सत्यमेव जयते

Empowered lives.
Resilient nations.

Orientation Training for Training Managers (OTTM)

Participants Handbook

Orientation Training for Training Managers (OTTM)

Participants Handbook

CONTENTS

INTRODUCTION

The Participants' Handbook

The Participants' Handbook is a compendium of handouts, both for use during the Course and after-course reference material. The material in the Handbook has been selected imaginatively by keeping in view the '*functions*' expected to be performed by the Training Manager. The material has been kept simple and to the point. The Handbook contains –

- Handouts
- Checklists
- Templates
- Details of Resource Kit
- Weblink

The Handbook provides a systematic arrangement of topics by linking the various functions expected from a Training Manager, namely,

- National Training Policy
- Systematic Approach to Training (linkages of all the four stages)
- Development of Training Material
- Course Coordination
- Competency Framework
- Training Function
- Role of Training Manager
- Selection of Consultants/Resource Persons
- Managing Resources

Since the OTTM is a highly participative in nature, the Handbook will assist the participants in their individual/team activities and presentations.

The material has been written by a team of highly experienced trainers who have served the Ministries/ Departments of the Government of India and are fully conversant with the role and responsibilities of the Training Manager. Some of them have served as Training Manager during the course of their service.

Handouts

HANDOUT: 1

SALIENT FEATURES OF NATIONAL TRAINING POLICY (NTP) – 2012

Salient features of NTP – 2012 are:

- **Competency framework**
  - Core skills
  - Professional or specialised skills
  - **Imperative:**
    - Each job should be performedby a person who has the required competencies for that job
  - **Implications:**
    - Need to classify all posts in accordance with functions to be performed
    - Need to identify competencies required for each cluster of jobs
    - Identify individual's developmental needs Link career progression and placement to match individual's competencies required for that post
    - Develop Training Plans to address the gap between the existing and the required competencies
    - Provide opportunities to the employees to develop their competencies

- **Training objectives**
  - Develop a professional, impartial and efficient Civil Service which is responsible to the needs of the citizen
  - Emphasis on:
    - Development of proper ethics
    - Commitment to work
    - Empathy for the vulnerable sections
  - Outcome:
    - Civil servants to effectively perform their functions
    - Actual improvement and consumer satisfaction

- **When to train**
  - At the time of entry into service (Foundational Training Programmes)
  - At appropriate levels during the course of their careers (Refresher training programmes and Specialized training programmes)

- **Training Target Group**
  - All Civil servants
  - Lowest level functionaries to the highest levels
  - Not Restricted only at mandated points in a career
  - Priority to train front-line staff
  - Implications:
    - Large number of Group `C'
    - Need for capacity building: Additional funds, Development of trainers, Training material, etc.
    - Mix of conventional face to face training with distance and e-learning

- **Types of training:**
  - Entry level training
  - Foundational training programs
  - Mid-career training
  - Before promotion to higher posts
  - Short-term training
  - For professional competencies
  - Customized training
  - For domain or sector-specific competencies
  - Orientation training
  - When posted in a new Ministry / Department / Organisation
  - Long-term training
  - To acquire higher qualification

- Role of Ministries/Departments
  - Shall adopt a systematic approach to training
  - Appoint a Training Manager as nodal person to implement training function (Develop competency)
  - Create a Training Cell with HR and Capacity Building Professionals
  - Classify all posts with clear job description and competencies required
  - Develop Cadre Training plans based on competencies and training needs (Each Ministry to have clearly articulated scheme
  - Link training and development to career progression (amend Service Rules, Annual Performance Appraisal system -APAR)
  - Take up management interventions (Identify non-training issues for suitable action)
  - Make the immediate supervisor responsible and accountable for training her team (Suitable entry in APAR)

  - Implementation and sustainable issues
  - Use the services of Training Institutions to develop the Cadre Training Plans, Outsourcing training, providing advisory or consultancy services
  - Prepare an Annual Training Plan for all the Cadres under its control
  - Implement Annual Training Plan (In-house and Outsourcing)
  - Allocate appropriate funds
  - Incorporate suitable reporting system on training and capacity building (A separate section in the Annual Report)
  - Facilitate implementation of on-the-job and in-house training
  - Develop Training Management Information System
  - Undertake benchmarking / evaluation studies
  - Review annual training plans & CTPs and functioning of training institutes
  - Utilisation of training capacity
  - Quality of training
  - Development / augmentation of training infrastructure, faculty, fiance, delegation of powers etc.

- **Role of Training Institutes**
  - Review annual training plans & CTPs and functioning of training institutes
  - Utilisation of training capacity
  - Quality of training
  - Development / augmentation of training infrastructure, faculty, fiance, delegation of powers etc.

- **Trainer Development**
  - Prove on-going Trainer Development Programme (TDP) for transfer of learning
  - Need to set up Learning Resources Centre preferably on Public Private Partnership mode for sustainable indigenous capacity
  - Identify the current International best practices in training skills and techniques
  - Develop a cadre of trainers
  - Certification of Trainers on a renewable basis
  - Development of domain specific trainers
  - Incentives to the faculties of State Training Institutes

- Foreign training
  - To fill up crucial gap in the Training system
  - To provide opportunities to gain exposure to the latest thinking and best practices

- Funding
  - Each Ministry shall provide adequate funding to meet training requirements
  - Training Funds increased from 1.5% to 2.5% of salary budget
  - To meet the likely increase in the need for training to shift to competency based training system

- Implication of 73rd & 74th Amendment
  - Creation of the 3rd Tier of Government critical for development of Rural and Urban areas through various national level flagship programmes
  - Competencies required at all levels of administrative set up
  - Top-level
  - Middle-level
  - Grass root level
  - Suggested areas of capacity building:
  - Rural development: rural sociology; rural planning; agricultural marketing; agricultural finance; rural co-operatives; role of NGO, etc
  - Urban development: decentralisation & urban development; urban land issues; urban transportations; urban environment; urban planning & infrastructure development; municipal accounts and finance; e-governance

- **Implementation & Coordination**
  - Layers of responsibility among:
  - National Training Council: overall direction for implementation
  - (National Training) Committee: monitor the implementation & take appropriate steps
  - Training Division: nodal agency; issue guidelines
  - Development of competency framework
  - Capacity building for national flagship programs

- **Monitoring & Evaluation**
  - Role of Training Division
  - Role of Ministry / Department
  - Role of Training Institution

HANDOUT: 2

DEVELOP DEPARTMENTAL TRAINING POLICY

CONTEXT

National Training Policy (NTP) 2012 and the Operational guidelines issued thereunder provide the overarching framework to achieve the goal of ‘Training for all’ in Government of India. Government of India, you are aware, has a large number of Ministries and Departments. The business allocated to the Ministries and Departments are so varied that unless you fine-tune the NTP with the specific needs of your Ministry/ Department, especially, the Orientation Training for all the officers who join your Ministry / Department including the officers under the Central Staffing Scheme and the Central Secretariat Services; and the domain-specific training needs are the areas where your role as a Training Manager are more demanding. You may, therefore, consider developing a Departmental Training Plan (DTP). This function pertaining to DTP is not specifically listed in the illustrative list of functions but is implied function, especially you are to develop CTP for the Civil Services for which your Ministry is the cadre controlling authority. One of the basic purpose of developing DTP is to obtain and sustain the political, social and financial commitment of the Ministers and the top management for discharging training functions.

Process to develop DTP

This material contains a template to develop DTP. You may consider using it to develop a draft DTP. Upload it on your Ministry’s website to invite comments and suggestions from officers of your Ministry, cadre and other stakeholders concerned like training institutes and trainers who are associated with your Ministry. It may not be bad idea if you invite comments from professional bodies like CII, FICCI, and also form the Central Public Sector Enterprises under your Ministry. Consolidate the comments and suggestions. Re-draft DTP. Organise Regional / National workshops of stakeholders to finalise it. Get it approved by the competent authority in the Ministry. Upload the DTP in your Ministry’s website. Review the DTP at appropriate interval. In fact, incorporate the timeline for review in the DTP document itself.

Template

A template to develop DTP is attached to this material is at OTTM-TEMP-2.

HANDOUT 3

SYSTEMATIC APPROACH TO TRAINING

INTRODUCTION

A consequence of change is the need to learn. Changes may be the result of the introduction of new technology, changes in policy, new working practices, or redesi gning organisations. We can show these changes graphically, below in

Figure 1

Such changes often require people to learn new knowledge and skills, and accompany this with changes in attitudes. Also, people often have to unlearn redundant knowledge, skills and make consequential modification in attitude that is inappropriate to the changed working environment. This might be an unnerving experience for people accustomed to established practices learned over a working life.

Factors to consider when dealing with 'change' in relation to work include:

- The kind of change(s) being introduced
- The demands these change(s) will make on people's performance
- The precise details of the knowledge, skills and attitudes people will need to learn to enable them to cope with change(s)
- The time needed for people to learn
- The cost consequences of people failing to learn

The list uses the term 'learning', but not 'training'. Both are often used without any clear distinction being made between. Is there any difference between 'training' people, and helping them 'learn'?

DEFINITION OF LEARNING

The Oxford English Dictionary defines 'to learn' as:

a) *'Get knowledge or skill, or ability to do by study, experience or being taught'*
b) *'Commit to memory'*
c) *'Become aware of information, or from observation'*
d) *'Receive instruction, get knowledge or skill, become informed'*

It is observed normally that young men, particularly teenagers, have a tendency to board running buses or trains. They do not desist from this practice even when warned by the elders. However, when one slips and falls and sustains injury, he afterwards thinks twice before again indulging in this adventure. His friends who see him undergoing this painful experience are also likely to desist from this act. Thus some learn from their own experiences, while others learn from others. Learning, that is doing something differently, is often a painful and difficult process.

Learning can be based on formal study, or on everyday experiences at home or at work. The accumulation of these experiences enables us to carry out certain activities or tasks. So what is the difference between 'learning' and 'training'? Let us return to the example of boarding a running bus or train.

COMPARING 'LEARNING' TO 'TRAINING'

The reason for getting injured while boarding a running bus or train was that in some way you made a mistake. You injured yourself, learning by chance as a consequence of getting into a moving bus or train. Sometimes learning takes place without necessarily being planned.

Training is different. It is done for a specific purpose; it is concerned with helping someone to learn quickly and effectively. Training requires a clearly defined outcome for example, imparting training to the personnel deployed for VIP security - how to get into a moving vehicle. It also requires that we provide effective learning conditions. For example, we demonstrate the task, we explain how it should be done and the standard of performance required. We give the trainee an opportunity to practice under supervision.

DEFINITION OF TRAINING

We call learning directed towards a specified performance 'training'. Training is defined in the Glossary of Training Terms as:

"A planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation, is to develop the abilities of the individual and to satisfy current and future manpower needs of the organisation"

The distinction between 'learning' and 'training' is that learning refers to a naturally occurring process that may, or may not, contribute to a person's job performance. Training is a planned process that directs learning towards achieving specific outcomes, leading to achieving performance objectives. The Systematic Approach to Training infers that training and therefore learning, is done in a planned, systematic way, and that it is directed towards improving job performance.

REASONS FOR TRAINING

Why bother about 'training'? Why not rely on people simply learning for themselves? Here are some reasons why training is to be preferred to a naturally occurring learning process:

- People may never learn how to perform the task properly
- If they do learn, they will do so much more slowly without training
- They are likely to learn a way that is wrong
- Consequences of poor performance results in poor quality, customer complaints, etc.
- Once they learn wrongly it is very difficult to 'unlearn' and then relearn correctly

The final reason for training is the high hidden costs to the organisation. Diminishing profits, customer complaints, failure to complete projects and errors in communication can be everyday occurrence in an organisation. Often we can attribute them to a lack of training, which are also likely to have non-training implications.

The distinction is important for organisations because learning is a critical factor for success. However, if the organisation relies solely on the naturally occurring process of learning, it may never achieve success, because such learning may take too long, or be wrongly directed. This is where **training** becomes more appropriate; it is a systematic process directed at improving performance through **organised learning**.

The previous paragraphs suggest that learning occurs as a natural phenomenon with people therefore learning how to do their jobs without necessarily receiving the benefit of organised learning ie training. So why should an organisation bother to train its employees and officials? Some organisations do not ask the question and simply provide training as an act of faith or to comply with legislation. Other organisations give some of the following benefits and examples of the returns that we can expect from an investment of in systematic training:

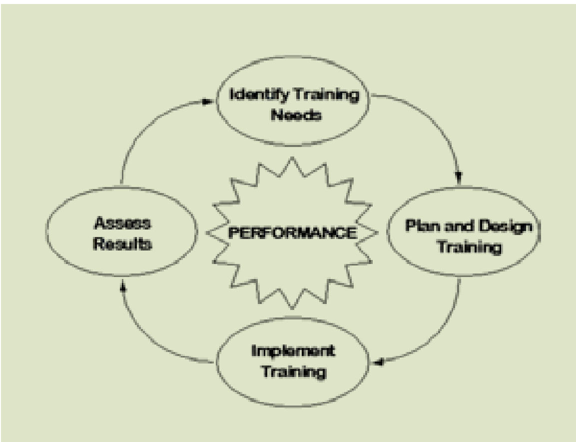
- More rapid development to full job / duties / performance
- Increased output
- Improved quality
- Less waste of time, materials, people, equipment and money
- Better use of personnel
- Fewer accidents, breakdowns or errors
- Reduced costs
- Better identification of employee potential
- Boost morale

Low productivity, poor quality of services, ineffective service, high costs and low employee morale are typical problems encountered by organisations. We might resolve some of these problems if people learned how to do their jobs or duties better in other words, we trained them in a systematic way.

A SYSTEMATIC APPROACH TO TRAINING

We have described the possible benefits of training generally. Line management has, however, to contend with many problems every day, and training is only one option they may choose to use to solve these problems. Instead of the training option they could choose to send for work study experts, or systems analysts, or they might invest in new plant and machinery, or they may hire newly fully trained staff. The training option and the four steps in the systematic approach to training must be closely associated with real and not imaginary performance problems. Fig. 2, below, illustrates the relationship.

Fig. 2



We can recall this concept through the following acronym:

I - Identified
N - Need
D - Design
I - Implement
A - Assess

IDENTIFY TRAINING NEEDS:

Improving performance or overcoming performance problems may occur in organisations, departmental, or with individuals. The first stage of the Systematic Approach Training is therefore to use various types of analysis to identify the nature of the problems, as precisely as possible. Techniques used for identifying training needs range from the general to the specific:

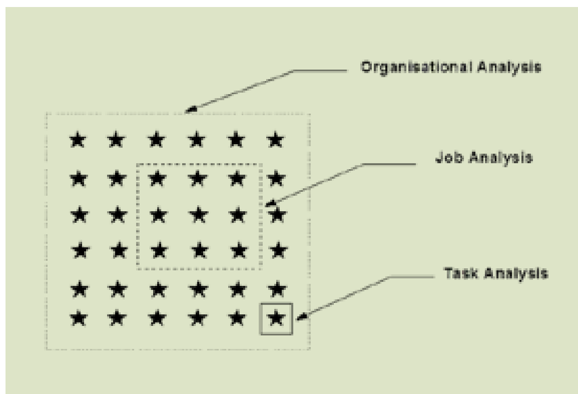
a) **Organisational Training Needs Analysis** is used to consider such questions as policy, productivity, new technology and cost escalation. Rarely can these issues be dealt with in isolation. This type of analysis will identify performance problems and how training can contribute to improvement.

b) **Job Analysis** takes the analytical process a stage further by investigating in more detail the jobs people do. This will provide information, for example, about tasks they perform, areas of responsibilities and relationships with others. Other disciplines also use job analysis (e.g. job evaluation, and recruitment and selection).

c) **Task Analysis** investigates the procedures, knowledge, skills and attitudes needed to ensure satisfactory performance of a job's key tasks. The products of this analysis provide the basis for training activities.

For systematic training to be effective in meeting performance problems, it is essential that all three types of analysis, as illustrated below in Fig. 3, are either done, or considered. Using them with a degree of discretion is equally important, recognising the contribution each can make, but balancing this against the time and costs incurred.

Fig. 3



PLAN AND DESIGN TRAINING

Once we have identified training needs, we can plan and design appropriate training. Some problems and needs may fall within existing training provision. Others require special attention. A training intervention takes account of the full extent of training needed to help people to improve their performance. We can plan these for groups or for individuals, and they can vary in duration from a few days to a year or more. All training interventions should have one feature in common, which is that they have not been completed until satisfactory performance has been attained.

This stage of the systematic approach to training is concerned with planning the best use of available training resources and using them to design training activities. These have to be planned within constraints such as budgets, operational demands, facilities, availability of personnel and so on.

In training interventions two words are interchangeably used - training courses and training programmes. Unfortunately, training is often, equated to courses. Courses are often principal features of a training programme, but differ in the following ways:

- They are usually for people with similar but not identical training needs
- They are usually general and are not necessarily related to specific performance problems, or job tasks
- They have a fixed time span within which people can learn.

A training programme often includes courses but, by themselves, courses rarely attend in full to training needs. A complete training programme may include on the job training, distance learning, computer-based training, etc., besides courses. Designing training refers to the application of appropriate training technology to devise learning opportunities within the context of a training programme.

IMPLEMENT TRAINING

Within the systematic approach to training, this is the stage where people undertake learning activities. This requires the active, wholehearted participation of the trainee, supported by skilled instruction. The degree to which the trainee is willing to participate in training activities depends on such factors as whether:

- The trainee recognises the need for training
- The trainee is sufficiently motivated to want to learn
- During implementation this motivation is maintained or increased
- The design of learning events is realistic within the context of the organisation
- Clearly defined objectives are used to direct learning activities
- The trainers possess sufficient technical and instructional skills
- Personnel in the organisation who are associated with the training activities, (management, supervisors and colleagues) support the application and development of newly acquired knowledge, skills and attitudes.

The success of the implementation stage relies on these and many other factors. It is the often fragile process by which learning is organised and the means by which performance problems are resolved.

ASSESS RESULTS

Training is only as good as the results it achieves and the benefits derived from it by individuals and their organisations. The fourth and final stage is therefore to assess and evaluate the results obtained from training activities. This may depend upon the terms of reference and data being used for measurement, and the extent to which this is common to the people involved trainers, trainees, line management, general management, government training agencies, etc.

Assessment needs to answer three basic questions:

1. Did the training achieve what it tried to achieve?
2. Did the training improve performance or solve the problem?
3. Was the training worthwhile?

THE LEARNING UNIT

Earlier, we discussed the benefits of training and the reasons why it is done. We made a distinction between 'learning' and 'training'. Let us consider the latter term for a moment. Training is essentially organised learning and as trainers we are given the responsibility and resources to organise it. The Glossary of Training Terms defines learning as:

"The process whereby individuals acquire knowledge, skills and attitudes through experience, reflection, study or instruction".

The definition raises several questions that should concern us as trainers. For example, it refers to **Individuals**. Trainers are often dealing with not just one individual but maybe 10 or 100. Although the learning process refers to learning for the individual, as trainers we normally face the practicalities of dealing with the learning process for groups of people. However, remembering that it is individuals who learn is important, and that they do not all learn in the same way or at the same rate.

The competence of an individual to perform a task is determined by their ability to use an appropriate combination of knowledge, skill and attitude. We can call this combination Behaviour.

- **Knowledge** - information required to perform a task or duty
- **Skill** - the physical and mental abilities required actual performance of the task or duty
- **Attitude** - the willingness and diligence of the person to comply with procedures, regulations and standards.

The competence of a person to perform a task is therefore determined by using an appropriate combination of knowledge, skill and attitude. We can call this combination **Behaviour**.

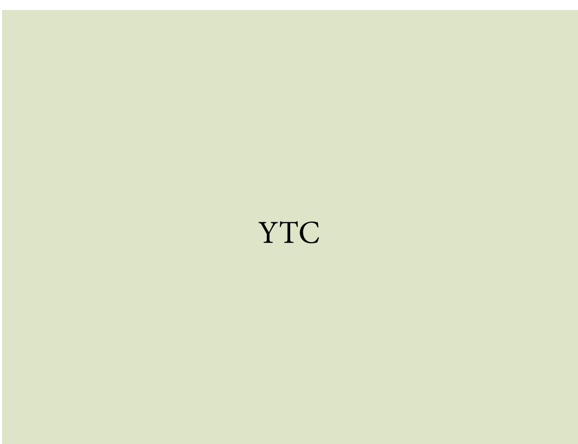
The reason for raising these issues is to draw attention to the many and often complex factors influencing our ability to organise effective and efficient learning. The Learning Unit that we will now introduce provides a means of taking account of these factors.

DESCRIBING A LEARNING UNIT

For training purposes learning is associated with the ability of a trainee, to perform a task. Analogy can illustrate the idea of the Learning Unit. In Fig. 4, below, a box B represents the learning unit

We

Fig. 4



show a trainee at **A** before entering the box and at **C** after leaving it. From the sketch the result of going through the box has evidently been to produce a change in the trainee, who emerges from the box slimmer. Similarly, a Learning Unit should produce a change, a change that will result in the trainee being able to do something he or she could not do before going through the Learning Unit. In other words, there has been a 'change in behaviour.'

Returning to Fig. 4, let us consider further the process of going from **A** through **B** to **C**.

REFERRING TO 'A'

The trainee's performance needs to change. It is not enough for the trainee's superior and other colleagues to recognise this: the trainee also needs to recognise the need to change. More specifically, before training takes place, it is important that:

- The trainee should know he or she has a training need - to perform a specific task.
- A standard of performance is available to define what the trainee should be able to do.
- Finally, and most important, the trainee must want to change to acquire new knowledge, skills or attitudes to enable the task to be performed to the required standard

REFERRING TO 'B'

We organise the learning event to solve the trainee's performance problem. The intention is that the trainee will leave the learning event having acquired the necessary change in behaviour. If it is to be successful, it must:

- Be able to do what it purports to do change a trainee's behaviour.
- Treat all trainee's participating in the learning event as individuals: we must take differences in their knowledge, skills and attitudes into account.
- Provide sufficient time for each individual to achieve success.
- Create a learning environment that is pleasant, well organised, free from anxiety and where the trainee will be willing to participate in learning activities designed to cause the required change(s) in behaviour at work.

REFERRING TO 'C'

The trainee has now left the learning event having completed the process of change. It is important that we assess the product of this change; assessed that is, by the organisation who has paid for the training; by the trainer who designed the learning event and helped the trainee during the learning process; and, finally, and all too frequently forgotten, assessed by the trainee who had to undergo the change.

So, the product of the learning process has to be assessed by:

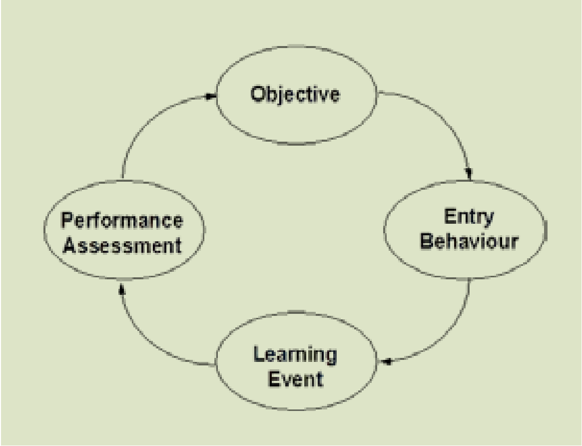
- Determining whether the trainee has acquired the proposed knowledge, skills and attitudes.
- Determining whether the trainee is now able to perform the task.
- The trainee commenting on the value of their expertise in relation to performing the task and to their job overall.

To summarise, in relation to the Learning Unit:

- There is a purpose in undergoing training. We shall call this the '**OBJECTIVE**'.
- The trainee has certain capabilities that need to be taken into account. We shall call these capabilities the trainee's '**ENTRY BEHAVIOUR**'.
- Learning activities have to be provided to cause change. We shall call this process of change the '**LEARNING EVENT**'.
- We need to measure in some way whether people have achieved the objective. We shall call this '**PERFORMANCE ASSESSMENT**'.

MODEL OF A LEARNING UNIT

Fig. 5



The model shown above in Fig. 5 has four principal stages. We arrange these stages in a circular format to show that they are interrelated. The model's circular format is also used to suggest that the starting point for the Learning Unit may vary. For example:

- We have established a clear purpose (e.g. the need to learn how to perform a task) and been expressed as an objective. The starting point for developing the Learning Unit is therefore the **OBJECTIVE**.
- There is a trainee or a group of trainees to train. The starting point for developing the Learning Unit would be to consider their present capabilities, the task they have to learn, and to plan the rest of the Unit accordingly. In other words, the starting point would be **ENTRY BEHAVIOUR**.
- Restrictions on training resources might force the trainer to consider the **LEARNING EVENT** first, simply because it will influence the objective that can realistically be set, and the number of trainees that we can accept.
- Management might state quite specifically how they intend to assess performance of the task. The Learning Unit would therefore have to be developed from the starting point of **PERFORMANCE ASSESSMENT**.

