

**ANALYSIS OF TRAINING NEED IDENTIFICATION PROCESS AND PERCEIVED TRAINING
OUTCOME**

Sumati Kapoor, Research Scholar, Pacific University, Udaipur

Dr.D.S.Chaubey

Professor & Dean, Uttaranchal University, Dehradun,

Amrapali Negi, Assistant Professor, Omkarananda Institute of Management and Technology
Rishikesh, Affiliated to UTU Dehradun

ABSTRACT

Over the last few decades, the servicing organisation is witnessing a phenomenal growth. Today the service organisation are passing through a transformation stage and facing a remarkable competition as never before. The complex nature of service task and advanced technological application in service organisation has forced the management to keep its employees updated. Staff training has become essential for sustainability and growth of the organisation. The identification of right training to the right person has become the real challenge. Present paper focus on training need analysis and its perceived outcome. In a survey of 123 respondents working in some selected service organisation of Dehradun area, it is found that management adapt some of the important techniques like Knowledge and skill required by the team, Performance appraisal, Client / Customer Satisfaction Index, and Direct Observation made to identify the training needs. The study signify the proper training need identification process will keep pace with the smooth flow information and help organisation to improve its productivity by developing employees productivity, competitiveness and morale. Some of the suggestion are also drawn and presented in the study.

Keywords: Training Need, Human Resource Management, Organisational Change, Performance Appraisal, etc.

Introduction:

In today's business environment, most of the organisations are under pressure to reduce costs and downsize resources to remain profitable or operate within their budgets. The complex nature of service task and advanced technological application in service organisation has forced the management to keep its employees updated. At the same time, customers are becoming more sophisticated with increasing expectations, and markets offer customers increased competition and easier ways to switch supplier. Globalization and the constant innovation of technology result in a constantly evolving business environment. Organisations are changing very fast. Most of the service organization are passing through transition stage and needs transformation. The staff training be it technical or behavioural has become the important before management in order to improve the employees competency and gain advantages.

Today's business environment requires companies to undergo changes almost constantly if they are to remain competitive. Factors such as globalization of markets and rapidly evolving technology force businesses to respond in order to survive. Such changes may be relatively minor—as in the case of installing a new software program—or quite major—as in the case of refocusing an overall marketing strategy, fighting off a hostile takeover, or transforming a company in the face of persistent foreign competition. Employees training become an important issue to facilitate change and make the organisation competitive. Staff training has become essential for sustainability and growth of the organisation. The identification of right training to the right person has become the real challenge in these days.

Human resources are the paramount importance to these organisations. Globalization and the constant innovation of technology result in a constantly evolving business environment. The growth

in technology also has a secondary effect of increasing the availability and therefore accountability of knowledge. With the business environment experiencing so much change, organizations must then learn to become comfortable with change as well. Therefore, the ability to manage and adapt to organizational change is an essential ability required in the workplace today. Due to the growth of technology, modern organizational change is largely motivated by exterior innovations rather than internal moves. When these developments occur, the organizations that adapt quickest create a competitive advantage for themselves, while the companies that refuse to change get left behind. Organizational change directly affects all departments from the entry level employee to senior management. The significance and value of training has long been recognized. Given today's business climate and the exponential growth in technology with its effect on the economy and society at large, the need for training is more pronounced than ever. Therefore, organisations need to consider some important issues as they face the future: continuous technological change; the increasing removal of trade barriers; the consequent globalisation; These continuous changes have challenged organisations to learn how to manage their businesses in the context of these continuous unpredictable changes, to learn how to confront these changes quickly and successfully

Rationale of the study

The rationale of this study comes from the increasing interest in training in the world in general and in India in particular to improve the performance of human resources to achieve the desired level of effectiveness and to remain successful. The review of the relevant literature on training and training needs assessment shows a real need for this study. As organisations are moving very fast in terms of socio economic aspect as well as technological front, the issue of training need analysis has been a subject of increasing interest and debate in recent years. At the same time, in the developing countries it appears to be an increased recognition of the efficacy of training and development as strategies to improve organizational effectiveness and competitiveness and bringing smooth organisational change to facilitate higher performance.

