Instructor Guide: Domino's Organizational Development Training Program

A Cultural Diversity Training Program

Devin Trusty

MGNT 4170

Session Materials

> - **Powerpoint Slides** (Provided at the Seminar)
>   - o Slide 1
>   - o Slide 2
>   - o Slide 3
>   - o Slide 4
>   - o Slide 5
>   - o Slide 6
>   - o Slide 7
>   - o Slide 8
>   - o Slide 9
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>   - o Slide 11
>   - o Slide 12
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➢ **Activity Handouts**

o Provided at seminar

➢ **Audio/ Visual Requirements**

o LCD Projector with screen

Method Icons

Presentation/ Discussion   Audience Participation   Slides

Session Timeline (Suggested – 3 Times per week – 5 Hours per Session from 9:00am - 2:00pm) Location: DOMINO'S Corporate Conference Room

SECTION	TIME (In minutes)	METHOD	MATERIALS
Introduction	09:00-09:15 09:15-09:45 09:45-10:00 10:00-10:45 10:45-11:00	Presentation: Member introduction Organizational Development Program Objectives & Goals Program Aim	Training Manual Slides 1-5: Introduction
Lunch Break	11:00-12:00	Lunch Break	*See Notes*
Module 1:	12:00-12:30 12:30-1:15 1:15-1:30 1:30-2:00	Presentation: Slides 3 & 4: Mission & Vision	Training Manual Slides 3-4
Module 2:	9:00-09:30 09:30-10:00 10:00-10:30	Slides 5-8: Needs Assessments and Interviewing Job Incumbents Activity 1	Training Manual Slides 5-8
Lunch Break	10:30-12:00	Lunch Break	
Module 2 (continued)	12:00-12:30 12:30-1:15 1:15-2:00	Presentation: Termination & Behavior Modeling of OTJ Training	Training Manual Slides 9-12: Management vs. Leadership
Module 3:	09:00-10:00 10:00-11:00	Presentation: Transfer of Training Activity 2 (see Activity page)	Training Manual Slides 21-25: Occupational Analysis
Lunch Break	11:00-12:00	Lunch Break	

Module 4	12:00-1:00	Training Evaluation	Training Manual Slides ???
	1:00-1:30	Examples/ Case Studies	
Conclusion	1:30-2:00	Conclusion & Questions	Slides 33 & 34: Conclusion, Questions
TOTAL TIME	**900 min.**		

Introduction

APPROX TIME	METHOD	CONTENT
Total Time: 120 min.		**Presentation: Cultural Adjustment Training Overview** 1.) **Welcome everyone** to DOMINO's Organizational Development Training Program. Stress the importance of this program. It will help ALL new managers to adjust to their new positions. Next, introduce each trainer.
30 min.		*Welcome to DOMINO's Organizational Development Training Program. We would first like to thank you all for your attendance. You have been selected to participate in this program to enhance your skills as an employee here at DOMINO's. Thank you and good luck!!* 1.) **Present the Goals and Objectives of the Training Program** Goal: This program will be focused on improvement from a companywide perspective in order to meet our mission and objectives.
30 min.		*The goal of this training is to help everyone here at DOMINO's get better. As employees, managers, and executives, there are things that we can do to improve our self-efficacy as well as our image to the public. The success of our organization is crucial. At the conclusion of this training, you will have a better understanding of the company's mission and objectives as well as the skills you must exhibit in order for our business to succeed.*
30 min.		**Training Team Introduction** *Now we will introduce our training team. I'm (James); my teammates are Devin, Candace, and Coty. Throughout this program, we will guide you in order to create a positive image and morale of our organization that everyone will enjoy.*

