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Classroom Training rather than E –Training Effectiveness for Promoting Managerial Skills in Iran: A Comparative Study

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***Abstract*— Training necessity became so obvious nowadays. Organizational development depends on promoting human resource knowledge, skill, behavior and their thought. Therefore, knowing of how much their training courses would be effective is so important for the managers.**

Effective evaluation is one of the most important steps in training planning which will give us advantageous information in training planning and its implementation and finally in training evaluation when it will be done perfectly.

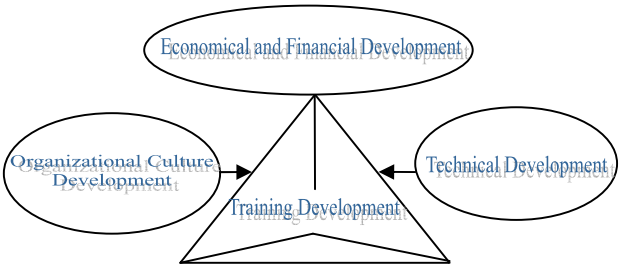
This survey is going to investigate the training effectiveness of two training methods (classroom training & e-training) which their goal is promoting 6 managerial skills such as : Organizational relationship, Decision-making, Financial Management, Marketing, Human Resource Management, and Innovation (At the level of executive managers). We have used Kirk Patrick's Training Effectiveness evaluation model in this survey. And the final goal is evaluating the promotion of these 6 managerial skills after spending the MBA level 1 to show that which way of training creates more promotion in the said skills and why it occurred.

Keywords-evaluation of training effectiveness; E-training; classroom training

I. INTRODUCTION

Nowadays improvement and development of the organizations are a result of knowledge level, proficiency, behavior and human resources perception. On the basis of this issue we can see that most of the pioneer organizations and institutes focus on training and improvement of human resources and this is a big duty for the organization to define the position of training in organizations' development path. The organizations consider training and improving the human resources as the pivotal point of development and put it on the top of their programs due to the fast changes in technology and knowledge raise. If we consume the charter of organization development as a quadrilateral pyramid, the sides of this pyramid will be:

1. Training development
2. Technical development and technology
3. Organizational culture development
4. Economical and financial development



Source: (Golestan Hashemi, 1997)

On the other hand, we should recognize that the pyramid base is training development that is the life of development. As expected the sides of the development have a multilateral practical relation and the general development is the center of this pyramid and each side has a very strong affiliation to training development. So the training development rate is one of the main effective factors and determine the rate of other side of development and organizations' general development. The researches results show that paying attention to training and improving the human resources will increase productivity. For example, in 2004 a measurement on effectiveness of training courses in Motorola Company presented that each dollar investment in training had the outcome of 33 dollars. Another study in 2006 presented that most of the U.S companies reported their average increasing rate in training budgets as 7% in comparison with the previous year and stated that they spend around 1273 dollars for each trainee training. They spent about 558 billion dollars on developing and improving their human resources. (Eydi, 2009). It is very critical for the organizations to evaluate and measure training effectiveness although it seems to be a little hard and controversial. There is a new need in modern companies to evaluate the staff's training ability. So the purpose of evaluating the training effectiveness is to recognize if the staff's training are consistent with their needs. And/ or these trainings give the organizations the ability to be adjusted with nowadays uncertain circumstances. Evaluation is the most important level in training program that can give us very useful information about the designing and accomplishing the training programs and supplies an effective base for evaluating the function of training centers. If we describe the purposes as the ideal

situation for the organization, organizational effectiveness will be the rate of success in reaching the purposes for the organizations. (Daft, 1998)

Generally, it's not very hard to do quantitative evaluation rather than qualitative evaluation that is training effectiveness and if this process can be applicable, trainings will originate the skills which are necessary for the trainees.

In fact, on the one hand, evaluating the training courses effectiveness enables the managers and staffs of the organization to have a more precise view of training quality and on the other hand provides the organization planners and training staffs to weighting the pros and cons of this issue. So they could be helpful in making the training programs and activities more effective for human resources.

