

PDAAQ888

38161

TRAINING SEMINARS REPORT
VOCATIONAL TRAINING ASSISTANCE

JORDAN

U.S.A.I.D. CONTRACT NUMBER

NEB-0238-C-00-1001-00

Submitted to

THE VOCATIONAL TRAINING CORPORATION

and

THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

By

The National Center for Research in Vocational Education

The Ohio State University
Columbus, Ohio 43210

Columbus, Ohio
November 1981

TABLE OF CONTENTS

	Page
INTRODUCTION	1
SEMINAR PLANNING	2
SEMINARS EVALUATION.	3
MANAGEMENT OF IN-PLANT TRAINING SEMINAR.	6
Seminar Purpose and Objectives.	6
Seminar Participants.	7
Seminar Program	7
Seminar Results	9
MODULAR SYSTEM OF TRAINING SEMINAR	15
Seminar Purpose and Objectives.	15
Seminar Participants.	16
Seminar Program	16
Seminar Results	16

LIST OF FIGURES

	Page
Figure 1. Seminar Final Evaluation	4
Figure 2. Participants. Management' of In-Plant Training Seminar.	8
Figure 3. Instructional Topics. Management of In-Plant Training Seminar	10
Figure 4. Participants' Responses to Selected Evaluation Items. Management of In-Plant Training Seminar.	12
Figure 5. Participants. Modular System of Training Seminar.	17
Figure 6. Instructional Topics. Modular System of Training Seminar	18
Figure 7. Participants' Responses to Selected Evaluation Items. Modular System of Training Seminar.	21

INTRODUCTION

Two staff training seminars were conducted in Amman, Jordan during April and May 1981 as a part of the Vocational Training Assistance--Jordan Project (U.S.A.I.D. Contract Number NEB-0238-C-00-1001-00). The first seminar provided training in key concepts and applications pertaining to the management of in-plant training in industry. The second seminar assisted training personnel in the preparation and use of modular training procedures and materials.

This project is a joint venture of the Vocational Training Corporation of Jordan, the United States Agency for International Development, and the National Center for Research in Vocational Education, The Ohio State University. Several other activities are included in this project. The Project Plan and overall seminar design was developed cooperatively by the National Center's project coordinator, the seminar planning consultant, and leadership personnel of the V.T.C. during January and February 1981. Short-term advisory assistance is being provided in the areas of skill standards development, guidance and counseling, follow-up program development, and tax levy system development. Participant training programs for V.T.C. staff have been conducted, technical information is being provided to V.T.C., and efforts are being undertaken for the development of a long-range sister school relationship between the V.T.C. and the National Center.

Subsequent sections of this report describe the seminar planning process, procedures for evaluating the seminars, and separate sections which summarize the activities and assessment of the results for each of the two seminars.

SEMINAR PLANNING

Seminar planning occurred in two stages. Overall plans and arrangements for both seminars were developed by the National Center's seminar planning consultant and designated V.T.C. staff during a two-week period in Amman, Jordan during January 1981. This team first identified training needs which were considered appropriate to the further professional development of two groups of persons: those individuals who are active in the organization and management of in-plant training programs; and those persons who are responsible for planning and implementing a modular training approach with V.T.C.-sponsored programs.

These training needs formed the basis for training program strategy development. For the management of in-plant training seminar, it was considered appropriate to have participants apply management principles to a series of case studies. In contrast, participants in the modular system of training seminar would apply principles and techniques to the actual production of modular materials. Detailed session-by-session topics, objectives, and content were generated by the planning team.

In addition to the overall design for the content and strategy, the planning team determined suitable seminar locations, dates, daily timetable arrangements, selection procedures for participants, and criteria for the selection of one consultant for each seminar.

The second stage of seminar planning occurred in both the United States and Jordan. One consultant was selected for each seminar. Before their departures for Jordan, each of these persons reviewed the overall design for the training seminars. Teaching plans and instructional resources were developed and acquired. Each consultant arrived in Jordan about five days prior to the start of the seminar. During this time, the consultants became more directly acquainted with the Jordanian setting and met with V.T.C. staff to finalize their seminar plans.

SEMINARS EVALUATION

A similar procedure was used for evaluating both the Management of In-Plant Training Seminar and the Modular System of Training Seminar. A summative evaluation instrument (see figure 1) was developed and administered at the close of each seminar. The intent was to measure participant acceptance, self-perceived gains, and participant attitude toward the content, format, setting, and usefulness of each seminar.

