# Planning for training and development

## A guide to analysing needs



Save the Children

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# Contents

# Introduction

## Who should read this manual?

This manual is designed as a resource for staff in non-governmental organisations (NGOs) who have responsibility for the education, training and development of

- employees and volunteers;
- partners (eg government or community workers).

If you face some or all of the challenges outlined below, then this manual is for you.

- How do we ensure that we get the right people to do the work, at the time when they are most needed?
- How can we ensure that people from the community will be able to take over and manage aspects of the work effectively?
- How can we determine if training and development will help solve the problems our project is facing? And if so, what kind of training and development?
- How can we be fair in ensuring all staff have access to training and development opportunities, particularly given the limited resources available?
- How do we decide what are the best training and development options?
- How do we budget for training and development?

## The importance of training and development within NGOs

NGOs involved in development work are becoming more aware that sustainable, self-determining development is a continuous process, dependent not only on an input of material resources, but on the capability of people to manage those resources. Efforts are being made to find creative, resource-efficient and locally appropriate ways to increase the capacity of people and institutions to use their resources – material and other – to achieve positive change and to respond to the many social, economic and political challenges they face.

Training is one of the methods used by NGOs to develop the capacity of their own staff and that of others: for example, people in communities they work with, or government officials. Training for capacity building requires new and innovative approaches to learning and to work, In particular, it is important to focus on **learning for change** rather than on **training to solve problems**. This means encouraging the development of awareness, knowledge, skills and confidence that will allow people to tackle and learn from whatever challenges arise, rather than equipping people with a narrow range of skills and knowledge to deal with specific problems.

Many NGOs now aim to use training to achieve broader objectives than directly task-related skills: for example, increasing people's self-confidence, or the ability to determine and meet their own needs. The approach to training therefore has to reflect these new objectives. The environment in which NGOs operate also affects how training and development activities are managed. In a rapidly changing environment where needs are great, resources scarce and pressure to achieve objectives is high, NGOs must be confident that maximum benefit is derived from resources invested in training.

Given these factors, training and development activities can no longer be 'menu-driven', or supplied because training providers wish to use particular materials and approaches, rather than because they are what is really needed. Nor can they occur in isolation from the realities of people's lives and work. The goals of training and development must be integrated with the overall goals of the development project or organisation. In this way, training and development initiatives are harnessed to the broader aim of human resource and organisational development (see 'Definitions' below) in order to achieve sustainable improvements to people's lives.

This manual aims to assist staff in NGOs, particularly managers and training personnel, to ensure that their organisation's approach to training and development meets genuine needs; builds the capacity of the people participating in training and development activities; and continuously improves the performance of their organisation. Fundamental to this approach is the ability to identify and analyse needs accurately and to plan the most effective ways of meeting those needs. The manual provides guidance and ideas on how these important functions can be carried out.

Analysing needs for training and development has many parallels with needs assessment, a core element in all development work. Readers of this manual who have little experience of training and development will be able to apply principles, processes and techniques drawn from other aspects of their work.

> 'Developing countries need more properly educated and trained managers to take over from the expatriate managers and advisers who are still in post, to apply management styles that are compatible with local cultures, and to accept full responsibility for [managing the development] of the country Yet .. as the Economic Development Institute of the World Bank pointed out in a workshop on training needs in Africa: "Poor and inadequate assessment of training needs leads to incredible waste of scarce resources that Africa can ill afford. Training is applied to problems that do not require training as the solution. Managers are subjected to programmes that are irrelevant to their need because of lack of skills in assessing trainability. Most training materials are inappropriate since they are not based on clearly identified training needs."'
> Kubr and Propenko, *Diagnosing Management Training and Development Needs*, ILO, 1991

## Definitions

Throughout this manual there are a number of key terms that are used in a variety of ways in different organisations and circumstances. To avoid confusion, these are defined below as they are used in this manual. A more comprehensive glossary may be found on pages 81-82.

**Ability:** The combination of knowledge, skill, attitude and experience that enables **capability:** having ability, competence.

**Capacity-building:** Developing the ability to perform at maximum competence.

a. Developing human capacity: assisting people to acquire the knowledge, skills, tools and decision-making authority to carry out their responsibilities effectively and efficiently.

b. Developing organisational (or institutional) capacity: improving the way an organisation collects information, makes plans, makes decisions, organises its staff and carries out its work in order to achieve its goals.

**Development:** The term 'development' *as used in a general sense*, relates to progressive and 'natural' or inevitable changes that are rooted in and spring out of a situation.

The term 'development' *as used by NGOs* means an intervention to alter the path of change: a planned activity aimed at speeding up or directing the process of change to improve the well-being of people and their environment.

When used in relation to *individual development* (eg personal development, staff development), both the above meanings have relevance. This term means using planned processes to enable individuals to build on their existing experience and abilities to make positive changes in their knowledge, skills and understanding. (Source: A Rogers, *Adult learning for development*, Cassell, 1992)

**Human Resource Development (HRD):** The function concerned with the development and training of people in order that an organisation (or project) can improve its performance and achieve its objectives in the most effective and efficient way. The *processes* used to train and develop people are also called human resource development. **Staff Development** is another term used to describe this function and these processes.

**Learning:** The acquisition of ability through the overall and continuous process of experience, reflection, conceptualisation and experimentation.

**Non-governmental (Development) Organisation:** Any organisation or agency which is not commercial or part of government and is involved in promoting the well-being of people and their environment, through the support and implementation of programmes, projects and/or services. Such agencies include international and local non-governmental organisations (NGOs), as well as some multilateral, bilateral and government agencies (eg United Nations). Although not NGOs, some government agencies are particularly oriented towards 'development' as defined in this manual (eg UK Overseas Development Administration (ODA) or ministries of social services in many countries).

**Performance:** The way in which an activity is accomplished; in particular, the level or standard to which a task or function is adapted, carried out, or achieved within the working environment. Good performance requires:

- ability;
- confidence and motivation;
- suitable conditions (such as the availability of necessary tools and resources, effective organisational and management systems).

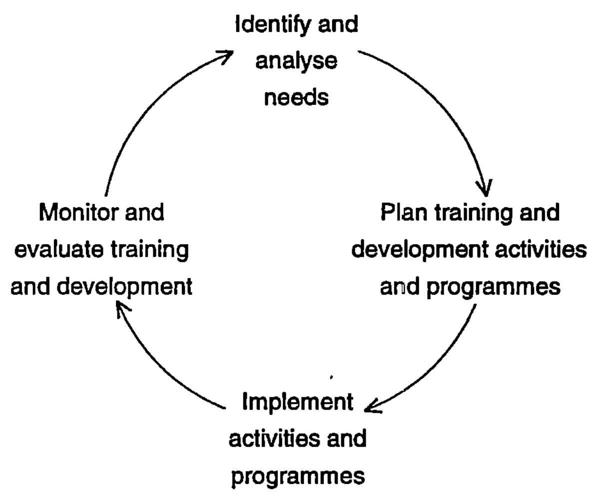
**Training:** A planned and systematic process to develop or modify the ability to perform defined tasks or functions effectively in order to enhance the achievement of organisational goals.

Training may encompass workshops and courses, on-the-job coaching, supervised work-based projects, and planned experience such as inter-programme visits and secondments.

## Structure of the manual

The overall aim of any training and development activity is to improve the quality of the work or service an organisation carries out by improving the performance of the people involved. In order to achieve an improvement in performance, a systematic approach has to be taken to training and development. The **training and development cycle** describes the four stages which must be gone through if sustainable improvements are to be achieved. These stages are: **identify and analyse needs; plan training and development activities and programmes; implement activities and programmes; monitor and evaluate training and development.** This manual will focus mainly on the first two stages, in the belief that if NGOs can improve their needs assessment and planning they will have a sound basis for implementing and evaluating their training and development activities.

***Training and development cycle***



In the first stage of the cycle there are a number of steps which need to be taken in order to **identify and analyse training and development needs:**

| | |
|---|---|
| *step one* | *recognise when needs are likely to arise* |
| *step two* | *identify performance gaps and assess their importance* |
| *step three* | *define the performance required for the task/job/situation* |
| *step four* | *analyse what is needed to reach the required level of performance* |
| *step five* | *decide which interventions (training and other) will improve performance* |

**Part one of the manual will take you through these steps.**

In the second stage of the cycle, further steps are needed to **plan activities and programmes:**

| | |
|---|---|
| *step six* | *develop budgeted plans for interventions* |
| *step seven* | *integrate training and development into other planning processes* |

**Part two of the manual will take you through these steps.**

The third stage of the cycle (**implement training and development activities and programmes**) is a wide topic that is not covered in this manual. There are many other books and manuals which provide guidance on the organisation and delivery of training. References are provided for relevant publications in the **References and resources** section on page 83.

The fourth stage of the cycle (**monitor and evaluate training and development**) is covered only briefly because this is a subject that requires more space than can be given in this manual. Again, references for other relevant publications are included on page 83.

**Part three of the manual covers this topic.**

Organisational policies on training and development provide a context for making decisions and plans about human resource development.

**Part four of the manual covers this topic.**

## Principles which inform this manual

- Training alone rarely leads to a sustainable improvement in performance, a **combination of actions** is likely to be required (including development of suitable conditions).
- Improvement of performance is a **continuous process of development**, likely to require a sequence of actions over time (including ongoing follow-up, support and supervision activities).
- **People learn in different ways**; individual differences must be considered when analysing what is needed to improve performance.
- Successful training and development programmes aim to develop potential, by **building on people's strengths and previous achievements** as well as addressing weaknesses.
- Learning and development is most effective when **integrated with work.**
- Good performance requires, in addition to sound 'technical' competence, **ability to adapt successfully to change.**
- Development cannot be imposed; active **partnership** with all concerned is essential to obtaining reliable information and commitment to outcomes.
- Development of human resources occurs within a **context of established work priorities and available resources.**

# PART 1
# Identifying and analysing training and development needs

## Chapter 1
## Identifying training and development needs

Training and development needs arise when there is a difference between the existing and the desired level of performance; in other words, when the standard of work could, should or will need to be higher.

**This chapter will assist you in:**

a. anticipating times when training and development needs may arise;

b. identifying specific performance gaps;

c. defining the standard of performance required;

d. analysing what is needed to improve performance;

e. determining which interventions will improve performance.

### A. When are training and development needs likely to arise?

Needs commonly occur in situations where:

1. **changes are forecast or happening**, eg:

- I have been appointed to my first senior management post.
- Our team has been asked to use the new computerised accounts package.

2. **problems are being experienced**, eg:

- I should be performing this task to a standard but I'm not yet able to do that, so the work is falling behind schedule.
- Our team is not achieving the expected results given the amount of time and materials invested.

3. **potential is not being fully utilised**, eg:

- I have these ideas that I would like to develop further.
- Our team believes it has the capability to expand its work.

A preliminary step in any training and development needs analysis process is to be alert to *when* and *where* needs may occur. If managers can anticipate where needs are likely to arise, they can involve their staff at an early stage in taking action to maintain and improve the level of performance.

Managers can also develop a more systematic way of knowing when to analyse training and development needs by making use of systems already in place for planning and monitoring work. These systems may not have been set up with human resource development in mind but can and should be used for this purpose. Some examples are given below.

**Strategic planning:** a change in strategy usually requires development of some new knowledge, skills and understanding. Questions about what this new learning will be and how it will be developed can be posed as part of the strategic planning process (eg during strategy meetings or workshops).

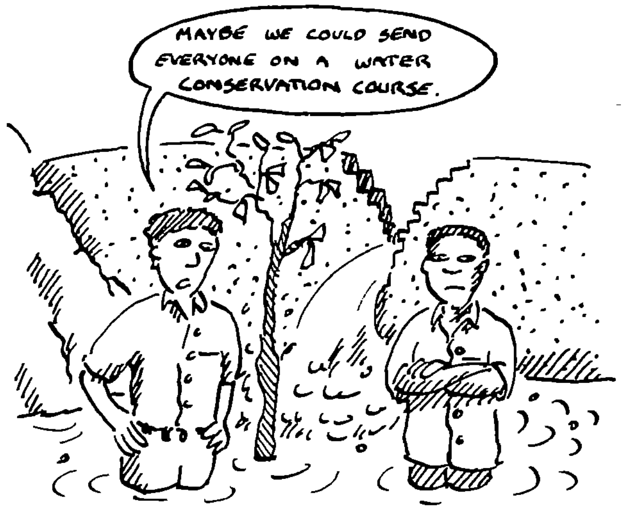
**Annual planning and budgeting process:** as with strategic planning, annual plans may include new activities which will require certain abilities possibly not available in the current workforce. Managers can be encouraged to identify any gaps between existing skills and future requirements when they are making plans. This can be done by including relevant questions on the planning format.

**Project proposal development:** A checklist to encourage consideration of human resource issues when developing project proposals may be found in Chapter 5 (page 63). This includes a question about the existing staff group: skills, experience, performance and aspirations.

**Project monitoring and evaluation reports:** can also be regularly scrutinised for indications that training and development needs exist or are likely to arise.

Chapter 5 offers suggestions for using some of the above systems to integrate training and development with other planning processes.

When an area of potential training and development need has been recognised, the next step is to identify clearly the specific gaps between the existing and desired levels of performance. These will then need to be analysed to decide how important they are. It is also necessary to sort out 'needs' from 'wants' and to clarify which of the needs can be addressed by training and other development initiatives.




TOO MUCH RELIANCE MAY BE PLACED ON TRAINING AND DEVELOPMENT TO ADDRESS NEEDS...

## B. Identifying performance gaps

A performance gap is the difference between the desired level of performance (current or future) and the existing level of performance. Gaps do not only reflect problems; they also represent positive opportunities to develop potential and build on strengths. Both kinds of gaps must be addressed if people are to manage change successfully.

Existing or potential gaps are identified in four main ways:

1. through a growing concern about performance;
2. as a result of an activity or incident that attracts attention because of its impact;
3. through ongoing monitoring of performance;
4. during forward planning processes.

### *1. Growing concern about performance*

You are likely to experience issues of poor performance as problems brought to your attention either in the form of frustration expressed by those carrying out the work or as complaints from other colleagues or users of services. A constructive analysis of the problem will often uncover training and development or other needs.

Alternatively, it may be that, as a manager, you observe particular problems with aspects of the work. The example below outlines a situation where a manager had become concerned over a period of time about one area of project performance.

### ☐ Case example: *Health education programme*

The health education component of the project was going well. The community seemed satisfied and the staff were hard working and well motivated. However, in one area there had been little progress. The work was not being documented in a systematic way: reports were frequently late and lacked essential information; statistics were not up to date; and there was no master copy of the training materials and charts which were being developed. The project coordinator realised that the lack of documentation was going to be a problem when seeking additional funds from donors and in monitoring and evaluating the work effectively. She had identified a performance gap and would have to investigate further the reasons behind it.

## *2. Critical incident*

Incidents sometimes occur at work that reveal a performance gap which otherwise might not be immediately obvious. Often the crisis is dealt with but the underlying causes are not addressed. This may mean that similar incidents will occur in the future. The example below outlines one such incident.

### ☐ Case example: *Strike in the project*

In a remote project, a group of workers went on strike over their working conditions. On learning of this incident, the country director was concerned that the project manager and his deputy had been unable to resolve the dispute before it escalated into a strike. She recognised that this was a performance gap she would have to address if similar incidents were to be avoided in the future.

## *3. Performance monitoring*

NGOs use a variety of methods for monitoring performance: eg, surveys of user satisfaction, collection and analysis of statistical data, regular meetings with individual workers or with teams to review progress and agree plans (supervision). Information gained from monitoring can be used to identify performance gaps, as illustrated in the example below.

### ☐ Case example: *Traditional Birth Attendants training*

A project aims to reduce the infant mortality rate and decrease the prevalence of infection at births. Although specific training was given to Traditional Birth Attendants (TBAs), infection and mortality rates still seem high. Monitoring of project performance has led to identification of a gap.

## *4. Forward planning*

Development work is essentially about change. NGOs aim to work with governments and communities to bring about change for the better. Since development organisations promote change externally, they will also experience internal change as they adapt structures and practices to achieve their goals. For NGO staff this often means doing new things or doing the same things differently. Where a change is forecast or has occurred, you may need to help people to develop new skills or ways of working. Good managers are constantly looking for opportunities for people to use their abilities to the full. Your own and others' observations, comments and questions may indicate unfulfilled potential.

For example:

- I have these ideas that I would like to develop further.
- Our team believes it has the capability to expand its work.
- Why are there so few women on the community councils we work with?

Many NGOs have processes for forward planning such as the production of annual reports, plans and budgets. Senior management teams and project teams may have special meetings to formulate plans. These can be opportunities to identify both gaps between existing performance and also what will be required to carry out plans. The examples below illustrate a) a gap brought about by a planned change and b) a situation where potential is not fully utilised.

## ☐ Case examples:

***A. Retiring finance manager***
During an annual planning meeting, the project management team were discussing staffing levels. The finance manager, a key member of the team, would be retiring during the next year. The organisation had a policy of looking internally first when trying to fill vacancies. The office administrator seemed to be a suitable candidate for the post. However, the project management team recognised that a gap existed between the administrator's existing level of performance and the level that would be required to take on the post of finance manager.

***B. Proposed women's programme***
While training a group of community leaders, the facilitator and project manager were particularly impressed with the strength and initiative of two women participants; they recognised the potential in these women to become the project counterparts for a new women's programme. If the women agreed, the next step would be to analyse the gap between their current abilities and the performance that would be required to take on a role in the programme.

### *How important is the performance gap?*

When any performance gap is identified, the first question to be asked before taking any action is **how important is this gap?** The scale of the problem needs to be established before investing time and other resources in further investigation. Considering the following questions will help.

- Is this gap important? Why?
- How does it affect the achievement of work goals?
- Where does/will it occur?
- Who and how many people are involved?
- What is the difference between what is being done and what should be done? How do I know?
- What are the costs and benefits of doing nothing?
- What are the costs and benefits of possible interventions?

## ■ Checklist: Identifying performance gaps

**Changes are happening or are forecast**

proposed changes in strategies, objectives, activities

new approaches to work

changes in organisational structure

changes in personnel

changes in technology

introduction of new policies

changes in systems and procedures

changes in the external environment

**Problems are being experienced**

delays in completing work

frequent errors or patterns of particular types of mistakes

reports of dissatisfaction from the community, government, etc

unclear operational procedures and processes

weak written or oral communications (eg reporting)

frequent accidents or patterns of particular types of accidents

high absenteeism or sick leave rate

complaints from staff

**Potential is not being realised**

low morale, lack of motivation, job pride, interest

lack of confidence

reluctance to participate in planning and decision-making

high turnover of staff or other personnel

few internal promotions

## C. Defining the performance required

Once a decision is made to address a gap in performance, further action will include defining exactly what improved performance would look like: that is, the standard of performance required for the task, job or situation. Performance is often discussed in very general terms: for example, 'this team needs to be more analytical about their work', 'the office manager lacks initiative', or 'the drivers are not doing their job properly'. But unless desired performance can be clearly described and understood, people will be unable to work towards better performance.

The standards to which individuals or teams are required to perform are often not clearly stated or understood. Good job descriptions and work team (project/programme) documents describe what the work is and how it is expected to be done; they describe the purpose of the work and the specific tasks and standards that are required in order to achieve the purpose. Even where these written statements are weak or do not exist, expectations regarding standards of performance certainly do exist – in the minds of managers, supervisors, those in the job or doing the work, community members, and so on.

In order to undertake a needs analysis, these expectations must be clarified and made explicit. This may involve:

- searching existing documents;
- amending existing documents;
- talking to key people to elicit and then write down the performance standards;
- gaining agreement of key people on the performance standards.

When defining performance, clarity is important. The language you use should be simple but precise and you should avoid jargon. The person doing the job or involved in the situation must understand what is expected of them. You can use the terms *aims* and *objectives* to make statements about performance.

**Aims** are used to describe the overall and long-term purpose of an organisation's or individual's work (eg 'to improve the health of children aged under five in district X').

**Objectives** describe in more detail what must be done in order to achieve the aims, and should be specific, time-bound and measurable goals (eg 'to achieve 80 per cent immunisation coverage in the next five years in district X').

For an objective to help define performance it must explain:

- what the person or team will do;
- how it will be done;
- what standard of performance will apply (ie the quality and amount of time it should take);
- when it will be done;
- under what conditions: with what equipment, materials, support, etc.

### ☐ Case example: *Health workers responsible for training Traditional Birth Attendants (TBAs)*

**Aim:** To provide appropriate training to local TBAs, in support of the project's overall effort to improve community health status by reducing infection and infant mortality.

**Objective** (one of several): The health workers will maintain accurate records of each training session, using the training log provided. Full completion of attendance and topic sheets should take approximately 15 minutes; copies are to be given to the team leader at the end of each week.

*what* the health worker will do:
maintain records … give them to the team leader

*how* it will be done:
by completing attendance and topic sheets

the *standard of performance* is:
… accurately … full completion … in approximately 15 minutes

*when* it will be done:
at the end of each session … at the end of the week

the *conditions* under which it will be done:
a training log with the necessary sheets is provided.

