



香港社會服務聯會

The Hong Kong Council of Social Service

**Report on
Training Needs Analysis for NGOs
2009-2010**

1. Introduction

Along with the development of staff training among NGOs, both the demand for and supply of training services are increasing. An effective training programme starts with the needs of the NGOs and their employee, and ends with the successful transfer of knowledge. The Hong Kong Council of Social Service (HKCSS) conducts the Training Needs Analysis (TNA) annually to provide some information for NGOs to further promote professional training from a developmental perspective.

HKCSS conducted the bi-annual TNA survey among the staff of Agency Members during August 2009. Questionnaires were emailed to 362 Agency Members. 431 questionnaires were completed and returned from the 121 participating Agency Members (a 33.2% Agency Member response rate).

As with the 2006-2007 survey, the questionnaire this year targeted staff with supervisory and/or managerial duties, and aimed to identify the most important job competencies (drawn from a list of job competency requirements developed from the sector-wide Joint Business Improvement Project).

2. Objectives

TNA in Training & Development Cycle



A training plan should address the organization goal from the initial process of analyzing the specific needs all the way through to the delivery and evaluation of the training plan. Therefore, the aim of TNA survey is to find the expressed needs of training at work from the staff themselves.

This TNA aims at:

- Collecting the training needs directly from end-users in order to allow the designing of suitable training topics for enhancing professional development;
- Understanding the desirable learning practice of end-users so that training and development programs which facilitate participation may be tailored.

3. Methodology

The approach and framework this year followed those used in 2006-2007.

- Individual based – Data was collected from individual staff of NGOs with an implication that the training courses will be designed for enhancing individual competencies.
- Framework – The TNA was conducted by survey and adopted the job competency framework.

The TNA is based on the **job competency requirements** which have been developed from the Joint Business Improvement Project organized by HKCSS together with 26 Agency Members. The job competencies of “managerial staff” and “professional staff” will be adopted in this TNA for finding training needs. The selected job competencies include:

Managerial Staff

- Business Acumen
- Change Management
- Communication
- Creative Thinking
- Crisis Management
- Financial Management
- Funding Proposal Writing
- Human Resources Management
- Networking
- Quality Assurance
- Social Marketing

Supervisory Professional Staff

- Case Management
- Community Partnership
- Customer Service
- Legal Knowledge
- Multi-disciplinary Teamwork
- Project Management
- Knowledge Management)
- Risk & Emergency Management

4. Findings

a) Participating Agencies and Staff

The questionnaires were sent via email to 364 HKCSS Agency Members. 121 Agency Members participated (response rate: 30.8%) and there were 483 individual valid questionnaires received. Of these, 431 questionnaires were valid for the purposes of this survey, as judged by responses to Q1 and Q2 – i.e. that the questionnaire was completed by an individual working for an NGO in a managerial and supervisory position.

Among the 431 respondents holding managerial or supervisory positions, the level of responsibility was divided into 'senior' and 'middle'. 112 (26%) of respondents held senior positions whilst the remaining held middle positions, as shown in Figure 1.

