



**COURSE OVERVIEW HM0244**

**Certified Training Management**

*Training Needs Analysis and Preparing Training Plans*

**Course Title**

Certified Training Management: *Training Needs Analysis and Preparing Training Plans*

**Course Date/Venue**

Session 1: February 25-29, 2024/Oryx Meeting Room, Doubletree By Hilton Doha-AI Sadd, Doha, Qatar

Session 2: March 03-07, 2024/Kizkulesi, Crown Plaza Istanbul Asia Hotels & Convention Center, Istanbul, Turkey



**Course Reference**

HM0244



**Course Duration/Credits**

Five days/3.0 CEUs/30 PDHs

**Course Description**



***This practical and highly-interactive course includes real-life case studies and exercises where participants will be engaged in a series of interactive small groups and class workshops.***

The training needs analysis is used by a company to determine who in the organization needs training and what specific areas they need in training. A training needs analysis is a review of learning and development requirements for the staff, volunteers and trustees.



The purpose of conducting a Training Needs Analysis (TNA) is to fully understand the training, learning and educational needs of an organization and its staff. The TNA can help an organization to design and implement learning and development programs that are aligned to the strategic goals of the organization.



An effective TNA will assist an organization to build the people capability it requires in order to be successful. Designing and implementing a TNA is the logical starting point of a coherent and functional training strategy. It can be conducted to examine the entire training needs of an organization or to support a particular project, change initiative or 'one-off' need within an organization or department.



This course is designed to provide participants with a detailed and up to date overview of training management including training needs analysis and preparing training plans. It covers the significance of a training needs analysis; the process of performing training needs analysis and identify the purpose and dynamics of training needs analysis; the relevance and crucial importance of TNA in a way that an organization manages its people who are the most critical asset; developing and conducting comprehensive and effective training needs analysis exercise; the necessary knowledge, skills, aptitudes, motivation, competence and tools to decide when it shall be done, why and by whom; the TNA and evaluating the ensuing consequences; and the proper approaches and methodologies of training and design a training plan.

**Course Objectives**

Upon the successful completion of this course, each participant will be able to:-

- Apply and gain an in-depth knowledge on training management covering training needs analysis and preparing training plans
- Define training needs analysis and explain the significance of a training needs analysis
- Describe the process of performing training needs analysis and identify the purpose and dynamics of training needs analysis
- Realize the relevance and crucial importance of TNA in a way that an organization manages its people who are the most critical asset
- Design, develop and conduct comprehensive and effective training needs analysis exercise
- Acquire the necessary knowledge, skills, aptitudes, motivation, competence and tools to decide when it should be done, why and by whom
- Implement TNA and evaluate the ensuing consequences
- Employ proper approaches and methodologies of training and design a training plan

**Exclusive Smart Training Kit - H-STK®**



*Participants of this course will receive the exclusive “Haward Smart Training Kit” (H-STK®). The H-STK® consists of a comprehensive set of technical content which includes **electronic version** of the course materials course conveniently saved in a **Tablet PC**.*

**Who Should Attend**

This course provides an overview of all significant aspects and considerations of training management including training needs analysis and preparing training plans for training professionals, HR professionals, managers, coordinators, administrators and corporate executives responsible for identifying, planning and scheduling. This course is also suitable for Training and HR professionals making decisions on training interventions.

**Course Fee**

Doha	<b>US\$ 6,000</b> per Delegate. This rate includes H-STK® (Haward Smart Training Kit), buffet lunch, coffee/tea on arrival, morning & afternoon of each day.
Istanbul	<b>US\$ 6,000</b> per Delegate + <b>VAT</b> . This rate includes Participants Pack (Folder, Manual, Hand-outs, etc.), buffet lunch, coffee/tea on arrival, morning & afternoon of each day.

### Course Certificate(s)

- (1) Internationally recognized Competency Certificates and Plastic Wallet Cards will be issued to participants who completed a minimum of 80% of the total tuition hours and successfully passed the exam at the end of the course. Certificates are valid for 5 years.

