香港社會服務聯會
The Hong Kong Council of Social Service

Report on

Training Needs Analysis for NGOs

2006–2007

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1.   INTRODUCTION

Along with the development of staff training among NGOs, both the demand and supply in training service are increasing.   An effective training program starts with the needs and ends with transfer of knowledge.   The Hong Kong Council of Social Service conducts the Training Needs Analysis bi-annually to provide some information for NGOs to further promote professional training from a developmental perspective.

HKCSS conducted the bi-annual Survey on Training Needs Analysis among the staff of Agency Members during April 2007.   Questionnaires were sent to 329 Agency Members and 39 of them participated (response rate: 11.8%).   There were 621 questionnaires completed and returned from the 39 Agency Members.

This year, the population of the Survey was targeted to individual staff with managerial and supervisory duties.   The cope of the Survey covered the job competences which had been identified as requirements in the competency models developed since 2005 in the sector-wide Joint Business Improvement Project.

2.   EXECUTIVE SUMMARY

2.1 In general, *case management* was perceived to be less important and the lowest level of need for enhancement; while *community partnership* and *risk management* were perceived a higher level of importance but the lowest level of need for enhancement.   There were three competences perceived the highest level in both importance and need for enhancement, they were *change management, quality assurance, creative thinking*, and *crisis management.*

2.2 Those having professional supervisory duties indicated a high level of "importance" and "need for improvement" in *change management*; while *record management* and *case management* were at low level of rating in both areas

2.3 The competencies were categorized into four clusters: personal effectiveness, working with others, result/task orientation and strategic planning.   Correlation comparisons were made between the level of

managerial/supervisory duties and cluster of competencies. The priority of training needs was generally found in managerial/supervisory staff:

Competency clusters	Priority level		
	High	Medium	low
Personal effectiveness	Creative thinking	Multi-disciplinary teamwork	
Working with others		Communication Networking Human resource mgt	Community partnership
Result / task orientation	Quality assurance	Change management Financial management Customer service	Project management Proposal writing
Strategic planning	Crisis management		Business acumen Social marketing Risk management

2.4 The priority of training needs was generally found in staff with professional supervision duties:

Competency clusters	Priority level		
	High	Medium	low
Personal effectiveness		Multi-disciplinary teamwork	
Working with others		Community partnership	
Result / task orientation		Project management Legal knowledge Customer service	Record management Case management
Strategic planning		Risk management	

**2.5** The priority of training needs for staff supervising different types of staff was found below:

Priority	Supervising general staff	Supervising social workers	Supervising nurses	Supervising therapists	Supervising teachers
1	Creative Thinking	Risk Management	Multi-disciplinary Team work	Project Management	Multi-disciplinary Team work
2	Crisis Management	Project Management	Risk Management	Risk Management	Customer Service
3	Quality Assurance	Legal knowledge	Customer Service	Multi-disciplinary Team work	Risk Management

2.6 Overall, 8 training needs priorities were found in the Survey; they included: *creative thinking, crisis management, quality assurance, change management, risk management, human resources management, communication and networking.*

2.7 A majority of the managerial and supervisory staff indicated the desirable duration of short course at 1 or 2 days.

3. OBJECTIVES

TNA in Training & Development Cycle
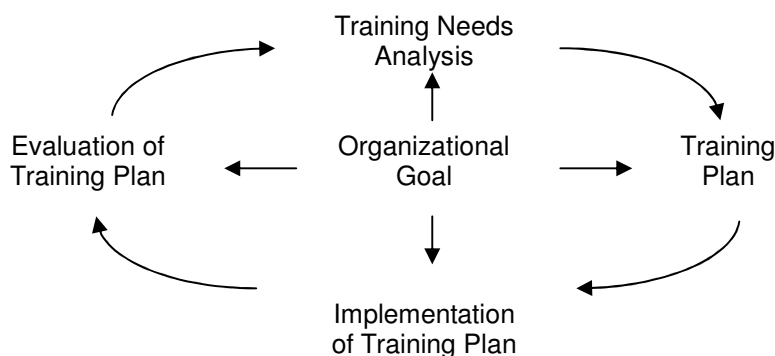
A training plan should cope with the organization goal from the process of finding the need throughout delivery to evaluation.   Therefore, the TNA survey is to find the expressed needs of training at work from the individuals.   This TNA aims at:

- collecting the training needs directly from end-users for designing suitable training topics for enhancing professional development;

- understanding the desirable learning practice of end-user for tailor-making the training and development program that facilitate their participation.

4. METHODOLOGY

This year, a new approach and framework was adopted with the following characteristics:

- Individual based – Data will be collected from individual staff of NGOs with an implication that the training courses will be designed for enhancing individual competencies.

- Framework – The TNA will be conducted by survey and adopt the job competency framework.

- Incentives – Incentives will be given to both individuals and agencies for achieving a higher response rate.

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 the training needs. The selected job competencies include:

Managerial/Supervisory Staff

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

Staff Supervising Professional Staff

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

5. FINDINGS

5.1 Participating Agencies and Staff

There were 39 participating agencies with 621 questionnaires completed. Among the returned questionnaires, 546 indicated to have supervisory duties and 75 indicated without supervisory duties. Among the 546 replies, the level of responsibility was divided into senior, middle and frontline levels as below:
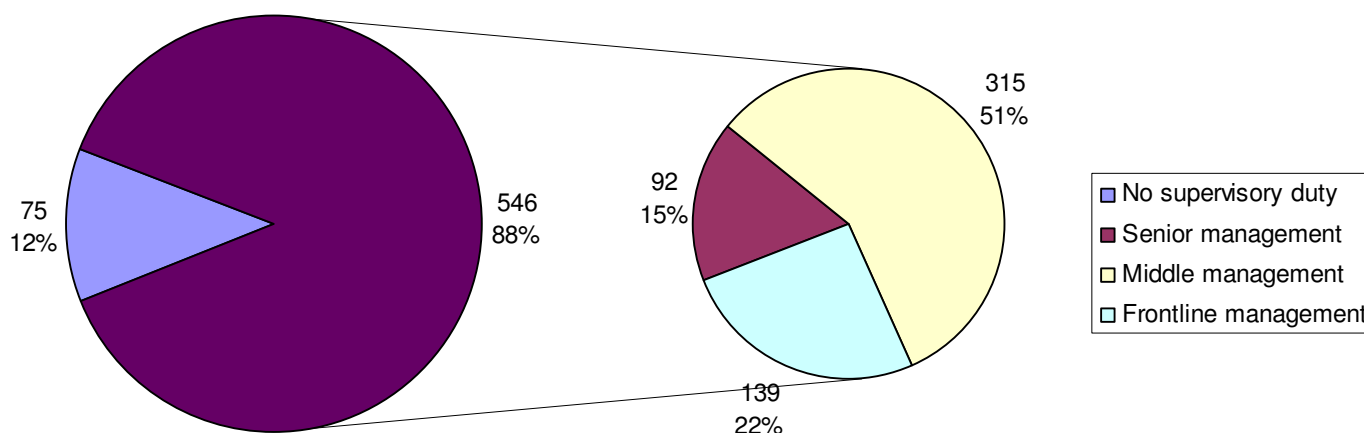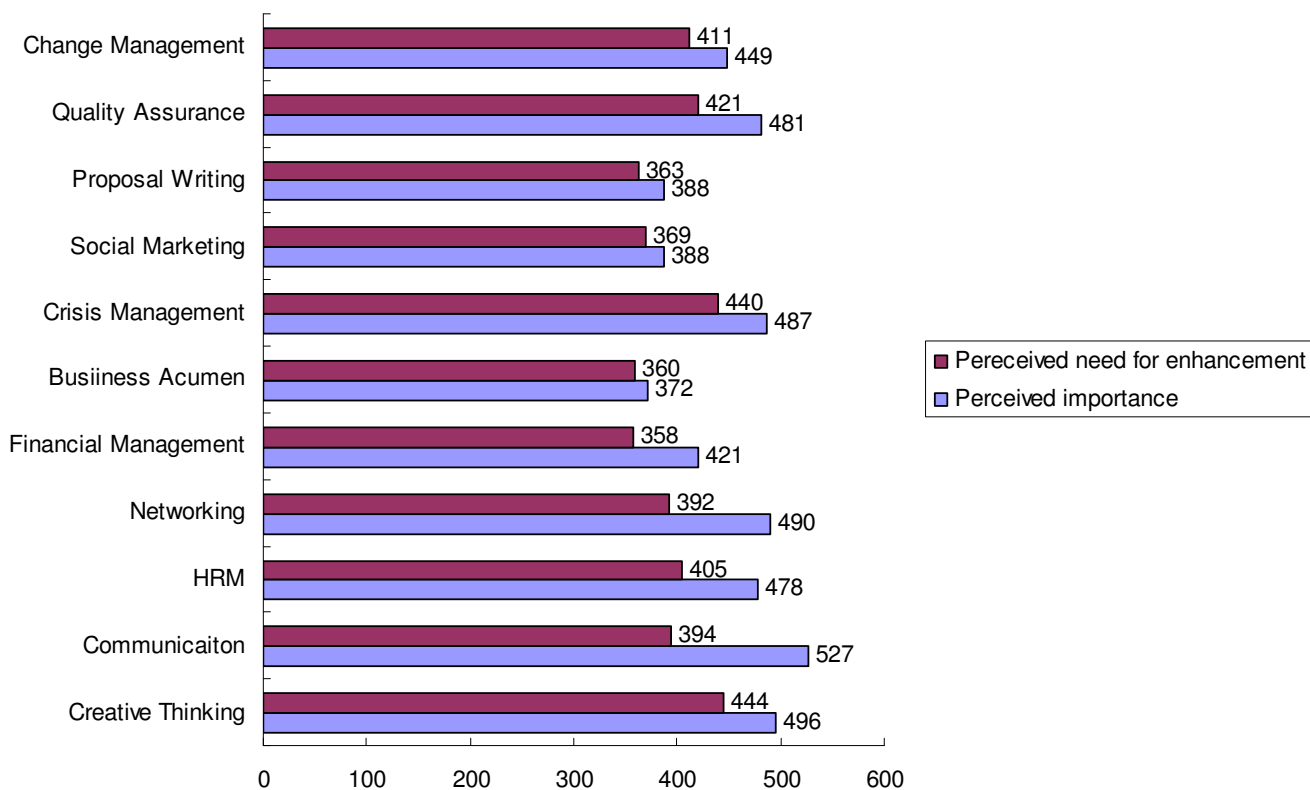

5.2 General comparison among all job competencies at perceived "importance" and "need for enhancement"

In general, *communication* was perceived the highest level of "importance"; however, it was not indicted with the same level in "need for enhancement". *Business acumen*, *social marketing* and *funding proposal writing* were pereived less important.

