Hardware and Network Service Level III

Based on August, 2011 Version 3 Occupational standards

Module Title: Conducting / facilitating user training

LG Code: EIS HNS3 M11 LO (1-5) LG (36-40)
TTLM Code: EIS HNS3 TTLM 1220v1

December 2020

Bishoftu, Ethiopia

Table of Contents

LG #37	LO #1 - Plan ICT training system
Instruction sheet	

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Researching and developing training procedures and aim
- Developing IT training plan
- Identifying staffs/employees who will take training
- Training staff and management
- Evaluating current IT training
- Identifying responsible personnel and implementing training plan

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Research and develop training procedures and aim
- Develop IT training plan
- Identify staffs/employees who will take training
- Training staff and management
- Evaluate current IT training
- Identify responsible personnel and implement training plan

Learning Instructions:

Read the specific objectives of this Learning Guide.

1. Follow the instructions described below.
2. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
3. Accomplish the “Self-checks” which are placed following all information sheets.
4. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work.
5. If you earned a satisfactory evaluation proceed to “Operation sheets
6. Perform “the Learning activity performance test” which is placed following “Operation sheets” ,
7. If your performance is satisfactory proceed to the next learning guide,
8. If your performance is unsatisfactory, see your trainer for further instructions or go back to “Operation sheets”.

Information Sheet 1: Researching and developing training procedures and aim

1.1 Training Aims & Objectives

Aim

The introduction of new ways of working, whether it is a new system or machine, has been decided for a reason. The decision was made perhaps to improve production and efficiency, whether it is to produce more of a certain item with the new machine or reduce administrative time and effort with a new system. This will give you the starting point for your measurements and the formulation of the training aim which is the goal of the training and at the same time matching the business objective. The subsequent training will provide measurable business benefits to justify its implementation.

A training aim is written to indicate the desired outcome and performance. It describes the purpose and the intended overall achievement. It can have the business objective measurement included. After the training has taken place, the output can be measured against the original and the overall business objective confirmed as successful.

Objectives

There is a saying:

"If you don't know where you're going, you won't get there; but if, by chance, you do get there – you won't know that you are there".

Learning objectives should be **SMART** (specific, measurable, acceptable to the instructor, realistic to achieve, and time-bound with a deadline).

An objective should be set for each main learning point in the course**.** These learning points are derived from the analysis of the steps that the user is required to perform.

This may equate to a single, simple process and therefore a single module (reporting or analysis of daily production for example). More often it is one module that covers a series of steps in a sequence required to complete a major learning point.

For example a new ordering system may require 3 main elements of customer, product and delivery. Within the customer element, there may be a need to search for a customer to see if they already exist on the system and if not, enter their details as a new customer.

What are the components of an objective?

An objective consists of Performance, Standard and Condition.

Performance

This is what the learner should be able to do at the end of the session. It is an action or behavior of the learner when demonstrating their improved ability and understanding. The performance needs to be measurable.

The performance commences with a verb and the following list will help you create measurable learning objectives. Avoid words such as know or understand because you need to go one step further in the evaluation to assess how they know or understand.

- State
- Describe
- Explain
- Identify Analyze
- Compare
- Demonstrate

- Plan
- Develop Use

Standard

Each learning objective should be measurable and include the criteria for evaluating the performance of the learner. This element of the objective provides information that clarifies to what level the learner must perform the action or behavior to be judged adequate or efficient. Learning objectives indicate a degree of accuracy, a level of quality or quantity or some other type of measurable information. Standards serve the dual purpose of informing learners of performance expectations and giving a clue as to what will be used to measure their success. Learners will consciously or unconsciously benchmark themselves against the standards to guide their performance. Use specific terms that have limited interpretations and ensure that everyone understands the same interpretation.

Condition

These are the conditions set for performing the action or behavior. The condition identifies what the learner will be able to use to carry out the required task or performance, or what they may not be able to use. The condition identifies the context or environment in which the task or performance is to be carried out. It may relate to a time frame for completion, with or without notes or memory aids, using simulation software, etc. A condition falls into four main categories:

- **Tools** – equipment provided that is necessary for the task
- **References** – documentation such as user manual
- **Aids** – additional equipment and checklists that may make the task easier to perform and will aid the evaluation of the performance
- **Context** – role-play situation, real-life case scenario, laboratory environment etc.

1.2 Procedures in Training Employees

Companies strive to find the best candidate for a particular position. To do this, companies will go through an interview process and often screen candidates further by performing background checks. Since a business invests so much time into finding the right employee, it also invests time into training that employee once he comes on board. Employee training ensures that any knowledge gap that the employee may have will be properly filled in. Training varies depending on the type of position, but often follows the same procedures.

Orientation

Whether it's for one newly hired person or for several hundred, companies often conduct orientation sessions where the employees are given an introduction to the business. The employees get a chance to meet company executives, are given an overview of company policies, and are given certain company forms to fill out. They may also be given tours and get the opportunity to seek answers to any questions that they may have about the company or their new positions.

Training Requirements

An employer provides training and education programs that are designed to give an employee the ability to perform his job duties to the best of his abilities. The training ensures that the employee is competent and skilled and is able to do his job once the training is complete. Depending on the job type, the training may take just a couple of days or it may take weeks. During the training, the employee is allowed to ask questions and the trainer should allow the employee hands-on training as much as possible.

Testing

Once the training session is complete, the employee should be tested on how well he has grasped the training materials and its concepts. If the job involves working with machinery, the testing must reflect the employee's ability to use the equipment safely. These tests can be written examinations or hands-on implementation of what was taught in the training session.

Evaluation

After the employee has been trained and has performed his duties for a certain period of time, he should be evaluated and his skills should be assessed. Evaluations provide an employee with feedback on his job performance and whether he is properly implementing company procedures in which he was trained. These evaluations may be conducted several times throughout the year. If the employee is not following his training, he will have to be retrained on certain procedures or his employment may be terminated. Periodically, the training sessions should also be evaluated to ensure that they are effective and provide employees the ability to perform the required tasks.

Self-Check 1	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. Describe the aim of training?
2. What is a SMART objective?
3. Write down Procedures in Training Employees.

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: _____________ Score: _____________

Information Sheet 2: Developing IT training plan

2.1 Training Plan

A training plan is a detailed document that guides the planning and delivery of instruction. Whether training people one-on-one or in groups, in person or online, a well-developed training plan allows you to prepare for and deliver thorough and effective classes. Some key things to remember are that you want to be detailed, organized, and realistic.

Method 1 – Establishing Your Training Goals

1. **Consider the goals of your organization.** In order to conduct effective training sessions, you need to keep in mind the objectives of your business or organization. These goals should guide you as you develop your training plan. For example, if the main goal of your business is to increase sales of medical supplies, you'll want to make sure to convey that to your trainees.
    - If your company has a mission or vision statement, use that to guide you as you develop your training goals. You want the training goals to be compatible with the overall objectives of your company.
    - Be aware of what you want to accomplish. For instance, the purpose of the training may be to prepare employees for emergencies, improve business offerings or protect the privacy of clients.
2. **Identify the benefits for trainees.** Make it clear to your trainees that there will be tangible benefits that each will gain by completing the training. Perhaps your trainee will earn a new certification that qualifies her for more responsibility. Or maybe there is greater job security for those who have completed training. Whatever the case, convey these benefits at the outset of training.
    - Outline the skills, information, and certifications that participants will gain by undergoing the training. These might include mastery of specific software

applications, detailed knowledge of company policies and procedures, or enhanced customer service skills.

3. **Recognize desired outcomes.** Include in your plan the specific outcomes you want the training to achieve. Be as clear as possible. These should be more specific than the overall goals of the training. For example, you could say, "At the end of training, we will have 25 new employees ready to begin their first week of work in the Accounting Department at XYZ".
   - If possible, note the benefits of achieving these goals. You might note, "Once these new employees are trained we will have X number more hours of production each week, which should increase our overall profits by X%."

Method 2 – Developing Content

1. **Plan necessary steps.** A good training plan will indicate exactly how you will accomplish your goals. You should indicate how long training will last, how many sessions will occur, and what will happen during each session. Make sure that the steps align with your specific and broad objectives.
   - Create a training topic outline. When conducting training on productivity software, for example, your topics may include creating files, formatting text, copying and pasting text and saving files.
   - Break down the topics into specific titles. For example, formatting text might be divided up into 3 separate lessons: formatting fonts, paragraphs and tables.
2. **Design lessons.** Include in your training plan a list of lessons complete with lesson objectives, specific activities and assessment plans, which may include pre- and post-tests, class discussions, or group activities. Figure out the length of each lesson. Determine whether you will need additional materials or resources for the individual lessons.

- Determine the best training modality. You might deliver the training via online files, video conferencing, in person instruction or audio files. Choose the method based on the objective. For example, software navigation may be best taught in person or via video, whereas delivering information about safety procedures may be adequately communicated through web-based files.
- Engage participants to engage in the training activity. Puzzles, problem-solving exercises, questions, and writing activities are ways to keep trainees focused on tasks.
- Participation can help the trainees more effectively absorb the material.
- Accommodate a variety of learning styles. Watching video demonstrations, listening to audio and participating in hands-on exercises are ways to diversity activities.

3. **Outline the training structure.** In your plan, offer specifics about all of the methods you will use in training. For example, if you plan to use a variety of modalities, such as Skype and in-person sessions, make that clear from the outset. It is also useful to explain your objectives for using a variety of methods.

    - For instance, explain that you will use one-on-one training for detail-oriented tasks. Some tasks are best learned by observing and actively doing them across a substantial period of time. In this case, one-on-one training delivered in the form of shadowing an experienced person might be best.
    - You could also note that you will train people in small groups for tasks requiring interaction. Teaching customer service skills, for example, may be done in small groups using role-play and problem-solving activities.
    - Utilize large group training for overviews. Delivery of information and overviews can be done in large groups. Break the large group into smaller groups, if necessary.

4. **Establish a time frame.** To master new skills, trainees might need to meet 1 hour each day for several weeks. If they must be trained by a certain date, include these requirements in your training plan. Indicate whether current employees will need to add this to their additional duties, or if she will need to ask a coworker to help cover responsibilities while she is training.

   - Establish a timeline for making all preparations. For example, you might hire a trainer a month in advance, book a meeting space 2 weeks in advance and inform all trainees of the training location and requirements several weeks in advance.

5. **Create a section for training prep.** Your training plan should be a comprehensive document that will make it simple for others to follow your instructions. Therefore, you should indicate exactly how to prepare for training sessions. Be as specific as possible, so that other trainers will have a clear idea of how to accomplish the goals.

   - Include a list of resources in the training plan. Trainers may need presentation tools, a computer or chalk. Trainees may need workbooks, training guides, video players or other equipment.
   - Review the list of resources prior to the training. Consider each step of the training to ensure that all equipment, materials, and tools are accessible and functional.

Method 3 – Including Specific Action Items

1. **Assess the training.** Your training plan should include ways that the trainers can evaluate the training as it progresses. There should be clear benchmarks that measure the effectiveness of the training. Specifically state the points during training where the goals should be measured.

   - Have concrete assessment tools included in your training plan. For example, you could have trainees complete a quiz or test after each module.

- Have trainers ask for feedback. In your training plan, indicate that trainers should observe the trainees attitudes. If the trainees seem lost or unmotivated, indicate that that trainer should address that.

2. Offer alternatives. Not every group of trainees will respond the same to your training methods. You training plan should indicate that trainers will need to be prepared to teach the material in a different way. For each section of content, your training plan should indicate a couple of different ways to convey the material.

- For example, some groups may be less talkative than others. Instead of a large group question and answer session, have the trainees work in pairs.
- In your delivery of the material, you will likely use specific examples to illustrate your points. If the trainees do not seem to comprehend the material, make sure that there are alternate examples included in the training plan.

3. **Indicate the training participants.** Your training may be organization-wide, geared toward a single department or designed specifically for entry-level employees. You may develop separate training plans for different groups or teams. In each plan, be clear about the group that is the focus of the training.

- Group the trainees by training type. For example, some members of the organization may need simple overviews, whereas others involved in the day-to-day completion of tasks may require in-depth training.

4. **Utilize your colleagues.** For example, you will need to calculate training costs. If you are not involved with accounting, you may need to ask someone familiar with your company's financials for some information. Review the list of required training resources to determine how much money you will need.

- Other costs to consider include meeting space rental, trainer compensation and employee time.
- You may also need to speak to your organization's facilities manager. They can help you reserve conference rooms or lecture facilities.

