

## **TRAINING NEEDS ASSESSMENT**

### **A Must for Developing an Effective Training Program**

**By Judith Brown, Director of Research**

Training needs assessment is an ongoing process of gathering data to determine what training needs exist so training can be developed to help the organization accomplish its objectives. Conducting needs assessment is fundamental to the success of a training program. Often, organizations will develop and implement training without *first* conducting a needs analysis. These organizations run the risk of overdoing training, doing too little training or missing the point completely.

There are four main reasons why needs analysis must be done before training programs are developed.

1. To identify specific problem areas in the organization. HR and management must know what the problems are so that the most appropriate training (if training is the answer) will be directed to those organizational problems. For example, if a manager approached the HR department with a request for a communications program, too often the trainer's response (eager to serve management) will be to proceed to look around for a good communications program and conduct training without conducting a needs assessment first. This approach will inevitably fail. Nodding their heads appreciatively, everyone says "That was a good program," but when they go back to their departments, work proceeds as usual because the training was not directed to the real needs of the participants. The proper response should have been, "Yes, but let us start by taking a look at the situation. We will talk to a few people to find out what the problems are. Then when we develop the program, we can zero in on a specific situation, rather than just use a random approach."
2. To obtain management support. Management usually thinks training is a "nice thing to do." This stance can be laid directly at the doorstep of a poor (or nonexistent) needs assessment. The way to obtain management support is to make certain that the training directly affects what happens in that manager's department. Trainers should view themselves the same way that management does, making a direct contribution to the bottom line. Management will be committed to training when HR can show that it clearly improves performance on the job. As a result, training programs and budgets will not be the first things cut or trimmed.
3. To develop data for evaluation. Unless information on needs are developed prior to conducting training, the evaluations that take place after the program may not be valid. In conducting a needs analysis first, trainers can measure the effectiveness of a program.
4. To determine the costs and benefits of training. Training is usually looked upon as a nuisance rather than a contribution to the bottom line of the organization. This happens when trainers fail to develop a cost-benefit analysis for the training they conduct. Few managers would balk at spending \$20,000 to correct a problem costing them \$200,000 a year. Yet, most of the times trainers complain that management will not spend money on training. However, a thorough needs assessment that identifies the problems and performance deficiencies, allows management to put a cost factor on the training needs.

The major question trainers need to address in cost-benefit analysis is "What is the difference

between the cost of no training versus the cost of training?" This entails finding out what the costs (out-of-pocket, salary, lost productivity, etc) would be if the need continues without being met. Next, an analysis must be made of the cost of conducting the training program that can change the situation. The difference between these two factors will usually tell both the trainer and manager whether or not the training should be conducted.

Human Resource (HR) professionals and line managers also need to be aware that training is not the "cure all" for organizational problems. Neither should it be used as a tool to reward excellent performance or as motivation to correct poor performance. The purpose of training is to support the achievement of organization's goals by increasing the necessary skills of its employees.

Training is appropriate when your organization can be expected to gain more benefit from the training than it invested in its cost. The value of any training investment to the organization must rely on the vision and judgment of line supervisors and managers. You may authorize training to build skills and knowledge levels that help employees better contribute to your organizational mission(s). In some cases, the need is immediate and the training remedial; in other cases, the aim is to update and maintain professional knowledge; and in still others the goal is to prepare for requirements anticipated by higher level officials.

The following factors might indicate training or development needs of your employees:

#### **A. Development of employee/management skills to fill a current need**

- Trainee or intern training plans
- Reduction in Force (RIF) placements
- New Employees
- New supervisors
- Managerial competency assessments
- Reassignments
- Promotions

#### **B. Employee relations/organizational problems**

- Performance problems
- Production problems
- Safety problems
- Inspection deficiencies

#### **C. Meet changing needs**

- New technology
- New equipment or programs
- Modernization of equipment
- Mission changes
- Laws and regulations

#### **D. Career Development**

- Employees' requests
- Career enhancement plans

### **The Purpose and Objective for Conducting Needs Assessment**

Identifying training needs for your employees requires careful scrutiny of mission objectives, personnel, production, raw materials, costs, and other factors. The training requirements you identify factor into the total training budget forecasted for your organization and your installation, and impacts on the amount of funds that are allocated by senior management.

- Conducting a needs assessment is useful in identifying:
  - Organizational goals and its effectiveness in achieving these goals.
  - Gaps or discrepancies between employee skills and the skills required for effective job performance.
  - Problems that may *not* be solved by training. If policies, practices and procedures need to be corrected or adjusted, this is a concern for top management, not a training concern.
  - Conditions under which the training and development activity will occur.

In addition to providing a clear direction for identifying training needs, a needs analysis also serves as basis for evaluating the effectiveness of the training program. On completion of the analysis, you have a basis for comparison. In the absence of a needs analysis, training results are usually subjective and might not be attributable to the training.

Implementing and developing training programs can be expensive, so it makes sense to analyze training needs at the onset, so training can be tailored to focus on specific needs and withstand evaluation after training.

### **Types of Analysis**

A thorough needs analysis examines training needs on three levels:

1. Organizational
2. Task, and
3. Individual

### **Organizational Analysis**

Organizational analysis examines where training is needed in the organization and under what conditions the training will be conducted. It identifies the knowledge, skills, and abilities that employees will need for the future, as the organization and their jobs evolves or changes.

Analysis of HR data can indicate areas where training could improve performance. For example, departments or divisions with high turnover, high rates of absenteeism, poor performance, or other problems can be tagged. After a thorough analysis, training objectives can

be determined and the appropriate training developed. An organizational needs analysis may also deal with employee grievances, customer complaints, quality control issues, accident records and so on.

HR and line management also need to anticipate and plan for changes. Three such changes that should be carefully considered are:

- Future skill needs
- Labor pool
- Changes in laws and regulations

**Future skill needs:** How is your organization changing? Examples of situations that will affect planning for training needs on the organizational level, include:

- Compliance with affirmative action plans. Affirmative action guidelines require HR and management to be aware of equal employment opportunity (EEO) regulations and understand compliance goals.
- Installation of new equipment. New equipment creates the urgent need to train employees so the new equipment can be running productively and safely.
- Changes in standards and procedures. Whenever performance standards or procedure changes, the need for new skills will occur.
- Working in a team environment. New interpersonal skills and decision making will be needed with this type of cultural change.

**Changes in the labor pool.** Organizations have to plan for adjustment as the labor pool changes. As more women, minorities, immigrants and older workers join the workforce, employers must plan how to accommodate employees' diverse needs and still get the job accomplished.

**Changes in laws and regulations.** Laws and regulations may dictate training needs. For example, the decision in the 1998 *Oncala v. Sundowner Offshore Services, Inc.* held that same-sex harassment is forbidden by Title VIII of the Civil Rights Act of 1964. In addition to a policy statement, training would be particular important in instructing employees about blatant and subtler forms of same-sex discrimination.

### **Task Analysis**

Task analysis begins with job requirements and compares employee knowledge and skills to determine training needs. Examining job descriptions and specifications provide necessary information on expected performance and the skills employees need to accomplish their work. Any gaps between performance and job requirements indicate a need for task training.

- A good task analysis identifies:
- Tasks that have to be performed.
- Conditions under which tasks are to be performed.

- How often and when tasks are performed.
- Quantity and quality of performance required.
- Skills and knowledge required to perform tasks.
- Where and how these skills are best acquired.

### **Individual Analysis**

Individual Analysis targets individual employees and how they perform in their jobs. Using information or data from an employee's performance review in determining training program needs is the most common method. If an employee's review reveals deficiencies, training can be designed to help the employee meet the performance standard.

Employees can also be surveyed, interviewed or tested to determine their training needs. They can indicate problems they have or provide recommendations to solve problems. These interviews can be conducted on an individual basis or in a group setting.

### **Conducting a Needs Analysis**

In selecting which training needs analysis techniques to use, one requires answers to questions such as the following:

1. What is the nature of the problem being addressed by instruction?
2. How have training needs been identified in the past and with what results?
3. What is the budget for the analysis?
4. How is training needs analysis perceived in the organization?
5. Who is available to help conduct the training needs analysis?
6. What are the time frames for completing the exercise?
7. What will be the measure of a successful training needs analysis report?

The time spent and the degree of formality will differ according to particular needs and the organization involved. There are, however, four basic steps:

#### **1. Gather data to identify needs**

This can be accomplished through:

- Surveys/questionnaires
- Interviews
- Performance Appraisals
- Observations
- Tests
- Assessment Centers
- Focus Groups
- Document reviews
- Advisory Committees

As illustrated in the chart below , each method has special characteristics that can affect both the kind and quality of the information obtained. For instance, an interview can reflect the interviewer’s biases, while a questionnaire can have sampling biases if only a few participants return the survey. It is best to use more than one method to help validate the data as you can get different types of information from the different methods. For example, you can use questionnaires to gather facts and utilize follow-up interviews to delve more into why people answered questions the way they did.

