

# Advancing Your Workforce



## Training Needs Analysis Handbook for Third Sector Organisations.

Training Needs Analysis Handbook  
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## **About this Handbook**

The objective of this Training Needs Analysis Handbook was to equip third sector organisations with the tools and the confidence to undertake a Training Needs Analysis. A meaningful activity which would support the development of the infrastructure of the organisation, build capacity and human resources, and have a tangible impact on organisational planning, decision making and service delivery.

**This Handbook was initiated by the Voluntary Sector Initiative for Professional Development and completed in partnership with Norfolk Unites, a Learning and Skills Consortium for Voluntary and Community Sector Organisations in Norfolk**  
[www.norfolkunites.org.uk](http://www.norfolkunites.org.uk)

**You will see the following symbols used in this toolkit to help you use it in your organisation:**

Really important – a vital part of the process	
Just an idea – something worth thinking about	
Customise this for your own use	
A checklist to help you	
On the accompanying CD	
Case study material – TNA in action	

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# I. Introduction

"Don't be afraid to take a big step when one is indicated. You can't cross a chasm in two small steps."

(David Lloyd George, 1863-1945)



"It is only as we develop others that we permanently succeed."

(Harvey Samuel Firestone, 1868-1938, US industrialist, and founder of the Firestone Tyre and Rubber Company)



## What is a Training Needs Analysis?

'A Training Needs Analysis (TNA) refers to the collection and investigation of data about an organisation's capability to meet its goals'

(*The Trainers Toolkit* by Cy Charney and Kathy Conway. ANACOM 2005)

To ensure the best possible results for your Third Sector Organisation (TSO), whatever its size, training and development activities need to be, like any investment, planned, analysed and reviewed. It is widely acknowledged that investing in your staff and volunteers is good for the overall 'health' of an organisation, but this involves more than just setting a budget for training.

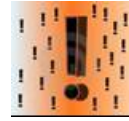
Training and development activities need to be aligned to the aims and objectives of the organisation, and given the finite nature of the funding likely to be available for training; the activities need to be prioritised and targeted. The establishing of these priorities is one of the functions of a TNA.

Another function of a TNA is to establish the skills base of an organisation, to help develop strategies for plugging any skills gaps and to provide the opportunity to think about more effective ways of using skills surpluses.

A **skills gap** occurs when there is a task or tasks that need to be done to ensure organisational success, but there is nobody with the necessary skills available to complete the work. For example, if a VCS organisation wishes to carry out some maintenance on their website they may find they have nobody with the knowledge, skills and experience to do this work.

A **skills surplus** occurs when it is discovered that an individual (or group) is working below capacity, not necessarily in terms of time but in terms of skills usage. They, therefore, could be working at a higher level. For example, a volunteer working on the reception of a hostel for young homeless is also a qualified net work manager, but is not using these IT skills at present. A TNA would help to identify these skills surpluses and suggest ways of using them.

It is also important to establish what a TNA is **not**. It is not a wish-listing procedure for employees, volunteers, or trustees. It is not solely aimed at employees, for a TNA to be effective it must be addressed across the organisation and include the managers/executives leading the organisation. Importantly, a TNA does not mean that there will be a mandate for more training or a bigger training budget – it is more about the type of training that is targeted by the organisation.



To summarise a TNA is:

- Based on facts not assumptions (although some 'guesstimates' may need to be used)
- It is directly related to the strategic plan of the organisation
- It applies to a defined period of time e.g. it will be carried out every 3 years
- It is linked with the **Key Performance Indicators** (KPIs) that are aligned to each role
- It is one form of analysis that is linked with other methods of establishing the 'health' of the workforce e.g. examining staff turnover statistics.

## Why carry out a TNA in your organisation?

Far too often an organisation's focus is on reducing costs, and the training budget can be one of the first casualties of a streamlining process. However, this does not reduce or negate the need for a TNA to be carried out. In fact it makes it more pressing as it becomes even more important to target a reduced training budget to areas of greatest need, where the benefit yield will be highest. There are many reasons why an organisation would want to carry out a regular TNA. It:

- Provides a valuable tool for strategic planning
- Provides an excellent snap-shot of the levels of motivation within your workforce.
- Helps to identify skills gaps and skills surpluses.
- Helps set clear priorities for training allocation and training spend.
- Engages people at all levels within an organisation.
- Provides evidence for those organisations applying for, or at the review stage of, the Investors in People award and other quality standard awards.
- Provides evidence for funding bids
- Is a good starting point for succession planning for an organisation.

It is worthwhile considering some of these reasons in more detail.

In an age of short term funding strategic planning can be tricky at the best of times. However, there are things that an organisation can do to make this process easier and more valid and training needs analysis fits the bill here. Establishing the strengths of your workforce you are able to put firm plans into place for future recruitment needs and training priorities.

It may also alert you to untapped expertise in your workforce that may go towards getting additional tasks completed that can be reflected on your strategic plan.

Training and development alone cannot bring about a motivated workforce, but it can help. Back in 1933 Elton Mayo the founding father of the 'Human Relations' school of motivation theory was

showing that workers worked harder when they thought the management was taking an interest in them and their social well being. Mayo was closely followed by Abraham Maslow and his 'Hierarchy of Needs' theory (1943). He believed that all workers were working to satisfy needs. When workers had met one level of needs they moved up to the next level until they were seeking 'self actualisation', as demonstrated by the diagram below:



Source:

<http://anthropik.com/wp-uploads/Maslows-Hierarchy-of-Needs.jpg>

In practice this means that workers will seek to meet their basic needs first of all, by earning a wage, then meet their safety needs by getting security of employment (not always easy in the VCS), they will then seek to satisfy their social needs, and then work on their confidence levels, before trying to get to the pinnacle by seeking fulfilment (the thinking being that our concept of fulfilment changes over time so we are always striving for more). It is not difficult to see where training and development come into this hierarchy. By improving our ability to carry out our jobs, our esteem needs are more likely to be met and by making workers more aware of secure working practices, safety needs are more likely to be met etc. In turn, a TNA process can go some way to analysing where individuals are on the continuum and what support they may need to ensure they feel their needs are being met.

More recent research, including that of David Guest the Occupational Psychologist working out of Kings College, London, suggests that while there is never going to be a magic formula for motivating workers (in fact he describes the search for 'the happy productive worker' as being akin to the search for the holy grail)<sup>1</sup>, there is much evidence to suggest that there is a link between what he describes as HR activity (training and development being key examples of this) and increased motivation, output and improved staff retention.

The benefits of a TNA can reach across an organisation, as it is a form of analysis applicable to all in an organisation, including volunteers and trustees as well as paid staff. While paid staff are routinely involved in HR activity such as staff meetings and appraisals, this is not always the case for trustees and volunteers. However, if desired a TNA can (and indeed, should) involve all of these groups in a VCS organisation. The analysis takes a holistic view of the organisation and can identify gaps and surpluses at all levels. It may also help organisations use expertise from across their human resource, in ways they had not previously considered.

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<sup>1</sup> Source <http://www.leeds.ac.uk/ESRCFutureofWork/downloads/workingpaperdownloads/paper8.pdf>

## What this pack contains

Each organisation needs to design a bespoke TNA process that suits their needs and supports their strategic plan. What this pack therefore contains is a selection of activities and suggestions that can be tailored to meet the needs of the individual organisation. These are arranged in the following categories:

- Preparing for a Training Needs Analysis
- Carrying out the research
- Analysing your findings
- Workforce action planning
- Reviewing
- Your next steps

Each section includes some suggestions for activities, an explanation of the activities, ideas for alternative approaches and some case study materials from organisations that have been through a TNA process.

Centre 81, Great Yarmouth, Norfolk



[www.centre81.org.uk](http://www.centre81.org.uk)

“A skills audit was useful for us because we are in the process of some major succession planning, due to the imminent retirement of several key members of staff. The skills audit confirmed our thoughts about staff that may be able to step into management positions when they become available, and provided us with some ideas as to how to make our organisation as robust as possible to deal with the changes ahead.”





## 2. Preparing for a Training Needs Analysis

In order to ensure that the TNA process is not onerous it pays dividends to do some preparation before embarking on the analysis itself. Preparation is important because:

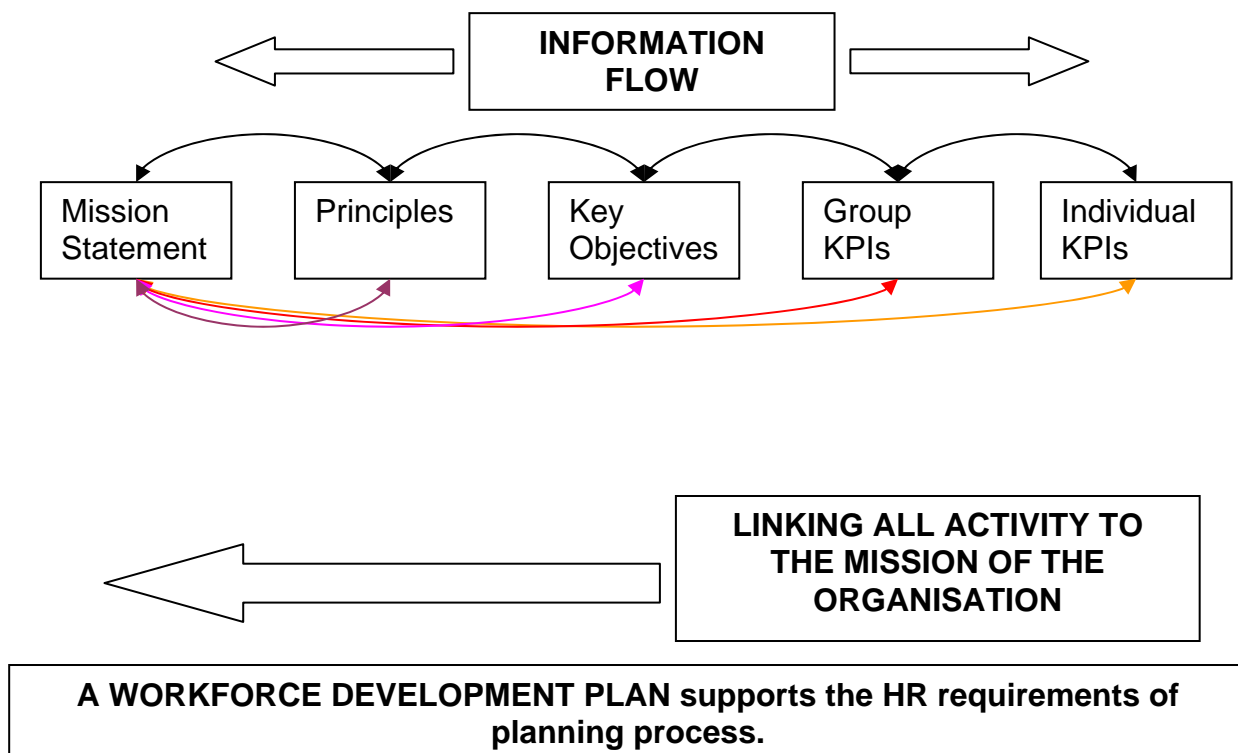
- It allows the analysis to be pitched at the right level
- It brings all interested parties on board
- It avoids participants feeling they are being 'done to', and encourages full participation
- It paves the way for a full and frank discussion of any findings.

