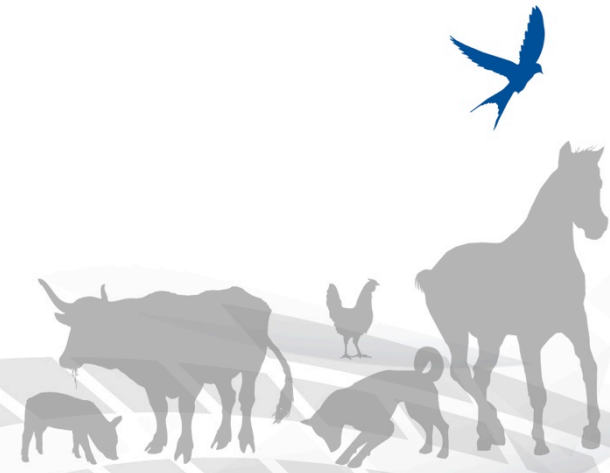




Learning need analysis

Francesca Pompei
Pina Mangifesta

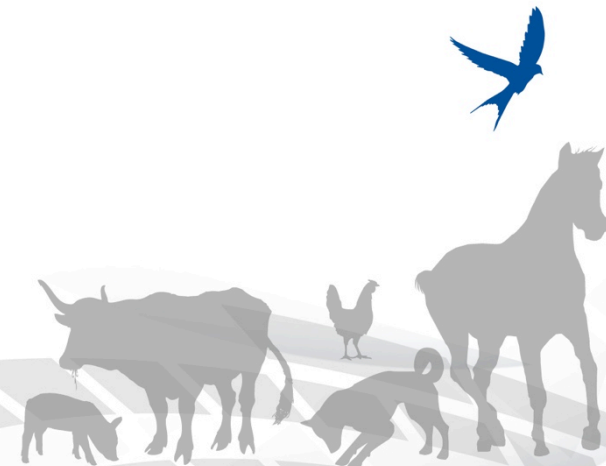


What is a need?



What is a need?

- To maintain a certain condition
- To achieve a desired state
- Manifest/intended
- Latent/unintended



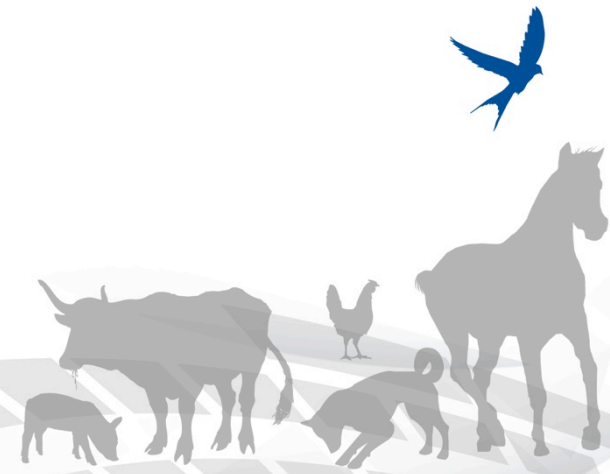


Maslow's Hierarchy of Needs




A Definition

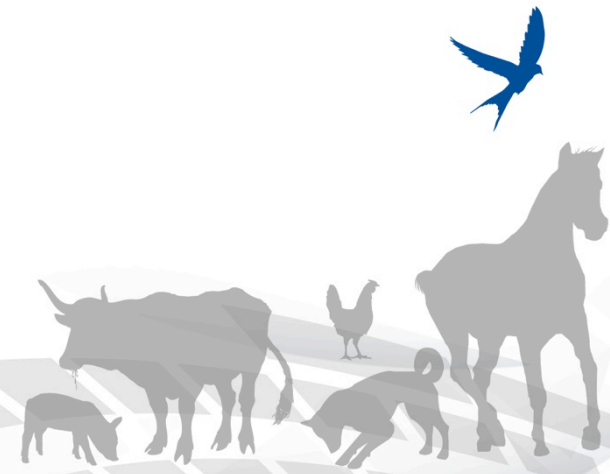
Need is a requirement for something



The learning need



An observable **gap** between the individuals' or groups' **present knowledge, skills and attitudes** and the standards identified as **necessary** (immediately or in the future) to do the job or perform the tasks effectively and successfully.




Why people need to learn?

