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إقـــــرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

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Assessment of After Training Services Techniques Used in Private Sector at Gaza Strip

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أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

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DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification

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Islamic University of Gaza
Deanship of Postgraduate Studies -Faculty of Commerce
Business Administration Department

MBA Thesis

Assessment of After Training Services Techniques Used in Private Sector at Gaza Strip

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بسم الله الرحمن الرحيم

الجامعة الإسلامية – غزة
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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ **دينا سمير صالح أبو شعبان** لنيل درجة الماجستير في كلية *التجارة/* قسم إدارة الأعمال وموضوعها:

تقييم خدمات ما بعد التدريب المستخدمة في القطاع الخاص في قطاع غزة

Assessment of After Training Services Techniques used in Private Sector at Gaza Strip

وبعد المناقشة التي تمت اليوم السبت 18 رجب 1434هـ، الموافق 2014/05/17م الساعة الحادية عشرة صباحاً بمبنى اللحيدان، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية *التجارة*/قسم إدارة الأعمال.

واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي وللدراسات العليا

أ.د. فـؤاد علي العاجز

بسم الله الرحمن الرحيم

{وَقُل رَّبِّ زِدْنِي عِلْمًا}

سورة طه: [آية:114]

Dedication

To my role model who is the relief of my life .. my lovely father

To the most affection heart who supports me .. my beloved mother

To my companion path .. my older sister "Wedad"

To my adviser who I follow his footsteps .. my wonderful brother "Saleh"

To the lovely three flowers who make my life better..
My niece and nephews
"Rima, Yazan, and Samir"

To all who encourage, support, and help me

I dedicate this research

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Abstract

The research aims to assess the extent of after training services techniques' effectiveness in the private sector companies at Gaza Strip. It defines the used methodologies to evaluate training programs in order to improve the employees' performance. It also gives insight on the factors that affect on the process of the training evaluation and follow up naming it as after training services which should be provided for trained employees in order to assure that delivered training program achieve its goals. Moreover, the facilities provided to trained employees are identified in order to maximize the benefit of the training courses to the employees and the companies as a whole.

Targeting telecommunication and banking sectors the primary data was collected using questionnaire where Paltel and Jawwal companies represent the telecommunication sector, and Bank of Palestine (BoP) and Palestine Islamic Bank represent the banking sector. The fully completed questionnaires were analyzed using the analytical methodology.

The followings are the main results found:
1. The companies are interested in facilitating training transfer through enhance the employees' awareness for training goals, this awareness enable the employees to apply what they learned during training course within the facilities provided for them.
2. The direct supervisors have a main role in maximizing the utilization of training courses that they follow up and appraise the employees' performance, and contact the companies' management to provide the needed facilities.
3. The training has a positive effect on the employees' performance. Also the training affect on the employees' attitudes toward their companies positively.
4. Writing Personal Development Plan (PDP) is considered at the companies, its output is used for the benefit of the employees and the companies through determining the requirements to improve the performance of the employees and the companies as a whole.
5. The companies effectively evaluate training courses considering short term and long term indicators using different methodologies.
6. Employees faced many obstacles which limit their benefit from the training; the most faced obstacle is the lack of a systematic long term evaluation for training.

The most important recommendations are:
1. It is important for the private sector's organizations to consider the development of after training services concept involving trained employees, training provider, employees' supervisors, and the top management in submitting it.
2. The companies should have clear model for training evaluation and follow up.
3. The employees should be aware for the role of training in enhancing their skills in order to gain a promotion opportunity according to their career path.
4. The training provider should activate the concept of "After Training Services" when they apply their technical offers.
5. The direct supervisor should have a role in encouraging employees to attend training through his or her continuous support and follow up to effectively utilize the training course.

Abstract in Arabic
ملخص الدراسة

هدفت الدراسة إلى تقييم مدى كفاءة خدمات ما بعد التدريب المستخدمة في مؤسسات القطاع الخاص في قطاع غزة. وقد تم خلال الدراسة استعراض وسائل تقييم البرامج التدريبية التي تستهدف موظفين هذه المؤسسات لتحسين مستوى أدائهم، بالإضافة إلى أنها سلطت الضوء على العوامل المؤثرة على عملية متابعة وتقييم الدورات التدريبية تحت مسمى خدمات ما بعد التدريب والتي يمكن تقديمها للموظفين المتدربين للتأكد من مدى تحقيق التدريب لأهدافه المرصودة. كما تم خلال الدراسة الحديث عن التسهيلات   المقدمة للموظفين المتدربين بهدف تعظيم الاستفادة من الدورات التدريبية بالنسبة للموظف وبالنسبة للمؤسسة ككل.

تمثّل مجتمع الدراسة في قطاعي الاتصالات والبنوك، وقد تم اختيار كل من شركتي الاتصالات الفلسطينية وجوال من قطاع الاتصالات، وبنك فلسطين والبنك الإسلامي الفلسطيني من قطاع البنوك، حيث تم جمع المعلومات المطلوبة للدراسة من خلال استبانة تم توزيعها على العينة. وقد تم تحليل الاستبانات الكاملة باستخدام المنهج التحليلي.

وقد توصلت الدراسة إلى النتائج الرئيسية التالية:
1. تهتم الشركات بتسهيل عملية تطبيق ما تعلمه الموظفون في التدريب من خلال نشر الوعي بين الموظفين المتدربين بخصوص أهداف التدريب، وتوفير بيئة عمل مناسبة لتطبيق المهارات الجديدة.
2. المسؤول المباشر له دور رئيسي في تعظيم الاستفادة من التدريب من خلال ما يقوم به من متابعة وتقييم لأداء الموظفين، والتواصل مع الإدارة لتوفير التسهيلات اللازمة لتطبيق المهارات الجديدة.
3. للتدريب أثر إيجابي على أداء الموظفين وعلى توجهاتهم وسلوكهم تجاه الشركات التي يعملون بها.
4. تأخذ الشركات بعين الاعتبار أهمية كتابة خطط التنمية الشخصية، حيث يتم توظيف مخرجاتها لما فيه فائدة للموظفين وللشركات من خلال تحديد متطلبات تطوير أداء الموظفين والشركات ككل.
5. تقوم الشركات بتقييم الدورات التدريبية بكفاءة مع الأخذ بعين الاعتبار مؤشرات التقييم قصيرة وطويلة المدى حيث يتم استخدام العديد من وسائل التقييم.
6. العديد من المعيقات يواجهها الموظفون والتي تحد من الاستفادة من التدريب، ويعتبر أكثرها إعاقة عدم وجود نظام تقييم للتدريب طويل الأمد.

أما بالنسبة لتوصيات الدراسة، فأهمها ما يلي:

1. من المهم أن تتبنى الشركات في القطاع الخاص تطوير مفهوم خدمات ما بعد التدريب بحيث تشمل الموظفين المتدربين، والجهة المزودة للتدريب، المسؤولين المباشرين عن الموظفين، والإدارة العليا في تقديمها.

2. على الشركات أن يكون لديها نموذج واضح لتقييم ومتابعة التدريب.

3. على الموظفين إدراك دور التدريب في تعزيز مهاراتهم وتطويرها لزيادة فرص حصولهم على الترقيات وفق مسارهم المهني.

4. تفعيل مفهوم "خدمات ما بعد التدريب" من قبل الجهات المزودة للتدريب عند تقديم المقترحات الفنية للشركات.

5. يجب على المسؤول المباشر أن يكون له دور فعال في دعم وتشجيع الموظفين لحضور الدورات التدريبية من خلال متابعته المستمر لتحقيق الاستغلال الأمثل للتدريب.

Chapter -1-

The Research General Framework

- **Introduction**
- **The Research Problem Statement**
- **The Research Hypotheses**
- **The Research Variables**
- **The Research Objectives**
- **The Research Importance**

Introduction

Each company has many resources which effectively managed in order to gain the target revenue; these resources are financial, physical, and human resources. To effectively utilize financial and physical resources, the company should carefully select, train, and manage human resources who use these resources. Properly selecting, managing and training human resources are considered as an investment for the company. If the company does not take notice for this investment, other company's resources may be wasted.

Therefore, maximizing the productivity and success for any company is due to a team of human resources who striving to enhance the company's reputation and keep its brand name distinctive. Marketing any company could not be fully effective with the sufficiency in just "product, price, promotion and place", unless enhancing the role of the fifth P "people" who are the backbone to achieve all the companies determined goals and plans (**Colan, 2009, p.1**).

Achieving the goals and plans required the rules and resources which drawn upon and enacted by people who their actions affect the nature of the company. So, employees look forward to their employers to invest on their training and development and in return the companies expect employees to be more creative and productive especially after improve their skills through specialized training courses they received (**Senyucel, 2009, p.13**).

According to the mutual requirements between employer and employees, the company's role is to continuously keep pace with the surrounded ongoing developed business environment in order to identify the skills and knowledge required from employees to be harmonious with this environment, maintain high productivity, and achieve the periodical company's objectives which lead to achieving company's main goal.

So, because of the rapid environmental changes, the interest in training employees and improving their performance increased in recent years that training became considered one of special methodologies used to provide employees with new skills in order to qualify them to hold more responsibilities. This interest increased due to knowing the key role that training has in developing human resource (**Al Refai & Al Athary, 2003, p.129**).

The company's management, therefore, must identify the skills and knowledge of employees that need to be improved in order to design a suitable training program. While designing the program, the company should consider the costs and benefits of the training. The rational employer decides to train employees if the total expected benefit is greater than the total cost. The first decision the employer makes is whether or not to undertake a training activity. Given that training is undertaken, the employer must then decide on the extent of the training to support (**Rabemananjara & Parsley, 2006, p.7-8**).

Once the company takes the decision to train its employees, it should follow training system that ensures improving the employees' skills to match its strategies. Most of organizations follow traditional methodologies in training which do not lead to the real benefit from training outputs that training returns are few or nothing.

So, extracting the results and outcome of training should be considered as a part interoperates with corporate strategies (**Al Refai & Al Athary, 2003, p.131**).

In order to gain the expected result from the training, the companies should take into consideration several factors as support of trained employee's direct supervisor, the after training performance, training transfer to the workplace, and other factors in order to assure achieving the purpose of the acquired training and measure if advanced courses for the same skills are needed for trained employees or new skills should be developed.

In this research, the focus will be to assess the after training services delivered to trained employees in Gaza, considering the private sector as a case study, and measure the effectiveness of used techniques in evaluating the returned benefits compared with the cost spent for training. Moreover, development for currently used training evaluation tools and submitted after training services will be conducted in this research in order to develop a new evaluation tool for training.

The Research Problem Statement

The skills and performance of employees in the workplace are critical to the success of every company. Many companies spend an immense sum of money on training, believing that it will improve their employees' performance and enhance the company's productivity **(Williams, 2008, p.1).** Based on the important training role, more than $800 billion is spent yearly in the world to support training and developing employees. Despite the volume of money spent on training that its feasibility should be evaluated, companies in USA specialize just 10% from total training budget which is $30 billion to evaluate training without following systematic method to measure training output over short and long period **(Altelbani et al, 2011, p.1425-1426).**

In Gaza, several nongovernmental organizations (NGOs) support training employees either they are at public organizations, private sector companies, or NGOs. One of these organizations is the Islamic Relief (IRPAL), which its HR manager –Mr. Ibrahim Al Ghouti- was interviewed. He obtained that IRPAL specializes approximately $14,000 yearly for training its employees, the needs for training was determined by the employees' performance appraisal, and the training evaluation conducted also using performance appraisal. But there are no other tools or methodologies used to evaluate training output because of its type of organization which is nonprofit organization that no financial indicators as profit increasing are considered **(Ghouti, 2013).**

On the other side, in order to give insight on the role of NGOs in training private sector's employees, Mr. Taysir Shaqlaih – ICT business specialist at Mercy Corps (MC) stated that MC gives the priority for upcoming projects not for following up the implemented capacity building projects because of the lack of the capacity to conduct it, especially HR capacity. Knowing that MC ensure that projects' objectives achieved through the proposed evaluation tools by the service providers as pre-post test, follow up meeting, and evaluation sheet after implementing training **(Shaqlaih, 2013).**

Therefore, it is obvious that although of the awareness the organizations have for the importance of training and its output evaluation, no clear methodology is followed to evaluate training at the short term and long term levels, and the interest in following up training after its implementation is limited in comparison with the interest in organizing and developing training program.

Consequently, the research problem statement can be formulated as:

To what extent the after training services techniques are used effectively by major private sector organizations at Gaza Strip?

The Research Hypotheses

The followings are the research hypotheses:

1. There is a statistical effect significant at level 0.05 of training transfer to the workplace on the effectiveness of after training services.
2. There is a statistical effect significant at level 0.05 of the contribution to personal development plans (PDPs) on the effectiveness of after training services.
3. There is a statistical effect significant at level 0.05 of the supervisor follow up on the effectiveness of after training services.
4. There is a statistical effect significant at level 0.05 of the long term training evaluation on the effectiveness of after training services.
5. There is a statistical effect significant at level 0.05 of the trainees' performance improvement on the effectiveness of after training services.
6. There are significant differences at level 0.05 in the responses of the research sample due to the following socio-demographic variables (gender, education, age, experience, organizational level, No. of services' years in the organization, No. of training courses employee has during his work in the organization, the last training course he or she has since, and the working sector of the organization).

The Research Variables

The effectiveness of after training services (dependent variable) is affected by more than one (independent variable) which are the followings:

1. Training Transfer to the Workplace
2. Supervisor Follow up.
3. Trainee's Performance Improvement.
4. Contribution to PDP.
5. Long Term Training Evaluation.

Figure 1.1: Research Variables
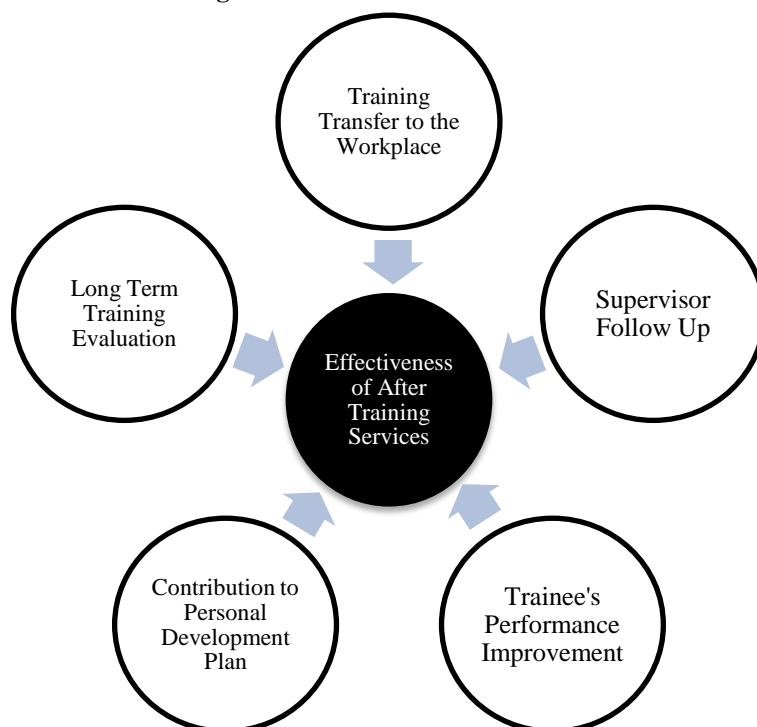
Source: Articulated by the Researcher

The Research Objectives

The main goal of the study is to evaluate after training services techniques used in private sector at Gaza strip. The main goal of this study can be broken down into the following objectives:

1. To investigate if the companies follow a clear methodology to evaluate training output in the long run, and define the currently used tools to evaluate training in private sector.
2. To identify problems faced trained employees when they started applying what they learned at training.
3. To present the role of companies in maximizing the benefit of training that employees had.
4. To give insight on the importance of utilizing the delivered training for a long period, so that it reflects positively on the employees' performance and the overall company's performance in the long run.
5. To propose solutions for facilitate training evaluation and its output's utilization for a long run.

The Research Importance

The research considered important because it is focusing on an important stage in training employees' process which is after training period. The research focus on how to utilize the cost spent on training in order to have a return which exceeds the spent cost concentrating on how to deliver after training services for trained employees. The research is important because of the followings:

1. The research focus on promoting and activating the concept of After Training Services which should be delivered as a main activity for trained employees.
2. The research gives awareness for companies about the necessity to follow up training after its delivery for a long period in order to maximize benefits of investment in training.
3. Providing information for trainer and training provider about the reality of utilizing delivered training for employees in the local companies.
4. The research output will contribute in achieving a qualitative leap in the process of training evaluation followed by trainers and companies' HR management.
5. Attracting researchers to continue conducting studies related to the period after delivering training for employees and activate new approaches in this field.
6. For the researcher, it gives her the opportunity to display the problem that she noted during her work in projects aimed to improve employees, and it opens prospects for her to utilize the output in maximize the benefits of training projects that she will work.

Chapter -2-

The Research Theoretical Framework

- Section (1): Human Resource Management (HRM)
- Section (2): Training Employees
- Section (3): After Training Services

<center>**Section (1) – Human Resource Management**</center>

Introduction

Improving productivity is considered the main challenge that the companies face whatever its field of work in order to gain a competitive advantage that makes it distinctive when it is compared with other competitors. Also, the increasing in production cost makes it difficult for companies to compete in light of globalization. These challenges encourage companies to depend on training and improving human resources in order to maximize productivity (**Naema, 2009, p. 273-274**).

The importance of human resources' role makes the employees the backbone for any company and one of the most important resources for its effectiveness, especially when they have specific qualifications and skills which are compatible with the types of performed activities at the company. Based on this importance the human resources development is considered imperative to make the employees more able to perform new tasks. Therefore, training became necessary for employees that the money invested in training equals 10% from total budget of some public organization, and other organizations specialize 25% from total wages paid to employees for the purpose of improving their knowledge and skills (**Mousa, 2007, p.2**).

Training employees occupies special position among other management functions that its purpose is to improve productivity and develop the work methodologies. This special position is due to the belief in the role that training plays in developing human resources who help organizations to achieve its goals and achieve high level of self satisfaction for employees (**Hamada, 2010, p.2**).

The training courses that are offered by organizations must be designed through considering the present and future needs of the employees and facilitate the learning of the skills required to be developed. The employees should be aware for the purpose of conducting the course in order to be interested in attending it with ensuring that a proper implementation for the training will be allowed (**Barzegar & Farjad, 2011, p.1943**).

In order to meet the needs of training, a systematic evaluation and follow up methodologies should be conducted after delivering training. Defining how much the trained employee's behaviors changed after training, and to what extent the trained employee's performance and the organizational performance are improved is essential to measure if the training benefits exceed the cost invested in training. The increasing need for evaluating training effectiveness in terms of its actual contribution to organizational performance raise the importance of collaborating efforts of trained employees, the trainer, the top management to promote after training services for trainees for the purpose of maximizing benefits of training.

Human Resources Management (HRM) Definition

Dealing with people is probably the most difficult thing that can be encountered in life. People are very complex creatures. Not a single person thinks, feels, hears, sees, tastes, understands, and behaves in the same way. This complexity and variety also reflects on our everyday work lives, it often regarded as a problem. Nevertheless, the law of cause and effect states that for every action there is a reaction. When this is applied to people management, it can be seen that the input of HR practitioners affect people's actions and reactions. Thus, in this sense, managing people can be seen as the most important task at work **(Senyucel, 2009, p.7)**

Management of Human Resources is that part of the management process which specializes in the management of people in work organizations. Human Resource Management (HRM) emphasizes that employees are critical to achieving sustainable competitive advantage that human resources practices need to be integrated with the corporate strategy **(Bratton & Gold, 1999, p.11)**. HR integration in the corporate strategy is also confirmed by Senyucel in his book that he considered HRM as a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce **(Senyucel, 2009, p.15)**. HRM process is summarized in (1) acquiring, (2) training, (3) appraising, and (4) compensating employees, and of (5) attending to their labor relations, health and safety, and fairness concerns **(Dessler, 2008, p.2)**.

Managing people in an organization is about more than simply administering a pay program, designing training, or avoiding lawsuits. HRM is designing management systems to ensure that human talent is used effectively and efficiently to accomplish organizational goals **(Mathis & Jackson, 2010, p.4)**.

Why is HRM Important to All Managers?

HRM is concerned with the people who work for an organization, and with their activities and relationships within that organization. It is not an easy task to manage a number of individuals who have a wide variety of different characters, attitudes, needs, and opinions. So, HR manager is responsible to look after the people in an organization, and everybody in managerial role have to perform certain HR functions which involve employee selection, recruiting, training, appraising performance, motivating, and other important functions that HR department support other managers in performing those functions **(Joshi, 2013, p.16)**.

Managing HR is important for each manager in order to avoid hiring the wrong person, having employees not doing their best, wasting time with useless interviews, having the company taken to court because of discriminatory actions, employees' dissatisfying with their salaries, allowing a lack of training, or committing any unfair labor practices. Many managers, presidents, or supervisors have been successful even with inadequate plans, organizations, or controls because they had the knack of hiring the right people for the right job and motivating, appraising, and developing them **(Dessler, 2008, p.3)**.

HRM Model

There is no best way to manage people and no manager has formulated how people can be best managed because managing people is not a straightforward thing. People are complex beings that have complex needs. Effective HRM depends on the causes and conditions that organizational settings would provide **(Senyucel, 2009, p.14)**. Managing people is essential in organizations at all sizes, the following figure summarizes the main concepts and techniques that help managers to perform the personnel aspects.

Figure 2.1: HRM Model

HRM Model			
HR Acquisiotion	**HR Development**	**HR Compensation**	**Employee Relations**
Job Analysis	Training & Development	Financial Incentives	Employee Safety & Health
HR Planning	Performance Management & Appraisal	Benefits & Nonfinancial Incentives	Labor & Industrial Relation
Recruitment	Career Planning		
Selection			
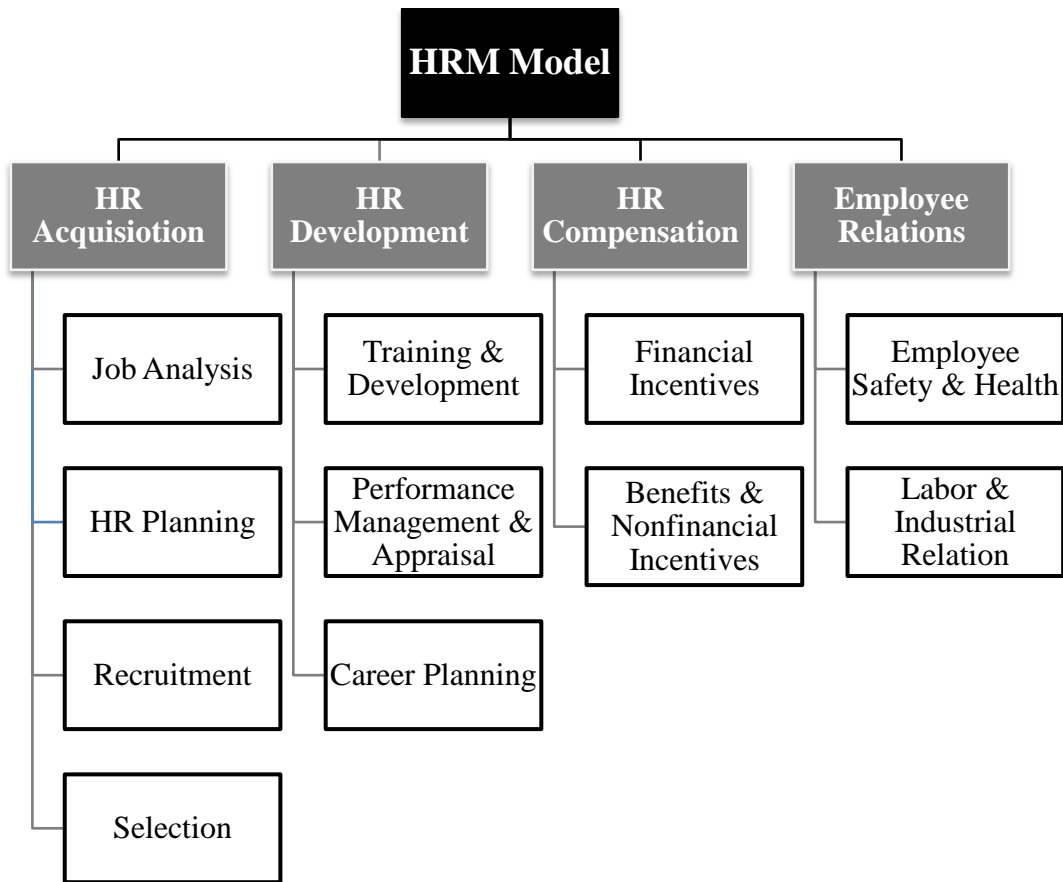
Source: Articulated by the researcher (Adapted from Saleh, 2012)

The researcher will display the concepts and notions included in each term stated in HRM model.

1. **HR Acquisition:** In order for every organization to stay healthy it must have a steady supply of employees with individuals available to fill vacancies left by those who have left employment. However, there is also the need for organizations to consider whether they actually want to replace the leavers since new positions created by organizational changes and expansion will also need to be filled. In order to carry out an effective job in recruiting and selecting those people, careful job analysis and HR planning are essential **(Maund, 2001, p.130)**.

a) **Job Analysis:** Job analysis provides a summary of job duties and responsibilities, its relationship to other jobs, the knowledge and skills required, and working conditions under which it is performed. Job analysis information is used to prepare both job description and job specification (**Mondy et al, 2002, p.88**). Job description is the list of a job duties, responsibilities, reporting, relationships, working conditions, and supervisory responsibility. While job specification is the list of job's human requirements, that is the requisite education, skills, personality, and so on. The supervisor of the human resource specialist normally collects one or more of the following types of information through job analysis: work activities, human behaviors, machines and equipments, performance standards, job context, and human requirements (**Dessler, 2008, p.126**).

b) **HR Planning:** Individuals enter, move through and leave an organization and this should be done within the organization's overall business strategy. Within each corporate strategy is an HR strategy. HR planning answers the question which is "How many employees do we need – immediately and for the future?". It is an activity that attempts to analyze what the likely influences are on the supply of, and demand for, people, with the intention of carrying out the organization's mission. HR planning is an attempt to forecast how many and what kind of employees will be required in the future, and to what extent this demand is likely to be met (**Maund, 2001, p.128**).

