

ORIGINAL ARTICLE

Training Needs Assessment: Basis For The Development of Training Programs For Employees in a Public Higher Institution

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ABSTRACT

Background: This research assesses the training needs of employees at the University of the Philippines Manila (UPM) to prepare a comprehensive plan and program intervention for the 2023 training calendar.

Objectives: This study specifically examines the reaction of the employees to the training program (Level 1), changes in the level of learning (Level 2), and transfer of training in the workplace or behavioral changes (Level 3). This Training Needs Assessment (TNA) survey is essential to identify skill gaps, set priorities, and tailor training programs suitable to the needs of UPM employees.

Methodology: The study employed a quantitative survey method in assessing employees' needs across different colleges, units, and offices using a TNA survey. A total of 382 employees were surveyed regarding their needs to enhance their core, technical, leadership, and job-specific competencies.

Results: Results showed that based on the varying degrees of necessity, all the training programs in the TNA survey were considered needed by the employees. Twelve training programs were proposed in the 2023 training calendar as a result of this TNA, including three programs for improving core competencies, four programs for technical competencies, two programs for leadership competencies, and three programs for job-specific competencies. Specifically, the training focus on Stress Management, Handling Complaints and Grievances, and Safety and Emergency for core competency; Written and Spoken Communication, Google Workspace/Microsoft Office Applications, Data/Records Management for technical competency; Succession Planning and Managing People for leadership competency; and Procurement, Research Skills, and Creative Design Training for job-specific competency.

Conclusion: The TNA conducted at UPM revealed crucial areas where tailored training programs can play a transformative role in boosting workforce competence and effectiveness. The findings highlight the importance of training in areas such as stress management, decision-making, safety protocols, ethical leadership, and conflict resolution.

Introduction

Training, in a job context, means conveying relevant information about the work in order for the employees to carry out orders and tasks smoothly, efficiently and cooperatively [1]. This has been expanded by Markaki et al. to include the cultivation of attitudes and skills not only for improving individual job performance but also for achieving organizational goals [2]. As employee training accounts for any work-related changes due to internal and/or external challenges, this helps employees become more flexible and more willing to stay in an organization. Likewise, training allows an organization to become stable amid growth or difficulty, making it an indispensable investment for the longevity of an organization.

Training is an intervention and various processes are needed before its actual conduct. Foremost to this is an assessment called the Training Needs Assessment (TNA). TNA helps determine the training needs of employees, which are also in line with their current knowledge, abilities, and skills, or simply the competencies [3]. Moreover, the conduct of TNA determines the organization's required level of competence and the skills gap. TNAs are often conducted at the beginning of an employee's development planning to guide the selection of relevant training programs [4]. This can be administered repeatedly as employees gain experience and new skills. Surveys are one of the convenient ways to conduct TNAs as they generally use a simple and standardized format and can be accomplished online or face-to-face [5].

TNAs are vital in developing and, later, conducting an effective training program. It reveals where training is needed, what needs to be trained, and who will be trained. This specification will save organizational resources as the training is only conducted for the participants who need it. A study conducted by Nor showed that TNAs were vital in successfully developing and achieving training programs and outcomes [3]. Accordingly, TNAs

helped 63% of the workers in the public sector of Somalia assess and indicate their training gaps or their training needs. Similarly, while the 33 studies systematically reviewed by Markaki *et al.* were mostly limited to those in clinical practices, it was highlighted that the use of the Hennessy-Hicks TNA Questionnaire facilitated needs triaging and allocation of limited educational resources that helped address the training gap in individual, group, and organizational levels [2]. A study by Mahmud et al. showed similar results that the conduct of TNA was found to have a significant positive role in improving employee performance [6].

Unfortunately, there is little literature on the relationship between TNAs and employee outcomes in the Philippines. However, some studies note how using TNAs helped organizations assess and address training gaps. For instance, aside from identifying needs, the use of TNAs in the study of Amparado et al. exposed the need to prioritize certain groups for training as well as the lack of training programs by the University of Central Visayas [7]. Likewise, the study conducted by Unay stated that TNAs were significant in identifying the professional development needs of secondary school teachers in Mondragon, Samar, as they pushed for an extension program [8]. Lastly, using TNAs helped uncover core competency gaps among the technical staff at the Center for Health Development Calabarzon [9].

