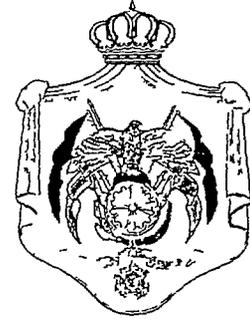


PN-ACE-751  
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*The Hashemite Kingdom of Jordan*



*Ministry of Water and Irrigation*

# Water Quality Improvement and Conservation Project

Water Management Education

Training Management Working  
Paper

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**Training  
Management  
Working  
Paper**

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## SECTION I INTRODUCTION TO TRAINING CONCEPTS AND THE TRAINING PROCESS

The first section of this report is meant to introduce the reader to the basic concepts of training management, its utility in furthering an organization's human resource objectives, and provide definitions of terms and concepts. The process of training from identification of training needs, through implementation and evaluation of the training program is also introduced here and discussed in more detail in subsequent sections.

### **Definition of training**

Training is a planned process to modify attitudes, knowledge or skill behaviour through learning experiences to achieve effective performance in an activity or range of activities.

### **Purpose of training**

The purpose of training, in the work situation, is to develop the abilities of the individual and to satisfy the current and future HR needs of the organization.

### **Objective of training**

The fundamental objective of training is to keep and to help the organization achieve its purpose by adding value to its key resource- the people it employs. Training requires investing in people to enable them to perform better and to empower them to make the best use of their natural abilities.

### **Benefits of training**

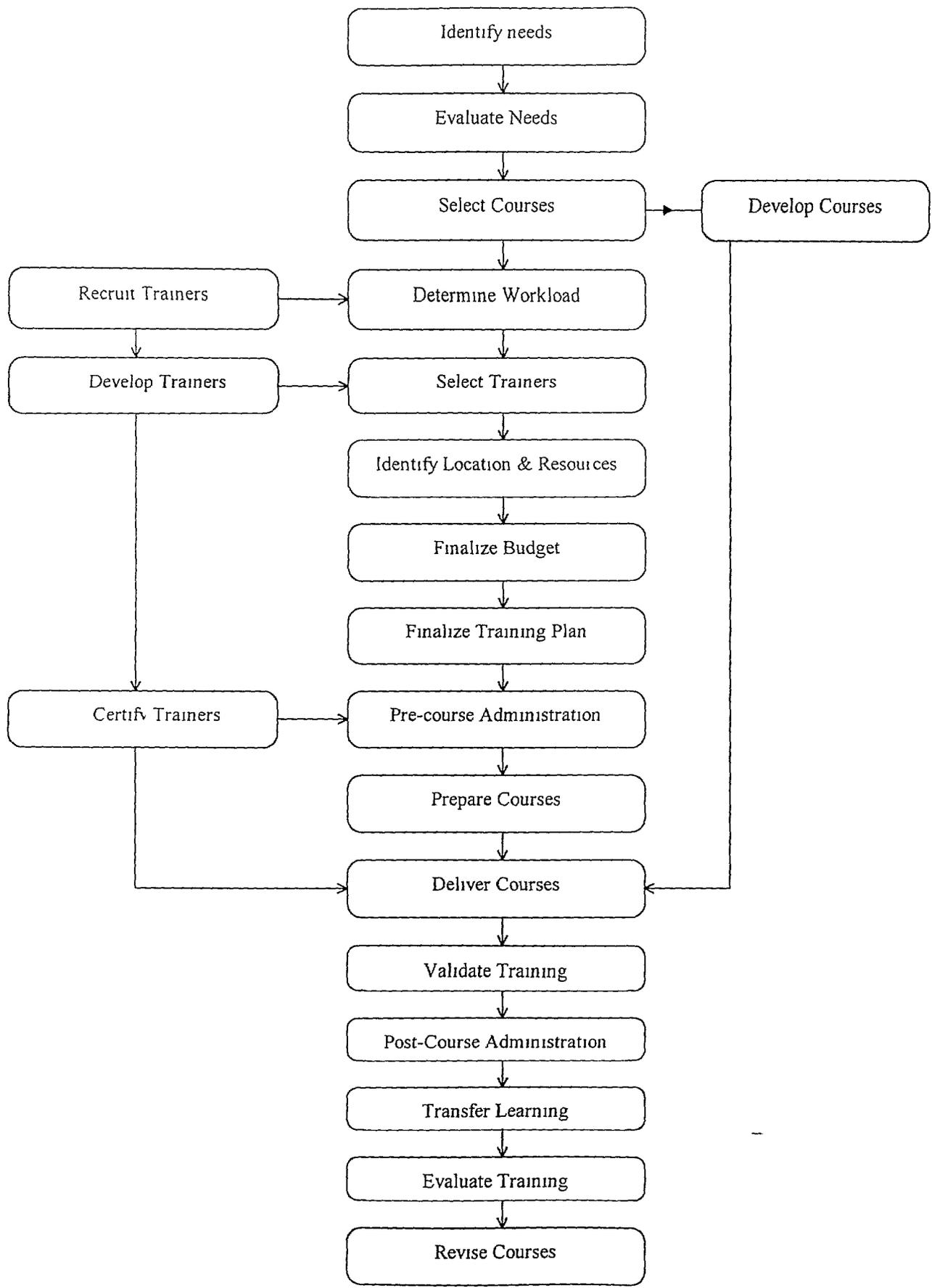
Effective training can

- minimize learning costs
- improve individual, team and corporate performance in terms of output, quality, speed and overall productivity
- improve operational flexibility by extending the range of skills possessed by employees (multiskilling)
- attract high quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills
- increase the commitment of employees by encouraging them to identify with the mission and objectives of the organization
- help manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations
- develop a positive culture in the organization, one which is oriented towards performance improvement
- provide higher levels of service to customers

### **The Training Process**

Systematic training is training which is specifically designed to meet defined needs. It is designed and implemented by skilled trainers and its impacts are carefully evaluated.

Effective training is a deliberate intervention that achieves the learning necessary for improved job performance. Its design and implementation follows several key steps illustrated by the following figure.



The following provides a quick characterization of each step in the training process. More detailed discussion of specific elements within this process are found in subsequent sections.

#### **Identify Needs**

The process starts off by identifying the business needs and turning these needs into training requirements.

#### **Evaluate Needs**

A check is made to ensure that the required or mandated training is suitable for the individuals concerned. A check is also made to make sure that training can meet the identified need. If training is not a suitable approach, the need has to be analysed further and alternatives can be suggested.

#### **Select Courses**

The choice will be between

- using an existing in-house course
- sending trainees to an external course
- developing a new course

#### **Develop Courses**

If no suitable courses are available, new courses have to be developed and piloted.

#### **Determine Workload**

At this stage, the first estimate of the resources that are required to meet training needs is to be made.

#### **Recruit Trainers**

If the organization does not have sufficient trainers to meet the expected workload, there is a need to start the process of recruiting trainers.

#### **Select Trainers**

Suitable trainers need to be identified before the course is to be delivered.

#### **Develop Trainers**

Trainers who are selected to run courses will need further development of their own skills and knowledge such as found in training of trainers courses.

#### **Certify Trainers**

If a course is new to the trainers, they should undergo a program of observation and practice to ensure that they reach the required standard before they are allowed to deliver the course on their own.

#### **Identify Location and Resources**

Before announcing the dates of the proposed courses, be sure that appropriate location(s) and resources are available.

#### **Finalize Budget**

Identify costs required to meet training needs and finalize a training budget BEFORE the training plan is finalized.

### **Finalize Training Plan**

After budget negotiations are complete, there is a need to make adjustments to the training plan. Prioritizing should still be done even if sufficient places are available, so the individuals most in need of the course will still get trained if the budget is cut later in the year.

### **Pre-Course Administration**

Once the training plan has been concurred, the course administrator has to ensure that the identified individuals get to the right course, at the right time.

### **Prepare a Course**

Before the courses can be delivered, the trainers need to prepare themselves, the materials, and the training room.

### **Deliver a Course**

Participants are trained. However, it is recommended that as far as the rest of the organization is concerned, this is only the start of the change process. Training will need to be supplemented with other on-the-job learning experiences.

### **Validate Training**

Validation is the process of ensuring that the course meets and continues to meet its stated objectives. Tests, observations, and trainee feedback are all data which has to be analysed to determine whether the objectives are being met.