II. The Concept of Effectiveness and Training Programs Effectiveness

Organizational effectiveness will be the rate of success in reaching the purposes for the organizations. (Daft, 1998). A well-known theoretician in management Peter Deraker, describes the training effectiveness as" doing a well job".

The perceptions, management affairs amendment, success, creating new ideas, organizational values strengthening, collaborative consideration and etc. are equal to effectiveness in management issue. the perceptions which can be used for effectiveness according to above mentioned concepts are : (Soltani, 2006)

- Rate of purpose achievement
- Rate of trainees job purposes achievement after passing the training courses
- Determine the rate of trainees behavior consistency with managers and supervisors expectations
- Determine the rate of job well-doing according to trainings
- Determine the rate of the skills created by trainings to achieve purposes
- Determine the rate of training added value
- Determine the rate of marketing success parameter improvement

III. Training Evaluation

Training evaluation is systematic analyzing of the information to make a decision. Training evaluation includes formative and final evaluation.

In formative evaluation we can find: 1- if the training course is well-organized and accomplished and 2- if the training was useful and satisfactory for the trainees. While accomplishing the training program, formative evaluation is applied to direct the training administrators and amend the accomplishing process of training programs. The formative evaluation is gathering qualitative data such as feelings and opinions about the training programs.

Final evaluation is used to determine the rate of trainees' changes as a result of the training programs and is performed when the training program is accomplished as expected. (Poursadeq, 2005)

IV. Main Reasons for Determining the Training Courses Effectiveness

Kirk-Patrick described the reasons for on-the-job training programs as follows:

1. Justifying the existential reasons for training unit and presenting its significance and role in accomplishing the organization vocation and achievement of goals.

2. Making decision to continue or discontinue a training program

3. Gathering information to improve the training programs in future

There is a general and old principle between the masters of training that says: while an organization tends to modulate its staffs or take the trivialization policy, at first it would looking for the units which their elimination has not a big damage for the organization for example there are staff affairs, salary and fee, public relations and training unit in management department. In some organizations, the top manager may assume that all the above mentioned units other than training unit is essential. In such cases the training unit effectiveness is concerned. (Kirk Patrick, 1998)

V. Influential Factors on Training Program Effectiveness

Different factors are contributed in training effectiveness but it seems that correct measurement of needs that is consistent with the training is the most important. With regard to the significant role of this issue if making the training courses effective, there is a need to have a schematic description on this approach. Measurement of the training needs is to defining the needs (that is the gap between what is exist and what is should really be) and classifying them base on their priority and selecting the needs that should be reduced or eliminated (Abbaszadegan and Torkzadeh, 2000)

Paying attention to needs measurement principles is another influential factor in training effectiveness. These principles are as follows:

- Continuance principle (as a result of permanent environmental changes and inter organization)
- Generality principle (gathering complete and general information regarding the whole aspects of the job)
- Cooperation principle (needs measurement group cooperation)
- Concreteness and validation principle (using valid and concrete methods)
- Realism principle (having a real attitude to goal , domain , level and environment of need measurement)
- Morality observation principle (respecting the organization cultural principle)
- Considering the needs measurement methods that are applied in the organizations is the third influential factor in making the training courses

effective. With regard to the organizational goals and objectives we should apply ALFA, BETTA, GAMA, DELTA, EPSILONE and ZETTA regarding needs measurement methods.

VI. Training Effectiveness Evaluation Methods

1. Tailor goal based Method
2. Ediornie Method
3. Philips method
4. C.I.P.O Method
5. Social Experiment Method
6. Evaluation Method based on Apologia
7. Solivan Method
8. T.V.S Method
9. Holtone Transitional Method
10. Kirk-Patrick Method (Johnnesari, 2008).

VII. Kirk Patrick Method

This method presents four levels for training evaluation including: (Kirk-Patrick, 1998)

Response evaluation: that is the trainees' of a training program response to that program and is achieved by questionnaires and interviews and etc.

