

Evaluation of HR for Non-HR Training Workshop Effectiveness Using Two Levels of Kirkpatrick Model

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Abstract:

Human capital is a pertinent driver for business success and sustainability. Employee outcomes are positively related to the effective execution of HRM practices. Paying attention to how HR procedures are carried out is crucial for the effectiveness of HRM. Therefore, a workshop “HR for non-HR” was delivered to facilitate six HR functions practically to non-HR employees. The evaluation of the workshop's effectiveness is the main aim of this study using the first two levels of the Kirkpatrick model: reaction and learning in a quasi-experimental design. The objectives of this study are to (1) examine whether HRM workshop sessions would improve participants' learning of HRM and its practices using pre- and post-workshop structured tests. (2) evaluate participants' reactions toward the conducted workshop using a structured survey. (3) collect in-person feedback from the participants. The results indicated a significant change in the learning level of the overall HRM and all six HR practices except the performance management system and positive reactions of the participants toward the workshop. The correlation analysis emphasized the importance of the training

content and the training planning and administration. Most of the participants agreed on the outstanding performance of the facilitators despite being students. Studying the effectiveness of such a workshop on a large scale of participants is highly recommended for future studies.

Keywords: HR for Non-HR, Training effectiveness, Kirkpatrick model, Human Resources Development

Introduction:

Organizations recognize human resources development (HRD) as a critical determinant of sustainable success in today's dynamic and competitive business landscape. HRD ensures organizational members have the competencies to meet current and future job demands. Organizations can position themselves for sustained success and competitive advantage by prioritizing investments in human capital development and fostering a culture of continuous learning and improvement (Uthman, 2024). The role of Human Resources Management (HRM) has evolved significantly to meet the needs and challenges faced by organizations (Uthman, 2024). Human resources management (HRM) is “the strategic management and coordination of the employees who individually and collectively contribute to the achievement of the strategic objectives of the organization” (Uthman, 2024). There is a need for customer-oriented HRM practices (Nadesan, 2024). Employee outcomes are positively

related to the effective execution of HRM practices (Alkhamis, 2024). Paying attention to how HR procedures are carried out within the organization at the practice level is crucial for the effectiveness of HRM (Pangeran & Ismayani, 2023). A lack of HRM knowledge of the business actors has been identified and addressed by training (Indah, Setiawan, Baihaqi, & Marchegiani, 2023). There is a crucial need not only for HR employees to be well educated about HRM and its practices but also for non-HR employees to facilitate their implementation at the practice level. Non-HR employees are employees working in any department other than the HR department. They are the main users of the HR services. Their lack of knowledge and skill is among the causes of poor HR practices. Training plays an essential role in developing the employee. Training is “the process of teaching new or current employees the basic skills they need to perform their jobs.” (Dessler, 2020). Development is “any attempt to improve current or future management performance by imparting knowledge, changing attitudes, or increasing skills.” (Dessler, 2020). Therefore, an HR for Non-HR workshop had been prepared and facilitated by HRM track students to non-HR employees from three companies This workshop is part of the experiential learning objectives of the “Developing Human Resources” course at one of the business administration faculties in Egypt. The focus of the workshop is to facilitate six HR functions practically. The high need for this workshop has been emphasized by HR professionals

from 5 companies through short interviews via phone. Upon the delivery of the workshop, there was a need to evaluate it. Training evaluation provides a structured framework for assessing the efficiency and effectiveness of training programs. The Kirkpatrick model is the most widely used model with four levels for training evaluation: reaction, learning, behavior, and results (Werner & Desimone, 2012), (Mello, 2015) & (Dessler, 2020). Collecting in-person feedback from the participant after training is highly recommended. The assessment of reaction and learning levels of the training program is widely used with significance, therefore this study shall focus on measuring these levels for the conducted training workshop through a quasi-experimental design. The objectives of this study are to (1) examine whether HRM workshop training sessions would improve participants' learning level of HRM and its practices using pre- and post-workshop structured tests. (2) evaluate participants' reactions toward the conducted workshop using a structured survey. (3) collect in-person feedback from the participants after the post-workshop test to interpret the evaluation results and improve future workshops. This study is organized into an abstract, introduction, literature review, method, data collection, analysis, and conclusion.

