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Trainers/Facilitators:–

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Summary of our experience

- Training,
- Consultancy,
- Researcher,
- Lecturer &
- Practitioner.

Climate setting

- Introduction
- Norming
- Expectations
- Time manageme
- Reporters
- Energizing team



Introduction



- Name
- Educational backgrou
- Work experience
- Previous Experience on TOT
- What I like most
- What I hate most

Norming



- How Do We Manage our Training?
- What are the Duties & Responsibilities of Individuals?

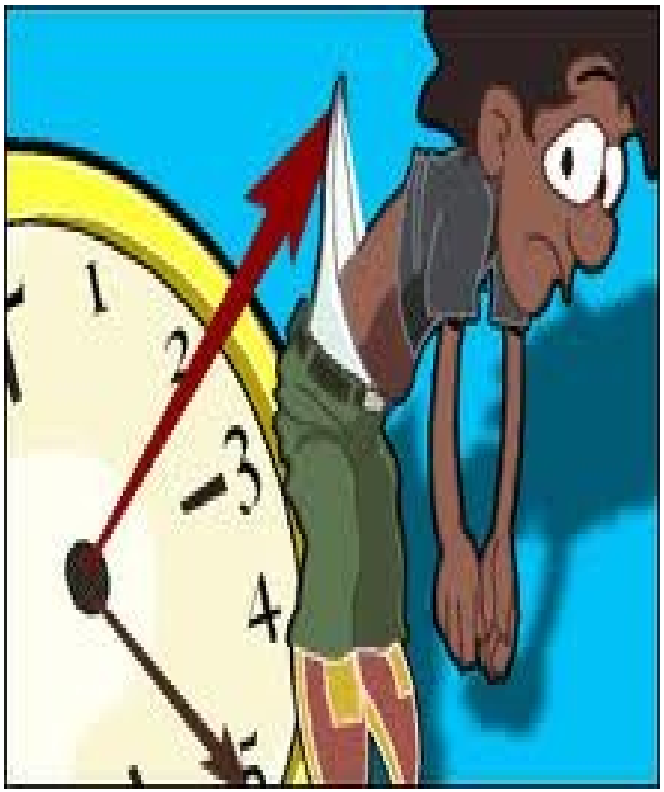
Expectations





Time management

- Time manager



Reporters

Day 2

Day 3

Day 4

Day 5



Energy team

- Team members



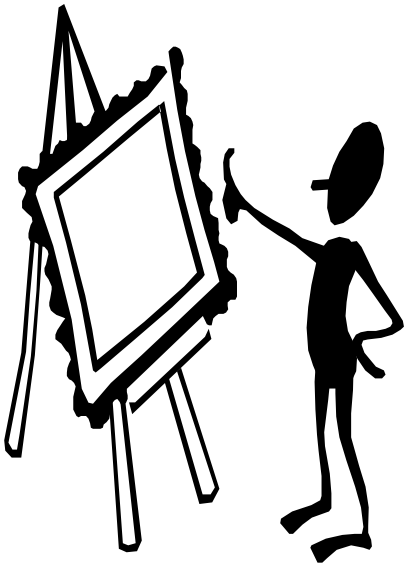
Training Philosophy

Training methods











General Introduction

- Training is the means where by employee development is designed and implemented.
- At the heart of all training activities is the trainer's ability to create opportunities which help people to learn.
- As a trainer one has to give attention to:-
  - What people need to learn,
  - How people learn,
  - How she/he can help them to learn, and
  - What results are expected out of the program.
- Such programs are thus designed accordingly.

Contents

- Session I: Climate Setting
- Session II: Systematic Approach to Training
- Session III: Adult Learning and Learning Styles
- Session IV: Training Needs Assessment
- Session V: Training Design
- Session VI: Facilitation Skills
- Session VII: Training Evaluation

Training Contents & Schedule



DATES	SESSIONS	
	Morning	**Afternoo**
Day 1	• Climate setting • Participants reflections • Group discussion and presentation • Pre-training competency assessment test	• Systematic approach to training • Participants reflections • Group discussion and presentation
Day 2	• Adult learning and learning styles • Participants reflections • Group discussion and presentation	• Training Needs Assessments (TNA) • Participants reflections • Group discussion and presentation
Day 3 Day 4	• Training design • Participant reflections • Group discussion and presentation	• Group exercise • Group discussion and presentation

General Objective of the Program

- The overall objective of the Training of Trainers (TOT) course is to:-

- Enable participants become Competent trainers by providing the required knowledge, skills, abilities and techniques.

Specific objectives

At the end of the training session participants will be able to:

- Explain the importance of climate setting to facilitate the learning process.
- Describe the components of systematic approach model to training.
- Discuss the overall scope of training and its relationship to education and development.
- Identify the characteristics of adult learning theory and demonstrate how to apply the theory in the learning process

Specific objectives …

- Define Training Needs Analysis;
- Conduct Training Need Assessment surveys.
- Draft and demonstrate training design.
- Demonstrate practically the four stages of facilitation
- Discuss the meaning and relationship of training evaluation models.
- Design a learning evaluation tool.

SESSION ONE

CLIMATE SETTING

Introduction

- To facilitate the learning process and to break the ice
- To create a comfortable and secure environment for each participant and as well for the facilitator
- Self-introduction, establishing learning agreements, identifying expectation and entry level self-assessment have to be discussed.

General Objectives

- The overall aim of this session is to prepare participants and facilitators to introduce each other, identify their training needs and establish the proper setting for effective learning.

Specific Learning Objectives

By the end of this session, participants and facilitators will be able to:-

- Intoduce each other and observe the importance of self introduction in the process.
- Explain what climate setting is and its importance through the process of climate setting.
- Establish learning agreements/norms through the process.
- Exercise entry level self assessment using the semantic scale chart.
- Identify their expectations out of the program in the process.

Activity 1.1 Self-Introduction

- **Purpose:** To let participants and facilitator Introduce each other, to break the ice and to keep the participants at ease.
- **Material**:
- **Time**: 40 minutes (10 minutes to conduct the interview and 1 minute for each participant to introduce his/her partner)
- **Procedure**:
- Facilitator/s introduces him/herself by name, qualification, experience etc.
- Divide participants into pairs / Let participants pair up.
- Short interviews are conducted by one partner of other participant for about five minutes and reverse the role.
- Partners then introduce each other to the entire participant.

Activity 1.2 Establishing Learning Agreements

- **Purpose:** To establish positive climate and spirit of cooperation, to manage the learning process properly and maintain effective learning environment.
- **Material:** Flipchart paper and marker
- **Time**: 5 minutes
- **Procedure:**
- Ask participants what norms should abide both participants and facilitators in the learning process.
  (let them brainstorm)
- Take a note of what the participants forward on a flipchart paper
- Let them come to consensus on proposed norms.
- Finalize norms and put it where everyone can easily see it frequently and respect it.

Activity 1.3 Identifying Participants' Expectations

- **Purpose:** To refer them in the process of delivery and align their expectation with that of the training content and the process.
- Material: Flipchart paper and marker
- Time: 10 minutes
- **Procedure:**
- Form a team of 5-6 members
- Forward the following questions and ask participants to discuss and present their findings to the plenary.
  - Why are you here?
  - Do you anticipate any difficulties during the program (fears about the program)

Activity 1.3 (Contd.)

- (What will you miss at home?)
- What will you miss at work?
- How do you think this training will help you at work?
- Do you have any other issue to be raised?

- Let the large group discuss on each presentation.
- Put all the expectations on the wall to refer them throughout the program and ensure all expectations are met at the end of the program.

Activity 1.4 Entry Level Self-Assessment

- **Purpose:** To enable the facilitator explore the level of skill and confidence of participants on major components of the training cycle i.e., training need Assessment, Training Design, Facilitation and Evaluation.
- **Material:** A Semantic Scale Chart drown on a flipchart paper containing the major components of the training cycle.
- Time: 10 minutes
- **Procedure:**
- Put the prepared scale on a flipchart stand
- Ask participants to put their initial on the scale where they think is their level of knowledge and confidence on each component.
- Ask participants to put their initial again on the scale at the end of the program
- Together evaluate transfer of learning (if there is any development after the training is conducted) .

Reflection

Discuss the following in your group.

- What learning have you drawn from the activities we did so far?
- What will you do differently while undertaking climate setting in a training program? Why?
- Share your past experience in beginning a training.
- Discuss how a trainer can be challenged if a training program starts without doing this part.

Climate Setting

- A conscious process of creating a psychological environment of ease, respect and valuing each other with and among participants that can make the learning interaction effective.

Contd.

- According to Knowles(1980), it creates conditions that promote the growth and development of adults who:-
  - Respect for personality
  - Participate in decision making
  - Have freedom of expression and availability of information, and
  - Mutuality of responsibility in defining goals, planning and conducting activities.

Basic activities in climate setting

A. Self -Introduction

- Self-introduction exercise fosters positive attitudes among participants and facilitators and also vital to build participants confidence.

B. Establish Learning Agreements/Norms

- To manage the learning process properly and maintain effective learning environment, both the facilitator/s and participants have to agree on certain norms developed together.

Contd.

- Main issues to be included in the agreement:
  - Attendance requirements,
  - Schedules
  - Cell phone management
  - Energizer,
  - Morning reflection,
  - Other training ground rules,
  - Class management, etc.

C. Defining Expectation of Participants

- It is important to know participants hope to accomplish during the training program and align their expectations with that of the program content.
- Questions to raise to this end are:
  - Why are you here?
  - Do you anticipate any difficulties during the course? (fears)
  - How do you think this training will help you at work? etc.

Contd.

- Different methodologies can be applied by the facilitator.
- Making a note of all the expectations is useful for both the participants and facilitators for reference.

D. Entry Level Self -Assessment

- Pre- training self -assessment exercise will help the facilitator to explore the level of skill and confidence of participants on major components of a training program.
- Different approaches can be applied to undertake the exercise like pre training checklist, questionnaire, reflection and other appropriate mechanisms based on the type of the training program.
- It is also important to evaluate whether or not any transfer of learning has taken place at the end of each session as the result of the training.

SESSION TWO

SYSTEMATIC APPROACH TO TRAINING

General Objectives

- To enable participants realize the importance of training for learning and development, and
- To identify different approaches/models of systematic approach to training.

Specific Objectives

After completing this session, participants will be able to:

- Describe training and its relationship to education and development by their own words.
- Identify the benefits of training to various parties without any reference.
- Describe the major components of systematic approach to training without any reference.

