



University of Nebraska at Omaha
DigitalCommons@UNO

Publications Archives, 1963-2000

Center for Public Affairs Research

6-1986

Management Training Needs Assessment United Methodist Community Centers

Sarah Kovoor

University of Nebraska at Omaha

Anne Miller

University of Nebraska at Omaha

Jeff Luke

University of Nebraska at Omaha

Follow this and additional works at: <https://digitalcommons.unomaha.edu/cparpubarchives>

 Part of the [Demography, Population, and Ecology Commons](#), and the [Public Affairs Commons](#)

Recommended Citation

Kovoor, Sarah; Miller, Anne; and Luke, Jeff, "Management Training Needs Assessment United Methodist Community Centers" (1986). *Publications Archives, 1963-2000*. 282.

<https://digitalcommons.unomaha.edu/cparpubarchives/282>

This Report is brought to you for free and open access by the Center for Public Affairs Research at DigitalCommons@UNO. It has been accepted for inclusion in Publications Archives, 1963-2000 by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.



MANAGEMENT TRAINING NEEDS ASSESSMENT

UNITED METHODIST COMMUNITY CENTERS

June 1986

**Sarah Kovoov
Anne Miller
Dr. Jeff Luke**



**Center for Applied Urban Research
College of Public Affairs and Community Service
University of Nebraska at Omaha**



EXECUTIVE SUMMARY

- o The UNO team identified the following issues and training needs.

ISSUES

1. Inadequate day-to-day communication between program and managerial staff
2. Inadequate day-to-day communication between the Woodson Center and Wesley House
3. Negative elements in the organizational climate
4. Role ambiguity
5. Goal clarity problems
6. Lack of job related skills

TRAINING NEEDS

1. Increased communication among staff
2. Stress management
3. Assertiveness training
4. Building an effective team
5. Office management skills
6. Decision making skills
7. How to use a computer
8. Determining effective programs
9. Dealing with problem employees

- o Based on this assessment several recommendations are made:

RECOMMENDATIONS

1. Workshops on communication, delegation, feedback and conflict-resolution
2. Team building retreat
3. Establish a UMCC Training Committee
4. Five other specific training interventions
5. Consider several organization-related changes

- o There is an interrelationship between the **ISSUES**, **TRAINING NEEDS**, and **RECOMMENDATIONS**. Training as the sole intervention may be only partially effective in stimulating improvements in communications at UMCC. A more comprehensive change requires in addition to training, simultaneous cultural, structural and policy related changes.

**MANAGEMENT TRAINING NEEDS ASSESSMENT
UNITED METHODIST COMMUNITY CENTERS**

This report outlines a management training plan for the United Methodist Community Centers, Inc. (UMCC). UMCC is a community service agency which focuses on bringing positive change for minorities and other disadvantaged people in the Omaha community. UMCC is one of Omaha's major community service agencies and has two locations, the Wesley House in north Omaha and the Woodson Center in south Omaha. A broad range of community programs are coordinated and managed from these two centers, including, for example: family enhancement programs, a woman's resource center, "sweat equity" housing development, senior meals programs, pre-school and after-school learning programs, and a variety of other youth activities.

In February 1986, Dr. Jeff Luke was asked to conduct training for UMCC staff by the Associate Director. The need was initially expressed by the Board of Directors for training in the area of communication and was intended to further enhance the agency's capability for leadership in the community. After discussions with the UMCC Board of Directors, it was decided that a comprehensive training needs assessment would be first completed to identify specific communications and management issues. The needs assessment was conducted by a UNO team directed by the Center for Applied Urban Research (CAUR).

The assessment process followed an organizational development model for assessing training needs, a model previously used by other community-based agencies and non-profit organizations. First, general areas for training were identified by a UNO team through a series of individual interviews with UMCC management staff, program staff, and members of the Board of Directors. Second, a custom-designed survey questionnaire reflecting their concerns was

then distributed to all UMCC staff and Board members. Results of the questionnaires were tabulated by computer and were then discussed with UMCC staff at their annual staff retreat in May 1986. The final recommendations included in this report thus emerge from interviews, the questionnaire results, and discussions at the staff retreat. (For a detailed summary of the assessment process, see Appendix One). Presented in this report are the results of the training needs assessment and specific recommendations following from that assessment.

