

**Evaluating Management Effectiveness of in-service Training Programs in Human Resources Development Office at Ministry Of Road and Transportation**

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**Abstract:** The main purpose of this study was to evaluate of effectiveness of management of in-service training programs in Human Resources Development Office (HRDO) at Ministry of Road and Transportation. The target population includes: 1) Total number of Chief Executive Officers (CEO's) was 116, 2) Total number of personnel include 290 personnel members. To conduct the study two measurement scales were designed: (a) Task Performance Quality Scale, (b) Organizational Effectiveness Scale. The validity and reliability of each scale was tested and approved. A random sample of 86 CEO's and personnel participated in the study by fill out both scales. The collected data was analyzed through descriptive statistics, t-test and multi-variate regression procedures. The following results were concluded: Both group, the CEO's and personnel evaluated the quality of the performance of HRDO personnel at median level. The personnel evaluated the effectiveness of HRDO personnel at median level. The CEO's evaluated the effectiveness of HRDO personnel at low level. No meaningful difference was observed between the viewpoints of CEO's and personnel about the quality of task performance of HRDO personnel. A meaningful difference was observed between the viewpoints of CEO's and personnel on the effectiveness of the HRDO. The CEO's participants evaluated the effectiveness of the HRDO lower than personnel participants. Both variables "Organizational Effectiveness" and "Task Performance Quality" of personnel can be predicted by the "training evaluation" variable.

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### 1. Introduction and Explaining Problem

Human development through training as a process for improvement and raising capability and powers, increasing of knowledge and awareness, change of tendency and humans' perception play the most fundamental role in improvement and development of Human Capital in Organization (Seyed Javadein, 2003). By virtue of multi-factors theory of efficiency and systematic model of slection and effective utilization of Human Resources of Organizations (HRO), educated and skilled human resources is of the most important factors on efficiency of organization. Therefore, in order to achieve educated human resources, effective training of personnel; is accounted from the most fundamental inter-organization effective factors on efficiency of organization (Saatchi, 2003). Employees' educating is such as maintenance of properties and equipment. Tools and equipments for joining of more efficiency

need to continuous repair and regulation. Therefore, for maximization of effectiveness and proficiency of Organization' individuals, suitable educating programs should be compiled for them (Seyed Javadein, 2003). Educating is a certain matter. Therefore, its performance and its representation in a manner that have useful results is a must not a choice (Brinkerhaf, 2005). Thus, educating is one the most complex tasks in each organization which is resulted to empowerment of human force and while guaranteeing their success, also cause achieving to organizational goal by more effectiveness. Therefore, one of the factors has more impact on organization effectiveness and can pay an important role in its improvement is educating human forces(Nikookar, 2001). But training when is effective that be evaluated to by performance of it the shortages of job be specified and shifts organization to achieving its goals. On this basis, most organizations including

Ministry of Road and Transportation held courses of training program for its personnel and execution of each course requires huge investment. Therefore, awareness of effectiveness of educating courses scale and result of them is very important for managers and can help them in making decision about course, adjustment or expansion of programs. Thus, present research pays to evaluation of effectiveness of training operation of Ministry of Road and Transportation Human Resource Development Office. Main tasks approved by this office are: Preparation and adjustment of training programs, training needs assessment, preparation and collection of training instructions and by-laws, execution of training programs, supervision on execution of training courses, continuous evaluation of knowledge and skill of personnel and evaluation of held training courses. Under investigation dimensions in conceptive model of research are shown in Figure 1.

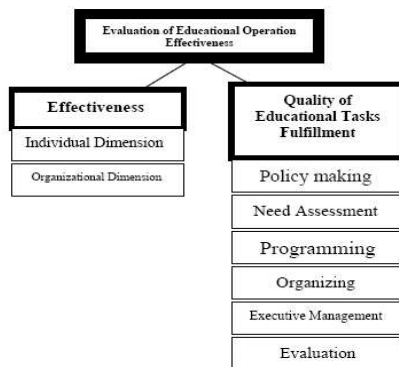


Figure 1: Evaluation of Educational Operation

## 2. A review on Former Researches

According to figure No. 1, performed researches in 6fold dimensions of training quality and two effectiveness dimensions, have been investigated. Evaluation of Human Resources Unit of Cambridge University (2008) indicated that processes of personnel training in this university enjoys of desired condition. Also in this investigation in managers and personnel of university point of view, there is suitable connection and partnership between personnel training goals and current strategies of university. Giving critique feedbacks through execution of evaluation of courses and programs process in point of view of managers, personnel, clients and revision of programs through results obtained from evaluation including reasons of fair quality of personnel training activity and process of training evaluation has been mentioned in this university. On the basis of report of improvement unit of London University Personnel (2008), training programming, executive activities and process of evaluation of personnel training in this

