



## Training Needs Analysis

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## What is Training/Learning Needs Analysis (TNA)

A training/learning needs analysis (TNA) is a review of learning and development needs for staff, volunteers and trustees within in your organisation. It considers the skills, knowledge and behaviours that your people need, and how to develop them effectively.

Organisational TNA should ideally be undertaken at 3 levels:

- Organisational level
- Team/departmental level
- Individual level

These three levels are inter-linked, and using this structure will help ensure a balanced analysis that takes into account the big picture as well as the specific needs of individuals.

Methods that can be used to identify learning needs include:

- Analysis of existing strategies and plan to identify what skills are needed for delivery
- Questionnaires – paper based or online
- One-to-one interviews
- Focus groups - facilitated small group discussions with a representative sample of people

The outcome of your TNA should be a robust learning and development plan, based on research and linked to organisational, team and individual objectives.

Some of the questions that you might like to ask before undertaking an analysis of learning needs are:

1. Do we have a strategic and organisational plan?
2. Do we have an appraisal system in place?
3. Do all staff have an up to date job description?
4. Do all staff have written objectives?
5. Do we have a competency framework in place?
6. Do we have a training strategy and/or a stated commitment to the value of learning and development for our staff/volunteers and trustees?
7. Do we have processes (formal and informal) in place for effective consultation across the organisation?

The more questions that you can answer yes to, the easier it will be to undertake training needs analysis. The information in this section and the diagnostic template (see Appendix 1) will help you in accessing resources to support your TNA process.

## Organisational Level

Training/learning needs analysis at this level should start with a review of the organisation's strategic and operational plans.

*"We have a formal performance management process which includes development planning - the development plans inform the training needs analysis. As does any strategy that may bring the charity to a new direction/ skill set etc that we feel should be trained to all."*

- Alexandra Hartley, Director of Learning and Development, GOSHCC

If you do not already have a strategic planning process in place, it is recommended that you carry out one using a tool such as a **SWOT analysis** (see Appendix 2). This looks at the strengths, weaknesses, opportunities and threats facing your organisation.

The more people that you can involve in identifying this data the better: trustees, managers, staff and volunteers can all bring a different perspective and contribute to a deeper analysis.

Once you have a strategic picture of the organisation's objectives, performance and future direction, you can review this from the perspective of the knowledge, skills and behaviours that can help your organisation to build on its strengths and address weaknesses.

### Strengths

How can you capture the good practice and expertise that already exists?

How can you build on the strengths, skills and knowledge already in the organisation?

### Weaknesses

What skills, knowledge or behaviours could help address the identified weaknesses?

### Opportunities

What skills, knowledge or behaviours that could help your organisation make the most of the available opportunities?

### Threats

What skills, knowledge or behaviours could help your organisation manage and overcome the identified threats?

## Team Level

Analysis of learning needs should also be undertaken at department/team level. If you are in a line management role, this means reviewing the skills needs within your team, against the team's own objectives.

It will involve taking into account both the needs of individuals, but also anything that can help your department or team to work together as effectively as possible.

*“Involve the people who really know about what’s going on on the ground.  
The people who are delivering services are the ones who can decide what outcomes are really needed, and help to determine learning opportunities that are fit for purpose.”*

- Diana Farmer, Head of Training and Development, Rethink

A key tool for identifying learning needs at this level are appraisals or performance reviews. Normally undertaken annually, appraisal provides an opportunity to review work objectives for the previous year, and agree objectives for the year ahead. Think about how you can support your staff (or volunteers if appropriate) in identifying learning needs related to these objectives.

### SMART Objective

SMART is a way of checking that your objectives are clear. It applies to both work and learning objectives.

#### **Specific:**

You know exactly what it is you have to do

#### **Measurable:**

There is a clear way of knowing when you have done it.

#### **Achievable:**

It is achievable within your reasonable control

#### **Realistic:**

It is a realistic goal bearing in mind the time and the resources available (doesn't mean it shouldn't stretch or challenge you!)

#### **Time-bound:**

There is a date or deadline for achieving the objective.

Appraisal form design should include a section dedicated to learning and development. This can be kept separate from other areas of the appraisal form, so that information on training requirements can be included in the training and development plan, without making confidential information from the appraisal available to whoever is working on the plan.

More information on appraisal can be found in NCVO's [Good Guide to Employment](#).

