TNA Project	First Project	*Employee Name*	Yazid Kaleel	*Manager*	Rehan Abdullah
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Training Needs Assessment

Individual 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

TNA Project	First Project	*Employee Name*	Yazid Kaleel	*Manager*	Rehan Abdullah
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TNAS Individual Report

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Training Needs Assessment system (TNAS)

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

TNA Project	First Project	Employee Name	Yazid Kaleel	Manager	Rehan Abdullah
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What is Training Needs Assessment?

Training Needs Assessment (TNA) is the process in which the organisation identifies training and development needs of its employees so that they can do their job effectively. TNA is a systematic and continuing review of current and foreseeable organisational training needs. TNA provides a realistic basis upon which to plan, program, budget, direct and evaluate a viable training program.

TNA seeks to identify accurately the levels of the gap between the present status and desired status which can be translated into a training need. 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.

The Purpose of a Training Needs Analysis

The purpose of a training needs analysis is to close the gap between the actual and desired situations by determining discrepancies in outcomes, placing them in order of priority and selecting the most important for closure or reduction.

Assess the current skill levels of the employees for each one of the skills.

The training needs analysis must be carried out before training activities are organised, since it guarantees the success of those activities
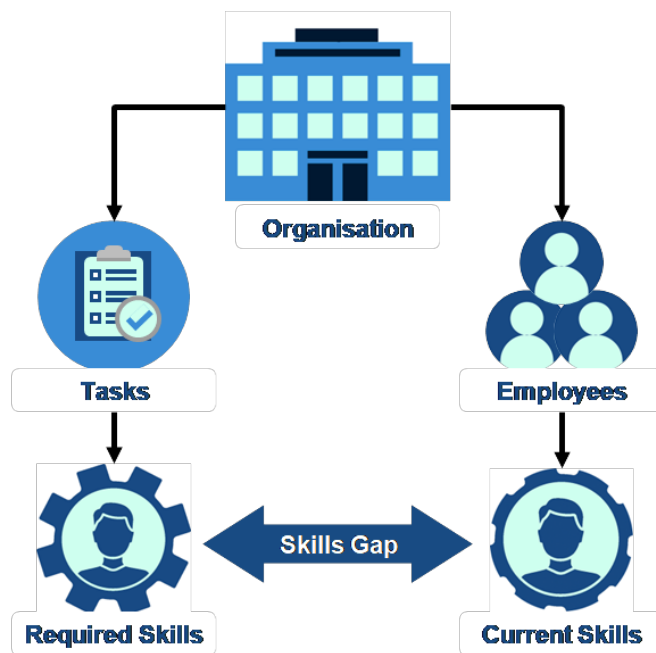
TNA Project	First Project	Employee Name	Yazid Kaleel	Manager	Rehan Abdullah
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Benefits of TNAS

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

TNA Project	First Project	*Employee Name*	Yazid Kaleel	*Manager*	Rehan Abdullah
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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.	✓

HRD
Integrated Solutions

Training Needs Assessment system (TNAS)

TNA Project	First Project	*Employee Name*	Yazid Kaleel	*Manager*	Rehan Abdullah
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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).

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TNAS Results

TNA Project	First Project	*Employee Name*	Yazid Kaleel	*Manager*	Rehan Abdullah
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Relative Importance of Skills

