Contents

1A Identify learning and development needs

Your ability to match the required skills and knowledge of team members with the requirements of the organisation is a key factor in the successful management of learning and development in your team.

To get the best performance from your team you need to follow a structured process that allows you to systematically identify the learning needs of your team members according to set criteria. This way you can be confident that the needs you identify will match the organisation's short- and long-term skill requirements, as well as the team's and individual team members' requirements.

These learning and development needs can emerge for a number of reasons. The following lists a range of areas you should consider when identifying the skills that need to be learnt or developed.

Task-specific skills

Learning how to carry out a task; for example, writing a report, taking stock of inventory

Process skills

Understanding and applying organisational processes; for example, processing invoices, completing a new leave form

Interpersonal skills

Improving interpersonal relationships; for example, communicating between team members, developing strategies to deal with conflict

Team skills

Improving the way the team works; for example, setting goals, dealing with changes

Individual team member skills

Improving the skills of team members; for example, time management, writing a business case, using a software program

A skills audit identifies the following features.

Current skills	The skills and knowledge a person has at the time the audit is carried out
Competence level	The level of competence the person has achieved
Relevance	The importance of the person's skills and knowledge to their job role
Required skills	The skill level required by the person holding the job

Training needs analysis

A training needs analysis (TNA) focuses on the skills, knowledge and attributes that need to be developed and the type of training most appropriate to fill the learning gap. A skills audit form is used to gather information when doing a TNA. Some forms also include questions on people's career paths and the training they need to assist them in this area. Depending on the organisation's requirements, you might divide the questions into those for the job, those relating to professional development needs and those that concern career paths.

Before you start, be clear about the purpose of the TNA, what type of questions you want to ask and how you are going to collate the responses.

A skills audit form includes the following information about candidates:

- Whether they need training in a specific area.
- What type of training they need.
- How important they consider the training need.
- How urgent the need is for training or development.
- Their training delivery and/or location preference.
- Their time preference for undertaking the training.

Generic, work-related

Generic, work-related competencies underpin a person's ability to enter and remain in the workforce. They include being able to:

- work well in a team
- mix with people of different ages, sexes and races
- communicate effectively and solve problems creatively
- collect, analyse and organise information
- plan and organise activities
- use mathematical ideas and techniques and operate technology.

School leavers entering the workforce are expected to be competent in all these areas and able to apply generic competencies to a range of situations and in different industries; for example, in retail, hospitality, construction, health, sports and recreation.

Industry-specific

Industry-specific competencies are the skills required by a person working within a particular industry. For example, a person working in the automotive industry needs to have knowledge of engines, oils and car parts, and specific health and safety requirements; an administrative worker may need to know how to arrange meetings, operate office equipment and carry out reception duties.

Competency standards contain a list of outcomes to be achieved and criteria for assessing the performance of individuals. They are nationally recognised and form the basis of training in each industry. When an organisation identifies a need for skill development, competency standards can provide the individual with a learning and development program that also leads to a formal qualification under the Australian Qualifications Framework (AQF).

For example, the competency standard BSBLED401 Develop teams and individuals can lead to qualifications such as Certificate IV in Business, Certificate IV in Business Administration, Certificate IV in Small Business Management or Certificate IV in Frontline Management.

Assessing skills against competency standards is easy and practical. By using the competency standard for your team's job roles you can identify the skills the job holder possesses and if there are any skill gaps.

Career planning sessions

A review of staff performance and training needs is linked with an assessment of a person's development needs. Set aside some time to meet with team members and discuss their short-term goals and learning requirements, and their long-term career options within the organisation. Determine the skills they need to help further their career and identify ways to acquire these skills. Together you can select the most appropriate development options. Career planning and development assessment can be done during a performance appraisal and followed up in separate sessions, or it can be part of a training needs analysis.

Organisational policies and procedures

Organisational policies and procedures cover a wide range of subjects such as employment conditions, work health and safety, technical processes, communication procedures, performance reviews and security arrangements. Team members must be aware of the organisation's policies and procedures so they can consistently work within the organisation's requirements and help both the team and the organisation operate smoothly, as illustrated below.