ASSESSMENT OF TRAINING NEEDS

Individual Interviews

Individual, confidential interviews were conducted with UMCC management and all program coordinators. Each of the program staff was asked the following questions:

1. What does your job involve and what are some of your responsibilities?
2. What type(s) of training have you received to do your job? Was the training useful or not?
3. What kind of training would help you do your job more effectively?
4. What specific kinds of skills would you like to develop to do your job better?
5. What are the barriers or problems at UMCC which make it difficult to do your job as effectively as you would like?
6. Our last question focuses on positive aspects at UMCC. What's going well here that helps you do your job more effectively?

The Executive Director at UMCC was also interviewed and was asked the following questions:

1. How long have you been Executive Director at UMCC?
2. What are your responsibilities as Executive Director?
3. What kinds of training would help you do your job more effectively?
4. What specific kinds of skills would you like to develop to do your job better?
5. What are the barriers or problems at UMCC which make it difficult to do your job as effectively as you would like?
6. What types of training would help UMCC operate more effectively?
7. From your perspective what do you see as the most pressing training needs of UMCC?
8. What are the abrasive or problem areas in UMCC that need to be examined for possible training?
9. What are some of the positive aspects of UMCC that would help in the training process?

General themes regarding training needs were identified in these interviews, and were used to develop a survey questionnaire that was distributed to all UMCC staff (see Appendix Two).

Results of Survey Questionnaires Received from UMCC Staff

Results of the questionnaire were tabulated by computer. A training area was considered to be a high priority training need when at least 70% of the respondents rated it extremely helpful and very helpful. Nine high priority training needs were identified and ranked as follows:

TOP PRIORITY

1. Increased communication among staff
2. Stress management
3. Assertiveness training
4. Building an effective team
5. Training in office management
6. Decision making skills
7. How to use a computer
8. Determining effective programs
9. Dealing with problem employees

Items were considered to be medium priority if 60% to 70% of the respondents found the item extremely helpful or very helpful. Nine medium priorities were identified and ranked as follows:

MEDIUM PRIORITY

1. Establishing good public relations
2. Learning to make community contacts
3. Planning skills
4. Techniques in implementing a program
5. Writing news articles and news releases
6. Basic management techniques
7. Training in delegation
8. How to enhance assets
9. Skills in job promotion

Summary of Feedback Session

Results of the survey were fed back to UMCC staff members and discussed at the annual staff retreat on May 2, 1986. After an introduction and discussion of group norms, staff members were asked to read through the preliminary findings. Staff were then divided into three sub-groups to discuss the findings and provide comments, modifications and suggestions. The feedback session concluded by reconvening into a large group for the reports of the sub-groups.

Sub-Group Discussions

The majority of the time of the feedback session was spent in sub-groups for three reasons: smaller groups allow more interaction among staff; they give quieter individuals a chance to contribute to discussions; and the smaller groups are more conducive to brainstorming. Each of the three groups was facilitated by a UNO team member. The focus of the groups' discussion was on the training need they had identified as top priority--"Increased communication among staff." Two specific questions were asked regarding communication: 1) "What skills would be helpful to improve communication among staff?" and 2) "How else can communication among staff be improved?"

The responses of all three groups to the first question--"What specific skills would be helpful?"--were aggregated and clustered into three categories: skills identified by all three groups; skills identified by two of the three groups; and skills identified by only one of the three groups.

SKILLS NEEDED TO IMPROVE STAFF COMMUNICATION:

Skills Identified by All 3 Groups

- o Assertiveness training
- o Organization and facilitation of meetings
- o Building self-confidence
- o Criticism (how to give and take it)
- o Increasing communication between the Wesley House and Woodson Center

Skills Identified by 2 Groups

- o Effective listening
- o Understanding body language
- o Improving written communication
- o Improving verbal communication
- o Better conflict management

Skills Identified by 1 Group

- o Improving interpersonal communication, (for example, clarity of feedback)
- o Feeling your job won't be jeopardized by speaking out

The second question asked each sub-group--"How else can communication among staff be improved?"--focused on organizational issues other than individual training regarding communication. The responses to this question were also clustered into three categories: suggestions mentioned by all three groups; suggestions mentioned by two of the groups; and suggestions mentioned by only one of the three groups.

