Train the Trainer Award

MQF Level 5

Janice Ellul

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Introduction

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Activity #1
ICE BREAKER

Establishing Learning Needs

Learning Objectives

1. Defining learning needs.

2. Understanding the importance of the Training Needs Analysis.

3. Conducting a Training Needs Analysis.

4. Understanding the Conscious Competence Ladder.

5. How to use the Conscious Competence Ladder.

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According to an ATD research, only 38% of managers believe that their learning programmes meet their learners' needs.

In other words, 62% of HR managers believe that they are not doing a good job meeting the learner's needs.

The Training Cycle

✓ The Training Cycle is a systematic approach to the development, delivery, and continuous improvement of a training program.

✓ It consists of an orderly series of stages to help ensure that the training results in what is desired and intended.

✓ The Training Cycle begins long before the training programme is conducted and continues after the program has been completed.

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The Training Cycle
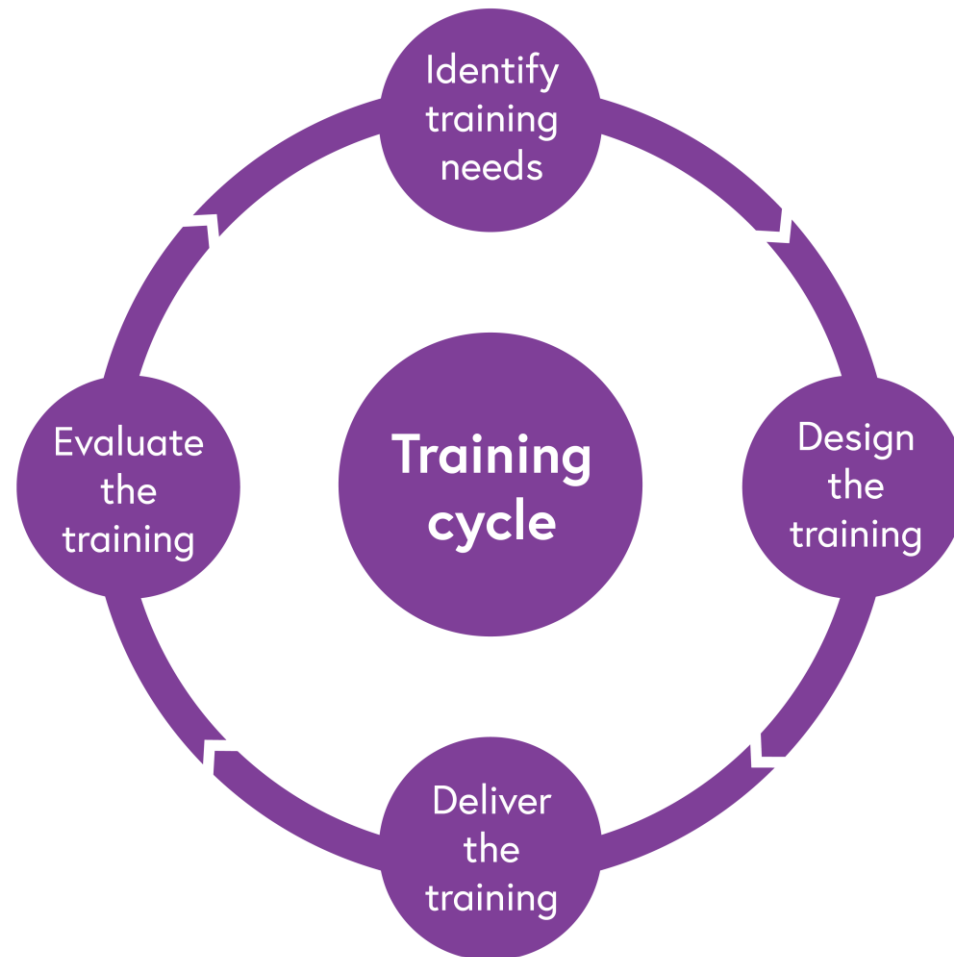
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Defining "learning needs"

1   How would you define **"learning needs"**?

2   "Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. The actual needs differ, as do the methods employed to meet those needs."

