

Benchmarking Matrix: Selected Features of Six Training Organizations

<i>Evaluative dimension</i>	<i>International Monetary Fund (IMF) Institute</i>	<i>Internationale Weiterbildung und Entwicklung (InWEnt)</i>	<i>Motorola University (MU) of Motorola Corporation^a</i>
Diagnosis	<p>On the basis of extensive discussions with the IMF departments and feedback from counterparts and those that have received IMF Institute training, the Institute constructs a business plan that broadly allocates resources among topics and regions. All activities must be closely aligned with the IMF's specific macroeconomic mandate. Periodic internal audits assess this alignment. The plan goes to the Board for approval, and the Institute is held accountable for meeting the plan or explaining any deviations from it.</p>	<p>The German Ministry of Economic Cooperation selects the thematic areas in which InWEnt will work, either at the initiative of the German government or at InWEnt's request. It then funds projects of 2–5 years in length in countries on its list, with the possibility of an extension.</p>	<p>Functional manager councils meet quarterly to flag problems that they are confronting. The decision is never made by one person, and managers are always part of the decision. Instructional designers conduct environmental scans to determine whether knowledge/skills are a binding constraint on performance. The scan considers alternative explanations of weak performance—for example, incentives or inadequate organizational resources. In the words of one Motorola training official, "If we put a good performer in a bad system, the system will win every time (almost)." They often find that the problem is not or is not entirely a training problem.</p>
Training-needs assessment	<p>The Institute identifies needs in these ways:</p> <ol style="list-style-type: none"> 1) Discussions with the IMF's area department staff; 2) Participant feedback—in every course, participants evaluate the course, and these evaluations are used as a basis for focus group discussions about the course at its conclusion; 3) Every three years, an outside firm evaluates Institute training through staff surveys of key economic institutions (for example, ministries of finance, central banks) in member countries. These evaluations enter into the definition of needs for subsequent training; 4) Discussions with counterparts at the spring and annual meetings; 5) The Vienna and Singapore campuses have 	<p>Training-needs assessments are done at the outset for all courses and projects. When field missions are useful for assessing needs, these generally seem to be funded. The exact form of the assessment varies by thematic area and by project. For example, in education, external consultants are hired to conduct training-needs assessments on two levels: the initial assessment is done by an independent expert to determine specific objectives of the program (for example, to improve math teaching ability). Once the objectives have been defined, the second assessment is done by specialists in the specific, targeted field. The purpose of this second assessment is to design a learning program to meet the objectives. For the economic policy and good governance courses, the program</p>	<p>Functional councils, composed of senior functional operational managers (for example, engineering, sales, marketing), identify performance deficiencies in their workforces. Individual training needs are determined on the basis of a comprehensive employee evaluation system, a certification of skills system, precise and accurate job descriptions, and job/task analyses for each job type.</p>

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	<p>assembled senior officials on a regional basis, especially from ministries of finance and central banks, to assess training needs.</p>	<p>proposal formulation takes 9–12 months and includes the following steps: definition of specific program objectives; description of problem and context; description of deficits being addressed in training; and description of the target groups or institutions.</p>	
<p>Strategic participant selection</p>	<p>Participants are generally selected in a competitive application process. The applicant must submit an application, obtain sponsorship from his/her agency, and demonstrate fluency in the course's teaching language. Qualified applicants are reviewed and ranked by the IMF's resident representatives, the relevant area departments, and the Institute's admissions committee. Final selection is done by a committee chaired by the Institute, with its members drawn from those IMF departments that are relevant to the region and topic of the training. The IMF Institute uses a program that assigns weights to factors such as a candidate's job relevance, academic qualifications, professional experience, language qualifications, and whether the candidate's country has been underrepresented in IMF Institute courses in the preceding five years, has an IMF program, is a postconflict country, or is a country with particularly acute capacity-building needs. Although the Institute may train a respectable percentage of a given work unit's staff in a particular course, the Institute does not select whole work units for training. The courses are usually long, and the unit's work has to continue. The IMF uses its technical assistance activities to try to improve the practice of whole units.</p>	<p>Responsibility for participant selection is sometimes taken by InWEnt, and sometimes by its partners. Participants are generally selected according to specified criteria. In the case of blended distance learning (distance learning and face-to-face), participant selection may be done through a one- or two-week distance learning "leveling" phase. Participants are accepted into the leveling phase if they have sufficient Internet access and the requisite academic/ professional background. The purpose of the "leveling" distance-learning component is both to bring participants up to speed and to select those who will continue on to later phases of training. Only about 50 percent pass this phase and are allowed to continue on to the learning program. Use of this leveling phase has significantly reduced dropout rates in later phases.</p>	<p>The environmental scan for the individual's work unit and inputs to the training-needs assessment are used to help select participants for training. Each Motorola employee also has a personal training program that is agreed between manager and employee and specifies the employee's training needs.</p>

