TRAIN THE TRAINER PROGRAMME

TRAINING NEEDS ANALYSIS

Lecture Notes
and
Handouts

Professor Christopher Bezzina

Session 1:  The Learner and Learning
Part One:  Professional learning: an overview

Overview
1. What is learning?
   - personal perspectives

LECTURE NOTES
Training Needs Analysis
2. Linking creativity to learning within the education sector  
- video clip and discussion

3. The notion of Expeditionary Learning (an expedition into the unknown)  
Read and undertake activity on pages 216-217 in Sergiovanni’s chapter on Becoming a Community of Mind.

4. Beliefs about learning: myths or reality...possibility or pipedream?  
Making sense of the realities we form part of, the realities we create and/or sustain.

Readings

Background

Articles and Chapters from Books


To do:
1. Read Chapter 5 *The School as a Moral Community* and focus on the following aspects: learning, community, covenant, gemeinschaft, relationships, and commitment.

2. Go through the inventory on page 123.

3. Develop your own draft theory of learning.

4. This will be discussed in Session 2.

“If you plan for one year, plant rice.”
If you plan for ten, plant trees.

If you plan for 100 years, educate mankind.”

Kuan-Tzu
5th century Chinese poet

Learning

Learning is often scary and is always hard work. As Wilson and Bearne (1999: 200) remind us, “You read, you think, you talk. You get something wrong, you don’t understand something, you try it again. Sometimes you hit a wall in your thinking,
sometimes it is just too frustrating. Yes, learning can be fun and inspiring, but along the way, it usually makes us miserable. And to move forward we often have to acknowledge that which we do not know.” Important learnings emerge when (teachers’) [anyone for that matter] extant assumptions are challenged – when they experience disequilibrium. “Productive disequilibrium offers useful territory for teachers’ learning.” (Ball and Cohen, cited in Wilson and Berne, 1999: 200).

Learning is defined as a change in behaviour due to experience. It is about personal and social transformation. Learning means an approach both to knowledge and to life, that emphasises human initiative and human engagement. It encompasses the acquisition and practice of new methodologies, new skills, new attitudes, and new values necessary to live in a world of change. Learning is the process of preparing to deal with new situations.

Learning needs space, the room to test and the freedom to get it wrong.

Learning needs .....  
- A sense of curiosity
- A clear vision
- Strong determination
- A belief in trying things out
- Responsibility
- A belief in self
- A belief in success
- Forgiveness
- Proper selfishness

According to Aspinwall (1996) learning involves:

- Knowledge or learning about things
  (e.g. facts, complex ideas, theories)
- Skills, abilities, competences or learning to do things
  (e.g. mental and manual skills)
- Personal development or learning to become ourselves
  (i.e. to achieve our full potential)
- Collaborative Enquiry or learning to achieve things together

“Becoming is superior to being”
Paul Klee

The Learner

To me the learner is one who takes an active, constructive and directive stance to life rather than being a passive recipient. The learner is fundamentally one committed to self-development. This is the essence of learning to learn – hence a focus on:
- Knowing self to know others
- Empowering self to empower others
- Developing self to support others’ development.

Individual transformation

↓

Group transformation

↓

The Learning organisation/ Community

Part 2: Change and Change Management

1. Understanding Change: a brief introduction
   - personal views
   - think of a metaphor to describe change

2. Change Frames
a. Purpose frame  
b. Structural frame  
c. Culture frame  
d. Emotion frame  
e. Political frame  
f. Organisational learning frame.

**To do:**  
**Task1: Specification**  
Think about a situation in which you would like to make a change or institute an innovation, but one in which you face resistance (e.g. overcoming a challenge at work; improving a relationship with a peer or friend). Write a sentence or two describing the status quo. Then write a brief description of the situation as you would like it to be if you could change it.

**Task 2:**  
a. Analysis  
List the major driving forces, the factors that pressure change, and then list the major restraining forces, the factors that pressure against change. Draw a force-field analysis diagram.

b. Solution  
Select two or three restraining forces in your diagram and develop means for reducing the degree of resistance. Be prepared to explain your diagram and solutions to the group.

**Article**


**The Concept of Change**

“Everything must change at one time or another or else a static society will evolve.”