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	3.00	60.00

Skills Importance Rated by Manager
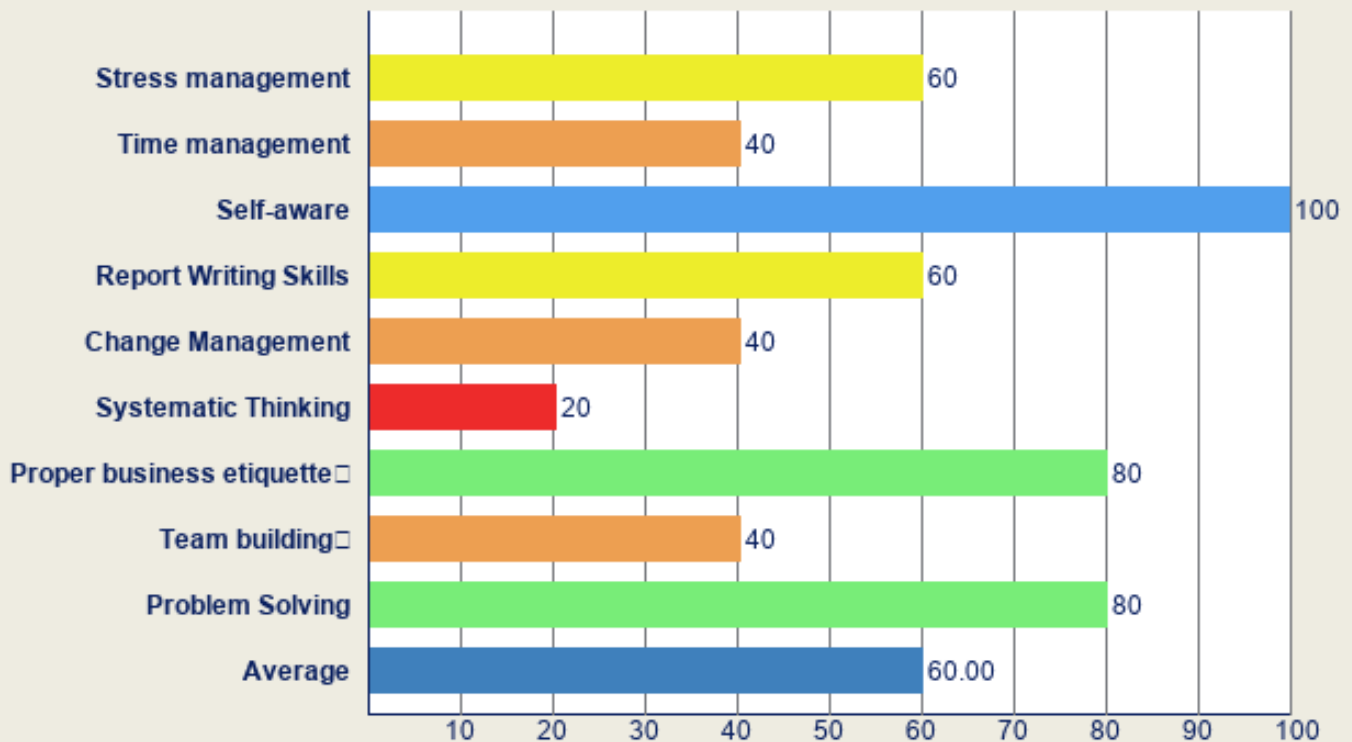
TNA Project	First Project	*Employee Name*	Yazid Kaleel	*Manager*	Rehan Abdullah
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Proficiency Levels of the Employee Rated by Manager

No	Skill ID	Skill Name	Manager
1	TNA 120-S416	Stress management	2
2	TNA 120-S418	Time management	3
3	TNA 120-S522	Self-aware	1
4	TNA 120-S585	Report Writing Skills	2
5	TNA 120-S593	Change Management	1
6	TNA 120-S785	Systematic Thinking	2
7	TNA 120-S705	Proper business etiquette	3
8	TNA 120-S707	Team building	2
9	TNA 120-S736	Problem Solving	5
		Average	2.33