Learning evaluation: that is determining the rate of skills, techniques and the facts learned by every person. This can be achieved by four test and after test.

Behavior evaluation: it means determining the rate of the changes occurred in trainee's behavior due to these training courses. It can be defined by consistent evaluation in the real job situation.

Result evaluation: it means inspecting the costs spent for the training to determine if the trainees are able to well compensate these costs by working and accomplishing their duties. In this section training role in arising production, improving quality, decreasing costs, decreasing job casualties, increasing sale, increasing lucrative rate and etc. is evaluated.

VIII. Training Evaluation Approaches

Generally, studying the training evaluation principles presents 6 common approaches regarding this issue (Philips, 1991):

Evaluation based on goal;

Respondent evaluation;

Professional review;

Free-goal evaluation;

Systems evaluation;

Sub lawful.

Mostly the systems evaluation and evaluation based on goal approaches are applied in training evaluation.

Different evaluation frameworks for the programs are presented affected by these two approaches. The most effective framework is presented by Kirk-Patrick. Kirk-Patrick models that are presented according to the goal-based evaluation approach is based on four simple questions turned to four evaluation levels: response, learning, behavior and results. On the other hand, under the systems evaluation approach, some other effectiveness evaluation models such as field model, input, process, product (CIPP), training validation system model (TVS), and the model of input, process, output and outcome (IPOO) are presented. Comparing these four models, we can say that the Kirk-Patrick evaluation model does not modify essential steps to achieve objectives and the method for using the results of evaluation to improve training. Selecting and using the evaluation methods (qualitative, quantitative and integrative) make the application of this model hard for the users. Since this model looks simple at the first sight, the teachers use this model without concerning the needs and resources or determining the model application and its results. Naturally, most of the organizations concerns learning level situation. The Patrick model is simple at the first and second level and gets complicated at third and forth levels. This may be the result of wide use of this model.

A study performed in the United States (2000) presented that 84% of the companies used the response level outputs for evaluating their training effectiveness, 39% used the cognitive outputs (learning), 15% used behavior outputs and just 7% of the companies used result level outputs for training evaluation.

IX. Electronic Training Definition

The learning theory says: learning will be strengthening if 1) the trainees involvement in learning actively;2) the homework's content reflects real world and ordinary experience and 3) the learning accompanies deep mental activities.(Bransford,Brown and Cocking 2000;Driscoll 2002).

Many studies say that active trainee's involvement in learning process will enforce learning. This process is called "Active Learning" (Benek-Rivera& Matthews, 2004; Sarason and Banbury, 2004).

Simply we can say that the active learning includes training activities that make trainees to do something or think about the task that they are doing. (Bonwell and Eisen, 1991)

Practical training or "learning through doing a task" conduces to positive result in learning issue. (Picciano, 2002, Watkins, 2005)

Since most of the web-based new technologies and activities are practical, on line lessons have the potential to create an environment and make the trainees to involve in their lessons actively. With this method they can refine their knowledge and make their new knowledge.

In other word, the training content is presented through sound, picture and text transfer and the quality of training course will get the top level by bilateral relation between teacher and trainee or between trainees.

X. Comparing E-training and Classroom Training

In E-Training, the teacher is the pivot in presenting the lessons content (teacher-based) when in E-training self learning of trainees is significant contrary to classroom training. (Trainee based). In classroom training the attitude is on individual skills and trainings whereas in E-training the general attitude is on social skills development. Classroom training causes competition spirit in trainees which can be change to jealousy sometimes and has its social aftermath. But E-training can create the spirit of cooperation and teamwork in trainees regarding to it practical field. This is the result of a vast resource for research (internet) that can simply be used by the trainees and provides them the chance to do any research in team. As the internet is available, the lesson contents are varied flexible. Teachers can update the lessons contents using this source when in classroom training sources are limited to a few books and their revival and review may take several years. Using multi-media devices and simulator in training process is another point in E-training that enables the trainee to feel the virtual fact of the thing that wants to learn when in classroom training we can accomplish training just with some pictures or texts or in one or two experimental sessions. With regard to the technology that is used, the attitude to the class and teacher as the main legs of training will be changed. Now the virtual classes are a practical environment for the trainees and the teacher is just a supervisor in this environment and creates brain storming in the trainees' minds. He is not the only teacher or instructor either but just a director for trainees self learning. We do not have limitations for cost, place and time of the classes in E-training but in classroom training we have. We do not need any special place or time for holding a class in times and it doesn't bear any special cost that means every trainee can repeat the lessons of that session until he'll get it. (Aasemi, 2006)

