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Offering a Human Resources Model for Training in the Ministry of Sports and Youth

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Abstract: *The aim of this study was to propose a model for human resource training at the Ministry of Sports and Youth. This research is practical from the objective point of view and it is complex (the combination of qualitative and quantitative methods) from nature perspective. The statistical population in the qualitative sector, including the experts of the Ministry of Sports, was knowledgeable and dominated by the research subject, was n = 14, and in the quantitative section, include all employees and managers (formal, subcontractors and contractors) employed at the Ministry of Sport and Youth were n = 360. To determine the samples in the qualitative section, a purposeful sampling method used and in the quantitative part, a random sampling method including cluster sampling and consolidating sampling used. Data were collected using interviews and questionnaire with Likert five-point range. Cronbach's alpha coefficient a = 0.85 used to calculate the reliability of the questionnaire. To analyze the data in the qualitative section, open, axial and selective coding used. In quantitative part, the exploratory factor analysis, single sample t and Structural Equation Modeling (SEM) used. The findings in the qualitative section showed that 1- The effective dimensions of human resources education in the Ministry of Sports and Youth include three dimensions of structural, behavioral and tertiary. 2- In the quantitative section, thirteen components (laws and regulations, need-assessment, financial and budgetary systems, physical facilities, flexibility, motivation, feedback, quality of training, satisfaction of goals and content, evaluation methods, Organizational culture, technology, incentive and supportive system) and 57 indicators identified as factors affecting human resource training in the Ministry of Sports and Youth, with a total effect of 84.3%. 3- A model based on philosophy and objectives, theoretical foundations, dimensions, components and indicators for human resource education showed. Finally, the utility and degree of fitness of the model considered appropriate in terms of fitness and experts 95% confirmed.*

Keywords: *Human Resources training, Ministry of Sports and Youth*.

Introduction

Todays in organizations pay more attention to human resources field and it has a key and strategic role so senior managers of the ministry pay particular attention to this issue. Most of management scholars and experts believe that the staff should be consider as a base of the improvement and usage and kind of important capital, and even for Managers who lead this valuable asset take on new roles. Human resource managers have important role in any organizations and their new roles reflect the growing human resources growth field. The importance of developing human resources as a source of wealth led to a lot of attention to the world of human resources especially in the last decade, so we can say that the 21st century may be very different from the last century. In this century, everyone goes same direction and set their vision on knowledge production instead of work production, and even some advanced countries have declared that they will have export knowledge although all, are looking for human resources for wealth creation .todays it is a global debate to improve knowledge productivity. This debate is global and to improve human resources efficiency must use expert (FathiVajargah, 2015). The

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purpose of the school and the university education is to provide knowledge and to prepare people for service in organizations, but the staff in addition to this information needs professional training to acquire the skills necessary to do their job properly. In serving training helps employees to make their role more effective in achieving the organization's goals (Sharifi & Eslamieh, 2012). For example, IBM company will spend $ 1 billion and Ford Company will spend half a billion dollars spend on training each year. American companies spend $ 58 billion a year on their employees' formal training, which is an average of 25 hours per person. Of this, nearly 40% spent on training staff, 62% spent on the training of supervisors, managers and executives. Of course, informal training costs are much higher than these resources. One of the main tasks of human resource management is to train employees to keep them up-to-date and skilled and to meet the needs of the organization. In some major companies such as General Electric, Wal-Mart and IBM senior managers provide training for employees based on the strategic issues of the company. (Ahy & Bajani, 2012). Staff training is a process for coping with changing corporate environment and thus adapts the organization to the external environment. If that planning is not accurate, accountable, and unreasonable, then this will not achieved, Educational planning mainly has some goals, such as increasing the amount of information, knowledge, skills and capabilities of employees and their ability to perform their specific tasks, and the new responsibilities of the organization in better way. In other words, the program list needs to tailor to meet the needs of professional staff and workplace problems so that they themselves understand it (Delaware, 2011).

Therefore, training and educating human resources leads to a deeper insight, greater knowledge and best skills, and the greater skill of the staff in the organization to carry out their duties and responsibilities, and as a result, achievement of organizational goals with more and better performance and effectiveness (Ahmadi et al., 2011). Today, less organizationally able to improve and develop without training its employees. Part of the staff training focused on its professional skills and needs. The complex nature of educational activities in the field of human values and insights has made the preparation and development of human resources in this field a full-blown challenge for many organizations around the world. This complexity on the one hand, focuses on the difficulty of realizing the values of values and beliefs in comparison with the goals of knowledge and power. Showing the results or objective evidence of the success of these actions in the way the forces deployed is far more complex and difficult. Therefore, this study seeks to provide a model for training human resources in sports and youth.

