

The importance of Training Programs in the Development of performance of Employees and Companies: A review of Related Concepts

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ABSTRACT

Training is one of the topics that had and still has a great interest in the present time due to the effective role that training plays in developing performance for all workforce categories. The lesson learned from the study of the training experience is the importance of individuals and what they can contribute to their current or future jobs when trained and developed in a general and appropriate manner. The training process leads to a change in the personality of the individual. Because he discovers new motives for better work in himself, the human resources management is the specialized body or department in the organization that works to prepare the organization through this logic. Training is a means and not an end in itself, as it is a process to achieve specific goals that require thoughtful scientific planning to achieve these goals. Researchers focus on training, its importance, motives, basic principles, methods, types, and stages and identify needs and stages. They consider planning in the field of numbers and factors of success of training programs, development policy in training, training management members, and implementing the training risks according to the training process's plan set.

1. Introduction

Introducing the employee or worker to his job and associating him with the organization as a whole was the last phase of the human resource management task. It comes directly after the aforementioned application process, for which they were appointed to specific positions. Therefore, training implementation staff and upgrading the level of administrators will be discussed in this regard. And since the opportunity for progress and development is considered necessary and vital to achieve (or provide) a practical progressive, will then address the various methods and broad lines of progress as well as the function of evaluating the performance of employee through studies until determining the nature and direction of progress.

Indeed, after the employee is selected, appointed, presented, and guided, he must be trained on the job. Training means working to increase the employee's skill to achieve the work assigned to him. The facility is not left with a choice as to whether to conduct training or not; The only option is with regard to the method (or method).

If there is no planning program for training, this does not mean that training costs have been eliminated or excluded. The employee or worker must train himself in a "trial and error" manner or watch others in action. Evidence has shown that in the absence of a structured training program, the costs of performance rise significantly, and this is not only due to the length of time the employee or worker spends in education. But also because this employee or worker will not learn the best means of achievement. This must be taken into account when preparing a good training program to work to achieve the interests of both management and workers simultaneously, or in other words, work to achieve convergence between these interests or make them similar as possible. The benefits that the facility can achieve as a result of training are numerous and explained in the following pages. Adequate training is vital for

an employee or worker. The skill acquired through education and training is considered an asset that can only be excluded (dispensed). The value of training is clear to the employee or worker. It secures him a better working life and earning and provides him with a more significant opportunity to advance inside or outside the existing facility. The employee must show interest in the facility's training program more than the salary he will start with. It is often that low-paid work often provides an excellent opportunity for training and may prove to be the right choice in the long term.

The study explores the terms and skills involved in the training process to draw a complete picture of it to lead to employees' and companies' development.

2. Definition of training:

- Training is an organized experience used to transfer, modify all or some of the information, knowledge, and skills to individuals in the organization" Al- Zewailif (1999).
- Edwin B. Flipppo. (1971) said, 'Training is the act of increasing an employee's knowledge and skills for doing a particular job.'
- According to Garry Dessler (2007), 'Training is the process of teaching new employees the basic skills they need to perform their jobs.'
- Mirza Saiyadain (1988) stated that 'Training is an activity aimed at improving the existing staff's performance to meet the organization's future needs.'

3. Opinions of different authors regarding training and development:

- Oatey (1970) supposed that training enriches the employees' skills to fulfill the task, assist evolving

individuals socially, intellectually, and mentally, which is fundamentally essential in providing a high level of productivity and efficiency

- Adeniyi (1995) claims that staff training and development is a process that can make a massive commitment to the overall efficiency and productivity of an organization.
- Akinpeju (1999) insisted that training and development activity is a permanent requirement to achieve tasks effectively and to know how to head others are appropriate reasons for training and development. The willingness to achieve goals of origination makes it obligatory.
- Isyaku (2000) claimed that training and development activities are consistent, and the only way to get and enhance new skills is to perform job task efficiency.
- Karthik R (2012) proposed that management's goal gives a clear vision to employees what is required of him toward the training program's finish. Training goals are of extraordinary essentialness from stakeholder perspectives, trainer, learner, creator, and evaluator.