However the preparation need not be a long or difficult process, it is more about finding the correct starting point for your organisation to ensure that the TNA is as valid as it can be.

### Training Needs Analysis and Strategic Planning

There is little point spending time – and therefore money – on a thorough training needs analysis process without it both informing and being informed by the strategic plan of your organisation. Many organisations have a detailed plan in place that can be accessed on many levels. For some organisations, particularly new organisations, or smaller groups, detailed plans are not yet in place. TNA can help organisations at either end of this spectrum.

#### The Planning Continuum (Figure 1)



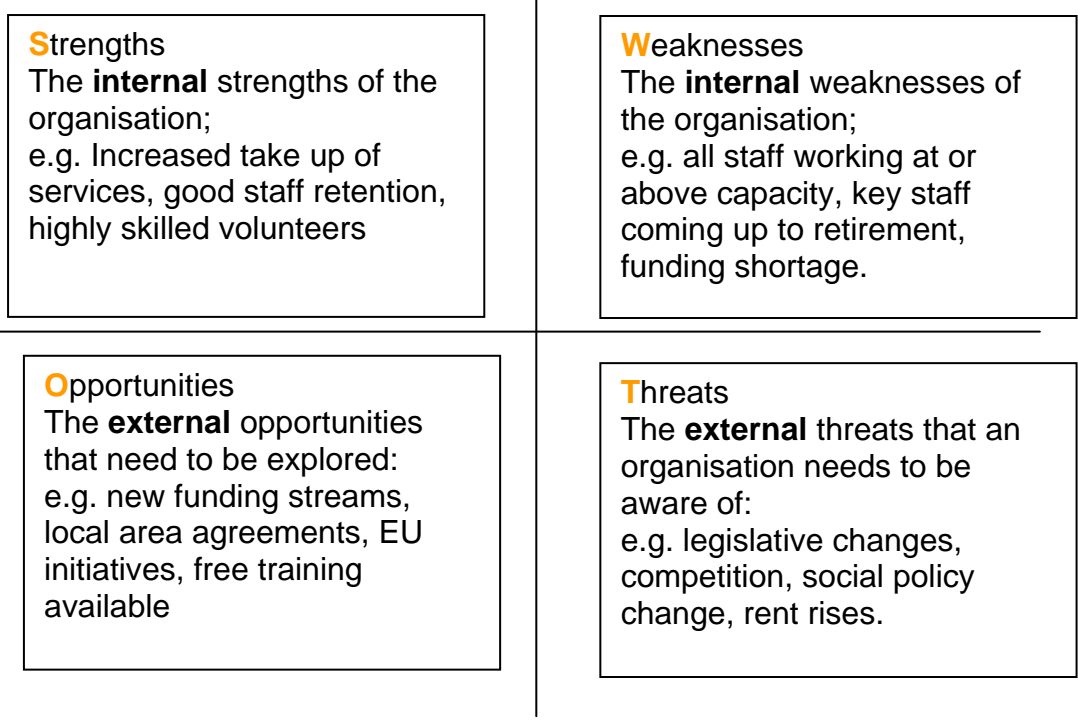
As the diagram on the previous page shows, the strategic planning process of a VCS organisation (or any organisation for that matter) is a continuous exchange of information within the organisation, with each modification of the process being inextricably linked with the previous and subsequent phases of the process.

The results of a TNA can feed into this process at many levels. Individuals and groups of staff, trustees or volunteers can use their thinking during a TNA to inform their KPI setting process. The **mission statement** of an organisation can give impetus and guidance to the planning process and the TNA can analyse how fit for purpose the human resource of the organisation are. If the TNA throws up results suggesting a serious **succession planning** issue in the near future, or that there is a clear skills gap or surplus in the organisation, the objectives for the organisation will need to reflect the need to address this.

If the strategic planning process of the organisation is not very advanced, particularly in a new or small scale organisation, a TNA is still a very useful activity and can actually help kick start the strategic planning process.

If there are no strategic plans in place to map the TNA against, or even if there are, a good starting point is to carry out a SWOT analysis.

**SWOT Analysis** (Figure 2)



On the following 2 pages you will see a worked example of a SWOT analysis, and a grid allowing an organisation to complete their own SWOT analysis.



INTERNAL

**STRENGTHS**

- An annual plan is produced to guide activities.
- A five year plan is in place to provide a strategic focus for the organisation.
- Service users are involved in the planning and review process.
- A close knit staff team are in place.
- Staff team is flexible and individuals are able to work across the organisation.
- There is a history of a successful consultative approach to change.
- Have managed to, thus far, avoid 'mission drift'.
- Provide complementary services to support those provided by other agencies.

**WEAKNESSES**

- Lack of long term security endemic in the sector.
- Although long-term plans are in place, the funding situation can lead to short-termism.
- The small staff body can be under pressure if there is long term sickness or staff turnover.
- Workloads can be high.
- There can be a difficulty in driving through some aspects of change.
- New projects and ideas are constrained by a lack of time and money.
- Most of the strategic planning and activity is down to the CEO.

**OPPORTUNITIES**

- The 5 year plan 'Going for Gold' looks at building a portfolio of activities that will equip members with the skills and abilities to be involved in the 2012 Olympics in some way.
- There are opportunities for the development of services in areas being vacated by 'traditional' day services.
- Development of a Social Enterprise wing of the charity to allow members to be employed as paid learning disability consultants.
- There are opportunities to make services even more consumer driven.
- Developing a service to help members arrange holidays and independent leisure activities.

**THREATS**

- The unstable funding environment that leaves VCS organisations vulnerable.
- The lack of specialist knowledge amongst the trustees.
- Individual payments schemes – currently being piloted with MLD service users – leading to more competition and consumers of service.

SWOT Analysis of \_\_\_\_\_



**INTERNAL**

<p><b>STRENGTHS</b></p>	<p><b>WEAKNESSES</b></p>
<p><b>OPPORTUNITIES</b></p>	<p><b>THREATS</b></p>

**EXTERNAL**

Once the SWOT analysis is complete, a picture should start to emerge as to where an organisation is 'at'. At a glance the strengths of an organisation will be apparent, skills surpluses will be identified, along with a better understanding of the weaknesses that need to be addressed, and the skills gaps that are evidence of this.

There are methods that can be employed to ensure that the process of carrying out a SWOT analysis makes it a better way of preparing the ground for a successful TNA:

- Ensure that more than one person is involved in producing the SWOT analysis.
- Consider using the production of the SWOT as an opportunity for staff development e.g. present it as a task at a staff meeting, ask pairs to fill in the grid, and then compare the responses as a group.
- Put the SWOT onto a sheet of flip-chart paper and display it in the workplace.
- Ask service users to contribute to the SWOT, where appropriate.



However, it must be remembered that while SWOT analysis is an excellent way of taking an in-depth snapshot of an organisation at any given time, and is an excellent way of kick starting the TNA process, it does not provide any answers, and will sometimes raise more questions than can possibly be answered. What it can do is to open the eyes to some of the areas that the TNA will need to address, and can be an excellent activity in convincing staff that a skills audit is something that will help the organisation achieve its aims.

A successful training needs analysis/skills audit should never be sprung on a workforce as a foregone conclusion, it should be an interactive process involving as many of the entire workforce (staff, volunteers and trustees) as possible. This allows a greater range of research to be carried out and a full and frank discussion around any findings to take place.

## Things to do before you begin a TNA



<ul style="list-style-type: none"><li>• Study your strategic plan</li></ul>	
<ul style="list-style-type: none"><li>• Consider any HR aspects of your strategic plan and how they are going to be achieved</li></ul>	
<ul style="list-style-type: none"><li>• Think about how you are going to relate the TNA to the mission of your organisation</li></ul>	
<ul style="list-style-type: none"><li>• Consider carrying out a SWOT analysis to take an organisational snap-shot</li></ul>	
<ul style="list-style-type: none"><li>• Inform the entire workforce of the need to carry out the TNA</li></ul>	
<ul style="list-style-type: none"><li>• Set a time frame for the analysis so staff, volunteers and trustees know when to expect each stage to take place</li></ul>	
<ul style="list-style-type: none"><li>• Set standards in place to insure that the process is open, honest and inclusive</li></ul>	
<ul style="list-style-type: none"><li>• Be realistic in your expectations of a TNA. It is not a panacea for any HR ills!</li></ul>	

### 3. Carrying out the research

Once the preparation has been carried out it is time to start on the research phase of the project. This involves carrying out a skills audit to determine what skills the human resource of the organisation has, what skills they are and are not using, and what skills they feel they need.

'Skills' means acquired behaviours and practices that have been gained through training and/or experience. However when referring to skills in the context of the workplace, the term can include the knowledge that is needed (e.g. of policies and procedures) for jobs to be carried out effectively. In other words, an employee, trustee or volunteer will need to have a certain amount of knowledge in order to build up the skills that they need to do their job effectively. It is this balance of skills that a skills audit will consider.

