adding innovative professional training for the H.R. practitioners' trainees is necessary. Here, the researcher intends to implement a more creative method to train the H.R. practitioner trainees, theoretically and practically, which is better done through simulation. Simulation training covers the H.R. practitioner's contemporary skills and competencies to fulfill the requirements of the contemporary organization (Liu, 2018; Mihir et al., 2015; Fadli et al., 2018; Ferreia et al., 2013).

2.4 Simulation training

Guimond et al. (2011) define simulation as an “experience that imitates the real environment, requiring individuals to demonstrate the procedural techniques, decision making, and critical thinking needed to provide safe and competent patient care.” Educational simulation is a “variety of interactive, selectively representational environments that can provide highly effective experiences” (Mihardjo et al., 2021).

2.4.1 Jeffries Simulation Theory

Medicine is one field that emphasizes simulation training for practitioners to undergo training on the various required skills to provide high-quality care for their patients (Guimond et al., 2011; Boet et al., 2014). This theory inspired the researcher with the idea of H.R. practitioner simulation training/experience. This theory holds that contextual factors of the environment affect simulation in all its aspects leading to the starting point of the designing simulation. To design a clear vision of the simulation, it is necessary to set goals and expectations or criteria that help with the designing of the simulation. Theoretically, the curriculum and simulation experience is too essential elements in the simulation and application design. Moreover, the simulation needs resources such as time, equipment, and the proper investment method (Jeffries et al., 2015). The researcher holds that the simulation theory can be applied as high professional training and experience to H.R. practitioners' trainees in addition to the contemporary H.R. practitioner skills required by the contemporary organization of both theoretical and practical perspectives (Lester and Lauver, 2015; Saleh et al., 2015; Shafique et al., 2015; McDonnell and Sikander, 2017).

The theoretical perspective comprises of the modules covered in the literature that include knowledge that the trainee should know from the H.R. practitioners' trainees. The practical perspective though transfers the theoretical knowledge into actual life practice through simulation. Simulation provides practice similar to the authentic environment where all needed equipment is made available to make practice as real as it is at the workplace. Therefore, the researcher looks forward to implementing simulation into the H.R. practitioners' trainees' curriculum to make it fit real-life workplace practice. Providing practical simulation, including equipment availability will produce an H.R. professional qualified with skills and

competencies that fulfill the requirements of the contemporary organization (Liu, 2018; Bailey, 2015; Jeffries et al., 2015; Blaga, 2015).

2.4.1.1 Simulation design

Preparing the design is the step that comes before implementing simulation to the training of H.R. practitioners' trainees. Preparing "the design" is setting specific learning objectives to guide activities and scenarios in line with the content and problem solving (Jeffries et al., 2015; Chiu et al., 2017). What is meant by the problem is the knowledge gap discussed in the literature review above. In the design, a specific objective for solving each problem discussed in the literature should be achieved through simulation implementation. Learning objectives include traditional functions and contemporary skills for the H.R. practitioner as discussed in the literature review. For example, traditional functions cover employee data and H.R. reports, human resource planning, recruitment and selection, and; performance management. Contemporary skills & competencies cover H.R. practitioner skills such as being an initiative, strategic positioner, H.R. innovator, integrator and credible activist, decision maker, project manager, influencer and negotiator, leader; professional, innovative, and ethical observer. They also include demand for new technologies and development, knowledge of legislation, complaints related to bullying and other ethical issues, technical skills, soft skills, interpersonal skills and communication skills, self-motivation, honesty, and the ability to carry out research, solve problems, and build relations. H.R. practitioner's contemporary responsibilities include identifying risk, controlling strategy while facing risk, dealing with legal compliance, developing a culture of safety, and viewing crisis management and emergency situations. (See Saleh et al., 2015; Shafique et al., 2015; McDonnell and Sikander, 2017; Kathy and Andrew, 2013; Long et al., 2011; Bailey, 2015; Catley et al., 2017; Leather barrow and Fletcher, 2015; Darrag et al., 2010; Martin & Whiting, 2013; Gupta and Sharma, 2017; Long and Ismail, 2011; Nikandrou et al., 2008; Armstrong and Baron, 2005; cited in Beardwell and Thompson, 2017; McDonnell & Sikander, 2017; Ngo et al., 2014; Karami, 2015; Guerci et al., 2015; Smith et al., 2018; HRMID, 2017; Cately, 2015, Cowan, 2014; Cowan et al., 2015; C.H. et al., 2012; Human Resource Management, 2019; Fee et al., 2013).