Research Methodology

From the objective viewpoint, this research is usable and from essence viewpoint, it is mix method (combination of qualitative and quantitative methods). The statistical population in the qualitative sector were all the experts of the Ministry of Sports, and were knowledgeable and dominated by the research subject, they were 14 (n = 14) and in the quantity section, all employees and managers (formal, subcontractors and contractors) employed at the Ministry of Sport and Youth were N = 360. The sampling method in qualitative section was, purposeful and in quantitative section, including cluster sampling and cluster random sampling. For this purpose, first, based on the geographical location of Iran, which includes 32 provinces and 5 locations of north, south, east, west and center, two provinces randomly selected from each geographic location (ten provinces in total).

Then, the number of the employees and managers of the Ministry of Youth Sports in each of the ten provinces extracted, they were totally 2936. With referring to the Morgan table, found that 338 samples would represent the research community. Finally, stratified random sampling from the statistical community separated this number of employees and managers, based on the province. The sample specification is included in Table1. Data collection, interviews and questionnaires performed using Likert's five-point scale. Cronbach's alpha coefficient a = 0.85 was used to calculate the reliability of the questionnaire. In order to analyze the data in the qualitative section, open source, axial and selective coding and in the quantities section the exploratory factor analysis, t single sample and structural equation modeling (SEM) have been used.

Table (1): Distribution of the community and research sample

Geographical location	province	Volume of sample
north	Tehran	130
	Golestan	24
south	Boshehr	12
	Fars	28
east	Khorasan	58
	Sistan and blochestan	27
west	Kermanshah	13
	Lorestan	14
center	Isfahan	38
	Yazd	16
total		360

Research Findings

Question 1: What factors affect the training of human resources in the Ministry of Sports and Youth?
In this part, first, 14 interviews conducted on academic experts of the Ministry of Sport to identify the effective dimensions of human resources training. The quantitative part of the research based on the dimensions identified and approved by the mentioned individuals, using the theoretical foundations of the research, identification of the components, then the index (Goyeh) studied. In Table 2, the results of the content analysis of the interview presented.

Table (2): Results of the content analysis of the interview

dimension	**Initial concept extraction**	interviewee code
structural	The collection and selection of the philosophy of existential values, missions, and general objectives and the role that the Ministry of Sport has to fulfill in meeting the needs of the community presented as an upstream document or any collection that covers the aforementioned topics	I3,I5,I9,I11,112
	Determine and formulate policies, strategies, developmental plans, human resources training, scope of activities, expectations of upstream institutions and high level ministry from human resources, other laws and related policies in the form of upstream education document	I6,I13,I14
	Establishing and delivering long-term training provided to staff on the basis of a vision document	I7,19,114
	Determine and formulate a diagram of communication processes between the unit of education and other units already in the framework of the document or any other title that represents the structure of communication between the units regarding the organization of training courses	13,I6,114
	Development and implementation of training courses based on the decisions of the Ministry of Education	I5,I8,I10
	Measuring the level of training of the Ministry staff based on the guidelines for evaluating and determining the degree of effectiveness developed at the end of the training, the level of "return on investment" of the costs of training courses after six months to one year	I2,I4,I7,I12,114
	Document of future perspectives developed to educate staff in all departments	I1,I5,I9,112
	Determining and defining the prospects and long-term goals of the Ministry of Human Resources training in the form of a vision document or any other title	I3,I4,I9
	The staff training council must have instructions and the manner in which the council to decide on human resources training carries out written activities.	I1,I2,I5,I9,I13
	The ministry has set up a number of top-level human resource training and training councils to formulate human resource education goals and policies must hold several times a year.	I12,I14

	Interact with other inter-organizational units in the field of training the staff of the Ministry of Communication and has various correspondence formations	I5,I8,I9
	The Ministry training will provide part of the duties and activities of the training through outsourcing to the private sector	I7,I9,I13,I14
	The existing organizational structure of training staff is responsive and appropriate to the goals and missions of the Ministry of training	I1,I4
	collecting a number of training titles and training courses based on a list of human resources risks of the Ministry (damages and threats that threaten human resources in the present and future)	I10,I11,I13
Behavioral	Teachers must have academic skills to teach in courses	I3,I7,I8,I9,I10
	Assessing the level of staff training based on the guidelines for assessing the effectiveness of the curriculum at the end of the training sessions, the levels of learners' reaction, learning behavior and outcomes	I13,I14
	Development of participation in human resources education and occupational independence	I6,I8,I9,I13
	Design and formulation of expectations and educational and behavioral goals before the courses are held	I3,I5,I8
	Selecting and conducting training courses based on individual development plans	I2,I5,I9,I10
	Having an ISO certificate to train employees of the Ministry	I2,I11,I13
	The unit of the Ministry of Education should have experienced and expert staff members to fulfill their responsibilities and objectives.	I5,I9
	Increasing the spirit of cooperation among employees by participating in human resources training courses is an important goal	I6,I7,I9,I13
	Increasing organizational commitment among employees by participating in human resource training courses	I1,I4,I6,I7
	Having an appropriate space for holding training courses for the ministry is important	I1,I3,I5
	Preparation and formulation of training sessions before designing each course	I2,I3,I5,I6,I12
field	The managers of the organization must provide employees with the material and spiritual support for learning and training	I3,I4,I5,I9
	Consider the instructions and motivational rules for the presence of staff in training courses	I7,I13
	Pay attention to job-based training	I1,I4,I7
	Perform all human resources training processes from the registration stage to the certification, as well as receiving desirable management reports in cyberspace by the Ministry, using the comprehensive educational software	I6,I9,I11,I14
	Classifying and documenting the experiences and information obtained from conducting training courses using information systems (knowledge management)	I5,I7,I8
	Selecting and launching a database of teacher's databases for training the staff of the Ministry for conducting and training courses	I1,I3,I6,I12
	The ministry should have access to modern technology facilities and all documented and categorized experiences required for training courses.	I4,I8,I9,I13

