



सत्यमेव जयते

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

# **TRAINER GUIDE**

## **TRAINING NEED ANALYSIS CONSULTANCY SKILL COURSE**



# Training Needs Analysis Consultancy Skills Course

## TRAINER GUIDE

### INTRODUCTION

The ‘Trainer Guide’ is a comprehensive overview of the content and process of the TNA Consultancy Skills Course. It is designed in a structured format that presents the assembled information and the planned activities in consistence with learning outcomes. Trainer Guide serves as “Map” for sequential implementation of various content segments.

The Trainer Guide also:

- Helps continuous recall;
- Provides scope for storing illustrations, faculty-questions, anticipated participant-questions and appropriate responses;
- Is a storehouse of points for briefing & debriefing of case study, exercises, films, etc.;
- Reminds when to administer exercises; and
- Guides on the use White Board, Flip Chart, Presentations or any other media during the Course.

It is a personal document for the Trainer which allows use of self-friendly language, catchwords, cues, symbols, colours, emphases and value addition to guide the training process and delivery.

The logical culmination of the Training Needs Analysis activities is not in identification of ‘*training interventions*’ and ‘*non-training implications*’. In fact, it is in design and implementation of ‘*training interventions*’. For doing so, it is expected that the assistance of ‘design’ and ‘domain’ experts will be enlisted, as and when required to provide professional touch at every stage and increase the effectiveness of interventions suggested, design and delivery of training.

## Pre-Course Preparation

1. Get an idea on number and list of participants from the course coordinator
2. Ensure whether the D.L.M. has been sent to all participants in advance (preferably one month in advance); This will involve both hard copies and access to blended tools; if not, arrange the DLM ( hard copies and CD) to be kept in Hostel Reception space for handing over the same to the participants upon registration
3. TNA Resource kit
4. Receive the Self-Assessment Questionnaire results from the participants

## For Trainer

- a. Trainer Guide
- b. Glossary of Terms
- c. References
- d. Resources

## For Participants

- a. Distance Learning Material (DLM)
- b. Course Guide
- c. Resource kit-Tools, Checklists, Recommended Notes, Exercises, Case Studies, Soft Skills Material
- d. Project
- e. Reinforcement Question Bank
4. Materials to be kept separately
  - (a) DLM and Log Book Exercise
  - (b) **Course Guide**
  - (c) Phases of TNA and Resource Matrix
  - (d) **Exercises**
    - Sales Problem – Briefing Notes for Sales Representative, Sales Manager, Production Manager, Service Engineer, Customer (on separate cards)
    - Consultancy Behaviour Exercise
5. Case Study – Aravalli Hills Project/Land Reclamation Project in Uttar Pradesh
  - 1 Briefing for participants I
  - 2 Briefing Notes for Role Players I *(each kept separately as a card)*
  - 3 General Information about the Project I

**The Training Need Analysis package is divided into three parts, namely,**

1. Distance Learning Material
2. Workshop
3. Individual Project

**Distance Learning (DLM):**

**The Distance Learning is provided to the participants to assist them in:**

- a. developing understanding, and
- b. preparing for the Course

**Workshop:**

**The Workshop will provide an opportunity to the participants to**

- a. carry out practical activities by ‘doing’ and ‘experiencing’;
- b. involve themselves in discussion;
- c. think about; self in a role and
- d. receive feedback.

**Individual Project:**

**The Individual Project has been embedded in the Course to assist participants to**

- a. develop confidence and sharpen skills
- b. develop skills of influencing “*clients*” and “*stakeholders*”
- c. demonstrate competence