Proficiency Levels of the Employee Rated by Manager
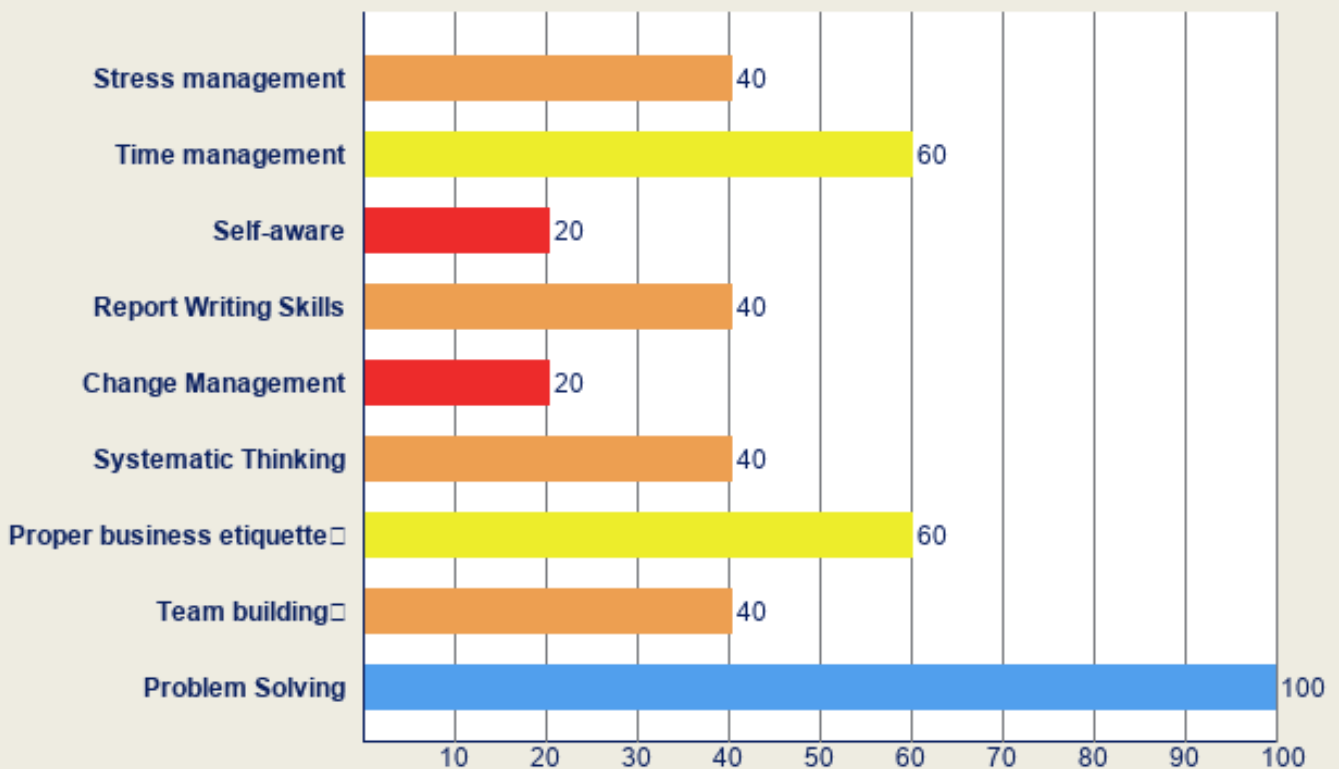
TNA Project	First Project	*Employee Name*	Yazid Kaleel	*Manager*	Rehan Abdullah
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Proficiency Levels of the Employee Rated by Self

Proficiency Levels of the Employee Rated by Self

No	Skill ID	Skill Name	Self
1	TNA 120-S416	Stress management	3
2	TNA 120-S418	Time management	3
3	TNA 120-S522	Self-aware	2
4	TNA 120-S585	Report Writing Skills	3
5	TNA 120-S593	Change Management	2
6	TNA 120-S785	Systematic Thinking	3
7	TNA 120-S705	Proper business etiquette	4
8	TNA 120-S707	Team building	3
9	TNA 120-S736	Problem Solving	5
		Average	3.11

