

## **A Proposed Training Program for Candidates for Leadership Positions at the Ministry of Education in Egypt**

Prepared by

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### **Summary**

Training is crucial for organizations because it provides the competencies they need to succeed. These competencies depend on the capabilities of their employees and on changing their behavior, attitudes, and skills to enable them to perform their work efficiently and effectively. Training allows professionals to develop and enhance their skills, preparing them for new roles and tasks.

Egypt Vision 2030 will make education and training available to all with high quality without discrimination. It will do so within the framework of an institutionalized, efficient, fair, sustainable, and flexible system. The Sustainable Development Strategy is a crucial step in Egypt's comprehensive development process. It aims to fully leverage competitive advantages and deliver on the aspirations of the Egyptian people for a decent and dignified life.

As leadership positions are of great importance (Director-General, Undersecretary of Ministry, First Undersecretary of Ministry, or as they are also called Director-General, High Grade, Excellent Grade) Because those who hold these positions are the ones who will lead the work in their entities after they return from training and are appointed to these positions, whether within the ministry's general office or in the directorates of education in various governorates, and therefore, training them properly and effectively becomes more important and urgent than others, and constitutes an advanced priority in the priorities of the government in general, and the Ministry of Education and Technical Education in particular, in addition to the priorities of the Ministry of Education and Technical Education.

The exploratory study employed a personal interview tool, comprising an interview form with seven questions. These addressed the following areas: the identification of trainees' needs; training methods and techniques used; the evaluation of trainees' performance; the evaluation of training programmes; the schedule of training programmes; and the most important skills necessary for success in the roles for which they were nominated. In conclusion, the participants were invited to offer suggestions for the development of the training program.

Considering the theoretical framework, the preceding studies to which it refers, and the exploratory study conducted by the present study, a proposed training program for candidates for leadership positions at the Ministry of Education and Technical Education has been developed.

## **Introduction**

It is indisputable that institutions will be unable to achieve the goals of growth and development in the future unless they have a prepared and developed human force that is able to absorb and interact with change and its trends. The organization will either find itself outside the scope of competition and the market, or it will be unable to provide the service assigned to it well.

Training is an organized activity to increase the technical skills of workers. It enables them to perform the jobs for which they have been nominated or recruited efficiently. Training provides workers with the possibility of acquiring technical knowledge and learning new skills to perform specific jobs.

In today's uncertain world, organizations have realized their limited ability to face challenges and uncertainties. To remain efficient, organizations must invest more in training programs to prepare their workers for the future (Tai, 2006).

Training is crucial for organizations because it provides the competencies they need to succeed. These competencies depend on the capabilities of their employees and on changing their behavior, attitudes, and skills to enable them to perform their work efficiently and effectively. Training allows professionals to develop and enhance their skills, preparing them for new roles and tasks.

The success or failure of most organizations depends largely on their employees. It is, therefore, indisputable that employees are the most respected assets of organizations, whether they are large or small. In the digital age, new training and development programs have been introduced to transform the average employee into a more professional and skilled employee. Organizations must consider these programs because they help both employees and employers in many aspects, allowing organizations to survive and gain a competitive advantage in the market (Khan, Ahmad, and Fernald, 2020).

Technological advances have transformed the way organizations operate, necessitating a shift in the skills and abilities required to perform various tasks (Tai, 2006). This underscores the critical need for continuous training.

Every organization must have qualified, trained, and experienced people to perform its activities effectively and efficiently in today's complex business environment. There is a significant positive relationship between employee training and job satisfaction and organizational effectiveness. Management must focus on building human resources through diverse training to enhance organizational effectiveness (Rahman, 2014) if they want to pursue dynamic business environments.

Training is crucial for both existing and new workers. It shapes their behavior and work skills, leading to enhanced performance. It also equips new workers with the knowledge and expertise needed to excel in their roles (Satterfield & Hughes, 2007). Tai (2006) definitively showed that individual characteristics such as motivation, attitude, behavior, and self-efficacy are related to factors affecting training effectiveness in his study of the effects of training framing, general self-efficacy, and training motivation on trainees' training effectiveness.