university enjoys of desired condition. Also on the basis of evaluation of mentioned unit, among reasons of suitable condition of executive activities and training programming in this university is performance of evaluation and use of its results in modification and revision of training programs and activities at the beginning and end of academic year. Woodal and Wheel (2005), in their research on training activities and improvement of human resources in France concluded that observance of strategic orientation in training activities, training policy making, attention of senior manager of organization to the improvement of human resources enjoys of suitable condition but, after training evaluation, there has been less attention to other activities of training area of personnel.

In a research that on behalf of Smith (2002), in investigation of scale of made investments on behalf of governmental organizations and private companies of Australia on training and improvement of personnel was performed, it was indicating of existence of a strong relation between training and business strategies. Dehghani (2008), has performed a research under title of comparison evaluation of personnel training circle in Shiraz and Medical Science universities. Research findings indicate that in Shiraz University, executive management process in comparison with three other processes (training policy making, training planning and evaluation) has higher quality and evaluation process to other three processes has very low quality. And in Shiraz medical science university, training policy making processes and executive management have high quality and evaluation process have low quality relative to three other processes. Embrahimipour (2001), has performed a research under title of Comparative Investigation of training Program Management of Beginning of Service and In-service of personnel of Iran medical Science University Hospitals. On the whole, findings of research indicates that training management in viewpoint of condition of training courses execution, needs assessment before holding courses, manner of programming, scale of holding courses, scale of effect of company on training programs on job promotion and scale and manner of evaluation of training courses, has been very weak. In a research has been performed by Vang (1998), under title of Evaluation of Personnel Programs in Hong Kong, he concluded that process of training planning (needs assessment, designing and collection of training programs), executive management and training evaluation don't enjoy of necessary quality of effectiveness and in this among training evaluation relative to other training activities of personnel is joined of lower quality. Mason and Van (1994), in a

research paid to investigation and comparison of job efficiency and quality and application of physical capabilities and work force skills in three different production sections in Britain and Holland. Results showed that higher level of average efficiency of personnel nearly is related to increasing of rate of knowledge and skill of personnel. This investigation also considered that level of efficiency of work force in productive industries of Britain from 0.25 to 0.35 is lower than efficiency level of work force in Holland. It is considered that little investment of Britain in equipping and educating of workforce and low quality of represented training is one of effective factors in decreasing the rate of efficiency of production industry. In policy making dimension, research team of Management and Programming Organization of Iran (2002), on pathology of personnel concluded that: Generally, policy making of official personnel training has not fair condition; lack of governance of systematic perception in circle of personnel training, lack of personnel training system connection with other systems of Human Resource Management, lack of managers who believe to personnel training affair and considering training charges as necessary organizational investment, is among main problems of this dimension and the other conclusion of mentioned research is unfair condition of policymaking and training evaluation relative to other dimensions of personnel training system. Adonel and Garvan (1997), in investigation of future landscape of senior policy makers in governmental and private organizations of Britan were achieved to importance of training from policy makers' point of view and its relation with organizational success from senior managers of organization insight.