For sample appraisal forms online, have a look at [VolResource](#), [ACAS](#) and NCVO's free [Good Guide to Employment Templates](#).

Relying on an annual appraisal to identify learning needs will not allow for the flexibility of addressing challenges as they arise, so think about how you might build in more frequent reviews, for example, as part of regular supervision sessions.

You might also consider using a **Competence-Based TNA Diagnostic tool** (see Appendix 3) to help with identifying job related learning needs. This example is designed for volunteer managers and draws on the relevant national occupational standards, and you can adapt this format using any relevant competency framework.

### Skills for managers

In order for training/learning needs analysis to be effective, line managers will need to have the necessary knowledge and skills to work with staff and/or volunteers to help them identify their needs and how to meet them.

You might consider using a competency framework as a basis for job design, appraisal and training needs analysis. Competencies are statements of effective behaviour in meeting a particular outcome. You can develop competencies internally, or draw on existing competencies as a starting point.

[National Occupational Standards](#) are a good starting point for identifying competencies for particular roles. They can also help individual to identify career progression routes.

The occupational standards for [Management and Leadership](#) can be a starting point for developing competence in the way managers support learning within their teams. Of particular relevance is Unit D7 Provide Learning Opportunities for Colleagues. Managers can also be instrumental in identifying the broader skills and knowledge resource base that exists within the organisation. People may well have knowledge and skills that are not fully demonstrated within their current jobs, but which could be used in other ways – for example in mentoring new members of staff.

It may be that many learning needs can be dealt with on a team level, for example through cascading information at team meetings. However, this is more likely to be effective if it takes place within a system and culture which makes it easy for people to identify and ask for support from team members.

### Creating a learning culture

A learning culture is one in which learning is valued and is embedded across an organisation. It takes time and commitment to establish a learning culture.

Here are some of the ways in which you can encourage and raise awareness of the value of learning:

- Investors in People is a quality standard which encourages good practice in the development of people across your organisation. As an externally assessed standard, IiP also provides recognition of your strengths in this area, as well as helping to identify development points. More information is available from the [Investors in People](#) website or from the publication "*Not for Profit, Fully Professional*".
- Leadership – if senior management and line managers can appreciate and become enthusiastic about the value of learning and development for both themselves and others,

this sets the tone for the organisations. [NCVO's governance and leadership team](#) can help with for ideas and opportunities for leadership development

- People learn a lot from teaching others – encourage people to share what they know with others – in writing, at team meetings, at staff conferences and events, informally
- Get involved with initiatives such as Learning at Work day which encourage people to participate in “taster” sessions on topics which may be unrelated to their daily work. See the [Campaign for Learning](#) website for ideas.

## Individual Level

Appraisal and supervision meetings allow individuals to reflect on their own learning needs in relation to their work objectives. What additional skills and learning do they need to improve what they do?

It is important to take into account people's career ambitions and personal development objectives. With flatter organisational structures, there may not be endless opportunities to move up the career ladder, but people are unlikely to remain motivated if there is no progression or challenge built into their work.

However, there is also a need to be realistic about what you can offer by way of development opportunities and not to raise expectations too high.

*“If you are asking for people's training needs, then as an organisation you need to be able to meet them, or at least partly meet them, relatively quickly. If people ask for training and don't receive it they can get disenchanted and it affects their view of training”*

- Claire Kruse, Training and Development Manager, National Trust

Assessment tools such as 360 degree feedback systems can be helpful in getting a more rounded picture of individual performance, and the impact that people are making at different levels within the organisation.

Identifying learning needs at individual level is not just about what needs to be learnt, it is also about how best to do it. Find out how people have enjoyed and benefited from learning in the past. More information on learning styles visit the [Campaign for Learning website](#).

Some questions to ask for your personal development plan<sup>1</sup>

1. What do you want to get from your work?
2. What are your strengths?
3. What areas would you like to improve?
4. Where would you like more responsibility?
5. What is preventing you from developing as you would like?
6. Which interests or talents would you like to develop?
7. How do you like to learn?
8. What skills or experience would allow you to feel more confident at work?

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<sup>1</sup> Adapted from “Personal Development Plans”: [www.businesslink.gov.uk](http://www.businesslink.gov.uk).

The outcome of training/learning needs analysis at an individual level should be a **Personal Development Plan** (see Appendix 4) which outlines personal learning objectives, linking them to the agreed work objectives.