When defining performance standards the non-technical elements of the job, which are essential for effective performance, must also be considered. See below for an example.

### ☐ Case example:

**Objective:** The health workers will visit each trainee TBA in her village twice a month to provide supervision. They will support the trainee in applying their learning about hygiene to the village situation, including the trainee's home.

The health worker will:

- maintain an encouraging manner while observing situations;
- provide at least one point of positive feedback;
- display sensitivity in helping the trainee identify areas for improvement.

Further guidance on defining performance is given in the **Tools and techniques** section at the end of this chapter.

## D. Analysing what is needed to improve performance

When you have defined the standard of performance that is required for a task, job or situation, it is then necessary to analyse what will be needed to improve performance. This may involve:

- considering possible causes of the performance gap;
- identifying tasks that will need to be carried out before needs can be analysed (eg revising job descriptions, reviewing project objectives);
- identifying further information that will need to be gathered (eg how is work organised? what are staff attitudes to their work?).

At this stage it is important to consider the full range of factors that can affect performance. The flow chart on the opposite page can help you to do a systematic analysis of any specific performance gap. The list of common factors and key questions below expands on the flow chart.

## ■ Checklist

#### 1. Work context?

Are the objectives of this project or programme clearly understood by those involved?

How are the objectives to be achieved? How is the project work to be undertaken?

Do people understand how their work is intended to benefit the community they serve?

Do they know where their work fits within the organisation?

#### 2. Work descriptions and standards?

What exactly is the role and function of the job or team task in helping to achieve the project's objectives?

What is the purpose of the task/job?

How should it be done?

What quality and quantity of work are expected?

Accurate work and job descriptions and agreed performance standards and objectives are essential for defining required/desired abilities. (See page 13 on defining required performance and the job analysis tool in the **Tools and techniques** section.)

#### 3.1 Required abilities?

What specific knowledge, skills, attitudes and experience are needed to undertake this (or future) work/job at the desired level?

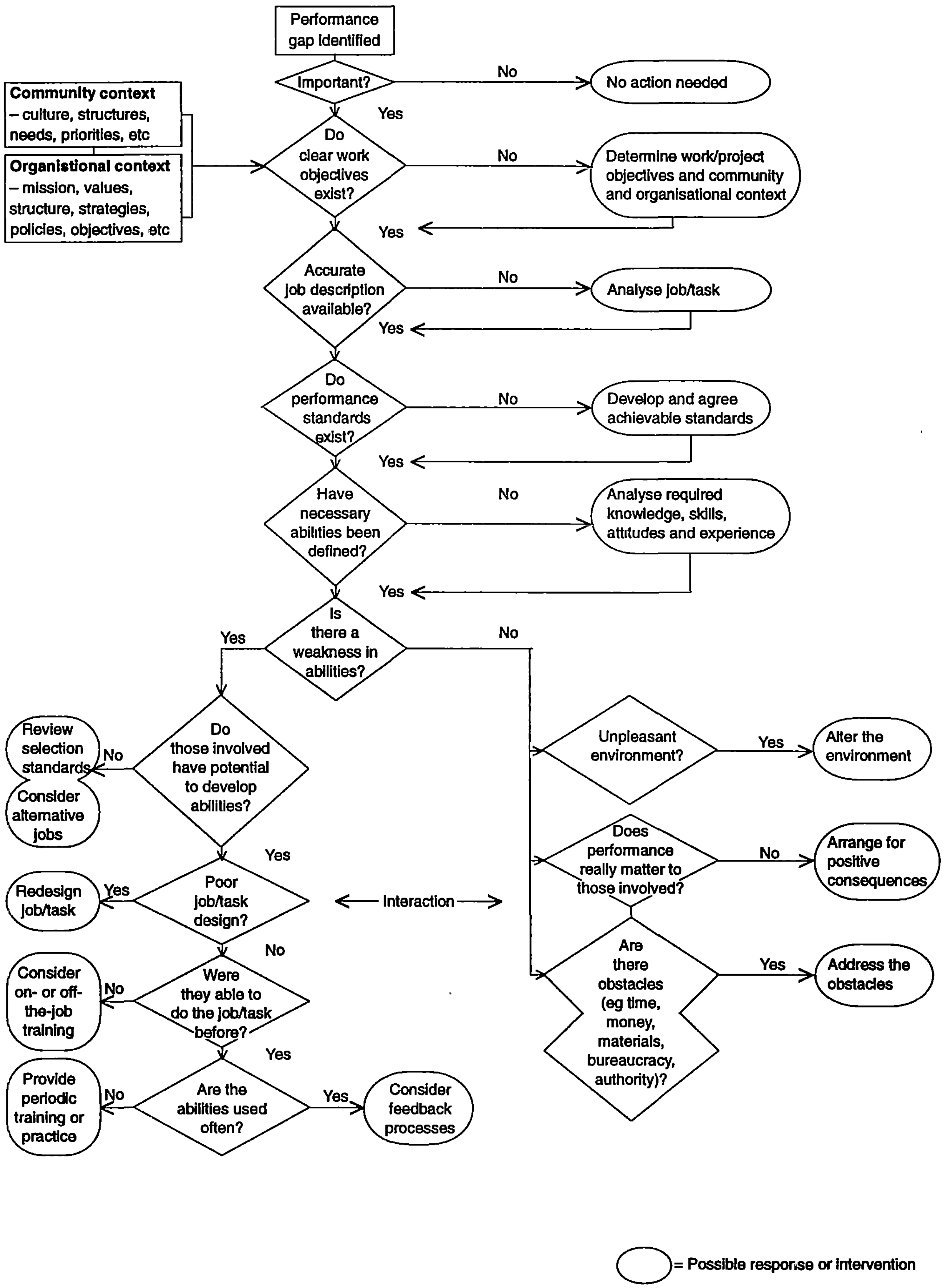
(See the job analysis tool in the **Tools and techniques** section.)

#### 3.2 Lack in abilities or something else?

Is the performance gap due to a weakness in one or more of these abilities, and/or to other causes? Consider:

- Could the work or job be done if it *really* had to be?
- Are the current abilities adequate for the desired performance?

## *Analysis of a performance gap*



- Are the workers over-qualified? Lacking in challenge? Bored?

*If there are aspects of abilities that could be enhanced, the questions in 3.3 need to be asked.*

### 3.3 Potential to develop?

Do the people concerned have the potential to develop the abilities?

Do they have the basic physical and mental attributes to perform the work?

Do they have the foundation knowledge and skills required before new abilities can be developed?

*If the answers to the questions above are negative, it is likely that the wrong people have been selected for this work:*

*review selection processes;*

*investigate alternative job options (within the organisation or elsewhere).*

### 4. Job design?

Sometimes people have the potential to perform as desired but are hindered because the work is poorly organised by managers and/or motivation is low. Ask:

- Does the design of the job help or hinder effective performance?
- Are people expected to undertake tasks they have not been trained for?
- Is there enough time for people to do the tasks?
- Would these tasks be better undertaken by someone else?
- Can the work be organised differently to enable learning to take place?

*Consider: redesigning the work.*

### 5.1 Able to do the job before?

Was the work or job performed adequately in the past?

Did these workers know how to perform as required in the past? Have they now forgotten?

*If the answers to the above are 'no', then consider on-the-job or other forms of training.*

*If the answers are 'yes' then see 5.2 below.*

### 5.2 Abilities used often?

Are the abilities used often? How often?

Do people get regular feedback on how well they are performing? How?

*If the abilities are not used often, consider providing opportunities for regular practice or training.*

*If the abilities are used frequently but performance is less than desired, review feedback processes: ie the way in which people find out whether their performance is up to standard.*

*If the concern is not a lack in ability, and people could do the work to the required standard if they really had to, then consider the questions in 6 below.*

### 6.1 Working environment?

Is the physical environment suitable for the work being carried out?

How cohesive is the team? What is the quality of relationships? Do people work cooperatively or competitively?

How understanding and supportive is the management?

Are initiative and creativity encouraged? Is there a culture of learning and development? Do people display confidence in carrying out their work?

*Consider positive ways to change the environment (eg physical, structural, organisational culture, management style)*

### 6.2 Does performance matter?

Perhaps performing well does not really matter to those involved.

How motivated are people?

Do people get personal satisfaction from the work? What are their needs and to what extent are these being met?

Are people able to take pride in their work?

Is there a positive outcome for performing well? What are the rewards, recognition, status, etc?

Is there an undesirable outcome when performance is poor? What things are encouraging bad performance (eg poor performers getting more attention)?

**7. Other obstacles?**

What other factors may be constraining performance?

What is the effect of current salaries and conditions of employment?

Are roles and responsibilities clear and understood?

Are the resources necessary for the work available?

Could distractions or interruptions be reduced?

## E. Determining which interventions will improve performance

In many cases, it may be that a combination of factors is affecting performance. A combination of interventions may therefore be needed to improve performance.

Often too much reliance is placed on training and development to address needs, and other interventions which can have a significant impact on performance are neglected. For example, managers can have a significant effect on the performance of staff by encouraging them to learn from everyday successes and failures. This can be done through regular team meetings or in one-to-one supervision sessions where there is joint discussion of the work: its progress, problems, and changes.

Where staff are undertaking any form of training and development, managers can do much to help staff recognise the skills they are developing and to find ways to apply these at work. The provision of such *follow-up, support and supervision* (FUSSing) is an essential part of the training and development cycle.

***Examples of training and development and other actions that can enhance performance***

**Training and development**

- workshops
- on-the-job training
- counterpart work
- inter-project visits
- secondments
- correspondence study
- courses
- seminars/conferences
- personal study (eg reading)
- special work-related projects
- induction

**Other related actions**

- follow-up, support and supervision by managers
- providing authority to apply new learning
- making resources available (eg time, materials, people)
- sharing of learning with others (eg feedback sessions at staff meetings)
- policies and procedures (eg for staff development)
- work styles and structure that enable learning
- clear roles and responsibilities
- evaluation of learning

## ❖ Summary: points for good practice

Training and development needs often arise when

- changes happen or are forecast;
- problems are being experienced;
- potential is not being realised.

Managers can use existing planning and review systems to anticipate where training and development needs are likely to arise.

It is necessary to assess the importance of any difference between desired and existing performance before committing resources to a needs analysis.

It is important to be clear about performance standards before attempting to analyse training and development needs.

Aims and objectives can be used to make statements about performance standards.

A combination of factors affects the way people carry out their work.

Training is not always the answer to performance gaps.

Where training and development are required, there will usually be a need for other kinds of interventions as well.

# ▼ Tools and techniques

## *Job analysis*

Job analysis is the process of obtaining, recording and interpreting information about the essential elements of individual jobs. It involves systematically examining jobs to determine the tasks performed, the working conditions, responsibilities, and the abilities required.

Job analysis is a key tool for analysing training and development needs. It can also be used to develop or upgrade job descriptions and person specifications, to assist in recruitment, selection, promotion, performance appraisal, human resource planning, and job evaluation.

There are many ways in which jobs can be analysed, but all involve a job breakdown. The headings below are commonly used to break jobs down into constituent parts. It is then easier to examine and describe "the way in which the job is performed, the relationships to other jobs, acceptable performance standards, the complexity of specific tasks, the equipment and materials to be used…" (Kubr and Prokopenko, *Diagnosing Management Training and Development Needs,* ILO, 1991)

**Occupation:** a group of jobs requiring similar abilities (knowledge, skills, attitudes, experience) and training (eg managers).

**Job:** a group of posts that are identical or involve very similar tasks (eg support services managers).

**Position/Post:** one or more duties that require the services of one person; the number of positions (or posts) is equal to the number of people and vacancies in a project (or organisation) (eg support services manager, Angola).

**Duty:** a significant component of the work performed in a job, usually comprising several tasks; often called 'responsibility' (eg 'be responsible for implementing the staff development policy and for developing training plans for support staff especially in the areas of computerisation, accounts and stores management')

**Task:** a distinct work activity that is a necessary part of job performance (eg 'design a half-day course to introduce all current staff to basic office systems')

**Element:** the smallest unit into which work can be divided (eg 'produce handouts for the half-day introduction to office systems course')

### Carrying out a job analysis

1. Clarify the objective you wish to achieve (eg 'determine the skills, knowledge and attitudes required to be an effective support services manager in order to train the deputy for this position').
2. If appropriate, list all the positions and group those that are similar into 'jobs' (eg NGO X has three *posts* in West Africa: country director Mali, country director Burkina Faso, country director Ghana. The *job* is country director.)
3. Gather information about the jobs being examined:
    - Who does the work? What is the job title?
    - What is actually done? (What are the duties and tasks performed?)
    - What are the essential tasks?
    - Why are these tasks performed?
    - How are these tasks performed?
    - What equipment, tools, materials, procedures, principles, guidelines or manuals are used?
    - How does this task relate to the tasks of other jobs?
    - What are the jobholder's responsibilities towards other people and for equipment or materials?
    - In what conditions is the work carried out? (eg hours of work, location, schedule, travel, temperature)

This information can be collected by using methods and processes such as: observation, interview, review of existing documentation or group discussion (these are described in Chapter 3).

4. List the duties and essential tasks on a job analysis form (see below).

Add any significant elements carried out on a regular basis.

An example of a basic job analysis form follows; the information required to complete the form is explained in steps 5–8 below. (Use this as a basis to develop a form to suit your own needs and situation.)

### *Job analysis form*

| Job: | | Position: | | Objective: | |
|---|---|---|---|---|---|
| Duty area | Tasks | Main elements | Performance standard | Required abilities* | Training and development needs? |
| | | | | | |

*knowledge, skills, attitudes, experience

5. For each essential task, determine the standard of performance required.

   - *How* is the jobholder expected to carry out the task? (eg 'in consultation with ministry of education officials')
   - What *results* or *outcomes* is the jobholder expected to achieve? (eg 'increased full day attendance at all pre-schools within camp x')
   - Within what *timescale*?

Defining the performance standards can be done as an extension of step 3 above, using the same types of methods. The active participation and contribution of jobholders is vital.

6. Determine what abilities (knowledge, skill, attitudes and experience) are required to undertake each task at an acceptable level of performance.

This can also involve consideration of level of education, qualifications, physical and mental ability, and aptitude (eg natural ability, initiative).

Use the same processes and methods as outlined in step 3.

7. Existing or potential gaps in performance can now be identified in relation to individuals or the group. This can be done through using techniques described in Chapter 3 or through self-assessment, discussion, annual appraisal or staff supervision sessions.

8. Training and development needs can then be identified, analysed, and prioritised.

#### Time and materials needed

These depend on the depth of detail sought, the number of people involved, and the methods used.

#### Advantages of a job analysis

- the most important and useful tool for analysing training and development needs of individuals and groups of common jobholders
- enables good job descriptions to be formulated, which greatly aids future needs analysis and other human resource planning and management work
- promotes motivation and team building, when undertaken in a participatory way (ie where jobholders and others affected contribute to the analysis).

#### Limitations of a job analysis

- can be time-consuming and expensive if done in great depth
- if not carefully controlled, the personal qualities, views and biases of jobholders can influence the determination of required abilities.

#### References

Material was taken from:

Kubr and Prokopenko, *Diagnosing Management Training and Development Needs*, ILO, 1991 (see **References and resources**).

# Chapter 2
# Conducting a training and development needs analysis

A training and development needs analysis is a process of gathering and interpreting relevant information in order to determine the most effective and efficient ways of enhancing learning, potential and performance. Conducting such an analysis requires sensitivity to the organisational environment, the participation of those affected, planning, organisation, and the ability to monitor and adapt the process as necessary.

**This chapter will assist you in:**

a. considering what needs to be in place in order to conduct an analysis;

b. considering who should be involved in the analysis;

c. planning and carrying out the analysis;

d. using the analysis to promote a learning culture in the organisation.

## A. What needs to be in place and what do to if it is not

There are six basic elements that will assist the process of conducting a development and training needs analysis within any organisation and that will also enhance its outcome. These elements provide the basic information required for an analysis and make up a framework for the effective management and development of human resources:

1. clear organisational and/or project objectives;
2. clear organisational and/or project strategies and structure;
3. accurate job descriptions;
4. clear standards of performance;
5. training and development policy and senior level commitment to it;
6. an organisational culture that values learning.

These elements together create a context within which improvement of performance is seen as a positive and continuous process. Without them, it will be difficult and in some cases impossible to measure the impact of any training and development programmes that result from the needs analysis.

### *What can we do if the elements are not in place?*

Few NGOs will have all the elements formally in place. However, this should **not** stop you from undertaking a needs analysis. In most organisations much of the information will exist, if only informally. People at various levels – those doing the work, those supervising the people doing the work, those affected by the work –

will have formulated their own views on policies, objectives, standards and so on. These views will often be reflected in their practice. A needs analysis provides the opportunity to draw out, share and examine in detail this information through the processes of discussion, observation, interviews and review of documents. (See Chapter 3: **Gathering and organising information**.)

- Any effort to analyse needs will strengthen your ability to make better decisions in relation to training and development.
- The process of analysing needs may lead to some of these elements being put in place; for example, job descriptions may be written or reviewed and tightened.
- It is a valuable opportunity to learn from experience.

## B. Who should be involved in a training and development needs analysis?

As with other aspects of development, the **people with needs** are best qualified to define precisely what these are and to determine what action will be required to bring about change for the better. Any needs analysis that does not give a central role to those carrying out the work may result in decisions based on inaccurate information to which there will be little commitment from those most affected. When planning a training and development needs analysis, it is therefore essential to identify the people whose performance is crucial to improving the quality of a particular area of work or service and to find appropriate ways to involve them.

**Managers** have overall responsibility within organisations for the management and development of staff and others involved in the programme or project. They will have an overview of programme aims, operational priorities and resource constraints. They also have the authority to ensure the results of the needs analysis are implemented. Where the relevant managers are not themselves conducting the analysis, they should be involved at all the key stages of the analysis and kept informed throughout the process.

**Training and development personnel**, where available, will have expertise that can be used to conduct an analysis or to offer advice and support to others who are carrying out an analysis.

## C. How do we conduct a training and development needs analysis?

Outlined below are the tasks that must be undertaken in order to conduct a successful training and development needs analysis. This can be used as a checklist when planning.

### ■ Checklist

**1. Set your objectives**
What do you want to achieve from the needs analysis?

NOTE: This must be in line with your organisation's staff development policy and within the budget allocation for next year.

For example: 'to prepare a prioritised list of the staff training and development needs in Project X to present at the annual country programme review and planning meeting'.

**2. Decide who will be involved**
Who can contribute? Who will be affected?
(see section B above)

**3. Decide on the approach**
What are the different ways in which the analysis could be carried out?
See below (page 23) for two contrasting examples.

**4. Establish the starting point for the analysis**
What is already known about the situation?
- the nature of the need
- how it was identified
- sensitive issues that have a bearing on the situation
- what is in place/missing regarding job descriptions, work objectives, etc
- resources available

(See Chapter 3: **Gathering and organising information**.)

**5. Draw up a plan**

Who will do what and when?

(See the analysis task list in the **Tools and techniques** section at the end of this chapter.)

**6. Manage expectations and fear of change**

How will you deal with positive and negative expectations about changes likely to result from the needs analysis?


**7. Implement and monitor the needs analysis**

You may be implementing the analysis during a limited number of intensive days or over a period of weeks and months. How will you make sure it stays on track and is brought to a successful conclusion?

**8. Complete the needs analysis**

Tie up all the loose ends, such as reporting back to all concerned, ensuring agreements are made about next steps.

**9. Evaluate the needs analysis process**

If you had to do it again, what would you do differently?

## ☐ Case examples: *Deciding on the approach*

**A** When getting ready to receive a team of health workers and logisticians to work in a relief situation, the deputy country director had to identify what needs she would have to respond to during the team's rapid induction. She decided she would scan the CVs which had been faxed through from head office, in order to identify the most and least experienced team members. She would then ring the personnel officer in London to check what they would cover there about the relief situation. She would then make a list of the security and administrative procedures the team would need to learn about immediately and check on other gaps in their information when they arrived.

**B** A review of programme strategy was due to be carried out over six months in country Z. The country director decided to use this as an opportunity to examine the existing skills and identify any gaps that would affect capacity to implement new strategies and ways of working. He decided to consult the training officer about techniques they could use in the programme review process to structure this analysis of needs.

## ☐ Case example: *Conducting the training and development needs analysis*

There is no single correct way to conduct a needs analysis, but here is one example.

### *Background*

Part of the mission of an international NGO was to improve the health of mothers and children worldwide. One of its projects worked alongside a community in an African country that was concerned to improve the standard of health of its people.

The NGO's aim was to contribute to community efforts to raise standards of health by improving the effectiveness of local mother and child health care services. The project's aim was to reduce the infant mortality rate and prevalence of infection at births by implementing a training programme for Traditional Birth Attendants (TBAs). The project team, together with community leaders, agreed the project's overall objective: during a three-year programme, a team of three TBA trainers will train and support a target of 30 TBAs from 24 villages in the district.