- To look for a (new) job
- To advance his/her career
- To do the same job with a new role/responsibilities
- To be able to use new technologies/speak other languages
- To adapt to a changed environment
- To be able to manage new processes and procedures
- To comply with legislation
- Etc.



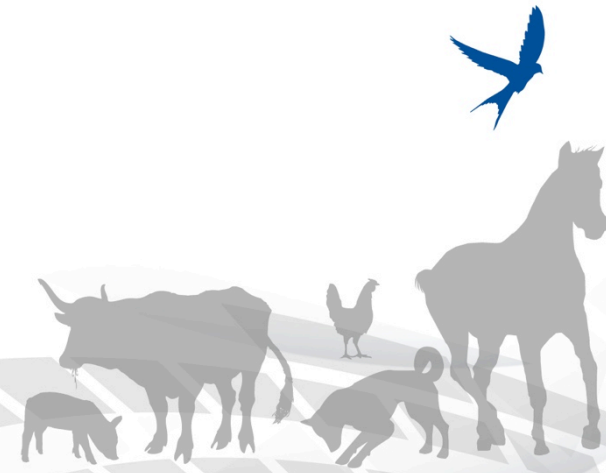
Learning need analysis



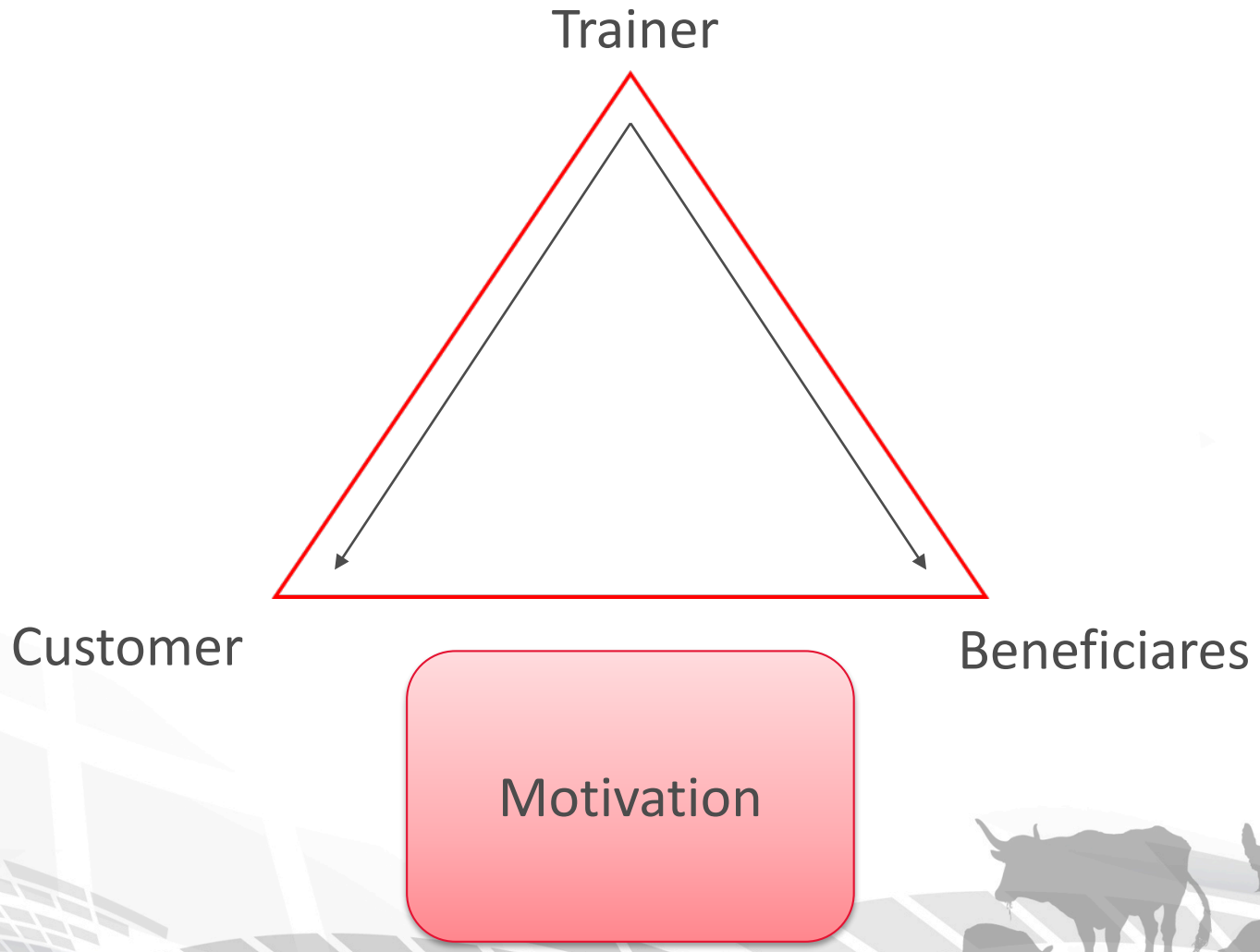
Actions aimed at collecting data
to identify learning needs
of the target group(s)



