



**Government of India**  
**Training Division**  
**Department of Personnel and Training**

# **TRAINING NEEDS ANALYSIS CONSULTANCY SKILLS COURSE DISTANCE LEARNING MATERIAL**





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CONSULTANCY SKILLS COURSE  
DISTANCE LEARNING MATERIAL**

# List of Distance Learning Materials (DLM)

1. Overview of TNA Course
2. Introducing TNA
3. Performance Problem and Quiz
4. Pre-Course - Interviewing and Questioning Parameters
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  - SWOT Analysis
  - Environment, Motivation and Behavioural Factors
  - Cause and Effect Analysis
  - Performance Report
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  - Training Plan
  - Design Brief
7. Self Assessment Questionnaire

# Overview of TNA Course

## DIFFERENT NEEDS ASSESSMENT METHODS ARE USED IN DIFFERENT CONTEXTS.

Sources that can help you determine which needs analysis is appropriate for your situation are described below.

### Organizational Analysis

An analysis of the organisations needs or other reasons the training is desired.

This requires an analysis of the organizations strategies, goals, and objectives. *What is the organization overall trying to accomplish?*

The important questions being answered by this analysis are:

1. Who decided that training should be conducted?
2. Why a training program is seen as the recommended solution to an organisation's problem?
3. What the history of the organization has been with regard to employee training and other management interventions?

### Conducting an Organizational Analysis

- Determine what resources are available for training.
- What are the mission and goals of the organization in regards to employee development?
- What support will the senior management and managers give toward training?
- Is the organization supportive and on-board with this process?
- Are there adequate resources (financial and personnel)?

### Job analysis / Task Analysis

It is an analysis of the job and the requirements for performing the work. This involves analysis of the tasks being performed and seeks to specify the main duties and skill level required.

This helps ensure that the training that is developed will include relevant links to the content of the job.

### Conducting a job / Task Analysis

1. Interview employees, supervisors and managers in charge.
2. Review job descriptions and occupational information.
3. Develop an understanding of what employees need to know in order to perform their jobs.

Important questions to ask when conducting a Task Analysis:

- What tasks are performed?
- How frequently are they performed?
- How important is each task?
- What knowledge is needed to perform the task?

- How difficult is each task?
  - What kinds of training are available?
4. Observe the employee performing the job and document the tasks being performed. When documenting the tasks, make sure each task starts with an action verb.
  5. How does this task analysis compare to existing job descriptions? Did the task analysis miss any important parts of the job description? Were any tasks performed that were omitted from the job description?
  6. Organize the identified tasks. Develop a sequence of tasks. Or list the tasks by importance.
  7. Are there differences between high and low performing employees on specific work tasks?
  8. Would providing training on those tasks improve employee job performance?
  9. How is information gathered by the employee? What does the employee do with the information? Can training improve this process?

## Competency Analysis

An analysis dealing with potential participants/employees level of competency.

The important questions being answered by this analysis are

1. Who will receive the training ?
2. Participants' level of existing knowledge on the subject
3. Participants' learning style
4. Who will conduct the training?
5. Are there changes to policies, procedures, software, or equipment that require or necessitate training?

## Knowledge, Skills, and Abilities

Today's workplace often requires employees to be independent thinkers responsible for making good decisions based on limited information. This kind of work may require training if the employee does not have these skills. Below is a list of various competencies that employees may be required to possess in order to perform their jobs well.

- Adaptability
- Analytical Skills
- Action Orientation
- Business Knowledge/Acumen
- Coaching/Employee Development
- Communication
- Customer Focus
- Decision Making

- Fiscal Management
- Global Perspective
- Innovation
- Interpersonal Skills
- Leadership
- Establishing Objectives
- Risk Management
- Persuasion and Influence
- Planning
- Problem Solving
- Project Management
- Results Orientation
- Self-Management
- Teamwork
- Technology

## Performance Analysis

Are the employees performing up to the established standard? If performance is below expectations, can training help to improve this performance? Is there a *Performance Gap*?

## Conducting a Performance Analysis

This technique is used to identify which employees need the training.

1. Review performance appraisals.
2. Interview managers and supervisors. Look for performance measures and data such as benchmarks and goals.
3. Are there differences between high and low performing employees on specific competencies?
4. Would providing training on those competencies improve employee job performance?

Performance discrepancies and its causes may show that training interventions may not be required to increase performance, job efficiency/competency, for improving organizational performance. It is important to see if there is a need for training or non-training interventions as well as the benefit of training.

- **Training Suitability Analysis.** Analysis of whether training is the desired solution. Training is one of several solutions to organisations' performance problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.
- **Cost-Benefit Analysis.** Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.



# **Introducing Training Needs Analysis (TNA)**

## ORGANISATIONAL PERFORMANCE

The purpose of an organisation is to provide products and services for its customers. For a private organisation these are determined by market forces, with success measured by profitability and comparison with competitors. A public sector organisation also provides products and services, for example:

- \* To external customers - the public, or specific beneficiaries.
- \* To internal customers in other departments or agencies within the public service.

For an organisation in the private sector assessment of performance is relatively simple and straightforward and can be based on factors, such as:

1. Profitability
2. Return on invested capital
3. Utilisation of assets
4. Market share
5. Comparison with competitors
6. Contributions to society and the environment, etc.

Success against such standards is rewarded by increased dividends, growth in share price, increased security and a clear sense of achievement. On the other hand, failure to achieve the required standards of performance may lead to changes - to an organisation's management, personnel, systems, market strategy and structure. Ultimately, if performance fails to improve to an acceptable standard, an organisation may be disbanded, its assets sold, or it's declared bankrupt. Generally, private sector organisations are under considerable pressure to succeed - with successful performance being rewarded and failure punished.

Success for a public sector organisation is perhaps more difficult to define. It does not face the same degree of scrutiny or assessment as it would face in the private sector. There are no shareholders, bankers, auditors, or competitors. Assessing the performance of a public sector organisation is a more complex process. Consider some factors involved:

1. There may be no standards against which performance can be assessed.
2. It may be unduly influenced by political pressure.
3. Its products or services are vital to the nation or society it serves.
4. Success may be relative and actually difficult to define in realistic, measurable terms.
5. The organisation might be a monopoly with no competitors against which its performance can be assessed.
6. For a non-governmental organisation (NGO) funding constraints may unduly influence the quality and quantity of services it can offer to beneficiaries.

Because of these factors a public sector organisation may exist, without facing serious pressure to improve performance. Although, following the introduction of economic liberalisation, the trend is to 'privatise' some public sector organisations, most are essential to the process of government. Attempts to improve performance

are often thwarted by the need to maintain an organisation's products or services - irrespective of perhaps lower than desirable standards of performance, and at the expense of the tax payer.

So far, we have discussed organisational performance in absolute terms without reference to the essential components of all organisations - whether they are in the public or private sectors. These components include:

1. Human resources
2. Plant and equipment
3. Financial assets
4. Markets for products and services
5. Research and development
6. Systems and procedures

Overall, the management of these components determine the capability and performance of an organisation. The availability of human resources is put first on the list because organisations exist to enable people to provide products and services - using the other components listed above. The performance of people - at whatever level, individually and collectively - determines the success of an organisation.



**A. In your Learning Log, briefly describe the typical client organisation where you are likely to carry out TNA consultancy assignments. Also, consider answers to the following questions:**

- A.1 What is your relationship to the client organisation?
- A.2 Is it in the public sector or in the private sector?
- A.3 Who are its customers or beneficiaries?
- A.4 How is the organisation's performance assessed?
- A.5 In your opinion, is it successful?

Reference to performance emphasises that people should be helped to learn how to achieve, maintain or improve their performance: it also implies that, where necessary, they are trained.

## TRAINING AS AN INVESTMENT

Imagine you own a business and you have, say Rs10,000,000 available for investment. Here are some options for you to consider:

1. Exchange the money for commodities such as gold or sugar futures
2. Put the money on bank deposit
3. Invest in new equipment
4. Train your staff

The first option may be a bit risky because it's really a gamble - it could prove very profitable or very costly. The second option is predictable and safe. At the end of a year, depending on interest rates, your money would have increased to, say, Rs10,500,000 with no risk and a guaranteed return on the investment.

The third option depends upon your expertise in identifying an item of equipment which will give you a return more than the 5% interest available from the bank. It's worth noting that many private organisations require a return well greater than 10% before sanctioning capital investment.

The fourth option is to train your staff. This requires you to use the money to provide a training budget to pay for training. The return on your investment may prove difficult to quantify and much will depend on the professional competence of the trainers involved.

However, as you own the business and it's your money, you may have a different attitude to these options - compared to being a trainer keen to spend somebody else's. So how can this last option - that of training, be justified?

## **BENEFITS OF INVESTING IN TRAINING**

The following is a list of possible benefits to be obtained from an investment in training:

1. Better utilisation of staff. Training helps individuals and working groups become more versatile, flexible and generally able to achieve higher standards of performance.
2. Better utilisation of plant, equipment and systems. Unless staff are trained, it is unlikely that they can get the best out of the technologies they use. All too frequently organisations invest substantially in capital resources without taking into account the problems faced by people who operate, maintain and manage them.
3. Improved performance. Production rates, administrative procedures, quality, safety, customer satisfaction, are examples of where training can realise a substantial return on investment.
4. Lower staff turnover. People usually respond positively to training and development opportunities. It also creates a favourable image for the organisation, attracting higher calibre staff who are less likely to leave.
5. Greater customer satisfaction. Often it is the customer who is aware of a poorly trained workforce and may take business to a competitor where staff can meet their needs.

These are general indicators of the benefits to be obtained from training. Some organisations do it as an act of faith, without requiring justification or considering the costs or benefits to be obtained from the investment they are making. However, such organisations are now increasingly in the minority. Because of government and institutional initiatives, most organisations are aware that training is essential for improved performance. As a TNA consultant, recommendations you make to a client organisation are likely to be evaluated concerning the costs of implementation - against specific, performance-related benefits. If you are unable to justify your recommendations they are unlikely to be accepted, or gain the commitment of management - which is essential to success.

## JUSTIFICATION FOR TRAINING

Learning occurs naturally so people may learn how to do their jobs without necessarily being trained. So why should an organisation bother to train its workforce - expending resources that could be utilised elsewhere? Some organisations do not ask the question and provide training simply to comply with legislation. Others use the following examples to justify their investment in systematic training:

1. More rapid development to full job performance
2. Increased output
3. Improved level of service
4. Improved quality
5. Less waste of time, materials, personnel and money
6. Better utilisation of equipment
7. Better utilisation of personnel
8. Fewer accidents
9. Reduced costs
10. Reduced need for supervision
11. Better identification of personnel potential
12. Improved morale

The benefits of training are therefore to help an organisation and its individual employees to improve performance. This can be directed at existing performance problems, or in anticipation of planned changes.

## CHANGE AND PERFORMANCE

A consequence of dealing with performance issues resulting from change, is the need to learn. Change may be the result of the introduction of new technology, revised policies, legislation or working practices - or through general organisational development. Such changes often require people to learn new knowledge and skills, and to accompany this with changes in attitudes. In addition, people often have to unlearn redundant or inappropriate knowledge, skills and attitudes - a situation likely to occur when organisations have existing performance problems. This might be an unnerving experience for people accustomed to established practices learned over a working life. Factors to be taken into consideration, when using words such as *'change'* *'performance'* and *'problems'*, in relation to learning and work, include:

1. The kind of change(s) being introduced
2. The demands such changes make on people's performance
3. The nature of the problem(s)
4. The underlying causes of the problem(s)
5. The people involved with the problem(s)
6. The extent to which training can help the people concerned

7. The time needed for people to learn
8. The cost consequences of people failing to learn

A critical factor will be to obtain precise details of the additional knowledge, skills and attitude's people will need to learn to enable them to cope with change(s). This information is unlikely to be readily available and will be a key part of your work as a TNA consultant.



**B. What changes or concerns about performance are likely to influence your client's willingness to invest in training?**

## **HELPING PEOPLE TO IMPROVE PERFORMANCE**

Ultimately, performance is the factor that determines an organisation's success or failure. Improvements might be needed where there are actual or anticipated performance problems. Such problems rarely exist in isolation and usually involve both technical, administrative and people 'deviations' from what is desired. In addition, a problem is likely to involve far more people than the symptoms indicate. Training is concerned with everybody contributing to the causes of a problem.

As trainers, it is all too easy to get carried away with the process of helping people to learn, without due regard to the product of the training. Success and effectiveness as a trainer should be determined by the performance of the people being trained. For example, through your work as a TNA consultant, the extent to which you have helped them with their problems. The stronger the links between training and an organisation's improved performance, the stronger and more credible will be your claims for investment in training.