Following procedure

In their role, a team member may need to write a letter or a report; prepare a brief business case; help you prepare a contract; apply for sick leave; make travel arrangements; or request training. These tasks must all be carried out within the organisation's policies and standards, and team members should fully understand the required procedure and the reason for a consistent approach. Teams function more effectively when they are not wasting time redoing work or constantly asking how to do something.

Induction

Team leaders need to induct new employees into the organisation by clearly explaining the organisation's policies and procedures, clarifying issues new employees are unsure of and explaining why this information is important. You might give new staff members a folder of relevant material – such as the policies and procedures manual, organisational forms and information – or make sure they are aware of where they should access the information.

New policies

There will be times when you need to bring the team together to explain a new policy or process that has just been introduced. You need to refresh people's memories if you notice team members are following procedures incorrectly, such as filing documents in the wrong electronic file.

Racial Discrimination Act 1975

The *Racial Discrimination Act 1975* prohibits racial discrimination and offensive behaviour based on racial hatred. It covers discrimination based on race, colour, descent, national or ethnic origin. It also protects those who may be discriminated against based on their association with people of a particular ethnicity. The Act applies to everyone in Australia and all organisations.

The Racial Hatred Act 1995 was added to the *Racial Discrimination Act in 1995* and provides an avenue for people to complain about racist behaviour that offends, insults, humiliates or intimidates others in public. Exceptions to the law include when the behaviour is a matter of public interest (such as a newspaper report on racially based violence), or is part of an academic discussion that is not malicious or spiteful. These exceptions often involve rights to free speech.

Sex Discrimination Act 1984

The *Sex Discrimination Act 1984* explains that it is unlawful to discriminate against someone based on their sex, marital status, pregnancy or potential pregnancy. It sets out laws against sexual harassment as well as dismissal from work based on family duties including pregnancy.

According to the Act, it is unlawful to refuse to provide goods or services, education or employment based on a person's sex. The Act also covers discrimination within awards and enterprise bargaining, insurance and superannuation, Commonwealth laws and programs, and accommodation.

Sexual harassment is included in the Act because it is a form of discrimination to treat a person unfairly because of their sex.

An exception to the Act includes when goods or services can only be applied to one sex, for example female or male-specific health care. Another exception covers employing a person to look after a child in the child's home. Sexual discrimination in the training and ordination of religious ministers is also not covered under the Act.

Rapport

Rapport is found where teams and individuals exist in a state of harmony, which facilitates communication within groups and broader working teams.

Teams of individuals who have common goals and aspirations tend to be close-knit and highly productive. Good rapport requires that everyone involved be adequately skilled, comfortable with contributing their views and opinions, and willing to problem-solve issues for the overall benefit of the group.

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Teams that are groups of people with no empathy with each other or desire to work together have no rapport and are unlikely to be very successful.

Example: learning and development needs

The following is an example of notes relating to a team's learning and development needs made by a supervisor over a period of five months. While these notes serve as a record of the team's needs, they only form the basis for more detailed planning. In this example the team leader has noted whether the learning is a team or individual need, and what the priority is.

Learning and Development Needs Plan

Supervisor: Michelle Draper

Date	Name	Need	Priority	Possible training/practice
3 March	Hal Zeigler	New position as data-entry operator. Needs to develop and extend existing skills.	A	Provide added responsibility and practice.
8 March	Joe Vendy	Redesign of website. Needs training in updating and maintenance.	Long-term (18 months)	Web designer will train in-house.
9 April	Jo Rigg	Requested Microsoft PowerPoint training at performance appraisal. Will be working on two major projects soon, involving many presentations.	B	Research relevant course.
11 May	Stacy Weir	Good with customers but unsure when difficulties arise. Consider sending her on course.	B	Appoint mentor or find suitable one-day course.
13 June	Team	All members need training in email etiquette.	B	In-house
1 July	Team	Changes to customer management system. Need training in new procedures.	C	In-house

Example: learning plan for a team

The following example is a plan for a team to improve its teamwork skills.

Task/skill	Learning needs	Goal/outcome	Solution
Working in a team	To improve skills in cooperation, negotiation and conflict resolution (aligns with business objective 2.3).	Team members demonstrate they can work cooperatively with less downtime caused by disputes. Members use strategies to negotiate and solve problems.	Attend training session on workplace cooperation Bradman Centre, 25 Willoughby Road, Brisbane. Two-day workshop 24–25 May.

