



Providing the Applicable Model of Training Needs Assessment in Organizations

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ABSTRACT

Keywords:

Training Needs, Job Competencies, Organizational Objectives, Problem Solving, Developmental Gaps

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Defining the training needs in organizations is the most important factor in human capital development. The aim of this study was to provide the applicable model of training needs assessment in organizations. The population of the study consisted of 460 employees in some organizations. Simple random sampling was used and the sample size was estimated 210 people using Morgan table. Based on the literature, research, ISO 10015 standard and applicable experience in this area, key indicators of training needs assessment in four dimensions, namely job competencies, organizational objectives, problem solving, and developmental gaps were identified. Using the experts' opinion, a researcher-made questionnaire consisted of 12 items was developed as the instrument for data collection and the data were analyzed by SPSS. The results of the analysis indicated that all the research objectives were supported. As observed, among the dimensions of model, job competencies and organizational objectives had the highest and the lowest mean, respectively. Also, the findings of the paper indicated how to define the training needs according to this model with practical examples. In addition, defining the training needs according to this model can be used in organizations, industries, and different business to empower the human capitals.

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Introduction

Staff training is a process for individuals' compatibility with the changing organizational environment, and consequently the organization's compatibility with the external environment. Without a precise and logical program, this cannot happen. Training planning usually aims at increasing information, knowledge and skills and capabilities of staff, and prepares them to perform their individual specific tasks and accept new and higher

responsibilities in the organization. Each program must be provided to meet professional needs and work environment problems of the staff in a perceivable way. So, human resource training and development will lead to staff's deeper insight, higher knowledge, and improved skill for business duties and responsibilities in the organization. As a result, organizational goals will be reached more effectively and efficiently. Today, organizations can hardly ever improve and develop without staff training.

Using international training standards such as ISO10015 can significantly help better application of the training programs. Training needs assessments is undoubtedly vital in any organization or company's training process. Unfortunately, in many organizations training needs assessments is replaced by a survey from the staff. Suppose you are ill and you visit a doctor, what do you think the doctor's most important duty is? Diagnosis or prescribing. Unquestionably, diagnosis is more important than prescribing, since prescribing can be right only if the disease is diagnosed correctly. Training needs assessment is no exception to this rule; first the needs must be diagnosed and then, prescribe the solution for training gap, if the needs are training needs in nature.

This study tries to present a practical model for accurate diagnosing and assessing of training needs in the organization. Also, in this model, four main dimensions through which the training needs can be diagnosed and are in fact the input to training needs assessment process will be studied. The dimensions under the study are job competencies, organizational objectives, problem solving, and developmental gaps. Since the study is operational and based on the researcher's experience in administrative and HRM positions in different organizations and industries, each needs assessment dimension will be presented along with practical examples. Also, introducing this model to market help organizations, industries and different business to identify the gaps, specify the different training needs, and implementing the effective training courses based on gaps. Defining lean training courses is the main important step in training marketing.

The Literature Review

The definition of training is the process of change used to develop specific skills, usually for a job. This means that training refers to a planned intervention by an organization to improve an employee's job-related competencies. The role of training is to enable employees to master the necessary knowledge, skills, and behaviours that will enable them to improve their performance on the job (Bloisi, 2007).

The needs analysis identifies the specific skills required for performance and productivity includes organization needs analysis, task needs analysis, and individual needs analysis. The needs analysis looks at the organization and identifies reasons that could affect the performance of the organization. The next step is to identify whether training is the most appropriate solution for the organization. This would involve determining the appropriateness of training in relation to the organization's business strategy, the financial and physical resources available, and the support for training from both managers and employees. The individual needs analysis helps to identify the current performance against desired performance and the gaps in ability, skills, and knowledge; following this, it determines

whether poor performance is a result of lack of knowledge, skill ability, or a motivational or work design problem; it shows who needs training.

The task analysis includes identifying the elements that make up the task, in terms of the knowledge, skill, and behaviours that need to be emphasized in the training process (Bloisi, 2007).

Training is expensive; therefore, managers need to ensure that they have fully assessed the situation to establish whether training is the answer. Once they have decided on a training strategy, then training policies are the next stage (Bloisi, 2007).

As stated earlier, training is the bridge that fills the gap between where an individual is and where the organization wants them to be. To identify such gaps, Boydell and Leary (2002) suggest that the organization needs to identify three levels of performance, namely implementing, improving, and innovating.