Among the staff with professional supervisory duties, *project management* was perceived the highest level of "need for enhancement". This was also the only competence that the "need for enhancement" was higher than the rating of "importance".

In all cases, the rating of "need for enhancement" was higher than that of "importance", except *Project Management* that carried lower rating in "need for enhancement".

Training Needs Analysis for NGOs 2006-2007

Managerial/Supervisory Staff

Category	Perceived need for enhancement	Perceived importance
Change Management	411	449
Quality Assurance	421	481
Proposal Writing	363	388
Social Marketing	369	388
Crisis Management	440	487
Busiiness Acumen	360	372
Financial Management	358	421
Networking	392	490
HRM	405	478
Communicaiton	394	527
Creative Thinking	444	496

Legend:
- Pereceived need for enhancement
- Perceived importance

(X-axis: 0, 100, 200, 300, 400, 500, 600)

Staff with Professional Supervision Duties

Category	Perceived need for enhancement	Perceived importance
Project Management	488	356
Record Management	273	347
Multi-disciplinary Teamwork	303	359
Risk & Emergency Management	352	381
Legal Knowledge	322	341
Community Partnership	297	403
Case Management	283	331
Customer Service	293	376

Legend:
- Perceived need for enhancement
- Perceived importance

(X-axis: 0, 100, 200, 300, 400, 500, 600)

5.3 General comparison between "Importance" and "need for enhancement" of each competence

<u>Creative Thinking</u>
Number of perceived importance: 541
Number of perceived need for enhancement: 529

Creative Thinking
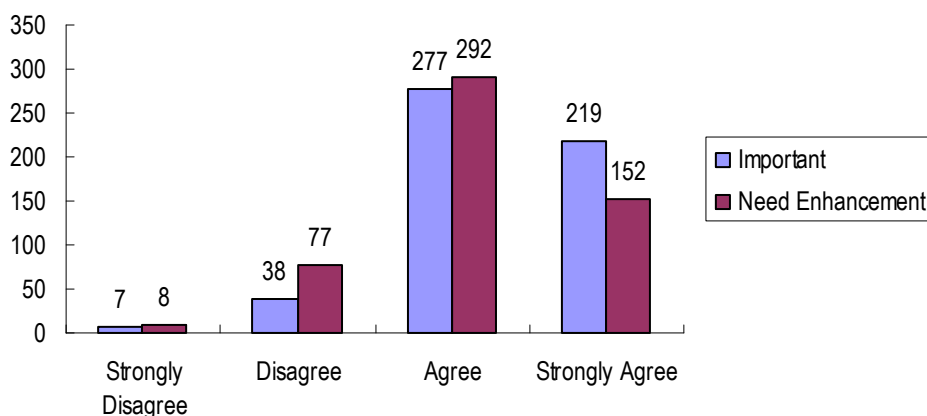
<u>Communication</u>
Number of perceived importance: 544
Number of perceived need for enhancement: 527

Communication
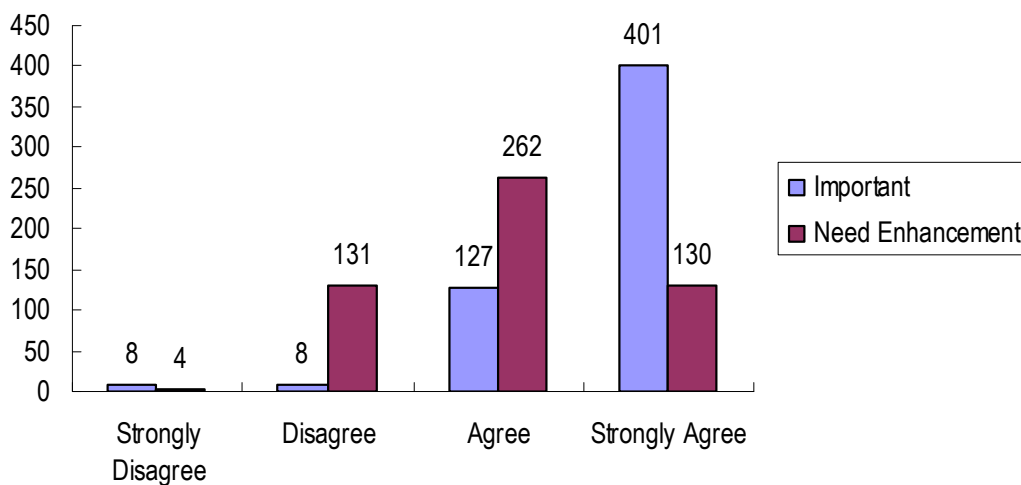
Human Resources Management
Number of perceived importance: 544
Number of perceived need for enhancement: 529

Human Resources Management
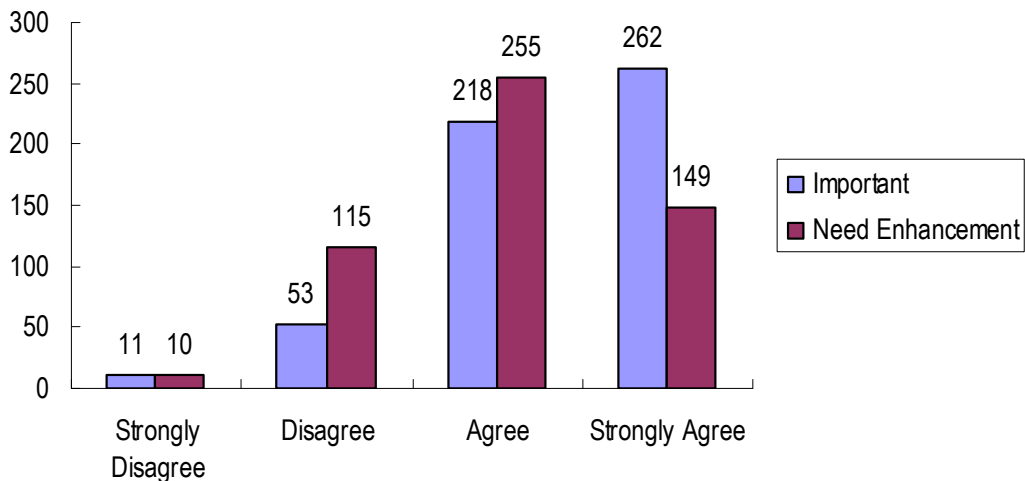
Networking
Number of perceived importance: 542
Number of perceived need for enhancement: 526

Networking
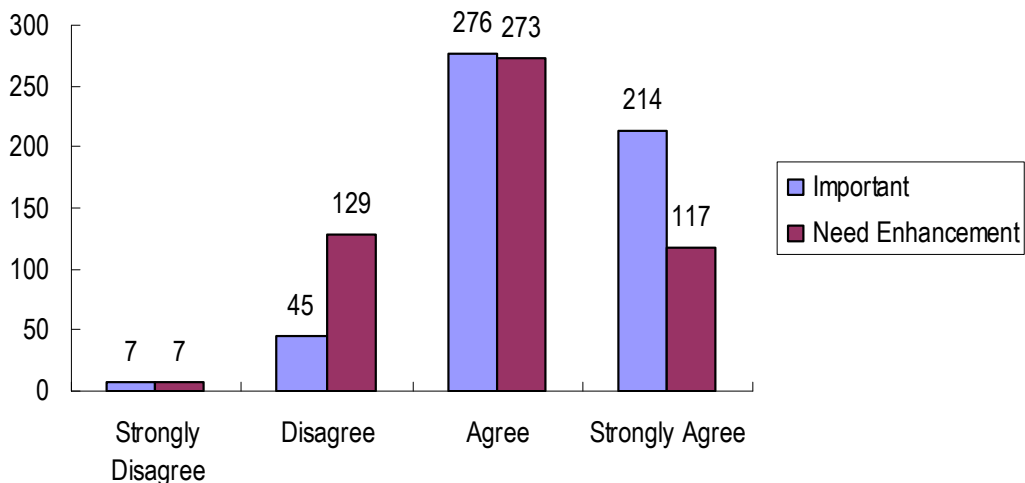
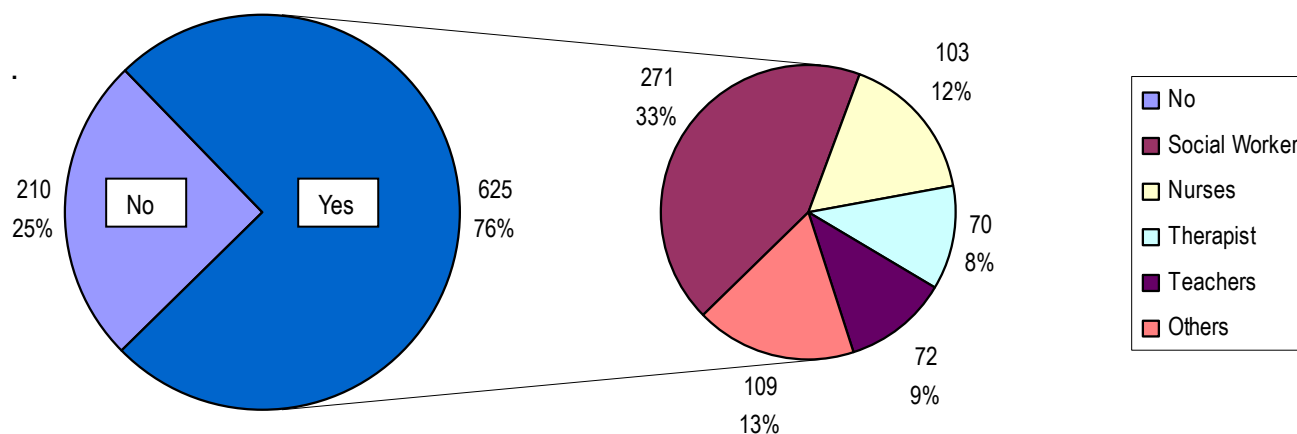Financial Management
Number of perceived importance: 541
Number of perceived need for enhancement: 527

