Welcome
to
TNA and Use of TNA Toolkit Package
THE TNA PACKAGE

• INTRODUCED IN JULY 2001 BY MR BRIAN SHEARDOWN, TNA EXPERT FROM UK

• FIRST UNDER DoPT WAS DONE IN HCM-RIPA, UDAIPUR FROM 3rd TO 14th DECEMBER, 2001

• SECOND UNDER DoPT WAS DONE AT AASC, GUWAHATI FROM 21st OCTOBER TO 1st NOVEMBER, 2002

• THIRD UNDER DoPT HELD AT NATRSS, NEW DELHI FROM 23rd JUNE TO 4th JULY 2003

• FOURTH UNDER DoPT HELD AT IHM, CHANDIGARH FROM 11th TO 21st NOVEMBER 2003
• FIFTH UNDER DoPT HELD AT IHM, KOLKATA FROM 6\textsuperscript{th} TO 17\textsuperscript{th} DECEMBER, 2004

• SIXTH UNDER DoPT HELD AT IHM, CHANDIGARH FROM 7\textsuperscript{TH} TO 18\textsuperscript{TH} MARCH 2005

• SEVENTH UNDER DoPT HELD AT NATRSS, NEW DELHI FROM 1\textsuperscript{ST} TO 12\textsuperscript{TH} AUGUST 2005

• EIGHTH UNDER DoPT HELD AT IHM, KOLKATA FROM 6\textsuperscript{TH} TO 17\textsuperscript{TH} FEBRUARY 2006
DIVIDED INTO THREE PARTS

• FIRST - DISTANCE LEARNING MATERIAL
• SECOND - TWO-WEEK WORKSHOP
• THIRD - INDIVIDUAL TNA PROJECT BY PARTICIPANTS
Intelligence is quickness to learn.

Ability is the skill to apply what is learnt.

Competence is the ability and the desire to apply what is learnt.

Desire is the attitude that makes a skillful person competent.

Ability without the right attitude is wasted.
Definition of Training Need Analysis

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

FIVE PHASES DURING WORKSHOP

• PHASE-I - ENTRY & CONTRACTING
• PHASE-II - DATA COLLECTION
• PHASE-III - ANALYSIS & DIAGNOSIS
• PHASE-IV - FEEDBACK
• PHASE-V - WITHDRAWAL
PHASE – I: ENTRY AND CONTRACTING

TNA Activities

Initial Research

Plan the first meeting

Meet the client

Explain purpose of TNA

Identify stakeholders

Identify constraints

Agree Terms of Reference
PHASE – II: DATA COLLECTION

TNA Activities

Understand the Organization

Collect information

Interview employees

Establish performance standards

Analyse performance issues
PHASE – III: ANALYSIS AND DIAGNOSIS

TNA Activities

- Analyse hard data
- Analyse soft information
- Establish priorities
- Identify training needs
- Identify non-training implications
PHASE – IV: FEEDBACK

TNA Activities

Prepare draft report

Prepare presentation

Present findings and recommendations

Agree priorities
PHASE – V: WITHDRAWAL

TNA Activities

Discuss training plan with client

Prepare design briefs

Brief stakeholders

Clarify responsibilities

Targets set

Agree follow-up
THE TNA TOOLKIT

• DURING THE FIVE PHASES –
  – A CASE STUDY
  – 17 TOOLS
  – 12 CHECKLISTS
  – 3 ADVISORY NOTES

ARE PROVIDED TO THE PARTICIPANTS TO CREATE EXPERIENTIAL LEARNING
PHASE – 1: ENTRY AND CONTRACTING

1.1 TERMS OF REFERENCE

This is an essential tool for most TNA consultancies as it defines the purpose and provides authority – both of which may be needed to carry out an effective consultancy.

1.2 SURVEILLANCE

The use of this tool depends on your knowledge of the client organization, before discussing ToR with your client.
PHASE – 2: DATA COLLECTION

2.1 SWOT

This tool is somewhat similar to 1.2, except that it is likely to be more specific, and done with stakeholders.