Implementing refers to filling the gap between present and optimal performance; improving states enabling a continual raising of standards; and, innovating involves doing new and better things to enable change and a continuous learning organization (Bloisi, 2007). Competency has been defined differently by different organizational experts. Some of these definitions are as follows:

- Competency is defined as any knowledge, skill, ability or personal quality shown by the behavior and leading to service excellence.
- Competency is a written essay on personal skills and assessable professional behaviors used to achieve goals.
- Competency is the behaviors that are displayed more stably through superior performance compared to those with average performance.
- Competency is a combination of motivations, habits, self-concept, attitude or values or notions, cognitive behavioral knowledge or skills and any personal characteristics that are measured reliably and can show the difference between individuals with high and average performance.

Although there are a lot of definitions for competency, generally it is “those characteristics of employees that forms the foundation of their successful professional behaviors”. From this perspective, competency has aspects of knowledge, skill, and attitude (Khorasani, &Eidi, 2010).

Knowledge refers to the theoretical knowledge that is usually gained through education in the majors and achieved in academic levels. Developing theoretical knowledge is the infrastructure for development of skills and attitude and does not affect the development of individual competencies that much, alone.

Skill is the "ability to implement science in action". Skill is achieved and developed through repeated application of knowledge in a real environment. Skills development improves the quality of performance. Without it, in many cases, personal information will not lead to much impact. For example, no manager can gain teamwork skills by studying and without applying the principles of teamwork in action and experiencing them.

Attitude is "individual's image of the world and its surroundings". A person's mental image is the framework that explains and shapes their thought and action field. People's

understanding of the phenomena around them and their decision on how to act is based on their mental image. The role of attitude that actually forms people's understanding is much more important than knowledge and skills, and the process of creating and changing is also more complex than the process of acquiring knowledge and skills. A variety of features including a person's characteristics acquired throughout life are very effective in shaping the attitude. Attitude comes from two sources, namely genetic transmission (intrinsic) and transmission from the environment throughout life (acquired).

As noted above, knowledge, skills and attitude are three important aspects of competency that interact with each other and enable an individual to perform work tasks well within the constraints within and outside of the organization, in addition to ensuring organizational success (Khorasani, & Eidi, 2010).

The Study

The conceptual model of the study is shown in Figure 1.

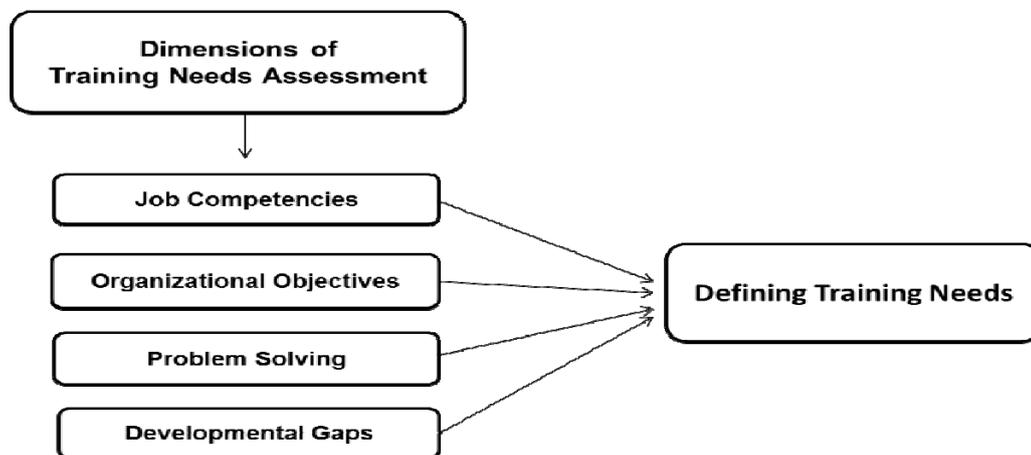


Figure 1. Conceptual model of training needs assessment

Research Objectives

The main objective of the study is providing a training need assessment model based on practical dimensions. Following this, the secondary objectives of the study involves determining key indicators to assess the training needs in the job competencies; determining key indicators to assess the training needs in the organizational objectives; determining key indicators to assess the training needs in the problem solving; and determining key indicators to assess the training needs in the developmental gaps.