The evaluation instrument contained two parts. The first part was a ten-item scale, with each item pertaining to an aspect of the seminar program, strategies, and arrangements. Each item was measured on a scale ranging from "strongly agree (4)," to "agree (3)," to "disagree (2)," to "strongly disagree (1)." Individual and total group scores were tabulated for each item and for all ten items. Means for each item were computed to allow for comparative analysis.

A second part of the instrument consisted of two open-ended questions to get additional feedback from participants regarding the strongest features and suggested improvements in the two seminars.

Tabulated data and the open-ended comments of participants are presented in later sections of this report.

Figure 1

SEMINAR FINAL EVALUATION

Check one: Management of In-Plant Training Seminar
 Modular System of Training Seminar

Please rate the following statements by circling the appropriate number:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

- | | | | | |
|---|---|---|---|---|
| 1. The overall purpose of the seminar was clear to me. | 4 | 3 | 2 | 1 |
| 2. The content of the seminar was appropriate to my professional needs. | 4 | 3 | 2 | 1 |
| 3. The level of the seminar content was in line with my background and training and experience. | 4 | 3 | 2 | 1 |
| 4. The seminar activities were interesting and useful. | 4 | 3 | 2 | 1 |
| 5. Instructional materials and audio-visual aids were appropriate. | 4 | 3 | 2 | 1 |
| 6. Good teaching methods were used in the seminar. | 4 | 3 | 2 | 1 |
| 7. The seminar program was well organized. | 4 | 3 | 2 | 1 |
| 8. The time schedule for the seminar (number and length of sessions) was appropriate. | 4 | 3 | 2 | 1 |
| 9. Physical facilities and other arrangements for the seminar were suitable. | 4 | 3 | 2 | 1 |
| 10. The seminar will help me in my professional work. | 4 | 3 | 2 | 1 |

The strongest features of the seminar program were:

The seminar program could be improved by:

MANAGEMENT OF IN-PLANT TRAINING SEMINAR

The Management of In-Plant Training Seminar was conducted in Amman, Jordan from April 19-29, 1981. This section of the report contains descriptive and analytic information about the seminar, including rationale, purpose and objectives, participant profiles, program overview, and results of the seminar as perceived by the participants.

Seminar Purpose and Objectives

Training programs under Vocational Training Corporation sponsorship are carried out in complex circumstances, involving the coordination of V.T.C.'s training officers and instructors, training personnel, supervisors and foremen within the cooperating industries, and staff from Ministry of Education industrial schools and trade training centers. This complexity is destined to increase during the years ahead as more industry organizations from the various sectors are brought into the training network.

This growth and complexity signals a need for organizational and operational policies and procedures that will assure efficiency and effectiveness in the training programs. Essential to this process is a cadre of persons from the cooperating organizations who possess the necessary competence to undertake the organization and management of the entire operation.

This recognized need for trained management personnel provided the impetus for a specially designed seminar that would orient key personnel to selected management techniques, and to consider their application to V.T.C.-sponsored programs. An informal seminar setting would also provide a team building element in that key personnel from the several participating organizations would function in a closely coordinated manner.

More specific objectives of the seminar are:

1. To promote an understanding and awareness of:
 - Procedures of general planning for training

- Scope and elements of training policies
 - Administrative structure for the management of in-plant training
 - Cost and cost evaluation of training
 - Roles of government, employers, and labor unions in training
 - Procedures to identify training needs
2. To give participants new ideas they can take back to their jobs.
 3. To develop an understanding of the concept of the training officer as a training administrative job, what it does and should include.
 4. To exchange ideas with fellow training officers as administrators.
 5. To examine individual roles in organizations and determine what professional knowledge and skills are needed to carry out those roles.

Seminar Participants

Fifteen persons attended the Management of In-Plant Training Seminar. In line with the seminar objectives, this group included several representatives from the Vocational Training Corporation, cooperating industries, the Ministry of Education, and The Jordanian Public Administrative Institute. Additionally, one or more leadership personnel from the V.T.C. attended all sessions as resource persons.

A list of participants and the organizations they represent is presented in figure 2.

