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HUMAN RESOURCES STAFF MANUAL FOR TRAINING AND DEVELOPMENT

March 2011

Contract No. 263-I-03-06-00015-00 (REDI Task Order No. 3)

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HUMAN RESOURCES STAFF MANUAL FOR TRAINING AND DEVELOPMENT

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Submitted by:
AECOM
2101 Wilson Boulevard, Suite 700
Arlington, VA 22201, USA

T: +1.703.528.7444
www.aecom.com

In association with:
Management Systems International

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1. COR Training and Development Policy

Purpose

- 1.1. This policy sets out the COR's commitment and approach to continuous learning through work-related training and development to develop a core of well-trained employees, whose performance will enhance the COR's ability to perform at a level that is consistent with growth and strategic objectives. Such opportunities include professional development, workshops and training programs for staff in the Secretariat and Provincial Offices.
- 1.2. A key objective of this policy is that the COR can build a culture of skills and knowledge enhancement which support the institution to become a learning organization. Further, that all employees are trained to be competent and effective to undertake their assigned activities and responsibilities. It is also the aim to encourage employees to make the most of learning opportunities to realize their potential and enjoyment of their job.

Related Policies and Procedures

- 1.3. This policy is to be read in conjunction with other COR policies and procedures:
 - Performance Management
 - Annual Performance Appraisal
 - Equality and Diversity
 - Family Friendly (to be developed by LSP)
 - Induction (to be developed by LSP)
 - Discipline and Grievance (to be developed by LSP)
- 1.4. No decisions regarding training and development should be made by a person who has not read and understood this policy or without the involvement of the Human Resources (HR) Department – Training and Development Section.

Scope

- 1.5. This training and development policy is applicable to all employees engaged to provide services for the COR, irrespective of whether such a contract is for a temporary or fixed term, or is of permanent duration.

Policy statement

- 1.6. The COR encourages the ongoing training and development of its employees and is committed to providing assistance and resources that allows employees to develop their individual and professional capacity. Managers and supervisors are deemed responsible to

provide support and reasonable opportunities for employee development and to discuss individual development goals as part of performance management and appraisal.

- 1.7. It is a fundamental value of the COR Secretariat and provincial offices to treat all applications for training and development equally and fairly.
- 1.8. Overall responsibility for this policy lies with the Senior Director for Human Resources.

Principles

- 1.9. The COR shall work towards the creation a learning environment. This is one where employees will be prepared to accept change, develop new skills and take responsibility for their own continuous learning. Working in partnership with their manager/supervisor, they will enhance their effective contribution to the successful achievement of their own and the COR's goals.
- 1.10. The COR's success depends on the professionalism, skill and commitment of all its employees. This includes:
 - An active training plan
 - Employees fully understanding their job function and expected performance standards through having accurate job descriptions and an annual appraisal review
 - Each employee has the opportunity to learn and become more experienced in his/her job function
 - All employees have the opportunity to learn and become experienced in secondary skills to support their professional development
 - Each employee is enabled and actively encouraged to develop his/her personal potential
 - Successful participation in training and development activities is viewed as a positive enhancement to career development
- 1.11. Regular training needs assessment reviews will be carried out and relevant action plans agreed and implemented.
- 1.12. All training and development events will only be arranged through the HR Department -Training and Development Section.
- 1.13. The HR Department's training and development function will establish and maintain a library of training and development materials in hard and soft copy.
- 1.14. If an employee gains approval to take leave to attend a training or development program, they will still draw their salary for the duration of the program.

- 1.15. The COR provides time off from regular duties for participation in training and development. An employee must receive approval from his or her supervisor and Director General before being granted time off to attend training and development programs.
- 1.16. Employees are not required to make up time missed due to participation in such training and development programs, and the time off will not be charged to leave time. In granting time off for training and development programs, the manager/supervisor must consider directorate and team needs for each request submitted.
- 1.17. The Senior Director for Human Resources or their appointee will be responsible for review and approval of all requests.

Procedure

- 1.18. Managers/supervisors who wish for a member of staff to participate in training/professional development opportunities must complete and submit a Request for Training form and submit it to Human Resources Training and Development Section at least two weeks in advance of the date of the commencement of the training/development event.
- 1.19. The employee's manager/supervisor and Director General must approve participation by signing the form before it is submitted to Human Resources – Training and Development Section.
- 1.20. Upon completion of any training or development event, participants must submit proof of completion to Human Resources, such as signing an attendance sheet, as well as complete a brief training evaluation form that outlines the benefit derived from the training program.
- 2.21. HR will monitor and review the effectiveness of training and development through interviews and/or questionnaires to the participant and their manager/supervisor.
- 2.22. Regular training and development reports will be produced for the Senior Director of Human Resources, to enable forward planning and adjustment to the training cycle.
- 2.23. All data relating to training and development will be kept in a secure and confidential manner.

Quality of Training and Development

- 1.24. It is crucial that not only training and development occurs but that it is relevant and of the highest quality. The four dimensions are:
 - Strategy
 - Resources
 - Infrastructure
 - Results

Strategy

- 1.25. That the COR has an explicit training and development plan, this will include:
- Training and development goals
 - That the COR's values and commitment are expressed in the training and development plan
 - The training and development plan is informed by regular learning needs analyzes
 - The strategy is informed by all relevant professional and statutory requirements and recommendations

Resources

- 1.26. That the COR has sufficient resources to deliver training and development in a professional and consistent manner to a high standard:
- Appropriate equipment and technology is maintained
 - All training and development staff are suitably trained and qualified
 - Budgets are in place to sustain ongoing learning
 - Learner support is in place
 - Learners have access to the best possible training and development resources
 - The COR maintains a database of all its learning provision

Infrastructure

- 1.27. That the infrastructure supports the delivery of high quality training and development:
- Reporting mechanisms are in place for training and development including regular monitoring and review of effectiveness
 - The COR has a co-ordinated approach to learning, with central control of implementation held within the HR Department
 - The COR maintains records of all its learning activities
 - The COR conducts regular assessments to match strategic needs with training and development provision
 - The COR links learning to its performance management and annual appraisal system

Results

- 1.28. That the training and development activities in the COR produce the desired increase in professional and work standards:
- Where appropriate, off-the-job learning should be linked to practical experience, to transfer learning to the workplace
 - Learning is consistently delivered at an appropriate level to meet learning needs identified throughout the COR

- Learning provision fulfils the goals of the training and development plan
- Learning is regularly reviewed to ensure it meets agreed standards
- The COR can clearly show that learning provision has a positive impact on product quality and stakeholder/customer service
- The COR can clearly show that learning provision is efficient

The Annual Appraisal System

1.29. The COR has an annual appraisal system that provides managers/supervisors with the opportunity to regularly review each employee's performance. This provides a mutual opportunity to develop objectives and agree targets in order to enhance personal performance and create training and development plans. The manager/supervisor will periodically review the success of any training and development activities according to the timeframe agreed during an appraisal meeting.

New Employees

1.25. New hires will attend an induction event to include an introduction to HR policies and procedures including the training and development policy. Further, new hires undergo a probationary period and during this time they must demonstrate a sufficient level of productivity and quality of work. At the end of the probation period a formal review will take place involving the employee and his/her manager/supervisor.

Training Records

1.30. The Senior Director for Human Resources will be responsible for updating and maintaining training records that will comprise the following documentation:

- The COR's Training and Development Policy
- Training needs assessments/reviews
- Training and development plans
- Attendance data
- Evaluation data
- Certificates of training
- Training and development reports and reviews

Fairness and Transparency

1.31. The COR symbolizes Iraqi democracy. It is crucial that the working procedure and practice is open and transparent, it is also important that the training and development policy is applied consistently across the COR and in the provincial offices.

