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DID YOU KNOW?

“Not more than **6-10** % of expenditures in training actually result in transfer to the job.”

Broad and Newstrom

Program Overview



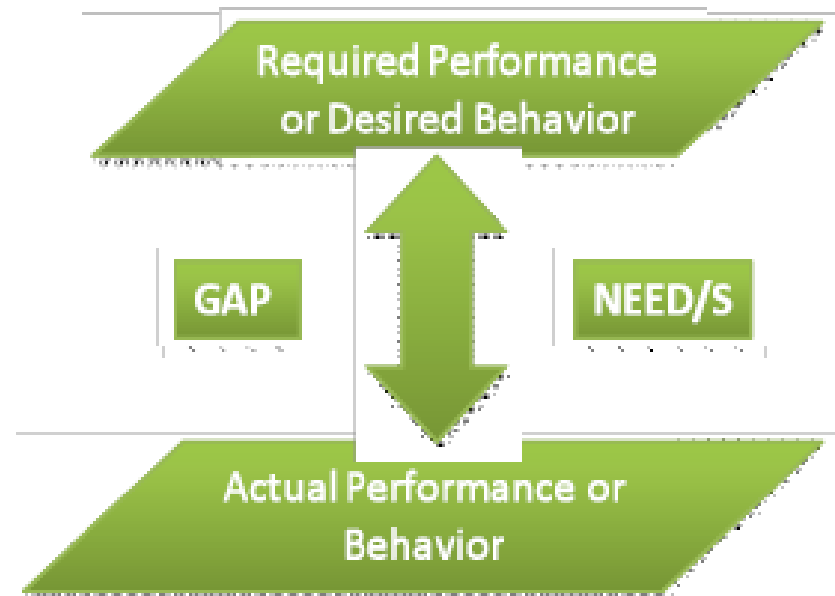
Planning is the first step of the training management cycle. At the planning stage, the steps are divided into two:

- i) Training Needs Assessment (TNA) and
- ii) Training Planning.

This manual takes up TNA.

What is Training Needs Assessment?

- “Training Needs Assessment” (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap.
- TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop.
- The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.