## DAY-WISE TIMETABLE

DAY 1		
Time	Content	Remarks
0900 - 1000	Registration	
	Inauguration	
1000 - 1030	Detailed Introduction <ul style="list-style-type: none"> <li>• Name</li> <li>• Designation</li> <li>• Training experience, if any</li> <li>• DoPT Courses attended (DTS, DoT, EoT, MoT, Facilitation, Mentoring, SAT, etc.)</li> <li>• Distribute training material folders to participants</li> </ul>	
	Draw SAT Cycle on White Board and explain its four stages and Courses	Sometimes participants are not aware of 'DTS', 'DoT', etc., so this is an opportunity to reinforce SAT Cycle and explain the flow of all the Courses as per the SAT cycle
1030 - 1045	TEA BREAK	
1045 - 1100	Expectations from Course (Ask participant to note 'expectations' from the course)	In case DLM received/read
1100 - 1105	The TNA Package Divided into Three Parts	<b>PPT - Slides 2</b> <b>PPT - Slides 3</b> PPT
1105 - 1115	Course Overview (from A, B, C, D)	PPT
	Difference Between 'FEEDBACK' AND 'CRITICISM'	<b>PPT</b> (after FQ about these definitions)
	Show Course Guide (except case Study and Exercises)	Ask participants to refer to Course Guide
1200 - 1300	Distance Learning Material	Ask participants to fill the attached sheet containing: <ul style="list-style-type: none"> <li>• NAME</li> <li>• DLM 'received' / DLM 'not received'</li> <li>• DLM 'read' / DLM 'not read'</li> </ul>

	<p>Form Four Teams and divide Questions 'A' to 'G' equally to discuss DLM</p> <p>Some tips for dividing participants into teams:</p> <ul style="list-style-type: none"> <li>• DLM 'recd'</li> <li>• DLM 'not recd'</li> <li>• DLM 'read'</li> <li>• DLM 'not read'</li> <li>• Department/Organization-wise</li> <li>• Gender-wise</li> <li>• Locals/Outstation</li> </ul> <p><b>Emphasize some ground rules for working in Teams –participants are requested to</b></p> <ul style="list-style-type: none"> <li>• Work in harmony and listen to all team members</li> <li>• Share the assignment and work collaboratively</li> <li>• Respect each members view/ideas and avoid preconceived ideas</li> </ul>	<p>Discuss the Self Assessment Test scores and note the areas where reinforcement of understanding will be required</p> <p>DLM Exercise completed</p> <p>Feedback and Criticism</p>
1300 - 1330	<b>WHAT, WHY, WHEN, WHERE &amp; HOW OF TNA</b>	
	<p><b>DEFINITION OF TNA</b></p> <p>Emphasize on –</p> <ul style="list-style-type: none"> <li>• 'expected operations' (i.e. TNA is futuristic);</li> <li>• 'retrained' (TNA is dynamic and evolves with the needs and growth of an organization, its functions and individuals)</li> <li>• 'current or future jobs' (future operations and goals of the organization)</li> <li>• four ways of doing TNA</li> </ul>	<p>PPT - Slide 4</p> <p>PPT - Slide 5</p>
	<p><b>WHY TNA</b></p> <p>Highlight-</p> <ul style="list-style-type: none"> <li>• The Value for Money concept</li> <li>• Shift from 'Supply-driven' to 'Demand-driven' &amp; 'Market-oriented' training</li> </ul>	
	<p><b>WHEN TNA</b></p> <p>When performance is going down, dissatisfaction or demotivation of beneficiaries, etc.</p> <p>When higher or enhanced performance is expected</p>	<p>These are called '<b>Performance Problems</b>'</p> <p>Acquisition of Apache Helicopters by Indian Air Force – right now no pilot is trained to fly these Helicopters. These are called '<b>Performance Issues</b>'</p>
	<p><b>WHERE TNA</b></p> <p><b>HOW TNA – The TNA Consultancy Course builds learning and develops skills for this</b></p>	<p>In the organization</p>
1330 - 1430	<b>LUNCH</b>	

