OVERVIEW AND PURPOSE

The National Maritime Law Enforcement Academy (NMLEA or "The Academy") was formed as a professional provider of subject matter expertise in the maritime law enforcement arena, offering Assessment, Assistance, Advocacy, Consultation, Training, Tools, Technologies and Service including waterborne, vessel and facility security assessments, tactics, techniques, procedures, plans and exercises. As an extension of an agency's training staff, the NMLEA will provide nationally recognized training and exercise programs, assisting agencies of all sizes to improve tactical and response operations within their department. NMLEA programs are uniquely designed and individually customized to meet each agency's specific needs and utilize their assets in order to increase the officers' operational capabilities.

The focus of the Academy will be on raising the level of professionalism, proficiency, officer safety and survival through customized training, nationally recognized instructors, a cadre of specialty SMEs, and access to resources, tools and technologies that can enhance their success, and the safety and security of our Nation's waterways.

The following document follows an assessment process that serves as a diagnostic tool for determining what training needs to take place, and if it needs to take place. It is through this process that when asked to evaluate or develop a training course for our members or the maritime law enforcement/emergency response community, that we gather data to determine what training needs to be developed to help individuals, their organization, our association and the boating safety and maritime security community accomplish specific goals and objectives.

The purpose of this **Needs Assessment and Analysis Tool** is to provide a means of determining organizational need for development of a particular training course. This is an assessment that looks at employee and organizational knowledges, skills, and abilities, to identify any gaps or areas of need. Once the training needs are identified, then we need to determine/develop objectives to be accomplished by the training. These objectives will form criteria for measures of success and utility. It is through this Needs Assessment and Analysis process that we determine what is most important and what we need to know so that we can recommend a learning event that is most beneficial to the participants, as well as to the organization.

Note that the words, "learning event," not training session are used. By looking at the event from this perspective, we are able to accurately assess the needs and determine which type of event is most applicable, given the current situation, the performance goals, the learning objectives, and the desired outcome, without preconceived notions about how or what should be delivered.

The following questions will lead to answers that will help frame the optimum training experience, and meet the needs of our maritime professional community.

1. TRAINING COURSE INFORMATION

A. Course Title:	
B. Requesting/Submitting Party/Organization:	
C. Point of Contact:	
1. Title:	
2. Phone:	
3. Email:	
D. Evaluator/Facilitator:	
E. Assessment Participants:	

2. EXPECTED RESULTS

A. What are the overall goals of the performance improvement effort?	
B. Is this a performance issue, or a knowledge issue? Why?	
C. What performance gap needs to be addressed?	
D. Is training the best solution? Why?	
E. How will this training benefit the participants?	
F. How will this training benefit NMLEA/IMLEA and the greater community?	
G. Could there be disadvantages to the participants? To NMLEA/IMLEA?	
H. What type of training is required?	
I. What other solutions have been considered?	
J. How can NMLEA/IMLEA meet their needs?	
K. How does the performance affect the organization/customer?	
L. How will this performance affect NMLEA/IMLEA?	
M. What changes do their supervisors/managers/leaders expect as a result of the training?	
N. How supportive are the participants' direct supervisors? Other management?	
O. What is the expected skill you would like the participants to perform in the class? (TPOs) List all that would apply.	
P. What level of proficiency and performance is needed after the training?	
Q. What resources are available for the training? Before the training? After the training?	
R. What support tools such as job aids will be available after the training?	
S. Will the organization's culture encourage participants to use what they learn?	

T. What is the target date for delivery of this training?	
U. Is there a time limit are expected timeframe to getting everyone trained who needs this training?	
V. Will there be updates/maintenance required of the course? If so, how often?	
W. Who will be responsible for updates/maintenance?	

3. BACKGROUND

A. Why was NMLEA/IMLEA asked to provide training, or asked to evaluate this training?	
B. Have there been or will there be changes in the organization that may affect participants' learning?	
C. Have they had other training on the same topic?	
D. What do they know (and need to know) about NMLEA/IMLEA? (They being the requesting agency or the targeted students/customers.)	
E. Are there other organizations/companies offering this type of training? If so, who, where, when?	
F. Are they (the requesting agency or the potential students/customers) aware of our level of expertise or experience?	
G. Who are the key players in their department and organization?	

