



Organisational Training Needs Analysis



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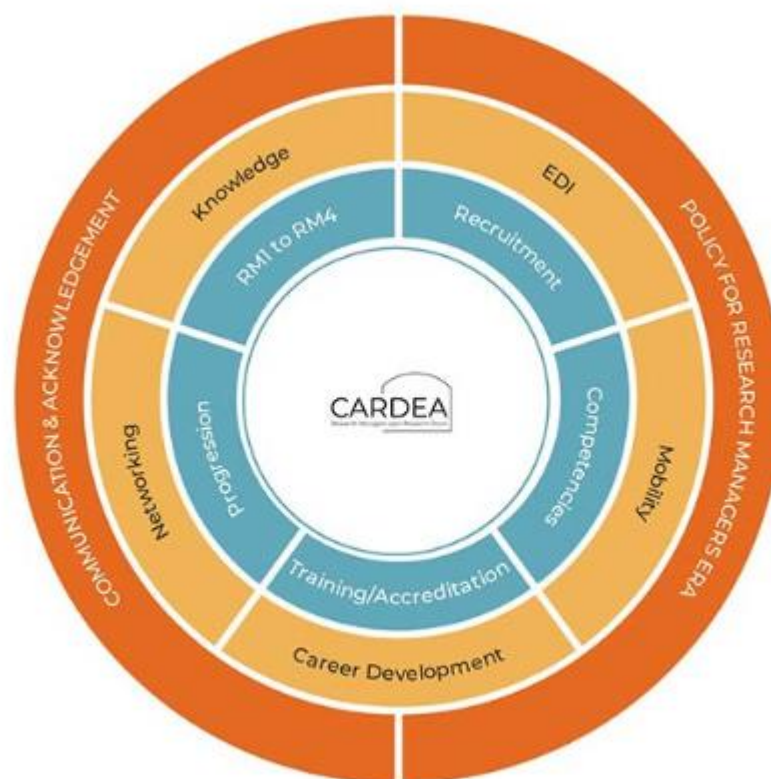
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Contents

Organisational Training Needs Analysis.....	3
Introduction.....	5
1. Establish the Objective	5
2. Stakeholder Identification and Engagement.....	5
3. Organisational Context Analysis.....	5
4. Skills and Competency Gap Analysis.....	6
5. Training Prioritisation Matrix.....	6
6. Design and Implementation of Training Programs	7
7. Evaluation and Feedback Mechanisms	7
8. Integration with Organisational Strategy	8
9. Documentation and Reporting.....	8
10. Implementation Plan.....	8
Tools and Templates.....	9
1. SWOT and PESTLE Templates.....	9
2. Training Needs Prioritization Matrix.....	11
3. Evaluation Tools for Kirkpatrick's Model	12

Organisational Training Needs Analysis

Foreword: An organisational training needs analysis is a vital tool for strengthening the capabilities of research institutions, with a special focus on Research Managers. It helps us identify skill gaps and development opportunities, ensuring that our training efforts are targeted and aligned with the demands of the research landscape. By conducting this analysis, we empower our Research Managers to drive innovation, enhance performance, and lead their teams effectively. This commitment to addressing our training needs underscores our dedication to continuous learning and excellence, keeping our research community at the forefront of discovery and impact.



CARDEA MATRIX

Your Cardea Community



CARDEA is a group (many of us HR Professionals) with a proven track record in the delivery of initiatives to support research staff within our own universities and organisations. Under the framework provided by the HR Excellence in Research initiative we work to improve policy and practice, recruitment and working conditions, and the training and development of research staff. Through CARDEA we will now leverage our experience to introduce policy and career practice guidelines for Research Managers in the European Research Area. [Meet the team](#)

Web Resources



CARDEA
Enabling professionalisation
of research management

Webpage: <https://www.ucc.ie/en/cardea/>



CARDEA Hub

Webpage: TBC

Webpage: <https://www.ucc.ie/en/cardea/cardeahub/>



Contact us: cardea@ucc.ie

Introduction

Creating a Training Needs Analysis (TNA) tool for research organisations involves multiple layers of assessment to identify the skills gap, organisational needs, and external factors influencing training requirements. Below is a structured guide on how to develop this TNA tool using SWOT, PESTLE, and other relevant tools and concepts.

