NOTE TO PEACEKEEPING TRAINING INSTITUTIONS OF MEMBER STATES:

These Guidelines provide the minimum standard for design, delivery and evaluation of training for United Nations (UN) peacekeeping personnel. Peacekeeping training partners such as Member States, international peacekeeping training institutions and external training providers are encouraged to apply these Guidelines to promote harmonization in collaborative efforts in peacekeeping pre-deployment training.

Integrated Training Service, DPKO/DFS

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Guidelines

Design, Delivery and Evaluation of Training (Training Cycle)

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A. PURPOSE

1. The purpose of these Guidelines is to provide a clear standard for personnel in the Department of Peacekeeping Operations (DPKO), the Department of Field Support (DFS) and DPKO-led peacekeeping operations on how to design, deliver and evaluate individual (not institutional or systemic) training programmes effectively. The Guidelines also provide guidance on determining when training can resolve an identified performance gap, and when other, non-training solutions should be used.

B. SCOPE

2. These Guidelines apply to all peacekeeping training activities (see Terms and Definitions) carried out by, or for, civilian, military and/or police personnel in DPKO, DFS and DPKO-led peacekeeping operations. According to the DPKO/DFS Policy on Training for all
United Nations Peacekeeping Personnel, DPKO/DFS offices responsible for providing technical guidance to a field component are also responsible for identifying job-specific and technical peacekeeping training needs and implementing training plans. Therefore, these guidelines are primarily intended to provide guidance to all peacekeeping personnel engaged in peacekeeping training, including personnel in the Integrated Training Service (ITS), Integrated Mission Training Centres (IMTCs), specialist trainers and training focal points (TFPs) in DPKO and DFS offices at Headquarters and in the field. The Guidelines provide the minimum standard for design, delivery and evaluation of training for United Nations (UN) peacekeeping personnel. Peacekeeping training partners such as Member States, international peacekeeping training institutions and external training providers should be made aware of these Guidelines to promote harmonization in collaborative efforts.

3. Recognizing that training resources vary greatly across offices and missions, this guidance has intentionally been issued as “Guidelines” to allow some flexibility in implementation, in accordance with available training resources. The basic principles outlined in the six steps in section D should be applied to all training activities, with certain tasks within those steps listed as recommended when resources are available. In all cases, detailed and comprehensive training plans, budgets and reporting documents on training outcomes shall be produced and reported to ITS, in order to allow for better exchange of information, identification of ongoing training activities and tendencies, forecasting of future needs, informed decision-making and planning. The reporting template “Outline of the process for the development of a Mission Training Plan” and other forms on training budgets for IMTCs and TFPs can be downloaded from the Community of Practice (COP) on peacekeeping training.\(^1\)

C. RATIONALE

4. The 2012-2013 Global Peacekeeping Training Needs Assessment (TNA) highlighted the link between performance gaps and training needs and revealed a lack of guidance for programme managers on how to effectively and efficiently design, deliver and evaluate specific training activities.\(^2\) One of the recommendations of the TNA was for ITS to develop guidance materials on the training cycle, with specific focus on how to evaluate and report training results and impact. These Guidelines aim to fill that need. As such, they complement the Policy on Training for all United Nations Peacekeeping Personnel (2010/20), which provides an overall strategic approach to training. A practical How-To Guidebook will complement the Guidelines.

5. These Guidelines adhere to the Secretary-General’s Policy on Learning and Development which requires the application of best practices in training and encourages holistic thinking regarding learning and development (ST/SGB/2009/9). The policy also states that impact assessments should be built into programme planning and implementation to enhance effectiveness, relevance and the applicability of training.

6. The sections on evaluation of the Guidelines have been informed by a modified Return on Investment (ROI) approach. ROI is an evaluation framework with five measurement levels,\(^3\)

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2 The TNA, which was endorsed by the DPKO/DFS Expanded Senior Management Team (ESMT) in July 2013, is available on the Policy and Practice Database at http://point.un.org/SitePages/PolicyAndPractices.aspx.
which ultimately seeks to align programmes with business needs. While in the UN context, measuring ROI at Level 5 may not be feasible or appropriate, Level 1-4 (input to impact) evaluation can be used to justify and defend budgets of successful training programmes, while identifying inefficient programmes that need to be redesigned or eliminated. Thus, ROI methodology brings a renewed focus on programme design, delivery and evaluation, in order to enhance peacekeeping training.

D. PROCEDURES

7. Before starting the Training Management Cycle, it is important that training designers understand the environment and operational context in which the organization, mission, office and/or unit operate. Considerations may include organizational culture, trends, managerial support, policies and regulations, gender balance, incentives and other factors supporting performance at large.

The Training Management Cycle: A Continuous Process

8. The Training Management Cycle, or Training Cycle, is depicted in the diagram below. It is composed of distinct phases that can be linear (step by step progression) or reiterative. The six-step cycle applies to individual training programmes.

Training Management Cycle

![Training Management Cycle Diagram]
Step 1: Identify performance gaps and determine whether training is the solution

9. **Performance Analysis.** The first step in determining what kind of training - if any - is required, is to identify and analyze the performance gap that the office, unit or specialized/technical area seeks to address. When undertaking a performance analysis, training designers and managers should outline strategic objectives and priorities, and the observed challenges or gaps in achieving them. Specifically, an analysis of a performance gap should address the following:

   a) The office, unit or specialized/technical area’s strategic objectives and priorities: these can be derived from Security Council mandates, departmental-level guidance documents, Results-Based Budgeting (RBB) reports, assessment reports, unit work plans, etc.

   b) The current and/or anticipated challenges and performance gaps in meeting those objectives and priorities, including any patterns or trends related to the performance gap: these can be derived from internal analyses, assessments or evaluation reports, or from existing sources such as RBB performance reports, After Action Reviews (AARs), End of Assignment Reports (EARs), etc.

   c) An analysis of why the performance gap exists: for example, has the operational context changed; is there a lack of guidance to define appropriate roles and processes, or has the guidance recently changed; are organizational structures and/or work processes appropriate to the operational context; do personnel lack the required competencies or skills to carry out their responsibilities; have sufficient or appropriate qualified personnel been recruited/deployed, etc.?

   d) Possible solutions, including but not limited to training, to meet the specific identified performance gaps.

10. Training should be considered a part of a broader solution to address complex operational challenges. Behavioural changes and learning curves triggered by training initiatives require ongoing support and an enabling environment to be sustainable and transferred into learning applications. Training cannot effectively address performance gaps that are a result of undefined or poorly defined work processes, a lack of guidance or policy on particular issues, inadequate organizational structures or recruitment limitations. To address such gaps, alternative, non-training solutions are needed. The Division for Policy, Evaluation and Training (specifically, the ITS and the Knowledge Management and Guidance Team of the Peacekeeping Best Practices Section) should provide advice on the appropriateness of training and/or guidance development as solutions to identified performance gaps.

11. **Training Needs Assessment.** If training is found to be the appropriate solution to address the performance gap, it is necessary to define the specific training needs of the personnel whose existing knowledge, skills or competencies do not match the competencies required. A training needs assessment (TNA) is one of the most important determinants of the success of a training programme. It aims to identify and compare the desired and existing level of competence of the target group(s) of personnel to perform the defined tasks or functions. The needs assessment can be done through a combination of methods listed below, depending on the time and resources available.
a) The desired competencies can be identified, in part from the Performance Analysis (see paragraph 9), with additional details derived from:
- updated or new DPKO/DFS guidance documents, UN policies or legislative mandates;
- external evaluations and/or audit reports;
- external studies and/or internal lessons learned tools;
- analyses, surveys or focus group discussions with managers about the competencies required to achieve the unit’s goals; and/or
- evaluation of previous or related training programmes and requests from personnel – men and women, civilian and uniformed – identifying opportunities for training and development which contribute to the organization’s objectives (these can be formal requests through surveys, or informal requests from communities of practice, for example).

b) The existing competencies and the gaps between existing and desired competencies can be derived from:
- interviews, focus groups and surveys of supervisors and managers responsible for achieving the unit’s goals;
- interviews, focus groups and surveys of personnel carrying out the work;
- observations and inputs from subject matter experts, clients and/or beneficiaries; and/or
- EARs, AARs, surveys of practice, etc. collected and made available through the Policy and Practice Database.3

12. Using existing data, reports and reviews saves time; however, collecting direct inputs from the target audience/end users is important in order to obtain a complete picture of existing gaps. TNA surveys, questionnaires and interviews4 are the most common direct data collection methods. A comprehensive TNA should also carefully examine what opportunities and obstacles for learning exist, how the training programme may be adapted to maximize opportunities and address obstacles and what sort of follow-up support is likely to be needed to support the implementation and application of learning.

