Training Needs Assessment and Professional Development of Pharmacists in Dawacom Pharmaceutical Chain, Jordan

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I. Introduction

R ecent researches have brought to scholar's attention the soft skills for a better performance of employees. As a consequence, there is a continuous need for research in effective soft skill training. The term "soft skills" has received a great attention among practitioners while the importance of soft skills in management grew in recent researches. Throughout this paper we will refer to attitudes and behaviours displayed in work relations as "soft skills". Often human resources professionals have turned their attention to appropriate training programs to improve soft skills of their employees with the purpose of enhancing their performances.

If we talk about a better understanding and mastering of soft skills by using training we should have a closer look at professions that require deep soft skills, such as pharmacists. Workplace training on soft skills such as communication, stress management, conflict management, leadership, team work, etc.

The profession of pharmacist has a special importance in society; the pharmacist is the one who, along with other health professionals, offers products and pharmaceutical services, following its use as judiciously in order to obtain maximum therapeutic effect.

The pharmaceutical activity can take place in units of the drug industry and consists in:

- Preparing dosage forms of drugs, manufacturing and drug control, storage, preservation and distribution of medicines,
- Drug control activities and preparation, and
- Providing information and advice on drugs.

The pharmacist must be informed of all developments in the science and legislation in force, to maintain a level of professional competence appropriate to the performance of professional duties and to comply with the Code of Ethics developed by the College of Pharmacists. The pharmacist is responsible, according to academic training, to exercise other professional activities such as:

- Working with your doctor to establish and follow the patient's therapy,
- Marketing and pharmaceutical management and health education activities or administration.

In pharmacy a great importance is given to informing the patient as inaccurate information or a misunderstanding of some aspects may lead to treatment failure and, consequently, to an increase in health costs. Information is formulated and presented according to the understanding of each patient, being informed about the benefits and risks of each drug administration are mandatory. The pharmacist must call on all the information they hold to ensure the safe, proper and effective use of a medicine. The pharmacist has moral and professional obligation to ensure that services provided to each patient are of adequate quality and that has an important role with other health professionals to optimize drug treatment outcomes.

Improving the performance of the human resources is a goal of any company. The performance of an organization is settled according to the course in which human, material, informational and financial resources are used in order to achieve the set objectives, at the desired level. An important part of the performance is the quality of the employees. The professional competences and knowledge in the field of pharmacy are decisive in regard to obtaining the

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efficiency of the administrative system through resource management, employee motivation, forecasting the future evolutions and control of the ongoing processes. The organizations which understand and are aware of the human behaviour and the importance of knowledge and skills implement policies to enhance the skills of their employees. According to (Ernst, et al., 2012) a number of articles regarding the training and competencies of pharmacists have been published recently. Unfortunately these documents do not clearly recommend training requirements for pharmacists.

The purpose of this paper is to assess the training needs of the pharmacists working within Dawacom Pharmaceutical Chain and to provide recommendations for future training of pharmacists in order to enhance their competencies. These recommendations have been developed based on a thorough assessment of the training needs of the employees of Dawacom.

We hope that these recommendations will be used by other companies in the future when they seek to define the qualifications of their pharmacists with a focus on the soft skills. The ability to assess the soft skills is the key to improving them. A training needs assessment is used to determine whether training is the right solution to a workplace problem (Cekada, 2010). The assessment is an ongoing process of gathering data to determine what training needs exist in order to develop training that can help the organization meet its objectives (Brown, 2002).

In order to be a good professional, a pharmacist should possess "a combination of comprehensive therapeutic knowledge, experience, problem-solving skills, and judgment" (Burke, et al., 2008). Throughout the research we expected to identify skills such as: teamwork skills, communication skills, patient oriented attitude, risk management skills, empathy, patience, reliability and professionalism, patient relation management, analytical skills, decision making among the employees of Dawacom; and we intended to answer the following questions:

1. What are the current common skills of the pharmacists at Dawacom?
2. How can the current common skills of the pharmacists at Dawacom be assessed?
3. What critical skills (other than technical skills) need the pharmacists in order to be able to perform efficiently?
4. What is the link between the critical skills and pharmacists' performance?
5. Towards what skills should the training efforts be channeled?

Knowing that managerial skills include technical skills, human skills and conceptual skills, it is hypnotized that, although pharmacists possess strong technical skills, they register a deficit in the human and conceptual skills areas. The research will show that if the managerial skills of the Dawacom's employees are correctly identified, the management team/HR department will be able to focus the training towards those areas where the employees have difficulties, thus helping the pharmacists perform efficiently. There will be identified a need for improving the communications skills of pharmacist and challenges to effective communication.

Since human capital is a mix of knowledge, skills and abilities, that help the employees, in this case the pharmacists, enhance performance and productivity we aimed to identify the degree in which it contributes to the competitive advantage of a company. There are with respect to this issue, but our purpose was to assess the need for soft skills of pharmacists.

II. Literature Review

Due to the continuous economic changes in the pharmaceutics field of activity appeared a new set of challenges:

- Reduced growth rate in global mature markets such as the USA and Western Europe. Only "pharmerging"' markets such as China, India, Russia, Turkey, Brazil, Korea and Mexico registered a significant increase.
- Due to the fact that at global level the awareness of maintaining health increased, generic products rapidly gaining ground. These lead to lower profits of the players in the market who see the protection of brand products threatened by a much shorter life cycle.
- There is a growing need to demonstrate the economic viability of products and solutions - with a cost-benefit analysis being able to consider all aspects of the therapeutic process.
- New health policies such as e-prescribing and strict forms are introduced to more advanced markets. Treatment protocols specify which drugs are safe, effective and cost-effective for different patients.
- New stakeholders influence purchasing decisions, including payers, patients, governments, distribution channels, pressure groups and the power of doctors is decreasing.
- Increased responsibility - all stakeholders must be prepared to justify decisions and be accountable for the results.
- The Internet gives patients more access to health information through Web sites, blogs, and forums. On this basis, patients exert an increasing influence on treatment decisions of physicians.

Exploring the performances of pharmacists of Dawacom has the purpose of understanding the transfer of soft skills through training and it represents the central subject of this thesis. The aim is not only to contribute from a scientific point of view, but also to

enhance the professional practice especially in the area of soft skills.

Understanding the concept of "soft skills" together with identifying the most influential authors and models is an important first step prior to identifying them in a company and training setting, more specifically in a training setting relying on performing the profession of pharmacists. The notion of soft skills often tends not to be defined by what it means, but rather by what it does not mean: soft skills are positioned as the opposite of hard skills, which are defined as the technical ability and the factual knowledge needed to do a job (Klaus, 2008). Other authors avoided giving a clear definition of "soft skills" by providing examples (Balcar, 2014), (Rajabi, et al., 2013). Muir makes an actual transition to defining the term actively by stating that soft skills are "attitudes and behaviours displayed in interactions among individuals that affect outcomes of such encounters" quoted in (Myers & Larson, 2005).

(Schulz, 2008) offers o list of examples of soft skills:

- Communication skills
- Critical and structured thinking
- Problem solving skills
- Creativity
- Teamwork capability
- Negotiating skills
- Self-management
- Time management
- Conflict management
- Cultural awareness
- Common knowledge
- Responsibility
- Etiquette and good manners
- Courtesy
- Self-esteem
- Sociability
- Integrity / Honesty
- Empathy
- Work ethic
- Project management
- Business management

To be successful in this tough environment, candidates for jobs have to bring along a "competitive edge" that distinguishes them from other candidates with similar qualifications and comparable evaluation results (Schulz, 2008).

Changes in the healthcare system affect all aspects including pharmacy services, pharmacists' role, and expectations and patients' behaviour (Volmer, et al., 2009). In a recent survey soft skills were rated as more important than the hard skills (Aasheim & Williams, 2009). Soft skills have become a crucial an increasingly sort after quality for careers in corporate world, irrespective of the sector (John, 2009). Soft skills are essentially people's skills or personality specific skills

(John, 2009). Hewitt Sean (2008) and Tobin (2006), quoted in (John, 2009), state that soft skills are non-technical, intangible, personality specific skills which determines an individual's strength as a leader, listener and negotiator, or as a conflict mediator. Soft skills are the traits and abilities of attitude and behaviour rather than of knowledge or technical aptitude.

Community pharmacists today are involved in a wide variety of professional activities which may be considered as either product or patient-oriented (Al-Arifi, 2012). Through this role, the pharmacist gained a direct interaction with the patient. This experience generates opinions and views for both the patients and pharmacists (Al-Arifi, 2012). Several studies have investigated patients' satisfaction and attitudes to community pharmacy services (Al Hajj, et al., 2011), (Catic, et al., 2013), (Wirth, et al., 2011).

Superior soft skills play an important role in this commercial era, and the pharmacy field makes no exception. Employees with superior soft skills represent a competitive advantage for any organization. Pharmacy profession has undergone a significant paradigm shift with movement away from a traditional distributive role toward a clinical and patient oriented practice, which has intensified the focus on teamwork and the importance of inter professional relationships (Salman, et al., 2013) quoting (Kritikos et al. 2003). Due to the public's growing awareness of the complexities of the healthcare delivery system, rapid developments in technology, constantly increasing health related issues, and cost of the therapy changed the roles and functions of pharmacists (Salman, et al., 2013).

According to (Simpson, 2006) the term "soft skill" originated from employers identifying the need for non-traditional skills which relate to the individual and how they interact with others (Simpson, 2006). The purpose of soft skill training is to make it more accessible to those who require it and to promote adaptability and employability, at the same time maintaining employee retention (Redha Al Abduwani, 2012).

In establishing effective relationships with patients, the pharmacists' responsibility to achieve desired outcomes must be kept in mind (Gupta, 2011). Communication competence is one of the generic competencies health care professionals are expected to have (Kubota, et al., 2011). Because communication competence can be improved through training, programs to develop better communication skills in pharmacist should be developed. According to (Brown, 2002) there are four main reasons why training needs assessment in necessary before the actual training:

- To identify specific problem areas in the organization
- To obtain management support
- To develop data for evaluation

- To determine the costs and benefits of training

The needs assessment can also be used to diagnose the learning and performance needs of individuals, teams, functional units, and whole organizations (Gupta, 2011).

Communication is important for pharmacists because:

- It establishes an ongoing relation between the pharmacist and the patients
- It provides the exchange information necessary to assess the patients' health conditions, reach decisions on treatment plans, implement the plans, and evaluate the effects of the treatment on the patients' quality of life (Gupta, 2011).

Traditionally, pharmacists are expected to have technical skills related to medicine needed for fulfilling their duties towards patients. However, with changing patient needs, the role of pharmacists has evolved from a purely technical one, to include managerial one as well. Developments in the discipline of pharmacy over the last decade in the developed nations have led to emergence of the term "pharmacy business management" (Davies, et al., 2013). Thus, business management can be termed an essential component of pharmacy training with changing pharmaceutical industry. (Frenk, et al., 2011) found out that competencies development and skill development is necessary for personnel in medical profession including pharmacy, nursing, dentistry, and psychology, to cope with the challenges of this century. Since pharmacists deal with patients on a regular basis, it is essential that they acquire people management skills as well.