### **Post - Course Administration**

As soon as the training has been completed, attendance should be noted on the trainees training records.

### **Transfer Learning**

The trainees then have to use the knowledge and practice the skills on the job to ensure that the learning is transferred into the workplace.

### **Evaluate Training**

The training process should have a method of ensuring that the process has had the desired effect or result.

### **Revise Courses**

The courses need to be revised to incorporate the changes identified during evaluation.

## **Responsibility for training**

Before we close this section, it is important to note that training, and real learning, in an organization is not the sole responsibility of the HRD and training staff. Senior managers should understand that they must create a learning organization in which managers recognize that training and development are a key part of their role and one on which their performance will be assessed. It is a continuous process, whereby training that is received in a formal setting, is reinforced on a daily basis in the regular work environment. Without this reinforcement, training, no matter how good, is unlikely to have the desired effect.

The role of a specialized training function is generally to provide advice and guidance to managers on their training responsibilities. They are responsible for the following activities:

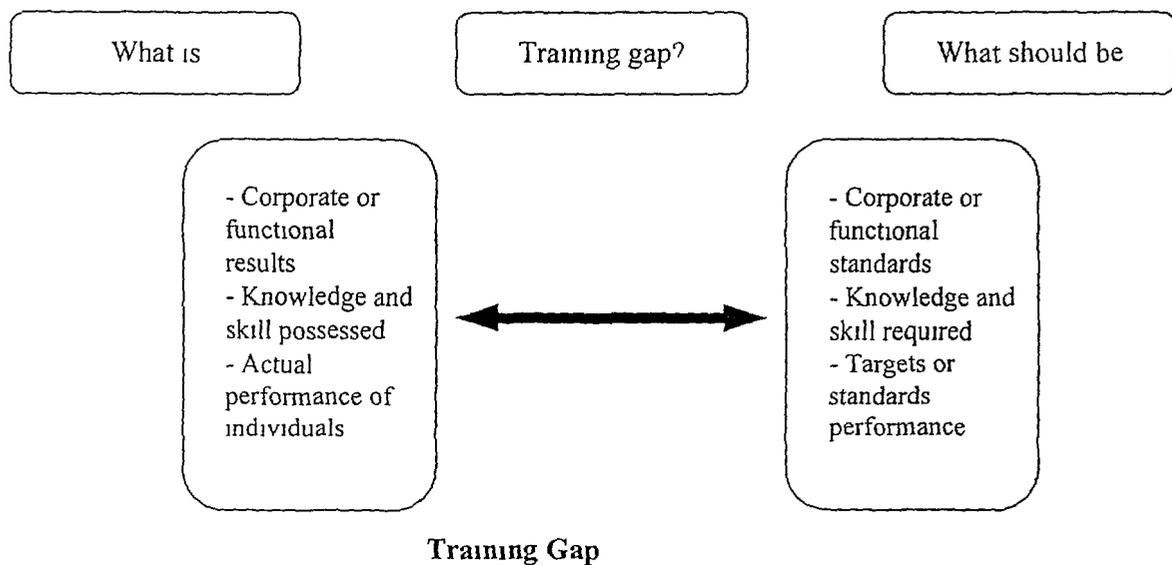
- Developing training strategies
- Analyzing and identifying corporate and occupational training needs
- Developing proposals on how these needs should be satisfied
- Preparing plans and budgets for training activities
- Identifying external training resources
- Organizing internal courses and training programs
- Training managers, supervisors and mentors in their training responsibilities
- Providing help and guidance to individuals in preparation and implementation of personal development plans
- Monitoring and evaluating the effectiveness of training

## SECTION 2 BEGINNING THE PROCESS – THE TRAINING NEEDS ANALYSIS

The critical first step in designing an effective training program is found in the training needs analysis (TNA). It is worth investing resources in this analysis for without it, the resultant training design is unlikely to adequately meet the needs of the organization. For this reason, a significant portion of this report is devoted to discussing the elements of training needs analysis in some detail.

### What is training needs analysis concerned with?

Training needs analysis (TNA) is partly concerned with defining the gap between what is happening and what should happen. It is also concerned with identifying and satisfying the need for multi-skilling—equipping people with the skills to take on extra responsibilities and increase all-round competence.



### Defining Training Needs Analysis

Successful TNA demands care, attention to detail, and a determination to search for the performance facts and their implications, rather than simply to justify existing opinions and pressures. The TNA process provides a valuable component of any continuing effort to achieve performance improvement in the organization.

It is important to note that when training is seized upon too quickly as an organizational solution, it can become part of the problem, rather than part of the solution. A thorough training needs analysis can be a valuable tool in demonstrating to an organization where training can be most effective as well as where other means of improving performance must be used.

For the purpose of this report, I shall talk about the Process of TNA and consider Training Needs Identification as a sub-set of the process. Before we begin, it is important to define the concepts that will be discussed.

*Training Need* It is a need for human performance improvement that can best be met by training of some kind. For effective analytical use, this need must be spelled out in clear, behaviourally-oriented terms. It is vital that training needs, once identified, are written down for easy reference.

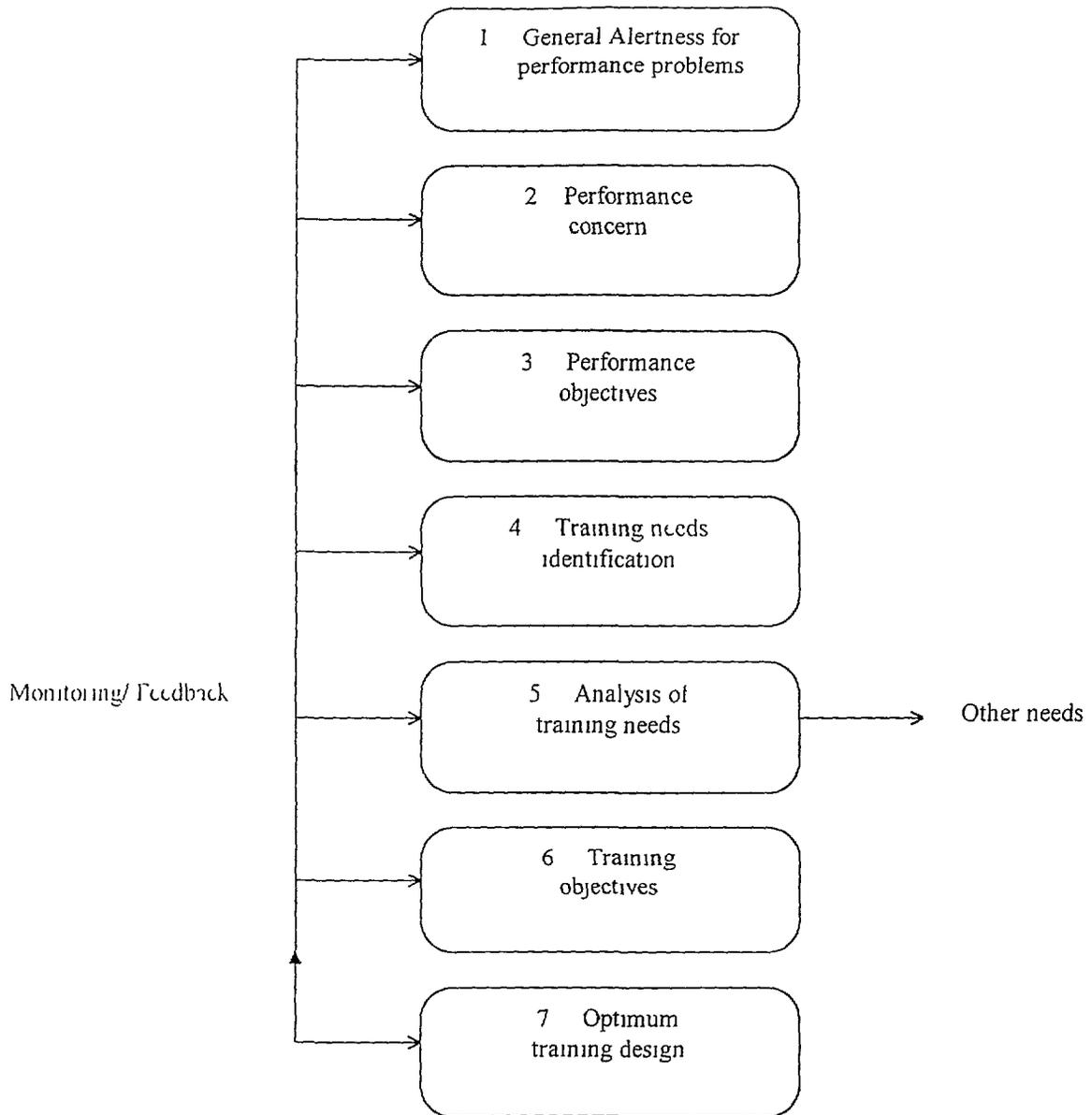
*Training Needs Identification* It is the **process** required to identify and specify training needs at the individual or organizational levels. In effect, this process involves a form of information filtering designed to sort out (needs) from (wants), and then to clarify which of the needs discovered are actually training needs.

