



TRAINING & DEVELOPMENT MASTER GUIDE

Aligning Training to Vision, Mission, Values & Strategy

This Master Guide has been designed to give professionals who find themselves in the training and development function (also referred to as Learning & Performance) without prior preparation appropriate guidance, direction and clarity on the essence of their calling. You may use, photocopy, scan, and transmit this White Paper in whole or in part, subject to the understanding that you will cite Vision & Talent as your source and you will not amend the title.

Aligning Training to Vision, Mission, Values & Strategy

Our Vision	Write your organization's Vision Statement here
Our Missions	Write your organization's Mission Statement here
Our Values	Write your organization's Values here
VISION of Corporate Services Division (Use your descriptive name)	Work is one of our greatest privileges. The greatness of a people is their legacy. At Corporate Services we create a truly world class environment where people, creatively with other resources, create enduring value.
VISION of Human Resources Dept. (Use your descriptive name)	The most fundamental levers for success in the new era are the education, competitive urges and inherent bias for action of a truly empowered people. Our human capital focuses on business results. A true partnership with people, we envision a human capital transformed into a driving force for organizational development.

<p>Human Capital: Strategy & Tactics</p>	<p>The Six Fundamental Levers</p> <ol style="list-style-type: none"> 1. Attract and retain the best talent. 2. Develop and empower people to be the best that they can be. 3. Accentuate the positive in all interactions. 4. Build an organization that is externally focused on the needs of the market. 5. Serve one and every customer with passion, obsession and intimacy. 6. Align all resources to achieve our vision!
<p>Vision of Training Department</p>	<p>Groom men and women to be able to deliver service to the standard our customer set for us anywhere in the world, now and in the future.</p>
<p>Staff Development Cycle</p>	<p>Through Learning - defined as a relatively permanent change in behavior that occurs as a result or experience.</p> <p>Through Education - the development of knowledge, values and understanding required in all aspects of life rather than knowledge and skill relating to a particular area of activity.</p> <p>Through Training - designed to maintain and improve current job performance. It is the planned and systematic modification of behavior through learning events, programs and instructions which enable individuals to achieve the levels of knowledge, skill and competence required to carry out their work effectively.</p> <p>Through Development - designed to develop skills necessary for future job or work activities. It is growth or realization of a person's ability and potential through the provision of learning and educational experiences.</p>

<p>Training Superordinate Goals</p>	<ol style="list-style-type: none"> 1. Ensure, as far as possible, that every employee has the knowledge and skill, and reaches the level of competence required to carry out his or her work effectively. 2. Ensure that the performance of individuals and teams is subject to continuous improvement. 3. Seek to ensure that people are developed in a way which maximizes their potential for growth and promotion. 4. Ensure that training is cost effective and result oriented.
<p>Training Policy</p>	<ol style="list-style-type: none"> 1. Allocate between 3.5% to 10% profit before tax (PBT) to training and development annually. 2. Expose every staff to a minimum of 40 man-hours of classroom training every financial year. 3. Develop a Training Policy Manual to guide the training process.
<p>Training strategy</p>	<ol style="list-style-type: none"> 1. Use organization-wide skills-basket from Manpower Planning Unit (Talent) as first-source input for all training annually. 2. Develop a Competency Matrix for all levels of programs, e.g. the Dreyfus Competency Model. 3. Analyze Skill Gap based on Appraisal input and input from other sources. 4. Develop organization-wide Programs Portfolio linked to functions and Skill Gap for all levels of staff. 5. Develop a comprehensive Training Guide linked to Skills-Basket and Competency Matrix for all Staff annually. 6. Institute in addition to formal training, some form of structured Continuous Professional Development (CPD).

	<ol style="list-style-type: none"> 7. Secure Budget Appropriation for approved organization-wide training plan. 8. Draw up an organization-wide Training Dates-Schedule for all approved programs.
Training Tactics	<ol style="list-style-type: none"> 1. Agree Objectives for training programs linked to Skills Gap. 2. Design appropriate programs or purchase and appraise consultant-designed programs. 3. Implement programs in line with date schedule. 4. Evaluate programs using a cross of Kirk Patrick and Parker Models. 5. Feedback result of evaluation into the system.
Training Nomination Process	<ol style="list-style-type: none"> 1. Identify what staff cannot do that she/he needs to be able to do. 2. For each need identified, specify an on-the-job or off-the-job training. Training unit locates an appropriate program. 3. Agree criteria in advance with trainees for assessing the result of the training. 4. Ensure that supervisors support staffs who return from training course charged with new ideas.
Training Procedures	<ol style="list-style-type: none"> 1. Dispatch nomination notice to nominees a minimum of 14 days (10 working days) via e-mail, copying supervisor. 2. Inform training Facilitator or consultant of nomination in writing. 3. Contact caterer and other service providers in writing if in-plant training. 4. Handle concerns from nominees and supervisors.

	<ol style="list-style-type: none"> 5. Ensure a minimum class size is attained. 6. Ensure a conducive training environment for all programs. 7. Ensure availability of appropriate and functional audio visual aids. 8. Collect relevant data, e.g. attendance, test scores, absenteeism, disciplinary record, evaluation during training programs
<p>Responsibilities</p>	<ol style="list-style-type: none"> 1. Executive management through policy sets tones for training. 2. Line managers and supervisors ensure employees obtain adequate training, development and career advancement. 3. Training School masterminds and ensures the realization of training policy, goals and objectives.
<p>Master Plans</p>	<ol style="list-style-type: none"> 1. Continually seek new ways to improve the effectiveness of training through reading and research. 2. Carry out various levels of evaluation to obtain feedback and determine training effectiveness. E.g. you can use the Kirk Patrick Model. 3. Liaise constantly with executive management to pick up cues on organization strategy, priority and new thinking. 4. Liaise constantly with supervisors to understand skills requirement through visits to branches, locations, and surveys, etc. 5. Liaise constantly with all levels of staff to understand training needs through visits to branches and surveys, etc. 6. Liaise closely with HR or Personnel unit to capture recruitment data and Customer Relations Unit and Sales & Marketing Groups to understand service demands.

	<p>7. Liaise regularly with consultants/practitioners to improve course content and pick up cues on new skills and competencies.</p>
<p>Action Plans</p>	<ol style="list-style-type: none"> 1. Visit a minimum number of branches or locations per month to observe and interview Supervisors and staff at work. 2. Implement and evaluate all approved training programs without exception. 3. Design adequate instruments to carry out Level IV Evaluation for all critical courses with huge investment, e.g. above N5mm. 4. Closely supervise the implementation of Training Database to ensure adequacy of training records. 5. Submit Management Report on all completed training programs with recommendation for improvement of practice

If you think education is expensive, try ignorance.

-Plato

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