ON-THE-JOB TRAINING EVALUATION: AN ITERATIVE AND RECURRING PROCESS

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Abstract

It is important for a business decision maker to know why he should evaluate training and this for several reasons. In this work we are focused on On-the-job training evaluation. We will demonstrate that it is a process which must be part of a virtuous circle respecting some rules and these rules should lead to excellence.

The On-the-job training evaluation in companies is still little formalized, it is mainly focused on learner satisfaction, and in general there is confusion between satisfaction and effectiveness. The integration of the evaluation of training in the professional field will bring the educational content of training actions closer to the work situation.

Keywords: Evaluation; Training; Business; On-the-job.

1. Introduction

This work is part of a research [1] carried out On-the-job training evaluation in the company. It should be noted that our survey was conducted with a sample of Moroccan small and medium-sized enterprises (SMEs) located in Casablanca, and it aims to give an image of the reality on the ground, while allowing this panel of SMEs to position themselves at both on their needs, their difficulties, and their On-the-job training evaluation practices.

• The objective of our research is:
• Understand the evaluation practices of training within the Moroccan company,
• Encourage reflection on the problems posed by the systematic non-recourse to the evaluation of training actions organized by the company.
• Know the most popular tools and forms of assessment.
Assessment is an instinctive behaviour that arises and develops with our sensitivities and sense organs. We instinctively assess the world around us. Even before birth, a baby can appreciate moments of tranquillity, to distinguish noises from sounds, to pass judgment on the world around him, and to react accordingly: with joy and excitement, or else through fear and withdrawal into oneself. In this way, we develop evaluation skills very early on. According to Ardoino and G. Berger [2], to evaluate is to give a value to the competence acquired with or without a predetermined model.

In the little Robert [3], "to evaluate" means "to determine (a quantity) by calculation without resorting to direct measurement". It is therefore a question of finding indirect means to measure. Evaluating [4] means linking what is done to what was planned, at different levels, using indicators defined upstream, relevant to the action taken, to put in place corrective actions. The evaluation is an opportunity to take stock and appreciate what is being done [5], and therefore regulate and rectify if necessary. It is also to give more visibility to business decision maker, to seek to improve or simply to estimate the gap between the results achieved and the objectives set.

There are four possible levels of assessment:

- the satisfaction assessment (what is the current opinion of the trainees on the provision of training?)
- pedagogical evaluation (have the trainees acquired the knowledge and know-how provided for?)
- the evaluation of the transfer to work situations (do the trainees apply what they have learned?)
- the evaluation of the effects of the training (did the training allow the achievement of the individual or collective objectives set?).

While in-company On-the-job training is at the heart of skills development, assessment is the instrument that makes it possible to assess, value, estimate, verify and certify this supply of skills for the company. In-company On-the-job training aims to reduce the gap between the requirements of a position in a work situation, and the actual skills and abilities of the person to be trained.

The success of a training course depends on the relevance of the choices made by the organization, and the coordination of the three vertices of this triangle. The simplicity of the diagram above should not mask the interweaving and interactions between the three components, and the central part of the system: "The evaluation"

But if the virtues of continuing education are recognized, identified, and assimilated by everyone, the act of evaluation still remains the panacea for large structures and, incidentally, for a limited number of small and medium-sized enterprises, the question As a corollary of this situation, why do small
structures shun evaluation, and why do they do without a measuring instrument that will allow them better visibility on the achievement of training objectives? Several questions as hypotheses can arise: Are companies lacking in resources? Or do they not want to sacrifice precious time for evaluation. Assessment should be considered as a center piece of a puzzle built around training; it is an integral part of the process of permanent and continuous monitoring linked to the learning process. Once the issue of evaluation has been raised, it is difficult to confine it thereafter within predefined limits, the evaluation is essentially multi-horizon and multi-dimensional and depends on the context in which it is carried out.  

“The evaluation makes no sense if it is punctual and isolated. It only has meaning when it accompanies a process of education and training from its origins to its results”

2. Why evaluate

It is important for a business decision maker to know why he should evaluate training and this for several reasons:

- Justify the purchase of training, showing its contribution to skills development.
- Obtain information on whether to continue purchasing this type of training.
- Know the degree of motivation and predisposition of employees to follow other training courses.
- Reveal other expressed or latent needs among employees, with a view to planning other training actions.
- Collect information on the professionalism of the training organization, for better decision-making in the future choices of the service provider.