*Training Needs Analysis* It is the process of examining training needs to determine how best they might actually be met. In this process, such considerations as organizational priorities, costs, resources, and the precise nature of the learning involved come into play.

Ideally, organizations should develop a general alertness to performance problems. The HRD Directorate should certainly encourage this kind of alertness. Symptoms of performance problems may show up in increased levels of absenteeism, and time off for illness, or more numerous accidents. They may also show up in routine boss-subordinate relationships.

Sometimes major changes such as organizational re-structuring or technological changes will automatically raise performance questions. In this case, we might deal with anticipated performance problems or, more positively, performance concerns. The TNA process still applies.

The following diagram helps to highlight the key stages involved in TNA process.



Overview of the TNA Process

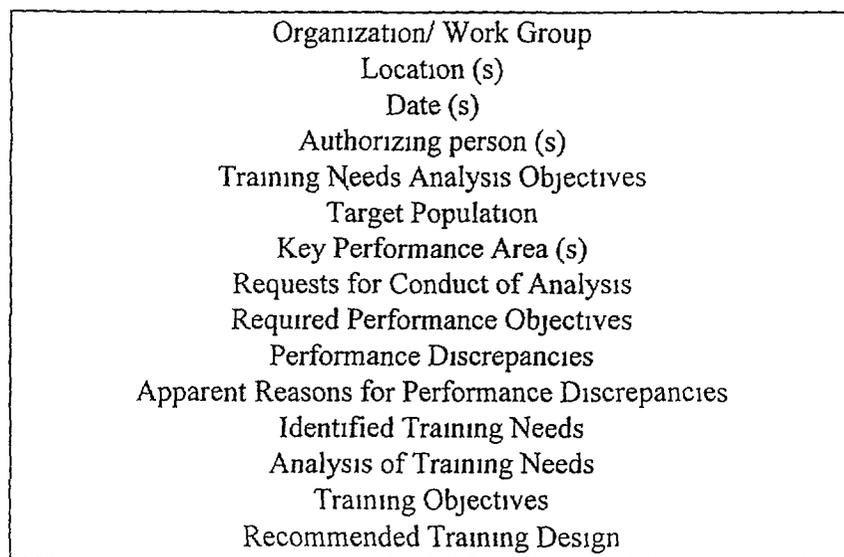
All of the TNA process must remain open to further adjustments. The TNA process can encourage learning in a general way by ensuring that feedback channels into the training system remain open, flexible, and attentive.

TNA can also encourage continuous improvement in a productive way. The challenge is to use it in a thoughtful, flexible way, never allowing it to become a rigid, imposed structure.

The TNA process is intended not only to provide better training programs, although this is certainly its primary purpose. It can also become a vital component of better management in general. Keeping the lines of feedback/ monitoring open at all times will automatically help to ensure the continuous inclusion of new information and the refinement of old ones. It will also help to convince employees throughout the organization that their opinions count and will be considered. Employee cooperation with and support for TNA is essential to the development of a useful training plan. But it requires the right kind of encouragement and the right conditions.

### The TNA Process Plan

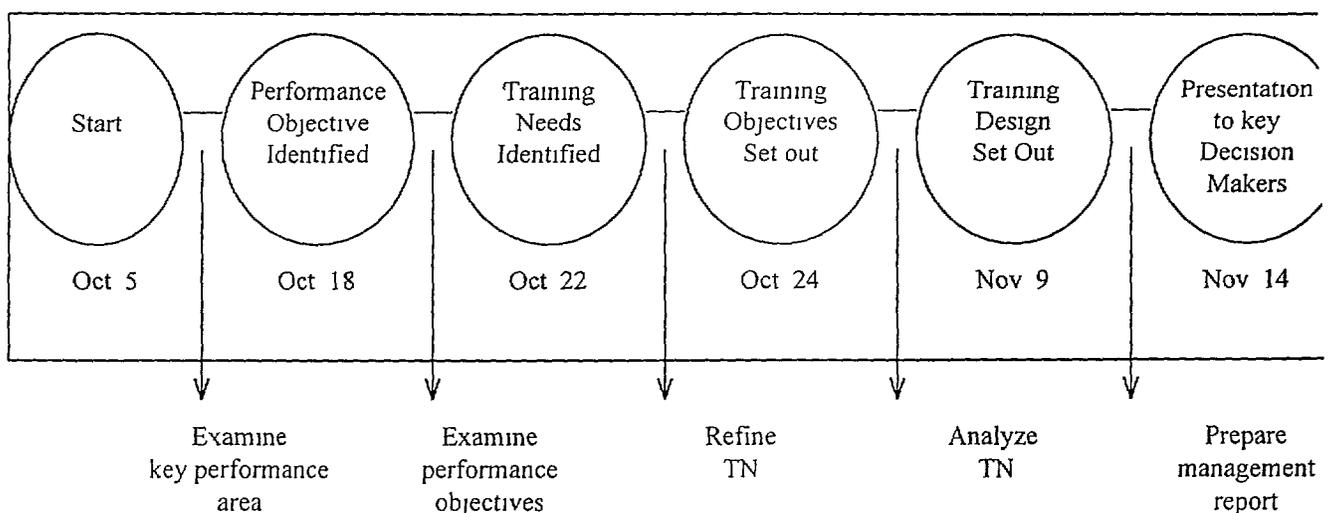
The HRD Manager needs a plan for carrying out a complete analysis of the training needs of the organization. It flows logically from a good action appraisal, and details the critical aspects of the planned analysis. The plan as shown in the following figure provides a good outline.



The following describes the information required for each element of the TNA Process Plan and discusses its importance.

- The initial information concerning the organization/ work group, the location and the date is important for orienting and logging information. All the information which will be gathered, will lend itself to future reference for different kinds of training and development work.
- The authorizing person is the key decision-maker who gives authority to conduct the TNA.
- The TNA objectives outline the reasons for conducting the TNA. It could be in such a form  
[ This analysis project will identify and analyse the TN within the organization for improving the operational effectiveness of the work group as a whole. The completion date is ]

- The target population is that specific group or number of people whose performance needs to be examined We can identify the target group as  
 [ All HRs whose job descriptions indicate they have a significant role to play ]
- The key performance area is an area or sphere of activity included as part of a job, or identified as an important performance objective set within a given area of work responsibility In job descriptions, it is called a “key duty” This might be stated as  
 [ The continuing provision of accurate and timely communications to the managers of all types It includes all types of communication messages related to the effective and safe result ]
- Requests for Conduct of Analysis outlines those individuals, material and time resources needed by the analyst It is a job estimate to some extent Time estimation is also needed A PERT chart helps with this, an example of which is found in the following figure



Two key terms in PERT are “EVENT” and “ACTIVITY” The Circles depict the Events and the Lines show the Activity

- The area of required performance objectives is likely to be the trickiest one of all to work with These are the performance objectives of the individual or group that is being analyzed What should they be able to do in order to perform their job most effectively? In developing a list of performance objectives for a particular training analysis, we may have to use a number of sources, such as job descriptions, target population, supervisors and actual on-the-job observations

In explaining this part of the plan to the key decision-maker or the authorizing person, the HRD Manager or the Analyst must show how he/she intends to establish the required performance objectives

- When the performance discrepancies are obtained, the analyst is almost near the heart of the matter. Here we are identifying the training gap – the difference between what is vs what should be. The analyst is determining where the target population is falling short of the performance objectives as defined.
- While the performance discrepancies themselves take a lot of effort to identify, and the analyst may not receive organizational recognition immediately, the apparent reasons for the performance discrepancies can prove even trickier to deal with. The analyst needs to be specific in pin-pointing the reasons for the discrepancies in clear cause-effect terms.
- The analysis of TN is the process of examining training needs to determine how best they might actually be met. The focus here is on identifying the kinds of learning needed and the nature of the training or education that can impart that learning.

