KEY ELEMENTS OF A TRAINING SYSTEM

EVALUATION & FOLLOW UP
- Process
- Behavior
- Impact
- Practicum & application

MANAGEMENT & LEADERSHIP
- Policies
- Budget
- Support
- Linkages
- Roles & structure
- Planning & coordination

TRAINING SYSTEM

ADMINISTRATION
- Room set up
- IT support
- Documenter
- Facilities interface
- Trainer & participant support

TRAINERS
- Competencies
- Diversity
- Accessibility
- Development

PARTICIPANTS
- Food
- Transportation
- Communication
- Learning & performance needs

CURRICULA & EDUCATIONAL MATERIALS
- Lesson plans
- Handouts
- Manuals
- Library & resources

FACILITIES, EQUIPMENT & SUPPLIES
- Flip charts
- Training supplies
- Accommodations
- IT access
- Sites
The Training and Consulting System as an Open System

**Purpose:** To improve staff and organizational performance in order to achieve project goals.

**Goal:** To transform the capacity building competence of an organization or sector by developing an integrated training and consulting system.

**Key elements of the training system:**

<table>
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<th>Input (What goes into the system to achieve results)</th>
<th>Transformation (The process to convert inputs into outputs)</th>
<th>Outputs (The variety of desired results)</th>
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<td>Participant readiness and preparation</td>
<td>Participant engagement</td>
<td>Skilled participants</td>
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<td>Trainer behaviors</td>
<td>Improved organizational performance</td>
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<td>Curricula &amp; educational Materials</td>
<td>Training events and methods</td>
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<td>Properly maintained equipment and supplies</td>
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<td>Facilities</td>
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<td>Increased capability to support training</td>
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<td>Organizational expectations and performance needs</td>
<td>Group climate and learning norms</td>
<td>Learning networking and dissemination of learning</td>
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<td>Organizational support</td>
<td>Ongoing feedback and practice</td>
<td>Application tasks, e.g., practicum, on the job feedback, etc.</td>
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*The environment* also influences and contributes to the effectiveness of the system. This includes, for example, the formal and informal organization culture in which training occurs, the existing support networks, and societal demands and expectations of training.
Assessing an Effective Training System

**Participants**

- How are participants identified? How effective is the network and process to identify participants?
- What is the process for selecting and registering participants for different training and learning events?
- How clear are participant needs and expectations at the beginning of the training event?
- How clearly are training expectations communicated and negotiated for the duration and after the training event?
- Has need assessments been conducted? How related is the training program to the identified performance needs and expectations?
- How are other participant needs and expectations identified and met during the training program, e.g., food, accommodation, special needs?
- What communications are used and how are participants prepared for the training?

**Curricula and Educational Materials**

- What curricula and educational materials currently exist, e.g., lesson plans, handouts, reference books, library, training manuals, instruments, power points, flip charts, other.
- What is the quality of the curricula and educational materials, e.g., presentation, up datedness, variety, etc.
- How many people are available and how competent are they to produce programs, lesson plans, and educational materials, e.g., conceptualization, design, formatting, presentation, editing, revising, production, reproduction, etc.?
- How are curricula and educational materials filed, retrieved, transported, and disseminated? What needs improvement?
- What is the capacity to prepare, reproduce and finalize Trainer and Participant Manuals?
- What systems are in place to ensure the continuous improvement and updating of curricula and educational materials? How can these be improved?
- What is the procedure and how long does it take to procure materials such as instruments and books? Who is in charge of procuring these materials?
- Is there a library set up? How big it is? Is it working? How accessible is it and to whom?
**Trainers/Facilitators**

- What is the number and diversity of the available trainers for the different types of training programs and participant needs?
- What is the level of trainer competencies and how are competencies assessed?
- How are competencies improved, e.g., what developmental opportunities are offered and how often, what resources are available, how is feedback handled?
- How is contracting handled and how satisfied are trainers with their compensation and other aspects of their work and assignments?
- How are trainers organized and supported pre, during and after training events?
- How well do trainers work with each other, co-facilitate and network? How do they share skills and resources and help each other perform and improve performance?
- How much access do trainers have to resources before, during and after training, e.g., lesson plans, manuals, reference books, shadow consulting?
- How familiar are trainers with the context and organizational expectations and needs of performance improvement in the client system?
- How is trainer performance assessed and what rewards, sanctions and procedures exist for performance improvement or exit of underperformers?

