



The project is funded by
the European Union

**Support for Public Administration Capacity
Building in Turkmenistan**



The project is implemented by a Consortium
led by Hulla & Co. Human Dynamics KG

Support for Public Administration Capacity Building in Turkmenistan

Training Needs Analysis Manual

Training Needs Analysis, concepts, principles and guidelines for implementation

Prepared by:

Harry List – Senior Non-Key Expert

August 2017

CONTENTS

Introduction	3
Chapter 1: About TNA	
1.1 What is a TNA	4
1.2 When to apply a TNA	4
1.3 Negative conditions for application	5
1.4 Main steps in the TNA process	5
Chapter 2: The implementation of a TNA	
2.1 The elements of a TNA process	7
2.2 Leadership	7
2.3 Define the required competences	7
2.4 Performance standards	8
2.5 Collecting information	9
2.6 Setting objectives	10
2.7 Setting priorities	11
2.8 The role of the HR Department	12
Chapter 3: An example of a TNA approach	
3.1 Using a questionnaire	13
3.2 Having interviews	14
3.3 Meetings with a focus group	15
Appendices	
Appendix 1 Distinguish levels of performance	16
Appendix 2 Performance Appraisal	20
Appendix 3 Model of a questionnaire	23

Introduction

The purpose of this manual is to provide information on the background and principles of training needs analysis (TNA) as well as how training needs analysis can be carried out within the organisation.

Annually a lot of budget and time is spent on training. The goal of all these training activities is to develop the competences (knowledge, skills and attitudes) of those who are working for the public administration in order to support that the quality of their performance will meet the standards of good performance and contribute to the overall performance of the organisation.

With regards to the organisation and delivery of the training activities, it is of paramount importance that there is a close match between the needs and expectations of the Organisation and its employees and the objectives and content of the training programme. In other words civil servants shall attend courses to improve and/or develop their knowledge and skills which are relevant and needed for their present position or which are important for their further development.

The identification of the training needs can be done by a systematic approach of training needs analysis. The concept, principles and application are described in the further context.

This manual is set up twofold:

1. It gives a description of all the elements that are relevant for a training needs analysis, when training and development is considered as an integrated part of the Human Resource Development (HRD) policy of the Administration.
2. It provides a model for a TNA approach when the TNA is for instance done by a training provider or when the Administration is in the process of developing an HRD policy.

The first chapter is focussed on the context of the TNA. After a definition of TNA, a description is given on the reasons to implement a TNA in the Administration as well as which indications should lead to other interventions instead of a TNA. The chapter ends with an overview of the main steps of the TNA process.

In the second chapter more explanations and guidelines are given on the use of the different elements of the TNA process like; the role of management, the determination of the required competences and standards of performance, guidelines on how to define the gap between the current and required performance, the description of objectives that should lead to the expected goals for a training programme and the ranking of the results of the TNA process in priorities.

In the third chapter an example of a TNA approach is described for instance to be used in case the training provider is taking care of the implementation of a TNA for a public body or when the Administration wish to use a combination of some activities to carry out a TNA. In particular attention is given to the use of questionnaires, interviews and meetings with a focus group.

1.1 What is a training needs analysis (TNA)

A TNA can be defined as the systematic investigation of training needs within an organisation. It is part of a process which integrates training to achieve the goals of the organisation.

A TNA provides information on the training and skills development requirements of the members of your organisation. It is one of the key steps in preparing a training plan.

It enables you to:

- Identify the gap between current and required levels of knowledge, skills and aptitude
- Identify the objectives and the general content of a training programme.
- Form the foundation of a training plan
- Provide a baseline for the evaluation of a training plan
- Ensure that appropriate and relevant training is delivered
- Maximise use of scarce resources

1.2 When to apply a TNA

Training needs arise from a variety of reasons:

Such as:

- New staff needs to be enhanced with knowledge and skills: *Many countries have induction programmes for newly appointed staff members. In view of a good preparation for these people to take up their tasks and responsibilities it is important to define which topics in terms of knowledge and skills should be included in such a programme.*
- New work and changes in the organisation that requires new knowledge and skills: *Public administration is constantly under influence of external and internal changes. Areas in for instance environmental protection, health care, international finance and trade, IT technology may require different knowledge and skills for the civil servants who are responsible for the preparation of legislation, policies, control and implementation within these areas*
- When individual performance is not up to standards: *For different reasons it may happen that the performance of civil servants is not up to standards. This can for instance become clear during the regular appraisal meeting which is extensively described in paragraph XXXX. Important is to analyse the reasons of the underperformance and to identify the right solution to solve this issue.*
- The need to improve performance in a certain areas: *Training can for instance be appropriate if customer feedback has shown that the delivery of public services need to be improved or that internal assessment gave reason to increase the efficiency.*
- When the organisation is facing reform and innovation: *Reform plan may require to gain new knowledge and skills.*
- The need to change culture or behaviour in the organisation: *Improving and developing the organisation is often not only done by changing the structure of working processes, rather also*

depending of adapting the attitudes and behaviour which forms the culture of the organisation. This can be part of a training process or part of a wider process of organisation development.

1.3 When is a TNA not suitable

It is important to note that training may sometimes not be the only solution to a problem. There are different reasons why the performance cannot be up to standards!

This can for instance be the case by;

- Not having the right equipment or resource;
- Not being encouraged by managers and colleagues to do the right thing;
- There are no standards or expectations that are set and communicated;
- Bad workplace morale or work conditions;
- Conflicts at the workplace.

It is obvious that in those situations the organisation need to decide for other solutions then the application of a TNA.

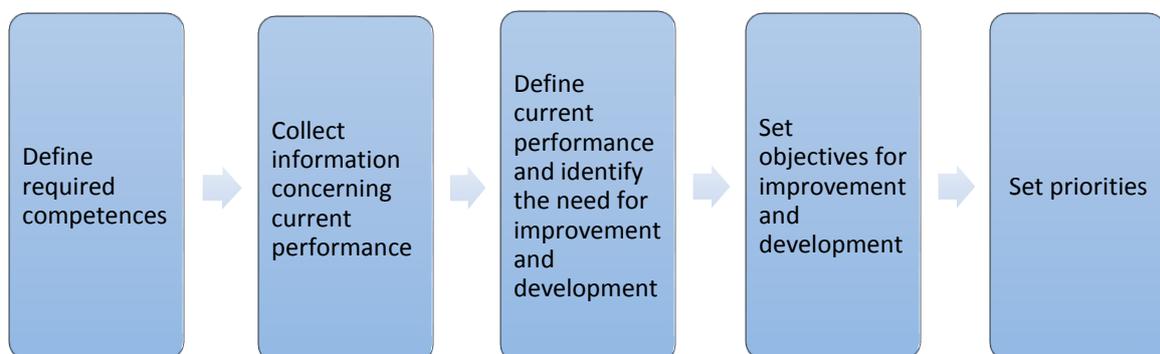
1.4 The main steps in the TNA process

In the five boxes below the main steps of the TNA process are shown, which are described in details in the next chapter.

The results of this process should lead to the design and planning of training activities during which issues are discussed and agreed between the Administration and the training provider as:

- The aims and goals of the training programme;
- The content of the training programme;
- The target group;
- The duration;
- The methodology;
- The costs

The TNA process in five steps



2.1 The elements of a TNA process

An administration that in an effective way wants to manage the development of the competences of their civil servants, needs to strive to full fill some prerequisites which are part of the TNA process.

1. First of all it needs to realise that the development of competences is a responsibility of the leaders of the organisation
2. That the competences for the fulfilment of the tasks and responsibilities are clearly described and understood,
3. That there is a clear and mutual understanding of the standards of performance,
4. That the performance is appraised also in view of the need of training and development
5. That the role of the HR department is clear with regards to issues on training and development.

2.2 Leadership

Managers on all levels within the administration are responsible for the performance of that part of the organisation for which they are accountable. For good performance they need employees who are well equipped in terms of knowledge, skills and attitude to fulfil their tasks and responsibilities.

The manager of the employee should therefore be responsible for the development of the competences of his/her employee.

