The European Union's project for ENP South Countries
EUROPEAID/133918/C/SER/MULTI

Enhancement of the Business Environment in the Southern Mediterranean

National Seminar for Jordan

«Training Needs Analysis – A practical approach »

Author: Arthur DELABIE

Amman – November 27th 2014

This project is financed
By the European Union

A project implemented by
GIZ IS and Eurecna

Disclaimer

This report has been prepared with financial assistance from the European Commission. The opinions expressed herein are those of the authors and may not represent the position of the Commission.

TABLE OF CONTENTS

1. CONCEPTUAL ASPECTS

1.1 Determining training and development needs

Training can be conducted for a variety of reasons. In some organizations, attendance at an executive training program is a reward for past performance. In other organizations, participation in a training program signals to the employee who is promoted and the members of his former work group that a switch in stature has occurred. However, most often training is conducted to rectify skill deficiencies and provide employees with job-specific skills.

A first step in establishing a viable training program is needs assessment, which determines the training and development needs of the organization. Without determining the need for training, there is no guarantee that the right training will be provided for the right trainees.

1.2 Organizational Needs Analysis

Conducting an organizational needs analysis is the first step in effective needs assessment. It begins with an examination of the short- and long-term objectives of the organization and the trends that are likely to affect these objectives. Attaining organizational objectives should be the ultimate concern of any training and development effort. Organizational needs analysis also can include a human resource analysis, analysis of efficiency indices, and an assessment of the organizational climate.

This analysis should translate the organization's objectives into an accurate estimate of the demand for human for human resources. Efficiency indices, including cost of labour, quantity of output, quality of output, waste, and equipment use and repairs, can provide useful information. The organization can determine standards for these indices and then analyse them to evaluate the general effectiveness of training programs and to locate training and development needs in departments.

1.3 Job Needs Analysis

The content of present or anticipated jobs should be examined through job needs analysis. For existing jobs, information on the tasks to be performed in each job (information contained in job descriptions), and the minimum acceptable standards (gleaned from performance appraisal) are gathered. This information can then be used to ensure that training programs are job-specific and useful. For anticipated jobs, expert information and predictions can be made relevant to the content and complexity of future jobs.

1.4 Person Needs Analysis

After information about the necessary skills and their importance and the minimum acceptable standards of proficiency has been collected, the analysis shifts to the person. A person needs analysis can be accomplished in two different ways. Employee performance discrepancies may be identified either by comparing actual performance with minimum acceptable standards of performance or by comparing and evaluation of employee proficiency on each required skill dimension with the proficiency level required for each skill. The first method is based on the current job performance of an employee; therefore it can be used to determine training needs for the current job. The second method, on the other hand, can be used to identify development needs for future jobs.

In examining various methodologies for determining employee training needs, a continuing problem concerns the ambiguity of the word “need”. Need can be an expression of preference or demand and not an observable discrepancy produced by a lack of skill. At this level, several different approaches can be used to identify the training needs of individuals.

<u>a. Output measures</u>

Performance data (e.g. productivity, accidents, customer complaints), as well as performance appraisal ratings, can provide evidence of performance deficiencies.

Person needs analysis can also consist of work sampling and job knowledge tests that measure performance capability and knowledge.

b. Self-assessed training needs

Self-assessment of training needs occurs when an organization allows employees to nominate themselves to attend short-term or company-sponsored training or education programs. Self-assessment can be as informal as posting a list of company-sponsored courses and asking who wants to attend or as formal as conducting surveys regarding training needs.

Self-assessment is premised on the assumption that employees, more than anyone else, are aware of their skill weaknesses and performance deficiencies. Therefore, they are in the best position to identify their own training needs. One drawback of self-assessment is that individuals who are fearful of revealing any weaknesses may not know or be willing to report accurately their training needs. Consequently, these individuals may not receive the education necessary to remain current in their fields. On the other hand, managers forced to attend programs that they believe they do not need or that do not meet their personal training needs are likely to become dissatisfied with training and lack of motivation to learn and transfer skills.

c. Attitude surveys

Attitude surveys completed by a supervisor’s subordinates and/or customers also can provide information on training needs. For example, when one supervisor receives low scores regarding his fairness in treatment as compared with other supervisors in the organization, this may indicate that the supervisor needs training in that area.
Surveys can also be completed by employees and their bosses. For managers, such surveys can be used to identify which skills are important for managerial effectiveness. Differences in opinions can serve as a basis for discussion about what is really necessary in today’s environment.

d. Demographic Need Analysis

In addition to organizational, job, and person analyses, organizations also may conduct demographic studies to determine the training needs of specific populations of workers. Different groups have different training needs. For example, first-line supervisors need more technical training, while upper-level managers rate conceptual courses as critical to their development. In a study of male and female managers, male managers were found to need training in listening, verbal skills, nonverbal communication, empathy and sensitivity; women managers, on the other hand, needed training in assertiveness, confidence buikding, public speaking, and dealing with male peers and subordinates.

