

INTRODUCTION

WHAT IS THIS GUIDE ABOUT?

Growing Your Training Business Where It Is Needed Most

Across the world, training professionals strive to expand their businesses and gain a competitive edge in this vital industry. This guide will help trainers and learning professionals achieve that goal in two important ways. First, whether working in developed or emerging markets, this guide provides a clear competency framework to strengthen the skills and expertise of trainers, coaches, and advisory service providers, designers and developers of learning experiences and materials, administrators and project managers who oversee large training efforts, relationship managers, learning consultants, and anyone seeking to transfer knowledge and skills. Second, it provides specific, practical advice on how to enter and thrive in the underserved markets of emerging countries, where the opportunities—and challenges—for high-quality training services are immense.

Sharing Decades of Expertise

IFC has been working in emerging markets for over 60 years. Part of the World Bank Group, IFC is the largest development organization focused exclusively on supporting the private sector in emerging countries, equipping us with deep insight into the complex factors that can make or break businesses in these challenging markets. That is why we partnered with training industry experts to develop this guide. By sharing our knowledge and lesson learned on how to assess, mitigate, and overcome the challenges of operating in the toughest environments, we can help training professionals, their clients, and program participants reach their true potential.

A Competency Framework for Training Professionals

Based on industry best practices, the guide examines the key competencies and tasks for professionals working on performance improvement initiatives. These are grouped into the seven phases typically found in any training project lifecycle. These include *Assessing Performance Needs*, *Designing Curricula*, *Designing Learning Experiences*, *Facilitating Learning*, *Supporting the Transfer of Learning*, and *Evaluating Learning*. Throughout the project phases, it is critical to maintain a strong relationship with clients. That's why *Partnering with Clients* is positioned at the center of the project lifecycle, touching all other phases.



FIGURE 1: The competency wheel

Navigating the Training Environment in Emerging Markets

Along with laying out a competency framework for all training contexts, this guide pays special attention to key issues of concern for trainers working in emerging countries.

Micro, small, and medium enterprises often form the economic backbone of these markets, and as such, they are key clients for trainers and learning professionals. These businesses generate income and create the majority of jobs— between 70 percent and 95 percent of new employment opportunities—in emerging economies.

In **fragile and conflict-affected situations**, micro, small, and medium enterprises play a particularly important role. Often, they are the last businesses standing, providing essential goods and services to vulnerable populations. Already more than 130 million people, or 2 percent of the world's 7.8 billion people, live in fragile and conflict-affected situations. By 2030, up to 2/3 of the world's extreme poor, could live in situations of fragility, conflict, and violence.¹ It is in here that the need for learning and skills building is perhaps most immense, and the risks and rewards are greatest for all involved, be they trainers, program participants, or clients.

Closing the gender gap in access to skills is another critical issue for trainers in emerging markets. Equipping women with skills and knowledge and enabling them to realize their tremendous potential is not only a social and moral imperative, but it is an economic necessity too. A World Bank study found that countries globally are losing \$160 trillion in wealth because of differences in lifetime earnings between women and men. Companies, however, are realizing that closing gaps between women's and men's economic participation drives growth and improves the lives of families and communities. And despite the many obstacles they face, women entrepreneurs own or run one-third of small and medium enterprises in emerging markets, and in many places they are starting businesses at a faster rate than men.

HOW CAN THIS GUIDE HELP?

Trainers and learning professionals contemplating projects in emerging markets often have similar questions. Where can I get the information I need to scope out, design, or deliver training in emerging markets? What are the practical implications of working in fragile and conflict-affected situations? How can I effectively close gender gaps when designing learning programs and facilitating training? What have other trainers learned, and how can I apply these lessons to my own projects? How can I develop my expertise in this market? This guide answers these and more questions, and it also:

- Presents a clear picture of what it means to be a competent training professional, based on industry best practice.
- Promotes effective, gender-inclusive learning that produces results for clients who operate in emerging markets and the learners affiliated with them.
- Provides a framework for the design of curricula and the design and development of specific learning experiences for gender-inclusive projects in emerging markets.
- Enhances the credibility, respect, and professional status of people working in the performance and learning field in emerging markets.
- Provides a foundation for certifying training professionals who work in emerging markets.

