



Training and Development

A Guide for Managers

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Notes

Throughout this document, you will find the term 'manager'. It has been used to indicate anybody who carries out the role of leading or managing others, e.g. Directors, team leaders, supervisors, trainers etc.

The term 'organisation' as used here may be defined as Group, division, unit, company or department.

This document is intended only as a guide. It is by no means a definitive book on learning processes.

What is Training and Development?

There are many definitions of training and development; in essence training and development is the acquisition of skills, knowledge and attitude which enable people to achieve their current and future individual and corporate objectives. In the same way as there are many definitions, there are many different ways of achieving the acquisition of skills, knowledge and attitude. Examples are external and internal courses, computer based training, coaching and mentoring, and on-the-job training.

Many professionals separate Training as specific skills – i.e. by rote – where objectives are precise, the skills can often be used immediately, are tactical in nature and the effectiveness can be measured quickly & easily, where as development is more holistic, often less targeted and results can take a long time to measure.

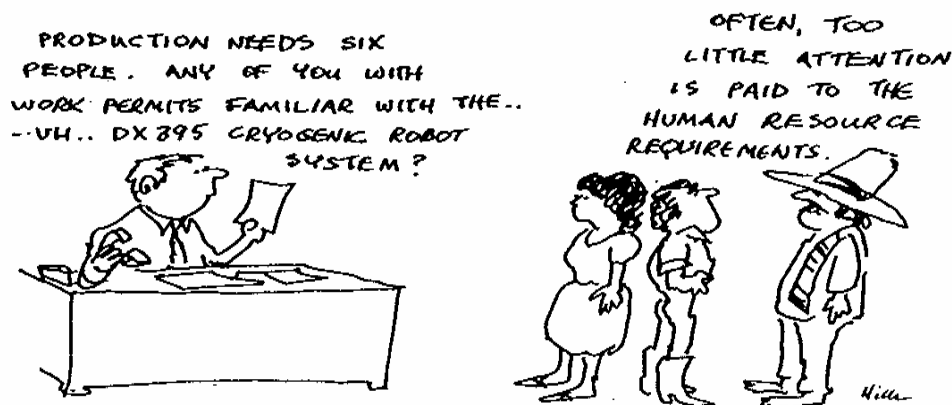
Why Train?

Good training contributes to the success of the organisation by enabling individuals and teams to:

- ♦ Improve the overall performance in their job and thus improve the performance of the organisation,
- ♦ Follow a chosen career path,
- ♦ Acquire professional or further education qualifications,
- ♦ Improve the quality of their work and reduce waste, errors and save time,
- ♦ Achieve improved job satisfaction.

For the organisation, it improves performance and can reduce cost. It can enable the organisation to have a flexible work force by increasing employees' range of competencies to meet not only the needs of today but also those of the future.

In a wider context, organisations that are known for their training and development are seen as "high performance" firms. These organisations attract prospective employees and retain existing employees, because of their reputation in the market place as being "a good training organisation" and by association are seen as "good employers".



Human Resource Planning Is a Two-Part Process

This is also true within an organisation. Thus giving a "good" function (or department) the "competitive advantage".

The Importance of a Systematic Approach to Training and Development

To ensure that the best use of resources, people, facilities, time and money, it is essential to plan training and development. The "fire fighting" may solve the problem or issue for the moment, but will it meet the demands in the future? The saying:

"If you fail to plan, you plan to fail"

is as true for training as it is for many other activities.

The business environment is one where change is not the exception, but the rule, and the speed of change is increasing rapidly. The situation of a person being trained in a skill at the beginning of their working life and those skills still being used for the rest of their working life is now a rarity. For organisations, both in the short and long term, training and development can be a large investment and without a planned approach, including the measurement of return, that money and business opportunity would be lost.

The planned approach to training and development is often referred to as the Training Cycle. It consists of 4 stages:

1. The Identification of training needs
2. Planning to meet the identified needs
3. The implementation of the plan
4. The evaluation of the plan



The Learning Process

Before identifying the training needs both of ourselves and of the people we manage, it is important that we understand the learning process: that is, how we learn and the stages we need to go through for training to be most effective.

Learning can be defined in different ways. One definition is that the manager can be said to have learnt something when either or both of the following apply:

- ♦ The manager knows something that he or she did not know earlier, and can show that he knows it.
- ♦ The manager is able to do something he or she was not able to do before.

In order to fully learn a new skill or technique there are five identifiable stages that need to be covered in a typical group training session:

- | | |
|------------------|--|
| 1. Awareness | The group is made aware that a skill exists and is given information in that skill in a written or verbal form. |
| 2. Understanding | By communicating with the provider of the information and with each other, the group understands what the information means and how the skill can be used. |
| 3. Practice | Members of the group are given the opportunity to practice the skill, preferably in a safe environment, until they are proficient in that skill. |
| 4. Action | After the learning experience group members put the skill into action in real work situations. |
| 5. Review | After the event to review performance (usually with another person) |

This process equally applies to groups as well as individuals.