1.5 Readiness level

While assessing training needs it is important to determine the readiness level of individuals with regard to their tasks, activities, function and objectives.

Readiness is defined as the extent to which an individual or group demonstrate the ability and willingness to accomplish a specific task. All persons tend to be more or less ready in relation to a specific task, function, or objective that a leader is attempting to accomplish.

Ability is the knowledge, experience and skills that an individual or group brings to a particular task or activity.

Willingness is the extent to which an individual or group has the confidence, commitment and motivation to accomplish a specific task or activity.

The components of ability are demonstrated knowledge, experience and skills. They are defined as follows:

- **Knowledge** is demonstrated understanding of a task – Knows how to do
- **Experience** is demonstrated ability gained from performing a task – Has done
- **Skill** is demonstrated proficiency in a task – Does well

The components of willingness are demonstrated confidence, commitment and motivation. They are defined as follows:

- **Confidence** is demonstrated assurance in the ability to perform a task – Knows he can do
- **Commitment** is demonstrated duty to perform a task – Knows he has to do
- **Motivation** is demonstrated desire to perform a task – Wants to do

Even though the concepts of ability and willingness are different, it is important to remember that they are an interacting influence system. This means that a significant change in one will affect the whole.

The continuum of follower readiness can be divided in four levels. Each represents a different combination of follower ability and willingness or confidence:

- **Readiness level 1 (R1)**
    - Unable and unwilling. The follower is unable and lacks commitment and motivation
    - Or unable and insecure. The follower is unable and lacks confidence
- **Readiness level 2 (R2)**
    - Unable but willing. The follower lacks ability but is motivated and making an effort
    - Or unable but confident. The follower lacks ability but is confident as long as the leader is there to provide guidance.
- **Readiness level 3 (R3)**
    - Able but unwilling. The follower has the ability to perform the task but is not willing to use that ability
    - Or able but insecure. The follower has the ability to perform the task but is insecure or apprehensive about doing it alone
- **Readiness level 4 (R4)**
    - Able and willing. The follower has the ability to perform and is committed.
    - Or able and confident. The follower has the ability to perform and is confident about doing it

The following table shows the continuum of follower readiness:

	High readiness level	Moderate readiness level		Low readiness level
	R4	**R3**	**R2**	**R1**
Ability	+	+	-	-
Willingness or Confidence	+	-	+	-

When assessing training needs, it is important to determine the readiness level of trainees with regard to their tasks, activities and objectives.

When the ability is poor (R1 and R2), training can be a solution to performance gaps, but if the willingness is low (R1 and R3), training is questionable.

That kind of issue has to be discussed with the trainee's supervisor, to avoid bringing in training programs people who don't really need training.

There are indicators to determine the readiness level of followers and on that basis to know how to choose and use the appropriate leadership style[1].

2. PRACTICAL APPROACH

2.1 Introduction

At some time in every trainer's carrier, they will be required to carry out, or arrange to have carried out, a training needs analysis, or TNA.

However, it is not only trainers who are asked to find out the training needs that exist in an organization. There are organizations where training is a sub-function of personnel, and there is no dedicated trainer as such. These organizations will need to ask themselves about their training needs, and the task of getting someone to do it will fall to a senior personnel officer or to you.

1 Those topics can be learned in details by attending a seminar on Situational Leadership.

This seminar will help non-trainers to understand what goes into a TNA: what drives it, where it leads, what's involved and will reveal to you what goes into a successful training needs analysis.

Together with teams or alone, I have been privileged to visit many organizations in Europe and abroad to explore their training needs. As a result I have learnt not only that a structured approach is the only proven consistently successful way of conducting a TNA, but also that a structured approach comes as something of a surprise to many of our hosts.

I am often assured that 'there is nothing to a TNA. You simply ask "what training do you think you need?" Our people tell us and we give them what they ask for.'

On the surface this simple approach has much to recommend it:

- The end-users of the training are approached
- The desired training is implemented quickly

But what if the workers ask for training *x, y and z*, but they really need training *a, b and c* – and they would have asked for it, too, if they would have known about it, but they didn't.