4. Some of the most critical points related to the training concepts:

4.1 Development of skills and capabilities:

The definition of skills: means increasing the ability to acquire new means and use the means available in a way more effective and need processes to acquire a new skill or develop existing ones. Some of the skills are:

- 1) The necessary skills to perform technical operations.
- 2) Skills in expression and debate.
- 3) Administrative skills of planning, organizing, directing, and controlling.
- 4) Leadership skills.
- 5) The ability to make friends.
- 6) The ability to analyze problems.
- 7) The ability to make decisions.
- 8) Ability to organize work and take advantage of the time.

4.2 Development of attitudes:

Attitudes mean the desires and acceptance of an individual towards the process and the subject of the training. Attitudes affect the tendencies of the individual to behave towards objects, people, or situations in a certain way represented in:

- 1) The tendency to prefer working in the company.
- 2) Tendency to endorse the company's policies and goals.
- 3) Developing the desire to work.
- 4) Development of a sense of responsibility.
- 5) Development of the group spirit at work.
- 6) Development of cooperation with colleagues and superiors.
- 7) Developing a sense of the importance of excellence and excellence at work.
- 8) Developing a sense of mutual benefits between the organization and the workers.

4.3 Knowledge and information development:

Information means reaching through training on new information and ideas and understanding them deeply to the

extent that the individual can express them verbally or in writing and also can benefit from them. The information must include:

- 1) Knowing the organization's policy and goals.
- 2) Information about the organization's products and services.
- 3) Information on procedures and systems.
- 4) information about the organization's plans and the problems of their implementation
- 5) Knowledge of the basics of management science.
- 6) Technical knowledge of production methods and tools.
- 7) Knowledge of essential managerial functions and methods of leadership and supervision.

5. Importance of training:

It stems the importance of training from being an actual activity practiced by human resources management and, therefore, the importance of training to take shape on aspects of the core following.

5.1 Importance of training to an organization:

And the importance of training for the organization stems from the following elements.

- 1) works to increase productivity and raise the performance's efficiency through to enlighten individuals as required of them to achieve the organization's goals.
- 2) Works and helps in linking the purposes of the employees to the goals of the organization.
- 3) It leads to an improvement in leadership styles and the rationalization of the decision- making process.
- 4) It leads to clarification of the general policies of the organization.

5.2 The importance of training for individuals:

- 1) It helps individuals in improving their understanding of the organization and their perception of their role.
- 2) It allows individuals to improve their decisions and solve work problems.
- 3) It provides an opportunity for individuals to develop and promote.

6. Training objectives:

Training has multiple and varied goals, which its mention as follows:

- 1) Raise the level of performance, efficiency, and productivity among individuals.
- 2) Improve the attitudes of individuals and workers and raising morale among them.
- 3) Development of skills and knowledge of individuals to perform the work.
- 4) Low rate of turnover of work and absenteeism among the members of the workers.
- 5) Understand and apply the organization's policies in a better way.
- 6) Make use of the manpower workforce to the maximum extent possible.
- 7) Preparing individuals to perform work of nature and specifications that differ from the current work carried out by individuals.
- 8) Enabling individuals to practice advanced methods with the required effectiveness on an experimental basis before moving to the practical application stage.

Preparing new recruits and preparing them to do their new work to the fullest extent.

- 9) Improve relations humanitarian by understanding each duty and responsibilities in his work and about his colleagues.
- 10) Strengthening social responsibility among individuals towards society who live in it.

7. Motives for training:

• **Increase productively:**

Training workers on how to carry out their duties, degree of mastery of the work, and then an increase productively.

• **Economy in expenditures:**

Training gives a return on the cost in the long - term.

• **Few in the rotation of work:**

Where that whenever the rate of turnover of labor is low as the best, and the role of the training comes here to teach knowledge to individuals and employees that conform to the perceptions and increase in practicing their business, and this leads to stability and consistency of employees in the organization

• **Raise employee morale:**

Training has a significant effect on raising the morale of working individuals if the individual feels that the organization he works in is serious in assisting him and contributes to his training and development". This contributes to the consolidation of the individual's relationship with the organization, which is reflected in raising his morale and strengthening his spirit towards his work and the organization he works in.

• **Provision of the reserve force in the organization:**

That is through train the required backup human resources are planned and prepared. The individual helps to rely on himself, which means that the trainee does not need more supervision to guide or control his work performance.

• **Efficiency in management and supervision:**

Since training is directed to all organization workers, including administrators, training increases their capabilities and increases their knowledge and abilities in solving administrative problems.