This can be done in different ways like for instance; instructing, coaching by the manager or a senior colleague, stimulate self-learning, invite other specialists to give presentations, or to let the employee participate in a training programme.

In a number of countries managers are supposed to discuss and agree with their employees upon a personal development plan (PDP) which is often part of the regular appraisal meetings. In this PDP questions are discussed concerning the competences for the present positions and the possible need for further development as well as developing competences in the light of the career.

2.3 Define the required competences

As a first step in the TNA process the required competences to fulfil the different tasks and responsibilities need to be clearly defined

For both the manager and the employee it needs to be clear which competences are needed to perform the tasks and responsibilities and what are the expectations in terms of quality and quantity.

A competence can be understood as the ability to perform a task according to the standards.

So it is a set of knowledge, skills and attitudes an employee needs to have to fulfil the work.

Over the last decades competence management became a significant trend in the public administrations of many countries.

Competences can be divided in two categories:

1. The level of the competences that are related to the specific position of an employee. For instance which competences need a controller, a juridical advisor or a financial expert.
2. Secondly, a number of general competences that are required for each civil servant.

Examples of competences are for instance:

- * Analytical Skills
- * Communication and Interpersonal Skills
- * Decision Making
- * Financial Management
- * Leadership
- * Establishing Objectives
- * Persuasion and Influence
- * Planning
- * Application of legislation
- * Problem Solving
- * Project Management
- * Results Orientation
- * Teamwork
- * IT Technology

Competences are quite often described in the job descriptions of the civil servants.

As mentioned in the previous chapter, issues as reforms, new policies, new technology etc. have an impact on the required competences of the civil servants. With regards to this there should be a regular discussion with the purpose to define if the competences that are needed are sufficiently up to standard in view of an effective and efficient execution of the tasks and responsibilities in an efficient and effective way.

2.4 Performance Standards

By setting standards of performance the organisation makes clear how they want to have the tasks executed in terms of quality and quantity.

For that purpose we need to have certain descriptions of how the work has been performed in order to determine if this was below standards, if it has met the standards, if it was good or even exceptional good.

Examples are for instance:

- The number of complaints during a certain period.
- The appreciation of the work delivered
- The deadlines that were met
- The number of files that have been handled within a given period
- The customer satisfaction

In the table as described in **appendix 1** a more detailed overview is given of performance standards related to the different aspects of a job.

It may serve as an example on how these standards can be described and categorised.

2.5 Collecting information

The identification of training needs is mainly the result of the determination of a gap between the current performance and the performance as this desired by the organisation.

This identification can be based on information that is collected from different resources such as:

- Performance evaluation: *During the regular performance appraisal or performance evaluation the strong and weak points of the employee will be discussed and conclusions can be drawn that training might be an appropriate option to improve the weak points of the performance. A more detailed description of performance appraisal is given in **appendix 2**.*
- Organisational assessment: *The assessment of the organisational performance may show weaknesses of the performance that might be developed by collective training programmes.*
- Job Profile: *In Job profiles or job descriptions the tasks and responsibilities of the employee are described. For new employees the job descriptions can give good indications when organising induction programmes. This may also be the case for the existing employees when the job descriptions need to be changed for whatever reasons.*
- Surveys: *A survey can be used for relatively large groups to gain information about current skills and knowledge levels and about perceived training needs and problem areas as well. A Survey to define the need for training can for instance be done by questionnaires in combination with interviews. More information is provided in Chapter III*
- Interviews: *Information can be obtained by interviewing the relevant people. Preferable a combination of the executive and managing level. See also Chapter III*
- Direct observation; *Management may often be in the situation to observe directly the performance of the employees and identify elements of the performance that should be further developed.*
- Focus groups: *Focus groups are smaller groups composed of employees of the same position or a mixed group. Meetings with focus groups can be useful to discuss collective training needs in depth. See Chapter III*
- Customer feedback: *Customer feedback is often used as an important input to determine the need for training when it comes to the improvement of the delivery of public services.*

After having defined the need for improvement/development, determine to which extend there is a need for training.

