



WHY TRAINING PLANS CAN HELP PERFORMANCE

In the current climate, training professionals are being hit hard by both the regulators and their managers as they try to fit the compliance needs of the business with the educational and learning needs of the individuals within the organisation.

On the one hand the business is continually cutting training budgets and trainers' headcount and on the other there is a high expectation from individuals to be developed within the business in order to feel valued and wanted.

As a result, training in the manufacturing area is a poor reflection of what the business needs or individual requires to perform their role effectively. Managers and supervisors are repeatedly being asked to act as trainer for the process and this leads to restrictions in training for core processes and to SOPs being used for 'Read and Understand' status, with discussion with an experienced operator offered if you're lucky. No wonder QMS topics continue to be high on the list of repeat observations. Understanding of process and technology cannot be given in a 15 minute local briefing.

Regulators demonstrate that they understand the need for education and learning for professionals in the manufacturing and laboratory sectors. They are increasingly asking for evidence of training plans for roles, and for evidence of progress and measurement of effectiveness in performance.

SO WHAT DOES THIS MEAN IN PRACTICE FOR YOUR TRAINING SYSTEM?

The production of an effective training plan for each role requires collaboration between the training function, HR and the line manager for the particular role. Generally QA will need to validate that the right amount of quality and GMP training is included.

Training and education provided within an organisation can generally be categorised in three ways, **MUST**, **SHOULD** and **COULD** training.

1. **MUST** training for the individual is all of the training and education the individual needs to perform their role effectively.

This should be started by the induction to role process and continued until they are performing proficiently. Depending on the complexity of the role this could take up to two years. This level of support for the individual should be monitored by line management and training professionals to ensure training effectiveness and development of skills and knowledge. There should be a combination of training techniques from instruction and demonstration by experienced practitioners to classroom education. This development of the individual fits firmly into the scope of the training plan per role.

BUSINESS DRIVEN APPROACH



PEOPLE DRIVEN APPROACH



NSF has been supporting this process for the Qualified Person role for many years. The training plan for this role has been established at the industry and regulator level. Attendance and completion of the modules has provided companies with the assurance of performance and effectiveness that is required by the regulators.

Companies should also consider how these same training and education courses can support the performance levels of other QA professionals, manufacturing supervisors and pharmaceutical technicians, within their training plan.

2. **SHOULD** training is generally the training and educational topics that are brought into use either for the individual, or for the business, when there is a need to have an extra level of competency. An example would be as part of the individual's PDP, a development project, introducing a new product or piece of equipment.

Most companies have to invest in this type of training to stay competitive, to keep the business moving and to maintain the high standards required by the industry.

Stretching and developing individuals is essential for business growth; unfortunately, ensuring that individuals have the right skills and knowledge in their 'kit box' is all too often overlooked as a component that ensures successful completion of the project. In-house programmes and external training by NSF are providing the support companies need to get projects off to the right start or to coach and develop individuals so that they can achieve the targets set by their managers.

3. The last category in the training course menu will be the **COULD** topics. These are related to strategy and retention of individuals. Having the time and resources to investigate the feasibility of a new direction for the company or the individual will add to the company's

ability to anticipate future challenges and plan for the longer term. This information is generally obtained through seminars or journals that talk to the individual rather than engage them in discussion about application.

This last category offers the least payback in terms of today's performance and should be restricted within a company's budget; however this is not always the case. When given the opportunity to select their own development solutions from a list of training providers or external courses/seminars, the individual is likely to choose the seminar or forum where they may not be challenged and can go unnoticed in the crowd. COULDS are associated with the 'next promotion' or being a 'manager', so is more appealing to the individual than to their manager who wants to see improved performance.

The difference between business centred performance and individual centred performance is by planning, preparation and good training solutions. Taking the time to prepare the training plan for the role and considering the best solutions for performance will indeed give the manager more control over how their staff utilise their development opportunities. Staff are paid to fulfil a role; it is critical to get their performance in that role up to a good standard sooner rather than later. Training and educational support provided by NSF has been proven to enhance performance in the workplace, in the job and role for better performance today.

If you need help on how to prepare training plans for your organisation contact us on pharmamail@nsf.org

For more information, contact pharmamail@nsf.org or visit www.nsfpharmabiotech.org

Copyright © 2017 NSF International.

This document is the property of NSF International and is for NSF International purposes only. Unless given prior approval from NSF, it shall not be reproduced, circulated or quoted, in whole or in part, outside of NSF, its committees and its members.

Cite as: NSF International. June 2017. Why Training Plans Can Help Performance. NSF: York, UK.

NSF INTERNATIONAL | PHARMA BIOTECH

The Georgian House, 22/24 West End, Kirkbymoorside, York, UK YO62 6AF

T +44 (0) 1751 432 999 | E pharmamail@nsf.org | www.nsf.org | www.nsfpharmabiotech.org

LPH-442-0617