# The effect of adopting the international standards for training ISO-10015 in achieving organizational agility/ An exploratory study in the Continuing Education Center at the Middle Technical University

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اثر اعتماد المواصفات الدولية للتدريب 10015-ISO في تحقيق خفة الحركة التنظيمية/ دراسة استطلاعية في مركز التعليم المستمر في الجامعة التقنية الوسطى

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**Abstract:**

I aimed the study to me knowledge nature Relationship associative and influence between International training specifications ISO-10015 organizational agility, so International training specifications are defined in five stages: (Identification of training needs, training design and planning, providing and implementing training, evaluation of training results, Monitor and improve the training process) These stages represent ISO standards in training 10015, The research focused on testing the relationship resulting from the application of these criteria in achieving organizational agility and shedding the light on me the benefits And advantages that Achieved by adherence to international training standards on the quality of the outputs of the training process and the extent of their contribution to achieving organizational agility, stand out problem search in the answer on me wondering Do you there Role to international standards for training ISO-10015 In achieving organizational agility? gesticulate Bezel commitment Administration Supreme Center in the application of international standards for training ISO-10015. The choice fell on Continuing Education Center one formations the University Technology Central as a site to apply search, And he has adopted Form questionnaire as a hand to collect data And use curriculum Analytical descriptive in analysis answers Individuals the sample, represented a sample search in (31) In response to the center staff, the data was analyzed using the statistical analysis program spss v.25 Some appropriate statistical tools were used to analyze the data in order to reach the results. The results of the research showed that there is a correlation between the international training standardsISO-10015 And achieving organizational agility. The results also showed that the Continuing Education Center relies on high-quality training specifications in the implementation of its training programs and

looks forward to obtaining the international ISO 10015 certificate. The center has obtained the ISO 25000 certificate in the requirements of and evaluation Quality the system And software and works hard to apply the specifications to obtain other credits, we recommend the need to commit to completing the application of the training specificationsISO-10015 To obtain the international certificate to raise the quality of the training outputs and to provide the trainees with better skills and abilities to make them influential in their organizational environments.

***Key words:*** *international standards for training ISO-10015, organizational agility , Continuing Education Center.*

## المستخلص:

هدفت الدراسة الى معرفة طبيعة العلاقة الارتباطية والتأثيرية بين مواصفات التدريب الدولية ISO-10015 وخفة الحركة التنظيمية، اذ تتحدد مواصفات التدريب الدولية في خمسة مراحل هي (تحديد الاحتياجات التدريبية، تصميم وتخطيط التدريب، توفير وتنفيذ التدريب، تقييم نتائج التدريب، مراقبة وتحسين عملية التدريب) هذه المراحل تمثل معايير ايزو في التدريب 10015، ركز البحث الى اختبار العلاقة الناتجة عن تطبيق هذه المعاير في تحقيق خفة الحركة التنظيمي وتسليط الضوء على الفوائد والمزايا التي يحققها الالتزام بالمعاير الدولية للتدريب على جودة مخرجات العملية التدريبية ومدى مساهمتهم في تحقيق خفة الحركة التنظيمية، تبرز مشكلة البحث في الاجابة على التساؤل هل هناك دور للمواصفات الدولية للتدريب ISO-10015 في تحقيق خفة الحركة التنظيمية؟ وما مدى التزام الادارة العليا بالمركز في تطبيق معايير المواصفات الدولية للتدريب ISO-10015. وقع الاختيار على مركز التعليم المستمر احدى تشكيلات الجامعة التقنية الوسطى كموقع لتطبيق البحث، وقد اعتمدت استمارة الاستبيان كإداة لجمع البيانات واستخدم المنهج التحليلي الوصفي في تحليل اجابات افراد العينة، تمثلت عينة البحث في (31) اجابة لموظفي المركز ، جرى تحليل البيانات باستخدام برنامج التحليل الاحصائي spss v.25 وقد استخدمت بعض الادوات الاحصائية المناسبة لتحليل البيانات بغية الوصول الى النتائج، اظهرت نتائج البحث ان هناك علاقة ارتباط بين المواصفات الدولية للتدريب ISO-10015 وتحقيق خفة الحركة التنظيمية، كما اظهرت النتائج ان مركز التعليم المستمر يعتمد على مواصفات تدريبية ذات جودة عالية في تنفيذ برامجه التدريبية ويتطلع الى الحصول على شهادة الايزو العالمية 10015، فقد حصل المركز على شهادة الايزو 25000 في متطلبات وتقييم جودة النظام والبرمجيات ويعمل جاهدا لتطبيق المواصفات للحصول على اعتمادات اخرى، نوصي بضرورة الالتزام بإكمال تطبيق مواصفات التدريب ISO-10015 للحصول على الشهادة الدولية لرفع جودة المخرجات التدريبية وكسب المتدربين مهارات وقدرات افضل لجعلهم مؤثرين في بيئاتهم التنظيمية.

