

JOB AID

Instructions: Training Needs Analysis Questions (An *Infoline* Job Aid)

This job aid provides a list of questions to answer for a needs analysis. It assumes that a front-end analysis has been completed and indicates that a training solution is in order. This job aid covers general questions as well as questions about the audience, subject matter, equipment options, evaluation, and risks and other considerations. Not all questions will be relevant to your particular training, so use your best judgment.

For more information, see *Infoline* No. 250603, “Performance Gap Analysis.”

Training Needs Analysis: Questions for Curriculum Development

This document assumes that your front-end analysis has indicated a lack of knowledge and/or skill and that a training solution is in order. Pick the questions from this list that are relevant to your situation.

General

- ☐ What is the project/initiative/issue that the training will address?
- ☐ Are the products and processes that will be the subject of the training completed?
 - If not, when will they be complete?
- ☐ When does training need to be ready?
- ☐ In broad terms, what will performers be able to do or do differently upon completion of the training?
- ☐ Will the training be a one-time initiative or an ongoing need?
- ☐ Who is the sponsor?
- ☐ Who is the decision maker (project manager) for the project?
- ☐ Who will be on point to provide the development team with necessary resources?
- ☐ What are the client expectations for the project and what will a successful conclusion result in?
- ☐ What are the baseline metrics of performance?
- ☐ How likely is it that the deliverable dates for this project will change?

Audience

- ☐ Who is the target audience? Is there more than one functional audience?
- ☐ What is the anticipated size of the audience for training?
- ☐ What is the geographic distribution of the audience?
- ☐ If there are multiple audiences and/or goals, what is the most immediate need from the client's perspective?
- ☐ What are the turnover rates for the audiences?
- ☐ What are the consequences to the audience if the learning objectives are not met?
- ☐ Is the audience aware of the emerging need this project represents or the potential for their need for training?
- ☐ What, if any, attitude does the audience have toward the subject?

JOB AID

Training Needs Analysis: Questions for Curriculum Development (continued)

- ☐ What is known about the audience's learning preference and/or comfort level with different mediums (classroom, self-paced, computer-based, and so forth)?
- ☐ What are the entry-level requirements for participants of this training (prerequisite knowledge/skills/abilities)?
- ☐ Roughly estimate (high, medium, low) the audience's level of knowledge with proposed training content.

Subject Matter (Content)

- ☐ Describe the subject matter.
- ☐ How often will the subject matter change or get updated?
- ☐ Has training been delivered on this topic before? When?
 - If so, what was the result?
- ☐ Are the materials available?
- ☐ Is the content in any way similar to existing information or processes, or is this information completely new to the target audience?
- ☐ Who is developing the business processes or procedures?
- ☐ Do instructional designers have access to the final process/procedure flows/documentation?
 - If no, when?
- ☐ Do instructional designers have access to the final product specs?
 - If no, when?
- ☐ Do instructional designers have access to the new software or system in question?
 - If no, when? Is there a manual or other reference guide in the interim?
- ☐ Do instructional designers have access to the new equipment in question?
 - If no, when? Is there a manual or other reference guide in the interim?
- ☐ Are there people currently performing the tasks or functions in question? Are any of them subject matter experts?
- ☐ Will there be a need for advanced training on this same topic?

Training Needs Analysis: Questions for Curriculum Development (continued)

Training Environment Options

- ☐ Although the design recommendation will be the most suitable delivery medium based on content and performance objectives, does the client have any preferences—for example, must the new training match an existing training program?
- ☐ In the event classroom facilitation is chosen, describe the facility in which the training would occur:
 - What equipment is available—projectors, flipcharts, TV, and so forth?
 - Will participants and the facilitator have access to the same tools, equipment, and software as they will on the job?
 - How many people will be trained at one time?
 - Are there test software/systems/accounts and equipment prototypes that participants can use for practice?
- ☐ In the event an e-learning solution is chosen, describe the participants' equipment capacity:
 - Are PCs or laptops available?
 - What are the specs—RAM, CD-ROM drive, soundcard, speakers, bandwidth, and so forth?
 - Do they have Internet/intranet access?
- ☐ In the event on-the-job-training (OJT) is chosen:
 - Are there managers or coaches to monitor progress?
 - What training or support will the managers or coaches need?
 - What form of job aids are currently used (electronic, paper)?
 - What kind of time will participants receive to complete the training?

Tracking and Evaluation

- ☐ Does completion of training need to be documented for personnel files or other reporting?
- ☐ To what extent is it necessary for participants to demonstrate mastery of the content?
- ☐ What are the metrics that will be tracked to assess the success of the training?

Risks and Essential Considerations

- ☐ Are sufficient resources available to provide content information in a timely fashion?
- ☐ Will subject matter experts be available to review the deliverables?
- ☐ Do they have the authority to approve or decline content?

JOB AID

Training Needs Analysis: Questions for Curriculum Development (continued)

- ☐ Will there be a pilot of the curriculum before rolling it out to the entire audience?
- ☐ Is there sufficient time for a train-the-trainer session, if necessary?
- ☐ What is the plan to engage or communicate to the audience in a way that will contribute to the success of the project and/or training?
- ☐ How will managers of the participants support the participants after training is complete?
- ☐ How are managers learning about the training content?
- ☐ What is the general attitude of managers toward the project and training?
- ☐ Are there any plans or programs in place that may have a counter effect on the intended results of the training?