SUGGESTIONS TO IMPROVE COMMUNICATION

Suggestions Mentioned by All Groups

- o Have an environment where we're not afraid to speak up

Suggestions Mentioned by Two Groups

- o Have "mixers" for all staff with meaningful and/or informal activities at least once a month
- o Get information/instructions in advance
- o Set top priorities on programs and goals
- o Need more support among staff (for example, use each other to share expertise)

Suggestions Mentioned by One Group

- o Management ask staff for input
- o Too many communication channels (for example, unclear or overloaded chains of command)
- o Develop ethical/professional guidelines of conduct
- o Have one central information source
- o Answer the phone differently (for example, "UMCC-- Wesley House")
- o Change format at staff meetings: address specific organizational and program problems; have guest speakers; allow staff to rotate coordinating and "chairing" staff meetings
- o Have a problem-solving meeting separate from staff meeting
- o Separate in-service training from staff meetings
- o Role play around specific problems
- o Have a newsletter
- o Have an office calender
- o Have an informational bulletin board
- o Evaluate goals more effectively
- o Provide tools to accomplish the task
- o More department meetings

Results of Survey Questionnaires Distributed to UMCC Board of Directors

Additional insights regarding training needs were sought from the members of the UMCC Board of Directors. Individual, confidential interviews were conducted with members of the Personnel Committee of the Board and the Board President. Board members were asked a specific set of questions:

1. How long have you been on the Board?
2. What kind of background is required to be a Board member?
3. What types of training would help UMCC operate more effectively?
4. From your perspective what do you see as the most pressing training needs of UMCC?
5. In what areas would you as a UMCC Board member like to develop more skills?
6. What are the abrasive or problem areas in UMCC that need to be examined for possible training?
7. What are some of the positive aspects of UMCC that would help in the training process?

Several training needs were identified in these interviews and were used to design a custom-tailored survey questionnaire specifically for Board members (See Appendix Three for the questionnaire). In the questionnaire, Board members were asked to rate twelve training needs they felt might be helpful to UMCC management and program staff. In addition, they were asked to rate eleven specific training needs relevant to the UMCC Board members themselves. Results of the questionnaire were tabulated by computer. Training items that generated responses of extremely helpful and very helpful

by 70% of the respondents were considered to be a high priority training need. Items were considered to be medium priority training needs if 60% to 70% of the respondents found the item extremely helpful or very helpful. The training needs for staff and for Board members are ranked as follows:

Board Members Perceptions of Staff Training Needs

TOP PRIORITY

1. Training in improving communication flow
2. Planning skills
3. Increasing staff involvement in decisions.
4. Personnel management
5. General management skills
6. Training in budget management
7. Supervisory skills
8. Training in hiring and recruitment

MEDIUM PRIORITY

1. Leadership training
 2. Listening skills
- (See Appendix Four for additional Board comments.)

Board Members Perceptions of Board of Directors' Training Needs

TOP PRIORITY

1. Training in strategic planning
2. Establish good public relations
3. More effective orientation
4. Understanding a budget

MEDIUM PRIORITY

1. Training in developing policies
2. Learning to work with management
3. Presenting information better
4. Dealing with role conflict

SUMMARY OF MAJOR ISSUES IDENTIFIED

The problem themes and subsequent issues identified were drawn from a multitude of sources: the responses from the personal interviews; the questionnaire results; the feedback session responses; informal sensing done by the UNO team; and more formal analysis done by the UNO team (for example, review of personnel policies and observation of staff interaction).

Many issues worth examination were identified; however, a "critical few" can be separated out from the less critical "many". Of the issues identified, some are directly related to training while others have more broad organizational themes. The six critical issues identified (but not ranked) are:

ISSUES

- o Day-to-day communication between managers and coordinators
- o Communication between the two centers (Woodson Center and Wesley House)
- o Organizational climate
- o Role ambiguity
- o Goal clarity problems
- o Lack of job related skills

Day-to-day communication was a critical issue brought out by all sources. Problems ranged from broad statements by the staff like "no clear communication channels exist" to the identification of more specific issues like incongruent "body language," poor English usage, poor memo writing, and ineffective listening. In addition, 93.8% of the Board respondents thought staff training in communication would be extremely or very helpful.

Communication between Wesley House and Woodson Center was another crucial issue that was identified by all sources. It appears that the merger of the two centers has not yet solidified causing underlying tensions and communication problems between program coordinators, and between support staff at each center.

Organizational climate is the underlying atmosphere of the organization. One important item in this issue is the fear of retribution. This was mentioned by numerous people in the various stages of the assessment. It was the most often discussed issue at the staff retreat feedback session. Another important item under the organizational climate issue is the unresolved feelings about the merger between the Woodson Center and Wesley House (for

example, an "us/them" attitude). In addition, low morale was often cited as a major concern, and is illustrated by this comment: "It's like being put in a lion's den--you're praised if you get out, otherwise....?"

