

# **The Usage of Training Needs Assessment (TNA) for academic staff:**

## **An applied study for Faculty of Dentistry, Alex, University**

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### **Abstract:**

This paper aims to assess the training needs of the academic staff member's competencies through doing a competency based-assessment survey obtained from 115 academic staff members of Faculty of Dentistry, Alex, and University with different scientific degrees. The data analyzed and the result was training plan designed to fit the training needs of academic staff member according to the scientific degree. The conclusions and future research points mentioned.

**Keywords:** Training, Training needs analysis, continual professional development (CPD), Competency, Competency based-assessment.

## **1. Introduction**

The Process of teaching and learning at any level is a highly complex one. In order to this process to take place efficiently, all variables of the process have to be in place. These variables include invariably of the ideal environment, the need based state of the art syllabus and availability of the latest educational technology for the purpose of teaching. But the single most important variable in the whole process is the teacher who impinges heavily on the output of the educational process. (Zafar and Yasmeen, 2010).

So, there is no doubt that continuing professional development (CPD) for the faculty members considering one of the most important challenges that faces the universities in all over the world, especially the developing countries.

The most important reasons for doing (CPD) for the academic faculty members are: Firstly, The large number of students at Egyptian university which requires continuous and permanent updating for knowledge and skills, to empower faculty staff from meeting the highly increasing students' needs which they differ in their capabilities and abilities to continue university education. Secondly, the information technology revolution which we live today and its impacts such as: increasing complexity and depth, so the (CPD) for the faculty member is important to cope with that knowledgeable explosion and understanding it to be able to communicate with their students. Thirdly, increasing the competitiveness level between the universities on the local and international level. Also, in our case study the type of faculty we discuss is different because it is a medical faculty.

In a previous study done on the academic competencies for medical faculty and it was pointed that MDs and PhDs hired as new medical school faculty members facing

challenges, one of which is that they have received little training in significant areas related to academic responsibilities such as: Physicians know how to treat otitis media, and PhD holders have knowledge of their disciplines and research, but how does one become a good teacher? How does one navigate the internal and external systems needed to achieve effective medical education, research, and program development?

In the past, it was assumed that intelligent people who have been students for many years have learned or can automatically learn to be successful faculty members, and little or no support for faculty development has been provided. In recent years, increasing attention has been paid to teaching as a valid form of scholarship, and in many institutions, the quality of a faculty member's teaching is considered as individuals advance academically. New methods, including portfolio self-assessment, standardized peer review and even post-tenure teaching evaluation, have been implemented to facilitate high-quality teaching; more attention has been placed on faculty development programs. (Danal and et al, 2007)

Accordingly, to achieving higher and modernized quality education, in which there is no quality without skills and competencies for the faculty members and leaders in the higher education institutions, because the faculty member professional development playing an effective role in maximizing the higher education output effectiveness, because the main objectives are to empowering the faculty graduates for coping with the era and facing the human resources competitiveness.

Therefore, for achieving that it was a great necessity to identify the gap between the higher education program goals with the current status of faculty members, academic leader by examining the current situation and determining the current needs and setting a specialized training program that will be compliant with the education and training needs. Through using the training needs assessment method (TNA) with Competency –based assessment technique.

## **2. Theoretical Framework:**

There is a fact that every career and profession need Continuing Professional Development (CPD) and Learning, in which previously the career defined as: the total sequence of employment –related positions, roles, activities and experiences encountered by individuals, (Jackson,2000).So, the career is characterized by: a lifelong process which means continuous and nonstop and needs development. Which needs developing for competences and skills .Also, each profession has its special types of Competencies and skills, as will be presenting in that paper.

### **Continuing professional development (CPD):**

There are many definitions of CPD. However, they all have certain common themes; namely that CPD is a systematic ongoing process by which we can broaden and deepen our skills in addition to updating them

Below are some definitions of the concept:

- CPD has been defined by Madden and Mitchell(1993) as: the maintenance and enhancement of the knowledge, expertise and competence of professionals throughout their careers according to a plan formulated with regard to the needs of the professional, the employer, the professions and society (Jones and Robinson, 1997).
- Tomlinson (1993, cited in Scannell, 1996) defines CPD as, “*the systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for the execution of professional, managerial and technical duties throughout one’s working life.*”(Theodosia,2007)

According to Majid (2004, cited in Woolls, 2005) CPD is “*the systematic method of learning that leads to growth and improvement in professional abilities, enabling individual to function successfully in a changing work environment ...the purpose of continuing professional development activities is to fill-in the knowledge gaps between formal education and the needs of the professional practice*”. This definition indicates that CPD is critically important to standards of professionalism, particularly when the “*knowledge gaps*” are exacerbated by inadequate formal education. (Theodosia, 2007)