Module 1: Mission, Vision, & Objectives

APPROX TIME	METHOD	CONTENT
Total Time: **120 min.**		**PRESENTATION/DISCUSSION:**
15 min.		**1. Present and Explain (James)** the organizational Executive Summary: ⊙ *Domino's Pizza is the largest pizza deliverer in the United States, with stores in over 50 countries. Recently, Domino's competition has come from other pizza places like Papa John's, Pizza Hut, and Little Caesar. In order to better their brand image, a marketing campaign was created that changed their recipe due to poor customer reviews. The hope is that the new and improved recipe means new and more frequent customers.*
15 min.		**2. Present and Explain (James)** the mission statement and it's alignment with the organization *'Exceptional People On A Mission To Be The Best Pizza Delivery Company In The World'.-Domino's''*
15 min.		**3. Present and Explain** the organization's vision
15 min.		**4. Present and Explain (James)** slide on Domino's research ⊙ *Use Slide 5* ***<u>Note:</u>** Refer to refer to module reference section for more research and analysis for Domino's .

Module 2: Training Modules & Techniques

APPROX TIME	METHOD	CONTENT
Total Time: 210 min. **15 min.** **30 min.** **30 min.** **30 min.**		**PRESENTATION/DISCUSSION:** **1. Present and Explain (Devin)** Why We Conducted a Needs Assessment: The aim of **Module 2** is to introduce you to the first stage of the training cycle, namely training needs assessment. Identifying the training needs is the necessary start for any program or course planning. This module will take you through all the steps in assessing training needs. **2. Present Activity 1** (see Activity page for details) **3. Present and Explain (Devin)** Interviewing Job Incumbents ⊙ *Team Leaders, Managers, Executives* ⊙ *Determine how to improve morale within the organization.* ⊙ *Survey employees* ⊙ *Leaders will help implement ethical behavior policies.* ***Note:** Refer to refer to module reference section for more needs assessment points

Module 2: Training Modules & Techniques (Continued)

APPROX TIME	METHOD	CONTENT
Total Time: 210 min.		**PRESENTATION/DISCUSSION:**
30 min.		**4. Present and Explain (Devin)** why terminating deviant employees is necessary for Domino's ⊙ *If employees cannot perform in an ethical manner, the organization does not need you.* ⊙ *Domino's must strive to improve our image from a customer's perspective.*
45 min		**5. Present and Explain (Devin)** benchmarking Chick Fil-A's hiring and training practices ⊙ *Making employees feel important.* ⊙ *Stress organizational values* ⊙ *Lead with great impressions* ⊙ *Maintain positive influences*
45 min.		**6. Present and Explain (Devin)** implementing behavior modeling of OTJ training ⊙ *Employees will learn from the best* ⊙ *Leading incumbents will demonstrate key behaviors to replicate and provide trainees with the opportunity to practice the key behaviors.* ⊙ *Utilize Application Planning* ⊙ *Create and maintain a positive organizational climate* ⊙ *Lead by Example and be the best!!!* ***Note:** Refer to refer to reference section for more training modules and techniques

Module 3: Transfer of Training

APPROX TIME	METHOD	CONTENT
Total Time: 120 min.		# PRESENTATION/DISCUSSION: **1. Present and Explain (Candace)** Transfer of Training ◉ T*ransfer of Training Factors* ◉ *Pre-training* ◉ *During training* ◉ *Post-training* ◉
30 min.		**2. Present and Explain (Candace)** Discuss Tips to Enhance Transfer of Training: *Define Training Evaluation:* *The process of collecting the outcomes needed to determine if training is effective.*
30 min.		*The PRACTICE Approach to Training Transfer* 1. *Procedures- say how to perform and why* 2. *Roles & Responsibilities- what level of performance is required* 3. *Aids on the job- extend the training room into the workplace* 4. *Coaching- overcome individual barriers to skill application* 5. *Targets- measurements proves people are performing* 6. *Communication- inform and involve all stakeholders* 7. *Engagement- motivates participants to apply skills*
60 min.		*Activities to Boost Training Transfer* *Performance appraisal is a process of measuring employees' performance. Some of the approaches for measuring performance are ranking employees, rating their work behaviors and rating the extent to which employees have desirable traits believed to be necessary for job success.* **3. Present Activity 2: Employee Survey** (see Activity page)