Table 2 shows the basic concepts of content analysis. The basic axis of the research question is visible from the information in the table above, and in the second column, the responses given by the interviewees derived from open coding, and in the third column, the code column, the code for the interviewee is given. In some tables, a number of interviewees did not answer the questions or questions, or pointed to several factors. Answers to the questions lead to the identification of indicators that are verbal patterns and after extracting all these verbal patterns, some have subscribed to, based on the

existing literature and theoretical foundations, and based on which secondary concepts formed. Finally, three structural, behavioral and field dimensions extracted from interviews with experts**.**

Table (3): KMO and Bartlett's test results

KMO	.965	
Bartlett's	Approx. Chi-Square	23777.775
	df	1596
	Sig.	.000

According to Table 3, the KMO value is 0/965 and the significance level of Bartlett's test is 0.000 (less than 0.05), which indicates that the data is excellent for performing factor analysis.

Table (4): Results of Primary shares and Extraction

Indicator	Primary Shares	Extraction shares
Q1	1	.818
Q2	1	.866
Q3	1	.874
Q4	1	.838
Q5	1	.836
Q6	1	.795
Q7	1	.833
Q8	1	.788
Q9	1	.786
Q10	1	.812
Q11	1	.818
Q12	1	.796
Q13	1	.827
Q14	1	.800
Q15	1	.832
Q16	1	.842
Q17	1	.837
Q18	1	.822
Q19	1	.916
Q20	1	.872
Q21	1	.877
Q22	1	.893
Q23	1	.888
Q24	1	.878
Q25	1	.873
Q26	1	.841
Q27	1	.875
Q28	1	.879
Q29	1	.871
Q30	1	.906
Q31	1	.818
Q32	1	.793
Q33	1	.859
Q34	1	.868
Q35	1	.827
Q36	1	.893
Q37	1	.866

Q38	1	.868
Q39	1	.866
Q40	1	.790
Q41	1	.864
Q42	1	.864
Q43	1	.867
Q44	1	.874
Q45	1	.816
Q46	1	.888
Q47	1	.876
Q48	1	.903
Q49	1	.706
Q50	1	.812
Q51	1	.780
Q52	1	.802
Q53	1	.802
Q54	1	.809
Q55	1	.857
Q56	1	.792
Q57	1	.882

Based on Table 4, which shows the results of the initial shares and extractives related to the components all factor loads are higher than 0.4 and need not delete the index; therefore, this assumption is also verified and indicates that the data are suitable for performing factor analysis.

Table (5): Specific values, percentage of variance and cumulative variance percent

After varimax turn		
Cumulative percent	**Variance percent**	**Special value**
18	18	10.28
34.16	16.12	9.19
48.84	14.67	8.36
55.76	6.92	3.94
62	6.33	3.61
67.47	5.37	3.06
71.94	4.47	2.54
75.49	3.55	2.02
78.36	2.87	1.63
80.51	2.14	1.22
81.91	1.40	.802
83.24	1.32	.757
84.25	1.01	.578

As Table 5 shows, the results of factor analysis on the responses of 338 subjects from the sample, thirteen components as factors affecting human resource education at the Ministry of Sport and Youth show that 84.25% of the total variance determined by these 13 components explained.