Develop a learning plan for individuals

Individual learning plans should be developed for each team member. Develop the learning plan with the team member, helping them understand the need for each skill and how it will benefit them in their work. It is important to encourage them to contribute to solutions. Finalise the plan together so both you and the employee understand your responsibilities.

Some skill needs may require a brief in-house coaching session; some may necessitate a number of off-site training sessions; others may require the individual to gain a qualification over an extended period of time. Policies regarding training vary between organisations, with some organisations paying the full cost of training, some paying partial costs and some providing in-house training only.

Using a formal planning process ensures the training directly addresses identified needs and benefits the organisation as well as the individual. It also requires some action on the part of team members after the training has been completed.

Complete a learning plan template

Many organisations require employees to be accountable for their own learning and career development. Such organisations often have procedures requiring the staff member to take an active role in identifying their learning needs and researching appropriate solutions to create a learning plan. In this way, there is a strong motivation to learn.

A learning plan template can identify:

- the skill need
- how the skill corresponds with the individual's tasks, the team's goals and the organisation's objectives
- how the skill will benefit the individual, the team and the organisation
- the options available to address the need
- how the individual will demonstrate they have achieved the skill.

1D Collect and compare feedback on performance

A useful indicator of learning needs is the feedback you receive about the performance of your team and its members.

Feedback, both formal and informal, can come from a variety of sources, including team members, colleagues, other managers, clients, contractors, consultants, potential customers, suppliers or anyone external to the organisation who interacts with the team. Here are some ways feedback may be received about your team performance.

One-to-one conversations

Team members may talk to you about difficulties they are having with other members.

Comments from others

Colleagues and other managers might make comments on work received from your team or a team member's general behaviour; for example, remarks about a team member's presentation may highlight the need for training in oral presentation skills.

Customer compliments

Customers may compliment a staff member on their good service.

Feedback on poor performance

You might receive feedback about a team member's poor service, rudeness or inability to empathise.

Collect feedback

Feedback should be routinely collected to monitor service delivery. It should be an ongoing and can be collected in different ways. You should also reflect on your own performance as a team leader and encourage team members to reflect on their performance as well.

When you receive negative feedback about a team member's performance, think about what may have caused the problem before discussing it with the individual or team.

Consider also the source of the feedback to see if it is credible; that is, whether it is reliable, accurate and valid. Any credible feedback received by the supervisor, team leader or frontline manager should be passed on to the person involved and resolved on a one-to-one basis and in private. Make sure you document all details of the complaint and include the appropriate training need in your team plans.

Compare feedback

Poor performance may not always require acquisition of new skills or knowledge. For example, if poor planning has led to the team underperforming, the planning process should be examined rather than focusing on the individual's performance. Sometimes, addressing poor performance may involve a simple rearrangement of work schedules or holding discussions with the person or team to talk about the situation and come to a resolution.

Any feedback you receive should help you confirm the learning and development needs you have already identified via other methods.

2B Select appropriate learning delivery methods

There are usually a large range of delivery options to choose from, including on-the-job and off-the-job programs delivered formally or informally, individually, one-on-one, or in small or large groups.

You must be familiar with the wide range of delivery methods available. Not all options will be suitable for your purposes or your budget. Consider the strengths and weaknesses of each option. Identify what the priority considerations are, or the factors that will most influence you and your organisation when making a choice. Is the biggest issue finding time to release staff, the cost, the appropriateness of the course or the availability of quality training? For example, would on-the-job training be more efficient than sending staff to an external course? Would long-term coaching be more effective than a one-off training session? Would a highly recommended though costly consultant be a worthwhile investment?

How you select the most appropriate delivery method will differ between organisations and depend on a number of factors.

Factors affecting the most appropriate delivery include:

- learning needs of the individual or team and the organisation
- identified learning goals
- abilities of the individuals
- identification of an appropriate delivery method
- preferred learning styles of the participants
- resources available
- priority for the skill development.

Learning delivery options

Learning delivery options vary considerably and depend on organisational requirements, the actual learning required and the available budget. Training may be internally delivered or externally sourced, or a combination of both. Here are some situations where training could be internally delivered.