Proficiency Levels of the Employee Rated by Self
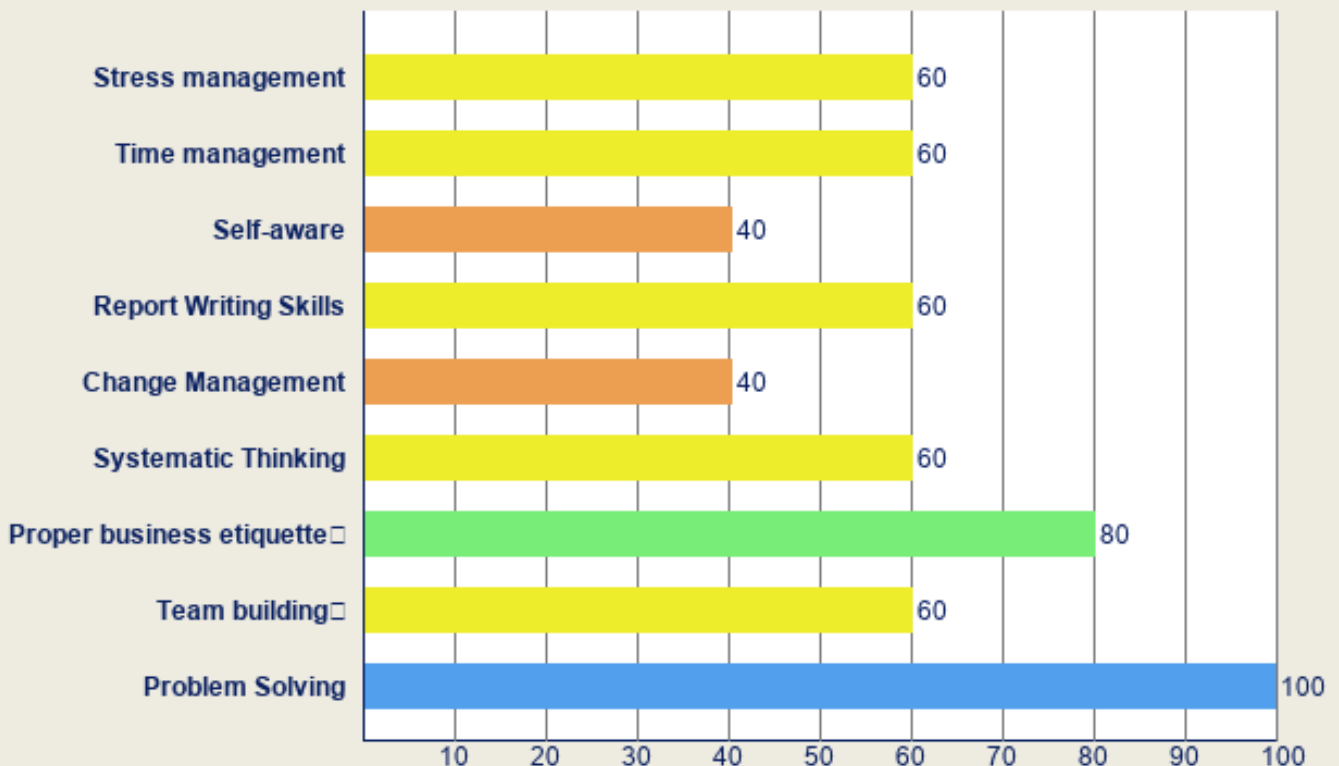
Skill	Value
Stress management	60
Time management	60
Self-aware	40
Report Writing Skills	60
Change Management	40
Systematic Thinking	60
Proper business etiquette	80
Team building	60
Problem Solving	100

Training Needs Assessment system (TNAS)

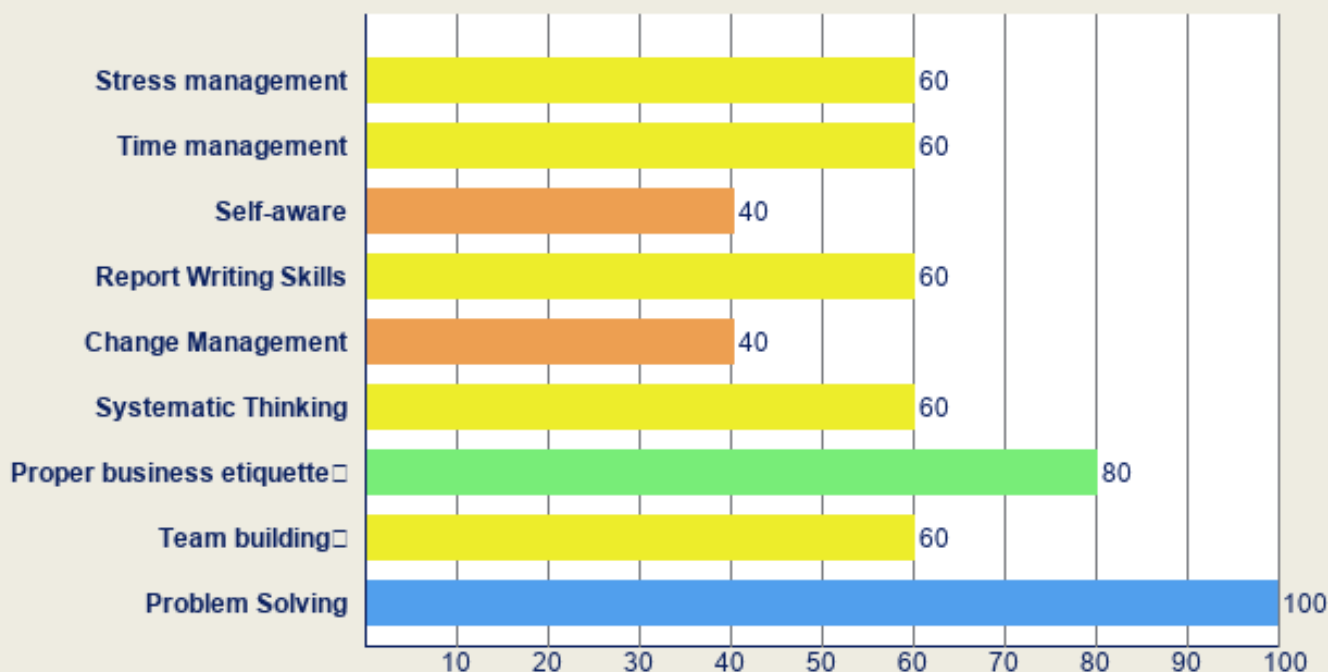|					
TNA Project	First Project	*Employee Name*	Yazid Kaleel	*Manager*	Rehan Abdullah
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Proficiency Levels of the Employee (Combined Score)