It is also important to include persons from a cross section of the target employees for training. Sample people with varying experience levels, or you will not have a valid sample and training will only be effective for a certain part of the total population you targeted.

### **Advantages and Disadvantages of Needs Assessment Methods**

	<b>Method</b>	<b>Advantages</b>	<b>Disadvantages</b>
<b>Surveys / Questionnaires</b>	<p>May be in the form of surveys or polls of a random or stratified sample or an entire population.</p> <p>Can use a variety of question formats: Open-ended, projective, forced-choice, priority ranking.</p>	<p>Can reach a large number of people in a short time.</p> <p>Are inexpensive.</p> <p>Give opportunity of response without fear of embarrassment.</p> <p>Yield data easily summarized and reported.</p>	<p>Make little provision for free response.</p> <p>Require substantial time for development of effective survey or questionnaire.</p> <p>Do not effectively get at causes of problems or possible solutions.</p>
<b>Interviews</b>	<p>Can be formal or casual, structured or unstructured.</p> <p>May be used with a representative sample or whole group.</p> <p>Can be done in person, by phone, at the work site, or away from it.</p>	<p>Uncover attitudes, causes of problems, and possible solutions.</p> <p>Gather feedback; yield of data is rich.</p> <p>Allow for spontaneous feedback.</p>	<p>Are usually time-consuming.</p> <p>Can be difficult to analyze and quantify results.</p> <p>Need a skillful interviewer who can generate data without making interviewee self-conscious or suspicious.</p>

<p><b>Performance appraisals</b></p>	<p>May be conducted informally or systematically.</p> <p>Conducted by manager; appraisal developed by HR.</p> <p>Should be conducted on a regular basis and separately from merit discussions.</p>	<p>Indicate strengths and weakness in skills and identify training and development needs.</p> <p>Can also point out candidates for merit raises or promotions.</p>	<p>Can be costly to develop the system, implement the appraisals, and process the results.</p> <p>May enable managers to manipulate ratings to justify a pay raise.</p> <p>May invalidate the appraisal because of supervisor bias.</p> <p>May be prohibited for union employees.</p>
<p><b>Observations</b></p>	<p>Can be technical, functional, or behavioral.</p> <p>Can yield qualitative or quantitative feedback.</p> <p>May be unstructured.</p>	<p>Minimize interruption of routine work flow or group activity.</p> <p>Generate real-life data.</p>	<p>Requires a highly skilled observer with process and content knowledge.</p> <p>Allow data collection only in the work setting.</p> <p>May cause “spied on” feelings.</p>
<p><b>Tests</b></p>	<p>Can be functionally oriented to test a board, staff, or committee member’s understanding.</p> <p>Can be administered in a monitored setting or “take home.”</p>	<p>Can be helpful in determining deficiencies in terms of knowledge, skills, or attitudes.</p> <p>Easily quantifiable and comparable.</p>	<p>Must be constructed for the audience, and validity can be questionable.</p> <p>Do not indicate if measured knowledge and skills are actually being used on the job.</p>

<p><b>Assessment Centers</b></p>	<p>For management development.</p> <p>Require participants to complete a battery of exercises to determine areas of strength that need development.</p> <p>Assess potential by having people work in simulated management situations.</p>	<p>Can provide early identification of people with potential for advancement.</p> <p>More accurate than “intuition.”</p> <p>Reduce bias and increase objectivity in selection process.</p>	<p>Selecting people to be included in the high-potential process difficult with no hard criteria available.</p> <p>Are time-consuming and costly to administer.</p> <p>May be used to diagnose developmental needs rather than high potential.</p>
<p><b>Focus groups / group discussion</b></p>	<p>Can be formal or informal.</p> <p>Widely used method.</p> <p>Can be focused on a specific problem, goal, task, or theme.</p>	<p>Allow interaction between viewpoints.</p> <p>Enhance “buy-in”; focus on consensus.</p> <p>Help group members become better listeners, analyzers, problem solvers.</p>	<p>Are time-consuming for both consultants and group members.</p> <p>Can produce data that is difficult to quantify.</p>
<p><b>Document reviews</b></p>	<p>Organizational charts, planning documents, policy manuals, audits, and budget reports.</p> <p>Include employee records (accidents, grievances, attendance, etc.).</p> <p>Also include meeting minutes, program reports, and memos.</p>	<p>Provide clues to trouble spots.</p> <p>Provide objective evidence or results.</p> <p>Can easily be collected and compiled.</p>	<p>Often do not indicate causes of problems or solutions.</p> <p>Reflect the past rather than the current situation.</p> <p>Must be interpreted by skilled data analysts.</p>

<b>Advisory Committees</b>	<p>Secure information from people who are in a position to know the training needs of a particular group.</p> <p>Supply data gathered from consultants by using techniques such as interviews, group discussions, and questionnaires.</p>	<p>Are simple and inexpensive.</p> <p>Permit input and interaction of a number of individuals with personal views of the group's needs.</p> <p>Establish and strengthen lines of communication.</p>	<p>Carry biased organizational perspective.</p> <p>May not represent the complete picture because the information is from a group that is not representative of the target audience.</p>
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## 2. Determine what needs can be met by training and development

If there is indication of performance deficiency, the next step is to determine what needs can be met by training and development. If the problems relate to employee relations such as poor morale, lack of motivation or inability to learn, training is *not* a solution. Human resource professionals who use training as a motivator misunderstand the purpose of training, which is simply to pass on missing skills and knowledge to employees who are willing and able to learn. Problems arising from non-training issues such as insufficient rewards or obsolete equipment can be identified and referred to management.

## 3. Proposing solutions

After determining that training is a potential solution, HR professionals will need to closely examine if formal training is the best way to meet the need. You might find that practice or feedback is all that is needed.

- *Practice* is useful a particular skill was taught but not used. For example, an employee might be trained in all aspects of a word-processing program but use only a small portion of those skills. If the job requires expansion of those skills, the employee may need time to review additional word processing material and practice using them.
- *Feedback* to employees concerning their work is critical in maintaining quality. Managers and supervisors need to periodically evaluate job performance and tell employees what they are doing correctly or incorrectly to avoid work skills diminishing. If an employee was not able to perform a certain skill, using an existing program to retrain or designing a new program may be the appropriate solution.

## 4. Identifying the Next Step

Once needs have been analyzed and identified, the next step is to develop the training proposal itself. It should spell out the need for training, the expected results, the people to be trained, and

the expected consequences if training is not conducted. A key decision is whether to use an existing program or design a new training program.

### **Conclusion**

We have seen that the rationale for developing a training program relies heavily on identifying training needs and justifying the costs and benefits to the organization. Without a clear understanding of needs, training efforts are at best randomly useful and at worst, useless. The trainer will only be successful and perceived as such to the extent that needs are carefully assessed and programs developed and carried out that meet those needs. The end result is a more precise picture of training needs, which can lead to a performance improvement oriented training program and better results from training.

### **Website Resources:**

Needs Assessment Matrix

[http://mime1.marc.gatech.edu/MM\\_Tools/NAM.html](http://mime1.marc.gatech.edu/MM_Tools/NAM.html)

Training Needs Analysis: A Broad View

[http://brookebroadbent.mondenet.com/broad\\_v.htm](http://brookebroadbent.mondenet.com/broad_v.htm)

Getting results from a Management Training needs Analysis

<http://www.alumni.caltech.edu/~rouda/ASTD.html>

Techniques for Evaluating Training Programs By Donald Kirkpatrick

[http://www.astd.org/CMS/templates/template\\_1.html?articleid=20840](http://www.astd.org/CMS/templates/template_1.html?articleid=20840)

Was it the Training? By Jack J. Phillips

[http://www.astd.org/CMS/templates/template\\_1.html?articleid=11016](http://www.astd.org/CMS/templates/template_1.html?articleid=11016)

How Much is the Training Worth? By Jack J. Phillips

[http://www.astd.org/CMS/templates/template\\_1.html?articleid=11019](http://www.astd.org/CMS/templates/template_1.html?articleid=11019)

### **Books:**

Return on Investment in Training and Performance Improvement Programs, Gulf Publishing, 1997; ASTD Infoline Series, Level 5: ROI (1998); Consultant's Scorecard, McGraw-Hill, 2000.

S. Bartram and B. Gibson. Training Needs Analysis. Published by Gower.

Goldstein, I. (1989). Training and Development in Organizations. Published by Jossey-Bass,

Ulrich, David Human Resource Champions: The Next Agenda for Adding Value and Delivering Result

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**BALTIMORE COUNTY, MARYLAND**  
**Office of Human Resources/Personnel**  
**Interoffice Correspondence**

DATE: March 25, 1998

TO: Distribution List A, Al, and B

FROM: Antony J. Sharbaugh, Director  
Office of Human Resources/Personnel

SUBJECT: Countywide Training Needs Analysis Survey

The Office of Human Resources/Personnel, Division of Training is committed to developing comprehensive training that will meet the current and future needs of the Baltimore County Government work force. To be effective, an organization must provide training to improve individual job skills thereby increasing efficiency and productivity collectively. To this end, I am asking that Agency Training Liaisons attend a Needs Analysis Meeting to be held at the Office of Human Resources/Personnel on **April 17, 1998 at 9:00 a.m.** to get details on their role in this project.