13. When sufficient time and resources are available, the TNA can be undertaken as a collaborative process involving a selection of staff members/target audience, subject matter experts and senior managers. Individual interviews may be preferred at the most senior levels, while panel or focus group discussions may be suitable for heads of sections/units and representatives of staff to collect qualitative input and data. In general, the direct involvement of personnel throughout the training process will result in a greater sense of ownership, thereby encouraging staff to assume more responsibility to participate in the resulting training programmes, and ensuring its application and success.

Step 2: Define training targets, resources and inputs

14. Define the target groups. Identification of a generic target group, e.g. training for human rights officers in the field, should be done at Step 1. Further refining the selection of a particular sub-target group at this stage allows for the best fit, thus maximizing training effectiveness. When selecting the target group, the following points may be considered:

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3 http://point.un.org/SitePages/PolicyAndPractices.aspx. For assistance, the Peacekeeping Best Practices Section can be reached by e-mail: peacekeeping-bestpractices@un.org.

4 Annex 1: Sample TNA Survey and Interview Questions.
a) Who should learn what to help bring about the improvements that the training initiative aims to achieve (e.g. people who influence decision-making in a given area);
b) Whether the target group is in a position to extend or transfer the newly acquired knowledge and skills to peers (e.g. TFPs, subject matter experts, team leaders, etc.);
c) Whether participants have the required management and peer support to promote change; if not, whether such support can be strengthened as part of the training programme or reform process.

15. Identify the training providers. Where possible, existing expertise in DPKO, DFS, DPKO-led peacekeeping operations or other UN departments, agencies, funds and programmes should be used. Criteria for selection of both internal and external training providers include proven ability to deliver quality training in the relevant substantive/technical area using the chosen training method; their availability; cost; geographic location; and whether the proposed solutions are sustainable (e.g. is there a budget to continue the training programme, or is there an option to train trainers to further disseminate and multiply the training effect and impact). Whenever possible, the roles and responsibilities of the training providers should be clearly articulated in a Terms of Reference (TOR). When engaging an external provider, TOR or other relevant agreements shall be drafted in accordance with relevant rules and regulations on procurement and the engagement of consultants.

16. Identify resource requirements and funding sources. Training can be funded through various sources including the Peacekeeping Support Account at Headquarters, regular budget funds allocated for the upgrading of substantive skills, mission training budgets and extra-budgetary funds. In identifying the resource requirements, the most cost-effective solutions should be explored and used, e.g. in-mission training and/or e-learning rather than external training involving travel, and capacity-building measures such as training of trainers rather than hiring external consultants on a regular basis.

17. TFPs in substantive and technical areas of DPKO and DFS are advised to contact ITS for detailed instructions on training budget preparation and submission requirements. Section chiefs and TFPs in field missions should contact the IMTC or training officer/focal point where such an integrated structure does not exist.

Step 3: Design and plan the training

18. When designing and planning a training, the following tasks need to be completed:

a) Define learning objectives. Training solutions must begin with a clear focus on the desired outcome. Learning objectives should not be used to describe the content to be covered, but to describe the intended results. Types of learning objectives are:

   - Awareness-oriented: familiarity with terms, concepts and processes;
   - Knowledge-oriented: understanding of concepts and processes; and
   - Performance-oriented: ability to demonstrate a skill at different levels.

   These types of learning objectives can be used in combination and should broadly describe behaviours that are observable and measurable, outcome-based and

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5 Trainers are also advised to participate in specialized courses related to the design and delivery of training, organized by the UN System Staff College (UNSSC), UN Institute for Training and Research (UNITAR) and the Office of Human Resources Management (OHRM).
clearly worded. The overall objectives should be supplemented by specific learning outcomes for each topic covered. Learning outcomes should clearly identify what the participants have learned and are able to do as a result of the training. Clearly-defined learning outcomes are key for the evaluation of the training.

b) Choose a delivery method/modality. Training designers should aim for delivery methods that balance costs with the need to engage the learner. Different methodologies include one or a combination (blended learning) of the following: e-learning, self-study programmes (professional reading, etc.), group learning activities (face-to-face workshops, seminars, team projects, videoconferencing, blogging and discussion groups, etc.), one-to-one learning (coaching, career counseling, job shadowing) and experiential learning (on-the-job training, assignments, task-based training).

Each of these delivery methods has its strengths and limitations. Criteria to be taken into account when deciding on delivery methods are: best practices in training and the application of adult learning principles (see Step 4 below); the outcomes of evaluations of previous training activities; the geographic location or dispersion of the target audience; participants’ ability to take time off and travel to training; availability of in-house expertise; regulatory or policy requirements that may require the use of certain delivery methods or training providers (i.e. for certification); and cost/availability of funding. Where possible, training should be designed to ensure the greatest possible engagement of the learner in the most cost-effective and sustainable manner. Using a blend of delivery methods can often mitigate the challenges of any single method and address learning objectives effectively.

In accordance with the Policy on Training for all United Nations Peacekeeping Personnel, consideration should be given to delivery methods that can effectively leverage technology. However, developing an e-learning course requires more than just transferring content from existing courses into an online platform. An appropriate learning methodology, instructional design and media type (graphics, animations, audio, video, etc.) need to be selected. An effective learning platform should involve a framework that supports learners and can be linked to and complemented by social media tools such as blogs, wikis, online meetings and web conferencing to create approximation and interaction. In general, e-learning is better suited for knowledge-based training and prerequisite reading, rather than skills-based training.

c) Develop content and choose methodology. Training designers will need to determine the type and depth of content as well as presentation modes and sequencing. There should be a distinction between content that is mandatory, which is directly related to the work that individuals must perform to achieve objectives towards organizational goals, and optional content, which provides as supplementary information. As part of a training package, a content outline should be developed by the training designers, including the following components: key learning objectives or clusters of objectives for each module; content expressed in terms of key topic headings; practical activities, group work, learning games and discussions, e.g. using best practices

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6 For more information on e-learning, please contact Learning and Development, OHRM.
examples from missions to reinforce learning or stimulate and recall prior knowledge; tests and exercises to assess learning; and Action Plans\(^7\) for learning application.

Training designers should ensure that all content and materials fulfill the training objectives, that they are based on UN, DPKO and DFS policies, guidance and lessons learned, and that they are appropriate for the target group in terms of language, culture, gender and other relevant considerations. When developing the content, training designers should consult the Policy and Practice Database, which contains all guidance and best practices materials on UN peacekeeping.

d) **Incorporate evaluation objectives and plans at the design and planning stage.** Evaluation must be planned – at each level and overall - for each programme. During a typical planning cycle, the purpose and level of evaluation as well as data collection methods must be determined. More information on training evaluation is provided in Step 5.

**Step 4: Deliver the training**

19. All trainers should have proven facilitation and presentation skills beyond expertise in the subject area. Attending a Training of Trainers (ToT) is highly recommended for all subject matter experts and resource persons tasked with delivering training in order to effectively engage trainees in a learning process. Failure to communicate the message, engage and inspire learners will lead to unsatisfactory results. Therefore, it is important to create an environment conducive to learning. A detailed course plan and facilitator’s guide should be developed, describing the progression and management of the training programme, such as opening and closing statements, techniques to handle setbacks, prepared answers to potential questions, time management aspects for modules and exercises, etc. Evaluation and feedback forms as well as handouts for participants should be prepared in advance. Personal preparation is key, including having a thorough knowledge of the content and mastery of the methodology.

20. Training delivery should be guided by adult learning principles. Specifically, training delivery shall take into account that adult learners:

- **Are autonomous and self-directed,** meaning that adult learners need to be free to direct themselves and learn by doing. Facilitators must actively involve adult participants in the learning process, guiding participants to their own knowledge rather than supplying them with facts.

- **Have accumulated a foundation of life experiences and knowledge,** and learning is most effective when connected to this knowledge/experience base. Facilitators should draw out participants’ relevant experience and knowledge through e.g. brainstorming, debate sessions, role plays, etc.

- **Are goal-oriented.** Upon enrolling in a course, adult learners usually know what goal they want to attain. They, therefore, appreciate a training programme that is organized and has clearly-defined elements. Facilitators must show participants how this particular training will help them attain their goals, ideally at the beginning of the course.

- **Are relevancy-oriented,** meaning that they must see a reason for learning something. The training content has to be applicable to their work and responsibilities to be of

\( ^7\) Action Plan: list of specific actions participants plan to take based on what they have learned in a course. e.g. "I will apply the 4Cs - integration principles in my work settings within the UN Country Team context".
value to them. This means, also, that the training should apply and relate theories and concepts to the professional settings familiar to participants.