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Curriculum / pedagogy	<p>IMF training addresses “hard” skills, many of which are governed by international standards. In this sense, the learning demands associated with them are well defined. The Institute staff develops the content in collaboration with the IMF’s departmental economists. To deal with participant heterogeneity that selection is unable to eliminate, the curriculum is designed to include topics targeted at participants with different learning needs. Lectures are <u>based</u> on theory, but the knowledge is applied and practically oriented. Pedagogy varies by course. All courses have a combination of lectures and group exercises but differ in respective shares and types. For example, the financial programming course uses one field study that threads through all of the exercises, with the ultimate objective of the project work being to build a macroeconomic policy for a country. In advanced courses, participants are sent a list of topic areas. They choose the topic of greatest concern to them, and all of their project work is organized around this topic. They are sent materials in advance of the course.</p>	<p>InWEnt uses a mix of active learning, participant projects, and facilitated discussions, along with more traditional formal lectures, in all of their courses. InWEnt’s MOVE manual provides an excellent range of moderation and visualization techniques to facilitate group “colearning.” Distance learning courses use tutors.</p> <p>InWEnt staff use the design of action plans for implementation (upon return to the workplace) as the cornerstone for almost all their courses.</p> <p>InWEnt, for its part, often does follow-up training sessions with trainees who developed action plans in-course, so as to provide expert support and guidance on the implementation of the action plans once the trainees have returned to the workplace.</p>	<p>If MU “makes” the course,^b it uses this design system.</p> <p><u>Analysis:</u> conduct environmental scan; training-needs assessment.</p> <p><u>Design:</u> set learning and behavioral objectives; expected outcomes; the delivery mode; the length of the course; and the evaluation design.</p> <p><u>Develop:</u> write content using teams of subject-matter specialists and instructional designers.</p> <p><u>Draft course materials and develop a pricing guide.</u></p> <p><u>Conduct</u> repeated pilot tests and a formative evaluation.</p> <p><u>Prepare final course materials,</u> incorporating issues and questions that arose during the pilot phase.</p> <p><u>Develop course materials</u> for training the trainers. Course materials are very detailed, including not only material to be taught but also answers to participant questions that may arise in the course of instruction.</p> <p><u>Select trainers.</u> MU does not select subject matter experts as trainers. It uses professional trainers, with subject matter experience, chosen for their facilitation skills that can learn any of the content that they do not know.</p> <p><u>Train the trainers.</u></p> <p><u>Evaluate and select the trainers</u> (subject matter expert + master trainer).</p> <p><u>Implement course.</u></p> <p><u>Evaluate the course.</u></p> <p><u>Revise/drop course</u> as needed, based on evaluation results. The elapsed time</p>

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			<p>from analysis through pilot testing ranges from 6 to 12 months, depending on the complexity of the course.</p> <p>Pedagogically, its courses stress active and project-based learning. MU divides trainees into learning teams with expert facilitators that provide guidance. Using teams also helps trainers manage the problem of participant heterogeneity: members of the team help each other.</p>
Follow-up		<p>All alumni become part of an Internet group in their subject area, with InWEnt maintaining the platform. Participants may request online expert sessions, or course coordinators may initiate such sessions as part of program follow-up. InWEnt encourages former participants to invite local experts to participate in the Internet forum. InWEnt has found that 20 percent of the formal electronic networks are successful, with “success” defined as having 10 percent of former participants actively involved.</p>	<p>Consultants/coaches are available posttraining within Motorola to help employees implement/adapt the training to the job. A Web page is also set up to facilitate dialogue among course alumni.</p>

