



**THE EFFECTIVENESS OF TRAINING IN THE YSEALI
PROFESSIONAL FELLOWSHIP PROGRAM**

**MASTER OF BUSINESS ADMINISTRATION
(MBA)**

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THE EFFECTIVENESS OF TRAINING IN THE YSEALI PROFESSIONAL FELLOWSHIP PROGRAM

A Thesis Presented
by
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ABSTRACT

This study assesses the effectiveness of the YSEALI Professional Fellowship Program's training modules in enhancing participants' knowledge, skills, and attitudes (KSAs). The research examines the influence of pre-training KSAs on training interventions, the impact of training interventions on learning outcomes, the effect of learning outcomes on post-training KSAs, and how post-training KSAs contribute to program evaluation and impact. Using a pre-test and post-test design with a mixed-methods approach, data were collected from 200 fellows across Southeast Asia through structured questionnaires with a 5-point Likert scale and semi-structured interviews. Findings reveal that the program significantly improves participants' leadership knowledge, skill acquisition, and attitude shifts toward proactive leadership. Applying Kirkpatrick's Four-Level Model and Human Capital Theory, the study highlights the importance of training effectiveness in international fellowship programs. A key recommendation is the integration of continuous post-training mentorship and networking opportunities to sustain learning impact and long-term leadership development. The study provides valuable insights for program administrators, policymakers, and organizations, offering evidence-based strategies to enhance leadership training initiatives.

Keywords: YSEALI Professional Fellowship Program, training effectiveness, knowledge, skills, and attitudes (KSAs), Kirkpatrick's Four-Level Model, Human Capital Theory, leadership development, international fellowship programs, mixed-methods research.

TABLE OF CONTENTS

Chapter	Particular	Page
	Acknowledgement	i
	Abstract	ii
	Table of Contents	iii
	List of Tables	vi
	List of Figures	vii
	Abbreviations	vii
I. Introduction		1
1.1	Background information of the Study	2
1.2	Problem Statement of the Study	2
1.3	Objective of the Study	3
1.4	Research Questions of the Study	3
1.5	Scope and Limitation of the Study	3
1.6	Organization of the Study	4
II. Literature Review		5
2.1	Concepts of Training and Development	5
2.2	Pretraining Knowledge, Skills, and Attitude	7
2.3	Training Intervention	9
2.4	Outcomes of Training	10
2.5	Post-Training Knowledge, Skills, and Attitudes	12
2.6	Evaluation and Impact on Training	13
2.7	Previous Studies	14
2.8	Conceptual Framework of the Study	15

Chapter	Particular	Page
III. Methodology		21
3.1	Research Methods	21
3.2	Research Design	22
3.3	Data Collection Method	22
3.4	Best Practices for Training in the YSEALI Professional Fellowship Program	25
3.5	Ethical Consideration	30
IV. ANALYSIS ON THE TRAINING EFFECTIVENESS OF YSEALI PROFESSIONAL FELLOWSHIP PRACTICES		
4.1	Demographic Characteristics of Respondents	33
4.2	Reliability Analysis	38
4.3	Respondents' Perception on Pre-Training Knowledge, Skills, and Attitudes	39
4.4	Respondents' Perception on Training Intervention	40
4.5	Respondents' Perception on Training Outcomes	41
4.6	Respondents' Perception on Post-Training Knowledge, Skills, and Attitudes	42
4.7	Respondents' Perception on Overall Training Impact and Feedback	43
4.8	Correlation Analysis	44
4.9	Analysis on the Effect of Pre-Training Knowledge, Skills, and Attitudes (KSA) on Training Intervention	45
4.10	Analysis on the Effect of Training Intervention on Training Outcomes	46
4.11	Analysis on the Effect of Training Outcomes on Post-Training Knowledge, Skills, and Attitudes (KSA)	47
4.12	Analysis on the Effect of Pre-Training Knowledge, Skills, and Attitudes (KSA) on Overall Training Impact	49

Chapter	Particular	Page
V. Conclusion		51
5.1 Findings and Discussions		51
5.2 Suggestions and Recommendations		53
5.3 Needs for Further Research		54
References		
Appendix		

LIST OF TABLES

Table	Particular	Page
3.1	Internal Consistency Description Based on Cronbach's Alpha Test	23
4.1	Number of Respondents by Age Group	33
4.2	Respondents by Age	34
4.4	Number of Respondents by Position	35
4.5	Number of Respondents by Working Industry	36
4.6	Number of Respondents by Working Experience	37
4.7	Reliability Analysis of Variables	38
4.3	Respondents' Perception on Pre-Training Knowledge, Skills, and Attitudes	39
4.9	Perception on Training Intervention	40
4.10	Perception on Training Outcomes	41
4.11	Perception on Post-Training Knowledge, Skills, and Attitudes (KSA)	42
4.12	Perception on Overall Training Impact and Feedback	43
4.13	Correlation Analysis of Training Components and Overall Training Impact	44
4.14	Effect of Pre-Training Knowledge, Skills, and Attitudes (KSA) on Training Intervention	45
4.15	Effect of Training Intervention on Training Outcomes	46
4.16	Effect of Training Outcomes on Post-Training Knowledge, Skills, and Attitudes (KSA)	47
4.17	Effect of Pre-Training Knowledge, Skills, and Attitudes (KSA) on Overall Training Impact	49

LIST OF FIGURES

Figure	Particular	Page
2.1	Conceptual Model of Yang and Wang	16
2.2	Training Transfer Predictors by Uma and Susan	17
2.3	Conceptual Framework of Hamdi and Thobaity	18
2.4	Conceptual Framework of Chang (2010)	19
2.5	Conceptual Framework of the Study	20

ABBREVIATION

- **YSEALI** – Young Southeast Asian Leaders Initiative
- **KSA** – Knowledge, Skills, and Attitudes
- **KBO** – Knowledge-Based Outcomes
- **SBO** – Skill-Based Outcomes
- **AO** – Affective Outcomes
- **PFP** – Professional Fellowship Program (part of YSEALI)

CHAPTER I

INTRODUCTION

Effective training and development are fundamental to fostering a skilled, knowledgeable, and adaptable workforce. In an increasingly complex and interconnected world, organizations and institutions recognize the importance of equipping individuals with the competencies required to navigate professional and societal challenges. Training programs play a crucial role in personal and professional growth, enabling individuals to contribute meaningfully to their fields and communities. Training becomes essential for fostering leadership, facilitating collaboration, and enabling professional growth across diverse cultural contexts (Bader, 2017).

Among such programs, international exchange initiatives like the Young Southeast Asian Leaders Initiative (YSEALI) Professional Fellowship Program stand out for their emphasis on leadership development, cross-cultural collaboration, and capacity building. The YSEALI Professional Fellowship Program is designed to empower emerging leaders from Southeast Asia by providing professional training, mentorship, and networking opportunities. It aims to cultivate leadership skills and enhance participants' ability to address pressing issues in their communities. Through structured learning experiences, including workshops, peer engagement, and hands-on exposure to leadership challenges, the program seeks to equip fellows with the knowledge, skills, and attitudes (KSAs) necessary for effective leadership and problem-solving. However, assessing the impact and effectiveness of such training programs remains a critical area of research.

Therefore, this study will investigate the effectiveness of the YSEALI Professional Fellowship Program in facilitating learning outcomes, specifically in terms of Knowledge-based Outcomes (KBO), Skill-based Outcomes (SBO), and Affective Outcomes (AO), as aligned with Kirkpatrick's training evaluation model.

1.1 Background of the Study

The YSEALI Professional Fellowship Program (PFP) is designed to cultivate leadership skills and professional competencies among young leaders across Southeast Asia. The program integrates workshops, mentorship, peer networking, and real-world leadership exposure to enhance participants' capacity in various sectors (YSEALI, n.d.). The effectiveness of training within this fellowship is crucial in determining the extent to which it contributes to human capital development, as outlined by Human Capital Theory (Becker, 1994). This theory underscores the economic value of training, asserting that higher levels of education and skill acquisition lead to improved performance in the workplace. According to Kirkpatrick's Four-Level Evaluation Model, training effectiveness is measured by evaluating participants' reactions (Level 1), learning outcomes (Level 2), behavior change (Level 3), and results (Level 4). This model focuses on pre-training knowledge, skills, and attitudes (KSA), training interventions, post-training KSA, and the overall impact on participants (Smith, 2020). The learning outcomes can be measured using pre-test and post-test evaluations (Gomez, 2003).

The distinction between knowledge-based outcomes (KBO), skill-based outcomes (SBO), and affective outcomes (AO) allows for a comprehensive assessment of the training's impact. Several studies on training effectiveness, such as those by Ghasemzadeh et al. (2019) and Karman (2019), indicated that participants who undergo well-structured training programs report substantial improvements in their KSAs, particularly when training is aligned with both personal development and organizational goals.

This study will adopt a mixed-methods approach, with quantitative data collected through pre- and post-program assessments and qualitative data from interviews and surveys to gain deeper insights into participants' experiences and reflections.

1.2 Problem Statement of the Study

Despite the recognition of the Young Southeast Asian Leaders Initiative (YSEALI) Professional Fellowship Program as a platform for enhancing leadership and professional skills, there is limited empirical evidence evaluating the program's effectiveness in achieving its training goals. Many participants enter with diverse cultural, educational, and professional backgrounds, which may affect how they benefit from the training interventions. The lack of systematic evaluation creates challenges in determining whether the program adequately addresses its intended outcomes in terms of leadership, skill development, and cross-cultural adaptability.

While the YSEALI Professional Fellowship Program seeks to equip young leaders from Southeast Asia with the knowledge, skills, and attitudes (KSAs) needed to make significant impacts in their communities, the effectiveness of its training interventions remains underexplored. Current evaluations largely focus on participant satisfaction rather than measurable learning outcomes or behavioral changes. There is a pressing need to assess whether the program's training framework effectively enhances participants' KSAs and facilitates the application of these competencies in their professional and leadership roles. Addressing this gap is essential to refine the program's design and ensure its alignment with participants' developmental needs and global leadership challenges. Therefore, this study aims to explore how this YSEALI program develops the participants' leadership abilities.

1.3 Objectives of the Study

The primary objective of this research is to assess the effectiveness of the YSEALI Professional Fellowship Program's training modules in enhancing participants' KSAs. The specific objectives are as follows:

1. To explore the effect of pre-training KSA (knowledge, skills, and attitudes) on training intervention of YSEALI Professional Fellowship Program;

2. To examine the effect of training intervention on learning outcomes in YSEALI Professional Fellowship Program;
3. To investigate the effect of learning outcomes on post-training KSA (knowledge, skills, and attitudes) in YSEALI Professional Fellowship Program; and
4. To analyze the effect of post-training KSA (knowledge, skills, and attitudes) on evaluation and impact of YSEALI Professional Fellowship Program.

1.4 Research Questions of the Study

This study attempts to answer the following questions:

1. How does the pre-training KSA (knowledge, skills, and attitudes) affect on training intervention of YSEALI Professional Fellowship Program?
2. How does the training intervention affect on learning outcomes in YSEALI Professional Fellowship Program?
3. How does the learning outcomes affect on post-training KSA (knowledge, skills, and attitudes) in YSEALI Professional Fellowship Program?
4. How does the post-training KSA (knowledge, skills, and attitudes) affect on evaluation and impact of YSEALI Professional Fellowship Program?

1.5 Scope and Limitation of the Study

This study focuses on the effectiveness of the YSEALI Professional Fellowship Program's training modules in enhancing participants' knowledge, skills, and attitudes (KSAs). It targets young leaders from Southeast Asia who have completed the program, providing insights across various cultural and professional contexts. The scope includes assessing pre-training KSAs, the impact of training interventions, and learning outcomes categorized into knowledge-based, skill-based, and affective outcomes. Using Kirkpatrick's Four-Level Model and Human Capital Theory, the study captures a holistic view of training effectiveness, applying a mixed-methods approach to analyze quantitative and qualitative data.

1.6 Organization of the Study

This study is structured into five chapters. Chapter one introduces the background, problem statement, objectives, research questions, scope and limitations of the study. Chapter Two reviews relevant literatures, including Human Capital Theory and Kirkpatrick's Model. It also includes concept of training, previous study and conceptual framework of the study. Chapter three outlines the research methodology, including data collection and analysis techniques with specific references to data from the 2021-2025 cohorts. Chapter four presents findings based on pre- and post-training KSA assessments and participant feedback. Chapter five discusses conclusions, recommendations, and implications of the study.

CHAPTER II

LITERATURE REVIEW

This chapter consists of the concepts pretraining knowledge, skills and attitude, training intervention, post training knowledge, skills and attitude, outcomes of training, evaluation and impact on training. Additionally, previous studies and conceptual framework of the study are included in this chapter.