## Trustees and Volunteers

*“Our Board of Management undertake an annual skills audit, which identifies gaps in their knowledge, and we use the first part of board meetings to cover a topic, plus our annual board residential (weekend away) to cover a few topics in more depth. Our Board have committed to the YMCA national guidance in undertaking a minimum of 12 hours training per annum.”*

Neil Sherringham, Director of Human Resources, Kingston and Wimbledon YMCA

The needs of trustees and volunteers should be identified and included in the training plan, just as those of staff. There are various resources available which can specifically help in this area:

### Trustees

NCVO Governance and Leadership publish the Good Trustee Guide, which can be accessed alongside various other resources for trustees at [www.ncvo-vol.org.uk/governanceandleadership](http://www.ncvo-vol.org.uk/governanceandleadership).

### Volunteers

The [National Occupational Standards for Management of Volunteers](#) contains some relevant units – you might like to look particularly at Unit D3 *Support the development of volunteers’ knowledge, skills and competence*.

## Methods of meeting Learning Needs

There are many ways to meet people’s learning needs. The methods you choose to meet the needs will depend upon how people prefer to learn, the number of people needing training, and your budget. Think also about any special needs people may have and how to support them, so that your training is equally accessible to all who need it.

*We did a lot of work this year around increasing our commitment to equality and diversity - making sure all our venues (internal and external) are fully accessible, asking clearer questions around dietary requirements, and arranging dates so they don’t fall on religious or school holidays.*

Emma Marshall, HR Business Partner, United Response

Some of the methods you could consider are:

- **In-house courses**

Developing a course to be run on your premises and tailored to the needs of your staff and volunteers. Useful if the training need is widespread across the organisation or is quite specific to your needs, for example training on a new system or process.

You might commission an external trainer to develop and deliver the course, or ask someone with relevant expertise within the organisation to deliver the training. If the latter, you might need to ask whether there is a need for some “train the trainer” training to ensure that they can communicate their knowledge effectively.

Details of trainers with voluntary sector experience can be found through [NAVCA's Trainers' and Consultants Direct](#) or [NCVO's Consultants' Directory](#).

### **External training courses**

Attending external training courses have the advantage of allowing you to network and learn from people in other organisations. This networking element is one of the reasons classroom based training remains so popular. External training can be expensive, but there are many courses available that are priced at affordable levels for voluntary organisations, sometimes on a sliding scale. Good starting points for information on local training are local infrastructure organisations.

The [NAVCA](#) website can provide access to these organisations.

### **Conferences and events**

Conferences are ideal for getting up to date with developments and for networking and learning from others. For information on some of the events being run within the voluntary sector, try the [Improving Support](#) website which provides information on conferences and learning events being run by the National Support Services in areas such as HR and Employment Practice, Volunteering, Campaigning and Equality and Diversity.

### **National Vocational Qualifications (NVQs)**

Work-based qualifications are assessed by providing evidence of competence, based on the relevant National Occupational Standards (NOS). As a development tool, they can help you to reflect in detail on every aspect of your job, celebrating what you do well, and identifying improvements. NVQs are available at different levels, from entry level qualifications through to senior management. In some sectors, such as social care, NVQ level 2 qualifications are mandatory. For paid staff who don't already have a level 2 qualification, funded training may be available through the [Train to Gain](#) brokerage service.

### **E-learning/Blended Learning**

E-learning is increasingly being used to supplement traditional courses. With the developments in technology, structured E-learning is becoming more sophisticated and can be tailored to individual and small groups of learners. It can be used to provide large groups of people with the same material whilst still allow individuals to learn in their own time.

### **Books and journals**

Sometimes the learning need can be met simply by reading a suitable book or buying an appropriate toolkit. Where the need is to keep up to date with current developments, a journal subscription and allowing time for reading as part of the working week can be a simple and effective way to keep learning current.

## Coaching

Coaching consists of a series of structured one-to-one meetings focused on improving an individual's skills and performance, usually for the current job. Coaches seek to bring an objective perspective to a structured dialogue to help individuals find solutions to issues they are facing.

Sometimes coaches are hired from outside the organisation, but increasingly organisations expect all line managers to operate as coaches, which may indicate a training need at line management level. For more information visit the Coaching and Mentoring section of Skills – Third Sector's website: [www.skills-thirdsector.org.uk/qualifications\\_learning/coaching\\_mentoring\\_befriending/](http://www.skills-thirdsector.org.uk/qualifications_learning/coaching_mentoring_befriending/).

