

# IN-SERVICE TRAINING FOR ALBANIAN PUBLIC ADMINISTRATION

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## **Abstract**

The Training activity in Albania is developed in the framework of the Civil Service Reform, to meet the requirements of Stabilisation and Association Agreement by expanding and improving civil servants' competencies so that each staff member can contribute optimally to the achievement of his or her institution's goals.

From all our priorities we put the main attention to:

- Effectively responding to the Civil Service development needs
  - To meet the increased specialist demands for training created by the Stabilisation and Association Agreement signed by Albania
  - To respond to an increased need for training within the Albanian Civil Service, especially in management skills
- Improving quality of services and products

The relation of those priorities is that the 1<sup>st</sup> priority cannot be achieved properly without the 2<sup>nd</sup> priority. The training activities included in the first priority, first point are part of a Training Strategy for the Albanian Public Administration on the same topic: European Integration matters which when drafted constituted our first experience in this respect. Drafting the Training Strategy for the Albanian Public Administration on European Integration matters was conducted considering the specific socio - political background and as a response to the determined training needs in the conditions of the Stabilization – Association Process progress.

Considering the fact that Albania's European Integration is not a simply political act in itself but a multidimensional reform affecting all our society's domains. The "Europeanization" of Albanian Public Administration implies both its preparation to effectively fulfill the requirements and standards of European Integration Process as well building an administration oriented towards European Administrative models and principles.

Another very important aspect in the field of training of Albanian Public Administration is the new **Training Needs Analyses System**. The Albanian Civil Service in terms of the methodology of training needs analysis use a combination of top-down and bottom-up approaches, but with a shift to centralized conduction. This methodology helps to have the training of civil servants focused to the needs of the Government as whole, of each civil service institution, and of each civil servant of those institutions.

## **Trainings on European Integration matters**

### **The background of designing of the Training Strategy on European Integration matters: partnership level with European Integration.**

Drafting the Training Strategy for the Albanian Public Administration on European Integration matters was conducted considering the specific socio - political background and as a response to the determined training needs in the conditions of the Stabilization – Association Process progress.

Considering the fact that Albania's European Integration is not a simply political act in itself but a multidimensional reform affecting all our society's domains. The "Europeanization" of Albanian Public Administration implies both its preparation to effectively fulfill the requirements and standards of European Integration Process as well building an administration oriented towards European Administrative models and principles.

### **Approaches for a client oriented training program**

From the very beginning of the drafting process, approaches to be based for identifying the real and studied EU Integration and its implications in their everyday work training needs of civil service were discussed.

Having in mind the above considerations, and for achieving modern levels with appropriate expertise, TIPA has cooperated and implemented, together with specialized foreign partners and interest groups from the “clients”: Public Administration, common projects. The latter aimed at the designing of multi-year Training Strategy, an Operational Plan as well as a detailed training courses calendar for the coming three years period.

The identification and analysis of training needs on EU matters had to and were based on three different identification and analysis approaches:

- from **bottom – up**: the needs are identified, analyzed and classified based on the opinions and findings by the civil servants themselves, who are to be trained. Differently, what (thematic, knowledge or skills) the civil servants themselves think they need to be trained for;
- from **top – down**: the training needs are identified and defined by the others who belong to a superior status such as superiors, higher level institutions, etc. Here predictions on the future developments and priorities are included;
- **horizontal**: colleagues and analogue institutions belonging to the same level (i. e. line ministries among them) identify and define the training needs. Usually, these are evident during coordination and cooperation relations among colleagues and institutions.

All these three approaches have been present in all the projects, but the specific weight of each of them was not the same. They contemplated each other.