Sing and Kadwani (2004), in investigation of effectiveness of training process and development of governmental organizations in India, concluded that training and development have a main role in improvement of effectiveness of organization. Hillel (2002) in his research paid to investigation of relation between organizational features (focus, making official strength, personnel authority, coordination, control, ability making and training) and organization effectiveness, in non-beneficial organizations of human services and concluded that between educational programs and organizational effectiveness and organizational operation there is the positive and meaningful relation. In a research Anderson (2000), investigated relation between business strategy and organizational effectiveness and resulted that there is positive and meaningful relation between organization strategy and organizational effectiveness. Shamima (1999), in investigation of organizational effectiveness various

operations of Human Resources Management on experts of one of USA Institutes, applied to criteria of acknowledgement of organization mission and support of personnel as combined and finally concluded that Human Resources operations (attraction, maintenance, training and application) is effective on organizational effectiveness. Craft and Jash (1996), in US, investigated organizational effectiveness of 53 Services Company different industry and realized that personnel are most important executive groups in relation with administration of Services Organizations. In this among, executive managers considered human factor the most important factor in organizational effectiveness and effectiveness criteria by grading factors such as training, efficiency, planning, job condition and job satisfaction was considered. The result gained by this investigation was indicating of a meaningful different between governmental and private companies in services section on organizational effectiveness. Hatrap and Kazalavesky (1993) in a research under title of Advance technology execution organizational analysis in organizations concluded that between training activities and increasing efficiency and effectiveness there is meaningful relation.

On this basis and with regard to lack of studies on educational effectiveness in Iranian organization and with regard to the matter that variables of this research are studied a few, this research pays to relations between quality of fulfillment of educational tasks (policy making, needs assessment, training planning, organizing, executive and evaluation management) and organizational effectiveness in two individual and organizational dimensions in Ministry of Road and Transportation.

### **3. Question Research**

In what scale is the quality of fulfillment of training tasks from view point of managers and experts of Ministry of Road and Transportation?

How much is organizational effectiveness of Human Resources Development Office from view point of managers and experts of Ministry of Road and Transportation? Is there any meaningful different between mangers and experts' point of view on training tasks fulfillment quality? Is there any meaningful different between managers and experts' point of view on organizational effectiveness? Which variables of Training task fulfillment, anticipate organizational effectiveness of HRDO of Ministry of Road and Transportation? Which of quality variables fulfillment of training tasks anticipate individual dimension of organizational effectiveness of HRDO? Which of quality variables fulfillment of training tasks anticipate organizational dimension of organizational effectiveness of HRDO?

#### 4. Methodology

**Method of Research:** In respect to the present research it is paid to evaluation of effectiveness of training operation of HRDO of Ministry of Road and Transportation, method of research of present study is descriptive from measurement type.

**Statistical Society:** In this research two statistical communities are investigated: 1- Managers society including: All staff managers of Ministry of Road and Transportation (116 persons); and 2- Experts society including: All staff experts of Ministry of Road and Transportation (290 persons). In respect to relatively restricted numbers of statistical society of managers and for having enough sample by using of random simple sampling about 75% of managers which was equal to 86 person out of 116 persons, were selected and also with regard that in present research comparison of experts and managers' point of view was considered, while number of expert was 290, 86 of them also by using of random simple sampling equal to number of managers sample were elected and questionnaire was distributed between two groups. Out of 86 persons, the number of 86 questionnaires, 86 of them were returned, but from 86 expert, 76 of them answered to the questionnaire and delivered it.

**5. Research Tools:** In this research two scales have been used: **1- Scale of Training Tasks Fulfillment Quality:** which assesses policy making, needs assessment, training planning, organizing, executive and evaluating management dimensions. **2- Scale of Organizational Effectiveness:** which assess individual and organizational dimensions. Considered scales on the basis of theoretical frames represented in management books such as: Management and training strategy in organizations (Pakdel, 2004), human capitals (Abtahi, 2004), personnel training (Novi, 2002) and Educational Management (Hoi and Miskel, 1991) have been made: Applicable scales are adjusted on the basis of 5 degree spectrum of Likert and there was no reversed question in it.

**Justifiability and Stability of Tools:** Justifiability of content scale designed in this research on the basis of views of three managers and five experts of HRD Office and six managers and six experts of staff units of Ministry of Road and Transportation (by agreement co-efficient between 80%-100%) has been certified. For certification of justifiability of convergence of quality scale of training tasks fulfillment, cohesion co-efficient of each under scale was calculated by total number of scale which was certified by cohesion co-efficient spectrum of 0.81 to 0.91 and meaningful level of 0.0001. This amount for organizational effectiveness scale was indicated cohesion co-efficient of 0.95 to 0.97 in meaningful level of 0.001. For final calculation of scales also

Kronbackh  $\alpha$  co-efficient was used which for scale of quality of training tasks indicated 0.95 and for organizational effectiveness scale indicated amount of 0.97 which was certifying of strong stability of these scales.