- 1.32. Where any decision is made as to who will have access to training and development, the principle of equality must prevail.

Appeals Procedure

- 1.33. Employees who have concerns about any aspect of this policy or its operation should consult the COR's Grievance Policy and Procedure.

Last updated: (insert date)

Date of next review: (insert date)

2. Human Resource Training and Development

Planning

- 2.1. Human resource planning is essential for effective training and development, and includes:

- Regularly update skills and competencies across the COR and provincial offices, to enable an accurate assessment of future training and development needs
- Accurately record attendance
- Evaluate the training and development event
- Review the success and effectiveness of training and development received as identified in performance management, annual appraisals and Individual Development Plans
- Undertake training activities within the context of directorate work plans and within the parameters of material priorities and resources
- Design programs of learning that flexibly meet the individual and changing needs of the COR
- Target programs of training at facilitating career paths for all staff to encourage progression (vertical and lateral) and productivity

- 2.2. Specific drivers for the COR include:

- Its mission, vision and values
- Specific performance and/or operational issues
- Organization development initiatives
- Planned changes to the COR's structure
- Implementation of an HR strategy and delivery plan
- Individual and/or team needs
- Succession planning and retention of staff

The Role of Managers and Supervisors

- 2.3. The role of managers and supervisors is crucial for the successful implementation of training and development. They must be involved in the process of planning as well as monitoring and evaluating the impact of training and development events.
- 2.4. Managers and supervisors must encourage and coach all employees to learn from problems, mistakes, challenges and successes inherent in their daily activities.

Identifying the Learning Needs of the COR

A Step-by-Step Approach

- 2.3. Building a clear definition of training and development provides a framework to set the context for a plan, which should describe:
 - The long-term direction of the COR
 - The key activities
 - The changes and issues being faced
 - The capability requirements to achieve success
 - How it will fulfill stakeholder requirements
- 2.4. The COR's learning needs can be identified by conducting a directorate wide training and development review. This can be broken down into five steps.

Step 1- Preparing To Conduct A Review

- 2.5. Preparation is vital. This should include clarifying the scope of the review, and agreeing its objectives and timetable. It should also include any issues of confidentiality that may arise.
- 2.6. Preparation is also an issue not just for those conducting the review, but those upon whom it will impact. All employees are to be consulted, and anyone else who may contribute to the process should be informed in good time of what is going to happen. This should include sharing the purpose and objectives of the review with all concerned.

Step 2- Collecting Data

- 2.7. The collection of data should include desk research and field research. Desk research includes gathering all relevant policy statements, training plans, minutes of meetings, staff records from existing sources (e.g., performance reviews), and all other relevant documents. Field research includes surveying employees, conducting interviews, focus groups, and direct observation of work.

- 2.8. Part of this step will include some initial interpretation of the data, as this may inform ongoing data collection, and processing of the data into useful information.

Step 3- Interpreting Data

- 2.9. The third step involves much more detailed interpretation of the data, and its analysis. This should aim to identify not just an undifferentiated list of needs, but priorities in terms of urgency and importance. Sometimes gaps and discrepancies in the data will emerge, prompting a need to revisit step 2.

Step 4- Developing Recommendations

- 2.10. Recommendations should be developed in line with the objectives set in step 1, and in consultation with those for whom the review is being undertaken – senior management or other decision-makers. The recommendations should be acceptable to that audience, justified with supporting arguments and evidence based on the data, resources, and feasibility.

Step 5- Preparing to Implement the Recommendations

- 2.11. The fifth and final step is to follow up. Communicate the outcomes of the review to everyone in the organization, and work closely with senior management to ensure the recommendations are implemented. This is the step where analysis is converted to action, so it must not be taken for granted. Only by completing the final step can we ensure the identified learning needs are going to be met.
- 2.12. By establishing the context in this way, a number of issues for training and development will be identified. An analysis of the strengths, weaknesses, opportunities and threats (SWOT) of the training portfolio and how it can support the COR will help in the definition of the objectives for training and development.
- 2.13. The HR training and development planning function should list the:
- Current training and development activities that can support the COR to deal with the issues identified (strengths and weaknesses)
 - HR activities or initiatives that might help to address these issues in the future, but are not currently being used (opportunities)
 - Current issues that are acting as barriers to the strategic issue (threats)
- 2.14. It is vital that each training and development objective is linked with a meaningful key HR training and development action in order to integrate training, learning and development, including:
- Improved leadership performance

- Improved management skills
- Specialist and technical knowledge and competence

2.15. The HR Training and Development function needs to clearly define the view of whether people are seen a cost or as an asset. For example:

- What is the process for identifying a training or development need?
- Who has the responsibility for deciding what development is required: managers, individuals or is a shared process?
- Does training and development offer flexible learning solutions?
- Is training viewed as a strategic imperative or is training simply delivered to get the job done?
- Does the COR have systems to support informal as well as formal interventions?
- Does the performance management system encourage open dialogue about potential and career progression?
- Does the COR 'grow its own' talent?
- What value is placed on learning and qualifications?

2.16. The answers will shape the training and development planning process. The following table outlines some suggested differences between an asset and cost approach to development. The COR also needs to consider a mixed approach, particularly in the short term.

Training and Development Feature	Asset Approach	Cost Approach
Planning	Personal development planning with management support	Managers decide what is required
Design	Flexible, based on the individual and the COR's needs in line with the role	Training Schedules
Delivery	Promote continuous personal/professional development	Deliver essential training
Access	By assessment of learning need and/or identification of potential for progression	Training Needs Analysis against the schedule
Performance	Competence and learning linked to reward	Invest in people with potential
Quality and Standards	Access to accreditation and qualifications	Hire in the necessary standards and qualifications

2.17. An asset-centered approach to development recognizes that there has to be a greater emphasis on the development of people's attitudes, behavior and their ability to learn as well as on the development of their competence and knowledge. This requires a shift on the emphasis from training to learning.

The Six Essential Elements of a Learning Plan

2.18. The six essential elements of a learning plan are as follows.

Scope

2.19. The plan should clarify what it covers (and perhaps what it does not cover), what is meant by learning in the context of the COR, and how the learning aligns with the HR strategy. Overall, It should provide a cohesive and shared approach.

Aims and objectives

2.20. The learning strategy should include a clear statement of aims and objectives, recognisably linked to the mission, vision and values of the COR that reflects the organizational culture.

Planning framework

2.21. The training and development approach needs to provide a framework for action plans, project work, quality management, and other initiatives. It needs to provide practical guidance to everyone involved in learning and development. It should provide a shared way of working.

Resources

2.22. Training and development needs to consider resourcing. This will include:

- All learners and their managers
- Senior management who will wish to influence learning
- Tangential functions such as IT or knowledge management
- Potentially interested parties from the wider community, such as stakeholders and customers
- External suppliers
- It should clarify who and what is involved

Methods and Approaches to Training and Development

2.23. Training and development will need to be delivered in the COR, such as classroom delivery, work-based learning, e-learning, coaching, and

other methods. This need not be a limiting list, but should give a sense of how learning works in the COR. It should provide a common approach.

Evaluation

2.24. Lastly, the training and development planning needs to clearly articulate how it will prove the worth of learning and development to the COR. It should specify the preferred approach to the evaluation of learning and development, and how this will impact on participants in the process. It should show how results will be measured.

3. Using the Training Cycle to Plan Learning Interventions

3.1. The training cycle comprises four phases:

- Identifying and analyzing learning needs
- Planning and preparation of the learning
- Delivery of the learning
- Assessment, evaluation and review of the learning

The same four phases may be used as a planning cycle, to plan training and development interventions.

