



Mastering Training Needs Analysis and Training Evaluation & Maximising Training ROI



1 - 12 December 2024



Muscat (Oman)

# Mastering Training Needs Analysis and Training Evaluation & Maximising Training ROI

course code: H3047 From: 1 - 12 December 2024 Venue: Muscat (Oman) - course Fees: 3750 Euro

## By the end of this seminar delegates will be able to:

- Identify and be able to use the 4 level model for doing training needs analysis
- Master how competencies are constructed and know which are the best to train to get good results
- Be able to use the new priority process (2009) to be able to prioritise all training requests
- Master training evaluation using the 10 step model
- Know what training is suitable for evaluation and which is not
- Have practiced evaluating a series of training courses
- Know how unit costs work and how to use them to make evaluation easy
- Measure the effectiveness of training using the latest evaluation model
- Demonstrate trends and do efficiency analysis
- Set up and effectively measure any element of delivered training & be able to demonstrate training efficiency
- Measure skills, knowledge, behaviour, competency, style, self belief, attitudes and personality
- Demonstrate how trend changes can benefit the organisation
- Be able to measure competency by, department or company wide, using specific software packages
- Develop an understanding human resources development and personnel management practices
- Develop awareness the advantages of effective human resource management
- To develop awareness of key HR and HRD strategies for improving organisational success
- Demonstrate trends and do efficiency analysis
- Set up and effectively measure any element of delivered training & be able to demonstrate training efficiency
- Measure skills, knowledge, behaviour, competency, style, self belief, attitudes and personality

## SEMINAR OUTLINE

### New Approaches to Training Needs Analysis

- Introductions and course objectives
- Alternative options to TNA - DVD Johnsonville foods
- The four quadrant model of TNA - a new way of analysis
- Use of a training schema to establish the complete training process and set the rules
- Who is the customer? Conflicting needs
- Use of a coding system to code the different types of training
- Corporate needs into action - how much of the process is governed by TNA ?
- Case study on organisational change -group work
- Identifying the major drivers world wide that affect organisational TNA Review

## Quadrant Two Department Needs & Quadrant Three Team Needs

- The specific requirement departments have - relationship with yearly operating plans
- Speed of action from identification to action - on going monitoring - what's needed? Specific analysis tools
- Case study - creating self empowered teams - group work and DVD FFS
- Departments - your most challenging customer
- Quadrant three- TNA for teams - what are there special needs ?
- Use of the Adair model to aid TNA - DVD The Adair model in action

## Individual Needs, Dealing with Priorities and Training Unit Costs

- Individual needs - group exercise
- The 45 ways to train but not by attending a training course
- How to prioritise training - unique and quick system
- Understanding and mastering competencies
- New software advances to simplify and reduce TNA error
- Understanding unit costs and budgets for training - essential for TNA and evaluation
- Group exercise - construct a budget in under 20 minutes

## Mastering the Evaluation Process

- Validation v Evaluation - what is the difference ?
- Current models explained, Kirkpatrick, CIRO, IES and the 10 step process
- Understanding the process of evaluation and its position in the training cycle scheme
- How to use the 10 step process to produce training evaluation -each step explained - team exercises
- The evaluation formula
- How you decide what training needs evaluating - use of our priority model

## Practical Examples of Evaluation - Your Chance to Master the Techniques

- Case Study One - skills - group exercise and presentation
- Case Study Two - telephone sales training
- Accountability of training department to guarantee and produce results
- Should all training be subject to evaluation ?
- Work on back at work presentations

## The Added Value Role of Today's Training Analyst

- What value does training offer - group exercise
- The need for training to produce measurable results
- It's vital to know who your customer is
- Establishing a training process that works and is auditable -the new schema
- Mastering training costs and budgets -group exercise

- Managing and being accountable for training expenditure
- Adding value through training activities - examples
- The role of the training analyst - presentations

### **How People Learn and Barriers To Learning**

- Learning style and their impact on training courses
- How we can inexpensively measure learning style -demonstration
- Personality and its impact on training results -the big five explained
- What can training realistically achieve - case study and discussion
- Can you overcome learning difficulties ?
- Critical times to get the best from training - more time in the class room is not always the answer - demonstration
- Retention and its critical role in what we can remember
- Motivation factors in learning - what can we do differently ?

### **Specifying and Constructing Training Properly**

- What are learning outcome objectives and why do we need them ?
- How to write learning outcome objectives - group exercise
- The document needed for any training course -three critical documents
- Maximising the use of visual aid and other aids
- How to calculate room size needed and screen size
- Sound and its part in aiding learning
- The benefit of using specific training videos - examples
- Use of "clipped" video sequences - examples

### **Training Analysis - The Key Areas of Measurement**

- Budget spent and the monitoring of costs
- Creating value from training -examples
- Understanding fully how competency frameworks work
- Setting standards for competency and measuring competency improvement
- What is performance - is it related to competency ?
- Measuring improvements after training -how to do it
- Competence + performance = productivity
- Software needed to measure competence and performance - also automating TNA

### **Measuring and Reporting Training Results**

- Formulas needed (added value) and unit costs
- Maximising but controlling training activities
- The new leadership role of training
- Dealing with uncertainty during training
- Case studies showing training success

- Should training functions be profit centres
- What is the role of end of course questionnaires ?
- Your actions when returning to work

### **Training Learning & Development**

- Career management
- Personal development
- Coaching
- Mentoring
- E-learning
- How flat organisational structures and empowered teams affect training and development
- Self Development
- 360 degree feedback as a development tool

### **The Added Value Role of Today's Training Analyst**

- What value does training offer - group exercise
- The need for training to produce measurable results
- It's vital to know who your customer is
- Establishing a training process that works and is auditable -the new schema
- Mastering training costs and budgets -group exercise
- Managing and being accountable for training expenditure
- Adding value through training activities - examples
- The role of the training analyst - presentations

### **How People Learn and Barriers To Learning**

- Learning style and their impact on training courses
- How we can inexpensively measure learning style -demonstration
- Personality and its impact on training results -the big five explained
- What can training realistically achieve - case study and discussion
- Can you overcome learning difficulties ?
- Critical times to get the best from training - more time in the class room is not always the answer - demonstration
- Retention and its critical role in what we can remember
- Motivation factors in learning - what can we do differently ?

### **Specifying and Constructing Training Properly**

- What are learning outcome objectives and why do we need them ?
- How to write learning outcome objectives - group exercise
- The document needed for any training course -thee critical documents

- Maximising the use of visual aid and other aids
- How to calculate room size needed and screen size
- Sound and its part in aiding learning
- The benefit of using specific training videos – examples
- Use of “clipped” video sequences – examples

### **Training Analysis - The Key Areas of Measurement**

- Budget spent and the monitoring of costs
- Creating value from training –examples
- Understanding fully how competency frameworks work
- Setting standards for competency and measuring competency improvement
- What is performance – is it related to competency ?
- Measuring improvements after training –how to do it
- Competence + performance = productivity
- Software needed to measure competence and performance – also automating TNA

### **Measuring and Reporting Training Results**

- Formulas needed (added value) and unit costs
- Maximising but controlling training activities
- The new leadership role of training
- Dealing with uncertainty during training
- Case studies showing training success
- Should training functions be profit centres
- What is the role of end of course questionnaires ?
- Your actions when returning to work