

The Approach to Competency based Training Need Analysis Workshop

By

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Instant Assessments

My name is

My job is

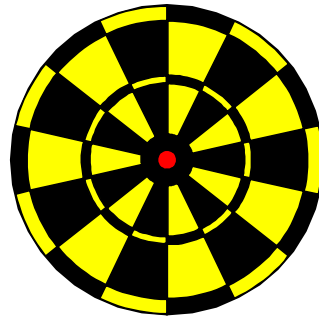
The org'n needs me because...

My learning expectations from this
Program is



The Programme

- Objectives
- Take away
- House rules
- Parking Lots/ Issues corner



Section One

- Background to TNA.

- **Needed.**
- **Needless.**





Training

- Systematic development of
 - A.....
 - S.....
 - K.....

to help a person perform the job to the required standards.

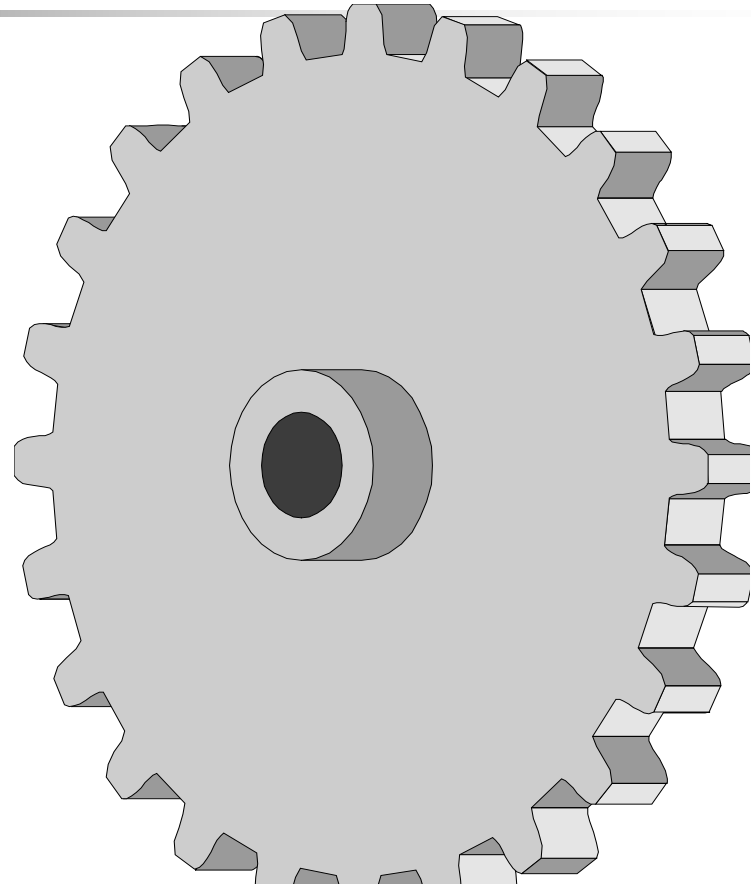


Training

- A planned effort to enable employees' learning of job related competencies.
- Diagnosis - ascertain from symptoms
- Prognosis - forecast the course of action

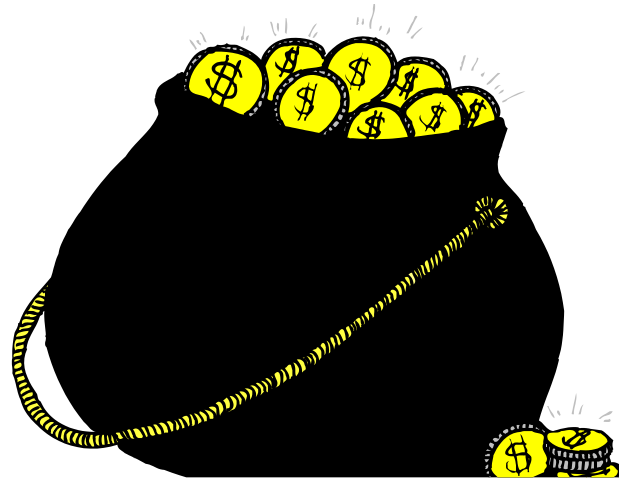
Training

- ❧ **Why is it a need**
- ❧ **Who needs training**
- ❧ **What is the area of training**
- ❧ **When is it required**



Training

- Where is the venue
- By whom will training be conducted
- How will it be conducted
- At what cost

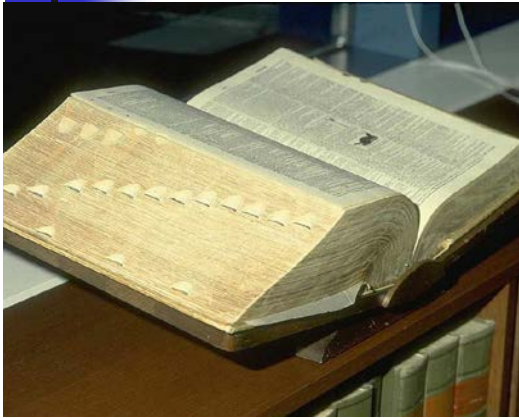


Development

- The planned growth of expertise beyond current requirements.



Key terms



- Knowledge
- Expertise
- Learning
- Development





What is TNA ?