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 .

No	Skill ID	Skill Name	Manager	Self	C-Score
1	TNA 120-S416	Stress management	2	3	60
2	TNA 120-S418	Time management	3	3	60
3	TNA 120-S522	Self-aware	1	2	40
4	TNA 120-S585	Report Writing Skills	2	3	60
5	TNA 120-S593	Change Management	1	2	40
6	TNA 120-S785	Systematic Thinking	2	3	60
7	TNA 120-S705	Proper business etiquette	3	4	80
8	TNA 120-S707	Team building	2	3	60
9	TNA 120-S736	Problem Solving	5	5	100
		Average	2.33	3.11	62.22

Proficiency Levels of the Employee (Combined Score)

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Skills Gaps and Training Priority Needs

TNAS identifies the value of training based on the priority index of training needs

Skill ID	Skill Name	Skill Gap	Priority Index
TNA 120-S416	Stress management	59%	32%
TNA 120-S418	Time management	38%	15%
TNA 120-S522	Self-aware	96%	71%
TNA 120-S585	Report Writing Skills	59%	32%
TNA 120-S593	Change Management	59%	44%
TNA 120-S785	Systematic Thinking	34%	18%
TNA 120-S705	Proper business etiquette	59%	20%
TNA 120-S707	Team building	46%	25%
TNA 120-S736	Problem Solving	38%	0%
	Average	54.22%	28.56%

