

SOUTH CAROLINA STATE AGENCY TRAINING STANDARDS

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Section One: Introduction

Background and Acknowledgements

In May 2019, a need was identified across multiple South Carolina state agencies to have a central repository of best practices in training. As a result, the South Carolina State Training Standards Committee (Committee) was established and developed the South Carolina State Agency Training Standards (Standards).

The Committee's contributors are:

Serphia Curry, *South Carolina Department of Administration*
Stephanie Duncan, *South Carolina Department of Administration*
Robert Hudson, *South Carolina Department of Motor Vehicles*
Karl McClary, *South Carolina Department of Motor Vehicles*
Isaac McFarlan, *South Carolina Department of Transportation*
Bethany Rawls, *South Carolina Department of Revenue*
Crystal Torok, *South Carolina Department of Revenue*
Sara Warren, *South Carolina Department of Administration*

What are the South Carolina State Agency Training Standards?

The *Standards* document is a resource that defines generally accepted training practices to ensure quality training within South Carolina state agencies.

Purpose of the Standards

The *Standards* was created to guide those who are responsible for planning, developing, implementing, evaluating and/or performing any other role with training programs at South Carolina state agencies. The *Standards* outline the elements that effective training should include and serve as a foundation upon which curricula and training programs should be developed, supported and evaluated. In some situations, it may not be possible to meet all the guidelines in the *Standards*. In these situations, the *Standards* should still be used to guide the training process and evaluate training outcomes, recognizing that certain limitations may exist. Meeting the guidelines in the *Standards* will aid in improving the performance of trainers and training participants performing their roles within South Carolina state agencies. The *Standards* are the recommended guidelines to work toward regarding South Carolina state agency training, and they define the quality South Carolina state agencies seek to achieve. The *Standards* may be revised to best meet the needs of each South Carolina state agency.

Section One: Introduction

How to Use the *Standards*

It is a best practice to have a method in place to track a training's success at imparting skills, knowledge, useful competencies and/or instructions. This helps to determine if a training has resulted in the improvement of the training participants' performance, capabilities, capacities and/or productivity.

Section Two: Definitions

Coach/Mentor

A coach is brought in to help leadership anticipate and tackle industry challenges. Coaches are prescriptive and proactive by nature, and they actively participate in strategizing and in co-creating successful outcomes with their clients. Coaches have formal relationships with their clients. Once the specific challenge has been resolved, typically the coaching relationship dissolves.

A mentor/mentee connection is open-ended and can span decades.

A Hybrid of a Coach and a Mentor

There are situations when the coaching and mentoring roles blur. In these instances, certain issues are handled in a coaching construct while the relationship between both parties is so strong that they opt to continue working through long-term challenges and opportunities.

Curriculum/curricula

The content taught in a specific course or program.

E-Learning Courses

E-learning relies on online videos, tests and courses to deliver employee training. Employees can do their training at their desk or on company-provided devices. This is one of the easiest types of employee training to roll out to larger populations, especially for employees who are remote or have high-turnover rates. With interactive games, tests, videos, activities or even gamified components, it can also go a long way toward keeping your employees engaged with the training.

Instructor-Led Training

Instructor-led training is the traditional type of employee training that occurs in a classroom, with a teacher presenting the material. This can be a highly effective method of employee training, especially for complex topics. Instructors can answer specific employee questions or direct them to further resources. They also allow for highly-skilled instructors to match the training level and style to the employees in the room.

- **Seminars**

A formal presentation by one or more experts in which the attendees are encouraged to discuss the subject matter.

- **Workshops**

A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation.

Section Two: Definitions

Remote Lab Training

Remote lab training refers to synchronous and asynchronous training programs where the student is logged in to a technology lab that is hosted in another location. It is generally considered experiential or application-based training.

A remote lab is a facility in which an actual experiment is being conducted via telecommunications, from a learner at another location.

Structured On-the-Job Training (OJT)

Structured OJT involves a program designed to teach new employees what they need to know in order to successfully complete a task. According to William J. Rothwell and H.C. Kazanas in “Improving On-the-Job Training,” OJT represents a significant investment since 30 percent of a new employee’s time is spent in OJT during the first 90 days of employment and new employees often make expensive mistakes. For a successful structured OJT program, companies must follow these steps:

- Select trainers who are technically proficient at the job.
- Develop a list of tasks for the job.
- Determine what constitutes proficiency for each task.
- Train the trainers to properly perform the tasks and evaluate performance.
- Establish a timetable for progress.
- Implement the training program.
- Assess outcomes.

Subject Matter Expert

Person with special skills and/or knowledge on a particular job or topic.

Trainer

A person who teaches a subject and/or skills. This includes the following roles:

- **Coordinator**

A training coordinator assesses the effectiveness of an organization’s employee training programs, identifies weaknesses and recommends appropriate adjustments to senior managers. Since training coordinators need to effectively collaborate with other training and development experts to develop effective programs, they require strong teamwork, interpersonal and communication skills.

Section Two: Definitions

- **Facilitator**

A facilitator guides training participants in making discoveries, sharing experiences and feelings, and considering applications of a training's concepts and skills. This role is very different from a trainer role. A facilitator does not try to influence or guide training participants to a conclusion. Rather, they foster the exchange of training participant ideas, opinions and feelings about the training's concept or skills. They work to guide training participants through a productive discussion that allows training participants to arrive at their *own* conclusions.

Note: Students led by a facilitator should be challenged to think about things they have not previously considered and look forward to using the concepts and skills gained when back at work.

- **Instructor**

An instructor makes sure participants understand concepts and know how to use skills correctly. In this role, a person will:

- Present, explain or answer questions about concepts or skills.
- Provide relevant examples to clarify learning points.
- Ask questions to ensure participant understanding of content.
- Model skill use.
- Provide balanced feedback and recognition to coach skill use.
- Summarize key learning points.

Training

Training is the organized activity of teaching, using specific goals and objectives that aim to impart skills, knowledge, useful competencies and/or instructions that may improve training participants' performance, capabilities, capacities and/or productivity.

Training Participant

A training participant is a person receiving information about and/or receiving practical applications for a particular subject and/or skill with the goal of it translating into positive results within the framework of a training participant's job. Positive results may include the gain of knowledge or enhanced knowledge, the gain of a skill or enhanced level of a skill, increased productivity and/or efficiency, and increased motivation and/or interest in the subject and/or skill.

Section Two: Definitions

Unstructured On-the-Job Training

Unstructured OJT refers to loose OJT training programs that involve a new employee working with an experienced employee or supervisor who serves as a mentor in an observe-and-imitate training process. The new worker learns by trial and error while receiving feedback from their mentor. Unstructured OJT is designed based on work requirements, not by the specific skills needed for that particular job; therefore, it may often fail to include needed skills, because experienced employees are unable to clearly explain the proper methods for performing a task.

