



# STAFF TRAINER

TOURISM SECTOR



Co-funded by the Erasmus+ Programme of the European Union

## DIAGNOSIS OF TRAINING NEEDS

1

# WHAT IS A NEED?



**A NEED IS A TENDENCY TO POSSESS AND USE  
A PRODUCT OR SERVICE**

Needs causeS motivation in people, that is, a state of readiness to take a specific action, e.g. the desire to acquire new qualifications through participation in training.

# WHAT IS A DIGNOSIS OF NEEDS?

**THE DIAGNOSIS OF THE NEEDS IN THE SCOPE OF PROFESSIONAL PERFORMANCE IS AN EVALUATION OF THE STATUS OF THESE NEEDS PRESENT ON THE BASIS OF RESEARCH AND ANALYSIS.**

**In a broader sense, the diagnosis of training needs is:**

- ➔ systematic collection of information on training needs,
- ➔ analysis of feedback received,
- ➔ assessment of the possibilities of satisfying these needs.

# THE AIMS OF A DIAGNOSIS OF NEEDS

## THANKS TO A CORRECT DIAGNOSIS IN THE SCOPE OF PROFESSIONAL PERFORMANCE, YOU CAN:

- ➔ define the needs of employers and employees in the field of raising qualifications,
- ➔ verify the state of knowledge and skills of potential training participants,
- ➔ define the directions and goals of the next training activities,
- ➔ select elements that require shortening, extension, modification or removal from the training program,
- ➔ determine the suitability of training for employers.



# THE AIMS OF A DIAGNOSIS OF TRAINING NEEDS

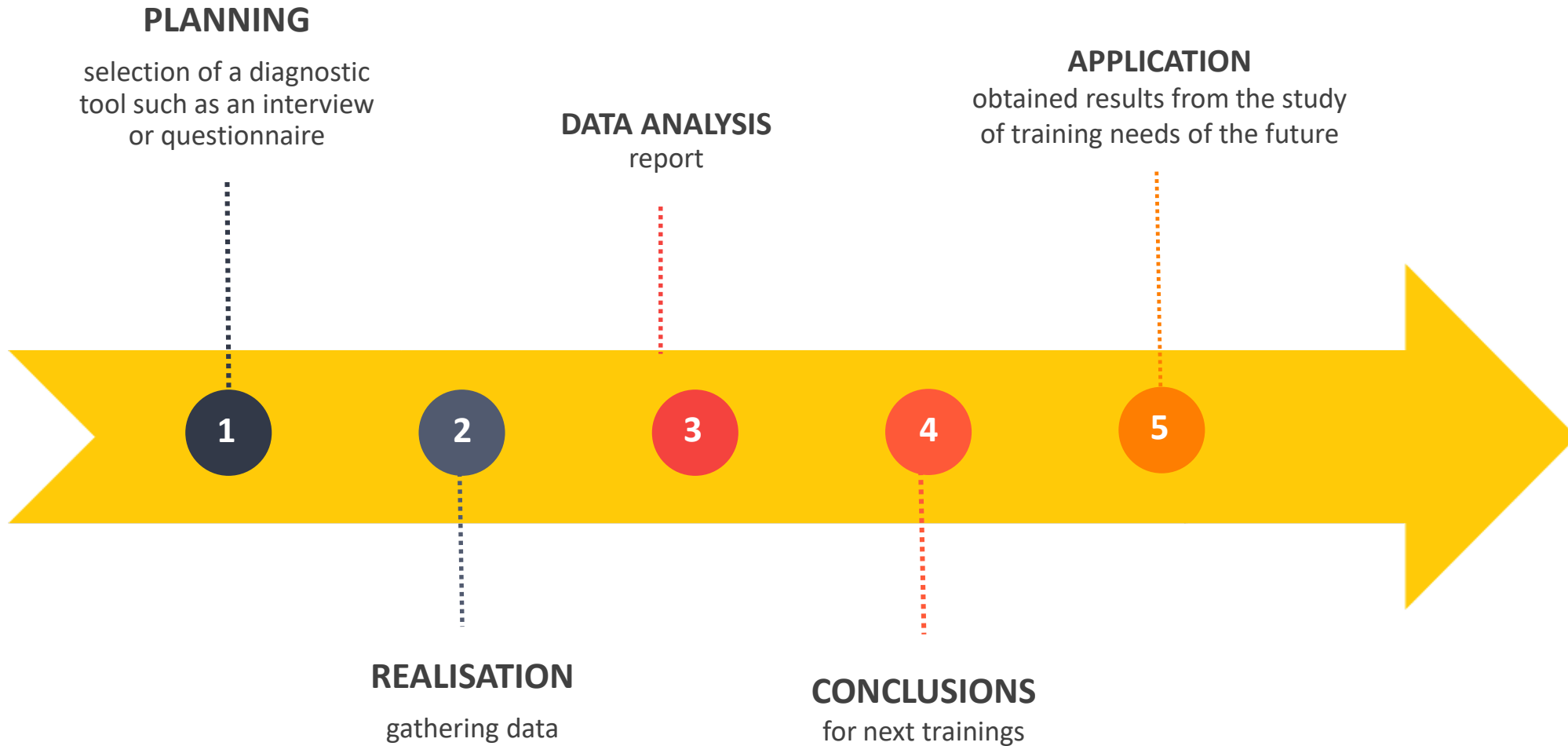
## THE DIAGNOSIS OF NEEDS ALSO HELPS IN:

