

**the impact of training process evaluation
on the effectiveness of the training programs
and improving the job performance**

Research title

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- **Abstract:**

This study is examining the impact of training process evaluation on the effectiveness of the training programs and improving the job performance, applied on middle managers of " National Institute for Governance and Sustainable Development", by using evaluation approach of Kirkpatrick which consists of four levels of evaluation: "reaction, learning, behavior, and result".

The descriptive approach was applied in this study, with two hypotheses as follow:

- A. H1: There is a statistically significant effect between the training process evaluation and the effectiveness of the training programs.
- B. H2: There is a statistically significant effect between effectiveness of the training programs and improving the job performance.

The major conclusion of this study is: the training process evaluation has positive influence on the effectiveness of the training programs and improves the job performance of middle management at the National Institute for Governance and Sustainable Development.

- **Introduction:**

The training program evaluations help to Measure the gap between current performance and what it should be as well as the effectiveness of the training process, it uses assessment and validation tools, as well as it investigates the factors responsible for maximizing training results.

Training evaluation is a systematic process to analyze the effects of a training program and to assess its effectiveness. It is also used to gain feedback on how to improve a training program. Furthermore, it measures whether a training program meets the objectives as to why it was created.

Organization attempts to improve middle managers performance through management training, Middle managers performance is not as good as it could be compared with the expected output plan. Some of them will be promoted to the upper managerial position in the future. Besides organization chairman needs to improve their performance through training program.

Thus, the training program can improve Middle managers performance. By Training program evaluation can prove or disprove the relationship between training and potential effects.

The National Institute for Governance and Sustainable Development is a public economic body with a training, advisory and research nature. The institute is a local and regional center of excellence that aims to facilitate procedures and develop rules governing dealings with state institutions and their various agencies and to coordinate between relevant stakeholders, whether at the central or local level, in accordance with the standards of good governance.

This study tries to examine the relation between training program evaluations and effectiveness of the training process and improves the job performance of middle management on the other side.

1) Literature review:

1.1 Definition of Training:

This study views training as the planned intervention designed to improve the determinants of the job performance of the employee (Chiaburu & Tekleab, 2005, p. 29). The concept of training is linked to the skills required by the management to be instilled to the organizational members to enhance the achievement of organization's goals. Employee training is expected to assist in mitigation of frustration or anxiety that the work demands places on the employee in the form of unfamiliar tasks and lack of skills in effective handling (Chen et al., 2004).

1.2 Training Process:

In the past several years, multiple models were used to provide a description and analysis of the training process construct that mainly viewed training as a cycle that consists of several stages, beginning with the identification of training requirements and culminating in the evaluation of training effectiveness. The models vary based on their number of stages and the stress on any one of them. In the next sub-sections, the study provides a detailed presentation of training definition, objectives and characteristics, learning level, behavioral level and results level.

1.3 Training Objectives:

Training objectives and priorities have to be established using a gap analysis that determines the employees' current level compared to the expected level. Once determined, the gap is filled with training objectives and priorities by providing training to improve knowledge and skills, and by enhancing employees' attitude. In this regard there are three types to training objectives and priorities and they are; knowledge (cognitive information with details), skills (developmental behavioral changes to the way jobs/tasks are conducted), and attitude (interest and awareness creation of what the training can provide).

1.4 Effective Training Process and performance improvement:

Effectiveness of training involves processes happening prior to, during and following training that contributes to the likelihood of impact. Training evaluation is the level of the effectiveness of training and researchers and practitioners have assessed training impact based on outcomes (Kirkpatrick, 2005). Training is generally an approach to counter management issues concerning employees' job performance and efficiency on the job, while training effectiveness measures the level of effectiveness achieved through training by measuring job performance (Kraiger, 1993).

1.5 Types of Training:

do not place a lot of emphasis on the training needs analysis and provision of training for replacement objectives (Chew, 2005). According to Yong (2003), local firms possessing lower interest in enhancing employees' skills view training as a needs basis and limit it to those specific to the job. Local organizations management generally does not expected employees to be committed to lifelong learning, particularly when it comes to new technology and as such, employees do not consider enhancing their competence to be the driver to the successful career development.

1.6 Steps To successfully launch an employee training program:

- A. **Stress training as investment.** The reason training is often considered optional at many companies is because it is thought of as an *expense* rather than an *investment*. While it's true that training can be costly up front, it's a long-term investment in the growth and development of your human resources. (Drucker, Peter F,1989).
- B. **Determine your needs.** As you probably don't have unlimited time or funds to execute an employee training program, you should decide early on what the focus of your training program should be. Determine what skills are most pertinent to address current or future company needs or ones that will provide the biggest payback. Ask yourself, "How will this training eventually prove beneficial to the company?" Repeat this process as your business needs change.
- C. **Promote a culture of learning.** In today's fast-paced economy, if a business isn't learning, it's going to fall behind. A business learns as its people learn. Communicate your expectations that all employees should take the necessary steps to hone their skills and stay on top of their professions or fields of work. Make sure you support those efforts by providing the resources needed to accomplish this goal.

- D. **Get management on board.** Once you have developed a prioritized list of training topics that address key needs within your company, you need to convince management to rally behind the initiative.
- E. **Start out small.** Before rolling out your training program to the masses, rehearse with a small group of users and gather their feedback. This sort of informal benchmarking exposes weaknesses in your training plans and helps you fine-tune the training process.
- F. **Choose quality instructors and materials.** Who you select to conduct the training will make a major difference in the success of your efforts, whether it's a professional educator or simply a knowledgeable staff member? Having the right training materials is also important — after the training is over, these materials become valuable resources for trainees.
- G. **Find the right space.** Select a training location that's conducive to learning. Choose an environment that's quiet and roomy enough to spread out materials. Make sure the space is equipped with a computer and projector, so you can present a visually stimulating training session.
- H. **Clarify connections.** Some employees may feel that the training they're receiving isn't relevant to their job. It's important to help them understand the connection early on, so they don't view the training sessions as a waste of valuable time. Employees should see the training as an important addition to their professional portfolios. Award people with completion certificates at the end of the program.
- I. **Make it ongoing.** Don't limit training solely to new employees. Organized, ongoing training programs will maintain all employees' skill levels, and continually motivate them to grow and improve professionally.
- J. **Measure results.** Without measurable results, it's almost impossible to view training as anything but an expense. Decide how you're going to obtain an acceptable rate of return on your investment. Determine what kind of growth or other measure is a reasonable result of the training you provide. You'll have an easier time budgeting funds for future training if you can demonstrate concrete results. (Drucker, Peter F,1989).

1.7 Measuring Training Effectiveness / Impact:

1.7.1 Prior to training:

- A. The number of people that say they need it during the needs assessment process. (John Sullivan April, 1998)
- B. The number of people that sign up for it.

1.7.2 At the end of training:

- A. The number of people that attend the session.
- B. The number of people that paid to attend the session.
- C. Customer satisfaction (attendees) at end of training.
- D. Customer satisfaction at end of training when customers know the actual costs of the training.
- E. A measurable change in knowledge or skill at end of training.
- F. Ability to solve a "mock" problem at end of training.
- G. Willingness to try or intent to use the skill/ knowledge at end of training.

