Kamila LUDWIKOWSKA[*]

THE EFFECTIVENESS OF TRAINING NEEDS ANALYSIS AND ITS RELATION TO EMPLOYEE EFFICIENCY

This study investigates how the effectiveness of training process, and its phases, contributes in enhancing the employee efficiency in the social service environment. Self-evaluation questionnaires with the five-point Likert scale were carried out to get primary data. Employee efficiency was measured as the self-perception of the acquired level of qualifications before and after participating in the trainings. Respondents assessed also whether the activities related to the training phases were delivered in the organisational context. The correlation coefficient was used to ascertain the relation between each training phase and employee efficiency. The study results illustrate positive correlation between variables, such as training needs analysis, training transfer and employee efficiency. In this article training needs analysis phase will be evaluated. These findings are significant to design training programs as a part of the continuing professional development which are essential in achieving employee efficiency, and lead to the benefits to the organization.

Keywords: effectiveness of training, Training Needs Analysis, efficiency, professional development

1. INTRODUCTION

Living in the global world with a knowledge-based economy creates new challenges for the personal function. Radical technological changes cause the demand for efficient employees equipped with new skills that need to be continuously changed and improved over time. Raising the efficiency of workers requires a considered and committed approach to professional development needs (Kai Ming Au, Allman, Roussel, 2008). Training, as one of the methods of employees develop-

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[*] Wrocław University of Science and Technology.

ment, is the ideal approach for preparing employees with certain skills or giving them the ability to fill the gaps in their efficiency (Shree, 2017). The more training provided, the more benefits for the employees, the further enhanced skills and capabilities, and the more advantages reflected back to the organization. Trained staff are vital to any organization, and workers provide the source of an organization's ability to compete. To bring long-term benefts to a business trainings should be seen as continually renewed ongoing process with defined, monitored, refreshed and enhanced objectives (Denby, 2010). Training, as any other investement, needs to match the business's needs and be supported with a view of objectives defined by the organisation.

In the light of the above, training can be considered as a way to improve employee efficiency through the systematic acquisition of knowledge and skills, and improving on existing expertise (Nazli, Sipon, Radzi, 2014).

Training is an important tool in creating work efficiency culture therefore an organisation must provide development programs and design trainings to change employees behaviour (Ibrahim, Boerhannoeddin, Bakare, 2017). Training and its effectiveness has been currently a topic of attention and concern no matter the type of organization and its activity's nature. Training to be effective needs to be considered as process consisted of four phases: training needs analysis, training delivery, training evaluation and training transfer. Although, each training phase is found to affect the positive results of the training, this study is limited only to the training needs analysis.

Training Needs Analysis (TNA) provides information about the current employee efficiency level, the skill areas most in need of development and the ways in which this might best be achieved.

Appropriate use of TNA verifies whether the business needs can be obtained by the training programs and therefore prevents unnecessary spending money for new employee acclimatization. TNA maintains focus on programs that will move the company toward its objectives as well as impact on employee efficiency. According to Denby (2010), Training Needs Analysis is an important activity in designing training programs, defined as the systematic investigation and analysis of organisation's current and desired efficiency levels.

Business practice shows that lot of training programs are based on personal wants rather that identified needs, TNA is based on trials and errors and conducted without fairly manner. Nankcrvis et. al (2002) claim that most organisations do not implement TNA correctly and sufficiently or do not perform this process at all. Many firms perceive Training Needs Analysis process as too costly and time consuming. Anderson (1994) posited that comprehensive approach to TNA is rare and most organizations follow their own less systematic procedures based on tradition, office politics and various internal and external pressures.

Despite of the large number of studies on the relationship between training and employee efficiency, there is a gap, concerning the impact of effectiveness of training phases on employee efficiency. Thus, the main contribution of this study is to

fill the mentioned gap by investigating the benefits of TNA for the organisation and indicating the relationship between its effectiveness and employee efficiency. For this purpose, employee efficiency and each of the training phases effectiveness was measured.

