LESSON 11

TRAINING NEED ASSESSMENT

Dear Friends

Now you know the systematic approach to training and training process.

In this lesson you are going to be exposed to the first step of training process ie TRAINING NEED IDENTIFICATION

The right identification of training needs is the most significant and crucial job for a manager.

As a Manager you must also know what are various methods to training need identification, which is explained in this lesson.

A Needs Assessment is a systematic exploration of the way things are and the way they should be. These "things" are usually associated with organizational and/or individual performance .

WHY design and conduct a Needs Assessment? We need to consider the benefits of any Human Resource Development (HRD) intervention before we just go and do it:

- What learning will be accomplished?
- What changes in behavior and performance are expected?
- Will we get them?
- What are the expected economic costs and benefits of any projected solutions?

We are often in too much of a hurry. We implement a solution, sometimes but not always the correct intervention. But we plan, very carefully and cautiously, before making most other investments in process changes and in capital and operating expenditures. We need to do the same for Human Resource Development.

The largest expense for HRD programs, by far, is attributable to the time spent by the participants in training programs, career development, and/or organization development activities. In training, costs due to lost production and travel time can be as much as 90-95% of the total program costs. Direct and indirect costs for the delivery of training are about 6% of the total cost, and design and development count for only about 1-2% of the total (2). Realistically, it makes sense to invest in an assessment of needs to make sure we are making wise investments in training and other possible interventions.

Training needs are identified on the basis of organisational analysis, job al1alysis and man analysis. Training programme, training methods an~ course content are to be planned on the basis of training needs. Training needs are tho.se aspects necessary to perform the job in an organisation in which employee is lacking attitude/aptitude, knowledge, skill.

Training needs = Job and Organizational requirement – Employee specifications

Training needs can be identified through identifying the organisational needs based on:

(i)Organisational Analysis: This includes analysis of objectives, resource utilisation, environments canning and organisati0nal climate: Organisational strengths and weaknesses in different areas like accidents, excessive scrap, frequent breakage of machinery, excessive labour turn-over, market share, and other marketing areas, quality and quantity of the output, production schedule, raw materials and other production areas, personnel, finance, etc.

(ii) Departmental analysis: Departmental strength and weakness including special problems of the department or a common problem of a group of employees like acquiring skills and knowledge in operating computer by accounting personnel.

(iii) Job Role Analysis: This includes study of jobs/roles, design of jobs due to

changes, job enlargement, and job enrichment etc.

(iv) Manpower Analysis: Individual strengths and weaknesses in the areas of job knowledge, skills etc

Methods Used in Training Needs Assessment

Group or Organisational Analysis	***Individual Analysis***
Organisational goal and objectives	Performance appraisal
Personnel/ Skill inventories	Work Sampling
Organisational climate indices	Interviews
Efficiency indices	Questionaires
Exist interviews	Attitude survey
MBO or work planning systems	Training progress
Quality circles	Rating scales
Customer survey/ satisfaction data	Observation of behaviour
Consideration of current and projected changes	

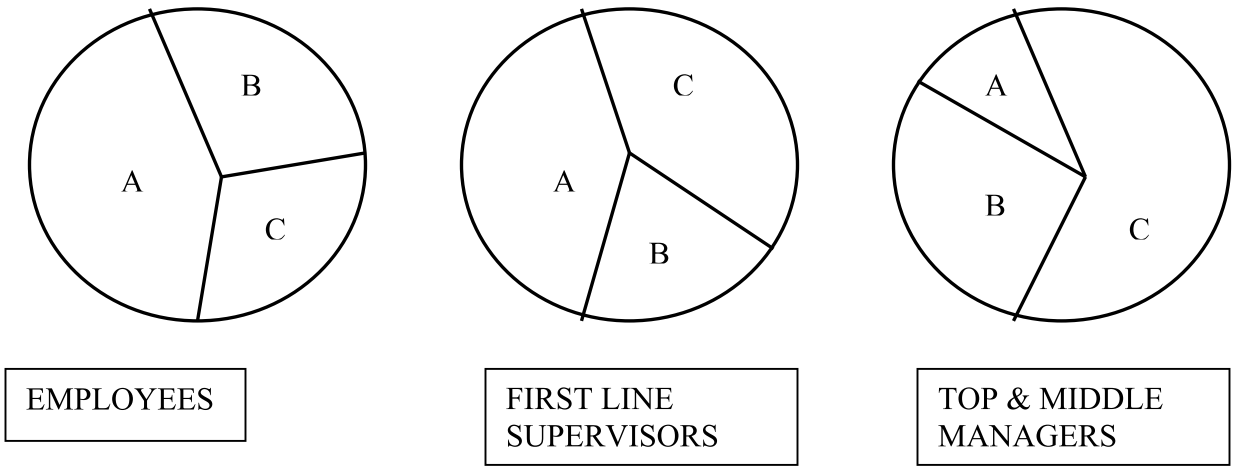
Individual Training Needs → Group Training Needs → Organisational Training Needs