Phase One: Identifying and analyzing learning needs

3.2. This may include collation and study of information from:

- Individual performance reviews
- Managers' reports
- Suggestion schemes
- Participant's feedback

3.3. The analysis should seek to identify common issues, patterns, trends, and issues of major urgency or importance. Only by initially completing this phase can the COR hope to address the other phases in a meaningful way.

Phase Two: Planning and preparation of the learning

3.4. Planning and preparation includes:

- Selecting the people who will undertake the training and/or development
- Selecting the resources to use
- Selecting any service suppliers
- Determining a timescale
- Designing the learning method, format and materials

- Completing all the final preparations such as issuing joining instructions

All this is an essential pre-condition for phase three.

Phase Three: Delivery of the training and development

- 3.5. This phase covers running the learning intervention. This should include the support arrangements (facilitators, mentors, the role of line managers, peer support from other learners, etc), and a feedback loop to check that pre-designed learning components, such as pre-course work, are actually delivering what they are supposed to do. This leads into phase four.

Phase Four: Assessment, evaluation and review of the learning

- 3.6. The training and development needs to be assessed in terms of the participant's reactions to it. How participants perform against the learning objectives needs to be measured as well as against the objectives the COR. This may be measured both in respect of the participant's subsequent behaviour at work, and in respect of wider institutional benefits.
- 3.7. This four-phase approach may be applied to anything from courses to work-based learning, and from coaching to e-learning. The principles are applicable to any kind of learning intervention.

4. Criteria for Choosing a Learning Approach

- 4.1. When choosing a learning approach, there are five criteria to measure each possible approach against, in the following order:

(1) Learning Needs

- 4.2. What are the learning needs? Is it possible for these to be addressed by any learning approach or is one in particular, or a small selection, strongly suggested by the needs? Are there ways in which the learning lends itself to a particular approach?
- 4.3. It is likely that most learning needs can be addressed by a variety of approaches, but some may require a special approach for example, if the group require technical training on a specific detail. If so, the rest of these five criteria can be ignored, as the issue of meeting learning needs has primacy.

(2) Learner Style Preferences

- 4.4. Different learning approaches can appeal in different ways to different learning style preferences. The more the learners enjoy and are engaged in the learning, the more likely the learning will be successful.

(3) Cost

- 4.5. Linking potential cost and other resource implications with criterion 5 (below) will enable the COR to determine which approach should be most cost-effective.

(4) Time

- 4.6. Is there time pressure on implementing the learning? How long will roll-out of learning take using different approaches?

(5) Adding value

- 4.7. How is the learning going to be evaluated? How will the COR measure its impact? Does this influence the learning approach?
- 4.8. Once these criteria have been considered, it is likely one possible learning approach has prominence. If there is still have a choice, then an appropriate senior manager or perhaps the potential participants can help decide.

5. Towards a Learning Organization

- 5.1. It is an aim of the COR that it develops as a learning organization. A learning organization is one which facilitates the learning of all its employees and constantly transforms itself.
- 5.2. The training and development direction in the COR is focused on adding value. It is no longer sufficient to measure people's performance in terms of their ability to perform work activities, but to measure performance in terms of how their intellectual capital adds value to the COR.
- 5.3. Training interventions form only a part of activities needed to create the appropriate conditions for people to learn. The five key components to a learner-focused framework are:
- Making what is required clear to the learner, such as working within a skills and knowledge framework
 - Mapping the level of skills and knowledge competency to workplace performance requirements, make it real to the job
 - Creating a system that allows learners to undertake their own learning gap analysis
 - Placing the manager/supervisor at the core of the system; they should be expected to take an active role in identifying learning needs, encouraging performance reflection and supporting development through effective coaching
 - Offering learning solutions from the gap analysis, e.g. in short learning sessions and/or e-learning.

- 5.4. Training and development will be promoted in ways which will enable the COR to work towards becoming a learning organization, capable of continuous development and adaptation through the creative integration of learning with work at all levels. This includes:
- **Planning** - How are development needs to be identified and planned for? Who is involved in this process?
 - **Design** - How are development needs to be met?
 - **Delivery** - What are the options, including technology for delivery?
 - **Access** - What processes will be used to support access to development?
 - **Performance** - How will the COR know that development has had an impact on workplace performance?
 - **Quality and Standards** - How will the COR ensure quality of provision and a consistent standard of delivery?
- 5.5. To support the shift from training to learning, there needs to be a learning and development policy framework that will support a culture where employees are supported to take on the responsibility for their own learning.

The Five Characteristics of a Learning Organization

- 5.6. The characteristics below provide a guide to action as the COR build towards being a learning organization.
- Strategy
 - Structures
 - Learning opportunities
 - Looking in
 - Looking out

Strategy

- 5.7. The COR needs to ensure that it has a learning approach to planning and policy development, encouraging the broadest possible participation in research, planning and development.

Structures

- 5.8. The COR's structures need to be enabling – to afford opportunities for learning, such as ease of deployment of staff, changes in roles, a flexible and project focussed approach.

Learning Opportunities

- 5.9. The COR will offer plenty of learning and development opportunities for everyone. More than that, it will foster a climate where questioning,

reflection, experimenting and freedom to make mistakes are all encouraged.

Looking In

5.10. The importance of this introspection is that all parts of the COR need to communicate and collaborate, to ensure an interchange of ideas and experiences. The way the COR offers incentives and other rewards needs to reflect this.

Looking Out

5.11. Outward-facing staff need to gather information about the external world, including customers and stakeholders, and feed this back. External networks need to be developed to draw on good practice elsewhere.

5.12. While employee aspirations are acknowledged for external training and development, a balance must be struck between this and the natural everyday informal learning that takes place within the COR. Innovation in integrating the two will be encouraged.

6. Learning Methods

6.1. Some methods for learning and development may be better suited to individual learning or to group-work, while some may be utilised on-the-job, while some are for an off-the-job setting.

6.2. This two-by-two matrix plots individual/group-work methods against on- or off-the-job methods, to help simplify choices.

Off-the-job	Courses Games Videos Outdoor development Open, flexible and distance learning E-learning Development centres	External events and visits Games Videos Psychometrics Open, flexible and distance learning E-learning Resource-based learning Assessment techniques
On-the-job	Team building Action learning Work-based projects Forms of learning record Discovery learning	Being shown by a colleague Instruction Secondment Coaching & mentoring Work-based projects Performance & development review
	Group-work	Individual

Designing a Learning Approach

- 6.3. The term 'training intervention' is usually used to describe any type of learning or development.
- 6.4. The learning outcomes should be clearly identified before any learning design takes place.
- 6.5. Training and development is an ongoing process that needs to be frequently reviewed in light of the learning outcomes. Training and development helps the COR achieve its objectives.
- 6.6. Learning needs and training/development aims and objectives must be accurately identified.
- 6.7. There are three main types of learning strategies:
 - One-to-many
 - One-to-one
 - Remote
- 6.8. Short learning sessions - several training sessions lasting one or two hours, spread over a period of time, works well to motivate staff and embed key messages.
- 6.9. Distance and open learning usually involve studying from workbooks and submitting work
- 6.10. E-learning can be useful because the learner does not have to take time off work to attend a traditional training course and can usually start whenever they like.
- 6.11. Web-based training programs are not usually as interactive as many forms of e-learning, but they can still be useful. Informal e-learning is not course-based, but includes information that can be found on databases, information services and the web. The major benefit of e-learning is its flexibility.
- 6.12. Blended learning is a blend of different learning strategies.
- 6.13. Motivation techniques and the use of a variety of learning styles are the most important issues that need to be taken into account in the design of effective learning.
- 6.14. As the COR builds a comprehensive and professional training and development function, the design and delivery of training and development will be enhanced by a broad-based delivery platform. Set out below is a more detailed description of possible blended and e-learning approaches.

