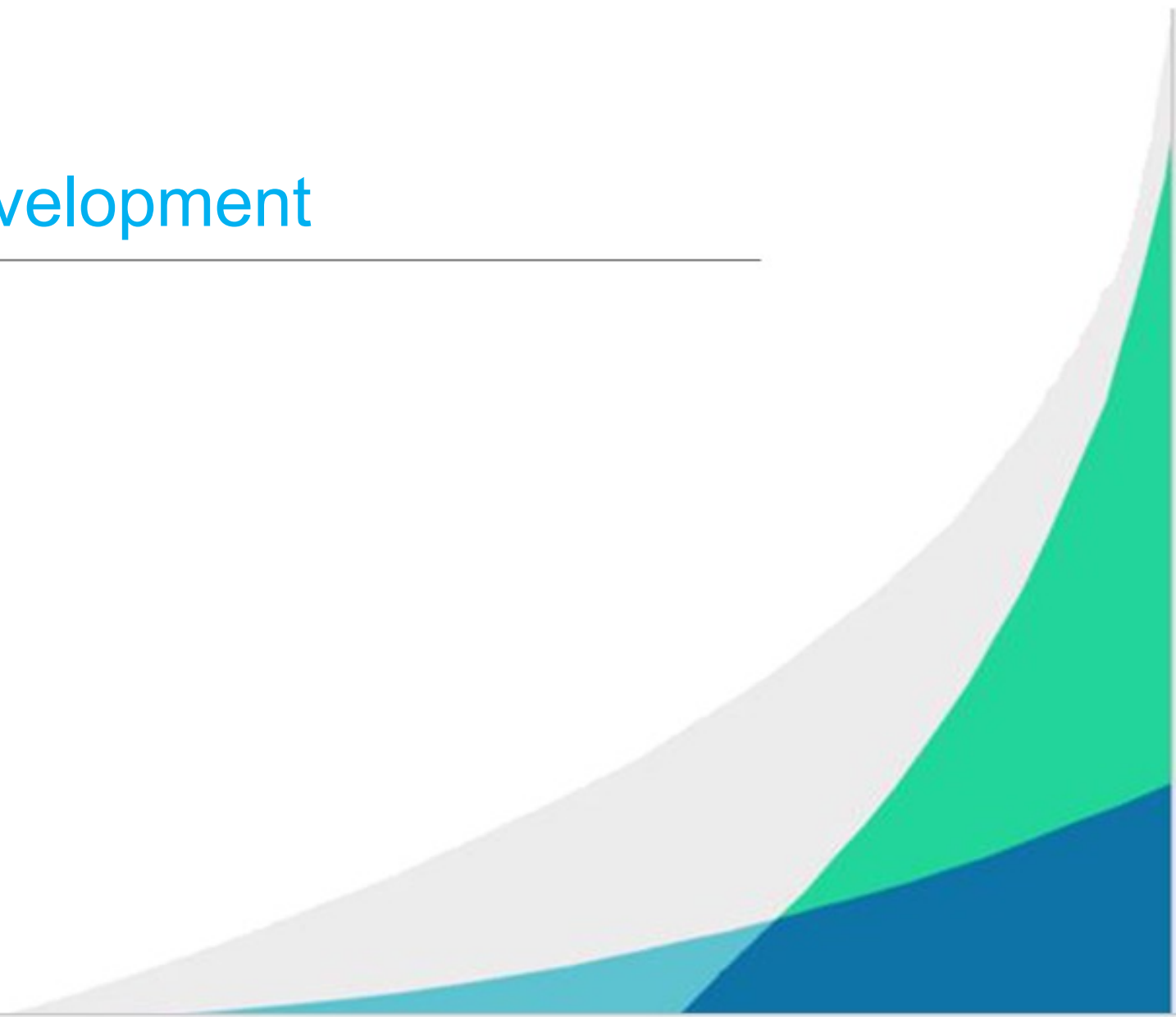




Learning and Development

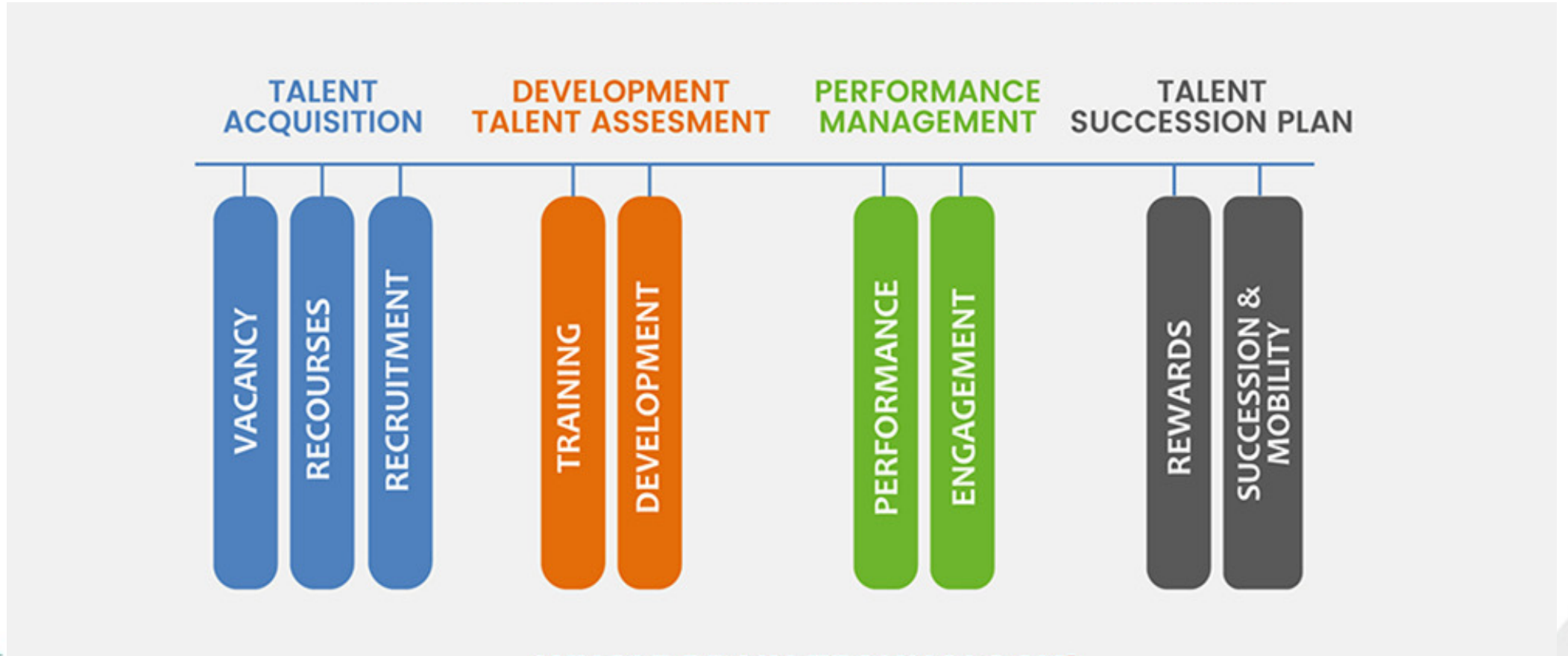


Learning Outcomes

At the end of the session participants should be able to:

- Identify different types of learning and development strategies to upgrade officers' competencies.
- Learn practical steps and apply learning and development concepts, framework and principles to continuously improve officers' performance in the service.
- Apply 'Training' evaluation and 'RoI' concepts as HR Officers make learning intervention value adding.

Talent Management



Definition of Concepts

Learning : A systematic way of acquiring knowledge, skills or behaviour through study, experience, or being taught.

Development: Broad ,ongoing multi-faceted set of activities aimed at taking an individual or organisation up to another threshold of performance.



Definition of Concepts

Knowledge

The familiarity, awareness or understanding of someone or something such as facts, information, descriptions and skills acquired through experience or education by perceiving, discovering or learning.

Skills

Applying knowledge in an effective and efficient manner to get something done. Skills are displayed in behavior.

Attitude

A predisposition or tendency to respond positively or negatively towards a certain idea, object, person or situation. It influences an individual's choice of action and responses to challenges, incentives and rewards.

Definition of Concepts

Training

This a learning activity or series of learning activities focused on and evaluated against the job an individual currently holds.

Education

This is learning activity or series of learning activities focused on the jobs that an individual may potentially hold in the future and is evaluated against those jobs.

Continuous learning

This is expanding an individual's ability to learn by regularly upgrading ones' skills and increasing knowledge.

Best Practice

Best Practice

- ‘...**employees** are key players contributing to the core competencies of the organisation’. (Hamel and Prahalad, 1994)
- Harnessing the talents and capabilities of employees is an essential managerial activity. (Leopold *et al.*, 2005)
- ‘Strategic human resource development involves introducing, eliminating, modifying, directing and guiding processes in such a way that all individuals and teams are equipped with required skills, knowledge and competences to undertake current and future tasks of the organisation’. (Walton, 1999)
- takes a broad and long-term view for L&D (Armstrong, 2006)

Best Practice

Building a superior workplace as part of corporate identity

Taking care of employees.
Employees taking care of customers/clients

Training to learn multiple skills

Focusing on and fostering high performance

Interested in working with people

Openness & transparency

Institutionalising learning culture

Encouraging knowledge sharing

Providing professional support

Continuous and systematic skill updating – learn, re-learn and unlearn

Best Practice

Interactive sessions with
the Chief Executive
Officers

Learning organisation and
Organisation learning

Knowledge sharing
sessions

Open Book Management
Style

Performance
Management Feedback
System

Recognising employee
achievements

Rewarding high
performance and desired
behaviours

Individual learning plans –
self development

Reimbursement of tuition
fees/examination fees for
employee organisation
relevant professional
development

Overview

Organisations need Strategic Learning and Development

- Global business environment
- Forces of change
 - New technology
 - Paradigm innovation
- Competition
- Continuous improvement
- Internalisation
- Levels of uncertainty and ambiguity
- Development of critical core competencies

Goals of Government

- Enable developers to build stronger, more successful human capability.
- Provide knowledge and business support resources.
- Increase the perception of development as a credible government and raise the profile of public service as viable.
- Improve the government/citizens relationship.
- Improve the dividend of democracy.

