Training needs analysis.

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Definition.

"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."

TNA result.

- 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.

Measurable benefits

- 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.

Benefits of Training to Organisations

- 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

- 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

- 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.

The TNA consultancy process

Phase. 1
Entry and contracting

- **TNA Activities.**
  - Initial research. Plan the first meeting. Meet the client. Explain purpose of TNA. Identify stakeholders. Identify constraints. Agree Terms of Reference.
- **Purpose**
  - The purpose of this phase is to prepare both you and your client organisation for the consultancy. Initially, the phase provides an opportunity to find out about the organisation and the business environment in which it operates.
- **Tips**
  - Use *PEST* to provide a framework for this investigation Use the checklist to plan a short explanation of TNA Use the opportunity to identify key stakeholders, especially those who have a direct influence on performance issues. Negotiate the *Terms of Reference* for the TNA consultancy to take account of the expressed wishes of the client and your ability to meet them It is important to ensure that all employees are aware of what is being done.
- **Outcomes Intended**
  - Identification of 'stakeholders' in and associated with the organisation. Identification of constraints which may limit the extent of the TNA consultancy. Terms of Reference approved by the client.

Phase. 2
Data collection

- **TNA Activities.**
  - Understand the organisation. Collect information. Interview employees. Establish performance standards. Analyse performance issues.
- **Purpose**
  - The amount and quality of data obtained about the organisation and its activities will determine the effectiveness of the consultancy.
- **Tips**
  - Soft information, based on subjective opinions and suggestions will also emerge - especially from interviews. The existence of an appraisal system, as well as providing useful information, may provide an indication of how an organisation manages its human resources. Concentrate on *SWOT, SPIO, and Environmental, Motivational and Behavioural Factors*, and *Responsibility Mapping*. Link this to hard data that highlights features of the organisation's performance. Select problem areas where there is evidence of significant performance problems that can be attributed to a lack of knowledge and skill. Examine environmental and motivational factors that may influence the success of any training that might be proposed. Note any that will seriously impede the success of training. Interviews, either with individual employees, or working groups, will usually provide the best quality data. Try to cross check what might be vital information or opinion. Keep detailed notes of your interviews for reference purposes in later phases.
- **Outcomes Intended**
  - Evidence of performance problems attributed to a lack of knowledge and skill. Evidence of performance problems influenced by environmental or motivational factors. Completion of some, but not necessarily all the TNA tools listed above. Verification of the data by stakeholders and others who have contributed to its collection.

Phase. 3
Analysis and diagnosis

- **TNA Activities**
  - Analyse hard data. Analyse soft information. Establish priorities. Identify training needs. Identify non-training implications.
- **Purpose**
  - Having collected information and data about the organisation and its employees, this will need to be analysed taking into account the organisation's priorities. The analysis should focus attention on performance related issues, either directly concerned with the training needs of employees or, alternatively, other issues indirectly influencing their performance.
- **Tips**
  - Use an appropriate *Functional Analysis* to define roles and work areas of people associated with the performance problem. The *Cause and Effect* tool will enable you to analyse the causes of the problem. You can probably trace flaws in procedures, contributory incidents and the people involved. The *Versatility Chart* can be used to analyse working groups, and to use the information to identify training needs. The existence of *Job Descriptions*, and their current validity, may indicate good management practice. If they are not used consider helping key people to write them as a means of clarifying role, responsibilities, relationships and authority.
- **Outcomes Intended**
  - Clearly defined roles and responsibilities. Identified training needs for individual employees or working groups. Non training needs that may significantly influence performance. Supporting evidence of the performance problem these training needs will address

Phase. 4 Feedback

- **TNA Activities**
  - Prepare draft report. Prepare presentation. Present findings and recommendations. Agree priorities.
- **Purpose**
  - The purpose of the feedback phase is to present a draft report to the client, outlining findings and recommendations.
- **Tips**
  - Stress that you are presenting a draft TNA report as the basis for discussion. Focus attention on performance issues that directly influence business and the success of the organisation. Use the *Performance Report* forms to give structure to the discussion. Use words and suggestions made by the client and stakeholders. You want them to feel a sense of ownership of both the problems you have analysed and your recommended solutions. Use the *Priority List* to help your client decide priorities.
- **Outcomes Intended**
  - A completed TNA report Priorities agreed An agreement to tackle non-training factors affecting performance Commitment by the client and stakeholders to implement proposals. Targets agreed for both training and non training activities.

Phase. 5 Withdrawal

- **TNA Activities**
  - Discuss training plan with client. Prepare design briefs. Brief stakeholders. Clarify responsibilities. Targets set. Agree follow-up.
- **Purpose**
  - The primary purpose of a TNA consultancy is to help a client organisation identify its training needs, and to agree plans to meet those needs
- **Tips**
  - Major cause of a performance problem is due to environmental or motivational factors. Providing only training for such problems is unlikely to improve matters, so don't accept suggestions that training can be used to solve problems caused by them. Use *Target Setting* and *Training Plan* Use *Design Briefs* and *TNA Report*
- **Outcomes Intended**
  - The organisation is carrying out the agreed training plan. Training is being designed and developed based on the design briefs. Other, non-training actions are being taken to improve performance. Targets have been set with stakeholders. There is evidence that the organisation is improving its performance. An opportunity for you to return to the organisation is agreed.

TNA Toolkit

- **Introduction.**
  - List. wpd List of TNA materials
  - Intro1-1.wpd Introduction to Training Needs Analysis
  - Intro1-2.wpd Relationship between Consultancy Phases, Tools, Checklists and Advisory Notes
  - Intro1-3.wpd Introduction to Consultancy Process
- **TNA Tools**
  - Tool1-1.wpd Terms of Reference
  - Tool1-2.wpd Surveillance
  - Tool2-1.wpd SWOT Analysis
  - Tool2-2.wpd SPIO
  - -2a.wpd Details of SPIO cards
  - Tool2-3.wpd Environmental, Motivational K & S Factors
  - Tool2-4.wpd Responsibility Mapping
  - Tool3-1.wpd Functional Analysis
  - Tool3-2.wpd Cause & Effect Analysis
  - Tool3-3.wpd Versatility Chart
  - Tool3-4.wpd Job Description
  - Tool3-5.wpd De-Bono
  - Tool4-1.wpd Performance Report
  - Tool4-2.wpd Priority List
  - Tool5-1.wpd Target Setting
  - Tool5-2.wpd Training Plan
  - Tool5-3.wpd Design Brief
  - Tool5.4.wpd TNA Report
- **TNA Checklists**
  - Chk1-1.wpd First Meeting with Client
  - Chk1-2.wpd Contract Meeting
  - Chk1-3.wpd Establishing Terms of Reference
  - Chk2-1.wpd Possible Information to Seek in a TNA Interview
  - Chk2-2.wpd Data Collection Face to Face
  - Chk2-3.wpd Consultancy Behaviours
  - Chk3-1.wpd Causes of Performance Problems
  - Chk3-2.wpd Responses to Performance Problems
  - Chk3-3.wpd Analysis of Data Collected
  - Chk4-1.wpd Setting Priorities
  - Chk5-1.wpd Preparing a Presentation
  - Chk5-2.wpd Using Learning Contracts
- **Advisory Notes**
  - Adv1-1.wpd The Trainer as a Consultant
  - Adv2-1.wpd Interviewing to Obtain Information
  - Adv5-1.wpd Persuasive Presentations

PHASE 1 "Entry & Contracting"	**PHASE 2** "Data Collection"	**PHASE 3** "Analysis & Diagnosis"	**PHASE 4** "Feedback"	**PHASE 5** "Withdrawal"
Tool 1.1 Terms of Reference Tool 1.2 Surveillance	Tool 2.1 SWOT Tool 2.2 SPIO Tool 2.3 Environmental, Motivational & Behavioural Tool 2.4 Responsibility Mapping	Tool 3.1 Functional Analysis Tool 3.2 Cause & Effect Analysis Tool 3.3 Versatility Chart Tool 3.4 Job Description Tool 3.5 De Bono	Tool 4.1 Performance Report Tool 4.2 Priority List	Tool 5.1 Target Setting Tool 5.2 Training Plan Tool 5.3 Design Brief Tool 5.4 TNA Report
Chk 1.1 First meeting with client Chk 1.2 Contracting meeting checklist Chk 1.3 Establishing ToR	Chk 2.1 Possible information to seek in an interview Chk 2.2 Data collection face to face Chk 2.3 Behaviours checklist	Chk 3.1 Causes of performance problems Chk 3.2 Responses to performance problems Chk 3.3 Analysis of data collected	Chk 4.1 Setting priorities	Chk 5.1 Preparing a presentation Chk 5.2 Using learning contracts
Adv 1.1 The Trainer as a Consultant	Adv 2.1 Interviewing to Obtain Information			Adv 5.1 Persuasive Presentations

Effective Consultant	Ineffective Consultant
Listens to understand	Appears superior in attitude
Accepts data without contradicting client	Decries what client says as unimportant
Initially non judgemental	Criticises or blames client
Concentrates on the assignment	Has many 'irons in the fire'
Takes time to assess problems	Shows impatience
Gets to know the problem or opportunity Summarises accurately what clients say	Proposes instant pre-packed solutions
Gives confidence through gesture and behaviour	Interested in own views, not clients
Fulfils promises	Lacking confidence
Adopts positive approach	Fails to deliver
Works to facilitate action	Only points out what is wrong
	Works but no positive change emerges

Adv. 1.1 Trainer as consultant.

Consultancy roles

1. The Doctor
2. The Detective
3. The Salesperson
4. The Travel Agent

Range of behaviours

- Refusing to Become Involved
- Listening
- Observing
- Reflecting Feelings
- Reflecting Data
- Clarifying
- Probing
- Summarising
- Gathering Data
- Building a Vision
- Interpreting Data
- Diagnosing
- Providing New Data
- Describing Common Ground
- Confronting
- Identifying Options for Action
- Proposing Criteria for Evaluation of Alternatives
- Recommending
- Prescribing
- Planning the Implementation

Client interview.

- **BEFORE THE INTERVIEW**
  - **Objectives**
  - **Plan**
- **DURING THE INTERVIEW**
  - **Gain Rapport**
  - **Explain the Objectives**
  - **Use Short Questions - Long Answers**
  - **Listen**
  - **Follow-up Points**
  - **Avoid 'Closed' Questions**
  - **Confirm Understanding**
  - **Multiple Questions**
  - **Specific not Abstract Questions**
  - **Neutrality**
  - **Bias**
  - **Conclude**
  - **Record**
- **AFTER THE INTERVIEW**
  - **Write up a full draft account before another interview**

Persuasive presentations

- Be Realistic.
- Decide Principle or Detail.
- Use Benefit Statements.
- Use Visual Aids
- Choose the Best Examples
- Make it Easy to Say Yes
- Have Alternatives
- Summarise As You Go Along
- Facts and Figures
- Anticipate Objections
- Rehearse

Adv. 5.1

First meeting with client

- Establish expectations
  - who wants it (stakeholder)
  - why they want it (aims)
  - what do they expect (outcomes)
  - how do they expect it to be done (methods)
- Gain authority/access to people and records
- Establish how access is to be arranged
- Establish confidentiality
- Establish extent of support offered
- Identify sensitive areas/ no-go areas
- Identify constraints
  - access
  - resources available
  - timescale required
  - training solutions acceptable
  - non-training solutions anticipated
- Agree consultation during process
- Agree to check out findings
- Agree the purpose
- Agree the Terms of Reference
- Agree a report back time
- Gain commitment to the process
- Learn about the organisation
  - the business
  - the structure
  - key people
  - anticipated changes
- Learn about policies and plans
- Explore perceived performance problems
- Explore priority areas
- Explore acceptable training solutions

Checklist 1.1

Contracting meeting

- **Formal Contract**
  - What will be done, scope and boundaries
  - Objectives of the project
  - Outcomes expected
  - Success criteria
  - Constraints
  - Assumptions
  - Principle stakeholders
  - How much will it cost?
  - Invoicing process
  - Reporting process
  - Reviewing, renegotiating and termination contract
  - Timescales
  - Evaluation of project
  - Disengagement

- **Informal (Psychological) Contract**
  - How to behave
  - Formality required/expected
  - Confidentiality
  - Commitment on both sides
  - How to collect information
  - Access to people and information
  - Feedback to consultant
  - Value systems between consultant and client
  - Interpretation of language used
  - Hidden agenda items of client
  - Hidden agenda items of stakeholders and beneficiaries
  - What client and consultant expect to gain from the project?