The recruitment and selection process starts with personnel planning which is deciding what positions the firm will have to fill, and how to fill them. Employment planning should flow from the firm's strategic plans in order to ensure the availability of the HR needed to fill the available positions that may be in surplus or shortage. Management builds employment plans on basic forecasts considering personnel needs, the supply of inside candidates, and the supply of outside candidates (**Dessler, 2008, p.166-167**).

c) **Recruitment:** It is important that recruiting be treated as a part of strategic HR planning because it is a key mechanism for filling positions necessary to get the work done. Recruiting is the process of generating a pool of qualified applicants for organizational jobs. Recruiting decisions can identify not only the kinds and numbers of applicants, but also how difficult or successful recruiting efforts may be by type of jobs (**Mathis & Jackson, 2010, p.178-179**).

Recruitment is a process of attracting individuals on a timely basis, in sufficient number, and with appropriate qualifications, and encouraging them to apply for jobs with an organization. The process of recruitment starts when a manager initiates an employee requisition which include job title, the date the employee is needed for work, and other details. The next step is to determine whether qualified employees are available within the firm (the internal source) or must be recruited from external source.

The recruitment methods are different based on the source. Helpful tools used for internal recruitment include employees' databases, job posting, succession plan and other sources **(Mondy et al, 2002, p.120)**. Firms cannot always get all the employees they need from their current staff, and sometimes the managers just do not want to. So, the managers start searching for the required employee from outside source using advertising, employment agencies, referrals, college recruiting, and other tools **(Dessler, 2008, p.178)**.

d) **Selection:** Once the applications have been received, the information about the applicants is compared with the requirements for the position applications have been called for. The applicants who fulfill the criteria are shortlisted and invited to attend a test or an interview **(Joshi, 2013, p.30)**.

The selection process may vary by organization. It typically begins with the preliminary interview, after which obviously unqualified candidates are rejected. Then, applicants progress through a series of selection tests, the employment interview, and reference and background checks. The successful applicant receives a company physical examination **(Mondy et al, 2002, p.178)**.

Several types of tests that the company can use to measure the candidates' qualifications as the test of cognitive abilities, physical abilities, personality and interests, work sample and simulation, and other different types **(Dessler, 2008, p.221)**.

2. **HR Development:** Carefully selecting employees does not guarantee they will perform effectively. So, the next step is to ensure that the selected employees know what to do and how to do it. This is the purpose of orienting and training employees **(Dessler, 2008, p.292)**.

Training and development are the heart of a continuous effort designed to improve employee competency and organizational performance. Human Resource Development is a major HRM function that consists of not only T&D but also individual career planning and development activities and performance appraisal **(Mondy et al, 2002, p.214)**.

a) **Training and Development:** Training and development are designed to provide learners with the knowledge and skills needed for their present jobs. While development involves learning that goes beyond today's job, it has a more long term focus. Development prepares the employee to keep pace with the organization as it changes and grows. Increasingly, rapid changes in technology, products, systems, and methods have had a significant impact on job requirements, making T&D a must. Training and development programs must have top management's full support. All managers should be committed to and involved in the T&D process **(Mondy et al, 2002, P.215)**.

Effective training requires the use of a systematic training process which represented by four phases: assessment, design, delivery, and evaluation. Using such a process reduces the likelihood that unplanned, uncoordinated, and haphazard training efforts will occur (**Mathis & Jackson, 2010, p.260**).

Training and development employees include orientation of new employees, training process, training methods, management development, and evaluation which will be discussed in details in the next section.

b) **Performance Management and Appraisal:** Performance management is an important HRM process that provides the basis for improving and developing performance and is part of the reward system in its most general sense. Performance management is a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements (**Armstrong, 2009, p.618**).

Performance appraisal is a process that involves setting working standards, assessing the employee's actual performance relative to those standards, and providing feedback to the employee with the aim of motivating him or her to eliminate performance deficiencies (**Dessler, 2008, p.336**).

Performance appraisal is only a technique designed to enhance performance management. Mentoring and coaching with other training and development activities, are a critical. An appraisal system starts with management selection of specific appraisal goal, and then workers should understand what is expected from them in their tasks accomplishments. At the end of the appraisal period the appraiser and the employees have met together in order to review work performance and evaluate it against established performance standards (**Mondy et al, 2002, p.280-284**).

c) **Career Planning:** Career planning shapes the progression of individuals within an organization in accordance with assessments of organizational needs, defined employee success profiles and the performance, potential and preferences of individual members of the enterprise (**Armstrong, 2009, p.591**).

Career planning is an ongoing process whereby an individual sets career goals and identifies the means to achieve them. The major focus of career planning should be on matching personal goals with opportunities that are realistically available. Individual and organizational career planning are not separate and distinct. A person whose individual career aspirations cannot be realized within the organization will probably leave the firm sooner or later (**Mondy et al, 2002, p.250**).

3. **Compensation and Rewarding:** Compensation is the total of all rewards provided employees in return to their services (**Mondy et al , 2002, p.312**). It refers to all forms of pay going to employees and arising from their employment (**Dessler, 2008, p.422**).

a) **Salaries and Financial Incentives:** Financial incentives consist of two main categories which are direct compensation that consists of the pay that a person receives in form of wages, salary, bonuses, and commission, and indirect compensation that is considered financial benefits like employer paid insurance and vacations (**Dessler, 2008, p.422**).

The organization, the labor market, the job, and the employee all have an impact on job pricing and the ultimate determination of an individual's financial compensation (**Mondy et al, 2002, p.315**).

Several incentive plans are particularly suited for use with individual employees as piecework plan, salary plan, and commission plan. Other useful incentive plans include the standard hours plan and group incentive plans. Profit sharing, Scanlon plan, Gain sharing, and Merit pay are examples of organization wide incentive plans (**Dessler, 2008, p.475-485**).

Base pay and variable pay are the most common form of direct compensation. Indirect compensation commonly consists of employee benefits. The basic compensation that an employee receives, usually as a wage or salary, is called base pay. Employees paid hourly receive wages, which are payments calculated based on time worked. In contrast, people paid salaries receive the same payment each period regardless of the number of hours worked. Another type of direct pay is variable pay, which is compensation linked directly to individual, team, or organizational performance. The most common types of variable pay for most employees are bonuses and incentive program payments (**Mathis & Jackson, 2010, p.362**).

b) **Benefits and Non-Financial Incentives:** Many organizations provide rewards in an indirect manner. With indirect compensation, employees receive the tangible value of the rewards without receiving actual cash. A benefit is a reward as health insurance, vacation pay, or a retirement pension that given to an employee or a group of employees for organizational membership, regardless of performance (**Mathis & Jackson, 2010, p.362**).

There are four basic types of benefits plans: (1) pay supplements which provide pay for time not worked, (2) insurance benefits which include worker's compensation, group hospitalization, group insurance, and accident insurance, (3) retirement benefits that include social security and pension plans, (4) and other services which are provided for employees that include food services, legal advice, credit unions and counseling (**Dessler, 2008, p.512**).

The job environment must also be a satisfactory. Employee can draw satisfaction from their work through several nonfinancial factors such as sound policies, congenial co-worker, and pleasant working conditions **(Mondy et al, 2002, p.372)**.

4. **Employee Relations:** The relationship between the employer and the employee covers a wide spectrum of issues from payment for work carried out to a protection in the workplace. Employment relationships are about interaction between the hired worker and the employer. It concentrates achieving equity between the inputs and outputs for each of employer and employee. It has to be within a legislative framework which encompasses certain never ending truths as duties, rights, responsibilities and justice **(Maund, 2001, p.323)**.

   a) **Employee Safety and Health:** Safety involves protecting employees from injuries caused by work-related accidents. Safety and accident prevention concerns managers for several reasons, one of which is the staggering number of work-related accident. In order to provide the needed safety programs for employees, two primary approaches should be followed. The first approach is to create psychological environment and attitudes that promote safety. The second approach is to develop and maintain a safe physical working environment.

   There are three basic causes of accidents: chance occurrences, unsafe conditions, and unsafe acts. In addition, three other work-related factors (the job itself, the work schedule, and the psychological climate) also contribute to accidents **(Mondy et al, 2002, p.391-394)**. Alcoholism, drug addiction, stress, and emotional illness are four important and growing health problems among employees **(Dessler, 2008, p.677)**. So, Health and safety policies and programs must concern with protecting employees and other people affected by what the company produces and do against the hazards arising from their employment or their links with the company **(Armstrong, 2009, p.960).**

   b) **Labor and Industrial Relations:** Employee relation encompasses the industrial relations, which are about relationships between managements and trade unions involving collective agreements, collective bargaining, disputes resolution and dealing with issues concerning the employment relationship and the working environment **(Armstrong, 2009, p.878)**. Depending on the type of the relationship encountered, the collective bargaining process may be relatively simple or it may be a long, tense struggle for both parties. Regardless of the complexity of the bargaining issues, the ability to reach agreement is the key to any successful negotiation **(Mondy et al, 2002, p.463)**.

The Role of Training and Development in Managing Human Resource

Training and development is one of the key HR functions that have the potential to align employees of a firm with its corporate strategies. In virtually every market, customers are demanding higher quality, lower costs, and faster cycle time. To meet these requirements, firms must continually improve their overall performance. Training frequently improves workers' skills and boosts their motivation. This, in turn, leads to higher productivity and increased profitability.

Successful accomplishment of other human resource functions has a crucial impact on training and development. For instance, if recruitment and selection efforts attract only marginally qualified workers, a more extensive training and development program will be needed to train entry level workers. Training and development efforts may also be influenced by the firm's compensation package. Firms with competitive compensation systems or progressive health and safety programs will find it easy to train employees to work within safety conditions; this will lead to decreasing accidents and improve productivity negotiation (**Mondy et al, 2002, p.215-219**). The relation between training and development process and other functions of HRM is displayed in the following figure:

Figure 2.2: Training and Development Process
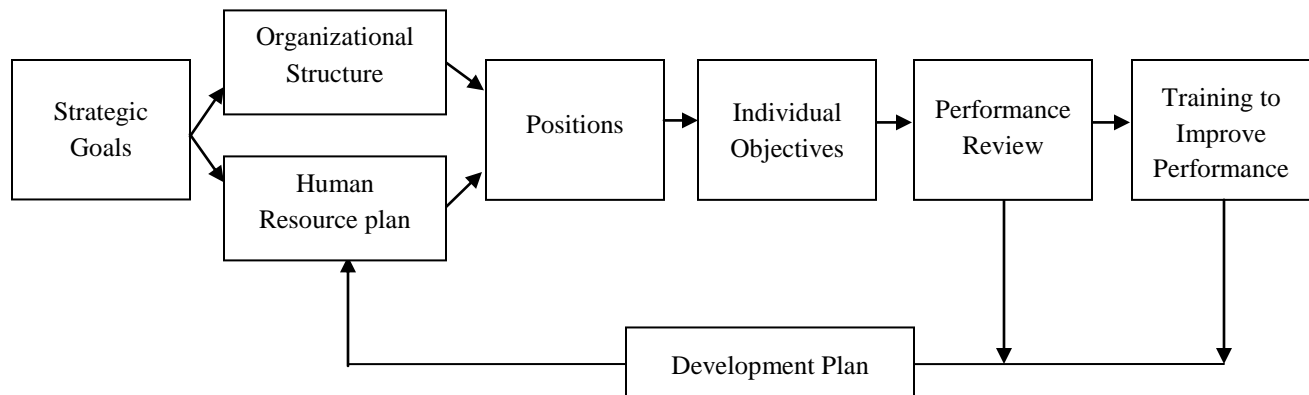
Source: Cushway Burry, 2006, "Human Resource Management", p.118

Introduction

Human Resource Development (HRD) is a growing and influential discipline which is increasingly critical to the survival and success of all organizations. This demonstrates the essential requirement of developing all people within organizations. Furthermore, with the spread of information and world-wide communications, competitive advantage based on technology may only be maintained for short periods of time before competitors catch up. The only source of sustainable competitive advantage is to learn faster and more creatively than other competing organizations, and that will only be achieved through swift and effective HRD strategies (**Wilson, 2005, p.xxi**).

Competition forces business organizations to change and adapt in order to compete successfully. Changes in the way things must be done include training or retraining employees and managers. In this sense, training is an ongoing process for most organizations.

Training represents a significant expenditure for most employers. But it is too often viewed tactically rather than strategically, which means that training is seen as a short-term activity rather than one that has longer-term effects on organizational success. However, this is changing (**Mathis & Jackson, 2010, p.250-252**).

What is Training?

Training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the managerial, human resource and training staff working in collaboration, or by external agents acting on their behalf. The aim of the process is to develop the organization's employees' knowledge, skills and attitudes that have been defined as necessary for the effective performance of their work and hence for the achievement of the organizational aims and objectives by the most cost-effective means available (**Tyson, 2006, p.215**).

Training is the process whereby people acquire capabilities to perform jobs. (**Mathis & Jackson, 2010, p.250**). This process is considered the heart of continuous effort designed to improve employee competency and organizational performance and to provide them with the knowledge and skills needed for their present job (**Mondy et al, 2002, p.214**).

Training is also defined as the process of teaching new employees the basic skills they need to perform their jobs (**Dessler, 2008, p.294**). It is the use of systematic and planned instruction activities to promote learning (**Armstrong, 2009, p.675**).

Goldstein & Ford defined training employees as the systematic acquisition of skills, rules, concept, or attitudes that result in improved performance in another environment. Therefore, training program is planned to be a product (**Goldstein & Ford, 2002, p.1**). Also, Alipour reported that it is essential to the growth and economic well-being of a nation (**Alipour et al, 2009, p.63**).

The Importance of Training

The main purpose of training employees regarding the organization is to ensure the best possible revenue from the investment in the most costly and important resource which is human resource **(Cushway, 2006, p.120)**. So, training is designed to provide learners with the knowledge and skills needed for their present jobs to be implemented effectively **(Mondy et al, 2002, p.215)**.

Training is the hallmark of good management, that having high potential employees does not guarantee they will succeed **(Dessler, 2008, p.294)**. So, training is considered important because of the main following reasons **(Joshi, 2013, P:36)**:

1. Training programs help in increasing quality and quantity of company's output.
2. It helps each individual member to utilize and develop his/her full potential.
3. Employees feel that they are being taken care of by management, and this leads to an increase in their morale.
4. By training, the worker is enabled to make economical and best use of materials and equipments. This result in reduced cost of production.
5. Trained employees need less supervision. Because of this, the supervisor can increase the span of management. This result in reduced cost of supervision.
6. The availability of trained personnel ensures long term stability and flexibility in the organization.
7. As managers are exposed to the latest concepts, information, and techniques, they become better qualified. By this, they increase their market value and earning power.

In addition to the previously mentioned, training is important for organizations because it helps in improving abilities of planning, strategic thinking, and decision making, and enhances the necessity of human resource development concepts according to new trends.

For employees, training facilitates acquisition of applied sciences, and short term and long term development programs, and gives trainees the opportunity to effectively participate in solving the work's problems during training program **(Alsakarna, 2011, P: 24)**.

The Training Process

Training is concerned with carrying out the identification of training and development need, planning and designing training, implementing training, and evaluating it **(Wilson, 2005, p.84)**. Other steps may be included within the training process. Dessler (2008) in his book stated that validation step in which training is presented to a small representative audience. Also establishing training specific objectives is considered an important step according to Mondy et al (2002)**,** they mentioned that without establising objectives, designing meaningful T&D programs would not be possible. Figure (2.3) shows the training cycle:

Figure 2.3: The Training Cycle
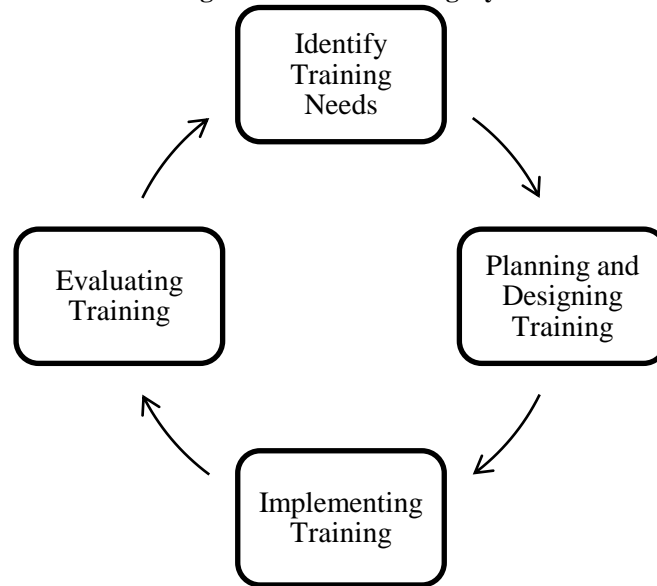
1. **Identify Training Needs:** Training needs assessment is considered the base of developing training, and all other training components are built upon it. This process helps in determining the potential causes of training problems, suggest the suitable solutions, and provide top management with information that help in determining the training needs assessment **(Alsakarna, 2011, p. 94)**.

   Analyzing training needs depends on whether the trainee is new or current employee. For new employees; the main task is to determine what the job entails and break it down into subtasks. Task analysis is a detailed study of a job to identify the specific skills required. Job description, job specification, and reviewing performance standards are helpful to define the skills required to perform the job tasks, and finally determine the training requirements.

   To assess the current employee's training needs, performance analysis is required. It is the process of verifying that there is a performance deficiency, and determining if this deficiency should be corrected through training or other tools. Several methods can be used to identify current employee's training needs such as performance appraisal, observation by supervisor, tests, interviews and other methods **(Dessler, 2008, p.297)**.

   Training and development needs can be identified by conducting analysis on several levels **(Mondy et al, 2002, p.220) (Alsakarna, 2011, p.103)**:

   a) **Overall Organizational Analysis:** The firm strategic mission, goals, and plans should be studied, along with the result of human resource planning. The degree of appropriateness of the existing organization working process to the determined goals and activities' requirements are evaluated and the modifications to improve the organizational effectiveness are proposed.

b) **Tasks' Analysis:** Defining the skills, knowledge, and attitudes required to implement the job tasks according to the working standards in order to achieve the firm's goals. The job description, job specifications, job goals, performance measures, and other job related issues are analyzed.

c) **Individual Analysis:** Select the employees who need to be trained and determine what kind of training is needed. In depth analysis for the employee's knowledge, skills, and attitudes required to implement the job tasks are analyzed for the purpose of improving performance and increase the employee's productivity.

Several methods can be used to collect data required to identify training needs and to develop the previous mentioned analysis. Two resources can be used which are **(Mondy et al, 2002, p.220) (Alsakarna, 2011, p.103)**:

a) **Primary Tools:** The collected data is used especially for training purpose such as questionnaires, interviews, observations, problem analysis, tests, self assessment, expert's opinion, and others.

b) **Secondary Tools:** The collected data is used for many purposes that training is one of it. Some of those tools are job description, organizational manual, previous training's records, previous studies, procedures' manual, and others.

2. **Planning and Designing Training:** After identifying the training needs, the process of planning and designing the training program starts. The process of designing the training program aims to develop a completed plan to implement the training program starting from training goals' determination until the training budget **(Alazzawi, 2009, p.191)**.

a) **Determine Training Program Objectives:** Training objectives constitute the formal description of what a trainee should be able to do once training is completed. Identifying a comprehensive set of training objectives provides a road map for training program design that focuses on processing in very specific terms what is to be learned in the training program. A well written training objective includes three characteristics **(Goldstein & Ford, 2002, p. 99)**:
   - A training objective includes the capability or desired behavior.
   - Specify the conditions under which the behavior will be performed during training.
   - State the criterion of acceptable performance. The criterion specifies how well the trainee must be able to perform a particular task.

Once the training needs and the objectives are determined, a plan which includes the instructional activities and the training time needed to accomplish each objective **(Goldstein & Ford, 2002, p.101)**. This means deciding on the actual content as well as how to deliver the training – on the job, or via the web **(Dessler, 2008, p.300)**.

b) Development of Training Material: Training material is considered very important because it is one of training process. Training material means all what is used in training process as written material, articles, and books that is distributed over trainees during training period. Training material should have the following qualifications (**Alazzawi, 2009, p.191**) (**Alsakarna, 2011, p.143**):

- Create the desire of learning and training.
- Include clear concepts and written in an understood language.
- Contribute in improving the trainees' abilities and skills that help them to apply what they leaned at the workplace.
- Include explanatory tables, charts, pictures which help in facilitating the concepts' understanding.
- Classifying the material into several sections and writing a suitable title for each section.

c) Choosing Training Program Methodologies and Tools: A number of methods are utilized in imparting knowledge and skills to managers and operative employees (**Mondy et al, 2002, p.221**). Suitable training methodologies should be chosen carefully in order to maximize training benefits considering the followings (**Alazzawi, 2009, p.192**):

- Practical Considerations: price, simplicity, number of trainees, and program's duration.
- Considerations relating to trainees: trainee background, organizational level, experience, and skills.
- Considerations relating to the trainer: the trainer has the ability and skills to use it.

Regardless of whether programs are presented on the job or by any outside source, a number of methods are utilized in imparting knowledge and skills to managers and operative employees as appeared in table (2.1):

Table 2.1: Training and Development Methods

Method	Utilized Generally For:			Conducted Primarily	
	Managers & Professionals	Operative Employees	All Employees	On the Job	Off the Job
Coaching & Mentoring	x			x	
Business Games	x				x
Case Study			x		x
Videotapes			x		x
Internships	x			x	
Role Playing			x	x	
Job Rotation			x	x	
Computer Based Training			x	x	
Web Based Training			x	x	
Distance Learning			x		x
Classroom Programs			x	x	
Apprenticeship Training		x		x	
Simulators			x		x
Corporate University		x			x
Community College Universities			x		x

Source: Mondy, W., Noe, R., & Premeaux, S. (2002). Human Resource Management, p.222

d) Determine the Time and Place of Training Program: Usually training program is under time pressure, that all of program's stakeholders – trainer, trainees, and company's management – look forward implementing training program especially when it is related with achieving specific company's goal as developing a marketing campaign, or manufacturing a new product. So, it is important that training program being completed during the determined period.

Training programs' period is different by program according to its objectives, type, and organizational level of trainees.

On the other hand, each training program has its qualifications and characteristics that control the choosing of training place**,** that it may be an equipped hall (internally) or outdoor **(Alazzawi, 2009, p.192-193)**.

e) Choosing Trainers: The process of choosing trainer is not easy because it depends on an organized planning in order to choose the most qualified trainer. Trainers can be one of the organization's employees if there is a special staff for training at human resource department, or from outside the organization as training center.

Trainers either from inside or outside the organization, he or she should be highly qualified one. The followings are, but not limited to, standards that should be considered when choosing a trainer **(Alsakarna, 2011, p.145)**:

- Educational and practical experience in the training field.
- Having the desire to train people.
- The ability to communicate with others and build a social relationship with trainees.
- The ability to brainstorm creatively.

f) Training Budget: Training program cost is an important factor when developing a training program, that all other factors including time, trainer and trainees, place, material, and other factors cause a cost for the organization **(Alazzawi, 2009, P. 193)**.

Training budget varies according to the training program type, that it may include the followings, but not limited to **(Cushway, 2006, P.126-127)**:

- Renting a training hall.
- Trainer cost.
- The trainees' salaries and benefits.
- Decrease productivity because of employees' preoccupation with training.
- Planning and preparation for training program's cost.
- Training material costs.

3. Implementing Training: After designing the training process and developing the training material, implementing training step should start that supervision from training organizers should be conducted including but not limited to the followings **(Alazzawi, 2009, p.194)**:

a) Organizing training content for each session into introduction, subject, and conclusion.
b) Identifying time schedule to implement training program.
c) Organizing the training hall.
d) Determine when each training tools will be used.
e) Daily follow up for training program.

The opening session is considered very important because of its effect in developing the trainees' orientation toward the training. If trainees do not know each other, it is considered suitable to give them a chance to get to know each other.

During opening session a general overview should be given for trainees including the program's objectives, background, methodologies, schedule, days and time, the trainees' rights and duties. The trainees should have the opportunity during the opening session to ask questions to clarify any issue **(Alsakarna, 2011, p.310)**.

In order to implement the training effectively, the following guidelines should be considered by the trainer and training organizer **(Alsakarna, 2011, p.311)**:
a) Being careful to achieve the training objectives.
b) Get to know trainees and work on motivating them to participate during training.
c) Make the lectures and discussion practical oriented.
d) Effectively manage the time of each session.
e) Identify the trainer and trainees' opinions regarding training in order to make the required corrective action.
f) Take into account individuals' differences between trainees and response to it effectively.

Delivering training sessions requires specific mechanism to make it effectively implemented and maximize its benefits for trainees. At the beginning of training, the trainer may face many problems that trainees start attending training having many questions related to the process of training, trainer, lack of self-confidence, and other issues. The trainer should deal with these problems carefully through enhancing his or her self-confidence in front of trainees.

Some problems may occur during the training which affect negatively on the training as trainees get bored or dissatisfied. These side effects are considered obstacles to learning process. Trainer should deal with it through conducting a practical exercise, asking questions to motivate brainstorming, or changing the topic.

The last session is an important one because it is the most session that trainees will remember, so it should be finished effectively to leave a positive effect for trainees **(Alsakarna, 2011, p.313-315)**.

4. **Training Evaluation:** Evaluation of training compares the post-training results to the pre-training objectives of managers, trainers, and trainees. Too often, training is conducted with little thought of measuring and evaluating it later to see how well it worked. Because training is both time consuming and costly, it should be evaluated **(Mathis & Jackson, 2010, p.274)**.

Training is done with specific objectives. Hence evaluation is a must. It is necessary to determine **(Alsakarna, 2011, p.224)**:

a) If the developmental objectives were achieved.
b) If the method of instruction was effective.
c) If trainees are enthusiastic to apply what they learned during the training at the workplace for a long time.
d) If trainer was really qualified in the training field.
e) The extent of trainees' benefit from training.
f) Weaknesses happened during training programs development and implementation to be avoided in the future.
g) If the best and the most economical training activities were organized and implemented.