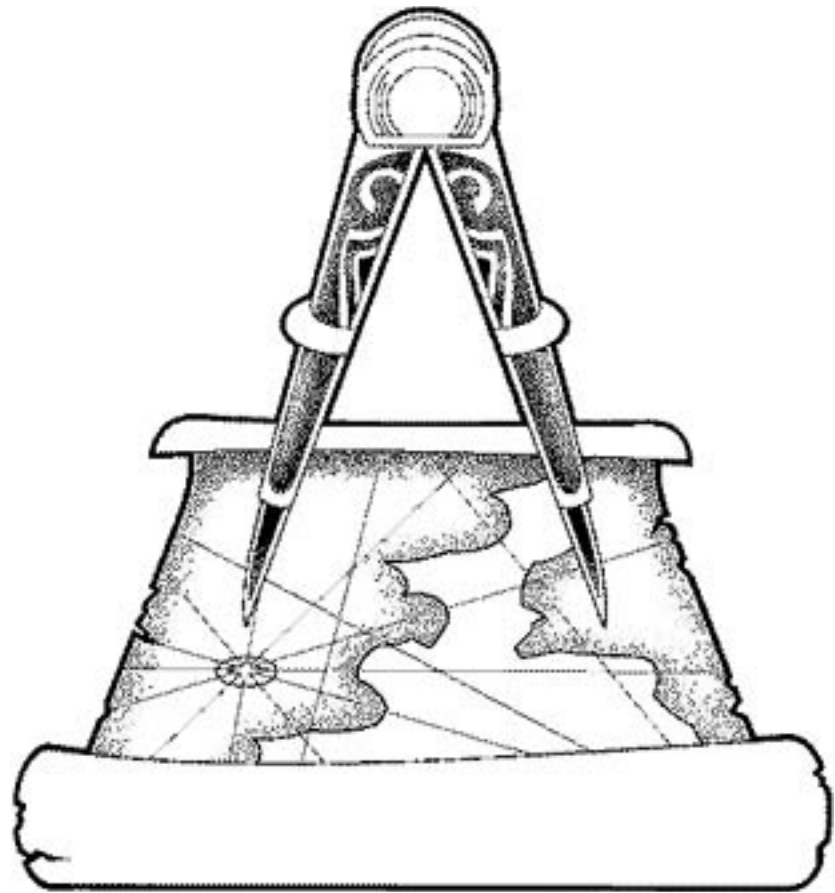
A systematic process of collecting and analyzing information for individual and organisational improvement

Or

The method of choices for determining who needs what training is usually called “training needs analysis”

TNA

- To determine if training is necessary



Why TNA

- Manage pressure points
- Respond proactively

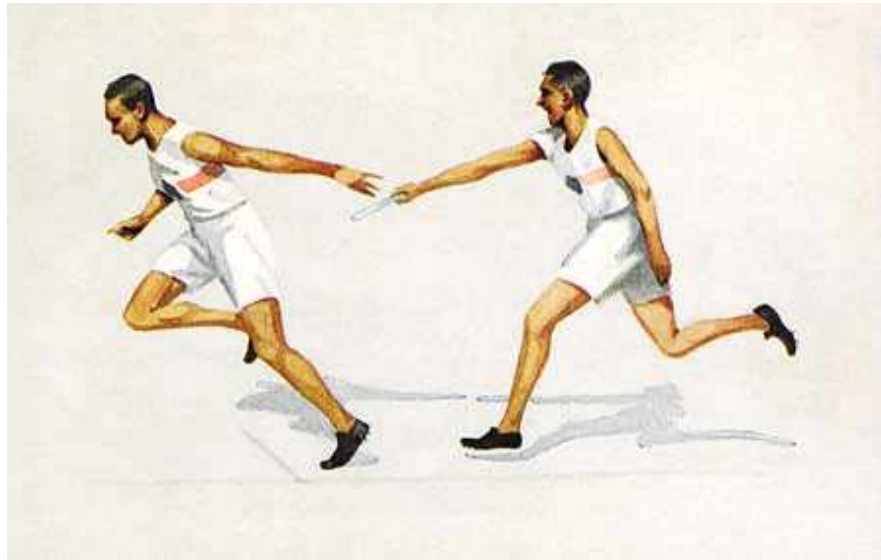


Why TNA?

To address

1. Current performance deficiency

2. Future developmental needs





TNA to

- Identify ASK gaps
- Determine the right intervention
- Determine the benefits of training
- Distinguish training and non training issues
- Identify organisational, task and person issues



Focus of TNA

Deficiency -

**present situation based
on historical data
scrap/rejects/complaints
accident/absenteeism**

**Opportunity -
(development)**

**likely situation based
on future data
business plan
technology
organizational change**

Types of needs

- Normative
- Felt
- Expressed
- Comparative
- Anticipative





Changes

- Lead to needs
 - people movement
 - new management
 - new process
 - new technology

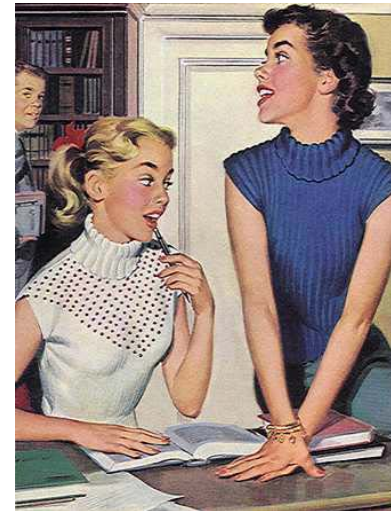
Four conditions for Job Performance

- Skills and Knowledge
- Self efficacy
- Opportunity to perform
- Supportive environment



Rule Number 1 - Bob Mager

- Train only when people don't know how to do it and there is a need for them to do it.
- Training is a solution.
- Performance is the goal.



