



Editorial

The Netherlands, Rotterdam, 10.4.2014

In front of you is your newsletter, Volume 10/2014. After celebrating the 25-year anniversary of the board, with dozens of sponsored webinars and participation in a HRD conference, we feel blessed with Mr. Dave Rudd CT/HRDC, who is going to cover a series of articles about Evaluation.

IBCT recently started an ambitious expansion plan in the Middle East. One of the goals of the IBCT foundation is to promote professional development and foster professional preparation of trainers across the world. Therefore, the IBCT-MENA headquarters started to cooperate with so-called focal points in the region. With new versions of training materials, the IBCT-AT (Associate Trainer) and IBCT-PT (Professional Trainer) face-to-face programs are offered in Arabic. These programs are being organized and conducted at the IBCT-MENA focal points. Recently, we welcomed many new focal points in Egypt. New applications for being an IBCT-MENA focal point across the region are being studied by the board. At the IBCT focal points, participants enjoy unique opportunities to develop themselves as training professionals and earn internationally acknowledged certificates at multiple levels. The training sessions are supervised by the board, supported with certified training materials and conducted by internationally certified trainers who are specialized in the training-of-trainers and carefully selected by the board.

“ Many individuals have, like uncut diamonds, shining qualities beneath a rough exterior. ”

In this newsletter

WHY SHOULD WE EVALUATE TRAINING?

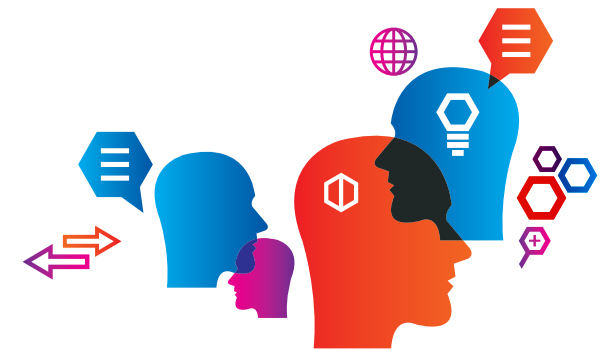
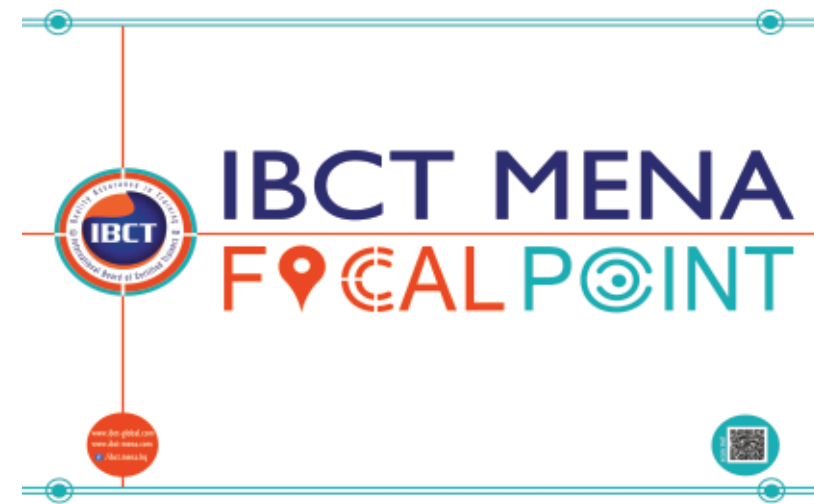
Many years ago as an instructor in the United States military, I could not wait to read the students evaluations. Selfishly, I want to see what they wrote about me. Many time I was pleasantly suprised; somtimes i received ... More on page 2

MY WORK AS AN EDUCATIONAL PROFESSIONAL

When I started my first training class two years ago, neither I nor the company had faith that I could pull it off, but the oppurtunity they gave me provided me with the confidence to develop a passion rather than a new profession grown into... More on page 3

TRAINING WAS NOT MY DREAM

Perhaps, many people figure out their dream since the time they were little. I was not the lucky one who knew what I wanted to be until i became a trainer. I studied tourism in college and worked in the aviation industry for several years... More on page 6,7



Finally, yet importantly, we are proud that IBCT is operating as an independent global foundation on a not-for-profit basis. That and the passion for training is what sets us apart from others! We are driven by the needs of training professionals, focusing on quality and always with the intention to inspire.

