

Guide to Training and Development

“None of us are born knowing all we need to know”

From our very first moments we start to learn. Much of what we learn comes fairly naturally or is digested in a completely informal manner. This is an excellent way to start life's journey but isn't sufficient to imbue us with the skills, techniques and knowledge we need to succeed in the workplace. That requires some structured thought about what we are trying to achieve.

Training for the sake of it is a waste of everybody's time and money, so it is essential to identify what we are training for. Is it a key skill such as English or Maths, or perhaps some knowledge required to keep us safe in the workplace?

Getting value from training programmes

Training is a hot issue currently, with apprenticeships being re-written, a driver shortage affecting many operators and the first five years of the Driver CPC recently being completed.

Selecting the correct training solution to improve business performance in any field is an important decision which can impact heavily on future achievement of individuals, teams and organisations and our industry is no exception to that rule.

The good news is that the principles behind selecting and delivering training are universal and can be successfully applied to all sizes and types of operation.

This guide is designed to assist you in your decision-making processes and, as an RHA member, please do not forget that you have your own training department in RHA Training and other RHA members who are training providers available to help with advice and support in a wide range of training matters.

Introduction of periodic training under the Driver CPC legislation proved to be a distraction in some organisations as companies worked solely towards a target of completing 35 hours training, thereby missing out on an opportunity to gain a benefit from the requirement for regular training of drivers. This is not the way to approach training needs.

We also need to remember that it is not only our drivers who need refresher and development training, but every person in the team will require support, development and structured guidance throughout their career.

Why train staff?

Let's start by looking at some of the factors which drive the need for staff training:

- Changes in technology
- New equipment in the workplace
- Changes in legislation
- Changes in individual responsibilities
- Staff turnover

- Succession planning
- Market changes
- Corrective action (discipline)

Training needs analysis

Once we have recognised a need for a member of staff (or ourselves) to undertake some training, we will then need to consider exactly what we want to achieve from the training programme.

There are a number of recognised benefits to be gained from a well-chosen and delivered training programme which include:

- **Productivity**
 - Research has shown that staff training has a major role in improving company performance with 90% of employees and 92% of employers agreeing that it makes a difference.
 - Two thirds of employees say they work harder as a result of learning new skills.
 - Increased self-confidence in the individual's ability to do their job increases productivity and reduces error rates.
- **Operationally**
 - In our industry, reduced error rates often equate to reduced infringements and offending rates.
 - Improved customer service and relations.
 - Increased job satisfaction and motivation.
 - Reduced staff turnover. Some employers believe that training someone leads them to leave the company. This is rarely true, and training has been proven to generate loyalty in most cases.
 - Differentiator between contractors. Take the opportunity to lock out competitors by raising your levels of service.
 - Improved management productivity (managers are not wasting time 'clearing up' after poorly trained staff).
- **Financially**
 - Reduced fuel consumption.
 - Reduced maintenance costs.
 - Reduced damage costs.
 - Managed insurance rates.
 - Reduced error rates.
 - Improved customer retention.
 - Reduced recruitment and induction costs.
 - Reduction in reliance on agency staff.
 - Improved productivity.

Measuring Success

Of course, all these improvements can only be identified if the training and the results are measured. Therefore, we need to ensure that we:

- Select SMART targets for the training to achieve. (SMART stands for Specific, Measurable, Achievable, Relevant and Timed). For example, “we want to reduce fuel consumption” is not a SMART Target. “We intend to reduce fuel consumption by at least 5% by 1 September” ticks all the boxes. It is specific (5%), measurable (by comparing current results with those at the target date), achievable (most fleets can achieve this level of improvement by training, recording and managing fuel use), relevant (fuel costs equate to about 40% of most fleets’ running cost) and timed (by 1 September).
- Decide on the most suitable training format (practical, classroom-based or distance learning, in-company, open courses or qualifications, etc.).
- Devise the required management reporting to continue to measure success and identify any drop-off in benefit.

Using the Driver CPC training syllabus as an example, we can look at some potential benefits to be gained:

- Safe and fuel-efficient driving.
- Eco driving, vehicle loading, pollution impact.