The Model of the Learning Unit shows it as having four principal stages. However, knowledge of results, and feedback generally, is an essential feature of the learning process. This knowledge is required by both the trainees and the trainers:

- Trainees can get information about their progress
- Trainers can learn about the effectiveness and the efficiency of the Learning Unit they have designed and implemented.

The following questions are typical examples of ones a trainer might ask to obtain feedback:

OBJECTIVES

- Is the objective expressed in terms of knowledge skills and attitude?
- Does the objective contain a clear, unambiguous description of performance?
- Is the performance described in the objective directly related to the task?
- Is the objective based on thorough analysis?
- Does the objective include details of the conditions under which the performance is to be carried out?
- Are the conditions based on the real work situation?
- Does the objective include a standard of performance to be achieved?
- Are there measurable standards of performance?
- Who, ultimately, decides whether the objective has been achieved?

ENTRY BEHAVIOUR

- How many trainees are there to consider?
- What is their geographical location?
- Is the Learning Unit likely to make great demands on them?
- Does their ability or experience vary considerably?
- What is the age range?
- What is their accustomed learning style?
- Are they undertaking the learning willingly?
- To what extent is attitude a factor in the learning?
- Are they likely to be worried about the consequences of failing to achieve the objective?

LEARNING EVENT

- Does the learning event reflect, or simulate, the real work situation?
- Does the learning event accommodate trainees with differing entry behaviours?
- Is the learning event trainee centred or trainer centred?
- Does the learning event allow the pace of learning to be set to suit the trainee?
- To what extent will the learning event expose the trainee to stress and anxiety?
- Does the learning event provide sufficient time for practice?
- Is there provision for remedial training where needed?
- How competent is the trainer in relation to the learning event?
- What other resources are needed to support the learning event?

PERFORMANCE ASSESSMENT

- Is there a formal, explicit, assessment of performance?
- Who has final responsibility for assessing performance?
- Does the assessment truly reflect performance under normal working conditions?
- Is the assessment based on objective measuring techniques?
- What are the consequences of failure for the trainee and trainer?
- To what extent are the views of the trainees taken into account in relation to the usefulness of the performance they have achieved?

We can rephrase this far from exhaustive list of questions so that they form a checklist of questions to be considered before we implement the Learning Unit. They can also form a checklist to be used as the basis for reflection after it is completed. We can account of successes and failures, and changes to improve the Learning Unit for further use.

HANDOUT 4

TRAINING NEEDS ANALYSIS

As individuals, we spend most of our lives learning from our parents, other members of our family, from school teachers, study at college, or from friends and colleagues. Sometimes this learning is organised, such as at school, or it is random that happens as we progress through our lives. Often, we learn as a member of a group for example, as a member of our family, a member of society, or as a member of a working group. These learning experiences gradually shape us for what we are, and make a major contribution in determining our prospects for our life and careers.

Organisation's also spend a considerable amount of time and energy learning, as they establish themselves in an industrial, commercial or public service market sector, with products and services to attract to customers. They learn about their market sector, about competitors, about successful business ventures and projects, also other activities where they failed. The concept of the 'learning organisation' is now well established to indicate that successful organisations are those that can learn and develop. The less successful ones are often those that are not able to learn. They are unable to respond to changes in government policies, working practices, competition, the market for their products and services, and the availability of new technologies. Successful organisations are those that have an inherent willingness to learn, so that they can respond positively to opportunities to improve performance.

So far, we haven't mentioned 'training', only learning. What's this got to do with Training Needs Analysis, or helping organisations to improve performance?

An important distinction between learning and training is that learning is a naturally occurring experience which doesn't necessarily lead to a conclusion. Training, on the other hand, is a planned learning activity intended to achieve a specific outcome. Individuals, and organisations, can go through a succession of learning experiences that do not result in achieving any significant benefit. However, by means of training, they can plan and organise their learning activities to enable them to improve their performance. Training Needs Analysis (TNA) is the primary stage in the Systematic Approach to Training (SAT), enables them to do this effectively.

A DEFINITION OF TRAINING NEEDS ANALYSIS

TNA is done by means of a *TNA Consultancy*, carried out either by a member of staff, acting as 'Internal Consultant', or by somebody appointed as 'External Consultant'. For both the competences and techniques are the same. You may find the following definition of TNA useful:

"An examination of an organisation's present and expected operations and the workforce necessary to carry them out, in order to identify the numbers and categories of employee needing to be trained or re trained. It may also refer to the training needs of individuals to enable them to reach the required standard of performance in their current or future jobs."

All organisations are a unique mix of personalities, business activities, strengths and weaknesses. As a consultant, you will find each TNA consultancy a unique and challenging experience, where you may need to adapt this definition to suit circumstances.

FEATURES OF THE TNA TOOLKIT

The TNA Toolkit provides a framework for carrying out Training Needs Analysis. It has a **process** for TNA consultants to follow and a selection of **tools** for them to use. The TNA Toolkit includes:

- Recommended five-phase consultancy process.
- Selection of tools to be used during each phase of the process.
- Checklists to help consultants when carrying out each phase.
- Advisory notes to provide background information about key elements of the process.
- Illustrative case study to show how the process and tools can be used.

The aim is to have a selection of tools from which to choose, depending on the following factors:

Your involvement with a Client

You could be working for the client organisation and therefore familiar with its structure, systems, and technologies, also the market for its products and services. This knowledge will influence your choice of TNA tools. Alternatively, you could be an external consultant and may require to use additional tools to gain a better insight into the client organisation's plans, problems and challenges.

The time available

You may be fortunate to have a generous allocation of time and therefore able to carry out a comprehensive TNA, using a wide selection of TNA tools. However, there may be other occasions when shortage of time will limit the consultancy and opportunities for using the TNA tools.

ISSUES TO BE CONSIDERED

For organisations to obtain benefit from their investment in training, it is essential that time and resources are focused on genuine training needs. These needs can be associated directly to the performance of an organisation, or indirectly to the development of its employees. If this can be achieved, it should result in the following benefits:

- Systematic training will be seen as a worthwhile investment.
- Training activities can make an effective contribution to improving performance.
- Organisations will consider TNA an essential part of their plans to improve performance.
- TNA will be carried out as a consultancy assignment by competent people.
- TNA consultancies will also identify non-training needs.

It's worth considering reasons why organisations may wish to use TNA to improve performance and, equally, why they may reject it. It's also important to recognise that a decision to authorise a TNA is in effect an investment decision. So why should an organisation choose to invest in TNA, or even training? Consider the situation from a chief executive's point of view.

Organisations are usually faced with a multiplicity of investment opportunities such as developing new products and services; purchasing equipment, installing computer systems, opening new offices or sales outlets; recruiting or re-deploying personnel - even taking over other organisations. Investment decisions are taken with a great deal of caution by management. This involves careful analysis and comparison with other investment opportunities. The justification for any decision has to take into account resources to be committed, with the needs and priorities of the business. Therefore, investment intended to contribute to improving performance of the organisation should provide measurable benefits, such as:

- Paying a satisfactory dividend.
- Increasing profitability.
- Increasing market share.
- Providing stable and secure employment.
- Satisfying the needs of beneficiaries.
- Improving quality.
- Introducing new products or services.
- Reducing costs.

Before an organisation makes an investment, management usually carries out a detailed analysis of the problem, or situations they are dealing with. Resources are not allocated until there is a thorough understanding of what is involved and the results to be achieved. If a sufficiently convincing case cannot be given then there is no justification for approval, and resources can be directed elsewhere.

All organisations are keen to reduce costs with, unfortunately, training often seen as a cost rather than as an investment. Therefore, despite exhortations by government agencies to invest in training, the tendency of most organisations is not to incur what they may see as unnecessary costs.

Benefits of Training to Organisations

If we wish client organisations to consider training as a valid and justifiable investment, then we need to be able to indicate typical benefits that are likely to result from a decision to invest in a TNA consultancy, leading to training activities. For example:

- Efficiency will increase because employees are competent to use equipment and systems.

- Changes in technology can be coped with more easily because employees will have updated knowledge and skill.
- The workforce becomes more flexible as employees extend their range of competences.
- An organisation can attract higher calibre employees, due to having a reputation for training and developing its staff.
- Customer satisfaction will increase, resulting from dealing with trained employees.

Benefits of Training to Workers

Most industrial, commercial or public service sector organisations experience significant changes to business practice and the technologies they use. These changes affect workers, who face the prospect of less job security and a constant need to update their knowledge and skills. Although TNA is being done primarily to help organisations improve performance by means of training, it also benefits individual workers. For example:

- People are recognised as an organisation's greatest asset, and considered as major 'stakeholders' in its success.
- Workers who are actively involved in a TNA are likely to experience a sense of empowerment. They are encouraged to contribute to initiatives intended to improve both their personal performance and that of their organisation.
- The TNA process can often help individuals realise their full potential enabling them to an increasingly successful career, and make contribution to their organisation.
- Involving workers from all levels and jobs within an organisation will help them to share in the process of change and development. This will assist them to retain a sense of confidence in the future of the organisation, and their prospects for long term employment.
- TNA may identify development opportunities for individuals.

Features of TNA

The reason for training and development activities is to help people, or organisations, improve performance. Training is concerned with helping them to acquire knowledge and skills, whereas development focuses on future, anticipated needs.. TNA provides the basis for these activities by:

- Looking at an organisation as a whole to understand its business and where it's experiencing problems, seeking wherever possible to turn problems into opportunities.
- Looking at the people employed by an organisation, at all levels, to find out how they can help to improve their performance by means of training and development.
- Looking at an organisation's products, services, technologies and systems to identify significant performance problems.
- Analysing problems to identify training needs for people who are associated with them.
- Helping individual employees plan their training and development.
- Recommending training and non training solutions.
- Helping management to decide priorities, and benefits from an investment in training.
- Helping management to plan training initiatives.

HANDOUT 5

DESIGN BRIEF

PURPOSE

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.

The Design Brief is the link between a client organisation and design and development of training.

DESCRIPTION

Features of a Design Brief

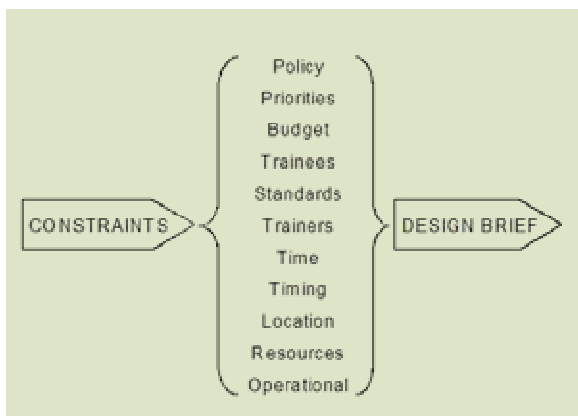
A design brief is the product of a TNA consultancy process, and follows the use of other Phase 5 TNA tools. The following are features that could be included in a design brief, where appropriate:

- 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 with your client. 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.

STANDARDS

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.

TRAINERS

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.

TIME

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.

TIMING

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.

LOCATION

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.

RESOURCES

During TNA 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.

Your design brief should therefore include the following:

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.
- 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.

HANDOUT 6

DESIGN BASED ON THE LEARNING UNIT

After reading this handout you will be able to:

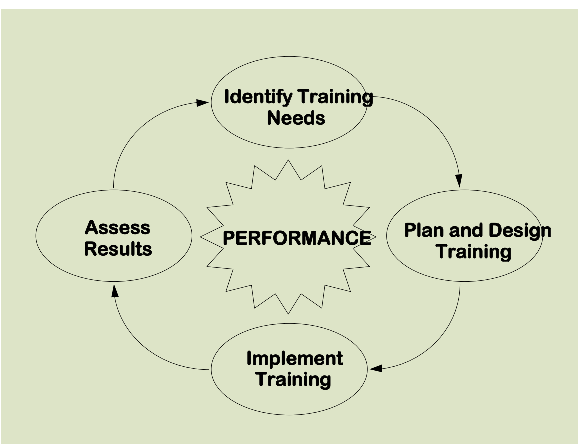
1. Recall four stages of the Learning Unit
2. Explain the link of learning unit to design
3. State the precautions required at the four stages of the learning unit

APPLYING THE LEARNING UNIT TO TRAINING DESIGN

A training programme usually consists of several interrelated activities to meet training needs. A training programme could therefore include courses, learning units and practical experience. These activities would be sequenced and managed to suit the needs of people taking the programme. Although such programmes have to be designed, they are often too complicated to tackle as a whole. The approach we commend is to use the learning unit as the basic building block for design. We have found the concept useful and believe it provides a framework for the disciplined design and development of effective training.

Earlier, in the DTS course, we introduced the learning unit by means of the 'fat – thin person' illustration. We then described a four-stage model which featured

Fig.1



Objective

Defines the outcome of the Learning Unit. It describes the trainee's terminal behaviour, i.e. what he or she can do as a result of completing the Learning Unit.

Entry Behaviour

Describe the trainee's capability in terms of Knowledge, Skill and Attitude - the things he or she is able and willing to do when starting the Learning Unit.

Learning Event

Provides the learning experience to be undertaken by the trainees so that he or she can achieve the performance defined in the objective.

Performance Assessment

Defines how the performance described in the Training Objective is to be measured.

The four principal stages of the model are arranged in a circular format to indicate that they are interactive with each other. The circular format is also used to indicate that the starting point for the design of a Learning Unit may vary. For example:

- A clear purpose or outcome has been established and been expressed in the design brief. The starting point for developing the Learning Unit is therefore the **Objective**.
- There is a trainee or a group of trainees to train. The starting point for designing the Learning Unit would be to consider their present capabilities, what they have to achieve, and to plan the rest of the Unit accordingly. In other words, the starting point would be **Entry Behaviour**.
- Restrictions on training resources might force you to consider the **Learning Event** first, simply because it will influence the objectives

that can realistically be set, and the number of trainees that can be accepted.
- Management might state how they intend to assess performance of the task. The Learning Unit would therefore have to be developed from the starting point of **Performance Assessment**.

The model of the Learning Unit shows its four principal stages, and with them the Learning Unit is functional. However, knowledge of results, and feedback generally, is an essential feature of the learning process and the trainers are also learning themselves.

The following questions are typical examples of issues, a designer may have to answer for each of the four stages of a Learning Unit.

OBJECTIVES

Is the objective expressed in terms of knowledge skills and attitude?

Does the objective contain a clear, unambiguous description of performance?

Is the performance described in the objective directly related to performance of the task?

Is the objective based on task analysis?

Does the objective include details of the conditions under which the performance is carried out?

Are the conditions based on the real work situation?

Does the objective include criteria for the standard of performance to be achieved?

Are the standards of performance measurable?

Who, ultimately, decides whether objectives have been achieved?

ENTRY BEHAVIOUR

How many trainees are there to consider?

What is their geographical location?

Is the Learning Unit likely to make great demands on them?

Does their ability or experience vary considerably?

What is the age range?

What is the gender ratio of the participants?

Are they likely to have to face the prospect of 'unlearning' ?

What is their accustomed learning style?

Are they undertaking the learning willingly?

To what extent is attitude a factor is the learning?

Are they likely to be worried about the consequences of possible failure to achieve the objective?

LEARNING EVENT

Does the learning event reflect, or simulate, the real work situation?

Does the learning event accommodate trainees with differing entry behaviours?

Is the learning even trainee-centred or trainer-centred?

Does the learning event allow the pace of learning to be set to suit the trainee?

To what extent will the learning event expose the trainee to stress and anxiety?

Does the learning event provide sufficient time for practice?

Is there provision for remedial training where needed?

How competent is the trainer in relation to the learning event?

What other resources are needed to support the learning event?

PERFORMANCE ASSESSMENT

Does the assessment come close to performance of the task under on-the-job conditions?

Is there a formal, explicit, assessment of performance?

Who has final responsibility for assessing performance?

Is the assessment based on objective measuring techniques?

What are the consequences of failure for the trainee and trainer?

To what extent are the views of the trainees taken into account in relation to the usefulness of the performance they have achieved?

This far from exhaustive list of questions can be rephrased so that they can form a 'proactive checklist' – questions that need to be answered satisfactorily during design and before the Learning Unit is implemented. They can also form a 'reactive checklist' to be used as the basis for reflection after the Learning Unit is completed. This will enable you to take account of successes and failures, and changes that would be made if the Learning Unit was to be repeated.

Design of training, based on the 'Learning Unit', draws attention to the achievement of a clearly defined 'outcome', i.e. what a person can do after completing a unit. This can be important due to:

- The introduction of competence-based training, which emphasizes assessment of the results of training rather than the process itself.
- The ability of a trainee to perform a specific task, which requires the acquisition of appropriate knowledge and skills.
- Tasks learned are directly associated to a person's ability to do their job.
- Links between separate learning units, each dealing with an aspect of performance.

Design based on the learning unit provides you with a discipline that requires you to state the objectives to be achieved; consideration of the entry behaviour of individual trainees; provision of a suitable learning event to enable each trainee to achieve the stated objective; and performance assessment to ensure that it has been achieved. This design discipline provides the following benefits:

- It gives you a framework to design performance – related training.
- It enables you to design flexible training programmes.
- It focuses attention on the results obtained from training.
- It includes provision to meet the needs of individual trainees.

HANDOUT 7

DEVELOPMENT OF TRAINING MATERIAL

What is in it for you, as Training Manager?

You might wonder why do you have read this material on development of training material. A Training Manager does not develop training material, does she? No, normally she does not. However, if you recall the functions listed by the Department of Personnel and Training (DoPT) for the Training Managers you would remember that one of your functions is to 'encourage and support the development of training material (by the subject experts).' So if you ask "What is in it for me?" some of the possible take away for you, if you read this material, could be:

a) Describe the need for training material
b) Distinguish between a text book and a training material
c) Facilitate validation of the material developed and standardise it
d) Plan for regular update and revision of training material

Time:

You may need to spare about 30 minutes to read this material. Actual time would, however, vary depending on individual's speed.

Need for training material

If you have had even a year's experience as Training Manager, you would have observed that most participants in a course are anxious to have course material, like handouts, power point presentations, exercises, quiz, case study, etc. Thus, course material invariably form an integral part of training process. So why do you think they are keen to have training material? Please think of some and list them in the space given below:

In-text activity – 1
Why do the participants want training material?

YTC

Some of the main reasons are:

a. Compendium of background papers circulated to the learners enable them to come prepared for the subjects to be covered during the training course
b. The material become permanent record for the participants and serve as reference for the future to help them perform better in office
c. Many doubts get clarified by going through the course-material
d. Course-material provide background and valuable information/guidance to resolve practical problems
e. They provide authenticity to inputs included in the training-course
f. In case, the participant is appearing in a departmental examination, she uses the training material to help her prepare for the examination

Selection and development of course material for training should aim at satisfying three requirements of the learners. It should serve as:

a. a pre-training reading material
b. in-training source of learning and consultation and
c. post-training reference material.

Difference between a text book and a training material

If you were to organise an in-house training course on 'Project management and appraisal' for officers in your Ministry, you would appreciate that there are a number of text books on the subject. In spite of availability of such text books, the participants still expect training material. In fact, if you arrange to provide them with self-instructional training material, it would enhance the learning process. Therefore, you may like to know how are the such self-instructional training material different from text books? Take a look at some of the main differences given in Table – 1:

Route map for material preparation

As a Training Manager, if you are to facilitate someone to develop training material, you must know how one plans, prepares and writes training material. Consider the route map given below. This is taken, with thanks and acknowledgement, from the book 'Preparing materials for open, distance and flexible learning – An action guide for Teachers and Trainers' by Derek Rowntree.

Irrespective of whether you read this material individually or in a small group, it would help you to get more learning points if you think over some of the concepts embedded here, like: 'What is learner support?', 'How does one sequence one's ideas while developing a material?', 'What are activities?' and 'How does one develop them?', etc. It would help you to learn more if you jot down your questions and the possible answers you arrive at in the space given below.

ROUTE MAP FOR MATERIAL PREPARATION

Some of these concepts are briefly given in this material to facilitate your learning. As you go about discharging your responsibility of encouraging and supporting development of training material, you would learn more, like one does during 'On-the Job Training'.

Proving the context to the material developer:

Table – 1: How is a self-instructional training material different from text book?

S No	Features of a text book	Features of a self-instructional training material
1	Assumes that the reader is interested	Arouses interest among the readers
2	Generally written keeping the teachers in mind	Written keeping the learners as users
3	Mostly voluminous as covers a number of related topics	Comparatively it is very small because it attends to the immediate training requirement of the reader to enhance his performance
4	It is mostly knowledge oriented	It is performance oriented
5	It does not indicate the time required to complete reading it	Normally, it indicates time required to complete reading it.
6	Rarely states the objectives	Invariably states the objectives. You may like to check whether this material meets this requirement.
7	Mostly, it is written in impersonal style	Generally, it is written in a direct and personal style
8	Mostly meant for passive reading	Meant for active reading

ROUTE MAP FOR MATERIAL PREPARATION

Stage 1 **PROFILE YOUR LEARNERS**

Planning

Agree: Aims and objectives
Outline the content
Choose your media
Plan learner support

Stage 2 **WEIGH UP RESOURCES AND CONSTRAINTS**

Prepare for writing

Sequence your ideas
Develop activities and feedback
Find examples
Think graphics

Stage 3

Writing and Re-writing

Start your first draft
Complete and edit your first draft
Write assessment material
Pilot and improve your material

As a Training Manager, you may like to share the feedback of the participants of course conducted by you earlier. Such a sharing would facilitate in the developer appreciating the need of the learners and the context for developing or updating and revising an existing material. This may also help in avoiding the tendency to overload the participants with massive information and material.

The selection of course-material may, inter-alia, depend upon a number of factors:

a. Availability or otherwise of data/information on the subjects
b. The level of the participants (to help in deciding the range and writing style to be adopted)
c. The entry-behaviour (to enable the developer to learn performance gap that the material will focus to bridge).
d. The subjects/topics to be discussed through the training course (to select the topic on which material is to developed and how it fits in the overall training course).
e. The need, if any, for developing 'Performance Aid'.
f. The duration of the training course (to determine the content and size of the material).
g. Research publication/material available pertaining to the topics and their authenticity.
h. Cost factors, etc.

Developing the training material

You may have to follow up with the subject expert developing the training material to facilitate its timely completion. You may also provide help by suggesting or providing reference books, Acts, manuals, existing training material, etc. available in your office.

How to make the training material interesting?

It would help developing a good training material if you suggest to the subject expert to use of charts, Tables, diagrams, examples, cartoons, etc. suggest incorporating in-text activities, especially if you are planning to have self-instructional training material.

What are in-text activities?
Building in self-learning and/or learning re-enforcement tools are the in-text activities. These facilitate to convert a material from subject-oriented to learner-oriented. Some of the in-text activities are:

a. Asking a question and giving some space in the material to enable the learner to think and write her response. Model answers are to be provided in an appropriate section of the training material. This activity precedes explanation of a concept as the purpose of this activity is to generate ides from the learner before giving details of a concept.

b. Learning reinforcement activity: This normally is given after explaining a concept. The purpose of this activity is to facilitate the learner to check whether she has understood what she read.

c. Another activity that could be built in is asking the reader under what circumstances she would use her learning. The purpose of this activity is to facilitate the learner in transfer of knowledge.

Validating the new training material

This is an important area for you as a Training Manager to contribute in training material development. It would be necessary to try out the material developed to obtain a focussed feedback on the material. Training Manager could help organising a workshop to validate the material. You may invite subject experts, supervisors/ managers and the performer participants to such a workshop. The training material need to be revised based on the feedback from the workshop. To enable this, suitable feedback forms need to be prepared. The feedback forms for subject experts, supervisors/managers and the performer participants would be different. This would help in ensuring that material developed is acceptable to the subject experts, which ensures authenticity of the material; to the supervisors/managers, which ensures acceptability in bridging the performance gap; and to the participants, which ensures ease of reading and also acceptability.

Plan regular revision of training material

As a Training Manager you need to plan and develop a time line to regularly update training material. You may consider adding questions in the ‘Immediate Response Sheet’ that you use to obtain feedback during the training course:

“Is there a need to revise/update the training material? Please specify the topics and what is to be revised and updated.” “Is there any topic where you need a training material?”.

Learner support: This term is typically used in Ópen and Distance learning’ programmes. It means providing additional tools to learn. For instance, this reading material could provide some compact disc (CD) that may contain a short recorded lecture or recorded discussions among the learners or a link to a web site, or to a short video. It also refers to personal contact programme where the ‘distance’ learner may come for an hour or so for interaction with the subject expert and other learners.

HANDOUT 8

NOMINATING PERSONNEL FOR TRAINING COURSES

INTRODUCTION

Nominating personnel from the organisation to appropriate training programmes is one of your key functions of as a Training Manager. Interestingly, you will not find this function listed in the illustrative list of functions given in the operational guidelines1. of Department of Personnel and Training. However, this function is implied in the functions of implementing National Training Policy and Cadre Training Plan. Training which is an investment will turn out to be a cost, that too wasteful expenditure if wrong persons are nominated to training courses.