Rule Number 2 - Bob Mager

- **If they already know how , more training won't help.**



Rule Number 3 - Bob Mager

- **Skill alone is not enough to guarantee performance**



Role of the Training Needs Analyst



- Data collection
- Involve people
- Employ a process model
- Share information

Role of the Training Needs Analyst



- Propose solutions
- Manage obstacles
- Project closure



Role of Line Management

Management

HOD

HRD

|
Managers

|
Executive

|
Supervisors



Issues

- Current approaches
 - Discussion

Sharing Exercise

- 15 minutes



HRD

- A process for unleashing human expertise through OD and T & D for the purpose of improving human performance
- Phases

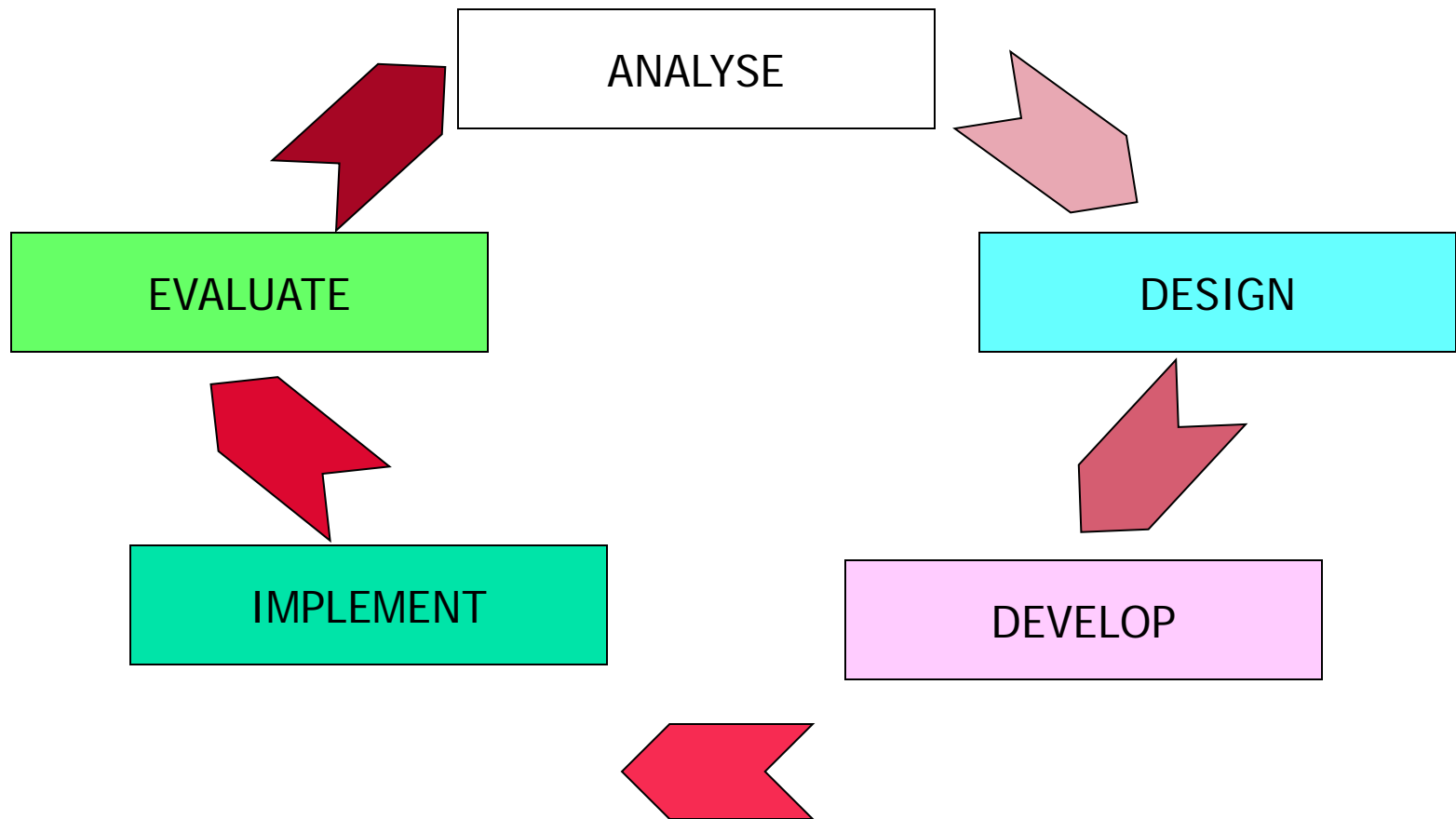


OD

- A long term effort - led and supported by top management
- Key variables



ADDIE CYCLE

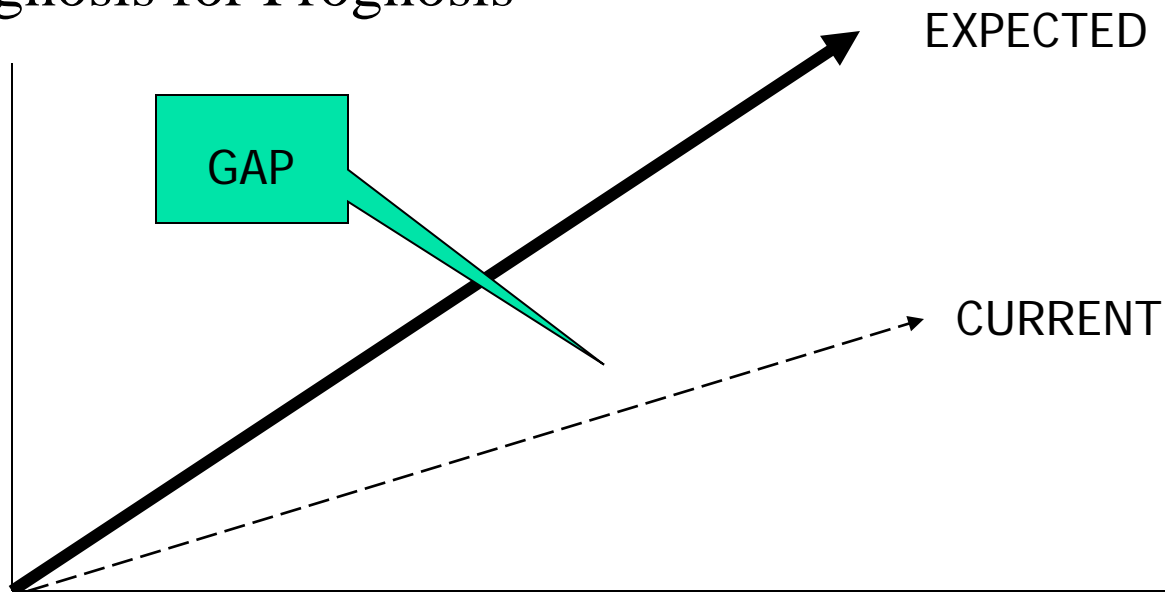




Performance

How can you fix performance problems if you don't know what they are?

