

LawSkills Learning Needs Analysis

Personal details

Name:

Job title:

Organisation:

Contact details:

Organisation's needs

What are the current key business objectives for the organisation?

How close is the organisation presently to achieving them?

Are there any opportunities, changes, demands, problems and requirements current or expected facing the organisation?

Competencies – an organisational view

1. What list of competencies already exists in your organisation for this person?

2. For what purpose are they currently used?

3. In what ways might the use of your existing competencies be improved in a Personal Development Plan system?

4. If no competency list exists how might one be created for this person?

Feedback to organisation

What does the organisation expect and need in terms of results or outcomes from any learning?

How will we measure the effectiveness of any solution?

What level of involvement will they need or expect from LawSkills?

What will be the best way to present LawSkills findings to the organisation?

Identification of immediate competence & skill level

Hard data (eg files, learning logs, reports, documents, accounts, sales figures, national standards and competencies, organisation's standards and competencies)

Soft data: (what people think and feel, hope for or fear and their perceptions)

Individual Development Needs

Set down the competencies you want to work on. Then note whether you think skill, knowledge or insight is required. Finally, set priorities – which are the most important to act on?

Skills – *These are the means used to carry out work effectively. The most obvious managerial and professional examples include making decisions, running meetings, negotiating, influencing other people.*

Knowledge – *this is the acquisition of data or information. Sometimes it is not new knowledge but confirmation of past information.*

Insights – *This is about perceptiveness – some people would call it developing wisdom. You can acquire knowledge and skills but lack the extra dimension of being able to generalise from specific experiences – the ‘aha’ factor!*

**Competence requiring
improvement**

Development need
(skill/knowledge/insight)

Priority rating
(1 to 10
1=most important)

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Summary of priority shortfall or problem areas for individual

	Desired competence level	Current competence level
Skills required in following areas:		

	Desired	Current
Level of knowledge required in the following areas:		

Individual's preferred 'learning style' (Honey & Mumford)

Activist

Reflector

Theorist

Pragmatist

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BEHAVIOUR OUTCOME	DESCRIPTION	RELATED LEARNING METHOD
Knowledge	Acquiring Information	Lecture/workshop Reading Structured discussion Being Coached Dealing direct with manager
Understanding	Knowledge of how to apply information on the job	Structured discussion Case Study Personal action planning Being mentored Networking Secondments Project work
Skills	Incorporation of new on-the-job behaviours	Role Play/Observation Practice application Personal action planning Being coached Dealings with colleagues
Attitudes and Interests	Job satisfaction and demonstration of new on-the-job behaviour	Structured discussion Case Study Role Play Practice application Personal action planning

Identifying priority, problems, needs and opportunity

Non-training needs:

Non-training needs with training implications:

Short-term training needs:

Long-term training needs:

Likely demands on personal time & resources

Likely demands on organisation's time and resources

Identifying helpers

People who can help with development can be identified by type, and by person, both on the job and off the job:

On the job

Off the job



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I agree to support _____ in the implementation of the identified development opportunities

Signed _____ on _____

For and on behalf of

I agree to work towards the achievement of the identified goals within the parameters specified

Signed _____ on _____