1. There is a strong need for training
2. There is an average need for training
3. There is a modest need for training

2.6 Setting objectives

When the information for the training needs is collected through the different sources as described it is important to formulate the expectations towards training programmes as clear and specific as possible.

The better the organisation formulates the expectations to the training programme, the better the training provider can design a training programme that fits to the needs of the organisation.

The formulation of clear training objectives make it possible to effectively evaluate the training results after the completion of the training programme.

When we have identified the gap between the level of the current competences and the competences that are desired we will be able to formulate what we expect that a training programme shall provide to the users.

We make a start with the formulation of the learning objectives that later on will be part of the training design as offered by the training provider.

"Writing Learning Objectives: Begins with the end in mind"

What is meant that you take in mind what you expect that the participants of the training will have achieved by the end of the training programme.

Formulate the expectations in operational terms. Use verbs to make it clear, concrete, specific and measurable like:

- State
- Describe
- Explain
- Identify
- Analyse
- Compare
- Demonstrate
- Plan
- Develop
- Use
- Able
- Apply

Objective could then for instance described as:

By the end of the course participants should be able to:

- To apply a methodology to assess problems in the regions;
- Are able to do a systematic analysis of social and economic aspects in the region;
- Are able to define indicators (including financial) in view of successful implementation of
- Are able to apply instruments to assess how the budget has been managed during the implementation of strategic plans;

As mentioned, try to formulate in concrete, specific and measurable term.

Avoid as much as possible words as; *appreciate* or being *aware of*.

As when participants have completed a programme you check if they are able to apply a method, not if they appreciate something

2.7 Setting priorities

After having described the expectations of what should be achieved by training in clear objectives, a ranking in terms of priorities should be defined. Meaning that an importance should be given to the different training needs that are identified.

Points for consideration of the priority list are for instance:

- How important is the task for the organisation; *Is it for instance a task that has given high political priority?*
- How important is the task for the employee; *Is it the main task for the employee or is it a minor task as part of the set of tasks and responsibilities? Is it part of the current work or is it a need in view of career perspectives?*
- How big is the gap between the existing and desired competences?
- What are the consequences if no training will be offered for the organisation and/or the employee?
- For how many employees have the same need been identified?
- How much time will it take to make the employee sufficiently qualified?
- If relevant, how high are the training expenses for the specific training as identified?

Taken these points into account, the organisation shall define to which priorities at which moment shall be given the highest priority.

When the organisation has identified which competences for which employees should be improved and /or further developed they will communicate with the training provider the development of the design of the training programme.

It is not uncommon that the training provider will be involved in an earlier stage of the TNA process. In particular where it concerns training programmes to be designed for bigger groups.

2.8 The role of the HR department

Over the last decades the HR Departments in public and private organisations have developed from having only a role in registration of personnel records, dealing with labour legislation and salary issues to a role on the level of HR policy that amongst others also includes staffing, advice and consultancy on issues as training and career development.

When having an HR Department that covers the area of HR development, the HR officers can assist the management and its employee's questions where it concerns the training needs analysis such as:

- The definition of the required competences for the different positions;
- To make sure that standards of performance are fair, clear, understood and in line with the administrations HR policies;
- The collection of relevant and balanced information concerning the performance;
- To decide to which extend identified gaps in required and current performance can be solved by training or need to be solved by other interventions;
- Objectives for training are clearly defined;
- Any other issue where it concerns training and development.

In this chapter some activities are described that can be used in combination to carry out a proper TNA.

It can for instance be used by a training provider when they are asked to carry out a TNA in a department. It can also be used by any Administration that wants to do a TNA within a restricted area or has not yet fully developed a strategic HRD policy.

In the following a description with guidelines will be given for

- The use of a questionnaire
- Having interview
- Having meetings with a focus group

3.1 Using a questionnaire

When the Administration wants to have the need for training and development identified for larger groups (A department or even a Ministry) it may make use of a questionnaire.

An example of a questionnaire is given in appendix 3

In the following some advantages, disadvantages and guidelines for proper use of a questionnaire are given.