Assessment Methods

The following methods are used to assess the training needs:

(i) Organisational requirements/weakness.
(ii) Departmental requirements/weaknesses.
(iii) Job specifications and employee specifications.
(iv) Identifying specific problems.
(v) Anticipating future problems.
(vi) Management's requests.
(vii) Observation.
(viii) lnterviews.
(ix) Group conferences.
(x) Questionnaire surveys.
(xi) Test or examinations
(xii) Check lists
(xiii) Performance Appraisal

Training Needs for Employees at different Level



Training Content for Different Categories of Employees

Training methods and content may not be the same for different categories of employees. A5 such management has to train the employees of different categories in different areas and through different methods based the job analysis. Training methods and content for a few jobs are discussed hereu'\der with a view to giving an idea to the reader

Supervisory Training

Supervisors mostly learn to supervise under the guidance of a manager. Hence, the emphasis should be on the on-the-job training methods. These methods can be supplemented by various off-the-job training methods. course content of training to this category include: production control, organisation methods, work/activity control, method study, time study, job evaluation, company pol~ies and practices, personnel policies, procedures, programmes, training the subordinate, grievance handling, disciplinary procedure, communication, effective insection, report writing, performance appraisal, personnel records, dealing with absenteeism, labour turn-over, industrial and labour laws, leadership qualities etc.

Sales Training

Emphasis should be towards on-the-job as well as off-the-job training methods in training the sales personnel. Course content include job knowledge, organisational knowledge, knowledge about the company products, Customers, competitors, sales administration procedures, law concerning sales, special skills like prospecting, making presentations, handling, objections, closing the sales etc., employee attitudes such as loyalty to the company and trust in the company products, understanding and tolerance with regard to potential and existing customers.

Clerical Training

Emphasis may be given on the off-the-job training in training the clerical personnel. The training content includes organisation and methods, company policies, procedures and programmes, background knowledge of the company, forms, reports, written communication, clerical aptitude, maintaining ledgers, records etc

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FOUR STEPS TO CONDUCTING A NEEDS ASSESSMENT:

Step 1. PERFORM A "GAP" ANALYSIS.

The first step is to check the actual performance of our organizations and our people against existing standards, or to set new standards. There are two parts to this:

- *Current situation:* We must determine the current state of skills, knowledge, and abilities of our current and/or future employees. This analysis also should examine our organizational goals, climate, and internal and external constraints.
- *Desired or necessary situation:* We must identify the desired or necessary conditions for organizational and personal success. This analysis focuses on the necessary job tasks/standards, as well as the skills, knowledge, and abilities needed to accomplish these successfully. It is important that we identify the critical tasks necessary, and not just observe our current practices. We also must distinguish our actual needs from our perceived needs, our wants.

The difference the "gap" between the current and the necessary will identify our needs, purposes, and objectives.

What are we looking for? Here are some questions to ask, to determine where HRD may be useful in providing solutions: (3)

- *Problems or deficits.* Are there problems in the organization which might be solved by training or other HRD activities?
- *Impending change.* Are there problems which do not currently exist but are foreseen due to changes, such as new processes and equipment, outside competition, and/or changes in staffing?
- *Opportunities.* Could we gain a competitive edge by taking advantage of new technologies, training programs, consultants or suppliers?
- *Strengths.* How can we take advantage of our organizational strengths, as opposed to reacting to our weaknesses? Are there opportunities to apply HRD to these areas?
- *New directions.* Could we take a proactive approach, applying HRD to move our organizations to new levels of performance? For example, could team building and related activities help improve our productivity?
- *Mandated training.* Are there internal or external forces dictating that training and/or organization development will take place? Are there policies or management decisions which might dictate the implementation of some program? Are there governmental mandates to which we must comply?