Method

The methodology of this study fits within the category of survey-descriptive research. The population of the study was a group of 460 of employees in some organizations. Simple random sampling was used and the sample size was estimated 210 people using Morgan table. Based on the literature, research, ISO 10015 standard and applicable experience in this area, key indicators of training needs assessment in four dimensions, namely job competencies, organizational objectives, problem solving and developmental gaps were identified.

Using the experts' opinion, a researcher-made questionnaire consisted of 12 items was developed as the instrument for data collection and the data were analyzed by SPSS. The reliability of the study was surveyed and calculated the Cronbach's alpha using SPSS software package, yielding 0.84. According to the research objectives, the collected data were analyzed by using SPSS software package.

Also, it was explained how to define the training needs according to this model with practical examples.

Results

Descriptive Findings

In this section, the demographics of the variables including gender, education, work experience, age, and position are presented in Table 1. For each item, statistics such as frequency and percentage are analyzed.

Table 1

Variable Statistics

Gender	Male	81.4		20-30	34.3
	Female	18.6		30-40	52.8
Education	Diploma	3.8	Age	40-50	12.4
	Bachelor's Degree	56.7		50-60	0.5
	Master's Degree	32.4			
	Ph.D.	7.1			
Work Experience	Under 10 Years	60	Position	Senior Manager	20
	10-20 Years	33.8		Middle Manager	19
	20-30 Years	4.2		Supervisor	11
	30-40 Years	2		Expert	50

According to Table 1, 171 individuals in the sample of 210 were males. Only 39 individuals, i.e. 18.6 percent of the sample was comprised of female employees. Following this, 8 individuals held diplomas. The largest segment was employees with bachelor's degrees: 119 or 56.7 percent. Eighty-six individuals i.e. 32.4 percent of the 230 participants held master's degrees while only 15 employees had Ph.D. degree. Forty-two individuals in the sample were senior managers comprising 20 percent of the sample. Middle managers and supervisors constituted 19 and 11 percent of the sample, respectively. Experts formed the largest group of the individuals in the sample with 105 participants or 50 percent. Moreover, 72 individuals were as young as 30 years old. However, the majority of the participants were between the ages of 30 to 40. Twenty-six individuals, i.e. 12.4 percent were 40 to 50 years of age. The oldest group was 50 to 60 years old with only 1 individual. Besides, 126 individuals, i.e. 60 percent of the individuals had worked less than 10 years. Seventy-one participants or 33.8 percent of the individuals had up to 20 years of experience and 13 individuals had for over twenty years of work experience.

Indicator Means

In this section, the indicator means are shown in Table 2.

Table 2
Indicator Means

Variables	S.D.	Mean
Knowledge	0.76	4.08
Skill	0.73	4.20
Attitude	0.77	4.14
Core Values	0.81	3.40
Policy	0.82	3.41
Strategic Objectives	0.88	3.24
Process	0.73	3.96
Technical	0.68	4.14
Human	0.77	3.90
Career Plan	0.76	4.08
Assessment Center Feedback Report	0.72	4.09
Performance Appraisal Feedback Report	0.75	4.10

Variable Means and Cronbach's Alphas

The variable means and Cronbach's Alphas are represented in Table 3.

Table 3
Variable Means and Cronbach's Alphas

Variables	Mean	S.D.	Cronbach's Alpha
Job Competencies	4.15	0.64	0.81
Organizational Objectives	3.35	0.73	0.84
Problem Solving	4.00	0.61	0.80
Developmental Gaps	4.09	0.63	0.79

As shown in Table 3, job competencies have a mean of 4.15. The mean for organizational objectives is 3.35. Problem solving has a mean of 4.00 and developmental gaps are 4.09. Also, the Cronbach's alpha of each variable is calculated.

One-Sample T-test

In this test, hypothesis for the mean of the population expressed on a Likert scale of one to five is evaluated. This test is used to determine the level of factors.

Table 4
One-Sample T-Test Results for Variable Means

Variables	Test Value = 3						
	95% Confidence		Mean Difference	Sig. (2-Tailed)	Degree of Freedom	T	Mean
	Lower	Upper					
Job Competencies	1.05	1.23	1.15	0.00	209	25.69	4.15
Organizational Objectives	0.25	0.45	0.35	0.00	209	6.88	3.35
Problem Solving	0.91	1.08	1.00	0.00	209	23.55	4.00
Developmental Gaps	1.00	1.17	1.09	0.00	209	25.06	4.09

Since in each dimensions, Sig. is smaller than 0.05, and considering the 0.95 confidence interval, it can be concluded that variables have acceptable means.