Blended Learning Models

- 6.15. Blended learning really refers to what learners themselves do, regardless of the training methods deployed, when they opt in or out of aspects they like/dislike. However, the term remains convenient shorthand to describe the approach to learning that involves combining online learning with offline learning. The COR will work towards offering a variety of training experiences.
- 6.16. In recent years, a number of different models of 'blended learning' have emerged.

Pre-Course and Post-Course Work

- 6.17. The most common model is a training event where pre-course and post-course work is offered online. This is online learning with a 'traditional' face-to-face course as the sandwich filling. This offers learners choice, and encourages transfer of learning.

The Milestone

- 6.18. Another classic form is to start with an online course and add face-to-face training events (group-work or one-to-one) as milestones, which help to pace the program. This can help keep a group working to a set timetable, while retaining an element of individual flexibility as to what to study and at what time.

Knowledge-and-Skill

- 6.19. A third form is to use the online part of the blend for underpinning knowledge, while using a face-to-face approach for skill development. This is a cross-blend, compatible with both the pre-course and post-course work and milestone models.

Complementary Resources

- 6.20. A fourth form sees online learning resources offered as back-up to face-to-face training, allowing learners to refer back to coursework when they are on-the-job. In this form, the online part is subservient to the offline, but it's a blend that often works well.

E-learning Design: The Five Dimensions

- 6.21. There are five essential dimensions of effective e-learning design: general rules governing the development, organization and presentation of e-learning.
- It needs to be a managed program
 - It needs to be an effective learning experience

- It needs to be a learning process, not just 'e-reading'
- It needs to use technology to enhance learning
- It needs to take advantage of the strengths of the Web

A Managed Program

- 6.22. To be able to transfer learning to the workplace and achieve measurable business outcomes, then a disciplined framework is needed. This should include a system of quality assurance, a plan for evaluation and a focus on results.
- 6.23. To manage both the integral program processes - ensuring learner completions, compliance with deadlines, achievement of outcomes, system efficiencies, and so on.
- 6.24. To ensure the external validity of the course, managing its transfer and application, and its impact on real business outcomes. The design must allow learners to achieve all their outcomes, and the COR to achieve all of its results.
- 6.25. Without a managed program, there is chaos; with a managed program, everything else starts to fall into place.

An Effective Learning Experience

- 6.26. Designing a course is not the same thing as designing a learning experience. Experiential learning requires that people learn through what they do and what they discover for themselves. It is planned how these acts and discoveries will happen, and thus learning is directed towards planned outcomes, but it needs to be something the learners undertake for themselves. In other words, it needs to be learner-centred.
- 6.27. The training needs to offer an active, not a passive, learning experience. This means learners become engaged, think through issues and solve problems. There needs to be plenty of scope for interactivity to ensure a variety of methods and an element of fun:
- With the technology
 - Between learners
 - With people in support roles, including managers, mentors and trainers

A Learning Process, not 'E-reading'

- 6.28. When designing e-learning, it is important to focus more on the learning process than the content. This means creating a learning structure, whereby the learner has a navigational guide through the learning. There should be a clear route for the learner to follow, with

readings, assessments and other resources and activities offered as branches from the main route, not as part of the main route itself.

- 6.29. Learners should not accept a large amount of reading material in the main body of the course or program. Instead, place readings as attachments (PDFs, Word documents, or similar), offer links to readings already available on the Web, and offer reading lists for offline books, journals, etc. The worst kind of e-learning consists of screen after screen of content to read - this is 'e-reading', and should be avoided at all costs.
- 6.30. Reading is still an important part of e-learning but people need to choose how and when they read, on-screen or printed. Large volumes of reading material are both off-putting and can confuse key messages.

Using Technology to Enhance Learning

- 6.31. Technology can make the learning experience better. If it cannot make the learning experience better then it is not appropriate. Good technology can transform an ordinary learning experience into something extraordinary. However, bad technology can often highlight poor learning design.

Exploiting the Strengths of the Web

- 6.32. The Web offers some of the richest media available (certainly in comparison with other publishing contexts). It offers dynamic content such as video, audio, and animation, great communication potential for both synchronous and asynchronous learning, and an ideal opportunity to co-ordinate and direct offline activities.
- 6.33. These are the strengths of the Web, and should be used in effective e-learning design. A good e-learning program is likely to include some or all of these features: rich media; dynamic content; a communication facility; and a focal point for a mixed-media (or blended) program. Learning can also be stored on a stand-alone hard drive, or on portable media like CD-ROMs and DVDs.

The Route Map Model for E-learning Design

- 6.34. When designing an e-learning course, it can help to think of it as a journey, to be taken by the learner, and to offer the learner a route map to guide them on that journey. As the participant progresses through a series of e-learning screens, they should be following the road signs that show them each step along the way, and the final destination at the end of the route.

6.35. The key idea of the route map is to separate the signposting of the route to be followed from the branches off the main route - the side streets, lay-bys and loops that include the detailed content learners have to absorb, and that offer opportunities for them to test and discuss ideas.

The branches include:

- **Readings** (usually PDFs or Word documents, or similar, unless they are very small);
- **Resources** such as presentations, simulations, sound clips, and videos (anything mainly passive, just like readings);
- **Activities** such as discussions, games, simulations (the ones that require more active learner input, rather than just observation), and practical exercises (anything mainly active, requiring a high degree of learner input); and
- Assessments (of both formative and summative types, and of all formats).

6.36. All of the branches ultimately converge, so there should be more than one way of arriving at the destination, the end of the course. There will be many distractions along the branches, but the final destination will always be clear.

7. Development Activities

7.1. The COR is committed to developing its staff. This not only includes training programs but also by offering development opportunities. Such initiatives can include the initiation of a talent management scheme that will identify employees and through a variety of interventions grow talent within the COR. This will help to increase motivation, enthusiasm and retention.

Talent Management Key Points

7.2. Talent Management is the systematic attraction, identification, development, engagement, retention and deployment of employees with high potential who are of particular value to the COR.

7.3. There are five key aspects of talent management:

- Identifying
- Attracting
- Deploying
- Developing
- Retaining talent

- 7.4. Two of the most important ideas in talent management are succession planning and key talent development and retention. The most common measure of success in talent management is retention of those in the talent pool.
- 7.5. There are a wide range of activities that can support the growth of talent and develop individuals. Set out below are some examples:
- **Shadowing** - Work shadowing can be used where there are people doing similar jobs in other directorates. Another example of this could be accompanying a more experienced person to a meeting to see how things are done
 - **Local field visits** – To Ministries or provincial offices can help to widen perspectives
 - **Action Learning** - involves groups of people (sometimes known as sets) who form to tackle particular issues. This is particularly helpful for managers
 - **Coaching** - Is concerned with improving the performance, learning and development of an individual. It can be helpful for executives and managers in developing leadership and management skills. Coaching can be used to enhance existing performance or to address a specific problem or area, such as improving presentations. Therefore, coaching may be used more for the development of skills for a specific task or event and can either long or short-term
 - **Mentoring** - Is usually an experienced member of staff who gives guidance and support to a more junior employee. It may include an element of coaching. It is usually seen as a long-term relationship

8. Delivery of Training

Formal Courses and Content

- 8.1. Effective courses use methods, which suit the content of learning and blend methods where there is more than one category of content or learner need.

