Hierarchized Multi Criteria Evaluation - a Useful Information Source in the Improvement of Training Programs

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Abstract— The current paper is the result of the author's interests and involvement within the professional training domain which encouraged us to go deeper into the specific elements of the programs intended for experts in the human resources field, to promote the trainees' feedback and integrate it within the improvement process of the tender quality of the Training and Excellence Center in Human Resources Management (CFP-MRU), implemented in the University of Oradea. The hereby paper highlights the useful contribution of trainees' feed-back to the evaluation activity of the professional training programs, using a hierarchized multi criteria evaluation instrument and identifies the necessary improvements to the first training cycle attended during 2009-2010. Through our analysis we have developed a hierarchical evaluation model suited for most training courses which provides a more adequate frame for the interpretation of the feedback given by the trainees. We consider that this type of evaluation provides a better ground for improvement of each training course as well as it refines the answers and allows the contextualization of each evaluation process within the specific training course setting.

Keywords— Professional training, Human resources, Multi criteria evaluation, Adults teaching, Education.

I. LIFE LONG LEARNING

EDUCATION and training play a crucial role in many of the social-economic, demographic, environmental, and technological challenges that Europe has to deal with nowadays as well as in the years to come. Thus, the efficient investment in the human capital throughout education and training systems represent a basic compound of the Lisbon strategy [4].

The referential European frame for key competences in life long learning has the following scopes:

- to identify and define those key competences that are necessary for the personal development, active citizenship, social cohesion, and hiring availability in a society based on knowledge;

- to support the activity of the member countries so the young people are provided, till their final education and initial training, with key competences up to a level securing a base for permanent learning and for dealing successfully with the labor market requirements;

- to secure an European instrument for the people taking decisions, education providers, employers, and people in the process learning in order to facilitate both national and European efforts, oriented towards common goals;

- to provide a frame for the future activities at the Community level both for the "Education and Training 2010" working program and for the education and training programs of the European Union.

The system named "education and training", which suited us well during the 20th century, is nowadays inappropriate to answer adequately to the more and more exigent competence and needs to change. Within the old education and training system, the teachers and the education providers made their courses available to the persons in need for education, without accommodating them to the real necessities of the trainees. The alternative system is the one based on continuous learning, taking place during all life long and which is focused entirely on learners' needs and requirements. Nations, communities, and organizations not willing to accept this change in their approach will put themselves to the risk both of a economical decline and of social instability.

The reasons that determined the world-wide promotion and usage of the new system called *lifelong learning (LLL)* have been the following:

- *Global Demography* – On this account we need to identify two scenarios: diminished investments in the welfare programs for the rich and developed, aged, much more mobile, multicultural, and multiethnic world; large scale improvement projects for the less developed countries with a growing population which already deals with the contraction of resources and education that condemns many to living at the subsistence standards.

- *The ubiquitous influence of television and media on the people's way of thinking, ideas and perceptions*. On this account, we may retain two extremely relevant cases: on one hand, media is available to those using it as propaganda, though this is done with subtlety; on the other hand, media represents an entertaining mean that, by trivialization and often omission of the real issues, exercises a negative effect on people ability to take the proper decisions.

- *The environment exigencies* – the exhaustion of the resources and the need for the regenerative energy, the destruction of the ecosystems and the demand for sustained development. There is a need to educate permanently all the people about the environment issues and to contribute to the imaginativeness increase. In other words, the need for the approach through LLL represents a matter of survival [5].

What was claimed above stands for issues affecting every society and carry the lifelong learning as a worldwide phenomenon. Further we will present several factors affecting the industrialized nations, also revealing the need of permanent learning:

- *New developments in all science and technology fields* – up to a certain level, science and technology helped with the life standards improvement in many parts of the world. Their spreading within other communities, other societies, countries in the developed world will help the increase and development of the education and health system. There is a need in learning expansion in order to use wisely the technology.