In this research, 6 managerial skills at the level of executive are selected by ranking method to evaluate effectiveness of two training styles: E-training and classroom training in improving these 6 skills which are includes 1) Organizational relations 2) Decision- making 3) Human Resource Management 4) Financial Management 5) Marketing 6) Creativity and originality

XI. Research Hypothesizes

A. *Primary Hypothesis*

- Management skills of the managers who trained by E-training method are more than the managers trained by classroom training method.

B. *Secondary Hypothesis*

- Organizational relations skills of the managers trained by E-training method are more than the managers trained by classroom training method.
- Decision making skills of the managers trained by E-training method are more than the managers trained by classroom training method.
- Human Resource Management skills of the managers trained by E-training method are more than the managers trained by classroom training method.
- Financial management skills of the managers trained by E-training method are more than the managers trained by classroom training method.
- Marketing skills of the managers trained by E-training method are more than the managers trained by classroom training method.
- Creativity and originality skills of the managers trained by E-training method are more than the managers trained by classroom training method.

XII. Statistical Community

The statistical community in this research includes people who passed the MBA training courses in two methods of E- training and Classroom Training in 2008-2009. They are 70 and 75 persons consequently (145 persons).

XIII. Sample and Sampling Method

At first in this research, applying Morgan Table of sample volume, it was defined that 59 and 63 persons are consequently the references of 70 and 75 person communities. Then they were selected from the statistical community by random sampling method.

XIV. Information Gathering Method

To gather the sufficient data, the researcher and some colleagues delivered a number of 65 and 68 questioners to the samples under necessary consistency and after clarifying and time consistency, they were gathered. They gathered totally 62 and 66 questioners. 60 questioners from virtual group and 61 questioners from classroom group were analyzed. The remaining was not complete and was eliminated.

XV. Data Analyzing Method

In this step we have used perceptive statistical methods. Therefore at first we used (K-S) statistical method and we found that the data do not comply with normality assumption. So Nonparametric statistical methods used for data perception. In this field we used Uman Whitney experiment for hypothesizes experiment and Kroskal Wallis experiment for other analyzes.

From 121 persons, the gender of 91 persons (75/2) is defined. From this amount, 52 persons (43%) are male and 39 persons (32/2%) are female. besides, the gender of 30 persons (24/8%) is not defined yet.

As we can see, the gender of just 30 persons which trained virtually is defined that 19 of which are male and 11 of which are female. Whereas the gender of all samples in classroom training method is defined. They are 33 male and 28 female from total 61 persons.

From 121 persons, the diploma of 114 persons is defined. From this amount, 77 persons (63/6%) have Bachelors (BA), 33 persons (27/3%) have Master of art (MA) degree and 4 persons (3/3) have associate degree. besides, the diploma of 7 persons (5/9%) is not defined yet.

From 121 persons, the job background of 106 persons is defined. From this amount, 47 persons (38/8%) have 1-5 years of job background, 35 persons (28/9%) have6-10 years of job background, 10 persons (8/3) have have16-20 years of job background, 9 persons (7/4%) have over 21 years of job background and 5 persons have over 11-15 years of job background. besides, the job background of 15 persons is not defined yet.

XVI. DATA DESCRIPTION

At first to ensure the normality of data distribution we used mono variable Kalmogrof-Smirnov experiment so we can make a decision besides Parametric and nonparametric experiments. The table 4-8 shows the data of this experiment.