The added value of training and its impact on changing the behaviour and attitudes of human resources can be an argument for better selling training to decision-makers and a motivation for employees.

The study by Twitchell et al. [6], showed that the frequency of evaluations of satisfaction, learning and behaviour correlated with the perception by managers of the value of the evaluation for improving training.

3. The beneficiaries of the training

Heat Before thinking of evaluation, it is necessary to know first who the sponsor or the giver of this evaluation is, in other words those who ordered the training and expect from this training a change at the level of the company: the evaluation will allow them to have visibility of the impact of training on skills development. It gives them feedback on the effectiveness and usefulness of the action carried out. Alain Meignant calls the trainee (or learner) "client", but also the people who, in his professional environment, need his skills. This is referred to as a client-system.

In fact, the people who may be directly or indirectly interested in carrying out the evaluation are those who expect positive results from the training; they are the learners, the buyers who finance the purchase of training and the providers of training services, the training consultants.

It is essential to distinguish between training evaluation and evaluation while training [7]:

Evaluation in training has a relationship with learning, it refers to performance monitoring,
monitoring knowledge and mastery of knowledge, it is formative evaluation, we are therefore interested in the educational dimension of training and apprenticeship systems.

French Standardization Association AFNOR [8] define the evaluation of training as "the operation having as its object the production of a value judgment of training based on measurable results. It makes it possible to check whether the training objectives have been achieved". Training evaluation works on the analysis, and value, of individual trajectories as well as on training systems.

4. The purpose of the training

The second question to ask is around the purpose of the training, to evaluate what?
- The satisfaction of the trainees, or learners.
- The organization of training (equipment, supports, logistics, etc.)
- The training organization: its reliability and responsiveness, reliability, management, respect for commitments.
- The trainer: his pedagogical qualities, his skills, his leadership skills etc ...
- The training session as such: its technical content, progress, and educational progression.
- The acquisition of knowledge, the development of skills and changes in behavior.
- The actual results in the workplace.
- Return on investment and economic benefits: optimization of working conditions, increase in market share, improvement in product quality, reduction, or cessation of malfunctions.
- The learner's ability to benefit from the training and to grow.

5. The timing of the assessment

When is the best time to practice assessment? Contrary to many popular beliefs, evaluation should not only be carried out after a training action, but it can also take place at any time during the training process.

It is not about a chronological step in the process, but it can be done at any level. Any training policy that does not consider the interests and priorities of the company risks being doomed to failure, training must be based on the company's development strategy and contribute to it. these solutions.

6. Evaluative practices between satisfaction evaluation and learning evaluation.

Do you evaluate your training actions?

In response to questions relating to the evaluation of training Only 34% of the companies surveyed claim to have evaluation practices.

After the training what type of assessment do you do?
Among the companies, which use evaluation, a very strong majority (91%) declared that the most used evaluation method is the satisfaction evaluation, while only (9%) vote for the evaluation of learning. Despite the subjective nature of the satisfaction assessment, it has the advantage of being based on the opinions of the trainees, these opinions occupy a significant place in the learning [9].

The word given to learners, through the "participant's training evaluation sheet" See an example of this sheet below, provides feedback.

### Advantages and limits of the “satisfaction” evaluation

<table>
<thead>
<tr>
<th>Interests</th>
<th>Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Give the learners a voice.</td>
<td>● Risk of saturation on the last day.</td>
</tr>
<tr>
<td>● Used to detect other training &quot;needs&quot;.</td>
<td>● Does not represent a commitment on the part of the participants.</td>
</tr>
<tr>
<td>● Keeps track of training.</td>
<td>● Complacency towards the trainer either out of sympathy or fear of reprisals.</td>
</tr>
<tr>
<td>● Facilitates a feeling of group and belonging.</td>
<td>● Judgment influenced by material conditions.</td>
</tr>
<tr>
<td>● Enables consideration of possible consequences (personal, professional, training).</td>
<td>● Low recoil.</td>
</tr>
<tr>
<td>● Facilitates questioning for the use of training in employment.</td>
<td>● Focuses on the stakeholder all the difficulties without calling into question the organization or the functioning of the company.</td>
</tr>
<tr>
<td>● Promotes dialogue and the qualitative point.</td>
<td></td>
</tr>
</tbody>
</table>

According to Kilpatrick (1998), the evaluation of learning is important because without it, there can be no change in behavior.