Literature Review:

Human capital is one of the main drivers of any business's success. Continuous human capital development is a critical

determinant of business growth and sustainability. Human capital development is usually known as training and development processes. These processes aim to develop competent human resources: knowledge, skills, and attitudes. Knowledge “includes having the information needed to perform the work, but not necessarily having done it”. Skills refer to “required attributes that are usually acquired by having done the work in the past”. Ability refers to “having the physical, emotional, intellectual, and psychological aptitude to perform the work, but neither having done the job nor having been trained to do the work is required” (Aguinis, 2013). It is not only about technical knowledge and skills but also non-technical ones such as management knowledge and skills including human resources management (HRM) and its practices. HRM is a catalyst for innovation and adaptation in today’s world which is marked by technological advancements and evolving workplace dynamics (Uthman, 2024). Therefore, equipping all employees with human resources management skills and knowledge is crucial.

Human Resources Management (HRM):

Human resources management (HRM) is “the process of acquiring, training, appraising, and compensating employees, and of attending to their labor relations, health and safety, and fairness concerns.” (Dessler, 2020). Organizations need to pay special attention to all the core functions of human resource

management because they play a major role in the attainment of organizational goals” (Bhatt & Poduval, 2023). HRM practices play a pivotal role in fostering a positive work environment conducive to employee well-being (Gupta, Suresh, Raghavendra, Krishnappa, & Sharma, 2024). Also, HRM plays a critical role in shaping organizational culture and practices. The HRM knowledge shall form strategic HR decisions and ultimately contribute to the organization's long-term success (Gupta, Suresh, Raghavendra, Krishnappa, & Sharma, 2024). HRM practices have a stronger and more positive impact on performance indicators in private enterprises than in state-owned enterprises. Promotion of HR practices and continuous investment in employee training and development are highly recommended to unlock the full potential of human resources (Blessing, Joseph, & Abubakar, 2024). Organizations can transform normal employees into customer-oriented employees through the implementation of customer-oriented HRM practices (Nadesan, 2024). Effective recruitment and selection processes, well-designed training programs, objective performance evaluation systems, and the strategic use of new management techniques positively influence employee effectiveness (Groenewald, et al., 2024). Emphasizing the role of HRM in maintaining and improving workforce quality through effective recruitment, training, and performance management practices (Ghebreorgis & Karsten, 2006). It was

concluded that employee outcomes are positively related to the effective execution of HRM practices (Alkhamis, 2024).

HRM is important to all managers (Dessler, 2020) to (1) avoid personnel mistakes such as: hiring the wrong person for the job. (2) improve profits and performance. All line managers have human resources duties. This is because the direct handling of people has always been part of every line manager's duty (Dessler, 2020). These responsibilities range from placing the right person in the right job, training employees, improving their performance, and developing smooth working relationships to controlling labor costs and turnover rates. The pivotal role of the HRM systems in shaping organizational performance outcomes has been highly emphasized (Groenewald, et al., *Optimizing Human Capital: Exploring the Effectiveness of HRM Systems*, 2024). The boundary conditions of HRM include the employee perception of the HRM systems and practices that have been explored. This perception could be positively targeted through training and development processes on HRM practices for all employees, not only HR employees. Paying attention to how HR procedures are carried out within the organization at the practice level is crucial for the effectiveness of HRM. Employees experience directly how the HRM system is implemented within the company (Pangeran & Ismayani, 2023). They need to be well educated about HR procedures to facilitate their implementation at the practice level. HRM practices build a skilled and diverse

workforce that drives organizational growth and innovation. The significance of HRM in fostering employee engagement and motivation, successful transformation initiatives, and organizational resilience has been pointed out. This significance emphasizes the strategic imperative for organizations to invest in HRM practices that prioritize employee well-being, talent development, Work-Life balances, and organizational effectiveness (Uthman, 2024). Training all the employees in HR practices is part of this investment. It is a crucial need not only for HR employees but also for non-HR employees. They are the main users of the HR services. Their lack of knowledge and skill is among the causes of poor HR practices: poor job description, poor training needs identification, poor selection of newcomers, and unfair appraisal process. ...etc. These poor human resources practices would negatively affect the quality of the manpower, the business processes, the produced services or products, the customer satisfaction, and the company position, and profits. Managers must strive to integrate HRM practices to positively affect organizational performance and employees' emotional and physical well-being (Ghebreorgis & Karsten, Human Resource Management in Eritrea: Current and Future Trends, 2006). Therefore, equipping the manpower (employees and managers) with HRM competency is highly recommended to perform their HR duties effectively and avoid related mistakes. Developing

competencies usually is the focus of the training and development process.