Even though training is seen as a worthy intervention, be aware that the specific training needs proposed may not meet quick acceptance.

- The training objectives emerge naturally from the analysis of training needs. In fact the training needs can be worded as performance objectives. Training performance objectives should be arranged in logical groupings or hierarchies, showing their interconnections for particular skill and knowledge issues.
- The recommended training design section of the TNA plan is a very important section. The analyst here comes to the heart of the matter. How will the decision-maker resolve the performance discrepancies that lend themselves to the training solution? The recommended training design will outline the How, When, Why, Where and What of the training the analyst proposes. This may include details of different courses, and/or interconnected courses.

#### **Key Steps Involved in Conducting the Training Needs Analysis**

The exact steps to go through in carrying out the analytical work will look something like this:

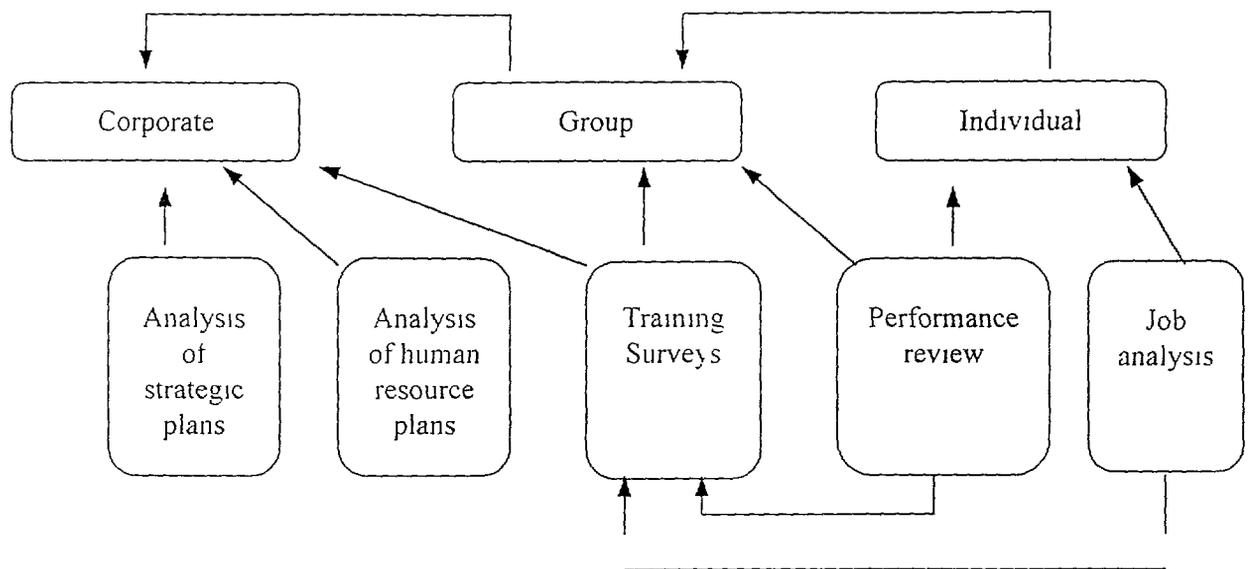
1. Conduct a general appraisal of the entire work group, department or organization.
2. List all the immediately identified training needs.
3. Identify the actual and potential sources of information.
4. Draw up lists of the key performance areas of all the employees whose work will be examined.
5. Determine the methods which will be used in carrying out the TNA process. (This will be explored later).
6. Develop a list or lists of performance objectives for the key performance areas.

- 7 Note the key performance areas and the performance objectives that do not measure up in actual results
- 8 Lay out specific performance discrepancies for the employees and key performance areas and objectives concerned
- 9 Identify the probable causes of the performance discrepancies
- 10 Draw up an initial list of training needs from the causes identified, including setting them out as training objectives
- 11 Analyse the TN, setting out such things as the types of learning involved, the ideal learning locations and methods
- 12 Lay out the options available for meeting other kinds of performance needs
- 13 Specify the organizational consequences of the performance discrepancies
- 14 Draw up a general training design, at least in outline form
- 15 Prepare a report detailing the work carried out in the training needs analysis process, including the objectives, the actual work groups involved, the methods used, the resources employed the findings, and the training recommendations

Laying out the steps will help to illustrate the complexity of the TNA process and underline its significance. It also serves to underscore the importance of solid preparation and organizational support.

#### **Areas and methods of TNA**

Training needs should be analyzed, first for the organization as a whole, second for departments, teams, functions and occupations, and third for individuals. These three areas are interconnected as shown in the following figure.



Training needs analysis - areas and methods

It is important to note that needs identification must balance corporate demands, policies and strategies as well as individual and organizational requests. Corporate policies and strategies should be the umbrella under which individual and organizational needs are identified. It is thus important that the analyst understand corporate policies and strategies to ensure alignment of training activities with the business direction.

#### Analysing the Training Needs

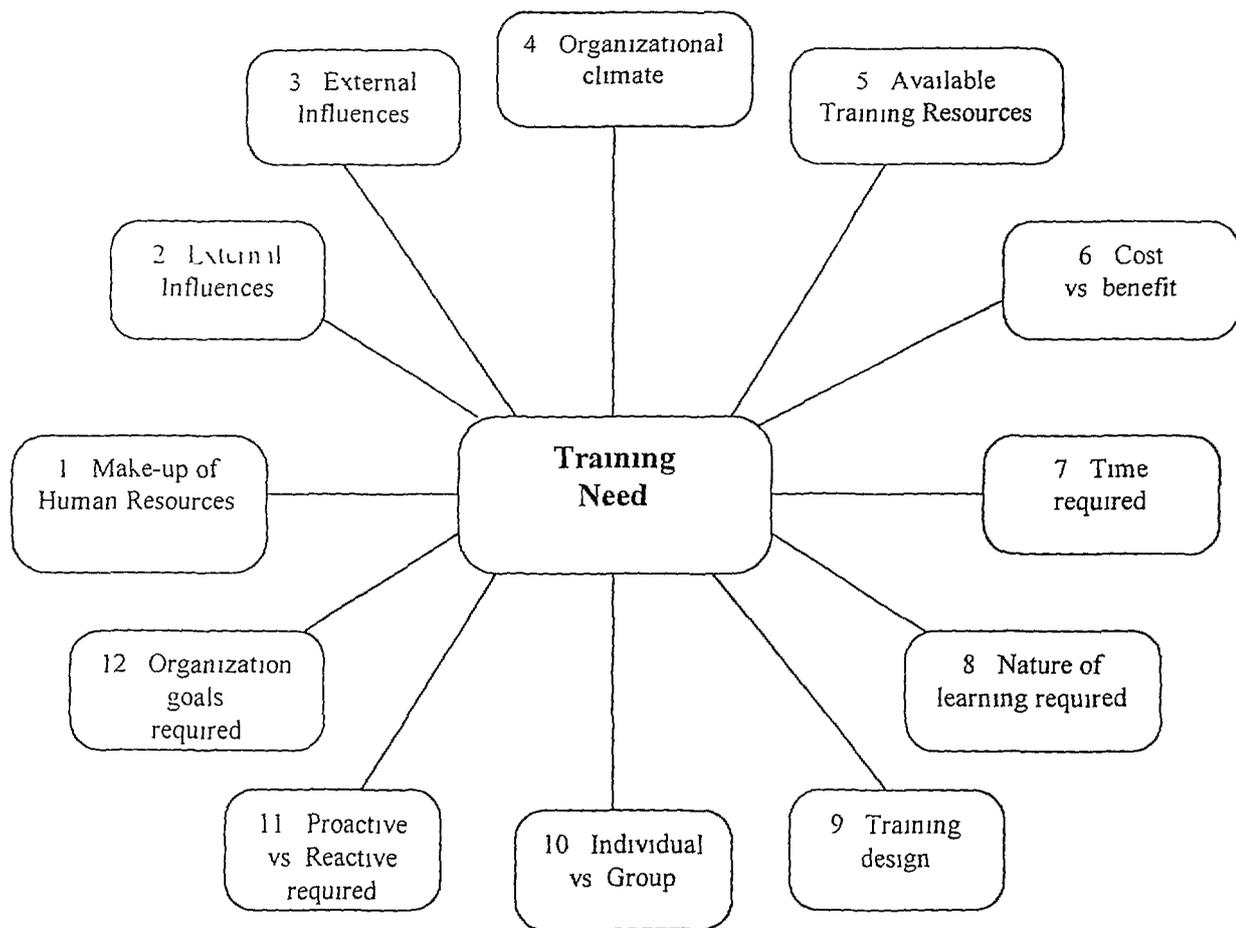
The critical piece of the TNA process is the *analysis*. Once we have identified the training needs, we need to examine them closely from a training perspective. What kind of training is really required by whom, how, where, and when it will be delivered are key questions to be answered.