In line with the continuous effort of the Human Resource Development Office (HRDO) to provide opportunities for employees to attend different

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Learning and Development Interventions (LDIs) required for the enhancement of competencies in the performance of their duties and responsibilities and for the next higher position for which they are qualified, the Training and Research Section of the HRDO designed a Training Needs Assessment (TNA). The conduct of this TNA serves as a basis for the development of the Learning and Development Plans of the University for the incoming year. This paper presents the training needs of UPM employees in improving their core, leadership, technical, and job-specific technical competencies. It also shows how the proposed training calendar for the incoming year has been designed and developed as a result of examining the training needs of the employees to contribute to the existing knowledge on training needs assessment and developing effective training programs.

1.1 Research Questions

This study aimed to determine the training needs and assess whether these training needs vary according to the demographic profile of UPM employees. Specifically, this study focused on answering the following research questions:

1. What are the current training needs of UPM employees in improving their (a) core, (b) leadership, (c) technical, and (d) job-specific technical competencies?
2. What is the proposed training calendar based on the TNA survey?

Methodology

2.1 Research Design

This study was a needs assessment employing a quantitative survey research design, which was used to try to collect information from a sample of employees through their responses to statements or questions in a survey questionnaire. This study was conducted to obtain information about the training needs of UPM employees and to assess whether these needs vary according to the collected demographic profile.

2.2 Participants

The TNA survey was emailed to 816 employees, including employees with employment status categorized as permanent, temporary, contractual, project-based and job order (JO). A total of 382 out of the 816 employees from the different colleges, offices, and units participated in the TNA survey, which translated to a response rate of 47%. Permanent employees make up 50% (n = 194) of the respondents, followed by contractual (n = 83, 22%) and regular JOs (n = 81, 21%). The temporary employees comprise 4% (n = 14), while the project-based comprise 3% (n = 10) of the respondents.

2.3 Instruments

The instrument used in gathering data for this study is a TNA survey, an online questionnaire developed and designed by the Training and Research Section of the HRDO. The survey was subjected to face and content validation before it was disseminated online. Three education experts who are PhD candidates in a private institution in Manila validated the questionnaire in terms of quality of statements, language used and overall presentation. Their suggestions and corrections were incorporated in the final form of the online questionnaire. The questionnaire was piloted with 10 employees to ensure its comprehensibility and internal consistency. The questionnaire was administered through Google Forms. The form asked respondents about their demographic profile and the current training needs in improving employees' core, leadership, technical and job-specific technical competencies. The training listed in the TNA survey came from the consolidated result of the Individual Development Plan/Staff Development Plan of all employees, which was cascaded last September 2022. In determining the training needs of the employees, they responded to the TNA survey in the listed training program for each competency using the scale matrix 3=Great Need, 2=Some Need and 1=No Need.

2.4 Data Collection Method

In the conduct of this TNA, the Training and Research Section first requested a copy of the email addresses of all Administrative Personnel and Research, Extension and Professional Staff (REPS) through the HRDO Records and Statistics Section. The TNA was sent to all the collected email addresses of

Administrative Personnel and REPS regardless of employment status last November 29, 2022, after the issuance of the signed Memorandum No. CCDP 2022-336. A cover letter to the survey questionnaire was also sent to all target participants to discuss why the TNA was conducted and how they could participate. The collection of responses from target participants lasted until December 7, 2022. Participants were given a reminder one day before the last day of submission of responses to increase the TNA survey's response rate.

2.5 Data Analysis

All the data obtained from the TNA Google form and tabulated in google sheet from the inclusive date of collecting responses were considered part of the survey. Various statistical methods were used to analyze the data obtained from the TNA survey. Descriptive statistics, including frequencies and percentages, were used to describe participants' demographic profiles and to assess their current training needs from the training programs listed for each competency. Data were tabulated and analyzed using Statistical Package for the Social Sciences (SPSS) version 25.

