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LO EVALUATION AND EFFECTS OF SWOT ANALYSE IN ALBANIA

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Abstract The implementation of the strategy involves all the working groups in planning, designing, conducting product or service, development, evaluation and marketing. The implementation of the strategy is the process where you include all groups working in the management supervisory in the accomplishment of its mission. If during the process of implementing the strategy, the strategy chosen are not able to overcome the difficulties arising from the external or internal shortcomings in the company then the company can change the strategy, choosing one of the alternative scenarios defined in a strategic SWOT analysis carried out above to overcome difficulties and facilitate the work of all groups to achieve their goals in full-filling the mission. Often e-learning is used not only to obtain knowledge rather than to provide competency (knowledge and apply that change the behaviour), which can be difficult to win. It's very important to reach those who take lessons, be motivated to apply them. The fact that e-learning is available does not mean that it will be used. There are many reasons why it can't happen: poor content, poor implementation plan, the discrepancies between students and business needs, lack of management support, poorly integrated components, lack of time or place for the training, lack of or ineffective marketing, the failure of values organizational training, etc. Whatever the reason or combination of them, the end result is the same: the formation does not reach the target and the objectives of the organization valuable resources are dissipated. To avoid all these six areas should be considered: Planning, coordination, integration, motivation and support, marketing and communications, evaluation and improvement.

Keywords: Planning, SWOT analysis, motivation and support, communications, OI and OL evaluation and improvement.

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Introduction

The organizations will be more effective to integrate e-learning into their training strategies, if they learn from mistakes. Despite the rapid technological development in many countries there are benefits from the use of e-learning or there are benefits that are not at levels as it's required. E-learning will be considered as one of the new business that requires the implementation of a modern infrastructure for the needs of customers. In determination of the needs customers there is always a question, which is necessary by enterprises in the e-learning to identify the application, create and determine its size. It must be considered both OI and OL jointly to promote organizational entrepreneurship and to increase competitive advantages.

This empirically reflects the need to strengthen different strategic capabilities to achieve an adequate level on the organizational issues, improve performance and encourage entrepreneurship. Thus, the entrepreneurship builds and nurtures OL, which enables the formulation of OI strategies that lead to greater performance. Although the field of entrepreneurship is recognized as being of fundamental importance for our economy, and many researchers throughout the world have turned their attention to it, there's, as yet, no agreement as to the research object in this scientific field.

The main issues handled out in this presentation are: the field of entrepreneurship; pro-activity and environment among the factors most frequently analyzed in the relevant OI/OL literature influencing the innovative entrepreneurship; as well as the frame conditions for innovations and institutional system of innovation. Entrepreneurship is concerned first and foremost with a process of change, emergence and creation: creation of new value, but also, and at the same time, change and creation for the individual.

Literature and review.

This section looks at the various definitions of learning style, a framework for categorizing the types of instruments used to assess learning style, as well as prior researches on learning style.

A number of definitions for the term "learning style" can be found in the literature. In the earlier days of this type of research, the term "cognitive style" was used rather than learning style (Swanson, 1999)

Cognitive style has been defined in numerous ways: (1) cognitive characteristic modes of functioning that are revealed through one's perceptual and intellectual activities in a highly consistent and pervasive way; (2) a super-ordinate construct involved in many cognitive operations that accounts for individual differences in a variety of cognitive, perceptual, and personality variables; and (3) intrinsic information processing patterns that represent a person's typical modes of perceiving, remembering, thinking, and problem solving (Claxton and Murrell, 1987; Griggs, 1991).^b According to Kirby (1979)^c the term

^b (Claxton and Murrell, 1987; Griggs, 1991) the LO styles, index of LO models

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