Training & development:

If an organization considers its employees to be human assets, training, and development represent an ongoing investment in these assets and one of the most significant investments an organization can make. Training “involves employees acquiring knowledge and learning skills that they will be able to use immediately”; employee development “involves learning that will aid the organization and employee later in the employee’s career” (Mello, 2015). Human Resource Development (HRD) is “a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands” (Werner & Desimone, 2012). Usually, training focuses on improving the knowledge, skills, and attitudes of employees for the short-term, particular to a specific job or task. Meanwhile, development has a longer-term focus on preparing employees for future responsibilities while increasing the capacity to perform at a current job. Many organizations use the term learning rather than training as it implies ongoing development and continuously adding to employees’ skills and knowledge to meet the challenges the organization faces from its external environment (Mello, 2015). Learning is “a relatively

permanent change in behavior, cognition, or affect that occurs as a result of one's interaction with the environment" (Werner & Desimone, 2012).

Employee training and development is increasingly becoming a major strategic issue for organizations (Mello, 2015) because the rapid changes in technology continue to cause increasing rates of skill obsolescence and the globalization of business operations requires managers to acquire knowledge. Training has become a source of competitive advantage as employees gain pertinent new knowledge and skills. This presents a compelling rationale for organizations to invest in their workforce, not only to reap benefits but also to distinguish themselves from competitors (Bes & Strzałkowski, 2024). Investing in human capital development is essential for maintaining and improving workforce quality, thereby enhancing organizational competitiveness and sustainability (Groenewald, et al., 2024). Training and development (Mello, 2015) have several benefits for the employee and the organization: (1) change employees and how they do their jobs. (2) add to employee marketability and employability. (3) create more flexible workers who can assume varied responsibilities. Many employees agree they need training to benefit employees and the company. Training has a positive effect on employee development and satisfaction. Training motivates employees toward positive work performance. Training plays a mediator

role that impacts both HR technology and employees' development (Batool, Hussain, Baqir, Islam, & Hanif, 2021).

Employers normally use a rational training process that adheres to the gold standard of the ADDIE five-step training process: analysis-design-develop-implement-evaluate (Dessler, 2020). This rationale has been embedded in the four steps of the human resources development (HRD) process: needs assessment, design, implementation, and evaluation (Werner & Desimone, 2012).

The effective use of visible learning strategies in the training program is essential in creating a desirable environment for learners (Salman & Thamer, 2024). Knowing the worker's skills and knowledge allows training methods and content to be selected accordingly. Hands-on learning is the most effective way to learn anything. The best training results can be achieved by combining many training methods while maintaining the right balance to achieve the intended training objectives (Bes & Strzałkowski, 2024). Employee performance depends upon training. If the way of training delivery is positive, then their impact on developing the employees should be positive. Training needs analysis is the main component of successful HR if they cannot conduct the right training for the right person, it should harm the organization and employees' performance (Batool, Hussain, Baqir, Islam, & Hanif, 2021). Properly planned training is part of the sustainability of companies, which

consequently results in higher work safety due to its high efficiency (Bes & Strzałkowski, 2024). The education level has shown an impact on the effectiveness of E-HRM in the organization (Bhatt & Poduval, 2023). Emphasizing the role of the training program in developing creative teaching competencies among faculty members. (Salman & Thamer, 2024). A training program has been conducted to improve the identified lack of HRM knowledge of business actors and positive impacts have been shown (Indah, Setiawan, Baihaqi, & Marchegiani, 2023).