### **Foreign cooperation products**

In general, Operational Plan and Training Calendar, and in particular, Training Courses Calendar on EU matters for the period 2006 – 2009 are the main products of the implementation of two projects with foreign partners:

1. InWEnt, Germany, with which TIPA has a multi-year cooperation history. InWEnt in the framework of Stability Pact, in cooperation with IEP, Germany, following the implementation of the “EU Training Program Albania” (during the implementation of which training capacities are established and up-graded afterwards continuously) based on a project assisted the TIPA with a view in drafting an EU Training Strategy for civil servants. That project was considered as a third phase of the same program and it was titled “Strengthening Albanian Training Capacities”. As a result of all activities undertaken during the implementation of the project (a working group with representatives from DoPA, departments from line ministries, which were directly involved in Integration Process, especially in alignment and effective implementation of the so-called *Acquis Communautaire*, was established) a Concept of Training Strategy on EU matters was worked – out. During the drafting process of the Strategy external experts from Western and Eastern Europe countries (recently acceded in EU) were invited.
2. CARDS 2003 Project titled “Encouragement of Civil Service Albanian System Reform”. The implementation of this project brought an innovation for TIPA and trainings it offers. Its approach was something different from previous experiences: trainings courses thematic was defined through direct contacts with focus groups. Their members came from different levels of Public Administration and in this way, direct identification and analysis of their real training needs were enabled.

### **Drafting process of the Training Strategy**

Based on the necessity for appropriate administrative capacities for implementing the respective obligations arising from the EU integration process DoPA/ TIPA asked for assistance in drafting an EU Training Strategy for civil servants, InWEnt and IEP prolonged their engagement and started a series of workshops with a view to help the Albanian counterparts to draft a concept for this strategy. In this process, the Ministry of European Integration (MEI) as well as other key line ministries in Albania have been closely involved.

Ministry of European Integration, Department of Public Administration and Training Institute of Public Administration being responsible for capacity development of civil servants in the framework of European Integration set up a Working Group, led by TIPA, for designing a Training Strategy for civil servants and coordinating the international assistance in the respective field. Some meetings with representatives from Ministry of European Integration, Department of Public Administration, negotiators from line ministries, Working Group members took place for designing the Training Strategy in main ministries involved in the Negotiation Process such as Ministry of Foreign Affairs, Ministry of Economy, Ministry of Finance, Ministry of Environment, Ministry of Agriculture, foreign experts, etc. Structured questionnaires were distributed in all line ministries.

The purpose of the meetings and questionnaires was the identification of the steps to be done and priorities of the Integration Process and training needs. It came out the conclusions on the training priorities and skills to be transmitted to the civil servants for meeting the challenges derived from of Integration Process

implementation. At the same time it was tried to make the evidence of the local capacities developed during implementation of different projects in support of interaction processes.

### **Overall Training Needs**

According to the Training Needs Analysis, depending on the role and tasks that civil servants have within the hierarchy of the civil service system, their training had to be focused on improvement of the following knowledge and skills:

#### **a) Knowledge and skills related to the general tasks and role of a civil servant**

- *The role of an Albanian Civil servant in the EU context, the role of civil servants in society and the general values attached to their function;*
- *Knowledge on EU issues, basic principles and systems of EU legislation, institutions and policy making procedures;*
- *EU role and impact vis-à-vis Albanian administration and society.*

#### **b) Professional competence in EU specific knowledge within the specialty of the concerned civil servants:**

- *Sector-specific knowledge on EU Legislation, institutions, policies, etc.*
- *Substance-specific competence relevant to the role of the civil servant*

#### **c) Know-how and skills, task-related competence**

- *Management skills*
- *Practical and operational competence*
- *Language skills*
- *International negotiation skills*
- *International co-operation skills*
- *Work with information sources*

### **Cooperation outputs (Fields of Advocacy) of the Training Strategy:**

In Training Strategy the following issues are identified, analyzed and concluded on development priorities; needs identification, assessment and expertise; definition of long / medium / short objectives; target groups for each training course; timing framework and training calendar; training curriculum development; instruments and methods of training; organizational, financial and human resources; recommendations on the Operational Plan 2005 – 2006 which are considered as Training Strategy outputs.

### **Training Strategy objectives**

From the very beginning it was agreed that the Training Program to be elaborated in the framework of the Training Strategy had to follow implementation stages of the SAA.

As an overall objective of the Training strategy was the strengthening of integration capacities, hereupon, the civil servants have to be able to manage effectively the Albanian Government's obligations arising from the SAP/SAA and the EU integration process. Since Albania will continuously up-grade its relations with the EU and pass through different stages during the integration process, the strategy had to be flexible enough to flank this process accordingly.

Related to this, absorbing and benefiting capacities of the assistance, aids and projects offered in the framework of Integration Process.