8. Training conditions:

- Good planning and organization of the training activity and. Providing all the material and human capabilities necessary for its implementation.
- Selecting and preparing competent trainers who can achieve the training objectives efficiently and effectively.
- Creating motivation for the trainees, as the trainee, in the end, is the ruling element on the efficiency and effectiveness of the training.
- Training joint between all parties involved in the program training, both were management or trainers—all of them upon commitments to the success of the training's objectives.

9. Principles of training activity

1. **To be a target:**

The training objectives are the correct entrance to the training activity; the training objectives are the accurate expression of the training needs and the extent of their condition, and clarity in the training objective means the possibility of proper planning and implementation to achieve the goal.

2. **Inclusiveness:**

Training is considered a significant continuous activity. It includes the position starting from the occupants of the operational level positions through to the occupants of middle management positions and ending with the occupants' top management positions.

3. **Continuance:**

Training is a major continuous activity in terms of its recurring occurrence over an individual's career, meaning that training is not just an event that occurs in life.

4. **Pheasant:**

This means that the beginning of the training is from the fundamental level of the trainees, getting to know what they have skills, then working on adding the new skills required, and the graduation depends on the scientific method, presenting the idea, then the foundations and rules, and some of that moving to the scientific application.

5. **Realism:**

It means informing the trainees that they live with their problems and will attend their reality in a realistic environment that allows them to identify the correct methods better.

6. **Impact:**

Aims at training to bring about the impact on knowledge, skills, and attitudes of trainees and have this effect in line with the objectives desired of training and the process of creating influence significant requires that to be appropriate between the trainees and directions provided to the information and new knowledge and skills.

7. **Challenge and Evolution:**

Updating and developing information, experiences, skills, and trends, and this modernization results as a result of rapid developments in systems, equipment, and machinery. The modernization process also means updating and developing information and experiences of the administrative and technical leadership and those responsible for making decisions in the organization.

10. **Types of training:**

It is divided into several divisions:

1. Training according to the number of trainees: it is divided into:

A. **Individual training:**

It is a training in which it focuses on the individual, and the trainer is often an individual as well.

B. **Group training:**

It is training that focuses on a group of trainees.

2. training according to the place is divided into

A. Training within the organization (on the job):

Individuals are trained in the same workplace and during official working time. Under the direct supervision of the trainer during training, the trainer corrects the trained personnel's performance.

B. Training outside the organization (out the job):

The organization will resort to it if the training experiences, means, and training tools are better available outside the organization. Training may be outside the organization either by companies and private training offices or by government programs through industry and commerce chambers, which are programs that focus on advancing skills and knowledge.

3. Training according to the date of appointment in the organization:

A. Training of new employees:

It is a training that focuses on training new workers who join the organization to prepare these workers for working conditions, introducing them to it and making them aware of the organization's policies and goals.

B. Training of old employees:

It is a training that focuses on providing workers with the skills and information they need to practice work and follow technology development.

4. Training, according to the quality of its performance of the trainees, is divided into:

A. Administrative Training / or Administrative Development:

It specializes in training and developing heads of various administrative levels, whether operational, middle, and higher, by training heads of supervisors, directives, decision-making processes, etc.

B. Industrial Training:

It specializes in training industrial workers to increase their skills and ability to work and provide them with new skills that serve their goals.

C. Language Training:

It works to improve the clerical workers' language skills in the field of grammar and fundamentals of writing and language drafting.

D. Technical Training:

It works to increase workers' ability to do good rather than by raising the available technical skills they have to improve them.

E. Training on decision - making:

This training is aimed at senior management personnel and officials with the authority to make decisions to increase their ability to make decisions.

11. Training as an open system:

The training system's idea is one of the essential modern trends advocated by modern management thinker. Training represents an open and integrated system consisting of different elements, and each element has a distinct role in the system. The idea of integration between these elements and their interaction helps achieve the training program's effectiveness and efficiency. Training consists of an open system of several ingredients:

1. Inputs:

A. Human resources(trainees) Those who undergo the training program to refine their skills or change their behavior for the better and the trainers.

B. Material resource: It is represented in the training equipment and bases and aids for the trainees, and it also includes all the training process requirements.