1.7.3 Delayed impact (non-job):

- A. Customer satisfaction at X weeks after the end of training.
- B. Customer satisfaction at X weeks after the training when customers know the actual costs of the training.
- C. Retention of Knowledge at X weeks after the end of training.
- D. Ability to solve a "mock" problem at X weeks after end of training.
- E. Willingness to try (or intent to use) the skill/ knowledge at X weeks after the end of the training.

1.7.4 On the job behavior change:

- A. Trained individuals that self-report that they changed their behavior / used the skill or knowledge on the job after the training (within X months).
- B. Trained individuals whose managers' report that they changed their behavior used the skill or knowledge on the job after the training (within X months).
- C. Trained individuals that actually are observed to change their behavior use the skill or knowledge on the job after the training (within X months).

1.7.5 On the job performance change:

- A. Trained individuals that self-report that their actual job performance changed as a result of their changed behavior / skill (within X months).
- B. Trained individuals whose manager's report that their actual job performance changed as a result of their changed behavior / skill (within X months). (Dr. John Sullivan April, 1998)
- C. Trained individuals whose manager's report that their job performance changed (as a result of their changed behavior / skill) either through improved performance appraisal scores or specific notations about the training on the performance appraisal form (within X months).
- D. Trained individuals that have observable / measurable (improved sales, quality, speed etc.) improvement in their actual job performance as a result of their changed behavior / skill (within X months).
- E. The performance of employees that are managed by (or are part of the same team with) individuals that went through the training.

- F. Departmental performance in departments with X % of employees that went through training ROI (Cost/Benefit ratio) of return on training pound spent (compared to our competition, last year, other offered training, preset goals etc.).

1.8 Approaches to evaluation:

There are many evaluation approaches determining what to evaluate but there are different between these approaches as: (Kohn, v.and treadway, p,1969).

1.8.1 Treadway parker approach:

- An approach developed by treadway parker it consists of four levels of evaluation:
 - A. Job performance
 - B. Group performance
 - C. Participant's satisfaction
 - D. Participant's knowledge gained(Kohn, v.and treadway, p,1969)

1.8.2 The bell system approach:

- An approach developed by Stephen Jackson it consists of four levels of evaluation:
 - A. Reaction outcome
 - B. Capability outcomes
 - C. Application outcome
 - D. Worth outcomes(Stephen Jackson and Mary jakup .1989)

1.8.3 Ciro approach:

- An approach developed by peter warn, and Michael brid it consists of four levels of evaluation:
 - A. Context evaluation
 - B. Input evaluation
 - C. Reaction evaluation
 - D. Outcome evaluation(Peter warn, Michael brid and neilrackham.1990)

1.8.4 Kirkpatrick approach:

- An approach developed by Kirkpatrick, Donald, it consists of four levels of evaluation:
 - A. Reaction
 - B. Learning
 - C. Behavior
 - D. result(Kirkpatrick, Donald, 1994).

The power of Kirkpatrick's model is simplicity and ability to help people know about training evaluation criteria. There for that is the approach decided to use it as a frame work for evaluate of training.

1.9 Training evaluation:

There are four learning evaluation levels in Kirkpatrick & Kirkpatrick's (2006) learning and training theory, which was introduced in 1959 simply as Kirkpatrick's learning and training evaluation theory. Theory has now become the most extensively utilized model and theory used to evaluate training and learning. The model's four levels primarily measure the following;

Level 1 – trainees' reaction – what the trainees are thinking and feeling about the provided training.

Level 2 – Learning – the resulting knowledge/capability increase.

Level 3 – Behavior – the level improved and implemented behavior and capability of application.

Level 4 – Results – business/environmental effects stemming from the performance of the trainees.

1.9.1 Reaction Level of Training Methods:

At the reaction level, based on Kirkpatrick's (1967) evaluation, the trainees thinking about the training program is emphasized. According to Buckley and Caple (2008), reactions display the opinions of trainees about four major areas; skills and knowledge content as displayed by the objectives of training, trainers and training methods, general learning conditions and environment, and the level to which attitudinal objectives are realized. In the same line of study, Goldstein and Ford (2002) revealed that this level's assessment calls for the provision of information of trainees concerning their satisfaction level with the trainer, the training management or the process of administration, the procedures of course testing, the use of training program and the course materials. In relation to the above, the suitable time to measure the reactions of trainees to the training initiative has been a largely debated issue. In the take provided by Marchington and Wilkinson (1996), the typical practice is to gather data after the program culminates, whereas Buckley and Caple (2008) argued that data must be gathered during and after the training, and that a good approach of determining reactions is the use of learning journal. The journal helps trainees in recording their daily reactions or session reactions on a regular basis. The authors also suggested informal meetings and discussions as a good way to obtain information.

1.9.1.1 Reaction:

The reaction of the trainee has a key role in developing interest, intention and motivation to transfer learning (Kartini, 2010). Trainees' reaction mainly reflects their feelings and subjective evaluation of the importance and quality of training. It answers the questions of the perceptions held by the participants, including; Did they like/enjoy training? Were the training objectives completely achieved? Were personal objectives achieved? Was it relevant and important to the job at hand? Was the content relevant to the job? Was the content easy to follow? Were there enough exercises, simulations and role play to assist in following? Were new ideas learned? What is the overall rating? Such evaluation is frequently referred to as the 'smiley sheet'. In relation to this, positive response is significant to create sufficient motivation towards learning although it does not ensure learning, whereas a negative reaction further reduces the learning possibility. Also, the positive/negative reaction of the trainee is noted to identify training transference to work environment in an effective manner. The trainee's positive reaction enhances his learning (Bhatti & Kaur, 2010) and with such reaction, higher learning and learning transfer to the actual task is expected. Contrastingly, a negative reaction shows low interest level in the training content and activities, low learning level and lower degree of transference. Viewed from the perspective of Wang and Wang (2006), participation reaction has to be measured in both long and short term.

1.9.2 Learning Level of Training Methods:

At the learning level, the concern is how to measure the knowledge, skills and attitude towards learning objectives. In this regard, it is important for the objectives to be expressed in a measurable and quantifiable way, and for them to encapsulate the required learning as argued by Bee and Bee (1994) and Goldstein and Ford (2002). Attitudes or behaviors differ from one situation to the next (Bramley, 1996, p.89), and is thus challenging to assess. There are two primary reasons for this challenge, and the first being that trainees are aware of the right answer to provide and second, as opposed to assessing attitude, it is more feasible to assess behavioral changes within which the trainees operate (workplace). Bee and Bee (1994) and Bramley (1996) are of the consensus that changes in attitude at the workplace should be kept track of.

1.9.2.1 Learning:

Many training programs have generally focused on learning because successful trainees could translate into successful performance and motivation towards learning transfer (Kartini, 2010). Learning is the level to which the participant's attitudes change, their knowledge increases, or their skills broadened because of training. This second level

of evaluation of participants can determine how new skills are acquired. Evaluation can relate to the approach utilized for knowledge, skills and attitudes transfer. Evaluating this level involves beyond assessing the satisfaction of the learner and moves towards the level of the advancement of the students' skills, knowledge or attitude (Haslinda & Mahyuddin, 2009).

In this regard, Rossi et al. (2010) related that learning style covers knowledge before training and this can be described as an element of training abilities as it is dependent on the ability and experience of the trainees to handle certain tasks. Thus, learning style can be utilized to address and resolve managerial issues, following a straightforward guideline. Incorporating a learning style becomes important, following the stress on the integration of learning styles to enhance the learning environment.