A structured TNA is based on a balanced view of

- The organization's needs
- The people's needs
- The nature of the problems which are being addressed

The structured approach that is described in this seminar has been developed as a result of carrying out TNAs with a range of organizations over a period of thirty years. I make no claim that this is the only approach possible or that the method suggested here cannot be improved upon. The only claim I make is that the process works and if need to change it to meet your organization's needs, then it provides a sound base on which to build your own method.

2.2 What is *Identifying Training Needs* all about?

Identifying Training Needs is all about asking the right questions and then making sense of the answers.

The right questions are those that will provide the basic information the training department needs to enable employees to meet the business needs. There is much scope to improve performance, so the questions have to be pretty shrewd.

The answers you get can easily get out of hand if the questions are in any way vague or misleading. Even accurately targeted, simply phrased questions will yield a great variety of answers.

Making sense of these answers is a skilled and disciplined task, calling for focus, clarity and simplicity at all times.

This seminar is designed to take you through the whole process of questions, answers, interpretations and recommendations step-by-step, so that you will be able to undertake a TNA on your own or with your team and achieve optimum effect.

2.3 Objectives of the seminar

By the time you have completed the seminar you will be able to:

- Identify who the customer is when you are preparing your TNA
- Express clearly what different parties expect to get from your TNA
- Design an effective TNA program
- Obtain and analyse all relevant data
- Prepare and write an effective report with recommendations to best meet the needs of the customers

2.4 Overview

The structured TNA model has eight discrete steps. The seminar will mirror this by having eight sections, as follows.

Section 1 – Identify the Customer

The eight-step structured approach to training needs analysis is customer-oriented, and the first step has to be finding out whom you are providing the TNA for. While you may think that this is obvious, Section 1 will demonstrate common misconceptions and how to avoid them. Since the customer is the ultimate point of reference and needs to be closely involved in many of the following steps, accurately identifying the customer is crucial. Identifying the wrong customer can get you into deep trouble.

Section 2 – Clarify the Expectations

There are a number of key questions to ask your customer – questions which need to be answered if you are to stand a chance of meeting your customer's needs. Section 2 addresses each question in turn, explaining why it is important and giving guidance to answers you may commonly expect to receive.

Section 3 – Design the Training Needs Programme

Among the key issues to be addressed as you are designing a TNA are the resources you have got available, the time scale you have to work within, and the methods you will use. Section 3 looks at all these issues, and gives guidelines to which methods are appropriate to which situation within an organization.

Section 4 – Arrange Access to Data

Many a TNA has floundered because it became impossible to ask the right questions at the right time. It is a fact of life that there are often channels to be gone through and protocols to observe. This section explains the whys and the hows of arranging access to data.

Section 5 – Collect the Data

In view of the planning you have done, collecting the data should be straightforward. Section 5 explains how to monitor your data collection and how to avoid distractions and cope with variances from your plan.

Section 6 – Make Sense of the Finding

The focus in this section is the identification of relevant material. A TNA will generate a lot of information and sifting what you need from what you don't is crucial.

You should bear in mind the form in which you need to present your data so that other people can get the information they need out of it.

Section 7 – Write a Draft report

This section allows you to create a structure that will be suitable for your report. It also focuses on your recommendations, stressing the need for all your proposed solutions to take account of your organization's situation and its culture.

Section 8 – Produce and Distribute Final Report with Recommendations

Your final report should be the basis for actions to be taken. Consequently, there may be some negotiation between yourself and your customer as the draft is worked into its final form – negotiations which will allow you to present your report so that it will have optimum effect.

2.5 Where to Start

A structured training needs analysis is an iterative process.

A TNA starts with a problem – maybe a real crisis, maybe just an area where there is room for improvement – and returns to that problem at he end. All the time the chief point of reference of the TNA is that problem and how to solve it. The customer commissions the TNA because they want to achieve something; there is always a desired outcome, and the recommendations made at the end of the TNA should allow that outcome to be realized.

Once the outcome is achieved, of course, the situation changes. There will be new areas where improvements can take place, and a new TNA should be instigated to allow these improvements to occur.

2.6 Where to Finish

It is quite acceptable for a TNA to conclude that there is no training solution to the problem being addressed. I would counsel against your assuming that there must be a training solution to every problem, because to do so will prejudge the outcome of the analysis and can cause problems.

