

Online Workshop

STRATEGIES OF DEVELOPMENT AND METHODS OF MODERATING TRAININGS IN LEADERSHIP



DeSTT - Development of Skills and Teachers Training for
leadership

Session 3 (March 29th, 2021)

DESIGNING LEADERSHIP TRAINING. THINKING, PLANNING, AND EVALUATING



Ramón Bouzas Lorenzo
University of Santiago de Compostela, Spain



Session 3.1

Planning of leadership training programmes

Objectives of the session

- to review the planning phases of a leadership training program
- to know how to detect training needs
- to remind some ideas about strategic planning applied to training programmes (higher education)
- to know how evaluate a training program

An initial question



5 min.

Are leadership programs successful?

- **Why is it important to train for leadership?**
- **How can be improved leadership programs?**

Leadership training

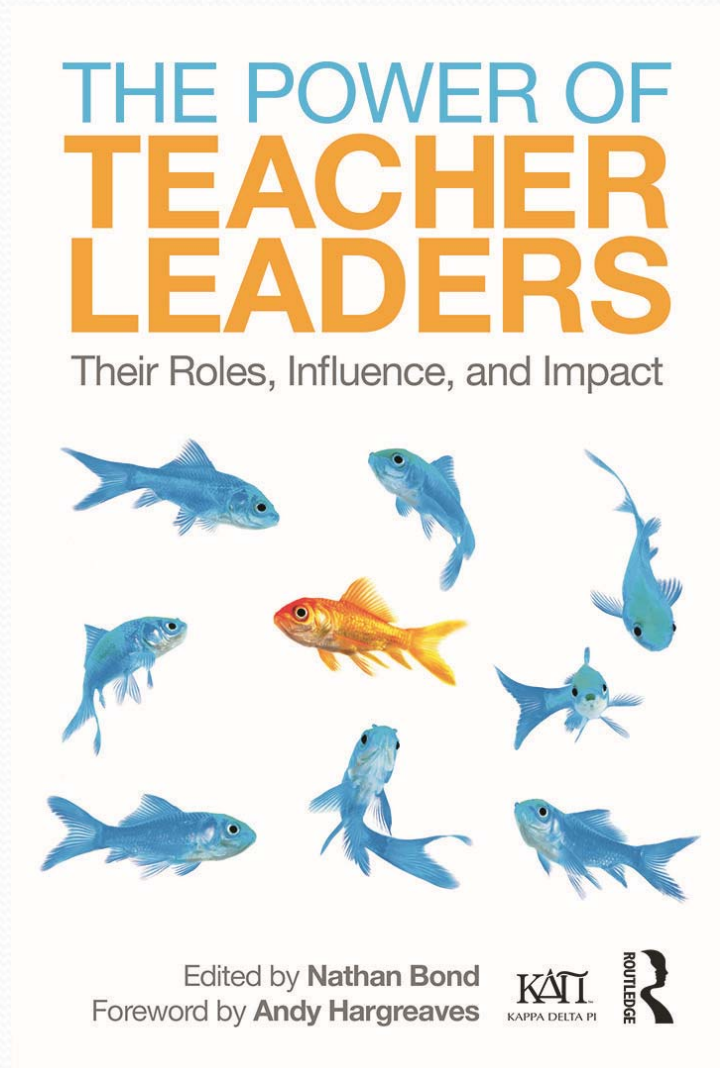


Leadership training (LT) programs are activities that have been designed to **enhance leader knowledge, skills, abilities and other components.**

They include all forms of leader, managerial and supervisory training/development programs and workshops

Function

LT primary function is to link the **improvement of people's autonomy and technical capacity with the tasks they will perform**





LT has been **traditionally** focused on developing the **collective capacity of organizational members to engage effectively in leadership roles and processes.**

**Formal and informal
authority positions**

**Set of actions that enable
group/org. performance**

General Focus

Training programs must be planned and developed in advance.

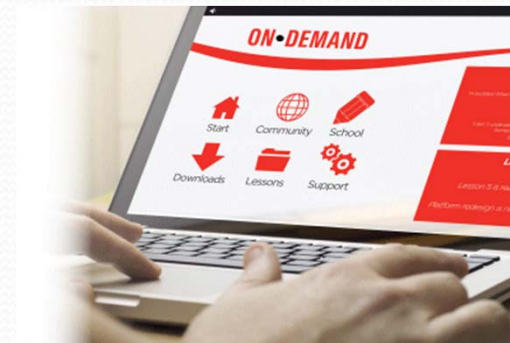
Overestimating their importance and initiating unplanned programs can have irreversible consequences

Supply-side training

Training offered to any person, without necessarily asking their needs.

