Dimois Training Institute
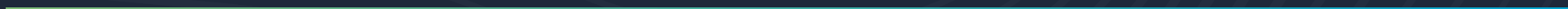
www.dimoistraining.sa

DIMOIS
TRAINING INSTITUTE

بسم الله الرحمن الرحيم

الملك سلمان بن عبدالعزيز آل سعود
خادم الحرمين الشريفين

صاحب السمو الملكي
الأمير محمد بن سلمان
بن عبد العزيز آل سعود
ولي العهد، رئيس مجلس الوزراء

We

Dimois Institute for Training, specialized in providing high-quality training programs for various categories of organizations and trainees. Our goal is to enhance organizational skills in a variety of fields, including technical, managerial, professional, and personal areas. At Dimois Institute, we take pride in offering distinguished programs characterized by interactivity, practical application, and a focus on meeting the needs of the job market and the local community. Our Institute features a qualified and specialized training team that utilizes the latest educational methods and technologies to ensure maximum benefit from the training programs. Whether you're looking for professional development, acquiring new skills, or achieving personal goals, you can rely on our institute to provide specially designed training programs to meet your needs and successfully achieve your goals.

Vision

"We aspire to be among the top 3 institutes in the field of education and training, accredited as a distinguished institute with a local and global reputation for delivering high-quality training programs with a positive impact leading to the achievement of success and excellence for our students."

Features

① Providing a stimulating and innovative learning environment.

② Encouraging continuous learning and development of personal and professional skills and abilities.

③ Providing distinguished educational programs that align with the needs of the job market.

④ Empowering organizations and individuals to achieve their professional and personal goals.

Message

"We aim to be an educational Institute with an exceptional reputation for excellence and innovation in the fields of education and training, contributing to the development of society and raising the overall competency of employees by delivering high-quality training programs aligned with the latest developments in various work fields."

Training Methodologies

- Traditional lessons (lectures)
- Discussion and interaction
- Practical and applied training
- Interactive workshops and exercises
- Self-directed and motivational learning
- Simulation and practical training
- Distance learning

Our Services

- Customized training programs

- General training courses

- Developmental workshops

- Remote training services

- Curriculum and educational material development

- Design and development of customized training curricula

- Production of effective educational materials based on training needs and client requirements.

- Consulting Services for Training and Organizational Development

- Assessment and reporting

- Organization of events and workshops

- Executive training and personal development

- Post-training Support

Training Models

The European model for quality management

1 Commitment to quality: The European model encourages institutes to commit to achieving high levels of quality in all aspects of their educational and administrative activities.

2 Improvement of educational institutions: The model aims to support educational institutions in developing quality management systems, improving their performance, and delivering excellent educational services.

3 Customer orientation: The European model considers the needs and expectations of customers and learners as one of the most important factors to be considered in designing educational programs and delivering services.

4 Evaluation and monitoring: The model encourages continuous evaluation and monitoring of performance and results to ensure the achievement of defined quality objectives.