In a similar study, informal and unplanned learning was found to play a key role among employees (particularly older ones) more than formal and normal learning did (Weiss, 2009). However, empirical analyses done to determine the differences in training characteristics and effectiveness in the life cycle have been few and far between. Also, it has yet to be determined whether employees try to adopt training design and methods suitable to their preferences (Armstrong-Strassen & Templer, 2005).

1.9.3 Behavior Level of Training Methods:

Behavior is a term used to refer to the job performance measurement, (e.g., intermediate level) (Warr et al., 1970) and job behavior level (Hamblin, 1974), with the general aim of measuring the effect of training on job performance, and the effectiveness of learning that has been inculcated to the employees in the workplace context (Marchington & Wilkinson, 2002). Nevertheless, in the case of levels measurement, it is significant that on-the-job measures are linked to well-established, clear and distinct objectives as suggested by Bee and Bee (1994), Bramley (1996), Goldstein and Ford (2002), Hamblin (1974) and Kirkpatrick (1967). Moreover, job behavior level is mostly assessed by determining the way the job is conducted, which leads to the question of who conducts the assessment and how is it conducted? On the 'who' question, there are different choices, in that employee themselves can conduct the evaluation (self-assessment), the supervisor or line manager, an independent expert or the peers and subordinates of the employee (Bee & Bee, 1994; Reid & Barrington, 1997). As for the next part of the question, job behavior is assessed through three major methods namely, observation, self-completed questionnaires and interviews (Bee & Bee, 1994).

1.9.3.1 Behavior:

Behavior entails examining the job behavior changes following training and the evaluation of this level is an attempt to determine the answer to the question; Are the new acquired skills, knowledge or attitudes used in the learner's actual work environment? Evaluation therefore determines if the tasks are conducted in a different manner prior to and following training. For positive reactions and learning effects and changed behavior on the job, it is pertinent that skills transfer takes place. The transfer quality largely depends on the participant's received support from the supervisor (Kirkpatrick, 1998).

1.9.4 Results Level of Training Methods:

The organizational ultimate assessment (Warr et al., 1970) or the assessment level results (Hamblin, 1974) are the measurement of training effects on the performance of the organization (Bee & Bee, 1994). This shows that this level of analysis is rife with tiring work, problems, and complexities as it is required for the analyst to take different issues (costs, turnover, grievances, absenteeism, and productivity levels) into consideration (Goldstein & Ford, 2002; Marchinton & Wilkinson, 2002).

According to Bee and Bee (1994, p.258), this activity can be done through the following guidelines; identification of the major indicators/ measures of organizational performance for assessment (to be conducted in the training needs analysis stage), ensuring results are available in the correct form prior to the period of training, determining the training period, identifying other factors that may influence training and considering others to mitigate or measure the effects of factors, and finally, establishing suitable system for results monitoring.

1.9.4.1 Result:

Evaluation at this level determines the results towards the end of the training programs. Evaluation of results measures the progress realized at the level of the organization. This was often perceived as the bottom line – a level that measures how successful the program is in a way that the managers and executives can comprehend and see (increased production, enhanced quality, decreased costs, reduced accidents frequency, increased sales and higher profits or return on investment). From the viewpoint of business and organization, this is the overall reason behind training but is often ignored because results determination in financial terms is challenging to gauge and to relate with the training program directly as explained by Haslinda and Mahyuddin (2009).

1.10 Evaluating Training Effectiveness:

Evaluation has been acknowledged as a critical and required step in the process of training but it is not often carried out in an extensive or organized manner. This may be exemplified by an instance in the U.S., where evaluation concentrated on trainees' response to the training program as opposed to determining if learning occurred or performance on the job has enhanced (Goldstein & Ford, 2002).

Along a similar line of argument, despite the high UK employer's percentage claiming that they gauge training effectiveness, their evaluation method was often informed feedback from line managers/trainees (Holden & Livian, 1992). In sum, limited or disorganized evaluation has been conducted to determine training as it remains unclear what to evaluate or due to the expensive or risky evaluation techniques that may result in showing that the objectives of training fell short of meeting the objectives (Goldstein & Ford, 2002).

In the evaluation objective, a five-point Likert scale was created to address the dimensions of job profile, collecting information concerning personal characteristics (age and gender) and workplace aspects (location, center type). Such independent variables enable evaluation of learning transfer among professionals and specific groups. The improvements relating directly with the acquired skills via training are referred to the work areas that the skills are applied and they are; selection, homogenization of criteria and medicines use, management of information, doctor-patient relationship, protocols introduction, new instruments inclusion, among others. Other aspects are related to supporting the training application via various agents (trainer, direct boss) was also assessed. This held true for factors affecting implementation that concerns information of the personal characteristic's aspects (motivation, expectative) and the organizational characteristics aspects (climate, available resources), that directly affect the acquired learning transfer. All of the above factors were reviewed from literature (e.g., Noe, 1996; Holton, 2005; Burke & Hutchins, 2008) and have been chosen as the top factors in studies that adapt better to the health sector.

1.11 Training Design:

According to Farr's (1993) study, the training outcomes and trainees' reaction and learning depends on the content of training and thus, the unnecessary repetitive and misconceived content influence this factor (Lee, 1999).

The training objective and content impart new knowledge, skills, behavior or attitude to individuals (Goldstein, 1993) and good training design contributes to enhancing employees' productivity. Molenda (2003) proposed a good approach to developing a training design by using instructional system development (ISD), which is a standardized training program, consisting of five criteria; analysis, design, development, implementation

and evaluation. Each step involves informational outputs and controlled process decisions generation and incorporation to the next step.

1.12 Relationship between Training Design and Training Effectiveness:

One of the top elements to successful training effectiveness is training goal and goal-matching between training design and training effectiveness is expected to enhance the performance of trainees (Yupawadee, Lesley & Graham, 2008). Researchers in the training field identified factors related to one or more of these training and transfer outcomes and on the training design factors associated with the effectiveness of training. To begin with, Woodworth (1901) brought forward the identical elements principle as the core to training design. The principle posits that the knowledge and skills transfer will be its most optimum when there are similar stimulus and response elements existing in the setting of training and transference (Royer, 1979).

Notwithstanding the determination of the above contextual factors, their key role in training effectiveness has yet to be explicitly examined. In the context of training design, motivation must bring about the employee's willingness to participate in a training program, and second, to exert effort towards the program, and to transfer what has been learned to the actual job (Quinones, 1995). It is thus likely that trainees cannot reap the training program benefits without being motivated. Alipour (2009) described training as a fundamental element to the nation's economic growth and well-being and as such, it is very important, considering that training pervades at all industry level to a national level and the well-being of the whole country is enhanced by it through the productivity of companies. Skilled employees are valuable in the company and they can improve their positions within and thus, for training to be effectively management, it is important to identify the training that is suitable to be provided to employees. First, majority of supervisors may perceive that they are morally responsible for providing training to their employees whether or not such employee are satisfied with their jobs, find their jobs frustrating, challenging, boring, significant or meaningless – this is a serious concern for supervisors.

