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Training Needs Assessment

Aggregate Report

"Many training efforts are begun without any reason, continued with no purpose, and end in no results"

W. McGehee and P.W. Thayer, Training in Business and Industry (New York: John Wiley and Sons, Inc., 1961), p. 22.

Appropriate training can only be developed if the training needs assessment is identified carefully.

TNAS making Training Needs Assessment fast, easy, accurate and low-cost...

2021

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Contents

TNAS Individual Report

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The Latest Training Needs Assessment System

We combined 15 years of research to make Training Needs Assessment fast, easy, accurate and low-cost

At the core of any effective training program is correctly identifying what needs to be trained. Poorly conducted needs analyses can lead to training solutions that train the wrong competencies, the wrong people, and use the wrong learning methods.

A needs assessment is the process of identifying performance requirements and the "gap" between what performance is required and what presently exists

Why Training Needs Assessment (TNA)?

- Skipping over TNA causes over 90% training program failure rate.

- TNA is an essential requirement for effective training.

- Traditional TNA was difficult, time consuming and costly.

Training Needs Assessment system (TNAS)

TNAS helps you identify what training you will need. It is an easy, accurate and low-cost Training Needs Assessment system which allows you to:

- Train the right employees, with the right programme

- Prioritise training needs with the highest business impact

- Minimise the Scrap Learning.

- Achieve a greater return on training investment

> Eliminate wasted training expenses & align training with business outcomes

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What is Training Needs Assessment?

Training Needs Assessment (TNA) is a systematic and continuing review of current and foreseeable organisational training needs.

Optimal training decisions require employers to have accurate information about their workers   training needs.

1. Train the right employees, with the right approach
2. Prioritise training needs with the highest business impact
3. Achieve a greater return on training investment

TNA is an essential requirement to the design of effective training. Its main purpose is to identify the gap between current performance and required performance. Skipping over TNA of assessing gaps is one of the root causes driving over 90% training program failure rate.

TNA can be considered the most important phase in ensuring the effectiveness of the planned training. This statement is made based on the heavy emphasis placed by many training theorists on this phase, who agree that TNA must precede any type of training intervention

Many organisations fail to acknowledge the importance of the TNA step in their training interventions. They spend money on training without proper analysis of how such training could help their needs

The Purpose of a Training Needs Analysis

The purpose of a training needs analysis is to identify accurately the gap between the current skill levels of the employees and the required skill levels. TNA provides a realistic basis upon which to plan, program, budget, direct and evaluate a viable training program.

 The training needs analysis must be carried out before training activities are organised, since it guarantees the success of those activities.
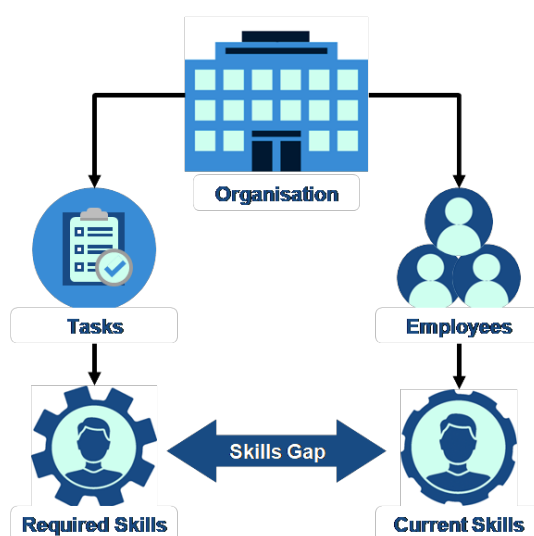
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Benefits of TNAS

Save Time and Money and Improve Performance

Benefits to Organisations

■ Increases productivity and optimises resources

■ Helps manage training budgets effectively

■ Produces high quality management information

■ Maintains training and development records

Benefits to HR and Training Managers

■ Helps in identifying knowledge and performance gaps

■ Addresses these gaps with appropriate training

■ Determines who needs the training most in order to perform well in the organisation

■ Determines what kind of training is required in terms of skills, knowledge, abilities and behaviour of the employee.

■ Increases effectiveness of training programmes

Benefits to Employees

■ Ensures right people get the right training

■ Establishes relevance of training for employees

■ Fosters a healthy coaching and mentoring culture

■ Increases staff motivation and satisfaction

TNAS

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Features of TNAS

Feature	Details	
What, Why and Who	TNAS answers What training is needed and Why, and Who needs it?	✓
Scalability	Use TNAS for individuals or groups with or without manager or employees assessment.	✓
Customisation	TNAS can be customised as you can define your own required skills or training areas as the basis for the assessment.	✓
Occupational and Individual Needs	TNAS supports both occupational assessment (position requirements) and Individual assessment.	✓
Skills Library	Over 750 skills classified into 50 categories, allow you to customise and build your exact skill sets for your organisation and departments.	✓
Skills Gap	TNAS identifies skills gap based on skill importance and current employees performance levels. The skills gap = position requirements - worker skills set.	✓
Built-in Intelligence	Because not all skills gaps have the same importance, TNAS built-in Intelligence calculates training priorities using a new innovative Priority Index parameter.	✓
Detailed Reports	TNAS generates a detailed reports with current skill levels analysis and proposed training plan.	✓
Three Types of Reports	Report for employees, report for managers/supervisors and report for HR or training managers.	✓
Learning Dimension	Each report includes a learning and education sections to educate the employees and improve their awareness on how to develop their performance.	✓
Personal Development Plan	TNAS helps employees to create their action plan based on needs, reflection and goal-setting within the context of a career, training & development and self-improvement.	✓

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Definitions

KNOWLEDGE: refers to a body of information that a person needs in order to perform a particular job.