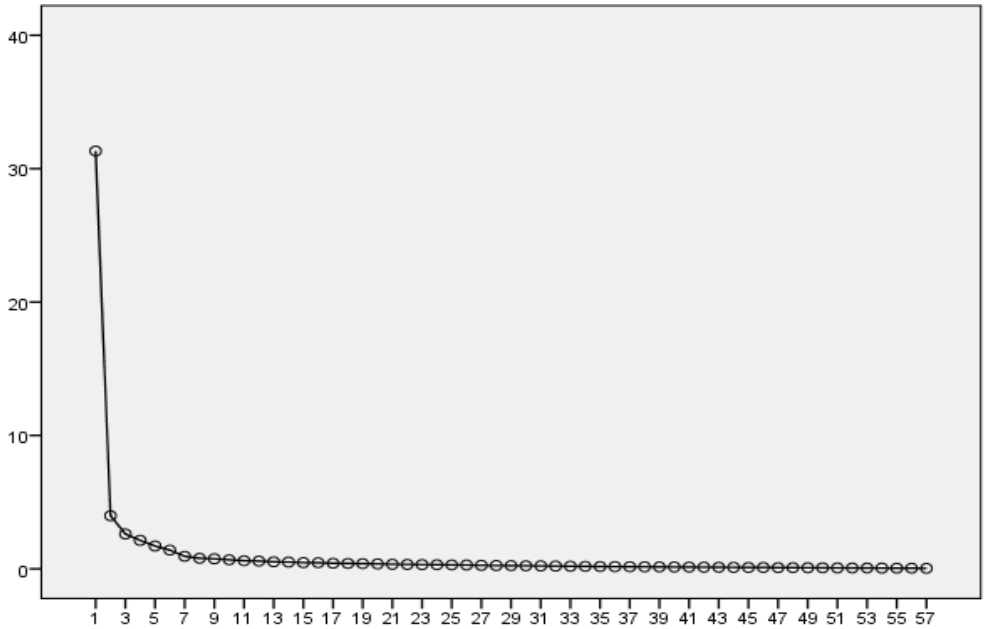

Figure (1): Scratch diagram (slope, special values) for a set of 57 indicators

According to Fig. 1 it can concluded that the contribution of the first 13 factors is more significant in the variance of all variables and is more distinct from the share of other factors.

Table (6): Factor loads of components after rotating agents

factor	agent												
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Q1	.666												
Q2	.752												
Q3	.734												
Q4	.785												
Q5	.624												
Q6		.508											
Q7		.664											
Q8		.706											
Q9		.699											
Q10			.709										
Q11			.690										
Q12			.535										
Q13			.675										
Q14				.579									
Q15				.698									
Q16				.694									
Q17				.477									
Q18					.578								
Q19					.633								
Q20					.657								
Q21					.652								
Q22						.713							
Q23						.760							
Q24						.784							
Q25						.804							
Q26							.755						
Q27							.765						
Q28							.574						
Q29								.640					

Q30								.606					
Q31								.703					
Q32								.522					
Q33									.490				
Q34									.714				
Q35									.696				
Q36									.569				
Q37									.768				
Q38										.756			
Q39										.586			
Q40										.738			
Q41										.715			
Q42											.640		
Q43											.616		
Q44											.621		
Q45											.653		
Q46											.762		
Q47												.766	
Q48												.686	
Q49												.743	
Q50												.755	
Q51												.694	
Q52												.797	
Q53												.767	
Q54													.797
Q55													.810
Q56													.745
Q57													.753

According to Table 6, thirteen components identified as factors affecting human resource education at the Ministry of Sports and Youth, with a total effect of 84.8%. The naming of each of the extracted components is as follows:

1- The first component named "Laws and Regulations". This component explains 18% of the total variance and includes five items. In this component, the highest factor weight belongs to item number 4 with a weight of 0.785 and the lowest factor weight to item number 5 with a weight of 0.624

2- The second component called "Needs Assessment". This component explains 12.16% of the total variance and shows four indicators. In this component, the highest factor weight belongs to item number 8 with a weight of 0.706 and the lowest factor weight to item number 6 with a weight of 0.508.

3- The third component named “Financial and Budgeting System”. This component explains 14.67% of the total variance and includes four items. In this component, the highest factor weight is in item number 10 with a weight of 0.709 and the lowest factor weight in item number 12 with a weight of 0.535

4- The fourth component named "physical equipment." This component explains 92.6% of the total variance and includes four attributes. In this component, the highest factor weight is the index number 15 with the weight of 0.698 and the lowest factor weight to index number 17 with a weight of 0.477

5- The fifth component named "Flexibility". This component explains 6.33% of the total variance and includes four indicators. In this component, the highest factor weight belongs to the index number 20 with a weight of 0.657 and the lowest factor weight to index number 18 with a weight of 0.578

6- The sixth component called "motivation". This component explains 37.5% of the total variance and includes four indicators. In this component, the highest factor weight belongs to the index

number 25 with the weight of 0.804 and the lowest factor weight to index number 22 with a weight of 0.713