Training and its Relationship to Education and Development

- Define the concepts, relationships and differences among the following:

✓ Human Resource Development

✓ Training

✓ Education

✓ Development

✓ Learning

Training, Education and Development

- Training is an activity that takes place continually within an organization to enhance employees skills and job related problems..
- It may be **formal or non-formal** such as (designed to address knowledge or skill or attitudinal gap of employees) so that HRD in the organization would be addressed.

Contd.

- The five most important concepts covered by employee development are:-
  - Training,
  - Education, and
  - Development.

Human Resource

- Human Resource (HR) refers to an employees of an organization's working the mission of the organization. people asset
- By recruiting the right people, developing their capabilities, rewarding effective performance and ensuring staff welfare, and providing **training** organization can achieve its business goals.

Education

- Education is a type of instruction as given in a schools and universities.
- For Adults it is usually focused on the acquisition of knowledge, intellectual development and the achievement of qualifications.
- Education helps employees to achieve their future career objectives.

Training

- The systematic development of the knowledge, Skills and Attitudes/KSA/ required by an individual to perform adequately a given task or job.

Development

- The deliberate capacity building activity that requires longer period of time and obtained through different forms.
  a. Specialized formal education program
  b. Development is also untaught activity, observation or study where the primary purpose is learning or increasing someone's potential.
- Continuous development suggests ongoing learning, growth and change.

Learning:

- Learning has been defined in a number of ways to reflect different theories and ideologies.

- Our definition is intended to embrace the main aspects of current thinking.

Contd.

- Learning is the process of acquiring or developing:
  - Knowledge and understanding
  - Skills and changes in behavior
  - Emotional competence (e.g. confidence) and attitudinal

through a continuous and intended as well as unintended form of acquiring it.

How are training and development acquired in organizations?

- Proper selection of human resource, i.e. choosing the right person for the right job, and

- Through human resources development – through intervention – helping them to learn in order to bridge the performance gap, if any, and make them more proficient.

Comparison Table

Training	Education	Development
It is For the present job & task oriented	It is for a future job & aimed at developing KSAs required in all aspects of life.	It is for the growth of the performer rather than being related to a specific job. It is future oriented
There should be immediate result when the trainee returns to their job	Results are obtained when the performers start their new job	Results may not been seen for sometimes
It is the acquisition of technology which permits employees to perform their present job to standards	It is training people to do a different job	It is training people to acquire new horizons, technologies, or viewpoints
It improves human performance on the job the employee is presently doing or is being hired to do.	It is often given to people who have been identified as being promotable, being considered for a new job either lateral or upwards, or to increase their potential	It enables leaders to guide their organizations on to new expectations by being proactive rather than reactive.
Short term periodic process	It is life long	Long term ongoing process
It is given when new technology is introduced into the workplace.	It has no demarcation	It enables workers to create better products, faster services, and more competitive organizations
can be fully evaluated immediately upon the learners returning to work	can only be completely evaluated when the learners move on to their future jobs or tasks	It is learning for growth of the individual, but not related to a specific present or future job
We can test them on what they learned	We cannot be fully satisfied with the evaluation until we see how well	Unlike training and education, which can be completely evaluated,

Learning needs to focus in organizations

- By focusing on improving work performance
- Applying legislation, rules or procedures
- Awareness of context (technological, economic, and cultural)
- Developing potential (including career development and equipping people to deal with future challenges)

Contd.

- Implementing change
- Managing relationships (e.g. Team working, customer care)
- Specialist skills (e.g. finance), increasingly leading to qualifications
- Working/Existing in a dynamic environment

Activity 2.2 Benefits of Training

1) What are the benefits of training:-

- For individuals in your organization
- For your organization

2) Discuss the steps in the training cycle by considering your organizations experience?

3) Do you think that your organizations practice is right?

Benefits of Training

Benefits of training for employees:

1. The opportunity for promotion and self-improvement.
2. Improved job satisfaction through better job performance.
3. The chance to learn new things.
4. Adaptability – greater ability to adapt to and cope with changes.

Benefit for the organization

- Higher productivity through better job performance and more efficient use of human resources.
- Goals and objectives more effectively met.
- Reduced costs due to less labor turnover, errors, accidents, absenteeism, etc.
- A more capable, “mobile” workforce
- Existing staff more easily retained
- Less disruption in event of staff turnover.
- Employees are better able to cope with organizations “crises”.

Systemic approach in training



Steps in a systematic approach to training

1) Assess organization's aims and objectives
2) Analyze the training needs
3) Setting aims and learning objectives
4) Designing training strategy
5) Implementing training strategy
6) Evaluation

Activity 2.3 Components of Systematic Training

- In your groups explain each step.
- Relate it to the Procurement office and discuss how it is implemented accordingly.

SESSION THREE

ADULT LEARNING AND STYLES

Introduction

- Being an effective facilitator involves understanding how adults learn best.
- Compared to children and youth, adults have special needs and requirements as learners.
- Training programs must be provided by taking the basic principles into account to make the learning process effective.

General Objective

- The main purpose of this session is to prepare participants to identify and apply the principles of adult learning and as well to identify the various learning styles.

Specific Objectives

After completing this session participants will be able to:-

- Describe the basic principles of adult learning
- Explain the difference between andragogy and pedagogy and its importance to support and fulfill the needs of adults in the training program.

Contd.

- Identify the characteristics of adult learning theory.
- Apply the theory in the learning process.
- Describe the major factors in retaining and recalling knowledge with examples
- Discuss the various learning styles

Activity 3.1 Meaning and Nature of Adult Learning

Discuss in pair about the following terms

- Adult
- Adult learning
- Pedagogy
- Andragogy

Adult

The concept "**adult**" is not limited to age but also

- Achieve Physical maturity
- Move away from our parents
- Have children of our own
- Exercise a much greater role in the making of our own choices.

Andragogy vs Pedagogy

- Andra ---- Adult
- Peda ---- child

- From Pedagogy to Andragogy", it is stated that

❖ **Andragogy** is the art and science of helping adult learning, while

❖ **Pedagogy** describes how to teach at schools.

ADULT LEARNING

- Its application has been developed by Malcolm **Knowles**, USA as the P-MARGE model.

- P-MARGE describes the difference between teaching adults who are learning for **practical output in their workplaces** and **teaching students at schools.**

Reflection

What is the difference between Andragogy and Pedagogy?

Comparing Pedagogy and Adragogy

	Pedagogy	Andragogy
The concept of the learner	Students are fully dependent on the teacher.	Participants are "self-directing" and not dependent on the workshop leader.
The role of the learner's experience	Students have little experience related to the learning content. Thus teaching is straight transmission from the	Participants have a great volume, quality and Varity of relevant experience. This experience is a primary source of participants' identities. In addition, participants come to workshops with many preoccupations and

Contd.

The learner's readiness to learn	Students learn what and when they are told to learn.	Participants only learn when they experience the need to know or do something. Their readiness to learn is often triggered by a change in their situation.
The learner's orientation on learning	Students are subject centered.	Participants are life, task, and problem centered.
The learner's motivation to learn	Students are motivated to learn by external pressures.	Participants are only motivated to learn primarily by internal pressures such as self-esteem, recognition, quality of life, and greater self-confidence

P-MARGE model

P: Learners are	**P**ractical
M:Learner needs	**M**otivation
A: Learners are	**A**utonomous
R: Learner needs	**R**elevancy
G:Learners are	**G**oal-oriented
E: Learner has life	**E**xperience

Group work

Identify the andragogy and pedagogy models from the following features and give your reasons for each.

1. Aimed at increasing knowledge of learners.
2. Low teacher activity.
3. Two - way communication.
4. Poor at development of skills and attitudes.
5. High motivational role.
6. High classroom teacher activity.
7. Less challenging to learners.
8. Good for development of skills and attitudes
9. Predominance of one - way communication

Group work cont'd

10. Predominant student activity is listening
11. Learners become pure information seekers
12. Development of critical mentality
13. Teachers are not major source of learning
14. Characterized by poor motivational role

Factors in the mind's ability to recall the information

- First and last (order presented) - the most important information should always be presented first, then summarized at the end of any learning session.
- Recentness
- Association
- Review

Adults Retain

1) 20% of what they hear
2) 30% of what they see;
3) 50% of what they see and hear; and
4) 90% of what they say as they do

Activity 3.2 Principles of Adult Learning

- Identify principles of adult learning.
- Discuss the assumptions behind each principle.

Principles of Adult Learning

- Adults bring a lot of experience with them to training programs.
- Adults want training that focus on real-life problems and tasks rather than on academic situations.
- Adults are accustomed to bring active and self-directing

Principles with assumptions

a. Adults bring a lot of experience with them to training programs.

Basic assumptions :-

- Adult learning is unique to each individual because they learn at their own pace and in their own way.
- Adults have invested a lot in their experience.
- Very few adults want, or expect, to change their self –concept
- Whenever they want to change at deep personal level, they do it willingly.

Contd.

b. Adults want trainings that focus on real-life problems and tasks, rather than on academic situations.

Basic assumptions

- Adults see learning as a means to an end, rather than as an end in itself.
- Learning is voluntary because they only learn what they want to learn; to do what they want to do.

Contd.

c. Adults are accustomed to being active and self-directing.

Basic assumptions

- The best learning is based on experience sharing.
- Most adults like to work with others.
- Aim for a cooperative and collaborative process that supports participants sharing their experiences.

Activity 3.3 Principles and their relevant practices

- In order to apply each principle what practices do you propose? List out the practices for each principle.

- **Example: For principle 'a" We suggest Encouraging adults because…**

Practices Suggested for principle “a”

Adults bring a lot of experience:-

- Because adults want to test training’s learning content against what they already know, encourage them to answer questions from their own experience.

- Besides this facilitators need to value difference.

Contd.

- Adults do not want to be under estimated and it is critical to maintain their self-esteem through out the training.

- Provide a supportive and challenging learning climate.

Example: Overlook mistakes and learning can only be encouraged, not coerced.

Contd.

- For learning to occur, material has to be provided in manageable steps to enable them understand as they learn, and gradually come to master the complete task.

- Adults want feedback, for example, on how they are progressing .

- Positive reinforcement is also needed when adults first practice a new skill.

Practices suggested for principle “b”

- Adults prefer trainings on real life problems than academic situations

- Ensure that the training provides useful information relevant to participants’ immediate needs.