Financial Management
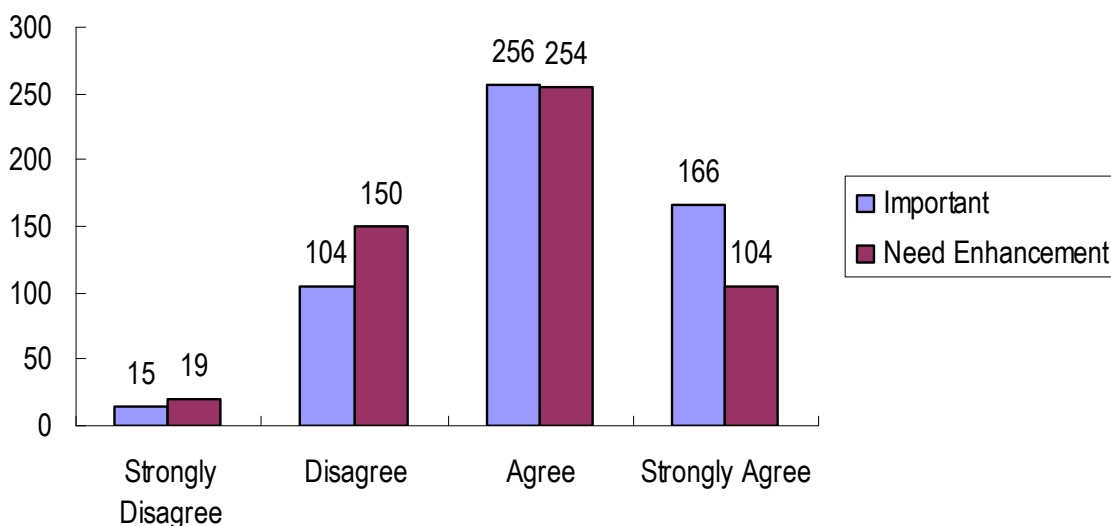
Business Acument
Number of perceived importance: 537
Number of perceived need for enhancement: 528

Business Acumen
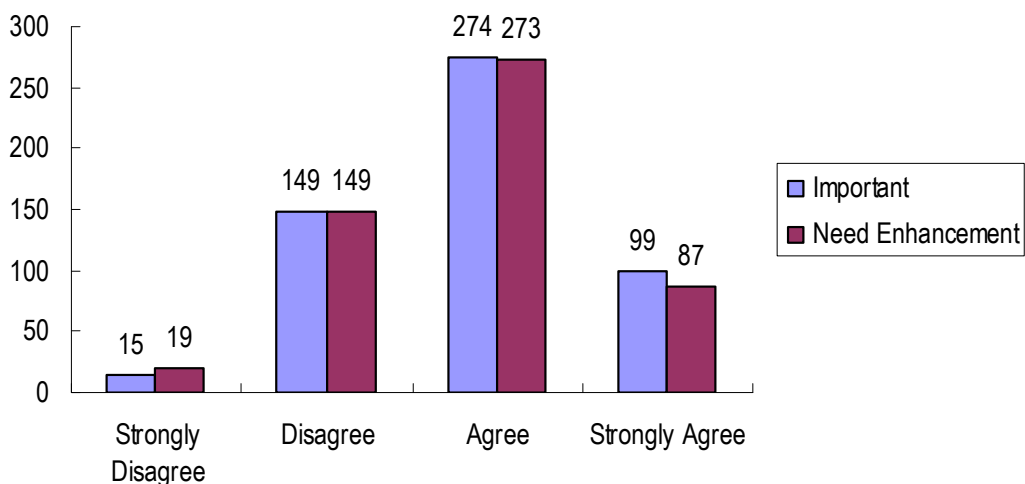
Crisis Management
Number of perceived importance: 540
Number of perceived need for enhancement: 528

Crisis Management
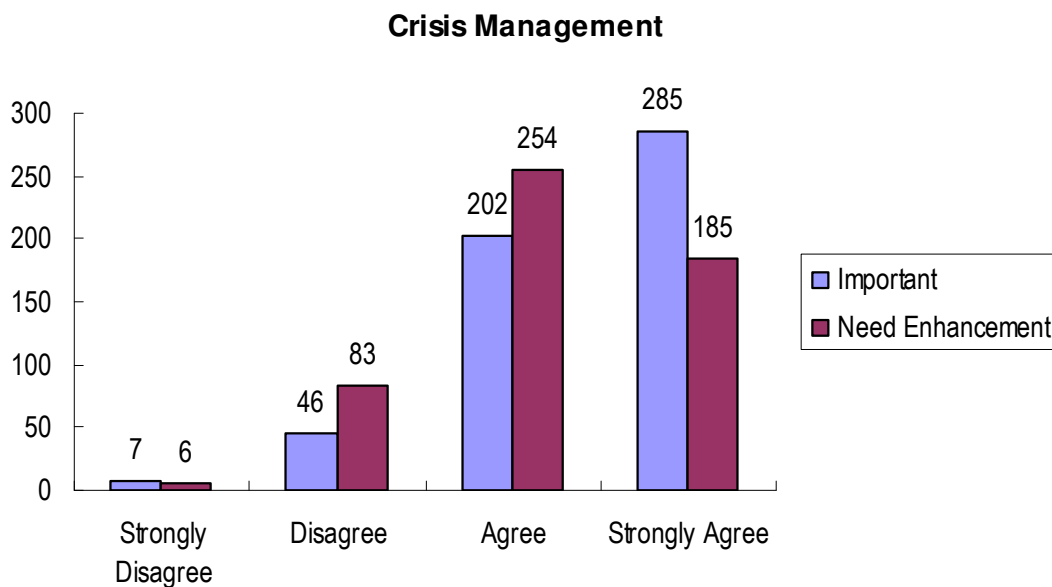
Social Marketiing
Number of perceived importance: 538
Number of perceived need for enhancement: 525

Social Marketing
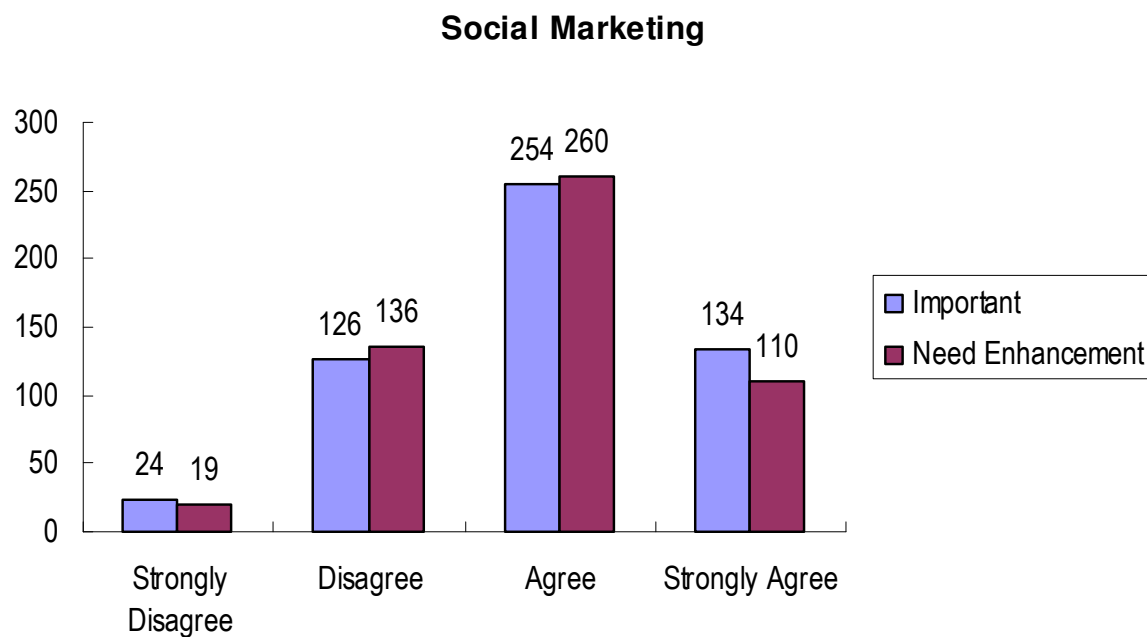
Funding Proposal Writing
Number of perceived importance: 542
Number of perceived need for enhancement: 530

Funding Proposal Writing
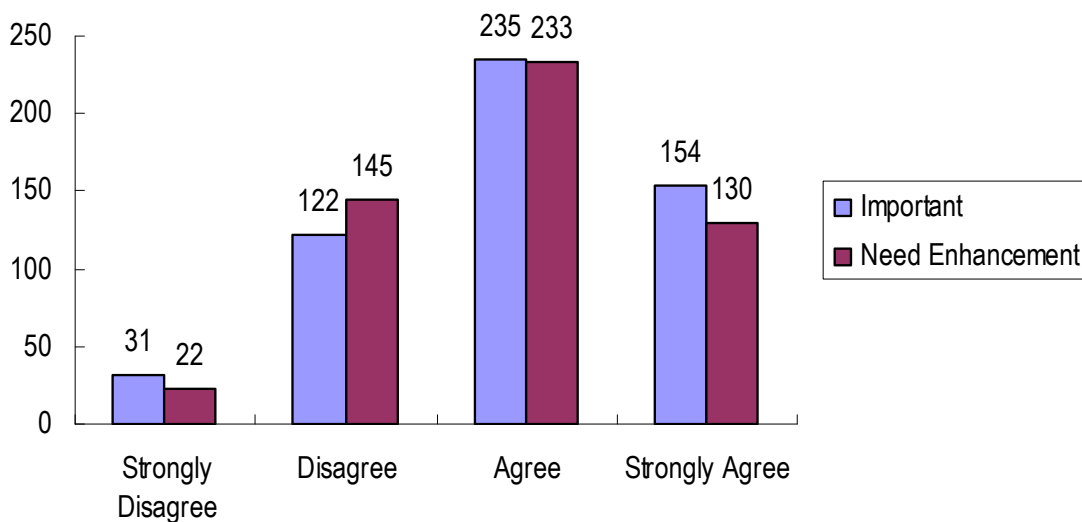
Quality Assurance
Number of perceived importance: 542
Number of perceived need for enhancement: 531