**Recertification is FOC for a Lifetime.**

### Sample of Certificates

The following are samples of the certificates that will be awarded to course participants:-





- (2) Official Transcript of Records will be provided to the successful delegates with the equivalent number of ANSI/IACET accredited Continuing Education Units (CEUs) earned during the course.

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**Haward Technology Middle East**  
Continuing Professional Development (HTME-CPD)

**CEUs**  
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### CEU Official Transcript of Records

**TOR Issuance Date:** 12-Oct-17  
**HTME No.** PAR11317  
**Participant Name:** Atif Al Harbi

Program Ref.	Program Title	Program Date	No. of Contact Hours	CEU's
HM244	<b>Certified Training Management: Training Needs Analysis and Preparing Training Plans</b>	October 08-12, 2017	30	3.0
<b>Total No. of CEU's Earned as of TOR Issuance Date</b>				<b>3.0</b>

**TRUE COPY**



Maricel De Guzman  
Academic Director

Haward Technology has been approved as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102, USA. In obtaining this approval, Haward Technology has demonstrated that it complies with the ANSI/IACET 1-2013 Standard which is widely recognized as the standard of good practice internationally. As a result of their Authorized Provider membership status, Haward Technology is authorized to offer IACET CEUs for programs that qualify under the ANSI/IACET 1-2013 Standard.

Haward Technology's courses meet the professional certification and continuing education requirements for participants seeking Continuing Education Units (CEUs) in accordance with the rules & regulations of the International Association for Continuing Education & Training (IACET). IACET is an international authority that evaluates programs according to strict, research-based criteria and guidelines. The CEU is an internationally accepted uniform unit of measurement in qualified courses of continuing education.

Haward Technology is accredited by




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## Certificate Accreditations


Certificates are accredited by the following international accreditation organizations: -

- 
The International Accreditors for Continuing Education and Training (IACET - USA)

Haward Technology is an Authorized Training Provider by the International Accreditors for Continuing Education and Training (IACET), 2201 Cooperative Way, Suite 600, Herndon, VA 20171, USA. In obtaining this authority, Haward Technology has demonstrated that it complies with the **ANSI/IACET 2018-1 Standard** which is widely recognized as the standard of good practice internationally. As a result of our Authorized Provider membership status, Haward Technology is authorized to offer IACET CEUs for its programs that qualify under the **ANSI/IACET 2018-1 Standard**.

Haward Technology's courses meet the professional certification and continuing education requirements for participants seeking **Continuing Education Units (CEUs)** in accordance with the rules & regulations of the International Accreditors for Continuing Education & Training (IACET). IACET is an international authority that evaluates programs according to strict, research-based criteria and guidelines. The CEU is an internationally accepted uniform unit of measurement in qualified courses of continuing education.

Haward Technology Middle East will award **3.0 CEUs** (Continuing Education Units) or **30 PDHs** (Professional Development Hours) for participants who completed the total tuition hours of this program. One CEU is equivalent to ten Professional Development Hours (PDHs) or ten contact hours of the participation in and completion of Haward Technology programs. A permanent record of a participant's involvement and awarding of CEU will be maintained by Haward Technology. Haward Technology will provide a copy of the participant's CEU and PDH Transcript of Records upon request.

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British Accreditation Council (BAC)

Haward Technology is accredited by the **British Accreditation Council** for **Independent Further and Higher Education** as an **International Centre**. BAC is the British accrediting body responsible for setting standards within independent further and higher education sector in the UK and overseas. As a BAC-accredited international centre, Haward Technology meets all of the international higher education criteria and standards set by BAC.

## Training Methodology

All our Courses are including **Hands-on Practical Sessions** using equipment, State-of-the-Art Simulators, Drawings, Case Studies, Videos and Exercises. The courses include the following training methodologies as a percentage of the total tuition hours:-

- 30% Lectures
- 20% Practical Workshops & Work Presentations
- 30% Hands-on Practical Exercises & Case Studies
- 20% Simulators (Hardware & Software) & Videos

In an unlikely event, the course instructor may modify the above training methodology before or during the course for technical reasons.