Research in UK indicates that with changing business model of pharmacy businesses, educational institutes have realized the need to equip pharmacy students with the managerial skills to run pharmacies (Davies, et al., 2013).

A study performed by (Paraidathathu, et al., 2011) identified a set of seven soft skills necessary to pharmacists in order to perform effectively:

- Ability to communicate clearly, sensitively and effectively with patients (including counselling and providing information on medications)
- Ability analyse and make decision to solve problems involving ethical issues
- Ability to recognise and respect the attitudes, actions and belief of others (patients)
- Ability assume responsibility
- Ability to receive constructive criticism in a positive manner
- Ability to maintain a proper attitude to work
- Ability effectively in a team and can collaborate well with other healthcare professionals.

When dealing with soft skills one may be tempted to come to the conclusion that soft skills are a phenomenon of the practical management area and the academic world considers this notion a competence. This happens, on one hand, due to the popularity of soft skills among practitioners and on the other due to the fact that the academics use this concept in a conservative manner.

(Maize, et al., 2010) stated, in a work published in a review of remediation programs in pharmacy and other health professions programs, that data in the pharmacy literature are scarce. They also mentioned that if a set of preventive measures are taken the need for remediation will be minimized.

Success in pharmacy professional programs and in professional practice requires not only advanced scientific knowledge and technical skill but also a number of abilities (communication skill, empathy, professionalism, etc.) that may not be easily characterized by cognitive measures, i.e. "soft" skills and experiences that may become more evident the pharmacists' performance (Clavier, 2013). The ultimate goal of the pharmacy profession is to render pharmaceutical care in providing medication services to patients (American Association of Colleges of Pharmacy, 2011).

We must admit that there is great controversy regarding the acquisition of soft skills in general and throughout this paper we will try to show to what degree the soft skills can be enhanced in order to achieve performances. We chose the pharmacy area because little evidence regarding the soft skills was produced both in academia and private sector. If we are to understand the findings of our study first we must understand the importance of soft skills and how they develop. The literature gives us evidence regarding the importance of soft-skills development and what causes the acquisition of such skills, but we will try to focus more on the pharmacy field of activity.

We consider that the soft skills training should be continuous and in order for these to enhance they need to be practiced as often as possible.

Throughout the paper we analysed the following soft skills (Tietze, 2011) among the pharmacist of Dawacom:

- Communication skills
- People skills
- Leadership skills
- Customer skills
- Analytical skills
- Courage and integrity

a) Communication skills

Communication skills and our behaviour in society are quite important, and sometimes they can play a very important role in the life and / or our career, especially if we choose a profession where we deal with people, as is the case of the pharmacists.

If pharmacists manage to communicate effectively, they seem more organized; more informed

and will increase their chances of getting where they want in terms of career path. People who can effectively communicate easily explain useful and interesting ideas and are able to accept answers to others - whatever they may be.

Communication, if effective, was considered in some studies as one of the most important managerial skills (Rajabi, et al., 2013). Various competency models include issues related to communication. Many academic models related to communication make reference to: expression in the voice and face and emotional intelligence (Goleman, 2006). We can consider the communication one of the most conceptualised term in the academic world and it denotes a process where a sender transmits messages over a channel to a receiver whereas the message can be distorted by some noise (Robbins & Coulter, 2002).

The ability to communicate is a characteristic to every human being and is necessary to any profession. Because they deal with different categories of people the pharmacists have to be able to adapt their communication style to any patient they come across (Majzub, et al., 2010). They have to be able to overcome all barriers that may appear while interacting with patients and colleagues, they must be able to not to make negative assumptions regarding a patient or a doctor who prescribed a treatment, they must not be subjective in relation to patients and peers, and must not drew quick and undocumented conclusions. While communicating orally the pharmacists must meet all the characteristics of a good communicator:

- Be a good listener
- Transmit a clear message
- Use a language common to the interlocutor
- Provide an appropriate feed-back
- The non-verbal language has to be coordinated with the verbal one
- Ask the right questions (Beardsley & Kimberlin, 2012).

Communication skills are a fundamental component of this approach to care. A substantial amount of evidence demonstrates that patient-cantered communication has a positive impact on important outcomes, including patient satisfaction, adherence to recommended treatment, and self-management of chronic disease (Levinson, et al., 2010).

b) *People skills*

In this category we included emotional intelligence (Goleman, 2006), generally defined as the overlap between emotion and intelligence, or more simply, the intelligent use of emotions (Galal, et al., 2012), teamwork and receiving criticism. According to (Westli, et al., 2010) teamwork has the following dimensions: coordination, information exchange, use of authority and assertiveness, assessing capabilities and, supporting behaviour.

The emotional intelligence includes a set of competences:

- *Emotional Awareness:* Recognizing their emotions and their effects. Those who hold this competency: know exactly what emotions feel and why, understand the links between their feelings and what they think, do and say, understand how feelings affect their performance, acknowledge and are guided according to their core values and goals.

- *Corect Self-Evaluation:* Knowing the personal limits and strengths. Those who hold this competency: are aware of their own strengths and weaknesses, learn by experience, praise the received feed-back, learn continuously and are interested in the personal development.

- *Self Esteem:* Those who poses this competency are self-confident, fight for what is right even if they risk to be criticised, are able to make decisions despite uncertainty.

- *Self Control:* Controlling the emotions and impulses. Those who possess this competence are able to successfully control their impulsive feelings and negative emotions, are optimistic and firm even during critical times, think clearly during stressful times.

- *Correctness:* Keeping the honesty and integrity standards. Those who possess this competence: act in an ethic manner, build relationships based on trust, are aware of their own mistakes and signal others' unethical behaviour.

- *Conscientiousness:* Taking responsibility for personal performances. Those who possess this competence: live by their commitments and keep their word, take responsibilities for meeting their goals, are organised and pay attention while working.

- *Adaptability:* Flexibility to change. Those who possess this competence: are multi-tasking, have a good reaction to change, are adaptable to any circumstance.

- *Innovativeness:* Are open and feel comfortable when they deal with new ideas and situations. Those who possess this situation: look for new opportunities in vide range of sources, find original solutions to their problems, and generate new ideas.

- *The Desire To Achieve:* The continuous effort to improve oneself and to reach a certain excellence standard. Those who possess this competence: are results oriented, set competitive goals, search for information in order to minimize the uncertainty, look for ways to improve their performances.

- *Loyalty:* Alignment to the company's goals and values. Those who possess this competence: are

able to make sacrifices for the good of the company, find a purpose in the company's mission.

- *Initiative:* Availability to opportunities. Those who possess this competence: are ready to take advantage of opportunities, cross the line when necessary.
- *Optimism:* Perseverance in meeting the objectives despite the obstacles and roadblocks. Those who possess this competence act due to hope and not to fear of failure [adapted from: (Goleman, et al., 2013), (Urch Druskat, et al., 2013), (Ryback, 2012), (Zeidner, 2009), (O'Boyle., et al., 2011), (Ciarrochi & Mayer, 2012).

c) Leadership skills

The divers set of challenges and opportunities facing the pharmaceutics sector leads to the conclusion that new sales models, approaches and practices are needed. Reality is not the same everywhere in the world, but the increasing complexity of markets requires new skills and strategies to benefit from the new opportunities. Renewed marketing strategies must consider carefully each stakeholder group and prepare effective action. Pharmacists must truly understand that stakeholder concerns are to influence, develop new offers for sale approaches and find ways to reach them.

Leadership competencies in community service, in our case pharmacy, include not just knowledge and attitudes but also a broad set of skills such as coalition building, policy advocacy, fundraising, program planning, motivation, and facilitation—skills not taught in the medical curriculum (Goldstein, et al., 2009). In a study performed in 2009 Goldstein et al. identified the following leadership frameworks:

- Understanding the importance of developing a transforming vision to guide leadership goals;
- Understanding the value of different leadership styles;
- Using self-reflection to identify personal strengths, weaknesses, values, and ethics;
- Identifying and connecting with appropriate role models and mentors and practicing networking skills;
- Focusing on team-building skills (i.e., facilitation, giving and receiving constructive feedback, conflict resolution);
- Learning and applying media and policy advocacy skills necessary for structural change (i.e., preparing and giving presentations, organizing community activism, using the media);
- Demonstrating collaboration and fundraising skills needed for successful leadership; and
- Demonstrating commitments to community-based leadership by applying learned skill sets to service projects rooted in the community (Goldstein, et al., 2009).

The leadership skills of pharmacists include: conducting regular meetings with direct reports to discuss performance and achievement of objectives, giving others direct, constructive feedback which can be used to achieve goals, leading people and allocating tasks to achieve goals, empowering others to achieve results and holds them accountable for actions, motivating others in order to reach organizational goals, influencing others in a way that results in acceptance, agreement, or behaviour change, customer skills (Johansen & Johansen, 2012), (Lindegaard, 2010).

The customer skills are reflected in the customer satisfaction, which has become one of the key issues for companies in their efforts to improve quality in the competitive marketplace (Kärnä, 2004) and the pharmacy industry makes no exception. The pillars of the customer skills analysed in this paper are: understanding who the department's customer is and communicates that priority consistently, becoming more effective in satisfying customer needs, pursuing the best customer-focused responses that add value to the business.

d) Analytical skills

For this section we considered the followings dimensions: selecting the appropriate techniques for analysis, interpreting financial data, reports, balance sheets, and cash flow analysis and generating alternative solutions to problems and challenges. By default, due to their profession the pharmacists have analytical skills. These are characterised by their orientation towards prevention and anticipation.

The analytical skills of pharmacists can be developed by tasks involving action. Analytical skills help the practitioner identify the problems, plan interventions and conduct evaluations (Hardina, 2002). According the literature the analytical skills of pharmacists are developed during college years and have been identified as an essential outcome of pharmacy education (Cisneros, 2009), this would mean if there are pharmacists who don't possess such a set of skills than, with appropriate training they could acquire analytical skills.

The ability to think, including logical thinking, analytical thinking, problem solving and decision making, was identified as an important outcome for pharmacy education (Oderda, et al., 2010). The use of critical thinking, identified by the commission as a competency of the thinking ability outcome, is assumed to result in pharmacy practitioners that are better able to solve problems and think as experts (Oderda, et al., 2010).

e) Business skills

For this section we considered the following dimensions: aligning resources to meet the business needs of Dawacom, understanding the costs, profits, markets, and added value of the department and how

those contribute to the success of Dawacom, looking at the "big picture" of the company's goals, rather than individual department's needs and anticipating marketplace opportunities and supports speed to market.

The role of pharmacists has expanded from that of compounder and dispenser of medicines to encompass clinical elements around safe and effective medicines use (Jacobs, et al., 2011). The organisation of community pharmacies varies between countries; however, they commonly offer a range of healthcare and non-healthcare products alongside dispensing medicines, and operate in a business environment whilst regulated by professional and governmental policies and statute (Jacobs, et al., 2011).