#### 6. Manner of Execution and Collecting Data:

Researcher in purpose of execution of each of scales, after coordination made by Research Assistant and related authorities in Ministry of Road and Transportation in due time for distribution and completion of scales was presented in under-study place. Totally 172 scales have been distributed and 162 scales have been completed, returned and collected. Information of received scales after classification by using of SPSS ver 14 soft ware and statistic tests were analyzed.

**7. Statistical Methods of Analyzing Questions:** For analyzing of 1<sup>st</sup> and 2<sup>nd</sup> question plenitude and percent, 3<sup>rd</sup> and 4<sup>th</sup> questions t-Test and 5<sup>th</sup> and 6<sup>th</sup> and 7<sup>th</sup> question multifold regression were used.

#### Research Findings

**1<sup>st</sup> Question: In what scale is quality of training tasks from point of view managers and experts of Ministry of Road and Transportation?** For inspection of this question, firstly on the basis of 5 degree scale of Likert we gain levels low (1, 2.3), average (3.67 and 2.34) and high (5, 3.68), then number and percent of the individuals numbers of whom are held in this range, were located in this table. Quality of fulfillment of training tasks and each dimension of it are considered from managers and expert's point of view. On this basis, level of quality of fulfillment of training tasks has been evaluated from point of view of managers and experts of Ministry of Road and Transportation. Also in all dimensions quality of fulfillment of training tasks has been investigated (Table 1 and 2).

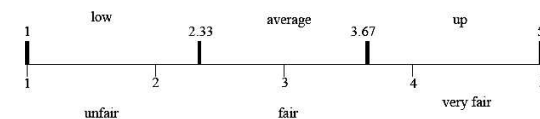


Table 1: Quality of Training Tasks Fulfillment form point of view of Ministry of Road and Transportation Managers

Variables	Low		Average		High		General Total	
	No.	%	No.	%	No.	%	No.	%
Policy Making	28	32.6	58	67.4	0	0	86	100
Needs Assessment	22	25.6	43	50	21	24.4	86	100
Planning	34	39.5	52	60.5	0	0	86	100
Organizing	28	32.6	51	59.3	7	8.1	86	100
Executive Management	30	39.4	54	62.8	2	2.3	86	100
Training Evaluation	33	38.4	45	52.3	8	9.3	86	100
Quality of Training Tasks Fulfillment	23	62.7	63	73.3	0	0	86	100

**2<sup>nd</sup> Question: In the what scale is Organizational Effectiveness of HRDO from view point of managers and experts of Ministry of Road and Transportation?** For investigation of this question also, firstly on the basis of 5 degree Likert scale we gain levels of low (2.33,1), average (3.67, 2.34) and high (5, 3.68), the number and percent of individuals whom numbers is located in this range, are located in this table. Organizational effectiveness of HRDO and each of its dimensions are considered from managers and experts' point of view. On this basis organizational effectiveness of HRDO is evaluated from point of view of managers and experts of Ministry of Road and Transportation.

Table 2: Quality of Training Tasks Fulfillment form point of view of Ministry of Road and Transportation Experts

Variables	Low		Average		High		General Total	
	No.	%	No.	%	No.	%	No.	%
Policy Making	26	34.2	45	59.2	5	6.6	76	100
Needs Assessment	17	22.4	42	55.3	17	22.4	76	100
Planning	18	23.7	53	69.7	5	6.6	76	100
Organizing	22	28.9	46	60.5	8	10.5	76	100
Executive Management	22	18.9	48	63.2	6	7.9	76	100
Training Evaluation	21	27.6	48	63.2	7	9.2	76	100
Quality of Training Tasks Fulfillment	21	27.6	50	65.8	5	6.6	76	100

Table 3: Organizational Effectiveness of HRDO form point of view of Ministry of Road and Transportation Managers

Variables	Low		Average		High		General Total	
	No.	%	No.	%	No.	%	No.	%
Individual Dimension	42	48.4	41	47.7	3	3.5	86	100
Organizational Dimension	51	59.3	25	29.1	10	11.6	86	100
Organizational Effectiveness	45	52.3	34	39.5	7	8.1	86	100

