

TRAINING NEEDS ANALYSIS

The training needs analysis (TNA) is a comprehensive, qualitative review of an organization's training history, current expectations, and capabilities. It helps identify the problems needing resolution, the audience, desired outcomes, and resource availability (such as existing media or content). By observing and/or interviewing representatives and recording that information at the start of a project, the learning design process has a point of reference. Analysis includes sections on project management (scope, cost, schedule, quality), content, and target audience.

#	Objective	Observation/Response	Additional Notes	Tags
High Level Project Management				
1	What should be the official name for this course?	"Digital Chapter Management"		BRANDING
2	Why is training needed now? What challenges or issues is the organization facing now? How will training alleviate these challenges?	With COVID, the chapter relies on electronic communication even more, and the foundation of its communication is the Google for Non-Profits platform. However, there's a bottleneck because only one volunteer information specialist is able to fully navigate the system. This impacts the cultivation of prospective members as well as participation in events.		PROJECT SCOPE, HIGH-LEVEL ORGANIZATIONAL OBJECTIVES
3	Can you cite specific incidents or trends that have revealed a training need? Are these incidents recorded or measured? Describe any specific issues raised by executive leadership, managers, or	Group emails that need to go out quickly, website updates that go unpublished, and mid-term leadership swaps whose account access isn't handled promptly - all have been issues that arise from having a single volunteer information specialist. Training will spread the knowledge out to board members and other potential		PROJECT SCOPE, LOW-LEVEL INTERNAL REQUIREMENTS

	employees that training will address.	volunteers.		
4	What is the estimated seat time for learners?	Per UMGC requirement, the sequence of modules should take between 6-8 hours for a learner to complete, although this can be done at each learner's preferred pace.		PROJECT SCOPE
5	Is training required by an underlying policy or corporate management entity? If yes, describe the policy and provide supporting documentation or, if it's a directive with a formal sponsor, provide their name.	Training is not a requirement (the Polly Cooper Chapter is an all-volunteer organization), but it would be highly recommended for anyone managing the chapter website or communications.		PROJECT SCOPE, EXTERNAL REGULATIONS
6	From kick-off to project completion, describe the desired project timeline.	Per UMGC requirement, this project kicks off from the return of the client agreement and delivers in its entirety on March 29th, 2022.		PROJECT SCHEDULE
7	What is the overall project budget? How does time spent training impact it?	This learning experience will be delivered at no cost to the chapter. Because Polly Cooper Chapter is a non-profit organization, any volunteers who take the course would have no financial impact.		PROJECT COST
8	Is there a measurable return-on-investment? How will the chapter be able to quantify the cost	This will be difficult as both the learning designer and chapter members are all volunteers. However, the value of time spent can be measured with increased		PROJECT COST

	and value of training to its participants?	communication by prospective members and increased member participation in chapter events.		
9	How will we measure the results of this training?	Before/after Google Form Surveys can collect data on comfort, confidence, and convenience. Google Workspace Reports alongside Google Analytics can show increased activity and unique hits on a longer timeline in the areas covered by training.	Two-Survey Requirement	ORGANIZATIONAL EVALUATION
10	Will there be any positive reinforcement or negative consequences tied to this training? Are there any tangible rewards or punitive measures that may result from performance in the areas covered by this proposed training?	There are no negative consequences. Positive reinforcement may include, but is not limited to, mentioning learners in chapter meetings or periodic newsletters.		LEARNER MOTIVATION
Content				
11	If training currently exists, describe what works well and any limitations to overcome in the new program. Are there anecdotes, scenarios, or other information that learners have liked or responded to positively?	There is a PDF manual that was created which covers similar topics. It's full of screenshots and media, which is good, but the interfaces have changed over time. It worked as a good checklist, but it didn't provide enough confidence for members to navigate Google's interface tweaks.		PRECEDENT, LESSONS LEARNED

12	Does any applicable training material exist for this subject matter (content conversion) or will new content need to be created?	New content will need to be created; no applicable material exists.		PRECEDENT, OER, CONTENT REQUIREMENTS
13	Can you recommend books, web articles, or other works that would make good reference material? Is there published information that would inform the core learning?	Google offers generic tutorials, but they're dry text-and-screenshot pages: https://www.google.com/nonprofits/resources/how-to-guide/		RESOURCES, OER
14	Does this course require instructor guides or scripts?	No. This course is self-paced; there is no live instructor.	(1/20) Regent reiterates, "I like that this is a self-guided curriculum."	CONTENT REQUIREMENTS
15	If you were to break the course into logical sections, what would they be titled? What would be the key tasks, main takeaways, and other lessons you would want learners to master? List potential module titles/subject areas envisioned for this course. Can you break those modules down into specific topics or	At a project level (see above), scope is focused on account management, online communication tools, and digital file organization (including website updates). Learners should exit the experience with a sense of comfort with the system, confidence in themselves, and the capacity to make updates at their convenience. Objectives should include topics such as: <i>The Regent from the Chapter's Executive Board will be able to create a new member account from her home computer in roughly 15 minutes, and success means her accountholder</i>		LEARNING OBJECTIVES

	concepts?	will receive a welcome message.		
Fully realized training objectives will need to be Specific, Measurable, Attainable, Realistic, and Timebound (SMART) as well as follow the Audience, Behavior, Conditions, and Degree of Mastery (ABCD) format. For example, “<<Who>> from <<where>> will be able to <<task/behavior from Bloom’s Taxonomy>> <<under what circumstance and in what time>> and success means they’ll <<marker of achievement>>.”				
Target Audience				
16	Describe the audience and any special needs it may have. Are any learners known to have a disability which would affect their ability to absorb material in a particular way?	The target audience would be adult women , primarily over the age of 45 . Font should be larger, or able to be enlarged, and videos should have relevant subtitles.		PERSONA
17	What languages and reading level are appropriate for the audience?	Dialog and copy should reflect a high school reading level. All learners speak English as their first language.		PERSONA
18	What possible technical barriers to learning may exist and need to be overcome? What is the typical learner’s technical aptitude?	The majority of learners will have a Windows-based personal computer available, but content should be deliverable on Macs and tablets as well. Learners will be able to navigate videos and horizontal learning paths; games and activities should be appropriate for digital non-natives.		PERSONA
19	Additional considerations like demographics (generation, culture, etc.)?	N/A		PERSONA

20	Describe what, on average, learners already know about the subject? Have learners already attended a previous training session, been exposed to the material through informal peer instruction, or been allowed to explore the material on their own?	Some learners will have experience with the native groups management dashboard outside of the administration area; some will have seen the manual created a few years ago, but no learners have attended previous training.		PERSONA
21	What adult development does this training target: • Job-specific education • General knowledge • Regulatory compliance • Professional development • Management /Leadership	This training would be made available as part of management and leadership onboarding for new board members and general knowledge for volunteer information specialists.		PERSONA
22	Will training be constructed for general access or only apply to those specific groups?	Training would be restricted to only board members and volunteer information specialists as those would be the only groups of people afforded access to system administrative areas		