

Training Needs Analysis

Training Needs Analysis (TNA) or Learning Needs Analysis (LNA) is the process of identifying areas of need of the individual, a team or department or the organisation as a whole.



Training/Learning Needs Analysis for Team/Department

Within a team or a department there are needs which may be specific to that group of people. It is also the case that those needs may not be observable or apparent to other parts of the organisation. For this reason it is important that learning needs and other needs are regularly investigated and gaps addressed.

Learning needs arise within teams, groups and departments and these should be addressed on a collective basis. Team leaders or heads of departments will have responsibility for performance in their areas and may also have responsibility for training and development.

Questions to help identify team/departmental learning needs.

- Is the provision of learning activities determined from a consideration of organisational objectives?
- Is the provision of learning activities determined from a consideration of team / departmental objectives?
- Does the team operate effectively as a team / department or just as a collection of individuals?
- How might the team / department interact more effectively with its internal customers?
- Does the team / department meet to discuss ways of operating more efficiently and effectively?
- What skills of coaching and mentoring exist within the department to support learning?



- How does the team / department measure its effectiveness and compare itself against other similar teams / departments either within or external to the organisation?
- Are people encouraged to develop their own skills and knowledge?
- Do managers support and encourage the development of people for whom they have responsibility?
- Does your organisation have clear objectives which people understand and can explain?
- Do people understand how they contribute to the objectives of the organisation?
- Is there a clear induction process for people new to the organisation?
- To what extent does training and education contribute to improved performance in the organisation?
- How much training does each member of the team / department receive each year?
- Are effective interpersonal skills observed all the time between members of the team / department?

Identification of occupational Learning Needs

Occupational groups may also have needs specific to that discipline, and while professional bodies etc. may provide training programmes it is unlikely that they will be sufficiently focused to match the organisation's specific requirements of the occupational group.

The identification of learning needs may be conducted to address a specific cross-section of employees within an organisation such as operators, administration, sales etc. This enables resources to be focussed more directly on those who have a specific need.

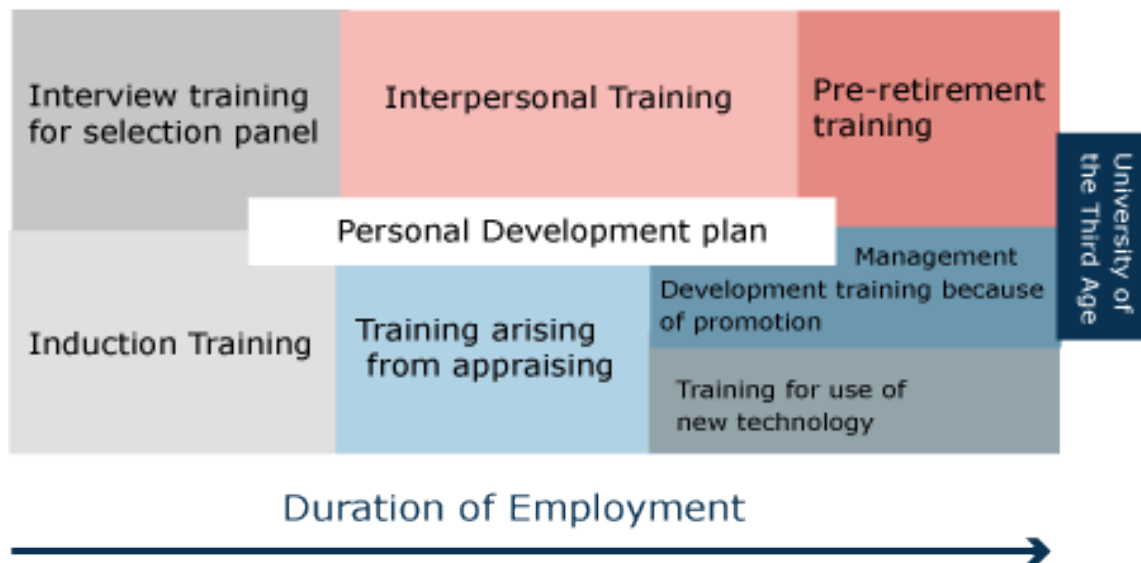
Use these questions as a prompt to identify specific areas of occupational training

- What current activities require specific training?
- What future developments will require specific training?
- Is a job analysis carried out to identify the skills and knowledge required for tasks in a particular occupation?
- How are the skills of staff evaluated and compared to the requirements of the department?
- Does a procedure exist for upgrading the skills of staff?
- How often is a staff appraisal carried out and how often is there a follow up meeting?
- Do members of staff have personal development plans which are designed to enhance their skills?
- Is a 'licence to practice' required for the occupational area?
- How do you ensure that you get the qualifying level of continuing professional (education) points?
- Do you regularly read professional / trade journals – what are the current issues of concern and which need addressing through learning strategies?
- Occupational standards are available for most work areas and provide the most comprehensive descriptions of work activities – are these used to inform decision making?



