# The Impact of Training on Performance of the Organization An Analytical Study of the Views of a Sample of Employees of Banks in Erbil City / Iraq

**M.Sc. THESIS**

**In**

**Department Of Business Administration**

**University Of Gaziantep**

**Supervisor**

**Prof.Dr. Cengiz TORAMAN**

**BY**

**NAZAR MUHAMMED SOFI**

**October 2016**

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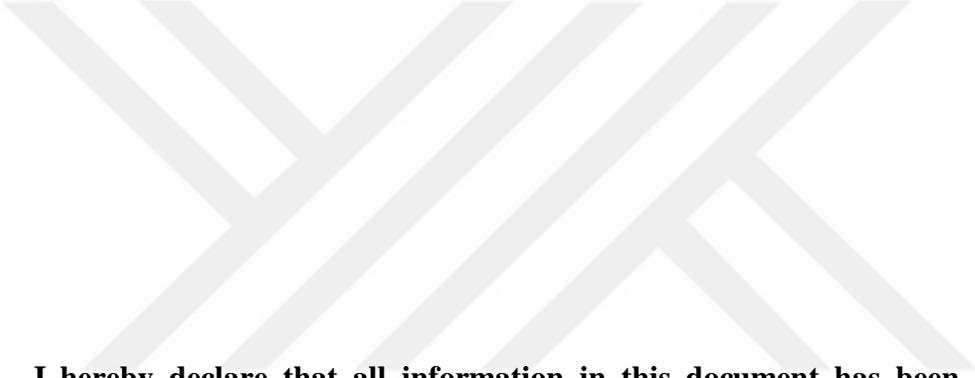
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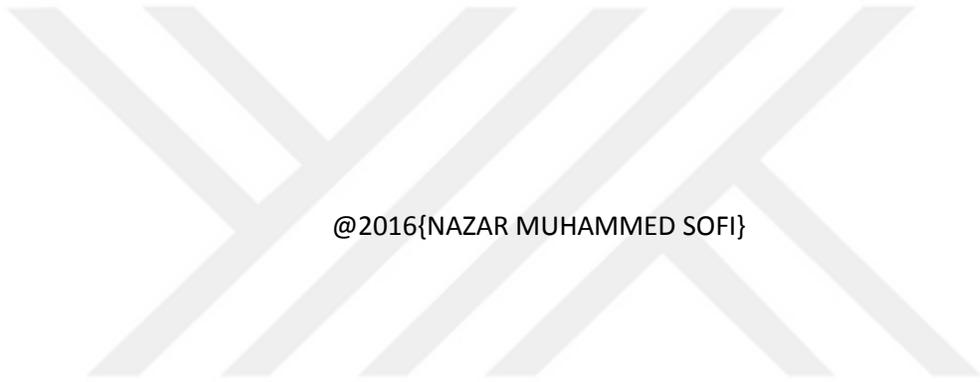
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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

Prof. Dr. Arif ÖZSAĞIR

Head of Department

This is to certify that we have read this thesis and that in our consensus opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.
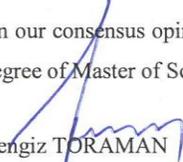
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# DEDICATION

I Express My Warm Thanks To My Supervisor Prof Dr. Cengiz Toraman For His Guidance And Support Of Writing The Dissertation.

I Would Like To Express My Gratitude To My Family Members my father died Mohammed Sofi Surchy Who Always Supported, special my Brother (Karzan Sofi, my friend Ahmet limdar,abdulrahman,Dr. Rzgar, And Dilshad Yousif )

 And Encouraged Me During The Completion Of My Final Research Project. Without Them This Research Would Not Have Been Possible. Special Thanks to the "One" That Encouraged Me during the Project Work and I Am Sincerely Grateful To Have You in My Live

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# ABSTRACT

**The impact of training on performance of the organization**

SOFI Nzar Mohammed
M.Sc. in Business Administration
Supervisor: Prof. Dr. Cengiz Toraman
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The follow-up training process does not stop at end to knowing the strengths and weaknesses in the training programs that are implement The aim of this study in the importance of being related to one of the important topics of human and supportive performance of organizations Also are derived its importance growing interest actively training its role in helping organizations to achieve their goals in an era distinguishes compete in attracting qualified labor because she interface organized and effective component in achieving its objectives . The research was limited to the study of the impact of training on the organization performance following dimensions (cost, speed, flexibility, reliability and quality) and also limited the study on the use of statistical analysis to test the impact The presence significant effect of a statistically to the variable of training and performance of the organization at the overall level for the banks researched, it amounted to % 69.9 thus accept the second main hypothesis Weak interest in senior management training process in the bank and the neglect of this important aspect and is directly linked to the performance of the bank. invited the senior management at the Bank of the city of Erbil to the attention of the training process is much greater than it is now, as one of the important weapons that have a positive impact on improving the performance of the bank.

# ÖZET
## Kursun Kurumların Performansı Üzerindeki Etkisi

SOFI Nzar Mohammed
İşletme Bölümü – Yüksek Lisans Öğrencisi
Gözetmen: Prof. Dr. Cengiz Toraman
Ekim 2016, 95 Sayfa

Takip etme kurslarını icra etmekle kalmayarak aynı zamanda gerçekleştirilen kursun güçlü ve zayıf taraflarınıda bilmek gerekmektedir. Bu tezin amacı insanlık için büyük öneme sahip olmakla birlikte çeşitli kurumlar için destekleyici bir eylem niteliği taşımaktadır. Aynı zamanda bunun artan öneminde kurslarla bu alanlarda çeşitli kurumların amaçlarına yetişmelerine ve yüksek kabilyetli eleman yetiştirmelerine yardımcı olmakla anlamk mümkün. Çünkü bu amaçların gerçekleşmesi için verimli ve aktif bir tablonun parçasını oluşturmaktadır. Bu Tez  kursların kurumlar üzerindeki (maliyet, hız, esneklik, güvenilirlik ve kalite) gibi performansı boyutları üzerinde olan etkisiyle sınırlandırılmaktadır. aynı zamanda bu tez istatiksel analiz kullanımıyla sınırlı olup istatistikel verilerin bilimsel ve güçlü bir etkiyle kurumun banka araştırmalarında araştırılması ve genel seviye üzerinde kurs ve performans etkisini artırmak amacıyla yapılmıştır. buda %69.9 oranına yetişmiş olup yani ikinci genel varsayımın bankadaki üst düzey yönetim eğitim sürecinin  zayıf olduğu ve önemli konuyu ihmal etmenin bankayı doğrudan etkilediği gözlenmektedir. Erbil şehrindeki banka genel yöneticilerini şimdiki durumdan daha etkili bir şekilde kurs çalışmalarına önem vermelerini tavsiye eder, buda performansların daha da gelişmesi için ellerinde bulunan imkanların başında gelmektedir.

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# INTRODUCTION

With the scientific progress and development technical accelerated witnessed by the world in the fields of life, became the training of the most important tools in the development of human resources and providing scientific expertise, technical and management skills that enable them to increase (production efficiency) or (Production efficiency) or (take a properly decision) and update the rules and regulations and the development of organizational structures and simplification of administrative procedures. Including the importance of training in the process of renovation and preservation of vital activity in the organization, training is as provided good knowledge and ideas, innovative.

And information diverse works to provide new skills and abilities of many affect the directions of workers and improvement of methods of performance and the evolution of the individual's abilities and help him to renew his view of the nature of the role that to play in the organization and thus raise its production organization benefit from it to improve performances efficiently and effectively. So that to achieve the training objectives are to lift the performance level of the organization must have a certain elements which support the senior management of the training process, having empowered training institutions,

The presence of trainers are able to transfer knowledge and expertise and the presence of trainees they possess persuasion of the importance of training. Training has a clear role in achieving one of the goals of the organization through the integration of the interests of the organization and manpower, as the training for one day is the most important factor in the business world.

Training increases the efficiency and effectiveness of both the employees and the organization. Employee on various factors reliable performance, but the most important factor in the performance of staff is training. Training is important to strengthen the capacity of staff and affect the return on investment. Inasmuch the importance of the training programs of them and exploit their optimum, it is assumed all the organizations interest in the role of training and development of skills of workers in accordance with the regular progress plans as it has a clear impact on improving the performance of the organization and represent this study is an attempt to demonstrate the relationship between training and performance standards among the factors (quality, speed, cost, flexibility and reliability) or efficiency performance in a sample of banks in the Erbil city , Or efficiency performance in a sample of banks in the Erbil city, that the purpose of this study was to determine the factors that affect training in the bank and how they impact on the employee's performance. Note from the study that extent of the training needs, the effectiveness of the training methods of the bank and its impact on the efficiency of the performance of staff. And it included five chapters the study plan,

The first chapter includes the methodology of the study and previous studies in research, the first section study methodology, which has been the identification of the study problem, goal, importance and study sample and method of the study as well as the limits of the study, while the second section has been allocated by previous studies and included the foreign previous studies.

included the second chapter on the theoretical framework of the training process in four sections, the first in which they highlighted the training in terms of the concept and importance and goals in the second Turning to the responsibility of training and its relationship to the functions of other human resource management and taking third describe the basic stages of training,

Chapter three performance criteria have been divided to five detectives, in the first section was the highlight of the performance in terms of the concept and importance of the elements, the second section dealt with the quality, speed, cost, flexibility and reliability performance standards, the third section the concept of performance evaluation, objectives and criteria for performance evaluation and assessment process problems, the fourth section manifestations of weak performance and the steps to evaluate the performance and the factors affecting the performance evaluation and assessment of performance problems and the importance of assessing performance and elements of performance evaluation and methods of performance evaluation and performance measurement and fifth section is the concept of performance and elements and determinants of job performance and factors affecting the functionality of the environment.

While the fourth chapter the first section describes the Research population and appointed, Second topic diagnosis variables of the study, describing Third Section test study model and hypotheses from a sample of banks in the Erbil city.

And allocated the fifth chapter conclusions and recommendations, conclusions came in the first section, and the conclusions based on the recommendations dedicate its second section.

**CHAPTER ONE**

**1.1 research methodology**

**1.1.1   The research problem**

Due to the importance training in all organizations and the urgent need to be activated and to know its impact on performance, it is supposed to be focused training programs on what caused these programs to change and improve the performance level and thus increase productivity. The level of performance and thus increase productivity. The follow-up training process does not stop at end to knowing the strengths and weaknesses in the training programs that are implemented, but exceed that to find out how to choose qualified trainers and the extent to which trainees of the training process and the impact of those programs on performance in public. Despite the need for organizations to growing interest in the training process however researcher observed through a field visit to the Bank of lack of interest of this vital activity, through lack of training courses attended by workers, which reflected negatively on doing their job. So it crystallized the idea of this study was drafted its problem within the main question as follows.

**1.1.2   The research objectives**

The study aims to ((identify the effect of training on the performance of the organization)) has developed the following tasks to get to the goal of the study:

1. The main objective of this study is to identify how the training and development programs can improve organizational performance.

2. Progress of view and theoretical analysis to the concept of training and its impact on improving performance.

3. Stirring of concern managers to use advanced scientific methods of training programs.

### 1.1.3 The importance of the research

This study is an attempt important to know the nature of the relationship between the training and efficiency of performance, where recent years have seen considerable interest in the use of techniques in the implementation of training programs and due to its significant impact on improving the level of organizational performance, and due to this need has managers work to interest significantly this activity through the use of advanced technology in the events of the process of change and evolution in the performance of individuals working. And are focused importance of this study as they relate to one of important topics and human support then on the performance of organizations, also are derived its importance from the growing interest in actively and role of training in helping organizations to achieve their goals in an era distinguishes compete in qualified labor hand attraction is a front organization and effective its element in achieving its goals.

In other words, this study will be a great effort to study the effectiveness of training and development and its impact on the performance of organization as a whole. Furthermore, this study is also to be a review of the measure the change in the differential output due to the training and development programs. My studies depend and will contribute to the understanding of the development of any organization which is mostly on the human sector. It also reviews training methods severe and extensive available to organizations addition, it helps and maintains the quality of working life and which will provide an opportunity to increase organizational performance. This indicates that the employee's performance is important for the performance of the organization, training and development and is useful for employees to improve their performance. Thus, the purpose of this study is to show the training and development impact on staff performance. This study is gaining importance also of the nature and vital training subject in all organizations and its impact on performance, a topic which is of special

importance in the management literature as a dynamic and ongoing process that touches the reality of work and needs.

1- Training leading to the creation of a flexible workforce and accommodative enable the organization to use new technology that would will increase the profitability of the organization. On the other hand, it believes that the training of great importance for the following reasons.

2- Changes in the workplace and strength, increasing employment technology and continuing shift from manufacturing economy to a service economy and the world of the growing business in all matters of globalization make it imperative for the organization to subject all employees to training programs.

3- maintain the competitive ability and improve productivity, training is the basis of activity in maintaining high competitiveness, and then to increase the organization and improve productivity.

Legal requirements, many of the laws require the organization to provide training for application such as Occupational Health and Safety law (Harris, 2000: 340)

### 1.1.4 Research sample

To achieve the goals of the study entails constructing a model hypothetical depends on the management literature illustrates the nature of the relationship between all the variables of a specimen as described in the existence of the relationship between training and performance standards.

Figure 1-1 study sample
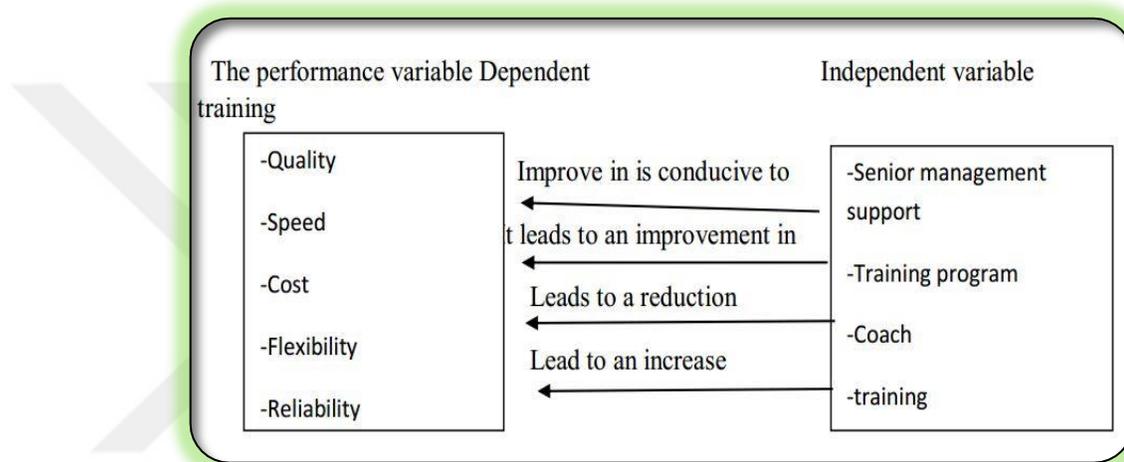


### 1.1.5 Hypotheses of the research

The study methodology refers to the process or organizing has a way to solve the research problem. Good research should be trying to reality. The aim of this section is to give the reader an idea of how discussed the goal of achieving the answers to research questions. Research methodology has several techniques that help to achieve the research and the study of a particular phenomenon, because the subject of the research studies on the training and its impact on the organization's performance programs.