Seminar Program

The seminar program was based upon those planning and management tasks considered to be of critical importance to the operation of V.T.C.-sponsored programs. Key principles and concepts pertaining to each of these tasks

Figure 2

Participants

Management of In-Plant Training Seminar

<u>Name</u>	<u>Title</u>	<u>Employer</u>
1. Ahmad Tarawne	Training Officer	The Jordan Phosphates Mines Co.
2. Mohammed Nawfal	Chief of the Training Section	The Jordan Cement Factories Co.
3. Muhammed Khalaf	Plant Engineer	The Jordan Cement Factories Co.
4. Rifqi Saleh	Training Coordinator	Jordan Electricity Company
5. Yaquob Dajani	Chief of Personnel and Training Section	Jordanian Electricity Authority
6. Fathi Otti	Training Officer	Mechanical Department/Ministry of Public Works
7. Abdallah Dayyat	Training Coordinator	Arab Potash Company
8. Awad Ouballi	Chief of Training Coordinators	Vocational Training Corporation
9. Daoud Shakboua	Training Officer	Vocational Training Corporation
10. Miss. Riad Sugayyer	Vocational Counselor	Vocational Training Corporation
11. Mustafa Obaid	Chief of Studies Branch	Ministry of Education
12. Abdelfatah Akhras	Vocational Guidance	Ministry of Education
13. Mashour Ratrouf	Principal	Amman Industrial Secondary School
14. Abdallah Hamadneh	Principal	Marka Trade Training Center
15. Abdelwahab Masri	Lecturer	Jordanian Public Administrative Institute

were presented to students through lecture and group discussion. Four case studies were undertaken at various times throughout the seminar to provide participants with opportunities to apply theory to actual management incidents.

Seminar participants also reviewed current V.T.C. policies and procedures as a means of strengthening ongoing training program operations.

A topical outline of the sixteen seminar sessions, conducted over a period of eight days, is presented in figure 3.

Seminar Results

The responses of participants in the Management of In-Plant Training Seminar to the ten items of the evaluation instrument are presented in figure 4. The frequency of responses, on a scale ranging from "strongly agree (4)" to "strongly disagree (1)" are included, as well as the means for each item. The items in figure 4 are ranked according to the means of the ratings.

Five of the ten items were perceived by participants as "strongly agree" or "agree." These responses indicated a high degree of favorable perception by the participants for items relating to seminar purpose, appropriateness and level of content, perceived helpfulness of the seminar, and the usefulness of individual seminar activities.

The remaining five items earned one or more responses in the "disagree" range with no item in the "strongly disagree" category. These five related to overall seminar organization, daily time schedule, teaching methods, physical setting for the seminar, and the use of instructional materials and audio-visual aids.

The seminar participants were also asked to respond to two questions on the evaluation instrument. The first enlisted their opinions about what they considered to be the strongest features of the seminar. Only a few comments were noted by the participants, as follows:

Figure 3

Instructional Topics

Management of In-Plant Training Seminar

Session Number 1

- Welcome and introduction
- Seminar purpose and goals
- Participant expectations

Session Number 2

- Definitions of training, development, and education
- Training policies and philosophies
- Evaluation of the day

Session Number 3

- Administrative structures for in-plant training
- Management of the training function

Session Number 4

- Case Study Number 1
- Evaluation of the day

Session Number 5

- Continuation of Case Study Number 1

Session Number 6

- Continuation of Case Study Number 1
- Review of Case Study Number 1
- Evaluation of the day

Session Number 7

- Interaction of government, employers, and labor unions in the management of training programs

Session Number 8

- Vocational Training Corporation, trade training centers, and in-plant training staff functions
- Mid-point seminar evaluation

Session Number 9

- Manpower requirements and planning for training

Session Number 10

- Review of Session Number 9
- Case Study Number 2
- Evaluation of the day

Session Number 11

- Cost, cost evaluation, and funding of in-plant training programs

Session Number 12

- Review of Session Number 11
- Case Study Number 3
- Evaluation of the day

Session Number 13

- Identification of organizational training needs

Session Number 14

- Review of Session Number 13
- Case Study Number 4
- Evaluation of the day

Session Number 15

- The present Jordanian training structure

Session Number 16

- Summary discussion of seminar topics
- Final seminar evaluation

Figure 4

PARTICIPANTS' RESPONSES TO SELECTED EVALUATION ITEMS

Management of In-Plant Training Seminar

(N=14)

Items	Frequency *					Mean
	(4)	(3)	(2)	(1)	(0)	
The overall purpose of the seminar was clear to me.	8	6	0	0		3.6
The content of the seminar was appropriate to my professional needs.	7	7	0	0		3.5
The seminar program was well organized.	8	5	1	0		3.5
The level of the seminar content was in line with my background and training and experience.	6	8	0	0		3.4
The time schedule for the seminar (number and length of sessions) was appropriate.	7	5	2	0		3.4
The seminar will help me in my professional work.	5	9	0	0		3.4
The seminar activities were interesting and useful.	4	10	0	0		3.3
Good teaching methods were used in the seminar.	3	10	1	0		3.1
Physical facilities and other arrangements for the seminar were suitable.	4	8	2	0		3.1
Instructional materials and audio-visual aids were appropriate.	0	10	3	0	1	2.8

- * (4) = Strongly Agree
 (3) = Agree
 (2) = Disagree
 (1) = Strongly Disagree
 (0) = No Response

- The seminar was successful.
- The seminar provided a good learning experience in relation to training and school management in the United States.
- The seminar helped in adapting some managerial solutions to the needs and problems of training.
- The seminar provided an open discussion among the participants to find out solutions to solve training problems in Jordan.
- The seminar leader presented some case studies as a method of teaching.