CPD: provides the opportunity to soar like an eagle or a helicopter and looks at our career progress from wider prospective. It challenges us to make time for regular personal reflection and review. It reminds us that the responsibility for developing ourselves rather than pushing the onus on to our manager or others in the organization. (Theodosia, 2007) and the key to (CPD) is learning which comes about in different ways .It can be formal or informal, First: formal learning is gained through structured courses run by education or training establishments, such as: universities or colleges; usually a certificate diploma or degree is awarded on successful completion. Second: informal learning is gained through programmes run by organizations whose prime purpose is not the provision of learning, such as: manufacturing or service company; a certificate may or may not awarded. Informal learning is gained in an unstructured way in the course of one's work or outside it; this is sometimes referred to as incidental learning and is, by its very nature, not usually subject to certification. . (Matthias and et al, 2007)

Here are some examples of what can be counted as (CPD):

- Certified attendance at conferences, seminars, workshops or courses having a formal structure.
- Successful completion of a relevant programme of accredited study.
- Private study, the learning outcomes of which can be demonstrated.
- Attendance at meetings, working groups or panels where a significant personal contribution is made.
- Job development and experience –based learning.

- Assisting in the professional development of others through coaching, mentoring, assessing or counseling.
- The publication of material, including research, relating to one's profession.
- The preparation and delivery of presentations to colleagues, fellow professionals or the public.

Therefore, the (CPD) depends on learning which classified into main four phases: *Unconscious Incompetence*: The individual neither understands nor knows how to do something, nor recognizes the deficit, nor has a desire to address it. *Conscious Incompetence*: Though the individual does not understand or know how to do something, he or she does recognize the deficit, without yet addressing it. *Conscious Competence*: The individual understands or knows how to do something. However, demonstrating the skill or knowledge requires a great deal of consciousness or concentration. *Unconscious Competence*: The individual has had so much practice with a skill that it becomes "second nature" and can be performed easily (often without concentrating too deeply). He or she may or may not be able to teach it to others, depending upon how and when it was learned. (john, 1997)

How I measure and identify CPD, through ask ourselves 5 questions: Where have I been in relation to my CPD? Where am I now? Where do I want and need to be? How will I get there? How Will I know when I have arrived? All of the previous questions can be answered through using "Training needs assessment"(TNA technique). (john, 1997)

#### **Academic development of faculty members:**

Omara (1999) considers that the development of a faculty member means (a set of programs and methods by the University for the transmission of a faculty member for more knowledge, skills and abilities (KSA) related to the exercise career roles: teaching, research, and community service, to raise the level of performance so that it could the performance of his roles very well). The Brandt "1989" believes that the concept has been a shift from the concept of a minor on teaching to a broad concept that includes several components is (knowledge needed by the faculty member, management, skills and procedures for the design and application of research, and community service). According to Barakat and colleagues (1996) that should be considered for the development of a faculty member overview include (training in methods of teaching university training in theory, in practice at the beginning of his teaching university, as well as methods of university administration, and specialized training, retraining, and upgrade research skills, and training on ways to provide the require consultancy). It could be argued that the concept of academic development for faculty members as comprehensive concept that includes all the various aspects of personality, and desired him to roles in the performance of its teaching staff, whether academic or technical, administrative or regulatory methodology or research or calendar.

## **Concept of "TNA":**

Before we define the training needs assessment (TNA), we need firstly to define the term "training". There is no one definition of training. The simplest definition of training in traditional theory is "...the acquisition of knowledge and skills for presently know tasks". (lav, 1990, quoted in crutch field, E., 2000) and Deutsch (1979, p104). Also known training as following: "Training serves to help increase upward mobility within the organization, to adjust workers to the technological changes affecting the workplace, and often simply to introduce people to the world of work at the entry level". Moreover, Nadles and wiggs (1986) provided the most commonly used definition of training: "Training activities focus on learning the skills, knowledge, and attitudes required to initially perform a job or task or improve upon the performance of current job or task". So, from these definitions training is an important activity within an organization which improves employee's performance and provides them the skills and knowledge required to do the job in a professional manner.

It is well acknowledged that one of the most important steps in training development is conducting a training needs analysis. The first step in training process focuses on the process of deciding who and what should be trained. Training need analysis is primarily conducted to determine where training is needed, what needs to be taught and who needs to be trained (Goldstein, 1993).