Advantages:

- Can collect a lot of information from a wide range of people;
- Ensures that everybody gets the same questions;
- Makes it able to show degrees of for instance importance.

Disadvantages:

- Very difficult to guarantee similar interpretation;
- The answer does not give much of underlying reasons ;
- Does not guarantee precise answering;
- Difficult to construct a non-ambiguous questionnaire.

Suggestions:

- Do not ask about training and training needs;
- Ask about the work; difficulties, priorities, competences to be developed etc.
- Be clear about the key areas to be covered;
- Ask questions to be ranked like; level of importance; difficulty, priority etc.
- For good comparison send questionnaires to different levels in the organisation such as managing and executive levels;
- Test out your questionnaires within the target group before to launch it in the organisation.

3.2. Interviews

In order to get more detailed and in depth information in addition to the results of the questionnaires it is suggested to hold interviews with a sample of the respondents that filled the questionnaire. This can be a face to face interview as well as interviews with small groups (3 to 5 persons)

Guidelines for interviews

- Interviews are useful to get more specific, detailed and in-depth information;
- They can be followed when questionnaires have been used to gather factual and weighted data;
- To avoid that too much direction is given by the interviewer, better make no use of series of fully prepared questions;
- Rather determine the broad areas to be discussed and start from there to interview.
- Look for getting evidence of the opinions and statements expressed;
- Use questions like:
- *Can you give me an example of*
- *Can you tell me more about*
- *What do you think is a good standard of performance on.....*
- *What is necessary to overcome these difficulties.....*
- *Why do you think this is important.....*
- *What specifically should be improved.....*
- *What makes the work on this task in particular difficult.....*
- *How could training be helpful to improve your performance.....*

3.3 Meetings with a focus groups



The purpose of conducting focus groups is to collect information from a small group (for instance, five to 12 participants) in a systematic and structured format. An effective focus group is designed around a clear and specific goal. Participants interact with a facilitator who presents the participants with questions designed to yield insight into current and/or desired results in relation to a specific topic or issue.

Focus group meetings should be at least ninety minutes long to initially break the ice and for participants to become comfortable enough to express their thoughts. Depending on time limits, focus groups can be held once or repeated.

For the purpose of the TNA it can be in addition to questionnaires and individual interviews an effective method to:

- **Get a more detailed and deeper understanding of the answers given on the questionnaire;**
- **Review what training needs are to be prioritised;**
- **Identify the most suitable methods of delivery;**
- **Learn about training needs in view of for instance new policies, reforms, etc.;**
- **Explore what specific issues should be taken into account when preparing and delivering training programmes for the departments.**

APPENDICES

Appendix 1: Distinguish levels of performance

The table below referring to paragraph 2.4 gives a more detailed description of performance standards related to different aspects of a job. It also gives the possibility to distinguish the levels of performance from unsatisfactory to exceptional.

Table 1 example of performance standards

1. JOB KNOWLEDGE: Technical, mechanical skills; ability to perform duties outlined in the job description.	
UNSATISFACTORY	poorly informed; serious gaps in job knowledge; requires constant attention.
MARGINAL	moderate knowledge of routine phases of job; lacks knowledge in some phases of job.
SATISFACTORY	seeks assistance when needed
ABOVE AVERAGE	seldom needs help
EXCEPTIONAL	excellent knowledge; expert in all phases; extremely well informed.
2. QUALITY OF WORK: Degree of excellence of output; meets acceptable standards; degree that output is accurate and complete	
UNSATISFACTORY	continually makes errors, cannot be depended upon to meet minimum standards
MARGINAL	usually meets minimum standards
SATISFACTORY	Meets minimum standards
ABOVE AVERAGE	work is done well; good in accuracy and completeness
EXCEPTIONAL	outstanding quality; consistent excellence in neatness and accuracy.
3. QUANTITY OF WORK: amount of useful output; volume of work relative to work conditions.	
UNSATISFACTORY	seldom gets work done in allotted time; below minimum standards of output.
MARGINAL	does not enough to get by; barely meets minimum standards
SATISFACTORY	reasonable output; meets minimum standards
ABOVE AVERAGE	consistently produces more than average; does more than is required.
EXCEPTIONAL	superior work production, a hard worker
4. ABILITY TO GET THINGS DONE/MEETS DEADLINES: completes assignments on time; effective worker.	
UNSATISFACTORY	very slow; does not finish assignments in normally allotted time
MARGINAL	slow in completing assignments; misses deadline
SATISFACTORY	completes assignments in reasonable time; standard efficiency
ABOVE AVERAGE	completes assignments in minimum time
EXCEPTIONAL	completes assignments in advance when possible; works ahead