- Tell adults about the purpose and benefits of the training, and about the process you intend to follow to let them know what is in it.

- Summarize and review often, and do progress reviews because adults like to see that progress is being made.

Practices suggested for principle “c”

- Adults are accustomed to being active and self-directing.

- Participants needs to be encouraged, supported expected, and even demanded to share more experience.

- For learning to occur adults have to learn by doing, learn from mistakes. They need to discover solutions on their own.

- Adults want to be consulted and listened to. Although facilitators need to be directive at times, directing should be the exception rather than the rule.

Activity 3.4 Characteristics of Adult Learners

- Identify the distinguishing characteristics of adult learners.
- How should the trainer treat adult learners in a training? Share any unique experience in this regard.
- What is the difference between pedagogy and andragogy

Characteristics of Adult Learners

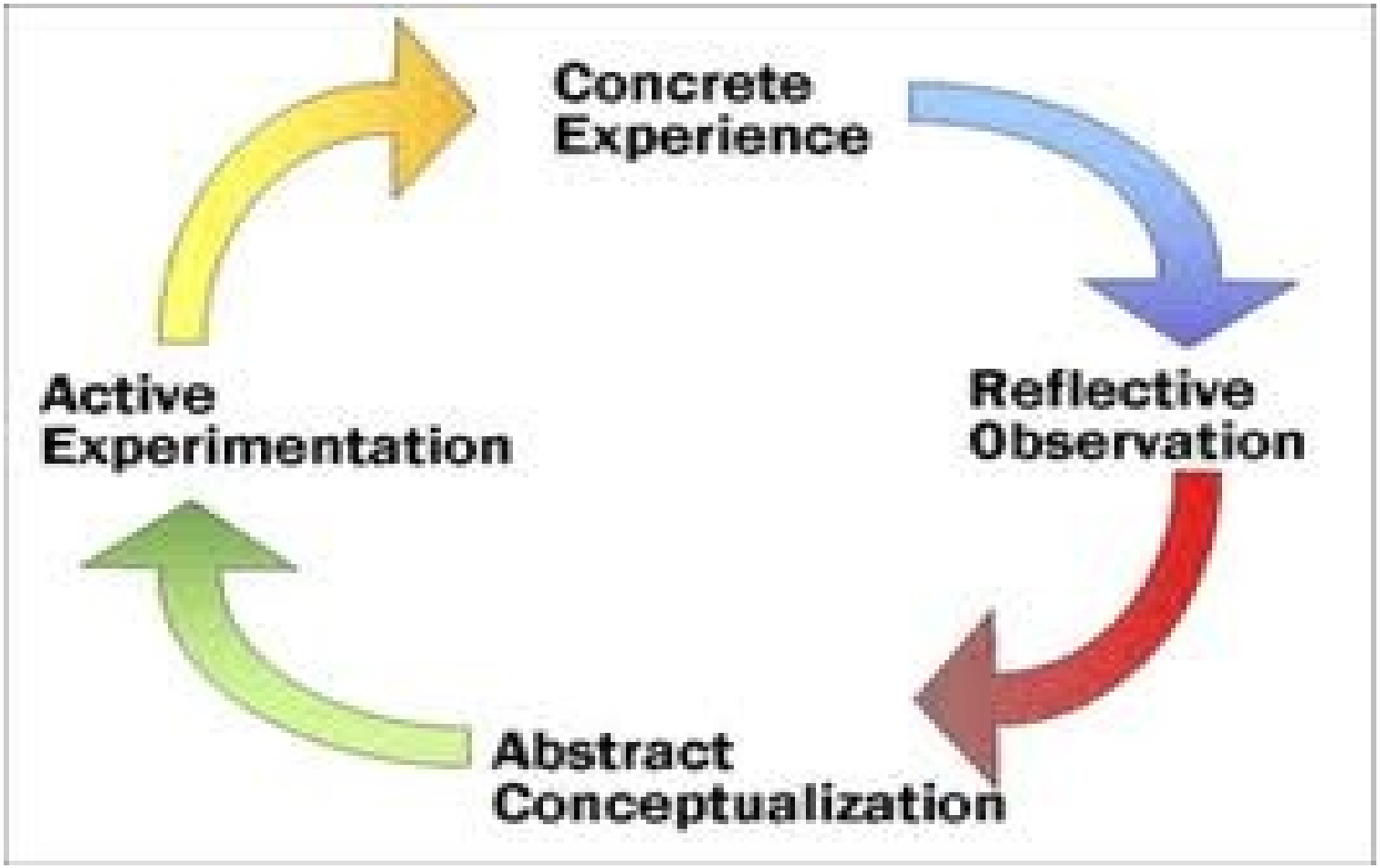
- Adults have a need to know why they should learn something,
- Adults have a deep need to be self-directing,
- Adults have a great volume and different quality of experience,
- Adults become ready to learn when they experience in their life a need to know or a need to be able to perform more effectively,
- Adults enter into a learning experience with a task-centered orientation to learning,
- Adults are motivated to learn by both extrinsic and intrinsic motivators.

How to treat adult learners

- Value their real experience and ideas
- Value their diversity and differences,
- Forward relevant issues,
- Respectfulness for their need of self-directing
- Be flexible,
- Involve more tasks
- Moderate speed,
- Offer balanced chance for participation.
- Motivate the learners.

LEARNINING STYLE

- Kolb’s Experiential Learning Theories



Contd.

- According to Kolb's model, the ideal learning process engages all four of these styles in responses to situational demands.
- In order for learning to be effective, all four of these approaches must be incorporated.

Contd.

- Concrete Experience: Something happens to the learner.
- Reflective Observation: The learner thinks about what happened.
- Abstract Conceptualization: The learner works out a theory or modifies or reinforces an existing one as a result of the experience and the reflection on it.
- Active Experimentation: Use concrete experience and active experimentation and actually doing things instead of merely reading about and studying them.

Learning Style Preferences

(Honey and Mumford – styles adapted flexibility based on different situations.

- Activists – practically involve themselves in problems and learn by doing
- Reflectors- want to take changes to share views and learn from exchange of ideas
- Theorists- attempt on analysis of concepts, theories and principles
- Pragmatists- relate learning with ideal situation and try to solve real problems

- What kind of learning style is your preference?

Activity 3.6 Effective Learning

- Discuss situations that makes learners more effective for all styles.

Activists

They learn best when:

- ✓ involving in new experiences, problems and opportunities
- ✓ working with others in work-related games, team tasks, role-playing
- ✓ being thrown in the deep end with a difficult task
- ✓ chairing meetings/leading discussions

Activists

They learn less when:

- ✓ Listening to lectures/long explanations
- ✓ Reading/writing/thinking on their own
- ✓ Absorbing and understanding data
- ✓ Following precise instruction to the letter

Reflectors

Reflectors learn best when:

- ✓ observe individuals or groups at work
- ✓ review what they have learned
- ✓ produce analyses and reports doing tasks without tight deadlines

Reflectors

Reflectors learn less when:

- acting as leader or role-playing in front of others
- doing things with no time to prepare
- being thrown in at the deep end
- being rushed or worried by deadlines

Theorists

Theorists learn best when:

- ✓ They are put in complex situations where they have to use their skills and knowledge
- ✓ They are in structured situations with clear purpose
- ✓ They are offered interesting ideas or concepts even though they are not immediately relevant
- ✓ They have the chance to question and probe ideas behind things

Theorists

Theorists learn less when:

- ✓ They have to participate in situations which emphasize emotion and feelings
- ✓ The activity is unstructured or briefing is poor
- ✓ They have to do things without knowing the principles or concepts involved

Pragmatists

Pragmatists learn best when:-

- There is an obvious link between the topic and job
- They have the chance to try out techniques with feedback e.g. role-playing
- They are shown techniques with obvious advantages e.g. saving time
- They are shown a model they can copy e.g. a film or a respected

Pragmatists

Pragmatists learn less when:

- There is no obvious or immediate benefit that they can recognize
- There is no practice or guidelines on how to do it
- The learning is ‘all theory’

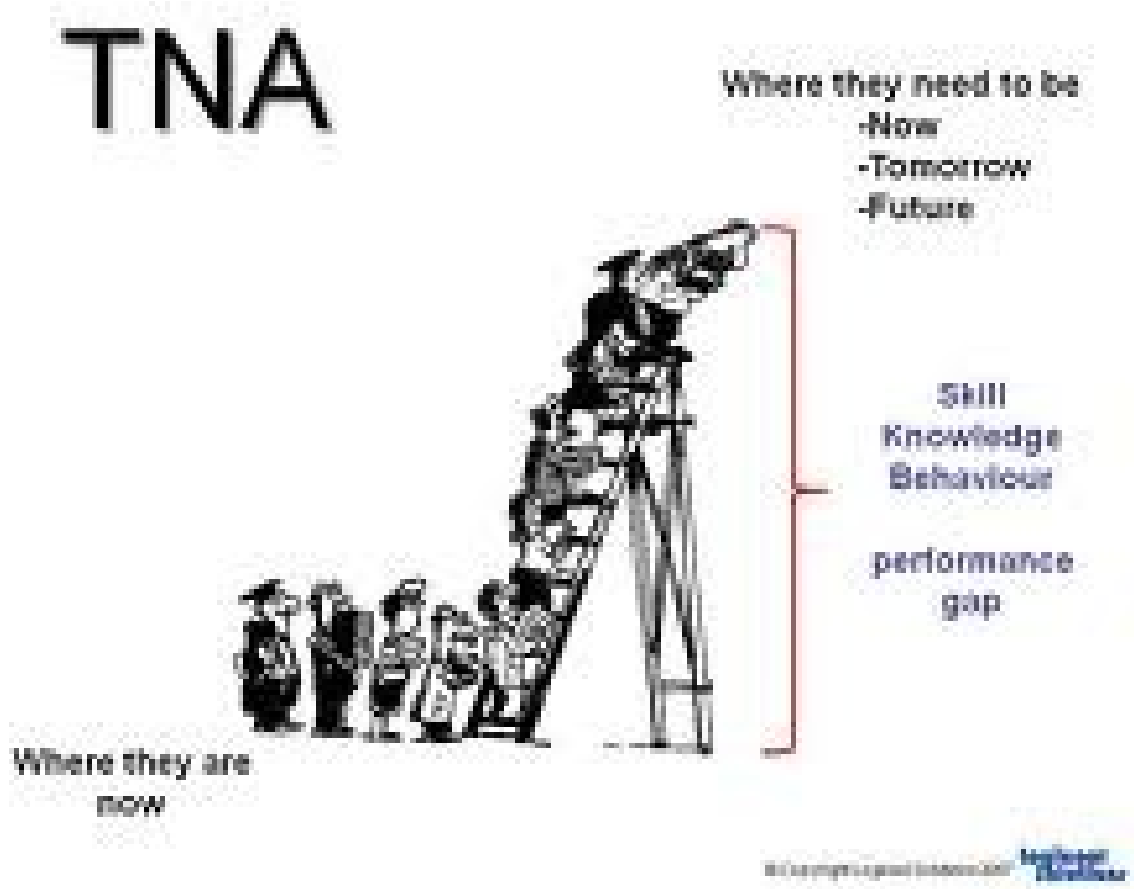
Lessons

- All styles do have their own weaknesses and strengths
- As a trainer be aware of:
  - Diversity
  - Your training design and delivery
  - Your style should not be imposed on the trainee

Activity 3.6 Learning Styles

- Prepare a presentation on a topic and use one learning style to deliver a training for adults.

