

Training Needs Analysis with Special Reference to Select IT Companies at Chennai

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INTRODUCTION

“Give a man a fish, and you have given him meal. Teach man to fish, and you have given him livelihood.”

India is fast emerging as a winner in this Information Technology services hype. Today, the US based companies are ranking India as their first choice for offshore outsourcing needs. India stands as one of the major players in the outsourcing industry, in terms of well educated, talented, low cost and English speaking workforce, excellent IT and networking infrastructure, a fairly stable political scenario, friendly laws and well laid taxes and quality certified software firms. The 1990s have brought a revolutionary change in Indian business. Post-liberalization is marked by a shift from command economy to market driven economy, from sheltered market to competitive market. Such a shift demands competitiveness among Human Resource Managers. Building competitive workforce can be a key for a firm's success based on establishing a set of core competencies that will deliver better value to customers as compared to competitors. Information Technology is one of the big sectors accounted for the huge employment in India. Hence, there is a big challenge to retain good employees as well as to update their skills. After the privatization and globalization, the management of IT sector has tremendous challenges in terms of training employees in order to maintain good services for their customers.

TRAINING NEEDS ANALYSIS

It is a systematic process of understanding training requirements. It is conducted at three stages - at the

level of organisation, individual and the job, each of which is called as the organisational, individual and job analysis. Once these analyses are over, the results are collated to arrive upon the objectives of the training program.

Another view of the training need is that, it is the discrepancy between 'what is' and 'what should be'.

Organisational Analysis

The organisational analysis is aimed at short listing the focus areas for training within the organisation and the factors that may affect the same. Organisational mission, vision, goals, people inventories, processes, performance data are all studied. The study gives cues about the kind of learning environment required for the training. Motorola and IBM for example, conduct surveys every year keeping in view the short term and long term goals of the organisation.

Job Analysis

The job analysis of the needs assessment survey aims at understanding the 'what' of the training development stage. The kind of intervention needed is what is decided upon in the job analysis. It is an objective assessment of the job wherein both the worker oriented - approach as well as the task - oriented approach is taken into consideration. The worker approach identifies key behaviours and ASK for a certain job and the task - oriented approach identifies the activities to be performed in a certain job. The former is useful in deciding the intervention and the latter in content development and program evaluation.

Individual Analysis

As evident from the name itself, the individual analysis is concerned with who in the organisation needs the training and in which particular area. Here

performance is taken out from the performance appraisal data and the same is compared with the expected level or standard of performance. The individual analysis is also conducted through questionnaires, 360 degree feedback, personal interviews etc. Likewise, many organisation use competency ratings to rate their managers; these ratings may come from their subordinates, customers, peers, bosses etc. Apart from the above mentioned analysis/ techniques, organisations also make use of attitude surveys, critical Incidents and Assessment surveys to understand training needs

Literature Review

Ahmad Al-Athari, Mohamed Zairi (2002), examined the current training evaluation activity and challenges that face Kuwaiti organisations. It reveals that the majority of respondents, both in government and in private sectors, only evaluate their training programme occasionally. The most popular evaluation tools and technique used by Government and private sectors were questionnaire. The most common model used by Kuwaiti organisations is the Kirkpatrick model, while the most common level of evaluation for both Government and private sector is reaction type.¹ Gerard Ballot, FathiFakhfakh and ErolTaymaz (2006), offers anovel study of the effects of intangible assets on wages and productivity. Training, research and development and physical capital are all taken into account, and their joint effects are examined. The results showed that firms indeed obtain the largest part of the returns to their investments, but their share is relatively lower for intangible assets than for physical capital.¹ Diane Bailey (2000), discussed the process for Identifying training needs, the advantages of a well-planned and effectively conducted training needs analysis and the various steps to carry out an effective training needs analysis. The author's discussion on his nine key steps to carry out an effective Training Need Analysis is worth mentioning.¹ Oliver Tian (2000), viewed that training was no longer business overhead, but a fundamental need for companies to compete effectively in knowledge based economy. He also emphasized that a holistic approach to training was needed and the holistic approach requires an integration of learning and innovation with business objectives and expected

outcome. His discussion about ILE (Integrated Learning Environment) is also worth mentoring.

