

Study on Corporate Training Quality Monitoring

Xian Ji

Continuing Education School, Jiangyin Polytechnic College,
Jiangyin 214431, Jiangsu, China

Abstract. Training is an important way of improving corporate employees' basic skills. To ensure the quality of training achieve an expected effect, the quality of training must be effectively monitored in the process of training. An independent training may be regarded as an independent quality management project, in which the quality of training can be ensured if the factors affecting the quality are effectively monitored in three phases (i.e. feedforward control, in-process control, and post-action control) using the theory of total quality management as references.

Keywords: Corporate Training; Quality; Monitoring

1. Introduction

The importance of employee training is greatly improved in the current companies. More and more companies are willing to invest manpower and financial resources in employee training. However, in most companies, training often becomes a mere formality because an effective quality control is absent in the process of training implementation, and then the expected result is difficult to achieve and gives rise to a major waste of manpower and financial resources.

To improve the quality of corporate training, the quality in the whole process of training must be effectively controlled. Training, as an independent task, can be seen as a separate project. The whole-process quality control of training program can be implemented using the quality management principle and method in project management as reference.

2. Beforehand control

2.1 Training demand analysis and control

In the training demand analytical hierarchy process, the strategic level, the organizational level, and the employee individual level are included necessarily. In the analysis of the strategic level, the factors of organizational priorities are considered; in the analysis of the organizational level, the corporate objective and the factors affecting the objective are researched; in the analysis of the employee individual level, whether trained individuals know well working contents and performance standards and are capable of or willing to do the work, and there is a distance between organization's ideal work performance and trainee's working performance is emphatically analyzed. Thus, the personal demand of a trainee for training is confirmed.

In the training demand object analysis, new employees training demand and in-service employees training demand are mainly analyzed. In the stage of training demand, the current training demand analysis and the future training demand are analyzed. In the current training demand analysis, the current problems and shortcomings are mainly analyzed; in the future training demand analysis, the demand of companies for the future development is mainly analyzed.

2.2 The control of training programs

Training programs are guiding and programmatic documents for training, and the quality of these programs is directly related to the quality of the training quality. In training programs, an overall control is mainly conducted from three aspects of the training: scientificity, completeness, and

operability. Scientificity refers to the scientificity of training program formulation procedure and the rationality of the program composition. Completeness means that the contents of a training program are necessarily complete. Operability means that the contents determined in a training program are necessarily feasible and operational under the existing conditions and simultaneously negative impacts on the normal production and management of a company must be reduced as far as possible in the implementation of training.

2.3 The control of parties implementing training programs

The parties implementing training programs are mainly to examine their own qualification, scale, major business direction, and faculty. First, the parties implementing training programs must be an organization with a certain size. Second, a company's main business and training must be connected with training or training-related contents.

When the parties implementing training programs are chosen and determined, a meticulous and perfect training contract must be signed for the sake of restrictions. For example, the size of training site, the requirements of training site, the training teaching facilities, training instructors (instructors' educational background, qualifications, and quantity), and the quantity of training management personnel and logistics personnel, provided by the parties implementing training programs, are necessarily defined.

2.4 The control of participants in training

Participants in training include training instructors, trained learners and all of training management personnel, in which the key lies in the monitoring of training instructors and trained learners. Training instructors are the most critical factors to achieve a good effect. The quality of trained learners is an important factor in training, and the quality of training is often affected by the quality of student sources. Training management

personnel include teacher in charge of a training class, teaching assistants, quality control personnel, logistics personnel, and other training-related personnel, and an effective control of these personnel can ensure the smooth implementation and normal order of training.

2.5 The control of training facilities

Training facilities include teaching venues and facilities. Before training is implemented, training venues and facilities are necessarily inspected to ensure these conditions meet the basic requirements of the training and the provided services protect the smooth progress of training; teaching facilities are necessarily tested to ensure all the facilities to operate without difficulties.

3. In-process control

3.1 Quality pre-control

Generally, the control points are necessarily set in the implementation of training programs. First, the training program implementation is necessary to control—whether theory teaching and practice activities in training can be in accordance with established training programs and course schedule and time control are implemented per the preset plan is supposed to be in control. Second, the class quality of training instructors is necessary to control—the arranged instructors have to strictly accord with the requirements stipulated in contract and also their teaching plans are necessary to pass examination and verification. Third, the daily management in training is necessary to control — training management organization is necessary to be sound and its management personnel have to work based on the clear classification of responsibilities and fully implement tasks. Fourth, the training effect in different phase is necessary to control—whether related tests in training are conducted according to training plans

and can achieve the effect of training is necessary to focus on.