Step 2. IDENTIFY PRIORITIES AND IMPORTANCE.

The first step should have produced a large list of needs for training and development, career development, organization development, and/or other interventions. Now we must examine these in view of their importance to our organizational goals, realities, and constraints. We must determine if the identified needs are real, if they are worth addressing, and specify their importance and urgency in view of our organizational needs and requirements (4). For example (5):

- *Cost-effectiveness:* How does the cost of the problem compare to the cost of implementing a solution? In other words, we perform a cost-benefit analysis.
- *Legal mandates:* Are there laws requiring a solution? (For example, safety or regulatory compliance.)
- *Executive pressure:* Does top management expect a solution?
- *Population:* Are many people or key people involved?
- *Customers:* What influence is generated by customer specifications and expectations?

If some of our needs are of relatively low importance, we would do better to devote our energies to addressing other human performance problems with greater impact and greater value.

Step 3. IDENTIFY CAUSES OF PERFORMANCE PROBLEMS AND/OR OPPORTUNITIES.

Now that we have prioritized and focused on critical organizational and personal needs, we will next identify specific problem areas and opportunities in our organization. We must know what our performance requirements are, if appropriate solutions are to be applied. We should ask two questions for every identified need: (6)

- Are our people doing their jobs effectively?
- Do they know how to do their jobs?

This will require detailed investigation and analysis of our people, their jobs, and our organizations -- both for the current situation and in preparation for the future.

Step 4. IDENTIFY POSSIBLE SOLUTIONS AND GROWTH OPPORTUNITIES.

If people are doing their jobs effectively, perhaps we should leave well enough alone. ("If it ain't broke, don't fix it.") However, some training and/or other interventions might be called for if sufficient importance is attached to moving our people and their performance into new directions.

But if our people ARE NOT doing their jobs effectively:

- Training may be the solution, IF there is a knowledge problem.
- Organization development activities may provide solutions when the problem is not based on a lack of knowledge and is primarily associated with systematic change. These interventions might include strategic planning, organization restructuring, performance management and/or effective team building.

TRAINING NEED ASSESSMENT FLOW CHART

PERFORM A "GAP" ANALYSIS

IDENTIFY PRIORITIES AND IMPORTANCE

IDENTIFY CAUSES OF PERFORMANCE PROBLEMS AND/OR OPPORTUNITIES

IDENTIFY POSSIBLE SOLUTIONS AND GROWTH OPPORTUNITIES

TECHNIQUES FOR INVESTIGATING ORGANIZATIONAL AND PERSONAL NEEDS:

Use multiple methods of Needs Assessment. To get a true picture, don't rely on one method. It is important to get a complete picture from many sources and viewpoints. Don't take some manager's word for what is needed.

There are several basic Needs Assessment techniques. Use a combination of some of these, as appropriate:

- direct observation
- questionnaires
- consultation with persons in key positions, and/or with specific knowledge
- review of relevant literature
- interviews
- focus groups
- tests
- records & report studies
- work samples

An excellent comparison of the advantages and disadvantages of each of these methods can be found in the Training and Development Journal. (7)

Remember that actual needs are not always the same as perceived needs, or "wants". Look for what the organization and people really need they may not know what they need, but may have strong opinions about what they want.

Use your collected data in proposing HRD solutions:

- Use your data to make your points. This avoids confronting management since your conclusions will follow from your Needs Assessment activities.
- Everybody should share the data collected. It is important to provide feedback to everyone who was solicited for information. This is necessary if everyone is to "buy into" any proposed training or organization development plan.

Having identified the problems and performance deficiencies, we must lay out the difference between the cost of any proposed solutions against the cost of not implementing the solution. Here's an economic "gap analysis":

- What are the costs if no solution is applied?
- What are the costs of conducting programs to change the situation?

The difference determines if intervention activities will be cost-effective, and therefore if it makes sense to design, develop, and implement the proposed HRD solutions.

