

LEARN: Towards a Holistic Transformation of Organisations into Learning Workplaces

Compulsory Activities

MMC Mediterranean
Management Centre



CYPRUS
CHAMBER OF
COMMERCE AND
INDUSTRY



Αναπτυξιακή Επιτροπή
Ευρωπαϊκής Αλυσίδας



FH JOANNEUM
University of Applied Sciences

FUNDACIÓN **equipo humano**



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Compulsory Activities

COM1: Learning Diary





BB1

Encourage employers to adopt a learning culture that supports career-long learning

1.1. Activity Code

COM1_LearningDiary

1.2. Building Block on which the activity is based

- ✓ Encourage employers to adopt a learning culture that supports career-long learning [Holistic approach through provision of learning] (BB1)

1.3. Activity or Tool

- ✓ Activity
- ✓ Tool

1.4. Type of Activity or Tool

- ✓ Learning Tool

1.5. Field of improvement

- ✓ Organisation Learning Culture
- ✓ Employee Sensitisation on the Importance of Learning

1.6. Scope of the activity

A learning diary helps employees and employer representatives to systematically record their own learning in the workplace. It functions as a documentation of individual learning and skill development. Learning diaries are very personal.

They contain records of individual non-formal and informal learning which include experiences, thoughts, ideas, feelings, and reflections as well as information on the participation of the employees and employer representatives in formal learning. Moreover, they contain personal conclusions about learning outcomes and how to use them in practice.

This learning tool can be used by any organisation, independent of size or field of operation.

1.7. Who should lead the activity?

Every employee or employer representative on their own responsibility. In the case of employees, a manager or a supervisor should first introduce the participants to the concept of keeping a learning diary in the workplace.

1.8. Who should attend the activity?

Every employee or employer representative who is willing to improve his/her own learning in the workplace.

1.9. Description of the activity

A learning diary is a personal document and should be filled out in a way that individuals feel comfortable with.

It should consist of **four main sections**:

- **First section:** learning goals of the year which should be SMART;
- **Second section:** daily reflections and lessons learnt;
- **Third section:** a log of all the trainings attended (related to formal and non-formal learning); and
- **Fourth section:** conclusions and remarks related to the learning goals achieved or not achieved.

The **first section** should be completed once, at the beginning of the year (or as soon as the employee's probation period ends).

The **second section** should be updated regularly (at least once a week) by means of a new entry to the learning diary.

Apart from a **learning diary in printed form** (*Learning Diary*, Annex 1), the following diary forms are also accepted:

- **Digital diary/Blog** (around 200 words per entry or audio recordings of no more than 2 minutes each); or
- **Video blog** (Vlog) (videos of no more than 2 minutes each).

The **third section** should be filled out throughout the year, once a formal or non-formal training is completed.

In the fourth section, a summary of the learning goals achieved and not achieved along with comments for each goal should be provided at the end of the year, taking into consideration the learning progress recorded every time a new entry is added to the learning diary.

1.10. Duration and frequency of implementation of the activity

Completion of the learning diary:

- Around one hour for the completion of Section 1 at the beginning of the year or after the end of the probation period.
- Around 30 minutes for weekly reflection and completion of Section 2.
- The time to be dedicated to the completion of Section 3 throughout the year depends on the number of training courses that will be attended.
- One to two hours for the completion of Section 4 at the end of the year.

1.11. Minimum and maximum number of participants in the activity (if applicable)

Not Applicable

1.12. Prerequisites for participating in the activity (if applicable)

For new employees, completion of probation period.

1.13. Resources for the activity

1. Learning Diary (Annex 1), which can be used in printed or digital form. Alternatively, the participants can develop a set of audio recordings, videos etc.; in that case, relevant equipment will be needed.
2. Learning Diary Keeping Record (Annex 2).
3. Learning Diary Evaluation Questionnaire (Annex 3).

1.14. Instructions for implementing the activity

Before the participants start implementing the activity, a manager or supervisor should:

- Arrange for the participants to dedicate a certain amount of time during the week/at the beginning of the year/after the probational period/at the end of the year for completing the different sections of the learning diary;
- Present a learning diary example and provide instructions on how to use it, as well as the learning diary template (Learning Diary, Annex 1 or any other similar printed or digital template);
- Mention the possibility of using learning diaries during trainings (the learning diary activity can be formally introduced during the induction course of the organisation);

- Explain that the regular update of a learning diary should focus on two questions:
 - What was the situation/challenge, how I dealt with it, and what have I learnt from it?
 - How is this related to my annual learning goals? (each situation/challenge can be linked to a specific learning goal)
- Explain that pictures and/or quotes can be used for helping the participants remember the most important points documented in their learning diary.
- Provide the following supporting questions:

For each diary entry:

- What did I do?
- How do I feel?
- Did it go well?
- What did I learn?
- What will I do differently next time?
- How will I do things differently next time?
- What have I learnt about myself?
- Have I put any theory/policy into practice? If yes, what and how?
- How can I use this in the future?
- How can I use this to plan a new learning experience?

For a summary of the learning progress (to be used for regular diary entries and/or for commenting on the learning goals achieved/not achieved at the end of the year):

- What progress have I made?
- Have I put any theory/policy into practice? If yes, what and how?
- How does what I have been doing led to me becoming better?
- How can I use my learning progress to plan for the future?
- How can I use my learning progress to plan new learning?
- What kind of experiences have I lived?

During the implementation of the activity, the participants should:

- Complete the different learning diary sections when required.

After the implementation of the activity (at the end of the year), a manager or supervisor should:

- Distribute an evaluation questionnaire for the activity to the participants (Annex 3).

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

Anonymously through an evaluation questionnaire (Learning Diary Evaluation Questionnaire, Annex 3), which will be distributed to the participants at the end of the year.

Also, feedback on the participants' satisfaction with keeping learning diaries will be collected through discussion as part of the annual appraisal interview/annual performance review meeting of the organisation.

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

The learning outcomes related to the learning diary activity will be evaluated by the employer as part of the annual appraisal interview/annual performance review meeting with employees. A section named 'Learning' should be added to the organisation's form on employees' annual appraisal.

Examples for learning evaluation questions to be posed in the appraisal interview/annual performance review meeting:

- Based on your learning diary, can you name three challenges that you faced in the workplace this year?

- Based on your learning diary, can you name three things that you learnt (by confronting the respective challenges) in the workplace this year that are important for you/your job?
- Through your learning diary, have you identified any training needs of yours (for the next year)?

Additionally, self-evaluation of the learning will be done through the fourth section of the learning diary, in which the employee comes to conclusions on his/her learning progress with regards to achieved and non-achieved learning goals.

1.17. List of annexes

Annex 1: Learning Diary

Annex 2: Learning Diary Keeping Record

Annex 3: Learning Diary Evaluation Questionnaire

1.18. List of documentation for the certification

1. Learning Diaries/Learning Diary entries (personal data is included; the whole documents should not be given to auditors or they can be given after being anonymised) (Annex 1)
2. Learning Diary Keeping Record (Annex 2)
3. Learning Diary Evaluation Questionnaires (Annex 3)



COM2: Business and Skills Monitoring Tool





BB2

Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning)

1.1. Activity Code

COM2_BusinessAndSkillsMonitoringTool

1.2. Building Block on which the activity is based

- ✓ Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning) (BB2)

1.3. Activity or Tool

- ✓ Tool

1.4. Type of Activity or Tool

- ✓ Skills' Anticipation Tool (including for long-term goals)

1.5. Field of improvement

- ✓ Organisation Learning Strategy

1.6. Scope of the activity

A tool for monitoring the developments or changes in the organisation/company's external environment that have an impact on its activities, services, or products, and can be translated into learning needs and necessary changes in the organisation/company's capacity and employees' skills (technological, financial,

environmental, legislative changes and respective skills). This tool can be used for supporting the exchange of information within the management team on these developments and changes, as well as on the need for respective skills.

1.7. Who should lead the activity?

In a small organisation/company, the general manager should carry out the monitoring and take the necessary decisions. In an organisation/a company with several departments, each department manager should carry out the monitoring (or an employee who will undertake this task in each department) and the management committee (or the manager responsible for this task in the management committee) should take the necessary decisions.

1.8. Who should attend the activity?

The leader of the activity is also the one who will attend the activity: the general manager/department manager (or employee responsible for this task in each department), who will fill out the table of the Business and Skills Monitoring Tool and the management committee (or the manager responsible for this task in the management committee), who will take decisions based on the monitoring results.

Alternatively (especially in the case of organisations/companies with a learning culture in place), all employees can participate in this activity by filling out the Business and Skills Monitoring Tool. Then, the results can be compiled by the general manager/department manager/employee that will undertake this task in each department, who will provide the compiled version to the management committee/the manager responsible for this task in the management committee to take decisions based on the results.