In starting the analysis of training needs, a number of questions need to be set out. These questions might be:

- 1 Does this need apply across the work group, department or organization?
- 2 Does this need apply to just one particular group of employees in a given location?
- 3 Does this need apply only to one or several individuals?
- 4 Is this need an anticipated one?
- 5 Is this need one that arises out of present performance shortcomings?
- 6 Does this training need involve some form of specialized knowledge or skill that might make it difficult to learn for someone in the target population?
- 7 Is this need centred directly on an identifiable job, or is it more global?
- 8 Will accomplishment of this training objective by the individual or group of people concerned be cost effective for the organization as a whole?

### Training Need Decision Factors

The following figure lays out the issues/factors to keep in mind as one examines each training need. This will help in focusing on each training need and making recommendations for dealing with it in a more useful way to the organization.



### Needs evaluation

All training requests need to be validated to ensure the training is both appropriate and necessary. It has been stated several times that training is not always the best solution for improving performance, so it is useful at this point to elaborate a bit on why this is and how the analyst might go about outlining other options.

There are two main sets of factors that affect performance on the job.

Factors related to the individual including

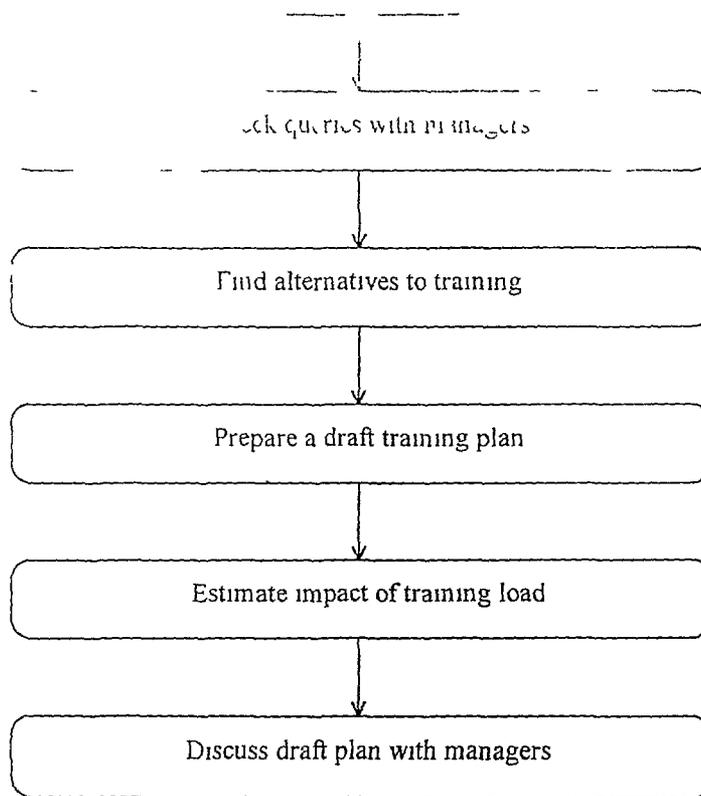
- Skills and competencies
- Psychological set-up
- Physical set-up
- Social set-up

Factors related to the work including

- Tasks and responsibilities of work
- Social organization of the work
- Financial and material resources

Training can deal effectively with improving skills and competencies of the individual but it is not an appropriate response when other factors are affecting the level of performance. For example something as simple as inadequate lighting might be hindering the performance of an employee or something a bit more complex like the incentive structure for promotion within an organization. Neither of these factors will be addressed by training, but they can be addressed by amending the physical set-up of an office in the first case, and by amending the structure of incentives that are used to motivate employees in the second. Both examples highlight the fact that the individual conducting the TNA must be sensitive to other factors within the individual or organization that are affecting performance and must be able to indicate to senior management when training is not the appropriate response but other alternatives may be more effective.

The best time to evaluate training needs is when the needs are being identified. A useful process for evaluating training needs by the training administrator is shown in the following figure



Process for evaluating training needs

### The Training Need Analysis Report

Management in any organization will need a report showing the results of the training needs analysis. A useful structure for such a report follows:

- 1 *Executive Summary* lays out the most important findings of the entire report. It should not be more than one page. It gives the bare bones of what has been done and the resulting recommendations.
- 2 *Introduction* lets the reader know the general layout of the report. It should give fuller details and gets the reader properly oriented to the main structure of the report.
- 3 *Background* lets the reader know the history that led up to the TNA process being dealt with. This includes details of dates, people, and decisions.

- 4 *Scope* describes the target population that was dealt with, the location and how the work was analyzed. Terms of Reference are set forth here showing what, who, why, and when of the work.
- 5 *Method* leaves the reader with a thorough understanding of how the TNA process was carried out including the reasons for the method(s) used and details all people involved in conducting the analysis.
- 6 *Findings* outlines the result of the analysis conducted, the identified training needs, and analysis of the training needs.
- 7 *Analysis* highlights the various analyses carried out during the TNA process. It includes the arguments, viewpoints, and evidence used to justify the findings.
- 8 *Conclusions* sets out the conclusions fairly and logically. They should be organized by priority and areas of performance or training concerned.
- 9 *Recommendations* these should be worded crisply and point to definite actions, complete with time/date references where possible.
- 10 *Appendices* attaches all the detailed forms or data sheets that support the work reported.

### SECTION 3 TRAINING DESIGN AND IMPLEMENTATION

Once a written training plan is agreed upon with senior management, it is important to communicate its content to all employee levels in the training department, so that each employee knows how he/she can contribute to its achievement. The plan should also be monitored regularly and subjected to a thorough review along side the organization plan.

When the training plan has been established, the training manager and his/her staff will start to design the training programs in order to satisfy the training needs. A successful training program will depend on the ability of a program designer to construct a program that is relevant to the needs of the employees and maximises their learning.

The following section highlights in more details the steps involved in designing a training program.

#### 1 The objectives of a training program

The first step in designing the training program is to clearly outline its objectives, expressed as far as possible in terms of behaviour expected of the employee upon completion of training.

The designer of the program must avoid using general or ambiguous objectives because generalities lead to failure of a training program and wasted efforts. Additionally, ambiguity and generality of objectives may lead to difficulties in evaluation.

It is the duty of a program designer to establish the overall program objectives and the sub-objectives of specific components. The main objectives are the overall result of the whole training program while the sub-objectives are a chain of results leading to this overall achievement.

#### 2 The content of training

The content of each training program differs in accordance with its objectives. For example, a program aiming to develop decision-making skills will be significantly different than one aimed at developing communication skills.

Content is also affected by the level of post held by the trainees, as well as by other factors such as time available, number of persons to be trained, depth of knowledge, skills and attitudes required and background of the trainees and their scientific levels.

#### 3 Training methods and materials

The wise selection and proper use of a variety of methods and materials are essential to increasing the efficiency and effectiveness of training. They stimulate interest, increase attention, promote understanding and provide experience not obtainable in other ways.

In designing a training program, the trainer must assume the responsibility for ensuring learning effectiveness by selecting the proper training methods and materials to meet the objectives of the training

#### 4 Timing and Location

Timing and location of a training program have a strong impact on the success of the program in achieving its objectives

As far as timing is concerned, the designer must determine the amount of time the trainees require to develop necessary job performance skills. To do that several factors must be considered both individually and in combination. For example factors in estimating time requirements include objectives of the program, content of the program, number of trainees and trainers. The designer must also take into consideration other matters such as whether or not trainees' time is completely devoted to the training at hand or whether the work is to be completed during working hours in conjunction with other responsibilities.

As far as location is concerned, the training should be situated in a place that is convenient to as many participants as possible. It should provide an atmosphere conducive to serious study and reflection. The size and layout of the site will also affect the training outcome because the amount and kind of equipment and facilities needed to support instruction are determined by them.

