

إعداد

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أستاذ الإدارة المشارك بمعهد الإدارة العامة

Abstract

Measuring Training Impact

by

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Determination the value, weigh or meaning for training out-put has no longer been just a test or a questionnaire to be completed at the end of the course, but it has become an organized work that commences upon identifying the instructional requirements and continues up to the end of the course, and after its expiration for a definite time period so that we can say whether it has achieved its objectives or not.

If one of the obstacles is" How we measure the effective of training? Especially on the degree of the effect of employees training, in improving the services

The major objective behind the evaluation of the training courses is promoting and developing the training process. However, the sub-objectives can be represented as follows:

- a- Identify what is achieved from the training plan and what has been attained from its objectives.
- b- Measuring the effectiveness of the training programs and the training techniques and the extent of its contribution in the fulfillment of the training needs.
- c- Comparing the training returns compared to its cost.
- d- Identifying the success in applying the correct training principles and basics in the implemented programs.

There are several types of evaluation which importance is graded as per the type and nature of the means and tools on which evaluation of tasks,

The most important types of evaluation include but not limited to the following:

- 1-Diagnostic Evaluation
- 2- Placement Evaluation
- 3- Formative Evaluation
- 4- Follow up Evaluation
- 5- Reformative Evaluation

The second classification: it is sub-classified into three types:

- a- Pre-Evaluation
- b- Meantime Evaluation
- c- Post Evaluation

Evaluation types can be classified into:

- a- Inputs Evaluation
- b- Processes Evaluation
- c- Outputs Evaluation

Evaluation types can be classified into also into five types:

- 1- The verbal evaluation:.
- 2- The written evaluation
- 3- The practical evaluation
- 4- The illustrative evaluation
- 5- Automated-programmed evaluation

It is sub-classified into four types:

- 1- Group – Referenced evaluation
- 2- Self-Referenced Evaluation
- 3- The Criterion-Referenced Evaluation
- 4- The Objective Evaluation

F- Classification of Evaluation as per time factor

- 1- Timed-Evaluation

The questionnaire is considered one of the most important tools for collecting data and information about the effect of training at KFMC as well as other organization.

This paper find out that training is fast rotten article and a fruit that should be eaten when it ripens. Regrettably, sometime the time between completing a training course and the trainees' attainment of a job or enabling him/her to apply the skills which he/she is trained on very long. This leads to weakening the skill or may loosing it.

Finally, the paper provides model and recommendations to improve the training impact.

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- NEED ANALYSIS - ●
- TRAINING DESIGN - ●
- TRAINING PACKAGES ●
- (TRAINING EXECUTION) ●
- TRAINING METHODES ●
- TRAINING MEDIA ●
- TRAINING EVALUATION ●

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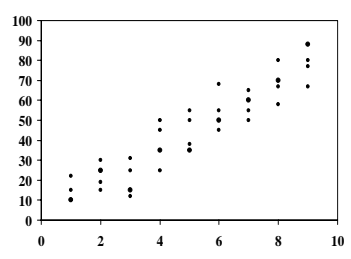
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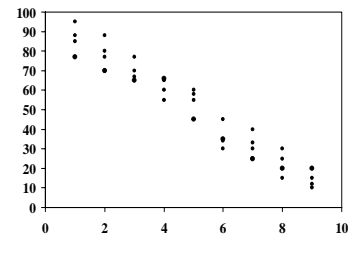
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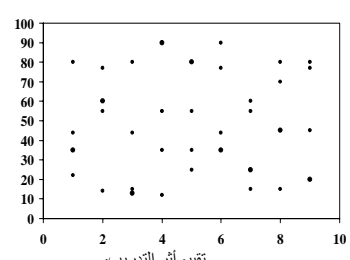
العلاقة بين التدریب والأداء



علاقة إيجابية



علاقة سلبية



لا يوجد علاقة

9/24/2009

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: Diagnostic Evaluation

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: Placement Evaluation

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: Formative Evaluation ()

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: Summative Evaluation

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: Follow-up Evaluation

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: Reformative Evaluation -

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: Initial Evaluation -

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: Final Evaluation -

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: Pre-Evaluation -

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: Readiness Evaluation -

: Placement Evaluation -

: Meantime Evaluation -

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: Inputs Evaluation -

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: Group-Referenced Evaluation -

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: Objective Evaluation -

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: Timed Evaluation -

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:(KPI) /

(KPI) Key Performance Indicators

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- Quantitative indicators which can be presented as a number •
- Practical indicators that interface with existing company processes. •
- Directional indicators specifying whether an () organization is getting better or not. •
- Actionable indicators are sufficiently in an organization's control to effect change. •
- performance measurementFinancial indicators used in operating indexand when looking at an •