This guide recognizes that training is not an exact science, and competency should focus on the practical application of best practices, informed by evidence-based research. Organizations who administer performance improvement projects in emerging markets may choose to supplement these guidelines with their own operational procedures and vice versa.

¹ <https://www.worldbank.org/en/topic/fragilityconflictviolence/overview>, visited May 12, 2020.



TABLE 1: How can this guide help training professionals and their clients

BENEFITS FOR TRAINING PROFESSIONALS	BENEFITS FOR CLIENTS AND THEIR ORGANIZATIONS
<ul style="list-style-type: none"> ▸ Learn the latest developments for training professionals working in emerging markets 	<ul style="list-style-type: none"> ▸ Keep up-to-date on best practices in learning and performance improvement in emerging markets
<ul style="list-style-type: none"> ▸ Design and develop effective learning experiences and programs that address your clients' and participants' needs 	<ul style="list-style-type: none"> ▸ Evaluate and compare curricula and learning experiences and share learning resources ▸ Create and deliver consistent, well-designed curricula and learning experiences ▸ Use the guide's cross-industry standards to create synergies with like-minded organizations and optimize training programs
<ul style="list-style-type: none"> ▸ Hone your professional conduct and communicate effectively with clients, sponsors, program participants, and others 	<ul style="list-style-type: none"> ▸ Contribute to the pool of qualified performance and learning professionals in emerging markets
<ul style="list-style-type: none"> ▸ Articulate your personal and professional development goals 	<ul style="list-style-type: none"> ▸ Learn how to identify and select competent learning and performance of professionals
<ul style="list-style-type: none"> ▸ Understand your own knowledge and skills, areas of strength, and areas needing improvement 	<ul style="list-style-type: none"> ▸ Gain a competitive edge by consistently applying industry best practices

THE STRUCTURE OF THIS GUIDE

This guide is divided into seven chapters and two supplements on gender-inclusive programs and considerations when working in fragile and conflict-affected situations. Each chapter focuses on one specific competency or phase of a learning program, its supporting competencies, and project tasks. The competencies are designated with a number, and the supporting competencies are designated with a number and letter. The tasks are designated with a check box.

As a training professional, you need to be proficient in all three. Each chapter also identifies key outputs and assessment criteria, as well as additional factors to consider when executing a competency or phase of a training program in an emerging market.

FCS and gender-inclusive tasks are included for each competency. For easy reference, we have added FCS  and gender  icons wherever relevant. ←.....

It is important to read the FCS and gender supplements at the end of this guide. These provide crucial information on how to apply the FCS and gender-inclusive tasks presented in the competency framework. The tasks are divided into three categories: country, individual, and family. The family category only appears in the gender supplement to avoid duplication. While not exhaustive, these considerations can help guide effective program development and implementation. They include questions to ask clients and participants and evidence-based advice and approaches based on best practices and lessons learned by World Bank Group staff and other experts.



The competencies are designated with a number.

The supporting competencies are designated with a number and letter.

The tasks are designated with a check box.

FCS and gender-inclusive tasks are indicated by an icon. These tasks are further elaborated in the FCS and gender supplements.

ASSESSING PERFORMANCE NEEDS

COMPETENCIES AND SUPPORTING COMPETENCIES | This section contains information about the importance of mastering the competencies, tasks for each supporting competency, key outputs, and assessment criteria.

1. PREPARE TO ASSESS	30
1a. Clarify the client perspective	30
1b. Gather initial information	30
1c. Plan needs assessment	31
Key outputs and assessment criteria	31
2. IDENTIFY PERFORMANCE GAPS	32
2a. Gather data to determine current and desired performance outcomes	32
2b. Conduct job, competency, or goal analysis to determine desired performance outcomes	33
2c. Identify desired performance outcomes and business measures	33
Key outputs and assessment criteria	34
3. DETERMINE CAUSES OF PERFORMANCE GAPS	35

1. Prepare to assess

Importance

The impact of mastering these competencies is that you:

- Focuses on the needs of the participants and your client, and avoid a “knee-jerk” response to requests for a learning solution.
- Plan for an efficient and effective assessment of performance needs.
- Start building a partnership with your client.

