



**Train-the-Trainer  
Certificate Program**

**Module 3**

**Assessments – Needs/Situational**

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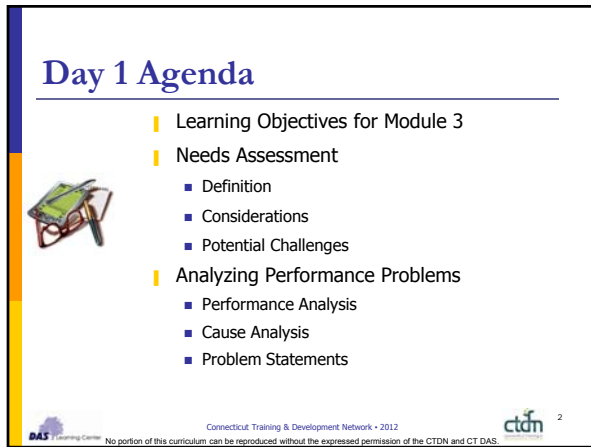
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**Day 1 Agenda**

- | Learning Objectives for Module 3
- | Needs Assessment
  - Definition
  - Considerations
  - Potential Challenges
- | Analyzing Performance Problems
  - Performance Analysis
  - Cause Analysis
  - Problem Statements

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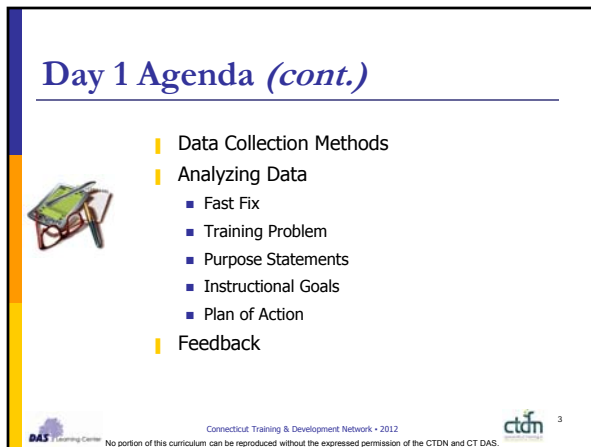
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**Day 1 Agenda (cont.)**

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

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## Module 3 - Learning Objectives



- At the completion of this module, participants will be able to:
  - Explain the importance of conducting Needs Assessments as appraised during the Small Group Activity Breakout
  - Given a specific performance problem, recall at least 5 questions that can be used to analyze the performance and 5 questions that can be used to analyze the cause
  - Given a scenario, develop a problem statement that identifies drivers, evidence, and statistics

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## Module 3 - Learning Objectives



- At the completion of this module, participants will be able to:
  - Contrast the Differences Between Training Needs and Performance Issues as assessed by Interactive Conversations
  - Identify Collection Method Advantages and Disadvantages as measured by the Brainstorming Activity Review
  - Generate at least one potential training and non-training solution to address performance gaps as appraised during the Project Application Activity

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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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### Reasons for Conducting a Needs Assessment



- Identifies Gaps
- Establishes and Prioritizes Objectives
- Identifies Causes of Performance Problems or Opportunities
- Helps Select a Strategy for Implementation
- Helps Design or Modify Instructional Programs
- Evaluates 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

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### Needs Assessment Considerations



- There is more than one way to conduct a Needs Assessment
- Get Buy-In from Leaders and Employees
- Communicate Results
- Provide Recommendations and Strategies

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## Needs Assessment Considerations

### Be Mindful...



- Take time to obtain multiple views
- Be prepared
- Be empathetic
- Do not pass judgment
- Communicate facts – not opinions



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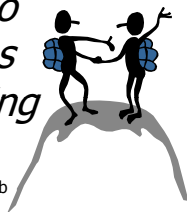
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## Remember...

*“The Person Who Moves Mountains begins by Carrying Stones”*



Chinese Proverb



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## Analyzing Performance Problems

### Answers the question:



“Why aren’t people doing what they should be doing?”



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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 It Worth Pursuing?



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## Conducting a Performance Analysis

**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

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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 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

**Example:** Written complaints from emergency room clients (driver) have been linked to missing triage information (evidence) on the intake form during all three shifts (statistics).

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## Remember...

*“Problems are only Opportunities with Thorns on Them”*

Hugh Miller



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## Performance & Cause Analysis Tools



- Performance Analysis Quadrant (PAQ)
- ADDIE Performance Assessment

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### Other Methods for Collecting Data

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

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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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## Analyzing Data



- Review your data for answers:
  - Is this a performance problem or a training problem?
  - Look for trends
- 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?

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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

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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 criteria

**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



- Which Solution Is Best?
  - Evaluate all potential solutions
  - 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?

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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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