#### Timing of the research

It is a good idea to go straight into the research phase of a TNA from the preparation part of the process. Experience shows that a completing TNA activity will last around 6 weeks (from preparation to the discussion of a published report), although this might be shorter in a smaller organisation and longer in a larger or multi-site operation. The research activity should begin around week 2 of this timescale.



#### Trustees

As well as discussing the need for a TNA with the trustees of an organisation, they need to be fully involved in the research, and their responses taken into account. When working out the timing of the research experience shows that trustees take the longest to complete research task, probably because their involvement with an organisation is a little more sporadic. Therefore trustees need to receive their surveys first and probably given the longest to complete them.

A good way to overcome the problem of trustees not being available on a daily basis is to take the surveys to a trustees meeting and ask for them to be completed there and then. This allows the preparation and research phases of the TNA to meld into one as far as the trustees are concerned. Obviously this will involve some planning as trustee meetings are usually only once a month, and will also involve a meeting or informal conversation with the Chair of the board to 'set the scene'.

The next thing that needs to be decided for the trustees (as it does for the staff and volunteers) is how to gather the information required. There needs to be some method employed to determine what skills the trustees bring to the table, what skills they are using in their job as a trustee and what skills and knowledge they haven't got but would find useful. Following this section there is an exemplar questionnaire that can be considered for use in a TNA with trustees. However, the choices are not as simple as whether to use the questionnaire or not.

In order to survey the trustees the following questions will need to be answered:



- **Is the questionnaire going to be used, and if it is going to be used does it need to be changed in some way to reflect the particular needs of the organisation?**

The provided questionnaire has been successfully used in the TNA of VCS groups, large and small. However, sometimes the questionnaire is too general, and some have not considered the tone of the questionnaire to be suitable for their board members.

- **If the questionnaire is going to be presented at a board meeting, when will responses be required?**

If full and frank answers are required to the questionnaire, it may not be appropriate to expect the trustees to fill it in there and then because it will cut into valuable meeting time. It may be more prudent to give an envelope out with each copy and ask for them to be returned by a certain date.

- **How will the survey be pitched to the trustees?**

To avoid scepticism and to encourage full participation the need for the TNA must be pitched correctly to all concerned.

- **What involvement is expected of the trustees when the research is complete?**

Experience shows that trustees will want to know how much time, energy and perhaps, even, money they will be expected to expend on this project, beyond filling in the questionnaire. Reassurances must be given accordingly.

## 4. Skills Surveys



### Skills Survey - Trustees

Name:.....

Organisation.....

1	Why did you want to become involved with this organisation?
2	What were your personal goals upon joining the organisation, and have you achieved them?
3	What skills do you use regularly in your role here?
4	Have you received any training specifically aimed at Trustees?
5	If your answer to question 4 was Yes, what aspects of the training did you particularly enjoy? (If no, go to question 7)
6	If your answer to question 4 was Yes, was there anything that you particularly disliked?

7	Are there any additional skills or training that would help you in your current work as a trustee?
8	Are any of your existing skills not being put to use? If so, what are they?
9	Is there anything that you would particularly like to learn about or get involved with? This does not necessarily have to relate directly to your role here.
10	Would you like the opportunity to take up formal training? ( <i>certificate, NVQ, etc</i> )
11	Is there anything that may put you off further learning or make it difficult to participate? ( <i>travel, time, money, teaching style</i> )
12	Please feel free to add any additional comments.



## Volunteers

When the trustees' skills audit is underway it is time to begin the process for the volunteers. Most volunteers make a regular commitment to an organisation, but they are likely to be fitting in their volunteering around a range of other activities, and are more difficult to catch up with.

While, ideally, the TNA process would be explained to volunteers at a meeting with all concerned in attendance, this is often not possible logistically, as the working patterns of volunteers do not coincide. Many organisations, instead, produce a newsletter for all volunteers, and this could contain an article about the TNA process. For example:



# Getting Up Steam

## Newsletter for Volunteers at the Charles Burrell Museum

Volume 2 Issue 1

January 2007

### Self-fill survey

#### We need your help

You may be wondering why there is a questionnaire included with this newsletter entitled 'skills survey'; it is not just a questionnaire but is an exciting opportunity for us to help develop the training and skills needs of the museum volunteers. With the help of an organisation called vsipd (Voluntary Sector Initiative for

Professional Development) we want to identify areas of your skills and training needs we are not currently fulfilling or need to expand upon. As the Development Project comes to an end it is important to continue offering interesting training and events. The questionnaire should not take very long to fill in and I would appreciate your honesty in your answers. I want you to get as

much out of volunteering with the museum as possible, so please just spend a few minutes filling this in for me. I have enclosed a stamped address envelope for your convenience (so no excuses!!) if you have any questions just get in touch. Please return completed questionnaires by Feb 16th.

(Charles Burrell Museum, Thetford, Volunteer Newsletter)



Again, there are issues that need to be considered before going ahead with the skills audit for volunteers.

- If the volunteers carry out a range of activities within the organisation, is it appropriate to survey them all in the same way?
- What type of skills do the volunteers need to carry out their roles effectively?
- Are they likely to respond positively or negatively to the skills survey?
- What scope is there, financial or otherwise, for responding to the findings of the volunteer survey?

Again, issues to do with the timing of the survey need to be considered. When is the best time to issue the survey, how long will be allowed for responses and how will the responses be handed in? Some volunteers may only give up their time once a month and others may work on a more regular basis. Some, be-frienders for instance, may not visit the base of an organisation at all, working out in the field. All of these issues will impact upon the way in which the audit is carried out, and a strategy for dealing with these issues must be thought of in advance.

Despite any difficulties that present themselves it is vital to include the volunteers in the surveying process. They are an integral part of the workforce of many organisations and their skills development needs must be taken into account in the same way that the needs of trustees and paid staff are. They may represent employees of the future and, in many cases they are the public face of an organisation.

## Skills survey - Volunteers



Name: .....Organisation.....

Please note that it is only necessary to add your name so that information relating to specific training can be passed back to you.

1	What is your main role in the organisation?
2	Why did you want to become involved with this organisation?
3	What were your personal goals upon joining the organisation, and have you achieved them?
4	What learning have you done in the past? ( <i>formal, informal/on-the-job, or personal – not just whilst working here.</i> )
5	What skills do you use regularly in your role here?
6	What is your impression of past learning experiences or training courses?
7	What aspects of the training did you particularly enjoy?
8	Was there anything that you particularly disliked?

9	Are there any additional skills or training that would help you in your current work?
10	Are any of your existing skills not being put to use? If so, what are they?
11	Is there anything that you would particularly like to learn about or get involved with? This does not necessarily have to relate to your role here.
12	Would you like the opportunity to take up formal training? ( <i>certificate, NVQ, etc</i> )
13	Is there anything that may put you off further learning or make it difficult to participate? ( <i>travel, time, money, teaching style</i> )
14	Please feel free to add any additional comments

## **Paid Staff**

The staff of VCS organisation are often the back-bone of that organisation, providing the structure and support required to deliver frontline services. In the context of a TNA they can be both the easiest and the most difficult group to survey. Staff can be easy to research because they may meet regularly and work specific hours, so are easy to catch up with. However in a larger organisation, where staff are working in a multi-site setting there are still going to be some logistical problems to overcome.

Many organisations will have in place systems that will help the TNA process. Most organisations have an appraisal system in place, although this can take various forms. An appraisal process will mean that staff are already used to thinking about their training and development needs, but may also mean that they fail to see the need for a TNA. Most organisations have a system of staff meetings in place, whether that is the whole staff body, or sections of it (organised by hierarchy, function or location). These meetings give an excellent opportunity to 'sell in' the TNA process, stressing how it can help decide workforce needs across the organisation, including the views and needs of trustees and volunteers, as well as paid staff.

A TNA is an excellent way of presenting staff with the 'big picture' as far as training and development is concerned. This avoids the common problem of staff feeling 'done to', and will demonstrate how all training and development activity is related to the overall mission of the organisation and the business plan that supports that. A staff meeting would also be an excellent opportunity to point out that a TNA is about sharing strengths as much as it is about addressing organisational weaknesses.

The day to day involvement of staff with the organisation is on a more regular basis than that of trustees and volunteers, and this additional knowledge opens up various opportunities for getting staff fully involved with the TNA process, beyond filling in a questionnaire (although it is still important to get individual responses). In fact, the TNA process can act as a development opportunity in itself, allowing staff from all levels of the organisation to work together to discuss training and development priorities. Organisations may wish to consider using some of the following ideas:

- Running an interactive session at a staff away-day, or development day, where groups of staff are asked to provide lists of training that should be provided using a 'best case/worse case' scenario situation.
- Staff could complete the Training Game exercise (in Appendix I) during a staff meeting or other team building opportunity.
- It may be viable to have a 'working party' drawn from all levels of staff to oversee the whole TNA process and to help draw up an action plan based on the findings of the research.

## Skills survey - Staff

Name:.....

Organisation:.....

Please note that it is only necessary to add your name so that information relating to specific training can be passed back to you.

1	What is your main role in the organisation?
2	Why did you want to become involved with this organisation?
3	What were your personal goals upon joining the organisation, and have you achieved them?
4	What learning have you done in the past? ( <i>formal, informall/on-the-job, or personal – not just whilst working here.</i> )
5	What skills do you use regularly in your role here?
6	What is your impression of past learning experiences or training courses?
7	What aspects of the training did you particularly enjoy?

8	Are there any additional skills or training that would help you in your current work?
9	Are any of your existing skills not being put to use? If so, what are they?
10	Is there anything that you would particularly like to learn about or get involved with? This does not necessarily have to relate to your role here.
11	Would you like the opportunity to take up formal training? ( <i>certificate, NVQ, etc</i> )
12	Is there anything that may put you off further learning or make it difficult to participate? ( <i>travel, time, money, teaching style</i> )
13	Please feel free to add any additional comments

## Other research

There is a whole range of other research that could be carried out as part of a full TNA process in a VCS organisation. The key thing to remember here, however, is not to re-invent the wheel!