SKILLS: refer to the observable behaviours a person needs to carry out work tasks. Skills are usually gained through previous or current job experience or vocational training.

ABILITIES: are the qualities of being able to do something. Abilities are natural predispositions, they can be developed to generate further achievements.

ATTRIBUTES: refer to the physical or mental capabilities or aptitudes required by the person in the job. Attributes include values, interests, attitudes, or personal style needed by the person in order to cope with the conditions of the job.

COMPETENCY: Competencies identify the observable behaviors that successful performers demonstrate on the job. Those behaviors are the result of various abilities, skills, knowledge, motivations, and traits an employee may possess.

TECHNICAL SKILLS: Requiring specific knowledge of a program or task, such as computer skills and quantitative numeracy skills

JOB-SPECIFIC SKILLS: Trained and learned over time with experience, such as communication skills, leadership skills, and problem solving

SOFT SKILLS: a range of different abilities, personality traits and attributes that are often necessary for success in a particular role. This may include communication, emotional intelligence, empathy, work ethic, and teamwork.

TRANSFERABLE SKILLS: are those skills that are not specific to one particular type of job. They are skills that you can easily transfer from one type of role to another. Transferable Skills also referred to as: Soft skills, Core Competencies, Generic Skills or Critical skills.

SKILL SET: is a set of learned abilities necessary to succeed in a specific job. Skill sets include all the necessary skills and knowledge required to complete a job successfully.

SKILLS GAP: is the difference between the skills required to complete the job and existing skill set of any particular team member.

TRAINING NEEDS ASSESSMENT (TNA): is a process in which the gap between the actual and the desired knowledge, skills, and attitudes (KSAs) in a job are identified and prioritised..

JOB: a job is defined as an explicit or implicit contract between a person and an organisation to perform work in return for compensation for a defined period or until further notice (OECD 2002).

OCCUPATION: a set of jobs whose main tasks and duties are characterised by a high degree of similarity constitutes an occupation. Persons are classified by occupation through their relationship to a past, present or future job (OECD 2001).

HRD
Integrated Solutions

Training Needs Assessment system (TNAS)

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Steps of Training Needs Analysis

A Training Needs Analysis is a structured process for identifying gaps in employee training and related training needs, usually performed by experienced learning and development consultants.

Assuming that the management established that performance gaps are truly the result of a lack of training and that training is the answer to performance problems, the essential steps of conducting a successful training needs analysis for your

There are 3 key steps involved in training needs analysis to ensure your business is making the most of the process

STEP 1: Define Roles and Identify the Skillsets

- Define roles within your department and identify the required skills and knowledge.
- The skills were picked from the skills library that contains both "soft" and "technical" skills.
- Limit the number of skills so that do not to exceed 7-10 skills for each task.

STEP 2: Assess Skill Importance

- Determine how important is this skill to perform this task.
- You may consult SME's to identify the critical skills for each key Job task

STEP 3: Assess Employees

- Rate the current skill levels of your team members (employees) for each one of the skills.
- Each team member rates himself on each one of the skills.

STEP 4: TNAS Calculates Gaps and Prioritises Training Needs

- TNAS compares the current skills levels against the required skill levels to identify skills gaps and prioritises training needs (greater weight to skill gaps of employees at the lower end of the scale).
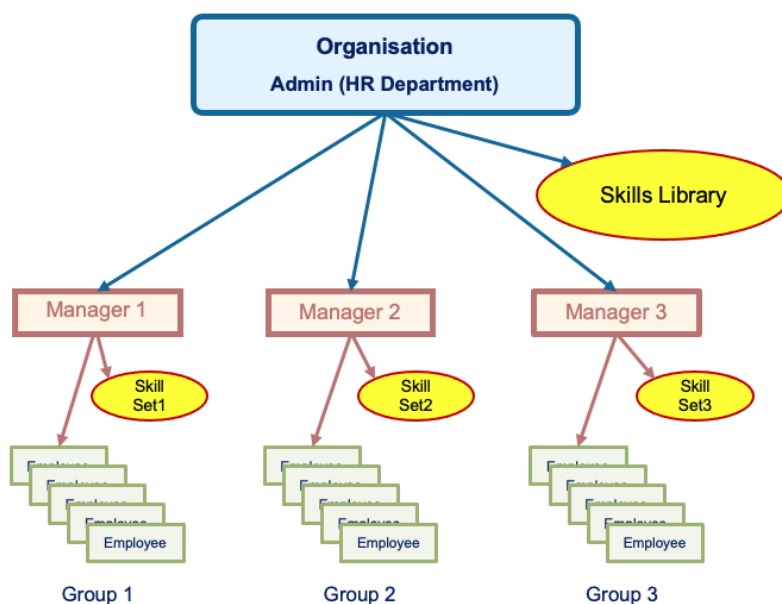
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TNAS Results