2. Activities / Operations:

Transformational processes that lead to the transformation of inputs into outputs that is, they are processes related to the renewal of training needs and their translation into a training program (that is, they are the types of efforts and processes aimed at filling the training needs on one side and the training programs on the other side).

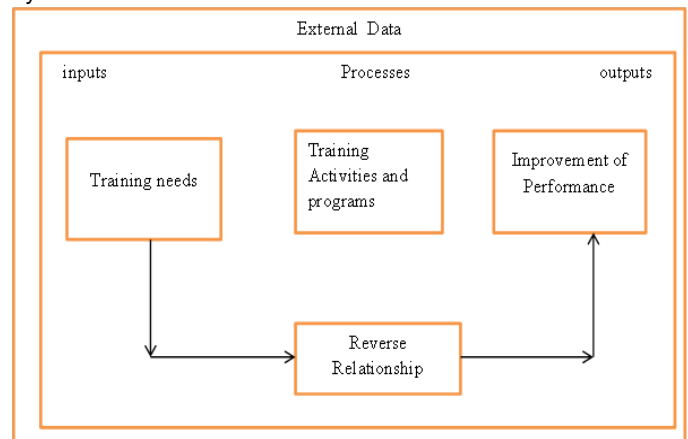
3. Outputs:

It results from the training process, which is represented in achieving the training program's desired objectives, such as increasing skills and raising the trainees' competencies who have undergone the training (the trainees' added competency levels).

4. Feedback:

It is the impact that the trainees imprinted through their training, meaning that feedback is a tool that helps us to know the effectiveness of training results (that is, it shows the effectiveness of training results on the one hand, and then helps to evaluate the training system as a whole and show its compatibility with the requirements of the environment on the one hand Others.

An illustration of the necessary components of a training system



12. Some problems in developing a training policy:

The process of developing a training policy is a work that requires experience and full awareness of the conditions of the organization in which the training program is to be run. these problems are:

- 1) How determining training needs.
- 2) How to separate the weaknesses in workers that can be solved through training from those the points that training has nothing to do with.
- 3) How can convince workers of the importance of training and make them accept the desire of real.

- 4) How to choose the most appropriate ways of training that commensurate with the needs of the organization and work conditions.
- 5) How to judge the effectiveness of training and evaluate its effects on the organization's performance and behavior.

13. Steps of the training process:

The training process goes through five basic steps are:

- 1) Information gathering and analysis.
- 2) The training needs determination.
- 3) The training program design.
- 4) The implementation of the training programs.
- 5) Evaluation of training programs.

First step: the step of gathering and analyzing information:

It is the first stage in the training process through which information about the training system is provided. The factors affecting the training system are identified, whether they are internal to the organization or external. The process of gathering information is not an end in itself, but rather a step followed by the process of analysis and conclusion to extract indicators based on planning and directing the training system. The most important indicators of training that reveal about the analysis of information

A. Information on the organization of management and the most important indicators of training are:

- Creating new jobs.
- Cancel existing jobs
- Amending the duties and responsibilities of jobs (changing the job description and the specifications)
- Change the organizational location of some jobs.
- Create new organizational divisions.
- Cancellation divisions' regulatory list.
- Adjustment of regulatory powers in each other.
- Delegate the powers of some jobs senior to jobs lower ones.
- The concentration of some functions rather than not decentralized.
- Create new activities.
- Some existing activities stopped.
- Disruption of the functional structure with the increase of individuals for jobs.
- Disruption of the functional structure with the lack of employment for some individuals.
- Continuation of some specialized jobs.
- The ineffectiveness of the committees and the length of time spent in their research on the issues.
- Not to exercise the powers and authorities delegated to some of the occupants of jobs.
- Issuing decisions without the basis of delegated authority in some cases.
- Insufficient information exchange between organizational divisions.
- Repeat the performance of the same operations at different sites of the organization for the same purpose.
- The slow process of decision - making at sites certain.
- The length and complexity of communication lines between the different sectors of the organization

- Not to approve actual jobs' duties with the official's obligations specified in the cards described functions.
- The competencies actually leading in the organizational divisions are inconsistent with the official ones mentioned in the organizational structure document.