Evaluation of Training & Development:

After the training has been delivered, it needs to be evaluated. Training evaluation provides a structured framework for assessing the efficiency and effectiveness of training programs. Evaluation of Human Resources Development (HRD) is highly needed to (Werner & Desimone, 2012): (1) show the value of HRD. (2) provide metrics for HRD efficiency. (3) demonstrate a value-added approach for HRD. (4) demonstrate accountability for HRD activities. The ultimate evaluation criteria should also be assessed before training/development delivery to provide a comparison basis for post-training assessment. Therefore, the decision on how to evaluate training should be made when the training objectives are set (Mello, 2015). Evaluation of Human Resources Development (HRD) is “the systematic collection of

descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities.” (Werner & Desimone, 2012). HRD evaluation is the approach to answer the question “Is HRD a revenue contributor or a revenue user?” (Werner & Desimone, 2012) while identifying strengths and weaknesses and determining the cost-benefit ratio. Evaluating a training program's effectiveness is essential for allocating resources wisely and ensuring the program aligns with organizational goals and trainees' needs. The effectiveness of training provides directions for the continuous improvement of its quality. The evaluation and improvement ongoing basis should be integral to the training process (Bes & Strzałkowski, 2024). The training's effectiveness is critical in determining the return on investment in HRD (Kumar, et al., 2024). There is a need to develop valid measurement tools to evaluate the effectiveness of the training in terms of knowledge and skill development (Tatlı, et al., 2024). The Kirkpatrick model is the most widely used model for training evaluation. It consists of four levels in a hierarchy: reaction, learning, behavior, and results (Werner & Desimone, 2012), (Mello, 2015) & (Dessler, 2020). Each level includes several measures. (1) Reaction measures focus on trainees' perceptions and reactions to a program and its effectiveness using a questionnaire. (2) Learning measures test whether they learned the principles, skills, and facts they were supposed to learn. Tests

are used to measure knowledge-based while demonstrations are used for skills-based training. (3) Behavior measures ask whether the trainees' on-the-job behavior changed because of the training program. It is usually measured through performance appraisal. (4) Evaluation of results looks at the overall outcomes of the training and its impact on the organization's overall performance such as productivity. The main limitation of evaluating HRD programs at the reaction level is that this information cannot indicate whether the program met its objectives beyond ensuring participant satisfaction (Werner & Desimone, 2012). The evaluation of reaction and learning levels of the training program is widely used in many workshops with significance. The effectiveness of video training for health workers using personal protective equipment was evaluated. The findings showed that the scores increased with statistical significance after the video training (Tatli, et al., 2024). Significant positive effects of facilities, research, and design on training effectiveness at the Surakarta Vocational and Productivity Training Center have been identified. Collecting feedback from the participants' questionnaires and using it for future training needs is highly recommended (Cahyaningrum, Waskito, Saputro, & Kussudyarsono, 2023). Augmented Reality (AR) training has been found much more effective than traditional training in short-term knowledge acquisition and long-term knowledge retention of risk identification (Gong, Lu,

Lovreglio, Yang, & Deng, 2024). The effectiveness of women's entrepreneurial training program was measured at the first two levels of the Kirkpatrick model. The effectiveness of the program and the level of business skills acquired by the women trainees were recognized. (Sami & Roychowdhury, 2024). Exploring employees' perspectives on Rangaa Food Industries' training programs. The employees expressed their satisfaction with the organization's well-planned training programs. They expressed dissatisfaction with the program's duration and the absence of recurrent evaluations (Rajasekharan & Aarthi, 2024). The effectiveness of the training provided by the Ministry of Revenues Training Center has been evaluated by a standardized set of measures on three levels: satisfaction, learning performance, and behavioral change measures. The results showed that all three levels have moderate effectiveness (Kassaw, 2024). The effectiveness of the training programs attended by fish farmers of Tripura was assessed. There was a significant difference in the effectiveness score between on and off-campus training with significance (p (Kumar, et al., 2024). Participant knowledge before and after the medical humanities workshop and their feedback had been obtained. The increase in their knowledge level was highly significant. Role plays and debates were the most enjoyable (Shankar & Kulkarni, 2020). Confidence in using Motivational Interviewing (MI) pre- and post-workshop had been evaluated. A significant difference was found (Lansing, DeShaw, Perez, Welk,

& Ellingson, 2018). The difference in three types of leadership intelligence had been examined before and after participation in a specific leadership training course. Higher scores with significance after the training course have been recorded (Ekegren & Dåderman, 2015). The assessment of reaction and learning levels of the training program is widely used, therefore this study shall focus on measuring the first two levels for the conducted training workshop.