Module 4: Training Evaluation

APPROX TIME	METHOD	CONTENT
Total Time: 90 min.		**PRESENTATION/DISCUSSION:**
30 min.		**1. Present and Explain (Coty)** have employees demonstrated effectiveness from training ⊙ *Measuring how much you valued the training* ⊙ *Transfer that training to the job* *Donald's Kirkpatricks Model* ⊙ *Reaction* ⊙ *Learning* ⊙ *Behavior* ⊙ *Results*
30 min.		**2. Present and Explain (Coty)** employee reaction and learning ⊙ *Cognitive Outcomes* ⊙ *What knowledge they have learned in the training and the knowledge of decision making on the job. The decision making is the process they would use to develop their decision.* *.*
30 min.		**3. Present and Explain (Coty)** employee behavior and results ⊙ Affective Outcomes ⊙ the trainees' reactions toward the training program ⊙ Reaction Outcomes ⊙ are referred to as a measure of "creature comfort" basically we will identify the employees thoughts on how successful the training was and was learning inhibited. ***Note:** Refer to refer to module reference section for more training evaluation points

Conclusion

APPROX TIME	METHOD	CONTENT
Total Time: 30 min. **30 min.**		**PROGRAM CONCLUSION:** 1.) **Ask the audience** for questions, comments, or feedback. *We would like to take this time to give you all the opportunity to provide feedback for the program. Did it help? In what ways? If no, why not? What can we do to improve this training program?* 2.) **Congratulate everyone** for completing DOMINO's Organizational Development Program. Again, stress the importance of this program. It will help ALL new managers to adjust to their new positions. *We would like to congratulate everyone who completed DOMINO's organizational development training program!!! We hope your participation will enhance your skills as an employee. Thank you for your attendance and best wishes to you all in the near future!!*

POWERPOINT SLIDES

Mission Statement

- *''Exceptional People On A Mission To Be The Best Pizza Delivery Company In The World'.- Domino's''*

- *"Outstanding Employees Who Provide The Best Pizzas To The Most Important People, Our Customers."*
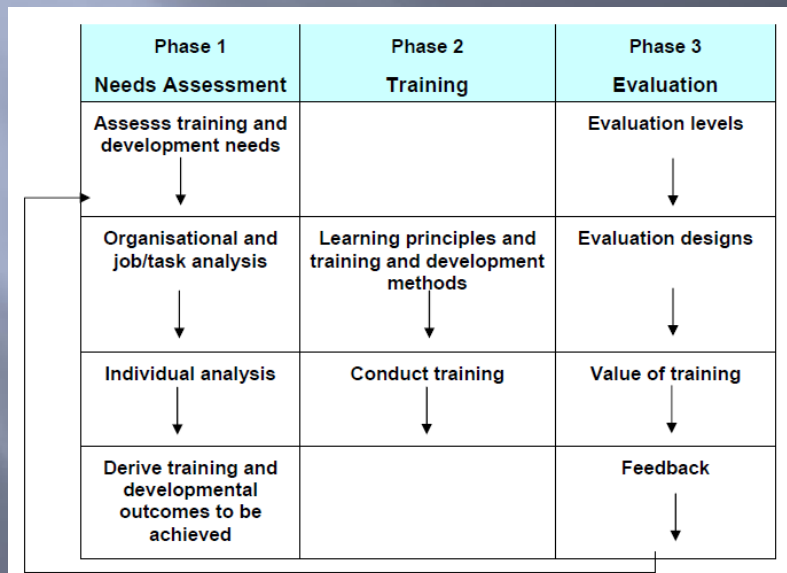
Vision

- Domino's Pizza's Vision illustrates a company of "Exceptional People On A Mission To Be The Best Pizza Delivery Company In The World."