A Countywide Training Needs Analysis is being conducted by the Office of Human Resources/Personnel, Division of Training to evaluate the effectiveness of current training and identify future training needs. The support and cooperation of everyone is necessary for this project to be effective.

This analysis will provide the necessary data to enable the Office of Human Resources/Personnel to prioritize training needs and design training programs that will guarantee the growth and success of the Baltimore County Government work force. Determining common training needs throughout agencies, will allow us to prioritize and best utilize existing training resources.

Tom Simoes, from the Division of Training, will be coordinating the Needs Analysis Survey for the Office of Human Resources/Personnel. He will be working closely with the training liaisons from your department who will assist in the distribution and collection of the survey instrument. I appreciate your past support and anticipate your continued cooperation in helping to make this needs analysis successful.

Please emphasize the importance of attending this meeting to your Agency Training Liaison so you agency's views may be adequately represented.

## INSTRUCTIONS FOR TRAINING NEEDS ANALYSIS SURVEY

This survey is being conducted by the Office of Human Resources/Personnel, Division of Training, to evaluate current training programs and to help determine future training needs. Every Baltimore County employee is encouraged to participate in this survey. Your input is very important to us!

### *General Instructions*

Supervisory Survey (blue) will be completed by personnel with the authority to hire, fire, evaluate, and apply discipline. All other personnel will complete the Non-Supervisory Survey (yellow). A blue General Purpose-NCS Answer Sheet is provided for filling in your responses. Your survey consists of a front and back. Please complete both sides.

### *Instructions for Completing the Survey*

1. Use a No. 2 pencil. Fill in the circle that corresponds to your letter or number response.
2. NAME-- You are **not** required to indicate your name.
3. SEX-- Fill in "M" for male; "F" for female.
4. GRADE OR EDUCATION
  1. Supervisory personnel fill in "I"
  2. Non-Supervisory personnel fill in "2"
5. BIRTHDAY- You are **not** required to complete this section.
6. IDENTIFICATION NUMBER --You are **not** required to complete this section.
7. SPECIAL CODES Indicate your Agency Number. Use columns "K" and "L". Agency numbers can be found on the back of this instruction sheet.

### *Supervisors*

Supervisors will answer thirty (30) questions on your answer sheet filling in the number that corresponds to your selection on the survey. For questions one (1) to seven (7) fill in five (5) if you did not take any of the training listed. For number twenty-nine (29) and thirty (30) record your response in the top margin of side two (2) of your answer sheet (reverse side). **Please print.**

### *Non-supervisors*

Non-supervisory employees will answer seventeen (17) questions on your answer sheet filling in the number that corresponds to your selection on the survey. For questions one (1) to four (4) fill in five (5) if you did not take any of the courses listed. For number eighteen (18) and nineteen (19) record any response in the top margin of side two of your answer sheet (reverse side). **Please print.**

Department liaisons will begin the survey on Monday, April 20, 1998. Return your completed answer sheet to your training liaison within five working days of receiving your survey.

## NON-SUPERVISORY TRAINING NEEDS ANALYSIS SURVEY

The Office of Human Resources/Personnel, Division of Training realizes that in order to be effective, any training program must meet the needs of the people that it serves. Therefore, we are asking every Baltimore County Government employee to help evaluate existing training and indicate areas of future need.

Please evaluate each training program you attended on a scale of one (1) to four (4). One (1) being the most useful; four (4) being the least useful. Please fill in your responses on your computerized answer sheet. If you did not take any course that is listed, fill in five (5) on your computerized answer sheet.

- |    |  |           |
|----|--|-----------|
| 1. | COMPUTER TRAINING COURSES                  | 1 2 3 4 5 |
| 2. | CUSTOMER SERVICE                           | 1 2 3 4 5 |
| 3. | INFORMATION ON EMPLOYEE ASSISTANCE PROGRAM | 1 2 3 4 5 |
| 4. | PREVENTING SEXUAL HARASSMENT               | 1 2 3 4 5 |

The Office of Human Resources/Personnel, Division of Training is in the process of developing several other training programs that will be offered in the near future. Please indicate how valuable you believe these programs would be to anyone **interested in leadership positions**. Please rate each training session on a scale of one (1) to four (4). One (1) being the most useful; four (4) the least useful. Please fill in the correct circle on your computerized answer sheet.

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|----|--|---------|
| 5. | <p><b>LEADERSHIP FOR NEW LEADERS</b><br/>Participants will learn to balance their responsibilities of planning work, assigning tasks, giving evaluations, resolving conflicts, and many other essential duties.</p>  | 1 2 3 4 |
| 6. | <p><b>INTERVIEWING TECHNIQUES</b><br/>Participants will learn interviewing techniques and procedures used to conduct effective hiring interview Techniques apply to planning, conducting, and controlling interview. Legal aspects of interviews are emphasized.</p> | 1 2 3 4 |
| 7. | <p><b>CONFLICT RESOLUTION</b><br/>Participants will learn to analyze conflicts, obtain strategies and techniques for resolving conflicts with individuals and groups. Participants will learn to utilize various problem solving techniques.</p>                     | 1 2 3 4 |

Please evaluate the following topics and indicate if training in any of these areas will help you to

develop skills that will improve your effectiveness as an employee of Baltimore County. Rate **EACH TOPIC** on a scale of one (1) to four (4). One (1) being the most helpful; four (4) being the least helpful. Please complete your responses by filling in the correct circle on your computerized answer sheet. Space is also provided for you to add any other topics that are not listed that you wish the Office of Human Resources/Personnel, Division of Training to consider for future training development.

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|---|---------|
| 8. IMPROVING WRITING SKILLS             | 1 2 3 4 |
| 9. IMPROVING VERBAL SKILLS              | 1 2 3 4 |
| 10. IMPROVING LISTENING SKILLS          | 1 2 3 4 |
| 11. ANALYZING PERSONAL/TECHNICAL SKILLS | 1 2 3 4 |
| 12. WRITING AN EFFECTIVE RESUME         | 1 2 3 4 |
| 13. PREPARING FOR A HIRING INTERVIEW    | 1 2 3 4 |
| 14. MANAGING CHANGE AND STRESS          | 1 2 3 4 |
| 15. SETTING AND MEETING PERSONAL GOALS  | 1 2 3 4 |
| 16. WORKING IN TEAMS/PROBLEM SOLVING    | 1 2 3 4 |
| 17. HOW TO INTERACT WITH PEOPLE         | 1 2 3 4 |

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Suggestions for training development should be **printed** in the top margin of side two (2) of your computerized answer sheet.

### **SUPERVISORY TRAINING NEEDS ANALYSIS SURVEY**

The Office of Human Resources/Personnel, Division of Training realizes that in order to be effective, any training program must meet the needs of the people it serves. Therefore, we are asking every Baltimore County Government employee to help evaluate existing training and indicate areas of future need.

Please rate each training program you attended on a scale of one (1) to four (4). One (1) being the most useful; four (4) the least useful. Please fill in your responses on your computerized answer sheet. If you did not take any course that is listed, fill in five (5) on your computerized answer sheet.

- |                                    |           |
|------------------------------------|-----------|
| 1. COMPUTER TRAINING COURSES       | 1 2 3 4 5 |
| 2. CUSTOMER SERVICE                | 1 2 3 4 5 |
| 3. SUPERVISOR'S UPDATE ON EMPLOYEE | 1 2 3 4 5 |

ASSISTANCE PROGRAM

- 4. PREVENTING SEXUAL HARASSMENT 1 2 3 4 5
- 5. LEADERSHIP TRAINING 1 2 3 4 5
- 6. SITUATIONAL LEADERSHIP 1 2 3 4 5
- 7. POWER OF POSITIVE REINFORCEMENT 1 2 3 4 5
- 8. DOCUMENTING DISCIPLINE 1 2 3 4 5

Please give additional feedback on advanced computer training courses currently offered to County employees at the Computer Training Center.

- 8. Do you feel your staff is adequately trained on the MICROSOFT Office software (Word, Excel, Access, Powerpoint) ? Yes=1, No=2

- 9. If **NO** to #8, to what do you attribute this lack of training? (Select only one)  
(If you answered **YES** to #8, skip this question and continue on to #10)

- 1) Lack of staff interest/no need after training
- 2) No practice time or support quality of training.
- 3) No hardware/software
- 4) Insufficient
- 5) Other

- 10. Have you sent staff to the advanced training provided by Baltimore County and Towson University? Yes=1, No=2

- 11. Have you sent staff to training provided by another source?  
Yes=1, No=2

- 12. If YES to #11, what were your reasons for seeking training from another source? (Select only one)

(If you answered NO to # 11, skip this question and continue on to # 13)

- 1) Price
- 2) More convenient location/schedule
- 3) Course needed not offered
- 4) Better quality of training
- 5) Other

- 13. What factors *prevent* you from sending staff for advanced computer training?