**الكلمات المفتاحية:** *المواصفات الدولية للتدريب 10015-ISO، خفة الحركة التنظيمية، مركز التعليم المستمر.*

## Introduction:

Institutions seek to place their employees in high-quality training programs to develop their skills, refine their experience, and raise their level of competence and readiness to contribute to improving organizational work environments. Therefore, training institutions implement their programs according to certain standards that the International Organization for Standardization contributed to developing by setting international standards and specifications for training known as specifications.The research problem emerged in answering the following questions: Is there a role for the international training specifications ISO-10015 in achieving organizational organizational agility? Does the center seek to obtain international accreditations in training to raise the quality of its

training outputs? What is the extent of the commitment of the senior management of the center in applying the international standards for training ISO-10015? The current research attempts to test the relationship of impact and correlation between the international standards for training ISO-10015 and organizational agility and to highlight the benefits and advantages that can be achieved for the center and the trainees alike. In the employees who are related to the training work and those in charge of the center and the trainers and professors affiliated with the center, the research sample consisted of (31) answers. The questionnaire was used as a tool for data collection and the descriptive analytical method was used using the

## First / methodological side

### 1- Research problem:

Institutions seek to have trained and qualified administratively and cognitively qualified personnel, so they try among these institutions to put their staff in training courses to hone their talents and develop their cognitive and practical abilities and skills. Many institutions suffer from a lack of training centers that apply international standards and rely in their training curricula on accurate standards prepared correctly to fully qualify the trainees that contribute to the development of institutional work and achieve lightness in organizational work, as the main research problem appears in whether the Continuing Education Center depends on international training standards ISO-10015 in training? Hence, the research problem can be expressed in the following questions:

- What is the nature and direction of the impact and correlation relationships between the adoption of the international standards for training ISO-10015 in achieving organizational agility?
- What is the level of interest and endeavor of the center's management in obtaining international accreditations in training to raise the quality of its training outputs?
- And what is the extent of the commitment of the senior management of the center in applying the standards of international standards for training ISO-10015 ?

### 2- research importance:

The research gains its importance from the importance of the role played by the adoption of international standards for training in raising the efficiency of the training outputs of the center, as well as its importance in raising the quality of the training process, which is reflected in the skills of the trainees and raising their efficiency and readiness. Al-Wusta in training the staffing of different universities and ministries and trainees of all kinds, as the research will contribute to submitting proposals to obtain ISO-10015 accreditation for the center and explaining the importance of these specifications in raising the quality of its training outputs.

### 3- research aims:

The current research seeks to achieve the following goals:
- Testing the type and nature of the relationship between the international standards for training ISO-10015 and organizational agility highlight the

benefits and advantages that can be achieved for the center and the trainees alike.

- Providing information to decision makers in the center on the importance of applying ISO-10015 standards to improve the quality of the training process and the advantages reflected in it for the trainees that make them more skilled and more ready for job work and give them capabilities that enable them to make them influential in their organizational environments.
- Presenting a set of recommendations and proposals related to the subject of research, which could contribute to developing the actual reality of training institutions and raising the efficiency and quality of their training outputs.

## 4- Research blueprint:

represent variable The Independent (international standards for training ISO-10015 Xi) to search in five phases (identifying training needs, designing and planning training, providing and implementing training, evaluating training results, monitoring and improving the training process), while the dependent variable (Organizational Agility Yi) represented (sensing agility, manufacturing agility). decision, agility of action or action) as the procedural scheme of the research will cross the following variables:
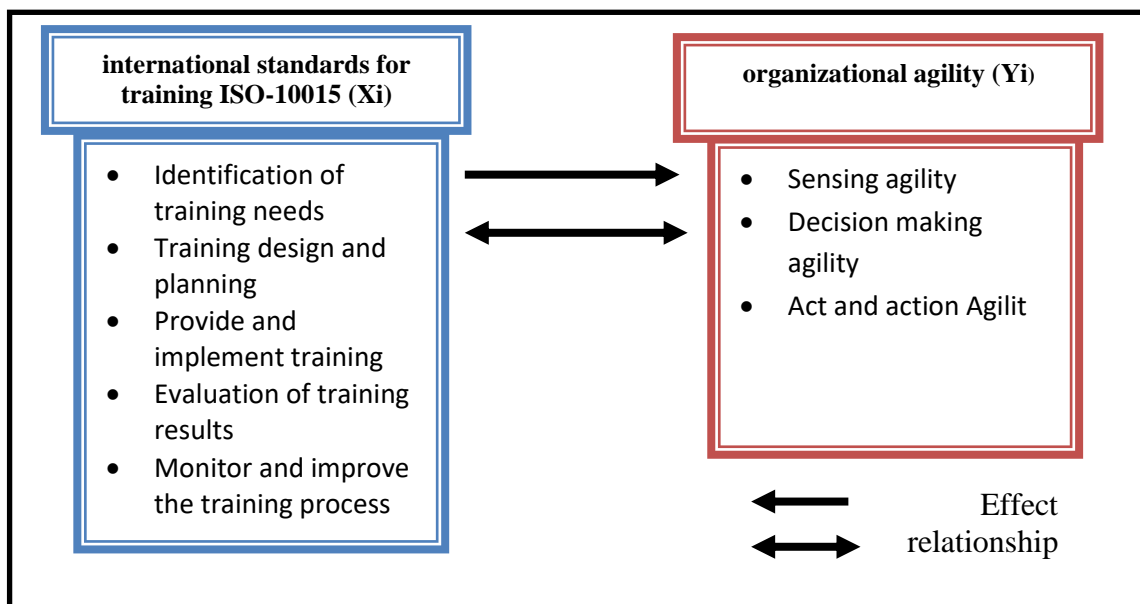