- Let your IT department know that you might need some assistance during training, particularly if you are teaching online or using tools such as video conferencing.

5. **Choose qualified trainers.** In order to offer the most effective training, you will need to select the highest quality employee to conduct the training sessions. They may be people already working for the organization or outside experts. Examine their qualifications and experience before hiring.

    - Look for trainers who have experience using the methods that you want to offer. For example, if your training is to be conducted online, make sure to find someone who feels comfortable using that platform.
    - Communicate with your trainers. Allow them the opportunity to ask questions and make sure that they clearly understand the objectives and desired outcomes.

Self-Check 2	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. What is Training Plan?
2. What are the things to accomplish before we are developing content?
3. What things need to be considered when we are developing training content?

***Note:* Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: ____________ Score: ____________

Information Sheet 3: Identifying staffs/employees who will take training

3.1 Employees participate in Training program

As your inclusiveness initiative develops so will the level of involvement of various stakeholder groups. Many variables influence the decision about whom to involve in the training process and at what point. There is no right or wrong decision to make because every organization has different factors to consider and the roles of different stakeholders vary from organization to organization.

In general, though, usually the staff and the board of directors will participate in inclusiveness training either together, separately, or both.

Training for Staff Only

There are many advantages to holding training sessions only for staff:

Because staff usually spends 40+ hours a week with their organizations, their organizational awareness around issues of inclusiveness tends to happen more quickly and intensely than that of board members, who typically focus on such issues intermittently.

Organizations have more control over staff schedules. So, if the leadership of the organization deems inclusiveness training to be a priority, it is. The same cannot be said of board members. Hence, staff are usually available to attend more training sessions than Board members.

Since staff focus on the day-to-day implementation of an organization's work while the board usually focuses on governance and policy, allowing staff to go through training with other staff members may give them the space to think about inclusiveness issues in a way that is relevant to their ongoing work.

In some organizations, staff members defer to board members and are unwilling to say things that may be considered "risky." Holding staff-only trainings minimizes the likelihood of having staff members censor themselves in front of board members.

Staff members directly implement programs and policy, so their training needs to be designed with this focus in mind.

Training for Board Only

There are also advantages to having inclusiveness training for board members only:

In many organizations, board members commonly defer to staff members in discussions related to the organization because staff members naturally have more information and expertise about the organization. A board member-only training minimizes the likelihood of board members deferring to staff members.

In most organizations, boards of directors have their own norms that can be disrupted by the introduction of non-board members. Given the limited time that most boards have for training, and the very personal nature of inclusiveness training, it may not be worthwhile to take the time necessary to establish new norms for a combined group.

Group size may be a contributing factor. Smaller trainings have a more intimate quality to them and training outcomes are easier to achieve with smaller groups. If a board of a large organization is willing to go through inclusiveness training, their learning process may not be as successful if they work in a relatively large group with staff.

Board members have a distinct organizational leadership role that training needs to address.

Training with Board and Staff Together

There may be situations where a training of board and staff members together makes sense:

Smaller organizations with limited diversity at the staff and/or board level may have more diversity if they work together, which will improve the training.

Undergoing shared experiences with the staff and board members can help build relationships. This can be particularly useful if there is a need to address particular inclusiveness issues that require the leadership of the board as well as the staff.

Joint training sessions can help fill gaps between staff and board members if one group is generally more diverse and/or more aware of inclusiveness issues. Sometimes the gulf between the two groups is significant and training can be a tool to bridge the gulf.

Joint training sessions may also be useful once each group has undergone separate training.

When you talk to inclusiveness trainers about a possible plan for inclusiveness training, discuss the issue of who should be involved in the training and at what point. In all organizations, especially larger organizations, it is important that the leadership of the organization (include board and staff leadership) are invested and involved in the training early on. Staff with less authority often gets frustrated if they undergo training only to find that the leadership of the organization has not yet engaged in the process and is not committed to making changes as a result. Similarly, since the Inclusiveness Committee is responsible for leading the inclusiveness initiative, it may make sense to do an initial training for the committee, especially if it includes all or most of the organization's key leaders.

Self-Check 3	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. Who should participate in Training program?
2. What advantages can be gained by holding training sessions only for staff?

***Note:* Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: ____________ Score: ____________

Information Sheet 4: Training staff and management

4.1 Typical business needs for training

Staff training and development activities are important for your business. It will improve your employee's skills specific to your business, and will keep both you and your employees up-to-date in admin and management areas, including:

- finance
- sales
- marketing
- administration
- staff management.

New employees

When new staff members begin working in your business, they'll need to be trained appropriately in order to fulfill their role. To achieve this, you might need to rely on other staff members.

New skills and knowledge

Your existing employees may need to up-skill – not only to assist the business but also to develop their own careers, and keep them challenged and engaged.

Business and role changes

Changing circumstances require new learning, such as new technology and business, and social and legal change. You may need to modify an employee's role in order to cope with this, which will trigger the need for further training.

In-house professional development

A cost-effective way of meeting your skill needs is building on the talents you already have. Review your existing staff skill sets and you may find they have the skills you need.

- **Have staff members train others** – make sure that useful skills aren't lost due to staff absences or retirement.
- **Develop the skills of existing staff** – refresher courses, seminars and online tutorials can help staff further their own career goals and improve job satisfaction.
- **Have senior staff mentor juniors** – they may be the best people to train juniors, but make sure it's a good use of their time and abilities.

Outsource training and development

Once you know what skills your staff have – and have developed them as much as possible – you need to work out if there are gaps remaining.

If you can't fill the skill gaps in-house, you'll need to:

- hire staff with the skills you need
- outsource to contractors or companies with the necessary skills
- have existing staff trained professionally – on or off site.

Professional development plan

Make sure the training is recorded in your employees' performance and development plan, including what jobs will be performed to use the training.

Training employees has other advantages for your business and is a great way to improve:

- productivity
- quality or output
- customer satisfaction
- employee job satisfaction.

Also make sure that any new training and development feeds into your review of staff performance – this will help you track the benefits of the training your staff have undertaken.

Do you need to pay staff to attend training?

Employees have to be paid the right pay rate for all time worked. This includes any mandatory training and team meetings whether undertaken at your place of work, off-site or online.

Thinking about retiring or selling your business?

Improving the skills of your staff can make the business more attractive to buyers. Take a look at our six steps to increase your business value before selling if you're thinking about retiring or selling your business.

And if you're planning to sell your business to a family or staff member, training your successor is a great way to make sure they have all the necessary skills to run the business successfully.

Self-Check4	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. What kinds of things can be improved by giving training for employees?
2. Explain about Outsource training and development.

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: ____________ Score: ____________

Information Sheet 5: Evaluating current IT training

5.1 IT Training

IT Training is specific to the Information Technology (IT) industry, or to the skills necessary for performing information technology jobs. IT training includes courses related to the application, design, development, implementation, support or management of computer-based information systems.

Due to the evolving nature of technology, IT training content is constantly updated and adapted to reflect the current market. IT courses reside in a wide variety of curriculum areas including, but not limited to those listed below.

- Architecture and Engineering
- Cloud Computing
- Cyber Security
- Data Storage
- Databases/Database Management
- Mobile App Development
- Networking and Wireless
- Product Training (Adobe, Microsoft, Citrix, Red Hat, etc.)
- Unified Communications
- Virtualization
- VoIP and Telephony
- Web Design and Programming

Target audience

Students of IT training programs are predominately those who work in jobs related to computer science, network administration, information technology management, cloud computing, telecommunications, etc.

General business professionals and consumers who use IT applications and computer and software products are another important audience for IT training. IT training, more so than most other content segments of the training market, contains a substantial amount of business to consumer (B2C) training. Consumer training occurs when a student (or purchaser of a training program) completes the training on their own, without the recommendation, supervision, or support of an employer. This includes individuals aiming to improve their IT skill set or to gain certifications.

There is also a considerable amount of government spend in the IT training market, predominately in the area of cyber security.

Self-Check 5	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. List some of the courses that IT Trainings can include.
2. Who can be the target audience for IT Training? List at list three

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: _____________ Score: _____________

Information Sheet 6: Identifying responsible personnel and implementing training plan

6.1 Employee training and development

Employee training is the responsibility of the organization. Employee development is a shared responsibility of management and the individual employee. The responsibility of management is to provide the right resources and an environment that supports the growth and development needs of the individual employee.

For employee training and development to be successful, management should:

- Provide a well-crafted job description – it is the foundation upon which employee training and development activities are built.
- Provide training required by employees to meet the basic competencies for the job. This is usually the supervisor's responsibility.
- Develop a good understanding of the knowledge, skills and abilities that the organization will need in the future. What are the long-term goals of the organization and what are the implications of these goals for employee development? Share this knowledge with staff.
- Look for learning opportunities in everyday activities. Was there an incident with a parent that everyone could learn from? Is there a new government report with implications for the organization?
- Explain the employee development process and encourage staff to develop individual development plans.
- Support staff when they identify learning activities that make them an asset to your organization both now and in the future.

For employee development to be a success, the individual employee should:

- Look for learning opportunities in everyday activities.
- Identify goals and activities for development and prepare an individual development plan.

Individual development planning process

An individual development plan is prepared by the employee in partnership with her or his supervisor. The plan is based upon the needs of the employee, the position and the organization. A good individual development plan will be interesting, achievable, practical and realistic. It is implemented with the approval of the employee's supervisor.

Step 1 – Self-assessment

The employee identifies her or his skills, abilities, values, strengths and weaknesses. To conduct a self-assessment:

- Use the many self-assessment tools found on the internet.
- Compare your knowledge, skills and abilities to those identified in your job description.
- Review performance assessments (performance assessments are often used as the starting place for developing individual development plans).
- Ask for feedback from your supervisor.

Step 2 – Assess your current position and your work environment

The employee does an assessment of the requirement of her or his position at the present time and how the requirements of the position and/or organization may change. To conduct a position assessment:

- Identify the job requirements and performance expectations of your current position.
- Identify the knowledge, skills and abilities that will enhance your ability to perform your current job.
- Identify and assess the impact on your position of changes taking place in the work environment such as changes in clients, programs, services and technology.
- Based on your analysis in Steps 1 and 2, use the sample Individual Development Plan form to answer the following questions:

- What goals do you want to achieve in your career?
- Which of these development goals are mutually beneficial to you and your organization?

Write what you would like to achieve as goals. Select two or three goals to work on at a time. Set a timeframe for accomplishing your goals.

Step 3 – Identify development activities

Identify the best ways to achieve your development goals.

- What methods will you use?
- What resources will be required?

Step 4 – Put your plan in action

Once you have prepared a draft of your individual development plan:

- Review your plan with your supervisor for his or her input and approval.
- Start working on your plan.
- Evaluate your progress and make adjustments as necessary.
- Celebrate your successes.

Self-Check 6	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. Who is responsible for employee training and development?
2. Whose responsibility is to prepare individual development plan?

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: ____________ Score: ____________

Operation sheet 1: Procedures for developing IT training plan

Techniques for- developing training plan

Step 1: Establish your training goals.

Step 2: Develop your content.

Step 3: include specific action items.

LAP Test	Practical Demonstration

Name: _____________________________ Date: ____________

Time started: ______________ Time finished: _____________

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within 2 hours.

Task 1: Develop an IT training plan.

LG #38	LO #2 - Identify IT system training needs

Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Determining IT training benchmarks
- Comparing identified needs against performance benchmarks
- Assessing proposed training and re-notifying key personnel

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Determine IT training benchmarks
- Compare identified needs against performance benchmarks
- Assess proposed training and re-notifying key personnel

Learning Instructions:

Read the specific objectives of this Learning Guide.

1. Follow the instructions described below.
2. Read the information written in the "Information Sheets". Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
3. Accomplish the "Self-checks" which are placed following all information sheets.
4. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work.
5. If your performance is satisfactory proceed to the next learning guide,
6. If your performance is unsatisfactory, see your trainer for further instructions

Information Sheet 1 Determining IT training benchmarks

1.1 Training Needs

For our purposes a training need is a gap between actual performance and desired performance or between current abilities and job requirements that can be closed by training.

Training needs fall into two basic categories:

- Training needs of the organization
- Training needs of individual employees

Sometimes organizational training needs and employee training needs are identical, but not always. The training needs of the organization have to do with the requirements to meet the organization's objectives. For example, a new employee orientation program is something the company wants all new employees to attend. It meets an organizational need of ensuring all employees have similar and correct information about the organization, its policies, and its benefits.

