

## TRACK YOUR TRAINING EXPERIENCE

<b>Office/Branch</b>	<b>Department/Organisation</b>	<b>Target Date/s for Training</b>
<b>Desired Facilitator/s</b> <i>tick one</i>	<b>Framework for Training</b> <i>tick one</i>	<b>Training Location/Site</b> <i>tick one</i>
<input type="checkbox"/> Outsourced <input type="checkbox"/> Within the department <input type="checkbox"/> Within the organization	<input type="checkbox"/> Management request <input type="checkbox"/> New initiative <input type="checkbox"/> Organizational need	<input type="checkbox"/> Within office premises <input type="checkbox"/> Outside the premises ( <i>specify</i> ) _____
<b>Additional details</b> <i>Provide extra description here</i>	<b>Methodology</b> <i>tick one</i>	<b>Duration of Training</b> <i>tick one</i>
	<input type="checkbox"/> On the job training <input type="checkbox"/> Workshop <input type="checkbox"/> Online learning <input type="checkbox"/> Others ( <i>specify</i> ) _____	<input type="checkbox"/> Hours <input type="checkbox"/> 1 to 2 weekdays <input type="checkbox"/> Every weekend <input type="checkbox"/> On going/continuous <input type="checkbox"/> Others ( <i>specify</i> ) _____

### SECTION A

#### TARGET PARTICIPANT REVIEW

*This section answered by the participants focuses on getting as much information regarding the target participants in order to homogenize the training modules that these population deem that they need. It focuses more on their employment with the establishment, the kind of education, their form of intelligence, and the various evaluations that they have previously encountered.*

**Name:**

**Job position:**

*Please tick for descriptions that apply or fill in the blanks to specify your answers*

<b>1. Tenure/ Length of service</b>	<input type="checkbox"/> Less than a year <input type="checkbox"/> More than 1 year – Less than 5 years <input type="checkbox"/> More than 5 years – Less than 10 years <input type="checkbox"/> More than 10 years
<b>2. Type of employment</b>	<input type="checkbox"/> Contractual <input type="checkbox"/> Permanent <input type="checkbox"/> Part-time <input type="checkbox"/> Full-time <input type="checkbox"/> Freelance/Commission-based <input type="checkbox"/> Others _____
<b>3. Level of employment</b>	<input type="checkbox"/> Entry level <input type="checkbox"/> Experienced employee <input type="checkbox"/> Supervisor/Senior employee <input type="checkbox"/> Middle manager <input type="checkbox"/> Executive level <input type="checkbox"/> Internship

<b>4. Formal education</b>	A. Highest educational attainment: <input type="checkbox"/> High school diploma <input type="checkbox"/> Vocational certificate <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Doctorate degree <input type="checkbox"/> Unfinished degree (specify) _____	B. Degree issued: <input type="checkbox"/> Online/Distance Institute <input type="checkbox"/> Local University/College <input type="checkbox"/> Foreign Campus <input type="checkbox"/> Others (specify) _____				
	C. Recognitions received <input type="checkbox"/> Academics <input type="checkbox"/> Non-academic					
<b>5. Inherent talent</b>  <i>How often are you likely to engage in these activities?</i>  <i>(Most likely = 5, Least likely = 1)</i>	<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	A. Tell stories, debate points of view					
	B. Fix things, number problems					
	C. Notice details, solve puzzles					
	D. Engage in sports, build things					
	E. Recognize patterns, love/play music					
	F. Empathize with others, good listener					
	G. Complex mental workout, critical					
	H. Classify things, nature trips					
<b>6. Prior knowledge and training history</b>	A. Would knowing all the skills and latent talents you have make you a better employee? <input type="checkbox"/> Yes <input type="checkbox"/> No					
	B. Do you think that there are skills that you have acquired aside from the ones you developed through formal education? <input type="checkbox"/> Yes <input type="checkbox"/> No					
	C. Have you ever tried any form of skill assessment to become acquainted with your current skills? <input type="checkbox"/> Yes <input type="checkbox"/> No					
	D. Would you like to attend training/workshop/seminars that would show you how to perform skills self-assessment? <input type="checkbox"/> Yes <input type="checkbox"/> No					
	E. Would you subject yourself to evaluation regarding the training/seminar/workshop regarding skills self-assessment? <input type="checkbox"/> Yes <input type="checkbox"/> No					
<b>Please tick for descriptions that apply or fill in the blanks to specify your answers</b>						

**SECTION B**

**PARTICIPANT PERFORMANCE APPRAISAL**

*This section is to be filled up by the selected participants based on the information taken from Table B. However, their individual names were excluded to reveal the trend between certain factors that might contribute to the skills they might discover through self-assessment training.*

**Job Position**

**1. Your current skills observed and found useful in the workplace**

*Choose at least 3 to 5 options that apply to you*

- Compose effective business correspondence and reports
- Collaborates and motivates fellow employees to achieve results
- Creates effective visual presentation regarding numerical data
- Willing to perform field work and client demonstrations
- Spot current trends in market surveys and sales reports
- Listens and interacts during corporate assemblies
- Receive and offer constructive criticism to other co-workers
- Easily classify various data according to their characteristics
- Others (please specify) \_\_\_\_\_

<b>2. Skill deficiency</b> <i>Rank skills that you might want the skills self-assessment to detect (1 = not important, 5 = very important)</i>	<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	A. Write effective business correspondence and reports					
	B. Collaborate/motivate others to achieve goals					
	C. Create effective presentations on numerical data.					
	D. Willingness to perform field work/demonstration					
	E. Spot patterns in market surveys and sales reports					
	F. Listen and interact during corporate assemblies					
	G. Offer/receive constructive criticism to other people					
	H. Categorize data according to their characteristics					
	J. Others (please specify) _____					

<b>3. Motivation</b> <i>Rank the reasons why you might want to learn self-skills-assessment (1 = not important, 5 = very important)</i>	<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	A. Eventual job promotion					
	B. Potential pay raise for every new skill discovered					
	C. Self-empowerment					
	D. Mastery of skills that have not been detected					
	E. Honing current skills detected					
	F. More after-office socialization with peers					
	J. Others (please specify) _____					

<b>Training Evaluation</b>			
<i>This section focuses on the planning and evaluation aspects of the specific trainings that were identified upon consolidation of data from Tables B and C. This can be used to present the idea for approval by upper management.</i>			
<b>Estimated budget</b> <i>(Breakdown of projected expenses for duration of training)</i>	<b>Resources</b> <i>(Presentation materials, physical facilities, etc.)</i>	<b>Documentation</b> <i>(Consolidation of digital and hard data for presentation)</i>	<b>Evaluation</b> <i>(Focused on trainers, trainees, organizers, and training program)</i>
<i>– Use a separate sheet if possible –</i>	<i>– Use a separate sheet if possible –</i>	<i>– Use a separate sheet if possible –</i>	<i>– Use a separate sheet if possible –</i>
<b>Conclusion</b>	<i>How will this assessment tool help identify the training needs and motivation needed by the staff for future training?</i>		

**Important Notes about this Document**

\*\*Please Note: this is a generic template and some of the data we propose may not be appropriate for your organization, region or country. This template could be adapted according to your specific needs.

This document is aimed to provide general information to enable individuals, employers and training providers to be acquainted on the skills for career, training and education purposes.



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