Training on demand

Training tailored to specific needs.



Expected benefits



- Improves performance
- Improves person-position-organization matching
- Increases quality
- Decreases mistakes
- Increases motivation and satisfaction
- Builds an encouraging environment
- Enables communication among people / groups
- Easies aligning individual and organizational needs.
- Helps keeping a strong organizational culture
- Encourages change

Some key distinctions

Leadership development

Integrated approach that involves the interplay between leaders and followers

Leader development

Training initiatives aimed at individual-level concepts

Managerial training/development

**Process to acquire skills and knowledge that increases effectiveness (leading and leadership, guiding, organizing).
By enhancing managerial skills is expected to improve job performance.**

Does leadership training work?

Organizations report **lack of leadership skills** among their employees; **only 13% of organizations believe they have done a quality job training their leaders** (Schwartz et al., 2014)

Some research has pointed out a **substantial leadership deficit** and noted that **organizations are not developing enough leaders** neither equipping the leaders they are building with the **critical capabilities and skills they need to succeed**

is leadership training being poorly focused?



Are organizations doing wrong?

Simply spending more money on leadership programs is unlikely to be enough. To deliver a superior return on investment, **leadership spending must be far more focused on and targeted at what works . . . with a focus on evidence and results**

Wakefield, Abbatiello, Agarwal, Pastakia & Van Berkel (2016: 32)



It is necessary to provide scientists and practitioners **data-driven recommendations** for effective leadership training programs in relation with design, delivery and implementation of that training

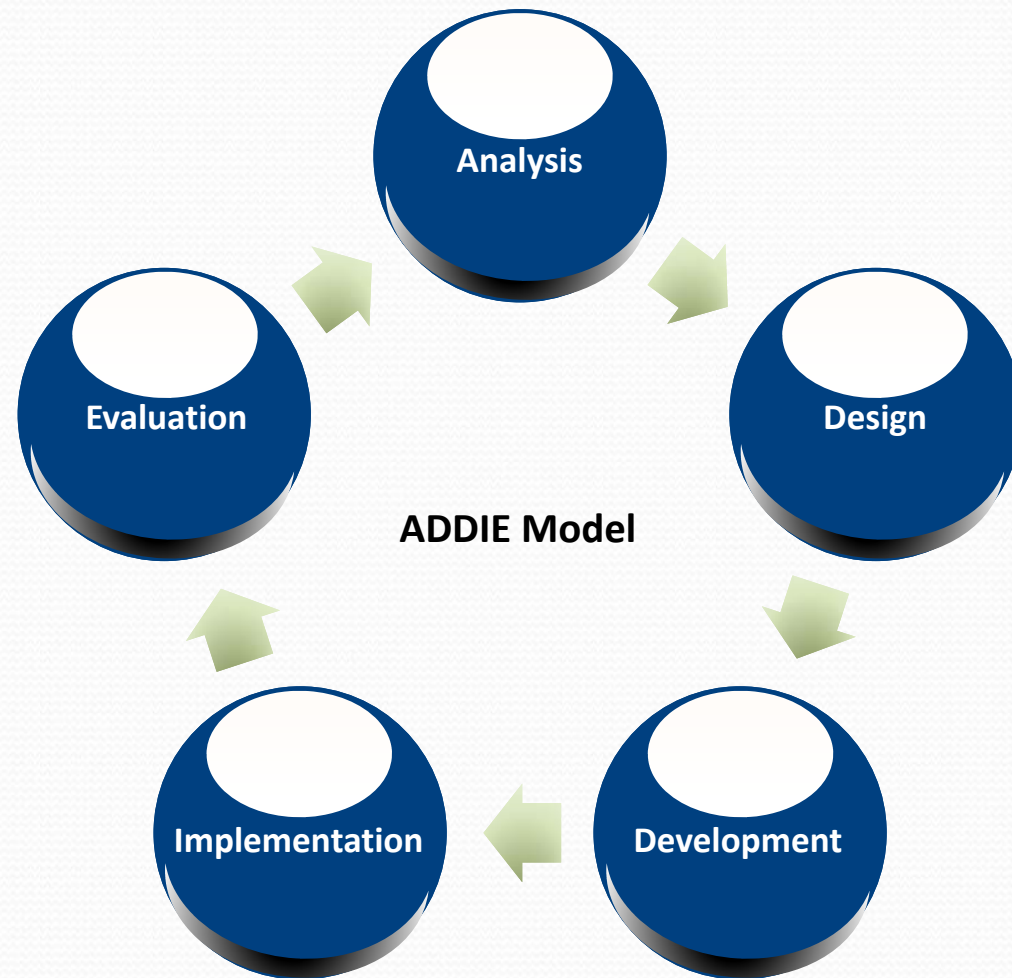
Day (2017)