Demonstrations

An efficient way of passing on skills and knowledge is to show the learner how a procedure or function is carried out on the job. This might be done informally in a one-on-one situation at the point of training; for example, at the particular piece of equipment or during the actual process. The training can also be done during a more formal presentation to small groups.

Demonstrations and presentations provide opportunities for the learner to ask questions and practise the required skills, and for the trainer to provide constructive feedback to improve the performance or behaviour. Training may be delivered by a person's supervisor, an experienced colleague, a consultant or an equipment supplier. It can take place at the person's workstation or somewhere else in the workplace; for example, in a meeting or training room.

Induction programs

You may be responsible for conducting an induction program for new employees. Inductions can be formal or informal, brief or lengthy; for example, some induction sessions take a day, while others are formal, week-long programs. Induction means introducing the new employee to:

- the organisation
- relevant staff
- the use of business equipment such as the photocopier, printer, fax machine and the telephone system
- specific equipment they will be expected to use
- the organisation's policies and procedures
- the organisation's work health and safety guidelines.

The type of induction training required will depend on the nature of your organisation and its activities.

Additional learning delivery options

While there are many ways to present learning opportunities within the workplace, there are also ways that staff can develop new skills and knowledge in situations that are external to the workplace. A selection of these opportunities is presented below.

Training sessions

Formal training sessions can be arranged in the workplace. In-house experts or the organisation's training officers may run sessions, or you may decide to use the services of a consultant.

Training can be conducted in any number of ways; for example, for a few hours, for a half or full day, or at regular times over a number of weeks. Training sessions can involve large or small groups where learning and discussions are facilitated to ensure the desired outcomes are achieved. Careful organisation of the information, resources and presentation materials will help you conduct a successful session.

Conferences and seminars

In conferences and seminars, experts provide information through case studies, presentations, workshops and exhibits of new and innovative products and services. You should keep abreast of conferences and seminars on offer so you can identify those that could benefit your team.

Your organisation may have a marketing department that keeps track of events relevant to the organisation. If not, download information from the internet or have your details listed on organisational databases that keep you informed about upcoming events.

Note where the conference is being held, the cost and the content it proposes to cover. You may decide that you or a team member's professional development could involve presenting a session at the conference, rather than just attending.

Mentoring

A mentor is someone with experience or expertise who acts as a role model or leader for less experienced staff, offering advice, information and friendship. Many people can recall at least one person who set them on a particular career path or helped them make a lifestyle or relationship choice.

A mentor may also offer emotional and psychological support, particularly to a new staff member who may be reluctant to share feelings of uncertainty with their peers, manager or team members. The mentor listens to their concerns and provides encouragement. Generally, the mentor relationship is a long-term one.

The mentor role may also involve coaching and training. However, a good mentor does not provide the answers but, rather, helps the learner find their own solutions to a problem. The relationship between the mentor and the learner fosters openness, trust and mutual respect. The characteristics of a good mentor are shown here.

A good mentor is someone who:

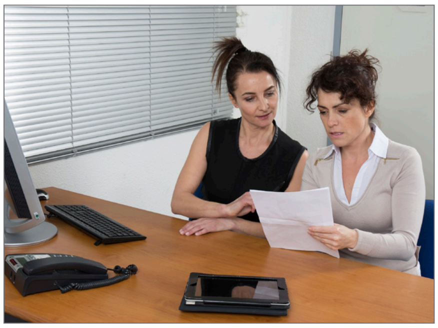
- leads, advises and is a role model
- encourages and guides the individual on a learning path
- supports and responds to the individual's needs
- is a trusted counsellor
- treats the employee with respect.

A successful workplace mentoring relationship:

- clarifies the goals of the organisation
- develops skills and knowledge (competencies)
- improves communication
- increases productivity and innovation
- encourages career development
- increases confidence
- shares experiences.

Example: prepare a training program

A trainer decides, after completing a feasibility checklist, to go ahead with a training program for an employee who is enrolled as a trainee at Level 2 in Business Services. The trainer understands the time he will deliver the training, the cost of the training and the resources that have to be made available to the trainee. Most importantly, he understands the need for a varied program that includes discussion, demonstration, interesting training material and opportunities for feedback. He has factored all these items into his plan.