Objectives of the study:

- To assess the Training needs of employees working in IT companies at Chennai

Research Design

Ex Post Facto research with field survey -The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening. The total sample size was 400 respondents who were selected unequally from all three companies invariably of their positions. Data collected – Both Primary and Secondary

Hypotheses

- There is no significant difference between gender of the respondents and their overall needs analysis for training
- There is no significant difference between educational qualification of the respondents and their overall needs analysis for training

Analysis

Table No. 1-Distribution of the respondents based on their opinion about Task Analysis

S N o	Task Analysis	SD	D	NA ND	A	SA
		N = 400 (100%)				
1	My organization has identified the skill sets required by me to perform my job.	59 (14.8%)	57 (14.3%)	88 (22%)	97 (24.3%)	99 (24.8%)
2	My organization has found out the level of knowledge to be possessed by me for performing my job.	55 (13.8%)	62 (15.5%)	74 (18.5%)	102 (25.5%)	107 (26.8%)
3	My organisation is clear in revealing me the tasks and sub-tasks to be performed.	64 (16%)	87 (21.8%)	69 (17.3%)	71 (17.8%)	109 (27.3%)
4	My organisation has indicated me the frequency with which the tasks and sub-tasks are to be executed.	56 (14%)	62 (15.5%)	79 (19.8%)	96 (24%)	107 (26.8%)
5	My organisation has rightly pointed out me the standards with which the tasks are to be performed (in measurable terms).	57 (14.3%)	60 (15%)	80 (20%)	90 (22.5%)	113 (28.3%)
6	My organisation has stated the conditions under which the tasks are to be performed.	79 (19.8%)	76 (19%)	61 (15.3%)	68 (17%)	116 (29%)
7	My organisation has indicated whether the task can be best learned (on or off the job)	63 (15.8%)	65 (16.3%)	55 (13.8%)	114 (28.5%)	103 (25.8%)

Source: Primary data

The above table shows the opinion of respondents towards task analysis for training

1. Organization has identified the skill sets required by me to perform my job :
The table shows that nearly 24.8 percent of the respondents who strongly agree with the statement that “their organization has identified the skill sets required by them to perform their job”. Followed by 24.3% of the respondents agree with the statement, 22 % of them neither agree nor disagree. There are 14.8 % of them strongly disagreeing with the statement and 14.3% of them disagreeing with it.
2. Organization has found out the level of knowledge to be possessed by the employees for performing their job: There are 26.8% of the respondents who strongly agree that “their organization has found out the level of knowledge possessed by them to perform their job”. 25.5% of the respondents agree with the statement, 18.5 % of them neither agreed nor disagree with it 15.5% of them disagree with it and nearly 13.8 % of them strongly disagree to it.
3. Organisation is clear in revealing the tasks and sub-tasks to be performed by the employees: The table shows that 27.3 percent of the respondents who strongly agree with the statement that, “Their organization was clearly revealing their tasks and sub tasks to be performed by them”. It is also clear that nearly 21.8% of the respondents disagree with the statement, 17.3% of them neither agree nor disagree to it and 16% of them strongly disagree to it.
4. Organisation has indicated me the frequencies with which the tasks and sub-tasks are to be executed by the employees. There are 26.8 percent of the respondents who strongly agree that, “Their organization has indicated the frequency with which the tasks and sub tasks are to be executed”. It is also clear that 24% of the respondents agree to it, 20 % of them neither agree nor disagree, 15 % of them disagree and 14% of them strongly disagree with the statement.
5. Organisation has rightly pointed out the standards with which the tasks are to be performed (in measurable terms by the

employees): The table shows that 28.3 percent of the respondents strongly agree that their organization has rightly pointed out them towards the standards with which the tasks are to be performed. It is also clear that 22.5% of the respondents agree to it, 20 % of them neither agree nor disagree to it, 15% of them disagree to it and 14.3% of them strongly disagree to it.

6. Organisation has stated the conditions under which the tasks are to be performed: The table shows that 29 percent of the respondents strongly agree that “their Organization has stated the conditions under which the tasks are to be performed”.17% of the respondents strongly agree to it, 15.3% of them neither agree nor disagree to it, 19% of them disagree to it and nearly 20% of them strongly disagree to it.
7. Organisation has indicated whether the task can be best learned (ON or OFF the Job): From the table it is clear that 28.5% of the respondents agree that “Their organization has indicated whether the task can be best learned (ON or OFF the Job)”.Followed by 25.8% of them strongly agree, 15.8% of them strongly disagree with the statement and 16.3 % of them disagree with the statement.

