

INTRODUCTION

When planning an EoT, it's important to establish who is involved & either providing you with information, or taking decisions based on your findings. Identifying these people, with reference to their respective roles and authority, will enable you to answer the following questions:

- Who can provide information and in what way this can be done?
- Who will take decisions?
- Who will influence successful implementation of your recommendations?

As Responsibility Mapping is a tool that can be used for TNA, so some useful analysis may already have been done. If not, you can use this tool to focus attention solely on EoT.

PURPOSE OF THE TOOL

A common problem that occurs frequently when evaluating training is establishing roles, responsibilities and relationships of the people involved. This is not necessarily simply people designated as >trainees=, but also a variety of stakeholders from client organisations, funding agencies and training institutions. You can use this tool to build up a map of people involved - referred to on the map as >Actors=. The work they do in relation to the training intervention is shown on the map as >Actions=. The map can be built up through discussions with the people concerned to show their involvement; also their relationships and the influence they may have on the training process.

The successful use of Responsibility Mapping depends on working with a representative selection of trainees to identify significant stakeholders. The purpose is to obtain information from these people about a particular training intervention, which could include:

- Data and views about performance problems and training needs, especially in relation to criteria that is likely to be used for external validation.
- Information about people, designated as >trainees=, with details of their number and range of entry behaviours.
- Expectations of those concerned with the performance problems, especially regarding the success of the training intervention.
- Non-training factors - motivational and environmental - that may influence what can be accomplished by means of training.
- Resources available to support training, such as facilities, access to coaching and mentoring, and further remedial training that might be required.
- Information about other training interventions or organisational changes that may influence what can be accomplished.

Although the points listed above are generic to EoT, access to these sources of information will be greatly facilitated by developing a responsibility map. Institutionalising the use of this tool, for both TNA and EoT should enable you to gain access and a professional relationship with key people.

DESCRIPTION

Although done better following a TNA consultancy - when this and other TNA tools have been used to analyse and confirm specific training needs - you can nevertheless use responsibility mapping as a discrete tool for EoT. However, lacking information obtained from the use of other TNA tools, you'll find some limitations, which we've taken into account in this EoT version.

During training, trainers and trainees are likely to be conscious of problems or difficulties associated with people and their relationships - especially confusion over responsibilities. These are not necessarily explicit, or even clearly defined - perhaps based on comments made by individuals, or issues raised during training activities. Typically, this *Responsibility Mapping* tool helps you to identify many of the actors involved and their relationships with others. The *actions* carried out by these people can also be listed.

You can use the matrix, shown on page 5, to show relationships between actors and their actions in relation to a training intervention. These relationships can be examined in more detail by using the following codes:

- R** Responsibility - where an actor has responsibility for an action, or responsibility for the consequences of the results of carrying it out. Note that having responsibility does not necessarily mean that an actor has also the authority. In such instances, training needs can occur when an actor has to seek authority, or decides to >delegate upwards= actions that he or she should be capable of taking.
- A** Approval - within a working unit there is likely to be a hierarchy, which may require an actor to seek permission or approval before taking action. The actor designated with approval has authority and the right to veto the proposed action. The need to seek approval from a senior actor, or somebody acting as a >gatekeeper=, can create barriers to learning.
- S** Support - resources, such as people, facilities, funds, equipment or further training available to support actions of other actors. These actors, who are depending on resource support, may experience performance problems because of delays, or a failure to supply essential support resources.
- I** Inform - coordinating actions requires effective communication. Actors need to be informed of actions being taken. Often information has to be communicated across functional or departmental boundaries, a likely source of barriers to effective and efficient learning.

HOW TO USE IT

A responsibility map can be evolved as training is being developed, or during its implementation and as a feature of external validation. For a new training intervention, and without benefit of TNA, you are unlikely to be aware of stakeholders, nor have had much contact with representative trainees. The map is therefore likely to evolve as you contact the people involved and gain an insight into their roles, responsibilities and relationships with others. The map can provide an informal basis for planning external validation, helping you to:

- Plan and assess assignments and projects.
- Involve stakeholders with EoT.
- Evaluate links between off-job training and further on-job development.
- Contrast EoT evidence from internal validation to that obtained externally.
- Identify actors or actions that block success.
- Review the quality of training provision.

Generally, as the map evolves, you can identify issues and the people involved. This could be during the training, perhaps where on-job-training or open learning is being used or following attending a training course. Typically, this might be concerned with:

- Delays in carrying out activities concerning the transfer of learning involving of people across teams, functions or departments, where actions or commitment is essential for successful performance.
- Failure to delegate authority to (trainee) actors, who may have responsibility to take action but lack authority or confidence.
- Either too much or too little information is being exchanged. Both can result in confusion and delay - perhaps due to (trainee) actors being swamped by nonessential information, or because they cannot take action due to a lack of information essential to their performance.

Using your map of responsibilities and relationships, you can evaluate some **learning** purposes, spot where training can be **improved** and establish the basis for **monitoring** performance.

Depending on the people being trained, you can encourage trainees to develop their own version of this tool, so that they can make decisions about their development. This could be used also as part of EoT.

By interviewing several actors yourself, or getting trainees to do this themselves, valuable information can be obtained for most cells within the EoT Matrix. Consider doing this by asking questions based on codes used to define responsibility mapping. For example:

- R** Who is responsible (for this action)?
Does this person have sufficient authority to ensure a successful outcome?
What happens if the responsible person is absent?
- A** Whose approval is needed before action is taken?
How is approval sought?
What information does this person need to approve action?
What are the consequences (financial, timescale, etc.) in delaying approval?
- S** What support is needed to enable action to be taken?
Who (which actors) are required to support this action?
How are resources allocated or authorised?
What happens (examples) when only limited support is available?
How can resource support be improved?
How can commitment be gained?
- I** Who (which actors) need to be informed about action taken?
How are they informed, and in what medium?
What are the consequences of a failure to inform?
How can the information system be improved?

	Actors							
RESPONSIBILITY MAPPING CHART								
Actions								

Focus of Attention: _____

Key: R = Responsibility (not necessarily authority)
 A = Approval (right to veto)
 S = Support (put resources towards)
 I = Inform (to be consulted before action but with no right of veto)