The review of existing research into Training Needs Analysis will be conducted, as well as an overview of similar and related research in other contexts. The recommendations to the firms as how they can make best use of TNA to ensure better post training efficiency of employees on job will be provided.

2. BACKGROUND AND LITERATURE REVIEW

Training Needs Analysis is considered to be the foundation of all training activities. In order to deliver appropriate, effective training which meets the needs of individuals and the organisation and represents value for money a training needs analysis is essential (Boydell, Leary, 1996).

Over the past few decades the approach to Training Needs Analysis has evolved, dozens of models of TNA and a variety of methods to assist professional development have been suggested and implemented (Leigh, Watkins, Platt, Kaufman, 2000). In the rapidly changing environment TNA needs to be more adaptable to be in line with unplanned learning (Anderson, 1994). In the current practice, there are many models that can guide how to conduct TNA correctly.

Anderson (1994) recommends a proactive approach to training needs where "training should be considered as a proactive process that anticipates future needs and change, and which prepares people to meet them". A proactive approach aims to help people to learn things they do not know, build on what is already known and to contribute better-quality work and life at work. Anderson suggests such approach motivate using TNA for achieving efficiency in the future. TNA shifts from looking for the cause of the problem to assisting people in their work helping them achieve greater efficiency and satisfaction.

The modelling process of TNA includes different steps: planning, data collection, development of data cycle, implementation of data, data analysis with training plan development, and evaluation and feedback of the entire process (Mahfod, 2014). To structure the effective TNA it is required to discuss possible factors that influence the outcome of the process, such as different approaches, levels of analysis, data gathering techniques, and roles of stakeholders involved.

The objective of the training can be defined when systematic training needs analysis linked with professional development in the organisation is performed. Therefore, the TNA starts with defining gap between what employees know and can do and what they are expected to know an be able to do, which can be filled by training.

Krugman et al. (1999) within TNA distinguished process of identification of the gap with prioritizing and selecting most important one, and a process of investigating the causes of the gaps. Similarly, Leigh et al. (2000) underline that process as the first step in any organizational or human resource development intervention.

Chiu et al. (1999) used the framework of TNA approaches. The authors distinguished: trainer-centered pedagogical approach, demand-led approach that integrates training efforts with the wider business purpose, and trainee-centred approach based on the self-assessment of training needs. The authors suggested new model for Training Needs Analysis. The model consists of four related questions. First, who are the initiators of the TNA studies? Second, what levels of the TNA are of the interest of the studies? Third, what methods are used? Last, what is the intended outcome of the analysis? The model is useful "in directing future research in Training Needs Analysis, and can help with the classification of future studies" (Chiu, Thompson, Mak, Lo, 1999).

McGehee and Thayer's (1961) three-fold approach to analyse training needs is still considered the core framework for TNA and most of the models developed since have been based on this model. They viewed TNA as consisting of three levels of analysis which are respectively organizational level, operational level and individual level nowadays known as Organisation-Task-Person (Holton, Bates, Naquin, 2000).

Based on the McGehee and Thayer's conception (1961), Boydell et al. (1996) address that TNA should be based on analysis of the organization, its operations, and individuals, using appropriate techniques that are useful and can gather information sufficient to assess and correct any problem with regards to these items.

The analyse at an organizational level aims to identify areas that need improvement and decide whether these areas can be improved through training. A job level analysis defines how the planned changes relate to a certain position or organizational unit. It aims to determine the knowledge, skills, and attitudes required to perform certain duties relating to a specific job. The last analysis, individual, tasks to identify the nature and type of individuals who will participate in the training. This can include objective records, observational measures, interviews, analysis of the documents, questionnaires (Mahfod, 2014). Training is recommended when employees are not performing up to a certain standard or at an expected level of efficiency. The difference between the actual and the expected level of employee efficiency indicates a need for training.

The results of the three levels needs analysis should be considered as systemic frame of the whole process and apply to the company's strategy and solve its real problems. Training Needs Analysis as an integral part of the training process should take place in the organisational context in relation to the organisational needs as well as employee individual development needs.