To prepare a training solution to a non-training problem is to invite disaster, because your solution will fail and your credibility as an analyst will be damaged. So will your organization's faith in your ability to provide training appropriate to the organization's need. Instead, focus on identifying and describing acceptable, practicable solutions to the situation you are addressing. Bring out the training solutions where appropriate, and highlight other solutions where training won't work.

Remember that it is the customer's needs that drive your training needs analysis – and you should focus on them throughout.

3. THE TNA PROCESS

In all following steps, the individual conducting the training needs analysis will be called the Analyst.

1. Identification of customer. The Analyst identifies the customer of the TNA.

The request for TNA can be originated by HRD Department (to design a training plan, for example) or by any other department (to improve skills before introduction of a new system, for example). In both cases, identifying the right customer is most fundamental because the customer the TNA report will be provided for must be clearly identified. Conducting that identification will mean meeting people holding high responsibilities in the organisation.

That customer (individual or group) will be closely involved in most following steps. Most of the time the customer will be among the board, senior managers, line managers and departmental heads.

Two criteria to identify the right customer are ownership of TNA results and TNA payment. The customer is normally the owner of the problem addressed by TNA results and therefore is also responsible for implementation of TNA results. The customer is often also the one who pays or authorises the use of resources to conduct the TNA.

If the customer is a group, for example a board of directors, a representative of that group should be named that will hold full ownership of TNA.

2. "Knowing the unit" questionnaire. The Analyst meets the customer and starts the TNA by completing the questionnaire "Knowing the unit".

During that meeting the Analyst must explain that a TNA is a response to a problem and that the reason to conduct a TNA is to help the unit to reach its objectives.

Before analysing what the problem is, the Analyst must get some key information about the unit, by asking relevant questions. A questionnaire (Knowing the Unit) is attached to provide the Analyst with a document for a structured interview.

3. "Clarifying expectations" questionnaire. The Analyst clarifies customer's expectations while completing the questionnaire "Clarifying expectations".

This step is about asking all relevant questions that are essential to start the TNA. The related questionnaire (Clarifying expectations) is attached and is the support document to interview relevant managing personnel.

4. Draft agreement. The Analyst prepares a draft agreement about all outcomes from the "Clarifying expectations" questionnaire and has it signed by the customer and himself.

This step is important to commit both parties to the TNA as described in the agreement. This formality presents the following advantages: protection from the customer who changes his mind, possibility to add more detail to some issues, to provide the customer with a clear description of the objectives and outcomes to expect, both parties have an agreed basis to evaluate the TNA.

5. Convening. The Analyst forwards a convening to a meeting to all managers of the personnel the TNA is focused on.

The convening should better be signed by the highest authority in the organisation to highlight the importance of subjects to be presented and to get a full attendance.

6. Presentation. Head of HRD Department or other authority performs a presentation, during the meeting, about the way the TNA will be conducted in the unit involved in the TNA.

The purpose of the meeting is to explain to all managers their own importance in the TNA. The main topics that must be discussed are the procedure managers have to follow and the way to fill in “Request for Training” forms (see attachments) to make sure that all information coming from the department will be standardised and reliable. The meeting should take place 2 months before issuing the TNA report, to be able to collect and process in time all needed information.

7. Providing forms. The Analyst provides all managers with the “TNA Questionnaire for Managers” to collect training needs and relevant information.

These forms can be forwarded as well as be distributed to managers during the presentation mentioned above. The deadline for sending back requested forms must also be given. A reasonable time is 2 weeks. Managers will be informed that those whose forms will not be completed on the planned date will have their unit’s training needs delayed. This measure is necessary to design a TNA that will be reliable.

8. Completing forms. The Analyst gets in touch with all managers every week to follow the completion of forms and provides help if needed.

This step is essential to collect all forms completed. Experience shows that overlooking this step is conducive to forms never being completed in time, if completed at all. The Analyst must also be informed of any difficulty that might be encountered by managers about filling the forms, so as to help them immediately.

<u>However, the best way for the Analyst to collect reliable TNA information is by completing the form through an interview with involved managers. This procedure is more time consuming and therefore implies that the Analyst is fully available for that task</u>.

9. Collecting forms. The Analyst collects all forms on deadline day.

Normally, if the Analyst has made a thorough follow-up of forms completion, he should collect most of them at the planned date.

10. Classifying. The Analyst classifies training needs mentioned in completed forms, according to Activity Discipline.

This step is intended to obtain a certain number of training themes that can be worked out into training actions.

11. Draft report. The Analyst writes the TNA draft report.

Writing a draft report is important to change an investigative exercise into future action.

The structure of the TNA report is attached.