## Mentoring

Typically mentors will be experienced managers (but not individuals' line managers) who regularly meet more junior colleagues to help them perform better and develop them for career advancement. For more senior managers, outside mentors may sometimes be hired. In the voluntary sector, organisations such as [ACEVO](http://www.acevo.org.uk) operate schemes to put senior staff in touch with suitable mentors. For more information visit the Mentoring and Befriending Foundation's website at [www.mandbf.org.uk](http://www.mandbf.org.uk).

## Shadowing

Shadowing involves spending a short period time with someone in a different job – either within your own organisation or externally. This might include sitting in on meetings, observing how day to day tasks are done. Shadowing can be useful as part of an induction when you shadow more experienced staff. It can also be used as a development opportunity where both parties can learn from each other, as being shadowed can help you review the ways in which you habitually work.

## Secondments

A secondment allows an individual to take on a different role in a different part of the organisation (or in another organisation) for a set period of time – usually a few months. This might be a full time secondment from your existing job, or part time while you retain some of your existing responsibilities. These opportunities can be valuable in helping an individual learn about different ways of doing things.

## Action Learning

Action Learning is a form of learning by doing. It involves working in small groups of around 6-8 people meeting on a regular basis, working through real problems with the support of the group. Drawing on the skills of listening and questioning, this method helps you to reach solutions and commit to taking action. More information is available on the [CIPD website](http://www.cipd.co.uk).

## Prioritising learning needs

Once you have identified learning needs across the organisation, they need to be analysed and prioritised.

Areas to consider when prioritising:

- What impact will developing these skills have on our performance?
- What would be the cost/benefit of investing in developing these skills?
- Which skills needs are the most important to our long-term success?
- Which skills needs are the most urgent?

Cost/benefit analysis means assessing the potential costs of learning and development activity against the potential gains in a quantifiable way. Making the case for the value of learning interventions to decision-makers and funders for investment in training is strengthened by a cost/benefits analysis. Potential gains might include:

- reduced turnover and savings on recruitment costs
- higher skill levels leading to more efficiency and fewer errors
- reduced risk of accidents or breaches of legislative requirements
- higher morale and levels of motivation
- impact on fundraising capacity through a higher skills base
- improvements to the quality of your service and reputation
- sustainability and succession planning

Of course, training or learning interventions will not always be the appropriate solution for organisational issues, and the process of undertaking a TNA and a cost/benefit analysis is likely to highlight areas where other solutions are required.

## Evaluation of learning

It is important to consider evaluation of learning and development activities at the planning stage and build this into your TNA. Strong evaluation will help in planning future training and learning activity that has shown itself to be effective. The widely used Kirkpatrick model identifies four levels of evaluation:

### Level 1 Reaction

This asks learners how they felt about the learning experience. It is usually assessed by means of a course evaluation questionnaire or “happy sheet”. There are alternatives to questionnaire – for example you could end a training session by asking people to jot down answers on post-it notes, for example: what I liked? What could be improved? What I learnt? What else do I need to learn about the subject? These can then be collated on a flipchart.

## Level 2 Learning

This will assess what has actually been learnt. So if the learning objective was some essential health and safety information, this could be tested with a quiz. If it was the ability to perform a particular task such as producing a spreadsheet or chairing a meeting, this could be tested and observed in the workplace.

## Level 3 Behaviour

This looks at the effect the learning intervention has on an individual's behaviour in their job. This could be assessed by reviewing changes in knowledge, skills and competence as part of the supervision and appraisal process.

## Level 4 Results

This looks at the impact of the learning on organisational performance as a whole. If the learning objectives are clearly linked to organisational objectives, then data linking learning to organisational changes will be easier to obtain and analyse.

Directly linking learning and development activity to overall performance is not always easy to do. However, if you carry out something like a SWOT analysis on an annual basis, trends can be assessed over time.

# The Learning and Development Plan

Once you have reviewed the data gathered at organisational, team and individual level, bring this together into a **learning and development plan** (see Appendix 5).

The plan should not only identify the learning requirements within the organisation, but should prioritise them and set out the ways in which the requirements can be met, the resources needed, the timescale, and the way in which the learning will be evaluated.