14.30 - 1445	Distribute Introduction to Consultancy Process Phases of TNA and Resource Matrix	Participants to familiarize with Intro 1.5 Participants to familiarize with Intro I 1.4
1445 - 1500	Phase I – TNA Activities	<b>PPT - Slides 7</b>
	Phase II – TNA Activities	<b>PPT - Slides 8</b>
	Phase III – TNA Activities	<b>PPT - Slides 9</b>
	Phase IV – TNA Activities	<b>PPT - Slides 10</b>
	Phase V – TNA Activities	<b>PPT - Slides 11</b>
<b>1500 - 1505</b>	THE TNA RESOURCE KIT	<b>PPT - Slides 12</b> Emphasize “ <i>Experiential Learning</i> ” and that TNA is not a “ <i>taught course</i> ”
<b>1505 - 1600</b>	Define Tools (17) Elicit definitions on the 8 Tools in DLM (Blended Tools) from participants and define all other tools in the Resource Kit	<b>PPTs</b> <b>Blended Tools</b>
<b>1530 - 1545</b>	<b>TEA BREAK</b>	
<b>1545 - 1550</b>	<b>TNA PROCESS STARTS</b> <ul style="list-style-type: none"> <li>• TNA is basis for providing training</li> <li>• Understand concepts underlying TNA</li> <li>• Working and ‘Consultant’ within you</li> <li>• Develop TNA skills</li> <li>• Carry out TNA Consultancy</li> <li>• Feedback</li> <li>• Apply ‘process’ and ‘tools’ (in classroom and as Consultants)</li> <li>• TNA contributes to improved performance</li> </ul>	<b>PPTs, - Slides 13 - 17</b>
<b>1550 - 1555</b>	<b>SAT CYCLE</b>	<b>PPT - Slides 18</b>
1555 - 1615	SAT Cycle (with crossed line) Why Crossed Line? This line divides crossed SAT CYCLE into two segments, namely, The ‘ITN’ and ‘ASSESS’ parts are the responsibility of the Organization  The ‘PLAN & DESIGN’ and ‘IMPLEMENTATION’ are the responsibility of Trainers and Training Institutions	<b>PPT - Slides 19</b> FQ



	<p>'PERFORMANCE' in the centre/core of the SAT CYCLE. It is important because for Organizations enhancing performance is the objective e.g.: In a cricket match, spectators or countrymen are not interested in the Coaching, net-practice, etc., of the team but they are interested in performance of the team</p> <p>The Focus is on PERFORMANCE</p> <ul style="list-style-type: none"> <li>- It is important to see that 'who owns problem' and 'who feels the pain'</li> <li>- If there is a breakdown in the Powerhouse, there exists a problem, but the general public feels the pain of this problem</li> </ul>	Example
1615 - 1700	<p>Ask :</p> <ul style="list-style-type: none"> <li>- <b>DEFINITION OF LEARNING</b> <i>'Relatively permanent change in the way we do the things'</i></li> <li>- <b>DEFINITION OF LEARNING – OED</b> Learning includes 'Unlearning' What is 'Unlearning'</li> <li>- Explain with following illustration : Write on White Board following – ALONG WITH (separate) ALONG WITH (one word) CAN NOT (separate) CANNOT (one word) Ask participants word by word as to how many write 'separate' or 'one word' Write down the number of participants against each word</li> </ul> <p>Tell that some may also be feeling that all the four are OK All these years we have been writing these words in different ways but if we look up Dictionary, only two are correct. In this small class some of us are certainly not writing as per the dictionary.</p> <p>Ask: After we look up the Dictionary, what will we do from tomorrow?</p> <p><i>Answer will be 'start writing the correct one' - This is 'unlearning'</i> Quotation – 'The illiterates of 21st Century will be who fail to 'learn', 'unlearn' and 'relearn'.</p>	<p>FQ</p> <p><b>PPT - Slides 20</b></p> <p>FQ</p> <p>FQ</p>