There will be much evidence that already exists within an organisation, which can be used to produce a workforce development plan. The following may be useful:



- Staff/volunteer turnover data
- Job descriptions
- Person specifications
- Financial statements
- Business/strategic plans
- Staff/volunteer meeting minutes
- Trustee meeting minutes
- Appraisal/supervision records

All of these documents will help to provide a sense of the bigger picture. This means that the recommendations that are made as a result of the TNA process can be easily related to the wider activities of the organisation.

Although the TNA process is an internal audit, there may be occasions when it is useful to access information from outside of the organisation. For example, it may be useful to liaise with external training providers to establish their up and coming training programmes, as these may help you close a skills gap in a more cost effective way. Similarly it is useful to establish what local infrastructure organisations are providing VCS organisations in the way of training and development opportunities. Useful sources of information may be:

- The National 'Hubs'<sup>2</sup>
- Information from awarding bodies about available qualifications
- Relevant National Occupational Standards (NOS)
- Information from the relevant Sector Skills Councils



(There are links to many of the above in the 'Useful Links' section)

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<sup>2</sup> <http://www.hubs.org.uk/> These are national information portals designed to update the voluntary and community sector on the latest developments. See the 'Useful Links' section for details of the individual 'hub' websites.



## 5. Carrying out a Skills Audit (Doing the research)

<b>Research Activity</b>	<b>Target date for completion</b>
Trustee questionnaire distributed	
Trustee questionnaire completion date	
Trustee questionnaires returned	
Volunteer questionnaire distributed	
Volunteer questionnaire completion date	
Volunteer questionnaires returned	
Staff questionnaire distributed	
Staff questionnaire completion date	
Staff questionnaires returned	
Other research opportunities identified	
Other research activity complete	

## 6. Analysing Your Findings

Expected Timescale – 2 to 4 weeks.

When the research phase of the TNA is complete and enough information is in place to proceed, it is important to move quickly onto the analysis section of the project. By moving quickly the timely nature of the conclusions can be ensured, in other words the information used will not be out of date by the time that the conclusions are published.

The analysis phase of the TNA process is a thorough consideration of all of the evidence that has been gathered and establishing common issues that emerge. The evidence can be linked with the overall business plan of the organisation to allow a workable action plan to be drawn up.

Getting to the point where an action plan can be devised takes several stages. In the first stage the evidence needs to be considered. Qualitative evidence is not always easy to draw conclusions from, although there are methods that can be adopted. Large market research firms or opinion poll researchers use sophisticated computer software to spot recurring themes in questionnaire responses, using a language recognition system. Given that this type of software is priced out of the reach of most VCS groups, other methods will have to be employed.

A good way to start would be to use a simple Excel spreadsheet to record the data from the questionnaires. For example:

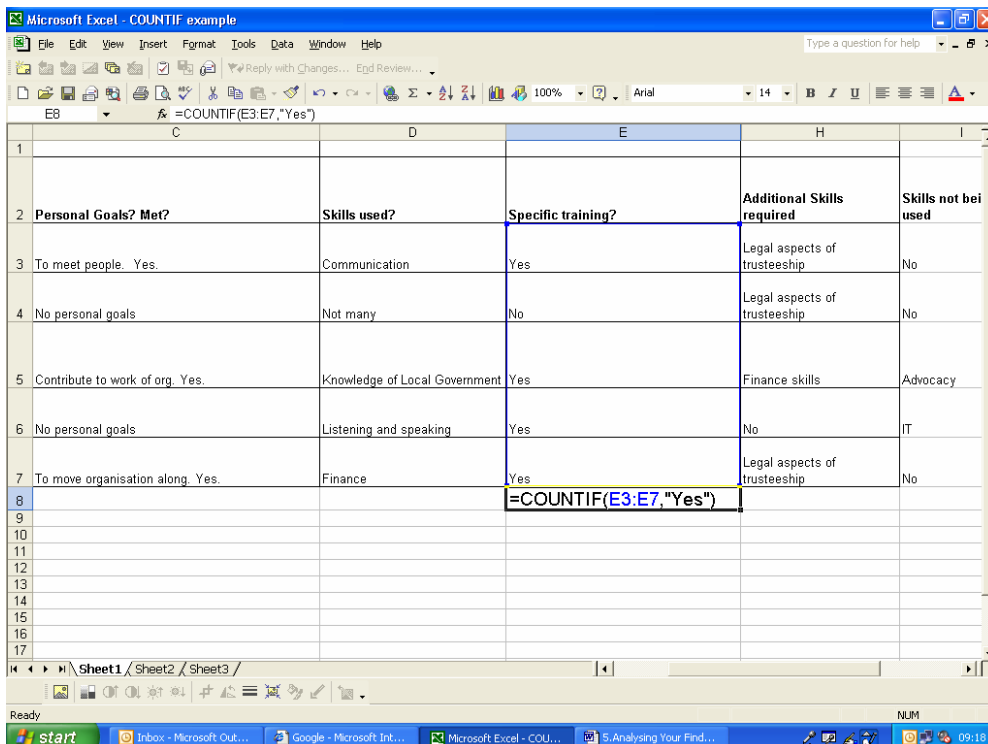
1	Skill Survey - Trustees									
2	Respondent	Why did you want to get involved?	Personal Goals? Met?	Skills used?	Specific training?	Aspects enjoyed?	Aspects disliked	Additional Skills required	Skills not being used	Would like to learn about?
3	1	To represent members	To meet people. Yes.	Communication	Yes	Becoming more assertive	Too much info	Legal aspects of trusteeship	No	No
4	2	To represent members	No personal goals	Not many	No			Legal aspects of trusteeship	No	Disability rights
5	3	Interest in the work of the org	Contribute to work of org. Yes.	Knowledge of Local Government	Yes	Updating knowledge	No	Finance skills	Advocacy	No
6	4	To make a difference	No personal goals	Listening and speaking	Yes			No	IT	No
7	5	Asked by other trustees to get involved	To move organisation along. Yes.	Finance	Yes			Legal aspects of trusteeship	No	No
8	6									
9	7									
10	8									
11	9									
12	10									
13										
14										
15										
16										
17										
18										

Detail of how this may help your analysis includes:

Skill Survey - Trustees					
Respondent	Why did you want to get involved?	Personal Goals? Met?	Skills used?	Specific training?	Additional Skills required
1	To represent members	To meet people. Yes.	Communication	Yes	Legal aspects of trusteeship
2	To represent members	No personal goals	Not many	No	Legal aspects of trusteeship
3	Interest in the work of the org	Contribute to work of org. Yes.	Knowledge of Local Government	Yes	Finance skills
4	To make a difference	No personal goals	Listening and speaking	Yes	No
5	Asked by other trustees to get involved	To move organisation along. Yes.	Finance	Yes	Legal aspects of trusteeship


By highlighting commonly occurring answers it is easier to build up wider picture. For instance, in the above example it is clear to see that despite the fact that the majority of the trustees have received some specialist training in the past; it would be a good time to arrange some updates on charity legislation.

If there is a large amount of data to process, rather than manually counting, for example, yes or no replies the Excel function 'COUNTIF' can be used:



This function allows a quick count of the contents of a selection of cells, useful if you are dealing with a long list of data. Even if formulas are not used, simply by transferring the data onto a spreadsheet, the commonalities (and anomalies) are easier to spot.

If there is no access to a computer this phase of the work can be completed manually, using a simple table format, as the example below shows:

Respondent	Question 1	Question 2	Question 3	Question 4
Joan Reeve	Yes	Legal updates for trustees	Communication	No
Ted McDougall	Yes	Finance	Public Speaking	No
Krista Plowman	No	Legal updates for trustees	Communication	Yes
				

As well as looking for trends that are emerging, it is a good idea at this stage to note any issues arising from individuals that need to be addressed. These might be issues that have arisen since the last appraisal cycle or have only just come to light. Individual issues may not form part of the action plan that is the eventual output of the TNA process, but this does not mean that they can be ignored. A good time to discuss the individual response would be in the next 1-to-1 supervision meeting with the said individual.



It must be considered that if there are a lot of individual issues arising, and respondents are indicating that they feel their training needs are not being met on a wider scale, there may need to be some thinking about the appraisal procedures in place at the organisation. An efficient and thorough appraisal process will pick up individual problems on an ongoing basis. The TNA, on the other hand, is a form of organisational review, which will give an indication of where organisational strengths and weaknesses (in relation to training and development) lie, and what skills gaps and surpluses exist.

## Wish Listing

Once the data has been gathered and reviewed in the context of the strategic plan of the organisation, the next stage is something that can be referred to as 'wish listing'. This means that the best case scenario is outlined. In many ways this piece of work is further research, because to establish how you could tackle all of the issues that arose from the first stage research there needs to be some work done on finding out the availability of training opportunities to meet the needs identified and the costs of meeting these needs.

Issue	Possible solution	Cost	Benefits of training	How long will the training take	RAG Status
<p>e.g. Middle managers need to be prepared to take on senior management roles</p> <p>e.g. (ii) No volunteers have First Aid qualifications</p> <p>-----</p> <p>Outline issues that have arisen from the research</p>	<p>e.g. Local college 'Level 4 Managing a Voluntary Organisation' course</p> <p>e.g. (ii) St John's Ambulance course in 'First Aid at Work'</p> <p>-----</p> <p>Use the internet or other contacts to source possible solutions. Remember these solutions can often be delivered internally using existing expertise, and/or requiring informal support.</p>	<p>e.g. £150 per delegate Would like 4 delegates to attend course i.e. £600</p> <p>e.g. (ii) £100 per volunteer. Would like 2 volunteers to attend course i.e. £200</p> <p>-----</p> <p>It is also a good idea to include all costs in this calculation e.g. the cost of back filling staff attending external training, or the cost of overtime for PT staff, and travel costs.</p>	<p>e.g. 4 middle managers to receive training. Will support succession planning.</p> <p>e.g. (ii) Volunteers to feel more confident about service delivery and dealing with crisis situations.</p> <p>-----</p> <p>Who will benefit? What aspects of service delivery will improve? Are the benefits tangible i.e. can you save money as a result?</p>	<p>e.g. Half day per week for 20 weeks commencing 01/09. Course complete 31/05</p> <p>e.g. (ii) 2 day course. Courses run every month.</p> <p>-----</p> <p>When will the training be complete? How long will the individual(s) concerned be away from the workplace?</p>	<p>e.g. AMBER</p> <p>e.g. (ii) GREEN</p> <p>-----</p> <p>A simple system of prioritising activities:</p> <p>RED – Urgent. Needs to be done to comply with regulation or to prevent service delivery failure AMBER – desirable but not essential. Positive benefits. GREEN – a luxury rather than a necessity. Good for morale.</p>

An Organisational Wish List

Issue	Possible solution	Cost	Benefits of training	How long will the training take	RAG Status

**An Organisational TNA 'Wish list'.**



The purpose of this 'wish listing' procedure is to allow the analysis to clearly identify the full range of issues that the research has uncovered, and to begin to prioritise these using the RAG system. It will also provide a chance for the full range of beneficiaries of any course of action to be identified. This leads into thinking around the training and development activities that need to take place to support the strategic plan of the organisation.