Egypt Vision 2030 will make education and training available to all with high quality without discrimination. It will do so within the framework of an institutionalized, efficient, fair, sustainable, and flexible system. The Sustainable Development Strategy is a crucial step in Egypt's comprehensive development process. It aims to fully leverage competitive advantages and deliver on the aspirations of the Egyptian people for a decent and dignified life. Considering the current local, regional, and global circumstances in Egypt, it is imperative to revisit the development vision to keep pace with developments and find the best ways to deal with them (Ministry of Planning, Follow-up and Administrative Reform, 2016).

Numerous studies such as Rae (2000), Phillips (1999), and Sullivan (1998) have proven that training plays a significant and positive role in economic, social, cultural, and professional growth. It is the basis of all aspects, namely: education, development, and human development. Training is not only important for its impact on growth in these areas; it also builds the individual himself. Training feeds many of his psychological needs and inspires self-confidence. Individuals feel highly competent and able to master their work more than before.

Training programs have one clear goal: to teach workers new knowledge, skills, and abilities. Training effectiveness is determined by whether training objectives are achieved, and overall productivity improves as a result of a more efficient and effective workforce (Tai, 2006). Training also increases the reliability of the organization because workers know their company is investing in their professional future. Wagner (2000) confirms that companies that provide training and development programs for their employees achieve a high level of employee satisfaction and a low turnover rate.

As leadership positions are of great importance (Director-General, Undersecretary of Ministry, First Undersecretary of Ministry, or as they are also called Director-General, High Grade, Excellent Grade), because those who hold these positions are the ones who will lead the work in their entities after they return from training and are appointed to these positions, whether within the ministry's general office or in the directorates of education in various governorates. Hence, training them properly and effectively becomes more important and urgent than others, and constitutes a top priority in the government's priorities in general, and the Ministry of Education and Technical Education in particular, in addition to the priorities of the Ministry of Education and Technical Education itself. It is worth noting here that the training process must be based on a clear vision of the requirements and development needs of these leaders in various fields.

### **Problem of the study**

The quality of human resources in different organizations is essential to their success; therefore, every organization must seek to improve the quality of its workforce, and one of the ways to achieve this is through training and development programs. The importance of training and development programs can only be appreciated through a clear understanding of their direct impact on employee performance (Al Karim, 2019).

Due to the necessity of good preparation for candidates to assume leadership positions in the Ministry of Education and Technical Education and the Directorates of Education in various governorates, as well as the continuous and rapid development in the fields of knowledge and concepts, there is a need to follow up and keep up with all new developments, and this matter highlights the urgent need to adopt a strategy to design and develop current

training programs for candidates to assume leadership positions in the Ministry in order to keep pace with the rapid growth of knowledge and continuous changes in the environment of the Ministry's agencies. Workers always seek to acquire new skills, obtain different practical experiences, and are always looking for personal and professional development, despite the importance of salary and various benefits in selecting and retaining them (Wagner, 2000).

The state has paid great attention to training and standardized the training content for all candidates to assume leadership positions in various ministries, sectors, and government agencies, and has held - and continues to hold - many short, medium, and long training courses for candidates to assume leadership positions in various ministries, through the Leadership Development Center for the Government Sector of the Central Agency for Organization and Administration, and the Ministry of Education and Technical Education has paid special attention to these leaders, and established the Central Administration of the Educational Leadership Development Center in the Ministry of Education, which offers many training courses.

It is clear from a review of the objectives and content of some of these courses previously implemented at the Center for Leadership Development for the Government Sector of the Central Agency for Organization and Administration (CAO) and the Center for Preparation of Educational Leaders in the Ministry, as well as a review of the training plan for the Center for Leadership Development for the Government Sector of the Central Agency for Organization and Administration for the year 2021/2022 (CAO, 2023), and according to the experiences, observations, and follow-ups of the researcher, through attending a course for senior positions in the agency, and through some personal interviews with some employees of the Center for Leadership Development for the Government Sector and some trainers of this training program, that it is clear that this training program have never been subject to comprehensive evaluation studies, whether in terms of their objectives, program content, training environment, methods, etc. This is a necessary requirement for continuing to offer these courses and training programs at the national level, and a vital requirement for the development of these courses and training programs.

Some studies indicate the importance of conducting pre- and post-program evaluation. For example, Mustafa, Stoller, Bierer, and Farver (2020) conducted a study in which they administered pre- and post-course questionnaires to assess short- and medium-term outcomes for participants. Additionally, they conducted interviews with program directors to assess the observed changes in trainees' performance.