Quality Assurance
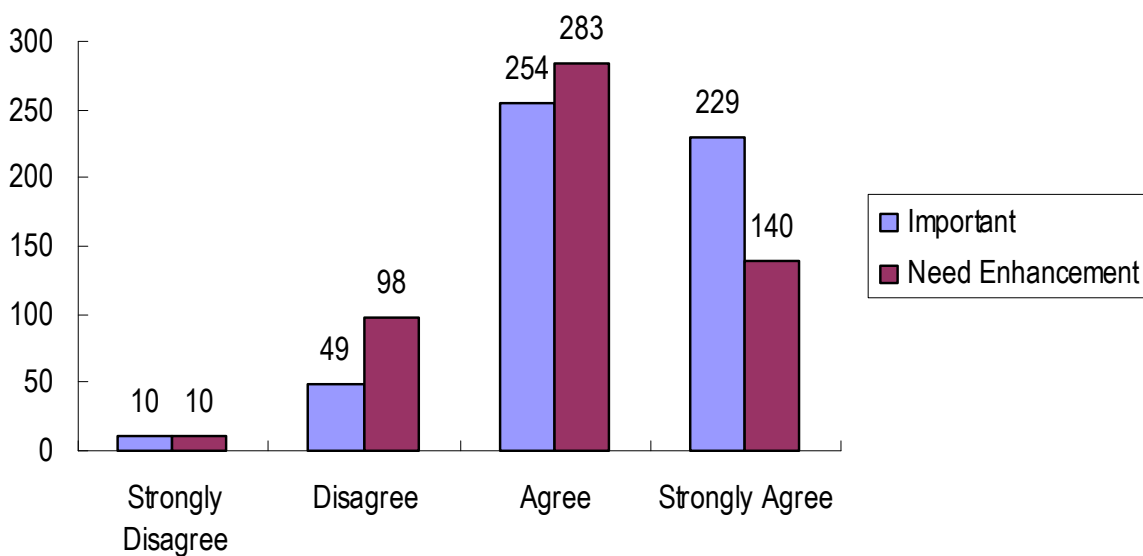
Change Management
Number of perceived importance: 539
Number of perceived need for enhancement: 530

Change Management
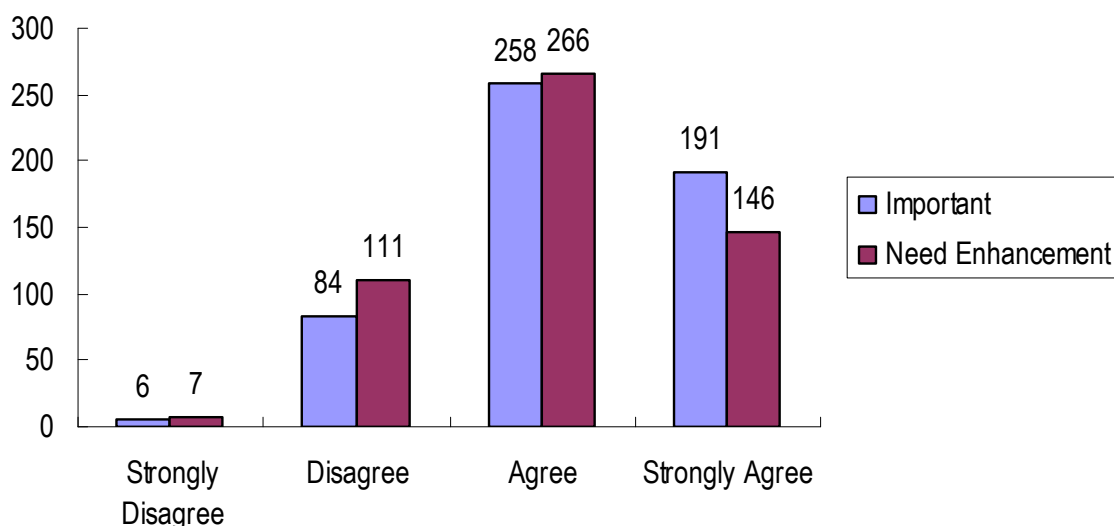
5.4 Responsibility in Professional Supervision

Among the managerial staff, 625 indicated to have professional supervision duties.   Different types of professional staff were categorized as follows; and social workers were at the highest ratio among them.   The other professional supervisees included designers, journalists, counselors, accounting staff, etc

5.5 General comparison between "Importance" and "need for enhancement" of each competence in staff supervisory professional staff

Customer Service
Number of perceived importance: 407
Number of perceived need for enhancement: 401

Customer Service
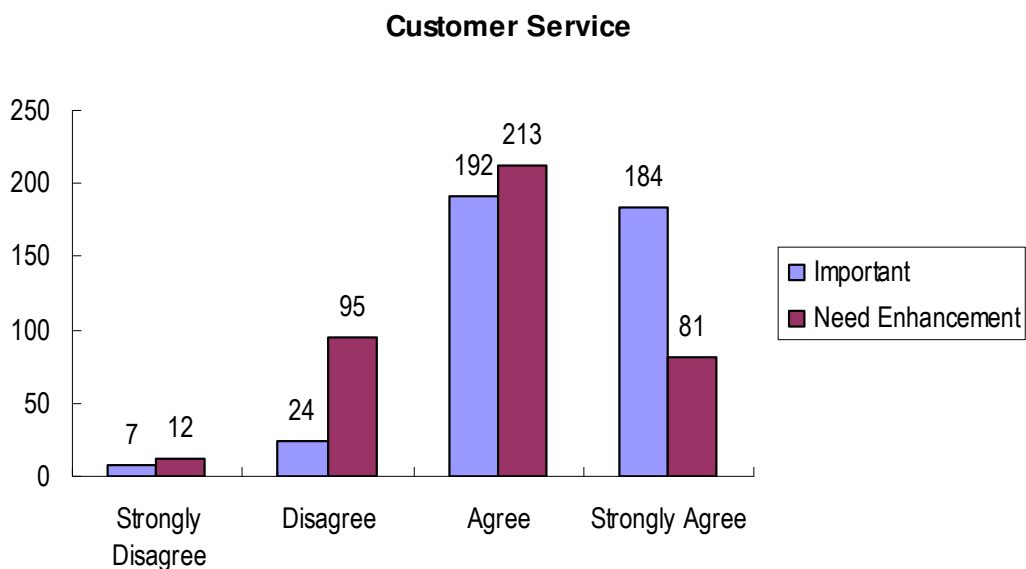
Case Management
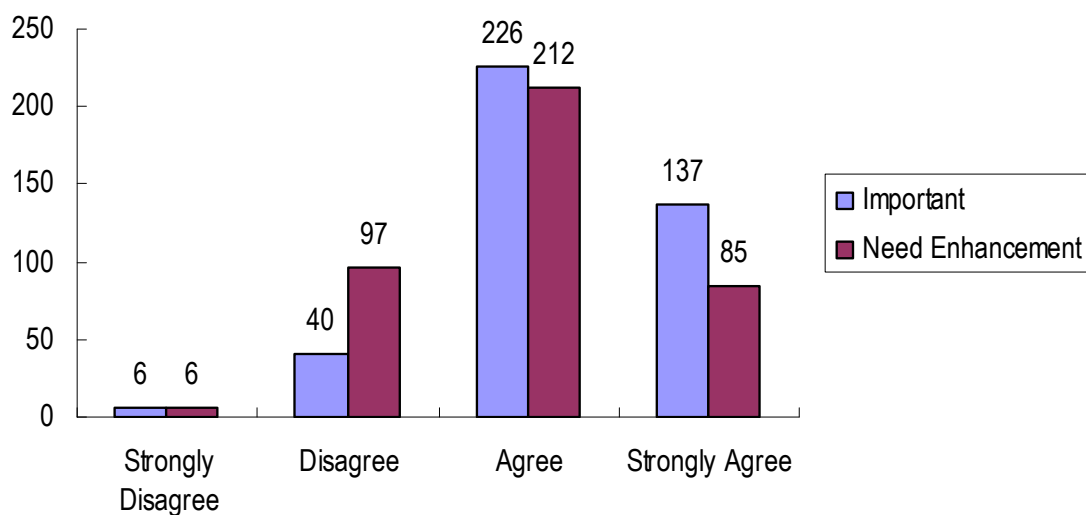Number of perceived importance: 408
Number of perceived need for enhancement: 400