Checklist 1.2

Establishing terms of reference

- **Factors to Consider:**
  - Funding agency?
  - PEST factors
  - Responsibility and authority of client
  - Institutional involvement
  - Aims and objectives of consultancy assignment
  - Success criteria
  - Next steps, process to be followed
  - Who will be involved?
  - Roles and responsibilities of client, stakeholders and beneficiaries
  - Reporting
  - Outcomes expected
  - Timescales
  - Costs and invoicing
  - Confidentiality and access issues
  - Renegotiation
  - Withdrawal
  - Project review
  - Project evaluation
  - Feedback to consultant

Checklist 1.3

Terms of reference

- **PURPOSE OF THE TOOL**
  - This tool enables you to associate yourself with your client, to the company in which you'll carry out the consultancy and to the results expected from it
- **DESCRIPTION**
  - The benefits of an agreed ToR
    - A clear understanding by the client of what is involved in a TNA consultancy and the outcomes to be expected. A clear appreciation by you, as the consultant, of the situation in the company and what the client is willing to allow you to do. An agreed timescale for all phases of the consultancy. Access to confidential information about the company, its systems and procedures, the people it employs and its plans for the future. Authority to investigate issues concerned with performance and the identification of training needs. A point of reference to resolve conflict that might arise during and from your consultancy.

To: **A letter sent prior to first meeting with client**

Managing Director/Head of Department
Dear .....

Training Needs Analysis

Thank you for expressing an interest in carrying out a Training Needs Analysis (TNA) in your organisation. I have been asked to act as the TNA Consultant for this and that you will be my client. We have to arrange our first meeting during which we can discuss the TNA process and the possible results to be achieved. The aim is to utilise training to help improve the performance of your employees and, ultimately, the organisation.

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

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

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

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

Surveillance

- **PURPOSE OF THE TOOL**
  - Your initial knowledge of a client organisation will influence your ability to establish satisfactory Terms of Reference This tool is intended to help you establish a sound basis for starting your consultancy. It is a tool you might choose to use generally, across a range of potential client organisations, or one you'll use before your first meeting with a client
- **DESCRIPTION**
  - During surveillance you may suspect a performance problem or a skills gap, or learn about complaints about organisational performance, or receive requests for training, you should investigate. This could be done without having first met your client. The importance of surveillance now becomes obvious

PEST

- Surveillance can also be done externally to keep abreast of changes in which the organisation operates.
- PEST analysis
  - The political climate in which the organisation operates can have significant impact on training needs. Changes in the political climate can result in new legislation, or changes in policy or public opinion that may require initiatives.
  - The economic climate in which the organisation operates can influence and at time radically alter the nature and extent to which an organisation is able and willing to support training.
  - The social climate within which the organisation operates is constantly changing. Some of these changes are caused by political interventions, such as the Sex Discrimination Act, but the underlying change is sociological, where politicians sense and respond to changes in society.
  - The technologies used by the organisation, now and in the future, will determine much of an organisation's training needs.

Possible information to seek in an interview

- **Organisation Policy and Plans**
  - Does the organisation have a Mission Statement?
  - Is there a current Business Plan?
  - What are the overall aims and objectives of the organisation?
  - What changes are anticipated in the near and/or distant future?
  - What investment plans exist?
  - What are the resources of the organisation to meet the objectives?
  - How is the organisation organised and what systems are in existence?
  - What plans are there to change the organisation and/or its systems?
  - What are the current staffing levels and categories?
  - What changes in staffing levels, categories and competences are likely to be required due to:
    - expansion or contraction?
    - diversification or rationalisation of services?
  - How profitable or successful is the organisation?
  - What prospects are there for improvement?
  - How might the improvement be achieved?
  - Who provides funds for the organisation, or owns it?
  - What changes to funding or ownership are anticipated?
- **Marketing and Sales**
  - What are the short-term and long-term marketing plans?
  - What changes are made to these and how often?
  - What market research is undertaken?
  - What is the market coverage?
  - Are sales targets set?
  - Have they been achieved in the past?
  - Are sales costs within expected limits?
  - What complaints are there?
- **Servicing**
  - What is the rate of rejects?
  - What are the customer complaints?
  - What are the inspection arrangements?
    - Are they too lax?
    - Are they too stringent?
    - Are they inconsistent?
  - What is the competition?
  - What are the quality standards?
  - What is the pricing structure?
  - How competitive is it?
  - What are the reject rates?
  - What is the down time?
  - What/where are the bottlenecks?
  - What is the plant utilisation?
  - What is the labour utilisation?
  - What improvements are anticipated?
- **Finance**
  - What resources are there?
  - Are they effectively employed?
  - Is it adequate?
  - What system of cost control is there?
  - Is it effective?
  - What accounting aids are there?
  - What changes are anticipated?
  - What are the investment plans?

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  - What resources are there?
  - Are they effectively employed?
  - Is it adequate?
  - What system of cost control is there?
  - Is it effective?
  - What accounting aids are there?
  - What changes are anticipated?
  - What are the investment plans?
- **Technical**
  - What technical development is being done?
  - How are the priorities assessed?
  - How is the effort co-ordinated?
  - What is the calibre of the technical staff:
    - - How are they kept up-to-date?
    - - Have they supporting staff?
    - - Are they in sufficient numbers?
    - - Are there too many?
    - - Are the job ranges covered?
  - Are equipment/techniques up to date?
  - Are there likely to be changes to the equipment/ techniques?
- **Human Resources**
  - What tasks/jobs/occupations are there?
  - How are they categorised?
  - What standards are there?
  - How do people know these?
  - What are the recruitment and selection policies and procedures?
  - What are the training/development policies and procedures?
  - What are the appraisal policies and procedures?
  - What are the transfer/termination policies and procedures?
  - How are key posts covered?
  - How versatile is the staff?
  - How competent are they?
  - What is the staff utilisation:
    - - where are they under-utilised?
    - - where are they overstretched?
  - What is the age structure?
  - What are the anticipated retirements?
  - What are the grievances?
  - What are the absentee rates?
  - What are the accident rates?
  - What are the sickness rates?
  - What are the labour turnover rates?
  - What are the pay structures?
  - What are the consultation practices?
  - What are the industrial relations structures/practices?
  - What are the resistances to change?

Checklist 2.1

Data collection face to face

- **Behaviours to Use**
  - Reflect back to the client his or her concerns and feelings about the situation.
  - Ask them to draw an organisational picture of those involved.
  - Follow up their leads and let them describe situations with minimum interruption.
  - Encourage them to give views by non verbal gestures, such as a nod of the head, a smile, lean forward in your chair, writing down a point or looking intently.
  - Use open rather than closed questions, such as 'How do you feel about the situation?' rather than 'Is it true that the situation is pretty hopeless?'
  - Pick up the key words and emotional phrases and encourage them to elaborate.
  - Support their endeavours to search for a clearer understanding of the situation by helping them to talk about themselves and their own role in the problem.
  - Check your understanding by summarising back them.
  - Adopt a problem-centred approach.
- **Behaviours to Avoid**
  - Don't evaluate and judge the person's remarks.
  - Don't interpret the meaning behind his or her words.
  - Don't put labels on them or others.
  - Don't contradict them.
  - Don't force them into an area which is of interest to you, but not them.
  - Don't imply, by word or deed, approval or disapproval of what they say about others.
  - Don't offer solutions before they ask for them or give permission for you to do so.
  - Don't show impatience or lack of interest.

Checklist 2.2

Consultancy behaviours

- **Behaviours which may build a relationship:**
  - **Verbal**
    - Using client's language / vocabulary
    - Empathising with client
    - Clarifying purpose or expectations of meeting
    - Exploring feelings of client
    - Establishing credibility with client
    - Checking understanding or clarifying
    - Rephrasing client statements
    - Reflecting words, examples, tone of voice
    - Summarising
    - Maintaining confidentiality
    - Supporting client without taking sides
    - Probing (leads) exploring client concerns
    - Using open questions
    - Building on contributions of client
    - Giving information to client
    - Identifying issues with client
    - Encouraging client to talk
    - Encouraging client to make a decision
  - **Non-verbal**
    - Nodding
    - Open body posture
    - Looking interested
    - Mirroring body language
    - Grunts or encouraging noises

- **Behaviours which may build or may undermine a relationship:**
  - **Verbal**
    - Exploring client's willingness to act
    - Presenting professional image
    - Acknowledging limits of own competence
    - Offering to talk about solutions/ways forward
    - Offering instant solutions/selling solutions
    - Presenting oneself as always successful
    - Interrupting or cutting across client
    - Challenging client
    - Difficulty stating by consultant
    - Approval or disapproval of client's opinions
    - Assuming power or authority
    - Taking responsibility away from the client
  - **Non-verbal**
    - Sitting forward
    - Silence
    - Eye contact
    - Smiling

- **Behaviours which may be expected to undermine a relationship:**
  - **Verbal**
    - Abrupt changes of direction by consultant
    - Following consultant's interests not client's
    - Using closed questions
    - Criticising others
    - Impatience with client
    - Being judgmental
    - Coldness
    - Contradicting
    - Acting as superior
    - Ignoring client's views
    - Stereotyping client or others
    - Dishonesty of consultant
  - **Non-verbal**
    - Sitting back
    - Inattention
    - Looking bored
    - Closing eyes
    - Doodling
    - Fidgeting
    - Yawning
    - Frequent time checks
    - Excessive note taking

- **Hierarchy of behaviours from client centred (top) to consultant centred (bottom)**
  - **Client-centred**
    - Refuses involvement
    - Observes0
    - Supports (encourages client to talk)
    - Listens
    - Non judgmental / neutral
    - Reflects feelings
    - Reflects data
    - Gathers data (seeks information)
    - Summarises
    - Clarifies (checks understanding)
    - Probes
    - Builds a common vision
    - Interprets data (identifies issues)
    - Explores willingness to act
    - Challenges
    - Diagnoses
    - Provides new data
    - Identifies options for action
    - Describes common ground
    - Proposes criteria for evaluation of alternatives (to judge solutions)
    - Recommends a solution / course of action
    - Prescribes a solution / course of action
    - Agrees future action of client to implement a solution / course of action
    - Plans Implementation of a solution / course of acti
    - Consultant takes over and acts on behalf of client
  - **Consultant-centred**

Checklist 2.3

Causes of performance problems

- **ENVIRONMENTAL DEFICIENCIES**
- **Questions to consider about performance:**
  - Are job roles clear?
  - Is the chain of command clear?
  - Is the workflow well organised?
  - Are workers over-loaded?
  - Is there waiting time while others perform?
  - Is there role conflict with other workers?
  - Are adequate supplies of spare parts available?
  - Are the work processes adequate to the desired outcome?
  - Are tools and equipment adequate and appropriate?
  - Does the service match the competition?
  - Is the level of economic activity driving the problem?
  - Does legislation bear upon the situation?
  - Are technological factors operating against the current position?

- **MOTIVATIONAL DEFICIENCIES**
- **Questions to consider about lack encouragement to perform:**
  - Could workers perform if their lives depended upon it?
  - Are workers unaware of value of the services?
  - Are there disagreements about how best to perform?
  - Is the effort greater than the reward?
  - Are there negative consequences of performing?
  - Is the deficient area distasteful or socially negative?
  - Is punishment used as a management tool?
  - Are there unpleasant working conditions?
  - Are there rewards for non-performance?
  - Does the organisation's culture support performance?
  - Is there discontent and low morale?