2.2 SPIO

Provides overall opinions about aspects of organizational performance – from key people, such as stakeholders and beneficiaries.

contd…
2.3 **ENVIRONMENTAL, MOTIVATIONAL & BEHAVIOURAL**

Bear in mind that your consultancy is primarily concerned with identifying training needs. This tool is useful in that it separates performance problems into *training* and *non-training* needs.

2.4 **RESPONSIBILITY MAPPING**

Use this tool to establish relationships between ‘*actors*’ and ‘*actions*’ to trace authority and responsibilities.
PHASE – 3: ANALYSIS AND DIAGNOSIS

3.1 FUNCTIONAL ANALYSIS

Defines the ‘key purpose’ within your client-organization and identifies supporting competences to achieve it.

3.2 CAUSE AND EFFECT ANALYSIS

Examines in detail a specific performance problem to establish causes and likely training needs.

contd…
3.3 **VERSATUALITY CHART**

Provides an overview of a working group, in terms of the tasks being performed, competences and areas for training and development.

3.4 **JOB DESCRIPTION**

These may exist – or need revising or preparing – to describe what a jobholder is expected to do, and their relationship with other members of staff, customers and beneficiaries.

3.5 **DE BONO**

Helps to analyze situations/issues/information objectively from different perspectives.
PHASE – 4: FEEDBACK

4.1 PERFORMANCE REPORT
Summarizes TNA findings for discussion with your client and stakeholder.

4.2 PRIORITY LIST
Assists the client in deciding priorities and the relative importance of your recommendations.
PHASE – 5: WITHDRAWAL

5.1 TARGET SETTING
Facilitates implementation of recommendations by defining action required, related to a timescale.

5.2 TRAINING PLAN
Provides an overall view of the training and development needs of people connected to ToR.

contd…
5.3 DESIGN BRIEF

AS the TNA consultant, you may be required to provide a specification or brief for training design.

5.4 TNA Report

The culmination of a TNA consultancy is to submit a report of your findings and recommendations. This will be the basis for a variety of training, development and non-training initiatives. It also forms the main evidence for your consultancy certification.
The Systematic Approach To Training - SAT

Identify Training Needs

Assess Results

Implement Training

Plan and Design Training

PERFORMANCE
The Systematic Approach To Training - SAT

1. Identify Training Needs
2. Plan and Design Training
3. Implement Training
4. Assess Results

PERFORMANCE
DEFINITION OF ‘LEARNING’

• ‘Get knowledge or skill, ability to - by study, experience or being taught’

• ‘Commit to memory’

• ‘Become aware of information, or... from observation’

• ‘Receive instruction..., become informed’

Oxford English Dictionary
DEFINITION OF ‘TRAINING’

• A planned process
• to modify attitude, knowledge or skill
• through learning experiences
• to achieve effective performance
• in an activity or range of activities...
• to satisfy... needs of organisation’

Glossary of Training Terms
JUSTIFICATION FOR TRAINING

• Increased productivity
• Improved quality of products and service
• Less wastage
• Better utilisation of resources
• Reduced costs
• Fewer accidents
• Improved morale
DEFINITION OF ‘DEVELOPMENT’

The growth or realisation of a person’s ability, through conscious or unconscious learning.

Glossary of Training Terms

Development includes planned study and work-related experiences, supported by counselling, coaching, advisory and assessment services.
THREE FACTORS AFFECTING PERFORMANCE

- Environmental
- Motivational
- Behavioural
3 conditions to ensure desired performance

- Skills or Ability
- Environment or proper working conditions
- Motivation or the drive to perform
ENVIRONMENT

People often do not perform as desired because-

• They don’t have the tools to do so.
• The rules do not permit them to do so.
• The procedures prevents them from doing so.
• The resources are not available for doing so.
• They do not know what they are expected to do.
MOTIVATION

Often also, people do not perform as desired because-

- They are punished if they perform (by additional work).
- They do not get punished for not performing.
- They are rewarded for non-performance (by less work).
- They find no reward for sincere performance.
- Performing may be risky.
- Not performing means no risks.
JOB SATISFACTION

Factors influencing job satisfaction:

• The degree of control we have over the way we do our job

• The scope we have for pride in the work we do

• The amount of recognition we receive

• The environment we work in

• The person we work for; and

• Security, money and promotion prospects
In other cases people do not perform as desired because -

• They do not know how to do it.