SESSION FOUR/TRAINING NEED ANALYSIS



Introduction

- The training needs analysis (TNA) is a critical activity for the training and development function.

- Training activities that are conducted without TNA cannot bring about satisfactory results to the organizations or to the employee.
- The session tries to discuss this issue.

General Objectives

- The general objective of this session is to enable participants identify the importance of training need analysis to make a training program purposeful.

Specific Objectives

- Define Training Need Analysis correctly using their words.
- State the importance of TNA without any reference.
- Explain the four major process of TNA and their relationships by referring to their handout.

Specific Objectives

- State the three levels of TNA without any reference
- Explain the important tools and their applications to undertake TNA with the help of the handout.
- Develop need assessment questionnaires and conduct Need Assessment surveys in team.

What is Training Need Analysis

- A training need analysis is the method of determining if a training need exists and if it does, what training is required to fill the gap." (Gary Kroehnert, 1995)
- Therefore, carrying out a TNA is largely a matter of:
- Getting information,
- Identify where individuals and organizations are now, and where they need to be (i.e., the gap), and

Contd.

- Aims to find ways to add to substantial and specific changes in what and how employees do their job.
- So, before the training program begins, the trainers needs to know exactly what they are trying to attain and what the result will look like.

Process of TNA

Need Analysis

Identify Stakeholders

Evaluation

Plan data Gathering

Gather Information

Collect and Analyze Data

Conclusions
Recommendations

Need Analyzes

Evaluation

Activity 4.1 Purpose of TNA

- Identify as much reasons as you can on why we need to undertake TNA.
- List down the results or outcomes of TNA.
- What challenges can you face/do you faced in the absence of TNA?

Purposes of TNA

- Defining the gap between the current and desired performance.
- Identifying the learning required to support organizational change.
- Understand operational problems and how training and development might assist.

Contd.

- Profiling/outlining jobs and tasks in order to prioritize Training & Development (T & D) requirements
- Exploring individual competence against agreed standards
- Utilizing and supporting personal development planning and career development

Result/Outcome of TNA

- Individuals are generally clearer about their needs and how they might be met.
- Individuals and teams have specific development objectives and a coherent plan for achieving them.
- The content on any T & D activity is determined so that it may be designed, purchased or commissioned.

Contd.

- There is a transparent link between corporate requirement and T & D activity.
- Both short-term needs (e.g. performance improvement) and long term needs (e.g. career development) are addressed.
- Best value T & D options are selected and are able to be evaluated.

- The reputation of T & D is enhanced and there is increased understanding of, and commitment to, both needs analysis and training.

Establishing Terms of Reference (TOR) for a Need Analysis Project

- TOR is the expression used to describe an agreement between two parties about how a piece of work will be carried out.
- In relation to a need analysis it will usually contain details about the purpose of the work, how long the project will last and responsibilities of the parties concerned.
- It is a living agreement and is usually subject to review and change to meet the needs of all concerned.

Items of TOR

- **Business Objective** – Clear link between the need analysis and the business requirement
- **Project Objective** – the goal of the need analysis.
- **Scope and Focus** – the size of the analysis (its boundaries)
- **Resources** – what is needed and what is available (financial, human and physical, time etc,)
- **Constraints** – limitations of authority, lines of communication or other boundaries.

Levels of TNA

- **Organizational Level**
- **Task Level**
- **Individual Level**

Activity 4.3

- What issues do you consider at each level to conduct TNA?

Organizational/Strategic Level

- Organizational analysis looks at the effectiveness of the organization and determines where training is needed and under what condition will be conducted.

- The information needed to conduct an organizational analysis includes the following.

Contd.

- Skills inventory (both currently available and short and long term needs),
- Analysis of efficiency indices (costs of labor, costs of materials, quality of products etc.)
- Changes in equipment, technology or automation
- Periodic report
- Plans for reorganization or job restructuring
- Employee attitudes and satisfaction etc.

Occupational/operational/ task analysis level

- Operational/task analysis provides data about a job or a group of jobs and the knowledge, skill, attitudes and abilities needed to achieve optimum performance.

Task analysis involves:

1. Describing the job.
2. Identifying the tasks within the job.
3. Identifying the knowledge, skill, ability and Others (KSAOs) needs to perform the job.
4. Identifying the areas that can benefit out of training.

The result of task analysis

i. Operational standards of performance
ii. How task should be performed to meet the standard
iii. The knowledge, skill abilities and other characteristics the employee need to possess in order to meet the standards.

Data sources for Task Analysis

i. Job description

ii. Observing the job

iii. Asking questions about the job

iv. Reviewing literatures about the jobs.

Individual level/person Analysis

- The focus of individual/person analysis is on how well each employee is performing the job and who needs to be trained and what kind of training is needed.
- At this level, the organization is seeking to identify any shortfall in the individual's knowledge, skill and attitudes required to perform his or her job.
- The difference between the desired level of performance and the current performance is the training gap.

Activity 4.3 Indicators of Employee Needs

- What are the indicators of employees needs?

Causes/indicators of employee's training needs

1) Transfer
2) promotion
3) Changes in job content, change in systems, change in technology, change in working environment
4) Reported work accidents
5) Quality control records
6) Performance records
7) New policies and procedures
8) Grievances and conflicts etc.

Methods to individual analysis:

1) **Interview:-** Talk to the job holder, the immediate supervisor, customers, & subordinates,

2) **Performance evaluation:-** Identifies weaknesses and areas of improvement,

3) **Performance problems:-** Critical incidents, productivity, absenteeism or tardiness, accidents, grievances, waste, product quality, down time, repairs, equipment utilization, customer complaints etc.,

Contd.

- **Observation** – observe both behavior and the results of the behavior,
- **Work sample** – observe products generated,
- **Attitude survey** – measures morale, motivation satisfaction,
- **Questionnaires** – written form of the interview, tests to measure job related qualities such as job knowledge and skills,

Contd.

- **Checklist or training progress charts** – up-to date listing of current skills,

Data collection Methods

The most commonly used data collection methods for TNA are:

- Questionnaire,
- Interview,
- Observation, and
- Document review

Features of good questionnaire

1. It should be simple and clear
2. The questions should be arranged in logical order
3. It should require answers which are definite, brief and easy for data analysis
4. It should contain one question at a time (avoid double barrel questions)

Interviews

1. Structured,
2. Unstructured or
3. Semi-structured

Activity 4.4 Related Factors for Determining Data Collection

- Discuss on factors determining methods of data collection and data sources.

Factors to select/determine data sources:

1) The amount of time available
2) The human resource availability/quality and quantity
3) The level of accuracy you require
4) The reliability of each data source
5) The accessibility of each data source

Contd.

Preparing & Submitting a Report of TNA

- The TNA report should at least contain the following major components:

1) Introduction
2) Scope
3) Methodology
4) Findings
5) Conclusion & Recommendation

TNA Report Tips

1. Reports that are short, concise and to the point are the ones that get attention.
2. Craft the style and content of the TNA report to fit the intended audience.
3. Avoid jargons that your audience/readers may not know.
4. Read report to check for confusing ideas and sentences.
5. Use a logical structure for your documents.
6. Allow sufficient time for getting feedback.

Activity 4.5 Developing TNA

- Assume that you are undertaking a TNA on a certain area.
- Develop a TNA questionnaire that possess the three main components/Organization, Task and Individual/ at each level with open ended, close ended questions and Likert scale.
- Develop a TNA interview that possess the three main components.

SESSION FIVE

TRAINING DESIGN

Objectives

After completing this session, participants will be able to:

- **State** the purpose of **aims and** learning objectives by referring the material
- **Identify** target groups for a training program using the TNA exercise conducted.
- **List out** and describe methods of training from experience
- **Describe** the **fundamental principles** of training design from memory.

Session Contents

- Training Aim
- Training Objective
- Target Group
- Training methods
- Training design Principles

Aim

The aim of this session is to enable participant equip with the knowledge and skill to **design a training program**.

Designing a training program is like planning a trip



Who is going?

When are we going?

Where – what is the outcome?

Why have we chosen this destination?



What do we want to see and do?

How will we get there – How will I communicate the information?

Training Design

- It is the entire process & analysis of learning needs and goals and **the development of a delivery system** to meet those needs.
- It is the blue-print/structure of the training.
- It answers the 5WH questions as per the training need:

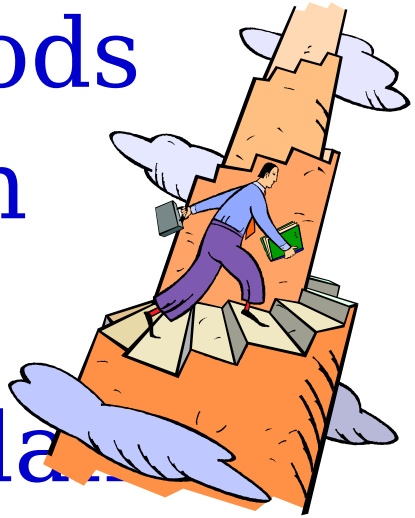
What, why, when, where, who & how

Think-pair share

- What are the basic elements of training design?

Basic steps in Training Design

1. Write aims and objectives
2. Identify content areas
3. Select training methods
4. Develop training plan
5. Evaluate training
6. Develop the lesson pla
7. Summarizing the training design



AIMS

- **Broad statements of intent:**
  - **Describing** what the program, session, etc, is setting out to do, written from the ***trainer perspective.***
  - **Ideally summed up in a sentence**
  - **Usually starts with 'To …'**

continued

- **Its purpose:**
  - It gives **general indication** of what may be learnt and what the benefits are from **attending the training**
  - It **does not give any details** or means of assessing whether the learning has been successful.