2.1 Concepts of Training and Development

Training and development play a vital role in preparing professionals for their roles by enhancing their knowledge, skills, and attitudes. Training is the systematic process of improving an individual's ability to perform specific tasks, while development is a broader process focused on long-term personal and professional growth. Effective training programs must be strategically designed to ensure that participants can maximize their learning and apply it effectively in real-world scenarios. Training and development can be categorized into formal and informal learning approaches. Formal training includes structured programs such as workshops, seminars, and e-learning courses, whereas informal learning involves experiential methods like mentorship, job shadowing, and peer collaboration (Noe, 2020). The effectiveness of training is influenced by factors such as learning styles, instructional methods, and participants' motivation levels. A blended learning approach, incorporating both theoretical and experiential learning models, fosters skill development, leadership growth, and cultural competence (Kolb, 2015).

2.1.1 Human Capital Theory

The Human Capital Theory, developed by economists Becker (1964) and Schultz (1961), emphasizes the importance of investing in individuals' education, skills, and competencies to increase their productivity and economic value. According to this theory, training and development are critical investments that yield both individual and

organizational benefits. Training enhances leadership, problem-solving, and cross-cultural communication skills, which contribute to broader community and organizational development (Becker, 1993). Human Capital Theory asserts that an organization or country benefits when its workforce is well-trained and equipped with relevant skills. This concept aligns with the objective of strengthening individuals' capabilities in leadership, entrepreneurship, governance, and civic engagement. By investing in professional development, organizations and institutions can foster meaningful contributions to economic and social progress (Schultz, 1961). Furthermore, research has shown that nations with higher investments in human capital experience increased innovation, social mobility, and economic resilience (Heckman, 2000).

2.1.2 Kirkpatrick's Model of Training Evaluation

To assess the effectiveness of professional development programs, the Kirkpatrick Model of Training Evaluation is widely used. Developed by Donald Kirkpatrick in 1959, this four-level model evaluates learning outcomes in a structured way (Kirkpatrick & Kirkpatrick, 2006):

1. **Reaction:** Measures participants' satisfaction with the program. This can be assessed through surveys and feedback forms to determine whether the learning experience was useful, engaging, and relevant. Open-ended questions provide qualitative insights into beneficial aspects or areas needing improvement. Additionally, real-time feedback during sessions allows facilitators to make immediate adjustments. Creating interactive environments and incorporating peer discussions further enhance participant engagement and satisfaction (Phillips & Phillips, 2016).
2. **Learning:** Evaluates the knowledge, skills, and attitudes gained. Pre- and post-assessments, quizzes, and practical exercises help measure learning outcomes. Comparing baseline knowledge with post-assessment results determines the effectiveness of instructional methods. Interactive simulations, group projects,

and case studies reinforce learning, ensuring participants grasp both theoretical concepts and their practical applications. Reflection exercises and self-assessment journals encourage internalization of lessons and track progress over time (Gagne, 1985).

3. **Behavior:** Examines whether participants apply newly acquired skills and knowledge in their professional or community roles. Follow-up interviews, supervisor feedback, and workplace observations provide insights into behavior change. A structured mentoring or coaching system can support individuals in implementing their skills post-training. Networking opportunities with peers and alumni facilitate knowledge-sharing and collaborative problem-solving. Establishing measurable behavior indicators—such as new initiatives launched, leadership roles assumed, or innovative solutions implemented—helps assess real-world impact (Salas et al., 2012).
4. **Results:** Assesses the broader impact on organizational or community performance. Metrics such as increased productivity, improved policy implementation, or enhanced civic engagement initiatives demonstrate effectiveness. Long-term impact can be evaluated through surveys, case studies, and success stories showcasing how participants contribute to their communities. A framework for continuous tracking, including partnerships with local organizations and government agencies, offers deeper insights into long-term benefits. Leveraging data analytics to assess measurable improvements—such as higher employment rates, business growth, or social impact projects—ensures a robust evaluation of success (Brinkerhoff, 2006).

2.2 Pretraining Knowledge, Skills, and Attitude

Before beginning any professional development program, it is crucial to assess participants' existing knowledge, skills, and attitudes. The knowledge, skills, and attitudes of the trainees may be clearly understood through pre-training tests, which also highlight

their strong points and areas in need of targeted improvement. Understanding these elements allows for the customization of learning experiences to ensure they effectively meet individual and organizational needs. Conducting a pre-assessment enables facilitators to design a program that bridges knowledge gaps, enhances competencies, and fosters the right attitudes for success (Salas & Cannon-Bowers, 2001). Pre-assessments can be conducted through various methods, including self-assessment surveys, structured interviews, diagnostic tests, and interactive discussions. These assessments help tailor content to ensure participants receive the most relevant and beneficial learning experience. By evaluating baseline competencies, facilitators can measure progress more effectively and implement targeted interventions where necessary (Brown & Sitzmann, 2011).

Knowledge refers to the theoretical and practical understanding of a subject (Merriam & Bierema, 2013). Relevant knowledge areas in professional and leadership development include principles of leadership, governance structures, entrepreneurship strategies, and cultural awareness. Participants may already possess varying degrees of knowledge based on their backgrounds and experiences. Pre-assessment of knowledge can be conducted through surveys, self-assessments, or diagnostic tests to determine baseline understanding. Effective learning programs build upon existing knowledge, filling gaps and reinforcing key concepts. Case studies, interactive discussions, and expert lectures can be utilized to deepen understanding of complex topics (Merriam & Bierema, 2013).

Skills refer to the practical application of knowledge in real-world contexts. They include communication, decision-making, teamwork, and problem-solving abilities (Kolb, 2015). Training programs should focus on refining both technical and soft skills through hands-on activities, simulations, and mentorship opportunities. Measuring skill improvement involves performance assessments, project-based evaluations, and peer feedback (Kolb, 2015). The term skill is defined as the relevant knowledge and experience needed to perform a specific task or job (Heise & Meye, 2004). Skills also constitute the product of education, training and job experience together with relevant technical know-how.

Specific skills can only be measured through elaborate testing procedures which are normally too costly to perform. As an alternative to the lack of objective measurements, surveys rely on subjective statements from respondents regarding the skills they believe they possess.

Dweck (2006) mentioned that attitude encompasses the mindset, beliefs, and motivation that influence an individual's behavior. A positive attitude is essential for effective leadership, collaboration, and adaptability. Developing an open-minded approach to learning, cultural sensitivity, and a commitment to making a positive impact strengthens personal and professional growth. Research suggested that individuals with a growth mindset are more likely to embrace challenges, persist through obstacles, and continuously develop their skills (Dweck, 2006).

2.3 Training Intervention

Salas and Cannon-Bowers (2001) stated that training intervention refers to the structured implementation of training activities designed to address identified learning gaps and enhance participants' competencies. Continuous assessment and support play a crucial role in ensuring the long-term success of training interventions. Ongoing evaluation helps track participants' retention and application of newly acquired skills while reinforcing professional growth. Key elements such as follow-up assessments, workplace application monitoring, and alumni engagement enhance training relevance and effectiveness. Follow-up assessments, conducted through surveys and skill evaluations, identify challenges in skill application (Salas & Cannon-Bowers, 2001). Workplace application monitoring, supported by supervisor feedback, evaluates real-world skill integration (Kirkpatrick & Kirkpatrick, 2006). Alumni engagement, through mentorship programs and peer networks, fosters continuous professional development and sustained impact (Johnson & Johnson, 2009).

Training interventions are a set of planned and executed training programs or activities that are used to fill a specific knowledge, skill, or behavior gap in a learning group or

organization. A training intervention's main objective is to promote learning and growth by giving employees the information and abilities they need to perform better, advance in their positions, or meet predetermined learning objectives. Training interventions include a range of educational initiatives designed to improve knowledge and abilities in a variety of sectors.

According to research analysis the training intervention are placed in three categories such as integrated approach, qualitative approach, and integrated work and learning. Training intervention related to formal course. Training intervention creates incentive programs and activities and creates a highly committed work force of the Job training. Failure of training is not always because of lack of KSAs but sometimes it is because of the organizational forces also. These forces also hold back the transfer of training, and learning. Therefore, it is important to keep in check those forces. For the successful transfer of training, it is necessary to have supervisor support, trainer support, peer support, reward system, climate and culture.

2.4 Outcomes of Training

The training and development lead to improve the overall performance of the employees to accomplish present jobs effectively and develops the knowledge, skills and attitudes of the employees necessary for the future ensuring higher organizational performance. The training is important for the employee and the organization that positively influence on employees' performance in developing employee knowledge, skills, ability, competencies and behavior and facilitate to identify the low performing workers and the competency development needs to be shaped according to the organizational needs to ensure efficiency in duties, achievement of the objectives and reduce dissatisfaction, complaints, absenteeism and turnover (Nassazi, 2013). The capability is increased due to improvement of various existing skills and new skills that help the completion of the tasks of the jobs.

Effective programs aim to equip participants with comprehensive competencies that enhance their leadership, professional expertise, and cross-cultural understanding. These outcomes can be categorized into three key areas: knowledge-based, skill-based, and affective outcomes. Knowledge-based outcomes focus on providing participants with the necessary theoretical foundation and understanding of relevant concepts (Bloom, 1956). Skill-based outcomes involve developing practical abilities that can be applied in real-world scenarios, such as problem-solving, decision-making, and communication (Bransford et al., 2000). Affective outcomes focus on the emotional and interpersonal development of participants, including increased self-awareness, empathy, and the ability to work collaboratively in diverse teams (Goleman, 1995). These interconnected outcomes help foster holistic development, ensuring that participants are well-prepared to face complex challenges and contribute meaningfully to their communities and organizations.

2.4.1 Knowledge-Based Outcomes

Knowledge-based outcomes refer to the theoretical and conceptual understandings that participants acquire through training. This includes a deeper comprehension of public policy and governance, where participants learn about legislative frameworks, governance models, and policy implementation strategies (Smith & Jones, 2020). Gaining insights into policy-making processes allows participants to contribute more effectively to civic engagement and reform efforts in their respective countries. Additionally, training exposes them to critical global and regional issues such as climate change, economic development, and human rights (UNDP, 2021). Understanding these challenges fosters a holistic approach to problem-solving and policy advocacy. Participants also gain familiarity with U.S. institutions and best practices, enabling them to apply lessons learned in their professional fields. Furthermore, they learn about networking and collaboration models, particularly in cross-sector partnerships, which help them build strong regional and international alliances for sustainable development.

(Putnam, 2019). By the end of the training, participants will have a well-rounded theoretical foundation that they can integrate into practical applications.

2.4.2 Skill-Based Outcomes

Skill-based outcomes focus on the practical abilities that participants develop and refine throughout the fellowship (Smith & Jones, 2020). A key component is the enhancement of leadership and decision-making skills, enabling participants to take on managerial roles and drive change within their organizations and communities (Northouse, 2021). Participants also strengthen their communication and public speaking abilities, becoming more effective in articulating ideas, negotiating policies, and advocating for social causes (Brown, 2018). The program emphasizes project management and problem-solving competencies, where participants learn techniques in strategic planning, resource allocation, and impact assessment (Kerzner, 2020). Another critical area is cross-cultural competency, as fellows engage in diverse professional settings, improving their adaptability and ability to work in multicultural environments (Hofstede, 2010). Additionally, digital and technological proficiency is developed through training on using digital tools for advocacy, outreach, and organizational efficiency, ensuring participants can leverage technology to enhance their professional effectiveness (Castells, 2012). These skills collectively empower participants to become well-rounded professionals equipped to address contemporary challenges effectively.

2.4.3 Affective Outcomes

Affective outcomes encompass changes in attitudes, values, and motivation resulting from the training (Putnam, 2000). One of the primary outcomes is an increased sense of civic engagement and social responsibility, where participants develop a stronger commitment to community service and public advocacy (Putnam, 2000). This transformation is often accompanied by greater confidence and self-efficacy, as fellows become more assured in their ability to lead initiatives and influence policy (Bandura, 1997). Ethical leadership is another significant outcome, with an emphasis on integrity,

transparency, and accountability in decision-making (Trevino & Nelson, 2016). Participants also cultivate a heightened sense of empathy and cultural sensitivity, which enhances their ability to work inclusively and promote social cohesion (Goleman, 1995).

Additionally, the training fosters a motivation for lifelong learning and professional development, encouraging participants to pursue ongoing education, mentorship opportunities, and knowledge-sharing within their networks (Kolb, 1984). These affective developments are crucial in shaping the next generation of leaders who are not only competent but also socially conscious and ethically driven. These three key outcome areas ensure that fellows return to their home countries equipped with valuable knowledge, essential skills, and a transformative mindset, empowering them to become influential leaders in their respective fields.

2.5 Post-Training Knowledge, Skills, and Attitudes

Organizations can evaluate learner engagement and retention as well as the effectiveness of their training programs with the use of efficient training assessments. In relation to the training material, people should exhibit improved knowledge, developed skills, and positive attitudes, which will boost engagement at work and improve performance. People should receive training that gives them the technical and soft skills they need to do their work better. They should be able to recall and apply what they learned.