Managers' misconceptions about training...

- Training is not valuable
- Training is an expense, not an investment
- Anybody can be a trainer
- The training department is a good place to put poor performers
- Training is the responsibility of the trainers



Managers' misconceptions about training...

- Training solves most internal problems
- Training is a waste of time and money
- Training doesn't prepare for real-life situations
- You cannot measure the return on investment
- You always need external trainers, which is expensive.



Ways of Learning

Reinforcement

- Changes in behaviour take place as a result of an individual's response to events or stimuli and ensuing consequences (rewards or punishments).

Cognitive

- Involves gaining knowledge and understanding by absorbing information and internalising it.

Experiential

- Learning from experience, it is a personal construction of meaning through experience.

Social Interaction

- Effective learning requires social interaction. Learning is a series of information processing steps set in train by social interactions.

The Motivation To Learn

Conducive learning environment

What is in it for me (WIIFM)

Experiential

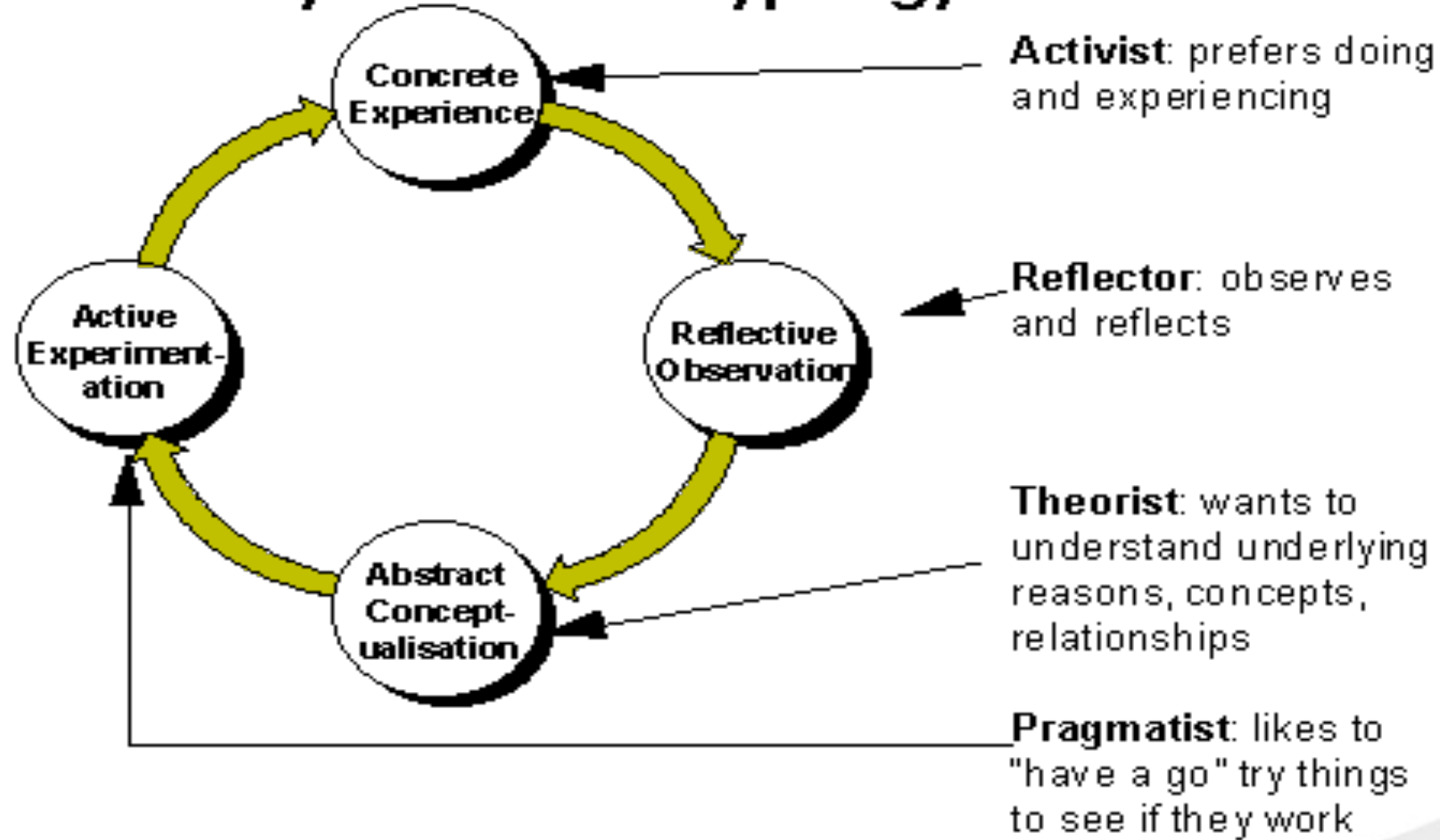
Constructive feedback

Use of preferred techniques

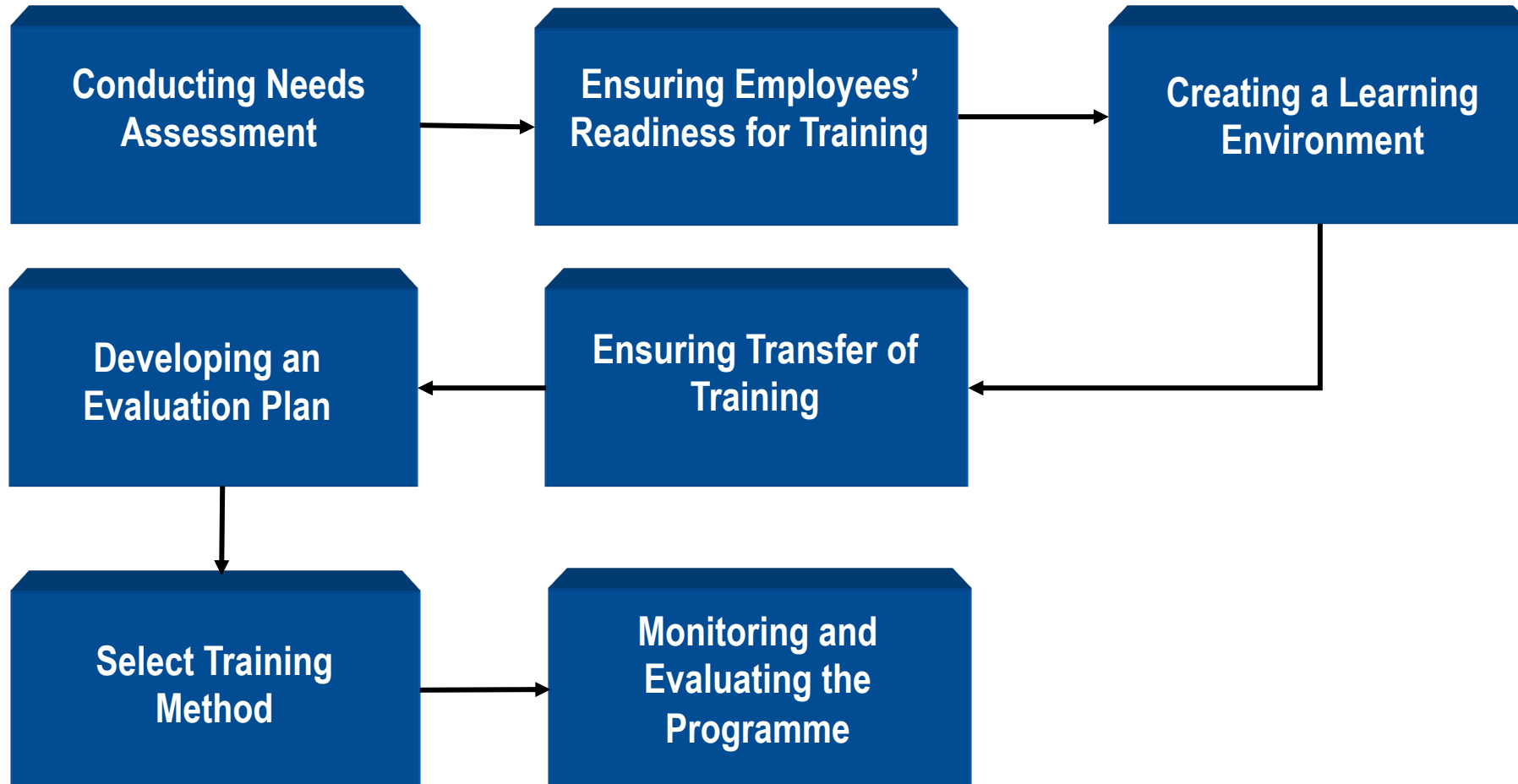
Independent to learn and apply

Types of Learning

Honey & Mumford: Typology of Learners



Learning Process



Learning Needs Analysis

Needs Analysis Definition

A **needs analysis** is the process of identifying performance requirements and the 'gap' between what performance is required and what presently exists.



Identifying Training Needs

Current Position

Conduct training needs assessment
Is there a training/development gap?