The business skills for pharmacists refer to the ability of a pharmacist to put into practice his/her ideas. These competences depend on the creativity, innovation, taking risks, the ability to plan and manage projects in order to meet the goals. These also include motivation and determination to meet the objectives. Business skills are also useful to avoid errors in pharmacies. A strong set of business skills leads to good performance on the job.

f) Courage and Integrity

While the ancient Greeks described courage as a desired response to physical danger, contemporary scholars more frequently address courage as the commitment to stand up for/act upon one's ethical beliefs - an essential virtue for all healthcare professionals today (Murray, 2010).

Before identifying problems, a pharmacist must have a thorough knowledge of the values and ethics associated to their practice (Hardina, 2002). We consider the concept of "integrity" in the pharmaceutics area to refer to being honest and not to use false information, to keep the confidentiality of data both when dealing work related issues both at work and in personal life. The ethical values and principles create a framework for an honest behaviour. Throughout the paper we will consider the following pillars supporting the integrity: moral values (e.g. honesty), motivation (e.g. desires, interests and ideals), commitments (e.g. both spoken and to one's self), qualities (e.g. perseverance), firm position (even in front of oppositions), obeying the law, open-minded and always ready to analyse new information.

From all the above we can conclude that the activity of a pharmacist must not be compromised by personal or third parties' interests, or by financial reasons. Also a pharmacist should never find himself/ herself in association with reports, communications or other information when these are considered to contain: false or wrong declarations, information delivered in an incautious manner, etc.

An important characteristic of the integrity is accountability and considering the public good (in this case of the patient), and in order for the pharmacist to gain the trust of the patients the integrity must be in the centre of the professional life due to the need of aligning the performances to the needs of the society. The integrity refers not only to the professional life, but to the professional life, too, as sometime the behaviour in the personal life if scandalous can damage the professional activity.

The culture of an organization has impact on the manner in which the employees behave, as integrity breeches generate unethical practices and have a devastating effect on the activity of a pharmacy and on its relation with the patients. The integrity is not only a personal value it also is an organizational value. An upright pharmacist will not act only according to his/her personal values. An upright person is aware and takes into account the needs of the organization during the decision making process.

An extension of integrity is the courage, which we will refer to as doing what needs to be done regardless of the consequences.

g) Training and development

In most organization the training takes place on the job because this is easier to implement them and the costs are lower (the managers have to assign a person to train the juniors which is cheaper than paying a trainer to perform the training). Training on the jobs has disadvantages, too, such as: disrupting the workplace, errors that take place while learning. There also are skills that cannot be acquired through on the job training and they have to take place in organized setting, outside the work site. (Robbins & Coulter, 2002) proposed a list of training examples, both on-the-job and outside-the-job:

Table 1 : Employee training methods (Robbins & Coulter, 2002)

Examples of On-the-Job Training Methods	Job rotation	Lateral transfers allowing employees to work at different jobs. Provides good exposure to a variety of tasks
	Understudy assignments	Working with a seasoned veteran, coach, or mentor. Provides support and encouragement from an experienced worker. In the trades industry, this may also be an apprenticeship
Examples of Off-the-Job Training Methods	Classroom lectures	Lectures designed to convey specific technical, interpersonal, or problem-solving skills
	Films and videos	Using media to explicitly demonstrate technical skills that are not easily presented by other training methods
	Simulation exercises	Learning a job by actually performing the work (or its simulation). May include case analyses, experiential exercises, role playing, and group interaction
	Vestibule training	Learning tasks on the same equipment that one actually will use on the job but in a simulated work environment.

Often training is directed towards enhancing the technical skills and job-specific competencies of the employees ignoring the soft skills or giving them a secondary importance.

The literature and academic researches bring evidence that if the training programs are comprehensive the employees have better performances on the job. One such study was performed in by Jukova and Constantine (1998) quoted in (Björkman, 2000).

The field of human resources development is a complex one and includes: informal education and formal education. The human resources development could be generally defined as a set of practices within an organization which have the purpose of enhancing the contribution of the human resource to the success of the organization. The human resources development became a priority for any organization. The human resources development is based on a variety of human resources processes such as: assessing the performances, attracting the resources, identifying the individuals who have potential, etc. The beneficiaries of the human resources programs are: the employees, who grow on the career path, promote within the enterprise, receive raises, acquire valuable knowledge, and the organization who directly gains better human capital. The human resources development involves: employee training and development, career management and organizational development. The human resource is vital for the organization because in this competitive environment, where the organizations have to face different challenges, the human capital became a valuable asset in the continuous struggle to obtain a certain competitive advantage. The human resources development is important for the organization because the innovative ideas, the quality and the continuous improvement, as well as other elements, necessary to compete in the modern business environment, come from human beings and not from machines. We consider two important factors that make it difficult to attract new skills in the company and using them:

- The human resources professionals have to foresee and to rise to the expectations of the stakeholders (employees, employers, unions, manager, etc.)
- The human resources professionals face difficulties in imposing themselves as decision makers in the development of the organization, as the vast majority of the organizations outsource the human resources services.

Competency in pharmacy is the ability of the pharmacist to make deliberate choices from a repertoire of behaviors for handling situations and tasks in the specific context of professional pharmacy practice by using and integrating knowledge and personal values in accordance with professional role and responsibilities (Meštrović, et al., 2012). By assessing the differences between the current and desired levels of pharmacist competencies, it is possible to develop an individual education plan aimed at achieving the desired level of competency (Meštrović, et al., 2012). Knowledge, skills, attitudes, and personal pharmacist values thereby receive real significance through experience in practice. Educational programs therefore should focus on integrating knowledge and practice (Meštrović et al., 2012).

Perhaps ironically, concerns about the interface between pharmacy practice and business were not an especially significant issue during much of the twentieth century (Tootelian, et al., 2012). The "drugstore" was a business. It was engaged in many activities in addition to dispensing prescriptions. The pharmacist and his or her employees did everything from dispensing prescriptions to selling household wares to making ice-cream sodas (Tootelian, et al., 2012). To be sure, there were some who considered all non- clinical activities to be unprofessional (Tootelian, et al., 2012). Yet, while clinical functions have always been an integral part of the business, most recognized the fact that the drugstore owner-pharmacist served in many varied roles (Tootelian, et al., 2012).

(Tootelian, et al., 2012) stated that usually within communities pharmacists are considered one of the most respected professionals for four reasons:

- First, they are more accessible than other health professional (e.g. they do not need appointments)
- Second, they have experience in consulting with patients regarding major issues in the medication administration (e.g. side effects, dosage)
- Third, they do not charge for their services
- Forth, they are less intimidating than doctors and don't have a history a baring bad news
- Finally, they are closer to common people, as they are perceived both as heath care professionals and business people.

Being closer to the community makes it imperative for the pharmacists to possess a strong set of soft skills and if they don't have it, they need training to enhance these skills. Often pharmacists are associated to self-medication and due to this fact pharmacists need to be able to recognize the symptoms, choose an appropriate product and explain the direction for use to the patients and advise them on monitoring the desired effects and side effects (Wilbur, et al., 2010). A study performed by (Wilbur, et al., 2010) showed that eighty-percent of patients consider that pharmacists give reliable advice about drugs as compared to other health-care professionals (e.g. nurses), seventy-six percent would be comfortable receiving medication directly from a pharmacist. Pharmacists are a key component of health care systems and they need to work with other health care professionals to develop the best plan for the patient (AbuRuz, et al., 2012) and in order to perform well on the job they need to communicate very well with the patients, peers and other care givers, they need to possess strong analytical skills in order to identify problems, they need strong people skill in order to link with the patients and peers, they need to be honest about their work, and leadership and business skills if they are in charge with a pharmacy. When they do not have these skills measures to acquire them are to be taken. As showed in a study performed by (Hertig, et al., 2011) practitioners prefer clinical functions with greater direct contact with the patient and are willing to accept change and, therefore, will be integral to developing and implementing practice models, which will make it easier for Dawacom to train its employees in order to acquire more soft skills and perform better on the job.

h) Knowledge management and the learning organization

The "learning organization" is perhaps best known challenge of postmodern approaches within organizations. Peter Senge consider by the vast majority of scholars to be the father of this concept stated that the values of the learning organization and the competitive advantage derive from the continuous learning, both individual and collective. He recommends the leaders to challenge the individuals tocontinuously consider the needs of the organization. The purpose is to induce in them a powerful intrinsic motivation. By applying these ideas referring to the performance of the individuals and groups, the leaders can create incentives through which the employees' affection towards the organization is increased. The learning organization is that organization where people continuously develop their capacity of obtaining the results they want, where new models are encouraged and where the employees learn together how to learn (Cors, 2003).

Such an organization should have the following characteristics:

- To offer continuously new opportunities to learn to its employees
- To use the training programs to meet its goals
- To find the link between individual and organizational performance
- To encourage the dialogue and to create an environment that encourages the employees present their opinions and take risks
- To use creative tensions as a source of energy and re-engineering
- To always be aware of the environment where it has its activity.

The learning organization involves new managerial directions in terms of: long and short term planning, team work, cooperation, diversity, power of attorney, focus on employees and leadership. The organizations which don't create an organizational culture based on learning, will not adapt quick enough and will not face the challenges from their environment. While fro many organizations the concept is clear and put into practice, for others it creates confusion. The learning organization is a philosophy, not a program. The learning organization is continuously evolving. One cannot say: I'm here! I've created such an organization!

Inside an organization, Knowledge Management is the management of organizational knowledge in order to create value in the business and generate benefits in a competitive environment that is in continuous change. Knowledge Management refers essentially to obtain knowledge by the right person at the right time. It also means the ability of an organization to learn and to use the knowledge when needed. This may not sound so complex, but requires a strong link with the corporate strategy and understanding of forms in which the information exists. In the organizations where we find it, knowledge management involves creating organizational processes and functions accepted and supported by all members. Knowledge Management may include the creation of new knowledge, and can focus solely on sharing knowledge, sharing and refining them. So, the organizational processes involved in the knowledge management include the ability to process the data and information with the help of technology and the employees' ability to innovate and be creative. The purpose of knowledge management is to use the existing and available knowledge within an organization in the most efficient manner in order to create knew useful knowledge.

The knowledge management helps the organization:

- To improve and focus its development efforts according to its needs
- To learn from its past mistakes and success
- To better explore its knowledge and to use them in the area where the organization needs them
- To promote a long term approach regarding the skills development and eliminating the old knowledge
- To innovate
- To protect its knowledge and key competences.

III. Methodology

The present research can be defined at a primary level approach as a practical study designed to diagnose a fact. The central objective of this paper is to investigate the effects of soft skills upon the performance of the employees at Dawacom. Qualitative research involves the collection, analysis, and interpretation of data that are not easily reduced to numbers. These data relate to the social world and the concepts and behaviors of people within it (Anderson, 2010). Health care involves complex human interactions and these demand complex understanding and qualitative research can be extended by the use of qualitative methods (Anderson, 2010). The final aim of administrating this survey to the employees of the Dawacom was to be able to propose the right training that could help the employees enhance their performances. Empirical evidence is similarly important as it indicates whether the training and education approach works in practice, which is the ultimate goal of training. A training program that does not work in practice is of limited value (Puhakainen & Siponen, 2010). In order to obtain accurate data we used both open questions and multiple choice questions. Most of the multiple choice answers were on the Likert scale (Boone & Boone, 2012), (Chomeya, 2010), (Chimi & Russell, 2009,). The Likert scale is the most known and used ordinal scale in studies. It is widely used in research studies and is sometimes referred to as rating scale although it is not the same thing. The main feature of an ordinal scale is that it allows measuring the difference but not the specific difference between the measured quantities. Ordinal scale does not allow arithmetic operations on categories. We aren't able to specify what is the size difference between the two categories because, we cannot quantify the clear difference between "satisfied" and "very satisfied" in the mind of the subjects.