Eg. *To introduce the concepts of judicial decision-making so that you understand and apply these principles in court.*

Training Objectives

- Objectives are very important tools in
  - the design,
  - implementation, and
  - evaluation of training.

- A major step in the systematic approach to training & development is concerned with the

Rules for setting training objectives

Rule 1: the ***activities of the trainer during training sessions should be excluded.***

Examples

“During my first session with learners I will teach them about the law of Ethiopia”

But the objective in the following way

continued

2.Objectives should specify what learners should be able to do at ***the end of the training session***.

e.g. At the end of the session the learners will understand Ethiopian law.

3. Objectives should ***describe observable behaviour*** (outcome)

e.g. At the end of the session the learners will be able to **describe** Ethiopian law.

4. Objectives should **specify** exactly what areas of the subject will be covered.

e.g. At the end of the session the learners will be able to describe ***the two main articles*** in the law of Ethiopia.

continued

5.Objectives should contain standards of acceptable performance.

e.g. At the end of the session the learners will be able to describe the two main articles in the law of Ethiopia **correctly**

6. Objectives should state the ***conditions under which the participant should display*** the observable behaviour we have laid down.

e.g. At the end of the session the learners will be able to describe the two main articles in the law of Ethiopia correctly ***w/o reference to any text book.***

Examples

- The learners will be able to describe the important factors which determine simple income Support payments in three out of four test example, with reference to the appropriate department tables.
- The learner will calculate VAT at $17\frac{1}{2}\%$ with accuracy in every case, without assistance from another and without using a pocket calculator.
- The learner will list six out of ten principles of Methods Study unaided.

- **Activity:**

Develop training aim and objective based on identified training title during Training Need Assessment session.

Time: 20 minutes

Standards
Conditions

On three out of four occasions

Unaided/without assistance from another

With 100%accuracy reference

With or without to notes or textbooks

Correctly

Under test conditions

To meet national standards handouts Or agreed organizational Requirements

With the aid of

After discussion with a colleague

State nine out of ten learning points

Example

By the end of the session, all learners will, without supervision, be able to:

- correctly state the purpose of aims, objectives, learning goals and key learning points
- accurately construct objective containing the three key elements; and,
- design an effective learning goal which contains the three key elements.

Exercise

Using the above rules examine what the following objectives *lacks*:

1. “During my first session with learners I will teach them about the Ethiopian law.”
2. “At the end of the session the learners will understand Ethiopian Law.”
3. “At the end of the session the learners will able to describe Ethiopian Law.”
4. “At the end of session the learners will able to describe the four main branches of the Ethiopian Law.”
5. “At the end of the session learners will able to describe the four main branches of Ethiopian Law correctly.”
6. “At the end of the session learners will be describe the four main branches of Ethiopian Law correctly without reference to any text or aide-memoire.”

Target Group

- The target audience for the training application has to be determined.
- Some trainees will have more experience than others so the starting point and depth of training will vary.
- The target audience should not be guessed.
- A good approach is to survey the intended trainees until sufficient

Learner profile checklist (adapted from Coetzee, 2002)

a. Demographic information:

- What is the average experience of the learners?
- What is the ratio of male and female learners?
- In what different fields are the learners employed?
- Where do most of the learners live? In rural or urban areas?
- What is the ratio of the different cultural groups? Indicate the percentages.

b.Language level:

- Can they understand the language that will be used?

c. Access to technology:

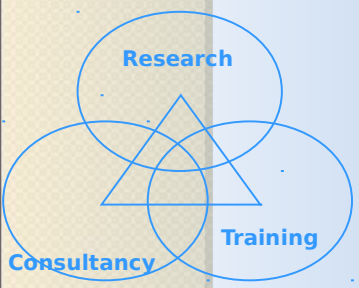
- Do the learners have access to tape recorders, video recorders, CD players, DVD players, computers with CD-ROM or DVD?

d. Entry level of the learners:

- What is the highest level of education?
- What are the prerequisites for each of the courses or subjects?

e. Motivational Information

- Why have the learners enrolled for the training course?
- How does the training programme or course relate to their work?
- What is the learners' attitude towards the programme?
- What are the hopes and fears



f. Information on learning

- What previous experience do the learners have.
- How much time do the learners have available to participate in the training?
- Do the learners have enough time to do assignments?
- Do they have enough resources for reference purposes, if

g. Learning programme information:

- What do most learners know about the learning programme?
- Do they have any previous experiences in this field or domain?
- What personal interests and experiences relevant to the learning programme do the learners have?

Learning Objectives

Describes a specific behavior, conditions, level of achievement and is written from the learner's point of view.

Three Elements of a Learning Objective

- Outcomes (e.g. behaviors, knowledge)
- Conditions (e.g. unaided)
- Standards (e.g. quantity, quality)

Bloom's Taxonomy Objectives

1. **Cognitive domain- Knowledge**

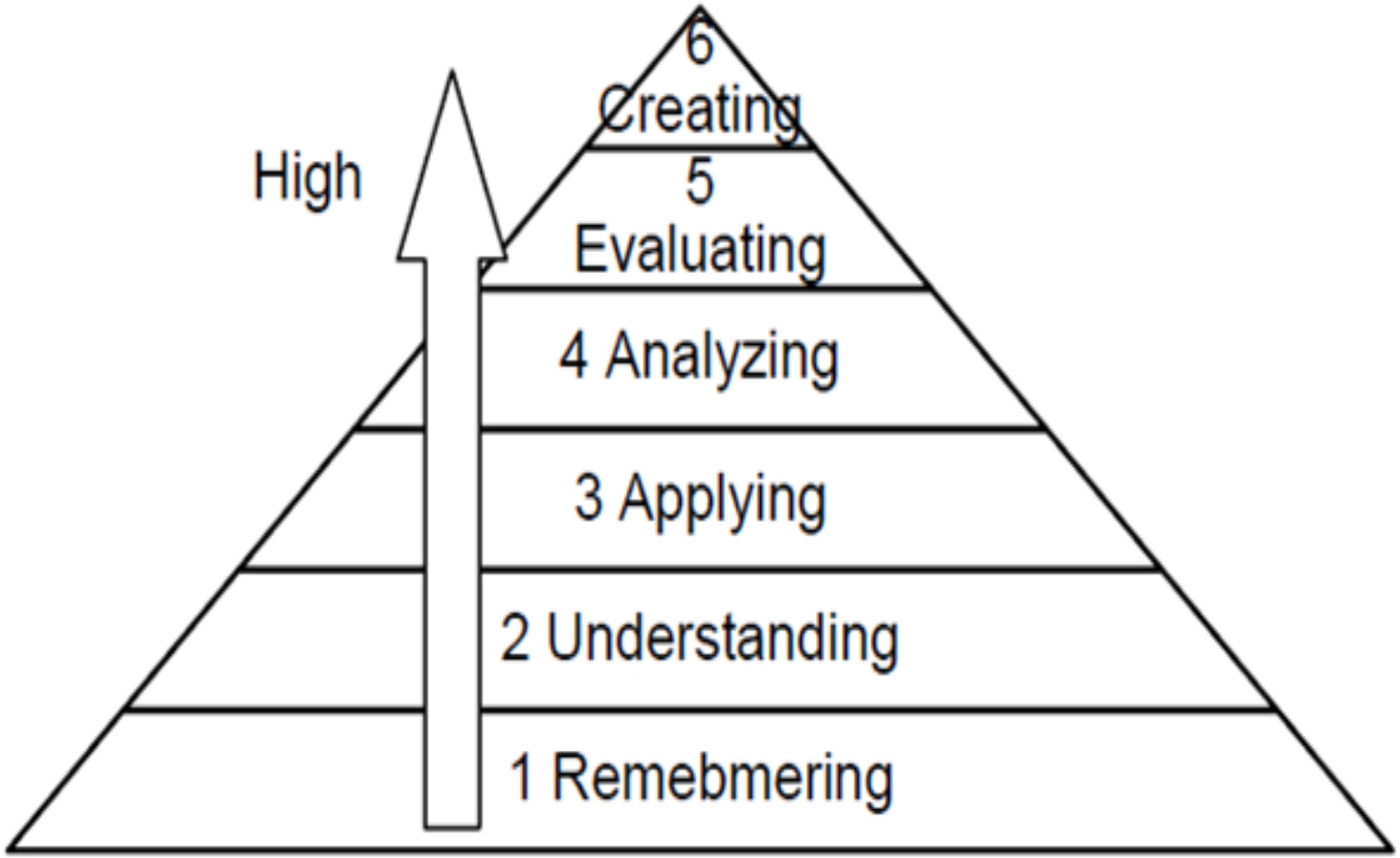
- Cognitive Domain comprises of Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation from the lower to higher level.

2. Psychomotor domain-Skills

- Psychomotor domain comprises of Perception, Set, Guided Response, Mechanism, Complex Overt Response, Adaptation, and Origination.

3. Affective Domain- Attitude -

Cognitive Domain



	Level	Description	Example and Key Words
6	Creation	Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	***Examples***: Able to design a training programme to improve organisational performance. **Key Words:** categorizes, combines, compiles, composes, creates, designs, explains, generates, organises, plans, etc.
5	Evaluation	Make judgments about the value of ideas or materials.	***Examples***: Able to explain and justify a new training programme based on the training needs analysis. **Key Words:** appraises, compares, concludes, contrasts, criticizes, describes, evaluates, justifies, summarizes, etc.
4	Analysis	Separates material or concepts into component parts so that its organisational structure may be understood	***Examples***: Able to gather information from your organisation and identify priority organisational problems. **Key Words:** analyzes, breaks down, compares, differentiates, identifies, etc.
3	Applying	Applies what was learned in the classroom in the work place.	***Examples***: Able to develop mission statement of your organisation. **Key Words:** applies, changes, computes, constructs, demonstrates, etc.
2	Understanding	State a problem in one's own words.	***Examples***: Able to explain steps of change management. **Key Words:** comprehends, converts, defends, distinguishes, estimates, explains, etc.
1	Remembering	Recall previous learned information.	***Examples***: Able to state mission of your organisation. **Key Words:** defines, describes, identifies, knows, labels, lists, etc.