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Monitoring and evaluation	<p>The Institute systematically obtains participant feedback on each course, with participants' individual evaluations of the course used as the basis for focus groups about the course at its conclusion. The Institute gets anecdotal evidence from the IMF's departmental staff about the performance of counterparts that have received Institute training, from counterparts at the annual and spring meetings, and from senior officials at regional campus workshops, which are convened specifically to get feedback on the training. About once every three years an outside firm evaluates Institute training through staff surveys of key economic institutions (for example, ministries of finance, central banks) in member countries. The IMF periodically conducts an internal audit to assess the alignment of the Institute's training with the IMF's mandate.</p>	<p>InWEnt is now developing a uniform, outcome-oriented Program-Integrated Monitoring and Evaluation System (PRIME), with standardized evaluation instruments. The system involves the designation of desired outcomes in the program planning phase, monitoring and periodic mid-term evaluations and feedback loops, and outcome evaluations of short and medium-term effects of InWEnt activities 6 to 12 months after program completion. The outcome evaluation will focus on the question of whether participants can transfer what they have learned to their work, using workshops with participants, their colleagues, and organizations to gather information. In the economic policy and good governance program, an external consultant is hired to do a mid-term review after the second program year, and the recommendations are used to adapt the program for the final two or three years.</p>	<p>For all courses, Motorola University conducts a level-1 evaluation. This questionnaire has a section on the workplace environment that has been found to predict the effects of the training on workplace performance relatively well. Motorola University evaluates all six sigma quality certification courses with levels 1, 2, and 3 evaluations. The level-2 evaluation is in the form of certification examinations for six sigma black-belt and green-belt designations. Periodically, the university has conducted level-4 evaluations, measuring the impact of training on Motorola's profit/loss statements. It found that six sigma courses saved Motorola \$17 billion over the last 20 years, that trained salespeople and managers (as compared against two control groups) generated incremental revenue of 29 times the cost of training, and that 4,000 employees, trained in five locations, reduced the costs resulting from poor quality amounting to 30 times the cost of the training.</p>

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Diagnosis	<p>Decisions about the program of 500 courses are largely made in Tokyo, with the Japanese Ministry of Foreign Affairs having final approval. Each course is offered for 3 to 5 years, with 100 courses terminated each year, and 100 new courses added. Domestic partners, JICA regions, or Japanese ministries propose the new courses. Seventy percent of courses are developed in collaboration with Japanese government ministries—for example, with the Ministry of Agriculture for agriculture courses. JICA’s training department uses this input to compile the training program that it then proposes to the Japanese foreign ministry. JICA also tries to align the 500 courses and the scholarships given in any country with JICA projects. A dialogue with JICA project managers and with governments indicates the demand for JICA catalogue courses. Partner countries are consulted about which scholarships they will be given and for which courses. Japanese diplomats consult with governments (150 target countries) on each government’s priorities for the 500 JICA courses. On the basis of these preferences, course slots are allocated among the countries.</p>	<p>ITCILO generally sets priorities itself, in keeping with the International Labour Organization’s mandate and its areas of expertise. However, because the ITCILO is strongly dependent on winning donor-funded contracts to fund its operations, a large percentage of their activities are determined by these contracts.</p>	<p>The training program within Israel is decided annually on the basis of dialogue between MASHAV and the Mount Carmel Training Center.^c Feedback from participants in former courses significantly influences the training program. (Approximately 50 percent of former participants remain in contact with course organizers via email or telephone at least for the first year following the course).</p>
Training-needs assessment		<p>In cases where ITCILO does training for donor-financed projects, the extent of the training-needs assessment depends on the availability of funding. Donors are not always willing to fund a comprehensive assessment.</p> <p>In some cases, a preliminary dialogue with course participants on course content and goals is done online up to 2 months prior to the course. This is dependent on the extent to which the participants are known in advance.</p> <p>In the case of blended learning, a distance-learning component preceding the face-to-face component enables some training-needs assessment.</p>	<p>For courses offered in Israel, level-1 evaluation results of completed courses are used to assess training needs for future courses. End-of-course feedback sessions are held with discussions about how the course should be adapted. MASHAV finds that that they get very detailed feedback, which strongly influences their design of future courses. In addition, periodic questionnaires about implementation are sent to participants after they have returned home. At the beginning of a course, a session is held to discuss participants’ needs and expectations</p>

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		<p>In the case of a gender mainstreaming program, which the ITCILO did for the European Commission, they used a preliminary training-needs questionnaire, distributed to participants as part of the assessment. In addition, participants were asked to provide case studies used.</p>	<p>from the course. The program may be adapted, or side programs set up, for some participants. For in-country courses, needs are assessed through dialogue with local partners. Each in-country course is tailored for the partner organization, taking into account their needs and local circumstances.</p>
<p>Strategic participant selection</p>	<p>Government and partner organizations nominate participants.</p>	<p>In multiregional courses, candidates must apply for courses and demonstrate that they meet set criteria. However, the norm is to accept all that meet criteria.</p>	<p>There is a competitive selection process based on applications. MASHAV selects, on average, one out of every four course applicants for its international courses. Lack of a sufficient pool of qualified applicants is seen as evidence of lack of demand for a course. Candidates are recruited through Israeli embassies, Web sites, alumni, and organizations with which MASHAV has built up relationships over the years. Recently, the international courses have shifted toward having a larger number of participants from a smaller number of countries, in order to create teams that can work together. Applications are reviewed by a professional selection committee of 2 to 3 individuals. When international organizations cosponsor the training, these organizations may choose participants or vet those chosen.</p>