## Resources – advice, support and consultancy

### Train to Gain (for paid staff and volunteers)

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

Train to Gain is an independent skills brokerage service for England funded by the Learning and Skills Council. The service includes a free training needs consultancy session. Your broker will then research a choice of training options to meet your needs. The service is currently only available for paid staff.

Train to Gain also offers access to some free training, specifically for individuals without an existing level 2 qualification. They can also help you access low cost or subsidised training opportunities in your area, where available. Brokers operate regionally and the Train to Gain website offers a matching service to a regional skills broker who specialises in the voluntary and community sector.

*“We had to train our care workers up to NVQ level 2, because of government legislation. Train to gain was great because a broker came in to talk to us about what we needed, and then searched for the right course for us, at the best possible cost. Time is at a premium here, so it was great to have a service that saved us a lot of time and effort”*

Christine Fell

The Salvation Army, Rookstone Care Home

### Volunteer Centres (for volunteers)

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

Volunteer Centres are a network of local infrastructure organisations across England. They can offer good practice advice on how to support and develop your volunteers. Contact details for your local volunteer centre can be found via the Volunteering England website.

### Cranfield Trust

[www.cranfieldtrust.org](http://www.cranfieldtrust.org)

Cranfield Trust offers free project consultancy to small and medium sized charities involved in addressing issues of poverty, disability or social exclusion. Cranfield Trust draws on a register of highly qualified volunteers from the commercial sector who give their time to act as free consultants. These include HR specialists and CIPD members, and the scope of their HR project consultancy includes classic TNA. Cranfield Trust also runs a free internet advice service, HRNet.

### NCVO Consultancy

[www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)

NCVO provide [specialist consultancy](#) around HR and Employment Practice, contact [Lai-Har Cheung](#) for more information. NCVO also publish a Directory of Approved Consultants, which can be [viewed on their website](#).

## Resources – Toolkits

### **Assessing Voluntary Experiences**

Free downloadable toolkit from the Institute for Volunteering Research. Tools to help volunteers reflect on their volunteering experience and their learning needs.

[Download the toolkit here](#) (.pdf).

### **Guide to the development of education and training using national occupational standards (Skills for Justice)**

Aimed at the justice sector, this practical guide can be downloaded from the [Skills For Justice](#) website.

### **Skills for Care - Workforce Planning Guide**

[http://www.skillsforcare.org.uk/workforce\\_strategy/InLAWS/Workforceplanningguide.aspx](http://www.skillsforcare.org.uk/workforce_strategy/InLAWS/Workforceplanningguide.aspx)

A guide specifically aimed at social care employers.

### **Successful Workforce Development Planning – A Guide (Skills Active)**

[www.skillsactive.com](http://www.skillsactive.com)

This toolkit for the sport and recreation sector is available on CD-ROM. It contains editable templates and forms to help with identify training needs. Free to Skills Active members.

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

<http://www.ncvo-vol.org.uk/products-services/publications/tools-tomorrow>

Toolkit includes case studies and worksheets covering a range of planning activities with relevance to staff development, including SWOT analysis, internal health checks, cost-benefit analysis, performance management and outcome assessment.

### **Workforce Wheel**

<http://www.ncvo-vol.org.uk/workforce-wheel>

The Workforce Wheel is a tool that takes an outcomes approach to all aspects of people management. The Wheel is free and easy-to-use and aims to help voluntary and community organisations understand where they want to get to as they grow into their full potential.

## Resources - Websites

### **Businesslink**

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

The skills and training area of this site includes a straightforward guide to training, which includes information on TNA and related topics.

### **Investors in People**

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

Framework for developing the people within your organisation. The IiP standard outlines what can be expected in terms of learning and development activity at different levels of an organisation. A summary of the standard is available from

### **Peter Honey – Learning Styles Questionnaires**

[www.peterhoney.com](http://www.peterhoney.com)

A range of paid-for online and printed questionnaires and other resources to help people identify and work with their preferred learning styles.

### **VolResource – Managing People**

[www.volresource.org.uk/briefing/mng\\_peep.htm](http://www.volresource.org.uk/briefing/mng_peep.htm)

Concise introduction to managing people and teams. Includes some useful advice on appraisal, training and creating learning organisations.