Web-Based Training

Web-Based Training refers to training done through a web-based or online environment. Web-based training is often referred to as virtual training or distance learning, and utilizes cloud-based computing tools for access, administration, delivery and analytics. Web-based training can be done live or at a time and place that is most convenient to the learner.

Section Three: Training Defined

Definition of Training

Training is the organized activity of teaching, using specific goals and objectives that aim to impart skills, knowledge, useful competencies and/or instructions that may improve training participants' performance, capabilities, capacities and/or productivity.

Examples of Training Types

- Managerial
- Professional/Legal
- Quality
- Safety
- Skills
- Soft Skills
- Team
- Technical/Technology

Methods of Delivery

A. Formal Delivery

Formal training refers to a type of learning program in which the goals and objectives are clearly defined. Examples of formal training include in-person or online instructor-led training, web-based training, structured on-the-job training, remote labs, e-learning courses, workshops, seminars and webinars.

B. Informal Delivery

Informal training refers to a more casual type of learning program in which there are not typically specified training goals or ways to evaluate if the training actually accomplished any learning. This type of training occurs so naturally that most people are unaware they are being trained. Examples of informal training include unstructured on-the-job training, coaching or mentoring, discussions among employees about a specific topic, book discussion groups and reading articles about a specific topic.

Section Four: Roles, Knowledge, Skills, Abilities, and Qualities of a Trainer

Most people do not earn degrees in the field of training. Trainers and leaders within each South Carolina state agency need to be proactive in identifying employees who have the skills set or the ability to learn the skill set to be an effective trainer. Best practices dictate that the centralized training department be involved in this identification process. Those identified may not be proactively seeking the profession of training, but with intentional quality mentoring and coaching, they may make excellent trainers and choose to make a career change.

A Trainer versus a Subject Matter Expert

Being an expert and teaching others are different things. To help agencies differentiate between a trainer and subject matter expert, the Committee recommends that agencies consider the characteristics below when identifying an employee who will serve as a trainer. Being a subject matter expert does not preclude one from being a trainer; however, it doesn't necessarily mean a subject matter expert is the best option for providing the training.

A Trainer is:	A Subject Matter Expert is:
A person who should be able to study a topic and then be successful in training on that topic.	A person with special skills and/or knowledge on a particular topic.
A person who has the experience and/or ability to act as a trainer.	A person who may or may not have experience and/or abilities in training.
A person who has a "presence"/gravitas when he or she is training.	A person who may or may not be a successful trainer.
A person who clarifies what will and will not be covered in each training session.	A person who acts as a resource and/or partner to a trainer.

A. The roles and responsibilities of a trainer are that he or she:

- Delivers training programs.
- Facilitates training.
- Evaluates/analyzes the effectiveness of training.
- Makes recommendations and implements improvements to trainings.
- Coordinates and monitors logistics of trainings.
- Evaluates/analyzes and develops trainings.
- Conducts needs assessments to identify skill(s) gaps in which training may help.
- Supports and compliments the overall goals of the South Carolina state agency and/or specific business units within an agency.

Section Four: Roles, Knowledge, Skills, Abilities, and Qualities of a Trainer

B. The preferred/best qualifications of a trainer include:

- Excellent verbal and written communications skills.
- The ability to facilitate trainings, including adapting the presentation delivery style based on the cues of the specific audience.
- Experience in conducting trainings.
- The ability to make what is being taught “come alive” through real-life, applicable examples in both instructional materials in during course discussions.
- A “presence”/“it” factor/gravitas/charisma when training.
- The ability to identify methods of delivery and learning principles.
- The ability to evaluate/analyze and to develop trainings.
- The ability to establish and maintain effective working relationships.
- Strong time management, project management and organizational skills.
- The ability to successfully represent a South Carolina state agency.

Section Five: Training Participant

Definition of a Training Participant

A training participant is a person receiving information about and/or receiving practical applications for a particular subject and/or skill with the goal of it translating into positive results within the framework of a training participant's job. Positive results may include the gain of knowledge or enhanced knowledge on a particular subject, the gain of a skill or enhanced level of a skill, increased productivity and/or efficiency, and increased motivation and/or interest in the subject and/or skill.

Roles and Responsibilities of a Training Participant:

- Put into practice all instructions given.
- Attend all training sessions and to arrive on time.
- Complete assignments (both homework and in class).
- Be actively involved in the learning process by owning the responsibility of learning and participating in the classroom activities.
- Application of the skills taught during a class.

Key Components in Each Developed Curriculum

When a business unit develops its training content rather than requesting a training department to develop it, the business unit should ensure that the following training components are present to best serve the training participants:

- Purpose
- Training course objective
- Target audience
- Training and learning methods (detailed below)
- Learning materials
- Evaluations/knowledge check
- Training course duration
- Suggested training course composition (number of learners and trainers, etc.)
- Follow-up/evaluation plan

Section Five: Training Participant

Training Checklist

The following will serve as an aid in the preparation of revising or developing a training course for training participants.

- Finalize the timeline for training.
- Identify the number of people that need to be trained.
- Determine the optimal size of each training group.
- Divide the group logically (by role, department, skill level, access level or other pertinent criteria).
- Identify and schedule the training room and needed technology (projector, screen, etc.).
- Send appointment reminders to training participants that provide specific instructions such as:
 - Complete pre-reading or other advance preparation.
 - Ensure normal work-duty coverage while in training.
 - Obtain permission from supervisor.
 - Request to train others after attending a training.
- Identify needed materials and assign responsibility for creation and review of:
 - PowerPoint
 - Handouts (i.e., screen shots, diagrams, etc.)
 - Training evaluations
- Identify the best available trainer(s). It may be best to divide the training responsibilities among those with the most knowledge who are available.
- Identify other project team members who should attend training to respond to questions or issues as they arise.
- If needed, create a shared folder for electronic files related to the training.

Section Six: Content Development

Standards for Content Development

The following guidelines are outlined to assist in creating and developing training materials that can best be shared with an entire South Carolina state agency. Training programs are only possible as a result of hard work and the willingness of training professionals and subject matter experts to share their ideas, expertise and lessons learned.

What should someone know about creating an effective training activity?

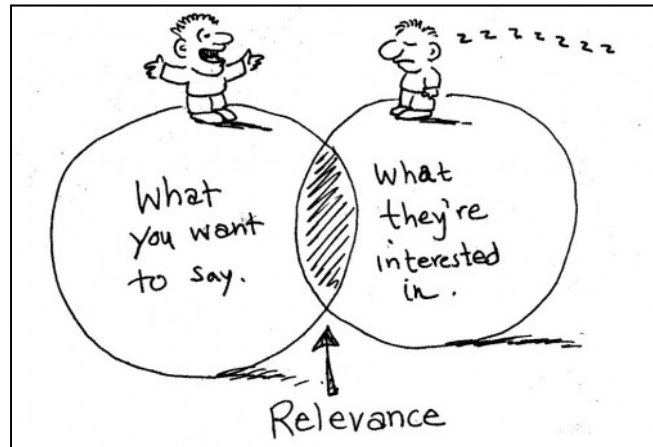
First, here's a myth-buster: There is no one right way to develop great training, but there are guidelines to follow. Adults learn in different ways.