Matching Methods to Needs and Learners

- 8.2. Depending on the area where the course aims to increase capability there are some generalizations that can be made about good practice:

Acquiring Skills

- 8.3. Practicing skills in a safe environment is where the training course comes into its own. Changing behavior and skills is most successful if someone learns by doing. The professional's role is to set up simulations, and an environment where people can get practice and have an opportunity to share ideas and knowledge.

Transmitting Knowledge

- 8.4. Formal delivery is not always well suited to the transmission of knowledge, though there are a few areas that may require input from a real expert or be 'one off' or too specific for e-learning to be written. Unfortunately in many types of training, direct delivery of facts is often used, but learners' capacity to retain aural information is often much lower than is often assumed.

Sharing Knowledge

- 8.5. Social learning is a highly effective process that goes on daily in most people's lives on-the-job, informally sharing information, ideas and tips. Discussing information allows learners to construct the knowledge in a way that has meaning for them. Formal events are a useful way of sharing and enhancing the knowledge of, for example, a project team. Bringing them together at intervals during the project or after its completion to reflect on experience and share and record the lessons learned is both a formal learning experience for individuals and a part of the knowledge management process of the COR.

Developing Culture

- 8.6. The 'attitude' area of the training and development is often a most difficult area to encourage learning. Learners need to emotionally engage with the COR's values and to take personal responsibility

when implementing policies and procedures. An engagement of hearts and minds, telling people what to think or believe is rarely effective. An inspiring presentation from a facilitator/trainer can build enthusiasm but it also needs to be followed up so people learn how to put that engagement into practice in their day-to-day work.

Participation and Practice

- 8.7. Courses covering skills maximize individual learner participation and build in practice. This means including time for each participant, sufficient time for feedback and if possible giving the opportunity for participants to practice again, using the feedback they have received. Course design will therefore ensure that work is done in small groups as much as possible and give each participant the opportunity to contribute, practice and ask questions.
- 8.8. Use real examples. Learners can be primed to come with issues they face, for example if they are learning how to deal with difficult customers, they can be asked to bring or write short scenarios of recent incidents. Assertion programs can use the situations in which each delegate finds it hard to assert themselves – management courses can include recent issues with members of staff.
- 8.9. If using real examples is difficult, then case studies can be substituted but they do age very quickly and do not have the immediacy of the issues today's participants are facing or the immediate applicability of the learning.
- 8.10. The applicability of skills to day-to-day work needs to be stressed and learners encouraged to set themselves targets for the application of new learning back in their workplace.

Use of Feedback

- 8.11. Feedback is one of the critical skills of facilitators/trainers and of managers – done well it gives learners increased confidence and the ability to continue their learning with each new opportunity to practice, whether on a course or as part of their work. Management programs can include practice in the skill of giving feedback and overcome prejudice about feedback only being negative.

Using Time Effectively

- 8.12. Bearing in mind that the major barrier to learning is seen as time, there is a continual pressure to cut down on the amount of time allowed for courses. The investment of time has to be justified by the far greater amount of learning that will result. Overly abbreviated training for skills may not result in any learning or retention. However, taking some learning off-line (by pre-work or reading), and following through with

activities such as coaching can overcome some of the issues.

Moving Away from the Delivery of Knowledge

8.13 If knowledge transfer and assimilation is important, the following are some alternatives to trainer-based delivery:

- E-learning or directed reading with exercises and tests to ensure that knowledge has been understood and to check retention
- Pre-work, pre-reading or pre-testing where the knowledge is a pre-requisite, followed by exercises on the course that apply the knowledge to the work context
- Offering opportunities for sharing and consolidating knowledge – for example at the start of a course using discussion based on participants' pre-reading, existing knowledge and experience or sending small groups to research topics and present their findings to others. Asking participants to come up with the essential knowledge and the context in which they will use it will ensure that the knowledge is relevant and expressed in language that is meaningful to them
- Structured debates - after an expert input, posing questions that allow the group to internalize and apply the new knowledge

8.14. When designing events for sharing knowledge, the learning and development professional will need to plan and manage the learning process, encourage presentations and group work by the participants, but will not control the content, nor the outcomes, which the group decide upon. Design ideas include:

- Giving opportunities for reflection both individually and collectively
- Encouraging consolidation of the experience
- Challenging groups to generate new ways of working for the future

This will result in actions for improving working processes and collaboration for the next stage of work.

Personal and Emotional Involvement

8.15. Effective methods which engage learners both personally and emotionally must include opportunities to translate concepts into real behavior. This means that the learners need to be asked to work out how the COR's mission, vision and values will actually be seen in their day to day work. For example, working in small groups helps individuals to see the relevance of ideas to their own situations and allows them to share ideas with their peers in the absorption of cultural messages and the ways in which they can be applied. Other ideas:

- Using real examples or cases to ask learners to make decisions and apply their knowledge, or including films/simulations for visual and emotive input
- Role-playing and feedback to test knowledge, interpersonal skills and allow discussion of the drivers of behavior
- Using creative techniques to engage and involve people
- Involving line managers and senior managers as role models of the COR's message

The Move Towards Facilitation

8.16. Training professionals are increasingly seeing themselves as the facilitators of learning rather than the deliverers of content. A 'classical trainer' is an expert from whom the group expects to learn, in contrast with the 'modern trainer' who provides a facilitative approach. Classical trainers will meet the needs of participants who expect to have information presented in a formal way, but this may not be the best way of 'knowing how'.

8.17. When using the more participative methods facilitators need to be able to:

- Have the confidence to say they are not the experts – this can be challenging for those who like to be in control, but it is easier to draw on the experience of others if you believe the trainer does not need to have all the answers. The facilitator's expertise is the process of learning itself: understanding how it happens and how to make it work for everyone.
- Structure the debate by choosing the questions to ask which will draw information, knowledge and ideas from the group and check the important points have been covered. The facilitators' input will provide a consolidation of the topic and an extension of the learner's existing knowledge.
- Create a safe confidential environment so that participants will trust that nothing they say or do (particularly in those early practice sessions) will be repeated outside the training room.
- Realize that the course is only part of the learning process – for the individual, it needs to link to their:
 - Prior learning and experience
 - Current needs arising from their job and career demands
 - Immediate experience when they return to the job
 - What their manager will encourage
 - Subsequent learning

8.18. As training professionals move from concentrating on training to learning, the provision of courses that follow this philosophy will maximize the opportunity given to learners to learn practical and applicable skills and knowledge. These training and development events treat learners as equal and active partners in the process of increasing the adaptability and performance of the COR.

9. Requests for Training

9.1. Attendance at any training and/or development event needs to be approved by the Human Resources Department – Training and Development Section.

9.2. The COR provides funding for attendance on approved courses at:

- Baghdad University
- Mustansirya University
- The National Centre for Consultancy and Administrative Development (NCCAD)

Further information can be obtained from the Human Resources – Training and Development Section.

9.3. In order to gain promotion to be a manager or an assistant manager an employee has to attend a recognized management training course.

Process for Making a Request for Training or Development

9.4. All training requests in the COR are to be managed by the Human Resources Department. A training request form should be filled in by an employee's manager and Human Resources will process the request.

9.5. The request can be initiated a number of ways:

- By the employee themselves
- By their manager/supervisor
- By the Director General of the appropriate directorate
- When having a performance management meeting
- At an appraisal interview

9.6. Any request for time off for training and/or development must be made in writing. When making a request the following is to specified:

- The subject area of the training
- When and where it is proposed that the training would take place
- The name of any qualification that the training will result in
- How the training will make the employee more effective at work
- Whether the employee has made a previous request. If so, the employee must give details of that request including the date that it was made.