There are many definitions of training needs assessment. One of the earliest writers about TNA is Boydell, (1976) who defined "training needs" in the following paragraph:

"Let us examine the phrase "training need". The word "need" implies that something is lacking-there is a shortfall somewhere. The word "training" further implies that this lack can be supplied by systematic training.

It can thus be said that a training needs exists when the application of systematic training will serve to overcome a particular weakness.

In additional, one of the clearest explanations of needs assessment is given by Anderson (2000), who writes that the needs assessment is the starting point in the training process. It is the phases in which organization's needs are identified, forming the foundation of an effective training effort. The needs assessment tells where and what kind of training programs are needed, which needs to be included, conditions under which training will occur, and criteria to guide program evaluation. A systematic approach to Human Resource Development (HRD) should begin with identifying the organization's business objectives or strategy. Hence, needs assessment and analysis is recognized as the Fir Leigh, et al., (2000) stressed the importance of assessing and analyzing needs because this stage builds the foundation by identifying the kinds of HRD intervention needed for an effective effort. However, Desimone, et al., (2002) contested that in analyzing HRD needs, four levels of needs

has to be analyzed. (Haslinda, 2009) They include assessing the needs of the organization, individual employees' skills, knowledge and attitudes, and their functional responsibilities as well as departments' needs (Wilson, 1999 and Harrison, 2000). step in any HRD intervention (Leigh, et al., 2000).

### **Competency –based assessment Method:**

The word "**competence**" or "**competency**" has many meanings in business today. It's often associated with the individuals' knowledge, skills and attributes in an effort to differentiate high performers from average performers and to develop potentials (daley, 1991 and Gravin, 2000).

**Competency –based assessments** are constructs that provide a means to define and measure job skill ability and performance. Competency based training assessment was introduced to Australia in the early 1990s through the push to restructure Australian industry and the national training Reform Agenda. (Robin, 2000)

A variety of other concepts are also associated with competency based assessment of individuals: motives, traits, self concepts, attitudes, cognitive behavior skills, work habits, etc. (shipman et al, 2000). There is also debate among HR practitioners and academicians regarding whether the term competency refers to behavioral output or an individual's characteristics and qualities (Mc vagan, 1997). In reference to developing expertise in a given discipline. The concept of competence can be dated back to Persian (in the code of Hamurabbi), Greek (in Lydia of Plato) and Roman times (in general language), has been used in Europe from the sixteenth century and entered professional literature in law (competence of courts and witnesses), public administration (competence of institutions), organisational structure (competence of departments or functions), management (core competence, competence management), and education and training (competence-based education) from the seventies of the last century (Mulder, 2007).

The list below shows the milestones in the use of the concept of competence:

- . Use in daily speech: Persian – Greek – Roman eras.
- . Used in Western languages: Sixteenth century.
- . Used in behavioural sciences: 1950s White (1959).
- . Used in systems science: 1970s Gilbert (1978).
- . Used in management sciences: 1980s Boyatzis (1982).
- . Used in corporate strategy: 1990s Prahalad and Hamel (1990).
- . Institutionalized in education: 2000s European Commission (2005, 2006).

The debate about the concept started in the 1950s of the last century, when White (1959) wrote a piece in which he defined competence as a basic motive for the acquisition of knowledge, mastery of skills, need for exploration, or competence as exploratory learning for "effectance". McClelland (1973) stated more than a decade later that traditional testing needed to be changed, as the prognostic validity of IQ testing and of traditional assessments in education, training and selection of professionals was limited. Gilbert (1978) made a link between competence and effective performance improvement. Boyatzis (1982) did large-scale studies on

competence of managers, asking top performing managers to define their competencies. Zemke (1982) expanded the application of the concept of competence to all aspects of training and development. By this time professional associations began to use competency profiles for professional licensure and registration practices. McLagan (1989) developed In the 1990s, the concept of competence also became popular in European education (European Commission, 2005, 2006; European Social Partners, 2006). Studies of Biemans et al. (2004) and Mulder et al. (2006) showed the various difficulties regarding the implementation of competence-based education in various countries. In this contribution competence is seen as a series of integrated capabilities consisting of clusters of knowledge, skills and attitudes necessarily conditional for task performance and problem solving and for being able to function effectively in a certain profession, organization, job, role and situation. A competency is an element of competence which is embedded in a certain (professional, occupational, task) situation and can either be behavior-oriented (like the set of the great eight competencies developed by Bartram, 2005), or task-oriented (which are related to the responsibilities of a certain job holder or professional). Competencies only get meaning in a specific context and when they are sufficiently specified. There are many examples that can illustrate this. Take for instance the competency “communication” which can be found in many qualification frameworks. It does not say much unless it is situated in a specific context (like for first-line management in the retail sector in a given region), and it states what part of communication it is about (like persuasive communication which is needed to convince co-workers of the necessity to work according to a code of practice). Examples like these show that very often behavior-related competencies (persuasive communication) go hand in hand with content-related competencies (giving information about the code of practice). When the “old” and “new” competence approach are compared using this example, the traditional (behaviouristic) way of using the concept means that skills training would be implemented on the various components of communication, whereas in the “new” approach a comprehensive analysis of the context of use would precede a situated learning task in which balanced attention would be paid to the knowledge, skill and attitude component of the respective competency. Perceived relevance of the learning task is a key issue in this respect. Competence is:

- . The integrated set of capabilities (or competencies).
- . Consisting of clusters of knowledge, skills, and attitudes.
- . Necessarily conditional for task performance and problem solving.
- . And for being able to function effectively (according to certain expectations or standards); and, in a certain profession, organization, job, role and situation.

Competency (plural: competencies) is: a situated element of competence, which can be, behavior-oriented and/or; New competence concept. Task-oriented; and. meaningful in a specific context and at a sufficient level of specification. Apart from

relevance, there are more notions behind the new concept of competence. Based on various theories of education and empirical research, eight principles of comprehensive competence-based (vocational) education were developed for the empowerment of local education teams to facilitate interactive processes of curriculum deliberation (Wesselink et al, 2007a, b). These principles were included in a matrix that was meant to be an instrument for program teams. Applying these principles will result in a comprehensive approach of competence-based education. And the more recent competence-based developments

(Biemans et al, 2004; Mulder et al, 2006; Weigel et al, 2007). The most fundamental criticism regarding competence-based education comes from higher education, especially from the liberal education tradition. Hyland (2006) for instance, sees competence-based education as a form of reductionist behaviorism. It is not clear whether he refers to the older conceptualizations of the concept or to the newer more holistic ones, which stress the broad development of the full potential of students. Anyway, it is good to review the perceptions of higher education faculty, in particular full university professors, also in the natural sciences, to see whether the criticism against competence-based higher education indeed is as strong as some critics suggest. Together with that, it is good to have a picture of the opinions of other stakeholders in higher education, especially university.

### **The assessment of competency**

- There is no universal agreement on what defines a competency. Rethans et al (2002) draw a distinction between competency and performance when assessing doctors. Competency based assessments were seen as measures of what doctors do in testing situations, while performance based assessments were defined as measures of what doctors do in practice. The Post graduate medical education and training board in UK (PMETB) defines competency as ‘The knowledge, skill, attitude or combination of these, that enables one to effectively perform the activities of a particular occupation or role to the standards expected’. In medicine, a sound knowledge base is essential for clinical competency; however, there are many other skills and behaviours required of a doctor (eg empathy and sensitivity, professional integrity, coping with pressure). As a result there has been a tendency toward the concept of meta-competencies. A meta-competency relates to the ability to read a new situation and adapt or apply appropriate competences. A range of assessment methods are therefore required to adequately assess whether an individual demonstrates the required level of competence. The four general areas of competence are: Meaning Competence: The person assessed must be able to identify with the purpose of the organization or community and act from the preferred future in accordance with the values of the organization or community, Relation Competence: The ability to create and nurture connections to the stakeholders of the primary tasks must be shown. Learning Competence: The person assessed must be able to create and look for situations that make it possible to experiment with the set of solutions that make it possible to complete the primary tasks and reflect on the experience. Change Competence: The person assessed must be able to act in new ways



when it will promote the purpose of the organization or community and make the preferred future come to life. (Rethans et al, 2002)

In previous study done to find out empirically as to what are the teaching and professional needs of the newly inducted university teachers in different faculties at the Bahauddin Zakariya University, Multan. and the study as a corollary recommends that a training course specially tailored for this category of university teachers should be organized at the Bahauddin Zakariya University, Multan to optimize their performance as university teachers. The teachers trained through this program are expected to perform better and operate efficiently in all domains of academic activities related to the university. (Zafar and Yasmeen, 2010)