Model of Training Needs Assessment

The model of training needs assessment can be summarized in Figure 2.

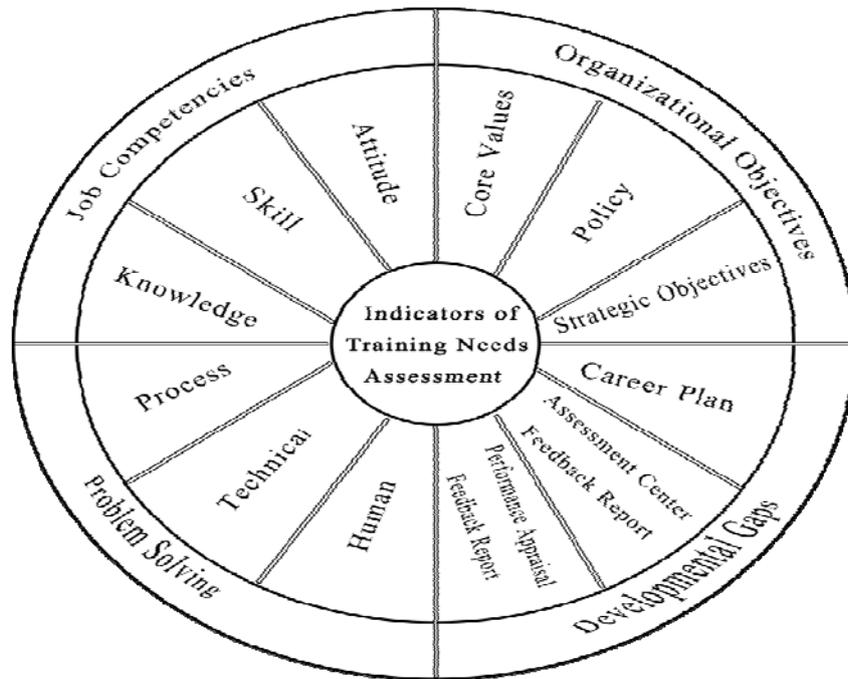


Figure2. Model of training needs assessment

Discussion

In this section, the training needs assessment model is explained by practical examples for defining the training courses that includes training courses based on job competencies; training courses based on organizational objectives; training courses based on problem solving; and training courses based on developmental gaps.

Training Courses based on Job Competencies

Below are some of the job analysis results derived from the study of mission, vision and goals of the organization, studying the training process and its relationship with other processes, completing the job questionnaires, and interviews with experts. The job analysis results for Director of Training and HRD position is displayed in Table 5.

Table 5
Job Analysis Results

Job Title: Director of Training and Human Resource Development		
The Aim of Job:		
Responsibility for the supervision and control over the implementation process includes needs assessment, planning, training, implementation of effective programs to evaluate the effectiveness of training and staff development programs.		
Basic Job Description		
Row	Subject	
1	Practical Commitment to The Organization's Code of Ethics	
2	Working According to All Regulations, Procedures, Instructions and Documents Approved	
3	Compliance With Safety Rules and Using Safety Equipment Required for the Organizational Positions	
4	Discipline and Neatness System Principles at Work	
5	Cooperation in the Planning and Realization of Common Strategic Objectives	
6	Organizing, Planning, Conducting, Controlling and Human Capital Development of the Unit Under Control	
7	Encouraging the Staff Under Supervision to Save Costs	
8	Providing Performance Reports of the Staff Under Supervision to Superiors	
9	Monitoring the Development of Documentation Required for the Unit in Accordance with Defined Processes	
10	Promoting Cooperation and Synergy for the Department Goals with Cooperation of Other Unit Staff	
Specialist Job Description		
The Main Task	Row	Sub Task
Of meetings	1	Attending Meetings within and Outside the Single Unit
	2	Meetings with Directors and Deputies of the Units for Determining Training Needs and the Overall Execution of Training Courses
	3	Preparing, Compiling and Reviewing Vocational Training Standards
Training Needs Assessment	4	Controlling and Monitoring Procurement of Skills List of All Personnel and Lack of Training List Extracted
	5	Conducting a Needs Assessment Based on Standard Competency-Based, PS, Etc. Models in Accordance with the Instructions Included in the Training Unit to Extract Training Needs
Designing and Planning Training Courses	6	Determining the Components of the Plan Including: Training Goals, Content of the Training Course , Choosing Teachingmethods,Financial Resources, etc.
	7	Designing Courses and Planning Each Course Corresponding to the Identified Training Needs and Training Programming Components such as Duration, Providing Behavioral Objectives, Projections Evaluation after the Execution Period, etc.
	8	Selecting and Monitoring Periodic Evaluation of Training and Agencies and Supervising Records of Institutions Assessment in Accordance with Relevant Guidelines
	9	Selection and Evaluation of Internal and External Teachers and Monitoring and Periodic Evaluation of its Records
	10	Planning the Preparation of Training Courses and Supervising Training Calendar
Training Courses Execution	11	Monitoring and Controlling Support Tasks before Implementation such as Explaining for the Training Providers and Trainees, and Establishment of a Framework for the Training and Trainee Communication
	12	Monitoring and Controlling Courses and Choosing Training Facilities and Location
	13	Support Activities During the Course, including Providing Conditions for Holding Trainingscourses (Internal and External)
	14	Preparing Training Courses Implementation Report
Evaluating the Effectiveness of Courses and Training Process	15	Collecting the Information Needed for Assessing the Effectiveness of Courses
	16	Monitoring Assessment of the Training Courses Effectiveness
	17	Preparing a Final Report and Analysis of Training Courses Effectiveness Assessment Reports
	18	Monitoring and Improving the Training Process using Defined Criteria
	19	Providing Effective Solutions to Improve the Training Process

