LITERATURE SURVEY
AND
DEVELOPMENT OF CONCEPTUAL FRAMEWORK
CHAPTER - III

LITERATURE SURVEY & DEVELOPMENT OF CONCEPTRAL FRAME WORK

In India Training is gaining importance. The Government organizations/departments have realized the importance of training for bringing about organizational efficiency in all streams of administration and management. The National Training Policy envisaged that all categories of civil servants shall receive (i) Induction training at the time of entry into Government service and (ii) In-service training at suitable intervals in their career. In order to improve the effectiveness of personnel at different levels and different sectors, area specific short-term skill upgradation / sensitization programmes shall invariably be formulated by Ministries and Departments and specifically targeted to personnel holding specific jobs.

The most important aspect of training function is Identification of Training Needs. The efficiency of any training depends on the identification of Training Needs. Every Government department/organization shall conduct preparatory exercises like analysis of its goals and objectives training needs analysis, job analysis, etc with a view to determining whether the training intervention needs to be preceded, accompanied by or succeeded by one or more non-training interventions. Such an exercise will also enable development of appropriate criteria for measuring individual and organizational performance, an essential pre-requisite for the launching of an effective training programme.

3.1 Training Needs.

A Training Need is the gap between expected level of performance and existing performance standards of an employee with reference to the knowledge, skills and attitudes etc required for doing a particular job or function in the organization.

Morrison defines training need as existing any time when the actual condition differs from a desired condition in the human or people aspect of the organization, performance or more specifically when a change in present human knowledge, skills or attitudes can bring about the desired performance. The analysis of training needs aims to define the gap between what is happening and what should happen.

Training needs can obviously be many and various depending on the nature of the job to be done and the people who have to perform the jobs. They can be expressed generally in terms of skills, attitudes and knowledge. Some needs may cover this whole spectrum while others, perhaps, may concentrate on singular aspects only. Some training needs are more straightforward to assess or measure than others.

1. Paras 3.9 to 3.14 of Report of the working group on National Training Policy, Training Division, Department of Personnel & Training, Government of India.

3.2 Classification of Training Needs

Johnson\(^3\) has categorized training needs in terms of those which an individual has, a group has, must be met immediately and can be met in future. He has further categorized need as those which call for formal training activities, and informal training activities, on the job instruction, and off the job instruction those which organization can meet internally and through outside resources, and those that individual can meet in concert with others and by himself.

Another classification of Training Needs is furnished in the U.N. Technical Papers\(^4\) based on the various categories of needs in relation to the different dimensions of needs is presented in the following Table.

Table 1
Categories of Training Needs

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Dimensions</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nature of needs</td>
<td>Cognitive needs: Behavioural change needs</td>
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<tr>
<td>2.</td>
<td>Time span need</td>
<td>Long term needs: Immediate needs</td>
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<tr>
<td>3.</td>
<td>Stage of need</td>
<td>Latent needs: Felt needs development</td>
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<td>4.</td>
<td>Client systems</td>
<td>Individual development needs: Organisational development needs</td>
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<tr>
<td>5.</td>
<td>Target Population</td>
<td>Group needs: Individual needs</td>
</tr>
<tr>
<td>6.</td>
<td>Programme component</td>
<td>Needs that call for formal training;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Needs that call for informal training activities;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Needs that call for off the job training;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Needs that call for on the job training;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Needs that can be best met through outside resources;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Needs that can be best met within the agency concerned using internal resources;</td>
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<tr>
<td></td>
<td></td>
<td>Needs that an individual can meet in concert with others;</td>
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<tr>
<td></td>
<td></td>
<td>Needs that an individual can meet only by himself through self development;</td>
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<tr>
<td></td>
<td></td>
<td>Needs that can be met through the provisions of development services; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Needs that call for systems change.</td>
</tr>
</tbody>
</table>


Training Needs exist at three levels, viz, organizational level, function / operational level and individual level. At the organizational level, it relates to where training is most needed i.e., in which department or section or for which occupational group. At the functional level, it is concerned with what skills, knowledge or attitudes are required for a particular occupation and at the individual level it identifies which individuals require training to attain which particular knowledge / skill.