- *The prevalence of the internet usage and communication technology (TIC).* This developed the available information and knowledge, and changed the way of living, working and communicating. Concurrently, the speed of these changes surpassed the people's ability to deal with. Technology makes you stronger or it enslaves you, and learning represents the key to its appropriate usage.

- *The need both for the organization and for the individual to be creative and flexible in order to keep the job* – the lining of the employees in the developed countries to superior competences, high technology and orientation of the companies towards a high surplus value. Thus LLL contributes to a high standard within all economical sectors and promotes the development of innovative working programs in order to compensate the potential social anxieties [7].

Within such a context, Romania builds its legal, economical, cultural, and institutional background in order to support a large access to educational activities and professional training for different groups of age and professional training. In this regard through the National Council for Adults Professional Training 1963 training courses were authorized during 2005-2009 [8]. Nevertheless, the outcome is far from being satisfactory. More precisely, the intermediate report performed in 2008 shows for Romania a human resources covering percentage in training programs (*Percentage of the adult population aged 25 to 64 participating in education and training)* of 1.3%, i.e. the last position in EU, near Bulgaria, while the first position occupied by Sweden may claim a 32%. (The ratios are calculated for 2007. In 2000, the percentage for Romania was of 0.9%) [6].

Knowing for real the competence deficit in the human resources field and the role that the key jobs in this function of the organization may play in order to stimulate the human performance, we considered appropriate to involve ourselves into a concrete action to develop professional and behavior competences needed by the analysts, inspectors, and managers in the human resources field.

II. THE EVALUATION IN TRAINING PROGRAMS

In any activity, as in any program the evaluation processes need to be planned and oriented as to promote the constant improvement of that activity. More, in training programs one must pay special attention to assessment activities as the level of satisfaction of the trainees will promote participation in the future as well as a positive image of the training institution.

In the line defined by Chioncel (2009) one must distinguish between the *evaluation of trainees* – the knowledge and competencies they acquired during the training, the level of achievement of educational objectives – and on the other hand the *evaluation of the training program* which would be a more general assessment of all the organizational and content related aspects regarding the training [9]. This latter type of evaluation is directly linked with quality insurance and total quality management of the training and of the institution which provide that program.   More, one may add the general evaluation of the training institution and the general system. This would lead to an *institutional analysis* of the training systems at different levels – even the national and international frame in which these activities take place [10]. The first level can be considered as part of the training its self as it is the last step in the line of teaching-education-evaluation. The second broadens up the subject of the evaluation from the trainee to the whole program and the group of trainees become more relevant then the individuals. At the third level the focus is on the institution and the system in which the training takes place.

In this paper we will focus on the second level - the general evaluation of the training program. The main interest in this type of evaluation is the level of achievement of educational and general objectives of the program, yet this is a complex demeanor. We can consider this process as the one in which we answer to several types of questions. The core question would thus be: *did we achieve all our objectives?* Answering this question imposes reference to a more specific question: *did the trainees learn what they were supposed to learn? - did they acquire the competencies and abilities that are specific to the program?* Another key question refers to money allocation: *was the money efficiently spent?* One may propose other questions, most of them related to the *degree of satisfaction* of trainees with the program, which is a more subjective dimension of evaluation. This last set of questions constitutes what we here named trainees feed-back and it can be found more or less standardized in all training programs.

In terms of quality management of training programs Codorean and Predescu consider that the main aspects of the quality of training programs are the quality of the course (as a sum of evaluation results of the trainee, the learning materials, trainer and the institution) and the level of satisfaction of the

clients. [11]. As it can be seen these two aspects in practice are often intertwined as the level of satisfaction of trainees can be seen as the effect of a qualitative training program in which both the learning materials and the trainers are evaluated as good. Consequently our analysis refers to both these aspects as the evaluation of the training was conducted in the line of total quality insurance management of the project.

Another framework that provides a good basis for such an evaluation can be found in project management, when we consider training programs in terms of projects. In such an approach there is a specific step regarding monitoring and evaluation [12] in which, once more, is essential to include the beneficiaries feedback or appreciation of the project's results – in this case the training its self.