- ➔ development of an attractive training offer,
- ➔ acquiring new participants of trainings,
- ➔ improving the professional qualifications of employees,
- ➔ support for workplaces and employers in improving the quality of their production and service activities,
- ➔ supporting the personal and professional development of the trainer.



- ➔ when new elements of equipment and new technologies appear,
- ➔ when legal regulations require the introduction of new technological or organisational solutions,
- ➔ when new trends appear,
- ➔ when new market conditions appear,
- ➔ when you need to expand or change the training offer.

# STAGES OF A DIAGNOSIS OF TRAINING NEEDS





**MAKING A DECISION IN ANY  
CIRCUMSTANCES REQUIRES A CONSULTATION  
OF RELEVANT INFORMATION.**

**THE MORE DIFFICULT THE DECISION THE  
GREATER THE MEANING OF INFORMATION.**



# HOW INFORMATION IS OBTAINED?



**THROUGH EXPERIENCE - it results mainly from daily, ongoing work.**

**THROUGH RESEARCH - both own and external sources.**

# BASED ON WHAT INFORMATION DO WE MAKE A DECISION?



## OPERATIVE INFORMATION

collected systematically,  
continuously - needed  
to make decisions on a regular basis

## SPECIAL INFORMATION

### PROBLEMATIC

necessary to determine the future  
directions of activity and development.





# SELECTION OF THE RESEARCH GROUP

DEPENDING ON THE PURPOSE OF THE RESEARCH, YOU NEED TO DETERMINE:

## WHO SHOULD PARTICIPATE?

- ➔ employers in catering or hotel establishments?
- ➔ employees in catering or hotel establishments?
- ➔ teachers of catering and hotel schools?
- ➔ other people?

## HOW MANY PEOPLE SHOULD PARTICIPATE ?

- 50?
- 100?
- 200?
- ...?

Then, people are selected in a targeted or random manner and the size of the research group is determined.