5. PLANNING/ORGANIZINGS: ability to formulate plans, set priorities, and implements these plans; ability to arrange and/or work of subordinates	
UNSATISFACTORY	virtually no planning or forethought; reacts to situations; disorganized.
MARGINAL	ineffective preparation; occasional problems due to poor planning
SATISFACTORY	adequate preparation; anticipates routine problems and organizes accordingly.
ABOVE AVERAGE	anticipates unusual, non-routine problems; good preparation
EXCEPTIONAL	exceptional systematic work performance resulting from thorough planning and organizing
6. COMPLIANCE WITH RULES/PROCEDURES: understanding conformance to, and application on appropriate work methods; ability to adapt, accept and respect established rules.	
UNSATISFACTORY	Ignores procedures; does not follow rules
MARGINAL	Only adheres to a few rules and procedures; generally does whatever is convenient; no consistency.
SATISFACTORY	Usually follows established rules and procedures
ABOVE AVERAGE	Consistently follows procedures
XCEPTIONAL	Follows, supports and explains procedures; thorough understanding and implementation.
7. ATTENTION TO DUTY: Faithful performance of job duties; degree that employee works thoroughly and conscientiously	
UNSATISFACTORY	Wastes time; does not work seriously
MARGINAL	Only moderately industrious
SATISFACTORY	Shows ordinary interest and application
ABOVE AVERAGE	Willing worker; always does a full day work
EXCEPTIONAL	Exceptionally industrious and conscientious in work
8. VERSATILITY: The willingness and capability of the employee to do successfully several related jobs.	
UNSATISFACTORY	Unable unwilling to perform any job other than current job
MARGINAL	Capable of performing a few, low-skill jobs in work area; willing to perform a few.
SATISFACTORY	Can adequately perform in several, related jobs.
ABOVE AVERAGE	Very competent in numerous related jo
EXCEPTIONAL	Has enthusiastically learned and performs several jobs in work area; sees role as a team player
9. SUPERVISION REQUIRED: Supervisory attention or instruction necessary to accomplish task how often must be checked on work technicalities and\or follow through	
UNSATISFACTORY	Constant direction required; must be instructed and followed repeatedly
MARGINAL	High degree of direction required; understands only basic routines
SATISFACTORY	Needs occasional direction to maintain high level of quality and/or quantity
ABOVE AVERAGE	Rarely requires direction; cooperates as instructed
EXCEPTIONAL	Virtually never requires supervision other than instructions; competent and hard-worker.