The standard methods of obtaining trainee's feedback are ranged from opened day-to-day discussions between trainers – organizers – trainees, to handing out complex questionnaires and other methods. It is also important to consider the position of the evaluator which in the case of direct discussions would be the trainer or one of the administrators of the team, and more complex evaluation instruments it may be crucial to attract an external evaluator. In most cases it is important to combine more sources of information when evaluating a training program.

III. INITIAL EVALUATION OF THE TRAINING AND EXCELLENCE CENTER IN HUMAN RESOURCES MANAGEMENT

A. Presentation of the Program

Within the Training and Excellence Center in Human Resources Management (CFP – MRU) project, implemented within the University of Oradea – Faculty of Economics, through the Phare Program 2006 "Lifelong Learning Promotion for Training and Retraining of the Work Force", during 02.12.2008 – 30.11.2009, three training courses have been organized: Human Resources Analyst, Human Resources Inspector, and Human Resources Manager. " The project was initiated as a response to the needs of the labour force in Romania regarding the specialization in the human resources management specific activities – a key field in the current knowledge based economy with a decisive impact on the attitude that the organizations have on the learning process.

The general objective of the project "Training and Excellence Centre in Human Resources Management" was *the development and supply of training programmes in the field of human resources management* in order to implement within the organizations fair and coherent human resources management policies emphasising: the continuous training, during the entire life of all the employees, the promotion of the equality of chances within the firms, on the labour market and the efficient use of human resources. The objective has been set up in accordance to the strategic objectives and the performance directions for the continuous professional training established for 2005-2010 and has answered the European objectives that Romania adopted due to its integration in the European Union through the Lisbon Strategy heavily based on

the economic concepts of: innovation as the motor for economic change, the "learning economy" and social and environmental renewal.

The target groups of this project were: the operative personnel in the area of human resources from state and private enterprises as well as the employees from all the managerial levels from enterprises who wish to develop their knowledge and skills and implement human resources policies in the forms they work in; and the operative personnel from state and private enterprises as well as the employees from all the managerial levels from enterprises who wish to work in human resource departments, developing their knowledge and skills in this area.

The main results of this project comprise:
- The development of the Training and Excellence Center in Human Resource Management at University of Oradea – Faculty of Economics,
- three authorized courses organized in the field of HR, with a total of 59 graduates who obtained certification,
- one educational software (eduMeReU) developed in this area, tested and used during the training courses,
- one educational on-line platform and forum used during the courses, aimed at improving communication and promotion of good practices, with almost 100 people registered,
- general training materials on the topics of the courses, as well as materials specially designed for topics of equality and non-discrimination policies in human resources,
- other results include: one workshops, dissemination conferences, web site, etc.

B. Methods Used in the Initial Evaluation of the Training

In this paper we will refer to aspects referring to our main result: the training programs, with a special focus on the evaluation system of these courses. For a better understanding we firstly present the general frame and the methods used for evaluation, then we present the initial results and in the next section we present what we prove to be a more adequate instrument in evaluation of training programs.

All the three courses have been authorized by the National Council for Adults Professional Training (CNFPA) during the years 2008 and 2009, as specialization courses in compliance with the law in force. The participation at these three courses was the following: 22 trainees – human resources analyst, 18 trainees – human resources inspector, 19 trainees – human resources manager. Three of our trainees participated to more then one course, none participated in all the three. All were logged to the same educational platform, the workshop and attended the conferences, yet the interaction between the three groups of participants was occasional. This is a relevant aspect in the interpretation of the results of the evaluations as these are not biased by interactions between participants even though the main feed-back is somewhat similar between participants.

In order to improve the quality of the CFP-MRU and to increase the trainees' satisfaction with the programs offered, a Courses Evaluation and Monitoring Methodology has been elaborated, providing *handing out of an evaluation questionnaire for each trainee* structured on two distinctive components: *the course evaluation* (content, but also the organizational angles) and *the evaluation of the lecturers during the courses*. These questionnaires were anonymous and were adapted for all courses: the general evaluation used the same set of questions and the part referring to lecturers was adapted for each course.