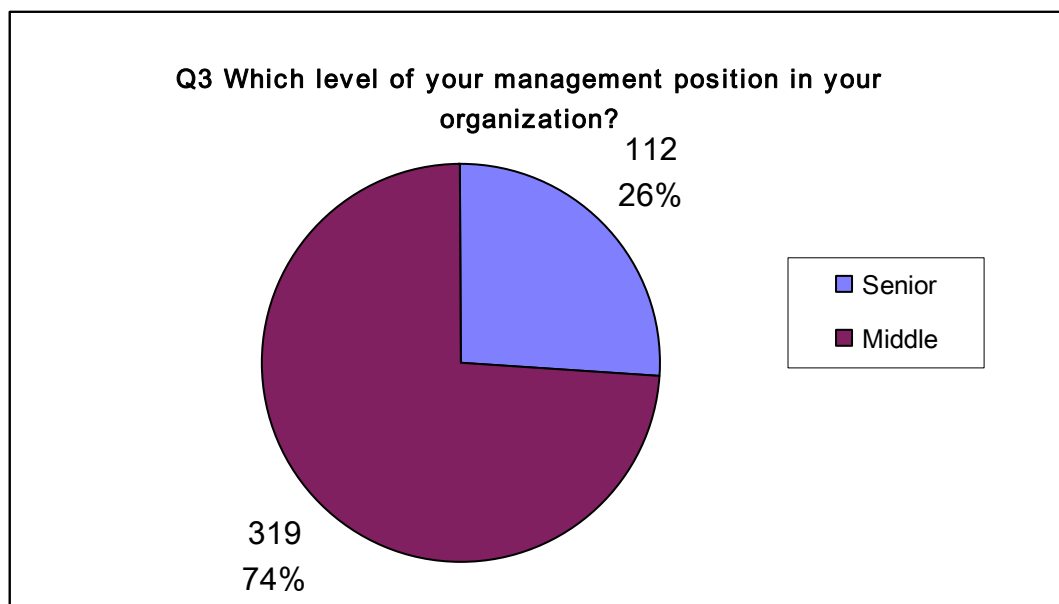


Figure 1: The Senior / Middle breakdown of the managerial or supervisory position of respondents.

b) Perceived Important Competencies

Managerial Competencies. In general, respondents felt that crisis management was the most important managerial competency, with 158 (36.6%) respondents selecting it as a top priority. Human resources management, communication and change management were also ranked highly. Social marketing, funding proposal writing and business acumen however, were perceived as less important to managerial position. Refer Figure 2 below for the breakdown of results for perceived important competencies.



Figure 2: The perceived importance of managerial competencies.

There were slightly differences in the perceived importance of competencies between middle and senior level managers / supervisors. Senior and middle level managers / supervisors indicated that human resources management, communication and crisis management were the most three important in managerial competencies. Business acumen and social marketing had differences in the percentage of senior and middle level respondents.

Due to unequal numbers of individuals with senior and middle level positions, the differences of percentages were used to compare the selection of competencies. The highest score, for example, indicate that 15.9% of senior level position holders and 16.4% of middle level position holders in human resources management of managerial competencies.

Refer the table 1 and 2 below of the comparison of senior and middle managers / supervisors respond on managerial competencies.

Managerial Competencies	Level				
	Senior	Senior %	Middle	Middle %	Difference%
Human Resources Management	49	15.9	155	16.4	-0.6
Communication	46	14.9	133	14.1	0.8
Crisis Management	45	14.6	158	16.8	-2.2
Change Management	44	14.2	106	11.2	3.0
Financial Management	35	11.3	69	7.3	4.0
Creative Thinking	23	7.4	88	9.3	-1.9
Business Acumen	23	7.4	32	3.4	4.0
Quality Assurance	17	5.5	82	8.7	-3.2
Networking	15	4.9	44	4.7	0.2
Funding Proposal Writing	12	3.9	41	4.3	-0.5
Social Marketing	0	0.0	35	3.7	-3.7

Table 1: Comparison of Senior / Middle Level of Respondents on Managerial Competencies

Rank	Senior	Middle
1	Human Resources Management	Crisis Management
2	Communication	Human Resources Management
3	Crisis Management	Communication
4	Change Management	Change Management
5	Financial Management	Creative Thinking
6	Creative Thinking	Quality Assurance
7	Business Acumen	Financial Management
8	Quality Assurance	Networking
9	Networking	Funding Proposal Writing
10	Funding Proposal Writing	Social Marketing
11	Social Marketing	Business Acumen

Table 2: Ranking of Senior / Middle Level of Respondents on Managerial Competencies

Supervisory Competencies Among the 431 respondents holding managerial or supervisory positions, 348 (80%) of respondents had responsible in supervising or coaching one or more professional staff in the organization. Of these, 95 (27%) of respondents hold senior position and 253 (43%) hold middle level position, as shown in Figure 3.