1.9. Description of the activity

The Business and Skills Monitoring Tool:

- Involves setting up and following a monitoring process within the organisation/company with regards to all the external parameters that may have an impact on the skills that the employees that work for the organisation/company have.
- Consists of a table of 7 columns and as many rows as the areas in which developments or changes that affect the organisation/-company have been identified:
 - The **first column** lists areas in which developments or changes may take place (e.g., technology, economy, human resources, environmental issues, competition, legislation etc.).
 - In the **second column**, a short description of the identified development or change should be provided.
 - In the **third column**, the source of the provided information is requested.
 - In the **fourth column**, the departments of the organisation/company as well as the employees that may be affected by the identified development or change are recorded.
 - In the **fifth column**, the impact of the development or change observed on the organisation/company's activities, services or products is explained in brief.
 - In the **sixth column**, the new skills or improvement in skills necessary to follow the developments or correspond to the changes are listed.
 - The **last column** is used to specify how the new skills will be acquired, that is, to suggest learning solutions to the identified learning gaps.

To fill out the monitoring table, the manager collects information from different sources:

- customers, suppliers, colleagues
- exhibitions, events
- updates on websites related to the organisation/company's field of operation

Depending on the size of the organisation/company, the general manager or department managers (or one employee from each department that will undertake this task) is/are responsible for collecting all the information and provide it to the management committee for discussion.

1.10. Duration and frequency of implementation of the activity

The tool should be used every year for the monitoring to be carried out and the collected results to be translated into learning needs and learning solutions.

The monitoring and findings' analysis processes can take place either throughout the year or at the beginning of the year.

1.11. Minimum and maximum number of participants in the activity (if applicable)

Depending on the size of the organisation/company and the capacity of the persons using the Business and Skills Monitoring Tool, the number of participants in the activity can be 2-6. In the case of larger organisations/companies with several departments, the number of participants can be 1 per department plus the number of the people involved in the management committee.

If the culture of the organisation/company and its management style allows it, it is also possible to involve all employees in this research, reflection, and recording process. In that case, the employees should be informed that everyone can update their manager on changes they have observed or on foreseen changes that can have an impact on specific work areas and/or tasks. However, it should be emphasised that the use of this tool entails a strategic dimension, which implies a certain confidentiality and that the information processed should not be shared with outsiders.

1.12. Prerequisites for participating in the activity (if applicable)

Capacity and motivation to conduct research and collect information for filling out the Business and Skills Monitoring Tool's table.

1.13. Resources for the activity

1. Computer(s)
2. Internet connection
3. Network of customers/suppliers/colleagues
4. Business and Skills Monitoring Tool (Annex 1)
5. Business and Skills Monitoring Tool Results Report (Annex 2)
6. Business and Skills Monitoring Tool Evaluation Questionnaire (Annex 3)

1.14. Instructions for implementing the activity

Phase 1: Presentation of the Business and Skills Monitoring Tool and how to use it before the involved managers/department managers/employees.

Phase 2: Monitoring of the market, research, and collection of information via the Internet, groups of experts, official reports, professional institutions, and social networks, and updating of the monitoring tool table (Annex 1).

Phase 3: Development of an annual report on the monitoring results (developments/changes, skills to follow the developments/address the changes, proposed learning solutions) as soon as the monitoring tool is completed (Business and Skills Monitoring Tool Results Report, Annex 2). The translation of the necessary skills into learning needs and learning pathways should also take place at this phase.

Phase 4: Annual sharing of the collected information and the respective report with the management committee to define the identified developments/changes in relation to their impact on the skills that are necessary for the employees, and their translation into learning solutions, and take relevant decisions.

Phase 5: Sharing of the annual monitoring results and relevant decisions with the staff during the annual staff meeting in order to inform them on the learning/training needs/proposals that the organisation/company will have to consider.

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

Managers: During the management committee meetings, the individuals who participate in collecting and completing the monitoring table will be asked if they are satisfied with the provided tool.

Employees: During the annual employee meetings (in which the monitoring results and decisions will be presented to the attendees), the employees will be asked if they find the tool (in case they themselves use it) and the information collected by the tool useful.

Additionally, a reaction evaluation questionnaire will be distributed to both the managers and the employees once a year (Business and Skills Monitoring Tool Evaluation Questionnaire, Annex

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

The participants in the process will be using a monitoring tool which they will have to maintain and update each time they are asked to use it. The monitoring tool will be relevant if it really identifies the skills that will be necessary in the future and specifies how to acquire them. This will be shown each time the tool is updated.

1.17. List of annexes

Annex 1: Business and Skills Monitoring Tool

Annex 2: Business and Skills Monitoring Tool Results Report

Annex 3: Business and Skills Monitoring Tool Evaluation Questionnaire

1.18. List of documentation for the certification

1. Business and Skills Monitoring Tool (including data on an annual
2. basis) (Annex 1)
3. Business and Skills Monitoring Tool Results Report (Annex 2)
4. Business and Skills Monitoring Tool Evaluation Questionnaires
5. List of resources used for the research (optional)
6. Material collected during the research (optional)



COM3: Focus Group Discussion





BB7

Ensure that workplace learning is tailored to adult learners needs

1.1. Activity Code

COM3_FocusGroupDiscussion

1.2. Building Block on which the activity is based

- ✓ Ensure that workplace learning is tailored to adult learners needs (BB7)

1.3. Activity or Tool

- ✓ Activity

1.4. Type of Activity or Tool

- ✓ Other

1.5. Field of improvement

- ✓ Organisation Learning Strategy

1.6. Scope of the activity

Focus Group Discussion shall help employees express their thoughts on their learning needs in a regular basis and a structured way, in order for the management team of the organisation/company that they work for to come to conclusions on the learning/training options to be offered to them throughout the year.

1.7. Who should lead the activity?

The department managers and team leaders are in charge of this activity; they can moderate the focus group discussion on their own or engage a market research agency to conduct it. In case that the organisation/company has an HR department, the discussion could also be facilitated by an employee of the HR department. When the department manager/team leader/member of HR staff does not lead the discussion personally, s/he should follow it on a video screen (research institutes offer such possibilities) to have a clear idea of the discussion that takes place and the points that are raised.

1.8. Who should attend the activity?

Employees of all departments who are willing to discuss their learning needs.

1.9. Description of the activity

A focus group discussion is an explorative research approach, in which a group of 6-10 participants (depending on the size of the organisation/company) discuss selected topics under the guidance of a moderator. The goal is to discover real motivations and (learning) needs of the participants. For this activity, a group size of 6-8 individuals is recommended in order for the discussion process to be manageable. The moderator should follow the focus group guide (list of questions for discussion) and analyse the results based on the content transcript and analysis.

1.10. Duration and frequency of implementation of the activity

The focus group discussion should last between 1.5 and 2 hours, should be conducted at the beginning of a project or the year, and should be repeated every year to ensure that the needs of the learners are acknowledged and addressed effectively.

Nevertheless, the time needed for organising the activity and analysing the results should be considered, too. In case of large organisations, a sufficient number of focus groups should be organised ensuring that all departments participate in the focus groups with a minimum of one employee.

1.11. Minimum and maximum number of participants in the activity (if applicable)

Each focus group should consist of minimum 6 and maximum 8 employees.

1.12. Prerequisites for participating in the activity (if applicable)

Each focus group should consist of minimum 6 and maximum 8 employees. In case of organisations with less than 6 employees, all employees should participate in the focus groups. In case of small/medium/large organisations, all departments should be represented with a minimum of one employee (therefore, for large organisations maybe more than one focus group will be necessary).

1.13. Resources for the activity

1. A research agency or a room with an adequate size for the discussion
2. A recording device (video or audio device)
3. Focus Group Discussion Participant List (Annex 1)
4. Focus Group Discussion Guide (Questions) (Annex 2)
5. Focus Group Discussion Methodological Analysis Framework (Annex 3)
6. Focus Group Discussion Evaluation Questionnaire (Annex 4)

1.14. Instructions for implementing the activity

Before the discussion: If the focus group meeting is conducted for the first time, the main aim of the discussion is to find out the attitude of employees towards learning in/at the workplace and their understanding of it. The moderator of the discussion (department manager/team leader/employee responsible from the HR department) has to develop a list of focus group discussion questions (by adapting the Focus Group Discussion Guide, i.e., Annex 2, depending on the exact aim of the meeting). If an external research institute is instructed, a briefing meeting has to be settled. In case the focus group meeting is conducted with employees who have already participated in such discussions, the main aim of the discussion is to explore their current learning needs as well as their thoughts on the learning level within the organisation/company.

