

Effective Training Phase 1 Needs Analysis

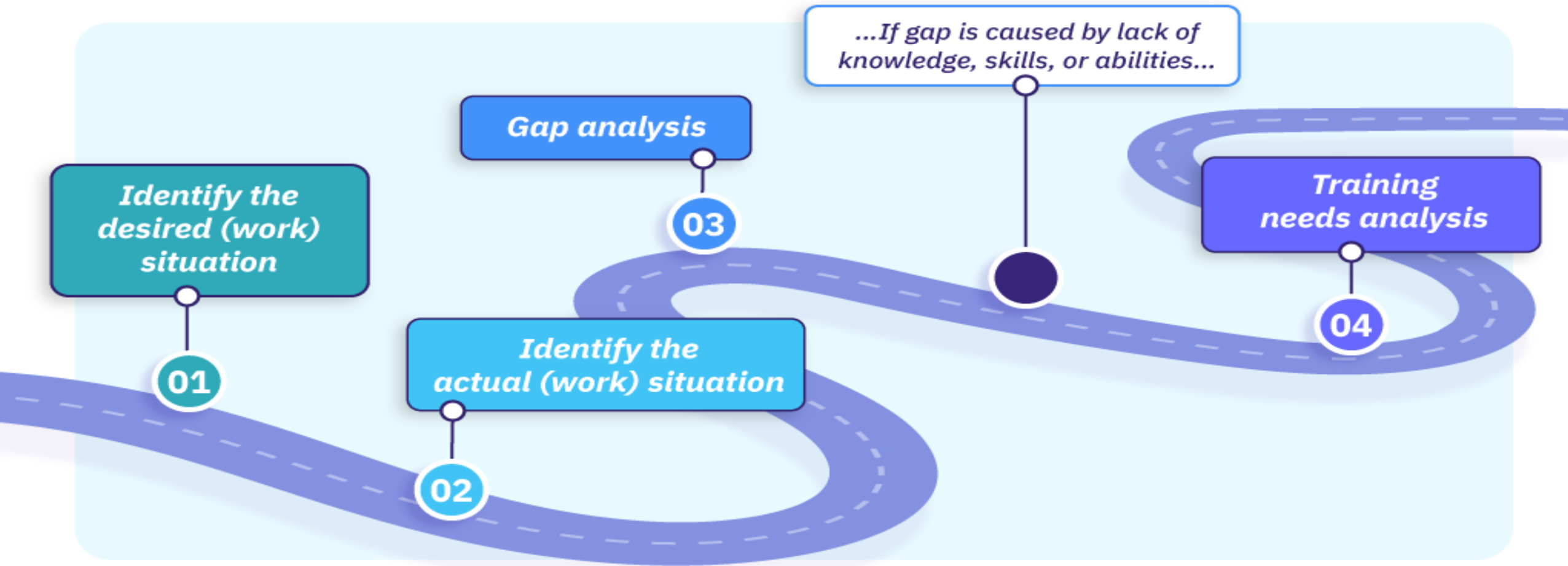
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Lecture 3



Analysis Phase

How to Determine If You Need a Training Needs Analysis



ANALYSIS PHASE

Input

Process

Output

TRIGGER

Actual Organizational Performance (AOP) < Expected Organizational Performance (EOP) = Organizational Performance Gap (PG)

Organizational Analysis
Objectives
Resources
Environment

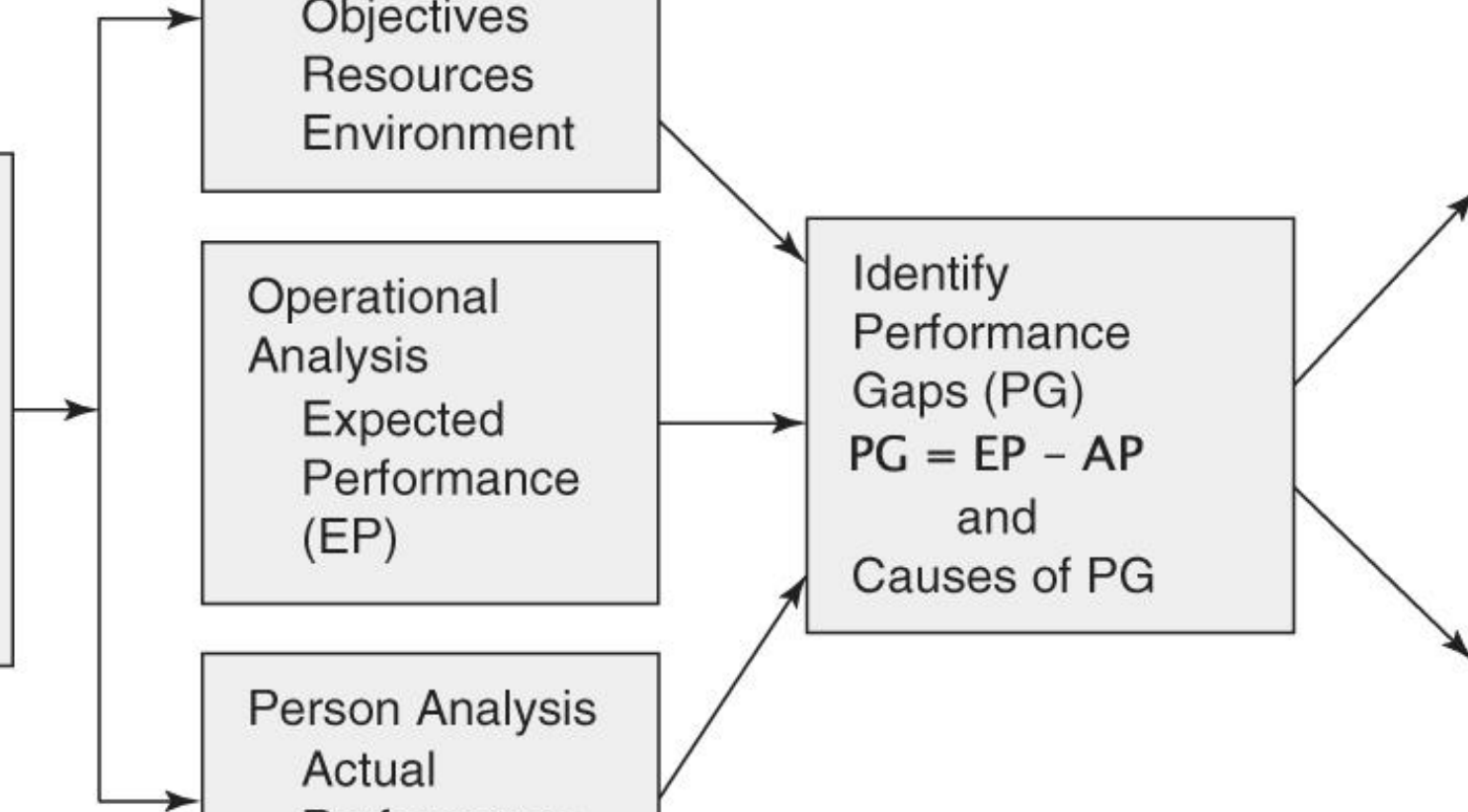
Operational Analysis
Expected Performance (EP)