Case Management
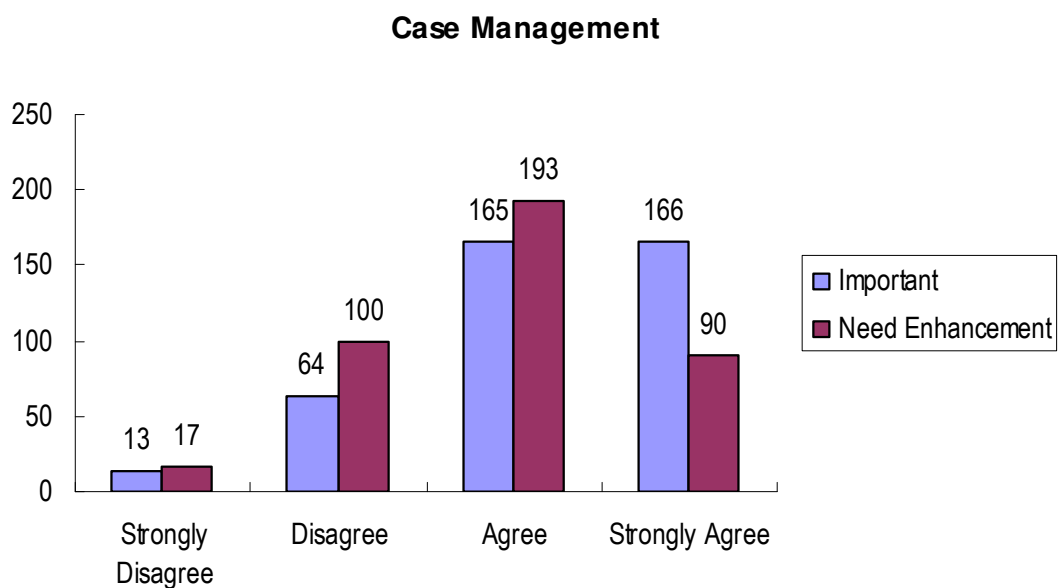
Community Partnership
Number of perceived importance: 409
Number of perceived need for enhancement: 400

Community Partnership

Legal Knowledge
Number of perceived importance: 405
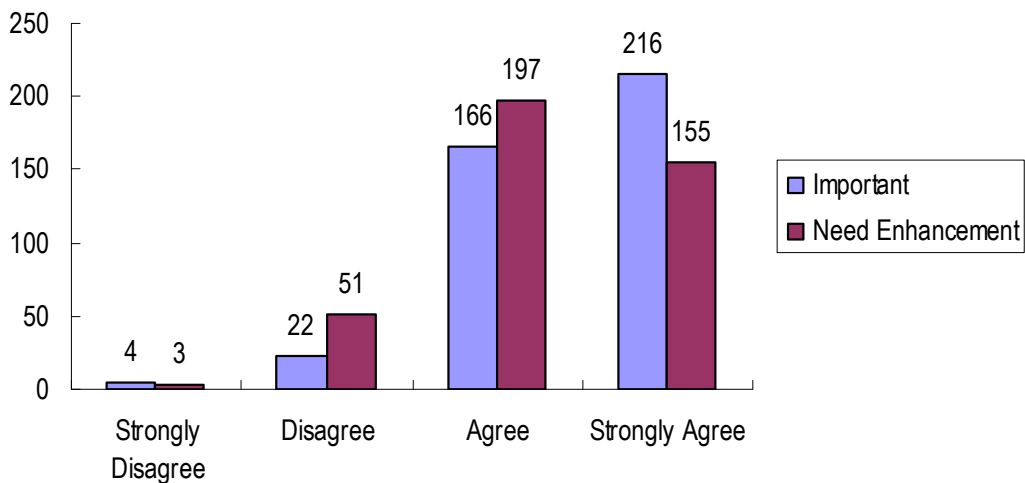Number of perceived need for enhancement: 405

Legal Knowledge
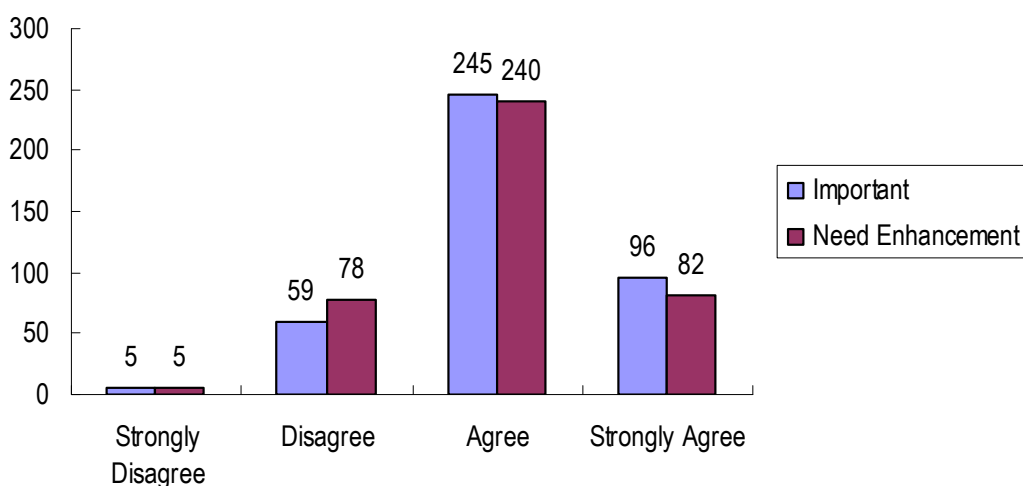
Risk Management
Number of perceived importance: 408
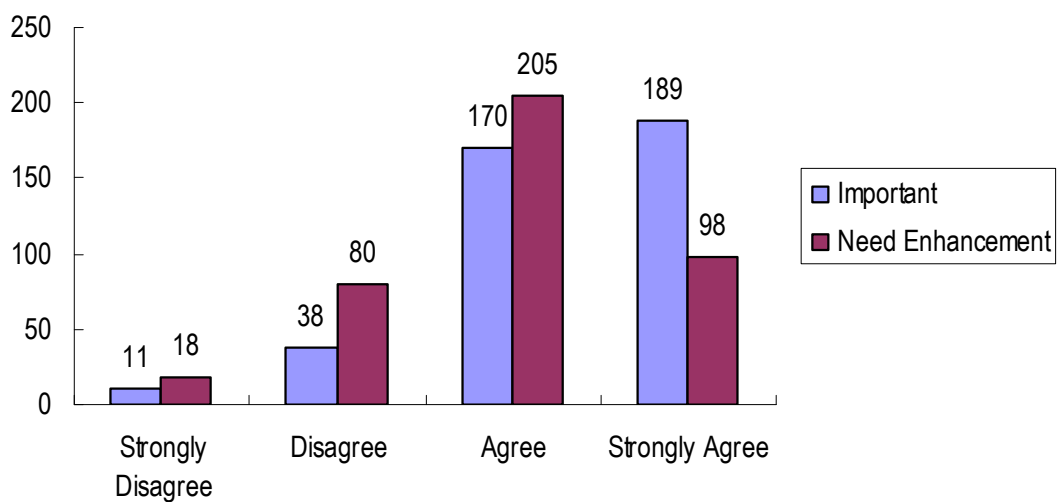Number of perceived need for enhancement: 406

Risk Management

Multi-disciplinary Teamwork
Number of perceived importance: 408
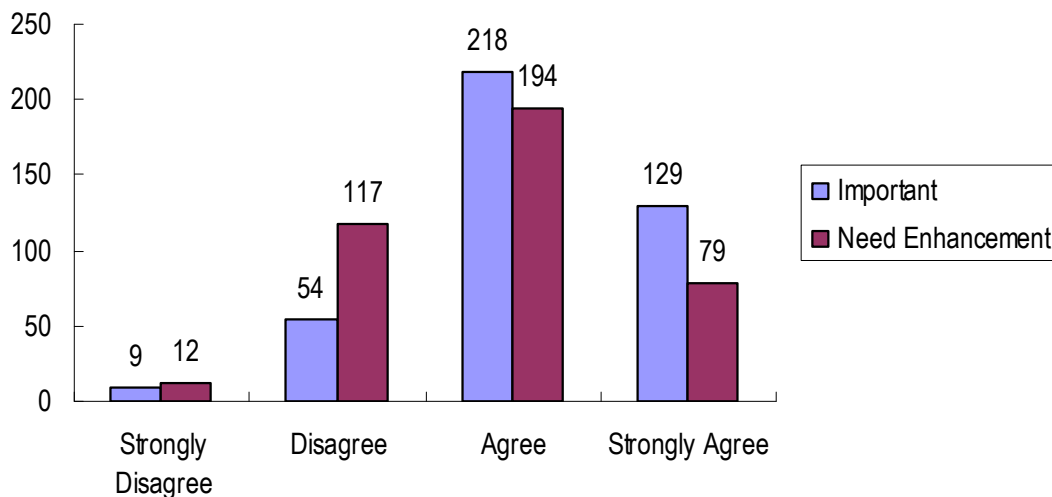Number of perceived need for enhancement: 401

Multi-disciplinary Teamwork

Record Management
Number of perceived importance: 410
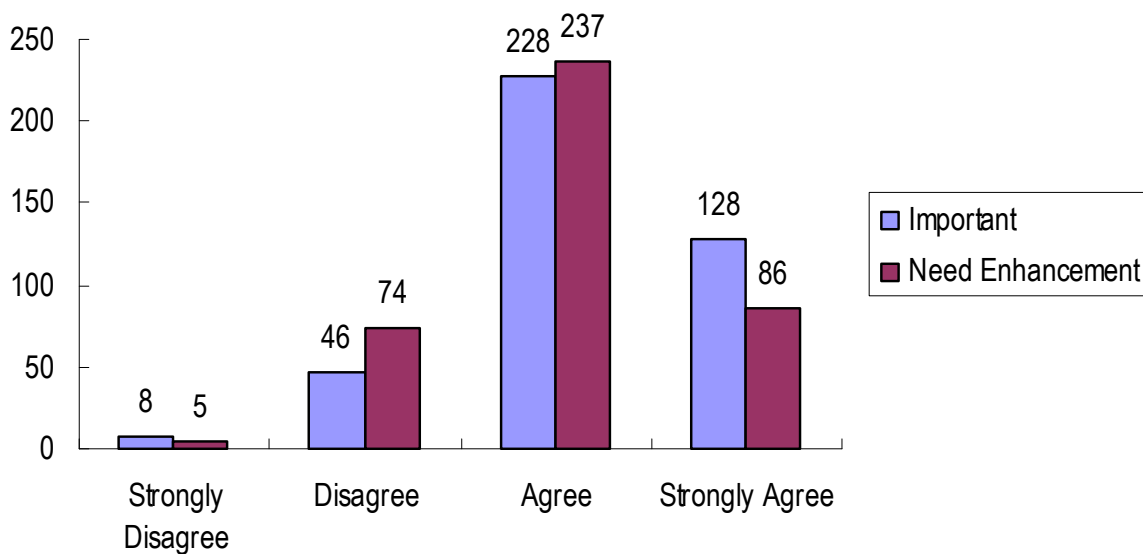Number of perceived need for enhancement: 402