It may not be necessary for managers to actually perform a task in order to be effective in their role. For example, in the area of financial skills it may be sufficient for the manager to have awareness and understanding of, say interpreting a Balance Sheet, without the need to physically prepare this type of financial statement.

When team members have undertaken a training event it is essential that they put the skills learnt into action back at the work place and performance reviewed, before learning can be said to have taken place. It is the responsibility of the line manager to ensure this happens.

How Do People Learn?

We all have different preferences for the way in which we learn. Identifying the most appropriate method can not only make learning easier (and quicker - cheaper) but can also motivate, because the process feels more natural.

One of the recognised learning cycles is by Honey and Mumford. It is shown diagrammatically as a cycle. You can start anywhere, usually encouraged by your preferred style.

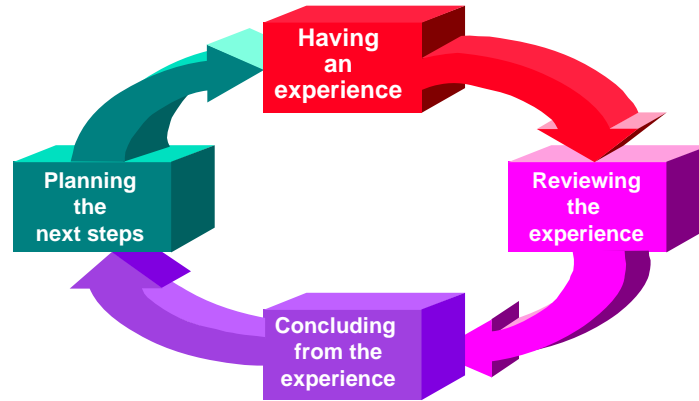


Figure 1.1 The Learning Cycle - Honey and Mumford

Having an experience

People who have a preference for this element of the learning cycle tend to be always active and cannot sit still for long. They usually want to try something new. Honey and Mumford call people with this preference Activists. They are usually open minded, enthusiastic and thrive on challenges. They get bored easily and are not too concerned with implementation or consolidation.

Reviewing the experience

These people have a preference for gathering data. They do not particularly like a 'hands-on' approach or reaching a conclusion quickly. Honey and Mumford call these people Reflectors. They think and reflect on what information they have. They are naturally cautious and like to observe rather than take part.

Concluding from the experience

These people have a preference to reaching a conclusion quickly. Honey and Mumford call people with this style Theorists. They have a tendency to like things that are neat and tidy and they value theories that are logical and rational. They feel most comfortable where things "fall into place". Lateral thinking or discussions that do not have a clear direction do not come easily to them.

Planning the next steps

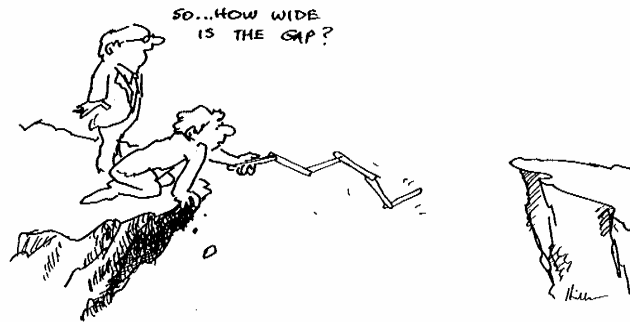
These are people who are keen to try out the theories and ideas to see if they work in practice. They are 'down to earth' and would not reflect the merits of a theory but the practical aspects. They are attracted by what works for them. Honey and Mumford call this style Pragmatist.

Each person has a preference for one of these styles, and therefore as managers discussing training solutions we should be aware of our own style of learning, as this will influence the decisions we make regarding the training of our staff.

There is a very quick and simple 'test' or questionnaire which individuals can undertake, which can help identify individual preferences. Please talk to your training manager for details.

Training Needs Analysis

Planning and evaluation are key elements in the delivery of systematic training that will satisfy needs within an organisation.



The Gaps Can Pose Serious Problems

For managers to begin to take responsibility for training and development of staff they need to be able to understand the needs of the people they manage and how these can be met with a variety of training methods.

There are three types of training need:

Organisational training and development needs are those relating to the competence of individuals in their jobs, what those individuals do in their jobs, and what they should do to ensure that the organisation is able to meet its objectives. An example of this could be the ability to care for customers.

Occupational training needs are those which relate to skills, knowledge and attitudes an individual must have to carry out a job irrespective of who he or she is. An example could be a typist requiring word-processing skills.

Individual (personal) needs relate to the needs of the individual jobholders. For example, a manager may wish to learn keyboard skills in order to be more effective in his or her job, even if this is not a prerequisite for the job. This will also include interpersonal skills development.