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Curriculum / pedagogy	<p>JICA has recently adopted policies to increase the use of action plans and practical learning in their courses. JICA needs target organizations with which it has multiyear partnership agreements in order to commit to implementing action plans developed in-course by training participants.</p>	<p>ITCILO is developing a new “Turin Learning Approach,” which involves shifting from trainer-centered (that is, formal lectures) to learner-centered approaches. The aim is to “individualize” learning by shifting the role of the trainer to that of a facilitator. The ITCILO uses tutors for its distance-learning courses.</p>	<p>The courses all focus on active learning and action plans, using participatory methods. Most MASHAV courses also have a strong field-trip component to allow observations of good practice. For example, the Community Development course is 2/3 study visits and 1/3 classroom-based; other courses may be 1/3 study visits and 2/3 classroom-based. Courses delivered in Israel are run by organizers or facilitators that conduct discussion sessions, oversee logistics and overall course quality, and engage expert lecturers. For in-country courses, the organizers will generally set up the course and then dispatch a team of two experts to teach it.</p>
Follow-up	<p>In 30 percent of their courses, postcourse training participants organize their own workshops to share knowledge, and Japanese training organizers may finance materials, dissemination, and technical assistance. Sometimes, training partners in Japan give direct support to alumni (for example, technical advice) or finance implementation of action plans. With knowledge-creation programs, JICA monitors the implementation of action plans to see if they reached their goals.</p>	<p>In the trade-union multiregional courses, there are follow-up meetings on action plans developed in training. Also, ITCILO helps trade union representatives who have participated in courses set up an Internet platform for further exchanges. This platform becomes the responsibility of the former participants; it is not monitored or maintained by the International Labour Organization.</p> <p>For courses on gender, the International Labour Organization has a Gender Advisory Service, to which course alumni have access.</p>	<p>Participation in international courses in Israel is sometimes followed up by in-country courses involving international course participants and other representatives from their organizations and/or other related organizations.</p> <p>Furthermore, MASHAV sends out email requests for updates from alumni once a year, which are then published in an annual newsletter, which all alumni receive. There is also a “Shalom Club” for all alumni of courses. They receive a small programming budget which they can use to organize meetings and activities. This can be used also to organize professional events. In-country courses also provide follow-up for a small number of participants.</p> <p>To increase follow-up, MASHAV reform has introduced a new policy: all training participants are either linked to an existing project (for example,</p>

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			United Nations or World Bank-funded projects) or are part of an organization with which MASHAV is developing a long-term cooperative relationship. This is to enable the leveraging of training impact by doing it in a context that provides other capacity-building support.
Monitoring and evaluation	The Japanese government recently instructed the foreign ministry that JICA should reform its monitoring and evaluation of training, in order to become more outcome-oriented. <i>Currently</i> , JICA conducts level-1 evaluations for all courses, and is supposed to conduct level-2 evaluations for all courses, except for dialogue and knowledge- or solution-creation types of programs, because they are more difficult to evaluate objectively. JICA also conducts about 20–30 missions a year (for 500 courses) to countries to check whether former participants are using their knowledge. Finally, JICA conducts level-3 evaluations for about 20 percent of the courses by monitoring the activities of the participants.	ITCILO administers level-1 questionnaires in all courses. The standard questions focus on the overall course, not on each separate lecture/ module. There are no level-2 evaluations, and ITCILO does not have the budget to conduct level-3 evaluations routinely.	During the delivery of courses, MASHAV conducts weekly and mid-term feedback sessions, an evaluation of each lecturer that is used to decide MASHAV's future use of that person, a final feedback session, and a level-1 questionnaire. Level-3 assessment is sporadic, with occasional questionnaires sent out to former alumni. MASHAV generally does not have the budget to do follow-up surveys in the field.

Source: IEG.

- a. Motorola University conducts internal training and, by contract, training for employees of other companies. The practices reported here are those for internal training.
- b. In planning a new course, Motorola University first assesses the cost-effectiveness of “making a course” versus “buying a course.” Even a “buy” decision requires the analysis phase of the “make” decision.
- c. The Mount Carmel Training Center is one of three training centers affiliated with and fully funded by MASHAV. It works in the fields of women’s empowerment, microfinance, and community development.