Evaluation helps to tell us about the quality of training on the hand and the effect that it has created to learners, on the other hand. Systematic evaluation can point out the weaknesses in the program, so that they could be corrected in the future programs. It can also indicate the extent to which learners have learned what has been taught in the learning sessions, the extent to which they have transferred their learning to the work situation and the results yielded thereafter **(Joshi, 2013, p.42).**

Four entries which determine the strategic path for human resource development are summarized as follow:

a) Kirkpatrick Entry (1959): The most popular entry in the field of evaluation training that it is dependable when determining the type of needed information to start the evaluation process **(Alsakarna, 2011, p.225)**. The four levels of evaluation suggested by Kirkpatrick are as follows **(Armstrong, 2009, p.694-695)**:

   - Level 1: Reaction – at this level, evaluation measures how those who participated in the training have reacted to it. In a sense, it is a measure of immediate trainee's satisfaction.
   - Level 2: Evaluate learning – this level obtains information on the extent to which learning objectives have been attained. It will aim to find how much knowledge was acquired, what skills were developed or improved, and the extent to which attitudes have changed in the desired direction. So far as possible, the evaluation of learning should involve the use of tests before and after the program – paper and pencil, oral or performance tests.
   - Level 3: Evaluate behavior – this level evaluates the extent to which behavior has changed as required when people attending the program have returned to their jobs. The question to be answered is the extent to which knowledge, skills and attitudes have been transferred from the classroom to the workplace. Time should be allowed for the change in behavior to take place.
   - Level 4: Evaluate results – this is the ultimate level of evaluation and provides the basis for assessing the benefits of the training against its costs. The objective is to how the program contributes to raise organizational performance significantly above its previous level. The evaluation has to be based on 'before' and 'after' measures and has to determine the extent to which the fundamental objectives of the training have

been achieved in areas such as increasing sales, raising productivity, reducing accidents or increasing customer satisfaction.

b) Parker Entry (1973): The information of evaluation was classified by Parker into the followings **(Alsakarna, 2011, p. 225)**:

- Job Performance: Measuring the role of training program in improving employees' performance. When the evaluation conducted, the job characteristics and requirements are taken into consideration.
- Group Performance: Assessing the effect of training program on the trained employees' performance in an organization as measuring the number of mistakes conducted through production process, cost of production, and employees' attendance.
- Participant Satisfaction: Evaluating the employees' satisfaction on the training program according to training content, methodologies, and other related issues. The employees' satisfaction can be evaluated through a survey after training and through interviews.
- Participant Knowledge Gained: Measuring the employees' knowledge and skills gained by them. It is suitable to use pre-post test to measure the volume of gained knowledge.

c) AT&T (1979): This entry is considered similar to Kirkpatrick entry. It is published during a conference for American Association for Training and Development ASTD and was submitted by AT&T Company that four levels for information required for evaluation are **(Alsakarna, 2011, p. 226)**:

- Reaction Outcomes: It means the employees' opinion about the training as a whole, or its content, training period, and methodologies.
- Capability Outcomes: It includes what the trainees expect to gain, perform, and produce at work after training.
- Application Outcomes: It refers to what the employees gain, perform, and produce in the real working life.
- Worth Outcomes: It presents the training value compared to its cost. It means to what extent the company benefited from training taking into consideration the exerted effort, time, and resources provided to develop the training.

d) CIRO (1970): Developed in 1970 by Daw, Bird and Rackham, CIRO remains one of the most widely used training evaluation models **(Alsakarna, 2011, p.226)**:

- Context Evaluation: The first stage involves identifying training needs by collecting information on the current individual and organizational context in order to draft objectives at three levels:
  - Ultimate: the performance issue that the organization is aiming to improve at departmental/ organizational level.
  - Intermediate: changes in the behavior of the trainees that will be required in order to achieve the ultimate objective.
  - Immediate: the new knowledge, skills or attitudes that trainees should be aiming to acquire in order to be able to change their behavior.

- Input Evaluation: At this stage, the company considers the available resources and decides which input or method will be most likely to achieve the objectives.
- Reaction Evaluation: The company collects feedback from the trainees on how useful they found the training. The most commonly used method of collecting this type of information is the evaluation questionnaire or 'happy sheet'.
- Outcome Evaluation: The company at this level collects and analyzes information on the effectiveness of the training in order to improve subsequent training initiatives.

<center>**Section (3) – After Training Services**</center>

Introduction

In order for training to be considered an investment, it must be held accountable like other investments made by the organization, and must demonstrate that the decisions and actions taken are relevant and profitable. In other words, the actual contribution made by training to the organization's results must be ascertained **(Pineda, 2010, p.674)**.

Measuring the training impact is not an easy or simple task that changes related to human behaviors after training should be measured and linked with the determined training goals. Many organizations which develop training program do not interested in evaluating the training output and measure its effect after employees return back to their workplaces, although of the cost, time, and effort exerted in implementing the training. So, training evaluation and impact measurement are equal in importance to the training itself in order to decide if advanced courses should be designed in the same field or modification on the training program should be developed in the light of organization's goals **(Jasem, 2012, p.252-253)**.

Meaning of After Training Services

Organizations try continuously to improve their performance through improving the performance of its employees by professional development and training programs. For training to be benefit; individuals participating in these training courses need to take the new knowledge, skills, and attitudes back to the workplace and apply what they have learned **(Bossche & Segers, 2013, p.38)**. Effective applying for the training required following up the employees and providing them after training services in cooperation with the trainer or outside consultant who can measure the effect of training on the performance of employees and the organization as a whole for short and long terms after training accomplishment.

The current evaluation implemented after training through participants is sufficient to tell the trainer and the organization management how well an employee can carry out the activities as it is not comparative analysis of the achievement of trainees before and after training.

To conduct this comparative analysis, assessment of the training value after its delivery which means the analysis of the total value of training system in both social and financial terms should be developed, in order to obtain information on the achievement of its objectives and the overall cost-benefit ratio of training, which in turn guides decision-making. Following up the impact of training should be from two perspectives; the perspective of the contribution of training to organizational performance, and the perspective of the return on the investment made **(Pineda, 2010, p.674)**.

Based on the importance of submitting after training services for trainees, it is obtained that training has the highest effect on the employees' productivity in case of following up its impact on the employees and organization's output. This is approved by statistics displayed by the education ministry of the United States that increasing equity by 10% lead to an increase in productivity by 3.2%, and increasing the working hours per employee by 10% lead to increase in productivity by 6%, while increasing training level per employee by 10% lead to increase in productivity by 8.6% **(Mousa, 2007, p.36)**.

In the annual coverage of the best 100 companies in America, Fortune magazine notes that extensive and ongoing training and development is second only to stock options as a primary mean of attracting and retaining talented workers **(Mondy et al, 2002, p.216).**

According to the previous mentioned statistics, organizations should focus on keeping the impact ot training especially if it is developed considering the improvement needs for employees and organization's performance. The set objectives of organizing a training should be counted while measuring the training impact is started in order to evaluate the extent of training contribution in achieving the desired objectives, and use the evaluation first output in designing long term development plan for employees in parallel with the organization strategies and future goals.

Although of the interest in evaluation training since the publishing of kirkpatrick first article about this issue at 1959 , and the emergance of several theoritical evaluation models which its publishers tried to contribute in improving evaluation process, several problems still exict especially those related to evaluate training **(Al Roubi & Al Horr, 2006, p.363-364)**. The current forms used to evaluate training are considered as satisfaction sheets that it evaluates limited factors influencing the effectiveness of training once it is accomplished. These factors are trainer, training material, training place, training organizing and other general issues which not determine the real benefit and value of training to the organization.

In order to maximize the utilization of training output, effective after training services should be provided for employees, these services help in increasing the employees' retention and loyalty for the organization that its effectiveness make the trainees realize the importance of training for organization, encourage them to apply what they learned to achieve the determined objectives for implementing the training, and look forward organizing more performance development plans in parallel with the organization's goals which finally satisfy the trained employees through achieving their own career goals.

Effectiveness of after training services is affected by the following five main factors, which its considering enhance the output that trainees have from training which finally achieve positive impact on the organization performance as a whole.

1. **Training Transfer to the Workplace:** Work environment implies the features of the workplace perceived by the employees to support or hinder their use of the knowledge, skills, and attitudes acquired during training on the job. Transfer of training is not only a function of original learning in a training program; to say that transfer occurred, learned behavior must be generalized to the job context and maintained over a period of time on the job. Transferring what has the trainees acquire at the training required self preparadeness and suitable work environment which motivate them to apply what they learned, this implies that transfer is not only the application of what is learned, but it also involves if they are prepared to learn from their new experiences and are able to structure their environment in ways that lead to learning. Training cannot make people experts; it can only place them on a trajectory toward expertise **(Bossche & Segers, 2013, p.38)**.

   Transfer of training are affected by two categories of factors which are: trainees characteristics; and work environment. From category of trainee characteristics that influencing transfer, it can be classified into six categories: (1) trainee ability, skills and readiness to learn & apply and aptitude; (2) trainee motivation; (3) trainee self-efficacy; (4) trainee job attitudes and commitments; (5) personality, interest, expectations; and (6) goal-orientation **(Hamid et al, 2012, p.665)**.

From category of work environment, the shortage of equipments and system implementations problem affect the success of training effort. It also causes time lag that jeopardizes learning. If participants learn how to use a new machine in January and are not able to put their learning to use until the machine is installed in April, this lead to decrease the effectiveness of applying what trainees learned in order to improve their performance **(Furjanic & Trotman, 2000, p.15-16)**.

So, because of the importance of training transfer, it continues to concern organizations, reports indicate that only about 10% of what is learned in training is applied on the job. This finding presents a serious problem for organizations, given that transfer of training is considered the primary leverage point by which training influences organizational-level outcomes and results **(Saks & Belcourt, 2006, p.629)**.

According to this, The transfer literature has identified many activities that are likely to facilitate transfer of training before training begins (pretraining environment), during the actual training program, and after a training program (post-training work environment).

a) **Pretraining Activities:** Some activities that take place prior to training are important for transfer of training. One of the most important work environment variables is supervisor support, that prior to attending a training program, supervisors can provide support to trainees by meeting with them to discuss the training program and content, setting training goals, and encouraging their attendance and participation. Trainee input and involvement in the training process also is important. For example, trainees can be involved in the needs assessment process and in the choice of training content and methods **(Saks & Belcourt, 2006, p.632)**.

b) **Activities during Training:** In order to effectively transfer training to workplace, inteventions can be added on to the training content of a training program for the exclusive purpose of facilitating the transfer of training **(Saks & Belcourt, 2006, p.632)**. During training the instructor has a role that the more closely the instructor can link the training to participants' real life experience, the better for training transfer. Also, the trainee's manager and the manager's manager can attend with trainees one of training sessions, when three management levels of an organization attend training together, participants may be more willing to try out the ideas learned in training. Moreover, it is important to train employees on skills that can be immediately applied on the job **(Heathfield, humanresources.about.com/od/trainingtransfer/a/trningtrasnfer.htm)**.

a) **Post Training Activities:** A number of post-training activities following a training program have been identified in previous studies. One of the most important is organization support for training in terms of policies, practices, and procedures, as well as social support from supervisors and peers. In addition, post training assessments and reports are useful to help facilitate transfer **(Saks & Belcourt, 2006, p.633)**.

2. **Supervisor Follow Up:** It is found that employees had more training motivation when they were assigned to attend training program by management than they made their choice freely **(Tai, 2006, p.52)**. It is important to highlight that all employees felt motivated as a result of being nominated to attend the training courses. This signaled to the employees that the organization considered them to play a key role in its goal to become more competitive.

Holding meetings before training started have the potential to create a climate that may support transfer. Meetings held with employees before training allowed supervisors to clarify expectations and demonstrate that they valued the outcomes of the training course. Supervisors who initiated meetings before training instilled confidence in the trainees' ability to learn (**Lancaster et al, 2013, p.16**). As mentioned before, one of pretraining activities that enhances training transfer is supervisor support that meeting employees before training, requiring them to be accountable for their training experiences, and informing them that they will be required to undergo an assessment or prepare a post-training report also may improve transfer

Management support is perhaps the most basic training and development requirement. Without it, utilization from training may reach to the minimum. Moreover, this support must be real; it should be communicated to the entire organization. The most effective way to do this is for managers to take an active part in the training and provide the needed resources to apply the new acquired skills at the workplace (**Mondy et al, 2002, p.218**).

Thus, supervisor follow up may contribute to the development of a supportive work environment by encouraging, reinforcing and providing opportunities to practice new behaviours. Supervisors encourage employees to transfer new skills to the workplace by helping to remove any obstacles to their application. Supervisors who fail to provide feedback concern the use and importance of training content or do not view training useful for the organization, discourage trainees from attempting transfer (**Lancaster et al, 2013, p.8**).

So, Supervisors play a key role in the after training environment by ensuring that trainees have opportunities to apply newly learned behavior on the job. As stated above that meeting between employees and supervisor before training is important, also meeting after training is necessary to discuss the relevance of training and to review goals, action plans also might be useful to signal the importance of transfer to trainees and ensuring that trainees are accountable for their use of training material on the job (**Saks & Belcourt, 2006, p.633**).

3. **Trainee's Performance Improvement:** The knowledge and skills of human resources safeguard organizational life. The updating and the upgrading of these skills makes organizations able to adapt to the new environment that is almost subject to the constant charge. These facts had made managers understand the importance of training their human resources as a means to improve the overall performance of the organizations through measuring the performance of their employees and improve it (**Barzegar & Farjad, 2011, p.1943**).

In spite of the large number of researches on the relationship between training and employee performance, there appears to be a gap. It is important to effectively administer the effect of training on employee performance after delivering the training (Elnaga & Imran, 2013, p.138). The pretest-posttest may indicate fairly accurately what has been learned , but they five little insight into whether the training lead employees to change their behavior and improve performance at the workplace. For example, A manager who trained on motivational techniques may attended all training sessions, understand training content totally, and then return the next week to the workplace and continue behaving in the same old autocratic way (Mondy et al, 2002, p.233). So, because of the vital role training plays in improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top, organizations should invest heavily in it and effectively conduct all required procedures especially evaluation after training delivery (**Sultana, et al, 2012**).

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed which are set by organizations. Efficiency and effectiveness are ingredients of performance and training is a way of increasing individual's performance. This means that, there is a significant difference between the organizations that train their employees and those organizations that do not **(Sultana, et al, 2012, p.647)**.

On one hand, training employees solve the problem of poor performance which often results when employees do not know exactly what they're supposed to do, how to do their jobs or why they need to work a certain way. Training can help solve the following performance problems **(Shaw, www.smallbusiness.chron.com/effects-training-employee-performance-39737.html):**

a) Reduce duplication of effort in the workplace when supervisor explain the details of the job.

b) Decrease the time spent correcting mistakes, and the problem solving necessary to correct bad performances.

c) Improved performance from employee training can reduce staff turnover,

d) Lower maintenance costs by reducing equipment breakdowns and result in fewer customer complaints.

e) Better performance from employees typically creates less need for supervision and brings increased worker output.

On the other hand, communities now are mostly youthful that yearly large number of new graduates are started engaging the labor market. Because most of them are not well prepared to start performing tasks of their new jobs, training is recommended in order to improve their performance. Also many employees who have long experiences at work do not have suffecient knowledge in the new technologies which rapidly changed. So, improving their performance is achieved through training, and continuous follow up after training is recommended to assure achieving the objective of performance improvement **(Ghanem, 2010, p.6)**.

After training delivery, the performance of trained employees may not be improved, and the companies management may think that training is failing, while other causes may contribute in not improving performance which is not the training fail, as the working environment that facitlies for applying new skills are not provided. So, improving performance of employees after training required a fully and well prepared environment including the support and follow up of the companies management **(Reay, 1997, p.60)**.

4. **Contribution to PDP:** Many employers encourage employees to write their own PDPs which is a summary of a employee's personal development needs and an action plan to achieve them. So, workers are encouraged to analyze their strength and weaknesses **(Mondy et al, 2002, p.267)**. The plan can be usfully conducted after training delivery and transfering of the acquired skills to the workplace in order to identify the skills that the trained employees have and successfully apply after training as a strength and focus on the weaknesses they still have after utilizing the training in order to plan for future improvement programs for performance.

It is evident that learning and acquiring new knowledge and skills are not stop after finishing the training, PDP is an assessment tool for performance using information and documents about the competencies the employee has already worked after training and the ones that he or she is planning for future develop (**Beausaert et al, 2013, p.147**).

PDP is a win-win relationship that a well plan provides employees with opportunities and clear direction on how to increase their skills and advance their careers, and PDP helps companies to improve its output and forge ahead. Additionaly, developing internal employees can save money and time on recruiting and training new employees (**www.insperity.com/blog/5-steps-to-creating-employee-development-plans-that-truly-work**).

So, an employee development plan should not written randomly without making sure that it is on point. The followings are the main steps to create PDP truly (**www.insperity.com/blog/5-steps-to-creating-employee-development-plans-that-truly-work**):

a) **Consider Business Goals:** Before the company's management set objectives for employees, they should try to align their development plan with your company's needs. Otherwise, the company and its employees' efforts could be all for not. Writing PDP should start by considering what the company's long and short term business objectives are. Then identify the necessary skills, knowledge and competencies that support those objectives.

b) **Discussion with Employees:** Management of companies should conducting a face-to-face discussion with each of team members to get a better understanding of what their career goals are and how they think they can accomplish them.

   Manager should also talk about any challenges employees are having in their current position. Employees should do a self-assessment of their work, define in what areas do they struggle the most, and determine if they will benefit from additional training or mentoring.

   Some of employees may already have a career path in mind. But many times, they do not know how to get started. By discussing PDP, manager and employees can work together to figure out what role the company plays in this plan as well as what opportunities the company can offer them.

c) **Deciding What Skills Employees Need:** Once the company's management conducts an open discussion with each employee, and their skills, experience, and abilities are defined, as well as the company's needs, it is time to decide exactly what skills each employee need to acquire.

d) **Creating an Action Plan:** When objectives are known, the company should figure out how the employees will achieve them. Developmental programs can include a combination of activities such as formal training, reading, working directly with subject matter experts, coaching and mentoring, and visits to institutions that offer specific development opportunities.

   After all details are being clear, it can be helpful to create a schedule or time table so that employees keep moving forward and continue to pursue their goals.

e) **Applying the New Skills in the Workplace:** A considerable time and money were spent on helping employees to improve their skills. To get the greatest return on investment, the employees should be able to transfer those new skills to the company.

Thus, Development planning does not have to be elaborate or costly. At its core is mostly a matter of good managers taking the person-to-person time to understand their employee, recognizing their skills and needs, and guiding them to fill in the gaps. If it's done well, the payoff can be substantial in terms of long-term loyalty. If it's not, the costs can be substantial in terms of long-term talent (**Lipman, www.forbes.com/sites/victorlipman/2013/01/29/why-development-planning-is-important-neglected-and-can-cost-you-young-talent/**).

5. **Long Term Training Evaluation:** Determination the value, weight or meaning for training output has no longer been just a test or a questionnaire to be completed at the end of the course, but it has become an organized work that commences upon identifying the instructional requirements and continues up to the end of the course, and after its expiration for a definite time period so that we can say whether it has achieved its objectives or not (**AL Bishi, 2009, p.2**).

Training evaluation is considered as a continuous process aims to define the extent of training achievement for its goals, highlight the strengths to enhance it, and define weaknesses to overcome them in future programs in order to develop the training and improve its effectiveness continuously (**Altelbani et al, 2011, p.1433**).

Evaluating training program involves determining the extent to which stated objectives have been achieved. This required long term monitoring for the employees' performance in order to compare the results after training with the determined objectives. For example, if the objective is to reduce customer complaints by 10%, comparing complaints before and after training provides a usefule measurement of success (**Mondy et al, 2002, p.233**).

So, evaluation training and following up the extent of employees transferring for the acquired skills to the workplace is important step at the training which its goal is to develop training process, address gaps that may appeared while employees working and overcome any problems or obstecales face the trained employees after training (**Altelbani et al, 2011, p.1434**).

Although of the importance of training evaluation, it is not carried out in a professional manner, or it does not exist at all in many companies, and the lack of this information makes it impossible either to prove training value or to find reasons for its existence. When training is not evaluated, the investment and its effects cannot be tested and resources can be wasted in inadequate activities. Sometimes, training evaluation is avoided because it is considered an expensive and time consuming process. At other times, the reason is the lack of measurement systems for determining the changes arisen from training (**Sanchez et al, 2003, p.957**).

In addition to the problem of avoiding training evaluation by some companies, other companies wrongly evaluate training because of throughts top management has regarding training evaluation. One of these throughts is the skills and knowledge posttest which helps in measuring training effectiveness regarding skills' acquisition theoritically, this thought is wrong because the posttest will not measure the extent of trainees absorption for the skills to be applied at their workplaces. Also, some companies measure the performance of employees according to not effectively set standards as what they should do, not to how many units

should be produced monthly, how many customer complain from service, minutes of submitting the service for each customer, and other accurate standards which really help in measuring performance after training **(Reay, 1997, p.60)**.

Based on the previously mentioned problems in training evaluation, companies should focus on conducting this stage of training over long term because of the main following benefits training evaluation has **(Eason, www. evaluationfocus.com/reasons-for-conducting-training-evaluation/)**:

a) It helps companies to improve training for future participants: Having feedback from employees about training and how they were able to transfer that training into the workplace will enable companies' management to identify ways in which improvements can be made. Evaluation provides data for top management to continuously improve the way employees do their businesses.

b) It helps to confirm that employees are getting training right: Training evaluation over a long time help to check if employees effectively equipped with knowledge and skills to carry out their roles. Continuing to train employees on processes or skills that are now not used by the business is simply a waste of time. In order to ensure that delivered training remains aligned with business objectives, measuring training output is required.

c) It helps to prove that training is adding value: Companies spend large amounts of money in developing employees, and intuitively management of companies thinks that employees getting right training, but no prove for this. Providing a strong body of evidence in the form of training evaluation results can help prevent short-term thinking when budget cuts are required. The impact of budget cuts may affect more than just the company; reductions in budgets often means a reduction in the one of the most important resource in any company which is personnel.

Chapter -3-

Previous Studies

- **Introduction**
- **Foreign Studies**
- **Arabic Studies**
- **General Commentary on Previous Studies**

Introduction

Many researches and papers discussed concepts related to this research main subject which is after training services. Palestinians, Arabic, and foreign researchers wrote about training effectiveness and its effect on employees performance, and the success of the whole company. Also, many of them discussed the factors that affect the utilization of training's benefit as management support, and how much the effectively training evaluation and using the evaluation results for further improvement is considered important. Fourteen foreign studies and ten Arabic studies have direct relationship to this research, and they are reviewed and ordered in a chronological basis from the newest to the oldest.

Foreign Studies

1. Eisele and others (2013), Employee Motivation for Personal Development Plan Effectiveness

The research aims to understand conditions under which PDPs (PDPs) can effectively be implemented for professional learning. Its purpose is to determine if PDP users undertake more learning activities and rate their performance higher if the PDP practice is well-implemented. It also aims to connect the influence of both environmental and individual supporting conditions for supporting learning and performance at the workplace.

The data were collected among the employees of a Dutch governmental office that questionnaires were distributed online, via the HR department of the organization over 300 PDP users randomly selected. 48 users returned completed online questionnaires. The collected data help to measure four main concepts which are PDP practice, motivation, learning activities and performance. The data was analyzed to measure the relationship between the PDP practice, learning activities and performance, and then the effect of motivation on the described relationship was investigated.

Research Results
a) A positive significant correlation was found between learning and having a motivating supervisor.
b) It was found that employees who are having a motivating supervisor who is supportive, provides them with structure and is involved, undertake less formal and informal learning activities. This is in contrast to what the researchers would expect.
c) According to PDPs, it was found that employees with higher education levels and more experience in the field undertook less learning activities.
d) Employees having more experience in their role show a smaller gap between actual and required skills than those with less experience, and consequently they undertake less learning activities.

Research Recommendations

a) Supervisors must be equipped to support the PDP process in an individualized manner, giving useful instructions, appropriate feedback and motivating their employees in an effective manner.

b) It is recommended that supervisors should support the PDP process with close face-to-face contact and regular meetings with the learners.

2. Lancaster, and Others (2013), Supervisor Behaviors that Facilitate Training Transfer

The research's purpose is to describe the supervisor behaviors that employees found to be helpful and unhelpful in facilitating training transfer. The study aims to provide rich qualitative data from the employee's perspective.

This research was conducted in an Australian government owned Energy Corporation operating over a large area and employing approximately 5,000 employees. The corporation considered its leadership capability to be a key factor for future success and implemented a large scale leadership development program that comprised four integrated courses aimed at senior managers, managers, supervisors and team leaders.

The research sample which is 24 participants was selected purposefully to ensure representation from each course and gender. Semi structured Interviews with selected participants were conducted, transcribed, and analyzed.

Research Results

a) It is important to highlight that all participants felt motivated as a result of being nominated to attend the training courses.

b) Participants were highly motivated to transfer when their supervisors showed interest in their learning experiences. Supervisors demonstrated their support by scheduling regular meetings and working with participants to encourage their ideas and to resolve any problems they were experiencing.

c) Supervisors who did not instigate specific meetings with participants, or actively support their learning were perceived as uninterested and unsupportive. Participants also expressed disappointment with supervisors that showed only superficial interest in their learning.

Research Recommendations

a) Supervisors should be trained to use prior to, during, and after training procedures that they should do to motivate trainees to transfer training.

b) Supervisors should proactively demonstrate their interest in participants' experience of the course and subsequent learning. They should also offer to make themselves available to meet during the course if the participant requires guidance.

c) Supervisors should create a supportive work culture that provides participants with the confidence to try new work behaviors.

3. Farjad, (2012), The Evaluation Effectiveness of training courses in University by Kirkpatrick Model (case study: Islamshahr university)

The researcher aims at this research to study the effectiveness of job based training in Islamshahr University using Kirkpatrick model. The researcher would like to propose useful suggestions that can be used to improve training effectiveness that he focused on the nature of the training courses and their impact on the improvement of employees' and teachers performance.

The researcher used a questionnaire in order to collect data required for the research, the statistical population consisted of (40) employees, (30) teachers, and (11) managers.

Research Results:
a) The training presented, have been affected, but this effect is not very dramatic in the four levels of Kirkpatrick Model.
b) Defining factors such as training -based job, definition training based of poor performance and organization objectives, staff awareness of the objectives of training courses, continuity of training courses, application of training in the workplace and proper implementation of training can directly lead to improving the effectiveness training.
c) The effectiveness evaluation needed to be improved through implementation of optimizing training design, redefining training roles, providing enough budget, management commitment, attention to individual, job and organizational needs, motivation mechanism, use of ongoing and summative evaluation.

Research Recommendations:
a) Training courses should be designed for each job regard to individual, and organizational needs.
b) Training should be conducted regularly and properly in order to have greater effectiveness.
c) To maximize the effectiveness of training, well designing and implementation of training should be conducted, in addition to provide opportunity for trainees to apply new skills and knowledge in workplace.