Person Analysis
Actual Performance (AP)

Identify Performance Gaps (PG)
 $PG = EP - AP$
and
Causes of PG

Training Needs

Non-training Needs



Important meanings

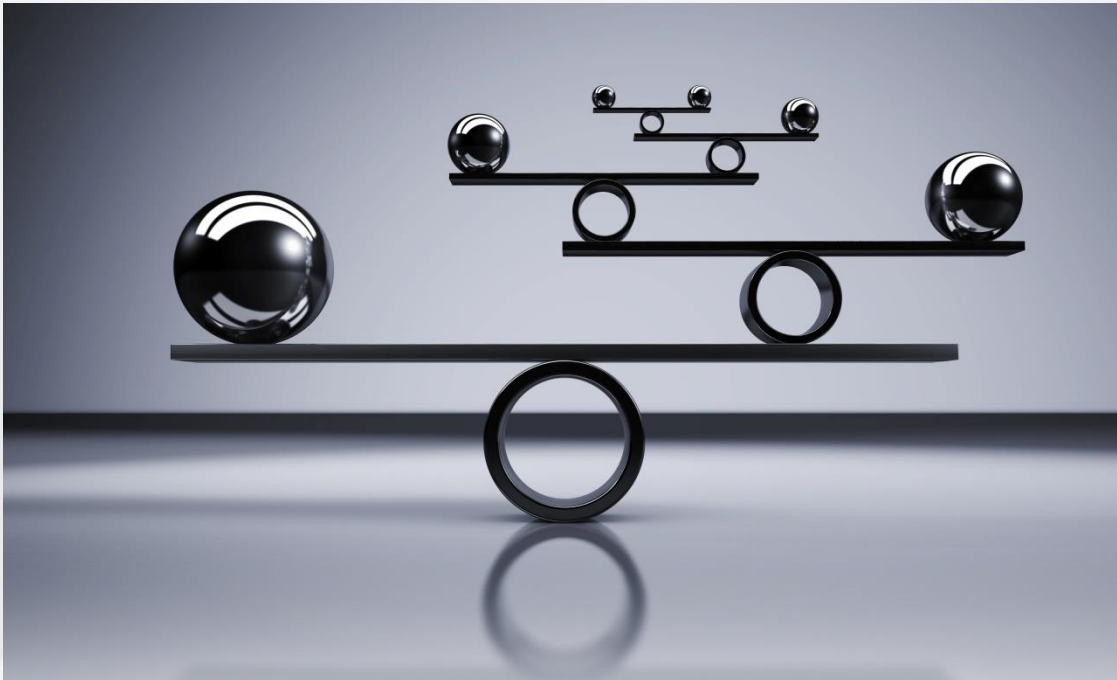
- **Organizational Analysis:** is an examination of an organization's strategy, its goals and objectives, and the systems and practices in place to determine how they affect employee performance. This is where you would identify **EOP** (Expected organizational performance) and **AOP** (Actual organizational performance) as well as additional information that will help to identify the cause of any PG (Performance gap).

ORGANIZATIONAL ANALYSIS

The Strategic Triangle



- **Operational Analysis:** is the examination of specific jobs to determine the requirements, in terms of the tasks required to be carried out and the KSAs required to get the job done.



- **Person Analysis:** the examination of the employees in the jobs to determine whether they have the required KSAs to perform at the expected level.



- **Reactive TNA** focuses on current performance problems (the PG currently exists).