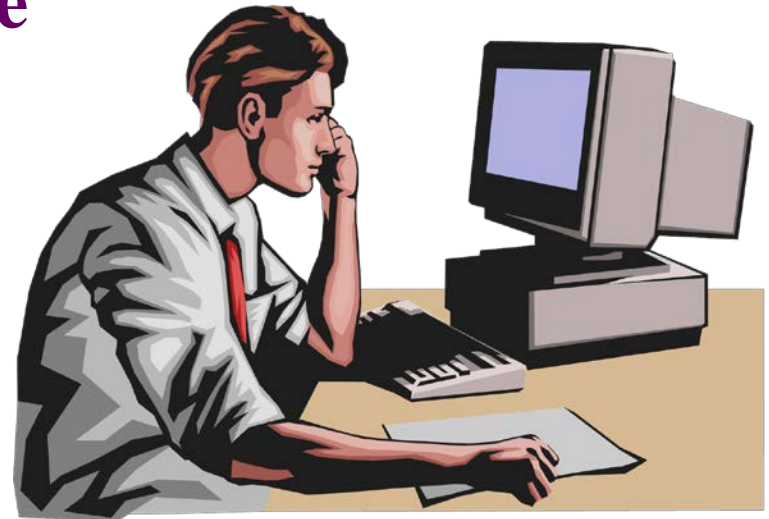
Diagnosis for Prognosis



Human Performance technology

**Improving performance
through**

- **analysis**
 - cause for performance**
 - discrepancy**
- **interventions**





Analysis & Intervention

-symptoms

**an observable indicator of a performance
problem**



Analysis & Intervention

-cause

why the symptoms exist or reasons for the indicators of performance problem



Analysis & Intervention

-Intervention

what can you do to correct the causes identified

- training solution**
- non training solution**



Purpose of performance change

Establish - staff does not know what to do

Improve - need improvement from current level

Maintain - performance is acceptable

Extinguish - learning to unlearn



Theorems

- Tom Gilbert



Performance Analysis

- Performance and Cause Analysis
- Interventions

Exercise - HPT

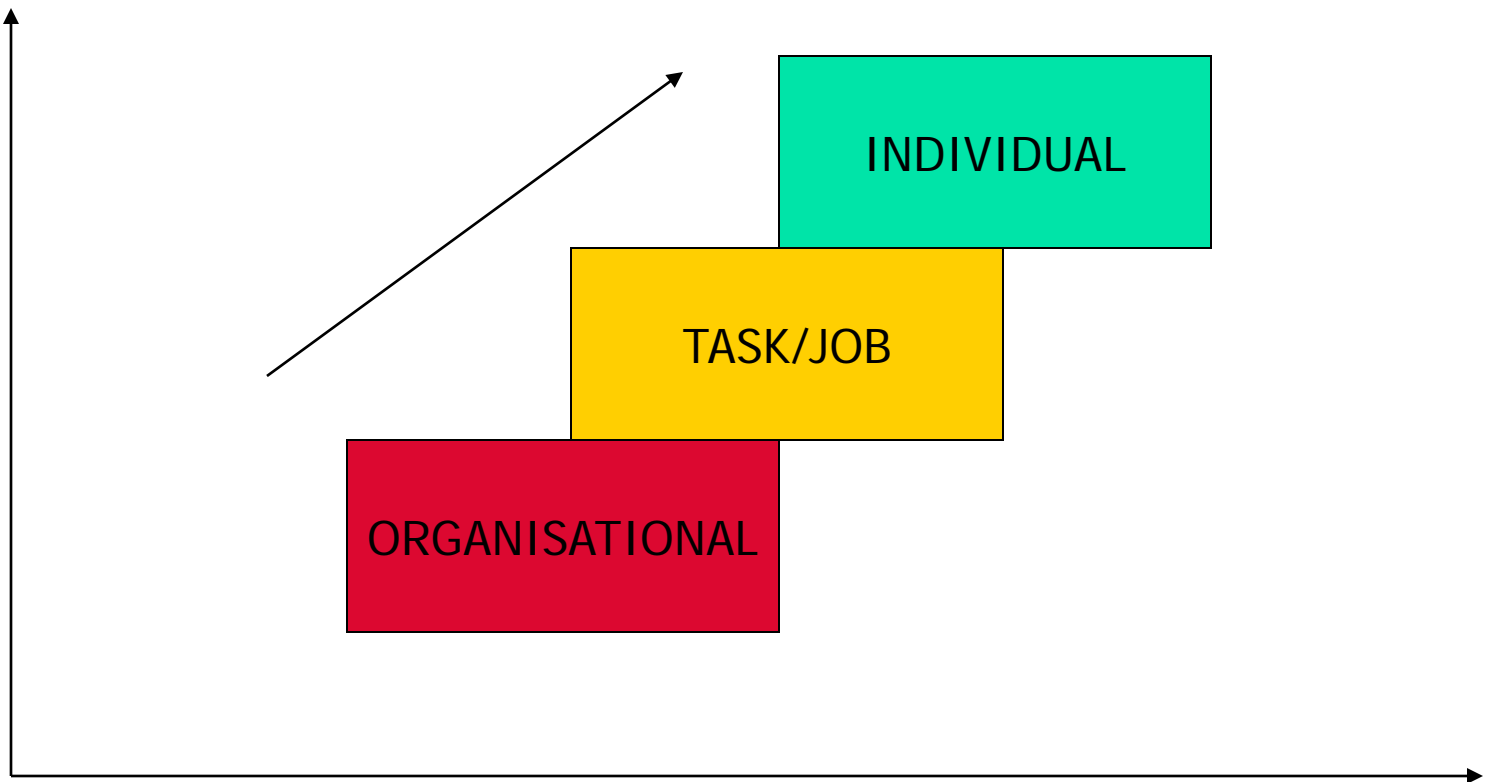
- Participant workbook
- Case study ABC Nature Care
- Or actual work case