# CONTACT WITH THE RESEARCH GROUP

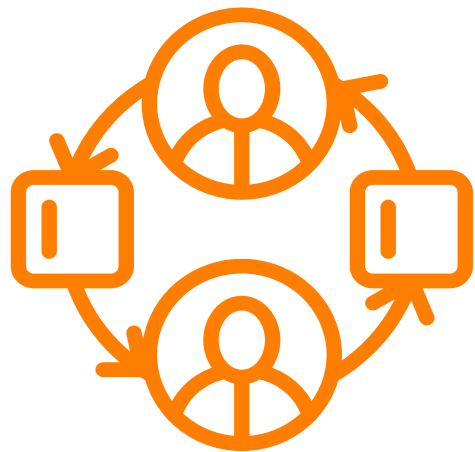


# CONTACT WITH THE RESEARCH GROUP



**THE BEST METHOD IS PERSONAL CONTACT  
BECAUSE IT ASSURES FOR ACHIEVING  
ACCURATE AND RELIABLE ANSWERS.**

# CONTACT WITH THE RESEARCH GROUP



EACH FORM OF CONTACT REQUIRES PREPARATION FROM THE TRAINER. HE MUST BUILD TRUST AND COLLECT INFORMATION THAT WILL HELP WITH THE REAL EQUIVALENT NEEDS OF RECIPIENTS IN THE SCOPE OF PERFECTION.

# TOOLS USED TO COLLECT INFORMATION

## ORAL FORM

Interviews

.....  
Conversations  
with the  
employer and  
employees

## WRITTEN FORM

Questionnaires

.....  
Tests

## OBSERVATION FORM

Observation of a  
job post





# TOOLS USED TO COLLECT INFORMATION



**SELECTION OF CONTACT FORM AND WAY OF COLLECTING INFORMATION CAN BE VARIABLE, THEREFORE IT REQUIRES FLEXIBILITY FROM THE TRAINER.**

# COLLECTING INFORMATION

**ONE OF THE MOST IMPORTANT FACTORS INFLUENCING THE GETTING RELIABLE FEEDBACK INFORMATION IS A WAY OF CHANGING QUESTIONS.**

**They can be:**

- ➔ OPEN - non-suggestive replies,
- ➔ CLOSED - containing answers to choose from,
- ➔ HALF-OPEN - in which both forms are present.

# TOOLS FOR DIAGNOSIS OF TRAINING NEEDS



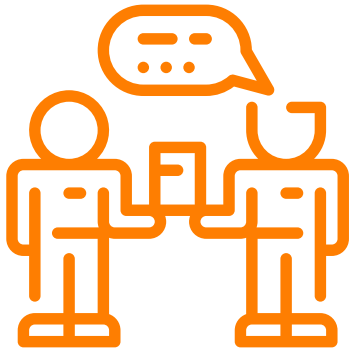
## CONVERSATIONS AND INTERVIEWS

SHOULD HAVE A SPECIFIC CHARACTER BUT THE RESPONDENTS SHOULD HAVE THE RIGHT TIME TO THINK AND TO ADD TO THEIR OWN ANSWERS

ONLY THE RIGHT COMMUNICATION OF THE TRAINER WITH THE RESEARCH PARTICIPANTS E.G. WITH THE EMPLOYEES OF HOSPITALITY ESTABLISHMENTS MAY GIVE POSITIVE RESULTS

# TOOLS USED TO COLLECT INFORMATION

QUESTIONS ASKED FOR INTERVIEWS SHOULD ALWAYS BE OPEN AND MAY APPLY TO:



CONVERSATIONS AND  
INTERVIEWS

- ➔ behaviours, activities and respondents 'experiences related to their own and other employees' professional development,
- ➔ opinions and values of the subject about professional preparation,
- ➔ emotional reactions in everyday situations,
- ➔ impressions related to sensory experiences,
- ➔ knowledge about training needs, their possession or absence,
- ➔ respondent's metrics.

# TOOLS FOR DIAGNOSIS OF TRAINING NEEDS



## QUESTIONNAIRES

**BELONG TO A CONVENIENT AND  
WIDE ACCEPTED FORMAT OF  
COLLECTING INFORMATION**

The questionnaires consist  
of **3** parts:

- **INITIAL (introductory)**
- **ESSENTIAL**
- **FINAL**

# TOOLS USED TO COLLECT INFORMATION

## 1 INTRODUCTION PART CONTAINS:



QUESTIONNAIRES

- information about the institution conducting the research,
- research goals,
- instructions for responding,
- information on how important honest thought-out answers are,
- thanks to the respondents for the time spent completing the questionnaire.