Levels of Training and Development



For each level of training need there are two types:

1. Present Where training is most needed, i.e. what skills and knowledge are required and which individuals require what training?
2. Future How will training needs be affected by changes in technology, business development, growth and legislation?

The manager's role is to develop the skills of the people he or she manages. The training input may well be the responsibility of people outside the manager's team, but the manager remains responsible for ensuring the skills learnt are put into practice and that the individual develops as a result.

Organisational Objectives

As managers, the first stage in identifying needs for the people we manage is the identification of objectives within our organisation, however large or small the organisation may be. Organisational objectives can then be used as a basis for setting objectives for teams and individuals within those teams.

Many organisations suffer because they have unclear objectives, and therefore training is often given to individuals for no other reason than it is nice to have, or it tackles a particular symptom.

For objectives to be useful they need to contain the following elements. Objectives need to be:

S pecific	
M easurable/	M otivating
A chievable/	A ppropriate
R ealistic/	R elevant
T ime-based/	T ime bound

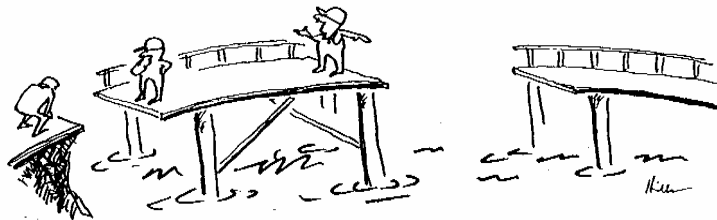
These elements also need to be:

- Clear and understood by everyone
- Reviewed on a regular basis

Some examples of organisational type objectives could be:

- Maintain levels of customer service to agreed standards
- Offer a given service to designated customers within a specified time scale
- Keep costs within budget
- Improve efficiency to agreed standards

Note, these are not SMART objectives, they are provided to give an indication of topic matter.



**Communicate the plan and the need
to all parties involved**

Organisational objectives, once agreed, can help to focus the efforts of individuals and teams within the organisation. They also serve as a means of measuring success and of setting priorities: i.e. will this activity move me nearer to achieving my objectives or is there something else I could be doing that will?

"The training is a means to an end rather than an end in itself."

For example: The objective is not to run a one day seminar on presentation skills, but to improve communication with customers by helping managers to become more effective presenters of information.

Carrying Out a Training Needs Analysis

The process of training needs analysis involves the manager sitting down with each team member and carrying out a coaching session (this may well be a part of the appraisal process), the objective of which is to identify the training and development needs of that individual. I.e. defining the gap between current and required performance.

The outcome of these meetings is a series of training and development plans that can be consolidated into a single plan for the whole team - ultimately the whole company.

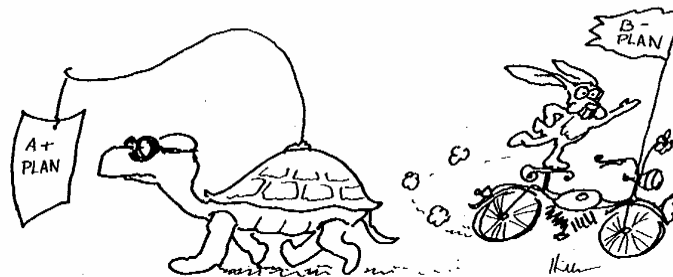
Prior to the meeting the manager should:

- ♦ identify which team members require an in-depth training needs analysis
- ♦ communicate with the team the reasons for the meetings
- ♦ give individuals time to prepare for their meeting
- ♦ ensure that the whole team is aware of the objectives of the organisation, the team and each individual
- ♦ prepare by looking at previous training and development given to team members
- ♦ identify resources available inside and outside the organisation for training, i.e. budgets, training resources, department cover/ release
- ♦ prioritise the teams organisational training needs in line with resources and business priority.

The purpose of the meeting is to give and receive feedback from each team member on perceived training needs and to develop individual training and development plans that can be consolidated to form the team's development plan. Training needs that should be satisfied are Organisational, Occupational and Individual. These plans should have built-in systems for monitoring and review.

After the meeting, senior management should be informed of the plan and authority obtained to implement the plan.

The plan is then implemented and reviewed.



**A "B" Quality Plan Implemented In an "A" Manner Will Outperform
an "A" Quality Plan Implemented in a "B" Manner**

Training and development activity can take a number of forms. Each team member should be encouraged to take responsibility for his or her own personal development.

Outcomes from the training needs analysis could be:

- coaching
- self development
- delegated tasks
- special projects
- secondments
- reading, professional journals, manuals, specific books etc.
- professional body/ institution activities
- attendance on training courses

additional responsibility etc.