The second question asked for participants' recommendations to improve the seminar. The several comments are:

- The seminar needs better teaching methods with more use of audio-visual aids.
- The seminar leader should give more of his experience than just focusing upon open discussions.
- The seminar lacked cross-cultural examples of what type of problems that other countries face and how they succeeded in solving their problems.

Based upon the aforementioned perceptions, this seminar was considered to be quite successful. The overall purpose and substantive content of the instructional sessions was considered appropriate to the training needs of the participants. Slightly lower ratings to some items relating to internal processes of the seminar could possibly be attributed to differences in participant backgrounds and beliefs about teaching style and related matters.

The longer-range effect of the seminar can only be viewed after the participants have had an opportunity to apply new knowledge to operational problems in organization and management of V.T.C.'s total program.

In recognition of the enthusiastic participation throughout the seminar, certificates bearing the signatures

of the director general of the Vocational Training Corporation and the executive director of the National Center were presented to the participants.

MODULAR SYSTEM OF TRAINING SEMINAR

The Modular System of Training Seminar was conducted at the Amman Secondary Vocational School, Amman, Jordan from May 3-13, 1981. The overall rationale, purpose and objectives for this seminar, descriptive details regarding the participants and the program, and a brief analysis of the perceptions of participants are presented in this section of the report.

Seminar Purpose and Objectives

One of V.T.C.'s major ongoing efforts is that of developing curriculum and instructional materials for the various training programs under its sponsorship. An added challenge is to modularize the curriculum in order that instruction can be both competency-based and increasingly individualized. This major reform in instructional style calls for several major changes because of its distinctive nature when compared with traditional practices. While some new development is already underway, fuller implementation will depend upon a more extensive capability on the part of V.T.C. staff.

The need for increased skill by V.T.C. staff to develop and implement the modular system of training provided the basis for this training seminar. The overall seminar design called for presentations of principles, concepts, and techniques associated with the modular system of training. Participants would apply this theory in the actual design of modular materials.

More specific objectives for the Modular System of Training Seminar are to promote an understanding and awareness of:

- The concept of a modular system of training
- The process to prepare a training program based on a modular approach
- The process used to assess trainee learning
- The factors that indicate various decisions related to trainee mobility

- The techniques utilized in monitoring trainee progress

Seminar Participants

Eighteen persons participated in the Modular System of Training Seminar. A list of attendees appears in figure 5. Most of the participants are training officers in the V.T.C., including some who are based at the V.T.C. headquarters, and others who are associated with the various industry training locations. The rationale for the selection of these persons was their close association and assigned responsibility for planning and implementing training programs for apprentices. These persons would therefore provide much of the leadership for the continued planning and development of modular curricula, performance-based instructional materials, and procedures for assessing the progress and achievement of apprentices.

Seminar Program

The application of modular training theory to preparation of curriculum materials comprised the central theme for the Modular System of Training Seminar. It was believed that a close integration of theory and practice would provide the greatest benefit in a short-term training program. Early sessions were devoted to presentations and discussions of principles and techniques related to a particular practice, after which participants were assigned specific tasks to carry out. In each case, the point of reference was to actual examples of V.T.C. training program curriculum. The sequence of topics emphasized a logical flow of activities that would be realistic for participants to follow in their curriculum development efforts after the seminar.

The seminar continued for eight days during a two-week period. Two seminar sessions were conducted each day for a total of sixteen sessions. A topical outline for the sixteen seminar sessions appears in figure 6.

Seminar Results

The responses of participants in the Modular System of Training Seminar to the ten items of the evaluation

Figure 5

Participants

Modular System of Training Seminar

1. Abdallah Mahmud Salameh El-Hor
2. Fathy Mohamud Qattash
3. Omar Abdel-Rahman El-Misif
4. Mohammed Ahmed Atallah Abu Zahra
5. Radi Barham Khalife Al-Abdalah
6. Daifallah Odeh Mohammed Hasan
7. Jamil Moh'd Abd. Haymor
8. Younis Yousif Khanfar
9. Mohammed Abdel Muttaleb Sabbah
10. Bassam M.A. Hajsaleh
11. Ahmed Moh'd Al-Salameh
12. Ghazi Saleem El-Gammal
13. Issa Jamil Solaiman Al-Hakim
14. Hisham Ahmad El Abdelsalam
15. Salim Ibrahim Shomali
16. Taysir Mustafa Mahmud Abdoh
17. Nageeb Shihda Algam
18. Daoud M. Shakboua