Training Needs = Desired Capability – Current Capability of the Participants

TNA

Where they need to be

- Now
- Tomorrow
- Future



Where they are
now



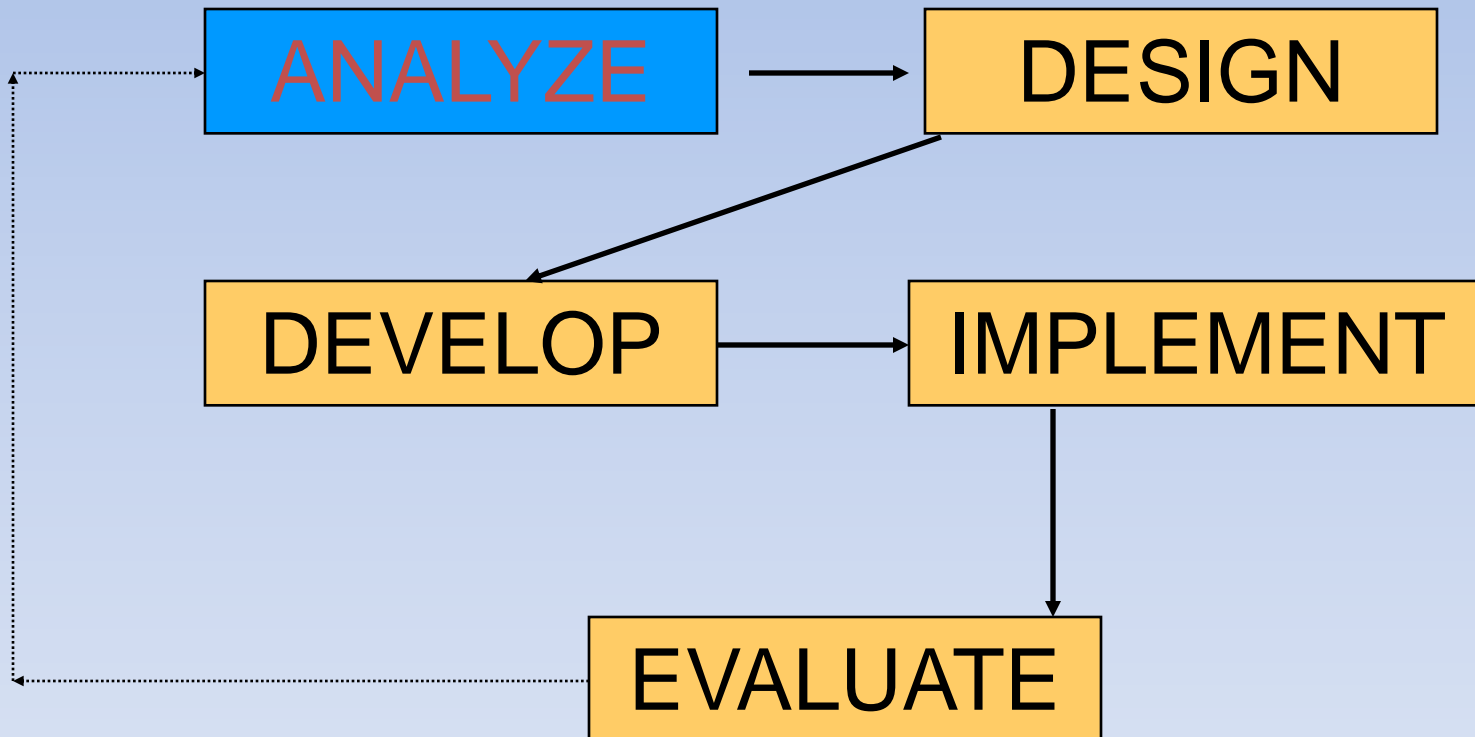
Macro

- aligned with strategic goals
- three levels
 - organizational
 - occupational
 - individual

Micro

- initiated by performance problems or change
- assessment done to clarify problem, determine if training is the solution, analyze performance, and characteristics of trainees

Instructional Design Process



Why do a Training Needs Assessment?

A TNA provides information on the training and skills development requirements of all members of your network. It is one of the key steps in preparing a training plan and will provide you with information on which to base your network's training plan. It enables you to:

- Identify the gap between current and required levels of knowledge, skills and attitude
- Identify what the general content of training should be
- Form the foundation of a training plan
- Provide a baseline for the evaluation of a training plan
- Ensure that appropriate and relevant training is delivered
- Maximise use of scarce resources



Why	conduct the training: to tie the performance deficiency to a working need and be sure the benefits of conducting the training are greater than the problems being caused by the performance deficiency. Conduct two types of analysis to answer this question: (1) <i>needs versus wants analysis</i> and (2) <i>feasibility analysis</i> .
Who	is involved in the training: involve appropriate parties to solve the deficiency. Conduct a target population analysis to learn as much as possible about those involved in the deficiency and how to customize a training program to capture their interest.
How	can the performance deficiency be fixed: training can fix the performance deficiency or suggest other remediation if training is not appropriate? Conduct a performance analysis to identify what skill deficiency is to be fixed by a training remedy.
What	is the best way to perform: there is a better or preferred way to do a task to get the best results. Are job performance standards set by the organization? Are there governmental regulations to consider when completing the task in a required manner? Conduct a <i>task analysis</i> to identify the best way to perform.
When	will training take place: the best timing to deliver training because attendance at training can be impacted by work cycles, holidays, and so forth. Conduct a contextual analysis to answer logistics questions.

(Source: Jean Barbazette, 2006, Training Needs Assessment: Methods, Tools and Techniques)

Why do a Training Needs Assessment?

Must analyze as much information as possible about the following:

- Organization and its goals and objectives.
- Jobs and related tasks that need to be learned.
- Competencies and skills that are need to perform the job.
- Individuals who are to be trained.



1

Organization

- ◆ Culture
- ◆ Structure
- ◆ Values
- ◆ Leadership
- ◆ Technology

2

Competencies

- ◆ Knowledge
- ◆ Skills
- ◆ Experience
- ◆ Aptitude
- ◆ Behavior

3

Performance

- ◆ Goals
- ◆ Metrics
- ◆ Feedback
- ◆ Incentives
- ◆ Training

Benefits of a Training Needs Assessment?

- Identifies performance goals and the knowledge, skills and abilities needed by a company's workforce to achieve those goals
- Identifies gaps in training provision in sectors and or regions
- Helps direct resources to areas of greatest priority
- Addresses resources needed to fulfil the organisational mission, improve productivity, and provide quality products and services



What are the key steps in conducting an effective Training Needs Assessment?



- Prepare thoroughly
- Follow a structured methodology
- Link training needs with the objectives of the network
- Gain commitment from members to participate in the TNA
- Communicate with all those involved
- Ensure you have the skills to conduct the TNA (analytical and communication)
- Collate the results gathered
- Prioritise the identified training needs and group them into training categories

Why do we need training?