Role ambiguity is the result of inadequate information regarding role-related expectations. This issue was repeatedly identified during the personal interviews with staff and Board members, and at the feedback session. Further analysis by the UNO team revealed discrepancies between how roles are stated in the by-laws and job descriptions, the way organizational members perceived their roles, and the expectations of UMCC management.

Goal clarity problems refer to problems associated with the actual goals and mission of UMCC, and problems in effectively communicating goals. All organizational behavior is goal directed, and clear goals are an especially important foundation for an effective non-profit agency. Problems in goal clarity consistently surfaced in the assessment. Comments such as: "Staff doesn't know the end plan and what is expected of us, we could all function better if we knew the goal" highlighted the problem. In the analysis, the UNO team found the agency's goals shifting, somewhat ambiguous at times, and not always clear to program staff.

The issue of a lack of job-related skills encompasses a wide variety of items. The general theme is that certain individuals need particular job-related skills to do their specific jobs more effectively, thus some training would focus on a single person or group of people in very specific vocational areas. The lack of such training hampers the success of specific programs.

TRAINING-RELATED RECOMMENDATIONS

A variety of organizational and training interventions are recommended. Interventions are planned change activities directed at helping an

organization improve its effectiveness and become more adept in solving its own problems. To be successful, these interventions must involve the participation and commitment of program staff. Based on the training needs assessment, the following recommendations are being made.

Major Training Recommendations

Communication skill-building is the most crucial training need. Specific communication issues were identified at the staff retreat. Based on this data, the following training workshop(s) are recommended for the UMCC staff:

Module 1: Communications Styles (2 hours)

- Communication styles inventory: an assessment of the specific communication styles utilized by UMCC management and program staff.
- Analysis of conflict in communication styles: an assessment of how each program coordinator's distinct communication style can either facilitate or hinder clear communication.

Module 2: Delegation Skills (2 hours)

- The five steps in effective delegation: an overview of effective delegation.
- The "handoff": a discussion of being an effective "delegator" as well as being an effective "delegatee".

Module 3: Effective Feedback (2 hours)

- Descriptive feedback versus evaluative feedback
- The positive uses of reinforcement
- Giving and receiving constructive criticism

Module 4: Conflict Resolution (2 hours)

- The typical sources of conflict in a nonprofit community agency
- Personal styles in handling conflict: collaborating, compromising, avoiding, accommodating and forcing
- Conflict handling styles at UMCC

Team Building Retreat for UMCC Program Managers

A large number of program coordinators emphasized the need to begin working more collaboratively as a combined UMCC unit. Interviews and questionnaire responses suggest four specific team development needs:

- the Executive Director and Associate Director more effectively utilizing the Program Coordinators as resources
- Program Coordinators more effectively collaborating and utilizing each other as resources
- Specific communication issues blocking effective collaboration
- The lack of overall team perspective of UMCC, and the predominance of diverse perspectives between the Woodson Center and the Wesley House.

A one-day management retreat is recommended as a first step in developing better collaborative working relations. The retreat should be scheduled for a Friday night and all day Saturday. This type of retreat has a precedent with the staff retreats recently conducted for UMCC.

Objectives of a Team Building Retreat

As a result of the proposed Team Building Retreat, the UMCC program managers and coordinators should have:

1. Enhanced their ability to participate together in the management of UMCC programs;
2. Developed methods for utilizing each other as resources for problem-solving and support;
3. Identified vehicles for arriving at resolution of legitimate differences of opinion;
4. Gained a better understanding of other program's strengths and limitations;
5. Further developed interpersonal rapport with individual program coordinators.

Proposed Approach to Team Building Retreat

The team building retreat follows a problem-solving approach that has been used at many different private, nonprofit, and public agencies. The approach consists of four basic steps:

1. Problem Identification
Members of the management staff are presented with the data organized by the UNO team.
2. Problem Ranking
Members of the management staff clarify issues and rank them in their order of importance.
3. Development of Change Strategies
Members develop strategies and action plans for addressing the problems they've ranked as high priority in step 2.
4. Followup
Given ample time for change, members of the work team (with or without the UNO team) reconvene to assess performance on action plans for effecting change.