These comments may seem suited more to profit oriented businesses, so what about service based, public sector organisations? As part of a consultancy with a government department, a group of trainers were asked to list problems they had to deal with. Here is their list.

1. Impact of introduction of new technology
2. Communication and co-operation across departmental boundaries
3. Lack of, or unclear, objectives
4. Lack of, or unclear performance standards
5. Poor management of meetings
6. Absence of standardised procedures
7. Poor communication between departments
8. High turnover of staff (especially Clerical)
9. Mounting workloads because of staff reductions
10. Lack of follow-through after staff changes and inadequate staff handovers
11. Gap between management and staff

12. Indecision and lack of planning
13. Slow response to take-up of ideas
14. Filtering down of decisions from management
15. Lack of cover during absences.

A general concern was the lack of teamwork and unwillingness of colleagues to co-operate, particularly in areas which they do not see as their responsibility. Heavy workloads also seriously affected the service people could give - paperwork at expense of personal contact.

Although it may be more difficult in service-based organisations to identify, precisely, where performance problems are likely to occur. The above list illustrates typical symptoms of problems, but does not necessarily indicate the probable causes. The difficulty you will face when carrying out TNA consultancy in such organisations is to establish real links between performance problems and proposed training. Note that the trainers who gave the above list work for an organisation that strongly supports training. However, you may face situations where people have a negative reaction to your consultancy activities. Therefore, to ensure you provide credible training, it is essential to base your recommendations around 'performance', rather than training. This can focus on immediate problems where the organisation is feeling some 'pain', or in anticipation of problems likely to occur because of the introduction of new technology, systems or working practices.

In a large public utility, a study was made into the role of trainers. Trainers and some line managers were asked to analyse their perception of the role of the trainer. Trainers saw their role as one of helping people to learn - for example, by developing and running training courses. Line managers saw the role as something quite different. Their perception was that trainers should be involved primarily in helping to solve performance problems. The two perceptions can be considered compatible and yet the difference is significant - one is focused on 'learning', the other on 'performance'. It's worth noting that the trainers were keen to change their role. However, they felt they were hampered by an organisational culture where training was seen in terms of courses, rather than a means to improve performance.

## THE SYSTEMATIC APPROACH TO TRAINING

When we are doing something, either by ourselves or with others, we are usually performing a task. This can happen at home - for example helping a friend to move furniture or joining others to play cricket. It also applies when we are at work - for example writing an office memo, answering the telephone, helping to plan rural development projects, or supervising functionaries. Successfully performing tasks enables us to do our jobs properly and to make an effective contribution to the organisation that employs us. So, taking some work-related examples mentioned above:

1. The first task mentioned is writing an office memo. You perform the task by writing a memo that is concise, to the approved format, factually and grammatically correct. It's also necessary to consider what 'writing' means. For example, you could perform the task by hand writing a draft script for a PA to type or, an increasingly likely situation, is to write the memo on a PC for transmission by e-mail. Another important factor is the promptness with which you reply to a memo, irrespective of the technology being used.
2. The second task is to answer the telephone. In some organisations, especially those dealing directly with customers, performance standards may require that the phone is answered within 20 seconds. A question might be whether you have sufficient experience to respond to a caller. Another issue may follow the

realisation that your colleagues are delighted to let you perform the task, so they're not being disrupted. The task of answering the phone can therefore become a potent mix of potential performance problems, although not necessarily ones involving training.

Although problems, such as those illustrated above, might be considered 'trivial', the inability of an organisation to communicate effectively could be a major performance deficiency. In this instance, helping a client organisation to improve its communications is likely to involve more than simply offering a training course on communications.

Effective training that helps to improve performance is far more complex than putting people in a classroom and 'teaching' them. Training activities should be based on a 'planned process', called the 'systematic approach to training' - often called SAT. An illustration of SAT process is shown in Figure 1, below. It consists of four principal areas of activity:

1. Identify Training Needs
2. Plan, Design and Develop Training
3. Implement Training
4. Assess Results and Evaluate Training Outcomes

Notice also that we focus the four stages of the training process around 'Performance'. This is to emphasise that the primary purpose of training is to improve performance - using the four stages of the process. It is also important to recognise that the performance we are concerned with is that of a 'client organisation'. Although your work as a TNA consultant will be primarily concerned with the first stage, it's important to recognise how this links with other stages. Sometimes, if you are a training professional, you'll be involved with all four stages but there will be occasions when the results of your consultancy will be passed on to others.

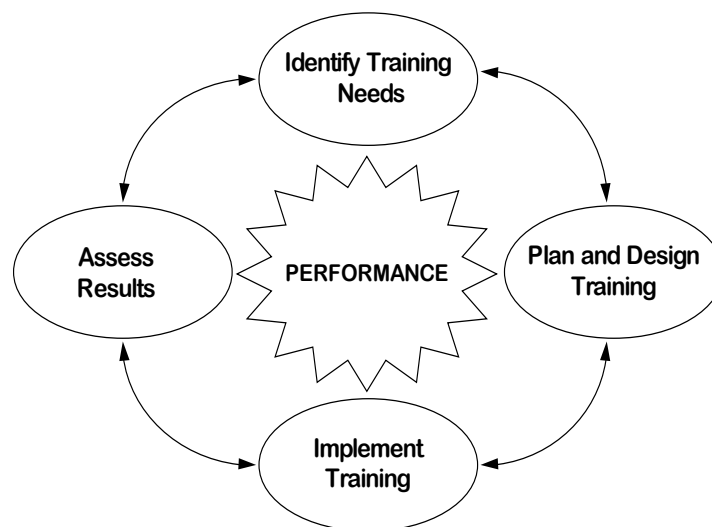


Fig. 1



## 1. IDENTIFY TRAINING NEEDS

### Analogy

Imagine you are ill and decide to visit a doctor, a situation analogous to a Head of Department seeking assistance from a trainer. The doctor will examine you, asking questions about the symptoms of your illness, possibly carrying out tests to investigate your illness in more detail and, if necessary, seeking specialist advice. Usually, by means of this systematic approach, the doctor diagnoses the cause of your illness and recommends appropriate treatment.

This approach is thorough and professional, so you have confidence that the recommendations are relevant to your problems. Contrast this with a situation where your doctor, without any examination, offers you a selection of standard treatments - inviting you to decide which one seems the most suitable. Thankfully, in the medical profession an approach such as this does not happen. However, unfortunately, it occurs all too often in training, where a 'menu approach' to training is used to provide training - without first identifying the need.

### Training Needs Analysis (TNA)

Delays, breakdowns, customer complaints are typical instances of performance problems. The introduction of new technologies or working practices are also likely sources of performance deficiencies. Training Needs Analysis can be done for an organisation as a whole, or for a particular section or function. It can include analysis of an organisation's current performance problems, or in anticipation of changes that are likely to require training. TNA focuses attention on 'performance' to identify training needs, along with other, non-training implications. Once performance problems have been analysed, they can be reviewed according to their importance. Having established priorities, further, more detailed analysis can be done to identify precise training needs. These needs should concern everybody associated with a particular performance problem, irrespective of their status or number.

During your training and development as a TNA Consultant you will learn how to use a variety of analytical techniques. These will enable you to adopt a similar, professional approach to that being used by the doctor in our analogy. By following the TNA consultancy process you can analyse performance-related issues of concern to your client. The result will be clear, detailed information and advice about training and non-training needs associated with improving performance.



- C. List 5 typical performance problems you have encountered, either within your client organisation or in your work generally.**

## TRAINING AND NON-TRAINING NEEDS

Performance problems are rarely caused through a lack of training, and rarely can performance be significantly improved by training, alone. When carrying out TNA, it is important to recognise that performance is likely to be influenced by other, non-training related factors. These could be the availability of suitable equipment, materials, systems and procedures necessary for satisfactory performance. Another important factor can be a lack of motivation - for example, due to management failing to reward good performance; inadequate feedback; lack of incentives to improve; or because of inattention to personal, social or cultural concerns.

For performance-related situations, concerning people and their training and development, these factors, in a variety of combinations, are vitally important. Thorough TNA should highlight the significance of each of them, although non-training factors are primarily the concern of an organisation's management. They have the responsibility and authority to implement both training and non-training initiatives leading to improved performance.

## **ANALOGY**

Continuing the analogy of your imaginary illness, the reason you went to see your doctor was due to having dysentery. Usually, this illness is easily treated by medication, ORT and a suitable diet. The doctor, having diagnosed the problem and prescribed appropriate treatment, may consider the consultancy completed successfully with the patient's problem sorted out.

However, imagine that you were one of several people the doctor had treated for dysentery. Like you, each person was given appropriate medication and advice. The doctor, however, concerned about the high rate of dysentery cases, decided to carry out further investigation. The result was the discovery of a damaged water pipeline that contaminated drinking water in the area. Further analysis of the situation highlighted the fact that workers at the water treatment centre were not properly trained to carry out routine test procedures.

You may consider this another illustration of identifying training needs. However, the analogy also draws attention to the need to not only have sufficient information about the problem, but also to be able to plan a suitable response. Here, if the doctor simply treated patients, individually, without recognising or dealing with the wider implications, people would continue to suffer from dysentery. For trainers, it is also relatively simple, for example, to confine one's activities to running courses. These may provide useful 'treatment', but are unlikely to solve performance problems. Therefore, during this stage of the systematic approach to training, attention should be given to planning training so that, for example:

1. The training being planned tackles the whole of the problem, not what might be superficial symptoms. It would be easy for the doctor to continue to treat patients for dysentery, but far more effective to ensure that planning considered the whole of the problem.
2. Training is designed for all those who need it. Treating some dysentery patients, but failing to do so for others is not acceptable. The same ethos should be applied to training. Usually, following TNA, the actual number of people involved is known and all can be considered when planning training.
3. Treating patients but not improving performance of the workers at the water treatment centre would fail to solve the problem. However, it may be unfair to blame these workers for causing the problem. Perhaps management at the centre also needs training to ensure the availability of competent workers.
4. The result of the training should be a solution to the problem. Everybody in the area should be free from dysentery, and have a supply of potable water of consistent quality. If this is not the outcome, the problem probably remains and further action is needed.

## **PLANNING TRAINING**

Planning training should be based on a clear and specific requirement, which has been discussed and agreed with the client. This involves:

1. Deciding who needs to be trained.
2. Establishing the number of people for whom training is needed.
3. Specifying the aim of the training they will undertake.
4. Utilising available resources.
5. Recognising important constraints which may limit what can be achieved.

Once these factors have been taken into account an appropriate mix of training strategies can be decided and a *Training Plan* can be agreed with your client. This can include the use of training institutions, on the job training, distance learning, etc. As the TNA Consultant you will be responsible for identifying training needs for all those concerned, and providing additional information that will influence planning and design decisions.

## 2. DESIGNING TRAINING

Having established an overall training plan, detailed training requirements can be developed using '*design briefs*'. These provide a specification of the actual training that needs to be designed and developed. A design brief also takes into account such factors as:

1. Number of people who need to be trained.
2. Grouping of these people into areas of common training need.
3. Their location.
4. Their availability for training, taking into account operation requirements
5. Timescale within which training should be implemented.
6. Budget or funding support available for both development and implementation.
7. Availability of suitable trainers.
8. Institutional resources available.

The design brief establishes a professional link between you, as a TNA consultant, your '*client*' - usually a Head of Department, and '*stakeholders*'. These are key members of staff closely involved with improving performance - and a direct link to the people who need training. A properly negotiated design brief helps to define the training required, taking into account relevant constraints. The implication being that trainers should not promise more than they can realistically deliver, and heads of departments should not expect all their training needs to be met by training institutions.



- D. Select one important performance problem from your list where training is needed. Identify stakeholders who should be involved when seeking a solution to the problem. Note that this problem should include both training and non-training implications.**

## Developing Training

The development of training is concerned with acquiring or preparing resource materials, such as handouts, visual aids, exercises, case studies, videos and computer based training software. There are three basic sources for such material:

1. Commercial resources are usually of a high quality, but may lack direct relevance to training needs and may also present cultural or language difficulties. Some commercial material is expensive but it can save a considerable amount of development time.
2. Internally developed resources. These can be done by training institutions, which should have the subject matter and technical expertise needed for development.
3. Networked resources. Although copyright regulations have to be taken into account, access to training materials can be done by means of a central or regional 'learning resource centre'.

Due to government training policy - especially the intention to provide '*training for all*', there is likely to be an increasing demand for resource materials. The introduction of distance learning and computer-based training requires effective resource support. Failure to meet this demand may result in trainers resorting to the use of out of date, ineffective, 'chalk and talk' lectures and attempting to help only a limited number of people.

Without doubt, the availability of training resources - or the potential to develop them - will influence the outcome of your TNA consultancy. This will especially influence organisations operating in rural areas, where access to training institutions is difficult.