- Having the knowledge and right skills to be able to do their work effectively and competently.
- Training may be needed when there is a gap between the desired performance, and the current performance, and the reason for that gap is lack of skill or knowledge.
- Training may only be able to resolve part of the problem. Thus we need to analyze the problem and find out whether training will be able to resolve it.
- If training is necessary, we also need to define the objective of the training and how it will help the member(s) become more effective.



Five Steps of Training Needs Assessment

Five Steps:

The processes of Training Needs Assessment can be divided into five steps: i) identify problem and needs; ii) determine design of needs assessment; iii) collect data; iv) analyze data; and v) provide feedback.

Step 1:
Identify
Problem
Needs

- π Determine organizational context (policy, goal, roles & responsibilities)
- π Perform gap analysis
- π Set objectives

Step 2:
Determine
Design of
Needs
Analysis

- π Determine target groups to be trained, interviewees, methods, schedule
- π Determine persons in charge of TNA from the GDLA Task Force members

Step 3:
Collect
Data

- π Conduct interviews
- π Administer questionnaires and surveys
- π Review documents on existing trainings
- π Observe people at work

Step 4:
Analyze
Data

- π Conduct quantitative and qualitative analyses
- π Draw findings, conclusions and recommendations on training contents
- π Write up a Report

Step 5:
Provide
feedback

- π Make a presentation to the GDLA Task Force members and concerned officials
- π Determine the next step for training preparation



Step 1: Identify Problem and Needs

- The first step in TNA is to identify problems and needs. Before TNA is conducted, it should be probed whether training is needed. In the public sector, it is important to identify organizational context in such aspects as policy, goal, roles and responsibilities.
- Realizing the policy direction of the organization, performance analysis known as “gap” analysis is conducted to look at an official’s current working performance and knowledge and identify whether an official is performing as desired based on given roles and responsibilities.

GAPS

Gaps can include discrepancies/differences between:

- What the organization expects to happen and what actually happens.
- Current and desired job performance.
- Existing and desired competencies and skills.

A close-up photograph of a white tube of Selleys 'No More Gaps' fast-dry paint. The tube is angled diagonally across the frame. The brand name 'SELLEYS' is printed in black at the top. Below it, 'NO MORE GAPS' is written in large, bold, black letters. Further down, 'Fast DRY' is printed in red, with 'PAINT OVER IN MINUTES' in smaller red text below it. A blue band features the text 'WATER PROOF CRACK RESISTANT' in white. At the bottom, a dark blue section has the word 'WHITE' in white. A hand is visible at the bottom right, holding the tube.

SELLEYS
NO MORE GAPS
Fast DRY
PAINT OVER IN MINUTES
WATER PROOF CRACK RESISTANT
WHITE



$$\frac{\text{DESIRED PERFORMANCE (Optimals)}}{\text{- ACTUAL PERFORMANCE (Actuals)}} = \text{POSSIBLE TRAINING NEED}$$

Is Training Important?

- Why is it important?
- What if you did nothing?
- How big is it? (Quantify if possible)
- Who cares?
- “Is the cost of the discrepancy high enough that it seems worth pursuing a solution?”



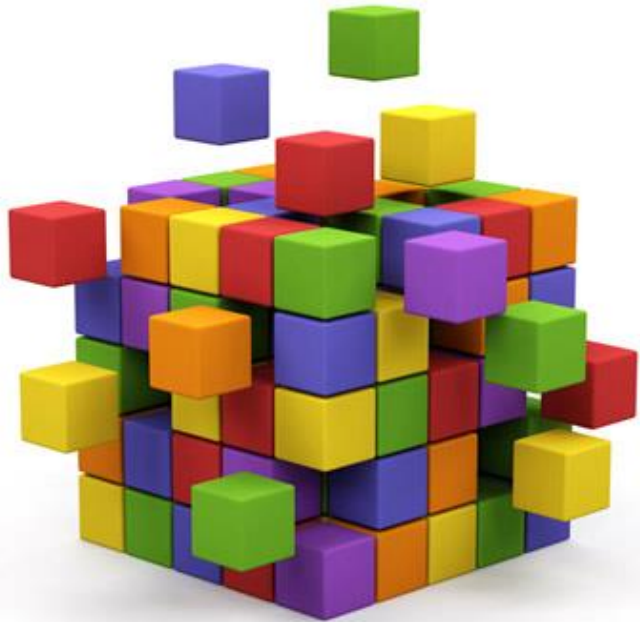
Determine Cause(s)



Is it a problem of skill or a problem of will?

Step 2: Determine Design of Needs Analysis

The second step in TNA is to determine the following:



- i) target groups to be trained;
- ii) interviewees;
- iii) survey methods;
- iv) survey plan including schedule to be conducted TNA and persons in charge of TNA.