In the next step, potential participants need to be invited and motivated for the activity. A relevant call for participants can be shared with the employees of all departments. The *Focus Group Discussion* is a powerful tool for them to influence the learning-workplace strategy! As soon as the list of participants is finalised, the date, time, and place of the focus group meeting should be shared with them.

During the discussion: the interviewer should ensure that there is a continuous flow of ideas based on the predefined questions and that all participants are treated equally. The discussion has to be recorded (video or audio recording). At this stage, the *Focus Group Discussion Participant List* (Annex 1) needs to be filled out by all the members of the group.

After the discussion: the collected data needs to be analysed; a qualitative content analysis based on Mayring is recommended. Mayring differentiates among three techniques: *summarising*,

explication, and *reduction*: the goal of summarising is to reduce the amount of material, but to ensure that all essential material is kept. The abstraction should lead to a manageable amount of information, which is still mirroring the overall material. The goal of explication is to add material to the questioned text like phrases or terms. This should help to further understand and explain the content. The goal of structuring is to filter certain aspects from the material. This can be done by defining criteria of order or by an evaluation based on predefined criteria. A detailed description of how to analyse the results can be found in the *Focus Group Discussion Methodological Analysis Framework* (Annex 3). The summary of results and relevant conclusions (last section of Annex 3) should then be shared with the department responsible for the development of employees (e.g., Training and Development Department) to be used for taking decisions on future learning and training offers to them.

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

The evaluation of the participants' satisfaction with the activity will be made with the use of the Focus Group Discussion Evaluation Questionnaire (Annex 4), which will be distributed to them at the end of the discussion.

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

The participants should reflect on their learning needs and evaluate the existing (or planned) learning and training activities during the focus group discussion: they should finally answer the question "Is the place that I work for tailored to my learning needs?".

1.17. List of annexes

Annex 1: Focus Group Discussion Participant List

Annex 2: Focus Group Discussion Guide (Questions)

Annex 3: Focus Group Discussion Methodological Analysis Framework

Annex 4: Focus Group Discussion Evaluation Questionnaire

1.18. List of documentation for the certification

1. Focus Group Discussion Participant List
2. Focus Group Discussion Guide (Questions) (Adapted)
3. Focus Group Discussion Results Summary and Conclusions (Section C of the Focus Group Discussion Methodological Analysis Framework)
4. Focus Group Discussion Evaluation Questionnaires



COM4: Employee Competency Training Needs Analysis Tool





BB8

Ensure that adult learning in the workplace responds to employers' needs

1.1. Activity Code

COM4_EmployeeCompetencyTNATool

1.2. Building Block on which the activity is based

- ✓ Ensure that adult learning in the workplace responds to employers' needs (BB8)

1.3. Activity or Tool

- ✓ Tool

1.4. Type of Activity or Tool

- ✓ Other

1.5. Field of improvement

- ✓ Employee Transversal Skills
- ✓ Employee On-the-Job Skills

1.6. Scope of the activity

Employees and managers/supervisors complete the Employee Competency Training Needs Analysis Tool in order to draw conclusions on the understanding by employees of their current level of on-the-job and transversal skills with regards to the key performance indicators (KPIs) or appraisal evaluation indicators of their

job position, as well as on learning and training options that can be offered to employees in order to improve the skills whose level of possession is considered to be low, through a comparative analysis of the data provided by both employees and supervisors/managers.

1.7. Who should lead the activity?

A manager or the supervisor of the employee that participates in the activity.

1.8. Who should attend the activity?

An employee and his/her supervisor or a manager.

1.9. Description of the activity

The supervisor of the employee or a manager provides him/her with the *Employee Competency Training Needs Analysis Tool* in order for the employee to evaluate his/her competency – on-the-job and transversal skills possessed – in relation to his/her job position's key performance indicators (KPIs – quantifiable measures of job performance over time) or his appraisal evaluation indicators. Simultaneously or consecutively, the supervisor/manager completes an identical table providing information about the employee. The results from the two tables are compared in a meeting between the supervisor/manager and the employee in order to draw conclusions on the learning and training pathway that the employee needs to follow for upskilling with regards to the most important on-the-job and transversal skills for his/her job position.

1.10. Duration and frequency of implementation of the activity

One to two hours for the employee and the supervisor/manager to fill out the table included in the tool and one hour for a meeting between the two to compare and discuss the collected results and come to common conclusions on the actions that need to be taken for employee's upskilling. The meeting can take place on the same or another day.

At the beginning of the activity, around one hour can be also allocated for explaining the job position's KPIs/appraisal evaluation indicators that can be provided to the employee in the form of a list or for defining them in a short meeting between the employee and the supervisor/manager.

The activity should be implemented once a year, preferably at the beginning of the year.

1.11. Minimum and maximum number of participants in the activity (if applicable)

One employee and his/her supervisor or a manager.

1.12. Prerequisites for participating in the activity (if applicable)

At least six months at a specific job position.

1.13. Resources for the activity

1. Employee Competency Training Needs Analysis Tool (Annex 1)
2. Employee Competency TNA Tool – Evaluation Questionnaire for Employees (Annex 2)
3. Employee Competency TNA Tool – Evaluation Questionnaire for Supervisors/Managers (Annex 3)
4. List of the Key Performance Indicators/Appraisal Evaluation Indicators of the Job Position of the Employee (and respective List of Skills – optional)

1.14. Instructions for implementing the activity

The supervisor/manager provides the employee with the *Employee Competency Training Needs Analysis Tool* (Annex 1) to fill it out, so as to collect information on the employee's understanding of the KPIs/appraisal evaluation indicators of his/her job position, the necessary skills – on-the-job and transversal – to reach these indicators, and the current level of possession of the specific skills. The supervisor/manager can provide the employee with a list of predefined, indicative KPIs/appraisal evaluation indicators (and respective skills) or have a short meeting with him/her before the use of the tool to discuss and conclude together on them. In the first table included in the tool, the employee is also asked to write down the reasons why the specific skills are considered important to him/her for reaching the identified indicators as well as to evaluate his/her level of possession of the specific skills, and justify his/her answer by providing information on his/her learning/training with regards to these skills. Also, s/he is asked to suggest actions for improving the specific skills.

An identical table is completed either simultaneously or consecutively by the employee's supervisor or a manager (second table of the tool). The process is repeated in order to compare the results

from both parties and draw conclusions on whether the understanding by both of the skills possessed by the employee and his/her training needs is the same, as well as on what actions need to be taken for the employee's upskilling.

Upon completion of the table by both, the supervisor/manager appoints a meeting with the employee to compare the data provided in the two tables, discuss the results, and decide what learning and training opportunities will be offered to the employee by the company/organisation. Their common conclusions and agreed actions are written down on the *Employee Competency Training Needs Analysis Tool* document.

At the end of the process, both parties sign the document to approve their common decisions.

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

Anonymously through an evaluation questionnaire for the employee and an evaluation questionnaire for the supervisor/manager (Employee Competency TNA Tool – Evaluation Questionnaire for Employees/for Supervisors/Managers, Annexes 2 and 3 respectively).

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

Not Applicable

1.17. List of annexes

Annex 1: Employee Competency Training Needs Analysis Tool

Annex 2: Employee Competency TNA Tool – Evaluation Questionnaire for Employees

Annex 3: Employee Competency TNA Tool – Evaluation Questionnaire for Supervisors/Managers

1.18. List of documentation for the certification

1. Employee Competency Training Needs Analysis Tools (Annex 1)
2. Employee Competency TNA Tool – Evaluation Questionnaires for Employees (Annex 2)
3. Employee Competency TNA Tool – Evaluation Questionnaires for Supervisors/Managers (Annex 3)
4. Lists of the Key Performance Indicators/Appraisal Evaluation Indicators of the Job Positions of the Employees (and respective Lists of Skills) (as provided by the supervisors/managers or as developed by the employees and the supervisors in their first meeting)



COM5: Training Monitoring Toolkit





BB10

BB10

Set up effective monitoring and evaluation systems to ensure that adult learning in the workplace remains relevant and effective

1.1. Activity Code

COM5_TrainingMonitoringToolkit

1.2. Building Block on which the activity is based

- ✓ Set up effective monitoring and evaluation systems to ensure that adult learning in the workplace remains relevant and effective [Monitoring system to track the implementation and impact] (BB10)

1.3. Activity or Tool

- ✓ Tool

1.4. Type of Activity or Tool

- ✓ Quality Assurance Tool

1.5. Field of improvement

- ✓ Organisation Learning Strategy

1.6. Scope of the activity

Training evaluation and monitoring focuses on the improvement of training offers by an organisation/a company; it aims at obtaining quantitative and qualitative data on all aspects of training. Therefore, it provides a guarantee in respect of the effectiveness and reliability of the training process.