4. Pallares, (2012), Training Transfer Evaluation in the Public Administration of Catalonia: the MEVIT Factors Model

The aim of this research is to assess the effectiveness of the customized training undergone by the public administration workers of Spain, by diagnosing the factors that influence transfer. The research highlights the need to find alternative ways to measure learning transfer by means of diagnosis of barriers and facilitators of training effectiveness.

The researcher developed an exploratory model for evaluating variables influencing transfer (MEVIT) by reviewing the scientific literature, and including the following variables: motivation to transfer, self-efficacy, sense of responsibility, lack of application possibilities, organizational transfer support, transfer design, attitudes toward transfer, subjective norms, perceived control, and intent to transfer. The researcher designed a MEVIT questionnaire to

measure the mentioned factors, the questionnaire distributed over 458 public service workers in Spain during 2010.

Research Results:

a) The results show "motivational elements" as the most valued factor by participants in training, with an average of 4.49 out of 5 points. These elements are motivation to transfer, self-efficacy, and sense of responsibility attitudes toward transfer. While the "element of work context" which is organizational transfer support are less appreciated with an average of 3.73.

b) The results show that the MEVIT model is valid, reliable and allows companies to measure learning transfer indirectly, specifically by the factors influencing transfer.

Research Recommendations:

To measure what facilitates and what hinders learning transfer, this model should effectively applied in order to identify the areas of improvement for an efficient and cost-effective training in the PAC

5. **Rasli, and others (2012), Identification of Factors and Attributes for Effective Transfer of IT Training to the Workplace**

The research purpose is to identify the factors affecting the transfer of IT skills from the training site to the workplace using different method to collect the required data. With the advent of IT, office environment and organizational structure are more IT oriented. So, the administrators realized that they have to equip their staff with the IT skills to ensure the university operations would be efficient and effective at all level. As such, this research using a sequential mixed method approach to empirically and systematically investigate the conditions for effective training that could enhance IT competencies among Malaysian university clerical workers.

The researchers collected the research's data using two methods; the first is expert opinion assessment (EOA) which its results are the feeder for the second method. The EOA is used to identify conditions for training effectiveness whereby 11 academics, 9 senior personnel from the government sector and 5 professionals from the multinational corporation participated in the research as the panel of experts for the research. After the completion of the EOA, a survey questionnaire using five-point impact scales was used. Altogether, twenty four public universities and 4,441 clerical workers were identified as the population of the study. Stratified sampling method was used to form the final sampling frame for the survey, from which a returned responses of 554 clerical workers were treated as the finalized sampling frame for this research.

Several factors' impact were measured on the transfer of the training which are the characteristics of the trainees, trainer's competency, organizational management, training delivery and methodology, IT facilities, and work culture.

Research Results:

a) The key trainee characteristics attributes such as current IT skills understanding of the rational training and their interest are viewed as important factor to facilitate the transfer of IT training to the workplace.

b) Organizational management in the form of IT awareness and organizational image is the principal driving force that encourages the transfer of training to the workplace.

Research Recommendations:

The researchers assure that all factors measured at the research should be considered in order to facilitate the transfer of training to the workplace.

6. **W.H. Wan, and others (2012), Exploring Factors Influencing the Transfer of Training Using a Grounded Theory Study**

The research which conducted at Malaysia aims to investigate the outcome of Activity Based Costing training, that changes in behaviors in the job settings was measured, also the factors that affect the training transfer, and a framework of transfer of ABC training was developed.

The researchers adopted grounded theory method – an interpretive enquiry method that can be used in research that aims to build a theory – to describe and develop the interrelationships of factors influencing transfer of ABC training. The analysis of interview text, observations, and documents inspections conducted with the trainees had been done concurrently with data gathering before the next interview is performed. The researchers analyzed the collected data through coding that transcribed interview texts and recorded description had been categorized. Three steps were followed at coding stage: the first one is identifying, naming or labeling, categorizing interview texts, the second one is sorting, integrating and diagramming, and the third one is identifying relationships between categories and integrating the theoretical data in developing the final theory.

Research Results:

a) Four main factors affect positively on training transfer which are trainee's motivation, trainee's ability, job attitudes and commitment, and self efficacy.

b) Other factors were generated that it affect training transfer which some of it are:
   i. In generating codes on the job related factors, connection had been developed through identifying trainee job scope, and time availability to apply what trainees had.
   ii. Regarding trainees' personnel communication, many factors were inserted as feedback from top management or from lower level employees regarding training transfer.

Research Recommendations:
a) The results of the study should not be generalized into bigger trainees, that it could transferable to other similar studies.
b) If findings need to be generalized, a statistically validated study is needed after this research.
c) The researchers recommend researchers that building a trust with participants is the most important factor to collect reliable data from trainees after training.

7. **Barzegar and Farjad (2011), A Study on the Impact of on the Job Training Courses on the Staff Performance**

The knowledge and skills of human resources safeguard organizational life, that updating it makes the organization able to adapt to new environment. These facts had made managers understand the importance of training their human resources as a mean to improve the overall performance of the organization. There is no doubt that in spite of careful training and guidance managers, it will be better at conducting performance review meetings than others.

The study focuses on identifying the realization of the need for training course by the employees, and knows the impact of these training courses on the employees and their performance. The researchers collected the required data through questionnaire distributed among (600) employees who work in the foundation martyrs and veterans of Iran in five different provinces; 80 % of the questionnaires (480) were collected after had been completed, of which 13 were defective and the data of (467) were analyzed for the purpose of this research.

Also, reviewing of the existing documentation, and calculating indices and performance scores were methods used to collect data as the research is quantitative. Moreover, interviews with managers were conducted.

Research Results:
a) The researcher found that the training affected on the staff performance, but this effect is not very dramatic that the levels of changes fall below the desired standard.
b) Considering factors as training based job, training based poor performance, training based organization objectives, application of training in the workplace, and staff awareness for the purpose of training can directly lead to improve the employees' performance.

Research Recommendations:
a) The training courses should be designed for each job regard to individual, and organizational needs.
b) Training should be conducted regularly and properly in order to lead to greater effectiveness.
c) Before the implementation of training, employees should be aware of the conditions and goals of the courses until with Interest to participate in courses.

8. Niazi, (2011), Training and Development Strategy and Its Role in Organizational Performance

Based on the importance of training and development in improving the overall organizational performance, the researcher conducted the research to obtain that the objective of training and development is to create learning organizations which ensure that employees through value addition can effectively perform their jobs, gain competitive advantage and seek self growth.

The researcher developed this research using a questionnaire as a quantitative method to collect required data from 100 employees from different departments of a FMCG multinational company in Pakistan that 77 filled questionnaires were returned back. The questionnaire covered four main aspects which are learning organization and its strategic T&D alignment, training need analysis and line manager's active involvement in TNA, training formalization including its implementation and evaluation, and employee performance.

Research Results:
a) Many companies in Pakistan are not meeting the employees' skills with reference to training and development.
b) There is a gap between the skills acquired and the application of these skills as seen in the industrial environments.
c) The involvement of line managers in training needs analysis is positively related to organizational performance.
d) Improving the employees' performance through training conducted activities positively affects the organizational performance.

Research Recommendations:
a) The researcher recommended not to ignore and disconnected the training and development from the business activities in the organizations.
b) Human Resource Managers must align their human resources with the business strategies; they should improve workforce skills through strategic training and development process for the organization's successful performance, thereby fueling the need to make training courses more meaningful.

9. Waheed, (2011), Employee Development and its Affect on Employee Performance - A Conceptual Framework

The researcher gave insight in his research on the importance of employees' development and its role in increasing their satisfaction and commitment at their jobs. The researcher focus on obtaining the relationship between employees' development and employees' performance, that developing employees will improve their performance and this will lead to the organization effectiveness.

The researchers analyzed theoretical studies and models related to employee development and its affect on employee performance. One of these studies considered five practices of HR that affect employees' performance, these practices are: Job autonomy, Organizational support, Training, Distributive justice, and Procedural Justice. Another study took into account five variables of employee development that will affect on employee performance which are: Coaching, Training and development, Empowerment, Participation, and Delegation.

After reviewing literature, the researcher proposed a model that employee performance is a dependent variable and employee development is an independent variable. Employee development variable is divided into the following sub variables; Employee Learning, Skill Growth, Self Directed, and Employee attitude and behavior. Thus, Employee performance will ultimately affect the organizational effectiveness.

Research Results:

a) Employee is a valuable resource of the organization. The success or failure of the organization depends on employee performance.
b) There is a relationship between employee development variables (employee learning, skill growth, self directed, employee attitude) and employee performance variable.
c) Employees' behaviors affect their seriousness in the training courses, that the responsive employee will learn different skills which will increase the employee performance.

Research Recommendations:

a) It is important to conduct employee development activities and investing continuously in human resources.

10. Pineda Pilar, (2010), Evaluation of training in organizations: a proposal for an integrated model

The research aims to offer a training evaluation model, in order to help the training professional to design and implement rigorous and coherent training evaluation processes that enable the entire training function to be optimized. The researchers obtained that training evaluation considered as an important step to measure the extent to which training has responded to the needs of the organization and its translation in terms of impact and profitability.

Several models for evaluating training was proposed by the researcher, one of it is Kirkpatrick's model and his famous four levels which are; reaction, learning, behavior, and result. The researcher suggested a model which answers five questions: (1) what is the focus and purpose of the evaluation process that is designed, (2) what factors and aspects of the training will be evaluated (participant satisfaction with the training, learning achieved by the participants, pedagogical coherence of the training process, transfer of training to the workplace, impact of training on organizational goals, and profitability of training for the organization), (3) who is the evaluation agents that all those affected by training should be engaged, (4) when training evaluation can be undertaken, and (5) what are the instruments should be used to evaluate training including questionnaires, focus groups, interviews, and others.

The suggested model had been applied successfully by the researcher targeting Catalan Government Health Department. Training program consisted of 153 training courses were carried out at 2007. The evaluation focused on the satisfaction and the learning acquired by the doctors who participated in the training, the level of transfer of the skills acquired to the workplace and the impact of the training on health centers.
The researchers distributed 351 questionnaires, and 15 interviews were conducted with the managers of trainees to evaluate the transfer and impact of training, and impact indicators in the organization were analyzed.

Research Results:

a) The evaluation model presented in the research has been applied successfully in several organizations, as it has helped identify the actual results of training in terms of transfer, impact and profitability.

b) The manner in which organizations evaluate their training is far from what would be desirable in order for evaluation to really serve as a tool for optimizing training quality.

c) Several difficulties and obstacles involved in evaluating training programs including:

   i.   The resources required to design and implement evaluation raise the costs.

   ii. The lack of support from management bodies who do not consider it necessary to allocate resources to assess training results, and who priorities training quantity over quality.

Research Recommendations:

a) The researcher recommended that the evaluation plan must be accepted by everyone involved in the evaluation, from participants to managers, and the evaluation's objective must be well defined and measures.

b) Training participants should see evaluation as providing guidance and an incentive to improve their learning.

11. Nijman, and others (2006), Exploring Differential Effects of Supervisor Support on Transfer of Training

The research aimed to examine the relationship between general supervisor support and training transfer outcome by taking into account the effects of other transfer-influencing factors in a systemic approach of the transfer process.

A review for previous studies was conducted by researchers in order to identify factors that have been empirically shown to affect transfer outcomes. The researchers mainly discussed three other factors affecting transfer outcomes which are trainees' characteristics, characteristics of training program, and characteristics of working environment.

The researchers designed questionnaires for trainees and supervisors in order to be able to compare responses. Three organizations at Holland which provide products and services in the fields of advanced technology participated, offering a final response of 179 trainees and 32 supervisors on four different training programs. The selected training programs all concerned comparable off-the-job programs on the development of social and/or managerial skills.

Research Results:

a) Supervisor support indeed positively relates to transfer outcomes, but does not predict these outcomes directly.

b) There is an indirect relationship between supervisor support and transfer of training, by means of both trainees' motivation to transfer and the transfer climate.

c) Trainees who have learned new knowledge, skills and attitudes not only have more to transfer than trainees who did not, but they are also more motivated to do so, which has an additional positive effect on transfer outcomes.

Research Recommendations:

a) Transfer of training should be considered essential for training programs to be effective and efficient.

b) Future research on the relationship between supervisor support and transfer outcomes should be conducted using more objective measures, such as performance indicators.

12. Tai Wei-Tao, (2006), Effects of training framing, general self-efficacy and training motivation on trainees' training effectiveness

The purpose of the research is to examine the effects of training framing on trainee self-efficacy and training motivation, and further examine how these variables subsequently influence overall training effectiveness. The researcher want to measure the effect of supervisors' role which is represented by developing new training program, identifying the employees' skills needed to be developed, and assigning trainees for attending training courses on employees' motivation to be interested in the training course and transferring what they learned to the workplace.

The research's sample was the participants consisted of 106 trainees who attended a training program offered by a technological training institute in northern Taiwan. Three surveys were distributed for the trainees; the first one was distributed at the beginning of the training program to measure self efficacy, training motivation, and demographic characteristics. The second one was distributed at the middle of the training to measure trainees' self-evaluation of their experience about the training. The third one was distributed at the end of the training program to evaluate the trainees' reaction and transfer of motivation.

Research Results:
a) It is confirmed that the importance of supervisors training framing which predicts the self-efficacy and training motivation of trainees, subsequently affecting their reactions, learning and transfer motivation.
b) Trainees' familiarity with the training contents was positively related to their self-efficacy and training motivation.

Research Recommendations:
a) To raise employees' general self-efficacy, learning self-efficacy and training motivation, managers should clearly address the importance of training before attending the training.
b) When organizations require employees to attend training programs, they should provide necessary information to the trainees to increase their familiarity with the contents of training.

13. Sanchez, and others (2003), Effects of Training on Business Results

The objective of the research is to take into considerations the constraints that company faces when implementing training to analyze the effect of training on business results. Those constraints represented in cost of training that most companies not understand how investments in training can provide value, that is, the effect of training on business results. Another constraint which is training evaluation that is not carried out in a professional manner or it does not exist at all in many companies, and the lack of this information makes it impossible either to prove training value or to find reasons for its existence.

The research sample was 6,000 small to medium enterprises in some countries of the European Union: the United Kingdom, Netherlands, Portugal, Finland and Spain. The questionnaire was sent to the company manager through a postal survey, including an introductory letter and a stamped envelope for the answer, between November 1997 and March 1998. Of the 555 questionnaires received those with errors or from companies not falling within the 10–250 workers parameter were excluded. Therefore, a total of 457 questionnaires were analyzed.

Two types of variables were measured to test whether training affects business results; the first one is regarding training which includes training methods, characteristics, activities, and efforts in training. The second one is business results which includes effectiveness of training and profitability.

Research Results
a) Training performed inside the company with outside trainers affects several results measurements positively, but on-the-job training influences an even higher number of results positively.
b) While training inside the company (on-the-job with external or internal trainers) positively affects the sales volume, benefit before taxes and profitability, training outside the company usually has a negative impact. This can be due, among other reasons which are:
    i. The flexibility of working hours required by the employee and the need to substitute for him.
    ii. The activities are standard training activities for the whole market, which are not suited to the firm's needs.
    iii. The competencies acquired outside the company are easily forgotten if they are not immediately employed.
c) The training performed in a previous period could affect the results of the following period.

Research Recommendations
The evaluation of the impact of training on business results since training is considered an investment and, therefore, the company must check that the expected return surpasses the minimum necessary to justify training investment

14. Shelton, (2001), The Effect of Employee Development Programs on Job Satisfaction and Employee Retention

The research purpose is to analyze the significance of employee development programs on employee retention and job satisfaction with regard to business success. Also, the researcher would like to analyze the history of employee development, and clarify the employer and employee's role in employee development.

The objectives were obtained by conducting a critical review of previously existing studies of employee development and job satisfaction. The studies investigate the value employees place on development programs, the likelihood that employees will stay with a company, the types of development programs offered by different companies, and the benefits these programs have to the organizations.

The first research was titled by (Employees Speak Out on Job Training), it was conducted by Gallup School of Management at 1998, and it was conducted using a quantitative survey to conduce telephone interviews. The second study was titled by (Recruiting and Retaining Employees: Using Training and Education in the War for Talent), it is a qualitative study conducted by the American Society for Training and Development (ASTD) and the Society for Human Resource Management (SHRM).

The researcher compared between two researches which was not an easy task because of the differences between them. The Gallup study is a quantitative survey of employees that focuses on individual perceptions about training and its benefits. The ASTD/SHRM study is a qualitative examination of companies that value employee development and reveals that practices of these organizations.

Research Results
a) Employee development programs clearly play a significant role in employee satisfaction, which helps lead to employee retention. The Gallup study shows a clear link between training and job satisfaction.
b) Employee Development programs benefit individuals as well as companies. Companies that do not offer on-going learning will not be able to keep with those that do. They may see times of financial gain, but they will lose in the race for intellectual capital.
c) Although there are other factors that are important to job satisfaction, development programs can still make a positive difference. They can make people feel like they are contributing to the organization's success, which gives them motivation to go to work every day and do a good job.

Research Recommendations
a) Companies must put the utmost value on their human resources and develop a culture and practices that show that type of commitment.
b) Employers and employees must share in individual development with the employer offering opportunities and the individual taking the initiative.
c) People must choose to have career goals and work to reach them. Individuals will be more likely to make that choice if they are in a supportive environment.

Arabic and Palestinian Studies

1. **Jasem, (2012), Evaluate the Trusting of the Implementing Training Programs through Measure its Output**

The research aims to display theoretically the process of training evaluation and its role in ensuring the extent of achieving training program's set objectives at the employees and organizational level as increasing productivity, decreasing losses, and keep pace with new changes in the working environment.

The researcher discussed the methodologies, tool, and steps of training process. The level of training program success in satisfying training needs and meet the objectives that managers determined, in addition to training evaluation tools and process were obtained theoretically at the research.

The researcher wrote about mainly 3 subjects, the first one is training in general including its concepts, process, and methodologies. The second one is training designing process which includes needs' identification, determining training content, training implementation, and training evaluation. The third one is training program evaluation that the researcher obtained in details the importance and objectives of training evaluation and determined the suitable time to make evaluation. Also, the researcher discussed what to evaluate during the evaluation process.

Research Results:
a) Training evaluation is considered the most important and difficult stage of training because it required to determine the extent of training success in achieving the objectives of conducting it as improving employees' performance which finally affect positively on achieving the organizational goals.
b) Several evaluation methods and models are available which include all training aspects starting from training objectives until trainees, trainer, and training results.
c) Determining specific and fixed model to evaluate training is not accepted because training evaluation is a dynamic process related to employees' behaviors which change according to the needs of customers.

Research Recommendations:
a) Training evaluation should not be underestimated because it required a great effort from the training organizers. Any defect at the training program is not discovered and treated will affect negatively on the success of training program in achieve the set objectives.
b) Adoption of accurate and unbiased information when evaluate training program through following specific methodology that many resources should be used including trainees, trainer, and organization.
c) It is recommended to consult an expert in training process who has a background about the training topic.

2. Alhabil, and others (2011), The Effectiveness of the Training Programs to develop the Human Resources of the Insurance Companies in the Gaza Strip

The research focused on investigating the effectiveness of training programs delivered to the insurance companies at Gaza Strip, and measuring its effect on developing the human resources capabilities which contribute in achieving those companies' main goals.

The researchers identified the role of training in developing the employees who work in the insurance companies at Gaza strip using a descriptive analytical methodology that 50 questionnaires were distributed over the employees at International Trust Company for Insurance, National Insurance Company, Al-Ahliah Group Company for Insurance, and El-Multazem Company for Insurance and Investment. The measured variables are: training needs' assessment, trainer, training material, training environment, training evaluation, after training evaluation, and training effectiveness.

Research Results:
a) The needs of employees for training were identified effectively and it was considered when developing the training material.
b) The training was evaluated effectively without any defect.
c) The training organizing was effectively conducted that a suitable training environment was equipped with all required facilities to implement the training as was planned.

Research Recommendations:
a) The top management should assure on the importance of training in developing the employees, and more support should be provided when developing new training courses.
b) A development plan for each employee should be promoted in order to determine the future training courses that should be organized for employees.
c) The companies should not consider training employees as a financial burden, but a long term investment.

3. Altelbani, and others (2011), The Process of Evaluating Training Programs in the Local Authorities in the Southern governorates.

The research's purpose is to explore the process of evaluating the training programs in the major municipalities in the southern governorates at Gaza Strip using a descriptive analytical method.

The researchers measured to what extent the trainees' reaction, learning, behaviors, characteristics, and organizational results are considered when evaluating training programs in the local authorities in the southern governorates. The researchers designed a questionnaire that was distributed over 247 administers working in the local authorities that 175 filled questionnaires were retrieved in order to measure the research mentioned variables.

Research Results:
a) The trainees considered the conducted training courses as a job requirement without considering the training importance to develop the employees' skills.
b) The evaluation is limited to evaluate the trainees' reaction because of its low cost without evaluating the whole training process and results.
c) The local authorities do not evaluate the training program according to the trainees' behaviors and organizational results that interviews with trainees, peer evaluation, focus group discussions, or external consultant do not used as evaluation methods to assess trainees' behaviors after training delivery.

Research Recommendations:
a) The researchers recommended enhancing the evaluation of training according to trainees' reaction.
b) The researchers recommended that more than one participant should be engaged in the evaluation process using several instruments, and the feedback of others who are not trained should be considered to evaluate the effectiveness of training.
c) Several methodologies should be used to evaluate the training.
d) Increase the top management awareness for the importance of training employees and match the output of training evaluation with the companies set strategies.

4. Ghanem, (2010), The Effect of Training on Employees' Performance at Private Sector

The research purpose is to identify the effect of training on the employees' performance, its objectives is to determine the effect of training on the quality of services submitted to the customer and how much the training contributes in enhancing the spirit of teamwork and loyalty to the company.

The researcher used descriptive and quantitative method. Books, articles, and periodicals are used as secondary sources for data of the research, while a questionnaire was distributed over 60 employees randomly who work at private sector companies in Nablus in order to determine the effect of training on their skills, capabilities, quality of service, and loyalty.

Research Results
a) Training has an important role in improving the employees' skills and capabilities.
b) Training contributes in promoting the level of services submitted by private sector.
c) Training increase the level of employees' loyalty toward their companies, this is reinforce training necessity to satisfy the social needs of employees.

Research Recommendations

a) Promote new training programs at private sector companies and avoid repeating the same training subjects.
b) Develop in depth study about training and its effect on employees at Palestinian companies.
c) Take advantage of external experience in training field and try to apply it in order to benefit the local companies.

5. Al Bishi, (2009), Measuring Training Impact

The researcher displayed in his research the value of training evaluation. He based on reviewing literature to derive the output of this research. The researcher separated his study into three parts; the first one is explaining the main concepts in training impact measurement, the second one is to explain positive training standards, and the third part is defining the process of measurement.

The researcher followed the descriptive and analytical approach supported with simple graphics and examples. During reviewing books and studies, the researcher obtained the suggested classifications for the types of evaluation; these classifications can be either according to training stages, time, or tool as written, verbal…etc.

Research Results

a) The questionnaire is considered one of the most important tools for collecting data and information about the effect of training.
b) Sometime the time between completing a training course and the trainees' attainment of a job or enabling him/her to apply the skills which he/she is trained on very long. This leads to weakening the skill or may loosing it.

Research Recommendations

a) Encourage training institutions to create a specialized unit to measure reaction during training to assist in the success of the training process and to overcome the obstacles of training.
b) Funding the researches and studies that measure the impact of training and especially the studies that add value to the community.
c) Promote a culture of measurement and accept the views of trainees to determine the weaknesses and strengths in training programs and the method of implementation, this help to develop training according to the needs of training and in the light of the situation of the trainees themselves.

6. Lateef & Alshokr, (2008), The Role of Training in Improving Employees' Performance at Hotels Sector

The research purpose is to give insight on the role of training in qualifying employees at the hotels sector, and measure how much training contribute in improving employees' performance. Also, the interest of hotel management in training employees was analyzed.

The researchers choose one of the best hotels at Baghdad to consider its managers and departments' head as a population for the research. A well prepared questionnaire was distributed over 45 managers who selected randomly and 40 questionnaires were analyzed.

Research Results

a) Training considered one of the main managerial tasks that determine the success or lose of the hotels.
b) Management of hotel considers the importance of training in improving its employees, but training do not has a main position at the hotel when plans are developed.
c) Developing training programs effectively according to employees' needs will contribute in improve their performance which help in increase productivity and decrease costs.

Research Recommendations

a) Customize a certain percentage of revenues to develop training courses.
b) Motivate employees during training delivery with financial or moral incentives in order to raise their enthusiastic spirit, and thus access to a higher level of performance.
c) Enhance training role at Al Rasheed Hotel through developing a separate department to be involved at the organizational structure.

7. Al Roubi & Al Horr, (2006), Development a Measure for Evaluating and Monitoring the Impact of the Training and a Model to be Used in the Follow-up Process from the Perspective of Trainee

Based on problem of evaluating training in the gulf countries, the researchers developed this study in order to build a measure to evaluate the training impact and monitor it after delivering the training. The researchers tried to find a solution for training evaluation and follow-up's problem through providing a tool which is characterized by a high degree of validity, reliability, objectivity, and ease of use.

In order to facilitate the procedures of ensuring that if the training achieve the objectives that training program developed for it, the researchers developed this measure which includes three main items:

- The effect of training on trainee's behaviors and performance level.
- The obstacles which limit the effect of training.
- The extent of trainees' needs for further courses.

The measure includes 15 questions which cover all the required content considering the main three items mentioned above. The researchers consider the possibility of using the measure regardless the subject of training course.

The measure was tested through a sample of 75 trainees who represent the gulf cooperation council.

Research Results

a) The measure characterize with high reliability and validity.
b) The measure enables the companies to follow-up training impact quantitatively and qualitatively, and identify it effect during long periods that may exceed one year.

Research Recommendations

a) The measure should be used after at least 3 months of finishing the training and before 6 months.
b) The measure cannot be used to evaluate trainees' reaction once training is completed.
c) The organizations should not depend on the developed measure only to assess the effectiveness of training at the long term, other methodologies should be implemented.

8. Abu Soltan, (2004), Evaluation of Funded Managerial Training Programs

The objective of this research is to evaluate the managerial training programs, from the trainees' perspective, which were conducted by NGOs in Gaza and financed by international donors. The evaluation is based on analyzing the managerial training, the evaluation process, its components, and phases and how it is related to the effectiveness of training.

