

**Center for Workplace Learning
Needs Assessment Part Two**

Today's Date:
Interviewer:

Name:

Title/job position:

A: Learning Climate Profile

A1. Name of Company:

A2. Department or area:

#employees in this department/area:

A3. Number of employees in same/similar job position:

A4. What kinds of opportunities exist for employees to learn about the company and job- related topics? Check activities, their frequency and value to you:

Type of Activity	Frequency	Value to you
<input type="checkbox"/> new employee orientation	<input type="checkbox"/> not attended <input type="checkbox"/> attended	<input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> high
<input type="checkbox"/> on-the-job training	<input type="checkbox"/> not often <input type="checkbox"/> often	<input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> high
<input type="checkbox"/> mentoring or coaching	<input type="checkbox"/> not often <input type="checkbox"/> often	<input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> high
<input type="checkbox"/> team/work group meetings	<input type="checkbox"/> not often <input type="checkbox"/> often	<input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> high
<input type="checkbox"/> training programs	<input type="checkbox"/> not often <input type="checkbox"/> often	<input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> high
<input type="checkbox"/> informal opportunities to talk with supervisors	<input type="checkbox"/> not often <input type="checkbox"/> often	<input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> high
<input type="checkbox"/> informal opportunities to talk with managers	<input type="checkbox"/> not often <input type="checkbox"/> often	<input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> high
<input type="checkbox"/> informal opportunities to talk with co-workers	<input type="checkbox"/> not often <input type="checkbox"/> often	<input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> high
<input type="checkbox"/> performance reviews	<input type="checkbox"/> not regular <input type="checkbox"/> regular	<input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> high
other:	<input type="checkbox"/> not often <input type="checkbox"/> often	<input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> high

The following questions ask you for your opinion of the learning climate at your organization, as you experience it.

A5. Employees are comfortable speaking their opinions at meetings:

never/rarely sometimes all/most of the time

A6. Senior managers are approachable and willing to share information:

never/rarely sometimes all/most of the time

A7. Senior managers role model customer-focussed behaviors (demonstrate the same workplace behaviors they expect of others):

never/rarely sometimes all/most of the time

A8. Supervisors are approachable and willing to share information:
 never/rarely sometimes all/most of the time

A9. Supervisors role model customer-focussed behaviors (demonstrate the same workplace behaviors they expect of others):
 never/rarely sometimes all/most of the time

A10. Co-workers are approachable and willing to share information:
 never/rarely sometimes all/most of the time

A11. Co-workers role model customer-focussed behaviors (demonstrate the same workplace behaviors they expect of others):
 never/rarely sometimes all/most of the time

A12. There are **formal** opportunities for cross-department or cross-functional sharing of information:
 never/rarely sometimes all/most of the time

A13. There are **informal** opportunities for cross-department or cross-functional sharing of information:
 never/rarely sometimes all/most of the time

A14. People use a formal system for responding to quality problems:
 never/rarely sometimes all/most of the time

A15. What makes it either easy or difficult to learn here? Describe:

A16. Listed on the next page are ten conditions, which promote learning in organizations.
Rate your workplace for each factor.

	No Evidence	0	Lot of Evidence					
Scanning. People gather information about conditions and practices outside their own work group; they seek out information about what's going on elsewhere.	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3
Organizational Curiosity. People are curious about conditions and practices in the organization; there's an interest in creative ideas and new technologies, and support for experimentation.	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3
Climate of Openness. People communicate openly; problems, errors, or lessons are shared, not hidden.	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3
Continuous Education. The organization is committed to providing high-quality resources for learning.	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3
Operational Variety. People recognize and value that there's more than one way to do something; people value different methods and competences; they appreciate diversity.	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3
Multiple Advocates. New ideas and methods can be advanced by employees at all organizational levels; support for new ideas comes from people in different parts of the organization.	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3
Involved Leadership. Leaders are personally and actively involved in learning initiatives and in ensuring that a learning environment is maintained.	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3
Systems Perspective. People look at the big picture and recognize the interdependence of the organization's parts: work units, groups and actions; and are aware of long-term results as well as short-term results.	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3
Concern for Measurement. The organization makes routine use of data and measurement as part of the learning process.	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3
Performance Gap. People recognize the gap between actual and optimal performance and can analyze shortfalls or envision more effective ways of working.	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3

[Source: How Organizations Learn: A Integrated Strategy for Building Learning Capability
 Anthony J. DiBella, Edwin C. Nevis
 Jossey-Bass Publishers, San Francisco, 1998.]

B. Skills and Training Assessment - General Questions

About you

B1. How long have you worked here? In the same job position, or others too?

B2. Best and worst thing about your job currently?

B3. Have you participated in training or educational programs **at work** in the last year?

no yes: _____ Was the training useful to you?
 no somewhat yes

B4. Have you taken any training/educational courses **outside of work** in the past year?

no yes:

B5. Does the company provide incentives for you to take training/educational programs on your own? don't know no yes: Have you ever used it?

no, reason:
 yes

B6. How many years of formal education have you completed?

fewer than 12 12 (HSD/GED) 13-15 yrs
 16-18 yrs 18+yrs

About your Job

B7. What are your primary job responsibilities? (3-4)

B8. If I were to watch you at work for several hours, what kinds of things would I see you doing?

B9. Tasks requiring...

Math/measurement:

importance to job: low med high your ability: low med high

Reading:

importance to job: low med high

your ability: low med high

Writing:

importance to job: low med high

your ability: low med high

Oral communication:

importance to job: low med high

your ability: low med high

Problem-solving:

importance to job: low med high

your ability: low med high

Teamwork:

importance to job: low med high

your ability: low med high

Computer:

importance to job: low med high

your ability: low med high

B10. Do the machines/tools you use in your work require specialized training?

no yes: do you receive routine upgrading/additional training for this equipment? no: (desired? Y/N) yes

B11. Do the computer applications you use in your work require specialized training?

no yes: do you receive routine upgrading/additional training in these computer applications? no:(desired? Y/N) yes

B12. If you were training a new person to do your job, what would s/he have to know before you could teach him/her?

B13. What types of training or educational programs would be most beneficial for this department/area? (why?)

B14. What types of training or educational programs would be most beneficial for you? (why?)

About this organization

B15. What's it like working here? rewards/challenges?

B16. How often (and how well) do departments communicate organizational/business goals? (big picture)

B17. Does information get to you in enough time for you to plan and do your work effectively? Is there sufficient lead time on priorities?

B18. When changes happen, are you given **enough** information to understand and act on the change? (Do you frequently have to go and find out more?)

B19. What's a typical day like, when things are running well?

B20. Then... what fouls it up?

What's the usual response? (By others? By you?)

B21. How clearly are expectations for jobs and roles communicated? Do you receive regular feedback on how you're doing? (from whom, how?)

[End of Part 2. Follow with skills assessment for appropriate content area]