Adult Learning Principle

When developing training material, it is important to keep the **relevance** in the minds of the training participants. Material is most effective when it is aligned with real-world concepts that adults can relate to.

Many of us remember what it was like to be in school as a child. However, a child's learning style changes over time. Adult learners differ from children in the following ways:

1. **Need for Knowledge:** Adults need to know "why" they should learn.
2. **Motivation:** Adults are driven by internal motives. They will learn if they want to learn. For instance, a compelling answer to the "what's-in-it-for-me" question is a powerful internal motivation.
3. **Willingness:** For adults, the willingness or readiness to learn comes from perceiving the **relevance** of the knowledge. Adults want to know how learning will help them better some aspect of their lives, and they learn best when they know that the learned knowledge has immediate value for them.
4. **Foundation or Experience:** Adults bring with them rich reserves of experiences that form the foundation of their learning. They analyze, rationalize, synthesize and develop new ideas or tweak old ones through the filter of their experiences. As a training is developed, it is best to tap into adults' wealth of experiences to help them make



Section Six: Content Development

connections, perceive **relevance** and derive inspiration.

5. **Self-Direction:** Adults are self-directed individuals who want to take charge of the learning journey. They are independent beings who want to feel in control.
6. **Orientation to Learning:** Adults learn best when they “do.” They find **relevance** in task-oriented learning, which they can align with their workplace realities. Task-oriented learning exercises adults’ problem-solving abilities which in turn grows confidence in them that they may use to conquer challenges with their newly acquired knowledge.

It is important to incorporate one or more of these six items into a training and to tie them to the content’s delivery.

As shown below, there are three different types of learners. It is important to ensure that a training course’s content meets the needs of all three.

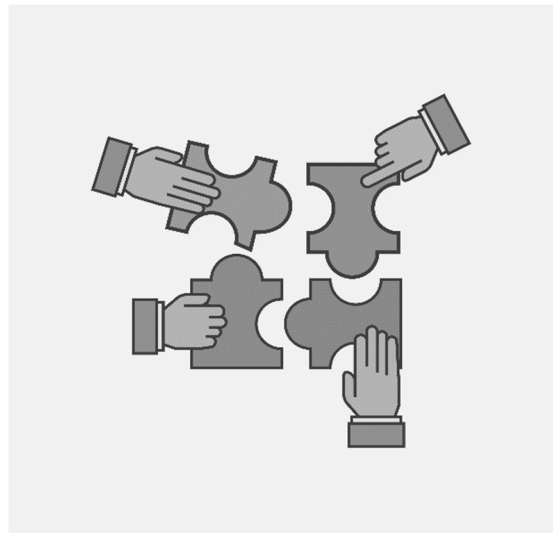
- Auditory—use of listening and repeating skills to sort through information (videos, spoken examples related to a course’s content, sound bytes, etc.)
- Visual—use of visual aids to process information (PowerPoint presentations, videos, handouts, flip charts, etc.)
- Kinesthetic—use of the body carrying out physical activities; the more parts of the body involved, the better chance of a training participant’s retention of the training course’s content (role play activity, scenario, practice exercises, etc.)

Roles in Content Development

There are a variety of roles and responsibilities required by multiple people for a training to be successful. Below are examples of different training roles. Each person involved with a training will play one of these roles. It is best to align each person’s skills sets to each required role. Similar to adult learning styles, it is important to keep in mind the various training roles as a training is being developed or revised.

Subject Matter Experts (SMEs) have developed their expertise in a particular discipline over a long period of time and after acquiring extensive knowledge on the topic.

These individuals have a deep understanding of a particular subject, process, job function or other information, and their knowledge is highly valuable when a training is being developed or revised.



Section Six: Content Development

Many times, SMEs play a crucial role in creating training course objectives and in determining what details should be included in a specific training. They may or may not actually deliver the content to an audience. Many times SMEs serve as the expert in the room who the trainer refers to when needing help to answer difficult questions.

Trainers ensure training participants understand concepts and know how to use the highlighted skills correctly. Trainers present, explain or answer questions about concepts or skills. They also provide relevant examples and ask questions to ensure training participants understand the training.

When training participants are learning from an instructor-led training, they should leave the training with a sense of accomplishment and be able to articulate examples of a training's concepts and skills applicable in their everyday work situations.

Writing Effective Content

To ensure that training content is effective, it is best to start with a clear learning objective. It is recommended to have multiple objectives for each training. This is what will drive the rest of a training's development process. The fastest way to success is to begin with the end in mind. Learning objectives should begin with the phrase "At the conclusion of this activity, training participants will be able to..." Be specific about what the training participant will walk away with after the training.

Tip: Consider using the following list of verbs when creating training objectives.

Section Six: Content Development

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
cite	associate	administer	analyze	adapt	appraise
collect	classify	apply	arrange	assemble	argue
copy	convert	calculate	breakdown	collaborate	assess
define	describe	change	categorize	combine	conclude
describe	differentiate	chart	classify	compile	convince
duplicate	discuss	choose	compare	compose	criticize
enumerate	distinguish	collect	connect	concoct	decide
identify	estimate	compute	contrast	construct	deduce
label	explain	construct	correlate	contrive	defend
list	express	demonstrate	detect	create	determine
match	extend	determine	diagram	design	discriminate
memorize	group	develop	differentiate	develop	infer
name	identify	discover	discriminate	devise	interpret
order	indicate	employ	dissect	formulate	judge
quote	order	establish	distinguish	generalize	justify
recall	paraphrase	examine	divide	generate	persuade
recognize	predict	exhibit	examine	hypothesize	prioritize
record	report	illustrate	experiment	imagine	rate
recount	restate	interview	group	incorporate	rank
relate	retell	manipulate	identify	integrate	recommend
repeat	review	modify	illustrate	invent	relate
reproduce	select	operate	inspect	modify	revise
show	summarize	practice	interpret	organize	score
specify	translate	predicts	investigate	originate	support
state	understand	prepare	order	plan	value
tabulate		produce	organize	predict	validate
tell		relate	outline	produce	
when		report	probe	propose	
what		schedule	question	reconstruct	
where		show	relate	reorganize	
who		sketch	select	revise	
		solve	separate	speculate	
		transfer	survey	systematize	
		use	test		

Once a training objective is written, it is time to determine what content needs to be developed based on that objective. Brainstorming with mind maps and lists can be helpful in this stage. Be sure to write everything down and suspend judgement in this stage, because, there are no bad ideas. Write it all down. Training objectives may change and/or expand in this stage of a training's development process. This is okay.

Tip: Remember to keep the time allowed for a training in mind as objectives are added or changed.