IBCT: Your Professional Gate to Access the World of Training and HRD!

Lia S. Jaipal
Chairman



Why Should We Evaluate Training?

Author: David Rudd CRP,CT/HRDC

Many years ago as an instructor in the United States military, I could not wait to read the student evaluations. Selfishly, I wanted to see what they wrote about me. Many times I was pleasantly surprised; sometimes I received “constructive criticism”.

As trainers, it’s normal to want to know the learner’s reaction to our instruction. We work hard at developing and delivering curriculum, and we certainly need to be recognized for it. But, as my responsibilities shifted from classroom instruction to training program management, I started to get a different perspective about the training programs my department was delivering.

I started to question not only if the learners were satisfied with the training, but questioned if they were taking the information they learned back to the workplace and actually using it. After all, training programs can cost thousands of dollars to develop and deliver.

Let us not forget the time and money the learners have invested into the training.

In the recent past, supervisors and organizational managers have started asking me questions about how effective the training is and if they were “getting their money’s worth.” These are excellent questions and now I had to provide them with answers. So, as trainers or training managers, you may be having these same thoughts or getting these questions asked of you. Fortunately, there is an assessment process that can help us provide the answers.

Kirkpatrick’s Four Levels of Assessment and Phillip’s Fifth Level of Return on Investment (ROI)TM provides us with a time-tested methodologies to assess training beyond the learner’s reaction to the training. We have the ability to determine if the learner gained new knowledge or skills; if they are applying it to the workplace and its effectiveness along with determining the economic impact of the training to the organization.

Five Levels of Training Assessment

Level	Measuring	Answers the Question
1	Reaction	What did they think about the training?
2	Learning	Did they learn anything from the training?
3	Application	Did they apply what they learned?
4	Impact	What effect is the training having on the learner and/or organization?
5	Return on Investment	What is the monetary impact of the training to the organization?

By using one or both of these methodologies, we now have a way to gather information and report that the training we work so hard to provide has an impact on our learners and organization. By doing that, we can elevate our worth to the organization with verifiable results that proves the positive contribution we provide to our organizations. So, in this series of articles we will look at each level of training assessment, along with its importance in addition to how to measure and report the results.

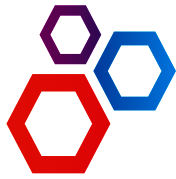
Okay, I do have to admit that I still cannot wait to see the learner’s post-course surveys and see what they thought of my instruction. I guess there are some things will never change!



Dave Rudd, CRP, CT/HRDC

Dave Rudd has over 20 years experience as a Trainer and Human Resources Development Manager in the military, private sector and federal government. He currently is the Head, Workforce Development for a 3,500 employee government research and development facility.

He earned a Bachelor’s Degree in Business Administration. A Master’s of Education in Adult Education and Development and is a Doctoral student in Training and Performance Improvement. In addition, Dave earned a Master’s Certificate in the Phillip’s Return on Investment Methodology and is a Certified Return on Investment Professional (CRP) from the ROI Institute. He recently earned his CT/HRDC



My Work As An Educational Professional

Author: Mark Peirera B.Com., CPT

When I started my first training class two years ago, neither I nor the company had faith that I could pull it off, but the opportunity they gave me provided me with the confidence to develop a passion rather than a new profession to grow into. Training is a continuous learning process, as with each training class you not only develop yourself with regards to experience gained, but you also learn from your trainees.