1 Competencies / Skill gaps



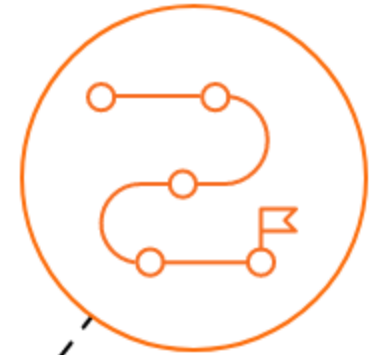
3 Objective Assessment



5 Feedback



7 Performance plan



2 Irregular performance activities



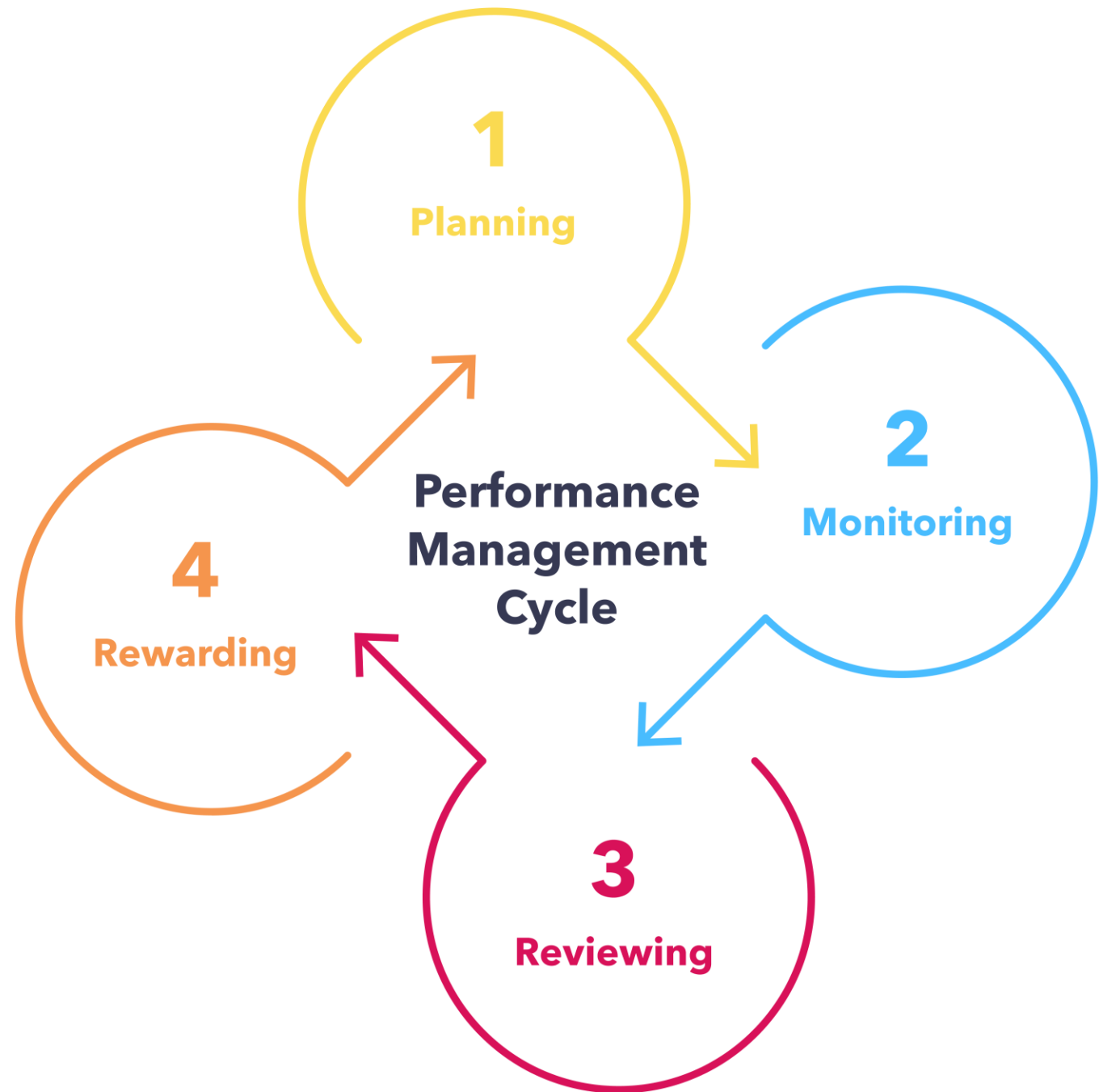
4 Job descriptions



6 Appraisal Systems



- **Proactive TNA**
focuses on
performance problems
in the future (the PG
will exist at some
point in the future).



Reactive vs. Proactive Time



The TNA Identifies Performance Gaps

A Performance gap exists when:

Expected Performance >
Actual Performance

Performance results from ????

**KSA x Motivation x
Environment**

Closing a Performance Gap



Summary: TNA Process After the Trigger

Organization gap?

- **Org. Analysis**



Units in org. with gap?

- **Operational Analysis**



Persons in unit with gap?

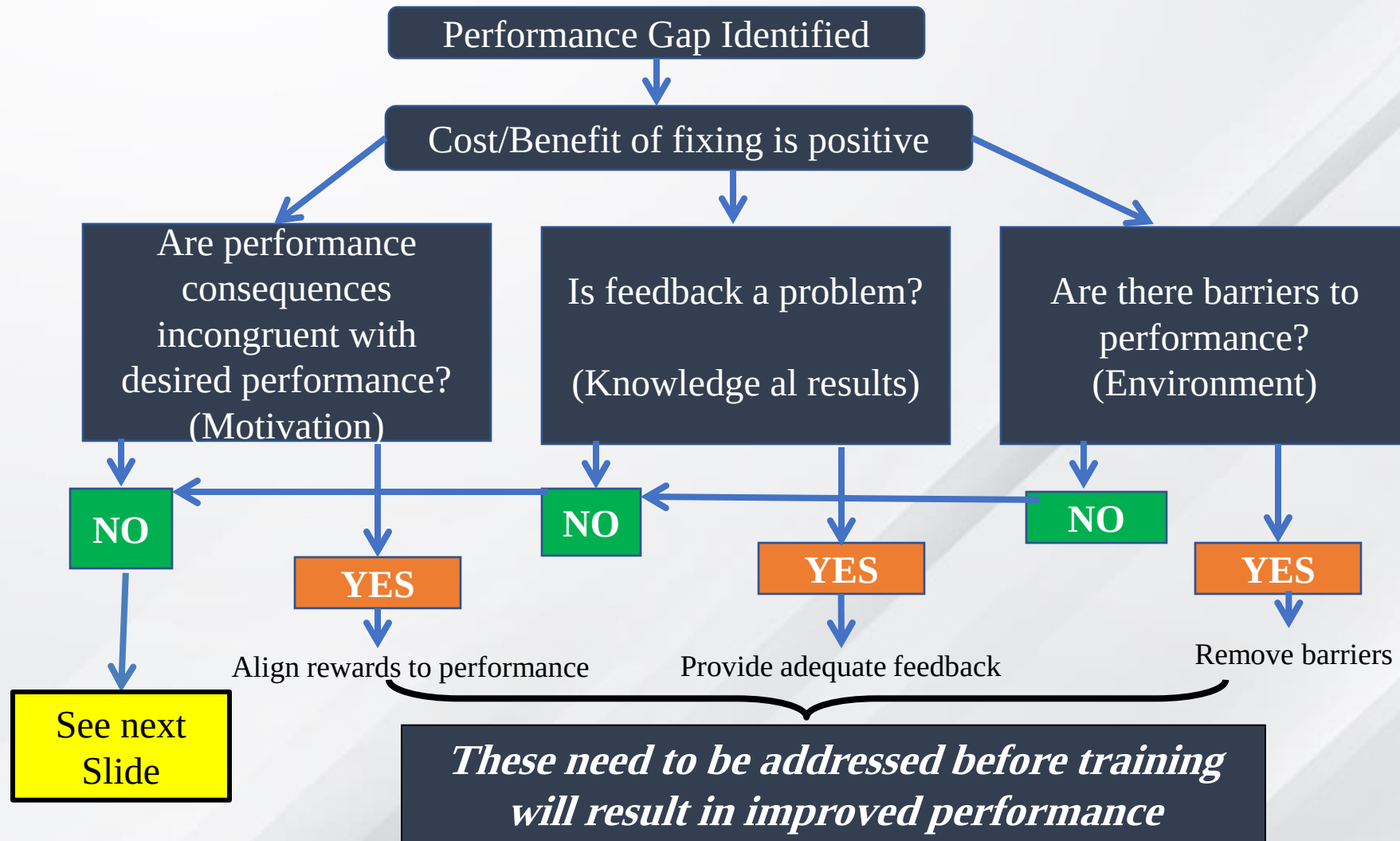
- **Person Analysis**



Cause of gaps

- **KSA = Training solution**
- **Other = Non-training solution**

Correcting a Performance Gap (1 of 2)