I interviewed 84 employees who participated in the questionnaire

Development a very important hypothesis because the acceptance and rejection of the hypothesis appears the importance of the study.

The study included head of one hypothesis to be tested and make sure accept or refuse, namely:

**1- The main hypothesis:**

Exist Morale statistically significant relationship between training and performance of the organization and subdivided them the following sub-hypotheses:

A- Exist relationship statistically significant between the identification of training needs and performance of the organization

B- Exist relationship statistically significant between the design of the training program and the performance of the organization.

C- Exist relationship statistically significant between the implementation of the training program and the performance of the organization.

D- Exist Relationship Statistically significant between Evaluation And training program the performance of the organization.

2- Main hypothesis:

Exist Significant effect statistically significant training on the performance of the organization and subdivided of which hypotheses Sub the following:

A- Exist the effect morale statistically significant Variable identification of training needs in the performance of the organization.

B- Exist the effect Morale statistically significant variable training program design in the performance of the organization.

C- Exist the effect morale statistically significant variable for the implementation of the training program in the performance of the organization.

D- Exist the effect morale statistically significant variable to Evaluation the training program in the performance of the organization.

3- Main hypothesis:

Test variation or differences in the investigation based training

The adoption of standards performance of the organization in the researched banks:

### 1.1.6 The research limits

A- Spatial limits: included spatial limits of the study sample of banks in the Erbil city following names: Government banks: Bank Bekhal for Reconstruction and Development, Choli Bank, Nishtiman Bank Erbili Bank Zanko bank and Fedeal Bank.

B- Temporal limits: the researcher adopted the length of time from the beginning of the year (2016) until the end of the year (2017).

C- Human limits: Human limits study consists of the research sample and its customer's bank employees.

The study was limited to the study of the impact of training on the organization performance following dimensions (cost, speed, flexibility, reliability and quality) and also limited the study on the use of statistical analysis to test the impact and did not touch on other aspects, for example, the use of functional analysis.

### 1.2. Literature Review

Research (Arthur.Jr. & Et al 2003) :-This study titled (the effect of training on organizations: using analysis when the design and evaluation of properties where the study used analysis method when to test the relationship between the private training design and qualities of the evaluation and the impact of training organizations, and study results indicated the training method used changed skill properties or task which trained and the selection criteria for evaluation of training, these effects that have been monitored through training programs.

Study (Jeam quart):-Research Title: Use training by American and German companies.

Does culture make difference?

Study place of the United States of America Sandy jean quart & joy van Eck plushest

The study framed the problem in light of the research question included, is that cultural differences can affect the use of various applications for training. Highly of the study is to evaluate the impact of cultural differences on use of training in the American and German companies. Of the most important conclusions: The existence strong association for managers of Americans between the trust of their system of education and choice in the use of various applications for training, with no clear correlation for organizations German, The results were not a function of the choice preference about training applications despite the fact that as much German organizations of its budget on much more than American organizations training. The most important conclusions / researchers recommend conducting similar future studies.

research (Galia & Largo 2003)The study was conducted under the title of (research and development, and innovation and training, quality and profitability) the study aimed to examine the relationship between research and development investments, investments in training, quality and performance of the company. The study also aimed to determine the impact on the quality of training in research and development, innovation and profitability in theory. This study was conducted in France, the study used a system consists of five questions to build a model study. The study found many of the results were in consonant with many of the facts in previous studies, as well as explained the important feedback effect, among of these results: A relationship between research and development investment and innovation organizational, the presence of highly significant relationship to the budgets of research and development with high creativity. A strong influencing of the relationship between technological innovation and investments of training, the existence of a relationship between the training expenses and profitability of owning quality achieved certification (ISO), the existence of realized relationship with company profitability and high quality.

research (Manu, 2004) Training and development improving organizational performance for Ghana firms) The conducted researcher (Manu) studied a group of companies (Ghana) and in the year 2004, the study was designed to search for the best

suitable methodologies and structured for the successful implementation of training and development programs in these companies, a researcher in the study on the model adopted (ADDIL) The training which means a step-by-step, this program works to increase both the skills and flexibility among workers in the performance of their current jobs, the researcher found that the important element in the training and development process success is the continuing evaluation of the program of training and development through:

- Determine what the appropriate training to improve performance is,

- Determine what will work training,

- Determine whether the training will make a difference in performance.

- Appropriate degree between the training goals and organizational goals.

- Discrimination training needs of the organization problems.

research Marked: (Sayasna Phanalasy, 2005) Effects of Vocational training on organizational Development in LAO PDR City, This study was conducted in the Lao city-Thailand in 2005 and was intended to choose the best methods of education and vocational training effectiveness assessment, the study included two samples of trainees who are working in the field of sewing women's clothes and workers in the field of fish farming, poultry, this study used a three main ways of training which are (Lecture style, scientific sessions, current studies), the study concluded that vocational training be more effective than the use of roads above, and also concluded that there are other factors that play an important role in effective training such as social factors transition that includes information on the trainee as (Age, scientific level, experience) as well as the availability of training needs (the halls, the number of hours, lectures, how Repetition of training programs.

# CHAPTER TWO

## The Theoretical Framework for the Research

### 2.1.1. The concept of training:

The training process is aimed to learning new employee's basic performance skills and jobs (Deshler) And training is one of the means to change the behavioral patterns of individuals within organizations; it provides trainees with the skills and abilities that enable human behavior of harmony with the overall changes in the framework of the ongoing to improve the efficiency and effectiveness of humanitarian organizations operations (Anthony & etal. 1999, 337).

The first part, the concept of training and its importance and objectives Department could not be any organization without the individuals, as long as there are goals and objectives to be achieved must be done by individuals, even if they use the devices and techniques to do business, the individuals are the ones who Ischgolnha so the efficiency of organizations rely on the good investment of resources, especially human resources that control the remaining resources and how to use them.

According to (Wognum, 2001) development is a set of activities aimed of bringing someone or a business up to another often to perform a better role in the future. Thus, training programs are used to shrink the gap between recent organization performances and expected future performance. Never the less, in order to succeed in the process of enhancing employee's competencies, the organization has to build a systematic process to invest in the manpower skills.

According to (Dessler, 2013) Training is the systematic modification of behavior through learning which occurs as a result of education, Armstrong (1999).

According to (Gordon 1992, 235) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, ills, mpetencies

And abilities to carry out their work effectively.( Ivanceveich, 1993,371) Systematic process to change the behavior of the trainees towards achieving the objectives of the organization is related to the current and future skilled labor. (Schuler (1995), 503), And training is one of the means to change the behavioral patterns of individuals within organizations, it provides trainees with the skills and abilities that enable human behavior of harmony with the overall changes in the framework of the ongoing to improve the efficiency and effectiveness of the operations of humanitarian organizations ( Anthony , etal . 1999, 337) I have received numerous training concepts from the viewpoint of many Researchers.

Table 2-1 Concept of training

| N | Concept | Researcher |
|---|---------|-----------|
| 1- | It is planned efforts by the organization to facilitate learning and guide the behavior of workers and skills related to the work of the Organization process | Richard , 2003 , 422 |
| 2- | Continuous learning process designed to give workers the skills and procedures or trends and experiences in order to improve the performance of employees | Byars&Rue , 2004 , 190 |
| 3- | Try to improve the performance of the individual current job performed, and this means changes in the knowledge, skills or attitudes of certain behaviors | Bernardin , 2003 , 167 |
| 4- | Learning experience as the training to achieve permanent and relative changes in individual reflects on the capacity and performance of the work. | Decenzo & Robbins , 2001 , 215 |
| 5- | It is the process by which employees are provided with the knowledge or skill to perform and implement a specific job. | Edwin,2003,200 |
| 6- | The training process is aimed at teaching the basic skills of new employees to perform their jobs. | Dessler,2003,187 |
| 7- | Any action taken by the organization would encourage workers to increase their skills and knowledge. | Sherman |

| | | |
|---|---|---|
| | | &Chrudenn,1998,199 |
| 8- | The development of quality human resources that enable them to become more productive as well as the contribution is a more practical realization of organizational goals | Certo,2006,274 |
| 9- | Ways in which learning and the development of knowledge, skills and orientation and lead the staff towards changing their behavior in the line of work in order to improve the efficiency of their performance to reach the achievement of objectives | Barry,1990:45 |
| 10- | Provide employees with special skills or help them to correct defects in their achievements. | Gomez,etal,1998:237 |
| 11- | An attempt to improve the performance of current and future trainees by increasing the capacity of workers. | Schuler, 1995,503 |
| 12- | Systematic process to change the behavior of the trainees towards achieving the objectives of the organization is related to the current and future skilled labor | Ivanceveich, 1993,371 |
| 13- | Within the organization a study of company policy and procedures for the systematic training of operation and supervisors. | Dived ,1968,135-126 |

### 2.1.2. The importance of training

Training is very necessary for the growth of the organization. (Kumar 1959). Moreover, whatever the importance of the selection process in attracting the organization to individuals with the capacity and skills in need of training and fine-tuning and ongoing support to ensure the development of their talents and their efficiency of new skills and knowledge to enable them to shoulder the burdens of their current jobs more effectively as well as understand and follow the efficiency of what they receive from Knowledge and Information related skills and fundamentals and styles and trends related to the performance of their assigned business conduct a thorough evaluation of a training programs , it is important to assess the cost and benefits associated with the program this is difficult to do but may be important for showing top management the value of training for the organization,(Breadwell&Claydon,2007,266). The (Lanz , 2000.69) **Cole** (2001). (Bernardin , Russell. 1993). Training considered important for the following reasons: -

1- Ensures the survival of vital skills within the organization, even if the person leaving the President to work.

2- Change management – training helps to manage change by increasing the

Understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

3- Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;

4- Help to improve the availability and quality of staff

5- High morale – employees who receive training have increased Confidence and motivations;

6- Improving managerial skills within the organization, thus contributing to motivate more workers and increase their productivity

Contemporary organizations spend large sums of money on training process utmost importance and highlight its importance through.

### 2.1.3  Training objectives

The training objectives are goals that the training seeks to achieve results that are being designed and approved before beginning the training process if the Organization was able to determine the purpose of the training it is investigating an important step toward understanding the ways and means through which to reach such

goals. No one today can learn everything you will need to in their respective fields of vocational Regardless of whether we are practicing the work of this work is changing with the times and come of these changes, many of the most important causes. (Arab Management Association).

1- Technical and technological developments.

2- Changes in customer needs.

3- New legislation.

4- New techniques.

There is no doubt that the training necessary and important for the regularity and ensure required for individuals and for the organization of performance in order to achieve a high rate of efficiency and effectiveness in the organization Concentrated fundamental goals of job training they constitute the main thrust of the performance and efficiency in. (Decenzo, 2007, 158)

1- Raise the level of performance, productivity and efficiency among individuals, both in the technical aspects or behavioral or supervisory and other factors required by the working conditions and nature

2- Training the human resources required to perform the functions required for the desired level and in the specialization required by the job description

3- Prepare individuals for jobs that nature and specifications may vary from the current work being done by individuals or transport upgrade.

4- The number of new individuals involved and prepares them to do their work new to the fullest.

5- Enable individuals to practice advanced techniques required to effectiveness on a trial basis before the transition to the actual implementation stage. The (Turkish) has been ranked the objectives of the training to four criteria:  (Alturky, 2004. 24)

1- Ordinary goals:-  And derived from the duties of president for the job and take to counter the unusual positions of repeated occasionally resort include traditional training goals such as training new employees or preparing refresher programs to certain individuals in order to make sure the basic knowledge, and aims to achieve the required amount of efficient performance and kept the job balance with the rest of the job

2- Training goals to solve problems: And specializes in finding specific solutions to the problems that appear in the work and try to detect obstacles and distractions that hinder performance and represents the kind degree finest in the level of the previous type where needs to experience in the organization and conditions of employment and the ability to diagnosis and analysis and ingenuity in design

3- Innovative training targets: and relating to development and discovery and innovation and is the highest training levels and tasks aimed at achieving creative and innovative results to raise the level of performance in the organization to the prospects have never reached

4- Training diagnostic targets: It is by individuals and achieve self-development and promotion of and respect for others and self-assertion and working the previous four species in the consistency and integrity so that paves each other and complement each other

And shape (2) illustrates the integration of training objectives according to the classification of the quartet for training objectives.