I feel that one of the most important parts of having a successful training session is being able to connect with your trainees; establishing an interpersonal relationship with the class, so that you can understand what experiences they possess and how you can relate the matter you present to their understanding. However, it's very important to be able to keep track of deadlines and be agile, have attention to detail and possess strong organizational and planning skills. This is especially important in my area of operation.

I educate new recruits on managed health care insurance offered through the state of Indiana. This, at times, can be a bit of a challenge due to the number of changes occurring, with reference to compliancy issues, program changes and the large amount of matter that needs to be taught to the class in a short period of time. However, being able to break down the matter to what is most important, with a variety of didactic methods makes accomplishing this task an ease. Furthermore, my experience on the phones allows me to provide trainees my personal experience of what to expect when they get on to the phones.

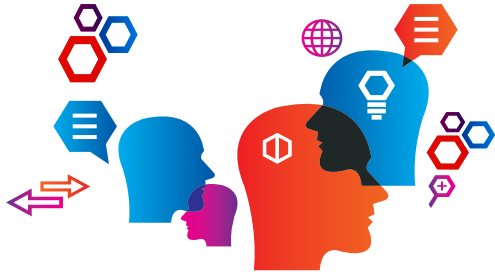
In addition, taking into consideration my learning experiences with regards to the matter to be communicated, past training sessions conducted by the company, the group's learning curve and a number of training programs that I have attended over time enables me to develop new methods of presenting information to the trainee group. And to ensure what I'm doing is right, I make sure that sessions are evaluated, not only by talking to the trainees, but also through a session evaluation form.

I strive to make sure that my group is adequately equipped when they hit the phones, not only with regards to program information and cheat sheets, but also emotionally.



Mark Peirera, B.Com., CPT

Mark Pereira is a young, education professional that graduated from the six months e-course with TrainingfortheTrainer. Mark is employed as a Customer Helpline Representative and Trainer at Brilljent. Since 1998, Brilljent has helped Fortune 500 companies, government agencies, trade associations and small businesses communicate. Brilljent is an acclaimed presence in the technical writing, training and outsourcing industries.



Evaluating Training:

How did they like the training?

Author: David Rudd CRP,CT/HRD

Most of us love to be in front of an enthusiastic group of employees who hang on to every word we say. Everything that you did during the training session went perfectly and your learners leave thanking you for such an inspiring session. You say to yourself “I wish I had their reaction on paper to show my boss!” Well, you can and that’s what we will discuss in this second of a series of articles on evaluating training.

Back in the 1950’s, Dr. Don Kirkpatrick, completed his dissertation in which he developed the four levels of evaluation. The first level or Level 1 is “Reaction”. Dr. Kirkpatrick felt that trainers must deliver training programs that not only enable the individual to learn what they need to know, but also react favorably to the training itself. I always like to say “If they like it, it will stick.” It’s human nature; if you like something, you will most likely remember it.

The best way to capture how your students react to the training program is to ask them through a post-course survey. This survey can be the typical paper survey or “smile sheets” handed out at the end of the training or an online survey system. A rating scale is typically used to capture, review and analyze the data. Suggested questions in the survey are:



Level 1
Reaction

Level 2
Learning

Level 3
Behavior

Level 4
Results

Question: On a scale of 1 to 4, with 4 being “Strongly Agree” and 1 being “Strongly Disagree”, answer the following:

- I understood the learning objectives
- I found that the course materials were easy to use
- I feel that the course materials will help me succeed in applying what I learned in the course
- My knowledge and/or skills on the topic(s) of instruction were enhanced due to the trainer
- All of my questions on the topic were answered by the trainer
- I was comfortable with the pace of the trainer’s delivery of information
- I was able to stay engaged during the training which will help me apply what I learned
- I was given the opportunity to demonstrate and/or practice the knowledge and/or skills taught in the course

As you can see, you’ll gain a lot of information on the course by asking these questions. If you use an online survey system, you can easily review and analyze the results of one or multiple classes by creating graphs and charts. By analyzing this data, you can then make the necessary changes to improve future instruction.