### The problem

Information gained from monitoring had revealed a performance gap: the training programme was not having the desired effect of reducing rates of mortality and infection. This had been confirmed by the project manager after she had carried out some preliminary discussions with the health workers, TBAs and community leaders. Her conclusion was that improving the performance of the health workers who trained the TBAs and strengthening the community's ability to support the TBAs would have a positive impact on mortality and infection rates.

It would therefore be necessary to conduct a training and development needs analysis to determine the precise causes of the performance gap and the action needed to improve the training programme.

### 1. Setting objectives

The project manager set herself the following objective.

*During the next three months, determine what training, development and other interventions will:*

*a. develop the community's understanding and support of the TBA programme;*

*b. improve the performance of the TBA trainers.*

*Any interventions proposed as a result of the needs analysis must, as far as possible, be integrated with ongoing project activities and be able to be resourced from existing budgets.*

### 2. Deciding who will be involved

The project manager decided that she would coordinate the needs analysis. She asked the health programme coordinator (the TBA training programme was one of his responsibilities) and the senior health worker (responsible for organising TBA training) to join her in a working group to conduct the analysis. Together they agreed that the training officer should be approached for assistance. Plans would be discussed with the country director and clarification obtained on budget implications.

### 3. Deciding on the approach

The working group decided that the most appropriate way to carry out the needs analysis was to work with the TBA trainers to review current practice and identify any necessary changes. By asking the TBA trainers to participate in joint problem-solving, the working group believed they were more likely to diagnose the problems accurately and to gain commitment to any proposed solutions. Therefore much of the analysis would take place 'on site' in locations where the TBA trainers were carrying out their work.

### 4. Establishing the starting point

The project manager started by gathering together information which was already available and was relevant to the analysis: for example, the government's primary health care objectives and her organisation's country strategy and health policies. She also referred to her organisation's training policy and checked out what funds would be available from the project and other budgets.

The health programme coordinator obtained health worker job descriptions and curriculums for training TBAs from other NGOs carrying out similar work.

The senior health worker had a meeting with her colleagues (the TBA trainers) to identify information they already had that would be helpful for the analysis and to consider the other information they would need to gather.

### 5. Drawing up a plan

The working group drew up an initial plan using an Analysis Task List (see **Tools and techniques** section) to clarify what each of them would do before their next meeting in ten days' time. At this meeting they aimed to have a clearer idea of what the analysis would involve and to draw up a timetable for the needs analysis.

### 6. Managing expectations and fear of change

The working group decided that good communications at the beginning and throughout the analysis would be crucial if they were to avoid misunderstandings and allay anxieties. At the first meeting they each undertook communication tasks to explain the reasons for the needs analysis and the approach which would be used. They also agreed to seek comments and advice from colleagues at different levels.

The project manager met with the country director and the training officer. She also included the needs analysis as a topic at the following weekly management meeting of senior project staff.

The health programme coordinator outlined the plans for the needs analysis to all health programme staff and allowed 45 minutes to answer questions and clarify concerns.

The senior health worker then had a further discussion with the group of TBA trainers. One of the issues raised was the expectation of some health workers that the analysis would result in opportunities for some staff to attend overseas training courses. Time had to be taken to explore why this was unlikely to be an effective way of improving the overall performance of the project

### *7. Implementing and monitoring the needs analysis*

The working group made as much use as possible of normal work activities to conduct the analysis: accompanying the TBA trainers on supervision visits when they went to the villages to offer support to the trainee TBAs; using weekly team meetings to discuss needs; using planned training sessions to review job descriptions and standards, identify weaknesses, and devise strategies for improvement.

The project manager and senior health worker spoke together briefly on most days during the normal course of their work. They were able to make minor adjustments to take account of staff sickness and other unforeseen situations. Updates were given weekly at the project management meeting where the project manager was able to seek advice from other managers when the need arose.

### *8. Completing the needs analysis*

A one-day workshop was organised for the TBA trainers to discuss the results of the analysis and to agree what would happen next. The TBA trainers also provided feedback on the benefits they had gained from the exercise and what had not been useful. The country director attended an extended meeting of the senior project staff where the outcomes of the analysis and follow-up action required were discussed.

### *9. Evaluating the analysis*

The working group held a final meeting where they discussed their own views of the process, the feedback from the TBAs and comments from the senior project staff. The project manager agreed to write a report of the analysis which included the objectives, methods, results, what went well, what to avoid next time. The report would be kept in the country office resource centre and be available for any other team to consult.

## D. Organisational culture

One of the elements identified at the beginning of this chapter as important for a successful analysis of training and development needs is an organisational culture that values learning. Unless it is recognised that learning involves reviewing how things are done, trying to do things differently, and gaining greater understanding and experience from mistakes made, staff in an organisation are likely to feel uncomfortable with any needs analysis. Where learning is not valued, people will view performance issues negatively. They may be reluctant to participate in any review of how work is carried out because they assume they will be criticised.

The way you conduct a needs analysis can therefore have either a positive or a negative effect on the culture of your organisation. As with programme reviews or evaluations, this can be an opportunity to develop staff skills in analysis and problem-solving. But if handled insensitively, it will reinforce bad practice such as covering up of mistakes and difficulties, avoidance of responsibility by blaming others, and so on. Some suggestions are given below for using the needs analysis to demonstrate that learning and development are valued in your organisation.

**Create an atmosphere of trust and respect.**

- Take time to get to know people, to build relationships by sharing thoughts and ideas, and listening properly to what people say.
- As managers, set an example by analysing your own needs first through self-assessment or by including

yourself in the target group for the needs analysis.

- Establish systems for maintaining confidentiality about individual performance issues where this is appropriate.
- Demonstrate your acceptance of different approaches to learning and problem-solving (rather than one correct way).

**Recognise that in trying out new ideas and ways of working, mistakes are likely to occur; these are not failures, providing people learn from them.**

- Provide support, interest and help in learning from things that go wrong by encouraging analysis and avoiding blaming.

**Give importance to the idea of continuous development; we can always learn and do better, no matter how good we are.**

- Avoid using words such as 'problem' (eg 'we must try to solve the problem of ...') ; use more positive terms such as 'trying out something new', 'providing new information', 'creating learning opportunities'.
- Focus appraisals on learning and development rather than reward and punishment.
- Promote the concept of training and development as an investment, not a cost.

**Create an 'ownership of needs'.**

- Create and support ways for people to analyse their own needs, through self or peer assessment.

**Use external people as facilitators:**

- in sensitive situations where it may be difficult for line managers to gain the necessary information;
- in some team or group situations, where the managers are part of the group.

**Demonstrate that non-training issues will receive equal attention to training needs:**

- for example, availability of materials, opportunity to participate in related policy and strategy development, and so on.

**Monitor the process carefully:**

- to enable unexpected blocks (perhaps arising from an unintentional or tactless response) to be quickly and appropriately managed.

## ❖ Summary: points for good practice

You will find it easier to conduct a successful needs analysis if these elements are in place in the organisation:

- clear organisational and/or project objectives;
- clear organisational and/or project strategies and structure;
- accurate job descriptions;
- clear standards of performance;
- training and development policy and senior level commitment to it;
- an organisational culture that values learning.

If all the elements are not in place it is still possible to conduct a needs analysis and to use it as an opportunity to develop some of the missing elements.

To conduct a needs analysis you have to:

- set your objectives
- decide who will be involved
- decide on your approach
- establish the starting point
- draw up a plan
- manage expectations and fear of change
- implement and monitor the analysis
- complete the analysis
- evaluate the needs analysis process.

Use the needs analysis as an opportunity to promote a culture of learning in your organisation.

## ▼ Tools and techniques

### *Developing an analysis task list*

When you have decided on the most appropriate strategy for analysing training and development needs, the next step is to sequence and schedule the tasks and agree who will do what. When trying to plan cooperatively, it is important to develop and record decisions in a simple, clear and easily shared way. A task list is best used for quick and simple analyses that involve a small number of people. For more complex analyses (eg comprehensive analysis of needs of all staff in a large country programme), more sophisticated planning techniques such as PERT and GANNT planners may be needed. Explanations of these techniques can be found in chapters on planning within management texts or in planning manuals.

Use the steps below to develop a task list for a needs analysis.

1. Brainstorm the list of tasks required to undertake your needs analysis (see **Tools and techniques** section in Chapter 3).
2. Place them in a logical order: eg what must happen before something else can be done? can easier tasks be done first?
3. Nominate a coordinator and starting date.
4. For each task, agree the deadline date.
5. Agree the person who has responsibility for each task.
6. Review the list: check that tasks have not been left out, and that time is adequately allocated.
7. Ensure that everyone involved receives a copy of the final task list sheet.

Use the following example format to develop your own analysis task sheet:

| Needs Analysis Strategy: | | |
|---|---|---|
| Key Tasks | Coordinator | Start Date |
| | | |

# Chapter 3
# Gathering and organising information

The systematic gathering of relevant information is fundamental to the success of any analysis of training and development needs. Information is required about a range of factors that affect people's performance at work (see Chapter 2) in order to make decisions and formulate plans for training and development.

If information is to be useful, however, it must be relevant, accurate and reliable. Unless some limits are set on information gathering, the amount of data collected may be more than can be used. It is also important that there is a focus for information collection, so that important data is not missed. In order to ensure that information is accurate, it should be collected and interpreted carefully. Further checks are needed to ensure information is accurate over time and in different situations.

**This chapter will assist you in:**

a. ensuring relevant information is gathered;

b. getting the best out of basic approaches and simple methods for gathering information;

c. obtaining reliable information;

d. organising the information.

## A. Gathering relevant information

Information gathering exercises can quickly become unmanageable unless clear boundaries are set from the beginning. It is therefore important to plan the exercise carefully and identify the information needed. The following checklist will help with this process.

### Checklist

- Why are you collecting the information?

  State the objective of the information gathering exercise, who will use the information and for what purpose(s).

  Write down a question or series of questions to be answered through information collection.

- Limit the context of the exercise, eg the number of issues to be addressed, the locations to be covered, the levels of staff in the target group.
- Determine the level of participation: who will be involved/not involved?
- Limit the sample of information sources: people, documents, statistics, others.
- Identify resource constraints that will limit the scope of the exercise (eg time, people, money).
- Set a time-frame for the information gathering.

Having used the points above to focus the information gathering exercise, it should be possible to determine precisely what information is to be collected, by whom and how.

## B. Basic approaches for gathering information

The **Tools and techniques** section at the end of this chapter provides specific guidance on methods for gathering and organising information. However, it is also important to consider which general approach will be most effective for gathering relevant, accurate, reliable information. It is important to be systematic in order to eliminate bias as far as possible and to ensure that particular individuals or groups are not overlooked because they are less powerful or less vocal than others. It is also important to be sensitive to less objective sources such as feelings, 'hunches', or intuition, which can yield valuable information. When gathering information it is often necessary to be systematic and sensitive at the same time. Attentiveness is the key: stay alert to information possibilities, both planned and opportunistic. Include information gained from existing experience and understanding.

Some basic approaches are:

- **Observing** – the less obvious as well as the more obvious; the general context or environment as well as the specific matter under investigation; the observable behaviour as well as the prevailing 'sense' of emotion, motivation, etc.
- **Listening actively** – notice the clues, verbal and non-verbal, which express the feelings as well as the content of what is being said; concentrate to prevent other noises or activities from diverting your attention.
- **Questioning** – use questions to check out what you are seeing, hearing and understanding; pick up on key words and use these to frame deeper questions.
- **Doing** – try doing some of the tasks yourself to understand more clearly what is involved.
- **Reading** – look for themes, common terms or issues in key documents; examine existing records, manuals, data forms, photos and other material you may come across by chance.
- **Intuition** – if you feel instinctively that something important is being left unsaid, or that the information you have been given seems biased or in some other way flawed, do not ignore your instinct. Cross-check your information with other sources.
- **Reflecting** and **thinking** – avoid making quick judgements; allow time for reflection.

### ✦ Other useful hints

Wherever possible, integrate information gathering with everyday work: use meetings, supervision sessions, informal conversations, field trips.

When choosing methods for information gathering, try to find out how information is usually gathered in that workplace or community; where possible, utilise the same methods. If using methods which are unfamiliar to those involved, try to adapt them to ensure they are sensitive to the local culture.

Consider the issue of gender. In particular, if you are gathering information from women who may lack confidence or experience in sharing information about needs, ensure there are women on the team.

Select methods that enable genuine participation; beware of relying on 'consultative' methods, such as questionnaires and surveys, unless discussions with 'respondents' can be held to check out assumptions and understanding.

## C. Obtaining reliable information

### *Bias, reliability and validity*

Information is rarely neutral. It is influenced by the biases and assumptions of those who give and receive the information as well as by the external pressures affecting those people. We are all naturally, and often unknowingly, influenced to see and interpret information in a certain way, and it may well be different from the way others view the same situation or material.

Where information is being used to make significant decisions, it is especially important that the factors influencing the interpretation of information are reduced or at least brought out into the open. Reliability and validity are measures of accuracy that help to reduce bias and improve objectivity.

**Reliability:** the extent to which we get the same answer:

- if we ask the same person the same question on two separate occasions;
- if we ask the same question of a number of different people in the same group.

**Validity:**

- Are we really asking the question or gathering the information we think we are?
- How confident are we that the conclusions obtained from the sample of information can be generalised to the whole population group?

Well designed questions are the key to obtaining reliable and valid information. Before beginning to gather information, test that your questions are:

- clear in their meaning;
- worded in a culturally appropriate way;
- not leading or biased.

The accuracy of information being collected can be further strengthened by using the triangulation technique (see **Tools and techniques** section, page 35).

### *The people factor*

People are the major source of information for needs analysis: workers, managers, colleagues, partners, community members. However, it is important to recognise factors that may mean that information is biased, unreliable or inaccurate. These include:

- lack of understanding by people about why information is being gathered and how it will be used;
- fear of change, low motivation;
- defensiveness – will this information be used to criticise me?
- lack of trust – giving information might make someone else look bad or get me into trouble, information is power;
- poor relationships, conflicts among those involved;
- lack of confidence – fear of sounding foolish;
- language constraints;
- lack of expertise or of cultural appropriateness in gathering and using information;
- time limits.

### *Managing the people factor*

In the context of development work, the process is generally seen as being as important as the product. Therefore the way that information is gathered will affect the quality of that information and the level of commitment to any resulting decisions or plans. The suggestions below can be used as a checklist to brief those who will be involved in the information gathering exercise or to review the approach to information gathering if difficulties arise during the needs analysis.

## ■ Checklist

**Communicate with all concerned about what is happening and why.**

- Check understanding by asking questions, repeating the objectives when talking with different people.
- Allow opportunity for clarification and discussion.
- Reinforce in written form, if appropriate.

**Involve others in planning and carrying out the gathering of information**

- as partners, actively participating in the whole process.

**Respect the views, rights and culture of the people involved.**

**Pay attention to relationships.**

- Allow time for dealing with relationship issues; use methods that encourage cohesiveness rather than competition.
- If conflicts arise, manage them constructively.

**Make and keep agreements about confidentiality.**

- It is often necessary to keep some information completely confidential; to share other information on a limited basis (eg individual and supervisor); to summarise information without naming specific sources.

**Use information gathering methods that are culturally acceptable to the people involved or can be integrated with local methods.**

- In some cultures, joining in a discussion is more acceptable than sitting silently observing and taking notes, which may be regarded as impolite.

**Support those gathering and contributing information.**

- Provide relevant information about their task.
- Allow time and use methods that enable those gathering the information to support one another, eg working in pairs or small groups.

**Pay attention to protocol.**

- Negotiate and agree how the process is to be managed.
- Ensure roles and responsibilities are clear.
- Ensure people have fair and equal access to the information gathered.

**Allow sufficient time to gather the information.**

**Provide feedback.**

- Inform all those involved of the findings or outcome of the information gathering exercise.

## D. Organising the information

Decide at the beginning how to organise the information. Common methods include using:

- notebooks
- checklists
- boards and charts
- cards.

### Notebooks

Carried everywhere, a notebook enables all notes, observations, questions and specific information such as names and dates to be recorded in one place. Record information as soon as possible after a meeting to ensure details are not forgotten. Allow space to summarise information received from each source.
CAUTION: Recording of information in notebooks or in any other form should not be done in public unless:

a specific agreement is obtained from everyone present before you begin recording;

b. what is recorded is open for people to see if they want;

c. it is acceptable to record information within the culture where the exercise is being carried out.

### Checklists

A checklist of key questions to be asked and things to observe, may help maintain focus and consistency and ensure that important points are not overlooked by mistake. Checklists can be written or held unobtrusively within a notebook, together with a summary of the task objectives to help keep the information seeker on track.

Checklists of the key questions are useful when asking the same questions of many individuals or groups. They should not be used as questionnaires for general circulation, since they are formulated on the assumption that the questioner is present to offer support and clarification. (See **Tools and techniques** section (page 35) for tips on how to design a checklist.)

**Boards and charts (eg white or blackboards, flipcharts)**
These are most useful for collating information from a range of sources. Writing up points on a large single board can help you or the team identify groups of similar information, priorities and gaps in information. Flipcharts can be used in the same way, but are also a useful record of information generated through small groupwork exercises.

**Cards**
Points of information may be noted on separate cards, which can then be reviewed, categorised and, if necessary, prioritised. They are also useful for identifying gaps in information.

## ❖ Summary: points for good practice

Useful information is *relevant, accurate, reliable.*

Setting boundaries helps keep information gathering focused and manageable.

People are the key source of information. Work **with** them to gather useful information: *communicate, involve, respect.*

Gathering information creates expectations: plan at the beginning how to manage this.

Integrate the gathering of information with everyday work.

Utilise existing systems and local ways of gathering and organising information, or adapt methods to ensure cultural sensitivity.

Consider gender implications.

Cross-check the accuracy and reliability of information by using a range of methods. Triangulation is a useful technique for reducing bias.

Simple information gathering methods, such as observing or listening to people, can be most effective if used well.

Information can overwhelm if it is not organised: notebooks, checklists, cards, boards and charts can help.

## ▼ Tools and techniques

### 1. Brainstorming

Brainstorming is a small group discussion technique for generating a wide range of ideas quickly. To encourage everyone to contribute, discussion or comment of ideas is forbidden and unusual suggestions are welcomed It works on the principle that the more ideas there are, the more likely it is that a thorough and innovative outcome will result. Thus, *all* ideas are recorded. At the end of the session, the group may choose to evaluate the outcomes by prioritising, combining or editing the contributions.

It is important that the facilitator is familiar with the technique of brainstorming. It works best with a group of 5 to 12 people, each of whom has relevant experience or information.

Brainstorming is most appropriately used in the early stages of a needs analysis. It is particularly useful in considering issues such as job role and design weaknesses, job performance needs, quality of work, and problem solving.

#### Carrying out a brainstorm

1. Work in a circle, with the board/chart on which ideas will be recorded visible to all.
2. Clarify the objectives you wish the group to help you with during this session (eg 'We want to determine what the key/core tasks of a project manager are, as the first step in deciding on the priority training and development needs for project managers').
3. Write up on the board the question to be considered (eg 'What are the main tasks of a project manager?').
4. Set a time limit and target (eg 20 ideas in 20 minutes).
5. Select two recorders from the group; one will record ideas during the first half of the session, then swap with the other. (This enables maximum contribution.)
6. Begin, making sure that every contribution is recorded. (Failure to do so implies a criticism and may prevent that person from making further suggestions.)
7. The facilitator should ensure that judgemental comments (eg 'We've tried that before', 'I've already had training on that') are suppressed. He or she should also encourage quantity rather than quality (detail); in addition to the obvious ideas, seek unusual ones; encourage 'piggy-backing' – the improvement, extension and modification of a previous suggestion.
8. When the ideas have dried up, review and evaluate the list. This can be done by combining and/or editing the contributions, and then prioritising the needs. (The final prioritising may be done as a separate exercise, individually, in pairs or in small groups.)

#### Time and materials needed

Approximately 30 minutes. This allows ten minutes to explain the brainstorming rules and facilitator's role, clarify and write up the topic, and nominate the recorders. Brainstorming of ideas follows for 20 minutes. **Additional time** will then be required for evaluating and/or prioritising the results.

The only materials needed are a recording board (eg blackboard, whiteboard, chart paper, all of which are more effective in this exercise than using an overhead projector), and the appropriate marker or pen.

#### Advantages of brainstorming

- fast
- creative
- inexpensive
- encourages participation
- usually generates more ideas than individuals working alone

#### Limitations of brainstorming

- reliable results are dependent on group members' knowledge/experience of the topic being considered
- difficult to control.

## 2. Triangulation

Triangulation has three components that should be used together (but not necessarily at the same time):

1. Ask the same questions of different people in the same group/project (eg some staff, some volunteers and some community members).
2. Ask the same questions of the same people on a number of different occasions, or identify that the same person has said the same thing at different times.
3. Collect information using a combination of different methods.