Following a training program or course, this assessment procedure is carried out to ascertain the efficacy of the instruction and the degree to which the learners found the session useful. The subjects discussed throughout the training session may serve as the basis for the questions posed. Post-training evaluations can offer a number of insightful insights into the training from the learners' point of view, which is crucial for determining what worked and what didn't.

The purpose of the post-training evaluation is to make sure that participants have gained the abilities, know-how, and dispositions needed to carry out their jobs effectively.

Surveys and quizzes can be used to administer these assessments. Let's now examine some of the most effective methods for assessing assessments before and after training. Understanding how trainees view a training session and identifying what works and what doesn't require post-training evaluation. It offers insight into how information is used in the workplace and feedback on achieving goals and learning outcomes. Conducting evaluations is essential for improving training programs and deciding if changes or discontinuation are needed.

Xiao (1996) developed a transfer model which argues that training develops only potential capacity in trainees. The transfer of training in the workplace depends on the organizational factors that facilitate the utilization of knowledge, skills, and attitudes (KSA) gained in the training setting behavior. Baruah and Paulus (2008) demonstrated a positive effect of training on the total number and originality of ideas generated by group individuals. After training, the trainees upgrade their knowledge, contribute and extend their capabilities to their respective organizations. They also acquire the needed skills and competencies from training. Upgrading of skills and knowledge involving training programs for creativity and idea generation for the benefit of solving challenges are benefits of training.

2.6 Evaluation and Impact on Training

The evaluation process is a critical component of any training program, ensuring its effectiveness and providing insights into areas for improvement. In the context of leadership development programs, evaluation serves as a tool to measure the outcomes achieved by the participants, assess the quality of the learning experience, and gauge the impact on both individual and community levels. Evaluation is the systematic assessment of the worth or merit of some object or aim. It would simply mean the act of judging whether or not the activity to be evaluated is worthwhile in terms of set criteria. Training evaluation is an integral part of most training programs. The evaluation tools and methodologies help to determine the effectiveness of instructional interventions. Training

evaluation is an integral part of most training programs. The evaluation tools and methodologies help to determine the effectiveness of instructional interventions.

The evaluation framework for this program is designed to assess several key dimensions, including knowledge acquisition, skills development, and attitude changes. It examines the extent to which participants have internalized the key concepts taught during the program, how they apply their newfound knowledge and skills in real-world settings, and how their attitudes and behaviors reflect the program's objectives (Kirkpatrick, 1994). A combination of qualitative and quantitative methods, such as pre- and post-assessments, surveys, interviews, and participant reflections, will be employed to capture a holistic view of the training's impact. Additionally, feedback from mentors, peers, and stakeholders will contribute to a well-rounded assessment of the program's success.

2.6.1 Knowledge Assessment

The first dimension of evaluation focuses on the acquisition of knowledge. This involves measuring the depth of understanding participants have gained in the core areas of leadership theories, governance, civic engagement, and sustainable development. The evaluation tools will include written tests, case studies, and participant self-assessments. The goal is to determine how effectively participants have grasped critical concepts, such as ethical leadership, cross-cultural communication, and policy-making, and to evaluate how they apply this knowledge to practical situations (Carnegie, 1936; Hofstede & Minkov, 2010).

2.6.2 Skills Assessment

The second dimension assesses the development of practical skills, particularly in areas such as leadership, decision-making, communication, and project management. This is evaluated through simulations, group projects, peer reviews, and observation during collaborative activities. Participants' ability to solve complex problems, lead teams, manage time, and communicate effectively will be key performance indicators.

Additionally, mentors and peers will provide feedback on participants' interpersonal skills, collaboration, and adaptability in diverse environments (Duckworth, 2016; Burt, 2005).

2.6.3 Attitude Assessment

The final evaluation component focuses on the changes in participants' attitudes, such as their level of adaptability, resilience, and commitment to lifelong learning. The development of a growth mindset and ethical leadership will be evaluated through participant reflections, mentor assessments, and feedback from group activities. The evaluation will explore how well participants have internalized the program's values, such as social responsibility, collaboration, and ethical integrity, and whether they are more proactive and self-motivated in pursuing leadership roles in their communities (Dweck, 2006; Goleman, 1995).

2.6.4 Long-term Impact

Beyond the immediate outcomes of knowledge, skills, and attitude changes, the program will also measure the long-term impact on participants' careers and their ability to drive change in their communities. This will be assessed through follow-up surveys, interviews, and tracking participants' involvement in leadership roles or community initiatives after the program's completion. Long-term impact is not only measured by tangible outcomes, such as project implementation or policy changes, but also by the sustained motivation of participants to continue developing as leaders (Kirkpatrick, 1994).

The evaluation findings will inform the ongoing development of the program, allowing for iterative improvements. By continuously assessing the effectiveness of the training in achieving its objectives, the program will ensure that it remains responsive to the evolving needs of participants and their communities. Furthermore, this evaluation process contributes to the broader field of leadership development by providing valuable insights into best practices, areas for growth, and strategies to enhance the program's overall impact.

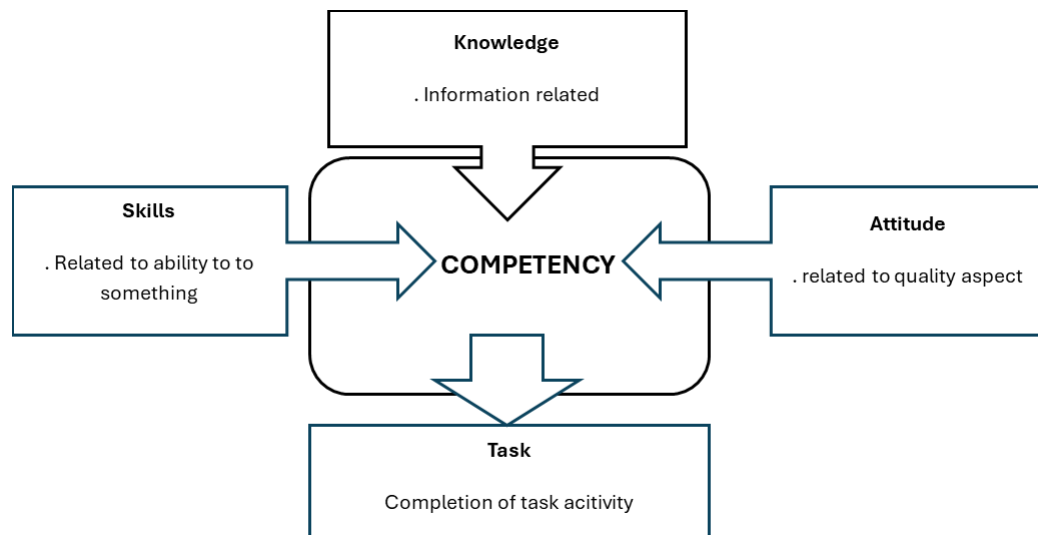
2.7 Previous Studies

Muthmainah et al. (2024) concluded that skills training for the job is effective in increasing the knowledge, attitudes and skills of trainees. Skill training for the job results are significant because the training is provided with material that has been adapted to needs. Mulyani and Saifullah (2021) showed that based on the pre-test result of the study, knowledge of the staff is inadequate, especially on the causal and characteristics of dementia domain. After the training, the knowledge and attitudes toward people with dementia are improvement.

Faisal-E-Alam (2024) pointed out that the training program effectively escalates trainees' knowledge, skills, and abilities. The research showed that significant improvements in knowledge-based outcome (KBO), skill-based outcomes (SBO), and affective outcome (AO) following training interventions. Athar and Shah (2015) showcased skill and ability improvement following training. Munoli (2021) found that knowledge and skills of employees enhanced and developed by training initiatives. Employees' knowledge, skills, and intellectual capacities are boosted by training programs (Kumar & Siddika, 2017).

Yang and Wang (2021) did the research paper of preliminary study of factors affecting the training performance in Property Management Companies. The objectives of the studies were to construct a research framework to investigate the relationships among internal and external factors, learning motivation, and training performance among the property management companies' employees. One of the expected results of the research was the effect of learning motivation on training performance. The respondents were more than 50,000 employees from property management companies. The conceptual model of Yang and Wang (2021) is shown in Figure (2.1).

Figure (2.1) Conceptual Model of Yang and Wang



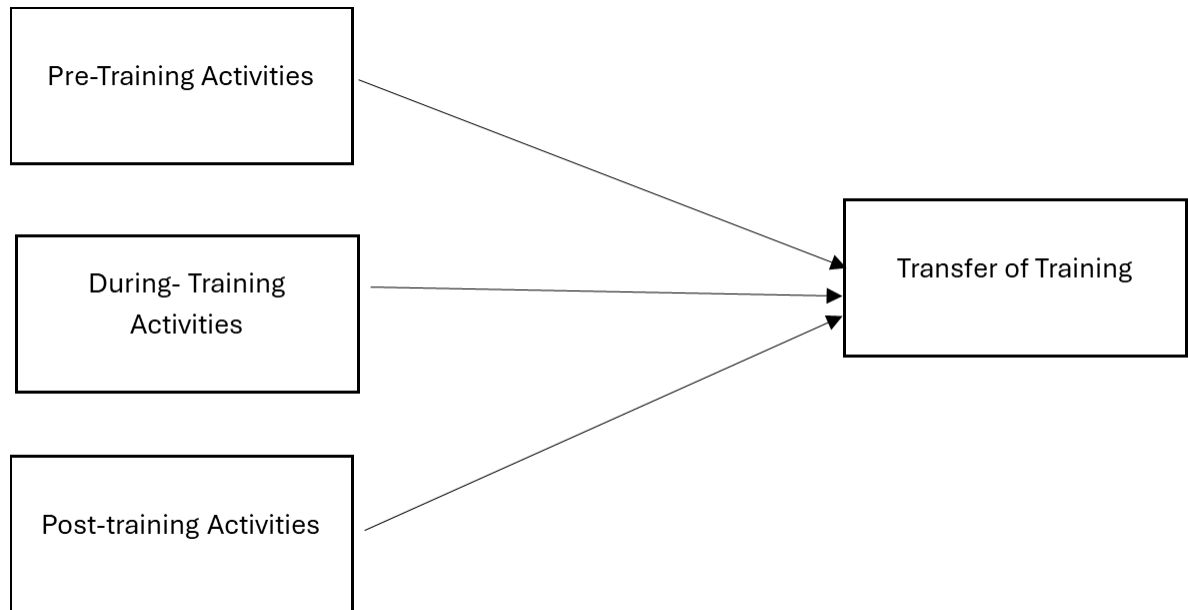
Source: Yang & Wang (2021)

The research expected to obtain the effect of learning motivation on training performance. The research tried to understand the factors affecting training performance.

Uma and Susan (2012) identified the relationship between three phases of organizational activities which influence training transfer, and they are pre-training, during-training and post-training activities. Figure (2.2) shows the conceptual framework of Uma and Susan (2012).

Figure (2.2) Training Transfer Predictors by Uma and Susan

Predictors by Uma and Susan



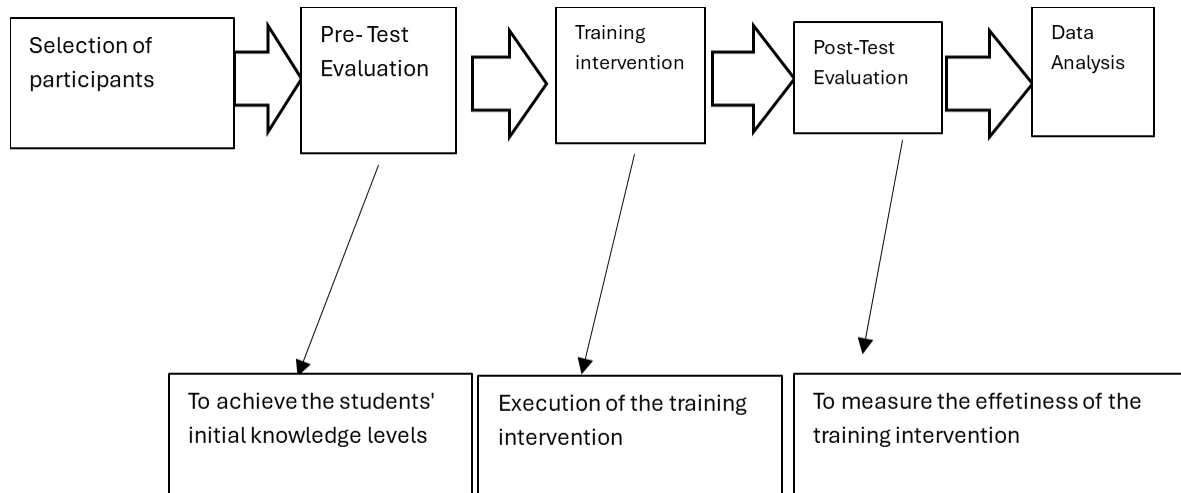
Source: Uma & Susan (2012)

Uma and Susan (2012) studied the predictors of training transfer and provided information about the importance of training for employees and their influence on employee performance in NGOs in Lebanon.