On this basis 48.8% of managers (42 persons) have evaluated effectiveness individual dimension of

HRDO in low level. 47.7% (41 persons) have evaluated it in average level and 3.5% (3 persons) in high level. In effectiveness organizational dimension 59.3% (51 persons) have evaluated managers of organizational effectiveness in low level, 29.1 (25 persons) in average level and 11.6% (10 persons) in high level. From manager's point of view 52.3% (45 persons) have evaluated organizational effectiveness in low level, 29.5% (34 persons) in average level and 8.1% (7 persons) have evaluated it in high level.

Table 4: Organizational Effectiveness of HRDO form point of view of Ministry of Road and Transportation Experts

Variables	Low		Average		High		General Total	
	No.	%	No.	%	No.	%	No.	%
Individual Dimension	33	43.4	39	51.3	4	5.3	76	100
Organizational Dimension	26	34.2	45	59.2	5	6.6	76	100
Organizational Effectiveness	26	34.2	45	59.2	5	6.6	76	100

On this basis, 43.4% of experts (33 persons) have evaluated effectiveness of individual dimension of HRDO in low level. 51.3% (39 persons) have evaluated effectiveness individual dimension in average level and 5.3% (4 persons) have evaluated in high level. In effectiveness organizational dimension 34.2% (26 persons) experts have evaluated organizational effectiveness in low level. In experts point of view 59.2% (45 persons) have evaluated organizational effectiveness in average level and 6.6 percent (5 persons) have evaluated it in high level. Totally 36.8% (28 persons) have evaluated organizational effectiveness of HRDO in low level, 57.9% (44 persons) in average level and 5.3% (4 persons) have evaluated it in high level.

**3<sup>rd</sup> Question: If there is meaningful difference between managers and expert's point of view on fulfillment of training tasks?** For response to 3<sup>rd</sup> question t-test is used for dependent groups. In this question, firstly the test was made between managers and experts on quality of training tasks quality which according to table 5 meaningful different didn't observed. ( $P > 0.05$ ). Then it was paid to comparison of managers and experts' point of view on quality of training tasks fulfillment. This comparison indicates that in different dimensions of training tasks fulfillment quality there is not meaningful difference between viewpoints of managers and experts of Ministry of Road and Transportation. ( $P > 0.05$ ).

Table 5: Comparison of Managers and Experts' point of view on Training Tasks Fulfillment quality

Variable	Ministry of Road and Transportation N-86		Experts of Ministry of Road and Transportation N-76		T	Meaningful level (P)
Quality of Training Tasks Fulfillment	2.65	0.56	2.78	0.65	1.352	0.178
Policy Making	2.62	0.61	2.61	0.69	-0.088	0.9
Need Assessment	2.93	0.77	3	0.89	0.52	0.6
Programming	2.5	0.61	2.68	0.61	1.919	0.06
Organizing	2.61	0.71	2.71	0.75	0.866	0.4
Executive Management	2.66	0.62	25.86	0.7	1.873	0.06
Training	2.59	0.84	2.8	0.72	1.744	0.08

**4<sup>th</sup> Question: Is there any meaningful different between managers and experts' point of view on organizational Effectiveness?** For response to 4<sup>th</sup> question, firstly test was made between managers and experts on organizational effectiveness which according to table 6 there is not meaningful difference between managers and experts' point of view ( $P>0.05$ ). Then it was paid to comparison of managers and experts' point of view on various dimension of organizational effectiveness. This comparison indicates that in organizational dimensions there is meaningful difference between view points of managers and experts of Ministry of Road and Transportation ( $P\leq 0.05$ ). In the other word managers investigated organizational dimension of organizational effectiveness, in lower level than experts.