TNAS Reports

There are two types of TNAS reports:

1. Individual report for each employee (we call it ER Report)

2. Aggregate report for the whole team (we call it GR Report)

This is an Aggregate Report

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Relative Importance of Skills by Manager

No	Skill ID	Skill Name	Importance	Score
1	TNA 120-S416	Stress management	3	60
2	TNA 120-S418	Time management	2	40
3	TNA 120-S522	Self-aware	5	100
4	TNA 120-S585	Report Writing Skills	3	60
5	TNA 120-S593	Change Management	2	40
6	TNA 120-S785	Systematic Thinking	1	20
7	TNA 120-S705	Proper business etiquette	4	80
8	TNA 120-S707	Team building	2	40
9	TNA 120-S736	Problem Solving	4	80
		Average	2.89	57.78
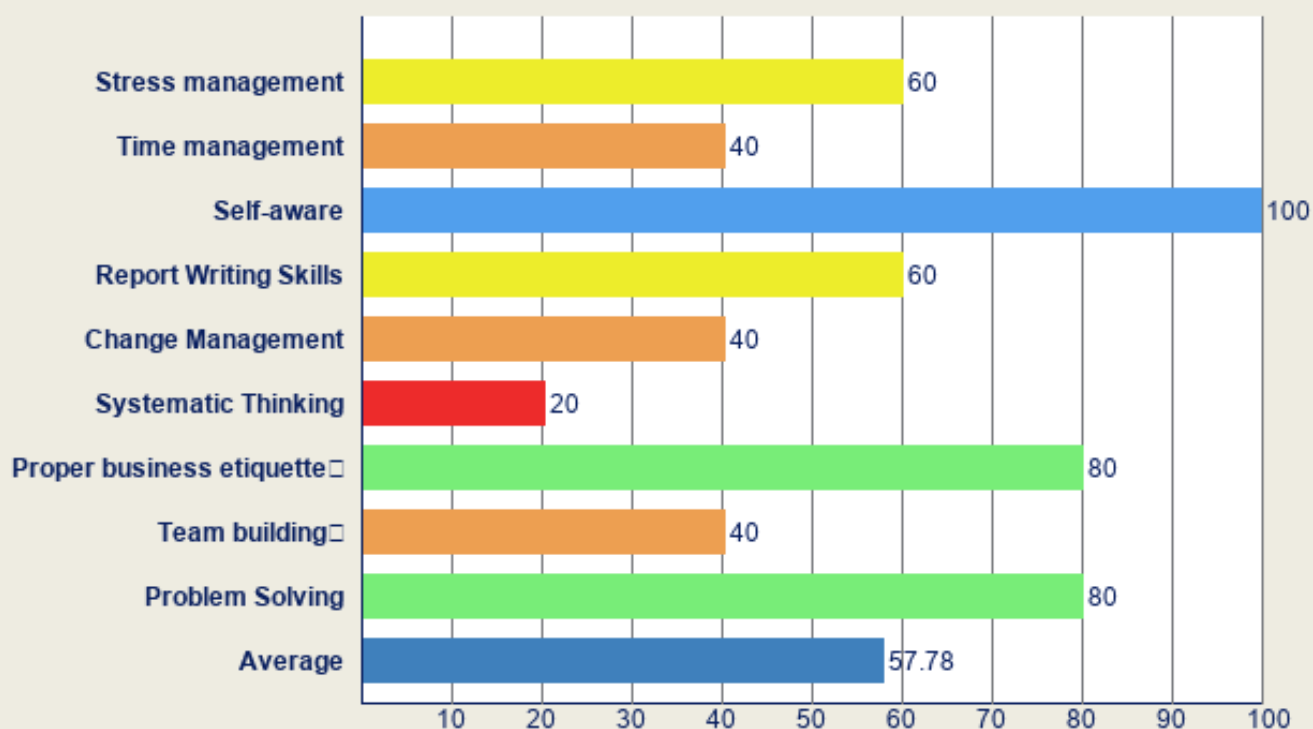
TNA Project	First Project	*TNA ID*	TNA 120	*Proficiency Level*	Intermediate
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Performance Levels of the Employee Rated by Manager

Employee Name	S416	S418	S522	S585	S593	S785	S705	S707	S736	Average
Hamzah Farooq	1	3	3	1	2	2	4	4	3	2.56
Yusef Hasan	3	3	2	1	2	4	4	2	3	2.67
Sayyidah Azizi	4	2	3	3	4	2	2	4	2	2.89
Khulus Qasim	3	1	2	4	3	3	3	2	3	2.67
Akilah Minhas	2	3	4	5	2	1	2	3	4	2.89
Yazid Kaleel	2	3	1	2	1	2	3	2	5	2.33
Arfa Sadeeh	3	2	2	1	2	3	4	3	2	2.44
Haziqa Ghazi	1	2	3	3	3	5	2	4	1	2.67
Samrah Hakeem	3	4	2	2	4	3	3	2	3	2.89
Maab Malak	2	5	3	4	5	2	2	3	2	3.11
Mukhtar Salam	2	3	3	3	2	1	3	1	2	2.22
Naureen Hatem	3	2	4	2	3	2	2	3	3	2.67
Average	2.42	2.75	2.67	2.58	2.75	2.50	2.83	2.75	2.75	