## 3. Designing a checklist

1. **Brainstorm**, individually or as a group, questions to be asked and/or things to observe.
2. **Categorise** the brainstormed list: similar points can be amalgamated into a new comprehensive point.
3. **Prioritise** the questions or items in each category; identify the essential points clearly.
4. **Order** the categories and points in a sequence that enables information to be logically discussed or built up.
5. **Review** the list to ensure that the questions are well designed.

## 4. Observation

Direct observation is systematically observing what is actually happening when people are carrying out work tasks. It involves carefully looking at objects, events, people, relationships, and processes.

Observation is an essential component of any information gathering exercise and it can be effectively combined with other methods to cross-check information. Both qualitative and quantitative information can be obtained:

- Qualitative information could include information about attitudes to the job, relationships in the workplace, the management style.
- Quantitative information is data that can be measured numerically (eg the frequency of particular tasks, distances covered, numbers of contacts, time spent on activities).

Consciousness of being observed can, however, cause people to behave in ways that are different from their usual patterns, so it needs to be undertaken sensitively and cross-checked. In some circumstances, trying the task out yourself will help put people at ease, while also providing you with additional experiential understanding and information.

Ways of recording observations include:

- notebooks
- recording sheets
- photographs
- video filming
- diagrams
- collecting samples.

### Carrying out an observation exercise

When analysing training and development needs, some information may be best collected through observation of people at work. Those who will be carrying out the exercise may find it helpful to meet to plan their approach. Below are some suggestions for how this can be done.

1. Clarify the objective(s) you wish to achieve.
2. Determine what events, situation and/or people need to be observed, when and where.

3. Determine what specifically is to be observed and any indicators (ways of measuring) that will be used to comment on performance (quantitative and qualitative).

4. Draw up observation checklists of the things to be observed; allow space for the recording of other observations that may be made during the observation period.
(Checklists ensure observation is done systematically and that observations from different sites or times can be reliably compared.) Consider any biases that may hinder objective observation and decide how these can be reduced. (See page 31.)

5. Decide what other observation and recording methods will be used.
If complex activities are to be observed, plan and divide the team to observe different aspects (eg leaders, women, government workers, community meeting).

6. Undertake and record observations.
Use all your senses while observing: watch, listen, smell, touch, taste, and participate in activities where appropriate.

7. Review the information, and organise it in a useful way (eg tabulate it on a large board or sheet).

8. Identify themes, new insights and conclusions.

### Time and materials needed

The time and materials needed to carry out an observation exercise depend on what is being observed (eg complexity, time available, numbers of participants and observers). Allow time for planning and for the analysis of results, as well as the observing itself.

Minimum materials are a checklist form or notebook; other materials as decided in step 5.

### Advantages of observation

- useful in gaining an overall picture and 'feel' for the realities experienced by those whose needs are being analysed
- can highlight information (particularly on behaviour and relationships) that would not be revealed during interviews or questionnaires, because the respondents are unaware of the information or unwilling to disclose it, or because those analysing needs do not know about it or fail to ask the right questions
- can be easily and effectively combined with other needs analysis techniques
- relatively inexpensive.

### Limitations of observation

- only shows what is observable. It must be combined with other tools that enable underlying issues, causes and motivations to be understood
- requires training in observation to obtain reliable and valid information
- can be time-consuming if done properly
- can cause discomfort or resentment in those being observed, unless care is taken to seek agreement and establish rapport.

### *5. Listening and asking questions*

Listening is a process of receiving and interpreting communication; it takes place at a number of different levels. During an analysis of training and development needs, listening plays a key role in observations, interviews and meetings. It is important to be able to understand not only the content of what people tell you but also the attitudes and feelings that lie behind their words. This demands a high level of active listening.

Use the *Hints for better listening* below as a checklist to review and improve your own performance as a listener. You can also use it to brief or train other staff involved in analysing training and development needs.

*Hints for asking better questions*, which follows, outlines ways of phrasing questions to obtain the information you really need.

## ✦ Hints for better listening

**Identify your listening objectives.**

- What outcomes do I want from this communication?

**Prepare physically and mentally – listening is a demanding activity.**

- Ensure you are in as comfortable a position as possible and try to avoid holding important discussions when you are tired.
- Try to clear your mind of other distractions.

**Think about other people.**

- How might my appearance and manner influence what they say?
- What are the speaker's objectives? These may be presented directly ('I want to go on a training course in PRA techniques') or indirectly ('Did you hear about Osman going on that PRA course? He doesn't really need it in his work').

**Identify the main points of the message.**

- You won't remember every detail, but look for the central idea.
- Points that are repeated are usually important, even if you don't immediately see their relevance.

**Pay attention to non-verbal behaviour.**

The speaker's movements, eye contact and pauses can tell you about:

- why they said that;
- how they feel about saying that;
- what the speaker feels about him/herself;
- what the speaker feels about you
- what has not been said.

**Show acceptance.**

- Guard against your own emotional reactions to and judgements about the speakers (their appearance, accents, language, ideas and so on).

**Check your understanding of the communication.**

- Ask specific questions (eg 'can you give me an example of that?').
- Paraphrase by using your own words to express what you think the speaker means.
- Don't make judgements until you are sure you understand the intended message.

**Review the main points.**

- Summarise the main points as you listen.
- Use a key word or phrase to remember them.
- Restate your understanding to the speaker.
- With the speaker's prior agreement, make brief notes or tape record the conversation.

**Evaluate what you hear.**

- Distinguish fact from opinion and consider the speaker's values and motives.
- Is the speaker in a position to see and say what she or he claims?
- Does the speaker have a vested interest in giving this information?
- Does the speaker provide relevant, adequate, accurate *evidence* for what she or he claims?
- Is the reasoning acceptable?
- Is the information presented rationally?

## ✦ Hints for asking better questions

Different types of questions will elicit different types of responses. You must be clear about the type of response you need:

- specific factual answers;
- *or* a broad range of ideas and suggestions;
- *or* attitudes and feelings about an event or situation.

- Try to phrase questions positively (eg not 'Why won't this plan work?' but 'What difficulties would we have to overcome if this plan were to work?').
- Prepare questions in advance of the discussion, meeting or interview. Try them out on colleagues first.

### Types of questions

***Closed questions ask for specific information and often encourage a brief response.***
They are *good* for establishing single facts (eg 'How many years schooling did you have?').

They are *not good* for eliciting thoughts and ideas (eg 'Do you think you need training in how to manage community meetings?').

***Open questions are less specific and do not suggest a particular type of response.***
They are *good* for getting started, letting the speaker tell you what she or he thinks is important (eg 'What would help you manage community meetings more effectively?').

They are *not good* for dealing with over-talkative speakers or those who cannot keep to the point.

***Probing questions follow up information which has been given, in order to clarify or elicit more specific information.***
They are *good* for filling in the details (eg 'How do the drivers learn to complete the record sheets? Who is responsible for collecting them each week?').

They are *not good* at the beginning of an interview or discussion when the speaker might be nervous.

***Leading questions ask for confirmation of information or a viewpoint held by the questioner.***
They are *not good* in most situations, because a leading question can manipulate the speaker into giving a response which matches a conclusion you have reached before asking the question (eg 'A training course on handling meetings would help you with these community meetings, wouldn't it?').

But they are *good* for helping people to discuss an uncomfortable topic (eg 'I sense that many of you are uncomfortable talking openly about recommendations on training made in this evaluation report. Am I right?'). If the group confirms your assumptions, you can then ask *why* individuals feel uncomfortable.

***Reflective questions reflect back to the speaker the content and feelings of their previous responses.***
They are *good* for helping people to think through what they are saying (eg 'You didn't seem to enjoy the beginning of the training course. Is that right?).

***Paraphrasing means using your own words to express what you think the speaker means.***
This is *good* for checking your understanding of what has been said. See *Hints for better listening.*

### Time and materials needed

Depends on the situation, but allow time for preparation and for analysing the results, as well as for the process of listening and asking questions.

### Advantages of listening and questioning

- easily integrated with work and other activities
- can have a positive influence on relationships, learning and performance
- can be quick and flexible
- inexpensive.

### Limitations of listening and questioning

- asking questions, particularly about uncomfortable issues, requires sensitivity and skill in managing responses
- active listening is mentally and physically demanding
- inadequate preparation will reduce the amount of useful information obtained.

### References

Material was drawn in particular from the following two books:

Taylor, Rosegrant, Meyer and Samples, *Communicating*, Prentice Hall, 1977.

Auvine, Densmore, Extrom, Poole and Shanklin, *A Manual for Group Facilitators*, Centre for Conflict Resolution, USA, 1978.

## *6. Interviews*

Interviewing is a universal and basic technique in gathering information. It is used for many different reasons and in many different ways, eg in recruitment, journalism, and counselling. The purpose of interviews is to obtain relevant information in face-to-face contact with others. Unlike an ordinary conversation, an interview focuses on a specific subject that is relevant to a specific situation.

Interviews can be carried out with individuals or groups. Using a combination of group and individual interviews can reduce time (an advantage of group interviews) but help in obtaining accurate and reliable information (an advantage of interviews with individuals).

### Types of interviews

Two basic types of interviews are used in analysing needs:

a. structured (directive) interviews

b. unstructured (non-directive) interviews

#### *Structured interviews*

A structured interview is planned in advance; a set of questions is designed around a specific topic on which information is required. These interviews take time to prepare and, because the same questions need to be put to all those interviewed, can take time to complete. While they may not yield the full range of possible outcomes, the information is usually more reliable than other types of interviews, especially when there is more than one interviewer.

Structured interviews can be **scheduled** or **non-scheduled**, or can involve a combination of both.

In a **scheduled interview**, the question will have a given list of possible answers, which require one or more to be ticked in response. For example:

1. How long have you been a community organiser?
   [ ] Less than 6 months
   [ ] 6 – 12 months
   [ ] 1 – 2 years
   [ ] Over 2 years

2. How would you rate your performance?
   [ ] Below average
   [ ] Average
   [ ] Above average

3. What are the two most difficult tasks for you?
   [ ] Planning
   [ ] Organising people
   [ ] Communication
   [ ] Motivating people
   [ ] Controlling the work
   [ ] Monitoring and reporting
   [ ] Others (please specify)

The answers to this type of question can be easily tabulated, analysed, and used to reach conclusions about needs.

In a **non-scheduled interview** the interviewer is first thoroughly briefed about the information that is required. He or she is then allowed to alter the wording and sequence of the list of questions when carrying out the interviews, so that the questions can be adapted appropriately, depending on the situation or individual. The kinds of questions that might be listed are, for example:

1. What sorts of things give you the most satisfaction in your job?

2 What changes would be necessary to make your job more effective? Who could make these changes?

3 What sort of activities take up a lot of your time? Does this please you?

4. What aspects of your work interest you the most? the least?

5. What training or development activities have you undertaken? How useful or useless were they? Why?

6. What do you think you need to learn now? How do you think this could realistically be achieved?

### *Unstructured interviews*

Unstructured interviews are used when the nature of the problem is difficult to determine or when the situation requires exploration rather than simply factual information. They are characterised by the use of flexible open-ended questions, non-judgemental responses and prompting. The kinds of questions that might be asked are, for example:

- Do you think this team is as effective as it should be?
- Is there anything you would like to say about how the team is managed?
- What changes in management are necessary to improve the performance of the team?'

These interviews may take more time to conduct and require a more experienced interviewer than structured interviews. They also tend to be less reliable, generating opinion rather than fact, and lack consistency when used with large numbers of people. Informal, unstructured one-to-one interviews can, however, obtain information quickly and inexpensively, provided the interviewees are few in number and readily accessible.

These types of interviews are particularly good for building confidence and understanding among those whose views are being sought, invite self-expression, and encourage people to talk about their feelings, attitudes and values.

## Carrying out an interview to analyse training and development needs

### *A. Planning the interview*

1. Determine the objectives of the interview (eg identification of priority training and development needs).

2. Select the people to be interviewed: ensure the sample is representative and that individuals or groups are not overlooked because they are less visible or vocal

3. Identify the kind of information to be sought (eg job performance, knowledge, skills, attitudes).

4. Retrieve and review available recorded information (eg job descriptions, performance appraisals) which can help the interviewer understand the context and background.

5. Select the relevant topics or factors to be covered in the interview.

6. Draft the questions, using jargon-free, precise language and keeping them clear and short.

7. Prepare an opening statement on the purpose of the interview, who is carrying out the interview, and how the information is to be used.
8. Prepare a timetable for interviews so that later interviews can build on information from earlier ones.
9. Test your questions with someone who typifies those to be interviewed, or a person experienced in interviewing; get someone to test it out on you!
10. Check your plan with others: anticipate problems and devise strategies for handling them.
11. Let those to be interviewed know in advance, explaining the purpose of the interview and the way in which the information is to be used. Remember to consider the issue of confidentiality.
12. Arrange a suitable location (private, quiet and free from interruptions), relaxed meeting place, and appropriate time.

### *B. Conducting the interview*

See **Listening and asking questions** (pages 37-39) for tips that can improve your interview technique and help the interviewers to minimise bias and inaccuracy.

### *C. After the interview*

Review and, if needs be, complete your notes.

Identify information to be checked; if necessary, prepare additional questions (to cross-check, etc) for other interviews.

## Time and materials needed

Effective interviews, even informal and unstructured ones, can take time to prepare, conduct, and follow up. The amount of time varies depending on the type of interview method being used, the number of people to be interviewed, and how accessible they are.

Few materials are required: a checklist of questions and a notebook or prepared forms on which answers can be noted. A quiet venue is needed, where there will be no interruptions or distractions.

## Advantages of interviews

- information can immediately be checked, clarified and completed
- provide an opportunity to draw out information, to respond to non-verbal cues, and to explore previously unexpressed ideas
- provide an opportunity to gain an impression of personalities, attitudes, etc
- flexible: if one line of questioning fails to produce the required data, another can be tried
- provide a lot of information for the time spent.

## Limitations of interviews

- can take considerable time to prepare, conduct and evaluate
- are strongly influenced by the competence, background, views and experience of the interviewer
- responses can be subjective, distorted (consciously or unconsciously) and selective
- there can be a time-lag before useful information emerges.

## References

Material was taken from two main sources:
Department of Employment, Education and Training, Commonwealth of Australia, *Training Needs Analysis*, 1989.
Kubr and Prokopenko, *Diagnosing Management Training and Development Needs*, ILO, 1991 (see **References and resources**).

## 7. Reflective thinking techniques

In thinking about any problem or situation, thoughts sometimes 'go round in circles' and it can be difficult to reach a satisfactory outcome. When analysing training and development needs, it is important to get beyond the symptoms and to identify the root cause and effects so that the best response can be determined.

There are many techniques to help structure or discipline our thinking process: talking with friends, 'bouncing ideas off' colleagues, and scribbling thoughts down on paper are some commonly used techniques.

Three additional simple but effective techniques that can be used by individuals or in groups are:
a. *The Ten Whys*
b. *The Fishbone Diagram*
c. *The Why-Why Diagram*

Each is described below.

### A. The Ten Whys

This technique is useful for checking out conclusions that have already been formed about training and development needs and can also help to get beyond the surface of a problem to find out root causes. It works best when the issue being analysed is specific and familiar to those using the technique. It can also help when you are trying to break down an activity into components (eg the various aspects of a job or team task).

1. Clarify the objective you wish to achieve.
   (eg 'to establish the reasons why the camp health workers are unable to persuade the refugees to use the pit latrines')

2. Think about the situation that exists and ask **Why?**
   (eg 'why don't the refugees use the pit latrines?')

3. Note down the answer and then ask of the *answer* **Why?**
   (eg 'because they don't like to go there after dark: why?')

4. Repeat the process until you have a series of ten answers and ten corresponding whys.

5. Review the information raised during the process. Identify causes, links, themes, areas of new understanding, areas that may need more investigation.

### ☐ Case example

During the Regional Primary Health Care (PHC) course in South Asia, the facilitator asked the participants to consider:

WHY is water and sanitation sometimes overlooked in the development of PHC programmes?

1 WHY?

People don't understand its relevance to health and well-being

2 WHY?

Limited understanding of the concept of germs

3 WHY?

Lack of education and training about this

4 WHY?

Local staff and educators don't have current knowledge

5 WHY?

Access to appropriate information and learning materials is poor

6 WHY?

Not being produced locally; reliance on external materials

7 WHY?

Lack of confidence and skill in developing own materials

8 WHY?

No training and support in development and use of materials

9 WHY?

Not included as part of original project proposals

10 WHY?

Inadequate analysis, leading to priority on construction of latrines, and overlooking of the parallel need for training and education

This kind of information can then be used to determine action to address the current situation (eg 'to provide training in materials production for health education to selected staff in project X'). It can also be used to raise awareness among those who may face the same situation again. In the above example, staff responsible for developing water and sanitation proposals could be encouraged to pay more attention to educational aspects at the planning stage.

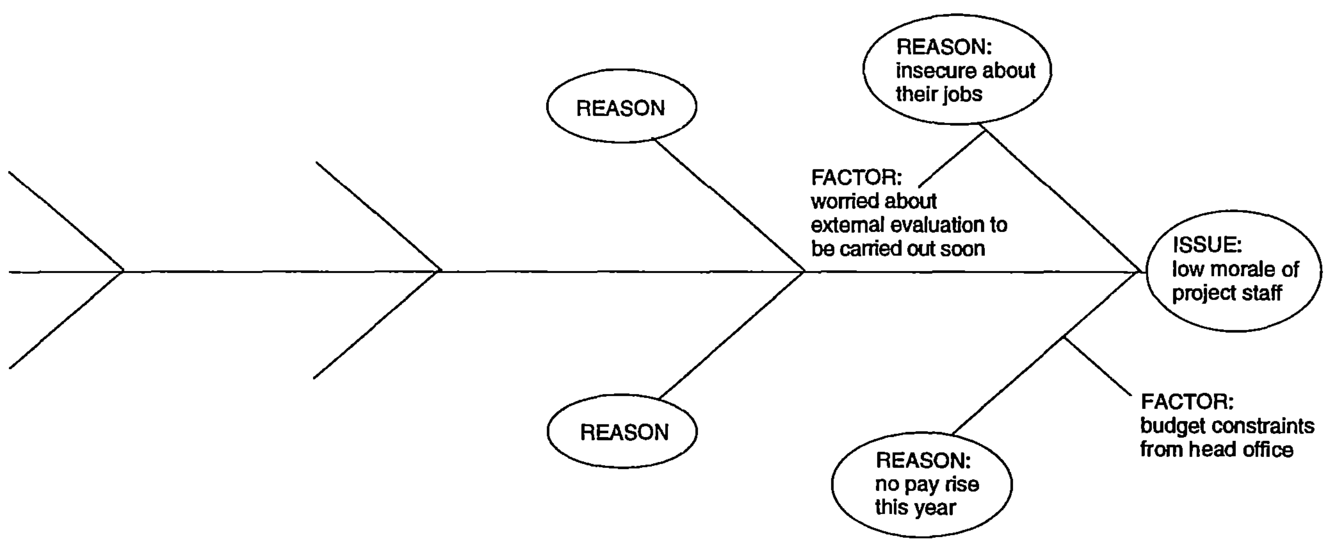
### B. The Fishbone Diagram

This technique (developed in Japan by Professor Ishikawa) can be used by individuals but is most effective when used by a group. It can be done quickly at one time, or built up gradually over a period of sessions

The benefits of doing it over a period of time include: the generation of fresh ideas; members forget who contributed what, so can address the diagram without worrying about 'treading on feelings'; the visual format provides an ongoing and memorable stimulus for reflection.

When analysing training and development needs the technique can be used to analyse an issue (eg 'staff in the centre for the elderly are still developing training and activity programmes without consulting the centre users'). This can be done by drawing out the reasons for this situation (eg 'they think it is their responsibility to organise the programmes') and the sub-factors behind the reasons (eg 'there is nothing about consultation in their job descriptions').

1. Clarify the objective of the exercise.
2. Draw a straight line across the board (or piece of paper) with a circle at one end. Inside the circle write the issue to be considered. (This is the head and spine of the 'fish', as the diagram below illustrates.)
3. For every reason or factor contributing to the issue, draw in a stem coming off the spine at about 45 degrees.
   Write the reasons or factors in circles at the end of the stems.
   Make the stems long enough to write in notes to explain or clarify where necessary.
4. Take each stem, one at a time; examine the factor and add in branches representing sub-factors that are contributing to the cause. As you work through the stems, it does not matter if certain sub-factors appear more than once; it might be very significant.
5. When the fishbone is complete, identify recurring or especially important issues; mark them with an asterisk or coloured markers.
6. The group should now discuss each stem and its branches in detail in order to identify the main aspects that will need to be addressed in order to have an impact on the original ('head') issue.
7. Rank the factors arising from steps 4 and 5 in order of priority. (**Ranking and sorting**, pages 46–48, provides guidance on how this can be done.)



### C. The Why-Why Diagram

This is a variation on the Ten Whys and Fishbone techniques. As with the Fishbone Diagram, this is most successful when it is developed as a group.