Those items become the basis for a training course designer to either create a new training course, identify an existing one that can fulfill the need, or obtain one externally.

Target Groups

- The survey must clearly define the target group of the training, i.e., target population. Although no strict rules for defining exist, the target population must be defined in line with the objectives of TNA.
- The survey should produce the following elements in its report: training subject(s); importance of the training; time requirements; current target group; potential target group; frequency of training; and required outputs of the training.



Interview

Once a target group for the training, i.e., target population, is identified, interviewees for the survey are selected. It is likely that all the officials of the target group cannot be interviewed due to time constraints. Thus, sampling of the target population which will be addressed in the next section should be used.



Survey Methods



The following figure indicates types of needs analysis and contents. It is suggested that those analyses be used in combination depending on the needs, time availability and manpower.

Types of Needs Assessment

Type of Needs Analysis

What the Analysis Answers

Performance analysis or gap analysis

- ☐ Is this issue a skill/knowledge deficiency?
- ☐ How can the deficiency be addressed?
- ☐ Is training the appropriate way to fix this deficiency?

Feasibility analysis

- ☐ Why should this training be done?
- ☐ Is the benefit of training greater than the cost of the current deficiency?

Needs versus wants analysis

- ☐ Why should this training be done?
- ☐ Is the deficiency tied to a need?

Goal analysis

- ☐ What is the specific behavior improvement behind a vague desire?

Job/task analysis

- ☐ What is the best and correct way to do this work?
- ☐ How can this job and task be broken down into teachable parts?

Target group analysis

- ☐ Who is the trainee for this training?
- ☐ What is known about them to help design and customize this training
- ☐ What other groups might benefit from training?

Contextual analysis

- ☐ When will the training be presented?
- ☐ What are the other requirements to deliver the training successfully?

Survey Methods



Data collection and analysis are essential parts of needs assessment. The following table describes the most commonly used methods of data collection. TNA is optimized when a combination of data collection methods is used to analyze quantitative and qualitative data. Regardless of which methods are used to collect and analyze data, **it is important to consider the reliability, validity and trustworthiness of the data.**

Method	Concept
Structured Interview	<ul style="list-style-type: none"> Quantitative research method commonly employed in survey research to ensure that each interviewee is presented with the same questions in the same order and that answers can be reliably aggregated and that comparisons can be made with confidence between sub-groups or between different survey periods. Interviewers read the questions exactly as they appear on the survey questionnaire. The choice of answers to the questions is often fixed (close-ended) in advance, though open-ended questions can also be included within a structured interview.
Semi-Structured Interview	<ul style="list-style-type: none"> Unlike the structured interview, more general questions or topics. Relevant topics are initially identified and the possible relationship between these topics and the issues become the basis for more specific questions which do not need to be prepared in advance allowing both the interviewer and the person being interviewed the flexibility to probe for details or discuss issues. New questions can be brought up during the interview as a result of what the interviewee says, so the interview flows more like a conversation.
Observation	<ul style="list-style-type: none"> Observation of working environment and performance of officials (office materials, communication tool, IT system, means of circulating the information)
Questionnaire Survey*	<ul style="list-style-type: none"> A questionnaire is a survey instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. They are often designed for statistical analysis of the responses.
Focus Group discussion	<ul style="list-style-type: none"> Qualitative research method whose purpose is to obtain in-depth information on ideas and perceptions of a group and also to be more than a question-answer interaction. A relatively small meeting (generally six to twelve participants) convened for a specific purpose under the direction of a facilitator, during which group members talk freely and spontaneously about a certain topic.
Workshop	<ul style="list-style-type: none"> An educational seminar or series of meetings emphasizing interaction and exchanged of information among a usually small number of participants developing skill or common understanding through some types of application Discussion on verification of identified staff training needs in the returned TNA questionnaires and interview results

METHOD	BENEFIT	WEAKNESS	WHEN TO USE
Review of References	Factual information Objective Can collect a lot if you have resources	May be out of date May be inaccurate or inconsistent Need cooperation of others to obtain information	When you need factual information about performance
Questionnaire Survey	Simple Quick Easy Can collate a lot of data	May not get important information People may not send back survey May be hard to understand responses	Have to know much about your topic first Combine with other processes to encourage response
Interviews	Obtain information about attitudes Obtain a lot of qualitative data Can have greater understanding of issues	Takes time of yourself and others More difficult to organize May be shy to respond depending on interviewer	When you know little about the topic or area When the training is about something complicated
Focus Group Discussion	Can be easy and quick Can understand responses more easily	People may be shy to be honest in group People may dominate discussion	When the training is impacted by team work When there is not much time for other methods
Observation	Does not interrupt work Can be more reliable than other sources	Can take observer a lot of time Need time to collate Need to know what you are looking for	When the training is about simple skills When you know about the topic yourself