The researcher used a questionnaire to collected data required that it was distributed for 300 employees trained from December 2003 to January 2004, and 236 questionnaires were analyzed. Also, the researcher used secondary resources as books and articles to develop his research.

Research Results
a) Managerial training financed by international donors and conducted by NGOs, is effective from the trainee's perspectives.
b) Questionnaire is the most used tool in training evaluation, but trainees considered it not effective.
c) Supervising parties do not seriously take into consideration training evaluation, nor conduct solid training monitoring.

Research Recommendations
a) Supervisory parties should used scientific methods to determine the exact training needs.
b) A follow up study should be carried out that evaluate training from the perspectives of donors, implementing parties, and organizations at which trainees are working in, and trainers.
c) Conduct a specialized study that uses cost-benefit analysis to evaluate training.
d) Using more than one tool for training evaluation that if one tool does not explore a defect in the training program, the other tool do.

9. AlRefai & AlAthary, (2003), Evaluation of Training between Theory and Practice

The research purpose is to determine the training evaluation followed activities is Kuwaiti organizations, identify the challenges it face, and obtain how training implementation can be developed. In order to accomplish these objectives, as a qualitative method the researchers reviewed the previous studies which its content related to this research content. Quantitatively, the researchers designed a questionnaire which the target sample is (51) Kuwaiti public organization that the population is the managers of training and human resource development. The researchers distributed questionnaires which (46) questionnaires were retrieved and just 40 questionnaires were analyzed.

Research Results:
a) Few of the public organization consider that evaluating training is important to the success of training process that most of them sometimes conduct training evaluation.
b) The most used training evaluation method is Kirkpatrick, but the organizations just evaluate the reaction of trainees and ignore the rest components.
c) The organizations face many challenges to conduct training evaluation with a right manners, some of these challenges are; not availability of suitable evaluation tool that is flexible and can be used to several training courses, translating the training evaluation output into input for decision making, determine the effect of training on the financial status of the organization, and other challenges.

Research Recommendation:

a) The necessity of utilizing the four components of Kirkpatrick evaluation method and not being sufficient with evaluating trainees' reaction.

b) The organization should assign specific evaluation agency which can evaluate the training program effectiveness and submit results and recommendations that can be utilized for future development of training programs.

10. Fares, (1997), Planning and Evaluating Training Efforts at Organizations

The research aims to obtain the necessity to be concerned about planning and evaluating training that training results considered a milestone to make managerial decisions. The researcher would like to focus on identifying the reality of planning for training and determine the used indicators to evaluate its results. Also, the obstacles faced by organizations that limit the utilization of delivered training were what the researcher discussed, in addition to the effect of exerted training efforts on objectives of employees and organizations.

To achieve the research purpose, the researcher reviewed previous studies related to the subject of his research. Also, a field study was conducted that the research sample was chosen from 3 organizations worked in light manufacturing at Libya. Two questionnaires were developed, the first one distributed on training managers at the organizations, and the second one distributed on other departments' managers who had training courses.

Research Results:

a) All efforts were subjected to objective measures of training and expressive about the size and quality of those efforts.

b) Management followed supportive procedures taking into consideration the suggestions of trained employees, this lead to improve the whole organizational performance.

c) There is high level of satisfaction from the training benefits, but trainees were not satisfied with the level of achieving their financial and functional objectives.

d) Trainees and the employees responsible for training preferred using post test to evaluate the effectiveness of training efforts, in addition to investigate the opinions of direct supervisors of trainees.

Research Recommendation:

a) Modifying the organizational structure to make managerial units which responsible for training employees near to decision making units which interested in developing the human resources in the light of current and future training needs.

b) Continuous improvement for training programs according to the organizational plans and strategies.

General Commentary on Previous Studies

As recently most companies believe that training employees is a backbone for their sustainability within the rapidly growing environment, and as managers started to give insight on employees' development and considered it as a main investment in the companies, researchers tried to discuss the extent of the positive impact that training programs have on the employees and the companies considering different important factors. Several local, Arabic, and foreign studies are reviewed and the followings are the general comments on it:

a) Many studies focus on discussing the reality of training evaluation process used in the organizations and assess the extent of training evaluation effectiveness as Farjad, Pineda, Jasem, Altelbani and others, AlRefai and Alathary, and Al Bishi.

b) Generally, all reviewed studies discussed the variables determined in this study separately that many studies focus on the training transfer as a main variable taking into consideration trainees' attributes, the organizational commitment and supervisor behavior toward supporting training transfer as Pallares, W.H. Wan and others, and Nijman and others. Other studies discussed the training impact on the employees' performance and the overall business output.

c) Previous studies argued the extent of companies' utilization from training output and how much companies plan strategically for future development program as Berzegar and Farjad, Niazi, Jasem, Alhabil and others, and Al Bishi.

d) Many studies considered the employees performance as a vital element in measuring the training effectiveness as Lateef and Alshokr, and Waheed .

e) Some studies discussed models of evaluating training as Kirkpatrick model and MEVIT model, and other studies proposed models to improve training evaluation process. It is the studies of Pallers, Farjad, Pineda, and Al Roubi and Al Horr.

f) Although the researchers discussed the deficiencies in training evaluation process and highlighted the shortcomings in the process of evaluating training compared to the size of the investment in training itself recently, just one study for Al Roubi and Al Horr suggests an integrated form for training evaluation over a long period.

g) The researchers used descriptive and analytical approach to develop their studies.

h) Despite of the importance of the PDP availability for the employees to be utilized for the purpose of achieving the employees' objectives in the light of companies' overall objectives, no Arabic studies are found, and just one foreign study discussed its effect on professional learning for employees directly which is Eisele and others' study.

i) Previous studies address the training programs evaluation and its impact from several aspects at many countries as (Palestine, Iraq, Gulf Countries, Libya, Holland, Australia, Iran, Spain, Malaysia, Pakistan, Taiwan, United Kingdom, and Portugal).

j) Regarding the studies' population and sample, 10 studies were applied taking the private sector companies as its population, while 7 studies were applied on governmental and public organizations.

k) The researcher benefited from the previous studies through developing the theoretical part of the research, formulating the research's problem statement and variables.

l) This study differs from the reviewed studies that it measures all the variables that separately discussed in the previous studies considering each one role in enhancing the training benefits. This research also obtains the necessity of these variables' integration to maximize the utilization of training.

m) This study varies from other studies that the researcher promote a new terminology in the field of training evaluation which is after training services to be provided for the trained employees through enhancing the role of the companies, trainer, and employees themselves in submitting it, and with the focus on long term training utilization.

Chapter -4-

Population Profile

- **Introduction**
- **Paltel Company**
- **Jawwal Company**
- **Bank of Palestine (BOP)**
- **Palestine Islamic Bank**

Introduction

The research population consisted of two major private sectors which are telecommunication sector and banking sector. Two major companies are selected from each sector.

Paltel and Jawwal were selected to represent the telecommunication sector that they have 100% market share in Gaza Strip. Both companies are interested in training and developing employees that one of their values is to enhance the internal capabilities through developing their employees to provide their services for customers with high quality **(Paltel Group, 2012)**.

On behalf of banking sector Bank of Palestine (BoP) and Palestine Islamic Bank are selected, this sector is chosen because it is a leading sector in Palestine that the number of banks in Palestine reached 22 banks with 162 branches at the end of 2007, divided into 11 national banks (3 of them Islamic) and 11 foreign banks **(The Banking System in Palestine, 2008)**. In term of HR development and training, there is a Palestinian Banking Institute which provides specialized professional, advanced, and new training courses that are offered by highly competent professional trainers with the highest level of quality **(Palestinian Banking Institute, 2013)**.

PALTEL Company:

PALTEL is the first leading telecommunications company in Palestine since 1997, providing the latest technology and solutions for both residential and businesses segments. For more than 15 years, PALTEL has been consistently providing innovative, reliable, and high-quality fixed-line and Internet services coupled with professional technical support and outstanding customer care. According to the high quality level of services provided, the gross profit margin grew from 76% in 2011 to 78% 2012. Grow rate in fixed line reached 2.9% at the end of 2012 compared to end of 2011. Growth rate in ADSL reached 18.9% at the end of 2012 compared to end of 2011 **(Paltel Group, 2012)**.

Paltel as a leading Palestinian company seeks to achieve its vision which is to enrich the life of their subscribers with innovative communications and entertainment solutions that allow them to live their "life the way they want it". Paltel's mission is providing high quality services, with competitive prices; that meet Paltel's customers' expectations and lead them to new horizons in the world of telecommunication.

Paltel classify its services into home, business, and e-services. The services are classified as follow:

1. Fixed Line Services: It is one of the post paid services that it is the right choice to communicate with the highest quality at the best prices.
2. ISDN BRI: It is a service for sending voice, video, and data over digital telephone lines. Each BR Line has two channels each one supports transfer rate of 64 Kbps.
3. ISDN PRI: ISDN PRI is a service for corporate and business subscribers who need more than 2 digital telephone lines; to connect a local office switch (PBX) or for data communication that need a higher speed to transfer data like Video conferencing.
4. Value Added Services: Several services are provided by Paltel for customers either at homes or businesses, some of these services are redial, call waiting, distinctive ringing, dial last incoming call and others.
5. Pre-Paid Services: Ahlan cards and Ymamah cards are provided by Paltel to enable users to make phone calls from any fixed line, payphone or mobile.

6. E-Services: To facilitate the using of services for customers, Paltel provides them many e-services as e-bill, daleel 144, and e-complaints.

Because of the distinctive services that are provided by Paltel, it has accomplished several achievements during the last years; those achievements are summarized as follow **(Paltel Group, 2012)**

1. Partnership with Pantel, a Turkish Telecoms Group subsidiary, the first Palestinian independent and direct connection through submarine cable which formed a new direction in Palestinian technology sector and placed Paltel amongst the leading telecom operators in the Middle East. This also enabled Paltel to provide a diversity of corporate services worldwide with high bandwidths at preferable prices.
2. Widening the networks of Metro Ethernet project in all West Bank cities and establishing for the project initiation in the Gaza Strip.
3. Developing and expanding the strategic fiber optics network in all West Bank and Gaza Strip cities which helps in connecting corporate customers' sites and providing high quality bandwidths.
4. Through the fixed line service, Paltel connected voice and internet services to a number of less advantaged bordering villages living under military occupation threats. In spite of the logistical and political hardships the company faced in implementing such projects like in Bethlehem and Mawasi Khan Younes.
5. Paltel entered into agreements with broadband providers under which the companies obtain high bandwidths via Paltel's fiber optics network to provide high quality bandwidth to their customers.
6. Entering into agreements with international operators to provide high quality (IP-VPN/ MPLS) services with high security and at competitive prices for corporate customers in local, Arab and European markets.
7. Entering into agreements with leading international companies like (British Telecom, BICS) for international traffic routing at high quality and preferred prices through direct routes of these companies globally.
8. Connecting a number of branches of corporate customers to their HQ through fiber optics network and (IP-VPN) at high quality, security and best prices.
9. Upgrading switching capacity using modern technologies to accommodate the growing numbers of subscribers.

Paltel Group which includes Paltel company and Jawwal keen to provide an encouraging and creative work environment to complement the Group's efforts to recruit the best Palestinian talents, especially the youth in a sector depending mainly on human talent in its development, growth and prosperity.

During 2012, Paltel Group spent on training and development approximately JOD 1.79 million, 216 training courses were provided for 1,440 employees that 167 training courses related to job were provided to 773 employees and 49 training courses related to competencies were provided for 667 employees.

Paltel Group is keen on continuing the development of its human resources as well as keeping pace with all the developments through motivating employees to participate in training courses, conferences and workshops. Based on Paltel Group interest in developing its employees, Paltel Group training center was established which aims at providing training facilities for Group companies, along with an environment for brainstorming and capacity building meetings, in addition to providing logistics services which are essential for the success of the training programs.

Jawwal Company:

Since its inception in 1999 and despite continuing political and economic instability, Jawwal has been moving from one remarkable success to another as the first mobile operator in Palestine all the way to winning the trust of more than 2.5 million subscribers to date. Through various programs and packages appealing to all needs and categories, Jawwal provides a wide array of high quality, low-cost and state-of-the-art services to its subscribers. To its users' best convenience, Jawwal offers short numbers, SMS, along with its official website to provide all needed information on services, activation and deactivation. Jawwal subscriber base grew from 2.42 million at the end of 2011 to 2.58 million at the end of 2012. Jawwal's market share formed 79% of the Palestinian market at the end of 2012. Growth rate in prepaid and postpaid subscribers reached 6.4% at the end of 2012 compared to end of 2011 **(Paltel Group, 2012)**.

The vision of Jawwal is to maintain its lead in a market where all Palestinians enjoy the benefits of an efficient and quality wireless communications. Jawwal also seeks to play a pivotal role in uniting hearts and enriching lives of individuals in its local community, going ahead with its progress along with the national economic growth.

The mission of Jawwal is obtained as follow:
1. Jawwal listens to its subscribers, individual and corporate alike, and strives to satisfy their changing needs.
2. Jawwal actively works on developing a national network that is reliable and trusted.
3. Jawwal is committed to setting a leading example of professionalism and integrity by grooming a world-class team of professionals.
4. Jawwal constantly showcase innovation in overcoming challenges it faces, aiming to realize desired growth and fulfill our vision.

According to the obtained mission, Jawwal classifies its services into personal and business services. The services are obtained as follow:
1. Roaming Services: It facilitate the communication with everyone, there is international roaming that the user can communicate with anyone whenever and wherever he or she is in the world. National roaming that the user can connect using other networks in the Palestinian territories as Orange. The roaming while in Palestine that Jawwal provides 99% cellular coverage of the Palestinian territories with a strong, high-quality signal. It can be used for prepaid or postpaid.
2. Value Added Services: Many service provided by Jawwal to its customers as messaging services, call related services, bill related services, and others.

Jawwal accomplished many achievements during the last years due to the high level of customers' satisfaction for its services **(Paltel Group, 2012)**
1. The company maintained its leading role in mobile telephony with a 79% market share in Palestine.

2. Launching a series of new and distinguished commercial campaigns that meet different segments of customers
3. Successful retention of key and strategic accounts through a specific loyalty program
4. Enhancing the positive image about service rates and prices amongst subscribers through intensive awareness campaigns about the most convenient package for each segment of subscribers.
5. The company paced in implementing its telecoms and IT strategies in Palestine in addition to developing the internal work environment in accordance with international pace.
6. More focus on social media where likes on Jawwal Facebook official page exceeded 650.000 to place Jawwal as the biggest corporate Facebook page in Palestine.
7. Launching "Go Professional", a training program for fresh graduates and young talent in commercial, management, finance, languages and technology specialties. Trainees spend 18 months of work in different company departments in order to develop their talents and build their career paths through practical work experience and training courses that will make their transition into the job market easier.
8. Renewal of Jawwal's (ISO 14001) license
9. Qualifying three showrooms according to highest customer service standards in addition to improving the service level by reducing waiting time to less than three minutes.

Bank of Palestine (BoP):

BoP is the first and largest bank with a well-diversified branch network of 48 branches in Palestine, and a paid up capital of $134 million and assets of over $1.65 billion. Established in 1960, BoP has successfully expanded its presence and operations throughout the country and now has 1,200 employees serving more than 550,000 customers. BoP has around 20% market share of deposits and credit facilities in Palestine. Operating as a universal bank, BoP is engaged in retail, corporate, SME and Micro banking operations, with the largest card processing operations in Palestine. BoP is the sole agent for issuing and acquiring Visa and Master Card in Palestine with over 5,000 Point of Sale stations nationwide.

Bank of Palestine has 48 branches and offices in Gaza Strip and West Bank; it has a centralized training center that provides its employees with special training programs to improve their skills.

In the first half of 2013, Bank of Palestine continued to be profitable and resilient, showing strong increases in several key performance indicators, despite regional instability and a challenging macroeconomic environment; net profit reached USD 18.71 million, compared with USD 18.29 million at the end of June 2012 **(Bank of Palestine, www.BoP.ps).**

BoP seeks to achieve its vision which is being an outstanding financial institution operating throughout the region. The mission of BoP is a leading financial institution that strives to raise the standard of banking services and works towards maintaining technological advances in the banking sector. The bank participates in the development process according to international standards of best practice.

BOP provides several services either for individuals or corporations, these services are described as follow **(Bank of Palestine, www.BoP.ps):**

1. Personal Banking: BoP provides individuals many services:
   a) Accounts services: It includes current account, children's saving account, saving account, term deposits, and saving deposits.
   b) Loan services: In order to satisfy the customers' needs, BOP provides many options regarding loans as students' loans, housing loans, personal loans, car loans, and others.
   c) Credit Cards: BOP provides both Visa and Master cards. In addition to Easy Life card.
   d) Electronic Banking Services: Including SMS services, internet banking, and phone banking services.
   e) International Money Transfer: Bank of Palestine provides the service of sending and receiving money transfers through a large network of correspondent banks all over the world by using the SWIFT system. In addition to Money Gram system that enable customers to send and receive money from anyplace in the World within few minutes.
2. Business Banking: BOP provides companies many services:
   a) Letter of credit: Facilitate transaction internationally with BOP's international trade's services.
   b) Letter of Warranty: Issuance of letter of guarantees to all countries and for all purposes.
   c) Financing Commercial Contract: It includes exporter to importer discounts, full financing services for importers, and easy payment process between importers and exporters.
   d) Bill Collection: Information about all incoming collection bills from all countries and delivery of issued collection bills to all countries.
   e) Credit Facilities: To cover clients' need of liquidity to cover cash turnover and working capital. Mainly granted to the commercial sector.
   f) International Money Transfer.
   g) Treasury Services.
   h) Electronic Banking Services.

BoP continuously interested in improving their employees' performance through providing them a wide range of training courses. BoP believes that investment in human resources will positively affect on the overall performance of the bank and enable it to achieve the set annual goals. So, half a million dollars were invested in training employees at the year of 2012 that 183 training courses including internal training courses, external training courses, workshops, and professional certifications were conducted, these training activities benefited 2,377 employees during 2012.

Palestine Islamic Bank:

Palestine Islamic Bank was established as a public limited at 16/12/1995. The Bank has obtained a license from the Palestinian Monetary Authority (PMA) on 15.05.1997 where stated PMA for the Bank to engage in all banking business in accordance with the provisions of Islamic law.

Palestine Islamic Bank signed an agreement on at 13/5/2005 with Cairo Amman Bank to purchase the net assets of Cairo Amman Bank branch for Islamic transactions in the amount of three million dollars. At the beginning of 2010 an agreement was signed with Al-Aqsa Islamic Bank to purchase the portfolio of Al Aqsa Bank.

Palestine Islamic Bank exercised its business through its main branch in Gaza City and its fifteen branches and offices that deployed in various **(Palestine Islamic Bank, www.islamicbank.ps)**:

The vision of Palestine Islamic Bank is to achieve excellence in the quality of Islamic banking performance, while its mission is to provide modern and distinctive Islamic banking services with attractive return.

Palestine Islamic Bank deliver many services for its customers, these services are the followings:

1. Current Account: It enables customers to manage their accounts effectively exempt benefits.
2. Salaries Current Account: Allows the employee receiving a salary in addition to the completion of several different banking operations easily and conveniently.
3. Saving Account: It is a savings account in the form of a deposit; the customer can deposit and withdraw cash with the enjoyment of a yield calculated on the average daily balance.
4. ATM Cards: It is used to facilitate banking transactions through ATM machines 24 hours daily.
5. Electronic Services: The user can finish the banking transactions online under the most strict security measures.
6. Banking Transfers: Issuance of internal and external transfers effectively.
7. Checkbooks: The user of current account or salary current account can apply checkbook to facilitate his or her banking transactions.
8. Deposit Boxes: The customer can depend on it to save their documents and valuables.

Palestine Islamic Bank exerts efforts to improve the employees performance, this efforts represented by training courses continuously organized to get the bank goals accomplished by employees' improved performance. During 2012, 350 employees from Gaza Strip and West Bank participated in 47 training programs including external training programs in cooperation with other training centers either locally or regionally, and internal training programs.

Chapter -5-

The Research Practical Framework

- **Section (1): Methodology and Procedures**
- **Section (2):Testing of Research Tools**
- **Section (3): Analysis of Sample Characteristics**
- **Section (4): Data Analysis and Hypotheses Testing**

Section (1): Methodology and Procedures

Introduction

This section is considered important that it focus on the practical of the research, it describes the used methodology to achieve the research' objectives including the information about the research design, research population and sample, questionnaire design, validity and reliability of the questionnaire, and statistical data analysis.

Research Methodology

The research follows the descriptive analytical approach that the developed hypotheses are tested after conducting the planned data collection process. The researcher depends on using the Statistical Package for the Social Sciences (SPSS) to analyze the data collected by a questionnaire which is considered the primary source, while secondary sources are books, journal's articles and periodicals, reports, and websites.

Research Design

The followings are the steps followed by the researcher to conduct and implement the research:

1. The first phase: It includes developing the research proposal that contains identifying and defining the problems and establishment objective of the research and development research plan.
2. The second phase: After receiving the approval on the research proposal, a comprehensive literature review was conducted about HRM, training employees, and after training services.
3. The third phase: The researcher started developing a questionnaire including the determined variables to be measured. The questionnaire was evaluated and reviewed.
4. The fourth phase: It is focused on the modification of the questionnaire design, through distributing the questionnaire to pilot study, The purpose of the pilot study was to test and prove that the questionnaire questions are clear to be answered in a way that help to achieve the target of the research.
5. The fifth phase: It is for distributing the questionnaire. This questionnaire was used to collect the required data on two major private sectors which are banking sector and telecommunication sector. Bank of Palestine and Palestine Islamic Bank represent the banking sector, and Paltel and Jawwal represent the telecommunication sector. 212 questionnaires were distributed to the research population and 161 questionnaires were received.
6. The sixth phase: Data analysis and discussion was conducted. Statistical Package for the Social Sciences, (SPSS) was used to perform the required analysis.
7. The seventh phase: The final phase includes the conclusions and recommendations.

Figure (5.1) shows the methodology flowchart, which leads to achieve the research objective.

Figure 5.1: The Research Methodology

```
                    Topic Selection              Identify the
                                                   Problem

    Develop          Thesis Proposal            Define the Problem
  Research Plan

                   Literature Review           Establish Objective

                    Field Surveying

    Pilot          Questionnaires Design
 Questionnaires

 Questionnaires      Questionnaires
   Validity

 Questionnaires     Results and
  Reliability       Data Analysis

                    Conclusion &
                   Recommendation
```
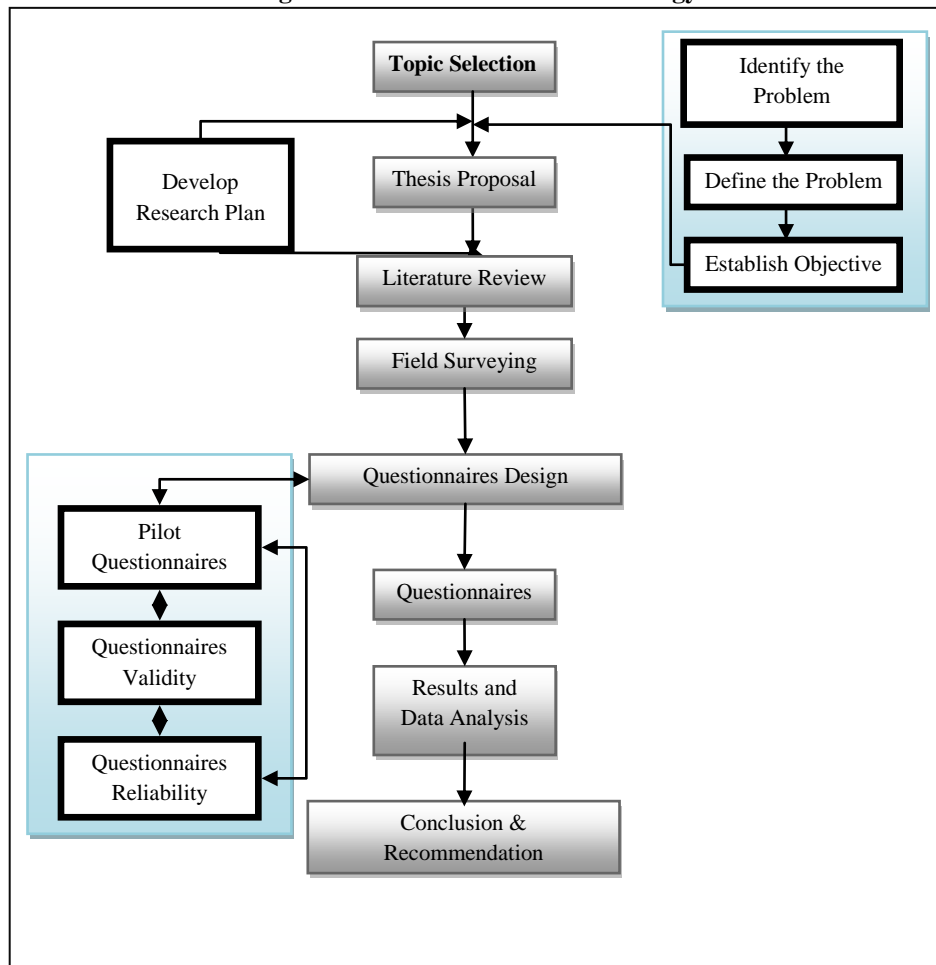
Source: Articulated by the Researcher

Sources of Data:

The researcher used two sources of data that was collected carefully in order to achieve the research objectives:

1. Secondary Data: It is obtained from several journals that discussed employees training and development. Also, many books related to HRM and development was used, in addition to thesis from universities and electronic libraries. Data about the selected companies at banking and telecommunication sectors were collected from its' websites.

2. Primary Data: A questionnaire is the used tool to collect data about the effectiveness of after training services. The respondents were asked regarding the research's variables. Also, two unstructured interviews were conducted in order to obtain the problem statement.

The Research Population

The population of the research includes administrative employees of two major private sectors, telecommunication sector and banking sector who had training courses during their employment period. Two companies from each sector were selected. From telecommunication sector, Paltel and Jawwal were chosen that they have 100% market share at Gaza Strip. From banking sector BOP and Palestine Islamic Bank were selected because of their interest in training and developing their employees, in addition to the availability of a centralized training center at BOP. The following table includes the population of each organization:

Table 5.1: Population of the Research

The Organization	Number of Employees
Paltel	90
Jawwal	167
BoP	150
Palestine Islamic Bank	50
Total	**457**

Source: Articulated by the Researcher (Data from HR Departments at Organizations – 2013, December)

The Research Sample

The researcher based on stratified random sampling during the research implementation according to the selected companies. The stratified random sample is dividing the population into groups that share similar characteristics or attributes.