• They find it very difficult to do it.

• They are not sure whether they are doing the right thing.

• They are slow in doing it and complete it late.
Desired Performance

Actual Performance

Gap

Performance Gap
LEARNING NEED

• A Learning Need arises when an individual or a group is required:
  - To do things differently, or
  - To do different things

• Learning Needs can arise from:
  - Performance Review
  - New Priorities
  - New Rules, etc.
LEARNING NEEDS Vs. TRAINING NEEDS

- Majority of learning needs are met informally as part of day-to-day job experience by the
  - Individual, or
  - Group involved, or
  - Informal help from colleagues, or
  - Managers

contd/…
A *Training Need* arises only when a *Learning Need* cannot be met within the normal day-to-day processes or when meeting learning need in this way will:

- Take too long
- Involve too high a risk/cost
- Net result is required standard of performance
- When training is most cost-effective way of meeting the need
- New demands on existing roles
- Different standards of performance
ORGANISATIONAL PERFORMANCE

- Profitability
- Return on invested capital
- Utilisation of assets
- Market share
- Comparison with competitors
- Comparison to standards
- Customer or beneficiary reactions
CAUSES OF LOW PRODUCTIVITY

- Insufficient planning and control: 43%
- Inadequate management: 23%
- Poor working morale: 12%
- IT-related problems: 8%
- Ineffective communications: 7%
- Inappropriately qualified workforce: 7%

1,300 companies
7 countries

Sunday Times 6 10 2002
<table>
<thead>
<tr>
<th>Effective Consultant</th>
<th>Ineffective Consultant</th>
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<tbody>
<tr>
<td>Listens to understand</td>
<td>Appears superior in attitude</td>
</tr>
<tr>
<td>Accepts data without contradicting client</td>
<td>Decries what client says as unimportant</td>
</tr>
<tr>
<td>Initially non-judgmental</td>
<td>Criticizes or blames client</td>
</tr>
<tr>
<td>Concentrates on the assignment</td>
<td>Has many ‘<em>irons in the fire</em>’</td>
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<tr>
<td>Takes time to assess problems</td>
<td>Shows impatience</td>
</tr>
<tr>
<td>Gets to know the problem or opportunity</td>
<td>Proposes instant pre-packed solutions</td>
</tr>
<tr>
<td>Summarizes accurately what clients say</td>
<td>Interested in own views, not client’s</td>
</tr>
<tr>
<td>Gives confidence through gesture and behaviour</td>
<td>Lacking confidence</td>
</tr>
<tr>
<td>Fulfills promises</td>
<td>Fails to deliver</td>
</tr>
<tr>
<td>Adopts positive approach</td>
<td>Only points out what is wrong</td>
</tr>
<tr>
<td>Works to facilitate action</td>
<td>Works but no positive change emerges</td>
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Client-Centred Interaction

Use of client’s experience and knowledge

Consultant-Centred Interaction

Use of consultant’s specialized experience and knowledge
## Intervention Styles of Consultant

<table>
<thead>
<tr>
<th>Supportive</th>
<th>Catalytic</th>
<th>Challenging</th>
<th>Theories and Principles</th>
<th>Prescriptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raises questions</td>
<td>Gathers data</td>
<td>Explores alternatives</td>
<td>Designs learning experiences</td>
<td>Directs in problem solving</td>
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<td>for reflection</td>
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<tr>
<td>Reflector</td>
<td>Fact finder</td>
<td>Alternative Identifier</td>
<td>Trainer</td>
<td>Technical Expert</td>
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<tr>
<td>Non-directive</td>
<td></td>
<td></td>
<td></td>
<td>Directive</td>
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<tr>
<td>Process Oriented</td>
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<td></td>
<td></td>
<td>Product Oriented</td>
</tr>
</tbody>
</table>

- **Non-directive**
  - Raises questions for reflection
  - Gathers data
  - Explores alternatives
  - Designs learning experiences
  - Directs in problem solving

- **Process Oriented**
  - Client-centered
  - Consultant-centered