Second, managers want to be aware of the factors that derive employees training and affect performance. Majority of organization heads are convinced that employee training programs can result in enhanced productivity, mitigation of absenteeism, and motivate performance. Theories on employee training and its effectiveness have focused on the overall employees' perception of training satisfaction or dissatisfaction. Presently, the importance lies in the understanding of what satisfied or dissatisfied the employees in training provided by the organization and as such, it is important to determine the causes of training resources that could contribute to training effectiveness.

1.13 Relation between Training and Development Processes:

1.13.1 Two Dimensions for Training and Development Processes:

You could describe training and development processes using two dimensions - one for the degree of formality and one for the balance between self-directed and other-directed learning. (Carter McNamara, .2007)

These two sets of choices result in four overall approaches. That is, one can take an informal approach to self-directed or "other-directed" learning. Similarly, one can take a formal approach to self-directed or "other-directed" learning.

1.13.2 Decision Factors on Those Dimensions:

The decision about what approach to take to training depends on several factors. These factors include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and capacity and motivation of the learner.

Other-directed, formal training is typically more expensive than other approaches, but is often the most reliable to use for the learner to achieve the desired knowledge and skills in a timely fashion. Self-directed, informal learning can be very low-cost, however the learner should have the capability and motivation to pursue their own training. Training may take longer than other-directed forms.

Highly specific and routine tasks can often be trained without complete, formal approaches. On the other hand, highly complex and changing roles often require more complete and formal means of development, which can be very expensive as a result.

If training is needed right away, then other-directed training is often very useful, e.g., to sign up for a training course at a local university, college or training center. Or, a training professional can be brought in. Again, other-directed training is usually faster and more reliable, but more expensive.

Self-directed forms of training require that the learner be highly motivated and able to conceptualize their approach to training, particularly in formal training.

1.13.3 Informal Training and Development:

Informal training and development is rather casual and incidental. Typically, there are no specified training goals as such, nor are their ways to evaluate if the training actually accomplished these goals or not. This type of training and development occurs so naturally that many people probably aren't aware that they're in a training experience at all. Probably the most prominent form of informal training is learning from experience on the job. Examples are informal discussions among employees about a certain topic, book

discussion groups, and reading newspaper and journal articles about a topic. A more recent approach is sending employees to hear prominent speakers, sometimes affectionately called "the parade of stars". (Carter McNamara, .2007).

Informal training is less effective than formal training if one should intentionally be learning a specific area of knowledge or skill in a timely fashion. Hardly any thought is put into what learning is to occur and whether that learning occurred or not. (However, this form of training often provides the deepest and richest learning because this form is what occurs naturally in life.).

1.13.4 Formal Training and Development:

Formal training is based on some standard "form". Formal training might include:

- A. declaring certain learning objectives (or an extent of knowledge, skills or abilities that will be reached by learners at the end of the training).
- B. using a variety of learning methods to reach the objectives and then applying some kind(s) of evaluation activities at the end of the training.
- C. The methods and means of evaluation might closely associate with the learning objectives, or might not. For example, courses, seminars and workshops often have a form -- but it's arguable whether or not their training methods and evaluation methods actually assess whether the objectives have been met or not. (Carter McNamara, .2007).

1.13 Reasons and Benefits for employee Training and Development:

As a brief review of terms, training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs. Development is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future. (Carter McNamara, .2007).

1.13.1 Typical Reasons for Employee Training and Development:

Training and development can be initiated for a variety of reasons for an employee or group of employees, e.g.

- A. When a performance appraisal indicates performance improvement is needed
- B. To "benchmark" the status of improvement so far in a performance improvement effort.
- C. As part of an overall professional development program
- D. As part of succession planning to help an employee be eligible for a planned change in role in the organization
- E. To "pilot", or test, the operation of a new performance management system
- F. To train about a specific topic (see below).

1.13.2 Typical Topics of Employee Training (Carter McNamara, .2007):

- A. Communications: The increasing diversity of today's workforce brings a wide variety of languages and customs.
- B. Computer skills: Computer skills are becoming a necessity for conducting administrative and office tasks.
- C. Customer service: Increased competition in today's global marketplace makes it critical that employees understand and meet the needs of customers.
- D. Diversity: Diversity training usually includes explanation about how people have different perspectives and views, and includes techniques to value diversity
- E. Ethics: Today's society has increasing expectations about corporate social responsibility. Also, today's diverse workforce brings a wide variety of values and morals to the workplace.
- F. Human relations: The increased stresses of today's workplace can include misunderstandings and conflict. Training can people to get along in the workplace.
- G. Quality initiatives: Initiatives such as Total Quality Management, Quality Circles, benchmarking, etc., require basic training about quality concepts, guidelines and standards for quality, etc.
- H. Safety: Safety training is critical where working with heavy equipment, hazardous chemicals, repetitive activities, etc., but can also be useful with practical advice for avoiding assaults, etc.
- I. Sexual harassment: Sexual harassment training usually includes careful description of the organization's policies about sexual harassment, especially about what are inappropriate behaviors.

1.14 General Benefits from Employee Training and Development:

There are numerous sources of online information about training and development. Several of these sites (they're listed later on in this library) suggest reasons for supervisors to conduct training among employees. These reasons include:

- A. Increased job satisfaction and morale among employees
- B. Increased employee motivation
- C. Increased efficiencies in processes, resulting in financial gain
- D. Increased capacity to adopt new technologies and methods
- E. Increased innovation in strategies and products
- F. Reduced employee turnover
- G. Enhanced company image, e.g., conducting ethics training (not a good reason for ethics training!) Risk management, e.g., training about sexual harassment, diversity training. (Carter McNamara, .2007).

1.15 Measuring Training Effectiveness / Impact:

1.15.1 Prior to training

- The number of people that say they need it during the needs assessment process. (Dr. John Sullivan April, 1998)
- The number of people that sign up for it.

1.15.2 At the end of training

- A. The number of people that attend the session.
- B. The number of people that paid to attend the session.
- C. Customer satisfaction (attendees) at end of training.
- D. Customer satisfaction at end of training when customers know the actual costs of the training.
- E. A measurable change in knowledge or skill at end of training.
- F. Ability to solve a "mock" problem at end of training.
- G. Willingness to try or intent to use the skill/ knowledge at end of training.

1.15.3 Delayed impact (non-job)

- A. Customer satisfaction at X weeks after the end of training.
- B. Customer satisfaction at X weeks after the training when customers know the actual costs of the training.
- C. Retention of Knowledge at X weeks after the end of training.
- D. Ability to solve a "mock" problem at X weeks after end of training.
- E. Willingness to try (or intent to use) the skill/ knowledge at X weeks after the end of the training.

1.15.4 On the job behavior change

- A. Trained individuals that self-report that they changed their behavior / used the skill or knowledge on the job after the training (within X months).
- B. Trained individuals whose managers' report that they changed their behavior used the skill or knowledge on the job after the training (within X months).
- C. Trained individuals that actually are observed to change their behavior use the skill or knowledge on the job after the training (within X months).