Establish a Permanent UMCC Training Committee

The training assessment indicates that a permanent committee consisting of members from both centers should be created to:

1. Monitor UMCC's future training efforts and analyze prior training efforts;
2. Conduct annual needs assessments and act as a funnel for information regarding training available to UMCC employees;
3. Provide recommendations to the Executive Director and Associate Director regarding proper utilization of scarce training funds;
4. Assist in the planning of staff retreats;
5. Develop a training action plan to address the other needs identified in this needs assessment. An action plan could consist of the following information on each topic:
 - a. specific training content UMCC wants on each topic
 - b. length of the training workshop for each topic
 - c. potential trainers for conducting each workshop

It appears that a training committee requires attention by a cluster of personnel within each center who can identify problems, opportunities, and resources for dealing with training issues.

Further Specific Training

Additional training needs were identified in the assessment and should also be considered:

- a) Assertiveness training focusing on teaching individuals to confidently express their views versus passive/aggressive behavior. This type of training addresses communication and organizational climate issues by enabling individuals to express themselves in a non-destructive fashion.
- b) Transactional analysis training focuses on the structure of communications and the way people interact. Transactional analysis addresses the issues of communication and role clarity by helping individuals "identify dysfunctional life scripts, games, and cross and ulterior transactions in themselves" to promote more effective job-related interactions. Some UMCC staff have taken training in transactional analysis and feel strongly that it would be beneficial to all staff.
- c) Stress management training involves diagnosing and resolving dysfunctional consequences of work related stress. The aim is both to change the condition and teach better coping skills. The application of stress management training addresses individual awareness, reducing stressors like ambiguity, and encourages a more relaxed climate and communication.
- d) Organizing skills is a broad category, but particular needs voiced by staff involve learning skills that aid in planning, organizing, and facilitating meetings. The Board survey also indicated staff involvement and training in planning and management skills were high priority

training needs. Training in skills such as these are important in improving job-related skills and the overall functioning of the organization.

- e) Goal setting has been addressed by team building and the previous intervention of MBO, but it is included here because it is an on-going process. Thus, periodic training in management-by-objectives (MBO) is necessary to reinforce "old" organizational members and train new UMCC staff. Goal setting through MBO addresses the issues of organizational climate, goal clarity, and role ambiguity with the premise that goal setting participation will increase employee motivation and performance.

ORGANIZATIONALLY-RELATED RECOMMENDATIONS

There are other organizationally-related recommendations that are suggested for UMCC based on the training needs assessment. Following is a list that includes: cultural; structural; and policy related recommendations. Other recommendations could also have been identified; however, these appear to cover the more critical problem areas identified in the assessment.

Cultural

- o Social gatherings
- o Answering phone differently
- o UMCC Newsletter
- o Agency calendar
- o Bulletin board

Structural

- o Agency reorganization
- o Staff meetings
- o Communication procedures

Policy Related

- o Better implementation of UMCC Training Policy
- o Include training expenditures in the budget requests to funding agencies
- o Integrate individuals' training and development goals into the annual MBO goal-setting process.

Cultural Recommendations

Organizational culture is defined as a set of shared philosophies, beliefs, expectations, attitudes, and norms that implicitly guide employee behavior on the job. Organizational culture greatly impacts employee productivity, job satisfaction, and commitment. Cultural interventions aim at the agency's culture and its dynamics to induce positive change. Although other recommendations overlap and effect the organizational culture, there are five specific interventions recommended that could help improve organizational culture: social gatherings; answering the phone differently; a newsletter; a center-wide calender; and a bulletin board.

These recommendations come from the staff interviews and questionnaire responses and were later refined at the staff feedback session. One cultural intervention is the initiation of informal staff social gatherings (for example, picnics, bowling teams, etc.). Providing opportunities for employees to meet informally promotes communication between the two centers and acts as a catalyst for the development of a new "joint" culture. An occasional informal social gathering of staff and Board members would also promote communication and organizational cohesiveness.

The following four suggestions are combinations of a cultural/communication change. The focus is to provide the atmosphere of "family." One intervention is to answer the phone in a way as to acknowledge UMCC as both centers. For example, the receptionist at the Wesley House would answer "UMCC-Wesley House"; or the receptionist at the Woodson Center might answer incoming calls "UMCC-Woodson Center". A second suggestion is to consider starting an interagency newsletter to provide a source of information and recognition. Developing an agency calender is a third suggestion to promote joint scheduling knowledge. The last suggestion is to hang a bulletin board in each location as a source of news and announcements.

In addition, the leader of an organization exerts a great deal of influence over an organization both consciously and unconsciously. Leaders are the "culture setters" of an organization because they interpret events for staff members and establish the norms and rules of conduct. Thus, it is very important that the Executive Director and Associate Director be aware of how their leadership styles effect the organizational climate.