1. Clarify the objective of the exercise.
2. Write up the issue to be discussed for all to see; it could, for example, be an existing or potential problem.
3. Ask for reasons 'why' this issue is of concern or is a problem. There may be several different or possible reasons, note them all down, allowing space for detail to be added (see the diagram below). (Brainstorming is a good way of doing this, especially if you are working in a group. See page 34.)
4. Review the list and combine similar items. If the list is long and time is limited, then prioritise the reasons according to their influence on the situation.
5. Take each reason, one at a time, and ask of **it**, 'Why?' Note the answer(s) beside it.
6. Ask of **each of these answers**, 'Why?' and again record the response(s) out to the side. By continuing to challenge the arising factors with the question 'why', many of the strands of the issue should be teased out.
7. When the diagram is complete, discuss it and identify themes or other important points.
8. You should now be able to restate the original issue or problem in terms of its root causes; this will provide direction on how the issue can be practically addressed.

### □ Case example
### *Training expectations in an NGO*

At the weekly senior management meeting, staff were asked to consider why there was a growing, but sometimes inappropriate, demand for training from staff.

The initial brainstorming session quickly generated a range of reasons, including those outlined opposite.

#### Time and materials needed

These can be relatively quick techniques, taking between half an hour and two hours; or they can be developed in short bursts over a period of days, weeks or even months.

If undertaken by an individual, notepad or large sheets of paper can be used. A white or blackboard, or chart paper, are best used with groups as they allow everyone to see; some individuals may prefer working on a large single surface too, especially when the techniques are being used over a period of time.

#### Advantages of reflective thinking techniques

- relatively quick and easy
- require little preparation and few materials
- can be used by anyone, anywhere; they do not require any special skills
- useful in breaking up fixed thinking patterns and generating new perspectives
- help to show the relationships and relative importance of different parts of an issue, which are often overlooked when undertaken as a group
- produce a good range of information
- can focus people's minds in a non-judgemental way
- encourage people to take a broad view and explore different aspects, before rushing in with solutions
- help produce realistic solutions to which people are committed.

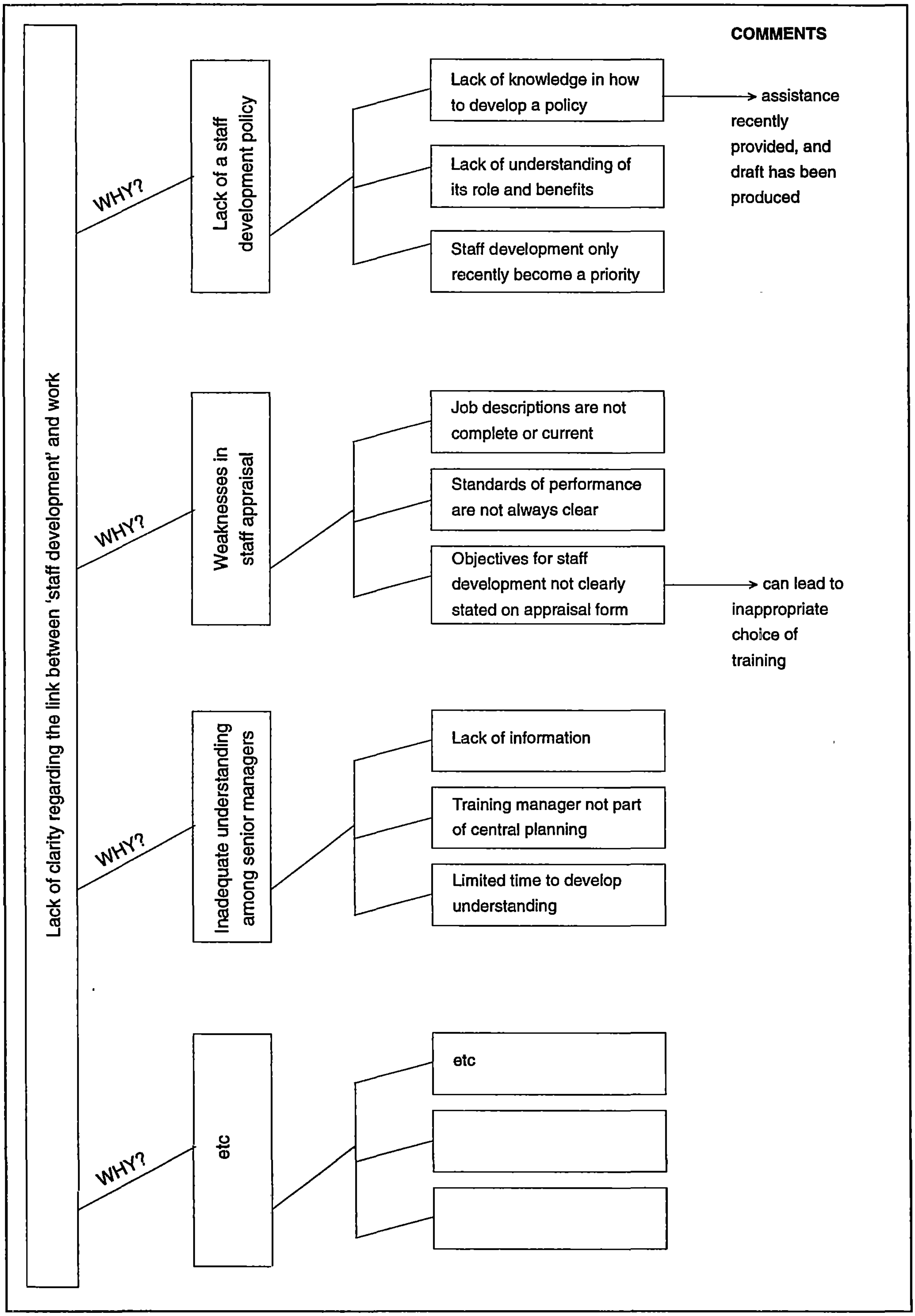
#### Limitations of reflective thinking techniques

- reliable results are dependent on people's knowledge and experience of the situation being considered
- difficult to recognise gaps (ie to know which questions have not arisen), especially when working alone.

#### References

The following book was helpful in providing material for the last three tools in particular:

Tim Pickles, Bruce Britton and Howie Armstrong, *Developing Training Skills*, Longman Social Services Training Manual, 1991.


COMMENTS
Lack of clarity regarding the link between 'staff development' and work
WHY?
Lack of a staff development policy
Lack of knowledge in how to develop a policy
assistance recently provided, and draft has been produced
Lack of understanding of its role and benefits
Staff development only recently become a priority
WHY?
Weaknesses in staff appraisal
Job descriptions are not complete or current
Standards of performance are not always clear
Objectives for staff development not clearly stated on appraisal form
can lead to inappropriate choice of training
WHY?
Inadequate understanding among senior managers
Lack of information
Training manager not part of central planning
Limited time to develop understanding
WHY?
etc
etc

## *8. Ranking and sorting*

A training and development needs analysis can produce a mass of information which has to be organised and analysed. Ranking and sorting are techniques for identifying and organising information and prioritising needs. By employing these techniques, which involve using index cards to display and order information, insight can be gained into the ways individuals or groups make decisions about training and development and the criteria used to select and prioritise needs. When used with different groups, comparisons can be made of how the various issues are perceived and what are considered to be the priorities.

There are many techniques available for ranking and sorting, those presented here are readily adaptable to local situations.

### Ranking

During or at the end of a needs analysis you may be consulting staff concerned and/or their managers about priorities for action. Ranking is a simple and effective way of determining priorities and gaining commitment to further action.

1. Clarify the objective of the exercise (eg to determine which needs require priority attention).
2. Explain any relevant background (eg that possible performance needs have been identified by you/the group itself in an earlier exercise).
3. Explain that the group's task is to rank these needs in order of priority, from most important to least important.
4. Provide the group with a set of cards on which the possible needs are written, (one need on each card). No more than six needs should be ranked at any one time.
   Ask everyone to read them, and check that they are correctly understood.
5. Now ask the group to rank the needs in order of priority. There will usually be substantial discussion between members in their effort to obtain agreement as to the final order.
6. Each time a choice is made, or after the ranking is complete, ask the group **why** they made the choice they did.
   In some cases not all the group members will be able to reach agreement. Such differences should be noted, respected, and discussed (by asking the individual what his or her choice would be and why).
7. Summarise the session, and conclude it in a way that demonstrates respect for all the contributions made.

### Sorting

Sorting techniques are useful when dealing with a mass of information gained from a needs analysis. The sorting technique outlined here is adapted from the more formal and complex methods of ZOPP, the Nominal Group Technique, and Peterson's Dynamic Classification Chart. It offers a simplified, though less precise, way of classifying and prioritising information. It is easily adapted, can be used by individuals or with groups, and does not require the high level of facilitator expertise that the more formal methods must have. However, it is unsuitable for dealing with complex issues of strategic importance unless combined with other methods of analysis.

The method described below involves using three sets of cards, each set in a different colour One set will be used for the purpose of listing ideas, issues and needs; the second will be used to sort these ideas, issues and needs into categories; the third will be used to identify actions to address the issues.

1. Identify a suitable room or area in which to undertake the exercise. It must be large enough for the group to work undisturbed, and have clear walls or large boards on which index cards can be stuck.
2. Prepare a good supply of index cards (about 10cm x 15cm), in three different colours. (Alternatively, make your own out of writing paper, and colour the corners.) The number of cards needed will depend on the complexity of the issue under discussion.
3. Select a group of between three and eight people who have experience or knowledge about the area to be examined. Ensure that they can participate for the time it may take. (Depending on the complexity of the issue, it may take a half or full day, or longer.)
4. Clarify the objectives of the exercise with the group: eg to identify and prioritise the training and development needs of the team leaders; or to identify the most appropriate training and

development options to address during the next one to three years.

5. Provide the participants with background information and copies of any relevant material.

6. Explain the process of the exercise, the group's task, and the basic 'ground rules', eg:
   - the need to keep comments as objective as possible;
   - the possibility of changing points from one position to another on the developing chart as more information arises during the discussion;
   - the need to distinguish between individual items of information and the headings under which similar information items are grouped.

7. Write up the first issue in the form of a question (eg What are the areas in which team leaders need to be more effective?)

8. On index cards of a given colour (eg blue), ask each person to write down all their ideas; one idea on each card. The aim is to get as many ideas as possible.

9. Now get together to share the ideas generated. (It is best to work around a large table or on the floor.) Group those cards that are the same or similar. Some ideas may be 'loners', not fitting into any grouping; they can form single card categories. Where there are several cards with exactly the same idea (eg all saying report writing), keep only one and put the others aside.
   Do not be concerned with prioritising at this stage.

10. Take some different coloured cards (eg red) on which to write a heading or classification for each group of cards. If one of the existing blue cards provides a suitable heading, transfer it to a red card and discard the blue one.

11. Rank the classifications from most important to least important.
    Some manipulation of the blue cards (eg moving them from one category to another, or adding new ones) may occur in order to complete the ranking. In all cases there is likely to be substantial discussion, for which time must be allowed.

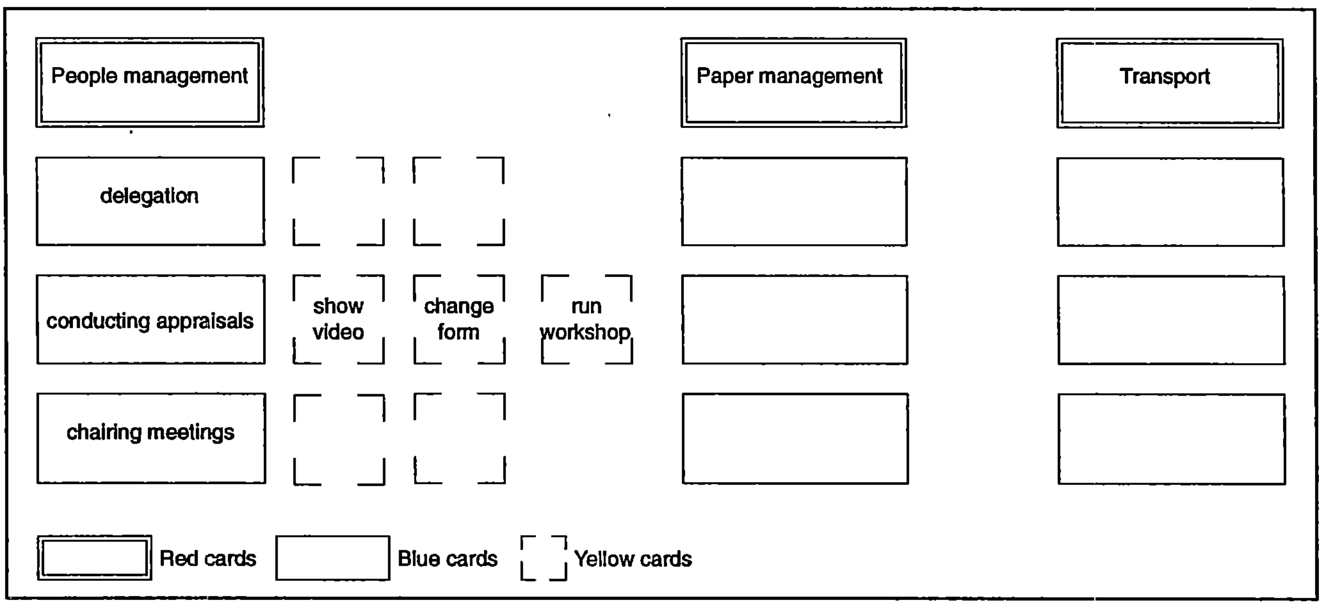
12. Rank the blue cards within each group, from most important to least important.
    At this stage some points may be equally important; if agreed, points can share a ranking position.

13. Stick the cards up on the board, with the red headings spread out across the top in their ranked order, and the blue cards in vertical columns under their respective headings. (See example below, and allow space for more cards to be placed between the columns.)

14. Review the chart to see if any changes need to be made, or to add anything that may be missing.

### *Pause for thought*

You now have a visual representation of the team leaders' needs. These are grouped under headings. The headings are prioritised and the needs under each heading are listed in order of priority. This gives you a



sound basis for deciding what needs to be done to tackle each need and in what order.

You can use the same process again to tackle the next part of the task.

15. Write up the second issue in the form of a question (eg how can these needs be addressed, bearing in mind a time-frame of one to three years?)

16. Take one category at a time (beginning with the most important one), and consider each blue card (working from top priority to bottom).

    On index cards of a third colour (eg yellow), ask each person to write down their ideas about the second issue.

17. The ideas are shared, analysed, and prioritised, according to the process used in steps 9 and 12.

18. Stick up on the chart the prioritised yellow cards, placing them horizontally out from the related blue card.

19. On completion, review the chart to see what changes need to be made, or to add anything that is missing.

20. Discuss and confirm the outcome of the exercise. Themes and priorities for action should now be evident. There should also be details of what action is suggested. Themes will run vertically and horizontally through the chart, indicating ways in which courses of action can be designed to address several areas of need at once.
    In the example given above, the first three priority needs may be:
    1) people management
    2) paper management
    3) transport.
    The main themes of action might be training, resources and organisational factors.
    Details will indicate: types of training and what it should include; the need for more staff, or different vehicles in certain areas; ideas for improving the communication systems; etc
    Agreed priorities at various levels will also be evident.

21 The final step is to utilise this information in drawing up an agreed course of action.

### Time and materials needed

The time required for ranking and sorting techniques depends on the complexity of the issues being addressed.

Materials also vary but are generally few; indications are provided in the steps above.

### Advantages of ranking and sorting

- flexible
- fun to use
- facilitates discussion and involvement, encouraging commitment to the process
- can be adapted for use in identifying needs, generating ideas and options, organising information, prioritising, and/or monitoring changes in thinking and priorities, etc
- provides information on both the choices and the reasons for the choices
- provides insight into decision-making and/or teamwork processes.

### Limitations of ranking and sorting

- can be time-consuming
- requires an objective facilitator who can provide direction for the process but refrain from discussion of content.

# PART TWO
# Planning activities and programmes

## Chapter 4
## Developing plans and budgets

The second stage of the training cycle is to plan training and development activities and programmes using the information obtained through the needs analysis. Clear, accurate, budgeted plans will help ensure successful implementation and provide a basis for monitoring and evaluation.

**This chapter will assist you in:**

a. deciding what to include in training and development plans;

b. drawing up training and development plans for individuals, teams and organisations;

c. budgeting for training and development.

## A. What to include

All training and development plans should contain the same basic information. Most of this information will have been gathered during the needs analysis.

### ■ Checklist

- Reference to the organisation's training and development policy
  - include a statement about the policy on the reverse side of the plan or attach full policy.
- Time-frame of plan.
- Who the plan is for
  - name(s), job title, location.
- Objectives
  - define performance standards to be reached.
- Priorities within the plan.
- Content and methods
  - outline the activities, duration, sequence, location.
- Costs
  - direct and indirect.
- Support required
  - preparation, supervision, follow-up.
- Responsibility for management and implementation of the plan.
- Monitoring and evaluation process.

## B. Different levels of plans

There are three main types of plans:

1 detailed plans for **individuals;**

2. plans for **teams or units** which summarise individual plans and include team needs which may not emerge in individual plans;

3. **organisational** plans for a whole organisation or for larger units (eg a country programme). These plans are derived from individual and team plans, from broader human resource plans and from wider organisational review and planning processes.

### 1. Plans for individuals

Training and development plans for individuals are usually discussed, agreed and recorded during regular supervision meetings and annual reviews. The type of plan produced and the amount of detail included will depend on a number of factors: the manager's way of working; the formats and systems used in the organisation; the time available, and so on. Two examples of individual plans are given in the **Tools and techniques** section at the end of this chapter: (i) a detailed plan for a health worker (page 54); (ii) a less specific but still useful plan for a programme manager extracted from a staff review form (page 55).

### 2. Plans for teams or units

These plans are usually prepared annually, together with annual project or other work planning and budgeting. The information is mainly identified from priorities listed in individual plans. Team needs which have emerged from other sources are also included (eg a project evaluation report, or a new monitoring system). An example is given in the **Tools and techniques** section at the end of this chapter (page 56).

### 3. Organisational plans

Plans at this level often take a longer-term and more strategic view; they may span a three- to five-year period but should still be reviewed annually; they may have shorter- and longer-term components. If NGOs are not yet in a position to develop strategic training and development plans, it is still possible to construct an annual plan for the organisation. This can be designed to give an overview of planned activities and to identify cross-programme needs which may not have emerged from individual project plans. Such a plan can also allow senior management to spot any significant duplication of activities and to check that overall costs are within budget. An example of an organisational plan is given in the **Tools and techniques** section at the end of this chapter (page 57).

## C. Costing plans

When budgeting for training and development, we are not only costing out activities but also trying to find ways to:

- improve **efficiency:** achieve the same results with lower costs;
- improve **effectiveness:** achieve better results with the same costs;
- improve **productivity:** achieve better results with lower costs.

Identifying what things will cost enables us to:

- compare the **cost-effectiveness** of different learning options (what is the lowest cost we can incur to achieve the performance standard we require?);
- consider the **cost benefit** of the chosen training and development activity or programme (will the benefits to the project outweigh the costs involved?).


CONSIDER THE COST BENEFITS OF THE TRAINING PROGRAMME

Assessing the benefits of training can be difficult, since changes in performance may be caused by a combination of factors and may not be evident for some time. A **value-added approach** may help you to consider how training will add value to the people concerned by improving their capacity to carry out their work.

It may not be possible to cost every item on a training and development plan. Cost the items which (a) have resource implications, and (b) help communicate to all concerned the investment that is being made. Identify direct costs and indirect costs such as salaries and work not carried out during training. Cost informal activities such as on-the-job training, personal study, project visits, as well as formal training events. Remember to consider costs for all stages of the training and development programme:

- design and preparation;
- implementation;
- follow-up, support and supervision (FUSSing);
- monitoring and evaluation.

### ✦ Some useful general guidelines

Design will make up some 50% of the overall costs. Technical courses require approximately five hours of preparation for one hour of delivery.

Packaged instruction (eg distance learning, set courses) may take up to 100 hours of design for one hour of instruction.

The hidden cost of trainee salaries can account for about a third of all locally-based training costs.

The checklist below can be used to cost a training event such as a workshop. It can be amended for use in costing other training activities.

## Checklist: Items to consider when budgeting for training and development

### A. *Direct costs*

#### Equipment

- hire, purchase, or maintenance of technical equipment, machinery, or tools; teaching aids (eg overhead projector, video recorder, photocopier).

#### Materials

- purchase of flipchart paper, pens, writing pads, overhead projector sheets, photocopier paper, participant folders, etc;
- purchase or development of handouts, exercises, books, manuals, reference materials, samples, etc;
- hire of films, videos, etc.

#### Building/venue(s)

- rent, hire or maintenance of training facilities;
- participant costs (eg use of telephone).

#### Transport

- vehicles, fuel; hire for fieldwork, etc.

#### Food

- meals, tea breaks.

#### Accommodation

- basis of costs (eg twin-shared rooms/bed and breakfast), childcare facilities, laundry, communication (eg phone, fax).

#### Travel

- fares, visas/permits, transit expenses (eg overnight accommodation, meals), etc.

### Per diems

- daily allowance provided to participants in cases where they are responsible for arranging their own accommodation, transport, and some meals.