Section Three

- Levels of Analysis





Three levels of needs analysis

1. Organizational

what is not happening
what should happen

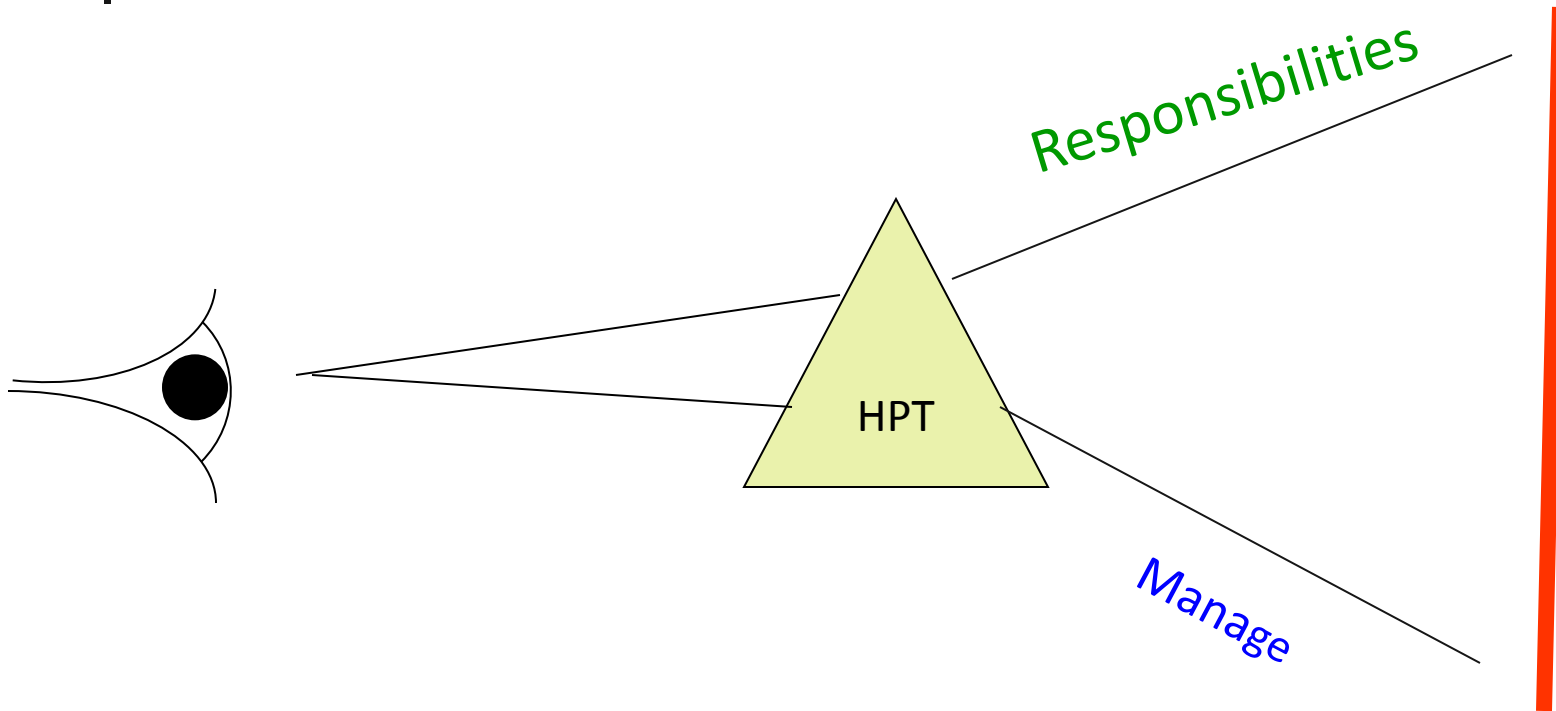
2. Job/task

what performance should occur

3. Individual

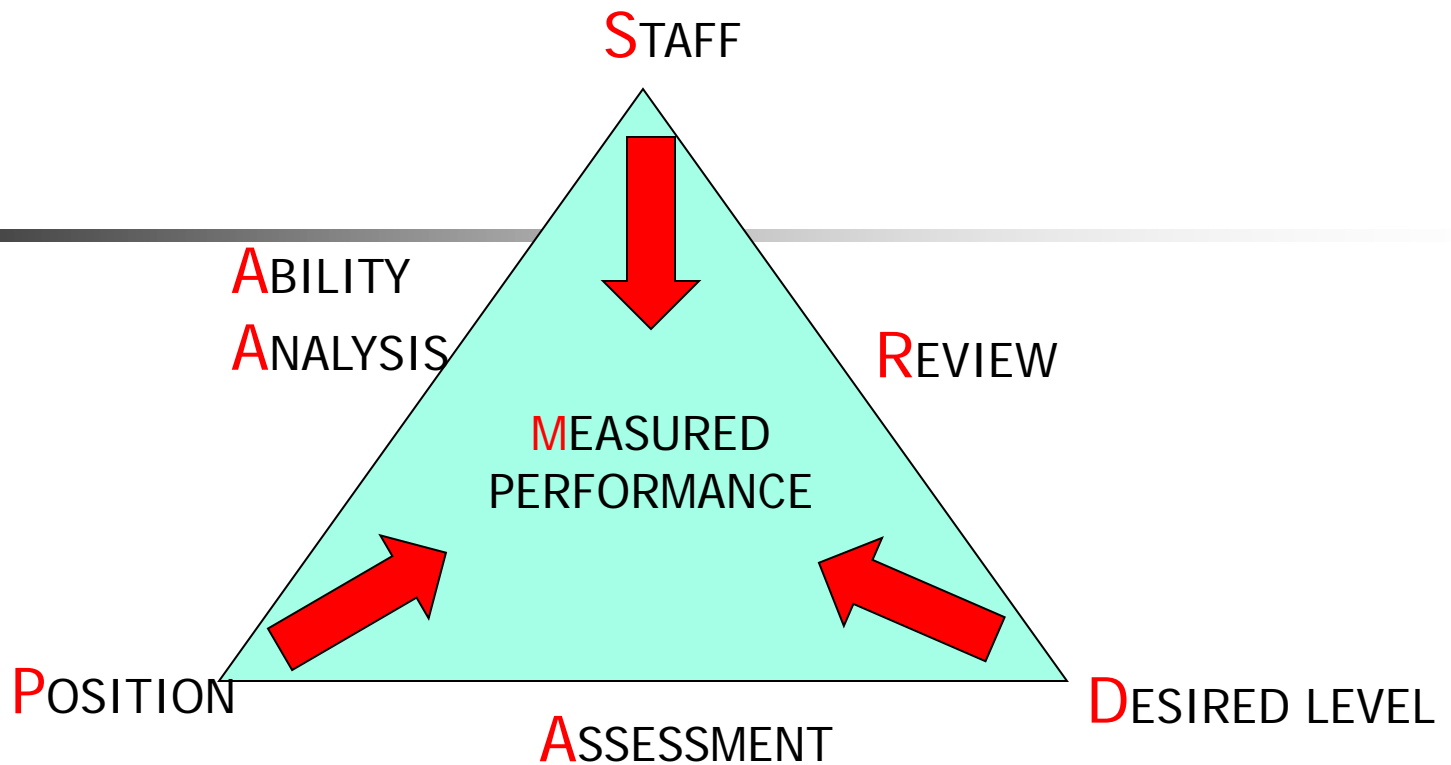
who needs what training

Quantitative Analysis Technique for Human Potential and Talent.



Dr. PS DARAM

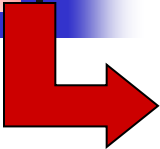
Quantative Analysis Technique for Human Potential.



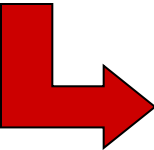
PSDARAM MODEL.
PATENTED

Level 1

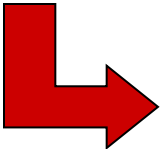
Job Description.



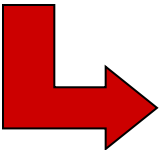
Task Analysis



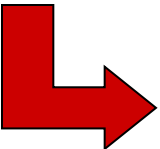
Competencies.