Benefits can include reduced fuel consumption and engine wear, less-stressed drivers and reduced pollution.

Legal Requirements

- Duty of care: Drivers’ hours, WTD, tachographs, vehicle defect reporting, weights and dimensions, axle weights.

Can all contribute to improved compliance levels and the OCRS score.

Health and Safety

- Risk assessment for drivers, accident prevention and reporting, first aid, awareness of vulnerable road-users, manual handling and security issues.

Offer the chance to reduce accidents, insurance claims, staff absences and vehicle downtime.

Identifying and quantifying the need

There are three levels to training needs analysis: individual, team and organisation. Each needs to be considered, starting at the top and cascading down from there.

Formal needs analysis is a useful management tool, but other activities can inform the content of the analysis, for example:

- A clear, well-defined job description offers a good basis for identifying skills, knowledge and abilities which may need to be strengthened by a training programme.
- Look for learning opportunities in everyday activity: could something have been handled better, did something go wrong, or perhaps a near-miss identified as potentially dangerous practice or approach to an activity?
- Self-assessment, allowing individuals to openly admit where they believe performance can be improved is a surprisingly effective tool when identifying training needs.
- Annual reviews and appraisals allow a specific opportunity to have a focussed discussion on each employee’s performance and needs.

RHA Training and training providers in RHA membership will be pleased to assist you in identifying relevant solutions to your particular operation.

There is an example of a simple training needs assessment form for an individual on page 4 which focusses on opportunities offered by the DCPC syllabus and related activity. Alter the form to fit your own needs.

Selecting the provider

The next decision required is to select who to approach to deliver your training needs. There is a wide range of training providers in the market, ranging from small, local companies, through to colleges and well-known national providers.

Invest some time in talking to providers and ask for the names of referees who they have worked with and examples of benefits they have brought to their customers. Effective training can hinge on personal preferences and relationships built between the instructor and delegate. While cost is always an important part of any purchasing decision, please remember that training is an investment and wherever possible you should look to quantify the return you expect from that investment.

Some of the key matters you might expect a potential training provider to mention include:

- Clear goals of the training or development programme.
- Involving employees in identifying the knowledge, skills or abilities to be learned.
- Employee participation during the learning process.
- Ensuring work experiences and knowledge of the employee are used as a resource (delegate involvement and contribution).
- A practical and problem-centred approach based on real examples is used.
- Delegates being given the opportunity to reinforce what is being learned by practising.
- The learning environment is informal, safe and supportive.
- The employee is shown respect.
- The learning opportunity promotes self-esteem.

(Source – HR Council)

Funded Training

Opportunities for funded training for our industry do exist but tend to be few and far between and access can be restricted to certain groups and subject to frequent change.

Rules differ from region to region and are applied to certain age groups and specified needs by a range of government agencies and charitable organisations. This document is not a suitable medium for attempting to discuss the reach and availability of funding options. However, we need to remain aware of funding as a possible option. Apprenticeships attract funding as do sector- based work academies under certain circumstances.

By approaching your training needs in a considered manner and identifying business benefits (particularly increased employment opportunities), the chances of obtaining funding can be increased.

Please contact your RHA Helpdesk or your area manager to discuss the likelihood of funding availability for your specific circumstances.

Training Needs Assessment Form (Driver CPC)

Staff Member: _____

Duties: _____

Driver CPC Syllabus:

- | | |
|---|--|
| <ul style="list-style-type: none">○ SAFED○ Safe loading○ Legal loading○ Pollution impact○ Environmental○ Drivers' hours○ WTD/RTR○ Digital tachographs○ Daily walk-around checks○ Defect reporting○ Health & Safety○ First Aid○ Accident reporting | <ul style="list-style-type: none">○ Security○ Customer Care○ Other _____○ Other _____○ Other _____
○ ADR Certificate○ Forklift licence (Moffett type)○ HIAB○ Other _____○ Other _____○ Other _____ |
|---|--|

Training Needs as Perceived by Job Holder:

Training Needs Agreed in Consultation with Management:

Method of Measurement: _____

Signed (job holder): _____

Signed (manager): _____