1.7. Who should lead the activity?

The Training or HR Department in collaboration with the management of the organisation/company.

1.8. Who should attend the activity?

The middle management and employees who participate in training activities.

1.9. Description of the activity

The *Training Monitoring Toolkit* aims to assure the quality of training processes.

It suggests a systematic approach towards training quality monitoring with **three specific objectives**:

- To assess the quality of the training activity through a trainee reaction/satisfaction questionnaire on different dimensions of the training.
- To verify the learning in terms of knowledge and skills that the trainee is expected to acquire from the training activity through a trainee learning questionnaire.
- To measure the impact of the training activity on the job performance of the trainee and also, to periodically evaluate the impact of the activity.

1.10. Duration and frequency of implementation of the activity

The duration of the activity depends on the training activity being monitored and evaluated and the number of trainees that participate in the activity and use the Training Monitoring Toolkit. The overall duration of the activity including the completion of the Training Activities Effectiveness Annual Report depends on the number of activities being monitored and evaluated with the use of the tools on an annual basis, as well as on the number of participants in these activities.

Each tool should be used as follows:

- **Training Activity Evaluation Questionnaire** – after the implementation of the training activity, on the same day.
- **Learning Evaluation Questionnaire** – after the implementation of the training activity: on the same day or some days after; alternatively, some days before and some days after the training activity in order to compare the results and check the effectiveness of the training activity.
- **Training Activity Usefulness Evaluation Questionnaire** – one to three months after the implementation of the training activity, depending on the case.
- **Training Activities Effectiveness Annual Report** – at the end of the year.

After the completion of the *Training Activity Usefulness Evaluation Questionnaire*, the **Training Monitoring Toolkit Evaluation Questionnaire** should be also completed by both the **trainees (employees)** and the **trainers/moderators**, as a means to evaluate the effectiveness of the toolkit.

1.11. Minimum and maximum number of participants in the activity (if applicable)

Depending on the training activity being monitored and evaluated. The trainer/moderator of the activity is included in the participants in the activity.

1.12. Prerequisites for participating in the activity (if applicable)

Depending on the learning objectives of each training activity.

1.13. Resources for the activity

1. Training Activity Evaluation Questionnaire (Annex 1) (Adapted, if necessary)
2. Learning Evaluation Questionnaire (Annex 2A)
3. Learning Evaluation Questionnaire – Correct Answers (Annex 2B)
4. Training Activity Usefulness Evaluation Questionnaire (Annex 3)
5. Training Monitoring Toolkit Evaluation Questionnaire – For Trainees (Annex 4A)
6. Training Monitoring Toolkit Evaluation Questionnaire – For Trainers/Moderators (Annex 4B)
7. Training Activities Effectiveness Annual Report (Annex 5)

1.14. Instructions for implementing the activity

Once a training activity is completed, the following are carried out:

- Immediately after the training activity:
 - Reaction/satisfaction evaluation for the training activity (Training Activity Evaluation Questionnaire, Annex 1). The content of this questionnaire can be adapted to cover all the aspects of the evaluated training activity.
 - Learning evaluation or verification of the knowledge and skills acquired by the trainees through the training activity (Learning Evaluation Questionnaire and Learning Evaluation Questionnaire - Correct Answers, Annex 2A and 2B respectively). This evaluation can take place once the training activity is completed, but also before and after the implementation of the training activity, so as for the collected results to be compared and the progress made through the training to be recorded.
- One to three months after the end of the training activity:
 - Evaluation of the usefulness of the training activity with regards to the job performance of the trainees (Training Activity Usefulness Evaluation Questionnaire, Annex 3). The collected data will be used to improve the training activities to be implemented in the future as well as to identify possible training needs.

Once a year, the following is carried out:

- The Training or HR Department compiles the data and the results collected at each evaluation phase, analyses them, and composes a report in which it provides recommendations for necessary improvements in the training offers of the organisation/company (Training Activities Effectiveness Annual Report, Annex 5).

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

Through an evaluation questionnaire on the reaction of the participants – trainees but also trainers –to the use of the toolkit (*Training Monitoring Toolkit Evaluation Questionnaire – For Trainees and Training Monitoring Toolkit Evaluation Questionnaire – For Trainers/Moderators*, Annex 4A and Annex 4B respectively).

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

Not Applicable

1.17. List of annexes

Annex 1: Training Activity Evaluation Questionnaire

Annex 2A: Learning Evaluation Questionnaire

Annex 2B: Learning Evaluation Questionnaire – Correct Answers

Annex 3: Training Activity Usefulness Evaluation Questionnaire

Annex 5: Training Monitoring Toolkit Evaluation Questionnaire – For Trainees

Annex 4B: Training Monitoring Toolkit Evaluation Questionnaire – For Trainers/Moderators

Annex 5: Training Activities Effectiveness Annual Report

1.18. List of documentation for the certification

1. Training Activity Evaluation Questionnaires (Annex 1)
(Adapted, if necessary)
2. Learning Evaluation Questionnaires (Annex 2A)
3. Learning Evaluation Questionnaire – Correct Answers (Annex 2B)
4. Training Activity Usefulness Evaluation Questionnaires (Annex 3)
5. Training Monitoring Toolkit Evaluation Questionnaires –
For Trainees (Annex 4A)
6. Training Monitoring Toolkit Evaluation Questionnaires –
For Trainers/Moderators (Annex 4B)
7. Training Activities Effectiveness Annual Report (Annex 5)



Annexes

COM1: Learning Diary





BB1

Encourage employers to adopt a learning culture that supports career-long learning

My Learning Diary

"Live as if you were to die tomorrow. Learn as if you were to live forever"
Mahatma Gandhi

Name:

Company:

Position:

Year:

My Learning Goals for the Year

... should be SMART

(Specific, Measurable, Attainable, Realistic, and Time-bound)

"Learning never exhausts the mind".
Leonardo da Vinci

S/N	Learning Goals for the Year	To be Achieved by (date)
your learning goals have been set!		... well done,

My Reflections ... learning by doing

Reflections...

You should aim to write down at least one reflection per week!

Date: _____

What was the situation/challenge, how I dealt with it, and what have I learnt from it?

*"For the things we have to learn before we can do them,
we learn by doing them".*
Aristotle

Other notes on the situation/challenge addressed.

Also, a picture or quote that can help remember the most important point(s) related to it.

How is this situation/challenge related to my annual learning goals?

Or to a specific learning goal

My Formal/Non-Formal Training Log

"Tell me and I forget, teach me and I may remember,
involve me and I learn".
Benjamin Franklin

Annual Training Log

S/N	Title	Type (Formal/ Non-Formal)	Date and Duration	Provider	Short Description	Certification/ Qualification Awarded

My Annual Achievements

... learning by doing

"Learn as if you were not reaching your goal and
as though you were scared of missing it".
Confucius

Learning Goals Achieved...
What did you achieve this year?

S/N	Learning Goals for the Year	Remarks
		... congratulations on the learning goals already achieved!

S/N	Learning Goals for the Year	Remarks
Learning Goals Not Achieved...		... don't worry; let's work on them during next year!
What you did not manage to achieve this year?		



2. Learning Diary Keeping Record

The *Learning Diary Keeping Record* includes data on the number and names of employees and employer representatives keeping a learning diary on an annual basis as well as on the period during which each learning diary has been kept.

Year:

S/N	Name	Department	Job Position	Learning Diary Keeping Period (mm/yy – mm/yy)	Signature	Manager/ Supervisor Signature	Comments

3. Learning Diary Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. I enjoyed keeping a learning diary during the year.					
Comment:					
2. The time provided to me to complete the different sections of the learning diary during the year was satisfactory.					
Comment:					
3. Keeping a learning diary is useful for setting my annual learning goals.					
Comment:					
4. Keeping a learning diary is useful for monitoring my learning progress during the year.					
Comment:					
5. Keeping a learning diary during the year is useful for communicating my learning needs.					
Comment:					
6. What are, in your opinion, the strong points of keeping a learning diary during the year? Please provide your answer in the text box below.	<div>Answer:</div>				
7. Would you like to change anything on the learning-diary-keeping process? If yes, please explain. Please provide your answer in the text box below.	<div>Answer:</div>				
8. Keeping a learning diary during the year keeps me motivated.					
Comment:					

COM2: Business and Skills Monitoring Tool





BB2

Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning)

1. Business and Skills Monitoring Tool

The *Business and Skills Monitoring Tool* is completed once a year.

However, if important developments or changes are identified at any other time throughout the year, the table is updated to provide the organisation/company's management team with up-to-date information on the current trends.

New fields/areas of developments/changes as well as subfields/subareas (e.g., new rows under "Technology") can be added, if necessary.