7- The seventh component named "Feedback". This component explains 47.4% of the total variance and includes three indicators. In this component, the highest factor weight is the index number 27 with a weight of 0.765 and the lowest factor weight to index number 28 with a weight of 0.574
8- The eighth component named "Quality of Education". This component explains 55.3% of the total variance and includes four indicators. In this component, the highest factor weight belongs to the index number 31 with a weight of 0.703 and the lowest factor weight to index number 32 with a weight of 0.522
9- Ninth component: named "Satisfaction of goals and content". This component explains 87.2 percent of the total variance and includes five indicators. In this component, the highest factor weight belongs to the index number 37 with a weight of 0.768 and the lowest factor weight to item number 33 with a weight of 0.490
10- The tenth component named "Evaluation Methods". This component explains 2.14% of the total variance and includes four indices. In this component, the highest factor weight was index No. 38 with a weight of 0.756 and the lowest factor weight to index No. 39 with a weight of 0.586
11- Element 11 is called "organizational culture." This component explains 1.40% of the total variance and includes five indicators. In this component, the highest factor weight belongs to Index 46 with a weight of 762 and the lowest factor weight to index number 43 with a weight of 0.616.
12- The twelfth component called "technology". This component explains 32.1% of the total variance and includes seven indicators. In this component, the highest factor weight was index No. 52 with a weight of 0.797 and the lowest factor weight to index number 48 with a weight of 0.686
13- The thirteenth component called the "encouragement and support system". This component explains 1% of the total variance and includes four indices. In this component, the highest factor weight belongs to the index number 55 with a weight of 0.810 and the lowest factor weight to index number 56 with a weight of 0.745

Question 2: which model is suitable for training human resources in the Ministry of Sports and Youth?

Table (7): Factor load and values of t total components

component	P-value	T value t	Standardized factor load
rules	<0.05	17.24	0.78
Need assessment	<0.05	24.40	0.97
Financial and budgetary system	<0.05	22.19	0.92
Physical facilities and equipment	<0.05	23.64	0.95
flexibility	<0.05	24.27	0.97
motivation	<0.05	23.57	0.95
feedback	<0.05	22.76	0.93
training qquality	<0.05	24.39	0.97
Satisfaction of goals and content	<0.05	22.97	0.94
Evaluation methods	<0.05	23.52	0.95
Organizational culture	<0.05	24.18	0.96
technology	<0.05	23.35	0.95
Incentive and supportive system	<0.05	24.29	0.97

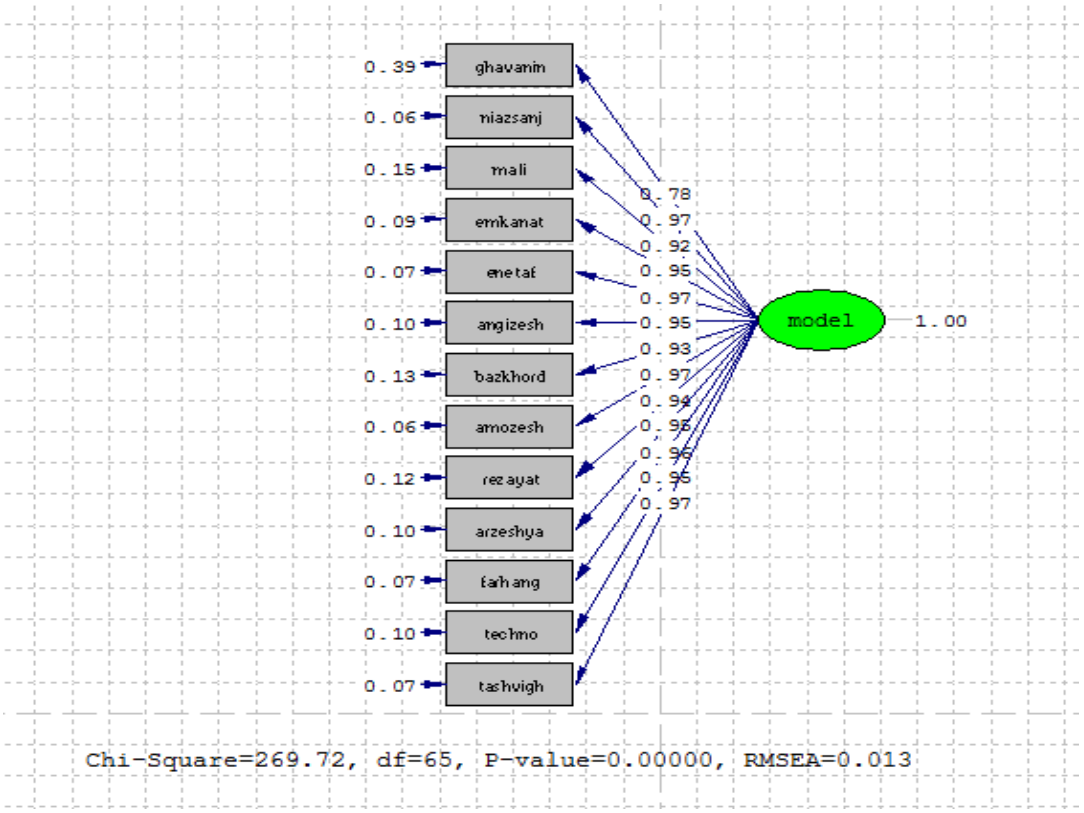

Figure (2): Confirmatory factor analysis model for standardized all components in the estimation mode