Louw and Zuber-Skerritt (2014) evaluated a leadership development program for senior academic faculty after two years to ascertain the success, limitations, and overall impact of the program in terms of personal, professional, and organizational benefits. The study concluded that the intermediate and long-term effects of a leadership development program should be monitored after a period of one, three, or five years to determine the efficacy and sustainability of the development.

One study recommended that future research should investigate the factors that precede the assumption of leadership roles. This will assist in identifying the optimal conditions under which individuals assume leadership roles, thereby enabling the development of the most appropriate and effective training interventions (Lamm, Carter & Lamm, 2016).

In light of the considerable financial burden borne by trainees hailing from distant provinces, Niewoehner-Green Sowcik, Bengel, and colleagues (2018) posited that online leadership programs could serve as a novel avenue for addressing the leadership development needs of district expansion leaders, while simultaneously offering enhanced flexibility in participation and reducing costs typically associated with travel expenses.

Given the necessity for such training programs to be subjected to a more rigorous examination, the researcher conducted a survey to ascertain the perspectives of individuals aspiring to leadership roles within the Ministry of Education and Technical Education. The objective was to ascertain the opinions of individuals who had attended promotion courses for leadership positions within the past five years regarding the most crucial elements of preparing and designing training programs, with the aim of developing a proposed training program for candidates for leadership positions in the Ministry of Education and Technical Education.

The study used the descriptive method and used the interview tool in the exploratory study by comprising an interview form with seven questions. These addressed the following areas: the identification of trainees' needs; training methods and techniques used; the evaluation of trainees' performance; the evaluation of training programmes; the schedule of training programmes; and the most important skills necessary for success in the roles for which they were nominated. In conclusion, the participants were invited to offer suggestions for the development of the training program. The survey was distributed to ten male respondents who had attended promotion courses for leadership positions within the past five years. All of the respondents were employed at the Ministry of Education and Technical Education General Office, and three of them were candidates for the position of deputy or head of the Ministry of Education and Technical Education.

**The results of the survey are presented below.**

**1. Identifying Training Needs:**

(9) of the respondents indicated that they were not surveyed about their training needs prior to the commencement of the training program. One individual stated that he was surveyed about his training needs before starting the training program, which suggests that the training program offered to them was not based on identifying their training needs in advance.

**2. Training methods and techniques used:**

Regarding the existence of diversity in the training methods and techniques used in the training program they attended, (7) of them (70%) reported that only the lecture method is used, while (3) (30%) reported that presentations are also used as a training technique instead of narrative lectures.

**3. Evaluating trainees' performance:**

Regarding whether the trainees' performance is evaluated, (2) (20%) of them reported that it is not done, while (8) (80%) reported that it is done by the trainers and those in charge of implementing the training program at the Leadership Development Center in their respective fields, and about how this evaluation is done, they reported that it is done through: A paper exam at the end of the course, an electronic test at the end of the course, a paper evaluation form, open-ended questions by the trainer, oral questions, and a mini-test.

**4. Evaluation of the training program:**

All respondents (100%) reported that a survey form is distributed on the last day of the training program to survey their opinion on all aspects of the training program: Objectives - content - trainers - rooms and equipment - training methods - facilities - time plan.

**5. The schedule of the training program:**

On whether the time plan of the training program is appropriate or inappropriate, (2) of them (20%) reported that it is appropriate, while (8) of them (80%) reported that it is inappropriate, and this requires reviewing the time plan of the program to suit the content and the training needs of the trainees.

**6. The most important skills needed to succeed in the leadership position:**

Regarding the most important skills necessary for them to succeed in the jobs they are nominated for, they emphasized the following skills:

- Leadership skills.
- Planning and strategic thinking skills.
- Administrative decision-making and decision-making mechanisms.
- Administrative empowerment processes and successful and effective delegation.
- Digital management and digital transformation.
- Methods and mechanisms for preventing and combating administrative corruption.

**7. Developing the training program:**

Regarding their suggestions for developing the training program, they suggested the following:

- Incorporating some realistic models and case studies within the program's agenda.
- Evaluating the program by creating real situations.
- Holding practical trainings in schools.
- These courses should be held in the governorates due to the high cost of transportation for the trainee.
- Pay more attention to the halls (cleanliness from dust and allergies).
- Using modern means to display training materials.
- There are no suitable chairs to sit for long periods of time.
- The internet does not always work.
- The inclusion of some management science programs that keep pace with development.

