Chapter-4

Identification of Training Needs
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4.1: Introduction

Organizations employ a number of managerial and non-managerial workforces with required competence to perform given jobs for accomplishment of the overall organizational objectives. And only through ‘standard’ competence of the job holder ranging from job related knowledge, skill and attitude that an effective performance of the job is possible. But sometimes due to some reasons that the existing competence in a job holder does not match with the standard competence required for the job. The process of assessing and fixing the gap between the standard competence required for the job and the existing competence in the job holder may be called as the ‘identification of the areas of deficiencies’ and the resultant gap in the job holder in terms of knowledge, skill and attitude may be called as the ‘training needs’.

Identification of training needs being an important aspect and a prerequisite to designing a training programmes, this chapter aims at studying the concept and process of training needs identification with special reference to Rourkela Steel Plant (RSP). While conducting the exercise of training need identification, reference has been made to other competing organizations like Tata Steel and JINDAL in a view to getting an overall picture of training need identification process being practiced in the Steel Industry in India.

4.2: Identification of training needs

Identification of training needs is generally based on two processes- identification of standard of knowledge, skill and attitude (KSA) required in the job and identification of the existing level of KSA of the job holder. These two processes should be carried out as accurately as possible because the outcome of the comparison between these two processes would provide the information that forms the basis for developing an appropriate training programmes.

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Simply hiring employees may not ensure their success as because changes in business environment may necessitate training of the employees. The changes that may cause the current employees to undergo training may be (1) introduction of new equipments or processes, 2) changes in the job responsibilities, 3) increase in the number of accidents and 4) decrease in the employee’s productivity or in the quality of output.

In the appropriate training system where the entire training programme is performed, identification of training needs is the stepping stone. Before designing and conducting a training programme, assessing training needs is considered as an important training function. Whatever training activity is decided, it will only be effective if it is taken seriously and meaningfully. In this process, the first step shall be identification of the training gap, i.e., the gap between the job requirements and the deficiencies in the skill of the worker. Therefore, a thorough knowledge of the job requirement is essential which can be achieved by a systematically observation of the job. An efficient worker may also be questioned to supplement this observation. Sometimes job may require multi skills which a worker may not possess indicating thereby the training needs for him.

4.2.1: Importance of training needs identification

Training effectiveness mainly depends on the expertise and knowledge of the trainer. Since the trainer has to act as a change agent, his professional competence assumes a greater significance. Effective training programmes must be preceded by a training need assessment. Training objectives are offspring of training need assessment, training need assessment is the input and objectives are the output. Assessment of training needs extends its jurisdiction to the areas of use of new jobs with change in technology and future assignment. So, training need analysis is an essential requirement to design the effective training. The purpose of training need analysis is to determine whether there is a gap between what is required for effective performance and what is the present level of performance. It is conducted to determine the resource requirements, to plan the budget and areas where training is
required as well as to highlight the situation where training might not be appropriated.

The most important reasons for carrying out training need analysis are to assure that training addresses the current situation. The reasons for conducting training needs assessment are to:

1) decide what specific training each employee needs and how will it improve his job performance;
2) determine the content and scope of training;
3) determine the desired training outcomes;
4) provide a basis of measurement;
5) gain support of the management;
6) analyse if training will make a difference in productivity and in the bottom line; and
7) differentiate between the need for training and organizational issues.

Training needs assessment helps to analyze the effectiveness of an organization to achieve optimal performance as well as determine the strength and weakness of the employee. If the training need assessment is done correctly, it will ensure the solution and address the real issues and effectively focus on the appropriate resources, time and effort directed towards finding a solution.

Identification of training needs offers various advantages such as it helps to understand what skills are important at different levels of functional groups; to identify the critical skills that are in need of training; to give a direction of what skills are important to job performance; to identify the skills that are actually aligned with organizational goals and in turn related to the reward system of the organization.

4.2.2: Steps in training needs identification

The steps in identification of training needs generally include-

1. Performing gap analysis
2. Prioritising the needs, and
3. Developing action plan.
Performing gap analysis

The first step in the needs assessment process is to identify the needs. It is used to check the actual performance of organizations and people against existing standards or to set new standards. The gap between the current and the required skill will identify needs, purpose and objectives of the training.

Prioritising the needs

The results of gap analysis are then discussed with the top management to prioritize the needs. Needs of relatively lesser importance receive lower priority.

Developing action plan

After prioritizing the needs, the training manager of the organization prepares the action plan. To design a training programme, training manager starts with setting the objectives, identifying the suitable training methodology, identifying the resource persons, estimating the cost for the training programme and finalising the dates for the training programme.

4.2.3: Techniques for investigating organizational and personal needs

Need assessment identifies more than one training needs. In context to this, to get the necessary data, it is not possible to adopt one needs assessment technique. Instead, it is necessarily to use more than one need assessment techniques.

