



**SCANDINAVIAN ACADEMY**  
For Training and Development

Mobile | +46700414979 : Mobile | +46114759991 : Phone :

Email | [info.en@scandinavianacademy.net](mailto:info.en@scandinavianacademy.net) Web site:<https://scandinavianacademy.net/en> :

Sweden - Norrköping - Timmermangatan100 | P.O.BOX : 60359



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

Code	City	Hotel	Start	End	Price	Language - Hours
225	Bangkok (Thailand)	Hotel Meeting Room	2025-05-26	2025-06-06	8950 €	En - 50

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

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



success

- Demonstrate trends and do efficiency analysis
- Set up and effectively measure any element of delivered training & be able to demonstrate training efficiency
- Measure skills, knowledge, behaviour, competency, style, self belief, attitudes and personality

## **SEMINAR OUTLINE**

### **New Approaches to Training Needs Analysis**

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

### **Quadrant Two Department Needs & Quadrant Three Team Needs**

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



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

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

## **Mastering the Evaluation Process**

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

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

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

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



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

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

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

## **Specifying and Constructing Training Properly**

### **What are learning outcome objectives and why do we need them?**

- How to write learning outcome objectives - group exercise
- The document needed for any training course -three critical documents
- Maximising the use of visual aid and other aids
- How to calculate room size needed and screen size
- Sound and its part in aiding learning
- The benefit of using specific training videos - examples



- Use of “clipped” video sequences - examples

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

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

## **Measuring and Reporting Training Results**

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

## **Training Learning & Development**

- Career management
- Personal development
- Coaching
- Mentoring
- E-learning
- How flat organisational structures and empowered teams affect training and development



- Self Development
- 360 degree feedback as a development tool

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

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

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

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

## **Specifying and Constructing Training Properly**

- What are learning outcome objectives and why do we need them?
- How to write learning outcome objectives – group exercise
- The document needed for any training course –thee critical documents
- Maximising the use of visual aid and other aids
- How to calculate room size needed and screen size



- Sound and its part in aiding learning
- The benefit of using specific training videos - examples
- Use of “clipped” video sequences - examples

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

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

## **Measuring and Reporting Training Results**

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





**The Scandinavian Academy for Training and Development employs modern methods in training and skills development, enhancing the efficiency of human resource development. We follow these practices:**

- **Theoretical Lectures:**

- We deliver knowledge through advanced presentations such as PowerPoint and visual materials, including videos and short films.

- **Scientific Assessment:**

- We evaluate trainees skills before and after the course to ensure their progress.

- **Brainstorming and Interaction:**

- We encourage active participation through brainstorming sessions and applying concepts through role play.

- **Practical Cases:**

- We provide practical cases that align with the scientific content and the participants specific needs.

- **Examinations:**

- Tests are conducted at the end of the program to assess knowledge retention.

- **Educational Materials:**

- We provide both printed and digital scientific and practical materials to participants.

- **Attendance and Final Result Reports:**

- We prepare detailed attendance reports for participants and offer a comprehensive program evaluation.

- **Professionals and Experts:**

- The programs scientific content is prepared by the best professors and trainers in various fields.

- **Professional Completion Certificate:**

- Participants receive a professional completion certificate issued by the Scandinavian Academy for Training and Development in the Kingdom of Sweden, with the option for international authentication.

- **Program Timings:**

- Training programs are held from 10:00 AM to 2:00 PM and include coffee break sessions during lectures.