– Bradford VTS

Assess and Analyze Needs

✓ Generally, you need to conduct an assessment and analyze the data, to identify specific needs. There are two main reasons for completing an assessment and analysis:

✓ First, you want to make sure there is a reason to conduct training. You may discover that after conducting the analysis the relevant issue can be addressed by something other than training. For example, you may feel that an article in the company newsletter alerts employees to the information needed.

✓ Second, if you do determine that training is necessary, the analysis should tell you exactly what (content) should be taught and how (by what methodology) it should be taught in the training session. It will also help determine your training objectives.

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Design the Programme

✓ After you determine the objectives, you can begin the programme design. You decide exactly what you're going to do to accomplish the objectives you set.

✓ If you haven't already, you will decide the type of delivery that will be the focus to achieve the best results: onsite classroom, virtual classroom, self-paced e-learning, performance support tools, self-study, or a combination of these and others in a blended learning solution.

✓ What participant materials do the learners need? What audiovisual materials and equipment will you use? If it is an online course, what technical support will you require? Will your learners require job aids — either paper or online? While this stage can be exciting, it can also be exhausting.

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Deliver the Training

✓ Excellent delivery skills are required whether you are facilitating a virtual or traditional classroom.

✓ While you're conducting the training, you want to constantly read your learners to see whether you're meeting their needs.

✓ If you see that an approach isn't working, stop and try another. Don't be afraid to stray from the agenda if that seems to be the audience's need.

Evaluate the Training

When it's over, it's not over. The evaluation stage is an important part of The Training Cycle for three reasons:

✓ First, the evaluation tells you whether or not the objectives were accomplished.

✓ Second, information from the evaluation stage should be fed into the assess-and-analyze stage. It is used to improve the training programme should it be conducted again. This is why this model is circular.

✓ Finally, evaluation information serves as the basis for determining needs for future programmes or other changes an organization may need to make.

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What is a Training Needs Analysis?

"The identification of training requirements and the most cost-effective means of meeting those requirements"

The Chartered Institute of Professional Development (CIPD)

MENTIMETER
Why is a Training Needs Analysis Important?

The Training Needs Analysis

✓ A TNA is an assessment of the skills needed to perform current or upcoming roles better, and the tools for understanding the gap between where you are now and where your organisation need to be.

✓ It makes sense to start with understanding the skills gap in your team because this also allows you to identify the greatest areas of need and focus your training budget on those pressing skills.

✓ The proactive nature could also allow you to upskill staff before the skill gap has a detrimental effect on your business.

✓ In a nutshell, you'll get a better ROI on your L&D spend and ensure that it's directed where it will have a high impact.

TRAINING
NEEDS ANALYSIS

The Training Needs Analysis

✓ There are many ways to conduct assessments. You can use a formal instrument that measures a person's skill or knowledge, or one that simply measures a person's preference.

✓ You can use written questionnaires or you can use personal interviews with employees or supervisors. If you use interviews, you can meet with individuals one-on-one, or you can conduct small focus groups.

✓ Another way to assess a need is to observe an employee working or to take a work sample. You can also use records or reports that already exist, such as performance assessments.

✓ Your goal in collecting this data is to determine the gap between a job requirement and an individual's actual skill or knowledge. Bottom line is to determine what is preventing the desired performance. You use this information in the next stage of The Training Cycle.

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The TNA – Step by Step

1 **WHICH SKILLS ARE NEEDED TO PROGRESS?**
- Consider company/team goals and what you're lacking to achieve them.
- Understand your employees' perceptions.
- Assess live job descriptions for in-demand skills.

2 **WHAT ARE THE CURRENT SKILL LEVELS?**
- Measure current employee skill levels.
- Gain employee and peer feedback to support your view.
- Use learning analytics to determine recently-developed skills.