## Resources – Books

### **Learning needs analysis and evaluation**

Frances Bee, Roland Bee, CIPD, 2003

Authoritative textbook style book, giving plenty of information on all stages of the process. Emphasises business needs as the driving force for learning activity. Covers identifying and specifying learning needs, developing a learning and development strategy and plan; and evaluating the learning. This book is particularly strong on evaluation processes with lots of examples of how to approach evaluation at different levels.

### **Training Needs Analysis Pocketbook**

Paul Donovan & John Townsend, 2004

Management Pocketbooks

Tips and techniques for training needs analysis. Concise style - easy to dip in and out for ideas. Covers the training needs investigation process, information on using competencies as a framework, on transfer of learning back to the workplace and on evaluation. Includes a questionnaire on your readiness you are for TNA which can be used as a starting point for organisations new to the process.

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## Appendix 1

### Diagnostic Template: Identifying and meeting learning needs

This diagnostic looks at the organisational processes which can support training/learning needs analysis, and signposts to external resources that can help with filling gaps. Information and additional resources on these various areas can also be found within in the TNA section of the Skills – Third Sector Website, [www.skills-thirdsector.org.uk](http://www.skills-thirdsector.org.uk).

Question	Yes/No	Resources
<b>Planning</b>		
Do we have a strategic and organisational plan?		<i>Tools for tomorrow – A practical guide to strategic planning for voluntary organisations</i> , NCVO: <a href="http://www.ncvo-vol.org.uk/publications">www.ncvo-vol.org.uk/publications</a>
Do we have a training strategy and/or a stated commitment to the value of learning and development for our staff/volunteers and trustees?		<i>Training Policy and Strategy - CIPD Factsheet</i> <a href="http://www.cipd.co.uk/subjects/training/trnstrgy/tngpolstrat.htm?IsSrchRes=1">http://www.cipd.co.uk/subjects/training/trnstrgy/tngpolstrat.htm?IsSrchRes=1</a>  Sample training strategies and policies from voluntary organisations may be requested free of charge via the NCVO's HRBANK. <a href="http://www.ncvo-vol.org.uk/advice-support/people-hr-employment/hrbank/hrbank">http://www.ncvo-vol.org.uk/advice-support/people-hr-employment/hrbank/hrbank</a>
Do we have a training budget?		<i>Funding and Costing Workforce and Governance Development</i> <a href="http://www.ncvo-vol.org.uk/publications">www.ncvo-vol.org.uk/publications</a>
<b>Trustees</b>		
Do we have a system in place for developing our trustees?		<i>NOS for Trustees Toolkit</i> Downloadable resources to help trustees and management committee members consider their development needs, drawing on the relevant national occupational standards. <a href="http://www.ncvo-vol.org.uk/governanceandleadership">www.ncvo-vol.org.uk/governanceandleadership</a> .
<b>Paid staff</b>		
Do we have up to date job descriptions and person specifications for all posts?		<i>Good Guide to Employment, NCVO</i> <a href="http://www.ncvo-vol.org.uk/publications">www.ncvo-vol.org.uk/publications</a> .  <i>National Occupational Standards</i> Occupational competency framework which can underpin job design and HR processes. <a href="http://www.skills-thirdsector.org.uk/national_occupational_standards">http://www.skills-thirdsector.org.uk/national_occupational_standards</a>

Is there a robust induction process in place for new staff?		<i>Good Guide to Employment, NCVO</i> <a href="http://www.ncvo-vol.org.uk/publications">www.ncvo-vol.org.uk/publications</a> .
Do we have an appraisal system in place?		<i>Good Guide to Employment, NCVO:</i> <a href="http://www.ncvo-vol.org.uk/publications">www.ncvo-vol.org.uk/publications</a> <i>VolResource – Managing People:</i> <a href="http://www.volresource.org.uk/briefing/mng_peep.htm">www.volresource.org.uk/briefing/mng_peep.htm</a>
Do we want to work towards externally recognised good practice standards in managing and developing our people?		ACAS – <i>downloadable appraisal templates:</i> <a href="http://www.acas.org.uk">www.acas.org.uk</a> Investors in People – organisational framework for developing people <a href="http://www.investorsinpeople.co.uk">www.investorsinpeople.co.uk</a> .
Are line managers competent in supporting the learning and development of their staff?		<i>Management and Leadership Standards – D Units</i> <a href="http://www.management-standards.org.uk">www.management-standards.org.uk</a> .
Do we know where to access relevant training for our paid staff?		<i>Train to Gain</i> Train to Gain is an independent skills brokerage service which includes some free training needs consultancy and signposting service to choice of training options. <a href="http://www.traintogain.gov.uk">www.traintogain.gov.uk</a> .
Do we evaluate our training?		<i>Learning needs analysis and evaluation</i> Frances Bee, Roland Bee, CIPD, 2003 <a href="http://www.cipd.co.uk">www.cipd.co.uk</a> .
<b>Volunteers</b>		
Do we have role descriptions for our volunteers?		<i>National Occupational Standards for Management of Volunteers</i> <a href="http://www.skills-thirdsector.org.uk">www.skills-thirdsector.org.uk</a> <i>Volunteering England Good Practice Bank</i> <a href="http://www.volunteering.org.uk/Resources/goodpracticebank/index.htm">http://www.volunteering.org.uk/Resources/goodpracticebank/index.htm</a> .