Strength Weakness Opportunity and Threats.

SWOT

Tool 2.1

SWOT Analysis

- **PURPOSE OF THE TOOL**
  - The tool enables you to analyse a variety of issues concerned with performance and people, and provides input to other tools that can be used for more detailed analysis.
- **DESCRIPTION**
  - 'SWOT' is a mnemonic for an analysis of four factors related to a organisation's performance:
    - **Strengths**. What are the strengths of the organisation, or of a particular unit or function within it? What are employees proud of, or customers pleased with, and what gives the organisation a competitive advantage?
    - **Weaknesses** Where is the organisation or a particular unit or function weak? In the opinion of its employees, at all levels from top management to the shop floor - and from its customers, where are the deficiencies?
    - **Opportunities** In what sort of ways can the organisation or a unit or function take advantage of technological changes, or business opportunities?
    - **Threats** What changes to technology or the business, or to the industrial sector, generally, are likely to be dangerous to the success of the organisation?
- The analysis can be focused in different ways to suit the purpose of the analysis. External issues influencing the success of a organisation. Internal issues determining how well a organisation can utilise its own resources to achieve business success. A combination of both internal and external issues that together provide a basis for analysing aspects of a organisation's performance

- **Developments in Society**
  - How will changes in society influence the organisation?
  - What changes in legislation can be expected?
- **Customers**
  - How big is the market into which the organisation provides services?
  - Will this market change, and in which way?
  - What will be the purchasing habits of its customers?
  - Which tendencies will affect the organisation's market opportunities?
  - How can these opportunities be exploited?
  - Will there be a change in the volume of business?
  - What level of quality are customers willing to pay for?
- **Suppliers**
  - How many suppliers does the organisation have?
  - How will the most important suppliers develop in the future?
  - Is the organisation likely to increase or decrease the number of suppliers?
- **Competitors**
  - How many competitors are there?
  - Who are the most important?
  - How will they affect the market?
  - How will the market for the organisation's products and services change over the following years?
  - What is the level of price, quality and supply compared to competitors?
- **Services**
  - What demands are customers likely to make on the organisation's services?
  - What changes are likely to occur?
  - To what extent is the organisation able to meet customer requirements?
  - Which services are likely to be more in demand in the future?
  - What are the consequences of falling demand for some organisation's services?
- **Technology**
  - What technological changes are being introduced which will affect the organisation's operations and business?
  - What is the organisation planning in terms of investment in new equipment or systems?
  - Which of the organisation's present equipment, systems and procedures are likely to become redundant in the near future?
- **Workers**
  - What are the present staffing levels compared to the amount of business the organisation is currently attracting?
  - Is this likely to change in the near future?
  - What are the current levels of competence relative to what is desirable?
  - Which category of worker has the greatest potential to improve performance?
  - Are workers sufficiently flexible to enable them to respond to business demands?
  - Is the organisation able to retain its best, most competent workers?
  - Are workers willing to be trained?
  - Would they respond positively to opportunities for personal vocational development?
  - What factors may cause workers to resist opportunities for training and development?

How to use it

- Decide the issue(s) to be analysed.
- You may choose to compile a SWOT analysis yourself using information obtained from interviews.
- Focus attention exclusively on the issue being analysed.
- Use the form to compile the SWOT analysis.
- Initially, move from one factor to another and then, finally 'brainstorm' to obtain additional items.

SWOT ANALYSIS

ISSUE :	

STRENGTHS	OPPORTUNITIES
WEAKNESSES	THREATS

Specific problems, issues and opportunities. SPIO.

Tool 2.2

Purpose of the tool

- SPIO can be used with SWOT Analysis, or independently, to provide further insight into performance, training and development. The tool will provide general information that may need more detailed analysis. The tool is especially useful to gain the views of management and supervisors.

Description

- SPIO stands for **Specific Problems, Issues and Opportunities** and can be used to identify training and development needs of individuals and organisations
  - **People Issues**
    - Appraisal
    - Disturbance Handling
    - Performance
    - Staffing
    - Training and Development
  - **Task Issues**
    - Change
    - Communication
    - Job Knowledge
    - Planning
    - Problem Solving
  - **Leadership Issues**
    - Delegation
    - Leadership
    - Meetings
    - Negotiation
    - Teamwork
- These categories are used as the basis for a series of 'statements' which are presented to individual managers or supervisors and from which they select important or urgent issues, reflecting personal or company needs.

How to use it

- A range of a 100 individual and organisational training needs are printed on cards. The cards are sorted and prioritised to identify training and development needs. 60 of these cards, the yellow ones, cover the training and development needs of individuals; the remaining 40 white cards deal with issues concerning the organisation.
- To use SPIO with management, use white cards. Yellow cards with supervisory level workers.
- The cards are sorted into three groups:
  - Group 1 is for cards where you strongly agree with the statement.
  - Group 2 is for cards where you generally agree with the statement.
  - Group 3 is for the remainder of the cards.
- **Interviewing Management**
  - Use the white card. Ensure that they sort out the cards themselves, making their own decisions. Ask interviewees to look through the card in Group 1 and select the five statements with which they most strongly agree. These are the organisation's training needs. Write these five statements on the Action Planning Sheet. Include details of why the interviewees consider them important.
- **Interviewing Supervisory Workers**
  - Use the yellow cards with individual workers who have experience in a supervisory level job. The interviewee sorts out the cards into the respective groups, with reference to their own job. Repeat the sorting activity for the white cards. Take the white and yellow cards where the interviewee strongly agreed with the statement. Sort out the five statements in each colour which the interviewee most strongly agrees with. These are the person's priority training needs.

Action Planning Sheets

- These can be used to plan for both organisation (white cards) and individual (yellow cards) training and development needs. Ask the interviewee to complete the sheets.
- Name: note the names of the people contributing to the analysis of organisational training needs, or the name of the individual worker being interviewed.
- Analysis of Organisation or Individual Training Needs: tick whether the statement is from a white organisational card, or a yellow card for an individual.
- Write the statement from the first of either the white or yellow cards.
- Why is this important? Ask the interviewee(s) to briefly describe why this card was chosen.
- Proposed Action: describe the training and non training solutions or actions that could be taken to resolve the issue identified by the statement.
- Responsibility: against each proposed action write the name of the person who will be responsible.
- Review date: indicate a date for the review or completion of this activity.
- Continue with the next card.

ACTION PLANNING SHEET

Analysis of Organisation Training Needs :			
Analysis of Individual Training Needs :			
Name of Interviewee (s) :			
Statement :	No.	Why is this important?	
Proposed Action Training : Non-Training :		Responsibility	Review Date

- Organisation.
  - People.
    - Appraisal
    - Disturbance Handling
    - Performance
    - Staffing
    - Training and Development
  - Task.
    - Change
    - Communication
    - Job Knowledge
    - Planning
    - Problem Solving
  - Leadership.
    - Delegation
    - Leadership
    - Meetings
    - Negotiation
    - Teamwork

- Individual.
  - People.
    - Appraisal
    - Disturbance Handling
    - Performance
    - Staffing
    - Training and Development
  - Task.
    - Change
    - Communication
    - Job Knowledge
    - Planning
    - Problem Solving
  - Leadership.
    - Delegation
    - Leadership
    - Meetings
    - Negotiation
    - Teamwork

SPIO - Category definitions and statement banks

- **INDEX : 1 FORMAT : IL DELEGATION**
  - It would help if I could delegate more effectively
- **INDEX : 2 FORMAT : IL DELEGATION**
  - It would help if I could get my staff to be more self-reliant
- **INDEX : 3 FORMAT : IL LEADERSHIP**
  - It would help if I could create a more open and trusting atmosphere within the department
- **INDEX : 4 FORMAT : IL LEADERSHIP**
  - It would help if I could be more assertive
- **INDEX : 5 FORMAT : IL LEADERSHIP**
  - It would help if I had more authority
- **INDEX : 6 FORMAT : IL LEADERSHIP**
  - It would help if I could improve the morale of my staff
- **INDEX : 7 FORMAT : IL MEETINGS**
  - It would help if I could handle meetings better
- **INDEX : 8 FORMAT : IL MEETINGS**
  - It would help if I did not have to attend so many meetings
- **INDEX : 9 FORMAT : IL NEGOTIATION**
  - It would help if I could gain more real practice in negotiation
- **INDEX : 10 FORMAT : IL NEGOTIATION**
  - It would help if I could be clearer about strategy and tactics in negotiation

- **INDEX : 11 FORMAT : IL TEAMWORK**
  - It would help if I could get more feedback from my staff
- **INDEX : 12 FORMAT : IL TEAMWORK**
  - It would help if I could improve the way we work together as a team
- **INDEX : 13 FORMAT : IL TEAMWORK**
  - It would help if we planned our workload on a team basis
- **INDEX : 14 FORMAT : IP APPRAISAL**
  - It would help if I could handle appraisal interviews more effectively
- **INDEX : 15 FORMAT : IP APPRAISAL**
  - It would help if I could improve my ability to assess the true potential of my staff
- **INDEX : 16 FORMAT : IP DISTURBANCE HANDLING**
  - It would help if I could handle disciplinary problems more effectively
- **INDEX : 17 FORMAT : IP DISTURBANCE HANDLING**
  - It would help if I could handle conflict more skilfully
- **INDEX : 18 FORMAT : IP DISTURBANCE HANDLING**
  - It would help if I knew more about my responsibilities within the formal discipline and grievance procedures
- **INDEX : 19 FORMAT : IP PERFORMANCE**
  - It would help if my own objectives were more realistic
- **INDEX : 20 FORMAT : IP PERFORMANCE**
  - It would help if I were more fully involved in setting objectives for my own staff

- **INDEX : 21 FORMAT : IP STAFFING**
  - It would help if I could improve my ability to select the best person for a job
- **INDEX : 22 FORMAT : IP STAFFING**
  - It would help if I could find ways of increasing staff flexibility
- **INDEX : 23 FORMAT : IP TRAINING & DEVELOPMENT**
  - It would help me to plan my development if I could identify the broad career options open to me
- **INDEX : 24 FORMAT : IP TRAINING & DEVELOPMENT**
  - It would help if I personally had more training and development
- **INDEX : 25 FORMAT : IP TRAINING & DEVELOPMENT**
  - It would help if I had the know-how and skills to train my own staff
- **INDEX : 26 FORMAT : IT CHANGE**
  - It would help if I could improve my ability to manage the implementation of change
- **INDEX : 27 FORMAT : IT CHANGE**
  - It would help if I could get my staff to be more positive about change
- **INDEX : 28 FORMAT : IT COMMUNICATION**
  - It would help if I could scan magazines, reports etc, more quickly to extract key information
- **INDEX : 29 FORMAT : IT COMMUNICATION**
  - It would help if I could get the same message across to all my staff
- **INDEX : 30 FORMAT : IT COMMUNICATION**
  - It would help if I could improve my ability to express myself in writing

- **INDEX : 31 FORMAT : IT COMMUNICATION**
  - It would help if I could find better ways of communicating sensitive information to my staff
- **INDEX : 32 FORMAT : IT JOB KNOWLEDGE**
  - It would help if I could keep more up-date with developments in my field
- **INDEX : 33 FORMAT : IT JOB KNOWLEDGE**
  - It would help if I had a clearer definition of my job
- **INDEX : 34 FORMAT : IT JOB KNOWLEDGE**
  - It would help if I really understood our computer information systems
- **INDEX : 35 FORMAT : IT JOB KNOWLEDGE**
  - It would help if I knew more about the function of other parts of the organisation
- **INDEX : 36 FORMAT : IT PLANNING**
  - It would help if I could assess priorities more accurately
- **INDEX : 37 FORMAT : IT PLANNING**
  - It would help if I could find ways of reducing the number of interruptions to my work
- **INDEX : 38 FORMAT : IT PLANNING**
  - It would help if I could spend more time with my staff
- **INDEX : 39 FORMAT : IT PROBLEM SOLVING**
  - It would help if I could improve my ability to come up with new ways of tacking familiar problems
- **INDEX : 40 FORMAT : IT PROBLEM SOLVING**
  - It would help if I could make a better assessment of the risks involved in the decisions I have to make