1.15.5 On the job performance change

- A. Trained individuals that self-report that their actual job performance changed as a result of their changed behavior / skill (within X months).
- B. Trained individuals whose manager's report that their actual job performance changed as a result of their changed behavior / skill (within X months). (Dr. John Sullivan April, 1998)

- C. Trained individuals whose manager's report that their job performance changed (as a result of their changed behavior / skill) either through improved performance appraisal scores or specific notations about the training on the performance appraisal form (within X months).
- D. Trained individuals that have observable / measurable (improved sales, quality, speed etc.) improvement in their actual job performance as a result of their changed behavior / skill (within X months).
- E. The performance of employees that are managed by (or are part of the same team with) individuals that went through the training.
- F. Departmental performance in departments with X % of employees that went through training ROI (Cost/Benefit ratio) of return on training pound spent (compared to our competition, last year, other offered training, preset goals etc.).

2) Research importance:

The main importance of studying the impact of training process evaluation on the effectiveness of the training program and improving the job performance for many considerations, which can be summarized in the following elements as follows:

- A. The scarcity of studies that address the relationship between training process evaluation and its role in the effectiveness of the training program and improving job performance, especially when the field of application is in a general economic body.
- B. This study allows the possibility of identifying methods of evaluating training programs.
- C. This study contributes to presenting the most important axes of evaluating training programs in a comprehensive manner.
- D. The increasing interest in the processes of developing organizations through developing human resources as one of the most important assets that organizations possess, and the basic pillar of development and development.
- E. The importance of the field of application of the study, as the National Institute for Governance and Sustainable Development supports development fields, and the role it plays at the local and regional levels, supporting decision-making, supporting researchers, scholars and thinkers, and obtaining many local and international awards.

3) Research objectives:

Many organizations attempt to improve the middle managers' skills and performance through training programs. This study tries to examine the relationship between training program evaluation and the effectiveness of the training process and improving the performance.

Identify the most important concepts related to each of the training process evaluation, the effectiveness of training programs, and improving performance, most important axes and stages of evaluating the effective training process, motives and benefits of employee development and training, Review the different types of training, and the relationship between training and development processes.

Identify the relationship between designing training programs and the effectiveness of the training process, Identify the relationship between evaluating the training process, training effectiveness, and improving performance, providing recommendations related to the study topic.

4) exploratory study:

Based on the survey conducted by the researcher for "National Institute for Governance and Sustainable Development", using a survey list containing a set of questions, in order to identify the evaluation of the training process at the institute, For "5" of middle managers at the institute, and The results of the questionnaire analysis were as follows:

Shows the percentage of survey exploratory study
responses during interviews
Table No. "1"

N	statement	agree	Neutral	disagree
1	The institute has a mission, vision and strategic goals.	90%	8%	2%
2	The Institute's management is interested in the institutional development process.	65%	20%	15%
3	One of the Institute's strategic goals is to achieve competitiveness and sustainable development for its success partners.	78%	12%	10%
4	There is a system to discover creative and distinguished people in the organization.	30%	17%	53%
5	Most of the training needs of the employees are met.	40%	10%	50%
6	The organization is interested in implementing the innovative ideas of employees.	55%	20%	25%
7	Employees participate in the preparation and implementation of development programs in the organization.	40%	20%	40%
8	The management supports communication with various employees and stakeholders of the organization.	73%	17%	10%
9	The training process for trainees is evaluated before, during and after work practice.	20%	20%	60%
10	Do you think that the training process is effective and achieves its objectives according to the plan?	35%	10%	55%
11	Is the impact of participation in training programs and the added value that accrues to the organization after practicing the work measured?	27%	20%	53%
12	Are the reactions and information related to the training program topic measured before the training program starts?	20%	15%	65%
13	The results of measuring performance rates during the current year are better than the results of performance rates for the past year.	40%	12%	48%
14	The Institute's management is concerned with strategic planning for the organization's various activities and areas of work.	66%	14%	20%

5) research Problem:

Based on the survey conducted, it was noted that the institute is interested in the process of continuous institutional development of various axes and fields in the organization, to achieve the strategic objectives of the institute and its vision of “supporting, enhancing and developing governance systems with the aim of achieving competitiveness and sustainable development.” Within the framework of the previous studies that were addressed, it was found that there is a gap between the actual and targeted performance rates of some middle management managers, in addition to the fact that it was found that the institute evaluates the training program at the end of the training program only and does not evaluate the training process before the program after practicing the work to show the impact of participation in attending training programs on performance and the added value that is reflected in the organization.

6) Research Questions:

This research aims to answer the following research questions:

- A. To what extent does the evaluation of the training process effect the effectiveness of training programs?
- B. To what extent does the evaluation of the training process effect the improvement of job performance rates?

7) Research methodology:

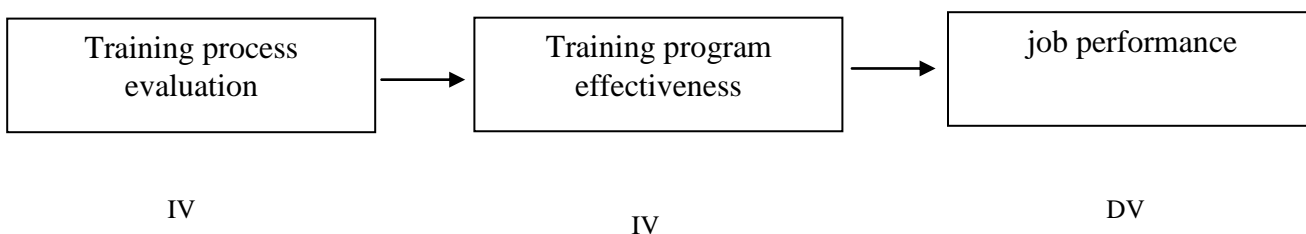
7.1 Type of Research:

Based on the objectives that the research seeks to achieve, and the nature of the problem and questions of the study, the researcher relied on the descriptive analytical methodology.

7.2 Theoretical frame work -Variables

Independent variables = Training process evaluation
Depended variables = job performance
intervening variables = Training program effectiveness

Figure No. (1)



7.3 research hypotheses:

H1: There is a statistically significant effect between the training process evaluation and increasing the effectiveness of the training programs.

H2: There is a statistically significant effect between the training process evaluation and improvement job performance.

7.4 Limitation of the research:

7.4.1 Many limitations were highlighted with respect to this study:

- A. The study employed a structured self-questionnaire of the middle managers that conducted at a National Institute for Governance and Sustainable Development in Cairo. Who are the participants in program entitled “organizational Development Skills” during January 2024, the number of participants was “20” trainees, People outside this institute will not be examined?
- B. The research will address topics related to training process evaluation, effectiveness of the training programs, improving the job performance, Kirkpatrick approach – four levels of training process evaluation.
- C. The researcher used the Kirkpatrick approach – four levels of evaluation. The evaluation of Reaction -the first level- through a questionnaire distributed to one training group of "20" trainees only to know their perceptions of the program, this group of trainees is aware that the training process will be evaluated before, during the program and after returning to work.
- D. The evaluation of Learning-second level- was evaluated by using a questionnaire that took a form of a test, which distributed to the same trainees and their number "20" trainees only before and after the training session to measure the extent of what they learned from the program.
- E. The evaluation of behavior-third level- was evaluated by using a questionnaire only distributed to the same trainees and their number "20" trainees only, to know their opinion on the behavior of their subordinates after 4 months of implementing the training program.
- F. The evaluation of result-fourth level- was evaluated by using a questionnaire only to the same trainees and their number "20" trainees only to know their opinion on the impact and result of the training on the organization from their participating subordinates after 6 months of implementing the training program.