5 Continuous learning and capacity development: The model encourages the promotion of a culture of continuous learning and the development of the skills of institute staff through training, workshops, and other developmental activities.
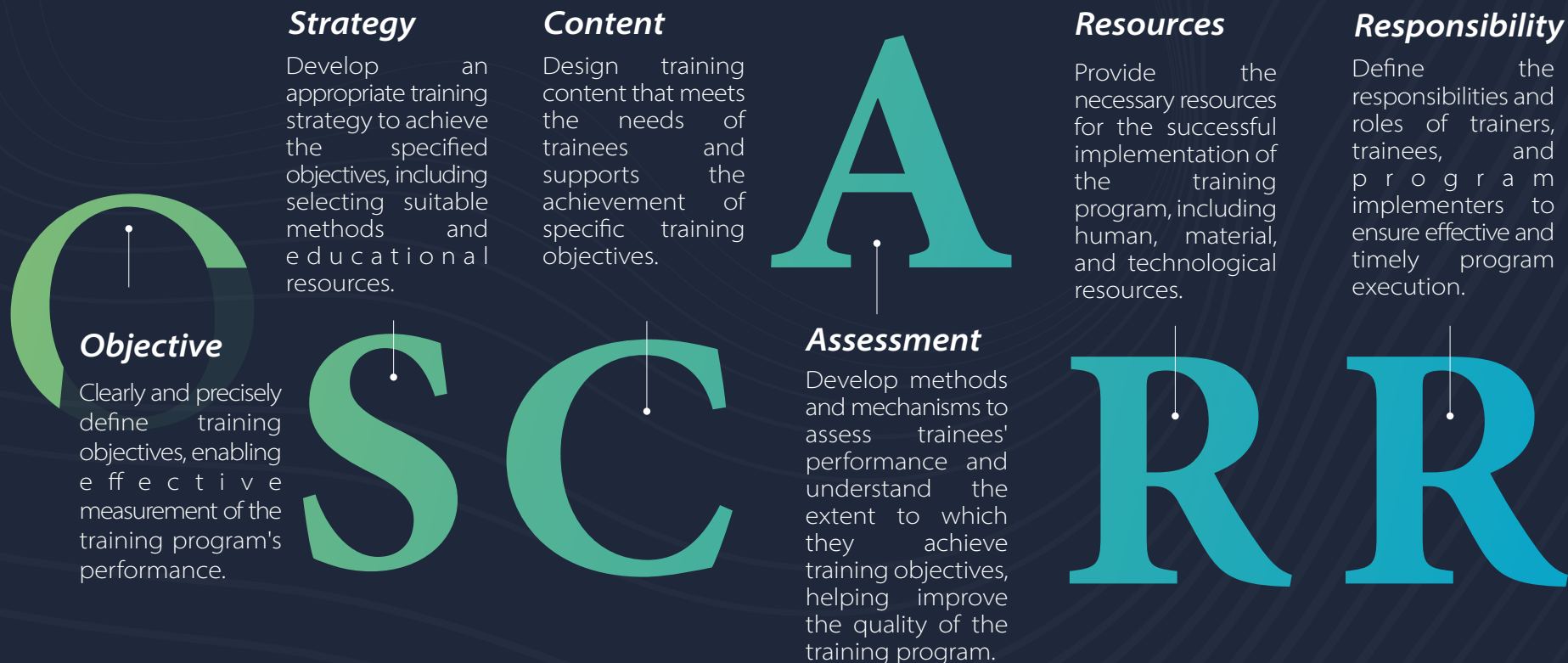
6 Partnerships and collaboration: The model encourages building partnerships and collaboration with other relevant stakeholders such as industry and the local community to ensure the meeting of market and community needs.

7 Sustainability: The model focuses on the need to achieve sustainability in quality management operations by taking necessary actions to maintain and develop quality in the long term."

OSCARR Model

The "OSCARR Model" is a framework used for designing and evaluating training programs. It consists of six main elements, each starting with the letters "OSCARR," which are:

Objective

Clearly and precisely define training objectives, enabling effective measurement of the training program's performance.

Strategy

Develop an appropriate training strategy to achieve the specified objectives, including selecting suitable methods and educational resources.

Content

Design training content that meets the needs of trainees and supports the achievement of specific training objectives.

Assessment

Develop methods and mechanisms to assess trainees' performance and understand the extent to which they achieve training objectives, helping improve the quality of the training program.

Resources

Provide the necessary resources for the successful implementation of the training program, including human, material, and technological resources.

Responsibility

Define the responsibilities and roles of trainers, trainees, and program implementers to ensure effective and timely program execution.

Other Training Models

Kirkpatrick Model

The "Kirkpatrick Model" focuses on the stages of analysis, design, development, and evaluation (ADDIE), where the training program is developed through successive stages starting with analyzing training needs and ending with evaluating the program's effectiveness.

Training Needs Analysis (TNA) Model

The "Training Needs Analysis (TNA) Model" focuses on analyzing employees' training needs and identifying the skills and knowledge they need to improve their performance in specific areas.

Objectives, Planning, Execution, Evaluation (OPPE) Model

The "Objectives, Planning, Execution, Evaluation (OPPE) Model" focuses on defining training objectives, developing a plan to achieve them, implementing the training program, and evaluating it to ensure desired outcomes are achieved.

Kerry Model

The "Kerry Model" focuses on providing support, motivation, and empowerment to employees to improve their performance, develop their skills, and achieve their personal and organizational goals.

Bilateral Learning Skills Training (BLST) Model

The "Bilateral Learning Skills Training (BLST) Model" focuses on balancing technical skills and behavioral skills in the training process, considering personal development and relational skills as essential parts of managerial training.