2.6 Ethical Considerations

The conduct of the TNA was part of the learning and development process of the HRDO to design a comprehensive plan and program intervention for the 2023 training calendar. The participation of employees in this TNA was highly encouraged as it served as the basis for designing and developing learning interventions for the whole UPM community to be offered by the HRDO. Employees were asked to sign an informed consent form embedded in the TNA survey if they chose to participate. All information collected from the participants was kept private, and their identities were not revealed to anyone. The filled-out questionnaires were kept in a secure place and were only accessible to the research team. Also, data collected from the study were not shared with or given to anyone or posted on any social networking site. The confidentiality of the data gathered from this study was ensured in compliance with the Data Privacy Act of 2012. This research was registered with the UP Manila Research Grants Administration Office (RGAO) with the Identification Number 2023-0931.

Results

3.1 Profile of the Participants

The characteristics of the respondents in terms of gender, employee category, employment status and age bracket are represented in Table 1.

Table 1 shows that out of the 382 employees who completed the TNA survey, 271 (71%) were females while 111 (29%) were males. This clearly shows that most respondents who expressed their training needs were females. When the respondents were grouped according to the employee category, it showed that the administrative personnel registered the highest participation in this assessment, making up 80% (n = 304) of the respondents. The REPS who answered the survey comprised 20% (n = 78) of the respondents. It can also be seen from Table 1 that permanent employees make up 50% (n = 194) of the respondents, followed by contractual (n = 83, 22%) and regular JOs (n = 81, 21%). The temporary employees comprise 4% (n = 14), while the project-based comprise 3% (n = 10) of the respondents. Regarding the age bracket of the respondents, it showed that the 21-30 age bracket had the most respondents (n = 107, 28%), followed by the 31-40 age bracket (n = 105, 37%). The 41-50 and 51-60 age brackets had the same number of respondents (n = 77, 20%). Lastly, the 61 and above age bracket had the least respondents (n = 16, 5%).

3.2 Training Needs Assessment Survey Results

3.2.1 Core Competencies

Core competencies are founded on the University's mission, vision, and values, including culture. These consist of behaviors everyone in the organization must possess regardless of function. In order to determine which training would greatly help improve the core competencies of UPM employees, they were asked to indicate their needs for each core competencies-related training/subject. Table 2 shows the distribution of responses for the training needs of employees in all 11 core competencies-related training programs.

Table 1. Profile of the Participants (N=382)

Demographic Profile	Classification	Frequency	Percentage (%)
Gender	Male	111	29
	Female	271	71
Employee Category	Admin	304	80
	Research Extension and Professional Staff (REPS)	78	20
Age Bracket	21-30	107	28
	31-40	105	37
	41-50	77	20
	51-60	77	20
	61 and above	16	5
Status of Appointment	Permanent	194	50
	Temporary	14	4
	Contractual	83	22
	Regular Job Order	81	21
	Project-based	10	3

Table 2. Training Needs in Improving Core Competencies

Core Competencies	Great Need		Some Need		No Need	
	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)
Work Ethics	150	39%	169	44%	63	16%
Customer Service Skills	154	40%	184	48%	44	12%
Professionalism in the Workplace	170	45%	155	41%	57	15%
Stress Management	232	61%	125	33%	25	7%
Handling Complaints and Grievances	198	52%	159	42%	25	7%
Decision Making and Problem Solving	220	58%	132	35%	30	8%
Ethical Leadership	207	54%	138	36%	37	10%
Personality Development	185	48%	150	39%	47	12%
Work Attitude and Values Enhancement	175	46%	147	38%	60	16%
Gender and Development	121	32%	187	49%	74	19%
Safety Training and Emergency Response	208	54%	152	40%	22	6%

Table 2 shows that out of the 11 provided core competencies-related training programs, the top 5 greatly needed training programs are Stress Management (n = 232, 61%), Decision-Making and Problem-Solving (n = 220, 58%), Safety Training and Emergency Response (n = 208, 54%), Ethical Leadership (n = 207, 54%) and Handling Complaints and Grievances (n = 198, 52%).