Succession	20	Preparing and Completing "Career" Forms in order to Determine the Career Path for Key Personnel
	21	Preparing a Needs Assessment to Prepare a Person for the Position
Other Tasks	22	Library Enrichment (E-Books and Paper Books) and Monitoring its Library System
	23	Supervision and Control over Procurement of Training Records for Staff
	24	Providing Comprehensive Statistical Training Process Reports and Submitting to Superiors
	25	Planning for Training Upon Hire and Providing Proper Training Foundations for Socialization of New Recruits
	26	Providing Appropriate Opportunities to Promote Personnel Awareness

General Qualifications

1. Management Principles
2. Responsibility and Commitment
3. Problem-Solving and Decision-Making
4. Effective Relationship
5. Cooperation and Teamwork
6. Flexibility and Compatibility
7. Having Work Ethics

Professional Competencies

Row	Knowledge	Skill	Attitude
1	Training Needs Assessment Procedure	The Ability To Identify Strategies and Objectives of Training	Process Vision
2	Knowing the Requirements Of Management System Standards And ISO 10015 Learning Management System	The Ability to Assess the Needs of the Organization	Having a Conclusive Attitude
3	Learning How to Plan Training Courses	The Ability to Obtain Standard Vocational Training	Guiding Spirit
4	Learning How to Run Training Courses	Proficiency in Planning and Designing Courses	Exploration Spirit
5	Learning How to Evaluate the Effectiveness of Training Courses	The Ability to Define Behavioral Objectives of Training Courses	Challenging, Analytical and Problem-Solving Spirit
6	Familiarity with Statistical Techniques	Proficiency in the Preparation of Training Calendar	Tendency to Creativity and Innovation
7	Specialized Languages	The Ability to Evaluate the Effectiveness of Short-Term and Long-Term Training Courses Using Efficient and New Methods	Spirit Of Teaching and Transferring Knowledge
8	Knowing Report Writing Techniques	Fluency in Communicating With Agencies Training Services and Institutions Evaluation	The Spirit of Cooperation and Flexibility
9	Knowing Competency Models	Ability to Prepare Reports and Analyze the Results of Training Courses Effectiveness Evaluating	Spirit of Growth and Progress
10	Identifying Different Training Needs Assessment Models	Mastering Training Standards such as ISO 10015	
11	Understanding Different Models of Training Effectiveness	The Ability to Define Competencies	
12		Proficiency in Working with Training Applications and Human Resources	
13		Ability to Work With Statistical Software such as SPSS	
14		Team Work Capability	
15		Proficiency in Running Meetings	
16		Sufficient Ability in Conversation and Comprehension in English	

Training courses based on job competencies are shown in Table 6.