**E. Consider the potential availability of training resources in your client organisation. How will this influence your work as a TNA consultant?**

## 3. IMPLEMENT TRAINING

### Analogy

Within the context of the analogy, the doctor, having analysed the situation, plans action to treat your illness and others suffering similarly. The doctor also carried out further analysis to trace the cause of the problem to certain training needs. For example, having planned, designed and developed training that is appropriate to the needs of staff at the water treatment centre, implementing the training is likely to include:

1. Short courses to cover essential 'underpinning knowledge' required by the workers. This can be delivered off the job, or by short sessions on the job, or by using distance learning.
2. Skills-based, on-job-training to ensure that workers are competent to carry out their assigned tasks to an acceptable standard.
3. The use of performance aids to help workers follow correct procedures.

Although attention here has been focused on implementing training for the workers at the water treatment centre, a key factor will also be to implement training for supervisory and management staff. The approach recommended for this type of training is to implement a problem-centred workshop where supervisors and

managers can tackle problems arising from the incident of contamination. These highly experienced staff do not need to be 'taught'. Rather, they need an opportunity to learn from each other.

## **Effective Implementation**

On the assumption that training needs have been clearly identified and appropriate training developed, then implementation is concerned with ensuring that the desired results are achieved. Effectiveness of depends on such factors as:

1. Well-designed training, with clearly defined objectives.
2. Availability of essential training resources.
3. Emphasis on active, performance-related learning, not passive knowledge input.
4. Use of a variety of training methods, suited to the needs of adult learners.
5. Availability of competent trainers.
6. Adequate feedback given to each trainee to help them achieve the objectives.

Effective training should lead to improved performance. Effective training should result in greater credibility for trainers, and the realisation by heads of department that training is a beneficial activity, worthy of their support.

## **Efficient Implementation**

Training one person effectively is a worthwhile achievement, but not necessarily efficient. Training a large number may be efficient, but is it also effective?

The two earlier stages of the systematic approach to training should prepare circumstances in which effective training can be given. Planning the training should also have taken into account the number of people who need to be trained to ensure that training:

1. Is provided to all who need it.
2. Is implemented at a convenient time and place.
3. Is carried out as quickly as possible.
4. Is implemented at the minimum possible cost.
5. Utilises, where possible, existing resources.
6. Resources can be used by a network of providers.

Effective and efficient training requires the use of a variety of training methods, especially on-job-training, distance learning, performance aids and computer-based training. Generally, in the Indian public sector, the number of people who need training is likely to be large - especially for subordinate staff and beneficiaries, a key feature of the government's training policy. Therefore, for the government to obtain value for the funds invested, training should be both effective and efficient.

## 4. ASSESS RESULTS AND EVALUATE TRAINING OUTCOMES

### Analogy

When you went to your doctor with dysentery, you expected to be given treatment that would result in your return to a normal, healthy condition. Anything less than this would leave you dissatisfied with your treatment - and therefore the help given by the doctor. However, as discussed earlier, successfully treating you might not produce a satisfactory solution to the problem - either for you or for other people in the area. If no further action is taken, the contaminated drinking water could result in more cases of dysentery - including, again, you!

To carry out an overall evaluation of the 'intervention', or actions taken to solve the problem, we need to consider the outcomes from three points of view:

1. Were you, an individual patient, cured? In training terms, the equivalent to this is called '*Internal Validation*'.
2. Is the supply of drinking water now free from contamination, and likely to remain so? This is equivalent to '*External Validation*'.
3. What were the costs of solving the problem - and the benefits the solution provided to the people in your area? This is called '*Evaluation*'.

Before leaving the analogy, and discussing the three terms mentioned above, it's worth reflecting on reactions to the outcomes achieved (note that these points apply equally to assessing the results of training):

1. You were satisfied with the outcome, because the treatment resulted in a return to full health.
2. Because training was provided to staff at the water treatment centre, other people in the area avoided dysentery.
3. Staff at the water treatment centre are now competent to provide a consistent, long-term supply of potable water.
4. Local society has benefited from the intervention, as dysentery can lead to mortality and other diseases.
5. Local government authorities can show that the money spent on solving the problem was a worthwhile investment.

### Internal Validation

As part of the design process, objectives are set which people are expected to achieve at the end of their training. Assessing whether they have achieved these objectives is a key feature of internal validation and includes:

1. Where necessary, a formal assessment of trainees against the stated objectives.
2. Remedial training for those who fail to achieve the objectives.
3. Obtaining from trainees their views about the quality of training they received.
4. Reviewing the content, methodologies, allocation of time, trainers and resources to improve the quality of training being provided.
5. Contacting trainees later to ascertain whether they have consolidated or developed their learning under operational circumstances.

The purpose of internal validation is to assess trainees, and their training, against criteria set by trainers. The results of using this validation process will be to report on the achievements of trainees, during training. Internal validation also indicates where training provision can be improved. Essentially, internal validation is done by trainers to enable them to improve the quality of training being provided.

## External Validation

The Design Brief established a link between specific needs of client organisations, their staff and the training to be provided. External Validation is concerned with assessing whether the outcomes of training activities achieved the desired results - for example by answering the following questions:

1. Is the performance of the people trained now satisfactory?
2. What evidence is there to support this?
3. Can improved performance be attributed to training?
4. Are non-training implications preventing these people achieving satisfactory performance?
5. Are there further performance problems to be analysed?

External validation should be done by heads of department, in collaboration with stakeholders and trainers. The effectiveness of the process is dependent on TNA. If this has been done thoroughly, it will have highlighted performance issues concerning training, and provided the evidence against which post-training performance can be assessed.

A final thought, before turning to evaluation, is to consider the consequences of not doing external validation. If asked to provide evidence to support continued investment in training, what performance-related proof can you provide? Returning to the analogy, if you're ill, would you go to a doctor who could not provide evidence of being able to successfully treat patients?

## Evaluation

The government invests considerable sums of money on behalf of the taxpayer. As a result roads, schools and hospitals are built, slums are improved, the poor are fed and, generally, society is nurtured and improved. Funding is usually finite, if one cause is supported it may be at the expense of another one, equally worthy. Training costs money, and utilises resources that might be diverted elsewhere. It is therefore one option that government and other funding agencies have to consider when allocating funds. Sometimes people are pleased to know that their money has been invested in training. If training is to be seen as a worthwhile, justifiable investment then it can sustain evaluation of its products and services. For example:

1. Government funding agencies may scrutinise applications for funding, while evaluating the results obtained from previous investments. Why should a funding agency continue to provide funds when there's no evidence of any benefit?
2. Heads of Department may evaluate the contribution training is making to their department's operations. Why lose key members of staff for several weeks training, if there's no real improvement in performance?
3. Passengers are wondering why their bus has broken down, could it be due to poorly trained maintenance staff?
4. Customers fail to get the information they requested and blame the 'attitude' of the clerk. Could it be that the clerk has never been trained, either to be able to provide information, or to deal with customers?
5. Beneficiaries, in a rural community, fail to receive the advice they need to grow a new crop. They need to be trained, but perhaps also the local E&V officer also needs to be trained. Where should the money for training be invested?
6. Why train 20 functionaries during the year, when 200 need to be trained? Does this mean that we have to wait 10 years to have a competent functionary in our district?

Evaluation can be a highly subjective process, using a variety of criteria. It will be done by people who either pay for training, or who suffer or benefit from its outcomes. Departmental management should have a legitimate right to evaluate training provided by training institutions. However, evaluation is likely to be carried out by clients, customers, stakeholders, trainees and beneficiaries - all having differing opinions about the value and benefits of training. Probably the most important contribution trainers can make to evaluation is to:

- \* Carry out TNA to enable training to be focused on real performance problems.
- \* Use other stages of SAT to provide effective and efficient training.
- \* Use internal validation to ensure the quality of training being provided.
- \* Work with departmental staff to carry out external validation.



**F. Generally, in respect to your client organisation, how can validation and evaluation of training and non-training initiatives be used to assess performance?**

## PERFORMANCE

Although we have discussed the four stages of the Systematic Approach to Training, the model shown earlier in Figure 1 has 'Performance' at the centre of the process. This provides a focal point for most training and development activities, and applies to the performance of individuals, working groups and, ultimately, that of an organisation. Performance is influenced by several inter-related factors, each of which can affect what can be achieved:

## STANDARDS

Performance can only be assessed if there is some point of reference against which it can be measured. Unless realistic, relevant and above all, achievable standards are set it becomes extremely difficult to improve performance. Probably the most important and perhaps one of the most difficult aspects of the systematic approach to training is to establish standards of performance. These can be considered under two broad categories:

- \* ***Training standards*** - what a person will be competent to do on completion of training.
- \* ***Performance standards*** - what a person can do under normal working conditions.

Two other factors are likely to influence performance - neither of them caused through a lack of training, but both capable of negating the results that can be achieved. These have been referred to earlier when discussing the identification of training needs, but are also worth noting in respect to performance.

## MOTIVATIONAL FACTORS

These can seriously affect performance and are likely to occur when people, who have the necessary knowledge and skills, are unwilling to use them. Typical reasons for lack of motivation can be that there is no reward for performance improvement or, due to poor management, people are unwilling to use their expertise. Do you remember our reference earlier to answering the telephone? How would you feel, if you were the person in the office responding to telephone calls? Would you retain your willingness to perform the task, when others apparently don't bother?



## ENVIRONMENTAL FACTORS

Irrespective of the level of knowledge and skill people may have, and however willing, they may be unable to improve their performance due to negative factors in their working environment. These can include poor systems and procedures, inadequate equipment and resources, or the failure of other people or organisations to provide the products or services required for satisfactory performance. Remember our earlier reference to writing office memo's? What happens to your performance if you are assigned to an office with a computer, but no link to the Internet? You have the knowledge and skills to communicate by e-mail; you are also keen to do so. However, an environmental factor prevents you from effective communication - you have a performance problem, but not a training need!

## PERFORMANCE PROBLEMS

The words 'performance' and 'problem' have featured prominently, both in the text and as the centre point of the model used to illustrate SAT. As trainers, we have to recognise that both words feature even more prominently in the working environment of our clients and beneficiaries - the people we wish to help. They are expected to achieve an ever-increasing standard of performance and to cope with the problems - often without the benefit of effective, systematic training.

It's important to recognise the use of the word 'performance', because it is all too easy to use 'training' instead. Robert Mager in his excellent book *Analysing Performance Problems*, writes: 'When someone says, "I've got a training problem," he's like the fellow who goes to his doctor and says, "I've got an aspirin problem." It's possible that aspirin will solve his problem; but aspirin is the solution, not the problem.'

The performance problems you are addressing may be vague and ill-defined, or very specific. However, performance is the responsibility of management and the people 'owning' the problem. Your responsibility is to help them, bearing in mind that training is probably only part of the solution.

The concept of a systematic approach to training therefore starts with the premise that we are helping people with current or anticipated performance problems. Performance can be associated with a current situation, where people have performance problems or discrepancies between the desired standard of performance and what they are capable of doing. It may also be considered in relation to what is anticipated following the introduction of changes to the working environment - new systems, technologies, policies etc. Performance, especially for an individual, may also be linked to development activities to help them realise their full potential. In this instance there may already be a satisfactory level of performance but the person is motivated to achieve a higher standard.

As a cautionary note, it is virtually impossible to help an organisation where nobody chooses to recognise the existence of performance problems. It's inevitable that you'll come across stakeholders and other members of staff who, for a variety of reasons, are reluctant to become involved. However, for a successful TNA consultancy, it's essential to have a client who wants your help, and is willing support and give authority to your consultancy activities.



- G** Although your TNA consultancy will identify training needs and enable you to make recommendations, what constraints are likely to influence your client organisation's ability to obtain value from their investment in training?



# **Performance Problem and Quiz**



# PP 1 Performance Problem 1

## AFTER READING THE HANDOUT, YOU WILL BE ABLE TO:

- (a) Explain the role of training in the context of organizational performance
  - (b) Explain what is a performance problem
  - (c) List the various steps involved in Training Needs Analysis
  - (d) List the factors which contribute to performance
  - (e) Distinguish between Training Needs and Non-Training interventions
  - (f) Describe the link between training Design Brief and Performance Problem
1. We are aware that the purpose of training is to enhance performance in the organizations. The definition of training with which we are already familiar states that:

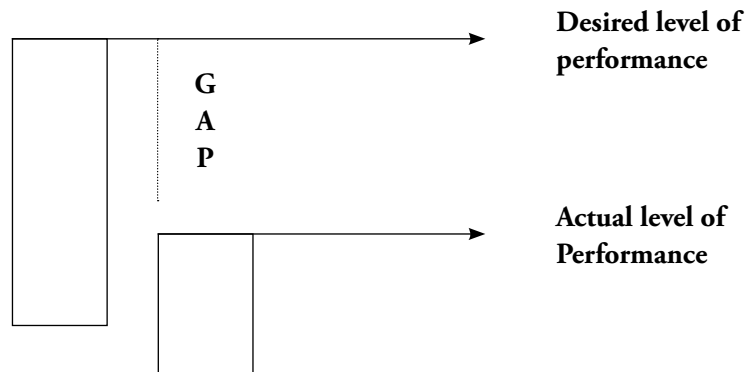
“Training is a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities.”