Four basic success factors about planning

- 1. Having the support and involvement of all stakeholders from the very beginning.**
- 2. Ensuring that need for training is shared by all.**
- 3. Counting on the acceptance and participation of recipients.**
- 4. Having training specialists available and let them play an active role throughout the process.**

Training planning standard



DESCRIPTION

Analysis

- Review learning objectives and establish learning outcomes with recipients to meet their learning needs.

Design

- Design customized contents through discussions and focus groups interaction with recipients.

Development

- Develop course materials, using effective training methodologies and activities to meet learning objectives.

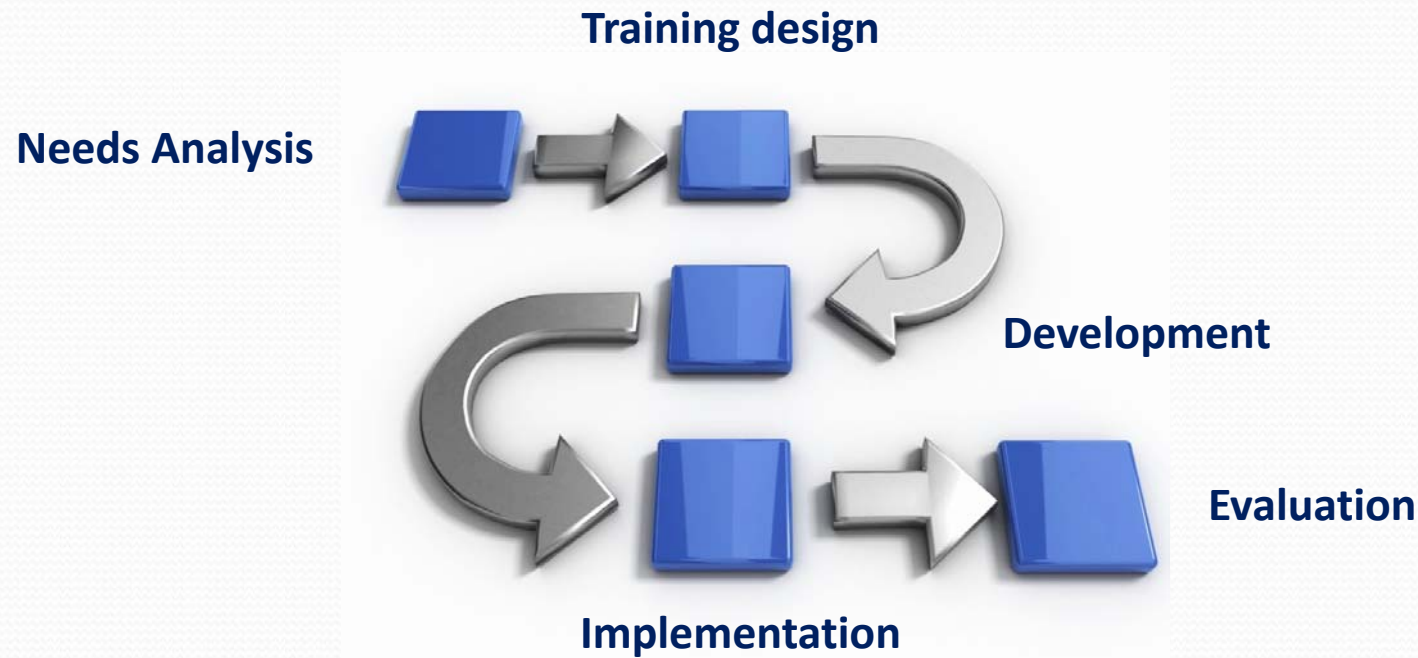
Implementation

- Provide pre- and post-training administrative/logistics support. Manage the conduct of training.