Review of Related Literature

Training can be expensive, therefore it is critical that training be tailored to meet the specialized needs of the organization and the individual trainees (Brown, 2002). Training needs assessment can provide important data on the training needs of an organization. Salas and Cannon-Bowers (2001) felt that needs assessment is the most important step in deciding who and what should be trained. In addition to justifying the costs of training and providing important data for the organization, taking part in a needs assessment can actually improve employee's (participants) satisfaction with training.

Training-related changes should result in improved job performance and other positive changes (e.g., acquisition of new skills; Hill & Lent 2006, Satterfield & Hughes 2007) that serve as antecedents of job performance (Kraiger 2002). Reassuringly, Arthur et al. (2003) conducted a meta-analysis of 1152 effect sizes from 165 sources and ascertained that in comparison with no-training or pre-training states, training had an overall positive effect on job-related behaviors or performance. Training and development of the employees has emerged as one of the prime factors to enhance the knowledge, skill and competency and prepare employees to meet the challenge of change. Here the training, the process of training need identification becomes necessary to change the employees' orientation and manage smooth change in the organisation. The issue of managing organizational change is of key importance within management theory and practice. A number of cases have shown that attempts to 'manage' organizational change frequently failed. Therefore the objective of this paper is to analyse the training need analysis process of the employees by the management and its role in managing organisational change.

Michael L. Moore and Philip Dutton (1978), in their work on Training Needs Analysis: Review and Critique reconsiders all aspects of needs analysis data resources, measures, and research techniques in order to assess the state of the art and gaps in theory and practice. A critique of

current theory and state of the art is provided. Process issues and recommendations are noted. Brown, (2002) states that Organizations that develop and implement training without first conducting a needs assessment may end up over training, under training, or just missing the point all together (Brown, 2002, p. 569).

Dinah Gould, Daniel Kelly^b, Isabel White, & Jayne Chidgey analyse the its impact on the training cycle and its potential to influence service delivery among the nurses using content analysis. In 266 work Twenty three (8.6%) contained empirical findings relating to post-registration nursing education in which assessment of training needs was presented as the major aim. Most of these accounts were concerned with the training needs of nurses in more than one organisation and were classified as macro-level training needs analysis. However, seven studies were concerned with a single, specific organisation (micro-level training needs analysis). Despite their smaller scale and more limited scope, micro-level training needs initiatives demonstrated greater methodological rigour, were more likely to consider the stakeholder perspective, to generate findings which could positively influence the rest of the training cycle and showed the greatest potential for influencing service delivery and quality of patient care.

Even successful training programs cannot guarantee that newly learned knowledge and skills will be transferred to the workplace. This has led to researchers' interests in understanding the transfer process. Notwithstanding that transfer issues have been studied for several decades, the recent emphasis on 'workplace learning', especially the so-called 'situated learning' approach, suggests that conventional training transfer research may be inadequate to understand the dynamics of performance improvement through training. Against this, the authors point to the increased policy emphasis on the development of transferable generic skills, which underscores the ongoing importance of training transfer. This review paper suggests that the role of trainees themselves has not been dealt with sufficiently in research, which leads to a new direction for studying the transfer of training.

Although training evaluation is recognized as an important component of the instructional design model, there are no theoretically based models of training evaluation. Kraiger, Kurt; Ford, J. Kevin; Salas, Eduardo (1993 attempts to move toward developing model by developing a classification scheme for evaluating learning outcomes focusing on cognitive, social, and instructional psychology and human factors. Drawing The authors propose cognitive, skill-based, and affective learning outcomes relevant to training and recommend potential evaluation measures.