(Source: MOI/DOLA, 2004, Training Needs Assessment, Phnom Penh)

Sampling Methods

Method	Concept
Random sampling	<ul style="list-style-type: none"><input type="checkbox"/> Purest form of probability sampling.<input type="checkbox"/> Each member of the population has an equal and known chance of being selected. When there are very large populations, it is often difficult or impossible to identify every member of the population, so the pool of available subjects becomes biased.
Systematic sampling	<ul style="list-style-type: none"><input type="checkbox"/> Often used instead of random sampling.<input type="checkbox"/> It is also called an Nth name selection technique. After the required sample size has been calculated, every Nth record is selected from a list of the target population on members. As long as the list does not contain any hidden order, this sampling method is as good as the random sampling method. Its only advantage over the random sampling technique is simplicity.
Stratified sampling	<ul style="list-style-type: none"><input type="checkbox"/> Commonly used method that is superior to random sampling because it reduces sampling error. A stratum is a subset of the population that shares at least one common characteristic. The surveyors identify the relevant strata and their actual representation in the population.<input type="checkbox"/> Stratified sampling is often used when one or more of the strata in the population have a low incidence relative to the other strata.

(Source: Access to <http://www.statpac.com/surveys/sampling.htm>, July 31, 2007)

Step 3 : Collect Data



- There are various methods to collect information for your TNA which can be utilised individually or in combination with each other. It is advisable to use more than one method to get a comprehensive overview of the needs of the sector/region.
- Data gathering is cornerstone of any needs assessment project.
- Can be time consuming.

Typical methods of collecting information for your TNA

- Surveys
- Focus groups
- Individual interviews
- Reviewing existing documents
- Discussions with steering group
- Discussions with relevant bodies (trade associations, Chambers of Commerce, universities, unemployment services)



Discussions with relevant Stakeholders



- Meetings with Steering Group
- Discussions with relevant Bodies
- Discussions with stakeholders operating in employment services



Step 4 : Analyze Data

- Assuming that the needs assessment identifies more than one training need, the training manager, working with management, prioritizes the training based on the urgency of the need (timeliness), the extent of the need (how many employees need to be trained) and the resources available. Based on this information, the training manager can develop the instructional objectives for the training and development program.
- All three levels of needs analysis are interrelated and the data collected from each level is critical to a thorough and effective needs assessment.

organizational analysis can be obtained from a variety of sources

- Organizational goals and objectives, mission statements, strategic plans.
- Staffing inventory, succession planning, long and short term staffing needs.
- Skills inventory: both currently available and short and long term needs, organizational climate indices: labor/management relationships, grievances, turnover rates, absenteeism, suggestions, productivity, accidents, short term sickness, observations of employee behavior, attitude surveys, customer complaints.
- Analysis of efficiency indices: costs of labor, costs of materials, quality of products, equipment utilization, production rates, costs of distribution, waste, down time, late deliveries, repairs.
- Changes in equipment, technology or automation.
- Annual report.
- Plans for reorganization or job restructuring.
- Audit exceptions; reward systems.
- Planning systems.
- Delegation and control systems.
- Employee attitudes and satisfaction.



There are a variety of sources for collecting data for a task analysis

- Job description-- A narrative statement of the major activities involved in performing the job and the conditions under which these activities are performed. If an accurate job description is not available or is out of date, one should be prepared using job analysis techniques.
- KSA analysis-- A more detailed list of specified tasks for each job including Knowledge, Skills, Attitudes and Abilities required of incumbents.
- Performance standards-- Objectives of the tasks of the job and the standards by which they will be judged. This is needed to identify performance discrepancies.
- Observe the job/sample the work.
- Perform the job.
- Job inventory questionnaire-- Evaluate tasks in terms of importance and time spent performing.
- Review literature about the job-- Research the "best practices" from other companies, review professional journals.
- Ask questions about the job-- Of the incumbents, of the supervisor, of upper management.
- Analysis of operating problems-- Down time, waste, repairs, late deliveries, quality control.



Sources of information available for a individual analysis

- **Performance evaluation** -- Identifies weaknesses and areas of improvement.
- **Performance problems** -- Productivity, absenteeism or tardiness, accidents, grievances, waste, product quality, down time, repairs, equipment utilization, customer complaints.
- **Observation** -- Observe both behavior and the results of the behavior.
- **Work samples** -- Observe products generated.
- **Interviews** -- Talk to manager, supervisor and employee. Ask employee about what he/she believes he/she needs to learn.
- **Questionnaires** -- Written form of the interview, tests, must measure job-related qualities such as job knowledge and skills.
- **Attitude surveys** -- Measures morale, motivation, satisfaction.
- **Checklists or training progress charts** -- Up-to-date listing of current skills.



