

Addie model:  
evaluate training  
prototype on time  
management



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ADDIE Model: Evaluate Training Prototype on Time Management HRD 369 -  
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ADDIE Model: Evaluate Training Prototype on Time Management

### Overview

The ADDIE Model is a process in creating an effective training program. An effective and good training program is well-planned and thought of, reviewed, and revised to fit the overall objective of the course. This paper aims to dissect and evaluate the overall program to check any other possible rooms for improvement. This is to ensure that the course does not end at the end of the program through effective delivery. Achieving the training objectives should go well beyond the program into real-life application.

### Backgrounder

This training program is developed for college students in an attempt to provide useful knowledge in time management. As discussed in the develop stage, the whole program is intended for whole class lecture/discussion set-up with the use of various visual aids and the guidance of a trainer or trainers. The implement stage discussed the delivery format to ensure that management and logistics issues will be avoided, or their possibilities lessened. The evaluate stage will then assess: 1) how the students reacted to every course module, 2) the effectiveness of the delivery method, and; 3) the effectiveness of the assessment tools.

### Formative and Summative Evaluation Tools Rationale

The Performance Appraisal Rating System (Robbins and DeCenzo 297) graph will be used as the basis for the evaluation graph. Modification is necessary to ensure that the evaluate stages objectives will be met with accuracy. The students, the programs delivery methods and assessments tools will be <https://assignbuster.com/addie-model-evaluate-training-prototype-on-time-management/>

evaluated based on the programs overall objectives. The evaluation tool is designed to acquire detailed information in the easiest manner. Since assessing the effects and changes in the participants time management skills are hard to qualify and quantify, and might take a long time to acquire, the evaluation will mainly aim to gather the immediate and short-term results rather than long term ones.

### Formative Evaluation

This will be the evaluation tool to be used to gauge the programs design, development, and implementation. This is to ensure the the whole process of creating the training program meets the overall objectives stated in the analyze stage.

### Fig. 1: Program Appraisal Tool

Rate each stage of the program according to the following categories:

#### Category According to Stage/Program Objectives

Beginner

Advanced

Intermediate

Expert

Comments

**Design Quality:** Consider the visual aids for the whole class lecture and discussion set-up.

**Develop Initiative:** Consider the participants ability to work individually and in groups.

**Develop Punctuality:** Consider the adherence to set schedules and time frames and the timeliness in addressing participants concerns and queries.

**Implement Trainer requirements:** Consider the selection of trainers and <https://assignbuster.com/addie-model-evaluate-training-prototype-on-time-management/>

facilitators.

Implement Strategy: Consider the teaching and learning approaches.

OVERALL RATING:

\* Based on the Performance Appraisal Rating System (Robbins and DeCenzo, 2010, p. 297)

Summative Evaluation

This will be the evaluation tool to be used to gauge the participants reaction to and comprehension of the training program. The evaluation will be on a per module basis, assessed against the modules learning objectives.

Fig. 2: Participants Appraisal Tool

Module 1

Purpose: This module is designed to help students identify the causes of time management failures.

Teaching Approach: Lectures and individual activities.

Module 1 Objectives:

Expected Accomplishments:

Comments:

Teach students the essence of managing lives and time.

Students should be able to identify and reflect on personal experiences regarding good and bad time management.

Successful individual activity

Teach students the importance of setting priorities and goals.

Students should be able to create and reflect on a time log that shows how they really use their time as against how they want to use it.

Successful individual activity

Module 2

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Purpose: This module is designed to help students identify the effects of time management failures.

Teaching Approach: Lectures, participative discussion, and individual activities.

Module 2 Objectives:

Expected Accomplishments:

Comments:

Teach students the common barriers in setting goals and priorities.

Students should be able to list down their usual weekly activities and identify which are important and immediate, which are necessary but can wait, and which are not important.

Successful individual activity

Teach students the effects of time management failure.

Students should be able to effectively share their personal thoughts and experiences regarding failure in time management.

Successful group participatory discussion. Could use more time to allow more student sharing.

Module 3

Purpose: This module is designed to help students incorporate all lessons learned in Modules 1 & 2 with the concept of flexibility in creating effective time management plans.

Teaching Approach: Participative discussion, presentation, and group activities.

Module 3 Objectives:

Expected Accomplishments:

Comments:

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Teach students the knowledge that different people have different time management styles.

By group activity, students should be able to demonstrate time management negotiation skills with group members.

Successful group activity. Students enjoyed every minute and were given more time for the activity. Very insightful as it allowed them to apply the lessons in real and in an impromptu manner.

Allow students to showcase all lessons in the program in one activity.

Students are expected to exhibit what they learned from group members in the group activity through narration or role-play.

Successful group activity. Benefitted greatly from the time adjustment done.

#### Program Modifications

In general, the whole program is successful mainly due to the creative activities for the participants. The mix of individual, participatory discussions, and group activities digs into every possible learning approach that students are good at. The main issue is the time allotted for the participatory discussion in Module 2. The large number of participants called resulted in more sharing and insights from the audience. A 30 minute extension was necessary but was not possible. Due to this, and with the expected 2 group activities in Module 3, the facilitators requested for a time extension on the last day on the training. This gave the students more time for group sharing, participation, discussion, and question and answer portions.

#### Works Cited

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