Figure (1) Model research

Source: prepared by the researchers

## 5- research assumes:

was drafted two hypotheses Two essentials on me according to chart procedural For research, they will be tested later, as follows:

- The first hypotheses: There is Positive and significant relationship between international standards for training ISO-10015 (Xi) And the organizational agility (Yi).

- The second hypotheses: There is a significant positive impact of the international standards for training ISO-10015 ($X_i$) and organizational agility ($Y_i$).

## 6- Research Methodology

I depend researcher style the study reconnaissance The descriptive analytical method in to implement search with a view Access to me Investigation his goals.

## 7- Research community and sample

The research sample was selected from those who are related to the training work, those in charge of the center, trainers, associate professors, and employees in Continuing Education Center a sample search One of the formations of the Central Technical University, The number of employees in the center is (33) individuals The questionnaires were distributed to them and so It was completed distribution (33) resolution And done Recovery (31) resolution And she was audited and valid to measure, I depend The two researchers on me a program analysis statisticStatistical Package for the Social Sciences) v.25 (SPSS) in the process of analyzing, processing and testing hypotheses to reach the research goals. The questionnaire was relied on a five-graded Likert scale. The questionnaire was designed in the first scale, the International Standards for Training ISO-10015 based on the scale (Kabro and Hassoun, 2015) after the researcher made adjustments to suit the research sample and society, and the model (Rashid and Matar, 2020) to measure the dependent variable organizational agility.

### Second / the theoretical side

## 1- The concept of international standards for training ISO-10015

It is a set of standards and indicative specifications launched by the International Organization for StandardizationISO, which aims to set specifications for the quality of training and solve the problems of the training process (Taher et al., 22: 2020). (Ali et al., 2021: 3) defines it as technical specifications that help institutions control and manage their training programs in accordance with international quality standards. It is one of the quality assurance tools for training and continuing education, which emphasizes the participation of stakeholders in identifying training needs and focusing on learning outcomes during the transfer of the learning process and improving training returns (Yiu & Saner, 2007: 3). (Mohamed & Lafta, 2022: 6886) believes that it is an international standard that focuses on managing the capabilities of the training process in a way that ensures the achievement of training quality and raising the efficiency of its outputs to develop the capabilities and capabilities of the trainees. It aims to improve the level of professional skills of employees. The first version of the international specifications for training was launched in 1999, and a second amendment was implemented in 2019 (antiushko et al., 2020: 59). One of the reasons attributed to the necessity of applying these standards is the guarantees that these specifications give to the institution in achieving high levels of training performance and efficiency (Kandi, 2011: 29). And the optimal use of resources, as it is an important tool in improving performance and achieving organizational excellence by providing a well-prepared training system (Senaratne and Gunarathne, 2017: 169). The implementation of ISO-10015 standards also leads to the implementation of more effective training programs and the preparation of well-trained personnel (Huang et.al, 2017: 110). They contribute to the development of human capital performance and achieve institutional excellence and excellence (Hernández-Perlines et.al, 2019: 224). The training strategy defined by ISO 10015 standards helps in developing the trainees' creative skills and refining their

intellectual abilities, which is reflected in raising the level of work efficiency, increasing productivity, and achieving high performance levels (Bazazo et al., 2017: 698). The application of ISO 10015 also helps in linking the needs of organizational performance with gaining competence through training according to transparent standards and curricula that determine how training programs can contribute to achieving the organization's goals (Yiu & Saner, 2007: 3) by identifying and analyzing training requirements, designing and planning them, and evaluating the results Education, monitoring and improvement of staff training (Taheri et al., 2016: 43). As the objective of ISO 10015 is to identify and develop the main quality elements in a well-planned training system (Wang & Wu, 2009: 258).

