



Needs Assessment of the Leadership Development Group Training Program at the Monroe County YMCA

Team International Forerunners (TIF)

Cheryl Hughes
Gina Howard
Jeff Barnette
Meize Guo
Rosanne Samir
Vladan Jacimovic

April 30, 2015

EXECUTIVE SUMMARY

The Monroe County YMCA is a nonprofit organization committed to strengthening communities through youth development, healthy living, and social responsibility. The purpose of this study was to identify, analyze, and prioritize the training needs of the Leadership Development Group (LDG), comprised of 45 members from a wide range of departments within the organization. Training sessions are regularly provided to the LDG by Dr. Jason Winkle, the CEO of YMCA. However, no formal assessment was conducted prior to the LDG training; thus, strategic planning may be required to make informed decisions and meet the needs of the group.

Team International Forerunners (TIF), therefore, conducted a needs assessment of the LDG training program, in order to investigate two research questions:

1. What are the training needs of the LDG?
2. How can the current training program be improved?

Through a four-step approach, we addressed the research questions by analyzing:

- Literature consisting of 21 articles;
- Data from 5 semi-structured interviews;
- 33 survey responses.

After conducting content and statistical analysis, we found that the past training sessions were well received and attended by trainees. In addition, we found a positive correlation between sessions with higher attendance and those taught by Dr. Winkle, who was praised as inspirational and energetic. The training model was, however, loosely structured and lacked a defined strategic business model. Similarly, the training was not evaluated for its effectiveness or relevance, and attendance was not consistently recorded.

Based on our findings we recommend the following:

- Improve documentation and management of training materials;
- Develop a strategic model for content delivery;
- Allow for more collaboration between departments, trainees, and trainers;
- Provide more opportunities for evaluation.

ACKNOWLEDGMENTS

Team International Forerunners (TIF) would like to express its sincerest appreciation to those who have made this needs assessment possible by offering their assistance, feedback and guidance.

We would like to express our deepest gratitude to Dr. Jason Winkle, CEO of the Monroe County YMCA, for selflessly opening the door of the YMCA to us, and for continual cooperation throughout the process. We are also thankful to Lorin Rommel, Executive Administrative Assistant at the YMCA, for providing our team with access to relevant information and data that was instrumental for the completion of this assessment.

Special thanks should be given to the 45 members of the Leadership Development Group (LDG) who took time to meet us and participate in interviews and surveys that made this assessment possible.

Finally, we are particularly grateful for the guidance provided by Dr. Yonjoo Cho, who consistently provided constructive feedback and mentorship to the team.

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1. CONTEXT

The YMCA is the nation's leading nonprofit organization committed to strengthening communities through youth development, healthy living, and social responsibility. The Monroe County YMCA is the 6th largest YMCA in the state of Indiana, with an operational budget of 6.5 million dollars annually. The staff is comprised of 500 full-time, part-time and volunteer employees, led by a leadership team of 45 employees. The organization has a strong, shared value system, which impacts the choice of training goals and topics.

The CEO, Dr. Jason Winkle, trains members of the Leadership Development Group (LDG), through monthly training sessions conducted alternately in two YMCA locations. Prior to Dr. Winkle's acceptance of the CEO position at the YMCA May 2014, the LDG training program was not in existence. Using limited resources, Dr. Winkle designed a training program he felt would meet the needs of his staff and support the mission of the YMCA. The LDG training program was designed to develop leadership skills among key organizational leaders who would then pass the training on to the remainder of the 450 employees. It is therefore crucial that the initial training of the leadership team be relevant and effective. A needs assessment was not conducted prior to the implementation of the LDG the training program.

2. PURPOSE

The Monroe County YMCA invited a group of Indiana University graduate students to conduct a needs assessment on the current training program provided to the LDG. The primary research questions addressed by the needs assessment analyzed:

1. What are the training needs of the LDG?
2. How can the current training program be improved?

The results of this needs assessment will provide the CEO, Dr. Jason Winkle, with recommendations for making informed decisions for planning future training.

3. DATA COLLECTION AND ANALYSIS

This needs assessment project used a four-step methodological approach: initiation, data collection, data analysis and final production.