Table 6
Training Courses Based on Job Competencies

Row	Knowledge	Skill	Attitude
1	Principles of Management	Strategic Management	Process Management
2	Professional Ethics	Setting Training Goals and Policy	Efficiency
3	Knowing the Training Process	Operational Model to Assess Training Needs	Leadership Principles
4	Knowing the Requirements of Management System Standards	Planning and Designing Training	Familiarity with Methods of Problem-Solving
5	Identifying Training Needs Assessment Models	Training Effectiveness Evaluation with Kirk Patrick Model	Data Analysis
6	Understanding Different Models of Training Effectiveness	Assessing and Ranking the Training Contractors	Creativity and Innovation on the Basis Of TRIZ
7	Modern Methods of Training and Staff Development	Functional Report Writing	Learning Organizations
8	Familiarity with Statistical Techniques	Training Management based on ISO10015 Standard Requirements	Principles of Effective Communication
9	Knowing Report Writing Techniques	Comprehensive Training Software	Job Enrichment Methods
10	Familiarity with Succession Training Ideas	SPSS Software	From Good to Great
11	Knowing Competency Models	Designing Competency Models	
12	Management Specialized Language	Team Work	
13		Techniques for Effective Meetings	
14		Advanced English Language	

Training Courses based on Organizational Objectives

Training courses based on organizational objectives are given in Table 7.

Table 7
Training Courses based on Organizational Objectives

Row	Core Values Policy Strategic Objectives	Course Title	Need Type			Participants characteristics (Unit,Position,Name)	
			Core Values	Policy	Strategic Objectives		
1	Professional Ethics	Ethical Principles	✓			2	All organization's staff
2	Wisdom Oriented	Mind Management	✓			3	All organization's staff
3	Learning, Development and Empowerment	Learning Organizations	✓			1	All organization's staff
4	Increasing the Staff Satisfaction by Collaborating in Organizational Decision Making	Team Work Suggestion System		✓		2	All organization's staff
5	Company Development and Increasing the Competitive Ability by Management and Resource Optimal Planning	Organization Development Resource Management Strategic Planning Risk Management		✓		1	Senior Manager Middle Manager Supervisor
6	Continuous Improvement Of QMS by Succession Planning	KAIZEN Assessor Skills: Train the Assessor for AC		✓		2	All organization's staff AC Assessors
7	Increasing the Productivity of Production and PM Processes	Process Management Process Effectiveness Measurement Production and PM Management			✓	1	Senior Manager Middle Manager Supervisor Production and PM staff
8	Design and Establish the Holding Management System	Holding Management			✓	2	Senior Manager Middle Manager Supervisor
9	Increasing Organizational Culture, Common Sense and Staff Satisfaction	Organizational Culture -Job Engagement			✓	1	All organization's staff
10	Information and Management Systems Development	MIS			✓	3	Senior Manager Middle Manager Supervisor

Training Courses based on Problem Solving

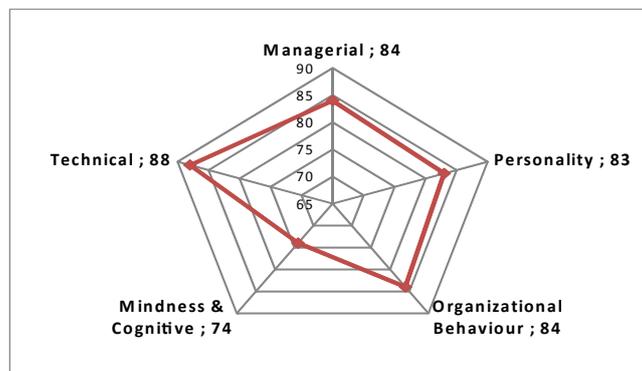
Training courses based on problem solving are shown in Table 8.

Table 8
Training Courses based on Problem Solving

Row	Problem	Course Title	Need Type			Participants characteristics (Unit,Position,Name)	
			Process	Technical	Human		
1	Low Quality of Raw Material	Centralization in Effective Purchasing		✓		1	Purchase Unit
2	Increasing the Production Defects	Effective Methods in Defect Decrease		✓	✓	1	Production Unit
3	Lack of Performance Appraisal System	Performance Appraisal Principles Key Indicators in Performance Appraisal	✓			3	All Organization's Staff
4	Ineffective Work Relationship Between Production and Quality Control Units Because of Reporting	Technical Reporting Methods Effective Relationship Principles			✓	2	Production Unit Quality Control Unit
5	Decreasing the Customer Satisfaction Because of Delivering	Crm Voc	✓	✓		1	Sales Unit -Purchase Unit
6	Inadequate Organizational Structure	Agile Organization	✓			3	Human Resource Planning Unit Industrial Engineering Unit
7	Inadequate Motivation	Motivating Techniques			✓	2	All Organization's Staff
8	Staff Conflict in Storage Unit	Conflict Management Effective Relationship Principles			✓	1	Storage Unit
9	Inadequate Skill of Financial Unit in Using Software	Finance Software		✓		2	Finance Unit
10	Lack of On-Time Supplying the Materials and Equipments	Scm	✓	✓		1	Purchase Unit

Training Courses based on Developmental Gaps

Below are the results of performance appraisal feedback report and assessment center feedback report as shown in Figures3 to 6, respectively. The career plan is an example of promoting the Training and HRD manager to HR senior manager.