- 1) Location offered
- 2) Price/Funding
- 3) No need
- 4) Time course
- 5) No hardware/software

- 14. What factors encourage you to send staff for training? (Select only one)

- 1) Perceived need by staff
- 2) Perceived need by supervisor
- 4) Price
- 5) Location/Convenience

3) Application of training to improve job performance

The Office of Human Resources/Personnel, Division of Training is in the process of developing several other training programs that will be offered to Supervisory personnel in the near future. Please indicate how valuable you believe this training will be in providing you the opportunity to improve your leadership skills. Please rate these training sessions on a scale of one (1) to four (4). One (1) being the most useful; four (4) the least useful. Please complete your response by filling in the correct circle on your computerized answer sheet.

15. LEADERSHIP FOR NEW LEADERS

Supervisors will learn to balance their responsibilities of planning work, assigning tasks, giving evaluations, resolving conflicts, and many other essential duties.

1 2 3 4

16. INTERVIEWING TECHNIQUES

Supervisors will learn interviewing techniques and procedures used to conduct effective hiring interviews. Techniques apply to planning, conducting, and controlling interview. Legal aspects of interviews

are emphasized. 1 2 3 4

17. CONFLICT RESOLUTION

Supervisors will learn to analyze conflicts, obtain strategies and techniques for resolving conflicts with individuals and groups. Participants will learn to utilize various problem solving techniques.

1 2 3 4

Please evaluate the following topics, and indicate if training in any of these areas will help you to develop skills that will improve your effectiveness as a leader. Rate these areas on a scale of one (1) to four (4). One (1) being the most helpful; four (4) being the least helpful. Fill in your responses on your answer sheet. Space is also provided for you to add any other topics that are not listed that you wish the Office of Human Resources/Personnel, Division of Training to consider for future training development.

- |   |         |
|---|---------|
| 18. COMMUNICATION/LISTENING             | 1 2 3 4 |
| 19. BUSINESS LETTER WRITING             | 1 2 3 4 |
| 20. SKILL ASSESSMENT/CAREER DEVELOPMENT | 1 2 3 4 |
| 21. MANAGING CHANGE AND STRESS          | 1 2 3 4 |
| 22. DEVELOPING INTERPERSONAL SKILLS     | 1 2 3 4 |
| 23. SETTING GOALS AND STANDARDS         | 1 2 3 4 |
| 24. BASIC BUDGET PREPARATION            | 1 2 3 4 |
| 25. CONDUCTING PRODUCTIVE MEETINGS      | 1 2 3 4 |
| 26. TIME MANAGEMENT                     | 1 2 3 4 |
| 27. ALLOCATING/CONTROLLING RESOURCES    | 1 2 3 4 |
| 28. TEAM BUILDING                       | 1 2 3 4 |
| 29. (See instruction below)_____        |         |
| 30. (See instructions below)_____       |         |

Suggestions for training development should be **printed** in the top margin of side two (2) of

your computerized answer sheet

Date: \_\_\_\_\_

To: Survey Participants

From: Agency Training Liaison

Subject: Training Needs Analysis Survey

This Training Needs Analysis is being conducted by the Office of Human Resources/Personnel, Division of Training to evaluate the effectiveness of current training and help to identify future training needs. The support and participation of every Baltimore County Government employee is necessary in order for this project to be effective. This survey will provide the data that will enable the Office of Human Resources/Personnel to prioritize training needs and design training programs to meet the needs of Baltimore County employees. *Your input is very important to us!*

You need the following materials to complete this survey:

1. Instruction Sheet White in color
2. Survey Blue for Supervisors  
Yellow for Non-Supervisors
3. NCS Answer Blue/Lilac in color

Please return your completed NCS Answer Sheet no later than five working days after receiving it to:

\_\_\_\_\_ (Agency Liaison's Name)

\_\_\_\_\_ (Agency Liaison's Mail Stop)

If you have any Questions concerning the survey, I can be reached at  
\_\_\_\_\_ (Liaison's Extension No.)

**THANK YOU FOR HELPING TO MAKE THIS PROJECT A SUCCESS!**

## Management Skills & Training Needs Assessment

Please review the following management skills and indicate your level of need, or desire for more information and skill development training by circling the corresponding number. Please consider, also, your desire for further skill development or "refresher" training as you complete this survey. Feel free to write in other topics of interest that are not listed.

High            Moderate    Low  
desire/need    desire/need    desire/ need

### Leadership

◆ discovering & applying your leadership style	5	4	3	2	1
◆ developing flexible / appropriate leadership styles	5	4	3	2	1
◆ developing teamwork among employees	5	4	3	2	1
◆ effective budgeting: finance for non-financial managers	5	4	3	2	1
◆ implementing organization change(dealing w/ resistance)	5	4	3	2	1
◆ influence w/o authority - dealing effectively w/ peers	5	4	3	2	1
◆ diversity as a workplace issue	5	4	3	2	1
◆ other: -----	5	4	3	2	1

### Motivation

High            Moderate    Low

◆ discovering & working w/ employee work styles	5	4	3	2	1
◆ ways to improve work climate and employee	5	4	3	2	1
◆ morale / motivation	5	4	3	2	1
◆ discovering alternate reward systems for employees	5	4	3	2	1
◆ preventing employee "burnout"	5	4	3	2	1
◆ other: -----	5	4	3	2	1

### Employee Development

High    Moderate    Low

◆ effective delegation	5	4	3	2	1
◆ coaching & counseling employees	5	4	3	2	1
◆ training new employees / work procedures	5	4	3	2	1
◆ how to be a mentor	5	4	3	2	1
◆ other:-----	5	4	3	2	1

### Interpersonal Communication

High    Moderate    Low

◆ effective listening skills	5	4	3	2	1
◆ giving & receiving constructive criticism	5	4	3	2	1
◆ dealing w/ difficult personalities	5	4	3	2	1

◆	conflict management techniques	5	4	3	2	1
◆	other: -----	5	4	3	2	1

**Management Skills & Training Needs Assessment {continued}**

<b><u>Business Communication</u></b>		High	Moderate	Low		
◆	the art of negotiating	5	4	3	2	1
◆	business writing	5	4	3	2	1
◆	oral presentation skills	5	4	3	2	1
◆	working effectively w/ boards & committees					
◆	in a political environment	5	4	3	2	1
◆	media relations	5	4	3	2	1
◆	developing & writing desk procedures					
◆	office procedures	5	4	3	2	1
◆	other:-----	5	4	3	2	1

<b><u>Taking Corrective Action</u></b>		High	Moderate	Low		
◆	dealing with employee complaints & grievances	5	4	3	2	1
◆	apply positive discipline techniques	5	4	3	2	1
◆	how to document performance	5	4	3	2	1
◆	other:-----	5	4	3	2	1

<b><u>Employee Selection &amp; Orientation</u></b>		High	Moderate	Low		
◆	job analysis: determining needed skills & experience	5	4	3	2	1
◆	developing & conducting employee interviews	5	4	3	2	1
◆	EEOC, ADA and other legal aspects of hiring	5	4	3	2	1
◆	other:-----	5	4	3	2	1

<b><u>Problem Solving</u></b>		High	Moderate	Low		
◆	determining "root causes" of problems	5	4	3	2	1
◆	using effective problem solving methods	5	4	3	2	1
◆	employing grp. decision making techniques	5	4	3	2	1
◆	developing, administering & analyzing customer service surveys	5	4	3	2	1
◆	how to implement improved customer service techniques	5	4	3	2	1
◆	systems & process analysis (looking at what you do, how you do it, and ways to improve it)	5	4	3	2	1
◆	other: -----	5	4	3	2	1

## Management Skills & Training Needs Assessment

### Performance Management

	High	Moderate	Low		
◆ setting goals & standards	5	4	3	2	1
◆ conducting employee performance eval. discussions	5	4	3	2	1
◆ obtaining employee performance feedback (from employee & various sources)	5	4	3	2	1
◆ understanding and applying County policies & procedures	5	4	3	2	1
◆ performance measurement (measuring the effectiveness of programs, customer service initiatives, processes)	5	4	3	2	1
◆ other:-----	5	4	3	2	1

### Time Management

	High	Moderate	Low		
◆ personal time management	5	4	3	2	1
◆ project management	5	4	3	2	1
◆ long-term goal setting (strategic planning and performance monitoring)	5	4	3	2	1
◆ other:-----	5	4	3	2	1