Giving an action a 'green' RAG status does not mean that it will not be addressed. Sometimes it is important for morale and motivation in an organisation to concentrate on things that are not strictly necessary, but are aimed at improving team work and raising enthusiasm. Similarly, many of these 'a good idea, but not essential' requests for training can be dealt with informally, using existing expertise. For instance, a volunteer who wishes to find out more about the role of a senior care worker can shadow a member of staff carrying out that role, for a day. An administrator wishing to improve his or her financial recording skills can spend some time with the trustee acting as the treasurer.

## **Basic Skills**

One of the things that might emerge at this stage is the need to improve the basic skills of some of the workforce of the organisation. This, in general terms, means that their competency in Literacy, Numeracy or ICT falls below a Level 2 (equivalent to a mid-range GCSE pass). While this may not directly impact upon the service delivery capabilities of the individual, it is a good idea to ensure that the entire workforce is able to operate at Level 2 or above. This can be done formally by encouraging staff members or volunteers to take up the free training offered by *Learn Direct* and *Train to Gain*.<sup>3</sup> These are national programmes aimed at learners who have not yet achieved a qualification at level 2. The website details for these schemes are in the 'Useful Links' pages.

It is suggested that any formal training that is required to bring members of the workforce up to a Level 2 in their basic skills is given a 'red' priority rating. A lack of basic skills is often a stumbling block to full participation in other types of training.

## **Performance or Competency**

When the research phase of a TNA shows an area where there is a skills gap, or where working practices could be improved, a difficult question needs to be answered. It needs to be established whether there is an issue with an individual or group not having the competency to carry out a job, or more an issue to do with performance. A performance issue arises when an individual or group have the competency to do a job, but for some reason is not performing at the required level.

A competency shortfall, in many ways is easier to deal with. Training can be provided to ensure that the required skills levels are reached. Performance failures can be more difficult to address, as the underlying issues causing this are usually more complex.

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<sup>3</sup> Train to Gain: A scheme for paid employees who are not yet at Level 2.

Learn Direct: A training scheme for anybody not yet at Level 2 (including unpaid staff). Also provides learning opportunities above Level 2.

## **Performance**

To redress poor performance an organisation will often have to concentrate on improving the 'soft skills' of an individual or group. This means, instead of training them in a specific skill or ability, e.g. monitoring medication, lifting and handling, spreadsheets, or cash flow forecasts, the training is in areas such as team building, assertiveness, communication, or handling stress. This type of training can be more difficult to source. It can also be more difficult to prioritise when funding is limited.

The upside of discovering, through the TNA process, that soft skills need improving within an organisation, to improve performance, is that this type of training can often be delivered in-house, using existing expertise, for little or no cost.

## **Competence Based Learning Needs Analysis**

A competence based learning needs analysis can help to map out training areas for individual progression and professional development. One way of identifying individual learning needs is to take a competence framework that covers a role, and apply it to identify specific areas where individuals would like to develop confidence and skill.

An example of a competence based analysis for the Management of Volunteers can be found on the following link.

<http://www.ukworkforcehub.org.uk/DisplayPage.asp?pageid=11265&search=training%20needs%20analysis>

The format can be adapted for any suitable competency framework. The following pages demonstrate how this was adapted for the role of Community Development Worker against the National Occupational Standards for Community Development.

## 7. Competence Based Learning Needs Analysis

One way of identifying individual learning needs is to take a competence framework that covers your role, and use it to identify specific areas where you would like to develop your confidence and skill.



Consider each item in the list below and then tick the appropriate columns to indicate:-

- The activities that you carry out in the course of your work
- The importance of each activity within your work responsibilities: (is this a significant part of your role?)
- How confident you feel in carrying out the activities: (is this an area in which you would benefit from further developing your knowledge, skills and understanding?)

Follow this by a review of learning methods, selecting those you consider would be most effective for you.



Name:

Job Title:

Date:

	Is this part of your role?	How important is this in your role?			How would you rate your confidence in this area?		
	Yes/No	Very important	Fairly important	Not important	Very confident	Quite confident	Not confident
Community Development Worker							
<b>Role A)</b> Develop working relationships with communities and organisations							
<b>Role B)</b> Encourage people to work with and learn from each other							
<b>Role C)</b> Work with people in communities to plan for change and take collective action							
<b>Role D)</b> Work with people in communities to develop and use frameworks for evaluation							
<b>Role E)</b> Develop community organisations							
<b>Role F)</b> Reflect on and develop own practice and Role							

<p><b>Role A</b></p> <p><b>Develop working relationships with communities and organisations</b></p> <ul style="list-style-type: none"> <li>&gt; Make relationships within communities</li> <li>&gt; Build relationships within and with communities and organisations</li> <li>&gt; Develop strategic relationships with communities, organisations and within partnerships.</li> </ul>	<p><b>Role B</b></p> <p><b>Encourage people to work with and learn from each other</b></p> <ul style="list-style-type: none"> <li>&gt; Contribute to the development of community groups/networks</li> <li>&gt; Facilitate the development of community groups/networks</li> <li>&gt; Facilitate ways of working collaboratively</li> <li>&gt; Promote and support learning from practice and experience</li> <li>&gt; Create opportunities for learning from practice and experience</li> <li>&gt; Support individuals, community groups and communities to deal with conflict</li> <li>&gt; Take action with individuals, community groups and communities to deal with conflict.</li> </ul>	<p><b>Role C</b></p> <p><b>Work with people in communities to plan for change and take collective action</b></p> <ul style="list-style-type: none"> <li>&gt; Work within communities to select options and make plans for collective action</li> <li>&gt; Contribute to collective action within a community</li> <li>&gt; Support communities to plan and take collective action</li> <li>&gt; Ensure community participation in planning and taking collective action</li> <li>&gt; Contribute to the review of needs, opportunities, rights and responsibilities within a community</li> <li>&gt; Work with communities to identify needs, opportunities, rights and responsibilities.</li> </ul>
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<p><b>Role D</b></p> <p><b>Work with people in communities to develop and use frameworks for evaluation</b></p> <ul style="list-style-type: none"> <li>&gt; Support communities to monitor and review action for change</li> <li>&gt; Facilitate the development of evaluation frameworks.</li> </ul>	<p><b>Role E</b></p> <p><b>Develop community organisations</b></p> <ul style="list-style-type: none"> <li>&gt; Encourage the best use of resources</li> <li>&gt; Review and develop funding and resources</li> <li>&gt; Develop and evaluate a funding/resourcing strategy</li> <li>&gt; Develop people's skills and roles within community groups/networks</li> <li>&gt; Facilitate the development of people and learning in communities</li> <li>&gt; Develop and review community-based organisational structures</li> <li>&gt; Develop and maintain organisational frameworks for community-based initiatives.</li> </ul> <p><b>UNITS IMPORTED FROM NATIONAL OCCUPATIONAL STANDARDS FOR MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>&gt; Contribute to planning and preparation</li> <li>&gt; Co-ordinate the running of projects</li> <li>&gt; Contribute to project closure.</li> </ul>	<p><b>Role F</b></p> <p><b>Reflect on and develop own practice and role</b></p> <ul style="list-style-type: none"> <li>&gt; Identify and reflect on own practice, knowledge and values</li> <li>&gt; Review own practice, knowledge and values</li> <li>&gt; Evaluate and develop own practice</li> <li>&gt; Identify and take action to meet own learning and development needs</li> <li>&gt; Review and meet own learning and development needs.</li> </ul>
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### Methods of meeting learning needs

There are many ways to meet learning and development needs. What learning methods would you find most helpful to support your development?

In-house courses
External training courses
National Vocational Qualifications
E-learning
Blended learning
Books or journals
Coaching
Mentoring
Shadowing

Secondment
Action learning
Other – please indicate

## 8. Deciding on Training Priorities

Once either the 'wish listing' process and/or the Competence Based Learning Needs Analysis has been completed it will become clear to most organisations that they will not be in a position to meet all of the needs that have been identified. The obvious reason for this situation is a constraint on the amount that can be spent on training. Other constraints may be the amount of time that can be spent on training and development activities, and the availability of suitable learning programmes. The upshot of this is that some difficult choices will have to be made when deciding what training takes place.

Involving the workforce in the TNA process does not mean that they are guaranteed to receive the training of their choice. It is more that managers have a clearer idea of how to channel scarce resources. It may also give organisations the chance to use as yet untapped resources, if skills surpluses or previously unknown skills are discovered.

There will be various thought processes involved prioritising the training needs of the organisation. These include:

- The aims and objectives of the organisation.
- The number of beneficiaries of any given course of action.
- The timing of available courses (avoiding situations where several people are out on training events at the same time).
- The RAG status of the solution, and the reasons why that status was decided on.
- What training is available to meet the needs of the organisation?
- Most significantly, in many cases, the costs of the training.



[www.centre81.org.uk](http://www.centre81.org.uk)

Centre 81 is a provider of day care, transport and other services to physically disabled people in the Great Yarmouth area.