We used dichotomist questions (e.g. with only two answers to choose from) and multi dichotomist questions (three or more answers to choose from). In the last category are also included the Likert scale questions mentioned above. We included questions to identify facts, knowledge, opinions and also questions to check the accuracy of the answers. The questions are intended to generate both one variable and more variable in order to offer us a wider range to interpret and analyze the data. We decided to alternate the questions in order to prevent the subject from abandoning before completing all the questions, especially because there are a great number of questions.

The questionnaire was composed of fours parts, from A to D. In section A by using 30 questions we intended to identify the general perception of the subjects regarding the training they attended at Dawacom. The opinions of the employees matter that is why we used the first section to find out the level of training needs in the organization. We tried to measure key dimensions of employee opinions, attitude, engagement, satisfaction, loyalty, training needs, and organizational effectiveness. In section B the purpose of the four questions was to find out whether the employees at Dawacom considered the training to have helped them improve their performances. The purpose of section C was to find out what is the subjects' point of view regarding the soft skills of pharmacists: their needs and their self- assessment; for this section we used 47 questions. In this section of the questionnaire the employees were asked to rate the importance of different work-related skills. After indicating the importance of each skill, they were asked to select which skill they would like to receive training on. They are also asked to provide suggestions on how this skill can be improved. The purpose of these questions was to identify what the employees need and if they can be included in those of the company, also we tried to

involve the employees in the assessment process by requesting suggestions. The last section, i.e. section D, is complementary to the previous section by its purpose, that offering the subjects another opportunity to assess themselves in terms of frequency and effectiveness of soft skills, i.e. how often they observe the use of certain skills and how useful they were to their activity at Dawacom. This section includes 15 questions. Continuing from the previous section, in the last one we tried to investigate the needs of the human resources within Dawacom, and explore what can be done to provide them with the resources and materials they need in order to do their job the most effective way possible.

In elaborating the questionnaire we used in our research we followed the indications of (Dörnyei & Taguchi, 2010) and (Ebrahim & Bowling, 2005). The technique used was by sending the questionnaire online. We chose this technique because: of the low costs, eliminating the operator's possible influences, the correct registration of the answers, keeping the subjects anonymous, giving the subjects enough time to think and ensuring a greater number of employees who filled in the survey.

The general purpose of the survey used in our research was to assess the training needs of the employees at Dawacom. In general the assessment process is used to diagnose the need of training that is to take place in an organization. Our survey gathers data that helped us determine what kind of training is needed in order to help the employees and the organization meet their goals and objectives. We tried to identify any gaps that there are between what soft skills an employee at Dawacom has and what kind of soft skills the company needs in order to be competitive. In developing a research project it is also required a reflective approach coming from the researcher's part. She/he will have to identify him/her personal interests in relation to the studied subject, resources available, and skills with which he/she can create research instruments. We will conclude by saying that the creation of a research design supports a personalized approach that leaves room for new approaches, and this is also the case of the research on Dawacom.

We must mention here that this piece of academic research is principally focused on the Pharmacy sector only due to the limited word count and time constraints; but we intend to expand it in the future to include "benchmarking against training excellence in other industries".

IV. Findings

Initially we questions a sample of 65 employees of Dawacom's employees, but out of these only 50 answers were validated; the 15 answers invalidated were either incomplete or belonged to other categories

of employees than the pharmacists, which are our target group. The data was gathered online, after having talked to the subjects in advance.

Below are the centralized results:

- Demographic results:

  o 26% of the subjects had leadership responsibilities
  o Most of the employees have less than 5 years' experience in the field
  o Almost half of the employees underwent training within the company

- Statistics regarding the employees who underwent training:

  o Only 10% employees underwent training on soft skills; out of whom only 7% were confident about the necessity of the training
  o 8% employees underwent external training while the rest of them took part in in-house training
  o 5% of the employees are familiar with the procedures that the company uses to identify the training needs
  o All the employees consider the training to be necessary for them improve their performance
  o The employees took part in both on the job (50%) and off the job training (50%)

    ▪ On the job training involved job rotation
    ▪ Off the job training involved lectures

  o The majority of training sessions were 1 day long
  o Only 20% of the employees stated that their manager help them in selecting the training they need
  o None of the employees was totally satisfied with the training sessions and most of the consider that the duration of the training is not sufficient
  o 90% consider that the training techniques are not effective
  o 90% are neutral towards introducing training that include programs for developing interpersonal skills and human values
  o 30% of the employees stated that the training helped them change the department, 50% stated that the training helped them face the challenges, and 20% stated that the training helped them rectify day to day errors
  o 80% of the employees consider that the training should take every month
  o All of the employees said that the basis of the training was to appraise performance
  o Only 20% of the employees stated that they were totally aware of the objectives of the training
  o All of the employees stated that the training did not meet their expectations and considered that

the trainer had little knowledge about the objective of the training

o All of them considered that the training had little relevance to their situation, 90% considered that the training did not remain relevant in time, 100% considered that the training was not important to their development

o 100% considered that their improvement was partially noticed by the colleagues and managers

o 70% rated the training as being of a fair quality

o 90% of the subjects said that they feel more competent professionally after the training and that the training program enhanced self-confidence to take challenges; their status was also improved in the company

o Most of the employees enjoyed the role plays

o All the employees would recommend the training they attended to their peers

o Time management and communication skills are the skills considered to be the most beneficial to the pharmacists' activity but the employees failed to explain why they consider these skills important

o Most of the employees considered that the pharmacists, in order to perform effectively, need pharmacy skills and patient skills

o 30% of the subjects considered that self-confidence is the skills they already have, 20% said pharmacy knowledge and the rest of them stated skills related to human interaction

o When asked what other skills they need, the subjects stated that they need the following skills:

- Stress management
- Patience
- Listening skills
- Better reaction to customers' needs

o When asked about the logistical requirements, the subjects gave answers out of the topic (e.g. patience, smart, etc.)

o 80% of the subjects consider that it is important to establish and monitor goals

o 70% consider that it is important to encourage collaboration among fellow employees and departments to achieve results, to seek and use opportunities for continuous learning and self-development, to understand and achieve company's mission and values, to respond to the company's changes, take appropriate and timely action to overcome unexpected hurdles or obstacles to a plan or project, express loyalty and dedication to the company in interactions with others, to set up and monitor time frames

o 70% of the employee who took part in our study considered encouraging collaboration among

fellow employees and departments to achieve results to be the most important skills, 10% seeking and utilizing opportunities for continuous learning and self- development, 10% Responding to a changing organization, and 10% understanding and seeking to achieve the company's mission and values

o In order to improve these skills the subjects made the following suggestions: choose good leaders facilitate the communication between the managing department and other departments opportunities are coming once so getting benefit from them is an important training to take team work is an important way to achieve goals coordinate with team and divide the tasks among all employees will help in getting results coordinate with team and divide the tasks among all employees will help in getting results hiding all problems that annoy customers rereading the plan every day help in accomplish goals wrote in it encouraging employees will make them give their better for the company rewards always make employees increase their faith to the company cooperation between employees and good team working will give excellent results

o 70% of the subjects consider listening to be very important in their line of activity and suggested the following measures: how to have an interest to help people and offering all what they need is a valuable training listening to customers will encourage them to come fluently to the pharmacy when you give attention to patients, they feel that you care about them when you give attention to patients, they feel that you care about them listening and give attention to customer will make them feel of care giving attention to customers and show them that you are care will make them come again and again

o 70% of the subjects considered that recognizing and rewarding people for doing their best is important

o constructively receiving criticism and suggestions from others is important for 70% of the subjects, who also think that recognizing and rewarding people for doing their best is a skill that they need to improve

o giving feedback is important for only 50% of the subjects

o Leading people and allocating tasks to achieve goals is important for 80% of the subjects

o Empowering others to achieve results and holds them accountable for actions is important for 70% of the subjects

o Motivating others in order to reach organizational goals is important for 60% of the subjects

o Influencing others in a way that results in acceptance, agreement, or behavior change is important for 80%

o 40% feel that empowering others to achieve results and holds them accountable for actions is the leader skill most important to receive training on

o 90% of the pharmacists are aware understanding who the department's customer is and communicates that priority consistently is important

o 70% consider that becoming more effective in satisfying customer needs is important and they need to improve this customer skill

o 90% consider that pursuing the best customer-focused responses that add value to the business is important

o 70% are aware of the importance of understanding the costs, profits, markets, and added value of the department and how those contribute to the success of the company and prefer looking at the bigger picture than the individual goals

o Interpreting financial data, reports, balance sheets, and cash flow analysis is considered the most important analytical skills by 70% of the subjects

Below we present the results in terms of frequency of skills usage:

- Required technical knowledge - most occasions (70%)
- Understating of client environment - most occasions (80%)
- Communicating the importance of knowledge of roles and responsibilities and standards to team members - many occasions (40%), most occasions (40%)
- Demonstrating the importance of quality by reviewing work products of others and making necessary modifications - most occasions (70%)
- Demonstrating critical thinking skills to understand business issues relevant to client and project - 70% most or moderate occasions
- Presenting information and data candidly, accurately and completely 60% most or moderate occasions
- Recognizing and taking action when issues require additional consultation and/or escalation - 70% most or moderate occasions
- Willingness to take a position that challenges the prevailing opinion - 70% most or moderate occasions

- Understanding professional standards and the importance of regulatory responsibilities - 80% most or moderate occasions
- Setting a positive example in timely adherence to: internal and external compliance responsibilities - 80% most or many occasions
- Preparing concise, well written documents using appropriate business and technical language - 90% most or many occasions
- Understanding and conveying the importance of communications - 80% most or many occasions
- Providing clear and concise instructions to others - 70% most occasions
- Sharing insights to enhance process and results - 10% all occasions, 60% most occasions
- Playing an active role in discussions and meetings, providing substantive input delivered at the appropriate time - 80% most and many occasions

Below are the results in terms of effectiveness:

- Required technical knowledge - moderate effectiveness (70%)
- Understating of client environment - moderate effectiveness (60%)
- Communicating the importance of knowledge of roles and responsibilities and standards to team members - moderate effectiveness (70%)
- Demonstrating the importance of quality by reviewing work products of others and making necessary modifications - moderate effectiveness (70%)
- Demonstrating critical thinking skills to understand business issues relevant to client and project - moderate effectiveness (60%)
- Presenting information and data candidly, accurately and completely - moderate effectiveness (70%)
- Recognizing and taking action when issues require additional consultation and/or escalation - moderate effectiveness (60%)
- Willingness to take a position that challenges the prevailing opinion - moderate effectiveness (60%)
- Understanding professional standards and the importance of regulatory responsibilities - moderate effectiveness (60%)
- Setting a positive example in timely adherence to: internal and external compliance responsibilities - moderate effectiveness (60%)
- Preparing concise, well written documents using appropriate business and technical language - moderate effectiveness (80%)
- Understanding and conveying the importance of communications moderate effectiveness (70%)
- Providing clear and concise instructions to others - moderate effectiveness (70%)

- Sharing insights to enhance process and results - effectiveness (70%)
- Playing an active role in discussions and meetings, providing substantive input delivered at the appropriate time - moderate effectiveness (80%)

In order to make sure that the maximum value is extracted from the results presented above we adopted a validator approach to our primary research. This approach helped us identify a number of contradictions (as mentioned above); these contradictions create opportunities for business improvement and organizational development such as: addressing the customer's "latent needs" or organizational "hidden norms".