Plan the learning			
Supervisor:	Steve Vann		
Learner:	Nadia Miletic		
Topic:	BSBIND201 Work effectively in a business environment		
Element	**Training strategies**	**Resources**	**Date and place**
1. Work within organisational requirements	Welcome. Explain training sessions. Discuss what is involved in studying this unit: • Understanding your role and responsibilities accessing learning resources. • Managing time. • Preparing an information and evidence file for your activities, research, personal documents and examples. Overview of unit. Overview of Chapter 1. Probe for understanding on the rights and responsibilities of the employee and the employer. Discuss cooperation in the workplace. Complete activity 1.	Workbook: Work effectively in a business environment Position description Induction kit Policies and procedures manual internet	7 May Meeting room

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Miscellaneous

Consider the options for participants during breaks; for example, morning tea, lunch, afternoon tea; snack food, sit-down, buffet; self-catering or catering firm.

Identify time lines

There are a number of critical time considerations in the design, development and implementation of a learning program. Many of these should be discussed in collaboration with the team or the individual. Some time lines may need to be negotiated. Here is a process list that you can follow when organising a learning program.

1

Confirm the priority

The first step is to confirm the priority for the learning; for example, whether the need is crucial and must be undertaken immediately, or whether it could be offered in a month, six months and so on.

2

Identify the length of training and/or development needed

Identify how long the training and/or development will take. For example, formal courses may range from half days to extended programs of a year or more. Some courses may involve an initial two-day attendance followed by a session one day every week for the following month. Coaching or mentoring may be an ongoing process until the learning or development is achieved.

3

Plan for minimal distribution

Develop a training schedule to minimise disruption to work. For example, you might arrange a one-day training session where all members of the team attend or it might be more convenient for one or two team members to attend over several weeks. You may decide it is less disruptive to send one person to the session and then arrange for them to train the rest of the team in-house. Check the organisation's calendar to make sure you don't plan a session when all staff are needed at the workplace or during busy times for your industry such as before holidays.

Research cost of the training program

There is a wide range of training options to choose from, and the cost of the assorted options is often the deciding factor. Research the various expenses and weigh the possible cost against the desired outcome, the time available for training and the number of people involved.

Compare different training providers, what they offer and at what cost. The training industry in Australia is very competitive, so it is worthwhile doing some research. Do not settle for the cheapest program if it doesn't cover everything you need or if you aren't sure of the credentials of the trainers. Build up a file of potential training providers and the programs they offer. Courses and costs change regularly, so make sure the file is kept up to date.

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Some questions you can ask as you research the cost of training follow.

External training

An external training program may be the ideal option but could the learning needs also be met by using in-house experts at a fraction of the cost?

Guest speaker

Perhaps using a guest speaker is more cost-effective than hiring a consultant.

Training quality

Is it more cost-efficient to use a large portion of the training budget on a worthwhile, quality training program rather than trying to save money by using a program that is cheaper but does not match your quality standards or meet the team's needs?

Other training costs

It is not only the cost of the actual training that needs to be considered. It may be necessary to hire a venue and get your staff to the venue for the training period. The trainer will come at a cost to your organisation, whether they are external or internally sourced. Below are some things to consider regarding additional costs.

Venue
Think about all the different elements involved if you are hiring an external venue. Is it cheaper overall to hire a venue for a full day rather than a half day? Find out whether costs also cover the hire of equipment and catering or if these are additional charges. Are discounts offered? Have a list of questions prepared to ensure you don't overlook essential pieces of information.

- available facilities
- available equipment
- cost of training
- time required
- other issues; for example, workplace arrangements.

Example: learning program checklist

This example of a simple checklist can help you plan a suitable learning program for the individual or team.

Learning program checklist		Details
1.	Details	
2.	Name and/or team	
3.	Learning need	
4.	Objective/goal of the learning program	
5.	Learners' learning style	
6.	Training and/or development option	
7.	Structure of program	
8.	Name of the person/organisation who will deliver the training and/or development	
9.	Where the training and/or development will take place	
10.	Resources required	
11.	Facilities available at training venue	
12.	Equipment available at training venue	
13.	The total cost of the training and/or development	
14.	Period of training/development	
15.	Other considerations; for example, are guest speakers needed? What arrangements do I need to make?	
16.	Method of evaluating the training and learning outcomes	
17.	How participants will evaluate: • the training itself • the outcomes of the training.	