Correcting a Performance Gap (2 of 2)

If PG is not caused by motivation or environmental factors
Look at KSAs

If employees have gaps in needed KSAs,
Possible solutions are:

Job aids

Practice opportunities with coaching

Redesign the job

Training

Transfer

Termination



What Do You Ask and Of Whom

<u><i>What to Ask About</i></u>	<u><i>Who to Ask</i></u>
Mission Goals and Objectives Social Influences Reward Systems	Top mgmt, Dept. mgmt, supervisors and incumbents
Job Design	Relevant supervisors and incumbents, perhaps relevant department managers
Job Performance	Relevant supervisors and incumbents
Methods and Practices	Relevant department managers supervisors and incumbents

Purpose of Operational Analysis

- ✓ Identify unit level PGs related to Organizational PG
- ✓ Identify any work obstacles
- ✓ Determine expected job performance standards
- ✓ Determine KSAs required to meet standards
- ✓ Develop measures of individual performance and KSAs



Sources For Operational Analysis

Sources	Training Need Implications	Practical Concerns
1. Job Descriptions	Outlines the job's typical duties and responsibilities	Often inaccurate
2. Job specifications	Specific tasks required for the job and may include judgments of required KSAs.	Check for accuracy
3. Performance Standards	Provides objectives & standards related to the tasks required.	Very useful if available
4. Incumbents and supervisors	Provides accurate data about current job and performance expectations.	Must be done correctly to be of value

Form for Recording Job-Duty-Task Data

Job (Title & Classification code if available):		
Duty 1:		
Task 1:	Subtasks	KSAs Needed
Task 2:	Subtasks	KSAs Needed
And so on until all tasks for the duty have been identified		
Duty 2:		
Task 1:	Subtasks	KSAs Needed
Task 2:	Subtasks	KSAs Needed
And so on until all duties have been analyzed for tasks and KSAs		

Demonstration of the Competency

Competency	First Level	Mid-Level	Senior Level
Customer Orientation	Develops customer consciousness in others	Understands customer needs and translates to the goals of the organization	Establishes a relationship at the strategic level
	Communicates and resolves conflict	Fosters process improvement and change with linkages to customer groups	Gains trust of customers
	Ensures work (own and team) exceeds customer expectations	Instills and maintains customer focus of work unit	Formulates strategies to meet identified and anticipated requirements Is considered by customers to be an extension of the organization

Purpose of Person Analysis

- Identify individual job performance gaps
- Determine cause of performance gaps by:
 - Comparing individual KSAs to those required to meet job performance standards.

If KSAs are lacking training MAY be a solution

If KSAs exist, training is NOT a solution

- Also need to examine motivation and environment factors, even for those lacking KSAs.



Data Sources for Person Analysis Part 1 of 3

Sources for Obtaining Data	Training Need Implications	Remarks
1.Supervisor Performance Appraisals	Useful if done specifically for TNA.	Multiple reasons for ratings, and often not done well.
2.Performance Data a.Productivity b.Absenteeism and tardiness c.Accidents d.Grievances e. Waste And so on	Shows who is not meeting performance standards, but not why.	Useful, easy to analyze and quantify for the purposes of determining actual performance.

Data Sources for Person Analysis Part 2 of 3

3.Observation—Work Sampling	More subjective but provides both employee behavior and results of the behavior.	This is done effectively in situations where employees know that their behavior can be monitored.
4.Interviews and/ or Questionnaires	Focuses on employee's perception of her training needs and attitudes. Also involvement in TNA motivates employees to learn.	Employee must believe it is in her best interest to be honest. Also, she may not know what her needs are.
5.Job Knowledge Tests	Shows specific KSA levels.	Care in the development of tests and scoring keys is important and difficult to do if not trained in the process.

Data Sources for Person Analysis Part 3 of 3

6.Skills Tests Simulations • Role play • Case study • Business games • In basket	Certain knowledge, skills, and/or attitudes are demonstrated in these techniques.	Care must be taken so that they measure job-related qualities. Useful, but again, care in development of scoring criteria is important.
7.Assessment Centers	Combination of several of the above techniques into an intensive assessment program.	Although expensive, these are very good as they use multiple raters and exercises to assess employees. Also, criteria for performance are well developed.

Measuring KSAs

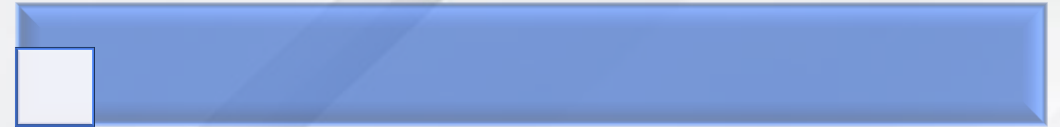
There are two significant issues you need to pay attention to in your measurement of KSAs

➤ Reliability



☐ refers to how regularly or consistently a test measures a characteristic

➤ Validity



☐ refers to what characteristic the test measures and how well the test measures that characteristic.

Measurements of KSA

Reliability: is the consistency of a measurement. It is often calculated using a correlation coefficient. “A reliable test is one that yields consistent scores when a person takes two alternate forms of the test or when he or she takes the same test on two or more different occasions.

Types of reliability

- Inter-rater: Different people, same test.
- Test-retest: Same people, different times.
- Parallel-forms: Different people, same time, different test.
- Internal consistency: Different questions, same construct.

There are several **methods** for computing test reliability including

- test-retest reliability,
- parallel form's reliability,
- decision consistency,
- internal consistency,
- and interrater reliability.