- **INDEX : 41 FORMAT : IT PROBLEM SOLVING**
  - It would help if I was more involved in decision-making
- **INDEX : 42 FORMAT : OL LEADERSHIP**
  - It would help if I had more freedom to act without reference to my boss
- **INDEX : 43 FORMAT : OL LEADERSHIP**
  - It would help if I received more recognition for my efforts
- **INDEX : 44 FORMAT : OL LEADERSHIP**
  - It would help if I had fewer bosses
- **INDEX : 45 FORMAT : OL LEADERSHIP**
  - It would help if the climate in this organisation encouraged people to confront deficiencies in the system
- **INDEX : 46 FORMAT : OL LEADERSHIP**
  - It would help if all supervisors were seen as managers
- **INDEX : 47 FORMAT : OL LEADERSHIP**
  - It would help if managers challenged their assumptions about the constraints that the organisation places upon them
- **INDEX : 48 FORMAT : OL MEETINGS**
  - It would help if management meetings took place more regularly
- **INDEX : 49 FORMAT : OL MEETINGS**
  - It would help if meetings aided rather than prevented decision-making in this organisation
- **INDEX : 50 FORMAT : OP APPRAISAL**
  - It would help if we had better ways of appraising staff performance

- **INDEX : 51 FORMAT : OP PERFORMANCE**
  - It would help if all Departments seemed to be working towards common goals
- **INDEX : 52 FORMAT : OP PERFORMANCE**
  - It would help if everyone was clear about their responsibilities and what was expected of them
- **INDEX : 53 FORMAT : OP PERFORMANCE**
  - It would help if the organisation was better at monitoring performance against plans
- **INDEX : 54 FORMAT : OP PERFORMANCE**
  - It would help if we used more formal approaches to setting targets
- **INDEX : 55 FORMAT : OP STAFFING**
  - It would help if we had a more objective system for making promotion decisions
- **INDEX : 56 FORMAT : OP STAFFING**
  - It would help if staff got broader experience in the organisation
- **INDEX : 57 FORMAT : OP STAFFING**
  - It would help if we would attract more able people into the organisation
- **INDEX : 58 FORMAT : OP STAFFING**
  - It would help if the organisation made better use of the skills of its staff
- **INDEX : 59 FORMAT : OP TRAINING & DEVELOPMENT**
  - It would help if we were better at identifying essential job skills
- **INDEX : 60 FORMAT : OP TRAINING & DEVELOPMENT**
  - It would help if more attention was paid to the training and development of managers

- **INDEX : 61 FORMAT : OP TRAINING & DEVELOPMENT**
  - It would help if supervisors were trained in the same management skills and techniques as managers
- **INDEX : 62 FORMAT : OP TRAINING & DEVELOPMENT**
  - It would help if there was a greater commitment to training and development in the organisation
- **INDEX : 63 FORMAT : OP TRAINING & DEVELOPMENT**
  - It would help if more use was made of our own experts for in-house training
- **INDEX : 64 FORMAT : OP TRAINING & DEVELOPMENT**
  - It would help if we had a system for giving staff further training beyond the basics
- **INDEX : 65 FORMAT : OT CHANGE**
  - It would help if the organisation could respond better to the new pressures we are facing
- **INDEX : 66 FORMAT : OT CHANGE**
  - It would help if the organisation made more use of new technology
- **INDEX : 67 FORMAT : OT CHANGE**
  - It would help if Senior Managers understood the implications of the changes they want to introduce
- **INDEX : 68 FORMAT : OT CHANGE**
  - It would help if staff with new ideas were encouraged to develop them
- **INDEX : 69 FORMAT : OT COMMUNICATION**
  - It would help if I knew more about the organisation's future plans
- **INDEX : 70 FORMAT : OT COMMUNICATION**
  - It would help if had more regular contact with my immediate colleagues

- **INDEX : 71 FORMAT : OT COMMUNICATION**
  - It would help if I could rely on getting more co-operation and help from other departments in times of crisis
- **INDEX : 72 FORMAT : OT COMMUNICATION**
  - It would help if there was more effective communication between different parts of the organisation
- **INDEX : 73 FORMAT : OT COMMUNICATION**
  - It would help if managers and supervisors improved their communication with each other
- **INDEX : 74 FORMAT : OT COMMUNICATION**
  - It would help if our paperwork systems were simpler
- **INDEX : 75 FORMAT : OT PROBLEM SOLVING**
  - It would help if our organisation was not so committed to instant decision making
- **INDEX : 76 FORMAT : IL DELEGATION**
  - It would help if I used the skills of my subordinates better
- **INDEX : 77 FORMAT : IL DELEGATION**
  - It would help if I could delegate more to my staff
- **INDEX : 78 FORMAT : IL LEADERSHIP**
  - It would help if I could make my staff more aware of what I expect of them
- **INDEX : 79 FORMAT : IL LEADERSHIP**
  - It would help if I could get my staff to be more committed to anticipating and solving problems
- **INDEX : 80 FORMAT : IL LEADERSHIP**
  - It would help if I, as a manager, was allowed to manage

- **INDEX : 81 FORMAT : IL LEADERSHIP**
  - It would help if I could get my staff to be enthusiastic about training
- **INDEX : 82 FORMAT : IL LEADERSHIP**
  - It would help if I could manage my staff without the need to resort to the 'big stick' approach
- **INDEX : 83 FORMAT : IL LEADERSHIP**
  - It would help if I could find ways other than financial reward to motivate my staff
- **INDEX : 84 FORMAT : IL NEGOTIATION**
  - It would help if I could improve my ability to recognise people who are not committed to decisions being made during a negotiation
- **INDEX : 85 FORMAT : IL TEAMWORK**
  - It would help if I could get my staff to keep me better informed without me having to remind them
- **INDEX : 86 FORMAT : IP DISTURBANCE HANDLING**
  - It would help if I was better at solving staff management problems
- **INDEX : 87 FORMAT : IP PERFORMANCE**
  - It would help if I could identify areas where real improvements are possible
- **INDEX : 88 FORMAT : IP PERFORMANCE**
  - It would help if I could get more people to give me information and feedback concerning the performance of the department
- **INDEX : 89 FORMAT : IP PERFORMANCE**
  - It would help if I could improve my ability to set targets for my staff
- **INDEX : 90 FORMAT : IP STAFFING**
  - It would help if I could find ways of reducing absenteeism

- **INDEX : 91 FORMAT : IP STAFFING**
  - It would help if I could recruit better staff
- **INDEX : 92 FORMAT : IP DEVELOPMENT**
  - It would help if there was more time for staff training
- **INDEX : 93 FORMAT : IP DEVELOPMENT**
  - It would help if I knew more about opportunities for further education
- **INDEX : 94 FORMAT : IT COMMUNICATION**
  - It would help if I could extend the range of my contacts outside the organisation
- **INDEX : 95 FORMAT : IT COMMUNICATION**
  - It would help if I could improve my ability to think on my feet and deal with awkward or unexpected questions
- **INDEX : 96 FORMAT : IT COMMUNICATION**
  - It would help if I could find better ways of keeping my boss up-to-date with what's going on
- **INDEX : 97 FORMAT : IT JOB KNOWLEDGE**
  - It would help if I had more information about longer-term business trends
- **INDEX : 98 FORMAT : IT PLANNING**
  - It would help if I could get away from the 'fire-fighting' style of management
- **INDEX : 99 FORMAT : IT PLANNING**
  - It would help if I could find a way of diverting some of the people who insist on seeing me
- **INDEX : 100 FORMAT : IT PLANNING**
  - It would help if I could set aside blocks of time for thinking and planning ahead

- **INDEX : 101 FORMAT : IT PLANNING**
  - It would help if I could find time to discuss and explain more of my decisions to my staff
- **INDEX : 102 FORMAT : IT PLANNING**
  - It would help if I could spend more time with my boss
- **INDEX : 103 FORMAT : IT PLANNING**
  - It would help if my department had a greater say in policy
- **INDEX : 104 FORMAT : IT PROBLEM SOLVING**
  - It would help if I could improve my ability to make estimates and forecasts in conditions of considerable uncertainty
- **INDEX : 105 FORMAT : IT PROBLEM SOLVING**
  - It would help if I could identify problems before they become crisis
- **INDEX : 106 FORMAT : OL LEADERSHIP**
  - It would help if higher management became less remote from the staff
- **INDEX : 107 FORMAT : OL LEADERSHIP**
  - It would help if management and staff could work together more harmoniously
- **INDEX : 108 FORMAT : OL LEADERSHIP**
  - It would help if managers and supervisors took more initiatives in identifying and resolving problems
- **INDEX : 109 FORMAT : OL LEADERSHIP**
  - It would help if people were less influenced by purely financial incentives
- **INDEX : 110 FORMAT : OL LEADERSHIP**
  - It would help if the skills of managers were of a more consistently high quality

- **INDEX : 111 FORMAT : OL MEETINGS**
  - It would help if meetings were more effectively run
- **INDEX : 112 FORMAT : OP PERFORMANCE**
  - It would help if the quality of our products/services was more closely monitored
- **INDEX : 113 FORMAT : OP PERFORMANCE**
  - It would help if staff operated the paperwork procedures properly
- **INDEX : 114 FORMAT : OP STAFFING**
  - It would help if I was kept informed of decisions affecting my staff
- **INDEX : 115 FORMAT : OP STAFFING**
  - It would help if people and jobs were better matched
- **INDEX : 116 FORMAT : OP STAFFING**
  - It would help if managers were more involved in the hiring of staff
- **INDEX : 117 FORMAT : OP STAFFING**
  - It would help if we promoted staff within the organisation
- **INDEX : 118 FORMAT : OP DEVELOPMENT**
  - It would help with staff development in this organisation if managers were judged on how they developed their own staff
- **INDEX : 119 FORMAT : OP DEVELOPMENT**
  - It would help if training programmes were matched to the needs of the organisation
- **INDEX : 120 FORMAT : OP DEVELOPMENT**
  - It would help if training programmes were kept up-to-date

- **INDEX : 121 FORMAT : OP DEVELOPMENT**
  - It would help if the organisation had a trainee manager programme
- **INDEX : 122 FORMAT : OT CHANGE**
  - It would help if we made better use of up-to-date computer technology
- **INDEX : 123 FORMAT : OT CHANGE**
  - It would help if the organisation took some risk ventures
- **INDEX : 124 FORMAT : OT CHANGE**
  - It would help if the lessons learned from managing change could be fed back and used
- **INDEX : 125 FORMAT : OT COMMUNICATION**
  - It would help if the organisation had a regular staff newsletter
- **INDEX 126 FORMAT : OT COMMUNICATION**
  - It would help if Senior Managers were more in touch with day to day problems in the rest of the organisation
- **INDEX : 127 FORMAT : OT COMMUNICATION**
  - It would help if I received only that information which was of a value to me
- **INDEX : 128 FORMAT : OT COMMUNICATION**
  - It would help if people were not forced to work in water-tight compartments
- **INDEX : 129 FORMAT : OT COMMUNICATION**
  - It would help if information came to me in the right form
- **INDEX : 130 FORMAT : OT PROBLEM SOLVING**
  - It would help if less people were involved in the decision making process