10. ATTITUDE TOWARD PUBLIC: Constructive and effective public relations; an attitude of service and caring	
UNSATISFACTORY	No tact or courtesy in public dealing; poor representation
MARGINAL	Minimal courtesy; annoying at times
SATISFACTORY	Overall good attitude and behaviour toward public; usually tactful and courteous.
ABOVE AVERAGE	Has sincere interest in others and shows it; usually makes others feel at ease
EXCEPTIONAL	Invariably impresses others with work; manners and attitude of helpfulness
11. LEADERSHIP\MOTIVATING OTHERS: Ability to inspire and direct others; a strong force for morale; effect on the output of others; Brings out the best in others; helps and teaches willingly.	
UNSATISFACTORY	Shows no aptitude or skill in leadership; often antagonizes subordinates
MARGINAL	Accepted reluctantly by subordinates; often fails to offer effective leadership
SATISFACTORY	Can provide leadership and direction under ordinary situations; adequate motivator.
ABOVE AVERAGE	Consistently a good leader and motivator; effective and fairly well accepted by subordinates
EXCEPTIONAL	Exceptional skills; others naturally follow the example or direction; full support and loyalty of subordinates.
12. ATTENDANCE\PUNCTUALITY: Faithfulness in coming to work daily and conforming to work hours; depended upon to be on the job for a full work day.	
UNSATISFACTORY	Often absent without good excuse and/or frequently reports for work late; extends breaks past limits.
MARGINAL	Lack in attendance and/or reporting to work on time; careless about working time.
SATISFACTORY	Usually present and on time; reports absence promptly
ABOVE AVERAGE	Very prompt; seldom absent
EXCEPTIONAL	Always prompt; excellent attendance record
13. ATTITUDE\INTEREST: Disposition of employee; willingness; moods; temperaments; emotional reactions	
UNSATISFACTORY	Uncooperative; resents new ideas or suggestions; displays little interest
MARGINAL	May cooperate; does not automatically resist new ideas
SATISFACTORY	Generally responsive; usually cooperates in most circumstances; works well with others.
ABOVE AVERAGE	Very responsive; cooperates well; meets others more than halfway
EXCEPTIONAL	Enthusiastic; outstanding in cooperation; tries new ideas
14. STABILITY/MATURITY: Ability to withstand pressure and to remain calm in crisis situations; can disagree with others, yet remain calm. Capacity to control one's emotions	
UNSATISFACTORY	No tolerance; under pressure; jumpy and nervous.
MARGINAL	Occasionally blows up under pressure; easily irritated; loses temper
SATISFACTORY	Has average tolerance for crises; usually remains calm.
ABOVE AVERAGE	Tolerates most pressures; handles crises better than average individual.

EXCEPTIONAL	Thrives under pressure; enjoys effectively handling problems and sensitive issues.
15. RESPONSIBILITY: Willingness to accept and to fulfil obligations; genuinely accepts responsibility	
UNSATISFACTORY	Cannot be depended upon; irresponsible
MARGINAL	Reluctant to accept responsibility
SATISFACTORY	Accepts additional responsibility.
ABOVE AVERAGE	Willingly accepts additional responsibility.
EXCEPTIONAL	Seeks and effectively performs additional responsibility.
16. WRITTEN AND ORAL COMMUNICATION: Expresses ideas in logical, coherent fashion; ability to achieve mutual understanding; effective in interchanging ideas; ability to summarize	
UNSATISFACTORY	Unable to express thoughts clearly; lacks organization.
MARGINAL	Able to express thoughts on routine matters.
SATISFACTORY	Usually organizes and expresses thoughts clear and concisely
ABOVE AVERAGE	Consistently able to express ideas structured and clear
EXCEPTIONAL	Outstanding ability to communicate ideas to others.
17. HUMAN RELATIONS: The degree of working wholeheartedly with & for others; willing worker; works harmoniously with others in getting job done.	
UNSATISFACTORY	Does not get along well with others; hinders effectiveness
MARGINAL	Some difficulty in getting along with associates
SATISFACTORY	Gets along with people adequately; average skill at maintaining good human relations.
ABOVE AVERAGE	Above average skills; a real asset in working with others; works in harmony
EXCEPTIONAL	Outstanding skills in human relations; actively promotes harmony.

Identify areas most requiring improvement. List how these areas are to be improved, and within what time frame_____

What are employees greatest/strengths?_____

Appendix 2: Performance appraisals

Performance Assessment on employee's level is mainly done by Performance Appraisal (PA) PA is a regular meeting between manager and employee for which 3 aims can be recognised.

1. As a management instrument for continuous improvement of the employee and organisation
2. For career development of the employee.
3. For personnel records.

Benefits and disadvantages of performance appraisal

Benefits

- Employee has the right to know how his/her performance is valued.
- A feedback system for the manager to learn about the effectivity of his/her leadership style.
- An instrument to improve the performance of the employees and the overall performance of the unit.
- A possibility to identify problems in the unit/organisation.
- Employee's performance and development gets structured attention.
- Manager has the possibility to make use of the ideas of the employee
- Gives the possibility to plan the workload in a balanced way.