According to the development stages of the SAP the following objectives were defined:

#### *Long term objectives:*

Public Administration, must be able to take on the responsibilities and obligations established by the EU and guarantee effective implementation of its legislation and common policies, as well as be able to co-operate with other member states and regional countries, and make a contribution to the further European integration process

#### *Medium term objectives:*

Support of Albania's accession process in EU and the comprehensive improvement and deepening of sector-related EU/SAP knowledge and skills

#### *Short term objectives:*

ensuring that the civil servants directly working on alignment of *acquis communautaire* and EU issues and with EU institutions have sufficient knowledge of the EU organization, on the mechanisms of decision making and different policies, as well as a deep knowledge of their professional issues in the context of the EU. It is also important to ensure that the civil servants have the necessary skills for the effective implementation of the European integration process

### **European Integration matters in Two Training Program Packages**

The European integration topics are incorporated into two training packages which aim to the development of capacities and functional and management skills as well as the preparation of the Albanian Public Administration for European Administrative Space

European Integration issues are present as an indispensable component in the first training package courses.

The second training package, dealing with issues of the country's European Integration issues, consists substantially in delivering knowledge and improving the skills for the effective realization of the alignment of the National Legislation to the EU Legislation as well as efficient implementation of SAA in respective sectors and fields of activity.

It is worth pointing out here that topics on EU and SAP make up a considerable part of the whole trainings provided to the newcomers, probationers in the meantime, in the Civil Service.

Moreover, in response to the requirements and dynamics of the civil servants needs it is planned to provide space to program for new courses on EU matters eventually meeting needs of the central and local institutions which may arise in time.

#### **Target groups' typology of European Integration courses**

Target groups' typology of European Integration courses (in both training packages), anticipated in the Training Calendar is as follows:

1. Training courses addressed to civil servants from different central and local departments and institutions, directly involved in the integration process. The duration of the courses is 4 days and have a comprehensive and formative thematic;
2. More specific in problematic and target groups. In these courses, which last two days, specific EU policy matters and their projections on our commitments and requirements derived from them, put down for our Public Administration;
3. Specific courses in problematic and target groups related mainly with EU Legislation alignment in different sectors, such as competitiveness, consumer protection, etc;

It is to point out that target groups are from central and local levels.

#### **Training courses evaluation.**

One of the aims of the Training Strategy was the sustainability of the training courses. To improve their performance and impact on the everyday work of the Public Administration, the systematic evaluation issues of the training courses have a crucial role. The aim of the evaluation processes is, on the one hand, to identify problems and possibilities in order to further improve or revise training programs, to improve the co-operation between the various institutions in the delivery of training, and on the other hand to obtain information for further planning of EU training.

The overall evaluation should focus on the following issues:

- The relevance of the curricula: how do the trainings correspond to the job requirements of civil servants deriving from SAP?
- Impact on an effective implementation of the SAA;
- Sustainability;
- Effectiveness;
- Efficiency;

The implementation process of the Training Strategy for civil servants on EU matters, together with multiyear program and calendar has already started and it is giving its fruits.

### **Training that meets the real needs**

The training process is not focused only on short-term targets, but refers to the strategic plan as a well thought guideline for the every-day actions.

First of all, in summer of 2005 we did evaluation of external and internal factors that influence our present and future course of action. Secondly, in October 2005 we participated in a workshop in the framework of EU CARDS 2003 project "Encouraging the Reform of the Albanian Civil Service System". It had an aim to identify Civil Service Development Needs for 2006-2008. About 80 participants were present at this workshop.

They were representing five different levels of the Civil Service:

1. Top and middle management level (Heads of institutions, Heads of Administrations of institutions, Directors of Directorates)

- 2: Directors, chiefs of sectors of Personnel Departments
- 3: Operational level Managers (Chiefs of sectors)
- 4: Civil servants who are dealing with EU integration
- 5: Specialists and senior specialists

Those five **focus groups** formulated training needs for 11 target groups in the Civil Service:

- What is important here **to stress** – those training needs were identified as solutions to the present most critical problems within the civil service, like lack of communication, lack of coordination
- Here is the **main difference** in how we are going to work with training needs in future.
- In that workshop civil servants were asked to identify **the major problems they were facing**.
- It makes then possible **to link training**, which is targeted on those kinds of training needs, **with real problems**.
- **This change** makes civil servants **owners of their needs**, rather than relying on external experts to do it for them and afterwards complaining that training was not useful.
- **This change** increases **their motivation** to participate in training that meets their needs, while at the same time it increases their confidence in their ability to make better judgements.