Table no. 2

Distribution of the respondents based on their opinion about performance analysis

S.No		SD	D	NAN D	A	SA
		N = 400 (100%)				
1	Performance appraisal is a regular affair made use of for training in my organisation.	83 (20.8 %)	91 (22.8 %)	69 (17.3 %)	66 (16.5 %)	91 (22.8 %)
2	My superior's feedback about my performance would be considered for training in my organisation.	82 (20.5 %)	97 (24.3 %)	63 (15.8 %)	64 (16%)	94 (23.5 %)
3	My (Personnel) records would be taken into account by	78 (19.5 %)	80 (20%)	56 (14%)	75 (18.8 %)	111 (27.8 %)

	my organisation for conducting training programmes.					
4	Observations made by others about me would be considered by my organisation while conducting training programmes.	75 (18.8%)	79 (19.8%)	55 (13.8%)	78 (19.5%)	113 (28.3%)
5	Training programmes designed based on new projects.	65 (16.3%)	71 (17.8%)	61 (15.3%)	96 (24%)	107 (26.8%)

Source: Primary data

The above table shows the opinion of the respondents towards performance analysis of their organisation.

1. Performance appraisal is a regular affair being made use of for training in their organization: Out of the total, (22.8 per cent) of the respondents were strongly disagreeing with the statements that “Performance appraisal is a regular affair made use of for training in their organisation”, 20.8 per cent of the respondents were strongly disagreeing to it, 17.3 per cent of the respondents neither agree nor disagree with the statement and the remaining 16.5 per cent of the respondents were agreeing to it.
2. Superior's feedback about their performance being considered for training in their organization: There were 97 respondents who disagree with the statement that “the superior's feedback about their performance would be considered for training in their organisation”, which constitutes 24.3 per cent. 23.5 per cent of the respondents strongly agree to it, 20.5 per cent of the respondents were strongly disagree to it, 16 per cent of the respondents agree with the statement.
3. Personnel records to be taken into account by the organisation for conducting training programmes: Of all 27.8 per cent of the respondents strongly agree with the statement that “Personnel records would be taken into account by their organisation for conducting training programmes”, 20 per cent of the them

4. Observations made by others about the employees would be considered by the organisation while conducting training programmes: There are 28.3 per cent of the respondents who were strongly agreeing with the statement that “Observations made by others about them would be considered by their organisation while conducting training programmes”, 19.8 per cent of the respondents were disagree to it, 19.5 per cent of the respondents agreeing with the statement, and 18.8 per cent of the respondents were strongly disagreeing with the statement.
5. Training programmes designed based on new projects: 26.8 percent of the respondents strongly agree with the statement that “Training programmes were designed based on New Projects”, 24 per cent of the respondents were agree to it, 17.8 percent of the respondents disagree to it and 16.3 per cent of them strongly disagree to it.

Table no.3
Distribution of the respondents based on their satisfaction towards the Overall need analysis

S. No	Overall Need Analysis	Low	High	Min.	Max.	Median	S. D	Mean	Mean rank
1	Task Analysis	224 (56%)	176 (44%)	12	33	23.00	3.769	23.03	1 st
2	Performance Analysis	202 (50.5%)	198 (49.5%)	7	25	15.00	3.243	15.57	2 nd
3	Overall needs analysis for training	197 (49.2%)	203 (50.8%)	20	51	39.00	5.047	38.59	-

Source: Primary data

The above table shows that, 56% of the respondents have low level of satisfaction towards Task analysis and 44% of them have high level of satisfaction towards task analysis, It has registered the mean score of 23.3 with standard deviation of (±3.769). 50.5% of the respondents have low level satisfaction towards performance analysis with mean score of 15.57 and standard deviation is (±3.243). However 50.8% of the respondents on the whole has registered

high level satisfaction towards the overall needs analysis.

Finding based on overall need analysis -56% of the respondents has low level of satisfaction towards Task analysis and 44% of them has high level of satisfaction towards task analysis, it has registered the mean score of 23.3 with standards deviation of (± 3.769). 50.5% of the respondents have low level satisfaction towards performance analysis with mean score of 15.57 and standard deviation is (± 3.243). However 50.8% of the respondents on the whole has registered high level satisfaction towards the overall needs analysis. Suggestions - Conduct some sort of training needs analysis. Since need analysis in the study shows 49% of dissatisfaction among the respondents. It is suggested to do the need analysis based on the priority. Consider learning styles and personality: People's learning styles greatly affect what type of training they will find easiest and most effective. Also at personality types. Remember that training is dealing with people, not objects. People have feelings as well as skills and knowledge. However, study shows that respondents highly satisfied towards the lecture method but still more techniques came into existence. Hence it is suggested to use modern learning techniques.

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