The unique skills required for jobs within a company are organizational training needs. For example, providing new employees on a job with the ability to operate the organization's customized PC-based system is an organizational training need. It is a specialized ability unique to the job that typical new employees cannot be assumed to have learned elsewhere. However, the basic skills required of an individual employee (not all employees) in a job are not usually classified as organizational training needs.

Individual employee training needs are those not required by typical employees. Individual employee training needs have to do with training required by a specific employee to improve performance, to be eligible for other jobs, or to acquire specific skills or abilities that most employees already have. For example, if only one employee in a department requires training in basic mathematics, that is an individual employee training need, not an organizational one. However, it is sometimes true that several employees may have the same individual training need.

When jobs were relatively scarce and unemployment high, a New York accounting firm was able to increase requirements for its administrative assistant positions. When unemployment was reduced and jobs became more plentiful, the firm had to decrease its requirements and hire people without some of the skills previously demanded. The result was that its training department had to initiate a training program in basic skills that were formally possessed by people entering administrative assistant positions.

1.2 Training Needs of the Organization

Organizational training needs can be broadly classified into two general categories:

- Recognized training needs
- Requested training needs

Recognized Training Needs

These are the needs identified as required by all of the organization's employees, and all employees in specific jobs and departments. Sometimes they are called planned training needs since the organization knows that all employees have them, and plans can be made in advance for fulfilling these needs. They include such things as:

- The need to know the organization, its structure, policies, procedures, and benefits
- The need to know a department, its policies, rules, operating procedures, and personnel
- The need to have specific job skills and knowledge not generally possessed by most new employees in their jobs

Self-Check 1	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. How to Identify Training Needs?
2. List down the categories of organizational training needs.

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ___________________ Date: ____________ Score: ____________

Information Sheet 2 Comparing identified needs against performance benchmarks

2.1 Training Needs Analysis

Training needs analysis involves doing some research in order to find out the type of training you need to offer your staff to ensure they are performing at the standard you require of them.

There are three basic steps involved in training needs analysis:

1. Decide on the skills you need all your staff members to have. This will be different depending on the role and department the members of staff belong to, but it's important to map it all out, so you know where you want each staff member to be.
2. Look at the current skill levels of all your staff members to see how they compare against the criteria you have set in the first stage. Find out what they know well and don't need any further training on.
3. Identify any knowledge gaps which present themselves. This means things that you need your staff to know, but they don't know or aren't skilled enough on. Once you know where the knowledge gaps lie you can schedule internal training to tackle these knowledge gaps and close them for good.

Benefits of Training Needs Analysis

1. Training Plans for Every Member of Staff

If you take the time to sit down and decide exactly the skills you want every member of staff in your organization to have, you've basically created a training plan for everyone, even new members of staff which you may need to onboard in the future.

This also ensures that everyone in the same role or the same department is receiving the same training, so you can be sure that a standard has been set across the business.

2. Know What Staff Are Good At

While training needs analysis can help you see things that are going wrong, they also allow you to identify what your staff are good at. This will give you the chance to reward exceptional staff, and ensure they don't receive any extra training on things they are already experts in.

It also means that you can help staff identify progression paths as they may excel at a certain skill set which would be perfect for a promotion within the company.

3. Tackle Problems Before They Grow

If your staff aren't living up to the skills you had in mind for them, a training needs analysis is a perfect way to find this out. You can see where any knowledge gaps are and get some training booked in to close the gaps as soon as possible.

However, if you don't conduct a training needs analysis on a regular basis, these knowledge gaps may create bigger problems for you within your business. If you don't know that these knowledge gaps exist, your staff could be doing things which don't meet company standard or give customers a bad impression of your business. That's why it's key to take the time for a training needs analysis so you can tackle these issues yourself before they start to spiral.

4. Plan the Best Training Calendar

Knowing exactly what the knowledge gaps in your company are means you will always be able to plan the best training calendar for a particular period of time. Not only will you know exactly what type of training you need to run to give your staff the essential skills they need, but you will also know what types of training you don't need to offer as your staff are already very well-versed on that particular topic.

2.2 Performance Analysis

Performance analysis is more about looking at your business' performance as a whole and seeing where you can make improvements for the future.

Again, there are some basic steps you will want to follow when thinking about your organization's performance analysis:

1. Think about your company's goals for a certain period of time. You need to understand these first and foremost before you can take a look at the company's performance overall because these will be the indications of success.
2. Next, review how you are doing against these goals. You can use tools such as a SWOT analysis to assess the strengths, weaknesses, opportunities, and threats that are currently on your radar.
3. It's also important to pull together reports that reflect the key data within your business, so you can look at the results and see how you're stacking up against your company goals.

Benefits of Performance Analysis

1. Company Goals Are Always At the Front of Your Mind

It's important to keep your company goals at the front of your mind with whatever you do and running a performance analysis regularly will allow everyone to be reminded of these goals, and think about what they can do to ensure the company meets them in a certain timeframe.

Company goals should be the basis of all your decisions, so if you're planning without thinking about these goals, you're heading for disaster!

2. See What You're Doing Well And Allow For Praise

If you complete a SWOT analysis as part of your performance analysis, it will also highlight the things you are doing well as a business, as well as the things which could use some improvement. This will allow you to continue to do those things in the best way possible, as well as praising the staff and teams involved to help boost staff morale.

Self-Check 2	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. What Is Performance Analysis?
2. What Are The Benefits Of Training Needs Analysis?
3. What Are The Benefits Of Performance Analysis?
4. What is training need analysis?

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: ____________ Score: ____________

Information Sheet 3 Assessing proposed training and re-notifying key personnel

3.1 Measure Training Effectiveness

A vital aspect of any sort of evaluation is its effect on the person being evaluated.

Feedback is essential for people to know how they are progressing, and also, evaluation is crucial to the learner's confidence too.

And since people's commitment to learning relies so heavily on confidence and a belief that the learning is achievable, the way that tests and assessments are designed and managed, and results presented back to the learners, is a very important part of the learning and development process.

When you plan training and development for your organization, you expect to gain improved skills and productivity, greater retention rates, and an improved brand. After you deliver any type of corporate training, you must ask these questions:

1. How effective was the training in helping learners gain relevant knowledge and skills?
2. Were the learners able to apply what they learned to improve their performance at work?
3. What other benefits did the training program achieve?

The answers to these questions help you determine whether the training was worth your organization's investment and answering these questions requires measuring the outcomes.

Statistics prove that companies across the globe invest heavily in employee training and development. In addition to enhancing knowledge and skills, measuring training effectiveness has proven to be an important tool to boost employee engagement and retention. Results and measurements of past training also act as critical indicators while planning future workshops.

Organizations should ensure that employees can demonstrate a positive impact of training through improved productivity and overall skill development. With the growing focus on continual learning and development, businesses are keen on identifying reliable metrics and methods to measure the effectiveness of employee training initiatives. After all, you would not want to deliver training that does not provide expected results.

Evaluating Training Effectiveness

Post-training quizzes, one-to-one discussions, employee surveys, participant case studies and official certification exams are some ways to measure training effectiveness. The more data you collect on measurable outcomes, the easier it will be to quantify your company's return on investment. Before training begins, it is helpful to plan what factors you will be measuring and how you will collect these data. Fortunately, some proven methodologies for measuring training effectiveness already exist.

The Kirkpatrick Evaluation Model

During the 1950s, the University of Wisconsin Professor Donald Kirkpatrick developed the Kirkpatrick Evaluation Model for evaluating training. With a simple, 4-level approach, this is one of the most successful models that help you measure the effectiveness of customized corporate training programs. Here are the four levels of measurement and the key indicators to look for at each level.

Level 1 - Reaction

This level measures how learners have reacted to the training, the relevance and usefulness of the training. Use surveys, questionnaires or talk to learners before and after the course to collect their feedback on the learning experience.

Topics to cover during your discussion:

- Was the course content relevant and easy to follow?
- Ask questions about the learning's and key takeaways.
- Discuss the strengths and weaknesses of the program.
- Understand if the training was able to accommodate the learner's pace and learning style.

At the end of Level 1, you should have a good understanding of how well the training was received and determine any gaps in the training content.

Level 2 - Learning

Measure the knowledge and skills gained by learners as a result of the training. To measure this level, you can use a combination of metrics such as:

- Test scores during and after the training
- Evaluation of applied learning projects
- Influence on performance KPIs
- Course completion and certification
- Supervisor report and feedback

At this stage of evaluation, you will be able to determine if the training is meeting its set objectives, what are the specific skills that can be developed with this training, and the scope for improvements in content and method of delivery.

Level 3 - Behavior

Understand how the training has impacted the learner's performance and attitude at work. Evaluate how the training has influenced the learner's performance and delivery at work by using a combination of these methods:

- Self-assessment questionnaires
- Informal feedback from peers and managers
- Focus groups
- On-the-job observation

- Actual job performance key performance indicators
- Customer surveys, comments, or complaints

Topics to cover in your assessment include:

- How has learning been implemented at work?
- Are the learners confident to share their new skills and knowledge with their peers?

Level 4 - Results

Measure the tangible results of the training such as reduced cost, improved quality, faster project completion, increased productivity, employee retention, better marketing leads, increased sales, and higher morale. Key metrics to measure are:

- Improved business results
- Increased productivity and quality of work
- Employee retention
- Higher morale
- Customer satisfaction index

Self-Check 3	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

3. Why Measure Training Effectiveness?
4. Explain about Kirkpatrick Evaluation Model.

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: _____________ Score: _____________

LG #39	LO #3 - Implement training change

Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Planning training schedule
- Prioritizing trainings and allocating resources
- Implementing training management plan and procedures
- Involving high officials in the training process
- Capturing new performance benchmarks
- Identifying training requirements

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Plan training schedule
- Prioritize trainings and allocating resources
- Implement training management plan and procedures
- Involve high officials in the training process
- Capture new performance benchmarks
- Identify training requirements

Learning Instructions:

Read the specific objectives of this Learning Guide.

1. Follow the instructions described below.
2. Read the information written in the "Information Sheets". Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
3. Accomplish the "Self-checks" which are placed following all information sheets.
4. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work.
5. If your performance is satisfactory proceed to the next learning guide
6. If your performance is unsatisfactory, see your trainer for further instructions

Information Sheet 1: Planning training schedule

1.1 Employee Training Plan

Developing an effective employee training schedule is not an easy process, but it is necessary for the long term success of any corporate training program. The schedules is implemented because it helps to provide organizational and time management support for the entire training program while providing clear information of its policies to all participants.

To do this, training schedules are designed to cover issues such as:

- Job Functions
- Training Goals
- Company Philosophies
- Training Subjects
- Identification of Critical Areas of Studies

The Key to an Effective Employee Training Plan Schedule

The goal of these schedules is to increase morale, motivation and productivity of all participants in the employee training program. They should also be designed to address any concerns which the participants may have about the program, and to implement effective solutions to any schedule related problems and contingencies which may arise throughout the entirety training process.

Also, since training programs usually come in several stages and include several different materials, the development of the training schedules themselves also need to be broken down into several stages in order to reflect the needs of each stage of the training process. In those cases where the training process requires specialized equipment or learning materials, the training schedule will need to take these considerations into account so as to ensure full access to all participating trainees and personnel at different learning periods.

Furthermore, despite these considerations, it’s also important to remember that training is only a means to a specific end, so aside from helping to organize the training process, training schedules should also be developed to comply with the goals of each implementation and development stage of the entire training program. Because of these concerns, the creation of an effective employee training plan, usually needs to be broken down into a three step process. These steps include:

- Defining the Needs and Goals of the Training Schedule
- Planning and Identifying Personnel
- Implementation

Each step addresses different aspects of the training schedule, so it’s important to appreciate how each step can influence the development of both the employee training plane schedule and the actual training process itself.

Step 1 – Defining Needs and Goals

This is the first step in developing a training schedule, and it involves identifying the goals and benefits of employee training program within your company. The purpose of this process is to make sure that the training program has sufficient time to meet goals, and without it, the program may find itself with insufficient time to effectively train the company’s personnel.

Furthermore, this stage also involves identifying some of the short term and long term goals of the company, so that they may be reflected in the goals of the training process itself. Several good examples include the increase in productivity, enhance customer service and optimum work efficiency. This may not seem like an important process, but it does help put everything in the right perspective by identifying critical long term goals for your training programs.

Finally, the personnel involved in creating the training schedule will also need to coordinate with those who are responsible for developing the individual training modules. Such modules may be purchased from training companies, or they may be developed by specialists who are responsible for the employee training. The purpose behind this coordination is to make sure that all modules are developed and distributed on time to all trainees.