2.4.1.2 Simulation experience

This approach provides experiential, interactive, cooperative environments that require mutual trust between the trainer and the trainee, sharing responsibilities in maintaining the quality of the simulation environment, all focusing on the learner/trainee (Rutherford & Rn, 2012; Jeffries et al., 2015). In other words, when the H.R. practitioner trainee enters the simulation center, he will not feel that he is studying but entering a real work environment. Thus, he/she will assume his or her role as if he or she is carrying out his or her real job. For example, the H.R. practitioner will be able to practice the traditional functions and contemporary skills discussed in the literature review as required by the organization (Farra et al., 2018). Pettine et al. (2011) view that "the development of appropriate reality-based opportunities in an online course will allow students to understand real-world human resource and business issues including the confidence to operate as professional in the workplace". Hence, simulation training will help the H.R. practitioner trainees to acquire the required skills, knowledge, and competencies as discussed above in the literature review, which will reflect on their performance and will be able to fulfill the requirements of the contemporary organization in achieving the future organization objectives with confidence (Liu, 2018; Pettine et al., 2011).

2.4.1.3 Facilitator and educational strategies

Through simulation experience, there should be a continuous dynamic interaction between the trainer and the trainee (H.R. practitioner) in all conducted activities (Jeffries et al., 2015). In order to maintain this interaction, the most current methods of instruction should be implemented. Otherwise, we will be stuck with traditional teaching methods. In other words, the trainer's strength, knowledge of the various contemporary skills, and preparation will ensure authentic simulation implementation, maintaining the continuous interaction between the trainer and trainees (Aebersold, 2018; Jeffries et al., 2015). For example, the facilitator must fulfill the needs of the trainee (H.R. practitioner) via simulation related to the requirement of the workplace, such as the provision of a modern technical simulation environment, a comprehensive HRM environment, all required papers and documents, real cases and action scenarios and laws and legislations which will eventually achieve the learning objectives of the simulation experience. Simulation practice strategies should be amended regularly and accordingly by the trainer during the simulation. This process is done by monitoring the plan development, time, and timing of the activities and providing timely feedback to reach an accomplished simulation finally.

2.5 Cognitive learning theory

This theory is one of the approaches used in the simulation. This theory concentrates on the internal cognitive operations on which the learner possesses control.

Rutherford & Run (2012, p. 130) summarized the basis of cognitive learning theory as “the learner’s prior knowledge, the processes involved in perceiving, comprehending, and storing information.” Several perspectives determine the orientation of cognition. The first perspective is perception. The learner has many perceptions of information that the learner’s experience influences learning. The second perspective is using information processing in phases that include attention, processing, memorizing, and action. Thereafter, the learner commences processing using his sense. After processing, the information goes into short-term memory. If reviewed, the information goes into long-term memory; if not, it is lost. The third perspective refers to the cognitive development of quality changes in the informative function due to personal growth and maturity. It is, therefore, concluded that interaction and exposure of H.R. practitioners’ trainees to the simulation experience will play an important role in developing his cognition about the needed skills and competencies for the workplace.

2.5.1 Connections with simulation

When H.R. practitioners’ trainees are involved in simulation experience, the characteristics of cognitive learning avail that the trainee will have control over the knowledge he acquires from there, and the basic components of the cognitive theory will emerge clearly. Hence, when an ideal simulation environment becomes available for the H.R. practitioner, there will be an automatic connection between the trainee's cognition and his comprehension, thinking, and processing of the information. The meaningful learning is achieved by simulation experience where the H.R. practitioners’ trainees will be able to attain new knowledge through the use of their previous cognition skills. Finally, the trainer assumes the role of a facilitator and observer, gives new activities, and creates an appropriate environment for additional skills and competencies for the trainees (Rutherford & Rn, 2012).