Related to that the Training Plan is constructed with the following specifications:

- Target groups and Training programmes
- Time-frames for training groups in every training programme in terms of quarters of each year (from 2006 to 2008).
- In Content of the Training Programs about managerial skills, the modules are included

In the 1<sup>st</sup> package there are 10 target groups which cover **all managerial levels** within the Civil Service and **several function** specific groups:

1. Top level managers
2. Middle level Managers
3. Operational level Managers
4. Directors, chiefs of sectors and specialists of Personnel Departments
5. Specialists and senior specialists
6. Specialists and senior specialists of Judicial Departments
7. Civil servants dealing with EU integration
8. Newcomers in the Civil Service
9. Civil Servants in the Local Authorities
10. Specialists and senior specialists of Financial Departments

Therefore, we can conclude that training within this package is targeted to the real problems. **What is important to stress:** there are **5 long-term** training programmes for all managerial levels within the Civil Service and several function specific groups because the development of those kinds of skills requires not fragmented and conflicting short-term training inputs, but a systemic long-term approach.

## **The new Training Needs Analyses System in Albania**

To have the training of civil servants focused to the needs of the Government as whole, of each civil service institution, and of each civil servant of those institutions, training needs analysis (TNA) is supposed to be systematically conducted at all three above mentioned levels.

Pure and different methodologies for Training Needs Analysis (TNA) are two:

1. Top-down approach - the training needs are examined in terms of strategic priorities and goals of a country and an institution. The weakness of this methodology is that it can ignore specific individual needs of civil servants.
2. Bottom-up approach - the training needs cover only individual needs and expectations of employees. The weakness of this methodology is that it can ignore the needs of a country or an institution.

Due to the weaknesses of both methodologies it is obvious that in the real world we can find only combinations of both approaches. This is also the case in the countries representing the EU\*, where those three types of combinations can be found:

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\* Data was collected for the meeting of the Directors-General of the Public Administration Schools and Institutes from European Union member states (April 4, 2003) and analyzed by the Hellenic National Centre for Public Administration.

- Combination of top-down and bottom-up approaches, but with a shift to more decentralized approach.
- Combination of both approaches, but with a shift to centralized conduction.
- Balanced combination of both approaches.

The existing practice of training needs analysis in Albania does not properly cover the needs either of the Government or of each civil service institution. Individual training needs of each civil servant are also not identified accurately or systematically.

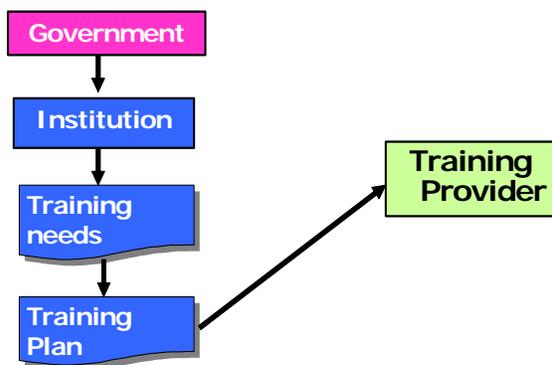
*For the majority of the EU countries the training needs that support the development of a training map are examined in terms of strategic priorities and goals, which refers to a top-down approach, and in terms of individual needs and expectations, which is a bottom-up approach. The two approaches seem to be combined in almost all countries; yet different significance load is given towards the one or the other approach.*

For Albania it also could be a benefit to combine top-down and bottom-up approaches, but with a shift to more centralized execution, as Albania at the moment is attempting to implement structural reforming of its Public Administration and in this case there is the need to have central control during the change phase. Training needs from the Government’s perspective and from the civil service institution’s perspective will reflect the top-down approach. What concerns the bottom-up approach, i.e. individual training needs; in many civil services of other countries (especially in the EU) training needs at this level are identified via open dialog between a line manger and a subordinate. Why this is so:

- 1) Western Europe countries involve line managers in finding out training needs of their subordinates as those managers know specific situation of their unit and their subordinates better than anybody else in an organization or outside it.
- 2) Another reason why the dialog between both parties is open and collaborative is due to the fact they both are dependent on each other: a manager can not achieve objectives of a unit without fair inputs of his/her subordinates; a subordinate can not effectively execute his/her tasks without strategic guidance, tangible and intangible support of a line manager.

