



Staff training



Keeping Track



Staff Training

As a training coordinator (please be aware that in some cases this document may better serve the delegate's direct manager) one of the most challenging tasks can be ensuring that the skills and knowledge transferred during the training are carried over into the workplace, and eventually result in positive behaviour change by the employee. Specifically as soft skill training can be difficult to measure.

This document has been designed to assist with these challenges.

Please note that if the delegate has attended our training already, they would have received their own abbreviated version of this document with advice on how to use it.

Why?

Staff Training has compiled this training resource to

Assist training coordinators in becoming aware of how to gain maximum benefit from training, by:

- Providing a measurement tool for the tracking of improvement;
- Assisting training coordinators in understanding how to hold delegates responsible for changed behaviour; and
- To assist with the transfer of authority to perform/include the new behaviours

How?

If you aren't measuring the success of the training you send your staff on, how will you know how effective it was? Likewise how can you hold the delegate accountable for implementing the knowledge transferred during training when there has been no provision made for this to happen?

So how do you measure soft skills?

The best way to measure soft skills is to approach the whole process from a project management point of view (it is after all a project, is it not?), with deadlines, goals and a constant measurement system to keep track of progress.

See "Key Performance Indicators (KPIs) According to Job Type" for an idea of the areas to focus on. This is by no means comprehensive but provided as a guideline for you.



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What?

What you decide to measure will vary from delegate to delegate, but for an idea of the KPIs one could use, see the page entitled “Key Performance Indicators (KPIs) According to Job Type”

When?

When should you begin measuring the success of soft skills training workshops?

Before one begins measuring the effectiveness of training there are several questions that need answering by the delegate to ensure fairness:

1. Were you satisfied with the course and did it meet your expectations based on the course description?
2. Was the trainer knowledgeable about your industry and specific problems?
3. Was the course relevant to your specific job?
4. Is this course one you would recommend other employees attend?

Once the delegate’s feelings on the course have been established, you are able to move forward and begin measuring its effectiveness, as well as establish disciplinary guidelines for inadequate performance.

Also bear in mind the motivations an employee may have for the answers given to the above questions. For example the delegate cannot be disciplined for non-implementation if he/she says the course did not meet their expectations and they were left unsatisfied. This is why it is important to get confirmation in writing from the delegate that he or she agrees that the course was satisfactory and/or to get group consensus if possible.

This does not apply to workshops that are assessed by Registered Constituent Assessors.

Where?

Where and in what fashion you decide to measure the effectiveness of a workshop can have an impact on the results.

For example, if the environment in which you assess the delegate is a testing one, where stress levels increase and a “I must get this right because I’m being assessed” mentality prevails, the results may be less true – caused by either nervousness or simply knowing what the assessor wants to hear.



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Who?

Questions to answer include:

Who will do the measuring?

Who will set delegates' goals?

How will we ensure these goals are met?

It will help to define the expectations of senior management as well as the delegate's before the training. That way, developing a plan on what goals should be met becomes a much easier task.



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Key Performance Indicators (KPIs) according to Job Type

Receptionists (Telephonic Specific)

Tone of voice
Greeting
Taking messages
Transferring calls
Clarifying information
Confirming information
Placing callers on hold
Filing / office organisation
Conflict Resolution
Assertiveness
Effective Communication
Emotional Intelligence
Embracing Diversity
Customer Centricity

Sales / Counter / Call Centre Staff

As per Telephonic Specific
Paperwork
Record Keeping
Conflict Resolution
Assertiveness
Effective Communication
Emotional Intelligence
Embracing Diversity
Customer Centricity

Management

Delegation
Mediations
Negotiations
Setting goals / targets
Communication skills
Interviewing
Public speaking
Motivation
Conflict management
Assertiveness
Effective Communication
Emotional Intelligence
Embracing Diversity
Customer Centricity

Office Administrative / Secretarial

Computer skills
Compiling documents / communications
Note taking
Minute taking
Organisation of meetings / events
Conflict Resolution
Assertiveness
Effective Communication
Emotional Intelligence
Embracing Diversity
Customer Centricity



Keeping Track

Situation – Skill, Attitude and/or Knowledge prior to <u>Staff Training</u> workshop with rating	Knowledge transferred during course	Scoring Implementation Week 1	Adjustment	Scoring Implementation Week 2	Adjustment	Scoring Implementation Week 3
<p>For example:</p> <p>Dealing with tough clients who will not adapt to the new system implemented, the clients are always still phoning for ABC department when placing orders no matter how often I tell them and then they become difficult when I ask them to adhere to the new system</p> <p>Current rating:</p> <p>Positive Speech – 2 TRUST - 2</p>	<p>Using positive speech (CAN DO) and the R of TRUST (Remember)</p>	<p>Definitely getting the CAN DO about 60% of time (3)</p> <p>Forgetting to give client(s) the tools with which to remember the system change (2)</p>	<p>will make sticky notes to remind myself and also</p> <p>ASK clients to make a note of the system change</p>	<p>Still doing well on the CAN DO about 60% of time (3)</p> <p>Clients are not making notes even if I ask (I am doing this 80% of the time) (3)</p>	<p>Would like the CAN DO to spread to my colleagues as well</p> <p>Maybe start emailing the client straight after the call as they are not writing anything down</p>	<p>Even better on the CAN DO, (80%) definitely helping clients to overcome the hurdles and even helping internally! (5)</p> <p>Much better after generic email compiled and mailed to each client...(70% better), just a few die hards and the not so frequent clients that forget (4)</p>

Notes:

The example above is typical to a receptionist position.

At the training workshop two of the theories covered are POSITIVE SPEECH (CAN DO) and TRUST, being an acronym for a solution that is Total, Remembered, Understood, Simple and Time Bound. In this instance the clients needed to remember that there was a new system and how to go about it.

When Scoring try to use a percentage or number out of 5 or 10 enabling you to ascertain more fully what your progress is. Initial and future scores should be decided between the delegate and his / her manager, supervisor or colleague, e.g. if the delegate rates him / herself as 4 out of 5 in customer service and his / her partner rates them as a 2, the average of the two would be 3 out of 5. In each instance be sure to rate your current competency first, then the improvement over the coming weeks.

A buddy system can also assist, where you explain the theory to the individual and ask them to help you measure your progress.



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Situation – Skill, Attitude and/or Knowledge prior to <u>Staff Training</u> workshop with rating	Knowledge transferred during course	Scoring Implementation Week 1	Adjustment	Scoring Implementation Week 2	Adjustment	Scoring Implementation Week 3
Comments:	Knowledge transferred during course	Scoring Implementation Week 4	Adjustment	Scoring Implementation Week 5	Adjustment	Scoring Implementation Week 6