Record Management

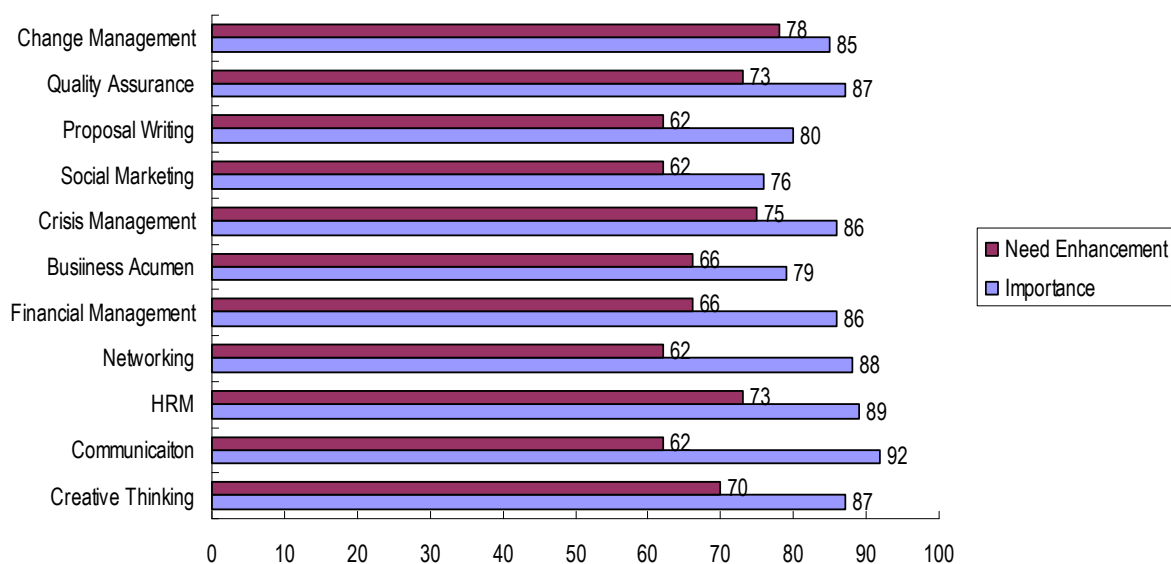Project Management
Number of perceived importance: 410
Number of perceived need for enhancement: 402

Project Management

5.6 Perceived "importance" and "need for enhancement" at Senior Management Level

Among the senior management staff, *communication* was perceived as the most important competence, while it was one of the least perceived need for enhancement. *Change management* was perceived at the highest level of need for enhancement.
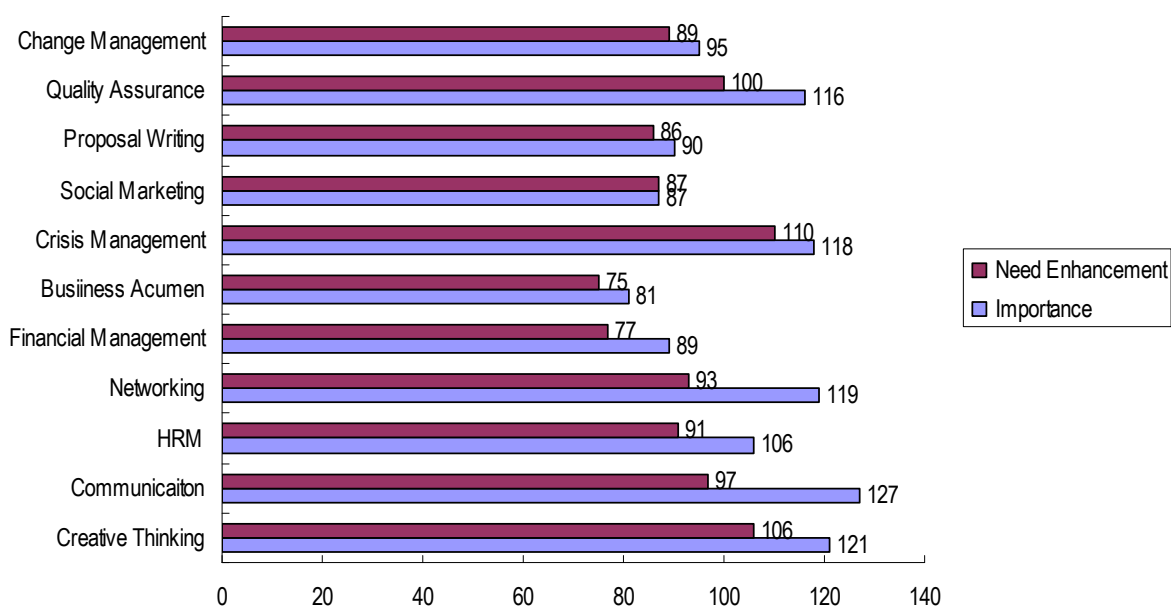

5.7 Perceived "importance" and "need for enhancement" at Middle Management Level

Same as the senior management level, *communication* was perceived as the most important competence, while *creative thinking* was at the highest level of need for enhancement.
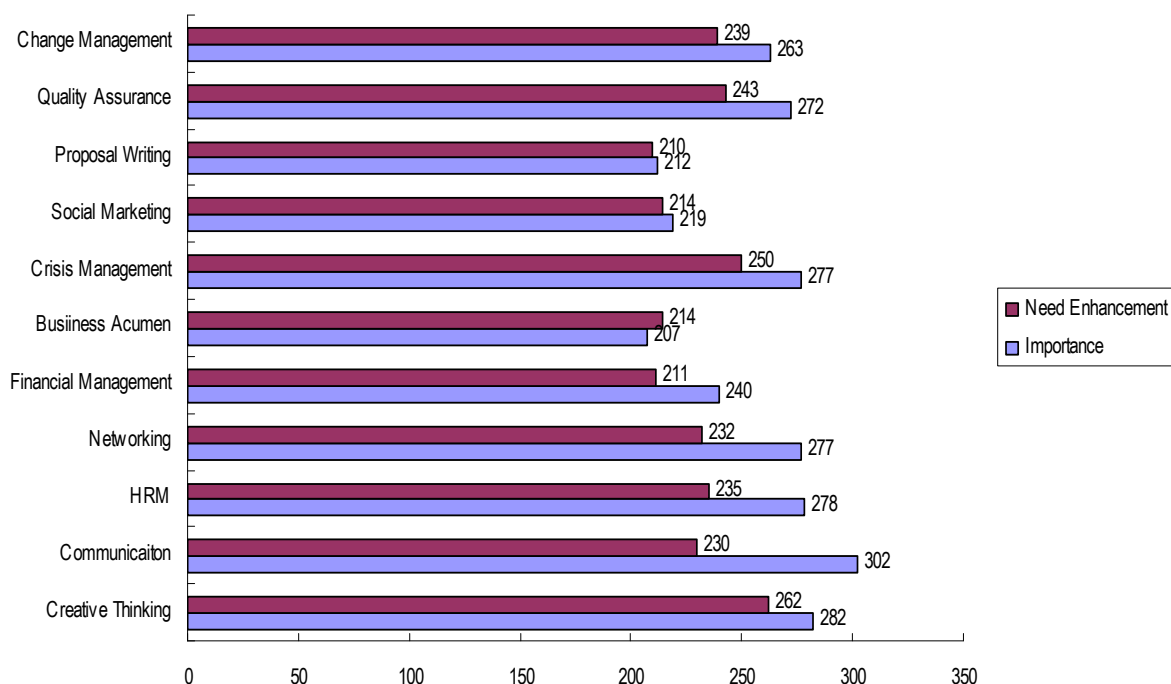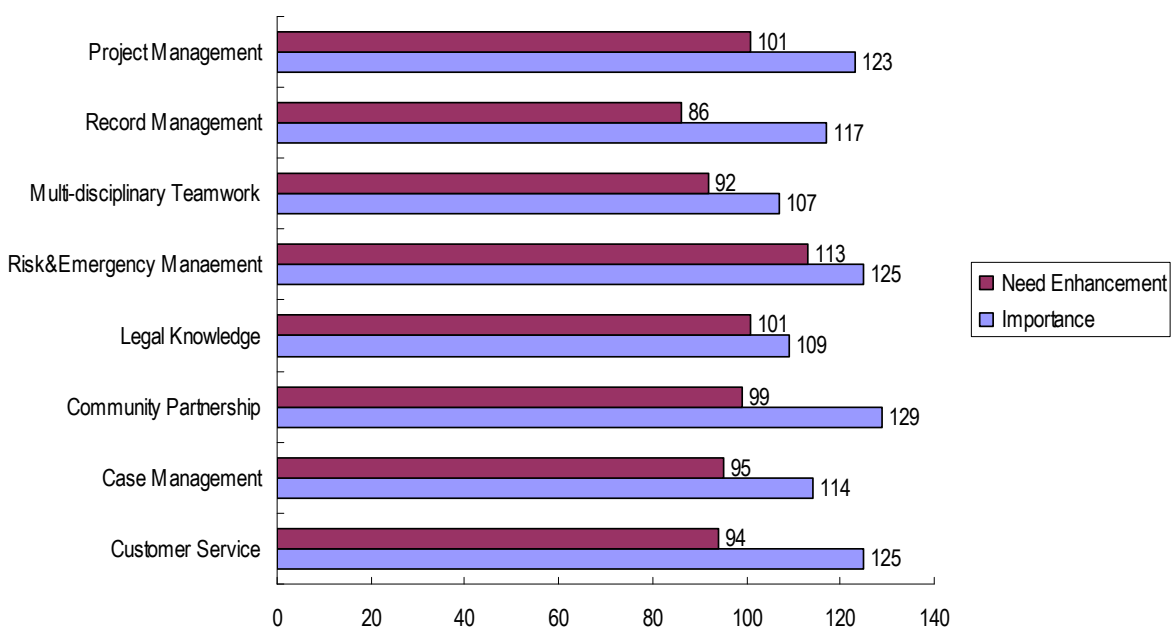
5.8 Perceived "importance" and "need for enhancement" at Frontline Management Level