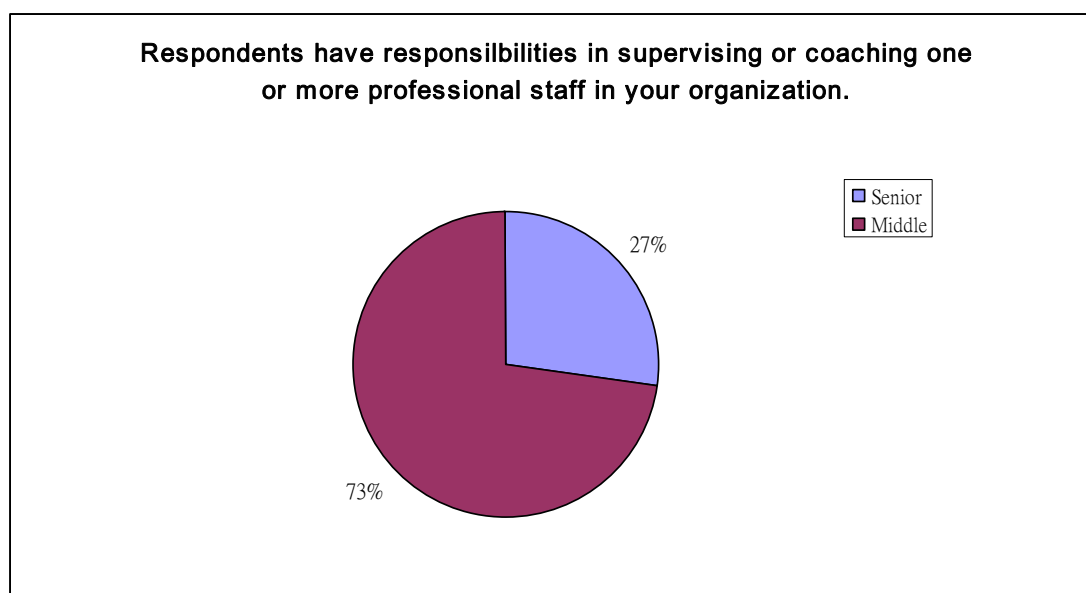


Figure 3: The senior / middle level of respondents had responsibilities in supervising or coaching one or ore professional staff in organization.

Risk and emergency management was perceived to be the most important supervisory competency in 348 respondents who had supervisory responsibility. Multi-disciplinary teamwork and case management also ranked highly as important supervisory competencies. However, legal knowledge and community partnership were perceived less important supervisory competencies. Refer Figure 4 below for the breakdown of results for perceived important supervisory competencies.

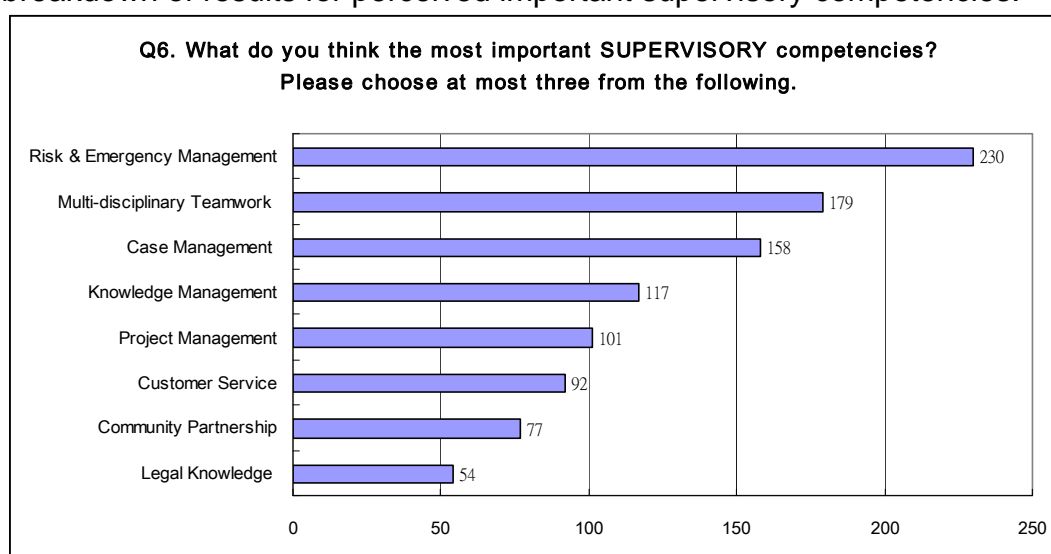


Figure 4: The perceived importance of supervisory competencies

There was different in ranking priority of the most important supervisory competencies between senior and middle level managers / supervisors. It perceived that risk & emergency was the most important in middle level staff but perceived the less important in senior level respondents. Multi-disciplinary had great differences in the percentage of senior and middle level respondents but these differences did not affect the rankings of the competencies.

Due to unequal numbers of individual with senior and middle level positions with supervisory responsibilities, the percentages were used to compare the selection of competencies. The highest score, for example, indicated that 43.2% of senior level position holders selected multi-disciplinary teamwork and 28.8% of middle level position holders selected risk & emergency management as the most important supervisory competency.

Refer the table 3 and table 4 below of the comparison of senior and middle managers / supervisors with supervising responsibilities respond on supervisory competencies.

