Training and development – ASDA

ASDA's **mission** is *'to be Britain's best value retailer exceeding customer needs, everyday'*. ASDA recognises that this depends on a commitment always to put customers first in everything ASDA does, which is achieved through dedicated teams of ASDA colleagues. ASDA employs over 170,000 colleagues and rewards long service. It focuses on developing an accessible 'family' atmosphere in the stores. This provides a platform for long-term careers as colleagues develop within the business. Around 80% of ASDA managers began their careers in its stores.

Training involves acquiring new skills and knowledge in relation to a current role. Development relates to a person's potential to acquire wider capabilities. ASDA uses both to support its mission and to benefit the business and colleagues. The retail sector offers a long-term career path. By developing colleagues with the potential to be General Store Managers (GSMs), ASDA has put in place a robust long-term **succession plan** to develop the Regional Operating Managers (ROMs) of the future. GSMs are like managing directors – many have responsibility for 500+ colleagues and sales turnover of over £1 million a week. They need to be able to demonstrate a wide range of behaviours and technical skills. They are responsible for:

- leadership – leading their store teams
- celebrating achievement and managing under-performance
- **coaching** and developing colleagues and managers
- setting goals and agreeing priorities by responding to change and spotting opportunities

ASDA uses both **on-the-job** and **off-the-job** training to develop colleagues at all levels. As a GSM begins their transition to a ROM role, they need to complete several different types of activities. On-the-job, GSMs begin to experience the ROM role in order to put their skills into practice. On-the-job activities account for 80% of their development and it is up to the individual to drive their own development opportunities. Examples include:

- covering their ROM's duties when they are on holiday
- receiving guidance from a **mentor** on the Retail Board (a senior manager)
- attending meetings on behalf of the ROM

Off-the-job, GSMs develop the skills needed to be a ROM through modules and a series of external coaching. These account for around 20% of the overall development and include:

- 'Being at my Best' – this programme focuses on emotional intelligence and supports GSMs to understand their strengths and areas for development.
- 'Influencing across the business' – provides an opportunity to learn how to communicate in a compelling way.
- 'Thought Leadership' – develops the capability to lead a team through innovation, creative thinking and leading with courage.

Identifying skills and development opportunities for senior roles is essential to maintain leadership succession. Once training needs are identified these are managed through various programmes, such as store visits, Line Manager coaching, off-the-job modules, coaching calls and mentoring.

Questions

1. What is the difference between training and development?

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2. Describe the two types of training used by ASDA

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3. Explain how training and development helps ASDA to achieve its mission

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4. Analyse why 'development' of colleagues is so important for organisations like ASDA

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Task

Scenario – You have decided to open a sandwich shop in your local town. You have carried out some research and think you need to hire two full time and one part time member of staff to work in the shop making sandwiches and serving customers. Devise and training programme for these new staff (assuming they have had no previous experience). You will need to identify the knowledge, skills and qualifications required, then determine what on and off-the-job methods can be used to ensure the workers gain these.

What have you learned?

60 second challenge. Work with a partner and decide who is going to go first. This person then has to speak for 60 seconds, without pausing, about what they have learned about training and development. Then, the second person has to talk for 30 seconds about what they have learned, without repeating anything the first person has said.