Figure 6

Instructional Topics

Modular System of Training Seminar

Session Number 1

- Welcome and introduction
- Seminar purpose and goals
- Definition of a training system

Session Number 2

- The Vocational Training Corporation's modular approach to training

Session Number 3

- From job analysis to course development

Session Number 4

- Module use in the classroom and in industry

Session Number 5

- The role and function of the in-plant instructor

Session Number 6

- Work session on developing performance objectives and modules

Session Number 7

- Continuation of Session Number 6

Session Number 8

- Continuation of Session Number 7

Session Number 9

- Review of concepts and assignments of previous sessions

Session Number 10

- Assessment and evaluation techniques

Session Number 11

- Work session on developing evaluation criteria for modules completed during previous sessions

Session Number 12

- Review of Session Number 11

Session Number 13

- Monitoring trainee progress

Session Number 14

- Continuation of Session Number 13

Session Number 15

- Trainee mobility

Session Number 16

- Summary discussion of seminar topics
- Final seminar evaluation

instrument are presented in figure 7. The frequency of responses, on a scale ranging from "strongly agree (4)" to "strongly disagree (1)" are included, as well as the means for each item. The items in figure 7 are ranked according to the means of the ratings.

Overall perceptions of participants to seminar activities and processes were quite favorable, as evidenced by a mean rating of 3.51 of a possible 4.0 for a composite rating of all ten items. Eight of the ten items were perceived by participants as "strongly agree" or "agree." The remaining two items received two or more responses in the "disagree" range, with no item in the "strongly disagree" category. Some concern was indicated with the level of seminar content in relation to the background and experience of participants in that four persons expressed some disagreement with the effectiveness of the seminar in this regard. This is likely a reflection of the fact that some of the participants have had more prior training and experience in modular training than others.

The seminar participants also responded to two questions on the evaluation instrument. Responding to the first question, which enlisted their opinions about the strongest features of the seminar, the following comments were given:

- The seminar provided a good learning experience in relation to the following topics: evaluation; the role of training in industry; task analysis; trainee's role in work area.
- Adapting some evaluation strategies to local needs.

The second question asked for participants' recommendations to improve the Modular System of Training Seminar. Their responses are:

- The seminar needed Arabic translation.
- Distributing printed materials about the lecture ahead of time would help the participants to prepare before starting the seminar.
- The time for each lecture should be shorter.

Figure 7

PARTICIPANTS' RESPONSES TO SELECTED EVALUATION ITEMS

Modular System of Training Seminar

(N=18)

Items	Frequency *				Mean
	(4)	(3)	(2)	(1)	
The overall seminar program was well organized.	12	6	0	0	3.7
The overall purpose of the seminar was clear to me.	11	7	0	0	3.6
Good teaching methods were used in the seminar.	10	8	0	0	3.6
The seminar activities were interesting and useful.	9	9	0	0	3.5
The seminar will help me in my professional work.	9	9	0	0	3.5
The content of the seminar was appropriate to my professional needs.	7	11	0	0	3.4
Instructional materials and audio-visual aids were appropriate.	7	11	0	0	3.4
Physical facilities and other arrangements for the seminar were suitable.	8	10	0	0	3.4
The time schedule for the seminar (number and length of sessions) was appropriate.	7	9	2	0	3.3
The level of the seminar content was in line with my background and training and experience.	5	9	4	0	3.1

* 4 = Strongly Agree
 3 = Agree
 2 = Disagree
 1 = Strongly Disagree

- More audio-visual aids will help them to overcome the language difficulties.

The perceptions of participants about this seminar were generally quite favorable. Overall joint planning for the seminar, by representatives of the Vocational Training Corporation and the National Center, established an effective basis for introducing external technology to a specific country setting and circumstances. In that sense, the seminar program was on target. Of at least some concern in this seminar is the matter of language difficulty. Participants' comments about the need for Arabic translations, distributing printed materials ahead of the lecture, and more extensive use of audio-visual aids are worthy of closer consideration in future seminars.

Like the Management of In-Plant Training Seminar, the ultimate effect of the Modular System of Training Seminar will be determined by changed practice in V.T.C.'s curriculum and instruction methodology and processes. Meanwhile, the excellent effort by participants during the seminar was recognized by the presentation of certificates, signed by the director general of the Vocational Training Corporation and the executive director of the National Center.