- **INDEX : 131 INDUSTRIAL RELATIONS**
  - It would help if I could find ways of dealing more effectively with Industrial Relations problems
- **INDEX : 132 INDUSTRIAL RELATIONS**
  - It would help if Trade Unions were less powerful in this organisation
- **INDEX : 133 INDUSTRIAL RELATIONS**
  - It would help if workers rather than Unions had more say in what goes on
- **INDEX : 134 MANUFACTURING**
  - It would help if I had a more accurate view of our production capacity
- **INDEX : 135 MANUFACTURING**
  - It would help if there was better communication between shift managers
- **INDEX : 136 MANUFACTURING**
  - It would help if production efficiency was a prime company objective
- **INDEX : 137 RETAILING**
  - It would help if I could improve the system for organising staff rotas
- **INDEX : 138 RETAILING**
  - It would help if staff knew more about customer buying habits
- **INDEX : 139 RETAILING**
  - It would help if standards of merchandising could be raised
- **INDEX : 140 SAFETY**
  - It would help if we took safety more seriously

- **INDEX : 141 SAFETY**
  - It would help if senior staff took their fair share of the responsibility for implementing safety rules
- **INDEX : 142 SALES/MARKETING**
  - It would help if I could improve my system for gathering and monitoring information on customers
- **INDEX : 143 SALES/MARKETING**
  - It would help if I could concentrate more on the needs of the marketplace than on technical excellence
- **INDEX : 144 SALES/MARKETING**
  - It would help if the Sales/Commercial function communicated better with the rest of the organisation
- **INDEX : 145 SALES/MARKETING**
  - It would help if our marketing was more in touch with the real situation in the business
- **INDEX : 146 ORGANISATION STRUCTURE**
  - It would help if I could improve my ability to sell the services of the department
- **INDEX : 147 ORGANISATION STRUCTURE**
  - It would help if Head Office didn't get in the way of the decision-making process of local managers
- **INDEX : 148 ORGANISATION STRUCTURE**
  - It would help if the personnel department understood better what I am trying to do as a manager
- **INDEX : 149 SYSTEMS**
  - It would help if I knew how our profitability was calculated
- **INDEX : 150 SYSTEMS**
  - It would help if I could make better use of the bonus system in managing my staff

Environmental, Motivational or Behavioural

EMB

Tool 2.3

Environmental, motivational or behavioural factors

- **PURPOSE OF THE TOOL**
  - This tool can be used with the company as a whole, but may be more effective if used with a department or function. It will help you to distinguish those performance factors directly linked to training needs and other, non-training factors that also require attention.
- **DESCRIPTION**
  - The **environment** in which they are performing provides all the tools, equipment, materials and logistical support necessary for successful performance.
  - The person is **motivated** to perform to a high standard; they find it rewarding to do something to the best of their ability.
  - The person has the necessary **behaviour** (or knowledge and skill) to carry out to a high standard the tasks they are required to perform.

Environmental

- A person's standard of performance cannot be divorced from where this performance is being done. Change the locality, the equipment being used, the products or services a person is expected to provide and, naturally, their performance is likely to either improve or deteriorate
  - Are jobs and roles clearly defined?
  - Are people expected to do too much work?
  - Is the flow of work well organised?
  - Are there hold-ups in the flow of work?
  - Are supplies materials and other resources readily available?
  - Are systems and procedures suitable?
  - Are tools and equipment adequate and appropriate?
  - Are manufacturers' manuals readily available?
  - Does the product/service have a market?
  - How does the product/service compare with that of competitors?
  - Are there significant changes to the technology being used?
  - Are there general economic factors influencing performance?
  - Is legislation likely to affect the situation?
- Environmental factors are directly linked to a person's standard of performance, but this may be of more concern to certain stakeholders who have the authority and responsibility to improve the situation. Such factors should be included in report under 'Non Training Implications'.

Motivational

- Emotive and highly subjective words, such as, 'poor attitude', 'lazy', 'careless' and 'irresponsible' are often attached to people whose performance is considered less than satisfactory. These may be superficial labels attached to people where the cause of the problem might be traced
  - Are workers encouraged to perform to the best of their ability?
  - Are workers encouraged to express their views about working practices?
  - What is done to reward good performance?
  - Is remedial action taken to deal with poor performance?
  - Is punishment used as a management tool?
  - Are working conditions satisfactory?
  - Are time allocations realistic?
  - Does the organisation's culture support high standards of performance?
  - Is there discontent and low morale?
- Motivational factors have training and non-training implications that may prove difficult to analyse during TNA.

Behavioural

- This is the factor at the heart of Training Needs Analysis. By analysing behavioural factors you can probably help workers' to acquire the requisite mix of knowledge and skill that will enable them to do their job well.
  - Have the workers experience of the tasks they are required to perform?
  - Are the tasks easy to learn?
  - To what extent are workers expected to follow standardised procedures?
  - How relevant is the standard of vocational training and competence?
  - Does knowledge of procedures of other departmental effect performance?
  - Do workers require customer-related knowledge and skills?
  - Who provides individual workers with advice to enable them to perform more specialised tasks?
  - How are new tasks/products/services/technologies introduced?
  - Do workers get feedback on their performance?
  - Is decision making required?
  - Are workers able to work as a member of a team?
  - What are the procedures for inducting a newly recruited worker?
  - Have workers the range of competences to enable them to tackle a variety of tasks in their work area?
- Behavioural factors are the ones essential to analyse during a TNA Avoid spending too much time investigating detailed areas of deficiencies which are not required for report. Also concentrate your time and energies towards identifying areas of knowledge and skill where there is an attractive cost/benefit potential.

How to use it

- For all the questions listed under the three factors, and many more you'll encounter during the consultancy.
- The advantage of the tool is that it enables you to focus attention on performance, rather than simply training. Before meeting a stakeholder it will be useful to prepare a short list of open questions, relevant to the situation and including all three factors. This will enable you to not only identify training needs, but also possible barriers that may affect the success of your training proposals.

Responsibility mapping.

Tool 2.4

Responsibility mapping

- **PURPOSE OF THE TOOL**
  - A common problem that frequently occurs during a TNA consultancy is to examine relationships between people within a working unit, or as members of a network. This tool is used to build up a map of people involved - referred to on the map as *'Actors'*. The work they do is shown on the map as *'Actions'*. Responsibility mapping is likely to be done to supplement the use of other TNA tools, such as SWOT, SPIO and Cause and Effect.
- **DESCRIPTION**
  - The *actions* carried out by these people, in respect to the issue, can be listed or analysed by Functional Analysis.
  - **R** Responsibility - where an actor has responsibility for an action, or responsibility for the consequences of the results of carrying it out. Note that having responsibility does not necessarily mean that an actor has also the authority.
  - **A** Approval - within a working unit there is likely to be a hierarchy, which may require an actor to seek permission or approval before taking action.
  - **S** Support - resources, such as people, facilities, funds, equipment or training being provided to support actions of other actors. These actors, who are depending on resource support, may experience performance problems because of delays, or a failure to supply essential support resources.
  - **I**. Inform - coordinating actions requires effective communication. Actors need to be informed of actions being taken, although this does not imply the right to veto.

How to use it

- The tool is likely to be used to supplement other tools. It can give a valuable insight into how people in a working unit, or across functions or departments establish effective teamwork. However, following the use of SWOT, SPIO and Cause and Effect tools, you may sense that there are performance problems within a working unit or network perhaps with the following symptoms:
  - Delays in carrying out activities involving members of a working unit, or a wider network of people across functions or departments, whose actions or commitment is essential for successful performance.
  - Failure to delegate authority to actors, who may have responsibility to take action but lack the authority to organise resources.
  - A tendency for subordinate actors to seek permission and support from more senior actors, thereby causing delays.
  - Either too much or too little information is being exchanged. Both can result in confusion and delay - one because actors are swamped by non-essential information, and the other because they cannot take action due to a lack of information essential to their performance.

- Ask a stakeholder, or key actor to define the performance problem or their concerns to establish a focus for analysis. It is preferable to use this tool to analyse a clearly defined functional problem, involving a limited number of people. Interview sufficient actors for effective analysis of the problem
- **R**
  - Who is responsible (for this action)?
  - Does this person have sufficient authority to ensure a successful outcome?
  - What happens if the responsible or person is absent?
- **A**
  - Whose approval is needed before action is taken?
  - How is approval sought?
  - What information does this person need to approve action?
  - What are the consequences (financial, timescales, etc.) in delaying approval?
- **S**
  - What support is needed to enable action to be taken?
  - Who (which actors) are required to support this action?
  - How are resources allocated or authorised?
  - What happens (examples) when only limited support is available?
  - How can resource support be improved?
  - How can commitment be gained?
- **I**
  - Who (which actors) need to be informed about action taken?
  - How are they informed, and in what medium?
  - What are the consequences of a failure to inform?
  - How can the information system be improved?

RESPONSIBILITY MAPPING CHART

Focus of Attention: _____

ACTORS ➢ ACTIONS ➢						

sponsibility (not necessarily authority)
proval (right to veto)
pport (put resources towards)
rm (to be consulted before action but with no right of veto)

- **Behavioural deficiencies**
- **Questions to consider about why people don't have the knowledge and skill to perform well:**
  - Are workers new to task(s)?
  - Are the tasks complex?
  - Is decision-making required in the task(s)?
  - Do general principles need to be applied in task(s)?
  - Have workers had guidance in how to perform well?
  - Do workers get feedback on performance?
  - Has inadequate performance been directly observed?
  - Have workers been trained in task(s)?
  - Is there a history of inadequate training?
  - Were workers unable to learn from training available?

Checklist 3.1

Responses to performance problems

- **Do Nothing?**
  - Consequences for people involved in problem
  - Consequences for you
- **Environmental Changes**
  - Re-design workflow
  - Restructure management/supervision
  - Change organisation structure
  - Introduce new tools/equipment
  - Automate, use new technology
  - Re-design procedures
  - Re-locate jobs
  - Networking / part-time working / job sharing
  - Re-allocate workload/restructure workplace
- **Motivation/Incentive Changes**
  - Telling staff exactly what is required and why:
  - Set performance standards
  - Clarify roles, relationships, responsibilities and authority
  - Link remuneration to performance
  - Incentive schemes
  - Provide consequences of performance
  - Change company culture
  - Introduce counselling, career planning, mentoring
  - Resolve personality clashes
  - Make jobs more interesting e.g. Job rotation
- **Behavioural Changes (Lack of Knowledge/Skills)**
  - Re-design job to remove requirement for lack of knowledge or skill
  - Terminate worker by dismissal, redundancy or retirement
  - Move worker by transfer, demotion, secondment or sabbatical
  - Provide opportunities for training and development:
    - On-job planned work experience
    - On-job training
    - Off-job planned experience
    - Off-job training (internal)
    - Off-job training (external)

Checklist 3.2

Analysis of data collected
Some questions to consider

- What is mentioned most, what least?
- What does the data say to you?
- What hunches/feelings are confirmed or denied?
- Can symptoms and causes be separated?
- Is it valid data?
- Is it relevant?
- Is it consistent?
- Is it useful?
- How can the data be grouped?
- Is the problem worth solving?
- Who owns the problem?
- Can fact and opinion be separated?
- Is there support from different sources?
- Where there is conflict of evidence:
  - possible reasons?
  - how can you check?
  - organisation politics?
- Can training help?
- Will training be cost effective?
- If a training solution, what next step?
- What other actions are required:
  - by client?
  - by others?
  - training and non training?
  - by yourself?
- Does the evidence support the conclusions?
- How can the evidence be structured to support conclusions?
- Will the conclusions be meaningful to the client?
- Will the results be acceptable to the client?
- How can the results be best presented to the client:
  - benefits?
  - action?
  - costs?
- Will the results be acceptable to those to be trained?
- Will the results be acceptable to those expected to implement them?
- Are the results meeting your needs?
- Are there too many recommendations?
- Are recommendations clearly linked to conclusions?
- Has the organisation the resources to implement the recommendations?
- Are the priorities those of the client and stakeholders?