2. So, the purpose of training is to achieve effective Performance. This is certainly required where the present level of performance is ineffective. Alternatively, even when the present level of performance is up to the mark, organizations may like to improve performance. Training comes as a solution under both the above mentioned circumstances. Please note Training comes as a solution; not the solution. This aspect will become clear when we proceed further.
3. When it is proposed to solve an existing problem (of inadequate performance) through training, it is known as reactive route to training. When training is thought of as a means of enhancing the presently acceptable level of performance, it is known as pro-active route to training. In this handout we will be dealing with the first mentioned situation i.e. training as a way of solving Performance Problem.
4. Performance is the major factor, often the only factor, determining the success or otherwise of the organizations. Human beings in the organization perform; various wings of the organization perform; the organization as such performs. Whenever the performance is below the prescribed level, there is a performance problem. A performance problem may be defined as the difference between what is and what ought to be. Mathematically we may put.

|                     |   |                        |
|---------------------|---|------------------------|
| Performance Problem | = | What should be-what is |
|                     | = | standard –actual       |

5. Some of the situations we come across in the organisations
  - The company should have achieved a profit of 50 lakhs; but the actual profit is only 47 lakhs
  - Establishment wing should have completed the recruitment of new clerks before June; but actually it completed the process only in September.

- Disciplinary proceedings must be completed within six months; there are seven cases pending for more than one year.
  - The typist should be able to type at the speed of 40 words per minute; we have five typists who cannot type at more than 30 words per minutes.
6. The above concept can be graphically represented as under:



7. The solution of the above mentioned Performance Problems and other similar Performance Problems is possible only when the problem is identified and analysed because,

“IF YOU WISH TO UNTIE A KNOT,  
YOU MUST FIRST UNDERSTAND HOW IT WAS TIED”  
*Narad in Surangam Sutra*

8. You are aware that the first stage of SAT cycle is Training Needs Analysis. This stage in itself has three components. You may mathematically state:

$$TNA = IPP + APP + ITN$$

Where

TNA-Training Needs Analysis

IPP-Identification of Performance Problem

APP-Analysis of Performance Problem

ITN-Identification of Training Needs

9. The first stage in TNA i.e the identification of Performance Problem requires knowledge about two things viz. what is the prescribed standard performance and what is the actual performance. Actual performance may be measured through direct observation, inspection, financial statements, Annual Reports, etc. You may also prescribe reports for monitoring the actual performance. In fact, most of the control reports are prescribed by the management for assessing the performance of individuals as well as various wings of the organisation. Assessing the Standard or prescribed performance possess a problem. There may be charters of duty wherein the expected output

of various categories of employees may be laid down. But there are many organizations where there is no prescribed level of performance. The following process will help in fixing the standard performance:

- Comparison with similarly placed organizations
  - Comparison with one's own past performance
  - Benchmarking
  - Comparison with Industry standards
  - Work study
10. Once the Performance Problem is identified, it is required to be analysed. At this stage the following factors become significant:
- Level of the problem
  - Dimension of the problem
  - Symptom/Cause Analysis
  - Identification of the Learning Needs
11. While going through the list of Performance Problem in Para 5 above, you might have noticed that the levels of the performance problems are different. The first problem (low profit) is at the organizational level i.e. it affects the entire organisation. Besides it seems that the entire organisation is responsible for the problem. The second problem (delay in recruitment) is at the level of a wing of an organisation, viz. The establishment wing. The third problem (delay in finalization of disciplinary cases) is probably at the level of the persons conducting the inquiry. The fourth problem (poor typing speed) is at the level of the Task. The Performance Problems may exist at any of following four levels
- Organisational level
  - Departmental level
  - Job level
  - Task level
12. During analysis of the Performance Problem you may be able to focus the problem from higher to lower levels .e.g. the first problem states that the profit in the organisation is less than the desired quantum. On further examination of the problem you may be able to attribute this to one or two problems at the departmental level. The above problem may be on account of:
- Failure of the materials division of the organisation –they may be procuring the raw material at a higher cost
  - Failure of the maintenance division- they may be failing in their duty with the result that there is higher cost of maintenance or the machine down time is going up.
  - Failure of the personnel wing- there may be poor Industrial Relations which affects performance.

13. Further analysis of the problem may reduce the level of the problem to still lower levels. The analyst should be able to reduce the level of the problem as low as possible so that the real cause of the problem could be identified.
14. Performance is achieved through a number of factors. Accordingly, a performance problem may also have a number of dimensions. Normally a performance problem may have one or more of the following dimensions:
  - **Environmental dimension:** Environment is a factor of production. People need proper working place, equipment, etc. for effective performance. When non-performance or poor performance is attributable to the following factors, performance problems are said to have environmental dimension:
    - People lack tools necessary for performance
    - Rules do not permit them to do what they are required to do
    - Procedures prevent them from performing
    - Resources necessary for performance are not available
    - People do not know what is expected of them.
  - **Motivational Dimension:** Over and above the resources such as equipment, funds, etc, people require motivation to perform. There may be situation where poor performance is attributable to lack of motivation. Some of the situations when performance problem is attributable to lack of motivation may be as under:
    - Performance is punishing (by assignment of additional work)
    - Non-Performance is not punishing (When there is no performance appraisal system in the organisation, non-performance may not be detected at all and they may get off with their poor performance)
    - Performance is risky (a performer may commit mistakes and may be required to answer a number of inconvenient and embarrassing questions whereas a non-performer has neither done any thing right nor wrong)
    - Non-Performance is rewarded (erratic application of the reward and punishment system in the organisation may lead to non-performers being rewarded)
  - **Behavioural dimension:** Lack of performance may be attributable to lack of knowledge and skill of the persons responsible for performance. It may be due to variety of circumstances such as:
    - The complexity of the task to be performed
    - Individuals concerned may be new to the organisation
    - The individuals may be new to the particular assignment
    - The assignment is occasional in nature that one could not acquire mastery over the performance of the task and maintain it



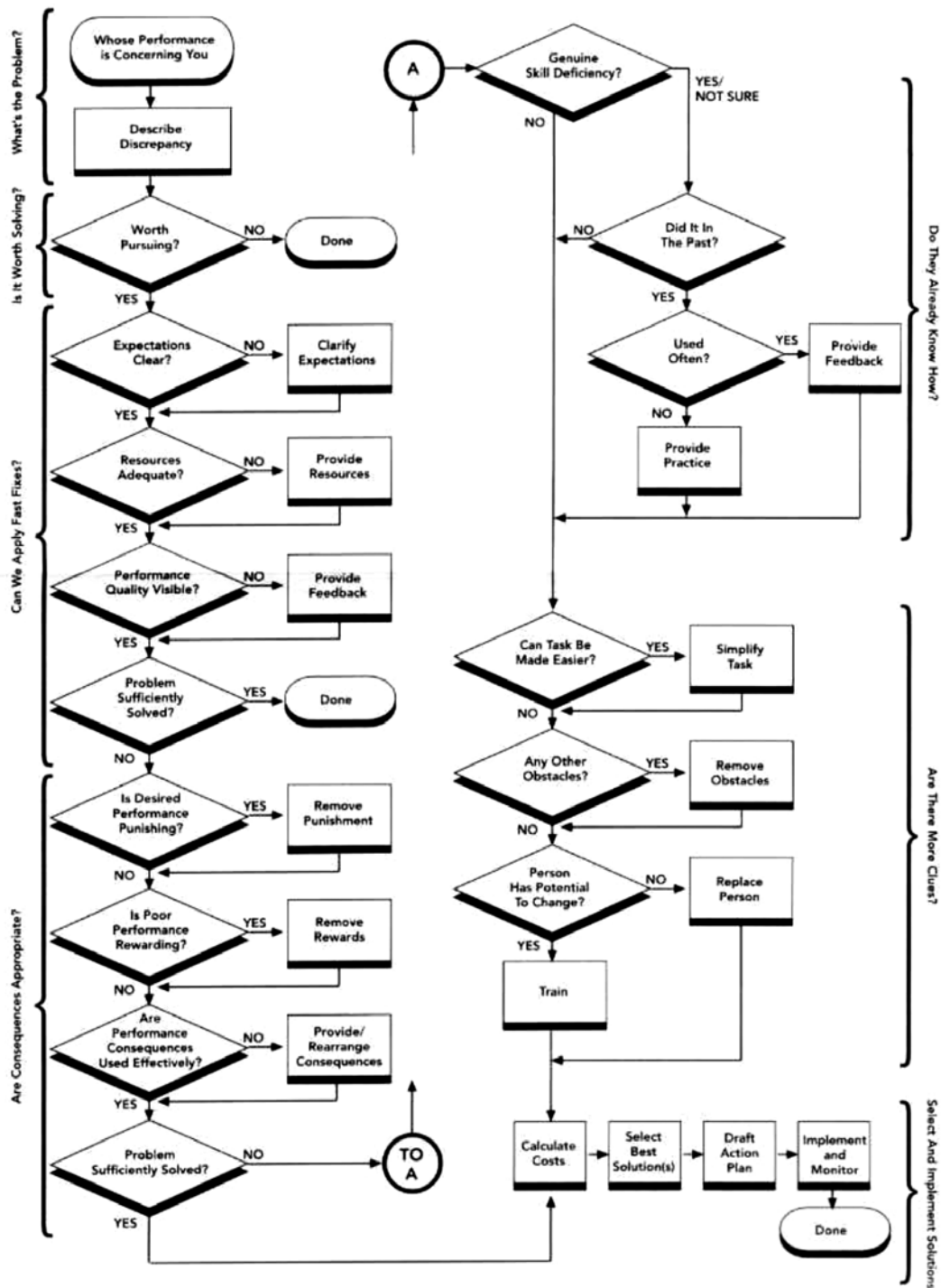
15. As seen above, the problems may have multiple dimensions. The solutions to the performance problem depend upon its dimensions. If frequent power cut is responsible for the Performance Problem, the solution might be to install a generator or construct a transformer. There may be a situation where some one is not able to perform because the assignment is new and complex, Training may be thought of as a solution. There may be also be a situation where the problem is attributed to the old technology followed by the organisation. The solution may be to introduce modern technology. This will give rise to another requirement i.e. training the employees in the new technology. Thus, a performance problem may have a purely Non-training solution; or a training solution or a combination of both. In fact the National Training Policy states that Training must be preceded, accompanied and followed by suitable non-training interventions. You may appreciate that if training is to contribute for organizational growth, there must be active and effective integration between training and non-training interventions.
16. By now you might have guessed that Training can be a solution to a Performance Problem only when the problem has a behavioural dimension-either independently or along with the other dimensions. This is another point to be taken note of by the trainers. Trainers in their over enthusiasm should not suggest training as a cure-all for all the maladies in the organizations. Training can be a solution only to some of the problems of the organisation and that too along with some other solutions.
17. In fact the solutions to the problem is possible only when the cause of the problem is known. Very often, there might be confusion between a problem its symptom and cause. Suppose there is always a big crowd in a particular branch of a Bank. Is it a problem or a symptom of a problem? Well, it may be neither. It may be a symptom of the efficiency of the branch. A symptom is what meets the eye – the factor that prompts you to examine the issue further. Suppose you wish to examine the symptom of big crowd in the branch of the Bank. Is it a problem or a symptom of big crowd in the branch of the Bank. The problem may be that the time taken for clearing cheques is long. To put it in the form of the equation we saw in para 4 above,” whereas a cheque ought to be cleared in 10 minutes, it is being cleared in 20 minutes”. This problem may be due to any one of the following causes:
- The ledgers required for making entries may not be handy
  - The office layout and the seating pattern of the employees may pose a hindrance to free movement
  - The person responsible for processing the cheque may be inefficient and hence slow
  - The computers used for the purpose may be slow and may need upgradation.
18. The solution to the problem depends upon the causes of the problem. One cause may give rise to a number of problems and a problem may have more than one cause. It is also necessary to note that there may be a cause behind a cause behind a cause. It is possible that that there is delay in processing cases in an office because the old records are not easily available because the Record room is not being maintained properly. The Record room is not being maintained properly because, it was constructed for holding 5000 records but presently there are 15000 records therein. The number of records in the Record room is disproportionate to its capacity because.....and it goes on. This way you should keep on asking why? How? Why? How? repeatedly till you reach the root cause. This will guide you to possible solutions.