Evaluation

- Assessment of training effectiveness and impact; feedback is ploughed back for program improvement or management decision and follow-up actions

Training key elements



As we previously reviewed issues about design,
we'll take a look now to

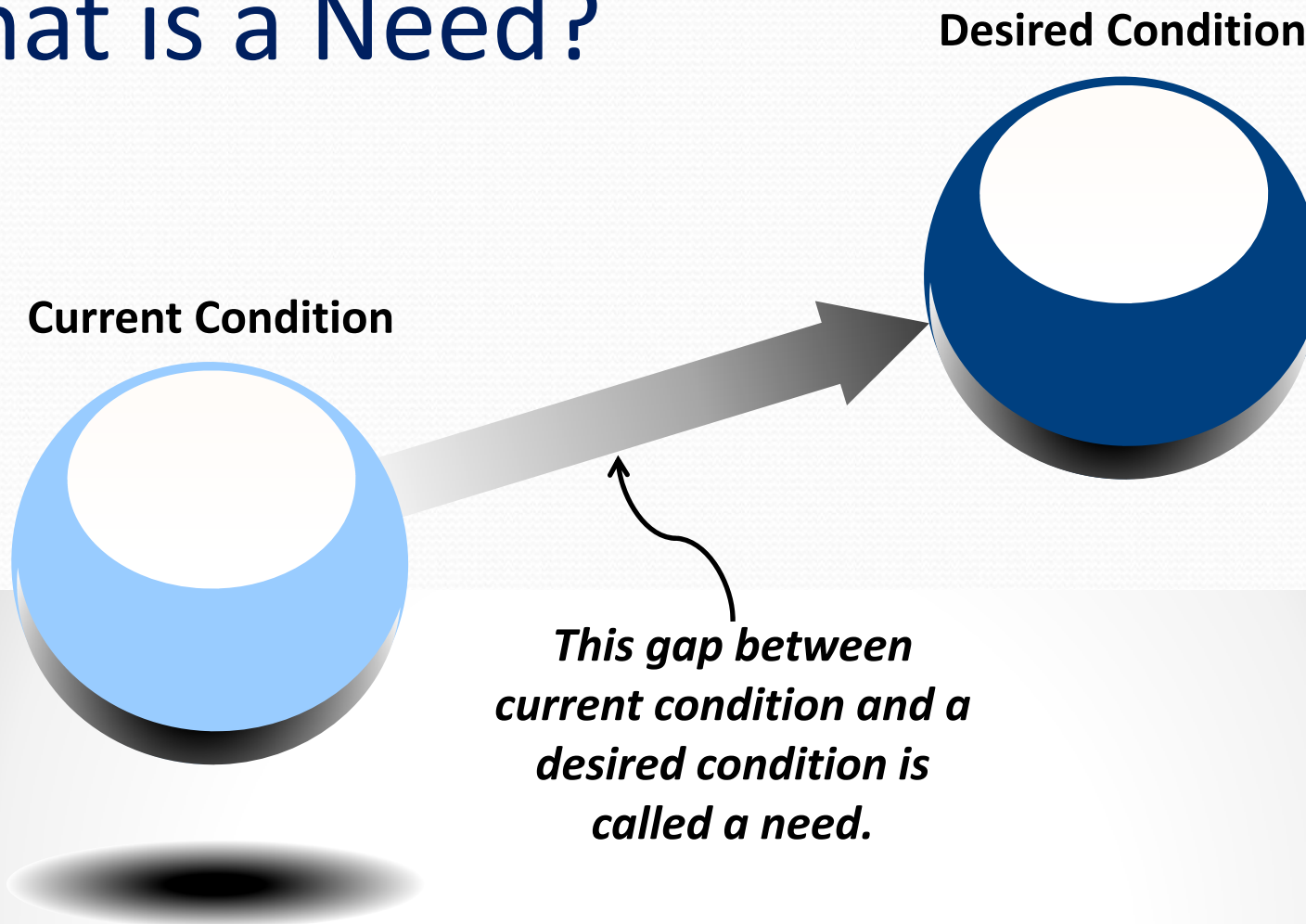
Training Needs Analysis (TNA) and Evaluation

What is Training Needs Analysis?