It must be borne in mind that the diagnosis of the training gap is not sufficient, one should look at the possible causes of and strive to explain them. Often an in-depth analysis is required to identify the reasons why people do not perform the

tasks they are prepared for. Sometimes the problem is not in the lack of qualifications, skills but motivation to apply them in the work environment, and the fact that the employee does not want to work according to the requirements of professional role.

The requirement of such in-depth analysis was indicated by Boydell et al. (1996). The authors outlined the process of the Training Needs Analysis consisted of different tasks such as defining the part of the organization that will be analysed, collecting both quantitative and qualitative data and data analysis, identifying the causes of problems and determining the hierarchy of causes validity, proposing possible solutions and establishing a hierarchy of their importance. For each of the tasks another data gathering techniques are available:
– a flow chart that allows to describe and present on the chart the current and desired situation and an indication of the focus area;
– the Pareto analysis to determine the most urgent issues and causes of the problem;
– a control chart to indicate when a person's performance is significantly different from the performance of others;
– the fish skeleton scheme (also known as the Ishikawa pattern) for cause-and-effect relationships to isolate causes from the effects and identify the complexity of the problem;
– brainstorming or observation provide more ideas and possible causes for problems through inclusion of the others;
– the nominal group technique to generate ideas and to work out the best solution (Boydell, Leary, 1996).

The three-level conception of needs analysis is also applied in the Hennessy-Hicks Training Needs Analysis Questionnaire developed by Hennessy, D.A. and Hicks, C.M. The questionnaire is a mean of evaluating health care professionals' training requirements and using these results to prioritise education and development in a way that meets local needs. The aim of the Hennessy-Hicks Training Needs Assessment Questionnaire is to identify training needs at the individual, group or organisational level and prioritise these training needs. Additional value in the tool comes from its ability to be adapted to different scenarios, purposes and cultures without compromising its high validity and reliability (Mahfod, 2014). The scale developed by Hicks et al. (1996) looks into how tasks are currently performed as well as the appropriate mode of intervention therefore deepen the perceived needs for training.

A proposal for required training can only be improved by understanding the underlying dimensions, which means this scale can be used to help identify where performance levels are low, which leads to training needs being more readily identified, and thus met with minimal waste of time and money (Mahfod, 2014).

Many authors discuss those involved in training needs analysis and their roles. The different stakeholders in the process will have different interests and this factor should to be taken into account (Boydell, Leary, 1996). Burke (1996) found that training needs of individuals differs at different organisational levels, such as part-

ners, managers, professionals and administrators. It is essential to identify their expectations, possible contribution, and what help is expected from them. The lack of cooperation between individuals can limit the effects of TNA. Burke (1996) has also shown that many elements can influence the training needs of an employee, including gender, experience, marital status or role awareness. Such factors can contribute to the overall success of the training implemented within an organization.

Training Needs Analysis is used to develop training curricula designed to facilitate employee learning process. The development of a comprehensive and suitable training cycle commences with a systematic consultation to identify the learning needs of the population considered and should be followed by design of training, delivery of the training, post-training evaluation, and ensuring training transfer. In the literature of the subject it is emphasised that the training transfer should be designed and assessed before the training programmes to know about the possible factors than can inhibit transfer before training starts (Kodwani, 2017). Therefore, the role of TNA is significant to ensure the right money investment in the training program.

The manner in which training is conducted is defined as training methodology. It includes the methods, materials, techniques and sources to implement the training and transfer new skills and knowledge to the employee. This ensures that participants acquire skills and change their behaviour and attitudes (Ibrahim, Boerhannoeddin, Bakare, 2017).

Training as an instrument for change and improvement often does not provide expected results. Many times, investments in training are not successful and intended objectives are not met. In order to judge whether training has been successful or not, evaluation of the results is necessary. Evaluation of training programs enhance training quality, choose efficient and reject inefficient programs (Kucherov, Manokhina, 2017). Hence, post training evaluation of the training program should consider which tools will determine the effectiveness of the programs delivered. Evaluation determines the relevance, effectiveness, and impact of activities in light of their objectives (Kirkpatrick, Kirkpatrick, 2006). Such approach ensures long-term human resource development planning.