Deep Learning Model

The "Deep Learning Model" focuses on providing comprehensive and in-depth learning opportunities that enable participants to gain a deep understanding of subjects and apply concepts in multiple contexts.

KWL Model

The "KWL Model" is an educational framework used to organize and guide the learning process. Developed in 1981 by Donald Oja and Richard Powers, it is considered one of the effective tools for promoting critical thinking and active engagement with academic subjects. The model consists of three main stages:

What we Know (K)

In this stage, learners are asked to identify the knowledge and concepts they already know about the presented topic. This can be done by asking questions such as "What do you know about this topic?" and "What information do you already possess?"

What we Want to know (W)

In this stage, learners are asked to identify the questions or topics they want to know more about or better understand after identifying the basic knowledge. These questions can be inquiries such as "What are the questions that interest you about this topic?" and "What points do you want to explore further?"

What we Learned (L)

In this stage, the new knowledge acquired or the questions answered during the learning process are summarized. This allows for the assessment of learning and directs the discussion towards addressing the questions raised and directing knowledge towards achieving educational objectives.

Designing Training Kits

Designing training kits is an important process aimed at securing the materials and resources needed by trainers and trainees to effectively implement the training program. There are several models used in designing training kits, including

ADDIE Model

1 The ADDIE model is one of the most famous models used in designing training kits. This model includes five main stages: analysis, design, development, implementation, and evaluation. During these stages, training needs are identified, content and resources are designed, the training kit is developed, the training program is implemented, and its effectiveness is evaluated.

ADDIE Model

2 Kemp's Instructional Design Model: This model is based on the ADDIE model but focuses specifically on the detailed elements of each stage and provides specific guidance for the process of designing training kits.

ADDIE Model

3 SAM (Successive Approximation Model): The SAM model is based on the idea of interactive and integrative learning. It consists of three main stages: interactive design, iterative development, and evaluation.

ADDIE Model

4 Kirkpatrick's Four Levels of Training Evaluation Model: This model focuses on evaluating the effectiveness of training programs through four levels: reaction, learning, behavior, and results.

ADDIE Model

5 Gagne's Nine Events of Instruction Model: This model focuses on the sequence of nine instructional events that enhance the effective learning process, facilitating the design of training kits in a comprehensive and logical manner.

Our Training Programs

Artificial Intelligence
1

Educational Services
5

Section 3
9

Safety and Security
13

HR
2

Centre of Excellence
6

Health Care Training
10

Engineering
14

Business Models and Innovations
3

Accounting and Finance
7

Supply Chain Management
11

Vision Realization & Execution
15

Office Administration and Data Management
4

The Law
8

innovation and creativity
12

Wealth Management and Investment
16

Leadership and Strategic Planning
17

Organizational Governance
18

Digital Transformation
19

Stages of a Training Cycle

Pre-training

- **Initial Consultations:** Initial consultations can be provided to identify training needs and set desired learning objectives.

- **Training Needs Analysis:** Training needs analysis services are provided to identify the skills and knowledge required by trainees.

- **Training Program Design:** A customized training program can be designed, including topics and skills identified during the needs analysis stage.

- **Customization of Educational Materials:** Educational materials such as presentations, documents, and other educational resources can be developed and customized.

During Training

- **Delivery of Training Course:** The training program is delivered either in-person or remotely according to the specified plan.

- **Monitoring and Evaluation:** Support and monitoring are provided during training sessions to ensure understanding of materials and achievement of specified learning objectives.

- **Providing Interaction:** Active participation and interaction during the training course are encouraged through interactive activities and discussions.

After Training

- **Performance Evaluation:** Assessments are provided to measure trainees' comprehension of materials and evaluate the success of the training program.

- **Providing Feedback:** Trainees are provided with feedback based on evaluation results to help improve their performance and develop their skills.

- **Post-training Support:** Support and assistance are provided to trainees after the training program ends through follow-up and additional consultations.

Preparing the Training Environment

1 **Choosing the Suitable Location:**
A location that matches the size and needs of the target group and the objectives of the training course should be chosen. The location should be quiet and conducive to learning.

2 **Arranging Furniture and Equipment:**
Furniture should be arranged in a way that facilitates communication and interaction between trainees and trainers. Necessary technological equipment such as screens and audio systems should also be provided.