ASSESSING TRAINING REQUIREMENTS OF PERSONNEL

You are familiar with the four stages of Systematic Approach to Training. Therefore, you know that identification of training needs (ITN) of officers working in your Ministry/Department is the first step. ITN, however, could be a time consuming exercise, especially if the number of officers are large or you have a number of posts with different functions. Ideally, you must have completed competency mapping.

Training has usually been based on the duties that are to be performed in a particular post. You are aware that there has been no comprehensive review or classification of all posts in accordance with functions that are to be performed and the competencies required thereto. Thus, the issue of whether an individual has the necessary competencies to be able to perform the functions of a post has not been addressed. Competency framework envisages that each job should be performed by a person who has the required competencies for that job. For moving to a competency based approach, it would be necessary to classify the distinct types of posts and to indicate the competencies required for performing work in such posts. Once the competencies are laid down, an individual's development can be more objectively linked to the competencies needed for the current or future jobs. Career progression and placement need to be based on matching the individual's competencies to those required for a post. The training plan of each Ministry/Department/ Organisation needs to address the gap between the existing and the required competencies and provide opportunities to the employees to develop their competencies.

DOCUMENTS REQUIRED FOR NOMINATION OF PERSONNEL FOR VARIOUS TRAINING PROGRAMMES

Some of the documents and information to be developed, procured and updated in your Training Cell are:

a. Training Need Assessment (TNA)document for different grades of the cadre
b. Competency mapping of various posts in the Ministry / DepartmentCSS
c. Cadre Training Plan (CTP)
d. Annual Training Plan (ATP)
e. Analysis of training areas suggested by the Reporting Officer in the Annual Performance Appraisal Report to arrive at the Generic training requirement to develop Core skills to develop domain-specific Professional skills
f. List of interested areas of training obtained from the officers
g. Data bank of training courses attended by the officers in the Ministry / Department
h. Action plan to institutionalise learningof officers attending various training course, especially foreign training through presentations, development of manual/ standard operating procedure or revision thereof
i. Any other documents, as required

Till your Ministry / Department develops Training Management Information System (TMIS), you may develop a document based on the available documents listed in para 3.1 and 'checklist for nomination of personnel for training courses' to perform your functions as a Training Manager.

HANDOUT 9

COURSE COORDINATION

The course coordination encompasses a whole gamut of training – related activities that a trainer has to perform as distinct from the efforts and activities required for designing a training course and for transfer of learning through creating a learning environment. These activities create an atmosphere where training activity can be performed.

The wide range of activities that a trainer performs in his role as a course coordinator can, for the convenience, sake be divided in three stages.

The first stage covers the activities preceding the actual commencement of the training course. This drill starts about 60 days before the D-day. It includes the following steps:

a) The communication is dispatched to the client organizations. Being the first step, the contents of this communication are very important. It should spell out the objectives of the training course, the entry behaviour of the participants, broad contents of course, the place, venue, duration, availability of hostel facility, the last date of receipt of nomination, the course fee, the mode of its payment etc.

b) Thereafter, the nominations are scrutinized and the names of the expected participants are finalized.

c) This is followed by the two sets of communications. One conveying the names of those selected as participants. The other one regretting the non-acceptance. The acceptance letter is very crucial. Besides the other details about the training course, it must convey, the location of the training institute, the place of reporting, the travel facilities, distance from the nearest airport, railway station, (if possible reproduce a portion of the local map) the climatic conditions, the type of clothings required, telephone numbers of the reception, course coordinator, hostel warden, caretaker etc. The amount of advance to be brought by participants if any study tour is included in the course, should also be mentioned.

d) Alongside the processing of nominations, the course coordinator starts working on the study material also. She may have to prepare some new material, update the existing notes, undertake compilation, indexing and binding the loose handouts in the form of monographs. The library authorities may also have to be requested to keep in reserve the books for the participants during the course if the design of training so stipulates.

e) In case the training methodology involves local or outdoor visits, the course coordinator undertakes a number of steps at this stage itself to ensure that the training objectives are effectively achieved. The appointments are finalized with the concerned organizations. The relevant information about the travel arrangements is collected before hand. The level of input (lecture, film, visits) and facilities (accommodation, meals etc.) expected from the organizations is also tentatively agreed to. The process is initiated to draw the traveling allowance for the visits.

f) At this stage itself, in consultation with the housekeeping wing of the training institute, the classroom of appropriate size with required facilities is earmarked. Due care is taken about the number of expected participants, size of the room, the layout, the requirements of visual aids like, writing boards, flip chart stands, OHP and LCD projectors, audio video recording facilities, drinking water facilities etc. In case additional classrooms are required for group work, presentations etc., the rooms of the required specifications are booked at this stage itself.

g) Another important action that a course coordinator takes while accepting the nomination of the participants is: communicating to the hostel warden and the caterer about the participants who are likely to availof the accommodation and mess facilities. The participants are to be advised to intimate directly to Hostel Warden.

h) This period is also marked by going through the pre-determined design of the training course. During this, the course coordinator finalises the list of his faculty colleagues who would be available for providing inputs during the training course. To meet with contingency, a second list of substitute faculty members is also kept ready. The members of faculty are apprised of the aims and objectives of the coming training course and the entry behaviour of the participants. In case need is felt for inviting some guest faculty, action is initiated to get the convenience of the guest faculty, the requisite permission to invite the guest, sending the letters and drawing the amount of honorarium. Finally, a consolidated tentative session plan for the entire duration of the training programme is issued.

i) In case the training methods proposed to be tried involve outdoor exercises like Out-Door Management, Treasure Hunt etc., which involve sundry expenditures, action may be initiated at this stage itself to draw advance money.

j) A week before the commencement of the course, the course coordinator prepares the tentative weekly schedule. After a meeting with the coordination wing, a final weekly schedule is hammered out from among the conflicting pressing time and faculty demands put forward by various course coordinators.

k) Now comes the day before the course is to begin. The course coordinator along with her assisting colleagues is generally quite busy on this day. She is generally on the move – physically checking the training aids and facilities she planed for so meticulously, supervising the class room lay out in accordance with the considered training technique she is going to apply this time, directing the Training Equipment Operator about the placement of visual aids and checking it out from different angles in the class-room. The bags and the folders meant for distribution to the participants on their arrival are brought and kept in the room. Their contents have already been checked by the course secretary assisting the course coordinator. However, as they say a trainer always keeps on trying to attain the mirage of perfection, the course coordinator again test checks the folders for the registration form, the course hand outs, the pen, the writing pad, the session plan for the 1st week of course etc. She personally visits all over the Institute to check for herself the bilingual direction charts displayed at strategic points to facilitate the participants coming to the Institute for the first time.

The second group of activities for course coordination can be viewed in the following way:

a) The officials manning the Receptions in various buildings in the Institute are properly briefed to direct the participants approaching them to the proper venue.

b) The training material, at least for the first week, is distributed.

c) The participants are made comfortable and welcomed. They are provided reasonable time to adjust to the new environment in the class room. They are advised to go through the course hand out and fill up the registration form. They are also asked to come up if they have any difficulty of any type. Small hitches, if any, are sorted out before the formal familiarization starts.

d) After the introduction, the participants are informed about the various facilities like the mess, the library, the post office, the bank etc. in the institute and their locations. The timings of the sessions, lunch breaks and important hostel regulations are reiterated. For long duration training courses, such introductions may include formal introduction with all the members of faculty who would be interacting with the group, the librarian, the hostel warden, the Administrative Officer etc. The participants of long duration courses may be taken on a quick campus tour where they may be shown various facilities.

e) In the training courses involving local/outside visits, the course coordinator makes special efforts for close interaction with the participants to make the group more cohesive. She may consider constituting a Study Tour Committee to facilitate her in organizing the tour. This way she increases their involvement in organising and conducting the course, thereby paving way for better accomplishment of training objectives.

f) In case the training programme includes formally evaluating the participants by way of tests/examination, then the course coordinator has to prepare a separate schedule for a set of activities involving: collection of "question" from the concerned members of faculty, Hindi translation and compilation of question papers, arranging the venue for examination, deputing of invigilators, collection of answer sheets, getting the answer sheets evaluated, compilation of result etc.

g) At the same time, during the duration of the training course, besides other activities, the course coordinator on regular basis continues to prepare weekly session plans and ensures its timely distribution to the participants and faculty members. She tries to get informal feedback during frequent interactions to take timely remedial actions. Sometimes, she also visits the participants in the hostel to see for herself if they are comfortable, and if necessary facilitate resolving problems by interacting with Hostel Warden or the other Hostel functionaries.

The type of activities that a course coordinator performs when the training course is coming to its conclusion forms another separate category – the third stage. The activities include the following:

a) If the training course included outstation tour, then the participants are provided with proper documents to facilitate them to adjust their TA/DA advance in the sponsoring organisation.

b) A list of the participants giving their official and residential addresses is prepared.

c) The certificates of participation/qualification are got prepared.

d) A group-photograph with the Head of the institute is arranged.

e) A formal valedictory lunch or high tea may also be arranged for long duration courses.

f) The feed back of the participants is obtained and compiled generally in the prescribed evaluation formats.

g) A formal valediction function is organised at an appropriate venue, where the feed back is presented to the Head of the Institute. The certificates along with photographs and list of participants are presented to the participants. With this the training course comes to an end.

h) After the conclusion of the training course, the course coordinator forwards a copy of the consolidated feed back to the suitable authorities in the institute to facilitate the review of the existing training design. She shares the feed back with her colleagues to bring about the desired changes, if necessitated. Without any further delay, the letters of thanks are now sent to the guest faculties and other outside authorities who helped in conducting the training programmes.

As would have become evident by now, the role of a trainer, as a course coordinator is quite demanding. This onerous task of brining together facilities, logistics and creating atmosphere appropriate for learning requires imagination, foresight, efficient planning, organizing capacity, orderliness, empathy, concern for others, adaptability and stamina.

HANDOUT 10

INTRODUCTION TO EVALUATION OF TRAINING

Organisations in the public sector and funding agencies, such as the DoPT, use considerable resources to enable people to learn. There are a variety of reasons and motives for this, and it is likely to increase as new employees, technologies or working practices are introduced.

For progressive organisations, learning is considered an investment where, typically, 2-4% of a payroll is invested in training and development. Success for this investment is usually achieved by having a clearly defined policy, with an effective training function for its implementation. As with most forms of investment, the intention is to obtain benefit, both for the organisation and for its employees. Unfortunately, the management of some organisations see training simply as a cost. They fail to recognise the time and money being wasted by people engaged in ineffective learning. Management are usually well aware of the consequence's poor performance, but do not always accept the link between this and having a well-managed, effective training function.

You might be fortunate to work for an organisation that sees benefit in investing in training and development. Alternatively, and less fortunately, you could be working for an organisation that needs convincing that training is a worthwhile investment. In either case, evaluation of training (EoT) will be an essential part of your work: it may also to be your responsibility.

There are different incentives to evaluating training, according to who is doing it and for what purpose. Trainers may face a conflict of interest in that evaluation of training may be a good way of demonstrating success. However, when the results of evaluation are less than satisfactory, it can provoke defensive criticism of the accuracy of the information being used, its relevance or to the adequacy of resources. Generally, trainers may have little incentive to evaluate training unless they also benefit from the process. EoT should therefore take into account incentives for:

- **Funding agencies**, who provide financial support and access to an increasing variety of resources. Here, the incentives for evaluation are to **monitor** implementation of government policy and to obtain information confirming effective use of available resources.
- **Training Institutions** use a major proportion of available funding to provide professional services to client organisations within the public sector. The existence and continuing development of a training institute, and therefore the incentive for evaluation, depends on being able to **prove** that resources are being used to the satisfaction of their clients.
- **Client Organisations**, whose performance is a primary concern of government, and the focal point for evaluation. However, unless there is a valid reason for Heads of Department's and stakeholders to **improve** efficiency, quality or services to customers and beneficiaries, then there's no reason to expect them to do so.
- **People**. An organisation is '*an organised body of people with a particular purpose, such as a business or government department*'. Therefore, training within a client organisation depends on people **learning** - and being able to evaluate both its process and outcomes.

The Government of India, along with other funding agencies, spend a great deal of money on training. It is mostly done through an extensive network of institutional training institutes, which serve national, state and departmental training needs. With the current emphasis on 'value for money', questions to be answered are therefore about whether such spending can be regarded as a good investment. If such questions are important - requiring an answer, then the issue is being able to show how investment in training benefits Indian public services, and the people for whom these services are provided.

When referring to 'training' we are not concerning ourselves solely with courses being run at training institutes: that is a simplistic and wholly inadequate view of the concept to which investment can be directed. With the introduction of distance learning and the policy of 'training for all', there is an immense potential to widen the concept and scope of training to realise far greater benefits from this investment. However, good investment practice requires trainers to be able to account for money spent and other resources used. By using EoT, you can justify investment and promote the use of training to improve performance. If you can't show evidence of the benefits of training, why should the government continue to support it?

DEFINITION OF TRAINING

A planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organisation.

A great deal of money can be spent on training, but this doesn't necessarily mean that it has been invested in the 'planned process', referred to in the above definition. For example, spending money building a training centre results in having a building, called a training centre: more money can be spent developing hostel facilities, or providing transport. Is this truly an investment in a planned process to improve performance?

DEFINITION OF INVESTMENT

The thing worth buying because it may be profitable or useful in the future.

Although this is how the Oxford English Dictionary defines investment, perhaps we should link the two definitions given so that we have a clear concept of an investment in training. It's also worth remembering that our investors are not trainers, and they may have other equally appealing opportunities to spend their money. Another factor, especially at times of economic recession, is that investors are likely to seek evidence to justify their investment. Instead of being impressed by a tour of a training centre and seeing courses being run, they may adapt our definition of training to ask what might be difficult questions to answer. For example, based on the definition of training, above:

- What *planned process* has been used to ensure that the right people are attending **your** courses?
- How do **your** courses *modify behaviour, attitude, knowledge, or skill* - and how is this measured?
- How do you assess a *learning experience*, is it during the process of learning or as an outcome after attending a course?
- What evidence is available to show that people who attended **your** course can *achieve effective performance, or at least show a significant improvement*?
- How do **your** courses help to *satisfy the current and future manpower needs* - of a public service organisation?

Notice the reference to '**you**' and '**your**' - because it's you who spent the investor's money. You planned the process, helped people to learn and achieve effective performance. If you, or your director, or colleagues can't answer these questions, can you claim the courses are a good investment? Might they be a waste of money? When trainers are competent and highly motivated professionally, it is in their interests to be able to answer such questions. These are trainers who investors are keen to support, because they are confident that money they invest will result in worthwhile benefits. However, investors are not just from funding agencies, and money is not the only form of investment. For example:

- People, who are willing to be trained, are prepared to invest their time and effort in relevant learning experiences. That is, they will do so - if they regard their investment to be of benefit to them, personally. If not, why should they bother wasting their time and personal inconvenience to attend a course that is of no value to them?
- Heads of departments, who are willing to contribute time, resources and support for a planned process of training to help improve performance. They will do so, if they believe their investment in training results in measurable organisational benefits. If not, what is the justification for sending key members of staff to attend courses that are of no benefit to the department, nor to the people being sent.

Rather than using the term 'investment' - implying a thing worth buying - let's use 'evaluation', to give more emphasis to valuing what is being bought.

DEFINITION OF EVALUATION OF TRAINING

The Oxford English Dictionary defines to 'evaluate' as: form an idea of the amount, number, or value of; assess. A more detailed definition used for the Evaluation of Training (EoT) is:

The assessment of the total value of a training system, training course, or programme, in social as well as financial terms. Evaluation differs from validation in that it attempts to assess the overall value of the course or programme, and not just the achievement of its laid-down objectives. The term is also used in the general judgmental sense of the continuous monitoring of a programme or of the training function as a whole.

Therefore, to evaluate training we have to form ideas to quantify and value a training process intended to achieve effective performance. However, who is 'we'? Forming ideas can be done by anybody associated with training - for example: trainees, trainers, directors, managers, HoD's, funding agencies and beneficiaries. In addition, considering the number of people to whom we have referred, there are likely to be many different ideas about the value of training. There will be some that are favourable and others that are critical - without necessarily being based on factual evidence. As a trainer, you are likely to encounter clients, stakeholders and funding agencies with a variety of ideas and opinions about the value of training - ranging from:

Enthusiasm
believes that training is the key to a successful career.

Supportive
keen to use training as a means to improve performance.

Critical
has had some poor training experiences.

Negative
sees training as a holiday, or a waste of time.

Indifference
does not attempt to value training and takes no positive initiatives.

By evaluating training ourselves, and encouraging others to do so, we can help people to value it as a worthwhile activity and one worth supporting. Rational opinions about training should be based on factual evidence about the process and outcomes of helping people and organisations to improve performance. If we, as training professionals, do not provide this evidence then we should not be surprised that people hold a variety of opinions. Also, bear in mind that some of these people will be senior officials, or funding agencies, with significant influence over investment policy.

BENEFITS OF EVALUATION

A survey reported that 80% of 450 organisations studied carry out only superficial evaluation of training. Often it is limited to '*post-course questionnaires inviting trainees to comment on the course tutor, overhead slides and lunch'*. As a result, most of these organisations do not know whether their investment in training is justified. However, according to the survey, the situation is changing due to a drive for improved business efficiency by senior management. This is resulting in moving towards more systematic evaluation of training.

The report lists the following benefits to be gained from evaluation:

- A better link between training and business strategy
- Improvement in training methods
- Better guidance on future training needs
- More credibility for training function
- Better able to prioritise training activities
- Improvement in trainers
- Better service to customers
- More senior management commitment to training
- Better control of training costs
- Improved staff morale
- Improved external credibility for organisation

As a trainer, you might become involved in the evaluation of your organisation's investment in training. This will require you to have the systems to answer three basic questions:

1. Is the quality of training available your client organisation(s) satisfactory?
2. Does the provision of training result in improved performance?
3. Can your client organisation's investment in training be justified?

The sequence of these questions is important, because your answer to the first question inevitably influences the answer to the next one. The questions are also closed requiring you, at least initially, to answer 'Yes' or 'No'. If you were to answer yes, then the next question could be 'How can you prove it'; if your answer is no, then the next question would be 'Where are the problems - and what are you doing about them?

KEY TERMS

To answer the three questions posed above, you will need to have a system developed around the following definitions:

Internal Validation

'A series of tests and assessments designed to ascertain whether a training programme has achieved the behavioural objectives specified'.

External Validation

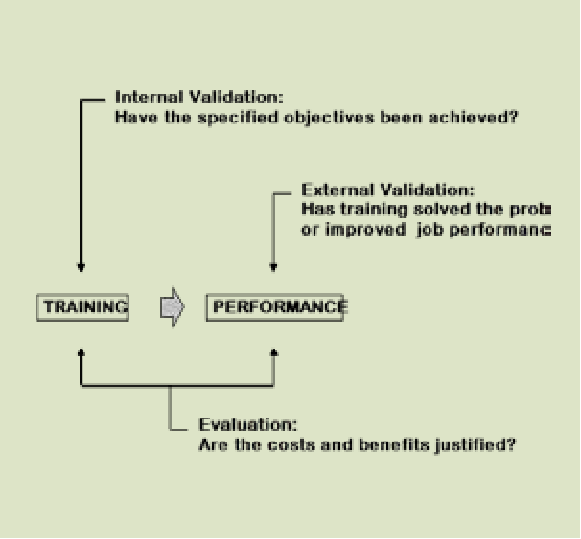
'A series of tests and assessments designed to ascertain whether the behavioural objectives of an internally valid training programme were realistically based on an accurate initial identification of training needs in relation to the criteria of effectiveness adopted by the organisation'.

Evaluation of Training

'The assessment of the total value of a training system, training course or programme in social as well as financial terms. Evaluation differs from validation in that it attempts to assess the overall cost benefit of the course or programme, and not just the achievement of its laid-down objectives. The term is also used in the general judgmental sense of the continuous monitoring of a programme or of the training function as a whole'.

We illustrate the relationship between these three terms in Figure 1, below. It is essential to note that systems you develop for evaluating training need to incorporate procedures about the validity of training. This establishes the basis evaluating both training activities, and the training function as a whole.

FIG.1



As an experienced trainer, you can assess whether people achieved the objectives specified - in other words, you will arrange to carry out internal validation. The results of this process will be to give you information about the quality of training being provided. This will enable you to plan further training, or make improvements to the training being provided.

Reasons for doing **internal validation** include it:

- Provides trainers with feedback about the training they provide
- Checks whether trainees have achieved the specified objectives
- Enables the quality of training to be monitored
- Indicates where the effectiveness of training can be improved
- Indicates where training can be more efficiently delivered
- Provides the basis for certification

Now consider the people you have trained, where they have achieved the objectives specified - based on the identification of their training needs. They will now return to their jobs and a process of external validation will now be used to ascertain whether they are now able to perform to a satisfactory standard. This process is likely to be done by the people concerned and their management.

Reasons for doing **external validation** include:

- Involving departmental management and stakeholders
- Focussing on actual performance
- Relating to identified training needs
- Establishing the basis for the transfer of learning from a course to job performance
- Indicating validity of specified training objectives
- Giving
- Essential data for cost benefit analysis
- Proving the benefits being obtained from training

Having completed the training and established its validity, both internally and externally, the organisation may now decide to evaluate their investment. This might be done by senior management, funding agencies, clients and stakeholders, or by customers or beneficiaries. Each will use what they consider appropriate criteria and it could be done with or without your involvement or knowledge. While doing this evaluation, it is likely that the results will also be used to evaluate the training function, as a whole.

Reasons for doing an **evaluation of training** include it:

- Recognises the importance of satisfying the needs of clients
- Provides justification for the investment in training
- Establishes the benefits of having a training function
- Encourages management to make further investment in training
- Enables training to be valued from different perspectives
- Includes cost benefit analysis
- Provides professional discipline for training management
- Encourages careful scrutiny of training proposals

CONTEXT FOR EVALUATION

One extreme for evaluation of training is that it's a random affair, using personal value judgements and without factual information. The other extreme is for every facet of training is measured, and the facts used to evaluate investment. Neither of these extremes offers a tenable basis for EoT.

1. Doing no evaluation may suggest that training is an act of faith that shouldn't be judged in materialistic terms. Politicians and senior officials would not wish to say 'no' when asked if they believed in training the workforce.

2. Why waste time doing something nobody has asked to be done? Most trainers are happier helping people to learn and develop, rather than attempting to validate what they and their trainees accomplish.

3. Training institutions may be asked to justify themselves by their 'output' - the number of people trained, instead of the 'outcome' - what has been accomplished about improved performance.

4. EoT may discover things we don't really want to know - lift the wrong stone and a scorpion might bite you. Some trainers, and training institutions are classified as 'passive providers', because they are content to offer a recurring menu of courses. They may seek feedback on their performance, but not on its performance-related outcome.

5. People may feel offended when accused of knowing the cost of everything and the value of nothing. Therefore, attempting to strike a sensible balance between seeking the costs of training and establishing value or benefit is likely to prove difficult.

6. Obtaining information about the costs and benefits of training is the start of a process of improving both the effectiveness of training and the efficiency with which it can be delivered. Therefore, EoT leads to decision-making about investment, strategy, quality, utility and professional development.

7. Perhaps a justifiable reason for not doing EoT is the absence of TNA. Without details of performance problems and training needs, it is unlikely that you'll be able to link training to organisational performance.

Although EoT can be an uncomfortable experience, it is an essential feature of the systematic approach to training. It enables trainers to justify their existence and the professional services they offer. It is also psychologically rewarding to know that you are helping people to learn, organisations to prosper, and beneficiaries to benefit. Questions for you to deal with concern:

- What system and procedures should be used?
- Which techniques and tools are suitable?
- Who are the stakeholders?
- What should be done with the information obtained?

Inevitably, you will experience difficulties when evaluating training. Some difficulties can be attributed to common factors, which can be dealt with by management action and further development of institutionalised systems. Other factors are perhaps unique to your role and your organisation. Some of these factors can be regarded a 'self-imposed' - difficulties you can tackle personally - or they are 'externally-imposed', requiring action by others. Here, we will consider a selection of common factors that create difficulties for trainers when evaluating training.

Timescale

If evaluation of the benefits of training is to take place at the level of job performance or above, it cannot be done immediately after the training has taken place. Sufficient time needs to be allowed for the changes to take effect. There is a conflict between, on the one hand, the need to allow time for the effects of training to become apparent, and on the other, for evaluation to take place as soon as possible after training to minimize the effects of contaminating factors on the results.

