

Effects Of A Training Program To Enhance Autonomy

Do government-sponsored youth employment programs actually help? Between 1978 and 1981, the Youth Employment and Demonstration Projects Act (YEDPA) funded extensive programs designed to aid disadvantaged youth. The Committee on Youth Employment Programs examined the voluminous research performed by YEDPA and produced a comprehensive report and evaluation of the YEDPA efforts to assist the underprivileged. Beginning with YEDPA's inception and effective lifespan, this report goes on to analyze the data it generated, evaluate its accuracy, and draw conclusions about which YEDPA programs were effective, which were not, and why. A discussion of YEDPA strategies and their perceived value concludes the volume.

Sophie Brown analyzes the impact of the Bangladesh IT association (BASIS) on firm export performance, using unique cross-sectional data from the Bangladesh Evaluation Survey 2016. She aims to build on existing literature and provides empirical insight into the effect of an export association in a developing country in the IT and ITES sector. The hypotheses that BASIS services and training programs positively impact firm export performance, defined as export propensity and export share, are empirically tested using the propensity score matching method. The results show a positive link between BASIS and firm export performance. The services, such as financial services seem to favor an expansion of firms' export share while training programs, such as the marketing and technical training are associated with an increase of export propensity.

This study examined the effects that a training program in phonological awareness had on the early writing skills of children in a Grade One class in the Lincoln County Separate school system. The intent of the training program was to provide consistent and systematic practice in the manipulation of the phonological structure of language. The games and activities of the training program were related to a framework of developmental phonological skills and practised in a group setting during an unstructured period of the regular classroom schedule. The training program operated three days in a six-day cycle for approximately twenty minutes a day, from November until mid-March. All children were tested at the outset and conclusion of the study to determine level of functioning in letter identification, word recognition, verbal intelligence, phonological awareness and spelling. Results of the pre-tests and post-tests were compared to determine differences between the experimental and control groups over time. In addition, a systematic analysis of the children's writing looked at the development of the spelling of regular and irregular words. The results of this study provided strong support for the hypothesis that the treatment group would progress through the stages of early writing development more quickly than children without such training. On the basis of differences between the groups over time, it was evident that training in phonological awareness had a direct positive effect on the spelling of regular words for children during the early stages of writing. The training program did not have a significant effect on the spelling of irregular words. Test results evaluating phonological awareness indicated a significant difference within each group over time but no significance between the groups during the experimental period. It would appear that the results of these tests reflect maturational changes in the child rather than causal effects of the training program. Nor did the effects of the training program transfer significantly to other aspects of language. Although some of the hypotheses considered were not supported by the study, the results do indicate that children during the early stages of writing development can benefit from a training program in phonological awareness. The theoretical direction for effective programming as a result of this study is discussed. The educational implications of training phonological awareness concurrent to beginning efforts in writing are considered.

In this paper we estimate the causal effect of a training program for disadvantaged youths on their long-run labor market outcomes. Individuals receive lottery offers to participate in the program, but are allowed to choose when to leave the program and to participate in alternative programs. We consider a multistage decision setting, where individuals sequentially select which program to participate in at every stage. The standard IV estimator using initial random assignment as instrumental variable identifies a weighted average of the effects of the treatment for subgroups of individuals differing in terms of potential duration of participation and choice of alternative programs. We estimate a sequential choice model that allows us to estimate the effect of the treatment for these different subgroups separately. We use the estimated model to investigate the dynamic complementarity between different training programs and explore program targeting to improve the cost-effectiveness relative to the existing program. Research Paper from the year 2014 in the subject Business economics - Personnel and Organisation, grade: B, Atlantic International University (School of Business and Economics), course: Ph.D. Economics, language: English, abstract: The quality of Human Resource is an asset to any organization and as a result Training has become an issue that has to be faced by every organization. The amount, and quality of training carried out varies enormously from organization to organization due to factors such as the degree of external change, for instance, new markets or new processes, the adaptability of existing workforce and importantly the extent to which the organization supports the idea of internal career development. Most organizations meet their needs for training in an ad hoc and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. This study, therefore, sought to determine the impact of Training and Development on public sector organizations using Ghana Ports and Harbors Authority (GPHA) as a case study. The research was intended to determine the role and impact of training on employees with emphasis on the lower, middle level staff and the administrators of GPHA, who were randomly selected. The study assessed the training and development process of GPHA and whether training has improved employee performance. A questionnaire was designed using structured questions to collect primary data from employees of GPHA. Personal interviews were held with some management staff of the organization. The results indicated that GPHA's employees were not well informed about training and development programmes in the organization. Most of the employees were of the view that training and development were effective tools for both personal and organizational success. The findings revealed that training practices, methods and activities at GPHA are not in line with the best

This manual focuses on measuring the effects of training and institutional development programs on individuals, the organizations or economic sectors in which they work, and the welfare of the larger community. It presents a conceptual framework as well as real-life examples drawn from evaluations of the Economic Development Institute's learning and capacity-building programs in the developing world. It provides practical advice on developing evaluation plans, designing questionnaires, conducting interviews, analyzing data, reporting findings, and making recommendations. Emphasis is placed on the active participation of stakeholders throughout the process.