### Computer & Technical

◆ Keyboarding skills	5	4	3	2	1
◆ Basic PC / Windows	5	4	3	2	1
◆ Network training (understanding the menu, printing basic procedures on the PC as relates to the Co. network)	5	4	3	2	1
◆ E-mail training (both OPN and Internet)	5	4	3	2	1
◆ WordPerfect Beginning	5	4	3	2	1
◆ WordPerfect Intermediate	5	4	3	2	1
◆ WordPerfect Advanced - tables	5	4	3	2	1
◆ WordPerfect Advanced - merge / macros	5	4	3	2	1
◆ Lotus - Beginning	5	4	3	2	1
◆ Lotus - Intermediate	5	4	3	2	1
◆ Lotus - Advanced	5	4	3	2	1
◆ Understanding the Internet	5	4	3	2	1
◆ Using "Netscape" (Co. software that helps you navigate through the Internet to find information)	5	4	3	2	1
◆ Other:-----	5	4	3	2	1

**Management Skills & Training Needs Assessment {continued}**

	High	Moderate	Low		
1. What level of need exists for <b>lead worker training</b> in your work group? (leadership and semi-supervisory training for lead workers, foreman, team leaders, etc)	5	4	3	2	1
2. What level of interest do you have for <b>360* feedback</b> to develop / improve your managerial & professional skills? (confidential feedback instrument from your boss, 2 peers and 2 employees, tabulated with recommendations for your professional growth.)	5	4	3	2	1
3. What level of interest do you have for a <b>work climate survey?</b> (confidential feedback from your employees on working conditions, morale issues, communication, organization, work policies & procedures)	5	4	3	2	1
4. What level of interest do you have for obtaining assistance in conducting a <b>customer service survey</b> for your work unit? (surveying the public, internal "customers," or vendors?)	5	4	3	2	1
5. What level of interest do you have to participate in <b>self study programs?</b> (computer based training and/or video and cassette training programs w/ workbooks)	5	4	3	2	1
6. What level of interest do you have in using:					
• an on-site <b>computer based training room?</b>	5	4	3	2	1
• <b>laptop PC</b> to be checked out and used at home for self-study programs?	5	4	3	2	1
7. Have you used the Waukesha County <b>Tuition Assistance</b> Program? <input type="checkbox"/> Yes <input type="checkbox"/> No      Why or Why not?					
8. Do you have <b>training needs specific to your job?</b> ... if so, what are they?					

9. COMMENTS:

Please complete and return to Deb Kneser, Human Resources Division. Thank you for your participation!

**County of Henrico  
 Human Resource Department  
 P.O. Box 27032  
 Richmond, VA 23273  
 Tel: 804-501-4204  
 Fax: 804-501-5287**

We had three different instruments that were distributed to randomly selected employees as follows:

Clerical Staff (Non-Secretarial support employees, i.e., customer service assistants, dispatchers, etc.)	Clerical Survey (the white one)
Administrative Support Staff (Secretaries, Executive Secretaries, etc.)	Clerical Survey (the white one)
Professional & Paraprofessional Staff (Non supervisory degreed professionals)	Professional Survey (the yellow one)
First Line Supervisors	Manager Survey (the tan one)
Middle Managers	Manager Survey (the tan one)
Upper Managers	Manager Survey (the tan one)

In the past, department heads had been the only ones surveyed, and they were asked only general open-ended questions about training needs and business concerns. The approach we used this year enabled us to quantify the responses (using the values 1, 2, and 3 for “not needed, moderate need and great need”). It also told us how to target the training for specific audiences.

Let me know if you have any additional questions. You can call me at (804) 501-7207 or e-mail me at [hol17@co.henrico.va.us](mailto:hol17@co.henrico.va.us).

Sheryn Holinsworth  
 Personnel Analyst/Trainer

Enclosures

For: **CLERICAL & ADMINISTRATIVE SUPPORT STAFF  
PROFESSIONAL & PARAPROFESSIONALS**

*Instructions:* To the right of each skill are the numbers 1, 2, and 3 (Degree of Need). Please circle the appropriate number that you feel best describes **your training needs** in each area.

Scale: 1-training - not needed  
2-training - moderate need  
3-training - great need

*Example:*

Skill	Not Needed	Moderate Need	Great Need
Listening Skills			

The individual believed that training in Listening Skills was a personal necessity (3). Please be sure to identify skills that are needed. Needs and wants are often different..

**I. COMMUNICATION SKILLS:**

<b>Skill</b>	<b>Not Needed</b>	<b>Moderate Need</b>	<b>Great Need</b>
Listening Skills	1	2	3
Dealing with Difficult People	1	2	3
Assertiveness	1	2	3
Customer Service	1	2	3
Telephone Skills	1	2	3
Conflict Resolution	1	2	3
Business Writing	1	2	3
Cultural Awareness Issues	1	2	3
Lead Worker	1	2	3
Scheduling Meetings	1	2	3
Other: (Please list)	1	2	3

**II . CAREER DEVELOPMENT:**

<b>Skill</b>	<b>Not Needed</b>	<b>Moderate Need</b>	<b>Great Need</b>
Resume Writing	1	2	3
Interview Skills	1	2	3
Job Search Strategies	1	2	3
Career Interest Inventory	1	2	3
Other: (Please List)	1	2	3

**111. PERSONAL and PROFESSIONAL DEVELOPMENT:**

	<b>Not Needed</b>	<b>Moderate Need</b>	<b>Great Need</b>
Retirement Planning	1	2	3
Stress Management	1	2	3
Public Speaking	1	2	3
Time Management	1	2	3
Team Effectiveness	1	3	
Developing Supervisory Skills (for non-supervisors)	1	2	3
Organizational Skills	1	2	3
Myers Briggs Type Indicator (Personality Instrument)	1	2	3
Networking with other County Employees	1	2	3
Other: (Please list)	1	2	3

**IV. TECHNICAL/COMPUTER:**

<b>Skill</b>	<b>Not Needed</b>	<b>Moderate Need</b>	<b>Great Need</b>
Word	1	2	3
Excel	1	2	3
Access	1	2	3
Powerpoint	1	2	3
HTML	1	2	3
Internet	1	2	3
Dictation/Shorthand	1	2	3
Transcription	1	2	3
File Management (Manual & Electronic)	1	2	3
Project Management	1	2	3
Payroll Process	1	2	3
Other: (Please list)	1	2	3

1. Have you attended any training workshops sponsored by the Personnel Department?  
(yes/no)
2. If yes, which programs have you recently attended?
3. Was the training helpful to you in your present position? (yes/no)
4. If yes, how was it helpful?
5. If the training was not helpful, please explain.
6. Please list your suggestions for improving the training offered by the Personnel Department, so that it will be of the greatest help to you in the future.
7. Please use the space provided below to comment on any of your responses, or to address any additional training needs you may have. Please print.

## MANAGERS

Please identify your position as one of the +following:

**Upper Manager (Agency Heads, Key Officials, Assistant Agency Heads)**

**Middle Manager (Oversee First Line Supervisors)**

**First Line Supervisor (Oversee Other Employees)**

*Instructions:* To the right of each skill are the numbers 1, 2, and 3 (Degree of Need). Please circle the appropriate number that you feel best describes **your training needs** in each area.

Scale:1 -training -not needed

2-training - moderate need

3-training - great need

*Example:*

COMPETENCY/Skill	Not Needed	Moderate Need	Great Need
<b>Communication:</b>			
Listening Skills:	1	2	3

The individual believed that training in Listening Skills was a personal necessity (3). Please be sure to identify skills that are needed. Needs and wants are often different.

COMPETENCY/Skill	Not Needed	Moderate Need	Great Need
<b>Communication:</b>			
• Listening Skills	1	2	3
• Assertiveness	1	2	3
• Business Writing	1	2	3
• Presentation Skills	1	2	3
• Effective Communication Skills (General)	1	2	3
• Other (Please List)	1	2	3
<b>Continuous Improvement &amp; Systems Perspectives:</b>			
• Redesign Your Work Processes	1	2	3
• Other (Please List)	1	2	3
<b>Orientation to the Future; Planning;</b>			
<b>Strategic Management:</b>			
• Thinking Strategically & Creatively	1	2	3
• Developing Vision and Mission Statements	1	2	3
• Implementing Action Plans	1	2	3
• Other (Please List)	1	2	3

<b>COMPETENCY/Skill</b>	<b>Not Needed</b>	<b>Moderate Need</b>	<b>Great Need</b>
<b>Interpersonal Relations:</b>			
• Dealing with Difficult People	1	2	3
• Cultural Awareness Issues	1	2	3
• EEO Guidelines	1	2	3
• Other (Please List)	1	2	3
<b>Personal Accountability:</b>			
• Time Management	1	2	3
• Organizational Skills	1	2	3
• Stress Management	1	2	3
• Job Interviewing	1	2	3
• Resume Writing	1	2	3
• Career Interest Inventory	1	2	3
• Leadership & Accountability	1	2	3
• Retirement Planning	1	2	3
• Experiential Learning Strategies (External Leadership Experience, etc)	1	2	3
• Other (Please List)	1	2	3
<b>Organizational Astuteness:</b>			
• Managing Controversial Issues	1	2	3
• Other (Please List)	1	2	3
<b>Conflict Resolution/Negotiation/Mediation:</b>			
• Conflict Resolution	1	2	3
• Other (Please List)	1	2	3
<b>Critical Thinking:</b>			
• <b>Interviewing and Selection</b>	1	2	3
• Conducting Performance Appraisals	1	2	3
• Role of the Supervisor in Henrico County	1	2	3
• Disciplinary Process	1	2	3
• Other (Please List)	1	2	3
<b>Versatility:</b>			
• Managing Change	1	2	3
• Managing Diversity	1	2	3
• Other (Please List)	1	2	3

