Train-the-Trainer Certificate Program

Module 3

Needs Assessments

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Day 1 Agenda

- Needs Assessment
  - Definition
  - Benefits & Challenges
  - Best Practices
- Analyzing Performance Problems
  - Performance Analysis
  - Cause Analysis
  - Problem Statements

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Day 1 Agenda *(cont.)*

- Data Collection Methods
- Analyzing Data
  - Fast Fix
  - Training Problem
  - Purpose Statements
  - Instructional Goals (Outcomes)
  - Plan of Action
- Feedback

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Learning Objectives for Module 3

- At the completion of this module, participants will be able to:
  - Using class notes, explain the necessity of conducting Needs Assessments successfully.
  - Given a specific performance problem, recall at least 5 questions that can be used to analyze the performance.
  - Given your project topic, develop a problem statement that identifies at least 1 driver, 1 piece of evidence, and 1 statistic.

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Learning Objectives for Module 3

At the completion of this module, participants will be able to:

- Using the Data collected, Differentiate Training Needs from Performance Issues for each identified task.
- Using Class Handouts, Identify One Advantage and One Disadvantage of Each Collection Method.
- Generate at least one potential training and non-training solution to address performance gaps as described in the Independent Project Guidelines (Step 4).

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What Is a Needs Assessment?

A process for identifying gaps in desired results and arranging them in priority order for resolution.

What is versus what should be.

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Group Activity

Potential Benefits & Challenges Activity

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Benefits of Conducting a Needs Assessment

- Identifies Gaps
- Identifies Causes of Performance Problems or Opportunities
- Establishes and Prioritizes Objectives
- Helps Select a Strategy for Implementation
- Helps Design or Modify Instructional Programs
- Data Collected Helps Evaluate Progress
- Reduces the Risk of Failure

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Potential Challenges When Conducting a Needs Assessment (Most Common)

- Lack of Leadership Support
- Time Consuming
- Too much or Too little Information
- Staff limitations
- Conflicts Between Programs/Materials
- Financial Constraints

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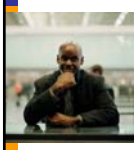
Best Practices When Conducting a Needs Assessment



- Get Buy-In from Leaders and Employees
- Take Time to Obtain Multiple Views

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Needs Assessment Considerations

Be Mindful…

- Be prepared
- Be empathetic
- Do not pass judgment
- Communicate Results
  - may lead to more questions and assessment
  - communicate facts – not opinions
- Provide Recommendations and Strategies

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Analyzing Performance Problems

Answers the question:

"Why aren't people doing what they should be doing?"

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Group Discussion

Why aren't people doing what they should be?

What have you been told?

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Performance Problem Perceptions

- Employees:
  - Have a bad attitude
  - Don't understand
  - Aren't motivated
  - Have been repeatedly told…
- We have a training problem

DANGEROUS ASSUMPTIONS

Adapted from Analyzing Performance Problems: Robert F. Mager and Peter Pipe

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Is the "Performance Problem" Worth Pursuing?

Adapted from Analyzing Performance Problems: Robert F. Mager and Peter Pipe

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Break Time

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Conducting a Needs Assessment

What's In It For Me – (Professional)

You will be able to:

- Identify the causes of the problems
- Decide which problems are worth solving
- Describe solutions to help solve the problem
- Decide which solutions are economically feasible

Adapted from Analyzing Performance Problems: Robert F. Mager and Peter Pipe

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Conducting a Performance Analysis

- Assesses desired versus actual performance
- Validates performance gaps
- Identifies probable causes

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Most Common Drivers for Performance Gaps

- Employee Requests
- Laws & Regulations
- Equipment Changes
- Workforce Changes

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Conducting a Cause Analysis

- Uncovers the real reason for performance gaps
- Identifies underlying, "root" causes
- Identifies factors that impede and/or contribute to performance

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Writing a Problem Statement

- Identifies:
  - Why an issue has been raised
  - Discrepancy between actual and desired performance
  - Evidence that a problem exists
  - Drivers and statistics
- Does not include a solution
- Does not need to be extensive

National Institute of Correction

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Group Activity

Problem Statements

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Remember…

"Problems are only Opportunities with Thorns on Them"

Hugh Miller

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Lunch Time

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Methods for Collecting Data

- Review of Relevant Literature
- Direct Observation
- Questionnaires/Surveys
- Consultation with Persons in Key Positions, and/or with Subject Matter Experts (SMEs)
- Interviews
- Focus Groups (Stakeholder Meetings)

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Advantages and Disadvantages of Data Collection Methods

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It's All About the Questions

- Asking Good Questions
- Types
  - Qualitative
  - Quantitative

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Data Collection Methods

Survey Sample

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Group Activity

Rate me:

The Good

The Bad

The Lethal

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Analyzing Data

- Review your data for answers:
  - Is this a performance problem or a training problem?
  - Look for trends, patterns, gaps in info
- Organize data on a spreadsheet:
  - Sort data in alphabetical or numerical order
  - Calculate averages whenever possible
- Look at results with a critical eye:
  - Is it complete?
  - Do you need to collect more data?

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Can *Fast Fixes* Be Applied?

- Do performers know what they are expected to accomplish?
- Are there obvious obstacles to performance?
- Do performers find out how well they are doing?

Adapted from Analyzing Performance Problems: Robert F. Mager and Peter Pipe

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Is It a Training Problem?

- Develop a purpose statement
- Develop broad instructional goals

Based on ***Analyzing Performance Problems*** by Robert F. Mager & Peter Pipe

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Writing a Purpose Statement

- Identifies:
  - Primary function of instructional program
  - Context in which the instruction will occur
- Uses plain language
- Shows connection between instruction and business needs
- Limited to 25 words

Example: The purpose of this training program is to present effective strategies for the safe and efficient maintenance of forklifts

Instructional Design: The ADDIE Approach by Robert Maribe Branch

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Writing Instructional Goals

- Responds to performance gaps that are caused by a lack of knowledge or skills
- Describes what the student will accomplish at the end of the course
- Does not include conditions or standard.

Example: Identify the essential components Fire Safety policies

Example: Apply steps to the RAPID decision-making process when making critical decisions

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Develop a Plan of Action

- Evaluate all potential solutions
  - Which solution Is best?
  - What is the most practical, feasible, and economical?
- Draw up a Plan of Action for Each Solution
  - Who will be expected to implement the solution?
  - How will you get people to implement the solution?

Based on ***Analyzing Performance Problems*** by Robert F. Mager & Peter Pipe

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Provide Feedback

- Report Findings to stakeholders:
- Include the following information:
  - Problem Statement
  - Purpose Statement
  - Instructional Goals
  - Plan of Action

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Provide Feedback

- Feedback Methods:
  - Written report
  - Oral presentation
- Support all solutions with evidence

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Remember…

"Preconceived Notions are the Locks on the Door to Wisdom"

Merry Browne

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Break Time

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Group Activity

Project Application

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Each group

Final Report-out

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