3.2 Quality inspection

The quality inspection in the training process is the key of the whole quality control, and usually the methods such as observation, attending lectures in classes, questionnaire, and interview can be used commonly to inspect the quality. In the process of control, the inspection in the following four aspects is necessary to implement emphatically.

3.2.1 Inspection on training's teaching plan

Before each training course is started, teaching plan in training must be regularly inspected and the key is to inspect training contents, teaching methods, and the selection of teaching cases.

3.2.2 Inspection on training instructor teaching quality

The teaching quality of training instructors includes class discipline and lecturing quality. From class discipline, whether the training instructors violate relevant rules is only necessary to inspect. The inspection on lecturing quality includes two aspects: (1) inspection on teaching methods; (2) the selection of teaching aids is an important part of class quality control.

3.2.3 Inspection on the training quality of learners

The inspection on the training quality of learners contains class discipline and lecturing quality. Class discipline includes learner's attendance to class, dismissing class, listening to teacher, etc. Class quality is to mainly inspect learner's seriousness in class, participation in class, training assignment completion, and so on.

3.2.4 Inspection on the training effect in different phase

The training effect in different phase includes classroom effect and time-phased effect. In the process of training, the training effect of each classroom and special activity is necessary to focus on using investigation, questionnaire survey, interviewing, and test, and then is timely reported to training implementation department

or training instructors. Thus, a necessary adjustment will be made by training implementation department or training instructors according to the real effect.

3.3 Problem processing

Problem processing means that the problems in the process of inspecting the training are necessary to solve timely, so as to achieve the goal of quality assurance. The problems concerning about slightly violating class discipline by training instructors or students are only necessary to be reported to relevant parties and let them make a correction timely. The problems about teaching contents, teaching aids, and teaching methods are necessary to discuss with training instructors or institutions and let them make an adjustment timely. As a serious quality problem occurs, training is necessary to interrupt and can be continued, only if a report for specifying quality conditions, causes and processing methods is submitted and the problem is solved.

4. Post-action control

4.1 Training evaluation

After training comes to end, three aspects are necessary to evaluated. First, learners in training are evaluated — learners are comprehensively evaluated and rated according to class attendance, daily scores, final test results, and personal training result. Second, instructors in teaching are evaluated and rated according to daily teaching quality and learners' comments. Third, parties implementing training are evaluated in an all-round way according to the provided services, process management, teaching quality of lecturers, and learners' comprehensive evaluation.

4.2 Training evaluation

Common evaluation methods include interviewing and questionnaire survey. Besides, training is comprehensively evaluated using

training evaluation models such as Kirkpatrick's four-layer training evaluation model, Jack Phillips's five-layer ROI model, CIRO evaluation model, CIPP evaluation model, and cost-benefit analysis model, and relevant monographs can be consulted for specific methods. If conditions are available, a training quality analysis database can be established, and thus, the evaluation data can be entered and analyzed in the database. To finish evaluation, a complete report about training quality evaluation and analysis is required.

4.3 Training summary

At the end of training examination and evaluation, the work in the whole training must be comprehensively summarized, in which especial attention is necessarily paid to the successful experience in the training, so as to analyze the problems in the training, provide a basis for the implementation of next training, and prevent summary from becoming a mere formality.

4.4 Data archiving

At the end of training, all the training materials must be accurately, completely, and timely archived.

4.5 Follow-up effect tracking

Training effect is often difficult to immediately reflect, and therefore, the participants in training must be tracked for a while and then the training effect can be objectively evaluated. Therefore, a training tracking card must be established for all the participants in the training to track them for a long time.

5. Conclusion

In project management, quality control is divided into three phases: feedforward control, in-process control, and post-action control. Therefore, in the quality control of training activities, the quality control of the whole training process can be implemented effectively according to the above three phases, so as to ensure the training quality of the whole training program.

Acknowledgement

This paper aided financially by the scientific research project of Jiangyin Polytechnic College in 2015, "the Quality Monitoring of Corporate Training Projects" (No.15-S-XZ-02).

References

- [1] Timothy J. Kloppenborg, Josef. Petrik. Project Quality Management—Project Management Classic Translations [M]. Machinery Industry Press, 2005:149-165.
- [2] Xian JI. Study on Adult Higher Education and Teaching Quality Monitoring System [J]. Journal of Continuing Education Research, 2011, (5): 26-27.
- [3] Jian-ming GUO. The Control of Special operations personnel training quality and the construction of evaluation system [J]. Occupation, 2010, (5): 76-77.
- [4] Peihong YANG. Pay Attention to Process Control and Improve the Quality of Staff Training [J]. Journal of Human Resource Management, 2010, (4): 55-56.