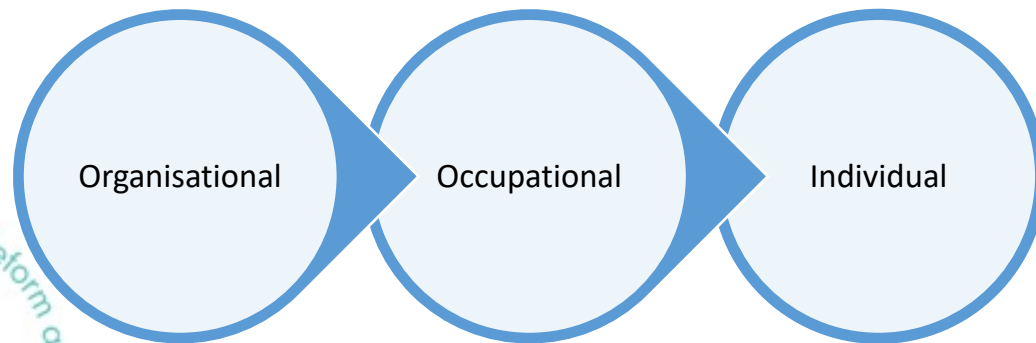
Where you want to be

- To determine what development is relevant to your employee's jobs
- To determine what development will improve performance
- To determine if training will make a difference
- To distinguish training needs from organisational problems
- To link improved job performance with the organisation's goals

Macro vs. Micro

Macro (large)

- Aligned with strategic goals
- three levels:



Micro (Small)

- Initiated by performance problems or change.
- Assessment done to clarify problem, determine if training is the solution, analyse performance, and characteristics of trainees

Analyse



Problem Analysis

What is the problem?

Performance Analysis

Is it a training problem?

Task/Competency
Analysis

What skills and knowledge should be included in the training programme?

Learner Analysis

Who needs to be trained?

What is problem and performance analysis?

- Clearly defining the problem or opportunity;
- A formal procedure used to examine in detail defined needs to determine their causes and identify appropriate solutions i.e. to explain and interpret it.



Analysing performance problems

1. Define the problem?

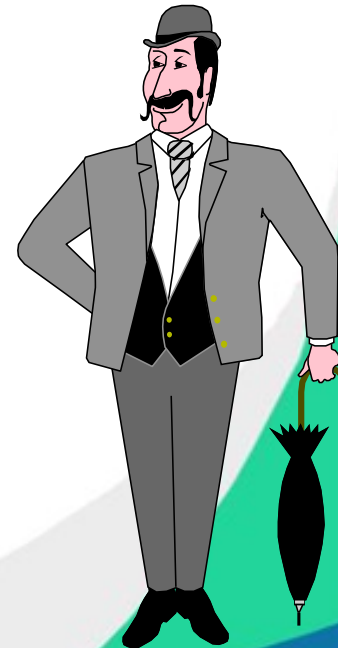
2. Determine the importance

- Is it worth solving?

3. Determine the cause(s)

4. Identify training vs. non-training solutions

5. Select the best (most cost-effective) solutions



Cause → Solution

If skill or knowledge	• Training
If lack feedback	• Standards, feedback
If motivated/not motivated	• Rewards/Consequences
If unclear expectations	• Standards/targets, measure, discuss
If job environment	• Change environment
If potential	• Change personnel

If training is the answer...

Formal training

Self-study

Technology based

Job related/
workplace
approaches



Task/competency analysis: ‘What do learners need to learn?’

Task Analysis



- For more skill-oriented jobs
- When they need consistent set of training requirements

Competency Analysis



- Soft skills training such as management, supervision
- Professional jobs
- Career pathing
- Leadership development

Data collection methods

Data gathering is cornerstone of any need assessment project

Interviews

Surveys/
Questionnaires

Focus Groups

Observations

Existing Data



The Learning and Development Cycle

The learning cycle (LC)

To create meaningful learning, instruction has to be adapted to help participants:

- Become aware of their prior knowledge;
- Work cooperatively in a safe, positive learning environment;
- Compare new ideas to their prior knowledge.

Traditional course lessons

Lesson Begins

Trainer:
tells/lectures
content,
questions
Learners

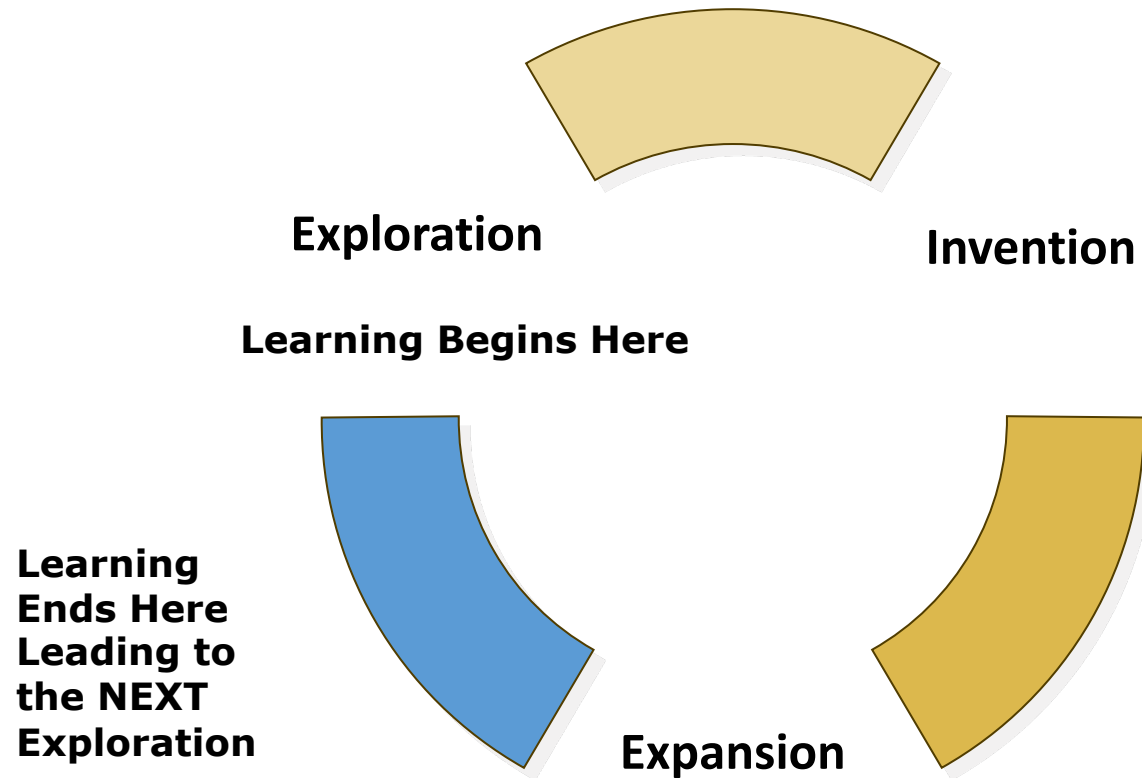
Learners:
answers
questions,
recites work and
problems

Lesson Ends

Trainer: provides
verification and
summary

Learners: Asks
for clarification

More meaningful learning



Why use a learning cycle?

Learning cycle allows learners to:

- Become aware;
- Recognise shortcomings;
- Apply critical reasoning;
- Search more efficiently;
- Apply what they learn;
- Transfer knowledge.

The learning cycle: Exploration

- LC was created for learners to experience;
- Learners are provided with suitable experiences to foster learning;
- Learners experiences provided will allow learners to add to what is to be learned with prior knowledge;
- Enough time should be allocated to understand materials and activities that enable learning;
- A well-designed exploration provides opportunities for learners to assimilate the concept from more than one activity.

The learning cycle: Term introduction

Five factors to be included in a term introduction include:

The findings of the exploration need to be reviewed and summarised

All findings used must be the Learners'

The concept must be stated in the Learners' own words

The proper terminology of the concept should be introduced

One or more reasons for the importance of the concept need to be given

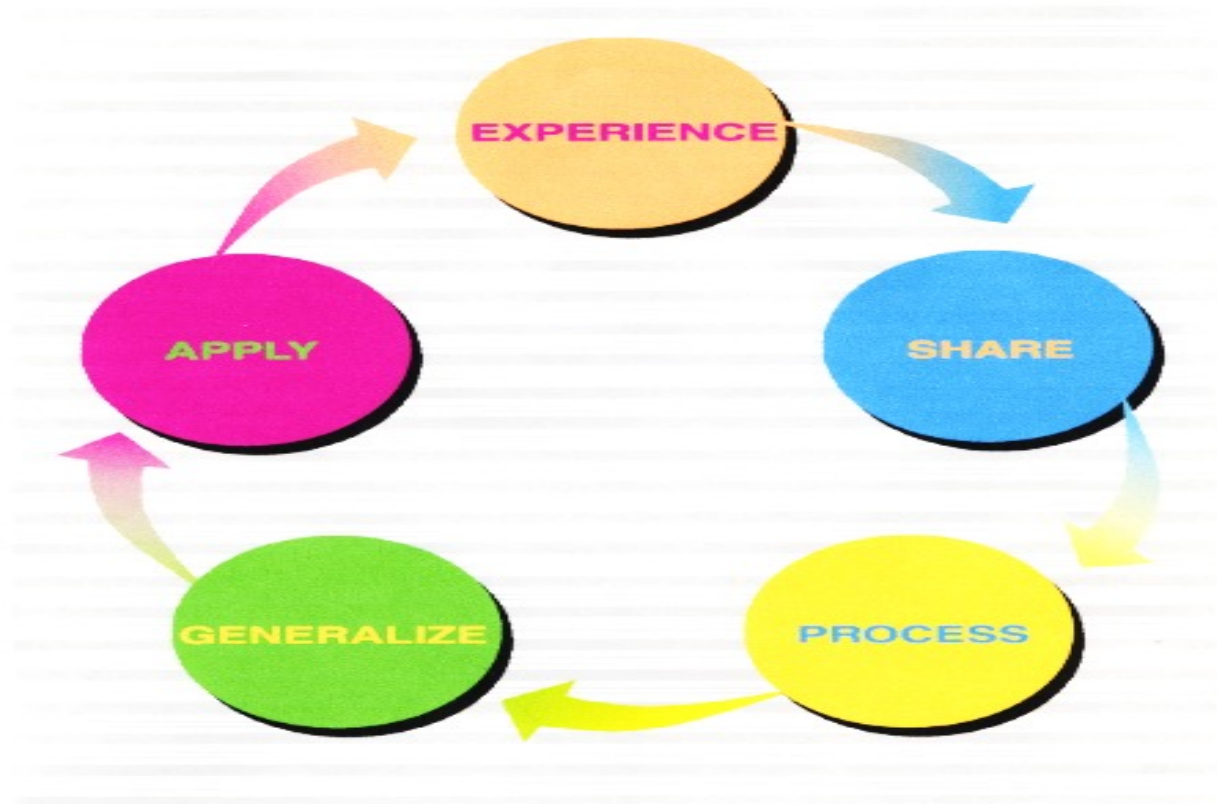
The Learning Cycle: Concept application

- Provides learners with the opportunity to *organise* what they have just learned with other ideas that relate to it;
- Create opportunities for new ideas being introduced to be meshed with existing knowledge in order to expand and enhance knowledge and the newly acquired idea.