Figure 2-1 Gold Stien

The responsibility of training and its relationship to the other functions of human resource management



The unity of the human resources or training unit

(Support and guidance commander)

Higher Management

(Budget support)

The employee himself

(Utilization and motives)

Direct supervisor

(Guide training program)
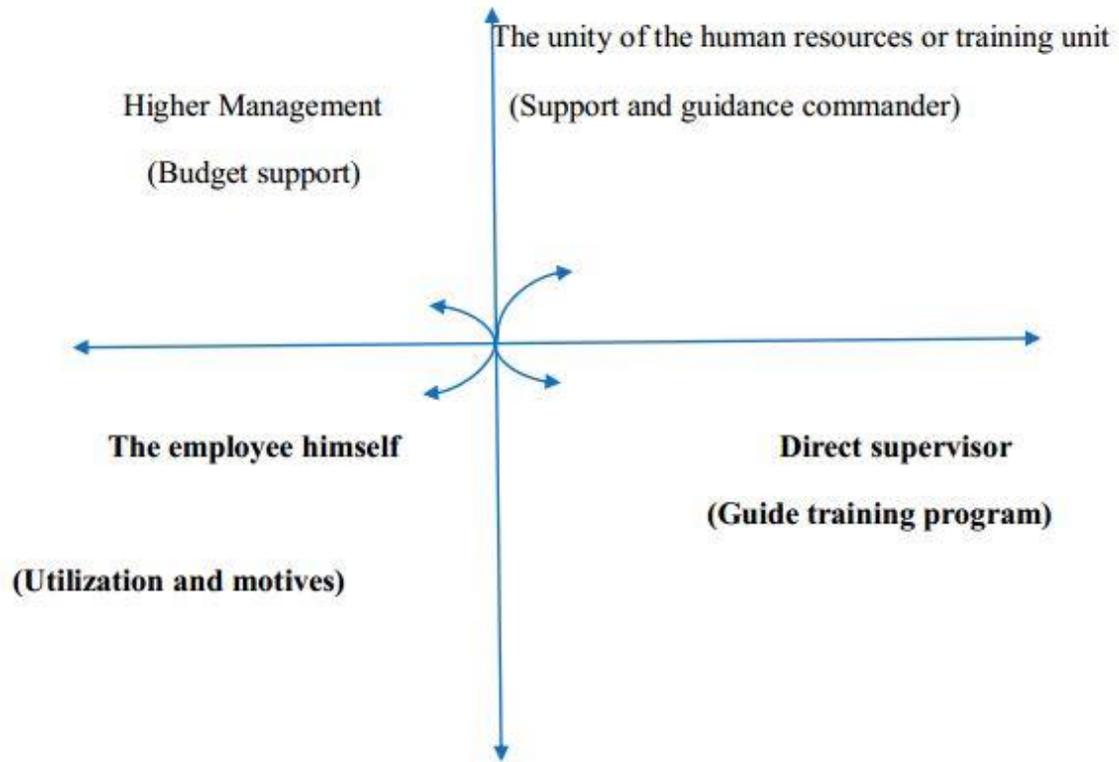
## 2.2.1. The responsibility of training

We must not forget any individual within the organization is responsible for the training and development of the same, and that he should insight itself that determines the points you need and discussed with his direct supervisor or manager of training and human resources, in order to recognize what can be done on this matter, and what is also his role in the training process, table shows (a) the responsibility of both human resources and administration executives

Table 02-2 the responsibility for human resources management and executives in training and development

| Human Resource Management | Executive managers |
|---|---|
| 1-design of an integrated system of training | 1-Provision of skills and information to subordinates |
| 2-coordination between all the training efforts of the company | 2-Identification of training needed for their departments and their subordinates |
| 3-preparation training programs outside the company's domestic and follow them | 3-Implement training programs inside the company |
| 4-retained full plan for training, at the level of departments and individuals | 4-Talk with subordinates with contact their inheritance of the training plan |
| 5-providing expertise and advice in training touches | 5-Provide technical knowledge for the design of internal programs |
| 6- Ensure that the executives are doing their duty Training | 6-Participating in the training and development efforts |

## 2.2.2. Training relationship with the other functions of human resources management

Human Resources Management of the functions and activities, due to the nature of the activity practiced by the organization as well as the size of their activities and the number of employees, and it has also occur differences in the distribution of responsibilities for the exercise of these functions in those organizations, for example, in small-sized organizations where the unit or department may exist dedicated to the

management of human resources, where he is director of the organization itself, or a collaborator of the Chief Executives a different human resource management functions of staffing and supervising the training and identify their wages and other functions and activities of the executive management of human resources in its responsibilities for human resources management, either in large organizations usually where there is a specialist HR Management material shall assist the executive management advancement of its responsibilities of human resources Management, represented mainly get to keep and maintain the development and the development and effective utilization, and evaluation of human resources efforts, including ensuring that the organization is always available to the appropriate workforce quality and quantity, and then the size of the organization itself is an important factor in the distribution of responsibilities for the functions and activities of Human Resources Management (Hashim, 1996.50).

But it generally can identify most important functions of the main human resource management as follows: (Polarization, selection, training, evaluation of performance, compensation management, labor relations) (Sherman ,. chrudenn, 1998, p182) Due to the importance training in organizations, and the fact that the benefits of the training extended to the organization and trained employee and group work as well as its contribution to the development of human relations, we clearly see the impact of training and strong relationship with all other functions for the management of human resources It can clarify the Public unions can facilitate the training efforts form (3) The relationship between training and other functions for the human resources management (Sherman ,. cruden, 1998, p.182)

## 2.3. The basic stages of the training process

Mandate of the Organization need permission exercise training in an orderly manner and process of the programs as an organizer for the purposes of training, this program may include a set of sub-programs, and requests the preparation of such programs passage

Figure 02-2 Relationship between training and other functions for the management of human resources



The provision of training that can help
in the process of polarization efforts
Polarization may provide a source for training
The provision of training on the choice of less
Qualified staff Efficient choice May reduce
The need to train.

Training helps to achieve performance evaluation
Performance evaluation after the foundation
to determine the results and Training needs
Training can lead to high levels of
Greater opportunity to earn compensation
Be possible by stimulating

Training process

Polarization

Choice

Performance evaluation

Compensation Administration

Working relationship

### 2.3.1. Evaluation of training need

Estimate needs to be conducted to identify any of the staff they need to be trained, and what is the content that should be contained in the training program. Spector, 2000:152 analysis of training needs through by three main methods are summarized as follows.

a- Organization analysis.

b- Job analysis.

c- Individual analysis.

Figure 02-3 work requirements
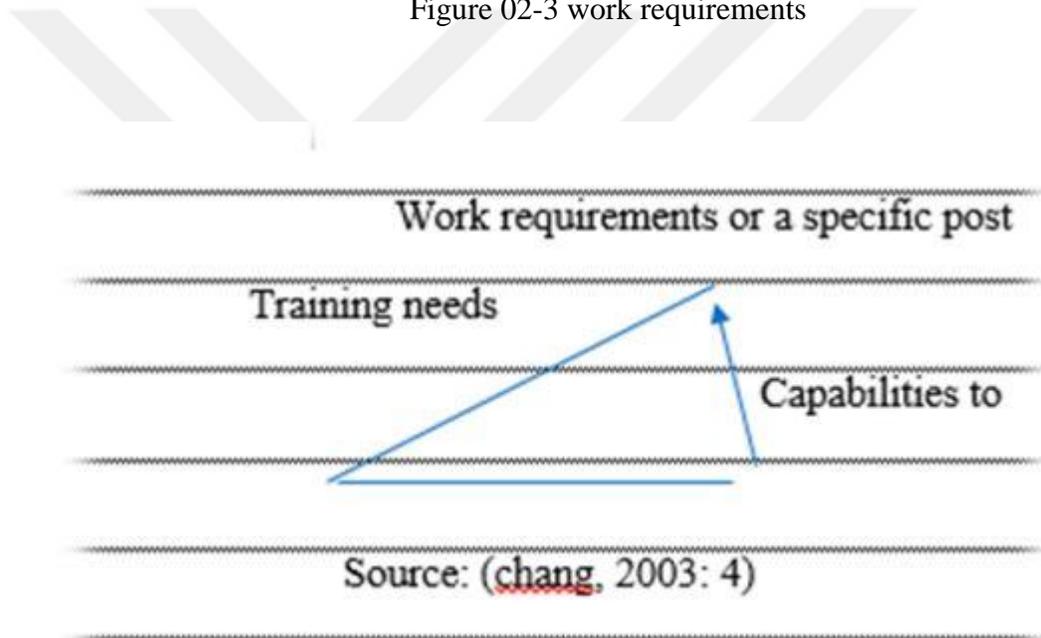


The guidance process generally get it once workers, which means that workers are subject to Directive when joining the organization for the first time, but this process is completed after that and beyond the guidance Even so, most organizations find that and effective to be continuing training on a regular basis, which means that the staff that be constant in the process of training to enhance and improve the quality of the contributions that they make to the Organization. The starting point is to estimate training needs and that this process generally includes three things which: (Needs Analysis, explained the objectives of the training, decisions about internal consideration external training) (Angelo, 2001, p272-275)

## 2.3.1.1 Needs Analysis

The starting point the estimate training needs is a realistic analysis of needs, which means that human resource managers responsible for training must determine the truth needs of the organization to the training, and that this analysis generally focuses on two things are the needs of the organization on the job and the capabilities of the current work force as is illustrated in Figure (5) The needs of the organization are identified by the work that must be done his performance, so that any of the skills and abilities needed by the forces of the special work of the Organization more effectively. And part of this analysis, the Director that includes a carefully strategy of the organization and resources that can be provided for training and general philosophy about training staff and through the philosophy we mean the extent to which it views with the organization of the training process as a real investment in human resources.

Figure 02-4 the process of training needs
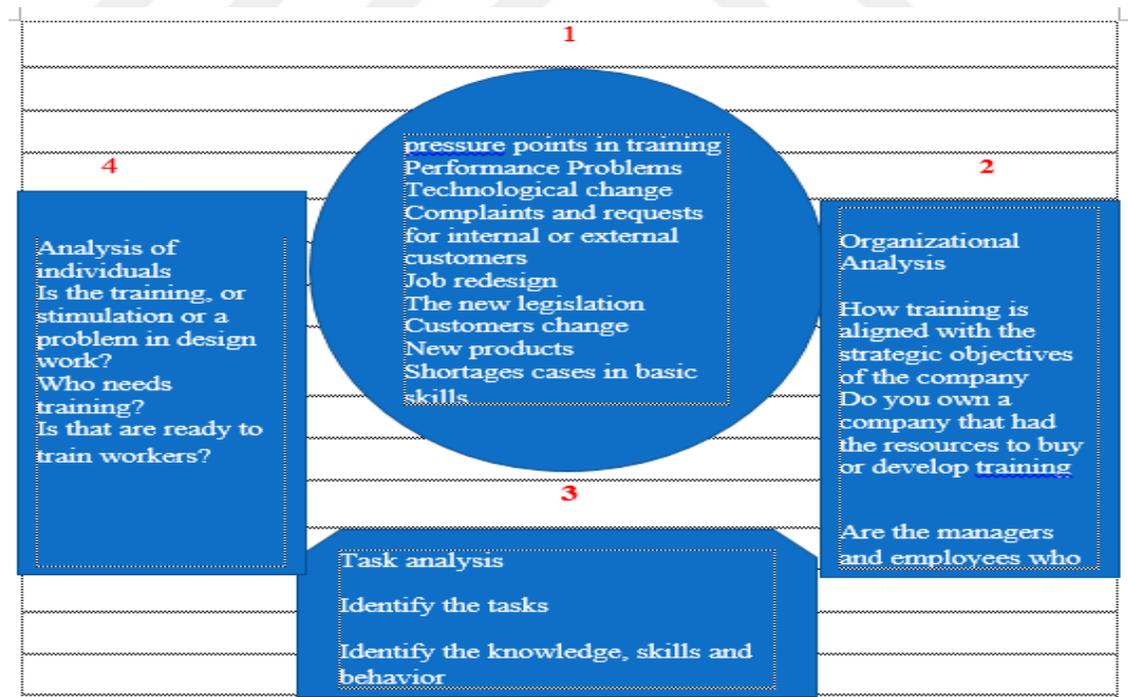


## 2.3.1.2 Describes the training goals

See (Middleton, T., 1992, 8) that the main objective of the training is to improve performance or remove the problems and obstacles that lead to low

performance, and this requires knowledge of the main reason for low performance. One of the most important steps in any program is to establish training objectives, and to manage the organization invested correctly, you should already know (before training) what await him of its workers. . For example, it must take into account that the workers were producing a level of 80% the service before the training and remain and produce a level of 80% after receiving training designed to raise productivity. The appropriate question, which stands out is the extent to which the training was effective. The difficulty of evaluating the effectiveness training if had not organized select training objectives in advance, so the Director of Human Resources is responsible for planning training is supposed to look at the current status of the conditions of the organization and decide which changes may be necessary and then formulating these changes in the form of specific training goals. It is necessary to make the Director of Human Resources Management of effort possible to ensure that the training program objectives be objective, subtend to chance and support specific, for example, the overall goal and mysterious, such as improving the performance of the employee or promote worker's position is a difficult assessment too, on the other hand, the substantive goals and subtend to demonstrate credibility and specific, such as improved performance by 10%, reduce cases of leaving work at 5%, reduced customer complaints by 3% and improve the accuracy or quality, 8% probable that effective targets for training programs at least connotations capabilities Director to assess the effectiveness of the training.

### 2.1.3    Internal versus external software programs

In house program versus out sourced programs There is an internal other decision, which should HR managers that take in the design of training programs is the extent which must him to be a training within the organization or outsourced, internal training is conducted preliminarily by organization  staff, many large organizations have cadres specialized to conduct the training process, that these training cadres composed of members are people with knowledge of the organization and its work and its employees accordingly, these individuals are also experts in the design and implementation of training programs. . Thus, the same organization takes on the responsibility of training their employees. (Angelo, 2001, 272)  There are a few clear benefits of internal training and key interest is that the Organization could ensure that the content of their training to

be an accurate and specific conditioned to fit the organization's needs and by definition it will be working close relationship between managers and staff training with the planning and implementation of various programs for staff present, another benefit of a flexibility concerning its usefulness because the training programs can be taught at the times most convenient for the staff. The alternative way of internal training is to use external sources strategy the user training outsourcing programs include the presence of people from outside the organization performing of the training process, that this technique or method includes sending people for training in colleges and universities or to advisory centers or similar locations. The initial interest for programs that outsourcing is the cost, which means that cost less than if they were compared with in-house training costs, there is another benefit which ensure awareness, although the organization has reasonable control on the staff of special training, but it skilled trainers or teachers may not be incompetent in particular,

So the effectiveness of the training efforts may be in doubt, though the professional trainers often have trained themselves to a high degree and are often skilled teachers the other hand, with the external source software could be a general and comprehensive somewhat or may be of little relevance Organization. (Angelo, 2001, 273)

### 2.3.2. Training program design

**2.3.2.1 Summarize and definition of the content of training programs**

The realistic design of programs certainly be the basis for the training of the actor, it is without substance fixed and closely related to the training efforts are old useless, the usual way to develop content begins clearance summary of the content of the programs, and then expand the preliminary summary to a complete formation programs and then choosing the appropriate coaches the most will complete this process:

**2.3.2.2 Choose based on the training process**

There is another important aspect for installation of the training program, a choice of trainer's article, the coach or the efficient activity is an important component of any training program. The coaches are talented individuals who are able to deliver the

content of the training for the purpose of facilitating education, and on the contrary, the coaches unqualified performing the role of barriers or obstacles to the education process.

The most options commonly regarding the trainers are whether the use of full-time professional trainers but to be contracted with from outside the organization or they are training cadres within the organization or operational sustainability managers that the initial benefit of using operational managers or employees working in the organization is the experience. It is assumed that these individuals are aware of the nature of the tasks and duties to be performed and thus be eligible significantly to provide material teaching aimed to strengthen those requirements and skills, on the other hand, these individuals could lacks and to the technical expertise and that are perpetrator task that is taught. . Thus, although they may be able to deliver material direct manner or perhaps superficial may be they are simply not equipped to appropriately answer questions or deal with unexpected issues that might arise during the training program.

### 2.3.3. Make sure workers are ready for training

In other words, the readiness of employees to learn, and in spite of that the managers are not often trainers, they can play an important role in the training process, and one way is to make sure that workers have the incentive to learn. And that the motivation to learn is the desire of the trainee in knowing the content or the content of the training program. A variety of research studies have shown that stimulation linking to gain knowledge, or change the behavior, or skills training programs. They must be assured of the fact that motivates employees to higher learning as much as possible. (Noe & Hollen, 1996, 205)

### 2.1.3 The composition of learning environment

Learning always involves a change in behavior, and in order to acquire the knowledge and skills working in the training program and apply those in their jobs should the training program that contains the principles of specific groove, specialists have been baptized in the Psychology of Educational and Industrial and specialists in instruction designed to identify several cases the learning world's best under which: (Noe & Hollen, 1996, 207)

1- Necessary for workers to know why they should learn?