Systematic Learning for the Individual

Systematic Learning for the Individual



Individual Learning Needs Analysis Information

A manager should regularly review the performance of those individuals for which they have responsibility. This is usually done during the appraisal interview, but if this only occurs once a year it is insufficient and should be more frequent.

Below are a number of areas which need to be considered and which may provide insights into areas of learning needs:

- Does the person have the ability to successfully achieve work objectives?
- Does the person have the right attitude for the job?
- What is the level of energy which is used by the person?
- Are they lacking specific areas of experience which need to be addressed?
- Can the person work flexibly?
- Does the person possess the interpersonal skills to work effectively in their area?
- Does the person have the specific knowledge required for the post?
- Do they demonstrate suitable maturity for the post?
- Does the person possess the people management skills for their position?
- What is their level of productivity?
- Does the person have the potential for promotion?
- Does the person have the qualifications necessary for their current or future positions?
- Does the person have the ability to work in a team?
- Does the person have the specific technical skills required for this or a future position?



The person with most responsibility for your learning is you! Although there are general training policies and procedures you cannot expect the organisation to have the same insights which you possess. If you have not already done so, you should seize the opportunity to shape your career - research suggests that those who plot their careers tend to be more successful than those who cross their fingers and hope for the best.

There are now few jobs for life and people regularly change not only their jobs but also their careers during their working life. For these reasons, you should regularly conduct a personal audit along the lines of the questions below to ensure that you are heading in a direction that you wish to follow.

- What are your strengths and weaknesses?
- How do you plan to address these weaknesses?
- What changes are happening to your area of professional expertise?
- How do you propose to keep up to date and maintain your professional standards?
- What training have you had during the past year?
- Do you have any choice in choosing the training courses you think you need?
- How does your training link to organisational aims and objectives?
- Are your skills being used effectively in the organisation?
- Do you discuss your training needs with your line manager / the training department?
- Do you have a career development plan?
- Do you have a personal development plan?
- Do you have the transferable knowledge and skills to enable you to find another job if your current one ends, or you choose to change employer?

Are the Necessary Skills Available?

Many activities within an organisation are routine or planned in advance and therefore should be regularly assessed in order to determine the extent to which training and development are necessary. This checklist can be used as a prompt to identify areas that may require training to ensure smooth transitions and prevent bottlenecks.

- | | |
|-----------------------|--------------------------|
| ▪ Appraisal | ▪ New products |
| ▪ Assessment Centres | ▪ New standards |
| ▪ Audit | ▪ New systems |
| ▪ Critical Incidents | ▪ Other training events |
| ▪ Downsizing | ▪ Performance Management |
| ▪ Induction Training | ▪ Skills shortages |
| ▪ Internal promotions | ▪ Succession Planning |
| ▪ Internal transfers | |
| ▪ New equipment | |
| ▪ New legislation | |
| ▪ New markets | |
| ▪ New procedures | |



Training Programmes - Skills Checklist

A list of the main training areas which are to be found in many organisations. It can be used as a menu to identify areas that may not currently be addressed.

- Accounting
- Appraisal Skills Training
- Assertiveness Workshop
- Business Communication
- Business Ethics
- Business Strategy
- Business Writing Skills
- Career Development
- Change Management
- Coaching & Mentoring Skills
- Conflict Management
- Consulting – Internal and External
- Continuous Improvement
- Creativity
- Customer Service training
- Customer Relationship Management
- Diversity Training
- Drug / Substance Abuse
- Emotional Intelligence
- Employment Law
- Equal Opportunities Training
- Executive Leadership
- Financial Skills
- Goal Setting
- Harassment
- Human Resource Development
- Human Resource Management
- Induction Programme
- Interviewing Skills/Techniques
- Leadership
- Managing Conflict
- Managing Difficult People
- Managing Resources
- Marketing Introduction to
- Meeting Skills
- Motivation
- Negotiating Skills
- Performance Appraisal
- Personal Assistant Skills
- Personal Efficiency Programme
- Presentation Skills
- Project Management
- Quality Management
- Selling Essentials
- Small Business Management
- Strategic Management
- Stress Management
- Supervisory Skills
- Supply Chain Management
- Report Writing
- Team Building
- Team Skills
- Team Leader Skills
- Telemarketing Skills
- Time Management
- Train the Trainer
- Training Skills
- Workplace Safety
- Workplace Violence

Courtesy of Oxford University.

