



## COURSE OVERVIEW HM0334(GA2) Identifying Training Needs and Evaluating Training

### Course Title

Identifying Training Needs and Evaluating Training

### Course Date/Venue

Session 1: February 18-22, 2024/Oryx Meeting Room, Doubletree By Hilton Doha-Al Sadd, Doha, Qatar

Session 2: March 03-07, 2024/The Mouna Meeting Room, The H Dubai Hotel, Sheikh Zayed Rd - Trade Centre, Dubai, UAE



### Course Reference

HM0334(GA2)

### Course Duration/Credits

Five days/3.0 CEUs/30 PDHs



### Course Description



***This practical and highly-interactive course includes real-life case studies and exercises where participants will be engaged in a series of interactive small groups and class workshops.***

The training needs analysis is used by a company to determine who in the organization needs training and what specific areas they need in training. A training needs analysis is a review of learning and development requirements for the staff, volunteers and trustees.



The purpose of conducting a Training Needs Analysis (TNA) is to fully understand the training, learning and educational needs of an organization and its staff. The TNA can help an organization to design and implement learning and development programs that are aligned to the strategic goals of the organization.



An effective TNA will assist an organization to build the people capability it requires in order to be successful. Designing and implementing a TNA is the logical starting point of a coherent and functional training strategy. It can be conducted to examine the entire training needs of an organization or to support a particular project, change initiative or 'one-off' need within an organization or department.



This course is designed to provide participants with a detailed and up-to-date overview of training needs identification and evaluation. It covers the internationally recognized methods for identifying training needs; analysing and sorting the data obtained from a Training Needs Assessment (TNA); writing instructional learning objectives (ILOs) that are aligned with the results of the TNA; the effectiveness of training at various levels using proper data collection methods and instruments for each level of evaluation; the ways to improve transfer of skills from training workshops to the workplace; and the calculation of the return on investment (ROI) for training programs by determining their financial costs and returns.

**Course Objectives**

Upon the successful completion of this course, each participant will be able to: -

- Apply and gain a comprehensive knowledge on training needs identification and evaluation
- Apply 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

**Exclusive Smart Training Kit - H-STK®**



Participants of this course will receive the exclusive “Haward Smart Training Kit” (H-STK®). The H-STK® consists of a comprehensive set of technical content which includes **electronic version** of the course materials conveniently saved in a **Tablet PC**.

**Who Should Attend**

This course provides an overview of all significant aspects and considerations of training needs identification and evaluation for administrators, officers, specialists, team leaders, managers, business partners as well as line mangers responsible for identifying training needs or evaluating training within their organizations.

**Accommodation**

Accommodation is not included in the course fees. However, any accommodation required can be arranged at the time of booking.

**Course Fee**

Doha	<b>US\$ 6,000</b> per Delegate. This rate includes H-STK® (Haward Smart Training Kit), buffet lunch, coffee/tea on arrival, morning & afternoon of each day.
Dubai	<b>US\$ 5,500</b> per Delegate + <b>VAT</b> . This rate includes H-STK® (Haward Smart Training Kit), buffet lunch, coffee/tea on arrival, morning & afternoon of each day.



**Course Certificate(s)**

Internationally recognized certificates will be issued to all participants of the course who completed a minimum of 80% of the total tuition hours.

**Certificate Accreditations**

Certificates are accredited by the following international accreditation organizations:-

-  The International Accreditors for Continuing Education and Training (IACET USA)

Haward Technology is an Authorized Training Provider by the International Accreditors for Continuing Education and Training (IACET), 2201 Cooperative Way, Suite 600, Herndon, VA 20171, USA. In obtaining this authority, Haward Technology has demonstrated that it complies with the **ANSI/IACET 2018-1 Standard** which is widely recognized as the standard of good practice internationally. As a result of our Authorized Provider membership status, Haward Technology is authorized to offer IACET CEUs for its programs that qualify under the **ANSI/IACET 2018-1 Standard**.

Haward Technology’s courses meet the professional certification and continuing education requirements for participants seeking **Continuing Education Units (CEUs)** in accordance with the rules & regulations of the International Accreditors for Continuing Education & Training (IACET). IACET is an international authority that evaluates programs according to strict, research-based criteria and guidelines. The CEU is an internationally accepted uniform unit of measurement in qualified courses of continuing education.

Haward Technology Middle East will award **3.0 CEUs** (Continuing Education Units) or **30 PDHs** (Professional Development Hours) for participants who completed the total tuition hours of this program. One CEU is equivalent to ten Professional Development Hours (PDHs) or ten contact hours of the participation in and completion of Haward Technology programs. A permanent record of a participant’s involvement and awarding of CEU will be maintained by Haward Technology. Haward Technology will provide a copy of the participant’s CEU and PDH Transcript of Records upon request.