B. Information on the individuals and the most important indicators of training are:

- Differing skills and abilities of workers from the requirements of the job.
- The need for individuals with new skills and capabilities not available to workers.
- Different patterns of behavior the actual individuals for patterns targeted by acceptable to management
- Disruption of relations between superiors and subordinates.
- Increasing rates of resignation and leave the work.
- Increased rates of penalties imposed on individuals by their superiors.
- The disproportionate academic qualification or practical experience of some individuals with the requirements of performing their jobs.
- The rigidity of the functional movement. of some individuals, vertically or horizontally, the employee stays for a long time in the same position and degree
- Deviation of the average actual performance of individuals from the targeted
- Perhaps the most prominent information to be accessible to them at this stage:
- Information of the administrative organization and its objectives, policies, regulations, and procedures followed.
- Information on the method followed in the practice of the job.
- Information about employed individuals.
- Information about financial capabilities, conditions, and surrounding factors

Second step: the stage of identifying training needs:

- Training needs are the changes required to be made in the individual's job behavior, performance patterns, and degree of efficiency through training.
- The identification of training needs is considered a very important matter as the accurate identification of these needs makes the activity purposeful and realistic and saves a lot of efforts and expenditures

To provide accuracy when determining training needs, we must know the following dimensions:

- 1) Analyze the organizational position in which the need for training appears. The department or section of the organization that needs training.
- 2) Business or job analysis to determine what the training includes studying and determining what an individual must learn to perform his work as efficiently as possible.
- 3) Analyzing individuals to find out what they want to train and identify skills, knowledge, and trends to be improved.

The needs of the training reflect on the individuals required to be trained to face situations or situations the following:

- 1) Situations in which it becomes evident for the management that some individuals' actual performance is not up to the desired level for reasons related to a lack of their skills or information.
- 2) Situations in which the management decides to change or amend the job (changing the job description in terms of responsibilities, duties, or powers).
- 3) Situations in which the management decides to change the circumstances and possibilities in which work is performed, or work is carried out.
- 4) Situations in which the management decides to create new jobs or start new activities that the organization members have not previously practiced.
- 5) Situations in which the management decides to appoint new individuals or transfer or promote existing individuals to positions different from their current positions.

And to know the needs of the training through:

- 1) Plans for expansion of the organization in the future and what you need to from the experience and skills to implement them.
- 2) Results of job analysis and description and its findings in defining each job's tasks and requirements. And compare it with the capabilities currently available to each employee to know the extent of each individual's need for training.
- 3) Results of performance measurement and evaluation. Witch reports by superiors indicate their subordinates' weaknesses and the type of training they need to remedy these weaknesses.
- 4) New working methods to be introduced to the organization require training of workers on these methods.
- 5) New specialized machines to be introduced into production as their introduction also involve training workers to use them.
- 6) Views of the workers themselves and so asking them about ways they feel they need to train them to increase their capacity and competence.
- 7) Conducting tests for workers to find out whether some of them need training:

Define the goal of training:

The objectives that hoped to be achieved behind the training program.

The training objectives are divided into:

1. In terms of type and content of training:

- A. Changing attitudes: changing what the trained individuals think, like, ideals, or preferences for work methods and work priorities.
- B. Providing knowledge: The desire to undertake the training program emerges due to increased knowledge.
- C. Skills development: The use of knowledge in a practical way to practice the work. The training programs here aim to clarify the action steps.

2. In terms of the degree and intensity of the training level:

- A. Apprenticeship: Exposing working individuals to a general background on study, training, or skills to be acquired.
- B. Raising the skill of performance: Individuals are exposed to a particular type of skill and must master it.
- C. control and superiority: The control of working personnel over the training content to the extent that it can perform it excellently

3. In terms of the period it covers:

A. goals of short - term

Here, it covers urgent and fast training needs and to treat urgent problems or meet some working individuals' urgent needs.

B. goals of long term

Here it covers long-term objectives, which affects the organization's position in the future and its celled development.

Third step- the stage of planning or designing training programs:

The design stage of the training program comes after identifying the training needs to meet these needs, and the stage of designing or planning the training program includes the following:

1. Defining training topics or developing training plan content:

It is intended to set the training content that the training programs must include. This is done by identifying the problems that occur in the organization and then working to determine what must be done to overcome these problems.

- Information and knowledge related to work and the conditions of the organization or the surrounding environment.
- Skills, methods, and techniques that can be used to perform and improve efficiency.
- Patterns of behavior to be followed.