#### **Combination of top-down and bottom-up approaches, but with a shift to more decentralized approach**

According to this methodology a large space is offered for individual needs to be expressed before they are processed and incorporated along with the top-down approach. The following diagram represents this approach. “Decentralization” in this case also means that an institution is free to identify its training needs linked with priorities stated at the Government’s level, and also is free to choose a training provider that can satisfy its training needs according to its annual training plan.



Eight EU countries use this approach: Denmark, Finland, France, Spain, Sweden, the Netherlands, the United Kingdom, and Ireland.

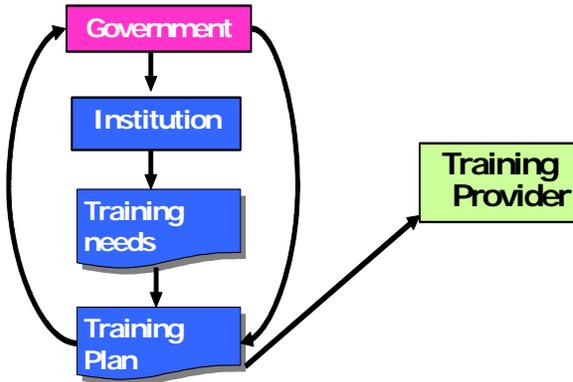
The **weakness** of this methodology is that there should be already a high quality competence development systems (for example, Performance results tracking, Competence profiling and development plans, Open dialogues, Career path and development needs) in place in the institutions and long tradition of decentralization.

Usually those countries are after the major transformational phase in their Public Administration.

#### **Combination of both approaches, but with a shift to centralized conduction**

According to this methodology thorough examination of training needs expressed by different ministries and their departments and public services is conducted and the alignment of personal and top needs is achieved centrally. The following diagram represents this approach. “Centralized conduction” in this case means that an institution has provided to the Government (or special institution that is responsible for the development of all Civil Service or Public Administration) its annual training plans. The Government (or

special institution) then checks if those training plans have match with training priorities stated by the Government, and approves it or suggests changes in it, if needed.



Eight EU countries use this approach: Austria, Belgium, Greece, Italy, Portugal, Luxembourg, and Germany.

The **weaknesses** of this methodology are: 1) an institution that conducts TNA for others has to have enough resources and manpower, and it costs a lot, and it can't understand details of org-ions; 2) longer time takes the training response to the needs; 3) lesser ownership by the institutions of the training response, if the Government approves only its training priorities.. Usually those countries are undergoing structural reform throughout their Public Administration or have strong tradition of centralization (i.e., Germany, Austria and Luxemburg).

**Balanced combination of top-down and bottom-up approaches**

This approach at the moment can be found only in the European Commission (EC).

This methodology seeks input from all involved levels, directorates and services, as well as the individuals as potential trainees. The methodology is particularly stressing the factor of the collaboration between the individual and his/her line manager (and the approval of the Local Training Manager), which will result to a personal training map. It is probably the most effective combination of top-down and bottom-up approaches, where at a personalized level the strategic goals, the mission of the EC and any structure changes resultant to new tasks are discussed and aligned with individual expectations. The main aim of regular TNA to deliver training that fulfils the training needs and satisfies the strategic objectives of:

- the Commission
- the Directorates and Services
- and the objectives of the individual