4. LEVEL OF EXPERTISE

A. How familiar is the targeted audience with the subject matter?	
B. Who needs this knowledge or these skills?	
C. What do they want to know?	
D. What do they need to know?	
E. What skills need to be addressed?	
F. What applicable/related instruments, materials, and equipment are used by the employees/students?	
G. Are all individuals and potential students who would go through this training at the same skill and knowledge level about the topic(s)?	
H. What is the skill level for these individuals?	
I. Who are the experts in the group?	
J. What is their level of responsibility or authority?	
K. Does their level determine the subject level or delivery style?	

5. DEMOGRAPHICS

A. How many people will be involved? What jobs/titles are affected?	
B. What are the specific job requirements?	
C. Is their participation voluntary? Required? Requested? Invited?	
D. What's the demographic makeup of those involved? Age? Gender? Others?	
E. What information sources do they depend on? Internet? Periodicals? TV? Books?	
F. What experience do they have with technology? Online learning (webinars, synchronous training, etc.)? Social media applications (Twitter, LinkedIn etc.)?	

6. ATTITUDES AND THE ENVIRONMENT

A. Is the target audience interested in the subject? Should they be interested?	
B. What successes and issues have they encountered?	
C. How do these individuals (employees, participants) feel about their performance, relative to this specific subject area?	
D. What are their attitudes and beliefs relevant to the topic(s)?	
E. Do they know why there is an issue?	
F. Might their minds already be made up about the subject? About the potential for training?	
G. Has something like this been tried before? How did it turn out, why is it not still offered?	
H. How do these individuals perceive an impending training?	
I. What value is it to them?	
J. What are their opinions about NMLEA?	
K. Will they be friendly? Argumentative?	
L. Is there any other type of training like this currently? If so, why do we need to do this training?	

7. DESIGN CONSIDERATIONS

A. Will the students ask many questions?	
B. Do you expect them to raise objections about the subject? About the training?	
C. Did the participants and their managers identify the objectives?	
D. What is special about these participants?	

E. What industry-specific considerations such as regulatory issues are necessary?	
F. Where will the training be held?	
G. Is there anything special about the location where the training will be held?	
H. What options are available for delivery methods? Classroom? Online?	
I. If online/mobile learning is an option, what format (synchronous sessions, asynchronous content, etc.) is available?	
J. If online/mobile learning is considered, who will manage the delivery?	
K. What materials should be included or required in the training instruction?	
L. Is there anything unusual about the date or timing of the training?	
M. Are there budget limitations? If so, what are they?	

8.   INSTRUCTOR, SME, INSTRUCTIONAL DESIGN REQUIREMENTS FOR SUBMITTED COURSES

A. Is a SME provided by the agency/company?	
B. What experience, background does the SME have?	
C. Will the NMLEA/IMLEA provide Instructional Designers? (Do the power points, student handbooks, instructor handbooks, training aids, learning tools, etc.)	
D. Has this course, or something similar been developed/delivered before?	
E. Have TLOs and TPOs been established?	
F. Will the agency/organization provide the trainers? If so, are they credentialed master trainers and by whom?	
G. Will the NMLEA/IMLEA provide Master Trainers or Academy Accredited Instructors?	
H. Will this be an Academy Product/Course Offering? If so, will all the materials meet the NMLEA/IMLEA standards?	
I. Will delivery and compensation be in accordance with Academy established policy and practice?	
J. What is the risk level for this course delivery? (Risks to students, to instructors, to NMLEA/IMLEA)	
K. What insurance requirements will there be?	
L. What is the expected demand for this course or frequency?	

9. OTHER COMMENTS, OBSERVATIONS, OR CRITICAL INFORMATION

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

10. KEY FINDINGS AND RECOMMENDATIONS

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____