Step 2 – Planning and Identifying Personnel

In the second stage of developing an employees training plan and schedule, it's important to identify which personnel will be involved in the training program. This will allow those who are responsible for the training schedule to create customized training schedules which cover time management issues which best serves the needs of each trainee.

Once all the information on the participants, equipment, trainers and modules have been gathered, the actual work on the training schedule can begin. During this phase, the personnel who are responsible for developing the training schedule will have to plan a regular training schedule based on the information that they have gathered, and which satisfies the objectives of the training program within a specified time frame.

This process varies according to the number of personnel, For training programs which involve very few employees, less work and planning is required. However, for those programs which aim to train large numbers of people, the trainings should take place during slow periods or after-business hours in order to avoid work disruptions. Needless to say, such measures ultimately mean that the company will have to invest additional money either as incentives or as payments for downtime throughout the duration of the training program. Related information can be found on effective time management techniques page.

Step 3 – Implementation

In the implementation phase, the instructors and trainees will be informed about the approved schedules along with all of the details which go with it. Furthermore, coordination with managerial and administrative personnel is also implemented at this stage, often with the full support of the trainees and trainers themselves.

The training schedule will also be integrated into the daily work logs, so that they may reflect the changes that will take place throughout the training process. Records and documents pertaining to the schedule will also have to be finalized during this phase, and then submitted to all managerial and executive personnel.

Self-Check 1	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. List issues designed to cover training schedules. At least 2
2. What is the goal of planning training schedule?

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: ____________ Score: ____________

Information Sheet 2: Prioritizing trainings and allocating resources

2.1 Prioritizing Training Needs

As business becomes increasingly global and interconnected, competition can come from virtually anywhere in the world. And as business becomes more complex, there seems to be an ever-growing list of necessary skills and capabilities required to succeed.

These, among other factors, have companies desperate to up skill their staff. One of the many challenges for companies facing a multitude of crucial training needs is where to start. Here, we discuss some strategies for prioritizing training needs.

Identify Key Needs

The first step is putting together a list of needed skills, knowledge, and other training objectives. This should be a collaborative effort among company leadership, with input based on industry benchmarking (What skills do the top companies in my industry possess?), input from managers, and input from employees themselves on what skills are needed to make the company as successful as possible.

The list should include all desirable skills, not simply those that are currently lacking.

Analyze Current Skill Sets

Once the universe of desired skills is documented, evaluate the company on where it stands on those needs. Again, input can come from comparisons to other organizations, as well as from managers and employees. Encourage an honest assessment.

Road Map

The next step is to put together a training road map. It's not possible to focus on everything right away hence the need to prioritize. Prioritization doesn't necessarily mean focusing on the most important skill the company might already be fairly proficient here.

It doesn’t necessarily mean focusing on the skill that’s most lacking it might not be extremely important to others. And prioritization doesn’t necessarily mean picking the top need, focusing 100%, and moving to the next on the list.

Instead, prioritization requires evaluating the needs for skill sets that provide the greatest advantage against available training resources and current deficiencies.

Based on a balancing of those factors, a road map can be put in place that develops a short-, medium- and long-term plan for developing the top-priority skills. That road map should include regular progress checks and reevaluations.

There’s no silver bullet to prioritizing training needs, as there are multiple factors that influence what the greatest needs are. And today’s priorities can quickly change based on changes in staff, the market, and the competitive landscape.

2.2 Resource Allocation

Resource allocation is the process of assigning and scheduling resources to project tasks.

Resources are the life blood of project management. Resources are used to carry out the project, and are returned to their owners if not consumed by the project.

There are 6 steps to performing a proper resource allocation:

1. Divide the Project into Tasks
2. Assign the Resources
3. Determine resource attributes
4. Resource Leveling
5. Re-allocate as necessary
6. Track resource utilization

Divide the Project into Tasks

In project management, the project is divided into tasks and managed on a task, rather than a project, level. Resource allocation is an integral component of this process because each task is assigned the necessary resources, and the resources are managed by task.

Assign the Resources

Each task requires resources in order to be successfully performed. As a minimum, most tasks require a human resource to carry out some actions. Usually, the person starts with some input materials which are used to produce an output.

Generally, there are five types of resources:

1. **Labor** - Human resources are an integral part of most projects. The project team has needs that require active management, like:
    - A satisfying work environment that does not involve conflicts with other team members.
    - Making an important contribution to the project, and/or greater society.
    - Leaving the project with something more than they started with, for example additional knowledge or skills, or a strong resume/CV entry that results in a better chance at future work.
2. **Equipment** - Tools and equipment that are used to produce the product, but don't become part of it, must be identified and allocated to each task. This equipment must be paid a reasonable rate that takes into account the wear and tear experienced during the project. Specialty equipment often requires significant investment of time and money.
3. **Materials** – It become a part of the final product must be allocated so that they can be procured at the right time and their availability is confirmed.

4. **Facilities** - Buildings and work areas are often a significant cost to the project. If they are not readily available, they also require space in the project schedule and budget to ensure they are ready for the project team.
5. **Miscellaneous** - Most projects require other resources that impact the budget or schedule. This can include project financing and insurance costs, performance bonding, administration, contingencies, risk premiums, transportation and delivery, or any other item necessary to perform the project.

Determine Resource Attributes

Each resource comes with attributes (project manager lingo) which must be sufficient to carry out the project work. These attributes include:

- **Grade** – It refers to the technical specification level of the resource. In this case, the length of the fence posts, the depth of the holes, and the strength of the fence material are all characteristics of grade. In short, the resources must be adequate for the task.
- **Skill** – It is the same as grade but specific to the human resources.
- **Quality** – It refers to the degree to which the resource meets specifications, that is, if poor quality fence material arrives at the site it is not acceptable and must be rejected, adding unexpected costs and schedule implications. This is different from the grade of the fence material, which can be low. The fence may not need high grade fence material. Low grade is acceptable (in the right circumstances), whereas low quality is never acceptable.
- **Resource-specific attributes: Size, shape, length, speed, color, strength, etc.** Each resource has many specific attributes that define its function. for example, if the paint is supposed to be brown, but a green paint arrives on site, it is probably still high quality as well as grade, yet not sufficient for the project. The required attributes must be determined individually for each resource.

- **Availability** - In project management lingo this is called a resource calendar. The resource calendar can range from a simple listing of employee vacation time to sophisticated material tracking software. But its purpose is to ensure the project resource is available when needed.

Resource Leveling

Project schedules are usually created without the resources in mind. That is, the network diagram and gantt chart are manipulated to minimize the schedule duration based on the number of hours or days required to carry out each task, but the resources assigned to the task might be highly volatile, incurring sometimes major cost and schedule implications.

Resource leveling refers to the process of inspecting the resources to ensure their use is as "smooth" and level as possible. It is a common scenario that it is more advantageous to extend the project schedule to avoid large spikes and dips in resource usage.

In addition, the resources used to carry out those tasks must be procured (purchased), delivered, and prepared. During the project, they must be maintained and serviced. All of these tasks must be accounted for within the project schedule and budget.

Re-allocate as Necessary

Throughout the project, resource re-allocation tends to be a constant and inescapable function of the project manager.

Resources are scarce. They sometimes do not show up on time, are needed by other projects, or lose their usefulness over time. Many things can happen that require a shift of resources from one task to another, or a change in the project schedule or budget.

Self-Check 2	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. What kind of strategies is used to prioritize training need?
2. List the steps to performing a proper resource allocation.
3. What is Resource leveling?

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: _____________ Score: _____________

Information Sheet 3: Implementing training management plan and procedures

3.1 Management Training Plan

Writing a management training plan for yourself or subordinates typically involves exploring management opportunities to understand potential career paths. Before you can write a management training plan, you need to know what skills are lacking in your work force. Then you can help workers figure out what courses to take and evaluate the results. By prioritizing his efforts, a management trainee can accomplish his goals and quickly make the transition to a management role.

Step 1

Assess the training needs and learning styles required for your management training. Find out what learning styles your employees respond to. People may prefer to listen, watch or use hands-on exercises to learn new information. To determine this, run interviews or focus groups to find out what management topics you need to cover and what format you should use to present the information. That prepares you to develop a training plan that uses presentations, videos, podcasts or workshops or some combination of these approaches.

Step 2

Design learning objectives for your management training plan. Comprehensive management training plans define how to develop the business acumen of effective managers. For example, your training plan may cover business analysis, communication and leadership topics, so your objectives need to reflect specific, measurable, attainable, realistic and time-constrained ways for trainees to learn the associated skills. Moving trainees from rank and file employees to managers includes teaching them to let go of their former roles, delegate tasks, manage time effectively and communicate clearly with subordinates, peers and supervisors.

Step 3

Define the types of activities your training plan needs in addition to formal learning opportunities. Successful management training plans typically allow time for less experienced employees to observe more experienced managers performing job tasks, such as running meetings, identifying the most important work tasks and scheduling resources.

Step 4

Develop the training plan by downloading a template from a credible source or develop your own format. Your plan should define the purpose of the training program, intended participants, associated costs and a schedule for development and delivery. For example, your training plan might list the self-paced training courses you will purchase from vendors or the free resources you plan to direct participants to use in their career development.

Step 5

Validate your training plan by distributing it for review to interested co-workers. Find out if it helps them create their own career development plan to assess their weaknesses, identify a set of development actions, overcome obstacles and evaluate their performance as it relates to becoming a manager. Incorporate their feedback before implementing your plan.

Self-Check 3	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. How to Write a Management Training Plan?
2. What is the reason behind validating training plan?

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: ____________ Score: ____________

Information Sheet 4: Involving high officials in the training process

4.1 Role of Managers in Employee Training

Managers have a lot on their plates. Not only are they responsible for overseeing their departments, but they also often have responsibilities of their own, such as managing budgets and advocating on behalf of their teams for resource allocation and conflict resolution.

Don’t Lose Sight of Primary Responsibilities

As noted above, managers have many responsibilities that compete for a limited amount of time. If they allow training to consume too much of this time, those other important responsibilities may suffer.

Facilitating Training

Overall, the manager’s role is not necessarily to conduct the actual training but rather to facilitate the training on behalf of his or her team. Managers shouldn’t assume that “someone else” is going to ensure the necessary training happens.

Reinforcing the Importance of Training

Many employees treat training as a grudging obligation—something mandated by HR that they need to get out of the way so they can get back to their jobs. Others treat training as truly valuable and a means for meaningful development and advancement. As a leader and immediate superior, the manager has a key role in determining which attitude employees develop.

Defining Objectives

Managers have a unique vantage point from which to see what skills may need development or improvement. Often times when a manager comes to HR to suggest training initiatives, they are the canary in the coal mine for the rest of the organization.

Including managers in overseeing and setting objectives for training programs also helps the training team by encouraging buy-in from those managers.

Translating Theory into Practice

Training might cover many topics effective communication, customer service, project management skills, process efficiency, etc. but some of these topics may come across as more theoretical than practical when being taught by a full-time trainer.

Even trainers who have had their own real-world experiences may not have the experience in applying the skills they're teaching to the organization they're training for, as they aren't working in the trenches on a daily basis.

- **Pre training:** Managers set personal learning objectives with employees what benefits are expected in relation to employees' performance on the job? Will they be able to take on more challenging assignments?
- **During training:** If training is longer than a day, managers can demonstrate interest in and, therefore, the relevance of employees' training.
- **Post training:** After the training has been completed, managers can ask employees to create a plan for how they will apply what they've learned to their jobs. What will be different? What is the timeline for seeing change?

Although the insights we've gathered cover a range of viewpoints on how involved managers should be in employee training, there is an overall theme we can draw from those insights: Managers absolutely have a role to play in employee training but not necessarily as the trainers themselves; rather, they should be playing a role in defining objectives, reinforcing the value of training, and translating that training into on-the-job success and employee growth.

Self-Check 4	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. What Role Should Managers Play in Employee Training?
2. What is the difference b/n Pre training, during training & post training?

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: ____________ Score: ____________

Information Sheet 5 Capturing new performance benchmarks

5.1 Training benchmark

In simple terms, benchmarking is where one process is compared to a better process with the aim of improving the first process. In the case of training programs, this may mean, for example, comparing outcomes in terms of learner satisfaction, learning, impact on job performance, impact on organizational performance, return on Training Investment or any aspect or combination of these.

Benchmarking may be a one-off event or a continuous process. It is usually carried out by individual companies (internal benchmarking). It may also be carried out by groups of organizations (collaborative benchmarking).