Irwin L. Goldstein in their work on Training in Work Organizations examines issues and topics concerning systematic modes of instruction designed to produce environments that shape behavior to satisfy stated objectives. According to researcher training is defined as the acquisition of skills, concepts, or attitudes that results in improved performance in an on-the-job environment. Even a cursory inspection of this review displays the diverse nature of literature in this field which includes such topics as: need assessment techniques, evaluation methodology, and particular modes of instruction; in addition, there are topics with social and political implications such as training for second careers and training hard-core unemployed youth.

This is the first examination of the topic in this series since J. P. Campbell's (1971) review. Computer searches covering the period since his review produced over 3000 references from the Educational Resources Information Center and Psychological Abstracts bibliographic data bases. The resulting eye strain was partially alleviated by a set of informal decision rules which helped determine the materials read and considered for this review. First, consistent with the definition of training, the selection process emphasized topics related to systematic instruction designed to produce transfer in work organizations. Thus, topics that emphasized the development of basic principles in learning (e.g. massed vs spaced learning) were excluded unless the research was directly relevant to an instructional program for training purposes. Also, topics such as organization development which have implications for quality of work life and institutional effectiveness that extend beyond the considerations of most training programs were excluded as a separate topic. However, there is an attempt to describe relevant literature from a wide variety of disciplines which

touch on many important developments. Therefore, this review examines discussions on such topics as criterion development, found in the educational psychology literature; need assessment methodology, developed in vocational education; and instructional systems approaches, evaluated in military environments.

Shadreck Balisi in their research on topic "Training needs assessment in the Botswana public service: A case study of five state sector ministries" analysed the process of training needs assessment in the Botswana public service, with special focus on five state sector ministries. It is evident from the research findings that there is little and an unsystematic approach to the needs assessment prior to training. The research further revealed that the seniority principle is a major determination of training needs in the public service which seemingly gives little regard to the manpower training needs. The study has also revealed that public service training is not strategic. Thus, public service training is not directed towards the realization of the public service strategic goals, mission, vision and development plans. This inadvertently compromises the relevance of training and fails to inculcate and nurture those skills that could help enhance performance and productivity. In an attempt to solve the problems identified in public service training needs assessment, the study recommends that a thorough needs assessment should be conducted at organizational, task and individual levels. The seniority principle does not justify training needs and need to be done away with. Finally, the combined use of different needs assessment methods and data sources is crucial to ensure proper needs identification.

R. Grau-Gumbau, S. Agut-Nieto, S. Llorens-Gumbau & I. M. Martínez-Martínez in their study on "Managerial Training Needs: A Study of Spanish Tourism Organisations" analyse training needs of managers in tourism organisations by using qualitative methodology. The results show a strategy of training needs analysis and managerial training needs which focus mainly on organisational aspects. Specifically, new technologies, social changes and quality control systems are the organisational challenges and goals with the greatest training needs. The limitations of the study and future research directions are discussed.

This review also attempts to conceptualize training issues broadly. It would have been possible to complete this article by examining only the different types of training approaches utilized. However, such an approach would have excluded many important issues that should affect our understanding of training as a system within a work organization. For example, it is possible to consider training as part of the socialization process. Also, it is important to consider training and its evaluation as an intervention which affects the lives of people in work organizations. This review attempts to provide such a perspective as well as examine the more traditional topics.

Training-related changes should result in improved job performance and other positive changes (e.g., acquisition of new skills; Hill & Lent 2006, Satterfield & Hughes 2007) that serve as antecedents of job performance (Kraiger 2002). Reassuringly, Arthur et al. (2003) conducted a meta-analysis of 1152 effect sizes from 165 sources and ascertained that in comparison with no-training or pretraining states, training had an overall positive effect on job-related behaviors or performance.