Table 6: Comparison Managers and Experts' point of view on Organizational Effectiveness

Variable	Ministry of Road and Transportation N-86		Experts of Ministry of Road and Transportation N-76		t	Meaningful level
Organizational Effectiveness	2.39	0.76	2.58	0.65	1.732	0.08
Individual Dimension	2.35	0.87	2.51	0.68	1.253	0.21
Organizational Dimension	2.41	0.74	2.63	0.67	1.982	*0.05

**5<sup>th</sup> Question: Which of training task quality variables anticipate organizational effectiveness of HRDO of Ministry of Road and Transportation?** For determining share of each variables of training task fulfillment quality on organizational effectiveness of Education Department multiple regression analysis was used which with regard to results gained of collection of management tasks of Education Department, training evaluation variable ( $\beta=0.263$  and  $P=0.01$ ) has meaningful relation with organizational effectiveness. Results gained of table 7 indicate that training evaluation variable is anticipant

of organization effectiveness of HRDO, because a meaningful level only in this variable has gained less than 0.05.

Table 7: Results of anticipating organizational effectiveness of HRDO on the basis of quality of training tasks fulfillment

Anticipate Variables	Co-efficient B	Standard error	Standard co-efficient $\beta$	Meaningful Level	R	R <sup>2</sup>
Policy Making	0.161	0.110	0.145	NS	0.67	0.44
Need Assessment	0.053	0.108	0.061	NS		
Planning	0.248	0.135	0.212	NS		
Organizing	0.063	0.01	0.064	NS		
Executive Management	0.031	0.131	0.029	NS		
Training Evaluation	0.239	0.091	0.263	0.01		

**6<sup>th</sup> Question: Which of variables of quality of training tasks fulfillment, anticipate individual dimension of organizational effectiveness of HRDO?** For determining share of each variables of training task fulfillment quality on organizational effectiveness of Education Department multiple regression analysis was used which with regard to results gained of collection of management tasks of Education Department, training evaluation variable ( $\beta=0.26$  and  $P=0.01$ ) has meaningful relation with organizational effectiveness.

Table 8: Results of anticipating individual dimension of organizational effectiveness of HRDO on the basis of dimensions of training tasks fulfillment quality

Anticipate Variables	Co-efficient B	Standard error	Standard co-efficient $\beta$	Meaningful Level	R	R <sup>2</sup>
Policy Making	0.168	0.124	0.137	NS	0.64	0.41
Need Assessment	-0.11	0.122	-0.012	NS		
Planning	0.288	0.153	0.224	NS		
Organizing	0.062	0.115	0.058	NS		
Executive Management	0.085	0.148	0.072	NS		
Training Evaluation	0.26	0.104	0.26	0.01		

Results of table 9-4 indicate that training evaluation variable is anticipant of individual dimension of organizational effectiveness of HRDO, because meaningful level only in this variable has gained less than 0.05.

**7<sup>th</sup> Question: Which one of variables of training tasks fulfillment quality, anticipates organizational dimension of organizational effectiveness?**

For determine share of each variables of training tasks fulfillment quality on organizational effectiveness of training unit multiple regression analysis was used which with regard to results of collection of training unit management tasks, variable of training evaluation ( $\beta=0.249$  and  $P=0.01$ ) has meaningful relation with organizational dimension of organizational effectiveness. Results gained from

table 9 indicates that variable of training evaluation is anticipant of organizational effectiveness of HRDO, because meaningful level only in this variable has been gained less than 0.05.

Table 9: Results of anticipating organizational dimension of organizational effectiveness of HRDO on the basis of dimensions of training tasks fulfillment quality

Anticipate Variables	Co-efficient B	Standard error	Standard co-efficient $\beta$	Meaningful Level	R	R <sup>2</sup>
Policy Making	0.156	0.111	0.141	NS	0.65	0.42
Need Assessment	0.096	0.109	0.096	NS		
Planning	0.222	0.137	0.191	NS		
Organizing	0.063	0.103	0.065	NS		
Executive Management	-0.005	0.133	-0.005	NS		
Training Evaluation	0.225	0.093	0.249	0.01		

## 8. Discussion and Conclusion:

The results obtained of investigation of 1<sup>st</sup> question based upon manner of quality of training tasks fulfillment in each one of policy making, need assessment, planning, organizing, executive management and training evaluation from managers and experts of HDRO point of view indicated that quality of training tasks fulfillment is in average level; in other word quality of fulfillment of training tasks in each dimension of it is in suitable level. These results is parallel to results of London University Personnel Improvement Unit Research (2008), based upon that employees training process in this university enjoys of appropriate situation. In research of Human Resources Unit of Cambridge University (2008), employees training process from point of view of managers and personnel of university enjoys of appropriate situation. In present research also this process from point of view of managers and experts there is in an appropriate level. Quality of training tasks fulfillment is a very important section in organization. While organizations intend to ascertain their goals (continuous improvement), preserve of quality of training programs is a necessary issue for them (Kadvani and Manjari, 2004).