Training and development, therefore, does not necessarily need to take place within a classroom environment. An example of staff development could consist of a team member reading a professional journal every month, to improve his or her general industry knowledge and awareness of current issues. The learning could be consolidated by giving a presentation each month on key issues, this has the added benefit of 'training' more individuals in the skill and re-enforcing the original learning.

Present Training needs:

It cannot be stressed too heavily that it would be a great mistake to assume that training can cure all ills. In other words, the existence of a symptom does not necessarily mean that training can solve the problem. Many fall into the trap of assuming that all faults can be put right by means of a quick training programme. In fact, most situations are so complex that several different remedies applied to a number of different systems, some of which may involve training, will have to be applied simultaneously.

As an illustration, take a case in which the performance of a particular department is decidedly lower than that planned for. Let us consider some possible reasons.

1. Incorrect target-setting (Technological system)

The first question to consider is whether or not performance is low, or whether an unrealistic target has been set. The latter situation may either be considered a non-training need or a 'secondary' training need - the person who set the targets may need training, not the individuals who were in fact displaying the symptom.

2. Lack of individual competency (Human system)

This is probably the reason which will first be considered by the training specialist. Clearly, if the individuals working simply do not possess the required skills and knowledge, then their performance will not reach the required level. This is thus an immediate training need.

3. Lack of motivation (Human system)

Motivational problems may well lie at the root of most cases in which output is low. Motivation is an extremely complex subject, and much has been written in recent years about it.

Discussion of this topic is beyond the scope of this booklet, but, if you would like to read more about it, you will find it dealt with in numerous management texts.

4. Unsuitable equipment (Technological system)

Low performance may well be caused by the use of inadequate, unsuitable or worn-out machinery, tools and other equipment. Again, someone else (management, maintenance staff, etc.) may need training, and thus this may be considered a possible 'secondary' training need.

5. Inappropriate methods (Technological system)

It may be that specified methods, materials, etc. are not suitable. Non-or secondary-training need.

6. Working environment (Technological system)

Another possible cause of low output may be a poor working environment. Noise, temperature, lighting, dirt, lack of space, can all cause a reduction in the amount of work completed. Non-or secondary-training need.

7. Poor leadership (Organisational system)

Supervision may be bad - for example staff may spend half their energies hating the supervisor. Or the latter may fail to tell the staff the importance to the Hospital (and

hence to their livelihood) of fulfilling the customer needs, perhaps because the supervisor may also be unaware of this (Information system).

8. Group norms (Social system)

It is not uncommon for people deliberately to restrict their output to avoid peer group disapproval.

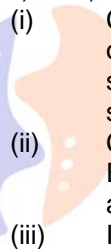
Some Other Possible Weaknesses:

Lack of corporate plans and objectives. (Strategy & business plans)
Managers ignorant of their responsibilities.
Managers ignorant of responsibilities of colleagues.
Lack of financial plans.
Lack of control systems (e.g. cost control; inventory control).
Ignorance of organisation/communication channels.
Poor/non-existent forecasting (e.g. product demand; technological change).

Future Training Needs

Future Training Needs have been defined as existing when training can remove a future barrier to the achievement of objectives or when, by removal of such a barrier, even more desirable objectives will be met.

It is clear, then, that we are here dealing with change.

- 
- (i) Change in objectives. For a host of reasons, objectives may change. Indeed, any organisation which does not change its objectives could be described as unhealthy, since the environment is altering so rapidly that failure to change will cause stagnation or even death.
 - (ii) Change in factors affecting achievement of objectives. Even if objectives do not change, a variety of other factors almost certainly will alter, and problems of objective achievement will result.
 - (iii) In reality, it is highly probable that both objectives and factors affecting their achievement will be in a process of continuous change.

The Nature of Change

It is impossible to give a definitive list of possible changes. However, some examples might include:

1. Product changes
 - (a) Demand. The demand for a service may increase or decrease. This may be caused by population shift, changes in tastes, fashions and values, increase or decrease in competition.
 - (b) Nature. For similar reasons, the nature of the service may have to be changed if an organisation is to survive.
 - (c) Mix. As demand for certain services change, so the service mix will clearly need to be reconsidered. Example: The changing service mix between Day Care and conventional surgery as a result of technological development, decreasing incomes and to some extent created by marketing.
2. Technical changes
 - (a) Processes/methods. Technological developments may permit more efficient processes, methods and equipment to be used. Current methods may become obsolete.
 - (b) Raw materials. Raw materials (including fuel) may become unavailable or far too expensive. More attractive raw materials may become available. Example: Drastic reduction in the supply of coke on account of exploitation of natural gas.
3. Financial changes
4. Personnel changes
 - (a) Replacements. Caused by wastage and retirements.
 - (b) Staff profile. Skill shortages are likely to be experienced by many employers. More women and older workers will be encouraged to seek, or remain in, employment. Employers will have to concentrate increasingly on attracting, retaining and retraining employees.
 - (c) Supply. The opening/closing of competitors in the labour market can make considerable changes in the supply of potential employees.
 - (d) Race/Religion. Immigration and population drift may cause extreme changes in the racial and religious make-up of employees. Cultural and group norms may be similarly affected.
 - (e) Educational opportunities. With gradually increasing educational attainments and opportunities, the nature of employee supply is altering, as more people are enrolling at universities, polytechnics, and colleges.
5. Legislation

An increasing amount of legislation is affecting the setting and achieving of organisation objectives.
6. Political changes.