“We found an important factor in deciding training priorities and actions was timing. Once, we had 3 care workers start their NVQ level 2 at the same time. This was a logistic nightmare, and put additional pressure on managers who were monitoring the work. If we needed to do this training again, we would stagger the start date of the courses”



## 9. Learning and Development Panning

Reviewing and prioritising the findings of a TNA, should help to define some short, medium and long term training goals. This should be based on the analysis in line with a prioritised training budget. The outcome should be a robust learning and development plan which brings together all the data gathered at organisational, team and individual level.

### Learning and Development Plan

#### Short term/ Mid Term / Long Term (delete as appropriate)

Organisational Objective	Knowledge and skills required	Who will participate?	Learning and Development activities/ methods	How will this be evaluated?	Cost	Timescale/ Deadline Date
Develop 6 volunteers in First Aid	Application of Emergency First Aid in the work place	Names or teams represented	St Johns Ambulance 1 day course	Achievement of certificates Increased capacity of volunteers Feedback from Team Leaders Feedback from volunteers	£56.00 per person Total Cost  £336.00	End of October 2008

# Learning and Development Plan



Short term/ Mid Term / Long Term (delete as appropriate)

Organisational Objective	Knowledge and skills required	Who will participate?	Learning and Development activities/ methods	How will this be evaluated?	Cost	Timescale/ Deadline Date

## 10. Next Steps

### Communicating findings and outcomes to staff/volunteers/trustees

This can be achieved in a number of ways e.g.

Collectively in:

- Team Meetings
- Organisational Planning Sessions
- TNA Findings Reports

Individually in:

- Personal Support and Development Meetings (PSD)
- Appraisal
- Individual Progress Reviews

Appraisal and supervision records should include a section for training and development. The template on the following page is a useful tool for planning training for individuals within the organisation and it provides a useful record of how the training needs identified in the TNA are being prioritised and met.



Learning objectives should be **SMART**

#### **Specific**

Individuals know what they will do

#### **Measurable**

There is a clear way of knowing when the learning has taken place

#### **Achievable**

Objectives are reasonable and within reasonable control

#### **Realistic**

It is a realistic goal and the resources for learning are available

#### **Time-bound**

There is a date, deadline or timescale for achieving the objective.



## 11. Personal Development Plan



Learning Objectives (SMART)	Learning and Development activities/methods	Evaluation – how will I know learning has been successful	Cost/budget	Time



## 12. Informing the Business Plan



TNA findings will support and inform the Business Plan of an organisation and ensure that the best possible returns for the organisation are identified. The TNA findings should be built into a Business Plan review process and involve the Senior Managers/ Team Leaders.

The Business Plan should be updated to reflect how the investment (time and money) in training and development of staff and volunteers will increase the effectiveness and efficiency of the organisation. This will also formalise this process for providing a budget and resource for training.

Policies and Procedures will also need to be revisited and/or updated to ensure there is a Training Needs emphasis in Management Review / Supervision/ PSD and appraisal procedures.

## Evaluating the Training



Evaluating the effectiveness of training is a crucial step in building a culture of continuous professional development into the organisation. It provides the opportunity to decide whether the training has been a success and whether more advanced or refresher training is needed.

The best way to do this is:

- Review the impact of the training on the individual's performance
- Monitor improvements in the performance of the organisation - using both measurable indicators such as inputs and outputs, and qualitative improvements such as fewer service user complaints, fewer staff /volunteer absences, greater involvement and greater innovation
- Ask individuals whether the training was relevant and appropriate
- Assess whether the training met your original objectives and if not, determine why not

### 13. Recording, Reviewing and Evaluating Continuing Professional Development



The following template can help individuals and Line Managers to determine the value of training.

#### Continuing Professional Development Record

This Record can be used to document and reflect on training and development activities. Information recorded should relate to any in-house or external event and acquisition of new skills, knowledge and understanding in the work that you do. Activities could include a conference, a training course, a workshop session or self directed study (i.e. Open Learning). Maintain this record by keeping it up to date and on an ongoing basis bring this record to supervision and staff appraisal sessions.

<b>Name:</b>	<b>Position:</b>	<b>Location:</b>
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<b>Date of Activity</b>	<b>Details of Activity:</b> Location Name of activity Knowledge/qualification gained	<b>How beneficial was this for your work activities? - please rate A,B,C,D</b> A = significant B = measurable C = marginal D = not effective	<b>Comments on how you have applied the training in the work place.</b>

A more sophisticated evaluation may be more suitable if you want to identify the value of training very precisely. To design the evaluation yourself, a classic approach is the Kirkpatrick model of training evaluation<sup>4</sup>. It divides the process into four levels.

The four levels of Kirkpatrick's evaluation model essentially measure:

- **Reaction of trainee** - what they thought and felt about the training
- **Learning** - the resulting increase in knowledge or capability
- **Behaviour** - extent of behaviour and capability improvement and implementation/application
- **Results** - the effects on the business or environment resulting from the trainee's performance



All these measures are recommended for full and **meaningful** evaluation of training.


<b>Reaction</b>	Get feedback from trainees about the training. To get the most complete picture, ask both open-ended and closed questions. Answers to open-ended questions such as "What were the main strengths of the training?" give qualitative data. Closed questions that give more restricted answers result in quantitative data.
<b>Learning</b>	Measure skills, knowledge and attitudes before and after training. Observe skills in the workplace or in a specially-designed demonstration, or devise tests to assess knowledge of principles and facts. One approach is to base the measurements on learning outcomes that the training is designed to achieve.
<b>Behaviour</b>	Find out if training has influenced the way a job is done. This can be tricky, especially if the training is in people skills such as leadership and negotiation. What you're looking for is whether the knowledge and skills learned have been transferred into the workplace. Before and after assessments will give the most accurate picture of how things have improved.
<b>Results</b>	Quantitative and qualitative information from the first three stages provides the evidence you need to measure business and organisation outcomes. Results should be written up, shared with everyone involved, and fed back into the ongoing training strategy. Compare data before and after, leave sufficient time for the training to take effect before you measure outcomes, and repeat the exercise at intervals to see how the benefits are

<sup>4</sup> Evaluating Training Programs: The Four Levels By Donald L. Kirkpatrick  
Published by Berrett-Koehler Publishers, 1998  
ISBN 1576750426, 9781576750421


sustained.

Whichever methods and models are used the fact remains that good methodical evaluation produces a good reliable data; conversely, where little evaluation is performed, little is ever known about the effectiveness of the training.

For effective training and learning evaluation, the principal questions should be:

- To what extent were the identified training needs objectives achieved by the programme?
  - To what extent were the learners' objectives achieved?
  - What specifically did the learners learn or be usefully reminded of?
  - What commitment have the learners made about the learning they are going to implement on their return to work?
- 

And back at work,

- How successful were the trainees in implementing their action plans?
  - To what extent were they supported in this by their line managers?
  - To what extent has the action listed above achieved a positive effect on the organisation.
- 

Organisations commonly fail to perform these evaluation processes, especially where:

- The organisation does not have sufficient time to do so, and/or does not have sufficient resources - people and money - to do so.

Evaluation must be planned according to available resources. At the least it should involve the trainee, the trainer and the line manager. Relevant information should be fed to senior management which builds the awareness of the need and value of training to the organisation.

The table in the next two pages helps explain to see how and where and how you could apply the Kirkpatrick model.



Evaluation Level	Examples of evaluation tools and methods	Relevance and practicability
<p><b>1 Reaction</b></p> <p>how the delegates felt, and their personal reactions to the training or learning experience, for example:</p> <p>did the trainees like and enjoy the training?</p> <p>did they consider the training relevant?</p> <p>was it a good use of their time?</p> <p>did they like the venue, the style, timing, domestics, etc?</p> <p>level of participation</p>	<ul style="list-style-type: none"> <li>• feedback forms based on subjective personal reaction to the training experience</li> <li>• verbal reaction which can be noted and analysed</li> <li>• post-training surveys or questionnaires</li> <li>• online evaluation or grading by delegates</li> <li>• subsequent verbal or written reports given by delegates to managers back at their jobs</li> </ul>	<ul style="list-style-type: none"> <li>• can be done immediately the training ends</li> <li>• very easy to obtain reaction feedback</li> <li>• feedback is not expensive to gather or to analyse for groups</li> <li>• important to gauge positive/negative feedback</li> </ul>
<p><b>2 Learning</b></p> <p>the measurement of the <b>increase in knowledge or intellectual capability</b> from before to after the learning experience:</p> <p>did the trainees learn what was intended to be taught?</p> <p>did the trainee experience what was intended for them to experience?</p> <p>what is the extent of advancement or change in the trainees after the training, in the direction or area that was intended?</p>	<ul style="list-style-type: none"> <li>• typically assessments or tests before and after the training</li> <li>• interview or observation can be used before and after although this is time-consuming</li> <li>• methods of assessment need to be closely related to the aims of the learning</li> <li>• measurement and analysis is possible and easy on a group scale</li> </ul> <p>hard-copy, electronic, online or interview style assessments are all possible</p>	<ul style="list-style-type: none"> <li>• relatively simple to set up, but more investment and thought required than reaction evaluation</li> <li>• highly relevant and clear-cut for certain training such as quantifiable or technical skills less easy for more complex learning such as attitudinal development, which is more difficult to assess</li> </ul>

<p><b>3 Behaviour</b></p> <p>the extent to which the trainees <b>applied the learning and changed their behaviour</b>, and this can be immediately and several months after the training, depending on the situation:</p> <p>did the trainees put their learning into effect when back on the job?</p> <p>were the relevant skills and knowledge used</p> <p>was there noticeable and measurable change in the activity and performance of the trainees when back in their roles?</p> <p>was the change in behaviour and new level of knowledge sustained?</p>	<ul style="list-style-type: none"> <li>• observation and interview over time are required to assess change, relevance of change, and sustainability of change</li> <li>• assessments need to be ongoing</li> <li>• feedback from line managers and selected peers is useful method</li> <li>• assessments can be designed around relevant performance scenarios, and specific key performance indicators</li> <li>• self-assessment can be useful, using carefully designed criteria and measurements</li> </ul>	<ul style="list-style-type: none"> <li>• measurement of behaviour change is less easy to quantify and interpret than reaction and learning evaluation</li> <li>• simple quick response systems unlikely to be adequate</li> <li>• requires a well-designed system from the beginning</li> <li>• behaviour change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluation below</li> </ul>
<p><b>4 Results</b></p> <p>the <b>effect on the business or environment</b> resulting from the improved performance of the trainee - it is the acid test</p> <p>measures would typically be organisational key performance indicators, such as: volumes, percentages, timescales and other quantifiable aspects of performance, for instance; numbers of complaints, staff turnover, quality ratings, achievement of standards and accreditations, growth,</p>	<ul style="list-style-type: none"> <li>• it is possible that many of these measures are already in place via normal management systems and reporting</li> <li>• the challenge is to identify which and how to relate these to the trainee's input and influence</li> </ul> <p>it is important to identify and agree accountability and relevance with the trainee at the start of the training, so they understand what is to be measured</p>	<ul style="list-style-type: none"> <li>• individually, results evaluation is not particularly difficult; across an entire organisation it becomes very much more challenging, not least because of the reliance on line-management, and the frequency and scale of changing structures, responsibilities and roles, which complicates the process of attributing clear accountability</li> <li>• also, external factors greatly affect organisational and business performance, which can cloud the true cause of good or poor results</li> </ul>

## Case Study



The Benjamin Foundation has been working since 1992 to provide services and opportunities to children and young people across Norfolk.