#### 5 Selection of Trainees

Although the determination of who needs to be trained is done during the training needs analysis process, matching trainees to suitable programs is done at this stage.

Criteria such as management level, specialization, age, kind of academic qualification, and years of experience are some of the factors that are evaluated in the process of selection. Additionally, scientific analysis of personnel records of trainees can also help. Despite the similarities among trainees that will be participating in the same program, good designers have to be reminded that no two trainees are alike. Each has a different desire to learn, a different background to build upon, and a different environment into which they return when the training is complete.

I attach two forms to assist in identifying the training objectives and contents clarifying the aforementioned matters.

Title of Program

*The Training Program*  
( )

*The Goals*

-  
-  
-

*The Contents*

-  
-  
-  
-

*Targeted Group of Participants*

*Training Methods*

-  
-  
-

*Training Aids*

-  
-  
-

*Period of Training*

(from day to day)

*Schedule of Session*

(from hour to hour)

*Number of Hours*

( )

*Location*

( )

*Program Supervisor*

(Mr \_\_\_\_\_) Ext ( )

**The Training Program**  
(                    )

Title of Program (                    )  
 Location \_\_\_\_\_  
 Timing From \_\_\_\_\_ to \_\_\_\_\_  
 Targeted Group \_\_\_\_\_  
 Number of Days (                    )  
 Number of Hours (                    )  
 Number of Participants (                    )  
 Program Supervisor \_\_\_\_\_

Day Date	First Session Fm ____ To ____	Break Fm ____ To ____	First Session Fm ____ To ____	Break Fm ____ To ____

## 6 Selecting trainers

The trainers play an important role in setting the pace, in providing guidance and assistance, and in furnishing the subject-matter expertise. He/she also helps in evaluating the training programs during the validation phase of system design.

Although there are differences in the mix required of a trainer, he/she must have such tangible qualifications as

- 1 Having a sense of mission or responsibility
- 2 Technical expertise in training as well as general management skills
- 3 Specific knowledge of the subject to be discussed
- 4 The ability to select appropriate materials
- 5 The capability to organize the trainees group for the learning experience
- 6 The ability to speak clearly and effectively
- 7 The capability to stimulate trainee interest and participation and to keep the learning exercise on track
- 8 The ability to evaluate and criticize individual and group performance effectively and constructively
- 9 Experience in public and private sector to help in presenting cases from real life
- 10 The interest, talent and commitment to participate and conduct research and consultancies

## 7 Training Program Budget

One method of cost assessment and control is to consider every program as an independent project and prepare an estimate for covering its expenditures.

A training budget can be defined as a type of numerical plan for the allocation of resources to achieve a program's objectives. But in addition to being a plan, a budget is also a managerial control technique. The purpose of a budget is to make possible a managerial determination of what resources should be expended by whom and for what resources, where, by whom and for what control.

The training staff prepare the program budget including all operating costs that allow the program to achieve its objective. The following breakdown of operating cost should be considered

- Payments and fees to external instructors and institutions in respect of training
- Administration costs, including the printing of various materials, stationary, and postage

- Transportation
- Costs of utilities needed
- Catering
- Cost of materials used

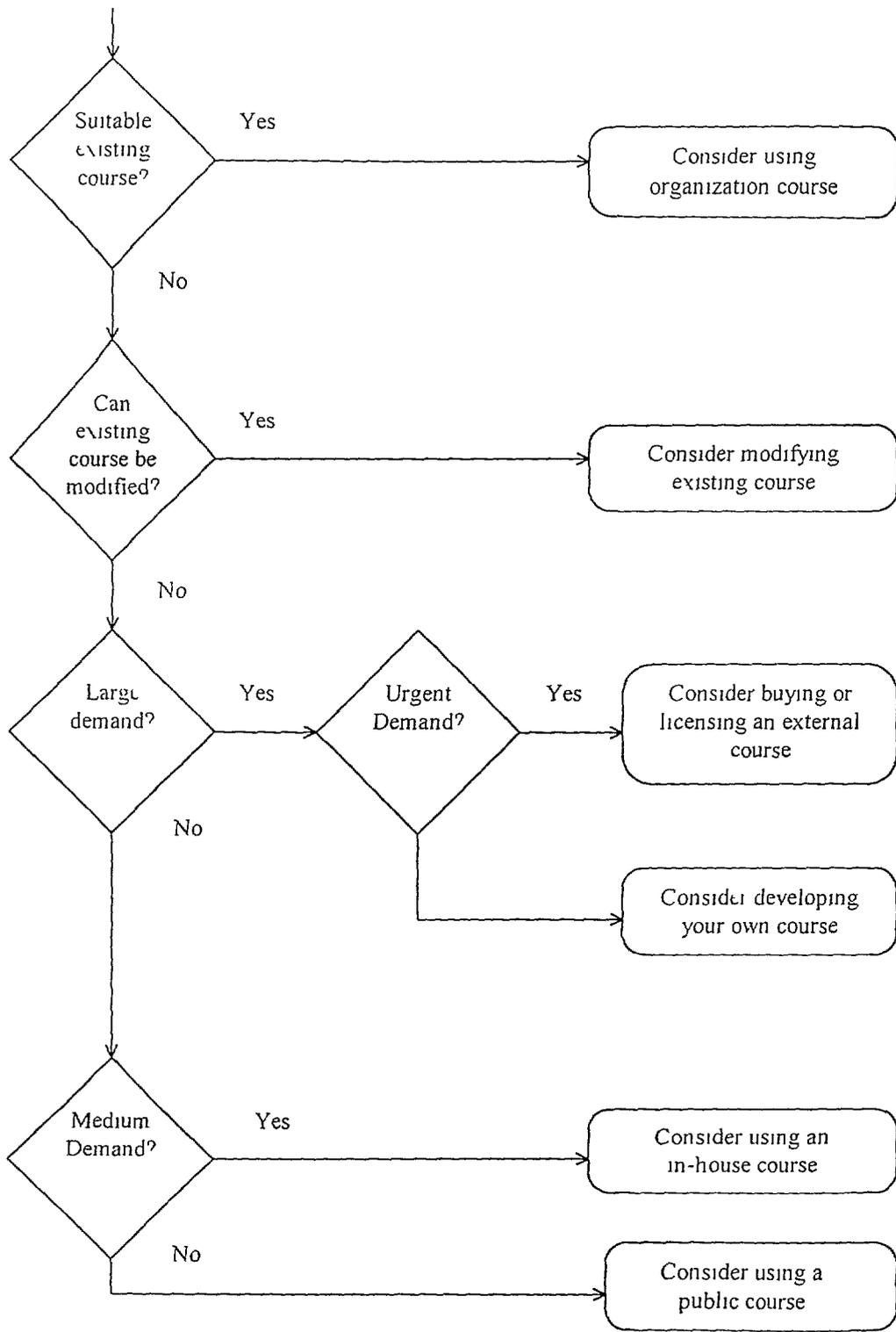
### *Selecting Courses*

Having established that training is appropriate for the identified development needs, the next step is to find courses that meet the needs

When it comes to selecting courses, there are several options

- using an existing course
- modifying an existing course
- having an external course
- developing own course

The following figure helps to make the selection decision



Selecting Courses

... and each trainer can  
... the

The following factors should be considered

- the number of courses
- the duration of the courses
- the amount of time the trainer spends in the class
- the number of trainers needed to run each course
- how much time is spent to run each course
- how much time is spent in preparing courses
- how much time is spent in developing courses
- how much time is spent in other activities such as planning, supervising and evaluating
- the learning curve of new trainers

### **Selecting, Recruiting and Developing Trainers**

An organization that will engage in a significant amount of training on an on-going basis will want to cultivate a cadre of qualified in-house trainers. As with the recruitment of any other personnel, their skills and experience will need to be matched to the kind of training that the organization expects to undertake. Like other personnel, trainers also need continuous development to hone their skills, remain current in various training methodologies, and help them develop a career path. Depending on the subject matter and its complexity, trainer certification or 'accreditation' may also be considered.