So as trainers, we all strive to provide the best possible instruction to our students. The best way that we know if we did is to simply ask them. In the next issue, I’ll cover Level 2 or “Learning” in an article titled “Evaluating Training: Did they learn anything?”

For additional information on Kirkpatrick’s four levels of evaluation, visit www.kirkpatrickpartners.com



TRAINING was not my dream

Author: Kay Lee, IBCT Associate Trainer

Perhaps, many people figure out their dream career since the time they were little. I was not the lucky one who knew what I wanted to be until I became a trainer.

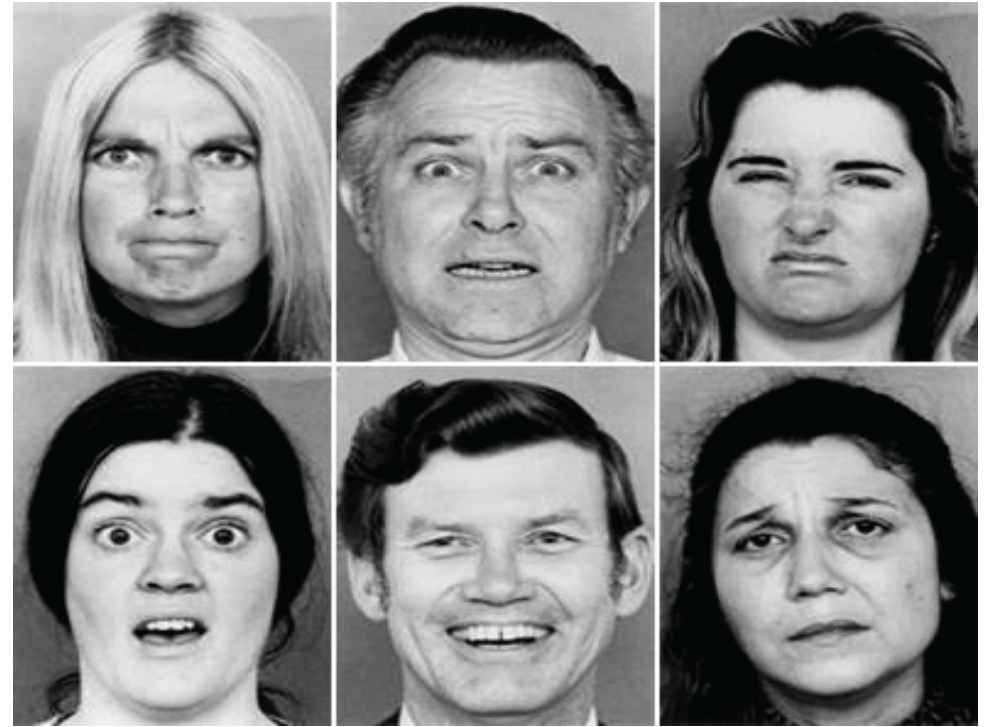
I studied tourism in college and worked in the aviation industry for several years, with a job that enables me to visit different categories of aircraft and study their designs and configuration. A position that allowed me to observe airplanes by the parking apron and with a great view! I had the power to control an airplane delay or early departure. It was a job that many friends admired me for and it was interesting and exciting.

However, I decided to make a dramatic change to the logistics industry. Of course, it was not easy for me to work in a completely different industry. One does not like changing from morning coffee to English tea instead. It was one of the most important decisions for the rest of my life, at least for my career path. I entered into a logistic company at entry level. I needed to learn a lot and everything had to start from the beginning. I was passionate to learn new things and worked extremely hard, more than anyone in the office, because I knew nothing about this field. I tried a few positions in the same company and finally found the perfect one, which covered business analysis, corporate education and project management. One of my job duties was to teach the staff within the company to use the company systems, so I became a TRAINER.