Section Six: Content Development

Take the information from the brainstorming session and choose a sequence in which to organize the information. Ensure that all content connects to the main learning objective(s). Examples of sequences that may be considered for training material include:

Job Task or Function Sequencing: This starts with an overview of a job and lists the steps to complete a task or function in the order in which each task is required. An example would be describing the process for employees to safely lift heavy boxes.

Psychological Sequencing: This presents the most acceptable ideas first and places the least acceptable ideas last. For example, to describe the success and increased sales for a top-selling product and to then list the techniques to build future sales of the lower selling products.

Chronological or Historical Sequencing: This starts with the oldest ideas first and places the newest ideas last. For example, during a new employee orientation session, the founding of the company is stated first and then acquisitions that built the company are listed in historical order.

Reverse Chronological Sequencing: This starts with the newest ideas and traces their origin in history, ending with the oldest ideas.

Familiar to Unfamiliar Sequencing: This starts with an idea or content that the reader is familiar with and builds to include newer or unfamiliar information. For example, describe the updated software for accounting clerks by first listing the steps that are familiar and then by describing changes to the process.

Stimulus-Response Sequencing: This begins with an action and identifies the likely outcome. For example, when the telephone rings, someone answers the telephone.

Section Six: Content Development

Duplication of Training Content

Prior to the development of a new or a revision of current training courses or materials, it is a best practice to obtain a thoroughly completed Training Development Form. This is imperative for a South Carolina state agency's training department to determine if a version of training for the requested content already exists, and if all training adheres to official South Carolina state agency branding and/or pre-approved templates, and that all agency and content-specific trainings are consistent. Examples of Training Development Forms are in the *Standards* in Section Nine: Resources and Links. The examples may be revised according to the needs of the South Carolina state agency.

Training content to be kept and that needs to be discarded is based on a training's objective and goals.

Chinese philosopher Confucius said, "Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand."

As human beings, we are shaped by our experiences. Although textbook learning is helpful, for clarity, adults pull from their knowledge and wisdom gained through experiences. Consider these four stages of learning when developing and organizing training content:

1. **Concrete Experience (CE):** Adults learn best when a learning experience goes beyond the chalk-and-talk routine. Kinesthetic learning or learning by encouraging physical actions (simulations) and learning that evokes strong emotional responses (realistic scenarios that reveal cause-effect relationships) create powerful experiences that are not easily forgotten.
2. **Reflective Observation (RO):** Adults need to engage with and reflect on their experiences to glean insights and to acquire knowledge. It is critical to not only create opportunities for experience-based learning but to also provide time and space to encourage reflection. Create opportunities for "watching" an action unfold before the eyes of training participants (demonstrations) and "analyzing" processes and procedures (scenario-driven activities, case studies).
3. **Abstract Conceptualization (AC):** The success of experiential learning lies in the learner being able to decode abstract concepts from their reflections, generalize these ideas and realize the **relevance** to their reality. Design assessments to encourage training participants to exercise their "critical thinking" abilities, so they can formulate concepts and procedures.

Section Six: Content Development

4. **Active Experimentation (AE):** Role-playing activities, internships and other hands-on tasks let learners apply what has been learned and results in true “learning by doing.” Active experimentation leads to concrete experiences, and the cycle of experiential learning resumes.

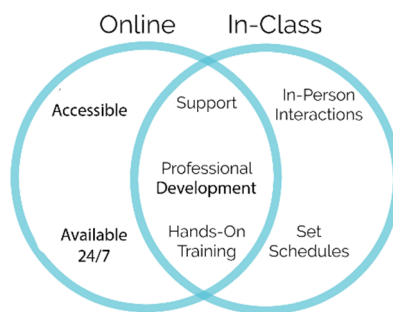
Planning the Delivery of the Content

Once training material is developed, it is time to focus on how the training will be delivered. Keep the following things in mind when planning the delivery of a training:

- Training participants prefer to be active in the classroom and to have time to reflect and discuss.
- Training participants enjoy learning with other learners.
- Training participants appreciate autonomy. This means that while a training may have a set agenda, training participants like to have some control and independence over their learning. They like options in how and when to participate, to practice and to set goals.
- Training participants require content to be **relevant** to themselves and to their jobs, and they learn best when the practical application of a training’s content is evident.
- Training participants depend on a mix of learning styles. This means there are different ways that training participants process information. Research shows that most people learn best from a variety of visual, auditory and kinesthetic activities.
- Training participants are goal-oriented and usually attend training with a specific need in mind.
- Training participants lead busy work/home lives, and many of them are pressed for time in a fast-paced work environment. These pressures limit the time that a training participant can invest in a training and they create the expectation that time spent in a training will be well spent.

There are two options for presenting a training:

- Online
- In the classroom



Section Six: Content Development

Online Courses

Online trainings are typically designed and developed in partnership with a South Carolina state agency's training department. After compiling training materials, the training developer will work alongside an e-learning specialist to create a final training product.

In the classroom

If a business unit wants to present training materials itself, the business unit will serve in the capacity of a trainer in the classroom. Depending on the training material and the level of coursework, a trainer can serve in one of the following two roles in the classroom:

- Instructor/Trainer
- Facilitator

Tip: Refer to Section Two: Definitions to review the differences in the roles of a trainer and a facilitator.

In-classroom training requires the development of activities and also a presentation to engage learners in the most effective way.

Tip: Ensure the training presentation adheres to the agency's branding standards.

If a person is new to serving in the role of a trainer or a facilitator in a classroom setting, it's important to remember to breathe when nervous in front of a crowd. Breath control impacts every aspect of the speaking voice, the pitch, volume, tone and pace. An effective speaking voice depends on breathing and good breath control depends on relaxation. For example, when someone is stressed, scared or anxious, it is common for their breathing to be more rapid and shallow. Making a conscious effort to breathe more slowly and deeply will help with relaxing in these situations.

Ensuring the Content Sticks

Most people have experienced "aha moments." These are flashes of inspiration that lead people to see reality in new ways—nuggets of wisdom that have radically changed people's mindsets or deep insights that break through long-held beliefs and conventions. When preparing the delivery of training content, keep the following three stages of learning in mind to create "aha moments" for the training participants.

Section Six: Content Development

- **Establishment of Personal**

Relevance: This is the context or the answer to the eternal “what’s-in-it-for-me” question that inspires people and drives learning. The context can be personal, professional or social and should be established right at the beginning of the training to spike interest. Reiterating the context often helps to keep training participants hooked. Adult learners are motivated to learn when they can envision the results of their efforts.



- **Critical Thinking:** Training participants are sensible, rational people with minds of their own. Opportunities for critical reflection (premise reflection) should be created to encourage training participants to reexamine their beliefs and attitudes. When a trainer or a facilitator allows training participants to sort through their feelings and thoughts, and to realize on their own what they need to shed or tweak, they will be more willing to accept and digest the learning.
- **Identification of a Dilemma or a Crisis:** A realization by a training participant that he or she has been holding on to wrong beliefs all along, or that he or she doesn't know what should be known, is often a trigger to dig in and unearth information or review mindsets and thought patterns. A training participant not knowing or realizing that he or she has the wrong information is a crisis that can be deeply upsetting. A trainer or facilitator points out to training participants what they don't know in order to make them curious about the training's content.