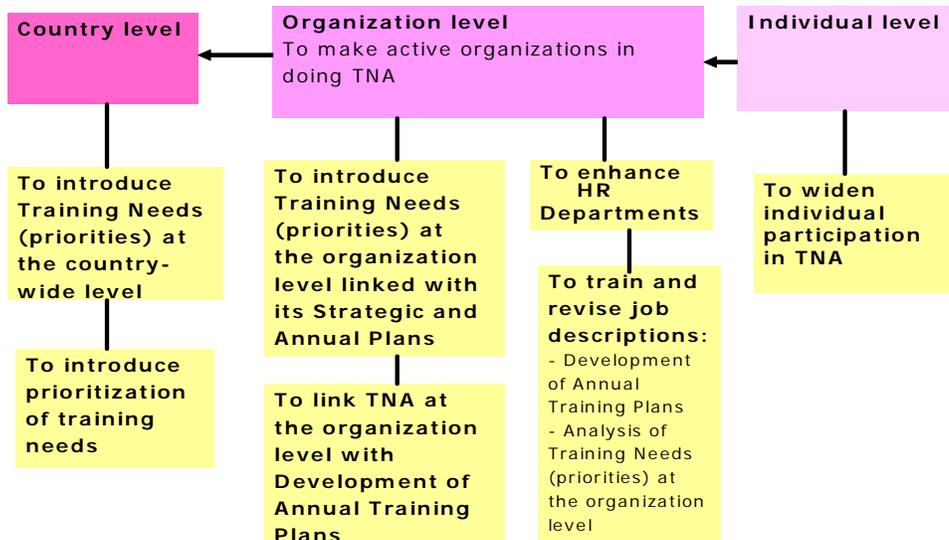
The **weakness** of this methodology is that it is the most expensive.

**Proposal**

The Albanian Civil Service in terms of the methodology of training needs analysis has to use a combination of top-down and bottom-up approaches, but with a shift to centralized conduction. This methodology will help to have the training of civil servants focused to the needs of the Government as whole, of each civil service institution, and of each civil servant of those institutions.

The call for the shift to “centralization” is related with the fact that Albania at the moment is implementing major reforms in its public administration, and also its is in the process of accession to the EU. The role of coordinating institution in Albania could be performed by the Department of Public Administration.

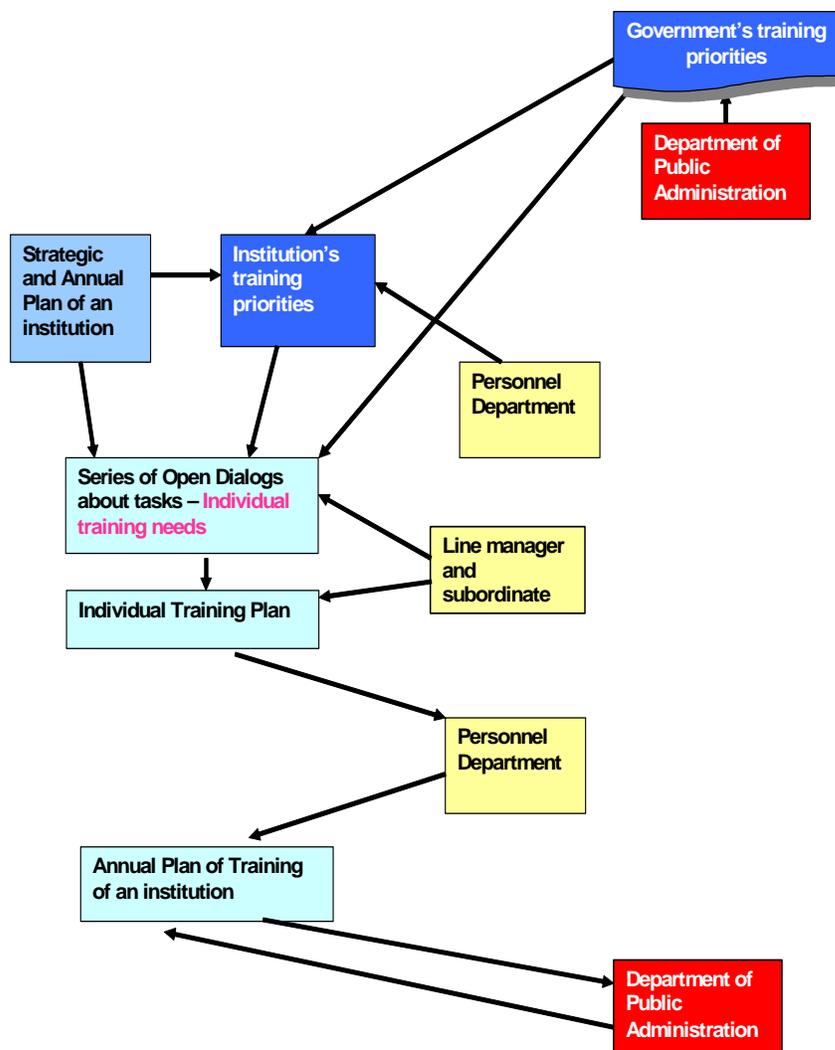
The proposed new TNA system for Albania is represented in the following diagram:



The existing practice of training needs analysis in Albania does not properly cover the needs either of the Government or of each civil service institution. Individual training needs of each civil servant are also not identified accurately or systematically. Therefore, the yellow boxes in the diagram represent the needed new elements in the present training needs analysis system. To make those new elements followed by the Civil Service organisations, many of them have to be included in the legislation. To widen individual participation in TNA, appropriate methods for finding the training needs at the individual level have to be chosen. Line managers and HR Departments will be the key actors at the individual and institutional levels, so there needed not only legislative measures, but also training measures to enhance skills of those actors. To sum up, before the launch of new TNA system, the following arrangements have to be implemented:

- Choosing the method for finding the training needs at the individual level;
- Needed changes in the legislation (the laws and job descriptions);
- Needed later changes in the financing of training;
- Needed development of attitudes and skills for key actors at the individual and institutional levels (i.e., line managers and HR Departments);

Only after those arrangements the new TNA system will function smoothly according to the following diagram:



### **TNA methods for finding individual training needs**

There are 7 more or less different methods for finding individual training needs and each of them have its weaknesses that are presented in the following:

#### 1. Interviews (not related with staff performance evaluation)

Very commonly used method in analysing training needs of the individual is job interviews, whereby a manager, supervisor or member of the personnel department interviews the jobholder of duties and functions of the job, and thereby revealing some of the needs for training. The interview can be structured in the sense of having a series of questions that will cover the aspects of the job, and it might be a good idea with a questionnaire, which can be handed out before the interview, making it possible for both the employee and the manager to prepare the interview. There is not a single answer to what questions and problems that should be discussed during and interview, it depends on the tasks of the institution in question.

*Weaknesses* - The institution is supposed to be aware of its strategic plans, and that those strategic plans are made clear for the staff (which is not always the case). Positive attitude and skills of a line manager to run those interviews are needed.

#### 2. Questionnaires

Training institutions use questionnaires to analyse the training needs of public institutions, but it is important to remember that some of the public institutions are getting a lot of questionnaires and it might end up in a pile of paper. If you chose to use a questionnaire the questions must be prepared to cover the specific public institution

*Weaknesses* - Organisations learn to be passive in Analysing its Training Needs as they know that it could be done by another institution. Organisations tend not own the identified Training Needs. No guaranties that questionnaires are filled properly. It is needed to prepare a lot of specific questionnaires to be suitable to each organisation

#### 3. Qualification studies and competence profiles

Qualification study is an analytical method, in which the qualification requirements of a job are analysed and a competence profile is drawn up indicating the core competences that are necessary for a successful performance of the job concerned. In organisations, competence requirements are normally analysed as a part of job description. However, often only the minimum qualification requirements for recruitment are set, and this is not sufficient for analysing training needs in the organisation (*this is the case in Albania too*). More thorough and elaborate analysis and competence profile is then needed. The profile is then compared with the actual competences of the person concerned, and the differences identified indicate the training need. The requirement of core competences should be analysed by persons who know the job well. The requirements should be set so that a normal person can learn them and after some experience can carry out the job up to acceptable standard

*Weaknesses* - Competence profiles have to be designed in the first place and only then training needs analysis based on competence profiles can be carried out. Competence profiles itself have to be kept updated. When those competence profiles are set they are stable and the same for all individuals who have the same job title. Therefore, training needs analysis based on competence profiles can't address specific needs of each individual which are related with his or her specific tasks and problems related with implementation of those tasks. Competence profiles are expensive and time-consuming to administer. Competence profiles add nothing in organizations that have difficulty in differentiating between successful and unsuccessful performance and when the competencies are too "generic".