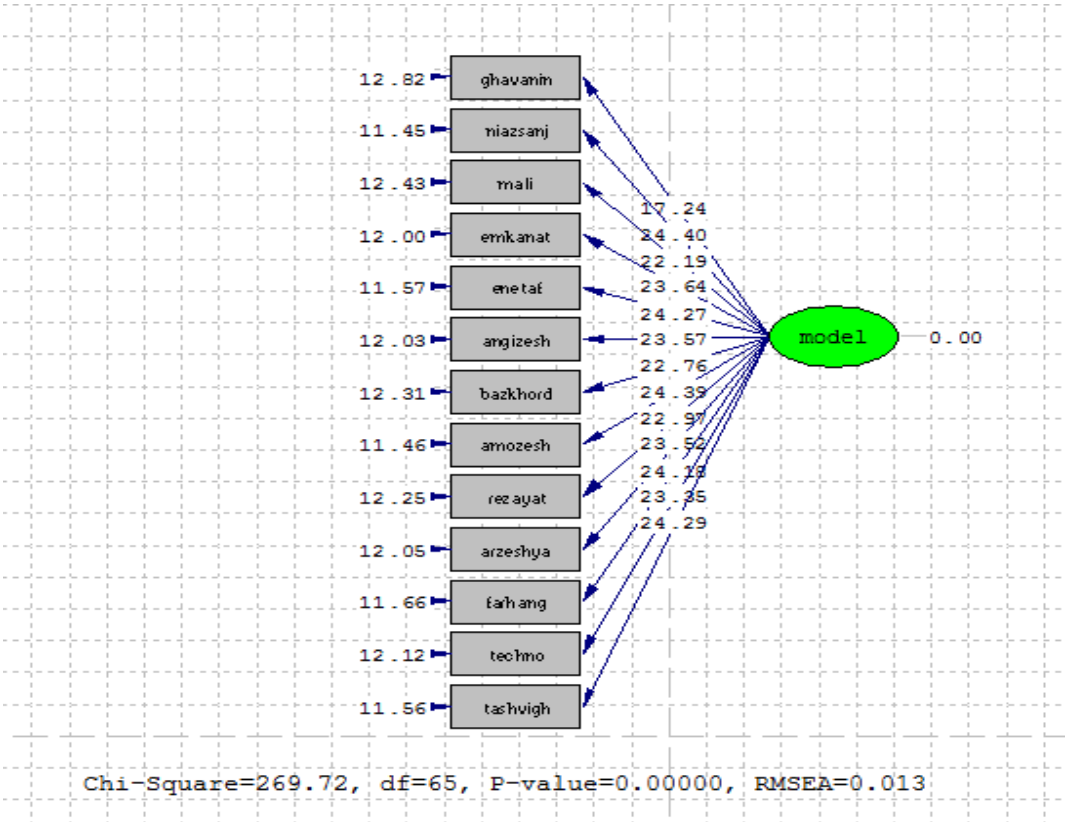

Figure (3): Confirmatory factor analysis model for all components in a meaningful state

According to Table 7 and Figure 2, which shows the confirmatory factor analysis model in the standard estimation mode, the factor load of all indices is more than 0.4 and is acceptable. Based on Fig. 3, which

shows t values in the form of meaningful coefficients, all values obtained in the paths are greater than 1.96, so there is a meaningful relationship between the total components of the questionnaire

Table (8): Indicators for general component model

Indicator's name	The calculated value of the index	Acceptable level	Fit result
RMSEA	0.01	<0.08	perfect
X^2 / df	4.14	<5	perfect
GFI	0.96	>0.90	perfect
AGFI	0.87	>0.080	perfect
NFI	0.95	>0.90	perfect
NNFI	0.95	>0.90	perfect
CFI	0.96	>0.90	perfect
IFI	0.96	>0.90	perfect
SRMR	0.022	<0.05	perfect

As shown in Table 8, the values obtained for fitting the model to the whole of the components are in accordance with acceptable standards and it stated that the research model has a suitable fit.

Question 3. To what extent the proposed model for the training of human resources is proportional.

Table (9): T test results are single sampling for determining the degree of fit of the proposed model