-  British Accreditation Council (BAC)

Haward Technology is accredited by the **British Accreditation Council** for **Independent Further and Higher Education** as an **International Centre**. BAC is the British accrediting body responsible for setting standards within independent further and higher education sector in the UK and overseas. As a BAC-accredited international centre, Haward Technology meets all of the international higher education criteria and standards set by BAC.

**Training Methodology**

All our Courses are including **Hands-on Practical Sessions** using equipment, State-of-the-Art Simulators, Drawings, Case Studies, Videos and Exercises. The courses include the following training methodologies as a percentage of the total tuition hours:-

- 30% Lectures
- 20% Practical Workshops & Work Presentations
- 30% Hands-on Practical Exercises & Case Studies
- 20% Simulators (Hardware & Software) & Videos

In an unlikely event, the course instructor may modify the above training methodology before or during the course for technical reasons.



### Course Instructor(s)

This course will be conducted by the following instructor(s). However, we have the right to change the course instructor(s) prior to the course date and inform participants accordingly:



**Dr. Chris Le Roux, PhD, MSc, BSc, PMI-PMP** is a **Senior Human Resource & Management Consultant** with over **45 years** of teaching, training and industrial experience. His expertise lies extensively in the areas of **People Management Essentials, Strategic Recruitment, Interviewing & Selection, Human Capital Asset Management, Human Resource Development, Human Resource Management, Career Development & Succession Planning Strategies, HR Management System, Human Relation Skills & EQ Intelligence, Project Management, Project Delivery & Governance Framework, Project Management Systems, Project Management Practices, Project Management Disciplines, Project Risk Management Contract Management & Tendering, Tender Development, Contract Standards & Laws, Bidder Selection & Tender Evaluation, Dispute Resolution, and Risk Identification.** Further, he is also well-versed in **Integrated Security Systems, Incident Threat Characterization & Analysis, Physical Security Systems, Security Crisis, Security Emergency Plan, Command & Control System, Presentation Skills, Problem Solving & Decision Making, Preventive Actions, Situation Analysis, Crisis Management, Decision Making, Strategic Human Resources Management, Change Management, Organizational Development, Career Management, Situation & Behaviour Analysis, Interpersonal Motivation, Leadership Orientation, Coaching Skills, Negotiation Skills, Strategic Planning, Time Management, Risk Analysis & Risk Management, Stress Management, Inventory Management and Financial Administration.** He was the **Psychologist & Project Manager** wherein he was responsible in the project management and private psychology practices.

During his career life, Dr. Le Roux has gained his academic and field experience through his various significant positions and dedication as the **Director, Medico Legal Assessor Psychologist, Training & Development General Manager, Project Manager, Account Manager, Commercial Sales Manager, Manager, Sales Engineer, Project Specialist, Psychology Practitioner, Senior HR Consultant, Senior Lecturer, Senior Consultant/Trainer, Business Consultant, Assistant Chief Education Specialist, ASI Coordinator, Part-time Lecturer/Trainer, PMP & Scrum Trainer, Assessor & Moderator, Team Leader, Departmental Head, Technical Instructor/Qualifying Technician, Apprentice Electrician: Signals and Part-Time Electrician** from various companies and universities such as the South African Railway (SAR), Department of Education & Culture, **ESKOM**, Logistic Technologies (Pty. Ltd), Human Development: Consulting Psychologies (HDCP) & IFS, Mincon, Eagle Support Africa, Sprout Consulting, UKZN, Grey Campus, Classis Seminars, CBM Training, just to name a few.

Dr. Le Roux has a **PhD in Commerce Major in Leadership in Performance & Change**, a **Master's degree in Human Resource Management**, a **Bachelor's degree (with Honours) in Industrial Psychology**, a National Higher Diploma and a National Technical Diploma in **Electrical & Mechanical Engineering.** Further, he is a **Certified Project Management Professional (PMI-PMP)**, a **Certified Scrum Master Trainer** by the VMEdu, a **Certified Instructor/Trainer** and a **Certified Internal Verifier/Assessor/Trainer** by the **Institute of Leadership & Management (ILM).** Moreover, he is a **Registered Industrial Psychologist** by the Health Professions Council of South Africa (HPCSA), a **Registered Educator** by the South African Council for Educators (SACE) and a **Registered Facilitator, Assessor & Moderator** with Education, Training and Development Practices (ETDP) SETA. He has further delivered numerous trainings, courses, seminars, conferences and workshops globally.



