Training as a Fundamental Tool for Developing and Improving Human Resource Performance



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Abstract:

This study examines training as a strategic tool for developing human resources and enhancing organisational performance. It highlights the role of training in improving employee efficiency and aligning skills with evolving organisational demands. The research explores the extent to which training contributes to performance improvement and the achievement of organisational objectives, assuming that well-designed programmes directly enhance productivity. Using a descriptive-analytical approach, the study analyses training concepts, objectives, and stages, and their link to performance development. It concludes that training is a vital investment in human capital, fostering competence, productivity, and organisational competitiveness when grounded in scientific principles and continuous evaluation.

Keywords: *Training, Human Resource Development, Performance Development, Efficiency, Productivity, Competitiveness.*

ملخص:

تتناول هذه الدراسة التدريب كأداة استراتيجية لتنمية الموارد البشرية وتحسين الأداء التنظيمي، مع إبراز دوره في رفع كفاءة العاملين ومواءمة مهاراتهم مع متطلبات البيئة المتغيرة. كما تبحث في مدى مساهمة التدريب في تحسين الأداء وتحقيق الأهداف التنظيمية، انطلاقًا من فرضية مفادها أن البرامج التدريبية الفعّالة تسهم مباشرة في زيادة الإنتاجية. واعتمدت الدراسة المنهج الوصفي التحليلي من خلال تحليل مفاهيم التدريب وأهدافه ومراحله وعلاقته بتطوير الأداء. وخلصت إلى أن التدريب يُعد استثمارًا في رأس المال البشري، يعزز الكفاءة والإنتاجية والتنافسية، شريطة أن يقوم على أسس علمية وتقييم مستمر.

الكلمات المفتاحية: *التدريب، تنمية الموارد البشرية،وتطوير الأداء، الكفاءة، الإنتاجية، القدرة التنافسية.*

Introduction:

In today's world, training and management development are regarded as fundamental managerial concerns due to their direct link to productivity and the development of human capital. Training has become a top priority in both developed and developing countries, as it is considered one of the most important means of building an efficient administrative apparatus and addressing shortcomings in economic, social, and particularly human development.

Training is therefore a planned activity aimed at developing the technical, behavioral, and managerial skills and competencies of employees, enabling them to perform effectively and productively, and thereby contributing to the achievement of both individual and organizational goals with the highest possible level of efficiency.

Accordingly, this study addresses training and education as a tool for building intellectual capital. Management training has undergone significant developments in its organizational and administrative dimensions and has become a critical area within human resource management in light of the economic, social, and technological changes that influence organizational goals and strategies. These changes may render previously acquired skills and knowledge obsolete. Furthermore, organizational transformations and expansions increase the need for employees to continuously update their skills and knowledge, which can only be achieved through modern training methods and techniques that respond to ongoing changes.

Research objectives:

- The study aims to highlight the importance of human resource training and to examine whether training constitutes a fundamental basis for organizational success. It also seeks to assess the extent to which organizations prioritize training, the degree to which it is effectively utilized in developing human resources, and the effectiveness of training methods in fostering organizational change in general. These objectives can be summarized as follows:

- To define the concept of training and identify its principal methods, assess the necessity of adopting training approaches that keep pace with scientific developments, and highlight the most effective means of skills acquisition.

- To examine how training and development systems contribute to enhancing the efficiency of human capital and organizational performance by equipping

employees with the necessary skills and qualifications, through the design of human capital development plans that strengthen competencies and address performance-related weaknesses.

- To present the importance of training and its impact on employees.
- To identify the implications of training for intellectual capital.
- To review the most significant pedagogical methods and techniques used in the development of training programmes.

- Research problem:

Attention to and investment in human resources, as a central driver of economic transformation and development, constitute key factors in ensuring sound performance and organizational effectiveness. The issue of human resource development has thus emerged as a critical area of focus, given that this type of resource is widely regarded as the most significant contributor to the long-term success of any institution.