2.5.2 Participant (H.R. practitioner)

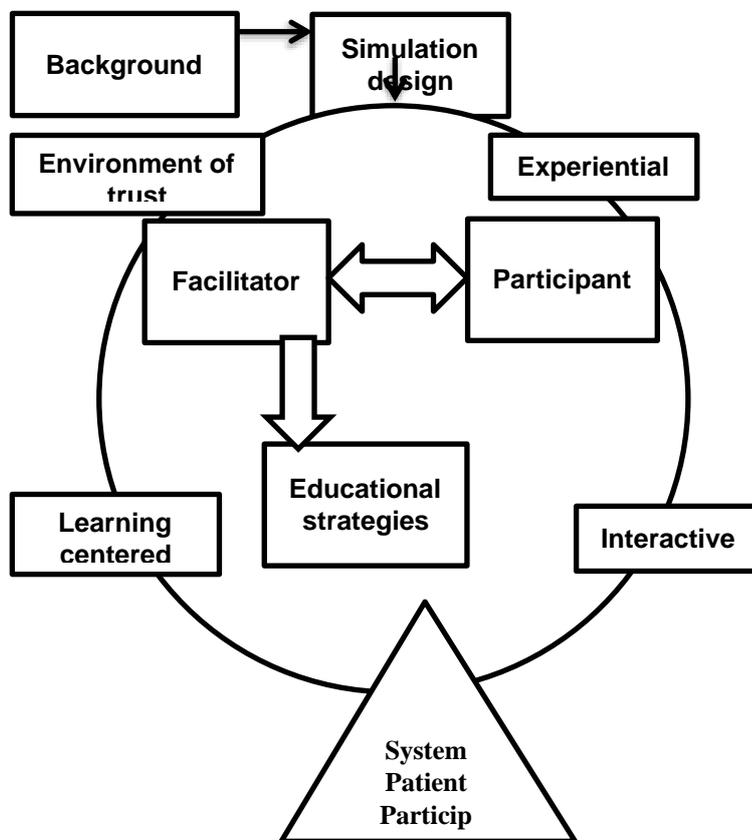
Some attributes, such as “gender, age, level of anxiety, and self-confidence,” play an important role and affect the simulation process. If the role given to the H.R. practitioner suits

their attributes and they bear the responsibility properly, it is more likely that it positively affects them and their learning experience. In this case, the trainee (H.R. practitioner) will feel as if he/she is practicing his/her job in the organization (Rutherford & Rn, 2012; Jeffries et al., 2015).

2.5.3 Participants' outcomes

After the simulation experience, the H.R. practitioner trainee is expected to show positive indicators by uttering positive expressions such as the course was 'interesting' 'enjoyable,' 'cool' and 'I did it in the simulation' (Farra et al., 2018, p. 101). They are also expected to express their feeling of self-confidence by saying 'I feel confident when I interview a candidate or when I am given a strategic responsibility to assume', 'I am ready to face and solve any problem related to bullying at the workplace, 'employees' security and safety. This situation shows that the H.R. practitioner experienced authentic practice, having observed semi-realistic situations during simulation that keeps an image in their perception that makes it easy for them to resemble that situation in real-life practice, which enables them to practice both the traditional and contemporary knowledge and skills at the HRM workplace. This indicates that the cognitive theory is in the process (Farra et al., 2018; Rutherford & Rn, 2012). In conclusion, it is essential to implement simulation in the H.R. training curriculum practice to make it fit real-life workplace practice. Providing practical simulation, including equipment availability, will produce a CIPD Level three qualified H.R. practitioner with skills and competencies that fulfill the requirements of the contemporary organization (Jeffries et al., 2015).

Jeffries Simulation Theory Model



Outcome

Conclusion

The literature review discussed the training provision and emphasized that it is essential to develop an approach to training to become more practical, applicable, and adaptable to produce skilled, talented H.R. practitioners with professional certificates. The literature proves that providing practical simulation, including the availability of equipment, will produce **H.R. professional trainees** qualified with skills and competencies that fulfill the requirements of the contemporary organization in the kingdom of Bahrain (Liu, 2018; Bailey, 2015; Jeffries et al., 2015; Blaga, 2015).

Methodology

Referring to the aim of this study, the researcher interpreted meanings from conversations with H.R. practitioners qualified with the professional certificate, taking into consideration the difference in the experience of H.R. practitioners and trainers. That is, if the H.R. practitioner trainees graduate has two years of practical experience or more, they will undoubtedly have a wider perspective and more comprehensive knowledge and skills that enable them to perform and act much more efficiently than a fresh H.R. practitioner trainees graduate with no former experience (Saunders et al., 2016; Saunders et al., 2007; Smith et al., 2018; Smith et al., 2015). The researcher reverted to the concerned training centers and H.R. departments to obtain information and data from their experiences through interactive face-to-face interviews to answer the research's aim *through qualitative interviews* (Eriksson & Kovalainen, 2014). After collecting data through interviews, qualitative content analysis has been used to interpret and analyze the data subjectively based on the qualitative method (Lee & lings, 2008).