Topic 3
Monitor and evaluate workplace learning

The purpose of encouraging workplace learning, and facilitating a workplace learning and development program, is to establish continuous improvement in work performance.

Monitoring and evaluation play key roles in identifying the value of the program and determining further development needs. For those with responsibility for team performance, evaluation of learning programs should be an integral part of the continuous improvement cycle.

In addition to reviewing the value of the program in terms of benefits to the organisation, it should also be reviewed in terms of cost-effectiveness, the development of the individual and future opportunities for the individual and the organisation. Each team member must be encouraged to monitor their own work performance and continually look for ways they can develop their skills and knowledge.

Performance assessments and recommendations for improvements should be formally documented so modifications to learning programs can be made and addressed systematically.

In this topic you will learn how to:

3A Evaluate learning arrangements

3B Assess and record the effectiveness of learning programs

3C Modify learning plans

3D Maintain records of competency

Example: professional development survey

Here is an example of a professional development survey that you may be able to use for your team.

Professional Development Survey		
Name:	**Date:** / /	
Program or course name:		
Organiser or institution and location:		
Commencement date:	**Completion date:**	
Course objectives and content Were the course objectives clearly stated? Were the objectives achieved? Were the topics presented relevant to your work? Did the course meet your expectations? Explain why it did or did not.	❑ No ❑ No ❑ No ❑ No	❑ Yes ❑ Yes ❑ Yes ❑ Yes
Course presentation Were the concepts and techniques explained clearly? Were you encouraged to actively participate during the course? Were your individual questions and problems discussed to your satisfaction? How would you describe the trainer's knowledge of the subject? If you rated the presenter as poor or fair, explain why.	❑ No ❑ No ❑ No ❑ Poor ❑ Fair ❑ Excellent	❑ Yes ❑ Yes ❑ Yes
Training materials What training materials were you provided with, and where will these be located in the organisation for reference by all staff?		
Course evaluation List the new skills or knowledge you gained from this course.		
How will the skills or knowledge you gained through participation in this course be applied to your job role and help you improve your work performance?		
How will the organisation benefit from your participation in this training activity?		

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Example: training progress report

This is an example is of a training progress report.

Monthly Progress Report		
Name: Naomi Fox **Date: 6/3/15** **Successes:** Has successfully produced a range of documents in line with organisational requirements, including memorandums, faxes and business letters. **Action items:** Over the next three months will need to practise producing more complex documents; for example, reports and forms. **Date of next meeting: 3/4/15** **Date competency achieved: ____ / ____ / ____** **Signed:**		
Excerpt from performance appraisal This section should reflect new goals and challenges, training opportunities and areas for improvement (include courses, reading, extra responsibilities, etc.).		
Areas for action	**Action to be taken (training, reading, etc.)**	**By when (dates)**
Develop desktopping skills	Attend introductory desktop publishing course at IT Skills, Level 3/135 King Parade	3–4 May
Develop planning and organisational skills	Attend administrative assistants seminar Parkside Convention Centre	21 June
Extend communication and presentation skills	Appoint Deborah as mentor	Ongoing

Practice task 13

1. Why is it important to document and maintain records of competency?

2. How should records of competency be maintained and stored?

Summary

1. Monitoring and evaluating workplace learning is important in identifying the value of learning and development programs to the organisation, in terms of meeting learning needs and cost-effectiveness.
2. Learning arrangements can be evaluated in terms of pre-training support and information, program content, delivery, timing, venue, facilities and follow-up.
3. In evaluating the learning arrangements, it is essential to collect feedback from a number of sources such as questionnaires, structured discussion, informal discussion and third-party reports.
4. Learning programs also need to be evaluated in terms of whether the program has improved the performance of individuals and the organisation by meeting identified learning needs.
5. In evaluating the effectiveness of learning programs, feedback can be collected through observation and informal discussion with learning participants, demonstrations, self-assessments, peer assessments and formal performance review sessions.
6. The information gathered from evaluating learning arrangements and programs must be recorded by the organisation to determine whether the learning program was successful in meeting learning needs.
7. As organisational learning and development is an ongoing process, future learning plans and programs must be modified to meet the changing learning needs of individuals and the organisation.
8. Records of employee achievements and competency must be maintained by the organisation.