Structural and Procedural Recommendations

Structural recommendations involve changes in organizational tasks, structure, and/or technology. The assumption is these changes will improve organizational functioning and effectiveness and employee productivity by reducing the constraints on employee functioning.

The structural recommendation for UMCC is to change the existing structure as depicted on the organizational chart. Problems associated with the present structure are "too many supervisors over one person" and unclear lines of authority which often lead to frustration and conflict. However, changing the structure is an ambitious and difficult intervention. It is recommended that an examination of job descriptions and actual organizational functioning be undertaken by staff in the near future to determine appropriate lines of authority and responsibility, and then to implement the needed changes. Employee participation is necessary for an accurate assessment, thus specific recommendations by the UNO team now would be premature.

A procedural intervention involving UMCC staff meetings is a second recommendation. Staff meetings are in critical need of improvement. Staff made a variety of positive suggestions at the feedback session, such as: take time to answer specific problems in staff meetings; divide the meetings into feedback and problem solving; have guest speakers; allow staff to rotate the planning and coordination of the meetings; and separate in-service training

from normal staff meetings. The implementation of all or some suggested staff meeting procedures addresses the issues of communication and climate, and role and goal ambiguity.

Another last procedural intervention involves communication procedures. There were a variety of comments expressed throughout the needs assessment process like "information is not passed down from North to South," "too many communication channels," "we need information in advance," and "there needs to be one central information source." There is no one best way to develop new procedures for communication. In order to address the variety of communication needs, staff must identify the more "workable" solutions and then collaboratively implement the intervention(s). Organizational restructuring may be an important answer here.

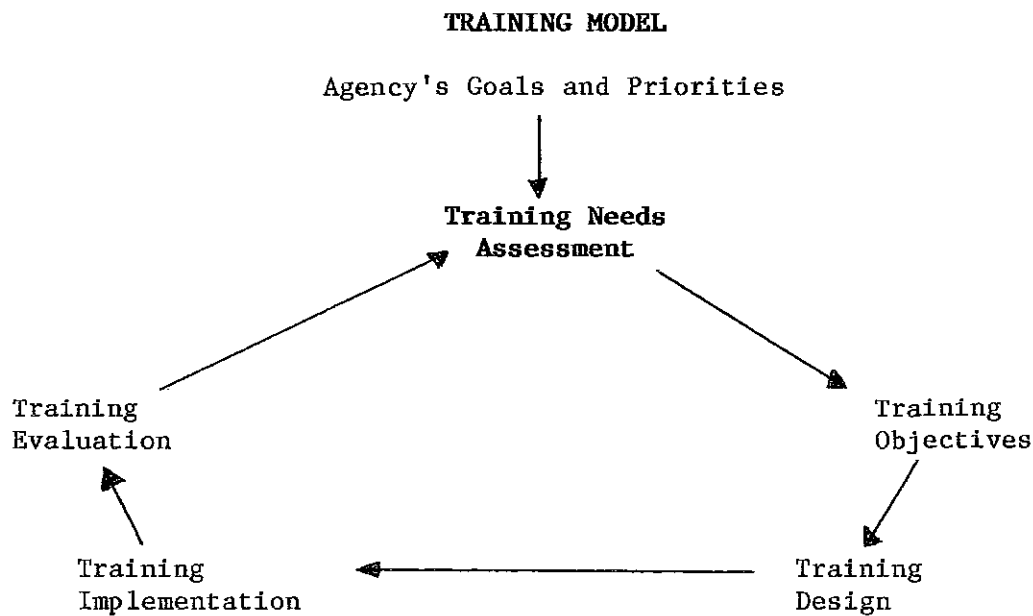
Policy Related Recommendations

First, more effective implementation of UMCC training policy is necessary (see Appendix Five for the existing UMCC Training Policy). This can be done by developing incentives within the agency to pursue training and education outside of the agency. Second, developing a process for including staff training in budget proposals to funding agencies would prove very helpful in stimulating individual training and skill development. Third, program staff should be required to annually identify developmental objectives for themselves during the normal MBO process. In addition to the MBO-required program objectives, each individual should indicate objectives for self development--personal training and development objectives--that could guide a program coordinator's participation in outside training programs. These policy recommendations should be fully considered by the UMCC Training Committee.

APPENDIX ONE

Process used by UNO team in assessing training needs at UMCC.