**Course Instructor(s)**

This course will be conducted by the following instructor(s). However, we have the right to change the course instructor(s) prior to the course date and inform participants accordingly:



**Mr. Pan Kidis, MBA, BSc, is a Senior Management Consultant with over 30 years of extensive experience in Coaching, Human Resource Development, Psychometric Testing, Career Development & Competence, Succession Planning, Self-Development & Empowerment, Personal Learning Needs Identification, Critical Success Factors (CSFs), Key Performance Indicators (KPIs), Productivity Creativity & Thinking Modes, Human Resource Scorecard Management, Career Laddering, Logistics & Transportation Planning Methods, Forecasting Logistics Demands, Visual Network Model, Logistics Operations, Strategic Transport Planning, Transport System, Fleet Planning, Routing & Scheduling, Transport Cost Concepts & Elements, Costing Vehicles & Trips, Tariff Fixing, Supply Chain & Operations Management, Logistics & Production Planning, Cost Reduction Techniques, Inventory Management, Business Analysis, Risk Management, Production Management, Warehouse Management, Production Planning, Material Requirement Planning, Budgeting, Production & Shop Floor Scheduling, Cost Analysis, Database Design & Implementation, Business Administration, Production Data Acquisition & Analysis, Industrial Logistics, Process Improvement, Team Leadership & Training, Textile Manufacturing, Staff Reduction, Warehouse and Shipping. Further, he is also well-versed in Cash Flow Management, Decision Making Techniques, Production Planning & Scheduling, Production & Product Inventory Control, Inventory Analysis Tools, Stock Management Techniques, Material Handling, Process Improvement & Equipment Selection, Costing & Budgeting, Wastewater Treatment Plant Monitoring & Control, Volume Tank Measurements, Data Acquisition and Energy Conservation. He is currently the Business Analyst of Diasfalis Ltd. wherein he is responsible in the design of the proposed business model and develop and evaluate new applications.**

Mr. Kidis had occupied several significant positions as the **Supply Chain Manager, Production Planning & Logistics Manager, Purchasing Office Manager, Project Manager, Assistant Dyeing Manager, Production Supervisor, Production Coordinator** and Design & Analysis Intern for various international companies such as the Hellenic Fabrics, **AKZO Chemicals Ltd.** and **EKO Refinery** and Greek Navy Force.

Mr. Kidis has a **Master’s degree in Business Administration** from the **University of Kent, UK** and a **Bachelor degree in Chemical Engineering** from the **Aristotle University of Thessaloniki, Greece**. Further, he is a **Certified Instructor/Trainer**, a **Certified Internal Verifier/Assessor/Trainer** by the **Institute of Leadership & Management (ILM)** and has delivered numerous trainings, courses, workshops, seminars and conferences internationally.

**Accommodation**

Accommodation is not included in the course fees. However, any accommodation required can be arranged at the time of booking.





**Course Program**

The following program is planned for this course. However, the course instructor(s) may modify this program before or during the course for technical reasons with no prior notice to participants. Nevertheless, the course objectives will always be met:

**Day 1**

0730 – 0800	Registration & Coffee
0800 – 0815	Welcome & Introduction
0815 – 0830	<b>PRE-TEST</b>
0830 – 0930	<b>Nature &amp; Relevance of Training Needs Analysis</b> What is Continuing Education? • Identify a Training Needs Analysis • What are the Various Types of Training Needs? • What is the Purpose of a Training Needs Analysis?
0930 – 0945	Break
0945 – 1100	<b>Nature &amp; Relevance of Training Needs Analysis (cont'd)</b> In What Circumstances is it Necessary to Perform a Training Needs Analysis? • Can Training Overcome Problems in the Workplace? • What Skills Must The Individual Conducting The Training Needs Analysis Have? • Ethical Issues • Which Groups Are Targeted By Continuing Education Needs Analysis?
1100 – 1215	<b>Levels of Analysis</b> Organizational Analysis • Work Environment Analysis • Job Analysis • Task Analysis • Skills Analysis
1215 – 1230	Break
1230 – 1420	<b>Levels of Analysis (cont'd)</b> Job Content Analysis • Secondary Data Analysis • Personnel Evaluation • Critical Incidents Analysis • Felt Training Needs Analysis • Learner Analysis
1420 - 1430	<b>Recap</b>
1430	Lunch & End of Day One