- **Are practical**, focusing on the aspects of a lesson most useful to their work. They may not be interested in knowledge for its own sake. Facilitators should tell participants explicitly how the lesson will be useful to them on the job, and should be prepared to take questions and/or provide direction to information sources that may help participants.

21. Organizational aspects of training delivery include the following tasks:
   a) Confirm with resource persons and complete pre-training logistics, including training schedule, venue, preparation of training aids, equipment and materials.
   b) Monitor the implementation of the training throughout the cycle.
   c) Complete post-training support and follow-up activities, including the collection of attendance and feedback forms, administration of knowledge assessment tests, delivery of certification, if appropriate, finalization of any documentation related to funding, communication to stakeholders about the delivery of training, etc.

22. In order to maintain consistent records on training outcomes across UN peacekeeping operations, IMTCs are required to use the Electronic Training Management System (e-TMS) for pre- and post-training support tasks for all training activities. Monthly and annual reports are to be submitted by IMTCs to the ITS Field Training Support Team. TFPs of DPKO and DFS offices at Headquarters are encouraged to share their training reports and evaluations with ITS.

**Step 5: Evaluate training outcomes**

23. The ultimate aim of Step 5 is to determine whether the training programme has achieved its objectives and expected outcomes, thereby addressing the identified competency and performance gaps. It requires an analysis of different levels of evaluation data measuring inputs, reaction, learning, changes in performance, and as appropriate, impact and ROI.

24. Evaluation of the training should be considered and incorporated early on, when designing and planning the training programme. The level and scope to which evaluation is planned to occur depends on the priority, cost, available expertise to conduct the evaluation and the expected return as a result of the evaluation activity. As a general rule, all training activities for UN peacekeeping personnel organized by DPKO/DFS and DPKO-led peacekeeping operations shall aim to apply the first three levels of evaluation (as outlined below), in addition to collecting input data (Level 0).

25. All training evaluations require baseline data on the basis of which the impact of the training can be assessed. The data collection occurs at Levels 0-3 (input, reaction, learning and application data) and can be collected by the trainers who facilitated the training and/or the training coordinators/managers responsible for the training programme. Level 4 and 5 evaluations, which focus on calculating the value of an improvement and its impact, should be reserved for a smaller number of high cost/high profile training programmes and should be carried out by training officers with evaluation experience. The timeframe for Levels 4 and 5 evaluations should be as short as possible.

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8 The Electronic Training Management System (e-TMS) is an interim learning management system and data collection mechanism developed by DPKO/DFS and is expected to be replaced by the Learning Management System (LMS) currently under development by OHRM.
5 is typically 3-6 months after the training has completed, using a variety of data conversion methods explained below. Annexes 3-5 provide sample evaluation forms for each level.

26. **Level 0** data comprises inputs (resources and investments) into the programme. Major cost categories are costs of initial assessment, acquisition and development of training materials and tools and costs related to implementation and application of knowledge and skills acquired. Fully loaded programme costs should also include costs of administrative support, maintenance, monitoring and evaluation (for more information see paragraph 42). These programme cost measurements are taken to compare with post-programme results and impact measures; therefore input data is as important as data at other levels and should be fully recorded.

27. **Level 1** evaluation seeks to determine the reaction of the participants, in terms of training relevance, importance, usefulness, intent to use training, planned improvements and overall satisfaction with the programme. This information must be obtained throughout the training. Daily feedback from participants – both formal and informal – may be used to make quick adjustments and changes to keep the programme on track, e.g. adjusting the duration and structure of a session (presentation versus discussion-time ratio), etc. Participants’ feedback on the training should also be solicited at the end of the training through a written questionnaire to measure overall satisfaction. Depending on the purpose of the evaluation, the questionnaire may contain different types of questions: dichotomous questions (yes/no), multiple-choice, open-ended, as well as ranking and numerical scale questions. For large scale surveys, open-ended questions can be time-consuming and challenging to classify and process, therefore multi-choice questions may be favored.

28. Questions should focus on quality, relevance, importance and usefulness of training content rather than on non-content issues such as breaks, refreshments, location, transportation, etc. Anonymous feedback is highly recommended to allow participants to be open and constructive with their comments. Tendencies to rely on Level 1 feedback, particularly to evaluate the performance of facilitators, should be avoided. This mostly leads to deceptive feedback cycles, which occur when there is an imbalance between content and non-content indicators in evaluations. Facilitators’ ratings should be ultimately based on the quality, outcomes and impact of the training.

29. **Level 2** evaluation seeks to determine the level of learning and confidence participants gained through the training and whether the training objective was achieved. It measures the extent to which principles, facts, processes, procedures, techniques and skills are understood and absorbed. A measurable increase of participants’ existing knowledge and skills should occur for a training to have an impact on intellectual capital and development of competencies.

Learning can be measured at different times and levels throughout a training programme. Learning evaluation instruments should ideally be designed to assess multiple levels of thinking (i.e. more than basic recall). Bloom’s Taxonomy is a common tool used to classify various levels of cognition:

- Knowledge (ability to remember)
- Comprehension (ability to restate, translate and recognize)
- Application (ability to apply the knowledge to solve a problem)

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10 UN Competency Framework describes a particular combination of knowledge, skills and behaviors needed to perform a role and is used as a tool for recruiting, selecting, training, reviewing performance and career advancement.
o Analysis (ability to break complex situations into components and figure out how the parts relate to and influence one another)
o Synthesis (ability to create new ideas, products, processes)
o Evaluation (ability to judge value of idea, product, etc. for own purposes)

30. Measuring learning focuses on knowledge, skills, attitudes and confidence of trainees to apply or implement what they have learned on-the-job. Measuring and capturing how much learning has occurred is critical for evaluation. Common measurement tools for knowledge-based training may include pre- and post-course tests, formal knowledge assessment tests, aptitude tests, surveys and questionnaires. For skills-building training, simulation techniques such as role plays, case studies, task simulations and demonstrations may be more suitable. In general, providing participants with immediate feedback on their assessment results may give them a sense of progress, therefore enhancing their motivation to learn.

31. Testing the evaluation instruments and methods with a small group is highly advisable to ensure validity and reliability. A pilot test provides an opportunity to clarify confusion that might exist about the instrument as a whole, and/or specific questions or statements. Test and evaluation results should be used for various purposes: to provide individual feedback to trainees on skill/knowledge levels; to evaluate the effectiveness of facilitators and quality of training materials; to determine whether adjustments need to be made to any aspects of the training; and to measure the ROI at a later stage.

32. **Level 3** evaluation seeks to determine the effect training has on the participants’ on-the-job behaviour and performance, by focusing on activity or action. This includes measuring improvements in job performance and productivity after participants have had a reasonable amount of time to apply knowledge, skills and behaviour changes to the work place environment. It therefore aims to evaluate whether the competency gap identified during the needs assessment has been filled. While Levels 1 and 2 occur during the programme with focus placed on participants’ direct involvement in the training, Level 3 measures the application of learning. The scope of Level 3 is beyond the training event itself, involving other factors supporting (enablers) or hindering (barriers) the learning application. It focuses on activity or action due to positive behavioural change, though it does not consider the consequences of this change. Essentially, measures at this level reflect the degree of initial post-training success. The first part of application data – “the intention of application” can be measured at this stage. This data becomes an important link and comparative data source for post-training applications and improvements.11

33. Applying the newly acquired knowledge and skills on-the-job can be challenging, as participants may be likely to encounter perceived or real barriers as well as enablers. Typical barriers may include lack of motivation, time, resources, management and/or peer support, or even a lack of relevance of skills learnt to a particular work environment. Enablers may include support from managers and colleagues, usefulness of the learnt skills to support change processes, increased personal empowerment and/or motivation, etc. It is important for training designers/programme managers to record and report such data to the relevant stakeholders and decision-making bodies so that measures can be put in place to lower barriers and reinforce enabling factors directly contributing to programme success. Individual mentoring and coaching may be required to optimize learning application on-the-job, thus increasing training impact.

34. The value of data at Level 3 is higher than that collected at Levels 1 and 2 as it emphasizes the importance of moving up the chain of impact. Without successful

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implementation, changes will not occur and benefits will not be gained from the training programme. All stakeholders can be sources of data, including training participants, team leaders/supervisors and peers/colleagues, as well as performance records and evaluation documents. Use of 360 degree evaluation methods is useful to expand data sources. Data from sources beyond participants’ self-reporting is valuable as it increases credibility. Data collection methods for Level 3 include qualitative and quantitative approaches, e.g. follow-up surveys, observation, interviews, focus group discussions and reviews of various documents and records. Securing the appropriate quality and quantity of data can be challenging. Therefore, data collection should be designed into the training programme from the beginning.