About the workshop:

Developing and delivering a training workshop by the students is part of the experiential learning objectives of the “Developing Human Resources” course. This is an undergraduate course in the Human Resources Management (HRM) track at one of the business administration faculties in Egypt. The students are introduced to the development and training process of human resources using a mix of tools and approaches in this course. HR for non-HR was the suggested theme for the workshop after reviewing the online training agendas of some recognized training vendors. This theme introduces the employees of departments other than the HR department (non-HR employees) to the HR functions and processes to improve their HR knowledge and skills. Their HRM knowledge and skills facilitate their cooperation with the HR department in implementing any of the introduced HR practices. The significant importance of this workshop has been emphasized by HR professionals from 5

companies through short interviews via phone. Most of the interviewed HR professionals reported that non-HR employees usually fulfill the job description randomly. Others mentioned that they are facing difficulty with many employees developing SMART objectives. One manager highlighted that his supervisors cannot conduct effective interviews.

The design of the workshop consisted of opening, body, and closing. 20 minutes for the opening (registration and pre-test) and another 20 minutes at the end for closing (survey, post-test, and certificate distribution). The workshop consists of six sessions in one day: (1) job analysis, (2) manpower planning & recruitment, (3) interviewing, (4) training & development, (5) performance management system (PMS), and (6) compensation and benefits. Each session was around forty minutes. A twenty-minute coffee break with light snacks was served during the day. Each session was facilitated by an HRM track student and supported by the rest of the students and the roles were rotated. Each session consisted of a topic illustration, a video for discussion, a group-based practicing activity using a pre-designed template, and handouts. The outlay of the workshop room was designed to accommodate three groups of participants. An invitation with the designed workshop flyer has been sent to three companies to nominate up to five participants (non-HR employees) from each company. The workshop attendance was free.

Method:

The targeted sample size was 15 participants (5 from each company), but the actual size was nine participants. They were selected by their HR managers based on invitations sent by the course instructor. Firstly, a quasi-experimental design is adopted using pre- and post-workshop tests to assess the change in the learning level of the participants in each of the six HR practices and the overall HRM. Standard deviation and mean are selected to measure if there is a change in pre- and post-the workshop. Since the data obtained from the pre-and post-tests are nominal and non-normally distributed, the nonparametric Wilcoxon Signed-Ranks test is the most appropriate statistical tool to assess the significance of the change ($p < 0.05$) in the learning level of each of the six HR practices and their overall HRM across all participants comparing the scores of pre-and post-tests. Secondly, a multicriteria evaluation survey has been designed to measure participant's reactions to the workshop. These criteria address trainers, workshop planning and organization, content (applicability, intention to use, impact on skills), whether the participants will recommend this course to others, and overall impression. The minimum, maximum and mean are the most appropriate statistical tools to describe the obtained data from the workshop survey. This data is ordinal and non-normally distributed. Therefore, the Spearman rank-order correlation coefficient is the appropriate nonparametric measure of the

strength and direction of the association between; (1) each criterion of the workshop survey and “recommending the course to others by the participant” and (2) each criterion of the workshop survey and the “intention of the participant to use the content”. All analyses are conducted using IBM SPSS Version 28. The obtained qualitative feedback comments shall be used to interpret the evaluation results at both levels of reaction and learning.

Data Collection :

Firstly, pre-and post-tests were used as a structured survey method to test the learning level gained by the participants. Pre-test was composed of 18 multiple-choice questions. Each session is covered through three questions. Each question has four multiple choices. The questions have been selected from the test bank of the Human Resources Management textbook of Gary Dessler, 16th edition, and adjusted to match the knowledge covered in each session. The same test was used as a post-test. The pre and post-test statements were scored 1 for a correct answer and 0 for the wrong one. The total score of each session and the total score of the workshop were calculated by adding the scores of individual answers for the statements of each session and the scores of the six sessions respectively. The difference (standard deviation/mean) between the pre and post-test shall represent the learning gained by each participant in each session. Both tests were conducted on the same day as the workshop to measure the learning level as part of the training workshop evaluation. The facilitators explained to the

participants the importance of the pre and post-test and their feedback and requested participation. Any concerns and queries were addressed.

