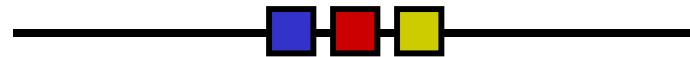
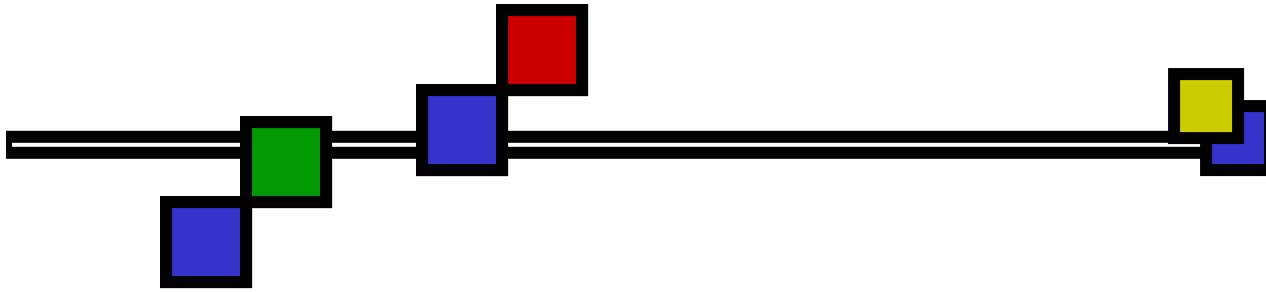


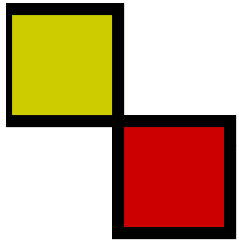
# Developing competence



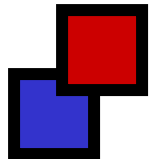
April 2011

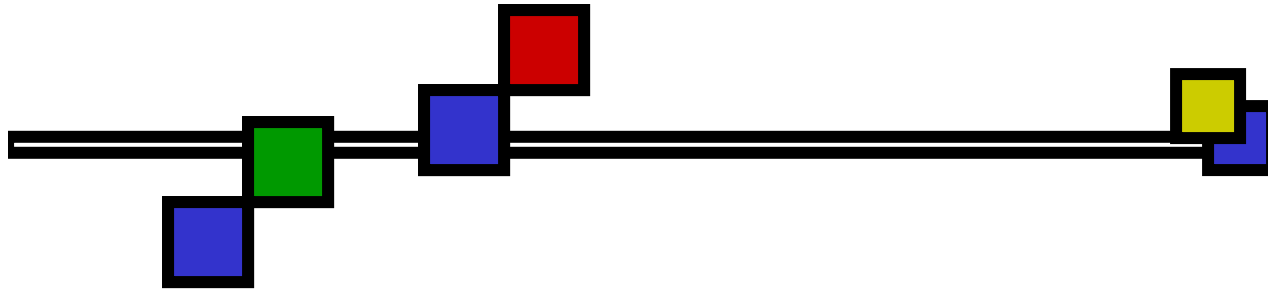


## Purpose



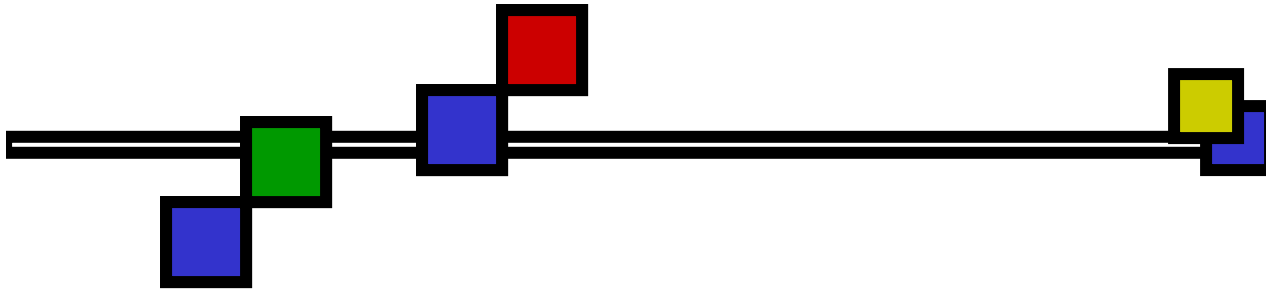
- To remind about well known strategies of JTA and SAT which are least practiced
- Generate a dialogue on the proposal
- Improve upon what we are doing