From all of the above, the current study attempts to develop an effective training program for candidates for leadership positions at the Ministry of Education and Technical Education, which will be presented in detail below.

### **Proposed training program for candidates for leadership positions at the Ministry of Education**

The proposed training program is described as follows:

#### **First: Objective of the program:**

This program aims to develop the knowledge, skills, values, and attitudes of candidates for leadership positions at the Ministry of Education and Technical Education in the areas of leadership, management, and strategic planning.

#### **Second: Duration of the program**

The duration of the program is 40 hours distributed as follows:

- 30 training hours distributed over five days (6 hours per day)
- One sabbatical day for a field visit in one of the distinguished educational directorates
- 10 training hours related to the concepts of administrative efficiency and improving the students' academic achievement (to be determined by the administrators of the program).

#### **Third: Target group**

Candidates for leadership positions at the Ministry of Education and Technical Education.

#### **Fourth: Rooms, methods and means used**

Equipped training halls - presentations - brainstorming - whiteboard / paper.

#### **Fifth: Trainers**

Distinguished and qualified trainers will be selected in the areas that will be included in the proposed training program, with sufficient knowledge, experience and high reputation in the field of training and professional development.

#### **Sixth: Evaluation methods used**

Several methods are followed to evaluate the training course in order to determine the extent of its success and achieve its objectives objectively and accurately, as follows:

Before the course: Pre-tests for trainees.

During the course: Paper exams, oral questions, applications and practical exercises to evaluate the trainees' performance.

At the end of the course: An electronic evaluation form for trainees, trainers, implementers, and followers to survey their opinion about the course elements.

After the course: Post-tests for trainees - on-the-job observations After 3 months of practicing the work.

### Seventh: Program content

The proposed training program includes fifteen sessions distributed over five days, the proposed training topics came by following some training needs assessment methods such as: Conducting interviews with some holders of leadership positions with close knowledge and experience of the job during the application of the field study and asking them about the most important skills necessary for them to succeed in these jobs, analyzing the job description cards of some leadership jobs, extracting the most important duties and responsibilities of leaders from them, and thus proposing the most important training topics that they should be trained on, and finally reviewing the results of previous studies. The content is presented to the trainees, including the scientific material of the course, worksheets, case studies, and presentations.

**The following table includes the contents of the proposed training program.**

**Table showing the proposed training program  
By day, session, topics, and time**

Day	Session	Topics	Time in minutes
First	First	Administrative Decision Concept - Importance - Types Realistic models of some decisions and analyzing them	120
	Second	Techniques and methods of decision- making in the light of digital management and digital transformation	120
	Third	Security Concepts National Security - Cyber Security - Intellectual Security	120
Second	First	Decentralization Concept, types, advantages and disadvantages	120
	Second	Planning requirements for decentralization	120
	Third	Administrative empowerment and successful and effective delegation Case Studies	120
Third	First	Strategic Planning - Concept - Importance	120
	Second	Stages of the strategic planning process Practical applications	120



<b>Day</b>	<b>Session</b>	<b>Topics</b>	<b>Time in minutes</b>
	<b>Third</b>	SWOT analysis (Strengths-Weaknesses-Opportunities-Threats) Practical applications on directorates of education in different governorates with different environments	<b>120</b>
<b>Fourth</b>	<b>First</b>	Crisis Management School Crisis Management	<b>120</b>
	<b>Second</b>	The most important crises facing the Egyptian school and the reasons for their occurrence (realistic models)	<b>120</b>
	<b>Third</b>	Administrative Corruption The concept, types, causes, and methods of combating it (Index for Preventing and Combating Administrative Corruption in Egypt - National Anti-Corruption Strategic Plan 2023-2030)	<b>120</b>
<b>Fifth</b>	<b>First</b>	Leadership skills, including realistic models and case studies	<b>150</b>
	<b>Second</b>	Communication skills	<b>105</b>
	<b>Third</b>	Time management skills	<b>105</b>

After applying this proposed training program presented in the previous table, the effectiveness and efficiency of the proposed training program will be measured by evaluating it in order to identify its strengths and weaknesses, draw lessons learned, and benefit from this in developing and improving future training programs offered to candidates for leadership positions.

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