### EXAMPLE DOCUMENTS

Work card 1 – introduction part of a questionnaire

Work cards 4 and 5 – sample questionnaires

# TOOLS USED TO COLLECT INFORMATION

## 2 ESSENTIAL PART

Questions aimed at the respondent are in the essential part of the questionnaire



QUESTIONNAIRES

They can be:

- ➔ different types of open questions,
- ➔ different types of closed questions.

Replies can be provided orally or in writing.



### EXAMPLE DOCUMENTS

Work card 2– open questions / work card 3 – closed questions

Work cards 4 and 5 – example questionnaires

# TOOLS USED TO COLLECT INFORMATION

## 2 ESSENTIAL PART



QUESTIONNAIRES

The questionnaires may also include questions about specific functions:

- ➔ FILTER - means selective.
- ➔ CONTROL - that is, those that have already been asked once, but in a different form. They confirm the credibility of the respondent.



# TOOLS USED TO COLLECT INFORMATION

## 3 FINAL PART

The final part of the questionnaire contains questions about the characteristics of the respondent.



QUESTIONNAIRES

They may concern:

- ➡ gender,
- ➡ education,
- ➡ seniority,
- ➡ type of work and other.



### EXAMPLE DOCUMENTS

Work cards 4 and 5 –example questionnaires

## TOOLS FOR DIAGNOSIS OF TRAINING NEEDS

## CHARACTERISTICS

QUESTIONNAIRES  
SURVEYS

możliwie  
krótki  
materiał

mniej  
pytań  
półotwartych

jednoznaczne  
odpowiedzi  
na pytania

więcej  
pytań  
zamkniętych

poprawnie  
sformułowane  
pytania

przejrzysta  
struktura  
ankiety

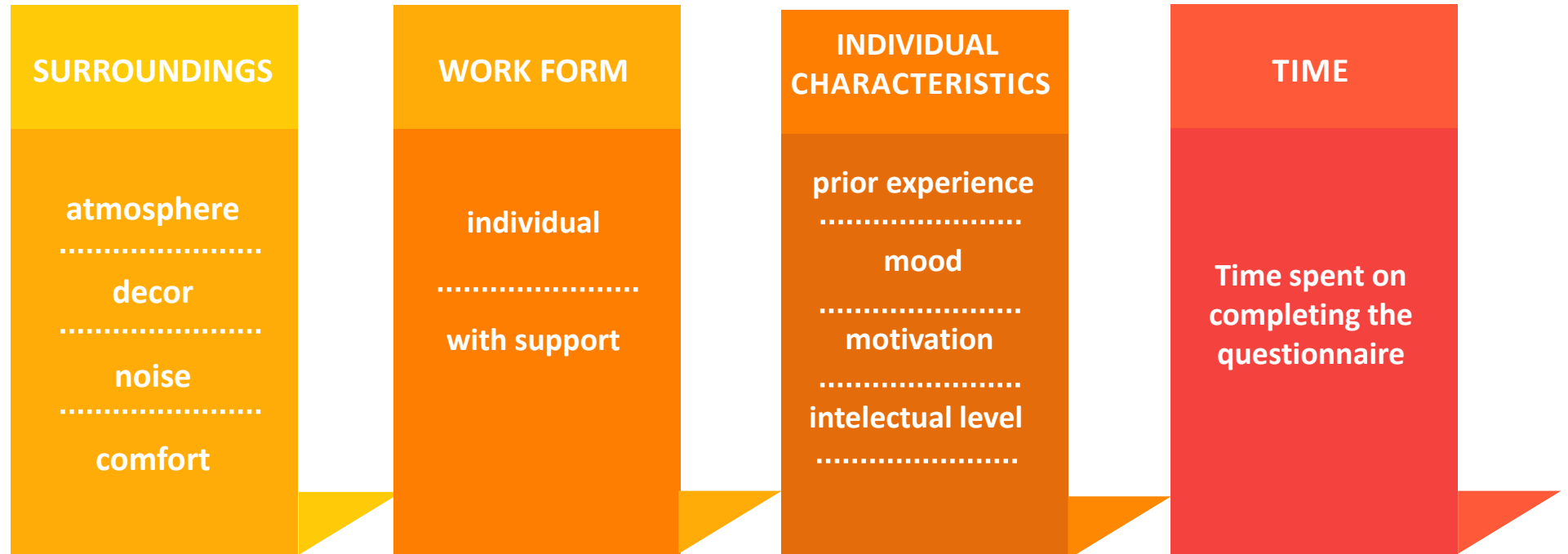
Creating a survey or questionnaire is not an easy task. It is worth having in mind the basic principles of its construction.

