
TAE50111 Diploma of Vocational Education and Training

TAETAS501B Undertake Organizational Training Needs Analysis Resource Guide

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TRAINING NEEDS ANALYSIS

Introduction

Organisations have long recognised that training and development must be a priority in their strategic and operational plans. An essential component of the plans is a Training Needs Analysis (TNA). How an organisation goes about a TNA depends to some extent on the type of organisation and what the perceived training needs are. It is imperative that a TNA identify what skills staff possess and the knowledge they exhibit in their daily work. A TNA should be part of all performance appraisals of staff in an organisation. A valid TNA should clarify the gaps needing further training and development, otherwise best practice will slip away.

However, conducting a TNA is only one part of a training program. Management and technical factors also affect performance. Management needs to provide adequate finances, offer solutions, make available acceptable facilities, offer legal advice and, most of all, encourage a positive and inclusive learning environment. Also needed in a training program is reliable computing facilities, state-of-the-art software and back-up IT support.

From an organisational perspective, instructional theory assists the learning process as the purpose of instructional design is to give learners what they need, when they need it, and in a form they can readily assimilate and use. For over 40 years, the prevailing model of instructional design has been the *systems model* which includes

- Analysis
- Design
- Development
- Implementation
- Evaluation.

TNA Definition

Broadly speaking, the aims of a TNA are to:

- identify the needs of clients or close a gap within a training program through reliable and valid analysis methods
- Provide advice and recommendations on training and assessment services required.

TNA: Benefits of Training

There are a range of benefits in investing in on-going staff training. They include:

- Process improvements – reducing duplication of effort, faster access to information
- Cost savings – lower staff turnover, reduced customer support calls, reduced need for constant supervision, increased staff productivity
- Improved profitability, increased sales, better customer service, new product ideas, improved customer satisfaction
- Performance improvement – in quality, quantity, speed, safety, problem solving

Staff improvements – in attitude, ethics, motivation, leadership, communication and reduced staff conflict

- Increased staff satisfaction – better morale, staff feel wanted and are more loyal.

Ref: Online Training Needs Analysis 2009

TNA: Taking the Broader View

For some years the high focus in Australian industry and education on competency standards has made competency based training (CBT) synonymous with training needs analysis (TNA).


Taking the broader view, TNA includes the following analyses:

- Context of training
- Users of the training
- Work requirements and abilities
- Content of the training
- Suitability of the training to resolve identified performance problems, and
- Cost-benefit analysis of the proposed training.

Context Analysis

The following questions will assist you in understanding the background for the Training Needs Analysis:

- Who decides there should be an intervention in your organization (eg manager, supervisor, feedback received)?
- What is the operational need for a review of this training program?
- What is the history of similar programs in the organization? (It is preferable not to re-invent the wheel.)


	Training Needs Analysis No. 1	Task 1: Context Analysis
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Form groups. Within the group, select an existing training program/area from one of your members. Using the above questions, apply each to a review of this training program.

User Analysis

The following questions will assist you in understanding the target audience for the Training Needs Analysis:

- Who is going to be trained and what do they know about the topic?
- How do they prefer to learn (eg blended approach)?

	Training Needs Analysis No. 1	Task 2: User Analysis	
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Using the above questions, apply each to participants who need up-skilling in your organisation.

[illegible]

Work Analysis

The following questions will assist you in understanding work requirements, such as:

- What is the job under review and what are the main duties?
- What are the high-level skills required?
- To what standards are participants expected to do the job?
- Are they currently meeting these standards?

	Training Needs Analysis No. 1	Task 3: Work Analysis
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Using the above questions, apply each to these aspects of the review.

[illegible]

The following questions will assist you in understanding the step-by-step approach to content:

- | | | | |
|---|-------------------------------|--------------------------|--|
|  | Training Needs Analysis No. 1 | Task 4: Content Analysis | |
|---|-------------------------------|--------------------------|--|

Note that the analysis of content helps to establish a logical flow, ensures that definitions are found for key terms and ensures that the level and clarity of the content are appropriate to the needs of the participants.

[illegible]

Is non-performance due to a lack of knowledge and skills or are there other reasons?

	Training Needs Analysis No. 1	Task 5: Training Suitability Analysis
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- Current skills of employees
- Current knowledge of employees
- Workplace experience
- Workplace policies and procedures
- Other.

[illegible]

The following questions will assist you in understanding what is meant by cost-benefit analysis:

- | | | |
|---|-------------------------------|-------------------------------|
|  | Training Needs Analysis No. 1 | Task 6: Cost-Benefit Analysis |
|---|-------------------------------|-------------------------------|

[illegible]



Training Needs Analysis No. 1

Following the drafts of the six (6) tasks, now complete a final report for your Facilitator, using the layout of the example on pages 14-18.