3.1 Level of analysis and sampling

Analysis has been at the group level, i.e., two institutes that deliver and train H.R. professional courses. The sample comprises purposive eleven participants selected from a list of candidates directly related to the study. Samples were selected from two institutes that provide H.R. professional courses and two organizations that employed H.R. practitioners. The sample comprised eight participants, three H.R. practitioners, and five trainers. The following table shows details of the selected participants (Ahmed, 2019; Saunders et al., 2007).

Position	Gender	Age	Experience	Total
Trainer & senior lecturer	Male	58	1-6	1
Trainers	Female	35-58	3-10	2
Trainers	Male	35-58	4-10	2
H.R. practitioner	Male	25-32	1	1
H.R. practitioner	Female	25-32	1-2	1
H.R. practitioner	Male	27-35	2-3	1
Total sample				8

3.2 Interviewing

Purposive sampling has been used in coordination with the selected institutes and organizations under study. The required information was gathered by using techniques of in-depth interviews. Five trainers were interviewed from two institutes and three H.R. practitioners.

3.3 Data analysis and coding scheme

Qualitative content analysis was used. A coding scheme has been developed and five statements were elicited and appropriately named based on the aim of the research as follows:

Statement (1) ‘competencies and skills enhanced by the training based on H.R. training course objectives. (Specifications: This statement concerns how the training providers deliver H.R. training courses. The required answer: Planned training and techniques; systematic activity; innovative ways of training; knowledge and competencies; educational training programs; training platform; Simulation design; learning objectives; equipment; trainer and trainee roles; following up activities; setting strategies; scenarios; authentic learning environment). The statement pertains to five trainers. It comprises five responses followed by their descriptive results. **Statement (2)** ‘Improvement of trainees’ performance experienced from the training.’ (Specifications: This statement concerns improving H.R. practitioners’ performance from the training. The required answer: knowledge; communication skills; theoretical information; contemporary competencies; ethical challenges, dealing with bullying; health and safety; new skills and competencies; new technologies, **statement (3)** ‘The effect of the learning environment on the study of trainees’. (Specifications: This statement concerns the learning environment's effectiveness on H.R. practitioners' study. The required answer: simulation training; real-life practice; training environment; practice and evaluation; experiential interactive; cooperative environments; trainer-trainee mutual trust, sharing responsibilities; authentic practice) **Statement (4)** ‘Training design, Models or theories implemented during the execution of the course.’ (Specifications: This statement concerns the training design, model, or theory implemented during the course execution. The required answer: Simulation theory, simulation experience; traditional training; models and theories, and training technique.

Statement (5) ‘The practical applications and activities implemented during the training. (Specifications: This statement concerns the practical applications or activities implemented during the training. The required answer: traditional training & techniques; innovative ways & practical techniques of training; papers; documents; real cases; scenarios of simulation; transfers the theoretical knowledge into practice).

Findings

Statement (1): It is understood that **Participant (1)** was delivering the course in the shape of role plays in a semi-practical way. However, the trainer did not mention anything about the course's objectives; neither did he say anything about the plan or design related to the course's objectives while executing the training. **Participant (2)** used his coaching skills to deliver training but did not mention anything about adhering to the course objectives or a related plan. This means that skills and competencies may not be delivered properly if the trainer only depends on his own skills. **Participant (3)** mentioned that sticking to the textbook is unnecessary. However, the trainer seems not to have developed a plan based on the course's objectives on the one hand and not have a plan designed to enhance the skills and knowledge that should be delivered to the trainees on the other hand. **Participant (4)** implemented the design to enhance their skills and knowledge. **Participant (5)** endeavored to deliver the skills and competencies to the trainees to the maximum. However, the participant does not provide a plan of execution related to the course's objectives to prove his claim; “I think to the maximum”. **Participant (6)** positively affected the trainees' skills and competencies through the course. However, the trainer still did not point out to anything related to objectives or a plan to deliver the course to the trainees.