According to William Bridges (2003), management of change can be viewed as a process of helping people through three developmental phases. The first phase of change, or New Beginning, requires an individual to recognize inefficiencies and leave them behind. The second phase, or Neutral Zone, is when realignments take place. Though the new functions may not have become operational, the old functions have been left behind. The final stage, or Endings, occurs when the new sense of purpose has been discovered and change is beginning to take place. In terms of organizational development, the organization must also follow very similar phases to those experienced by the individual. Training can be viewed as necessary for the individual, or organization, to move into the final phase of development. Training bridges the gap for movement from the Neutral Zone into the Endings phase by ensuring that the implementation of change will be supported by the employees.

Michael P Paul J. Taylor O'Driscoll & Paul J Taylor in their research work on "Congruence between theory and practice in management training needs analysis" surveyed ninety-nine randomly selected medium-large enterprises in New Zealand, to explore the gap between the principal framework of training needs analysis found in the academic literature and the methods actually

used by organizations to make management training decisions. The study revealed a lack of congruence between techniques recommended by training theorists and procedures used by organizations to identify their training needs. Most organizations adopted informal, relatively ad hoc approaches to making training decisions.

Jacqueline Reed, Maria Vakola, (2006) in their research work on "What role can a training needs analysis play in organisational change examine how the process for developing a training needs analysis tool could influence organisational change" .found that , the culture and change issues arising during the development of the learning and development needs analysis process were very significant. Secondly research indicates that the development and piloting of the needs analysis process needed to be approached as a change management process. Another point of the finding indicates that the needs analysis process with existing organisational processes was a key factor in the success of the process and created a strategic dimension.

Maria Vakola(2006) in his research examine how the process for developing a training needs analysis tool could influence organisational change. The research highlighted the significant impact the dynamics of hierarchy and the legacy of a bureaucratic, autocratic system has on the way a system operates and how people react to change and participation.

Aim and Objectives of the study

The main aim of this research is to examine training needs analysis process of organisation in order to identify the different barriers of doing an effective TNA process. Therefore, this study is specifically concerned with achieving the following research **objectives:**

- a) To explore the nature of existing training needs analysis practices in selected service organisation in Dehradun.
- b) To develop an understanding of factors influencing in implementation of training need analysis.
- c) To study the training need analysis practices and its perceived outcome

Methodology of the Study

The present research is base on descriptive research using survey method. The population for this study was employees of working in service organisations of Dehradun, the state capital of Uttarakhand. The survey was based on the visit to organisation for interaction with randomly chosen staff members using judgmental sampling. As a result, 123 working professionals of well-known service organisations were identified and the survey instrument was distributed to them. A structured questionnaire was designed covering various dimension of training need analysis and its perceived outcome.. Questionnaire was divided into three parts (Part A and B &C). Part A deals with demographical and professional characteristics of employees such as age, gender, present position in the institution, educational qualification, years of experience. Part B consists of various statements regarding training need analysis process and part C of the questionnaire contains the perceived outcome of TNA. TNA construct in five-point Likert scale, where 5 represents strongly agree and 1 represents strongly disagree. Pilot study was further carried out to ensure reliability and validity of the instrument and data to be collected. In order to ensure validity, the initial questionnaire was given to a group of referees - a panel of expert - to judge its validity according to its contents, clarity of items meaning, suitability to avoid any misunderstanding and to assure its linkage with main study objectives. In order to validate the reliability, questionnaire was pilot tested using 12 employees of different cadre, representing 10% of the total sample size, who were considered the representative of the study population. Value of Cronbach's alpha was found to be 0.906 indicating acceptable level of reliability of research instrument. Data thus received was systematically arranged, tabulated and analyzed. Analysis of data was performed using IBM SPSS version 20. Table 1 presents the demographic characteristics of the respondents.