Decision on Methods

As a teacher/trainer decisions need to be made on which of the above analyses are to be used or a combination of several. Some TNA's may be entirely oriented to a work analysis exercise, conducted in focus groups. However, such factors as tools and documentation used on the job need to be part of the exercise in order to arrive at a quality training report. The more information one can gather about the context, users, work and the content of training – the better prepared one will be to draw solid training needs conclusions.

Methods Selection

In order to select which training needs analysis techniques to use the following questions are relevant.

- What is the nature of the problem being addressed by instruction?
- How have training needs been identified in the past and with what results?
- What is the budget for the TNA?
- How is TNA perceived in the organisation?
- What are the timeframes for completing the exercise?
- What will be the measure of a successful training needs analysis (TNA) report?

Conducting a TNA

Without a proper analysis of need, a teacher/trainer cannot successfully design and deliver training that meets the clients' needs. It is important to consider all three levels – organisation, job and person in conducting training needs.

TNA Techniques/Methods

A. Observation

It is important that the person making the observation is able to record what is seen or heard objectively, so that the data collected truly reflect what is occurring.

B. Questionnaires

Surveys or questionnaires may be used in order that training needs can be assessed by having the potential participants self-report their needs.

C. Work Samples

Products of the organisation are studied and analysed, e.g. promotion applications, funding proposals, performance analyses, letters, training designs.

D. Group Discussion

Group discussion focuses on face-to-face interaction, formal and informal, to solve problems, issues, set goals, and complete tasks.

E. Observing Records and Reports

Existing records and reports are examined for information about training gaps, e.g. charts, planning documents, policy manuals, audits and various reports.

F. Key Consultation

Consultation is carried out with key persons to learn about training needs. However, a note of warning: some stakeholders tend to see training needs from their own individual or organisational perspective.

G. Print Media

Media readily available to the public is studied for clues leading to training deficits that may be present, e.g. magazines and journals, legal news, in-house publications.

H. Tests

Use of valid and reliable tests can gain feedback regarding training needs, especially if a deficiency in knowledge or skills is clearly evident.

I. Interviews

Employees of an organisation are interviewed either individually or in groups. The process can be formal or informal, face-to-face, on the telephone, at a work site.

TNA Example: English as a Second Language and the IT Environment

Background

A training needs analysis was conducted in a centre within a TAFE institute where English as a Second Language (ESL) is taught to adult migrants. In recent years there has been an increased need for ESL teachers in the department to be able to operate confidently within the IT environment as part of their teaching. All teaching staff are required to have a teaching qualification incorporating an ESL teaching method and a Certificate IV in Training and Assessment or equivalent. However there is no requirement for training or specific competency in teaching English within the IT environment.

The purpose of the training needs analysis was to investigate the IT- related training requirements for ESL teachers in the department, to identify gaps in competency and make recommendations for future training of ESL staff.

The TNA was conducted at one campus where 13 teachers are employed to teach ESL.

Investigation of the Issue

Two main questions were looked at as part of the preliminary investigation of the issue. The first question was:

1. What is required of ESL teaching staff within the IT environment?

ESL courses at the campus do not include modules that are specifically concerned with IT. However there is an increasing expectation that IT in various forms will be used to teach ESL. There is also an expectation that students will acquire the English language required for basic computer operation and for a range of IT platforms, particularly those used in the workplace. At the same time there is an expectation that they will develop the technical skills required to operate the programs if they don't have them already. These include MS Word, MS PowerPoint, internet browsers and email programs.

There is also an increased emphasis on incorporating e-learning into the programs taught. In a number of courses students undertake projects independently. There is an expectation that a proportion of these projects will involve e-learning. It is the responsibility of class coordinators, if not to develop the projects, to give students support in undertaking the projects. Teachers have also been encouraged to use Moodle for developing on-line resources and for enabling students to access on-line resources.

Some, but not all, teachers at the campus are allocated a room with a computer on each desk for at least some of their classes. It is expected, where this is the case, that use of computers will be incorporated into the language teaching.

Resources available for use in these classes include:

- Programs that can be accessed on the TAFE Institute computer network
 - Generic programs such as MS Word, MS PowerPoint, MS Excel, and internet browsers
 - Programs specifically designed for ESL learning
- Access to the internet
 - A large range of ESL teaching tools that can be found
- Moodle
 - A platform for learning modules, tools and links which students can access.

All classrooms have one computer and a data projector with internal network and internet access. This enables teachers to incorporate the resources available on the network and internet in their classroom teaching where they have the skills to use it.

The second question looked at was:

2. What is known about the IT-related competency of the ESL teachers?

Informal discussions suggested many teachers felt they had gaps in IT- related competency. Many teachers undertook teacher training (Primary or Secondary) before computers were used extensively in education and training. Many had developed skills through Professional Development activities; however this had been patchy and inconsistent. While all were competent with the basic operation of computers required to function in the TAFE environment as a teacher (eg email, internet browsing, word processing and using the institute's network) a number indicated that they felt training would improve their skills in using IT in the classroom.