V. Discussions

a) Analysis of internal and external environment of Dawacom

From the management point of view the assessment of the needs at organizational level is the solution to harmonize the needs and ambitions of the employees with those of the organization. The assessment can be seen as a tool to support the decision taken process in order to allocate the resources. We must take into consideration the fact the resource allocation is a central part of the organizational planning. The purpose of the needs assessment is to:

- Provide the necessary information to develop and improve a training program
- Reengineer the organization in order to improve the performance function of the identified objectives
- Establish the criteria to contract the training services / human resources development services
- Identify the solutions to some complex problems.

The SWOT analysis is one of the methods most often used to analyze and assess the training needs of an organization. The name of this analysis model means: strengths, weaknesses, opportunities and threats. The SWOT analysis was successfully implemented as methods of organizational assessment. The strengths and weaknesses make reference to the internal environment of the organization; these represent intrinsic characteristics of the organization's internal state of affairs. The opportunities and the threats make reference to the external environment, i.e. what happens outside the organization and influences its activity. The context may either favor or block the activity of the organization.

Analyzing the results of our research we identified the following strengths, weaknesses, opportunities and threats regarding the training and human resources development within Dawacom:

- Strengths
  - Training are both on the job and off the job

  - The employees enjoy parts of the training, e.g. role plays
  - 90% of the employees feel confident regarding their professional development as a result of training
- Weaknesses:
  - Few employees are familiar with the company's procedures of identifying the training needs
  - The training is not very varied
  - The training techniques are not effective
  - Employees are not aware of the objective of the training
  - Employees don't consider the training relevant to their role in the company on the long run
  - Training is considered to be of very low quality
- Opportunities:
  - Training helps the employees face challenges and promote
  - The employees are open to attending training
  - The employees are open to express their need by offering suggestions on how to improve certain sets of skills
- Threats:
  - Few employees understand the necessity of training on soft skills (7%)
  - Employees are neutral to introducing training meant to enhance soft skills
  - Employees consider self-confidence to be a skill

Usually the training needs assessment in an organization has as main objective solving certain problems. The above analysis offers information which can be used to make decisions and valid recommendations regarding the training. The SWOT analysis of the training needs helped us assess the degree of satisfaction of the employees within Dawacom with respect to their skills enhancement. This analysis also helped us assess the quality of previous training suggesting areas of improvement. A logical utility of such an analysis is also to make sure that the direct costs related to the training are justified.

b) Meaning of the results

Due to the percentage of subjects we consider the results to be representative for Dawacom. As we can see in Figure 1 half of the employees have been working at Dawacom for approximately 3 years which can suggest either a high fluctuation of employees or that the company grew year by year and the growth is reflected in the increase of the number of employees. Due to the limited access to the company's files and limited time to undergo a more thorough research we could not state for sure what is the case of Dawacom when it comes to its employees' seniority in the company.
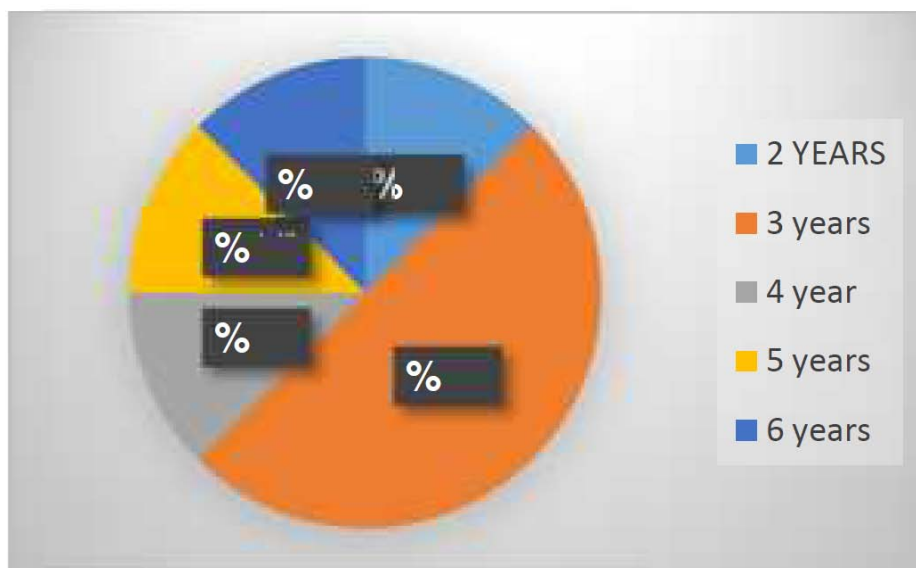
Figure 1 : The experience in years of Dawacom's employees

When analyzing the number of the employees who underwent training within the company we observed that only 10% of them took part in training on soft skills. As we stated in the literature review chapter the soft skills (irrespective of their kind) are very important for the pharmacists or any other kind of professionals. The fact that such a small number of employees within Dawacom attended training on soft skills suggests that the management team is not very aware of the importance of enhancing the soft skills of its employees; and having only 7% of the employees who consider that the training were necessary suggests that the training did not meet their objectives. An explanation regarding this issues might be that often the training is in-house training and the trainers might not be professionals.

The 5% of the employees who are familiar with the company's procedures of identifying the training needs, could mean that the company is not open towards the employees with respect to this issue. The communication from the management team to the employees is filtered and important information is not passed to the latter group.

We also identified a paradox: on one hand the employees stated that they are not able to identify the necessity of the training they attended and on the other hand they also stated that the training are necessary for them to improve their performance. This suggests that either the employees were not honest when they answered the questions and gave the answers they were supposed to give or they simply were not satisfied by the training they attended. The latter possibility is supported by the answers of a set of questions: on one hand the employees stated that they were not satisfied with the quality of the training they attended and on the other hand they feel that the length was not enough. We

this that the employees gave this answers for two reasons:

- Due to the short length of the training they did not gather enough knowledge
- The quality of the training was not a satisfactory one

The answers regarding the type of training they attended suggest that the subjects were not very familiar with a wide variety of training categories. When we analyzed their open answers we observed that the answers were similar stating that they attended job training or lectures; and most of these being one day long would explain why they employees feel that they don't find the training useful: the training might just scratched the surface regarding the enhancement of the employees' skills.

The fact that only 20% of the employees were helped by their managers in selecting the training they attended makes us wonder what is the procedure of selecting and attending a training within Dawacom.

For this situation we identified two possible explanations:

- There is not a clear procedure regarding the training within Dawacom
- The employees don't want to give credit to their managers regarding their professional development.

The questionable quality of the training was also supported by the fact that 90% of the subjects considered that the training techniques were not effective in their situation, 90% don't consider it to be useful to introduce other training sessions, not even for developing interpersonal skills and human values.

We also identified a set of answers that contradict the opinion regarding the poor quality of the training that the subjects have regarding the training

they attended at Dawacom: the employees stated that the training helped them change the department, face the challenges and rectify day to day errors. When someone states that he/she did not find a training useful and latter states exactly the opposite it rises a pertinent question: did the subjects gave accurate answers?

The fact that the training length is short is also supported by the answers of 80% of the subjects who consider that the training, in order to be effective, should be organized every month, Unfortunately the subjects did not understand the main core of the training; they consider that the training are to appraise performance and only 20% of them are aware of the objectives of the training they attended. What is even more serious is that the trainers made the impression that they are not aware of the objectives of their own training.

We also observed a pattern regarding the training organized by Dawacom for its employees, i.e. the employees consider the training to be irrelevant for their activity, 90% of the subjects stated that the training didn't prove to be relevant in time and all of them stated that the training did not help them in their professional development. Although the literature brings arguments to the importance of training, at Dawacom the management seems not to be aware of this fact. We could say that if a training is not important for a certain job, then soon that job won't be important anymore, is the company ready to give up pharmacists?

The questioned employees don't feel confident about their improvement as a result of the training they attended; this can be explained in two possible ways:

- They did not used the new skills at all
- The training did not help them improve themselves from a professional point of view.

We also tried to identify what the employees feel about time management and communication skills. According to the results of our investigation it seems that although they heard about the two concepts, the subjects don't clearly understand their meaning. A testimony to this affirmation is that they could not explain why they need time management and communication skills and why are these skills important for a pharmacist. Another issue that all the subjects agreed on is the category the skills they need. When asked what other skills they need in order to perform effectively they gave examples of soft skills.

Unfortunately the subjects do not distinguish between character traits and skills, 30% of them consider self-confidence a skill. According to Jeffries (2005) cited by (Ma, 2013) "self-confidence is conceptually defined as trusting the soundness of one's own judgment and performance", whilst a skill is a learned ability. Another area of confusion for the subject was the related to the logistical requirements; they consider patience and intelligence a logistic requirement, which is not the case since according to

(Merriam-Webster, 2004) the logistics requirement means: the procurement, maintenance, distribution, and replacement of personnel and materiel. The purpose of such questions was to identify what other needs the subjects had. Their answers suggest that they did not pay the necessary attention to the questions and since they knew that the main focus was on the training within Dawacom they imagined that we were expecting a training related answer.

If we are to create the profile of the employee at Dawacom based on the date we obtained he/she should look like this: very good pharmacy skills, good soft skills, patient, team-player and able to manage time effectively. Unfortunately at this point the questioned pharmacists don't meet all the criteria especially due to the lack of soft skills.

A more complete view on the skills of the pharmacists of Dawacom results from the analysis of the frequency of using some soft skills and the effectiveness of this usage. We quantified these in Figure 2 and Figure 3. By analyzing the above mentioned figures we conclude the following: although the profession of pharmacist requires a solid set of pharmacy knowledge, the subjects accept the prevalence of soft skills in their work. We consider that a training that would connect the pharmacy skills with the soft skills would be highly appreciated. The data analysis also shows a certain consistency of the employees' options for a variety of soft skills, most of them similar.