Workers learn better when they understand the purpose of the training activities and expected outcome. And that the training objectives that are based on the basis of training needs analysis that help people to understand why they need this training and that the goal of the training a good three components

A - Including a statement is expected from the worker that is doing (performance)

B - A statement to the quality or level of acceptable performance (standard)

C - A statement of the circumstances which are expected to the trainee under which to reach the desired result (the circumstances)

2-necessary for employees to use their own experiences as the basis for learning

Be the possibility to learn more workers

When training is linked to existing employment as well as their expertise and their list. In order to make training targeted, must submit material through the use of concepts and the conventions and examples familiar to the trainees.

3- It must be among workers skill and application opportunities as the practice include making worker shows the knowledge or skill or behavior that is confirmed in the training goals, and in order that the practice to be effective, they need to be effective trainees.

4- Workers need to feedback:

Staff needs to be information about how having accepted the training goals. In order to be an effective feedback also should focus on specific behaviors, and must be provided as soon as possible after the behavior of the trainees should also express praise and flattery of the behavior of the trainee's positive.

5- The employees learn through others NOTE:

According to social learning theory, people learn by observing and simulating the actions of significant others. The then recently this idea applied to training known as the (training according to behavioral templates) as this process uses templates to attract the attention of the trainees, and show the skills and behaviors that must be learned by the trainees.

6- Employees need a training program coordinator and earning well

The training program includes the coordination of the activities of the program before during and after. Among the activities of pre-program it is to deliver the purpose of the program to the training, and inform them of the place where the program will be, and the name of the person to be contacted in case the existence of certain questions, and what are the actions which have to be paid by the trainee before the start of the program.

### 2.3.5. Ensure the transmission of training

For the success of the training program, it is necessary to use the training in their work, and that this transition training. In other words, the use of knowledge, skills and behaviors that have been learned in the training epidemics on the reality of work is influenced primarily which the learning happens in the training program. It must training program to prepare workers to manage their own use of the skills and behaviors hard work. It can strengthen the reality of transition training to the stage of action through a prevailing of network configuration between trainees, for example, can be used for interviews with the trainees to develop a newsletter describing the trainees who have succeeded in the use of new skills. It is also among the other ways to help in the transmission of the reality of training profit to the stage of action is the monthly meetings of the trainees for the purpose of discussing of problems and successes in the use of new skills to work. (Noe & Hollen, 1996, 210)

### 2.3.6. Training methods

There are many training methods that are used to display the training program themes, which aim to provide the trainee with the skills, knowledge and expertise and capacity which need it that contribute to the development of the level of performance of his work. It should be noted that there is no perfect style or the best fit for training use in general, but training methods differ according to circumstances and attitudes. Differing functional level of the trainees requires different methods of training at every level, training programs are suitable training and development managers to repair technicians and workers training in the executive levels, and the difference in the purpose of the training and development requires different training method used. And it comes with a review of the most important training methods: (Decenzo, 2007, 152) (Mathis & Jackson, 2003, 285) (Jackson & Schuler, 2003, 372)

### 1. Lecture manner:

Can be define the style of the lecture that the process (learning and testing) In other words, is a modern written or unwritten submitted by an individual to a group, and this talk follows the discussion it was not followed and support this method's success on the same records, and his skill and abilities to organize his thoughts, opinions and presented to the his listeners, among the most prominent is equal this approach is that it may not allow front group for discussion and exchange of views.

2-The manner of scientific implementation:

Under this method the trainer to perform the work of the individuals in front of a group of trainees with theoretical and practical explanation of the stages of work performance and procedures, without participating trainees in the performance of work, in order to allow them to discuss and inquire it is characterized by easiness style and few costs and its ability to absorb a large number of trainees.

3. The manner of cases study:

This technique depends on the need to the existence of a problem or phenomenon or case study and required clarified solution and recommendations through it discussed by the trainees and the trainer on the other hand.

The advantages of this method of training that he is considered the effective of training methods in order to provide a high degree of participation by the trainees. It disadvantages some imagine that access to resolve these issues in an easy task during a short period of time, as this method does not work except in the case limited numbers for the trainees, as the needs a long time to find solutions to problems.

4. The manner of debate planned:

Many leaning toward taking this method in the training process because it lends itself to a group to exchange opinion and participate in the discussion, this technique is aimed at the discovery of the main features of the problems presented to the group and to draw definitive conclusions about them. The disadvantages that takes a long time and needs to be skilled trainers. This includes the style of conferences and seminars.

5. The style of role-playing:

This method involves the creation of the positions of the process and the involvement of the trainee direct a party faces a struggle or a certain contradiction, and asked to conduct the actual treatment situations as if it were actually experienced in life. Then the trainer asked to each person to express his opinion in a way that is discharged by his colleague and suggest they solutions in this regard and is typically used this method of training on the administrative leadership and the training of supervisors and sellers.

6. The style of administrative activities

Under this technique is the division of the trainees into two groups or more, they are often divided into only two groups, each group number ranges between (5-7) trainees represent each group the Organization of the administration. Then give the members of the group data and information specific and predefined for the organization's work conditions they represent each group in turn distributes competencies and business among their members, and decide for themselves targets and policies to guide decision-making.

Of the most important advantages of this style is to allow the introduction of sudden changes to the process so that the trainees gain experience in decision-making

and help to expand the perceptions of supervisors candidates to take over the functions of administrative supreme. One of the main disadvantages is difficult to ascertain the representation of the match, which has the reality and the large costs of a form as it needs expertise at a high level, especially in the preparation of the match content, according to the results of the decisions taken by each group, finally fits this style personnel training in the level of senior and middle management.

7. The manner of sensitivity training

According to this style the trainees make up a small group of between (8-12) personnel managers carrying under the supervision of the competence of psychological be honest with each other their opinions in the behavior towards each other with consideration of the full openness to the maximum, So that no interfere or interrupt or directs, that is record what the role and re-listen to him to bring the individual in the trends toward others and their attitudes toward him, and the advantage of this style to help it increase the capacity of the trainee to understand the reality of his behavior and trends and the impact of his behavior on others and helps the trainee to increase acceptance for others and their behavior and working to increase the openness of the individual to others and taken on this style difficult to evaluate the results in addition to not accept open criticism by many people.

8. Rotation of career:

In accordance with this method the training is appended to the individual a number of different functions of the Organization for temporary periods to enclose the objects of its activity. This method provides an opportunity to increase overall capacity of the employee trainee and its knowledge of other work-related and linked to the original work to the side and stood on the organization's mission in general and the various aspects of its activities and the connections between them. And allow this method Training a greater degree of flexibility in moving the employee to multiple locations and sites, and then can take advantage of it, especially when the interface problem of working pressure, one of the sections or in the event of retreats or job vacancies or absences or resignations.

9. Self-training:

In accordance with this method Training the burden falls of training on the same employee who trains himself with the help where it handbooks or tapes recorded sound or image or together or otherwise of the training provided by the organization or specialized externally, and deal with specific topics linked to the work the employee and supplying it with the knowledge and new skills and experiences useful in the field of work as well as it is after the growth and advancement of the PC, commonly use of programmed training resources, which is known as programmed learning.

10. Committees:

Constitute participation in certain committees an important opportunity for the various training activities, if the individual participated in the membership of the committee developing the plan, participation offers him a golden opportunity to learn more about the planning process, and if participated in the commission to buy appliances and equipment, they provided with the opportunity to learn about equipment and devices that the organization needs and purchases. So may the program includes the involvement of the participant in a number of committees and alternately in this case, it is also programming of nomination to process these committees so that the Committee can accomplish their work and provide the opportunity for some development, For example, if the normal size of the Purchasing Committee, example: five people have decided to have four members who have extensive experience in the work of the Committee, but the fifth is one of the participants in the program development. (Or be added as a member of the sixth) and that also be the selection committee on the basis of skills and experience which is provided by the necessity to achieve the goals of the program.

### 2.3.7. Implementation of training programs

Any implementation of stage is the stage management of training program and take it out to live and to exist, and this stage serious and important, as it turns out good planning and safety training program. The successes and failures reflected positively and negatively on the next stage and related to evaluates training programs (Shawis, 2005.248-250) That the management of the program to take account of things and aspects to ensure the proper implementation of the program, which was planned the

training has been preparing them which: The program timing of this aspect includes the following:

(A) The appointment of start and end of the program

(B) The training division of labor during the program period

(C) Coordination of the timetable for the various training topics

2. For the training facilities, this aspect include the following

(A) Selection of the place and according to the requirements of the program (for example, a large hall or small cabins)

(B) Design the method of sitting trainees (and the shape of a round table or rows and will be marked in the face of trainer with trainer determine the place)

(C) Determine the necessary requirements in each program (normal blackboard or luminous and so other means)

3. processing of prints, this aspect and include the following

(A) Receiving the prints of scientifically based their numbers

(B) The measures of printing and binding

(C) The procedure of distribution to the trainees, according to scientific plan for the program

4. For the trainees, this aspect includes the following:

(A) Ensure the arrival of invitations to participate in the program to them in a timely manner and to ensure the approval of the relevant authorities on their participation.

(B) Prepare a list of their names, qualifications, jobs and their addresses.

5. For the trainees, this aspect includes the following:

(A) Contacts them in suitable time to remind them of programs and their appointments. The arrival to where the program is held at the specified time each of them.

(B) The provision of supplies requested by the trainer of the training materials and audio-visual techniques.

(C) Presenting of trainer for participants suitable and brief terms.

(D) Interference of helpfully and literature in the conduct of the lecture that came out of the targets set for the program.

(E) Payment the allocations, which deserve the trainer at the right time not to delayed so much about ending the lectures appointment or the end of the training program that was of short programs.

6. For the opening of the program, this aspect includes the following:

(A) The opening of the program in the right time

(B) Explain the program goal and requirements for the participants.

(C) Identify the expectations of participants and taking reasonable expectations of them.

(D) The work of a simple ceremony of introduces oneself for participants to get to know each other.

7. For the guidelines on the conduct of the program, which the management of the program and coaches observed, this aspect includes the following:

(A) Care to understanding of the objectives of the program and work to achieve them

(B) The knowledge of participants well and working on their integration in the program activities, and respect for their abilities, and working to solve their problems.

(C) Ensure that the lectures of training program and debates of a practical nature, the meaning of the participants.

(D) The good time of management sessions, being careful to start and end on time for all the program's activities, whether these events about lecture and discussion, or action groups, or practical activities, or the concerns of the training, or field visits, or social and recreational activities permeate program Training.

(E) Identification of the views of the participants and coaches in the program's progress and get feedback continuous feeding for the program, and informed participants on the first results

(F) Consideration of individual differences among the participants and responsiveness with their own needs.

(G) The distribution of certificates to the participants attending the program who have completed the program requirements in a closing ceremony.

### 2.3.8. Evaluation of training program

The result of specific program for training will help in evaluating the effectiveness, then the results should be linked the goals of the program, which helps the trainees to understand the purpose of the program, so be sure to control the process of the achievement of goals, and it can be achieved by determining the effectiveness of training standards, and training strategy. (Khanaka 2008, 119)

### 2.3.9. The effectiveness of training standards

Designed the questionnaire form a set of standard questions, which covering aspects that determine the features of the effectiveness of training, and distributed to the trainees at the end of the training program, after collecting the training unit empty it and determine the effectiveness of the incident from the training program, and this is the easy way but dependent to realize the extent of the trainee of the effect of, which may be far from actual effect of the training program.

The experiment Keep track of training units of tests measuring memory stocks of the individual it is an objective way but remember not measure actual behavior.

(C) The regulatory Results

Sets the standard the extent of the positive change in organizational outcomes such as increasing the number of hotel nights, lack of job turnover rate, lack of absences rate, increasing the number of dishes sold in the restaurant, and that measuring the direct impact of the training, but it may interfere other factors than training

2. The evaluation Strategies

Four strategies can be adopted, choice them according to conditions of the training program.

A- Posteriori strategy

Standards applied based on the specified criteria in advance, to the trainees at the end of the training program, a strategic does not explain compared the impact of training accurately.

B –The Strategy of tribal posteriori

Measured the performance before the training, then measured the performance after training by any means, for example, the individual is given the trainee to check before receives any training, then given a choice at the end of training, is measured as the difference. This strategy measure of change it is better than previous.

(C) Strategy of control group

Form a group of individuals had not received training, but they identify completely with the group that received training, and applied to the two choices at the end of the training period, and then can be measured by the difference between the behavior of the two groups, and the return of the difference to the training. This strategy indicates better relatively than the previous one, but not necessarily the teams return to training.

(D) The strategy of tribal posteriori with the control group:

After selecting the control group and the group that will receive training the application choices to them, before training or after training so that information about change is available, if the larger the training group from the control group, so it was an indication of the effectiveness of the training, and vice versa is true. This type is one of the most effective strategies among the other three strategies

# CHAPTER THREE

## The conceptual framework of the research

### 3.1. Standards Performance

The performance fundamental and important concept by business organizations in general, and almost be a phenomenon of inclusiveness for all branches of administrative knowledge, in spite of the large number of research studies that address the performance, but he did not reach a consensus or agreement on any specific to the performance of the concept, not the researchers still busy discussing performance as a term of art, and discuss the levels, which then analyzes the basic rules of the measure.

It is believed (Hoover) The controversy over the concept of performance stems from differing criteria and standards adopted in the study and performance measured and that used by the researchers, and believes that this difference is due to the diversity of targets and trends of researchers in their studies of the performance. In spite of these differences, the majority of writers expressing their performance through the success achieved by the organization in achieving goals, and in this context expresses the performance being a reflection of the ability of the bank and its ability to achieve its objectives. (Hoffer, 1980, 19) And see (Slack) that there are a set of targets or standards Performance, especially in the business enterprise If any organization has been able to achieve when it is possible to say that the performance of that organization high and these standards are: Quality, speed, reliability, cost and flexibility (Slack, 1998, 40) And explained (assigned) to identify the organization's performance helps in the detection of inter ways are: the extent of the organization's ability to cope with environmental determinants, the degree and the appropriateness of the procedures strategy goals of the organization and its resources, to make sure that involved in the implementation of plans on the good the information, to identify the level of coordination between parts business policies, the appropriateness of the structure of the divisions in the implementation of (Tuggle, 1998: 1-5) The performance refers to the achievement of the organization objectives using efficiency ((Daft , Neo, 2001, 16. The performance is the final outcome of any activity, which depends on the organizational unit and objectives that require achieved (Wheelen, hanger)

Performance center with responsibility means efficiency and productivity that of their goals this position before. Hits determines at any level targets would be met. (Khemakhem, 1976) Some of them knew Organizational performance by focusing on maximizing the profitability of the organization which is the narrow concept of performance Organizational to select degree of achievement of financial performance targets used to measure financial indicators such as return on investment, return on the property right (Venkatraman , Ramanujam, 1986: 803) The concept of performance is in general concepts of the most comprehensive capacity and occupies a private in the administrative literature is the importance of the important fundamental concepts of business organizations (robins and Wiersema, 1995: 278) Past performance in its simplest form represents "the organization's ability to reach its objectives through the use of available resources, efficient and effective ways." (Daft, 1988, 12) or is "a reflection of the ability of the organization and its ability to achieve its goals." (Eccles, 1999, 131)

The concept of performance has been linked to the ability to survive and grow and adapt as "the organization's ability to achieve long-term goals, which is to survive and adapt and grow (Robins , Wiersema 1995, 278). There are those who make the relationship between performance and effort as an actor, as stated" the level of achievement the individual who comes to work only after the submission of the effort efficiently "Helliegel & Slocum, 1996, 446) Performance of an "a reflection of how to use the organization of material and human resources and exploit the image that makes it able to achieve its goals.(" Miller , Bromiley, 1990, 757).