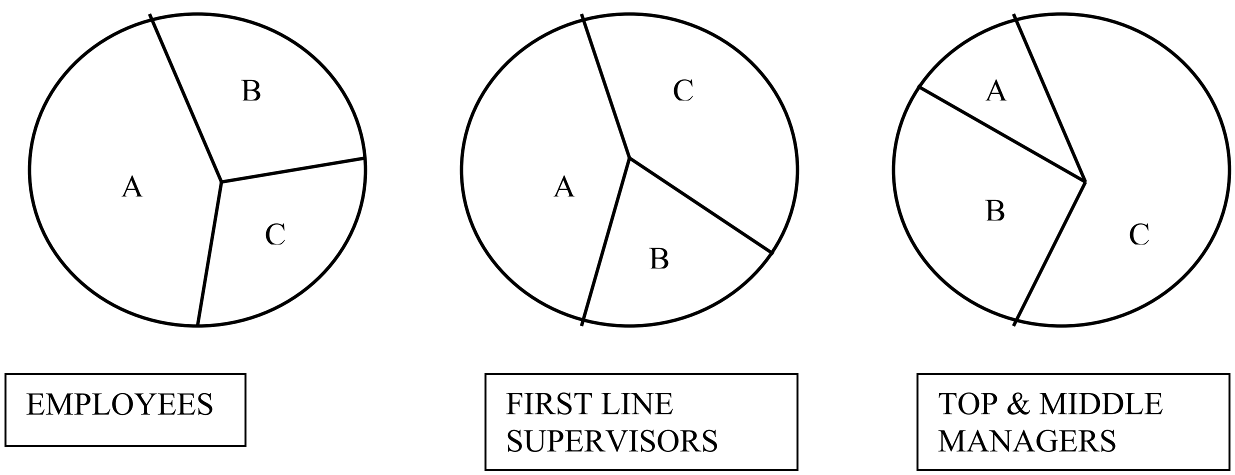
SUMMARY STEPS IN A NEEDS ANALYSIS:

- Perform a "gap" analysis to identify the current skills, knowledge, and abilities of
- your people, and the organizational and personal needs for HRD activities
- Identify your priorities and importance of possible activities
- Identify the causes of your performance problems and/or opportunities Identify possible solutions and growth opportunities.

and finally:

- Compare the consequences if the program is or is not implemented
- Generate and communicate your recommendations for training and development, organization development, career development, and/or other interventions

Training Needs for Employees at different Level



A: TECHNICAL SKILLS AND KNOWLEDGE

B: KNOWLEDGE ON ORGANISATION AND EXTERNAL

C: CONCEPTUAL AND INTERPERSONAL SKILLS

Quick Review

Training Assessment Methods

(i) IdentifYing Specilic Problems: Such problems are: productivity, high costs, poor material control, poor quality, excessive scrap and waste, excessive labour-management troubles, excessive grievances, excessive violation of rules of conduct, poor discipline, high employee turnover and transfers, excessive absenteeism, accidents, excessive fatigue, fumbling, discouragement, struggling with the job; standards of work performance not being met, bottlenecks in production, deadliness not being met, and delayed production.14 Problems like these suggest that training may be necessary. For this the task and the workers should be closely observed and the difficulties found out.

(ii) Anticipating Impending and *Future Problems* bearing on the expansion of business, the introduction of new products, new services, new designs, ne,w plant, new technology and of organisational changes concerned with manpower inventory for present and future needs.

(iii) Management Requests: The supervisors and managers may make specific request for setting training programmes. Though this method is simple and a correct evaluation of the employees performance deficiencies can be made, but often such recommendations may be built on faulty assumptions; and requests may not coincide with each other or organisational goals.

(iv) Interviewing and *Observing the Personnel* on *the Job:* Interviewing personnel and direct questioning and observation of the employee by his supervisors may also reveal training needs.

(v) *Performance Appraisal:* An analysis of the past performance records of the perspective trainee and comparing his' actual performance ,-,!ith the target performance may provide clues to specilic interpersonal skills that may need development.

(vi) Questionnaires:Questionnaires may be used for eliciting opinionsofthe employees on topics like communication, satisfaction, job characteristics, their attitude towards working conditions, pay, promotion policies etc. These will reveal much information about where an employee's skills and knowledge are deficient.