# TOOLS FOR DIAGNOSIS OF TRAINING NEEDS

FACTORS THAT AFFECT THE ANSWERS GIVEN IN THE QUESTIONNAIRE RELATED TO THE FORM OF THE STUDY:

## CHARACTERISTICS

QUESTIONNAIRES  
SURVEYS



# TOOLS FOR DIAGNOSIS OF TRAINING NEEDS

## CHARACTERISTICS

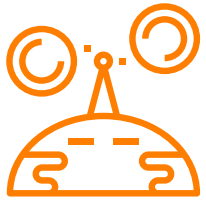
### QUESTIONNAIRES SURVEYS



### THE TRAINER CAN MINIMISE THE INFLUENCE OF THESE FACTORS ON RESPONDENTS THROUGH:

- ➞ keeping the same form and study conditions for everyone,
- ➞ maintaining a healthy distance towards them,
- ➞ ensuring optimal, comfortable conditions for carrying out the survey.

# TOOLS FOR DIAGNOSIS OF TRAINING NEEDS



## OBSERVATION OF THE POSITION

REQUIRES THE PRESENCE OF THE PERSON GATHERING INFORMATION NEAR THE JOB POSITION.

- ↳ it's time-consuming,
- ↳ not all activities can be seen,
- ↳ Not always possible to comply with health and safety rules,
- ↳ can interfere with an employee,
- ↳ requires a good observer memory, filming or taking notes.

## WHAT TO DO WITH THE COLLECTED MATERIAL?

- ➡ After collecting the material, carry out a thorough analysis of it.
- ➡ Take great care when generalizing and drawing conclusions.
- ➡ It is easiest to develop material from questionnaires.



## ANALYSIS OF DATA MAY CONCERN:

- ➔ target groups (employers / employees),
- ➔ themes of training proposed in the interview / survey / observation,
- ➔ length of courses,
- ➔ number of interested,
- ➔ knowledge and skills of starting interested, terminology.

# ANALYSIS OF DATA

**MAY BE:**

## **STATISTICAL**

these are quantitative and qualitative analyses - they are based on counting and comparing results, possibly preparing graphs

## **PRACTICAL**

draws conclusions towards necessary training activities in future projects





## CONCLUSIONS FROM ANALYSIS MAY APPLY TO:

- ➔ the need for proposed training topics,
- ➔ length of courses,
- ➔ forms of classes,
- ➔ necessary conditions, equipment and materials,
- ➔ the amount of costs,
- ➔ kind of participants,
- ➔ the number and size of groups,
- ➔ leading staff.