19. The solutions, which emerge as a result of the analysis of the Performance Problem, will contain several non-training interventions. There may be some solutions relating to the up gradation of the knowledge and skills of the employees. There are known as Learning Needs. There are several structured and unstructured informal ways of fulfilling these Learning Needs. Some of them may be as under:
- The employee whose knowledge and skills are to be enhanced, may be posted as an understudy to an experienced worker.
  - Job Aids in the form of Tip Sheets, Task Guidance chart, etc. may be provided for reference when required.
  - Information required for enhancement of performance may be provided to the employees in the form of brochures, circulars, manuals, etc.
  - Mentoring assistance may be provided to the needy.
  - Allowing more time for practice.
20. There may also be situations where such informal solutions may not work. The reasons may be:
- The skill to be acquired may be complex and call for regular, formal efforts to impart them.
  - Informal methods may be costly – you cannot afford to put one experienced senior behind every new recruit. This will affect the productivity of the seniors
  - It may be time consuming
  - It may be risky – you may not like to train fire service personnel to learn things through self-practice.
21. The Learning needs which could not be fulfilled through the informal arrangements are known as Training Needs. Again there is no unique way for fulfilling these training Needs. There may be some organizations, which are already conducting training courses, which address the Training Needs Identified by you. You may send your employees to such courses. Alternatively, you may have to arrange for a training course, which specifically addresses the Training Needs identified by you. Under such a circumstance, you may have to go in for designing a training course.
22. Normally TNA is carried out as a team activity. The team may include representatives of the organization, employees and training professionals. After identification of the Training Needs, the mantle will fall on the training professionals. Once a decision has been taken to go for designing a tailor-made training course, a Design Brief is prepared. This is the first understanding between the trainers and the organization for which the training is proposed. The Design Brief, which is the end product of the TNA, will contain broad specification of the proposed and will contain the following:
- Context within which the training is proposed
  - Performance Problem which has led to the Training Solution.
  - Client Organisation
  - Training Needs

- Aim of the Proposed training
  - Target Population
  - Constraints in organising/conducting the proposed training
  - Benefits which will emerge out of the proposed training-benefits to the organisation, the trainees and the society, etc.
23. After the Design Brief is agreed between the organisation and the training professionals, detailed design activity commences. You will be holding detailed discussion about the design of training during the ensuing Workshop. Hope this write-up will serve as an effective curtain-raiser for the Workshop. Wish you all the best in your Workshop and the individual Design Project which will follow that.

# PP 1 Performance Problem 2

*Performance Analysis Flow Diagram*



## SELF ASSESSMENT QUIZ

- I Please state whether the following statements are TRUE or FALSE
1. Training can solve all the Performance Problems of organizations
  2. Performance Problem may exist only with reference to individual employees
  3. A problem, its symptom and cause are the same
  4. Performance problem is the difference between what ought to be and what is.
  5. Standard performance may not always be available in all organizations
- II Arrange the following stages of Training Needs Analysis in the chronological order:
6. Learning Needs
  7. Analysis of the Performance Problem
  8. Design Brief
  9. Identification of Performance Problem
  10. Training Needs
  11. Symptom of a Performance Problem
- III Please indicate the dimension of the following issues, which affect performance
1. You are required to report to five different official superiors on different matters handled by you.
  2. Your request for attending a three days' Training Course in a local Institute has been rejected because there may be some urgent unforeseen work during that period
  3. The newly promoted superintendent is very lenient to the sub-ordinates, which leads to some amount of indiscipline in the organisation.
  4. The production targets could not be met due to high down time of the plant.
  5. The plans for the export of your product could not materialize because of a new legislation.
- IV Indicate the level of the following Performance problems
1. Frequently there are strikes in the factory
  2. The Accountant who should pass a Travelling Allowance bill in 30 minutes takes more than 50 minutes
  3. Materials required in the shop floor do not reach in time.
  4. Indents for purchase of new materials are erratic
  5. Officers get the mail addressed to them nearly a week after they are received in the officer.
- V Mention any four components of the Design Brief
- VI Indicate any two ways in which the learning needs may be met without organizing a formal training course
- VII What are the circumstances when the Learning Need may not be met through informal arrangement.

**Now, can you attempt what we expected you to do after reading the handout?  
(please refer to items (a) to (f) on top of the page1)**



# **Pre-Course Interviewing/Questioning Parameters**

## INFORMATION ABOUT THE DEPARTMENT/ORGANIZATION

1. Name
2. Official address
3. Key-purpose
4. Significant Performance Problems
5. Areas of priority, which having training intervention
- 6 Department-related Documents/Publications:
  - Training Policy : Y/N
  - Programme of Action : Y/N
  - Departmental Manuals : Y/N
  - Functional Manuals : Y/N
  - Training Manuals : Y/N

If yes, a copy
7. Existing training infrastructure, capacity and resources

## INFORMATION FROM OFFICIALS

1. Name
2. Designation
3. Significant duties/responsibilities
4. Significant work-related problems 'on priority basis' which are frequently faced
5. For which problems training can be imparted
6. Any technique/technology, not in use but if used, can improve performance
7. Any performance indicators or standards
8. Performance standards
  - Quality
  - Quantity
  - Speed
  - Accuracy
  - Time



- 8a. List performance standards for significant tasks
- 8b. Suggest performance standard for significant job

| S. No. | Duties/ Responsibilities | Performance Indicators Y/N | If yes, write, if no suggest |
|--------|--------------------------|----------------------------|------------------------------|
|        |                          |                            |                              |

9. Indicate immediate steps required to improve services of the Department
10. Indicate challenges foreseen in work in near future
11. Details of work-related training already received
12. Work-related complaints beneficiaries often make
13. Ways by which work efficiency and effectiveness can be improve
14. Any re-designing of work needed to save time, cost and effort
15. Are you satisfied with your?, If not, what are the reasons of dissatisfaction?
16. Does your superior need training, if so, in which areas?

## INFORMATION FROM IMMEDIATE SUPERIORS

1. Indicate significant work-related performance problems faced by subordinates

| S. No. | Post | Duties/ Responsibilities | Work-related problems |
|--------|------|--------------------------|-----------------------|
|        |      |                          |                       |

2. Significant training needs of subordinates

| S. No. | Post | Training needs |
|--------|------|----------------|
|        |      |                |

3. Department-related work-norms prepared
4. Training needs of subordinates with subject/area
5. Priority
6. Work-related complaints frequently received about subordinates
7. Suggestions to remove these complaints
8. Work-related important expectations from subordinates

## INFORMATION FROM IMMEDIATE SUBORDINATES

1. Problems faced working with superiors
2. Does superior need training, if yes, in which area
3. Work-related expectations from immediate supervisor

## INFORMATION FROM PEERS

1. Nature of problems faced while working with colleagues
2. Significant challenges jointly foresee in work
3. Training need of colleagues with subject/area

| Post | Training subject/area |
|------|-----------------------|
|      |                       |

4. Work-related expectations from colleagues

## INFORMATION FROM STAKEHOLDERS/BENEFICIARIES

1. Benefits/services received from the Department/Organization
2. Problems generally faced from Department/Organization
3. Significant causes of dissatisfaction from Department/Organization
4. Significant improvements expected for services provided by Department/Organization
5. On which subjects/areas training should be imparted
6. Significant expectations from Department/Organization
7. Significant expectations from officials

# List of Blended Tools

T1.1 Terms of Reference

T2.1 SWOT Analysis

T2.3 ~~Environmental, Motivational, K & S Factors~~ Environmental, Motivational and Behavioural Factors

T3.2 Cause & Effect Analysis

T4.1 Performance Report

T4.2 Priority List

**T 5.2 Training Plan**

T5.3 Design Brief

# T 1.1 Terms of Reference

## PURPOSE OF THE TOOL

This tool enables you to associate yourself with your client, to the company in which you'll carry out the consultancy and to the results expected from it. The tool will assist you to help your client to define why the consultancy is being done and the authority and support you will need from the people concerned.

## DESCRIPTION

Before actually starting a Training Needs Analysis consultancy, it is important to meet your client to agree suitable Terms of Reference (ToR). This will establish the basis for your consultancy and the results required by your client. The benefits of an agreed ToR include:

- A clear understanding by the client of what is involved in a TNA consultancy, and the outcomes to be expected.
- A clear appreciation by you, as the consultant, of the situation in the company and what the client is willing to allow you to do.
- An agreed timescale for all phases of the consultancy.
- Access to confidential information about the company, its systems and procedures, the people it employs and its plans for the future.
- Authority to investigate issues concerned with performance and the identification of training needs.
- A point of reference to resolve conflict that might arise during and from your consultancy.

The discussion about a ToR also gives you an opportunity to identify people in the company, and perhaps outside, who can be considered as 'stakeholders'. These are people with a stake in either the success of the business, or decision makers likely to be involved in any training you propose.

Ideally, the ToR should be a formal statement to define what the consultancy is intended to achieve. It should also include reference to your role as the consultant, the process you will be using to carry out the analysis and, most importantly, the authority the client is giving you to enable the consultancy to be successfully completed.

On the face of it, a ToR may seem to be somewhat of an irrelevance when you are planning a TNA in a small company. But consider some experiences you may encounter, and the consequences of not having a ToR. Consider the situation you may face as an external consultant:

You may experience difficulties learning about the company in what is likely to be a limited time available for the consultancy.

You find it difficult to gain access to the people who can give you the information.

Management may be reluctant to divulge confidential information.

Workers may not wish to co operate, seeing you as a threat to their security.

Alternatively, as an internal consultant, you may encounter somewhat different experiences. For example: Depending on your status in the company, you may find it difficult to establish credibility with people who are your colleagues.

Normal work pressures may prevent you having the time and opportunity necessary for an effective consultancy.

Although you are probably a stakeholder, you may find it difficult to get others to accept responsibility for acting on your recommendations.

Terms of Reference provide you with evidence of the support of top management – the client, and the legitimacy to carry out your investigations. Think of ToR's as a 'licence' enabling you to act as a TNA consultant.

## HOW TO USE IT

Before starting the consultancy, in the 'Entry and Contracting' phase of the consultancy, it is advisable to review your own resources, such as the time you have available and relevant specialist knowledge you may have. You may also wish to contact the client to briefly explain the purpose of a TNA consultancy with an indication of the Terms of Reference you believe will be appropriate. A sample of the type of letter you could use is attached.

During your first meeting with your client, you will have the opportunity to use the Checklist: 'First meeting with your client' to clarify what are suitable terms of reference. At this stage it's worth taking note of the following points:

- You are doing the consultancy to help the client identify training needs, don't get diverted into other areas of the business.
- Inevitably, time for the consultancy will be limited so don't agree to an ambitious, extensive analysis which you may be unable to complete.
- Negotiate with your client whether the TNA is to be 'broad' – looking across the company as a whole, or a more narrow, in depth analysis in a department or function within the company.

In practice, it may prove difficult to gain access to the client and to have sufficient time to establish a formal ToR. You may therefore have to compromise with a brief verbal agreement about the consultancy, but you should ensure that a note is taken of the agreement.

## EXAMPLE OF A LETTER SENT PRIOR TO FIRST MEETING WITH CLIENT

To:

Managing Director/Head of Department

Dear .....

Training Needs Analysis

Thank you for expressing an interest in carrying out a Training Needs Analysis (TNA) in your organisation. I have been asked to act as the TNA Consultant for this and that you will be my client.

We have to arrange our first meeting during which we can discuss the TNA process and the possible results to be achieved. The aim is to utilise training to help improve the performance of your employees and, ultimately, the organisation.

One thing I will ask you to agree during our first meeting will be 'Terms of Reference. These specify the purpose of the consultancy and define our respective roles so we can agree to:

- Set objectives to realistic expectations.
- Define my role and how I shall carry out the consultancy.
- Authorise access to relevant information.
- Identify members of staff, and perhaps others, who are likely to be involved in training activities that may result from the consultancy.

You may wish to consider whether you consider it more useful to carry out the consultancy across the organisation as a whole, or whether you prefer that I concentrate on one area of the organisation's operations.

It's probably worth stressing that the consultancy is carried out in strict confidence.

Yours sincerely

## T 2.1 SWOT Analysis

### PURPOSE OF THE TOOL

SWOT's primary objective is to help organizations develop a full awareness of all the factors, positive and negative, that may affect strategic planning and decision-making. SWOT analysis is an excellent tool for organizing information, presenting solutions, identifying roadblocks and emphasizing opportunities.

Once you have agreed Terms of Reference with your client you use this tool to provide an overall view of the organisation, its business and the people being employed. The analysis can be focused on different areas of the organisation and should be done with the people concerned, especially the stakeholders.

The tool enables you to analyse a variety of issues concerned with performance and people, and provides input to other tools that can be used for more detailed analysis.