In their book on Identifying Training Needs, Tom Boydell and Malcolm Leary differentiate three levels of performance that can each be applied to organisations, groups or individuals. The three levels of performance are:

- **Level 1**: Implementing – bridging the gap between present and desired performance – measured against existing standards.
- **Level 2**: Improving – to achieve continually rising standards.
- **Level 3**: Innovating – doing new and better things – to produce a step change.

### 3.3 Approaches to Training Needs Analysis

Boydell outlines four approaches for the identification of training needs which are the organization development approach, welfare approach, administrative approach and the political approach.

Kaufman and English define the need assessment “as a formal process which determines the gaps between the current outputs and outcomes and required or desired outcomes or outputs; places these gaps in priority order; and selects the most important for resolution”.

The most influential text on training needs analysis is that of McGehee and Thayer (1961). They argue that training needs analysis requires analysis at three levels – the organization, job and person. Although the needs analysis will usually consist of three distinct investigations, McGehee and Thayer argue that these should be interrelated so that they build on each other to produce a complete training needs statement.

- Analysis at the organizational level is used to determine where training can and should be used. The focus is the total enterprise and the analysis will look at things like the organizational objectives, the pool of skills presently available, indices of effectiveness and the organizational climate.
- Analysis at the job level involves collecting data about a particular job or group of jobs. The analysis will determine what standards are required and what knowledge, skills and attitudes are required in order to achieve these standards.
- The focus of individual analysis is how well a particular employee is carrying out the various tasks which are necessary for successful performance.

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Table 2

Organizational, Group and Individual Training Needs at the 3 levels of performance

<table>
<thead>
<tr>
<th>Levels</th>
<th>Organizational</th>
<th>Group</th>
<th>Individual</th>
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</thead>
<tbody>
<tr>
<td>L1: Implementing – doing things well</td>
<td>Meeting current organizational objectives</td>
<td>Working together to meet existing targets and standards</td>
<td>Being competent at the level of existing requirements</td>
</tr>
<tr>
<td>L2: Improving – doing things better</td>
<td>Setting higher objectives and reaching them</td>
<td>Continuous improvement teams</td>
<td>Having and using systematic, continuous improvement skills and processes</td>
</tr>
<tr>
<td>L3: Innovating – doing new and better things</td>
<td>Changing objectives and strategies</td>
<td>Working across boundaries to create new relationships and new products and services</td>
<td>Being able to work differently and more creatively with a shared sense of purpose.</td>
</tr>
</tbody>
</table>


Kenney and Donnelly⁹ have identified three main approaches to Training Needs Analysis as: comprehensive analysis, key task analysis, and the problem centered analysis. These three types of analysis are as follows.

### 3.3.1 Comprehensive Analysis

Before taking up a comprehensive analysis it should be satisfied that the majority of the work tasks which the trainee will have to do are unfamiliar to him, difficult to learn and the cost of error unacceptable, that time and other resources, are available for the full analysis of the job to be made, that the job is unlikely to be altered and the resultant training programme used frequently and that the correct method of doing it must be learnt. When these criteria are satisfied, the job description may be learnt. When these criteria are satisfied, the job description may be written. The third step is to examine the job in-depth to produce a job specification. This is a detailed statement of the knowledge and the physical and mental activities required to carry out the tasks which constitute the job. On completion of the analysis for every task, the objective of the task, task frequency, required standards of performance and the skill/knowledge needed to achieve it will have been specified. With this information, training syllabus and design could be prepared to meet the requirements of the employees.

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3.3.2 Key Task / Functional Analysis

This approach is used increasingly in the analysis of managerial jobs but is considered appropriate in other situations too where the job consists of a large number of different tasks. The approach yields a job description, in addition to the details of the critical tasks in the job.