The TNA concepts discussed above, have all contributed in various ways to the development of TNA process. Nevertheless, there is a little understanding on how to make the TNA comprehensive and effective to achieve desired results. Therefore, there is a need to structure TNA process ANS define its elements. Findings of the study will guide HRM practitioners how to design and conduct TNA correctly.

3. METHODOLOGY OF THE RESEARCH

The identification of the study population limited the research to the social workers. The research was conducted among employees from all divisions of the municipal social assistance center in Poland. Employees participated in compre-

hensive training program which was the ground to assess level of efficiency. This work uses the social worker perception on the effectiveness of delivered trainings and employee efficiency. This approach is innovative because social worker's competencies are usually measured using different scales.

Social work is a practice-based profession that promotes social change, problem solving in human relationships, cohesion and empowerment of people (Brigid, 2013). Social work engages people to address life challenges and improve well-being (Ornellas, Spolander, Engelbrecht, 2016). The practice of social worker focuses on social administration, community organisation and collaboration (Applewhite, Kao, Pritzker, 2017). Main responsibility of social workers is to help individuals and families to strengthen or regain their capacity to function in society. There are implications for the professional learning and practice of social workers (Brigid, 2013). When performing tasks, the social worker is required to improve qualifications through participation in training and self-education. New challenges in social care require continuous improvement, therefore continuing professional development is essential in a constantly changing labour market.

3.1. Research hypothesis and variable analysis

Based on the subject literature review on staff development and observation of the practice related to the methods of organizing employee training, the following research hypothesis was adopted: the employee efficiency due to participation in training increases if the whole process, and especially training needs analysis, will be conducted properly.

Two variables are used in the research: employee efficiency and the effectiveness of training phases.

The term efficiency is based on Bandura's Social Cognitive Theory which defines the construct of self-efficacy as an individual confidence and belief in their ability to perform behaviours in the future (Holden, Barker, Kuppens, Rosenberg, 2015). Holden et al. (2015) states that "self-efficacy is more than a self-perception of competency. It is an individual's assessment of employee confidence in their ability to execute specific skills in a particular set of circumstances and thereby achieve a successful outcome". Also, Covey (2015) indicates that efficacy refers to people who take the responsibility for own life, for actions and decisions, as well as benefit from chances that appear in their environment. In this article efficiency determines the individual level and condition of human qualifications and considers a measurement of the performance level.

Another variable used in this research is effectiveness. As with everything that is surrounding us, time and money will not be spent on something that is useless and ineffective. Economic effectiveness is defined as action that aims to achieve a given effect using the least amount of available resources or to achieve the best

result using a certain amount of resources. In relation with training, training effectiveness is the relationship between the input variables, output variables and the process of transfer. Therefore, training effectiveness is another factor to be taken into consideration by people in charge of setting the organization's development plans.

3.2. Procedure

The research began with a meeting with the social service directorate to present the purpose and concept of research based on the prior observation and analysis of the trainings documentation.

Respondents were informed individually about the objective of the study and they were ensured the anonymity. Participation in the study was voluntary and unpaid. Each of the employees received a survey with detailed instruction which has been filled under the same conditions and time.

3.3. Sample

The sample was made up of 157 employees of the social service environment, only non-managers, including 91.7% women. Almost half of them were aged 46 to 55 years (46.7%). 22% of the respondents had completed higher education, 64% had secondary school, 5% had both higher education and postgraduate studies. Among persons with secondary and higher education (91%) 41% had sociological background and 43% psychological. Most of the respondents (80%) lived in a city with more than 100 000 inhabitants.

3.4. Research instrument

The data were collected using surveys. Based on the literature review and data analysis the surveys to measure effectiveness of the trainings and employee efficiency were designed.