7.4 Research population:

in this research project, was comprised of middle managers in National Institute for Governance and Sustainable Development in Cairo, Egypt. The population size was “ 20 ”employees. The identification of participants took place by using the list of employees who got their training program) organizational development skills)training course. The list included the name of the employee, and the date of course.

7.5 Time horizon

The study's time dimension was a cross-sectional study that carried out once, the cross-sectional study was also useful for the researcher from the perspective of time and cost constraints.

7.6 Data Collection methods:

The researcher used the questionnaires and interview methods to collect the data from the trainees (middle managers) during the training program, after training program ended.

7.7 Data Analysis:

After data coding, the researcher conducted all analyses by means of the statistical package for social science (SPSS) a simple program. And prepare percentages for each answer Using Excel.

8) Conceptual frame work:

8.1 Training program:

- A. Refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relates to specific useful skills (Nadler, 1984).
- B. is defined as learning that is provided in order to improve performance on the present job. (Nadler, 1984).

8.2 Development:

Training people to acquire new horizons, technologies, or viewpoints. It enables leaders to guide their organizations onto new expectations by being proactive rather than reactive. It enables workers to create better products, faster services, and more competitive organizations. (Pascarella, Ernest T. and Terenzina, Patrick T ,1991).

8.3 Evaluation:

The process of gathering information in order to make good decisions. It is broader than testing, and includes both subjective (opinion) input and objective (fact) input. (Kirkpatrick, Donald, 1994).

8.4 Needs assessment:

A method used to determine training needs by reviewing work tasks, identifying performance factors and objectives, and defining training objectives and recommendations (Phillips, J. & Phillips, P., September 2002 pp. 78-85).

8.5 Human resources development:

HRM Has been defined as an organized learning experience, conducted in a definite time period, to increase the possibility of improving job performance and growth. (Nadler, 1984).

8.6 Manager:

Who works toward the organization's goals using its resources in an effective and efficient manner and responsible to manage the day-to-day activities of a group of workers (Carter McNamara, PhD, Authenticity Consulting, LLC. Copyright 2007).

8.7 Case study back ground:

This research is conducted in It was established in November 2020 and employs more than "400 " employees. Its services cover all government agencies, institutions, ministries, researchers, students, investors, decision-makers. It has a vision of "supporting, enhancing, and developing governance systems in order to achieve competitiveness and sustainable development", and a mission of "providing research, training, and consulting services, and enabling institutions and individuals to integrate these principles into their work, and contributing collectively to improving Egypt's performance in international indicators".

9) Hypothesis test results:

H1:

Linear regression analysis results for the effect of
Training process evaluation on Training program effectiveness
Table No. "2"

Significance	sig Probability value	T Test value	Standard error	Regression coefficients	Independent variables
	.000	5.865	.113	1.132	Fixed amount
جوهرية	.000	4.066	.092	.366	Training process evaluation
.35087= Standard error of the model "SE"			= Regression coefficient .736 ^a		Model tests
.000= Morale level			120.663 = Calculated F		
0.486= Modified coefficient of determination			coefficient of determination R 0.530= Square		

The above table shows the linear regression model using the "ENTER" method that the Training program effectiveness (intervening variables) is fundamentally and statistically significantly affected by the Training process evaluation (independent variable).

Calculated F = 120.663, Sig = .000, Simple regression coefficient = .736a, Coefficient of determination R Square = 0.530. This means that 53% of the organization's performance (the dependent variable) was explained by the linear relationship and the remaining 47% may be due to other factors affecting the organization's performance. Accordingly, we accept the hypothesis that there is an effect.

H2:

Linear regression analysis results for the effect of
Training program effectiveness on job performance
Table No. "3"

Significance	sig Probability value	T Test value	Standard error	Regression coefficients	Intervening variables
	.000	5.865	.113	1.132	Fixed amount
جوهرية	.000	4.066	.092	.366	Training program effectiveness
.35087= Standard error of the model "SE"			= Regression coefficient .736 ^a		Model tests
.000= Morale level			120.663 = Calculated F		
0.486= Modified coefficient of determination			coefficient of determination R 0.530= Square		

The above table shows the linear regression model using the "ENTER" method that the job performance (dependent variable) is fundamentally and statistically significantly affected by the Training program effectiveness (intervening variables).

Calculated F = 120.663, Sig = .000, Simple regression coefficient = .736a, Coefficient of determination R Square = 0.530. This means that 53% of the organization's performance (the dependent variable) was explained by the linear relationship and the remaining 47% may be due to other factors affecting the organization's performance. Accordingly, we accept the hypothesis that there is an effect.

10) Results Of Data Analyses:

Level one –Reaction

Directed to : Middle management trainees

Course:_Organizational development skills

Date: 14-25/1/2024

Evaluate The Reaction level

Table No. "4"

N	statement	Exceeded		Met		Not Met
1	The course content met my expectations.	60%		15%		25%
		Too Early		Just in time		Too Late
2	With respect to my current or future job needs, the course was available to me.	55%		25%		20%
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3	I had the skills or knowledge I needed to begin this course.	50%	15%	15%	15%	5%
4	Course Material was relevant to my work.	60%	10%	20%	5%	5%
		Very helpful		Helpful	Not Helpful	Unable to Judge
5	The examples presented for me to understand the content were.	70%		11%	11%	8%
6	The variety of course activities presented to me to understand the content were.	75%		15%	5%	5%
		Poor	Adequate	Good	Very Good	Excellent
7	How appropriate was the pace of this session?	5%	5%	10%	15%	65%
		Strongly Satisfied	Satisfied	Neutral	Dissatisfied	Strongly dissatisfied
8	Your satisfaction with the trainer.	80%	10%	5%	5%	0%
		Poor	Adequate	Good	Very Good	Excellent
9	How effective was the course presentation?	0%	5%	5%	15%	75%
10	Generally speaking, how much practical values have you gained from the workshop?	5%	5%	10%	15%	65%
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11	Visual aids were memorable	80%	5%	5%	5%	5%
		Poor	Adequate	Good	Very Good	Excellent
12	The arrangement of the class was.	5%	5%	10%	10%	70%
		yes		no		
13	Overall, I was satisfied with course.	85%		15%		

-Questionnaires were distributed to " 20 " trainees and all of Questionnaires were collected at the end of the training session, that means the response rate are 100% percent.

-From the above exhibits we can conclude that the trainees have positively perceive of course significance, and desire to attend this course.

-On the other hand, they have highly satisfied towards the instructor, material, facility, methods of learn, and most of training environment.