The targeted respondents are all employees except the operational level employees who may have training courses according to their work need but assessing after training services as a new concept for training evaluation required more educated and experienced employees who can carefully respond to the questionnaire in order to achieve the research objectives and goal.

Table 5.2: Sample of the Research

The Organization	Number of the research sample	Number of Respondents	Response Rate
Paltel	41	42	102.43%
Jawwal	76	44	57.89%
BoP	68	50	73.5%
Palestine Islamic Bank	23	25	108.69%
Total	**208**	**161**	**77.4%**

Source: Articulated by the Researcher

Pilot Study

A pilot study for the questionnaire was conducted before collecting the results of the sample. It provides a trial run for the questionnaire, which involves testing the wordings of question, identifying ambiguous questions, testing the techniques that used to collect data, and measuring the effectiveness of standard invitation to respondents.

Questionnaire Design

The questionnaire was carefully design in order to facilitate the collection process, in addition to maximize the reliability and validity of data gathered from respondents. The questionnaire is composed of the following sections:

1. Section (1): It focused on the personal and organizational characteristics of the respondents including (gender, age, educational level, years of work in the company, career level, number of training courses the employee has, the last time the employee has a training course, and the company's working sector).
2. Section (2): 10 questions focused on measuring the effect of training transfer to the workplace on the effectiveness of after training services.
3. Section (3): 9 questions focused on measuring the effect of supervisor follow up on the effectiveness of after training services.

4. Section (4): 11 questions focused on measuring the effect of employee's performance improvement on the effectiveness of after training services.
5. Section (5): 10 questions focused on measuring the effect of contribution to the PDP on the effectiveness of after training services.
6. Section (6): 12 questions focused on measuring the effect of long term training evaluation on the effectiveness of after training services.
7. Section (7): Ranking from 1 to 10 the obstacles that limit the effectiveness of after training services.

Data Measurement and Statistical Analysis Tools

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is an appropriate method that can be applied and not others. In this research, ordinal scales were used. Ordinal scale is a ranking or a rating data that normally uses integers in ascending or descending order. The numbers assigned to the important (1, 2, 3, 4, 5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels. Based on Likert scale we have the following:

Item	Strongly agree	Agree	Do not Know	Disagree	Strongly Disagree
Scale	5	4	3	2	1

Test of Normality for Each field:

Table (5.3) shows the results for Kolmogorov-Smirnov test of normality.

Table 5.3: Kolmogorov-Smirnov test

Field	Kolmogorov-Smirnov	
	Statistic	**P-value**
Training Transfer to the Workplace	0.647	0.797
Supervisor Follow up	1.023	0.246
Trainees' Performance Improvement	0.701	0.710
Contribution to PDP	0.915	0.372
Long Term Training Evaluation	1.098	0.179
All paragraphs of the questionnaire	**0.630**	**0.823**

From Table (5.3), the p-value for each field is greater than 0.05 level of significance. So, the distribution for each field is normally distributed. Consequently, parametric tests will be used to perform the statistical data analysis.

Statistical Analysis Tools

The researcher used data analysis both qualitative and quantitative data analysis methods. The Data analysis will be made utilizing (SPSS 20). The researcher utilized the following statistical tools:

1. Kolmogorov-Smirnov test of Normality.
2. Pearson correlation coefficient for Validity.
3. Cronbach's Alpha for Reliability Statistics.
4. Frequency and Descriptive analysis.
5. Parametric Tests (One-sample T test, Independent Samples T-test, Analysis of Variance). *T-test* is used to determine if the mean of a paragraph is significantly different from a hypothesized value 3 (Middle value of Likert scale). If the P-value (Sig.) is smaller than or equal to the level of significance, $\alpha = 0.05$, then the mean of a paragraph is significantly different from a hypothesized value 3. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 3. On the other hand, if the P-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then the mean a paragraph is insignificantly different from a hypothesized value 3. *The Independent Samples T-test* is used to examine if there is a statistical significant difference between two means among the respondents toward the Assessment of after Training Services Techniques Used in Private Sector at Gaza Strip due to (Gender and Working sector of the Organization). *The One- Way Analysis of Variance (ANOVA)* is used to examine if there is a statistical significant difference between several means among the respondents toward the Assessment of After Training Services Techniques Used in Private Sector at Gaza Strip due to (Age, Educational Degree, Org. Level, No. of services' years in the Organization, No. of training courses you have during your work at the Organization and the last time the employee has a training course).

Section (2): Testing of Research Tools

Introduction

This section focuses on covering the validity and reliability of the used instruments to conduct this research. Validity refers to the degree to which an instrument measures what it is supposed to be measuring; validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which include internal validity and structure validity. Reliability refers to the consistency of a measure that it is the degree to which a measurement technique can be depended upon to secure consistent results upon repeated application.

Validity of the Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring (**Pilot and Hungler, 1985**). Validity has a number of different aspects and assessment approaches.

To insure the validity of the questionnaire, two statistical tests should be applied. The first test is Criterion-related validity test (Pearson test) which measures the correlation coefficient between each paragraph in one field and the whole field. The second test is structure validity test (Pearson test) that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of similar scale.

1. Content Related Validity

The content validity of the questionnaire was conducted through the supervisor's review in order to assure that the content of the questionnaire is consistent with the research objectives, and evaluate whether the questions reflect the research's problem or not. Also, 7 academic from the Islamic University of Gaza, Alazhar University, and Al-Quds Open University, in addition to 4 consultants who have experience in the field of training and capacity building review the questionnaire and provide valuable notes to improve its validity that their comments were taken into consideration.

2. Criterion Related Validity

Internal consistency of the questionnaire is measured by a scouting sample, which consisted of 30 questionnaires through measuring the correlation coefficients between each paragraph in one field and the whole field.

   a) **Internal Validity of the Questionnaire:** Internal validity of the questionnaire is the first statistical test that used to test the validity of the questionnaire. It is correlation coefficients between each paragraph in one field and the whole field.

   a) Measuring the Correlation between the "Training Transfer to the Workplace" and the total of the field

   Table (5.4) clarifies the correlation coefficient for each paragraph of the "Training Transfer to the Workplace" and the total of the field.

Table 5.4: Correlation Coefficient of Each Paragraph of "Training Transfer to the Workplace" and the Total of this Field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I knew the training's goals before participating in it, this facilitate the application of what I learned at the training to achieve the desired goals.	.600	0.000*
2.	It was agreed on the performance expectations with the direct manager before starting training to work on them after training.	.385	0.016*
3.	I apply what I acquired through training at my work firsthand.	.696	0.000*
4.	I am interested in transferring what I learned at training to the workplace to improve my performance level at the Organization.	.694	0.000*
5.	The Organization provides me with all requirements that help me to apply what I acquired at the training.	.806	0.000*
6.	I was provided with exercises to be applied at my Organization.	.863	0.000*
7.	I discuss the exercises that given to me at the training and its results with the trainer and the direct manager.	.652	0.000*
8.	The training material was provided to all trainees to benefit from it during their work.	.582	0.000*
9.	I cooperated with my colleagues who participated in training to achieve goals of organizing the training program.	.593	0.000*
10.	I can contact with trainer after training in case of facing any problem or having any question related to application of what I acquired during training at the Organization.	.714	0.000*

* Correlation is significant at the 0.05 level

The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

b) Measuring the Correlation between the "Supervisor Follow up" and the total of the field.
Table (5.5) clarifies the correlation coefficient for each paragraph of the "Supervisor Follow up" and the total of the field.

Table 5.5: Correlation Coefficient of Each Paragraph of "Supervisor Follow up" and the Total of this Field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I was nominated to attend the training by my direct managers.	.559	0.001*
2.	A meeting was held with my director to discuss the issue of training and expected outputs before the first training meeting.	.640	0.000*
3.	My direct manager helps me to apply what I acquired at the training through providing tools, data, and suitable environment at the workplace.	.793	0.000*
4.	My direct manager accepts my suggestions to develop the work after having the training and give me the opportunity to apply my new skills.	.738	0.000*
5.	My direct manager tries to contact the top management to avoid obstacles of applying my new skills at the Organization.	.804	0.000*
6.	My direct manager helps me to solve problems I faced during the application of what I acquired at the training.	.889	0.000*

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
7.	My direct manager is interested in appraising my performance after applying my new skills, and discussing the results of my work.	.883	0.000*
8.	The top management stimulates the employees committed in attending training and those interested in the application of what has been gained.	.698	0.000*
9.	The top management considered hours spent at the training as a part from the official working hours.	.433	0.007*

* Correlation is significant at the 0.05 level

The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

c) Measuring the Correlation between the "Trainees Performance Improvement" and the total of the field
Table (5.6) clarifies the correlation coefficient for each paragraph of the "Trainees' Performance Improvement" and the total of the field.

Table 5.6: Correlation Coefficient of Each Paragraph of "Trainees' Performance Improvement" and the Total of this Field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	There is a fit between the training I had and the requirements of the work I perform.	.580	0.000*
2.	The training is important to me in order to keep pace with the quick development and evolution taking place in the work field of the Organization.	.678	0.000*
3.	The training contributed significantly in having new data and acquiring new skills that help me to improve my performance.	.674	0.000
4.	The training actually has a positive impact on the performance that it was improved.	.751	0.000*
5.	The results of my annual performance appraisal improved after training compared to the results before training.	.523	0.001*
6.	After training I can perform the tasks that were difficult according to me before training with low direction and less help of my manager.	.669	0.000*
7.	I can perform my tasks after training will less time and effort.	.608	0.000*
8.	The training helped in decreasing my mistakes at work and contributed in minimizing the customers' complaints.	.559	0.001*
9.	The training accompanied the needs of developing it.	.665	0.000*
10.	The training has a role in raising my morale after returning back to the work.	.755	0.000*
11.	Training contributed in having positive attitudes toward the work.	.777	0.000*

* Correlation is significant at the 0.05 level

The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

d) Measuring the Correlation between the "Contribution to PDP" and the total of the field

Table (5.7) clarifies the correlation coefficient for each paragraph of the "Contribution to PDP" and the total of the field.

Table 5.7: Correlation Coefficient of Each Paragraph of "Contribution to Personal Development Plan (PDP)" and the Total of this Field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The Organization is interested in the PDP of the employee to design and develop new training programs in the future.	.664	0.000*
2.	The Organization benefited from the PDP of its employees to re-develop and design its organizational structure.	.769	0.000*
3.	A clear time plan is developed to implement the PDP of the employee to reach his/her goal and thus achieve the Organization's goals.	.818	0.000*
4.	The manager motivates me to write PDP.	.745	0.000*
5.	The Organization short and long term goals are considered when the PDP is written.	.760	0.000*
6.	I determined the strengths and weaknesses of me in the light of the Organization's goals when I write my PDP.	.756	0.000*
7.	I write what I was able to apply after training and what I achieved successfully as strengths to be reinforced at future training programs.	.700	0.000*
8.	The tasks that are still difficult to be performed by me effectively are considered weaknesses in order to design special training programs to improve my skills in performing it.	.662	0.000*
9.	The strengths and weaknesses that are determined after having training are discussed by the manager.	.694	0.000*
10.	The manager helps me when discussing the PDP with him/her to identify the skills required to achieve the goals related to my career path.	.689	0.000*

* Correlation is significant at the 0.05 level

The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

e) Measuring the Correlation between the "Long Term Training Evaluation" and the total of the field

Table (5.8) clarifies the correlation coefficient for each paragraph of the "Long Term Training Evaluation" and the total of the field.

Table 5.8: Correlation Coefficient of Each Paragraph of "Long Term Training Evaluation" and the Total of this Field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	There are clear standards at the Organization to evaluate your benefit from training and compare the evaluation results with it.	.745	0.000*
2.	The Organization evaluates the training immediately after its implementation.	.764	0.000*
3.	The training provider is involved in the process of training evaluation.	.701	0.000*
4.	Pre-Post test is a methodology used at the Organization to evaluate the training effect on the acquired information after training compared to those before training.	.630	0.000*
5.	The observation is used to evaluate the training effect on my attitudes after its implementation.	.803	0.000*

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
6.	My performance is evaluated spaced at intervals after training to evaluate the performance improvement level compared to level of performance before training.	.726	0.000*
7.	My direct manager, peers, subordinates and clients participate in evaluating my performance after training.	.698	0.000*
8.	The Organization gives me the opportunity to evaluate my performance through a form with determined standards.	.648	0.000*
9.	The cost level after training is compared to the cost level before training to evaluate the training effect on the Organization as a whole.	.824	0.000*
10.	The client satisfaction's level after training is compared to their satisfaction level before training to evaluate the training effect on the Organization as a whole.	.796	0.000*
11.	The profit level is evaluated before and after training to evaluate the training effect on the Organization as a whole.	.708	0.000*
12.	It is benefited from training evaluation output in measuring the extent of achieving the goals set to implement the training and to design new training programs.	.729	0.000*

* Correlation is significant at the 0.05 level

The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

b) **Structure Validity of the Questionnaire:** Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of liker scale.

Table (5.9) clarifies the correlation coefficient for each field and the whole questionnaire.

Table 5.9: Correlation Coefficient of Each Field and the Whole of Questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Training Transfer to the Workplace	.594	0.000*
2.	Supervisor Follow up	.782	0.000*
3.	Trainees' Performance Improvement	.846	0.000*
4.	Contribution to PDP	.773	0.000*
5.	Long Term Training Evaluation	.869	0.000*

* Correlation is significant at the 0.05 level

The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at $\alpha = 0.05$, so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study.

Reliability of the Research (Cronbach's Coefficient Alpha)

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (**Polit & Hunger, 1985**). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the

stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient **(Polit & Hunger, 1985)**.

Cronbach's Coefficient Alpha method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table 5.10: Cronbach's Alpha for Each Field of the Questionnaire

No.	Field	Cronbach's Alpha
1.	Training Transfer to the Workplace	0.855
2.	Supervisor Follow up	0.880
3.	Trainees' Performance Improvement	0.867
4.	Contribution to PDP	0.893
5.	Long Term Training Evaluation	0.929
	All paragraphs of the questionnaire	**0.949**

Table (5.10) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.855 and 0.929. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.949 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

Section (3): Analysis of Sample Characteristics

Introduction

In this section, the personal characteristics of the research sample will be discussed. Classification regarding the employees' age, gender, and educational level will be presented. In addition to analysis for the number of training courses they have, and the sector they work in according to the targeted companies.

Analysis of Personal Characteristics

1. Gender

Table 5.11: Gender

Gender	Frequency	Percent
Male	107	66.5
Female	54	33.5
Total	**161**	**100.0**

Table No. (5.11) shows that the majority of the respondents are males, and they represents 66.5% of the study sample compared to females. According to the annual report of Paltel Group, 79.8% of the employees were males by the end of 2012. Also, at BoP females represented 24% of the total number of employees by the end of 2012, and at Palestine Islamic Bank just 18.75% of employees are females according to the annual report published at the end of 2012. These indicators obtain how much employers prefer employing males rather than females.

This result is consistent with many studies reviewed in this research, that generally most of the respondents are males as Altelbani et al study, Lateef and Alshokr study, and Al Roubi and Al Horr study.

2. Age

Table 5.12: Age

Age	Frequency	Percent
Less than 25	27	16.8
25 to less than 35	82	50.9
35 – less than 45	41	25.5
45 and more	11	6.8
Total	**161**	**100.0**

Table No.(5.12) shows that the majority of the respondents have ages less than 35, and this represents 67.7%, while 32.3% of the respondents' ages are "35 and more ". This indicates to how much these organizations are interested in employing young employees because it is growing continuously and need employees who are active and have the energy to perform effectively to improve themselves. While companies prefer to acquire older employees for top level positions that require more experience in order to enhance the skills of the younger employees and manager their work effectively. Also, younger employees usually nominated to attend more training courses

compared to older employees in order to improve their skills and enhance the knowledge they have to be applied efficiently during the work.

Few studies tested the respondents' ages. These studies' results are consistent with the research's results, that generally most of respondents have ages between 20 to 35 as Abu Soltan study and Alhabil et al study.

3. Educational Degree

Table 5.13: Educational Degree

Educational Degree	Frequency	Percent
Diploma and less	22	13.7
Bachelor	126	78.3
Master	13	8.1
PhD	-	-
Total	**161**	**100.0**

Table No. (5.13) shows that 13.7% of the respondents hold "Diploma and less", while 86.4%" of the respondents hold Bachelor's degree and master degree. This indicates to the organizations' interest in employing educated employees in order to be able to perform their work with the set standards and the requirements of the job. It is also noted that none of the respondents holds a PhD degree, while 8.1% of the respondents holds a master degree; this means that some employees are interested to invest in their educational improvement to match their career development.

The educational degree for the selected sample for reviewed studies varied according to the work field. For example, according to Lateef and Alshokr study most of respondents do not have university degree that the respondents are employees at Hotel sector. While other studies' result are consistent with this research results that most of respondents have bachelor degree as Alhabil et al study, and Altelbani et al study.

4. Organizational Level

Table 5.14: Organizational Level

Org. Level	Frequency	Percent
Employee	117	72.7
Department Head	40	24.8
Deputy Director	3	1.9
Manager	1	0.6
Total	**161**	**100.0**

Table No (5.14) shows that 72.7% of the respondents are first level employees, while 27.3% of the respondents are employed at the management levels. This indicates that mostly training courses are delivered to the employees in order to improve their performance level. On the other hand management level employees have enough experience that decreases their needs to get training courses compared to the first level employees.

According to previous studies, mostly the employees are the selected sample that in the studies of Rasli et al, Farjad, and Nijman et al the employees are the respondents. This means that the research's results are consistent with the previous studies.

5. Years of Services in the Organization

Table 5.15: Years of Services in the Organization

Years of Services in the Organization	Frequency	Percent
Less than 5 year	51	31.7
5 – Less than 10 year	64	39.8
10- less than 15 years	28	17.4
15 years and more	18	11.2
Total	**161**	**100.0**

Table No. (5.15) shows that 71.5% of the respondents has "less than 10 years" of services in the Organization, and 28.6% of the respondents has "more than 10 years" of service in the Organization. This indicates that the companies' interest in improving employees who have limited experience compared to those who have 15 years and more. This also match the results of the sample's organizational level that approximately 72% are from the first level employees who need more training courses than higher level employees who have extensive experience.

Regarding previous studies, few studies consider the years of services in the organization as Alhabil et al study that most of the respondents have less than 5 years or more than 9 years, while in this research most of respondents have 9 years of experience and less.

6. No. of Training Courses Employee has during his/her Working at the Organization

Table 5.16: No. of Training Courses Employee has during his/her Working at the Organization

No. of Training Courses Employee has during his/her Working at the Organization	Frequency	Percent
One Course	20	12.4
2-4 Courses	62	38.5
5-7 Courses	56	34.8
8 Courses and more	23	14.3
Total	**161**	**100.0**

Table No. (5.16) shows that 50.9% of the respondents has "1-4 Courses" during their work at the organizations, while 49.1% of the respondents have "more than 5 courses" during their work at the organizations. This indicates that the companies are interested in improving their employees' skills and providing them training courses.

According to previous studies most of them measure the training output for one selected training program as Nigman et al, Pineda Pilar, W.H. Wan et al, and Rasli et al studies. Other studies as Altelbani et al focus on measuring the training impact generally at selected organizations. This research result is consistent with Altelbani and others' study and Alhabil et al study that most of respondents have 2 to 5 training courses.

7. The Last Training Course

Table 5.17: The Last Training Course

You have the last training course since	Frequency	Percent
Less than one year	105	65.2
One to less than 3 Years	43	26.7
3 Years and more	13	8.1
Total	**161**	**100.0**

Table No. (5.17) shows that 65.2% of the respondents has a training course since "less than one year", 34.8% of the respondents has a training course since "one year and more". This indicates that the organizations are interested in improving employees' performance especially in the last year in order to keep pace with the rapidly environmental changes and make their employees more able to deal with problems they may face during their work.

Regarding the previous studies, none of the studies consider when the last training course had been delivered because most of them focus on measuring the training output and transfer process for selected programs.

8. Working Sector of the Organization

Table 5.18: Working Sector of the Organization

Working sector of the Organization	Frequency	Percent
Telecommunication Sector	86	53.4
Banking Sector	75	46.6
Total	**161**	**100.0**

Table No. (5.18) shows that 53.4% of the respondents work in the telecommunication sector, and 46.6% of the respondents work in the banking sector. This is due to the number of employees in the Telecommunication sector which is 257 (167 at Jawwal and 90 at Paltel) compared to 200 employees at Banking Sector (150 BoP and 50 at Palestine Islamic Bank).

It is consistent with this research that many of the previous studies targeting the private sector organizations as Niazi, Nijman et al, Sanchez et al, Alhabil et al, Ghanem, Lateef and Alshokr, and Fares studies. While other studies as Eisele et al, Lancaster, Pallares, Rasli et al, and Pineda Pilar, AlRefai and Alathary studies targeted governmental organization. Abu Soltan in his study evaluates the effectiveness of funded managerial training programs conducted by NGOs.

Section (4): Data Analysis and Hypotheses Test

Introduction

In this section, the analysis of the respondents' opinion will be presented in order to obtain their direction regarding the questionnaires' sentences if it is positive (proportional mean greater than "60%" and the p-value less than 0.05), or if it is neutral regarding the content of the sentences neutral (p-value is greater than 0.05), or if it is negative (proportional mean less than "60%" and the p-value less than 0.05).

Data Analysis and Hypotheses Testing

One sample t-test was used to determine the opinion of respondents toward the effectiveness of after training services at the companies they work in. The following tables show the analysis of the opinions of employees.

1. Training Transfer to the Workplace

Hypothesis (1): There is a statistical effect significant at level 0.05 of training transfer to the workplace on the effectiveness of after training services.

Table 5.19: Means and Test values for "Training Transfer to the Workplace"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I knew the training's goals before participating in it, this facilitate the application of what I learned at the training to achieve the desired goals.	4.12	82.48	20.76	0.000*	3
2.	It was agreed on the performance expectations with the direct manager before starting training to work on them after training.	3.74	74.84	11.74	0.000*	10
3.	I apply what I acquired through training at my work firsthand.	4.14	82.77	21.42	0.000*	2
4.	I am interested in transferring what I learned at training to the workplace to improve my performance level at the Organization.	4.21	84.22	23.43	0.000*	1
5.	The Organization provides me with all requirements that help me to apply what I acquired at the training.	4.04	80.88	16.93	0.000*	5
6.	I was provided with exercises to be applied at my Organization.	3.98	79.50	16.51	0.000*	7
7.	I discuss the exercises that given to me at the training and its results with the trainer and the direct manager.	3.78	75.60	12.40	0.000*	9
8.	The training material was provided to all trainees to benefit from it during their work.	4.06	81.13	20.66	0.000*	4
9.	I cooperated with my colleagues who participated in training to achieve goals of organizing the training program.	4.04	80.87	20.21	0.000*	6
10.	I can contact with trainer after training in case of facing any problem or having any question related to application of what I acquired during training at the Organization.	3.79	75.78	11.24	0.000*	8
	All paragraphs of the field	3.99	79.80	26.54	0.000*	

* The mean is significantly different from 3

Data Analysis

Most of respondents concluded that they are interested in transferring what they learned at training to the workplace to improve their performance level at the Organization with a proportional mean equals 84.22%.

Also the respondents obtained regarding training transfer that they agreed on the performance expectations with the direct manager before starting training to work on them after training. This get a proportional mean equals 74.84% which is the least proportional mean in this field.

In general the mean of the field "Training Transfer to the Workplace" equals 3.99 (79.80%), Test-value = 26.54, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to field of "Training Transfer to the Workplace ".

Commentary

a) In general, respondents agreed regarding the field of "Training Transfer to the Workplace" this indicates to the companies' interest in improving employees' performance through facilitate their implementation for what they acquired during training courses. This facilitation was shown in identifying the goals of training, providing all requirements to apply new skills, motivating team work spirit that employees work together to facilitate training transfer firsthand to maximize the utilization of training.

b) The results regarding the preparedness of employees before training through goals determination and transfer facilitation is consistent with (Alhabil et al, 2011) that employees need for training was identified effectively to be considered when organizing training to match the set goals. Also, the required facilities and comfortable environment are considered important to effectively implement and transfer training as planned.

c) Regarding the staff awareness of training course objectives, the results are consistent with (Farjad, 2012), that the defining of training goal as training based on poor performance of training based job facilitate training application in the workplace that lead to improve the effectiveness of training.

d) The previous results indicates to the interest of the targeted companies in the research to organize effectively the training courses based on a clear need for the training, and goals of training are circulated to the employees who will attend the training in order to maximize training utilization.

e) Respondents agreed to the paragraph (I am interested in transferring what I learned at training to the workplace to improve my performance level at the Organization) which indicate to the employees' interest in improving their performance and not ignore the new knowledge and skills they have at the training course. This result is consistent with (Pallares, 2012) that found one of the motivational element that facilitates training transfer to the workplace is sense of responsibility attitudes toward transfer.

f) The result according to paragraph #3 is inconsistent with (Al Bishi, 2009). The respondents apply what they acquired during the training firsthand, while according to (Al Bishi, 2009) it is found that the time between completing training course and applying the new skills is very long. This indicates to how much respondents are benefit from training and how this affect positively on the companies' performance results.

2. Supervisor Follow Up

Hypothesis (2): There is a statistical effect significant at level 0.05 of the supervisor follow up on the effectiveness of after training services.

Table 5.20: Means and Test values for "Supervisor Follow up"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I was nominated to attend the training by my direct managers.	4.19	83.88	21.16	0.000*	1
2.	A meeting was held with my director to discuss the issue of training and expected outputs before the first training meeting.	3.48	69.50	6.32	0.000*	9
3.	My direct manager helps me to apply what I acquired at the training through providing tools, data, and suitable environment at the workplace.	3.96	79.13	14.63	0.000*	3
4.	My direct manager accepts my suggestions to develop the work after having the training and give me the opportunity to apply my new skills.	3.93	78.50	15.13	0.000*	4
5.	My direct manager tries to contact the top management to avoid obstacles of applying my new skills at the Organization.	3.75	75.09	11.54	0.000*	8
6.	My direct manager helps me to solve problems I faced during the application of what I acquired at the training.	3.89	77.88	13.52	0.000*	5
7.	My direct manager is interested in appraising my performance after applying my new skills, and discussing the results of my work.	3.82	76.35	11.75	0.000*	6
8.	The top management stimulates the employees committed in attending training and those interested in the application of what has been gained.	3.77	75.38	10.42	0.000*	7
9.	The top management considered hours spent at the training as a part from the official working hours.	4.08	81.65	15.19	0.000*	2
	All paragraphs of the field	3.88	77.57	18.33	0.000*	

* The mean is significantly different from 3

Data Analysis

The respondents' opinions are positive regarding the paragraph "I was nominated to attend the training by my direct managers" which its mean equals 83.88%. The researcher concludes that the respondents agreed to this paragraph that it has the highest proportional mean in this field.

