

DESCRIPTORS

*Curriculum Development; Educational Technology; Evaluation Criteria;
*Instructional Design; *Labor Force Development; *Needs Assessment; *On
the Job Training; Organizational Development; Postsecondary Education;
Program Evaluation; Program Implementation; Skill Development; Trainers;
*Training Methods; Training Objectives

ABSTRACT

This handbook, which presents a design-based approach to training, leads training professionals through a systemic process to developing employee training programs based on a behavioral digital approach. The design approach is a scientific methodology built on three principles: the systematization, behaviorism, and quantification of training.

The handbook is organized in three parts:

- (1) Professional Needs Assessment for Skill Renewal /Training;**
- (2) Designing the Training Program; and**
- (3) Designing Program Dissemination and Evaluation.**

The four chapters contained in part 1 cover the following topics: the reformation design of training, professional needs assessment of a job, professional needs assessment of an organization and its employees, and unifying professional needs and establishing behavioral digital bases of training design.

The three chapters of part 2 discuss the design of the training curriculum (goals, knowledge and achievement activities), designing the instruction of training (methods, media, and technologies), and the design of human and material services.

Topics of the two chapters of the final part are: designing the training document, program marketing, and preparation for implementation; and designing the evaluation of training. The handbook includes 49 references and an index.

Preface

In-service training as a form of continuing education is vital to professional development as its counterpart - the pre-service preparation.

While pre-service preparation introduces students to new knowledges, professions or skills, in-service training on the other hand maintains afterwards these professional inputs, updates them and implants new ones deemed necessary for better performance of employees.

Despite the immense technological advances and the explosion of knowledge that characterize contemporary life, in-service training is still lacking of a truly disciplined operational methodology. It is suffering from being descriptive in nature, subjective in conduct and somewhat an open-ended activity.

What training really needs is an accountable methodology by which all professional acts from needs assessment to evaluation of productivity can be scientifically and systematically planned, developed and implemented. This handbook presents a new approach in this line that is behavioral, digital and operational in structure; satisfying as expected the working needs of the trio determining factors of any training endeavor: the employee, the organization and the job.

The practical and academic validity and reliability of the approach were tested by the Author through the implementation of two professional programs in a leading professional training and human development institution in Arab Middle East: "Specialists of Training" and "Managers of Training Administrations". The results were highly encouraging.

While the approach is believed to be different from what is available in the field, it operates with about fifty forms and figures; ending when used systematically to a training program that is valid, accountable and quality effective.

More validity and reliability testing of the approach is essential however, to prove its final workability in different environments under varied human and institutional conditions. Therefore, training parties are welcomed to provide thankfully the Author with any feedbacks concerning this matter. Moreover, if additional clarifications or training assistance regarding the application of the approach are needed, contacts with the Author are also

welcomed on the stated address of Modern Education House in www.mehsy.com.

Finally, special thanks should go to Dr. Karen L. Marcum, the director of the American Language Center in Amman – Jordan, 1991,, for reading the manuscript and making linguistic and typing corrections. The final language and academic qualities of the text remain however, the sole responsibility of the Author.

M.Z.H.

May 29, 2014