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(Donald L Kirkpatrick)

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- (Reaction) ✓
- (Learning) ✓
- (Behavior) ✓
- (Results) ✓

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- (Context Evaluation) ✓
- (In put Evaluation) ✓
- (Reaction Evaluation) ✓
- (Out come Evaluation) ✓

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- (Job Performance) ✓
- (Group Performance) ✓
- (Participant satisfaction) / ✓
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(Participant information)

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- (Reaction out comes) ✓
- (Capability out comes) ✓
- (Application out comes) ✓
- (Worth out comes) ✓

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(Philips, 1991; Mitchell, 1994; Bassi and Van Bunen,

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$$\frac{\quad}{\quad} = \text{(ROI)}$$

² الأكاديمية العربية للعلوم المالية والمصرفية ، الملتقى السنوي الحادي عشر لمسئولي التدريب ، مرجع سابق ، من ص ٥٠ إلى ص ١٠٠

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(balanced scorecard) " " "

³ د. عبد الرحمن توفيق ، تقييم التدريب ، مركز الخبرات المهنية للإدارة (بميك) القاهرة ، من ص ٤٥٤ إلى ص ٤٥٩

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Customer Perspective :)

Learning Perspective :)

Business perspective :)

Financial Perspective :)

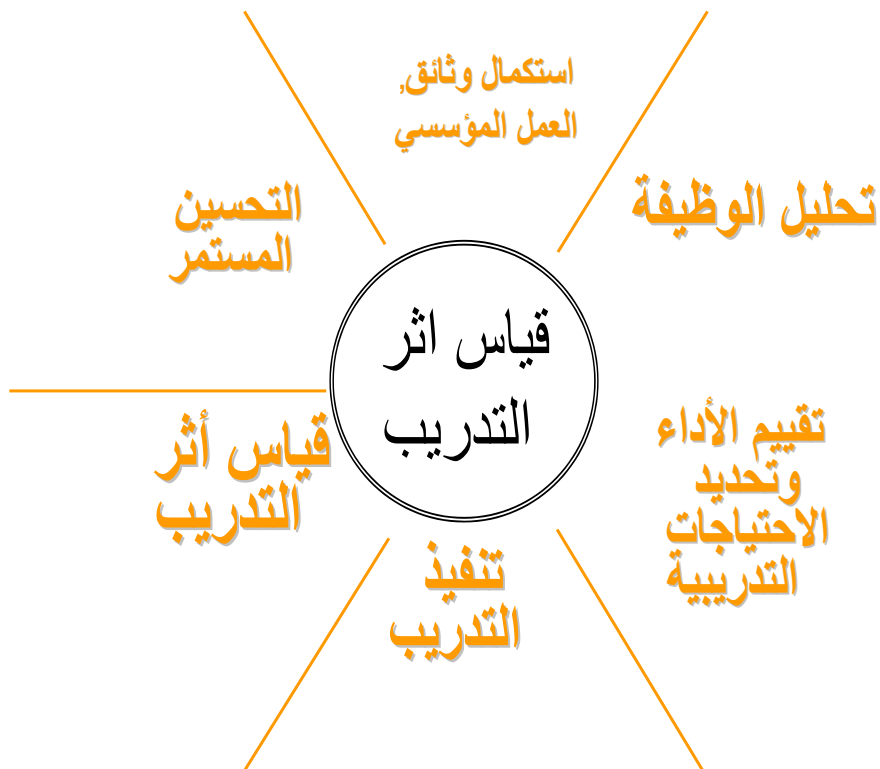
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(١) تحديد الاحتياجات التدريبية . قاسم ضرار ص ١٨
(٢) التدريب والتطوير . د. علي محمد عبد الوهاب ص ٦٦
(٣) المدخل العلمي لدراسة وتحديد الاحتياجات محمد شاكر عصفور . مجلة الإدارة العدد ٣ محرم ١٣٩٥ هـ ص ٢٥

$$\text{احتياج تدريبي} = \text{الأداء الفعلي شاغل} - \text{احتياجات إنجاز}$$

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Documents & Reports :

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⁴ بتصريف من حسنين محمد حسون (٢٠٠٤) تحديد الاحتياجات التدريبية مواد وادوات، مجدلاوي، عمان ، الاردن، ص ١٣٨، وعبدالرحمن توفيق (٢٠٠٦) تحديد الاحتياجات التدريبية بين الهدر والاستثمار، مركز الخبرات المهنية للإدارة - بميك الفاخرة ص ٢٣

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(Define)

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(Performance level Measurement)

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