Hamdi and Thobaity conducted the study related to the effectiveness of simulation-based training in enhancing disaster nursing skills among nursing students at Taif University, Saudi Arabia. The study based on a quantitative interventional pre-post design to examine the effect of training program on the disaster nursing abilities of students at the College of Nursing, Taif University, Saudi Arabia. A random sample of 101 students were selected as the respondents.

Figure (2.3) Conceptual Framework of Hamdi and Thobaity

Hamdi and Thobaity

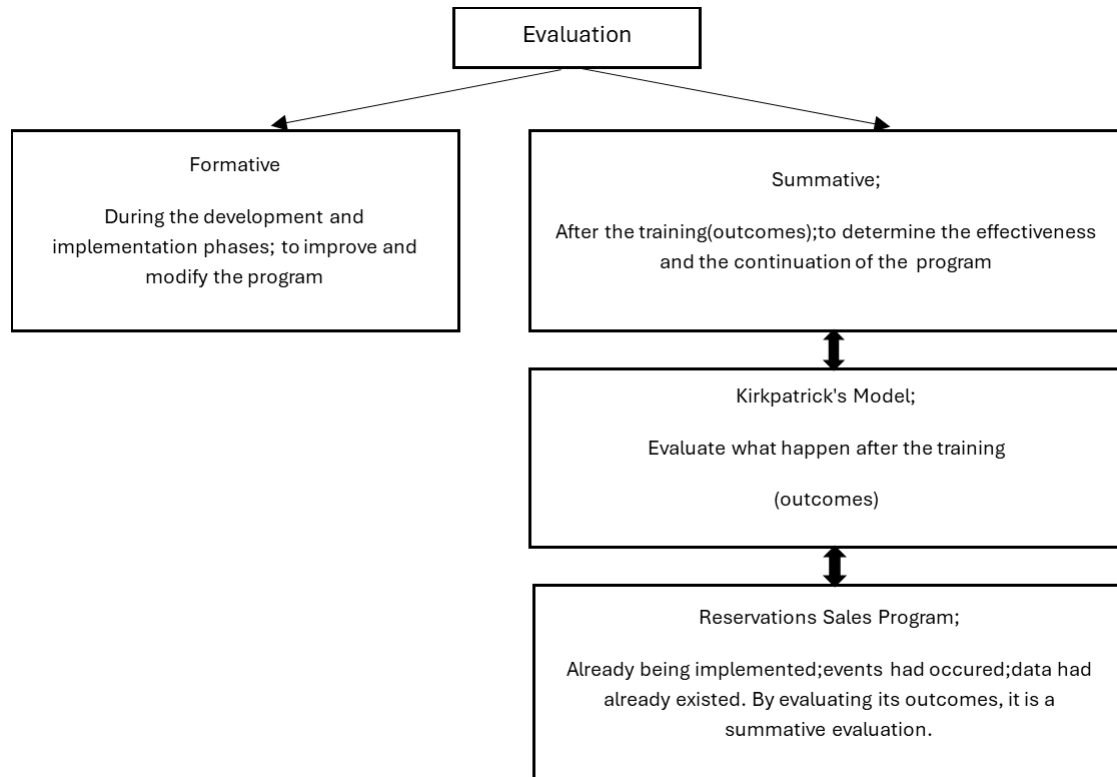


Source: Hamdi & Thobaity (2023)

Figure (2.3) shows the relationship between pre-test evaluation, training intervention, and post-test evaluation. The pretest was used to evaluate the students' initial knowledge levels, whereas the posttest measured the effectiveness of the training intervention.

The study of Chang (2010) examined Kirkpatrick's training evaluation model (Kirkpatrick & Kirkpatrick, 2006), by assessing a sales training program conducted at an organization in the hospitality industry. gram in a hospitality organization. The objective of the study was to explore correlations among all levels of Kirkpatrick's model as they relate to a a sales training course. Figure (2.4) shows the conceptual framework of Chang (2010).

Figure (2.4) Conceptual Framework of Chang (2010)



Source: Chang (2010)

The sample size for this study was a group of reservations sales agents from a leading luxury hotel chain's reservation center who had completed a sales training program. This study pointed out that the assessment of these particular instruments could provide insight for other training professionals attempting to design effective evaluation instruments in their particular field.

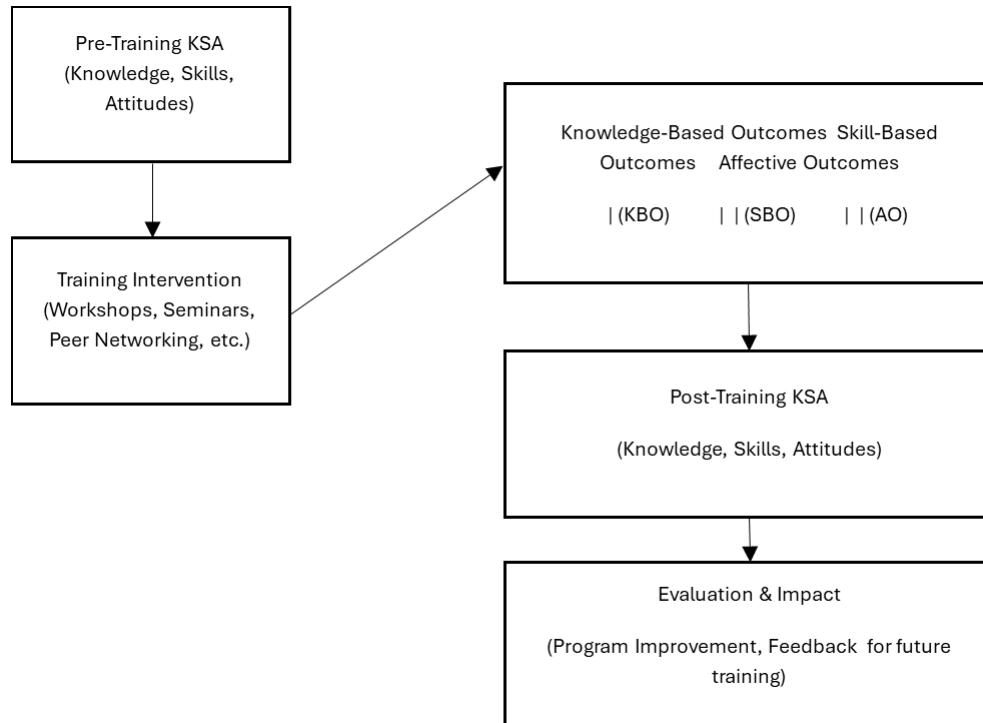
2.8 Conceptual Framework of the Study

The conceptual framework of this study is developed from Yang and Wang (2021), Uma and Susan (2012), Hamdi and Thobaity (2023), and Chang (2010). Competency of

trainees including knowledge, skills, and attitude is based on the conceptual model of Yang and Wang (2021). The pre-evaluation, training intervention, and post-training evaluation are adapted from Hamdi and Thobaity (2023). Kirkpatrick's training evaluation model (2006) is utilized from the study of Chang (2010). The conceptual framework of this study is shown in Figure (2.5).

personal and professional growth while providing valuable insights for future program enhancements.

Figure (2.5) Conceptual Framework of the Study



Source: Own Compilation (2025)

Knowledge, skills, and attitude of trainees are evaluated before and after training in this model. Training intervention consists of workshops, seminars, peer networking, and so on. The desired learning outcomes from training are knowledge-based outcomes (KBO), skill-based outcomes (SBO), and affective outcomes (AO). The final phase of the

evaluation process includes gathering feedback from participants on their experiences to improve program and use feedback for future trainings.

CHAPTER III

RESEARCH METHODOLOGY

This chapter begins with an overview of the research methods. Following that, the research design, data collection methods, and the demographic profile of the respondents are presented. The reliability test of the collected data is also discussed to ensure the validity of the findings. Finally, the chapter concludes with a descriptive analysis of the effectiveness of training modules and capacity-building strategies based on participant feedback and evaluation results. The study adopts a mixed-methods approach, combining both quantitative and qualitative research techniques to capture a comprehensive understanding of the YSEALI Professional Fellowship training program's effectiveness. This dual strategy ensures that the analysis incorporates measurable outcomes along with in-depth insights from participant experiences.

The research design is exploratory and descriptive in nature, aiming to assess how the program contributes to individual growth and leadership development. A structured survey was developed and distributed to former fellows across several cohorts. The survey included both closed-ended and open-ended questions, allowing respondents to rate various aspects of the training while also providing space for elaboration on personal experiences. Data collection was conducted over a six-week period through digital platforms to accommodate the international distribution of respondents. In total, 73 participants completed the survey, with representation from all ten ASEAN countries. The demographic profile of the respondents indicates a balanced distribution in terms of gender, age group, and professional backgrounds, ranging from youth organizers and civil society professionals to educators, public servants, and entrepreneurs.

To ensure the accuracy and reliability of the data, a Cronbach's Alpha test was conducted on key sections of the survey, particularly those measuring leadership skill development, knowledge acquisition, and participant satisfaction. The results demonstrated a high degree of internal consistency ($\alpha > 0.8$), confirming that the instrument was appropriate

for assessing the program's impact. Qualitative responses were analyzed using thematic coding techniques, focusing on recurring patterns and keywords related to the training content, delivery, mentorship, and post-program application. These responses provided valuable context to the statistical findings and helped identify both strengths and areas needing improvement. The descriptive analysis highlights that participants found the modules on leadership, civic engagement, and project management to be particularly effective. Many respondents also expressed appreciation for interactive workshops, peer learning, and site visits, which reinforced theoretical concepts with real-world application. This combination of evidence from diverse data points strengthens the validity of the research findings and supports well-grounded conclusions in subsequent chapters.

3.1 Research Methods

Research methods refer to the procedures, strategies, and frameworks used to collect and analyze data to generate new knowledge or gain deeper insights into a subject. Depending on the objectives of the study, research methods can be categorized into three types: qualitative, quantitative, and mixed-method approaches.

Qualitative research methods focus on gathering, analyzing, and interpreting non-numerical data, often used to explore attitudes, behaviors, and perceptions in social research. These methods are typically open-ended and exploratory. On the other hand, quantitative research methods use systematic processes to collect and analyze numerical data, allowing researchers to test hypotheses and draw objective conclusions. Mixed-method research combines both qualitative and quantitative approaches to provide a more comprehensive understanding of a research question, frequently applied in behavioral, educational, and social sciences.

A mixed-methods approach is applied in this study. The researcher distributed a questionnaire using a 5-point Likert scale to collect quantitative data on participants' learning experiences, skill development, and professional growth. Additionally, qualitative data were gathered through interviews and open-ended survey responses to

gain deeper insights into fellows' perspectives on training effectiveness. The primary data were obtained from YSEALI fellows who have participated in the program, ensuring that the findings accurately reflect their experiences and the impact of the training initiatives.

3.2 Research Design

According to Selltitz et al. (1965), a research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure. Quantitative research designs include descriptive, correlational, causal-comparative/quasi-experimental, and experimental research. Qualitative research designs consist of grounded theory, ethnographic research, narrative research, historical analysis, case studies, and phenomenology.

This study adopts a descriptive statistics and regression analysis. The research aims to assess participants' learning experiences during the training, skill development, and professional growth after completing the fellowship. A simple random sampling method is used to collect data from YSEALI fellows. The total sample size consists of 100 respondents, determined using the Raosoft sample size calculator.

3.3 Data Collection Method

This study relies on primary data collected through online survey methods using a structured questionnaire. A survey-based data collection approach is chosen because, as Krishnaswamy (2007) suggested, it is cost-effective, ensures respondent anonymity, and may lead to more honest responses. Respondents are asked to rate each statement using a Likert scale ranging from 1 to 5.

In addition to primary data, secondary data is gathered from textbooks, previous research studies, academic theses, journal articles, international publications, and relevant online sources. This combination of data sources helps provide a comprehensive understanding of the effectiveness of training in the YSEALI Professional Fellowship Program.

3.4 Data Analysis Method

The data collected in this study is analyzed using the Statistical Package for the Social Sciences (SPSS), a widely recognized tool for social science research due to its robust statistical capabilities, user-friendly interface, and compatibility with various databases. SPSS allows for efficient data processing, ensuring accuracy in analysis and interpretation while providing various analytical techniques for presenting data effectively. Reliability tests are conducted on both dependent and independent variables to ensure consistency, while descriptive statistics, including frequency distribution, mean, and standard deviation, are applied to analyze the demographic profile of respondents. Linear regression analysis is used to examine the relationship between training components and their impact on participants' professional development, focusing on factors such as leadership growth, skill application, and cross-cultural experiences.

This analysis helps determine how the YSEALI Professional Fellowship Program influences participants' career trajectories and ability to apply newly acquired knowledge in their respective fields. Additionally, qualitative responses from open-ended survey questions and interviews are thematically analyzed to capture nuanced insights, reflections, and personal experiences of fellows, providing a more comprehensive evaluation of the program's effectiveness. By integrating both quantitative and qualitative approaches, the study ensures a well-rounded assessment, leading to meaningful conclusions and actionable recommendations for enhancing future training programs.