**Course Program**

The following program is planned for this course. However, the course instructor(s) may modify this program before or during the course for technical reasons with no prior notice to participants. Nevertheless, the course objectives will always be met:

**Day 1**

0730 – 0800	Registration & Coffee
0800 – 0815	Welcome & Introduction
0815 – 0830	<b>PRE-TEST</b>
0830 – 0930	<b>The General Framework</b> Reasons for Identifying Needs
0930 – 0945	Break
0945 – 1100	<b>The General Framework (cont'd)</b> Present & Future Indicators of Training Needs
1100 – 1215	<b>The General Framework (cont'd)</b> Responsibilities of Stakeholders
1215 – 1230	Break
1230 – 1420	<b>Methods for Identifying Training Needs (ITN)</b> The Four Steps of Needs Assessment • Questions to Ask During Each Phase
1420 – 1430	<b>Recap</b>
1430	Lunch & End of Day One

**Day 2**

0730 – 0930	<b>Methods for Identifying Training Needs (ITN) (cont'd)</b> Data Collection Template • Data Gathering: the Cornerstone for ITN
0930 – 0945	Break
0945 – 1100	<b>Methods for Identifying Training Needs (ITN) (cont'd)</b> Quantitative & Qualitative Methods
1100 – 1215	<b>Methods for Identifying Training Needs (ITN) (cont'd)</b> From Interviews to Focus Groups
1215 – 1230	Break
1230 – 1420	<b>Methods for Identifying Training Needs (ITN) (cont'd)</b> Comparison of Primary Data Gathering Methods
1420 – 1430	<b>Recap</b>
1430	Lunch & End of Day Two

**Day 3**

0730 – 0930	<b>Linking Training Needs Analysis with Program Design &amp; Program Evaluation</b> Significance of Instructional Learning Objectives • Components & Characteristics of ILO's • Writing ILOs
0930 – 0945	Break
0945 – 1100	<b>Linking Training Needs Analysis with Program Design &amp; Program Evaluation (cont'd)</b> Ten Lessons on How to Evaluate Training • Levels of Evaluation
1100 – 1215	<b>Evaluation at Levels I &amp; II</b> Reaction Sheets
1215 – 1230	Break
1230 – 1420	<b>Evaluation at Levels I &amp; II (cont'd)</b> Characteristics of a Reaction Sheet
1420 – 1430	<b>Recap</b>
1430	Lunch & End of Day Three



**Day 4**

0730 – 0930	<b>Evaluation at Level III: Skill Transfer from the Workshop to the Workplace</b> <i>What Often Happens Vs What Should Happen • Barriers to Skill Transfer</i>
0930 – 0945	Break
0945 – 1100	<b>Evaluation at Level III: Skill Transfer from the Workshop to the Workplace (cont'd)</b> <i>Ways to Improve Skill Transfer</i>
1100 – 1215	<b>Evaluation at Level III: Skill Transfer from the Workshop to the Workplace (cont'd)</b> <i>Responsibility for Improving Skills Transfer</i>
1215 – 1230	Break
1230 – 1420	<b>Evaluation at Level III: Skill Transfer from the Workshop to the Workplace (cont'd)</b> <i>Methods to Measure Transfer of Learning to the Job</i>
1420 – 1430	<b>Recap</b>
1430	Lunch & End of Day Four

**Day 5**

0730 – 0930	<b>Converting Data to Monetary Value &amp; Calculating the Return on Investment (Levels IV &amp; V)</b> <i>Hard Data • Soft Data</i>
0930 – 0945	Break
0945 – 1100	<b>Converting Data to Monetary Value &amp; Calculating the Return on Investment (Levels IV &amp; V) (cont'd)</b> <i>Characteristics of Hard &amp; Soft Data • Isolating the Effects of Training</i>
1100 – 1215	<b>Converting Data to Monetary Value &amp; Calculating the Return on Investment (Levels IV &amp; V) (cont'd)</b> <i>Tabulating Program Cost</i>
1215 – 1230	Break
1230 – 1345	<b>Converting Data to Monetary Value &amp; Calculating the Return on Investment (Levels IV &amp; V) (cont'd)</b> <i>A Practical Case Study on Calculating ROI</i>
1345 – 1400	<b>Course Conclusion</b>
1400 – 1415	<b>POST-TEST</b>
1415 – 1430	<i>Presentation of Course Certificates</i>
1430	Lunch & End of Course





**Practical Sessions**

This practical and highly-interactive course includes real-life case studies and exercises:-



**Course Coordinator**

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