On a wider scale, political changes, both at home and abroad, may have considerable effect. Examples include: change of government; policies of the European Community and the advent of the Single European Market; international tariffs; wars.

The Organisational Development Approach

Just as the activities involved in the systematic approach tend to have their origins in the backgrounds of its exponents, so it is with the organisation development (OD) approach. The background in this case is one of social psychology, with special emphasis on the dynamics of working groups. In consequence, much of what is referred to as Organisation Development is concerned with the application of behavioural science techniques - especially social and group psychology - to the solving of organisational problems.

Organisation Development Approach

Level	Typical issues involved in identifying needs	Types of technique available for identifying needs
Extra organisation	How is the organisation seen by external bodies such as consumers, clients, local or national community, government?	Questionnaires; instruments; interviews;
Organisation wide	What are the norms, expectations, of employees' behaviour? How do people feel about the organisation, about top management, about the services, processes and policies of the organisation? What is the ideology, the general management style? How is power distributed and used? Is the climate democratic or autocratic, co-operative or competitive?	Questionnaires; instruments; interviews, Appraisals
Inter-group	Is there evidence of inter-group conflicts, 'us and them' syndrome, for example, between management and supervisors, specialist sand line, administrators and professionals? How do various groups see each other? Do they help or hinder each other's efforts?	Questionnaires; instruments, interviews, followed by data feedback. Confrontation meetings. Appraisals.
Group	How well does the group function as a team? What is the leadership style in the group? Does it make effective use of its resources? What is the quality of the relationships between the group members?	Questionnaires, instruments, interviews followed by data feedback, Teamwork development meetings, appraisals
Pairs	Is their evidence of interpersonal conflict, for example between manager and subordinate, between two group members or between specific individuals in different parts of the organisation that have to work together?	Interviews, third party intervention

Summary of needs analysis and developmental approaches

ORGANISATION DEVELOPMENT APPROACH

Underlying values:

- humanistic value system
- importance of helping people work in groups
- openness and trust
- confrontation and working through of conflict

ADMINISTRATIVE APPROACH

Underlying values:

- meeting requirements of formal system
- carrying out prescribed duties; following instructions laid down from above

Goals:

- carrying out prescribed tasks in the specified way by specified time
- smooth running of training function
- comprehensive record systems

WELFARE APPROACH

Underlying values:

- all training is good, especially if it leads to qualifications
- well-planned career patterns

Goals:

- ensuring that as many people as possible receive some form of training
- provision of courses for all who want them
- reduction in anxiety of those undertaking training about administrative, academic or work-related aspects of their course.

POLITICAL APPROACH

Underlying values:

- growth, prestige, influence of the training function; self aggrandisement of trainer

Goals:

- obtaining as much credibility, resources, power, influence, fame, prestige and so on as possible
- creating the right impression
- hence priority is given to meeting the training function's own needs rather than those of the client

Choosing a Training Method.

Guided Reading

Often knowledge can be improved in a given topic by reading appropriate material. Videos and audiocassette programmes can also be valuable and cheap methods of improving knowledge and awareness (some programmes can improve relaxation, help 'manage' stress and increase motivation).

Delegation

Giving a member of your team responsibility for a task you normally undertake is a very efficient and effective training method. Some examples of tasks commonly used for training and development purposes are:

- presentations
- report writing
- chairing a meeting
- planning work
- developing new processes and procedures
- selecting staff
- managing trainees
- managing budgets

Appropriate coaching and support must be provided.

Assignments and Projects

This involves giving an individual responsibility for a particular piece of work. It should fall outside their normal role. Encouraging membership on a particular task group or working party not only helps to improve the individuals knowledge of the organisation, but opens up the operation of committees and task groups. It is important that responsibility and authority is also given.

Visits & Secondments

Visits to suppliers, competitors and other organisations is a valuable (and cheap) method of increasing knowledge, confidence and social skills. Visits may also prove valuable internally as well as externally. Often an understanding of how our customers and suppliers operate can help our own department's efficiency.

Coaching

Coaching is one of the most efficient and effective methods of training. It consists of a simple process of:

- observing performance
- providing feedback
- identifying ways of improving performance (the trainee with support from the coach!)
- agreeing objectives and targets

Effective coaching requires:

- viewing all work situations as potential learning opportunities
- providing honest and timely feedback on performance
- openness

It does not mean:

- passing on experience
- giving orders
- allocating work
- inspecting work and telling how to do it better
- laying 'blame' for mistakes

Job exchange

This involves two or more people changing roles for developmental purposes, it has the added advantage to managers and team leaders of improving the flexibility of the team.