12. Presentation. The Analyst organises a meeting to present the TNA outcomes to all involved staff.

This step is important to commit managers in training, from all levels. The Analyst will make everything clear by answering all questions related to the TNA.

The meetings will be held from top to bottom levels of leadership and the Analyst will highlight the importance of informing all involved personnel about the TNA.

13. Final report. The Analyst amends the TNA draft report according to the outcomes of the meeting and releases the final report.

Attachments

1. “Knowing the unit” questionnaire

IDENTIFYING TRAINING NEEDS

“KNOWING THE UNIT” QUESTIONNAIRE

This questionnaire is intended to start the TNA with relevant information about the unit the TNA is conducted for.

Therefore, it is the first step to begin with to clarify the expectations of the client.

1. Does the unit have a mission statement? If so, what is it?

2. How many people work for the unit in total? List the names, positions and qualifications.

3. How many divisions/departments/levels/parts are there? Draw up the organisation chart of the unit and input names of staff

4. What is morale like in the unit? Why is this so?

2. “Clarifying expectations” questionnaire

IDENTIFYING TRAINING NEEDS

“CLARIFYING EXPECTATIONS” QUESTIONNAIRE

This questionnaire is to be used by the TNA analyst to make sure that the client’s expectations are clear and precise. Explanations for each question are attached to the questionnaire to standardise the way the questionnaire is used and therefore the way questions are understood.

1. What is the perceived problem in the unit as a whole?

2. What are the client’s aims and objectives about improving the unit?

3. What is the client expecting from the TNA?

4. Which group is the TNA analyst expected to work with or have access to?

5. What performance is required from the target group?

6. What is the deadline date for presenting the TNA report?

7. What are expectable constraints?

8. How would the client like the information presented?

9. Is anywhere or anything out of bounds?

10. Are there any key issues?

11. Are there any special questions to be asked?

EXPLANATIONS AND COMMENTS

1. What is the perceived problem?

The real problem may not be what the client thinks it is, i.e. the perceived problem. Therefore, the TNA analyst must check that the client's problem match the organisation or unit mission and aims. If it doesn't, it might be worth reconsidering the need of a TNA.

2. What are the client's aims and objectives?

These objectives and aims add detail to the mission to be achieved. Therefore, it means that performance indicators have to be defined to evaluate the outcomes of the TNA. These performance indicators can be found out by asking the client what he would like to use the outcomes of the TNA for.

3. What is the client expecting from the TNA?

The role of a TNA is not just about confirming a discrepancy between the actual performance and desired performance. The client wants workable solutions.

Therefore, the TNA must be conducive to training policy, strategies and methodologies so as to address uncovered training needs

It may occur that other issues unrelated to the aims of the TNA arise from the TNA. In that case the TNA analyst must keep things clear about the scope of his mission, i.e. stating where the limit of his job is. However, these issues may be listed and just mentioned in the TNA report.

4. Which group is the TNA analyst expected to work with or have access to?

Depending on the size of the organisation, not everyone can be involved in a TNA at the same time, because of the possible lack of availability of the involved staff or to keep the TNA manageable.

Therefore, the TNA analyst must have a clearly written and signed agreement with the client about who will be involved and who won't be involved in the TNA.

5. What performance is required from the target group?

The desired performance within the target group should be described in achievable, measurable and unambiguous terms.

As most clients are subject specialist or have a fair experience of the job, the TNA analyst can work out with their help a good description of the required performance.

6. What is the deadline date for presenting the TNA report?

The TNA must be planned like any other activity. For planning a TNA, the TNA analyst must consider the following parameters: budget, staff availability, the method of data gathering, and the urgency of the problem.

7. What are expectable constraints?

A TNA is always a potential threatening activity because highlighting discrepancies about actual and required performances can make some people feel uncomfortable.

So, a major constraint might be the evasiveness of answers and a defensive attitude. Therefore, the TNA analyst must ask the client to provide him with names of individuals and groups who are feeling vulnerable, so as to treat those people more tactfully.

8. How would the client like the information presented?

Practical considerations to bear in mind are related to the identity of the presenter, the duration of the presentation, the form of the report. All these issues should be fixed early to be in time at the deadline.

Political considerations are about the degree of resistance or compliance the report will arise. So, the TNA analyst should get relevant information about that issue very soon so as to write the TNA report accordingly.

9. Is anywhere or anything out of bounds?

The TNA analyst should ask information about possible unsaid things people in the organisation are aware of and which are not to be worked on in a TNA, such as confidential strategic information or hidden agenda held by some people.