Skills



- **Change in ability to do something**
- **Easier to identify and determine if met**
- **Focus on being able to perform a task or procedure**
- **Requires practice and feedback**
- Psychomotor domain comprises of Perception, Set, Guided Response, Mechanism, Complex Overt Response, Adaptation, and Origination.

Attitudes

- **Used to change feelings, beliefs, values**
- **To increase awareness of or sensitivity to certain issues or ideas**
- **Most difficult to assess**
- **Observed over time**



- Affective domain comprises of Receiving, Responding, Valuing, Organizing, and Characterizing.

ACTION!

Adjust	Decide
Analyze	Evaluate
Assess	Choose
Select	Criticize

Cite	Compare
Describe	List
Explain	Differentiate
Name	Relate
Identify	Define

Compute	Prepare
Prove	Design
Develop	Demonstrate
Record	Solve
Measure	Construct

Objectives always start with an action verb!

Training Methods

- The primary purpose of training methods is to help the learner to learn better and faster.
- All methods and media are useful only so far as they make learning happen more effectively and efficiently.
- Successful method and media use is heavily dependent on adequate preparation and

Choosing and using training methods

A **training method** is a way in which people are organized in order to conduct a **training activity,** which will contribute towards the achievement of the learning outcomes.

Methods can take various forms:

1) Individual methods (e.g. face-to-face tutorial)

2) Group methods (e.g. lectures)

Steps for choosing training methods

Step 1: From your objectives determine whether you have to:

i. **get across information or knowledge**

ii. **develop skills or performance**

iii. **change attitudes or values**

iv. **combine a., b. or c.**

Step 2: For each objective determine what kind or level of knowledge, skill or attitude must be learned.

Step 3: Decide whether show or discovery methods are most suitable.

Step 4: Consider any constraints such as:

i. **target population**

ii. **group size**

iii. **time**

iv. **expectations and norms**

v. **resources**

vi. **budget , etc.**

Step 5: Decide on instructional method and

Additional tips to use delivery methods

- Clarify learning objectives
- Check whether the method is practicable
- Determine whether the learners are comfortable with the chosen method
- Determine whether you are comfortable with the method

Questions that can help you decide on whether the method is suitable to your learning outcomes or objectives:

i. What do you want to accomplish by using it?

ii. Is it to entertain, relax, impress, arouse, stimulate, or inform your learners?

iii. Are you planning to have the learners acquire new skills and new information, or are you exploring attitudes and feelings?

Remember that learning can be categorized into three domains:

1. Cognitive: which deals with the recall or recognition of knowledge and the development of intellectual abilities.

2. Affective: which describes changes in attitude & values & the development of appreciations & adequate adjustments.

3. **Psychomotor:** which has to do with the development of manipulative skills, involving tools,

Descriptions of common training methods

A. Trainer centered methods

1. Demonstration
2. Lecture
3. Forum
4. Tutorial
5. Mentoring

B. learner centered methods

1. Brainstorming
2. Buzz groups
3. Case study
4. Debate
5. Fishbowl
6. Group discussion
7. Reflection

more on np

8. Role playing
9. Simulation
10. Seminar
11. Visits
12. Workshops
13 Computer-aided instruction
14. Project session

Fundamental Training Design principles

a. Organizing your Content

i. Consider how you sequence the learning

ii. Maximize learner interaction and action.

iii. Think about the beginning, middle and end of the learning

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iv. Consider the balance of the day/session of courses.

v. Balance theory and practice, allowing time for feedback on practical activities.

vi. Link what you are doing to the programme/session outcomes.

b. Sequencing your information

Here are some of the ways in which you can sequence your information in order to maximize learning:

1) Simple to complex
2) Known to Unknown
3) In logical order (e.g. Chronological)
4) In priority order (e.g. most crucial first)
5) In variety order (e.g. a mix that retains the learners

c. Managing the process of Learning

i. Be aware of and allow for group dynamics, especially during courses (e.g. use small groups for challenging tasks)

ii. Give learners choices about what is covered and how, when breaks are needed, etc

iii. Look for ways to reinforce the learning, such as activities, using visual aids and examples from the world of the learners to illustrate the content

more on np

iv. Vary the pace and rhythm, the method and type of learning

v. Test learners knowledge & understanding; through both formative and summative

d. Creating a climate conducive to Learning

Here are some ways in which designer/deliverers can create such a climate:

1. Establish a rapport with and between learners.
2. Publish clear aims/outcomes of the learning event/programme.

more on np

3. Give learners a voice early in, and frequently throughout the session or programme.
4. Acknowledge needs of learners and invite negotiation of activities where appropriate.
5. Give clear & timely information and guidance to learners.
6. Give regular breaks and

more on np

7. Ensure access to learning for all learners.
8. Allow learners to take ownership for their own learning.
9. Establish a learning agreement or contract, which all learner contribute and commit to during the event.
10. Challenge learner's inappropriate behavior and encourage/recognize best practice and peer support.
11. Promote anti-discriminatory

e. Assuring your Design

Whatever your chosen approach, it will be necessary to make checks so that the design is ‘fit for purpose’.

Here are some hints and tips to help you assure your design:

1) Invite feedback from colleagues to investigate other views.

2) Check that the design will allow you to achieve the desired objectives and goals.

3) Pilot your design, using feedback to improve/redesign.

4) Evaluate!

Outline in Preparation of Training Design

1. Title
2. Aim
3. Behavioral objective
4. Target groups
5. Venue/place
6. Number of trainees (class size)
7. Learning methods
8. Training aids/inputs to be used
9. Means/Technique of evaluation
10. Session plan

Sample session plan format

Session/ Unit	Session Objective	Session Topic	Methodology	Duration	Training Aids	Session Evaluation Techniques

Design training based on this Outline

1. Title
2. Aim
3. Behavioral objectives
4. Target groups
5. Venue/place
6. Number of trainees (class size)
7. Learning methods
8. Training aids/inputs to be used
9. Means/Technique of evaluation
10. Session plan

SESSION EIGHT
Delivery/facilitation top-down, bottom-up



General objective

This session will enable trainees to develop their communication and facilitation skills, enabling them to more effectively manage problem-solving situations, including managing difficult participant.

Specific objectives

At the end of this session the participants will be able to:

- Define correctly what facilitation is with out referring any text.

- List out at least four roles and responsibilities of a facilitator without any aid.

- Identify characteristics of an effective facilitator correctly and demonstrate them through the training process.

- Describe four key components of facilitation briefly

- Identify the do’s and don’t of presentation

Definition

- The word facilitation comes from the Latin term *facile*, which means *to make easy*.

- To facilitate, then, is literally to make *something easier*

- Facilitation is the process of enabling groups to work cooperatively and effectively.

- In particular, facilitation is important in circumstances where people of diverse backgrounds, interests and capabilities work together.

Facilitation is a process that incorporates:-

- Focus
- Involveme
- Trust
- Positivity
- Informatic
- Ownershi



Facilitator is

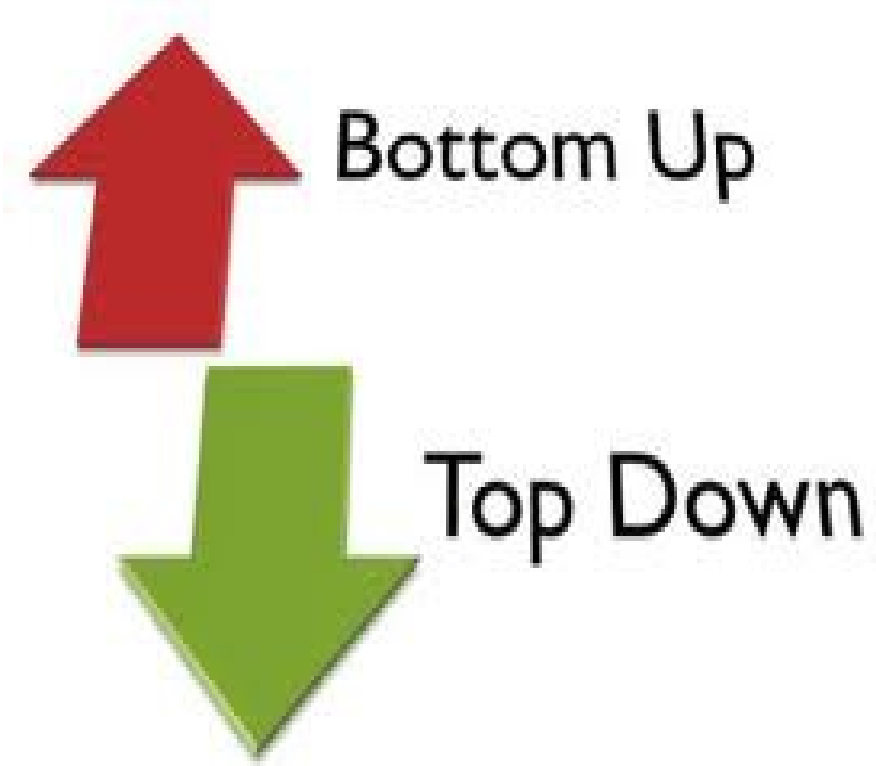
- Literally means: *'making things easy'*

- A person who helps a group or team to:-

- Achieve results in interactive events by using a range of skills and methods
- To bring the best out in people as they work together
- Focuses on the process of how