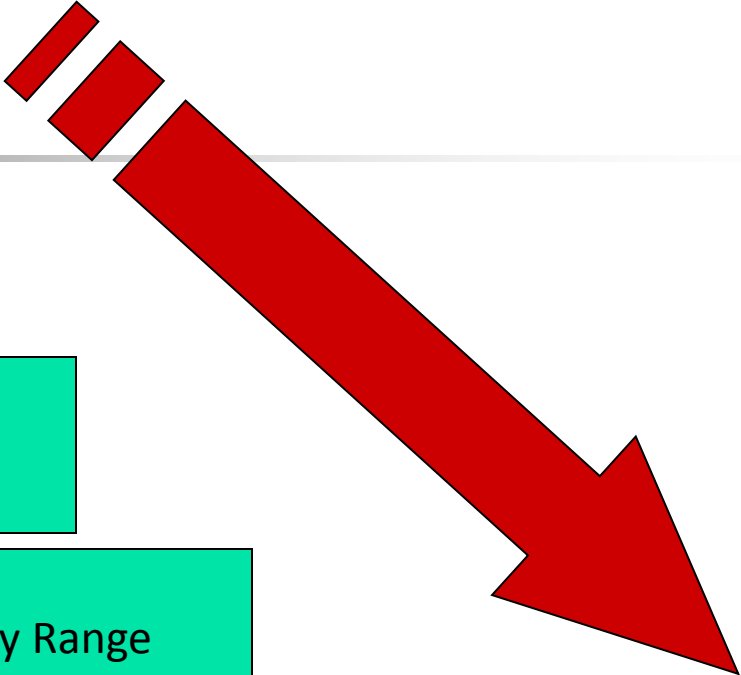
Competency Range



Performance Indicators

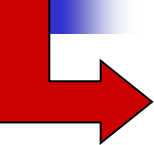
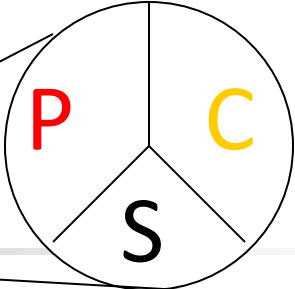


Assessment.

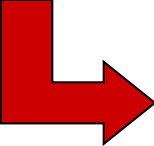


Level 2

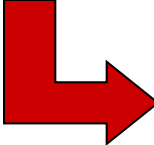
Performance Indicators.



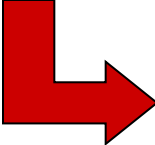
Criteria



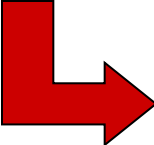
Generic and narrative



Competency Range



Numeric Value

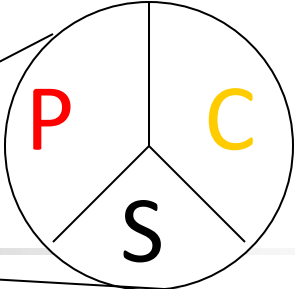


Assessment.