Average community = 3						
		M	**SD**	**t**	**df**	**Sig**
Goals and philosophy	Propose an Applied Model for Human Resource training at the Youth Sports Ministry	4.40	.498	15.389	29	.000
	Improving the quality of HRM training at the Youth Sports Ministry	4.43	.679	11.564	29	.000
	Helping to increase the knowledge, attitude and skill of human resources in the Youth Sports Ministry	4.27	.691	10.033	29	.000
	Stabilization of human resources training at the Ministry of Youth Sport	4.10	.712	8.462	29	.000
	Create a competitive advantage for the youth sports ministry through human resource training	4.30	.651	10.933	29	.000
	Goals and philosophy(totally)	4.3000	.44798	15.894	29	.000
Theoretical Foundations	Purposeful behaviorism theory	4.43	.774	10.145	29	.000
	Social learning model	4.37	.718	10.420	29	.000
	Educational designing model	4.30	.794	8.963	29	.000
	Singer's employee training pattern	4.47	.681	11.789	29	.000
	Hackett employee training pattern	4.33	.711	10.269	29	.000
	Garavan employee training pattern	4.37	.718	10.420	29	.000
	Leard" Employee training model"	4.33	.711	10.269	29	.000
	Theoretical Foundations (General	4.3714	.60910	12.332	29	.000
dimensions	structural	4.43	.679	11.564	29	.000
	behavioral	4.44	.728	10.785	29	.000
	field	4.37	.718	10.420	29	.000
	Dimensions(general)	4.4111	.64732	11.940	29	.000
components	rules	4.43	.728	10.785	29	.000
	Needs Assessment	4.50	.572	14.355	29	.000
	Financial and budgetary system	4.67	.479	19.039	29	.000
	Physical equipment	4.60	.563	15.559	29	.000
	flexibility	4.57	.626	13.706	29	.000
	motivation	4.45	.324	24.448	29	.000
	feedback	4.55	.412	20.627	29	.000
	Teaching quality	4.59	.417	20.866	29	.000
	goals and content Satisfaction	4.37	.590	12.678	29	.000
	Evaluation methods	4.34	.311	23.671	29	.000

	Organizational culture	4.41	.396	19.567	29	.000
	technology	4.37	.604	12.478	29	.000
	Incentive and supportive system	4.30	.447	15.894	29	.000
	Components(General)	4.4735	.32466	24.859	29	.000

According to table 9, the t-statistic calculated in all parts of the model shows that the values obtained with a degree of freedom of 29 and an alpha of 0.05 are greater than the critical value of t. Therefore the zero assumption based on the absence of any difference between the means observed and the average of society (3) rejected. It is clear that there is a significant difference between the observed mean and the mean of society (3). As a result, the degree of fitness of the proposed model for training human resources is highly valuable and it is confirmed 95%.

Conclusion

In order to identify the affecting factors on HRM[1] in the Ministry of Sport and Youth, the exploratory factor analysis method was first used to identify the dimensions in the qualitative section of open, axial and selective coding, and in the quantitative part, to identify the components and indices (items) were used. The findings of the qualitative section showed that the effective dimensions of human resources education in the Ministry of Sports and Youth included three structural, behavioral and field dimensions. In the quantitative section, it also shown that 13 components and 57 indicators as affecting factors on human resource training in the Ministry of Sports and Youth have been identified that the total effect of these components is 84.25%. The results showed that the values obtained from the fitting model in thirteen components of the research, its 57 indicators are in accordance with acceptable standards, so research model has a suitable fit, and the degree of fit of the proposed model for human resource training (Figure 1) is highly qualified by experts and it is confirmed 95%. In explaining the findings, the structural dimension is one of the dimensions that plays an essential role in the formulation and training of employee in-service training. Implementation Without the framework and rules, regulations, requirements for staffing, budgeting, in the field of financial and budgetary systems as well as physical facilities and equipment cannot do. In their work Anderson, 2013; Fathivajrargah, 2015 Atabaki, 2015; The Worlds; 2014; Eid, 2009; Abtahi, 2004; emphasis on importance of the structural dimension.

Researchers in the field of human resource education emphasize the necessity of behavioral dimension in human resource education. These include Nazibit and Barton, 2014; Soltana, 2012; Hackett, 2003; Kirk Patrick; 1998; Schultz; 1997; Craig; 1996; Fathi Wajargah; 2015; Eid, 2009; Treatment, 2008, which stated that focuses must be on The formulation of in-service training courses ,flexibility, motivation, feedback, quality of education, satisfaction with goals and content, evaluation methods. The dimension of the field, which is defined as the environmental and affecting factors that affects the organization's environment and constitute the main systems or organizational systems of every organization, known as the third dimension to human resource education in the Ministry of Sports and Youth, It is considered to be preferable to the formation and implementation of training courses. And this results are supported by the studies of the Solotana Studies, 2012; Rodriges, 2012; Kang; 2011; Graham; 2006; Singer; 1990; Fathi Waveh; 2015; Atabaki, 2015; Haji Karimi and Hadrizi, 2000; they said Staff Training Surveys organizational culture, technology, encouraging and supportive system, is consistent with that.