Also in study done to determine the professional development needs of the academic staff working at the process of educating teachers to vocational education in Turkey in particular within the content of globalization and adaptation to EU at such fields as the process of quality and accreditation at education, preparing international projects, international cooperation and communication skills to search, foreign language, writing scientific articles and using the technology. And they found that the universities responsible for a pioneer role in the change and development of countries and their academic staff should fulfill the tasks expected from them efficiently in order to realize this purpose. However, the results of the current study showed that the academic staff are in need of training at a level to hinder their tasks and roles efficiently. The academic staff are in need of professional improvement in such fields as; the process of quality and accreditation at education, preparing an international project, international communication and cooperation, writing an international article, the skills of research, foreign language and use of technology. (Yavuz, et al, 2009)

### **Faculty Staff Competencies:**

Each profession has its skills and competencies, but the teaching profession without regard to scientific or medical view has its special academic competences as following:

- 1- Teaching competency :** which include Elements of practical educational process, mastery of effective teaching skills, recruiting of information technology and communications segments in learning and teaching aspects, mastering the skills of managing educational situations, mastering scientific material to seek the achievement of educational goals, mastering skills of self-assessment of teaching performance, mastering skills of effective communication, mastering skills of presentation and display.
- 2- Leadership competency:** Ability of team working, stimulation of compensation and incentives, define the basis of self-accounting standards and individuals accountability, mastery of negotiation, dialogue and behavior skills, awareness development by raising quality standards and mechanisms, mastery of teaching and effective assessment skills, developing the skills of evaluation, outcomes formulation of work and technical report writing, Laws, administrative and financial regulations awareness
- 3- Research competency:** Recruiting information and communication technology, Knowledge management and research projects skills, the ability to

deal with the technology, Technical writing and presenting of research projects skills.

**4 – Interpersonal competency:** Develop the skills of sharing thoughts and opinions, skill of self-challenging nature of work in team spirit, interpersonal, communication, and team working skills, mastering nature of working relationships and development techniques, networks, interpersonal skills in and outdoors of the organization, skills to participate in design and implementation of activities, Cooperation.

**5- Personal competency:** Develop the skills of commitment and self-discipline, develop the skills of fair assessment, personal skills (conflict management - self-learning - professional development – gathering opinions), developing values in the framework of social and professional responsibilities, Initiation – representative look - membership - hard working.

**6- Conceptual competency:** Changing, evolution, planning, creativity, and development.

### **3. Research design and methodology:**

In this research a standardized multiple regression model will be used to determine the preference of the different categories of the staff.

The study is an empirical study depending on a general survey model. It was carried out with the participation of the academic staff of the Dentistry-Alex-University. There are ten departments within the faculty, the department of Removable Prosthodontics, the department of Conservative Dentistry, the department of Oral Pathology, the department of Oral Maxillo Facial Surgery, the department of Oral Biology, the department of Oral Medicine, Periodontology, Diagnosis and Radiology, the department of Orthodontics, the department of Pediatric Dentistry Public Health, the department of Dental Bio Materials, the department of Maxillo Facial and Plastic Surgery. 193 academic staff works in these departments. However most of the academic staff did not want to be included in the study because of the work load. In this way, the study was only carried out with the participation of 115 academic staff members. Of the academic staff included in the study, 39 men and 76 women. 38 of them had professional experience of 1-5 years, 9 had 6-10 years of experience, 2 had 11-15 years and 3 had 16-20 years, 60 had an experience over 20 years. 55 of them were professors, 4 were assistant professors, 2 were lecturer, 19 were assistant lecturer and 35 were demonstrator.

The data in the study was obtained from multiple sources, first: primary sources: the focus group discussion with the academic staff, and the questionnaire which designed with the competency assessment method and professional development needs, second: secondary sources: the publications and information from the faculty administration. The questionnaire included 9 questions about: background information, scheduling faculty development workshops/seminars, preferred method of training, opportunities for faculty development in the following competencies: teaching, leadership, research, personal, interpersonal, conceptual, and the last question about the way of

communication. The answers given to the question were analyzed and findings were evaluated. (See the following section)