Mid Point

Level 3

Desired level



Pre determined
By superior/SME

Critical Assessment
Of Importance

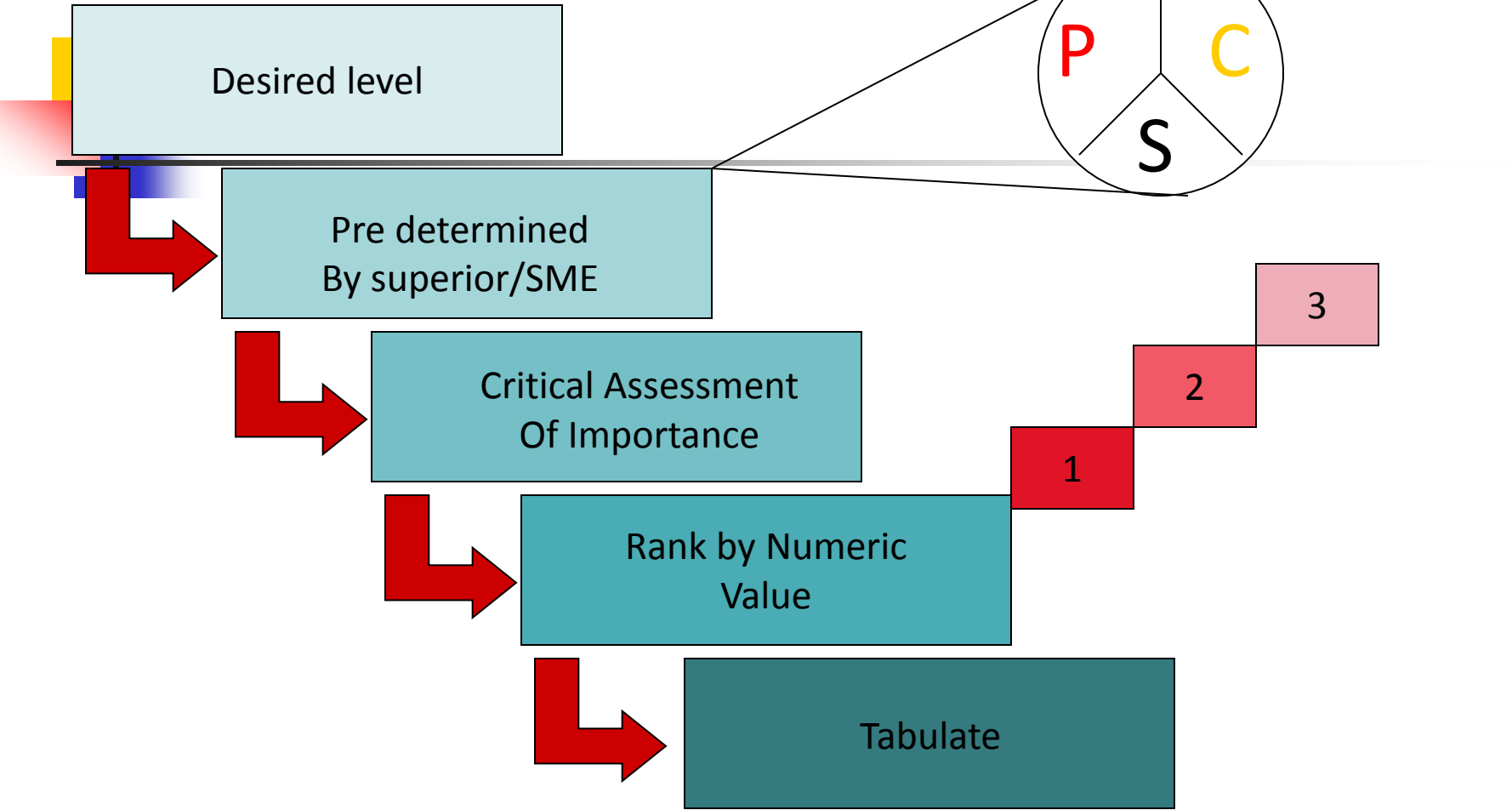
Rank by Numeric
Value

Tabulate

3

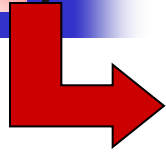
2

1

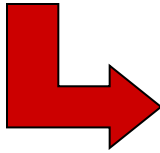


Level 4

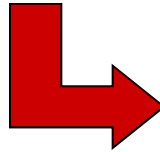
Assessment



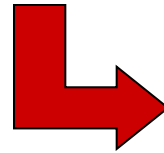
Documentary Evidence



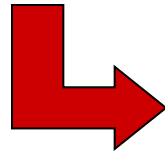
Observable Performance



Technical and Non Technical Knowledge Test



Interviews



Score Card by Panel



Section Four

- Data Collection tools

Competency	RCL	CCL	GAP	ITJ	TP



DATA COLLECTION TOOLS

- **Focus group**
- **Survey**
- **Interview**
- **Observation**



Focus group

- **generating ideas across department**
- **select members who can.....**
 - identify performance problem**
