

A Study on Training Needs Assessment in comparison to IT sector with special Reference to Hyderabad

SHILPA S.HIREGOUDAR¹, DR. REKHA N.PATIL²

¹Research Scholar, Visvesvaraya Technological University, Belgavi & Asst Professor, Faculty of Business Studies, Sharnbasva University, Kalaburagi.

*²Research Supervisor:
Associate Professor, VTU Regional Center, Kalaburagi.*

ABSTRACT

A training need exists when there is a gap between what is required of a person to perform their work competently and what they actual know. A “training needs assessment”, or “training needs analysis”, is the method of determining if a training need exists and if it does, what training is required to fill the gap. The results of training needs analysis will highlight the subject matter needed to be covered during the training course. The knowledge and skills gained during the training will increase abilities and allow participants to perform their jobs at an acceptable level. The needs assessment can be quite simple and obvious. For example, when a new information system is introduced, it is assumed that no one has the knowledge to operate it – and the training need is noted. However if the organization was switching systems, the need may not be so obvious. By conducting training needs analysis you can target the group that needs to be trained as well as hone in on exactly what training is required.

Keywords: *Assessment, Training, interview, skills, survey, analysis, effectively.*

INTRODUCTION

What is Training Needs Assessment? “Training Needs Assessment” (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired

status may indicate problems that in turn can be translated into a training need. Why do we need training? Having the knowledge and right skills to be able to do their work effectively and competently. Training may be needed when there is a gap between the desired performance, and the current performance, and the reason for that gap is lack of skill or knowledge. Training may only be able to resolve part of the problem. Thus we need to analyze the problem and find out whether training will be able to resolve it. If training is necessary, we also need to define the objective of the training and how it will help the member(s) become more effective. Training Need Analysis (TNA) is the process of identifying the gap between employee training and needs of training. Training needs analysis is the first stage in the training process and involves a series of steps that reveal whether training will help to solve problem which has been identified. Training can be described as “the acquisition of skills, concepts or attitudes that result in improved performance within the job environment”. Training needs analysis looks at each side of operational area of job so that the concepts and attitudes of the human elements of a system can be effectively identified and appropriate training can be specified.

Training needs analysis is most often used as part of the system development process. Due to the close tie between the design of the system and the training required, in most cases it runs alongside the development to capture the training requirements.

Why do we need a Training Needs Assessment? First, identify dissatisfaction with the current situation and desire for change as similarities among the requests. Each request implies that a gap or discrepancy exists between what is and what could be or should be. A learning or performance gap between the current and desired condition is called a need. TNA aims at the following situations. Solving a current problemθ Avoiding a past or current problemθ Creating or taking advantage of a future opportunityθ Providing learning, development or growthθ The purpose of TNA is to answer some familiar questions: why, who, how, what, and when. The following are descriptions of the questions and what analysis can be done to answer them

The reasons for doing training needs assessment

1. To determine whether training is needed
2. To determine causes of poor performance
3. To determine content and scope of training
4. To determine desired training outcomes
5. To provide a basis of measurement
6. To gain management support

STEPS IN THE NEEDS ASSESSMENT PROCESS



Process of Training Needs Assessment

1. Step One: Identify Problem Needs Determine organizational context Perform gap analysis Set objectives Step Two: Determine Design of Needs Analysis Establish method selection criteria Assess advantages and disadvantages for methods
2. Step Three: Collect Data Conduct interviews Administer questionnaires and surveys Review documents Observe people at work
3. Step Four: Analyze Data Conduct qualitative analysis or Conduct Quantitative Analysis? Determine solutions/recommendations

4. Step Five: Provide Feedback Write report and make oral presentation Determine next step – Training needed?
5. Step Six: Develop Action Plan Once this formal need assessment process is completed the information is used as the basis for training design, development and evaluation. However you must continue to assess the attitudes, knowledge and skill level of participants prior to each session. Different audiences may have different needs. This can be done both through a basic questionnaire sent just prior to a specific training event and also during the welcome time of each session. 1. Excerpts from: Basic Training For Trainers, A handbook for new trainers.

CONCLUSION

A training needs assessment identifies individuals' current level of competency, skill or knowledge in one or more areas and compares that competency level to the required competency standard established for their positions or other positions within the organization. The difference between the current and required competencies can help determine training needs. Rather than assume that all employees need training or even the same training, management can make informed decisions about the best ways to address competency gaps among individual employees, specific job categories or groups/teams.

Assessments can be conducted at any time but are often done after hiring, during performance reviews, when performance improvement is needed, for career development plans, for succession planning, or when changes in an organization also involve making necessary changes to employees' jobs. It is beneficial to perform these assessments periodically to determine the training needs of an organization, employees' knowledge and skills, and also training program effectiveness.

REFERENCES

1. Abbad, G., Pilati, R., & Pantoja, M. J. (2003). Avaliação de treinamento: análise da literatura e agenda de pesquisa [Training evaluation: literature review and research agenda.] *Revista de Administração da USP*, 38(3), 205-218
2. Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations and society. *Annual Review of Psychology*, 60(1), 451-474. doi: 10.1146/annurev.psych.60.110707.163505
3. Al-Khayyat, R. (1998). Training and development needs assessment: a practical model for partner institutes. *Journal of European Industrial Training*, 22(1), 18-27. doi: 10.1108/03090599810197658.
4. Al-Khayyat, R. M., & Elgamal, M. A. (1997). A macro model of training and development: validation. *Journal of European Industrial Training*, 21(3), 87-101. doi: 10.1108/03090599710161793.
5. Alliger, G. M., Tannenbaum, S. I., Bennett, W., Jr., Traver, H., & Shotland, A. (1997). A meta-analysis of the relations among training criteria. *Personnel Psychology*, 50(2), 341-358. doi: 10.1111/j.1744-6570.1997.tb00911.x.
6. Anderson, G. (1994). A proactive model for training needs analysis. *Journal of European Industrial Training*, 18(3), 23-28. doi: 10.1108/03090599410056577
7. Asku, A. A. (2005). Defining training needs of five-star hotel personnel: an application in the antalya region of Turkey. *Managerial Auditing Journal*, 20(9), 945-953. doi: 10.1108/02686900510625299
8. Baumeister, R. F., & Leary, M. R. (1997). Writing narrative literature reviews. *Review of General Psychology*, 1(3), 311-320.
9. Blunch, N-H., & Castro, P. (2007). Enterprise-level training in developing countries: do international standards matter? *International Journal of Training and Development*, 11(4), 314-324. doi: 10.1111/j.1468-2419.2007.00284.x

10. Borges-Andrade, J. E., & Abbad, G. (1996). Treinamento e desenvolvimento: reflexoes sobre suas pesquisas científicas. *Revista de Administração da USP*, 31(2), 112-125.
11. Borges-Andrade, J. E., & Lima, S. V. L. (1983). Avaliação de necessidades de treinamento: um método de analyze de papel occupational. *Technologic Educational*, 12(54), 6-22.
12. Bowman, J., & Wilson, J. P. (2008). Different roles, different perspectives: perceptions about the purpose of training need analysis. *Industrial and Commercial Training*, 40(1), 38-41. doi: 10.1108/00197850810841639
13. Boyatzis, R. E. (1982). *The competent management: a model for effective performance*. New York: John Wiley.
14. Brown, F. W., & Dodd, N. G. (1998). Utilizing organizational culture gap analysis to determine human resource development needs. *Leadership & Organization Development Journal*, 19(7), 374-385.