Internal benchmarking involves collecting data across the business rather than looking outside the organization. For example, organizations are often able to define internal benchmarks for relevant key performance indicators against which the impact of training can be measured. The results of such analyses can be used to compare training programs, and can contribute very significantly to the overall assessment of the value of training.

Collaborative benchmarking involves collecting data from outside the business. Collaborative benchmarking data on performance indicators can increasingly be found through local industry, sector and government bodies. In addition some organizations are able to participate in sector-specific initiatives where there is an agreement between participants to collect data using agreed definitions and to share results on a confidential basis.

However, there are some weaknesses in using publicly available data. In particular it may not be clear whether the data sample used is valid and reflects your organization's profile, for example:

- There can be gaps or overlaps in the official datasets.
- There can be differences in the way organizations interpret and record PIs.

- Expenditure information can depend on individual accounting practices, eg sometimes 'overheads' are allocated, sometimes not.
- There can be difficulties in selecting the most representative unit costs.

There is no single benchmarking methodology. The following is an example of a shortened version of a 12-stage methodology developed by Robert Camp. It applies to internal benchmarking of training programs and therefore relies on a number of evaluations having already been carried out within an organization.

- **Identify training program problem areas**.
  This can be done through analysis of the data you collect.
- **Identify similar training programs**.
  These could be programs with, for example, similar learner profiles, content, training methods etc.
- **Identify 'best practice' training programs.**
  Using comparable evaluation methods look for the best results achieved from the training programs you have identified.
- **Establish the differences.**
  Identify which of the best practice processes could be adopted by future programs.
- **Develop plans and targets for future performance**.
  Enable inclusion of best practices into future training development and delivery, and set targets for performance based on best practice outcomes.
- **Communicate**.
  Ensure everyone involved in the relevant training development and delivery processes is aware of the new implementation plans and targets.
- **Implement**.
  Put the implementation plans into practice when developing and delivering new training programs.

- **Review and recalibrate**.
  Review how successful the new processes have been and whether targets have been met. If the results fall short of expectations, review processes, identify problem areas and potential causes, and set actions and targets for addressing these.

Self-Check 5	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. What is benchmarking?
2. How can it be used?

***Note:* Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: _____________________ Date: _____________ Score: _____________

Information Sheet 6 Identifying training requirements

6.1 Identify Training Needs at Your Organization

Any company delving into training and development of its workforce should first learn how to properly identify and assess training needs. This is the single most important thing that helps executives to address the gaps between the existing training and training which will be required in the future. Here's a brief overview of three different needs managers should look at and three assessment methods for identifying key training needs at any organization.

Industry-related needs

Those are quite simple, but it can still be challenging to narrow them down when formulating your training program. There surely exists certain pieces of industry knowledge that employees should have. This need essentially derives from how the organization fits into the industry.

For example, a manufacturing group which creates parts for high-tech appliances may require the knowledge about where those parts go, what kind of appliances they structure, and how the manufacturing of those appliances coordinated by other companies affects the industry as a whole. When assessing this need, know how to differentiate what needs to be known from what would be nice to know.

Job-related needs

Job related needs are those that relate directly to jobs which are part of the organization. How to look for job-related needs? By researching whether there's training available for certain jobs. If not, organizations might create a complete training program for a job.

The purpose of job-related needs is to improve the final output of the job itself. It can be building an error-free part for a technological appliance or a completed call with a customer. The key is to identify which aspects of the job belong to executive positions and which ones are related to on-the-job training.

Task-related needs

A task-related need usually comes in the form of a requirement in a particular part or output within a job or job family. Just consider your own job – it's a combination of different tasks and processes that create your job on a daily to yearly basis. This is something that all jobs share.

Sometimes one or more aspects of a job aren't working and affect the overall productivity of a worker. Consider this example – a customer service representative performs well in sales and customer satisfaction, but when it comes to data inputs into the CRM system, they're pretty hopeless. This problem might affect contact with the customers or even the number of closed sales.

Assessment methods

Organizational perspective: This kind of assessment is focused on the effectiveness of the enterprise as a whole. It aims to identify any discrepancies, revealing the knowledge and skills required to bridge gaps. Organizational assessments analyze factors like the economy, new environmental policies and changing workforce demographics. These assessments determine which parts of the organization require training and whether it will fill the gaps when implemented.

Task-related perspective: Task assessments compile information about a particular job function. It's an analysis that identifies key tasks, competencies and skills that are required to perform the job efficiently. It's based on detailed job descriptions, skill analyses and inventory questionnaires which is how key training needs can be pinpointed. Enterprises undergoing restructuring or taking on a new direction can greatly benefit from this assessment. It basically determines whether there are any gaps between existing competencies and those required for improved performance.

Individual assessment: The individual assessment looks at particular employees to discover their level of performance. This analysis identifies the existing skills and qualifications, as well as capacity for learning. Individual assessment will show who needs training and what kind of training is needed most. It uncovers the strengths of employees and areas for competency improvement.

Focus on each kind of training need before moving forward and determining the best course of action for the enterprise. Each assessment will help you improve different aspects of the organization and build specific training programs to address important gaps and boost the effectiveness of the company.

Self-Check 6	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. How to Identify Training Needs at Your Organization?
2. What are the three assessment methods for identifying key training needs?

***Note:* Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: ____________ Score: ____________

LG #40	LO #4 - Monitor and review implementation

Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Measuring training performance against new benchmark
- Submitting performance results
- Providing appropriate documentation and reporting

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Measure training performance against new benchmark
- Submit performance results
- Provide appropriate documentation and reporting

Learning Instructions:

Read the specific objectives of this Learning Guide.

1. Follow the instructions described below.
2. Read the information written in the "Information Sheets". Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
3. Accomplish the "Self-checks" which are placed following all information sheets.
4. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work.
5. If your performance is satisfactory proceed to the next learning guide
6. If your performance is unsatisfactory, see your trainer for further instructions

Information Sheet 1: Measuring training performance against new benchmark

1.1 Performance Metrics & Benchmarking Goals for Employees

Benchmarking is an organizational tool to drive continuous improvements using best practices. This can translate into increased efficiency and create competitive advantages. Performance metrics measure and report an organization's performance. Both business practices require willingness and a high commitment to change. In developing a benchmarking program, managers review strategic business goals, collect data related to best practices and use data analysis to develop performance metrics and plan improvements. This process serves as the basis for effective employee goal-setting.

Business Processes

You have to examine core business processes to establish what you will measure. Flow charts assist in identifying the inputs and outputs required for a key process. These are the specific activities involved in its function and drives its productivity. Activities required for a core business process are generally similar across different organizations. Time and cost are two significant factors that create performance differences.

Functional Benchmarking

Identify best practices to help employees improve performance. Management can motivate staff using functional benchmarking, which illustrates what is possible at the highest level of performance for a particular function within an organization. This requires data collection that you can use for internal and external comparisons. Statistics, reports and case studies are examples of the type of data and information used in functional benchmarking.

Performance Metrics

A performance metric might include 15 to 20 core measurements. This serves as a type of scorecard linked to specific performance goals and activities. Measurements can relate to financial, customer service, operational and innovation perspectives. For example, customer-based measurement might evaluate the ability to acquire or retain customers, while a financial-based measurement examines performance based on profits or increased returns on assets.

Time Limited Goals

Employee performance goals require a start date and end date to be effective. Timetables should be long enough to make goals attainable, but short enough to convey urgency. Time frames should also include milestones that allow an employee and management to track progress towards meeting the goal. You can include time frame data in the performance metric.

Employee Resources

An organization should be prepared to assist employees in building the skills required to meet benchmark standards. While employee goal-setting encourages them to push beyond their existing performance, it might also require additional resources to meet performance goals. For example, additional employee training helps develop technical and soft skills.

Monitoring Performance

In assessing employees, provide honest evaluations of failures and generous praise for successes. Assessment and monitoring performance should include milestones that allow employees time to take corrective actions before the end of the period set for completing a specific goal. This will serve employees in the self-assessment process and provide the platform for setting new targets.

Self-Check 1	Written Test

Directions: Answer all the questions listed below.

I. Fill in the blank.

1. __________________ serve employees in the self-assessment process and provide the platform for setting new targets.
2. _______________________ Assist in identifying the inputs and outputs required for a key process.
3. ______________, _____________ and ____________ are examples of the type of data and information used in functional benchmarking.

***Note:* Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ___________________ Date: ____________ Score: ____________

Information Sheet 2: Submitting performance results

2.1 A Better Way of Reporting Performance Test Results

Effective reporting of test results is one of the holy grails of our profession. If done correctly, it improves the project's quality and helps us focus on the real issues. But if done badly, it adds confusion and reduces the value that testers bring.

Reporting the results of functional tests is relatively simple because these tests have a clear pass or fail outcome. Reporting the results of performance testing is much more nuanced.

Let's start with a definition: For the purpose of this article, I use the term *performance test* to mean any test that performs a measurement, with a range of numeric values all considered an acceptable result. It may be measurement of power consumption, the number of users a website serves in parallel, the speed that data can be read from a disk, etc.—any measurement of a nonfunctional requirement.

The first challenge in performance testing is deciding what's considered a "pass." Frequently this is neglected in the requirements definition phase. I have seen many requirements that read something like, "Data extraction time from the database shall be less than 10 mSec," or "The rate of processing a video file shall be at least 100 frames per seconds (fps)." Such requirements are incomplete, as they do not include the actual target we want to hit. We only know the worst result we agree to tolerate and still approve the product. There are two problems here.

First, let's assume I ran a test and found that video file processing is done at a rate of 101 fps (recall that the requirement was "at least 100 fps"). Looks good, right? But does it mean we are close to the edge (that is, the product hardly meets the requirement) or that everything is fine? If the requirement had been well defined, it would have included both the target and the minimum—for example, target: 120 fps; minimum: 100 fps. With such a requirement, a result of 101 fps clearly indicates the product hardly meets the requirements.

Second, when a test fails marginally (e.g., 99 fps), the product manager is under pressure to be flexible and accept the product as is. How often have we heard, “Indeed, we are below the minimum, but we are almost passing, so we can decide it’s fine”? If the full requirement were available (target: 120 fps), it would be clear how far the results are from the target and that the product has a real issue.

For the sake of completeness, I will mention that a nonfunctional requirement must not only specify target and minimum, but also the test method, since the test method influences the results. For example, when measuring CPU utilization, the results would vary significantly depending on how we perform the measurement. Do we measure the maximum value recorded? Over how long a time? Do we average measurements? How many measurements a second? What else is running on the CPU in parallel to our test?

In theory, reporting performance test results should not be a problem at all. Just present the results and indicate a pass or fail. But again, we don’t only want to know the result; we want to get an idea of how the result relates to the target. Crafting a report that is not overly complex but still delivers a complete picture of the status is a balancing act.

Self-Check 2	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. What is the challenge in performance testing?
2. What is the use of reporting Performance Test Results?

***Note:* Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: _____________ Score: _____________

Information Sheet 3: Providing appropriate documentation and reporting

3.1 Documentation in trainings

The reporting of a well-documented seminar is as easy as pie. Once you have all the learning aims, topics and methods noted down the reporting becomes a matter of incorporating your and participants' observations, feedback and recommendations into the existing document. Also, the more relevant details and insights that you have in the training documentation, the easier it becomes for you to share your experience with the new facilitators that might join your team.

Functions of Documentation

Documentation happens in numerous ways. However, we consider too often only written reports as a tool for documentation, or photos of flipcharts. In fact documentation is much more. It's a post in a messenger group; it can be a drawing, a photo, a video, or a blog. Before deciding for a certain medium and documentation strategy, please remember: Form should follow function:

Illustrating the atmosphere

- the location
- the people
- the style of work or facilitation

Evaluating goal achievement

- overall goal achievement
- learning goal achievement

Showing the impact

- intellectual outcome
- change in behavior and attitude
- gain of knowledge, skills and attitudes
- echo of the activities in the public

Collecting insights

- new insights, conclusions
- thoughts, questions
- results

Meeting of formal requirements

- grants were used like planned
- the expected target groups were included
- content took place like planned

Self-Check 3	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. What is the need of documentation in training?
2. What should follow when we are creating function?

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: ____________ Score: ____________

LG #41	LO #5 - Prepare and deliver training on use of modified system

Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Preparing training to meet the needs of clients in using the changed system
- Delivering prepared training

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Prepare training to meet the needs of clients in using the changed system
- Deliver prepared training

Learning Instructions:

Read the specific objectives of this Learning Guide.