Entrepreneurship has attracted global interest for its potential to catalyze economic and social development. Research suggesting that certain entrepreneurial mindsets and skills can be learned has given rise to the field of entrepreneurship education and training (EET). Despite the growth of EET, global knowledge about these programs and their impact

remains thin. In response, this study surveys the available literature and program evaluations to propose a Conceptual Framework for understanding the EET program landscape. The study finds that EET today consists of a heterogeneous mix of programs that can be broken into two groups: entrepreneurship education and entrepreneurship training. These programs target a range of participants: secondary and post-secondary education students, as well as potential and practicing entrepreneurs. The outcomes measured by program evaluations are equally diverse but generally fall under the domains of entrepreneurial mindsets and capabilities, entrepreneurial status, and entrepreneurial performance. The dimensions of EET programs vary according to the particular target group. Programs targeting secondary education students focus on the development of foundational skills linked to entrepreneurship, while post-secondary education programs emphasize skills related to strategic business planning. Programs targeting potential entrepreneurs generally are embedded within broader support programs and tend to target vulnerable populations for whom employment alternatives may be limited. While programs serving practicing entrepreneurs focus on strengthening entrepreneurs' knowledge, skills and business practices, which while unlikely to transform an enterprise in the near term, may accrue benefits to entrepreneurs over time. The study also offers implications for policy and program implementation, emphasizing the importance of clarity about target groups and desired outcomes when making program choices, and sound understanding of extent to which publicly-supported programs offer a broader public good, and compare favorably to policy alternatives for supporting the targeted individuals as well as the overall economic and social objectives.

An updated edition of the bestselling classic Donald Kirkpatrick is a true legend in the training field: he is a past president of ASTD, a member of Training magazine's "HRD Hall of Fame," and the recipient of the 2003 "Lifetime Achievement Award in Workplace Learning and Performance" from ASTD. In 1959 Donald Kirkpatrick developed a four-level model for evaluating training programs. Since then, the "Kirkpatrick Model" has become the most widely used approach to training evaluation in the corporate, government, and academic worlds. *Evaluating Training Programs* provided the first comprehensive guide to Kirkpatrick's Four Level Model, along with detailed case studies of how the model is being used successfully in a wide range of programs and institutions. This new edition includes revisions and updates of the existing material plus new case studies that show the four-level model in action. Going beyond just using simple reaction questionnaires to rate training programs, Kirkpatrick's model focuses on four areas for a more comprehensive approach to evaluation: Evaluating Reaction, Evaluating Learning, Evaluating Behavior, and Evaluating Results. *Evaluating Training Programs* is a how-to book, designed for practitioners in the training field who plan, implement, and evaluate training programs. The author supplements principles and guidelines with numerous sample survey forms for each step of the process. For those who have planned and conducted many programs, as well as those who are new to the training and development field, this book is a handy reference guide that provides a practical and proven model for increasing training effectiveness through evaluation. In the third edition of this classic bestseller, Kirkpatrick offers new forms and procedures for evaluating at all levels and several additional chapters about using balanced scorecards and "Managing Change Effectively." He also includes twelve new case studies from organizations that have been evaluated using one or more of the four levels--Caterpillar, Defense Acquisition University, Microsoft, IBM, Toyota, Nextel, The Regence Group, Denison University, and Pollack Learning Alliance.

Designing Resistance Training Programs, Fourth Edition, is a guide to developing individualized training programs for both serious athletes and fitness enthusiasts. In this updated and expanded fourth edition, two of the world's leading experts on strength training explore how to design scientifically based resistance training programs, modify and adapt programs to meet the needs of special populations, and apply the elements of program design in the real world. Fleck and Kraemer provide readers with a thorough understanding of the process of designing resistance training programs from both scientific and practical perspectives. As with previous editions, the fourth edition includes comprehensive tables that compare data and conclusions from research on core topics related to design of resistance training programs. By summarizing research and content for the reader, these tables offer a study guide, on-the-job reference, or starting point for further research. *Designing Resistance Training Programs, Fourth Edition*, is the only resource available that presents the body of research in the field in this organized and comprehensive format. The fourth edition has been thoroughly revised to present the most current information while retaining the studies that are the basis for concepts, guidelines, and applications in resistance training. Meticulously updated and heavily referenced, the fourth edition contains the following updates:

- A full-color interior provides stronger visual appeal for the text.
- Sidebars focus on a specific practical question or an applied research concept, allowing readers to connect research to real-life situations.
- Multiple detailed tables summarize research from the text, offering an easy way to compare data and conclusions.
- A glossary makes it simple to find key terms in one convenient location.
- Newly added instructor ancillaries make the fourth edition a true learning resource for the classroom.

Designing Resistance Training Programs, Fourth Edition, begins by outlining the principles of resistance training and exercise prescription, and examines the various types of strength training, including isometrics and eccentric training. This is followed by a discussion of resistance training from a physiological perspective and an overview of how resistance training programs interact with the other conditioning components such as aerobic, interval, plyometric, and flexibility training. Readers will then explore advanced training techniques, how to manipulate training variables in a long-term resistance training program, and ways to plan rest into long-term training that minimizes losses in fitness or performance gains. An important text for students, researchers, and practitioners, this textbook offers the information and tools to help readers evaluate resistance training programs and better understand the context and efficacy of new data findings in this ever-changing field. *Designing Resistance Training Programs, Fourth Edition*, is an essential resource for understanding the science behind resistance training and designing evidence-based resistance training programs for any population. This text provides the tools for understanding and designing resistance training programs for almost any situation or need.

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