Skills Gaps - Training Needs
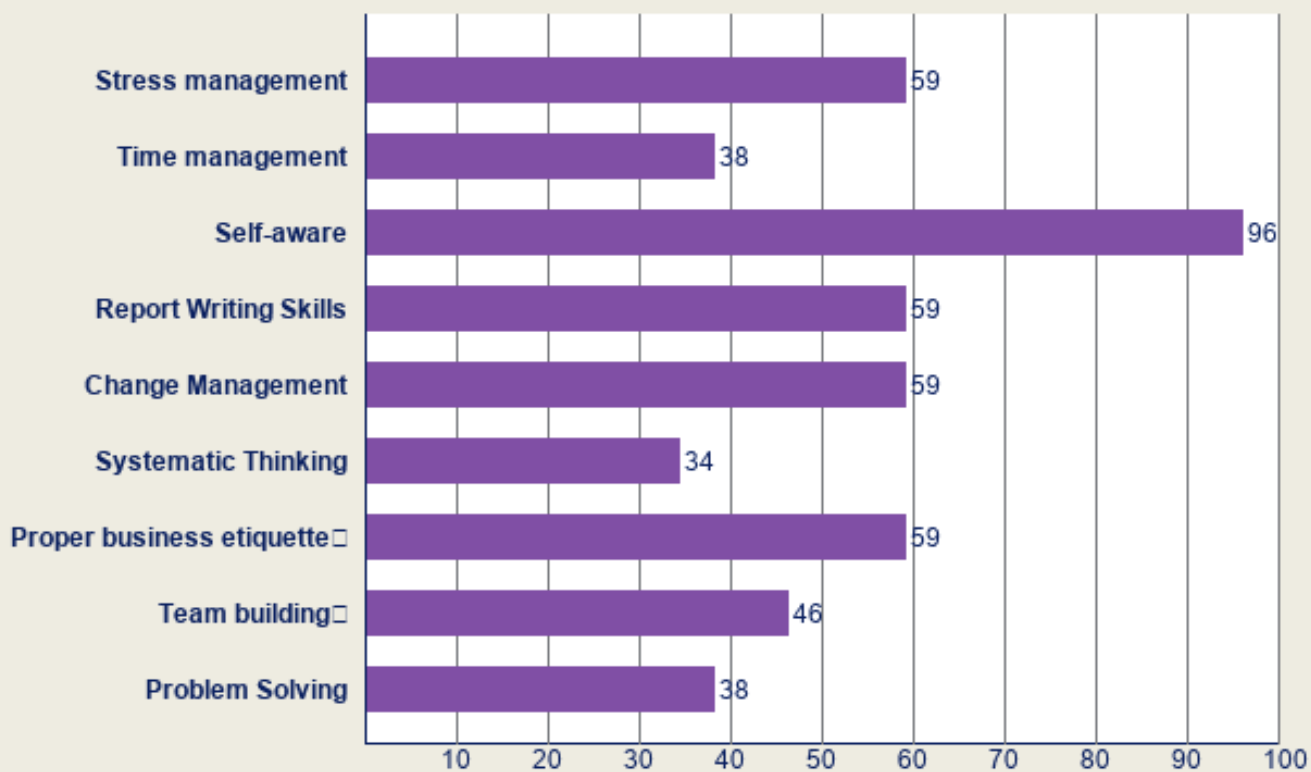
Stress management: 59
Time management: 38
Self-aware: 96
Report Writing Skills: 59
Change Management: 59
Systematic Thinking: 34
Proper business etiquette: 59
Team building: 46
Problem Solving: 38

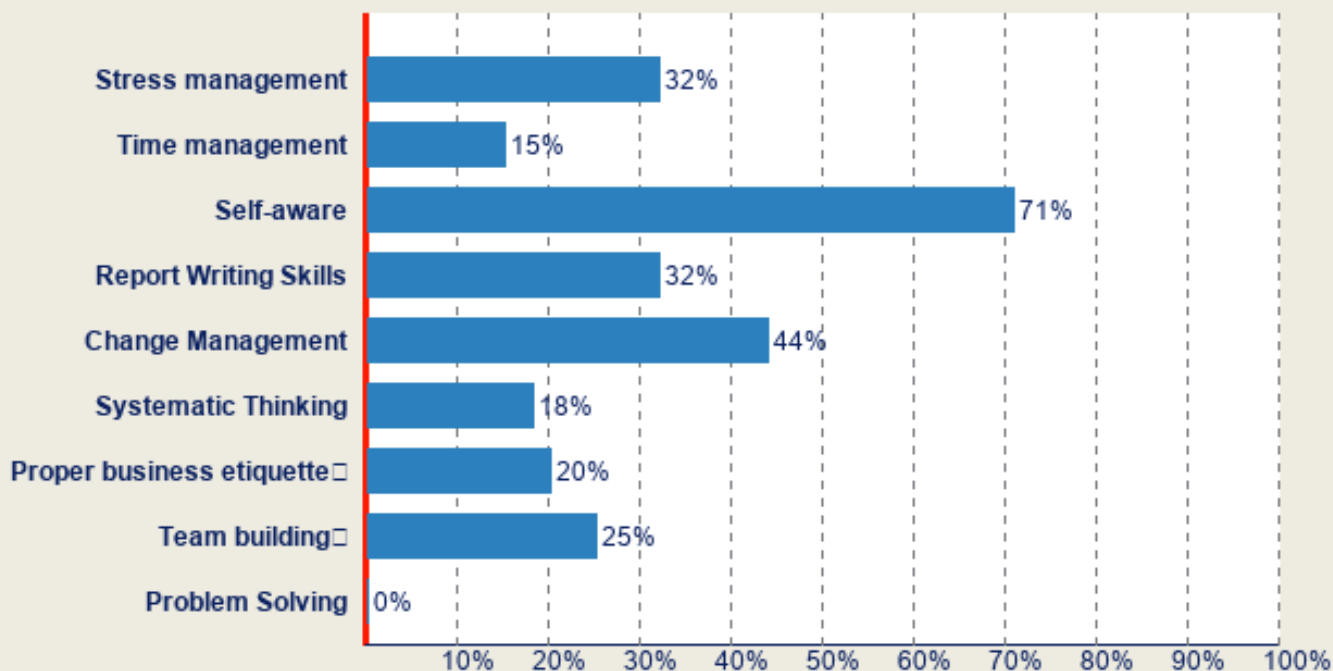| *TNA Project*	First Project	*Employee Name*	Yazid Kaleel	*Manager*	Rehan Abdullah
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Training Priority Needs