35. The timing of data collection may vary. Depending on the type of behavioural and performance change anticipated, data on the actual application of skills is generally collected 2-6 months after the training programme. This allows time for changes to take place so that implementation can be observed and measured. Follow-up strategies and communication plans may be developed to reach out to the participants for their input and responses. Data to capture at this level includes frequency and use of acquired knowledge and skills on-the-job, such as change of a particular task or activity, implementation of a new procedure, changes with work processes, etc.

36. **Level 4** evaluation seeks to determine the impact of training by assessing the consequences of the changes in behaviour or performance. This is done by analyzing the results of the activities and actions reported at Level 3 to see whether the intended impact objectives defined at the programme design stage are reached. There is no standard set of impact measures as it varies depending on the programme objectives and target groups. For example, what Mission A is trying to achieve through an e-learning programme may be different from the objectives of Mission B’s programme. Examples of objectives may be cost savings or improvement of work outputs or specific tasks that the mission is mandated to implement.

37. It is important to determine specific impact measures linked to each programme. Examples of key impact measurements may include the following:
   a) Time management training: time savings, increase in productivity, job satisfaction, decrease in stress level, etc.;
   b) Coaching and mentoring: time savings, increase in quality, efficiency, employee satisfaction, etc.;
   c) Sexual harassment prevention training: decreased incidents of misconduct, turnover, absenteeism, etc.

As illustrated in the examples above, impact measures can be divided into two general categories: hard (tangible) and soft (intangible) data. Hard data, such as cost and time, are the primary measurements of improvement, presented through facts that are relatively easily gathered. Hard data is the most desirable type of data to collect. Soft data, such as satisfaction, awareness, loyalty, etc., is collected when hard data is unavailable and/or as a supplement. Soft data is difficult to convert to monetary values and is often subjective and less credible as a performance measurement.

38. In almost every organizational setting multiple influences may drive changes, such as restructuring, change processes and technology. Thus improvement in performance after the

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12 Annex 5. Sample Evaluation Form, Follow-up Questionnaire: Level 3-5.
13 For instance, 80% of participants are using team building techniques; 40% of participants used skills related to implementation of activities regarding protection of civilians, etc.
implementation of a training programme should not be solely linked to that particular training. In order to be credible and accurate, all training impact studies should contain details on methodologies used to isolate the effects generated by that particular training programme.14 The following techniques may be used to pinpoint the amount of improvement directly linked to the programme:

- A control group arrangement: one group participates in a programme, while another similar group does not. The difference in the performance of the two groups is attributed to the programme.
- Trend lines and forecasting: a trend line is drawn to project the future, using previous performance as a base. After the programme is conducted, actual performance is compared to the trend line projection. Any improvement of performance over what the trend line predicted can then be reasonably attributed to programme implementation.
- Estimates: participants, managers, peers and clients estimate the amount of improvement and attribute it to a particular training programme.

39. Level 5 evaluation seeks to determine the financial return on investment (ROI). Programme managers are increasingly being asked to report on training costs and impact. Although the benefits of evaluation may appear obvious, several important payoffs at this level can be realized such as responding to donor requirements, aligning training with operational needs, justifying training budgets and understanding the true impact of training. However, evaluation at this level should not be applied to every programme. Given the resources required for a Level 5 evaluation, it is only appropriate for programmes that are costly, visible and/or critical to the organization in meeting its operational goals and closely linked to strategic initiatives. The target and budget for such evaluations shall be determined and approved by senior management and the final ROI Report is to be disseminated to all stakeholders.

40. Most training programmes aim to improve efficiency, which is described as the extent to which time, effort and cost are well used for quality results. Hard data items concerning costs may include budget variances, programme costs, administrative costs, overhead costs, staff costs including salary, late submission fees and project costs savings. Quality can be defined as a degree of excellence in a service or performance. The unit measure of quality can be defined through different degrees of quality, or as an error or absence of it (e.g. one training course failed, one redrafted report, one client complaint, etc.). In a UN setting, one standard value is time, with “time used/wasted” used as a unit measure

for mistakes/errors and/or “time saved for other productive use” as a unit measure for the payoff.

41. Key steps to convert data to monetary values are:

a) Define a unit of measure to break the process into simple steps so that its value can be determined. First, define a unit of measure based on hard data. For output data, the unit measure is the item produced, service provided or task completed (e.g. one project completed, one report written, one claim processed, one training module developed). Time measures may include the time to produce/complete one output, e.g. one hour of staff time, one day of delay, etc.

b) Determine the value of each unit (V) identified above. A staff member’s time can be expressed in monetary terms, using salary scales. The value can be determined for many hard data concerning “time”, such as for supervisory time, training time, time to project completion, service response time, etc.

c) Calculate the change (Δ) in output data after the effects of the training programme have been isolated from other influences.

d) Determine an annual amount for the change (∆P) to develop a total change in the performance for one year. Using annual values has become a standard approach, although the benefits may not remain constant throughout the entire year. First year benefits are used for conservative purposes even when the training programme produces benefits beyond one year.

e) Calculate annual value of the improvement (AVI) by multiplying the annual performance change ∆P by the unit value V to arrive at the total value of improvement.

The following example illustrates the calculation. With improved skills and knowledge after attending a report writing training, it can be assumed that the time dedicated to writing one report is reduced and quality is improved. If this assumption is verified, i.e. if the quality is improved and/or the time is reduced, it is then converted to cost savings. A staff member, at P3 level, typically needed 5 days to complete a report. After the training, she now finishes one report within 3 days. The two days’ salary (per report) can be reported towards the programme benefits, provided that the staff member used the two days saved for other productive use.

\[ V = \$367 \text{ (monthly net salary: 21.75 days)}; \]
\[ \Delta = 2 \text{ and } \Delta P = 12 \text{ (six reports completed per year, on average)} \]
\[ AVI = $4,404 \text{ (V x } \Delta P) \]

42. The ROI is calculated as follows:

\[
\text{ROI (\%)} = \frac{\text{Net program benefits}}{\text{Program costs}} \times 100
\]

A zero percent ROI indicates a break-even programme. A 50 percent ROI indicates that the cost of the training is recaptured and an additional 50 percent “earnings” is achieved.
43. Net training programme benefit is a sum of AVI by all participants who made improvements. Fully loaded programme costs, collected at Level 0 as input data, must include all costs that can be identified and linked to the particular training programme under evaluation:

a) Direct training programme costs include those associated with implementation and delivery, which may include salaries for coordinators, administrative support staff and participants (daily pay x number of days spent for training); programme materials; travel-related costs and facilities (also for in-house training).

b) Prorated costs include costs for initial assessment and programme development or acquisition of solutions. These costs are usually allocated over the life of the programme. Consequently, a portion of these costs should be prorated to the programme.

c) Costs for monitoring, evaluation and reporting should also be added, although the costs need to be realistic. Some indirect costs will not be known exactly, and estimates will have to be used.

44. In addition to calculating monetary benefits, capturing intangible benefits of training is an important part of the ROI analysis strategy (shown in the diagram, paragraph 39). Training programme benefits can also be expressed through intangible benefits (soft data) that are not converted to monetary values for various reasons, including if a conversion cannot be accomplished with minimum resources and with credibility. Common intangibles used in the UN context reflect the unique challenges and complexities of peacekeeping operations and mandates. These may include national reconciliation; effective political process and dialogue; promotion of human rights, including those of vulnerable groups; improved security; sustainable peace; etc. These indicators are commonly used in various documents as goals and objectives, including in results-based planning and budgeting documents.

45. Annex 6 outlines a “Data Collection Plan”, comprising sample “Conflict Management” programme objectives at all five levels, specific measures, data collection methods, data sources, timing and responsibilities. “The ROI Analysis Plan” contains data items, methods for isolating effects, methods for converting data, cost categories, intangible benefits, communication targets for final report and potential issues and influences during application.

Step 6: Monitor, improve and report results

46. As the Training Management Cycle diagram shows, monitoring for quality as well as project and resource management purposes is an integral part of each and every step of the training cycle. The main purpose of monitoring is to ensure that the training process is being implemented properly and that it has a positive impact on operational effectiveness. More specifically, and in accordance with the DPKO/DFS Policy on Training for all United Nations Peacekeeping Personnel, ITS in collaboration with IMTCs, shall:

- Monitor and improve the linkages between mandate implementation and peacekeeping training, and the alignment of training priorities with those of the Organization’s based on comprehensive analysis through regular monitoring, assessments and evaluations of peacekeeping training activities.
• Initiate and institutionalize improvements to the training cycle, including through sharing of information and experience via the Peacekeeping Training COP,\textsuperscript{15} drafting of AARs and the updating and development of Peacekeeping Training Standards and other guidance on peacekeeping training.