Supervisory Competencies	Level				
	Senior	Senior %	Middle	Middle %	Difference
Case Management	29	10.9	84	14.9	-4.0
Community Partnership	21	7.9	23	4.1	3.8
Customer Service	27	10.2	37	6.6	3.6
Knowledge Management	30	11.3	52	9.3	2.0
Legal Knowledge	22	8.3	18	3.2	5.1
Multi-disciplinary Teamwork	115	43.2	122	21.7	21.5
Project Management	19	7.1	64	11.4	-4.2
Risk & Emergency Management	3	1.1	162	28.8	-27.7

Table 3: Comparison of Senior / Middle Level of Respondents on Supervisory Competencies

Rank	Senior	Middle
1	Multi-disciplinary Teamwork	Risk & Emergency Management
2	Knowledge Management	Multi-disciplinary Teamwork
3	Case Management	Case Management
4	Customer Service	Project Management
5	Legal Knowledge	Knowledge Management
6	Community Partnership	Customer Service
7	Project Management	Community Partnership
8	Risk & Emergency Management	Legal Knowledge

Table 4: Ranking of Senior / Middle Level of Respondents on Supervisory Competencies

C) Others training topics

Respondents were provided with the space to list up to the first three training topics that they would be interested in. 431 respondents chose at least one topic at the list training topics. Generally speaking, change management, coaching and supervision and quality assurance are the first three priorities of training topics of the respondents. Customer service, project management and IT skills were ranked as the less important training topics.

Table 5 below shows the frequency of the preference training topics from the respondents.

Rank	Training Topic	Senior	Middle	Total
1	Change Management	29	64	93
2	Coaching and Supervision	20	66	86
3	Quality Assurance	11	69	80
4	Human Resources Management	19	49	68
5	Creative Thinking	12	49	61
6	Crisis Management	17	44	61
7	Risk & Emergency Management	30	21	51
8	Leadership Skills	9	38	47
9	Personal Growth Training (e.g. EQ and AQ)	8	32	40
10	Multi-disciplinary Teamwork	11	25	36
11	Statistical Analysis Skills	7	28	35
12	Funding Proposal Writing	7	27	34
13	Media Training and PR Management	11	23	34
14	Social Marketing	10	23	33
15	Knowledge Management	9	23	32
16	Case Management	6	24	30
17	Financial Management	11	19	30
18	Legal Knowledge	5	20	25
19	Events and Fundraising Management	7	17	24
20	Community Partnership	7	16	23
21	Internal Communications	7	15	22
22	Mental Health and Counseling	5	17	22
23	Business Acumen	7	12	19
24	Networking	3	13	16
25	Time Management	3	12	15
26	IT Skills	3	11	14
27	Project Management	3	11	14
28	Customer Service	5	8	13
29	Others	2	4	6

Table 5: The priorities of training topics that are interested in

There difference in the preference of the training topics between senior and middle level respondents. Senior level respondents ranked that risk & emergency management, change management and coaching and supervision as the first three priorities of training topics. However, quality assurance was ranked as the first priority training topic among middle level respondents which it was ranked as moderate important in senior level respondents. Table 6 below shows the ranking of training topics.

Rank	Senior	Middle
1	Risk & Emergency Management	Quality Assurance
2	Change Management	Coaching and Supervision
3	Coaching and Supervision	Change Management
4	Human Resources Management	Human Resources Management
5	Crisis Management	Creative Thinking
6	Creative Thinking	Crisis Management
7	Quality Assurance	Leadership Skills
8	Multi-disciplinary Teamwork	Personal Growth Training (e.g. EQ and AQ)
9	Media Training and PR Management	Statistical Analysis Skills
10	Financial Management	Funding Proposal Writing
11	Social Marketing	Multi-disciplinary Teamwork
12	Leadership Skills	Case Management
13	Knowledge Management	Media Training and PR Management
14	Personal Growth Training (e.g. EQ and AQ)	Social Marketing
15	Statistical Analysis Skills	Knowledge Management
16	Funding Proposal Writing	Risk & Emergency Management
17	Events and Fundraising Management	Legal Knowledge
18	Community Partnership	Financial Management
19	Internal Communications	Events and Fundraising Management
20	Business Acumen	Mental Health and Counseling
21	Case Management	Community Partnership
22	Legal Knowledge	Internal Communications
23	Mental Health and Counseling	Networking
24	Customer Service	Business Acumen
25	Networking	Time Management
26	Time Management	IT Skills
27	IT Skills	Project Management
28	Project Management	Customer Service
29	Others	Others

Table 6: Ranking of Training Topic

5. Summary

In general, crisis management was seen as the most important managerial competency and risk & emergency management was perceived to be the most important supervisory competency in the study. Business acumen of managerial competence and legal knowledge of supervisory competency were perceived the less important.