TABLE I. K-S EXPERIMENT TO DETERMINE IF THE DISTRIBUTION OF EVERY VARIABLE SCORE IS NORMAL

	relations	Making decision	Human Resources	Financial management	marketing	Creativity
Number of persons	121	121	121	121	120	121
Mean	3.62	3.69	3.64	3.52	3.71	3.73
Standard variation	0.6488	0.693	0.7838	0.8276	0.712	0.727
Consistent	0.382	0.348	0.344	0.281	0.338	0.353
Positive	0.254	.255	0.242	0.199	0.254	0.267
Negative	-0.382	-0.348	-0.344	-0.281	-0.338	-0.353
Z	4.204	3.829	3.787	3.088	3.702	3.879
Significance level (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000

Data shows that the Z indicator that is obtained for every variable is □+,-1/96. So the feature distribution is not normal here and since this condition is required in parametric experiments, we cannot use these experiments to analyze the data. So by changing the interval scale to ranking scale, we can use nonparametric experiments.**Data**

Perception Analysis

First Hypothesis Analysis:

- Organizational relations skills of the managers trained by E-training method are more than the managers trained by classroom training method.

TABLE II. STATISTICAL INDICATORS FOR ORGANIZATIONAL RELATIONS CLASSIFIED BY GROUPS

	groups	Number of persons	mean	Standard variation	Standard Error for mean
Relations	Virtual	60	3.85	0.45368	0.05857
	classroom	61	3.34	0.64466	0.08254

TABLE III. A COMPARISON ON THE RANKS OF TWO GROUPS

	groups	Number of persons	Scores mean	Total scores
Relations	Virtual	60	75.23	4514
	classroom	61	47	2867
	Total	121		

TABLE IV. U EXPERIMENT TO COMPARE SCORE MEANS OF TWO GROUPS IN ORGANIZATIONAL RELATIONS

Indicators	Relations
Euman witny	976
Wilkakson	2867
Z statistical indicator	-4.440
Significance level	0.000

Tables 2, 3, 4 shows the data related to U experiment comparing two separate groups (managers who trained virtually and managers who trained through classroom method).the calculated U volume for comparing these two groups ranking for their qualification in organizational relations is bigger than critical U volume in 0/05 level and since the total amount of virtual trained group ranks (4514) is more than this amount for the classroom trained group, as a consequent we have:

(H0): based on no difference between the ranks of two sample group, is rejected.

(H1): is confirmed. We realize that the managers, who trained virtually, are more skilled in organizational relations comparing with the other group.

Second Hypothesis analysis

- Decision- making skills of the managers trained by E-training method are more than the managers trained by classroom training method.

TABLE V. STATISTICAL INDICATORS FOR DECISION MAKING CLASSIFIED BY GROUP

	groups	Number of persons	mean	Standard variation	Standard Error for mean
Decision making	Virtual	60	3.9214	0.51904	0.6701
	classroom	61	3.4988	0.66579	0.8525

TABLE VI. A COMPARISON ON THE RANKS OF TWO GROUPS

	groups	Number of persons	Scores mean	Total scores

Decision making	Virtual	60	72.06	4323.5
	classroom	61	50.12	3057.5
	Total	121		

TABLE VII. U EXPERIMENT TO COMPARE SCORE MEANS OF TWO GROUPS

Indicators	Decision Making
Euman witny	1166.5
Wilkakson	3057.5
Z statistical indicator	-3.451
Significancy level	0.001

Tables 5,6,7 shows the data related to U experiment comparing two separate groups (managers who trained virtual and managers who trained through classroom method).the calculated U volume for comparing these two groups ranking for their qualification in decision making is bigger than critical U volume in 0/05 level and since the total amount of virtual trained group ranks (4323) is more than this amount for the classroom trained group (3057), as a consequent we have :

(H0): based on no difference between the ranks of two sample group, is rejected.

(H1): is confirmed. We realize that the managers, who trained virtual, are more skilled in decision making comparing with the other group.

Third Hypothesis Analysis:

Human Resource Management skills of the managers trained by E-training method are more than the managers trained by classroom training method.