Professional Presentation

Anytime a trainer or facilitator is involved with a training on the behalf of a South Carolina state agency, he or she is representing that agency and should be dressed professionally, presenting him or herself in a qualified manner. This includes arriving early for the training and being adequately prepared.

Tip: If the agency that is being represented has a branding style guide or speaker's bureau standards, ensure that the training materials have been approved in advance. If the agency has a communications or training department, it can offer guidance to help prepare the presentation in advance.

Tip: See Section Nine for an example timeline of preparing to deliver an instructor-led training course.

Section Seven: Evaluation

What is a training evaluation?

A training evaluation is a means to produce feedback with which an agency can use to assess the quality of its instruction and its training course content. The following process is valuable because it helps to ensure that a training course has and/or is having the intended effect on the training participants. The following are the overarching steps of a training evaluation:

1. Gather information about the impact of learning and teaching practices on the training participants' learning.
2. Analyze and interpret the information.
3. Respond to and act on the results of the information.

Evaluation Guidelines

- Clearly state the purpose of the training course at the top of the course's evaluation.
 - Meaningful input from training participants is essential to the ability to improve courses.
 - Obtaining student feedback on their learning from the training course is important to instructors, because it provides guidance to be used for improvement.
- Create questions that are clear and focused in purpose.
 - Ask about one thing only.
 - Avoid leading-type questions.
- Provide space for both closed- and open-ended questions.
 - Open-ended questions allow for insight into what may not have otherwise been revealed.
- Provide specific direction when asking open-ended questions.
 - Guide training participants to the specific type of feedback you are seeking.
- Use appropriate scales of measurement.
- Consider not asking demographic questions.
 - Training participants are hesitant to complete a training course evaluation if they perceive they may be identified through their responses.
- It is a best practice to use an electronic survey tool or a Learning Management System.
 - Review evaluations regularly and make any necessary adjustments to a course's content.

Section Seven: Evaluation

- It is a best practice to evaluate all courses.
- If the feedback received is disproportionately negative and/or if ratings are falling below what is required or desired, the South Carolina state agency's training department should provide guidance on how to remediate the issue(s).
- The following should be considered as the content topics of questions on the evaluation:
 - Application value of the training course
 - Duration
 - Environment
 - Facilitator/instructor
 - Materials
 - Training Content

Tip: See Section Nine for example evaluations.

Section Eight: Best Practices for Administrative Functions

This section will aid in ensuring that all training is aligned with the agency's training and communications standards.

It is a best practice to:

- Notify the agency's training department of all trainings.
 - Having a centralized training department in each agency allows for oversight on all training deliverables.
 - Proper documentation should be maintained for all trainings. Examples include, but are not limited to, the agenda, attendance roster, and copies of training course materials and evaluations.
- Track and maintain all training supplies.
 - Advance notice should be given to the agency's training department noting what supplies are needed for each training. The agency will determine the amount of advance notice that is required.
 - Training department staff should offer other and/or more economical supplies alternatives to the requestor of training.
 - It is a best practice to develop a tracking process for supplies that are shared and that must be returned. Examples include, but are not limited to, laptops, projectors or presentation clickers.
- Coordinate all room bookings used for training.
 - A training and its location require advance planning, coordination and preparation.

Section Nine: Resources and Links/Useful Tools

Section One:

Vanry, Nikki. "Top 10 Types of Employee Training." Edgepoint Learning, <https://www.edgepointlearning.com/blog/top-10-types-of-employee-training/>. Accessed October 2019.

Business Dictionary, <http://www.businessdictionary.com/definition/seminar.html>. Accessed October 2019.

Training Industry, <https://trainingindustry.com/glossary/remote-lab-training/>. Accessed October 2019.

Van Pamel, Mary. "Structured v Unstructured On-the-Job Training." On the Job Training: Best Practices, April 16, 2013, <http://onthejobtrainingbestpractices.blogspot.com>. Accessed October 2019.

Training Industry, <https://trainingindustry.com/glossary/web-based-training/>. Accessed October 2019.

Section Three:

Definition of Training sourced in parts from Wikipedia.com and BusinessDictionary.com.

Definition of Training Recipient sourced in part from Google.com.

Definition of Formal Delivery sourced in part from TrainingIndustry.com.

Definition of Informal Delivery sourced in part from ManagementHelp.org.

Section Six:

Source: Suite Certification Workshop, Leadership Performance by Design

Source: ATD.org

Source: AchieveGlobal, Inc Adult Learning Techniques

Source: The Accelerated Learning Handbook, Dave Meier

Section Seven:

Definition of Evaluation sourced in part from Wikipedia.com.

Source: <https://assessment.provost.wisc.edu/>

Section Nine: Resources and Links/Useful Tools

Sample timeline for preparing an instructor-led training course sourced from the South Carolina Department of Revenue (1 page):

Preparing for an Instructor-Led Training Course

As any seasoned trainer knows, things come up in the classroom and you have to be flexible. To prepare for an upcoming training, consider the following preparations before every class.

6 weeks before the course

- Send an email to remind participants about the class, what will be covered, location, time and expectations
- Ask everyone to verify their information on the roster is correct
- If you do not have enough participants, work to fill the empty slots

4 weeks before the course

- Check on supplies you will need for the course. Consider paper, nametags, table tents, tablecloths, pens, markers, handouts, etc.
- Do any additional supplies need to be ordered?
- If your agency has a branding style guide or a speaker's bureau standards, be sure to have your training materials approved beforehand.

2-3 weeks before the course

- Send a follow up email to participants with pertinent class information
- Be prepared to respond to emails
- Test any technology being used in a classroom
- Practice your presentation!

The day before the course

- Check to make sure you have enough handouts/training materials for all participants
- Hole punch/staple materials as necessary
- Get plenty of rest the night before you present

Day of course

- Arrive early to set up your training and be able to troubleshoot any last minute issues

Section Nine: Resources and Links/Useful Tools

Sample of an Instructor-Led/Classroom Training Development Form sourced from the South Carolina Department of Social Services (6 pages):

Page 1 of 6



Staff Development & Training Division (SD&T)
Learning Management System (LMS)
Online Course Development Agreement

This form will be used as a guide to develop training content to be added to the training catalog in the Learning Management System (LMS). Please complete the form and email it to the designated LMS Administrator. If you need help completing the form, please contact the LMS Administrator.

Online Training | Blended (Classroom Based Training w/ Online Elements)
Jacquelyne Battle, jacquelyne.battle@dss.sc.gov | 803.734.0802

SECTION 1. Basic Course Information

1. Are you adding a **NEW** course or **REVISING** an existing course published in the LMS?

New/Revising

What course needs to be revised?