More, within our project we organized focus group type of discussions at the end of each training, which were moderated by the external evaluator so the answers would be as opened and relevant as possible. This discussion was based on the following set of dimensions: *reasons for attending the course, general level of satisfaction related to trainee's expectations, usefulness of information presented during the course, and positive and negative issues related to the attended course.*

In order to measure the level of usefulness of the training we measured the degree in which our graduates apply the gained knowledge and abilities at their work place – we used a questionnaire based on items reflecting the main educational objectives, in which each respondent counted how often they use a specific content of the course. This instrument was applied in the beginning, middle and after a month of the graduation period.

In this paper we present mainly the data obtained through the evaluation of the feed-back questionnaires, namely to general aspects evaluated by the trainees and less the aspects related to the evaluation of trainer's performance.

The *feed-back questionnaire* comprised:
- General appreciation of the course, identifying the strengths and weakness of each course;
- Dimensions of the course distinctively evaluated: a) the course backgrounds; b) study programme/schedule; c) the course management; d) the communication quality with the organizers; e) the content of the course regarding its difficulty; f) the use of the provided information; g) the communication quality with the lecturers; h) fairness in evaluation; i) the virtual communication platform.

The dimensions used for *the lecturers' evaluation* (the same grid has been applied for each lecturer who had taught in all three courses) have been: a) has been using an accessible language; b) has been mastering the information; c) has been putting forward enough practical examples in order to define the information; d) has been using the appropriate teaching methods; e) has been supporting you with your final project.
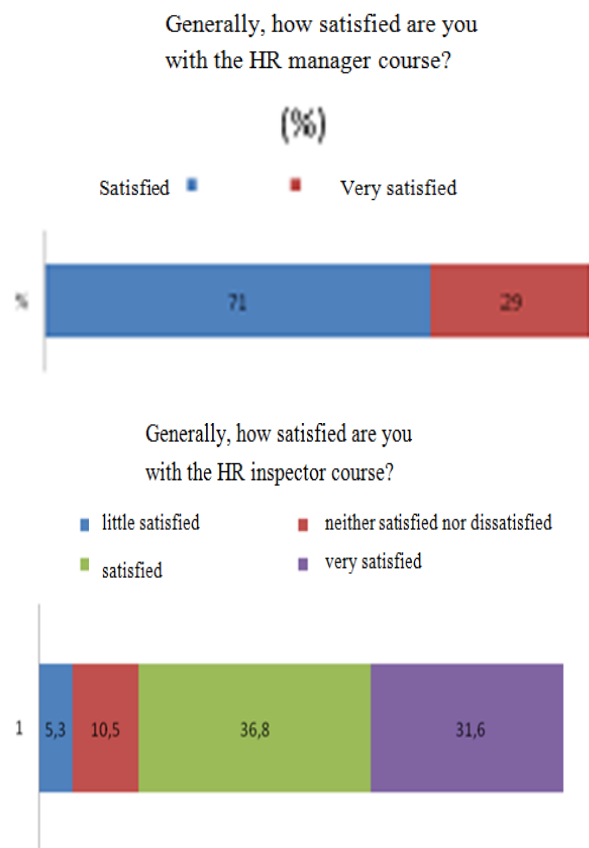
The evaluation questionnaires have been provided on the last meeting for each course and have been filled by all trainees, securing their anonymity. The results derived from the application of such an evaluation instrument have been completed with the conclusions from the discussions with the participants to each of the three courses, obtained through focus group type discussions performed by the monitoring expert. During these discussions some of evaluation elements were explained and there were also made some clarifications regarding the relevance of each evaluated dimensions in the overall assessment of each course. This second observation was also the basis for our study regarding the hierahization of evaluation dimensions described in this paper.

The data obtained through the questionnaires were introduced in a SPSS data base in the end having three distinct data bases, one for each course. We will present some of the main conclusions as it provides the general understanding of the relevance of the hierarchical evaluation model proposed further. We will refer in this paper more extensively to aspects regarding the general evaluation and aspects related to the course evaluation and less to the evaluation of the trainers.