TNA Project	First Project	*TNA ID*	TNA 120	*Proficiency Level*	Intermediate
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Performance Levels of Employees Rated by Manager

Performance Levels of Employees Rated by Manager

Employee	Rating
Hamzah Farooq	51.2
Yusef Hasan	53.4
Sayyidah Azizi	57.8
Khulus Qasim	53.4
Akilah Minhas	57.8
Yazid Kaleel	46.6
Arfa Sadeeh	48.8
Haziqa Ghazi	53.4
Samrah Hakeem	57.8
Maab Malak	62.2
Mukhtar Salam	44.4
Naureen Hatem	53.4
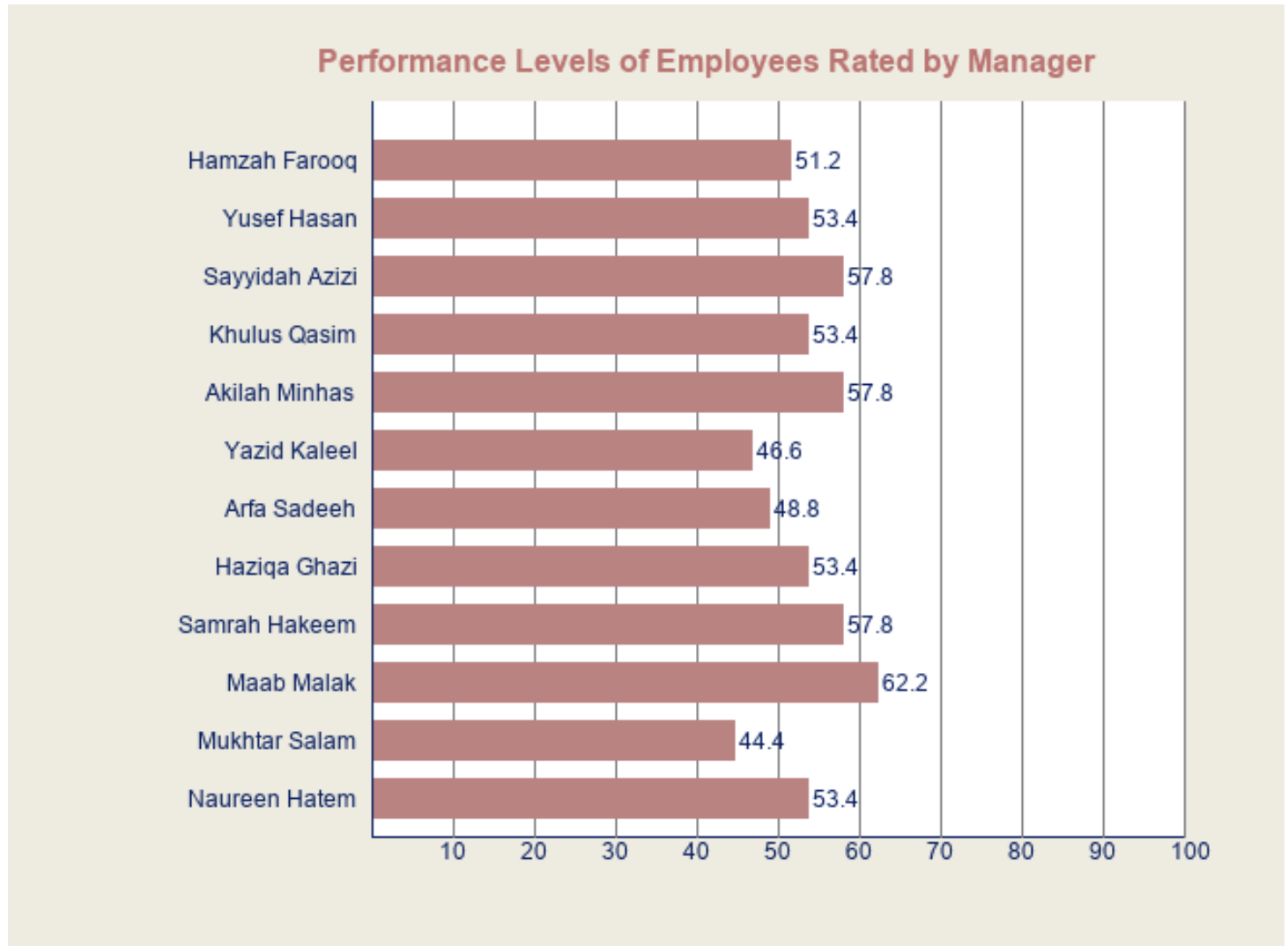
TNA Project	First Project	*TNA ID*	TNA 120	*Proficiency Level*	Intermediate
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Performance Levels of each Employee Rated by Self