Validity

Tells you whether the test is measuring what you think it's supposed to be measured.

What are the methods of validity?

Validity is how researchers talk about the extent that results represent reality.

Research methods, quantitative or qualitative, are methods of studying real phenomenon – validity refers to how much of that phenomenon they measure

What do you mean by validity?

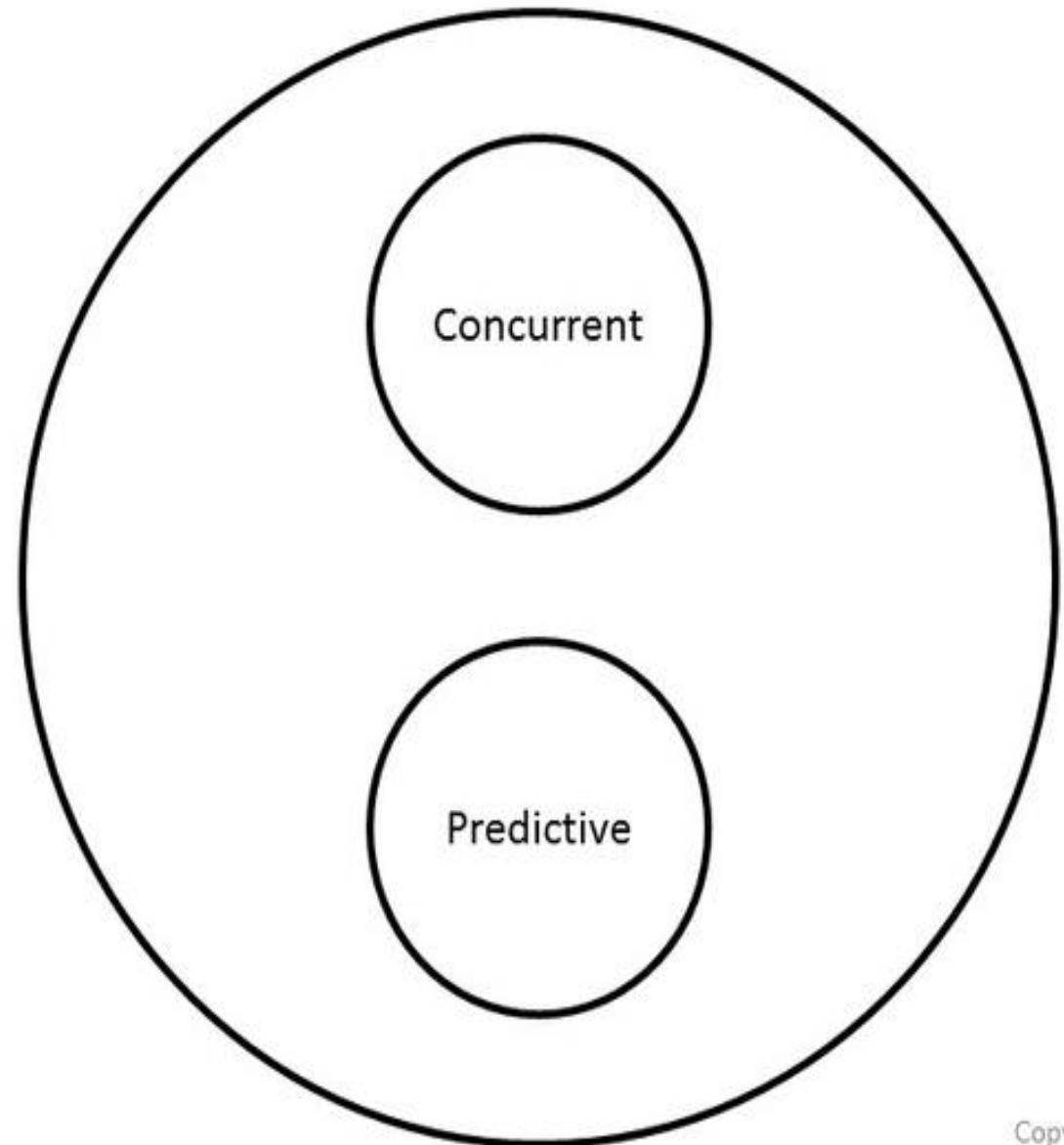
the quality of being based on truth or reason, or of being able to be accepted: This research seems to give/lend some validity to the theory that the drug might cause cancer.