Table 1 Demographic Characteristics of Respondents

	Categories	Count	Percentage
Age	18-25 Years	17	13.8
	26-35 Years	59	48.0
	36-45 Years	28	22.8
	46 to 55 Years	9	7.3
	55 Years and above	10	8.1
Gender	Male	85	69.1
	Female	38	30.9
Marital Status	Married	91	74.0
	Unmarried	32	26.0
Education Level	Matric and Below	10	8.1
	Under Graduation	24	19.5
	Graduation	9	7.3
	Post Graduation	71	57.7
	Professional qualification	9	7.3
Family Size	Less than 4 Members	61	49.6
	4-6 Members	59	48.0
	More than 6 Members	3	2.4
Income Level	UptoRs15,000 per annum	30	24.4
	From Rs15,000-25000 per annum	27	22.0
	Rs25000-40,000 Per MOnth	14	11.4
	Rs40000-60000PM	44	35.8
	Above Rs60000PM	8	6.5
Professional Experience	Less than 1 year	22	17.9
	1 to 5 years	57	46.3
	5 to10 years	21	17.1
	10to 15 years	18	14.6
	More than 15 years	5	4.1

The data presented in the above table indicate the demographic profile of the respondents. The analysis indicates that sample is the composition of middle aged respondents as majority of them (more three fourth respondents are in the age group of 25-35 years. Majority of them are male and falls in the married category. Majority of the respondents in the sample indicated that they earn upto 40000PM -60000PM. It is seen in the above table that sample is the combination of high educated people as majority of them are having PG degree to their credit. The table also depicts the sample is dominated by fresher lot as majority of them e having experience either 1 years or 1-5 year.

Table 2 Position in the Organsiation

	Frequency	Percent	Valid Percent	Cumulative
Manager	40	32.5	32.5	32.5
Supervisor	30	24.4	24.4	56.9
Valid Worker	49	39.8	39.8	96.7
Others	4	3.3	3.3	100.0
Total	123	100.0	100.0	

Training is one of the important tool before management to enhance commitment of employees at all level. With this in to consideration, an attempt was made to classify the respondent according to their

position in the organization. The information presented in the table 2 reveals that sample is dominated by the respondents of worker category respondents as it account for 39.8% respondents in the sample. Another 24.4%, 32.5%, and 3.3% respondents respectively are from management category, Supervisor category, and others.

Table 3 Whether Employees Getting training before new assignment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	94	76.4	76.4	76.4
No	21	17.1	17.1	93.5
Sometimes depending upon nature of task and assignment	8	6.5	6.5	100.0
Total	123	100.0	100.0	

In any organisation, almost all the employees are exposed to workplace hazards whether new or experienced. So it become essential for management to give initial training to its employees before assigning new job. With this in mind , an attempt was directed to know whether employees are getting training before getting new assignment. Analysis indicates that more than three fourth(76.4%) employees get training where as 17.1% employees say no they donot get. However6.5% employees indicated that they get Sometimes depending upon nature of task and assignment

Table 4 Training Need Assessment Practices

	N	Mean	Std. Deviation
Performance appraisal	123	3.5854	1.25402
Business Goal/Needs	123	3.4715	1.09638
Self Assessment and personal regards	123	3.6098	.87435
Questionnaires survey	123	3.1220	1.24522
Competency matrix	123	3.5447	.84205
Client / Customer Satisfaction Index	123	3.6423	.95925
Client / Project requirement	123	3.4797	1.11876
Employee Rate and Gap Analysis	123	3.4472	1.10293
Personal Interviews	123	3.4472	.98516
Direct Observation	123	3.5854	1.00757
Peer Feedback	123	3.0732	1.03362
Work Sample	123	3.2683	1.11674
Floor work, Dash Board and error chart	123	3.3821	.97106
360 degree Appraisal feed back	123	3.5122	1.01921
Knowledge and skill required by the team	123	3.8374	.88126
Valid N (listwise)	123		