C. Results of the Initial Evaluation of the Training

The results regarding the courses general appreciation has been good and very good for all courses as it can be seen in fig. no. 1. This may be the effect that both organizers and managers communicated effectively and constantly with the participants and thus all problems were solved during the training.
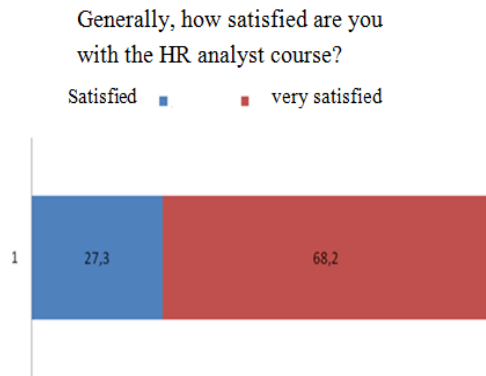

Generally, how satisfied are you with the HR manager course?

(%)

Satisfied ■   ■ Very satisfied

| % | 71 | 29 |

Generally, how satisfied are you with the HR inspector course?

■ little satisfied   ■ neither satisfied nor dissatisfied
■ satisfied   ■ very satisfied

| 1 | 5,3 | 10,5 | 36,8 | 31,6 |

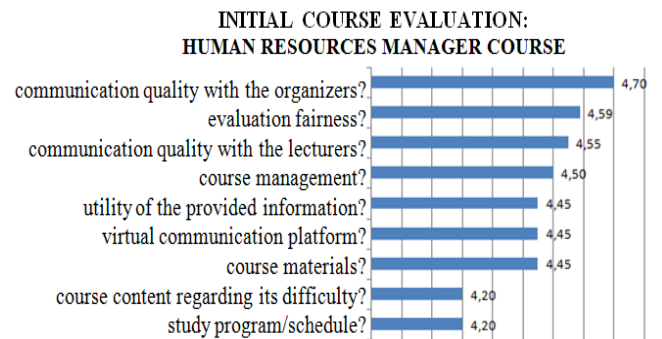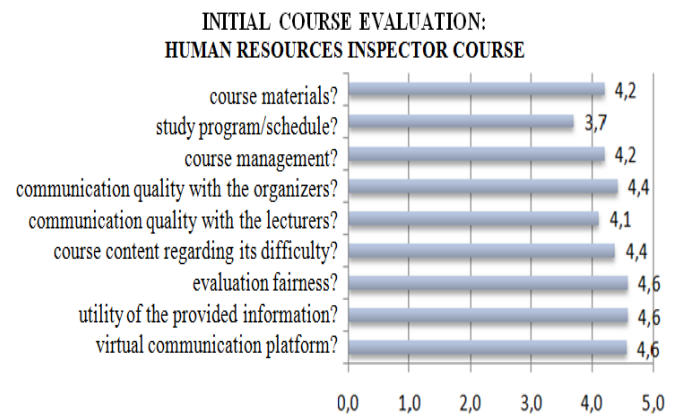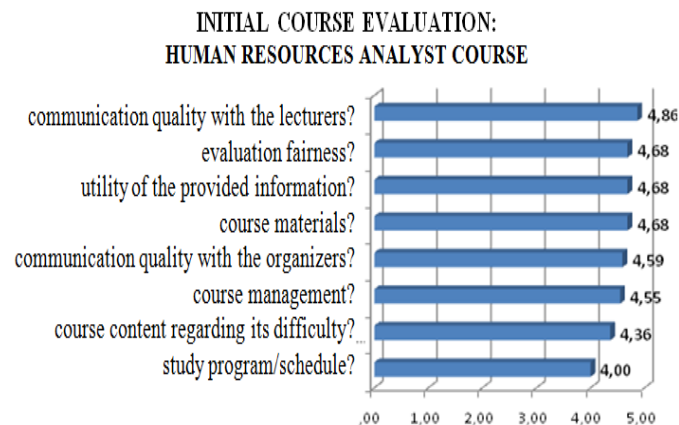Fig. 1 General satisfaction degree concerning the courses (%)

Fig. 2 Courses evaluation in relation with modules (average score on modules of evaluation; ratio from 1 to 5: not satisfied at all – very satisfied with).