Additional experiences to help this elaboration process are an essential part of this stage.

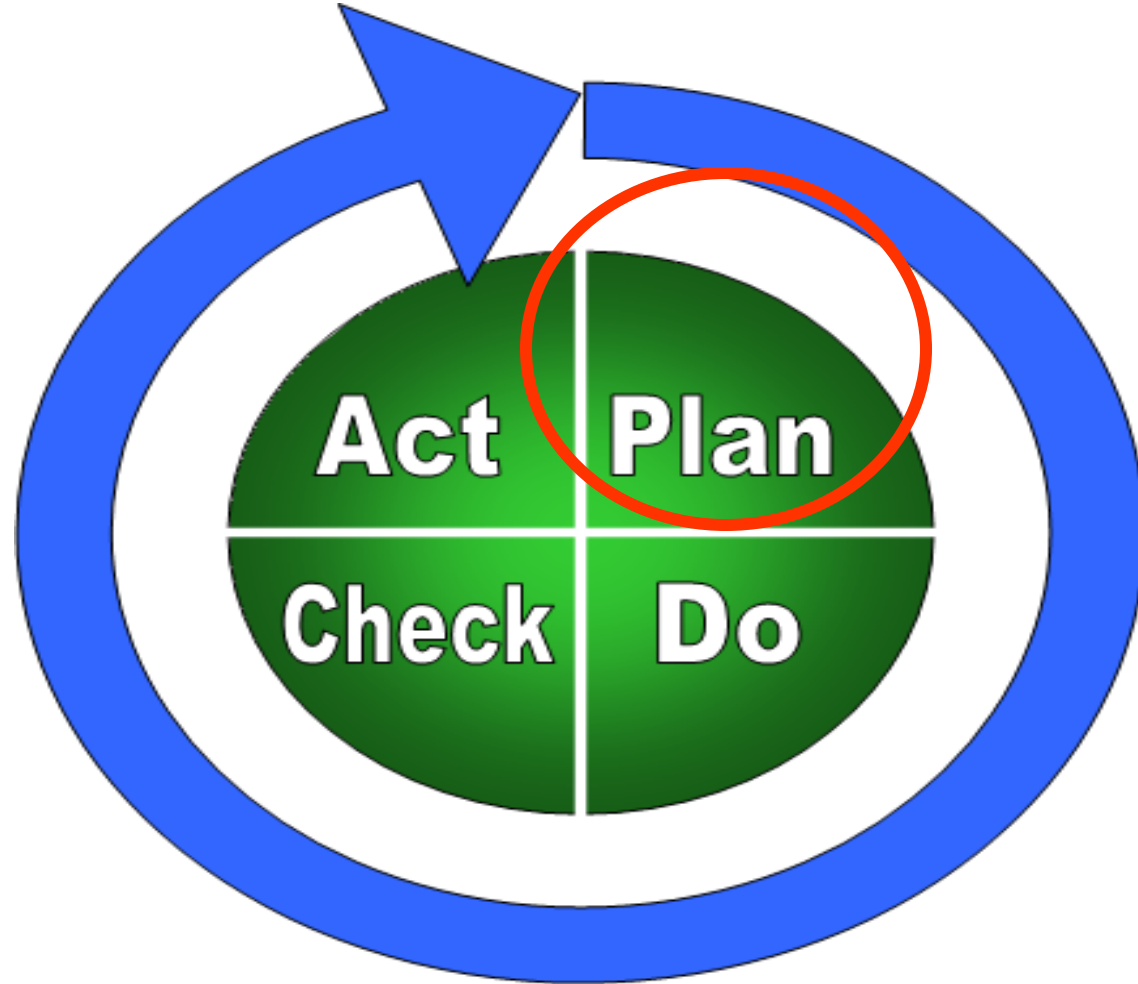
5-step experiential learning cycle

THE EXPERIENTIAL LEARNING CYCLE



Budgets and Learning Events

Budgeting is part of planning



Definition: L&D Budget

- An organisational plan stated in monetary terms
- The process of making the list and cost of proposed expenses is budgeting.



List of all planned expenses & revenues related to the organisation's programmes, projects and activities

Purpose of budgeting

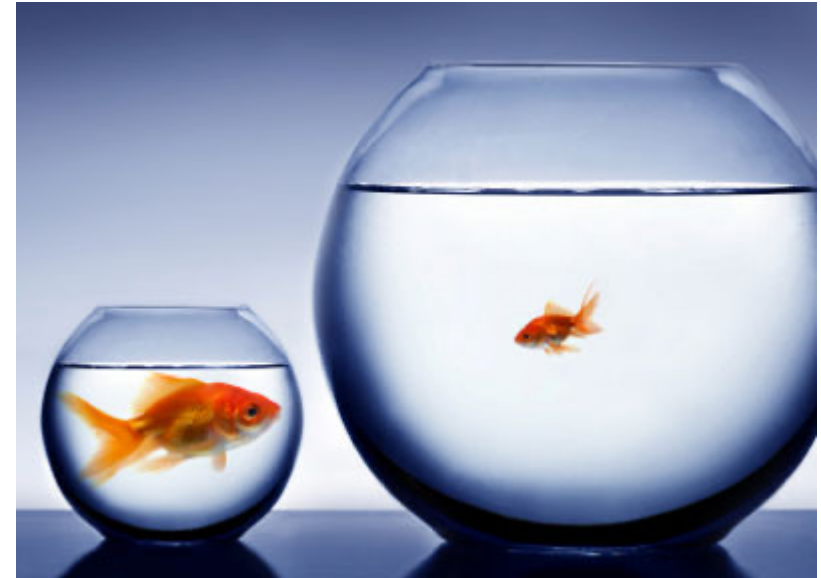
- To provide a forecast of revenues and expenditures
- A model of how a business might perform financially speaking *if* training strategies, events and plans are carried out



It is a MODEL!

Purpose of Budgeting

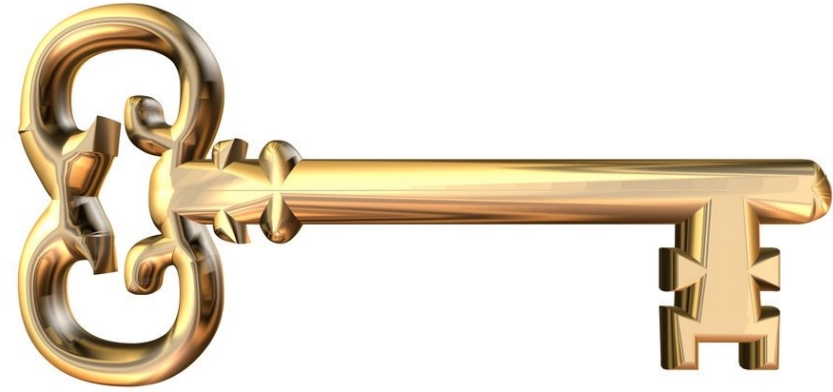
✓ To assess performance by comparing actual operating results against the forecast/budget (Model vs. Actual)



It is a METRIC!

Budgeting is key!

It is good practice to budget for the organisation's learning and development activities periodically



Budget tracking

One must keep track of how much money is going into each category of expense, as well as how much one is spending in total.



Budgeting Principles

The Finance and Accounts Department compiles the organisation's budget, but today modern software allows hundreds or thousands of people in the various departments (operations, human resources, IT etc.) to contribute to the final budget.



Budgeting Principles

A budget cannot be adequately prepared during the final week or two before the new budget period begins.