 - identify causes and solutions**
- **size - 5-6 members**
- **composition - homogeneous**
 - heterogeneous**



Surveys

large sample

feelings

questionnaire

- **objective**
- **clarity**
- **administration**
- **tabulation**
- **findings**
- **recommendation**



Interview

before

- objectives
- areas to be covered
- who to interview
- method of obtaining data

during

- listen, question and restate
- open ended
- close ended

after

- record
- prepare report

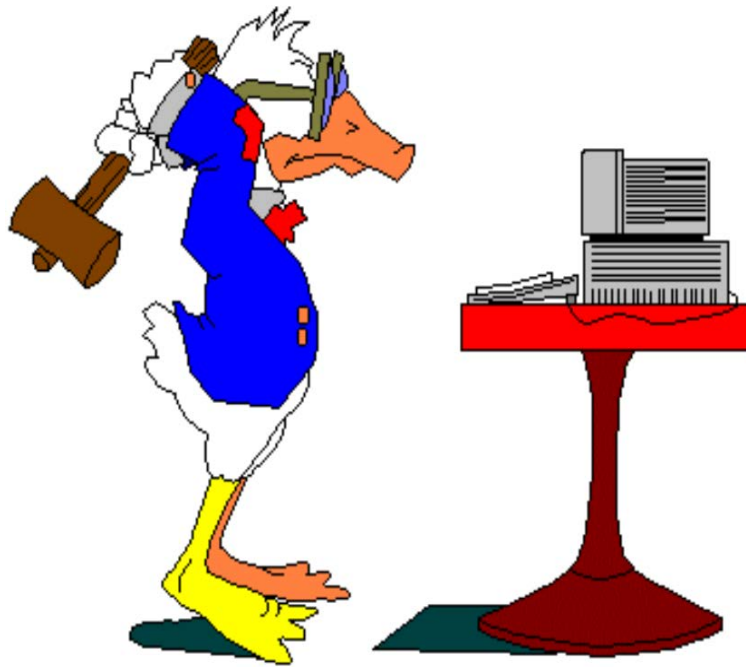


Observation

- Visual

OBSERVATION

FACT VS INFERENCE





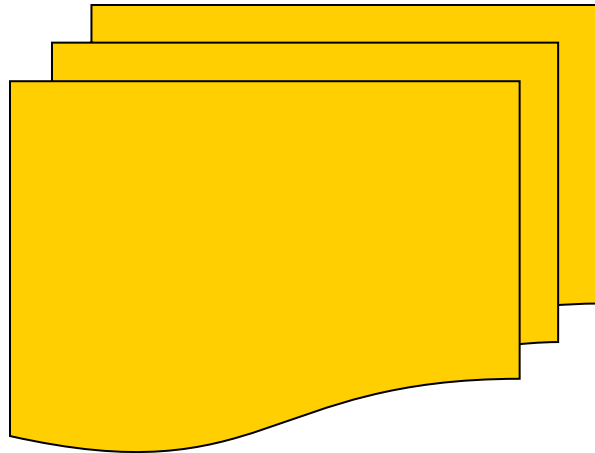
Annual training plan

Training matrix



Section Five

- Reporting





Reporting to management

management buy in

prioritize

recommend solutions

Thank you - Terima Kasih

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GREETINGS