There are several need assessment techniques, such as direct observation; questionnaires; review of relevant literature; interviews; focus groups; tests; record and report studies and consultation with persons in key positions and/or with specific knowledge.8

4.2.4: Levels of training needs identification

There are three levels of training needs identification. They are (i) Organizational analysis, (ii) Task analysis, and (iii) Individual analysis.9
4.2.4.1: Organizational analysis

Organizational analysis emphasises on the effectiveness of the organization and determines where training is needed and under what conditions it will be conducted.

There are various sources of information to conduct organizational analysis. Some of these sources are organizational goals, mission statements, strategic plans, staffing inventory, long and short term staffing needs, changes in equipment, technology or automation, annual report, plans for reorganization or job restructuring, planning systems, delegation and control systems, employee attitudes and satisfaction.

4.2.4.2: Task analysis

Task analysis provides data about a job or a group of jobs and the knowledge, skills, attitudes and abilities needed to achieve optimum performance.

The sources of information to conduct task analysis are:

- job description that considers major activities involved in performing the job;

  where an accurate job description is not available or is out of date, one should be prepared by using job analysis techniques;

- KSA analysis that means a more detailed list of specified tasks for each job including knowledge, skills and attitudes required;

- observation and performance of the job;

- review literature about the job-research that is the ‘best practices’ for other companies;

- review professional journals;
asking questions about the job by the supervisor and top management; analysis of operating problems, i.e., down time, waste, repairs, late deliveries, quality control etc.

4.2.4.3: Individual analysis

Individual analysis emphasizes on how well the individual employee is doing the job and determines which employee needs training and what kind of training does he need.

The sources of information to conduct individual analysis are:

- performance evaluation-to identify weakness and areas of improvement;
- observation-to observe both behaviour and the results of the behaviour; work samples-to observe products produced;
- interviews-to talk to manager, supervisor and employee to know about what he needs to learn;
- questionnaires- written form of the interview, tests, must measure job-related qualities such as job knowledge and skills;
- attitude surveys-to measure morale, motivation, satisfaction; and checklists or training progress charts provides up-to-date listing of current skills.

4.3: Competency mapping

Competency provides opportunities for employees to determine what it makes to be successful. Success comprises both what employee does and how he does it. It is used in self-multi-rate assessments to identify the areas of strength and need for improvement. It can be measured and improved through coaching and employee development opportunities.

Competency generally identifies behaviours, knowledge, skills and abilities in an individual that have a positive impact on the success of employees and in turn the success of the organization. The examples of core competency are technical and
functional expertise; understanding the business; achieving results; serving the customer; teamwork; interpersonal and communication skills; leadership and personal effectiveness.

4.3.1: Competency model

A competency model is a descriptive tool to identify the skill, knowledge and attitude of an employee that is needed to perform the role effectively and meet strategic objectives of the organization. The model acts as a learning continuum as it lists the relevant skills or competencies for each level of employees in an organization. Basically, competency model comprises three levels, i.e., Basic, Intermediate and Advanced level.

4.3.1.1: Basic level

Basic level describes the level of skill someone new to the job should have to perform. However, it may also describe a seasoned professional with limited exposure to the area.

4.3.1.2: Intermediate level

The level at which someone with detailed knowledge in an area should be performing and it is expected that this person is capable of taking operational responsibility of the area. Often, this person is at a mid-level within the organization, and has supervisory responsibilities.

4.3.1.3: Advanced level

Advanced level describes the level at which someone with mastery of a skill should be performing. Often this person is the highest-ranking official in the organization. However, it may also describe a lower-level professional with specialized knowledge in the subject area.

Thus, a systematic approach is needed in analyzing and improving the performance in organization by determining the set of competencies required by different positions and it requires input from all levels of an organization. More specifically, the competency approach provides a cutting edge guide to: reduce the ambiguities in job and work expectations, hire the best available people, maximize productivity,
enhance 360-degree feedback processes, align behaviour with organizational strategies and values adapt to change. In a nutshell, competency models are a means to ensure that the investment for the employees will yield the expected and desired results.

Figure 4.1 reflects a standard competency model which may be adopted for the purpose.

**Figure 4.1: Model for competency mapping**

- Heads of Functional Departments
- Finance/Marketing /HR/Technical /Others
- Heads of the functional departments explain in details what all competencies should an employee posses and to what degree
- HR Department
  - HR department design such a performance appraisal method, which checks the competencies possessed by the employee and to
- Comparison
  - Competencies requirements by various heads.
  - Missing links
  - Self rating by employee on each competency
  - Functional heads also define the extent to which employee possess a competency as per their knowledge
- Training

4.3.2: Implementing the competency model

Implementation of competency model needs-

1. to get the support from the management to perform the entire study
2. to identify competencies and create a model of competency based performance.
3. to know how to use Individual competency by analysing planning in a competency-based format.
4. to know how to implement individual development plans, i.e., concepts and methods for developing competency-based curriculum plan.
5. to design and develop competency-based learning environment.
6. to adopt strategies for competency-based interventions.

