



أكاديمية الزمالة العربية البريطانية
Arab British Academy Fellowship
A.B.A.F





Identifying Training Needs and Evaluating Training



Why Attend

A successful training function relies heavily on the proper identification of training needs and the evaluation of training. This course aims at converting subjective decisions for choosing training programs to more objective decisions based on proven training methodologies. Such a paradigm shift increases the value of the training department within an organization. In addition, the focus of this course is to build an awareness for evaluation that spans from the most common evaluation forms and assessments to evaluations for skills transfer and return on investment.

Course Methodology

Highly practical and engaging. This course presents theory followed by practical exercises developed to apply theoretical knowledge in organizational settings.

Course Objectives

By the end of the course, participants will be able to:

- Use internationally recognized methods for identifying training needs
- Analyze and sort the data obtained from a Training Needs Assessment (TNA)
- Write Instructional Learning Objectives (ILOs) that are aligned with the results of the TNA
- Evaluate the effectiveness of training at various levels using proper data collection methods and instruments for each level of evaluation
- List ways to improve transfer of skills from training workshops to the workplace
- Calculate the Return on Investment (ROI) for training programs by determining their financial costs and returns



Target Audience

Administrators, officers, specialists, team leaders, managers, business partners as well as line managers responsible for identifying training needs or evaluating training within their organizations.

Target Competencies

- Training needs assessment and analysis
- Evaluation of training
- Deciding and initiating action
- Working with people
- Persuading and influencing

- Presenting and communicating
- Applying expertise and technology
- Following instructions and procedures
- Planning and organizing



- **The general framework**
 - Reasons for identifying needs
 - Present and future indicators of training needs
 - Responsibilities of stakeholders
 - The style inventory
 - Identifying potential internal training resources and Subject Matter Experts (SMEs)
- **Methods for Identifying Training Needs (ITN)**
 - The four steps of needs assessment
 - Questions to ask during each phase
 - Data collection template
 - Data gathering: the cornerstone for ITN
 - Quantitative and qualitative methods
 - From interviews to focus groups
 - Comparison of primary data gathering methods



- Advantages and disadvantages
- Characteristics of data gathering methods
- **Linking training needs analysis with program design and program evaluation**
- Significance of instructional learning objectives
- Components and characteristics of ILOs
- Writing ILOs
- Ten lessons on how to evaluate training
- Levels of evaluation:
- Levels defined
- Preliminary evaluation information
- Chain of impact between levels
- Characteristics of evaluation levels
- An overview of ROI
- Evaluation matrix
- **Evaluation at levels I and II**
- Reaction sheets
- Characteristics of a reaction sheet
- Tests: pre and post
- **Evaluation at level III: skill transfer from the workshop to the workplace**
- What often happens versus what should happen
- Barriers to skill transfer
- Ways to improve skill transfer
- Responsibility for improving skills transfer
- Methods to measure transfer of learning to the job
- **Converting data to monetary value and calculating the return on investment (levels IV and V)**
- Hard data
- Soft data
- Characteristics of hard and soft data
- Isolating the effects of training
- Tabulating program cost
- A practical case study on calculating ROI



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