### Trainers

- fees, travel, accommodation, food, etc.

### Administration

- office supplies and expenses (eg postage, phone/fax, typing, photocopying.

## *B. Indirect (hidden) costs*

### Salaries

- of participants, internal trainers, administrative and support staff (eg drivers), temporary staff (eg person employed to cover the job of someone who is on study leave).

### Design and preparation

- of materials, exercises, manuals, handouts, samples (for general or multiple use);
- of identifying and assessing possible resources: people, organisations, external fieldwork options.

### Follow-up, support and supervision

### Monitoring and evaluation

### Administration

### Depreciation

- buildings, vehicle, equipment (eg five per cent of their value).

A format for budgeting for a training event is given in the **Tools and techniques** section at the end of this chapter.

## *Budgeting for other interventions*

Included in this category are those things that were identified during the needs analysis as being necessary to enable the application of learning, but would not usually be costed to a training and development budget.

For example:

- **Materials**
  (eg having undertaken training in AIDs prevention, supplies of condoms may be needed to give out at community education sessions).
- **Equipment**
  (eg having learnt how to use a computer, access to an appropriate computer is required to maintain and/or consolidate skills).
- **Staffing**
  adequate levels are required to enable time for development and learning:
  - to improve current performance or to prepare people for future changes, promotions, etc;
  - for learners to practise and adapt new learning;
  - for the supervisors to understand properly, discuss, follow-up and support the new learning, thereby ensuring the benefits of training and development are sustained.
- **Systems and structures**
  (eg having trained managers in how to do zero-based budgeting, appropriate forms may need to be printed and a central computer package and system introduced).

## *Budgeting for training and development as a project activity*

Most projects have a component of training and development, and some are almost entirely composed of training. In these cases, the costs and budgets are developed as part of the project proposal. These are subsequently reviewed and funded through the annual project and country programme review, planning and budgeting processes.

However, the principles, planning and items to be costed are basically the same as those used in determining budgets for staff development. The concepts and process of preparing project budgets will already be familiar to most managers, and can also be readily applied to the budgeting of training and development generally.

### *Budgeting for a training and development unit*

In some cases, a specialist unit is the most effective and efficient way of meeting training and development needs. In the **Tools and techniques** section at the end of this chapter (page 59) you will find a checklist for preparing an annual budget for a training and development unit (section, department). In deciding whether to set up or continue with a specialist unit, the costs involved should be compared with alternative ways of meeting larger-scale training and development needs. Some units are able to generate income by providing services to other organisations which can offset a proportion of the costs.

### *Links with other budgeting processes*

Training and development budgets must be prepared in a manner and a time-frame that allows them to feed into other planning and budgeting processes: annual planning; strategic planning; new project proposals. Chapter 5 outlines some of the problems which can occur when this does not happen and provides some suggestions for promoting integration of human resource planning with overall programme planning.

## ❖ Summary: points for good practice

All training and development plans should include the same basic but important information.

Training and development plans should be drawn up for individuals, teams and the organisation.

Those elements of plans that require resources and communicate the real scale of the investment being made in training and development should always be costed.

The purpose of costing plans is to be able to select cost-effective options and to improve efficiency, effectiveness and productivity.

Plans and budgets need to be prepared in whatever form and time-frame is required in order to feed into other management review and planning systems.

## 1. Training and development plan for an individual: summary

NAME: Kalida

PERIOD OF PLAN: December 1993 – November 1994

JOB TITLE: TBA Trainer

| JOB TASKS | REQUIRED ABILITY | CURRENT ABILITY | LEARNING OBJECTIVES | ACTION/ INTERVENTIONS | DATES | COSTS/ RESOURCES | RESPONSIBILITY | PRIORITY | OUTCOME |
|---|---|---|---|---|---|---|---|---|---|
| 1 Plan TBA training sessions | 5 | 3 | Gain knowledge about what is involved | In-house TOT workshop (3 days) | March '94 | 1,000 Rps | Maya | 1 | |
| | | | Develop further skills and experience in doing these | Guided on-the-job practice and support after the worksdhop – by Maya and trainer | March '94 – August '94 | TOT trainer – 2 days per month for 5-12 months | Maya<br>Self | 2 | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 etc | | | | | | | | | |
| **Others** | | | | | | | | | |
| Future directions: | | | | | | | | | |
| 1 To become a senior trainer/ team leader | 5 | 2 | Gain knowledge about what is involved in managing a team | Talking with senior staff<br>Reading | ongoing | | Maya to initiate<br>Self | 3 | |
| –manage TBA trainers | | | | | | | | | |

COMMENTS:

ABILITY RATING SCALE 0 – 5 [0 = LOW JOB NEED/LOW ABILITY; 3 = MODERATE JOB NEED/ABILITY; 5 = HIGH JOB NEED/ABILITY]

## 2. Sample development plan from an annual staff review form

### 2.2 Development plan

Identify knowledge, skills and experience to be developed to enable the achievement of the Agreed Performance Plan. Refer also to issues arising from Review of Past Year.

- *Knowledge of different techniques of time management/ways of structuring delegation – will then be able to spend more time contributing to country strategy development.*
- *Would be more confident in senior management meetings if has better understanding of our work in health.*

Identify strategies for meeting learning needs. Allocate responsibilities for action (post holder, line manager) and timescales.

- *Borrow 'Managing Your Time' video and work book from Field Office (HA).*
- *Nominate HA for regional management skills course (MR).*
- *Arrange a meeting with health programme manager at next senior management day. Agree a plan for improving understanding of health issues (eg reading list, project visit, 2/3 discussions with project manager).*

Identify other support required from the line manager and others.

- *Make sure we don't let this slip – very busy period coming up.*
- *Date in diaries now to check progress in two months' time.*

Signed: Manager/Supervisor *Mary Reed, FD*

Employee *Hafiz Abdul, Project Manager*

### *3. Sample training and development plan for a team*

TEAM: Hill Project's Health Team

PERIOD OF PLAN: May 1993 – August 1994

| INDIVIDUAL NAMES, JOB TITLES | MAIN LEARNING OBJECTIVES | ACTION/ INTERVENTIONS | DATES | COSTS/ RESOURCES | RESPONSIBILITY | PRIORITY | OUTCOME |
|---|---|---|---|---|---|---|---|
| Pauline Mall (P.M.) | 1.<br>2. | | | | | | |
| Helen Kula | 2. | | | | | | |
| Person Ey – HW – TBA trainer<br>etc | 1. eg as per Individual Plan | | | | | | |
| **Team-wide needs** | 1. Develop skill and confidence in making and using community health education materials | On-site training workshop | 12-13 July | R.P. fee and travel =<br>Lunch and snacks =<br>Material = | P.M. | 2 | |

COMMENTS

## *4. Sample training and development plan for a country programme*

COUNTRY PROGRAMME: Country Z

PERIOD OF PLAN:

| A. CATEGORY OF PEOPLE | NO. OF PEOPLE | MAIN LEARNING OBJECTIVES* | ACTION/ INTERVENTIONS* | DATES | COSTS/ RESOURCES | RESPONSIBILITY | PRIORITY | OUTCOME |
|---|---|---|---|---|---|---|---|---|
| *eg Field Director + Programme Coordinator* | *2* | | | | | | | |
| *Project Managers* | *5* | | | | | | | |
| *Senior Health Workers* | *4* | | | | | | | |
| *Health Workers* | *18* | | | | | | | |
| *Clerical staff* | *8* | | | | | | | |
| *Drivers* | *6* | | | | | | | |
| *etc*** | | | | | | | | |
| B. CROSS-PROGRAMME NEEDS | | | | | | | | |
| *1. All staff* | | *Give an understanding of the new staff client policy and planning process* | *One-and-a-half-day workshop for senior staff*<br>*Half-day sessions for others (conducted by project managers)* | *Following next quarterly management meeting* | *Facilitator* | *F.D.* | *1* | |

COMMENTS

* Re: current performance; potential future roles and needs, brought forward from previous sheets. May involve actions beyond period of this plan – note this and specify actions for this period. Perhaps make a note in outcome column, to follow up and carry forward to next plan.

** Also note any specific *individuals* who may have specialised needs that have been agreed to be met.

## 5. Sample costing sheet to assist in budgeting for training and development programmes

TRAINING AND DEVELOPMENT BUDGETING FORM
PROGRAMME:
Dates:
Location:
Participants:
Trainers:
Programme co-ordinator:

| ITEM | DESIGN & PREPARATION | IMPLEMENTATION | FUSSing* | MONITORING & EVALUATION | COST |
|---|---|---|---|---|---|
| EQUIPMENT | | | | | |
| MATERIALS | | | | | |
| VENUE | | | | | |
| TRANSPORT | | | | | |
| FOOD | | | | | |
| ACCOMMODATION | | | | | |
| TRAVEL | | | | | |
| PER DIEMS | | | | | |
| TRAINERS | | | | | |
| ADMINISTRATION | | | | | |
| SALARIES | | | | | |
| OTHER (please specify) | | | | | |
| SUB TOTALS | | | | | |
| CONTINGENCY (eg 5% of total estimated cost) | | | | | |
| **GRAND TOTAL** | | | | | |

* Follow-up, support and supervision

## ■ 6. Checklist: Items to consider in preparing an annual budget for a training and development unit

**Capital costs**

| | |
|---|---|
| Building | – purchase |
| Equipment | – purchase of training and administration items (eg typewriter, computer, calculator, overhead projector, video recorder) |
| Vehicle | – purchase |

**Recurring costs**

| | |
|---|---|
| Salaries | – including a proportional percentage of staff who may be shared with other units (eg secretary, driver) |
| | – per diems |
| Overheads | – building rent, hire, maintenance, and/or depreciation |
| | – land, electricity, water rates |
| | – vehicle registration, fuel, maintenance, depreciation, etc |
| Administration | – communications (telephone, fax, etc), stationery, postage |
| | – travel, food, accommodation costs incurred through unit's work |
| Materials | – non-reusables (eg basic training stationary) |
| | – reusables (eg scissors, staplers) |
| Learning materials | – development, preparation and production of specific handouts, manuals, brochures, photos, videos, etc (may involve fees to external consultants, printing, photocopying, etc). |

# Chapter 5
# Integrating training and development with other planning processes

Managers in NGOs may feel that the task of creating an effective system for human resource planning is beyond the scope of their abilities and resources. However, in order to make good decisions about training and development it is vital that systems are created for making sure that the right information is in the right place at the right time. When information is not shared with the relevant people, breakdowns in communication can occur, which may lead to some of the problems illustrated right:

**This chapter focuses on three key areas which form the basis of human resource planning at both a programme and a wider organisational level:**

a. devising ways to coordinate information about training and development;

b. integrating human resource issues with other planning processes;

c. putting in place the basic elements of a human resource management system.

## ☐ Case examples

1. The project proposal has been accepted. The donor wants to disburse funds within the next three months. But the NGO has been unable to recruit staff with the necessary skills and experience. The people developing the proposal did not have access to information about the availability of these kinds of skills in the local and international labour market. The personnel team were not aware of the development of this project proposal.

2. During a health adviser's appraisal, training in statistical analysis was identified as being essential for her to be able to carry out the next phase of the project. There are insufficient funds remaining in the training budget. Information about training needs agreed during staff appraisals was not available to the project manager at the time when the annual budget bids were made.

3. The project manager presented a proposal to the field director for a project worker to attend a short water sanitation course in the UK. The field director quickly agreed, as time was short to submit the application to the university running the course and the proposal was in line with the project's aims to develop local staff ability to manage water sanitation. When the water engineering adviser to another of the NGO's projects heard about the proposal, she was concerned that she had not been consulted. She was aware of more appropriate, less costly courses offered at a reputable institution in another country in the region. She felt that the field director and project manager had made the decision without adequate information.


## A. Coordinating information

At each level of any organisation, managers must have an overview of the training and development needs within their area of responsibility. This enables them to make decisions about priorities, resources and the best way of meeting needs. They also have to pass information to other parts of the organisation to inform decision-making and planning.

In small organisations, information can be shared more easily and it may not be necessary to set up any formal systems. As organisations grow, however, they need to create ways of bringing information from different sources together so that the whole picture can be seen. This can be done by ensuring that staff who make any decisions or plans about training and development communicate information to the individual or group at each level of the organisation who has been given responsibility for coordination.

### ☐ Case examples

Below are four examples of how some NGOs have coordinated information about training and development.

**A** Managers in NGO X have individual supervision meetings with their staff on a two-weekly or monthly basis. When training and development needs emerge which require little or no additional resources, the manager has discretion to deal with them. Training and development is a standing agenda item at the quarterly meeting of all project managers. Managers can discuss here any needs requiring resources which were not known when the annual plans were drawn up. The senior management team decides whether resources can be allocated for this purpose and whether any other staff have similar needs.

**B** NGO Y has a training and development committee which meets quarterly to consider professional development proposals from any individual staff members. A sum of money has been set aside to fund activities which are not essential to performance in current posts but which can be of potential benefit to an individual and the organisation, eg study tours, attendance at evening classes, purchase of books. The committee operates to agreed terms of reference and makes decisions according to specified criteria.

**C** All training plans in NGO Z are copied to the training officer. The training officer does not approve the plans but brings to the attention of the project managers any relevant information, eg more cost-effective alternatives, similar needs which have been identified in other projects, evaluation reports from staff who have already attended the course.

**D** NGO P employs 150 staff in three locations. Annual appraisals are carried out each year over a period of two months in advance of the planning and budgeting process. Appraisal forms have a tear-off page for training and development needs. The project manager at each location prepares a summary of group or team needs, including proposals of how they might be met and noting any individual needs where additional advice or resources are required. The summaries are sent to the training officer who prepares a report and costed proposals for the country director. When the country director and project managers meet to develop plans and budgets for the coming year, the training and development proposals form part of the agenda.

The most appropriate ways for an organisation to coordinate information will depend on a number of factors, including size, location(s), stage of its development, the culture (ie how people like to do things).

## B. Integrating human resource issues with other planning processes

If human resource issues tend to be forgotten in the early stages of planning in your organisation, it may be helpful to examine the various mechanisms used for planning – annual reports, project proposals, annual planning meetings at various levels – and to consider prompts that can be included to ensure human resources are considered. This may mean including questions or sections in report formats or making sure that human resources is included as a standing agenda item at particular meetings. You can also develop a checklist for yourself and colleagues to remind you of the issues to consider when producing or commenting on proposals for new work. An example is given below.

## ■ Checklist: Developing human resource plans for new work

When developing or assessing proposals for new work consider:

**Project context**

- project's objectives, strategies, priorities
- activities and methods
- management structure (ie roles, responsibilities, linkages between departments, people, community).

**Community context**

- social, cultural, religious, political, language factors that influence recruitment requirements
- geographical, locational characteristics.

**Organisational context**

- organisation's recruitment policies (national, regional, international), including equal employment opportunities
- the approval process, especially where new posts are being created
- recruitment timescales (ie advertising, selection, induction and orientation)
- financial constraints.

**Human resource requirements**

- current and short-term staffing plans and needs
- anticipated future and long-term staffing plans, needs (eg types and numbers of staff, timings)
- detailed job descriptions, person specifications.

**Human resource availability**

- the external recruitment markets (local, regional, international)
- the existing staff base – their skills, experience, performance and aspirations.

**Alternative actions to address potential gaps between what is planned and who is available (internally and externally)**

- to meet immediate needs
- identify any short-term compromises that may be necessary while longer-term strategies are developed to address gaps or problems
- to take advantage of opportunities (eg language training, temporary secondment).

## C. Basic elements for a human resource management system

The **Tools and techniques** section at the end of this chapter includes a checklist of essential elements for a human resource system which was developed by human resource staff in an international NGO. It was used to review human resource systems in their country programmes in South Asia. This checklist can be used or adapted to review systems in your own organisation and to identify areas where specific elements need to be put in place. If you decide to conduct a review of human resources in your organisation, the same care will have to be taken to manage expectations and to enable participation as when conducting an analysis of training and development needs. Chapters 2 and 3 of this manual contain useful guidance.

## ❖ Summary: points for good practice

There is a range of methods that can be used to coordinate information about training and development depending on the size and nature of the organisation (eg management teams, training committees, human resource staff).

Information about training and development has to be fed into other planning processes.

Checklists and prompts in planning documents can help ensure human resource issues are not forgotten.

NGOs can build up an effective human resource management system over time by putting in place basic elements.

## ▼ Tools and techniques

## ■ Checklist: Basic elements in a human resource system

**1. Organisational structure:**
Organisational structure refers to the way the organisation is designed to divide work, share information, make decisions and achieve goals.

a. Is the organisational organogram available to all staff members?

b. Is it accurate and up-to-date?

c. When was it last updated?

d. Is the structure suitable for enabling the programme to implement its strategy?

e. Does it clarify communication lines?

**2. Job design:**
Job design is the process by which new jobs are created to carry out specific roles in the organisation or existing jobs are modified to meet more effectively the requirements of the organisation.

a. How are existing jobs designed?

b. Have existing jobs been analysed recently?

c. Have recent developments in job design been taken into account (eg key performance areas?)

**3. Job descriptions:**
Job descriptions are formal documents that specify the roles and responsibilities of a particular job and describe the skills, knowledge, attitudes and experience of a suitable postholder for that job.

a. Do they exist for every job?

b. Are they up-to-date and accurate?

c. Is the format appropriate (does it follow the organisation's guidelines)?

d. Do they have performance standards/key result areas?

**4. Recruitment policy:**
A recruitment policy is an official statement of the purpose, values and principles of staff recruitment in an organisation, which all staff are expected to follow.

a. Is there a local policy for recruitment?

b. Are the responsibilities and accountabilities clear?

c. Is the policy appropriate to the needs of the programme and the 'market'?

**5. Recruitment procedures:**
An official statement of the detailed process and practices which all staff are expected to follow in the recruitment of new staff.

a. Is there appropriate documentation?

b. How is the use of any procedures encouraged?

c. Are responsibilities clear and understood?

d. Is there a detailing of minimum qualifications for hiring?

e. Is there adequate use of assessment tools?

f. Are there suitable engagement letters?

g. How long do these recruitment procedures take (start to finish)?

h. What are the average recruitment costs?

i. Are the procedures followed?

j. What problems are encountered in recruitment?

**6. Staff induction:**
A learning process by which new staff are 'socialised' into an organisation by finding out about the structure, functions, roles and responsibilities, norms, rules and procedures of the organisation. One of the key purposes of induction is to enable the person to play an active role in carrying out their responsibilities as soon as possible after they start employment.

a. Is there an established procedure?

b. Are there suitable induction materials?

c. Is there sufficient accountability for induction?

d. Who does the induction?

e. How useful if the current induction?

f. How could the present system of induction be improved?

**7. Supervision:**

A process where managers work with individuals and teams to achieve work objectives through joint planning, problem solving, monitoring and evaluation.

a. Is there a working supervision system?

b. What methods are used for supervision?

c. Who is responsible for record keeping and how is this done?

**8. Staff review:**

Staff review is the process of ensuring that each staff member:

- regularly receives feedback on their performance and the progress they have made towards achieving planned objectives;
- agrees objectives and plans for the next year with their supervisor;
- identifies, with their supervisor, needs for support, learning and development;
- has a regular opportunity to plan for their career development.

a. Is there a working system?

b. What approach is used?

c. What is their perceived purpose?

d. What recording system is used?

e. Is documentation adequate?

f. Is there sufficient information?

g. Is the counselling procedure handled well enough?

h. Is there appropriate interpretation and use of data?

i. Does staff review relate to position descriptions?

j. What mechanisms are used for follow-up?

k. How is the timing linked to planning activities such as the budget cycle?

**9. Career path planning:**

The process of providing support and guidance to staff to enable them to make longer-term plans for their future employability.

a. Do staff members have an opportunity to discuss their career plans?

b. Do staff know of and actively participate in this process?

c. Are staff given help with cv development?

d. What problems are encountered in career development?

e. How could the process be improved?

**10. Training and staff development:**

The process of ensuring that staff have adequate opportunities to:

- understand and be committed to what the organisation is trying to achieve;
- take responsibility for their own learning and continuous development;
- work with staff, partners and beneficiaries in ways which promote learning and participation;
- assess, plan and review work to increase effectiveness and achieve high standards;
- manage financial and other resources effectively and demonstrate accountability;
- learn from experience and share the lessons inside and outside the organisation.

a. How is needs analysis done?

b. Are training programmes related to needs?

c. What methods are used?

d. How equal is access to training and development opportunities?

e. How is follow-up carried out?

f. What records are kept?

g. What evaluation methods are used?

h. Is there suitable accountability?

i. Is the budget adequate?

j. Are external as well as internal trainers used for training?

k. What role do managers play in the training and development of their staff?

**11. Management development:**
Management development is an attempt to improve managerial effectiveness through a learning process.

a. What experience is there of management development?

b. Who has access to management development opportunities?

c. How is planning for management development carried out?

d. How are needs analysed?

e. How are cross-cultural issues taken into account?