TABLE VIII. STATISTICAL INDICATORS FOR RESOURCES AND FACILITIES MOBILIZING VARIABLE CLASSIFIED BY GROUP

	groups	Number of persons	mean	Standard variation	Standard Error for mean
Resources	Virtual	60	4.0600	0.47200	0.06093
	classroom	61	3.2492	0.76564	0.09803

TABLE IX. A COMPARISON ON THE RANKS OF TWO GROUPS

	groups	Number of persons	Scores mean	Total scores
Resources Mobilizing	Virtual	60	80.64	4838.5
	classroom	61	41.68	2542.5
	Total	121		

TABLE X. U EXPERIMENT TO COMPARE SCORE MEANS OF TWO GROUPS FOR RESOURCES MOBILIZING

Indicators	Resources Mobilizing
Euman witny	651.5
Wilkakson	2542.5
Z statistical indicator	-6.142
Significancy level	0.000

Tables 8,9,10 shows the data related to U experiment comparing two separate groups (managers who trained virtual and managers who trained through classroom method).the calculated U volume for comparing these two groups ranks for their qualification in resources and facilities mobilizing is bigger than critical U volume in 0/05 level and since the total amount of virtual trained group ranks (4838) is more than this amount for the classroom trained group (2542), as a consequent we have:

(H0): based on no difference between the ranks of two sample group, is rejected.

(H1): is confirmed. We realize that the managers, who trained virtual, are more skilled in resources and facilities mobilizing comparing with the other group.

Forth Hypothesis Analysis:

Financial management skills of the managers trained by E-training method are more than the managers trained by classroom training method.

TABLE XI. STATISTICAL INDICATORS FOR FINANCIAL MANAGEMENT VARIABLE CLASSIFIED BY GROUP

	groups	Number of persons	mean	Standard variation	Standard Error for mean
Financial	Virtual	60	3.8875	0.59868	0.07729
	classroom	61	3.0738	0.84390	0.10805

TABLE XII. A COMPARISON ON THE RANKS OF TWO GROUPS

	groups	Number of persons	Scores mean	Total scores
Financial Management	Virtual	60	78.15	4689
	classroom	61	44.13	2692
	Total	121		

TABLE XIII. U EXPERIMENT TO COMPARE SCORE MEANS OF TWO GROUPS FINANCIAL MANAGEMENT

Indicators	Financial
Euman witny	**801**
Wilkakson	2692
Z statistical indicator	-5.344
Significancy level	0.000

Tables 11,12,13 shows the data related to U experiment comparing two separate groups (managers who trained virtual and managers who trained through classroom method).the calculated U volume for comparing these two groups ranks for their qualification in Financial management is bigger than critical U volume in 0/05 level and since the total amount of virtual trained group ranks (4689) is more

than this amount for the classroom trained group (2692), as a consequent we have:

(H0): based on no difference between the ranks of two sample group, is rejected.

(H1): is confirmed. We realize that the managers, who trained virtual, are more skilled in financial management comparing with the other group.

Fifth Hypothesis Analysis:

- Marketing skills of the managers trained by E-training method are more than the managers trained by classroom training method.

TABLE XIV. STATISTICAL INDICATORS FOR MARKETING VARIABLE CLASSIFIED BY GROUP

	groups	Number of persons	mean	Standard variation	Standard Error for mean
Marketing	Virtual	59	3.9492	0.48319	0.06291
	classroom	61	3.4941	0.75888	0.09716

TABLE XV. A COMPARISON ON THE RANKS OF TWO GROUPS

	groups	Number of persons	Scores mean	Total scores
Marketing	Virtual	59	72.01	4248.5
	classroom	61	49.37	3011.5
	Total	120		

TABLE XVI. U EXPERIMENT TO COMPARE SCORE MEANS OF TWO GROUPS IN MARKETING

Indicators	Financial
Euman witny	1120.5
Wilkakson	3011.5
Z statistical indicator	-3.577
Significance level	0.000

Tables 14, 15, 16 shows the data related to U experiment comparing two separate groups (managers who trained virtual and managers who trained through classroom method).the calculated U volume for comparing these two groups ranks for their qualification in marketing is bigger than critical U volume in 0/05 level and since the total amount of virtual trained group ranks (4248) is more than this amount for the classroom trained group (3011), as a consequent we have:

(H0): based on no difference between the ranks of two sample group, is rejected.