Employee Name	S416	S418	S522	S585	S593	S785	S705	S707	S736	Average
Hamzah Farooq	5	4	3	2	3	2	3	4	4	3.33
Yusef Hasan	2	4	3	4	2	3	4	5	4	3.44
Sayyidah Azizi	3	5	3	3	3	4	4	4	4	3.67
Khulus Qasim	4	2	3	3	4	2	2	3	4	3.00
Akilah Minhas	2	3	4	5	2	1	2	3	4	2.89
Yazid Kaleel	3	3	2	3	2	3	4	3	5	3.11
Arfa Sadeeh	3	2	2	1	2	3	4	3	2	2.44
Haziqa Ghazi	3	2	3	3	3	5	2	2	3	2.89
Samrah Hakeem	4	5	3	3	5	3	3	2	4	3.56
Maab Malak	3	4	4	4	4	3	3	3	3	3.44
Mukhtar Salam	3	4	2	4	3	3	2	5	3	3.22
Naureen Hatem	4	3	3	3	4	3	3	4	4	3.44
Average	3.25	3.42	2.92	3.17	3.08	2.92	3.00	3.42	3.67	

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Performance Levels of Employees Rated by Self

Performance Levels of Employees Rated by Self
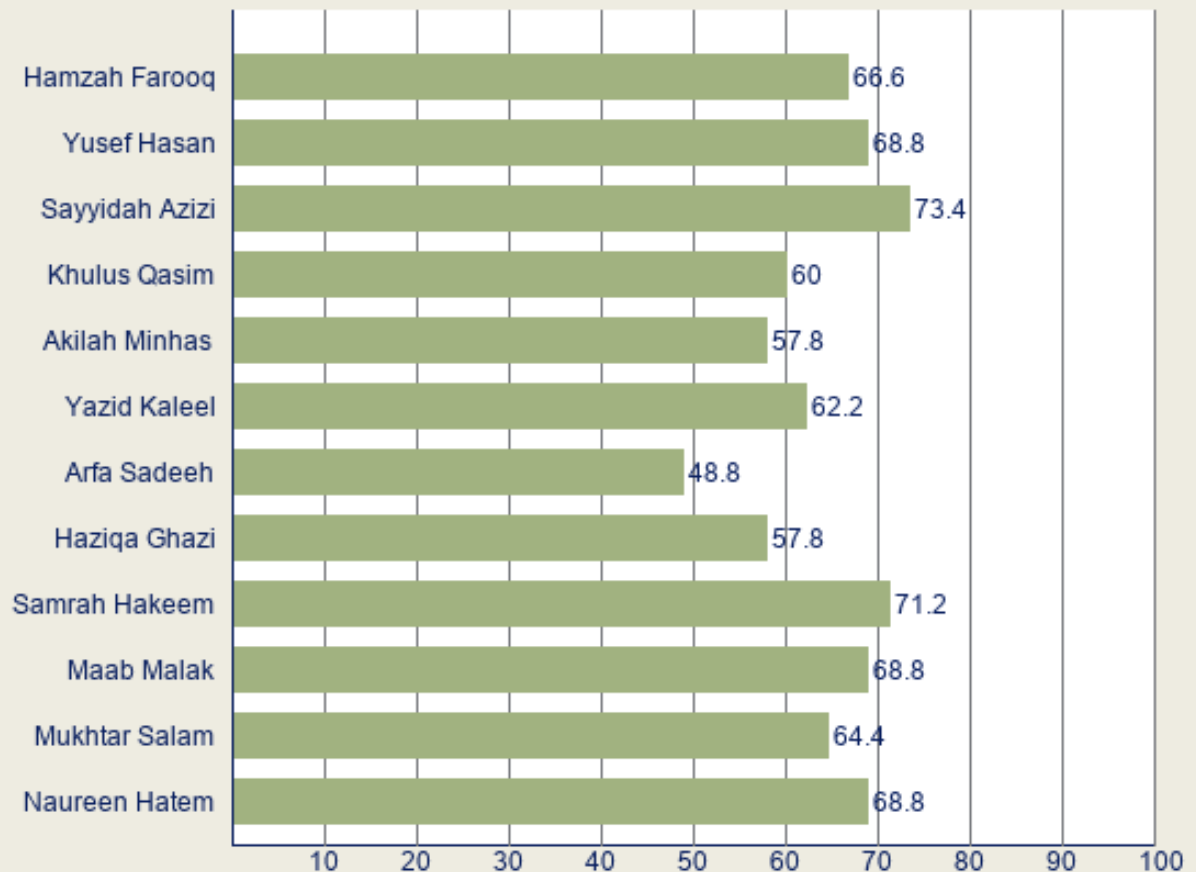
Employee	Level
Hamzah Farooq	66.6
Yusef Hasan	68.8
Sayyidah Azizi	73.4
Khulus Qasim	60
Akilah Minhas	57.8
Yazid Kaleel	62.2
Arfa Sadeeh	48.8
Haziqa Ghazi	57.8
Samrah Hakeem	71.2
Maab Malak	68.8
Mukhtar Salam	64.4
Naureen Hatem	68.8

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Performance Levels of the Employee (Combined Score)

Employee perceptions of skill gaps may be prone to higher levels of subjective bias relative to those based on the employers   views. Some employees don   t know what a good performance looks like.

Research findings recommend that the Manager rating should be given a higher weight than the employees weight .