Employee efficiency was measured on the five-point scale as the self-perception of the acquired level of qualifications before and after participating in the training program (0 – lack of qualifications, 4 – highest level of qualifications). Higher scores indicate higher levels of the variable. The selection of items to measure employee efficiency was built upon the base of the literature review of essential competencies for social workers (Applewhite, Kao, Pritzker, 2017).The effectiveness of the training phases was measured. Respondents assessed whether the activities related to the training phases were delivered in the organisational context on

a 5-point Likert scale (1 – strongly disagree, 5 – strongly agree). Each scale consisted of 10 items. A sample items are as follows:

– training needs analysis: Before the training, I was asked about the trainings in which I took part and the competences acquired as a result; Before the training, I was asked which skills could help me to increase my efficiency at work; Before the training, I was asked about the scope of duties which I devote the most time to; Before the training, I was asked about the difficulties in the job and their possible causes; Before the training, I was asked about the trainings in which I would like to take part; Before the training, tests were carried out to check the current level of knowledge and skills in the area of my work;

– training delivery: Situations during training reflected the real situations from my workplace; Examples and exercises used during the training clearly showed how to use new knowledge and skills at work; The method of conducting the training corresponded to my learning style; The proportion of theory and exercises was accurate; During the training, there was enough time to ask questions; After each training module the trainer made a summary, which facilitated systematization of knowledge;

– training evaluation: At the end of the training, I completed a post-training survey, concerning the satisfaction with the training, the content, methods and organization presented; At the end of the training, I completed an action plan in which I set individual goals for implementation after the training; The knowledge tests were used to verify the knowledge acquired during the training; After the training, I received a "homework" related to the implementation of skills acquired during the training in practice; After the training, my supervisor has assigned me specific goals to implement; Together with the supervisor, we analyze my progress in the implementation of post-training goals and, if necessary, we undertake actions supporting the implementation of goals;

– training transfer: My supervisor meets me regularly to talk about problems that I could have to try to use new skills; My supervisor meets with me to talk about ways to implement skills from training to work; My supervisor encourages me to share new knowledge and skills with my colleagues; My supervisor encourages me to participate in further trainings and other development projects; My work colleagues encourage me to use new skills that I acquired during the training; At work, I have all the tools and information that I can use to apply new knowledge and skills.

The higher the sum of these items, the higher is the level of the variable.

A correlation analysis was used to ascertain the relation between each training phase and employee efficiency. Further, standard descriptive statistics methods were used.

3.5. Data analysis

The statistical calculations were made is the Statistica 10.0, through which descriptive statistics and correlation analysis were used:
– Standard descriptive statistics methods (comparison in individual groups): the qualitative variables were presented in the form of tables, reporting numbers and percentages and graphically as pie charts (percentage distributions). The quantitative variables were compared with t-test before and after the training as the distribution of these variables was different from the normal distribution, it was confirmed with the Shapiro-Wolf test. The data were also presented in box-plot boxes.
– Correlation analysis: the Pearson's correlation coefficient or the Gamma coefficient was reported by analysing variables that could relate to efficiency. Both coefficients were statistically significant and some dependences were presented in a scatter plot showing the direction of line dependence, where this dependence was significant.

The significance level for all tests was 5% ($\alpha = 0.05$), and hypothesis verification was based on two-sided statistical tests.

4. RESEARCH RESULTS

Respondents participated in the development program which consisted of 14 different trainings relevant for the social worker profession (for instance Interpersonal communication, Deaf clients service, Assertiveness, Teamwork, Supervision, Coping with stress, Mobbing). 21.3% of respondents participated in three trainings, 18% in two trainings. The most popular (chosen in majority by 80.7% of workers) was the training concerning mobbing.

4.1. Employee efficiency

The self-evaluation questionnaire was designed to measure employee efficiency. Questionnaire consisted of 31 items categorised into 4 groups of skills: methodological (n = 7), social (n = 10), managerial (n = 10) and practical use of knowledge (n = 4). On the five-point Likert scale respondents assessed the acquired level of qualifications before and after participating in the training program (0 – lack of qualifications, 4 – highest level of qualifications). Higher scores indicate higher levels of the variable. Results obtained revealed for all skills significant increase (Table 1) therefore as a result of participation in the trainings, the alerted employee efficiency increased.

