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5. EVALUATION

5.1. Evaluation Objectives and Tools

The training evaluation process has the potential to provide useful information to multiple stakeholder groups. By designing an effective training evaluation process, an organization can obtain the information needed to improve both training program delivery and business performance, creating opportunities for continuous organizational improvement. Evaluation of training means measuring the effectiveness of a training program. Evaluation helps in defining the learning outcomes more sharply, remove unnecessary training content, and ensure that the training method meets the training needs of the learners and consequently of the business. This effectiveness is as much about short-term retention as about the long-term retention and application by learners. The purpose of this Evaluation is to assess the effectiveness of the training events carried out for participants on project BEST.

Training Evaluation Approach: There are several approaches used to measure the effectiveness of training. At the project BEST was applied Kirkpatrick's Four Levels of Evaluation³ approach(See Table 8. below). In this model, each successive evaluation level is built on information provided by the earlier lower level. The evaluation consisted of the following four different questionnaires to measure learning and general effectiveness of training program.

Table № 8.: Kirkpatrick's four-level model of evaluation

Level	Measure	Evaluation description and characteristics	Tools and methods	Utilization
1	Participant Reaction	Reaction evaluation is how the delegates felt about the training or learning experience.	Daily Evaluation form (Participant Questionnaire) Questionnaire for evaluation of training module. Questionnaire for evaluation of Trainers.	At the end of each day of training
2	Participant Learning	Learning evaluation is the measurement of the increase in knowledge - before and after.	Individual pre/post-training tests for comparisons	Pre-test: At the beginning of the training course Post-test At the end of the training course
3	Knowledge Transfer	Behavior evaluation is the extent of applied learning back on the job - implementation.	Focus groups to gather information. Facilitator Observations	At the end of the training course
4	Organizational Impact	Results evaluation is the effect on the business or environment by the trainee. This evaluation measures the success of the training program	Facilitator Observations	At the end of the training

Different methods and instruments of training evaluation applied in this training. These methods and instruments were applied in different evaluation phases.

³ Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal. The model was then updated in 1975, and again in 1994, when he published his best-known work, "Evaluating Training Programs." The four levels are: Reaction; Learning; Behavior and Results.

REACTION PAPER SAMPLE

Based on the stereotype found in Macrae's rebound article, I had the impression that stereotype suppression may turn out to be an alternative explanation of the findings of Boden, Boden et al. presented that individuals who are happy usually make more stereotypical judgments compared to individuals with neutral mood. The second experiment showed that these different stereotypical judgments happened even when the participants who are happy were not distracted cognitively.

It seems that the feeling of happiness has the capacity to suppress all negative thoughts, which typically involves stereotyping. Our neutral statement of mood is one with which we are fully aware on both positive and negative thoughts. A state of real happiness suppresses other negative thoughts, including that of stereotyping, thus elevating our mood. As negative thoughts are being brought back to our consciousness, such as being inquired on how to make a judgment call, these thoughts turn out to be more negative compared to the usual ones.

This is evidenced by the fact in which Boden et al.'s participants who are included in the happy mood group has rated stereotyped targets as more negative compared to the targets who are non-stereotyped. This was not usually seen within the neutral group due to the fact that their negative thoughts were not suppressed through an ultimate feeling of happiness. As such, their negative judgments did not easily rebound, subsequently making both stereotyped and non-stereotyped individuals were equally rated.

Articles demonstrated the way in which participants who are in happy moods depend on different automatic processes as well as mental heuristics as they interpret information, as well as in making judgments. These articles have demonstrated the way in which people influence the same by both weak and strong persuasive arguments. However, people who are unhappy typically engage in an effortful way of processing, and more influenced by arguments that are stronger, while discounting weaker ones.

The third experiment may also be explained in relation to this logic line. The participants were also held responsible, making their processing more effortful and conscious. They have been made aware of the actual rebound effect, thus tempering their judgments. If the participants of Macrae were informed that they need to explain their personally written paragraphs about their skinhead, or explaining why they chose a particular seat, I am definitely sure that their reactions would be changed as well. who have a negative impact as well.