A training needs assessment is the process of identifying the "gap" between performance required and current performance. When a difference exists, it explores the causes and reasons for the gap and methods for closing or eliminating the gap. The vary purpose of a training needs assessment is to identify performance requirements and the knowledge, skills, and abilities needed by an employee to achieve the present skill requirements. An effective training needs assessment will help organization to direct resources to areas of greatest demand. Training needs assessment is a systematic inquiry of

training needs within an organization for the purposes of identifying priorities and making decisions, and allocating finite resources in a manner consistent with identified program goals and objectives. Organization uses different techniques like Performance appraisal, Business Goal/Needs, Self-assessment and personal regards, Questionnaires survey, Competency matrix, Client / Customer Satisfaction Index, Client / Project requirement, Employee Rate and Gap Analysis, Personal Interviews, Direct Observation, Peer Feedback, Work Sample, Floor work, Dash Board and error chart, 360 degree Appraisal feedback, Knowledge and skill required by the .employees were asked to rate the different training need assessment techniques on a scale of 1 to 5 . Mean and standard deviation were calculated using SPSS software indicates that Knowledge and skill required by the team are the best mean of training need assessment method as it scored highest mean of 3.8374. It was followed by the variable like Client / Customer Satisfaction Index with the mean of 3.6423. Standard deviation of 1.25402of the variable like performance appraisal indicates that employees view on this issue is vary heterogeneous.

Table 5 Employees Motives to undergo training

	Responses		Percent of Cases
	N	Percent	
For better prospect	52	17.6%	42.3%
To get promotion in the same department	62	21.0%	50.4%
To effectively learn new technology and implement them	47	15.9%	38.2%
to evaluate other stream it can test our skill	36	12.2%	29.3%
for more challenging office duties	33	11.2%	26.8%
for improving my skill and performances	31	10.5%	25.2%
all of above	34	11.5%	27.6%
Total	295	100.0%	239.8%

a. Group

Employees use to take assignement of training with various motives into consideration. Training can be carried out as part of an overall professional development program or performance improvement. The knowledge of employee motives and intention to achieve different benefits help management in achieving organizational goal and objectives. The various motives like, training for better prospect, training to get promotion in the same department, effectively learn new technology and implement them, training to evaluate other stream it can test our skill, getting training for more challenging office duties and training for improving skill and performances were taken and employees were asked to choose various motives of getting training. Multiple response were taken and processed with help of SPSS software. Information presented in the above table reveals that 17.6% employess joined training program for better prospect. Another 21.0%, 15.9%, 12.2%, 11.2%, 10.5%, and 11.5% employees respectively indicated that they have joined training program with the motive of getting promotion in the same department, effectively learn new technology and implement them , evaluating other stream it can test our skill , for more challenging office duties , for improving my skill and performances and combination of all the reasons.

Table 6 Training Need Analysis and Perceived training outcome

		Responses	Percent of Cases
		Percent	
\$b1 ^a	Enhance Individual Competency	19.9%	74.0%
	Better productivity	17.3%	64.2%
	Improved morale	15.1%	56.1%
	Enhanced reputation	13.8%	51.2%
	Reduced stress	9.8%	36.6%
	Reduced legal costs	7.2%	26.8%
	No compensation cases	7.9%	29.3%
	Lower staff turnover	5.0%	18.7%
	Lower insurance premiums	3.9%	14.6%
Total	100.0%	371.5%	

a. Group

In many increasingly knowledge-based economies, effective managers will need better training in dealing with technologists and in creating business growth and advantage through commercialising technology. However, business researchers having specific needs, a targeted training programme offer would certainly be useful. Training and development is becoming an increasingly important issue in competitive business environment for organizations. Positive outcomes of training like low turnover rates and absenteeism, improvement in customer satisfaction, higher work motivation, greater organizational citizenship behaviour, higher job performance, and indicator of the effectiveness of an organization have been extensively researched; The qualitative interviews have shown that in general, the interviewed researchers have shown a positive attitude towards the Enhance Individual Competency as majority of respondents (19.9%) indicated this. It was followed by Better productivity(17.3%) and Improved morale (15.1%), Enhanced reputation(13.8%).Reduced stress (9.8%),Reduced legal costs (7.2%), No compensation cases(7.9%), Lower staff turnover (5.0%),Lower insurance premiums (3.9%). This signifies that proper training need identification bring out significant change in the individual competency, better productivity and improved morale.