Supporting competencies and tasks

These tasks contribute to mastery of the supporting competencies (in bold). Put a check mark next to each task or subtask within the supporting competency as you complete it:

1a. Clarify the client perspective

- Explore what the client thinks is actually happening versus what should be happening
- Identify changes the client wants to see (for example, desired performance outcomes, behavior, values, attitudes)
- Determine measurable business results from the program
- Identify stakeholders who will influence the project, along with their roles and perspectives
- Identify organizational realities and environmental factors that the client is facing
- Confer with your client on recent political and social developments in the area and their possible impacts on the program and the safety of its participants
- Determine how the client will make decisions about recommended solutions
- Address any client requests or concerns that could detract from a successful needs assessment

1b. Gather initial information

- Determine the extent to which other stakeholders share the client's perspective
- Survey existing and past programs conducted in this or similar regions
- Determine availability and quality of local advisory services
- Map the ecosystem of programs in your region that target women or focus on gender inclusion
- Determine the sophistication of the private business culture in the region
- Identify the impact of the program
- Compare stated and actual possible impact
- Assess transport
- Examine local
- Identify religious
- Determine impact
- Determine how

FCS CONSIDERATIONS WHEN ASSESSING PERFORMANCE NEEDS

Time and resources needed to properly assess performance can vary greatly. You may need to spend a few hours clarifying what participants should be able to do after a learning experience. As a minimum, the main objectives of *Assessing Performance Needs* are:

- Have facts that support assumptions.
- Address the right problems and causes.
- Avoid rushing into a learning solution.
- Identify the best solution or blend of solutions.
- Determine how to evaluate results.

When *Assessing Performance Needs* as design and deliver gender-inclusive programs or projects:

specifically targeted to women, it is important to clarify who will be participating in the program. To decide on the requirements of the program, a thorough analysis of the local culture, both women and men participants' education and knowledge levels, their overall level of confidence and leadership skills, and family decision-making and caregiving responsibilities is required. For example, if a digital solution is proposed, check women participants' degree of confidence and comfort with online learning. Women often have less access to digital solutions¹¹ but need to attend online training and learning opportunities.¹² Remember to include women on women's progression in assessing program needs and designing curricula, whether targeting women only or both genders. This can be achieved by including women in the assessments and design teams or interviewing women who represent the target audience for the curricula.

GENDER-INCLUSIVE CONSIDERATIONS WHEN ASSESSING PERFORMANCE NEEDS

Time and resources needed to properly assess performance can vary greatly. You may need to spend a few hours clarifying what participants should be able to do after a learning experience. As a minimum, the main objectives of *Assessing Performance Needs* are:

- Have facts that support assumptions.
- Address the right problems and causes.
- Avoid rushing into a learning solution.
- Identify the best solution or blend of solutions.
- Determine how to evaluate results.

When *Assessing Performance Needs* as design and deliver gender-inclusive programs or projects:

specifically targeted to women, it is important to clarify who will be participating in the program. To decide on the requirements of the program, a thorough analysis of the local culture, both women and men participants' education and knowledge levels, their overall level of confidence and leadership skills, and family decision-making and caregiving responsibilities is required. For example, if a digital solution is proposed, check women participants' degree of confidence and comfort with online learning. Women often have less access to digital solutions¹¹ but need to attend online training and learning opportunities.¹² Remember to include women on women's progression in assessing program needs and designing curricula, whether targeting women only or both genders. This can be achieved by including women in the assessments and design teams or interviewing women who represent the target audience for the curricula.

CONSIDERATIONS AND TASKS	QUESTIONS	TIPS AND APPROACHES
COUNTRY		
CULTURAL AND SOCIAL NORMS	<p>1. What external influences (cultural, societal, or religious) impact program design, content, participation, or delivery?</p> <p>2. How does local society perceive women in business? Does the local society support women's participation as employees in the formal workforce?</p> <p>3. What are the barriers to gender inclusion?</p>	<p>• Include women in the assessment teams and interview women who represent the target audience.</p> <p>• Inquire about participants' day-to-day lives so you can align your program with their training preferences and goals.</p> <p>• Determine whether local cultural norms require separate sessions for women or if women participants prefer separate, women-only programs. In some cases, a mixed-gender program may provide more learning opportunities or leadership skills for women by getting them exposed to various styles of leadership across men and women.</p> <p>• Consult with trusted local experts on perceptions of women in the workplace or as business owners.</p> <p>• Evaluate the role that local media plays or could play in the perception of women entrepreneurs and employees.</p>