1. Follow the instructions described below.
2. Read the information written in the "Information Sheets". Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
3. Accomplish the "Self-checks" which are placed following all information sheets.
4. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work.
5. If you earned a satisfactory evaluation proceed to "Operation sheets
6. Perform "the Learning activity performance test" which is placed following "Operation sheets" ,
7. If your performance is satisfactory proceed to the next learning guide,
8. If your performance is unsatisfactory, see your trainer for further instructions or go back to "Operation sheets".

Information Sheet 1: Preparing training to meet the needs of clients in using the changed system

1.1 Train Employees on a New System or Technology:

The popular saying may be, “The only constant is change,” but we’d like to tailor that specifically for you: the only constant is changing technology. Seems like the moment your employees become comfortable with a new system, technology, or software, another one comes along. This ever-evolving (but often improving) access to new software can be good for business but frustrating for employees. The key knows how to train employees on a new system or technology. These are our favorite techniques to give training your employees on a new system, effectively and hassle-free.

Challenges of training new systems and technologies

It’s no secret that there are an infinite number of new technologies available in every industry covering every possible process. Because of that, you have taken the time to really dive into the features and benefits of different software and carefully selected the best one for your company. It’s clear to you that this technology is going to help your company grow and thrive, so your employees should see that, too… right?

Well, not exactly.

Because there can be nearly constant change in many industries, some employees are frustrated and burnt out from learning new software or updated systems. They may just start to feel comfortable with one when someone comes along from the top down and makes a change. Further, existing technical training sometimes needs to be updated to reflect component, version, or update changes. You’re always working to train on the most up-to-date material, which can become a chore for employees.

Training methods to learn new software and systems

Getting employees used to new software and systems can be done, though, with a minimum of training friction. Here are our five tips on how to train employees on a new system or technology:

1. Trainers need to know the software or system themselves
2. Make training a priority to improve buy-in
3. Set clear and realistic deadlines and rollout methods
4. Use training incentives for employees to use new software
5. Pick the right format for training

Let’s look at these in more detail.

1. Trainers need to know the software or system themselves

Part of a solid change management training plan is that the trainers themselves need to be experts before they develop the training. Employees will know immediately if the trainers don’t know the software or are unenthusiastic about the program.

When designing your training, use subject matter experts (inside or outside of your organization) as they will be infinitely helpful when developing technical training. If delivering training in person, choose your trainers wisely and give them the training they need to support employees in the next steps of implementation.

2. Make training a priority to improve buy-in

One of the biggest mistakes companies make when implementing new programs, procedures, or technologies is asking already overloaded employees to magically find time in their day to add training. The result of this is predictable: employees will put off learning the new software for as long as they can in favor of doing the work they already have in front of them.

Make training a priority by allocating the time and resources to make sure your training is comprehensive and well-received.

Another way to get more employee buy-in is to take the time to help them understand why this new software is of benefit to them (and not just another new shiny thing headed down the pike). At this stage of the game, they need to know how this technology will make their life better (and their job easier!), with minimal change.

3. Set clear and realistic deadlines and rollout methods

Employees feel better about training requirements when they know what to expect. If you want your new software implementation to fail, spring the training on unsuspecting employees in a company-wide email at the end of the day or at the beginning of an especially busy period.

A crucial part of getting employees to use new software is to demonstrate respect for their time and already-packed schedules. Give plenty of advance notice of clear deadlines for training, and outline the rollout methods you will use.

For example, if you are phasing in a new accounting software, you might introduce the software with a link and ask employees to take a look before the next staff meeting. You can encourage them to bring any questions or concerns that arise to that meeting, and then incorporate those into the next phase of training (maybe a comparison of the new program with the old one, or a list of benefits of the new one).

Give employees time and space to process the change

A big part of overcoming change friction and employee pushback is letting them see what's coming and then giving them time and space to process the change. Does this mean a rollout of new technology will take longer? Maybe. But it also means that employees will be more willing to come along for the ride because they feel supported in the transition. That could save real time when it comes to the overall training process.

4. Use training incentives for employees to use new software

After much back and forth about the value of training incentives, the verdict is in: used selectively and with high-quality rewards, **training incentives work**. The key is knowing your employees well enough to know which rewards will help them be more engaged and motivated to complete the training. For some, it's literally as simple as verbal recognition that acknowledges their dedication.

For others, you might think creatively about how to keep employees motivated. Maybe at certain checkpoints in the training employees can take off an hour or two early on a

Friday afternoon, or maybe a regular part of training is a delicious catered lunch or breakfast. Maybe it's even a $25 gift card when the training is complete.

You know your employees the best. The goal of training incentives is not only to get employees trained but to also recognize their effort in the process.

5. Pick the right format for training

It's true. Some companies still use the old training format of hours in a conference room. Think of this as the "ripping off the Band-Aid" approach. Sure, it delivers the training quickly, but does this result in employees who are really comfortable with the change and can use it easily moving forward?

In most cases, lecture-based, hours-long trainings are not effective in helping employees develop their new skills. One study of a four-day, eight-hour ergonomics course found that although participants picked up theoretical knowledge, their practical application of that knowledge was not effective.

They heard the words, but they could not apply the skills.

Many employees might also be in the field or remote, so make sure you're designing courses that they can consume in the easiest and most effective way possible. Meet your employees where they are with training that includes a variety of delivery modes, including:

- Interactive demos (including simulations)
- **Gamification** to teach practical applications (tied to incentives)
- Videos as microlearning resources when they need learning aids in the future
- **Geofencing** when appropriate for quick bites of just-in-time information

Self-Check 1	Written Test

Directions: Answer all the questions listed below.

I. Write appropriate answer for the following question.

1. How to Train Employees on a New System or Technology?
2. What are the Challenges of training new systems and technologies?

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ____________________ Date: ____________ Score: ____________

Information Sheet 2: Delivering prepared training

2.1 Training delivery methods

Lecture method

The lecture is best used for creating a general understanding of a topic. Several variations in the lecture format allow it to be more or less formal and/or interactive. In the pure lecture, communication is one way—from trainer to trainees. It is an extensive oral presentation of material. A good lecture begins with an introduction that lays out the purpose, the order in which topics will be covered, and ground rules about interruptions (e.g., questions and clarification). This is followed by the main body of the lecture in which information is given. The topic areas should be logically sequenced so that the content of preceding topics prepares trainees for the following topics. The lecture should conclude with a summary of the main learning points and/or conclusions.

During the pure lecture trainees listen, observe, and perhaps take notes. It can be useful in situations in which a large number of people must be given a limited amount of information in a relatively short period; however, it is not effective for learning large amounts of material in a short time period. Thus, an effective lecture should not contain too many learning points. Trainees will forget information in direct proportion to the amount of information provided. Because the pure lecture provides only information, its usefulness is limited; when the only training objective is to have trainees acquire specific factual information, better learning can be achieved at less cost by putting the information into text. This allows trainees to read the material at their leisure and as often as necessary to retain the material. The only added value provided by the lecture is credibility that may be attached to the lecturer or the focus and emphasis provided by trainer presentation skills. Another major benefit of the lecture is that it is interactive, and that trainees can ask questions or have the presenter change the pace of the lecture if necessary.

Discussion method

The discussion method uses two-way communication between the lecturer and the trainees to increase learning opportunities. This method uses a short lecture (20 minutes or less) to provide trainees with basic information. This is followed by a discussion among the trainees and between the trainees and the trainer that supports, reinforces, and expands upon the information presented in the short lecture. Verbal and nonverbal feedback from trainees allows the trainer to determine if the desired learning has occurred. If not, the trainer may need to spend more time on this area and/or present the information again, but in a different manner.

Questioning (by trainees or the trainer) and discussions enhance learning because they provide clarification and keep trainees focused on the material. Discussions allow the trainee to be actively engaged in the content of the lecture, which improves recall and use in the future. Trainee questions demonstrate the level of understanding about the content of the lecture. Trainer questions stimulate thinking about the key learning points.

The pure lecture is most useful when trainees lack declarative knowledge or have attitudes that conflict with the training objectives. The discussion method is more effective than the pure lecture for learning procedural and strategic knowledge because of the discussion and questioning components. If the training objective is skill improvement, neither the lecture or discussion method is appropriate.

Both the lecture and discussion method are useful for changing or developing attitudes, though the discussion method is more effective. The lecture, and especially the discussion, modify employee attitudes by providing new insights, facts, and understanding.

E-learning

Many companies have implemented e-learning, which encompasses several different types of technology assisted training, such as distance learning, computer-based training (CBT), or web-based training (WBT). Distance learning occurs when trainers and trainees are in remote locations; typically, technology is used to broadcast a trainer's lecture to many trainees in many separate locations. Distance learning provides many of the same advantages and disadvantages as the lecture method. Distance learning can be much less expensive than paying for trainees in multiple locations to travel for a lecture, but it may reduce motivation to learn because of the remoteness of the trainer.

Computer-based training and web-based training are virtually similar. With this type of training, content is delivered through the computer, using any combination of text, video, audio, chat rooms, or interactive assessment. It can be as basic as reading text on a screen or as advanced as answering quiz questions based on a computerized video that the trainee has viewed. The difference between CBT and WBT is that, with CBT, the training program is stored on a hard-drive, a CD-ROM, or diskette. This means that it is not easy to update and may be more difficult for employees to access. Conversely, WBT is housed online through either a company's intranet or through the World Wide Web. This increases accessibility of training; employees may even be able to train from their home computers. Additionally, updates to content are quick and relatively easy. For example, if an error in the training content is found, one update on the training program housed on a server updates the content for every trainee who accesses it after that point. For a change to made to CBT, new CD-ROMs or diskettes would have to be produced.

E-learning is an alternative to classroom-based training, and it can provide a number of advantages. E-learning can:

- reduce trainee learning time, by allowing trainees to progress at their own pace
- reduce the cost of training, particularly by reducing costs associated with travel to a training location

- provide instructional consistency, by offering the same training content to employees worldwide
- allow trainees to learn at their own pace thereby reducing any boredom or anxiety that may occur
- provide a safe method for learning hazardous tasks with computer simulations
- increase access to training to learners in locations around the world

E-learning is effective at developing declarative and, in particular, procedural knowledge. It can be useful in developing some types of skills and for modifying attitudes. E-learning develops declarative knowledge through repeated presentation of facts, using a variety of formats and presentation styles. It can do an excellent job of describing when and how to apply knowledge to various situations. Procedural knowledge is developed by allowing trainees to practice applying the knowledge to various situations simulated by the software. This training delivery method is valuable because it can automatically document trainee's responses, interpret them, and provide appropriate practice modules to improve areas of weakness.

Using e-learning, skill development is limited by the software's ability to mimic the trainee's job environment and context. For some situations, such as training employees in the use of word processing, spread sheet, and other computer-based software, e-learning is an appropriate choice for teaching skills. Here, the tasks and situations trainees will face on the job are easily simulated by the training software. On the other hand, it is very difficult to develop CBT software that realistically simulates interaction between two or more people or a person and an object in a dynamic environment. Other methods must be utilized for these situations.

E-learning can be effective at developing or modifying attitudes. The factual relationships among objects and events, and the consequences of particular courses of action, can be portrayed in many ways with e-learning technology. How objects, events and their relationships are perceived can be altered by the visual and textual presented in a CBT. However, since the objects and events are simulated, rather than real, the emotional or affective side of attitudes may not be activated. In addition, there is no opportunity during e-learning to discuss attitudes with others in a setting where a trainer can monitor, direct, and reinforce the discussion to support the desired attitude(s). This may be one reason many adult learners indicate a preference for e-learning to be combined with some form of instructor-based training. Trainees often prefer blended training, which is when both computer and face-to-face training are combined, and it is used by many organizations.

Simulations

Simulations are designed to mimic the processes, events, and circumstances of the trainee's job. Equipment simulators, business games, in-basket exercises, case studies, role playing, and behavior modeling, are types of simulations.

Equipment simulators

Equipment simulators are mechanical devices that incorporate the same procedures, movements and/or decision processes that trainees must use with equipment back on the job. Among those trained with this method are airline pilots, air traffic controllers, military personnel, drivers, maintenance workers, telephone operators, navigators, and engineers. To be effective the simulator and how it is used must replicate, as closely as possible, the physical and psychological (time pressures, conflicting demands, etc.) aspects of the job site. To facilitate this, the equipment operators and their supervisors should be involved in the simulation design and pre-testing. This reduces potential resistance to the training and, more importantly, increases the degree of fidelity between the simulation and the work setting.