Planning the data collection

Further data collection and analysis was required to identify specific training needs, in particular, what types of training did teachers feel would be useful to them.

Adult migrant ESL teachers are extremely time poor. This is due to the large administrative load they carry dealing with students funded through different programs and due to a system of on-going enrolments throughout courses.

Staff meetings are usually taken up with administrative matters and sessional teachers do not usually attend. It was therefore not considered to be a useful forum for data collection. The most effective method for collecting information about the IT- related training needs of the teachers appeared to be a simple survey. The advantages of this method were that the survey could be given to all teachers and they could complete it fairly quickly when they had time. It was felt that a longer survey may result in fewer returns. It was also felt that a picture of training needs could be gained through collecting information about what IT- related programs tools teachers had taught or used this semester, what training they would find useful and their priorities for their own training.

A discussion took place with the Manager about the planned data collection and he approved the process.

A draft survey was developed and discussed with two of the contract ESL teachers. The survey was revised on the basis of comments they made. A short explanatory note was written to attach to the survey form.

Conducting the data collection

A survey form with personalised explanatory note was created for each of the 13 teachers (see appendix 1 for the survey form). Where possible they were handed to the teacher with a short verbal explanation of what was being done and why. Where that was not possible, the survey was put into the teacher's pigeon hole.

The survey form included a request that the form be returned on a certain date within a week.

13 of the 15 survey forms were returned.

Analysis

Tools and programs used or taught

Eleven of the teachers surveyed taught in a computer room during semester 1. The following table shows numbers who reported teaching or using the listed programs and tools. Whole numbers have been used rather than percentages because the total number is small.

<i>This semester, have you taught ...</i>	
<i>MS Word?</i>	7
<i>MS Excel?</i>	2
<i>MS PowerPoint?</i>	3
<i>This semester, have you used ...</i>	
<i>Wimba Voice Tools?</i>	4
<i>Resources on Moodle?</i>	7
<i>A learning module you have created on Moodle?</i>	1
<i>ESL programs on the computer system?</i>	10
<i>ESL websites?</i>	10
<i>Data show in the classroom?</i>	9

Data collected on what teachers are teaching or using suggests that the main tools being used are ESL programs on the computer system and ESL websites. Most teachers are also teaching the use of MS Word. Resources already on Moodle have been used, but few have used resources they have developed and uploaded themselves.

Of the 11, the following numbers indicated responses to the question “Would training in the following be useful to you?”

<i>Would training in the following be useful to you?</i>	Yes
<i>MS Word</i>	1
<i>MS Excel</i>	0
<i>MS PowerPoint</i>	4
<i>Resources on Moodle</i>	5
<i>Developing an on-line learning on Moodle</i>	8
<i>Uploading resources or links to Moodle</i>	6
<i>Wimba Voice Tools</i>	5
<i>ESL programs on the computer system</i>	5
<i>ESL websites</i>	3
<i>Using the data show in the classroom</i>	0

Responses to this question indicate that the main gaps identified by teachers relate to developing and using e-learning resources on Moodle (Wimba Voice Tools are accessed via Moodle). This was also reflected in the priorities teachers gave for their training.

Issues and recommendations for training

The main needs uncovered by the survey are for training to develop skills and knowledge in the development and use of e-learning resources that can be located on Moodle. Moodle is the main platform through which students can access e-learning resources developed by teachers at this TAFE institute.

Appropriate accredited training of this type is the Unit of Competency, TAEDEL501A Facilitate e-learning within the TAE50111 Diploma of Vocational Education and Training.

Two of the teachers surveyed were enrolled in the Diploma of Vocational Education and Training. None of the others had started or completed the diploma. Enrolment in part or all of the Diploma for these teachers would be extremely expensive under the current funding arrangements. This is because they all already possess a diploma or higher-level qualification and therefore are not eligible for a government-funded place.

The best option for training would therefore appear to be in-house professional development. This would have the dual benefit of up-skilling the teachers in the short and medium term to improve e-learning delivery, and preparing them for RPL in the unit listed above within the Diploma. This fits with the TAFE institute’s plan to facilitate RPL for these teachers for the Diploma of Vocational Education and Training in the medium term.

Training proposal

- 2 hours per fortnight over 1 semester (20 hours in total) on alternate weeks to the campus staff meeting
- On-site at the TAFE institute
- Trainer to be a TAFE teacher who has completed the TAE50111 Diploma in Vocational Education and Practice and who is skilled in e-learning.

Cost to the TAFE institute

Sessional teaching	\$64.31 x 20 hours	\$1,286.20
Venue and facilities	\$82.50 x 20 hours	\$1,650
Payment for each sessional teacher to attend		
▪ Cert IV trained	\$43.71 x 20	\$874.20
▪ Diploma Trained	\$64.31 x 20	\$1,286.20
Consideration would also need to be given to contract teachers' semester plan to factor in attendance at this training		