47. Reporting and communicating results is an integral part of the monitoring process throughout the training cycle, and it is critical to the accountability of learning and development. Early and continuous communication ensures that information is flowing so that adjustments can be made and that all stakeholders are aware of the success and challenges surrounding the programme. To ensure timely and consistent reporting, the following is required:

• DPKO and DFS TFPs shall compile training data and report to ITS on a yearly basis, at the time of training performance reporting and budget submissions.

• IMTCs shall record all training-related data, including evaluation data, and report to ITS. A “Quick Reference Guide on the Completion of the ITS Mission Monthly Training Report”, found on the COP, explains how to fill out the reporting template. The Report should contain a summary of key data on all learning activities delivered for mission personnel on a monthly basis.

• ITS shall communicate peacekeeping training achievements and challenges, trends and issues to DPKO and DFS senior management, Member States, peacekeeping training institutions and other relevant stakeholders to ultimately improve and advocate for peacekeeping training.

E. ROLES AND RESPONSIBILITIES

48. In addition to the specific responsibilities related to peacekeeping training, monitoring, and reporting mentioned above, peacekeeping training actors have the following roles and responsibilities in relation to the Guidelines:

DPKO/DFS Standing Committee on Training and Learning:
 a) Regularly review application of DPKO/DFS training policies across all of peacekeeping, including encouraging the application of these Guidelines;
 b) Provide advice, guidance and support to ITS and Offices of DPKO and DFS with respect to peacekeeping training priorities, including endorsing priorities and resources for periodic evaluation exercises of selected training programmes.

Integrated Training Service:
 a) Promote the familiarization with and implementation of the Policy on Training for all United Nations Peacekeeping Personnel and these Guidelines on Design, Delivery and Evaluation of Training (Training Cycle) to maintain and improve the quality and efficiency of peacekeeping training;
 b) Provide technical support and hands-on assistance related to the implementation of these Guidelines for training officers and focal points in DPKO/DFS at Headquarters and in the field;
 c) Lead the updating and further development of training policies, standards and guidelines;

\textsuperscript{15} https://cop.dfs.un.org.
d) Collect data on the implementation of training plans (cross-cutting, job-specific and technical training), including related expenditures from TFPs and IMTCs.

Training Focal Points in DPKO/DFS and in DPKO-led peacekeeping operations:
   a) Aim to apply the Guidelines when designing, delivering and evaluating peacekeeping training;
   b) Address ITS and/or IMTCs for technical support, collaboration, reporting and other purposes related to the implementation of these Guidelines;
   c) Compile training data in area of responsibility and report to ITS, as outlined in the “Headquarters Level Process for Managing Peacekeeping Training”.

Integrated Mission Training Centres:
   a) Apply the Guidelines in all training-related activities, where feasible;
   b) Promote familiarization with and implementation of the Guidelines at mission level;
   c) Compile training data and report to ITS through the “Mission Monthly Training Report”.

F. TERMS AND DEFINITIONS

Blended Learning: A learner-centered approach where multiple learning environments, activities and methods are combined. The terms "blended", "hybrid", "technology-mediated instruction" and "mixed-mode instruction" are often used interchangeably, however the term "blended learning" with more regularity.

E-Learning: A broad term covering different forms of computer-based or web-based learning programmes. E-learning may consist of self-paced learning, where the learner independently follows defined content on the computer, or web, or the programme may be led by a facilitator through synchronous (videoconferencing, chat rooms) or asynchronous means (e-mail, on-line communities).

Electronic Training Management System (e-TMS/ eTMS): The Field Support Suite (FSS) application that tracks and records the enrolment of Peacekeeping Personnel in training or learning activities. It is hoped that eTMS will be integrated into the Enterprise Learning Management module of Inspira once the latter is fully deployed to the field.

Experiential Learning: The gaining of knowledge, skills or competencies through direct experience, for instance through on-the-job training, new assignments, missions, team projects and task-based training.

Field Support Suite (FSS): A modular set of applications designed to standardize and support common mission business functions and automate processes and workflows. The applications are web-based and accessed by personnel through the standard web browser from the UN Network.

Group Learning Activities: Involves multiple participants, generally requiring a facilitator or instructor. These may include face-to-face workshops, seminars, team projects, videoconferencing, communities of practice and/or facilitated e-learning programmes with multiple participants.

**Learning Outcome:** A statement of what a learner is expected to know, understand and/or be able to do at the end of a learning period.

**Learning/Training Objective:** A statement of how a training programme fills the competency gap of target personnel, identified in the Training Needs Assessment.

**One-to-One Learning:** Involves the transfer of knowledge from one person to another, for instance through cross-training provided by colleagues through career counseling, coaching, mentoring and/or job shadowing.

**Peacekeeping Training:** Any training activity which aims to increase the knowledge and skills of UN peacekeeping personnel (military, police and civilian), enabling them to:
   a. meet the evolving challenges of peacekeeping operations in accordance with DPKO/DFS principles and guidelines;
   b. perform their specialist functions in an effective, professional and integrated manner;
   c. demonstrate the core values and competencies of the UN.

**Performance Analysis Report:** The output of Step 1 in the Training Cycle, outlining:
   a) the office or unit’s strategic objectives and priorities;
   b) the current and/or anticipated challenges and performance gaps in meeting those objectives and priorities, including any patterns or trends related to the performance gap;
   c) an analysis of why the performance gap exists;
   d) possible solutions to meet the specific identified performance gaps.

**Self-Study Programmes:** Learning programmes undertaken independently by the individual learner. These may include professional reading, self-paced e-learning, Internet and Intranet research, videos and/or other computer-based programmes.

**Training:** Part of broader concept of learning, which includes mentoring and advising, job-shadowing, taking on work-related challenges, participating in new projects, using sabbatical leave, enrolling in distance learning programmes, etc.

**Training Evaluation Report:** Analysis of different levels of evaluation data measuring reaction, learning, changes in performance and as appropriate, impact and return on investment. It may include recommendations and action points to improve particular areas.

**Training Needs Assessment:** Part of planning processes, often used for improvement in training. Its objective is to gather appropriate and sufficient data, which in turn informs the process of developing an effective product that will address the group’s needs.

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**G. REFERENCES**

**Normative or superior references**

DPKO/DFS Policy on Training for all United Nations Peacekeeping Personnel, May 2010
Global Peacekeeping Training Needs Assessment, 2012-2013
Secretary-General’s Learning and Development Policy (ST/SGB/2009/9)
Strategic Peacekeeping Training Needs Assessment, 2008
H. MONITORING AND COMPLIANCE

The implementation of these Guidelines is highly recommended. At Headquarters level, their implementation and application is supported by the Chief of the ITS and its Training Policy and Standards Team (TPST). At mission level, it is supported by the Field Training Support Team (FTST), ITS, Chief of the IMTC or the mission TFP.

I. CONTACT

The Chief of the Integrated Training Service, Policy, Evaluation and Training Division, DPKO

Email: peacekeeping-training@un.org or fax (+1) 212 963 9061.

J. HISTORY

These guidelines are the first approved version. They shall be reviewed at least every three to four years.
ANNEX 1. SAMPLE TRAINING NEEDS ASSESSMENT: INTERVIEW AND SURVEY QUESTIONS

Please note that these samples are taken from a global peacekeeping TNA identifying cross-cutting training needs in both missions and Headquarters. Therefore, the questions are general in nature. In designing a TNA for an office, unit or specialized/technical area, questions would have to be adjusted and added depending on scope and subject area.

Potential Interview Questions for Senior Leadership and Managers

Vision & Expertise (senior leadership)

1. What are the current challenges that your Mission/Department is facing?
2. What might be emerging issues?
3. How well are staff — civilian, military and police — prepared to meet those challenges?
4. In what functions does your Mission/Department experience the biggest performance gaps?
5. What are the areas with the greatest performance improvement potential?
6. Thinking across peacekeeping functions, which kind of expertise will your Mission/Department require to achieve its mandate?
7. Which capacities need to be enhanced in a specific component (military, police, substantive or support personnel) or mission phase (start-up, implementation or transition)?

Performance Gap Analysis (managers)

1. Given your Mission’s/Department’s mandate, what are the most significant challenges you expect for your Unit/Section/Service?
2. What would be the area with the greatest potential for performance improvement?
3. Which key functions in your Unit/Section/Service may contribute to this performance potential and to full mandate implementation?
4. What would be the key competencies and skills to enhance?
5. Which of those competencies can be addressed through training?

