

Background

Aspire assisted a maintenance organisation to **identify training requirements** and provided appropriate training courses to **address knowledge and skills short-falls** of engineering personnel and Supervisors.

Method

Aspire produced a Training Plan, which was used to control the planning, implementation and integration of all training related activities. The Systems Approach to Training was used.

The Training Requirements were identified through the conduct of a Training Needs Analysis (TNA). This is a recognised method used to underpin the business case for training provision and is the most cost-effective way of determining training requirements and comprises of several phases:

- ❑ **Scoping Study:** Outlined the top level training requirement.
- ❑ **Operational Task Analysis:** Produced a Job Specification for relevant maintenance personnel. This involved conducting interviews and gathering relevant data.
- ❑ **Training Gap Analysis:** Defined the gap between the performance achieved by current training regimes and the requirement defined during the Operational Task Analysis. The gap was defined in the form of Training Objectives required to bridge the gap.
- ❑ **Training Options Analysis:** Explored the options available for the delivery of training to meet the identified Training Objectives and recommended the most cost effective training solution.
- ❑ **TNA Report:** Detailed the findings of the TNA.

Recommendations

The TNA recommended the most cost effective training solution, the number and type of training courses and a proposed training methodology. Outputs from the TNA were used to assist the Course Design process.

Having analysed the jobs and identified the gaps between the required knowledge and held knowledge the following training requirements were identified:

- ❑ Root Cause Failure Analysis (RCFA)
- ❑ Reliability Centered Maintenance (RCM) Overview and In-depth courses (different course for craftsmen and Supervisors)



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Training Implementation

A Training Implementation Plan defined the activities to be undertaken to determine and provide the requisite training.

The Training Implementation Plan collated information from the TNA to provide a coordinated training program and defined the 'Who, What, When and Where' against which training was to be delivered.

Course Design / Development

The courses were produced as a result of the TNA from which individual Course Training Plans (CTP) were produced and used to store all of the training design process, along with the management details pertaining to the individual courses.

The TNA was then used as the control document for the courses and provided an audit trail for amendments made to the courses. A modular course design process was used to rapidly build quality courses.

Course Delivery / Evaluation

A pilot course was delivered, the courses were fine-tuned and the remaining courses were delivered.

Benefits

- ❑ Targeted training that brought about a significant change in delegate behaviour and actions delivering real **improvements**
- ❑ Tailored approach based on the exact customer training needs, **reducing the cost of delivering the final training solution**
- ❑ Clear audit trail and justification for training requirements
- ❑ Modular approach allowed for easy tailoring to meet exact requirements
- ❑ Structured courses provided a cost-effective training medium
- ❑ Comprehensive notes allowed for future reference
- ❑ Detailed course evaluation and critique ensured that course material evolved

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