Contamination

Contamination refers to the effect of factors other than training on the outcomes achieved. From the training evaluator's point of view, these other factors contaminate the results of evaluation. We must be careful not to assume that any improvement occurring after training is the result of training or, alternatively, that a failure to improve after training is conclusive evidence that the training was wrongly designed or delivered. We need to be aware of other factors, which may have a positive or negative effect on the results of training. The results of this evaluation could be contaminated by:

- Changes in business objectives.
- Changes in technologies and systems.
- Leadership style of managers.
- Changes in work methods or culture.
- Conflict between implementation of training and non-training initiatives.

Other potential contaminating factors can be: work group pressures, the demands of clients and the self-motivation of the individual trainees. Although contaminating factors create problems and difficulties in evaluation, they may be important in producing desirable results for the organisation. It is often essential that management, when faced with a problem, does not select one solution - such as training. Instead, several solutions, or interventions may be implemented simultaneously. For example, to improve the effectiveness of supervision, the following approaches might be chosen:

- Provide training for supervisors
- Review selection criteria and procedures
- Increase the number of meetings between supervisors and their managers
- Review the content and priority areas of supervisory jobs
- Increase delegation to the supervisors.

In this example, we see training in its proper context as an integral part of management in the organisation, not as a separate activity on its own. Nevertheless, we should take account of contamination, although in many situations we need to learn to live with it rather than try to eliminate it.

Management Support

If you are to persuade senior officers and stakeholders to give you their full support, you will need to work closely with them. This is because setting up procedures for validation and evaluation requires more than their consent for you to take action. You will rely on them to dedicate time and effort to:

- Provide you with the resources needed to undertake an EoT strategy.
- Provide you with criteria to judge the corporate effectiveness of training.
- Agree with you the levels at which evaluation will take place.
- Arrange for the performance data, which you will need as the basis for the evaluation.
- Discuss and agree action to be taken in response to the findings of evaluation.
- Arrange the provision of regular information and constructive views when their trainees' post-training results are being followed up.
- Integrate evaluation measures with other personnel systems within the organisation, such as appraisals, performance-based awards, management by objectives and so on.

An important part of working with management is the ability to explain your proposed course of action in a positive manner, responding creatively to any objections. In explaining how you would like to proceed in evaluating training, you will need to think of possible objections and of ways in which these can be countered.

1. Here you should point out the importance of a timescale. The effects of training do not become apparent immediately after it is completed. If we are to evaluate changes resulting from training at the levels of job performance or the operation of a department, we cannot do so immediately after training. We need to allow sufficient time for the changes to take effect.

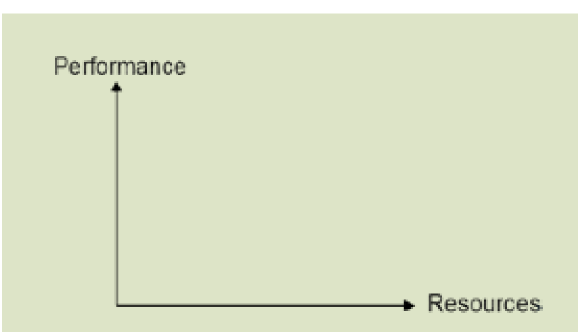
2. You should explain to management about the nature of competence and skills. It is vitally important to evaluate competence in using skills required in the job, as distinct from simply having knowledge. When these skills are productive rather than reproductive, a large element of subjective judgement of the trainee's competence is involved.

3. The issue here is contamination. In measuring the effects of training, we must be careful to measure things, which can properly be attributed to training and not to other factors. Many other possible influences could affect job performance, positively or negatively.

PERFORMANCE v RESOURCES

Figure 2 shows two axes illustrating two factors critical to the evaluation of training. As mentioned in the definition, effective performance - shown on the vertical axis - is the expected outcome of the training process: we are using the horizontal axis to show investment of appropriate resources. Let's consider these factors separately, also in the context of training in the public sector.

Fig. 2



PERFORMANCE PARAMETERS

Training Needs Analysis

The government is seeking to improve performance across organisations in the public sector - from higher agricultural yields, to increased traffic on the railways, to improved primary health services, better tea quality. These are just a few general examples; no doubt, you could provide more that are specific to your organisation. Training Needs Analysis provides the link between organisational performance and training - TNA consultancies are based on three key factors that affects performance - 'environmental factors'; 'motivational factors'; and 'behavioural factors'.

As trainers, we can only help organisations in the third of these factors - helping people to develop knowledge and skills relevant to their needs. However, there's no doubt that the other two factors are important when seeking to improve performance. You may therefore have a situation where, having provided effective training, no improvement in performance is achieved - due to flaws in the working environment, or poor motivation by the people concerned. The risk is that such failures are attributed to poor training. This is especially so if you have no evidence to show that the people trained acquired relevant knowledge and skills, but were unable to use them because of other factors. Although we are concerned here with EoT, it will be more effective if done in collaboration with TNA.

Standards

Although we have used the term 'performance', it has little meaning unless it is closely associated with standards. These provide criteria to judge either the process or the product of a person's performance, or that of an organisation as a whole - without them it is difficult to achieve, or to measure effective performance. A typical performance standard that can be used for training purposes provides the following information:

Performance Objective What a person is doing in clear, unambiguous terms that feature one activity-related verb.

Performance Criteria Significant features of a person's performance that determines their competence.

It is important that the performance standards agreed are realistic and achievable and, having agreed them, **assessment measures** can be agreed with a client and stakeholders. These specify the tools or techniques used to measure a person's performance. TNA will often highlight the lack of clear standards where failure to have them may be a major cause of poor performance. For effective evaluation it is also essential to establish performance criteria to provide the basis for suitable measures of assessment

RESOURCE PARAMETERS

Referring to Figure 2, the other axis is labelled 'resources' to indicate financial and other resource investment implications needed to implement training. As the government moves towards a policy of 'value for money', far greater emphasis will be given to justifying this. An emerging feature of evaluation is likely to be for departments and funding agencies to closely examine resource implications required to support training proposals, and the outcomes expected from institutional course provision. In addition, as distance and open learning is introduced, funding allocation could be diverted from training institutes towards departmental training functions. Consider some resource implications that are likely to be taken into account:

Costs

These could be institutional costs required to run a course, or a breakdown of the costs of running a training institute. Evaluation is likely to examine costs per course participant - with the implications that such costs should be justified and perhaps reduced. With the increasing use of generic training packages, it will be possible to introduce standardised costs for national calendar courses - with these costs linked to EoT.

Time

Absence from the workplace to attend training courses costs money and possibly reduces operational effectiveness while staff are away. Can this be justified? Time for training and development has the potential to provide real benefits, but only if it is invested wisely - taking into account both the needs of the individual and those of the employing organisation.

Facilities

The main commitments are the provision of training institutions. At present these absorb most funding support, although this may change following the introduction of distance and open learning, also with the government's policy of providing 'training for all'. An evaluation of institutional facilities is likely to focus on indirect costs of running them, and the utilisation made of them. Most public sector training institutions feature large modern buildings on valuable sites. Considerable infrastructure resources are needed to provide training facilities - administration, amortization, hostels, transport, maintenance, staff quarters, etc. These are mostly fixed costs that have to be balanced against their professional use.

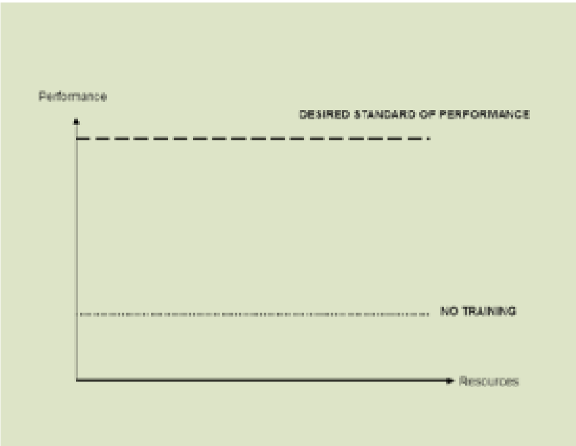
As with hotel bedrooms, unless training rooms have a high level of occupancy it becomes difficult to justify their continuing availability - or indeed the existence of an institution. The comparison with hotels is of relevance because if bedroom occupancy levels fall much below 60%, management is likely to be changed, leading to closure if utilisation cannot be improved. We have chosen hotels as an illustration because many hotels now offer training facilities on a commercial basis. So, as part of evaluation of facilities, consideration might be given to using commercial facilities, as an alternative venue for certain courses.

Faculty

If a training institution has only one member of faculty, then its capability is limited, irrespective of other resources that are available. However, if a training institution has several tutors, then it has greater potential to run courses and offer other professional services. A legitimate and important area for evaluation therefore concerns the utilisation of available training personnel. This could focus on the hours a tutor spends running courses - 'contact time', or their deployment to provide professional services for client organisations. These services may include carrying out TNA consultancies, developing training materials - or evaluating training.

Figure 3, below, builds on our consideration of the basic axis, showing a **desired standard of performance** and a lower level of performance as a consequence of **no training**. EoT should examine both issues.

Fig.3



DESIRED STANDARD OF PERFORMANCE

An apposite point to make is that if you don't know where you are going how do you know you've got there. Consider an example faced by trainers involved in Information Technology. A training institution has used its resources to build and equip an 'IT Centre', with modern computers and competent trainers. They are asked to run a series of 5-day 'IT Appreciation' courses. These courses are listed in the national calendar and people from a variety of public sector organisations are nominated to attend. Although such courses may meet a genuine need, a wider concern, for EoT, would be evidence of specific training needs, and a design brief that includes agreed standards of performance.

Another factor could be disparity between what is 'desired' by departmental management and what training institutions can achieve. A 5-day course gives only a limited opportunity to learn about IT so, although management and prospective trainees may desire many things, an institute should offer only what can be delivered. The design of training requires careful consideration of constraints that limit what can be achieved - in this instance, a lack of time and the likelihood of differing training needs. A legitimate aim for EoT would be to establish where course participants are 'going', and what evidence is available to show they've got there.

Failure to limit expectations to what can be realistically achieved may lead to a large number of dissatisfied people. Former trainees might complain that the course didn't give them sufficient time or opportunity to learn things of interest to them; client organisations complain of continuing work-related difficulties. These people's views about the course and training generally will not have been enhanced by their experience, nor are they likely to support further training interventions.

Standards of performance, both related to the outcomes of training and to actual work, are likely to become a major concern in the development of EoT. By implication, the IT illustration exposes potential flaws in a range of training activities, such as: TNA, design, course provision, on-job-training management of training and the responsibilities of funding agencies.

NO TRAINING

Doing nothing could be a decision of management - perhaps reflecting negative opinions about training identified in the introduction. However, although no formal training may have been done, it doesn't necessarily mean that people are not learning. Occasionally, well-run departments of government have adopted the principles of the 'learning organisation'. This will especially occur when using or developing advanced technologies and associated systems. People can only learn from internal expert resources - which are not likely to be found at a training institution. These are issues worth including in EoT, because informal, effective, training is being done.

Another reason for doing nothing is that resources do not permit training. Despite government policy of 'training for all', some organisations are unable to provide training for subordinate staff. Depending on the opinions of management, this may lead to:

- Low **standards** of performance of individuals, working groups, or an organisation as a whole. This could be caused by management accepting the situation and reducing standards, or because non-training factors block attempts to introduce change.
- Low **levels** of performance, where individuals lack knowledge or skills to improve their performance. Although management may wish to improve standards of performance, they lack the support of a formal training function and access to resources.

A variation on 'no training' could be 'training for some' - implying that, for example, training is mostly limited to gazetted officers. Other factors, such as location, may limit what can be achieved - although with the introduction of distance learning this is no longer necessarily an obstacle.

What may become apparent is that a response of 'no training', when asked about training provision, is likely to lead to more searching questions. Doing no training may at times be a justifiable option, but this justification will need to be explained - perhaps with some difficulty, if levels of performance are low. A crucial aspect of EoT is likely to emerge when consideration is given to:

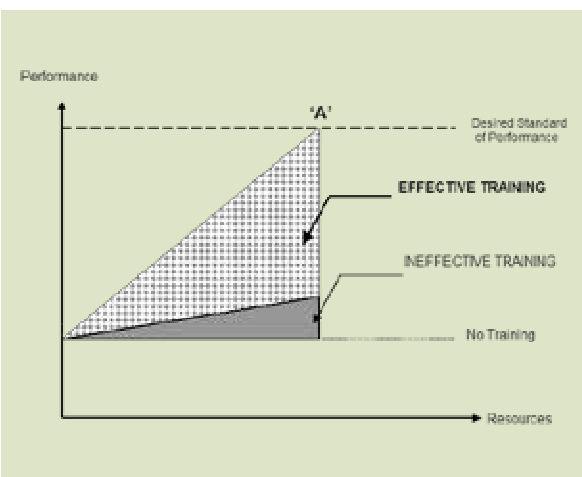
- Doing *no* **training** - where no attempt is made to provide formal on-job-training - nor seeking help from training institutions.
- Doing **ineffective training** - whether by failing to organise training on-the-job, or using incompetent people as trainers, or by poor nominations for institutional training.

Perhaps because of resource limitations, or a large number of subordinate staff, or wide geographical spread, doing no training is justified. Also, if organisations do not have a formal training function, they may find it difficult to provide evidence of any training they are doing. Doing ineffective training costs money and uses other resources - but does so without benefit to anybody.

EFFECTIVE TRAINING

Figure 4, below, illustrates two triangles, where one represents effective training and the other training that is ineffective - with both using the same resources. The two triangles could represent two courses intended to meet a similar training need.

Fig. 4



It's evident that the triangle reaching point 'A' is the one offering greater benefits - bearing in mind that both courses require similar resources. However, in respect to effective training, we can make some general observations about the illustration:

- Unless TNA has been done, we are unlikely to have a clearly defined desired standard of performance. Without this information, and not knowing where is a course going, how can we claim it's effective?
- How were the courses assessed? Should we assume that the same measures were used for both of them? Perhaps, if EoT is used, we can have specified criteria and measuring instruments that will be common to both courses.
- The line drawn to represent 'no training' is too simplistic, as it assumes all course participants are starting with the same entry behaviour. Another approach to assessing the course could be around 'learning gain', where the emphasis is on helping individual participants to improve - without attempting to impose an arbitrary standard.

Nevertheless, if we look at the illustration for a funding agency's point of view, both courses cost the same to run - one was successful in achieving agreed standards and the other wasn't. If EoT has been done, hopefully based on TNA, then the funding agency and training management have factual evidence to decide about further courses. However, if neither TNA nor EoT has been done how can such decisions be made? Let's consider other issues, using our IT training course as an illustration:

- As we've discussed earlier, unless a clearly defined standard of performance has been established it is difficult to establish an outcome. Our IT trainers are unlikely to know the performance problems of each trainee and their needs, in respect to IT. Having been asked to run a 5-day course, they will do their best to do so - but they will be guessing at the desired outcomes.
- Perhaps criteria for nominations for the course were vague, thus attracting people with a wide range of abilities. If so, it's unrealistic to expect trainers to create effective training for all of them.
- Off-the-job training is rarely a complete solution to a training need. Most off-job training has to be supplemented by continuing training on the job. Evaluating the course without including transfer to the work situation

will result in a distorted picture that is unfair to all concerned.

- IT training at or near the work place, using computer-based training systems is now readily available. This provides people with an opportunity to learn at a suitable time and pace. So, who decided to locate all of the IT training resources at a training institution? Also, who decided that the course should be of 5 days duration?

It would be easy to continue throwing bricks at an imaginary IT course, especially in the absence of TNA. Nevertheless, it's true that most of the problems mentioned above could be avoided by having analysed both training and non-training needs. Perhaps an essential feature of EoT is that it is based on thorough TNA, as well as learning processes that develop skills and knowledge.

The definition for training refers to a 'planned process.... to achieve effective performance', which implies that if you want to achieve effectiveness you have to plan for it - something lacking with our IT course. EoT is a feature of this process and we can use it to report on both the process of training and its outcomes. Using a famous golfer's comment that the more he practised the luckier he got; perhaps it's worth pointing out that the more we focus attention on all aspects of the Systematic Approach to Training, the more effective we are likely to get. However, let's consider different perspectives of 'effective training':

Training Institutes

An effective institute might be one that runs a wide range of training courses, using available resources and marketing its services to a wide range of client organisations. Perhaps also it attracts funding from a variety of sources, attracting applications for tutorial appointments from keen, able officers who see institutional tenure as good for their career prospects. Trainees also like to attend courses at such institutes, which are usually fully booked. However, when carrying out EoT - when the focus of attention is on 'process' and '*effective performance ... to satisfy ... the needs of the organisation*' - we may view the situation somewhat differently. For example:

- EoT could be less concerned with the output of the institute - in respect to the number of courses being run, or people trained - and more interested in the **outcome** achieved. If there's no evidence to suggest improved performance, can the claim for institutional effectiveness be justified? In our IT course illustration, although people attend the 5-day course, it may not help them achieve a significant improvement in their performance. When there is compatibility between a high output and proven performance-related outcome, then an institute can truly claim to be effective.
- Stakeholder opinions within a client organisation will influence training effectiveness. For many public sector organisations training is seen as nominating people to attend courses being run at training institutions. The availability of TNA consultancy services should help to change this perspective - yet, in relation to effectiveness, there remains the problem of responsibility for improving job **performance**. Although institutes may run good courses for helping people to learn, ultimately effectiveness lies with client organisations. They have the responsibility to help trainees use their newly acquired knowledge and skills to achieve desired standards of performance. EoT can explore the effectiveness of links between the output of a training institution and the outcome of a training process.

Client Organisations

We are using this term to cover departments of government, public sector undertakings, or working groups employing people from the public services. Each of these organisations is expected to achieve a desired standard of performance, although for many this will be a challenging aspiration rather than reality. For EoT, our concern is to assess and value the effectiveness of training done either within the organisation, or on its behalf by training institutions. Consider some issues this will involve:

- The SAT process places emphasis on work place activities - TNA, coaching, mentoring, assessment, for example. Many organisations do not have a recognised training function, nor the services of a training manager, which results in two options. The first is a decision to ignore training for improving performance, and the second is to rely on a training institution to provide professional services. Of course, a third option would be to establish a training function, but that is outside the remit of EoT.

- As mentioned earlier, off-job training courses should be linked to a process of transfer of learning, so that trainees can apply and further develop their skills under normal working conditions. Unless client organisations prepare for this, and have necessary resources, then achieving a desired level of performance will be difficult. In these situations it would be unfair to lay responsibility on either the training institution or the client organisation.
- TNA consultancies identify both training and non-training needs. This presents three scenarios: in the first an organisation acts on TNA recommendations, tackling both training and non-training needs; in the second they only act on training recommendations; the third is that TNA isn't done and neither is any attempt made to link training to performance. EoT has the potential to ask stakeholders in such organisations to make decisions about training - not attributing blame, but raising issues that need to be addressed.

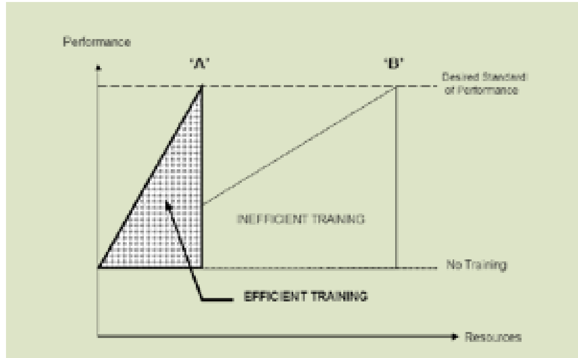
Funding Agencies

Both government and non-government agencies provide financial support for training. EoT can be used to review their effectiveness in respect to achieving a desired standard of performance, or for them to assess how their funds have been used. In both situations EoT can review the process, outputs and outcomes resulting from funding support. Criteria for assessing institutional or organisational performance have to be agreed, as an initial stage of EoT and then used when appropriate. Taking our IT course as an example, can a training institute be 'blamed' for running the course when they were offered funds to purchase computers and to run 5-day courses? Equally, haven't funding agencies the right, and obligation, to assess the effectiveness of training that results from their funding support?

EFFICIENT TRAINING

You note that Figure 5, below, shows two triangles. These illustrate the relationship between achieving a desired standard of performance against resources used. Both triangles show that the desired standard of performance has been achieved.

Fig. 5



The difference between them is that 'A' shows performance being achieved using fewer resources than 'B'. Consider some issues this raises - bearing in mind that both 'A' and 'B' are effective:

- To what extent are training resources 'price sensitive'? Is a rigorous examination proposed to ensure 'value for money'? In the IT course, to which we've referred earlier, what process was used to establish valid justification for resource expenditure? Did the training institute concerned already have computer-training resources and, if they had, what was the utilisation rate? These questions could be included in an EoT aimed at improving efficiency - because if resources are spent with 'B', rather than 'A' less funding support is available elsewhere.
- With the government's policy commitment of providing 'training for all' greater attention is likely to be needed to provide effective training for lower cadre workers. This can only be achieved if the training is provided efficiently. It's pointless training twenty people effectively, if there are a thousand with similar training needs. Equally, there's no benefit in training a thousand, if it's ineffective.
- The introduction of distance learning has the potential to improve efficiency. However, it is not enough to have a package that can provide effective training. An efficient system is also needed for its implementation. EoT should therefore be concerned with both effectiveness of the training and efficiency.

At present, it's perhaps unrealistic to expect training to be both effective and efficient - although it's a desirable aspiration. However, with the introduction of TNA consultancies and the development of EoT, we can develop our functional capabilities to realise the aspiration.

HANDOUT 11

COMPETENCY FRAMEWORK

What are Competencies and why are they Important?

Competencies have been defined in many ways. However, a practical definition of competencies that is easy to understand, has been defined by Boyatzis (of Hay Group, 1982). It states that competencies are those underlying characteristics of an employee – motive, trait, skill, aspects of one's social image, social role or a body of knowledge, which can result in effective and/ or superior performance in a job or role'.

This definition can be explained further in the context of the Iceberg model, as illustrated and further explained below.

Above The Waterline – Knowledge and Skill
Knowledge is the operational or technical understanding a person has about something and skills are the things a person can do; for example, keyboarding on a computer or writing a report. Some skills, like thinking about new ideas or how to solve a problem, are actually below the waterline because it's harder to see someone actually doing it.

While knowledge and skills are the most common means of matching people to jobs, it is important to note that rarely do they differentiate performance. Most often, they represent the baseline requirements for a job. They are necessary but not sufficient conditions or pre-requisites for outstanding performance in the role. Excellence usually depends on the more deep-seated characteristics of the person.

Below The Waterline – Personal Characteristics
The other factors related to performance are more personal and harder to see in someone, like the rest of the iceberg below the waterline. Also, like an iceberg, with most of the ice below the waterline, the factors below the waterline are significant drivers of higher performance.

Social Role
Social role relates to how we project ourselves in our roles. Some doctors, for example, may project the image of EXPERT by focusing on how much they know about some specialty or how much skill they have at some specific function. Others may project the image of a HELPER by focussing on what they can do for others. How we choose to project ourselves to others influences where we put emphasis while performing our roles.

Self-Image
Self-image relates to the attitudes and values we hold what is important to us as individuals, and how we feel about ourselves. For example, if a person has an attitude or value that serving customers is important, that person may be more driven to provide better customer service that someone else who doesn't feel that way.

Traits
Traits are the characteristics or consistent responses of someone. For example, someone may demonstrate the trait of self-control consistently when confronted. Someone else may show a consistent concern for detail. A person's traits may be very helpful in a job, especially when the job calls for the kind of traits a person has.

Motives
Motives are the things a person consistently thinks about or wants, which cause them to take action. For example, a person may be highly achievement-oriented and this may drive their performance on the job. Or a person may be motivated by affiliation or friendship and this may drive their performance or friendship and this may drive their performance because the job involves dealing with many people.