#### 4. Course-list method;

The course catalogue or individual course announcement is customer information. The training catalogues and announcements are circulated among the staff, and the persons may choose the programmes they would like to attend or the managers may choose the programmes for their staff. The training proposals should be reviewed critically. The manager should compile the training proposals and determine which proposals can be fulfilled, which should be postponed, and which proposals are not adequate for the person concerned.

*Weaknesses* - The needs are expressed only in the framework of courses offered. This method belongs to the supply driven approach. Organisations learn to be passive in Analysing its Training Needs as they know that it could be done by another institution. Organisations tend not own the identified Training Needs

#### 5. Problem identification and statistics;

Training is often used as a measure to solve problems in organizations. Some problems may be identified simply by everyday observation; some others may be detected by statistical analysis and benchmarking

with other similar organizations. Performance indicators are increasingly used in modern management, and they may provide good information for training needs analysis. The problems that can be identified on the surface must be analyzed in order to find the most likely causes and to design adequate remedies. Training may not be the most effective measure to all problems, but it may form an important part of the package of measure to solve the problems.

Weaknesses - It is needed to have external evaluators to analyse each organisation. Organisations learn to be passive in analysing its Training Needs as they know that it could be done by another institution. Organisations tend not own the identified Training Needs

6. Staff performance evaluation emphasising individual qualities;

This method is found in many early performance evaluation schemes and is still in use. To prepare an evaluation form it is needed to find a set of employee qualities or traits, which are relevant for good work performance. Then each personal quality is evaluated by using, for example, five measures: outstanding; above average; average up to standard; below average; poor

Weaknesses - How do we know which characteristics are relevant to the success in a particular job? E.g. 'creativity' may be regarded as an important and generally desirable quality, but it may not be relevant in all tasks. The appraisers completing the form have to rely on subjective impressions instead of concrete evidence. Comparison between different appraisers is difficult, because they may use a different subjective scale. It is also difficult to interpret the abstract results and draw conclusions concerning the content of training needs. E.g. if the person's 'communication skills' are rated 'below average', further study is needed to determine what kind of communication training would be adequate.

7. Result-oriented staff performance evaluation.

The result-oriented evaluation approach has emerged from a management philosophy called 'Management by Objectives'. The manager and the staff member agree in a planning meeting on the performance targets or objectives for the planning period (normally a financial year) and on the resources available for achieving the targets. These are written up in concrete terms. In an evaluation meeting the manager and the staff member look together what results have been accomplished. The successes and failures are analysed together, and the possible remedies are discussed. The assessment of the performance is based on objective criteria, not on subjective sympathies or antipathies. The evaluation interview is seen by most organisations as the key feature, which will determine the success or failure of the performance evaluation scheme. It is a face-to-face meeting between the boss and the subordinate at which the information on the evaluation form is discussed and after which key decisions are made concerning, for example, training, job improvement, salary, and promotion. It provides an opportunity for managers to inform employees about their performance and to develop plans together for the future. The manager should collect all the training needs identified during the evaluation and planning interviews and forward them to the Personnel Department for further action. In this way the needs are linked with the concrete work situation and demands of the job.

Weaknesses - Positive attitude and skills of a line manager to run the result-oriented evaluation interview are needed. 'Management by Objectives' system have to be embedded in the organisation in the first place and only then training needs analysis based on competence profiles can be carried out.

### **Proposal**

The Albanian Civil Service for finding individual training needs to use a combination of "Interviews" and "Result-oriented staff performance evaluation" that is "Open dialog between a line manger and a subordinate to get agreement about the subordinate's Development and Training Needs that are related with his or her tasks". This proposal is quite obvious from the above weaknesses of each TNA method. In addition, the other reasons of this choice are:

- Albanian Civil Service organizations already have their strategic and annual plans to which individual tasks of civil servants can be linked.
- At the moment there are lacking needed conditions to implement fully the result-oriented staff performance evaluation as a mean for analysing training needs, as 'Management by Objectives' system is not yet embedded in the Albanian Civil Service organizations. But it is possible to implement a simpler version of that method that is "Open dialog between a line manger and a subordinate on his or her tasks".

The instructional guidelines how to use the proposed method is presented in the new **Manual** for training needs analysis. Therefore, this **Manual** is an original document in this field, as it will address the specific situation of Albania. It will not be a copy of manuals you can find in the entire world (in the literature or internet).

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