2. Determine the sequence of topics in the training program:

This integration will have the required effect of the different training units, and the idea of the succession of topics is based on considering the program as an integrated unit divided into sub-units linked to one specific goal and the most essential rules followed in the succession of topics are the following:

- That the topic of training begins with a general introduction in proposing training to stimulate the trainees' interest.
- Begin with the more detailed aspects of the training topic. This rule applies in training for raising skills, as workers first begin on a broad scale and then progress toward more complex and challenging details and aspects.
- The different forms of the material related to the same topic coincide in terms of its presence in the program and the creation of breaks between the various topics so that the trainees become apparent to the end of a particular and the start of a new topic.

3. Choose Training methods:

The training method is used to transfer the training material from the trainer to the trainees to produce the desired effect.

Criteria to be taken into account when choosing an appropriate training method:

- The goal that the training seeks to achieve (training programs aimed at increasing skills have different methods from those programs aimed at developing and trends).
- The nature of the work or job subject of training (the methods used for secretarial training are different from the methods used to train supervisors).
- The functional level (the methods used in training managers in lower management do not necessarily fit managers' training in middle / upper management).
- Training material (the training method for making decisions differs from the method for training in forming public relations).
- The training period: each way fits a specific period; the short period of training is suited to the method of the lecture. The long period of training is suited to the style of games.
- Cost and number of trainees.
- background of the trainees (for example, the method of conferences requires that the individual has knowledge of the subject, unlike the lecture).
- Trainers available. This is done through their skills and experience.

Among these methods:

▪ *Practical Training:*

The trainer shows the method of performance and encourages the trainee to learn. This method is suitable for manual and productive work. Good results can be obtained if the trainer uses this method, especially on small training groups.

▪ *Role play:*

The trainer presents a problem and then gives the trainee a practical example of implementing it (simulating reality). This method is suitable for training students on how to face clients and employees. Role-playing models include training in managing personal interviews and training in problem-solving and public relations.

▪ *Case studies:*

This method is used in training to face a specific practical situation and requires studying and analyzing this situation to decide it. Through this method, the trainee can reveal the scientific principles and foundations of this situation under his trainer's guidance. His future behavior:

▪ *Critical facts:*

This method helps the trainees relate the training content to the incident and the practice. The trainer must choose the appropriate time to present the training topic to present one of the critical facts. Subject to training:

▪ *games:*

This method is represented in a large-scale case study that includes integrated dimensions of the problem and asks the trainees to take on specific roles in the game and make decisions in light of the information available to them. That is,

this technique helps managers gain skills in looking at matters holistically.

▪ *Group discussion:*

This method helps trained individuals who belong to one group to exchange views on defining the problem and developing solutions. For this method to be feasible, coordination must be taken into account in the formation of the group members with their different experiences and that they are leading personalities within the group and that the group is relatively small and that The trainer summarizes problems and solutions and links the working groups with each other.

▪ *sensitive training:*

This method relies on letting the trainees face the situations of interaction in small groups, provided that each of them discover the characteristics of group behavior through actual participation, that is, this method aims to develop self-reliance and independence, and sensitivity training leads to convergence between individuals, solutions that help the ambiguity of the group.

▪ *lecture:*

It is the traditional method of conveying information formally, and it depends on the direct role that the trainer plays in preparing and presenting the training material. Here, the trainees' degree of participation is minimal, and the interaction between them and the trainer is minimal.

D. training equipment and supplies:

The training work needs some equipment and supplies that depend on its availability, the ability to deliver the training material to the trainees, and other means. If it does not replace the trainer, it helps him provide the trainees' training information and the most important of these aids or samples.

▪ *audio and video:*

The function of these media is crystallized in facilitating the presentation of some aspects of the training material that the trainer is unable to display, depending on the nature of these materials, which works to help the trainees on the speed of films »optical recording machines, blackboards, back-reflector, computer.

▪ *Closed- circuit television:*

These methods are used in some training programs that focus on developing the behavior patterns of the trainees, and the trainer has to take appropriate measures to provide that aid in addition to other traditional means, in light of the specific training needs and the methods that have been chosen in the programs.

