



Getting Results through Training

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Introduction:

Although we all know that training can have many amazing benefits, sometimes it can be hard to prove those benefits and attach a dollar value to training. Some topics, like sales training or time management, might have direct, tangible benefits. Other topics, like communication or leadership, might have benefits that you can't put a dollar value on. In this course, we will learn about the different ways to evaluate training progress, and how to use those results to demonstrate outputs and outcomes.

Who should attend?

This seminar is open to the public wanting to learn how to walk the training Talk i.e., how training can translate into direct increased production.

Methodology:

This interactive Training will be highly interactive, with opportunities to advance your opinions and ideas and will include;

- Lectures
- Workshop & Work Presentation
- Case Studies and Practical Exercise
- Videos and General Discussions

Certificate:

BTS attendance certificate will be issued to all attendees completing minimum of 80% of the total course duration.

Course Objectives:

- Understand Kolb's learning styles and learning cycle
- Understand Kirkpatrick's levels of evaluation
- Be familiar with many types of evaluation tools, including goal setting, tests, reactionary sheets, interviews, observations, hip-pocket assessments, skill assessments, and learning journals
- Understand when to use each type of evaluation tool
- Be able to perform a needs assessment
- Know how to write learning objectives and link them to evaluation
- Be able to write an evaluation plan to evaluate learning at each stage of the training and far beyond
- Know how to identify the costs, benefits, and return on investment of training
- Be familiar with the parts of a business case

Contents:

Day 1:

- The importance of corporate objectives, policies and plans
Aligning training with the business needs
- Recognizing when development needs occur – the drivers for training and development and the symptoms of a need
- Aligning management, HR, training and the business strategy
- Separating “Wants” and “Needs” and ensuring needs are aligned with job requirements
- Identifying the training and development needs of three elements, the organization, groups within it, and individual needs
- How to assign responsibility for identifying training needs

- How you decide what training needs evaluating – use of the priority model

Day 2:

- Kolb's Learning Styles
- Training Procedures
- Modeling
- Programmed Instruction/
- Computer Assisted Instruction, etc.
- Simulations/Games
- Coaching/Mentoring
- Job Rotation
- Lectures/Demonstrations
- Environmental Manipulations:
 - Sequencing
 - Feedback
 - Overlearning
 - Practice

Day 3:

- Training Evaluation
 - Step 1: Identify the Purposes of Evaluation

Before developing evaluation systems, the purposes of evaluation must be determined.

- Why do we want to evaluate training programs?
 - Assessing Learning Before Training
 - Assessing Learning During Training
 - Assessing Learning After Training

- Step 2: Select Evaluation Method

Kirkpatrick's four levels of evaluating training programs reaction, learning, behavior, and result

Day 4:

- Training Evaluation Cont.
 - Step 3: Design Evaluation Tools
 - Questionnaire
 - Pre/Post Test
 - Impact Survey
 - Step 4: Collect Data
 - Who, when, how to collect data?
 - Calculating Return on Investment (ROI)
 - Step 5: Analyze and Report Results
 - Evaluation data analysis
 - Reporting

Day 5:

- Mastering the Evaluation Process
 - Validation vs. 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 schema
 - How to use the 10-step process to produce training evaluation – each step explained
 - The evaluation formula