	<b>DEFINITION OF TRAINING – Glossary of Training Terms</b> <b>JUSTIFICATION OF TRAINING</b> <b>DEFINITION OF DEVELOPMENT</b> <b>EXPERIENTIAL LEARNING CYCLE</b>	<b>PPT - Slides 21</b> <b>PPT - Slides 22</b> <b>PPT - Slides 23</b> <b>PPT - Slides 24</b>
	To sum up all the PPTs and the TNA PROCESS: Draw on White Board (WB) the TNA PROCESS starting from the middle of SAT CYCLE	
	<p>IPP → APP → Learning Needs → Development Needs → Training Needs</p> <p>The ‘Non-Training’ Implications will be referred to the Department</p> <p>Let us understand ‘Training’ and ‘Non Training’ Factors</p> <p><b>THREE FACTORS AFFECTING PERFORMANCE – TRIANGLE</b></p> <p>These are inter-linked and effect each other</p> <p><b>3 CONDITIONS TO ENSURE DESIRED PERFORMANCE</b></p> <p>Let us understand three factors in detail</p> <p><b>ENVIRONMENT</b></p> <p><b>MOTIVATION</b></p> <p>One of the important factors underlying ‘<i>motivation to perform</i>’ is -</p> <p><b>JOB SATISFACTION</b></p> <p><b>BEHAVIOUR</b></p> <p><b><i>LACK OF ABSENCE OF ANY ONE OF THESE THREE FACTORS WILL CREATE A PERFORMANCE PROBLEM</i></b></p> <p><b>PERFORMANCE GAP</b></p> <p>Let us understand ‘Learning Need’, ‘Development Need’ and ‘Training Need’</p> <p><b>LEARNING NEED</b></p>	<p>Draw from the middle of SAT Cycle and ending up at ITN i.e. first circle of SAT CYCLE</p> <p><b>PPT - Slides 25</b> FQ</p> <p><b>PPT - Slides 26</b></p> <p><b>PPT (Proper working conditions) - Slides 27</b>  <b>PPT (Inner- drive to perform) - Slides 28</b></p> <p><b>PPT – First ask participants ‘what is job satisfaction?’ - Slides 29</b>  <b>PPT - Slides 30</b></p> <p><b>PPT – In TNA we try to find out this gap - Slides 31</b></p> <p>PPT-“Learning Neess”, Mentoring and Counselling - <b>Slides 32</b></p>

	<p>Example of meeting ‘development needs’ is <i>Study Leave</i></p> <p><b>LEARNING NEEDS vs TRAINING NEEDS</b></p> <p><b>LEARNING NEEDS vs TRAINING NEEDS (contd.)</b></p> <p><b>ORGANISATIONAL PERFORMANCE</b></p> <p>Give equivalent in Government</p> <p>A unique feature of Training Needs Analysis is that it brings out both <i>‘Training Interventions’</i> and <i>‘Non-Training Implications’</i></p>	<p><b>PPT - Slides 33</b></p> <p><b>PPT - Slides 34</b> - How ‘Learning Needs’ become ‘Training Needs’</p> <p><b>PPT</b> - These are from Multi-National Corporation’s point of view - <b>Slides 35</b></p> <p>Market Share = Image of the Department</p>
	<p><b>Training</b> and <b>Non-Training</b> aspects follow each other</p> <p>The <i>non-training</i> aspects play an equally important role in enhancing performance</p> <p><b>CAUSES OF LOW PRODUCTIVITY</b></p> <p><b>Performance Factor</b></p>	<p>e.g.: In case computer training has been imparted, then the organization, where trainee is serving, has to provide the package learnt on training so that s/he gets an opportunity to use the skills learnt</p> <p><b>PPT</b> – it is clearly brought out by this study that only 7% problems causing low productivity are training related. It is important to consider that non-training aspects cannot be undermined. It is critical for a TNA Consultant to give significance to training intervention and non –training implications in the Consultancy Report since this will affect the design of training - <b>Slides 36</b></p> <p><b>PPT - Slides 37</b></p>
1700 - 1745	<p>The basic idea of doing the next exercise is to reinforce the <i>‘Environmental’</i>, <i>‘Motivational’</i> and <i>‘Behavioural’</i> Factors which are at the core of TNA</p> <p><b>SALES PROBLEM EXERCISE</b></p>	<p>The five <b>‘Briefing Notes’ in the Sales Problem Exercise</b>, may be arranged in the following manner:</p> <p><i>Sales Representative, Sales Manager</i>  <i>Production Manager, Service Engineer</i>  <i>Customer</i></p>
		<p>Distribute <b>‘Briefing Note’ Sheet</b> to participants in the above-stated order. Ask them to go through the sheets. Then divide them into five teams. (For example, if there are 15 participants then each team will have three participants)</p>

Ask participants to state '*Problems*' and write their views on the WB in the following manner :



After writing all problems, ask participants to divide these into 'Environmental', 'Motivational' and 'Behavioural'

EXERCISE COMPLETED

1745

***For tomorrow***

1. Distribute selected tools to each participant to study and present in the class stating –
  - Phase
  - Name of the Tool
  - Purpose of the Tool
  - Description
  - How to use it
  - Example for application
2. Study Case Study -
  - Introduction, Aim of the Project, Information about the Department