Needs Assessment

- In order to update content, objectives, and/or methods.
- To determine basic skills, prerequisite skills, or confidence needed for employees to learn.
- Avoid unnecessary costs on current/ obsolete training methods and programs

Needs Assessment

Phase 1 Needs Assessment	Phase 2 Training	Phase 3 Evaluation
Assesss training and development needs		Evaluation levels
Organisational and job/task analysis	Learning principles and training and development methods	Evaluation designs
Individual analysis	Conduct training	Value of training
Derive training and developmental outcomes to be achieved		Feedback

Interview Leading Job Incumbents

- Team Leaders, Managers, Executives
- Determine how to improve morale within the organization.
- Survey employees
- Leaders will help implement ethical behavior policies.

Terminate Deviant Employees

- If employees cannot perform in an ethical manner, the organization does not need you.

- Domino's must strive to improve our image from a customer's perspective.

Terminate Deviant Employees

▫ If employees cannot perform in an ethical manner, the organization does not need you.

▫ Domino's must strive to improve our image from a customer's perspective.

Benchmark Chick-Fil-A's Hiring and Training Practices

▫ We want to make employees feel important.

▫ Stress organizational values

▫ Lead with great impressions

▫ Maintain positive influences

Implement Behavior Modeling of OTJ Training

▫ Employees will learn from the best

▫ Leading incumbents will demonstrate key behaviors to replicate and provide trainees with the opportunity to practice the key behaviors.

Implement Behavior Modeling of OTJ Training (cont'd.)

▫ Utilize Application Planning

▫ Create and maintain a positive organizational climate

▫ Lead by Example and be the best!!!

Transfer of Training Factors

1. Training participant attributes
2. Training program design and delivery
3. Workplace environment

Pre-training

□ Design training with specific objectives around tasks that the learners perform in real life.
□ Include relevant case studies and scenarios to help build connections between old and new learning.
□ Incorporate myths and misconceptions within the training design so that the same can be discussed and clarified during the training process.
□ Keep it hands-on
□ Design performance support tools such as references.
□ Inform learners towards their responsibility elated to their own learning and seek commitment.
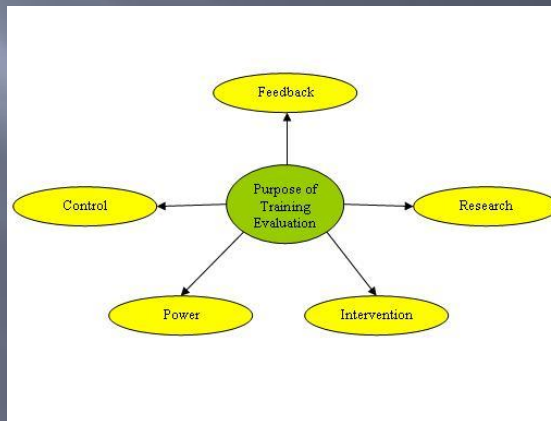
During training

- Invite experts to speak and discuss about how the learning helped them in real life.
- Seek on-the-job examples from the learners
- Use analogies from your own experience and that of the learners.
- Provide feedback, guidance, and support during the training process.
- Allow learners to learn not only from the content but also the environment including their peers.
- Share best practices and tips towards application of training.

Post training

- Assess learners' understanding of concepts by allowing them to apply the learning without feedback or guidance.
- Ask learners about how and where will they apply the new learning.
- Follow-up with learners to identity the challenges in application of training and review the action plans.
- Provide coaching and mentoring to help learners overcome the roadblocks in application of learning.

Training Evaluation

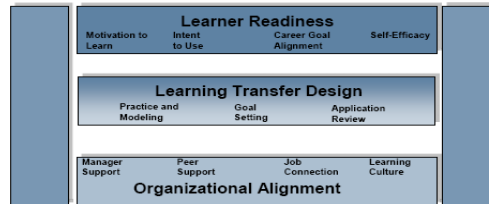- The process of collecting the outcomes needed to determine if training is effective.