3.3.3 Problem Centered Analysis

In a problem centered approach, analysis is limited to difficulties to have a training situation. A problem centered approach is considered appropriate when the need for training is urgent but resources are not available for a comprehensive or key task analysis, and when a further analysis is necessary.

3.3.4 The Organization Development Approach for Training Needs Analysis.

Boydell\(^\text{10}\) suggests the Organization Development Approach for Training Needs Analysis. In this approach, the typical issues involved in identifying training needs at the various levels are: Firstly, at the extra-organizational level, how is the organization seen by external bodies such as consumers, clients, local or national community and government. Secondly, at the organizational level, what are the norms and expectations of employees behavior and how do people feel about the organization. Thirdly, at the inter-group level, is there evidence of intergroup conflicts of “us and them” syndrome, eg., between management and union, specialists and line, administrators and professionals.

3.4 Identification of Training Needs

In order for training to contribute to the achievement of an organization’s goals, training needs must be identified through an analysis which links training to relevant organizational outcomes. Earlier, it has been pointed out that needs exist at three levels, organizational, occupational and individual. Based on this, “an integrated tripartite approach to need identification was first developed by Mc Ghee & Thayer (1961). It has been developed and adopted in many contexts and still forms the basis of an ordered approach to training needs analysis. The facts of this approach, i.e., organizational analysis, task/function analysis and individual analysis are discussed below.

3.4.1 Organizational Analysis

Analysis of the organization level is conducted to determine exactly where in the organization training is needed. Organization goals, objectives and plans are reviewed to identify the Training Needs. In addition to reviewing goals, efficiency indices (eg. Work done, Leadership, Organizational Culture, Quality of work, Data, Output etc), are compared with target to identify performance discrepancies which might be addressed by training personnel (man power) and succession plans are conducted to determine future staffing requirements and the replacement to people who may vacate positions due to promotion, retirement or leaving the organization etc.

Goldstein\textsuperscript{11} has suggested that, as part of an organization analysis the climate for training should also be assessed. Conflict between the goals of a training programme and those of a particular group in the organization or between behaviours taught in training and those supported by trainees' supervisors, indicates that trainees are unlikely to apply newly learned skills to the job and thus that the organization is not ready for the training.

### 3.4.2 Task / Function Analysis

When organization analysis is conducted at the level of the entire organization or Department, Task / Function analysis is conducted at the level of a specific Task / Function. If we are to identify what is wrong with a job or a person performing a job, we must be fully aware of the extent and nature of the job or role. This is obtained by Task / function analysis. Through Task / function analysis, the specific content of the training is identified. Task analysis involves the identification of performance outcomes and standards for a job, the tasks which must be completed by an individual to achieve those outcomes and the Knowledge, Skills, Behaviors and Attitudes and required for successful completion of the task.

At the initial stage of the analysis, an overall, but detailed decryption of the whole job required. It is necessary to discover what task / function need to be performed in order to do the job, how they should be performed and thus what needs to be learned in order to perform well. There are a number of techniques for carrying out such an analysis.

### 3.4.3 Individual Analysis

Individual Analysis is intended to measure how well an employee is performing that task. It includes three subsidiary type of analyses viz., (a) the specification of the human attitudes (traits) needed to succeed on a job; (b) the analysis of the task performance levels of current job incumbent; and (c) the analysis of the target population, considered by the training programme, who may be a set of individuals currently employed by a given organization, or a set of incoming employees or some combination of these two sets. The specification of human traits, (aptitudes, abilities, interests, needs, values etc.) needed to perform actively on a given job stems form the information gained from organizational and job analysis.