**12. Compensation/salaries:**
The systems and procedures which determine staff grading, salaries and other benefits which are part of the conditions of service for staff.

a. Is there a policy on the level at which grading and salaries are established?

b. Is there an objective system of salaries administration?

c. Are internal relativities in order (range of salary or grade)?

d. Are external relativities in order (comparability with other agencies)?

e. What other non-financial benefits are provided (eg loans, health care)?

**13. Human resources function and budget:**
The systems, resources and procedures which create a framework for the fair and effective management of staff.

a. Who has responsibility for the overall management of the human resource systems?

b. What is the level of reporting in the organisation?

c. Are enough resources devoted to human resource management?

d. Is there representation of the human resources function on the management team?

e. What is the level of awareness among managers of human resource management?

f. Who controls the budget for human resources?

**14. Human resource planning:**
The process of:

- determining the human resource needs of the organisation;
- ensuring that the organisation creates the correct number and type of jobs to meet these needs;
- recruiting the right kind of people (in terms of skills, knowledge and attitudes) to ensure that the organisation can achieve both its current objectives and its longer-term strategic goals.

a. How suitable is the current level of staffing?

b. What forecasting techniques for future staffing needs are being used?

c. Is there a relationship with country strategy planning?

d. What constraints exist in achieving desirable levels of staffing?

**15. Staff personal records:**
The system of records on all aspects of staffing.

a. What information is kept in staff records?

b. How complete are staff records?

c. Is the format suitable (including language used)?

d. What use is made of staff records?

e. Who has access to staff records?

f. Are records computerised?

**16. Organisational culture:**
The term used to describe the outward signs of the values, beliefs, norms and habitual 'way of doing things' of an organisation.

a. What type of culture prevails in the organisation?

b. How well is the culture serving what the organisation is trying to achieve?

**17. Planning and managing change:**
Change is a fact of life, so no organisation can afford to ignore change without jeopardising its existence. The effectiveness of any organisation will depend on how aware it is of changes and how well it responds to these and brings about other changes that help it to achieve its overall goals.

a. What experience has there been of managing major change initiatives (eg restructuring)?

b. Have managers had specific training on change management?

**18. Job satisfaction:**

a. What mechanisms exist for measurement of job satisfaction?

b. What level of identification with the organisation is there among staff?

c. What are current levels of job satisfaction among staff?

d. What are the causes of satisfaction or dissatisfaction among staff?

e. How could job satisfaction be maintained or improved?

**19. Information sharing and communication:**
In order to function effectively, any organisation must ensure that staff have access to the information they require in the right form, at the right time. This requires mechanisms for coordination, communication, problem-solving and feedback.

a. What mechanisms are there for sharing information and encouraging communication between staff (individually and in groups/teams)?

b. How adequate are the mechanisms for information sharing?

c. How is information about key organisational and programme documents shared?

d. What are the main gaps in information sharing?

**20. Staff relations:**
This refers to the formal relations which exist between staff and their managers in an organisation.

a. What is the staff relations atmosphere and record like?

b. Who has accountability in the organisation for staff relations?

c. How adequate are procedures for grievances and discipline?

d. Is there a staff association and, if so, what role does it play?

**21. Staff health:**
Employers have an important role to play in ensuring a healthy workforce. Ensuring that the workplace is healthy is one way of contributing to this; providing a staff health programme as part of a 'reward' or 'benefit' package is another.

a. Are there appropriate health programmes for staff?

b. What is the coverage of health programmes?

c. Are employees' computer practices healthy (eg work station, breaks from VDUs)?

**22. Staff safety and security:**
Employers have a responsibility to ensure, as far as is possible, the safety and security of their staff in the performance of their duties.

a. Are their any procedures for staff safety (vehicles, accidents, fire, earthquake, and so on)?

b. Who has accountability for staff safety?

c. What is the safety record like?

d. Are there procedures for ensuring the security of staff during civil disturbances and other emergency procedures (eg flood or earthquake)?

**23. Statistics gathered:**
Gathering and monitoring data on staffing issues can help identify or clarify problem areas.

a. Does the organisation have statistics on such things as staff turnover, absenteeism, internal promotion/ external recruitment ratio, salary as a proportion of project cost, etc?

b. What do these statistics reveal?

c. What is the current gender mix of the staff group?

d. How do these statistics compare with other NGOs?

**24. Retrenchment practices:**
This refers to the reduction of staffing by planned termination of employment.

a. What, if any, policies does the organisation have on termination of staff employment?

b. Are exit interviews conducted?

**25. Social interaction:**
Encouragement and facilities provided to staff to meet informally and develop relations.

a. Is there a staff newsletter?

b. Are social gatherings of staff organised through work?

c. What social or recreational facilities does the organisation provide, if any?

Adapted from a checklist developed by Elaine Moore and Bruce Britton, The Save the Children Fund (UK)

# PART THREE
# Monitoring and evaluating training and development

## Chapter 6
## Monitoring and evaluation

The fourth stage of the training and development cycle is to **monitor and evaluate training and development.**

### Why monitor and evaluate?

Many NGOs invest considerable resources in staff training and development activities to improve the quality of the work carried out or services provided by their organisations. They also invest in capacity-building through training and other development activities with people who work with their organisations, including staff in government and partner agencies, and local people. Monitoring and evaluation are essential for ensuring that these investments are not wasted.

**This chapter will assist you in:**

a. planning how monitoring and evaluation of training and development will be carried out;

b. determining what should be monitored and evaluated;

c. using a training and development needs analysis to improve monitoring and evaluation.

## A. Planning to monitor and evaluate

Although described as the final stage of the cycle, monitoring should in fact take place throughout the whole of the training and development cycle. In this way, information can be used to guide the development and implementation of training programmes and activities.

Evaluation should be considered in the early stages of the training and development cycle, so that essential information such as baseline data (the starting point) and clear objectives are available when the evaluation takes place.

### *Monitoring*

The systematic and continuous assessment of performance (including learning) over time, in order to ensure that progress towards objectives is occurring in the most effective and efficient way. Monitoring provides guidance about how programmes can be modified.

### *Evaluation*

The assessment at one point in time of the impact of learning and performance and the extent to which objectives have been achieved. Evaluation enables future training and development programmes to be designed and managed more effectively and efficiently.

It is therefore important to decide how monitoring and evaluation will be carried out at the stage when the analysis of training and development needs has been completed and plans are being developed. Unless responsibility is allocated for monitoring and it is clear what is to be monitored, problems may go undetected and the effectiveness of the activities and programmes will be diminished.

Training and development plans at all levels – individual, team or organisational – should include at the outset information about how monitoring and evaluation will take place. For example, an individual plan could include arrangements for using a regular weekly or fortnightly supervision meeting to review progress with the training activity. A plan for a team to visit another agency's project might include the requirement that a report be produced on their return outlining what was learned from the visit.

### *Commitment to monitoring and evaluation*

Management commitment is crucial if monitoring and evaluation are to be taken seriously by all concerned. If time and other resources are made available for implementation of programmes but not for follow-up and evaluation, this important stage of the training and development cycle will be neglected. It is therefore good practice to negotiate with managers and staff involved in activities and programmes about how these will be evaluated. As with any other form of evaluation, decisions about purpose and methods are better when they are developed by those concerned rather than imposed from outside.

## B. What to monitor and evaluate

In many NGOs, monitoring and evaluation of training tend to focus on the processes and outcomes of specific training and development activities. Questionnaires, interviews and observations are some of the methods commonly used. Participants and trainers may be asked to comment on the *process*, or how the activities were carried out. *Outcomes* are usually examined by referring to the training and development objectives and trying to assess whether participants acquired the skills, knowledge and understanding specified. Quantitative outcomes may also be considered, such as numbers of courses organised, numbers of people trained, manuals produced and so on.

However, given the expanding role and cost of training and development activities, NGOs have to develop more effective ways to assess the impact of training and development in terms of **project and organisation objectives**. This requires interventions after the activities have been completed to assess the extent to which the activities contributed (or are still contributing) to better performance in relation to the aims and objectives of the programme or project.

The TBA training programme case example given in Chapter 2 (pages 23-25) outlines a situation where monitoring of project objectives suggested that a particular training programme was not having the expected impact on infant mortality and maternal infection at birth. But often this link with organisational or project performance is not made.

For example, NGOs may invest in management training programmes for their staff and may try to evaluate whether individual participants are satisfied with them and feel they have learned from them. This form of evaluation is necessary and valuable, but it is also important to evaluate whether the training and development of these managers is having any impact on the performance of the organisation. Evaluation of this level of impact is often carried out less frequently within NGOs, perhaps because it is more difficult to define and then assess what that impact should be. As will be shown below, however, training and development needs analysis can provide information that helps in the evaluation of the impact of training and development.

## C. Using the needs analysis to improve monitoring and evaluation

A training and development needs analysis should:

- establish baseline data of people's current abilities and the context in which they are working;
- specify work objectives and performance standards required (eg by improving job descriptions);
- establish systems for gathering and using information for the management and planning of training and development and other programme work. (Evaluations then become less about making judgements and more about learning from experience.)

A good needs analysis should therefore make it possible both to define the changes that are being looked for and to measure the extent to which these changes have come about. However, this can only be done if the information from the needs analysis is:

- systematically gathered and analysed;
- appropriately recorded and presented;
- shared with those who can use it to improve performance.

Information gained from a training and development needs analysis may provide data on the effectiveness of previous training interventions. For example, are problems being experienced because of the content or approach used to train staff in the first instance? Information may also emerge on other aspects of programme management: for example, that organisational aims and strategy are not clearly understood or are inappropriate in practice; that project processes are having unintended effects; that particular skills issues need to be considered as part of human resource planning. Those conducting a needs analysis should look beyond the scope of the immediate investigation to identify other parts of the organisation which could use the information for their own monitoring.

There are many books and other reference materials designed to help develop practical ways of improving monitoring and evaluation of training and development. References are given on pages 83-85.

## ❖ Summary: points for good practice

Monitoring and evaluation are important ways of ensuring that investment in training and development is not wasted.

Arrangements for monitoring and evaluating training and development should be considered during the needs analysis and when drawing up the resulting plans.


It is important to evaluate the **impact** as well as the **process** and **outcomes** of training and development. To develop ways to compare changes in performance against impact on project and organisational goals, it is necessary to strengthen:

- performance objectives and standards;
- systems for gathering, analysing, presenting and communicating information;
- monitoring and planning systems.

Training and development needs analysis information can contribute to the monitoring and evaluation of:

- training and development programmes;
- project processes and outcomes;
- human resource planning and management;
- organisational strategy and operations.

To be useful, information gathered through a training and development needs analysis must be:

- systematically gathered and analysed;
- appropriately recorded and presented;
- shared with those who can use it to improve performance.

Information gained from the needs analysis can provide data on previous or current training and development programmes.

Information gained from the needs analysis can provide data on other aspects of programme management.

# PART FOUR
# Policies for training and development

## Chapter 7
## Policy development

When conducting any analysis of training and development needs, it is necessary to take account of the organisation's policy on training and development. For example, it may be policy to use an existing staff appraisal scheme as the main mechanism for identifying training needs, or only to fund attendance at external courses in exceptional circumstances. Those conducting an analysis need to be aware of any such policies which may affect the approach used or the type of recommendations made. In addition, however, the experience of analysing needs may lead to changes in policy, or even to the development of a written policy on training and development if none existed previously.

**This chapter will assist you in:**

a) determining what should be included in a training and development policy;

b) developing a policy;

c) communicating the policy to staff and others;

d) monitoring the policy.

### What is a training and development policy?

An organisational policy should aim to give staff and managers guidance about the purpose of staff training and development and how it should be organised, managed and evaluated. It should also inform employees of their rights and responsibilities. By making clear the principles and process for obtaining resources for training and development, a policy can promote consistency and fairness across an organisation.

A policy is also an important communication tool and can convey powerful messages about learning and development: that the organisation values learning; that staff are expected to take responsibility for their own development, and so on.

This chapter will deal with training and development policies for employees of an organisation. Such policies are often called staff development policies. The same principles and good practice apply to training and development with communities, NGO partners, etc. However, since the context is different it is advisable to develop specific policies for these situations, which can then be incorporated in project proposals and plans. Two examples of policies are given in the **Appendix**.

## A. What should be included in a training and development policy?

It is helpful to organise a policy into three main components:

- policy statement
- guidelines
- procedures.

The **policy statement** should include:

- introduction (the purposes of the policy)
- the organisational context (brief details about the organisation and how the policy fits into the organisation's other policies)
- principles that underpin the policy
- who is covered by the policy
- responsibilities
- how the policy will be monitored.

The **guidelines** should relate to:

- identifying training and development needs
- determining priorities
- information about training and development options
- coordinating, planning, monitoring and evaluating training and development activities
- decision-making
- range of methods
- follow-up, support and supervision (FUSS).

The **procedures** should cover:

- access to training and development opportunities
- eligibility
- entitlements
- obligations.

The **Tools and techniques** section at the end of this chapter provides more detail and examples of what to include in a training and development policy.

## B. How to develop a policy

A policy will only be effective if it meets the needs of those who will use it. There is no single correct way to develop a training and development policy. However, it makes sense to consult those who feel a policy is needed and all those who will be affected by it.

In large international organisations it may not be possible to develop a detailed policy which is appropriate for all locations and situations. An overall policy statement which sets out the organisation's aims and principles regarding staff development will provide a framework for smaller units of the organisation – such as country programmes – to develop their own more detailed policies.

## C. Communicating policy

If the process of developing the policy has been a consultative one, the communication stage will be easier. Staff and managers will already have explored concerns about the policy's content and its implications for them. However, it will be necessary to communicate the final agreed policy to:

- all staff;
- relevant parties in other organisations.

It is important to think about the communication strategy at the same time as the policy is being developed, as this may affect the policy's content, style and format. It may be helpful to consider the following questions:

- What style of language should you use when writing the policy?
- Will you have to translate the policy into other languages?
- Will literacy be an issue?
- Should you prepare a summary of the policy to be used in leaflets, newsletters, etc?
- Can you use the same groups you consulted during its development to communicate the policy (eg staff council, project teams)?

## D. Monitoring the policy

It is important to plan how the policy will be monitored

a. during the introductory phase, and

b. on an ongoing basis.

The policy has been created for a specific purpose and it will be necessary to find out whether that purpose is being achieved in practice. For example, if the policy was created to encourage managers to be more systematic in the way they allocate their training budgets, or to increase the number of staff who have access to some form of training and development, it is only through some form of monitoring that it will be possible to say whether these improvements have been achieved.

Unless an organisation can monitor whether policies are being put into practice, time spent producing and disseminating policies is wasted.

### *Introductory phase*

When a training and development policy is first introduced, a priority for monitoring is to ensure that all those to whom the policy applies have received and can understand it. Another priority is to ensure that managers responsible for putting the policy into practice can obtain advice about any difficulties they encounter. Depending on the types of issues raised, it may be necessary to make adjustments to the policy. In trying to monitor any benefits or problems resulting from the introduction of the policy, use should be made of existing monitoring systems wherever possible.

### ✦ Hints for monitoring in the introductory phase

- Ask for the policy to be a standing agenda item at team and management meetings.
- Ensure that there is a point of contact and advice for managers and staff on policy matters (eg the training officer, senior manager, staff development committee). This will enable managers to deal speedily with queries from their staff and allow those who developed the policy to gain an overview of problems in practice.
- Ask the same person or committee to collate feedback on the policy to feed into the policy review.

### *Ongoing*

A staff development policy should promote good practice and improve decision-making about training and development. The implementation of the policy should be monitored and practices should be continued or altered according to what is learned. Consider also the specific areas of the policy that are particularly important to monitor in any given year.

When monitoring the policy, it is important to select the indicators, or types of information, that will confirm, clarify or contradict assumptions about what should be happening in relation to training and development. Organisations have limited capacity to collect, analyse and act on such information and so it is best not to be too ambitious when deciding what to monitor. It is better to monitor two indicators well and take action on the information provided than to attempt and fail to monitor ten indicators.

| Examples of Indicators | Reasons for monitoring |
|---|---|
| Total expenditure on formal training. | *We don't know how much we are spending. We need to budget more carefully next year.* |
| Number of new staff receiving induction packs. | *We have given all the project offices induction packs (orientation information for new staff) but don't know if they are issuing them to all staff.* |
| Number and types of items borrowed from resource centre; types of staff borrowing. | *We want to promote the use of our learning resources. We need to keep popular items in stock and find out if some groups of staff are not using the centre.* |
| Breakdown of staff attending external courses, gender, job title, place of work. | *We think female staff and those working in certain projects are much less likely to be sent on training courses. We are not sure and need some facts before investigating further.* |

## ❖ Summary: points for good practice

A training and development policy should help to:

- improve decision-making about training and development;
- promote good practice;
- promote consistency and fairness;
- communicate messages to those who work for and with the organisation.

It is useful to divide a training and development policy into three main sections:

- policy statement
- guidelines
- procedures.

It is important to consult all those who will be affected by the policy or who feel a policy is needed.

Think about how you will communicate the policy at the same time as you are developing it.

Decide how you will monitor the policy. How will you know it is working?

## ▼ Tools and techniques

### *What to include in the training and development policy*

| Elements contained in the policy | Examples |
|---|---|
| **Policy Statement** | |
| Introduction | – why this policy?<br>– what should it achieve? |
| Context | – the organisation's mission and work<br>– reliance on people to carry out mission<br>– need to invest in people's development |
| Principles | – the organisation's values and principles apply in its dealings with staff as well as in its work<br>– people are a key resource<br>– staff have responsibilities for their own learning<br>– no discrimination on grounds of race, gender, religion, disability<br>– resources allocated according to the needs and in line with organisation/programme priorities and availability of resources |
| Definitions | – staff development<br>– training<br>– learning<br>– planned experience |
| Coverage | – all staff?<br>– all staff and volunteers?<br>– permanent full-time staff only? |
| **Guidelines** | |
| Identifying training and development needs | *How will this be done?* eg:<br>– through induction<br>– one-to-one supervision<br>– annual review<br>– team planning and review meetings<br>– project monitoring |
| Determining priorities | *How will this be done?* eg:<br>– manager's decision in consultation with staff<br><br>*What criteria will be used?* eg (in order of priority):<br>– improve performance in current post<br>– equip to deal with anticipated changes<br>– preparation for redundancy<br>– future career development<br><br>*What are the constraints?* eg:<br>– available resources<br>– organisational/project objectives and priorities |

| | |
|---|---|
| Information about training and development options | *Where can staff get this information?* |
| Coordinating, planning, evaluating training and development activities | *Responsibilities for these functions*, eg:<br>– staff development committee<br>– project coordinators<br>– training officers<br>– all managers<br>– all staff |
| Range of methods | training courses, self-study packs, books, project visits, secondments |
| Decision-making | – what can line managers decide?<br>– what is referred to staff development committee, country director? |
| Follow-up, support and supervision | – essential to plan how trainees will be supported during and after training, how learning will be shared and applied |
| **Procedures** | |
| Access | *How do staff get access to learning opportunities?* eg:<br>– by discussion with their manager<br>– by filling in a form<br>– by writing to the field director<br>– by speaking to the training officer |
| Eligibility | are all staff eligible?<br>– part-time?<br>– temporary? |
| Entitlements | – allowances<br>– time off |
| Obligations | – commitment to remain in organisation's employment for a defined period<br>– commitment to arrive punctually, attend throughout (formal events)<br>– agreement to share materials with colleagues |

See the **Appendix** (pages 87-92) for examples of The Save the Children Fund staff development policy and HelpAge International training policy document.

# Glossary

**Ability:** The combination of knowledge, skill, attitude and experience that enables **capability**: having ability, competence.

**Capacity-building:** Developing the ability to perform at maximum competence.

a. Developing human capacity – assisting people to acquire the knowledge, skills, tools and decision-making authority to carry out their responsibilities effectively and efficiently.

b. Developing organisational (or institutional) capacity – improving the way an organisation collects information, makes plans, makes decisions, organises its staff and carries out its work in order to achieve its goals.

**Competence:** The ability to carry out a task or function efficiently and effectively. Competence alone does not, however, guarantee effective performance.

Development: The term 'development' *as used in a general sense*, relates to progressive and 'natural' or inevitable changes that are rooted in and spring out of a situation.

The term 'development' *as used by NGOs* means an intervention to alter the path of change: a planned activity aimed at speeding up or directing the process of change to improve the well-being of people and their environment.

When used in relation to *individual development* (eg personal development, staff development), both the above meanings have relevance. This term means using planned processes to enable individuals to build on their existing experience and abilities to make positive changes in their knowledge, skills and understanding.

**Education:** A process aimed at developing a broad foundation of ability that enables an individual to generalise and transfer learning so as to respond effectively to new or specific situations.

**Effective:** The extent to which successful outcomes are achieved (eg how successful has the programme been in meeting its objectives?). Assessing effectiveness involves finding out whether an intervention was well done but also whether it was worthwhile (ie was this an appropriate intervention for the organisation to support?).

**Efficient:** the best use of minimal resources (money, time, people, materials, etc). For example, has the programme achieved its objectives in a reasonably economic way?