To solve a performance issue



- Training may not be the answer
- Training may not be the only answer

If a skill deficiency..



- Provide training
- Provide practice
- Provide feedback
- Simplify the task
- Develop a job aid
- OJT
- Transfer
- Terminate

Cause → Solution

- If skill or knowledge.....training
- If lack feedback.....feedback, standards
- If not motivated.....rewards, consequences
- If unclear expectations.....std, measure, discuss
- If job environment.....change environment
- If potential.....change personnel

If training is the answer....

- Formal training
- Self study
- Technology based
- Job related/workplace approaches



Outcomes of Problem and Performance Analysis

- More complete picture of problem
- Is it training? Is it training plus...
- Make solid recommendations
- If is training or job aid....on to task or competency analysis!

Task/Competency Analysis

“What do learners need to learn?”

Task Analysis

- For more skill oriented jobs
- When need consistent set of training requirements

Competency Analysis

- Soft skills training such as mgmt, supervision
- Professional jobs
- Career pathing
- Leadership development



Steps in Task Analysis

- Break job into major functions
- Break functions into major tasks
- Break tasks into steps
- Identify training outcomes

Task Analysis Interviews

- **Managers**
- **Best performers**
- **Job incumbents**
- **Subject matter experts**



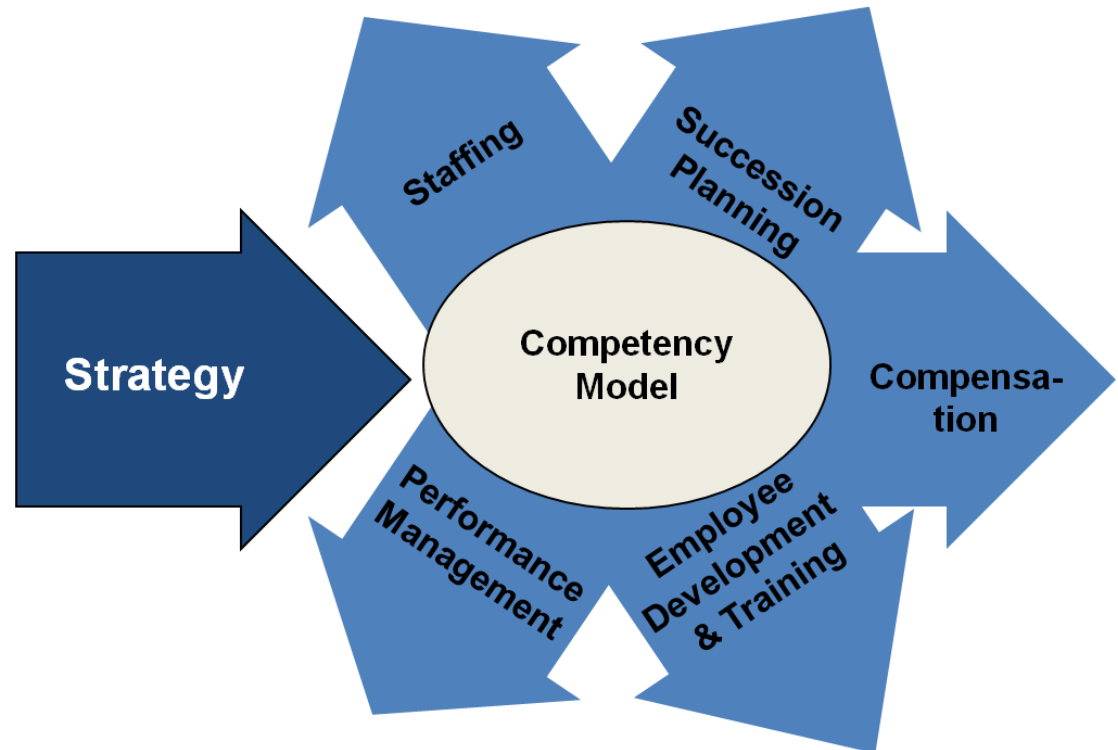
Competency Analysis

- What are competencies?
 - Enduring characteristics of a person that result in superior on-the-job performance
 - Areas of personal capability that enable employees to successfully perform their jobs by achieving outcomes or successfully performing tasks



What is a competency model?