### DESCRIPTION

'SWOT' is a mnemonic for an analysis of four factors related to a organisation's performance:

|   |   |
|---|---|
| <b>Strengths</b><br>What are the strengths of the organisation, or of a particular unit or function within it? What are employees proud of, or customers pleased with, and what gives the organisation a competitive advantage? | <b>Weaknesses</b><br>Where is the organisation or a particular unit or function weak or in need for improvement? In the opinion of its employees, at all levels from top management to the shop floor and from its customers, where are the deficiencies? |
| <b>Opportunities</b><br>In what sort of ways can the organisation or a unit or function take advantage of technological changes, or business opportunities?   | <b>Threats</b><br>What changes to technology or the business, or to the industrial sector, generally, are likely to be dangerous to the success of the organisation?  |

It is important to look at both the internal and external perspectives when doing a SWOT . The analysis can be focused in different ways to suit the purpose of the analysis. For example:

- External issues influencing the success of a organisation.
- Internal issues determining how well a organisation can utilise its own resources to achieve business success.
- A combination of both internal and external issues that together provide a basis for analysing aspects of a organisation's performance.

At an early stage in your TNA consultancy you may choose to use this tool to obtain answers to such questions as:

## Developments in Society

How will changes in society influence the organisation?

What changes in legislation can be expected?

## Customers

How big is the market into which the organisation provides services?

Will this market change, and in which way?

What will be the purchasing habits of its customers?

Which tendencies will affect the organisation's market opportunities?

How can these opportunities be exploited?

Will there be a change in the volume of business?

What level of quality are customers willing to pay for?

## Suppliers

How many suppliers does the organisation have?

How will the most important suppliers develop in the future?

Is the organisation likely to increase or decrease the number of suppliers?

## Competitors

How many competitors are there?

Who are the most important?

How will they affect the market?

How will the market for the organisation's products and services change over the following years?

What is the level of price, quality and supply compared to competitors?

## Services

What demands are customers likely to make on the organisation's services?

What changes are likely to occur?

To what extent is the organisation able to meet customer requirements?

Which services are likely to be more in demand in the future?

What are the consequences of falling demand for some organisation's services?



## Technology

What technological changes are being introduced which will affect the organisation's operations and business?

What is the organisation planning in terms of investment in new equipment or systems?

Which of the organisation's present equipment, systems and procedures are likely to become redundant in the near future?

## Workers/Functionaries/Staff

What are the present staffing levels compared to the amount of business the organisation is currently attracting?

Is this likely to change in the near future?

What are the current levels of competence relative to what is desirable?

Which category of worker/staff has the greatest potential to improve performance?

Are workers/staff sufficiently flexible to enable them to respond to business demands?

Is the organisation able to retain its best, most competent workers?

Are workers/staff willing to be trained?

Would they respond positively to opportunities for personal vocational development?

What factors may cause workers to resist opportunities for training and development?

## HOW TO USE IT

SWOT is used during the proposal stage of strategic planning. Decide the issue(s) to be analysed. The examples given above indicate typical issues that can be used. You may decide to use a number of SWOT analyses, each dealing with a major issue faced by your client. Remember, your consultancy is for training purposes so don't get distracted into issues where you have no expertise or authority. It is always advisable to engage experts where non training or department specific issues arise

You may choose to compile a SWOT analysis yourself using information obtained from interviews. Alternatively you could invite stakeholders and other workers to contribute directly to using the tool to analyse an issue concerning them.

Focus attention exclusively on the issue being analysed, otherwise the quality of the analysis will be impaired by trying to include too many disparate factors.

Use the attached form to compile the SWOT analysis. Initially, move from one factor to another and then, finally 'brainstorm' to obtain additional items.

## Tips

1. Using SWOT in conjunction with other analysis tools can guide better decision making
2. Additional analytic tools which can be considered along with SWOT, are:

- **PEST Analysis** -when looking at opportunities and threats, using PEST can help to ensure that you don't overlook external factors, such as new government regulations, or technological changes in your industry.

PEST Analysis is a simple and widely used tool that helps you analyze the Political, Economic, Socio-Cultural, and Technological changes in your organization's environment. This helps you understand the "big picture" forces of change that you're exposed to, and, from this, take advantage of the opportunities that they present.

- **USP analysis:** In analyzing strengths its useful to consider what is the organization/individual's Unique selling point or what customers find different. What can make the opinion of my clients/ customers shift towards a positive opinion
- **Core Competence Analysis** is useful in analyzing the most important sources of uniqueness: these are the things that a company can do uniquely well, and that no-one else can copy quickly enough to affect competition

Analysing core competencies helps move the focus away from weaknesses towards strengths

Example SWOT Analysis of a Government-Owned Organization: guidelines for Bus Service Improvement: Policy and Options

| STRENGTHS (S)   | WEAKNESSES (W)   |
|---|--|
| 1. Expertise and experience in bus operation<br>2. Owns lands at key places<br>3. Skilled human resources<br>4. Less pollution per person carried<br>5. Less road space occupied per person carried   | 1. High cost of operations<br>2. Overstaffed<br>3. High indiscipline amongst staff<br>4. Financial pressure<br>5. Obsolete bus fleet<br>6. Bureaucratic system of management<br>7. Inadequate autonomy |
| OPPORTUNITIES (O)   | THREATS (T)  |
| 1. Rising Demand for Public Transport.<br>2. Rising Cost of fuel<br>3. Increasing concern for environment<br>4. Rising congestion on roads<br>5. Increasing population density<br>6. Government patronage<br>7. Transport policy gives priority to public transport systems | 1. Unfavourable fiscal regime<br>2. Competition from other modes<br>3. Increasing staff costs<br>4. Unviable fares fixed by Government<br>5. Poor enforcement of laws and rules                        |

## SWOT ANALYSIS

ISSUE : \_\_\_\_\_

| STRENGTHS  | OPPORTUNITIES |
|------------|---------------|
|            |               |
| WEAKNESSES | THREATS       |
|            |               |

## T 2.3 Environmental, Motivational Behavioural Factors

### PURPOSE OF THE TOOL

The complexity of some performance problems may hinder the identification of training needs. You may find that you are likely to spend too much time tackling factors that have no direct relationship to training, but are nevertheless important. Although your particular interest is in the area training, it's vital to recognise that most performance problems require training and non training action.

This tool can be used with the company as a whole, but may be more effective if used with a department or function. It will help you to distinguish those performance factors directly linked to training needs and other, non training factors that also require attention.

### DESCRIPTION

Everybody, to a greater or lesser extent, has performance problems or development needs. For some people these problems are not significant, because they are well qualified, highly skilled and experienced; they are also able to use the latest technology and equipment, and are keen and willing to do well. These are the fortunate few for whom training may not be required, because they possess three basic factors that contribute to their successful standard of performance:

- The **environment** in which they are performing provides all the tools, equipment, materials and logistical support necessary for successful performance.
- The person is **motivated** to perform to a high standard; they find it rewarding to do something to the best of their ability.
- The person has the necessary **behaviour** (or knowledge and skill) to carry out to a high standard the tasks they are required to perform.

But this is an unlikely situation for most of people you'll be helping during a TNA consultancy. Consider how each of these three basic factors Environmental, Motivational and Behavioural, can affect a person's performance:

#### Environmental

A person's standard of performance cannot be divorced from where this performance is being done. Change the locality, the equipment being used, the products or services a person is expected to provide and, naturally, their performance is likely to either improve or deteriorate. Here are some examples questions you may choose to use to analyse environmental factors during a TNA Consultancy:

Are jobs and roles clearly defined?

Are people expected to do too much work?

Is the flow of work well organised?

Are there hold ups in the flow of work?

Are supplies materials and other resources readily available?

Are systems and procedures suitable?

Are tools and equipment adequate and appropriate?

Are manufacturers' manuals readily available?

Does the product/service have a market?

How does the product/service compare with that of competitors?

Are there significant changes to the technology being used?

Are there general economic factors influencing performance?

Is legislation likely to affect the situation?

Environmental factors are directly linked to a person's standard of performance, but this may be of more concern to certain stakeholders who have the authority and responsibility to improve the situation. Such factors should be included in your report under 'Non Training Implications'.

## Motivational

Emotive and highly subjective words, such as, 'poor attitude', 'lazy', 'careless' and 'irresponsible' are often attached to people whose performance is considered less than satisfactory. These may be superficial labels attached to people where the cause of the problem might be traced using such questions as:

Are workers encouraged to perform to the best of their ability?

Are workers encouraged to express their views about working practices?

What is done to reward good performance?

Is remedial action taken to deal with poor performance?

Is punishment used as a management tool?

Are working conditions satisfactory?

Are time allocations realistic?

Does the organisation's culture support high standards of performance?

Is there discontent and low morale?

Motivational factors have training and non training implications that may prove difficult to analyse during your TNA consultancy. They involve people's feelings within what will be widely differing business cultures. However, to ignore them may seriously erode the quality and effectiveness of the recommendations you will present to your client. It's also worth noting that some stakeholders are likely to be directly involved in motivational issues.

## Behavioural

This is the factor at the heart of Training Needs Analysis; it is the main contribution you can make towards helping a company improve its performance. By analysing behavioural factors you can probably help workers' to acquire the requisite mix of knowledge and skill that will enable them to do their job well. Questions to consider using include:

Have the workers experience of the tasks they are required to perform?

Are the tasks easy to learn?

To what extent are workers expected to follow standardised procedures?

How relevant is the standard of vocational training and competence?

Does knowledge of procedures of other departmental effect performance?

Do workers require customer-related knowledge and skills?

Who provides individual workers with advice to enable them to perform more specialised tasks?

How are new tasks/products/services/technologies introduced?

Do workers get feedback on their performance?

Is decision making required?

Are workers able to work as a member of a team?

What are the procedures for inducting a newly recruited worker?

Have workers the range of competences to enable them to tackle a variety of tasks in their work area?

Behavioural factors are the ones essential to analyse during a TNA consultancy. However, in view of the limited time available, avoid spending too much time investigating detailed areas of deficiencies which are not required for your report. Also concentrate your time and energies towards identifying areas of knowledge and skill where there is an attractive cost/benefit potential.

## HOW TO USE IT

For all the questions listed under the three factors, and no doubt many more you'll encounter during the consultancy, the question could be extended to "what are the consequences?" The answers you are given may unearth some important causes of poor performance, but other questions can be addressed to you. For example:

How effective will your training recommendations be if you don't include non training implications featured in environmental and behavioural factors?

What are the consequences that will result from you ignoring environmental or motivational factors in your recommendations?

How can you gain the co operation and support of a particular stakeholder, who is a key, but reluctant player in your plans to help improve performance?

The advantage of the tool is that it enables you to focus attention on performance, rather than simply training. Remember, the overall purpose of the TNA consultancy is to help a company improve its performance.

Before meeting a stakeholder it will be useful to prepare a short list of open questions, relevant to the situation and including all three factors. This will enable you to not only identify training needs, but also possible barriers that may affect the success of your training proposals.

## T 3.2 Cause & Effect Analysis

### PURPOSE OF THE TOOL

This tool enables you to analyse a particular performance problem in more detail. Often, a problem is apparent through one, or perhaps several ‘symptoms’ that indicate faulty performance. Consider the following sentence, which illustrates a simple performance problem and its symptoms:

Following to major changes to the organization, senior management has decided to establish a call center to deal with public greivances.

There are several errors in the sentence - symptoms of a performance problem. But what is the problem? The problem, apparently, is that the person who typed it added a word ‘to’, and misspelt ‘organisation’, ‘centre’ and ‘grievance’. The temptation is to jump to the conclusion that the person has a poor command of English - but that is a reaction to symptoms, rather than an analysis of its causes. For example, a more detailed analysis could show:

The person who typed this was a PA using MS Word with an American English dictionary, and a default setting that automatically self-corrected spelling errors. In India, we use UK English, so why was the computer set up for American English?

Another factor is that ‘grievance’ is wrongly spelt. Why? Surely the spellchecker corrects this error, but only if it’s being used. Perhaps the spell checker is not on auto-set and the PA doesn’t use it.

What about ‘to’? An obvious error - but who caused it? Perhaps the PA typed correctly from the draft, or perhaps he or she failed to use the computer’s grammar-check. However, why couldn’t the originator of the text check for errors themselves - especially if they are aware of the PA’s weakness with English language? More fundamentally, is to question the reasons why the originator hadn’t used the computer to directly enter the text. Why use a PA?

People, closely associated with the problem can be invited to contribute to the analysis to ensure that all factors have been taken into consideration. In the illustration, above, factors that caused the performance problems can be discussed with the stakeholders to decide appropriate action.

The Cause and Effect tool is especially useful to supplement the analysis done by means of other TNA tools, for example, Tool 2.3 Environmental, Motivational and Behavioural.