Results produced by investigation of 6<sup>th</sup> question indicated that from collection of variables of training tasks fulfillment quality (policy making, need assessment, planning, organizing, executive management and training evaluation), training evaluation variable is anticipant of individual dimension of organizational effectiveness of HRDO. This result with results of Edonel and Garvan (1997), based upon relation between training strategy and organizational success and research of Anderson

(2000), based upon a relation between organizational strategy and organization effectiveness is parallel. Results produced by 7<sup>th</sup> question investigation indicated that from collection of variables of training tasks fulfillment quality (policy making, need assessment, planning, organizing, executive management and training evaluation), variable of training evaluation is anticipant of organizational dimension of organizational effectiveness of HRDO. Results of this research with result of a research is made by Hassi (1985), on relation of training activities by organizational goals and strategies in organization, is not parallel. In need assessment dimension also is not parallel to research of Desimon and Harris (1998). In training planning dimension, results of this research is not parallel with result of Aganerbend's (2001) research, based upon positive and meaningful relation between strategic planning and organizational effectiveness. In dimension of training organizing, result of this research with results of Kashner and Pol's (1996) researches, based upon existence of positive and meaningful relation between organizational effectiveness and organizational structure is not parallele. In dimension of training evaluation, results of this research with result of a research was made by Anderson (2001) on relation of training evaluation with training success and organization effectiveness, is parallel. Anderson declares that training evaluation has positive and meaningful relation with training success and organizational effectiveness, and also by researches of Hanson (2003), Planco (2005) and Sharon (2008) who emphasize on important role of evaluation on training transfer and job operation, is parallel. In other word, exact performance and execution of evaluation process on behalf of executor of plan and managers of training units can be containing of useful and effective feedback for personnel, experts, training managers, executive managers and senior managers and finally cause providing necessary conditions for improvement of individual and organization operation and increasing of organizational efficiency and effectiveness.

Generally from produced results we can conclude that all training activities should be on the basis of training goals and policies of organization and training goals and policies also be in direction of organizational goals and policies. Therefore, in respect to relation and paralleling which should be between organization goals and training activities we can declare that quality of training activities and plans is one of the important and effectiveness factors in improvement of individual and organization operation and increasing of scale of efficiency and effectiveness and finally ascertain of organizational goals. In respect to conclusions based upon quality of

training tasks fulfillment impact on organizational effectiveness and also by virtue of emphasize and specifying some researches based upon centralization of training activities and programs in all dimensions and organizational process and its effect on organizational effectiveness, it is necessary that training issue in macro planning of organization be considered and emphasized.

In this direction one of the most important tasks and most indicator of administrators' and training managers' responsibilities in organizations is increasing of knowledge level, awareness and perception of human resources in different dimensions which for ascertaining of this important task, recognition of needs and necessary planning and organizing in this relation is necessary.

In deed we should emphasize on key and strategic role of training in competitive space of present world through national strategic planning and development plans to through necessary background for drawing attention and struggle and creating preparation and acceptance of performance of educational investments on behalf of governmental agencies and senior managers be provided. Correct evaluation of programs as fully and comprehensive can specify the scale of achieving to training goals and defects of work and help training managers in qualitative of reform and improvement of training courses. Also all authorities of training by considering extent and range of results of their effective and constructive activities on training processes, in applying and using of methods, human resources, physical and efficient and suitable equipment, more motivate and pay more attention and sensibility to performance and optimized execution of their activities. In addition, senior and middle managers also for achieving to organizational goals and increasing of effectiveness and efficiency by maximum use of minimum facilities and gaining desired profits and results from opportunities and conditions can encounter with training activities and its consequences with more optimism and more clear-sightedness and be aware of its necessity and importance, however this results have late output and will show themselves in long term.

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