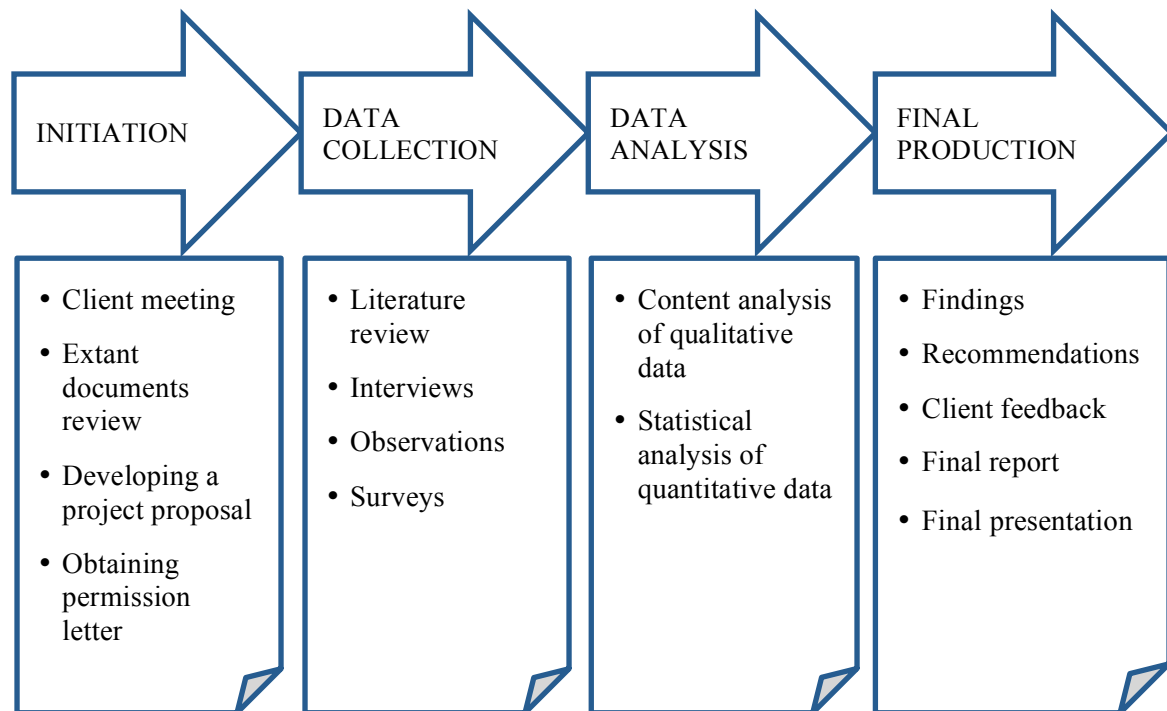


Figure 1. Four-Step Approach

3.1 Initiation

The initial meeting was conducted with the client, CEO of the YMCA, Dr. Jason Winkle, who provided background information on the organization. The CEO and team narrowed the scope of the project to focus on, and conduct, a needs assessment for the Leadership Development Group. After the initial meeting, the team wrote a proposal (Appendix A) and obtained permission (Appendix B) to conduct the proposed needs assessment.

3.2 Data Collection

Literature review. A literature review of 21 articles was conducted in the areas of training needs assessments and leadership development in non-profit organizations. The literature review provided us with valuable insight into good practices and guidelines towards a training needs assessment, but also helped in developing the interview and survey questions.

Semi-structured interviews. The interview questions were developed based on the literature review and initial unstructured interview with Dr. Jason Winkle (Appendix D). Interviews with five members of the Leadership Development Group were conducted in the period between February 26 and March 4, 2015. Each interview was conducted by two team members, in order to ensure the reliability of the process. The interview data was audio-recorded with the interviewees' permission. The interview data was summarized and peer reviewed by team members for future content analysis.

Online surveys. Using Qualtrics software, online surveys were launched on March 30 and concluded on April 9, 2015. Survey data was derived from interview findings as well as the literature review. The survey was then revised by Dr. Winkle and Dr. Cho in order to ensure validity. The survey was sent to the Leadership Development Group members via the YMCA administration; of the 45 members, 33 members (response rate: 73.3%) completed the survey.

Training and meeting observations. One LDG training and one LDG meeting were observed in order to obtain personal insights into how the group functioned.

3.3 Data Analysis

Content analysis was used to interpret the data collected during the literature review, staff interviews, and training and meeting observations.

- a) **The literature review** analysis provided insight into leadership development programs and data collection methods used for needs assessments.
- b) **Interview** responses were analyzed in order to inform the creation of the online surveys for the LDG members.
- c) **Observation** reports were analyzed to assist in the development and design of the survey questions.

Statistical analysis was used to analyze the survey data.