### DESCRIPTION

Cause and Effect diagrams are also known as “Fishbones” (because of their shape) or Ishikawa diagrams (after their inventor, Dr Ishikawa, the Japanese Quality Control Statistician).

Cause and Effect analysis for the purposes of TNA, is a systematic way of looking at effects and the causes that create or contribute to specific performance problems.

The problem being analysed can be expressed as a deficiency or as “desired state”. The analysis focuses attention on either a detailed analysis of the causes of the problem, or seeking ideas for its solution.



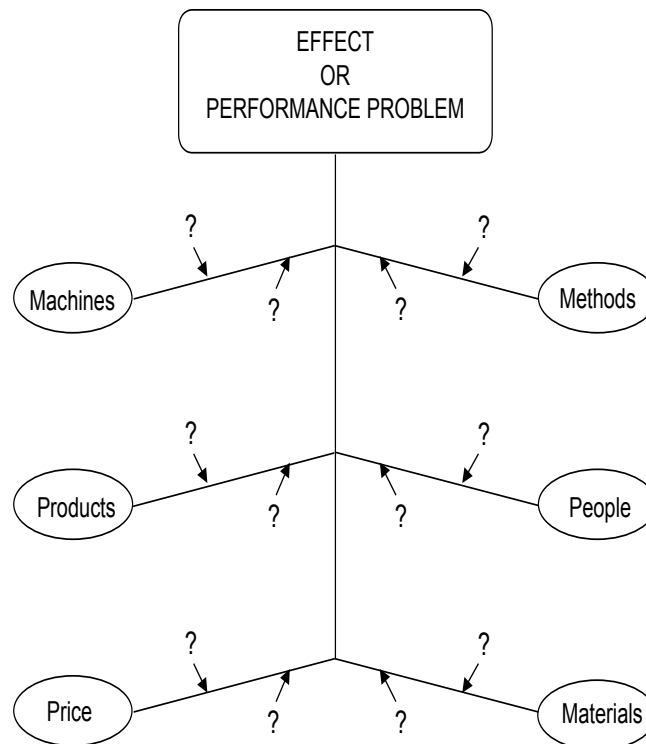
To provide a useful framework for analysis, the causes are being represented on a cause and effect or a fishbone diagram. Related causes are grouped together on bones of the fish which have been labelled with the common factor.

The process to follow in producing a Cause and Effect Diagram is:

- Identify the problem area or “effect” to be analysed or the desired state to be reached.
- Hold a brainstorming session with people associated with the problem to establish all the major possible causes.
- Write the effect/desired state in a box at the end of the main spine of the fishbone. Add several bones, drawn at an angle.
- From the results of the brainstorming session form groups of causes under several headings comprising the main factors contributing to the effect being analysed.
- On each of the major bones, write the contributory factors which the group consider to be part of each cause.
- Then decide whether you need to collect additional data to further understand the relationships of cause to effect.

## Tips for Constructing Cause and Effect Diagrams

Although you are free to use whatever headings you consider appropriate on a Cause and Effect diagram, the following general headings may prove suitable:



## HOW TO USE THE TOOL

1. Participation by everyone concerned is necessary to ensure that all causes are considered. Everyone involved must be free to voice their ideas. The more ideas mentioned, the more accurate will be the diagram. One person's idea will trigger someone else's.
2. Do not criticise any ideas. To encourage a free exchange, write them all down. A brainstorming approach is often appropriate for these early steps.
3. Visibility is a major factor of participation. Everyone in the team must be able to see the diagram. Use large charts, large printing, and conduct diagram sessions in a well lit area.
4. Group together various causes which have a common theme or link and create a "bone" for each theme.
5. Check understanding of each cause as it is mentioned to ensure its proper placement on the diagram. Use the technique: Why? What? Where? When? Who? How?
6. Do not overload a diagram. As a group of causes begins to dominate the diagram, that group should become a diagram itself.
7. Construct a separate diagram for each separate effect.
8. Circle the most likely causes. This is usually done after all possible ideas have been written up on the Cause and Effect Diagram. Only then is each idea critically evaluated. The most likely ones should be circled for special attention.
9. Create an improvement orientated atmosphere in each session. Focus on how to improve a situation rather than analysing how it arose.

The Cause and Effect Diagram has nearly unlimited application. One of its strongest attributes is the participation and contribution of everyone involved in the subject under discussion. These diagrams are useful whenever a situation needs to be understood fully and the relationship between the various factors involved explored. This might be through solving a problem or understanding all the areas which need to be addressed to make a desirable change take place.

# T 4.1 Performance Report

## PURPOSE OF THE TOOL

Having analysed performance problems and identified areas where training is needed, this tool can be used to summarise your findings. The form can be used to present these to your client and stakeholders in order for them to discuss your findings and recommendations, which will include priority for action both for training and non training needs. The tool can be used as an A4 form, enlarged on a flipchart or as a transparency for use on the OHP.

## DESCRIPTION

During your TNA consultancy you will discover numerous problems, or opportunities where training is needed. Using a variety of TNA tools, you will analyse them to establish their training and non training implications.

The purpose of the Performance Report Form is to provide a format to record information about these problems. The form can be used for storage purposes - on a computer file, for example. Forms can be used as the basis for discussion with clients and stakeholders. The form contains the following features:

### Performance Problem

This should be a short, specific statement of the problem, using terms that are easily understood within the organisation. It's worth remembering that the problem 'belongs' to the organisation; they need to be able to recognise it and accept ownership.

### Symptoms of Problem

From your consultancy activities you should have not only identified the performance problem, but compiled evidence to illustrate the extent of the problem and its consequences for the business. The client and stakeholders should feel a sense of 'pain' as you point out symptoms of the problem and how it is afflicting the organisation.

The form only has provision for a summary of the symptoms, so you may need access to further information and data to support your assertions.

### Causes of Problem

The symptoms of a problem may be self evident, or obtained as the result of interviewing people. But the causes of the problem may be obscure, and only found out by thorough analysis of available information and data. The results of this analysis should be summarised to establish a strong link between the symptoms of the problem and its causes.

You may have to contend with serious conflict, when the symptoms of a problem are attributed to one stakeholder and its causes to another. The points you record on the form are derived from your analysis and should enable the conflict to be resolved.

## Training Implications

This is where you make recommendations about the training you believe will help to solve the problem. At this stage you don't need to go into a detailed identification of training needs, but it's important to note down who will need to be trained and the reasons.

## Non Training Implications

Usually the solution to the performance problem will involve both training and non training implications. Also, almost certainly, tackling the non training implications will be a vital part of helping to solve the problem. The recommendations you make in this section of the form will be directed towards stakeholders, who have the authority and responsibility to take action.

## HOW TO USE IT

The form can be used to present your findings to the client, and to stakeholders who may feature prominently, both as owners of the problem and key players in the solutions you are recommending.

Consider the form as a summary of your findings, of your analysis and the training and non training recommendation you are making. Detailed material will be needed to back up the points you make on the form.

Take care to include all essential training and non training implications, so that once your recommendations have been accepted a solution to the problem can be achieved. The danger is that at this stage you miss out a crucial implication that affects chances of success.

Be aware that you may offend certain stakeholders who may be a partial cause of a problem, but who would not benefit directly from its solution. Their support is essential.

|                       |                           |
|-----------------------|---------------------------|
| Performance Problem:  |                           |
| Symptoms of Problem:  |                           |
| Causes of Problem:    |                           |
| Training Implications | Non-Training Implications |
|                       |                           |

## T 4.2 Priority List

### PURPOSE OF THE TOOL

This tool can be used with the Performance Report Form to help your client decide the importance attached to your recommendations. The final decision on the priority for action is theirs, as they have the responsibility to utilise available resources in the best interests of the organisation.

Although you may have your own opinions about the relative importance of your recommendations, it would be unwise to attempt to impose them – especially where there are significant non training implications. Encourage your client and stakeholders to complete the form themselves, deciding priorities.

### DESCRIPTION

As you approach the conclusion to your TNA consultancy, when you have analysed a organisation's training needs, you need to be able to report to your client. This is the opportunity to outline the main performance problems and development needs affecting the success of the organisation. Some of these problems will have major training implications, whereas others may require little training but other, non training, action.

Each problem area will have its own potential to improve performance, and each problem carries its own demands concerning investment. The client is the only person who has the authority to choose between what may be several problems, deciding which offers the best investment potential and benefits to the organisation.

These performance problems can be presented by means of a Priority List, which will give the client the following information:

- **Performance Problem** stating a clearly defined problem, expressed in terms easily understood by the client.
- **Training Implications** indicating the type and extent of the training needed to solve the problem.
- **Other Implications** indicating additional action, other than training, which will be needed to solve the problem.
- **Training Priority** this column could be left empty, so that it can be filled in after discussion with your client who will decide the level of priority given to each problem.

This information forms the basis for discussions with your client and perhaps stakeholders. The format presents a summary of your findings, where each performance problem you have listed, and the recommendations you make, can be supported by detailed analysis and evidence.

### HOW TO USE IT

The Priority List can be presented on an Overhead Projector, on a flipchart, or simply on a sheet of paper. The choice will depend on the number of people present and the formality necessary to gain the client's attention.

Don't be fooled by the apparently simplistic format being used. Clients' who are keen to seek justification for your findings, may ask searching questions to assess your understanding of a problem and assurance that your recommendations are viable and cost effective.

You may find it prudent to leave the 'Training Priority' column blank, although you may have your own views about the relative importance and priority attached to each of your findings. By leaving it blank you are inviting the client and stakeholders to become 'owners' to decisions about priorities. Encourage them to decide where they want to concentrate their resources to achieve results of their choosing.

## PRIORITY LIST

Prepared by : \_\_\_\_\_

Date prepared : \_\_\_\_\_

Page No \_\_\_\_ of \_\_\_\_

| PROBLEM | TRAINING<br>IMPLICATIONS | OTHER<br>IMPLICATIONS | PRIORITY |
|---------|--------------------------|-----------------------|----------|
|         |                          |                       |          |



# T 5.2 Training Plan

## PURPOSE OF THE TOOL

Having worked through the consultancy process with your client and stakeholders, it's important in the withdrawal phase to leave them with an agreed plan for action, with special reference to training and development.

This tool provides the means by which your client can benefit from training. The Training Plan is the product of your consultancy activities and details activities agreed that will enable the organisation to benefit from its investment in training.

## DESCRIPTION

Once you have discussed your findings from the TNA consultancy with your client training priorities can be agreed. These can be presented by means of the Training Plan, using the following headings:

### Priority

Training being proposed should be referred to an agreed priority. The priority may be a number, denoting the sequence, importance or urgency of the proposed training. Alternatively, the priority column could be used to specify the date when training is scheduled to start. This would be helpful for off the job training courses, for example.

### Job or Person

The proposed training could be intended for certain jobs, occupational categories or functions within the organisation. It could also be focused on training or development for an individual worker.

### Aim of Training

This should state, briefly, the intention of the training. For the client and senior management this may be the only information they require, or likely to remember. However, for stakeholders and the people concerned, the stated aim should be a focal point for their attention, action and validation.

### Strategy

This column should indicate the type of training needed. The strategy could be to attend a course, or it could be on job training, doing projects, or by means of distance learning. More than one strategy, or more specific training methods, may be needed to meet individual, group, or large-scale training needs.

### Target

The client is entitled to expect an estimated date for the completion of the proposed training. This can easily be done for an off the job course, when dates are agreed with the provider, but possibly more difficult to establish with on job training.

## Responsibility

It is likely that most of the proposals will involve stakeholders, as their colleagues or subordinates are to be trained. These are the people who should be designated to take action to implement the proposed training.

The Training Plan may be the last formal contact between you, your client and stakeholders within the organisation. This is particularly the case if you are an external consultant, but to a lesser extent it may also apply if you are an internal consultant.

The Training Plan is intended to initiate action, which has been assigned as a responsibility to certain people. You could be one of them. The plan is likely to feature prominently in what is the withdrawal phase of your TNA consultancy.

Depending on your status, the organisation, or the people with designated training responsibilities, may ask you for further assistance but this is likely to be outside your Terms of Reference. However, if you can't offer to assist, it's important to not leave them uncertain about what to do, or where they can seek further help. Failure to do this properly could result in the failure of the organisation to benefit from their proposed investment in training.

## HOW TO USE IT

As this is probably your last formal link to the organisation, it's important that you manage the withdrawal effectively to enable the following outcomes to be achieved:

- The organisation has a viable Training Plan, suited to its needs and likely to result in improved performance.
- The Training Plan takes into account the client's priorities.
- Stakeholders are willing to support the Training Plan, and accept responsibility for contributing to its implementation.
- All workers associated with performance problems have been taken into account.
- The Training Plan forms the basis for what may be several Design Briefs - used to initiate the next stage of the Systematic Approach to Training.

