

Several considerations for the enhancement of the activities of NTC

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1. Introduction

Many HRD (Human Resource Development) staff is requested that the learning effects of the participants will contribute to the performance of the organization and these contribute amounts should be measurable. Sometimes some management department, including the chief leader of the organization, questioned that the HRD activities are contribute to the performance of the organization. The HRD staff regard these demands as 'educational performance' and 'educational evaluation'. [1]

The evaluation of training is based on its evaluation levels: ① individual learner level, ② team level, and ③ educational institutions at the organizational level. The learner evaluation measures the academic achievement of learners or the effectiveness of teaching methods of teaching staff. At the team level, most evaluations of performance are implemented by components of the training courses such as learning goals and the additional values of the training. Finally, the evaluation of an education organization is based on its organization's purpose, financial or administrative and comprehensive judgements.

This study focuses on how to enhance its activities contributions of the nuclear training department in the organization. Most activities of nuclear training departments focus on training programs. This study analyses how to implement these activities in the nuclear industry and, with this process and its lessons. It suggests several considerations to enhance the activities of training department to contribute to the performance of its organization.

2. Methods and Results

2.1 Systematic Approach to Training

The IAEA has adopted the Systematic Approach to Training (SAT) be used for training programs. The SAT, based on the ADDIE model, provides a logical progression of the training course as the Analysis step of ADDIE from identification of the competencies required for performing a job. Followed the Design, Development and Implementation steps, it evaluated the training programs. For many years, the IAEA has been

using the SAT as the preferred model for satisfying its training program's requirements.

While the use of SAT offers significant advantages over more conventional, curricula driven training in terms of efficiency and management purpose, there are several concerns including; ① Training not being seen as part of the core business, ② Senior managers not being involved in training and not having expectations for or from training, ③ Lack of understanding and ownership of training by line management [2]

In order to enhance the effectiveness and benefit from training, the IAEA suggested the strategic tool to enhance both worker and facility performance. This strategic tool has several elements that are necessary to achieve this include: ① training must be a core part of the organization's business; ② senior management must ensure the sustainability of training by allocating appropriate resources and setting direction in terms of performance expectations and results; ③ training performance indicators should be focused on learning and performance outcomes; ④ training must be involved by line management who should be actively involved in the SAT process; ⑤ critical, active and effective self-assessment and corrective action programs should be in place for training. The IAEA also suggested the necessity of ADDIE cycle of SAT into the organization's daily activities, and is underpinned by three key principles: ① Involvement of managers, leaders and workers (consultation); ② Systematically derived initial and continuing training programs (process and performance); ③ Performance improvement (results). [3]

In the past, the KHNP Human Resources Development Institute (HRDI) operated the training courses according to the competency of each professor. From 2017, The KHNP HRDI fully applied the SAT when opening each curriculum. The KHNP HRDI expects to improve local competitiveness by operating courses using the KHNP-type SAT standard model to secure international credibility in training.[5] In recent years, The KHNP HRDI, with the KHNP-type SAT, has focused on the Skill area, among the 3 typical elements of Knowledge Skill and Attitude (KSA), such as Safety Culture, Leadership and Human activity. It brought the opening

the Human Performance Optimization Center of the KHNP HRDI. [4][5]

As the unique nuclear safety regulatory body, KINS (Korea Institute of Nuclear Safety) established the education and training office in April 1996 and started to train the elite of nuclear regulators through education revitalization.

In 2002, After developing the training course for nuclear regulators in North Korea, the IAEA SAT was applied to the education system in KINS, and then the Nuclear Safety School was established in March 2004 as a systematic and specialized educational and training institution.

In order to improve the knowledge, skills, and attitude of nuclear regulatory personnel, the International Nuclear Safety School examines the strengths/weaknesses of individual capabilities through GAP diagnosis at the individual level on regulatory competence.[6] The competency development model of KINS explained the efforts to improve educational performance through the ADDIE procedure of education and training.[7]

2.2 Strategic HRD

From the management viewpoint, it is believed that organization needs to identify the key components of its value chain to achieve the competitive advantage and HRD is considered as a way of forging a relationship between human resources and organization strategy. To enhance the link between the HRD activities and organization performance, many organizations in general areas are making efforts to introduce the Strategic Human Resource Development(S-HRD). The objective of S-HRD is to align the formal system and HRD so that these activities pursue the strategic success of the organization. [8]

Although the simplicity of the concepts and intuitive understanding of the S-HRD, It is evaluated that the efforts to identify the relationship between the HRD and organizational performance through S-HRD and to lead it to organizational performance are insufficient.[9] Recent studies clarify the action plan to be carried out by the HRD department and the target of key development, and suggest that it be implemented.

Specifically, it focuses on leadership development and strategic talent cultivation. As a result, the SHRD goes beyond linking the HRD strategy with the organization's strategy, defines strategic talent that contributes to the achievement of the organization's strategic performance, and requires concrete measures for how HRD will contribute to their development.

3. Suggestions and Conclusions

Nuclear training in most nuclear institutes, with the exception of educational institutions such as universities, are considered an area that is relatively far from the

institution's highest priority missions and core business. This paper proposes the following suggestions for the nuclear training programs to raise a strategic interest in the institution's management goal and ultimate contribute to the institution's performance.

First, many nuclear training institutes in Korea applied to open their training programs with the IAEA's SAT. With the SAT, it is commonly considered the training needs of the to-be participants or other institutions, for the Analysis step of ADDIE process. It should be considered training needs from the institution's business

Second, in the S-HRD concept, in order to align with the institutional strategy, the training department should establish its own vision, mission and strategy objectives, and conduct correction activities that align it periodically with the organization's those.

Third, it is necessary to comprehensively review and improve the training and consulting activities currently conducted by the training department. It is necessary not to make the mistake of not properly reflecting the external flow of change by falling into iterative process implementation over time.

Four, through the regular meetings between the management and training departments, HRD and HRM in the organization should be harmonized and the training department's contribution to institutional business success should be promoted.

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