While the least proportional mean is for the paragraph "A meeting was held with my director to discuss the issue of training and expected outputs before the first training meeting" which equals 69.50%, so the mean of this paragraph is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to this paragraph.

The mean of the field "Supervisor Follow up" equals 3.88 (77.57%), Test-value = 18.33, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to field of "Supervisor Follow up ".

Commentary

a) The respondents seems to be positive regarding the field of supervisor follow up, that the role of supervisor is mainly important regarding the employees respond to having training courses, especially when they nominated by the supervisor.

b) The results regarding the employee nomination for the training course by his/her supervisor is consistent with (Lancaster et al, 2013). It is found that the employees felt motivated as a result of being nominated by supervisor to attend training courses. Regarding paragraph #12 and #16 the result of the research is agree with (Lancaster et al, 2013) that the supervisors support employees after training to apply what they learned through regular meetings to encourage them and resolve problems they were experiencing.

c) Regarding paragraph #7 the result is consistent with (W.H. Wan et al, 2012) that feedback from the companies' management and motivation from the supervisor through revising the employees performance after training facilitate the training transfer.

d) The results in this field is positive compared to those obtained by (Pineda Pilar, 2010) that one of its results regarding the supervisor support is the lack of support from top management that their priority in training quantity over training quality. This indicate to how positively the companies interested in utilizing effectively the training courses.

e) The results also is consistent with the study of (Nijman et al, 2006) that trainees' motivation by supervisor through and providing suitable climate for transferring are important to effectively transfer training to the workplace.

f) According to the research results, it is inconsistence with (Altelbani et al, 2011), it is found that the employees are motivated to attend the training with the support of supervisor to improve themselves, while in Altelbani and Others' study it is found that training is considered as a job requirement without considering the training importance to develop the employees' skills.

g) The results according to paragraph #4 is consistent with (Fares, 1997) which concludes that management take into consideration the suggestion of trained employees in order to improve the organizational performance as a whole.

3. Trainees' Performance Improvement

Hypothesis (3): There is a statistical effect significant at level 0.05 of the trainees' performance improvement on the effectiveness of after training services.

Table 5.21: Means and Test values for "Trainees' Performance Improvement"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	There is a fit between the training I had and the requirements of the work I perform.	4.12	82.48	20.76	0.000*	5
2.	The training is important to me in order to keep pace with the quick development and evolution taking place in the work field of the Organization.	4.26	85.22	26.34	0.000*	1
3.	The training contributed significantly in having new data and acquiring new skills that help me to improve my performance.	4.25	84.97	22.98	0.000*	2
4.	The training actually has a positive impact on the performance that it was improved.	4.20	84.10	22.75	0.000*	3
5.	The results of my annual performance appraisal improved after training compared to the results before training.	3.97	79.38	15.80	0.000*	8
6.	After training I can perform the tasks that were difficult according to me before training with low direction and less help of my manager.	3.96	79.13	15.95	0.000*	9
7.	I can perform my tasks after training will less time and effort.	3.96	79.13	17.42	0.000*	10
8.	The training helped in decreasing my mistakes at work and contributed in minimizing the customers' complaints.	4.06	81.13	19.52	0.000*	7
9.	The training accompanied the needs of developing it.	3.93	78.50	15.81	0.000*	11
10.	The training has a role in raising my morale after returning back to the work.	4.09	81.74	17.38	0.000*	6
11.	Training contributed in having positive attitudes toward the work.	4.18	83.60	22.05	0.000*	4
	All paragraphs of the field	4.09	81.78	29.14	0.000*	

* The mean is significantly different from 3

Data Analysis

In general, the respondents' opinions regarding the field (Trainees' Performance Improvement) are positive regarding the paragraph "The training is important to me in order to keep pace with the quick development and evolution taking place in the work field of the Organization" that is proportional mean equals 85.22%.

While the proportional mean for the paragraph "The training accompanied the needs of developing it" equals 78.50%. The researcher concludes that the respondents agreed to this paragraph.

The mean of the field "Trainees' Performance Improvement" equals 4.09 (81.78%), Test-value = 29.14, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to field of "Trainees' Performance Improvement ".

Commentary

a) The results of this field are inconsistent with (Berzegar and Farjad, 2011). According to paragraph #4 the respondents agreed on it that the training has a positive impact on employees' performance, while according to (Berzegar and Farjad, 2011) the training's effect is not very dramatic that the level of changes below the desired standards.

b) According to paragraph #10, the results of this field is consistent with (Nijman et al, 2006), that the effect of training is not limited in improving skills and enhance knowledge, but also in making employees motivated to perform effectively.

c) The results of the research are consistent with (Shelton, 2001) that it is found how much the employees being motivated to contribute to the Organization's success. In addition to their interest in developing themselves in order to keep pace with the continuous developed surrounded environment. Also, according to paragraphs #10 and #11 the results are consistent that the employees morale is increased which let them perform a good job.

d) The respondents agreed with (Ghanem, 2010) which is found the importance of training in improving the employees' skills and capabilities, that the training contribute in promoting private sector level of services. This promotion is obvious in the research that the respondents agreed to the role of training in enabling them to perform tasks with less time, effort, and low direction from their supervisors. Also, the results are consistent according to paragraph #11 that the training increase the level of employees' loyalty toward their companies and satisfy their social needs.

e) The previous results enhance the role of training in improving performance of the employees especially if they are given the opportunity to apply what they learned and utilize the new acquired skills. This finally affects positively on the organizational results and increases the level of employees' positive attitudes especially if the training matches his working field.

4. Contribution to PDP

Hypothesis (4): There is a statistical effect significant at level 0.05 of the contribution to PDPs on the effectiveness of after training services.

Table 5.22: Means and Test values for "Contribution to Personal Development Plan (PDP)"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The Organization is interested in the PDP of the employee to design and develop new training programs in the future.	3.94	78.76	14.39	0.000*	1
2.	The Organization benefited from the PDP of its employees to re-develop and design its organizational structure.	3.75	75.00	12.21	0.000*	8
3.	A clear time plan is developed to implement the PDP of the employee to reach his/her goal and thus achieve the Organization's goals.	3.75	75.03	12.06	0.000*	7
4.	The manager motivates me to write PDP.	3.65	73.00	8.94	0.000*	10
5.	The Organization short and long term goals are considered when the PDP is written.	3.73	74.63	10.58	0.000*	9
6.	I determined the strengths and weaknesses of me in the light of the Organization's goals when I write my PDP.	3.81	76.10	11.60	0.000*	4
7.	I write what I was able to apply after training and what I achieved successfully as strengths to be reinforced at future training programs.	3.81	76.13	12.32	0.000*	3
8.	The tasks that are still difficult to be performed by me effectively are considered weaknesses in order to design special training programs to improve my skills in performing it.	3.84	76.73	13.27	0.000*	2
9.	The strengths and weaknesses that are determined after having training are discussed by the manager.	3.77	75.40	10.74	0.000*	6
10.	The manager helps me when discussing the PDP with him/her to identify the skills required to achieve the goals related to my career path.	3.78	75.65	11.59	0.000*	5
	All paragraphs of the field	**3.78**	**75.61**	**15.43**	**0.000***	

* The mean is significantly different from 3

Data Analysis

The respondents agreed to the paragraph "The Organization is interested in the PDP of the employee to design and develop new training programs in the future" that its proportional mean is (78.76%).

Regarding the paragraph #4 "The manager motivates me to write PDP", it has the least proportional mean in this field which equals (73.00%). The researcher concludes that the respondents agreed to this paragraph.

The mean of the field "Contribution to PDP" equals 3.78 (75.61%), Test-value = 15.43, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to field of "Contribution to PDP.

Commentary

a) The results of the research in this field are consistent with (Eisele et al, 2013) that it is found a positive correlation between having a motivating supervisor and learning employees. The researcher also found that the companies are interested in defining the output of PDPs to design new training programs, this what (Eisele et al, 2013) indicate in their research that the employees who have higher education and more experience the field undertook less learning activities. This means that the companies benefit from the developed PDPs to identify the needs for their employees.

b) The results is also consistent with (Niazi, 2011) in the paragraphs related to management role in taking into consideration the PDPs to develop more training courses that match the employees' needs and then contribute in improving the organizational performance as a whole. According to (Niazi, 2011) it is found that the involvement of line managers in training needs analysis is positively related to organizational performance, this also is obtained in this field results that companies benefit from PDPs to re-develop and design its organizational structure, and take its results into consideration to be applied in order to work toward achieving companies' goals through planning for more training programs in the future.

5. Long Term Training Evaluation

Hypothesis (5): There is a statistical effect significant at level 0.05 of the long term training evaluation on the effectiveness of after training services.

Table 5.23: Means and Test values for "Long Term Training Evaluation"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	There are clear standards at the Organization to evaluate your benefit from training and compare the evaluation results with it.	3.85	77.02	13.24	0.000*	2
2.	The Organization evaluates the training immediately after its implementation.	3.85	77.02	12.34	0.000*	2
3.	The training provider is involved in the process of training evaluation.	3.91	78.14	14.58	0.000*	1
4.	Pre-Post test is a methodology used at the Organization to evaluate the training effect on the acquired information after training compared to those before training.	3.71	74.13	9.41	0.000*	7
5.	The observation is used to evaluate the training effect on my attitudes after its implementation.	3.79	75.78	11.92	0.000*	4
6.	My performance is evaluated spaced at intervals after training to evaluate the performance improvement level compared to level of performance before training.	3.66	73.29	9.29	0.000*	9
7.	My direct manager, peers, subordinates and clients participate in evaluating my performance after training.	3.66	73.13	8.97	0.000*	12
8.	The Organization gives me the opportunity to evaluate my performance through a form with determined standards.	3.70	74.04	11.17	0.000*	8
9.	The cost level after training is compared to the cost level before training to evaluate the training effect on the Organization as a whole.	3.66	73.29	9.91	0.000*	9
10.	The client satisfaction's level after training is compared to their satisfaction level before training to evaluate the training effect on the Organization as a whole.	3.72	74.41	10.28	0.000*	6
11.	The profit level is evaluated before and after training to evaluate the training effect on the Organization as a whole.	3.66	73.17	9.64	0.000*	11
12.	The Organization is benefited from training evaluation output in measuring the extent of achieving the goals set to implement the training and to design new training programs.	3.73	74.53	11.78	0.000*	5
	All paragraphs of the field	**3.74**	**74.82**	**14.30**	**0.000***	

* The mean is significantly different from 3

Data Analysis

Most of respondents agreed that the training provider is involved in the process of training evaluation" with a proportional mean equals (78.14%). The researcher concludes that the respondents agreed to this paragraph.

Also the respondents agreed on the participation of their direct managers, peers, subordinates and clients in evaluating their performance after training. This paragraph has 73.13% proportional mean.

Generally, the mean of the field "Long Term Training Evaluation" equals 3.74 (74.82%), Test-value = 14.30, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. The researcher concludes that the respondents agreed to field of "Long Term Training Evaluation".

Commentary
a) The research results are inconsistent with (Pineda Pilar, 2010). It is found in the research that the companies are aware to the necessity of training evaluation that defined standards for are followed in order to effectively benefit from the evaluation results to plan for future programs, while according to (Pineda Pilar, 2010) it is found that the manner in which training is evaluated is far from what would be desired. Also there is a lack of management support who does not consider the necessity to allocate resources to assess training results.

b) The results of the research is consistent with (Jasem, 2012) that several evaluation methods are available include all aspects that it is obtained at the research pre-post test, observation, performance appraisal, and others are used to evaluate training output. This indicate that the variety of methods used to evaluate training let the Organization choose the method that is suitable for several training types as mentioned in (Jasem, 2012).

c) Most respondents agreed with this statement "My direct manager, peers, subordinates and clients participate in evaluating my performance after training", while according to (Altelbani and Others, 2011) the respondents disagreed with this result that there is no interest in using new methodologies for training evaluation considering the opinion of direct manager, peers, or external consultant.

d) The respondents agreed with the statement "The Organization gives me the opportunity to evaluate my performance through a form with determined standards", this result is consistent with (Al Bishi, 2009) that the questionnaire is considered one of the most important tools for collecting data and information about the effect of training. The result is also consistent with (Abu Soltan, 2004) that the most used tool to evaluate training is a questionnaire but the employees consider it as a not effective tool. Moreover the supervising parties do not seriously take into consideration training evaluation according to (Abu Soltan, 2004), this result is inconsistent with the results of the research that the management of the companies support training evaluation.

e) The respondents agreed with the statement "The Organization is benefited from training evaluation output in measuring the extent of achieving the goals set to implement the training and to design new training programs". This result is inconsistent with (Alrefai and Alathary, 2003) that it is found that the organizations face many challenges in evaluating training, one of it is translating the training evaluation output into input for decision making.

f) The result of the research is consistent with (Fares, 1997) according to using post test for training evaluation. But in the research the employees obtained that also pre test is used in order to compare the post results with it.

6. Arranging the Obstacles that Limit the Employees' Benefit from Training at the Workplace.

Table 5.24: The Obstacles Faced by Employees after returning back to the Work

#	Item	Mean	Proportional mean (%)	Rank
1.	Lack of correlation between my job tasks and training field.	3.06	33.99	9
2.	The ambiguity of the training goals and not circulating it to the staff.	3.35	37.25	8
3.	Lack of manager's follow for the training impact on the performance.	3.63	40.31	5
4.	Lack of tools and facilities that enable employee to apply what he or she acquires during training.	3.46	38.42	6
5.	Lack of standards that used as a basis to evaluate training output.	3.92	43.57	3
6.	Lack of convergence between the employees' personal development objectives and the goals of the Organization.	3.76	41.76	4
7.	The lack of incentives that encourage employees who are committed to training attendance.	3.95	43.86	2
8.	Difficult communicating with the trainer after training.	3.42	38.05	7
9.	The lack of a systematic long term evaluation for training.	4.01	44.52	1

Data Analysis

The results show the rank for each mentioned obstacle according to the opinions of the respondents. The employees consider the most faced obstacle that avoids them to effectively benefit from training is (The lack of a systematic long term evaluation for training) with proportional mean 44.52; the second most faced obstacle is (The lack of incentives that encourage employees who are committed to training attendance) with a proportional mean 43.86. While the least faced obstacle is (Lack of correlation between my job tasks and training field), this mean that employees mostly trained in the fields related to their jobs).

Commentary

a) The results show how much the efforts exerted in organizing training courses are not effectively utilized because of (the lack of a systematic long term evaluation for training), this statement is considered the most faced obstacle by employees.

b) The second obstacle according to respondents is (The lack of incentives that encourage employees who are committed to training attendance), this avoid the Organization to utilize the new skills of employees to the benefit for it.

c) The third one is (Lack of standards that used as a basis to evaluate training output), this result is consistent with (AlRefai and AlAthary, 2003) that they found that one of main challenges to conduct training evaluation is not availability of suitable evaluation tool that is flexible and can be used to several training courses. While according to (Jasem, 2012) it is considered not accepted to have a fixed model for training evaluation because it is a dynamic process related to employees' behaviors which change according to the needs of customer.

d) According to the respondents' opinions, the fourth obstacle is (Lack of convergence between the employees' personal development objectives and the goals of the Organization), this indicate that delivered training courses are mostly job requirement without considering the real needs of employees. This result is consistent with (Altelbani et al, 2011).

e) The fifth obstacle faced is (Lack of manager's follow for the training impact on the performance), this means that no clear objectives are agreed by the manager and trainees in order to be achieved through having training courses, this result is consistent with (Pineda Pilar, 2010) that it is found the management bodies do not consider it necessary to allocate resources to assess training results.

f) Employees consider the (Lack of tools and facilities that enable employee to apply what he or she acquires during training) the sixth obstacle they faced after training. According to its rank, it indicates that most training courses respondents have do not require special tools to apply the new skills, which it is also considered important that many new technologies are be developed and the companies are required to follow to improve their services.

g) The seventh obstacle is (Difficult communicating with the trainer after training), this indicate that there are problems respondents face during applying what has been delivered to them during training.

h) The pre last obstacle is (The ambiguity of the training goals and not circulating it to the staff), this mean that most respondents attended training courses know the purpose of organizing training course.

i) The obstacle that considered the least faced one is (Lack of correlation between my job tasks and training field) which mean that mostly respondents attend training courses that related to their job requirements.

7. Socio-Demographic Variables

There are significant differences at level 0.05 in the responses of the research sample due to the following socio-demographic variables (Gender, Age, Educational Degree, Organizational level and No. of services' years in the Organization).

7.1 There is a significant difference at level 0.05 in the responses of the research sample due to Gender.

Table 5.25: Independent Samples T-test of the fields and their p-values for Gender

No.	fields	Test Value	Sig.	Means	
				Male	Female
1.	Training Transfer to the Workplace	-0.081	0.936	3.99	3.99
2.	Supervisor Follow up	1.167	0.245	3.92	3.80
3.	Trainees' Performance Improvement	0.748	0.456	4.11	4.05
4.	Contribution to PDP	0.379	0.705	3.79	3.75
5.	Long Term Training Evaluation	-0.137	0.891	3.74	3.75
	All fields	**0.427**	**0.670**	**3.91**	**3.87**

Data Analysis

Table (5.25) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference in respondents' answers toward each field due to Gender. The researcher concludes that the characteristic of the respondents' gender has no effect on each field.

Commentary

The respondents' gender does not affect any field of the research, this indicate that all employees have the same opportunity to attend training according to their needs which leads to enable both of them to answer accurately on the research's questionnaire.

7.2 There are significant differences at level 0.05 in the responses of the research sample due to Age.

Table 5.26: ANOVA test of the fields and their p-values for Age

No.	fields	Test Value	Sig.	Means			
				Less than 25 years	25 – Less than 35 years	35 – Less than 45 years	45 years and more
1.	Training Transfer to the Workplace	2.852	0.039*	4.17	3.91	3.97	4.20
2.	Supervisor Follow up	2.933	0.035*	4.15	3.78	3.86	4.05
3.	Trainees' Performance Improvement	3.167	0.026*	4.15	4.05	4.03	4.48
4.	Contribution to PDP	2.282	0.081	3.92	3.73	3.69	4.17
5.	Long Term Training Evaluation	1.660	0.178	3.94	3.69	3.65	3.95
6.	**All fields**	**2.908**	**0.036***	**4.06**	**3.83**	**3.84**	**4.17**

* Means differences are significant at $\alpha = 0.05$

Data Analysis

Table (5.26) shows that the p-value (Sig.) is smaller than the level of significance α = 0.05 for the fields "Training Transfer to the Workplace, Supervisor Follow up and Trainees' Performance Improvement", then there is significant difference among the respondents regarding to these fields due to Age. The researcher concludes that the respondents' Age have significant effect on these fields. 45 years and more respondents have the higher than other Age group.

Commentary

The age of the respondents affects on some fields of the research that answering the fields (Training Transfer to the Workplace, Supervisor Follow Up, Trainees' Performance Improvement, and all fields) require employees with higher ages who can more accurately and logically reply to the mentioned statements in the questionnaire. While according to the fields (Contribution to PDP, Long Term Training Evaluation), the employees can reply to all mentioned statements accurately regardless to their ages.

7.3 There are significant differences at level 0.05 in the responses of the research sample due to Educational Degree.

Table 5.27: ANOVA test of the fields and their p-values Educational Degree

No.	fields	Test Value	Sig.	Means		
				Diploma and less	Bachelor	Master
1.	Training Transfer to the Workplace	0.464	0.630	4.08	3.98	3.95
2.	Supervisor Follow up	0.000	1.000	3.88	3.88	3.88
3.	Trainees' Performance Improvement	1.075	0.344	4.22	4.06	4.13
4.	Contribution to PDP	0.269	0.764	3.87	3.76	3.82
5.	Long Term Training Evaluation	2.471	0.088	4.00	3.72	3.53
	All fields	**0.757**	**0.471**	**4.01**	**3.88**	**3.85**

Data Analysis

Table (5.27) shows that the p-value (Sig.) is greater than the level of significance α = 0.05 for each field, then there is insignificant difference in respondents' answers toward each field due to Educational Degree. The researcher concludes that the characteristic of the respondents Educational Degree has no effect on each field.

Commentary

The educational degree of the respondents has no effect the research fields that most of them have higher educational level, in addition to excluding the operational level from the targeted sample with less than secondary school education, so more accurate results can be concluded to all fields.

7.4 There are significant differences at level 0.05 in the responses of the research sample due to Org. Level.

<p style="text-align:center">Table 5.28: ANOVA test of the fields and their p-values Org. Level</p>

No.	fields	Test Value	Sig.	Means Employee	Means Department Head	Means Deputy Director /Manager
1.	Training Transfer to the Workplace	0.293	0.831	4.01	3.94	4.12
2.	Supervisor Follow up	0.551	0.648	3.88	3.85	4.30
3.	Trainees' Performance Improvement	0.865	0.461	4.06	4.14	4.45
4.	Contribution to PDP	0.269	0.848	3.76	3.83	3.97
5.	Long Term Training Evaluation	0.083	0.969	3.74	3.72	3.83
	All fields	**0.249**	**0.862**	**3.89**	**3.89**	**4.13**

Data Analysis

Table (5.28) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference in respondents' answers toward each field due to Organizational Level. The researcher concludes that the characteristic of the respondents Organizational Level has no effect on each field.

Commentary

The organizational level of the employees has no effect on the respondents' opinion this due to the importance of after training service to all employees regardless to their organizational level. Also, most of the respondents are from the first organizational level, those employees require more improvement for their skills through continuously providing them training courses.

7.5 There are significant differences at level 0.05 in the responses of the research sample due to No. of services' years in the Organization

<p style="text-align:center">Table 5.29: ANOVA test of the fields and their p-values for No. of services' years</p>

No.	fields	Test Value	Sig.	Means Less than 5 years	Means 5 – Less than 10 year	Means 10- less than 15 years	Means 15 years and more
1.	Training Transfer to the Workplace	1.355	0.259	4.06	3.91	3.97	4.12
2.	Supervisor Follow up	0.490	0.690	3.93	3.86	3.78	3.95
3.	Trainees' Performance Improvement	1.093	0.354	4.13	4.02	4.08	4.23
4.	Contribution to PDP	1.302	0.276	3.86	3.73	3.64	3.95
5.	Long Term Training Evaluation	1.916	0.129	3.89	3.64	3.62	3.87
	All fields	**1.497**	**0.218**	**3.97**	**3.83**	**3.81**	**4.02**

Data Analysis

Table (5.29) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference in respondents' answers toward each field due to No. of services' years in the Organization. The researcher concludes that the characteristic of the respondents No. of services' years in the Organization has no effect on each field.

Commentary

The number of services years in the Organization has no effect on the opinions of the respondents for each field. This means that employees can accurately reply to the questions regardless to the number of their services years in the Organization because they have the opportunities to be trained and they are able to assess the after training services of their companies.

Chapter -6-

Conclusions and Recommendations

- - **Introduction**
- - **Conclusion**
- - **Recommendations**
- - **Suggested Topics for Future Studies**

Introduction

In this chapter the conclusion will be illustrated according the previous obtained results, recommendations will be listed in the light of the conclusion, and topics for future researches will be suggested at the end of this chapter.

Conclusion

The researcher aimed to assess the after training services techniques used in private sector at Gaza Strip in order to give insight on the reality of the employees training output in the private sector and how much organizations effectively utilize these training courses to improve their services to the customers.

In general it is noted that the organizations which were studied are effectively benefit from training courses, and they consider the importance of continuous follow up for the acquired knowledge and skills through providing suitable facilities and support to the trained employees to apply what they learned at training effectively. The followings are the conclusions that are obtained during the research:

1. Training Transfer to the Workplace

a) The companies are interested in facilitating the training transfer to the workplace that the goals of training are clear to the employees, all application requirements are provided at the workplace, and the exercises that are given to the employees during training can be discussed with the manager and trainer and be applied at work.

b) Employees are aware for the goals of training at the targeted organizations in private sector, this enable them easily applying their new skills at the workplace, and motivate them to improve the level of their performance to achieve the known goals.

c) Suitable environment is provided for employees after training that encourage them to firsthand apply what they had at the training. The companies provide them with the needed tools and facilities to effectively utilize the training material they have during their work.

d) The practical activities that are provided for trained employees are important because of its role in effectively applying the new skills, especially that employees cooperate with each other toward achieving the targeted level of performance after having the training.

e) The employees have the opportunity to contact the trainer to effectively apply what they learned, this lead to comfort employees at the first period when they return back to their workplaces, that problems they face and clarifications emerged can be obtained by the trainer.

2. Supervisor Follow Up

a) There is an important role of the trained employees' direct supervisor at the targeted companies in the research starting from the nominating employees to attend training courses until following up the employees' application for their new skills after training and returning back to the workplace. This role enhance the effectiveness of training utilization and represent one of the main after training services that should be delivered to the employees by the Organization.

b) Nominating employees to attend training by their direct supervisor facilitate the process of following up trained employees after training, it is mean that the supervisor would like reach for a special performance level in the light of the Organization's determined goals. In addition to the positive feeling employees have when they feel with the encouragement of their supervisors.

c) The interest of supervisors to follow up trained employees' performance after training enhances the utilization from training and maximizes its benefit to the Organization. This is achieved through providing facilities, tools, data, and suitable environment that enable employees to apply their new knowledge and skills.

d) The direct supervisor appraises the performance of trained employees after training to assure that the delivered training contribute in achieving the set objectives of the training toward achieving the main goals of the Organization.

e) The companies are interested in stimulating the employees committed in attending the training courses, this motivate and encourage them to apply the acquired skills after return back to the Organization.

3. Trainees' Performance Improvement

a) Training employees have a contribution in developing the employees' skills, this indicates to the right process companies followed in organizing the training programs.

b) The employees are aware to the importance of training in improving themselves, that they are interested in developing their skills in order to keep pace with the surrounded changing environment.

c) The trained employees obtain the positive impact training have on their performance, they can acquire more new information, knowledge and skills which enable them to perform tasks with less time and efforts.

d) There is a match between the training that employees have and the requirements of their work, this let them apply what they learned, and affect positively on their performance. This means that the organization's investment in employees' improvement is fruitful.

e) Training employees have a positive effect on the attitudes of employees toward their organizations, this let them perform their work with less effort and time because of high moral they feel after returning back to the workplace.