<p>Do we have a system to support volunteers in identifying their learning needs?</p>		<p><i>National Occupational Standards for Management of Volunteers</i>  <a href="http://www.skills-thirdsector.org.uk">www.skills-thirdsector.org.uk</a>.</p> <p><i>Assessing Voluntary Experiences</i> – Institute of Volunteering Research Toolkit to help volunteers reflect on their volunteering experience and their learning needs.  <a href="http://www.ivr.org.uk">www.ivr.org.uk</a>.</p> <p><i>Volunteering England Good Practice Bank</i>  <a href="http://www.volunteering.org.uk/Resources/goodpracticebank/index.htm">www.volunteering.org.uk/Resources/goodpracticebank/index.htm</a>.</p> <p><i>Volunteer Centres</i>          Advice on good practice in supporting, inducting and developing volunteers  <a href="http://www.volunteering.org.uk">www.volunteering.org.uk</a>.</p>
<b>Sub-sectors</b>		
<p>We work in the sport and leisure sector</p>		<p><i>Successful Workforce Development Planning – A Guide</i>          Toolkit available on CD-ROM. It contains editable templates and forms to help with identify training needs. <a href="http://www.skillsactive.com">www.skillsactive.com</a>.</p>
<p>We work in the justice sector</p>		<p>Skills For Justice’s SkillsMark: <a href="http://www.skillsforjustice.com/skillsmark">www.skillsforjustice.com/skillsmark</a></p>
<p>We work in the health sector</p>		<p><i>Health - Competence Application Tools</i>          Online diagnostic tools for identifying team and individual competency gaps in the healthcare sector. <a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a>.</p>
<p>We work in the care sector</p>		<p><i>Skills for Care - Workforce Planning Toolkit, 2nd edition (2004)</i>          Includes a training need analysis guide and some tools and templates, including an induction matrix and an individual training plan template. <a href="http://www.skillsforcare.org.uk">www.skillsforcare.org.uk</a>.</p>

Appendix 2  
S.W.O.T Analysis template

<i>Strengths</i>	<i>Weaknesses</i>
<i>Opportunities</i>	<i>Threats</i>

## Appendix 3

### Competence Based Learning Needs Analysis

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

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

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

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

[NOTE: This sample template has been compiled using the *National Occupational Standards for the Management of Volunteers, D Units: Managing and developing volunteers* and the format can be adapted for any suitable competency framework]

**Name:**

**Job title:**

**Date:**

Is this part of your role?	How important is this in your role?			How would you rate your confidence in this area?		
	Very important	Fairly important	Not important	Very confident	Quite confident	Not confident
<b><i>Managing and developing volunteers</i></b>						
Managing the induction of volunteers						
Planning, organising and monitoring the work of volunteers						
Leading and motivating volunteers						
Supporting the development of volunteers' knowledge and skills						
Enabling learning through demonstration and instruction						
Enabling group learning						
Maintaining records of volunteers						
Managing volunteers' expenses						
Helping address problems affecting volunteers						

## Appendix 2 continued

### Methods of meeting learning needs

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

In-house courses	
External training courses	
National Vocational Qualifications	
E-learning	
Blended learning	
Books or journals	
Coaching	
Mentoring	
Shadowing	
Secondment	
Action learning	
Other – please indicate	

# Appendix 4 Personal Development Plan

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

## Appendix 5 Learning and Development Plan

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