- It's the process of identifying organizational, group, or individual training needs and aligning a program with those needs.
- TNA lets understand gaps in learning and performance and to determine future actions.
- Causes of failure or non-performance are examined so as to see whether inadequate or inappropriate training was one of the reasons.

The aim is to provide trainees with a program that parallels their training needs, thereby increasing the appeal of the training to the trainee and subsequently enhancing results

What is a Need?



Reasons for a TNA

Training might be appropriate when the performance issue is a “can’t do / don’t know” issue:

- **Poor performance (knowledge or skill deficiency)**
- **Lack of basic skills (technology, communication, digital)**
- **Policies requiring new knowledge or skills**
- **New technologies**
- **Students’ request for new contents**
- **Higher performance standards**
- **New organizational roles and responsibilities**

TNA contents

Sources of data, data collection and analysis strategies can be combined to create a TNA

- The analysis considers:
 - Organizational needs
 - Current competencies
 - Training methods
 - Cost
 - Effectiveness



TNA main benefit

TNA ensures training is targeting the *right competencies*, the *right people* and is addressing *organizational needs*



Questions to scope the TNA

- What training is needed and why?
- Where is training needed?
- Who needs training?
- How will training be provided?
- How much will training cost?
- What will be the impact?

What if TNA is poorly designed?

It can lead to training that:

- Addresses the wrong competencies
- Trains the wrong people
- Uses the wrong training methods
- Incurs unnecessary training cost

And what if TNA is not done?

Some training developers



may neglect to conduct a needs analysis because they feel as if it is a waste of time or that it will not reveal any new information



Lack of an analysis usually leads to a generic training program that may not be suitable for any stakeholder.

[Ex. a training program might emphasize transactional leadership style behaviors, which may not fit an organizational culture that values a transformational leadership style]

Classification of Training Needs



On Demand Needs

- Are options for training that are preferred, selected or voted by potential recipients
- Programs that address these needs are more likely to be accepted and desired by people but not necessarily by organizations
- On demand needs can be used to build support for training programs

Diagnostic Needs

- **Focus on the factors that lead to effective performance and prevent performance problems,** rather than emphasizing on existing problems
- Diagnostic needs are identified by studying the different factors that may affect performance
- **The goal is to determine how effective performance can be obtained**

Analytical Needs

- **Identify new and better ways to perform a task**
- These needs are generally discovered by intuition, insight or expert consideration

Compliance Needs

- **Are those mandated by law**
- Most often deals with mandated training programs such as safety training, organizational conduct and ethics, etc.

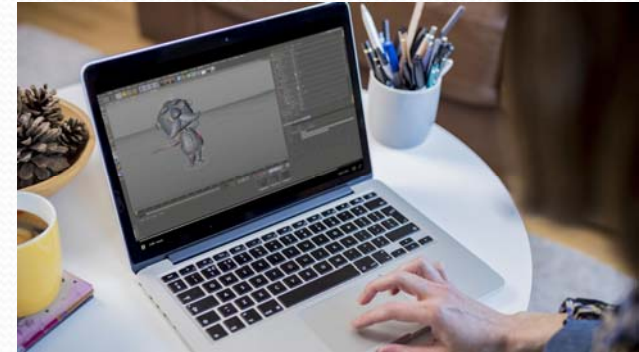
Components of a TNA



Task Analysis / Job Needs Analysis

It's a process of collecting information regarding the job, for use in developing training programs

- Task analysis explains what must be done to perform a job or complete a process successfully.
- **It makes a detailed examination of a job role to find out what are the knowledge, skills, attitudes, values needed in people for effective performance**



Person Needs Analysis

Identifies gaps between a person's current capabilities and those identified as necessary or desirable.

Can be either broad or narrow in scope:

- **Broader approach:** compares actual performance with the minimum acceptable standards of performance.
- **Narrower approach:** compares an evaluation of employee proficiency on each required skill dimension with the proficiency level required for each skill.