Checklist 3.3

Functional analysis

Tool 3.1

Purpose of the tool

- All organisations, exist to provide a range of products and services for their customers and beneficiaries. An organisation has a '***Key Purpose***', focusing the attention of its management and employees on the products and services they provide or offer to customers.
- From the key purpose, organisations develop '***Functions***', or work areas, such as administration, manufacturing, marketing, sales, finance, customer services, research and development.
- Each function brings together all the people and activities associated with a particular area of work. Other functions are to provide internal services, such as records, personnel, clerical and finance.
- '***Functional Analysis'*** is the study of the activities or tasks people do in order for them to make an effective contribution to the achievement of the key purpose. One result of functional analysis is the identification of '***Competences***' that people need in order for them to do their job.
- One may also find:
  - No Key Purpose has been established so that an organisation or working unit is spreading its energies and resources too widely.
  - Functional areas are poorly defined and that people are not organised into effective working units.
  - People may be spread thinly over several functional areas, without them having the necessary competence.
  - There may be difficulty in establishing suitable standards of performance.

Description

- The decision about which functions to include in an analysis can be based on either functions directly contributing to the key purpose or functions involved in a recognised and important performance problem only those activities relevant to a function need to be identified and analysed.
- This is likely to require the use of other TNA tools.
- There is no necessity for you to be an expert in any of these functions. What is important is to be able to help specialists or management develop their own list of functional activities.
- The benefit of using the Functional Analysis tool is that it helps people to think about what they do, and how their activities relate to the activities of others. You are likely to find that the symptom of poor performance, such as customer complaints, poor quality, excess stock, etc., is caused by a number of people in different functions. Individually, each person might be considered competent, but when analysed collectively flaws in performance become apparent

How to use it

- Once understood a client's key purpose, or defined their performance problems, then functional areas can be identified and essential areas of activity noted. Develop lists of activities for each function by starting with its primary purpose and then examining in more detail the hierarchy of activities associated with this function. We could develop a questionnaire.
- The questionnaire could be used as a checklist to enable you to conduct one-to-one interviews, or to be sent to the people concerned. Other, more specific lists of questions can be devised dealing with administration, finance, sales, transport, communications etc. The use of functional analysis enables you to dig in to the heart of an organisation's operations and build a picture of its strengths and weaknesses, and where training is likely to be of most benefit. The results of functional analysis can be used with other TNA tools, such as Versatility Chart and Responsibility Mapping

Cause and effect analysis

Tool 3.2

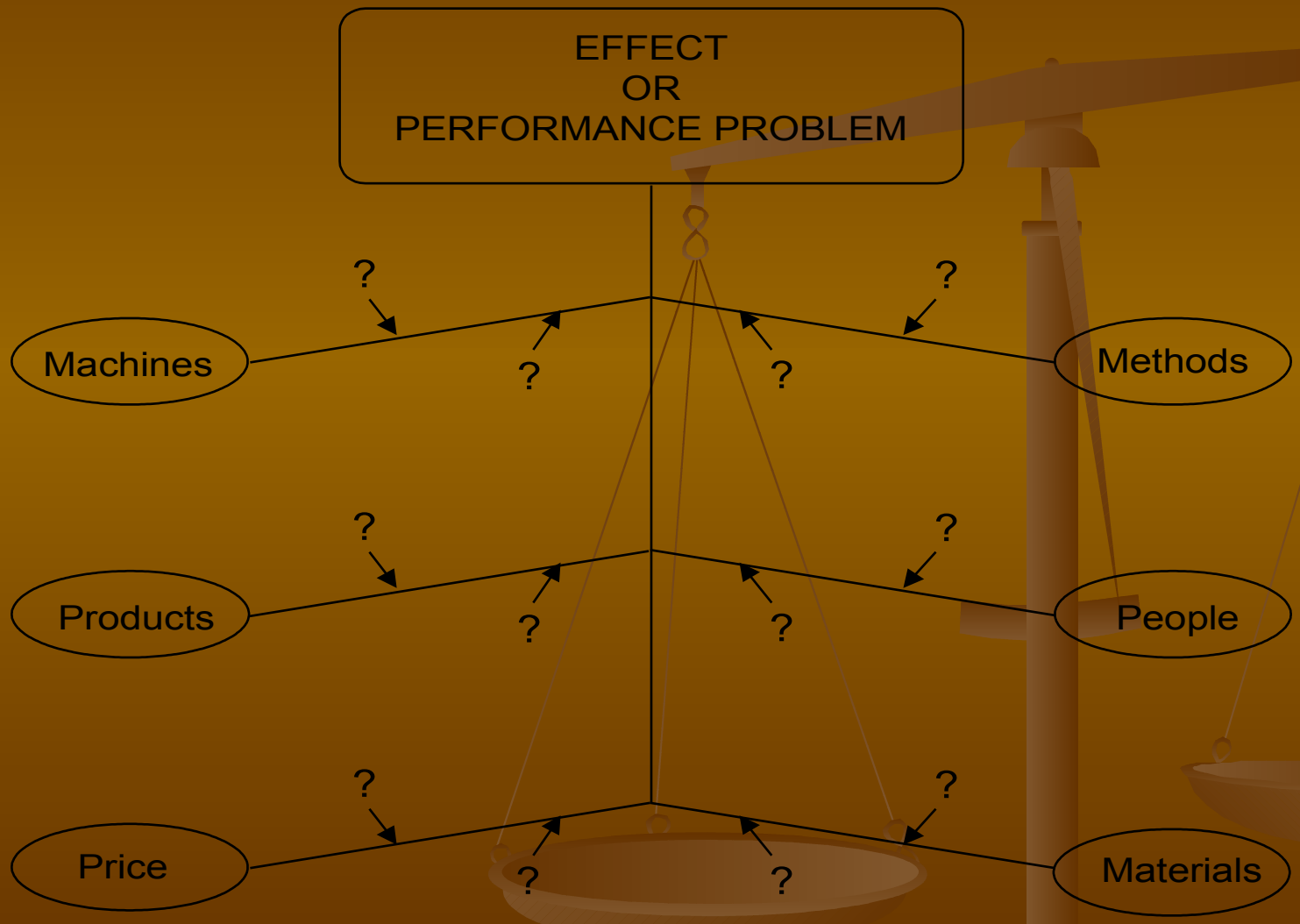
Purpose of the tool

- This tool enables to analyse a particular performance problem in more detail. People, closely associated with the problem can be invited to contribute to the analysis to ensure that all factors have been taken into consideration. The tool is especially useful to supplement the analysis done by means of other TNA tool Environmental, Motivational and Behavioural.

Description

- Cause and Effect diagrams are also known as "Fishbones" (because of their shape) or Ishikawa diagrams (after their inventor, Dr Ishikawa, the Japanese Quality Control Statistician). Cause and Effect analysis for the purposes of TNA, is a systematic way of looking at effects and the causes that create or contribute to specific performance problems.
- To provide a useful framework for analysis, the causes are being represented on a cause and effect or a fishbone diagram. Related causes are grouped together on bones of the fish which have been labelled with the common factor.
- The process to follow in producing a Cause and Effect Diagram
- Identify the problem area or "effect" to be analysed or the desired state to be reached.
- Hold a brainstorming session with people associated with the problem to establish all the major possible causes.
- Write the effect/desired state in a box at the end of the main spine of the fishbone. Add several bones, drawn at an angle.
- From the results of the brainstorming session form groups of causes under several headings comprising the main factors contributing to the effect being analysed.
- On each of the major bones, write the contributory factors which the group consider to be part of each cause.
- Then decide whether you need to collect additional data to further understand the relationships of cause to effect.

Constructing Cause and Effect Diagrams



How to use the tool

- Participation by everyone concerned is necessary to ensure that all causes are considered.
- Do not criticise any ideas
- Visibility is a major factor of participation. Everyone in the team must be able to see the diagram.
- Group together various causes which have a common theme or link and create a "bone" for each theme.
- Check understanding of each cause as it is mentioned to ensure its proper placement on the diagram. Use the technique: Why? What? Where? When? Who? How?
- Do not overload a diagram. As a group of causes begins to dominate the diagram, that group should become a diagram itself.
- Construct a separate diagram for each separate effect.
- Circle the most likely causes. This is usually done after all possible ideas have been written up on the Cause-and-Effect Diagram. Only then is each idea critically evaluated. The most likely ones should be circled for special attention.
- Create an improvement-orientated atmosphere in each session. Focus on how to improve a situation rather than analysing how it arose.
- The Cause-and-Effect Diagram has nearly unlimited application. One of its strongest attributes is the participation and contribution of everyone involved in the subject under discussion.

Versatility chart

Tool 3.3

Purpose of the tool

- The analysis of training needs often involves groups of people, as well as those for individual workers. This tool enables to develop an overall analysis of the work being done by a working unit and their individual training and development needs.

Description

- The basis for the versatility chart is a matrix that lists the principal tasks the group is expected to perform, against each member. The chart can include codes to show:
- M - For the person competent and normally expected to perform a particular task.
- C - Other members of the group competent to perform a task, if required.
- T - A task where a person requires training before being considered competent.
- The tasks of individual can be regarded as those forming a 'key result area' - perhaps identified by the client or stakeholder. Training needs can be identified by examining the gaps in the versatility chart. The versatility chart can also be useful when new technologies, procedures or working practices are being introduced. Often this will mean changes to the tasks people are expected to perform, and the likelihood of training being needed. There is a general trend towards a more versatile workforce, so that workers can contribute more effectively to group activities.

How to use it

- This tool can make a major contribution to TNA. Compiling a versatility chart can be a lengthy process, especially if you are an external consultant unfamiliar with the work being carried out. The ideal people to compile versatility charts are section heads. They will be familiar with the tasks to be performed, how they are allocated, and the strengths and weaknesses of their subordinates. Encourage stakeholders to use a Versatility Chart, and include one in your analysis as an example. This is an excellent tool for regular use by section heads to help them deploy, train and develop their subordinates.
- Compiling a Versatility Chart, take into account the points
- Don’t attempt to include all tasks being performed by a working group. Identify those tasks that can be considered key to successful performance.
- Discuss likely changes to the work of the group and the introduction or changes to key tasks.
- Examine the consequences of changes to the working group. These might be caused permanently by transfer or retirement; or a temporary situation caused by absence due to illness or leave.
- Where performance problems or training needs emerge from the analysis, encourage stakeholders to consider how these can be addressed by training and non-training action.

VERSATILITY CHART - AN EXAMPLE

NAME	AGE	JOB TITLE	TASK					
			Supervising & Passing	Checking+ Budget Check	Preparing Bills	Drawing Cash from Bank	Disbursing Cash	Writing Cashbook or Ledger
S. Changkakati	33	Drawing & Disbursing Officer	M	C				
R. Seth	53	Section Officer		M	C			
S. Majumdar	30	Bill Assistant			M		T	T
G. Dutta	37	Bill Assistant			M		T	T
S. Rajkhowa	46	Cashier				C	M	M
M. Medhi	49	Duftry				M		

Job description

Tool 3.4

Purpose of the tool

- The purpose of a job description is to provide a 'picture' of a job and the person doing it. The clarity of the picture depends on the amount of detailed information included in the description.
- Define what a person is expected to do.
- Clarify a person's relationship to senior and subordinate staff, and with immediate colleagues.
- Specify a person's duties, responsibilities and authority.
- Provide the basis for recruitment, selection, placement and development of employees.

Description

- Each job in an organisation can be analysed by means of a job description. This will be done by obtaining answers to questions
  - **Job Title** What is the name of the job a person is doing? Is there any significance in this - for example, concerning status or authority?
  - **Department** If the organisation has separate departments or working units, then we need to know where a person is working and who the head of the department is.
  - **Job Holder** Who is doing the job? How many is there doing the same job? Are there any significant differences in performance?
  - **Location** Where is this job done? Does it involve travel? Does it affect internal or external relationships?
  - **Responsibilities** What is the job-holder responsible for? How effective is this person in fulfilling them?
  - **Authority** Does the job-holder have authority to match responsibilities?
  - **Duties** Are the job-holder's activities clearly defined? Who by?
  - **Relationships** With whom does the job-holder have contact, both internally within the organisation, and externally with customers?
- 'Facts' used to describe a job
  - What job-holder's do
  - What they believe they do
  - What they say they do
  - What others think they do
  - What others think they ought to do
  - What management want them to do
- Resolving these 'facts' can help management and employees identify areas of concern. This will help to identify who is involved in tackling performance problems.