**Human resources:** People! Those who are involved with the work and who therefore provide the means to enable work and goals to be achieved. They include paid and volunteer staff (or personnel) and others such as community volunteers and leaders, government officials, etc.

**Human Resource Development (HRD):** The function and processes concerned with the development and training of people, in order that an organisation (or project) can improve its performance and achieve its objectives in the most effective and efficient way. It is often called **staff development**, but may also involve other people.

**Human Resource Management (HRM):** The function of managing people, in particular the implementation, monitoring and evaluation of personnel plans and policies. Managing recruitment, reward and welfare systems, grievances, supervision and performance appraisal processes are HRM tasks.

**Human Resource Planning (HRP):** The process of preparing personnel policies, plans and targets, often in connection with wider strategic planning functions. 'Manpower planning' and budgeting are part of this.

**Learning:** The acquisition of ability through the overall and continuous process of experience, reflection, conceptualisation, and experimentation.

**Needs:** A need is a gap. It is the difference between the standard or desired level of performance (current or future) and the existing level of performance.

**Needs analysis:** The process by which performance gaps are identified and analysed in order to determine the most relevant, effective and efficient way of enhancing that performance.

**Organisational culture:** The collective mental state of an organisation; it is based on the organisation's philosophy, principles and values, and strongly influences thinking, behaviour and attitudes.

**Organisational development:** The process of improving the way an organisation collects information, makes plans, makes decisions, organises its staff and carries out its work in order to achieve its goals.

**Performance:** The way in which an activity is accomplished; in particular, the level or standard to which a task or function is adapted, carried out, or achieved within the working environment. Good performance requires:

- ability;
- confidence and motivation;
- suitable conditions (such as the availability of necessary tools and resources, effective organisational and management systems).

**Performance gap:** The difference between the standard or desired level of performance (required now or in the future) and the existing level of performance.

**Performance measures:** The indicators and tools used to determine in what ways and to what extent the current performance meets the desired standards.

**Performance standards:** Agreed levels of good practice or excellence, that are desired or expected, are the optimum, or are planned or set for the future.

Standards may be set: as targets or criteria; to reflect standards drawn-up by sectoral bodies as codes of practice; or may be based on models (ie projects that have achieved certain standards to which others aspire).

Standards are the essential factor against which current performance is assessed, and needs are accurately identified.

**Staff development:** An ongoing negotiated process that aims to enhance the performance of staff in achieving organisational and project standards and objectives, and to provide opportunities for personal growth and development.

**Training:** A planned and systematic process to develop or modify the ability to perform defined tasks or functions effectively, in order to enhance the achievement of organisational goals.

Training may encompass workshops and courses, on-the-job coaching, supervised work-based projects, and planned experience such as inter-programme visits and secondments.

# References and resources

For those who would like further information or guidance on analysing training and development needs, this section provides:

- an annotated bibliography;
- suggestions about where to seek resource material and support.

## References

### Core reading

Bramley, Peter, *Evaluating Training Effectiveness: Translating Theory into Practice,* McGraw-Hill Book Company, London, 1991, 144 pages, ISBN 0-07-707331-2.

Part of the McGraw-Hill Training Series, this comprehensive book provides guidance relevant to the analysis of training and development needs, ways to measure the success and effectiveness of training in meeting organisational objectives and how to justify expenditure on training. It is divided into three parts: part one addresses the process of training; part two considers methods for measuring changes at individual, group and organisational levels; and part three deals with the various purposes and strategies for evaluation. While written for the UK context, it is of relevance to managers and trainers in development situations.

Harrison, Rosemary, *Employee Development,* Institute of Personnel and Development (formerly Institute of Personnel Management), London, 1993, ISBN 0-85292-487-9.

A comprehensive and current book on training and development generally. It concentrates on practical issues involved in developing and managing organisations as learning systems It covers topics such as roles and responsibilities, the politics of training and development, organising the training function and managing training resources, and evaluation of learning events. While not aimed at an NGO audience, the range of topics covered will help readers to develop their own insights and knowledge. It would be particularly useful to training managers.

Kubr, Milan and Prokopenko, Joseph, *Diagnosing Management Training and Development Needs. Concepts and Techniques,* International Labour Office, Geneva, 1991, 304 pages, ISBN 92-2-106399-2.

This book, as part of the Management Development Series No 27, focuses on the assessment of needs of middle- and higher-level managers as an essential element of organisational and enterprise development. It is divided into three sections: concepts, principles and approaches; a compendium of techniques (addressed under sub-headings of generic approaches, individual, group and organisational needs); and from concepts to applications (which discusses needs analysis in the context of different stages of enterprise and institutional development). The book is not particularly relevant to smaller NGO settings or projects, but does present some ideas and techniques that would be of interest to development managers at country and programme level.

Pearn, Michael and Kandola, Rajvinder, *Job Analysis: A Practical Guide for Managers,* Institute of Personnel and Development, 1988, 137 pages, ISBN 0-85292-368-6.

Job analysis is the basis for development of job descriptions, analysis of training and development needs, and the evaluation of training. This book describes a range of practical methods – from the very simple to those involving greater complexity –

for analysing jobs, tasks and roles. Examples of formats, grids, coding systems, checklists, and so on are included and although the case examples are UK-oriented, they can be readily adapted to development situations.

Peterson, Robyn, *Training Needs Analysis in the Workplace,* Kogan Page, London, 1992, 140 pages, ISBN 0-7494-0546-5.

This book is for those individuals, managers and trainers who have the task of identifying and analysing training needs as an internal or external 'consultant'. Although written for the western context, much of the material is equally relevant to development situations: working effectively with your 'clients', planning the analysis process, and dealing with 'the potential jungle of relevant and irrelevant information'. Included throughout are tips and lists of points to consider that are particularly practical and useful.

## Additional reading

### General

Jones, Merrick and Mann, Pete (editors), *HRD: International Perspectives on Development and Learning,* Kumarian Press, 1992, 263 pages, ISBN 1-56549-003-7.

This book is one of the Kumarian Press Library of Management for Development, and includes a range of articles from the developed and developing world that are pertinent to the work and management of NGOs. Contributions are grouped into three parts: HRD – providing it; HRD – key actors; and HRD – for better performance. Of particular interest are articles on integrating learning and work, the balance between on- and off-site training, and the increased involvement of managers in HRD.

### Evaluation

Newby, A C, *Training Evaluation Handbook,* Gower, 1992, ISBN 0566-028379.

A comprehensive guide to evaluation of training. Part one provides a framework for evaluation and advice on needs analysis and learning objectives. Part two describes a range of evaluation techniques. Aimed more at the training specialist than the general reader.

### Designing and delivering training and development programmes

Townsend, John, *The Instructor's Pocketbook,* fifth edition, Alresford Press UK, 1991, ISBN 1-870471-083.

A small, genuinely pocket-size book for the would-be trainer in a hurry. Covers learning theory, session preparation, dealing with groups, audio-visual aids. The language and style used suggest the book is aimed at managers who have to give business presentations (eg a section on 'platform skills') but there are a lot of useful tips for the NGO manager who has to conduct training sessions.

Pont, Tony, *Developing Effective Training Skills,* McGraw Hill International UK Ltd, 1991, ISBN 0-07-707-3835.

Provides a mixture of theory and practical advice on all aspects of training, including design and delivery of courses, group management and evaluation of training.

Amri, M, Ngata, P and Mwakilasa, A O (editors), *A Guide to Training Teachers of Health Workers,* African Medical and Research Foundation (AMREF), 1993, ISBN 9-96687-403-8.

An excellent resource for workers in any discipline who need to train teachers/trainers or who themselves need to improve their knowledge of adult learning, curriculum design, teaching methods and teaching aids.

## Other manuals

Armstrong, Howie, Britton, Bruce and Pickles, Tim, *Developing Training Skills – A Trainer's Guide to Experiential Learning,* Longman Group UK Ltd, 1991, ISBN 0-582-08186-6.

Dearling, Alan, *Effective Use of Teambuilding,* Longman Group UK Ltd, 1991, ISBN 0-582-08185-8.

Gawlinski, George and Graessle, Lois, *Planning Together – The Art of Effective Teamwork,* Bedford Square Press, ISBN 0-7199-1202-4.

**Available from Save the Children Fund (UK), 17 Grove Lane, London SE5 8RD:**

Working Together: A Guide to Supervision

Gosling, L with Edwards, M, *Toolkits: A Practical Guide to Assessment, Monitoring, Review and Evaluation,* Development Manual 5 (paperback version), 1995, ISBN 1-870322-93-2

*Toolkits on Assessment, Monitoring, Review and Evaluation* (fuller, loose-leaf version)

# Resources

TALC (Teaching Aids at Low Cost)
PO Box 49, St Albans, Herts AL1 4AX, UK
Tel: +44 1727 853869
Fax: +44 1727 846852
Sell books, slide sets, library packs which are not readily available in mainstream bookshops. Topics include AIDS education and communication, mother and child care, nutrition and child growth, education and communication, disability and appropriate technology. Contact for resource list and order form.

AHRTAG (Appropriate Health Resources and Technologies Action Group)
Farringdon Point, 29-35 Farringdon Road, London EC1M 3JB, UK.
Tel: +44 171 242 0606
Fax: +44 171 242 0041
Resource centre with good reference section containing books and manuals on training. Some of these are generic; others have a health or community development or water focus but usually contain material which can be adapted to any training situation. The resource centre can be used by NGO staff visiting or based in the UK. AHRTAG also provides an enquiry service on Primary Health Care related issues, including training, which is free to users in developing countries.

# Appendix 1
# The Save the Children Fund staff development policy

## 1. Introduction

Save the Children's (SCF) purpose is to achieve lasting benefits for children. The values which are now enshrined in the UN Convention on the Rights of the Child are those which inform all work undertaken by SCF, including its role as an employer. In order to fulfil our mission as an organisation we need to develop organisational policies, systems and structures which enable staff to work most effectively. A staff development policy is fundamental to increasing effectiveness.

## 2. Context

SCF recognises in its work the long-term and continuing nature of development. SCF also seeks to achieve its mission through good and innovative practice. Therefore SCF has to be an organisation which promotes learning and development on a continual basis internally as well as externally.

Staff development can be simply defined as an attempt to increase the capability and effectiveness of staff through a learning process.

Staff development activities should encourage professional development and continuous learning. They must take account of the range of individual needs and offer a variety of ways of learning. Methods should also relate closely to the actual work of the Fund so that learning can be more easily applied in practice.

## 3. Values and principles

The principles which guide a policy on staff development need to reflect the values of the organisation.

The principles on which this policy is based are:

i. The Fund's values must be reflected in every aspect of the Fund's work and therefore apply equally to its role as an employer.

ii. SCF recognises the contribution of all its staff and acknowledges that different approaches and beliefs enrich the organisation.

iii. SCF recognises that people are the key resource in the organisation, in that only through people can other resources be fully and effectively utilised. We recognise that we must invest in our staff, so that current performance and future development can be assured, and that adequate resources must therefore be planned for and provided in line with normal budgetary control arrangements.

iv. Fairness and equity are recognised as essential for good practice.

v. Every member of staff has a right of access to support and to available resources and opportunities to enable them to develop and fulfil their responsibilities.

vi. Every member of staff must take appropriate responsibility for their own learning if a joint process of staff development is to be successful.

vii. Staff development of individuals and teams is a responsibility of line managers and will be explicit in their job descriptions.

viii. Staff development specialists will support line managers in carrying out the Fund's policy.

ix. Costs associated with the provision of staff development activities should be commensurate with the Fund's charitable status.

x. The provision of opportunities will be appropriate to the level and degree of need and will reflect established priorities.

## 4. Purpose and aims of staff development

The purpose of staff development is to promote a culture of learning within SCF and to assist staff to develop their potential, enhance their capabilities and increase their effectiveness to the mutual benefit of the Fund and themselves.

The aims of staff development, in priority order, are:

- To increase understanding of and commitment to SCF's mission and its achievement.
- To increase the effectiveness of the Fund in achieving its objectives through improving the performance of individuals in their current jobs.
- To promote high standards and good practice throughout the Fund's work.
- To develop skills and abilities appropriate for future requirements as the Fund develops and changes as an organisation.
- To encourage a culture of creativity, openness, flexibility, personal development and continuous learning.
- To provide opportunities for all staff to develop their potential.

## 5. Coverage

The Fund's policy on staff development applies to all permanent staff in the UK and overseas (both local and expatriate). The underlying principles of the policy apply to all staff the Fund employs irrespective of status. However, resource constraints necessarily mean that the provision of development opportunities for staff on temporary contracts needs to be considered in the light of individual circumstances and established priorities.

## 6. Responsibilities

Individual members of staff, line managers, management teams and staff development specialists all have a role to play in ensuring effective staff development. These responsibilities can be summarised as:

i. the responsibility of all individual members of staff to attend to their needs and to respond to the learning opportunities provided;

ii. the responsibility of managers to identify jointly with staff the learning and development needs that they have and to develop and implement strategies for addressing these;

iii. the responsibility of internal training and development specialists to act in an advisory and resource capacity to managers and staff;

iv. the responsibility of management teams to establish priorities and prepare plans showing how staff development needs will be met, ensuring that consideration is given to the staff development implications of developing and implementing policies of managing change.

These responsibilities should be appropriately reflected in job descriptions. Staff review and other planning and evaluation processes should focus on accountability to these responsibilities alongside others.

## 7. Links to other management processes

Staff development must be integrated with other management processes if it is to be successful. Links must be made between individuals and the wider organisation. Induction, supervision and staff review must feed into and draw from other organisational processes for planning, budgeting, monitoring and evaluating so as to link individual performance to strategic aims and priorities. The learning and development needs of staff should also be considered in relation to their team and other colleagues across the organisation with whom they need to collaborate. This can be achieved through a combination of 'top-down' and 'bottom-up' processes.

The needs of the organisation and strategies to meet them should be expressed through the development of objectives at all levels as part of the planning process. Fund-wide strategic objectives will find expression in departmental plans and will cascade down to produce department, section, team and individual objectives.

At an individual level these processes are:

**Induction** – a planned programme of induction will be arranged for introducing new members of staff to the organisation and to their role within it.

**Introduction of new policies and procedures** – staff will be offered guidance (and training where necessary) on new policies and procedures so that these can be integrated into working practices.

**Supervision** – will provide an opportunity for members of staff to participate with their line manager in a process which encourages joint planning, problem solving, monitoring, review and evaluation of work; provides access to necessary resources and support; and which actively promotes continuous learning and development.

**Staff review** – staff will have a meeting with their line manager at least once a year to review performance and progress towards agreed objectives, agree objectives and plans for the next period, identify needs for support, training and development, and discuss career development. Job descriptions should be updated as necessary.

All of these management processes can be vehicles for identifying individual staff development needs. Once prioritised, plans to meet the needs can be developed and implemented.

A coherent approach to staff development can only be achieved when these processes work well at all levels. Therefore, all managers are responsible for implementing induction, ongoing supervision and staff review processes, for providing guidance on new policies and procedures and for developing mechanisms for planning and evaluating the work of the team, project, department, Fund.

Managers are entitled to expect support from their own line managers and from specialist support staff in carrying out these responsibilities.

## 8. Methods of staff development

Learning needs should be suggested from the problems, challenges, successes and failures encountered in day-to-day activities. Ways of meeting learning needs will vary according to the individual, the situation and available resources. Often needs can be met within the workplace if managers are skilled in supporting learning: able to identify needs, coach, give feedback, and so on. SCF will support the development of such skills in its managers.

Other learning opportunities include team meetings, working parties, personal reading and study, on-the-job activities, projects, planned visits, internal and external training courses and attendance at conferences and similar events.

Whatever the method used, accurate assessment of what is needed, good planning and follow-up will play a large part in ensuring effective staff development.

## 9. Links to other SCF policies

A staff development policy cannot be viewed in isolation from other organisational policies and procedures. It should form a part of an integrated approach to human resource management. For example, other key policy areas which relate to staff development include equal opportunities; incapability; grievance and discipline; job security, redundancy and redeployment.

Similarly, the staff development implications of changes to these and other related policies should be considered as an integral part of such policy development.

## 10. The benefits of staff development

The benefits of achieving these staff development aims will be:

- The Fund will be more effective in achieving its mission statement.
- Staff will be better equipped to do their jobs.
- Staff morale and motivation will be higher.
- Staff will recognise their responsibility towards, and their role in, the Fund's development and success.
- Work objectives with achievable and realistic goals will be shared and understood by individuals, managers and teams.
- New developments will be promoted and change will be viewed more positively and constructively.
- A culture of learning from each other and sharing skills will be encouraged and developed.
- Organisational resources will be used more efficiently.

*September 1993*

# Appendix 2
# HelpAge International training policy document – statement and guidelines

## Mission

We believe that older people, possessing skills, knowledge, experience and needs, are both a valuable resource and an integral part of the whole of society.

Therefore, in accordance with the mission of HelpAge International, the purpose of our training is:

- To improve, at all levels, the understanding, knowledge and skills of those who work with older people, and
- To enhance the contributions that older people can make to the well-being of themselves and others.

As part of a network, we celebrate the diversity of culture and approaches that members bring to training activities and share in the common pursuit of good practice. We offer the following principles which shape our policy on training, and guidelines for their application:

### *Identification of training needs*

Training activities should be directed by the needs of older people. This is achieved by:

- encouraging active participation of older people as learners and teachers;
- ensuring that the needs of learners are expressed, heard and acted upon;
- equipping learners with the skills to assess the needs of older people with whom they work.

### *Provision and participation*

Training courses should be structured to encourage access and participation at all levels, regardless of age, beliefs, background and gender. This is achieved by:

- adopting flexible structures to accommodate different backgrounds, experiences, learning styles and languages;
- employing participatory methods to build upon and share the skills and experiences of adult learners;
- supporting skills development for trainers.

### *Evaluation of training activities*

Our commitment to improved skills of age care workers requires that all training activities should state clear and measurable outcomes that can be evaluated. This is achieved by:

- conducting accurate needs assessment;
- planning for evaluation in the design of all training activities and materials;
- identifying and developing simple and appropriate techniques that encourage full participation in evaluation;
- equipping learners with the skills to evaluate their own learning and the effects of this upon their lives and work;
- recognising that evaluation is a continuous process.

### *Application of training*

Training activities should be of immediate and practical use in the development of programmes for and by older people. This is achieved by:

- demonstrating links between theory and practice in training;
- providing opportunities for practice of relevant skills during training;

- developing follow-up support structures to enable learners to apply new skills appropriately in the context of their work.

### Dissemination

Our constant pursuit of improvement requires that our training activities should be open to the widest possible dissemination of experiences, information and techniques. This is achieved by:

- developing practical and effective materials to enable groups to implement appropriate training activities;
- documenting valuable experiences in appropriate languages;
- sharing experiences, resources, and expertise within and beyond the network;
- facilitating exchange programmes between members and partner organisations;
- identifying and working collaboratively with other agencies and resource persons to establish training networks.

# Notes

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# Notes

Organisations in the voluntary sector, particularly those in developing countries, invest substantially in training and development activities for their own staff and for government and community partners. Many publications exist which advise on training methodologies and materials but less attention is paid to the crucial area of accurately analysing needs so that the maximum benefit is gained from the investment of scarce resources in training and development.

*...g for training and development: ... to analysing needs* aims to ...anagers and other staff in ...vernmental Organisations ... responsible for identifying ... and development needs, ...ping training plans and budgets ...luating training and development ...grammes. It outlines the steps to be ... to conduct a training needs ...nd includes tools such as job ... interviews, ranking and sorting ... be used to gather and ...the information which is ...ary for the successful planning, ...ng, monitoring and evaluation of ... and development.

... draws on the field ...of staff in NGOs and ...se examples to illustrate ...ce and problem areas. It ... approach which involves ...efining their own needs and ...s to improve performance; ...egrates learning with work; builds ...pacity; considers non-training factors ...d solutions.

...ve the Children works to achieve ...ting benefits for children within the ...mmunities in which they live by ...luencing policy and practice based ... its experience and study in different ...rts of the world. In all of its work ...ave the Children endeavours to make ...reality of children's rights.

Also of interest

**Working together**
A guide to supervision

Produced in an easy to read format this booklet sets out a framework for supervision practice within Save the Children. It considers the reasons for engaging in supervision and looks at the component stages of the process. In addition to the core text are a series of self-learning exercises and toolkit panels which introduce a variety of techniques in key skill areas.

£7.50 1993 A4 paperback 36 pages

**Toolkits**
A practical guide to assessment, monitoring, review and evaluation

A unique guide providing a comprehensive, accessible overview of the entire process of programme development and the different approaches available. Thoroughly tested in the field and written especially for programme-level practitioners, this practical manual will help you to evaluate and monitor your work in a systematic way. It covers the whole process of assessment, monitoring, review and evaluation including the questions of who to involve, how to avoid discrimination, and what methods to use (including participatory assessment [PRA] and logical framework).

*Toolkits* takes a commonsense approach. It draws on Save the Children's extensive experience and shares the lessons learned. It is essential reading for development workers, voluntary organisations and academics.

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