The Training Process Framework is a model that we used to define the processes associated with managing a training organization (Appendix F). It was first created in 2007 by TrainingIndustry.com and revised in 2012. Using this framework as a starting point, we have developed a list of recommendations and prioritized them, starting from those that require little effort and/or resources, and ending with the more challenging ones.

3.4 Final Production

The needs assessment was concluded with a final report that details the research process, presents findings, and offers recommendations for future actions.

4. FRAME FACTORS

Throughout the needs assessment process, TIF was faced with certain, mainly logistical, limitations. These limitations were identified and described in detail.

Time to conduct the project is limited by external factors. This frame factor has partially defined the pace and dynamics of the assessment process, requiring the team members to finalize the assessment within two and a half months.

The contact person (CEO) had a busy schedule. Although very approachable, supportive and receptive, it has to be recognized that the client maintains a very busy schedule, and has very little free time. Therefore, careful planning and coordination were necessary to arrange ample time for communication.

TIF had to plan communication within the team carefully. TIF members come from diverse backgrounds, have different needs and schedules, which when coupled with the first frame factor can sometimes result in hard-to-manage communication and scheduling issues.

Needs Assessment vs. Evaluation. A disclaimer must be made that this study is not aimed at evaluating the effectiveness of the YMCA training program. Additional evidence and data are needed in order to make such claims. Rather, the study is aimed at determining the training needs of LDG members and identifying the means of improving future training, based on the triangulated set of data.

5. FINDINGS

Relevant findings, formulated as results of previously described analyses, were categorized according to research questions. Content analysis was used to interpret and explain (1) the literature review that has framed this study, (2) interview data collected from five LDG members, and (3) LDG meeting and training observations. Statistical analysis was used to explain the LDG survey responses.

5.1 RQ1: What are the training needs of the LDG?

5.1.1 Past training

Attendance. According to the survey results, “Leadership (Part IV): Customer Service - High Performing Teams” had the highest attendance (29 out of 33). Second and third by attendance were Emotional Intelligence and Safety/Risk Management with 27 attendants each.

Perception of Effectiveness. When asked to rate the effectiveness of the past training (Appendix D: Question 1), the respondents ranked most of the training sessions very high. The mean value shows the trainees’ perception of the effectiveness of each training session (ranging from 1 for minimum to 5 for maximum). The Leadership (Part IV) has the highest mean value (Mean 4.00, SD 1.58), suggesting that the trainees think it was the most effective. The mean value of the Personal Finance training was the lowest (Mean 2.39, SD 1.80), suggesting that the team members think that it was the least effective training.

Question	Mean
Leadership (Part IV): Customer Service/High Performing Teams	4.00
Emotional Intelligence	3.82
Leadership (Part I): IQ vs EQ	3.64
Leadership (Part II): Developing staff at all levels	3.48
Leadership (Part III): Customer Service/High Performing Teams	3.33
Safety/Risk Management	3.15
Child Abuse Prevention	2.73
Personal Finance	2.39

Figure 2. Attitudes Towards Training Sessions

Summary. Factors that may have contributed to the ratings:

- Relevance of content. Interviews with members suggest a desire for more informed intent regarding training so as to help members make relevant connections to jobs.
- The capabilities of the trainer. Data shows that the trainer’s skill to inspire played a major role on perceived effectiveness of the training.
- The interaction and collaboration. Interviews with team members indicated a desire for collaboration between different departments and offices.

5.1.2 Future training

Figure 3 illustrates the top five desired topics for future training sessions. Communication, leadership development, team building and collaboration, guest relations, and managing conflict were the top five topics that team members would like to see in future training.

Topic	Interest	Topic	Interest
Communication	31	Stress management	12
Leadership development	21	The YMCA mission	12
Guest relations	18	Roles and responsibilities	9
Team building and collaboration	18	Active listening	8
Managing conflict	15	Time management	6
Decision making	12	Sexual harassment	0

Figure 3. LDG Preferences for Future Training

5.2 RQ2: How can the current training program be improved?

Few areas for improvement were shared regarding the training. The following are trainee suggestions, collected from surveys and interviews:

- Timing.** One suggestion was to shorten the duration of training sessions. A few individuals also indicated that the times when training was offered were not always convenient for them or members of their staff. Eleven people mentioned that the current training time was challenging to fit within their schedule. According to the survey results, most team members prefer Thursday (33), Tuesday (28) and Wednesday (26), while the most preferred time of the day is between 10:00 AM and 3:00 PM.

Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total
8:00 a.m. – 10:00 a.m.	1	2	2	1	1	0	0	7
10:00 a.m. – 12:00 p.m.	5	11	11	16	5	2	1	51
1:00 p.m. – 3:00 p.m.	8	14	11	15	6	1	1	56
4:00 p.m. – 6:00 p.m.	2	1	2	1	1	0	0	7
8:00 p.m. – 10:00 p.m.	0	0	0	0	0	0	0	0
Total	16	28	26	33	13	3	2	

Figure 4. Most Convenient Time Periods for Attending Trainings

- *Evaluation.* No summative or formative evaluation was included in the training sessions. Selection of evaluation criteria appropriate to the training objectives, such as Kirkpatrick's four level model, would provide invaluable insight into the effectiveness of the training process (Arthur, Bennett, Edens, & Bell, 2003).
- *Attendance.* Trainees' attendance was not consistently recorded. Tracking attendance might reveal patterns of participation related to employee motivation, scheduling issues, perceived relevance of topics, or other situational factors.
- *Interaction and collaboration.* A common thread throughout the interviews was the desire to interact more with other training participants. Interviewees suggested that increased communication during training sessions would enhance the team spirit already present at the YMCA, and that breaking out into small groups, mingling with other departments and exchanging views would make the workshops even more effective.
- *Digital access to training materials.* Survey results indicated that 52% of team members expressed a desire to receive the training materials electronically. They hope to use the training materials as a way to prepare for upcoming training sessions, refresh their memory on previous sessions and provide similar training to their department.
- *Defining training goals.* The interviewees were interested in learning more about the intended goals of the training sessions. There was some confusion as to how topics of certain training sessions were to be directly applied to specific jobs. Relating training goals to individual experiences, interests and beliefs is one way to help clarify employees' personal career objectives (McDonald & Hite, 2015).

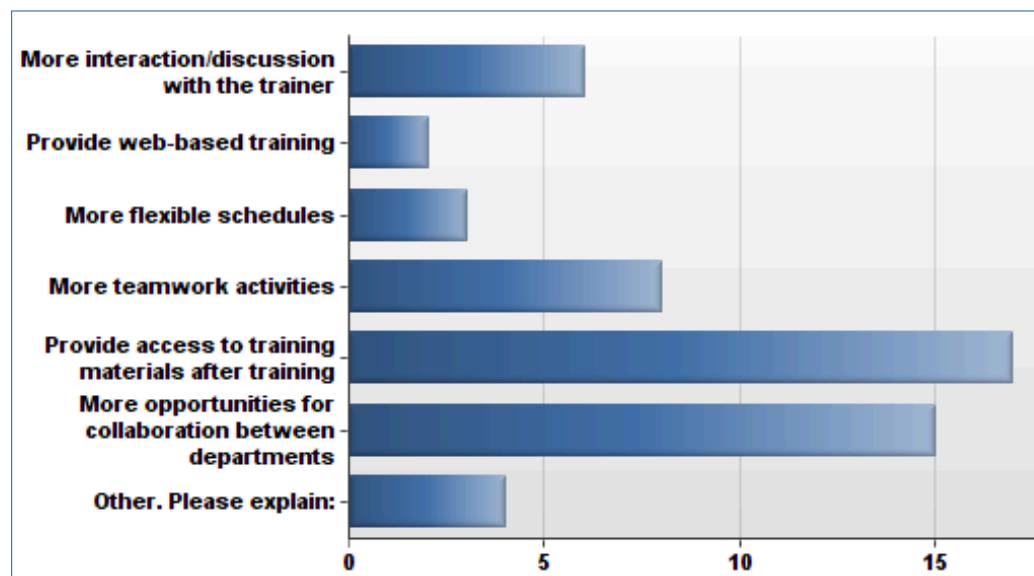


Figure 5. How Can LDG Training Be Improved?

6. CONCLUSION

Positives

Overall, team members were very satisfied with the training, indicating that they felt inspired, confident, and positive after training. Team members were also pleased with the opportunity to develop their personal skills and career goals. Inspiring trainers had the largest impact on trainees' perceived effectiveness of the workshop. For the most part, training sessions were well attended and seen as relevant to trainees' jobs.

Negatives

Some participants found it challenging to work the current training schedule into their own. The scheduling conflict sometimes led to increased absences. Since the purpose of the training was not always clearly stated, some trainees did not see a clear link between their work and the training content. Furthermore, all training sessions were lacking evaluation as part of the instructional training design, which resulted in not having feedback regarding the accomplishment of training goals. Similarly, trainee attendance was not consistently recorded to measure which LDG members are regular attendants, and if there is a potential correlation with attendance and the topic choice. Participants also expressed concern at the idea of substituting the current trainer (CEO) with new trainers, which may result in resistance to upcoming trainings.