TRAINING myself to be trained

I was not a professional trainer at that time, but to provide training was part of my job. Of course, I did not notice I liked this job in the beginning. I didn't even realize being a trainer would become my dream. I used to be just one of the company staff sitting in the conference room and one in the audience at the training course, then I was asked to give a presentation in front of 20-40 staff or more. I was terrified.

Besides providing training to the staff, I had to attend some training courses myself to get the system knowledge. I met the trainer who trained me and my trick is to imagine I am that trainer who is standing right there. When I attended my training course, I would see what my trainer presented and I would see myself in that position simultaneously. I tried to learn and apply the presentation skills on the job; learning by doing it. I managed to get confidence on the job progressively. The more training I presented, the more I liked to be a trainer and today I am an IBCT Associate Trainer and studying for Certified Professional Trainer.



Different emotions to deal within the training room.



Figuring out your dream career.

TRAINING is for the future's blossom

It's a burden when staff without proper training can only get to work with their limited system knowledge. Without training, they feel weak and loss of control at their job. This made me consider training as a majestic magic power with formidable force and the ability to provoke everyone to want to be trained, as they wish to enrich their strength.

I needed to share my system knowledge with the staff, so training is in place. Training can only be completed when all the staff understand the new information and apply it to their job. Of course, there are difficulties during the process, but when I saw all the staff in the whole country had been trained properly, seemingly the colorful flowerbed spread all over the place. This accomplishment made me so proud that I can't even recall storms that came across the field.

TRAINING is part of life

Undeniably, we are communicating, learning and meeting with people in our lives. Training is learning new things, new information. We start to learn from the day we are born. Training is also communicating; it is a communication even when you are watching television. And there are different types of people on our planet (so as in our training room) with different emotions, attitudes, behaviors, personalities and mentalities. Learning and communicating with different kinds of people is happening at the same time during training. All these come together in one training place; it is like a smaller scale of the outside society to me.

I have been working continuously for more than 10 years, so you know my age now! My life was messy before I became a trainer. I didn't know what I needed to do next and what my future would be like. But now, I apply training into my life events and I realized I am only improving myself and everything can be flexibly organized. I also took some formal courses to upgrade my knowledge from time to time, because I feel fresh when I am studying, telling myself I am still a student, feeling younger and converting that to energy when I perform training.

Now I wish everyone to find their glorious career and discover the perfect way to be trained and enjoy a splendid life filled with color and energy.

Kay Lee's linked in profile is: nl.linkedin.com/in/hkgleekay



Needs Assessment for Organizational Success

This book is different. Most books start with the tools and techniques of needs assessment and assume that implementation will naturally bring success. This is not the case. Instead of dealing with specific data collection methodology or approaches, this book deals with the framework and alignment that will make such methodologies and approaches useful. Needs Assessment for Organizational Success is a valuable resource for training professionals who wants to identify what results should be delivered, justify why they should be delivered, and be able to prove success, all based on evidence. The approaches outlined here will ensure you make the right decisions that lead to productive results for the for organization you work for.

Authors: Roger Kaufman and Ingrid Guerra-Lopez

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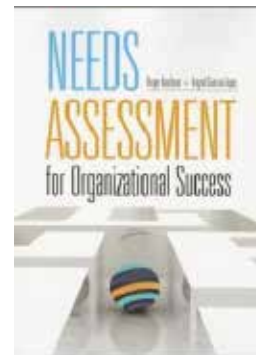
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May 4–7, 2014 in Washington, D.C.

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Participants and speakers sharing insights and best practices with colleagues, network with the smartest people in the profession, and learn from world-renowned thought leaders.

The International Board of Certified Trainers is encouraging training specialists and workplace learning professionals to join the conference and is acknowledging the ASTD sessions with credits that are valid for re-certification. This conference is not only keeping you up with the latest trends; you'll be staying in front of them.