**DAY 1 ENDS**

DAY 2		
Time	Content	Remarks
0900 - 0930	<b>RECAP OF DAY-1</b>	Ask participants to recap and supplement
0930 - 0945	<p>Now we will be understanding TNA through a Case Study and then conducting TNA in an Organization</p> <p>Let us understand the following terms –</p> <ul style="list-style-type: none"> <li>• ‘Client’</li> <li>• ‘Client Organization’</li> <li>• ‘Stakeholders’</li> </ul> <p><b>CLIENT AND STAKEHOLDERS</b></p> <p>‘Client’ has <i>administrative</i> and <i>financial</i> authority</p> <p>‘Client Organization’ where ‘Client’ serves</p> <p>‘Stakeholders’ assist ‘Client’ in discharge of his functions. They may Include beneficiaries.</p>	<p><b>PPT - Slides 38</b></p> <p>In a training institution, the DG is the ‘client’, the training institution is the ‘client organization’ and faculty, staff, participants, etc. are ‘stakeholders’</p>
0945 - 1030	<p><b>DISTRIBUTE CONSULTANCY BEHAVIOURS EXERCISE</b></p> <p><i>‘Behaviour begets Behaviour’</i></p>	<p><b>F Q:</b></p> <p>Why we are doing this exercise?</p> <p>We are now going into Consultancy Mode through Case Study. Our behaviour as a TNA Consultant should assist in interviewing client and stakeholders to get information.</p>
	<p>Ask participants to divide the ‘verbal’ and ‘non-verbal’ behaviours Nos. 1, 2 and 3 individually</p> <p>Divide participants into three teams. Each team to present 1, 2 and 3</p> <p>Arrive at consensus</p> <p>Ask them to follow Behaviours at S. No. 1 in life, careful while using Behaviours at S. No. 2 and avoid Behaviours at S. No. 3</p>	
1030 - 1045	<b>TEA BREAK</b>	
1045 - 1050	<b>EFFECTIVE/INEFFECTIVE CONSULTANT</b>	<b>PPT – Ask participants to read - Slides 39</b>
1050 - 1155	<b>CLIENT-CENTRED INTERACTION AND CONSULTANT CENTRED INTERACTION</b>	<b>PPT - Slides 40</b>
1055 - 1100	<b>INTERVENTION STYLES OF CONSULTANT</b>	<b>PPT – We should try to move from right side styles to left side styles - Slides 41, 42, 43</b>

1100 - 1300	Presentation of selected TNA Tools & Briefing on Case Study <ul style="list-style-type: none"> <li>• Briefing on Time-Table of Consultancy Cycles</li> <li>• Briefing of Role Players</li> <li>• Four locations to be identified for four Role Players and shown to all 'TNA Consultant' Teams</li> </ul>	
1300	<b>LUNCH</b>	
1400	<b>POST-LUNCH : CASE STUDY</b> <ul style="list-style-type: none"> <li>• Entry and Contracting (Phase-I)</li> <li>• Data Collection (Phase-II)</li> </ul>	

DAY 3		
Time	Content	Remarks
0900	CASE STUDY (continued) Analysis and Diagnosis (Phase-III)	
1300	<b>LUNCH</b>	
1400 - 1730	<b>POST-LUNCH</b> Briefing for Client Departments/Organizations Proceed to Client Departments/Organizations	
	<b><i>TNA Consultancy Assignment starts</i></b> <ul style="list-style-type: none"> <li>• Entry and Contracting (Phase-I)</li> <li>• Data Collection (Phase-II)</li> </ul>	

DAY 4		
Time	Content	Remarks
0900	TNA Consultancy Assignment (continued) <ul style="list-style-type: none"> <li>• Data Collection (Phase-II) and</li> <li>• Analysis &amp; Diagnosis (Phase-III)</li> </ul>	
1300	LUNCH	
1400 - 1730	POST-LUNCH <ul style="list-style-type: none"> <li>• Analysis &amp; Diagnosis (Phase-III) and</li> <li>• Feedback (final meeting with Client &amp; Stakeholders) (Phase-IV)</li> </ul>	

DAY 5		
Time	Content	Remarks
0900	TNA Consultancy Assignment (continued) <ul style="list-style-type: none"> <li>• Preparing TNA Report</li> <li>• Preparing Presentation for the Client</li> </ul>	Tutors to assess individual projects