They offer support and counselling to 5-19 year olds, accommodation and resettlement advice for the homeless, after school and holiday clubs, pre school and crèche facilities, a special needs youth group and a furniture reuse scheme.

Recently the managers of the organisation have been making plans for a programme of 'Core Training' to be offered to all staff. As well as deciding what common skills and attributes need to be developed across the organisation, managers have also been considering the considerable cost implications of such a programme.

However, having carried out an organisation wide 'Skills Audit' during which all staff and volunteers were asked about their skills (developed in and out of the workplace) and qualities, the managers at The Benjamin Foundation are realising that they will be able to not only accredit a considerable amount of prior learning (which will mean that some staff do not have to attend all of the Core Training because of existing skills in those areas e.g. risk assessment, fire training) but they also have a considerable amount of in-house expertise that could be used to train colleagues. Thus, the Skills Audit has identified potential future cost savings and may lead to the earlier introduction of Core Training for all.

For more information on the work of The Benjamin Foundation:

[www.benjaminfoundation.co.uk](http://www.benjaminfoundation.co.uk)

## 14. Useful Links

Information and additional resources on these various areas can also be found within in the TNA section of the UK Workforce Hub website. [www.ukworkforcehub.org.uk](http://www.ukworkforcehub.org.uk)

**Downloadable resources** to help trustees and management committee members consider their development needs, drawing on the relevant national occupational standards.

[www.governancehub.org.uk](http://www.governancehub.org.uk)

**Tools for tomorrow** – A practical guide to strategic planning for voluntary organisations, NCVO

[www.ncvo-vol.org.uk/publications/showall.asp?id=1488](http://www.ncvo-vol.org.uk/publications/showall.asp?id=1488)

**National Occupational Standards** – occupational competency framework which can underpin job design and HR processes

[www.ukworkforcehub.org.uk/DisplayPage.asp?pageid=8698](http://www.ukworkforcehub.org.uk/DisplayPage.asp?pageid=8698)

**Good Employment Guide, NCVO**

[www.ncvo-vol.org.uk/publications/showall.asp?id=1474](http://www.ncvo-vol.org.uk/publications/showall.asp?id=1474)

**Vol Resource – Managing People** [w.volresource.org.uk/briefing/mng\\_peep.htm](http://w.volresource.org.uk/briefing/mng_peep.htm)

**ACAS** – downloadable appraisal templates

[www.acas.org.uk](http://www.acas.org.uk)

**Investors in People** – organisational framework for developing people

[www.investorsinpeople.co.uk](http://www.investorsinpeople.co.uk)

**Train to Gain**

Train to Gain is an independent skills brokerage service which includes some free training needs consultancy and signposting service to choice of training options.

[www.traintogain.gov.uk](http://www.traintogain.gov.uk)

## About the National Hubs

Although funding from Capacitybuilders for the six national hubs ends in 2008, the valuable assets and resources they have built up will continue to be made available to the third sector. These cover finance, governance, ICT, performance, workforce, and volunteering.

A period of wind-down and transition is underway to ensure that the tools, guides and other resources developed by the hubs continue to be readily accessible by the sector. In particular, all six hubs have pulled together work they have produced on communicating with funders.

Individual websites for the hubs continue to be available and contain signposts to essential resources:

[www.financehub.org.uk](http://www.financehub.org.uk)

[www.governancehub.org.uk](http://www.governancehub.org.uk)

[www.ICT hub.org.uk](http://www.ICT hub.org.uk)

[www.performancehub.org.uk](http://www.performancehub.org.uk)

[www.workforcehub.org.uk .org.uk](http://www.workforcehub.org.uk .org.uk)

[www.volunteeringhub.uk](http://www.volunteeringhub.uk)

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#### Build

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Centre 81 Great Yarmouth  
Charles Burrell Museum, Thetford  
Community Connections, Great Yarmouth



## 16. Appendix

# The Training Game

## The Training Game

The training game is designed to help engage people in the TNA process. While there is an element of fun to the game, it also helps to illustrate the need for a TNA within an organisation.

The game is based on a simple board that can be printed or copied. It is designed to be played by groups or pairs as it will involve discussions as the game is being played.

### Before playing the game

1. Divide the staff, volunteers and/or trustees into groups or pairs. It is suggested that no more than 3 pairs/groups play round one board at a time.
2. Photocopy the correct number of game boards.
3. For each game board, photocopy:
  - a. A set of rules
  - b. 10 sheets of 'money' (which needs to be pre-cut into bank notes)
  - c. An evaluation sheet
  - d. A set of **'Your Choice'** cards (which need to be pre-cut)
4. Provide a dice for each board and a playing counter for each team/pair (coloured paperclips work well).
5. Allocate each team a budget of **£2500**, the rest of the money will remain in a 'bank' by each game-board



### During the Game

While guiding staff through the playing of the game there are several prompts that can be given to promote more thinking around the issues involved.

- Try to encourage discussions considering the short and long term benefits of each decision.
- Encourage discussion about the benefit to the individual, the organisation and the wider VCS community at each stage.
- Promote thinking on the different needs of trustees, volunteers and paid staff, and why they may respond differently to proposed training.

## After the Game

One purpose of the game is for the opposing teams to decide who has won and why. In a normal trading game the winner would be clear, and the team with the most money left would be declared the winner. Unless one team actually goes broke during the playing of the game, the winner is less clear. Strong arguments could be put forward for the team with the least amount of money winning, as they will have spent more on training and development.

After the game allow each set of opposing teams to fill in the evaluation sheet, and then ask them to informally report back to the whole room, to summarise what they had learnt from the game.

It should be quite easy to link this feedback with the need for a TNA to take place across the organisation, especially when linked to the strategic plan of the organisation and the budget available for training.

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The following pages contain:

1. The rules of the game for players
2. The game board (over 2 pages)
3. The 'Your Choice' cards for copying and cutting
4. The 'money' for copying and cutting
5. The evaluation prompt sheets



# The Training Game

## Playing the Game

You are the CEO of the 'Open Door Centre' which is a registered charity based in a market town with a population of c.7000. The centre is a one-stop shop for many community activities, including a café, an IT suite, several rooms used by community groups, and an advice counter. The centre acts as a hub for many other charities and community groups in the town, and the office staff of the centre will take bookings on behalf of other groups renting centre space e.g. aerobics and yoga classes. The centre employs the equivalent of 10 full time staff (actually 7 full time and 5 part time staff). Your work is supported by around 12 volunteers (including those who maintain the gardens, and those who run the advice desk), and 10 trustees, including a local GP, an accountant and the local parish priest.

As ever, money is tight, but as the CEO you have managed to set aside **£2500** for training and development over the next year. Your task is to decide how to make this money work most effectively for the organisation.

## How to play the game

The rules of the game are simple, use the dice to move round the board, spending and receiving money as you go round, making decisions about how to spend your training budget. Please note the following:

- You have an allocated budget of **£2500**. Each game will have a 'bank' into which money is paid into or refunded as you go around the board.
- It is important that you make decisions as a team
- You must start by following the instruction on the 'start' square.
- If you land on a **captioned square** you must do as the caption says. Take/pay money out of or into the bank as appropriate
- If you land on a **blank square** you must pick up a '**Your Choice**' card. As a team you must make a decision based on the information on the card, and adjust your cash total accordingly
- The game ends when **either** one team goes broke while the other is still in the black, **or** when **both** teams have made it round the board
- At the end of the game both teams must discuss together who they consider the winner and why. Look at the evaluation sheet to help you decide this
- Report back to the wider group about the choices you had to make, and how the game ended up