Whether the focus is on job performance as a whole or on specific aspects of the job, several approaches can be used to identify the training needs of individuals



Organizational Needs Analysis

It is a matter of analyzing the context of the organization and in special

- Agenda
 - Policies
 - Strategic objectives
- The purpose is to establish **what competencies will be needed to achieve the objectives and to answer the key question of what competencies the organization will need from its staff.**



Key Concerns of Upper- and Midlevel Managers and Trainers in Needs Analysis

	Upper-Level Managers	Midlevel Managers	Trainers
Organizational Analysis	<ul style="list-style-type: none"> ▪ Is training important to achieve organizational objectives? ▪ How does training support the strategy? 	<ul style="list-style-type: none"> ▪ Is it necessary to spend money on training? ▪ How much? 	<ul style="list-style-type: none"> ▪ Do I have the budget to do training? ▪ Will managers support training?
Person Analysis	<ul style="list-style-type: none"> ▪ Does the organization have the people with the knowledge, skills, and ability needed to compete? 	<ul style="list-style-type: none"> ▪ Who should be trained? <ul style="list-style-type: none"> ➢ Managers? ➢ Professionals? ➢ Core employees? 	<ul style="list-style-type: none"> ▪ How will I identify which people need training?
Task / Job Analysis	<ul style="list-style-type: none"> ▪ Which units / roles need training? 	<ul style="list-style-type: none"> ▪ For what jobs can training make the biggest difference in product quality or customer service? 	<ul style="list-style-type: none"> ▪ What tasks should be trained? ▪ What knowledge, skills, or other characteristics are necessary?

How to conduct a Training Needs Analysis?



Experience in TNA applied to a Public Administration in Spain

Needs Diagnosis:

Identification of gaps between actual and desired outcomes; identification of individuals in need of training; identification of TN by individuals.

Objectives

- Design a modern and competitive training model, with a balance between supply and demand.
- Reinforce employee motivation and integration.
- Rationalize costs.
- Improve the organization's management
- Improve image.
- Adapt new management techniques to the organization.
- Satisfy a social demand for greater specialization and professionalization.

Analysis:

Process used to identify the causes of the gaps.

Research levels

Aim

Finding out where training was needed, what the training contents should be, and which people should be given training.

Research Design: Units of analysis

3 levels:

- Organization
- Department
- Employee



More than 350 units

93,368 employees

Research levels, tools and outcomes

INDIVIDUAL NEEDS

Absence of organizational sources
(No satisfaction surveys)

- Survey: alter-diagnosis (diagnosis by peers, superiors and subordinates).
- Face-to-face interview survey (Sample size: 785 individuals).
- Self-diagnosis survey

- Needs, motivation and satisfaction were measured based on employees' perceptions.
- A standard of individual competences was identified, and training preferences assessed



JOB NEEDS

Absence of organizational sources
(No job descriptions)

- 6 Focus groups (people who belonged to specific hierarchical levels) in order to build a description of job types.
- Document review: units' functions; job selection criteria

- A standard of job competencies was identified



ORGANIZATIONAL NEEDS

Constraints found to identify a standard and measure needs.

- Semi-structured in-depth interviews conducted. Individuals carefully screened (people > 10 year experience) in managing organizational top units: 4 from a pool of top officials; 4 former top officials (even moved to other jobs).
- Document review: structure design and HRM policy.

- A standard of organizational competencies was identified



- Report on training policy failures and training needs.
- Directions for a future training policy

Research contents on each level

Organizational - interviews

- Perception of organizational objectives
- Fit structure – org. objectives
- Changes in the environment
- Fit structure - challenges
- Assessment of HRM policy
- Fit training policy-structure-org. organization
- Training activities and career model
- Suitability of employee competencies with job requirements and management processes
- Organizational culture and training survey

Unit-Focus groups

- Fit structure – organizational objectives
- Changes in the environment
- HRM policies
- Fit employee's competencies - organizational objectives – org. outcomes
- Values: human relations, tasks, relationship with users
- Actual Roles (own-superior-subordinate level)
- Autonomy for decision making / communication.
- Perception of competencies (ideal) (own position / superior position / subordinate position)
- Perceived competencies (actual) of a standard job performance on the same level.

Individual Survey

- Assessment of training at the time of entering the organization vs. current
- Knowledge of objectives (department / job / position)
- Knowledge of the job environment
- Assessment of skills / knowledge required by position and need for reinforcement
- Motivation to attend training activities / Motivating factors in general
- Assessment of interest in e-learning
- Training experience (frequency / mode / organization)
- Preferences of training design
- Identification of training reinforcement areas / obstacles to training
- Expectations for promotion - value of training
- Career satisfaction
- Assessment of training reinforcement needs of their managers / subordinates