1. Establish the Objective

- **Purpose:** Identify the skills, knowledge, and competencies required by research managers to effectively manage research projects, teams, and operations in a research/higher education setting.
- **Scope:** Focus on research management within research organisations/higher education institutions, considering both current needs and future trends.

2. Stakeholder Identification and Engagement

- **Who:** Include research managers, senior leadership, HR, and relevant academic staff.
- **How:** Conduct interviews, surveys, and focus group discussions to gather insights on current competencies and perceived gaps.

3. Organisational Context Analysis

- **SWOT Analysis:**
 - **Strengths:** Identify internal strengths related to research management (e.g., experienced staff, robust research culture).
 - **Weaknesses:** Identify internal weaknesses that may hinder effective research management (e.g., lack of training in project management or funding acquisition).
 - **Opportunities:** Identify external opportunities (e.g., new funding opportunities, collaborations, technological advancements).
 - **Threats:** Identify external threats (e.g., changes in funding policies, increasing competition for grants).

PESTLE Analysis:

- **Political:** Assess the impact of government policies, regulations, and funding on research management.
- **Economic:** Consider budget constraints, economic conditions, and funding availability.
- **Social:** Evaluate demographic changes, cultural factors, and societal expectations affecting research.
- **Technological:** Assess the impact of new technologies, digital tools, and platforms used in research management.

- **Legal:** Consider compliance requirements, intellectual property laws, and ethical standards.
- **Environmental:** Understand sustainability practices, environmental policies, and green research initiatives.

4. Skills and Competency Gap Analysis

Current Competency Mapping:

- Assess the existing skills and knowledge of research managers using competency frameworks.
- Identify competencies in areas like research ethics, project management, funding acquisition, team leadership, and communication.

*See the self-assessment tool

Future Competency Needs:

- Identify emerging skills required due to changes in the research landscape, such as data analytics, digital literacy, and interdisciplinary collaboration and AI.

Competency Gap Assessment:

- Compare current competencies against future needs to identify gaps.
 - Use self-assessment tools
 - 360-degree feedback
 - Performance reviews
 - Mentoring

5. Training Prioritisation Matrix

Urgency vs. Importance:

Prioritise training needs based on their impact on organisational goals and the urgency of addressing these gaps.

- High urgency, high importance: **Immediate** training required.
- High urgency, low importance: **Short-term** solutions or quick fixes.
- Low urgency, high importance: **Long-term** training programs.
- Low urgency, low importance: **Monitor** for future needs.

Budget and Resource Consideration:

- Assess available resources for training (budget, time, external trainers).
- Prioritise training programs that offer a high return on investment.

6. Design and Implementation of Training Programs

Tailored Training Programs:

- Develop (where feasible) specific training programs (e.g., workshops on grant writing, leadership development programs) to address identified gaps.

Learning Modes:

- Consider a mix of in-person workshops, online courses, mentoring, and on-the-job training.

Customisation:

- Tailor training content to the specific needs of research managers, incorporating case studies and examples relevant to higher education research management.

7. Evaluation and Feedback Mechanisms

Kirkpatrick's Four Levels of Evaluation:

Level 1 Reaction: Gather participant feedback on training satisfaction.

Level 2 Learning: Assess knowledge and skills gained through pre- and post-training tests.

Level 3 Behaviour: Observe changes in behaviour or application of skills in the workplace.

Level 4 Results: Measure the impact of training on organisational goals (e.g., improved grant success rates).



Continuous Improvement:

Use feedback and evaluation results to continuously refine and update the TNA tool.

Regularly review and adjust training to address evolving needs.

8. Integration with Organisational Strategy

- **Alignment with Strategic Goals:**
 - Ensure that training programs align with the organisation's overall strategic goals.
 - Link training outcomes to key performance indicators (KPIs) such as research output, publication quality, and successful funding applications.
- **Sustainability and Long-term Planning:**
 - Develop a long-term training and development plan to ensure sustained competency development.
 - Incorporate leadership development and succession planning for research managers.

9. Documentation and Reporting

Comprehensive Reporting

- ✓ Document the entire TNA process, findings, and recommended training programs.
- ✓ Provide clear recommendations for implementation, with timelines and resource requirements.

Regular Updates:

- ❖ Schedule periodic reviews and updates of the TNA tool to adapt to organisational and external environment changes.