It's probably unrealistic to expect all these outcomes to be achieved to everybody's satisfaction. Time, opportunities, and the support from your client, may limit its success. However, the completion of the Training Plan is a vital part of a TNA consultancy, so take account of the following points:

- Be realistic about what you include in the Training Plan. One or two proposals that are successfully implemented are likely to be more beneficial to the organisation than a long list of ones ignored.
- Involve the stakeholders in your proposals, engage them in discussion about the reasons for training and try to ensure that they become 'owners' of the proposals. If you can do this, you will be presenting the Training Plan on their behalf.
- Choose a strategy and training methods that are practical and cost effective, so that your proposals include features that will be attractive to your client.

- Don't push your own particular interests. Remember, you are conducting a TNA consultancy, not trying to sell a course!
- Include targets that are realistic, taking into account the performance problems you have found, and the extent to which the organisation is likely to respond to your proposals.
- Concentrate your proposals on 'winners' – those stakeholders and workers who will respond enthusiastically to the prospect of training – both for themselves and for the organisation.
- Limit your proposals to ones where there is a strong probability of success – that way you will be creating opportunities for further consultancy work.

**TRAINING PLAN**

| Priority | Job Or Person | Aim | Strategy | Target | Responsibility |
|----------|---------------|-----|----------|--------|----------------|
|          |               |     |          |        |                |

# T 5.3 Design Brief

## PURPOSE OF THE TOOL

The Oxford English Dictionary's definition of design refers to 'A plan or scheme conceived in the mind of something to be done ....'. Whose mind - and what has to be done? It is possible for training to be designed in isolation, relying on what a designer imagines people need to learn. This could happen at a training institution, where a trainer is asked to design a training course without being given specific information about its purpose, who it's for, or the desired outcome. No doubt, an experienced trainer can design such a course. However, almost inevitably, it will be theoretical rather than practical, knowledge-based rather than helping to develop skills, and a general overview rather than specific to the performance needs of prospective trainees or their organisation.

As the TNA consultant, having worked through the consultancy process in collaboration with your client and stakeholders, you are now in the withdrawal phase. This tool is the means by which you conclude the TNA consultancy, and start a training design process. The Design Brief is the link between a client organisation and design and development of training.

## DESCRIPTION

### Features of a Design Brief

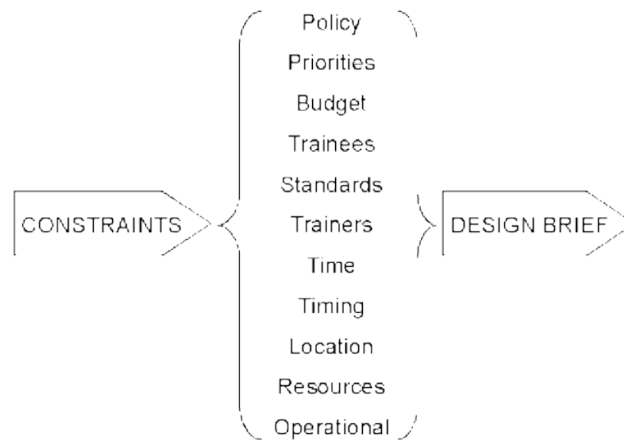
A design brief is the product of a TNA consultancy process, and follows the use of other Phase 5 TNA tools. The following are features that could be included in a design brief, where appropriate:

- Information about the client
- Context within which training is being designed
- Performance problems being addressed
- Details of identified training needs
- Information about complementary non-training initiatives
- Details of people to be trained
- Significant constraints
- Aim of the proposed training
- Specific outcomes to be achieved
- Standards against which outcomes can be evaluated.

### Constraints

It is essential that your recommendations are practical, realistic and achievable leading to improved performance. However, during a TNA consultancy, you will become aware of potential constraints that will influence your recommendations and the outcomes that can be achieved. Your design brief should

therefore include information about those constraints relevant to a particular training need. The following are typical of ones you are likely to encounter are illustrated in Figure 1, below.



**Fig. 1**

- Policy.** Some organisations have a clearly defined training policy, others do not - or have one that is inadequate. If there is a training policy then you can use it as a point of reference, for support and as a source of power - you are recommending training to meet policy requirements. Legislation can also act as a form of training policy. Unfortunately, without an adequate training policy, you are likely to face major difficulties. Much will then depend on the evidence you can present to your client about performance problems and the likely benefits to be gained from accepting your recommendations.
- Priorities.** If the training you are recommending is seen by the client organisation as a priority then you are likely to find support and resources available. It is important to recognise the need to discuss your findings and suggested recommendations during Phase 4, 'Feedback'. During this phase you can get reactions from your client, and from key stakeholders, to enable you to clarify what they consider to be priorities. If you can link their priorities with possible training activities, it will enable you to provide a more specific design brief.
- Budget.** Client organisations are often willing to provide funds for people to attend training courses, but unwilling to support other, possible more efficient and effective ways to help people to improve performance. Although an organisation's training budget may not allow for training on the job, this is likely to be the most effective strategy. Given that most performance-related learning is done during normal work activities, this factor should feature in client/stakeholder discussions and be included in the design brief.
- Trainees.** The number of trainees and their entry behaviour can present constraints. One often presented as an excuse for not training is most trainees. From a TNA consultancy, you can help your client organisation plan training for those people who need it, irrespective of their status or number. The details of these people, their number, location, and the standards to be achieved are clearly an important feature of a design brief. Many trainees should present training designers with a challenging opportunity rather than being seen as a constraint.

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| <b>Standards.</b> | A likely cause of poor performance is the absence of clearly defined, measurable standards. Although the failure to use standards is mainly an environment factor, their absence is a major constraint to the design and implementation of effective and efficient training. Effective training depends on having clearly defined, measurable outcomes: efficient training is using minimum resources to achieve them. Both constraints are based on the existence of standards, which should be an essential feature of a design brief.   |
| <b>Trainers.</b>  | As most training is likely to be done on the job, the availability of competent trainers is a possible constraint. These people are not necessarily full-time trainers, they are more likely to be members of staff competent to carry out coaching or mentoring duties, as part of other duties. The absence of such people is a major constraint, and the use of training institutions is not an effective alternative.  |
| <b>Time.</b>      | Often, time is a constraint because others impose it on us. For example, you may have a client who expects an instant response to an identified training need, without recognising that design and development may need months of work before implementation. Another example could be for a client organisation, or perhaps individual trainees, to impose a schedule on their training needs based, for example, on attending a training course. They may not recognise that improved performance depends on practical experience on the job, where the important factor is not time but rather achieving a satisfactory standard of performance. Although planning time is primarily a design issue, the design brief should not impose unrealistic time constraints - especially prior to completing design proposals. |
| <b>Timing.</b>    | Due to operational, climatic or cultural reasons, opportunities for training and development may occur at certain times of the year. These need to be identified during TNA, and taken into account in the design brief. Failure to recognise such constraints could lead to setting up training and development programmes using an inappropriate time scale. This can apply to both off-job training, involving institutions, or on-the-job requiring suitable opportunities for practical experience. Timing constraints may also occur when there are several interdependent training programmes being recommended.  |
| <b>Location.</b>  | Training can be seen by clients and stakeholders as something done at a training institution. This creates a constraint as they may not consider themselves directly involved in the implementation of your training recommendations. The location for training should be a product of the design process based on an agreed design brief. This may require training and development activities being done on the job or by distance learning. Failure to establish location, along with roles and responsibilities, could damage the aim of using training to improve performance.  |
| <b>Resources.</b> | During your TNA consultancy you will have had an opportunity to investigate resources that might be available for training. If your client organisation is large then there is the prospect of finding, or being able to recommend suitable resources. Increasingly, the availability of training and development resources, such as distance learning, computer-based learning systems, coaching and mentoring support are considered essential for successful organisational performance. However, many smaller non-governmental organisations do not have access to such resources and it would be futile to assume their existence when preparing a design brief.  |

**Operational.** When preparing a design brief, you will have to take into account operational factors. For example, although ten people may need training, only three can be spared at a time: this will have to be taken into account when planning training. Also, if you are dealing with a performance problem that involves a large number of people with different training needs, operational constraints may influence what can be achieved. Having identified training and development needs, you may have to discuss these in detail with stakeholders so that suitable opportunities can be specified in the design brief.

## HOW TO USE IT

A design brief is evolved from discussions with your client, stakeholders, beneficiaries and trainers. We suggest you consider this during Phase 4 of your consultancy, and when using other tools in Phase 5. Think of a design brief as ‘the art of the possible’, so that as training and development needs are identified you are considering how best those needs can be dealt with. Remember that non-training needs will influence what is possible.

When carrying out a TNA consultancy, it is probable that you will also be involved in design and implementation, at least for some identified needs. Under these circumstances the design brief becomes the basis for a professional contract between you and your client. The brief should set out a joint understanding of the needs identified, constraints and the intended outcome. Don’t forget to include reference to non-training implications that may influence the success of the training.

For other training needs, you may no longer be involved. Other trainers, or training institutions, take over responsibility for the design of training. In doing so they will be relying on information provided in your TNA report. If your consultancy has identified a broad range of training needs, several design briefs may be produced, each dealing with a different performance problem. These could be allocated to different designers, or issued for tender submissions. The formal link between designers, and what may now be their client organisation, will be the design brief you have prepared. Your design brief should therefore include the following:

- Relevant information about the client organisation.
- Person designated as the client.
- People with stakeholder interest in the training being planned.
- Details of performance, based on information included in the Performance Report.
- A clearly identified training need that specifies knowledge and skill requirements.
- Non-training implications that are also being dealt with.
- Details of the people for whom training is required.
- Clarification of opportunities or constraints that may influence the design process.
- Desired outcomes.



# **Self Assessment Questionnaire**

The TNA course forms part of the **Systematic Approach to Training (SAT)**, the **first stage** of which requires that the Training & Development needs of people as individuals and members of working groups are identified. Since all performance problems do not have training intervention, the non-training implications, which are of equal importance and influence performance, are also identified.

The TNA Course helps participants develop TNA Consultancy Skills so that they can assist client organizations improve performance through recommending appropriate training and non-training solutions

The course has 3 distinct features, to help participants develop their Consultancy Skills and understanding of TNA- **Distance learning, Consultancy Skills Workshop, TNA Consultancy Project**

**The Self Assessment Quiz** is to be taken post study of DLM to gauge preparedness and facilitate understanding

**Prior to attempting the quiz, there are some prerequisites**

1. You have read the Introduction to TNA PPT
2. You have read the Performance Problem given as DLM
3. You have familiarized yourself with the selected tools included in DLM

**If you have completed the prerequisites you will be able to:**

- (a) Explain the role of training in the context of organizational performance
- (b) Explain what is a performance problem
- (c) List the various steps involved in Training Needs Analysis
- (d) List the factors which contribute to performance
- (e) Distinguish between Training Needs and Non-Training interventions
- (f) Describe the link between training Design Brief and Performance Problem

## SELF ASSESSMENT QUIZ

### I. Please state whether the following statements are TRUE or FALSE

1. Training can solve all the Performance Problems of organizations
2. Performance Problem may exist only with reference to individual employees
3. A problem, its symptom and cause are the same
4. Performance problem is the difference between what ought to be and what is.
5. Standard performance may not always be available in all organizations

### II. Arrange the following stages of Training Needs Analysis in the chronological order:

1. Learning Needs
2. Analysis of the Performance Problem
3. Design Brief
4. Identification of Performance Problem
5. Training Needs
6. Symptom of a Performance Problem

### III. Please indicate the dimension of the following issues, which affect performance

1. You are required to report to five different official superiors on different matters handled by you
2. Your request for attending a three days' Training Course in a local Institute has been rejected because there may be some urgent unforeseen work during that period
3. The newly promoted superintendent is very lenient to the sub-ordinates, which leads to some amount of indiscipline in the organisation
4. The production targets could not be met due to high down time of the plant
5. The plans for the export of your product could not materialize because of a new legislation

### IV. Indicate the level of the following Performance problems

1. Frequently there are strikes in the factory
2. The Accountant who should pass a Travelling Allowance bill in 30 minutes takes more than 50 minutes
3. Materials required in the shop floor do not reach in time.
4. Indents for purchase of new materials are erratic
5. Officers get the mail addressed to them nearly a week after they are received in the officer.

- V. Mention any four components of the Design Brief**
- VI. Indicate any two ways in which the learning needs may be met without organizing a formal training course**
- VII. What are the circumstances when the Learning Need may not be met through informal arrangement?**

You are now ready to start the process of studying to be being a TNA consultant

STEP 1: Completing the Log Book

STEP 2: Consultancy Skills Workshop

STEP 3: PROJECT submission

STEP 4: Attempting the Reinforcement Questions