Human resources also represent one of the principal—if not the most important—pathways to achieving competitiveness, ensuring organizational sustainability, and contributing to comprehensive development. Accordingly, training has become a strategic option for human resource development and is now viewed as a form of investment in human capital, comparable to other types of investment.

In light of the above, the following question is posed: **How does training contribute to the development and growth of human resources?**

This question raises several sub-questions:

What is training and how does it differ from education? What is the relationship between training and human resource development ?

This article addresses the topic of training and its relationship with the development and activation of human resources within organizations, as it is considered one of the most important modern managerial tools aimed at enhancing efficiency and improving organizational performance. It is based on the central question of the extent to which training contributes to the development of human resources, by clarifying its concept, importance, and methods, while highlighting its role in improving both individual and organizational performance.

The article also examines the concepts of human resources and intellectual capital as key strategic elements within organizations, and demonstrates the close relationship between training, the development of competencies and skills, and the adaptation of individuals to organizational and technological changes. It concludes that training represents a fundamental pillar in the development of human resources, the enhancement of organizational effectiveness, and the achievement of institutional objectives.

First Headline: The Concept of Training and Development

Subheading 1: Definition of Training

Training is defined as "a process aimed at bringing about a relatively permanent change in an individual's capabilities, enabling them to perform their job more effectively." It comprises a set of pre-planned activities designed to provide employees with the knowledge, skills, attitudes, and behaviors that facilitate their integration into the organization and enable them to achieve its objectives. It is a process planned within the framework of the organization's overall strategy and may take various forms, including theoretical or practical training, internal or external training, and job rotation across different roles within the field of work (Mohammed Musa al-Sharif, 2000, pp. 25-26).

Another definition states: "Training is a learning process that involves the acquisition of skills, concepts, rules, or attitudes with the aim of enhancing and improving performance." (Hashim Hamdi Rida, 2010, p. 128).

Training refers to the professional preparation of employees and their qualification in a specific field with the aim of enhancing their levels of productivity. Based on this definition, it becomes evident that achieving organizational objectives is not possible without due attention to the human element and the provision of essential factors that enhance morale, such as incentives, rewards, and promotions. (Ahmed Sayed Mustafa, 2008)

Training is not limited to operational workers; it also extends to supervisors and team leaders, who are provided with training programmes that prepare them for future senior and leadership positions. It is also defined as "the process of learning a series of programmed behaviors or a sequence of predetermined actions".

Another definition views training as "a comprehensive and complex process encompassing all the measures necessary to place an individual in a position to

learn a specific job, perform its required tasks, and sustain their performance over time." From this perspective, training is essentially a learning process aimed at acquiring a body of knowledge and information that ultimately leads to enhanced efficiency and productivity within the organization. (Tarek Ali Jamaz, 2010, pp. 112-114).

Subheading 2: Definition of training

Training refers to the preparation and instruction of an individual for a specific job, with the aim of equipping them with the skills and experience required to perform it effectively. It also involves providing the knowledge and information they may lack, in order to enhance their level of productivity and increase their overall contribution within the organization. (Mohammed Abdel Fattah Al-Sirafi, 2002, p. 15).

Training is also defined as "the sum of activities, means, methods, and support mechanisms that help motivate employees to improve their knowledge, behavior, and intellectual abilities necessary to achieve the organization's objectives on the one hand, and their personal and social goals on the other, while ensuring effective performance in their current or future jobs" (Al-Sheikh, Al-Dawi, 2005, p. 11).

It is a form of organization that fosters new motivations toward productive and useful work. From birth, individuals are subject to successive processes of behavioral learning and adaptation influenced by the advanced training methods and environments to which they are exposed.

From this, we arrive at an important formulation (Madaoui, Wasila, p. 99):

- Training is a planned activity aimed at providing individuals with a set of information and skills that lead to improved levels of job performance.

- Training is also an organized process designed to enhance human knowledge and skills in order to achieve a specific objective.