Identifies the competencies necessary for each job as well as the knowledge, skills, behavior, and personality characteristics underlying each competency.

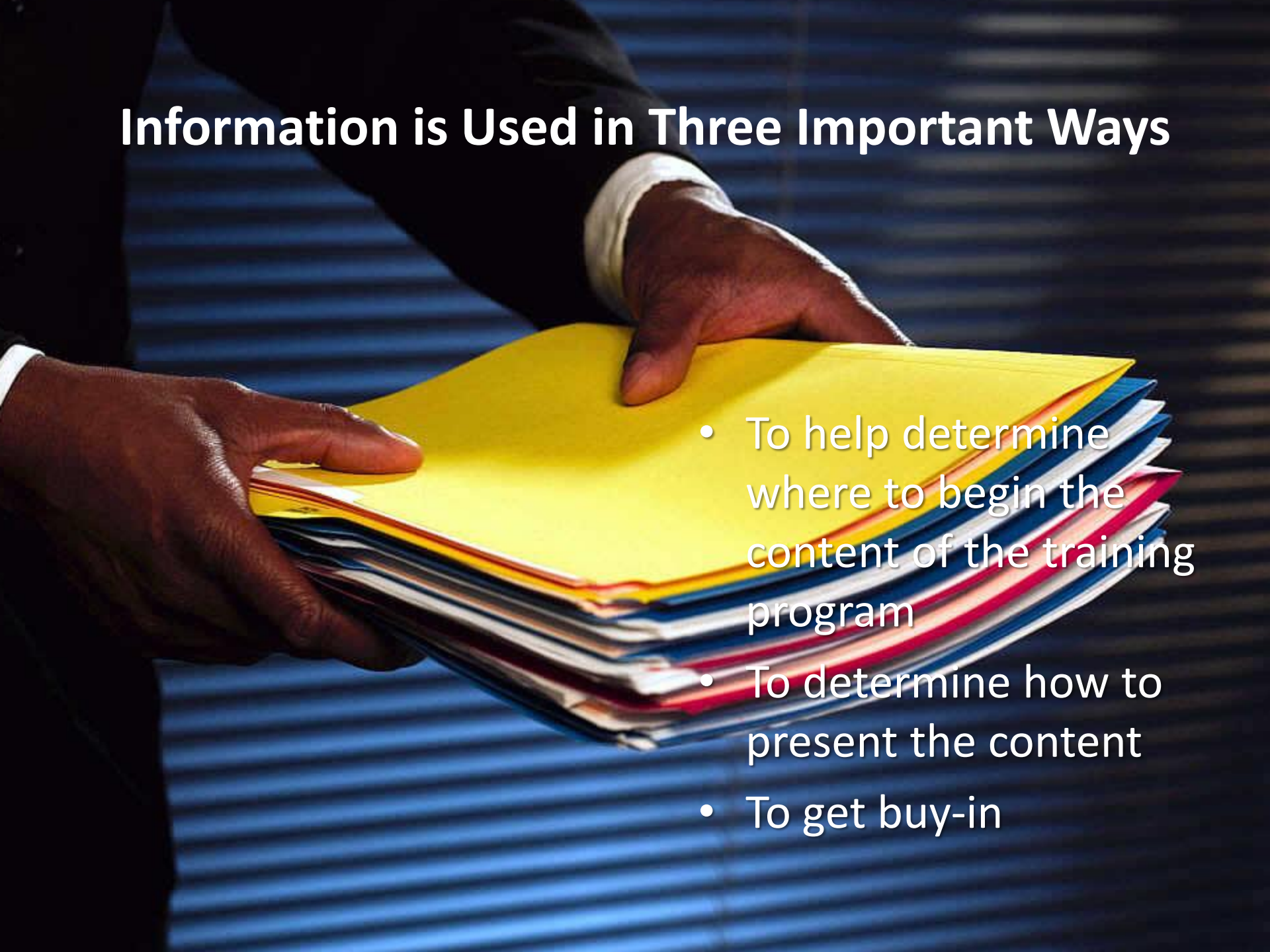


What do **you** want to know?