Emp ID	Employee Name	Manager	Self	Combine
188	Hamzah Farooq	2.56	3.33	55.78
189	Yusef Hasan	2.67	3.44	58.00
190	Sayyidah Azizi	2.89	3.67	62.44
191	Khulus Qasim	2.67	3.00	55.33
192	Akilah Minhas	2.89	2.89	57.78
193	Yazid Kaleel	2.33	3.11	51.33
194	Arfa Sadeeh	2.44	2.44	48.89
195	Haziqa Ghazi	2.67	2.89	54.67
196	Samrah Hakeem	2.89	3.56	61.78
197	Maab Malak	3.11	3.44	64.22
198	Mukhtar Salam	2.22	3.22	50.44
199	Naureen Hatem	2.67	3.44	58.00
	Average	2.67	3.20	56.56

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Average Performance Levels Rated by Manager and Self (Combined)

Employee perceptions of skill gaps may be prone to higher levels of subjective bias relative to those based on the employers   views. Some employees don   t know what a good performance looks like.

Research findings recommend that the Manager rating should be given a higher weight than the employees weight .

Average Performance Levels Rated by Manager and Self (Combined)

Name	Value
Maab Malak	64.22
Sayyidah Azizi	62.44
Samrah Hakeem	61.78
Naureen Hatem	58.00
Yusef Hasan	58.00
Akilah Minhas	57.78
Average	56.56
Hamzah Farooq	55.78
Khulus Qasim	55.33
Haziqa Ghazi	54.67
Yazid Kaleel	51.33
Mukhtar Salam	50.44
Arfa Sadeeh	48.89

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Group's Skill Levels Rated by Manager

No	Skill ID	Skill Name	Performance Level
1	TNA 120-S416	Stress management	48.33
2	TNA 120-S418	Time management	55.00
3	TNA 120-S522	Self-aware	53.33
4	TNA 120-S585	Report Writing Skills	51.67
5	TNA 120-S593	Change Management	55.00
6	TNA 120-S785	Systematic Thinking	50.00
7	TNA 120-S705	Proper business etiquette	56.67
8	TNA 120-S707	Team building	55.00
9	TNA 120-S736	Problem Solving	55.00
		Average	53.33

Group's Skill Levels Rated by Manager
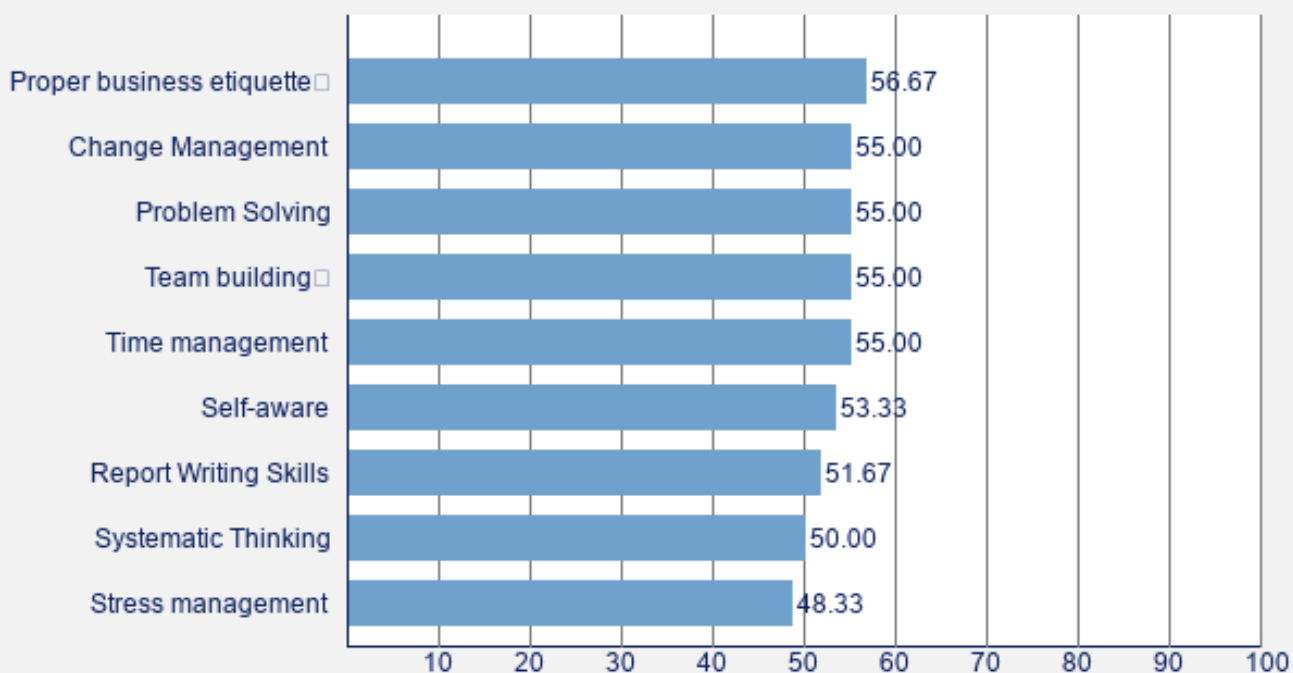
TNA Project	First Project	TNA ID	TNA 120	Proficiency Level	Intermediate
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Skills Gaps and Training Priority Needs