4. Contribution to PDP

a) The organizations are interested in considering PDP in order to utilize its output to improve the overall companies' performance through organizing training programs that benefit the employees according their performance improvement need.

b) The employees benefit from their performance improvement after training to determine their strengths to be enhanced and their weaknesses to be improved through future training courses. These strengths and weaknesses are determined by the employees in the light of companies' goals and according to their career path.

c) The management of the organizations is interested in following up the written PDPs that the managers discuss their trained subordinates with the PDPs' output to be utilized for the benefit of the employee and the organizations as a whole.

d) There is a good support from the organizations' management for employees to write and implement the PDPs in the light of the organizations' short term and long term objectives that a clear time plan is developed for its implementation. In addition to the actions organizations may have according to the PDPs output to improve its organizational structure for a purpose of utilizing to the maximum the improved skills of employees after returning back from training to the workplace.

5. Long Term Training Evaluation
a) The organizations effectively evaluate the training courses delivered to the employees using different methodologies and according to clear standards.
b) The evaluation process start immediately after employees finished the training, taking into consideration the input of the training provider in the process of training evaluation.
c) Different methods are used to effectively evaluate employees after training and be assure that the training achieve the set goals for its implementation. These methods are observations, questionnaire, and pre-post test considering the participation of the direct manager, peers, subordinates and clients in the evaluation process after training delivery.
d) Based on spaced at intervals the organizations evaluate the performance of employees after training and its effect of the organizations' performance as a whole that the level of cost, profit, and client satisfaction are evaluated after training to be compared with its results before training delivery.

6. The Obstacles Faced by Employees after Returning back to Work
b) The respondents obtained that the most faced obstacle is the lack of a systematic long term evaluation for training. This means that organizations do not have a clear model or standards for training evaluation.
c) The lack of incentives to encourage committed employees to effectively apply what they acquired during training is the second obstacle according to the respondents' opinions.
d) One of the least faced obstacle according to the respondents are the circulating of training goals to the nominated employees for training, this mean that employees are generally aware for the purpose of training courses. Also the least face obstacle is the lack of correlation between my job tasks and training field, this mean that training courses are organized based on the needs analysis of employees' skills development.

7. The Sample Characteristics
a) The respondents for the research's questionnaire are males in major, have 25 to less than 45 years old, hold a bachelor degree, work as employees, and have years of experience from less than 5 years to less than 10 years.
b) Most of respondents have from 2 to 7 training courses, and they have the last training course since less than 1 year.

Recommendations

Based on the research's findings, the following are the suggested recommendation:

1. It is important for the private sector's organizations to consider the development of after training services concept involving trained employees, training provider, employees' supervisors, and the top management in submitting it. Its consideration enable the organizations to effectively measure the return on investment in the capacity building program either financial or non financial return for the short term or long term.

2. The organizations should have a clear model for long term training evaluation. This model should be flexible that changes can be developed for it based on the training type, while considering main standards for training evaluation. Clear evaluation model help organizations to assure that the training achieve its goals and the investment is fruitful.

3. The management of the organizations should develop incentive programs to encourage employees to be committed for training attendance and to be interested in applying what they acquired during training for the purpose of improving their performance level.

4. It is necessary to facilitate training transfer for trained employees through providing them the needed physical tools of comfortable environment in order to maximize the utilization of the new acquired skills.

5. The organizations should utilize the positive attitudes employees have toward their companies after returning back from training to the workplace, and try to maintain their high morale through facilitating their training transfer, providing them incentives, and encouraging them to apply what they learned, and giving them the opportunity to provide suggestions for the management to improve the organizations' performance level.

6. The direct supervisors should have a role in encouraging employees starting from nominating them to attend the training courses, discussing with them the main purpose of training to be considered after employees return back from training to the workplace, communicating with the top management to facilitate training transfer, and evaluating employees' performance after training in the light of the training organizing goals. This support from the supervisor motivates employees to apply what they learned at the training.

7. The employees should be aware for the role of training in enhancing their skills in order to gain a promotion opportunity according to their career path.

8. It is important for the organizations' management in cooperation with employees and their supervisors to consider the PDPs and utilize its output for the benefit of the companies, that PDPs is a main determination for the employees aspirations toward improving themselves in the light of their career paths at the organizations, therefore the organizations can develop training programs, modify their organizational structure, determine carefully the main goals of it according to the capabilities of employees and the fields that they can work in it effectively.

9. The training provider should activate the concept of after training services when submitting their technical offers for the companies, and suggest a clear methodology for employees' follow up after training delivery. This enhances the training importance with regard to organizations and employees.

10. The training provider in cooperation with organizations' management should not be sufficient with evaluation results collected through using pre-post test or satisfaction sheets about training, because these tools' results give information about the knowledge the

employees have during training without considering the extent of employees' ability to apply this knowledge at the workplace, but a clear main model should be developed for the organization according its type of work, this model can be modified according to the training type.

11. The organizations should not consider just the direct supervisor feedback about the trained employee's performance after training, but also the employee's peer, subordinates, and clients opinions should be obtained, especially the client's feedback because he or she is the main determinant for the quality of the organization's services or products.

12. The organizations should focus on measuring the profits achieved after the cost spent for developing training, if the organization does not increase its profit level after training, this mean that the needs analysis for training does not effectively developed or the organization needs another solution to increase its profit as modifying its organizational structure.

13. New technology should be utilized in evaluating employees' performance after training which finally reflect the companies' overall performance. The companies can use special e-programs to measure the employees' performance after training and compare it before training, for example: to measure the time employee spends serving a customer after training and compare it with the spent time before training. These technologies enable the management to make decisions according to clear data and statistics not according to their opinions and experience.

Suggested Topics for Future Studies

The followings are suggested related topics that other researchers can be benefited from it:

1. The extent of e-training programs' effectiveness in improving the employees' performance.
2. Assessment the NGOs' Role in building the human capacity of the private sector companies.
3. The relationship between employees' development programs and the incentives programs.
4. Investigate the extent of using PDP to formulate the organizational structure.
5. Comparison study for the return on investment in employees' development between banking and telecommunication sector.
6. In depth study for any one of obstacles mentioned in this research and its effect of training effective utilization to the benefit of the companies.
7. The possibility of using information technology (IT) in measuring the employees' performance after training delivery.

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Annexes

Annex (1): List of Referees and their Job Title

No.	Referee Name	Job Title
1.	Prof. Majed Al Farra	Proffessor at the Faculty of Commerce – The Islamic University of Gaza
2.	Dr. Rushdi Wadi	Associate Proffessor at the Faculty of Commerce – The Islamic University of Gaza
3.	Dr. Yousef Bahar	Associate Proffessor at the Faculty of Commerce – The Islamic University of Gaza
4.	Dr. Samir Safi	Associate Proffessor at the Faculty of Commerce – The Islamic University of Gaza
5.	Dr. Akram Sammour	Assistant Proffessor at the Faculty of Commerce – The Islamic University of Gaza
6.	Dr. Mohammed Fares	Assistant Proffessor at the Faculty of Economics and Administrative Sciences– AlAzhar University
7.	Dr. Jalal Shabat	Assistant Proffessor at the Faculty of Commerce – Al Quds Open University
8.	Eng. Mamoun Beseiso	Senior Consultant
9.	Mr. Yasser Al Alem	Freelancer/Project Management Consultant
10.	Mr. Rami Abu Shaaban	Business Development Consultant
11.	Dr. Wajdi Abu Shabab	General Director at Career Management and Business Excellence

Annex (2): English Questionnaire

Islamic University of Gaza
Postgraduate Deanship
Faculty of Commerce
Business Administration Department

Dear Employees,

This questionnaire is a research tool designed specifically to complete the requirements of a master degree in business administration which its title is: **"Assessment of after Training Services Techniques Used in Private Sector at Gaza Strip".** Its goal is to evaluate issues related to after employees' training period, check the efficiency of evaluation process, and follow the feasibility of training programs for the employees and the institution as a whole after training.

I hope to get required data through filling out the questionnaire by placing (√) in the answer box that goes with your choice. Knowing that all the collected data will be used for research purposes only.

Thanking you for your cooperation

The Researcher
Dina S. Abu Shaaban

Section (1): Personal Information

1. Sex   ☐ Male   ☐ Female

2. Age   ☐ Less than 25   ☐ 25 to less than 35   ☐ 35 – less than 45   ☐ 45 and more

3. Educational Degree   ☐ Diploma and less   ☐ Bachelor   ☐ Master   ☐ PhD

4. Org. Level   ☐ Employee   ☐ Department Head   ☐ Deputy Director   ☐ Manager

5. No. of services' years in the institution   ☐ Less than 5 years   ☐ 5 to less than 10 years   ☐ 10 to less than 15 Years   ☐ 15 Years and more

6. No. of training courses you have during your work at the Organization   ☐ One Course   ☐ 2-4 Courses   ☐ 5-7 Courses   ☐ 8 Courses and more

7. You have the last training course since   ☐ Less than one year   ☐ One to less than 3 Years   ☐ 3 Years and more

8. Working sector of the organization   ☐ Telecommunication Sector   ☐ Banking Sector

Section (2): Questionnaire Sentences

1. Please, determine the extent of your approval on the following sentences by placing (√)

Firstly: Training Transfer to the Workplace						
#	Sentence	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I knew the training's goals before participating in it, this facilitate the application of what I learned at the training to achieve the desired goals.					
2.	It was agreed on the performance expectations with the direct manager before starting training to work on them after training.					
3.	I apply what I acquired through training at my work firsthand.					
4.	I am interested in transferring what I learned at training to the workplace to improve my performance level at the Organization.					
5.	The Organization provides me with all requirements that help me to apply what I acquired at the training.					
6.	I was provided with exercises to be applied at my Organization.					
7.	I discuss the exercises that given to me at the training and its results with the trainer and the direct manager.					
8.	The training material was provided to all trainees to benefit from it during their work.					
9.	I cooperated with my colleagues who participated in training to achieve goals of organizing the training program.					
10.	I can contact with trainer after training in case of facing any problem or having any question related to application of what I acquired during training at the Organization.					
Secondly: Supervisor Follow up						
#	Sentence	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11.	I was nominated to attend the training by my direct managers.					
12.	A meeting was held with my director to discuss the issue of training and expected outputs before the first training meeting.					

#	Sentence	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13.	My direct manager helps me to apply what I acquired at the training through providing tools, data, and suitable environment at the workplace.					
14.	My direct manager accepts my suggestions to develop the work after having the training and give me the opportunity to apply my new skills.					
15.	My direct manager tries to contact the top management to avoid obstacles of applying my new skills at the Organization.					
16.	My direct manager helps me to solve problems I faced during the application of what I acquired at the training.					
17.	My direct manager is interested in appraising my performance after applying my new skills, and discussing the results of my work.					
18.	The top management stimulates the employees committed in attending training and those interested in the application of what has been gained.					
19.	The top management considered hours spent at the training as a part from the official working hours.					

Third: Trainees' Performance Improvement

#	Sentence	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20.	There is a fit between the training I had and the requirements of the work I perform.					
21.	The training is important to me in order to keep pace with the quick development and evolution taking place in the work field of the Organization.					
22.	The training contributed significantly in having new data and acquiring new skills that help me to improve my performance.					
23.	The training actually has a positive impact on the performance that it was improved.					
24.	The results of my annual performance appraisal improved after training compared to the results before training.					
25.	After training I can perform the tasks that were difficult according to me before training with low direction and less help of my manager.					
26.	I can perform my tasks after training will less time and effort.					
27.	The training helped in decreasing my mistakes at work and contributed in minimizing the customers' complaints.					
28.	The training accompanied the needs of developing it.					
29.	The training has a role in raising my morale after returning back to the work.					
30.	Training contributed in having positive attitudes toward the work.					

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fourth: Contribution to Personal Development Plan (PDP)						
Personal Development Plan: a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development'.						
#	**Sentence**					
31.	The Organization is interested in the PDP of the employee to design and develop new training programs in the future.					
32.	The Organization benefited from the PDP of its employees to re-develop and design its organizational structure.					
33.	A clear time plan is developed to implement the PDP of the employee to reach his/her goal and thus achieve the Organization's goals.					
34.	The manager motivates me to write PDP.					
35.	The Organization short and long term goals are considered when the PDP is written.					
36.	I determined the strengths and weaknesses of me in the light of the Organization's goals when I write my PDP.					
37.	I write what I was able to apply after training and what I achieved successfully as strengths to be reinforced at future training programs.					
38.	The tasks that are still difficult to be performed by me effectively are considered weaknesses in order to design special training programs to improve my skills in performing it.					
39.	The strengths and weaknesses that are determined after having training are discussed by the manager.					
40.	The manager helps me when discussing the PDP with him/her to identify the skills required to achieve the goals related to my career path.					
Fifth: Long Term Training Evaluation						
#	**Sentence**					
41.	There are clear standards at the Organization to evaluate your benefit from training and compare the evaluation results with it.					
42.	The Organization evaluates the training immediately after its implementation.					
43.	The training provider is involved in the process of training evaluation.					
44.	Pre-Post test is a methodology used at the Organization to evaluate the training effect on the acquired information after training compared to those before training.					

No.	Statement					
45.	The observation is used to evaluate the training effect on my attitudes after its implementation.					
46.	My performance is evaluated spaced at intervals after training to evaluate the performance improvement level compared to level of performance before training.					
47.	My direct manager, peers, subordinates and clients participate in evaluating my performance after training.					
48.	The Organization gives me the opportunity to evaluate my performance through a form with determined standards.					
49.	The cost level after training is compared to the cost level before training to evaluate the training effect on the Organization as a whole.					
50.	The client satisfaction's level after training is compared to their satisfaction level before training to evaluate the training effect on the Organization as a whole.					
51.	The profit level is evaluated before and after training to evaluate the training effect on the Organization as a whole.					
52.	It is benefited from training evaluation output in measuring the extent of achieving the goals set to implement the training and to design new training programs.					

2. According to your participation in several training programs, order the obstacles that prevent your optimal benefit from the training after returning back to your work from (1) to (9), as (1) is the most influential obstacle, and (9) is the least influential obstacle.

Obstacle	Order
1. Lack of correlation between my job tasks and training field.	
2. The ambiguity of the training goals and not circulating it to the staff.	
3. Lack of manager's follow for the training impact on the performance.	
4. Lack of tools and facilities that enable employee to apply what he or she acquires during training.	
5. Lack of standards that used as a basis to evaluate training output.	
6. Lack of convergence between the employees' personal development objectives and the goals of the Organization.	
7. The lack of incentives that encourage employees who are committed to training attendance.	
8. Difficult communicating with the trainer after training.	
9. The lack of a systematic long term evaluation for training.	

الجامعة الإسلامية – غزة
عمادة الدراسات العليا
كلية التجارة – قسم إدارة الأعمال

السادة/ الموظفين   الكرام

تحية طيبة وبعد

الاستبانة التي بين أيديكم هي أداة الدراسة لاستكمال متطلبات درجة الماجستير في إدارة الأعمال، وعنوانها **"تقييم خدمات ما بعد التدريب المستخدمة في مؤسسات القطاع الخاص في قطاع غزة"**   والتي تهدف إلى تقييم الجوانب المتعلقة بمرحلة ما بعد تدريب الموظفين، والتحقق من مدى كفاءة عملية التقييم والمتابعة لجدوى البرامج التدريبية بالنسبة للموظف وللمؤسسة ككل بعد التدريب.

لذا أرجو من سيادتكم التكرم بالمساعدة في الحصول على المعلومات والبيانات المطلوبة من خلال وضع إشارة (√) في المربع الذي يوافق خياركم. مع العلم بأن كافة المعلومات التي سيتم الحصول عليها لن تستخدم إلا لأغراض البحث العلمي فقط.

شاكرة لكم حسن تعاونكم

الباحثة
دينا سمير أبو شعبان

الجزء الأول: البيانات الشخصية

1. الجنس

☐ ذكر ☐ أنثى

2. العمر

☐ أقل من 25 سنة ☐ 25 – أقل من 35 ☐ 35 – أقل من 45 ☐ 45 سنة فأكثر

3. المؤهل العلمي

☐ دبلوم فما دون ☐ بكالوريوس ☐ ماجستير ☐ دكتوراة

4. المستوى الوظيفي

☐ موظف ☐ رئيس قسم ☐ نائب مدير ☐ مدير دائرة

5. عدد سنوات الخدمة

☐ أقل من 5 سنوات ☐ 5 – أقل من 10 ☐ 10 – أقل من 15 ☐ 15 فأكثر

6. عدد الدورات التدريبية التي حصلت عليها من خلال المؤسسة

☐ دورة واحدة ☐ 2-4 دورات ☐ 5-7 دورات ☐ 8 دورات فأكثر

7. آخر دورة تدريبية حصلت عليها منذ

☐ أقل من سنة ☐ 1- أقل من 3 سنوات ☐ 3 سنوات فأكثر

8. قطاع عمل المؤسسة

☐ قطاع الاتصالات ☐ قطاع البنوك

الجزء الثاني: فقرات الاستبانة

3. الرجاء تحديد مدى موافقتك على العبارات التالية:

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	العبـــــــــارة	#
أولاً: نقل التدريب إلى مكان العمل						
					علمت بأهداف التدريب قبل المشاركة به، مما سهل علي تطبيق ما تعلمته خلال التدريب لتحقيق الأهداف المرجوة.	1.
					تم الاتفاق على توقعات الأداء مع المدير المباشر قبل البدء بالتدريب ليتم العمل بناء عليها بعد التدريب.	2.
					أقوم بتطبيق ما اكتسبته خلال التدريب في العمل أولاً بأول.	3.
					أهتم بنقل ما تعلمته في التدريب إلى مكان العمل لتحسين مستوى أدائي في المؤسسة.	4.
					توفر لي المؤسسة كافة اللوازم والاحتياجات التي تساعدني على تطبيق ما اكتسبته خلال التدريب.	5.
					تم تزويدي خلال فترة التدريب بالتمرينات والحالات العملية لتطبيقها في مؤسستي.	6.
					أقوم بمناقشة التمرينات العملية المعطاة لي في التدريب ونتائجها مع المدرب والمدير المباشر.	7.
					تم توفير المادة التدريبية كاملة لجميع المتدربين للاستفادة منها خلال العمل.	8.
					يتم التعاون مع زملائي المشاركين في التدريب لتحقيق الأهداف الخاصة بتنظيم البرنامج التدريبي.	9.
					بإمكاني التواصل مع المدرب بعد انتهاء التدريب في حال واجهتني صعوبة أو كان لدي استفسار فيما يخص تطبيق ما اكتسبته في التدريب في المؤسسة.	10.
ثانياً: متابعة المدير المباشر						
غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	العبـــــــــارة	#
					تم ترشيحي لحضور التدريب من قبل مديري المباشر.	11.
					تم عقد لقاء مع مديري لمناقشة موضوع التدريب والمخرجات المتوقعة قبل اللقاء التدريبي الأول.	12.

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	العبـــــــــارة	#
					يساعدني مديري المباشر في تطبيق ما اكتسبته في التدريب من خلال توفير الأدوات والمعلومات والبيئة المناسبة لي في مكان العمل.	13.
					يتقبل مديري المباشر اقتراحاتي لتطوير العمل بعد التدريب ويمنحني فرصة لتطبيق مهاراتي الجديدة.	14.
					يحاول مديري المباشر التواصل مع الإدارة العليا لتجنب معيقات تطبيق مهاراتي الجديدة في المؤسسة.	15.
					يساعدني مديري المباشر في حل المشكلات التي تواجهني أثناء تطبيق ما اكتسبته خلال التدريب في المؤسسة.	16.
					يهتم مديري المباشر بتقييم أدائي بعد تطبيق المهارات الجديدة ومناقشتي في نتائج عملي.	17.
					تقوم الإدارة بتحفيز المتدربين الملتزمين بحضور التدريب والمهتمين بتطبيق ما تم اكتسابه.	18.
					تعتبر الإدارة الساعات التي يقضيها الموظف في التدريب أنها من ضمن ساعات الدوام الرسمي.	19.

ثالثاً: تحسن مستوى أداء الموظف المتدرب

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	العبـــــــــارة	#
					هناك تناسب بين التدريب الذي حصلت عليه ومتطلبات العمل الذي أقوم به.	20.
					التدريب مهم بالنسبة لي لمواكبة التطور وسرعة التغير التي يشهدها مجال عمل المؤسسة.	21.
					ساهم التدريب بشكل كبير في إكسابي معلومات ومهارات جديدة تساعد في تحسن أدائي.	22.
					كان بالفعل للتدريب أثر إيجابي على الأداء وتحسن مستوى أدائي.	23.
					تحسنت نتائج تقييم الأداء السنوي بالنسبة لي بعد التدريب مقارنة بنتائج التقييم قبل التدريب.	24.
					بعد التدريب قلّت استعانتي بالمدير المباشر لأداء المهام التي كانت صعبة بالنسبة لي قبل التدريب.	25.
					تمكنت بعد التدريب من أداء مهامي بوقت وجهد أقل.	26.
					ساعد التدريب على التقليل من أخطائي في العمل وساهم في التقليل من شكاوي الزبائن.	27.
					واكب التدريب الاحتياجات التي تم تطوير البرنامج التدريبي لأجل إشباعها.	28.
					كان للتدريب دور في رفع روحي المعنوية بعد عودتي إلى العمل.	29.
					ساهم التدريب في تكون اتجاهات إيجابية لدي نحو العمل.	30.

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	العبــــــــارة	#

رابعاً: المساهمة في خطة التنمية الشخصية

خطة التنمية الشخصية: هي عملية منظمة يقوم من خلالها الموظف بتقييم مستوى تعلمه وأدائه وإنجازاته بهدف التخطيط لتنمية وتطوير مهاراته وأدائه ومساره الوظيفي.

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	العبــــــــارة	#
					تعنى المؤسسة بخطة التنمية الشخصية للموظف لتصميم وتخطيط برامج تدريبية في المستقبل.	31.
					تستغل المؤسسة مخرجات خطط التنمية الشخصية للموظفين لإعادة تصميم وتطوير هيكلها التنظيمي.	32.
					يتم تحديد خطة زمنية واضحة لتطبيق خطة التنمية الشخصية للموظف للوصول لأهدافه وبالتالي تحقيق أهداف المؤسسة.	33.
					يشجعني المدير على كتابة خطة التنمية الشخصية الخاصة بي.	34.
					يتم الأخذ بعين الاعتبار أهداف المؤسسة قصيرة وطويلة الأمد عند كتابة خطة التنمية الشخصية.	35.
					أحدد نقاط القوة والضعف الخاصة بي في ضوء أهداف المؤسسة خلال كتابتي لخطة التنمية الشخصية.	36.
					أدون ما تمكنت من تطبيقه بعد التدريب وما حققته من نجاح خلال أدائي للعمل كنقاط قوة ليتم تعزيزها في برامج تدريبية لاحقة.	37.
					المهام التي ما زال يصعب علي إتمامها بالشكل المطلوب أدونها كنقاط ضعف ليتم تصميم برامج تدريبية لتطوير مهاراتي الخاصة بها.	38.
					يتم مناقشة نقاط القوة والضعف التي أحددها بعد التدريب مع المدير.	39.
					يساعدني المدير عند مناقشة الخطة في بلورة المهارات اللازمة لي لتحقيق أهدافي المتعلقة بالمسار الوظيفي.	40.

خامساً: تقييم التدريب على المدى الطويل

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	العبــــــــارة	#
					يوجد معايير واضحة في المؤسسة لتقييم استفادتك من التدريب ومقارنة نتائج التقييم بها.	41.
					تقوم المؤسسة بتقييم التدريب فور الانتهاء منه.	42.

						رقم
					يتم الاستعانة بالجهة المزودة للتدريب في تقييم التدريب.	43.
					يتم استخدام أسلوب الاختبار القبلي والبعدي لتقييم أثر التدريب على المعلومات التي تم اكتسابها بعد التدريب مقارنة بما قبل التدريب.	44.
					يتم استخدام أسلوب الملاحظة لتقييم أثر التدريب على سلوكي بعد التدريب.	45.
					يتم تقييم أدائي على فترات متباعدة بعد التدريب لقياس مستوى التحسن من حيث الأداء مقارنة بما كان عليه قبل التدريب.	46.
					يشارك في تقييم أدائي بعد التدريب كل من المدير المباشر، الزملاء، المرؤوسين، والعملاء.	47.
					تعطيني المؤسسة فرصة لأتمكن من تقييم أدائي من خلال نموذج محدد المعايير.	48.
					يتم مقارنة مستوى التكاليف قبل وبعد التدريب لتقييم البرنامج التدريبي على مستوى المؤسسة.	49.
					يتم مقارنة مستوى رضا العملاء قبل وبعد التدريب لتقييم البرنامج التدريبي على مستوى المؤسسة.	50.
					يتم مقارنة مستوى الأرباح قبل وبعد التدريب لتقييم البرنامج التدريبي على مستوى المؤسسة.	51.
					يتم الاستفادة من مخرجات تقييم التدريب في قياس مدى تحقق الأهداف المرصودة لتنفيذ البرنامج التدريبي والتخطيط لبرامج تدريبية لاحقة.	52.

4. من خلال البرامج التدريبية التي شاركت بها، رتب العوائق التي تمنع استفادتك المثلى من التدريب بعد العودة إلى العمل من (1) إلى (9)، باعتبار (1) العائق الأكثر تأثيراً، و (9) العائق الأقل تأثيراً:

الترتيب	العائق	
	عدم ارتباط مجال التدريب بمهام العمل.	1.
	غموض أهداف التدريب وعدم تعميمها على الموظفين.	2.
	عدم متابعة المدير المباشر لأثر التدريب على الأداء.	3.
	عدم توفر الأدوات والتسهيلات التي تمكن الموظف من تطبيق ما اكتسبه خلال التدريب.	4.
	عدم وجود معايير يتم الاستناد إليها لتقييم مخرجات التدريب.	5.
	عدم تلاقي أهداف التنمية الشخصية للموظف مع أهداف المؤسسة.	6.
	قلة الحوافز التي تشجع الموظفين الملتزمين بالتدريب.	7.
	صعوبة التواصل مع المدرب بعد التدريب.	8.
	عدم وجود منهجية تقييم طويلة الأمد.	9.