## 2- Benefits of applying international standards for training ISO-10015

The application of international standards in staff training leads to an increase in the company's performance (Lin et al., 2010: 4120). Enhancing the efficiency of employees and raising their level of readiness (Shahyganmehr & Hazratian, 2017: 4). It also contributes to increasing the active participation of the trainees and improving the quality of the training process (Abdul Aziz, 2011: 55). It reduces costs and increases innovation (Zadeh et al., 2020: 50). The international training standards ISO ISO-10015 also helps institutions to follow up and develop their training programs to invest their human resources in effective training programs (Moradi and Bahramian, 2014: 4192).

## 3- Training guidelines according to international standards ISO-10015

The international standards for training **ISO-10015** Five phases of the training process were identified:(Wang & Wu, 2009: 258; Szkiel, 2017: 319; Kubro & Hassoun, 2015: 97).

- **The first stage is identifying training needs:** The stage of identifying training needs is the first step in preparing the training process, as it represents determining what is required to be implemented for training according to what the employees need (Taher et al., 26: 2020). The process of identifying training needs includes a number of paragraphs that must be taken into account. They are determining the organization's needs for training, determining the performance efficiency requirements that must be achieved, reviewing the efficiency and performance requirements, discovering performance gaps and deviations in the efficiency requirements, and finding solutions and treatments for them. (Al-Ababneh, 2014: 14).

- **The second stage is design and planning training:** At this stage, attention must be paid to specific skill gaps, selection and identification of appropriate training methods, selection of the most effective training methods, identification of criteria for evaluating training results, provision of organizational requirements, timing and estimated costs, as well as selection of trainers. (Aguilar et al., 2009: 10).

- **The third stage is the provision and implementation of training:**Training supplies must be provided and the trainer selected according to specific standards and requirements. Support must also be provided to the trainer and trainees by providing the required information before, during and after the training process and addressing competency gaps during training (Szkiel, 2017: 319). By providing the training curriculum information to the trainer and the skills to be achieved in the

training program and benefiting from the feedback information to develop the training program after it has taken place (Jaafar, 227: 2020).

- **The fourth stage is the assessment of the results of the training:**The desired benefit of the training is not achieved only when it is implemented, but a comprehensive assessment of the training results must be carried out to verify the achieved goals, assess the level of efficiency that has been achieved, and detect deviations in order to correct them (PN-ISO, 2004). Through this stage, the effectiveness of the training program is monitored and useless training programs are excluded (Taher et al., 2020: 24).

- **The fifth stage is monitoring and improving the training process:**This stage aims to ensure that the training process takes place according to plan (Muhammad and Abdul Ghani, 2018: 185). By documenting and keeping records of the training process and training results, and suggesting improvements and developments in the training systems (Taleb and Khalaf, 2018: 231).

## 4- The concept of organizational agility

Organizational agility refers to the organization's ability to adapt and respond effectively to changing situations (Cegarra-Navarro and Martelo-Landroguez, 2020: 4; Cai et al., 2019: 423) believes that organizational agility is the continuous adaptation between communication and the organizational structure of agile management. It is the organization's ability to withstand any disruption and organize a quick and effective response that allows it to overcome critical situations (Miceli et al., 2021: 3). It confirms that organizational agility is a dynamic potential that allows adaptation to achieve a better level of performance by investing technological and knowledge resources to face changes (Sukanya & Santanu, 2017: 1). (Wadi et al., 2019: 223) defines organizational agility as the rapid and successful response to environmental changes in order to achieve high organizational performance. (Hoonsopon & Puriwat, 2021: 1725) indicates that organizational agility is the ability of an organization to transform its capabilities and resources to create new values that enable it to overcome sudden changes. Organizational agility aims to achieve a good competitive position in an environment characterized by acceleration and high performance levels (Walter, 2021: 354). It also aims to give the institution high flexibility in realizing market changes and the needs of beneficiaries and meeting them in meeting those needs and facing changes with the speed of operational adaptation (Zhen et al., 2021: 55). (Saša and Koronios, 2018: 333) emphasize that agility must be continuous and planned.

## 5- The importance of organizational agility:

The importance of organizational agility goes beyond its importance to flexibility, adaptation and adaptation, but rather to raising the value of the customer and stimulating environmental sensors to fortify the competitive position and benefit from the possibilities of flexibility in creating agile organizational structures (Wadi et al., 2019: 224). As it confirms (Wahyono, 2018: 5) Organizational agility increases the speed of environmental response and gives it the best ability to diagnose potential opportunities and threats, enabling it to address it proactively. Organizational agility is essential for organizations operating in turbulent environments because it enables them to sense and respond to environmental changes (Felipe et al., 2020: 3). Organizational agility capitalizes on the

information and knowledge it possesses (Cheng et al., 2020: 96). In addition to investing resources, reorganizing capabilities, developing skills, steadfastness in the face of changes, and improving its response to the internal and external environments (Youssef and Yassin, 2021: 6). Organizational agility also leads to high organizational performance, improving operations structures, increasing the organization's cognitive capacity, empowering it, and granting it flexibility and dynamism in the face of fluctuations (Saeed and Abdel Sattar, 2019: 87).