The training process utilized by the UNO team follows a number of phases which are interconnected and ongoing. Diagrammatically, it can be presented as follows:



The training needs assessment is the first phase in the training process. An adequate needs assessment requires sufficient collection, analysis, and feedback of information. The needs assessment can be divided into two sections as follows:

1. Pre Assessment

- Appraise the situation
- Evaluate methods in light of appraisal
- Select the most appropriate methods

2. Assessment

- Collect data
- Analyze and feedback data to the client system.
- Revise data (as necessary) and develop plan of response
- Follow through

Pre-assessment

The pre-assessment phase involves an appraisal of the situation and evaluation and selection of the most appropriate data collection methods. The data collected focused on two areas: 1) the training needs of organizational members, and; 2) the strengths and constraints of the organization that would impact on possible future training.

In order to conduct a comprehensive assessment and to identify the various needs at different levels of the organization, the following methods were selected:

- I. Board of Directors
 - Questionnaire
 - Observation of a Board meeting (optional)
- II. Personnel Committee of the Board, Plus Past Board Chairman (Leah Williams) and current Board Chairman (Bill Moore)
 - Individual interviews
 - Questionnaire
- III. Top Management
 - Individual interviews
 - Questionnaire
- IV. Program Coordinators
 - Individual interviews
 - Questionnaire
 - Observation of a Staff meeting
- V. Program Staff
 - Questionnaire
 - Group interview with selected staff (optional)

Data collection from various reports (such as training records, agency training policies, etc.) were also used in determining training needs.

Interviews. Forty-five minute individual interviews using a prescribed set of questions were conducted with members of the personnel committee of the Board, past president and president of the Board, top management staff, and program coordinators. This provided individual perspectives of organizational needs, and provided data on which two questionnaires were compiled.

Questionnaires. Two questionnaires were developed from the individual interview data, one for all staff to complete, and one for all the Board members to complete.

Observation. A staff meeting was attended to obtain data regarding the context in which organizational members operate, and the group processes and organizational culture.

Secondary Data. Secondary data such as by-laws, personnel policy, training policy, and training records were reviewed to provide a training history and to indicate other problem areas.

APPENDIX TWO
United Methodist Community Centers

TRAINING NEEDS ASSESSEMENT

Under each of the following categories is a series of skills or knowledge areas that program coordinators and management have identified as potentially useful. In order to pin-point the high priority needs, please rate these as to the degree of helpfulness they would have for you. For each item, indicate your response by circling the number which corresponds to the following scale:

1	2	3	4	5
Of practically no help	Of little help	Somewhat helpful	Considerably helpful	Extremely helpful

In addition, each category has extra space for you to write in specific training needs, skills or knowledge areas which you would like included.

IDENTIFICATION OF NEEDS

COMMUNICATION SKILLS

1. Training in day-to-day writing skills.	1	2	3	4	5
2. Writing reports and other types of program documentation.	1	2	3	4	5
3. Writing news articles, news releases, and press releases.	1	2	3	4	5
4. Techniques of speech giving and giving presentations to outside groups.	1	2	3	4	5
5. Presenting information at staff meetings better.	1	2	3	4	5
6. Listening skills.	1	2	3	4	5
7. How to improve communication skills to the Boss.	1	2	3	4	5
8. Minor counseling skills for dealing with community people of different ages and personalities.	1	2	3	4	5
9. How to be "businesslike" and to carry ourselves professionally in a place of business.	1	2	3	4	5
10. How to ask for a raise.	1	2	3	4	5
11. Training for program coordinators on how to dress and present themselves as a professional to the community.	1	2	3	4	5
12. How to make contacts in the community, and how to motivate those community members to donate certain things (for example, baby powder for pre-school program, and food needs for the self-help program, or just donating time).	1	2	3	4	5
13. How to increase communication among all program staff and managers.	1	2	3	4	5
14. How to deal with difficult employees.	1	2	3	4	5
15. Assertiveness training: Being more assertive in communicating to others.	1	2	3	4	5
16. How to establish good public relations.	1	2	3	4	5
17.	1	2	3	4	5
18.	1	2	3	4	5