[1] Human resource model

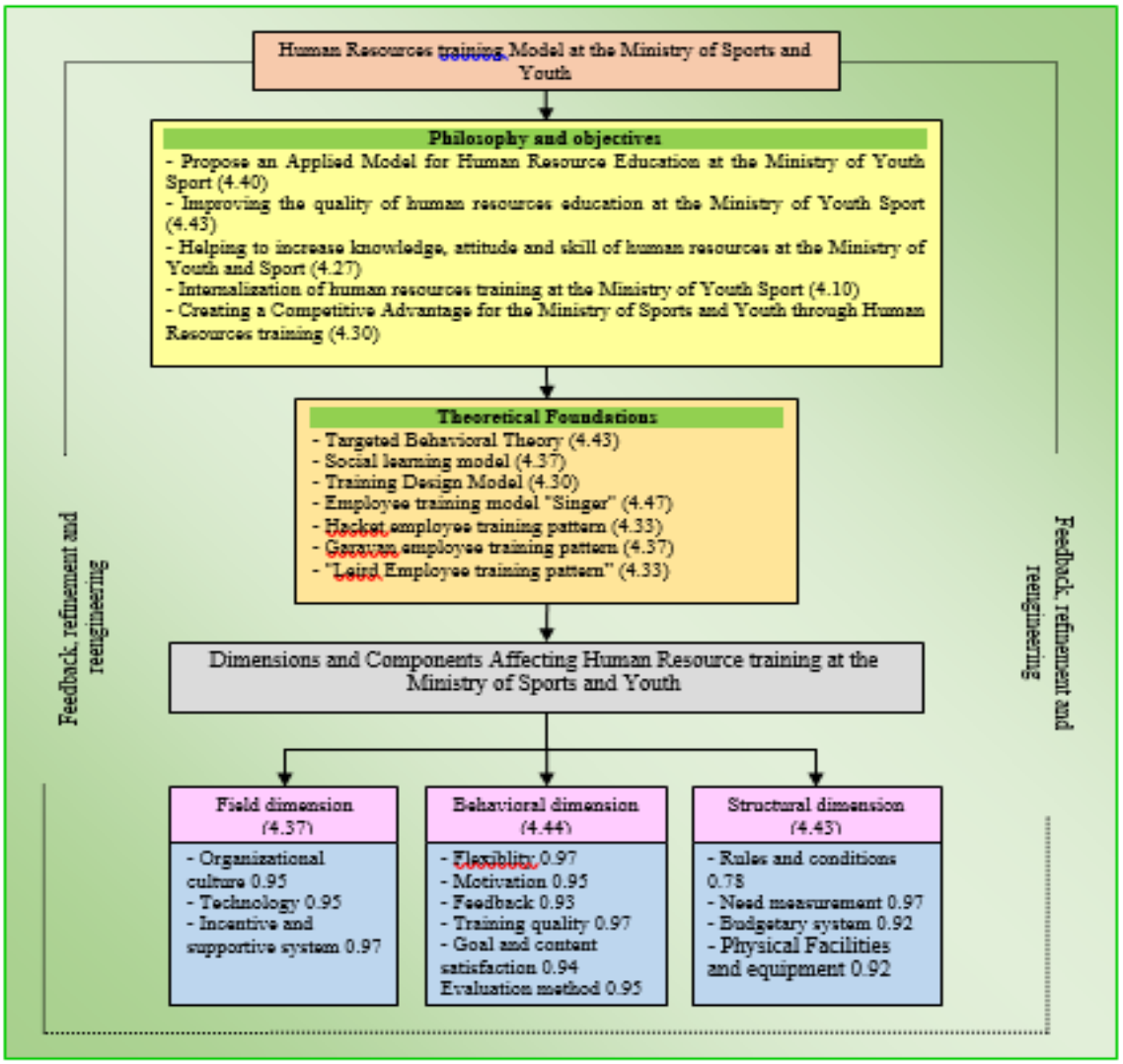

Figure (4): Final Modeling Human Resources training at the Ministry of Sports and Youth

Recommendation

- Applying the proposed model of human resources training to the Ministry of Sport and Youth as a basis for optimizing human resource training at the Ministry of Sports and Youth.
- One of the educational standards of ISO 10015 and 29990 selected to ensure compliance with standard processes in the implementation of human resources training courses at the Ministry of Education.
- With the presence of an experienced human resource specialist, the Seniority and Higher Education Directorate will be set up under the title of the Education Council in the Ministry.
- A set of rules will be set up for the formulation and implementation of its approvals, and human resource training will be required to provide part of the training courses in accordance with the approvals Council of Education.
- Implement and develop training needs and identifying staff qualifications through the Dikom method and with outsourcing to the Ministry's entire departments. Based on that, the individual development program of the staff provided, and accordingly the arrangement of staff training programs carried out.
- Inform systematically a diagram of the communication processes between human resource training and other areas for implementation to all subordinate units.

- Formulate Guidelines for Paying Teachers' Wages in the Legal Framework. Formulate instruction for evaluating educational content in terms of concepts. Formulate the instruction for justifying the learners in the participants section so that they include all the rules of the field of instructors. Formulate, communicating and enforcing motivational rules regarding the mentioned areas.
- Developing and implementing educational activities in the form of long-term plans to identify future human resources damages.
- Periodic development of educational programs to measure the level of performance level of education with the Ministry's strategic plans for the evaluation and effectiveness of training courses.
- In terms of addressing parallel areas proposed to provide training in the field of education and the Office of Educational Planning as well as the Office of Education of the General Directorate for Human Resources Development. The current program reviewed and all activities of human resources training integrated in a general department and based on Add a new chart of more experienced and experienced staff to existing staff.

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