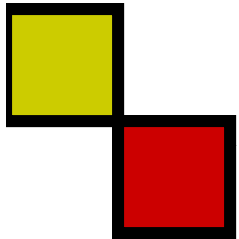


# Goal of Job Task Analysis

- Engage people in organizational structure
- Let people accept responsibility voluntarily and understand others
- To tailor training and THEN measure performance

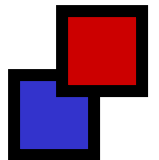


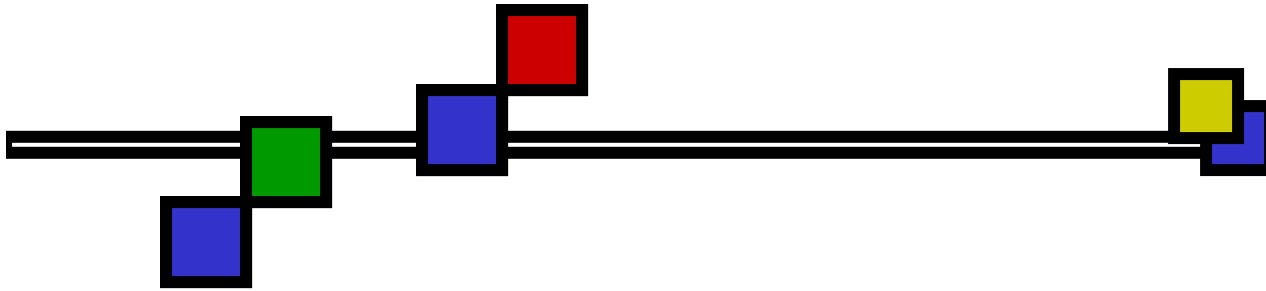
## Why we need to do it



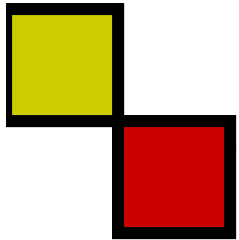
Broad-base training for all and random informal deployment has resulted in:

- Often degraded and variable performance in most organizational positions
- Uneven or undefined responsibility
- Roles are shuffled arbitrarily

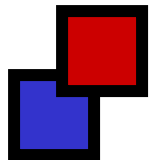


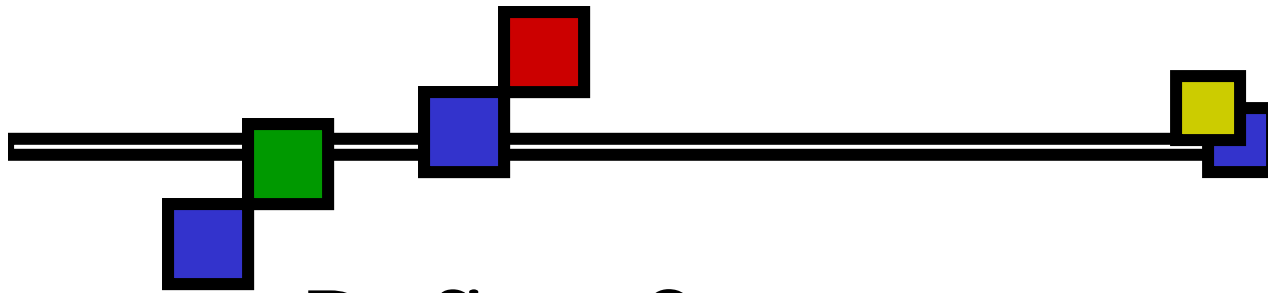


## What are the causes?

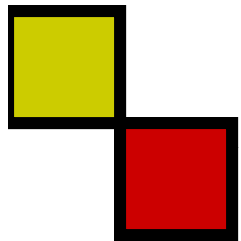


- We dwelled on what we were practicing
- Did not compare/measure and benchmark against good practices
- Knowingly applied very little, or no **Systematic Approach to Training**