MANAGEMENT SKILLS

1. Basic program management techniques.	1	2	3	4	5
2. How to evaluate the effectiveness of specific programs.	1	2	3	4	5
3. How to use a computer.	1	2	3	4	5
4. How to build a more effective team.	1	2	3	4	5
5. How to work more effectively in groups.	1	2	3	4	5
6. How to train my staff better.	1	2	3	4	5
7. Skills in staff and personnel development (for example, how to use the staff to their maximum).	1	2	3	4	5
8. Techniques on implementing a program.	1	2	3	4	5
9. Coordination skills.	1	2	3	4	5
10. Training in delegation.	1	2	3	4	5
11. How to manage-by-objectives (MBO).	1	2	3	4	5
12. Planning skills.	1	2	3	4	5
13. Time management.	1	2	3	4	5
14. Decision-making skills.	1	2	3	4	5
15. Training in office management, for example, paper work, files, records, documentation.	1	2	3	4	5
16. How to develop a support group of UMCC staff.	1	2	3	4	5
17. Training in behavior modification techniques.	1	2	3	4	5
18.	1	2	3	4	5
19.	1	2	3	4	5
20.	1	2	3	4	5

FINANCIAL MANAGEMENT SKILLS

1. Basic cash management skills.	1	2	3	4	5
2. The finer points of financial management like cash flow.	1	2	3	4	5
3. Basic information on fiscal management at UMCC.	1	2	3	4	5
4. How to enhance the assets we do have.	1	2	3	4	5
5. Budget management skills.	1	2	3	4	5
6. Knowledge in real estate.	1	2	3	4	5
7. Putting together financial packages for loans.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5

MISCELLANEOUS SKILLS

1. Training in self-help.	1	2	3	4	5
2. Training to improve "office efficiency" on day-to-day activities.	1	2	3	4	5
3. How to move up in a job.	1	2	3	4	5
4. "I'm OK, you're OK" training (transactional analysis).	1	2	3	4	5
5. Typing skills.	1	2	3	4	5
6. Training in CPR (cardio pulmonary resuscitation)	1	2	3	4	5
7. Stress management techniques.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5

RANKING OF ITEMS

Considering the training needs of program coordinators and management within the agency, please chose what you see to be the five most critical training needs from the preceding list.

Training Items

- 1.
- 2.
- 3.
- 4.
- 5.

OTHER COMMENTS

Are there any other suggestions you would like to make or any issues on which you would like to elaborate?

Thank you! Please return this questionnaire to UNO in the attached envelope.

APPENDIX FOUR

ADDITIONAL BOARD COMMENTS FROM THE BOARD QUESTIONNAIRE

Additional Board Needs

- "Training in understanding needs and concerns of UMCC communities (esp. for those with little experience in such communities.)"
- "Training in approaches which stress empowerment of people (e.g., cooperative economics and social work principles) rather than subtle paternalistic approaches."
- "Orientation concerning UMCC past and more training or help so board members will know the past history of the center and its future directions and goals. Anything that would help board members be better communicators about the agency. The 1986 Board Retreat was very helpful."
- "Knowledge concerning fund raising and board member's responsibility in this area."
- "Getting the most of every dollar we spend."
- "Fund raising."
- "Effective training regarding lifestyle and needs of the community we serve."
- "How the board members can be informed presenters for fund raising."
- "Boardsmanship-expectations of board members."
- Expanding board's role."

Additional Staff Needs

- "Group dynamics--basic group work techniques--such as taught in micro/macro social work courses."
- "Community outreach/organization skills."
- "Setting priorities."
- "Time management."
- "Training in how to prioritize the work that needs to be done."
- "How to make the best use of your time."
- "Phone receptionists skills."

APPENDIX FIVE

EMPLOYEE DEVELOPMENT AND TRAINING POLICY

(From the Personnel Policy of UMCC)

- A. Purpose: UMCC, Inc. recognizes and encourages employees to develop their potential abilities and renew their specialized skills.
- B. Short-Term Training: The agency will allow employees to attend training programs, conferences, workshops, seminars, and professional association meetings as approved by the Executive Director.
- C. Extended Training: Employees are encouraged to further personal and career development through academic study or other similar experiences. When an extended period (longer than one month) is required to complete the training, the employee may present a request for review to his/her immediate supervisor. It will be considered by the Executive Director and presented to the Personnel Committee for approval.
- D. Other Employee Training: Requests for any other type of employee training will need to be brought to the Executive Committee after review by the Executive Director.
- E. Payment of fees by the agency for conferences or other training shall be made when recommended by the supervisor, approved by the Executive Director and when such plans:
 - are complementary to agency purposes
 - are deemed to be of special or needed benefit to the individual's career
 - are submitted in advance for approval by the Executive Director
 - will not interfere with satisfactory discharge of responsibilities even though training may occur during normal working hours.