Example of Brand Awareness Survey

- *What is the first company that comes to mind when you think of electronics manufacturers?
 - Microsoft
 - Dell
 - Hewlett-Packard
 - Acer
 - Samsung
 - Sony
 - LG
 - Asus
 - Others
- *How familiar are you with Example Brand?
 - I've never heard of them
 - I've heard of them, but never buy their products
 - I buy their products occasionally
 - I buy their products on a regular basis
- *Which of the following attributes do you associate with Example Brand?
 - Affordable
 - Dependable
 - Easy to Use
 - Essential
 - Fun
 - Modern
 - Popular
 - Powerful
 - Safe
 - Stylish
- *Where have you seen advertisements for Example Brand?
 - Billboards
 - Magazines
 - Newspapers
 - Online
 - Public transportation
 - Radio
 - TV
 - Other _____



**(Your School) Title I
Progress Report
Fourth Grade**



Student Name		Quarter	1	2	3	4
Teacher Name		School Year	2011-2012			

Progress towards skill goals and objectives:

Item...	N/A	1	2	3	4
Determine the meaning of unknown words using a variety of strategies.					
Read passages fluently.					
Answer comprehension questions to demonstrate meaningful comprehension.					
Make and support predictions.					
Search for information in the text to construct meaning and answer comprehension questions.					
Use text features to locate information.					
Identify the main idea and supporting details in a grade-level story.					
Organize the events correctly in a story.					
Use correct spelling, punctuation, capitalization and grammar to construct responses.					
Follow multiple step directions given by teacher.					
Demonstrate self-control.					
Demonstrate on-task behavior.					
Cooperate in group activities.					

N/A - Not Addressed at this Time, 1 - Showing limited to no progress, 2 - Needs improvement, 3 - Showing improvement, 4 - Satisfactory

Teacher Comments:

Teacher Signature: _____

If you have any questions or concerns, please feel free to contact me by phone at the school and leave a message or my email at _____

Thank you for all of your cooperation and support!

Example of conclusion for business report. Example of conclusion for audit report. Example of conclusion for financial report. How to write a conclusion for a lab report example. How to write a conclusion for a report example. Example conclusion for event report. Conclusion for internship report example. Conclusion for lab report example.