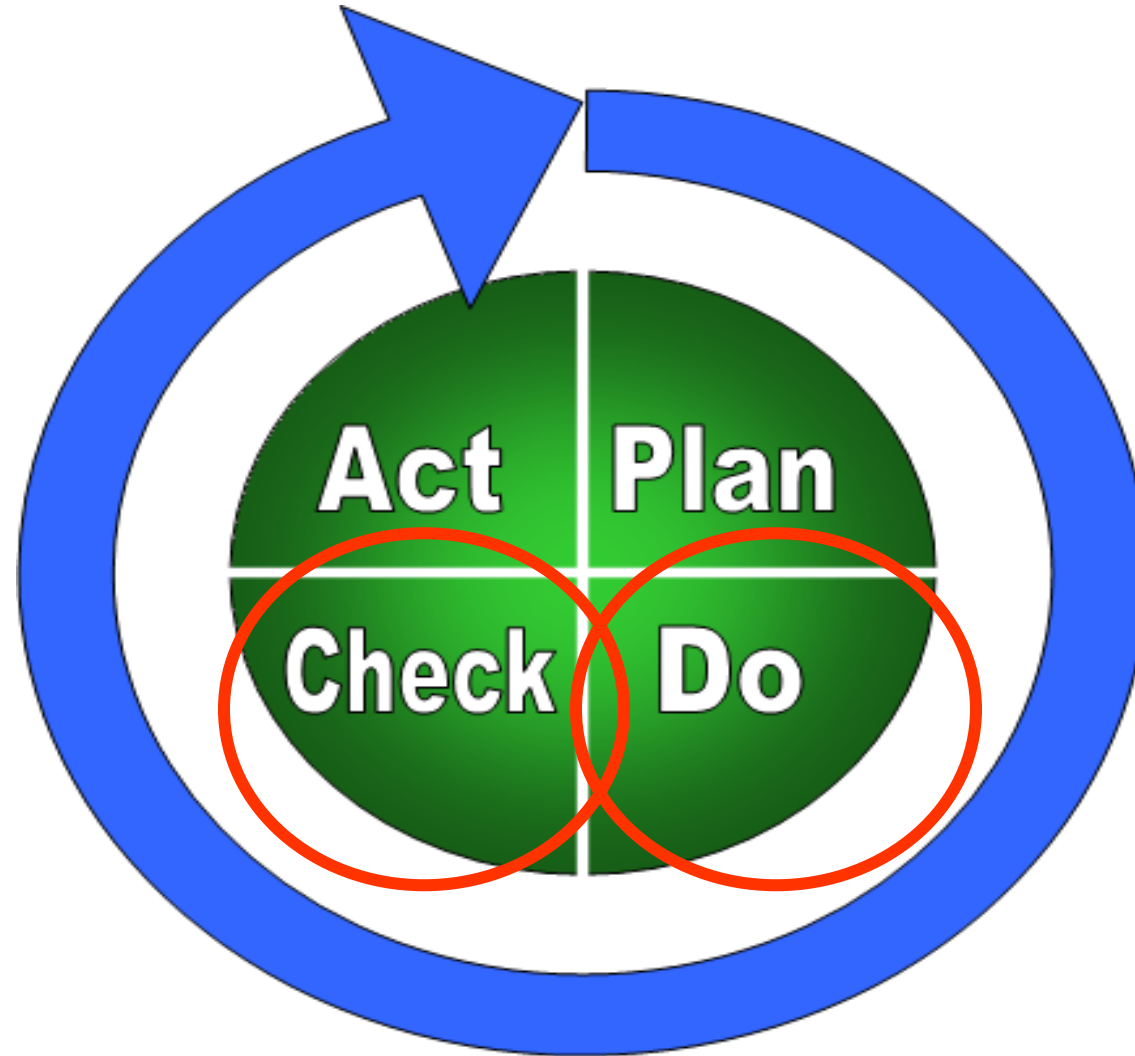


Budgeting Principles

You should collect information used in preparing the budget, especially information concerning expenses, several months ahead of time.



Budget variance



Variances!

- Variances against budget
- Variances against history (usually prior year)

ACTUAL	BUDGET	VARIANCE (+/-)



Managing a training event

To ensure an effective and memorable training event.

Training Administrators should prepare checklist to confirm:

- The Delivery – Curriculum, Facilitator, etc.
- The Logistics – Equipment, Venue etc.
- The Participants – Attendance, Commitment
- The Fund – To provide needed resources
- Evaluation – Assessment, Feedback

Training methods and strategies

Training methods

- Technology-based Learning
- Lecture method
- Demonstration method
- Practical exercise (practice method)

Other training methods are:

- Simulators
- On-the-job training
- Coaching/mentoring/shadowing
- Group discussions & tutorials
- Role playing
- Management games
- Outdoor training
- Films & videos
- Case studies
- Planned reading

Lecture methods

Lecture method:

- Trainer centered with the trainer as the sole disseminator of information. The best method is when the trainer presents a segment of training, questions the student frequently, and provides periodic summaries or logical point of development.



• Advantages:

- Learners are encouraged to ask questions about points which are not clear, and the trainer is free to take the necessary time to answer these questions. Good for auditory people.

• Limitations:

- The major limitation of this method is that only limited discussion is possible because of larger classes and greater amount of material to be covered.

Demonstration methods

Demonstration method:

- The learner observes the portrayal of procedure, technique, or operation.
- The demonstration method shows how to do something or how something works. It may or may not introduce new methods.

• Advantages:

- It sets standards by showing exactly how a thing is to be done and the degree of proficiency required to meet objective.
- Appeals both to the sense of sight and hearing.
- Saves time since principles, theories and operations can usually be shown more quickly than they can be explained.

• Limitations:

- Since students do not actively participate in all demonstration, there is less reinforcement of teaching points if this method is used alone.
- Method should be followed with a practical exercise in which the learners do participate. DM is not good for kinesthetic people.



Practical Exercise

PRACTICAL EXERCISES

Practical Exercise:

- Learner actively participates, either individually or as a team member. He does this by applying previously learned knowledge or skills. This method may take several forms: team, pupil, and independent practice.
- **Types of practice methods:**
 - Team practice, role play, case study, brain storming, discussion, games and competition.
- **Advantage:**
 - Learners learn by practicing role.
 - It encourages learners to think about the subject from various perspectives.
 - Students learn from each other.
 - Learners become eager to learn in order to 'beat the competition' as competition creates enthusiasm.
- **Limitations:**
 - If not handled properly may create conflict among the learners because of competition. Learner's confidence can be damaged if they are told their idea is 'wrong' or if they face aggressive opposition. Disadvantage for shy people.

Technology-based learning

Technology-Based Learning:

Participates either individually or as a team member. He does this by applying previously learned knowledge or skills. Forms of methods: team, pupil, and independent practice.

- **Advantage:**

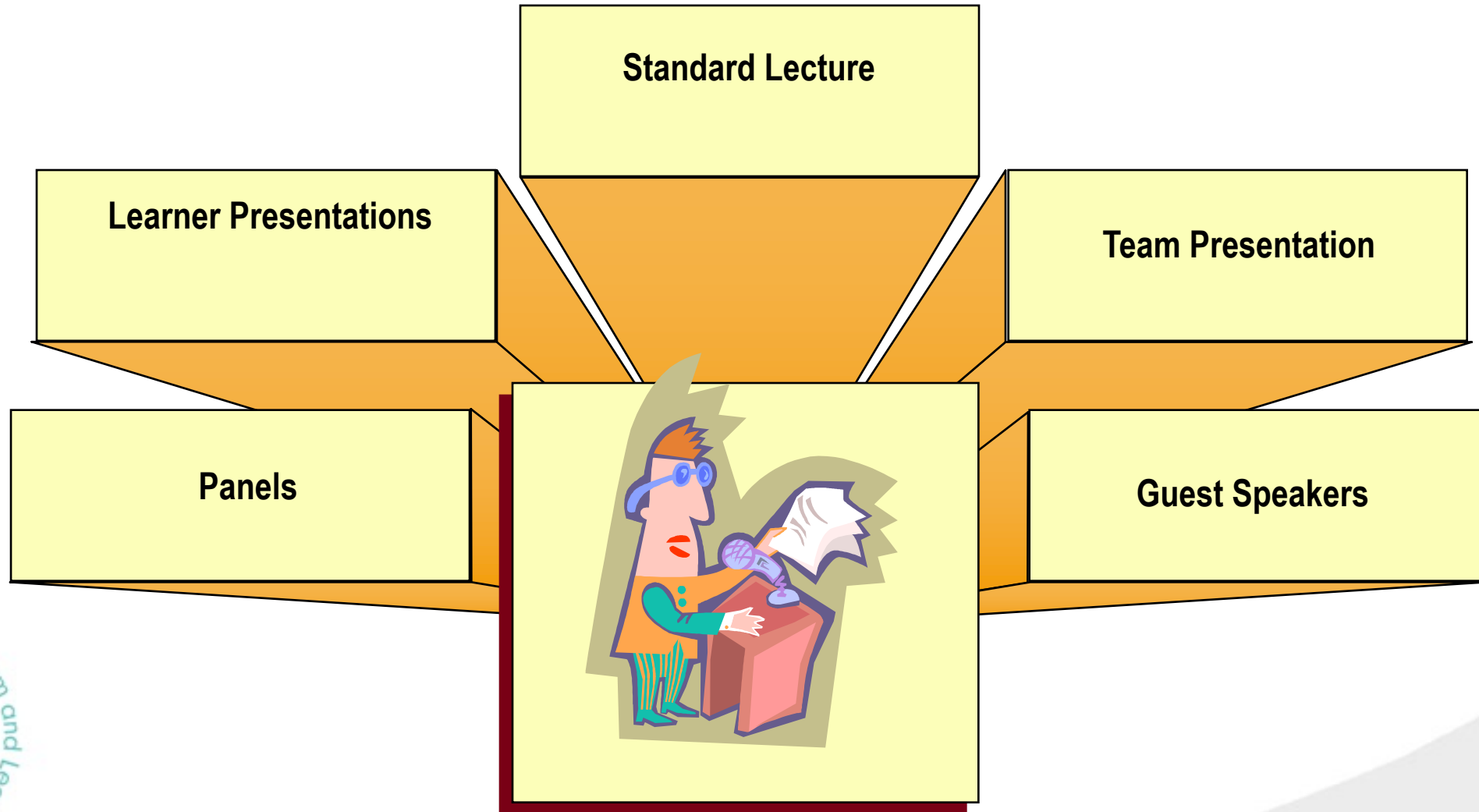
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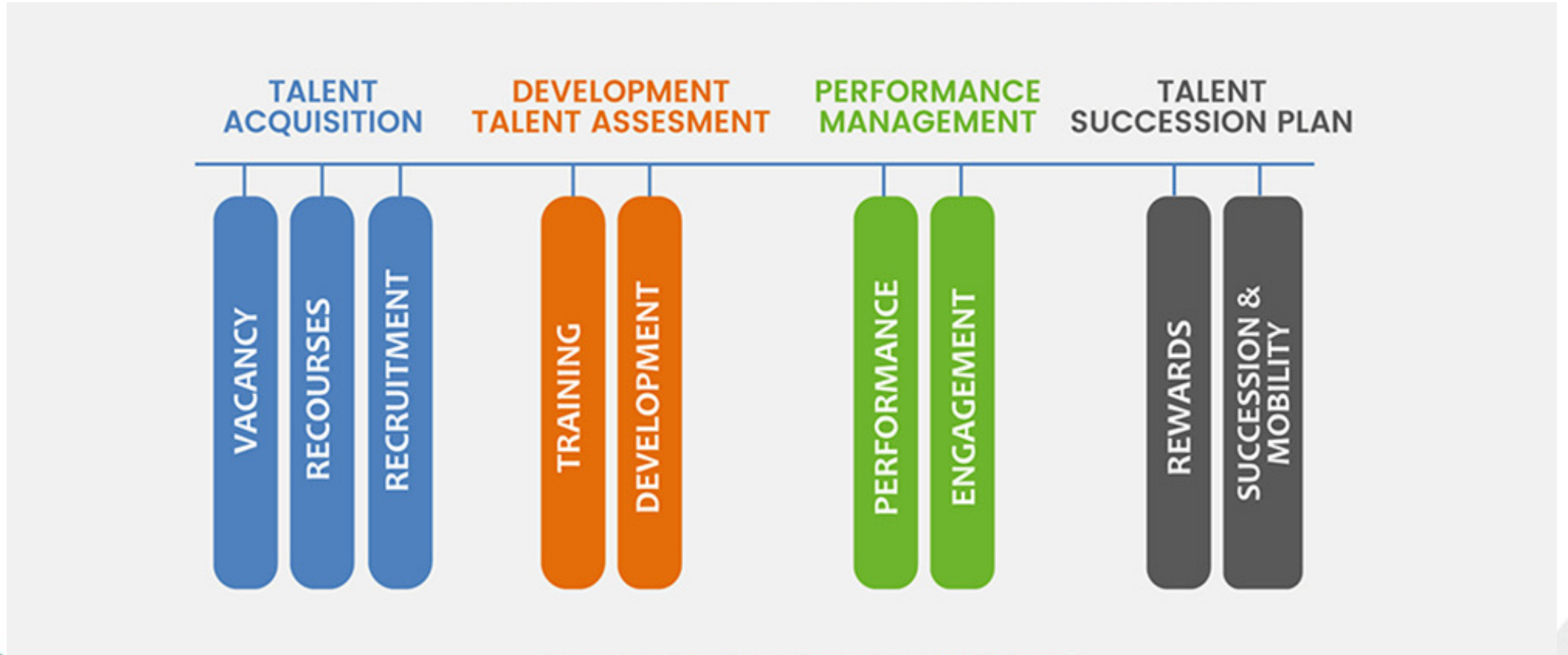


