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APCP

Agricultural Production and Credit Project

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POST-TRAINING "IMPACT" EVALUATION

SECTION ONE:

Concept and Methodology

SECTION TWO:

Proposed Method for Training Impact Evaluation of the 1990 IMDI, U. Pittsburgh PBDAC & BDACs Senior Management Study Tour and Workshop

PREPARED BY:

Samir M. Sultan
APCP Training Advisor
May 3rd, 1993

CHEMONICS

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SECTION ONE

Post Training "Impact" Evaluation Concept and Methodology

Introduction and Background:

Training is an educational process which requires more than information-giving or skills development. It requires a thorough understanding of the training process and the role and value of evaluation. Training is a major component of APCP. The PBDAC's training staff and counterparts, assisted by the two APCP training technical advisors, and greatly supported by the PBDAC top management, successfully worked out, as one cohesive team massive training efforts which become a model of effective cooperation between counterparts and TAs. Among countless deliverables in training, innovated pre-post evaluation method had been institutionalized in the general department for training. This is just one example of enhancing the "terminal evaluation" or "end of course evaluation" process; which is a step forward to sustain the required institutional strengthening of the PBDAC's general department for training.

Comprehensive evaluation system has to be completed and built into the PBDAC and BDACs training departments. To day, terminal or end of course evaluation method is a successful practice in the bank training department. It measures learning objectives including knowledge, attitudes and skills of trainees before and at the end of the course. Also it measures instructors' competence and course contents adequacy. Now, the next step needed is to measure to what extent the trainees applied their knowledge, obtained during training, in their respective jobs, what they were able to apply from the training they received and what not and why. This type of evaluation is known as post-training or impact evaluation. Among other indicators, the impact training analysis results would provide to top management THE CLEAR DIFFERENCE BETWEEN MANAGEMENT CONSTRAINTS AND TRAINING DEFICIENCIES.

What is an Impact Evaluation?

An impact evaluation is a method of assessing changes in on the job behavior (i.e. improved performance) as a result of training efforts. It is also a way to get additional feedback from the trainees, and their supervisors, on how appropriate this new behavior is in the workplace.

In the context of training activities, impact evaluations are focused on TWO LEVELS:

LEVEL I:

Immediate Objectives Determining (What):

- To what degree changed behavior is retained by trainees after completion of the training activity, and
- whether or not this behavior is consistent with the reality of the trainee's work environment.

Methods (How):

- Most commonly used and simultaneously carried out are:

  a) Trainee follow-ups
  b) Supervisor surveys

- Questionnaires, interviews and personal visits are all valuable tools in level I impact evaluation.

Outcomes (Why):

In general, impact evaluation is a tool for providing a) decision makers with information, b) the professional training manager with the adequacy of training activity in preparing individuals for job tasks in their real workplace and c) to discover areas where it can be improved.

Responsibility (Who):

Conducting level I impact evaluation is usually the responsibility of trainers and training evaluation sections in the organization. (It is inappropriate for this staff to conduct level 2 impact evaluations.

Timing (When):

In level I impact evaluation, trainees follow-ups and supervisor surveys are typically done six months to a year after the trainees are back on the job. Several factors have to be considered before scheduling level I impact evaluation including the time available, the type of trainee and why the evaluation is initiated. It should be noted that THERE ARE NO HARD AND FAST RULES.

LEVEL 2:

Broad (long-range) Objectives

Determining (What):

Progress toward the bank goals to which various activities including training are expected to contribute. Level 1 looks at performance of the individual; level 2 looks at performance of the organization.

Methods (How):

Generally involve:

- Focus on broad changes in the overall network to which the specific activities are expected to contribute.
- Identify reasons for change or lack of it.
- Assess performance appraisal for both individual and organization.

Outcomes (Why):

Level 2 impact evaluation is a method of providing top management, decision makers and planners with information which can be used to decide if and to what degree planned changes are relevant and are being attained in a broad context.

Responsibility (Who):

Conducting level 2 impact evaluations are generally carried out by specialized units or third party evaluators, working closely with top management. Note that training officers, who do not set the goals of the bank, should not evaluate progress toward such goals.

Timing (When):

Level 2 impact evaluations, which focuses on determining all activities impact including training, can go on for many years and changes are continually monitored. Again, and as stated in level I impact evaluations, THERE ARE NO HARD AND FAST RULES.

SECTION TWO

Proposed Method for Training Impact Evaluation Of The 1990 IMDI, U. Pittsburgh Senior Management Study Tour & Workshop

Purpose:

AWP V calls for Post-Training "Impact" Evaluation scope of work and recommendations as one of its subtasks.