Criterion validity

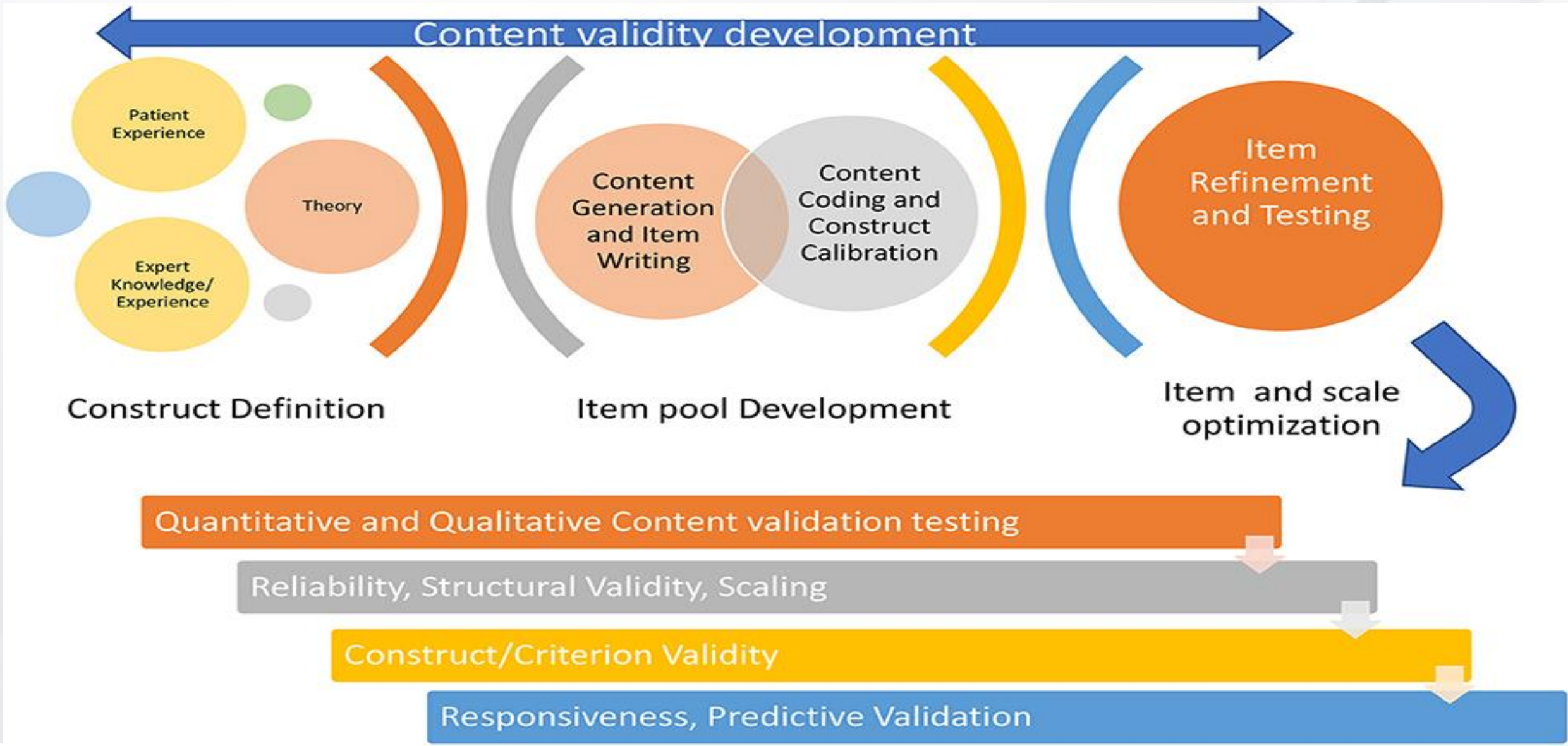
involves demonstrating statistically a relationship between scores on a selection procedure and job performance of a sample of workers

For example, it means demonstrating that those who do well on the test also do well on the job, and that those who do poorly on the test do poorly on the job.

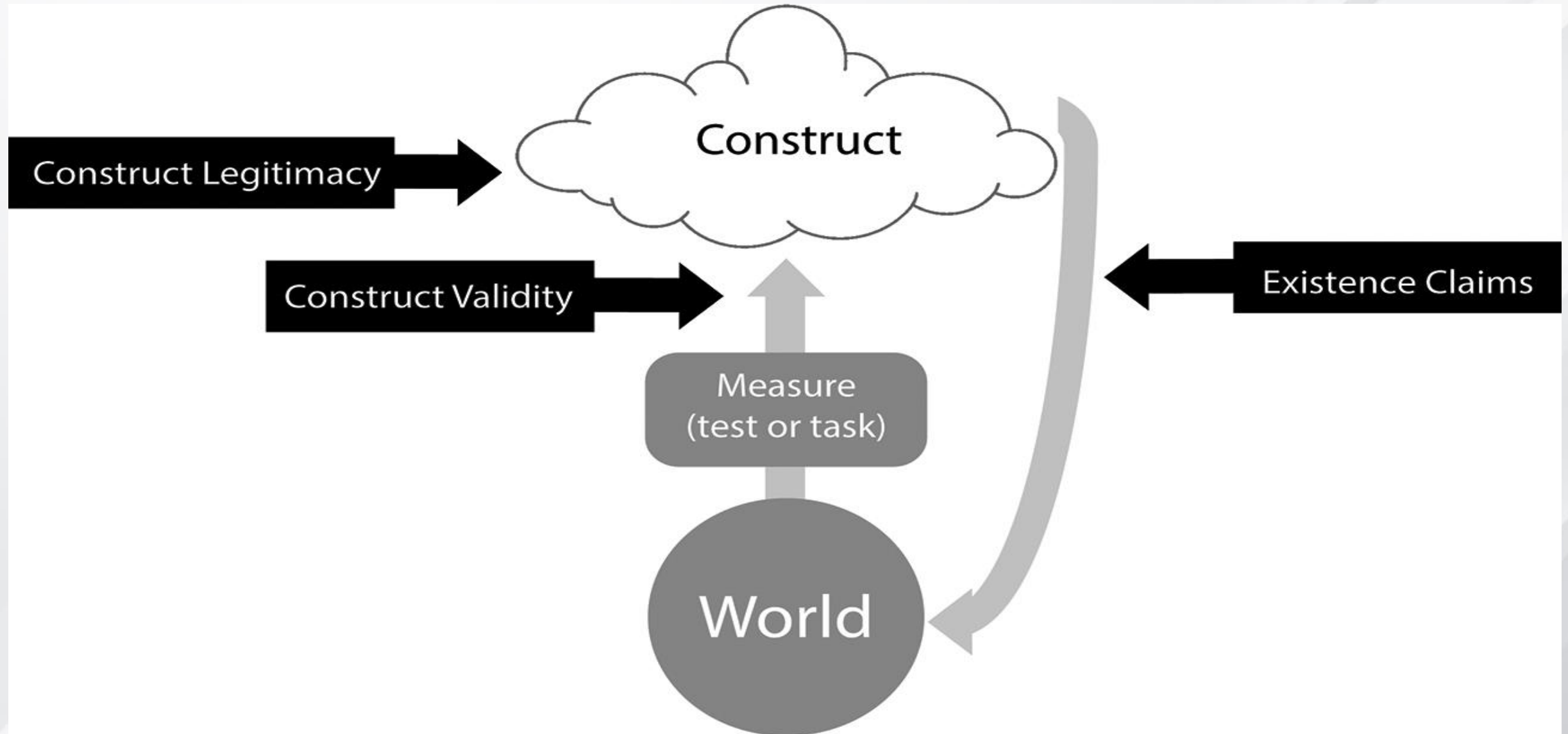
Criterion Validity



Content validity: is a demonstration that the content of a selection procedure is representative of important aspects of performance on the job. For example, employers may demonstrate the content validity of a test by showing that the test constitutes a fair sample of the job's content



Construct validity means demonstrating that (1) a selection procedure measures a construct (such as communication) and (2) that the construct is important for successful job performance.