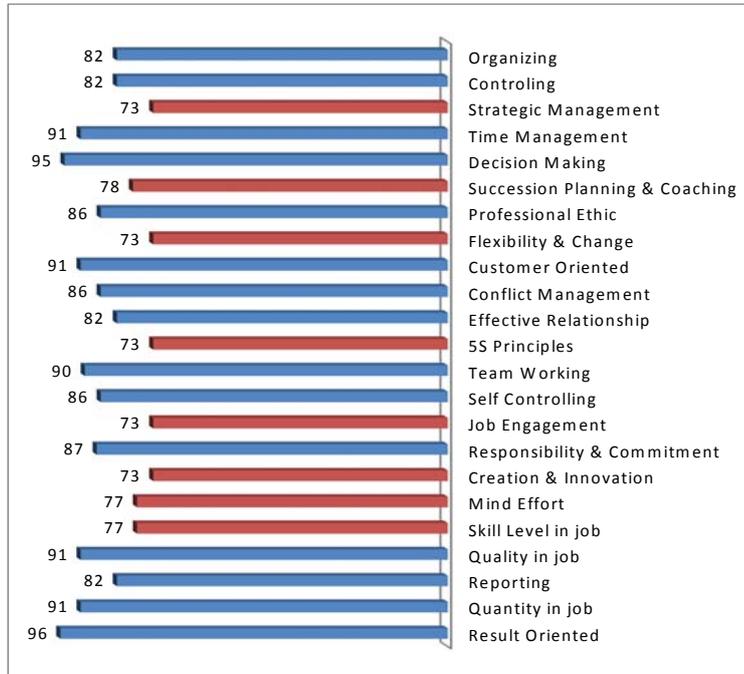


Figure4. Performance appraisal indicators

The acceptance level of each indicator in Figure 4 and Figure 6 is 80 and 60, respectively. Therefore, defining the training courses for the indicators are less than acceptance level.