Table 1. Employee efficiency before and after participation in the trainings

Scales	Before the training		After the training		Materiality level *(p)*
	Mean ± standard deviation (SD)	[Min–Max]	Mean ± standard deviation (SD)	[Min–Max]	
Methodo-logical skills	12.9 ± 4.9	[5–27]	18.2 ± 4.6	[11–28]	< 0.001
Social skills	17.4 ± 6.1	[7–30]	22.4 ± 5.6	[10–37]	< 0.001
Practical use of knowledge	4.5 ± 3.1	[0–12]	5.9 ± 3.3	[1–12]	< 0.001
Managerial skills	10.6 ± 6.7	[0–30]	15.4 ± 7.9	[0–30]	< 0.001

4.2. Effectiveness of the TNA

The effectiveness of each trainings phase was measured. For this purpose respondents assessed on a 5-point Likert scale (1 – strongly disagree, 5 – strongly agree) which activities related to the particular training phase were sustain in the context of training design and delivery.

The survey consisted of 40 statements measured efficiency of four scales: Training Needs Analysis (n = 10), Training Delivery (n = 10), Training Evaluation (n = 10) and Training Transfer (n = 10). The higher the sum of these items, the higher is the level of the variable. The statements were set up based upon a review of the literature and authors' personal experience with designing training programs.

Results indicated that the span of means was between 27.6 for Training Evaluation to 36.1 for Training Delivery (Table 2).

Table 2. Effectiveness of the trainings phases

Scales	Mean ± standard deviation (SD)	[Min–Max]
Training Needs Analysis	32.4 ± 6.1	[15–50]
Training Delivery	36.1 ± 4.8	[19–50]
Training Evaluation	27.6 ± 5.8	[13–45]
Training Transfer	33 ± 7.7	[10–50]

The results obtained revealed that the activities within the Training Delivery phase were carried out properly (such as relevance of training techniques, teaching

methods, impact on practical experiences, adequacy of delivered knowledge). The low effectiveness of Training Evaluation phase might indicate that after the training there was lack of activities related to assess whether the training brought intended results.

In the current paper the focus is on the Training Needs Analysis therefore presenting research results are limited to this scale.

4.3. The relationship of TNA effectiveness with employee efficiency

Aiming to determine how the effectiveness of the training phases remains in relation to the employee efficiency, a correlation analysis was used. The results of the correlation analysis indicate that there is significant relationship between employee efficiency and two training phases: training needs analysis and training transfer (Table 3). Additionally, the relationship between the employee efficiency and TNA effectiveness has been presented on the scatterplot (Fig. 1).

Table 3. The relationship between employee efficiency and the effectiveness of training phases

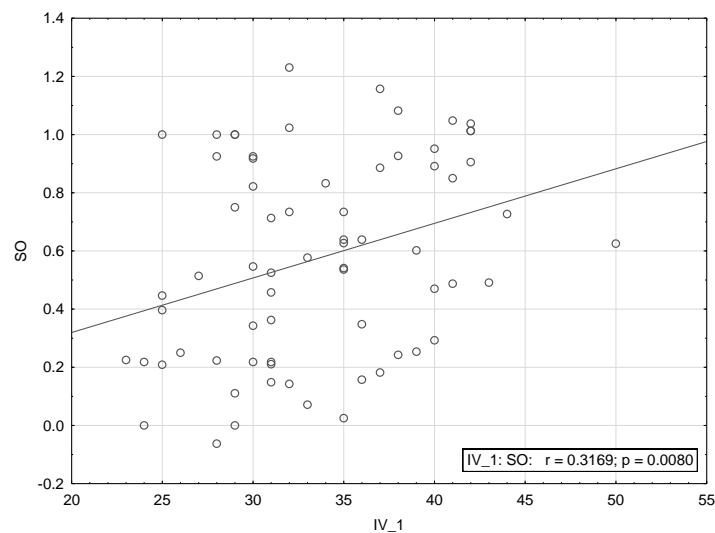| Scales	Pearson correlation coefficient (r)	Materiality level (p)
Training Needs Analysis	0.3169	0.0080
Training Delivery	0.0292	0.8114
Training Evaluation	0.2203	0.0689
Training Transfer	0.4044	0.0006