Writer **Raymond Vatier** provides a more comprehensive definition, stating that "training is the set of processes that enable individuals and teams to perform their current and future duties effectively, thereby ensuring the smooth functioning of the organization." (Mohamed Abdel Fattah Al-Sairfi, 2003).

Training consists of organized experiences designed to develop the knowledge, skills, and attitudes of an organization's employees. It is a process aimed at modifying an individual's behavior and attitudes from their own existing

patterns to other patterns that management considers more aligned with the organization's objectives.

Another definition describes training as "a continuous, organized process centered on the individual as a whole, aimed at bringing about behavioral, technical, and mental changes to meet specific needs -current or future- required by the individual, the work they perform, the organization they belong to, and society at large." (Halabi, Hassan, 1982, p. 25).

Subheading 03: Difference between the two terms

The meaning of "education" does not differ substantially from that of "training," except that the former refers to the broader scope of learning acquired by an individual, encompassing values, skills, culture, ideas, knowledge, and general information. In contrast, training also relates to learning but is primarily confined to a specific profession and is closely linked to its practical dimension. For this reason, from a practical standpoint, the term "training" is more commonly used.

Training represents the application of knowledge and helps individuals become familiar with and aware of the rules and procedures that guide their behavior. It also contributes to the development of a rational mindset capable of identifying relationships between interrelated variables and of perceiving and understanding different phenomena (Al-Sheikh Al-Dawi, 2005, p. 11).

According to another perspective on training and learning, training leads to the deepening of an individual's specialized knowledge and skills related to the execution of a specific task or job, whereas learning contributes to the expansion and enrichment of general knowledge, cultural awareness, and a broader understanding of the environment as a whole. In this sense, training is primarily focused on the individual as a professional actor within a specific context, while learning is centered on the subject matter itself. (Salah al-Din Abd al-Baqi, 2002, p. 208).

Most definitions do not clearly distinguish between the terms "education" and "training," as both are generally understood to share a common objective: the development of individuals' technical skills and cognitive abilities in order to enhance their professional competence and enable them to progress to higher occupational levels than those they currently occupy. Accordingly, the two terms are often used interchangeably in many contexts. However, "education" is typically understood in a broader sense, encompassing all forms of learning

acquired by an individual, including values, skills, culture, ideas, and general knowledge.

Second Headline: Training Methods and Stages

Subheading 01: Training Methods

In this regard, we can refer to the following methodologies: (Shawish Mustafa Najib, 1996, pp. 232-233)

Lectures: These rely on a lecturer who is skilled in delivering information, responding to questions, and facilitating discussions.

Practical application: The trainer demonstrates the task in front of the trainees, thereby reinforcing the information and facilitating comprehension.

Case studies: The trainee examines and analyses a given case, draws conclusions, and seeks to avoid repeating similar mistakes in practice.

Programmed learning: This is conducted through the use of instructional devices and structured learning materials.

Simulation: The trainee is placed in conditions that closely resemble real work situations and learns how to perform actual job tasks.

Apprenticeship training: This form of training is conducted under the supervision of a professional trainer over a period ranging from two to four years.

Stages of administrative training consist of five main phases, namely:

1. Information-gathering stage: This stage involves collecting data on the various components of the training system. It represents the starting point of any training programme, as it is used to identify trainees' needs as well as the capabilities and resources available for implementing the intended training programme.

This process should be continuous and ongoing, as it does not end at a specific point due to the constant changes in administrative work, which require continuous updating and renewal of the training process.

2. Identifying training needs: (Makhloufi Abdelsalam & Rosham Ben Ziane, 2004, p. 14)

This refers to individuals who need to be trained in order to deal with any situations that training indicators suggest are likely to occur.

3. Designing training programmes:

After clearly identifying training needs, management designs a training programme capable of meeting these needs. The process of designing training programmes involves several important procedures, such as:

– Determining the objective of the training programme.

– Defining the degree of depth and focus of training topics according to identified needs.

– Preparing and formulating training materials in a clear and accessible manner suitable for trainees.

– Selecting appropriate methods for each training topic.