Section one of this document corresponds to the mentioned subtask and provides the required deliverable.

The purpose of section number two is to respond to the PBDAC top management and USAID/APC project officers request, in our meeting of April 22, 1993, to develop a method to measure training impact starting with the area of management development.

Twelve senior managers from both PBDAC and BDACs traveled to the USA in 1990 for a senior management workshop combined with technical visits. (See Annexes # 1&2). This group of trainees would be the first sample to measure out the impact of that training they received.

Consistent to level one impact evaluation concept, the trainee follow-up survey form (Annex # 3) and the supervisor survey form (Annex # 4) are prepared to start interviews with the assigned former trainees. Forms and methodology of evaluation are subject to discussion. Inputs are welcome.

Annex # 1

PARTICIPANT TRAINING IMPACT EVALUATION

IMDI – U. Pittsburgh Study Tour & Workshop
For
PBDAC and BDACs Senior Management
May 20 – June 12, 1990

List of Participants Attending the Program:

NAME	AGE/POSITION/LOCATION			
	1990		1993	
1- Mr. Mohamed Abdel Hamid Darwish	48	GM, Planning - PBDAC	51	Same
2- Mr. Abdel Razek Mohamed Abdel Razek	52	GM, Accounting - PBDAC	55	Same
3- Mr. Hamed Mohamed Hassanein	51	GM, Follow-up - PBDAC	54	Sector Head, Inspection - PBDAC
4- Mr. Mokhtar Hamed El Gridly	55	GM, Inspection - PBDAC	58	Branch Sector - PBDAC
5- Mr. Mahmoud Mohamed Hassanein	50	Manager, Accounting - PBDAC	53	GM, Fin. & Admin. - Giza BDAC
6- Mr. Abdel Hamid Mohamed Bassyouni	51	GM, Fin. & Admin. - Beheira BDAC	54	Vice Chairman - Beheira BDAC
7- Mr. Abdel Malek Ibrahim El Ashri	52	GM, Inv. & Credit - Daqahliya BDAC	55	Vice Chairman - Daqahliya BDAC
8- Mr. El Said Aly Hamissa	48	GM, Inv. & Credit - Kafr Elsheikh BDAC	51	Vice Chairman - Qalubiya BDAC
9- Mr. Adel Ali Hamed Hussein	52	GM, Inv. & Credit - Qalubiya BDAC	55	Chairman, Qalubiya BDAC
10- Mr. Hassan Mohamed El Nobi	52	GM, Fin. & Admin. - Fayoum BDAC	55	Chairman, Fayoum BDAC
11- Mr. Farouk Mohamed Ibrahim	53	Chairman - Minya BDAC	56	Chairman - Giza BDAC
12- Mr. Nabil Mohamed Hossam El Din	53	GM, Inv. & Credit - Menoufiya BDAC	56	GM - Qalubiya BDAC

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Annex # 2

APCP

PT. POST TRAINING "IMPACT" EVALUATION

PBDAC & BDACs
Senior Management Workshop & Study Tour

CONDUCTED BY:

IMDI - U. PITTSBURGH - PA, USA
May 20, Thru June 12, 1990

PROGRAM OVERVIEW:

The program was conducted for senior managers of the PBDAC and the BDACs, targeted to hold key management positions, and as such would greatly assist in the institutional strengthening required under APCP (EOPO # 2).

In this perspective, the program consisted of one week of planned visits in the Phoenix area, and an eight-day management workshop at the IMDI-U. Pittsburgh with another two days of relevant site visits in Pittsburgh.

PROGRAM OBJECTIVE:

To enhance the executive level managerial and banking skills of senior PBDAC/BDACs managers through a combination of executive management workshop (in Arabic) and relevant visits with executives of major agricutlrual, financial & agribusiness institutions.

PROGRAM MAJOR AREAS COVERED:

- Strategic Planning Process,
- Management Information Reporting,
- Funds (Resource) Management,
- Lending Agricultural and Agribusiness Policies,
- Bank Services Marketing and Promotion,
- Human Resource Management and
- Site visits including a heavy dose of Agribusiness, Finance, Banking, Credit, Farming and Privatization.

Annex # 3

APCP

POST TRAINING "IMPACT" EVALUATION

Trainee Follow-Up Survey Form
(To Be Filled in by the Trainee)

To Mr/Mrs/Ms: .....

Position/Location To-day: .....