**City of Phoenix**  
**135 North 2<sup>nd</sup> Avenue**  
**Phoenix, AZ 85003**  
**Tel: (602) 262-6609**  
**Fax: (602) 534-2602**

**Personnel Employee Development Division  
Management Survey**

**The Employee Development Division needs your input to determine future Management Development training opportunities. Our goal is to continually enhance our management development programs by providing timely, relevant, practical and up-to-date information in support of your day to day management and operating practices.**

**Please take the time to answer the following questions as candidly as possible. This data will be used to determine programming for the next catalog semester. Thanks for your input.**

**Gender:**     Male         Female  
**(optional)** \_\_\_\_\_

**2. Department**

**Years of service with the City of Phoenix**

Less than 1-5 years         6-10 years         11-20 years         More than  
20 years

**Position/Title (please check one that reflects closest to your position/title)**

Department Head         Assistant Director         Deputy Director  
Other \_\_\_\_\_

**What type of training methods do you benefit from the most? (check all that apply)**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Lecture          | <input type="checkbox"/> Audio Tapes         | <input type="checkbox"/> Simulations      |
| <input type="checkbox"/> Group Activities | <input type="checkbox"/> Video               | <input type="checkbox"/> Workbooks        |
| <input type="checkbox"/> Discussion       | <input type="checkbox"/> Case Studies        | <input type="checkbox"/> Handouts         |
| <input type="checkbox"/> Computer/CD-ROM  | <input type="checkbox"/> One-on-one Coaching | <input type="checkbox"/> Slides/overheads |
| <input type="checkbox"/> Self-study       | <input type="checkbox"/> Role-Playing        | <input type="checkbox"/> Other:           |

\_\_\_\_\_





9. Please name the course, ideas or instructors that made a significant difference in your work life?

10. What training programs would be helpful in achieving your long-term career goals?

11. What information do you need to be more effective in your current job?

12. What skill do you need to be more effective in your job?

13. How often do you attend class offered in the City of Phoenix Employee Development classes?

- 0-3 times a year                       4-7 times a year                       8-10 times a year  
 more than 10 times a year

14. How do you usually hear about the classes?

- Catalog                       At a meeting                       From my supervisor                       From a co-worker  
 Other \_\_\_\_\_

15. Do you prefer...

- Half-day programs     Full day programs     Series (multiple successive day programs)

Name (optional) \_\_\_\_\_

Date \_\_\_\_\_

**COMPETENCY/Skill**

	Not Needed	Moderate Need	Great Need
<b>Personal Integrity:</b>	1	2	3
Ethics of Leadership	1	2	3
Other (Please List)	1	2	3
<b>Performance Management:</b>	1	2	3
Effective Supervisory Practices	1	2	3
Project Management	1	2	3
Teaching Safety SUIs to Employees	1	2	3
Train the Trainer	1	2	3
Meeting Facilitation	1	2	3
Developing Supervisory Skills	1	2	3
Other (Please List)	1	2	3
<b>Customer Orientation:</b>	1	2	3
Customer Service Skills	1	2	3
Other (Please List)	1	2	3
<b>Technological Literacy:</b>	1	2	3
Keyboarding	1	2	3
Microsoft Office Suite (Word, Access, Excel, Powerpoint)	1	2	3
Internet	1	2	3

Other (Please List)	1	2	3
<b>Employee Development &amp; Coaching; Individual Learning Skills:</b>	1	2	3
Coaching Skills	1	2	3
Mentoring	1	2	3
<b>Motivating Others</b>	1	2	3
Cross Training	1	2	3
Employee Recognition	1	2	3
Developing Career Development Plans with Employees	1	2	3
Orienting New Employees	1	2	3
Other (Please List)	1	2	3

**Financial & Resource Management:**

Managing Departmental Resources	1	2	3
Budget Preparation	1	2	3
Other (Please List)	1	2	3
<b>Policy &amp; Procedure Development:</b>	1	2	3
Developing Effective Policies & Procedures	1	2	3
Other (Please List)	1	2	3

**COMPETENCY/Skill**

		<b>Not Needed</b>	<b>Moderate Need</b>	<b>Great Need</b>
<b>Team Leadership:</b>				
• Increasing Team Effectiveness		1	2	3
• Meeting Management	1		2	3
• Myers Briggs Type Indicator (Personality Instrument)		1	2	3

1. Have you attended any training workshops sponsored by the Personnel Department? (yes/no)

2. If yes, which programs have you recently attended?

3. Was the training helpful to you in your present position? (yes/no)

4. If yes, how was -it helpful?

5. If the training was not helpful, please explain.

6. Please list your suggestions for improving the training offered by the Personnel Department, so that it will be of the greatest help to you in the future.

7. Please use the space provided below to comment on any of your responses, or to address any additional training needs you may have. Please print.

**Prince George's County Government  
Office of Personnel  
1400 McCormick Drive  
RMS Bldg Suite 320  
Largo, MD 20774-5313**

**THE PRINCE GEORGE'S COUNTY GOVERNMENT  
OFFICE OF PERSONNEL AND LABOR RELATIONS**

**EMPLOYEE SERVICES DIVISION**

TRAINING NEEDS ASSESSMENT SURVEY

The Office of Personnel and Labor Relations (OPLR) believes that in order to have an effective training and career development program the needs of our employees must be met. This survey will assist in the creation of a competency based training and career development program. The answers you provide are important and will have a direct bearing on the content and quality of training in the future. Please be straightforward -- **your opinion counts**. Thanks for your help.

This questionnaire is a three part form designed to capture information that will help OPLR determine how the County's training program can best be linked to the County's overall mission, goals and objectives. It will help to determine the elements needed to establish a mission-driven training program, providing linkages to performance improvement, and assist in providing the County's training needs.

**INSTRUCTIONS:**

**Non-supervisory employees**, please answer all GENERAL questions in Part I and Part II. **Supervisory employees**, in addition to answering the GENERAL questions in Part I and Part II, please complete the questions in Part III.

Using the computerized answer sheet, complete the following:

**Only use a number two (#2) pencil to fill in the circle that corresponds to the numbered response.**

NAME (optional);

SEX -- "M" for male; "F" for female;

GRADE OR EDUCATION -- Non-Supervisory personnel fill in "1";  
Supervisory personnel (**individuals who evaluate employee performance and approve training requests**) fill in "2";

**BIRTH DATE** (optional);

**IDENTIFICATION NUMBER** - Class title code and grade, i.e., 231415 (Account Clerk IV) using column "A" through "F", **in column "G" fill in "1" if you are general "G" schedule or fill in "2" if you belong to a union;**

**SPECIAL CODES** -- put your agency activity number, i.e. 2201 using columns "K" through "N".

**PART I: GENERAL**

	1 Yes	2 No
Do you feel you are adequately trained to carry out the duties and responsibility of your job?	1	2
Do you feel that training opportunities are well advertised?	1	2
Have you attended training provided by the Office of Personnel and Labor Relations?	1	2
Have you attended training provided by another source?	1	2
If yes, to the above question, did you pay for your training?	1	2
Would you attend College courses relevant to your career goals, if offered on-site at the Office of Personnel and Labor Relations, regardless of whether its paid by you or the County?	1	2
7. Do you believe that job coaching and mentoring would help you become more effective in your work?	1	2
8. Would you be interested in attending courses at times other than normal working hours?	1	2
9. Are your normal work hours between 7:30 a.m. - 5:30 p.m.?	1	2

**I need the courses listed in the previous training catalog published by the Office of personnel and Labor Relations to help me become more effective in my job and to attain my career goals.**

	1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree
10. Basic English Refresher				1	2 3 4 5
11. Bomb Awareness Training				1	2 3 4 5
12. Building Organizational Partnerships				1	2 3 4 5
13. Coaching: Bringing out the Best in Others				1	2 3 4 5
14. Conflict Resolution				1	2 3 4 5

1 Strongly Disagree	2 Disagree	3 Not Sure	4 Agree	5 Strongly Agree
------------------------	---------------	---------------	------------	---------------------