### 3.1.1. **The concept of performance**

In light of the big developments in the world economically, socially, culturally and technology, marked by the emergence of the information and communications revolution, have become business organizations seeking to improve their performance and construction of the unique place of mind, and understand the position of mind, "a set of sensations and perceptions and impressions formed by customers for service, through compared with other services and alternative competition, where he concentrated his place in their minds, with or without the help of marketing partners who are planning in

order to give to serve the place that offer them the greatest advantage in the market goals through appropriate marketing mix is designed to configure these prestige planned. (Kotler, 1997, 296-297) Or is the "focus of activities and decisions used in the design of the service fee to the service or item landmarks as required in the minds of customers." Dipp , Sally, 1996, 17). And now business organizations focus their efforts to understand and analyze what is going on in the minds of clients to determine their needs and desires and expectations constantly changing, and seeks to create new services or product development of existing and the introduction of all the new techniques in order to establish standing mental distinct in the minds of customers and try to maintain them, as well as a reflection on the performance catalog and then their growth and survival in the market. To perform significant implications is the organization's ability to achieve its objectives, leading to the survival and continuity and follows (Hofer, 1980, 19)

1. The performance includes a number of broad and renewable implications given the multiplicity of variables and circumstances associated, environment especially in Foreign factored more influential in the various aspects of performance.

2. Associated with the many changes and transformations strategic, financial and structural performance on, and then it increases the attention of organizations, department's performance and its importance and the various aspects of the results and measurements.

3. Performance existence of organizations or offset the collapse is linked to, and then the interest and thinking organizations on the subject of performance remains constant as long as these organizations remain present. (Eccles, 1999, 131)

In the same vein, any organization now forced to become a high performance in the area of e-business, and to the contrary will emerge from the final business field. (Boar, 2001, 77) Reflected the importance of performance through the definitions contained thereon and of the Organization's ability to achieve its goals, in light of the changes and external factors that contribute to the impact on the various aspects of performance, and that changes the strategic, financial and structural transformations clear reflection on the

performance of organizations, as well as its association with its existence, as it business organizations need to continuously strive to be measured as long as the list :

### 3.1.2. Importance of the performance

The variation of the goals of organizations make the process of strategic performance measurement vary from one organization to another depending on their goals, that the basic objectives of the organizations, for-profit are often financial and there may be some exceptions in some organizations that are not only financial objectives, but social as well, but organizations non-profit, the basic goals usually reflect the goals of the members of that organization as the goals that are committed to the organization is called the basic objectives of the organization and for the purpose of strategic performance of the organization to measure it can focus on measurable financial targets or measurable social goals or the use of financial and social indicators together, The more diversified targets more difficult measurement. (Atkinson, ntario, 1998, 3)

### Quality Performance:

In the new world of business today, that quality is no longer only on processes, products and services, or employees are limited, but include all the quality of processes, products and services, working together. In other words, the concepts of quality must be regular and strategy, and not to be is not fragmented, inconsistent, or irregular. And must be a framework and regulatory strategy of quality in organizations so that they are able to anticipate the future and build a sustainable excellence in meeting the guests requirements, quality can be defined as, printed special and necessary, the degree of excellence, and excellence in type, distinguishing feature, and a learned skill. (Dick, and ET .al, 2002: 6) The quality of the products the organization and operations have a significant relationship with strategic and financial functioning of the Organization, so the American Accounting Office study of 20 organizations with high grades, appeared to him that these organizations have achieved better quality, lower cost, and increase guest satisfaction, improved market share and higher profitability compared with its competitors, all of this was due to the perfect performance of both financial and strategic side of the organization. (Antony, and et.al, 2006: 3).

**Quality Definition:**

Appropriate for use. Juran, 19993: 23. Quality is to meet guest expectations or outdone. Also known as the product in the provision of item or service format to avoid losses caused by these commodity or service to the community after being sent to the hotel capacity. Evans, 1993: 44). It is the philosophy of identifying tools and processes which outputs are getting convinced Guest continuous improvement. Hradesky, 1995: 2. Is the entrance of the work makes the organization in a competitive position through the continuous improvement of the quality of their products and services and their employees, operations and environment in 1997: 23 ,. (Goetsch and Davis quality system is the framework of the Organization of business operations profitable and continuing actively in the long term managed not only to meet guests' needs, but knowing how their willingness to pay the price level. (Dick, and et.al, 2002: 6) .Quality is an interview or exceeded expectations Alzanzely 2003: 10 (Evans A set of characteristics and qualities of the product or service that affect satisfy the specific needs of the guest and implicit.) Park, 2003: 190.jawdh is a measure of the value added to try and productive. Potential and quality are the maximum possible and added value per unit. Actual quality is the current value added per unit of input. (Pyzdek, 2003: 721). Quality objectives: in general to achieve quality leads to achieve two main goals.

**(A) Quality reduces costs:**

The lower the mistakes that open each partial operation or a specific unit in a large operation, the less time that you need to correct these mistakes, and say, confusion and hassle. For example, if the Send main repository for one commodity markets errors to the headquarters of this market, it will need additional time from the time of cadres, and thus will lead to increased cost.

**(B) Increase the quality of reliability:**

The increase in costs is not only the result or consequence to increase quality, super market in the above mentioned as well as can also mean that the goods carried on the shelves of super market resulting loss in revenue to the operation, and the hassle to external customers. Basic and important point here is that the goal of quality

performance together with his external leads to customer satisfaction, along with an internal lead to the creation of a stable and efficient organization. Slack, 1998, 283 Quality is the extent of the bank's ability to achieve more financial profit. (Kwan, 1996: 28) (David, 1994: 18) Quality and reflect the degree of sparkle and discrimination and the fact that excellent performance or the fact that some of the properties or characteristics of the product (good or service) is excellent when compared with the standards laid down by the Bank's perspective (Fisher, 1996: 5) And also set quality objectives as follows:

1. Get a conviction and guest satisfaction by providing the best services.

2. Minimizing inventory it should be the level of inventory within the organization needs to the organization does not incur additional costs as a result of damage.

3. High flexibility in the face of market requirements.

4. Respect for the time when the service so that the guest does not feel bored as a result of the service delay.

5. Workers care and reduce work tasks entrusted to them any no-load factor responsibilities more than capacity. (Evans, 1993: 45)

### 3.2. Standards performance speed

Speed is intended to reduce the period in which they have to customers where to wait Ki collect their products or services, for example, in the hospital Speed means that the customer when there is in the bank are service quickly without waiting for a long time, it also means that the customer with cases non-emergency not necessarily explain their names on long waiting list, and in relation to the car factory the speed means that the time between the request for certain dealer biography of one of his customers, and deliver the car from the factory should be as short as possible. The key interest of the customers of the delivery of goods and services speed lies in the way they operate to strengthen the process offers to the customer, very simply, as regards, for most goods and services, whenever it was possible that the customer gets the product or service is faster, the higher the purchase of the piece product or the service. And speed

in the study sample banks in Erbil concerned with speed in the lenders and borrowers customers processing. (Slack, 1998, 288)

### A-Quality

Is the cost competitiveness of priorities by organizations seeking distinction and which generally means doing things cheaply compared to the prices prevailing in the market of any other words to be those services organization, which is characterized by prices lower than the prices of the same services in competition with other organizations? For the organizations that directly compete on prices, it is clear that the cost will be the president's goal for its operations, as it lower the cost of production of goods and service whenever the price was less to its customers. That even those companies that compete on price matters is interested in reducing costs, and no wonder to be a low-cost attractive target at the global level Slack, 1998, 290 The goal of cost in the study sample banks Bank in the city of Arbil mean lower interest costs.

### B-Speed

Speed is intended to reduce the period in which they have to customers where to wait Ki collect their products or services, for example, in the hospital Speed means that the customer when there is in the bank are service quickly without waiting for a long time, it also means that the customer with cases non-emergency not necessarily explain their names on long waiting list, and in relation to the car factory the speed means that the time between the request for certain dealer biography of one of his customers, and deliver the car from the factory should be as short as possible. The key interest of the customers of the delivery of goods and services speed lies in the way they operate to strengthen the process offers to the customer, very simply, as regards, for most goods and services, whenever it was possible that the customer gets the product or service is faster, the higher the purchase of the piece product or the service. And speed in the study sample banks in Erbil concerned with speed in the lenders and borrowers customers processing. (Slack, 1998, 288)

### C-Cost

Is the cost competitiveness of priorities by organizations seeking distinction and which generally means doing things cheaply compared to the prices prevailing in the

market of any other words to be those services organization, which is characterized by prices lower than the prices of the same services in competition with other organizations?  For the organizations that directly compete on prices, it is clear that the cost will be the president's goal for its operations, as it lower the cost of production of goods and service whenever the price was less to its customers. That even those companies that compete on price matters is interested in reducing costs, and no wonder to be a low-cost attractive target at the global level Slack, 1998, 290 The goal of cost in the study sample banks Bank in the city of Arbil mean lower interest costs.

**D-Flexibility**

Means the ability to change the process in several specific ways, this may mean changing what you are doing or how they process it, or when you do, specifically, the customers will need to change the process in order to provide four types of requirements (Slack, 1998,295) .

1. Flexible Products - Services

The flexibility products or services is the practical ability to offer new products and services. In the bank, we find that this could mean providing the best services, and in the car plant that could mean the ability to adapt manufacturing resources so that it can launch new models or models.

2-mix flexibility:

Mix flexibility means the ability to provide a range or a wide mix of products and services, most of the operations produce more than one product or one service. Add to this that most of the operations do not manufacture their products or services large enough volumes to devote all its activities portions of the product or one to one service exclusively, and this means that most parts of any of the operations will be appointed by more than one type of treatment products or services as well as you will need to change from a particular activity to do by the other activity.

3- Size flexible:

The size flexibility are the practical ability to change the level of output or activity, all processes need to change the level of activity because all operations must be level fluctuating demand for their products and services, and of course that all operations can be in terms of the theory that ignores these fluctuations in demand, and that dispense with all the flexibility in size and remain at a level of activity constant. However, this option is not flexible might have serious consequences for the customer service, or operational costs or both,

4-flexible delivery:

Flexible delivery means the ability to change my delivery or service time, this process is that the commodity and services provide means larger than expected, although it could mean a delay in delivery. In organizations that flexibility means reschedule delivery processing products, and that the bank may be ready for him to be put to work during a particular service in order to meet the special needs of a particular customer.

Goals Flexibility:

There are a number of goals for flexibility, namely:

A-flexibility in accelerate response

The ability to provide quick service often relies on practical flexibility. For example, if you had to be on the hospital to overcome the sudden influx of the customer due to sudden financial crisis, it is clear to deliver services for example of these conditions, the flexible organization and the speedy movement of skilled personnel and services to needs Division, will provide quick service needed by the customer.

(B) Flexibility saves time

The flexibility in the change from one job to another time-saving, flexibility is an important element in and provided by the function of the service the bank's strategy, for the piece whenever RPR bank in flexibility within their operations whenever reduce the time needed for the completion of that process.( Buffa , Sarin, 1999, 32)

C-flexibility maintain reliability

The internal flexibility can also help to keep the process according available table when you get incidents of unexpected negative impact on the operation plans. For example, if it was a sudden influx of customers to the bank leads to the solution of problems as soon as the time is possible almost certainly will clarify other routine operations, where customers who expect to conduct routine operations would have been admitted and may have been preparing them for their transactions, and the cancellation of their transactions makes them worried and flexible bank can reduce this situation through units, employees and backup devices and equipment.

## 3.1. Reliability

Reliability means acting stuff in time to collect their customers Kei their goods or services when they have received promises that Buffa, , Sarin, 1999, 34 and reliability achieved several important goals for organizations including (Slack, 1998, 298)

1. Reliability saves money

Most aspects of this use is effective for the time it will turn into an extra cost in the process, as the spare parts can be delivered on short notice more than it is through formal delivery, and a cadre of maintenance will be expected to get the wages even in the absence of a bus repair and in the same vein, the fixed costs of the operation and rent will not be less due to lack of maintenance of the buses, in addition to what cost him the loss of the way for those two services buses.

2. Reliability gives stability

The disruption, which affects the operations due to lack of reliability element goes beyond the time and cost, as it affects the quality of operation time, if it was all in this process, completely dependent, a certain level of trust will prevail between the different parts of the process will not be there are surprises every this will be accepted to predict, and under such circumstances, all parts of the process can be focused on improving the role of the process without influenced by the continued lack of interest in the authorized service from other parts of the process

### 3-5 The concept of performance evaluation

This known that assessment to determine the location thing or judged by giving a certain weight Galbrart, C. , Schendel, D.; 1984: 135) Rating: It is the gateway for a comparison between what is and what they should be and broad judgment on the difference between the present and what is to be had in any field was (Auter, 1993) The calendar, however, comprises evaluation and because it contained the finish improvement and development Koontz & Donnell, 1996: 301) (Schuler, 1995: 306) The performance evaluation is a "systematic procedure to evaluate the employee's performance of his work now and in the future the possibility of evaluation. Jim Stewart; 1996: 205 has given the concept of performance evaluation as "a fundamental means to manage the performance of individuals and the performance management consists of determining performance and evaluate the performance and feedback. (Noe: Etal: 1994: 23) Performance evaluation as "a formal system to measure and assess the impact on workers and work-related characteristics of their behavior and their results." (Schuler; 1995: 306)

- It represents the desired results, which seeks economic unity.