Sample Specific Areas

Specific areas can be determined based on mandate requirements, emerging issues, change processes, desk reviews, performance reports, interviews with managers and staff, etc.

8. POC: Is there a need for more training in protection of civilians? If so, at what phase (pre-deployment, induction, on-going training) and for what personnel?
9. SEA: Can the problem of SEA be remedied by training? If so, is there a need for more training in this area? At what phase and for what personnel?
10. Conduct and Discipline: Can problems of conduct and discipline be remedied by training? If so, is there a need for more training in this area? At what phase and for what personnel?
11. Gender: Is there a need for more training on gender? How long should it be? What should the specific focus be? What impact would this have?
Template
Training Needs Assessment Survey

Introduction and Opening Statement

Explain the reason why a needs assessment is being conducted, as well as its objectives, scope, audience and time frame.\textsuperscript{17}

PART 1: PROFILE INFORMATION (essential for data processing and cross tabulation)

1. Your duty station/section/unit is: (insert the list to have uniform responses. It also makes classification easier)

2. You are: (for gender disaggregated data)
   - Female
   - Male

3. In which capacity are you currently serving?
   - Civilian
   - Military
   - Police
   - Other (please specify): ____________________

4. What is your current category? (use relevant categories; examples of civilian categories below)
   - Professional (P5 and above)
   - Professional (P1 – P4)
   - National Professional Officer (NPO)
   - General Service in New York
   - Field Service (FS)
   - General Service in Mission (National Staff)
   - Junior Professional Officer (JPO)
   - UN Volunteer
   - Other (please specify): ____________________

5. Which area below most closely fits your current work? (use relevant categories; examples of civilian work areas below)
   - Civil Affairs; Governance; Electoral; Humanitarian Affairs; Return, Recovery, Rehabilitation
   - Rule of Law; Judicial, Corrections; Human Rights; Child Protection; Gender
   - Political Affairs and Analysis (such as JMAC)

\textsuperscript{17} For additional information see “Global Peacekeeping Training Needs Assessment, Final Report 2012-2013” , http://point.un.org/SitePages/PolicyAndPractices.aspx.
- Security Sector Reform (SSR); Disarmament, Demobilization, Reintegration (DDR)
- Mine Action
- Public Information and Communications; Translation and Interpretation
- Oversight (OIOS, Audit, Board of Inquiry, Conduct and Discipline); Legal Affairs
- Safety including Aviation; Medical; Security
- Budget and Finance
- Human Resources; Personnel
- Information Management; IT
- Facilities; Engineering; Property Management
- Procurement; Contracts Management
- Movement Control; Transport (air, ground & sea)
- Management and Integration – substantive (immediate Offices of SRSG, DSRSG, COS, and joint areas such as JOC and Best Practices)
- Management and Integration – support (immediate Offices of DMS, CMS, CAS, ISS, etc. and joint areas such as Training)

6. How many UN staff members (not including contractors/consultants/ICs/interns) do you supervise? Please also include those staff members reporting indirectly to you through someone else (i.e. for whom you are a second reporting officer).

- 0-3
- 4-10
- More than 10

PART 2: TRAINING NEEDS

7. How do you support mandate implementation/organizational/departmental/team goals?

- Directly
- Indirectly

8. How would you rate your level of knowledge and skills in the areas below, and which areas would you need to strengthen in order to better perform your duties?

*Depending on the purpose and scope of the TNA, areas to explore can vary from single/specialized to multi-subject TNAs, e.g. “Training needs assessment in the area of human rights”, “Cross-cutting training needs assessment”, etc.*

<table>
<thead>
<tr>
<th>List of topics/subject areas</th>
<th>Sufficient for my duties</th>
<th>Would need training</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of topics/subject areas</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>....</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
9. How much is your Manager involved in your training programmes and how does training feature in your team?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Sometimes</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>My manager and I discuss my development needs together and this informs the training/learning programmes I participate in</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My manager is fully aware of the training/learning programmes I participate in and encourages me to practice my new knowledge and skills</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Training results in increased knowledge and skills and improved performance for the team</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My manager gives special attention to on-the-job training and training is considered a priority in my team</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

10. FOR MANAGERS ONLY: How would you rate the level of knowledge, skills and behaviour of your team (staff reporting to you directly and indirectly) in the areas below?

<table>
<thead>
<tr>
<th>Sufficient for their duties</th>
<th>Would need training</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of topics/subject areas</td>
<td>☐</td>
</tr>
<tr>
<td>....</td>
<td>☐</td>
</tr>
</tbody>
</table>

Tentative subject area classification (non-exhaustive list, select relevant and priority areas)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and Leadership (OHRM)</td>
<td>Conduct and Discipline</td>
<td>Administration</td>
</tr>
<tr>
<td>Supervisory Skills</td>
<td>Gender</td>
<td>Civil Affairs</td>
</tr>
<tr>
<td>Development Series</td>
<td>Child Protection</td>
<td>Conflict Analysis</td>
</tr>
<tr>
<td>Competency-Based Interviews for Panel members</td>
<td>Cultural Diversity</td>
<td>Disarmament, Demobilization &amp; Reintegration</td>
</tr>
<tr>
<td>Safety and Security in the Field</td>
<td>Teamwork</td>
<td>Electoral Affairs</td>
</tr>
<tr>
<td>Ethics and Integrity</td>
<td>Conflict Management</td>
<td>Finance &amp; Budget</td>
</tr>
<tr>
<td>HIV/AIDS Orientation Session</td>
<td>Client Orientation</td>
<td>Governance</td>
</tr>
<tr>
<td>Senior Mission Leaders Course (SML)</td>
<td>Project Management</td>
<td>Human Resources/Personnel</td>
</tr>
<tr>
<td>Senior Leadership Programme (SLP)</td>
<td>Protection of Civilians</td>
<td>Human Rights</td>
</tr>
<tr>
<td>SMART Programme</td>
<td>IPSAS</td>
<td>Humanitarian Issues</td>
</tr>
<tr>
<td>General Service</td>
<td>UMOJA</td>
<td>Information Systems</td>
</tr>
<tr>
<td></td>
<td>IMIS</td>
<td>Legal Affairs</td>
</tr>
<tr>
<td></td>
<td>Results-Based Budgeting</td>
<td>Logistics (transport, engineering, property mgt)</td>
</tr>
<tr>
<td></td>
<td>Monitoring &amp; Evaluation</td>
<td>Medical</td>
</tr>
<tr>
<td>Development Series (GSD)</td>
<td>Advising</td>
<td>Military/Police Command &amp; Control</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Performance Management</td>
<td>UN Correspondence Writing</td>
<td>Mine Action</td>
</tr>
<tr>
<td>Time Management</td>
<td>Specialized Reporting Skills</td>
<td>Political Affairs</td>
</tr>
<tr>
<td>Presentation &amp;</td>
<td>Negotiation &amp; Decision-Making</td>
<td>Procurement</td>
</tr>
<tr>
<td>Communication</td>
<td>Training of Trainers on</td>
<td>Public Information &amp; Relations</td>
</tr>
<tr>
<td>Language Skills: English</td>
<td>Cross-Cutting Topics</td>
<td>Rule of Law (Corrections)</td>
</tr>
<tr>
<td>Language Skills: French</td>
<td></td>
<td>Rule of Law (Judicial)</td>
</tr>
<tr>
<td>Host Country Language</td>
<td></td>
<td>Security Sector Reform</td>
</tr>
<tr>
<td>International Computer</td>
<td></td>
<td>Specialized Courses for</td>
</tr>
<tr>
<td>Driving License (ICDL)</td>
<td></td>
<td>Security Officers</td>
</tr>
<tr>
<td>Microsoft Courses</td>
<td></td>
<td>Training of Trainers on</td>
</tr>
<tr>
<td>Training of Trainers on</td>
<td></td>
<td>Job-Specific Topics</td>
</tr>
<tr>
<td>Communication Topics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Please specify any other area in which you would need training:

....................................................................................................................................................................................

....................................................................................................................................................................................

....................................................................................................................................................................................

Thank you for participating in the Training Needs Assessment!

(Unit/Section/Mission name)
ANNEX 2. SAMPLE EVALUATION FORM: LEVEL 1-2

DAILY QUESTIONNAIRE
and
SELF ASSESSMENT

Course name, date, venue and organizer

The daily questionnaire will help us to adjust the course environment and modality to the extent possible, whereas the self-assessment will help you to reflect on your learning progress.