Year:

Monitoring Period(s):

Field/Area of Development/Change	Description of Development/Change	Source of Information	Affected Departments and Employees	Impact on Activities/Services/Products	Need for New Skills or for Improving Existing Skills	Suggested Learning Solutions
Technology						
Economy						
Human Resources						

Year:

Monitoring Period(s):

Field/Area of Development/Change	Description of Development/Change	Source of Information	Affected Departments and Employees	Impact on Activities/Services/Products	Need for New Skills or for Improving Existing Skills	Suggested Learning Solutions
Environmental Issues						
Competition						
Legislation Example:	New standards on nutritional values	The organisation's lawyer (e.g., followed by text-based justification)	Service X: X employees, Ms. Y, Mr. X	New labelling standards on nutritional values	Know the standard: - Identify and measure nutritional values (techniques and tools). - Write down and translate nutritional information into customers' languages. - Produce labels (photoshop etc.) and manage label stocks.	To be defined according to the current profile and skills of the employees who are concerned.

Year:
Monitoring Period(s):

Field/Area of Development/ Change	Description of Development/ Change	Source of Information	Affected Departments and Employees	Impact on Activities/ Services/ Products	Need for New Skills or for Improving Existing Skills	Suggested Learning Solutions
Other:						

People who conducted the research and updated the tool:

1. Name:

2. Name:

3. Name:

4. Name:
- Position:

Position:

Position:

Position:
- Signature:

Signature:

Signature:

Signature:
- Date:

Date:

Date:

Date:



2. Business and Skills Monitoring Tool Results Report

Year:

Monitoring Period(s):

People who conducted the research and updated the tool:

1.

2.

Report Author:

Date:

Signature:

A. Identified Developments/Changes Affecting the Organisation/Company

B. Required Skills to Follow the Developments/Address the Changes

C. Plan of Action for the Year: Learning/Training Solutions, Participants, Time Frame, Evaluation Method

Management Committee Reviewing the Report

Meeting Venue:

Meeting Date:

Committee Member 1:

Position:

Signature:

Committee Member 2:

Position:

Signature:

Committee Member 3:

Position:

Signature:

Committee Member 4:

Position:

Signature:

Committee Member 5:

Position:

Signature:

Decisions Taken: Suggestions Approved/Rejected and Justification



3. Business and Skills Monitoring Tool Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The way to use the tool was clearly explained to me.					
Comment:					
2. I enjoyed using the tool.					
Comment:					
3. The tool is suitable for monitoring external developments/changes in the field that are affecting/are expected to affect the company/organisation.					
Comment:					
4. The results of the monitoring conducted with the use of the tool can be easily exploited by the organisation/company.					
Comment:					
5. What are, in your opinion, the strong points of the tool?					
Please provide your answer in the text box below.					
Answer:					
6. Would you like to change anything on the tool? If yes, please explain.					
Please provide your answer in the text box below.					
Answer:					
7. The tool is useful overall.					
Comment:					

COM3: Focus Group Discussion





BB7

Ensure that workplace learning is tailored to adult learners needs

1. Focus Group Discussion Participant List

Year:
 Meeting Topic/Title (if applicable):
 Venue:

Meeting No.:
 Date and Time:

S/N	Name	Department	Position	Years of Work Experience	Academic Background	Signature

Moderator Name:
 Moderator Department and Position:
 Moderator Signature:

2. Focus Group Discussion Guide (Questions)

1. Introduction to the focus group discussion meeting and presentation of the annual goals of the organisation/company (if applicable)
2. Topic for Discussion: "Exploration of Employees' Learning Needs in relation to Workplace Learning"

The organisation may adjust the questions in accordance with their needs. However, the general topic for discussion should remain the same.

Possible questions for the focus group discussion:

Q1. *What are the annual goals of the organisation/company that you work for? (Q1 can be omitted)*

Q2. *How the organisation/company's annual goals impact your work?*

Q3. *How the organisation/company's annual goals relate to your learning?*

Q4. *How could the organisation/company's annual goals be translated into learning goals and necessary knowledge and skills for employees?*

Q5. *What comes to your mind when you hear the phrase "adult learning in/at the workplace"? (1st meeting of the focus group only)*

Q6. *How do you think that workplace learning relates to the annual goals of the organisation/company that you work for as well as with your learning needs? (1st meeting of the focus group only)*

Q7. *Why do you think that workplace learning is important for you AND the organisation/company that you work for? / Why do you AND an organisation/a company need to invest in workplace learning? (1st meeting of the focus group only)*

Q8. *How do you think that your current learning needs at department/organisation/company level relate with the annual goals of the organisation/company that you work for?*

Q9. *What do you think that your current personal learning needs (including learning needs related to your work) are?*

Q10. *Could you prioritise your learning needs at both department/organisation/company and personal level and conclude on your three most important learning needs currently?*

Q12. *What else could the organisation/company that you work for do in order for your learning needs to be identified and addressed more efficiently AND what could you do for this?*

Q13. *What are, in your opinion, possible learning solutions for your current learning needs (formal, non-formal, and informal learning)? / What type of changes and/or learning activities are you willing to make/implement within the organisation/company that you work for in order for your learning needs to be addressed?*

Q14. *How do you think that addressing your learning needs could help you at work as well as help the organisation/company that you work for as a whole?*

Q15. *What are your motives with regards to communicating your learning needs and asking for them to be addressed?*

Q16. *[Question on learning needs identification activities/training needs analysis tools already in place within the organisation/company that you work for and their effectiveness]*

Q17. *[Question on previous learning options offered by the organisation/company that you work for and their effectiveness]*

Q18. *What are your conclusions on employees' learning needs in relation to workplace learning? (1st meeting of the focus group only)*

Q19. *Would you like to add anything else?*



3. Focus Group Methodological Analysis Framework

Instructions

The analysis of the focus group results can take place either through implementing a formal qualitative analysis or by just writing down the main findings and conclusions in a rather informal process. In the first case, please proceed to section A. In the second case, please proceed to section C.

A. How to Start – Methodological Analysis Framework Analysis Explained

The analysis should start by transcribing the discussion. Throughout the transcript, “meaning units” should be identified and then condensed and given a name/code (one or a few words) based on the content. A table should be created for the process from meaning unit to condensed meaning units and then to code to be illustrated. If there is a change in meaning in the text, this should generate a new code. Meaning units with similar content are given the same code. The same statement can be given more than one code. When the transcript is coded, one or two categories should be created (including sub-categories, if appropriate) from the codes. What meanings are conveyed between the lines? The research question (topic of focus group discussion) should guide the interpretation. Any potential themes that would tie together the categories should be considered.

Systematic text condensation is a descriptive and explorative method for thematic cross-case analysis of different types of qualitative data, such as interview studies, observational studies, and analysis of written texts. The method represents a pragmatic approach, although inspired by phenomenological ideas, and various theoretical frameworks can be applied. The procedure consists of the following steps: 1) total impression – from chaos to categories; 2) identifying and sorting meaning units – from themes to codes; 3) condensation – from code to meaning; 4) synthesizing – from condensation to descriptions.

A common starting point for qualitative content analysis is often transcribed interview texts. The objective in qualitative content analysis is to systematically transform a large amount of text into a highly organised and concise summary of key results. Analysis of the raw data from verbatim transcribed interviews to form categories or themes is a process of further abstraction of data at each step of the analysis, from the manifest and literal content to latent meanings.

Keywords

Condensation

Condensation is a process of shortening the text while still preserving the core meaning.

Code

A code can be thought of as a label; a name that most exactly describes what this condensed meaning unit is about. Usually one or two words long.

Category

A category is formed by grouping together those codes that are related to each other through their content or context. In other words, codes are organised into a category when they are describing different aspects, similarities, or differences of the text's content that belong together.

When analysis has led to a plethora of codes, it can be helpful to first assimilate smaller groups of closely related codes in sub-categories. Sub-categories related to each other through their content can then be grouped into categories.

Category answers questions about *who*, *what*, *when*, or *where*? In other words, categories are an expression of manifest content, i.e. what is visible and obvious in the data.

Category names are factual and short.