(vii) Checklist: The use of checklist is a useful supplement to interviews and observations. Through it, more reliable information can be obtained and the data got are quantifiable. This facilitates evaluating the training programme's effectiveness.

(viii) Morale and *Amtude Surveys:* An occasional personnel audit may be conducted to forecast future promotions, skill requirements, and merit rating, to initiate informal discussions and an examination of records and statistics regarding personnel, production, cost, rejects and wastages. All these generdlly reveal the potential problems to be tackled through training programmes.

(ix) In addition, tests of the interpersonal skills through handling of posed cases and incidents, may also reveal training needs.

(xi) Test or examinations.

(xii) Check lists.

(xiii) Performance appraisal.

Check List for Identifying Training and Development Requirements

Determine Immediate Needs

A. Evaluate current 'training and development programmes to determine whether training produces the desired behavioural changes.

(i) Evaluate ongoing training programmes.

(a) Review training documents for adequacy.

(b) Observe trainers and trainees in the learning environment of a classroom, a shop or a laboratory.

(c) Analyse in-course and end-of-course test results.

(d) Interview trainers and trainees.

(ii) List and analyse shortfalls in the process or products. Determine whether they are due to:

(a) Poor organisation;
(b) Inadequate supervision;
(c) Poor communication;
(d) Improper personnel selection or policies or procedures;
(e) Unclear policies;
(I) Poor job design;
(g) Equipment or materials problems;
(h) Work methods;
(i) Inappropriate work standards;
(j) Inadequate operator or supervisory training.

B. Survey all the aspects of the operations of an enterprise to determine the areas where additional training is required.

(a) Compare job descriptions and applicant specifications with personnel records. (b) Analyse performance ratings.

(c) Analyse all the records of an enterprise to identify areas of possible deficiency. (d) Identify and analyse operating problems.

(e) Use interviews, questionnaires, group conferences, tests, and work samples to determine training problems.

(I) Subject each problem to a careful analysis to determine whether it is due to: (1) Poor organisation;
(2) Inadequate supervision;
(3) Unclear or ambiguous policies;
(4) Poor communication;
(5) Improper, personnel selection policies;
(6) Poor job designs;
(7) Equipment or material deficiencies;
(8) Improper work methods;
(9) Inappropriate work standards:
(10) Training deficits.

II. Determine Long-range Training Needs

(a) Analyse an enterprise's plans, policies and forecast to determine their potential impact on staffing needs.

". *(b)* Identify and analyse future systems, equipment, techniques, and procedures t, determine their impact on personnel requirements.

(c) Determine whether current training systems will support future personal requirement in terms of:

(i) Operative personal workers;

(ii) Supervisory personnel;

(iii) Managerial personnel;

(d) Identify training System shortfalls.

m. For each training requirement, determine whether training be provided on or off the premises, and whether it should be normal or on,the-job. Consider:

(a) Comparative costs: and

(b) The availability of in-house personnel, equipment and facilities.

IV. Summaries training needs.

V. For off-the-premises programmes, develop Objectives, prepare contract specifications, solicit and evaluate proposals, and select contractors.

Vi. For in-house programmes, develop objectives and guidelines following the procedures laid down for the purpose

VARIOUS APPRAOCHES TO TRAINING NEED ANALYSIS

In a traditional Task or Needs Analysis, the analyst generates a list of tasks to be performed. This list is integrated into a survey to be completed by job incumbents, subject matter experts and supervisory personnel. Respondents are asked to evaluate the frequency, the criticality of each task to the successful performance of the job, and the amount of training required to reach proficiency. The surveys are then compiled and a committee discusses the findings and approves the tasks.

For many jobs, this basic Traditional Task Analysis works just fine. For others, some different tools might be required. The following are Analysis instruments that may be incorporated into the analysis.