Secondly, a multicriteria evaluation survey was also designed to measure participants' reactions to the workshop and its effectiveness. The survey consists of 12 statements. Four statements assess the trainer, three statements assess the training administration and planning. Three statements assess the overall impact of the content; one statement assesses if the content enhanced the participant's skills, one statement assesses if the content is applicable, and one statement assesses if the participant intends to use the workshop content. One statement assesses the overall impression of the workshop. One statement assesses if the participant would recommend the course to others. In addition to open space for qualitative feedback "brief experience about the workshop and asking for recommendations". This space was not used as each participant shared in person (orally) his/her comments at the end of the workshop. The survey was 5 points Likert scale based (1= best, 5=worst) for the first part of the survey and (1=strongly disagree, 5=strongly agree) for the second part.

In addition, qualitative feedback about the workshop was obtained in person from each participant after finishing the post-test and before distributing the certificates. These feedback comments shall be used to interpret the evaluation results at both

levels of reaction and learning. The participants have been informed that the data obtained via tests, surveys, and in-person feedback shall be used for learning and research purposes in the invitation for the workshop and at the beginning of the workshop, and no separate formal consent was gained.

Data Analysis: Results and Discussion :

This section is meant by the interpretation of the scores of the pre-and post-tests, survey, and collected qualitative feedback.

(1) Analysis of pre-and post-tests:

The sample size is 9. The pre-and-post-tests measured the learning level in the six HR practices namely: (1) job analysis, (2) manpower planning, (3) interviewing, (4) training, (5) performance management system (PMS), (6) compensation and benefits, and the overall HRM learning level. The mean of pre-and post-test results of the job analysis are (1.22, 2.00) respectively. The mean of pre-and post-test results of the manpower planning are (1.89, 2.44) respectively. The mean of pre-and post-test results of the interviewing are (1.33, 2.22) respectively. The mean of pre-and post-test results of the training are (1.67, 2.22) respectively. The mean of pre-and post-test results of the performance management system are (2.11, 2.44) respectively. The mean of pre-and post-test results of the compensation and benefits are (1.78, 2.78) respectively. The mean of pre-and post-test results of overall HRM are (10.00,

14.11) respectively. The increase in the mean of the six HR practices and the overall HRM indicates a positive change in the learning level after the workshop.

The standard deviation of pre-and post-test results of the job analysis are (.667, .500) respectively. The standard deviation of pre-and post-test results of the manpower planning are (1.054, .726) respectively. The standard deviation of pre-and post-test results of the interview are (.866, .972) respectively. The standard deviation of pre-and post-test results of the training are (.707, .441) respectively. The standard deviation of pre-and post-test results of the performance management system are (.928, .882) respectively. The standard deviation of pre-and post-test results of the compensation and benefits are (.972, .441) respectively. The mean of pre-and post-test results of overall HRM are (4.243, 2.084) respectively. The decrease in the standard deviation of the six HR practices and the overall HRM indicates a positive change in the learning level after the workshop.

The significance of change was tested by the Wilcoxon signed-rank test. The Wilcoxon signed-rank test showed that the first session of the workshop “Job Analysis” elicited a statistically significant change in raising the “Job Analysis” learning level of the non-HR employees with existing “Job Analysis” knowledge ($Z = -2.646, p = 0.008$). Indeed, the median “Job Analysis” learning level rating was 1.2 for the pre-

test and 2.0 for the post-test. The second session of the workshop “Manpower Planning & Recruitment” elicited a statistically significant change in raising the “Manpower Planning & Recruitment” learning level of the non-HR employees with existing “Manpower Planning & Recruitment” knowledge ($Z = -1.890, p = 0.059$). Indeed, the median “Manpower Planning & Recruitment” learning level rating was 1.89 for the pre-test and 2.44 for the post-test. The third session of the workshop “Interviewing” elicited a statistically significant change in raising the “Interviewing” learning level of the non-HR employees with existing “Interviewing” knowledge ($Z = -2.333, p = 0.020$). Indeed, the median “Interviewing” learning level rating was 1.33 for the pre-test and 2.22 for the post-test. The fourth session of the workshop “Training & Development” elicited a statistically significant change in raising the “Training & Development” learning level of the non-HR employees with existing “Training & Development” knowledge ($Z = -2.236, p = 0.025$). Indeed, the median “Training & Development” learning level rating was 1.67 for the pre-test and 2.22 for the post-test. The fifth session of the workshop “Performance Management System” did not elicit a statistically significant change in raising the “Performance Management System” learning level of the non-HR employees with the existing “Performance Management System” learning level ($Z = -1.342, p = 0.180$). Indeed, the median “Performance Management System” learning level rating was 2.11 for the pre-