3 **Providing Educational Materials:**
All necessary educational materials such as presentations, visual aids, printed materials, and any additional resources supporting the learning process should be provided.

4 **Ensuring Comfort and Focus:**
A comfortable and suitable environment should be provided for trainees to ensure their focus and attention during the training course. Beverages and snacks can be provided to help maintain energy.

5 **Testing Technical Equipment:**
All technical equipment such as screens and audio devices should be tested for safety and readiness before the training course begins to avoid any unexpected technical issues.

6 **Providing Technical Support:**
Technical support should be provided to resolve any technical issues that may arise during the training course, whether technical or non-technical, to ensure the smooth running of the training process.

7 **Scheduling Arrangements:**
Timetables should be arranged appropriately to ensure the smooth running of the training course without conflicting with any other activities.

Selection of Trainers for Delivering a Training Course

1

Defining Criteria and Requirements:

The criteria and requirements that potential trainers should meet must be defined. These criteria may include technical skills, experience in the field, communication skills, and the ability to effectively deliver content.

2

Finding Suitable Candidates:

Potential trainers can be found through professional networks, educational institutions, and organizations experienced in the field. Specialized websites for recruiting trainers can also be utilized.

3

Assessing Experience and Skills:

The experience and skills of potential candidates should be accurately assessed, whether through personal interviews, reviewing their resumes, or requesting trial training tasks.

4

Checking References

References of potential trainers should be checked to ensure the quality of the services they provide and their reputation in the field.

5

Prioritizing Diversity and Inclusion

Attention should be paid to diversity and inclusion in selecting trainers to ensure full and integrated representation of the training course community.

Continuous Evaluation

Trainer performance should be continuously evaluated during and after the training course to ensure achievement of educational objectives and meet trainees' needs.

6

Training Program Evaluation

Pre-Training Assessment

This stage involves estimating trainees' needs and current levels and may also include evaluating training materials and available resources.

Post-Training Evaluation

Data is collected after the program ends to assess the achievement of educational objectives and trainees' satisfaction with the program. This evaluation may include surveys and final interviews.

Immediate Feedback Evaluation

Direct feedback is collected from trainees immediately after each training session. This evaluation may include satisfaction assessments, interaction, and content comprehension.

Transfer Evaluation

The application of skills and concepts acquired in the program in real-world practical situations is evaluated.

Mid-Training Evaluation

Trainees' progress and understanding of materials and concepts during the program period are evaluated. This evaluation may include guiding questions or tests to measure progress.

Follow-Up Evaluation

The long-term impact of the training program is evaluated by collecting data and surveying trainees after a certain period from the program's completion.

Final Reports for the Training Program

1. Summary of Program Objectives: A brief summary of the training program's objectives and their achievement should be provided.
2. Review of Educational Content: This section reviews the educational materials and training content used during the program and evaluates their effectiveness and suitability for training objectives.
3. Trainer Performance Evaluation: An evaluation of trainers' performance and competency in delivering content and managing class and interaction with trainees should be provided.
4. Participant Evaluation: Participant feedback and satisfaction with the program and its effectiveness should be collected through surveys and interviews.
5. Outcome and Impact Evaluation: The impact of the training program on participants' performance and application of acquired skills in real work environments should be evaluated.
6. Recommendations for Improvement: Recommendations and suggestions for improving future training programs based on evaluations and collected feedback should be provided.
7. Thanks and Appreciation: A section expressing thanks and appreciation to all participants, trainers, and support teams for the success of the program.

Administrative Consultations

1 Strategic Management Consultations:
Focus on developing the vision and strategic objectives of the organization, as well as providing guidance on strategic plans and strategies for achieving growth and future success.

2 Human Resource Management Consultations:
Include advice on recruitment policies and strategic guidance for performance management, employee development, motivation, and labor relations.

3 Financial Management Consultations:
Concerned with managing the organization's finances and financial resources, including advice on financing, investment, financial planning, and financial risk management.

4 Marketing and Sales Consultations:
Include providing advice on marketing strategies and promotion of products and services, market analysis, developing marketing plans, and managing customer relationships.

5 General Management Consultations:
Include advising and guiding on all aspects of general management of the organization, including operational management, quality management, continuous improvement, and others.

6 Change and Organizational Development Consultations:
Provide advice on managing change and organizational transformation, developing the organization's structures, processes, and organizational culture to improve performance and effectiveness.

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