In fact, it is often thought as a new introduction that includes another thesis completely, which allows development in another potential trial. What avoiding, there are some things you should avoid when writing your conclusion? Avoid introducing the thesis, new ideas or evidence of the first time. Because they paraphrase the main ideas of the test, it is used more frequently in longer pieces where the readers will need a reminder of the main points of the trial. However, they are also one of the most important aspects of an article because they provide clarity and vision of the subject. Even in a short report, it is useful to include a conclusion. The conclusion allows you to reinforce the main messages of the document. These sometimes combine with recommendations. But instead of simply repeating the arguments of the document, summarize the ideas. Make a connection between its opening and closing statements: it is often effective to return to the introduction issues, giving the reader a strong sense of conclusion. For each one, decide if it should be included or not. What are the implications of your argument? CONCLUSION Example 1: A conclusion of a longer report Example 2: A proposal Page 2 Practice: Conclusions previously, worked with the introduction for the 2008 World Report on the prevention of children's injuries. It is due to these reasons for the reasons that the democratic leadership, whose conflicting contributions and opinions are welcome, should be adopted in most organizations. "Poor Example is an example of an ineffective conclusion: "In conclusion, Abraham Lincoln was the best president because he was really honest and abolished slavery ". Here are the ways that this conclusion is missing: this example is too short. This style incorporates the writer's comment on the subject and, to often, expresses your personal investment in the subject ROYAM ROYAM LE ESARFARAPSENOICNETNES ETROPETROPOS .aicnaduder al rative arap alumrofer eS ed eser^AgesA odnetucsud i^Atse es and arguments that you made throughout the paper.Explain the significance of the ideas and how they all connect.Closing sentenceThis is where you connect back to a point, image or anecdote that was made in the introductory paragraph.It is your final word on the subject and gives the reader a sense of closure.Good exampleHere is an example of an effective conclusion paragraph:"Though there has been much debate on the subject, it is clear that democratic leadership is the best form of management for the modern workplace. With a good conclusion, you can pull all the threads of the report details together and relate them to the initial purpose for writing the report. A conclusion summarizes the report as a whole, drawing inferences from the entire process about what has been found, or decided, and the impact of those findings or decisions. Read the main message, roadmap and chapter outline for the chapter on drawing. However, avoid repeating the thesis verbatim. You can also improve executive summaries and large sections of major reports by including conclusions. Why should anyone care? An effective conclusion will be a full paragraph that details the argument's supporting points.Though two supporting points are given, they are vague. You can accomplish this by using similar concepts, returning to an original scenario or by including the same imagery.Provide some insight: Your conclusion should leave the reader with a solution, an insight, questions for further study or a call to action. As such, it should avoid reflexive references or subjective ideas (like "in my opinion" or "I feel").Editorialization: Editorialization is primarily used in essays where there is a controversial topic, a personal connection or an appeal to persuade the reader. Here are some key aspects to include in your conclusion to ensure its effectiveness:End the essay on a positive noteCommunicate the importance of your ideas and the subject etnemlareneg socitAlana etnemlapicnirp nazilana es euq semrofni sol. n^Aisulcnoc ed emrofni .etnatropmi se atseuporp al ed lanif la otcapmi nu renet eutrop jsetnanod selbisop sol .riced se(serotcel sol a lanif arbalap anu ranioicroporp arap senoisulcnoc nazilitu odunem a satsuporp saL .setnotepmoc y sodacude si^Am zev adac otleuv nah es sodaelpme sol .odasap olgis led ogral ol a euq ed ohceh le rop etnedive ecab es otsE .olut^pac adac arap senoisulcnoc si^Arev n^Aihmat odunem a .etse omoc sosac nE .azeip al ed ovitejbo le odargol ah euq ereiguis y erreic ed oditnes nu anioicroporp .sarbalap sarto nE .azeip al adot arap n^Aicavitom al y aruturtse al anioicroporp y siset ed n^Aicaralced anu omoc econoc es aedi atsE .ribircse arap oyasne nu ed lic^fid si^Am etrap al naredisnoc es odunem a senoisulcnoc saL .ohceh ed psbn y eprec ed rodanertne nu rop odaborpa odis ah oluc^tra etse 1202 .9 enujmaE ed lairoitde .olpmeje rop jsoipmeje y sojesnoc noc n^Aisulcnoc anu ribircse arap arerrac al ed ollorrased le .ohceh eD .otneve o amelborp .aedi anu arolpxe o enoporp euq oluc^tra o emrofni .oyasne nu odneibircse ©^Atse euq otmemom reiuglauc ne razilitu a renop ebed es .n^Aisulcnoc anu rasu ebed es odnauC arutircse ed artseum anu ratneserf yb a^uG .odanoicaler n^A^tse eS .sofarrj^Ap soL .secacifeni n^AisulcnoC y zacife sobma ed solpmeje sonugla ranioicroporp y oyasne omix^Arp us ne rasu adeup euq nemuser nu rad .rative ©^Aug y riulcni ©^Aug rallated .senoisulcnoc ed sopit setneretid sol someraremune .n^Aisulcnoc anu ribircse om^Ac y odn^Auc someracilpxe .oluc^tra etse nE .n^Aisulcnoc ne^ omoc asarf anu noc n^Aisulcnoc anu oultrepus sE .sotercnoc sellated ratic ebed avitcefe n^Aisulcnoc anU .siset ed n^Aicaralced us etiper ednod se sihtecnetneS cipo^TeniverO noisulCnoCtuO dnats muluc^Arruc us euq arap n^Aicca ed sobrev 931 .adanoicaler siset us ed n^Aicaralced al amrifaer ogeul y ESARTSEDADEIPOP ED D^ADEIPOP us emuser y odarettereruosic ed oditnes nu noc rotel IE le le recerto y oyasne led otup le raralca la "euq ^asa" le adroba .odal orto rop .n^Aisulcnoc anU .^©^Aug rop" al a ednopser .sarbalap sarto nE .senoisulcnoc os. 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In addition, there is a growing emphasis on independence, creativity and free thinking, which means that team members are realizing that they have something worth contributing that can provide meaningful insight. Paraphrase your argument slightly while preserving the main point.Reiterate your support points: Apart from reaffirming her thesis, she must also reiterate the points she made to support her throughout the document. With some lengthy reports, a conclusion^ n can cover a whole section ^ or chapter of the report. report.

25/01/2019 - For example, if you are writing a report on developing a new market for your company's product, and your report's body discusses different, possible localities for a new market, highlight the main areas that seem the most promising in your conclusion. 15/11/2021 · Informal Report Example for Business (Letter Form) February-5, 2012 Mrs. Ruth curry · Manager Information, Ins 1015 Highland Avenue Jonesboro. Al 35000

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