People-Data-Things Analysis

Jobs are often characterized by the proportions of time spent on people, data, and things. Performance deficiencies are often the result from a mismatch between the nature of a job, and the employee's preference for focus on people, data, or things. Although most jobs entail that the jobholder work with all three, there is usually one of the three that the job most extensively focuses on. Listing all job responsibilities under one of the three categories will provide the information as to what major role an employee will be expected to fulfill -- a people person, a data person, or a thing person. The following verbs will help you to properly place a responsibility into a category:

- *people duties:* advises, administer, briefs, communicates, coordinates, conducts, consults, counsels, critiques, delegates, demonstrates, directs, explains, facilitates, guide discussions, implements, informs, instructs, interviews, manages, mentors, negotiates, notifies, plans, participates, persuades, promotes, provide feedback, organizes, sells, speaks (public), sponsors, supervises, teaches, trains, tutors, welcomes
- *data duties:* analyzes, arranges, audits, balances, budgets, calculates, compares, compiles, computes, designs, determines, documents, estimates, forecasts, formulates, identifies, lists, monitors, obtains, predicts, prepares, selects, surveys, tracks
- *thing duties:* activates, adjusts, aligns, assembles, calibrates, constructs, controls, cooks, cuts, develops, disassembles, drives, grows, inspects, lifts, loads, maintains, maneuvers, monitors, mixes, operates, paints, packs, repairs, services, transports, writes

Tabletop Analysis

Using a facilitator, a small group of 3 to 10 subject matter experts convene to identify the various tasks to be performed. A minimum of one job incumbent and one supervisor are needed to discuss the tasks. The facilitator conducts the sessions and documents the information. Through brainstorming and consensus building, the team develops a sequential list of tasks. Following this process, the team determines which tasks should be trained. Task selection is based on the frequency, difficulty, criticality and the consequences of error or poor performance. This method is labor intensive for the subject matter experts. The validity of the identified tasks is dependent upon the credibility of the selected subject matter experts. For consistency, the team of experts should remain the same throughout the process. The table-top method of job analysis typically consists of:

- Orienting the team.
- Reviewing the job.
- Identifying the duty areas associated with the job.
- Identifying the tasks performed in each duty area and write task statements.
- Sequencing the duty areas and task statements.
- Selecting tasks for training.

Hybrid Method

This involves both a quantitative analysis and consensus building. Using job task documents, a list of tasks is compiled by an analyst. Through an iterative process involving consensus building, the validity of the task list is assessed by subject matter experts, supervisors and job incumbents. Through discussions, each task's complexity, importance and frequency are numerically rated by members of the consensus group. Once the tasks are identified, the group identifies and validates the knowledge, skills and abilities required to perform each task.

Cognitive Task Analysis

For tasks with a high cognitive component, (i.e., decision making, problem solving, or judgments), a traditional task analysis may fail to identify those cognitive skills required to perform a given task or job. A cognitive task analysis is performed to identify and to describe the cognitive components of a task. There are a variety of methodologies available to help the instructional designer to represent and define the various knowledge structures needed to perform a task or job. These techniques can also be used to define expert systems and the "expert" in Intelligent Tutoring Systems. There are three knowledge structures: declarative, procedural and strategic:

1. **Declarative knowledge** tells us why things work the way they do, or that the object or thing has a particular name or location. It includes information about the concepts and elements in the domain and the relationships between them. The type of knowledge found at this level include facts, principles, rules of science and concepts. "Knowing the rules of good database design" is one example. Another is "knows the names, location, and prices of all the SKUs in inventory." Methods for eliciting declarative knowledge:
    - Card Sorting - The researcher obtains sets of concepts that broadly cover the domain (derived from glossary, texts, or gleaned from introductory tutorial talk), then transfers each concept onto a card. Subject matter experts then sorts the cards into common groups or functions according to similarity. The SMEs then creates the sorting criteria. The groups themselves are grouped until eventually a hierarchy is formed.
    - Data Flow Modeling - An expert is interviewed. The researcher then draws data flow diagram using data gathered from interview. Expert verifies diagram.
2. **Procedural knowledge** tells us how to perform a given task. Procedural knowledge contains the discrete steps or actions to be taken and the available alternatives to perform a given task. With practice, procedural knowledge can

become an automatic process, thus allowing us to perform a task without conscious awareness. This automatically also allows us to perform more than one complex task at a given time. A couple of examples would be "creates a v-ditch using a motored grader" or "types a letter at 95 words per minute." Methods for eliciting procedural knowledge:

- Interviewing - This is a variation of a basic interview. There are several variations. Some of them are: (1) working backwards through the problem, (2) drawing a concept map, (3) showing an expert photographs depicting system in a number of states and asking questions, (4) expert describes procedure to interviewer and then the interviewer teaches it back to the expert.
- Discourse Analysis (observation) - An expert helps an user while a researcher records the process. The transcript is then analyzed for tasks and elements. The data is then converted into a taxonomy.