Facilitation Approaches

- The question goes one more step from what to how?
  - Top-down
  - Bottom-up



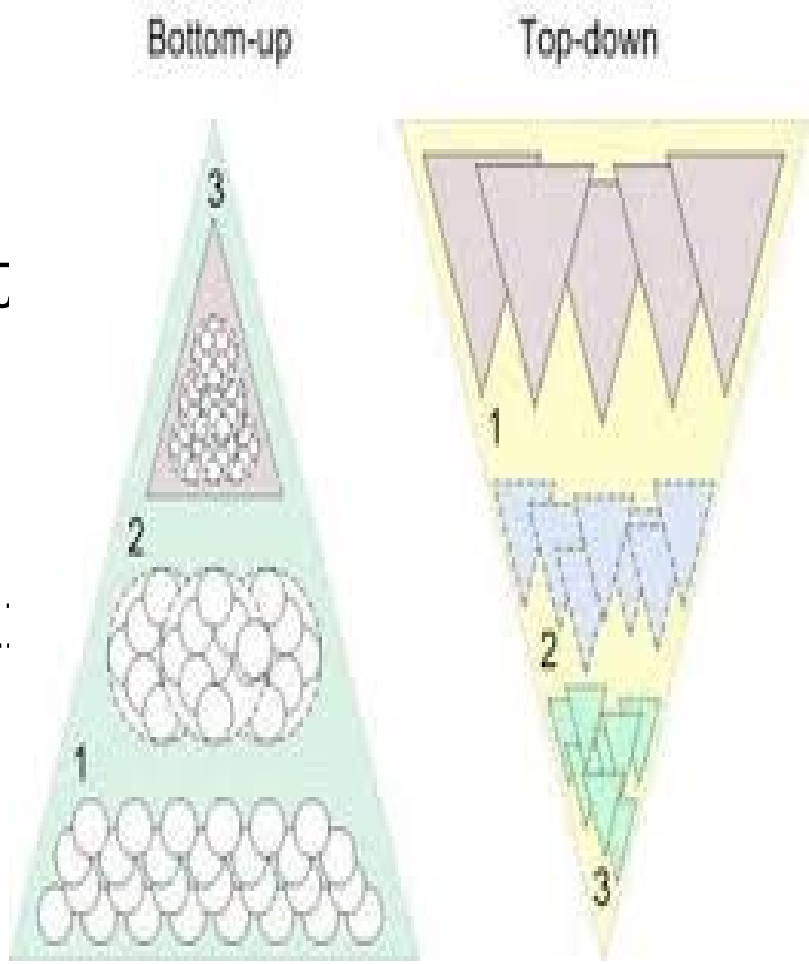
Top-down

- Present the concept
- Provide activity
- Supervise activity
- Ask for presentation
- Consolidate the learning



Bottom-up

- Provide activity
- Supervise activity
- Facilitate presentat
- Present concept
- Consolidate the lea



Activity:

- Discuss on the characteristics, competencies, skills and tasks of a facilitator

Competencies vs. characteristics

- Competencies:- The behavioural indicators of knowledge, skills and attitudes

- Characteristics- indicators of action

Competencies of a facilitator

1.Distinguishes process from content

2. Manages the client relationship and prepares thoroughly

3.Uses time and space intentionally

4. Is skilled in evoking participation and creativity

5. Practiced in honoring the group and affirming its wisdom

6.Capable of maintaining objectivity

7. Skilled in reading the underlying dynamics of the group

8. Releases blocks to the process

9. Adapts to the changing situation

10. Assumes (or shares) responsibility for the group journey

11. Demonstrates professionalism, self-confidence and authenticity

12. Maintains personal integrity

Characteristics of a facilitator

1. Basing decisions upon intuitions rather than having to have facts
2. Has sufficient self-confidence that they can look someone in the eye when talking to them
3. More persuasive than sequential
4. More enthusiastic than systematic
5. More outgoing than serious
6. More like a counselor than a sergeant
7. More like a coach than a scientist
8. Is naturally curious about people, things and life in general
9. Can keep the big picture in mind while working on the nitty-gritty

What kind of training participants do you expect

1. The silent
2. The gripper
3. The know all
4. The Clash
5. The late Comer
6. Difficult-to-Understa



What kind of training facilitator are you:

- The Guru
- The Showman
- One of the boys (girls)
- The quiet
- The disciplinarian

Stage of facilitation:-

1. Briefing
2. Facilitate
3. Review
4. Closure

Presentation skill

Aspects in the development of a good presentation

1. Subject Centered (Material)
2. Audience Centered (Audience)
3. Self Centered (Self)

Presentation skills

- Language
- Volume and pitch of voice
- Dressing code
- Body movement, eye contact and facial expression
- Material preparation and handling
- Managing stress



Language

- Spoken vs. written language
- Choice of words ordinary, technical
- Length and type of sentences- simple, active
- Formal vs. Informal tone
- Reference and quotation of sources
- Logical flow of ideas
- KISS- keep it simple short

Volume and pitch of voice

- Number of recipients
- Size of the room
- Kind of message

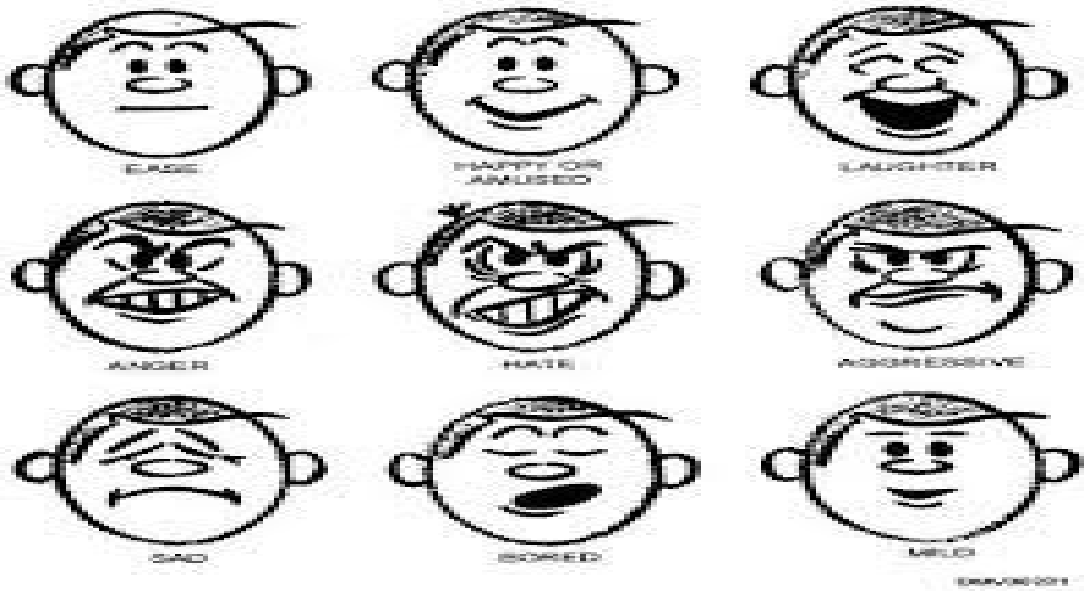


Dressing code

- Choose appropriate dressing style
- Don’t be flamboyant
- Formal and moderate

Body movement, eye contact and facial expression

- Body movement- body position, using hands,
- Eye contact- address the audience with eye-contact, avoid long staring on someone or something, see around
- Facial expression- use to communicate emotional
surprised, et



Use of material

- ppt (power points)
- Note cards
- Using papers
- Using posters, pictures etc…



Managing stress

- Breath normal
- Move about
- Avoid long staring
- Don’t try to suppress
- Don’t think you have to address everything

l something i





Tips for effective presentations

- Be prepared
- Give of yourself- personal examples
- Stay relaxed
- Use natural humour- yourself
- Plan your hand and body position
- Pay attention to details

Do’s and Don’t on presentation

Do's

- Smile!
- Move
- Test your setup before the presentation
- Present to the crowd
- Don’t try to impress with jargon

- Use a computer and multimedia projector
- Be yourself
- Update your slides for each presentation
- Place your company logo in the bottom right-hand corner of your slides
- Use light colors on a dark background and vice-versa

Don’t

- Forgetting to turn off your screen saver
- Speaking too quickly.
- Overusing animation
- Unexpected animation

- Forgetting to delete all guidelines
- Using a font that’s too small
- Using red lettering on your slides
- Placing too many words on a slide

Activity: Micro Training

- Purpose: To demonstrate facilitation through micro training
- Time: 8hrs
- Procedure:
- Each participant selects one training title /session and methods.
- Explain the assignment in brief:

✓ Choose a topic

✓ Prepare training design

✓ Present it to the class in 10 minutes

- prepare 10 -15 minute for facilitation
- 3 hrs for preparation
- Prepare the facilitation based on stage of facilitation (Briefing, Facilitate, Review and Closure)
- Conduct the facilitation process of each participant
- Feedback from peers (participants) and the trainer based on evaluation criteria
- Reflection on the process

Session 9

Training Evaluation

Learning Objectives

- At the end of the session the participant will be able to:-
  - Describe the basic concepts and importance of training evaluation with out any reference.
  - Explain correctly the four levels of training evaluation without any reference.
  - Explain various types of training evaluation aided by the note.
  - Explain data gathering tools
  - Explain the basic components of training evaluation report.
  - Design an evaluation tool on learning and reaction.

Training evaluation …

- Evaluation is a systematic assessment and acquisition of information to provide useful feedback about something.
- Evaluation can be expensive and time consuming but its contribution to training effectiveness is invaluable.
- It is essential to ensure that the training we are offering is meeting the needs of the organization.

Monitoring and evaluation…

- Monitor (formative evaluation)- check progress
- Evaluate- check result



Evaluation myths

Myth 1 -I can’t measure the results of my training effort.

Myth 2- I don’t know what information to collect.

Myth 3 -I can’t calculate the return on investment, and then it is useless to evaluate the program.

Myth 4- Measurement is only effective in the production and financial areas

Myth 5 -My chief executive officer Does not require evaluation so why should I do it

Myth 6 -There are too many variables affecting the behavior change for me to evaluate the impact of training.

Myth 7- Measuring progress toward learning objective is an adequate evaluation strategy

Purpose of evaluation

- To determine success
- To identify strengths and weaknesses
- To compare costs to benefits
- To decide who should participate in the future program
- To decide on clarity and validity of cases, exercises, etc.
- To decide who is more successful in the program
- To reinforce major points made to the participants
- To determine if the training is the solution
- To establish database for future decision

Evaluation system

- Before (the trainees vs objectives, learners level of learning, evaluation of inputs)
- While (the learning process), and
- After the training (Reaction, Learning, behaviour, and results)

Evaluation models

- Model 1: Kirk Patrick four step



Kirk Patrick four step model

- The evaluation framework developed by Kitrkpatric (1994) contains four levels of evaluation.

- The conceptual framework assists in determining the type of data collected and answers four very important questions.

The four levels of questions developed by Kirpartick include:-

- ***Reaction*** which attempts to examine the satisfaction level of the trainees with regard to the program.
- The ***learning*** element assess what did the participants have learned from the program.
- The ***behavior*** element investigates the change of behavior of trainers due to the training and development program.
- The ***result*** aspect deals with measuring the extent of change that positively affect the performance of the organization due to training programs.

Kirk Patrick four step model

Level	Questions
Reaction	Were the participants pleased with the program?
Learning	What did the participants learn in the program
Behavior	Did the participants change their behavior based on what was learned?
Results	Did the change in behavior positively affect the organization?