Most of the questioned subjects stated that the skills that they most frequently use are preparing concise, well written documents using appropriate business and technical language, understanding the client's needs, understanding professional standards and the importance of regulatory responsibilities, setting a positive example in timely adherence to: internal and external compliance responsibilities, understanding and conveying the importance of communications and playing an active role in discussions and meetings, providing substantive input delivered at the appropriate time are the skills that they use most frequently during their work. As we can see these skills are mainly related to the client - pharmacist interaction, and the involvement of the company in this relation by providing training that could enhance these skills could increase the company's competitiveness. Our analysis does not reveal the significant differences between the skills and a classification of their importance in the activity of a pharmacist.
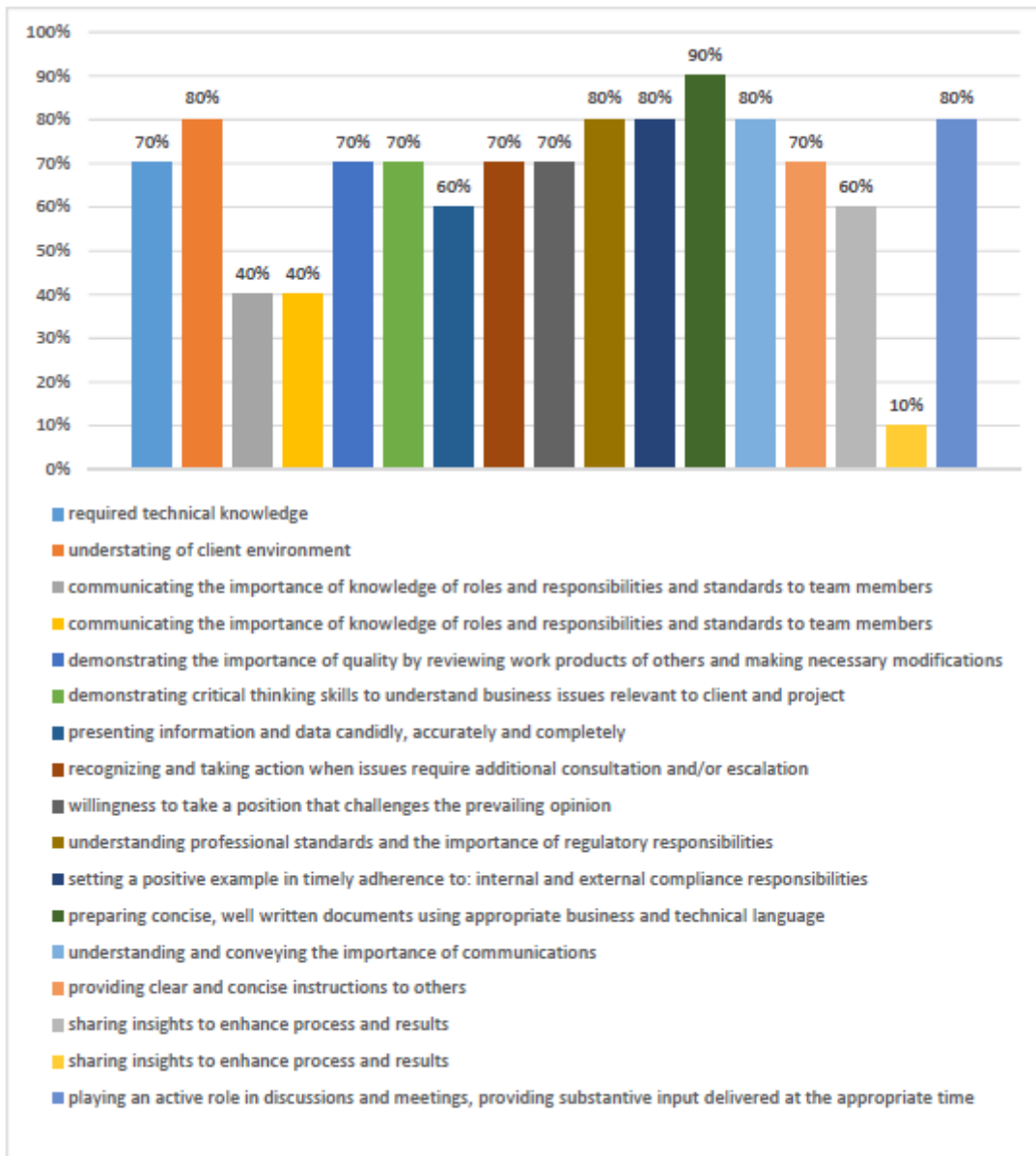
Figure 2 : Frequency of skills use for Dawacom's employees
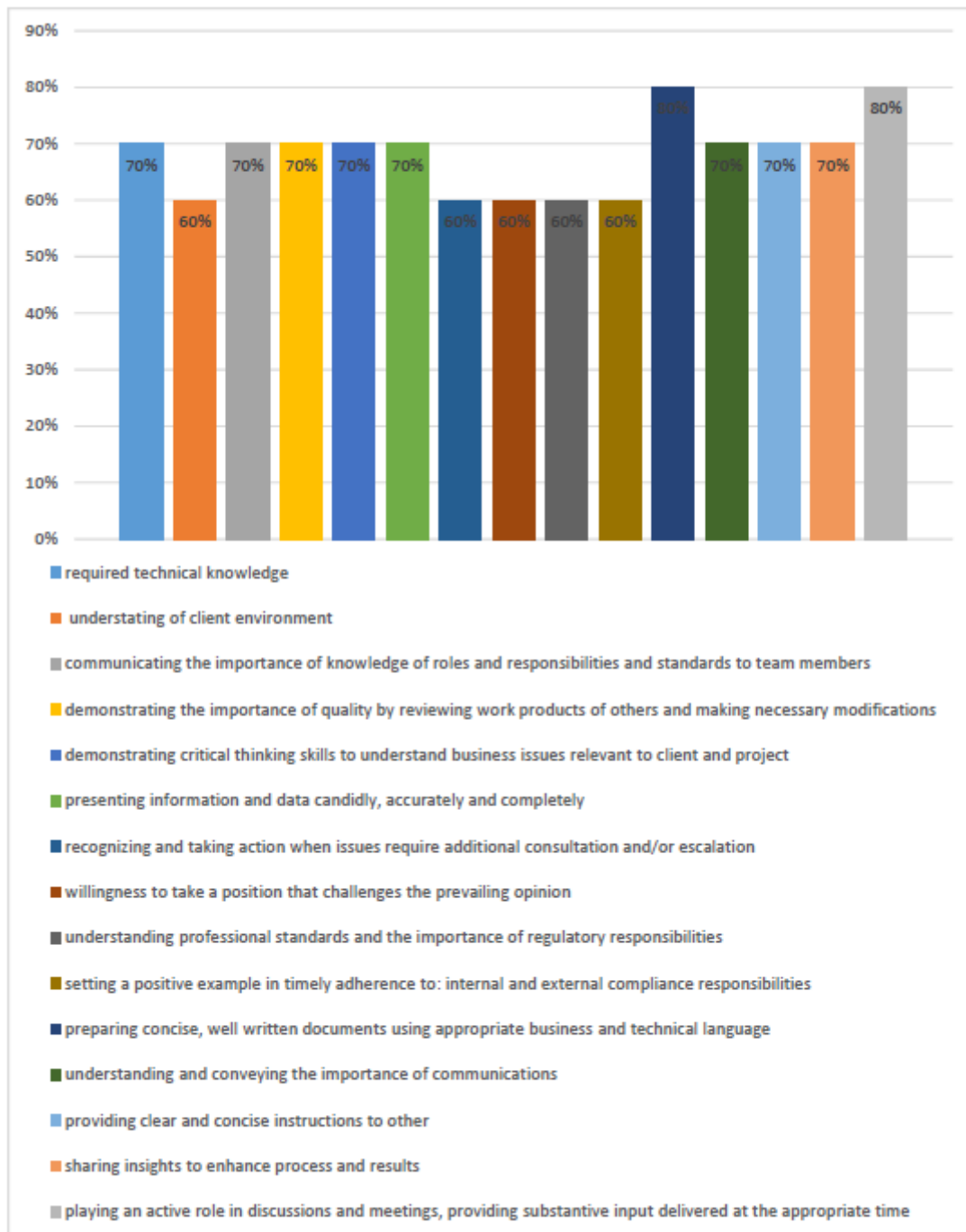
Figure 3 : Effectiveness of skill use for Dawacom's employees

c) Suggestions for Dawacom

We consider the training to be important for two reasons:

- The company is under pressure to provide high quality services and value, which needs new skills and these skills are built up through training
- Experience on the job is not enough anymore. Due to the increased competition in this continuously changing market, people can't rely only on time and experience to build the needed skills. Experience is outdated while knowledge is the trend.

Based on the results of our research we propose the following actions for Dawacom in terms of training:

- Correlate the training with the company's strategy - this would help the management team reduce the costs generated by bad and ineffective training and it can also help in reducing recruitment costs and attracting the right talent, whilst reducing the risk of staff leaving with those all- important skills which then are lost
- Connect the responsibilities of the pharmacists with the necessary skills in order to meet the company's

goals - this would help the company reduce the risk of having another ineffective training and also reduce the risks of work related accidents

- Analyze each training organized by the company and identify the parts that were not satisfactory and why
- Identify the learning style of each employee in order to group the employees according to their learning style and create the training according to this style in order to maximize the effects of the training programs
- Also, the company needs to consider that older employees learn differently from the younger ones. Perhaps the younger employees are more familiar with mobile-device-based training, while older employees may react better to an in-person training.
- By using different approaches, the company could develop training programs that resonate with all the employees, thus avoiding the lack of satisfaction among them. Besides various approaches will not only introduce skills and processes, but also create desired behaviors and results, and encourage an attitude favorable continuous learning
- In order to avoid the situation to become worst within the company, the management team should start working on a professional development for the employees.
- In order to make sure that the training is relevant to the company needs and those of the employees, the management team should consider the following:
  o Link the training to the strategy of the company
  o Link the expected results of the training to the job responsibilities, the overall strategic goals of the company and the desired professional development of the employees and involve the employees in the training programs. If the company makes sure that its employees understand their role in the training program, they will support it
  o Make sure that the content of the training is relevant and delivered through the right methods and techniques. When developing the training program the company should do it with the end user's needs in minds. The company should select a trainer able to create a content easy to digest by the employees and relevant to their job responsibilities.
  o The delivery method is also very important. The trainer has to make sure that the training will "reach" its target user whether he/she chooses an online tool, smartphone app, workshop or snail mail
  o As our research revealed, the speed of a training is very important. The quicker the trainees apply what they learned in real life

situation, the quicker the organization will reach its goals
  o Training must also be sustained. What we mean by this is that if the skills that the employees are supposed to apply are challenging or are very different from what they were previously doing, it is very important to have a check list to see how well the learning is working and strengthen the areas that might have not been immediately applied
  o Understand what can be measured and what cannot. There is the possibility not to be able to quantify the effectiveness of training. In such cases the behavior of the employee needs to be observed over time and identify the effects of the training.