10. Are there any key issues?

The TNA analyst should ask the client what is (are) the main objective(s), not to disappoint the client by putting all problems on the same level.

11. Are there any special questions to be asked?

The TNA analyst should be conscious that the 11 previous questions might not address certain particular issues. In such a case, he must ask more questions.

3. “TNA Questionnaire for Managers” form

TRAINING NEEDS ASSESSMENT

TNA Questionnaire for Managers

This form is intended to be used by managers wishing to suggest a direct subordinate for training and should be forwarded to . . . . upon completion. This form is also to be used in the framework of a Training Needs Assessment. To let us organise training in the best possible way, we suggest you fill this form while providing all needed information. Thank you very much.

Current date:

Subject matter(s) of requested training (to be filled AFTER completion of other sections):

Surname/First Name of candidate:

Gender: M / F **Age:** **Grade:**

Workplace and department:

Position:

Surname/First Name of candidate’s reporting officer:

Gender: M / F **Grade:**

Work place and Department:

Position:

---

1 – THE PERFORMANCE

When comparing actual performance of the candidate with expected performance from his job description, are there any discrepancies? Yes No

If "Yes" and if actual performance is below average, formulate the problem:

Is training a solution to this problem? Yes No

If "Yes", go to section 2

If "No", what could be in your opinion an appropriate solution to the problem?

---

2 - THE OBJECTIVES

What are training priority objectives? (What the candidate should be able to do in priority after training completion)

---

3 - THE TRAINING PROGRAM

Mention here main lines of the training program that can in your opinion fulfil training objectives:

4 - THE PERFORMANCE INDICATORS

What are trainee's measurable training outputs that will indicate the level at which training goals are reached? (Training impact indicators)

5 - THE INSTITUTION

What are institutional factors that can stimulate and that can impede efficiency and effectiveness of requested training?

Stimulating factors

Impeding factors

6 - THE CANDIDATE

What are candidate's characteristics – ability (knowledge, experience and skills) and willingness (confidence, commitment and motivation) - that can be an asset or a constraint to successful training?

Strong points

Weak points

---

7 - OBSERVATIONS

You may write in this section other relevant observations or recommendations.

4. TNA Report format

IDENTIFYING TRAINING NEEDS

TNA REPORT

The TNA report is the report informing about all issues and outcomes from a training needs analysis.

The TNA report is important because people having contributed to the TNA must be informed about the results of the TNA and actions to perform.

The structure of the TNA report

The recommended structure for the TNA report is as follows:

1. Management overview
2. Summary of the results
3. Recommendations linked to results
4. Benefits of implementing the recommendations
5. Results
6. Appendices

The final structure may be suggested by the client after he will have been submitted the draft report.

1. Management overview

This is a one-page overview of the findings and recommendations.

So as to ground the overview firmly in the full report, which follows it, there should be a cross-reference to the body of the report.

2. Summary of the results

This section should summarise the results from each question by describing what the results mean.

The summary should be a short description of : the objective, the sample, a very brief description of the method, the results.

3. Recommendations linked to results

In this section, the key aim is to inform quickly and clearly about what the results are and what they mean.

Each recommendation should be carefully cross-referenced to the rest of the information in the report.

4. Benefits of implementing the recommendations

Here the idea is to convince about implementing the recommendations by listing the benefits in terms of the objectives described at the outset of the TNA process.

5. Results

This section contains all detailed outcomes of data analysis, with graphs and/or tables.

6. Appendices

Appendices include all raw data, which have been collected.

Bibliography

1. A Practical Guide to Needs Assessment (Kavita Gupta) – Ed. Pfeiffer Wiley – 1998 – ISBN 0787939889
2. Competence Analysis for Predicting and Meeting Training Needs (Ralph Jefferson and Neil Offley) – Ed. Overstream Publishing – 1999 – ISBN 1902948017
3. Identifying Targeted Training Needs (Sally Sparhawk) – Ed. John Wiley & Sons – 1999 – ISBN 0787950971
4. Training Needs Assessment: Meeting the Training Needs for Quality Performance (Robyn Peterson) – Ed. Kogan Page Ltd – 1998 – ISBN 0749425687
5. Conducting a needs Analysis (Geri E. H. MacArdle) – Ed. Crisp Publications Inc. – 1998 – ISBN 1560524235
6. Management of organizational behaviour (Paul Hersey, Kenneth H. Blanchard, Dewey E. Johnson) – Ed. Prentice Hall – 2001 – ISBN 0 13 017598 6