3 **IDENTIFY THE SKILL GAP**
- Determine the gap between current and desired skills.
- Measure current skills against those needed to progress.

4 **HOW CAN THAT GAP BE CLOSED THROUGH LEARNING?**
- Establish current learning resources and subject matter experts.
- Determine required resources and content providers.
- Consider content types and how you'll deliver it.

5 **IMPLEMENT TRAINING COURSES AND EVALUATE**
- Decide what constitutes success and how you'll measure it.
- Assess if the necessary skills are being developed.
- Use your learning platform and its analytics.

21 ACADEMY

The TNA

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Activity:
Welcome to Widget Incorporated

The Conscious Competence Ladder

✓ Also called the Conscious Competence Matrix, the Learning Matrix, and the Four Stages of Learning.

✓ When we learn new skills, we experience different emotions at different stages of the learning process.

✓ At the beginning, we may not realize how much we need to learn. Then, when we discover what we don't know about a subject, we may get disheartened, and we might even give up.

✓ Recognizing how we feel at each stage of the learning process can help us to "stick with it" and manage these emotional ups and downs.

Understanding the Conscious Competence Ladder can help you to do this.

Understanding the Conscious Competence Ladder

✓ Developed in 1970s by Noel Burch, an employee with Gordon Training International.

✓ The model highlights two factors that affect our thinking as we learn a new skill: consciousness (awareness) and skill level (competence).

✓ According to the model, we move through the following levels as we build competence in a new skill:

Unconsciously unskilled – we don't know that we don't have this skill, or that we need to learn it.

Consciously unskilled – we know that we don't have this skill.

Consciously skilled – we know that we have this skill.

Unconsciously skilled – we don't know that we have this skill, but we don't focus on it because it's so easy.

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Understanding the Conscious Competence Ladder

Level 4:
Unconsciously Skilled

Level 3:
Consciously Skilled

Level 2:
Consciously Unskilled

Level 1:
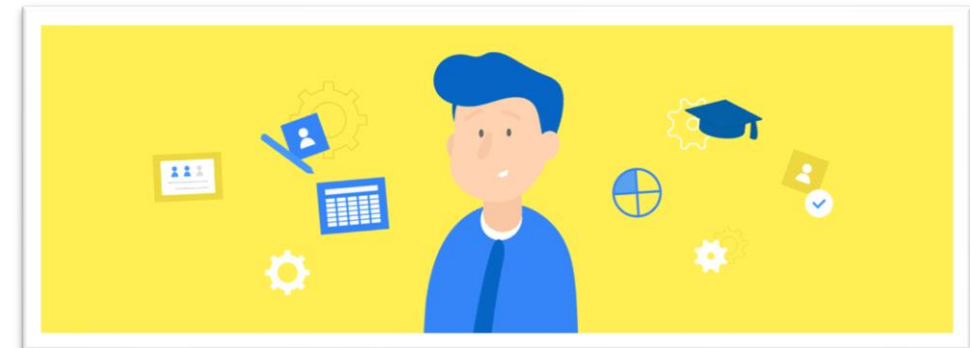Unconsciously Unskilled

When to Use the Conscious Competence Ladder

✓ The Conscious Competence Ladder is useful in several ways.

✓ First, you can use it to understand the emotions you experience during the learning process. This helps you to stay motivated when you feel inadequate, or subject to self-doubt; and it helps you manage your expectations of success, so that you don't try to achieve too much, too soon.

✓ For example, during the consciously unskilled phase, you can reassure yourself that, while learning this skill is difficult and frustrating right now, things will improve in the future.

✓ It's also useful in coaching and training situations, because it allows you to be in touch with what your people are thinking and feeling. You can then help them to understand their emotions as they learn new skills, and encourage them when they're feeling disillusioned.

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How to Use the Conscious Competence Ladder

✓ The following sections look at each level in more detail, and highlight strategies that you can use to move yourself through each stage successfully, as you learn a new skill.

✓ They also cover strategies that you can use when you're guiding other people through the learning process.