Anonymous
Change and uncertainty can be considered as the new touchstones of leadership excellence. The old management competences of planning, organising and controlling are no longer enough. The world of today and tomorrow can be described as a series of fast flowing rapids full of excitement, challenge, adventure and uncertainty, where the risks will be higher and the rewards greater.

That change is here to stay is no cliché. Change is a constant feature in our lives at both the personal and professional level. *It is the way we look at change that determines whether change is seen as a burden or as an opportunity for development and potentially growth.*

One person claims that the schools are being bombarded by change; another observes that there is nothing new under the sun. A policy maker states that teachers are resistant to change; a teacher complains that administrators are introducing too much change; others argue that they are doing this for their own self-aggrandizement and that they neither know what is needed nor understand the class or students that are coming to schools today. A parent is bewildered by a new practice in learning (and teaching) mathematics.

Some argue that restructuring schools is the only answer for the problems facing us and our future. Whilst others decry that this too is just a pipedream diverting our attention from the core curriculum changes that are desperately needed. One university professor argues and is convinced that schools are only a reflection of society and cannot be expected to bring about change. Another professor is equally convinced that schools would be all right if only our leaders had more vision, and that teachers were more motivated to learn new approaches to improving the curriculum, the way we teach and do things.
The litany can go on. But, what do you make out of such perceptions or views to change? How do you relate this to your own personal opinions and that of your colleagues within your own set up.

Michael Fullan states that if you had to “take any 100 books on change and they all boil down to one word: motivation.” (2007: 41). All successful change processes have a bias for action. Note what he has to say in chapter 3 (please refer to article in the reading pack).

Indeed people react in different ways.

What about you? What motivates you? What spurs you on to action? Who inspires you? Who holds you back from taking initiative, bringing about change?

Think of yourself in different situations.
Where do you stand on issues that matter, whether personally or professionally?
Are you prepared to take a stand on issues you feel strongly about?
Are you prepared to listen, to be influenced by other peoples’ opinions?
Will you form an opinion?

**Origins and Pawns**

An Origin is a person who feels that he or she is director of his or her life. Origins feel that what they are doing is the result of their own free choice; they are doing it because they want to do it, and the consequences of their activity will be valuable to them. They think carefully about what they want in this world and choose the
most important goals, ruling out those that are too easy or too risky ... aware of their abilities and limitations. In short, an Origin is master of his own fate.

A Pawn is a person who feels that someone or something is in control of his or her fate. Pawns feel that what they are doing has been imposed on them by others. They are doing it because they are forced to, and the consequences of the activity will not be a source of pride. Since external factors are felt to be in control, Pawns do not consider carefully the possible goals in life nor concern themselves with what they can do to further their cause. Rather they hope for lady luck to smile on them.

What are you? An Origin or a Pawn?

From Richard De Charms, Personal Causation, 1968

Research studies on motivation at work suggests that highly motivating conditions are present when teachers

- Find their work lives to be meaningful, purposeful, sensible, and significant, and when they view the work itself as being worthwhile and important
- Have reasonable control over their work activities and affairs and are able to exert reasonable influence over work events and circumstances
- Experience personal responsibility for the work and are personally accountable for outcomes.

Meaningfulness, control and personal responsibility are attributes of teachers functioning as ‘Origins’ rather than as ‘Pawns.’ An ‘Origin’ has a strong feeling of personal causation, a feeling that the locus for causation of effects in his/her environment lies within him/herself.

How do we relate to this?

Therefore, change and the way we experience and handle change determines whether learning takes place or not. How we look at change is a critical point of departure. In this session we will look at some change frames as propounded by Hargreaves and Fink.

- The Purpose Frame
Part Three: The Learning Community

Learning Opportunities

We will explore the principles and practices behind the learning and inclusive community that is aimed at transforming the capacity of the school through the commitment of its members. Various activities will be undertaken so that

“To a great experience one thing is essential; an experiencing nature”

Walter Bagehot

Readings

Articles on the Learning Organisation

A quick Google search will identify quite a number of articles on the area.


Sessions 2: Training Needs Analysis

In preparation:
In preparation for this session read the article Training Needs Assessment by Janice Miller and Diana Osinski in the Reading Pack.
Highlight the main points behind the article.
Identify the challenges you face to implement such an approach within your institution.
How can you go about addressing this challenge.