Level Two: Evaluation -The learning level

Course:_Organizational development skills

Date: 14-25/1/2024

Directed to : Middle management trainees

Evaluate The learning level before training
Table No. "5"

N	statement	Excellent	Very Good	Good	pass	Wrong / No answer
1	What is the concept of Organizational Development?	0%	20%	10%	10%	60%
2	What is the difference between organizational development and change?	5%	5%	10%	30%	50%
3	What is The Organization Development Practitioner?	10%	0%	10%	20%	50%
4	There is a system to discover creative and distinguished people in the organization.	5%	5%	10%	10%	70%
5	Most of the training needs of the employees are met.	5%	5%	10%	20%	60%
6	The organization is interested in implementing the innovative ideas of employees.	5%	5%	40%	10%	40%
7	Employees participate in the preparation and implementation of development programs in the organization.	5%	5%	10%	30%	50%
8	The management supports communication with various employees and stakeholders of the organization.	10%	5%	5%	10%	70%
9	The training process for trainees is evaluated before, during and after work practice.	20%	10%	10%	30%	30%
10	Do you think that the training process is effective and achieves its objectives according to the plan?	10%	10%	10%	25%	45%
11	Is the impact of participation in training programs and the added value that accrues to the organization after practicing the work measured?	10%	10%	10%	20%	50%
12	Are the reactions and information related to the training program topic measured before the training program starts?	20%	5%	10%	5%	60%
13	The results of measuring performance rates during the current year are better than the results of performance rates for the past year.	20%	20%	10%	10%	40%
14	The Institute's management is concerned with strategic planning for the organization's various activities and areas of work.	10%	10%	20%	10%	50%

Evaluate The learning level after training
Table No. "6"

0	statement	Excellent	Very Good	Good	pass	Wrong / No answer
1	What is the concept of Organizational Development?	60%	20%	10%	5%	5%
2	What is the difference between organizational development and change?	70%	10%	10%	10%	0%
3	What is The Organization Development Practitioner?	50%	20%	10%	15%	5%
4	There is a system to discover creative and distinguished people in the organization.	50%	20%	20%	10%	0%
5	Most of the training needs of the employees are met.	40%	40%	10%	10%	0%
6	The organization is interested in implementing the innovative ideas of employees.	80%	10%	5%	5%	0%
7	Employees participate in the preparation and implementation of development programs in the organization.	60%	15%	15%	10%	0%
8	The management supports communication with various employees and stakeholders of the organization.	50%	30%	20%	0%	0%
9	The training process for trainees is evaluated before, during and after work practice.	40%	40%	10%	10%	0%
10	Do you think that the training process is effective and achieves its objectives according to the plan?	70%	20%	10%	0%	0%
11	Is the impact of participation in training programs and the added value that accrues to the organization after practicing the work measured?	60%	10%	10%	20%	0%
12	Are the reactions and information related to the training program topic measured before the training program starts?	50%	40%	10%	0%	0%
13	The results of measuring performance rates during the current year are better than the results of performance rates for the past year.	40%	30%	10%	20%	0%
14	The Institute's management is concerned with strategic planning for the organization's various activities and areas of work.	30%	30%	20%	20%	0%

Learning according to this level is defined as that were changed of the learning and skills were acquired. The learning gain was measured via conducting pre and post tests to the participants. The pre-test was administrated at the first day of training in order to measure their knowledge levels and backgrounds concerning the training subject matter. The post-test was carried out at the end of the training program. Both the pre and post test were identical within the same group,

From the above exhibits and the total measurements, we can conclude that the trainees training significance in improving, and the trainees’ gain highly number of knowledges.

We can observe the positively difference in their scores before and after training program that reflects the learning level and skills gain. that validate the first research hypothecs, there is an effect between the training process evaluation and the effectiveness of the training programs.

Level three Questionnaires –” behavior after 4 months”

Course: Organizational development skills

Date: 14-25/1/2024

Directed to : Middle management trainees

Evaluate The behavior level after 4 months

Table No. "7"

N	statement	Yes	No
1	Is the nature of your current or future work related to the subject of the program you have obtained?	70%	30%
		percentage	
2	If the answer is {No} that is for the following reasons		
	A. I have a desire to change my career path.	%30	
	B. My nomination to attend the program was through my direct manager.	%20	
	C. My nomination to attend the program was through training department.	%10	
	D. Other reasons.	%40	
		Yes	No
3	Did you have any reservations about joining this program?	%30	%70

		percentage	
4	If the answer is (yes), it is as follows.		
	A. It didn't add much to my knowledge.	%30	
	B. The level of trainees varies.	%30	
	C. The timing of the program does not agree with me.	%20	
	D. Other reasons.	%20	
		Yes	No
5	Did attending the program help you develop your creative skills?	%80	%20
		percentage	
6	If the answer is (yes), it is as follows.		
	A. Emotionally intelligent leadership.	%30	
	B. Institutional development	%50	
	C. Formulate business plans with saving effort, time and cost	%10	
	D. Other.	%10	
		Yes	No
7	As a result of attending the training program, did you make suggestions that contributed to developing the work?	%70	%30

Level three Questionnaires – behavior after 4 months

Course: Organizational development skills

Date: 14-25/1/2024

Directed to : general manager

Evaluate The behavior level after 4 months
Table No. "8"

Evaluation Elements	Before Training			After Training		
	EX	Good	Av	Ex	Good	Av
1. How much relevant knowledge he has to perform the job.	20%	20%	60%	60%	30%	10%
2- His skills level to properly perform the job.	20%	10%	70%	65%	25%	10%
3 . How far he knows about the job laws and regulations.	50%	20%	30%	70%	20%	10%
4. His level of cooperation with his managers.	60%	20%	20%	80%	10%	10%
5. His level of cooperation with his peers.	60%	20%	20%	70%	20%	10%
6. His intelligence in solving problems.	20%	50%	30%	80%	10%	10%

The evaluation at this level measures did the participant transfer their acquired, and skills to their jobs after 4 months training program ended. These skills measured by their general managers opinion.

-From the above exhibits and the total measurements, we can conclude that the trainees acquired skills and knowledge are effectively transformed into their job place.

Level four Questionnaire – result after 6 months

Course: Organizational development skills

Date: 14-25/1/2024

Directed to : head of a sector

Evaluate The result level after 6 months

Table No. "9"

N	statement	Poor	Adequate	Good	Very Good	Excellent
1	-how far have the trainees participated in achieving the organization goals?	5%	5%	10%	20%	60%
2	-how far have the trainees been initiative to develop an organization performance and procedures?	0%	10%	10%	10%	70%
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3	-trainees participated in improving the organization services quality	0%	0%	20%	10%	70%
4	- training program strengthened the relationships between the organization staff	5%	5%	5%	5%	80%
		Strongly Satisfied	Satisfied	Neutral	Dissatisfied	Strongly dissatisfied
5	- the loyalty of the organization increases so far.	80%	5%	10%	10%	5%
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6	-the trainees taken part in increasing the organization effectiveness and proficiency.	70%	10%	10%	10%	0%

The evaluation at this level measures the trainee’s effectiveness, "What impact has the training achieved?" These impacts can include such items as monetary, efficiency, moral, teamwork after 6 months training program ended. These skills measured by their head sector’s opinion.

From the above exhibits and the total measurements, we can conclude that there is the effectively impact on the organization from the trainees’ acquired skills and knowledge.

We can observe the positively response from their head sectors towards the trainees as their participated in achieving the organization goals, desire to develop an organization, increase their loyalty of the organization, and participated in improving the organization services quality.

This proves the second research hypothesis, that the effectiveness of the training process leads to improved performance, behavior, and added value for the organization.