The PRACTICE Approach to Training Transfer

1. **P**rocedures
2. **R**oles & Responsibilities
3. **A**ids on the job
4. **C**oaching
5. **T**argets
6. **I**ncentives
7. **C**ommunication
8. **E**ngagement

Activities to Boost transfer of training

1. Performance Appraisal
2. Learner Readiness
3. Learner Transfer Design
4. Organizational Alignment

Learning Transfer Model

Learner Readiness			
Motivation to Learn	Intent to Use	Career Goal Alignment	Self-Efficacy

Learning Transfer Design		
Practice and Modeling	Goal Setting	Application Review

Manager Support	Peer Support	Job Connection	Learning Culture
Organizational Alignment			

Employee Performance Appraisal

PERFORMANCE APPRAISAL – For the year:_____

Part 1:   Personal Details

Employee ID	
Name	
Grade	
Position Title	
Business Unit	
Reports to	
Date of joining	

Overall Appraisal in words (strengths and/or area for development)

Employee Comments

Performance Appraisal Results
(To be calculated by the HR Department)

Signature and Date

Employee Signature		Date:
Assessor Signature		Date:
Department Head Signature		Date:

Part 2: PERFORMANCE FACTORS	1	2	3	4
Accountability (Demonstrates a high level of ownership/commitment to achieve results)				
Integrity/Trustworthy (Achieves a high level of trust in relationships. Adheres to the organization values and guidelines of conduct. Actions are consistent with words. Communicates high personal standards)				
Decision Making/Judgment (Assess the importance, urgency and risk associated with each situation and takes actions which are timely and in the best interests of the company)				
Communication skills (Effectively presents and receives information both orally and in writing)				
Quality of work (Sets and adheres to priorities. Meets established standards, deadlines and work schedules. Uses resources efficiently and economically)				
Quantity of work (Completes assignments by or before deadline. Produces acceptable quantity of work. Works at a steady pace regardless of environmental pressures)				
Leadership/Coaching skills (Demonstrates ability to direct team in accomplishing work. Creates a culture supportive of staff, fosters individual motivation, high levels of individual and team performance)				
Safety (Aware of the company safety and security policies and regulations. Reports potential safety hazards)				
Commitment (Demonstrates trust to carry out work and rely on the person to do an accurate job)				
Job Knowledge (Demonstrates a thorough knowledge of his/her key responsibilities and keeps abreast of trends and changes in the field)				
Organization and Planning skills (Uses an effective methodology to determine priorities, set goals, create a plan, take action and measure results)				

Training Evaluation

- ▫ Have the employees demonstrated effectiveness from the training?

  - ▪ Measuring how much you valued the training

  - ▪ Transfer that training to the job

Training Evaluation

- ▫ Donald's Kirkpatricks Model
  - ▪ Reaction

  - ▪ Learning

  - ▪ Behavior

  - ▪ Results

Reaction and Learning

▫ Cognitive Outcomes
- what knowledge they have learned in the training and the knowledge of decision making on the job. The decision making is the process they would use to develop their decision.

Behavior and Results

▫ Affective Outcomes
- the trainees' reactions toward the training program

▫ Reaction Outcomes
- are referred to as a measure of "creature comfort" basically we will identify the employees thoughts on how successful the training was and was learning inhibited.

MODULE REFERENCES:

Module 1: Mission Statement, Vision, Goals, Objectives, and Facts

Domino's Pizza is the largest pizza deliverer in the United States, with stores in over 50 countries. Recently, Domino's competition has come from other pizza places like Papa John's, Pizza Hut, and Little Caesar. In order to better their brand image, a marketing campaign was created that changed their recipe due to poor customer reviews. The hope is that the new and improved recipe means new and more frequent customers.