The analysis of the general evaluation outcome of the courses reveals in this first step revels very high degree of satisfaction in relation with the courses they have attended (fig. no. 1). One may note that the participants at the Human Resources Inspector were more exigent, as the first group of participants (the Human Resources Analyst) was the most satisfied in general with the provided course. This is mainly the effect of the different expectations of our participants, as the ones taking the HR Inspector course were mostly people working in this fields and interested in very specific content related to contracting, salary calculations, legislation and less with aspects of recruiting, motivation, evaluation of personnel.

In this regard we consider it is important to note that the general content of each course was oriented towards the acquisition of the main competencies set out in the Romanian regulations for each occupation and consequently can not be substantially changed. Nevertheless a better explanation of these competencies and the working plan as well as questioning the participant's expectations at the beginning of the course would have been useful methods in increasing the general level of satisfaction.

In respect of modular evaluation (fig. no. 2), as the very good appreciation of the courses is sill the main conclusion, we followed the answers for each evaluation dimension, or module, reveling the difference in appreciation regarding the percentages of "very satisfied". One may notice the relative uniformity among the appreciations, in the sense that the most appreciated evaluation modules are to be found to all the three courses. These dimensions are: communication with the organizers, evaluation fairness, and communication with the lecturers. For all the three courses, the schedule was the module evaluated most often as "less satisfied".

With all this uniformity of results, it is to note the fact that the appreciated aspects are not necessarily the ones considered the most relevant by an organizer: in other words, we consider essential the hierarchization of these modules or dimensions based on which the evaluation was performed initially.

This fact is also advocated by the analysis of the open questions included at the end of the questionnaires: *which are the strong points of the course*? and, *which are the things you would change*? It can be noticed from the analysis of these answers that certain aspects have been congruent within the general appreciation of the course, yet a few new topics came up as well. Thus, among the weak points of the courses we may note: the schedule, the laboratory functionality, the use of more practical examples and a better combination of theory and practice, the work in teams with different training

background. These findings enrich the results obtained on the answers through the modular evaluation by:

- the reference to certain aspects that have not been touched throughout the pre-set modules;

- the emphasis on certain dimensions by highlighting more aspects of the course (quality, training etc.).

Nevertheless, this open list does not allow the hierarchization of these factors in the general evaluation of the course. For example, the fact that the schedule has been viewed as a weak point does not mean that this aspect is the most relevant for the trainees, but it means that it has generated certain inconveniences.

Based on this observation as well as on the finding of focus group type discussions conducted with all trainees of each course we initiated an analysis regarding the importance given to each module in the evaluation in order to have a basis of hierarchy for the evaluated dimensions. These analysis are the subject of next section of this paper.

IV. THE HIERARCHIZED MULTI CRITERIA EVALUATION OF THE TRAINING AND EXCELLENCE CENTER IN HUMAN RESOURCES MANAGEMENT PROGRAMS

During the analysis of the results obtained by questioning the trainees, we acknowledged the importance of the evaluation instrument, the evaluation criteria as well as the particular relevance of each criteria. Consequently, we launched a debate in relation with this matter with those who took part to the activities of the center using the discussion virtual forum of the CFP-MRU created on the platform distance.uoradea.ro.

This virtual platform was intended for the experts in human resources, including the graduated trainees of the center, and thus we considered a proper context for such a debate. Through these discussions we came up with a significant adjustment that lead, as we would see further on, to securing certain modified information.

The graduates of the courses have been asked to hierarchize the list of factors presented in the tables below, according to the importance of each criteria used during the evaluation of the courses and the lecturers.

As a follow up of the questionnaires, we show the average scores of positions for each evaluated dimension as these average scores are the bases of the hierarchies.