Business acumen was perceived the least important for frontline management staff; while *creative thinking, communication*, *quality assurance*, *networking* and *crisis management* were found to be equally important.
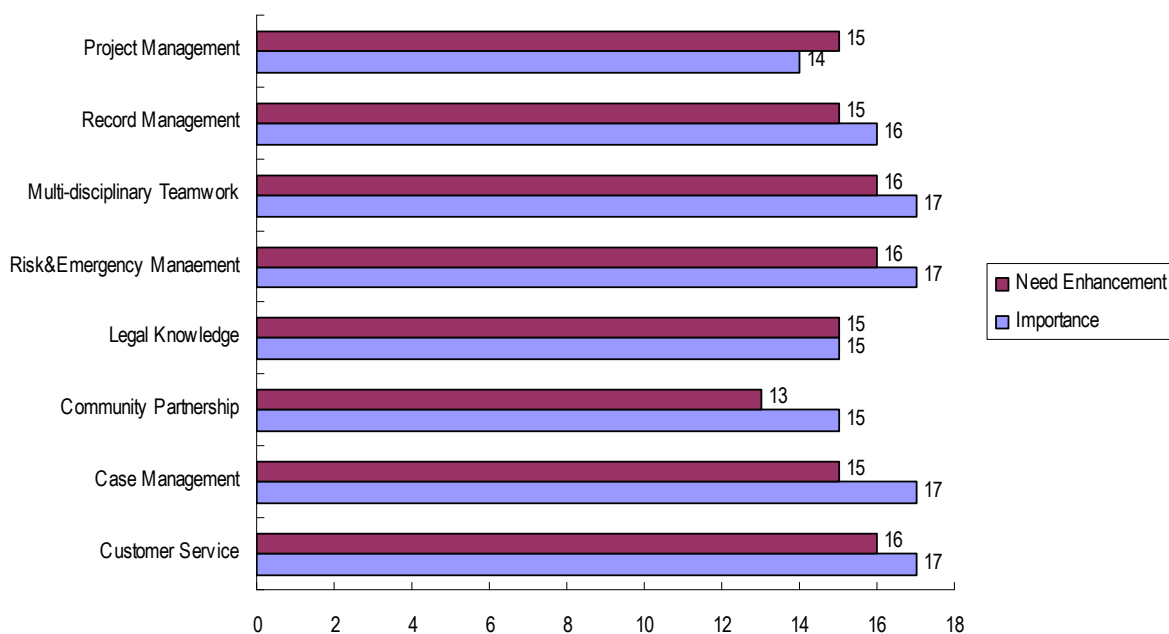

5.9 Perceived "importance" and "need for enhancement" at staff supervising social workers

The perceived high importance in *project management*, *risk management*, *community partnership* and *customer service* indicated a change in skill-set in delivery of direct services.
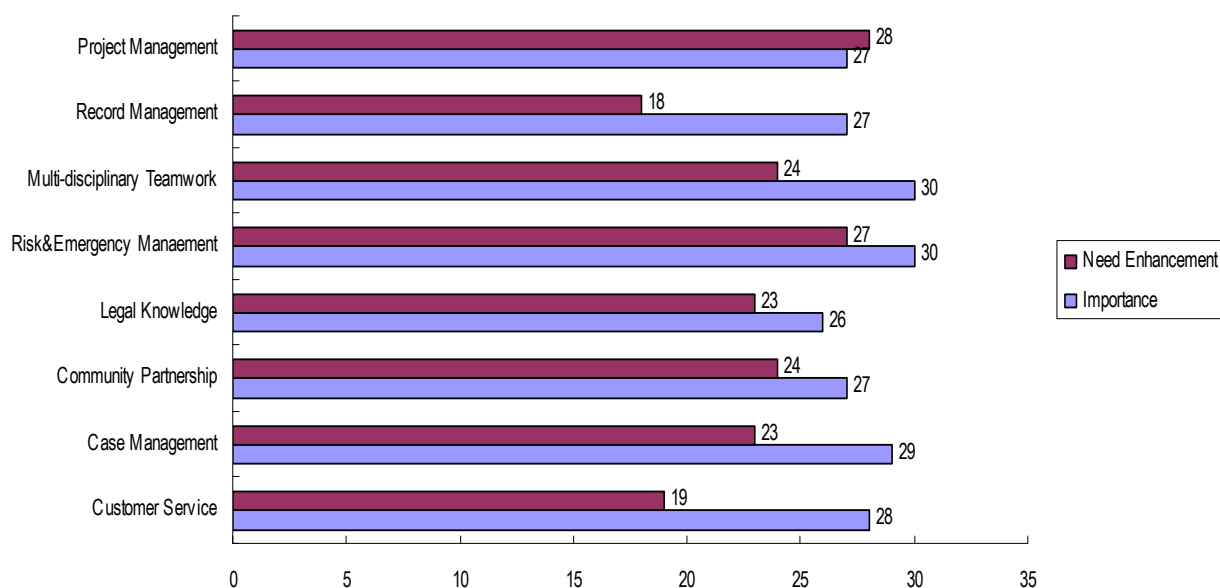
5.10 Perceived "importance" and "need for enhancement" at staff supervising nurses

In general, all kind of competencies were perceived to be important and in need for enhancement in supervising nurses. Only *community partnership* was perceived the least in "importance".


5.11 Perceived "importance" and "need for enhancement" at staff supervising therapists

In supervising therapists, *customer service* was found to be the most important but the least in "need for enhancement".

5.12 Perceived "importance" and "need for enhancement" at staff supervising teachers

Risk management and *multi-disciplinary teamwork* were found to be the most important competencies among in supervising teachers.
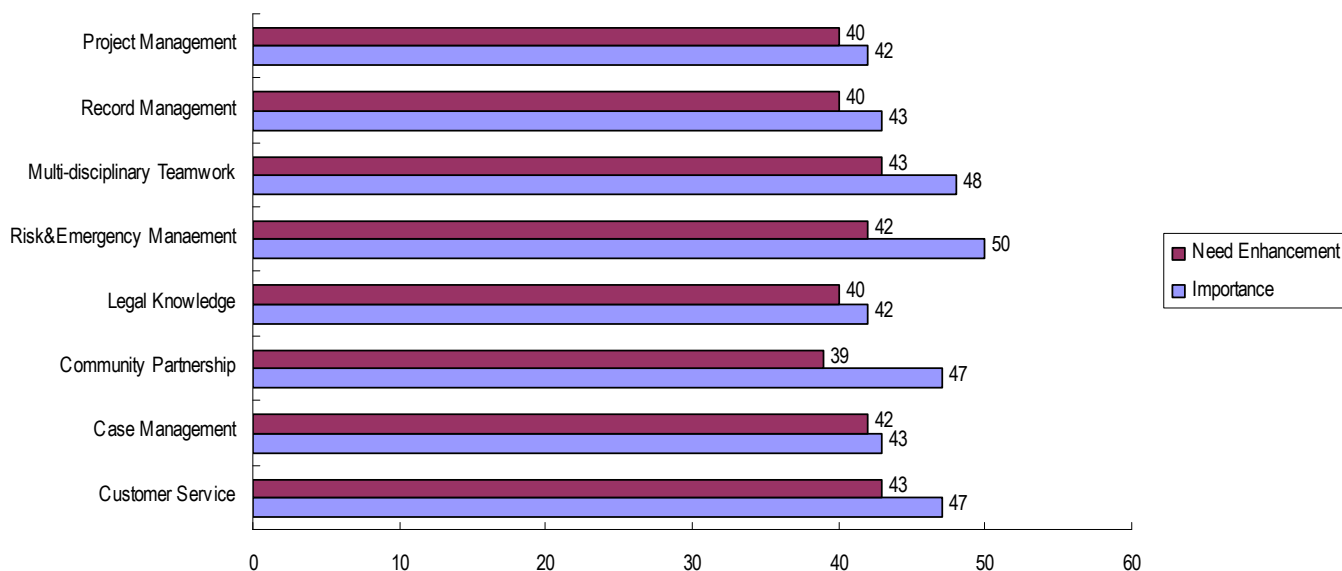

5.13 Training Needs

To summarize the findings above, the training needs were divided into 3 levels priority: high, medium and low.

Competency clusters	Priority level		
	High	Medium	low
Staff with general managerial and supervisory duties	Creative thinking Quality assurance Crisis management	Multi-disciplinary teamwork Communication Networking Human resource mgt Change management Financial management Customer service	Community partnership Project management Proposal writing Business acumen Social marketing Risk management
Staff with provisional supervision duties	Change management	Multi-disciplinary teamwork Community partnership Project management Legal knowledge Customer service Risk management	Record management Case management

5.14 Desirable duration for short courses

Most of the respondents indicated the duration of short courses at 1 day (55%) or 2 days (30%). Half day was found not preferable.