Planning training activities



Learning need analysis




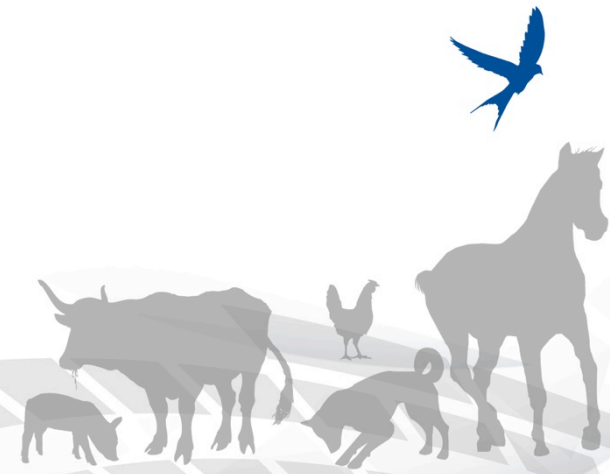


How to identify learning needs?



Learning need analysis

- 
- Study of the context/Direct observation
 - Identification of the target group(s)
 - Definition of the target group learning needs




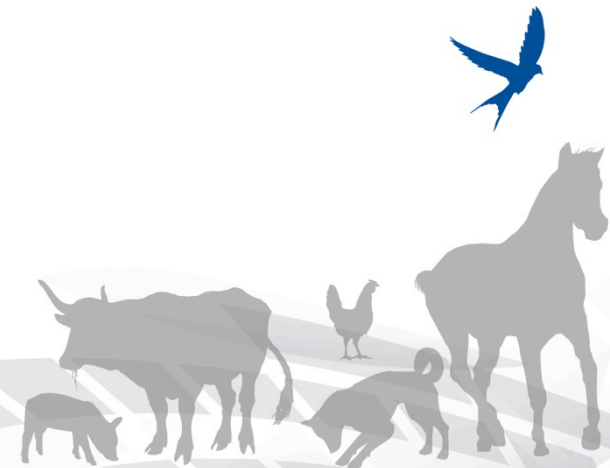
Learning need analysis: the context

- **Country(ies)**
- **Organisation(s)** (vision, mission, objectives, organisational structure, values, strategies, resources etc.)
- **Work and performances** (tasks, roles, procedures, process indicators, planned processes of reorganization, rationalization, innovation, etc.)
- **Personnel** (motivation, satisfaction, level of knowledge and competences, problems, communication, expectations, attitudes, turnover etc.)

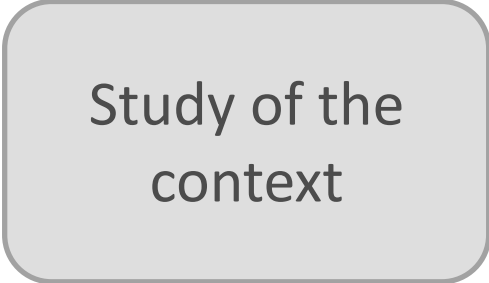


Learning need analysis: the context

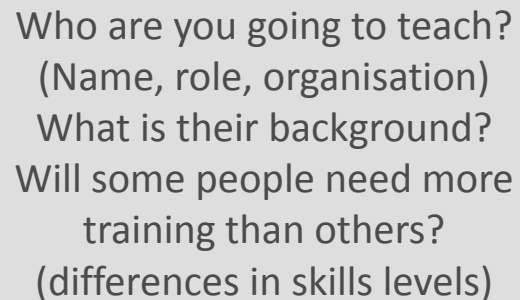
- 
- **Internal sources and external sources:** website, leaflets, reports, procedures, statistics, CV vs Job description ecc.
 - **SWOT Analysis**