Name: (optional and confidential) ………………………

Female ☐  Male ☐

Civilian ☐  Military ☐  Police ☐

Job title and level: ……………………………

Module/Topic/Session: (Insert name here)

Please rate the extent to which you agree with the following statements regarding the above module.

<table>
<thead>
<tr>
<th>Reaction:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The quality of the module was good.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>2. The facilitator was effective in delivering the module.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>3. The feedback and input by the mentors/facilitators was valuable.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

What changes would you recommend to improve the module?

...........................................................................................................................................................................................................................................................................................................
Learning:

<table>
<thead>
<tr>
<th>Learning:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I learned new knowledge and skills from this module.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. I am confident in my ability to apply the new knowledge/skills learned.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Self-assessment test:** insert a knowledge question here (multiple-choice or open-ended), related to the module and its learning objectives. e.g. Please list key elements of the DPKO Capstone Doctrine:

..................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................
ANNEX 3. SAMPLE EVALUATION FORM: Level 1-3 (to be used at the end of the course)

This questionnaire measures:
Level 1 Overall Reaction to the Course
Level 2 Learning Verification and Increase in Knowledge
Level 3 Intention of Application

END-OF-COURSE EVALUATION

Course name, date, venue and organizer

Thank you for your participation in the course. The information you provide by completing this questionnaire will help us to improve the quality and relevance of the course. Please respond to each question. Thank you.

Name: (optional and confidential) ..................................

Female ☐ Male ☐

Civilian ☐ Military ☐ Police ☐

Job title and level: ...........................................

1. REACTION TO THE COURSE

Please rate the extent to which you agree with the following statements regarding the overall course content, methodology and interaction with trainers.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-course reading materials were helpful to prepare for the course.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. The course content is relevant to my job.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. I intend to apply on-the-job what I learned in this course.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. The presentations were of good quality.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. The plenary discussions were instrumental in increasing my understanding of the content.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
6. The break-out group discussions (or other learning methodology used) were meaningful to the learning process.

8. Case studies (or additional online materials, books, manuals, etc.) provided more information to increase my understanding of different challenges in peacekeeping (or other specific topics).

9. The planning exercise (or simulation, scenario-based learning, etc.) allowed me to practice my learning.

10. The administrative support provided by (name of the provider) was good.

11. Mentors (or presenters, facilitators, resource persons, etc.) were knowledgeable and credible.

12. The quality of interaction between the mentors (or presenters, facilitators, resource persons, etc.) and participants was good.

13. By interacting with my fellow participants, I acquired information beyond the course content that will be helpful to me on the job.

14. I will recommend this course to others.

What three aspects of the course did you find the MOST valuable? (e.g. networking opportunities, etc.)

a. ..........................................................  
b. ..........................................................  
c. ..........................................................

What three aspects of the course did you find the LEAST valuable?

a. ..........................................................  
b. ..........................................................  
c. ..........................................................

<table>
<thead>
<tr>
<th>Your time?</th>
<th>UN resources?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>To some extent</td>
<td>To some extent</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
2. LEARNING ACQUIRED FROM THE COURSE

Please rate the extent to which you agree with the following statements regarding increase in your overall knowledge and skills.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am more knowledgeable in the concepts presented in this workshop than prior to my participation.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I am confident in my ability to transfer this knowledge into action when appropriate.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

How would you rate your current level of knowledge/skills now that you have completed the *(name of the course)*?

**Moderately Weak** — You are familiar with this knowledge area, but have *little confidence* in applying it on-the-job.

**Adequate** — You have enough knowledge in this area to do the job, and feel *confident* in your ability to apply it to the job; however, you periodically have to review policies, procedures or guidelines to support you.

**Moderately Strong** — You excel in this knowledge area, and rarely, if ever, have to review policies, procedures or guidelines; you are *certain* in your ability to apply this knowledge area to the job.

**Strong** — You excel in this knowledge area to the extent that you often coach others when they struggle; you would consider yourself an *expert* and you have the *confidence of others* when transferring this area to specific actions or behaviours.

<table>
<thead>
<tr>
<th>Course Learning Objectives</th>
<th>My knowledge/skills level is now:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Immediate learning should be measured against the course learning objectives, which are normally introduced at the beginning of the course, along with the expected outcomes.)</em></td>
<td>Modestly Weak Adequate Modestly Strong Strong</td>
</tr>
<tr>
<td>1. <em>Insert learning objective 1 here.</em></td>
<td>□</td>
</tr>
<tr>
<td>2. <em>Insert learning objective 2 here.</em></td>
<td>□</td>
</tr>
<tr>
<td>3. <em>Insert learning objective 3 here.</em></td>
<td>□</td>
</tr>
</tbody>
</table>
3. APPLICATION AND BEHAVIOUR CHANGE

List three specific actions you plan to take based on what you learned in this course:

<table>
<thead>
<tr>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

What barriers will prevent you from applying what you learned in this course? What enabling factors will support you?

<table>
<thead>
<tr>
<th>Potential Barriers to Application</th>
<th>Potential Enablers to Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No time available</td>
<td>Confidence and motivation gained</td>
</tr>
<tr>
<td>2. Old habits, organizational resistance to change</td>
<td>Network established during the course</td>
</tr>
<tr>
<td>3. Lack of practical tools to apply the knowledge acquired</td>
<td>Career aspirations</td>
</tr>
<tr>
<td>4. Lack of knowledge and skills among peers</td>
<td>Opportunity at work to use the new skills</td>
</tr>
</tbody>
</table>

*Other, please specify:*

<table>
<thead>
<tr>
<th>5.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any additional comments:

.................................................................................................................................................................................................
.................................................................................................................................................................................................
.................................................................................................................................................................................................

32
ANNEX 4. SAMPLE EVALUATION FORM: Level 3-5

This questionnaire measures:
Level 3 Knowledge & Skills Application On-the-Job
Level 4 Impact of Training & Improvement Made
Level 5 Return on Investment: Quantitative Input

FOLLOW UP QUESTIONNAIRE

Course name, date, venue and organizer

Thank you for your time and willingness to complete this follow-up questionnaire concerning your progress since you completed the (course name). This questionnaire is designed to capture the extent to which the course (or programme) content has provided the knowledge, skills and information useful to your job and the resulting benefits to your team/section.

The survey inputs will be treated as confidential. When answering the questions, consider the changes in your performance and work results. Please respond to each question to the best of your ability. It will take no more than 20 minutes.

Thanks again for your participation.

Name (optional): …………………………….

Civilian □ Military □ Police □

KNOWLEDGE AND SKILLS TRANSFER

1. The majority of participants have agreed with the following statements in the Final Course Evaluation completed in … (insert date and location of the course).

(Insert statements from the End-of-Course Evaluation here). For example:
- I am more knowledgeable in the concepts presented in this workshop than prior to my participation.
- I am confident in my ability to transfer this knowledge into action when appropriate.

1.1 As a follow up to the above statement, please indicate how much of the content you have been able to apply. (This question assumes that the baseline data is collected at Level 1 and 2 through end-of-course evaluations)

<table>
<thead>
<tr>
<th>Percentage of the content:</th>
<th>Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25%</td>
<td>□</td>
</tr>
<tr>
<td>25 - 50%</td>
<td>□</td>
</tr>
<tr>
<td>50 - 75%</td>
<td>□</td>
</tr>
<tr>
<td>More than 75%</td>
<td>□</td>
</tr>
</tbody>
</table>
1.2. Please share one example of how you applied the content (acquired knowledge and skills) on your job.

…………………………………………………………………………………………………………
……………………………………………………………………………………………………

2. What methods have you used to transfer the knowledge/skills learned in the course?

<table>
<thead>
<tr>
<th>Knowledge/skills transfer method:</th>
<th>Please check all that apply</th>
<th>Number of people to whom the knowledge/skills have been transferred:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal training</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Formal briefing upon return</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Informal training or briefing</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>On-the-job training</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Structured mentoring</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Ad-hoc advising and mentoring</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Guided work assignments</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Other, please specify:</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>

3. Including the content that you have not been able to apply, please indicate how much of the full content you intend to apply in the near future.

<table>
<thead>
<tr>
<th>Percentage of the content:</th>
<th>Intending to apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25%</td>
<td>□</td>
</tr>
<tr>
<td>25 - 50%</td>
<td>□</td>
</tr>
<tr>
<td>50 - 75%</td>
<td>□</td>
</tr>
<tr>
<td>More than 75%</td>
<td>□</td>
</tr>
</tbody>
</table>

4. Has the application and transfer of your learning resulted in improvements in work methods, processes and/or results?

No □ Please specify: ..........................................................

Yes □ Please specify: ..........................................................