4. Preparing trainers:

Supervisors of training programs. It is a common mistake to admit that specific typical qualities must be present in all trainers. These characteristics differ according to the type of training, the goal, the training method, and the training content. Therefore, the trainer is an essential part of the training work, and then it should have some general characteristics that must be available in the trainer as successful as:

- full knowledge of the training content (the subject of the specialization in which he undertakes the training) and the more the trainer is specialized in the field of study and has experience and familiarity with modern scientific trends, the better the trainer will be (that the trainer has practical and applied experience in the training programs).
- The ability to communicate meanings and concepts to the trainees through good use of language and training demonstration aids.
- The ability to listen to the trainees and encourage them to show their views and reactions towards the training material.
- The ability to resolve conflicts and potential disputes that may occur in training sessions. This requires that the trainer be flexible in his handling and acceptance of opposing views and reconciling them.
- The integrity and balance of personality to give the trainees model and gain their respect and confidence with the information provided by this trainer aimed at their development.
- That the trainer has the leadership ability and the ability to control the behavior of others.
- The trainer must have vitality and activity to attract the trainees' attention.
- The trainee must be familiar with modern training methods and the ability to use training assent.

Types of trainers:

- *The Lecturing Trainer:*

the person who is the transfer of information to the trainees by the lecture to be is the spokesman for the main where.

- *Leader trainer:*

A person who trains a group of individuals by leading a conference, seminar, or discussion.

- *Applied Trainer:*

the person who has theoretical experience based on the real process.

- *Psychological Trainer:*

Is the person who has experience and knowledge of science and behavioral and how to improve behavior performance of the behavior.

5. Training Budget:

The training budget must be set or determined before the start of the training activity and the goal of setting or not in the event that the return on training is minimal.

Forth step: The implementation phase of training programs:

It means defining the general framework for the operational procedures of the training programs (it is the stage of managing the training program and bringing it into existence) and the most critical operational aspects that this stage deals with.

1. The timing of the program

This aspect contains

- The start and end date of the training program.
- Distribution of training during the period of the program.

- Coordinate the time sequence of the various training topics.
- #### 2. Facilities and facilities training halls of training: includes this side
- Selecting the place according to the training program (large or small hall).
 - Designing the way the trainees will sit in a round table or straight rows.
 - Determine the necessary supplies in each program, usually / illuminated/magnetic blackboard
- #### 1. The trainees:
- It includes:
- Ensure that invitations to participate in the program reach them and that their participation is approved.
 - B. Prepare a list of names of those trainees with a statement of their qualifications and scientific and functions.
- #### 2. Trainers: it includes:
- Make sure to contact them and inform them of the dates of the training program.
 - provide all supplies and aid training needed by the trainer.
 - Introducing the trainer to the trainees
 - If there is any deviation from the program's goals, the trainer must intervene politely and tactfully.
- #### 3. Start the training program:
- To be launched at the appropriate time.
 - Explain the objectives and requirements of the training program for the trainees.
 - Recognizing the views of the participants and paying attention to reasonable and logical views.

Instructions to be taken into account when conducting and implementing the training program

- 1) Ensuring the objectives of the training program and working hard to achieve them.
- 2) Getting to know the trainees in the training program well and working on their interaction with the training program.
- 3) That the discussions and lectures of the training program take a practical character.
- 4) Working on good time management (start and finish on time).
- 5) Utilizing it through the feedback channel or (feedback).
- 6) Taking into account the individual differences between the trainees and responding to their unique needs.
- 7) Finally, prepare a closing ceremony in which certificates are distributed to the trainees

Fifth step: the evaluation phase of training programs:

Evaluation: The measures by which the training programs' efficiency is measured and the extent of their success in achieving their set objectives. The trainees' efficiency and the extent of the change that the training has succeeded in bringing about in them are also measured by them and the efficiency of the trainers who carried out the training work. Accordingly, the effectiveness of training programs is not only achieved through good planning and design but rather depends on the accuracy of implementation by those in charge of the training program, the follow-up of this program and the

evaluation of training programs is an important part of the training process, meaning that evaluation is a continuous measure of the efficiency of the training system, a measure of the extent to which this program has achieved the pre-set goals.

The desired objectives of the training program evaluation process:

- 1) Knowing the weaknesses that occurred during the implementation phase of the training program in terms of its preparation, planning, or implementation, and knowing their reasons for working to avoid them in the future (the training program).
- 2) Identify the extent of the trainers' success in carrying out their responsibilities in carrying out the (trainers) training process.
- 3) The extent to which the trainees benefit from the training.