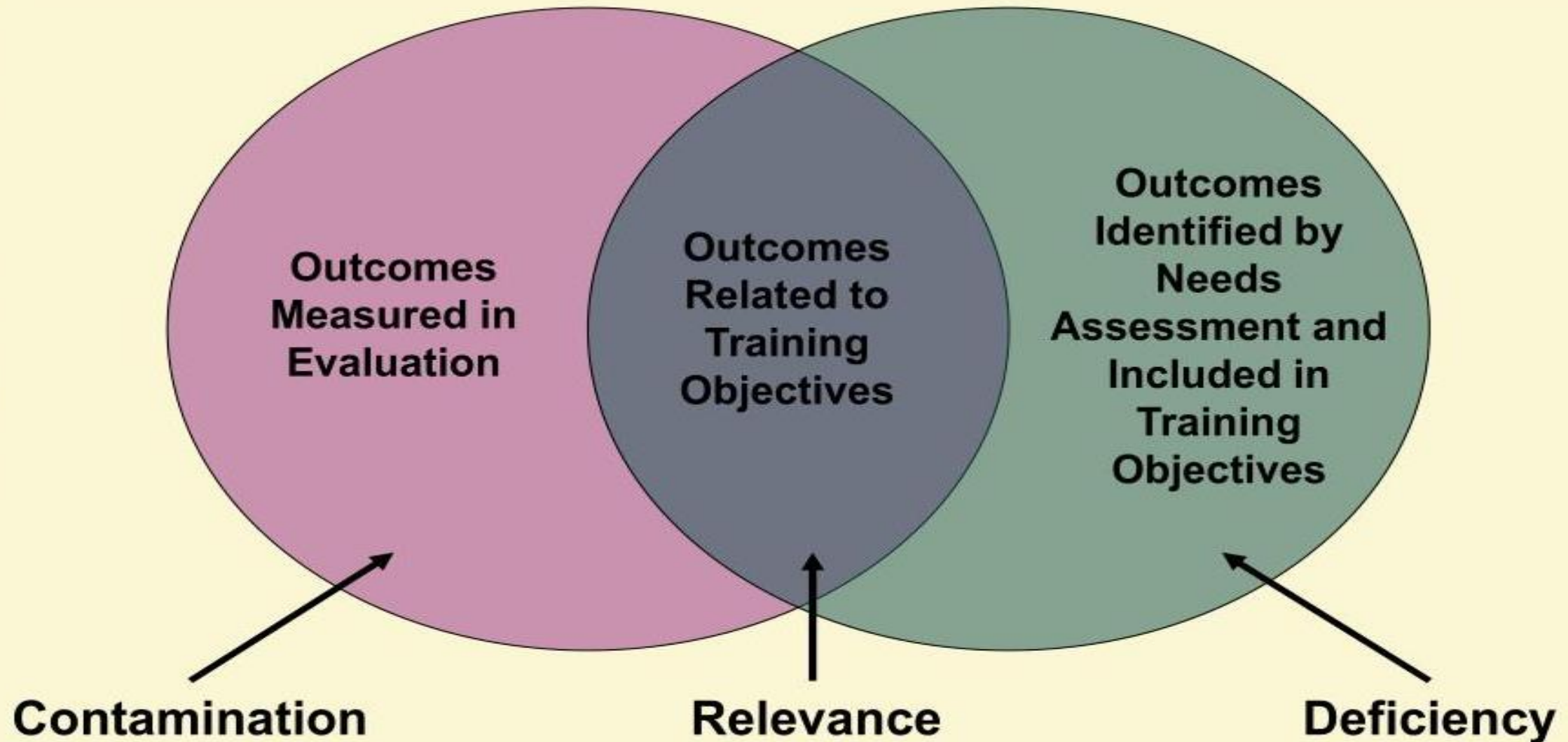


Criteria Relevance

The extent to which training outcomes are related to the learned capabilities emphasized in the training program.