– Preparing the equipment, devices, and training aids required for the training process.

– Selecting and preparing qualified trainers to conduct the training.

4. Implementation of training programmes:

The administration establishes the general framework for implementing training programmes, which includes:

• Preparing the training programme schedule.

• Preparing and equipping the training venue.

• Preparing the necessary training materials and publications.

• Coordinating with trainers and trainees to commence training.

• Launching the training programme while ensuring continuous daily follow-up to guarantee its proper execution.

5. Evaluation of the training programme:

The effectiveness of training is not achieved through planning alone but depends on the accuracy of implementation. Therefore, it is necessary to evaluate training activities within the institution. The evaluation of training and the measurement of its effectiveness represent one of the most significant challenges facing practitioners in this field, due to:

– The difficulty of allocating resources specifically for measurement purposes.

– The complexity of the measurement process, given the large number of variables involved.

– The lack of precise statistical methods for measurement.

Subheading 02: Types of training and its importance

First: Types of administrative training

1. Classification: There are several types of training that vary according to different authors. However, training can generally be classified based on the place where it is conducted. In this regard, there are two main types of training: on-the-job training and off-the-job training.

1.1 On-the-job training: (Abdel Hadi Al-Jawhar & Ibrahim Abu Al-Far, 2001, p. 167)

This type of training is based on an old concept -the apprenticeship model- which essentially involves a new employee receiving instruction and guidance on job performance from their supervisor. During the initial period, the supervisor supports the employee by clarifying correct and incorrect practices, explaining rights and duties, demonstrating appropriate work methods, and reinforcing standards of professional conduct.

It is widely acknowledged that one of the primary responsibilities of a line manager is to guide subordinates in adopting the most effective methods of work performance and positive workplace behavior. This responsibility is not limited to the adaptation phase to job requirements but extends throughout the employee's entire career. Employees are required to continuously develop and enhance their abilities, skills, and competencies in order to achieve mastery of their tasks and to be prepared for promotion to positions involving greater responsibility and complexity than their current roles.

There are several methods for delivering this type of on-the-job training, including:

A. Probation period: The employee undergoes a trial period lasting several months before assuming full responsibility for the job.

B. Job rotation: The trainee is moved between different jobs or activities, allowing exposure to various aspects of the work and enhancing overall understanding.

C. Adjacent workstation (neighbouring office): The trainee's workstation is placed near that of the supervisor or an experienced colleague, enabling direct observation of behavior, decisions, and work practices, with gradual assignment of tasks under supervision before independent work begins.

D. Replacement of absent staff: Training occurs through temporarily assigning employees to perform the duties of supervisors or experienced colleagues during their absence, with access to managerial support when needed.

E. Questioning method: The supervisor trains the employee by posing situational questions and gradually assigning responsibilities while monitoring performance.

F. Committee participation: The trainee is involved in committee work, gaining exposure to diverse opinions and experiences, and learning to present ideas logically and persuasively. This method is particularly suitable for candidates for administrative or leadership positions, despite the well-known limitations of committee work.

G. Documents and manuals: Instructional materials are periodically provided to new employees, including guidelines on job performance, responsibilities, organizational procedures, promotion criteria, performance improvement methods, and job-specific information.

1.2 Formal training outside of work (Hussein Yargui, 1996, p. 07)

By formal training, we refer to structured training that involves prior planning, defined procedures, and certification. It is conducted outside the actual work environment, either within a dedicated unit inside the same organization or externally in specialized institutions such as management institutes, university training centers, or other professional training bodies.

This type of training includes various methods and techniques, such as lectures, seminars, conferences, academic discussions, open dialogue, case studies, role-playing, decision-making exercises, management simulations, and field visits.

The selection between these methods depends on a set of criteria and factors that must be carefully considered before choosing the most appropriate training approach. The most important of these criteria include:

A. The suitability of the training method to the training content and the characteristics of the trainees.

B. The nature of the trainees, their orientations, as well as their academic and organizational levels.

C. The availability of physical training facilities, such as rooms, equipment, and tools necessary to conduct the training process.