Skill ID	Skill Name	Skill Gap	Priority Index
TNA 120-S416	Stress management	54.17	25.28
TNA 120-S418	Time management	38.13	15.63
TNA 120-S522	Self-aware	78.23	35.33
TNA 120-S585	Report Writing Skills	53.02	23.77
TNA 120-S593	Change Management	39.38	16.93
TNA 120-S785	Systematic Thinking	29.69	14.10
TNA 120-S705	Proper business etiquette	63.96	27.08
TNA 120-S707	Team building	38.13	15.63
TNA 120-S736	Problem Solving	62.19	24.56
	Average	50.76	22.04
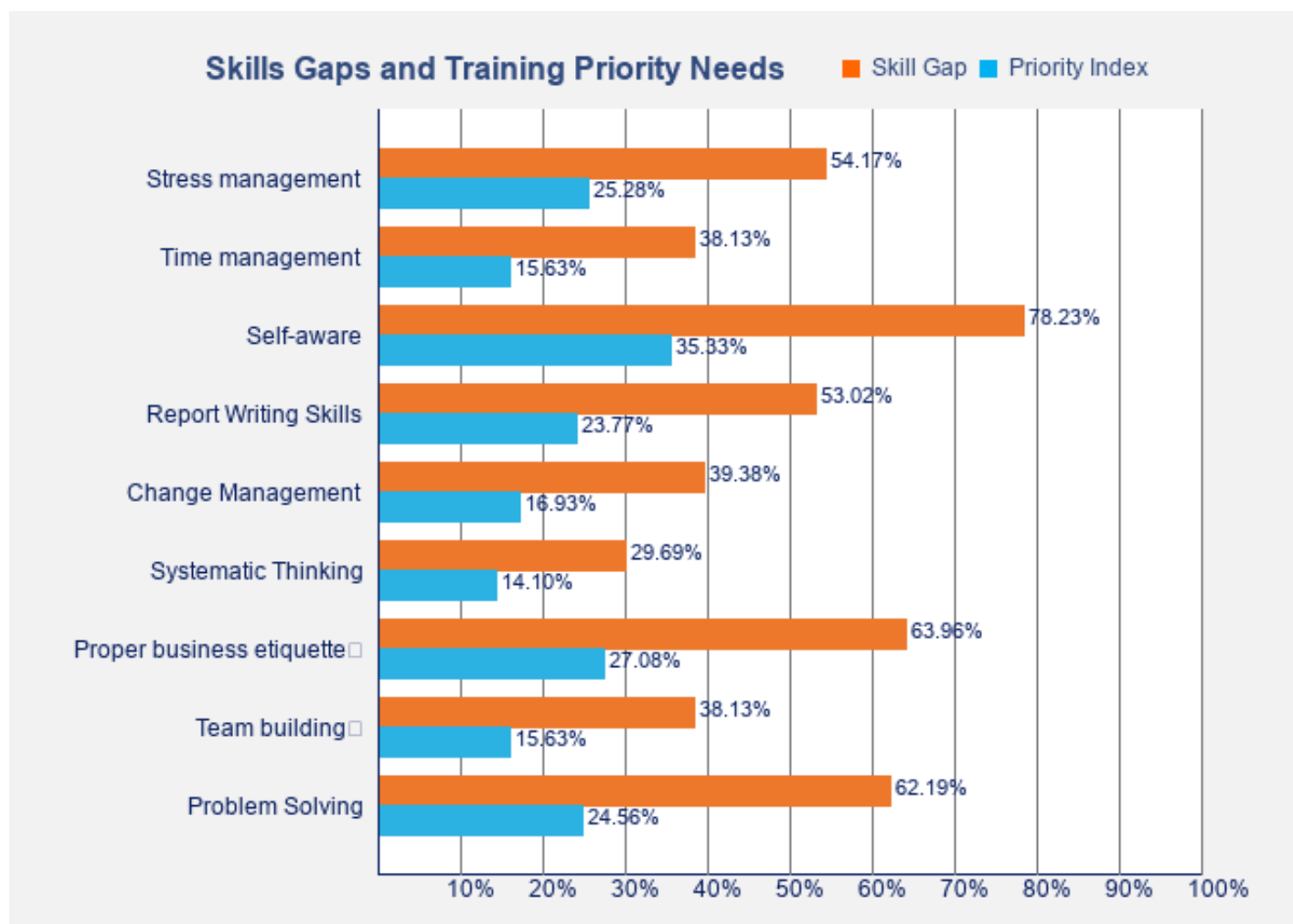
Skills Gaps and Training Priority Needs — ■ Skill Gap ■ Priority Index

- Stress management: 54.17%, 25.28%
- Time management: 38.13%, 15.63%
- Self-aware: 78.23%, 35.33%
- Report Writing Skills: 53.02%, 23.77%
- Change Management: 39.38%, 16.93%
- Systematic Thinking: 29.69%, 14.10%
- Proper business etiquette: 63.96%, 27.08%
- Team building: 38.13%, 15.63%
- Problem Solving: 62.19%, 24.56%