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 Sabrina Gray, Associate Trainer
 Tonia Harrison, Associate Trainer
 Kimberly Hall, Associate Trainer
 Jacek Sztabowski, Associate Trainer
 Elanie McDonald, Associate Trainer
 Jenny Davies, Associate Trainer
 Kendra Dorsey, Associate Trainer
 Margo Kirtikar PhD
 Mohamed Albishi, Associate Trainer
 Georges Ubbelohde, Associate Trainer
 Paul Hudson, Associate Trainer
 Jaiylss Moreno, Associate Trainer
 Rakesh Kumar, Associate Trainer
 Chris Griffiths, Associate Trainer
 Eli Patterson, Associate Trainer
 Lorne Ellis, Associate Trainer
 Rana Asad, Associate Trainer
 Stephanie Jones, Associate Trainer
 Tamara Neumann Watson, Associate Trainer
 Kellie Nicholson, Associate Trainer
 Douglas Wilson, Associate Trainer
 Theresa McManus, Associate Trainer
 Barbara Maroney, Associate Trainer
 Priscilla Kaunda Associate Trainer
 Peter Rijnhen MCE, Certified Trainer

Abdelali Bouzid, Associate Trainer
 Golota Isaac Lamah, Associate Trainer
 Akeel Hekal, Associate Trainer
 Katie Guerra, Associate Trainer
 Ranjita Adur, Associate Trainer
 Jenny Davies, Associate Trainer
 Jennifer Garcia, Associate Trainer
 Kaylene Smith, Associate Trainer
 Erwin Dioso, Associate Trainer

Lisa Johnson, Associate Trainer
 Gregory Pontrelli, Associate Trainer
 Mohamed Ali Maricar, Associate Trainer
 Scott Poeschl, Associate Trainer
 Lindsay White, Associate Trainer
 William Crisp, Associate Trainer



Gaylan LeRoy Mills, Associate Trainer
 Gary Clark, Associate Trainer
 Katrina Sees, Associate Trainer
 Natalie Roper, Associate Trainer
 Monica Elliott, Associate Trainer
 Nicole Pearce, Associate Trainer
 Rod Atkins, Associate Trainer
 Belinda Trembath, Associate Trainer
 Jeff Mazzini, Associate Trainer
 Robert Frost, Associate Trainer
 Sonja Sells, Associate Trainer
 Valerie Williams Ph.D, Certified Trainer
 Dr. Said Fouda Certified Professional Trainer

Denice Juma, Associate Trainer
 Loria McNeil-Smith, Associate Trainer
 Raymond Wai-Ching Lam, Associate Trainer
 Mona El-Gazzar, Associate Trainer
 Kulvinder Sandhu, Associate Trainer
 Christiane Evenepoel, Associate Trainer
 Balasubramanian Sriram, Associate Trainer
 Tammie Harvey, Associate Trainer
 Glen Bonnet, Associate Trainer
 Robert Daves, Associate Trainer
 Donna Scardelli, Associate Trainer
 Katya French Certified Professional Trainer