Thus, a competency is any knowledge, skill, trait, motive, attitude, value or other personal characteristic that:

- Is essential to perform a job(Threshold Competency)
- Differentiates typical from superior performers (Differentiating Competency)

HANDOUT 12

COMPETENCY FRAMEWORK FOR CENTRAL SECRETARIAT SERVICE (CSS)

Assistant		
Communication Skills	**Level 1: Listens Attentively and Presents Information Clearly**	• Listens actively and objectively without interrupting • Checks own understanding of others' communication (e.g., repeats or paraphrases, asks additional questions) • Is able to ask questions clearly to gather basic understanding of issues at hand • Presents basic facts in a clear and concise manner, both orally and in writing • Keeps superiors and other relevant stakeholders informed
Commitment to the Organization	**Level 1: Aligns Self with the Organisation**	• Understands the rules and procedures in the organization • Respects and follows the rules and other norms of working • Understands Civil Services values and acts accordingly • Executes work according to expectations
Taking Accountability	**Level 1: Delivers Results Consistently**	• Demonstrates sincerity and commitment to the job/ duty • Does not make excuses, demonstrates a 'can do' attitude and delivers consistently • Takes personal ownership for the quality of own work and keeps stakeholder informed about the progress • Remains focused on delivery within specified timeframe
Attention to Detail	**Level 1: Pays Attention to Detail**	• Pays attention to detail to obtain comprehensive information • Is knowledgeable of the policies and standards of his/her own department and adheres to them while working • Willingness to consult superiors and peers in order to validate or reconfirm the details • Respects confidential information
Seeking Information	**Level 1: Conducts Basic Search**	• Uses available information in the organisation • Asks direct questions from those who are directly involved in the situation • Conducts basic search to obtain more information in books, journals and internet
Team Working	**Level 1: Cooperates with Others**	• Willingly complies with the team decisions, is a good team player, does his or her share of the work • Willingly gives support to co-workers and works collaboratively rather than competitively • Shares all relevant information with the team members, provides ideas, inputs and suggestions • Deals honestly and fairly with others, showing consideration and respect

Section Officer		
Communication Skills	**Level 2: Fosters Two-Way Communication**	• Conveys information, opinions and arguments fluently and confidently in a manner that clearly explains the benefits of one's proposition on different people in the society • Elicits feedback on what has been said • Is able to ask leading and open-ended questions to allow for deeper thoughts to surface during communication • Understands complex non-verbal cues and incorporates the understanding to achieve better two-way communication of ideas • Maintains an open communication channel with others • Communicate information likely to be perceived negatively with sensitivity and tact • Supports messages with relevant data and examples to create better impact and to enhance understanding • Is able to write complex ideas in an easy to read, coherent, accurate manner devoid of jargon
Taking Accountability	**Level 2: Delivers Results Even in Unfavorable Conditions**	• Remains positive and focused on achieving outcomes despite setbacks • Sets and achieves challenging goals and monitors quality regularly • Regularly reviews performance priorities and fine tunes to achieve results • Takes ownership of any shortfall and draws lessons to improve performance
Attention to Detail	**Level 3: Monitors Own and Other's Work**	• Holds self and others accountable for delivery of high standard outcomes and adherence to policies and procedures • Monitors quality of others' work and provides them support / guidance to perform better by paying more attention to detail • Keeps detailed records of discussions and agreed actions to ensure that information is accurate and prompt follow-up occurs where applicable • Digs deeper by asking questions, examining literature or consulting the experts when not satisfied with the level of detail
Delegation	**Level 1: Provides Personal Guidance and Direction**	• Finalizes work plan in a participatory manner • Makes resources available as per work plan • Expresses confidence in the ability of the team members to get the work done • Keeps track of assigned tasks by monitoring milestones as per work plan
Self Awareness and Self Control	**Level 1: Is Aware of Self and Restrains Emotional Impulses**	• Aware of own feelings, strengths and weaknesses • Aware of the connection between own feelings and their impact on own actions and performance • Reads situations rationally • Resists the temptation to act impulsively • Remains calm in stressful situations and listens to others' point of view
Organization Awareness	**Level 1: Understands Formal Structure**	• Understands the formal structures within the legal and political environment and knows who the key decision makers are • Understands chain of command, positional power, rules and regulations, policies and procedures, standard operating procedures, etc.

Under Secretary		
Communication Skills	**Level 2:Fosters Two-Way Communication**	• Conveys information, opinions and arguments fluently and confidently in a manner that clearly explains the benefits of one's proposition on different people in the society • Elicits feedback on what has been said • Is able to ask leading and open-ended questions to allow for deeper thoughts to surface during communication • Understands complex non-verbal cues and incorporates the understanding to achieve better two-way communication of ideas • Maintains an open communication channel with others • Communicate information likely to be perceived negatively with sensitivity and tact • Supports messages with relevant data and examples to create better impact and to enhance understanding • Is able to write complex ideas in an easy to read, coherent, accurate manner devoid of jargon
Commitment to the Organization	**Level 2:Promotes Organisational Objectives**	• Respects and accepts organizational priorities and sets own accordingly • Expresses pride, pleasure about being part of this organization • Promotes and/or defends the organization's credibility and visibility with outsiders • Pursues work with passion and dedication
Consultation and Consensus Building	**Level 1:Open to Consultation and Presents Views in a Concise Manner with the help of Data**	• Confidently presents views in a clear, concise and constructive manner • Demonstrates openness to consult others, with the aim of delivering value and benefit to the public • Reaches out inside and outside the Department, with those who can provide work-related information • Invites others' views and opinions • Communicates the pros and cons of an initiative, as well as its benefits for the public in order to get buy-in
Leading Others	**Level 3:Backs the Team**	• Defends the team and its reputation in public and stands by it • Secures the required level of support and development for both members and the leadership within the team • Encourages and promotes a culture of open feedback and takes corrective action wherever required • Resolves conflict, if any, within the team in an effective manner
Results Orientation	**Level 3:Consistently Improves Systems as well as Performance**	• Regularly makes specific changes in the system or in own work methods to improve performance • Takes the initiative to ensure that key objectives are consistently achieved • Monitors efficiency of work practices and modifies them to provide better service • Works to achieve tasks better, faster, and more efficiently; and looks to improve quality, community satisfaction, and morale, without setting any specific goal
Desire for Knowledge	**Level 2:Proactively Keeps Abreast of Change in Environment**	• Seeks to understand policies and procedures in the related work area, • Proactively reads relevant literature to enhance knowledge of relevant practices • Keeps abreast of changes in internal and external environment that impacts work area • Identifies and utilises learning opportunities to improve knowledge (for example, courses, observation of others, assignments, etc.)

Deputy Secretary		
Empathy	**Level 3:Expresses Concern for Others**	• Makes inferences that go beyond the explicitly expressed content and emotion • Identifies a unique characteristic or the strengths of the other person • Is sensitive to underlying problems, and why people act or behave the way they do • Demonstrates empathy by correctly understanding reactions or emotions of others • Builds trust by demonstrating respect for other's point of view
Strategic Thinking	**Level 3:Contributes to Strategy**	• Is alert to emerging trends which might impact or benefit the Department • Ensures that relevant issues relating to their policy area are effectively fed into big picture considerations • Actively seeks out knowledge and shares experiences to develop understanding of one's area of responsibility • Seeks to understand how the services, and strategies in the area work together to create value for the public
Initiative and Drive	**Level 3:Creates Opportunities for the Short-Term**	• Proactively engages in new initiatives and partnerships with the objective of creating a future opportunity or bringing about an improvement • Introduces process changes that alleviates pressure during busy periods • Anticipates potential problems and keeps superiors informed about developments • Acts quickly to seize an opportunity or address a crisis by drawing on required resources and similar experiences
Leading Others	**Level 4:Assumes Leadership**	• Protects the team and its reputation vis-à-vis the larger organisation or the community • Establishes norms for team behaviour ("rules of engagement") and imposes sanctions on its violation • Sets a good example by personally modelling desired behaviour • Motivates the members to buy into the team/organization's policy and mission • Empowers, inspires, and energises the team to understand and thrive in the changing environment
Organization Awareness	**Level 3:Understands Different Perspectives and Agendas**	• Able to visualise others' perspectives • Able to articulate the agenda and concerns of stakeholders • Able to interpret the dynamics of various stakeholders • Keeps oneself abreast of internal dynamics and external environment
Self Confidence	**Level 2:Continues to act Confidently Beyond the Limits of Job Role**	• Makes job-related decisions on his or her own, keeping in mind civil services' values • Able to say 'No' to all backed by a strong reason • Acts confidently when the outcome benefits the public good, even when peers or partners disagree • Presents own point of view clearly and confidently in front of others

Director		
Empathy	**Level 3:Expresses Concern for Others**	• Makes inferences that go beyond the explicitly expressed content and emotion • Identifies a unique characteristic or the strengths of the other person • Is sensitive to underlying problems, and why people act or behave the way they do • Demonstrates empathy by correctly understanding reactions or emotions of others • Builds trust by demonstrating respect for other's point of view
Strategic Thinking	**Level 4:Identifies Strategic Imperatives**	• Anticipates the long-term impact of national and international developments in one's area, including economic, political, environmental, social, and technological • Identifies implications of Departmental and political priorities in one's area to ensure alignment • Creates joint strategies that have positive impact and add value for stakeholders, citizens, and communities • Uses appropriate forms of technology during evaluations and/ or implementation to achieve strategic goals
Initiative and Drive	**Level 3:Creates Opportunities for the Short-Term**	• Proactively engages in new initiatives and partnerships with the objective of creating a future opportunity or bringing about an improvement • Introduces process changes that alleviates pressure during busy periods • Anticipates potential problems and keeps superiors informed about developments • Acts quickly to seize an opportunity or address a crisis by drawing on required resources and similar experiences
Leading Others	**Level 4:Assumes Leadership**	• Protects the team and its reputation vis-à-vis the larger organisation or the community • Establishes norms for team behaviour ("rules of engagement") and imposes sanctions on its violation • Sets a good example by personally modelling desired behaviour • Motivates the members to buy into the team/organization's policy and mission • Empowers, inspires, and energises the team to understand and thrive in the changing environment
Organization Awareness	**Level 4:Recognises Coalitions and Implications of their Agendas**	• Able to identify different coalitions which are either hidden or less obvious • Understands the objectives of the different coalitions and their impact on the organisation • Understands the implication of the broad social and economic context for the Civil Services • Able to form unconventional partnerships to drive Organisational agenda
Self Confidence	**Level 3:States Confidence in Own Ability**	• Exhibits expertise and believes in own ability to get the work done • Explicitly demonstrates confidence in own judgment • Accepts responsibility for the consequences • Able to articulate own point of view confidently and clearly even when in disagreement with others

Joint Secretary		
Taking Accountability	**Level 5:Drives Performance Culture**	• Takes accountability for achieving the Department's strategic priorities • Drives a performance culture across the Department to achieve results through others • Resolutely holds others accountable for outcomes to the citizens • Drives long-term objective of the organisation even in the face of short-term difficulties
Consultation and Consensus Building	**Level 4:Helps to Align Diverse Interests to a Common Goal**	• Explores innovative ways to converge different opinions, keeping in mind the end goal • Creatively uses the knowledge of the experts in order to address diverse interests of the stakeholders • Communicates with conviction and clarity in face of tough negotiations
Self Confidence	**Level 5:Is Confident Under Extremely Challenging Situations**	• Willingly takes on extremely challenging (that is, personally risky) tasks • Challenges the status quo and is not afraid to take action, as long as the outcome is for the betterment of the community • Remains positive even under stressful conditions • Explores multiple ways to overcome the challenge at hand
Delegation	**Level 4:Sets and Monitors Key Policy Objectives**	• Sets policy direction as well as targets on key indicators to monitor the policy implementation • Ensures adequate level of authority, required to deliver a specified outcome or series of outcomes • Provides others the autonomy to operate within Departmental policies
People First	**Level 4:Actively Improves the Service to the Citizens**	• Uses multiple mechanisms to obtain insights from the community, in order to drive proposals, outcomes and quality in the area • Constantly improves service by managing risks and ensuring service delivery within defined outcomes • Works collaboratively with staff, stakeholders, community, and service delivery partners to deliver against service level agreements
Self Awareness and Self Control	**Level 5:Nurtures a Culture of Rationality and Calm Behavior**	• Able to maintain focus and stamina for self and others in prolonged adversity • Nurtures a culture to identify and dissolve stressors by better planning and analysing the past instances • Creates and promotes culture of calm behavior in a large group or organization • Improvises and innovates to out-manoeuvre stressful situations to attain expected results
Decision Making	**Level 4:Makes Decisions in Complex Situations**	• Foresees impact of decisions on the society by conducting social cost-benefit analysis • Weighs up competing views to generate ways forward which will meet organisational goals • Ensures involvement and consultation of the subject experts where necessary • Confidently takes decisions and clearly communicates at a strategic level to move things forward
Strategic Thinking	**Level 4:Identifies Strategic Imperatives**	• Anticipates the long-term impact of national and international developments in one's area, including economic, political, environmental, social, and technological • Identifies implications of Departmental and political priorities in one's area to ensure alignment • Creates joint strategies that have positive impact and add value for stakeholders, citizens, and communities • Uses appropriate forms of technology during evaluations and/ or implementation to achieve strategic goals
Results Orientation	**Level 4:Sets Challenging Goals for the Organisation and works to meet them**	• Helps set stretched but achievable goals by the team • Benchmarks against standards of excellence and continually strives for superior performance • Motivates, encourages others to set higher benchmarks and strive for superior performance • Continually looks to adapt leading practices from other Departments/ organisations to improve performance

HANDOUT 13

TRAINING FUNCTION

INTRODUCTION

Strategic goals and plans, organizational changes, composition of work force, the services offered, career prospects, all determine the extent of a training function in an organization.

What is meant by the term Training Function? There are various interpretations of what is meant by the Training function. Is it the same as a training department of an organization? Does it have a separate identity within the organization? Does it describe activities, which take place in all Departments of the organization?

The term "**training-function**" refers to all training and development activities undertaken by or on behalf of an organization. Let us consider a few activities which contribute to the Training function:

1) A supervisor or manager coaching a learner
2) A training institution running a course for an organization.
3) A person using self-study material and learning to use computer.
4) A Probationary Officer attached to an experience Officer.

All these activities form part of the training function. Harris and Woodgate define Training function as a general term referring to the whole of training within an organization and normally doomed to cover formulation of policy identification of training needs, design und development of training aids, provision and implementation of training and finally assessment and evaluation. Simply put, the total machinery geared towards providing activities and experiences that develop or modify the behaviour of employees in a manner that organizational goals and objectives are achieved is referred to as the "Training Function",

Anyone contributing to that process whether as a manager, supervisor, trainer or even as a trainee constitute a part of the Training Function,

WHY TRAINING FUNCTION?

In order to be effective, all organizations have goals and values, which are nurtured and achieved by the employees. Not all employees can however perform optimally to reach the given goals and objectives. They may be falling short of expectations either due to:

a) environmental factors present in the organization
b) personal problems such as motivation
c) lack of resources required to perform effectively
d) Absence of specific knowledge, skills or attitudes either due to induction of new technology or absence of standards specification or new need being introduced.

Training is an appropriate activity only in the last case. All the other situation requires to be dealt with in varied ways, but this is not to say that the Training function cannot help in respect of other areas.

The Training function in any Organization helps the employees perform better, utilize resources better, arid consequently feel better. If the training function is fully integrated into the organization, that organization is defining a vibrant and buoyant Organization.

ACTIVITIES IN TRAINING FUNCTION

According lo Vincent A. Miller the Training function involved five activities 1*

1. Research
2. Analysis
3. Development
4. Operations
5. Evaluation

If training is to be effective these 5 activities are to be performed.

RESEARCH provides the training activity with data on the performance of the Organization and the gaps therein. It includes investigation and validation of testing techniques used for measuring entry behaviour of trainee and for evaluating the effectiveness of training programmes. It also includes collection and examination of training materials and aids, seeking out effective training methodologies and studying the learning patterns of employees.

ANALYSIS includes the following:

1) Compare alternative proposals to correct discrepancies and evaluate them in terms of costs both tangible and may be even intangible.
2) Identify expected behaviour or performance i.e., set performance standards.
3) Conduct job and task L1nalysis so as to arrive at the desired behaviour.

1. Vincent A Miller, Guide book for International Training in Business & Industry. Von Nostrand & Reinhold, American Society for Training and Development 1979. p.11.

DEVELOPMENT activity is critical since it determines the learning needed by the employees of the Organization. This includes the following:

1) Selecting and implementing training techniques
2) Selecting subject matter experts
3) Developing the training design and lesson plans and learning materials.
4) Utilization of inside and outside resources in developing the learning materials.
5) Selection and purchase of necessary equipment (such as hardware for audio-visual medical)

OPERATIONS function is responsible for two training missions:

1) Implement training activity involving scheduling and selecting instructors, trainee groupings & coordinating.
2) Accounting for the on-going training activity, which includes data bank maintenance on training records and building communication systems.

EVALUATION is the last element, which deals with the effectiveness of the training program and its impact on the organization. The evaluating effort is to be viewed positively and creatively for it serves as a tool for further refinement of the training activity. It also looks for alternatives to training to reach desired behavioural level.

There are other activities such as:

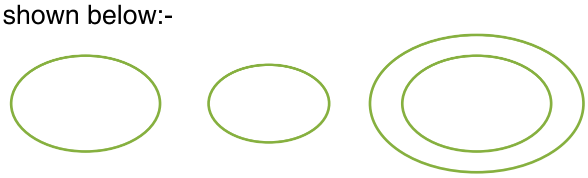
1. Building and maintaining support systems
2. Building training competences amongst trainees and improving overall training practices
3. Building internal structures and processes and developing policies
4. Strategic planning
5. Networking training resources
6. Action spin off's stemming from delivery of effective training and boundary management.

These do not fit into the five activities listed earlier. Training as an activity is specific and it includes the five elements namely Research, Analysis, Development, Operations and Evaluation but the Training function has much larger role to play.

THE TRAINING FUNCTION AS AN AGENT FOR CHANGE

a) There are 4 major steps involved in carrying out systematic training namely
b) Identification of training needs.
c) Planning and designing the training course/ programme.
d) Implementing the training course/programmn.
e) Evaluating training outcomes.

Traditionally the training function has been concentrating on the four areas mentioned above. It also views training function as distinct from the Organization. it is increasingly being realized that the Training function, has to be fully integrated into the Organization in order to be effective as shown below:-



The Training function is found to be changing from the five activities mentioned earlier to one, which involves consulting and advising the line mangers. The traditional approach fully delegates Training-function responsibilities to the" training-institution. The training institution in turn prescribes cures for all organizational evils.

The health of the organization will be better if the Training Function is integrated into it, so that it will relate closely to its problems and activities.

This approach has led many to question as to who is responsible for the Training- function. Instead of delving deeper on the subject we confine our discussion to the fact that there is no single person who is responsible for it. The world organization and the top management are responsible for laying down goals and defining policies.

The Line Managers are the people who face problems of non-performance and under-performance in the organization and they know where the shoe pinches. They may or may not seek professional help to solve their problems depending upon the magnitude of the problem. They are responsible in ensuring that their employees are able to perform better after training. The Trainers in training institutions are resource persons responsible for aiding the manager (in the field) in finding solutions to meet Organizational goals in the most effective and efficient way possible. Last but riot the least is the employee who willingly undertakes the responsibility of going through the training activity and transferring the competencies acquired to the work spot.

Defining the mission of an organization and its Training policy give a definite meaning to training function from where its legitimate activities are derived. Involvement of the Training function in defining the goals and policies help in lending credibility to this function.

The people involved in the Training function have to take abroad view of training. They have to build relationships and use them in furthering organizational interests. They have to chalk out training plans, net-work training resources, lay down training systems and build competencies in trainers to handle larger issues of the Organization. Let us now consider some of the problems involved in achieving this position.

According to Wellens, the two major problems confronting the Training Function are:

1. Tile range of skills available within the training department.
2. The development of a power base from which organizational change can be effected.

Traditional skills in the area of job/task analysis, course-design and material preparation equipped the training system to help individual employees to rectify their performance deficiencies, but if the well being of the Organization is to become the crucial issue then problem solving and tactical consultancy skills required for working successfully with line managers is needed. Moreover, knowledge of Organizational development and Organizational behaviour also becomes a pro-requisite. All these aspects are, sadly, not well distributed in the present scenario.

If the Training function is to focus on Organizations rather than individual aim at incorporation of new behaviour rather than home up specific skill and' knowledge of individuals, it is necessary to become more involved with policy making and having greater access to information, which necessitate it to expand it boundaries.

BOUNDARIES OF TRAINING FUNCTION

The boundary of a Training function is determined by -

- The extent to which training function is accepted and supported by the top management.
- The availability of a Training Policy, which defines the activities of people who may be required to contribute to the training function.
- Tile recognized boundaries of the Training function and the extent to which the person(s) designated to manage it is/are able to do so.
- The dynamic nature of the boundary, in respect in the training and development needs of the organization it service.
- The extent to which the Organization's Training function is associated with training institution.

The people responsible for the Training Function especially theTtraining Manager and Trainers who will be working in functions need to develop their boundary management skills i.e.

1. acquiring the resources to provide services
2. building relationships and promoting their image
3. protecting their integrity and position
4. coordinating activities with other roles and functions
5. exercising influence on key decision makers.

Different Training Managers/Trainers evolve their own unique styles to influence and expand boundaries of Training-Function. They may use among other things, well developed network of relationships, track record, positional power, policy documents, top level support and technical competence. These competences are to be used to manage the boundaries of the Training function and to expand its role gradually to that of an internal consultant on organizational change and development. This is the greatest challenge facing the Training Function today.

NOTE: Boundary refers to the imaginary line within which Training activities are carried out and boundary management refers to the management of the dynamic boundary by people involved in the training function.

HANDOUT 14

ROLE OF TRAINING MANAGER

INTRODUCTION

Managing training involves coordinating the training activities in a manner that individual as well as organizational goals are achieved.

Most Government Departments in the Indian context are yet to develop the concept of a Training Manager managing the training function.

The historical development of an organization, its size, its mission/objectives, the working relationships prevalent, the recruitment process adopted, together determine the training function and consequently the kind of work a training manager will be engaged in.

All Training Managers, however, heed to ask certain basic questions such as:

1. What sort of training and development needs are to be attended to?
2. Who are the people for whom training is to be organized?
3. Where is the training to be carried out and why?
4. What sort of incentives, disincentives need to be linked with training?
5. What authority will be conferred by what organizational level?
6. What should be the organizational relationship between the Personnel and Training Department?

Answers to these questions may well; form the basis for the Training Manager's job.

Let us briefly look at one of the frequently debated issue in training-the enmeshing of the '**personnel**' and '**training**' functions. The personnel function tends to see management as the administration system, formal procedures, agreements and rule books, while training is seen as an instrument of bringing about change.

The personnel function is like status-quo position and maintenance oriented while the training function is proactive and forward looking.

TRAINING MANAGER'S ROLE

A Training Manager in an organization concerns himself with 'creating and maintaining an atmosphere that will facilitate cooperative, effective and efficient, efforts in the attainment of enterprise goals'[1]. Like all other managers, a training manager too engages himself in the task of planning, stuffing, organizing, I directing and controlling. Craig speaks of the manager's role as that which involves research, planning, scheduling, operating, controlling, evaluating, revision, reporting, accounting and establishing relationships[2].

PLANNING

The strategic plans evolved by the senior management have a direct bearing on the training manager and its total strategy. Involvement of the training department in the preparation of corporate plans will help the training department modify its strategies such that it integrates with the overall objectives of the organization.

TRAINING POLICY

The Training Policy must echo the management policy and hence it is necessary for training managers to assist the top management in the preparation of policy,

Training is not merely about improving individual's performances without consideration of enterprise goals/mission. It should be in tune with an organization goal. While spelling out its aim it is also necessary to state how 'this aim will be achieved. A conducive training climate where self-development is encouraged needs to be thought of while framing training policy. Training strategies and plans need to be worked out.

In a nutshell, Training Manager's first and foremost job is to unify the training policy, objectives and strategies with the organization plans. Gaining the management's support towards achievement of this end may prove to be an uphill task for the training manager but is should be relevant pursued.

1* Tracy William, Managing Training and Development Systems (Tarporevala Publishing Industries Private Ltd 1980) Page 67.
2* Craig L. Robert -Training and Development handbook Megraw Hill Book Company 1976 -Page 2-14.

TRAINING NEEDS

Training is needed when there is a gap between the desired performance and the actual performance but it is not always necessary that the gap can be got recrified through training. Knowledge, skill or attitude deficiencies need to be bridged by various means including training. These training needs (at the individual and group level) will have to be identified. Very often training managers use the services of training specialists to get training needs identified. Identifying the correct agency to carry out Training Needs Analysis requires that the Training Manager has a good information system and date bank of specialists in training needs analysis, design, implementation and evaluation of training. Of course, conditions in the Indi'1n context hardly leave any scope for the manager to choose but\vee,1 different agencies since there are fixed training institutions catering to fixed clientele on more or less pre-determined areas.

PERFORMANCE STANDARDS AND JOB DESCRIPTION

Yet another mammoth task for the Training Manager is the establishment of performance standards for each category of job. If this is clearly laid down it will help in identification of performance gaps. Job analysis whereby a job involving a number of operations, processes or tasks is broken down into manageable parts and analyzed is also to be undertaken. This brings us to the issue of job description (what a job is) and job specifications (what a job should be). Some of this work would have already been done and will be available in the personnel department and work study groups within the organization.

The Agency carrying out the training needs analysis will find this information invaluable.

TRAINING DESIGN

Laying down clear terms of reference as to the scope of the training institution, duration of training place payment etc. is also the task of the training manager. When a clear training need has been established it is necessary for the Training manager to draft the performance objective based on the performance standards. Once this has been expressed in clearly behavioral terms, the designated training institution takes over the designing of the course. The adequacy and relevance of training methods used, reinforcement mechanisms proposed, adequacy of training materials provided, provision for transferability of learning to the work situation is examined by the training manager v/hen the course design is complete.