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Training Priority Needs

Skill ID	Skill Name	Skill Gap	Priority Index
TNA 120-S522	Self-aware	78.23	35.33
TNA 120-S705	Proper business etiquette	63.96	27.08
TNA 120-S416	Stress management	54.17	25.28
TNA 120-S736	Problem Solving	62.19	24.56
TNA 120-S585	Report Writing Skills	53.02	23.77
TNA 120-S593	Change Management	39.38	16.93
TNA 120-S418	Time management	38.13	15.63
TNA 120-S707	Team building	38.13	15.63
TNA 120-S785	Systematic Thinking	29.69	14.10
	Average	50.77	22.03

Training Priority Needs
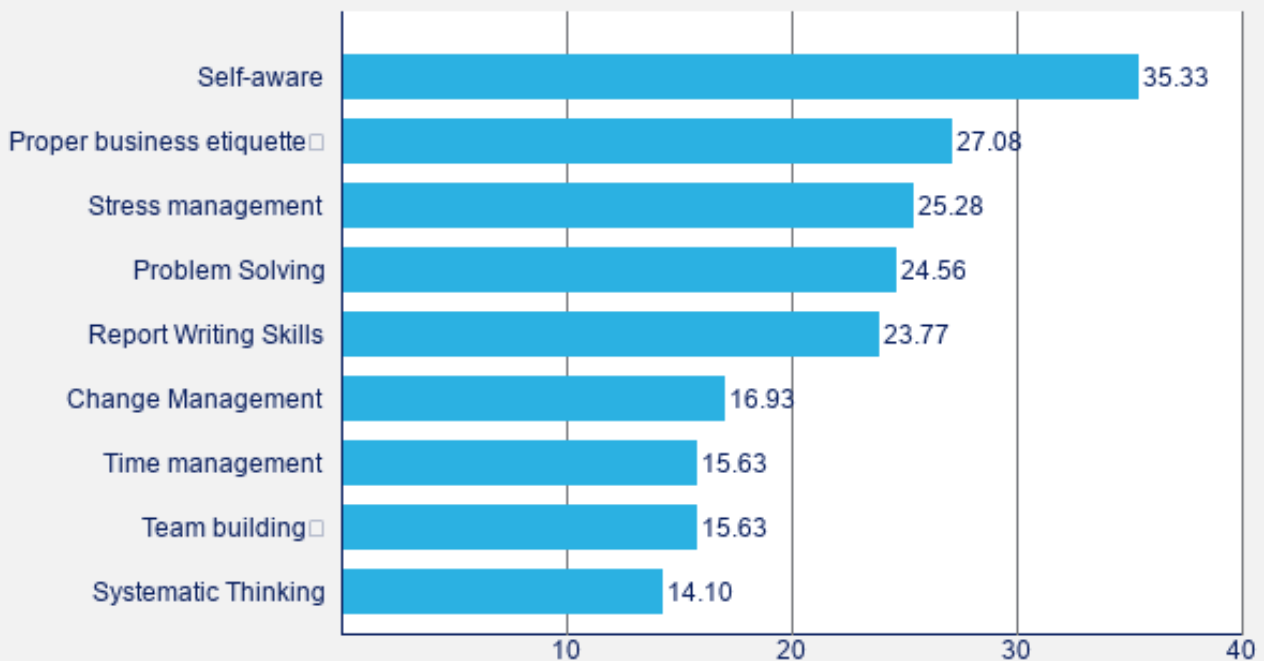
Skill	Priority Index
Self-aware	35.33
Proper business etiquette	27.08
Stress management	25.28
Problem Solving	24.56
Report Writing Skills	23.77
Change Management	16.93
Time management	15.63
Team building	15.63
Systematic Thinking	14.10

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PDP

Training and Development Plan

TNAS

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Personal Development Plan

Personal development is an important aspect of an employee s career and professional development. The **Personal Development Planning(PDP)** is a tool to assist employees in career and personal development. Its primary purpose is to help them reach short and long-term career goals, as well as improve current job performance

Employees create **Personal Development Plans** that are targeted to address the **development** priorities that their identified from their **TNA** results.

An **PDP** should be looked at like a partnership between the manager or supervisor and the employee.

The **PDP** is NOT:

- A performance plan or appraisal.
- A promise of promotion.
- A binding document.

The purpose of the PDP is to:

- Build on strengths
- Recognise areas for development

The Discussion with Your Employees

Meet with employees individually to discuss their career development. Ask to review their plan in advance so you can create a list of questions and helpful advice. A scheduled meeting also allows your employees to prepare. During the meeting, ask employees questions about their career goals, their anticipated future with the company or skills they feel would be useful in their current and future roles. Be sure to listen to the employee s answers and look for ways to align your employee s goals with your company s current needs or growth.

Personal Development Planning Process

Personal Development Planning is a partnership, a joint effort, led by the employee and supported by the manager. The plan begins to come alive during the PDP meeting. In this meeting the employee and manager discuss and refine the ideas they have prepared before the meeting, and talk about development within the current job, and possibilities for future career development.

Employee Training & Development

Training plans are short term. They focus on how to improve the employee s skills and capabilities for their current role.

Employee development plans are long-term. They are futuristic in nature and focus on developing employees for future positions, assignments, and responsibilities.

Typically, employee development sits within the HR department. The HR manager would be responsible for **creating** the employee development plan, but the employee s line manager would be responsible for taking the employee through the development plan and **following up on actions**.