7. RECOMMENDATIONS

The recommendations have been developed based on previously described findings. They are shown below categorized into four categories, and prioritized with each category with those that require the least resources on the top.

Improve documentation and management of training materials

1. Record the members' attendance consistently in each training session
2. Send the training material to members electronically
3. Develop a training library for YMCA members to review past training content and for HR department to use it in new employee orientation

Develop a strategic model for content delivery

1. Provide clear description of each training session (goal and objectives)
2. Provide future training in the following topics:
 - a. Communication
 - b. Leadership development
 - c. Team building and collaboration
 - d. Guest relations
 - e. Managing conflict
3. Plan the future training topics to fulfill the mission of the leadership group

Allow for more collaboration between departments, trainees, and trainers

1. Ensure the trainees are actively participating in training
2. Provide opportunities for members from different departments to interact
3. Offer small group training if the topic is relevant only to specific group

Provide more opportunities for evaluation/assessment

1. As an informal pre-training assessment, ask relevant questions at the beginning of each training session
2. Distribute evaluation forms upon completion of each training session
3. Ask trainees to summarize the training outcomes at the end of the year

APPENDIX A: ONE PAGE PROPOSAL

Needs Assessment of the Leadership Development Group Training Program at the Monroe County YMCA

Purpose of the Project

The purpose of the study is to identify, analyze and prioritize the training needs of LDG.

Rationale and Description of the Context

The YMCA is a nation's leading nonprofit committed to strengthening communities through youth development, healthy living, and social responsibility. The Monroe County YMCA is the 6th largest YMCA in the state of Indiana, with an operational budget of 6.5 million dollars annually. The staff is comprised of 500 part-time and volunteer employees, led by a leadership team of 45 employees. The CEO, Jason Winkle, trains 45 members who make up the Leadership Development Group (LDG), through informal training sessions. A needs assessment was not conducted prior to implementing the training currently being offered, and it may not be meeting the needs of the LDG.

Research Questions

1. What are the training needs of the LDG?
2. How can current training program be improved?

Data Collection and Analysis Methods:

- Literature review on leadership development in NPOs.
- Semi-structured interviews with Dr. Winkle and 5 members of the LDG.
- Survey all 45 LDG members to assess satisfaction with the current training program. Survey data will be analyzed by descriptive statistics.
- Content Analysis of the interviews to identify strengths and limitations of LDG training.

Frame Factors Restraining the Scope of the Project

- Time to conduct the project is limited to two and a half months.
- The contact person (CEO) has a busy schedule. TIF has to plan communication carefully.

Tentative Schedule and Division of Labor

Task	Date	Key Persons
Interview Client	Feb 6	Everyone
Submit One-Page Proposal	Feb 9	Vladan
Submit Permission Letter	Feb 16	Cheryl
Conduct Interviews	Feb 16-28	Cheryl, Gina, Meize, Vladan
Conduct Surveys	Mar 1-14	Jeffrey, Rosanne*
Data Analysis	Mar 15-29	Everyone
Submit Progress Report	Mar 30	Vladan
Submit Draft Report (Pilot Presentation)	Apr 20	Vladan
Develop the Final Report	Apr 27	Everyone
Final presentation to client	Apr 29	Cheryl, Gina, Meize, Vladan

* Surveys will be conducted by online students, while residential students will conduct the interviews. However, all members will jointly work on the design of both surveys and interviews to ensure the coherence between these two methods.

APPENDIX B: PERMISSION LETTER



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

February 11, 2015

Jeffrey Barnette, Meize Guo, Gina Howard,
Cheryl Hughes, Vladan Jacimovic, and Rosanne Samir
Department of Instructional Systems Technology
W.W. Wright Education Building, Room 2275
201 North Rose Avenue
Bloomington, IN 47405-1006

Dear Jeff, Meize, Gina, Cheryl, Vladan and Rosanne:

I am writing to request your assistance to identify, analyze and prioritize the training needs of Leadership Development Group (LDG) in YMCA. I cordially request your support in providing us with recommendations for the future development of our training and learning needs. I request that you deliver the final report by April 27 (Mon) at 9:00 am EST.