3.4.1 Reliability Analysis

Reliability analysis is used to identify critical items on a measurement tool that affect its consistency and should therefore be excluded. The reliability of a tool can be assessed using several empirical methods that test temporal stability and equivalence of measurements. Table (3.1) presents the internal consistency of the tool based on Cronbach's alpha test. Cronbach's alpha values range from 0 to 1, with higher values indicating greater internal consistency. A value of $\alpha \geq 0.9$ is considered excellent,

typically for high-stakes testing, while values between 0.7 and 0.9 are considered good, appropriate for low-stakes testing.

Table 3.1 Internal Consistency Description Based on Cronbach’s Alpha Test

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent (High-Stakes testing)
$0.7 \leq \alpha < 0.9$	Good (Low-Stakes testing)
$0.5 \leq \alpha < 0.7$	Acceptable
$\alpha < 0.5$	Unacceptable

Source: Hansjosten, 2015

Values between 0.5 and 0.7 are deemed acceptable, while values below 0.5 are considered unacceptable, suggesting a highly unreliable test. According to Hansjosten (2015), values between 0.7 and 0.9 are the best indicators of internal stability for a measurement tool.

3.4.2 Descriptive Statistics

Descriptive statistics play a crucial role in evaluating the effectiveness of training within the YSEALI Professional Fellowship Program. These statistics provide valuable insights into how participants engage with the training materials and apply newly acquired skills. Key metrics, such as mean, median, and standard deviation, are used to understand variations in participants' learning outcomes across different cohorts or timeframes. These indicators help to assess the overall impact of training content, leadership development programs, and cross-cultural experiences. By analyzing participant feedback, session evaluations, and performance assessments, descriptive statistics allow program administrators to identify trends, strengths, and areas for improvement. Furthermore, data from post-fellowship surveys and interviews offer qualitative insights into the long-term application of skills and knowledge gained during the program. By examining these metrics, the program can refine its training strategies, measure the effectiveness of its

initiatives, and ensure a continuous improvement process, fostering a positive learning environment for future fellows.

3.4.3 Correlation Analysis

Correlation analysis is used to explore the strength and direction of relationships between two or more variables in a study. In the context of the YSEALI Professional Fellowship, correlation analysis can help determine the relationships between various elements of the program, such as the number of training sessions attended, the level of mentoring received, and the subsequent development of leadership skills. By analyzing the correlation between these variables, program administrators can gain insight into how specific components of the training process influence each other. For instance, it might show a positive correlation between fellows' participation in leadership workshops and their ability to apply leadership concepts in real-world scenarios. Understanding these relationships helps the program team refine and optimize the fellowship experience to ensure that all aspects of training are reinforcing one another. This can ultimately improve the outcomes of the fellowship, contributing to more effective leaders and professionals across Southeast Asia.

3.5 Best Practices for Training in the YSEALI Professional Fellowship Program

A crucial aspect of effective training in the YSEALI Professional Fellowship Program (PFP) is the integration of continuous feedback and adaptive learning—what can be considered that enhances the entire training process. Beyond structured workshops and hands-on experiences, ongoing assessment mechanisms ensure that training remains relevant and impactful. Pre- and post-training evaluations help measure progress, while real-time feedback from mentors, peers, and facilitators allows fellows to refine their approaches and address challenges proactively. Reflection sessions, peer discussions, and one-on-one coaching provide spaces for deeper learning and course correction. Moreover, structured action plans at the end of the fellowship help fellows transition from training to real-world application, ensuring that their experiences translate into meaningful projects

in their home countries. This iterative learning model fosters continuous improvement, making the training experience not just a one-time event but a sustained professional development journey.

3.5.1 Commitment to Effective Training in the YSEALI Professional Fellowship Program

Effective training in the YSEALI Professional Fellowship Program (PFP) requires a strong commitment to fostering experiential learning, cross-cultural understanding, and leadership development. This commitment extends beyond traditional instruction, emphasizing hands-on engagement through case studies, site visits, and mentorship opportunities that immerse fellows in real-world professional environments. By prioritizing adaptability and continuous improvement, the program ensures that fellows not only gain technical skills but also develop the resilience and problem-solving capabilities needed to drive change in their communities. Additionally, structured feedback mechanisms, including mentor evaluations, peer reviews, and post-program action plans, reinforce the program's dedication to long-term impact. This ongoing commitment to training excellence empowers fellows to maximize their learning experience and sustain their professional growth beyond the fellowship.

3.5.2 Training and Education in the YSEALI Professional Fellowship Program

Training and education are fundamental pillars of the YSEALI Professional Fellowship Program (PFP), equipping young leaders with the skills, knowledge, and cross-cultural competencies needed to drive change in their communities. Effective training methods emphasize experiential learning, allowing fellows to engage in real-world problem-solving through site visits, job shadowing, and case studies (Kolb, 1984). Cross-cultural education further enhances their adaptability, ensuring they can navigate diverse professional environments and apply their learning in both U.S. and Southeast Asian contexts (Hofstede, 2001). Leadership development is also a core focus, with training in project management, public speaking, and policy advocacy to prepare fellows for

impactful careers (Bass, 1990). Additionally, continuous feedback mechanisms, including mentor evaluations and structured reflection, reinforce long-term learning outcomes (Brookfield, 2017). By integrating these educational and training practices, the YSEALI PFP fosters a new generation of leaders equipped to address global and regional challenges

The program offers a comprehensive and immersive learning experience, designed to provide emerging leaders with essential knowledge, skills, and attitudes necessary to catalyze meaningful societal change. Theoretical foundations in leadership development, civic engagement, governance, and professional growth are intertwined with practical, hands-on experiences, mentorship opportunities, and cross-cultural exchanges. This blend of theory and practice allows participants to gain a deeper understanding of the complexities inherent in leadership and public service, preparing them to become proactive changemakers in both local and international contexts (Covey, 1989; Dweck, 2006).

3.6 Competency Provided by Training Programme

Competency-based training focuses on the development of knowledge, skills, and attitude. These competencies are essential for trainees who lead their organizations. They apply these competencies to their practical fields.

3.6.1 Knowledge

Upon completion of the training, participants should have developed a sophisticated understanding of several critical areas fundamental to leadership and community development. Knowledge, as a theoretical construct, encompasses the internalization of concepts, frameworks, and systems that guide effective leadership in diverse environments.

- **Leadership Theories:** Participants acquire foundational knowledge in leadership theories, ranging from transformational and transactional leadership to more contemporary approaches, such as authentic leadership (Northouse, 2016). By understanding these models, participants can critically assess leadership styles and their respective impacts on organizational and community outcomes (Carnegie, 1936).
- **Civic Engagement and Governance:** Integral to the program is a thorough exploration of civic engagement and governance principles. Participants are exposed to real-world case studies, policy frameworks, and governance models that illustrate the theoretical underpinnings of good governance and democratic participation (United Nations, 2015). This equips participants with the analytical tools needed to recognize ethical leadership and civic responsibility as core elements in the creation of just and equitable societies.
- **Cross-Cultural Communication and Collaboration:** The ability to communicate effectively across cultures is a key competency developed throughout the program. Drawing from Hofstede's (2010) cultural dimensions theory, participants learn the critical importance of cultural intelligence—defined as the ability to adapt and respond to cross-cultural differences in professional environments. Participants gain insights into strategies that enable the successful navigation of multicultural workspaces, fostering inclusivity and cooperation in global settings (Hofstede, Hofstede, & Minkov, 2010).
- **Sustainable Development and Policy-Making:** Participants are introduced to key theories in sustainable development, policy-making, and governance that are particularly relevant to the ASEAN region and the U.S. These include models of public administration, social innovation, and economic development (Burt, 2005). Participants critically examine these frameworks and develop the capacity to implement policies that address societal challenges in areas such as environmental sustainability, social equity, and economic prosperity.

- **Project Management and Evaluation:** Building on the theoretical foundations of strategic management, participants are trained in project management skills, including strategic planning, execution, and impact assessment (Burt, 2005). This component emphasizes the importance of evaluating the long-term effectiveness of community-based projects through robust theoretical models of evaluation research and impact assessment.

3.6.2 Skills

Skills, in this context, refer to the practical applications of theoretical knowledge that empower participants to lead initiatives, make informed decisions, and engage effectively with diverse stakeholders. Through the program, participants hone essential skills in leadership, decision-making, communication, and management, all while integrating these abilities into their professional and community-based endeavors.

- **Leadership and Decision-Making:** A fundamental skill developed during the program is effective leadership and decision-making. This skill is grounded in theoretical models such as the decision-making theory (Simon, 1997), which underscores the importance of making informed, rational decisions based on available evidence. Participants learn to inspire teams, align decisions with organizational goals, and take responsibility for outcomes (Covey, 1989). Leadership simulations, peer mentoring, and experiential learning activities enable participants to practice decision-making in high-pressure, real-world scenarios.
- **Problem-Solving and Critical Thinking:** The development of problem-solving and critical thinking skills is central to the program's objectives. Participants engage in complex case studies and collaborative exercises, drawing on theories of critical thinking (Paul & Elder, 2014). These exercises encourage participants to critically assess problems, generate innovative solutions, and evaluate the

potential impact of their decisions in diverse social and political contexts (Duckworth, 2016).

- **Public Speaking and Communication:** Effective communication is vital for leadership success. The program emphasizes the cultivation of public speaking skills through training in rhetoric and persuasive communication (Carnegie, 1936). Participants are taught to deliver compelling presentations and engage in constructive dialogue, utilizing storytelling techniques and negotiation strategies to influence and persuade diverse audiences.
- **Cross-Cultural Communication:** As organizations and communities become increasingly global, the development of interpersonal and cross-cultural communication skills becomes essential. Drawing on Hofstede's work (2010), the program helps participants gain awareness of cultural differences and teaches strategies to foster inclusivity and cooperation within teams. Through cultural exchange activities and collaborative group projects, participants enhance their ability to navigate and manage cultural diversity in professional settings.
- **Project and Time Management:** Managing projects and time effectively is an indispensable skill. Participants learn how to prioritize tasks, set achievable goals, and optimize workflows, applying project management theories such as the PERT (Program Evaluation and Review Technique) method (Burt, 2005). These skills are reinforced through practical exercises, equipping participants to manage community-based projects with efficiency and impact.

3.6.3 Attitude

Attitude, in this context, refers to the psychological disposition that participants develop throughout the program, which shapes their approach to leadership, professional growth, and societal impact. Positive attitudes such as resilience, adaptability, and a commitment to ethical leadership are critical for long-term success in leadership roles.

- **Proactive and Initiative-Driven Mindset:** The program fosters a proactive attitude, encouraging participants to take ownership of their learning journey and actively seek out opportunities for engagement and contribution (Duckworth, 2016). This mindset, rooted in the growth mindset theory (Dweck, 2006), empowers participants to view challenges as opportunities for personal growth and to take initiative in their communities.
- **Adaptability and Resilience:** The development of adaptability and resilience is critical, particularly in environments characterized by uncertainty and rapid change. Participants are taught to embrace change, stay focused on long-term goals, and remain solution-oriented in the face of setbacks (Dweck, 2006). These attitudes are cultivated through exposure to diverse work environments and through reflection on personal experiences of overcoming adversity.
- **Commitment to Lifelong Learning:** The program instills a commitment to lifelong learning, grounded in the belief that leadership is an ongoing developmental process. The program encourages participants to adopt a growth mindset, continuously seeking to enhance their knowledge, skills, and abilities (Dweck, 2006).
- **Collaboration and Teamwork:** Integral to the program is the cultivation of collaborative attitudes. Through group projects, peer mentoring, and cross-sector partnerships, participants learn to appreciate the value of collective effort in achieving common goals. Social interdependence theory (Johnson & Johnson, 1989) informs this component, emphasizing the importance of shared leadership and mutual support within teams.
- **Ethical Leadership and Integrity:** Ethical leadership is deeply embedded in the program's ethos. Participants engage with frameworks of ethical decision-making (Goleman, 1995), learning to uphold principles of honesty, transparency, and accountability. Through discussions on moral dilemmas and ethical conduct, participants gain a more profound understanding of the responsibilities that come with leadership.

- **Social Responsibility and Civic Engagement:** The program instills a deep sense of social responsibility and civic engagement, motivating participants to use their acquired knowledge and skills to contribute meaningfully to societal betterment (United Nations, 2015). Theories of social change (Kotter, 1996) inspire participants to apply their learning in ways that drive advocacy, community service, and positive policy development.

3.7 Ethical Considerations

Ethical considerations are fundamental to ensuring the integrity and success of the evaluation process in the YSEALI Professional Fellowship Program. It is essential that the purpose, scope, and potential impacts of the evaluation are clearly communicated to all participants, ensuring that they provide informed consent before participating. Participation should be entirely voluntary, with participants having the right to withdraw from the study at any stage without facing any negative consequences, thereby fostering an open and supportive environment. All data collected during the evaluation must be kept confidential, anonymized, and securely stored to protect participants' privacy. Only authorized personnel should have access to the data, ensuring that all information remains protected throughout the process.