There were only few differences in the responses of senior level and middle level respondents. For managerial competencies, the difference was found in ranking that human resources management ranked as the most important in senior level respondents. On the other hand, crisis management ranked as the most important in middle level respondents. For the supervisory competency, the difference also found in ranking priority that risk & emergency was the most important in the middle level respondents but was less important in senior level respondents.

Results in preference of training topics shows on the difference concern between senior level and middle level respondents. Senior level respondents felt interested on the topic related in risk & emergency management but middle level respondents felt interested in quality assurance. Overall speaking, change management, coaching & supervision and human resources management are the popular training topics in senior and middle level managers and supervisors in NGOs sector.

Training Needs Analysis for NGOs 2009-2010
The Hong Kong Council of Social Service
Training Needs Survey 2009-10

The Training Needs Survey 2009-10 aims to identify the training needs of managerial and professional staff with supervisory duties of NGOs in welfare sector. All data collected will be used for the analysis in this Survey only and personal information will be kept confidentially.

Enquiry: Miss Rosanna Cheng, Officer (Sector Development and Partnership), The Hong Kong Council of Social Service
 Tel: 2876 2454 Email: rosanna.cheng@hkcss.org.hk

Please answer the following questions and submit on or before 21 August 2009.

1. Are you working in NGO now?
☐ Yes ☐ No
2. Are you in managerial or supervisory position in your organization?
☐ Yes ☐ No (Please go to Question 8)
3. Which level of your management position in your organization?
☐ Senior Management ☐ Middle Management
4. What do think the most important MANAGERIAL competencies? Please choose at most three from the following.
☐ a. Business Acumen ☐ b. Change Management ☐ c. Communication ☐ d. Creative Thinking
☐ e. Crisis Management ☐ f. Financial Management ☐ g. Funding Proposal Writing ☐ h. Human Resources Management
☐ i. Networking ☐ j. Quality Assurance ☐ k. Social Marketing
5. Do you have responsibilities in professional supervision? (i.e. supervising or coaching one or more professional staff in your organization)
☐ Yes ☐ No (Please go to Question 7)
6. What do you think the most important SUPERVISORY competencies? Please choose at most three from the following.
☐ I. Case Management ☐ II. Community Partnership ☐ III. Customer Service ☐ IV. Knowledge Management
☐ V. Legal Knowledge ☐ VI. Multi-disciplinary Teamwork ☐ VII. Project Management ☐ VIII. Risk & Emergency Management
7. Please choose the first three priorities of training topics that you are interested in.

<input type="checkbox"/> Business Acumen <input type="checkbox"/> Coaching and Supervision <input type="checkbox"/> Crisis Management <input type="checkbox"/> Financial Management <input type="checkbox"/> Internal Communications <input type="checkbox"/> Leadership Skills <input type="checkbox"/> Mental Health and Counseling <input type="checkbox"/> Personal Growth Training (e.g. EQ and AQ) <input type="checkbox"/> Risk & Emergency Management <input type="checkbox"/> Time Management <input type="checkbox"/> Others (Please Specify)	<input type="checkbox"/> Case Management <input type="checkbox"/> Community Partnership <input type="checkbox"/> Customer Service <input type="checkbox"/> Funding Proposal Writing <input type="checkbox"/> IT Skills <input type="checkbox"/> Legal Knowledge <input type="checkbox"/> Multi-disciplinary Teamwork <input type="checkbox"/> Project Management <input type="checkbox"/> Statistical Analysis Skills <input type="checkbox"/> Volunteers Management	<input type="checkbox"/> Change Management <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Events and Fundraising Management <input type="checkbox"/> Human Resources Management <input type="checkbox"/> Knowledge Management <input type="checkbox"/> Media Training and PR Management <input type="checkbox"/> Networking <input type="checkbox"/> Quality Assurance <input type="checkbox"/> Social Marketing
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8. Would you like to receive training information provided by HKCSS Institute?
☐ Yes, I would like to receive by email ☐ Yes, I would like to receive by post ☐ No, thank you

Respondent Information

Organization Name (English)	
Name (English)	Job Title (English)
Contact Tel No	Contact Fax No
Email	
Postal Address (English)	

-End-
 Thank You