Despite the differences between the concepts defined by the researchers to the process of performance evaluation unless they agree through the above on which it seeks to:

A. Identify and measure individual performance and behavior at work.

B. Determine the strengths and weaknesses of the performance and behavior of any evaluation.

C. Implications of this behavior and the final performance of the organization as a whole, the success of any organization in the environment in which it operates and in achieving its objectives, the impact of any performance evaluation process. The process can be clarified as follows. (Clark; 1995: 25)

### 3-5 Evaluation Standards Performance

Entrances to measure the performance evaluation the determination of the performance evaluation standards is one of the basic components that should be included

in evaluating the performance of the human resources strategy. Researchers have disagreed in determining these criteria multiple entrances to evaluate performance Each group in the class methods within a certain entrance as follows: Comparative entrance and the entrance to the characteristics and features and the entrance behavioral and entrance to the results, and finally the overall quality, which focuses on quality standards as well as quantitative criteria entrance, given the many categories of standards of performance evaluation and the fact that performance is the result of the use of internal properties inherited and possible in the range of activities performed by the individual to achieve the outputs in general, it should be the criteria that emphasizes on two main themes:

1. Objective: expresses the basic components required by the nature of the work, such as the amount of production, quality and speed ... and others.

2. Self: any behavior, and reveals the personal qualities of the individual abilities, speed, learn and benefit from the training and reliability and its relationship with the presidents and subordinates. Required in the standard of any kind to be precise purposeful consistent with its ease of use and excellence. (Werther, 2000: 80).

**3-6 Steps and methods of performance evaluation**

You can specify the performance evaluation process steps, in spite of the different steps of Performance Evaluation of the researcher to another, and from one organization to another, and this is:

1. Determine the calendar and objectives requirements.

2. Determine the appropriate method of evaluation.

3. Training of supervisors.

4. Discuss the modalities calendar with staff.

5. Setting standards for comparison.

6. Discuss the evaluation results with the employee.

7. Management decisions.

8. Development of performance future development plans. Jim Stewarti; 1996: 236)

Performance evaluation process problems. Facing the performance evaluation process, like any other activity that is human-centered, a range of problems can be identified two sets are: Substantive issues: Most of these problems are related to inputs, processes and activity measurement and evaluation are:

- Lack of clarity in determining the goals Calendar first.

- Bad choice Calendar II standards.

- Error in the choice of the time Calendar Third.

- The lack of precision in the performance of the Fourth NOTE workers.

- Self problems: Most of these problems are related persons of the operators and are:

- The characteristics of the rectifier first.

- Second and indulgence.

- The fairness or neutrality Calendar Third.

- And the central tendency for the calendar or the tendency towards the center of any tendency towards issuing medium and the general provisions of the Fourth. "

- The impact on the calendar for the first entry for about subsequent changes in the performance of the individual in the evaluation process. (Antony; 2001: 115) Systems on the calendar in the future be used by the organizations need to be flexible and suited to the extent CAF major changes in the environment and to support rather than prevent institutional goals. (ED Snape, Tom, 1999: 67).

**3-7 Performance types**
In the enterprise, and to identify the types of standards Performance imposed choose division, the latter can be identified in four forms: Performance Standard source,

standard totalitarian, functional criterion and standard nature. Each standard on the unit offers a range of types of performances in the organization.

II.1 by source standard

### 3.8 External performance types

According to this standard, the organization's performance can be divided into two types, self or internal performance and external performance.

### .1.1 .II internal performance

Also called the performance of the unit that produces the name of any institution, thanks to holdings of resources is produced mainly from the following combination

-a concept of human performance enterprise individuals who could be considered a strategic resource capable of making value and achieve competitive advantage through the conduct of their skills. Technical Performance: is the organization's ability to use its investments effectively.

-The concept of Financial: and lies in the effective mobilization and use of financial means available.

It is the performance of an internal performance comes from the resources necessary for the conduct of its human resources, financial resources, and material resources.

### II.1. 2 external performance

Is a «performance resulting from the changes that occur in the periphery of the Foundation»

An institution does not cause its creation, but the periphery is generated. This type generally appears in good results, which is obtained by the Corporation, such as high turnover due to higher selling price or exit of a competitor, high value-added compared to last year as a result of A decline in the prices of materials and supplies and services.

All these changes are reflected on the performance of both Martory, 1999 positively or negatively...

**3.9 Factors affecting the performance evaluation**

There are two factors affecting the performance evaluation factors that are either internal or external factors: (Mondey , others, 2005, .255)

External factors internal factors

- Legislation and labor laws - the culture of the institution

- Labor unions - financial organization

- Competitors - Job Satisfaction

- Technology

**3.10 The concept of performance and functional importance**

Explains where (Davis) functionality as a function of several factors, the most important skills of the individual worker and the job requirements and the regulatory environment. (Davis, 1982: 10) Significance job performance It explains (Iaksil) that the job performance played a major role in achieving the goals of survival and continuity of the organizations through the following.

1. The performance includes a number of broad and renewable implications given the multiplicity of variables and conditions that the associated environment and its changes with Foreign factored more influential in the various aspects of performance

2. associated with the many changes and transformations strategic, financial and structural performance on and then it increases the concerns of organizations, department's performance and importance of various aspects of the results and measurements.

3. The performance of the existence of organizations or offset associated or collapse and then the organizations interesting performance remains constant as long as these organizations remain present We conclude from the foregoing that the functional

performance of great importance in the life of organizations, where all administrative premises containing the contents and implications of competent performance, either implied or directly. As well as the importance of job performance results as a measure depend on organizations to identify distractions and ways to address them.

# CHAPTER FOUR
## THE SIDE OF APPLIED AND DATA ANALYSES

**4.1.    Description of the community of study and appointed**

This section deals with the description of community of study and appointed two axes, the first description of community of study, the second description of sample individuals characteristics the study as follows:

First: Description of community of research

The research tested the hypothesis in some banks form the governmental sector - in the Erbil city in field of (commercial, service) and the number of banks (6), where it was dependence on the following parameters in the surveyed banks test

1. Dependence on four years at a minimum to the lifetime of Bank

2. The number of employees will be 20 and above

The second: was selected study sample according to the requirements of the current study, where the workers know from training over the principles of providing training, as well as those who can explain clearly how the organization where excellence of association, that relatively neutral, on this basis, the researcher distributed (100) form on working of the holders of a diploma or above and workers in the administrative functions of unrelated positions (6) banks from the government sector and the researcher tried to distribute them to more than one factor at all banks and brought back (84) questionnaire which was response rate (69.9), a good percentage of the Humanist.

And then follow the statistical methods to describe and display data obtained by the current study which (frequency distribution which is important and useful methods in summarizing display and interpretation of statistical data as well as percentages). It was distributed to the study sample according to personal information as follows:-

1. The distribution of the study sample individuals according to the gender worker through the table (4-1) it is clear that the male respondents reached (53.6) of the study sample individuals, while the percentage of females (46.4) of the individuals sample

group, this is demonstrated by the proportion of males or females the large for the total of respondents on the heavy presence of the feminist element in the bank due to the bank clearly shows the policy of providing employment opportunities for the feminist .

*Table 04-1 shows the gender variable sample of individuals*

| Gender | Number | Percentage |
|--------|--------|------------|
| Male | 45 | 53.6 |
| Female | 39 | 46.4 |
| Total | 84 | %100 |

2. The distribution of the sample individuals by age

As indicated in table (4-2) that the majority of individuals the study sample is less than the age of 40 years reaching the percentage (82.1) and this indicates that the majority are young people category while the percentage of the sample are more than 40 years (17.9) of the total respondents while it was the most repeatedly category for individuals between the ages of (31-27) years, where was forgotten (32.1) of the total respondents.

Table 4-2 shows the variable age of the sample individuals

| Age | Number | Percentage |
|-----|--------|------------|
| <=21 | 3 | 3.6 |
| 22-26 | 16 | 19.0 |
| 27-31 | 27 | 32.1 |
| 32-36 | 18 | 21.4 |
| 37-41 | 5 | 6.0 |
| 42-46 | 15 | 17.9 |
| 47=> | 0 | 0 |
| Total | 84 | %100 |

## 3. Distribution of the individuals sample study according to qualification of scientific

As indicated in table (4-3) that the majority of the sample individuals are certificate holders Bachelor Where less percentage for (57.1) while the certificate holders Middle school or less (15.5) and a certificate Technical Diploma (20.2) and there is a number of holders of senior certificate percentage (7.1)

Table 4-3 qualification of scientific

| the scientific qualification | Number | Percentage |
|---|---|---|
| Middle school or less | 13 | 15.5 |
| Technical Diploma | 17 | 20.2 |
| Bachelor | 48 | 57.1 |
| Graduate studies | 6 | 7.1 |
| Total | 84 | %100 |

## 4. Distribution of the sample according to the title of career

Table 0(4-4) shows the change in job title of the individuals the sample

| Career Title | Number | Percentage |
|---|---|---|
| Director of public relations | 9 | 10.7 |
| Employee GP | 5 | 6.0 |
| Director of Business Internal | 1 | 1.2 |
| Account Manager | 4 | 4.8 |
| Director-General | 11 | 13.1 |
| Observed | 20 | 23.8 |
| financial manager | 2 | 2.4 |
| Administrative employee | 3 | 3.6 |
| Business External Director | 1 | 1.2 |
| Bookkeeper | 9 | 10.7 |
| Observant Assistant | 4 | 4.8 |
| Accountant | 8 | 9.5 |
| Prime observers | 2 | 2.4 |
| Assistant Director | 4 | 4.8 |
| Solicitor | 1 | 1.2 |
| Total | 84 | %100 |

**4. Distribution of the sample according to the address job:**

**5. The number of service years**

**As indicated the table (4-5) that more categories repeat**

They have practical experience more than (9-13 ) year which percentage of (40.5 ), then comes the category of those practical experience ranging between (4-8)the year ranked second and percentage of ( 36.9), then comes the category of those with experience ranging process (14-18) years and amount percentage of (11.9), and equal to the number of category-haves practical experience of (19-23) years percentage of the category of(8.3) those with less experience process from (3) years where he accounted for (2.4), the researcher believes that this is a good ratio so as to provide credibility to questions be answered in the questionnaire and the category of those with practical experience over (24) equals and researcher believes that this is a good proportions so as to provide credibility to questions be answered in the questionnaire.

Table 0(4-5) shows variable practical experience of individual's sample

| Number of years practical experience | Number | Percentage |
|---|---|---|
| 9-13 | 34 | 40.5 |
| 4-8 | 31 | 36.9 |
| 14-18 | 10 | 11.9 |
| 19-23 | 7 | 8.3 |
| <=3 | 2 | 2.4 |
| >=24 | 0 | 0 |
| Total | 84 | %100 |

**6. Distribution of the individuals sample according the social situation**

Table (04-6) shows the changing of social status

| social situation | Number | Percentage |
|---|---|---|
| Single | 41 | 48.8 |
| Married | 42 | 50.0 |
| Divorced | 1 | 1.2 |
| A widower | 0 | 0 |
| Total | 84 | %100 |

**7- Do you have any kind of training since joining the organization?**

Table 4-7 shows the variable kind of training since joining the organization

| Details | Number | Percentage |
|---------|--------|------------|
| Yes | 41 | 48.8 |
| No | 43 | 51.2 |
| Total | 84 | %100 |

**8- How were they selected for the training?**

Table 4-8 shows a variable selection of training

| Details | Number | Percentage |
|---------|--------|------------|
| After joining the company | 31 | 36.9 |
| Moderators recommendation | 12 | 14.3 |
| Mandatory for all employees | 14 | 16.7 |
| At the request of the employee | 13 | 15.5 |
| I do not know | 14 | 16.7 |
| Total | 84 | %100 |

**9 -How often undergo training?**

Table 0(4-9) how was the subject of training

| Details | Number | Percentage |
|---------|--------|------------|
| Three months | 14 | 16.7 |
| every six months | 30 | 35.7 |
| once a year | 19 | 22.6 |
| every two years | 21 | 25.0 |
| Total | 84 | %100 |

**10- Does the methods used in training has any effect your skills?**

Table 0(4-10) Use the training effect on your skills

| Details | Number | Percentage |
|---------|--------|------------|
| Yes | 59 | 70.2 |
| No | 25 | 29.8 |
| Total | 84 | %100 |

**11-How would you rate the quality of training programmers / image that you?**

Table (4-11) linked to the exercises that you received for your business?

| Details | Number | Percentage |
|---------|--------|------------|
| Weak | 4 | 4.8 |
| Average | 24 | 28.6 |
| Good | 40 | 47.6 |
| Excellent | 16 | 19.0 |
| Total | 84 | %100 |

**12 -How was linked to the exercises that you received for your business?**

Table (4-12) linked to the exercises that you received for your business?

| Details | Number | Percentage |
| --- | --- | --- |
| Dose not apply at all | 7 | 8.3 |
| Nothing to do with | 14 | 16.7 |
| I'm not sure | 37 | 44.0 |
| Is very effective | 26 | 31.0 |
| Total | 84 | %100 |

**13- In your opinion do you think the training has helped improve the performance of your job?**

Table 0(4-13) training help improve the performance of job

| Details | Number | Percentage |
| --- | --- | --- |
| Yes | 70 | 83.3 |
| No | 14 | 16.7 |
| Total | 84 | %100 |

**4.2.    Diagnose the variables of the study and describing**

This section deals with the description of study variables through the opinions of individuals the study sample analysis, using statistical methods such as frequency distribution, percentages, arithmetic average and standard deviation and proportions of the agreement. So that the paragraph be any positive meaning "that the individuals sample agree with the content" if the ratio of the agreement more than "60%, and the paragraph be negative meaning "The individuals sample disapprove of the content," If the agreement is lower From "60%", and this applies to all paragraphs of resolution for each variables of training and standards and performance of the organization and its dimensions. . And it will determine the degree of approval of the paragraphs of resolution through the value of the arithmetic average for these paragraphs as in the table

Table 4-14 Weighted average Likert scale Quintet

| The weighted average | The degree of approval |
|---|---|
| 1 to 1.80 | Very low |
| From 1.81 to 2.60 | Low |
| From 2.61 to 3.40 | Medium |
| From 3.41 to 4.20 | High |
| From 4.21 to 5.0 | Very high |

Source: Darwish, Sangar Sabri, (2014),

the analysis of the relationship of an organizational Citizenship behavior to adopt patterns of social responsibility of banks and their impact on environmental management practices in the hotel industry, Master's Thesis, Salahaddin University, College of Management and Economics, p. 134.

First, describe the training and standards variable

The table shows (4-15) Distributions repeatability and percentages and values circles calculations and standard deviations and the percentage of the agreement, the views of the individuals study sample to describe the paragraphs of training, and as shown in the following:

The paragraphs of training variant of 14-37 are arranged in descending order according to the percentage of agreement as follows:

1. Paragraph "18" ranked first according to percentage of the agreement, which amounted67%, which is greater than 60% greater rate and has focused views of the individuals study sample towards it. As well as the arithmetic average was 3.4, a larger than average Standard 3 and reached the standard deviation of 0.99, which indicates that the study sample agree positive very high degree on the content of this paragraph, which include (the process of identifying the training needs of the organization that represents the input analysis of the strengths and weaknesses of the trainee factors).