Variations of the lecture methods



Talent Management

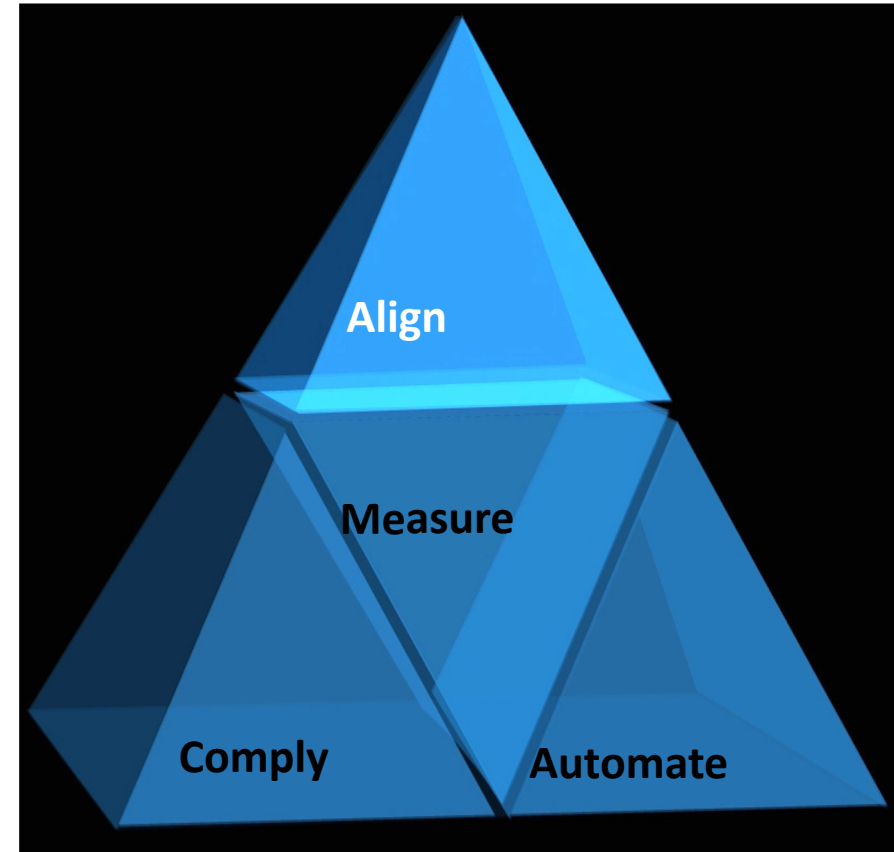
Talent Management



What is talent management?

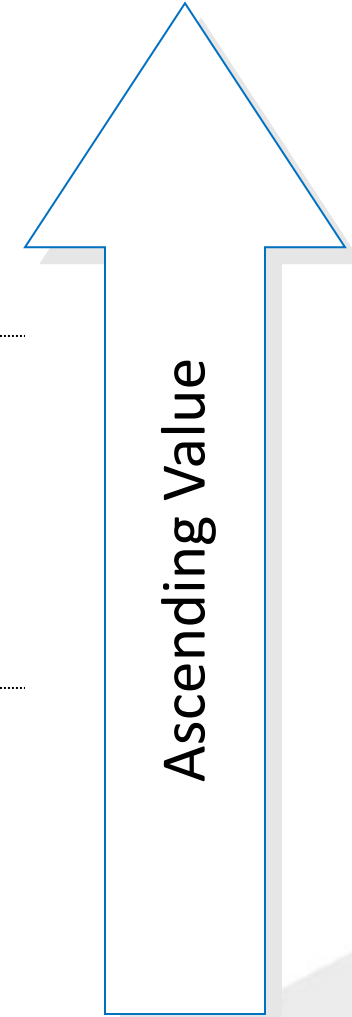
A set of processes that allow a company to increase value provided by their human capital.

- Key processes
 - Talent acquisition
 - Development talent assessment
 - Performance management/rewards
 - Talent succession plan
- Workforce is more:
 - Suitable
 - Engaged/Committed
 - Flexible/Adaptive
 - Productive



How do you develop leaders?

- | | |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Experience | <ul style="list-style-type: none">• Job change/rotation• Special projects and assignments• Exposure and involvement in key challenges• Task forces, committees, change initiatives |
| Feedback & Coaching | <ul style="list-style-type: none">• Job Performance feedback• Executive coaching• Feedback process• Developmental assessment workshops |
| Formal Learning | <ul style="list-style-type: none">• Critical skill building training programmes• Transition training programmes• Key external training programmes• Self-directed learning initiatives |



Talent Retention Tools

- Career development opportunity
- Sense of accomplishment
- Job security
- Confidence in future
- Good compensation
- Recognition
- Fairly evaluating job performance

Succession Planning

Succession planning

- A process by which one or more successors are identified for key posts (or groups of similar key posts), and career moves and/or development activities are planned for these successors.
 - Targeted only to key leadership positions
- How succession planning helps:
 - Understanding the organisation's long term goals and objectives
 - Identifying the workforce's developmental needs
 - Determining workforce trends and predictions
- Benefits of succession planning:
 - Better retention
 - Valuable training goals
 - Increased preparation for leadership
 - Greater employee satisfaction
 - Enhanced commitment to work and workplace
 - Improved corporate image



Succession planning model

Best Practice: Right approach

Effective succession management is a journey – not a destination

Deploy a Succession Management Process

- Succession management is a continuous annual process
- Business units responsible for ‘deliverables’
- HR typically responsible for the tools and processes
- Technology to facilitate the process (short, simple and flexible)

Identify the Talent Pool

- Cyclic continuous identification process
- Core set of leadership and succession management competencies
- Talent assessment – semi transparent process

Engage the Talent Pool

- IDPs for each employee
- Developmental Activities – special assignments, action learning, web-based development activities