#### 4. Survey Results:

Competency	Mastery	Prof	Assit.Prof	Lecturer	Assit.lec	Domenstratc
Teaching	Elements of practical educational process.	36%	42%	50%	42%	49%
	Mastery of effective teaching skills.	42%	42%	50%	42%	66%
	Recruiting of information technology and communications segments in learning and teaching aspects.	35%	42%	50%	42%	37%
	Mastering the skills of managing educational situations.	29%	32%	0%	32%	46%
	Mastering scientific material to seek the achievement of educational goals.	38%	32%	50%	32%	51%
	Mastering skills of self-assessment of teaching performance.	49%	21%	0%	21%	60%
	Mastering skills of effective communication.	42%	37%	50%	37%	54%
	Mastering skills of presentation and display.	47%	68%	100%	68%	63%
Leadership	Ability of team working.	51%	50%	0%	37%	46%
	Stimulation of Compensation and incentives.	18%	50%	0%	16%	29%
	Define the basis of self-accounting standards and individuals accountability.	9%	0%	0%	11%	17%
	Mastery of Negotiation, Dialogue and Behavior skills.	22%	25%	50%	26%	37%
	Awareness development by raising quality standards and mechanisms.	24%	25%	0%	11%	26%
	Mastery of teaching and effective assessment skills.	38%	50%	50%	37%	46%
	Developing the skills of evaluation, outcomes formulation of work and technical report writing.	29%	50%	0%	37%	31%
	Laws, administrative and financial regulations awareness	47%	50%	0%	0%	0%
Research	Recruiting information and communication technology.	47%	25%	50%	50%	37%
	Knowledge management and research projects skills.	44%	25%	50%	50%	51%
	The ability to deal with the technology.	35%	25%	50%	50%	54%
	Technical writing and presenting of research projects skills.	38%	25%	100%	100%	49%
Interpersonal	Develop the skills of sharing thoughts and opinions	40%	50%	37%	42%	37%
	Skill of self-challenging nature of work in team spirit.	42%	50%	37%	42%	37%
	Interpersonal, communication, and team working skills.	40%	50%	37%	21%	37%
	Mastering nature of working relationships and development techniques.	29%	50%	31%	16%	31%
	Networks.	22%	25%	31%	21%	31%
	Interpersonal skills in and outdoors of the organization.	15%	50%	34%	11%	34%
	Skills to participate in design and implementation of activities.	24%	50%	31%	0%	31%
	Cooperation.	33%	50%	51%	32%	51%
Personal	Develop the skills of commitment and self-discipline	38%	50%	50%	42%	37%
	Develop the skills of fair assessment	44%	50%	50%	32%	49%
	Personal skills (conflict management – Self-learning – Professional Development – gathering opinions)	20%	50%	50%	21%	54%
	Developing values in the framework of social and professional responsibilities.	13%	50%	50%	16%	37%
	Initiation – representative look – membership – hard working	24%	25%	0%	21%	40%
Conceptual	Changing	36%	50%	50%	26%	37%
	Evolution	36%	50%	50%	26%	43%
	Planning	60%	50%	50%	32%	60%
	Creativity	47%	50%	50%	42%	63%
	Development and thinking	38%	50%	50%	37%	49%

Table (I)

#### 4.1 Descriptive analysis:

From the analysis of the data obtained from questionnaire and presented in table (I):

- **“The preferred training method”**: the training workshop method (64.3%).
- **The most favorable areas of training in “Teaching Competency” for:**  
**demonstrator** (effective teaching skills (66%) - self-assessment of teaching performance (60%)-**assistant lecturer** (Elements of practical educational process (50%) - effective teaching skills (50%) - Recruiting of information technology and communications segments in learning and teaching aspects(50%)- Mastering skills of effective communication(50%).  
**lecturer**(Elements of practical educational process (42%) - Mastering skills of effective communication(68%).  
**Assistant professor** (Mastering the skills of managing educational situations (75%) - Recruiting of information technology and communications segments in learning and teaching aspects (50%).  
**professor** (self-assessment of teaching performance (49%) - Mastering skills of effective communication (47%).
- **The most favorable areas of training in “Leadership Competency” for:**  
**demonstrator** (Ability of team working (46%) - Define the basis of self-accounting standards and individuals accountability (46%)-**assistant lecturer** (Ability of team working (50%) - Mastery of Negotiation, Dialogue and Behavior skills (50%)- Define the basis of self-accounting standards and individuals accountability(50%).  
**lecturer** (Ability of team working (37%) -- Define the basis of self-accounting standards and individuals accountability(37%)- Developing the skills of evaluation, outcomes formulation of work and technical report writing(37%).  
**Assistant professor** (Ability of team working (50%) - Developing the skills of evaluation, outcomes formulation of work and technical report writing (50%).  
**professor** (Ability of team working (51%) - Laws, administrative and financial regulations awareness (47%).
- **The most favorable areas of training in “Research competency” for:**  
**demonstrator** (Knowledge management and research projects skills (51%) - The ability to deal with the technology (54%)- Technical writing and presenting of research projects skills(49%) -**assistant lecturer** (Knowledge management and research projects skills (100%) - The ability to deal with the technology (50%)-  
**lecturer** (Knowledge management and research projects skills (100%) - The ability to deal with the technology (51%).  
**Assistant professor** (all elements were equal with 25%).  
**professor** (Recruiting information and communication technology (47%).
- **The most favorable areas of training in “interpersonal Competency” for:**  
**demonstrator** (Cooperation (51%) - Interpersonal, communication, and team working skills (37%)- Mastering nature of working relationships and development techniques (37%) -**assistant lecturer** Cooperation (51%) -