D. The cost of each training method and its compatibility with the allocated training budget.

E. The suitability of the time and location available for implementing each training method.

F. The trainer's familiarity and competence in using the selected training method.

G. The number of participants in the training programme; generally, the smaller the group, the more suitable discussion-based methods become.

Training must be a strong and influential factor in the acquisition of knowledge and in enhancing employees' information and competencies, in order to address managerial problems effectively. The main training programmes offered to human resources are generally classified into three types (Hussein Yargui, 1996, pp. 118–119):

- Pre-employment training;
- Induction training (upon joining the service);
- In-service training.

Second: Importance of training

From a human resource development perspective, the importance of training lies in its ability to enable employees to adapt to changes occurring in the workplace, particularly those related to evolving work methods, technologies, and machinery, which in turn transform production processes. Training also contributes to refining skills, expertise, information, and knowledge. The importance of training for human development can further be understood through the following points: (Baloot, Hassan Ibrahim, 2002, p. 236)

A. Training enables organizations to increase productivity by enhancing the skills and knowledge of their human resources. This improvement is reflected in the speed and efficiency with which employees perform assigned tasks and processes, thereby contributing to the achievement of the desired outcomes.

B. Training also aims to enhance the morale of human resources by fostering a sense of value and recognition among employees when they are included in training programmes. This sense of appreciation from management motivates them to perform at their highest potential. Training therefore holds significant importance both for the organization's effectiveness and for the individual's professional development.

1. The importance of training at the organisational level: (Baloot, Hassan Ibrahim, 2002, p. 237)

This is reflected in improved individual performance, which leads to positive outcomes in terms of both the quality and quantity of goods and services, while also reducing the need for close supervision. Enhancing employees' knowledge and competencies, thereby limiting the need for frequent guidance from direct supervisors, contributes to higher levels of customer satisfaction. Moreover, keeping pace with technological developments strengthens the organization's competitive position in the market (Yagi Abdel Fattah, 1983).

2. The importance of training at the individual level (Rawia Mohamed Hassan , 2000, p. 318):

– It enhances the trainee's knowledge and information within their field of work and contributes to strengthening their morale and self-confidence. Effective training is that which develops an individual's capabilities in performing their job.

– It equips the trainee with new skills and refines their existing experience. Training aims to help employees adapt to developments in the external environment of the organization that are relevant to their tasks and functions. Training fosters the ability of trained employees to assume responsibility and take initiative.

Third: Training objectives (Ali Al-Salmi, 2002, p. 45)

– It raises awareness among human resources of the importance of work and its role within the organization.

– It contributes to the development and refinement of individuals' and groups' skills in a way that supports the achievement of both individual and organizational objectives.

– It serves to remind employees of performance rules and methods, while familiarizing them with new tools and equipment.

– It facilitates administrative restructuring and organizational development through the enhancement of skills and the rationalization of behavior.

– It improves work methods and techniques, thereby increasing productivity.

– It develops employees' abilities and skills to modify behavior and attitudes within the field of labor relations.

– It keeps pace with scientific and technological progress and ensures familiarity with modern working methods.

– It enhances worker safety by reducing workplace accidents, due to its role in improving the use and control of machinery by trained employees.

– It also aims to ensure the stability and flexibility of economic institutions, given that human resources constitute a key organizational asset. Training enables institutions to continue operating and surviving despite environmental changes, and allows them to adapt to external threats and constraints.

Dr. Ali Al-Salmi summarizes these objectives into three main categories:

Economic objectives: improving productivity, reducing waste and losses, increasing sales, developing market share, enhancing growth rates, and strengthening competitive positioning.

Technical objectives: improving the utilization of available production capacities, accelerating the adoption of new technologies, and addressing issues related to their integration.

Behavioral objectives: modifying employees' attitudes and motivations to enhance performance, fostering team spirit, and deepening their understanding of customer service.