Most respondents 88.2% (figure below) say that SMEs do more hot assessment and only 8.8% cite cold assessment, while 2.5% admit that SMEs practice both fashions together. This agrees with the previous question, the satisfaction assessment is usually done on the spot.

When the assessment is carried out, it essentially boils down to the request for an on-the-spot assessment, submitted by the training organization or an interview with the learner, upon his return from training, to find out how the training went. traineeship. The achievement of educational objectives is rarely verified.
Type of evaluation practiced

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number of citations</th>
<th>Frequency %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial evaluation</td>
<td>60</td>
<td>88.2%</td>
</tr>
<tr>
<td>Follow-up evaluation</td>
<td>6</td>
<td>8.8%</td>
</tr>
<tr>
<td>Both evaluations</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Totals</td>
<td>68</td>
<td>100%</td>
</tr>
</tbody>
</table>

Do you think that training evaluations are being used?

<table>
<thead>
<tr>
<th>Catégories</th>
<th>Number of citation</th>
<th>Frequency %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Moderately</td>
<td>18</td>
<td>26.5%</td>
</tr>
<tr>
<td>Not at all</td>
<td>50</td>
<td>73.5%</td>
</tr>
<tr>
<td>Totals</td>
<td>68</td>
<td>100%</td>
</tr>
</tbody>
</table>

73.5% of those questioned stated that they did not use the results of the evaluations.
Most SMEs only do the assessment to complete the C.S.F special training contracts: In response to a strong expectation from businesses - particularly small businesses - in terms of support for on-the-job training, the Moroccan government has set up a financial assistance system for training, appointed by the Interprofessional Assistance Groups, the board (GIAC) and the special training contracts (CSF).

It is a mechanism that targets the emergence of demand from companies for on-the-job training, as well as the continuous improvement of employee skills. To benefit from it, companies must make a "Request for Reimbursement of Training actions file, reimbursement of expenses incurred, filed with the The Moroccan office for vocational training and Work Promotion.

The minority of companies that express a desire to measure results in training seem to be quite helpless in the fields to be measured and the tools to be used.

In-service training is completed in most cases with the satisfaction assessment, such an assessment mainly measures contentment. While it is the learning and its usefulness that gives meaning to the training (what is useful to us is not necessarily what makes us happy, it can be what bothers us).

On the other hand, doing cold assessment several months after the interventions gives very different results from the hot assessment, since the contentment has passed, the good surprise has evaporated. We evaluate what remains, what has been useful.

In general, we prefer to use the word "satisfaction" rather than the word "reaction", because it is considered important that the learners react favorably to a training [10].

**What is the interest of the Training consulting firm in the evaluation of training?**

Training organizations and consulting firms are rarely called upon in this area, as shown in the previous graph.

We see that the evaluation is largely flawed, so we understand the expectations of companies in this area. It is also necessary to know who is evaluating and when.
Conclusion

An evaluative approach to training is likely to better benefit the organization in its decision-making processes. And this not only for decisions concerning training, but also those which condition the development of skills in the workplace, and human resources management in general. The evaluation makes it possible to better adapt training to the needs of the organization and the different categories of workers. We should also mention that the determination of the rates of return for the different types of training will allow better decisions to be made about future workforce training spending.

The On-the-job training evaluation in companies is still little formalized, it is mainly focused on learner satisfaction, and in general there is confusion between satisfaction and effectiveness. The integration of the evaluation of training in the professional field will bring the educational content of training actions closer to the work situation.

One of the reasons for the almost exclusive use of the satisfaction rating is because it is inexpensive and easy to obtain from all participants immediately at the end of the training.

Acknowledgment

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References

[4] CEGOS one of the world leaders in On-the-job training.

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