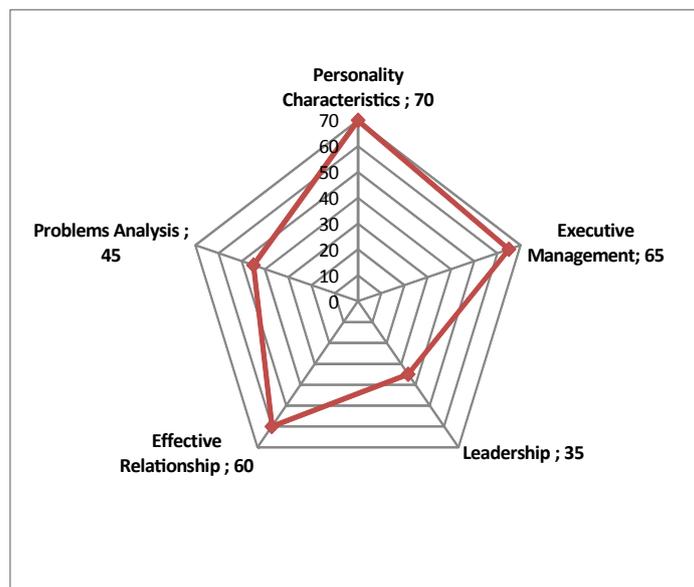


Figure5. Competency model dimensions

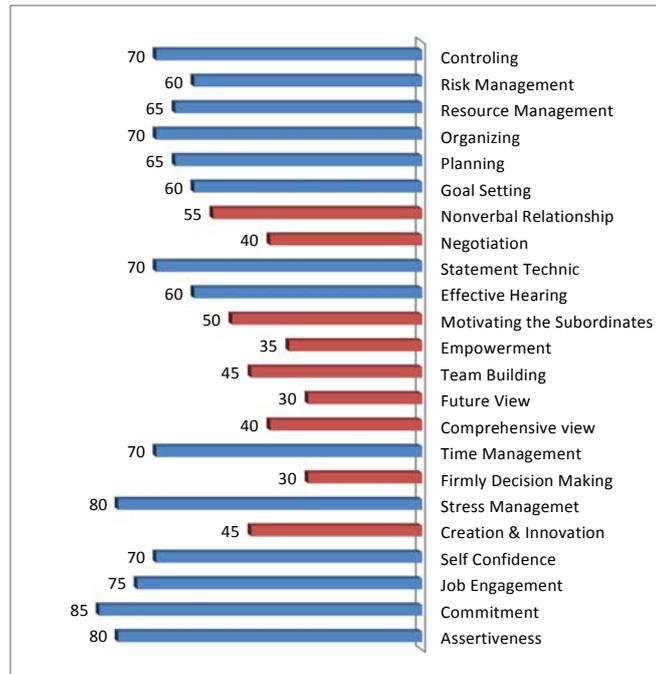


Figure 6. Competency model indicators

Training courses based on developmental gaps are presented in Table 9.

Table 9

Training Courses based on Developmental Gaps

Row	Assessment Center Feedback Report	Performance Appraisal Feedback Report	Career Plan
1	System Thinking	Mind Management	HRM
2	Future Study	Creation and Innovation Principles	SHRM
3	Decision Making Skills	Job Engagement	Performance Management
4	Negotiation Principles	5S Principles	Performance Appraisal
5	Body Language	Change Management	Knowledge Management
6	Creation and Innovation Methods	Strategic Management	Motivation Management
7	Effectiveness Leadership Development	Succession Planning	-
8	Motivating Methods	Coaching	-
9	Empowerment Methods	-	-
10	Team Building	-	-

Discussion and Conclusion

The current research aims to provide a training needs assessment model based on practical dimensions in organizations. The model was proposed using literature, research, ISO 10015 standard and applicable experience in the field of training needs assessment. According to the results, the average of job competencies, organizational objectives, problem solving, and developmental gaps were 4.15, 3.35, 4.00, and 4.09, respectively. As observed, among the dimensions of training needs assessment model, job competencies had the highest mean, 4.15, and organizational objectives had the lowest, 3.35. According to the independent one-sample t-test, since all of the variables significance is 0.00, less than 0.05, all variables' averages are

at an acceptable level. Also, the practical examples of the model showed that assessing the training needs according to four dimensions of model can be applicable and useful for organizations.

According to the results of the study, the proposed model, and practical examples, the following suggestions are offered: it is suggested that organizations review their organizational jobs and through competency-based job analysis, develop job duties and with that in mind, define competencies needed to fulfill job duties in the areas of knowledge, attitude, and skills and finally determine training needs based on these elements. Then, they should determine competency gaps for employees in each position.

Paying attention to the organizational objectives in the areas of core values, policy and strategic objectives are of the utmost importance. The results indicated that in the formulation of training needs, the organization's goals and objectives and developing the needs based on them can be an important input for the training needs assessment, underrated by the organizations. Usually the staff participate in job skills courses. It is obvious that aligning training with organizational goals through defining the training needs of this dimension helps to increase the effectiveness of training and facilitates achieving the goals of the organization. Since usually competency-based job needs are updated annually, using a problem-solving approach focused on the process, technical and human areas can be very effective. This means that some problems may arise during the tasks and it can be determined if the problem is resolved through training. Following this, effectiveness design of training courses can be a fundamental step in training needs determination.

It is recommended that organizations particularly consider the use of developmental gap-based modern training needs assessment approach. In this regard, organizations are required to provide individual development plan (IDP) to their employees. The program can be realized through this dimension of needs assessment. Utilizing a feedback report of competence assessment center, staff performance appraisal and career feedback report can be used as perfectly operational input in the needs assessment process.

In order to determine the development gap-based training needs, organizations need to design competency model cases and through creating assessment centers as a means of empowerment in succession planning, assess the staff. Using the assessing feedback report will greatly help to build developmental training needs. It is recommended for organizations with small dimensions, to use the off the shelf assessment center.

The establishment of performance evaluation system can help staff development. This system's feedback report is effective as input in developing the needs assessment process in staff development programs. Organizations should define career courses and play a leading role in staff development. It is suggested that organizations establish career plans. In the end, it is recommended that researchers conduct some studies with a more in-depth review of the needs assessment model. It seems that other indicators can be added to this model or even another dimension to needs assessment dimensions.

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