You should hierarchize the following evaluation dimensions according to the importance you consider it while evaluating a professional training course	Answers' average
The utility of the information received	11.00
The usage of the applicative exercises, case study and other modern and interactive teaching methods	10.74
The communication quality with the lecturers	8.26
The utility of the course background for your professional activity	7.58
The course accessibility	6.53
The operation of the trainees teams	6.32
The organization conditions of the course	6.21
The homogeneity of the trainees group	5.89
The study schedule	5.37
The communication quality with the organizers	5.05
The observance of the evaluation system	4.11

Table 1. Average scores obtained for the hierarchization of the evaluation dimensions of the course (hierarchization on a scale 1 – 11: not important at all – very important)

In relation with the evaluation of the trainers, the evaluation dimensions hierarchy, according to the answers average is as follows:

In relation with the evaluation of the trainers, which are the most relevant factors?	Answers' average
Usage of an accessible language	6.2
Master of the information	6.9
Bring enough practical examples in order to ascertain the information	7.0
Usage of the appropriate teaching methods	6.4
Support of the trainees in order to accomplish their projects and applications during the course	5.5
Involve the trainees and keep a dynamic climate	6.0
Offer feedback to the trainees	5.7

Table 2. Average scores obtained for the lecturers' evaluation dimensions hierarchization (hierarchization on a scale 1-7: important, not at all – very important)

Further on, we will approach the hierarchization of the *evaluation dimensions of the course*. Based on the above presented scores, the trainees' answers for each evaluation dimension - the satisfaction degree with each module - we have recalculated the initial answers by creating new variables obtained by multiplying the average score of the dimension with the initial answers given by the subject; the answers thus balanced are presented within the fig. no. 3.

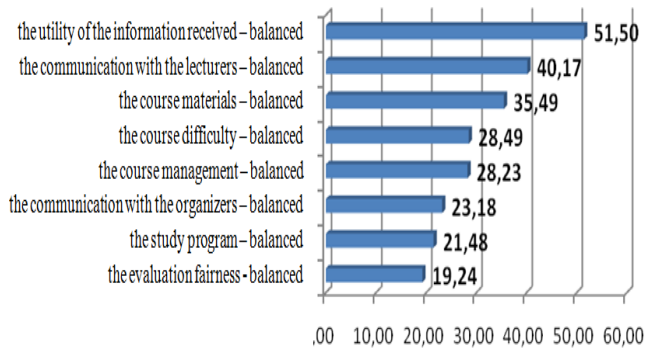**COURSES EVALUATION BALANCED ON THE HIERARCHIZATION OF THE DIMENSIONS**

Fig.3. The courses balanced evaluation on dimensions – Human Resources Analyst model (average ratings on balanced dimensions of evaluation)

It is noted in this table that, by balancing the answers the satisfaction degree order on dimensions towards the initial evaluation is modified. More precisely, after the balance, the dimension best evaluated is the utility of the information received, which is also the most relevant evaluated dimension, and the least initially evaluated: the study program became by its balance better evaluated. On the other hand one can note that the balanced answers are more varied – the distance between them is wider offering a better ground for interpretations.

HRA evaluation	N	Min.	Max.	Mean	Std. Deviation	Procentage – final evaluation
eval_gen – initial	22	3,38	5,00	4,5511	,42198	91%
eval_gen - ponderat	22	23,63	33,82	30,9738	2,77677	91,5%

Table no. 3. General degree of satisfaction for the Human resources analyst course, calculated for an average scale of the answers on dimensions: the subjects' answers, the balanced answers.

Based on the weighted results we could calculate the average score of satisfaction towards the course. The initial result is that 91% of the participants are satisfied with the course, while whether we apply the weighted scores, the degree of satisfaction increases to 91.57%. The differences in this situation are not very significant, as the course has been well evaluated for all the dimensions used and thus even after the balance of results the positive answers were overwhelming.

In order to verify the importance/utility of these balances, we simulated two evaluation situations of the courses based on the same criteria.