Response to the Request

- 9.7. Within 28 days of receiving the request Human Resources - Training and Development Section, will either accept it in writing, or will arrange a meeting with the employee to discuss the request. The employee will be informed of the decision relating to the request within 14 days of the meeting.
- 9.8. If the employee is unable to attend the meeting s/he should inform Human Resources –training and development, as soon as possible and the meeting will be rearranged. If the employee fails to attend the meeting more than once, without good reason, the request will be treated as being withdrawn.

Decision

- 9.9. Human Resources- Training and Development Section can grant the request, agree to part of the request, agree to a different approach to the training or refuse the request, this can include:
- Training would not improve the employee’s effectiveness in the COR
 - The training would not improve the performance of the COR
 - The time off would cause a detrimental effect on the ability of the COR to meet institutional demands
 - The employee’s work cannot be reorganized among existing staff
 - Additional staff cannot be recruited to cover the employee’s work
 - The time off would cause a detrimental impact on quality
 - The time off would cause a detrimental impact on business performance
 - The request conflicts with planned structural changes

Appeal

- 9.10. If the employee is dissatisfied with the decision s/he may appeal. An appeal must be in writing and sent to the Senior Director of Human Resources within 14 days of receiving the decision in relation to the request. The Senior Director of Human Resources will then arrange a meeting to hear the appeal within 14 days of receiving the appeal letter.
- 9.11. Following the appeal a decision must be sent in writing to the employee within 14 days of the appeal meeting.

Changes to Plans

- 9.12. If the employee does not attend the training, stops attending the training or changes the agreed plans in any way s/he must inform the Human Resources – training and development immediately. Failure to do so could lead to disciplinary action.

10. Templates, Guidance and Training Glossary

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10.1. TRAINING REQUEST FORM

Training Requested for:.....

Grade:.....

Job Title:.....

Directorate/Area:.....

Manager:.....

Date:.....

1. In what part of the job does the learning need occur?	
2. What in your opinion is lacking? Is it knowledge or skill or both?	
3. When and how does it show?	
4. What do you want the employee to be able to do?	
5. Does the employee have a clear understanding of the purpose of the training? Are they willing and able to learn?	
6. How will the success of the training be measured?	
7. What will be done to ensure implementation of the learning?	
8. Please add any additional information relevant to the identified need.	

Any known training course?

Title	Relevant Content	Expected Result

10.2. Letter Agreeing to Request for Time Off for Training for an Approved Course

Dear [name]

Thank you for your recent request for time off for training.

Further to our meeting on [date] I am pleased to inform you that we are able to accept your request. The details of this are as follows:

- Time off will be given to [study for specific qualification/attend specific training course – give details]
- The time off will involve [give details – number of days, weeks etc]

The time off will be paid. The cost of the training will be met by the COR

The time off will commence on [date/a date to be confirmed].

If you have any queries about these arrangements please do not hesitate to contact me.

If you decide not to start the training, or if you stop attending or change the plans in any way, you must inform me immediately. Failure to do so might result in disciplinary action.

I hope that you enjoy the training, and that you find it to be beneficial.

Yours sincerely

[name and position]

10.3. Letter Refusing Request for Time Off for Training

Dear [name]

Thank you for meeting with me on [date] to discuss your request for time off for training.

I am sorry to inform you that, after careful consideration, I am not able to agree to your request. This is because [choose one or more of the following reasons and give further explanation as appropriate]:

- The training would not improve the employee's effectiveness in the business
- The training would not improve the performance of the business
- Additional costs that the absence would incur
- The time off would cause a detrimental effect on the ability of the employer to meet customer demand
- The employee's work cannot be reorganized among existing staff
- Additional staff cannot be recruited to cover the employee's work
- The time off would cause a detrimental impact on quality
- The time off would cause a detrimental impact on business performance
- There is insufficient work available during the periods the employee proposes to work
- The request conflicts with planned structural changes]

I would like to assure you that I have given your request a great deal of thought, and I am sorry for any disappointment this decision has caused.

If you are not satisfied with the reason for the decision you can appeal against it. If you wish to appeal you should do so in writing within 14 days of receiving this letter. Please address the appeal letter to [name]. If you do appeal, the matter will be reconsidered at a further meeting, and you will then be told of the decision from that meeting.

If you have any queries please do not hesitate to contact me.

Yours sincerely

[name and position]

10.4. Classification of E-learning Technologies

E-learning technologies may be classified into the following five categories:

1. Virtual Learning Environments (VLEs)
2. Authoring Tools
3. Collaborative Tools
4. Assessment Tools
5. Specialist software

1. Virtual Learning Environments (VLEs)

A VLE is a platform for managing and delivering learning. A “platform” is a generic term for a software framework, including system architecture, operating systems and programming languages: VLEs are platforms specifically adapted for learning.

VLEs sometimes go by other names, such as ‘managed learning environments’, but some other terms that are used for them have more specific meanings, including a Learner Management System, a Learning Content Management System, and a Virtual Classroom.

A Learner Management System (LMS) is a system for manipulating information about learners. A Learning Content Management System (LCMS) is a system for organising the learning - a repository for storing, retrieving and launching courses or their components. A Virtual Classroom is a means of staging learning events for participants in different locations.

VLEs can also include some of the technologies classified under the remaining headings.

2. Authoring Tools

Anyone who is familiar with a computer programming language can use it to create Web pages and anything on them. Authoring tools enable anyone who doesn't have programming skills to do the same. In e-learning, authoring tools enable the user to create learning content from scratch, typically in a simple template where the author can view the output while they input it, exactly as it will appear to learners.

Authoring tools often enable the author to create “learning objects”, which may be stored, retrieved and re-used in other courses or aggregates of learning content.

3. Collaborative Tools

Collaborative tools enable learners to interact with other learners and work together on issues of common interest. Examples include Wikis, blogs and discussion forums.

Wikis are web pages where learners can share the development of content and discuss its progress. Blogs are like online diaries, or logs, where the blogger writes and publishes their thoughts, and subscribers to the blog can post comments or questions. Discussion forums allow multiple users to start discussion topics, or threads, and reply to threads started by others. This allows learners to hold multi-sided online discussions about topics of common interest.

4. Assessment Tools

Assessment technologies range from simple tools for setting and marking quizzes to more complex software for analysing the style of a piece of writing. They are especially good at handling objective testing methods like multiple choice questions, true/false questions and hotspot questions (where the learner has to select an area of a diagram, map or illustration). They are limited in their ability to assess free text answers, such as essays, due to the vast and complex range of possible answers.

5. Specialist software

This fifth category is a catch-all for technologies that don't fit in the other four, and as such is always expanding. It includes simulations, games, study and revision tools, three-dimensional panoramic imaging software, and virtual characters, or avatars – and anything else that enhances the e-learning experience.

Measures in Evaluating Learning

How well learning works may be measured in a number of different ways, and against a variety of criteria. The following table provides a simple classification of the measures that may be used in evaluating learning.

Absolute measures	Efficiency	Outputs divided by inputs, or benefits divided by costs, to yield the most efficient return, and drive the maximum gains for the minimum costs.
	Effectiveness	Where outcomes are paramount, and are not considered in relation to costs. The driver is to achieve the best, or most effective, results, regardless of costs.
	Economy	Where costs are paramount, and the

		measure is how low costs may go, or how inexpensive the learning can be (with the caveat that certain minimum standards must still be obtained).
	Value-add	Like efficiency, value-add is a measure of outputs versus inputs, but with the emphasis on the value added, in terms of knowledge, skills and behaviour, rather than costs.
Comparative measures	The norm	When comparing with the norm, the measure can be against the original baseline performance, or a norm taken from a different work group or organization.
	Benchmarks	This is an external comparison, against another organization's performance, or perhaps against an industry sector average.
	Standards	This external comparison goes one stage further, and measures against occupational standards, or quality standards, or some other objective, well-established criteria.