Interpersonal, communication, and team working skills (37%)- Mastering nature of working relationships and development techniques (37%) - **lecturer** Interpersonal, communication, and team working skills (37%)- Mastering nature of working relationships and development techniques (37%)- Develop the skills of sharing thoughts and opinions(50%). **Assistant professor** Interpersonal, communication, and team working skills (50%)- Mastering nature of working relationships and development techniques (42%)- Develop the skills of sharing thoughts and opinions(42%).. **professor** Interpersonal, communication, and team working skills (50%)- Mastering nature of working relationships and development techniques (50%)- Develop the skills of sharing thoughts and opinions(50%)..

- **The most favorable areas of training in “Personal Competency” for: demonstrator** (Develop the skills of fair assessment (48.6%) - Personal skills (conflict management - Self-learning - Professional Development – gathering opinions) (32%)- **-assistant lecturer** Develop the skills of fair assessment (42%) - Personal skills (conflict management - Self-learning - Professional Development – gathering opinions) (32%)- **- lecturer** all elements equal (50%). **Assistant professor** all elements equal (50%). **professor** Develop the skills of fair assessment (48.6%) - Personal skills (conflict management - Self-learning - Professional Development – gathering opinions) (32%).
- **The most favorable areas of training in “Conceptual Competency” for: demonstrator** (planning (60%) - creative (63%)- **-assistant lecturer** (development(37%) - creative (42%)- - Personal skills (conflict management - Self-learning - Professional Development – gathering opinions) (32%)- **- lecturer** all elements equal (50%). **Assistant professor** all elements equal (50%). **professor** planning (60%).

#### 4.1 Regression model:

SPSS is used to apply the standardized regression model and the standardized Beta coefficients are used to arrange the preferences of the staff of different categories. Table (II) shows the item of each category associated with its corresponding Beta. The no. between brackets expresses the order of the items in its categories.