DAY 6		
Time	Content	Remarks
0900	TNA Consultancy Assignment (continued) <ul style="list-style-type: none"> <li>• Preparing TNA Report</li> <li>• Preparing Presentation for the Client</li> <li>• Team Rehearsal of Presentation</li> </ul>	
1300	LUNCH	
1400 - 1730	<b>POST-LUNCH</b> <ul style="list-style-type: none"> <li>• Presentation of TNA Consultancy Report before Client</li> <li>• Feedback from Client, Stakeholders and Tutors</li> <li>• Distribution of Certificates/Valediction</li> </ul>	
COURSE ENDS		



## **CASE STUDY GUIDANCE NOTE FOR MASTER TRAINERS/RECOGNISED TRAINERS**

### **Introduction**

An 'introduction' to the Case Study will be given by the Trainer. During the introduction the following aspects as contained in the Case Study will be covered:

- Mission of Uttar Pradesh Bhumi Sudhar Nigam
- Objectives of the Project
- The Organization
- Brief functions of Four Role Players

### **Methodology**

The participants are expected to use the tools, checklists and Recommended Notes after internalization during Case Study and Consultancy with client-organization.

### **Debriefing/Learning Outcomes**

On completion of the Case Study, a small debriefing session will be kept. The idea will be to clarify and empower participants to carry out Consultancy in the client-organization. The difference in Case Study environment and real-life environment in the client-organization to be emphasized. In particular, avoiding the jargons, technical terms in the organization.

### **Briefing before proceeding to Client Organization**

It is expected that at least one participant from the client-organization will be a participant. This participant can brief the respective teams about the overall scene of the organization. He should remain a friend, philosopher and guide to his team.

### **Flexibility Options**

While conducting the real-life Consultancy in a client-organization, the flexibility, particularly, in the availability of officers has to be kept in view. The teams should organize themselves in such a manner that the internal functioning of the client-organization remains smooth and conducive to learning. The 'organizational culture' must be respected by all the participating teams.

## CONSULTANCY CYCLES OF ARAVALLI HILLS CASE STUDY

CCF	FPO	PM-WB	LEADER-VPC
A	B	C	D
D	A	B	C
C	D	A	B
B	C	D	A

The **CCF** will be 'Client' for Team-A and others 'Stakeholders'

The **FPO** will be 'Client' for Team-B and others 'Stakeholders'

The **PM-WB** will be 'Client' for Team-C and others 'Stakeholders'

The **LEADER-VPC** will be 'Client' for Team-D and others 'Stakeholders'

CCF	=	Chief Conservator of Forests	-	(Headquarters-level)
FPO	=	Field Project Officer	-	(Area-level)
PM-WB	=	Project Manager	-	(World Bank Office)
LEADER-	=	Leader	-	(Village-level)
VPC		Village Project Committee		

## CONSULTANCY CYCLES OF LAND RECLAMATION PROJECT CASE STUDY

MD	DPM	WBM	CHAIRMAN-FG
A	B	C	D
D	A	B	C
C	D	A	B
B	C	D	A

The **MD** will be 'Client' for Team-A and others 'Stakeholders'

The **DPM** will be 'Client' for Team-B and others 'Stakeholders'

The **WBM** will be 'Client' for Team-C and others 'Stakeholders'

The **CHAIRMAN-FG** will be 'Client' for Team-D and others 'Stakeholders'

MD	=	Managing Director, Uttar Pradesh Bhumi Sudhar Nigam	-	(Headquarters-level)
DPM	=	District Project Manager	-	(Area-level)
WBM	=	Manager	-	(World Bank Office)
CHAIRMAN	=	Chairman, Farmer Groups	-	(Village-level)
FG		(Adhyaksh, Kisan Samooh)		

## **DLM REVIEW SHEET**

**Name:**

**DLM 'received' / DLM 'not received':**

**DLM 'read' / DLM 'not read':**

**DLM content - Require clarification in:**

## INDIVIDUAL PROJECT TIMETABLE

The '*individual project*' is embedded within the **six-day** duration of the TNA Course including DLM.