15. Critical Thinking	1 2 3 4 5
16. Developing Position Descriptions and Performance Standards	1 2 3 4 5
17. Effective Listening Skills	1 2 3 4
5	
18. Ethics in Government	1 2 3 4 5
19. Harassment in the Workplace	1 2 3 4 5
20. How a Bill Becomes a Law	1 2 3 4 5
21. Interviewing Skills & Guidelines	1 2 3 4 5
22. Leadership Skills	1 2 3 4 5
23. Managing Workplace Disturbances	1 2 3 4 5
24. Nonverbal Communication	1 2 3 4 5
25. Personnel Law	1 2 3 4 5
26. Procurement and Contracting	1 2 3 4 5
27. Proposal Preparation for Grants	1 2 3 4 5
28. Proofreading & Editing	1 2 3 4 5
29. Team Building	1 2 3 4 5
30. Sign Language	1 2 3 4 5

**I need courses in the following subjects to help me become more effective in my job and attain my career goals.**

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
<hr/>				
31. Business Math				1 2 3 4 5
32. Basic Accounting				1 2 3 4 5
33. Coaching and Mentoring Employees				1 2 3 4 5

- |   |                   |          |          |       |                |
|---|-------------------|----------|----------|-------|----------------|
| 34. Communicating Services Across Cultural Lines                  | 1                 | 2        | 3        | 4     | 5              |
| 35. Conversational Spanish  | 1                 | 2        | 3        | 4     | 5              |
| 36. Customer Service  | 1                 | 2        | 3        | 4     | 5              |
| 37. How to Give a Powerful Presentation                           | 1                 | 2        | 3        | 4     | 5              |
|   | 1                 | 2        | 3        | 4     | 5              |
|   | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
| 38. Information Technology Courses (Computer)                     | 1                 | 2        | 3        | 4     | 5              |
| 39. Keyboarding   | 1                 | 2        | 3        | 4     | 5              |
| 40. Organizational Skills   | 1                 | 2        | 3        | 4     | 5              |
| 41. Problem Solving/Decision Making Techniques                    | 1                 | 2        | 3        | 4     | 5              |
| 42. Report Writing  | 1                 | 2        | 3        | 4     | 5              |
| 43. Time Management Techniques and Goal Setting                   | 1                 | 2        | 3        | 4     | 5              |
| 44. Valuing Diversity: Communicating Across Diverse Work Cultures | 1                 | 2        | 3        | 4     | 5              |
| 45. Technical training necessary to successfully perform my job   | 1                 | 2        | 3        | 4     | 5              |

**New Employee Orientation Program (NEOP)**

- |  |     |    |     |
|--|-----|----|-----|
|  | 1   | 2  |     |
|  | Yes | No |     |
| 46. Did you attend NEOP when you began employment with the County government?<br>If No, skip to question #48 | 1   | 2  |     |
| 47. Do you think the NEOP was helpful in preparing you for your job?   | 1   | 2  |     |
| 48. Does your Department/ Agency provide orientation for new employees?                                      | 1   | 2  |     |
| 49. I feel a structured departmental/agency orientation would better prepare employees to do their jobs.     | 1   | 2  | 3 4 |
| 50. I feel the department/agency orientation would be too time consuming,                                    | 5   |    |     |

1      2      3      4      5

**The following courses should be required for all employees:**

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
51. Communication Skills				1 2 3 4 5
52. Customer Service				1 2 3 4 5
53. Sexual Harassment				1 2 3 4 5
54. Information Technology (Computer Skills)				1 2 3 4 5
55. Time Management				1 2 3 4 5
56. Cultural Diversity				1 2 3 4 5
57. Safety and Accident Prevention				1 2 3 4 5

**The following courses should be required for all supervisors:**

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
58. Performance Appraisal Training				1 2 3 4 5
59. Personnel Law				1 2 3 4 5
60. Customer Service				1 2 3 4 5
61. Sexual Harassment				1 2 3 4 5
62. Principles of Supervision				1 2 3 4 5
63. Violence in the Workplace				1 2 3 4 5
64. Equal Employment Opportunity (EEO)				1 2 3 4 5
65. Americans Disabilities Act (ADA)				1 2 3 4 5



			Y es	No
76.	Do you feel your staff is adequately trained to carry out the duties and responsibilities of their jobs?			
77.	Have you advised staff to attend training provided by the Office of Personnel and Labor Relations?			
78.	Have you used outside sources to train your staff? If YES, why did you use outside sources continue, with items			
			1	2
79.	Location of course			
			1	2
80.	Course needed not offered by the County			
			1	2
81.	Better quality of training			
			1	2
82.	Scheduled time offered by the County was inconvenient			
			1	2
83.	I encourage staff to attend training courses offered by the OPLR because of the following reasons:			
			1	2
			3	4
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
84.	To respond to employees requests			
			1	2
85.	To develop the employee			
			1	2
86.	To improve employee job performance			
			1	2
87.	Location is convenient			
			1	2
			3	4
			5	
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
88.	Time the course was scheduled			
			1	2
89.	The need for the training			
			1	2
90.	Employee interest/request			
			1	2
91.	My awareness of the training			
			1	2
			3	4
			5	

**TRAINING NEEDS ASSESSMENT SURVEY**

**D E P A R T M E N T / A G E N C Y N A M E :**

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**Please feel free to give us any comments you have about the survey.**

**Return this form along with the computerized answer sheet and survey booklet to:**

**Office of Personnel and Labor Relations  
Employee Services Division, Room 125  
RMS Building  
ATTN: Beatsy Jones and Valerie Farrar**

**Waukesha County  
1320 Pewaukee Rd  
Waukesha, WI 53186  
Tel: (262) 548-7044  
Fax: (262) 548-7913**

**Waukesha County Training Needs Assessment  
Summary Report  
December 1997**

**I. Scope of Project**

Since there had been no formal training needs assessment for almost eight years, I conducted a county-wide survey to determine training needs among management (supervisors / managers), professional staff, and field staff during the summer and fall of 1997. Department heads and elected officials will be surveyed next year for their input on possible professional development events. The clerical staff was not surveyed because there already is in place the Office Professionalism Program, geared primarily toward them. I will meet with office managers next year and determine how to expand the program to continue to offer skill updating workshops for clerical staff. And last, the Sheriff Department was not surveyed this year, Det. Smidt coordinates the training needs of the department. However, I will meet with Detective Smidt next year to determine if there are any leadership, time management, communication or empowerment issues that the department would like to obtain training on, or if they'd like to "partner" with any other department or law enforcement agency to bring training on-site. Because the response to the professional employee's survey was so low, I might make a concerted effort next year to single out the large group of social workers and try to assess some of their needs, focusing especially on job burnout.

It was necessary to conduct the needs assessment in order to determine:

1. direction for the training function - what workshops or skill development sessions should be provided.

2. the way in which people access development opportunities - on-site workshops? self-study learning lab? in-house presenters? contract presenters?
3. how to organize a data base of employees, training history and future training needs.

A Likert Scale type survey was developed for both management and professional employees. A survey was sent directly to each person and they were asked to rate each topic or skill need as High (5) to Moderate (3) to Low (1) This data was then compiled identifying the training selected as moderate to high need, and also identifying which people promotion of such training should be targeted. Training opportunities will be provided on all workshops that had moderate to high rating. Each person will also receive a memo outlining the training needs that they have identified, which will also be entered into the training administration software program. A general topic survey was sent to supervisors of field employees to identify what they perceived training needs to be. Because job duties of field staff are so varied, I did not survey each person directly. However, I may be able to survey smaller groups of like employees next year and with that information, combined with input from their supervisors, some training programs for the many field employees can be developed, or contracted for, if more technical “job skills” training is identified.

Topics management employees were surveyed on included: Leadership, Motivation, Employee Development, Interpersonal Communication, Business Communication, Taking Corrective Action, Employee Selection & Orientation, Problem Solving, Performance Measurement, Time Management, Computer & Technical Skills, Lead Worker Training, 360\* Feedback, Work Climate, Customer Surveying, and interest in using self-study programs and a computer based training room. Topics for professional employees were similar excluding the human resource management skills (see attached copies of surveys). Topics for the field employee supervisors to assess included: Computer skills, Basic skills, Interpersonal Communication, Conflict Mangement and Team Building Skills, Dealing with Difficult People, Telephone Skills, Listening Skills, Dealing with Change, Safety Skills, and any specific job-related skills (see attached copy).

## I. Survey Results

The response rate was good for both the management staff surveys and the field supervisor’s surveys, however the professional and para-professional staff response was disappointing:

Management	113 / 190 = .59%
Professional	82 / 416 = .20%
Field Supervisors	17 / 21 = .80%

I will follow through with a second mailing to the professional staff before the end of the year in order to obtain more individual training profiles and a better sampling of priority training to be presented over the next few years.