### 6- Dimensions of organizational agility:

A number of researchers put several dimensions of organizational agility, and the researcher agreed with the points of view put forward by each of (299: 2016, wageeh; Rashid and Matar, 2020: 26) in presenting three dimensions, which are each of the agility of sensing, the agility of decision-making, and the agility of action or action. The researcher has adopted these dimensions for their compatibility with the nature of the current study and the site of application.

- **Sensing agility:** Sensing activities involve using resources and information gathered from research activities to examine customer needs, understand latent demands, and evaluate responses from potential competitors (Liu & Yang, 2020: 6).
- **Decision making agility:** Decision-making agility includes the speed of the appropriate decision-making process, the optimal diagnosis of available opportunities and threats, the speed of response to confront them, and the development of appropriate plans at critical times (Rashid and Matar, 26: 2020).
- **Act and action Agility:** The agility of action or action includes the good exploitation of resources, the reconfiguration of operations, the speed of action in the direction of changes, and the taking of rapid actions to confront them (wageeh, 2016: 299).

### Third / the practical side
### 1- The first topic / tests of validity and reliability of the questionnaire

In order to test the validity and reliability of the questionnaire and the data collected from the answers of the sample, the researchers resorted to testing the stability coefficient (Cronbach's Alpha(to reveal the validity and stability in the questionnaire, as the table indicates1) that the stability coefficient value (Cronbach's Alpha) for the first variable international specifications for training ISO-10015 have reached (.854) which is higher than (0.700) which indicates the presence of high stability for all paragraphs of the independent variable, while the dependent variable organizational agility, the stability coefficient was recorded as(.831)Which indicates high stability also in the dependent variable, and the total items of the questionnaire recorded a high stability coefficient value estimated at (.876) and as in the following table.

Table (1) Stability test results (Cronbach's Alpha) for the paragraphs of the resolution

| Baha's commentsecond | stability level | Stability coefficient | Study variables | |
|---|---|---|---|---|
| The presence of high stability in the vertebrae international | high | .854 | international standards for | X |

| standards for trainingISO-10015 | | | training ISO-10015 | |
|---|---|---|---|---|
| The presence of high stability in the vertebraeOrganizational agility | high | .831 | Organizational agility | Y |
| The presence of high stability in the entire paragraphs of the questionnaire | high | .876 | The entirety of the questionnaire | |

Source: Prepared by the researcherthataccording to program resultsSPSS v25

For the purpose of obtaining confirmation of the results, the researchers resorted to the half-partition method (split-half) to measure the stability of the scale, as the scale is divided into two equal parts, the first half is individual questions and the second half is pair questions, and the stability of the scale is calculated for this method, as it appears that the Spearman-Brown stability coefficient (.950) which are strong and as shown in the following table:

Table (2) Stability coefficient according to the split-half method (split-half)

| N | Correct the coefficient with an equationspearman-brown | Correlation coefficient before correction |
|---|---|---|
| 31 | .950 | .905 |

Source: Prepared by the researcheryenaccording to program resultsSPSS v25

2- **The descriptive analysis of the level of the sample's responses to the paragraphs of the international standards for training ISO-10015 and organizational agility.**

- Descriptive analysis of the level of the sample's responses to the paragraphs of the international standards for trainingISO-10015 .

The value of the weighted arithmetic mean for the dimension of international training standards ISO-10015 (3.60) which is greater than the value of the hypothetical mean of (3) Which shows that the respondents' answers to this variable tended towards agreement, while the standard deviation was recorded (1,582) This confirms the homogeneity of the sample's responses to the variable of international training standardsISO-10015 The relative importance of the same dimension was also recorded as (72.06%) These results indicate that most of the respondents agree that the Center for Continuing Education relies on high-quality standards and specifications in preparing its training programmes.

Table (3) The level of the sample's responses to the items of the independent dimension
International standards for trainingISO-10015