Third Headline: Theoretical approaches and definition of human resources

Subheading 01: definition of human resources

The concept of human resources is a relatively recent development in personnel management, having gained widespread recognition during the 1970s. Research in the behavioral sciences has demonstrated that human resources, when viewed as a resource rather than merely as a factor of production, and when the individual is regarded as a human being whose actions and behavior are

influenced by feelings and emotions, can generate benefits and advantages for both the organization and the individual. Accordingly, the importance of human resources has significantly increased. However, despite this importance, the term, like many concepts in management science, remains difficult to define with precision (Rawia Mohamed Hassan , 2000, p. 167).

Some definitions describe human resources as "the total knowledge, talents, abilities, attitudes, values, and beliefs of the workforce within an organization." This perspective indicates that human resources are not limited to individuals themselves, but also include their capabilities and the ways in which these capabilities are utilized, as well as their talents, attitudes, and beliefs, and how they are managed within the organizational context (Rawia Mohamed Hassan , 2000, pp. 316-317).

Drucker defines intellectual capital as a strategic resource composed of a set of distinctive resources and capabilities that provide an organization with a competitive advantage and continuously enhance productivity through the full activation of its potential and capabilities, particularly through the generation and provision of ideas. It is evident that there is a strong relationship between knowledge and intellectual capital, as knowledge management contributes to the development and strengthening of intellectual capital (Adel Mohamed Zayed, 2003, pp. 315-317).

Intellectual or human capital is also defined as "the mental capacity to generate new, appropriate, and practical ideas that can be implemented to achieve strategic objectives."

Dr. Ahmed Mansour defines human resources as "one of the fundamental components in mobilizing, refining, maintaining, and developing human capabilities and competencies in their scientific, technical, and behavioral dimensions. Accordingly, they must be trained using modern scientific methods, advanced technical techniques, and diverse approaches to achieve optimal performance in work and production".

Dr. Ali Al-Salmi defines human capital as a continuous, organized force involving four basic, integrated, and interrelated activities: selecting qualified individuals, providing them with the necessary scientific training (Al-Zahir, Naim Ibrahim, 2009, p. 245), identifying those who possess the personal and psychological abilities and skills required for success at work, ensuring their scientific training, and organizing continuous education.

In light of the above definitions, it becomes clear that intellectual capital is represented by mental capacity, while structural capital refers to knowledge that is embedded in the form of rules, documents, and standardized programs. Human capital, on the other hand, refers to employees or human resources themselves.

It is represented by the stock of knowledge, information, qualifications, and skills embedded in the minds of individuals, particularly the efficiency and effectiveness of the employed workforce, since education and training enable workers to produce more even when other factors of production remain constant. Human capital refers to the ideas and scientific qualifications that individuals possess.

Subheading 02: Theoretical approaches to the study of human resources

The classical approach refers to earlier theories that sought to explain human behavior in organizational settings. According to these models, individuals were often viewed as incapable of organizing and working effectively, and as largely irrational and emotional, which limited their ability to perform tasks efficiently. Consequently, classical theories assumed the necessity of imposing a rational, logical, and strongly structured system on workers in order to control and regulate behavior within organizations.

Among the most important models and theories that emerged during this period and shaped classical management thought are:

- Frederick Taylor's scientific management theory.
- Henri Fayol's administrative principles theory.
- Max Weber's bureaucratic theory.

1. Human relations approach:

The human relations movement emerged as a response to the limitations of the classical approach. It emphasized the psychological and social dimensions of individuals within organizations, considering that human, personal, and informal factors have a decisive influence on performance and organizational functioning.

2. Modern human resources approach:

The human resources approach is relatively recent in personnel management, with its application beginning in the early 1970s. Research and studies have shown that viewing individuals as resources—rather than as actors driven solely

by emotions and feelings—can generate significant benefits for both the organization and the individual. Among the most important related approaches and theories are the administrative approach, systems approach, strategic approach, e-management, knowledge management, and total quality management (Kamal Barbour, 1997, p. 170).