Business games

Business games attempt to reflect the way an industry, company, or functional area operates. They also reflect a set of relationships, rules, and principles derived from appropriate theory (e.g., economics, organizational behavior, etc.). Many business games represent the total organization, but some focus on the functional responsibilities of particular positions within an organization (e.g., marketing director, human resource manager). These are called *functional simulations.* Games that simulate entire companies or industries provide a far better understanding of the big picture. They allow trainees to see how their decisions and actions influence not only their immediate target but also areas that are related to that target.

Prior to starting the game trainees are given information describing a situation and the rules for playing the game. They are then asked to play the game, usually being asked to make decisions about what to do given certain information. The trainees are then provided with feedback about the results of their decisions, and asked to make another decision. This process continues until some predefined state of the organization exists or a specified number of trials have been completed. For example, if the focus is on the financial state of a company, the game might end when the company has reached a specified profitability level or when the company must declare bankruptcy. Business games involve an element of competition, either against other players or against the game itself. In using them, the trainer must be careful to ensure that the learning points are the focus, rather than the competition.

In-basket technique.

The in-basket technique simulates the type of decisions that would typically be handled in a particular position such as a sales manager or operations manager. It affords an opportunity to assess and/or develop decision-making skills and attitudes. To begin the exercise, trainees are given a description of their role (a current or future job) and general information about the situation. Trainees are then given a packet of materials (such as requests, complaints, memos, messages, and reports) which make up the in-basket. They are asked to respond to the materials within a particular time period (usually 2 to 4 hours). When the in-basket is completed, the trainer asks the trainee to identify the processes used in responding to the information and to discuss their appropriateness. The trainer provides feedback, reinforcing appropriate decisions and processes or asking the trainee to develop alternatives. A variation is to have trainees discuss their processes in a group format moderated by the trainer. Here the trainer should attempt to get the trainees to discover what worked well, what didn't and why.

Case study

Case studies are most often used to simulate strategic decision-making situations, rather than the day-to-day decisions that occur in the in-basket. The trainee is first presented with a history of the situation in which a real or imaginary organization finds itself. The key elements and problems, as perceived by the organization's key decision makers, may also be provided. Case studies range from a few pages in length to more than a hundred. Trainees are asked to respond to a set of questions or objectives. Responses are typically, though not always, in written form. Longer cases require extensive analysis and assessment of the information for its relevance to the decisions being made. Some require the trainee to gather information beyond what was in the case. Once individuals have arrived at their solutions, they discuss the diagnoses and solutions that have been generated in small groups, large groups, or both. In large groups a trainer should facilitate and direct the discussion. The trainer must guide the trainees in examining the possible alternatives and consequences without actually stating what they are.

Written and oral responses to the case are evaluated by the trainer. The trainer should convey that there is no single right or wrong solution to the case, but many possible solutions depending on the assumptions and interpretations made by the trainees. The value of the case approach is the trainees' application of known concepts and principles and the discovery of new ones. The solutions are not as important as the appropriateness with which principles are applied and the logic with which solutions are developed.

Role play

The role play is a simulation of a single event or situation. Trainees who are actors in the role play are provided with a general description of the situation, a description of their roles (e.g., their objectives, emotions, and concerns) and the problem they face.

Role plays differ in the amount of structure they provide to the actors. A structured role play provides trainees with a great deal of detail about the situation that has brought the characters together. It also provides in greater detail each character's attitudes, needs, opinions, and so on. Structured role plays may even provide a scripted dialog between the characters. This type of role play is used primarily to develop and practice interpersonal skills such as communication, conflict resolution, and group decision making. Spontaneous role plays are loosely constructed scenarios in which one trainee plays herself while others play people that the trainee has interacted with in the past (or will in the future). The objective of this type of role play is to develop insight into one's own behavior and its impact on others. How much structure is appropriate in the scenario will depend on the learning objectives.

Whether structured or spontaneous, role plays may also differ based on the number of trainees involved. Single, multiple, and role-rotation formats provide for more or less participation in the role play. In a single role play, one group of trainees role plays while the rest of the trainees observe. While observing, other trainees analyze the interactions and identify learning points. This provides a single focus for trainees and allows for feedback from the trainer. This approach may cause the role players to be embarrassed at being the center of attention, leading to failure to play the roles in an appropriate manner. It also has the drawback of not permitting the role players to observe others perform the roles. Having non-trainees act out the role play may eliminate these problems, but adds some cost to the training.

In a multiple role play, all trainees are formed into groups. Each group acts out the scenario simultaneously. At the conclusion, each group analyzes what happened and identifies learning points. The groups may then report a summary of their learning to the other groups, followed by a general discussion. This allows greater learning as each group will have played the roles somewhat differently. Multiple role plays allow everyone to experience the role play in a short amount of time, but may reduce the quality of feedback. The trainer will not be able to observe all groups at once, and trainees are usually reluctant to provide constructive feedback to their peers. In addition, trainees may not have the experience or expertise to provide effective feedback. To overcome this problem, video tapes of the role plays can be used by the trainee and/or trainer for evaluation.

The role-rotation method begins as either a single or multiple role play. However, when the trainees have interacted for a period of time, the role play is stopped. Observers then discuss what has happened so far and what can be learned from it. After the discussion, the role play resumes with different trainees picking up the roles from some, or all, of the characters. Role rotation demonstrates the variety of ways the issues in the role play may be handled. Trainees who are observers are more active than in the single role play since they have already participated or know they soon will be participating. A drawback is that the progress of the role play is frequently interrupted, creating additional artificiality. Again, trainees may be inhibited from publicly critiquing the behavior of their fellow trainees.

Behavior modeling

Behavior modeling is used primarily for skill building and almost always in combination with some other technique. Interpersonal skills, sales techniques, interviewee and interviewer behavior, and safety procedures are among the many types of skills that have been successfully learned using this method. While live models can be used, it is more typical to video tape the desired behavior for use in training. The steps in behavior modeling can be summarized as follows:

1. Define the key skill deficiencies
2. Provide a brief overview of relevant theory
3. Specify key learning points and critical behaviors to watch for
4. Have an expert model the appropriate behaviors

5. Have trainees practice the appropriate behaviors in a structured role play
6. Have the trainer and other trainees provide reinforcement for appropriate imitation of the model's behavior

Behavior modeling differs from role plays and games by providing the trainee with an example of what the desired behavior looks like prior to attempting the behavior. While this method is primarily behavioral, steps 2 and 3 reflect the cognitively oriented learning features of the technique. Feedback to the trainee is especially powerful when video is used to record both the model's and the trainee's performance. Through split screen devices, the performance of the model and the trainee can be shown side by side. This allows the trainee to clearly see where improvements are needed.

Simulations are not good at developing declarative knowledge. Some initial level of declarative and procedural knowledge is necessary before a simulation can be used effectively. Although some knowledge development can occur in simulations, usually other methods are required for this type of learning. Simulations provide a context in which this knowledge is applied. Improving the trainees' ability to apply knowledge (i.e., facts, procedures, strategies) is the focus of simulations. Simulations do a good job of developing skills because they:

- simulate the important conditions and situations that occur on the job
- allow the trainee to practice the skill
- provide feedback about the appropriateness of their actions

Each of the different formats has particular types of skills for which they are more appropriate:

- Mechanical, machine operation, and tool-usage skills are best learned through use of equipment simulators.
- Business decision-making skills (both day to day and strategic), planning, and complex problem solving can be effectively learned through the use of business games.

- The in-basket technique is best suited to development of strategic knowledge used in making day-to-day decisions.
- Case studies are most appropriate for developing analytic skills, higher-level principles, and complex problem-solving strategies. Because trainees do not actually implement their decision/solution, its focus is more on what to do (strategic knowledge) than on how to get it done (skills).
- Role plays provide a good vehicle for developing interpersonal skills and personal insight, allowing trainees to practice interacting with others and receiving feedback. They are an especially effective technique for creating attitude change, allowing trainees to experience their feelings about their behavior and others' reactions to it.

On-the-job training

The most common method of training, on-the-job training (OJT) uses more experienced and skilled employees to train less skilled and experienced employees. OJT takes many forms and can be supplemented with classroom training. Included within OJT are the job-instruction technique, apprenticeships, coaching, and mentoring. Formal OJT programs are typically conducted by employees who can effectively use one-on-one instructional techniques and who have superior technical knowledge and skills. Since conducting one-on-one training is not a skill most people develop on their own, *train-the-trainer* training is required for OJT trainers. In addition to training the trainers, formal OJT programs should carefully develop a sequence of learning events for trainees. The formalized instructional process that is most commonly used is called the job-instruction technique.

Job-instruction technique (JIT)

The JIT was developed during World War II and is still one of the best techniques for implementation of OJT nearly forty years later. It focuses on skill development, although there are usually some factual and procedural-knowledge objectives as well. There are four steps in the JIT process: prepare, present, try out and follow up.

Prepare. Preparation and follow up are the two areas that are most often ignored in OJT programs. Preparation should include a written breakdown of the job. Ignoring this step will prevent the trainer from seeing the job through the eyes of the trainee. When the trainer is very skilled there are many things he does on the job without thinking about them. This can result in their being overlooked in training without a systematic analysis and documentation of the job tasks prior to beginning training.

Once the tasks have been documented, the trainer must prepare an instructional plan. Here, the trainer must determine what the trainee currently knows and does not know. This is the needs analysis phase of Figure 1. Interviewing the trainee, checking personnel records and previous training completed are among the many ways of determining what KSAs the trainee currently has. This is compared to the KSAs the trainee needs to perform the tasks. The instructional plan is then completed focusing on the trainee's KSA deficiencies.

Immediately prior to the training, the trainee should be provided with an orientation to the OJT/JIT learning process. The orientation should help trainees understand their role and the role of the trainer. The importance of listening effectively and feeling comfortable asking questions should be emphasized. The trainee should become familiar with the steps in the JIT process so he or she knows what to expect and when it will occur.

Present. In this stage of JIT there are four activities: tell, show, demonstrate, and explain. When telling and showing, the trainer provides an overview of the job while showing the trainee the different aspects of it. The trainer is not actually doing the job, but pointing out important items such as where levers are located, where materials are stored, and so on. The trainer then demonstrates how to do the job, explaining why it is done that particular way and emphasizing key learning points and important safety instructions. The components of the job should be covered one at a time, and in the order they would normally occur while performing the job.

Try Out. The trainee should be able to explain to the trainer how to do the job prior to actually trying to do the job. This provides a safe transition from watching and listening to doing. When the trainee first tries out the job the trainer should consider any errors to be a function of the training, not the trainee's learning ability. When errors are made they should be used to allow the trainee to learn what not to do and why. The trainer can facilitate this by questioning the trainee about his actions and guiding him or her in identifying the correct procedures.

Follow Up. During follow up the trainer should check the trainees' work often enough to prevent incorrect or bad work habits from developing. The trainer should also reassure the trainee that it is important to ask for help during these initial solo efforts. As trainees demonstrate proficiency in the job, progress checks can taper off until eventually they are eliminated.

Apprenticeship training

Apprenticeship training dates back to the Middle Ages, when skilled craftsmen passed on their knowledge to others as a way of preserving the guilds. Today, apprenticeship programs are partnerships between labor unions, employers, schools, and the government. They are most often found in the skilled trades and professional unions such as boiler engineers, electrical workers, pipe fitters, and carpenters. The typical apprenticeship program requires two years of on-the-job experience and about 180 hours of classroom instruction, though requirements vary. An apprentice must be able to demonstrate mastery of all required skills and knowledge before being allowed to graduate to journeyman status. This is documented through testing and certification processes. Journeymen provide the on-the-job training, while adult education centers and community colleges typically provide the classroom training. Formal apprenticeship programs are regulated by governmental agencies that also set standards and provide services.

Coaching

Coaching is a process of providing one-on-one guidance and instruction to improve the work performance of the person being coached in a specific area. It differs from other OJT methods in that the trainee already has been working at the job for some time. Usually, coaching is directed at employees with performance deficiencies, but it can also serve as a motivational tool for those performing adequately. Typically the supervisor acts as the coach. Like the OJT trainer, the coach must be skilled both in how to perform the task(s) and how to train others to do them. The amount of time supervisors devote to coaching activities steadily increased during the 1990s and will likely represent more than 50 percent of supervisors' time by the new millennium.

The coaching process, viewed from the coach's perspective, generally follows the outline below. Note the similarities between JIT and this process.