•Research was conducted to see if Domino's pizza's new taste and campaign had an effect on Chicago's pizza market. Chicago's pizza business consists of brands like Giordano's, Uno's, and Connie's. These chains defined the quality expected of all pizza in Chicago. Nearly 75% of Chicago land people surveyed have not had Domino's in over six months to over a year, proving that the new campaign Domino's started is not working. In our focus group taste test, the pizza was widely construed as terrible, but not bad for the quantity of pizza. Domino's is seen as a "value" meal, as people order our pizza en masse for large groups because it is more cost-effective than other pizza delivery places. In an open-ended survey question, more people in Chicago preferred Giordano's pizza than to any other pizza, delivery or dine-in.

•Domino's aims to create a new restaurant chain that can compete with well-established pizza franchises like Giordano's. We have a good grasp on people who want to eat for cheap, but now energy should be focused on the dine-in restaurant service.

Domino's Pizza's Vision illustrates a company of "Exceptional People On A Mission To Be The Best Pizza Delivery Company In The World."

Currently the 2ndlargest pizza chain in the United States, following after Pizza Hut.

•Although Pizza Hut is the world's largest pizza chain by sales, Domino's actually delivers the most pizzas to homes and holds the title of the world's largest pizza delivery

They currently have nearly 9,000 corporate and franchised stores in 60 international markets, and all 50 U.S states.

•In 2009 Domino's teamed up with NASCAR for a multi-year partnership to become the "Official Pizza of NASCAR"

•Later that year, Domino's made some major changes to its menu, including the addition of oven baked sandwiches, bread-bowl pasta dishes and chocolate desert cakes.

•Also, they introduced the Pizza Tracker, an online application that allows customers to view the status of their order.

•In 2010 they made noteworthy changes in the dough, sauce and cheese used in the production of their pizzas.

Facts

According to an American Dairy Association random sampling survey, pizza is America's fourth most craved food

•Approximately 3 billion pizzas are sold in the U.S. each year.

•There are approximately 69,000 pizzerias in the U.S.

•Americans eat approximately 100 acres of pizza each day, or 350 slices per second.

•Each man, woman and child in America eats an average of 46 slices (23 pounds) of pizza each year*Source*

SWOT Analysis-Strengths

•Leading pizza delivery company in the U.S.

•Online accessibility, order locator

•Over 5,000 stores located in all 50 states

•Strong brand awareness, supported by heavy advertising & marketing campaigns

•Promised half hour delivery time

•Affordable menu & frequent recession specials

SWOT Analysis-Weakness

•Slow growing & declining store sales

•Low popularity due to public perception

•Carry-out only restaurants

SWOT Analysis-Opportunities

•Growing presence in emerging markets

•Allow a dine-in choice to consumers.

•Image re-building with new campaign

•Creating a nice with cheap family dining

SWOT Analysis-Threats

•Changing consumer habit towards healthier food choices

•Heavy competition from "authentic" pizzerias

•If other pizza chains reinvent/ market a new recipe

Qualitative Findings-Focus group consensus preferred Domino's pizza to other "fast" delivery pizza's.- Older demographic with children preferred Domino's as a cheap source of food for parties and also dinners.

-50% of focus group participants answered Giordano's as preferred pizza, not just because of just taste, but also the overall atmosphere it is served in.

Module 2: Training Modules and Techniques

We Have Conducted a Needs Assessment: Why?

- ❖ Our current training programs may have the wrong content, objectives, or methods.

- ❖ Trainees may be sent to training programs for which they do not have the basic skills, prerequisite skills, or confidence needed to learn.

- ❖ We do not need to continue to spend money on training programs that are unnecessary because they are not working.

We interviewed leading job incumbents

- ❖ We found that we have low employee morale throughout the organization

- ❖ We are giving out surveys to determine what we need to do as an organization.

  - ❖ Why aren't employees motivated? Pay, climate, other employees, etc….

- ❖ We want to make sure that everyone understands our company's ethical behavior policy.

Rid employees who continuously exhibit deviant behavior in the workplace

- ❖ If you perform in a positive and effective manner, the organization does not need you.

- ❖ Must always strive to improve our image from a customer's perspective.

