Guidelines for Delivery of Development Activities
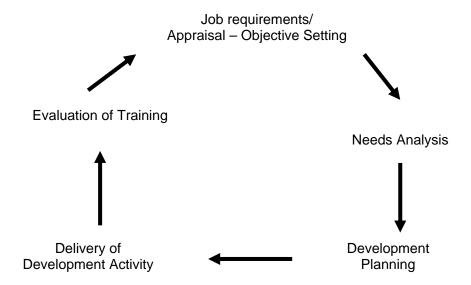
Introduction

The purpose of this set of guideline notes is to provide a comprehensive, yet general reference tool on best practice methods and approaches to the delivery of development activities.

The guideline notes should be used in conjunction with the following policies / guidelines:

Group Policy on Development & Training
Guidelines for Training Needs Analysis
Guidelines for Development Planning
Guidelines for Attending Croda Training Courses
Guidelines for Using External Training Providers

Delivery of Development Activities

Delivery of development activities belongs to the systematic training cycle:

Options for Delivery of Development Activities

There are many delivery methods available which can be used to support a development objective. Methods include:

- Attendance on an internal group training course
- Attendance on an external course
- One-to-one training
- On the job training
- One-to-one coaching
- Job shadowing / observation
- Self study, e.g. books / videos / e-learning etc.
- Job simulation
- Secondments / Assignments
- Mentoring

Group Human Resources November 2009

Identification of delivery methods to support the development and training needs should be explored at the Development Planning stage. See "Guidelines for Development Planning" for further details.

Using the Development Methods

Detailed below are factors to consider when using each of the development methods:

Attendance on an internal group training course

When to use	This method is useful where several people have a specific, shared development need and are agreed that this would be best addressed by a formal training course.
	This method allows the opportunity for individuals to share experiences and learn from each other during the training course.
Factors to consider	This method needs to take account of the time pressures and work commitments of all learners in the group and may be difficult to arrange.
	It needs to be arranged and scheduled in advance with a training facilitator, who will need time to prepare and plan for the course.
	If looking to attend a Company 'open' course, checks should be made to ascertain whether or not the required training course is being delivered within the timescale set for achievement of the development objective.
	It will be necessary to remove the individual from the workplace, so there is a time allocation factor to be considered.

Attendance on an external course

When to use	This method is useful where there is a specific development need which would be best addressed by a formal training course.
	This method allows the opportunity for an individual to network with people from other companies, to share experiences and learn from each other during the training course.
Factors to consider	Does the need only exist for one person in the business? If the need exists for several people, consider addressing the need through an internal course where possible.
	Will the external course meet the specific needs of the individual?
	Is it cost efficient to send one person on an external course?

Group Human Resources November 2009

One-to-one training

When to use	One-to-one training is useful where strong guidance and direction is required from an 'expert' resource, for example, when learning how to use a particular computer package. It is effective where someone wants to see a skill demonstrated, and then have the opportunity to practice it under guidance, in a low risk, low pressure environment.
Factors to consider	The individual or their line manager will need to brief the training facilitator on what they need to learn, and allow sufficient time for them to prepare. One-to-one training happens "off-the-job", so those involved will have to allocate a time slot to the training exercise, at a time and place where other work commitments and pressures will not be a distraction.

One-to-one coaching

When to use	Coaching is a good way to test and practise new skills on the job, as part of a guided learning experience. The tasks performed as part of a coaching process are integral to the working day. The success of a coaching experience depends upon the efficiency with which briefing and debriefing sessions are used before and after the task, to ensure and consolidate learning.
Factors to consider	Coaching requires the support of a coach, who must be prepared and able to give adequate time to the briefing and debriefing stages of the coaching process. The individual must be prepared to discuss openly the areas in which they failed, as well as areas in which they did well. The coaching would generally be conducted informally, i.e. without the need for a formally (externally) qualified coach.

Job shadowing / observation

When to use	Shadowing is a good way to study the practical, work based application of theoretical concepts. This is useful when the individual has learned a new concept, but wishes to study how it works in practice before applying it in their own work.
Factors to consider	Rapport between the person being shadowed and the learner is an important issue. The person being shadowed must not feel threatened, and needs to be convinced that they will not be analysed or criticised publicly as a result of the shadowing exercise.

	Checks must be made beforehand that the person being shadowed currently displays the required knowledge, skills and behaviours in the activity being observed, and that no 'bad habits' are passed on.

Self-study

When to use	Guided reading, audio based learning and e-learning are good ways to acquire new knowledge, collect information, ideas and concepts for application back in the workplace. Videos / DVDs are useful if the learner wants to observe behavioural best practice, and to see a demonstration of concepts before deciding how to apply them in practice.
Factors to consider	Learning by this method can be done in the individual's own time, and at a suitable learning pace. The self-study method needs to be supported by other activities designed to practice, test and develop skills in using the concepts learned. Self-study is essentially a 'solo' activity and may not appeal to people who prefer interaction and learning in groups. Self-study requires discipline and motivation from the individual in keeping to a learning plan.

A range of self-study materials / management tools can be obtained from the Company Library. To view the range of resources and make a request to borrow a resource, view the Company Library section on Connect:

People > Personnel > Development & Training > Company Library

Job simulation

When to use	Simulations are a good way to expose and reflect on real work-based problems, and decide on ways to address these, e.g. in-tray exercises, mock interviews, business games. Simulations are also useful when it comes to testing and practicing solutions in a work-based context, but without the risks of a real life application of learning.
Factors to consider	All simulations will require involvement and support from at least one other person, therefore make sure that this resource is available when required. One-to-one training happens "off-the-job", so those involved will have to allocate a time slot to the training exercise, at a time and place where other commitments and pressures will not be a distraction.

No one training method is suitable for all development and training needs. Each method has its own advantages and disadvantages.

Selecting and delivering the most appropriate method or methods is crucial to the learning experience and the achievement of the development objective.

Company Library

A range of self-study materials / management tools can be obtained from the Company Library. To view the range of resources and make a request to borrow a resource, view the Company Library section on Connect:

People > Personnel > Development & Training > Company Library

Group Human Resources November 2009