2. Paragraph "29" ranked second according to percentage of the agreement, which amounted62%, which is greater than 60% and is the lowest rate was focused views of the individuals study sample towards it. . As well as the arithmetic average 3.1 was a

62

larger than average standard 3 and reached the standard deviation of 0.98, which indicates that the individuals study sample agree the positive degree on the content of this paragraph, which states (Organization to provide the supplies necessary for the implementation of the training program)

According to opinions the individuals study sample the ranks categories were training respond as follows It is clear from the above that the individuals study samples agree with the training variable in general agreement amounted Rate 64.62%, which is greater than 60% and the arithmetic average which amounted to 3.23 is greater than the average 3 Standard. As well as the standard deviation was 1.05, which means that the study sample agree by the positive medium degree on the training variable and so is this standard statistical function.

Table 4-15Frequency table, Weighted Mean, SD Percentile of Weights (%) For training

| Var. | Strongly disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | | Weighted Mean | S.D | Percentile of Weights (%) |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | Fr | % | Fr | % | Fr | % | Fr | % | Fr | % | | | |
| Q14 | 7 | 8.3 | 12 | 14.3 | 26 | 31.0 | 34 | 40.5 | 5 | 6.0 | 3.2 | 1.04 | 64.20 |
| Q15 | 7 | 8.3 | 15 | 17.9 | 20 | 23.8 | 33 | 39.3 | 9 | 10.7 | 3.3 | 1.13 | 65.20 |
| Q16 | 8 | 9.5 | 11 | 13.1 | 24 | 28.6 | 30 | 35.7 | 11 | 13.1 | 3.3 | 1.15 | 66.00 |
| Q17 | 6 | 7.1 | 9 | 10.7 | 31 | 36.9 | 33 | 39.3 | 5 | 6.0 | 3.3 | 0.98 | 65.20 |
| Q18 | 6 | 7.1 | 3 | 3.6 | 41 | 48.8 | 24 | 28.6 | 10 | 11.9 | 3.4 | 0.99 | 67.00 |
| Q19 | 3 | 3.6 | 19 | 22.6 | 33 | 39.3 | 24 | 28.6 | 5 | 6.0 | 3.1 | 0.94 | 62.20 |
| Q20 | 4 | 4.8 | 16 | 19.0 | 36 | 42.9 | 21 | 25.0 | 7 | 8.3 | 3.1 | 0.98 | 62.60 |
| Q21 | 4 | 4.8 | 16 | 19.0 | 31 | 36.9 | 25 | 29.8 | 8 | 9.5 | 3.2 | 1.02 | 64.00 |
| Q22 | 10 | 11.9 | 8 | 9.5 | 25 | 29.8 | 37 | 44.0 | 4 | 4.8 | 3.2 | 1.08 | 64.00 |
| Q23 | 7 | 8.3 | 14 | 16.7 | 22 | 26.2 | 34 | 40.5 | 7 | 8.3 | 3.2 | 1.09 | 64.80 |
| Q24 | 5 | 6.0 | 12 | 14.3 | 27 | 32.1 | 29 | 34.5 | 11 | 13.1 | 3.4 | 1.07 | 67.00 |
| Q25 | 4 | 4.8 | 13 | 15.5 | 30 | 35.7 | 28 | 33.3 | 9 | 10.7 | 3.3 | 1.02 | 66.00 |
| Q26 | 9 | 10.7 | 13 | 15.5 | 20 | 23.8 | 32 | 38.1 | 10 | 11.9 | 3.3 | 1.18 | 65.00 |
| Q27 | 13 | 15.5 | 12 | 14.3 | 24 | 28.6 | 23 | 27.4 | 12 | 14.3 | 3.1 | 1.27 | 62.20 |
| Q28 | 10 | 11.9 | 6 | 7.1 | 23 | 27.4 | 37 | 44.0 | 8 | 9.5 | 3.3 | 1.13 | 66.40 |
| Q29 | 5 | 6.0 | 18 | 21.4 | 28 | 33.3 | 30 | 35.7 | 3 | 3.6 | 3.1 | 0.98 | 62.00 |
| Q30 | 5 | 6.0 | 11 | 13.1 | 36 | 42.9 | 26 | 31.0 | 6 | 7.1 | 3.2 | 0.97 | 64.00 |
| Q31 | 5 | 6.0 | 10 | 11.9 | 31 | 36.9 | 26 | 31.0 | 12 | 14.3 | 3.4 | 1.06 | 67.20 |
| Q32 | 6 | 7.1 | 19 | 22.6 | 23 | 27.4 | 26 | 31.0 | 10 | 11.9 | 3.2 | 1.13 | 63.60 |
| Q33 | 8 | 9.5 | 6 | 7.1 | 33 | 39.3 | 31 | 36.9 | 6 | 7.1 | 3.3 | 1.03 | 65.00 |
| Q34 | 4 | 4.8 | 20 | 23.8 | 25 | 29.8 | 29 | 34.5 | 6 | 7.1 | 3.2 | 1.02 | 63.00 |
| Q35 | 4 | 4.8 | 13 | 15.5 | 27 | 32.1 | 37 | 44.0 | 3 | 3.6 | 3.3 | 0.93 | 65.20 |
| Q36 | 2 | 2.4 | 19 | 22.6 | 22 | 26.2 | 34 | 40.5 | 7 | 8.3 | 3.3 | 0.99 | 66.00 |
| Q37 | 6 | 7.1 | 10 | 11.9 | 37 | 44.0 | 27 | 32.1 | 4 | 4.8 | 3.2 | 0.95 | 63.00 |
| Average | | | | | | | | | | | 3.23 | 1.05 | 64.62 |

Secondly, described the performance of the organization and standards variable

Table (4-15) shows the distributions repeatability and percentages and values circle of calculations, standard deviations and the percentage of the agreement, the opinions of the individuals study sample to describe the paragraphs of the performance of the organization, as shown in the following: The variable of paragraphs the performance of the organization From 38-46 are arranged in descending order according to the percentage of agreement as follows:

1. Paragraph ranked "45" first place in accordance with the percentage of the agreement, which amounted 68%, which is greater than 60% and is the largest rate has focused opinions of the individuals study sample towards it. As well as the arithmetic average was 3.4, a larger than average Standard 3 and reached the standard deviation of 1.03, which indicates that the individuals study sample agree with the positive very high degree on the content of this paragraph, which include (The institution to identify the right place to the training, according to the requirements of the implementation of training programs).

2. Paragraph "39" ranked second according to the proportion of the agreement, as it amounted 58.60%, which is greater than 60% and is the lowest rate was focused opinions of the study sample towards it. As well as the arithmetic average was 2.9, a smaller than average Standard 3 and amounted the standard deviation of 1.18, which indicates that the individuals study sample agree by a positive degree on the content of this paragraph, which states(And contribute to training programs to reduce the organization supervising on the staff costs).

According to opinions the individuals study sample rank categories came responding performance of the organization as follows:

It is clear from the above that the study individuals sample agree with the organization's performance variable in generally by agreement amounted 64.02%, which is greater than 60% and the arithmetic average which amounted 3.20 is greater than the average 3 Standard. As well as the standard deviation amounted 1.08, which means that the

*Table 4-16 Frequency table, Weighted Mean, SD, Percentile of Weights (%) for (performance organization (n=84)*

| Var. | Strongly disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | | Weighted Mean | S.D | Percentile of Weights (%) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fr | % | Fr | % | Fr | % | Fr | % | Fr | % | | | |
| Q38 | 10 | 11.9 | 16 | 19.0 | 21 | 25.0 | 28 | 33.3 | 9 | 10.7 | 3.1 | 1.20 | 62.40 |
| Q39 | 13 | 15.5 | 16 | 19.0 | 25 | 29.8 | 24 | 28.6 | 6 | 7.1 | 2.9 | 1.18 | 58.60 |
| Q40 | 6 | 7.1 | 15 | 17.9 | 29 | 34.5 | 27 | 32.1 | 7 | 8.3 | 3.2 | 1.05 | 63.40 |
| Q41 | 9 | 10.7 | 18 | 21.4 | 31 | 36.9 | 20 | 23.8 | 6 | 7.1 | 3.0 | 1.09 | 59.00 |
| Q42 | 6 | 7.1 | 11 | 13.1 | 25 | 29.8 | 31 | 36.9 | 11 | 13.1 | 3.4 | 1.09 | 67.20 |
| Q43 | 4 | 4.8 | 14 | 16.7 | 27 | 32.1 | 34 | 40.5 | 5 | 6.0 | 3.3 | 0.97 | 65.20 |
| Q44 | 2 | 2.4 | 18 | 21.4 | 30 | 35.7 | 21 | 25.0 | 13 | 15.5 | 3.3 | 1.05 | 66.00 |
| Q45 | 2 | 2.4 | 15 | 17.9 | 27 | 32.1 | 27 | 32.1 | 13 | 15.5 | 3.4 | 1.03 | 68.00 |
| Q46 | 6 | 7.1 | 12 | 14.3 | 25 | 29.8 | 31 | 36.9 | 10 | 11.9 | 3.3 | 1.09 | 66.40 |
| Average | | | | | | | | | | | 3.20 | 1.08 | 64.02 |

**4.3.    Test hypotheses:**

It is in this section analysis of the relationships to model the current study and hypotheses through speaker, the first analysis of the relationships between the variables of the study and the second analysis of the impact of between the study variables.

First: an analysis of the relations between the variables of the study

Complement the processes of descriptive and diagnostic list on data analysis of descriptive, it was a test of relations between the variables of the study to demonstrate the existence of a significant relationship between the training standards and the dimensions of the performance of the organization at the overall level and the partial and as follows.

1 - Find the relationship between the training standards and the dimensions of the performance of the organization at the overall level of the banks researched:

Show the data of schedule (4-16) the results of the statistical analysis of the relationship between the main variables of the study, which reached their relationship 0.836** it is a significant value at a level of 0.01 and the value of statistical significance 0.000 P. Value This refers to that the more focused on training researched banks, improving the performance of the organization, if you accept the first main hypothesis which indicates that: there a significant relationship of statistically between the training and performance of the organization in researched banks.

2. There is a relationship between individual training and the dimensions of the performance of the organization for the banks researched: The relationship between each standard training criteria the dimensions of the performance of the organization so that the main branch of this hypothesis it was analyzed relationships between each standard of training standards and of (Identification of training needs, designing the training

66

program, the implementation of the training program, evaluate of the training program) and the dimensions of the organization's performance and as follows:

A- The relationship between the identification of training needs and performance of the organization in researched banks:

Show the data of schedule (4-16) to the existence of a positive correlation between the identification of training needs and performance of the organization, as the value of the correlation coefficient was 0.742 **, in the abstract level of 0.01 and that the first sub-hypothesis realized of the first main hypothesis, which indicate that: There is a correlation between the identification of training needs and performance of the organization in researched banks.


B- The relationship between the design of the training program and the performance of the organization in researched banks:

Show the data of schedule (4-16) to the existence of a positive correlation between the design of the training program and the organization's performance, as the value of the correlation coefficient was 0.768, ** when the a significant level of 0.01 that the second sub-hypothesis realized of the first main hypothesis, which indicate that: there was a significant relationship between the design of the training program and the performance of the organization in researched banks.

C- The relationship between the implementation of the training program and the performance of the organization in researched banks:

Show the data of schedule (4-16) to the existence of a positive correlation between the implementation of the training program and the organization's performance, as the value of the correlation coefficient was 0.571 **, in the abstract level of 0.01 that the third sub-hypothesis realized of the first main hypothesis, which indicate that: There is a correlation between the implementation of the training program and the performance of the organization in researched banks.

D- The relationship between evaluate of the training program and the performance of the organization in researched banks:

Data indicate Schedule (4-16) to the existence of a positive correlation between the evaluation Training Program and the performance of the organization, as the value of the correlation coefficient was 0.763 **, in the abstract level of 0.01 that the fourth sub-hypothesis realized of the first main hypothesis, which indicate that: There was a significant relationship between the evaluation of training program and the performance of the organization in researched banks.

- 
  - **Hypothesis(1) Correlation Analysis**

Table 4-0-17 Correlation is significant at the 0.01 level (2-tailed), n=84

| Dependent Var. | | |
|:---:|:---:|:---:|
| **Independent Var.** | Y | Sig. |
| **X1** | **$0.742^{**}$** | **0.000(H.S)** |
| **X2** | **$0.768^{**}$** | **0.000(H.S)** |
| **X3** | **$0.571^{**}$** | **0.000(H.S)** |
| **X4** | **$0.763^{**}$** | **0.000(H.S)** |
| **X** | **$0.836^{**}$** | **0.000(H.S)** |

Show the results of schedule (4-17) that the relationship between the design standard training program for variable training and performance of the organization, received the highest correlation coefficient which is ** 0.768. The relationship between the implementation of the training program for variable training and performance organization, get a lower correlation coefficient which is ** 0.571, this is an indication that there is a significant positive correlation to design a training program in researched banks on the implementation of the training.

Second, analysis of the impact between the variables of the study

1. The impact of the training and performance of the organization at the overall level for the researched banks:

Adopted of the regression factor to show the impact for the main variables according to the statements of study, it was found when analyzing of the field data in the table (4-0-18) The presence significant effect of a statistically to the variable of training and

performance of the organization at the overall level for the banks researched, it amounted to % 69.9 = R2, the value of F Calculated 190.683,

the largest of Tabulated value 3.9381 at the a significant level of 0.000, and T was calculated 13.809, the largest of Tabulated value 1.661 at the a significant level of 0.000, based on the nature of this effect, the change that occurs in the training leads to more impact in the performance of the organization in the sample researched and thus accept the second main hypothesis, which states that: there are significant effect statistically significant training on the performance of the organization in researched banks.

*Table 4-18 Regression Analysis for (X/Y)*

| Dependent Var. | Y | | | |
|---|---|---|---|---|
| **Independent Var.** | **Constant** | **B** | **F** | **R$^2$** |
| **X** | **-0.103** **t (-0.423 )** **Sig.(0.673)** | **1.018** **t(13.809)** **Sig.(0.000)**[**] | **190.683** **Sig.(0.000)**[**] | **69.9%** |

2. Analysis of the impact of individual training in the performance of the organization for the researched banks:

The impact of each standard of training standards in the performance of the organization So that the branch off from the main branch of this hypothesis it was analysis of the

effects of each standard of training standards and of (Identification of training needs, designing of training program, the implementation of the training program, evaluation of the training program) and the dimensions of the organization's performance and as follows:

(A) Analyze the impact of the identification of training needs in the performance of organization:

The results of the analysis of field data in the table (4-19) there is a significant effect and has a statistically significant the identification of training needs in the performance of the organization. It amounted to the value of $R^2 = 55\%$ which refers to the ability of the standard identification of training needs in the interpretation of the effect that occurs to the dimensions of the performance of the organization, The value of F calculated 100.152, the largest of Tabulated value 3.9381 at the a significant level of 0.000 and amounted to T calculated 10.005, the largest of Tabulated value 1.661 at the a significant level of 0.000, Based on the nature of this effect, the change that occurs in the standard identification of training needs leads to more impact in the performance of the organization, And thus accept the first sub-hypothesis from the second main hypothesis, which states that: there are the significant effect of statistical significance to the variable identification of training needs in the performance of the organization in researched banks.