Overview:
1. Introduction.
   Reactions to the article and task set.

2. Training Needs Analysis
   Work on the pack provided

3. Presentation of the TNA undertaken.

4. Group Work & Presentation
   - 2-day training programme based on the TNA carried out.

Readings

Background


Articles
Look up material from websites

Manual
Skills Third Sector: Training Needs Analysis

Background material to conduct a TNA
Some websites:
http://www.dirjournal.com
http://www.hr-guide.com
http://www.businesslink.gov.uk

Introduction
In today’s environment where change is constant, technology is cheap and skill shortages are commonplace, people are the key differentiator between those institutions/businesses that succeed and those that don’t. As we have seen, training and
development need to be taken seriously not only by the institution but also by each individual.

As noted by Miller and Osinski, carrying out a training needs assessment is a critical activity that we should all be involved in, whether directly or indirectly. Effectiveness of training is usually believed to require a thorough diagnosis of training needs. Otherwise it is doubtful whether the training activity will provide the employee with the desired outcomes. However, in any organizational setting there are a number of factors making such a needs analysis difficult. In addition to pragmatic barriers like lack of time, resources and commitment, needs diagnosis suffers from the sheer complexity of the operation. Thus, an analysis of training needs should in principle reflect the future job situation (tasks and required competences) rather than the present job-person match. Furthermore, it is very complex to assess the actual and/or potential capability of a person, as well as determining which training methods might be appropriate to meet the training need, i.e. provide the competences in question.

Another critical issue that one needs to consider is the effectiveness behind the training. Measuring, and ensuring, the effectiveness of training is one of the most difficult of HRM issues. With the increasing focus on and allocation of resources to various forms of training the need for documenting the return on investment in training is crucial.

Measurement of training effectiveness has to rest on a deliberate decision about the locus or level at which the effectiveness has to be measured. The following four types of effectiveness measurement in training can be defined:

1. The immediate reaction (like/ don’t like the training activity).
2. The actual, specific skills or competences acquired during the training.
3. Subsequent, specific changes in job behaviour, caused by the training.
4. Long-term effect on the organization.
Unfortunately, not very many organizations are able or willing to initiate evaluation at most or all of these levels. In most cases, the immediate reaction by the trainee is used as a pragmatic approximation for the effectiveness of training.

_Do you agree? What is the reality in your institution?

In this part of the session you will be encouraged to directly engage with these questions and to undertake:

a. To identify what goes into a training needs analysis of a particular section/department or your whole institution.

b. Prepare a mock 2-day training session as a result of the TNA undertaken.
LEARNING-ORIENTED WORKFORCE

1. Employees can: participate freely and fully in collaborative problem-solving through dialogue; share leadership roles; engage in continual renegotiation of activities and priorities in which competing claims may be put forward, assessed and deliberated.

2. Employees can share progressively in decision-making.

3. Employees are encouraged to take different perspectives, attitudes and roles vis-à-vis their work.

4. Employees can ask questions, receive accurate and considerate feedback, and reflect themselves.

5. Employees can think critically and reflectively; can question what is taken for granted, including organization norms and established ways of thinking and belief systems; and can engage in problem-setting and re-framing.

6. Employees can experiment without suffering serious consequences.

7. Employees can make inferences from daily activities that enable them to learn how to learn and to solve long-range problems.

8. A climate of mutual respect is established, where employees can be sensitive to one another’s feelings and feel free from coercion.

9. Employees are free to pursue self-directed learning and are encouraged to become increasingly empowered vis-à-vis their work.

10. Learning through mentoring, coaching, and small group work is fostered.

(Source: Mezirow in Marsick, 1987)
Six Questions to assess a Learning Organization

Place an * measuring where the organization is today and a + where the organization would like to be

**Leadership:** To what extent do leaders throughout the organization demonstrate a commitment to learning?

| Low | | | | High |

**Culture:** To what extent is our culture/mind-set focused on learning?

| Low | | | | High |

**Competence:** To what extent does our performance appraisal system encourage learning for individuals, teams and functions?

| Low | | | | High |

**Training:** To what extent do we have individual, team and organizational training systems in place?

| Low | | | | High |

**Change:** To what extent do our work processes and systems encourage learning?

| Low | | | | High |