It is crucial that no participant feels coerced or pressured into providing specific feedback, especially given the diverse backgrounds and experiences of the fellows. Additionally, the evaluation must ensure that no harm—whether physical, psychological, or social—occurs as a result of participation, fostering an environment where fellows feel comfortable and safe in sharing their perspectives. All participants must be given equitable opportunities to provide input, and the evaluation process should be free from discrimination, treating each individual with the utmost respect and fairness. Prior approval from relevant authorities within the YSEALI program or partnering institutions should be obtained, clearly outlining the objectives of the study and the anticipated benefits for the fellowship and future cohorts.

The evaluation should adhere not only to local ethical standards but also to international guidelines, ensuring cultural sensitivities are respected given the international nature of the fellowship. Finally, once the study concludes, the findings should be shared responsibly, with careful attention to maintaining confidentiality. Insights derived from the study should be presented in a way that highlights areas of improvement for the training program, aiming to enhance the future experiences of fellows and contribute to the ongoing success of the YSEALI Professional Fellowship. By upholding these ethical principles, the evaluation process can provide meaningful, reliable, and actionable insights while safeguarding the rights and well-being of all participants involved.

CHAPTER IV

ANALYSIS ON THE TRAINING EFFECTIVENESS OF YSEALI PROFESSIONAL FELLOWSHIP PRACTICES

This chapter focuses on the analysis of effective training practices of the YSEALI Professional Fellowship Program (PFP) and their impact on leadership development and cross-cultural competency. For this study, key training components—including experiential learning, leadership development, and intercultural education—are evaluated based on participant feedback, structured assessments, and program outcomes. By analyzing various data points, including pre- and post-training evaluations and mentor reviews, this chapter aims to highlight the correlation between structured training methodologies and the enhanced professional performance of YSEALI fellows.

Training and education within the program emphasize experiential learning, enabling fellows to engage in real-world problem-solving through site visits, job shadowing, and interactive case studies (Kolb, 1984). Additionally, cross-cultural training fosters adaptability, ensuring participants can effectively navigate diverse professional environments and apply their learning in both U.S. and Southeast Asian contexts (Hofstede, 2001). Leadership development remains a core focus, incorporating training in project management, public speaking, and policy advocacy to prepare fellows for impactful careers (Bass, 1990). Continuous feedback mechanisms, such as mentor evaluations and structured reflection sessions, further reinforce learning outcomes and long-term skill development (Brookfield, 2017). Through these comprehensive training strategies, the YSEALI PFP equips young professionals with the knowledge and skills necessary to drive meaningful change in their home countries.

4.1 Demographic Characteristics of Respondents

To facilitate data interpretation, demographic and professional information about the respondents in the YSEALI Professional Fellowship Program was gathered through

structured assessments. This included key factors such as gender, age, education level, job position, industry, and years of work experience. Analyzing gender distribution provides insights into diversity and representation within the program, while age classification helps identify generational differences in learning and professional development needs. Education level offers context on participants' academic backgrounds and their adaptability to training content. Additionally, examining job positions and industries highlights how training supports individuals across various career stages and sectors. Work experience is also considered to assess how participants with different levels of expertise engage with and benefit from the program. By evaluating these demographic characteristics, this section establishes a foundation for understanding trends in training effectiveness and professional growth within the fellowship.

4.1.1 Respondents by Age

Understanding the age distribution of respondents provides valuable insights into the generational composition of participants in the YSEALI Professional Fellowship Program. Age plays a crucial role in shaping professional development needs, learning adaptability, and engagement with training activities. Analyzing different age groups helps determine how training methodologies align with participants' career stages and experiences.

Table (4.1) Number of Respondents by Age Group

Sr. No.	Age (Years)	No. of Respondents	Percentage
1	Under 20	20	15.90
2	21 to 30	52	41.30
3	31 to 40	50	39.70
4	41 to 50	3	2.30
5	Above 50	1	0.70
	Total	126	100.00

Source: Survey Data ,2025

The data shows that the majority of respondents (41.3%) are between the ages of **21 to 30**, followed closely by **31 to 40 years** (39.7%), indicating that most participants are in their early- to mid-career stages. A smaller proportion of respondents (15.9%) are under 20, while those aged **41 and above** make up a very small percentage (2.3 % in total). These findings suggest that the program primarily attracts young professionals and emerging leaders, aligning with its goal of equipping early-career individuals with the necessary skills and experiences for professional growth.

4.1.2 Respondents by Gender

This section presents the distribution of respondents based on gender, providing insights into generational representation within the YSEALI Professional Fellowship Program. Based on 200 respondents, respondents' genders are split into two categories. Table (4.2) presents the findings.

Table (4.2) Respondents by Age

Sr. No.	Gender	No. of Respondents	Percentage
1	Male	57	45.20
2	Female	69	54.80
	Total	126	100.00

Source: Survey Data ,2025

The gender distribution indicates a fairly balanced representation, with **54.8% female and 45.2% male respondents**. This distribution provides a basis for analyzing whether gender differences influence training engagement, participation levels, and professional outcomes within the fellowship.

4.1.3 Respondents by Education Level

Analyzing the education level of respondents provides insights into their academic backgrounds and learning adaptability, which are essential for assessing the effectiveness

of the YSEALI Professional Fellowship Program. Education plays a significant role in shaping participants' skills, knowledge acquisition, and professional development. Understanding these levels helps evaluate how training content aligns with the educational qualifications of the fellows.

Table (4.3) Number of Respondents by Education Level

Sr. No.	Education Level	No. of Respondents	Percentage
1	High School	26	20.60
2	Diploma	37	29.40
3	Bachelor's Degree	7	5.60
4	Master's Degree	44	34.90
5	PhD	12	9.50
	Total	126	100.00

Source: Survey Data, 2025

The data reveals that the majority of respondents hold a **Master's degree (34.9%)**, followed by those with a **Diploma (29.4%)** and **High School education (20.6%)**. A smaller percentage of respondents have attained a **PhD (9.5%)**, while only **5.6%** hold a **Bachelor's degree**. These findings shows that the program attracts a diverse group of participants, with a strong representation of highly educated individuals. The distribution of education levels also indicates that training strategies should be designed to accommodate varying levels of academic expertise, ensuring that all participants can effectively engage with and benefit from the program's curriculum.

4.1.4 Respondents by Position

Examining the job positions of respondents provides insights into their professional backgrounds and career stages, which are crucial for understanding how the YSEALI Professional Fellowship Program supports participants' leadership development. The

distribution of positions reflects the diversity of experiences and responsibilities within the cohort, influencing how participants engage with training activities and apply their learning in professional settings.

Table (4.4) Number of Respondents by Position

Sr. No.	Position	No. of Respondents	Percentage
1	Associate	6	4.80
2	Deputy Manager	6	4.80
3	Manager	20	15.90
4	Supervisor	16	12.70
5	Founder	58	46.00
6	Student	19	15.80
	Total	126	100.00

Source: Survey Data, 2025

The data indicates that the largest group of respondents consists of **Founders (46.0%)**, highlighting a strong representation of entrepreneurs and self-starters in the program. A significant portion of respondents are **Managers (15.9%)** and **Students (15.8%)**, suggesting that both experienced professionals and emerging leaders participate in the fellowship. Additionally, **Supervisors (12.7%)**, **Associates (4.8%)**, and **Deputy Managers (4.8%)** contribute to the overall diversity of roles within the cohort. This distribution demonstrates that the program attracts a mix of experienced leaders, mid-level professionals, and aspiring young professionals, reinforcing its commitment to fostering leadership across different career levels.

4.1.5 Respondents by Working Industry

Analyzing the working industries of respondents provides valuable insights into their professional backgrounds and the sectors they represent. Understanding this distribution helps assess how the YSEALI Professional Fellowship Program engages with various

industries and supports leadership development across different fields. The diversity of industries reflects the program's broad impact and the potential for cross-sector collaboration among participants.

Table (4.5) Number of Respondents by Working Industry

Sr. No.	Working Industry/Field	No. of Respondents	Percentage
1	Business & Entrepreneurship	31	24.60
2	Education & Youth Development	36	28.60
3	Government & Public Administration	18	14.30
4	Nonprofit & Civil Society	14	11.10
5	Social Economic	11	8.70
6	Technology & Innovation	16	12.70
	Total	126	100.00

Source: Survey Data, 2025

The data indicates that the largest group of respondents (28.6%) works in **Education & Youth Development**, reflecting a strong engagement in fields related to learning and capacity-building. **Business & Entrepreneurship** follows closely, comprising **24.6%** of respondents, highlighting the program's appeal to professionals focused on economic growth and innovation.

Additionally, significant participation comes from the **Government & Public Administration** sector (14.3%) and **Technology & Innovation** (12.7%), showcasing involvement from policymakers and professionals in emerging industries. Meanwhile, the **Nonprofit & Civil Society** sector (11.1%) and **Social Economic** fields (8.7%) represent participants committed to social impact and sustainable development. This distribution underscores the program's role in attracting professionals from diverse backgrounds, fostering interdisciplinary collaboration, and equipping participants with leadership skills applicable across multiple sectors.

4.1.6 Respondents by Working Experience

Understanding the working experience of respondents provides valuable insights into the professional maturity and career stages of participants in the YSEALI Professional Fellowship Program. This distribution helps assess how the program caters to both emerging and experienced leaders, fostering diverse perspectives and knowledge exchange.

Table (4.6) Number of Respondents by Working Experience

Sr. No.	Working Experience (Years)	No. of Respondents	Percentage
1	Under 1	25	19.80
2	1 to 5	45	35.70
3	6 to 10	45	35.70
4	11 to 15	7	5.60
5	Above 15	4	3.20
	Total	126	100.00

Source: Survey Data, 2025

The data reveals that a significant proportion of respondents have **1 to 5 years (35.7%)** or **6 to 10 years (35.7%)** of work experience, indicating that the program attracts mid-career professionals who are actively advancing in their fields. Additionally, **19.8%** of participants have **less than one year of experience**, suggesting strong interest from early-career professionals and recent graduates eager to develop leadership skills. While a smaller percentage of respondents have **11 to 15 years (5.6%)** or **more than 15 years (3.2%)** of experience, their presence demonstrates the program's ability to engage seasoned professionals who bring valuable expertise and mentorship opportunities to the cohort.

This distribution highlights the program's broad appeal across different career stages, fostering an environment where emerging leaders and experienced professionals can collaborate and learn from each other.

4.2 Reliability Analysis

Reliability analysis assesses the consistency and dependability of the measurement scales used in this study. Cronbach's Alpha (α) is a widely used measure of internal consistency, with values above 0.7 generally considered acceptable, and values above 0.8 indicating strong reliability. The table below presents the reliability coefficients for the key variables examined in the study.

Table (4.7) Reliability Analysis of Variables

Sr. No.	Variables	No. of Statements	Cronbach's Alpha
1	Pre-Training Knowledge, Skills, and Attitudes (KSA)	5	0.846
2	Training Intervention	5	0.873
3	Training Outcomes	5	0.730
4	Post-Training Knowledge, Skills, and Attitudes (KSA)	6	0.886
5	Overall Training Impact	5	0.882

Source: Survey Data, 2025

The results indicate strong reliability across all measured variables, with **Cronbach's Alpha values ranging from 0.730 to 0.886**. The highest reliability is observed in **Post-Training Knowledge, Skills, and Attitudes (KSA) ($\alpha=0.886$)**, followed closely by **Overall Training Impact ($\alpha=0.882$)** and **Training Intervention ($\alpha=0.873$)**, suggesting that these scales consistently measure the intended constructs.

The **Pre-Training KSA** variable also demonstrates strong reliability ($\alpha=0.846$), reinforcing confidence in its measurement. The **Training Outcomes** variable, while slightly lower ($\alpha=0.730$), still falls within the acceptable range, indicating sufficient internal consistency. These findings confirm that the study's measurement instruments are reliable and suitable for evaluating the impact of training interventions on participants' knowledge, skills, attitudes, and overall professional development.

4.3 Respondents' Perception on Pre-Training Knowledge, Skills, and Attitudes (KSA)

Understanding participants' perceptions of their knowledge, skills, and attitudes (KSA) before the training provides insights into their baseline competencies. This assessment helps gauge how prepared respondents felt prior to the program and identifies areas where they expected to grow. The table below presents the mean scores and standard deviations for key pre-training KSA indicators.