SELF PACED LEARNING FOR EMPLOYEES

Apart from this, the Training .Manager needs to evolve an effective personnel development programme. Finding suitable me'1ns to motivate people to learn for themselves is a challenge. Employees expect reasonable prospects of developing themselves and pursue career plans, which make use of their experiences optimally. They see mobility in the organization as a means towards that end. They may look up to the training r function to provide such opportunities and it will be the Training Manager's responsibility to provide requisite facilities for self paced learning.

MAINTENANCE OF TRAINING RELATED RECORDS

It is impossible for. anyone to rely on his/her memory to provide information for satisfactory decisions : .to take place. The Training Manager has to ensure that a good data bunk on all employees is built up on their training background.

The training manager must ensure that the person in charge of the records is fully aware of the purpose of keeping updating records and is also aware of the consequences of not maintaining them properly. Without adequate records, the training process can itself degenerate into an ad-hoc activity 'with little relevance for the trainee.

BUDGETING

The forecast of future training activities based on training plans (in conformity with the training policy) is made achievable by means of budgets. Budgets express in financial terms, what is going to be achieved during a particular period of time, often the practical economic considerations would; dominate the actual needs of the training function and a training manager may have to struggle hard and trim his/her training activities commensurate with the budget provisions.

Most training departments-are concerned with expenditure, in budgeting terms. Cost-benefits aspects are hardly maintained because of the difficulties in measuring results in terms of financial value.

The Training Manager will have to prepare budget without underestimating the requirements and manage within the budget allotted. He/She must also achieve targets specified, This is often tight rope walks but it introduces considerable financial discipline into the training activity.

EVALUATING TRAINING

Most of the people in training would like to consider it as an investment and yet it l is often considered as an overhead. .Effective evaluation of training is necessary in order to prove that training is an investment. It is not enough if employees are L, meeting the work objective. The values of the benefit according from training will have to be clearly established. A training manager will have to do either, personally or hire agencies who will undertake evaluation of various training, courses. A few fundamental points which need to be considered in this connection are:

1. The objectives for training must be clear for every project.
2. Some scales and units for measurement must be used for the various projects.
3. Realistic measures for qualitative features must be established.
4. Opportunity costs should also be considered i.e., the cost of not preferring an alternative course of action.
5. Measurable cost and benefit parameters need to be taken into account.

Finding suitable means to validate and evaluate training is a major challenge for the Training Manager.

Ultimately it is the performance on the job, which matters and all evaluation systems should aim at that.

TRAINING ADMINISTRATION

Depending on the size, structure and working patterns existing in tile organization a training manager mayor may not be vested with the task of training administration. Training administration includes developing and managing the training staff und all other training resources such as overhead projector, transparencies, training materials, computers (both hard and software) etc. Ensuing that visual aids are properly maintained, training materials promptly supplied and the faculty demonstrate a high level of professionalism are all a part of the credibility building exercise. The training manager must decide whether generalists or specialists are needed to handle particular jobs.

TEAM BUILDING

Every manager must motivate and encourage his training staff to learn new technical, managerial, human skills and provide them with the means of self-improvement. Every trainer is to be knitted as a part of the team and developed to respond to the changing needs swiftly. Open communication and an atmosphere of trust and confidence, will go a long way in obtaining optimum contributions from all trainers.

Training in the Indian context has been looked upon more as a cosmetic exercise. It is only very recently that human resource development is beginning to be given its rightful place. The promotion of systematic training in every government department is a mammoth task requiring the total commitment of all those involved in the training function. We have to recognize that training is not a mundane activity, which can carry on with utter disregard to the organizational environment around it. The training manager needs to become involved with the evolution and establishment of a training function and all subsequent training activities. This requires the training manager to play a pro-active role. Let us proceed to consider the problems faced by the Training Manager.

PROBLEMS OF TRAINING MANAGEMENT

Inducing organizational change

Most organizations in government sectors specially are status quoist and refuse to explore new ideas. Consequently there is n total death of ideas within the organization possible due to the pressure of daily work. The training institutions can function as think and bring in fresh ideas, which have to be taken up by the training manager. New ways of improving performance and bringing about change are to be propagated by the training manager. All this will not be easily acceptable to the organization but the training manager must constantly endeavour to induce an organization into new way of thinking for bringing about change.

Selling training to the Management

Most training mangers are faced with a problem of trying to sell forward-looking training programme to the top management. Training activities require resources and there are departments within the organization which vie for these ...... resource. The training manager must draw the management's attention to the training requirements and the benefits which will accrue to them as a result of training need is to be constantly high-lighted. Selling training to top management involves demonstrating a favorable balance between the costs of training and the quantify the benefits and calculate every single cost incurred in connection with training. Regardless of the formidability of the task the training manager must show a favourable balance towards training.

Identifying training needs and establishing priorities

Since time and resource are limited and training needs many, the training manager must decide as to which category of employees are to be included for analysis of training needs. Added to the regular needs there may be special training requirements on new services/products, new policies, human relations etc. training need differ in critically and Training Managers have to establish priorities.

Selling training to the user units

Under-utilization of seats allotted for training is a major problem plaguing Indian training institutions. The field units consider the loss of a working hand during the training period as vital since it affects the services/goods in his department. There may be other fears such as loss of worker through promotion of re-assignment on completion of training. These worker through promotion or re-assignment on completion of training. These misunderstandings and misinterpretations of the purpose of training programs/courses have to be removed both from the minds of the field managers and trainers.

Establish value of training

The management wants to invest in training and development only if benefits that accrue from it exceed the investment made on it. It becomes necessary for the training manager to establish value for training, that training improves the morale, efficiency/ communication and cooperation. It is difficult to quantify the improvement in measurable terms. William Tracy rightly points out that 'Even when they are measurable, it is difficult prove that they are the result of training.

Notwithstanding all these constrains a training manager needs to constantly refurbish and upgrade the training function in an organization.

This calls for a proactive role on the part of the training manager and the need to develop a learning rather then instructional climate. The contribution of a training manager can make to the training function cannot be over-emphasized. He in a rational way should press against accepted boundaries of what can be achieved to provide the training function opportunities to develop and perform.

HANDOUT 15

SELECTING A CONSULTANT

INDEX

LETTER OF INVITATION

Dear Sir,

SUBJECT

1. You are hereby invited to submit technical and financial proposals for consultancy services required for [...] which could form the basis for future negotiations and ultimately a contract between you and [...].

2. The purpose of this assignment is to:
   (a) [...]
   (b) [...]
   (c) [...]
   (d) [...]

3. The following documents are enclosed to enable you to submit your proposal:

   (a) Terms of reference (TOR) (Annexure 1);
   (b) Supplementary information for consultants, including a suggested format of curriculum vitae (Annexure 2); and
   (c) A Sample Form of Contract for Consultants' Services under which the services will be performed (Annexure 3).

4. The The Govt. of India, Department of (Name) consultancy services (Objective)

5.* In order to obtain first hand information on the assignment and the local conditions, it is considered desirable that you visit ———— before the proposal is submitted. You may meet the following officials:

(Name, address, telephone number/Fax number/telex number)

____

____

____

Please ensure that advance intimation regarding your visit is sent to enable them to make appropriate arrangements.

6.* A pre-proposal conference open to all prospective consultants will be held on ——— @ 1500 hrs in the ——————. The prospective consultant will have an opportunity to obtain clarification regarding the scope of the work, terms of reference, contract conditions and any other pertinent information.

*(*Delete if considered not required.)*

7. **The Submission of Proposals**: The proposals shall be submitted in two parts, viz., Technical and Financial and should follow the form given in the "Supplementary Information for Consultants."

7.1 The "**Technical**" and "**Financial**" proposals must be submitted in two separate sealed envelopes (with respective marking in bold letters) following the formats/schedules given in the supplementary information for consultants. The first envelope marked "**Technical proposal**" should include the description of the general experience in the field of assignment, the qualification and competency for the assignment and the proposed work plan methodology and approach in response to suggested terms of reference. The first envelope should not contain any cost information whatsoever. The second envelope marked 'FINANCIAL PROPOSAL' must also be sealed with sealing wax and initialed twice across the seal and should contain the detailed price offer for the consultancy services.

You will provide detailed break down of costs and fees as follows:

- Remuneration;
- Reimbursables such as per diem, transportation etc.; and
- ——————————

Both the sealed envelopes should again be placed in a sealed cover which will be received in the office of the ——————————— upto 12.00 hours on ——————.

7.2 **Opening of proposal**

The proposals (first envelope containing technical proposal only) will be opened by the ——————— or his authorized representative in his office at 15.00 hours on —————. It may please be noted that the second envelope containing the detailed price offer will not be opened until technical evaluation has been completed and the result approved and notified to all consultants.

8. **Evaluation**

A two-stage procedure will be adopted in evaluating the proposals with the technical evaluation being completed prior to any financial proposals being opened. The technical proposals will be evaluated using the following criteria:

(i) the consultant's relevant experience for the assignment (5 points);
(ii) the quality of the methodology proposed (25 points); and
(iii) the qualifications and experience of the consultant (70 points).

Curriculum vitae of consultant for assessing the qualifications and experience should be included with the proposal (in the format of the sample curriculum vitae). You will be rated in accordance with:

(i) General qualifications - (30 points)
(ii) Adequacy for the project (suitability to perform the duties for this assignment. These include education and training, length of experience on fields similar to those required as per terms of reference, type of positions held, time spent with the firm etc.) - (60 points)
(iii) Language and experience in the ————————— region - (5 points)
(iv) Involvement in skills transfer program and training ability - (5 points) 1

9. **Deciding Award of Contract**

Quality and competence of the consulting service shall be considered as the paramount requirement. The decision of the award of the contract would be as under:

(a) Technical proposals scoring not less than 80 % of the total points will only be considered for financial evaluation.

The client shall notify those consultants whose proposals did not meet the minimum qualifying mark or were considered non-responsive to the Letter of Invitation and Terms of Reference, indicating that their Financial Proposals will be returned unopened after completing the selection process. The Client shall simultaneously notify the consultants that have secured the minimum qualifying mark, indicating the date and time set for opening of Financial Proposals. The notification may be sent by registered letter, cable, telex, facsimile, or electronic mail.

(b) The Financial Proposals shall be opened publicly in the presence of the consultants' representatives who choose to attend. The name of the consultant, the technical scores, and the proposed prices shall be read aloud and recorded when the Financial Proposals are opened. The Client shall prepare minutes of the public opening.

(c) The evaluation committee will determine whether the Financial Proposals are complete [i.e., whether they have costed all items of the corresponding Technical Proposals; if not, the Client will cost them and add their cost to the initial price], correct any computational errors. The evaluation shall exclude local taxes. **The Client will select the lowest proposal ['evaluated' price] among those that passed the minimum technical score and invite them for negotiations.**

(d) During negotiations the consultant must be prepared to furnish the detailed cost break-up and other clarifications to the proposals submitted by him, as may be required to adjudge the reasonableness of his price proposals. If the negotiations with this consultant are successful, the award will be made to him and all other consultants notified. If negotiations fail, and if it is concluded that a contract with reasonable terms cannot be concluded with this consultant, the consultant quoting second lowest cost will be invited for negotiations. This process will be repeated till an agreed contract is concluded.

10. Please note that the ————— is not bound to select any of the consultant submitting proposals.

11. It is estimated that about [.....] man-months of services will be required for the assignment and generally you should base your financial proposal on this figure. However, you should feel free to submit your proposal on the basis on man-months considered necessary by you to undertake the assignment.

12. You are requested to hold your proposal valid for 90 days from the date of submission without change the personnel proposed for the assignment and your proposed price. The ———— will make its best efforts to select a consultant firm within this period.

13. Please note that the cost of preparing a proposal and of negotiating a contract including visits to [...], if any is not reimbursable as a direct cost of the assignment.

14. Assuming that the contract can be satisfactorily concluded in ————, you will be expected to take-up/commence with the assignment in ——— (month/year).

15. We wish to remind you that you and any manufacturing or construction firm with which you might be associated with, will not be eligible to participate in bidding for any goods or works resulting from or associated with the project of which this consulting assignment forms a part.

16. An invitation to submit the proposals have also been sent to the following firms:

____

____

____

17. **Tax Liability**

    Please note that the remuneration which you receive from this contract will be subject to the normal tax liability in India. Kindly contact the concerned tax authorities for further information in this regard, if required.

18. We would appreciate if you inform us by Telex/Facsimile:

    (a) Your acknowledgment of the receipt of this letter of invitation; and
    (b) Whether or not you will be submitting a proposal.

Yours faithfully,

( )

Enclosures:

1. Terms of Reference.
2. Supplementary Information to Consultants.
3. Draft contract under which service will be performed.

ANNEXURE - 1

TERMS OF REFERENCE

The Terms of Reference should include the following:

1. Background
2. A concise statement of objectives
3. An outline of the tasks to be carried out
4. Schedule for completion of tasks
5. Data, services and facilities to be provided by the client
6. Final outputs (reports, drawings etc.) that will be required of the Consultant
7. Composition of review committee and review procedure to monitor Consultant’s work

ANNEXURE - 2

SUPPLEMENTARY INFORMATION FOR CONSULTANTS

Proposals

1. Proposals should include the following information:

   (a) Technical Proposals
   - (i) Curriculum Vitae of Consultant (F-2
   - (ii) An outline of recent experience on assignments/ projects of similar nature executed during the last three years in the format given in Form F-3.
   - (iii) Any comments or suggestions of the Consultant on the Terms of Reference (TOR).
   - (iv) A description of the manner in which Consultant would plan to execute the work. Work plan time schedule in Form F-4 and approach or methodology proposed for carrying out the required work.
   - (v) The Consultant's comments, if any, on the data, services and facilities to be provided by [............] indicated in the Terms of Reference (TOR).

   (b) Financial Proposals
   The financial proposals should be given in the form of summary of Contract estimate in Form F - 5.

2. Two copies of the proposals should be submitted to _____________.

3. Contract Negotiations

   The aim of the negotiations is to reach an agreement on all points with the consultant and initial a draft contract by the conclusion of negotiations. Negotiations commence with a discussion of Consultant's proposal, the proposed work plan, and any suggestions you may have made to improve the Terms of Reference. Agreement will then be reached on the final Terms of Reference and the bar chart, which will indicate periods in months and reporting schedule. Once these matters have been agreed, financial negotiations will take place.

4. The Consultants should note that the Contract for this study will be with .... (Project Agency). Payments to the Consultants will be made in accordance with an agreed estimated schedule, assuring the Consultants of regular deposits in local and foreign currency as long as the work proceeds as planned and invoices with relevant supporting documents are submitted for approval on a timely basis.

5. Review of reports

   A review committee (to be restricted to three members) consisting of following officers of the ——— —— Department will review all reports of consultants (inception, progress, intermediate and draft final) and suggest any modifications/changes considered necessary within 15 days of receipt.

FORM NO.F-1

From | To

____

____

____

____

Sir:

Hiring of Short Term Individual Consultancy Services for _______________ Regarding

I ____________________ Consultant herewith enclose Technical and Financial Proposal for selection as consultant for _______________________.

I undertake that, in competing for (and, if the award is made to us, in executing) the above contract, I will strictly observe the laws against fraud and corruption in force in India namely "Prevention of Corruption Act 1988".

We hereby certify that we have taken steps to ensure that no person acting for us or on our behalf will engage in bribery.

Yours faithfully,

Signature: _____________________

Full name: _____________________

and address:____________________

FORM F-2

FORMAT OF CURRICULUM VITAE (CV) FOR CONSULTANT

Name of Consultant:____

Profession: ____

Date of Birth: ____

Nationality: ____

Membership in Professional Societies: _______________________________

____

Key Qualifications:
[Give an outline of experience and training most pertinent to tasks on assignment. Describe degree of responsibility held on relevant previous assignments and give dates and locations. Use about half a page.]

Education:
[Summarize college/university and other specialized education of staff member, giving names of schools, dates attended, and degrees obtained. Use about one quarter of a page.]

Employment Record:
[Starting with present position, list in reverse order every employment held. List all positions held by staff member since graduation, giving dates, names of employing organizations, titles of positions held, and locations of assignments. For experience in last ten years, also give types of activities performed and client references, where appropriate. Use about two pages.]

Languages:
[For each language indicate proficiency: excellent, good, fair, or poor; in speaking, reading, and writing]

Certification:

I, the undersigned, certify that to the best of my knowledge and belief, these data correctly describe me, my qualifications, and my experience.

Date:__________________

____
[Signature of Consultant] Day/Month/Year:

Full name of Consultant: ____

FORM F-3

ASSIGNMENTS OF SIMILAR NATURE SUCCESSFULLY COMPLETED DURING LAST 3 YEARS

1. Outline of recent experience on assignments of similar nature:

Sl. No.	Name of assignment	Name of project	Owner or sponsoring authority	Cost of assignment	Date of commencement	Date of completion	Was assignment satisfactorily completed
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**

Note: Please attach certificates from the employer by way of documentary proof. (Issued by the Officer of rank not below the rank of Superintending Engineer or equivalent.)

FORM F-4

WORK PLAN TIME SCHEDULE

A. Field Investigation

Sl. No.	Item	Monthwise Program											
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th

B. Compilation and submission of reports

1. Draft Final Report

2. Final Report

C. A short note on the line of approach and methodology outlining various steps for performing the assignment.

D. Comments or suggestions on "Terms of Reference."

FORM F-5

COST ESTIMATE OF SERVICES

Remuneration

Consultant Name	Daily (Monthly) Rate (in currency)	Time Spent Working Days (Months)	Total Cost (in currency)
–	–	–	–
–	–	–	–
–	–	–	–
		Sub-Total (Remuneration)	–

Out-of-Pocket Expenses[2]:

	Room Cost	Subsistence	Total	Days	Total Cost
a) Per Diem[3] :					–
b) Air fare:					–
c) Lump Sum Miscellaneous Expenses[4]					–
		Sub-Total (Out-of-Pocket)			–
		Total Estimate:			–
		Consultancy Services Tax @ ....%			–

[2] Reimbursable at cost with supporting documents/receipts unless otherwise specified.
[3] Per Diem is fixed per calendar day and need not be supported by receipts.
[4] To include reporting costs, visa, inoculations, routine medical examination, minor surface transportation and communications expenses, porterage fees, in-and-out expenses, airport taxes, and such other travel related expenses as may be necessary.

ANNEXURE - 3

CONSULTING SERVICES

Draft Letter of Contract for Short Term Assignments of Individual Consultants

Subject: (Name of Assignment)

(Name of Consultant)

We herewith confirm your consulting appointment to carry out the above-mentioned assignment specified in the attached Terms of Reference.

For administrative purposes (Name of responsible officer of the client) has been assigned to administer the assignment and to provide the Consultant with all relevant information needed to carry out the assignment. The services will be required in (Name of Project) for about __________ days/months, during the period from _________________ to ________________ . These dates are estimates and (Name of Borrower) may find it necessary to postpone or cancel the assignment and/or shorten or extend its duration. However, every effort will be made to give you, as early as possible, notice of any such changes. In the event of termination, the (Name of Consultants) shall be paid for the services rendered for carrying out the assignment to the date of termination, and will provide the (Name of client) with any reports or parts thereof, or any other information and documentation gathered under this Contract prior to the date of termination.

This Contract, it's meaning and interpretation and the relations between the parties shall be governed by the law of union of India.

Set out below are the terms and conditions under which you have agreed to carry out the assignment for the (Name of Borrower). The services to be performed, the estimated time to be spent, and the reports to be submitted will be in accordance with the attached Terms of Reference.

This Contract will become effective upon confirmation of this letter by you and will terminate on ___________________, or such other date as mutually agreed.

Payments for the services will not exceed the total amount indicated in the attached cost estimate for the assignment.

You will be paid monthly as follows within 30 days' of receipt of invoice, a fee at the rate of (Currency, Amount) per working day [month] as follows :

Currency : ______________ Rate : _______________ Per : _________________

The above fee will include all overhead and any taxes imposed. The Client will perform such duties, in regard to the deduction of such tax, as may be lawfully imposed.

In addition, the (Name of Client) will reimburse the cost of mobilization and demobilization in connection with this assignment. You will receive a per diem of (Currency, Amount) per calendar day spent in (Name of Country). The per diem which is given in the attached cost estimate, covers all the costs of lodging, meals, subsistence and travel incurred while undertaking the assignment.

You will be responsible for appropriate insurance coverage. In this regard, you shall maintain medical, travel, accident and third-party liability. You shall indemnify and hold harmless, the (Name of Client) against any and all claims, demands, and/or judgements of any nature brought against the (Name of Client) arising out of the services under this Contract. The obligation under this paragraph shall survive the termination of this Contract.

All materials produced or acquired under the terms of this Contract written, graphic, film, magnetic tape or otherwise shall remain the property of the (Name of Client). The (Name of Client) retains the exclusive right to publish or disseminate reports arising from such materials. The rights and duties provided for in this paragraph shall continue, notwithstanding the termination of this Contract or the execution of it's other provisions.

You will carry out the assignment in accordance with the highest standard of professional and ethical competence and integrity, having due regard to the nature and purpose of the assignment, and will conduct yourself in a manner consistent herewith.

You will not assign this Contract or sub-contract or any portion of it without the Client's prior written consent.

You should agree that, during the term of this Contract and after its termination, you and any entity affiliated with you, shall be disqualified from providing goods, works or services (other than the Services and any continuation thereof) for any project resulting from or closely related to the Services.

You will also agree that all knowledge and information not within the public domain which may be acquired during the carrying out of this Contract, shall be, for all time and for all purpose, regarded as strictly confidential and held in confidence, and shall not be directly or indirectly disclosed to any person whatsoever, except with the (Client) written permission.

Any dispute arising out of the Contract, which cannot be amicably settled between the parties, shall be referred to adjudication/arbitration in accordance with Arbitration & Conciliation Act 1996.

Read and Agreed

Place: Signature & Name of Consultant

Date: Signature & Name of Client's

Representative

LIST OF ANNEXES
Annexure A – Terms of Reference and Scope of Services
Annexure B – Consultant's Reporting Obligations
Annexure C – Cost Estimates of Services, List of Personnel & Schedule of Rates

COST ESTIMATE OF SERVICES

Remuneration

Consultant Name	Daily (Monthly) Rate (in currency)	Time Spent Working Days (Months)	Total Cost (in currency)
–	–	–	–
–	–	–	–
–	–	–	–
		Sub-Total (Remuneration)	–

Remuneration[1]:

	Room Cost	Subsistence	Total	Days	Total Cost
a) Daily Allowance					–
b)Travelling Allowance					–
c) Any other expenses					–
		Sub-Total (Reimbursable)			–
		Total Maximum Payment:			–
		Consultancy Services Tax @ ……….. %			–

[1] Reimbursable at cost with supporting documents/receipts unless otherwise specified.

HANDOUT 16

ACTION PLAN & FORMATS

After reading this handout, you will be able to:-

1. Identify Action Plans
2. List the benefits of preparing action plans
3. Describe the purpose of action planning
4. Prepare an Action Plan

INTRODUCTION

The value of training depends entirely upon what happens after it is over. On whether, because of this learning experience, your job performance improves. How well you can apply your learning to your job will largely decide this. Applying your learning means doing things differently from the way they are done now, and have been done in the past.

To help you apply your learning to your job, you need to think during the process about what you could do differently and better. Only during the learning process will you have the time and opportunity to think about and decide what you want to do. When you return to your job, all the old pressures and routine will try to push you to leave things the way they have always been.

One way of helping you transfer your learning is to prepare an Action Plan.

WHAT IS AN ACTION PLAN?

An Action Plan is a statement of your plan of action about the topics and ideas covered during training. You are, in fact, setting objectives for you in areas where you can identify opportunities to apply your learning.

Action Plans are about change:

- Change in yourself
- Change in your job
- Change in your work relationships
- Change in the organisation

It is a plan which you will take away back to your work place. The plan will include:

- how you can become more effective
- how colleagues can become more effective
- how the organisation's procedures can be made more effective

Ideas for Action Plans will come to you from:

- the knowledge you gain
- the skills you develop
- the projects and assignments undertaken
- discussion with other participants
- the opportunity to think about your job and its environment in detail and more objectively than you can in the normal day-to-day situation.

An Action Plan covers:

a) A statement of the action area identified.
b) A statement of the Aim for each planned action, in performance terms, i.e that will be done.
c) A statement of the resources, means, process, and people to be involved in achieving the desired result.
d) A statement of the timescale and standards for each action area.
e) An overall priority rating to guide implementation, i.e what you will do first.

WHAT ARE THE PURPOSES OF AN ACTION PLAN?

1. To help you build a 'bridge' between what you learn during training and what your job requires.
2. To provide you with a 'springboard' to help overcome the possible resistance from colleagues who have not had the same learning experience.
3. To enable you to foresee possible difficulties in making your planned changes and consider suitable methods to overcome them.
4. To provide you with a clear and concise list of important parts of your job that require most time and attention.
5. To enable you to identify changes in your job content that would result in your greater effectiveness in that job.