We are going to benchmark Chick-Fil-A's training practices to help determine the appropriate type, level, and frequency of training.

- ❖ We want to make employees feel important.

- ❖ Stress organizational values

- ❖ Lead with great impressions

- ❖ Maintain positive influences

Use behavior modeling style of on-the-job training

- ❖ Employees will learn from the best

- ❖ Leading incumbents will demonstrate key behaviors to replicate and provides trainees with the opportunity to practice the key behaviors.

❖ <u>Utilize Application Planning-</u> at the end of each training session, trainees will prepare a written document identifying specific situations in which they should use the key behaviors.

❖ Create a positive climate

Learning outcomes:
After completing this module, you should be able to:

Explain the concept of training needs

Describe different types and levels of needs

Explain the importance of identifying the necessary job skills through a task analysis

Be able to construct a list of relevant job competencies (a competency chart) from task analysis data

Decide on the use of particular methods to collect data on training needs

Prepare a simple training needs assessment questionnaire

Interpret the information using appropriate methods of analysis

Report on the training needs assessment.

Module 3: Transfer of Training

Discuss Tips to Enhance Transfer of Training:

Define Training Evaluation:

The process of collecting the outcomes needed to determine if training is effective.

The PRACTICE Approach to Training Transfer

1. Procedures- say how to perform and why

2. Roles & Responsibilities- what level of performance is required

3. Aids on the job- extend the training room into the workplace

4. Coaching- overcome individual barriers to skill application

5. Targets- measurements proves people are performing

6. Communication- inform and involve all stakeholders

7. Engagement- motivates participants to apply skills

Activities to Boost Training Transfer

Performance appraisal is a process of measuring employees' performance. Some of the approaches for measuring performance are ranking employees, rating their work behaviors and rating the extent to which employees have desirable traits believed to be necessary for job success.

Module 4: Training Evaluation

<u>**Identify and choose outcomes to evaluate the training program and let me know how you would evaluate the training program.**</u> <u>Received information from Chapter 6 Training Evaluation</u>

Have the employees demonstrated effectiveness from the training?

At the end of this training, we will be measuring the valence of all employees.

> (Valence-is the value that a person places on an outcome.)

Because of the issue that took place in the video we will be measuring how much you valued the training and will you transfer that training to the job.

Also using the D.L. Kirkpatrick's model

Level 1   -Reaction > Business results achieved by the trainees

Level 2   -Learning >Improvement of behavior on the job

Level 3   -Behavior >Acquisition of knowledge, skills, attitudes and behavior

Level 4   -Results > Trainee Satisfaction

Before the trainees return to the job we will collect their reactions and what they have learned. After returning on the job their behavior and learning will be measured to see how they are using the training on the job. Level 3 and 4 are used to determine transfer of training.

We will measure the model by cognitive based outcomes > what knowledge they have learned in the training and the knowledge of decision making on the job. The decision making is the process they would use to develop their decision.

> Cognitive outcomes will be assessed by paper and pencil tests.

We will also measure the model by affective outcomes > the trainees' reactions toward the training program. Reaction outcomes > are referred to as a measure of "creature comfort" basically we will identify the employees thoughts on how successful the training was and was learning inhibited.

> Affective outcomes and reactions outcome will be given my questionnaires and the end of each training sessions.

(I want to use the Sample Reaction Measure in Chapter 6 as one of my activities)

After measuring the trainees' performance for a while at least up to 6 months, if they have exhibited progress we can give them incentives such as pay raises, promotions.