Statement (2): Participant (1) did not answer the question. This participant mentioned only one attribute, i.e. 'confidence' and some underlying meanings related to employee communication skills to solve problems. It is understood that the improvement on the trainee's performance after the course, was slight, which means that the participant did not attain many skills. **Participant (2)** gained theoretical knowledge and skills, i.e., communication skills. It is understood that the participant's improvement in his performance was not up to the mark. **Participant (3)** talked about knowledge and confidence, which means that the participant attained only some theoretical knowledge and one attribute, i.e. 'confidence'. It is understood that the effect of the training on the performance of the trainee is very slight, which is not up to the level of H.R. professional course and the literature. **Participant (4)** did not mention any specific skills or competencies that improved his/her performance after the course. Thus, it is understood that the overall gained benefits from the training are limited. **Participant (5)** only mentioned self-confidence and communication skills, showing that he/she did not acquire the required knowledge, skills, and competencies from the course, which means the effect on his/her performance from the course was very slight. **Participant (6)** benefited theoretically, i.e. knowledge and underlying, such as communication skills. It is understood that the training course's effect on the participant's performance was very slight and that it was not up to the level of the required skills in the literature. **Participant (7)** learned some information, i.e. terms, while other answers showed general statements, which is an attribute, such as confidence and how to conduct interviews. This means that whatever the participant benefited from the course, it was very slight and not up to the literature level. **Participant (8)** had been affected by his performance. It is understood from his response that a slight improvement on his performance took place, implicating that this participant was not up to the level of his performance as a manager.

Statement (3): Participant (1) response was adequate; however, it would be better if more detail was given to strengthen his statement. **Participant (2)** was not favorable as it was not prepared properly to execute the training. **Participant (3)** was not prepared due to the lack of the basic tool, as he mentioned. **Participant (4)** was ineffective and not interested in going to training again. **Participant (5)** had no fixed standards and procedures, which would create a kind of concern about the non-existence of fixed standards, which are directly related to the learning environment that affects motivation towards learning. **Participant (6)** was comfortable in the learning environment. However, the underlying meaning shows that the learning environment was traditional because the participant talked about the basic things that exist in any traditional training situation. **Participant (7)** was positive. **Participant (8)** was equally positive.

Statement (4): Participant (1) did not have a clear vision of the way and methods of teaching and training during the course execution. **Participant (2)** mentioned a very basic method of teaching. However, he did not present any of the latest training methodologies, i.e., models and theories. **Participant (3)** only mentioned the tools used in training but did not mention any design, model, or theory that enhances the execution of the training. **Participant (4)** talked about the traditional tools used in training.

Participant (5) does not have a clear vision related to designs, theories, and models used for training. Nevertheless, nothing was mentioned about the recent/modern training methods, nor were designs, theories, and models. **Participant (6)** abides by the course textbook and

related material, which means that the participant uses the traditional method to execute the training. **Participant (7)** abides with the course textbook and related material, as the participant uses the traditional method to execute the training. **Participant (8)** did not give a clear answer.

Statement (5): Participant (1) reflects the partial application of the traditional training. **Participant (2)** also reflects on the application of traditional training. However, feedback was delivered after the course, which means that only summative feedback was used. **Participant (3)** had no application. Neither traditional nor any other, but the assignment was there. **Participant (4)** reflects the maximum application of traditional training. It seems the feedback on the assignment did not satisfy the participant and is not up to the required expectation. **Participant (5)** mentioned only two traditional applications, meaning that traditional practice was limited. **Participant (6)** reflected the maximum application of traditional training. **Participant (7)** reflected the maximum application of traditional training. **Participant (8)** reflected the partial application of traditional training.