6. To provide you with positive evidence of what and how much you have learnt. Your trainers can also use it to assess the value of the training being provided and, where necessary, modifying the learning event.

WHEN SHOULD ACTION PLANS BE MADE?

The answer to this question is simple – when an idea comes into your mind. Any idea may arise during a session, an exercise, or an assignment. They can be tested out, developed, and refined during discussion with other participants and trainers. The most important thing is to keep a note of your ideas. Otherwise, we soon forget them. There is little chance of an unrecorded 'good idea' being remembered and implemented six months later.

We attach an Action Plan Form as example. The use of the form is optional only use it, if it helps you. Any note paper or perhaps even a booklet can be used to record your action ideas. The important thing is to record them. You then have plenty of time to decide how good they are and how they can be implemented.

SHOULD THE ACTION PLANS BE REVISED BEFORE IMPLEMENTATION?

Yes, you should integrate and rationalise your plans. Later learning experiences might change your earlier ideas, although your later ideas will not necessarily be any better than your early ones. If you do not keep a record of all your ideas on action topics, you cannot tell whether your ideas have developed! You may lose completely a very good action idea.

At the end of training you might look at all your Action Plans with the Aims of the training. Reviewing the aims will remind you of the subject areas covered. You can then see if your Action Plans have missed any topic area important to you and your job.

A series of action ideas need to be brought together at the end into a thought-out Action Plan. A plan that can be shown to others, explained in detail, and defended if necessary.

When you return to your job, discussing your plans with your manager is essential. This can be part of the debriefing that should be planned as part of good training practices. It might be that your manager has information that could improve or modify the plan and make it more practically achievable.

The preparation of an Action Plan emphasises the need for you to see your superior when possible on your return. You need positively and objectively to discuss your learning experiences and the changes you would like to make as a result.

WHY WILL YOU BENEFIT FROM THE ACTION PLAN?

The change from training activities to job performance will quickly result in the feeling that you have not been away. What will therefore be difficult will be turning what you have learnt into what you will do.

During training you will need to think carefully about you and your job. You will have to analyse your learning experiences, your job, and yourself and decide what could or should be happening and what has been happening. Although hard at first, as your learning progresses ideas will come more easily and more frequently. Identifying areas for change and improvement, and how to bring them ;about, is where training pays off for you and your organisation. These ideas will give you a real feeling of achievement both during the training and then later when you can apply this practically.

If you do not prepare an Action Plan, then the training (however 'good', or well validated or enjoyable) will probably be of little use to you. Making specific plans now gives you a base for actually applying your ideas. You will achieve more success through planning than you could if you do not plan.

FINAL THOUGHTS

1. One of the most revealing things about making out an Action Plan for yourself is that you will almost certainly discover what you are worth to your organisation.

2. Although you may judge yourself by what you want to do, others will judge you by what you have done in the past and are doing now.

3. A training and development programme is not just for discussing and solving problems and doing exercises, but it is also to encourage you to DO something.

4. It is you, not the trainers, who can decide what can go into your Action Plan. Everyone else can talk about it. You must do it!

FORMAT-I

ACTION PLAN

Name:____

Date: :________________

ACTION	AIM	RESOURCES& METHODS	TIME FRAME	BENEFITS

FORMAT-II

ACTION PLAN

S.No.	ACTION	TIME FRAME FOR COMPLETION (DATE)	SUPPORT REQUIRED (IF ANY) AND FROM WHOM

HANDOUT 17 - (APPENDIX)

MANAGING TRAINING RESOURCES

MONETARY RESOURCES

On budgetary allocation point, some of the issues you might like to review when you get back to your office are:

a) Does Training Cell in the Ministry or Department obtains adequate training budget?
b) Are the funds used appropriately?
c) Is Group-wise (Group A/ Group B and Group C) details of fund-utilisation data available?
d) Has a Group-wise adequacy-analysis (per capita fund utilisation for each Group) been done?
e) Does the Group-wise adequacy analysis indicate any corrective steps to be taken?
f) If so, has Training Cell developed remedial plans and a roadmap and timelines to implement them?

List of training equipment in the Ministry/Department:

S No	Details of training equipment	Numbers with year of procurement	How many more required?	Status of procurement plan
1	Computers with keyboard, speakers, UPS			
2	Laptops			
3	Printers			
4	Scanners			
5	LCD projectors			
6	Photocopiers			
7	Electronic boards			
8	White boards			
9	Etc.			

Consumables

S No	Details of consumables	Annual requirement	Remarks
1	Printing cartridges		
2	White board markers		
3	Permanent markers		
4	CDs		
5	Pen drives		
6			

List of training material

S No	Title of training material	Author with mobile number and e-mail ID	Code number assigned with date	Remarks
1	Induction Course material for Foundational training program for the new officers joining the ministry			
2	Etc			
3	Power point slide			
4	Case studies			
5	Work book			
6	Quiz			
7	Project reports prepared by the participants during the mandatory CSS-CTP and other training courses			
8	Etc			

List of Resource Persons

S No	Name of the Resource Persons	Mobile number	e-mail ID	Areas of expertise	Remarks

Note:
There could be two types of list of Resource Persons, namely, Resource Person-wise and Subject-wise

Domain specific training programmes

Chapter in Annual Plan:

Training Budget utilisation:

Year	Actuals	BE	RE	Remarks
2014-15				
2015-16				
2016-17				

Details of officers trained

Group	Total number of officers	Trained during 2016-17	Percentage of Budget used	Percentage of officers trained	Group-wise percentage
Group A Domestic Foreign					
Group B Domestic Foreign					
Group C Domestic Foreign					

Details of SC, ST. OBC and women trained

Are Training programmes organised for SC, ST and OBC as stipulated in the DoPT's instructions?

Important feedback from the trainee officers and their superiors on pre and post training performance of her team member, especially on positive attitudinal changes
On-Job Training plan & Check list

Opportunities for formal & informal Mentoring (Identifying Officers who could provide mentoring; working out a plan for deployment of Learners; documentation, etc.)

SWOT analysis of Training Cell

HANDOUT 17

MANAGING OF TRAINING RESOURCES

TOUR KEY AREA OF RESPONSIBILITY

As a Training Manager, one of the crucial role you have is managing resources to carry out Ministry / Department's training functions – in an efficient manner.Prior to the National Training Policy (NTP)1996, apart from the defence services and para-military forces (now called as Central Armed Police Organisations), obtaining funds for training civil servants in Ministries and Departments was an extremely challenging responsibility. And whatever funds were 'managed' for training was used mainly for the higher echelons of the civil servants. One of the major outcomes of NTP 1996 is that 1.5% of 'Salary' budget is ear-marked for training. Even after NTP 1996, it took quite a few years for Ministries and Departments to start allocating training budget.The NTP 2012 increased the training budget from 1.5 to 2.5% of salary budget. This key enabling provision in NTP 2012 is a boon to you.This amounted to almost Rs 3500 crore in 2014-151.It is now up to the team of Training Managers and the Training Cells to make an efficient and optimal investment of the funds.

You, therefore, need to take regular review of use of training funds to ensure that you develop and institutionalise a good training resource management system. You may also use this forum to create and maintain a network to share best practices on training resource management among the Ministries and Departments to synergise this key area of responsibility of Training Mangers.

CATEGORIES OF TRAINING RESOURCES

The various resources available to you could be broadly categorised as under:

a) Human Resources: Team members in the Training Cell, in-house faculty members, trainers, trained personnel and the entire work force in your Ministry/Department
b) Monetary resources: Budget allotted to you
c) Class rooms: Formal and informal class rooms including makeshift class rooms
d) Furniture: Class room furniture
e) Training and other equipment: Computer systems including lap-tops and backup power system, scanners, LCD projectors, electronic or/and white boards, flip chart stand, etc.
f) Transport vehicles and caterers
g) Training resource material: TNA report, training designs, reading material for different course (both soft and hard copies), case studies, work book, quiz, videos clips, power point presentations, project reports, assignment papers, feedback reports, and other documents, etc. If you visit the website of Training Division of DoPT, you will find a lot of training material and Trainer resources.
h) Consumables: printing cartridges, white board markers. Flip charts, etc.
i) Networking: external trainers, external class rooms, stakeholders in providing field visit training, like industrial plants and units, NIRD, SIRD, other raining institutes, NGOs, etc.

DOCUMENTATION OF RESOURCES

You would appreciate that in most cases, if not almost all, there is hardly any documentation of the various resources available and regular review and updating of the resources. Unless you know the resources you have, how will use them? Therefore, ensure stock taking of the resources you have. Document the resources.Maintain assets register and stock register. Start in doable chunks, say start with what are easily visible, like the equipment, computer systems, etc. Move on to list the training material provided by your faculty members. Don't look perfection at the beginning stage because the burden of perfection often leads to inaction. Start immediately and build on slowly.

In this course you will get quite a few of such training material including checklists and templates and list of trainers for various topics and the name of the National and Statetraining academies and institutes and their URLs.

TRAINING REPORT

Para 5.1 (xiii) of NTP 2012 stipulates "Incorporate a separate section in the Ministry's annual report on training and capacity buildingactivities undertaken during the year." To start with, provide details of Group-wise officers trained under broad categories. OTTM-CL-6 may would facilitate developing the chapter.

ACTION PLAN

Prepare and implement action plan. Use some of the inputs from this material. Discuss during informal interaction during the tea and lunch breaks. Set reasonable and achievable targets. Identify the constraints and means to overcome them. Look around for people and institutions that could help you. Reach out to other Training Managers in your Bhavan or neighbourhood Bhavans. Pool the resources. You will be amazed to find the abundance of resources available. Innovate to use the available resources. Don't re-invent the wheel! Similarly, offer help and provide 'your' resources for use by others. This two day OTTM provides an opportunity to prepare an action plan and share with others. Seek value addition, review and edit your action plan by adding a section on 'managing training resources' in your action plan.

ENJOY!

Remember Mark Twain's Tom Sawyer? Enjoy your responsibilities and your role as a Training Manager! The training responsibilities will cease to be burden! And you will have immense satisfaction of having been of some help in capacity building of civil servants in your Ministry/ Department. The chances are you yourself will develop as a Resource Person.

1 Annual Report on Pay and Allowances of Central Government Civilian Employees 2014-15 by Pay Research Unit or Department of Expenditure

HANDOUT 18

PERFORMANCE AIDS

After reading this handout you will be able:

1. Define Performance Aids.
2. List their benefits.
3. Indicate functions of performance aids.
4. Identify steps involved in developing performance aids.

INTRODUCTION

There is a danger for trainers and others to see training as the learning process, rather than for improving performance. Often training is associated with, for example, courses rather than in the outcome obtained from them. Performance aids provide an alternative means of assisting a person perform a task or deal with a problem.

Imagine you have arrived home with a newly purchased video recorder. After unpacking it, you need to connect it to the television set and learn how to use it. This kind of situation frequently occurs at home and at work. Is there likely to be a performance problem? Not really, you simply consult the manual, or operating instructions provided by the manufacturer. This manual is an example of a performance aid, but consider what it would be like attempting to perform the task without the manual. Unfortunately, this is often typical of many work-related situations where people are expected to do something (perform a task), without the sort of assistance provided by a manufacturer's manual.

A task might be something physical, such as operating the video recorder, or a mental task involving making a decision. It is important within the context of systematic training, especially when designing training, that we recognise the value of using performance aids to help people improve their performance. Manufacturer's are well aware of the importance of helping their customers by providing performance aids in the form of manuals, instructional panels, or help screens. The same approach can be used for many organisational performance problems, where the provision of performance aids can help a person perform a task, without recourse to formal instruction. Notice that the emphasis is on the outcome, not on the process of how to achieve it.

Figure 1, below, illustrates how performance aids can contribute to learning. We have used another domestic situation as an example of how they can be used to replace or supplement more traditional approaches to training.

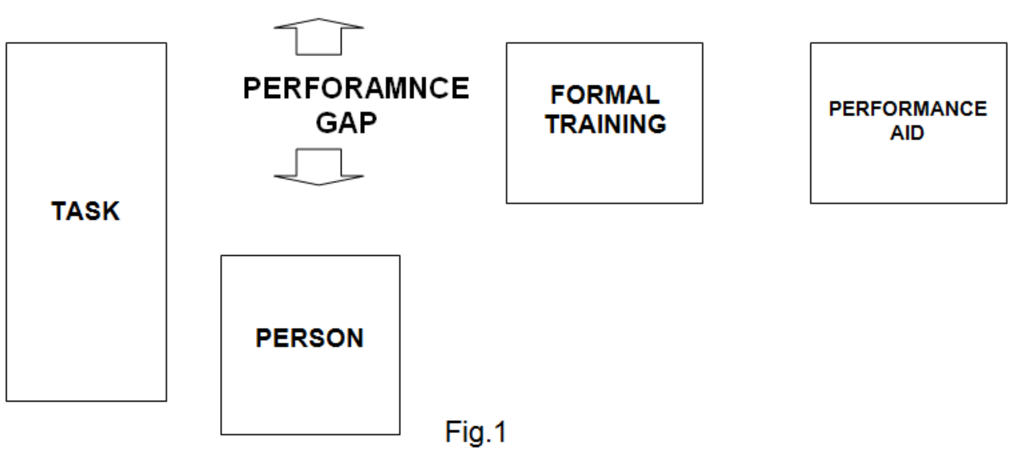


Fig.1

The illustration in Figure 1 shows the gap in performance between the standard required for the task and that of the person who is to do it. There are two possible options for bridging this gap:

- One option is to provide formal training
- Another is to provide a performance aid.

In practice the learning event can be designed to take advantage of both options. Performance aids are often used to supplement training, where they can provide additional information and guidance to support a standard of performance that might otherwise be beyond the capability of the person concerned.

An example of a performance aid with which many people are familiar is the instruction sheet that accompanies 'self-assembly' products. The task of assembling an item of packed-flat furniture can be carried out with hand tools. If you have a performance aid and basic physical and manipulative skills. What the instruction sheet, or performance aid provides is knowledge of the steps and key points, in sequence, to achieve satisfactory assembly of furniture. Mental skills are also required to follow the instructions and relate them to the individual pieces provided. If you do not have the minimum basic skills, you would need some form of supplementary training in skills improvement.

Initially, the speed with which a task is performed will be slower than that of a competent operator. Repeat performances of the task, using the performance aid will enable the person to speed up the performance of the task and, possibly, gradually dispense with the aid. This last point is important because for some tasks a person is trained to use a performance aid, which will be used every time the task is performed. An example is the pre-flight checklists used by pilots.

BENEFITS OF PERFORMANCE AIDS

There are numerous reasons why a traditional approach to training is not always a viable option. For example:

- There are too many people to be trained by means of course.
- Limitations on funding prevent training being provided to those who need it.
- The location of prospective trainees prevents them forming a training group.
- Language, gender and cultural barriers may limit opportunities for training.

For these reasons, as a training designer, you may have to devise alternative ways of helping people to improve their performance. The benefits of using Performance Aids include:

- They can replace traditional training
- They can reduce training costs
- They can improve performance by reducing the cost and frequency of errors
- They can reduce need for supervision/ specialist assistance.

FUNCTION OF PERFORMANCE AIDS

Performance aids have a wide range of applications, especially where there is a need to apply knowledge and skill to a specific task. These fall into two broad categories:-

1. **Aids which provide a sequence for applying a person's generic skills to a particular task.**

   An example of this type of aid is the vehicle lubrication chart. The mechanic already has the requisite manual skills and general knowledge of the techniques of lubrication: the chart will provide detailed information and procedural guidance to enable the lubrication task to be carried out on a particular vehicle.

   The advantage of this type of performance aid is that it obviates the need for full training for every vehicle type without sacrificing performance, and with perhaps an increase in reliability. In other words, performance of a somewhat lengthy sequential routine has been catered for by means of a performance aid.

   Other examples of this type of aid are given in Appendix 1.

2. **Aids which enable a person to achieve the desired performance without having to acquire a high level of specialist knowledge or decision-making skills which might otherwise be necessary.**

   An example of this type of aid is the fault location algorithm. This enables a person to apply specialist and often complicated problem solving logic to situations arising from performance of the task.

   Performance aids of this type should be prepared by experts who analyse a task to identify the knowledge needed and the decisions that might have to be made. This knowledge and the logical decision process can be presented so the user can undertake the task, referring to the aid for supportive expertise. In other words, the task can be performed by a person who is not a fully trained expert. Expertise that might be needed is provided by means of the performance aid.

Examples of this type of aid are given in Appendix 2.

TYPES OF PERFORMANCE AID

Performance aids can take a variety of forms, but all should be based on a detailed Task Analysis. Here are some more common ones:

Task Guidance List

This is a list of the steps in the task often with supporting illustrations. For a trained user the steps may be short reminder phrases; where an untrained user is intended, the steps need to be detailed and precise.

Task Guidance Flowchart or Logical Tree

These can be used for tasks which are not straight forward procedures – tasks involving decisions or discriminations. The flowchart is a simplified version of an analysis of skilled performance. It defines inputs and actions at each stage of task performance, with additional advice, as and where required. Flowcharts are most suitable for the application of rules and regulations, also for complex or specialist decision making and problem solving.

Tip sheet

This type of aid provides cues for the trainee in performing a task or activity or job in a sequential step-by-step order. A tip sheet may be produced in paper, card, or wall chart form – safety wall charts emphasising avoidance of particular hazards are a common example of tip sheets.

Exceptions Chart

For activities which have several occasional 'exceptions' or variations, an exceptions chart can provide necessary directions. A column format is used, listing exceptions and the action to take for each.

Off-Standard Chart

While an exception chart is concerned with task variations, the off-standard chart incorporates a similar format for highlighting performance variations. The chart lists errors and how they can be recognised, corrected and faults prevented.

Worksheet

This is a prepared response format used to 'de-skill' complex data tasks, e.g income tax return forms.

Performance Checklist

This is a checklist of performance standards or important characteristics of performance. It can be used to assist staff to learn, maintain standards, and improve performance.

USES OF PERFORMANCE AIDS

Performance aids can be used to assist the performance of many different kinds of tasks. They may provide an alternative to what could be very expensive training. However, it is necessary to identify those tasks that lend themselves to the use of performance aids and those that do not. Tasks for which they are most appropriate include:

- Tasks in which there is a lengthy procedure, especially when it is done infrequently and could easily be forgotten by the worker. In such cases a checklist, for example, might be an appropriate aid to assist recall and therefore performance.
- Tasks in which there are difficult stimulus-response situations. The worker may be presented with several stimuli (visual, audible, tactile, etc.) each requiring a specific response. In such cases a performance aid providing an authentic stimulus and guidance as to the correct response might prove an effective alternative to full training.
- Tasks in which there are problem solving or discriminatory situations. Without a performance aid the worker would need a high level of subject expertise, which might be uncharacteristic of the job in general. In such cases the use of an algorithm or logical tree could provide the expert guidance and advice needed to consider the options logically and comprehensively.

- Tasks performed by many people where expensive training cannot be justified. In such cases the performance aid would ensure that everybody can perform the task without requiring much training.

However, performance aids are not appropriate for all tasks. For some there is no alternative to full training. Typically, this situation arises when skill, rather than the application of knowledge, becomes the essential feature of the performance. Tasks requiring physical, manipulative, and interpersonal skills, for example, are likely to require full training.

DEVELOPING PERFORMANCE AIDS

Before any decision can be made about the use of performance aids, analysis of the task must be undertaken. The results of analysis will enable a rational decision to be made as to where a performance aid could replace formal training and exactly what information needs to be included. In addition, the typical entry behaviour of trainees must be assessed.

The difference between the job requirements as identified by analysis of the task and trainees' entry behaviour is the performance gap. To achieve satisfactory performance this gap must be bridged by means of a combination of formal training and performance aids. Performance aids are appropriate where:

- Required skills are already possessed by the user of the aid, e.g. the car mechanic's fault location chart can be used to locate a fault, on the assumption that when the fault is found the mechanic will have the skill to correct it.
- Required knowledge and skills have been acquired recently, e.g. a reminder sheet for a newly trained bank teller.

To decide whether a performance aid is appropriate consider the following questions:

- Are there knowledge-based deficiencies in the performance of job holders, either experienced job holders or newly trained?
- Does the performance of the task allow time for an aid? If the speed of the tasks prevents the job holder referring to any aid then it is not an appropriate solution and formal training may be the only alternative.
- Can the form of a suitable aid be described?
- What benefits will result from the introduction of a performance aid?

These will be determined by the entry skills and knowledge of the job holder as much as by the task requirements.

Having identified some potential benefits we must consider:

- Will benefits outweigh costs?
- Is expertise available to design and develop an aid?
- Are resources available to develop an aid?
- Is an aid acceptable to trainees, job holders, management?

GUIDELINES FOR SELECTING TYPE OF PERFORMANCE AID

Having decided that a performance aid is appropriate, follow these guidelines:

1. Straightforward procedural task
   Consider **Task Guidance List**

2. Complex procedural tasks
   Consider **Guidance Flowchart**

3. Tasks with one or one difficult/important elements.
   Consider **Tip Sheet**

4. Tasks based on a routine cycle with some occasional exceptions
   Consider **Exceptions Chart**

5. Operator errors unrecognised, not corrected, or repeated
   Consider **Off Standard Chart**

6. A task involves complex calculations
   Consider **Worksheet**

7. Tasks comprise several separate outputs or checks rather than a series of steps to a single output.
   Consider **Performance Checklist**

MEDIUM OF PRESENTATION

For both types of performance aid it is necessary to use a medium of presentation that is compatible with operational requirements. Failure to recognise this when choosing a medium of presentation may lead to the aid being unusable under working conditions, and consequently resulting in substandard performance.

Answers to the following questions might help to clarify the choice:

- Is the aid accessible? The aid must be available at the task location; this might require that the aid can be sued under a variety of conditions.
- Is the aid compatible with entry behaviour? The effectiveness of an aid is dependent on the generic and job-related skills of the user. Ability to comprehend written or diagrammatic information, for example, is a major factor in the successful use of an aid.
- Can the aid be used quickly and easily by the 'user'? For example, computer-based diagnostics depend upon the user having the requisite operating skills.
- Is the aid effective? Performance aids are an option for one to consider. Equally, the medium of presentation may provide options. The cost of providing an aid and the cost of the medium of presentation has to be considered with alternative ways of achieving the desired standard of performance.
- If working condition's call for a quick decision, is the aid a help or a hindrance?
- Is the aid likely to get dirty? Paper products under dirty conditions easily become unusable.

SUMMARY

Performance aids may be provided to:

- Replace training completely;
- Reduce the need for training;
- Provide post-training support for trainee;
- Support job holders' performance above a level sustainable by his or her knowledge and skill;
- Provide a reference for resolving faults, difficulties, and problems without supervision;
- Because performance aids can:
- Reduce requirement for knowledge retention by job holder, e.g. a task list;
- Reduce or replace need for specialist decision making and/or fault recognition skills, e.g. flowcharts;
- Prompt poorly cued tasks, e.g. checklists;
- Prompt infrequently undertaken tasks, e.g. tip sheets.

Checklists

CHECKLISTS 1

GIVING/RECEIVING FEEDBACK

GIVING FEEDBACK

1. Must be acceptable to the receiver
2. Focus on behaviour rather than on the person
3. Base feedback on facts and not on opinions
4. Should include observations not inferences
5. Concentrate on change rather than make value judgements
6. Most acceptable when describing specific rather than general patterns of behaviour
7. Focus feedback on the value to the receiver
8. Limit feedback to what the receiver can cope with
9. Timing of feedback is important
10. Check the accuracy of the feedback

RECEIVING FEEDBACK

1. Be positive towards the feedback giver
2. Listen to the feedback
3. Clarify and check understanding
4. Check the feedback with others
5. Ask for detail not volunteered
6. Decide how to use feedback received
7. Explore options
8. Thank the feedback giver

CHECKLISTS 2

TRAINING STRATEGIES

A '**strategy**' is a plan that is intended to achieve a particular purpose.

A '**technique**' is a particular way of doing something, especially one in which we have to learn special skills.

Strategy	Techniques
ON-JOB (informal)	No organized training used
ON-JOB (formal)	Online with Coaching & Mentoring - Supervisor/Line Manager - Travelling Tutors - Consultants - Subject Specialist
ON-JOB (planned experience)	- Delegation - Deputation - Attachments - Working Team - Job Rotation - Assignments - Projects
OFF-JOB (internal course)	- General Courses - nominated - Tailored to specific need - compulsory - Self-selected
OFF-JOB (external courses)	- Open Training Courses - Tailor-made Training Courses - Development training - Action Learning - Education - (for academic qualifications)
OFF-JOB (planned development)	- Secondment - Visits - Study Tours - Sabbatical
Individualized	- Technology-based (computer/video) - Open-learning - Distance-learning - Blended-learning
Self-development	- With organizational support - By private study and reading - Through experience - Through meetings - Travel/Foreign Travel

Develop a '**learning organization**' culture.

