

Extension Material 11.3

The systematic training cycle

One of the earliest models of the systematic training cycle was that proposed by Boydell (1970) who put forward ten stages to follow in systematically providing training. This model influenced the four-stage models that have been used more recently. Like Boydell's model the four-stage models (Kenny and Reid, 1986) are cyclical, suggesting that training is a continuous process rather than a single isolated event. In the first stage, training needs are assessed at an organizational or job level. The purpose of this assessment is to identify the gap between the actual skill levels of individuals or teams and that required by the organization. The second stage is the design process where the type and method of training is selected and the training is developed and planned. In the third stage the training is implemented or carried out. The fourth stage is concerned with the evaluation of the training to establish that those trained have gained the skills identified as gaps in the original training needs analysis. This model of training, while useful to explain why it is important to properly analyse skills gaps to establish requirement and evaluate the effectiveness of training, is regarded by some as an oversimplification and it can be argued that a 'more sophisticated model' is required (Kenny and Reid, 1986). These models have now decreased in popularity and the emphasis is moving towards learning away from training as the solution to development needs. However, there is no doubt that effective evaluation of training is of growing importance.



REFERENCES

Boydell, T. (1970) *A Guide to Job Analysis*, British Association for Commercial & Industrial Education Books.

Kenney, J. and Reid, M. (1986) *Training Interventions*, Institute of Personnel Management.