Further chi-square test was carried out to assess the degree of association of training need assessment and its perceived outcome across the employees of different level of education qualification assuming null hypothesis as there is no association of Employees perceived outcome of training need assessment across the employees of various education level and position in the organisation. The cross table analysis of data and value of chi square calculated with SPSS &Excel software is presented in the table below:

Table 7 Degree of Association Of Training Need Assessment and Its Perceived Outcome Across the Employees Of Different Level of Education Qualification

	Education Level wise classification of Respondents					Total
	Matric and Below	Under Graduation	Graduation	Post Graduation	Professional qualification	
Enhance Individual Competency	6	18	26	34	7	91
Better productivity	8	13	17	36	5	79
Improved morale	6	11	16	30	6	69
Enhanced reputation	4	15	14	25	5	63
\$b1 ^a Reduced stress	4	10	11	15	5	45
Reduced legal costs	4	7	8	12	2	33
No compensation cases	4	8	9	14	1	36
Lower staff turnover	0	6	4	12	1	23
Lower insurance premiums	1	4	3	9	1	18
Total Count	37	92	108	187	33	457
chi-squared test, (χ^2)=13.60401 at 5% level of significance and 32 DF						

Percentages and totals are based on responses.

a. Group

from the above table , it is seen that the Chi- Square test statistic (χ^2) = 13.60401 with 32 degree of freedom and 5% level of confidence. As the calculated value is greater than the critical value, the null hypothesis is rejected. Thus, the survey reveals that there is association of Employees perceived outcome of training need analysis across the employees different level of education.

Table 8. Degree of Association Of Training Need Assessment and Its Perceived Outcome Across the Employees Of Different position in the organisation

			Position in the Organsiation				Total
			Manager	Supervisor	Worker	Others	
\$b1 ^a	Enhance Individual Competency	Count	19	27	42	3	91
	Better productivity	Count	16	25	35	3	79
	Improved morale	Count	16	18	32	3	69
	Enhanced reputation	Count	20	10	31	2	63
	Reduced stress	Count	10	5	27	3	45
	Reduced legal costs	Count	8	10	14	1	33
	No compensation cases	Count	7	10	17	2	36
	Lower staff turnover	Count	8	3	10	2	23
	Lower insurance premiums	Count	4	6	7	1	18
	Total	Count	108	114	215	20	457

chi-squared test, (χ^2) = 18.70405 at 5% level of significance and 24 DF

Percentages and totals are based on responses.

From the above table, it is seen that the Chi- Square test statistic (χ^2) = .18.704 with 24 degree of freedom and 5% level of confidence. As the calculated value is greater than the critical value, the null hypothesis is rejected. Thus, the survey reveals that there is association of Employees perceived outcome of training need analysis across the employees working at different position.

Conclusions

In a complex and competitive business environment, an organizations that develop and implement training without first conducting a needs assessment may end up over training, under training, or just missing the point all together. Training can be expensive, therefore it is critical that training be customized to meet the particular needs of the organization and the individual trainees. Researcher and other academicians in the field of study are of the opinion that that needs assessment is the most important step in deciding who and what should be trained. In addition to justifying the costs of training and providing important data for the organization, taking part in a needs assessment can actually improve employee's satisfaction with training. It was found in the study that out of various practice opted by the organisation to identify the training need , Knowledge and skill required by the team are the best mean of training need assessment method as it scored highest mean of 3.8374. Analysis indicates that majority of the employees under go training to get promotion in the same department. The qualitative interviews have shown that in general, the interviewed researchers have shown a positive attitude towards the Enhance Individual Competency better productivity and Improved morale. The survey reveals that there is association of Employees perceived outcome of training need analysis across the employees different level of education and position in the organisation .

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