| % | Sd. | mean | Paragraph text | the scale | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Totally disagree | I do not agree | neutral | I agree | Totally agree |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 78.06 | 1,357 | 3.90 | The training needs of the institution are determined according to the quality management policy and requirements. | 2 | 1 | 7 | 9 | 12 |
| 72.26 | 1,712 | 3.61 | Solutions are developed to bridge the gap between the required capabilities and competencies with the current ones, through training or other procedures, such as hiring new employees, for example. | 3 | 4 | 4 | 11 | 9 |
| 77.42 | 0.983 | 3.87 | Training needs requirements are determined based on a list of competency requirements, gaps, previous training results and corrective actions. | 2 | 3 | 6 | 10 | 10 |
| **75.91** | **1,351** | **3.80** | **Identification of training needs** | | | | | |
| 70.97 | 1,723 | 3.55 | A list of paragraphs related to the determinants and limitations of the training process (organizational, financial, scheduling, and timing requirements) shall be determined. | 3 | 4 | 6 | 9 | 9 |
| 73.55 | 1,959 | 3.68 | A list of training methods is drawn up to meet the training needs. | 4 | 2 | 6 | 7 | 12 |
| 70.97 | 1,656 | 3.55 | A standard for selecting the appropriate training method is defined and documented. | 3 | 4 | 5 | 11 | 8 |
| 61.94 | 1,757 | 3.10 | Specifications of the training plan shall be developed to be discussed with potential trainers in an appropriate and clear manner that reflects the organization's needs and training requirements. | 4 | 7 | 8 | 6 | 6 |
| 65.16 | 1,731 | 3.26 | The trainer, from inside and outside the institution, is subject to testing or evaluation before implementing the training process, and this is documented in an official contract. | 4 | 5 | 7 | 9 | 6 |
| **68.52** | **1,765** | **3.43** | **Training design and planning** | | | | | |
| 73.55 | 1,692 | 3.68 | The institution provides the necessary resources to secure services for the trainer and the trainee and to monitor the quality of the implementation of the training. | 3 | 2 | 8 | 7 | 11 |
| 72.26 | 1,645 | 3.61 | Support is provided before training by providing information to the trainer by identifying training needs, the nature of training, and the gap in capabilities. | 2 | 5 | 6 | 8 | 10 |
| 69.68 | 1,725 | 3.48 | Support during training is provided by providing means, equipment, feedback information and the opportunity to develop both trainees and trainers | 3 | 5 | 5 | 10 | 8 |
| 69.68 | 1,325 | 3.48 | Support is provided at the end of the training by receiving feedback information from the trainees and trainers and submitting it to the managers and employees concerned with the training.. | 2 | 3 | 11 | 8 | 7 |
| **71.29** | **1,597** | **3.56** | **Provide and implement training** | | | | | |
| 71.61 | 1,852 | 3.58 | Inputs for evaluation of training results include training needs specifications, training plan specifications, and training implementation reports | 4 | 2 | 7 | 8 | 10 |
| 75.48 | 1,114 | 3.77 | Evaluation takes place in the short term, immediately after the end of the training, by | 1 | 1 | 12 | 7 | 10 |

| % | Sd. | mean | | Totally disagree | I do not agree | neutral | I agree | Totally agree |
|---|---|---|---|---|---|---|---|---|
| | | | the trainees' reaction to the training methods and measuring the knowledge and skills they have acquired.. | | | | | |
| 76.77 | 1,006 | 3.84 | The long-term evaluation takes place after the end of the training for a sufficient period, to focus on measuring and evaluating the impact of improvement in the behavior and performance of the trainees for their work.. | 1 | 1 | 9 | 11 | 9 |
| 74.84 | 1,531 | 3.74 | The results report includes needs specifications, assessment criteria, resources, methods, scheduling and training costs. | 2 | 3 | 7 | 8 | 11 |
| 67.74 | 2,045 | 3.39 | Corrective measures are taken in the event that the results achieved from the training do not match its objectives. | 4 | 6 | 4 | 8 | 9 |
| **73.29** | **1,510** | **3.66** | **Evaluation of training results** | | | | | |
| 71.61 | 1,718 | 3.58 | Monitoring includes reviewing the training process in all its four stages, and it is carried out by qualified observers | 3 | 4 | 5 | 10 | 9 |
| 75.48 | 1,847 | 3.77 | Diagnose cases of non-conformity, submit proposals for improvement, and carry out corrective and preventive actions. | 4 | 1 | 5 | 9 | 12 |
| 72.26 | 1,378 | 3.61 | The validity of carrying out the training process is approved after ensuring that the documented procedures are followed and the requirements are met for all training stages, which are determined by the monitoring results. | 2 | 3 | 8 | 10 | 8 |
| 65.81 | 1,813 | 3.29 | After ensuring the correctness of the training in all its stages, the files and files of the trainees are updated to reflect their additional qualifications. | 4 | 5 | 7 | 8 | 7 |
| **71.29** | **1,689** | **3.56** | **Monitor and improve the training process** | | | | | |
| **72.06** | **1,582** | **3.60** | **international standards for training10015** | | | | | |

Source: Prepared by the researcheryenAccording to program dataSPSS v25

- Descriptive analysis of the level of sample responses to organizational agility items

The value of the weighted arithmetic mean for a dimensionOrganizational agility (3.79) which is greater than the value of the hypothetical mean of (3) Which shows that the respondents' answers to this variable tended towards agreement, while the standard deviation was recorded (1,389) This confirms the homogeneity of the respondents' answers to a variable Organizational agility The relative importance of the same dimension was also recorded as (75.73%) These results indicate that most of the sample agreed to achieve organizational agility.