2. How will this course be taught?

Online Only: Courses typically completed using the LMS, at the user's work station, and without an instructor.

Blended: Course that combine Instructor/Classroom training with some of the Online Only elements of the LMS.

3. Course Title:

4. **Course Purpose/Background:** Describe why this training was initiated, the business need it is intended to fulfill, and the scope of the work involved.

Section Nine: Resources and Links/Useful Tools

Page 2 of 6

5. Intended Audience *(Please specify employee program area)*

- | | |
|--|--|
| <input type="checkbox"/> All DSS Employees | <input type="checkbox"/> Child Support Services |
| <input type="checkbox"/> Child Welfare Services | <input type="checkbox"/> Office of Administration |
| <input type="checkbox"/> Office of Economic Services | <input type="checkbox"/> Office of General Counsel |
| <input type="checkbox"/> Office of State Director | <input type="checkbox"/> Other (Please, specify) |
| <input type="checkbox"/> Supervisors | <input type="checkbox"/> New Hires |

6. Learning Objectives: This course will enable learners to:

7. Is the training mandatory?

- Yes No

8. Does the user need to repeat the training periodically?

- Yes (If yes, how often) No

9. Will the user's supervisor need to provide approval for withdrawal from the course?

- Yes No

10. Will the user be able to register his/herself for this course?

- Yes No Yes, but with supervisor approval

11. What is the contact person's e-mail address for this course?

12. Do you have a thumbnail image you would like to use for this course? *(Images must be 100 KB or less)*

- No, use a stock photo
 Yes, I have included it as an attachment with this form

Section Nine: Resources and Links/Useful Tools

Page 3 of 6

SECTION 2. Blended Courses

1. What is the minimum and maximum number of registrants for this course?

Minimum:

Maximum:

2. Are there any pre-requisite course(s) the user needs to complete before registering for this course?

No

Yes

What course(s) are required?

3. Will the user need access to any materials prior to class (e.g. manuals, handouts, directions)?

No

Yes, I have included the attachment(s) with this form.

4. How many days will this course be? How many hours with the trainee be in class each day?

5. Who should be listed as the instructor(s) for this course? *(The instructor is responsible for printing the course roster prior to the training date and entering the attendance roster after training is complete. The Staff Development & Training Division will provide LMS Instructor Training to the assigned instructor.)*

6. If available provide training dates and locations with address. If needed, attach a separate sheet with your submission.

Section Nine: Resources and Links/Useful Tools

Page 4 of 6

SECTION 3. Online Courses

Describe the instructional products to be developed. For example: A narrated, animated online course, estimated to be about 20 minutes long. A corresponding checklist and redesigned new-hire paperwork, to be include as attachments to the course. A printable job aid describing how to operate organizational software or perform a job-related task.

Please submit the file(s) that need to be uploaded to the LMS along with this form. The LMS has a variety of methods to launch the training such as Content Player, Browser, AICC, SCORM 1.2, SCORM 2004 and SCORM 2004 4Ed. If you have questions about the compatibility of your training content, please contact the LMS Administrator.

- 1. Do you have an existing Power Point presentation that will need to be updated for use on the LMS?**

No Yes

- a. If you answered “No”, please inform us what documents/information you have available to aid in the design of your course. What is your vision for your course?**

- b. If you have “Yes”, please provide project details to aid in updating your current Power Point (e.g. Would you like to include interactions, narration, etc.)**

- 2. Do you need an acknowledgement box associated with this course (e.g. “I agree that I understand the contents of this video.”)?**

No Yes

What would you like it to say?

SECTION 4. Assessments and Evaluations

If you need an assessment associated with your course, please request a copy of the AssessmentGuidelines.doc from the LMS Administrator before completing this section.

- 1. Do you need an assessment associated with this course?**

No Yes, I have included it as an attachment with this form

Section Nine: Resources and Links/Useful Tools

Page 5 of 6

a. If you answered yes above, please answer the following:

- Do you need a quiz or an exam? Quiz/Exam
- Will you want immediate feedback after answering each question? Yes/No
- Do you want to randomize the order of the questions? Yes/No
- Do you want the user to have a Results Summary Page? Yes/No
- What is the passing score?
- How many times can a user retake the assessment?

2. Would you like to include an evaluation?

No Yes, I have included it as an attachment with this form

a. If you answered yes above, please answer the following:

- Is the evaluation mandatory? Yes/No
- How long does the user have to complete the evaluation?

Section Nine: Resources and Links/Useful Tools

Page 6 of 6

SECTION 5. Staff Development and Training (SD&T) Course Credit Qualification: This section will be completed by the Training Directors in SD&T. (For Internal SD&T Use Only)

1. Does this course qualify for credit hours towards the 20 hours of required Child Welfare Training?

Yes (If yes, how many hours) No

2. Does this course qualify for credit hours towards the 20 hours of required Adult Advocacy Training?

Yes (If yes, how many hours) No

This prospective course content was reviewed, and estimated credit hours awarded by:

Name Title Date:	
Name Title Date:	

SECTION 6. Key Stakeholder Signatures

I agree to the project as described in this document and will support its development, completion and deployment.

Name Title Date:	
Name Title Date:	
Name Title Date:	

Battle_09/19

Section Nine: Resources and Links/Useful Tools

Sample of an Online Course Development Form sourced from the South Carolina Department of Social Services (5 pages):

Page 1 of 5



Staff Development & Training Division (SD&T)
Learning Management System (LMS)
Instructor Led/Classroom Based Course Development Agreement

This form will be used as a guide to develop training content to be added to the training catalog in the Learning Management System (LMS). Please complete the form and email it to the designated LMS Administrator. If you need help completing the form, please contact the LMS Administrator.

Instructor-Led/Classroom Based Training | External Learning Events
Martin Bailey, martin.bailey@dss.sc.gov | 803.734.0799

SECTION 1. Basic Course Information

1. Are you adding a **NEW** course or **REVISING** an existing course published in the LMS?

New/Revising

What course needs to be revised?

2. How will this course be taught?

Instructor/Classroom: Courses conducted by an instructor or a group of instructors, require a physical location for trainees to attend, and are scheduled for a specific date and time.

External Learning Event: Training that is usually a one-time event (e.g. seminars or webinars hosted by external entities) or the actions must be completed outside of the LMS (e.g. reading a book).