The process of identifying the value of training is based on the priority index of training needs

Skill ID	Skill Name	Priority Index
TNA 120-S416	Stress management	32%
TNA 120-S418	Time management	15%
TNA 120-S522	Self-aware	71%
TNA 120-S585	Report Writing Skills	32%
TNA 120-S593	Change Management	44%
TNA 120-S785	Systematic Thinking	18%
TNA 120-S705	Proper business etiquette	20%
TNA 120-S707	Team building	25%
TNA 120-S736	Problem Solving	0%
	Average	28.56%

Training Priority Index

Priority Index

TNA Project	First Project	*Employee Name*	Yazid Kaleel	*Manager*	Rehan Abdullah
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TNA Project	First Project	*Employee Name*	Yazid Kaleel	*Manager*	Rehan Abdullah
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Personal Development Plan 1

The Personal Development Planning(PDP) is a tool to assist you in career and personal development. Its primary purpose is to help you reach short and long-term career goals, as well as improve current job performance.

Create an **Personal Development Plan** that is targeted to address the **development** priorities that you identified from your **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

Schedule an hour with your manager to discuss your PDP . Go through each section of the plan. Listen to the manager, ask questions for clarification, probe to find out the reasons why your manager chose a goal, and offer your own development goals. Discuss with your manager action plans, and accept, modify, reject (explain why), and offer your own ideas.

Personal Development Planning Process

Step 1: Preparing for the PDP Discussion
Step 2: The PDP Discussion and Creating a Draft PDP
Step 3: Finalising the PDP
Step 4: PDP Implementation and Follow-up

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.

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Personal Development Plan 2

The output from the discussion is a refined PDP with goals and activities spelled out that will allow the employee to grow in directions of interest, while contributing to the needs of the organization. Together, the employee and manager create a plan the employee can act on and the manager can support.

PERSONAL DEVELOPMENT PLAN

Employee Name	Position Title	Division, Section	Division, Bureau,	Supervisor's Name

Section I – ORGANIZATIONAL ENHANCEMENT OR CAREER GOALS

Short-Term Goals (1-2 Years)	Long-Term Goals (2-5 years)

Section II - PERSONAL DEVELOPMENT PLAN
(Completed by Supervisor & Employee)

Development Objectives (KSAs) needed to reach goal.	Developmental Assignments, etc., including target completion dates.	Other Activities

Section III - Formal Training and Accomplishment Schedule

Remarks	Formal Training (e.g. In-house, public, e-Learning, etc.)	Projected Cost	Target Completed Date	Actual Completed Date

Note: This PDP is subject to change depending on availability of funds, courses, and candidate's requirements			
Employee's signature		Date	
Supervisor's signature		Date	
Manager's signature		Date	

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Personal Development Plan Worksheet

Research indicates that most learning in the workplace occurs on the job, not in the classroom, so resist the urge to devote 100% of your development to classroom or online learning. An effective IDP includes development activities that include learning by doing, learning from others, and classes and e-learning. Your Manager will assist you in finding on-the-job development activities.

Developmental Goal Number		Skill, Knowledge, Competency to be Developed	
Type	**Development Activity**	**Description**	**Resources**
Learning by Doing: On-the-Job Development			
Learning from Others			
Classes, E-learning, Education, Readings			