Table (4) The level of the sample's responses to the paragraphs of organizational agility

| % | Sd. | mean | Paragraph text | the scale | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Totally disagree | I do not agree | neutral | I agree | Totally agree |
| 76.77 | 1,340 | 3.84 | Center respondsquicklytoto changes that occur in directives andInstructions | 2 | 1 | 8 | 9 | 11 |
| 73.55 | 1,626 | 3.68 | jfind outCenterChanges in the work environmentIt | 3 | 3 | 4 | 12 | 9 |

| | | | adapts to environmental changes | | | | | |
|---|---|---|---|---|---|---|---|---|
| 79.35 | 1,166 | 3.97 | The Center follows with great interest the updates that occur in the world of training and training curricula | 1 | 2 | 6 | 10 | 12 |
| **76.56** | **1,377** | **3.83** | **Sensing agility** | | | | | |
| 74.19 | 1,746 | 3.71 | jpeoplecenterAnalyzes important events related to the external environment ofcenterwithout delay. | 4 | - | 8 | 8 | 11 |
| 72.90 | 1,370 | 3.65 | The management of the center numbers plan a job Around How Use technology new | 2 | 3 | 7 | 11 | 8 |
| 76.13 | 1,761 | 3.81 | Prepare Center management plan a job specific to meet needs training Without delay. | 3 | 2 | 6 | 7 | 13 |
| 76.13 | 1,228 | 3.81 | The management of the center has the ability to seize opportunities in the external environment | 1 | 3 | 7 | 10 | 10 |
| **74.84** | **1,526** | **3.74** | **Decision making agility** | | | | | |
| 73.55 | 1,292 | 3.68 | Working Management of the center re formation its resources in the time the appropriate | 2 | 2 | 8 | 11 | 8 |
| 82.58 | 0.916 | 4.13 | The center provides training services for new curricula and programs | - | 2 | 6 | 9 | 14 |
| 72.26 | 1,778 | 3.61 | get up Re-management of the center Adjust Processes executed quickly | 3 | 4 | 5 | 9 | 10 |
| 74.84 | 1,065 | 3.74 | He can manage the center on transformation and quickly change its training strategies according to the environment | 1 | 2 | 9 | 11 | 8 |
| **75.81** | **1,263** | **3.79** | **Act and action Agility** | | | | | |
| **75.73** | **1,389** | **3.79** | **Total** | | | | | |

Source: prepared by the researcher according to the answers of the study sample and program dataSPSS v25

**The fourth topic / Tests the hypotheses of the study**

**First hypotheses: There is Positive and significant relationship between international standards for training ISO-10015 (Xi) And the organizational agility  (Yi).**

Table indicates (5) Accepting the first main hypothesis which states there is a significant correlation with statistical significance between the international training standards ISO-10015 and organizational agility (at a significant level 0.05) and with confidence (95%),The value of the correlation coefficient Pearson between the two variables (0.374*) to confirm the existence of direct correlation weak Among the international standards for trainingISO-10015 and organizational agility.

Table (5) Correlation test resultsbetween variables

| **Correlations** | | | | | | |
|---|---|---|---|---|---|---|
| | international standards for training | organizational agility | Determine needs training | design and layout training | provide and implementation training | evaluation and implementation training | improve and monitor process training |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| international standards for training | Pearson Correlation | 1 | .374* | .590** | .817** | .858** | .635** | .573** |
| | Sig. (2-tailed) | | .038 | .000 | .000 | .000 | .000 | .001 |
| | N | 31 | 31 | 31 | 31 | 31 | 31 | 31 |
| organizational agility | Pearson Correlation | .374* | 1 | .001 | .287 | .391* | .178 | .447* |
| | Sig. (2-tailed) | .038 | | .994 | .118 | .029 | .337 | .012 |
| | N | 31 | 31 | 31 | 31 | 31 | 31 | 31 |
| Determine needs training | Pearson Correlation | .590** | .001 | 1 | .601** | .404* | .050 | .008 |
| | Sig. (2-tailed) | .000 | .994 | | .000 | .024 | .789 | .966 |
| | N | 31 | 31 | 31 | 31 | 31 | 31 | 31 |
| design and layout training | Pearson Correlation | .817** | .287 | .601** | 1 | .626** | .310 | .242 |
| | Sig. (2-tailed) | .000 | .118 | .000 | | .000 | 090 | .190 |
| | N | 31 | 31 | 31 | 31 | 31 | 31 | 31 |
| provide and implementation training | Pearson Correlation | .858** | .391* | .404* | .626** | 1 | .492** | .456** |
| | Sig. (2-tailed) | .000 | .029 | .024 | .000 | | .005 | .010 |
| | N | 31 | 31 | 31 | 31 | 31 | 31 | 31 |
| evaluation and implementation training | Pearson Correlation | .635** | .178 | .050 | .310 | .492** | 1 | .353 |
| | Sig. (2-tailed) | .000 | .337 | .789 | 090 | .005 | | .051 |
| | N | 31 | 31 | 31 | 31 | 31 | 31 | 31 |
| improve and monitor proces training | Pearson Correlation | .573** | .447* | .008 | .242 | .456** | .353 | 1 |
| | Sig. (2-tailed) | .001 | .012 | .966 | .190 | .010 | .051 | |
| | N | 31 | 31 | 31 | 31 | 31 | 31 | 31 |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | | | | | | |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | | | | | |

Source: SPSS v 25 output.

**The second hypotheses: There is Positive and significant relationship between international standards for training ISO-10015 (Xi) And the organizational agility (Yi).**

The researcher relied on a test (F-test) To indicate the acceptance or rejection of the hypothesis of the impact of the international standards for training 10015 and organizational agility, if the probability value corresponding to the value ofThe calculated F is smaller than the significant level (0.05) The hypothesis will be accepted, which confirms the acceptance of the hypothesis by (95%),As for showing the ratio of interpretation Organizational agility to changes in International Standards for Training ISO-10015 will depend on the coefficient of determination$R^2$ (Coefficient Of Determination)It reached

valuecalculated F (64,229) at a significant level (0.05),While the value of the determination coefficient (34.9%) Indicating the percentage of the impact of international standards for training ISO-10015 In the dependent variable organizational agility, the second main hypothesis is thus accepted, which states: **There is a significant influence relationship between the international training standards ISO-10015 and organizational agility."**

Table (6) Results of the impact of international standards for training ISO-10015 and organizational agility

| test result | a testF | | The coefficient of determination R2% | dependent variable | the independent variable |
|---|---|---|---|---|---|
| | probability value | ValuesF calculated | | | |
| There is an international standards for trainingISO-10015 organizational agility Thus accepting the second main hypothesis (H2) | 0.00 | 64,229 | 34.9% | organizational agility | ISO-10015 |

Source: Prepared by the researcher hat according to program results SPSS v25

**The fifth / conclusions and recommendations**

## 1- conclusions

The research reached a number of conclusions, including:

- There is a correlation between the application of international standards for trainingISO-10015 and organizational agility achievement.
- The Center for Continuing Education achieves a significant development in the level of application of international standards and seeks to achieve international accreditation in the application of international standards for training through its reliance on high quality standards in the implementation of its training programs as it obtained international accreditation for the application of international standardsISO-25000 in achieving the requirements for assessing the quality of the system and the software it uses, and this confirms its seriousness in obtaining other international accreditations in training.
- The application of quality standards in the preparation of training programs, identification of training needs, preparation of supplies, and follow-up of the training process, all achieve in the end high-quality training outputs and give the trainee better capabilities in developing his skills, which will reflect positively on the institution as a whole.
- Achieving organizational agility leads to adapting the organization to its environment, improving its response to disturbances, making better use of resources, and giving employees a greater degree of adaptation, which increases performance levels.
- There is significant positive impact of the international standards for training ISO 10015-10015 and the achievement of organizational agility, This was confirmed by the results of the research.

## 2- Recommendations

Based on the conclusions presented, we recommend the following:

- The need to commit to completing the application of international standards for training ISO-10015 to obtain the international certificate to raise the quality of the training outputs and to gain the trainees better skills and capabilities to make them influential in their organizational environments, by preparing training programs in accordance with international specifications and presenting them through qualified trainers with international training accreditations who transfer their expertise and skills better for the trainees.

- The necessity of paying attention to feedback processes, monitoring and evaluating the training process in order to evaluate it, detect deviations and treat them, and benefit from the proposals submitted for the development of training programs, which facilitates the implementation of the stages stipulated in international standards, which contributes more to obtaining international accreditation.

- The Center for Continuing Education should pay more attention to identifying, designing and implementing training needs in accordance with international standards to raise the efficiency of training outputs and ensure the achievement of the desired goals of training, by studying the institutions' needs for the necessary and basic training programs that the institution needs to develop the capabilities of its employees and preparing training programs with high standards that suit those needs.

- Organizing training programs at high levels that focus on developing the organizational capabilities of the trainees, which contribute to improving the trainees' assessment of the elements of the environment and gaining them skills in and developing their capabilities in diagnosing opportunities and threats and moving quickly to act towards changes in the interest of the institution, by making the training programs more compatible with the new necessary skills that Needed by the labor market and commensurate with the environmental and organizational changes to develop the organizational capabilities of employees and improve their response to changes.

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