**Start.** You must spend £750 on Health and Safety Training for the Building Managers



Your lottery funding increases your training budget by £500

# The Training Game

You are behind schedule. Miss a turn

A course is cancelled, move back a space

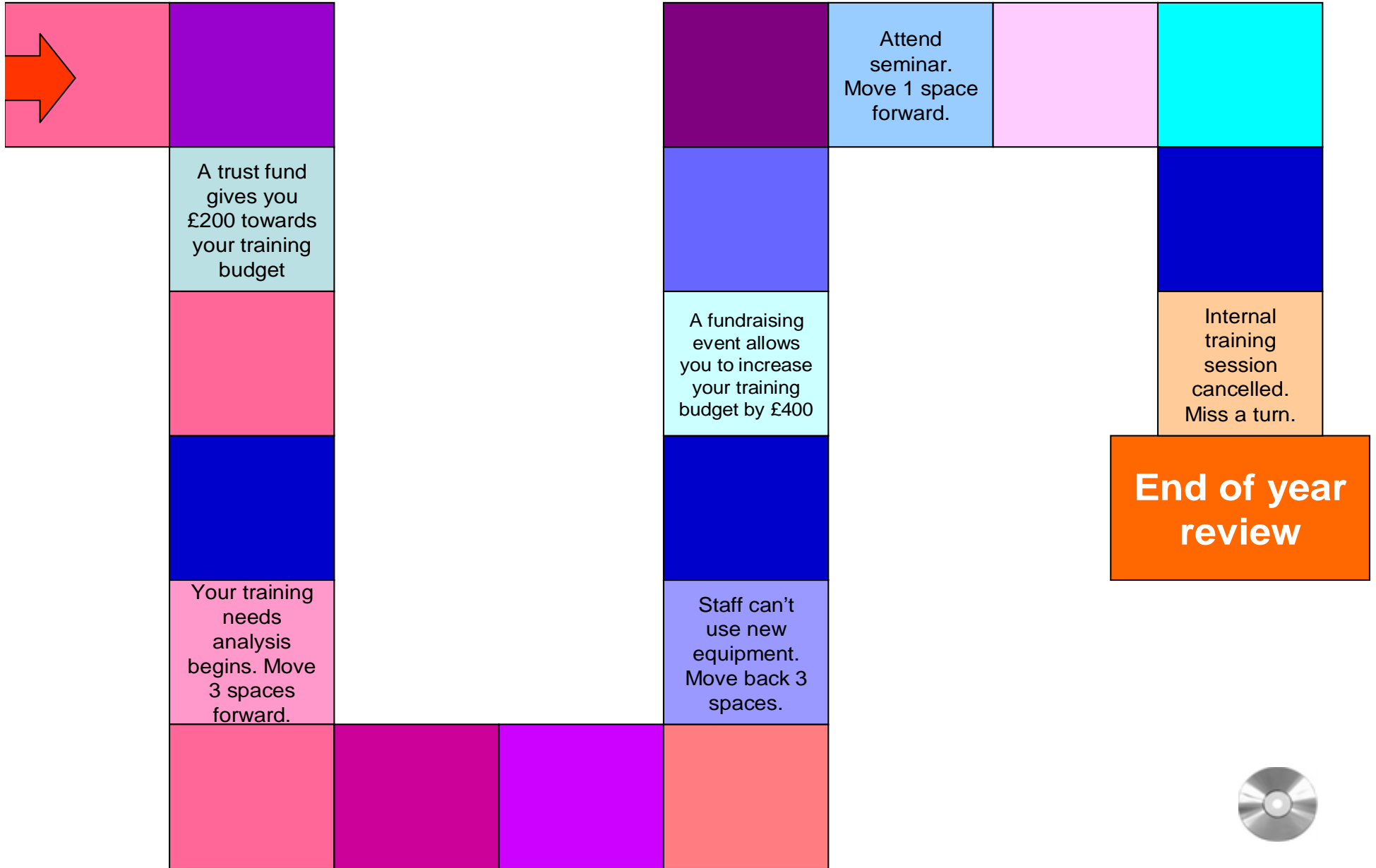
Managers' strategy day costs £200

You get a free place on a course. Move forward 2 spaces

## Your Choice

### Cards

Pick one up each time you land on a blank square



<p>A well respected business coach has offered you 20 hours of one to one coaching at £10 per hour (the usual cost is £20 per hour). For the coaching to be effective each recipient will need 10 hours of coaching. Do you take up their offer?</p> <p>Deduct £200 from your budget if you decide to go ahead.</p>	<p>You are a member of a network of centre CEOs that meets once a month. It costs you £100 a year to host the group when your turn comes around every six months. Do you take this money from your training budget?</p> <p>If yes, deduct £100 from your budget.</p>
<p>You have been offered some much needed marketing training. If you share this training with another centre in a nearby town it will cost you £150, if you run it just for the relevant staff at your centre it will cost £200.</p> <p>Deduct the cost of your choice from your budget.</p>	<p>Some of the town's employers are beginning to attract employees from Southern Europe. One of your volunteers has expressed a wish to go to a Portuguese evening class. Do you pay for (£100) or contribute to the cost (£50) of this course?</p> <p>Deduct the appropriate amount - £0 £50 £100 – from your budget.</p>
<p>Do you go ahead with a review of your staff appraisal scheme, which would involve paying an outside consultant £150, or not?</p> <p>Deduct the money from your training budget if you go ahead.</p>	<p>You would like to purchase some books on internal training and development to help you review procedures at the centre. Do you buy some (£50), all (£100), or none of the books you have identified as useful.</p> <p>Deduct the appropriate amount from your budget.</p>
<p>You have the chance to host a fully funded training event for some of your team, but this will mean losing £50 of centre revenue if you go ahead, and ousting some regular clients from the rooms they normally use.</p> <p>Deduct £50 from your training budget if you decided to go ahead.</p>	<p>An individual member of staff is very vocal in their opposition to external training events. However you have spotted an IT training day, held locally, which would help this individual complete their work much more effectively. It will cost £200. Do you send them on the course?</p> <p>Deduct £200 from your budget if you decide to go ahead.</p>

<p>A duty manager has a fully funded place on a 'Future of Community Buildings' conference. However, the cost of travel and accommodation will be £200. Do you let them go?</p> <p>(Deduct the cost of your choice from your budget)</p>	<p>You must send your 2 coffee shop employees on a Food Hygiene refresher course at a total cost of £100. You can apply for a bursary for the full amount, but the application procedure is onerous and will take you a whole morning to complete it. Do you apply for the bursary?</p> <p>(Deduct the appropriate - £0 £100 - amount from your budget)</p>
<p>You are thinking of going through the PQASSO quality assessment process. However the training will cost £250 (including expenses). Do you go?</p> <p>(Deduct the cost of the training from your total if you decide to go ahead)</p>	<p>You would like 2 employees to go on an administration course. You have found one course that is non-accredited at a total cost of £200 and another that is fully accredited at total cost of £350? Which one do you send the employees on?</p> <p>(Deduct the cost of your choice from your budget)</p>
<p>A member of staff wishes to go on some assertiveness training at a total cost of £150. However, they have already attended 4 days of training this year. Do you let them go?</p> <p>(Deduct the cost of the training from your total if you decide to go ahead)</p>	<p>You think it would be a good idea to produce a monthly training and development newsletter for the centre. You have calculated this will cost £250 per year to produce? Do you go ahead with production?</p> <p>(Deduct the cost of the newsletter from your total if you decide to go ahead)</p>
<p>A member of staff has suggested that it would be good for team spirit if the centre took all of the staff on an 'Outdoor Activities day' at a cost of £25.00 per person (at a total of £300). Do you go ahead with this?</p> <p>Deduct £300 from your total if you go ahead.</p>	<p>Last year only 7 of the 12 volunteers attended volunteer development day. It will cost you £250 to repeat the event this year. Do you go ahead?</p> <p>(Deduct the cost of the training from your total if you decide to go ahead)</p>

<p>An IT upgrade means that some additional training is required. Do you:</p> <p>a) Send your office manager on a course at a cost of £150 or</p> <p>b) Buy in a trainer for the day to address all of the staff at a cost of £350</p> <p>(Deduct the cost of your choice from your budget)</p>	<p>A flurry of successful trustee recruitment means that you need to arrange some trustee training. Do you:</p> <p>a) Buy an online training programme with multi user licenses for £150</p> <p>b) Buy in a trainer for a one day event for all trustees at a total cost of £200 (including refreshments)</p> <p>(Deduct the cost of your choice from your budget)</p>
<p>You receive a training bursary of £250 which must be spent in the next couple of months. Do you use it for:</p> <p>a) A 'Managers of Community Buildings' conference at a total (including expenses) cost of £250</p> <p>b) Sending a deputy manager on a 'Training the Trainer Course' at a total cost of £300.</p> <p>(Deduct £50 from your budget if option B is chosen)</p>	<p>You have 2 key members of staff retiring in the next few months, and you are recruiting for their replacements. You feel your induction training procedures need improving. Do you spend £100 on a workshop event to brainstorm the improvements required, or not?</p> <p>(Deduct the cost of the event from your total if you decide to go ahead)</p>
<p>Your site managers would both like to attend a free health and safety briefing. However, you will need to employ temporary cover for them at a price of £100 per member of staff. Do you let them go to the briefing?</p> <p>(Deduct the appropriate amount - £0 £100 £200 - from your budget according to your choice)</p>	<p>As Chief Executive you would like to begin a Post Graduate Management Diploma aimed at managers in the sector. This 6 unit course costs £500 per unit. There are 2 units each year. Do you go on the course?</p> <p>(Deduct the appropriate amount from your budget)</p>

<p>You are arranging your staff annual 'Strategy Day'. Do you:</p> <ul style="list-style-type: none"> <li>a) Hold the event in your own centre, where all you will pay for is the catering at a cost of £100.</li> <li>b) Hold the event in a similar centre in a neighbouring town at a cost of £250?</li> </ul> <p>(Deduct the cost of your choice from your budget)</p>	<p>You wish to use a staff meeting as an opportunity for training and development, and you have a choice of 2 visiting speakers. Do you:</p> <ul style="list-style-type: none"> <li>a) Pay £100 to have a fundraising expert speak to you and your team</li> <li>b) Pay £50 to have a 'Team Building' expert address the meeting.</li> </ul> <p>(Deduct the cost of your choice from your budget)</p>
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<i>Training Bank</i> £50	<i>Training Bank</i> £50
<i>Training Bank</i> £50	<i>Training Bank</i> £50
<i>Training Bank</i> £50	<i>Training Bank</i> £100

Training Bank £100	Training Bank £100
Training Bank £100	Training Bank £100
Training Bank £100	Training Bank £500
Training Bank £500	Training Bank £500



## Evaluation

At the end of the game (i.e. when both/all of the teams have gone round the board, or when one team has completed the board and the other has run out of money) you should spend 5 minutes as a group (all the teams who played against each other) discussing your experiences while playing the game. The questions below are suggestions to get your discussion going:

How much money did each team finish the year with?	
What were the most difficult decisions you had to make?	
What were the easiest decisions you had to make?	
What additional information would you need to make these types of decisions in a real setting?	
Did you find your decision making techniques changing as you moved along the board? For instance were you less likely to spend money at the beginning of the year and more likely to spend it at the end of the year? If so, is this fair?	
Did you find it more difficult to commit money to internal or external training? Why?	
Looking back, did you make any mistakes that you could avoid if faced with similar challenges?	
Which team won the game and why?	