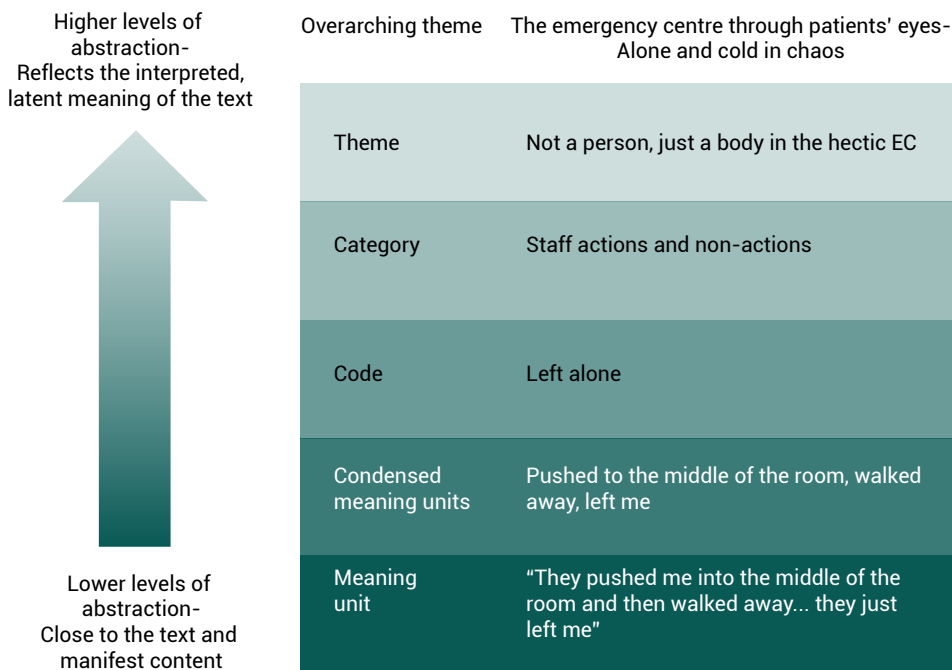


Figure 1: Levels of Abstraction

The initial step is to read and re-read the interviews to get a sense of the whole, i.e. to gain a general understanding of what your participants are talking about. At this point, one may already start to get ideas of what the main points or ideas are that your participants are expressing. Then, it needs to start dividing up the text into smaller parts, namely, into meaning units. Subsequently, these meaning units should be condensed further. While doing this, one needs to ensure that the core meaning is still retained. The next step is to label condensed meaning units by formulating codes and then, grouping these codes into categories. Depending on the study's aim and quality of the collected data, one may choose categories as the highest level of abstraction for reporting results or can go further and create themes (by the moment are not necessary to use themes).

One must mold the clay of the data, tapping into intuition while maintaining a reflective understanding of how own previous knowledge is influencing the analysis, i.e. the pre-understanding. In qualitative methodology, it is imperative to vigilantly maintain an awareness of one's pre-understanding, so that this does not influence analysis and/or results. This is the difficult balancing task of keeping a firm grip on one's assumptions, opinions, and personal beliefs, and not letting them unconsciously steer the analysis process, while, simultaneously, and knowingly, utilising one's pre-understanding to facilitate a deeper understanding of the data.

Dividing up the text into meaning units and condensing meaning units

At this point, the interview has been read several times. Keeping the research aim and question clearly in focus, one should divide up the text into meaning units. Located meaning units are then condensed further, while keeping the central meaning intact. The condensation should be a shortened version of the same text that still conveys the essential message of the meaning unit. Sometimes the meaning unit is already so compact that no further condensation is required. Some content analysis sources warn researchers against short meaning units, claiming that this can lead to fragmentation. However, research experience has shown that a greater problem for the novice is basing analysis on meaning units that are too large and include many meanings which are then lost in the condensation process.

Formulating codes

The next step is to develop codes that are descriptive labels for the condensed meaning units. Codes concisely describe the condensed meaning unit and are tools to help researchers reflect on the data in new ways. Codes make it easier to identify connections between meaning units. At this stage of analysis, one is keeping very close to the data with very limited interpretation of

S/he may adjust, re-do, re-think, and re-code until s/he gets to the point where s/he is satisfied that what has been chosen is reasonable. Just as in the initial phase of getting to know the data, it is also good to write notes during coding on own impressions and reactions to the text.

Developing categories and themes

The next step is to sort codes into categories that answer the questions who, what, when, or where? One does this by comparing codes and appraising them to determine which codes seem to belong together, thereby forming a category. In other words, a category consists of codes that appear to deal with the same issue, i.e. manifest content visible in the data with limited interpretation on the part of the researcher. Category names are most often short and factual sounding.

In data that is rich with latent meaning, analysis can be carried on creating themes. In the above-mentioned practical example, the process of abstracting data has been continued to a higher level, from category to theme level, and three themes as well as an overarching theme have been developed. Themes express underlying meaning, i.e. latent content, and are formed by grouping two or more categories together. Themes are answering questions such as why, how, in what way, or by what means? Therefore, theme names include verbs, adverbs, and adjectives and are very descriptive or even poetic.

Lessons learnt/key points

Experience with content analysis has taught several important lessons that may be useful for a novice researcher. These are:

- A method description is a guideline supporting analysis and trustworthiness. Don't get caught up too rigidly following steps. Reflexivity and flexibility are just as important. Remember that a method

description is a tool helping you in the process of making sense of your data by reducing a large amount of text to distil key results. It is important to maintain a vigilant awareness of one's own pre-understandings to avoid bias during analysis and in results.

- Use and trust your own intuition during the analysis process.
- If possible, discuss and reflect together with other researchers who have analysed the same data. Be open and receptive to new perspectives.
- Understand that it is going to take time. Even if you are quite experienced, each set of data is different, and all require time to analyse. Don't expect to have all the data analysis done over a weekend. It may take weeks. You need time to think, reflect, and then review your analysis.
- Keep reminding yourself how excited you have felt about this area of research and how interesting it is. Embrace it with enthusiasm!
- Let it be chaotic – have faith that some sense will start to surface. Don't be afraid and think you will never get to the end – you will... eventually!

B. Exploration Questions Analysis

Please start analysing the data, as described above.

Q1: *What are the annual goals of the organisation/company that you work for?*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 1: Organisation/Company's Learning Goals

Q2. *How the organisation/company's annual goals impact your work?*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 2: Relation between Organisation/Company's Annual Goals and Employee's Work

Q3. *How the organisation/company's annual goals relate to your learning?*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 3: Relation between Organisation/Company's Annual Goals and Employees' Learning

Q4. *How could the organisation/company's annual goals be translated into learning goals and necessary knowledge and skills for employees?*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 4: Translation of Organisation/Company's Learning Goals into Learning Goals

Q5. What comes to your mind when you hear the phrase “adult learning in/at the workplace”?

Analysis example:

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
<ul style="list-style-type: none"> - Training of the workforce - Training of new employees - Teaching 	<ul style="list-style-type: none"> - Current employees and new ones need to be trained or they gain knowledge through teaching 	<ul style="list-style-type: none"> - The need for continuous learning in the workplace - Knowledge acquisition through teaching 	<p>Current and new employees need continuous learning in the workplace, this can also be done through teaching</p>
<ul style="list-style-type: none"> - Practical application of knowledge - Learning by doing - Knowledge transfer programmes - Preservation and storage of knowledge - Internal knowledge management - Transfer of knowledge between colleagues - Implementation 	<ul style="list-style-type: none"> - Transfer of knowledge, - preservation of knowledge, - internal knowledge management, and - the knowledge transfer between colleagues 	<ul style="list-style-type: none"> - To ensure that internal company knowledge is transferred between the colleagues - To organise internal knowledge management 	<p>Organisation of internal knowledge management in order to ensure that the knowledge is available for the employees</p>

Table 5: Definition of “Adult Learning in/at the Workplace”

Q6. How do you think that workplace learning relates to the annual goals of the organisation/company that you work for as well as with your learning needs?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 6: Relation between Workplace Learning, Organisation/Company's Annual Goals, and Employees' Learning Needs

Q7. *Why do you think that workplace learning is important for you AND the organisation/company that you work for? / Why do you AND an organisation/a company need to invest in workplace learning?*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 7: Importance of Workplace Learning / Reasons to Invest in Workplace Learning

Q8. *How do you think that your current learning needs at department/organisation/company level relate to the annual goals of the organisation/company that you work for?*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 8: Employees' Current Learning Needs at Department/Organisation/Company Level (in Relation to Organisation/ Company's Annual Goals)

Q9. *What do you think that your current personal learning needs (including learning needs related to your work) are?*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 9: Employees' Current Learning Needs at Personal Level (in Relation to Organisation/ Company's Annual Goals)

Q10. *Could you prioritise your learning needs at both department/organisation/company and personal level and conclude on your three most important learning needs currently?*

THREE MOST IMPORTANT TRAINING NEEDS		
1.		
2.		
3.		
1.		
2.		
3.		
1.		
2.		
3.		