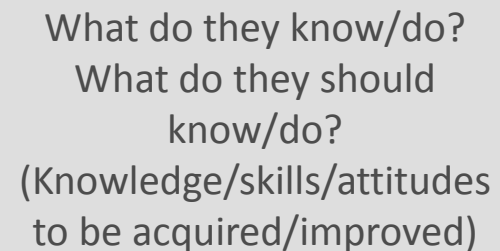
Learning need analysis: identification and definition of the target group learning needs



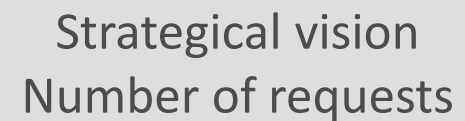
Study of the
context



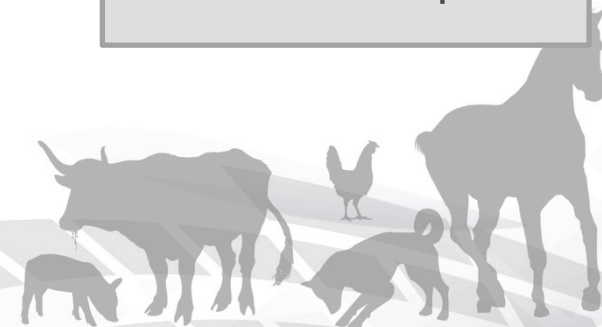
Who are you going to teach?
(Name, role, organisation)
What is their background?
Will some people need more
training than others?
(differences in skills levels)



What do they know/do?
What do they should
know/do?
(Knowledge/skills/attitudes
to be acquired/improved)



Strategical vision
Number of requests




Learning need analysis: tools



Tool

When

Interviews

- Oral
 - Small groups (e.g. managers)
 - To assess work environment
 - Dynamic, facilitate the expression of learning needs (also non verbal information)
 - To obtain quality data
- 

Tool

When

Focus group

- Faster than interview (2 hours; around 7-12 people; 1 facilitator + 1 observer)
- To focus on a specific subject
- To assess work environment
- To receive a feedback about training projects
- To receive useful information in order to draft a questionnaire
- To stimulate new ideas (creativity)
- Groups should be omogeneous
- Interaction is very important
- To obtain quality data



Learning need analysis: tools

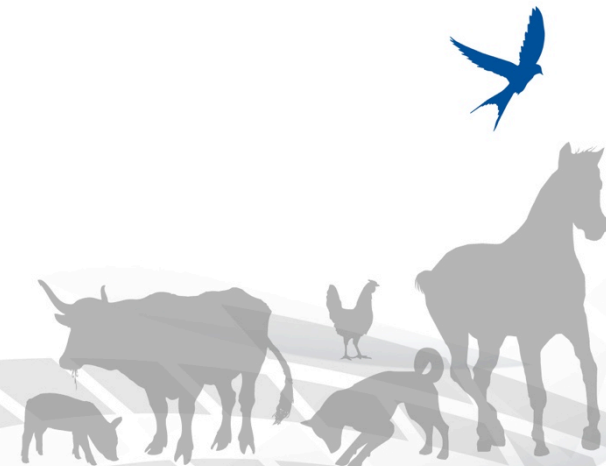


Tool

An example

Interview
and focus
groups

EU Twinning project Tunisia
(Interview and focus groups)



Learning need analysis: tools

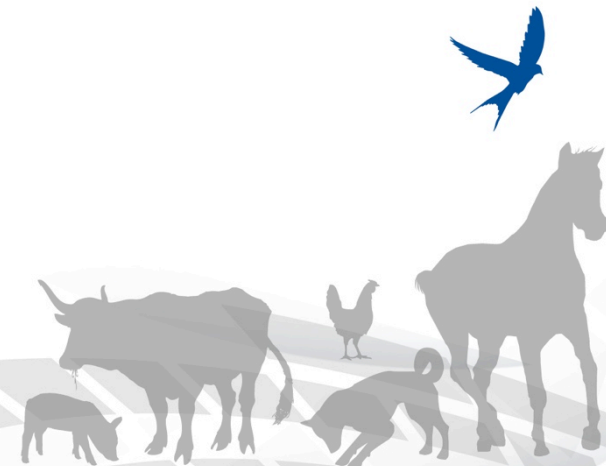


Tool

When

Opera

- To activate the introverts
- To involve everyone in planning
- To reach consensus
- Common decision making or planning