A learning organization is a developing organization.

CHECKLISTS 3

CHECKLIST FOR SELECTING A CONSULTANT

POTENTIAL SOURCES OF INFORMATION

Professional Associations in the field of training such as Indian Society of Training and Development.

- Advertisements in Newspapers,
- Professional Journals.
- Consultants previously engaged by the organization.
- Bibliographies.

FACTORS FOR CHOOSING YOUR CONSULTANT

To draw up a short list of possible consultants you need to decide on the factors which are important to you.

Some points to consider are:

- Consultant's reputation and track record.
- Right approach and experience for your problem. .
- Flexibility In responding to your needs.
- Availability In your planned time-scale.
- Understanding of your organization.
- Costs and value for money.
- Sufficient resources to do the job.
- Located for easy access to your organization.

CONTACTING POTENTIAL CONSULTANTS

Before contacting the consultants on your list you should prepare some notes I related with Outline the problems and opportunities you are facing and the consultancy help you have In mind. Ask for some details about the consultancy and their approach, for example:

- Their specialist area of work.
- Relevant experience -with references if possible.
- Support facilities and resources available.
- Access to other consultants for peculiar situations/tasks they cannot handle.

BRIEFING THE CONSULTANTS

The next step would be to arrange a brief meeting with each of the consultants on your list. Before the meeting prepare some background material on your organization and a detailed brief for the consultant.

Background material could include:

- Size and organization structure.
- Products or services.
- Changes affecting the Organization.
- Outline future plans.

The brief for the consultant should include:

- Your perception of tile problems facing the organization.
- What work you expect the consultant to do.
- Draft terms of reference.
- The outcomes/benefits you expect to achieve.
- The estimated time-scale for the project.
- An estimate of the budget available.
- How much work you will do within the organization
- Who will be responsible for managing the project both on behalf of the consultant and the organization.
- How your organization intends to evaluate the outcomes.

APPRAISING THE PROPOSALS

When you receive the proposal, ask yourself the following questions about each proposal:

- What approach would the consultant take?
- Does it meet out specific needs of?
- Who will be doing the work?
- What are different skills/disciplines of the consultants?
- Is the proposed time scale realistic?
- Are the costs realistic and value for money?
- .If sub-contracting is Involved, how will quality be monitored?
- How will results of the work be evaluated?

CHECKING CONSULTANT'S REFERENCES

Check out the consultant's references carefully. Ask specific questions such as:

- What did the consultant actually do?
- What were the results?
- Was the budget adhered to?
- How did staff get on with the consultant?

INTERVIEWING POTENTIAL CONSULTANTS

You may want to arrange a presentation or interview with the consultants you are considering. Points you should cover include:

- Background history of consultancy
- Experience and skill areas of consultants who will be working with us.
- Experience of organizations similar to ours
- Experience of the consultancy assistance we require -eg technical expertise, process -consultancy, ask for examples and references.
- Proposals in broad perspective
  - What benefits will it bring to our organization?
  - Plan of consultancy work with review dates
  - Cost estimate for the project
  - How much of our management time is involved?

MAKING YOUR CHOICE

After the meeting, review the presentations with your management team to make your choice. Some points to consider are:

- Do they feel confidence and trust in the consultant?
- Is the consultant clear about what you want to achieve?
- Is the approach right for your organization?
- Is the consultant willing to respond to your needs?
- Does the consultancy have the resources to do the work within the required time-scale.

You should also weigh the costs and benefits of the proposals and consider:

- .Does the proposed work represent value for money?
- How far are the fee rates negotiable?
- How much is it worth to the organization to have this consultancy assistance?

AGREEING THE CONTRACT

A clear contract between you and the consultant is essential to avoid misunderstandings and to provide a firm basis for dealing with any disagreements.

The contract should state:

- Exactly what is to be done
- How long it will take and key stage
- Fees -precisely what is included in them
- Responsibility for and definition of expenses
- How the work will be controlled and monitored
- Criteria for evaluating the results
- Basis on which the agreement can be terminated.

CHECKLISTS 4

PREPARATION OF ANNUALTRAINING PLAN (ATP)

STEPS TO PREPARE THE ANNUAL TRAINING PLAN

- Define Departmental Training Policy linking to the vision of the organisation
- Set Training Objective
- Identify the training needs
- Collate and analyse information
- Select training courses based on the requirement (Mandatory training, Training for new policies and procedures) / Designing the training program(s) and Selecting the instructional methods
- Calculate the resource required (Training budget)
- Ascertain outline
- Finalise the plan
- Get it approved
- Implementing the training program
- Evaluating the training
- Planning future training

PROCESS FOR PREPARING THE ANNUAL TRAINING PLAN

- Get the training need identified from individual, from superior and also identify the current requirement in the work areas
- Preparation of Annual Plan for the next year indicating the number of courses and funds required
- Prepare the list of internal resource persons and requirement of external resource persons
- Get the budget proposal from training Institutes for short duration and long duration programme
- Finalise the Training calendar
- Prepare the list of Officials to be trained quarter wise
- Implement the plan and evaluate it.

CHECKLISTS 5

ACTIVITIES RELATING TO THE 'PRE' AND 'POST' NOMINATION OF PERSONNEL FOR TRAINING

i. Complete list of personnel working in the Ministry / Department
ii. Prepare a list of various training courses for the year
iii. Assess the need to conduct in-House training courses during the year
iv. Check if all directly recruited officers have undergone mandatory foundational training programme; if not, take action to depute them for such training
v. Check if the officer has been nominated and attended mandatory training programmes prior to promotion; if not, take action to depute them for such training
vi. Preparation of list of nominations with reference to the demand for training from the Reporting Officers and the officers concerned
vii. Scrutiny of nominations
viii. Select the eligible nominations
ix. Getting the approval
x. Forward of the nominations to the Institutions concerned
xi. Facilitate sanction of funds as course fee, travel cost of the nominated officers and other related expenditure
xii. Ensure that nominated officer is relieved in time
xiii. Obtain report from the training institute or from the nominated officer on the participation or successful completion of training, as the case may be
xiv. Organise 'institutionalisation process'
xv. Plan and organise remedial training, if any, required
xvi. Document all training related activities
xvii. Prepare appropriate report
xviii. Prepare material for a separate chapter on training in the Annual Report of the Ministry / Department
xix. Any other activity

Templates

TEMPLATE 1

TRAINING MANAGEMENT INFORMATION SYSTEM (TMIS)

OBJECTIVE

To design and develop application to manage the activities through web based application software.

The TMIS will have the following applications:

- Training Management Information System (TMIS)
- Knowledge Portal
- e-Governance (Administration related activities linked to training activities)
- Computer Based training module development

SCOPE OF WORK

The following activities are required to be done before implementation:

- Study the requirement and prepare an implementation plan.
- Study organisation's existing Applications/ system and documents, if any
- Prepare the Software Requirements document after visit to End users site
- Finalise System Requirements Specification (SRS) Document-

(a) *TMIS (Training management Information system)*

- Individual Registration
- Course Management
- Nomination Management
- Participants' Management
- Annual Training Calendar
- Internal and External Faculty vs. Subject
- Consolidated weekly/monthly schedule
- Getting feedback and consolidating of the same
- Statistical data generation
- Sending to all sections on line

(b) *Knowledge Portal*
Storage & sharing place for training material, feedback etc.

(c) *Computer Based Training*
Computer Based Training Module development and uploading.

TRAINING MANAGEMENT INFORMATION SYSTEM (TMIS)

TMIS is "an information system that administers instructor-led and e- learning courses and keeps track of student progress. Used internally by large organisations for their employees. The TMIS can be used to monitor the effectiveness of the organization's education and training. It is also beneficial in ensuring activities related to course coordination are done in a timely manner. The TMIS makes all types of training content, developmental content, and performance content available to individuals 24/7 from any location with web access. Multiple users can access the TMIS at any given point in time. The TMIS will have the following functions:

- Automates the process related to training coordination
- Development of faculty vis a vis subjects data base
- Preparation of Annual calendar
- Centralized Learning Environment to Ensure Consistency
- Tracking and Reporting for Enhanced Performance
- TMIS is a comprehensive system that streamlines an organization's needs for both its clients and its employee
- Streamlines training management workflow, thereby reducing duplication of employee efforts
- Archives training histories for year-round for internal and external reporting
- Store and delivers learning content rapidly multiple languages
- Organizations using an TMIS have a central place to store course material online for access by specified users. These organizations can track and analyze learning results overtime, and are able to administer learning evaluations online
- Measures the effectiveness of training initiatives
- Integrates with other enterprise application solutions
- Centralizes and automates administration
- Uses self-service and self-guided services
- Personalizes content and enables knowledge re-use

- Allows self-service uploads with ample storage for content and user data
- Offers fully hosted, high-bandwidth, and secure infrastructure, with 24 x 7 x 365 access
- Offers easily navigable interface, tailored to need of ISTM and its stakeholders
- Sends automated alerts to employees required to complete training
- Sends alerts for pending and overdue training requirements to employees and supervisors
- Reports training costs by course, employee, job title, work group, division, location, year, etc.
- To tracks training requirements at the employee, job title, work group, division, and location level
- Eliminate unnecessary hardcopy timetables
- Optimize information flow, so that knowledge gap is minimized
- Deliver learning in multiple languages
- Review and update learners' transcripts and training plans online
- Compose and send bulletins to individuals and groups via the home page
- Create tests, surveys and evaluations
- Create skills assessment and certification programs
- Record and view user performance appraisals
- Manage competencies and job profiles
- Schedule reports for future execution, possibly recurring and deliver reports automatically via email

ADVANTAGES

Training Management Software is designed to enable organizations to effectively implement best-in-class training practices. By tracking trainees/employees skill levels, streamlining training administrative workflow, and accurately reporting training costs, organizations consistently record an increase in overall organizational performance.

Implementing the Training Management System will enable your organization to begin accurately tracking employee skill levels and certifications; schedule and assign training; send automated training email notifications; define corporate-wide training workflow; monitor training progress in real-time; track costs associated with training; and create ad hoc, boardroom quality training reports.

Web-based Training Management Software is designed to be a turn-key solution that will enable your organization to quickly begin managing and reporting training data. We also offer a data import designed to conveniently populate your new Training Management System with training data collected in a previous program.

REQUIREMENTS

To accomplish the above mentioned requirement, hardware and software, procurement and development of software to be done. By introducing TMIS training function will be managed in a better way with less man power and also moving as per the technological changes taking place externally. The development may take place 6 to 8 months time and handholding of operational and maintenance activity for at least one year.

Outcome of development of TMIS in ISTM:

The requests from Course Directors of different courses for deployment of faculty members are now made from anywhere (even if the Course Director is on tour, etc), any time to meet the internal deadlines; the finalized consolidated faculty deployment-cum-weekly schedule for the various programmes are generated by the system. Faculty may send SMS messages from the TMIS. It performs many more functions.

TEMPLATE 2

TEMPLATE TO DEVELOP DEAPARTMENTAL TRAINING POLICY

The template provides a broad framework to develop DTP. What is given within the brackets are references to NTP and other material where you may find ideas to develop. Please do not let this template restrict your innovative ideas, as the purpose of providing the template is to kick start the process of developing DTP.

1. Context
   a. Refer to the background (para1) NTP – 2012
   b. Training activities presently existing in the Ministry

2. Training concerns (Para 2 of NTP – 1996)

3. Training interventions (TNA material)

4. Training Target: Training for all officers in the ministry (para 4 of NTP – 2012)

5. Need based training (TNA material)
6. Competency framework ((para 2 of NTP – 2012)

7. Types of training (para 2 of guidelines of DoPT's OM of 04-07-2012) (include the concept of providing training to Scheduled caste and Scheduled Tribe and OBC candidates appointed with relaxed standards)

8. Development and implementation of CTP and ATP (para 1 of guidelines of DoPT's OM of 04-07-2012)

9. Domain specific training (para 4 of guidelines of DoPT's OM of 04-07-2012)

10. Periodicity of training

11. Resource allocation (para 9 of NTP – 2012)

12. Implementation strategy

13. Evolution of training (para 12 of NTP – 2012)

14. Monitoring mechanism (para 12 of NTP – 2012)

15. Expected outcome from DTP

16. Any other strategy/ concern/ Guideline/ outcome, etc.

TEMPLATE 3

CADRE TRAINING PLAN (CTP)

DEVELOPMENT / REVISION OF CENTRAL SECRETARIAT SERVICE CTP A MODEL

SET UP A COMMITTEE

a) CSS – CTP Committee comprised of: Chairman: Additional Secretary (DoPT);
b) Members: Joint Secretary (Training); Director, ISTM; Deputy Financial Advisor (Pers); Member Secretary: Director (CS)

TERMS OF REFERENCE:

a) To assess the utility of existing training programme for CSS officers and to suggest an effective and comprehensive career training plan.
b) Financial implications/constraints,
c) Report within six months

SALIENT FEATURES:

a) Mandatory for promotion
b) ADR (Foundation)- Initial Reporting to ISTM
c) Overseas training for Under Secretaries
d) Mandatory State Attachment for Sections Officers
e) Implementation agency- ISTM

CONSTITUTION OF REVIEW COMMITTEE (AFTER 03 YEARS)

Designation	Chairman / Member/ Member Secretary
Establishment Officer & Additional Secretary, DoPT	Chairman
Joint Secretary (AT&A)	Member
Joint Secretary (Training)	Member
Director, ISTM	Member
Deputy Secretary / Director (CS)	Member Secretary

TERMS OF REFERENCE

a) Assessment of financial implications of foreign training component.
b) In case foreign training component is included in the new programmes, the source of budgetary provisions for foreign component.
c) Introduction of equivalent mid-career programmes for those CSS officers who have missed respective training programmes.

CSS – CTP – AT A GLANCE:

S No	Level	Duration in number of weeks	Target group with eligibility in terms of minimum years of service
1	A	6	UDCs with 5 years' service
2	B	5	Assistants with 8 years' service
3	C	3	Section Officers with 5 years' service
4	D	20	Section Officers with 8 years' service
5	E	8	Under Secretaries with 5 years' service
6	F	3	Deputy Secretaries with 3 years' service
7	ADR*	24	Immediately on joining the Service

** ADR – Assistants (Direct Recruits)*

d) Examination of cases which could be considered for relaxation/exemption from the mandatory training programmes on the basis of genuine reasons.
e) To review the newly introduced courses on the basis of feed backs and the outcomes.
f) Assessment of infrastructure requirements in the ISTM and to examine the need to associate other training institutes in case ISTM is not a position to accommodate all the newly introduced programmes.
g) Introduction of Refresher Training Programme without foreign component for ad-hoc Under Secretaries.
h) Assessment of courses contents for the new courses.

ISSUES TO BE CONSIDERED BY REVIEW COMMITTEE

a) Training Design
b) Modules
c) Duration
d) Location
e) Quality of Training
f) Sources of funding
g) Strengthening of ISTM

IMPORTANT ISSUES (LEVEL D)

a) Duration of Level D programme be reduced from 20 weeks to 10 weeks due to inability of Ministries/Deptts. to spare SOs for five months at a stretch.
b) Field component be reduced from 13 weeks to 4 weeks
c) ATIs may be identified as nodal agencies for delivering the field a training on payment basis.

MAJOR RECOMMENDATIONS OF REVIEW COMMITTEE

1) **Level-A-** The duration of the course to be reduced to 4 weeks from the existing 6 weeks.
2) **ADR (Foundational) Course**: Status-quo to be maintained in duration & course contents.
3) **Level B**: The duration of the course will continue to be 5 weeks.
4) **Level C**: This course is to be discontinued in the present form.
5) **Level D**: The duration of the course to be reduced to 8 weeks including two weeks of State/District attachment.
6) **Level E**: The duration of the course will hence forthwith be six weeks including 4 weeks in India and two weeks abroad.
7) **Level F**: The duration of the course will be 3 weeks including one week for foreign component in an identified institute of repute preferably in South East Asia.
8) **Level G**: The proposed two weeks programme for Directors of CSS will be coordinated and implemented by ISTM.

COMPARATIVE STATEMENT (DURATION)

S No	Level	Duration in number of weeks	As recommended by the Review Committee	Secretary (Personnel)	Current duration in ISTM
1	A	6	4	4	4
2	B	5	5	5	5
3	C	3	Discontinued	2 (outside Delhi)	Discontinued
4	D	20	10	8	8
5	E	8	7	6	6
6	F	3	4	3	3
7	G	-	-	2	2
8	ADR	24	24	16	16

CSS – CTP AS APPROVED BY MOS (PP)

S No	Level	Duration in weeks	Special features
1	A	4	Emphasis on Rules/regulation & IT
2	B	5	Emphasis on Rules/regulation & IT
3	C	2	Training outside Headquarters
4	D	8	Field Attachment – 2 Weeks
5	E	6	Overseas training – 2 Weeks
6	F	3	Overseas training – 1 Week
7	G	2	Overseas training – 2 Weeks
8	ADR	16	Emphasis on Rules/regulation, IT Skills, & 'On the Job Training'

(FINAL) REVISED CENTRAL SECRETARIAT SERVICE-CADRE TRAINING PLAN (CSS-CTP)

S No	Level	Duration
1	Level-A (UDC to Assistants)	4 Weeks
2	Level-B (Assistant to Section Officer)	5 Weeks
3	Level – C (Discontinued)	-
4	Level-D (Section Officer to Under Secretary) (Two weeks State Attachment)	8 Weeks
5	Level-E (Under Secretary to Deputy Secretary) (Two weeks abroad)	6 Weeks
6	Level-F (Deputy Secretary to Director) (One week abroad)	3 Weeks
7	Level-G (Director to Joint Secretary) (Two Weeks abroad)	2 Weeks
8	Foundation Course for Assistants (ADR)	12 Weeks

REVISED CENTRAL SECRETARIAT STENOGRAPHERS SERVICE-CADRE TRAINING PLAN (CSSS-CTP)

S No	Nomenclature of the Training Programmes	Duration
1	Foundation Course for Steno Grade-D (SDR)	6 Weeks
2	Level-I (Steno Grade-D with 7 years of services)	3 Weeks
3	Level-II (Personal Assistant with 3 years of services)	2 Weeks
4	Level-III (Private Secretaries with 4 years of services)	3 Weeks
5	Level-IV (Principal Private Secretaries with 4 years of services)	2 Weeks
6	Refresher Training Programme (RTP)- (PPS/Sr PPS)	2 Weeks

REFRESHER /ORIENTATION PROGRAMMES

a) All SOs to be given 2 weeks training every 2 years.
b) All CSS officer (Asstt. to Director) to be given one week training every 2 years.
c) The cadre strength involved is 9800 per year of all courses
d) The details of the work load involved being assessed by a task team of ISTM

FOLLOW-UP ACTION

a) Task Teams constituted in ISTM to review Course Design/Prepare Training Manual for -
b) ADR(F), Level 'A' & Level 'B'
c) Level 'C' & Level 'D'
d) Level 'E' & Level 'F'
e) Assessing workload for refresher/orientation programme.
f) Teams expected to come up with draft Training Manual by February, 2010
g) Complete Revised CTP Programme to be implemented from 2010-11. Some programmes have already started with revised duration.
h) Additionalities in Budget Projected for 2010-11
i) Plan – Rs.11.5 Crores
j) Non Plan – Rs.7.5 Crores (OAE) for CSS mandatory training

SOME OF THE MAIN FEATURES OF THE CSS – CTP:

S No	Nomenclature of the Training Programmes
A & B	New Govt. Initiatives, State Citizen Interface in public dealing Visit to NGOs Study tour Rules/Regulations
C	Syndicate work &Pooling of experiences Global reforms on Economic front Library Research, Academic Input & Field visits. Study Tour
D	Action Research Project Study Tour Cum Syndicate Project Filed Training in States.
E	Foreign Training Academic Inputs Public Policy & Legislative Initiative Analysis Domestic visit to centrally sponsored schemes
F	Latest development in Social & Economic Fields. Public Policy Analysis Analysis of legislative Initiatives Field Visit

AUGMENTATION OF INSTITUTIONAL RESOURCES

a) Recruitment of 10 positions of faculty on contract.
b) Augmentation of non-teaching / Support staff
c) Appointment of training programme coordinators and training research associates
d) Infrastructure upgradations including sports (Plan-Rs.11.5 cr)
e) Non plan budgetary support – Rs.7.5Cr (OAE) for CSS CTP
f) ICT Upgradation
g) Library Modernization

PLAN OF ACTION

a) Get 10 positions of Faculty on Contract
b) Get Training Research Associates (TRAs)/ Training Project Coordinators (TPCs)
c) Outsource Catering/Support Staff Service
d) Upgradation of ICT Facilities
e) Upgradation of Hostel Facilities
f) Executive Hostel/Guest House
g) Modernization of Library
h) Non-teaching / Library Staff to be provided
i) Need for Transfer of One Adjacent Block to ISTM for other Flagship Programmes.

REFRESHER /ORIENTATION PROGRAMMES

a) All SOs to be given 2 weeks training every 2 years.
b) All CSS officer (Assistant to Director) to be given one week training every 2 years.
c) The cadre strength involved is 9800 per year of all courses
d) The details of the work load involved being assessed by a task team of ISTM

FOLLOW-UP ACTION

a) Task Teams constituted in ISTM to review Course Design/Prepare Training Manual for -
   a. ADR(F), Level 'A' & Level 'B'
   b. Level 'C' & Level 'D'
   c. Level 'E' & Level 'F'
b) Assessing workload for refresher/orientation programme.
c) Teams expected to come up with draft Training Manual by February, 2010
d) Complete Revised CTP Programme to be implemented from 2010-11. Some programmes have already started with revised duration.
e) Additionalities in Budget Projected for 2010-11
a. Plan – Rs.11.5 Crore
b. Non Plan – Rs.7.5 Crore (OAE) for CSS mandatory training.

INFRASTRUCTURAL ADDITIONALITES RECOMMENDED FOR ISTM

S No	Infrastructural Additionalites recommended	Status
1	Ten positions of faculty on contract	Not done
2	Revival of post of Additional Director	Done
3	Upgradation of Hostel facilities	Being done
4	Set up computer Lab/ (Laptops)	Done
5	Upgrading class room/training aids	Done
6	Augmentation of Library	Done
7	Augmentation of Sports Facilities	Being done

TEMPLATE 4

FIELD/NGO VISIT

AIM

1. To familiarize the participants with the local social, cultural and economic environment
2. To observe issues, challenges and problems faced by local citizens
3. To explore best practices and solutions to improve Public Service Delivery
4. To observe the NGO programme structure and impact
5. To develop skills for managing uncertainties
6. To develop cooperative spirit

THEMES

1. Practical aspects of new ideas
2. Generate thoughts for implementation of ideas
3. Usefulness of ideas to participants and host organization
4. Securing first-hand information from experienced people
5. Sensitivity to ground realities, particularly in the areas of health, education and rural development
6. Generating caring/sharing attitude towards deprived sections of citizens

PONDERABLES

- Opportunities to be created for collection, analysis of data and preparation of Report
- Individual/team work
- Provision for sustaining the intense experience
- Provision for sharing of learning points

IMPLEMENTATION

The implementation will depend upon –
- aim/objective;
- timing;
- location;
- distance;
- mode of transport;
- size of the team; and
- availability of accompanying trainer.

Before the Field Visit
- Liaison at individual/institutional-level with host organization/NGO
- Suitable night-stay arrangements
- Clarifying the Aim/Objectives of the visit
- Specific tasks to be undertaken during the visit
- Schedule of activities/meetings
- Evening/cultural activities with local citizens
- Awareness about the activities of host organization/NGO
- Logical formation of Teams by distributing talent/gender, etc.
- Information about previous visits and issues studied/follow up actions
- Encouraging creative/new ideas
- Solution-orientation
- Briefing, particularly the culture and customs of the place to be visited

During the Field Visit
- Participants to respect the local customs/ traditions
- Participants to observe
- Meet/interview stakeholders to collect hard and soft data
- Analyze and convert data into required information
- Complete the team work
- Draft report preparation work

After the Field Visit
- Share the experiences
- Present the report
- Draw out the learning points
- Prepare Action Plan for self/organization

CAUTION

- Physical/Weather conditions of the place of visit
- Health/Clothing precautions of the participants
- Location of the place of visit should not involve fatigue during journey
- Dependence on local system be minimized to avoid burden on them

Resource Kit

(1) National Training Policy, 2012

(2) Operational Guidelines dated 4th July, 2012

(3) National Training Policy, 1996

(4) Trainer Development Project (TDP) Brochure

(5) List of Master Trainers/Recognized Trainers accredited to DoPT

www.persmin.gov.in - Training Wing

Vision of the Department of Personnel and Training

To Create an enabling environment for the development and management of human resources of the Government for efficient, effective, accountable, responsive and transparent governance.

Training Division Department of Personnel and Training

Old JNU Campus, New Delhi - 110067 India
http://persmin.gov.in

www.dopt-nset.in