3. Course Title:

4. Course Purpose/Background: *Describe why this training was initiated, the business need it is intended to fulfill, and the scope of the work involved.*

Section Nine: Resources and Links/Useful Tools

Page 2 of 5

5. Intended Audience *(Please specify employee program area)*

- | | |
|--|--|
| <input type="checkbox"/> All DSS Employees | <input type="checkbox"/> Child Support Services |
| <input type="checkbox"/> Child Welfare Services | <input type="checkbox"/> Office of Administration |
| <input type="checkbox"/> Office of Economic Services | <input type="checkbox"/> Office of General Counsel |
| <input type="checkbox"/> Office of State Director | <input type="checkbox"/> Other (Please, specify) |
| <input type="checkbox"/> Supervisors | <input type="checkbox"/> New Hires |

6. Learning Objectives: This course will enable learners to:

7. Is the training mandatory?

- Yes No

8. Does the user need to repeat the training periodically?

- Yes (If yes, how often) No

9. Will the user's supervisor need to provide approval for withdrawal from the course?

- Yes No

10. Will the user be able to register his/herself for this course?

- Yes No
 Yes, but with supervisor approval

11. What is the contact person's e-mail address for this course?

Section Nine: Resources and Links/Useful Tools

Page 3 of 5

12. Do you have a thumbnail image you would like to use for this course? (Images must be 100 KB or less)

- No, use a stock photo
- Yes, I have included it as an attachment with this form

SECTION 2. Instructor/Classroom Courses

1. What is the minimum and maximum number of registrants for this course?

Minimum:

Maximum:

2. Are there any pre-requisite course(s) the user needs to complete before registering for this course?

- No Yes
What course(s) are required?

3. Will the user need access to any materials prior to class (e.g. manuals, handouts, directions)?

- No Yes, I have included the attachment(s) with this form.

4. How many days will this course be? How many hours with the trainee be in class each day?

5. Who should be listed as the instructor(s) for this course? (The instructor is responsible for printing the course roster prior to the training date and submitting the attendance roster after training is complete. The Staff Development & Training Division will provide LMS Instructor Training to the assigned instructor.)

6. If available provide training dates and locations

Section Nine: Resources and Links/Useful Tools

Page 4 of 5

SECTION 3. Assessments and Evaluations

If you need an assessment associated with your course, please request a copy of the AssessmentGuidelines.doc from the LMS Administrator before completing this section.

1. Do you need an assessment associated with this course?

No Yes, I have included it as an attachment with this form

a. If you answered yes above, please answer the following:

- Do you need a quiz or an exam? Quiz/Exam
- Will you want immediate feedback after answering each question? Yes/No
- Do you want to randomize the order of the questions? Yes/No
- Do you want the user to have a Results Summary Page? Yes/No
- What is the passing score?
- How many times can a user retake the assessment?

2. Would you like to include an evaluation?

No Yes, I have included it as an attachment with this form

a. If you answered yes above, please answer the following:

- Is the evaluation mandatory? Yes/No
- How long does the user have to complete the evaluation?

Section Nine: Resources and Links/Useful Tools

SECTION 4. Staff Development and Training Course Credit Qualification (For Internal Use Only)

1. Does this course qualify for credit hours towards the 20 hours of required Child Welfare Training?

Yes (If yes, how many hours) No

2. Does this course qualify for credit hours towards the 20 hours of required Adult Advocacy Training?

Yes (If yes, how many hours) No

This prospective course content was reviewed, and estimated credit hours awarded by:

Name Title Date:	
Name Title Date:	

SECTION 5. Key Stakeholder Signatures

I agree to the project as described in this document and will support its development, completion and deployment.

Name Title Date:	
Name Title Date:	
Name Title Date:	

Section Nine: Resources and Links/Useful Tools

Sample of a Training Development Form sourced from the South Carolina State Agency Training Standards Committee (1 page):

Training Development Form

Please complete this form in its entirety and submit via email to <insert agency email address>. All agency training and communications must use the prescribed branding on all documents and presentations.

What type of request is this? Choose an item.

What will the course be titled? Click or tap here to enter text.

Give a description of the course. Click or tap here to enter text.

What is the requested date for the training's implementation? Click or tap to enter a date.

How long will this course be (number of contact hours)? Click or tap here to enter text.

How will this course be taught? Choose an item.

What is the purpose for requested training? (*Training requested due to; example: law change, policy update, high error rate, new business process, etc.*) Click or tap here to enter text.

Is there a policy or procedure for the requested training? *If yes, does the official documentation need to be revised or updated prior to the development of the training?* Click or tap here to enter text.

Who is the Subject Matter Expert for this training? Click or tap here to enter text.

What are the learning objectives? Click or tap here to enter text.

Are there any training materials already developed on this subject? Yes No
(*If yes, please include or submit with this form.*)

Who is the intended audience for this training? Click or tap here to enter text.


Additional Comments: (are any special tools/supplies/or equipment needed for this training)
Click or tap here to enter text.

Requestor Click or tap here to enter text.

Date Click or tap to enter a date.

Section Nine: Resources and Links/Useful Tools

Sample of a Training Development Form sourced from the South Carolina Department of Motor Vehicles (1 page):

	South Carolina Department of Motor Vehicles Training and Development Request Form	XX-0000 (Est. 8/19)
<p>Thank you for entrusting Training and Change Management (TCM) with your training needs! The purpose of this form is to identify the needs of your department/unit and provide substantial training material and resources to meet those needs.</p> <p>Note: Please allow 1-3 business days for TCM to review your request and correspond with you.</p>		
REQUESTOR INFORMATION		
Requestor/Directorate: _____		
Requestor's Title: <input type="checkbox"/> Director <input type="checkbox"/> Deputy Director <input type="checkbox"/> Manager <input type="checkbox"/> Supervisor <input type="checkbox"/> Employee		
Requestor's Phone #: _____ Requestor's Email: _____		
Date of Request: _____		
TRAINING SPECIFICATIONS		
Requested Training Date(s):		
1 st Choice _____ 2 nd Choice _____ 3 rd Choice _____		
Requested Training Location		
<input type="checkbox"/> Headquarters Office/Room #: _____		
<input type="checkbox"/> Branch Office Office #: _____ City _____		
<input type="checkbox"/> Other Location Please specify: _____		
Type of Training		
<input type="checkbox"/> New Training <input type="checkbox"/> Refresher Training <input type="checkbox"/> Other Training		
Preferred Method Medium of Training		
<input type="checkbox"/> lecture <input type="checkbox"/> Digital/computer-based (i.e. PowerPoint) <input type="checkbox"/> Interactive (i.e. hands on)		
Estimated # of participants: _____		
Classification of Training		
<input type="checkbox"/> Driver <input type="checkbox"/> Employee Benefits <input type="checkbox"/> CDL		
<input type="checkbox"/> Vehicle <input type="checkbox"/> Titles & Reg. <input type="checkbox"/> Security		
<input type="checkbox"/> Phoenix <input type="checkbox"/> Employee Development <input type="checkbox"/> Customer Serv.		
<input type="checkbox"/> Other Please specify: _____		
Intent of Training		
<input type="checkbox"/> Law Implementation or Change <input type="checkbox"/> Employee Development <input type="checkbox"/> High error rate		
<input type="checkbox"/> Process Enhancement <input type="checkbox"/> Policy Update <input type="checkbox"/> New Business Process		
Training Logistics		
<input type="checkbox"/> Director has approved this request for training		
<input type="checkbox"/> TCM to arrange the room, to setup, internet connection, if required		
<input type="checkbox"/> TCM to provide a projector		
TRAINING DESCRIPTION		
1. Purpose of Training (Provide a brief description of the training)		
2. Are you familiar with policies and law related to the requested training?		
3. Potential defect/loss if training is not provided?		
4. What are the primary learning objectives?		
a. _____		
b. _____		
c. _____		
Additional comments: _____		

TO BE FILLED OUT BY TRAINING AND CHANGE MANAGEMENT		
Training Assigned to: _____ Date Assigned: _____		
Pre-Brief Date (s): _____ Briefing Date: _____		

Section Nine: Resources and Links/Useful Tools

Sample of an initial Training Evaluation sourced from the South Carolina Department of Administration (3 pages):

Page 1 of 3

Title: Supervisory Practices Course Evaluation

Please rate your overall satisfaction with the course content.