test and 2.44 for the post-test. The sixth session of the workshop “Compensation & Benefits” elicited a statistically significant change in raising the “Compensation & Benefits” learning level of the non-HR employees with existing “Compensation & Benefits” learning level ($Z = -2.264, p = 0.024$). Indeed, the median “Compensation & Benefits” learning level rating was 1.78 for the pre-test and 2.78 for the post-test. The overall workshop “HR for Non-HR” elicited a statistically significant change in raising the overall “Human Resources Management” learning level of the non-HR employees with the existing overall “Human Resources Management” learning level ($Z = -2.673, p = 0.008$). Indeed, the median “Human Resources Management” learning level rating was 10.00 for the pre-test and 14.11 for the post-test. The mean and standard deviation of the data obtained from the pre-and post-tests showed remarkable changes in the learning levels of the overall HRM and six HR practices. The results of the Wilcoxon signed-rank test indicate the significance of the change in the learning level of the overall HRM and all the six HR practices except the performance management system.

(2) Analysis of the workshop survey:

A multicriteria evaluation survey was structured to measure participant's reactions to the workshop and its effectiveness. This survey assessed trainers, workshop planning and organization, content (applicability, intention to use, impact on skills), whether the participants will recommend this course to

others, and overall impression. participants will recommend this course to others. The minimum, maximum, and mean of the “trainers” scores are (3.00, 5.00 & 4.33) respectively. The minimum, maximum, and mean of the “workshop planning and administration” scores are (3.00, 5.00 & 4.56) respectively. The minimum, maximum, and mean of the “content impact on enhancing skills” scores are (3.00, 5.00 & 4.22) respectively. The minimum, maximum, and mean of the “applicability of the content” scores are (3.00, 5.00 & 3.78) respectively. The minimum, maximum, and mean of the “intention to use the content” scores are (2.00, 5.00 & 4.11) respectively. The minimum, maximum, and mean of the “Overall content impact” scores are (3.00, 5.00 & 4.00) respectively. The minimum, maximum, and mean of the “overall impression” scores are (4.00, 5.00 & 4.67) respectively. The minimum, maximum, and mean of “recommending the course to others” scores are (2.00, 5.00 & 4.33) respectively. The means of all the survey criteria including the overall impression are high. This indicates positive reactions of the participants toward the workshop.

Spearman rank-order correlation tests (1) the relationship between the scores of “trainer competency” and “recommending the course to others” of the nine participants. There is an average, positive correlation between the scores of “trainer competency” and “recommending the course to others”, which is statistically insignificant ($r_s = .531, p = .142$). (2) The relationship between

the scores of “training planning and administration” and “recommending the course to others” of the nine participants. There is a **strong, positive correlation** between the scores of “training planning and administration” and “recommending the course to others”, which is statistically significant ($r_s = .846, p = .004$). (3) The relationship between the scores of “overall impressions of the workshop” and “recommending the course to others” of the nine participants. There is a weak, positive correlation between the scores of “overall impressions of the workshop” and “recommending the course to others”, which is statistically insignificant ($r_s = .408, p = .275$). (4) The relationship between the scores of “enhancing skills” and “recommending the course to others” of the nine participants. There is a weak positive correlation between the scores of “enhancing skills” and “recommending the course to others”, which is statistically insignificant ($r_s = .100, p = .799$). (5) The relationship between the scores of “the applicability of the content” and “recommending the course to others” of the nine participants. There is a weak, positive correlation between the scores of “the applicability of the content” and “recommending the course to others”, which is statistically insignificant ($r_s = .125, p = .749$). (6) The relationship between the scores of “the intention to use the content” and “recommending the course to others” of the nine participants. There is a **strong, positive correlation** between the scores of “the intention to use the