**Day 2**

0730 – 0930	<b>Steps in Performing the Training Needs Analysis</b> Design of Training Needs Analysis Plan • Possible Levels of Exhaustiveness of Training Needs Analysis • Defining a Goal for the Training Needs Analysis
0930 – 0945	Break
0945 – 1100	<b>Steps in Performing the Training Needs Analysis (cont'd)</b> Design of Training Needs Analysis Plan • Possible Levels of Exhaustiveness of Training Needs Analysis • Defining a Goal for the Training Needs Analysis
1100 – 1215	<b>Methods of Collecting Training Needs Data</b> Criteria to Consider when Selecting the Method • Complementarity of Quantitative and Qualitative Methods • The Various Data Collection Methods • Processing and Analysis of Results • Sampling Procedures
1215 – 1230	Break
1230 – 1420	<b>Determining Training Needs</b> Types of Needs Analyses • Knowledge, Skills and Abilities • Techniques • Checklist for Evaluating an Assessment
1420 - 1430	<b>Recap</b>
1430	Lunch & End of Day Two





**Day 3**

0730 – 0930	<b>Training Needs Analysis for Supervisors and/or Managers</b> Step 1. Analyze the Job • Step 2. Analyze the Person’s Current Skills and Knowledge • Step 3. Decide on the Skills/Knowledge Gaps
0930 – 0945	Break
0945 – 1100	<b>Training Needs Analysis for Supervisors and/or Managers (cont’d)</b> Step 4. Identify Training Solutions • Step 5. Evaluate Performance After Training
1100 – 1215	<b>How to Conduct a Training Needs Analysis</b> Who Conducts Needs Analysis? • Why Conducts Needs Analysis? • Methods of Identifying Training Needs • Techniques for Determining Specific Training Needs: Observation, Interviews, Questionnaires, Job Descriptions, The Difficulty Analysis, Problem Solving Conference, Appraisal Reviews, Drive Pattern Identity and Analysis of Organizational Policy
1215 – 1230	Break
1230 – 1420	<b>How to Conduct a Training Needs Analysis (cont’d)</b> Capability Analysis • How to Plan a TNA • How to Carry Out a TNA • How to Use the Results of the Analysis
1420 - 1430	<b>Recap</b>
1430	Lunch & End of Day Three

**Day 4**

0730 – 0930	<b>Approaches &amp; Methodologies of Training</b> The Benchmark Approach
0930 – 0945	Break
0945 – 1100	<b>Approaches &amp; Methodologies of Training (cont’d)</b> Self-Development
1100 – 1215	<b>Approaches &amp; Methodologies of Training (cont’d)</b> Individual Development Plan
1215 – 1230	Break
1230 – 1420	<b>Approaches &amp; Methodologies of Training (cont’d)</b> The Performance Gap • Coaching, Counseling & Mentoring
1420 - 1430	<b>Recap</b>
1430	Lunch & End of Day Four

**Day 5**

0730 – 0900	<b>Design a Training Plan</b> Training Plan Overview • Competency Assessment Records • Shortlist the Common Competency
0900 – 0915	Break
0915 – 1045	<b>Design a Training Plan (cont’d)</b> Draft the Training Plan • Liaise with each Department in the Company
1045 – 1215	<b>Design a Training Plan (cont’d)</b> Collect Feedback about the Training Plan • Prepare the Training Plan • Seek Approvals
1215 – 1230	Break
1230 – 1300	<b>Case Study</b>
1300 - 1315	<b>Course Conclusion</b>
1315 – 1415	<b>COMPETENCY EXAM</b>
1415 – 1430	Presentation of Course Certificates
1430	Lunch & End of Course





**Practical Sessions**

This practical and highly-interactive course includes real-life case studies and exercises:-



**Course Coordinator**

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