(H1): is confirmed. We realize that the managers, who trained virtual, are more skilled marketing comparing with the other group.

Sixth Hypothesis Analysis:

- Creativity and originality skills of the managers trained by E-training method are more than the managers trained by classroom training method.

TABLE XVII. STATISTICAL INDICATORS FOR CREATIVITY AND ORIGINALITY VARIABLE CLASSIFIED BY GROUP

	groups	Number of persons	mean	Standard variation	Standard Error for mean
Creativity	Virtual	60	4.0238	0.50468	0.06515
	classroom	61	3.4801	0.73680	0.09434

TABLE XVIII. A COMPARISON ON THE RANKS OF TWO GROUPS

	groups	Number of persons	Scores mean	Total scores
Creativity	Virtual	60	75.85	4551.00
	classroom	61	46.39	2830.00
	Total	121		

TABLE XIX. U EXPERIMENT TO COMPARE SCORE MEANS OF TWO GROUPS IN CREATING AND ORIGINALITY

Indicators	Creativity
Euman witny	939
Wilkakson	2830
Z statistical indicator	-4.646
Significancy level	0.000

Tables 17, 18,19 shows the data related to U experiment comparing two separate groups (managers who trained virtual and managers who trained through classroom method).the calculated U volume for comparing these two groups ranks for their qualification in creativity and originality is bigger than critical U volume in 0/05 level and since the total amount of virtual trained group ranks (4248) is more than this amount for the classroom trained group (3011), as a consequent we have:

(H0): based on no difference between the ranks of two sample group, is rejected.

(H1): is confirmed. We realize that the managers, who trained virtual, are more creativity and originality comparing with the other group.

XVII. CONCLUSION AND DISCUSSION

- Organizational Relations skills of the managers trained by E-training method are more than the managers trained by classroom training method. It seems that the cause of virtual training effectiveness on organizational relations is that in this training method managers can think about the type of effective relation disregarding the daily implications and classroom problems.
- Decision making skills of the managers trained by E-training method are more than the managers trained by classroom training method. Virtual training trainees have a safe environment in which they can experiment new issues and have mistakes without being judged by others. This ability is very valuable when trainees are experiencing decision making and leadership skills.

- Human Resources Management and skills of the managers trained by E-training method are more than the managers trained by classroom training method. By using different training systems software and applying different training factor, we can create effective and applicable training environments. As a result of this fact the trainee can obtain useful experiences regarding using the facilities in organizational circumstances besides learning the special presented lessons. Electronic environment is the best place to develop these abilities.
- Financial management skills of the managers trained by E-training method are more than the managers trained by classroom training method. Electronic training is able to create different training environment using different software and prepare them for trainees. In this type of training, the trainees can get in places where in reality it seems hard or impossible to enter, or they can use educational assistance book with regard to their needs.
- Marketing skills of the managers trained by E-training method are more than the managers trained by classroom training method. In E-Training systems, learning is comply with a defined and systematic process and simply attract its addresses .trainees should pay more attention to the job environment and recognize the factors that block the improvement path through sensible and logical permutation. As a result, analyzing skills should be applied for need recognition of the organization customers and client to present a new product or service comply with these needs.
- Creativity and originality skills of the managers trained by E-training method are more than the managers trained by classroom training method. An environment with no fear will lead to self-confidence power and creativity of the trainees. The Electronic environment has this specification and enables trainee to find new solutions for current issues.

APPENDIX

1. MBA level 1: Training course which its content standards is stated in 2008 by technical and vocational training organization of Iran and now is held by some training institutes that have the permit from this organization.

2. (K-S)= propriety quality experiment (being normal)Kalmogrof and Smirnov

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