The TNA survey results for the core competencies-related training needs presented in Table 2 which obtained the highest number of 'Great Need' responses is Stress Management (n = 232, 61%) while the lowest is Gender and Development (n = 121, 32%). Meanwhile, the training which obtained the highest number of 'Some Need' responses is Gender and Development (n = 187, 49%), while the lowest is Stress Management (n = 125, 33%). Lastly, the training which obtained the highest "No Need" responses is Gender and Development (n = 74, 19%) while the lowest is Safety Training and Emergency Response (n = 22, 6%).

3.2.2 Technical Competencies

Technical competencies are functional competencies that describe the application of knowledge and skills needed to perform effectively in a specific job or group of jobs within the organization. In order to determine which training would greatly help improve the technical competencies of UPM employees, they were asked to indicate their needs for each technical competencies-related training/subject. Table 3 shows the distribution of responses for the training needs of employees in all nine technical competencies-related training programs.

Table 3 shows that out of the nine provided technical competencies-related training programs, the top 5 greatly needed training programs are Generating Reports and Documentation (n = 232, 61%), Data and Records Management (n =

231, 60%), Spoken Communication (n = 231, 60%), Written Communication (n = 215, 56%) and Google Workspace/Microsoft Office Applications (n = 212, 55%).

The TNA survey results for the technical competencies-related training needs presented in Table 3 show that the training which obtained the highest number of 'Great Need' responses is Generating Reports and Documentation (n=232, 61%) while the lowest is 5S in the Workplace (n=170, 45%). Meanwhile, the training which obtained the highest number of 'Some Need' responses is 5s in the Workplace (n=170, 45%) while the lowest is Generating Reports and Documentation (n=125, 32%). Lastly, the training which obtained the highest 'No Need' responses is Computer Skills (n=49, 19%) while the lowest is Spoken Communication (n=19, 5%).

3.2.3 Job-Specific Technical Skills

Job-specific technical skills are functional competencies at the specific requirements for a job for a more targeted talent management (e.g., selection and development). It can be used to help the HRDO set individual learning and development goals tied to the requirements of each job. In order to determine which training would greatly help improve the job-specific technical skills of UPM employees, they were asked to indicate their needs for each job-specific training program. Table 5 shows the distribution of responses for the training needs of employees in all nine job-specific training programs.

Table 4 shows that out of the nine provided job-specific technical competencies-related training programs, the top 4 greatly needed training programs are Creative Design Training (Adobe, Canva, etc.) (n=190, 50%), Office Inventory and Supply Management (n=144, 38%), Research Skills

Table 3. Training Needs in Improving Technical Competencies

Technical Competencies	Great Need		Some Need		No Need	
	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)
Written Communication	215	56%	142	37%	25	7%
Spoken Communication	231	60%	132	35%	19	5%
Google Workspace/Microsoft Office Applications	212	55%	137	36%	33	9%
Data and Records Management	231	60%	126	33%	25	7%
Generating Reports and Documentation	232	61%	125	32%	25	7%
5S in the Workplace	170	45%	178	47%	34	9%
Computer Skills	174	46%	159	42%	49	13%
Data Privacy and Cybersecurity	181	47%	173	45%	28	7%
Financial Literacy/Planning	183	48%	161	42%	38	10%

Table 4. Training Needs in Improving Job-Specific Technical Competencies

Job-Specific Technical Competencies	Great Need		Some Need		No Need	
	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)
Laboratory Skills and Safety	78	20%	83	22%	25	7%
Procurement	125	33%	144	38%	21	5%
Library Service	39	10%	119	31%	48	13%
Accounting Skills and Policies	110	29%	145	38%	19	5%
Cash Management	94	25%	133	35%	35	9%
Office Inventory and Supply Management	144	38%	139	36%	23	6%
Research Skills	135	35%	155	41%	24	6%
Creative Design Training (Adobe, Canva, etc.)	190	50%	141	37%	21	5%
TESDA related training	111	29%	151	40%	30	8%

(n=135, 35%), and Procurement (n=125, 33%).