Fourth Heading: The Relationship between Training and Development and Activation of Human Resources

Subheading 01: Organizational and Planning Mechanisms for Human Resource Development

There are several mechanisms that can be adopted to train and develop human capital.

1. Multiple training systems for human resource development: Attention to the development of this element begins with an emphasis on training systems and policies, as these are considered fundamental components in the evaluation and development of human resources. This, in turn, has a positive impact on societal and organizational needs in terms of specialization, diversity of qualifications, and educational strategies. Educational systems should include the following dimensions: (Adel Mohamed Zayed, 2003, pp. 319-322)

• Providing a minimum level of education and literacy.

• Developing individuals' thinking and creative abilities.

• Enhancing training programmes in line with environmental changes and developments.

• Utilizing educational technology.

• Knowledge and training have become the foundation for creating and sustaining competitive advantage.

• Developing the training system through the integration of computerized media and new technologies.

• Linking training programmes to the requirements of comprehensive development.

2. Developing human resource planning mechanisms: Workforce planning has been defined as a process aimed at ensuring the availability of the required individuals, possessing specific competencies and in adequate numbers,

to perform various production and administrative functions over a future period of time. The importance of workforce planning lies in the following: (Adel Mohamed Zayed, 2003, pp. 328-330)

• Assessing individuals' skills and abilities.

• The planning process fundamentally involves anticipating future needs in light of the conditions surrounding the organization's external environment, as well as the organization's objective of utilizing its resources effectively and efficiently, and directing its efforts toward clearly defined goals.

3. **Developing selection and appointment mechanisms:** The process of selecting and appointing human resources is no less important than other requirements of effective human resource planning, as the human element is the factor that enables the optimal utilization of all other resources. The efficiency and effectiveness of other organizational components lose their value in the absence of the appropriate human resource. Accordingly, selection and appointment must be based on the principles of merit, competence, and efficiency. They therefore represent one of the most important responsibilities of human resource management, in coordination with top management, in order to ensure that the right person is placed in the right position.

3. Developing human capital training mechanisms: Training plays a vital role in developing individuals' skills and behaviors in order to enhance and improve performance. Therefore, organizations must take into account the importance of training and its impact on individuals in achieving efficiency and effectiveness. The training process also influences the administrative structure, as the organization consists of a set of interrelated roles necessary to achieve its objectives. It contributes by developing knowledge, shaping motivation, and enhancing skills. Accordingly, every organization, through human resource development, must determine the conditions necessary for the success of its programs by motivating individuals and encouraging their active participation.

In this context, it is also emphasized that an increase in the rate of physical capital formation does not yield significant results in the process of economic development unless human knowledge and expertise increase at a comparable rate. Therefore, traditional investment theory must be expanded to include expenditures that contribute to improving the quality of human capital and enhancing its productive efficiency, such as investment in education and health services.

It should also be noted that the learning process, viewed as an industry, produces results over time. Differences in health and education levels inevitably lead to differences in productivity and performance quality. For example, individuals in poor health are unable to work long hours of intensive labor, which from an economic perspective reduces their productive lifespan. Organizations, therefore, base their policies on the optimal utilization of individuals' capabilities.

We must also consider workers in their jobs as human beings, endowed with moral and social dimensions. This perspective raises the question of how work should be organized in a manner that aligns with the characteristics of this resource, which possesses a set of attributes enabling it to exercise full control over its work, provided that it remains continuously motivated to perform and achieve its objectives (Tarek Ali Jamaz, 2010, pp. 312-314).

Here, training and development constitute a significant component of work-related gains and performance outcomes, as they provide human resources with an additional advantage, namely skills, thereby creating a form of competition among workers based on acquired competencies. Given the availability of labor supply, access to employment opportunities depends primarily on specialization, skills, competence, and competition among organizations. This incentive framework must include wages (Abdel Rahman Tawfiq, 1994, p. 17).