Table (4.8) Perception on Pre-Training Knowledge, Skills, and Attitudes (KSA)

Sr. No.	Items	Mean	Std. Deviation
1	Having prior knowledge of leadership principles	4.37	0.777
2	Familiar with policy development processes.	4.28	0.882
3	Having strong strategic planning skills.	4.31	0.853
4	Confidence in communication and problem-solving abilities	4.43	0.794
5	Comfortable adapting to different cultural settings.	4.35	0.879
	Overall Mean	4.35	

Source: Survey Data ,2025

The results indicate that respondents generally perceived themselves as having strong pre-training competencies, with an overall mean of **4.35**, reflecting a high level of confidence in their existing knowledge and skills. The highest-rated item was **confidence**

in communication and problem-solving abilities (Mean = 4.43, SD = 0.794), while the lowest-rated item was **familiarity with policy development processes (Mean = 4.28, SD = 0.882)**, suggesting that participants felt slightly less confident in this area. These findings shows that while respondents entered the program with a solid foundation in leadership, communication, and strategic planning, there was room for growth, particularly in policy development, which the training could help strengthen.

4.4 Respondents' Perception on Training Intervention

Assessing respondents' perceptions of the training intervention provides insights into its effectiveness, relevance, and delivery. The table below presents the mean scores and standard deviations for key aspects of the training intervention, including delivery methods, trainer effectiveness, and participant engagement.

The findings indicate that respondents viewed the training intervention positively, with an overall mean score of **4.33**, suggesting that the program was well-received. The highest-rated item was **the impact of individual characteristics on training effectiveness (Mean = 4.39, SD = 0.737)**, emphasizing the importance of personal motivation, prior knowledge, and learning styles in shaping the learning experience. Meanwhile, the **delivery method's influence on effectiveness received** the lowest rating (**Mean = 4.29, SD = 0.840**), though still relatively high, indicating that while participants recognized its importance, it was not as significant as other factors. These results shows that the training effectively enhanced participants' leadership-related knowledge, skills, and attitudes while addressing diverse learning needs and benefiting from skilled trainers.

Table (4.9) Perception on Training Intervention

Sr. No.	Items	Mean	Std. Deviation
1	The delivery method (e.g., online, in-person, blended) influences the effectiveness of the training intervention.	4.29	0.840
2	The training intervention significantly improves participants' knowledge, skills, or attitudes related to leadership.	4.35	0.730
3	The training intervention addresses the needs of diverse learners with varying levels of experience.	4.31	0.743
4	The trainer was effective in delivering the course material during the training.	4.30	0.740
5	Individual characteristics (e.g., motivation, prior knowledge, learning style) impact the effectiveness of the training intervention.	4.39	0.737
	Overall Mean	4.33	

Source: Survey Data, 2025

4.5 Respondents' Perception on Training Outcomes

Evaluating respondents' perceptions of training outcomes provides insights into the program's effectiveness in enhancing leadership knowledge, skill development, and adaptability. The table below presents the mean scores and standard deviations for key aspects of the training outcomes.

Table (4.10) Perception on Training Outcomes

Sr. No.	Items	Mean	Std. Deviation
1	The training program improves participants' knowledge levels in leadership.	4.42	0.637
2	The design and delivery method of a training program affect the acquisition of knowledge-based outcomes.	4.40	0.568
3	The training program effectively identifies and prioritizes the most relevant skills to develop leadership.	4.36	0.600
4	The training methodologies are most effective for developing complex practical skills.	4.20	0.607
5	The training program fosters a positive attitude towards change and adaptability among participants.	4.04	0.784
	Overall Mean	4.28	

Source: Survey Data, 2025

The results indicate that respondents generally found the training program effective, with an overall mean of **4.28**, reflecting positive perceptions of its impact. The highest-rated item was **improvement in leadership knowledge levels (Mean = 4.42, SD = 0.637)**, suggesting that participants felt the program successfully enhanced their leadership understanding. Conversely, the lowest-rated item was **fostering a positive attitude toward change and adaptability (Mean = 4.04, SD = 0.784)**, indicating that while still positively perceived, this area may require further emphasis in future training sessions.

4.6 Respondents' Perception on Post-Training Knowledge, Skills, and Attitudes (KSA)

Assessing respondents' perceptions of their knowledge, skills, and attitudes (KSA) after the training helps determine the program's impact on leadership development. The table

below presents the mean scores and standard deviations for key post-training KSA indicators.

Table (4.11) Perception on Post-Training Knowledge, Skills, and Attitudes (KSA)

Sr. No.	Items	Mean	Std. Deviation
1	Improving leadership knowledge	4.47	0.677
2	Having a better understanding of policy development	4.27	0.907
3	Having developed stronger strategic planning skills	4.24	0.942
4	Improved communication and problem-solving skills	4.31	0.899
5	More confident in a leadership role	4.41	0.813
6	More adaptable to diverse cultural environments	4.48	0.723
	Overall Mean	4.36	

Source: Survey Data ,2025

The results indicate that respondents experienced significant improvements in their knowledge, skills, and confidence, with an overall mean of **4.36**, reflecting a strong positive impact of the training program. The highest-rated item was **adaptability to diverse cultural environments (Mean = 4.48, SD = 0.723)**, highlighting the program's effectiveness in fostering cross-cultural competency. Conversely, the lowest-rated item was **strategic planning skills development (Mean = 4.24, SD = 0.942)**, showing that while improvements were noted, this area may require additional emphasis in future training sessions.

4.7 Respondents' Perception on Overall Training Impact and Feedback

Evaluating respondents' perceptions of the overall training impact and feedback provides insights into the program's effectiveness in personal and professional development,

relevance, and participant satisfaction. The table below presents the mean scores and standard deviations for key indicators.

Table (4.12) Perception on Overall Training Impact and Feedback

Sr. No.	Items	Mean	Std. Deviation
1	The training has significantly impacted personal development.	4.48	0.666
2	The training has significantly impacted professional growth.	4.41	0.813
3	The program met expectations.	4.36	0.710
4	Recommending this program to others	4.46	0.677
5	The training material is relevant to the current work challenges and priorities faced by participants.	4.27	0.824
	Overall Mean	4.40	

Source: Survey Data, 2025

The findings indicate that respondents perceived the training program as highly impactful, with an overall mean of **4.40**, reflecting strong personal and professional benefits. The highest-rated item was **the impact on personal development (Mean = 4.48, SD = 0.666)**, showing that participants found the program transformative for their growth. The lowest-rated item was **the relevance of training material to current work challenges (Mean = 4.27, SD = 0.824)**, indicating that while still rated positively, there may be opportunities to further align content with real-world professional demands. Additionally, the high-rating for-program **recommendation (Mean = 4.46, SD = 0.677)** shows strong participant satisfaction. Overall, these results demonstrate that the program successfully meets participants' expectations and contributes meaningfully to their development.

4.8 Correlation Analysis

Evaluating the correlation between Pre-Training Knowledge, Skills, and Attitudes (KSA), Training Intervention, Post-Training KSA, and Overall Training Impact provides valuable insights into the factors contributing to the program's effectiveness. The Table below presents the Pearson correlation coefficients and significance levels for these relationships.

Table (4.13) Correlation Analysis of Training Components and Overall Training Impact

Sr. No.	Job Characteristics	Pearson Correlation Coefficient	P-value
1	Pre-Training Knowledge, Skills, and Attitudes (KSA)	0.702***	0.000
2	Training Intervention	0.770***	0.000
3	Post-Training Knowledge, Skills, and Attitudes (KSA)	0.815***	0.000

Source: Survey Data, 2025

***Significant at the 1% level

The correlation results indicate strong positive relationships between all examined variables and Overall Training Impact. The highest correlation is observed between Post-Training KSA and Overall Training Impact ($r = 0.815$, $p = 0.000$), suggesting that participants who experience greater improvements in knowledge, skills, and attitudes perceive a higher impact of the training. Similarly, the correlation between Training Intervention and Overall Training Impact ($r = 0.770$, $p = 0.000$) highlights the significance of effective training delivery in shaping participant outcomes. Additionally, Pre-Training KSA is positively correlated with Overall Training Impact ($r = 0.702$, $p = 0.000$), indicating that participants with a stronger initial foundation tend to benefit more from the program.

4.9 Analysis on the Effect of Pre-Training Knowledge, Skills, and Attitudes (KSA) on Training Intervention

Examining the effect of Pre-Training Knowledge, Skills, and Attitudes (KSA) on Training Intervention provides valuable insights into how initial competencies influence training effectiveness. The Table below presents the regression coefficients, significance levels, and model fit statistics.

Table (4.14) Effect of Pre-Training Knowledge, Skills, and Attitudes (KSA) on Training Intervention

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
Constant	1.274	.245		5.204	.000
Pre-Training Knowledge, Skills, and Attitudes (KSA)	.702***	.056	.750	12.611	.000
R					.750 ^a
R ²					0.562
Adjusted R ²					0.558
F Value					159.044***
Durbin-Watson					1.879

Source: Survey Data, 2025

***Significant at the 1% level; **Significant at the 5% level

The regression analysis reveals a strong and statistically significant relationship between pre-training knowledge, skills, and attitudes (KSA) and training intervention. The unstandardized coefficient (B = 0.702, p = 0.000) indicates that a one-unit increase in Pre-Training KSA leads to a 0.702-unit increase in Training Intervention, suggesting that

individuals with higher pre-existing knowledge, skills, and attitudes engage more effectively in training. The standardized beta coefficient ($\beta = 0.750$) further confirms this strong positive effect. With an R^2 value of 0.562, the model explains 56.2% of the variance in Training Intervention, demonstrating substantial predictive power. The adjusted R^2 of 0.558 supports the model's robustness, while the F-value of 159.044 ($p = 0.000$) signifies that the model is highly significant at the 1% level. Additionally, the Durbin-Watson statistic of 1.879 suggests no severe autocorrelation, ensuring the reliability of the results.

Overall, these findings highlight the crucial role of Pre-Training KSA in shaping training effectiveness, emphasizing the need to assess and enhance prior competencies to optimize training outcomes.

4.10 Analysis on the Effect of Training Intervention on Training Outcomes

Evaluating the impact of Training Intervention on Training Outcomes provides insights into the effectiveness of the training process in driving meaningful improvements. The table below presents the regression coefficients, significance levels, and model fit statistics.

The regression results show that training intervention does not have a statistically significant effect on training outcomes. The model summary indicates that Training Intervention has no meaningful explanatory power in predicting Training Outcomes. The R value (0.019) suggests an extremely weak correlation, while the R^2 value (0.000) shows that Training Intervention explains virtually none of the variance in Training Outcomes. The adjusted R^2 (-0.008) further implies that adding this predictor does not improve the model's fit. The standard error of the estimate (0.44811) indicates the typical deviation of actual Training Outcomes from the predicted values.

Table (4.15) Effect of Training Intervention on Training Outcomes

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
Constant	4.342	.284		15.311	.000
Training Intervention	-.013	.065	-.019	-.208	.836
R					.019
R ²					0.000
Adjusted R ²					-0.008
F Value					0.043
Durbin-Watson					1.449

Source: Survey Data, 2025

***Significant at the 1% level; **Significant at the 5% level

The F Change value (0.043, $p = 0.836$) confirms that the model is not statistically significant, as the p-value is well above conventional significance thresholds. Additionally, the Durbin-Watson statistic (1.449) suggests no serious autocorrelation concerns. Overall, these results indicate that training intervention does not have a significant effect on training outcomes, implying that other factors may be more influential in determining training success.

4.11 Analysis on the Effect of Training Outcomes on Post-Training Knowledge, Skills, and Attitudes (KSA)

Assessing the effect of Training Outcomes on Post-Training Knowledge, Skills, and Attitudes (KSA) provides insights into the extent to which training effectiveness

translates into improved competencies. The table below presents the regression coefficients, significance levels, and model fit statistics.

Table (4.16) Effect of Training Outcomes on Post-Training Knowledge, Skills, and Attitudes (KSA)

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
Constant	5.379	.593		9.063	.000
Training Outcomes	-.243	.138	-.156	-1.760	.081
R					.156 ^a
R ²					0.000
Adjusted R ²					-0.008
F Value					0.043
Durbin-Watson					.944

Source: Survey Data, 2025

***Significant at the 1% level; **Significant at the 5% level

The regression analysis examines the effect of Training Outcomes on Post-Training Knowledge, Skills, and Attitudes (KSA) and indicates that Training Outcomes do not have a statistically significant impact. The unstandardized coefficient ($B = -0.243$, $p = 0.081$) suggests a weak negative relationship, implying that higher Training Outcomes are associated with a slight decrease in Post-Training KSA, though this effect is not statistically significant at conventional levels. The standardized beta coefficient ($\beta = -0.156$) further confirms the weak association. The R^2 value of 0.000 indicates that

Training Outcomes explain virtually none of the variance in Post-Training KSA, while the adjusted R^2 of -0.008 suggests that including this predictor does not improve model fit. The F-value of 0.043 supports the conclusion that the model lacks statistical significance. Additionally, the Durbin-Watson statistic of 0.944 suggests potential autocorrelation in the residuals, which may indicate model specification issues. Overall, the findings show that training outcomes do not significantly influence Post-Training KSA, highlighting the need to explore other factors that may contribute to changes in knowledge, skills, and attitudes after training.