The following summary represents the top (3.0+) issues that **management** would like to receive

training on:

*Leadership*

- \* *developing teamwork among employees*
- \* *implementing organization change (dealing w/ resistance)*
- \* *influence without authority - dealing effectively with peers*

*Motivation*

- \* *discovering & working with employee work styles*
- \* *ways to improve work climate and employee morale / motivation*
- \* *discovering alternate reward systems for employees*
- \* *preventing employee “burnout”*

*Employee Development*

- \* *effective delegation*
- \* *coaching and counseling employees*
- \* *training new employees / how to be a mentor*

*Interpersonal communication*

- \* *giving and receiving constructive criticism*
- \* *effective listening skills*
- \* *dealing with difficult personalities*
- \* *conflict management techniques*

*Business communication*

- \* *the art of negotiating*
- \* *oral presentation skills*
- \* *working effectively with boards and committees (in a political environment)*

*Taking corrective action*

- \* *dealing with employee complaints and grievances*
- \* *applying positive discipline techniques*

*Problem solving*

- \* *determining “root causes” of problems*
- \* *using effective problem solving methods*
- \* *employee group decision making techniques*

*Performance management*

- \* *setting goals and standards*
- \* *conducting employee performance evaluation discussions*
- \* *obtaining employee performance feedback*
- \* *performance measurement (effectiveness of programs, customer service initiatives, processes)*

*Time Management*

*\* project management*

*Computer and Technical*

*\* understanding the Internet*

*\* using "netscape"*

*Developing "lead worker" training*

*Providing 360\* feedback*

*Work climate survey*

Conducting customer service surveys

Self-study programs

Computer based training

The following summary represents topics that the **professional / para-professional** staff would like training on:

*Discovering & applying your leadership style*

*Leading a team*

*Collaborative team skills*

*Preventing job burnout*

*Effective problem solving techniques*

*Employing group decision-making skills*

*Giving & receiving constructive criticism*

*Dealing w/ difficult personalities*

*Conflict management techniques*

*Negotiation skills ("win/win" discussions)*

*Understanding communication styles (between men/women)*

*Working effectively w/ your boss*

*Effective listening skills*

*Business writing & oral presentation skills*

*Personal time management*

*Stress management for busy professionals*

*Basic PC / Windows NT*

*Network training*

*E-mail training (both OPN & Groupwise)*

*WordPerfect Beginning / Intermediate / advanced*

*Lotus*

*Understanding the Internet / using "Netscape"*

*Work climate survey*

*Self-study programs (Computer based training room / laptop PC)*

As for training days / times it seems this group doesn't have a definite preference for either mornings or afternoon (90), the second choice was mornings (67). Likewise, the group as a whole didn't prefer any specific length of presentations (70), the second choice was a two hour session (54). It appears the most popular day is Thursday, but Wednesday and Tuesday were close seconds.

Although the **field staff** were not directly surveyed, the supervisors were. The following summary indicates topics that various work units were interested in:

***Parks Division***

*Interpersonal communication (criticism)*

*Employee empowerment program*

*Time management*

*Collaborative team skills*

*Conflict management*

*Improved customer service skills*

*Dealing w/ difficult people*  
*Listening skills*  
*Setting & accomplishing goals*  
*Discovering & applying your leadership style*  
*Safety skills (to be further defined)*  
*CPR / first aid*

***Environmental Resources Division - Sanitarians***

*Computer skills (to be further defined)*  
*Time management*  
*Dealing w/ change*  
*Telephone techniques*  
*Basic writing skills*  
*Improved customer service*  
*Setting & accomplishing goals*

***Recycling Division***

*Computer skills*  
*Interpersonal communication (criticism)*  
*Collaborative team skills*  
*Conflict management skills*  
*Facilitation skills*  
*Setting & accomplishing goals*  
*Discovering & applying your leadership style*

***Radio Tower***

*Improved customer service*  
*Dealing w/difficult people*  
*Setting & accomplishing goals*

***Juvenile Center***

*Computer skills*  
*Interpersonal communication (criticism)*  
*Conflict management*  
*Dealing w/difficult people*  
*Dealing w/ change*  
*Listening skills*  
*Employee empowerment*  
*Improved customer service skills*  
*Cultural diversity awareness*  
*Facilitation skills*  
*Telephone techniques*  
*Listening skills*

### ***Highway Operations***

*Computer skills*

*Basic skills*

*Time management*

*Conflict management*

*Dealing w/ difficult people*

*Dealing w/ change*

*Listening skills*

*Employee empowerment program*

*Collaborative team skills*

*Balancing work & home*

### ***Facilities***

*Computer skills*

*Time management*

*Dealing w/ change*

*Listening skills*

*Cultural diversity awareness*

### **III Next Steps**

Although I have obtained some good and comprehensive information on the management and professional respondents, I still need to seek out more information on selected groups of employees. I have an outline of perceived employee training needs from each of the **field supervisors**, but now I need to meet with them individually to discuss further needs, coordinate training for them and other similar employee groups, and to see if it would be helpful to survey the employees themselves. Once I have this information, I will start to develop some training programs for field employees. I will have to work up special training times to accommodate 2nd shift people.

Next, I would like to bring together focus groups of **social worker** supervisor and social workers themselves to address any specific needs that group of people may have. I did not receive a real good response from the social workers as a whole with the professional employee survey, so I feel it would be beneficial to do a little “digging” to find out their needs. Basically, management and clerical employees have had the most extensive training opportunities, with all other employees fall between the cracks. I need to find ways to get training needs information from major groups of employees and keep obtaining current information from supervisors, employee focus groups, or strategic plans via top management.

The **clerical employees** have had many training opportunities through the comprehensive Office Professionalism Program. Similar to the field employees, I will conduct focus group meetings with the clerical supervisors to obtain their perspective of training needs for their employees. I will consider if it would be helpful to survey the employees themselves. The Office

Professionalism Program is winding down, in that over 225 clerical staff soon will complete the ten session program. New programs can, and will be added to the program so that staff may continue to develop or improve their skills. It would be wise to coordinate training efforts with the future clerical skills competency test that Human Resources is developing.

Although the **Sheriff Department** has a dedicated training officer, Jeff Smidt, I will contact him in '98 to determine what, if any, training needs they have that would fit into our training programs, or if I could assist in doing and specific job training, like the dispatcher's training we did several years ago.

I will also respond to an immediate training need that came up in the needs assessment, that is coordinating training w/ WCTC on "**Netscape.**" Two sessions have been booked, one for November and one for December, 1997. I will also coordinate another session for people on the waiting list for either January or February, 1998.

Now that we have dedicated **software for training administration**, a big effort will be made to input all the information from the comprehensive needs assessment, outline training plans for each individual that indicated their training interest. As a long term project, we will input all historical data on training for the past ten years so that each employee who has ever attended training here would be in the system and have a current training history.

The **Financial Planning Series** will continue in 1998. We need to review the program thus far, make any changes as needed, and schedule the various sessions for 1998. The series to date, has been very well received.

A comprehensive **Employee Wellness Program** employee survey will also be conducted in early '98 to determine employee needs and wants regarding wellness programing. This information is crucial to the success of the Wellness Program, which to date has been very success, but has not established goals or done much performance measurement in regards to employee perception, change in behavior, etc. The survey will be conducted through personal contact and coordination of the committee members and myself - seeking to speak to employee groups for a few minutes to tell them about the many aspects of the Wellness Program, and have them complete a short survey right then, so as to get the best response rate as possible.

#### **IV. Recommendations**

Preliminary data from the initial training needs assessment along with informal training and development suggestions from employees, and my own observations have lead to a number of recommendations for the training and development function.

1. First, training recommendations or programs will need to be developed for each of the employee groups as outlined in the "next steps" section on the previous pages.
2. Develop, present or coordinate a minimum of two training events per year for the management and professional staff.

3. With the purchase of the new training management software, it will be easier to track training needs and accomplishments. There appears to be a need for better coordination of the computer training program throughout the county. It would be beneficial to partner with the Information Systems Division to enter all employees who have had any computer training, either in-house or at WCTC and then offer to help coordinate training to meet needs. There is a consideration regarding budget, because IS in the past has charged departments for training. This hits the larger departments, such as HHS, and some of the smaller departments hard because they don't have enough money budgeted for employee training.

4. There seems to be an emerging interest in holding shorter, supervisory network meetings on various topics, similar to what we did a few years ago with the "round tables." It seems supervisors appreciate sharing ideas and experiences with each other on an informal basis, say an "open discussion topic" and then move into a mini-training session to update or review various management skill topics. I think holding these meetings on a quarterly basis would be helpful and also give various supervisors and managers a chance to get to know each other, also.

5. Since we have a training administration software program it would also be wise to track safety / OSHA and AODA training that employees are required to attend, or who attend voluntarily. I will work with Laura Stauffer to obtain records of past training and participants.

6. Utilizing the "course description" reports in the software program, I eventually would like to compile a training curriculum handbook that would outline the various training programs available to employees and also the self-study programs that the library has available.

7. Once the training function has been revised and expanded according to the various recommendations outlined here, I would like to develop ways for supervisors to use the training and development resources for employee development and performance evaluation (skills development or improvement).