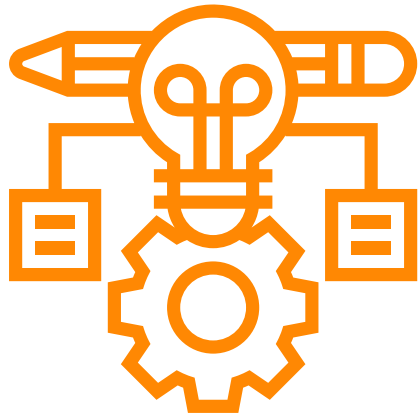
# ANALYSIS OF DATA



## REPORT

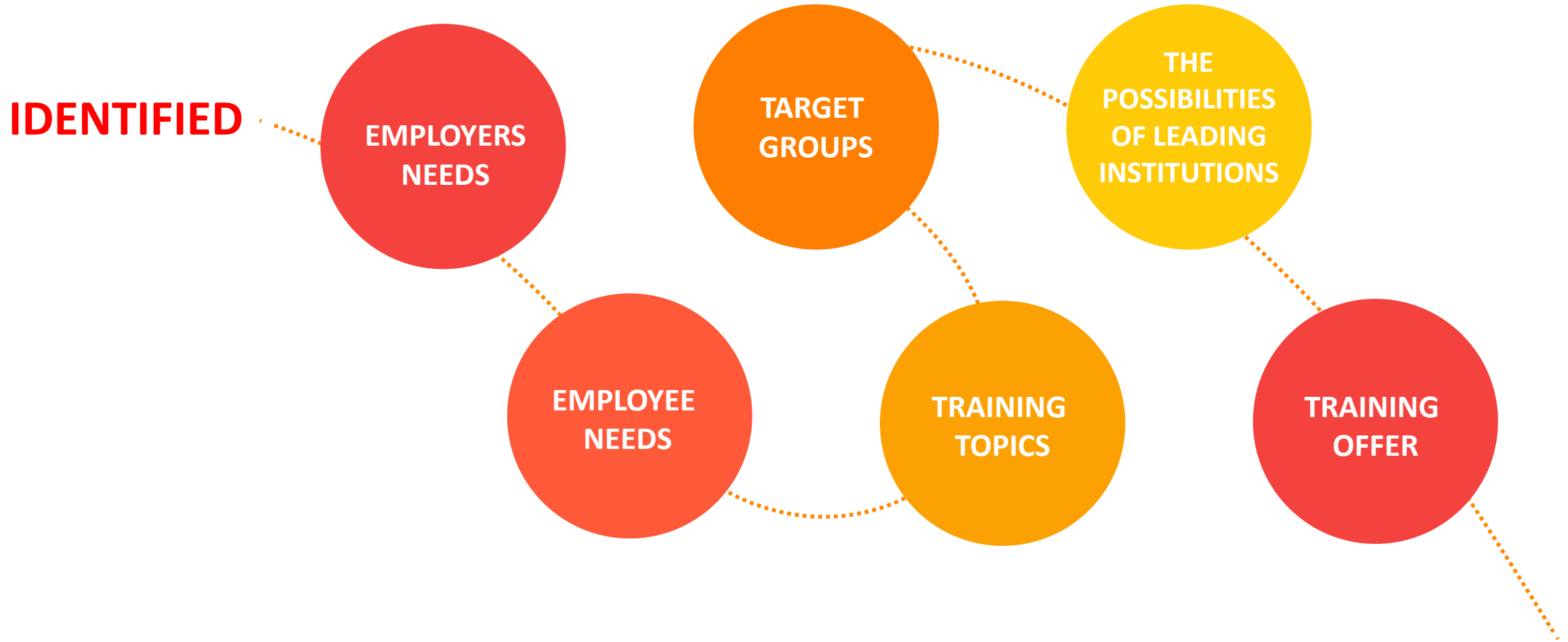
The results of the research should be collected in a properly prepared written report, constituting the starting point for creating the training offer.

# TOOLS USED FOR COLLECTING INFORMATION



MANY DIFFICULTIES ARISE FROM MAKING A DECISION THEREFORE A LOT DEPENDS ON ASSOCIATED INFORMATION GATHERED THAT MAY ASSIST YOUR APPROPRIATE PREPARATION OF A RESEARCH. IT AIMS TO IDENTIFY THE ENVIRONMENT'S NEED FOR IMPROVEMENT.

# FINAL EFFECT OF DIAGNOSIS OF NEEDS





**STAFF  
TRAINER**  
TOURISM SECTOR



Co-funded by the Erasmus+ Programme of the European Union

**GO TO SUBSEQUENT  
MODULE MATERIALS**