How to use it

- The most practical way to use this tool is to devise a form that provides an effective basis for the analysis.
- Important points.
  - Discuss the possibility of using job descriptions with management before attempting to use them. Some organisations will welcome their use, others may find them threatening or not worth the effort required to complete them.
  - Clarify the purpose for doing them. Make sure that there are worthwhile benefits to the organisation, and that the information obtained will contribute to the TNA.
  - Keep the descriptions as simple as possible, but also relevant to the situation. If the format is too simple, the information will not be of much value, if it's to long and complex people will be reluctant to complete them.
  - Encourage the involvement of job-holders. Along with their management, they are the best people to do the analysis. You can provide the format and advice, but, ideally, they should want to do the analysis and gain a sense of ownership of the results.

JOB DESCRIPTION

Job Title:

Department:

Location:

Name of Job Holder:

Reporting to:

Scope or Purpose of Job:

Responsibilities:

Duties:

De Bono

Tool 3.5

Purpose of the tool

- One problem face when analysing information is that we tend to consider it from our own perspective and may therefore limit the scope of the analysis. Edward De Bono introduced ‘lateral thinking’, to encourage us to look at situations from different points of view, some of his suggested techniques are used for this tool.

Description

- The De Bono techniques will help you to maintain objectivity and empathy. Objectivity is essential to avoid the tendency of being influenced by certain information and its source: empathy will be needed to enable you to consider situations from different perspectives.
- Chosen four techniques and adapted them for training needs analysis
  1. **CAF** - Consider All Factors
  2. **EAS -** Examine All Sides
  3. **ADI -** Agreement, Disagreement and Irrelevance
  4. **OPV -** Other People's Views
  5. **HV & LV -** High Values & Low Values
- These techniques can be used independently, or in combination to enable objectively analyse a situation.

CAF
Consider all factors

- **DESCRIPTION**
  - This is a device to make concrete what would otherwise remain a general intention to look broadly at a performance problem. 'Doing a CAF' means considering all factors those have to be considered in relation to a performance problem. There is no attempt to evaluate the factors.
- **HOW TO USE IT**
  - Doing a CAF on the representatives performance problem might result in listing such factors as:
    - Past experiences with other companies.
    - Comparison between training received by members of the team.
    - Geographical spread of each representative's area.
    - Identification and analysis of blockages to each representative's performance.
    - Administrative procedures used by and on the behalf of the representatives.
    - Management skills being used by the Manager.
    - Rewards and punishments, explicitly or implicitly used to influence the performance.
  - Any of these factors could lead to more detailed consideration to ensure that all factors related to the performance problem have been identified and explored.
  - In doing a CAF the emphasis is on 'what has been left out?' And 'what ought we to consider as well?'
- **ACTIVITY**
  - Do a CAF on the performance problem(s) you are dealing with. The more factors you consider the more thorough your analysis, and the likelihood of a more relevant training and non-training intervention.

EAS
Examine all sides

- **DESCRIPTION**
  - The original version stated EBS (Examine Both Sides). This implies that there are two sides, two points of view concerning a problem. The statement is amended to EAS to indicate that a problem exists in an organisational environment and facts, opinion, causes and solutions are offered by possibly most people. To arrive at a solution to a problem it is therefore necessary to consult as many people as is practicable. You can examine their point of view, resolve differences and establish a common basis for action.
- **HOW TO USE IT**
  - Using the EAS approach to the performance problems might result in examining the problem from the representatives point of view, both as individuals and as a working group. Other sides and other points of view might be obtained from other departments and from customers.
  - The main purpose of doing an EAS is to help come to terms with the problem
    - To recognise the existence of the problem.
    - To accept that the group, individually and collectively, have a responsibility in respect to developing solutions to the problem.
    - To generate and explore ideas and proposals that might contribute towards a solution.
  - It is important to sustain an objective, consultative approach to not only helping the people concerned examine all sides of the problem, but to engender a sense of ownership in the proposed solutions.
- **ACTIVITY**
  - Identify as many people as possible who influence the problem and encourage them to examine it using a neutral, objective approach with all sides of the problem examined.

ADI

Agreement, disagreement & irrelevance

- **DESCRIPTION**
  - From an examination of all sides of the problem areas of agreement can be noted. Next, the areas of disagreement are noted, finally, the areas of irrelevance. At the end of an ADI all parties concerned can probably point directly at the area of disagreement. Very important is to have established areas of agreement from which it might be possible to examine the area of disagreement and negotiate towards agreement, point by point.
- **HOW TO USE IT**
  - When ADI is applied to the performance problem, it should be possible to establish, for points
  - **Agreement**
    - That performance is unsatisfactory.
    - That change is needed.
    - That the problem and solution involve and affect everybody.
    - That resolving the problem results in improved remuneration and increased job satisfaction.
  - **Disagreement**
    - That the performance problems can be attributed to poor systems and management.
    - Whether equipping the representatives equipments will improve performance sufficiently to justify the costs involved.
    - That training should be confined solely to the Representatives.
  - **Irrelevances**
    - The type of equipment
    - Detailed procedures for using the equipment.
    - Geographical allocation of areas.
- **ACTIVITY**
  - Working from information obtained from EAS, draw up a chart showing areas of agreement, disagreement and irrelevances, each associated with the people concerned.

OPV
Other people's views

- **DESCRIPTION**
  - This technique requires the analyst, and people associated with the problem, to look at the problem from another perspective. Rather than express a personal point of view, emphasis is given to considering what others think about the problem. There are two parts to the exercise. The first part involves identification of the other people who may or may not be aware of their part in the problem. The second part involves considering the problem from their point of view.
- **HOW TO USE IT**
  - An OPV on the Representative's performance problem might, for example, show the following perspectives:
    - One representative blames performance problems on the ill-considered changes to systems and procedures. "It used to be OK until ..... decided to change the way we work, without consulting us".
    - Another considers the problems with performance are the direct result of appointing a person to be the Manager who "... is a workaholic unable to discuss anything but the number of calls we make and figures. He doesn't seem to realise I've got a family and other non-work commitments".
    - The Manager has been promoted to the position after a successful career as a representative. He is unwilling to admit the need for training to undertake a management role involving systems and managing people.
    - The clerk in Department doesn't even know that the representatives have a problem, and still less to the fact that unnecessarily early and rather curt settlement statements to customers affect.
- **ACTIVITY**
  - Carry out an OPV on the performance problem(s) you have identified. Try to include as many people as possible and encourage them by a counselling approach to express their point of view.

HV & LV
High values & low values

- **DESCRIPTION**
  - Values are the link between events, in this case performance problem, and our basic emotions. Values are an important aspect of helping people to solve performance problems.
- Four types of values:
  - **Me-values**: ego, status, self importance, achievement, survival, pleasure, self-indulgence, etc.
  - **Mates-values**: being accepted by the group, acting as a member of a group, accepting the values of a group, not letting the group down.
  - **Moral-values**: religious values, social custom, general observance of the law, upbringing values, general values of a particular culture.
  - **Mankind-values**: ecology, pollution, a general concern for the whole earth and mankind upon it, also human rights and a concern for basic human values.
    - HV & LV is a useful technique to attempt to consider performance problems in relation to the high and low values associated both with the problem and possible solutions. In general the high values are the ones which determine action and the low values are the ones which have to be taken into account.
- **HOW TO USE IT**
  - The root cause of the representative's performance problem could be the values being used.
  - **HV** - The Manager is worried about the consequences of sharing with other members of the team his lack of management expertise. To do so would affect his ego, self-respect, authority and chances of further promotion.
  - **LV** The Manager's concern about accepting the use of equipments is that he is not well verse with the equipment and has no experience of using it.
- **ACTIVITY**
  - Consider the people, issues and values associated with your performance problem(s). Identify examples of high and low values and evaluate the influence they are likely to have as you help people to solve their performance problems.

Setting priorities
Some questions to consider

- Who owns the problem?
- Who owns any training implication?
- How important is the training need to stakeholders?
- Where has the request for training originated?
- Impact on future success, how will it show:
  - improved output?
  - increased profit?
  - reduced accidents?
  - reduced costs?
- Importance of training and development implications:
  - for the workers?
  - for the company?
  - for the client?
  - for the stakeholders?
- Contribution training and development can make:
  - costs of implementation acceptable?
  - acceptability of proposed training?
- Likelihood of a successful training solution?
- How soon will the benefits be felt?
- Benefits will exceed costs?
- By how much benefits will exceed costs?
- What work is needed before training can start?
- Implementation is seen as desirable?
- Resources required to design and implement training?
- Existing training resources can be redeployed?
- Distinguish urgency of need from importance?
- Existing training staff are competent?
- Acceptability of using external resources?
- Resources are available?
- Consequences of implementation are not seen as disruptive?
- Cost of not acting seen as unacceptable?
- External pressure for action e.g. legislation, competition?
- Internal pressure for action:
  - workers?
  - union?
  - management?

Checklist 4.1

Performance report form

Tool 4.1

- **Performance Problem**
  - Short, specific statement of the problem, using terms that are easily understood within the organisation. The problem 'belongs' to the organisation; they need to be able to recognise it and accept ownership.
- **Symptoms of Problem**
  - Not only identified the performance problem, but compiled evidence to illustrate the extent of the problem and its consequences for the business
- **Causes of Problem**
  - The symptoms of a problem may be self evident, or obtained as the result of interviewing people. But the causes of the problem may be obscure, and only found out by thorough analysis of available information and data. The results of this analysis should be summarised to establish a strong link between the symptoms of the problem and its causes.
- **Training Implications**
  - Make recommendations about the training you believe will help to solve the problem. At this stage you don't need to go into a detailed identification of training needs, but it's important to note down who will need to be trained and the reasons.
- **Non Training Implications**
  - Usually the solution to the performance problem will involve both training and non training implications tackling the non training implications will be a vital part of helping to solve the problem. The recommendations you make in this section of the form will be directed towards stakeholders, who have the authority and responsibility to take action.
- **HOW TO USE IT**
  - The form can be used to present your findings to the client, and to stakeholders who may feature prominently, both as owners of the problem and key players in the solutions you are recommending.

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

Priority list

Tool 4.2

- **Purpose of the tool**
  - This tool can be used with the Performance Report Form to help your client decide the importance attached to your recommendations.
- **Description**
  - Each problem area will have its own potential to improve performance, and each problem carries its own demands concerning investment. The client is the only person who has the authority to choose between what may be several problems, deciding which offers the best investment potential and benefits to the organisation.
    - **Performance Problem** stating a clearly defined problem, expressed in terms easily understood by the client.
    - **Training Implications** indicating the type and extent of the training needed to solve the problem.
    - **Other Implications** indicating additional action, other than training, which will be needed to solve the problem.
    - **Training Priority** this column could be left empty, so that it can be filled in after discussion with your client who will decide the level of priority given to each problem.
- **How to use it**
  - The Priority List can be presented on an Overhead Projector, on a flipchart, or simply on a sheet of paper. The choice will depend on the number of people present and the formality necessary to gain the client's attention.