1. Understand the trainee's job, the KSAs and resources required to meet performance expectations, and the trainee's current level of performance.
2. Meet with the trainee and mutually agree on the performance objectives to be achieved.
3. Mutually arrive at a plan/schedule for achieving the performance objectives.
4. At the work site, show the trainee how to achieve the objectives, observe the trainee's performance, then provide feedback.
5. Repeat step 4 until performance improves.

Mentoring

Mentoring is a form of coaching in which an ongoing relationship is developed between a senior and junior employee. This technique focuses on providing the junior employee with political guidance and a clear understanding of how the organization goes about its business. Mentoring is more concerned with improving the employee's fit within the organization than improving technical aspects of performance, thus differentiating it from coaching. Generally, though not always, mentors are only provided for management-level employees.

Self-Check 2	Written Test

Directions: Answer all the questions listed below.

I. Fill in the blank.

1. ______________ is more concerned with improving the employee's fit within the organization than improving technical aspects of performance.
2. _________________ Method uses a short lecture (20 minutes or less) to provide trainees with basic information & uses two-way communication between the trainer and the trainees to increase learning opportunities.
3. __________________ is a process of providing one-on-one guidance and instruction to improve the work performance of the person being coached in a specific area.
4. _________________ designed to mimic the processes, events, and circumstances of the trainee's job.

Note: **Satisfactory 100%**

You can ask your teacher for the copy of the correct answers.

Name: ___________________ Date: ____________ Score: ____________

Operation sheet 1: Procedures to prepare training using changed system

Techniques for- train employees on a new technology

Step 1: Trainers need to know the software.

Step 2: Allocate time & resource.

Step 3: Set clear and realistic deadlines.

Step 4: Pick the right format for training

LAP Test	Practical Demonstration

Name: _____________________________ Date: ____________

Time started: ______________ Time finished: _____________

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within 2 hours.

Task 1: Prepare a slide on any title.

Task 2: Apply all the necessary design template and animation to your slide and also include multimedia to your presentation.

Task 3: Deliver the training using a lecture method.

Reference

https://www.wikihow.com/Develop-a-Training-Plan

https://smallbusiness.chron.com/procedures-training-employees-42799.html

https://www.evolutionculture.co.uk/resources/training-aims-objectives/

https://elearningindustry.com/training-needs-of-employees-identify-ways-start

https://www.business.vic.gov.au/hiring-and-managing-staff/staff-management/train-and-develop-staff

https://www.simplilearn.com/how-to-measure-effectiveness-corporate-training-article

https://www.businessballs.com/facilitation-workshops-and-training/training-programme-evaluation/

https://www.nibusinessinfo.co.uk/content/how-identify-staff-training-needs

http://www.ccsc-cssge.ca/hr-resource-centre/hr-toolkit/learning-training-development/implementing-employee-training-and

http://www.untag-smd.ac.id/files/Perpustakaan_Digital_2/ORGANIZATIONAL%20CHANGE%20How%20to%20identify%20your%20organization%92s%20training%20needs%20%20a%20practical%20guide%20to%20ne.pdf

https://trainingindustry.com/wiki/it-and-technical-training/it-training/

http://www.nonprofitinclusiveness.org/who-should-participate-training-programs

https://trainingstation.walkme.com/key-effective-employee-training-schedule/

https://hrdailyadvisor.blr.com/2020/03/02/prioritizing-training-needs/

https://www.projectengineer.net/the-6-steps-of-resource-allocation/

https://yourbusiness.azcentral.com/make-crisis-interventon-training-plan-anger-management-29101.html

https://www.trainingcheck.com/help-centre-2/guide-to-training-evaluation/planning-your-training-evaluation/analysing-data-and-creating-reports/what-is-benchmarking-and-how-can-it-be-used/

https://smallbusiness.chron.com/performance-metrics-benchmarking-goals-employees-12252.html

https://www.edgepointlearning.com/blog/how-to-train-employees-on-new-system/

https://trainingindustry.com/articles/professional-development/how-to-identify-training-needs-at-your-organization/

https://www.stickyminds.com/article/better-way-reporting-performance-test-results

AKNOWLEDGEMENT

We wish to extend thanks and appreciation to the many representatives of TVET instructors who donated their time and expertise to the development of this TTLM.

We would like also to express our appreciation to Federal Technical and Vocational Education and Training Agency (FTVET), Oromia TVET Bureau, TVET College/ Institutes, who made the development of this TTLM with required standards and quality possible.

This TTLM is developed on December 2020 at Bishoftu Bin International hotel.

No	**Name the Trainer**	**College Name**	**Edu. Background**	**Address**	
				Mob.	**Email**
1	Abebe Mintefa	Ambo TVET College	Msc.	0929352458	tolabula@gmail.com
2	Frew Atkilt	Bishoftu Polytechnic College	Msc.	0911787374	frew.frikii@gmail.com
3	Tewodiros Girma	Sheno TVET College	Msc.	0912068479	tedimutd@gmail.com
4	Tsedale Mengiste	Dukem TVET College	Msc.	0912076643	tmmeng2005@gmail.com
5	Zerihun Abate	Sebeta Polytechnic College	Msc.	0911858358	zedoabata2017@gmail.com

Answer Key Module Title: Conducting / facilitating user training

LO #1- Plan ICT training system	
Self-Check 1	**Written Test**

Part 1: Write appropriate answer for the following question.

1. A training aim is written to indicate the desired outcome and performance. It describes the purpose and the intended overall achievement.
2. Learning objectives should be SMART (specific, measurable, acceptable to the instructor, realistic to achieve, and time-bound with a deadline).
3. Training varies depending on the type of position, but often follows the same procedures. Orientation, Training Requirements, Testing & Evaluation

LO #1- Plan ICT training system	
Self-Check 2	**Written Test**

Part 1: Write appropriate answer for the following question.

1. A training plan is a detailed document that guides the planning and delivery of instruction. It allows you to prepare for and deliver thorough and effective classes.
2. You have to Establish Your Training Goals
3. When we are developing training content it includes**:**
    - Plan necessary steps.
    - Design lessons.
    - Outline the training structure.
    - Establish a time frame.
    - Create a section for training prep.

LO #1- Plan ICT training system	
Self-Check 3	**Written Test**

Part 1: Write appropriate answer for the following question.

1. Staff and the board of directors will participate in inclusiveness training either together, separately, or both
2. There are many advantages to holding training sessions only for staff:
   Because staff usually spends 40+ hours a week with their organizations, their organizational awareness around issues of inclusiveness tends to happen more quickly and intensely than that of board members, who typically focus on such issues intermittently. Organizations have more control over staff schedules. Staffs are usually available to attend more training sessions than Board members.

LO #1- Plan ICT training system	
Self-Check 4	**Written Test**

Part 1: Write appropriate answer for the following question.

1. Productivity, quality or output, customer satisfaction & employee job satisfaction.
2. Outsourcing training helps to successfully facilitate this training burst without having to hire more employees.

LO #1- Plan ICT training system	
Self-Check 5	**Written Test**

Part 1: Write appropriate answer for the following question.

1. IT training includes courses related to the application, design, development, implementation, support or management of computer-based information systems.
2. Those who work in jobs related to computer science, network administration, information technology management, cloud computing, telecommunications, etc.

General business professionals and consumers who use IT applications and computer and software products are another important audience for IT training.

LO #1- Plan ICT training system	
Self-Check 6	**Written Test**

Part 1: Write appropriate answer for the following question.

1. Employee development is a shared responsibility of management and the individual employee.
2. An individual development plan is prepared by the employee in partnership with her or his supervisor.

LO #2- Identify IT system training needs	
Self-Check 1	**Written Test**

Part 1: Write appropriate answer for the following question.

1. Knowing how to identify the training needs of employees is the foundation on which your entire training is built.
2. Recognized training needs & Requested training needs

LO #2- Identify IT system training needs	
Self-Check 2	**Written Test**

Part 1: Write appropriate answer for the following question.

1. Training needs analysis involves doing some research in order to find out the type of training you need to offer your staff to ensure they are performing at the standard you require of them.

2. Training Plans for Every Member of Staff, Know What Staff Are Good At, Tackle Problems Before They Grow, Plan the Best Training Calendar

3. Company Goals Are Always At the Front of Your Mind & See What You're Doing Well And Allow For Praise
4. Performance analysis is more about looking at your business' performance as a whole and seeing where you can make improvements for the future.

LO #2- Identify IT system training needs	
Self-Check 3	**Written Test**

Part 1: Write appropriate answer for the following question.

1. Measuring training effectiveness has proven to be an important tool to boost employee engagement and retention.
2. Kirkpatrick Evaluation Model uses 4-level approach methods for evaluating training. Level 1 Reaction, Level 2 Learning, Level 3 Behavior & Level 4 Results

LO #3- Implement training change	
Self-Check 1	**Written Test**

Part 1: Write appropriate answer for the following question.

1. Training schedules are designed to cover issues such as: Job Functions, Training Goals, Company Philosophies , Training Subjects, Identification of Critical Areas of Studies
2. The goal of these schedules is to increase morale, motivation and productivity of all participants in the employee training program.

LO #3- Implement training change	
Self-Check 2	**Written Test**

Part 1: Write appropriate answer for the following question.

1. Identify Key Needs, Analyze Current Skill Sets & Road Map
2. There are 6 steps to performing a proper resource allocation:

I. Divide the Project into Tasks

II. Assign the Resources

III. Determine resource attributes

IV. Resource Leveling

V. Re-allocate as necessary

VI. Track resource utilization

3. It refers to the process of inspecting the resources to ensure their use is as "smooth" and level as possible.

LO #3- Implement training change	
Self-Check 3	**Written Test**

Part 1: Write appropriate answer for the following question.

1. It involves exploring management opportunities to understand potential career paths.
2. For reviewing to interested co-workers. Find out if it helps them create their own career development plan to assess their weaknesses, identify a set of development actions, overcome obstacles and evaluate their performance as it relates to becoming a manager.

LO #3- Implement training change	
Self-Check 4	**Written Test**

Part 1: Write appropriate answer for the following question.

1. They have responsibilities managing budgets and advocating on behalf of their teams for resource allocation and conflict resolution.

2. **Pre training:** Managers set personal learning objectives with employees what benefits are expected in relation to employees' performance on the job. **During training:** If training is longer than a day, managers can demonstrate interest in and, therefore, the relevance of employees' training. **Post training:** After the

training has been completed, managers can ask employees to create a plan for how they will apply what they've learned to their jobs.

LO #3- Implement training change	
Self-Check 5	**Written Test**

Part 1: Write appropriate answer for the following question.

1. Benchmarking is where one process is compared to a better process with the aim of improving the first process.
2. Benchmarking may be a one-off event or a continuous process. It is usually carried out by individual companies (internal benchmarking). It may also be carried out by groups of organizations (collaborative benchmarking).

LO #3- Implement training change	
Self-Check 6	**Written Test**

Part 1: Write appropriate answer for the following question.

1. Explore overall performance. Look at each section of your organization instead of the organization as a whole.
   Compare yourself to similar organizations.
   Perform individual assessments.
   Consider your industry.
   Different training programs for different roles.
   Train for common job requirements.
2. Industry-related needs
   Job-related needs
   Task-related needs

LO #4- Monitor and review implementation	
Self-Check 1	**Written Test**

Part 1: Fill in the blank.

1. Monitoring Performance
2. Flow charts
3. Statistics, reports and case studies

LO #4- Monitor and review implementation	
Self-Check 2	**Written Test**

Part 1: Write appropriate answer for the following question.

1. It improves the project's quality and helps us focus on the real issues
2. Deciding what's considered a "pass." Frequently this is neglected in the requirements definition phase.

LO #4- Monitor and review implementation	
Self-Check 3	**Written Test**

Part 1: Write appropriate answer for the following question.

1. Having written procedures greatly simplifies the training process. It saves time in training material development, helps ensure the topics are being thoroughly covered and provides a framework for testing.
2. Form

LO #5- Prepare and deliver training on use of modified system	
Self-Check 1	**Written Test**

Part 1: Write appropriate answer for the following question.

1. Trainers need to know the software or system themselves
   Make training a priority to improve buy-in
   Set clear and realistic deadlines and rollout methods
   Use training incentives for employees to use new software
   Pick the right format for training
2. Employees are frustrated and burnt out from learning new software or updated systems. Employees are well connected with the previous systems.

LO #5- Prepare and deliver training on use of modified system	
Self-Check 2	**Written Test**

Part 1: Fill in the blank.

1. Mentoring
2. Discussion method
3. Coaching
4. Simulations