Discussion

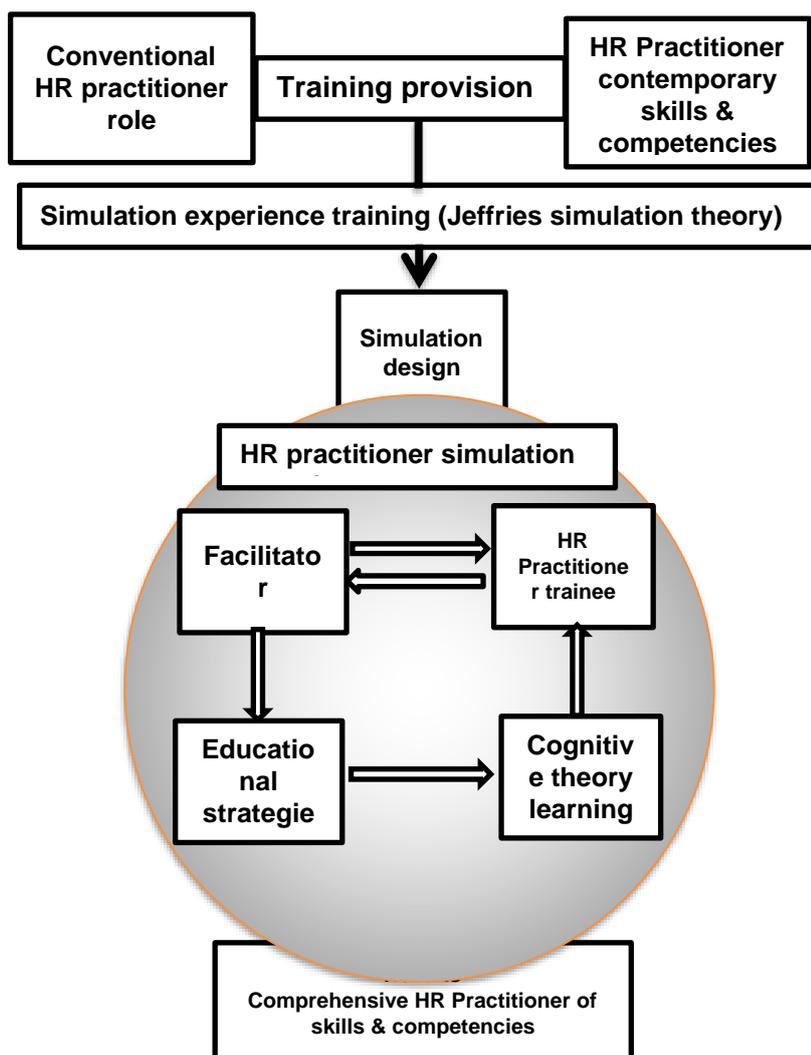
Statement 1: It is clear from their responses that most of the participants (trainers & H.R. practitioners) do not have a clear vision of a plan and design based on the H.R. practitioners' training objectives of the course. It seems that the trainers were short of delivering the course's objectives properly, probably due to the lack of trainers' ability to prepare an effective design and plan to deliver the course's objectives.

Statement 2: It is clear that the attained competencies were almost theoretical rather than practical, which showed that there was a lack in the delivery of the course, which is a natural result of the short vision that the trainers had about how to set a plan and design based on the course objectives and the literature (simulation design). This referred to the lack of trainers' ability to prepare a practical design and plan to deliver the course's objectives.

Statement 3: Implicated that their attainment was to the minimum, which further means the learning environment has a role in affecting good training. There is a consensus among researchers found in the literature on the importance of training and how organizations are obsessed with training their employees to acquire the most recent innovative skills to affect change.

Statement 4: It is understood that trainers do not have precise, effective training methods to deliver high-quality training for H.R. professional courses.

Statement 5: The responses implicated that all applications and activities used during the training were not up to the level of training techniques and methods mentioned in the literature.



Researcher’s theory model: Kashami Theory of H.R. professional Simulation Experience (KTMHRSE)

KTMHRSE provides simulation experience to the gaps found during the discussion in chapter five. KTMHRSE has been developed based on a precise review to the Jeffries Simulation theory model and the Cognitive learning theory. The theory model simulates all needed requirements for trainers and H.R. practitioners’ trainees that should be delivered through the implementation of all the tools explained in the literature review and mentioned in the theory model by which the trainer will be able to provide more professional authentic simulation experience of training to fulfill the required skills and competencies at the local market requirements. Hence, implementing KTMHRSE will produce professional H.R. practitioners.

6. Research Contribution

This research contributes to the literature by suggesting new theoretical educational strategies (continuous dynamic interaction between the trainer and the trainee. The learning environment in Bahrain institutes lacks modern methods of learning and motivation factors, which negatively affects the performance of both the trainer and trainee and the training outcome. KTMHRSE addresses the training provision gap in Bahrain by creating a high-quality transfer of instruction methods for H.R. practitioners’ courses through launching new techniques, including simulation experience (authentic practice and practical experience).

KTMHRSE contributes by suggesting a semi-realistic environment in the training areas, such as an experiential, interactive, cooperative environment that requires a mutual trust between the trainer and the trainee, sharing responsibilities in maintaining the quality of the simulation environment that focuses on the trainee. KTMHRSE utilizes cognition learning theory through which short-term memory is transferred to the long-term memory of the trainee, who will be able to keep the information for a long time.

6.1 Recommendations

Urging Bahraini training institutes to benefit from the KTMHRSE and the outcome of this research, it is recommended for the institutes who provide H.R. professional certificates.

6.2 Conclusion

The level of training was short of delivering the skills and competencies properly H.R. professional course as mentioned in the literature, while their outcomes were short of producing professional H.R. practitioners able to fulfill both traditional and contemporary organization requirements.

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