4.12 Analysis on the Effect of Pre-Training Knowledge, Skills, and Attitudes (KSA) on Overall Training Impact

Understanding the effect of Pre-Training Knowledge, Skills, and Attitudes (KSA) on Overall Training Impact helps assess how participants' initial competencies influence the perceived effectiveness of the training. The table below presents the regression coefficients, significance levels, and model fit statistics.

The regression analysis reveals a strong and statistically significant relationship between Post-Training Knowledge, Skills, and Attitudes (KSA) and Overall Training Impact. The unstandardized coefficient ($B = 0.718$, $p = 0.000$) indicates that a one-unit increase in Post-Training KSA results in a 0.718-unit increase in Overall Training Impact, highlighting the crucial role of acquired knowledge, skills, and attitudes in determining training effectiveness. The standardized beta coefficient ($\beta = 0.815$) further confirms this strong positive association. The model explains **66.5% of the variance** in Overall Training Impact ($R^2 = 0.665$), demonstrating substantial predictive power, while the adjusted R^2 of 0.662 supports the model's robustness. The **F-value of 246.069 ($p = 0.000$)** indicates that the model is highly significant at the 1% level. Additionally, the Durbin-Watson statistic of 1.414 suggests no major autocorrelation concerns, reinforcing the reliability of the results. These findings show the critical role of Post-Training KSA in

shaping the overall training impact, underscoring the need for training programs to focus on enhancing knowledge, skills, and attitudes to maximize long-term effectiveness.

Table (4.17) Effect of Pre-Training Knowledge, Skills, and Attitudes (KSA) on Overall Training Impact

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
Constant	1.282	.201		6.378	.000
Post-Training Knowledge, Skills, and Attitudes (KSA)	.718***	.046	.815	15.687	.000
R					.815 ^a
R ²					0.665
Adjusted R ²					0.662
F Value					246.069***
Durbin-Watson					1.414

Source: Survey Data (March 2025)

***Significant at the 1% level; **Significant at the 5% level

These findings emphasize that while the effectiveness of training delivery and post-training competencies significantly influence Overall Training Impact, participants' pre-existing knowledge and immediate training outcomes play a lesser role. This suggests that training programs should focus on ensuring high-quality content delivery and post-training skill retention to maximize perceived impact.

CHAPTER V

CONCLUSION

This chapter presents a comprehensive summary of the research findings, highlighting key insights into the effectiveness of the YSEALI Professional Fellowship training program. The analysis underscores the impact of the training on participants' personal and professional development, knowledge acquisition, and leadership growth. The findings suggest that the program has successfully met its objectives by equipping participants with essential skills, fostering cross-cultural understanding, and strengthening leadership capabilities. Additionally, this chapter discusses the implications of the findings, offering strategic recommendations to enhance the program's effectiveness and long-term impact. Finally, it outlines potential future research directions to further evaluate and refine the training approach, ensuring sustained benefits for participants and broader professional communities.

One of the most prominent findings from the research is the program's ability to transform participants' perspectives and increase their confidence as emerging leaders in their respective communities. Many fellows reported significant growth in public speaking, project management, and decision-making abilities, which they attributed directly to their experience in the fellowship. Exposure to U.S. work culture, nonprofit operations, and participatory leadership models allowed participants to rethink their approaches and apply adaptive leadership strategies upon returning to their home countries.

The fellowship's emphasis on experiential learning, such as through placements in U.S.-based host organizations, site visits, and cultural immersion activities, also proved highly effective. Participants consistently indicated that hands-on experiences helped contextualize theoretical knowledge and inspired new ideas for local initiatives. The mentorship component, in particular, was highlighted as a catalyst for professional networking and ongoing collaboration beyond the program duration.

Another key insight pertains to the development of cross-cultural competencies. Fellows demonstrated enhanced intercultural communication skills and a greater appreciation for diversity. Many acknowledged that working and living in a multicultural environment broadened their worldview, which positively influenced their leadership styles and decision-making processes. This cross-cultural exchange not only benefited individual participants but also served to strengthen regional and international cooperation among Southeast Asian professionals.

In terms of program challenges, some participants identified areas for improvement, such as the need for more tailored content to fit diverse professional backgrounds and more structured post-fellowship support. Despite these challenges, overall satisfaction with the program remained high, with a strong consensus on its value and relevance.

Based on these findings, several strategic recommendations can be proposed. First, the program should consider implementing a pre-fellowship orientation or foundational module to better prepare participants for the U.S.-based experience. Second, enhanced alumni engagement strategies—including mentorship circles, regional meetups, and collaborative project grants—could sustain long-term impact and promote knowledge-sharing across cohorts. Third, incorporating more localized case studies and region-specific leadership models into the curriculum could further contextualize learning for fellows.

Institutions responsible for implementing the fellowship should consider leveraging technology to facilitate continuous engagement and learning. For instance, online platforms for peer learning, webinars, and virtual mentorship can maintain momentum post-program and support ongoing capacity building. Program evaluation mechanisms should also be strengthened by integrating longitudinal impact studies to measure changes over time and assess how participants apply their training in real-world settings.

Future research could explore comparative studies across different regional cohorts or between YSEALI fellows and participants in similar international training programs.

Investigating the specific elements of the program that contribute most significantly to lasting change would offer valuable insights for scaling or adapting the model. In addition, qualitative research focused on participants' personal narratives can help illuminate the nuanced, long-term impact of the fellowship on identity, leadership philosophy, and community engagement.

The YSEALI Professional Fellowship training program has demonstrated a meaningful and measurable impact on participants' growth and leadership capacity. Continued investment in program improvement, alumni engagement, and rigorous evaluation will ensure its relevance and sustainability. As Southeast Asia continues to evolve, programs like YSEALI play a critical role in cultivating inclusive, innovative, and globally minded leaders equipped to navigate complex social challenges and drive positive change in their communities.

5.1 Findings and Discussions

The study revealed that the YSEALI Professional Fellowship training program had a significant positive impact on participants' knowledge, skills, and attitudes (KSA). The correlation analysis indicated strong relationships between pre-training KSA, training intervention, and post-training KSA, affirming the effectiveness of the program in facilitating meaningful learning and professional growth. Specifically, the findings demonstrate that participants reported enhanced leadership abilities, improved cross-cultural competencies, and increased proficiency in various professional skills relevant to their fields.

Participants noted that the structured curriculum, experiential learning opportunities, and mentorship components of the program contributed to their overall development. The interactive sessions, real-world case studies, and peer discussions provided a dynamic learning environment that enabled participants to apply theoretical knowledge to practical situations. Many respondents also highlighted the benefits of networking with

professionals from diverse backgrounds, emphasizing how these connections fostered international collaboration and professional exchange.

The overall training impact was found to be highly rated, reflecting participant satisfaction and the perceived relevance of the training content. Many participants credited the program for instilling a sense of confidence and motivation to implement innovative ideas in their respective fields. Furthermore, the findings suggested that the program played a crucial role in bridging the gap between knowledge acquisition and practical application by offering hands-on learning experiences through community projects, internships, and organizational visits.

Despite these positive outcomes, the analysis also identified areas for improvement. While the training intervention played a crucial role in enhancing participants' competencies, some respondents expressed the need for greater alignment between training content and real-world challenges in their respective professional fields. For instance, participants working in specialized industries such as environmental sustainability, public health, and social entrepreneurship noted that while the leadership training was beneficial, more tailored content addressing industry-specific challenges would further enhance the program's impact.

Additionally, the research highlighted the importance of post-training support mechanisms to sustain the program's long-term benefits. Several participants emphasized the need for structured follow-up initiatives, such as mentorship programs, ongoing coaching, and access to alumni networks. These support systems could provide continued professional development opportunities, enabling participants to further refine their skills and knowledge beyond the initial training period.

Another key finding was the potential role of digital learning platforms in supplementing in-person training. Participants suggested that integrating virtual workshops, online discussion forums, and resource-sharing platforms could enhance accessibility and engagement, particularly for those facing geographical or financial constraints in

attending in-person sessions. Moreover, providing more resources for alumni, such as funding opportunities for collaborative projects or startup ventures, could further maximize the long-term impact of the program.

These findings reinforce the success of the YSEALI Professional Fellowship training program in fostering leadership development, cross-cultural understanding, and professional growth. However, to further enhance the program's effectiveness, strategic improvements in curriculum customization, post-training engagement, and digital learning integration should be considered. These enhancements will ensure that participants continue to benefit from the program beyond their fellowship experience and contribute meaningfully to their respective professional communities.

5.2 Suggestions and Recommendations

One of the key recommendations for enhancing the YSEALI Professional Fellowship training program is to refine the curriculum to better align with the diverse professional backgrounds of participants. While the program provides comprehensive leadership and professional development training, incorporating industry-specific modules would further enhance its impact. By tailoring case studies, discussions, and assignments to different sectors, participants could engage in more targeted learning experiences. Moreover, inviting guest speakers and mentors from various industries to share insights and practical applications would help bridge the gap between theory and practice, ensuring that participants gain knowledge directly applicable to their respective fields.

Another crucial recommendation is the strengthening of post-training support mechanisms to sustain the benefits of the program beyond the training period. Establishing a structured mentorship program, where participants are paired with experienced professionals for guidance, would provide valuable opportunities for continued learning and career development. Additionally, creating an alumni network with regular meet-ups, professional development workshops, and collaborative project opportunities would enhance long-term engagement. Follow-up training sessions or

refresher courses could also be introduced to help alumni reinforce their skills, stay updated with industry trends, and maintain a strong connection with the program.

Expanding the program's digital learning and engagement strategies is another important area for improvement. Incorporating virtual components such as interactive webinars, discussion forums, and an online resource library would increase accessibility for participants who may face geographical or financial barriers. A dedicated digital platform could serve as a hub for continued learning, networking, and knowledge-sharing among current and past participants. Additionally, leveraging social media channels and professional networking sites would foster stronger connections and collaborations, ensuring that participants remain engaged and benefit from peer-to-peer learning long after the program ends.

Providing more opportunities for practical application of the knowledge gained during training is also recommended. Encouraging project-based learning where participants design and implement real-world initiatives related to their fields would help solidify their learning. Furthermore, offering seed funding or small grants to support alumni-led projects and social enterprises would empower them to translate their ideas into impactful initiatives. Partnerships with organizations that provide internship extensions, collaborative projects, or on-the-ground experience would further enhance participants' ability to apply their skills in meaningful ways and drive change in their communities.

Finally, ensuring the sustainability and continuous improvement of the program through systematic impact assessment is essential. Conducting periodic evaluations to measure the long-term effects of the program on participants' careers and leadership journeys would provide valuable data for refining its structure. Gathering feedback from alumni, mentors, and partner organizations would help identify evolving needs and areas for enhancement. Establishing partnerships with governmental and non-governmental organizations to secure funding and expand the program's reach would contribute to its long-term success. By implementing these recommendations, the YSEALI Professional

Fellowship training program can continue to empower emerging leaders, foster cross-cultural collaboration, and create lasting positive change within professional and community settings.

5.3 Needs for Further Research

While this study has provided valuable insights into the effectiveness of the YSEALI Professional Fellowship training program, further research is needed to explore additional aspects that can contribute to its continuous improvement. One critical area for future research is the long-term impact of the program on participants' career trajectories, leadership development, and community engagement. Conducting longitudinal studies that track participants' professional growth and contributions over time would provide a more comprehensive understanding of how the program shapes their careers and leadership roles.

Another avenue for further research involves assessing the effectiveness of different training methodologies used in the program. A comparative analysis of various instructional approaches, such as experiential learning, mentorship-based training, and digital learning modules, could help identify the most impactful methods for different types of participants. This would enable program organizers to refine their teaching strategies and optimize the learning experience for future cohorts.

Additionally, research could focus on evaluating the effectiveness of post-training support mechanisms. Examining the role of mentorship, alumni networks, and continued professional development opportunities in sustaining participants' growth would help identify best practices for long-term engagement. Understanding how different types of post-training support influence alumni success could inform the design of more robust follow-up initiatives.

Future studies could also investigate the role of cultural and regional differences in shaping participants' experiences and learning outcomes. Given that YSEALI Fellows

come from diverse backgrounds, exploring how cultural factors influence their engagement with the training content and leadership development could lead to more inclusive and adaptive program designs. Customizing certain aspects of the training to better fit the needs of specific regions or professional sectors may enhance its overall effectiveness.

Lastly, further research is needed to examine the scalability and adaptability of the YSEALI Professional Fellowship training model. Studying how the program's framework could be expanded to other leadership initiatives, industries, or regions would provide insights into its broader applicability. This could involve assessing the feasibility of integrating the training model into academic institutions, governmental leadership programs, or corporate training initiatives.

By addressing these areas through further research, the YSEALI Professional Fellowship training program can continue to evolve and remain a leading initiative for empowering young professionals across various fields. Ongoing research will ensure that the program remains responsive to the changing needs of participants and maximizes its long-term impact on leadership and community development.

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