- General characteristics
- Specific knowledge and skill
- Learning styles
- Special needs

Information is Used in Three Important Ways

- 
- To help determine where to begin the content of the training program
 - To determine how to present the content
 - To get buy-in

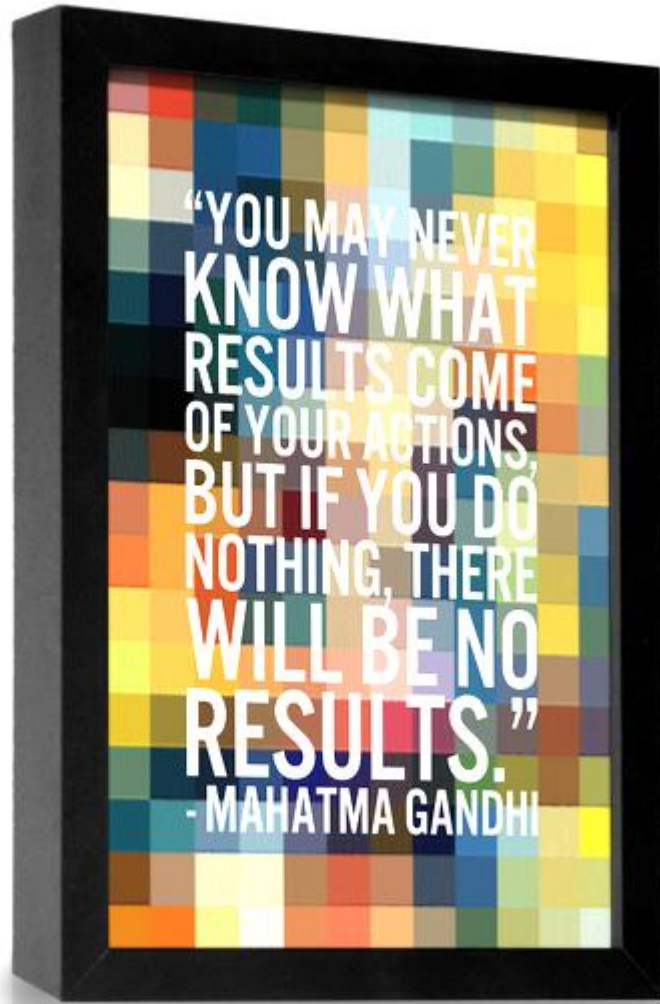
Results

The results of the needs assessment allows the training manager to set the training

- objectives by answering two very basic questions: who, if anyone, needs training and
- what training is needed. Sometimes training is not the solution. Some performance gaps
- can be reduced or eliminated through other management solutions such as
- communicating expectations, providing a supportive work environment, arranging
- consequences, removing obstacles and checking job fit.




From Result to Implementation



Once the needs assessment is completed and training objectives are clearly identified, the design phase of the training and development process is initiated:

- Select the internal or external person or resource to design and develop the training.
- Select and design the program content.
- Select the techniques used to facilitate learning (lecture, role play, simulation, etc.).
- Select the appropriate setting (on the job, classroom, etc.).
- Select the materials to be used in delivering the training (work books, videos, etc.).
- Identify and train instructors (if internal).

- 
- Schedule classes, facilities and participants.
 - Schedule instructors to teach.
 - Prepare materials and deliver them to scheduled locations.
 - Conduct the training.

The Training is Ready for Implementation

Glossary

Competency	An observable behavior supported by specific knowledge, skills, and attitudes. Each competency has a specific result or output.
Content Analysis	A procedure for organizing narrative and qualitative data into emerging themes and concepts. Usually associated with a quantitative form of analysis in which the themes are counted or measured.
Feasibility Analysis	A cost-benefit analysis completed prior to conducting training. It is an estimate of the cost of the training weighed against the possible benefits that could be achieved if training were conducted
Gap Analysis	Also called performance analysis; identifies the difference between current performance and the desired performance.
Interview	The process of asking questions to experts or performers to identify training needs.
Job Analysis	The process of identifying all the parts of a specific job; conducted before a task analysis.
Learning Objectives	Describes a specific behavior, conditions, level of achievement and is written from the learner's point of view.
Needs Assessment	Gathering of information about a specific work need that can be resolved by training. The types of needs assessment include performance analysis, target population analysis, sorting training needs and wants, job analysis, and task analysis.
Needs versus Wants Analysis	Discovers training needs that are related to the organization's work. Training is linked to the final outcome and providing appropriate training will benefit the individual as well as the organization.
Performance Analysis	Also known as gap analysis. Performance analysis looks at an official's current performance and identifies whether the official is performing as desired
Performance Deficiency	A difference with a negative connotation, implying that the official is not meeting a known standard for performance.
Project Team	GDLA Task Force members and JICA experts.
Target Population	The individual or group involved in a needs assessment or training program.
Task Analysis	Finds the best method and sequence of steps to complete a specific task.
Trainer	A term used in a corporate setting for a teacher. Also instructor.
Training Needs Assessment	The method of determining if a training need exists and, if it does, what training is required to fill the gap.

Belajar dan
Berbagi untuk
1nd**ONE**sia Lebih
BAIK !