Professional association activities

An individuals commitment and involvement in their institutional (or associations) activities can help improve confidence, communication skills (written and verbal), planning skills as well as technical skills.

Conferences, Seminars and Workshops

These can be useful and quick (but not always cheap!) was of 'bumping up' technical and professional knowledge. Workshops tend to be more participative than most seminars and conferences.

Open and Distance Learning

Sometimes called correspondence courses, these are good ways of gaining qualifications, not available through conventional methods, day/ evening study etc. Care should be taken however, to ensure that the individual is suited to this particular type of learning. The following should be taken into account:

- duration of course, level of commitment (study time)
- support available (from the manager etc.) for project work
- the individuals preferred learning style/ method.

Courses

Often the first choice, but frequently the most expensive and least efficient, usually because the need is poorly defined, and not a good match with the course objectives. However where a number of individuals or a team require the same training, this can often prove to be the most efficient method.

Note

When choosing any given method appropriate needs analysis should be carried out, along with appropriate evaluation, both periodically and at the end of the activity.



Training Evaluation

Training budgets are getting tighter and there is an increased need for us to measure and justify all training and development activity. One of the easiest ways for us to justify further training in the future is for us to measure the results of current training activities.

The aim of evaluation is to check that the training has been successful and has given you the result you wanted, i.e. improved performance or increased knowledge etc.

Any measurement must be quick, reliable and accurate. (If it is to happen on a permanent basis)

One of the easiest forms of measurement is to compare the cost of training against the cost of:

- waste materials
- waste/ lost time
- hiring the skills
- not undertaking the task/ activity

The cost of training should include lost time but not 'opportunity time'. This can get very complex and subsequently give inconsistent results. (Although potentially accurate in an ideal world).

A simple measurement should be carried out for EACH training activity and recorded.

More difficult, but sometimes more appropriate methods of measurement may include:

- Quality
- Customer image EG. changes to Customer feedback (surveys) provide a sound evaluation criteria.

Carrying out the measurement

If the measurement criteria is defined at the time of need identification, the evaluation can take place during the post training coaching sessions, with the delegate actually carrying out the evaluation, with support and guidance from the manager. A good SMART objective should provide the evaluation method and success criteria!

Elements of evaluation

There are a number elements which need to be monitored and assessed through evaluation:

Element:	Was the training:
Acceptability	Enjoyable and motivational?
Learning	Successful in parting and improving knowledge and skills?
Ability	Relevant to their current/ future job?
Performance	Effective in improving performance , individual/ team?
Results achieved	Beneficial and value for money? (i.e. overall check)

The 'Training and Development Request and Evaluation Form' (see appendix) provides a useful framework to enable the evaluation process to take place in a consistent manner.

The criteria upon which you are evaluating should be defined at the same time as the needs analysis. If the training needs are specific, then the evaluation criteria is already defined!

Development Plans

As organisations and technologies change (and budgets reduce!), we can no longer rely on organisations to plan and provide for all our future skills needs. Personal development tools which plan, monitor and record our training and development are increasingly important. The use of Personal Development Plans must be seen as a partnership between the company and individual. Both must be seen to profit from the process.

Continuous Professional/ Personal Development (CPD) is becoming the buzz phrase of our professional bodies and the work place. We need to keep our professional (and work) competencies, not just up with industry but ahead of it, if we wish to secure our personal futures.

The value of maintaining a Personal Development Plan of some description cannot be over emphasised. If used regularly it can focus the mind on specific skill development, highlight learning opportunities and provide a personal training record.

Use of a Personal Development Planner (PDP) – see appendix- or any other similar tool is highly advocated, both by many industries and professional bodies. Many associations now require all members to maintain a training plan and record. Many inspect them at intervals as a continued requirement of membership. This practice is increasing.

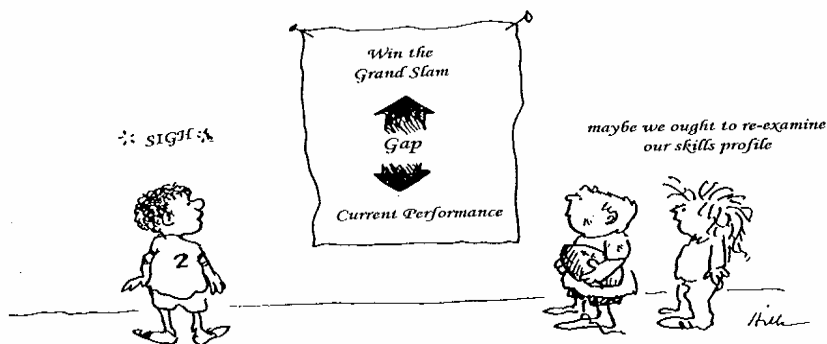
The keeping of training plans and logs is not just for 'professionals' and the young. It is vital for all of us in the longer term.