10. Implementation Plan

- **Action Plan:** Develop an implementation plan with timelines, responsibilities, and resource allocation.
- **Pilot Testing:** Conduct a pilot of the TNA tool with a small group of research managers and refine it based on feedback.

Tools and Templates

1. SWOT and PESTLE Templates

Template 1: Swot Analysis

Instructions:

1. **Identify Internal Strengths and Weaknesses:** Assess your organisation's internal environment, including resources, capabilities, processes, and cultural factors.
2. **Identify External Opportunities and Threats:** Examine the external environment to identify opportunities and threats that could impact the organisation.

Example:

Internal Factors	Strengths	Weaknesses
<i>Resources</i>		
<i>Capabilities</i>		
<i>Processes</i>		
<i>Cultural Factors</i>		

External Factors	Opportunities	Threats
<i>Market Threats</i>		
<i>Technological Advances</i>		
<i>Regulatory Environment</i>		
<i>Economic Environment</i>		

Template 1:

Internal Factors	Strengths	Weaknesses

External Factors	Opportunities	Threats

Template 2: PESTLE Analysis

PESTLE Analysis Template

Instructions:

1. **Assess Each PESTLE Factor:** For each factor, consider the elements that could affect research management within your organisation.
2. **Evaluate the Impact:** Determine how each factor influences the organisation and prioritize them based on their significance.

Example:

Factors	Description	Impact on Organisation
<i>Political</i>		
<i>Economic</i>		
<i>Social</i>		
<i>Technological</i>		
<i>Legal</i>		
<i>Environmental</i>		

Template 2:

Factors	Description	Impact on Organisation
<i>Political</i>		
<i>Economic</i>		
<i>Social</i>		
<i>Technological</i>		
<i>Legal</i>		
<i>Environmental</i>		

2. Training Needs Prioritization Matrix

Instructions:

1. **List Training Needs:** Identify the various training needs of research managers.
2. **Assess Importance:** Evaluate the importance of each need based on its impact on organisational goals.
3. **Assess Urgency:** Determine the urgency of addressing each need.
4. **Prioritize:** Use the matrix to prioritise training needs, focusing on those that are both high importance and high urgency.

Prioritisation Matrix Template

Example 3

Urgency	High	Low
Importance	High	Immediate Priority
	- [Training Need 1]	- [Training Need 2]
	Low	Short-Term Focus
	- [Training Need 3]	- [Training Need 4]

Template 3

Urgency	High	Low
Importance	High	
	Low	

3. Evaluation Tools for Kirkpatrick's Model

Instructions:

- **Customise the Surveys and Assessments:** Modify the content to reflect the specific training objectives and organizational context.
- **Implement Across All Levels:** Use the tools systematically after each training program to gather comprehensive evaluation data.

Level 1: Reaction (Satisfaction Survey)

Survey Questions:

- How satisfied were you with the training content?

Very Satisfied ☐

Satisfied ☐

Neutral ☐

Unsatisfied ☐

Very Unsatisfied ☐

- How relevant was the training to your job?

Highly Relevant ☐

Relevant ☐

Somewhat Relevant ☐

Not Relevant ☐

- What did you like most about the training?

- What could be improved?

Level 2: Learning (Knowledge Assessment)

Pre- and Post-Training Quiz:

Question 1: Describe the key steps in securing a research grant.

- **Question 2:** Explain the importance of research ethics in project management.

- **Scoring:** Compare pre-training and post-training responses to measure knowledge gained.

Level 3: Behavior (Behavioral Change Assessment)

Behavioural Observation Checklist:

- **Criteria:**
 - Demonstrates improved project planning skills ☐
 - Applies ethical considerations in decision-making. ☐
 - Effectively communicates with research team members. ☐
- **Rating Scale:**
 - Not Observed ☐
 - Rarely Observed ☐
 - Sometimes Observed ☐
 - Often Observed ☐
 - Always Observed ☐

Level 4: Results (Impact on Organisational Goals)

Key Performance Indicators (KPIs):

- **Metric 1:** (e.g., Increase in successful grant applications.)

- **Metric 2:** (e.g., Improvement in research project outcomes (e.g., timely completion).)

- **Metric 3:** (e.g., Reduction in compliance issues or ethical violations.)

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Data Collection Method:

- Compare organisational performance data before and after training implementation to evaluate the impact on these KPIs.

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Your Notes

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