Learning need analysis: tools

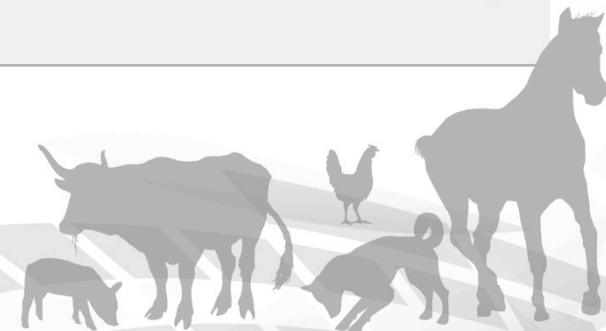


Tool

An example

Opera

OIE Twinning project South Africa




Learning need analysis: tools

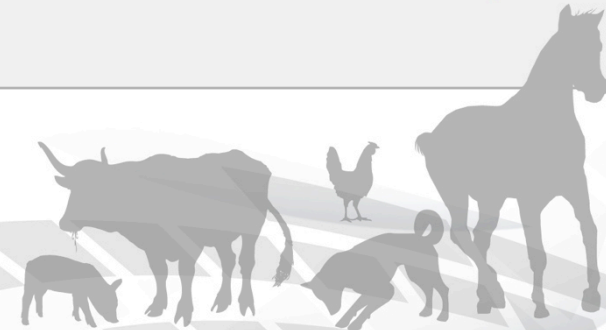


Tool

When

Questionnaire

- Written (vs oral interview)
 - Big numbers
 - Different characteristics of the target
 - To reach people far
 - Visibility
 - To obtain quantity and quality data
- 



Learning need analysis: tools

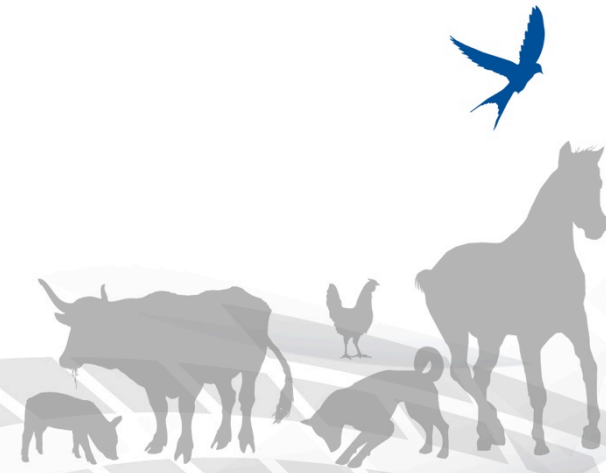


Tool

An example

Questionnaire

Erasmus+ MicroQlab



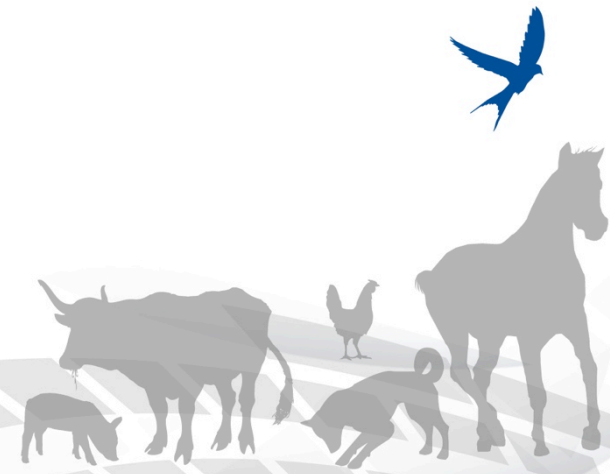
The questionnaire

- ✓ Coherence in the sequence of topics
- ✓ From general to specific (or the contrary)
- ✓ «Sensitive» questions at the end
- ✓ Easy language
- ✓ Introduction
- ✓ Remind



Questions

- ✓ Open
- ✓ Close (Yes/No; Multiple choice; Scaled questions; Matrix)
- ✓ Semi-close (Other...)
- ✓ Contingency Questions



The background of the slide is white with large, light gray, stylized architectural or grid-like patterns in the corners. In the bottom right corner, there are silhouettes of farm animals: a cow, a pig, a chicken, and a horse, with a blue bird flying above them.

Thank you