Organizations that integrate training into their strategic plans and enhance it through structured training programs contribute to the development of previously unknown processes, products, and services. On this basis, knowledge and training have become a source of strength and quality. Accordingly, there is a strong relationship between training and human capital, as it seeks to achieve long-term benefits in the form of developing creative abilities and improving as well as reshaping perceptions of the nature of work.

Management training aims to provide trainees with information, skills, and innovative methods related to the nature of their work, as well as to enhance and develop their capabilities and attempt to positively modify their behavior and attitudes, thereby raising performance levels and productive efficiency. Intellectual capital training also contributes to value creation through:

– Increasing the effectiveness of individuals in a scientific manner and enhancing their efficiency within their field of specialization.

– Acquiring job-critical skills to improve job performance and increase employee productivity rates.

– Developing capabilities, refining skills, modifying behavior, and shaping attitudes.

– Equipping the organization with the latest developments in its field by incorporating external expertise from specialized trainers.

Subheading 02: Training and Development Methods and Tools for Human Resource Development

It is worth noting that the selection of an appropriate training method should take into account not only the nature and objectives of the programme, but also the abilities, experience, and skills of the trainers in applying the proposed training method.

In addition, the characteristics of the trainees and their attitudes toward the training methods used must also be considered. Therefore, those responsible for training programmes must carefully take these factors into account when determining the methods to be adopted in order to achieve the programme's objectives. Many researchers have identified several methods and techniques used in the training process, including: (Salem, Mahmoud Yahya, 2012, p. 17)

1. Traditional methods (theoretical training):

This type of training takes place at the employee's workplace and involves familiarizing them with the policies, procedures, models, and programs specific to the tasks of their job, as well as how to perform them. The methods used in this approach include on-the-job training, lectures, discussion groups, seminars, committees, printed materials, and correspondence.

– On-the-job training
– Lectures
– Discussion groups
– Seminars and conferences
– Printed training materials

2. Modern methods (applied training):

The use of scientific innovations and technological advancements in the field of training has led to a significant development in training approaches, commonly

referred to as knowledge technologies. These refer to the use of electronic technologies to provide information and to support the development and enhancement of human skills and educational knowledge. Modern training methods include multimedia tools, internet systems and networks, and electronic conferences. (Salem, Mahmoud Yahya, 2012, p. 17).

- Programmed training education;
- Open training;
- Distance training, simulation;
- Temporary job rotation;
- Management competitions;
- Decision basket;
- Case study;
- Field visits.

Conclusion:

Through this research, an attempt has been made to address the question concerning the relationship between training and human resource development. Among the main conclusions reached are the following:

Training is one of the most important managerial issues and an effective tool for development, management, and competition. It is also of crucial importance in the process of sound human resource planning, as it enables the diagnosis of the current situation of the organization and the anticipated outcomes following the training of human resources over a given period, using appropriate methods and approaches aligned with the institution's needs and the various objectives expected from the training process.

Therefore, organizations should review their training approaches and adopt appropriate methods that align with organizational needs and priorities. They should also establish clear, scientifically based standards for personnel in managerial positions, ensuring alignment with the development of the required skills and competencies. This would contribute to achieving the intended objectives of the training process in a manner that supports overall organizational goals. Furthermore, strengthening the role of training management through the implementation of effective training programs is essential for enhancing both institutional performance and human resource development.

Based on this study, the main findings of the article can be summarized as follows:

1. Training is considered one of the most important contemporary managerial issues and an effective tool for development, management, and enhancing organizational competitiveness.

2. Training plays a crucial role in human resource planning by enabling the diagnosis of the current organizational situation and anticipating future outcomes of training processes.

3. The adoption of appropriate training methods that align with organizational needs contributes to the effective achievement of institutional objectives.

4. Organizations need to review their training policies and adopt approaches that correspond to their actual priorities and requirements.

5. It is essential to establish clear, scientifically grounded criteria for selecting and appointing individuals to managerial positions to ensure the development of required skills and competencies.

6. The activation of training management through the implementation of effective training programmes contributes significantly to improving organizational performance and developing human resources.

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