Sincerely,

Jason Winkle, PhD
CEO
Monroe County YMCA
2125 South Highland Avenue
Bloomington, IN 47401
Tel: 812-332-5555
Email: jwinkle@monroecountyyymca.org
www.monroecountyyymca.org

MONROE COUNTY YMCA
www.monroecountyyymca.org
facebook.com/MonroeCountyYMCA
twitter.com/MonroeCtyYMCA

SOUTHEAST BRANCH
2125 S. Highland Ave.
Bloomington, IN 47401
812-332-5555

NORTHWEST BRANCH
1375 N. Wellness Way
Bloomington, IN 47404
812-331-5556

APPENDIX C: INTERVIEW QUESTIONS

1. What previous LDG trainings have you found to be beneficial? Why?
2. How can the delivery of the LDG training be improved?
3. What specific challenges do you face at workplace that could be addressed with training?

(Explain the question to your interviewee: “Describe a specific situation on the job in which you felt you could have done something better, or performed better, by previously having a training on that)

4. What would you consider to be the three top priority topics for LDG training here at the YMCA?
5. What barriers do you face with participation in LDG training program?
6. How could the YMCA make courses and workshops more accessible to you and your team?

APPENDIX D: SURVEY QUESTIONS

The purpose of this survey is to assess your experience of Leadership Development Group (LDG) training. Please complete the following questions to reflect your opinions as accurately as possible and answer factual questions to the best of your knowledge. Your information will be kept strictly confidential. We sincerely appreciate your assistance in this analysis.

If you have any questions, please feel free to contact our team at vjacimov@indiana.edu.

1. Listed below are the trainings that were held at the YMCA over the last 6 months. Please rate the effectiveness of each training:

	Very Effective	Effective	Neutral	Ineffective	Very Ineffective	Did Not Attend
Leadership (Part I): IQ vs EQ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership (Part II): Developing staff at all levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership (Part III): Customer Service/High Performing Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership (Part IV): Customer Service/High Performing Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety/Risk Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Abuse Prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Rank the top three priority topics for Leadership Development Group (LDG) training by entering numbers 1 to 3 in the designated fields (1 = the highest priority):

- _____ Communication
- _____ Guest relations
- _____ The YMCA mission
- _____ Leadership development
- _____ Managing conflict
- _____ Sexual harassment
- _____ Stress management
- _____ Decision making
- _____ Time management
- _____ Team building and collaboration
- _____ Active listening
- _____ Roles and responsibilities
- _____ Other (please specify):

3. Please indicate your level of agreement with the statements below regarding the LDG trainings:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The length of the training is appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The trainings begin and end on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The equipment work properly during training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prior to the training, the intent of the training is clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content is well organized and explanations are clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training materials are useful and easy to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The trainer is well prepared and has in-depth knowledge of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the topic					
The training is relevant to my position/job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training is relevant to my career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participant interaction was encouraged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the conclusion of each training, participants are provided an opportunity to give feedback on the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How can the delivery of the LDG training be improved? (Check all that apply)

- ☐ More interaction/discussion with the trainer
- ☐ Provide web-based training
- ☐ More flexible schedules
- ☐ More teamwork activities
- ☐ Provide access to training materials after training
- ☐ More opportunities for collaboration between departments
- ☐ Other. Please explain: _____

5. What barriers do you face with participation in LDG training program? (Check all that apply)

- ☐ Relevance of training topics
- ☐ Training times do not match my schedule
- ☐ Location of the training sessions
- ☐ Other (please explain): _____

6. How could the YMCA make courses and workshops more accessible to you and your team? (Check all that apply)

- ☐ Provide trainings remotely
- ☐ Offered at a different time or location
- ☐ Provide self-paced training modules
- ☐ Provide access to materials electronically
- ☐ Other (please specify): _____

7. Please select the top three most convenient date/time periods for attending trainings:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00 a.m. – 10:00 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:00 a.m. – 12:00 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1:00 p.m. – 3:00 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4:00 p.m. – 6:00 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:00 p.m. – 10:00 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. What has been your most and least favorite training? Please explain why.