<b>Teaching</b>			
<b>variables</b>	<b>Domenstrator standardize coefficients (Beta)</b>	<b>Assistant lecturer standardize coefficients (Beta)</b>	<b>Professor standardize coefficients (Beta)</b>
Elements of practical educational process.	0.236(1)	0.175(2)	0.239(2)
Mastery of effective teaching skills.	0.172(6)	0.18(7)	0.28(7)
Recruiting of information technology and communications segments in learning and teaching aspects.	0.194(3)	0.196(1)	0.245(1)
Mastering the skills of managing educational situations.	0.172(6)	0.149(6)	0.22(8)
Mastering scientific material to seek the achievement of education.	0.189(4)	0.174(3)	0.215(5)
Mastering skills of self-assessment of teaching performance.	0.156(7)	0.166(4)	0.151(6)
Mastering skills of effective communication.	0.215(2)	0.149(6)	0.238(3)
Mastering skills of presentation and display.	0.179(5)	0.159(5)	0.234(4)
<b>Leadership</b>			
<b>variables</b>	<b>Domenstrator standardize coefficients (Beta)</b>	<b>Assistant lecturer standardize coefficients (Beta)</b>	<b>Professor standardize coefficients (Beta)</b>
Ability of team working.	0.186(7)	0.197(4)	0.186(6)
Stimulation of Compensation and incentives.	0.228(1)	0.219(2)	0.196(2)
Define the basis of self-accounting standards and individuals accountability.	0.208(4)	0.215(3)	0.178(7)
Mastery of Negotiation, Dialogue and Behavior skills.	0.195(6)	0.21(6)	0.192(3)
Awareness development by raising quality standards and mechanisms.	0.206(5)	0.185(5)	0.199(1)
Mastery of teaching and effective assessment skills.	0.212(3)	0.223(1)	0.188(4)
Developing the skills of evaluation, outcomes formulation of work and technical report writing.	0.215(2)	0.223(1)	0.187(5)
Laws, administrative and financial regulations awareness	0.14(8)	0.14(7)	0.16(8)
<b>Research</b>			
<b>variables</b>	<b>Domenstrator standardize coefficients (Beta)</b>	<b>Assistant lecturer standardize coefficients (Beta)</b>	<b>Professor standardize coefficients (Beta)</b>
Recruiting information and communication technology.	0.397(1)	0.253(3)	0.282(2)
Knowledge management and research projects skills.	0.249(4)	0.329(1)	0.31(3)
The ability to deal with the technology.	0.342(2)	0.26(4)	0.299(1)
Technical writing and presenting of research projects skills.	0.317(3)	0.299(2)	0.3(4)
<b>Interpersonal</b>			
<b>variables</b>	<b>Domenstrator standardize coefficients (Beta)</b>	<b>Assistant lecturer standardize coefficients (Beta)</b>	<b>Professor standardize coefficients (Beta)</b>
Develop the skills of sharing thoughts and opinions	0.144(7)	0.154(3)	0.156(7)
Skill of self-challenging nature of work in team spirit.	0.151(5)	0.175(1)	0.159(6)
Interpersonal, communication, and team working skills.	0.167(3)	0.161(2)	0.158(5)
Mastering nature of working relationships and development techniques.	0.165(4)	0.161(2)	0.165(3)
Networks.	0.181(1)	0.16(6)	0.172(1)
Interpersonal skills in and outdoors of the organization.	0.149(6)	0.153(4)	0.164(4)
Skills to participate in design and implementation of activities.	0.142(8)	0.128(5)	0.159(6)
Cooperation.	0.173(2)	0.161(2)	0.167(2)
<b>Personal</b>			
<b>variables</b>	<b>Domenstrator standardize coefficients (Beta)</b>	<b>Assistant lecturer standardize coefficients (Beta)</b>	<b>Professor standardize coefficients (Beta)</b>
Develop the skills of commitment and self-discipline	0.253(2)	0.253(2)	0.272(2)
Develop the skills of fair assessment	0.266(1)	0.257(1)	0.279(1)
Personal skills (conflict management – Self-learning – Professional Development – gathering opinions)	0.245(3)	0.212(4)	0.202(5)
Developing values in the framework of social and professional responsibilities.	0.224(5)	0.228(3)	0.211(4)
Initiation – representative look – membership – hard working	0.235(4)	0.228(3)	0.239(3)
<b>Conceptual</b>			
<b>variables</b>	<b>Domenstrator standardize coefficients (Beta)</b>	<b>Assistant lecturer standardize coefficients (Beta)</b>	<b>Professor standardize coefficients (Beta)</b>
Changing	0.253(2)	0.253(2)	0.272(2)
Evolution	0.266(1)	0.257(1)	0.279(1)
Planning	0.245(3)	0.212(4)	0.202(5)
Creativity	0.224(5)	0.228(3)	0.211(4)
Development and thinking	0.235(4)	0.228(3)	0.239(3)

**Table (II)**

**5. Findings and conclusions:**

-From the questionnaire analysis it concluded that training needs assessment (TNA) is the main factor in competency assessment and the first step in training process as (Dona et al,2007) pointed that the purpose of the faculty competency assessment checklists to assist individual faculty members and administrator in career development, program planning and evaluation. Training needs for academic staff members differ from one category to another(e.g. the training needs for the professor not the same as the lecturer) , because of the variation of qualifications and experiences which need permanent Continual professional development (CPD),especially for medical faculty academic staff members. So the training planning designed to matching the differentiation in training needs as shown in table (II). And we suggest for future research points is to evaluate the academic staff member competencies during and after training plan implementation to measure the impact of training on academic members competencies advancement.

skill	course	code	Prof	Assistant -prof	Lecturer	Assistant Lecturer	demonstrator
General	Basic computer knowledge	G1	16	16	16	16	16
Teaching and research	Interactive learning	T1					40
	New methods in educating	T2	24	24	24	24	
	selected topics in educating	T3	24	24	24	24	24
	Methodology research	T4			24	24	24
Leadership	Community and university	L1	16	16			
	Organizational development	L2	24				
	Decision making and problem solving	L3	24	24			
	University legal issues	L4	16				
	university financial issues	L5	16				
	internal and external auditing system	L6	24	24	24	24	24
	Quality concepts	L7	24	24	24	24	24
Interpersonal	Effective presentation skills	I1		24	24	24	
	Effective communication skills	I2	24		24	24	24
	Youth affairs development	I3	16	16	16	16	
	People management	I4	16	16	16	16	
	group dynamics	I5	16	16	16	16	
Personal and conceptual	thinking methods	P1			24	24	24
	managerial skills	P2		24	24	24	
	time management and work pressure	P3	24	24			
	work ethics	P4	16	16	16	16	16

### Table (III)

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