Desirable duration for short courses

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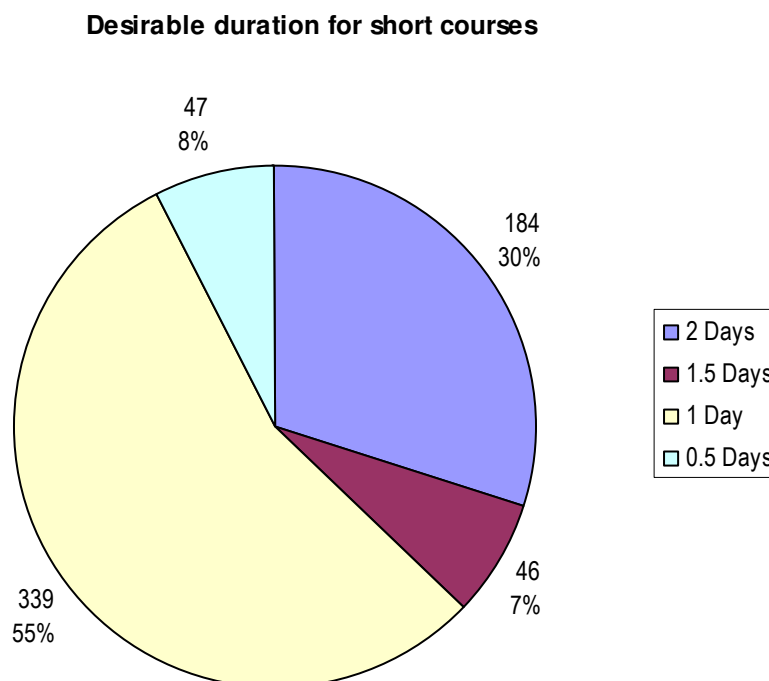
6. RECOMMENDATION

6.1 Providing Topics in Competency Model

When formulating a training and development plan, it is a tradition to adopt the competency model to provide training on skill sets. Therefore, the first step is to translate the expressed needs from the results of this Survey into training topics.

The job competences of this Survey are categorized into three clusters: *Personal Effectiveness, Working with Others, Result/Task Orientation* and *Strategic Planning*. These clusters are identified as the core competencies required in staff carrying managerial and supervisory duties, as well as the staff supervising professional staff. It is summarized as the table below:

Competency Clusters	General Management	Professional Supervision
Personal Effectiveness	Creative Thinking	
Working with Others	Communication Human Resources Management Networking	Customer Service Community Partnership Multi-disciplinary Teamwork
Result/Task Orientation	Financial Management Funding & Proposal Writing Quality Assurance	Case Management Legal Knowledge Project Management Record Management
Strategic Planning	Business Acumen Crisis Management Social Marketing Change Management	Risk & Emergency Management

6.2 Training Priorities

For training providers, the priority of training topics varies according to the job nature of staff. Following is the summary from the finding above for different kind of managers and supervisors:

Area of supervision	Priority Level		
	1	**2**	**3**
General	Creative Thinking	Crisis Management	Quality Assurance
Social Workers	Risk Management	Project Management	Legal Knowledge
Nurses	Multi-disciplinary Team Work	Risk Management	Customer Service
Therapists	Project Management	Risk Management	Multi-disciplinary Team Work
Teachers	Multi-disciplinary Team Work	Customer Service	Risk Management

6.3 Training Hours

From the results of this Survey, half-day training session is less preferable to most of the staff. The short courses provided by HKCSS Institute are organized in office hours; therefore, either one day or 2 days will be more facilitating to most of the staff in NGOs.

~ **End of Report** ~

Training Needs Survey
2006-2007

This Survey is conducted by HKCSS with an aim to identify the training needs of managerial staff and professional staff with supervisory duties of NGOs in the welfare sector. All data collected will be used for the analysis in this Survey only.

1. **Do you have managerial or supervisor duties in your organization?**

   ☐ Yes   ☐ No *(Please go to Q.2.)*

   Which level of management position are you in your organization?

   ☐ Senior   ☐ Middle   ☐ Frontline

   (Please put "x" at where appropriate)

Job Competencies *(Explanatory Notes in Appendix I)*	This competence is important to my work.				I need to enhance the competence in this area.			
	Strongly Disagree			Strongly Agree	Strongly Disagree			Strongly Agree
	1	2	3	4	1	2	3	4
Creative Thinking	☐	☐	☐	☐	☐	☐	☐	☐
Communication	☐	☐	☐	☐	☐	☐	☐	☐
Human Resources Management	☐	☐	☐	☐	☐	☐	☐	☐
Networking	☐	☐	☐	☐	☐	☐	☐	☐
Financial Management	☐	☐	☐	☐	☐	☐	☐	☐
Business Acumen	☐	☐	☐	☐	☐	☐	☐	☐
Crisis Management	☐	☐	☐	☐	☐	☐	☐	☐
Social Marketing	☐	☐	☐	☐	☐	☐	☐	☐
Funding Proposal Writing	☐	☐	☐	☐	☐	☐	☐	☐
Quality Assurance	☐	☐	☐	☐	☐	☐	☐	☐
Change Management	☐	☐	☐	☐	☐	☐	☐	☐

2. **Do you have responsibilities in professional supervision (i.e. supervising or coaching 1 or more professional staff) in your organization?**

   ☐ Yes   ☐ No *(Please go to Q.3.)*

   They include: *(please "x" below and can choose more then one option.)*

   ☐ Social Workers   ☐ Nurses   ☐ Therapists   ☐ Teachers

   ☐ Others (please specify:)

   (Please put "x" at where appropriate.)

Job Competencies *(Explanatory Notes in Appendix I)*	This competence is important to my work.				I need to enhance the competence in this area.			
	Strongly Disagree			Strongly Agree	Strongly Disagree			Strongly Agree
	1	2	3	4	1	2	3	4
Customer Service	☐	☐	☐	☐	☐	☐	☐	☐
Case Management	☐	☐	☐	☐	☐	☐	☐	☐
Community Partnership	☐	☐	☐	☐	☐	☐	☐	☐
Legal Knowledge	☐	☐	☐	☐	☐	☐	☐	☐
Risk & Emergency Management	☐	☐	☐	☐	☐	☐	☐	☐
Multi-disciplinary Teamwork	☐	☐	☐	☐	☐	☐	☐	☐
Record Management	☐	☐	☐	☐	☐	☐	☐	☐
Project Management	☐	☐	☐	☐	☐	☐	☐	☐

3. **In general, how long do you find it reasonable to spend in a short course? (choose one option only)**

    ☐ 2 days   ☐ 1.5 days   ☐ 1 day   ☐ 0.5 day

4. **Please suggest some training topics that you are interested :**

Topics

End of Questionnaire

Information Section

To thank for your participation in this survey, we would like to present you a HKCSS Institute *Course Coupon* at value HK$50 **or** the *Caring Company HK Casebook*《企業與社會服務機構合作意念─香港個案彙編》at value HK$80 as gift.   The course coupon is valid until December 31, 2007.

Please put "x" to indicate which gift you prefer (choose one only):

☐ Course Coupon   ☐ Caring Company Casebook

Are you interested to receive any information regarding the training opportunities provided by the HKCSS?

☐ Yes, prefer   ☐ through email   ☐ through mailing of printed copy

☐ No

Please provide the following information for gift collection and receiving HKCSS information. The information will be used for these purposes only and in no way be associated with the response of the questionnaire.

Organization:	
Name:	Job Title:
Service center or nature: ☐ Head Office (central administration) ☐ Family & Community ☐ Children & Youth ☐ Elderly ☐ Rehabilitation ☐ Others:	
Contact Tel. No.:	Email:
Mailing Address:	

Thank you for your cooperation!

**Please fold the completed questionnaire or put it in an envelope,
then pass to your HR or Personnel Department for returning to HKCSS
or
Return to HKCSS directly by fax: 2862 2565 / 2864 2991 or email: institute@hkcss.org.hk**

on or before May 4, 2007

Explanatory Notes for Job Competencies

Creative Thinking – The ability to provide innovative ideas that can be effectively applied in decision making, problem solving or resources management.

Communication – The ability to interact with people, to convey facts, arguments, ideas and instructions in a clear, concise and systematic approach; listens and understands the ideas and views of others in a receptive and positive manner, both verbally and in writing.

Human Resources Management – The knowledge in handling various functions relating to staff such as remunerations and benefits, staff relations, training, staff development, staff performance measurement, etc.

Networking – The ability to build and manage relationship with counterparts, other key players and members of the public through influence rather than direct control.

Financial Management – The knowledge in handling financial issues including budgeting, control, costing; and apply financial strategies in organizational planning.

Business Acumen – The ability to develop business strategies in response to the changing community needs and policies; it includes the possession of strong analytical power and the making of sound judgment to contribute to the development of the agency effectiveness.

Crisis Management – The ability to anticipate and manage risk proactively and respond readily and quickly; it also entails the uses of the experience in continuous improvement.

Social Marketing – The ability in applying marketing concept alongside other concepts and techniques to achieve specific service goals for benefit of the society.

Funding Proposal Writing – The knowledge of a planned funding project and the skills in preparing a proposal to be presented to the potential funding bodies.

Quality Assurance – The knowledge and proficiency in design and execute a monitoring system or mechanism to ensure the expected level of service quality is achieved sufficiently.

Change Management – The ability to apply knowledge and experiences in formulating a system or plan to manage changes with the least adverse effect created to the organization.

Customer Service – The ability to provide quality service with customer-oriented in all dealings to the needs and satisfaction of the stakeholders.

Case Management – The ability to apply professional knowledge delivery of specific services to the user including assessment, planning, implementation, evaluation and termination.

Community Partnership – The ability to build up strategic partnership with welfare sector and with other institutions to develop collaborative efforts to meet the service needs of the community.

Legal Knowledge – The ability to observe and comply with all related legal and regulatory framework reasonably including regulations, mandates, ordinances, by-laws, jurisdiction and legal procedure.

Risk & Emergency Management – The ability to anticipate and manage risk proactively and respond readily and quickly; it also includes the ability to make decision in a calm and effective manner under emergency or rapidly changing situation.

Multi-disciplinary Teamwork – Maintains effective communication and collaboration with other terms of medical, paramedical and social work professionals to provide comprehensive, equitable and quality services to service users.

Record Management – Implements effective record systems which document accurate and comprehensive information about the client's health status and other relevant work processes.

Project Management – The ability in planning, monitoring, and control of all aspects of a project and the motivation of all those involved in it to achieve the project objectives on time, within the specified cost and up to the expected quality and performance.