The TNA survey results for the job-specific technical competencies-related training needs presented in Table 5 show that the training which obtained the highest number of 'Great Need' responses is Creative Design Training (Adobe, Canva, etc.) (n = 190, 50%) while the lowest is Library Service (n = 39, 10%). Meanwhile, the training which obtained the highest number of 'Some Need' responses is Research Skills (n = 155, 41%) while the lowest is Laboratory Skills and Safety (n = 83, 22%). Lastly, the training which obtained the highest 'No Need' responses is Library Service (n = 48, 13%) while the lowest are Accounting Skills and Policies, Procurement and Creative Design Training (Adobe, Canva, etc.) (n = 21, 5%).

3.2.4 Leadership Competencies

Leadership Competencies are functional competencies shared by leaders/managers and are needed to efficiently and effectively manage organizational resources, including people. In order to determine which training would greatly help improve the leadership competencies of UPM employees, they were asked to indicate their needs for each leadership competencies-related training program. Of the 382 employees who responded to the TNA survey, 84 hold supervisory positions. Table 6 shows the distribution of responses for the training needs of employees in all eight leadership training programs.

Table 5 shows that out of the eight provided leadership competencies-related training programs, the top 4 greatly needed training programs are Succession Planning (n = 62, 16%), Decision Making and Problem Solving (n = 61, 16%), Managing People (n = 60, 16%), and Leading Program/Project (n = 57, 15%).

The TNA survey results for leadership competencies-related training needs presented in Table 5 show that the training which obtained the highest number of 'Great Need' responses is Succession Planning (n = 62, 74%) while the lowest is Managing Meetings (n = 47, 56%). Meanwhile, the training which obtained

the highest number of 'Some Need' responses is Managing Meeting (n = 32, 38%), while the lowest is Decision Making and Problem Solving (n = 14, 17%). Lastly, the training programs which obtained the highest 'No Need' responses were Meeting Support Administration and Decision Making and Problem Solving (n = 9, 11%) while the lowest was Succession planning (n = 1, 1%).

In designing the 2023 Training Calendar for the Learning and Development Plan of UPM employees, the means for all the listed training programs per competency were calculated. The training programs obtaining the highest mean rating were Stress Management (M=2.54), Safety and Emergency Response (M=2.49) and Handling Complaints and Grievance (M=2.45) for improving the core competencies. For improving technical competencies, the training programs obtaining the highest mean rating were Data and Records Management (M=2.54), Oral Communication (M=2.55), Written Communication (M=2.50), and Google Workspace/Microsoft Office Applications (M=2.47). For job-specific training, the following training programs obtained the highest mean rating, Creative Design Training (Adobe, Canva, etc.) (M=2.48) and Research Skills (M=2.35). Lastly, Succession Planning (M=2.73) and Managing People (M=2.65) obtained the highest mean rating.

3.2.5 Proposed 2023 Training Calendar

The data obtained from the TNA survey were consolidated and analyzed to come up with the 2023 Training Calendar. Training programs obtaining the highest mean rating as a result of the needs assessment were considered in designing the training calendar. As part of the annual training calendar of UPM HRDO where a combination of training programs was considered, the researchers agreed to include training programs for each competency in the following order: three (3) for core competencies, four (4) for technical competencies, three (3) for job-specific and two (2) for leadership. The proposed 2023 Training Calendar is presented in Table 6.

Table 5. Training Needs in Improving Leadership Competencies

Leadership Competencies	Great Need		Some Need		No Need	
	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)
Decision Making and Problem Solving	61	73%	14	17%	9	11%
Coaching and Mentoring	57	68%	21	25%	6	7%
Conflict Management	57	68%	19	23%	8	10%
Succession Planning	62	74%	21	25%	1	1%
Managing People	60	71%	19	23%	5	6%
Managing Meetings	47	56%	32	38%	5	6%
Meeting Support and Administration	48	57%	27	32%	9	11%
Leading Program/Project	57	68%	21	25%	6	7%