### **Identifying Location and Resources**

By this stage you will have selected the courses and trainers. The next decision to make is where you are going to run the courses, what the best learning situation will be, and where you are going to obtain the equipment and materials. To do this, the training manager will want to

- determine the type of learning environment desired,
- identify potential locations,
- carry out site surveys, and
- compare costs, suitability and availability

### **Finalize Training Plan**

The kinds of information that is needed for a training plan are as follows

- Who is to be trained?
- Why are they to be trained?
- When are they to be trained?
- What courses have been identified to meet the training requirements?
- What is/are the occupations of the trainees?

- How long is the course?
- How much will the training cost?

The following format could be used to finalize a training plan

When will training Be done?	Course	Who is To be Trained?	Number	Category/ Grade
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Why are They to be Trained?	How is Training to be performed?	Where is Training to Take place?	Trainer	How much will it cost?
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#### Pre-course Administration

The HRD Directorate is the “glue” of the training process. They need to get the right people to the right courses at the right time. In addition to all the work that has so far been done, the HRD staff need to handle all the logistics involved prior to the actual conduct of a training program. Activities include

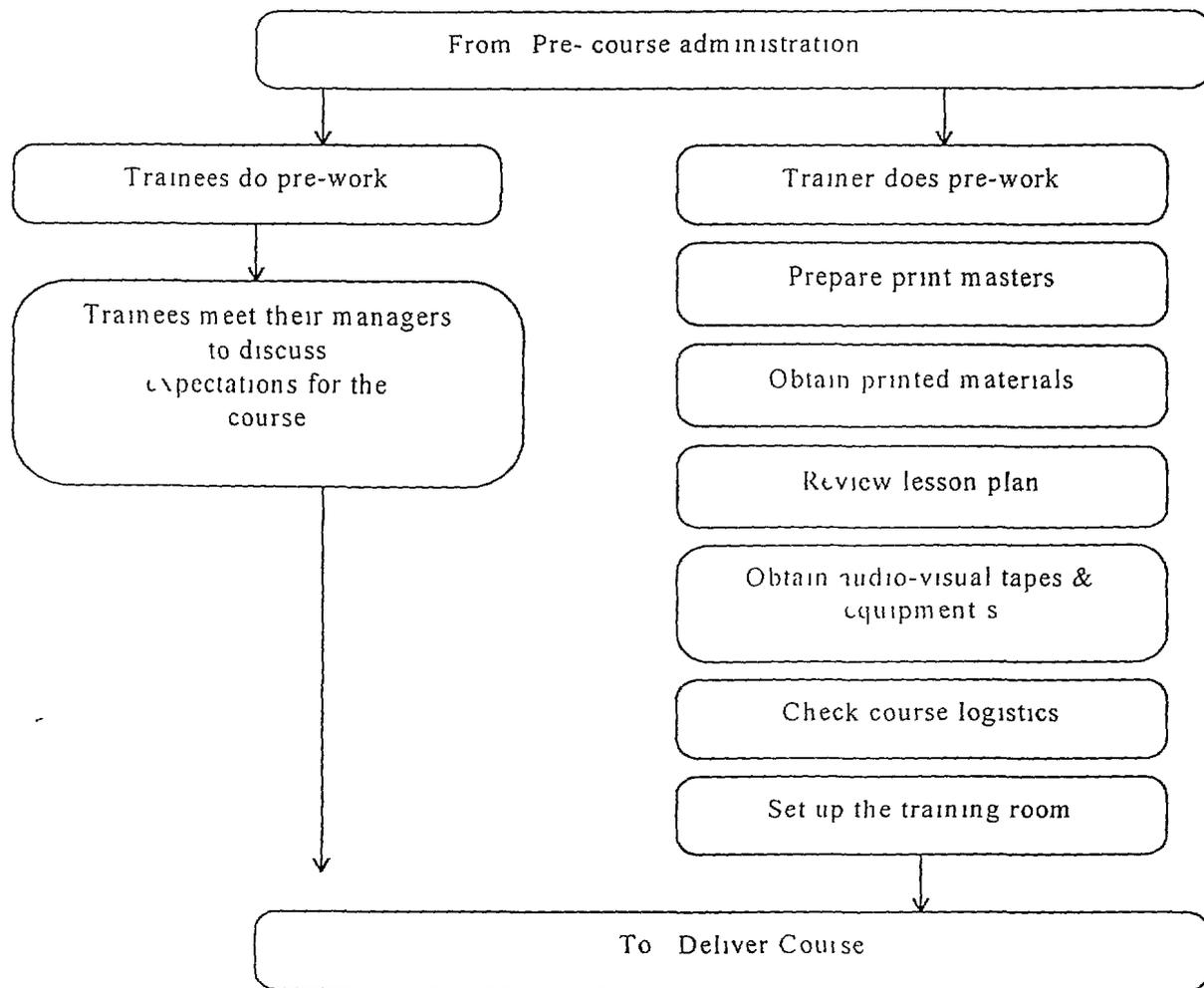
- 1 Procuring location, catering, equipment and trainers
- 2 Preparing work agreements
- 3 Preparing course lists
- 4 Confirming location
- 5 Handling course registration
- 6 Sending pre-course preparation work and other instructions
- 7 Submitting trainee information to the trainer

It should also be noted at this point, that the HRD staff will also be responsible for some post-course administration to ensure that

- 1 Trainee attendance has been confirmed and becomes part of their personnel record
- 2 Course critiques are analyzed, and
- 3 Finances are completed

#### Course Preparation

The more effort that is put into the preparation of a course, the more trouble-free that course will be. Always plan to prevent what you know could go wrong. The following figure indicates that there are two parallel streams of preparation activity. Not only do trainers have to prepare, but trainees should also be expected to prepare themselves for the course to ensure the most effective training experience.



### Course Preparation Process

#### Course Delivery

There are only a few comments to be made about course delivery since much will depend on the content. However, a good training program will generally contain the following basic elements:

- 1 Pre-course check – a trainer should ALWAYS be sure to arrive early and check to see that all materials, equipment, etc. are ready for use
- 2 Course introduction
- 3 Body of course
- 4 Course summary and wrap-up
- 5 Evaluation

## SECTION 4 EVALUATION AND LEARNING TRANSFER

Evaluating the training that has taken place is critical to ensuring that the training program design is actually meeting its objectives. If it is not, the evaluation process provides a means for HRD staff to determine *why* it is not and gives them a tool through which to amend, finetune, and when necessary, eliminate the training that is being offered. There are two levels to this evaluation. The first is an immediate evaluation by the trainees themselves as to whether or not they feel the training they received met their needs and expectations. It is focused on the individual trainee. The second level is longer term in nature and looks more broadly at whether or not the training is helping the organization meet its HR objectives. Is learning transfer really taking place? Is the training having any visible impact when the trainees return to the workplace?

### Trainee Evaluation

Let us begin with the trainee evaluation. It is well known that favourable reactions to a training program do not guarantee that learning has taken place or that the behaviour of the trainees has changed as a result of the program. Nevertheless, reaction measures are important to collect for several reasons such as

- 1 Positive Reactions help ensure organizational support for a program
- 2 The measures can be used by the training staff to assess the success of their efforts, and to provide them with information that may help them plan future programs
- 3 Favourable reactions can enhance trainee motivation to learn
- 4 It is sometimes useful to take the reactions of particular groups of trainees and analyze them separately
- 5 It is important to collect reaction measures again several months after the training program has taken place

The attached evaluating forms may be helpful in evaluating both the course content and the trainers who delivered the course

**A Trainee Reaction/Evaluation Questionnaire**

- 1 Considering everything, how would you rate this program? (check one)  
 Unsatisfactory \_\_\_\_\_ Satisfactory \_\_\_\_\_ Good \_\_\_\_\_ Outstanding \_\_\_\_\_

Please explain briefly the reasons for the rating you have given

\_\_\_\_\_

\_\_\_\_\_

- 2 Were your expectations exceeded \_\_\_\_\_ matched \_\_\_\_\_ fall below \_\_\_\_\_? (check one)
- 3 Are you going to recommend this training program to other members of your department?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

If you checked 'yes' please describe the job titles held by the people to whom you would recommend this program

\_\_\_\_\_

\_\_\_\_\_

- 4 Please rate the relative value ( 1 = very valuable, 2 = worthwhile, 3 = negligible) of the following components of the training program to you

- |                           |       |               |       |
|---------------------------|-------|---------------|-------|
| • Video cassettes         | _____ | Role playing  | _____ |
| • Workbooks               | _____ | Brainstorming | _____ |
| • Small groups discussion | _____ | Lectures      | _____ |
| • Cases                   | _____ | Readings      | _____ |

- 5 Was the ratio of lectures to cases ( check one )  
 High \_\_\_\_\_ Ok \_\_\_\_\_ Low \_\_\_\_\_?