In the first, all dimensions, disregarding their given importance (position in the hierarchy) have been evaluated as being less satisfactory (the maximum rating points granted was: 3 representing "neither satisfied, nor unsatisfied"). In the second simulation, the most relevant aspects in the course (the

one which held higher positions in the hierarchy) were granted lower ratings (1 and 2), and the less relevant evaluation dimensions were granted higher points rating (4 and 5). The main results are presented in tables no 4 and 5, focusing on the average satisfaction scores for the simulation courses.

Simulation 1	N	Min.	Max.	Mean	Std. Deviation	Procentage – final evaluation
eval_gen - initial	22	1,50	2,25	1,8239	,23356	36%
eval_gen - ponderat	22	9,72	14,88	12,1047	1,65343	35%

Table no. 4. General degree of satisfaction for the Human resources analyst course – Simulation no. 1, calculated as the average scale of answers on dimensions: the subjects' answers, the balanced answers.

Simulation2	N	Min.	Max.	Mean	Std. Deviation	Procentage – final evaluation
eval_gen	22	2,50	3,50	2,9943	,26014	59,8%
eval_gen ponderat	22	16,11	23,15	19,1185	1,90741	56,47%

Table no. 5. General degree of satisfaction for the Human resources analyst course – Simulation no. 2, calculated as the average scale of answers on dimensions: the subjects' answers, the balanced answers.

As we may notice from the comparisons between the tables no 3, 4 and 5, the differences between the two general evaluations (initial versus balanced) become bigger in the situations where the relevant aspects are worse evaluated by the trainees, and the less relevant ones are better evaluated (simulation no. 2). Concretely in this situation the evaluation based only on initial answers given by participants are better then when we applied the dimension's hierarchy and thus we can conclude that this evaluation is more accurate then the non-hierarchical one. This conclusion supports the fact that balancing the answers according to the importance of the evaluated factors concurs to a better understanding and reflection of certain training courses and also provides a more solid ground for future improvements of the training program. We consider that such evaluations should be further used in assessing training programs, yet our model can be tested on other subjects and include other evaluation criteria as well.

V. CONCLUSION

The conclusion we reached following the improvement and hierarchization of the evaluated dimensions based on their perceived importance, established by questioning the courses graduates – Human resources analyst, Human resources inspector, Human resources manager – organized by CFP-MRU is that, in the future, within the Center, we will use questionnaires comprising the new improved criteria, and for the interpretations of the outcome it will be calculated,

indispensably, the importance of each criteria detachedly.

The repetitive organization of such courses, by comparing the results obtained throughout the questionnaires it will be possible to follow more accurately the evolution of the trainees' satisfaction degree. Based on the results obtained, decisions can be taken in order to concur constantly to the increase in quality of the training tender.

Also, it is recommended, for a more profound refinement, the application of the criteria hierarchization questionnaire for each group of trainees until the hierarchy can be considered final. Another aspect that has to be taken into account in such an action is that evaluation can not be based solely in trainees feed-back. This type of results, weighted or not on hierarchies of criteria, has to be integrated in more complex processes of evaluation which have to consider: the achievement of educational objectives by the trainees, opinions of the trainers, expectations of trainees of even potential employers, etc. A complex evaluation system is bound to ensure more relevant information that can be used to get better results by both the teachers and the participants.

Furthermore, we consider that if training programs are going to be effective they must meet the needs of participants. In this regard, we believe it would be beneficial to establish more accurately the needs of participants. As Kirkpatrick D.L. and Kirkpatrick J.D. say, among the most common ways to determine the needs of training participants are: asking the participants, asking the bosses of the participants, asking others who are familiar with the job, testing the participants. [13] For the future training programs we plan to apply these methods rigorously.

Finally, the Training and Excellence Center in Human Resources Management considers to unalterably use while evaluating the future courses – the hierarchized multi criteria evaluation, as this represents a useful informational source within the improvement of the professional training tender with an increased objectivity degree.

The importance of training evaluation must be understood by all professionals in the fields of education, training, and development, whether they plan, coordinate, or teach.

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