These measures are not exclusive of each other: combinations of some may be used, particularly drawing one measure from each of the two major categories in the left-hand column.

10.5. Costing Learning

Every learning intervention is different, and carries different costs, so it is difficult to offer a blueprint for costing learning. However, the following table suggests one standard scheme for assessing the costs of a learning intervention before it is undertaken – or before any commitment to undertake it.

	Start-up/initial investment	On-going running costs
Staffing: Planning Managing Delivery Support		
Facilities: Premises Alterations Utilities Furnishings		
Running costs: Equipment Telecommunications Learning resources Consumables		
Marketing: Publicity materials Advertising Promotional events Briefings		
Other costs		
Total costs		
Divided by the nos. of learners = cost per learner		

This template can be adjusted to address common costs in the COR by changing any of the categories in the left-hand column.

By summing the figures in each column, total costs for start-up and for ongoing delivery can be established. The costs per learner can be identified by dividing this by the number of learners.

10.6. Coaching – the top ten pitfalls

1. Missing the opportunity to coach. One of the most important skills in coaching is spotting the opportunities.
2. Only thinking about formal coaching sessions and undervaluing informal coaching opportunities. For example, a chance meeting in a corridor can be among the most powerful coaching interventions.
3. Leaping to conclusions and solutions without taking enough time to gather information, consider the different aspects of a problem and the points of view of everyone involved. Patience should be the watchword, and the coach should guard against impetuosity. Avoid the “fire, aim, ready” school of coaching.
4. Not asking enough questions. Keep asking. Use the 5WH model (who, what, where, when, why and how, especially ‘why’) and test your understanding of everything.
5. Not asking the right questions. Refine your questioning. Probe deeper for more information.
6. Not listening, or not listening properly. Try not to have selective hearing, but to tune into what’s important to the learner. Pick up nuance, inference, and clues that the learner wants to divulge more, given a sympathetic ear.
7. Talking too much. As a general rule, the learner should do a lot more talking than the coach.
8. Not using silence effectively. Play the waiting game, and allow the learner time to gather their thoughts and open up.
9. Being too directive. Coaching is about guiding, not instructing. Don’t tell the learner the answer, let them find it for themselves.
10. Thinking that coaching is appropriate for every occasion – it’s not.

10.7. PERSONAL DEVELOPMENT PLAN

Name:					
Action to be taken			Dates covered by plan:		
Description of activity	Resources needed	Purpose of activity	Success criteria	Date activity starts	Date activity targeted to end

Notes:

Ensure that the activity is clearly explained, so that you will know when it has been completed (e.g., 'Time management' is very vague, and it would be difficult to be sure when this is achieved). To assist with this, set out clear success criteria, which set out measures to be applied.

10.8. Example Attendance Sheet

ورقة حضور التدريب
برنامج دعم وتطوير البرلمان

<i>Subject:</i>	أسم الدورة
<i>Trainer:</i>	أسم المدرب:
<i>Date:</i>	تاريخ الدورة:

عنوان البريد الالكتروني <i>E-mail Address</i>	رقم الهاتف <i>Phone</i>	العنوان الوظيفي <i>Position</i>	القسم- الدائره <i>Department</i>	الأسم <i>Name</i>	ت <i>No</i>
					1
					2
					3
					4
					5
					6
					7

10.9. Training Evaluation Sheet

This form is designed to provide information for the training and development section on the courses conducted

First: General Information		
Name:		
Job Title:	Dept./Directorate:	
Training Course:	Organized by:	
Trainer:		
Venue:	Course Duration:	Date:

Second: Trainer's Evaluation					
Statement	Excellent	V. Good	Good	Medium	Weak
1. Trainer's familiarity with the training's topics					
2. Trainer's ability to deliver information					
3. Presentation style (clearness and sufficiency)					
4. Trainer's ability to explain the content of the course					
5. How cooperative is he with the trainees					
6. Diversity of actions, exercises and methodologies used					
7. Trainer's ability to induce participants to react					
8. Trainer's ability to manage interventions and discussion					

Third: Training Course Evaluation					
Statement	Excellent	V. Good	Good	Medium	Weak
1. The content					
2. Training material distributed during the course					
3. The structure and perspicacity of curriculum content					
4. Objectives achieved					

5. How organized is the training course					
6. Equipments and methodologies used					
7. Course Duration					
8. Course Venue					
9. Time schedule					

Fourth: General Information

Do you think that you are the right person to attend this course?	Yes		No	
Do you think that the course has helped you developing your skills?	Yes		No	
Have you been sufficiently notified on the nature and type of the course before attending it?	Yes		No	

What's your general evaluation of the course?	Excellent	V. Good	Good	Medium	Weak
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Essential information acquired:

1.
2.
3.
4.

Essential skills acquired through participating in the training course:

1.
2.
3.

The most Important suggestions appropriate to developing the scopes of work:

1.
2.
3.

Suggestions and Remarks:

1.
2.
3.

Employee's Signature		Date:	
----------------------	--	-------	--

10.10. Glossary of Key Training Terms

Type of Training	Definition
Accelerated Learning	A form of linked learning in which content is heavily based on the central theme or message and in which learning is achieved actively and not simply via presentations from the trainer. This technique can also help to cut down on learning time by being focused on practical experience and a real life context.
Action Learning	A learning technique based on real life scenarios that are capable of having action taken upon them. In order to learn, an individual needs to identify the problem, take ownership for it, and identify the necessary steps required in order to resolve it. The technique is performed in groups (sometimes called 'comrades in adversity'), in order that an individual can learn by questioning their own and others' proposed actions.
Assessment and Development Centers	A process designed to assess the potential of an individual to perform in relation to a set of criteria. This is done by measuring skills/knowledge/attitudes/competences which have been identified as requirements for the role through the completion of a series of tailored exercises. A Development Centre usually results in a personal development plan that enables an individual to be developed into a future role whilst an Assessment Centre leads to an appointment of one person over others into a role in a recruitment situation.
Asynchronous Communications	Interactions taking place not in real time, i.e. via an electronic platform such as e-mail which can store messages until the recipient is in a position to access them.
Balanced Scorecard	A management technique enabling organizations to clarify their vision and strategy and translate them into action by identifying four or more key perspectives from which the organization's performance can be measured. The four key measures are: 1. Financial Perspective 2. Customer Perspective 3. Business Process 4. Learning and Development Perspective.
Blended Learning	A combination of different learning delivery strategies, which can include face-to-face, or classroom style training, e-learning and

	distance learning plus mentoring or coaching. Course content can be delivered via the web or other digital technologies as well as in presentations, handouts and books etc.
Buddy Scheme	Pairing an individual with a peer or colleague to enable practical learning to take place about the organization and the roles within it.
Coaching	Many different definitions exist. However, a generally accepted definition would be a one-to-one learning intervention provided to enhance the abilities and/or knowledge of the coachee to enable him or her to reach their goals and acquire new skills. Coaching interventions range from specific skills/knowledge coaching where the coach needs to have a level of skill themselves in the area being coached through to no-specific coaching where the coach helps the coachee come to their own solutions/outcomes to problems.
Cognitive Task Analysis	An agreement reached at the outset of a coaching intervention to determine the areas to be covered, duration, number and length of sessions, the parties' levels of commitment, confirmation of confidentiality boundaries and respective expectations of suitable outcomes.
Competence	The behavior or set of behaviors deemed necessary for an employee or team to have, or to acquire to allow them to achieve high levels of performance in carrying out stated aims and objectives.
Core Competency/ies	The fundamental behaviors demonstrated in a work environment that enable the organization (and individuals within it) to be in, and stay in, its field. Competency is underpinned by skills and knowledge
Competency Framework	A clear structural description of an organization's nature, function and the job roles contained within it, setting out the competences required to perform each role effectively. Such a framework is often supported by knowledge requirements and behavioral indicators.
Distance Learning	Courses of learning not requiring students to attend course components in one place, and in which a variety of media, including online, can be used to deliver materials, allowing students to structure their time flexibly around other commitments and not having to travel to a training venue on a regular basis.