The project work includes the following three main features:

- PERFORMANCE PROBLEM ANALYSIS
  - IDENTIFICATAION OF TRAINING NEEDS
  - DESIGN BRIEF
2. The '*Performance Problem Analysis*' parameters related information is located in participant's Department/Organization. Since the participant is serving the Department/Organization, it is expected that she/he will bring the required information with them to bring realism in the project. This information can be incorporated under the required parameters on Day-1 and Day-2 during 'own-time work'.
  3. '*Identification of Training Needs*' and '*Design Brief*' parameters are also carried out during the Workshop through the Case Study and real-life TNA in client Department/Organization. These can be carried out on Day-3 and Day-4 during 'own-time work'.
  4. The complete project will be handed over to the Tutors on Day-5 for assessment under '*Project Assessment Parameters*'. The Tutors will complete assessment of the Project on Day-6. On Day-5 and Day-6, the Tutors will be generally supervising and can find time for assessment.
  5. The certification process will be completed by the end of Workshop.

## **DAY-WISE TASKS 6-DAY COURSE**

### **DAY-1**

- REGISTRATION
- INAUGURATION
- DETAILED INTRODUCTION
- EXPECTATIONS
- THE TNA PACKAGE/DIVIDED INTO THREE PARTS
- COURSE OVERVIEW – DLM, WORKSHOP, PROJECT
- SELF-ASSESSMENT QUESTIONNAIRE
- DIFFERENCE BETWEEN FEEDBACK & CRITICISM
- COURSE GUIDE
- DLM/e-CONTENTS
- WHAT, WHY, WHEN, WHERE & HOW OF TNA
- FIVE PHASES CHART
- ACTIVITIES DURING EACH PHASE
- TNA RESOURCE KIT
- INTRODUCTION TO TOOLS
- TNA PROCESS
- SAT
- TRAINING

- JUSTIFICATION FOR TRAINING
- LEARNING/UNLEARNING/RELEARNING
- EMB FACTORS EXPLAINED
- SALES PROBLEM EXERCISE

## DAY-2

- RECAP OF DAY-1
- CONSULTANCY BEHAVIOUR EXERCISE
- PRESENTATION OF SELECTED TOOLS BY PARTICIPANTS

## Lunch

### Post-lunch

- BRIEFING ON 'ARAVALI HILLS CASE STUDY'/'LAND RECLAMATION PROJECT IN UTTAR PRADESH'
- BRIEFING ON TIME-TABLE OF CONSULTANCY CYCLES
- BRIEFING ON ROLE PLAYERS
- IDENTIFICATION OF FOUR LOCATIONS FOR ROLE PLAYERS
- FAMILIARIZATION OF FOUR TEAMS WITH THESE LOCATIONS
- CASE STUDY - PHASE I & II

## DAY-3

- CASE STUDY - PHASE-III

### Post-lunch

- BRIEFING OF TEAMS ABOUT CLIENT DEPARTMENTS
- ALLOCATION OF TEAMS TO CLIENT DEPARTMENTS
- PROCEED TO CLIENT DEPARTMENTS - (PHASE-I&II)

## **DAY-4**

*TNA Consultancy Assignment (continued)*

- PHASE-II & III

### **Post-lunch**

- PHASE-III & IV

## **DAY-5**

- PREPARATION OF PRESENTATION/TNA REPORTS BY TEAMS

## **DAY-6**

### **Till lunch**

- PREPARATION OF PRESENTATIONS/TNA REPORTS
- DIVISION OF TASKS/REHEARSAL BY TEAMS

### **Post-lunch**

- PRESENTATIONS OF TNA FINDINGS/RECOMMENDATIONS BEFORE OFFICERS OF CLIENT DEPARTMENTS
- CERTIFICATION
- VALEDICTION

**END OF COURSE**



## LIST OF MATERIALS IN DLM

1. Overview of TNA Course
2. Introducing TNA (Handout)
3. Log-Book
4. Pre-Course - Interviewing & Questioning Parameters
5. Performance Problem & Quiz
6. Eight Blended tools
  - Terms of Reference
  - SWOT Analysis
  - Environment, Motivation, Behavioural Factors
  - Cause & Effect Analysis
  - Performance Report
  - Priority List
  - Training Plan
  - Design Brief
7. Self Assessment Questionnaire

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