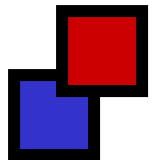




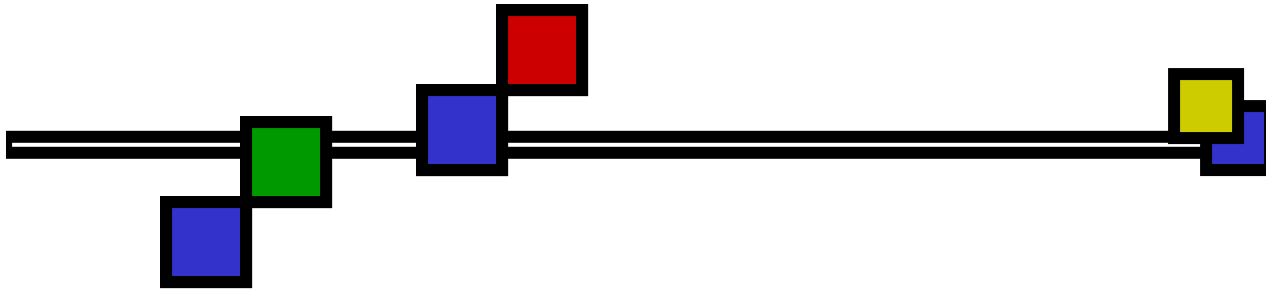
## Define Competence & Measure



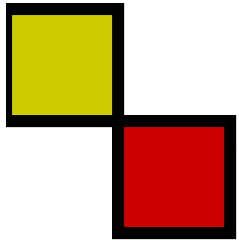
- What is competency?
- What is effectiveness of competency?



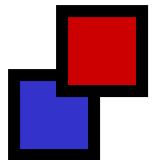
'Get it measured, it will get done'

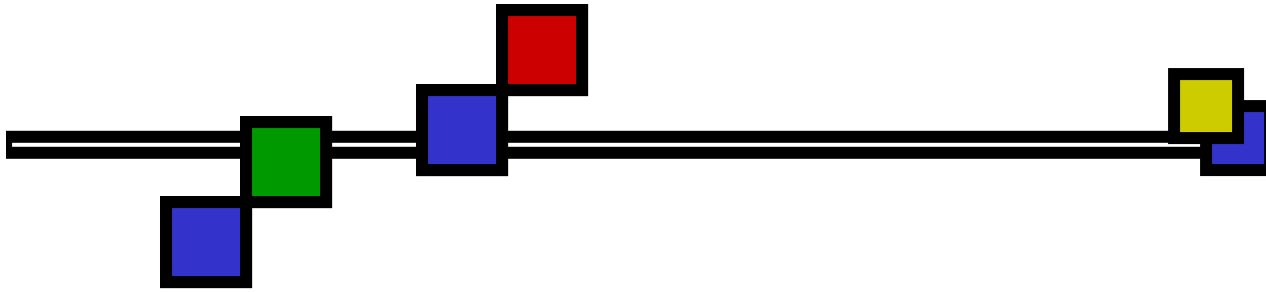


# Involve People

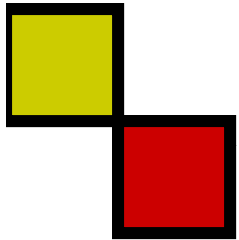


- Is defining Effectiveness alone for Measuring will be effective in measuring performance?
- How do we convey what we are measuring?
- Why Job Name/Assignment alone is not sufficient?

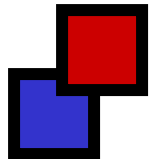


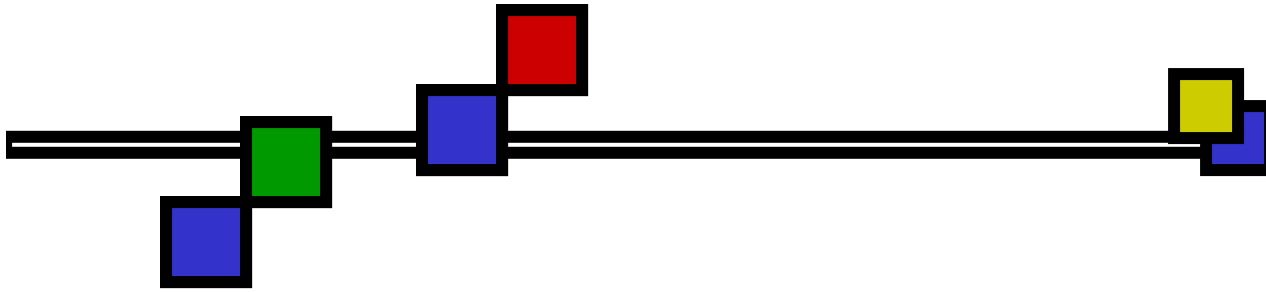


## Graded Approach

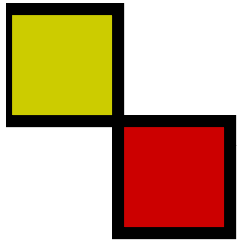


- Are all people coordinating a task, equally responsible for it? Why Event Investigations are very difficult?
- How our Training Methodologies hamper Competency Development?





## Tailor the Training



- Define Learning Objectives against JOB TASK ANALYSIS
- Involve users (Supervisors/Managers)
- Monitor and revise as necessary