E-learning	Learning that is delivered, enabled or mediated using electronic technology for the explicit purpose of training in organizations.
Facilitation	A technique used to enhance the learning experience and improve its success by drawing on the knowledge of participants and building upon it to fill in any gaps.
GROW Model	Developed by John Whitmore, GROW is one of the best known and widely used coaching methods. GROW is an acronym for Goal, current Reality, Opinions and Will - which are seen as the four key components of a coaching session.
Hierarchical Task Analysis	The most common form of Task Analysis in which steps taken to perform a task are analyzed in the order in which they must be completed for the task to be achieved.
Icebreakers	Exercises or games employed by trainers at the start of a course or group workshop, which are designed to introduce the learners to each other and to prepare them for learning by overcoming any shyness or other unwillingness to participate.
Kirkpatrick Four Levels of Evaluation	Four levels of attainment based on Donald Kirkpatrick's 1959 model of learning evaluation: <ol style="list-style-type: none"> 1. Level 1 - reaction of participant (what they thought and felt about training). 2. Level 2 - learning (the resulting increase in knowledge or capability). 3. Level 3 - behavior (the extent of behavior and capability improvement and implementation/application in the workplace). 4. Level 4 - results (the effects on business or environment resulting from the learner's performance).
Learning & Development (L&D)	Refers to the professional practice of managing, providing and facilitating learning and development of individuals, teams and organizations.
Learning Needs Analysis/Assessment	Monitoring and assessment of organizational capabilities, performance, principle activities and market trends alongside available skills/knowledge/competences in order to identify the learning requirements of an organization and its employees.

Learning Organization	An organization which is committed to training and developing all of their staff as part of its overall organizational development strategy in order to satisfy business needs and to achieve success
Learning Outcomes/Learning Objectives and Workplace Outcomes	Defined pre-determined goals specified before a learning intervention commences against which to measure the relative success of the intervention on completion. Learning Objectives are statements as to what a person will know or be able to do by the end of a learning intervention. Workplace outcomes are statements that explain what a person should be able to do back in the workplace (environment permitting) following a learning intervention, often written as Behavioral Competences.
Learning Styles	An attempt to categorize the differences between individuals which may or may not result in knowledge being assimilated in different ways depending on cognitive, social, cultural or behavioral variables. Differences are said to manifest themselves in preferences for the presentation of information (e.g. pictorially or verbally), for receiving instruction (e.g. collaboratively or independently) and for learning strategies, amongst other things.
Linked Learning	Learning interventions designed to be tailored to the particular demands of a given role or organization, ensuring that they are durable and the message imparted during learning can be readily applied in the real world, i.e. the learning is 'linked' to the jobs of the learners.
Maslow's Hierarchy of Needs	A framework developed by Abraham Maslow to describe the way in which humans' basic needs are supplanted by 'higher needs' once they have been satisfied. The four 'lower needs' are grouped under the term 'deficiency needs' and include physiological (e.g. eating, drinking, breathing etc), safety (e.g. physical security, employment, health etc), love and belonging (e.g. friendship and family), and esteem (e.g. respect, self-respect etc) needs. The 'higher needs' are also known as 'growth needs' and include self-actualization (i.e. to

	strive to achieve) and self-transition (i.e. spiritual needs).
Mentoring	Guidance and support provided by an experienced worker in a particular discipline to a less experienced member of staff or contact (usually within one organization but can be via an external arrangement).
Myers-Briggs Type Indicator (MBTI®)	Based on Jung's Psychological Type theory, this technique was developed to evaluate personality by identifying key preferences on scales known as dichotomies, which are: extraversion-introversion; sensing-intuition; thinking-feeling and judging-perceiving. In order to determine type, an individual answers a series of criteria and their answers show them to prefer either end of each of the scales. Based on the results, individuals are then assigned a four-letter code revealing their type (e.g. EIFJ or ISTJ etc).
Observation Assessment	Assessment technique requiring a line manager or similar to provide feedback on the change brought about by a training intervention on an employee. This is often conducted after a protracted period after the learning intervention - i.e. three months - via observations often recorded onto an observation questionnaire/checklist
One to Many	A workshop, group or classroom training
One to One	Training/learning delivered to one trainee, such as mentoring or coaching
Performance Gap	A demonstrable lack of skills/knowledge/competency amongst a group of employees, leading to their inability to successfully perform the stated aims of the organization
Procedural Knowledge	Knowledge required to perform a specific task, showing that an individual understands the discrete steps or actions to be taken and the available alternatives to perform a given task or tasks.
Psychological Contract	The unwritten, and typically unvoiced expectations of both the employer and the employee of what their respective obligations are to each other, as distinguished from the

	legal contract between the parties.
Return on Investment	Demonstrable financial or practical outcome of initial outlay in a business context making the investment worthwhile.
Shadowing	A learning technique whereby a more experienced or knowledgeable individual allows a novice or junior to observe and/or participate in daily tasks.
Skills Matrix	A method of analyzing team or departmental learning requirements by comparing business requirements alongside the names of team members to illustrate competence against the range of required technical and soft skills. As each member attains a suitable level of proficiency they can be 'ticked off' against each of the skills.
Soft Skills	A term used to describe a series of behaviors relating to the development and maximization of performance, such as interpersonal skills, coaching, team building, decision-making, negotiation etc that are not technical in nature.
Stakeholders	The parties involved in an initiative or activity with a meaningful interest in its outcome
Step change	An observable difference, which has taken place in a non-continuous way (i.e. as a direct result of a learning intervention).
Synchronous Communications	Interactions taking place in real time, i.e. via an electronic platform such as a chatroom or virtual classroom, which can transmit content instantaneously
Task Analysis	A method of identifying measurable behaviors involved in the performance of each task in a particular job, broken down by the skills, knowledge and attitudes required to successfully perform each one.
Technology Platform	Electronic portal through which content and materials are provided to an end-user (i.e. using a Visual Learning
The Training Cycle	An established model describing the process whereby an organization might identify its organizational goals, gaps in performance, training needs, design, plan and deliver

	learning events, assess learners and evaluate the events' success. These are depicted as elements of a continuum to show the inter-relationship between each stage.
360 Degree Feedback	Information provided about an individual from a variety of sources in and around their working environment. Questionnaires are provided for completion by nominated individuals who are generally drawn from peers, colleagues, other managers and sometimes external contacts and customers. The intention is to obtain a fuller picture of an individual than their line manager can obtain alone, based on the complex working relationships of a modern organization.
Transfer of Learning	The successful implementation and application of new skills and ideas gained through a learning intervention/training into the workplace or similar real world environment
Value Chain	Michael Porter's 1975 model for analyzing the specific activities through which organizations can create value advantage. The organization's primary activities are divided into five linked functions as follows: Inbound Logistics; Operations; Outbound Logistics; Marketing and Sales; and Service.