The collected answers represent either the expectations of the sample employees or certainties resulted from their experience as attendees of the training organized by the company. By studying these answers we understand that the training need to change the focus from information to formation (professional development), by applying modern training methods and approaching the trainees differently, having as purpose the development and improvement of the soft skills of all the pharmacist in the company. The manner in which the results are distributed to most of the questions allows us to observe the frequency of a set of personal traits that can be seen in most of the respondent employees, traits specific to creative people: curiosity - described by the desire to learn and grow professionally, ingenuity - describe by the way some of the respondent flourished the answers, passion - observed in the passion they have for their work and self-confidence.

It is impossible to identify all the challenges that the development programs at Dawacom had to face over time. This "territory" is misleading and it makes a difficult road to cross for those who want to cross it. Training should not be treated as an act of faith, but should be supported by a positive philosophy and realistic about how it will contribute to the success of the organization. Not all training is necessary and, inevitably, a good thing. Today, when resources are limited and must be used with care and trainers are asked to justify their position and realize the activities they undertake. Misguided and inappropriate training does not serve anyone: neither the trainer nor the employee and the organization. The organization may also decide that the most advantageous approach, at some point, is to hire people with experience, not to invest in training. But any decision is taken considering the strategy.

The contemporary literature provides us with information on the human resources development with the involvement of the organization and on the skills and

competences of the employees. After carefully analyzing the available literature we came to the conclusion that our research is unique in the pharmaceutical area. As it can be seen in the literature review chapter, the scientific world provides us information on soft skills for different fields of activity (c2d website, 2009), (Kaipa, et al., 2010), (Heckman & Kautz, 2012), even in the academia with focus on students (Hendarman & Tjakraatmadja, 2012), (Zhang, 2012) and medical field with focus on doctors and nurses, but not on pharmacists.

Even though the soft skills are the same for any activity, the needed set of skills depends from one job to another, function of the responsibilities and work environment. Because the profession of pharmacists was neglected by the scholar in terms of soft skills, we decided to pay attention to it. We used the questionnaire to have a general inside view over the skills of the pharmacists, with focus on the soft skills that they need in order to perform effectively. We tried to touch various areas regarding the soft skills of pharmacists: feedback on training attended, relation performance - feedback, needed soft skills to have an easier job.

VI. Conclusions and Recommendation

Throughout the paper we intended to analyze what skills are and what skills the pharmacists need in order to be preformat, and what are the dimensions specific to this field of activity. Starting prom the concepts of skills and professional development of the human resources within a company, as presented in the available literature we could observe that the existing data is not enough to offer a clear and holistic view on the skills needed by pharmacists. Starting from the existing research we performed our own research whose purpose was to fill in some missing parts.

In this thesis we studied in depth the skills needed by pharmacists at Dawacom in order to perform effectively in their line of duty. The research present in this thesis was oriented towards identifying the opinions of Dawacom's employees with respect to the training they attended and were organized by the company they work for. The needs identified through the critical investigation we performed and the rigorous examination of the training programs of the company and the professional development of the employees, if taken into consideration by the management team of the company could impact in a positive manner the future strategies.

A skills represents the harmonious combination and use of knowledge, habits and attitudes in order to obtain the expected results at work. Being a skilled person means to apply specialized knowledge, use specific behavior, analyze and take decisions, being creative, and working with the team members, communicating effectively, adapting to a specific environment, coping with challenges.

The research revealed the following:

- In order to perform effectively pharmacists need pharmacy skills and patient skills (soft skills)
- The subjects were not very reliable; it was very difficult to gather their answers and code the data due to their chaotic answers
- The company should set goals and monitor them
- The employees treasure the team work and are aware about its importance
- The employees don't identify themselves with the mission and values of Dawacom

Our study reveals the fact the individuals who work or are interested in their education, can grow professionally, can help the company they work for to obtain human capital that can be converted to economic capital and thus increase the competitiveness of the company on the market. Also, we consider that positive measures to persuade the pharmacist to be involved in the development of the company are important; the present paper being one of these possible measures. Being able to distinguish between an effective and useful training and one at the opposite pole is very important for a company, both for the morale of the employees and for the efficient use of its budget.

We could observe during the research that the subjects were reluctant to provide accurate data or even to fill in the questionnaire. Due to the fact that we divided the questions into sections and from time to time we repeated some questions under a different form we were able to identify the contradictory nature of the Dawacom's employees. On one hand they said that they promoted or improved their skills due to training and on the other hand they stated that the training they attended was of poor quality.

A future research could follow the positive vs. negative dialectics and identify the themes considered to be irrelevant by the employees. Thus we would be able to understand the ability of the employees to make critical evaluations in terms of the utility value oriented towards the own professional development.

With respect to the limits and recommendations for possible future research, first of all we distinguish a lack of representativeness of the studied sample, the purpose of our research being mainly to identify the existence of a set of skills useful in the line of work of the pharmacists, the selection we performed was not a very rigorous one. Due to this reason, we were cautious in generalizing the conclusion, the results and the interpretation of the obtained data. Though, this shortcoming was compensated by the statistical significance of most of the obtained data, besides, we considered only those data that had a significant statistical importance at Dawacom's level, following that in further research to achieve a more rigorous selection involving other professionals such as a sociologist and / or a statistician. Also, an important issue regarding our

paper is the presentation and the analysis of the data obtained through different sets of questions whose purpose was to eliminate those answers that are not reliable. A major contribution of our scientific paper is the applicative research. As it can be observed in the analysis and interpretation of the obtained results, it completes the theoretical discourse, by embodying the image of the soft skills possessed by the employees, on one hand, and needed, on the other hand.

Based on the obtained results we recommend Dawacom to:

- Develop a "core training" for pharmacist.
- Design competency assessment tools for development and training purposes
- Provide training and development for managers, especially those who will need to adapt to new roles as coaches, facilitators, and resources to teams.

By "core training" we mean that the company should set a training whose purpose is to develop the soft skills identified through our research as being the most important for the activity of a pharmacist. We consider that a strong core training would enhance the soft skills of pharmacists and would help the company focus its training resource in the right direction. In our opinion a core training has the following stages:

- Identify the strengths of each employee
- Provide a training to enhance the existing skills
- Identify the missing skills
- Provide training to develop missing skills.

In order for a training to be effective first of all the company should identity the competencies of its employees and to support this approach we recommend that the assessment should use at least two assessment tools: competency-based interviews (these are effective for targeting specific competencies), competency assessment tests (they can be used for certifications, performance management, and for the validation of knowledge and skills).

Manager should have people skills. Our research revealed that the manager at Dawacom are not involved in the development of their subordinates which led to a sense that the managers are not very competent. Managers need to be able to interrelate with the employees "to feel the pulse" of their teams. Most employees promoted to managers due to their knowledge and technical skills, but once they hold this position their performances will be measured according to the strength of their soft skills.

The benefits of the training can be measured by:

- Costs savings vs. costs generated by training
- Efficiency
- Performance to schedule
- Income received
- The extent to which trainees mix
- Changes in the behavior and performance

- Labor savings
- Productivity increases
- Payback period

A conclusion that we can draw, after going through this research is that we cannot neglect the employee's feelings toward the company they work for; the myth according to which we need to only focus on the results and the employee is just a pawn to be run, is no longer topical! If you want results, you have to focus on developing the employees' skills, but also on creating an organizational environment that fosters both performance and employee happiness.

Another conclusion that we can draw from our research is that our project should run for a longer period than originally expected and will have to call for actions of the most diverse and attractive, so that the chances of success to be higher. In addition, it is clear that the company need to work on the relation it has with its employees, it has to encourage honesty and explain its values to all of them and make sure that they accept them and act accordingly. Also the company need to work on disseminating the information and changing the attitudes and behaviors among the employees.

Therefore if a company wants performance, effectiveness and increased productivity, it has to take into consideration the skills its employees possess and to create an environment that encourages skills enhancement.

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Amer: "You will be amazing with the Mba"

Asma'a: "No body knows your limit, you are over energetic"

Mohammad: "You did not surprize me, because you are always have a plan "B" and ambitious"

Orwa: "Very smart aref if you make it, but think twice you are our dentist"

Sukainah: "My full support to you my twin"

Hamzah: "No one can predict what is your next step Aref, I am Jealous that you have this spirit"

Moath: "I will follow you after you finish, be ready brother"

Anas: You will be a super Dr. Aref when you finish from this great university"

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VII. Appendix

Personal Data

Name

Department

Designation

Experience

Thank you for taking your time to fill in this survey. We are examining our human resources needs and exploring what can be done in order to provide our employees with knowledge and infrastructure to help them perform effectively.

Please carefully read each question and choose your answer from the dropdown list (where appropriate) or type your answer as detailed as possible.

Section A

Nr.	Question		Answer	√
1	Have you undergone any training program?		Yes	
			No	
		If yes specify?	Technical skills	
			Soft skills	
			Process training	
			All	
2	Do you think training is necessary?		Required	
			Somewhat required	
			Must	
			Not at all required	
3	What kind of training is given in the organization?		In-house training	
			External training	
			Both	
4	Does your organization have a set procedure for identifying training needs?		Yes	
			No	
			Not aware	
5	Is training necessary for improving your performance?		Yes	
			No	
		If no specify why		

6	What are the training programs that you have attended?		On the Job		
			Off the job		
7	What is the average duration of the training sessions?		1 day only		
			1 week		
			2-5 days		
			More than a week		
8	Does your manager help you in selecting the training program you require?		Yes		
			No		
9	Are you satisfied with the way the training session was organized?		Satisfied		
			Not Satisfied		
			Average		
10	Is the duration of the training program sufficient?		Yes		
			No		
11	Do you think the teaching methodology adopted is effective?		Yes		
			No		
12	Do you think training should include programs for developing interpersonal skills & Human Values?		Relevant		
			Irrelevant		
			Neutral		
13	How has training helped you?		Rectifying day-to-day errors		
			Changing Departments(projects)		
			Face new Challenges		
14	How frequently do you think training programs should be conducted?		Monthly		
			Quarterly		

			Annually	
15	What is the basis on which the training process is initiated?		Performance appraisal	
			When project is going on	
16	The extent to which you were aware of the objectives of the program at the time of your nomination.		Very little	
			Little	
			Fully	
			Not aware	
17	The extent to which the program was in line with your expectation		Very little	
			Little	
			Fully	
			Not aware	
18	The extent to which the trainer had knowledge of the objective of the training program.		Very little	
			Little	
			Fully	
			Not aware	
19	The extent to which program was relevant to your work situation.		Very little	
			Little	
			Fully	
			Not aware	
20	The extent to which the program remained relevant over a period of time		Very little	
			Little	
			Fully	
			Not aware	
21	Has your improvement in the training program been noticed by your colleagues and manager?		Yes	
			No	
			Partially	

22	What is your overall rating of the training program?		Outstanding	
			Excellent	
			Very good	
			Fair	
23	I feel more confident & better equipped to act as a leader & handle conflicting situations.		Strongly Agree	
			Disagree	
			Undecided	
			Agree	
			Strongly Agree	
24	After attending the program I have become more competent professionally		Strongly Agree	
			Disagree	
			Undecided	
			Agree	
			Strongly Agree.	
25	The program has infused in me, a lot of self-confidence to handle new challenges.		Strongly Agree	
			Disagree	
			Undecided	
			Agree	
			Strongly Agree.	
26	Has the Managers/team lead's supervisions & instructions reduced after the training?		Strongly Agree	
			Disagree	
			Undecided	
			Agree	
			Strongly Agree.	
27	Attending the program has improved my status in the organization.		Strongly Agree	
			Disagree	
			Undecided	
			Agree	
			Strongly Agree.	