The most favorite training and the reason why:

The least favorite training and the reason why:

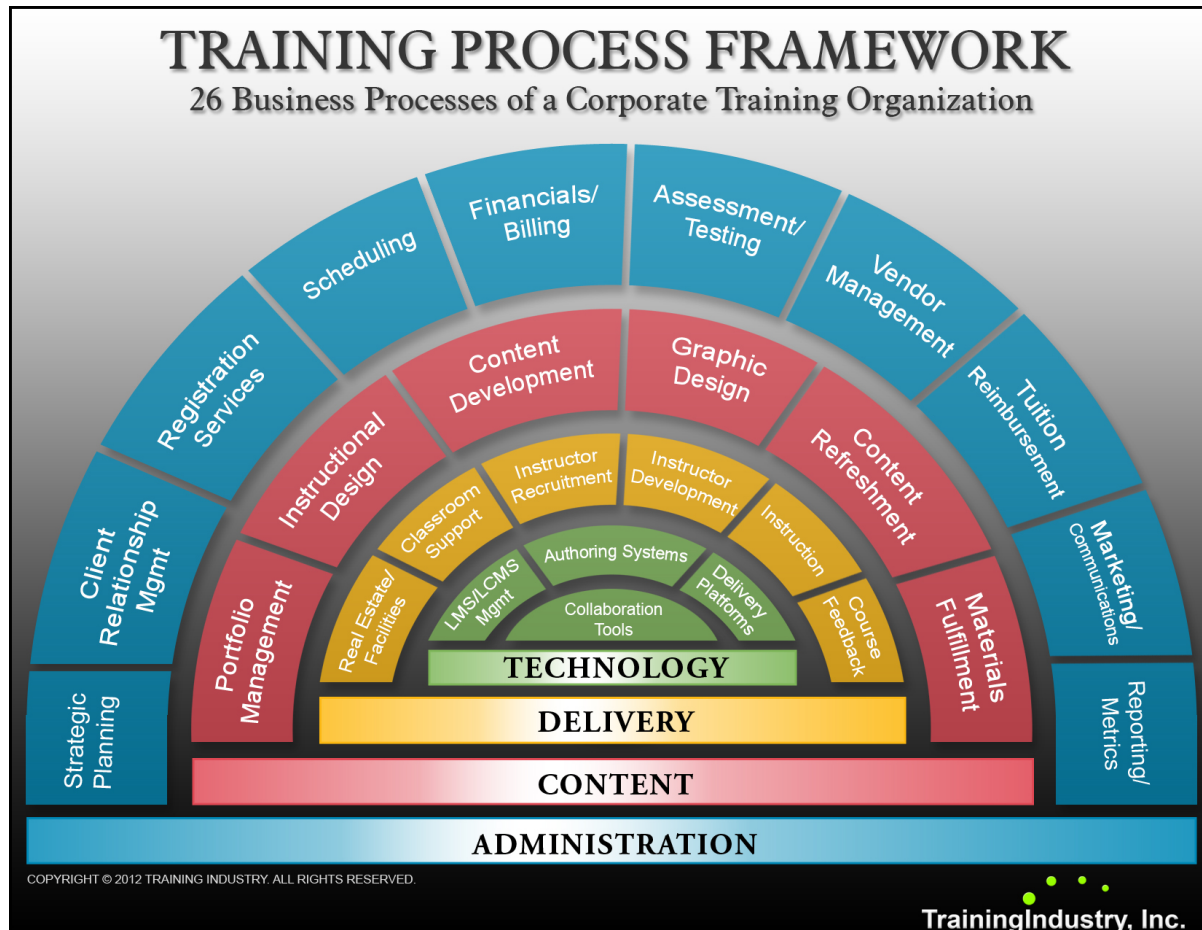
9. Describe a specific work situation in which your performance could have been improved by training.

10. How have the workshops helped you improve your job performance?

11. Are there any additional comments you would like to make?

APPENDIX E: THEORETICAL FRAMEWORK FOR TRAINING PROCESS

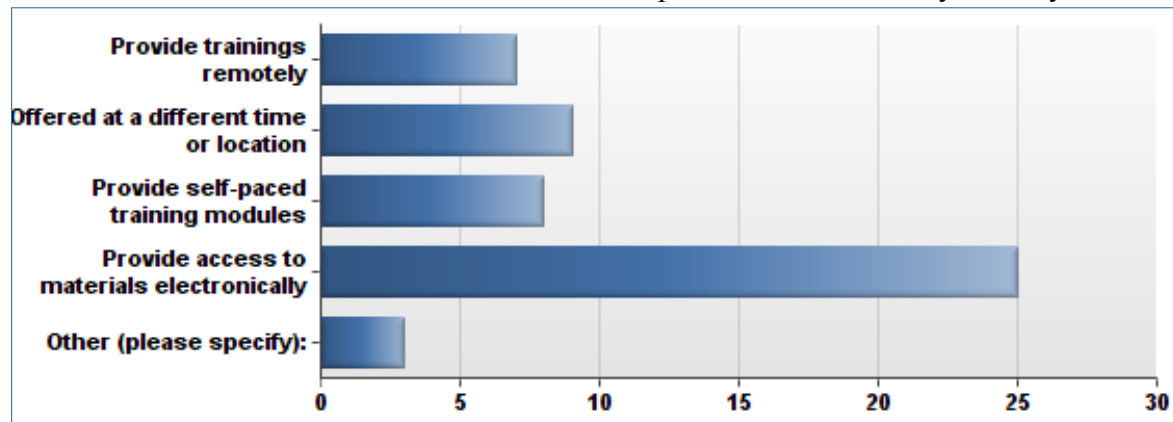
The training process framework shown below, developed by Training Industry Inc. served as a general set of guidelines to help us identify areas for improvement that we should look for and focus on.