Activity/ Handout 1: Example Employee Performance Appraisal

PERFORMANCE APPRAISAL – For the year:_____

Part 1:	Personal Details
Employee ID	
Name	
Grade	
Position Title	
Business Unit	
Reports to	
Date of joining	

Overall Appraisal in words (strengths and/or area for development)

Employee Comments

Performance Appraisal Results
(To be calculated by the HR Department)

Signature and Date

Employee Signature		Date:
Assessor Signature		Date:
Department Head Signature		Date:

Part 2: PERFORMANCE FACTORS	1	2	3	4
Accountability (Demonstrates a high level of ownership/commitment to achieve results)				
Integrity/Trustworthy (Achieves a high level of trust in relationships. Adheres to the organization values and guidelines of conduct. Actions are consistent with words. Communicates high personal standards)				
Decision Making/Judgment (Assess the importance, urgency and risk associated with each situation and takes actions which are timely and in the best interests of the company)				
Communication skills (Effectively presents and receives information both orally and in writing)				
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Leadership/Coaching skills (Demonstrates ability to direct team in accomplishing work. Creates a culture supportive of staff, fosters individual motivation, high levels of individual and team performance)				
Safety (Aware of the company safety and security policies and regulations. Reports potential safety hazards)				
Commitment (Demonstrates trust to carry out work and rely on the person to do an accurate job)				
Job Knowledge (Demonstrates a thorough knowledge of his/her key responsibilities and keeps abreast of trends and changes in the field)				
Organization and Planning skills (Uses an effective methodology to determine priorities, set goals, create a plan, take action and measure results)				

Activity 2: Doing a Simple Needs Assessment

Write down four of the most important tasks your job description expects you to do. Write down not only these four tasks, but also the standard or level at which you ought to be doing them (to your own or someone else's satisfaction).

JOB TITLE: _____

JOB TASKS	REQUIRED STANDARD/ LEVEL

Here is an example:

My job description requires me to build brick walls. But at what level of proficiency? How well am I expected to do this job?
The standard or level at which I have to do this indicates that I have to

- lay bricks in a straight line
- in laying these bricks, use a proper mixture of sand, cement and water to keep the bricks in place

- lay 250 bricks per hour
- submit an invoice to my client for the work completed.

After you have indicated your four tasks and their standard, answer the following personal questions:

1. Which of these tasks you listed on above do you feel, or know from experience, that you are **not** able to do according to the set standard? In other words, which of these tasks are you currently doing, but not to the satisfaction of yourself or your employer?

2. Provide one reason why you think you are not coping with a specific task.

3. What do you think you need to do the task(s) properly and to everybody's satisfaction?

You have just completed an elementary training needs assessment of yourself by identifying the gap between what you ought to be doing and what you are doing (or not doing) at this moment.

If you struggled with this activity and thought about it for a while, we are sure that you would have come up with some interesting information. Well done!

Look at the definition of a training needs assessment again. A training needs assessment is the process of finding out what an individual is supposed to do (the desired performance prescribed for the job) and what the individual can actually do (the actual performance, or what an individual is doing incorrectly, inadequately or not at all).

You have just completed an elementary training needs assessment of yourself by identifying the gap between what you ought to be doing and what you are doing (or not doing) at this moment.

Activity 3: What's In a Bag?

Materials Needed: 4 bags each with a small treat inside
Directions:
 Display four bags in an area where everyone can see them. Ask for 3
volunteers to participate in activity.
 Each volunteer selects a bag only on the basis of looks.
 Next, each volunteer can take a turn picking up the bag. They can keep their
bag, trade with someone else or trade for the extra.
 Third, each volunteer can feel the object to try and figure out what it is. Each
can trade with someone else or trade for the extra.
 Finally, each person gets to open the bag and see what's inside. Each has
the opportunity to trade with someone else or trade for the extra.

Process questions:
 How did you first decide on the bag?
 How did each new piece on information influence your decision?
 How do you feel about the decision you made?
 How do other people in the group make decisions?
 How does this relate to our group?

Joined Lunch Objective:

Employees at GENCO have agreed to have lunch together. The social setting will serve as a purpose for interaction. The trainers are available to answer any questions the new employees may have. This will benefit trainees as well as trainers because learning can take place in social settings. Trainees will be able to observe nonverbal communication as well as verbal communication. This interaction will allow new skills to be taught and provide answers to any questions that may arise.

NOTES

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