Table 6. Proposed 2023 Training Calendar

Proposed 2023 Training Calendar		
Title of Training	Target Competency	Target Month
Handling Complaints and Grievances	Core	January
Safety Training and Emergency Response	Core	February
Stress Management	Core	Every end of the quarter (March, June, September, and December)
Written Communication	Technical	March to April
Spoken Communication	Technical	April to May
Google Workspace/Microsoft Office Applications	Technical	June to July
Data and Records Management	Technical	July
Procurement Training	Job-Specific	August
Research Skills	Job-Specific	August to September
Creative Design Training (Adobe, Canva, etc)	Job-Specific	October
Managing People	Leadership	October
Succession Planning	Leadership	November

Discussion

The results of the TNA survey showed that the greatly needed training programs for improving core competencies were Stress Management, Decision-Making and Problem-Solving, Safety Training and Emergency Response, Ethical Leadership, and Handling Complaints and Grievances. Stress management training is very much needed to provide employees with knowledge and skills on effectively managing stress and the different helpful ways to cope with and manage stressors to keep all employees healthy and productive. Workplace stress has been demonstrated to harm overall well-being and productivity, thus the need to continuously provide stress management training [10]. Improving problem-solving and decision-making skills is equally important because this helps employees navigate and resolve various situations and issues that might arise in the workplace [11]. Safety and emergency response training programs are crucial to ensure emergency preparedness, such as what to do and when to act in emergencies, for protective security and life safety protocol. Additionally, in an emergency, trained employees can act quickly and effectively to mitigate the situation and potentially save lives [12]. Ethical leadership training helps create a positive work culture and environment, fosters employee and customer loyalty, and increases productivity [13]. Lastly, handling complaints and grievances involves actively listening to the person making the complaint or raising the grievance, acknowledging their concerns, and working with them to find a satisfactory resolution for all parties involved. This type of training is important because it can help effectively improve the relationship and trust between employees, whether in a personal or professional context in enhancing customer service [14].

Technical competencies describe the application of knowledge and skills needed to perform effectively in a specific job or group of jobs within the organization. The results of the TNA survey showed data and records management is a greatly needed training program. Providing this training will help employees ensure that University records of fiscal and legal value are identified and preserved; and non-essential records are discarded on time according to established guidelines. Furthermore, data and records

management training enable employees to be more efficient and systematic in creating, maintaining, using, and disposing of records, thereby ensuring robust information governance and adherence to regulatory compliance requirements [15]. Written and Spoken Communication is also among the greatly needed training programs revealed from the results of the TNA. The need for effective written and verbal communication must always be enhanced as it is deemed a cornerstone of organizational excellence. This training equips employees with invaluable expertise for fostering collaborative engagement, facilitating seamless idea sharing, enabling efficient task delegation, and ultimately enhancing productivity within the organization [16]. Google Workspace/Microsoft Office Applications must also be part of the annual training since we are rapidly transforming into a digital era characterized by emerging technologies. UP Manila has now transitioned to and uses Google Workspace as its principal means of communication, whether on work from home or skeletal work arrangement. Google Workspace's productivity applications are essential for the continuity of work despite the changing work arrangements. Training programs focusing on the utilization of Google Workspace and Microsoft Office Applications enhanced the effective facilitation of both academic and non-academic reports, thereby addressing the collaboration challenges arising from the hybrid work model [17].

One of the components that the office has added in preparation for the Learning and Development Plan for 2023 is the job-specific skills, or functional competencies which are skills or attributes required to carry out a specific role effectively. These competencies will offer significant insights into employee productivity, develop effective competency-based training which is more suited to their job, and offer more accurate measurements to make someone competent or efficient in a particular role. The result of the TNA showed that out of the nine provided job-specific technical competencies-related training programs, the top 4 greatly needed training programs are Creative Design Training (Adobe, Canva, etc.), Office Inventory and Supply Management, Research Skills, and Procurement. Since the survey respondents are mainly administrative and research personnel, it is evident that the programs they want to attend are geared

toward administrative office management, research skills, and design principles. Through administering these programs/training, employees will become well-equipped and trained to improve their performance, specifically their daily functions. Research training is a crucial program as it takes part in the employees' adherence to the University's Quality Policy to continuously conduct integrative and collaborative research contributing to the dissemination and application of knowledge. Moreover, it enhances employees' investigative and analytical thinking abilities, enabling them to formulate robust research, proficiently analyze data, draw well-founded conclusions, and effectively communicate research findings [18]. Lastly, procurement training holds great importance for employees as it enhances their individual and team competence in effectively navigating the process of procuring goods and services which enables them to have cost-effective operations within the organization [19].