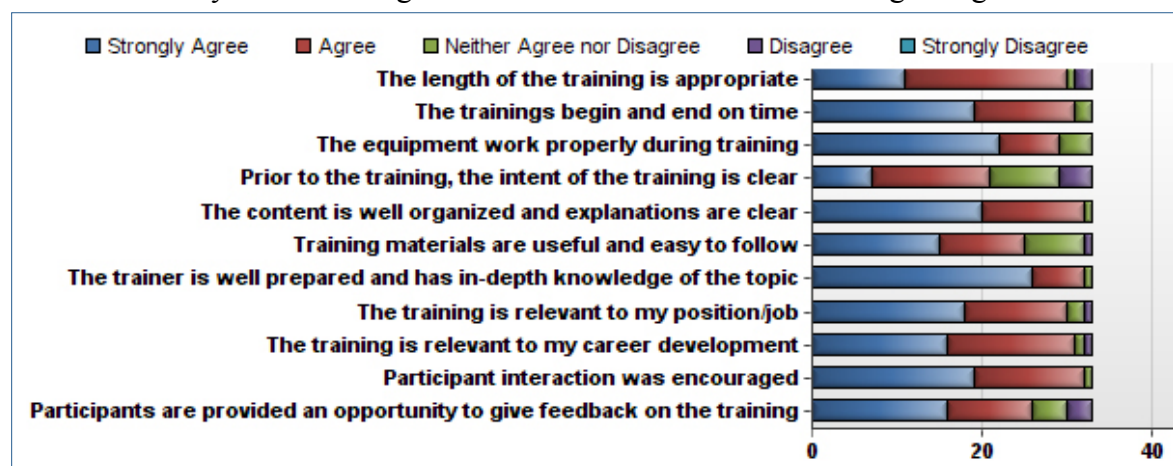
Website Link: <https://www.trainingindustry.com/wiki/entries/training-process-framework.aspx>

APPENDIX F: ADDITIONAL FINDINGS

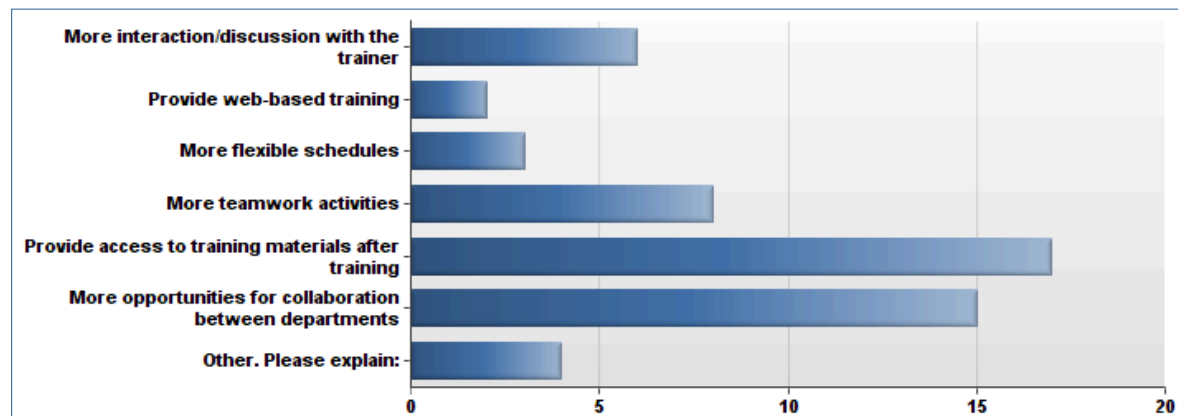
How could the YMCA make courses and workshops more accessible to you and your team?



Please indicate your level of agreement with the statements below regarding the LDG trainings



How can the delivery of the LDG training be improved?



APPENDIX G: REFERENCES

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