Monitoring & Assessing

- Monitor the succession planning process

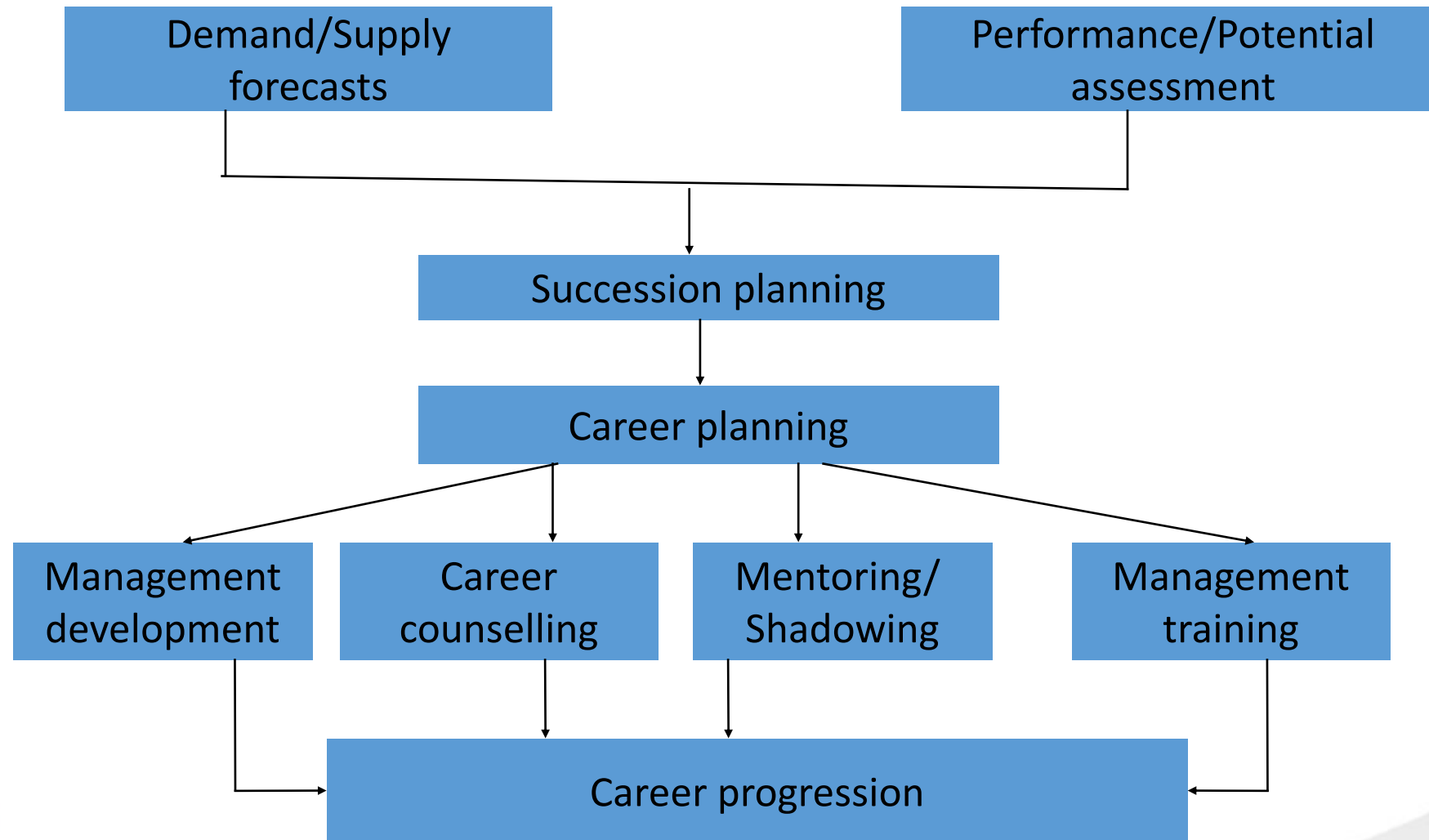
Succession planning

- An integral part of learning and development
- Key aim is to provide the organisation with continuous stream of high quality people on an ongoing basis as required by the strategic plan
- Succession Planning helps focus attention on the Talent agenda of the organisation
 - Who succeeds who by when
 - What actions are required to make the plan happen?
- Actions could include Training/Secondment/Relief assignments/Project work/ Education
- Recruitment requirements also emerge from the succession planning process

Why is succession planning important?

- Organisational strategy assumes that capable people will be continuously available in the right numbers to man the key positions;
- Career and succession planning help guarantee that this assumption happens in a consistent/systematic way;
- Career planning offers motivation for key employees – an important retention factor;
- Offers significant competitive advantage in the recruitment market – enables attraction of key talent;
- Succession planning and implementation reinforce employee confidence in the employer's commitment to personal growth.

Career Management Process



Building Excellent Successors

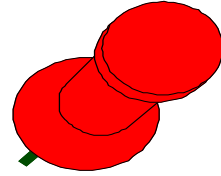
- Building excellent successors does not just happen
- It is a product of systematic approach to the implementation of career and succession planning
- As ‘people make the difference’ in the organisation, the manpower planning agenda requires ruthless focus
- Capability to build excellent successors has thus become an imperative – ‘**growing your own trees**’
- Business survival and growth rests on continuity of quality leadership
- Business continuity rests on availability of excellent successors

Recommendations

- Keep the process simple
- Engage technology to support the process
- Align succession management within overall business strategy
- Secure senior level support for the process

The last two suggestions show that there is a ‘virtuous cycle’ when the succession system supports corporate strategy in a tangible way.

Training Evaluation and Return on Investment



Training evaluation provides
the data needed to
demonstrate that training
does provide benefits to the
company.

Concept

- **Training evaluation:** a systematic process of collecting information for and about training activity which can be used for guiding decision making and assessing the relevance and effectiveness of various training components
- **Evaluation design:** whom, what, when and how information needed for determining the relevance and effectiveness of training programmes will be collected

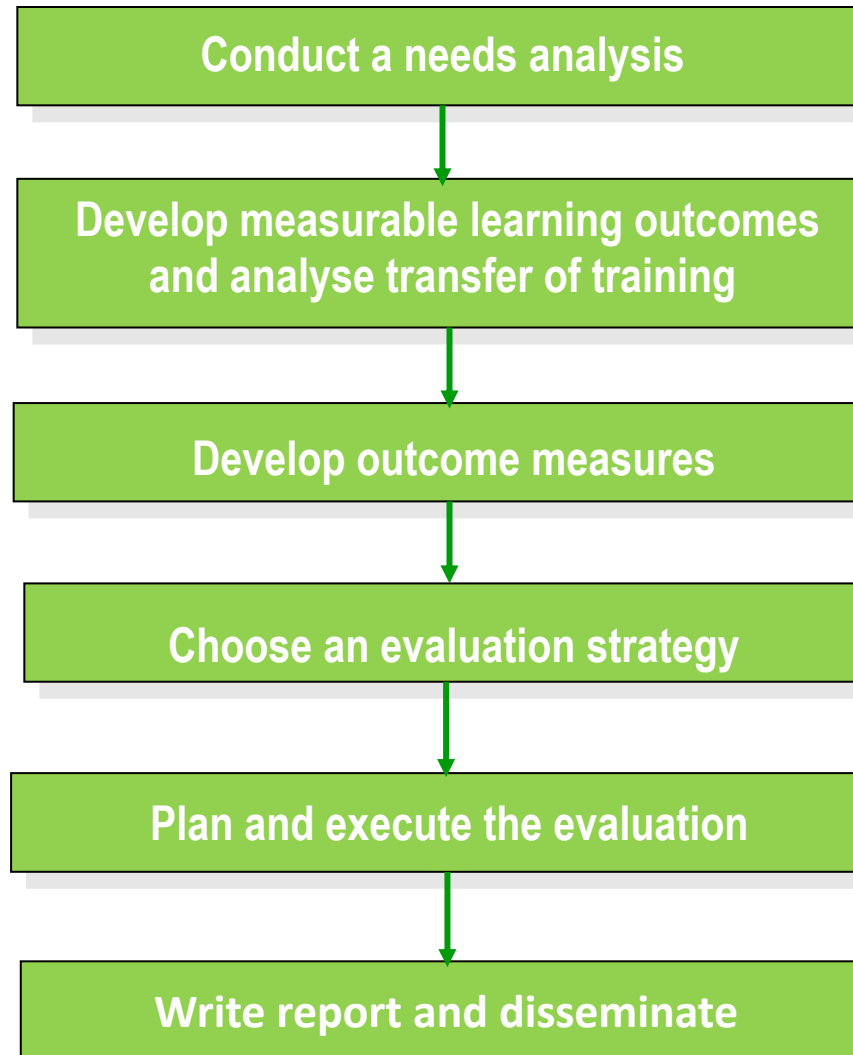
Why evaluate a training programme?

- To identify the programme's strengths and weaknesses;
- To assess whether content, organisation and administration of the programme contribute to learning and the use of training content on the job;
- To identify which trainees benefited most or least from the programme.

Why evaluate a training programme?

- To gather data to assist in marketing training programmes;
- To determine the financial benefits and costs of the programmes;
- To compare the costs and benefits of training versus non-training investments;
- To compare the costs and benefits of different training programmes to choose the best programme.