Evaluation method: There are several methods as:

1. The Questionnaire:

It is distributed to the trainees after the completion of the training process. It includes several questions as to inquiries answered by these trainees. They express their views on the training program, whether in terms of its planning, design, implementation, and trainers' opinion. Through this questionnaire, it is possible to identify the weaknesses that faced the training program to achieve its goal.

2. Direct observation:

The training program and trainers' evaluation will be done through the trainees' reactions towards the training program and the trainers.

3. The closing ceremony styles

The main objective of this method is to evaluate the program and distribute certificates to the trainees. However, this method is not objective (that is, the trainees complement the training supervisors and do not express their opinions).

14. Some concepts of misconceptions about training.

- 1) That the training program is nothing but a trick/trick group of manifestations that are not based on a sound basis
- 2) Some tools consider training as an activity that cannot be enriched or fattened from hunger. It can be overlooked to save expenses instead of looking at it to raise efficiency and increase productivity.
- 3) The tendency of some departments to keep pace with what is modern and developed in the means of training without going deep into the investigation of these means' suitability to the organization's needs.
- 4) Some departments acknowledge that the training program does not involve long-term or limited goals.

There are issues that the training does not address:

- Regulatory disturbance.
- Absence of policies.
- The absence or lack of accurate planning,
- Unavailability of the necessary components in the individual to perform the work.
- Weakness in leadership and supervision.

- Weakness of spirit morale among workers.

15. Elements of success and effectiveness of training programs:

- 1) The training program participants have the desire for change and the individuals' sense of the need (it is preferable here for the trainees to participate in developing and formulating the training program).
- 2) Working on assisting the trainees in analyzing the ideas and information they receive from the trainer to know the extent of their use of them in solving their problems.
- 3) Looking at the problems that training addresses from several aspects, these aspects are represented in giving the trainees the freedom to express their opinions and views on these problems. This method helps the trainees understand various experiences and opens the door for them to new thinking and analysis areas.
- 4) Training program should be flexible.3. Looking at the problems that the training deals with from several axes, and these axes are represented in giving the trainees the freedom to express their opinions and perspectives on these problems. This method helps the trainees understand various experiences and opens the door for them to new thinking and analysis areas.
- 5) The training program should be flexible.

16. Conclusion:

The study reached the conclusions that the previous literature agrees on the following points:

- 1) Most studies unanimously agreed that training works to refine the efficiency of the performance of employees and this from the point of view of practical reality and which is consistent with the theoretical aspect that we dealt with in the study, which confirms that one of the main objectives of the training is to raise and increase the efficiency of the performance of workers.
- 2) The practical study with regard to human relations, employee satisfaction, and improving the quality of supervision is consistent with the practical study to some extent.
- 3) With regard to the importance that training occupies for private and public organizations, the study results showed that the training activity has the same significance in both cases, and this is inconsistent with the practical reality that attaches to training more importance in private organizations than in public organizations because public organizations are in their nature indifferent. In training activities.
- 4) As a result of the employees' lack of knowledge, a significant proportion of the sample, members agreed that the organization's training activity is not based on a predetermined plan for it, and this is inconsistent with the scientific material that specifies that one of the main reasons for the training activity is that it be based on a plan that includes walking in Programs, tools, and training needs, on the one hand, and secondly, that this indicates something, but rather the

indifference that public organizations currently adopt for training.

- 5) With regard to the extent of the impact of training on the information of the trainees, the sample of the questionnaire indicated that the training affects the information sensibly, indicating that the scientific material in its content suggests that one of the objectives of the training is to provide employees with renewable details to understand the nature of their work.

be trained on the other side, to ensure the success of the training program in achieving its objectives.

- 3) Emphasizing that the training activity affects the trainees in terms of the trainee's acquisition of renewable information through exposure to the training program. This is confirmed by allowing the trainees to apply the information returned and the skills and knowledge acquired on the ground.
- 4) The necessity of the correct and accurate selection of trainers assigned to train workers and verify their competence and desire to train by applying these provisions to their strictness and not bypassing / or ignoring any item mentioned in the plan.

17. Recommendations:

- 1) more attention should be given to training activities at the organization.
- 2) Educating the employees of the utmost importance in setting up the training plan in advance and sharing it between the administration that supervises the training program on the one hand and the trainees to

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