Note the importance of both a record AND plan.

Increasing our competency's can be achieved by transferring skills from our social lives (running a social club, charity work etc.) as well as attending courses, night school etc.

For further information see our Personal Development Planner or many of the other personal portfolios available commercially.

The company requires all staff to maintain a personal training record.



Skill profiles must be continuously reviewed

Appendix

This guide is provided as a sample of RapidBI's approach to knowledge transfer. For any organisation to grow and develop it is vital that it buys skills when it needs them and grows them when appropriate.

For more information on developing your people visit our website on www.rapidbi.com



Systematic Training In Ten Steps

1. Identifying the training needs and priorities
 - (i) For which occupations will planned training be required -
 - a) because of current weaknesses,
 - b) to cater for future developments.
 - (ii) How many people will need training for these occupations?
 - (iii) Decide priorities -
 - (a) What are the most critical areas?
 - (b) Where will planned training bring the biggest and/or quickest return?
 - (c) What resources/constraints will affect these decisions?
2. Examine the occupation chosen as priority
Is it, in fact, necessary or can the whole system profitably be reorganised to obviate its necessity?
3. Analyse the occupation. Prepare:
 - (i) Job description
 - (ii) Job specification, and, if necessary,
 - (iii) Further analyses of skills, knowledge and, possibly, attitudes, in order to identify areas of difficulty which will thus affect the choice of what must be learned and of appropriate training techniques
4. Specify, select and appraise the people to be trained
(that is, determine the target population for whom training will be intended)
 - (i) What aptitudes/personal traits are required (noted on the personnel specification)?
 - (ii) Will we have to recruit and/or retrain present employees?
 - (iii) Which of the specified skills, knowledge (and, possibly, attitudes) do the target population already possess? (When compared with the job specification, this will give the 'training gap'.)
5. Set the training objectives
What must the trainees be able to do, and to what standard, after the training?
6. Draw up a syllabus
The content required to fill the training gap in order to achieve the objectives.
7. Plan the training programme
This gives the detailed tactics of training in order to ensure that the objectives will be achieved.
 - (i) In what sequence will learning take place?
 - (ii) How will learning be caused.
 - (iii) By whom will learning be caused?
 - (iv) Where will learning take place?
 - (v) How long will be required for learning?
 - (vi) What resources are required? Do we possess these or can we obtain them? What other constraints obtain?
8. Implement the training programme
(that is, cause learning to take place)
9. Check the training - Evaluation
 - (i) Has the training achieved its objectives?
 - (ii) Were those objectives the right ones?
 - (iii) Were the results worthwhile? - have they justified the costs?
 - (iv) In future, could the same results be achieved more economically/effectively by other means?
10. Follow up the training
 - (i) Ensure that trained personnel put into practice what they have learned;
 - (ii) If they do not do so, or are not allowed to do so, then identify further needs and return to step 1.

Carrying Out a TNA

Managers checklist

Before the meeting

- | | | |
|----|---|--|
| 1 | I have allocated time to prepare the training needs analysis for my team | |
| 2 | I have identified which members of my team require a training needs analysis | |
| 3 | I have communicated with the team the reasons for their training needs analysis and how it will affect them. | |
| 4 | I have given individual's time to prepare for the meeting and briefed them on their role in the meeting. | |
| 5 | I understand the objectives of the organisation and how these apply to my team. | |
| 6 | I have communicated these objectives to individual team members. | |
| 7 | I have identified the training and development each team member has received to date. | |
| 8 | I have identified the resources that are available to be e.g. training budget, cover, and internal resources. | |
| 9 | I have identified training resources that may be available outside the organisation. | |
| 10 | I have prioritised my organisation's training needs in line with the resources under my control. | |

During and after the meeting

- | | | |
|----|---|--|
| 1 | I have established the objectives of the meeting and agreed these with each team member. | |
| 2 | I have established the team members' present and future personal needs. | |
| 3 | I have counselled each team member to establish alternative ways of meeting those needs. | |
| 4 | I have established points of action for each individual. | |
| 5 | I have used these points of action to produce individual development plan for each team member. | |
| 6 | I have produced a team development plan based on the individual's development plans. | |
| 7 | I have built into the plans a system of review dates to monitor progress. | |
| 8 | I have communicated the team development plan to senior management. | |
| 9 | I have gained authority to implement the plan. | |
| 10 | I have met with team members during the implementation of the plan to ensure objectives continue to be met. | |

(How to carry out a need's analysis - a worked example)

Identifying Time Management Problems

Most people's time management problems can be divided into seven types. The most common sources of time management problems are perceived to be:

1. Interruptions
2. Unplanned events
3. Administration
4. Other people
5. Prioritising work
6. Size of workload

However, probably the most common sources of time managerial problem is ourselves and the way we tackle work.