5. A majority of participants indicated that (insert top 2 potential barriers that the participants had listed on the End-of-course Evaluation Form, annex 4. e.g. “old habits and organizational resistance to change”) would be potential barriers. Now, please elaborate more on your actual experience regarding barriers/problems encountered when applying what you have learned.
Barriers encountered when applying knowledge/skills

1. No time available
2. Old habits, organizational resistance to change
3. Lack of practical tools to apply the knowledge acquired
4. Lack of knowledge and skills among peers

Other, please specify:
.................................................................

6. A majority of participants indicated that (insert top 2 potential enablers that the participants had listed on the End-of-course Evaluation Form, annex 4. e.g. “opportunity to use”) would be potential enablers. Now, please share your actual experience regarding factors and enabling work environments that supported you when applying what you have learned.

Enablers/success factors to application

1. Confidence and motivation gained
2. Network established during the course
3. Career aspirations
4. Opportunity to use skills learnt

Other, please specify:
.................................................................

IMPACT OF TRAINING

7. Please rate the extent to which you agree with the following statements regarding improvements you have made.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am working faster (time saving)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I produce better work (quality)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am more motivated and committed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am less stressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make fewer mistakes (quality)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other impact (please specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
..........................................................................................
8. For the areas in which you answered affirmatively, please specify whether these improvements can be attributed to the course?

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am working faster (time saving)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I produce better work (quality)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I am more motivated and committed</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I am less stressed</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I make fewer mistakes (quality)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Other impact (please type your input):</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

9. On a scale of 1-5, how confident are you with your statements made above?

<table>
<thead>
<tr>
<th>Not confident at all</th>
<th>Somewhat confident</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
</tr>
<tr>
<td>□ 4</td>
<td>□ 5</td>
<td></td>
</tr>
</tbody>
</table>

LEVEL 5: QUANTITATIVE INPUT

10. Please provide the following information.

Job title: ..........................

Professional category (level and grade): ..........................

11. Using the rating below, please rate the extent to which specific measures improved as a result of applying the knowledge, skills and information acquired in the course. (The definition for the scale is below):

No improvement: application of concepts learnt in the … (course name) has had no bearing on improvement in this measure

Neutral: may or may not have had any bearing on improvement in this measure

Limited improvement: application of concepts learnt has provided limited improvement in this measure.
**Moderate improvement**: application of concepts learnt has improved this measure to some extent

**Significant improvement**: application of concepts learnt has contributed to significant improvement in this measure

<table>
<thead>
<tr>
<th>Indicators / Impact measures</th>
<th>No Improvement</th>
<th>Neutral</th>
<th>Limited Improvement</th>
<th>Moderate Improvement</th>
<th>Significant Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Insert measures that the course is aiming to influence)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Cost Savings</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Efficiency</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Productivity Increase</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Maximization of Available Resources</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Gender Balance</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

**UN Competencies**

(Insert the competencies that the course is aiming to reinforce)

| e.g. Teamwork | □ | □ | □ | □ | □ |
| Accountability | □ | □ | □ | □ | □ |
| .... | □ | □ | □ | □ | □ |
| .... | □ | □ | □ | □ | □ |

12. Please indicate any other factors that contributed to the improvement:

...................................................................................................................................................................................................................................................

9. On a scale of 1-5, how confident are you with your statements made above?

<table>
<thead>
<tr>
<th>Not confident at all</th>
<th>Somewhat confident</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
</tr>
</tbody>
</table>

**IMPLEMENTATION OF ACTION PLANS**

14. At the end of the course, you planned to implement a specific Action Plan. Please specify the progress being made.

<table>
<thead>
<tr>
<th>Number of actions planned:</th>
<th>Number of actions started:</th>
<th>Number of actions implemented or in the process of being implemented:</th>
</tr>
</thead>
</table>
Please specify those actions implemented or in progress:
e.g. I focused more on gender mainstreaming

| Action 1: | ……………………………………… |
| Action 2: | ……………………………………… |
| Action 3: | ……………………………………… |

| Results achieved: |
| e.g. better coordination within and outside of my Department |
| Results: | ……………………………………… |
| Results: | ……………………………………… |
| Results: | ……………………………………… |

15. Would you recommend this course to others?

☐ Yes, please explain: ………………………………………

☐ No, please explain: ………………………………………

16. Please list any suggestions and recommendations you have to improve the (course name).

………………………………………………………………………………………………………………

Thank you for completing this survey. (team/service name)
## Evaluation Purpose: Evaluate the effectiveness of the Conflict Management (CM) Skills Course for Supervisors

<table>
<thead>
<tr>
<th>Level</th>
<th>Broad programme objectives</th>
<th>Measures</th>
<th>Data collection method and instruments</th>
<th>Data sources</th>
<th>Timing</th>
</tr>
</thead>
</table>
| 1     | Reaction/Satisfaction     | • Average of 3.8 out of a rating scale of 5.0 (rating: 1-strongly disagree 2-disagree/3-neutral/4-agree 5-strongly agree)  <br> Calculation: A1, A2… A5 = scale value  
A1= rating1 x no. of votes, etc.  
B = A1+A2+…A5  
C = total number of votes  
Average = B/C  <br>  • 85% of participants will give positive feedback about the CM skills taught in the class. | • Daily Questionnaire | • Participants  <br>  • At the end of short programmes  
• Every day for long programmes, especially if different sessions, presenters & facilitators are involved |  |
| 2     | Learning                  | • Score of 80% or higher on end-of-course test  
• Action Plan completion | • Test scores  
• Action Plan | • Participants  <br>  • End of session or programme |  |
| 3     | Application / Implementation | • 70% of participants will report that they followed the CM Action Plan.  
• Follow-up questionnaire and Action Plan results  
• Participants  <br>  • 2-6 months after completing the programme |  |  |

<table>
<thead>
<tr>
<th>Level</th>
<th>Broad programme objectives</th>
<th>Measures</th>
<th>Data collection method and instruments</th>
<th>Data sources</th>
<th>Timing</th>
</tr>
</thead>
</table>
| 4     | Business Impact             | • Participants will report a 50% average reduction in the number of unsolved work conflicts  
       | • 50% reduction in the number of unsolved work conflicts identified in a pre-class questionnaire  
       | • Participants will report a 50% average reduction in the tangible and intangible impacts of the unsolved conflicts  
       | • Follow-up questionnaire  
       | • Action Plan results  
       | • Participants  
       | • 6-9 months after completing the programme |
| 5     | ROI                          | Baseline data: will gather participant data on "current number of unsolved conflicts at work" at the beginning of class via questionnaire. | | | |
## ROI ANALYSIS PLAN

Programme: Conflict Management (CM) Skills Course for Supervisors

<table>
<thead>
<tr>
<th>Data items (Level 4)</th>
<th>Methods for isolating the effects of the programme</th>
<th>Methods of converting data to monetary values</th>
<th>Cost categories</th>
<th>Potential intangible benefits</th>
<th>Communication targets for final report</th>
<th>Potential other influences/issues during application</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number of unsolved work conflicts identified in both a pre-class and a post-class questionnaire</td>
<td>• Compare “before and after” number of unsolved work conflicts identified for two different groups: a. CM course participants b. Control group of supervisors not taking the class</td>
<td>• Identify costs of unsolved conflicts in terms of time and total compensation (both salary and benefit costs)</td>
<td>• Programme costs: materials, venue, transportation, equipment, etc.</td>
<td>• Long-run and short-run stress reduction</td>
<td>• Senior management, HQ &amp; missions</td>
<td></td>
</tr>
<tr>
<td>• Tangible and intangible impacts of unsolved conflicts in the work unit identified in pre-class and post-class questionnaire</td>
<td>• Ask participants for estimates of the impact of the course on any reported behaviour changes/ cost calculations</td>
<td>• Standard values from other studies, if available</td>
<td>• Admin support costs, evaluation and follow-up</td>
<td>• Improved communications</td>
<td>• Training professionals and providers: TFPs, IMTCs, ITS, Senior Management, etc.</td>
<td></td>
</tr>
<tr>
<td>• Action Plan calculations</td>
<td>• Participants’ estimation of related costs</td>
<td>• Participants’ and trainers’ salaries and benefits</td>
<td>• Travel-related costs of participants and trainers</td>
<td>• Improved teamwork</td>
<td>• Course participants and their supervisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Expert input, if available</td>
<td></td>
<td></td>
<td>• Increased job satisfaction</td>
<td>• Control group participants</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Carryover effect into personal life</td>
<td>• Other stakeholders</td>
<td></td>
</tr>
</tbody>
</table>
| | | | | • Increase in successful work completion | |}

- Changes in team compositions, workload, plans, etc.
- Level of management support
- Other related training programmes that may influence interactions