27	Attending the program has improved my status in the organization.		Strongly Agree	
			Disagree	
			Undecided	
			Agree	
			Strongly Agree.	
28	In your opinion, how could we improve the training program organized by Dawacom?			
29	Any Suggestion? Please Specify.			
30	What aspect of training program did you enjoy the most?			

Section B

Nr.	Question		Answer	√
1	Thinking about the technical area of environmental health where you currently work. Please list any training you believe would be beneficial to you and is not, to the best of your knowledge, currently being planned? By technical we mean any subjects or topics specific to EH core function work: e.g. food control; health and safety; environmental protection; consumer protection; housing; pest control; dog control, licensing; water quality. Or any other technical/specialist area: e.g. nutrition, diet, community development, etc.			
2	Thinking about crosscutting topics / issues within the context of future training. Please ch0ose		Time management	
			Project management	
			Managing organizational change	
	the 3 areas from the list below that you feel would be moot beneficial to your wider professional development (i.e. apart from any specific technical topics listed in the preceding question).		Improving service quality	
			Leadership	
			Managing budgets	
			Effective EH business planning	
			Developing effective policy	
			Community/stakeholder engagement	

			Effective partnership working	
			How to advocate effectively	
			Team building	
			Motivation	
			Dealing with stress	
			Communication skills	
			Community Planning	
			The use and relevance of social marketing in behavioral change	
			Emergency planning	
			Planning effective interventions - evidence and evaluation	
			Cultural diversity in the work place	
			Dealing with the media	
			Future career development opportunities	
			Getting your ideal job	
			Creating the best impression	
3	From the 3 areas/topics you identified in question 15, please further expand on these answers	1		
		2		
		3		
4	Thinking back over the last 12 – 18 months, have you attended any unique or distinctive training courses that you feel were of value and that you would recommend to others? Please state the name of the course/s, training provider/s and give a brief description of the course/s			

Section C

Nr.	Question	Answer	√
1	What skills do you think that a pharmacist needs to have in order to perform effectively?		
2	What skills do you already have?		

3		What skills do you still have to acquire?		
4		What logistical requirements do you have in order to perform effectively?		
		How important are the following skills to your job?		
5		Establishing and monitoring goals and objectives	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
6		Encouraging collaboration among fellow employees and departments to achieve results	Not Applicable	
			Not Very Important	
			Somewhat Important	
	Work skills		Important	
			Very Important	
7		Seeking and utilizing opportunities for continuous learning and self-development	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
8		Understanding and seeking to achieve [Dawacom]'s mission and values	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
9		Responding to a changing organization	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
10		Taking appropriate and timely action to overcome unexpected hurdles or obstacles to a plan or project	Not Applicable	

			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
11		Expressing loyalty and dedication to [Dawacom] in interactions with others	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
12		Setting up and monitoring timeframes and plans	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
13		Which skill do you consider the most important from the list above? (select only one)		
14		Suggestions on how to improve these skills		
	Communication skills	How important are the following skills to your job?		
15		Understanding clear and assertive communication skills and how they create rapport and trust	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
16		Conducting effective and efficient meetings	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
17		Listening carefully	Not Applicable	
			Not Very Important	

			Somewhat Important	
			Important	
			Very Important	
18		Which communication skill do you feel is most important to receive training (select one)		
19		Suggestions on how to improve these skills		
	People skills	How important are the following skills to your job?		
20		Encouraging teamwork and collaboration as a method to accomplish tasks and achieve objectives	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
21		Recognizing and rewarding people for doing their best	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
22		Constructively receiving criticism and suggestions from others	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
23		If you needed training to improve your people skills, which one would you want training (select one)		
		How important are the following skills to your job?		

24	Leader Skills	Conducting regular meetings with direct reports to discuss performance and achievement of objectives	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
25		Giving others direct, constructive feedback which can be used to achieve goals	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
26		Leading people and allocating tasks to achieve goals	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
27		Empowering others to achieve results and holds them accountable for actions	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
28		Motivating others in order to reach organizational goals	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
			Not Applicable	
29		Influencing others in a way that results in acceptance, agreement, or behavior change	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	

30		Which leader skill do you feel is most important to receive training (select one)		
31		Suggestions for how you would improve leader skills:		
		How important are the following skills to your job?		
32	Customer Skills	Understanding who the department's customer is and communicates that priority consistently	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
33		Becoming more effective in satisfying customer needs	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
34		Pursuing the best customer-focused responses that add value to the business	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
35		Which customer skill do you feel is most important to receive training (select one)		
36		Suggestions for how you would improve customer skills:	Type your answer here	
		How important are the following skills to your job?		

37	Business Skills	Aligning resources to meet the business needs of [Dawacom]	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
38		Understanding the costs, profits, markets, and added value of the department and how those contribute to the success of [Dawacom]	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
39		Looking at the "big picture" of [Dawacom]'s goals, rather than individual department's needs	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
40		Anticipating marketplace opportunities and supports speed to market.	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
41		Which business skill do you feel is most important to receive training (select one)		
42		Suggestions for how you would improve business skills:		
		How important are the following skills to your job?		
43		Selecting the appropriate techniques for analysis	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	

		How important are the following skills to your job?		
43		Selecting the appropriate techniques for analysis	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
44	Analyti cal Skills	Interpreting financial data, reports, balance sheets, and cash flow analysis	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
45		Generating alternative solutions to problems and challenges.	Not Applicable	
			Not Very Important	
			Somewhat Important	
			Important	
			Very Important	
46		Which analytical skill do you feel is most important to receive training (select one)		
47		Suggestions for how you would improve analytical skills:		

Section D

Nr	Focus	Question	Frequency	√	Effectiveness of use	√
1		I demonstrate required technical knowledge in my work	No opportunity to observe		Cannot Say	
			Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	

	Focusing on the Client		Few occasions even though situations needed it	Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed	Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed	Very Effective: Behavior was always effective when used.	
			All occasions when needed		
2		I demonstrate understanding of client's organization and business/regulatory environment.	No opportunity to observe	Cannot Say	
			Never even though situations needed it	Poor effectiveness: The behavior when used was never effective.	
			Few occasions even though situations needed it	Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed	Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed	Very Effective: Behavior was always effective when used.	
			All occasions when needed		

3		I communicate the importance of knowledge of roles and responsibilities and standards to team members.	No opportunity to observe	Cannot Say	
			Never even though situations needed it	Poor effectiveness: The behavior when used was never effective.	
			Few occasions even though situations needed it	Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed	Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed	Very Effective: Behavior was always effective when used.	
			All occasions when needed		
4		I demonstrate importance of quality by reviewing work products of others and making necessary modifications.	No opportunity to observe	Cannot Say	
			Never even though situations needed it	Poor effectiveness: The behavior when used was never effective.	
			Few occasions even though situations needed it	Marginal Effectiveness: Behavior when used was not usually effective.	

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			Many occasions when needed		Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed		Very Effective: Behavior was always effective when used.	
			All occasions when needed			
5		I demonstrate critical thinking skills to understand business issues relevant to client and project.	No opportunity to observe		Cannot Say	
			Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	
			Few occasions even though situations needed it		Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed		Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed		Very Effective: Behavior was always effective when used.	
			All occasions when needed		Cannot Say	
			No opportunity to observe			

6		I represent information and data candidly, accurately and completely.	No opportunity to observe		Cannot Say	
			Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	
	Demonstrating Courage and Integrity		Few occasions even though situations needed it		Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed		Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed		Very Effective: Behavior was always effective when used.	
			All occasions when needed			
7		I recognize and take action when issues require additional consultation and/or escalation.	No opportunity to observe		Cannot Say	
			Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	
6		I represent information and data candidly, accurately and completely.	No opportunity to observe		Cannot Say	
			Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	

	Demonstrating Courage and Integrity		Few occasions even though situations needed it	Marginal Effectiveness: Behavior when used was not usually effective.
			Many occasions when needed	Moderate Effectiveness: Behavior when used was usually effective.
			Most occasions when it was needed	Very Effective: Behavior was always effective when used.
			All occasions when needed	
7		I recognize and take action when issues require additional consultation and/or escalation.	No opportunity to observe	Cannot Say
			Never even though situations needed it	Poor effectiveness: The behavior when used was never effective.
			Few occasions even though situations needed it	Marginal Effectiveness: Behavior when used was not usually effective.
			Many occasions when needed	Moderate Effectiveness: Behavior when used was usually effective.
			Most occasions when it was needed	Very Effective: Behavior was always effective when used.
8		I am willing to take a position that challenges the prevailing opinion.	No opportunity to observe	Cannot Say

			Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	
			Few occasions even though situations needed it		Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed		Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed		Very Effective: Behavior was always effective when used.	
			All occasions when needed			
9		I understand professional standards and the importance of regulatory responsibilities.	No opportunity to observe		Cannot Say	
			Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	
			Few occasions even though situations needed it		Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed		Moderate Effectiveness: Behavior when used was usually effective.	

			Most occasions when it was needed		Very Effective: Behavior was always effective when used.	
			All occasions when needed			
10		I set a positive example in timely adherence to: internal and external compliance responsibilities	No opportunity to observe		Cannot Say	
			Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	
			Few occasions even though situations needed it		Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed		Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed		Very Effective: Behavior was always effective when used.	
			All occasions when needed			
11		I prepare concise, well written documents using appropriate business and technical language.	No opportunity to observe		Cannot Say	

	Communicating with Impact		Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	
			Few occasions even though situations needed it		Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed		Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed		Very Effective: Behavior was always effective when used.	
			All occasions when needed			
12		I understand and convey the importance of communications.	No opportunity to observe		Cannot Say	
			Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	
			Few occasions even though situations needed it		Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed		Moderate Effectiveness: Behavior when used was usually effective.	

			Many occasions when needed		Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed		Very Effective: Behavior was always effective when used.	
			All occasions when needed			
13		I provide clear and concise instructions to others;	No opportunity to observe		Cannot Say	
			Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	
			Few occasions even though situations needed it		Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed		Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed		Very Effective: Behavior was always effective when used.	
			All occasions when needed			
14		I share insights to enhance process and results.	No opportunity to observe		Cannot Say	
			Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	

			Few occasions even though situations needed it		Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed		Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed		Very Effective: Behavior was always effective when used.	
			All occasions when needed			
15		I play active role in discussions and meetings, providing substantive input delivered at the appropriate time.	No opportunity to observe		Cannot Say	
			Never even though situations needed it		Poor effectiveness: The behavior when used was never effective.	
			Few occasions even though situations needed it		Marginal Effectiveness: Behavior when used was not usually effective.	
			Many occasions when needed		Moderate Effectiveness: Behavior when used was usually effective.	
			Most occasions when it was needed		Very Effective: Behavior was always effective when used.	
			All occasions when needed			