

DV EAST INC.

ACCREDITATION CO-ORDINATION & POLICY DEVELOPMENT PROJECT

TRAINING NEEDS ANALYSIS FRAMEWORK

March 7th 2008

The purpose of conducting a professional development/training needs analysis is to identify what skills and knowledge are needed by workers, managers and governing bodies to fulfil the goals of an organisation. The overarching question is: 'Do staff members know how to meet the performance standards required of them to effectively accomplish their job tasks?' There are three fundamental steps to analysing the training and PD needs of organisations and which help inform a sound needs assessment decision. These are:

1. **Examining the current situation**, (i.e. what is needed and by whom). Analysing staff work tasks is primarily focussed on the main job to be done and the level of skill and knowledge needed by staff for successful performance. The key questions to be answered here include:
 - What are the tasks to be performed?
 - What information and training do workers need to continue being successful in their jobs?
 - What are the main duties and what level of skill is required?
2. **Review current training and PD initiatives**, (i.e. examining the context of current training). This step aims to review the organisations preferred style/mode of training, methods for deciding if training has been successful and the impact of previous training experiences. Key questions here include:
 - How best do workers learn?
 - Who decides if training is needed and on what basis?
 - What style has been used in training initiatives?
 - How has training been evaluated/deemed successful?
3. **Identify Gaps and Barriers**, (i.e. what hasn't been included in training and why). Skills or knowledge 'gaps' primarily refer to the divide between the knowledge and skills of staff and the needs of clients/tasks they are required to meet. 'Barriers' refer to the factors that stand in the way of successful training and PD initiatives. Training and skills gaps become apparent for a range of reasons – for example, a change in client presenting needs, the adoption of alternative work practices, implementation of an organisational strategic plan or organisational re-structure and the advent of new industry standards. Barriers that may dissuade staff from attending training and PD sessions may include a lack of time/heavy workloads, past negative training experiences, individual resistance to change, limited diversity of skills and knowledge within small organisations, poor morale, high staff turnover and COM's who are removed from the daily organisational experience.

Within these three steps there are a range of organisational groups that will have different needs and perceptions about training, including different preferences in style and mode (i.e. case management staff, managers, Board members etc.). Additionally, training categories can be broadly divided into 'in-house' issues, where operational processes that are specific to the organisation's way of working are addressed, and 'external' training, which targets broader topics and special features of service delivery and management/governance approaches. A fundamental principle that underpins the challenge of successful training is the commitment and leadership of organisational Boards and/or Committees of Management. It is therefore imperative that these members are also included and encouraged to participate in the TNA process.

PROPOSED TNA AIMS AND APPROACH

The overall aims of the DV East TNA are:

- To address the current training and professional development needs of staff and workers within DV East member organisations.
- To identify gaps and barriers to training and PD initiatives within each organisation.
- To develop a strategic organisational approach to future training and PD needs.

To achieve these goals the following approach is proposed:

1. Written Survey/Questionnaire based on the three key areas of inquiry (i.e. current situation, review of previous training and identify gaps and barriers) to:

- ☞ Administration staff.
- ☞ Direct service staff.
- ☞ Managers/Coordinators.
- ☞ Boards/COMs.

2. Analysis of key themes emerging from the surveys including:

- ☞ Identification of common/overall themes in respect to each organisational group.
- ☞ Identification of themes specific to each organisation.
- ☞ Description of identified gaps and barriers.

3. Discussion/Focus Groups within each organisation to:

- ☞ Test the findings of the analysis.
- ☞ Further examine identified gaps and barriers.
- ☞ Provide a forum for key stakeholders to identify and describe preferred training and PD options such as style/mode, timeframes etc.
- ☞ Identify the key components for a DV East Training and PD Strategy.

4. Development of a DV East TNA Report covering:

- ☞ Current needs and future requirements.
- ☞ Future directions, including a Training and PD Strategy for the DV East Network.