- 6 Were the videocassettes pertinent to your work ? ( check one )

- To most of my work \_\_\_\_\_
- To some of my work \_\_\_\_\_
- To none of my work \_\_\_\_\_

- 7 How would you evaluate your participation in the program ? (check)

- |                      |                 |                  |                 |
|----------------------|-----------------|------------------|-----------------|
| Overall workload     | Too heavy _____ | Just right _____ | Too light _____ |
| Case preparation     | Too heavy _____ | Just right _____ | Too light _____ |
| Homework assignments | Too heavy _____ | Just right _____ | Too light _____ |

- 8 What suggestions do you have for improving the program ?

\_\_\_\_\_

\_\_\_\_\_

- 9 Please add any additional comments that you think might be helpful for the training staff to know before scheduling future programs

\_\_\_\_\_

\_\_\_\_\_

Form for evaluating Trainers Rating Scale for Instruction

Training Course \_\_\_\_\_

Date Started \_\_\_\_\_

Location \_\_\_\_\_

Trainer \_\_\_\_\_

*Note to Trainers* To keep conditions as nearly uniform as possible, it is important that no instructions be given to the trainees. The rating scale should be passed out without comment.

*Note to Trainees* Following is a list of qualities that tend to determine if the trainer (instructor) is effective or ineffective. Of course, nobody approaches the ideal in all of these qualities, but some do some more than others. You can provide information that will be used in improving one of the ten numbers along the line at the point which most nearly describes him or her with reference to the quality you are considering.

This rating is entirely confidential. Do not sign your name or make any other mark on the paper that could serve to identify yourself.

Interest in subject	10	9	8	7	6	5	4	3	2	1
	Always appears full of his subject			Seems mildly Interested			Subject seems irksome to him			
Considerate attitude toward inconsiderate trainees	10	9	8	7	6	5	4	3	2	1
	Always courteous and considerate			Tries to be considerate, but finds this difficult at times			Entirely unsympathetic and			
Stimulating Intellectual Curiosity	10	9	8	7	6	5	4	3	2	1
	Inspires students to independent effort, creates desire for investigation			Occasionally inspiring, creates mild interest			Destroys interest in subject, makes Work repulsive			
Presentation of subject Matter	10	9	8	7	6	5	4	3	2	1
	Clear, definite, and forceful			Sometimes mechanical And monotonous			Indefinite, uninvolved, and monotonous			
Relevance	10	9	8	7	6	5	4	3	2	1
	Ties ideas and facts back to the job			Occasionally goes off onto irrelevant tangents			Is too academic and school like			
Depth of knowledge more	10	9	8	7	6	5	4	3	2	1
	Knows the area thoroughly			Sometimes has to look Things up to answer questions			Knows little than trainees			

### Learning Transfer

Training, no matter how good, is a waste of time if it does not help improve the business, and training will have no impact on the business unless the skills are used back at the workplace. Learning transfer, therefore, refers to the post-training application of the newly acquired knowledge and skills to improve the business.

Transferring the training into business can be both difficult and complex. How can we optimize the possibility of getting positive transfer?

Strategies for maximizing retention and transfer, can be discussed in three stages: Before, During, and After training.

#### *Before*

- Conduct a needs analysis that includes multiple representatives and participants
- Seek out supervisory support for training
- Inform the trainees regarding the nature of the training
- Assign tasks prior to the training sessions to stimulate interest in advance

#### *During*

- Maximize the similarity between the training situation and the job situation
- Provide as much experience as possible with the task being taught
- Have the trainees practice their newly learned skills in actual situations that they will encounter back on their jobs
- Provide for a variety of examples when teaching concepts or skills
- Label or identify important features of a task
- Make sure that general principles are understood before expecting much transfer
- Provide trainees with the knowledge, skills, and feelings of self-efficiency to self-regulate their own behaviours back on their jobs
- Design the training content so that the trainees can see its applicability
- Use adjacent questions to guide the trainee's attention

#### *After*

- Trainees should be assigned specific behavioural goals, and should complete behavioural progress reports with help from their supervisors to monitor the extent of the goal achievement back on the job
- Have the trainer collaborate with each of the trainees in using the applications plan principle which consists of several basic steps designed to assist the trainee in choosing relevant material from the training program and applying them through a set of measurable activities or behaviours
- Make certain that the trained behaviours and ideas are rewarded in the job situation

**SECTION 5**  
**ESTABLISHING A TRAINING CENTER AND THE ROLE**  
**OF THE PROGRAM COORDINATOR**

**Logistics for Establishing a Training Centre**

There are many reasons why an organization might think of having its own training centre rather than sending employees to other training institutions

Among the reasons which justify having a Corporate Training Centre are the following

- 1 It may be that it allows the organization to set up exactly the kind of learning climate that is needed
- 2 It may be more economical to have its own facilities rather than to contract out for HRD SERVICES
- 3 On-job-training for groups of employees in one field or kind of work, needs a training premise that allows a large number of staff to be trained by their supervisors
- 4 It enhances the concept of continuous learning at all levels and with many different approaches and techniques of learning, especially action learning and experiential learning

The following requirements and resources are important to establishing a training centre

- 1 Material Requirements
  - Audio Visual Aids including
    - Magnetic Board (s)
    - Flip Chart (s)
    - Overhead Projector (s)
    - TV and Video
    - Camera
    - Recorder
  - Furniture and Machines including
    - U- Shape or Round - Shape tables
    - Movable Chairs
    - Telephone (s)
    - Facsimile
    - Photo - copier
    - Personal Computers
  - Equipped rest area
  - Bus or other transportation facilities
  - Stationary

- A secure and comfortable atmosphere in terms of
  - Good Central Heating and Air Conditioning
  - Far from noise and/or mental distraction
  - Proper lighting and sun/heat prevention

## 2 Human Resources

- Recruitment or appointment of the following staff
  - Training Centre Manager
  - Training Designers
  - Supervisors
  - Clerical staff
    - Administrator / Register
    - Typist and Data Entry
  - Driver (s)
  - Messenger (s)
  - Store Clerk
  - Cafeteria Servants
  - Trainers
  - Cleaners
  - Accountant

## The Role of a Program Coordinator

The program coordinator is an expert in the content of the program and has sufficient administrative background to accomplish the tasks incidental to operation of the program. His role is very important to the success of a training program. The main contribution of the coordinator is to implement the training plan by carefully scheduling and controlling all aspects of the program to make certain that everything happens as it should and the program runs smoothly.

The main duties of a program coordinator may be divided into three stages as follows:

### 1 Before the program starts

- a The Program Coordinator (PC) should secure the space and facilities at an early stage to ensure they are adequate for the needs and comfort of the groups.
- b The (PC) should prepare and present the program schedule and materials to top management for approval, prior to the start of the program.
- c The (PC) should identify all the participants in the program in ample time.
- d The (PC) should send letters which explain the program and how it will be managed to each participant. These letters will help the participants to shape expectations about the program.
- e The (PC) should contact and discuss the needed material, training aids, and the session plans with trainers.
- f A day or two before the program begins, the (PC) and the training staff double check arrangements to ensure that everything is in good order.

### 2 During the Program

- a On the first day of the program, the (PC) is to arrive an hour before the starting time to give a last minute check and help the participants to find their places
- b The first meeting is allocated to welcome and to orient the participants. Then he/she reviews the nature and purpose of the program, the daily schedule, the course subject areas, and the methods of instruction
- c The (PC) has to give a thorough briefing to each instructor on what has occurred at the program to date, the content that has been covered and the characteristics and mood of the group
- d At the beginning of every session, the (PC) introduces the instructor. The time for the introduction should not take more than five minutes
- e Every three or four sessions, a special session is to be purposely scheduled to allow time for the (PC) to discuss with the participants how they feel about the program and their learning to date
- f At the last day, the (PC) will hold the final session to summarize the main themes and messages which are covered during the program. After that, the participants will complete a program evaluation, and then a graduation and presentation of certificates

3 After the Program

- a The (PC) has to take into consideration all the useful suggestions which the participants and instructors made to improve the program that will be held in the future
- b The (PC) and the staff tabulate and summarize the evaluation forms in a brief report to use it as a guide for the new program