

FUNCTIONAL AREAS

By completing the questionnaire, answering 'yes' or 'no' to each of the listed tasks, you could complete a role profile. This illustrates the contribution you make to your organisation's EoT function. The tasks used to analyse your profile are based on adapted Easterby-Smith purposes, and other tasks associated with evaluation. Altogether, we have used the following five functional areas of EoT activity:

- **Learning.** Tasks in this area are concerned with the process of learning, which could be done at a training institute, or on the job, or by means of distance learning. The tasks you perform in this area are intended to evaluate the quality of learning - from both the reactions of learners and to the views of providers, such as trainers, course directors, mentors and HoD's.
- **Proving and Improving.** Although the Easterby-Smith model makes a distinction between proving and improving, we believe that many tasks are common to both. The tasks that you perform in this area are concerned with assessing the effectiveness of training and confirming improved performance. These tasks could be directed at individual trainees, teams, training institutions, also departmental or organisational performance.
- **Monitoring.** The first two areas of EoT, described above, deal with the process or outcome of training; tasks associated with monitoring obtain and disseminate information about this. Monitoring can be done by funding agencies, institutional management, course directors, trainers, or by stakeholders in client organisations.
- **Administration and Management.** Training provision, either through training institutions, or distance learning, or by means of on job training, utilises most of the available resources. Tasks in this area of your profile are concerned with evaluating efficient deployment and use of such resources.
- **Continuing Professional Development.** Increasingly, professional-level staff are being asked to evaluate themselves - in respect to their performance and development. Tasks within the area of CPD require you to provide evidence that you are competent to carry out EoT activities, and that you are actively engaged in a continuous development process.

When reviewing your EoT profile it's essential for you to be realistic about the tasks you are doing currently, and others you may wish to do. An EoT function requires tasks to be performed by a variety of people - all of whom may be doing so for different purposes. Your role, defined by the profile you've completed, enables you to make a contribution to your organisation's EoT function. Your project provides an excellent opportunity to extend or modify that role - and to provide evidence of your competence.

ROLE PERCEPTION

The analysis you have done, and the profile produced from it, is based on your perception of the tasks you are doing within your organisation's EoT function. However, you may need to clarify this with senior management or your colleagues - they may have a different perception of your role. Does this matter? Consider factors that may influence the perception of a role:

- EoT is not a well-developed function within government service. Therefore, senior management and colleagues may have only a vague perception of your role. Your project will give you an opportunity to clarify or devise a suitable role.
- Your status in your organisation may influence the EoT tasks you are able to do. Nevertheless, it's worth noting that if you're not able to do a particular EoT task, then do you assume that somebody else is doing it? What are the consequences of *nobody* doing it?
- The role profile you've done may show that you do high proportion of the EoT tasks listed. Is this realistic? Should you be doing them, or could some be done by colleagues or delegated to a subordinate?
- Alternatively, the role profile shows that you do very few of the listed EoT tasks. Does this limited contribution to EoT enable you to influence the effectiveness or efficiency of your training activities? Are you relying on others doing something you should be doing yourself?
- Does the role profile, and the EoT tasks you perform, reflect your perception of what you should be doing to improve your effectiveness? Could you, by adding or deleting tasks, devise a more suitable role? Perhaps, as part of your project this perception of your role within the EoT function could be modified.

Sometimes, our perception of our role is one that is *self-imposed* - it is our perception that determines what we do, or choose not to do. Occasionally, this role is externally imposed - for example by management or peer group pressure. In either case one outcome of taking the EoT course is to enable you to review your role by, for example:

- Changing your role by doing different EoT tasks.
- Discussing EoT with management and colleagues so that they understand what you are studying, and how this will be of benefit to them.
- Engaging the cooperation and support of colleagues to improve your organisation's EoT function.
- Talking to external stakeholders about their perception of EoT, and how they could contribute and benefit from improved training effectiveness and efficiency.

ROLE REVIEW

Having analysed your current EoT role, you may now wish to review it. Perhaps, because of your studies during the EoT Course, you can see where your role and your contributions to EoT can be improved. In doing so you may wish to reflect on answers to the following questions:

- Does the role profile, and the feedback you've been given, indicate important tasks that are currently not being done?
- Of these tasks are there any that you should be doing, personally?
- Are there other tasks that could be done by other members of staff?
- Which tasks should be included in the development of your organisation's EoT function?
- How can you use the EoT course project to benefit yourself or your organisation?

To help you review these issues, eot-04d lists all the tasks in their respective areas. For example, in the **Learning** area, there are 17 tasks listed. So, which of these are you doing, or should be doing, or could be done by somebody else?

Before starting to review the tasks, consider first the **context** for the review. Who are you? What is your status or influence in respect to your organisation's EoT function? It's important that you clarify the context for the review before considering individual tasks.

Alongside each task, you will see a rating scale. Use this to rate each task:

1. Not regarded as an important task for you or your immediate colleagues. Note that this does not mean that a task has no importance within the overall context of EoT.
2. An important task, but one that is not essential within the context of this review. Take care to focus on the immediate context for this review - changing the context can change the rating of a particular task.
3. An important task, essential to the functional role you have in mind. At this stage of the review you are only rating the task, within the context of your review - it does not mean that you should do it.

Having rated a task, you can now consider responses to the five issues being raised. Is this task being done? Could it be done better? Is it being done by others and, if so, are there any implications? Are you currently doing the task, or does it offer an opportunity for useful development? Don't feel restricted to only one issue, as some tasks may have overlap several of them.

For each task, the final section is for comments. During the EoT course comments may reflect discussions you have with your tutor: later you may wish to discuss the review with colleagues or your boss. Use eot-04e to illustrate your revised role