PRIORITY LIST

Prepared by : _____ Date prepared : _____ Page No ___ of ____

PROBLEM	TRAINING IMPLICATIONS	OTHER IMPLICATIONS	PRIORITY

Presentation preparation checklist

- **Be Clear What You Want**
  - Set objectives: acceptance of proposals or commitment to act?
  - Put in rank order
  - Set minimum level
- **Decide Approach and Prepare**
  - Marshal facts
  - Select best examples with facts and figures
  - Prepare benefit statements for client's needs and interests
  - Anticipate objections - and prepare your response
  - Prepare alternatives (acceptable to you) with pro's and cons
  - Decide whether to use visual aids to illustrate: facts, accidents, profits, complaints
  - Prepare an introduction
  - Estimate time available for main points
  - Allow time for questions and objections
  - Rehearse: introductions, use of visuals
- **When Presenting**
  - Introduce your presentation
  - Use the best examples
  - Keep up interest
  - Use benefit statements
  - Make it easy to say 'yes'
  - Respond to objections
  - Offer alternatives
  - Use visual aids
  - Summarise as you go: points covered, areas of agreement
- **Gaining Agreement**
  - Assumptive close (then we're agreed that.....)
  - Alternative close (do we start with A or B.?)
  - Summarise, emphasising agreements
  - Close by listing areas of agreement

Checklist 5.1

Using learning contracts

- **Purpose of a Learning Contract:**
  - Helps to define the problem and the need for training.
  - Clarifies outcome to be achieved - both for the consultant and client.
  - Focuses attention on work essential to achieving outcome.
  - Provides consultants and stakeholders parameters and freedom to act within them.
  - Establishes basis for effective working relationships.
  - Sets expectations, challenges, goals, objectives and standards of performance.
- **Characteristics of an Effective Learning Contract**
  - High commitment by all concerned to achieve contracted outcome.
  - Clear time frame agreed.
  - Outcomes, objectives and standards of performance clearly stated.
  - Provides basis for mutual trust.
  - Risks and anxieties identified.

- **Some Questions to Consider:**
- Hierarchical relationships
  - Are you constrained by them?
  - What can you say and to whom?
  - Will you have the necessary authority?
- Allocation of time
  - Is your time constrained or open-ended?
  - What about your client's time?
  - Will there be sufficient time to work with stakeholders and others involved?
  - Will these people have sufficient time and opportunity to achieve objectives, etc?
- Freedom
  - For you to work with all concerned to achieve the desired outcome?
  - For your client to provide support and resources?
  - For stakeholders to make an effective contribution?
- Commitment
  - From your boss or institution?
  - From your client?
  - From stakeholders?
  - And, most importantly, from you?
- Expectations
  - Do you have ones that are realistic and achievable?
  - Does your client share similar expectations?
  - Will stakeholders expect more than what the contract can achieve?
  - What will be the consequences if expectations are not achieved?
- Renegotiation
  - Can this be done, should further problems or learning needs emerge?
  - Who can initiate or do this?
  - What will be the determining factors, such as changes to time, cost or outcome?
- Cost
  - Are all cost items included in the contract?
  - Who is paying?
  - Who has budget authority?
  - Can you easily obtain essential resources?

Checklist 5.2

Target setting

Tool 5.1

- **PURPOSE OF THE TOOL**
  - This tool provides a format for specifying action required, the person responsible and targets agreed. This tool is an essential feature of the consultancy process, especially if you are an external consultant relying on others to implement your recommendations.
- **DESCRIPTION**
  - The use of the Target Setting tool can make a valuable contribution to a TNA consultancy. It focuses training and development activities on specific tasks, or 'key result areas' important to a client or stakeholders. For smaller organisations, with limited resources available for training, the tool can be used to achieve specific targets of direct benefit to the business.
  - **Stages of Target Setting**
    - 1. Establish the key result areas for training activities, in relation to a person's job or work area.
    - 2. Establish targets to be achieved. Caution is needed to ensure that targets are agreed and that there is every prospect for achievement
    - 3. Establish the means to verify progress towards achieving the targets.
    - 4. Assessment of performance in relation to targets. Again this will be done by the organisation's management
    - 5. Follow-up action.
- **HOW TO USE IT**
  - It's important that you help stakeholders use the tool properly, so that targets can be achieved and assistance given to workers who need training.
  - Targets should therefore be set following discussions with your client, stakeholders and, perhaps, other workers who will be involved in the training or non-training activities you have recommended.
  - In deciding targets it is important to ensure that they are
    - **Necessary.** Targets should be directed at priority problems in the organisation. They should help to improve performance of individuals, or working groups, departments or functions.
    - **Realistic and attainable.** Targets should be closely related to the needs of the organisation and to the people involved. It's also important that they can be attained in what might be less that ideal circumstances for training and development.
    - **Measurable.** Whenever possible, targets should include assessment criteria that can be used to assess improvement in performance, such as: Time Quantity Quality
    - **Agreed.** Stakeholders and workers should have agreed to the targets and feel a sense of 'ownership'. It's important that targets are not imposed on people.
    - **Reviewed.** Targets, once set and agreed, should be reviewed regularly. This is especially important with on-job activities, where problems and other operational priorities may impede progress.

TNA TARGET SETTING FORM

Personnel	Key Result Area	Targets	Assessment Criteria	Review Date

Training plan

Tool 5.2

- **PURPOSE OF THE TOOL**
  - This tool provides the means by which your client can benefit from training.
- **DESCRIPTION**
  - Once you have discussed your findings from the TNA consultancy with your client training priorities can be agreed. These can be presented by means of the Training Plan.
    - **Priority**
      - Training being proposed should be referred to an agreed priority.
    - **Job or Person**
      - The proposed training could be intended for certain jobs, occupational categories or functions within the organisation. It could also be focused on training or development for an individual worker.
    - **Aim of Training**
      - This should state, briefly, the intention of the training. For the client and senior management this may be the only information they require, or likely to remember.
    - **Method**
      - This column should indicate the type of training needed. The method could be to attend a course, or it could be on job training, doing projects, or by means of distance learning. Usually, more than one method will be needed to meet the training need.
    - **Target**
      - The client is entitled to expect an estimated date for the completion of the proposed training. This can easily be done for an off the job course, when dates are agreed with the provider, but possibly more difficult to establish with on job training.
    - **Responsibility**
      - The Training Plan is intended to initiate action, which has been assigned as a responsibility to certain people.
- **HOW TO USE IT**
  - Manage the withdrawal effectively to enable the following outcomes to be achieved:
  - The organisation has a viable Training Plan, suited to its needs and likely to result in improved performance.
  - The Training Plan takes into account the client's priorities.
  - Stakeholders are willing to support the Training Plan, and accept responsibility for contributing to its implementation.
  - All workers associated with performance problems have been taken into account.
  - The Training Plan forms the basis for what may be several Design Briefs - used to initiate the next stage of the Systematic Approach to Training.
    - Be realistic about what you include in the Training Plan. One or two proposals that are successfully implemented are likely to be more beneficial to the organisation than a long list of ones ignored.
    - Involve the stakeholders in your proposals, engage them in discussion about the reasons for training and try to ensure that they become 'owners' of the proposals. If you can do this, you will be presenting the Training Plan on their behalf.
    - Choose methods that are practical and cost effective, so that your proposals include features that will be attractive to your client.
    - Don't push your own particular interests. Remember, -you are conducting a TNA consultancy, not trying to sell a course!
    - Include targets that are realistic, taking into account the performance problems you have found, and the extent to which the organisation is likely to respond to your proposals.
    - Concentrate your proposals on 'winners' - those stakeholders and workers who will respond enthusiastically to the prospect of training - both for themselves and for the organisation.
    - Limit your proposals to ones where there is a strong probability of success - that way you will be creating opportunities for further consultancy work.

TRAINING PLAN

Priority	Job Or Person	Aim	Method	Target	Responsibility

Design brief

Tool 5.3

- **PURPOSE OF THE TOOL**
  - This tool is the means by which you conclude the TNA consultancy, and start a training design process. The Design Brief is the link between a client organisation and design and development of training.
- **DESCRIPTION**
  - **Features of a Design Brief**
    - A design brief is the product of a TNA consultancy process, and follows the use of other Phase 5 TNA tools. Features that could be included in a design brief.
    - 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**
    - Potential constraints that will influence recommendations and the outcomes that can be achieved.
    - Policy. Some organisations have a clearly defined training policy, others do not - or have one that is inadequate.
    - 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.
    - 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.
    - Trainees. The number of trainees and their entry behaviour can present constraints. One often presented as an excuse for not training is most trainees.
    - Standards. A likely cause of poor performance is the absence of clearly defined, measurable standards.
    - Trainers. As most training is likely to be done on the job, the availability of competent trainers is a possible constraint.
    - Time. 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.
    - Timing. Due to operational, climatic or cultural reasons, opportunities for training and development may occur at certain times of the year.
    - 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.
    - Resources. If your client organisation is large then there is the prospect of finding, or being able to recommend suitable resources.
    - 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.

How to use it

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

TNA Report

Tool 5.4

- **PURPOSE OF THE TOOL**
  - As part a consultant's Terms of Reference will be the requirement to submit a written report to the client. Reports are an important part of the decision-making process that will be carried out by your client, stakeholders and other experts.
- **DESCRIPTION**
  - To enable your client organisation to benefit from your consultancy it is essential that your report is both readable, and is read and understood by people involved in implementing your recommendations
  - Use a style that is well structured and simple to read. A lack of jargon and using familiar vocabulary will help readers' understanding. They may be reading the report in a second language.
  - Be tactful when describing problems and their causes. Don't offend people who are likely to be involved in training and non-training initiatives. You need their active, willing participation - not indifference and resentment.
  - Help people to feel a sense of ownership of your recommendations. Include in your report references and contributions by the client, stakeholders, members of staff, beneficiaries, customers, etc.
  - Rather than using formality to present your findings, include examples known to be of interest to readers of your report. Consider using analogies to illustrate what might be a complex, sensitive situation.
  - Be aware of your relationship to the client organisation. Although you are acting as a TNA consultant, your status will be an important factor. Avoid allowing your style to become subservient, when dealing with senior people. Equally, don't become patronising or authoritarian to others subordinate to you.
  - Use positive, objective and direct recommendations. Each of these statements are proposals leading to training and non-training initiatives. They should be a basis for action that is acceptable, practical, realistic and motivating to all concerned.
  - As your report will contain non-training recommendations, ensure that these are expressed in an acceptable way. Don't risk offending stakeholders, technical experts or beneficiaries - for example, by inferring personal expertise, experience or opinions.
  - Wherever possible, write your report on a computer. This will allow you to compile the report where sections can be patched together in an acceptable structure. Use grammar checks available with most word processing programmes to help simplify content.
  - Initially, submit a draft report so that your client and stakeholders can comment on the content. This will enable you to allow for their views when carrying out a final edit.

How to use it

- **Title Page.**
  - Clearly state the subject of the report, also references to the client organisation, authors and date.
- **Contents Page**
  - List headings, subheadings and appendices.
- **Summary of Recommendations**
  - Refer to numbered paragraphs in the text. Give particular emphasis to recommendations, where these are described in detail.
- **Terms and Abbreviations**
  - Inevitably, the report will include terms, abbreviations and jargon unfamiliar to some readers. List these with a brief explanation.
- **Introduction**
  - The purpose of an introduction is to describe the reasons for carrying out the TNA consultancy and what it is intended to achieve
- **Foreword**
  - For some consultancy reports a foreword, written by a senior person can add authority and support to recommendations.
- **Acknowledgements**
  - Record the names and designation of the people involved. Particular reference should be given to the client, then to stakeholders, followed by others who have helped.
- **Terms of Reference**
  - These should be stated, as agreed during Phase 1 of the consultancy process. Note any changes made during the consultancy.
- **Main Text**
  - This is the most important part of the report. It must be organised so that it is both accessible, well-presented, and easy to read. Use main headings and subheadings to highlight significant features or chapters of the text. Consider linking these to specific performance issues, functions, working groups or stakeholders. Remember, people may only read those parts of the report directly relevant to them.
- **Executive Summary**
  - Busy decision makers usually want to grasp the point of a report without having to read the whole thing. They are likely to become impatient if a summary is not provided and may not bother reading the report at all. The summary should consist of one page and done after the main section has been compiled, not before.
- **Appendices**
  - Also known as attachments, annexes or exhibits, appendices allow you to cater for a variety of readers.
- **Numbering**
  - As TNA consultancy reports are likely to accumulate within an organisation, where cross-referencing is an advantage, a standard number notation should be used. Numbering is best done after the main text is written and a summary of recommendations drafted.

Thank You