In order to identify out time management problems it is necessary firstly to analyse our use of time so that we have hard evidence on which to base our assumptions, before putting solutions into place.

One way of doing this is to log our use of time over a period. A simple log can be devised that measures:

1. The activity
2. Start and finish time
3. Who else was involved?
4. Where the activity took place.

This is completed over, say; a five-day period and then analysed. Once we have identified the problems we face we must decide for each time management problem:

1. Is the problem something over which I have influence?
2. Is the problem actually part of my job?
3. Are there ways I could organise my time which would reduce or eliminate the problem?
4. Are there others who could help me solve the problem?
5. Does the problem lie with me and the way I prefer to work?

Being an effective time manager means being able to control a significant proportion of your time at work while recognising that certain time management problems cannot be controlled.

Categories of time use - setting priorities

When managing our time we need to be aware of a simple fact: it is only possible to do one thing at a time. At any one time we will have choices to make. The question is "what should I do next?"

One way to answer the question is to begin by identifying our job purpose.

That is: "What is my job, why does it exist and how am I measured?" Once the job purpose has been established we can ask ourselves the question, "Of the various tasks I could do next, which most directly contributes to my job purpose?" When setting priorities we commonly do so in terms of the urgency (or enjoyment factor) of a particular task rather than its importance to our job purpose.

If we set our priorities based on urgency we categorise tasks in terms of:

- ◆ must be done today
- ◆ should be done today
- ◆ needs to be done sometime

Effective time managers prioritise in terms of importance, by asking:

- ◆ does the activity contribute directly to my job purpose?
- ◆ will it help me achieve my short-term objectives?
- ◆ will it help me achieve my personal goals?

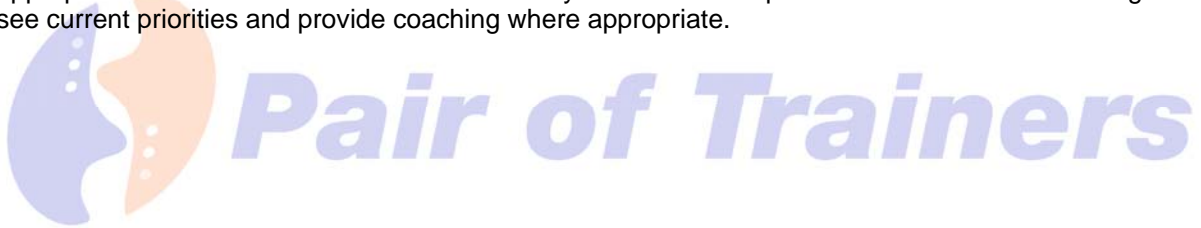
Time use can be categorised as Important, Urgent or a combination of the two.

The priority grid is a way of deciding on their relative importance and urgency.

	Important	Not Important
Urgent	Important and Urgent	Urgent but not important
Not Urgent	Important but not Urgent	Neither Urgent or important

The important but not urgent tasks are those that, if achieved, can make us truly effective in our work. An example of this could be 'reorganising the work flow in a department' or 'improving communication between departments'. Because these kinds of tasks have no time pressure for completion they tend to get left and forgotten. Effective time managers build time into their work schedules to tackle their important but not urgent tasks.

Some individuals, who have difficulty organising their work, find the use of a large version of the priority grid on their walls provides clarity. The various tasks are written on 'Post its' and placed in the appropriate box. This allows them to move any tasks when required and enables their manager to see current priorities and provide coaching where appropriate.



About the author

Mike Morrison is a trainer and developer and has been in the HRD world for 20 years.



- **Mikes Philosophy:**
 - Working with clients to develop your people and solve your business problems
- **Three key areas of expertise:**
 - Developing the Developer (Trainers & Coaches)
 - Presentation & Influencing Skills
 - Developing Manager Capability & Performance
- **A personal statement:**
 - I believe that developing people and the capacity of the business should be a parallel activity. Unless people development is integrated with business development we rarely experience the change we initially expect. My goal is to work with you; to do what it takes to ensure success.
- **Summary of my experience and expertise**
 - Developing managers & professionals at a wide range of levels, finding innovative solutions to difficult challenges. My style of intervention is change focused, brain friendly & participative.
- **Two testimonials:**
 - “Mike you are b**** great at what you do & I really appreciate your support”
Pete Cohen – TV Motivator & Coach
 - “I learnt a lot of skills when it came to presentations with tips on body language and speech being particularly useful. – Excellent delivery kept the day interesting, fun & engaging!” – Graduate in construction



To contact Mike see www.pairoftrainers.co.uk or www.rapidbi.com