Table 10: Prioritisation of Employees' Current Learning Needs (both at Organisation/Company and at Personal Level)

Q11. *Please consider your learning needs the previous months/year; have they been identified by the organisation/company that you work for? If yes, have they been addressed and HOW?*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 11: Satisfaction of Employees' Previous Learning Needs

Q12. What else could the organisation/company that you work for do in order for your learning needs to be identified and addressed more efficiently AND what could you do for this?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 12: Further Actions by the Organisation/Company and Employees to Identify and Address Employees' Learning Needs

Q13. Q13. What are, in your opinion, possible learning solutions for your current learning needs to be addressed (formal, non-formal, and informal learning)? / What type of changes and/or learning activities are you willing to make/implement within the organisation/company that you work for in order for your learning needs to be addressed?

FORMAL
NON-FORMAL
INFORMAL

Table 13: Possible Learning Solutions / Type of Changes and Learning Activities to Address Employees' Learning Needs

Q14. *How do you think that addressing your learning needs could help you at work as well as help the organisation/company that you work for as a whole?*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 14: How Addressing Learning Needs can Help the Employee and the Organisation/Company

Q15. *What are your motives with regards to communicating your learning needs and asking for them to be addressed?*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 15: Employees' Motives for Communicating Learning Needs

Q16. *[Question on learning needs' identification activities/training needs' analysis tools already in place within the organisation/ company that you work for and their effectiveness]*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 16: Learning Needs' Identification Activities/Training Needs Analysis' Tools and their Effectiveness

Q17. *[Question on previous learning options offered by the organisation/company that you work for and their effectiveness]*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 17: Previous Learning Options Offered and their Effectiveness

Q18. *What are your conclusions with regards to employees' learning needs in relation to workplace learning?*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 18: Conclusions with regards to the Relation between Employees' Learning Needs and Workplace Learning

Q19. *Would you like to add anything else?*

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY

Table 19: Other Comments

C. Summary of the Focus Group Discussion Results and Conclusions

A. Summary of Results	Main Categories	Main Themes
Q1: Organisation/Company's Learning Goals		
Q2: Relation between Organisation/Company's Annual Goals and Employees' Work		
Q3: Relation between Organisation/Company's Annual Goals and Employees' Learning		
Q4: Translation of Organisation/Company's Learning Goals into Learning Goals		
Q5: Definition of "Adult Learning in/ at the Workplace"		
Q6: Relation between Workplace Learning, Organisation/Company's Annual Goals, and Employees' Learning Needs		
Q7: Importance of Workplace Learning / Reasons to Invest in Workplace Learning		
Q8: Employees' Current Learning Needs at Department/Organisation/Company Level (in Relation to Organisation/ Company's Annual Goals)		
Q9: Employees' Current Learning Needs at Personal Level (in Relation to Organisation/ Company's Annual Goals)		
Q10: Prioritisation of Employees' Current Learning Needs (both at Organisation/Company and at Personal Level)		
Q11: Satisfaction of Employees' Previous Learning Needs		
Q12: Further Actions by the Organisation/ Company and Employees to Identify and Address Employees' Learning Needs		
Q13: Possible Learning Solutions / Type of Changes and Learning Activities to Address Employees' Learning Needs		
Q14: How Addressing Learning Needs can Help the Employee and the Organisation/Company		
Q15: Employees' Motives for Communicating Learning Needs		
Q16: Learning Needs' Identification Activities/ Training Needs Analysis' Tools and their Effectiveness		
Q17: Previous Learning Options Offered and their Effectiveness		
Q18: Conclusions with regards to the Relation between Employees' Learning Needs and Workplace Learning		
Q19: Other Comments		

Table 20: Main Findings

B. Conclusions drawn from the Summary of Results



4. Focus Group Discussion Evaluation Questionnaire

Please rate the following dimensions of the activity by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. I enjoyed the focus group discussion.					
Comment:					
2. The information provided before the focus group meeting was sufficient.					
Comment:					
3. The focus group meeting was conducted in a professional manner.					
Comment:					
4. The moderator of the focus group discussion was effective.					
Comment:					
5. The focus group discussion was interesting.					
Comment:					
6. My understanding of learning needs increased through the focus group discussion.					
Comment:					
7. The questions asked during the focus group discussion were appropriate.					
Comment:					
8. There was sufficient time for discussion during the focus group meeting.					
Comment:					

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
10. What are your comments on the dynamic of the focus group discussion? Please provide your answer in the text box below.					
Answer:					
11. What are, in your opinion, the strong points of the focus group discussion activity? Please provide your answer in the text box below.					
Answer:					
12. Would you like to change anything on the focus group discussion activity? If yes, please explain. Please provide your answer in the text box below.					
Answer:					
13. My participation in the focus group discussion was worthwhile.					
Comment:					



COM4: Employee Competency Training Needs Analysis Tool





BB8

Ensure that adult learning in the workplace responds to employers' needs

1. Employee Competency Training Needs Analysis Tool

1. Employee

Employee Name:	Key Performance Indicator (KPI) / Appraisal Evaluation Indicator	Skill(s) Required to Meet the Specific Indicator	Type of Skill: - On-the-Job - Transversal	Reason(s) Why the Specific Skill is Required to Meet the Specific Indicator	Current Level of Possession of the Specific Skill = 1 = 2 =3 = 4 = 5 (1 = Poor, 5 = Excellent)	Justification for the Current Level of Possession of the Specific Skill (Learning/training opportunities up to now etc.)	Proposed Action(s) for the Improvement of the Specific Skill (Learning/training opportunities etc.)
Employee Job Position:	1. NAME OF KPI	1. Name of Skill					
	2. NAME OF KPI	2. Name of Skill					
	3. NAME OF KPI	3. Name of Skill					
	4. NAME OF KPI	4. Name of Skill					
	5. NAME OF KPI	5. Name of Skill					
	6. NAME OF KPI	6. Name of Skill					

2. Supervisor of the Employee or Manager

Supervisor /Manager Name:	Supervisor/Manager Job Position:						Proposed Action(s) for the Improvement of the Specific Skill (Learning/training opportunities etc.)
	Key Performance Indicator (KPI) / Appraisal Evaluation Indicator	Skill(s) Required to Meet the Specific Indicator	Type of Skill: - On-the-Job - Transversal	Reason(s) Why the Specific Skill is Required to Meet the Specific Indicator	Current Level of Possession of the Specific Skill = 1 = 2 =3 = 4 = 5 (1 = Poor; 5 = Excellent)	Justification for the Current Level of Possession of the Specific Skill (Learning/training opportunities up to now etc.)	
	1. NAME OF KPI	1. Name of Skill					
	2. NAME OF KPI	2. Name of Skill					
	3. NAME OF KPI	3. Name of Skill					
	4. NAME OF KPI	4. Name of Skill					
	5. NAME OF KPI	5. Name of Skill					
	6. NAME OF KPI	6. Name of Skill					

3. Meeting between the Employee and the Supervisor/Manager

Date		
Time		
Type	<input type="checkbox"/> Face-to-Face – Venue:	<input type="checkbox"/> Online
Participants' Names	1.	2.
Participants' Signatures	1.	2.

4. Common Conclusions and Decided Actions for Upskilling the Employee

A. Conclusions

B. Actions

Employee Name:
Employee Signature:

Supervisor/Manager Name:
Supervisor/Manager Signature:

Date:
Place:



2. Employee Competency Training Needs Analysis Tool –Evaluation Questionnaire for Employees

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. What were your main expectations of the <i>Employee Competency Training Needs Analysis Tool</i> ?					
Comment:					
2. My expectations of the use of the tool were met.					
Comment:					
3. The tool can support me in identifying my training needs in order to become more productive at work.					
Comment:					
4. The use of the tool by both my supervisor/manager and I and the comparative analysis of the results that followed can improve my job performance.					
Comment:					
5. The feedback given to me by my supervisor/manager during the meeting on the tool results was useful for drawing conclusions on my training needs.					
Comment:					
6. The conclusions drawn after the completion of the tool by both my supervisor and I reflect my real training needs and helped us decide on effective actions for my improvement.					
Comment:					

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
7. What are, in your opinion, the strong points of the tool? Please provide your answer in the text box below.					
Answer:					
8. Would you like to change anything on the tool? If yes, please explain. Please provide your answer in the text box below.					
Answer:					
9. The Employee Competency Training Needs Analysis Tool is effective overall.					
Comment:					
					



3. Employee Competency Training Needs Analysis Tool –Evaluation Questionnaire for Supervisors/Managers

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. What were your main expectations of the <i>Employee Competency Training Needs Analysis Tool</i> ? Please provide your answer in the text box below.					
Answer:					
2. My expectations of the tool were met.					
Comment:					
3. The tool can support employees in identifying their training needs in order to become more productive at work.					
Comment:					
4. The use of the tool by both the employee and I, and the comparative analysis of the results that followed can improve the employee's job performance.					
Comment:					
5. The discussion that I had with the employee during the meeting on the tool results was useful for drawing conclusions on his/her training needs.					
Comment:					
6. The conclusions drawn after the completion of the tool by both the employee and I reflect the real training needs of the employee and helped us decide on effective actions for his/her improvement.					
Comment:					

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
7. What are, in your opinion, the strong points of the tool? Please provide your answer in the text box below.					
Answer:					
8. Would you like to change anything on the tool? If yes, please explain. Please provide your answer in the text box below.					
Answer:					
9. The Employee Competency Training Needs Analysis Tool is effective overall.					
Comment:					
					
9.					