Disadvantages

- Performance appraisals can be very time consuming.
- Performance appraisals bear a risk of subjectivity.
- It demands a set of good communication skills.
- It may lead to just fulfil bureaucratic procedures.

Performance Appraisal is a regular meeting between supervisor and employee with the aims to evaluate the past performance in view of improving the performance of the employee for the coming period

Points of attention for the appraisal meeting:

1. Tasks and responsibilities
 - What have been the tasks and activities
 - What have been the results
 - Any problems occurred during the work
 - What are the strong points and points to develop
 - What are reasons for weak performance
 - How can they be solved and what plans can therefore be made

2. Work conditions
 - * Accommodations, co-operation with colleagues etc.
 - * Time, information, support, knowledge and skills to carry out the tasks

3. Relation between employee and supervisor
 - * Mutual expectations
 - * Support given by the supervisor
 - * The impact of the leadership style

4. Career of the employee
 - * Competences and special interests of the employee

The Process

1. Preparation
 - * Announce the meeting.
 - * Explain, if needed, why the meeting will take place and how it will be done.
 - * Ask the employee to prepare by making a review of the past period and to describe the future expectations.

2. Discuss
 - * The performance as perceived by the supervisor.
 - * The review as made up by the employee.

3. The elements of the meeting
 - * What are the different points of view.
 - * What has been done to solve problems.
 - * What worked/what not.
 - * What are alternatives.
 - * What is the best option.
 - * Make plan and have mutual agreement.
 - * Who is going to do, what how and when.
 - * Evaluate the plan.

International experiences and lessons learned from performance appraisal practice

A wide body of knowledge has been gained throughout the years.

- Performance Appraisal (PA) is not effective when it is too much linked to payment or promotion.
- A risk to promote the development of a blame culture.
- Ask employees to make a self-assessment prior to the appraisal.
- Put employees at ease.
- Pay great care to the selection of performance criteria, they shall be in line with what the employee was informed about
- Don't put too much weight on recent problems/achievements.
- Review all performance aspects; skills, learning ability, goals, attitude, behaviour
- Carefully prepare the interview in precise wording.
- Balance criticism with constructive comments and suggestions.
- Set clear goals for the next appraisal and agrees ways to achieve them.
- An appraisal meeting should be part of an ongoing leadership approach.
- Accurate Be specific and correct about incidents, dates, etc.
- Be aware of bias in observation, one observation is no evidence for conclusions.

At any time, avoid information that comes as a surprise in the appraisal!!!

Appendix 3 Model of a questionnaire

In the box below a model is given on how a TNA questionnaire could be designed. Please note that the competences as described in the box are just a few of random examples used to illustrate how it could be done.

You can of course describe as many competences as you think are necessary for the specific positions.

QUESTIONNAIRE TO IDENTIFY TRAINING NEEDS

Dear XXX

In order to perform your job effectively you need relevant knowledge and skills (competences). You will see listed below a range of competences of which you undertake in performing your job. Look at each of these competences and then rate each one by writing the appropriate number in the box.
Feel free to add any competence you think is relevant

Please rate the columns as following

The first rating (A) is concerned with how important the competence is to the successful performance or your job;
Please rate in a range from 1 to 5: 1 = very important, 5 = not important at all

The second rating (B) is concerned with how well you currently perform the competence activity.
Please rate in a range from 1 to 5: 1 = very well, 5 = not well

The third rating (C) is how much you think training can help you to improve your performance.
Please rate in a range from 1 to 3: 1 = much, 3 = modestly

Competence	A	B	C
Statistically analysing data			
Chairing meetings			
Negotiate with commercial organisations			
Applying research results to your own practice			
Managing a project			
Evaluate the implementation of state policy and legislation			
Assessment of the performance of executive bodies			
Any other competence you think is relevant			

Analysing the results of the questionnaire

Analyse and categorise the results of the questionnaire

Answers on questions that indicated a **1 in column A, a 5 in column B and a 1 in column C** can in principal be considered as a training need with a high priority.

On the other hand an answer that indicated a **4 in column A, a 2 in column B and a 2 in column C** can almost not be considered as a defined training need