3. **Strategic knowledge** is comprised of information that is the basis of problem solving, such as action plans to meet specific goals; knowledge of the context in which procedures should be implemented; actions to be taken if a proposed solution fails; and how to respond if necessary information is absent. An example of this would be a production plant manager who formulates a plan to meet the needs of a greatly increased forecast. Methods for eliciting strategic knowledge:
   - Critical Decision Method (Interview) first method - Interview of expert to identify non-routine events that challenged her expertise and events which expertise made a significant difference. A time line of events is then constructed and key points are further probed.
   - Critical Decision Method (Interview) second method - A semi-structured interview is performed utilizing specific probes designed to elicit a particular type of information. The data is then examined for perceptual cues, judgment details, and decision strategy details that are not generally captured with traditional reporting methods.

Observing the Expert Analysis

This method uses an observer to record an expert performing a task. The observer is a person who aspires to be an expert in a similar job. The trainer's role is to set the analysis in motion by briefing the observer and the expert regarding the intended outcome of the observation. This method works best when three similar experts are observed by three different aspiring observers. After the observations, the observers become a task force who meet with the training analysis who functions as a discussion facilitator.

Verification

This technique allows training program products to be determined based on work at other facilities on the same or similar tasks. This process can save significant effort and cost. Communication with, or benchmarking visits to the facilities will enable each facility to take advantage of existing experience and materials. Use of this technique requires the help of SMEs and a trained facilitator. These experts use various lists and documents to decide which tasks apply and to identify the tasks that require modification to reflect job requirements. The verification technique consists of the following steps:

- Gathering relevant existing training materials and task information from local and external sources.
- Comparing this information to the facility-specific needs.
- Modifying the information as needed.
- Verifying the accuracy of the information by Subject Matter Experts.

Functional Analysis

When a position that performs a large number of tasks (e.g., management or engineering) is being analyzed, a technique called functional analysis can be used. Rather than conducting a job analysis to identify specific tasks, major functions within the position are identified. After the competencies necessary to perform the major functions are identified, those competencies can be analyzed to determine objectives for training. For example, a manager might make many plans such as production planning, personal requirements, facility and equipment requirements, forecasting materials, and formulating budgets. The training objectives needed to perform these actions might read as: Create a Gantt Chart, Build a Capacity Requirement Plan, or Use the Basic Exponential Smoothing Model for forecasting.

Templating

Training content can be determined by the careful review and analysis of a template (a list of system facilities, procedures, theory topics, or generic learning objectives). The template technique uses a simplified process for determining content or developing learning objectives associated with the operation or maintenance of a specific system. This technique produces generic and system-specific learning objectives for the training and evaluation of personnel. Some organizations have approached the design of training based on the systems an individual operates or maintains. A template containing generic learning objectives is reviewed by subject matter experts for applicability. This approach directly generates system-specific terminal and enabling learning objectives. It is important that the template be carefully reviewed to determine the applicability of each item to the system. If this review is not accomplished, the result can readily become "know everything about everything." The template technique includes the following steps:

- Develop or modify an existing template to meet facility needs.
- Use of a trainer and a subject matter experts to select applicable objectives and/or complete portions of the template for a given system, component, or process.

Document Analysis

This technique is especially valuable when accurate procedures and other job related documents are available. Document analysis is a simplified technique for determining required knowledge and skills directly from operating procedures, administrative procedures, and other job related documents. A SME and a trainer review each section and step of the procedure or document to determine training program content. Document analysis consists of the following steps:

- Review the procedure or document and list the knowledge and skills required by a worker.
- Verify the accuracy of the results.