Surveys can also be used for Individual Analysis. Employees or their supervisors are asked to indicate their training needs, usually by checking or rating each of a list of knowledge and skill areas. Such surveys have been expanded in two ways for the identification of training needs: (1) subordinate and peer ratings are often used to supplement self and supervisor ratings; and (2) two rating scales for each knowledge/skill area are frequently used, one indicating the optimal level of proficiency for the job and one the actual proficiency of the individual. Training needs are indicated where a significant gap exists between these two actual and optimal performance levels. Training needs analysis surveys are popular because they are relatively easy to administer and analyse and because they provide quantitative information, but they suffer from a fundamental weakness: they do not

necessarily link training to organizational goals. Responses to Training Needs Analysis surveys may reflect respondents' own (unstated) personal objectives more than those of their organization. Evidence of this limitation is found in studies which have compared, and found significant differences between, self-rated and supervisor-rated training needs. Hence, sufficient care has to be taken to ensure that individual training needs are linked to organizational goals.

3.5 Training Technology

The term Training Technology is broadly used to describe various aspects of training such as identification of Training Needs, designing training programmes, how to term, direct Trainer skills, training aids and training methodologies and strategies, monitoring and evaluation of training.

Jones and Woodcock\(^\text{12}\) categorize training technology as didactic primarily used for introducing new information and for helping participants to recognize the importance of features, skill building exercises to generate increased effectiveness in the behavior of participants and inductive learning to stress learning through discovery. In general, cognitive objectives are best achieved by didactic methods, behavior goals by skill building exercises and effective objectives by inductive learning. They describe designing of effective management development courses as a three-legged stool, the legs representing content, design and facilitator style.

Koufman and English\(^\text{13}\) state that "there has been a migration of concern by technologists from how to teach to what to teach and to why teach what we teach. This is movement of thought and concern from how to what to why. We are thus becoming more inclusive and holistic in our professional interest and concerns.

Goldstein\(^\text{14}\) classifies the instructional technology into three phases, the assessment phase, training and development phase and evaluation phase.

Chowdhry\(^\text{15}\) has identified six different approaches to training methodology namely didactic in which the information or message is predetermined and is conveyed from the trainers to the participants; participatory which is based on the belief that the trainees' knowledge, experience and talents could be utilized effectively but which calls for a lot of involvement and participation of the trainees in speaking and sharing ideas; analytical which stimulates discussion and problem solving, the trainer to stimulate analytical thinking wherein participants are encouraged to analyze the situation and respond to it, investigative which is similar approach when used for needs assessment and planned approach which is a process whereby a goal is broken down into a logical sequence of activities.


\(^{13}\) Koufman J.R., & English, F.W.(1979) Needs assessment - Concept and application New Jersey : Education Technology Publication. p.15


Training is a very important component of Human Resource Development. It is, perhaps, the most cost effective method of improving competencies amongst the manpower of any organization. Training has now acquired an added relevance for building up the necessary leadership and confidence amongst the civil service to measure upto the expectations of the citizens from it in the context of the rapid technological changes as well as the economic, political and social transformation taking place in the country.

A proper analysis of the jobs of individual functionaries is the key to the identification of their training needs. This should be much more than a routine exercise. Every job has to be sliced into its specific task components that the job holder is expected to perform. The linkages with the lower, corresponding and superior levels, the actual processes to be followed, the time taken for each process and the sequence to be followed, the ratio of uncertainty owing to factors beyond the organization’s control – and such like other factors have got to be mapped out. Teddious, meticulous and time-consuming though the exercise is likely to be, it must nevertheless be an essential precondition for launching a meaningful training programme.

An adequately equipped training group for analyzing regular training needs as well as for arranging department-specific, post-specific and individual-specific training should be created in every department as part of the Human Resource Development team. This group should work out a detailed training plan specifying the kind of training required for each level and identify suitable training institutes and trainers therefor. New methods for imparting training should be evolved and, as far as possible, employees should be allowed to choose their own training needs.

Though Training is one of the most important functional areas of management, Research studies on training are almost scanty when compared to the other areas of management. The amount of research done in the field of training so far is mainly confined to specific areas of training like training aids, methods, evaluation and effectiveness of training. No sufficient effort has been made in the A.P. Panchayati Raj Engineering Department to identify the Training Needs of its engineering personnel. Hence the present study on “A study of HRD – OD for AP Panchayati Raj Engineering Department: Identification of Training Needs of Engineering Personnel” has been taken up.

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