**Guideline for Training Need Assessment (TNA, 2024)**

# NSIP Nepal

**1.0 What is Training Needs Assessment?**

Planning is the first step of the training management cycle. At the planning stage, the steps are divided into two: i) Training Needs Assessment (TNA) and ii) Training Planning. "Training Need Assessment" (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.

***Training Needs = Desired Capability – Current Capability of the Participants***

Training can reduce, if not eliminate, the gap by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capabilities.

**2.0 Why do we need Training?**

Training is essential to ensure that teachers/stakeholders have the knowledge and right skills to do their work effectively and competently. Training may be needed when there is a gap between the desired performance and the current performance, and the reason for that gap is a lack of skill or knowledge. However, training may not be the only solution to a problem. Other factors such as lack of skills or knowledge, absence of the right equipment or resources, lack of encouragement from managers and colleagues, absence of standards or expectations, and poor workplace morale or conditions can also impact someone's ability to do their work.

**3.0 Why do we conduct a ‘Training Needs Assessment’?**

‘Training Needs Assessment’ is necessary to: • Identify dissatisfaction with the current situation and desire for change.

* Understand the similarities among requests, indicating a gap or discrepancy between what is and what could be.
* Address situations such as solving a current problem, avoiding a past or current problem, creating or taking advantage of a future opportunity, and providing learning, development, or growth.

**4.0 The Purpose of TNA:**

* **Why to conduct the training:** To tie the performance deficiency to a working need and ensure the benefits of conducting the training are greater than the problems caused by the performance deficiency. Conduct two types of analysis: (1) needs versus wants analysis and (2) feasibility analysis.
* **Who is involved in the training:** Involve appropriate persons to solve the deficiency. Conduct a target persons analysis to learn as much as possible about those involved in the deficiency and how to customize a training program to capture their interest.
* **How can the performance deficiency be fixed:** Training can fix the performance or suggest other remediation if training is not appropriate. Conduct a performance analysis to identify what skill deficiency is to be fixed by a training remedy.
* **What is the best way to perform:** There is a better or preferred way to do a task to get the best results. Conduct a task analysis to identify the best way to perform.
* **When will training take place:** Determine the best timing to deliver training based on logistics.

**5.0 Five Steps of Training Needs Assessment:**

**Step 1: Identify Problem and Needs:**

* Probe whether training is needed.
* Conduct performance analysis or "gap" analysis to look at stakeholders' current working performance and knowledge.
* Set overall objectives for a training course after identifying problems and needs.

**Step 2: Determine Design of Needs Analysis:**

* Determine target groups to be trained.
* Decide on interviewees and survey methods.
* Develop a survey plan, including the schedule for TNA and the person conducting TNA.

***Sampling Methods:***

* Random sampling: Each member has an equal chance of being selected.
* Systematic sampling: Select every Nth record from a list.
* Stratified sampling: Divide the population into strata and sample from each stratum.

***Questionnaire Survey Design:***

* Use a systematic approach to ensure correct identification of performance gaps.
* Consider the type, content, wording, and order of questions.

***Points of Setting up a Questionnaire:***

* Use warm-up questions.
* Place important questions near the beginning.
* Ensure questions match stated objectives.
* Sequence questions logically.
* Keep questions clear, concise, and jargon-free. ***Order of the Questions:***
* Write questions in straightforward, direct language.
* Keep questions short and simple.
* Avoid overly personal or direct questions.

 **Step 3: Collect Data:**

* Collect and review secondary data and information.
* Pre-test questionnaires for applicability.
* Conduct group discussions and interviews.

**Step 4: Analyze Data:**

* Use a combination of data collection methods for quantitative and qualitative analysis.
* Consider reliability, validity, and trustworthiness of data.
* Prepare the report of TNA.

**Step 5: Provide Feedback:**

* Provide feedback based on the analysis of collected data.

**Annex-1**

# Glossary

* **Competency:** An observable behavior supported by specific knowledge, skills, and attitudes. Each competency has a specific result or output.

* **Content Analysis:** A procedure for organizing narrative and qualitative data into emerging themes and concepts. Usually associated with a quantitative form of analysis in which the themes are counted or measured.

* **Feasibility Analysis:** A cost-benefit analysis completed prior to conducting training. It is an estimate of the cost of the training weighed against the possible benefits that could be achieved if training were conducted.

* **Gap Analysis:** Also called performance analysis; identifies the difference between current performance and the desired performance.

* **Job Analysis:** The process of identifying all the parts of a specific job; conducted

before a task analysis

* **Learning Objectives:** Describes a specific behavior, conditions, level of achievement, and is written from the learner’s point of view.

* **Needs versus Wants Analysis:** Discovers training needs that are related to the organization’s work. Training is linked to the final outcome and providing appropriate training will benefit the individual as well as the organization.
* **Performance Deficiency:** A difference with a negative connotation, implying that the official is not meeting a known standard for performance.

* **Task Analysis:** Finds the best method and sequence of steps to complete a specific

task.