CONCLUSION:

The results realized from applying such as evaluation are:

1. From the results of this study, it is clear that the evaluation of the training process has a direct impact and relationship with supporting the effectiveness of training programs, and when the effectiveness of the training process increases, performance rates increase.
2. whenever the development system in the organization evaluates the training process before and after the training program, as well as after practicing the work for a period of four to six months, and the trainee is aware of this, this is a great incentive for him to achieve the greatest possible benefit and great focus during participation in the training program, because he knows that what he learned during the training program will be measured to know the level of learning he obtained, as well as the reflection of this on the efficiency of the effectiveness of his performance and job behaviors and the added value at the level of the management in which he works and the organization as a whole.
3. There is good relation between Training programs and an increase in learning and skill development.
4. The reaction first level evaluation indicated a positive and healthy environment in which training was taking place.
5. The second level of evaluation demonstrated the occurrence of significant improvement in trainees' learning and skills levels, gain highly number of knowledges, and positively difference in their scores after attending the training session consequently.
6. research proved the validity of the first hypothesis of the study which is: there is effect between the training process evaluation and the effectiveness of the training programs.

7. The third level of behavior demonstrated that the participant transfers their acquired, skills, and to their jobs.
8. positively difference in their scores and reactions before and after training program that reflects the influence of increasing trainees' level of learning and skills positively on their behavior.
9. The fourth level of results demonstrated the trainee's have effectiveness, and efficiency to participate in achievement the organization objectives, desire to develop an organization, increase their loyalty toward the organization, and improving the organization services quality.
10. Research proved the validity of the second hypothesis of the study which is: The more effective of the effectiveness of the training programs lead to improve the level of job performance and behavior.

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Appendices:

APPENDIX A
Level One Questionnaire – Reaction
Course: Organizational development skills
Date: 14-25/1/2024

A-The following are some evaluation elements, please give your freely opinion.

Questions dealing with courses significance: -

- 1- The course content ----- met my expectations
 - 1) Exceeded 2) Met 3) Not Met
- 2- With respect to my current or future job needs, the course was available to me -----
 - 1) Too Early 2) Just in time 3) Too Late

3- I had the skills or knowledge I needed to begin this course

- 1) Strongly agree 2) Agree 3) Neutral 4) Disagree 5) Strongly disagree

4- Course Material was relevant to my work

- 1) Strongly agree 2) Agree 3) Neutral 4) Disagree 5) Strongly disagree

Questions dealing with courses strategy: -

5-The examples presented for me to understand the content were

- 1) Very helpful 2) Helpful 3) Not Helpful 4) Unable to Judge

6- The variety of course activities presented to me to understand the content were

- 1) Very helpful 2) Helpful 3) Not Helpful 4) Unable to Judge

7- How appropriate was the pace of this session?

- 1) Poor 2) Adequate 3) Good 4) Very Good 5) Excellent

Questions dealing with Instructor: -

8-Your satisfaction with the trainer

- 1) Strongly Satisfied 2) Satisfied 3) Neutral 4) Dissatisfied 5) Strongly dissatisfied

9- How effective was the course presentation?

- 1) Poor 2) Adequate 3) Good 4) Very Good 5) Excellent

Questions dealing with general course opinion: -

10- Generally speaking, how much practical values have you gained from the workshop?

- 1) Poor 2) Adequate 3) Good 4) Very Good 5) Excellent

11- Visual aids were memorable

- 1) Strongly agree 2) Agree 3) Neutral 4) Disagree 5) Strongly disagree

12- The arrangement of the class was.....

- 1) Poor 2) Adequate 3) Good 4) Very Good 5) Excellent

13- Overall, I was satisfied with course

- 1) Yes 2) No

Appendix: B-

PRE / POST- COURSE

Level Two Questionnaire – LEARNING

Course: Organizational development skills

Date: 14-25/1/2024

- 1. What is the concept of Organizational Development?**
- 2. What is the difference between organizational development and change?**
- 3. What is The Organization Development Practitioner?**
- 4. What are The Competencies of an OD Practitioner?**
- 5. What are The Steps of Change Process?**
- 6. How to deal with resistance of change?**
- 7. What are the axes of Organizational Development?**
- 8. What are the elements of STRATEGIC MANAGEMENT models?**
- 9. What are the levels of organization Strategies?**
- 10. What Are SMART objectives?**
- 11. What is The Strategy Implementation consisting of?**
- 12. What are The Basic objectives of human resource?**
- 13. What are The Four Perspectives of Balanced Scorecard?**
- 14. What is the concept of Organizational Structure development?**
- 15. What are The Job description and analysis steps?**
- 16. What is the concept of Key performance indicators?**
- 17. What are The Methods of estimating the need for human resources?**

APPENDIX C:

**form for the follow-up
and evaluation of a trainee after work**

Level three Questionnaire - behavior

Organizational development skills

Date: 14-25/1/2024

Directed to: trainee

1. Is the nature of your current or future work related to the subject of the program you have obtained?

{no} {yes}

2. If the answer is {No} that is for the following reasons: –

- A. I have a desire to change my career path
- B. My nomination to attend the program was through my direct manager.
- C. My nomination to attend the program was through training department.
- D. Other reasons.

– Submitting Suggestions for work development

3. Did you have any reservations about joining this program?

{no} {yes}

4. If the answer is (yes), it is as follows: –

- A. It didn't add much to my knowledge.
- B. The level of trainees varies.
- C. The timing of the program does not agree with me.
- D. Other reasons.

5. Did attending the program help you develop your creative skills?

{ no } {yes}

6. If the answer is (yes), it is as follows: –

- A. Emotionally intelligent leadership.
- B. Institutional development
- C. Formulate business plans with saving effort, time and cost
- H. Other reasons.

7. As a result of attending the training program, did you make suggestions that contributed to developing the work?

{no} {Yes}

Level three Questionnaire – behavior

Course: Organizational development skills

Date: 14-25/1/2024

Directed to: general manager

A. The following are some evaluation elements, please give your opinion regarding your subordinate performance before and after training. (Ex = Excellent , Av = Average).

Evaluation Elements	Before Training			After Training		
	EX	Good	Av	Ex	Good	Av
1. How much relevant knowledge he has to perform the job.						
2- His skills level to properly perform the job.						
3 . How far he knows about the job laws and regulations.						
4. His level of cooperation with his managers.						
5. His level of cooperation with his peers.						
6. His intelligence in solving problems.						

APPENDIX D:

Level four Questionnaire – result

Course: Organizational development skills

Date: 14-25/1/2024

Directed to : head of a sector

A. the following are some evaluation elements, please give your opinion regarding your subordinate.

1- how far have the trainees participated in achieving the organization goals ?

- 1) Poor 2) Adequate 3) Good 4) Very Good 5) Excellent

2- how far have the trainees been initiative to develop an organization performance and procedures ?

- 1) Poor 2) Adequate 3) Good 4) Very Good 5) Excellent

3- trainees participated in improving the organization services quality

- 1) Strongly agree 2) Agree 3) Neutral 4) Disagree 5) Strongly disagree

4- training program strengthened the relationships between the organization staff

1) Strongly agree 2) Agree 3) Neutral 4) Disagree 5) Strongly disagree

5- the loyalty of the organization increase so far

1) Strongly Satisfied 2) Satisfied 3) Neutral 4) Dissatisfied 5) Strongly dissatisfied

6- the trainees taken part in increasing the organization effectiveness and proficiency.

1) Strongly agree 2) Agree 3) Neutral 4) Disagree 5) Strongly disagree