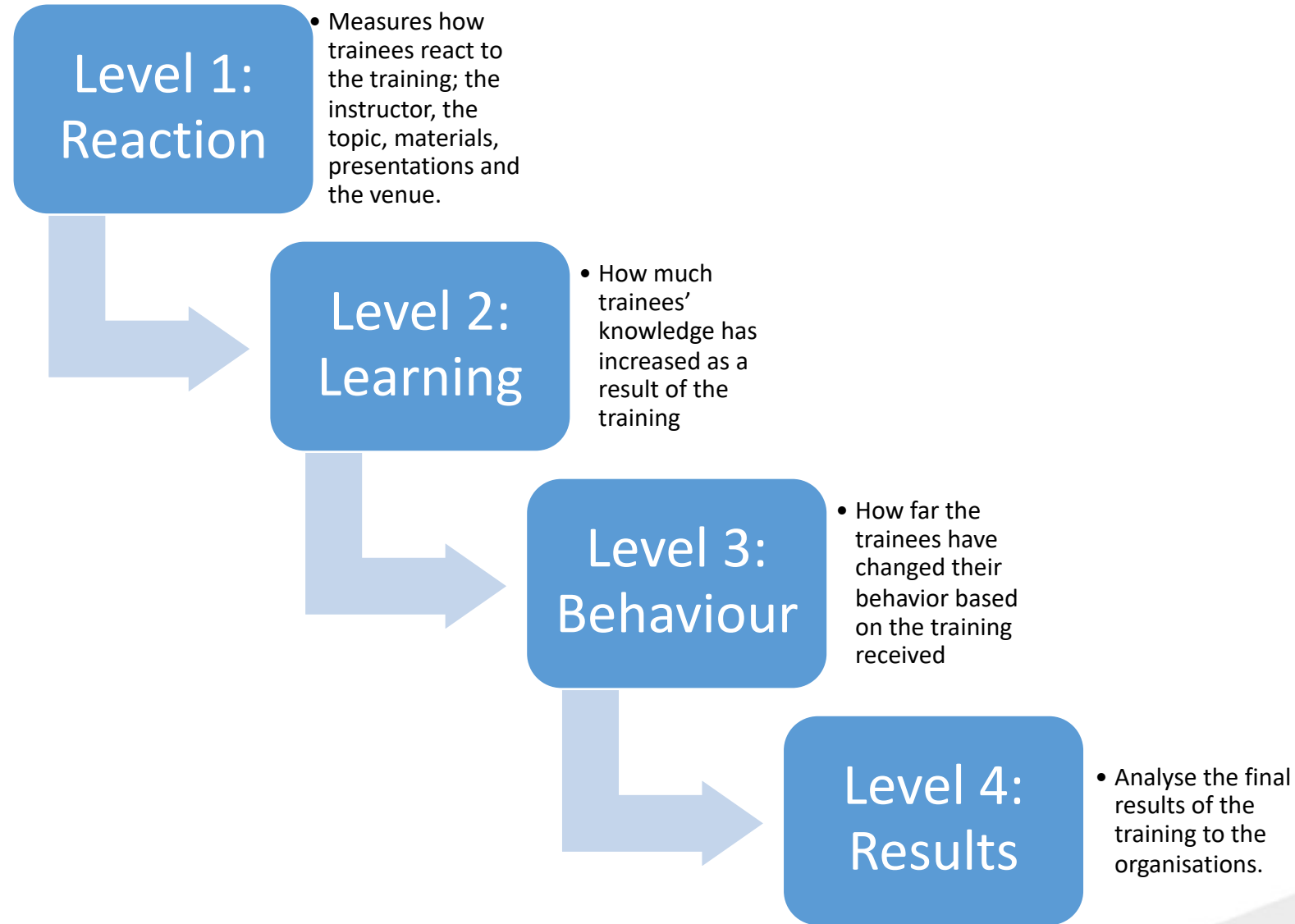
The evaluation process



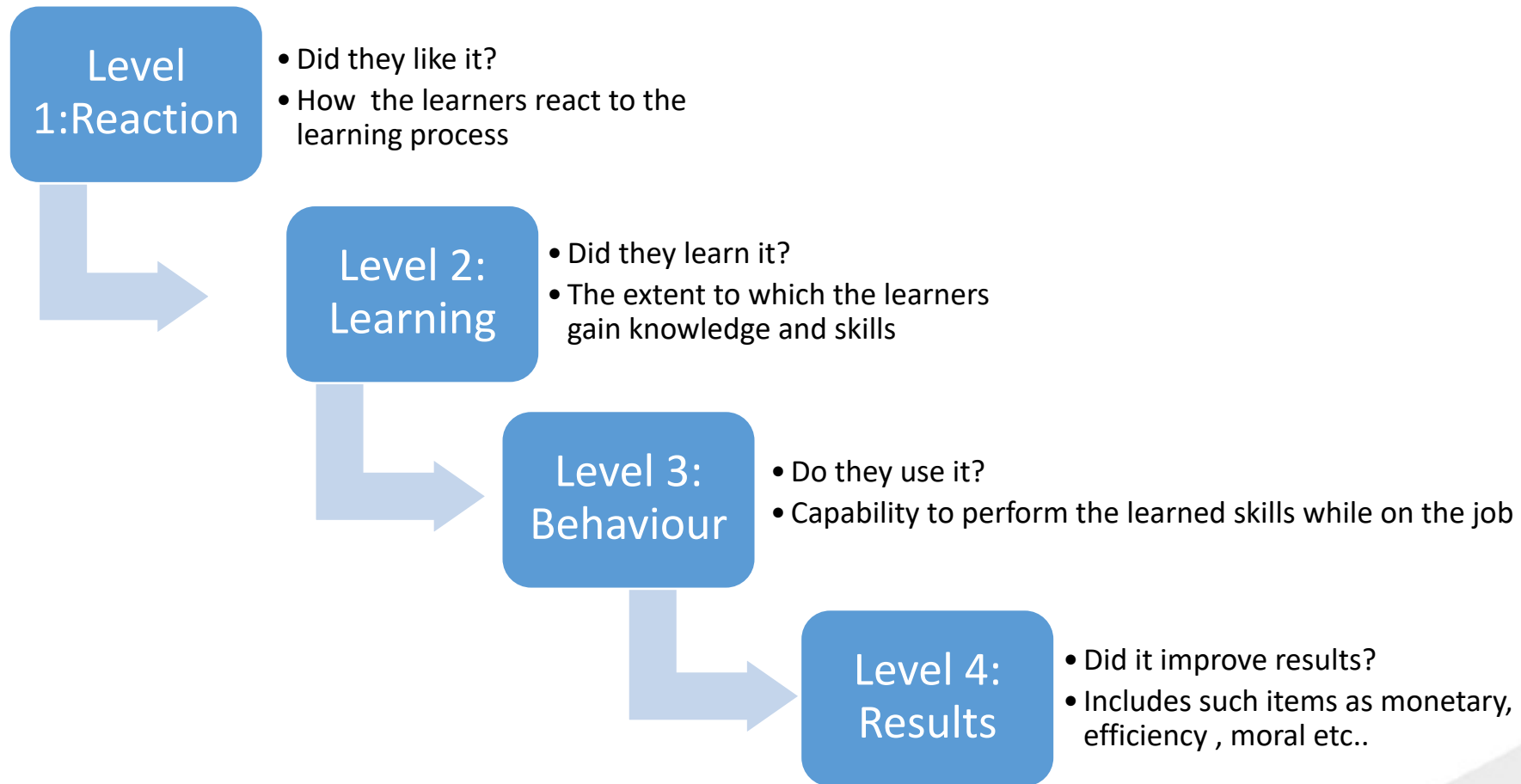
Kirkpatrick's four-level Framework of evaluation model

Level	Criteria	Focus
1	Reaction	Trainee satisfaction
2	Learning	Acquisition of knowledge, skills, attitudes, behaviour
3	Behaviour	Improvement of behaviour on the job
4	Results	Business results achieved by trainees

Kirkpatrick's four-level Framework of evaluation model



Kirkpatrick's four-level Framework of evaluation model cnt'd



Level 1: Reaction

This level is normally captured by surveys following the training can be evaluated by answering the following questions:

- Did the trainees feel that the training was worth their time?
- Did they think that it was successful?
- What were the biggest strengths of the training, and the biggest weaknesses?
- Did they like the venue and presentation style?
- Did the training session accommodate their learning style?

Level 2: Learning

- Level is normally captured by assessments at the end of the training, and sometimes at the start to illustrate a difference;
- Start by identifying what you want to evaluate;
- Good practice to measure these before and after training.

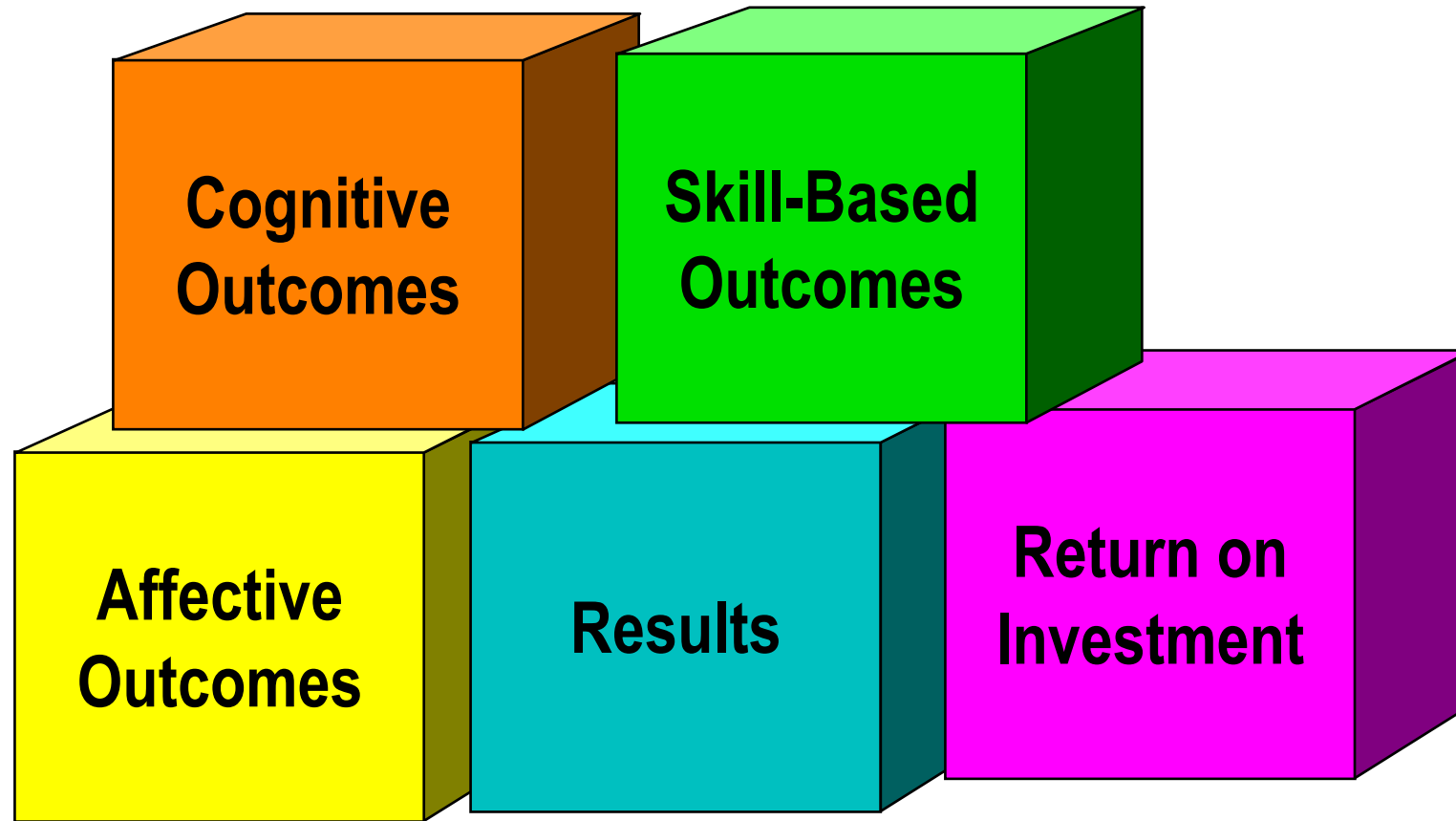
Level 3: Behaviour

- Takes place weeks or months after the training.
- Addressed by the following questions:
 - Did the trainees put any of their learning to use?
 - Are trainees able to transfer their new knowledge, skills or attitudes to other people?
 - Are trainees aware that they've changed their behavior
- Enabling environment is required for behaviour to change.

Level 4: Results

- Measure the effect of the training on the business by looking at data related to the desired outcome/benefit of the training;
- This is the most time consuming and challenging of the levels;
- It identifies outcomes, benefits, or results at the (organisational level) most closely linked to the training and how best to effectively measure these in the long term

Outcomes used in evaluating training



How do you know if your outcomes are good?

Good training outcomes need to be:

- Relevant
- Reliable
- Discriminatory
- Practical



Questions, Comments, Observations

THANK YOU