## Hypothesis (2) Regression Analysis

*Table 4-19 Regression Analysis for (X1/Y)*

| Dependent Var. | Y | | | |
|---|---|---|---|---|
| Independent Var. | Constant | β | F | $R^2$ |
| X1 | 0.465<br>t (1.66 )<br>Sig.(0.101) | 0.848<br>t(10.005)<br>Sig.(0.000)** | 100.152<br>Sig.(0.000)** | 55% |

**\*\* Significant at the level 0.01 (Sig ≤0.01), n=84**

(B) Analysis the impact of design of the training program in the performance of the organization:

The results of the analysis of field data in the table (4-20) there is a significant effect and has a statistically significant the identification of training needs in the performance of the organization. It amounted to the value of R2 = 59% which refers to the ability of the standard design of the training program in the interpretation of the impact that occurs to the dimensions of the performance of the organization, The value of F calculated 118.025 It is the largest of Tabulated value 3.9381 when the a significant level of 0.000 and amounted calculated 10.864, the largest of Tabulated value 1.661 at the a significant level of 0.000, based on the nature of this effect, the change that occurs in the standard design of the training program leads to more impact in the performance of the organization, and thus accept the second sub- hypothesis from the second main hypothesis, which states that: there are the significant effect statistically significant to

the variable design of the training program in the performance of the organization in researched banks.

Table 4-20 Regression Analysis for (X2/Y)

| Dependent Var. | Y | | | |
|---|---|---|---|---|
| Independent Var. | Constant | B | F | R² |
| X2 | 0.570<br>t (2.292 )<br>Sig.(0.024)* | 0.812<br>t(10.864)<br>Sig.(0.000)** | 118.025<br>Sig.(0.000)** | 59% |

**** Significant at the level 0.01 (Sig ≤0.01), n=84**

(C) Analysis of Impact of the implementation of the training program in the performance of the organization:

The results of the analysis of field data in the table (4-21) having a significant effect and statistically significant for the implementation of the training program in the performance of the organization. It amounted to the value of $R2 = 32.6\%$ which refers to the ability of the standard implementation of the training program in the interpretation of the impact that occurs to the dimensions of the performance of the organization,

The value of F calculated 39.582, the largest of Tabulated value 3.9381 at the a significant level of 0.000 and amounted calculated 6.291, the largest of Tabulated value 1.661 at the a significant level of 0.000, based on the nature of this effect, The change that occurs in the standard implementation of the training program leads to more impact in the performance of the organization, And thus accept the third sub-hypothesis of the second main hypothesis, which states that: there are the significant effect of the

statistically significant variable for the implementation of the training program in the performance of the organization in the researched banks.

Table 4-21 Regression Analysis for (X3/Y)

| Dependent Var. | Y | | | |
|---|---|---|---|---|
| **Independent Var.** | **Constant** | **B** | **F** | **R$^2$** |
| **X3** | 1.677<br>t (6.623 )<br>Sig.(0.000)$^{**}$ | 0.461<br>t(6.291)<br>Sig.(0.000)$^{**}$ | 39.582<br>Sig.(0.000)$^{**}$ | 32.6% |

**\*\* Significant at the level 0.01 (Sig ≤0.01), n=84**

(D) The analysis of the impact of the training program evaluation in the performance of the organization:

The results of the analysis of field data in the table (4-22) having a significant effect and it has a statistical significance to evaluate of the training program in the performance of the organization. It amounted to R2 58.3 =% which refers to the ability of the standard training program evaluated in the interpretation of the effect that occurs to the dimensions of the performance of the organization,

The value of F calculated 114.501 It is the largest of Tabulated value 3.9381 at a significant level of 0.000 and amounted calculated 10.701, the largest of Tabulated value 1.661 at a significant level of 0.000, based on the nature of this effect, the change that occurs in the evaluation of the training program standards leads to more impact in the performance of the organization, and thereby accept the fourth sub-hypothesis of the

second main hypothesis, which states that: there are a significant effect of statistically significant variable to evaluate the training program in the performance of the organization in the researched banks.

Table 4-22 Regression Analysis for (X4/Y)

| Dependent Var. | Y | | | |
|---|---|---|---|---|
| Independent Var. | Constant | B | F | $R^2$ |
| X4 | 0.445 t (1.687 ) Sig.(0.095) | 0.855 t(10.701) Sig.(0.000)** | 114.501 Sig.(0.000)** | 58.3% |

**\*\* Significant at the level 0.01 (Sig ≤0.01), n=84**

Third: Test variation or differences in the achievement of the dimensions of training depending on the adoption of performance organization standards in the researched banks.

Shows the results of using the gradual regression analysis of the table (4-23) as follows:

The training is generally included in the regression equation which has an impact on the performance of the organization, because the value of R2 has amounted 70.8%, which is at the level of less than 0.05, the value of F calculated has amounted 51.320 it is the largest of the value of F tabulated 2.3113 at a significant level of 0.000 which is statistically significant. Note that each training standards entered the regression equation because the value of them statistically significant, because it is the moral level of less than 0.05.

All this is inferred to accept the hypothesis major third, which states, differ the researched banks in their investigation to keep the performance of the organization based on the adoption of the training.

*Table 4-23 differences in the achievement of dimensions of the training depending on the performance*

| Dependent Var. Independent Var. | Y | | | |
|---|---|---|---|---|
| | **Constant** | **B** | **F** | **R$^2$** |
| **X1** | -0.211 t (-0.861 ) Sig.(0.673) | 0.344 t(3.427) Sig.(0.001)** | 51.320 Sig.(0.000)** | 70.8% |
| **X2** | | 0.284 t(2.621) Sig.(0.011)* | | |
| **X3** | | 0.078 t(1.292) Sig.(0.200) | | |
| **X4** | | 0.384 t(3.196) Sig.(0.002)** | | |

**\*\* Significant at the level 0.01 (Sig ≤0.01), n=84**

# CHAPTER FIVE
## CONCLUSIONS AND RECOMMENDATION

Introduction: the study found many of the conclusions and recommendations made evidence through the analysis and interpretation of data, as well as through personal interviews, which were obtained by the members of the study, and this chapter will display a summary of the most important findings of the study, along with a set of recommendations made by the researcher.

### 5-1 Conclusions

Finally, the study reached a number of conclusions which can be identified in the following:

1. Weak interest in senior management training process in the bank and the neglect of this important aspect and is directly linked to the performance of the bank.

2. Lack of attention to selecting modern, advanced and appropriate training methods and that are consistent with the work requirements, which are doing individual trainees

3. The identification of training needs are not according to what is required to open training courses to create halls and determine the time and the right time to hold training programs.

4. Not to give the opportunity for the involvement of all personnel in the Bank of the training process and only have a certain group.

5. Focus on the theoretical side lost when you open and not to focus on the practical side of training courses, which have a clear impact in the ease of understanding of the trainees for the purpose of the training.

6. Lack of summaries or pamphlets or statements speak for the training advantages and influence played by the training process to improve the organization and performance of individuals alike

**5-2 Recommendations**

In light of the results of the study, the researcher proposes a number of recommendations that could contribute to the activation of the training process for employees in a bank in the city of Erbil and then leads to improving the performance of the bank and as the following. 1. invited the senior management at the Bank of the city of Erbil to the attention of the training process is much greater than it is now, as one of the important weapons that have a positive impact on improving the performance of the bank.

2. Use of tactics such as the training of modern style of the case study and role-playing and sensitivity training and administrative matches, has stated the researcher many training methods and how to apply it in this study, which allow for coaches to choose what fits the training situation and trainees.

.3. Balance of appropriate financial amounts in the annual budget of the bank to support the training activity, which play an active role in the creation of workers, which in turn could impact on improving the performance of the bank positive.

4. Coordination with universities and institutes in the country to be cooperative and beneficial from the process of university graduates (PhD, an MSc, and Higher Diploma) to give lectures in the training sessions.

5. Provide incentives and bonuses for outstanding trainees and the application of justice and equality among them.

6. Issuing publications or articles or writing weekly or monthly speak about the advantages and impact of training to improve the performance and distributed to the employees in the bank in order to be better motivate employees to participate in training courses.

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# {Questionnaire}

Gaziantep University

College of Administration and Economics

Business Administration Department

Postgraduate Studies


Date /    /    /

Number of the form (     )

Dear Sir…………………………

Greetings

I hope you are doing well.

Resolution that on your hand are for the purposes of scientific research to complete the master's thesis titled: **(The impact of training on performance of the organization)** applied study on a sample of governmental Banks please if you could answer for each paragraph of the paragraphs below put (√) under the answer which represents your point of view.... note given answers will be used exclusively for the purposes of scientific research hoping your cooperation with us thank you and best regards:

Main Notes:


 1.The researcher hopes from your good self to read all the words first and then Naming the beginning of each inside to answer and reflect your position and

 2 .There is no right or wrong answer, we ask your opinion on the proposed issue.

 3.Please do not leave any question unanswered, because that would mean a     disqualification for analysis.

4.Please describe the extent of your agreement with each paragraph mark (√) in   the box, which gives the required accuracy and your description of the situation, as  evidenced by the fact that it really exists.

Researcher

Nzar Mohammad SofI

Master Student / Business Administration

Appendix 2: Personal data: Please fulfill the following data or select the desired statement

1-Gender

Male (   )              Female (  )

2-Age………………………………Year(    )

3-attainment

Middle school or less (   )    Technical Diploma    (   )

Bachelor              (   )     Graduate studies     (   )

4-Career Title……………………………………….

5-Number of years of service

Less (21year)………….. ( )                  (22-26)…….)

6- Social Situation

Single (  ), Married (   ), Divorced (  ), a widower (   )

7- Do you have any kind of training since joining the organization?

 Yes (  )            No (  )

If "yes" to the question above, please continue to the following questions.

8- How were they selected for the training?

After joining the company (  )            Moderators recommendation (  )

Mandatory for all employees (  )

At the request of the employee (  )       I do not know (   )

9 -How often undergo training?

Three months (  ), every six months (  ), once a year (  ), every two years (   ),

10- Does the methods used in training effect your skills

 Yes (  )         No (  )

11- How to evaluate the quality training programmers?

Weak (  )            Average (  )     Good (  )         Excellent (  )


Dose not apply at all (   ) nothing to do with (   ) I'm not sure (   )   is very effective (   )

13- In your opinion do you think the training has helped improve the performance of your job?

            Yes (  )                                    No (  )

(3)Third, the study variables (elements of the training process and performance criteria (or standards on the subject of the study)

Please put (√) in front of each of the following paragraphs, which represents your opinion- :

Keep the training of human resources:

1-Identify training needs: training needs: the desired range set in the individual changes, relating to his input and his experience and his behavior and trends to make it fit for the position and the performance of functions, and duties of his current job very efficiently:

| N | Answers<br><br>Phrases | Strongly do not agree(1) | Not agree (2) | Neutral(3) | Agree (4) | Strongly Agree (5) |
|---|---|---|---|---|---|---|
| 14 - | Organization seeks to identify training needs to change the behavior of workers for the better. | | | | | |
| 15 - | Identification of training needs by the organization helps to focus on the good performance. | | | | | |
| 16 - | Contribute to identifying the training needs of the organization accuracy increase the chances of success of the training program. | | | | | |
| 17 - | Represent the training needs of the organization an effective element to performance the job performance of employees. | | | | | |
| 18- | The process of identifying the training needs of the organization representing the input of analyzing the strengths | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | and weaknesses of the trainee's factors. | | | | | |
| **19-** | Organizations are keen to identify the coaches who are suffering from a lack of performance. | | | | | |
| **20-** | The organization wants to identify training needs to diagnose the skills possessed by trainees | | | | | |
| **21-** | Organization to provide all the financial requirements for the success of the training Process. | | | | | |

**11-Training Program Design: includes identifying training program objectives and content of the program and determine the training method and the creation of the necessary supplies.**

| 28- | Organization cares on determining the appropriate place for the training of according to the requirements of the implementation of the training program. | | | | | |
|---|---|---|---|---|---|---|
| 29- | Organized provide supplies necessary for the implementation of the training program. | | | | | |
| 30- | Organization distributes pamphlets and publications on trainees for consultation during the implementation of the training program. | | | | | |
| 31- | The organization is committed to provide a convenient means of transport to transport the trainees when using external training method (such as universities or training centers.( | | | | | |
| 32- | Organization depends on technologies and modern methods in the implementation of the training program. | | | | | |

**1111-The training program's calendar: procedures that measuring the efficiency of the training programs and the extent of its success in achieving its goals:**

| 33- | Organization use certain methods to strengthening the program as supervisor's reports, and performance reports. | | | | | |
|---|---|---|---|---|---|---|
| 34- | Training programs contribute to increased information experiences and abilities of the trainees. | | | | | |
| 35- | Standardizing the Organization trainee's performance before, during and after training for the purpose of evaluation of the training program. | | | | | |
| 36- | Training programs contribute to the organization to increase knowledge of trainees in his field. | | | | | |
| 37- | Lead the process of training to decrease maintenance costs | | | | | |

**11111-Cost: is the value of getting the product suitable price taking into consideration the quality:**

| 38- | Advanced training programs which been implemented by the organization contribute to decrease production costs. | | | | | |
|---|---|---|---|---|---|---|
| 39- | Training programs contribute to reduce the organization overseeing the personnel costs | | | | | |
| 40- | Organization can introduce their products at the lowest cost by adopting modern training programs. | | | | | |
| 41- | Organization can get largest incomes, when achieve its training programs. | | | | | |

**111111-Innovation: a creative mentality process designed to produce new and useful ideas and unfamiliar by the individual or group of individuals who work To gather achieve a common goal, and their application to translate them into new products:**

| 42- | Training to form encouraging work environment of creativity and innovation work. | | | | | |
|---|---|---|---|---|---|---|
| 43- | It also helps assess and train staff to know the degree of the capabilities of the trainees in the analysis and development of logical thinking. | | | | | |
| 44- | The organization interest to creativity in order to develop the capacity of workers through training programs. | | | | | |
| 45- | Organization is keen to develop a spirit of creativity through its training programs to meet the challenges in their work | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | environment. | | | | | |
| **46-** | Organization achieve an innovative competitive advantage through the use of modern methods in the implementation of training programs, such as brainstorming style. | | | | | |

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