**Administration**

- What is the number of trained and competent administrators available to support the training process prior to, during and after training events?
- What is and how effective is the administrative support prior to training, e.g., contact trainers and participants, procure supplies and materials, transport equipment, set up training room, etc.?
- What is and how effective is the administrative support during training events, e.g., support trainers and participants, produce educational materials on-site, record training outputs and proceedings, liaise with facilities, etc.?
- What is and how effective is the administrative support after training events, e.g., follow up communication with trainers and participants, close-up the training site, transport materials back to base-institution, etc.?
**Equipment and Supplies (E&S)**

- What is the quantity and quality of equipment and supplies available for different training programs, e.g., easels and newsprint pads, markers, LCDs, printers, etc.?
- How many training programs can run at the same time given the quantity of equipment and supplies available?
- What maintenance is provided and how is inventory kept on equipment and supplies?
- How long does it take to procure and deliver equipment and supplies for a particular training event?
- Are checklists of equipment and supplies available and used to facilitate procuring and tracking E&S needs for different events?

**Facilities**

- What is the number and location of facilities which are conducive to experiential training events?
- How responsive are facilities’ administrators/management to trainers and staff requests to support experiential training?
- Do facilities meet the standards for good experiential training, e.g. appropriate lighting, temperature control, internet access, back-up generator, good food, recreational options, etc.?
- Are checklists available to assess the quality of the facilities and are they used to determine contracts and improvement needs with specific facilities?
- Are accommodations offered comfortable and geared to meet the needs of participants, trainers and staff?
- Are arrangements made to have a meeting room for trainers and staff so they can conduct business before and after the training day?
- Are facilities’ staff on site at all times and available to address urgent needs or emergencies of participants, staff or trainers if these arise?
- Is service prompt and courteous and facilities’ staff responsive to the training needs?
**Management and Leadership**

- Are job descriptions and roles of different staff and members of the training system clearly defined and communicated, e.g., training director, trainers, administrators, support staff, etc.

- Are different functions of the training system developed and effectively coordinated, e.g., curricula and materials development function and assessment of participants functions?

- Does leadership believe in and support the training function and tasks prior to, during, and after training events, e.g., is leadership visible and engaged in training and follow up events?

- Are human, budgetary, and physical resources allocated according to demand and growth needs of the training system?

- Do the leadership and management advocate and build support for training and effective training systems with key stakeholders on an ongoing basis?

- Do appropriate policies exist to support training as an ongoing activity in the organization, e.g., adequate compensation for participating in training, time off for follow up and application activities, reward mechanisms for improved performance through training and follow up?

- Does the management and leadership encourage and support the continuous improvement of the training function, e.g., upgrading skills of training staff, improving resources such as web-based communication and production of materials, etc.

- Is planning and evaluation done and are they effectively integrated so as to meet the short and long term training goals of the client organization and the needs of the training system itself?

**Evaluation, Follow up and Application of Learning**

- Are follow up activities planned for and implemented after training events, e.g., coaching, supervision, practicum, on the job observation, post training evaluations, participant networking, refreshers, meetings, action learning groups, etc.?

- Are supervisors responsible and prepared to assess participants’ improved skills and application of new learning on the job?

- Is there a cadre of competent coaches, consultants and other resources to support participant’s application of learning on the job?

- Is there an ongoing feedback loop to connect performance improvement needs, training and performance improvement on the job?

- Are process, behavior and impact evaluations conducted during and after the training event and fed-back to the appropriate persons for attention and action?

- Is a variety of follow up and application activities offered and implemented to meet diverse participant needs and organizational contexts?