- Very Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

Course Objectives

Please rate your satisfaction with the achievement of the following course objectives.

1. Objective 1: Explain how a supervisor's leadership approach needs to vary for each of the employee behavior styles.

- Very Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

2. Objective 2: Clearly communicate the job requirement through job function statements.

- Very Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

3. Objective 3: Prepare and complete an effective EPMS planning stage.

- Very Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

Section Nine: Resources and Links/Useful Tools

Page 2 of 3

4. Objective 4: Demonstrate active and non-defensive listening skills.

- Very Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

5. Objective 5: Delegate effectively.

- Very Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

6. Objective 6: Develop a plan to create and sustain motivating work environment, utilize recognition and have a plan to train and develop staff.

- Very Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

7. Objective 7: Apply appropriate solutions to performance problems.

- Very Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

8. Objective 8: Effectively utilize the components of the progressive discipline process.

- Very Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

Section Nine: Resources and Links/Useful Tools

Page 3 of 3

Training and Activities

1. How satisfied are you with the effectiveness of the trainer?

- Very Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

2. The training accommodated my personal learning style.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3. The training activities were engaging.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

4. The training activities helped to reinforce the course material.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

5. From what you learned, what do you plan to apply on your job?

6. Do you have additional comments you'd like to share with us?

Section Nine: Resources and Links/Useful Tools

Sample of a follow-up Training Evaluation (*sent to the attendee's supervisor*) sourced from the South Carolina Department of Administration (2 pages):

Page 1 of 2

Title: Supervisory Practices Follow-Up Evaluation

Your employee attended the Supervisory Practices course offered by the SC Department of Administration 12 weeks ago. Our goal is to measure whether or not course participants are applying their learning on the job.

Please rate your employee's level of improvement for the following course objectives.

1. Objective 1: Identify the characteristics of effective teams and team behavior.

- Much Improved
- Somewhat Improved
- Neutral
- Not Used
- Worsened

2. Objective 2: Recognize the stages of group development and how these stages affect the group's performance.

- Much Improved
- Somewhat Improved
- Neutral
- Not Used
- Worsened

3. Objective 3: Identify team player styles and the implications of each on teams.

- Much Improved
- Somewhat Improved
- Neutral
- Not Used
- Worsened

4. Objective 4: Identify good meeting practices and how to avoid meeting "pitfalls."

- Much Improved
- Somewhat Improved
- Neutral
- Not Used
- Worsened

Section Nine: Resources and Links/Useful Tools

Page 2 of 2

5. Objective 5: Use appropriate interventions to encourage positive behavior change when faced with common challenges encountered during meetings.

- Much Improved
- Somewhat Improved
- Neutral
- Not Used
- Worsened

6. Objective 6: Utilize various decision-making processes with teams and practice problem-solving tools that enhance effectiveness.

- Much Improved
- Somewhat Improved
- Neutral
- Not Used
- Worsened

7. Please share examples of how the employee has used the information on the job.

8. Do you have additional comments you'd like to share with us?

Section Nine: Resources and Links/Useful Tools

Sample of an initial Training Evaluation sourced from the South Carolina Department of Transportation (1 page):

TELL US WHAT YOU THINK!

HUMAN RESOURCES TRAINING AND DEVELOPMENT EVALUATION FORM

YOUR NAME (Optional): _____ INSTRUCTOR NAME: _____

TRAINING TITLE: _____ DATE: _____

How would I rate the quality of instruction?

STUPENDOUS! 5-STAR! Nice Not too Awful I would rather be working

How would I rate the instructor, overall?

Beyond FANTASTIC 2 Thumbs Up OK Horrible

This training was:

Way better than I expected What I expected Way WORSE than I expected

I can use this information on my job...

Every day Sometimes Never

Did the activities reinforce the training?

All day long! Some of them Just seemed like we were killing time. N/A

How many activities did the training have?

Way too many Just right Not enough N/A

How much did I learn today?

Information Overload Several new ideas Absolutely nothing

The length of the course was...

Time flies when you're having fun Reasonable Torture

What was my level of engagement?

Enjoyed every minute of it Had a brief nap Couldn't wait for it to be over

How would I rate the training, overall?

AMAZING! Worth attending Just another class Glad to be done

Would I recommend this training to a co-worker, supervisor, friend, etc.?

Most Def Only to my enemies No, absolutely not

COMMENTS:

Section Nine: Resources and Links/Useful Tools

Sample of an initial Training Evaluation sourced from the South Carolina Department of Revenue (1 page):

Instructor-Led Training Evaluation

1. Overall, how would you rate the class?
 - a. Excellent
 - b. Good
 - c. Fair
 - d. Poor

2. How well did the program meet your expectations?
 - a. Exceeded Expectations
 - b. Met Expectations
 - c. Did not meet expectations
 - d. Didn't know what to expect

3. How would you rate the organization/flow of the class?
 - a. Excellent
 - b. Good
 - c. Fair
 - d. Poor

4. At what pace did the trainer deliver the material?
 - a. Great Pace
 - b. Okay Pace
 - c. Too Slow
 - d. Too Fast

5. How would you rate the effectiveness of the trainer?
 - a. Excellent
 - b. Good
 - c. Fair
 - d. Poor

6. How confident are you that you can use the material covered in this class?
 - a. Very Confident
 - b. Confident
 - c. Moderately Confident
 - d. Not Confident

7. The part of the class I found most helpful was:

8. The part I found least helpful was:

9. What else, if anything would you like to have covered in the class?

10. Do you have any additional comments about the training?

Section Nine: Resources and Links/Useful Tools

Sample of a follow-up Training Evaluation sourced from the South Carolina Department of Revenue (1 page):

Post-Training Evaluation

1. We in, Training, would like your feedback. Please take a moment to tell us how frequently you are using or incorporating any of the skills you learned in this class into your current job.
 - a. Didn't use information
 - b. A little
 - c. Somewhat
 - d. Very Much

2. Are there any additional comments you'd like to share?