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Level 1 – Unconsciously Unskilled

✓ Learner doesn't know s/he needs this skill.

✓ At this level, learner is blissfully ignorant: there is a complete lack of knowledge and skills in a specific area, and learner is unaware of this.

✓ To move out of level 1, use tools like SWOT Analysis and a Training Needs Assessment to identify strengths and weaknesses, and understand which skills you need to learn.

✓ Also, make sure that you understand your learning objectives – there's no point learning skills in areas that don't align with your personal or work goals.

✓ If you're coaching other people, be aware that at the beginning of the process, they may not know how unskilled they are. You'll need to make them understand how much they need to learn. You'll also need to explain why they need to learn these skills.

Be sensitive at this early stage, and give plenty of positive feedback to keep people's motivation high.

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Level 2 – Consciously Unskilled

✓ Learner knows s/he needs this skill.

✓ By this stage, learner discovered that s/he needs to learn new skills. The learner realizes that others are much more competent, and that they can easily do things that learner are struggling with.

✓ This level can be demoralizing, causing people to lose confidence or even give up on their learning efforts altogether. Therefore, it's important to stay positive at this stage.

✓ When coaching others, provide plenty of encouragement and support during this stage, and explain the idea of the Conscious Competence Ladder, so that people understand any feelings of discouragement that they are experiencing. Also, help them to improve their self-confidence , if required.

Level 3 – Consciously Skilled

✓ Learner knows s/he has this skill.

✓ At this level, learner knows that s/he has acquired the skills and knowledge needed. Learning is put into practice regularly, and more confidence is gained as these skills are used.

✓ You still need to concentrate when you perform these activities, but, as you get more practice and experience, these activities become increasingly automatic.

✓ If you're coaching team members, keep them focused on the skills that they need to learn, and give them plenty of opportunities to practice these skills.

✓ For example, you could assign them projects that use their new skills, or set them relevant training exercises.

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Level 4 – Unconsciously Skilled

✓ This skill is now effortless "Second Nature".

✓ At this level, you use your new skills effortlessly. You can perform tasks and make important decisions without conscious effort. You are completely confident of success.

✓ Teach these new skills to others in your organization. This will keep information fresh in your mind, deepen your understanding of the material, and give you a rewarding way to pass this knowledge on to others. Also, bear in mind that you may go back down the ladder if you don't use your new skills regularly.

✓ If you're coaching, make sure that people avoid complacency, and that they stay up-to-date with their skills.

✓ You may also need to remind people how difficult it was to reach this level, so that they offer empathy and support to people who are at an earlier stage in the process.

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Example

✓ Kezia's role in Marketing meant that she had to give regular presentations. However, her co-workers found her graphics confusing, her material disorganized, and her delivery disjointed. Kezia, however, didn't realize that there was anything wrong. She was unconsciously unskilled.

✓ Her manager, Rowan, suggested that she take a learning course in presentation skills. After a couple of sessions, Kezia began to realize just how bad her presentations must have been. She had become consciously unskilled, and felt despondent. Rowan encouraged her to continue to develop her skills, and held informal meetings with her to boost her self-confidence.

✓ Kezia's skills improved. She became consciously skilled, happier, and confident in her new-found ability to give effective presentations with integrated graphics and snappy delivery.

✓ Finally Kezia became unconsciously skilled, and was able to give excellent presentations on a range of subjects at short notice. Rowan encouraged her to reflect on her new skills, and to pass them on to others.

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Key Points

✓ Noel Burch, an employee with Gordon Training International, developed the Conscious Competence Ladder in the 1970s. You can use it to manage your emotions during a potentially challenging learning process.

✓ The model has four learning levels:

Unconsciously unskilled
Consciously unskilled
Consciously skilled
Unconsciously skilled

✓ The model can be a useful guide for your own learning, but you can also use it when you are coaching others, to guide them through the emotional ups and downs of acquiring new skills.

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Questions?

That's all Folks!