Fig. 1. Scatterplot of the relationship between employee efficiency and effectiveness of training needs analysis

5. CONCLUSIONS AND FURTHER RESEARCH

Although literature review revealed that much has been written about Training Needs Analysis, there is a gap, concerning the study of its effectiveness and its relationship with employee efficiency. Therefore, this study investigated how training process, and especially the effectiveness of the Training Needs Analysis, contributes in enhancing the employee efficiency in the social service environment as a result of participation in the trainings. The results of this study confirmed the research hypothesis about the positive relationship between employee efficiency and effectiveness of the Training Needs Analysis.

This work considers Training Needs Analysis as important activity within planning trainings for employee development. TNA is defined as the process of identifying gaps between current and desired results and selecting the most appropriate methods to eliminate the gap and enhance employee efficiency through the acquisition of knowledge and skills, and improving on existing expertise.

Based on the study results the following recommendations to the firms as how they can make best use of TNA to ensure better post training efficiency of employees on job are provided. First, the presented research revealed the increase of employee efficiency due to participating in the trainings. Therefore, there is an evidence based need for organizations to establish a considered and committed approach to professional development. Managers should be involved in that process and encourage employees to participate in trainings. Second, the training process should be planned with special focus on TNA phase because if TNA is properly conducted then employee efficiency as a result of participation in the trainings will increase. Organisations should ensure that employees are consulted and their training needs are taken appropriately during the Training Need Analysis process. This increases also their pre-training motivation. The literature review supports study findings to that effective TNA should be planned process consisted of various steps: planning, data collection and its development and implementation, data analysis with training plan development, and evaluation and feedback of the entire process. It is also required to consider possible factors that influence the outcome of the TNA process, such as different approaches, levels of analysis, data gathering techniques, and roles of stakeholders involved.

These findings are significant to design training programs as a part of the continuing professional development which are essential in achieving employee efficiency, and lead to the benefits to the organization.

The limitation to this paper include concentration on only one social care institution. The study should be expanded to other social care institutions with different training programs and approaches. However, the study evaluated self-reports, which is normally difficult to access for research purposes, and presented stimulating results for in-depth study in the future.

To round off, it would be interesting to continue this study and conduct similar studies with other statistical method (e.g., regression model) to gain better understanding of how each phase of the training impact employee efficiency. This could help to prepare organisations to develop programs of continuous professional development.

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SKUTECZNOŚĆ BADANIA POTRZEB SZKOLENIOWYCH I JEJ ZWIĄZEK ZE SPRAWNOŚCIĄ PRACOWNIKÓW

Streszczenie

W artykule przedstawiono, w jaki sposób skuteczność analizy potrzeb szkoleniowych przyczynia się do poprawy sprawności pracowników w środowisku usług socjalnych. W celu uzyskania danych pierwotnych przeprowadzono ankietę samooceny z pięciopunktową skalą Likerta. Sprawność pracowników mierzono jako samopostrzeganie nabytego poziomu kwalifikacji przed i po uczestnictwie w szkoleniach. Respondenci oceniali także, czy działania związane z pozostałymi fazami szkolenia przeprowadzono w kontekście organizacyjnym. Do ustalenia relacji pomiędzy fazami szkolenia a sprawnością pracowników zastosowano współczynnik korelacji. Wyniki badania wskazują na dodatnią korelację między zmiennymi, takimi jak analiza potrzeb szkoleniowych, transfer szkoleń i sprawność pracowników. Niniejszy artykuł koncentruje uwagę na ocenie skuteczności analizy potrzeb szkoleniowych. Wnioski z badań mają kluczowe znaczenie dla projektowania programów szkoleniowych, które są niezbędne do osiągnięcia sprawności pracowników i całej organizacji.

Słowa kluczowe: skuteczność szkolenia, analiza potrzeb szkoleniowych, sprawność, rozwój zawodowy