

INDEX

B

Balling, Carolyn xiii, 20
Barriers 4, 10, 11, 15, 23, 24, 25, 26, 27,
29, 32, 33, 59; environmental 26;
information 27; personal 25
Blended Learning 105

C

“Can-Can’t”/“Will-Won’t” Analysis
Method 19, 20
Collecting Information 5, 7, 11, 37,
39, 40
Competencies 121–124, 126, 139; for
assessing training needs 126; for
needs assessments 121
Competency Checklists 121–124, 137;
using 122
Competency Checklist for Needs
Assessment 123–136
Constructing Written Surveys 92
Contextual Analysis 6, 8, 97, 99–100,
107, 111–112, 159
Contextual Analysis Checklist 99,
107–108
Cost/Benefit Analysis Template 61,
63–66
Critical Job Success elements 123,
131–132

D

Development Plan Template 137–138

F

Feasibility Analysis 5, 8, 9, 12, 14, 61,
63, 76, 92, 111, 159; conducting 5, 61,
62, 92; purpose of 61, 62
Formal Information Collection 38, 40,

G

Gaining Agreement from Manage-
ment 86
“Gap” Analysis 8, 159–160
Goal Analysis 8, 76–81, 111, 159; con-
ducting 76–78; purpose of 77–78;
sample Statement 77–78
Goal Analysis Template 80–81

I

Information Collection 40,
Interviews 5, 7, 11–14, 21–22, 30–33,
37–40, 44, 46, 58–60, 63–65, 67–68,
71, 78, 160; employees 7

J

Job Analysis 14, 83–84, 123, 131–132, 160

K

Kirkeby, Adrienne xiii, 94–95

M

Mager, Robert 17, 92, 164

N

Needs Assessment 1, 3–13, 18, 33, 39,
64–65, 117–118, 121, 123, 125–131,
133–136, 160–161; five purposes of
3, 5; identifying 3
Needs Assessment Chart 3
Needs Assessor Competency 122
Needs Assessor Competency
Checklist 122
Needs Assessor Development Plan
137–138
Needs Assessor Development Plan
Template 138

Needs Versus Wants Analysis 5, 8, 67,
76, 110, 160; conducting 68; inter-
preting results 71
Non-Training Issues 123, 125–126
Non-Training Solutions 15, 18, 21,
33–35, 119
“Oh, so” Performance Analysis
Method 18

R

Robinson, Dana Gaines 17, 164
Robinson, James C. 17, 164

P

Participant Learning Hours 62, 64,
66, 160
Partnership with Management
115, 117
Performance Analysis 5, 15–17, 19–21,
23, 28–30, 32–33, 63, 65, 76, 92,
110–111, 123, 125–126, 159–160; for-
mal methods for 15, 23–27; informal
methods for 15, 18–21; issues and
concerns about 15; problems and
cautions of 16, 33; purpose of 16–17;
recommendations for 15; tools for
23, 126
Performance Standards 6, 29, 111, 113,
117, 123, 145–146, 160–161
Pipe, Peter 17, 164
Post-Training Performance Analysis
16, 23, 28–30, 160
Post-Training Performance Analysis
Case Study 30
Post-Training Performance Analysis
Tool 30

S

Six Needs Assessment Competencies
122–136
Skill Hierarchy 83, 86, 89–90, 123, 161
“SMART” Goal Statement 78–79, 81
Subordinate Skills 90

T

Target Population Analysis 1, 5, 8, 14,
91–92, 96, 111, 127, 160–161; con-
ducting 91–92; decision points list
from 91, 98; making decisions from
results of 91, 96; purpose of 91–92
Task Analysis 1, 5–6, 8, 13–14, 81, 83,
86, 90, 92, 123, 133, 160–161; con-
ducting 83–84; purpose 83–84;
results of 83, 86, 92
Task Analysis Observation Template
83, 88
Three-Phase Needs Assessment
Process 39
Training; asynchronous 101, 103, 108;
cost of 102, 111; criteria; delivering
99–102, 104–106; evaluating results
of; group 100, 102; individual/
self-paced 100–101, 103; issues for
on-the-job 20–21, 28, 72, 100
Presenting 99, 108; requirements 99;
scheduling 99, 102, 104–106;
selecting 111
Training Events 18, 33, 104; scheduling
105–106
Training for Impact 17, 164
Training Needs Assessments 3–4, 6, 8,
161; conducting 3, 6; gaining partic-
ipation from stockholders 3; setting
expectations for 3; three-phase
process 3

Training Plan 1, 5–7, 60, 65, 107,
109–114, 117–119, 121, 124; develop-
ing 109, 121; gaining support for
109; presenting 109, 117–119;
ten-part plan 109–110
Training Plan Competencies
Checklist 121
Training Solutions, 119, 125–126,
140–142

V

Virtual Classroom 100–104, 107

W

Written Surveys 38, 40, 42, 46, 68,
72, 92

<http://www.pbookshop.com>