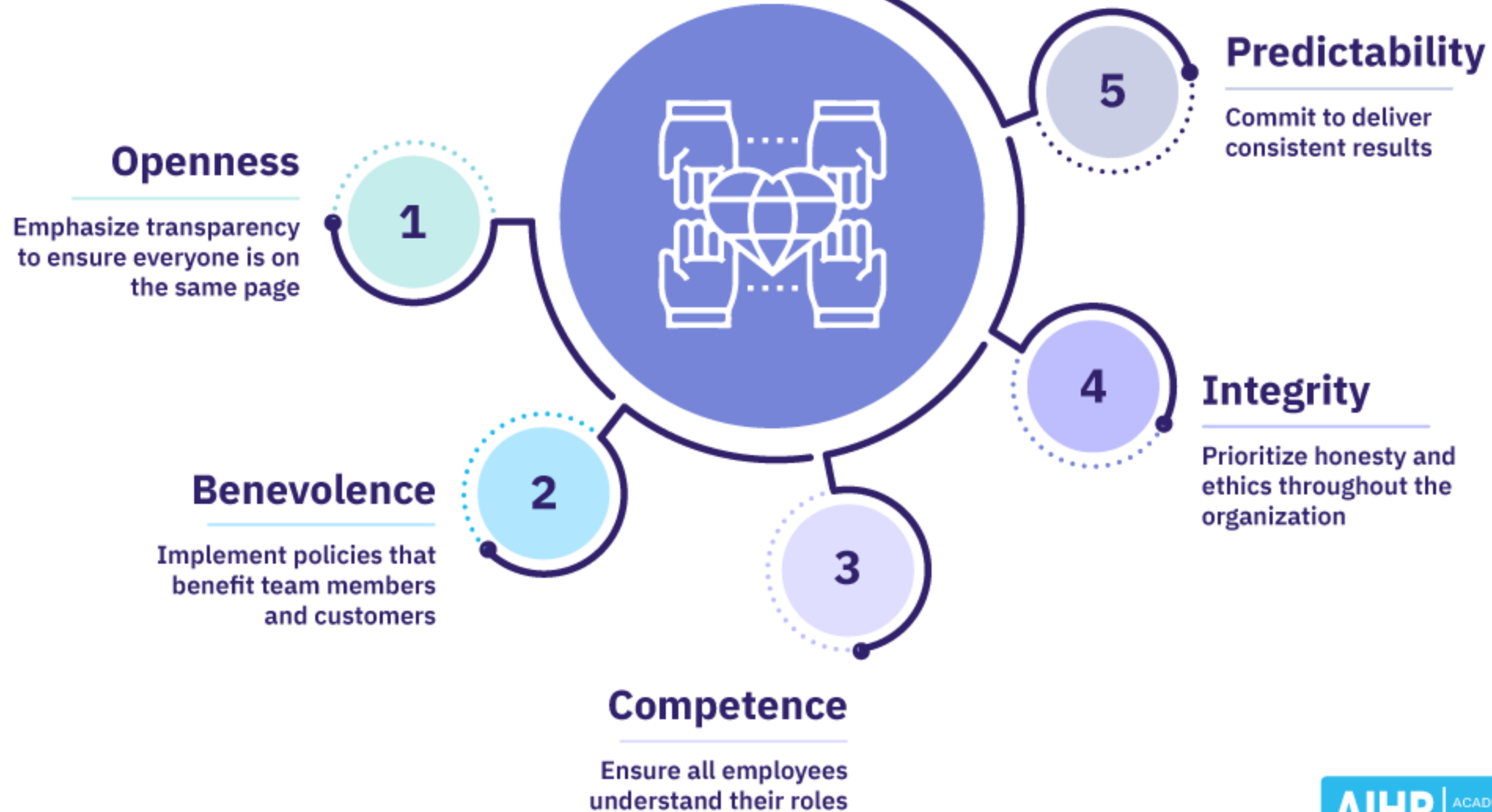


Criterion contamination the extent that training outcomes measure inappropriate capabilities or are affected by extraneous conditions.



Measurements of Trust

5 Dimensions of **Organizational Trust**



What metrics can you track for Trust and Safety?

- ❖ Impact. Number of users exposed to harmful content.
- ❖ Community Health. Percentage of content flagged as inappropriate. ...
- ❖ Detection Coverage. Accuracy of detection solution - may be measured in precision & recall.
- ❖ Moderation & User Reports. ...
- ❖ Average time to mitigation.



**What are the three components of
trust and safety?**



What are the 4 Cs of trust?

The 4 C's of Creating Trust

- ✓ commitment,
- ✓ caring,
- ✓ consistency, and
- ✓ competence.

While most leaders show abilities in one or more of these, understanding what each means in building trust and how to practice each will advance you as a leader who is trustworthy



THE 4 C'S OF CREATING TRUST

KEEPING LEADERSHIP SIMPLE BLOG

**What is the difference
between trust and safety?**

**Interpersonal
Trust**

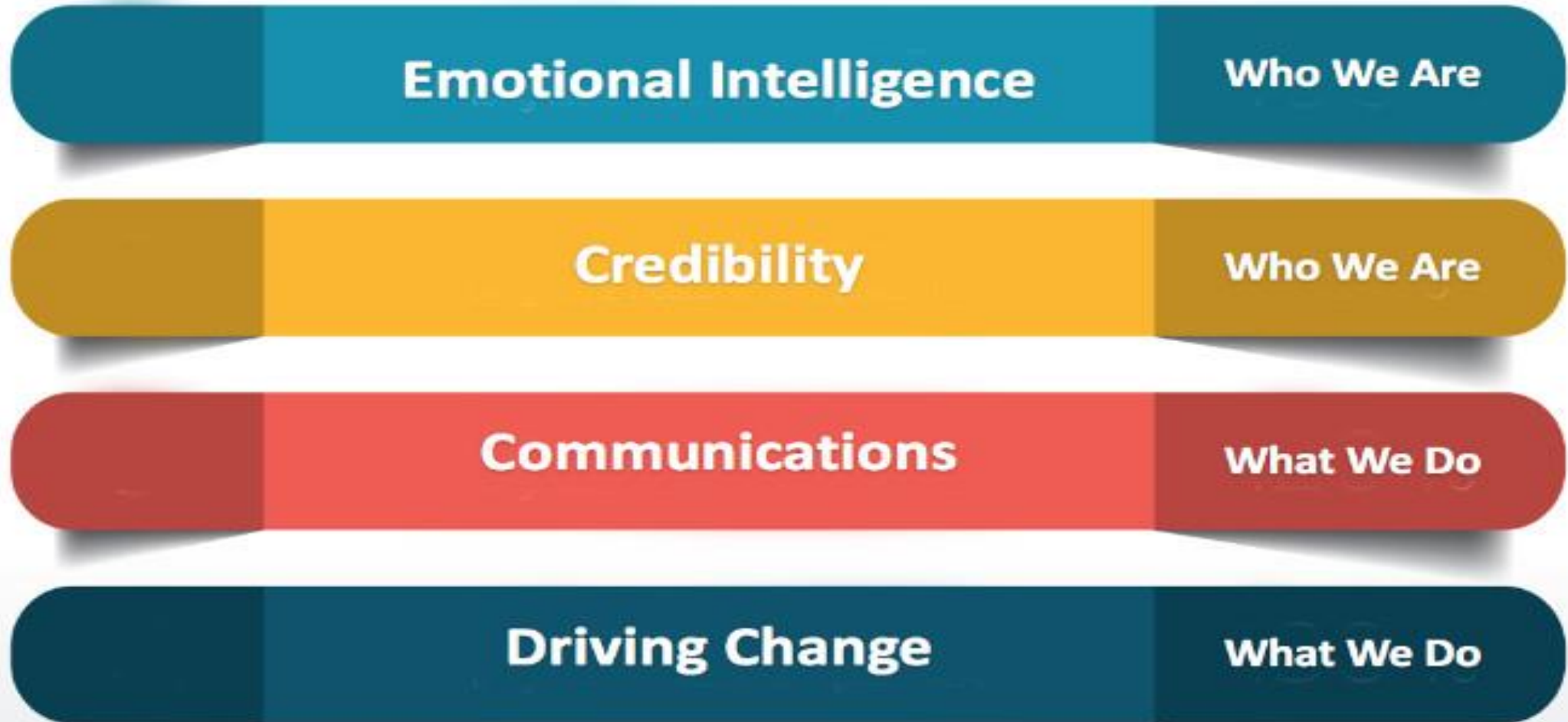
Extent to which *I*
will give you the
benefit of the
doubt about your

TRUST

**Psychological
Safety**

Extent to which I believe
you will give me the
benefit of the doubt
about my behavior

What are the four trust skills?





Thank You