COM5: Training Monitoring Toolkit





BB10

Set up effective monitoring and evaluation systems to ensure that adult learning in the workplace remains relevant and effective

1. Training Activity Evaluation Questionnaire

The most important aspects of the training activity are evaluated in terms of:

- **Expectations of the Trainees**
- **Organisation**
- **Methodology**
- **Relevance and Applicability**
- **Technical Competence of the Trainer/Moderator (Knowledge and Expertise)**
- **Pedagogical Competence and Aptitude of the Trainer/Moderator**

The questions can be adapted to cover all the aspects of the evaluated training activity.

Training Activity Title:	
Training Activity Implementation Date:	
Employee Name:	
Employee Department:	
Employee Position:	
Employee E-mail:	
Date:	

1. Expectations of the Trainees

1. The expectations I had of the training activity were fulfilled.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

2. The objectives of the training activity were attained.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

3. In general, I am satisfied with the training activity.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

2. Organisation

4. The information received prior to the training activity was useful.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

5. The organisation of the training activity (facilities, timetable etc.) was satisfactory.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

6. The documentation provided for the training activity was appropriate.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

3. Methodology

7. The equipment used for the training activity was adequate.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

8. The training material (exercises, practical cases etc.) used during the activity was appropriate.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

9. The topics of the training activity had a logical and well-differentiated structure.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

4. Relevance and Applicability

10. The topics covered during the training activity were interesting.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

11. The degree of learning achieved through the training activity was high.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

12. The training activity will be useful for my current job.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

12. Technical Competence of the Trainer/Moderator (Knowledge and Expertise)

13. The trainer/moderator demonstrated a high level of competence.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

14. The topics of the training activity were appropriately covered.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

14. Pedagogical Competence and Aptitude of the Trainer/Moderator

15. The topics of the training activity were adequately presented.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

16. The trainer/moderator adapted to the needs of the group.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

17. The trainer/moderator managed to maintain the interest of the group.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).



2A. Learning Evaluation Questionnaire

The knowledge and the skills acquired during the training activity are evaluated through a multiple-choice test and/or open-ended questions.

Training Activity Title:	
Training Activity Implementation Date:	
Employee Name:	
Employee Department:	
Employee Position:	
Employee E-mail:	
Date:	

Title of Topic 1	Question 1	Answer 1a.	X
		Answer 1b.	
		Answer 1c.	
		Answer 1d.	
	Question 2	Answer 2a.	
		Answer 2b.	
		Answer 2c.	X
		Answer 2d.	
Title of Topic 2	Question 3	Answer 3a.	
		Answer 3b.	
		Answer 3c.	
		Answer 3d.	X
Title of Topic 3	Question 4	Answer 4a.	
		Answer 4b.	X
		Answer 4c.	
		Answer 4d.	

Title of Topic 1
Question 1
Answer 1
Question 2
Answer 2
Title of Topic 2
Question 3
Answer 3
Title of Topic 3
Question 4
Answer 4

2B. Learning Evaluation Questionnaire – Correct Answers

The knowledge and the skills acquired during the training activity are evaluated through a multiple-choice test and/or open-ended questions.

Training Activity Title:	
Training Activity Implementation Date:	
Employee Name:	
Employee Department:	
Employee Position:	
Employee E-mail:	
Date:	

Title of Topic 1	Question 1	Answer 1a.	
		Answer 1b.	X
		Answer 1c.	
		Answer 1d.	
	Question 2	Answer 2a.	
		Answer 2b.	
		Answer 2c.	X
		Answer 2d.	
Title of Topic 2	Question 3	Answer 3a.	
		Answer 3b.	
		Answer 3c.	
		Answer 3d.	X
Title of Topic 3	Question 4	Answer 4a.	X
		Answer 4b.	
		Answer 4c.	
		Answer 4d.	

Title of Topic 1
Question 1
Correct/Suggested Answer 1
Question 2
Correct/Suggested Answer 2
Title of Topic 2
Question 3
Correct/Suggested Answer 3
Title of Topic 3
Question 4
Correct/Suggested Answer 4

3. Training Activity Usefulness Evaluation Questionnaire

In order to check the usefulness of the training activity, its impact on job performance and regular tasks, i.e., the extent to which the knowledge and/or skills acquired through the training are applied to work and affect the employees, is assessed.

The most important aspects of the training activity are evaluated in terms of:

- **Applicability to the Workplace**
- **Professional Development of Trainees**

The collected data will be used to improve the training activities that will be implemented in the future, as well as to identify new training needs.

Training Activity Title:	
Training Activity Implementation Date:	
Employee Name:	
Employee Department:	
Employee Position:	
Employee E-mail:	
Date:	

1. Applicability to the Workplace

1. The content of the training activity can be put into practice in my workplace.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

2. I frequently apply the acquired knowledge and skills to my work tasks.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

3. Thanks to the training activity, I have overcome doubts or corrected mistakes that were affecting my job performance..

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

4. I have identified new tasks, cases etc. at work to which I can apply the acquired knowledge and skills.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

2. Professional Development of Trainees

The implementation of the training activity has allowed me to:

1. Achieve better results in my job performance.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

2. Carry out new work tasks.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

3. Increase my motivation at work.

Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).

4. Acquire more autonomy in the workplace.































Not at all	1	2	3	4	5	Completely
------------	---	---	---	---	---	------------

Comments on the above, if any (explain why, provide suggestions).



4A. Training Monitoring Toolkit Evaluation Questionnaire – For Trainees

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
<p>1. The way to use each questionnaire of the <i>Training Monitoring Toolkit – Training Activity Evaluation Questionnaire, Learning Evaluation Questionnaire, Training Activity Effectiveness Evaluation Questionnaire</i> – was adequately explained to me.</p> <p>Comment:</p>					
<p>2. The <i>Training Activity Evaluation Questionnaire</i> was easy-to-understand and easy-to-complete.</p> <p>Comment:</p>					
<p>3. The <i>Learning Evaluation Questionnaire</i> adequately assessed the knowledge and skills acquired through the training activity.</p> <p>Comment:</p>					
<p>4. The <i>Training Activity Usefulness Evaluation Questionnaire</i> can provide information to the management team of the organisation/company that I work for on the impact of the training activity on my job performance.</p> <p>Comment:</p>					
<p>5. The <i>Training Monitoring Toolkit</i> – the three questionnaires given to me after the training activity – is comprehensive.</p> <p>Comment:</p>					
<p>6. The <i>Training Monitoring Toolkit</i> – the three questionnaires given to me after the training activity – can contribute to the improvement of the training activity and the development of more effective training activities by the organisation/company for which I work.</p> <p>Comment:</p>					

4B. Training Monitoring Toolkit Evaluation Questionnaire –For Trainers/Moderators

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The Training Monitoring Toolkit – Training Activity Evaluation Questionnaire, Learning Evaluation Questionnaire, Training Activity Effectiveness Evaluation Questionnaire – is comprehensive.					
Comment:					
2. The Training Activity Evaluation Questionnaire can adequately assess the satisfaction of the trainees with the training activity at different levels.					
Comment:					
3. The Learning Evaluation Questionnaire is appropriately structured to adequately assess the knowledge and skills acquired through the training activity.					
Comment:					
4. The Training Activity Usefulness Evaluation Questionnaire can provide information to the management team of the organisation/company for which the trainees work on the impact of the training activity on their job performance.					
Comment:					
5. The Training Monitoring Toolkit – the three questionnaires given to the trainees after the training activity – can contribute to the improvement of the training activity and the development of more effective training activities by the organisation/company for which they work.					
Comment:					
6. What are, in your opinion, the strong points of the Training Monitoring Toolkit?					
Answer:					
7. Would you like to change anything on the Training Monitoring Toolkit? If yes, please provide your suggestions for the respective tool(s) (questionnaire(s)).					
Answer:					

5. Training Activities Effectiveness Annual Report

The *Training Activities Effectiveness Annual Report* compiles the data collected at each evaluation phase and provides information on the average evaluation scores as well as recommendations for necessary improvements in the training offers of the organisation/company.

Year:

S/N	Training Activity Title	Implementation Date	Participating Departments	Number of Trainees	Training Activity Average Evaluation Score	Learning Average Evaluation Score	Training Activity Usefulness Average Evaluation Score	Comments and Recommendations