Kirk Patrick four step model…

- Reaction:- Measures the participants' attitudes and reactions to the training.
- To what extents are the training contents and delivery techniques relevant to the participants' current job contexts?

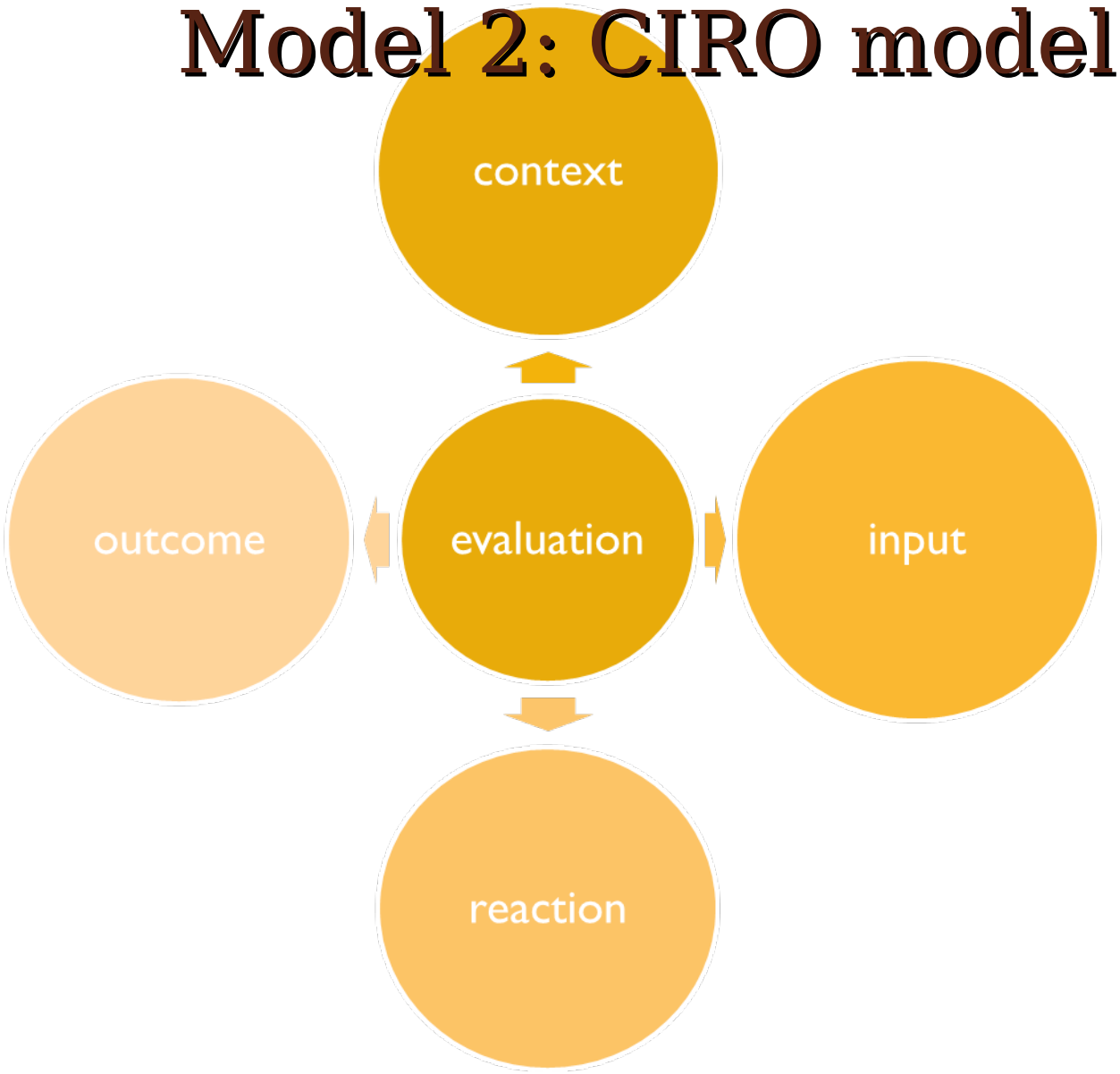
- Learning:- It is concerned with the learning achieved and considers the use of questionnaires, the involvement of line managers pre- and post training and testing the longer-tern retention of the learning.
- What knowledge, skills and attitudes did the participants/trainees acquired from the training and development programs?

Kirk Patrick four step model...

- Behavior:- Considers the impact of the training on the behavior of the learners.
  - How did the training and development programs change/enhance the competency of the trainees?
- Results:- is the evaluation of results level that concentrates on the correlation between the training and the 'bottom line' and is principally concerned with post-training assessment of the relationship between what has been learnt, its implementation and its effects on the actual work.
  - What were the effects of the training and development programs on the performance of the organization?

Evaluation models…

Model 2: CIRO model



CIRO model

- **Context** evaluation refers evaluating the current situation to determine the training needs and objectives
- During the process three objectives may be evaluated

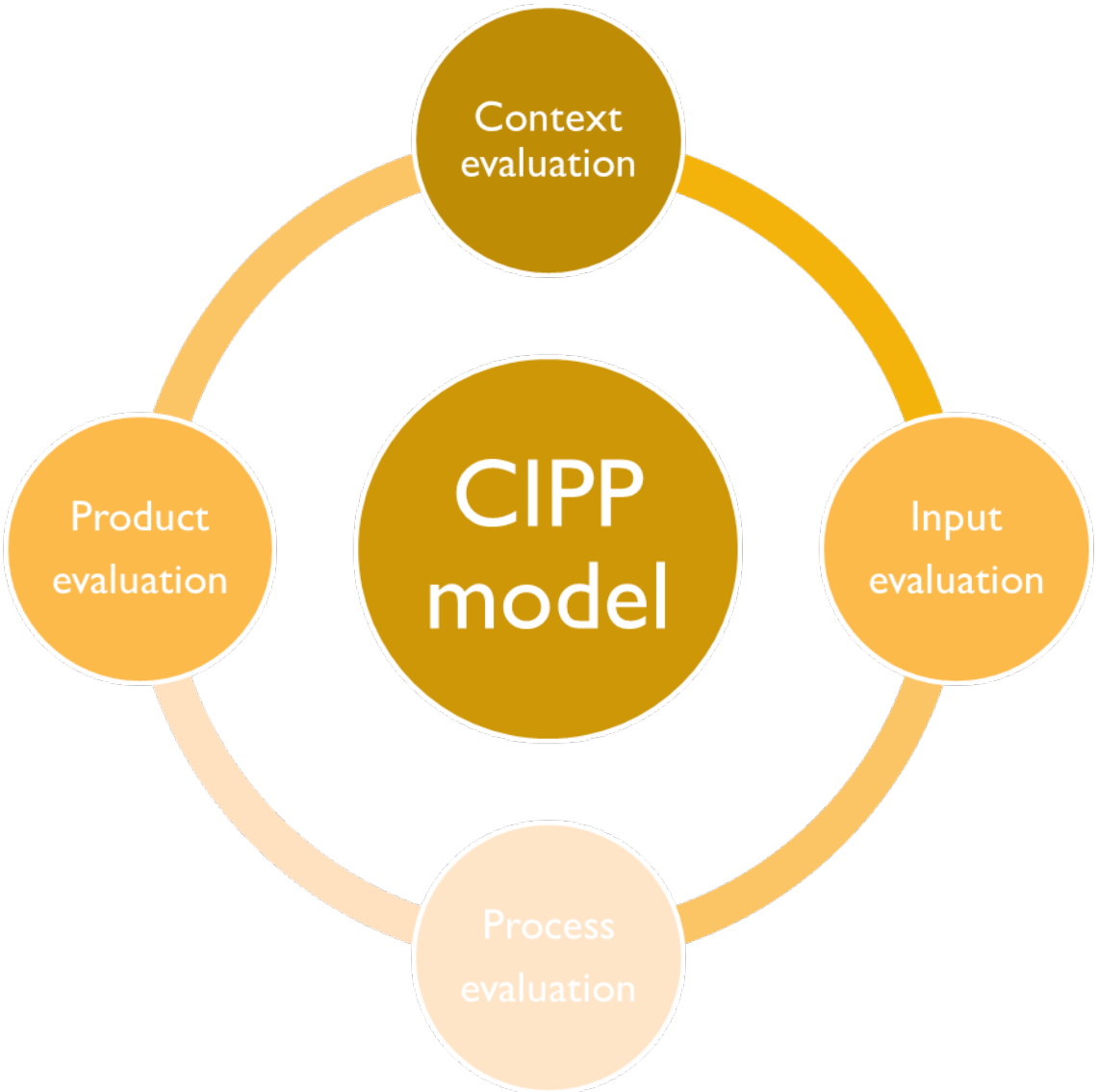
1. Ultimate objective (overall outcome)
2. Intermediate objective (change in employees work behavior)
3. Immediate objective (KSA)

CIRO model Cont'd

- Input Evaluation: Evaluating alternative resources
- Reaction evaluation: participants reaction to improve HRD
- Outcome evaluation

Evaluation model

Model 3: CIPP model



Evaluation model...

Modle 3- Phillips model

Level	Measurement focus
Level 1- Reaction and planned action	participants' satisfaction is measured, along with a listing of how they plan to apply what they have learned
Level 2- Learning	what participants learned during the program using tests, skill practices, role plays, simulations, group evaluations, and other assessment tools
Level 3- Job satisfaction	variety of follow-up methods is used to determine if participants apply what they learned on the job
Level 4- Business result	measurement focuses on the actual results program participants achieve as they successfully apply the program material
Level 5- Return on investment	measurement goes further, comparing the monetary benefits from the program with its costs

Think-pair-share

- Identify bodies concerned of training evaluation

- Reflect- whose evaluation do you think is most realistic and productive

Who conducts evaluation?

- Top management
- Line managers
- Trainers
- Training manager
- Trainees

Principles governing evaluation

- Should facilitate participation of all who are concerned with training
- It should be consistent (applied systematically and time
- It should be continuous
- It should be specific
- It should nurture self-appr



Data collection for evaluation

- Use Kirk Patrick model of training evaluation and design data collection tools

  - Reaction
  - Learning
  - Behaviour
  - Result

Contents of reporting

- Content
- Executive summary
- Introduction
- Process (data collection analysis and interpretation)
- Findings
- Conclusion and recommendation

Good reporting

- Covered and bound
- Has heading, numbering
- Short sentences
- Edited (content, language and format)
- Communicate the report
- Present it in person if plausible

Thank You