Lastly, leadership competencies are functional competencies shared by leaders/managers and are needed for the efficient and effective management of organizational resources. Leaders' skills, both their technical abilities and experiences, play a significant role in driving better results and achieving success. Leaders equipped with the right skills certainly ignite a transformative performance across the organization where everyone sees the way forward. In order to determine which training would greatly help improve the leadership competencies of UPM employees, they were asked to indicate their needs for each leadership competencies-related training program. The TNA survey results for leadership competencies-related training needs show that the training that obtained the highest number of Great Need responses is Succession Planning and Managing People. Training in this section guarantees that capable individuals are equipped to take on higher-level roles within the organization, ensuring their readiness and maintaining a high-quality standard throughout the various levels [20]. A huge number of participants in the survey are aged 21-40, the age of emerging leaders. Succession Planning topping the Great Need training indicates the willingness of employees to learn more about business continuity in cases of retirement, promotions, and resignations. Adding succession planning to the University's learning and development plan will allow the organization to groom and equip high-potential employees for future roles in UP, creating a sense of stability and security. Effective management of people plays a vital role in guiding the efforts of employees and fostering robust communication within the organization. Implementing training in this competency will hone employees' skills in managing employees towards improved employee productivity, engagement, and teamwork [9].

Conclusion and Recommendation

TNA conducted at the UPM revealed crucial areas where tailored training programs can play a transformative role in boosting workforce competence and effectiveness. These findings highlight the importance of core competency training in areas such as stress management, decision-making, safety protocols, ethical leadership, and conflict resolution. Having a strong foundation in these competencies is not just beneficial but also necessary for building a workplace that is not only effective but also marked by ethical integrity, employee well-being, and productivity.

To ensure that UPM remains competitive and adaptable in today's rapidly evolving digital landscape, it is important to address technical competencies, especially in areas of effective written and spoken communication, as well as digital proficiency through Google Workspace/Microsoft Office Applications. Due to the ubiquity of technology in the modern workplace, these abilities must be constantly refined, as they are critical to effective teamwork, seamless information exchange, and proficient task delegation. Incorporating job-specific technical abilities into the planned training calendar is a strategic decision that properly corresponds with employees' everyday tasks. This strategy bridges the theoretical-practical knowledge gap, directly improving job performance and operational efficiency.

Finally, the concentration on leadership competencies, notably Succession Planning and Managing People, reaffirms UPM's commitment to maintaining a culture of growth, adaptability, and sustainability. Succession Planning ensures that capable individuals are primed to step into higher roles when the need arises, promoting organizational stability and a sense of security among employees. Effective People Management is a linchpin in guiding employees' efforts, improving communication, and promoting teamwork. The research findings provide valuable guidance for UPM's endeavors in designing and

executing training programs. These programs are not merely an investment in the institution's human capital but a strategic move to empower its workforce, elevate performance standards, and ultimately contribute to the enduring success and global recognition of the UPM.

Based on the findings and analysis of this training needs assessment survey, several recommendations emerge that can be used by different organizations in enhancing their training and development interventions. Tailoring training programs to meet the specific needs identified in this survey is crucial. The development of customized training modules that address employees' skill gaps and learning preferences is necessary to ensure that employees stay up to date with the changes in their workplace. The survey indicates a need for improving soft skills such as communication, teamwork, and leadership. These training programs should be prioritized as developing these skills enhances overall employee effectiveness. Given the interest in technology-related skills, technology training that integrates emerging technologies into training programs should also be considered, as this can prepare employees for the digital transformation era. Training needs assessments should be regularly conducted, as the skills and knowledge required by employees may evolve over time. Periodic review and update of the training needs assessment survey must also be practiced to ensure its relevance and alignment with the University's goals and missions.

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Declaration of Conflicting Interests

The authors declare no potential conflicts of interest with respect to the research, authorship, and publication of this research study.

Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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