content” and “recommending the course to others”, which is statistically significant ($r_s = .750, p = .020$). (7) The relationship between the scores of “the overall impact of the content” and “recommending the course to others” of the nine participants. There is an average, positive correlation between the scores of “the overall impact of the content” and “recommending the course to others”, which is statistically insignificant ($r_s = .612, p = .080$). (8) The relationship between the scores of “the trainer competency” and “the intention to use the content” of the nine participants. There is an average, positive correlation between the scores of “the trainer competency” and “the intention to use the content”, which is statistically insignificant ($r_s = .531, p = .142$). (9) The relationship between the scores of “training planning and administration” and “the intention to use the content” of the nine participants. There is a **strong, positive correlation** between the scores of “training planning and administration” and “the intention to use the content”, which is statistically significant ($r_s = .669, p = .049$). (10) The relationship between the scores of “overall impressions of the workshop” and “the intention to use the content” of the nine participants. There is a weak, positive correlation between the scores of “overall impressions of the workshop” and “the intention to use the content”, which is statistically insignificant ($r_s = .204, p = .598$). (11) The relationship between the scores of “enhancing skills” and “the intention to use the content” of the nine participants.

There is a weak, positive correlation between the scores of “enhancing skills” and “the intention to use the content”, which is statistically insignificant ($r_s = .329, p = .388$). (12) The relationship between the scores of “the applicability of the content” and “the intention to use the content” of the nine participants. There is a weak, positive correlation between the scores of “the applicability of the content” and “the intention to use the content”, which is statistically insignificant ($r_s = .354, p = .350$). (13) The relationship between the scores of “the overall impact of the content” and “the intention to use the content” of the nine participants. There is a **strong, positive correlation** between the scores of “the overall impact of the content” and “the intention to use the content”, which is statistically significant ($r_s = .714, p = .031$). The results of the correlation analysis emphasized the importance of the training content and the training planning and administration.

(3) Analysis of the participant's feedback:

Most of the participants agreed on the outstanding performance of the facilitators despite being students. The organization of the workshop and the developed activities using dedicated templates after each session, the presentation and communication skills of the facilitators, the high self-confidence to present in front of actual working employees, their interaction with the participants during the session, while asking questions, during the activities, group discussions and even in the break

time were among the strengths of the workshop as mentioned by the participants. The most enjoyable parts were the video and the activity following each session. The dedicated time for each session and inviting more participants were the main areas for improvement. Repeating the same workshop with other participants was highly recommended. Also, developing other workshops using the same structure with different themes was highly emphasized.

Conclusion:

The role of Human Resources Management (HRM) has evolved significantly to meet the needs and challenges faced by organizations. Employee outcomes are positively related to the effective execution of HRM practices. Paying attention to how HR procedures are carried out within the organization at the practice level is crucial for the effectiveness of HRM. Therefore, equipping employees and managers (HR and Non-HR) with HRM competency is highly recommended to perform their HR duties effectively and avoid related mistakes. HR for the non-HR workshop conducted by HRM track students to non-HR employees from three companies at one of the business administration faculties in Egypt. The focus of the workshop was to facilitate six HR functions practically. The evaluation of the workshop's effectiveness was the main aim of this study using the first two levels of the Kirkpatrick model (reaction and learning) in a quasi-experiment design. The analysis of pre- and post-

workshop tests using the Wilcoxon signed-rank test indicated a significant change in the learning level of the overall HRM and all the six HR practices except the performance management system. The means of all the workshop survey criteria including the overall impression were high. This indicated positive reactions of the participants toward the workshop. The analysis of Spearman's rank-order correlation pointed out a strong and positive correlation with statistical significance only between: (1) "training planning and administration" and "recommending the course to others". (2) "the intention to use the content" and "recommending the course to others". (3) "training planning and administration" and "the intention to use the content". (4) "the overall impact of the content" and "the intention to use the content". The results of the correlation analysis emphasized the importance of the training content and the training planning and administration of all the workshop evaluation criteria. Most of the participants agreed on the outstanding performance of the facilitators despite being students. The most enjoyable parts were the video and the activity following each session. The dedicated time for each session and inviting more participants were the main areas for improvement. Repeating the same workshop was highly recommended. Also, developing other workshops using the same structure with different themes was highly emphasized. The number of participants was the main limitation of this study which affects the generalization of the findings. However, this

study makes considerable contributions. This study sheds light on the value added by the practical workshops, the importance of evaluating the workshops, the crucial need to develop HRM competency for non-HR employees, and the impact of the content and the training planning and administration on the training effectiveness. Studying the effectiveness of such a workshop on a large scale of participants is highly recommended for future studies.

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