As of (Date of Holding To-day Position): / /199

Position/Location When Attended This Program: .....

As a graduate of the training course titles .....
.....
which you attended from ..... to .....
conducted by .....
at .....
you are requested to evaluate the impact of the course on your work. This questionnaire is an opportunity for you to give us a grade. Please try to be accurate in providing the information requested giving your honest opinion on all the questions. Thank you in advance for your cooperation.

	Much	Some	Little	None
Ratting Key:	4	3	2	1

Question 1:

To what extent the program was relevant to your job? ----

Question 2:

In general, how valuable was the training you received in the following areas:

a) Strategic planning process ----
b) Management information reporting ----
c) Funds (resource) management ----
d) Marketing and promotion of services ----
e) Human resource management ----
f) Site visits ----

Question 3:

How much did the program benefit you to:.

a) Improve your performance ----
b) Increase your productivity ----
c) Solve work problems ----
d) Help get promoted ----
e) Improve work relationships with clients, bosses & subordinates ----

Question 4:

After being back to work:

a) How much of the gained knowledge and skills you applied ----

b) Did you ever try to submit and/or propose valuable and workable suggestions (Mark) Yes ----
No ----

c) If the answer is yes, please give examples and rate to what extent each was approved:

a- ..... ----
b- ..... ----
c- ..... ----

d) What impediments you faced?
Managerial:
.....
.....
.....
Technical:
.....
.....
.....

e) Consider problem(s) on the job that you faced before training, extent the training program helped you to overcome those problem(s)? ----

Question 5:

a) Were you given any new position, responsibilities or assignments as a result of the training you received. (Mark) Yes ----
No ----

b) If it is yes, please give a brief:
.....
.....
.....

Question 6:

a) Do you need more training (Mark) Yes ----
No ----

b) If the answer is yes, what areas you feel you need the most?

a- .....
b- .....

Question 7:

What recommendations and comments, if any, would you make to us for improving the job skills of future trainees?

.....
.....
.....
.....
.....
.....

Question 8:

In your words, can you give an evaluation of the training program?

.....
.....
.....
.....
.....
.....

	Interviewer	Former Trainee
Name:	.....	.....
Signature:	.....	.....
Date:	.....	.....

Annex # 4

APCP

POST TRAINING "IMPACT" EVALUATION

Supervisor Survey Form

TO Mr/Mrs/Ms: ..... Position:.....

Supervisor of Mr/Mrs/Ms: ..... Position:.....

Location: .....

As supervisor of the mentioned employee, would like to bring to your attention that he/she attended a training course entitled:

.....
conducted from ..... to .....
by ..... at.....

Below you will find a list of the major topics covered in that course which we feel are related to this employee's ability to adequately perform his/her duty. Considering your needs for trained personnel, we would like you to rate these skills and topics in two ways:

- The IMPORTANCE of topics or skills to your employee(s).
- How COMPETENT you believe the returning trainee is, in terms of performing the skill, or in mastering the topic.

You are requested to indicate your opinions by placing a in the appropriate box. The scales are defined as follows:

For Rating Topic/Skills IMPORTANCE			For Rating Employee COMPETENCE		
Essential	Desirable	Unnecessary	Very Adequate	Adequate	Inadequate
3	2	1	3	2	1

Question 1:

	Skills/Topics	Importance	Skills
a)	Strategic planning process	----	----
b)	Management information reporting	----	----
c)	Funds (resource) management	----	----
d)	Marketing and promotion of services	----	----
e)	Human resource management	----	----

Question 2:

After the trainee is back to work, how much change did you observe in his performance in terms of:

a) Improved performance ----
b) Increased productivity ----
c) Solving work problems ----
d) Strengthening relationship with clients, bosses & subordinates ----

Question 3:

a) As a result of this training, was he/she given a new position, responsibility or assignment? (Mark) Yes ----
No ----

b) If the answer is yes, please give a brief:

.....
.....
.....

Question 4:

a) Does he/she need more training (Mark) Yes ----
No ----

b) If the answer is yes, what areas would you recommend for him?

.....
.....
.....

c) If the answer is no, explain why?

.....
.....
.....

Question 5:

What recommendations and comments, if any, would you make to us for improving the job skills of future trainees?

.....
.....
.....
.....
.....

Question 6:

In your words, do you or do you not recommend to top management to continue providing this training course. Please support your answers by giving evidences.

.....
.....
.....
.....
.....

	Interviewer	Supervisor
Name:	.....	.....
Signature:	.....	.....
Date:	.....	.....

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