Now try to think, discuss with friends, observe and write about your conclusion on following:

1. List down various incidences leading to identification of training needs in any organization.

2. What is the link between training need identification and organization objectives.

ACTIVITY AND ASSIGNMENT:

1. Carry out Training need Identification for any Company.
2. Prepare Job Description and Job Specification for training manager and explain how it will help in training need analysis.
3. What is the role of need analysis in training? Do you think that all training programmes are based on such analysis.
4. How do you identify the training needs of an enterprise**?**

CASES

CASES 1. CREDIT APPRAISAL TO COMPUTER APPLICATIONS

Mr. Naveen has been working as a Manager (Credit Appraisal) in State Bank of India since 1970. He got first rank in his M.A. front Andhra Universities in 1969. He rose from Officer - Grade IV to Officer Grade I in a short span of 10 years. Personnel records of the bank show that he is an efficient manager in Agricultural Credit, Industrial Credit and Credit to small business etc. The bank is planning to computerise the project appraisal department. In this connection Mr. Naveen was asked to take training in computer operations. But he was quite reluctant to undergo training.

QUESTION

1. Why was Mr. Naveen reluctant to undergo training?

ALSO OBSERVE SOME OF THE FORMATS REALTING TO NEEDS ASSESSMENT HERE

INSTRUCTIONAL SKILLS INVENTORY

Name:__________________________________ Date:________________

This inventory lists 34 skills which successful instructors use when conducting a training session in a classroom. It will help you identify your strengths and potential areas for development.

The skills are organized in the following categories:

⇒**Demonstrating Preparation**

⇒**Establishing a Learning Climate**

⇒**Making Presentations**

⇒**Leading Discussions and Question/Answer Sessions**

⇒**Conducting Learning Exercises**

To complete the inventory, read each skill. Assess your level of competence/confidence for each skill by assigning a rating in the column indicated.

Use the rating scale below:

1 = You consider this skill to be a **development need**

2 = You consider this skill to be **adequate,** but not a clear strength

3 = You consider this skill to be a real **strength**

After you've completed the survey:

⇒**Identify your 3 strongest skills**

⇒**Identify the 3-5 skills that you would most like to develop**

INSTRUCTIONAL SKILLS INVENTORY

Skill	Rating
Demonstrating Preparation	
1. Explain the learning objectives, program agenda, and role expectations up front.	
2. Demonstrates knowledge of the subject matter.	
3. Is well organized and advances the various learning activities smoothly.	
4. Manages time effectively, controls distractions, and maintains an appropriate learning pace.	
5. Uses transitions to provide flow and a sense of continuity among the various learning activities.	
6. Obtains closure at appropriate points with summary statements.	
Establishing a Learning Climate	
7. Is comfortable working with the group.	
8. Helps participants see the relevance of the program to their jobs.	
9. Uses vocabulary which is not offensive, condescending, or patronizing.	
10. Is supportive and helpful to participants.	
11. Listens and responds to participants' reactions.	
12. Displays energy and enthusiasm.	

Skill	Rating
Making Presentations	
13. Develops points clearly and to the point.	
14. Uses body movement and eye contact to enhance delivery.	
15. Uses adequate voice modulation and maintains an appropriate pace.	
16. Uses concrete, simple language; avoids jargon or imprecise language.	
17. Uses meaningful examples, analogies, and illustrations to clarify points.	
18. Uses flip charts or other visual aids to present key points.	
Leading Discussions and Question/Answer Sessions	
19. Uses appropriate questions to direct and stimulate responses.	
20. Asks follow-up and probing questions to shape and extend responses.	
21. Avoids using closed-ended questions when trying to open up discussion.	
22. Reinforces participants for contributing, thereby increasing participation.	
23. Uses flipcharts or other visual aids to capture participants' comments.	
24. Repeats questions from participants before addressing answers.	
25. Draws on participants' experience for examples to illustrate points.	
26. Calls on participants to evaluate appropriateness of a given response.	

27. Avoids biasing participants by overusing an experience or opinions.	
Skill	**Rating**
Conducting Learning Exercises	
28. Gives complete, concise, and clear instructions.	
29. Explains the purpose of the exercise as well as the mechanics.	
30. Monitors learning exercises unobtrusively and offers help when needed.	
31. Facilitates the exchange of experiences, so participants can learn from one another during the debriefs of learning exercises.	
32. Asks appropriate initiating and clarifying questions to prompt and extend participants' learning during the debrief session.	
33. Builds upon and extends participants' ideas and analysis.	
34. Uses appropriate paraphrases and summaries to highlight learning points.	

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List Your 3 Major Strengths Below:

1.
2.
3.

List 3 Areas That You Would Like to Improve

1.
2.
3.