Michelle Allegretti, BSc, CT/HRDC
 Sobhy Girgis, Associate Trainer
 Karen Maloi, Associate Trainer
 Dr. Marvin Davis Sr CPT
 Dr. Ayman A.A. Makkaway MSc. , CPT
 Mrs Nancy Karanja - Meek Bsc, CPT
 Mr. James Johnston CPT
 Razale Nor Associate Trainer
 Razale Nor Associate Trainer
 Rachel Wall Associate Trainer
 Sandy Shaw Associate Trainer
 Adel-Rahim Hussein Hassan
 Ph.D Associate Trainer
 Ayman Mohmeed Ghniem Ph.D Associate Trainer
 Savitri Ramkissoon Associate Trainer
 Jason Burton Associate Trainer
 Philip Lynn Associate Trainer
 Thomas Rogers Associate Trainer
 Meghan Crocker Miller Associate Trainer
 Kay, Pui Ki Lee Associate Trainer
 Chris Jones Associate Trainer
 Clarissa Thompson Associate Trainer
 Tiffany Thomas Associate Trainer
 Julia Moses Associate Trainer
 Douglas Quert Associate Trainer
 Associate Trainer Jaspreet Taunque
 Aimen Suedan Associate Trainer
 Nuno Vinhas Associate Trainer
 Bronwyn Crome Associate Trainer
 Rickman Mather Associate Trainer
 Margie Pedernales Associate Trainer
 Keneth Gilchrist Associate Trainer
 Abir M. Enany Ph.D Associate Trainer
 Ahmed A.Y. Abdallah Ph.D Associate Trainer
 Ahmed A.E. Mohamed Ph.D Associate Trainer
 Ahmed A.E.Elshahawy Ph.D Associate Trainer
 Ahmed M. Osman Associate Trainer Ph.D
 Amany A.A. Abou-Elalla Ph.D Associate Trainer
 Hala I.A. Kassem Ph.D Associate Trainer
 Hanan. S.Gewefel Associate Trainer Ph.D
 Hussein H. Sabit Ph.D Associate Trainer
 David. D. James Rudd, M.Ed, CRP, CT/HRD
 Monique Curry, Associate Trainer
 Nereus Jethro Abad, Associate Trainer
 Hugh Albright, Associate Trainer
 Dean Hendricks, Associate Trainer
 Shalanda Tookes Wilder, Associate Trainer
 Joseph Watson, Associate Trainer
 Rose Tully, Associate Trainer
 Michael Winslow, Associate Trainer

Susanne Petersson, Associate Trainer
 Maria Sanber, Associate Trainer
 Ross Graham, Associate Trainer
 Craig Milne. Associate Trainer
 Ron Broussard, Associate Trainer
 Robert Thewes, Associate Trainer
 Jasmin Benitez, Associate Trainer
 Adam M. Wait, Associate Trainer
 Rajshekhar Yellumahanti, Associate Trainer
 Glenda Moum, Associate Trainer
 Elaine Simpson, Associate Trainer
 Ivan Geters, Associate Trainer
 Timothy Herman, Associate Trainer
 Gabrielle Dyson, Associate Trainer
 Wayne McFee, Associate Trainer
 Craig Truesdale, Associate Trainer
 Kathy Priday, Associate Trainer
 David Peacock, Associate Trainer
 Peter Allwright, Associate Trainer
 Andre Rishi, Associate Trainer
 Kristiine Meldre MSc, Associate Trainer
 Yulian Wang, Associate Trainer
 Julie Stanton, Associate Trainer
 Catherine Haggard, Associate Trainer
 Navin Tauro, Associate Trainer
 Nagat Betar Ph.D, Associate Trainer
 Rosemary deCruz, Associate Trainer
 Arlene Karanjia, Associate Trainer
 Richard Szoke, Associate Trainer
 Neil Stanton, Associate Trainer
 Andy Pino, Associate Trainer
 Rosemarie Bostelman, Associate Trainer
 Brian Geary, Associate Trainer
 Natalya Estridge, Associate Trainer
 Norman Rudd, Associate Trainer
 Stephanie Nagy, Associate Trainer
 Jon Yates, Associate Traine
 Murray Ingram, Associate Trainer
 Corey Determan, Associate Trainer
 Arundhati Raghavan, Associate Trainer
 Dorothea Thomas, Associate Trainer
 Donna Curry, Associate Trainer
 Melissa Drangines, Associate Trainer
 Kelvin Dick, Associate Trainer
 Virgilio Cordon, Associate Trainer
 Arshish Bhatena, Associate Trainer
 Paul Dodd, Associate Trainer
 Jorry Janssen, Associate Trainer
 Xie Jiang, Associate Traine
 Williams Babajide, Associate Trainerr