4.4: Training needs identification in practice in the Indian Steel Industry

In the aforesaid paragraphs, discussion on the importance of training needs identification, its techniques and process, and competency mapping has been made in the general parlance. In this section attempts have been made to analyze as to how the training identification process is being carried out in the steel industry in India.

In the steel industry, the aim of training is the systematic development of knowledge, skill and attitude. The superiors take their subordinates’ development as a key target area. The development of an individual’s performance skills leads to improvement in his individual performance and in turn adds to the organizational performance.

4.4.1: Identification of training needs at RSP

Keeping in view the need of the individual employees, the departments and the organizational priorities, that the training needs of employees in RSP are identified
and fulfilled during a particular year. The general process of identification of training needs in RSP\textsuperscript{11} is as follows:

**Training need analysis**

With the assistance of all training engineers and the support of all HODs, training needs of employees are identified each year. The identified needs are then complied to form the training programmes.

**Competency mapping**

Competency mapping is carried out presently in all the ISO certified Departments of RSP and the employees are assessed based on their present level of competence vis-à-vis the requirements of the job positions. The gap in competence level also determines the training needs.

**Skill gap exercise**

Critical and urgent skills are identified for each department and the qualification, age, skill of the employees is analyzed and then decision is taken to bridge the skill gaps.

**Additional skill**

In view of modernization in certain departments, the additional skills required in an employee are assessed and training need is accordingly identified.

**Through workshops and other communication exercises**

Through interactive workshops, communication meetings and mass contact exercise are also identified the training needs.

The process of training and development of employees in RSP may be represented as in Figure 4.2.
It is very interesting to note that RSP has carried out the identification of training need in different year progressively.

4.4.1.1: Identification of training needs in RSP during 2005-06 to 2008-09

The process of training needs identification in RSP over a four years period for which data is available has been discussed below:

Training needs in RSP during 2005-06\(^\text{12}\):

**Training need analysis**

The annual training need analysis is carried out for employees of each department during November to January where training needs of employees are identified and indicated in a form. The needs received from each department are analysed and
training plan for the year is prepared on the basis of this. Further, a workshop is organized with all electrical HODs to identify and finalize the need for programmes conducted at CETE, Kolkata. With the assistance of all training engineers and the support of all HODs 7862 training needs were identified during 2005-06 for employees of RSP.

**Competence mapping**

The broad steps followed in competence mapping are:

1. Identification of competencies required for the job.
2. Identification of knowledge and skill level of employees keeping in view the job requirement/competency.
3. Identification of gaps in competency which can be fulfilled through training.
4. Systematic training efforts to build competencies and bridge the gap in competence.

A total 2965 employees were assessed, out of which 1129 employees were identified for training in different key job positions in the year 2005-06.

**Skill gap analysis**

Management Training Institute (MTI), Ranchi conducted a study in the year 2004, on 'Skill Gap Analysis' in the integrated steel plants to find the critical skills which could be decriticalised through systematic training. The recommendations of the study were finalized after deliberations with the respective Heads of Works, Maintenance and Training. The strategy evolved for decriticalisation of critical skills in SAIL addresses the following questions:

1. What are the critical skills where skill gaps exist now or are likely to occur in the near future?
2. What are the departments/areas where skill gaps exist?
3. What are the actions to be taken to close the skill gaps?

Subsequently, during September 2004, the most critical and urgent skill gaps that required immediate attention were identified. In RSP, 65 critical skills were
identified for decriminalisation through systematic training covering 989 employees. Then out of this 20 skills were identified as most critical skills. All 65 skills identified have been decriticalised during 2005-06 with a cumulative coverage of 1180 employees (Details in Annexure-IV).

Additional skill

In view of modernization in blast furnace, coke ovens and hot strip mill during 2005-06, additional 29 skills were identified in which 285 employees were to be trained. All the identified employees have been trained on priority basis during the year (Details in Annexure-V).

Through workshops and other communication exercises

For the first time interactive workshops on 'Improving Training in Mechanical Areas' and 'Improving Training in Electrical Areas' were organized after the training needs were identified.

Training needs in RSP during 2006-07:

Training need analysis

With the assistance of training engineers and the support of all HODs, the annual training needs analysis is carried out for employees of each department from November to January. A total of 11,011 training needs were identified for employees of RSP during 2006-07.

Competence mapping

It is another tool for identifying specific need of the employees of a particular department based on their present level of competence. During 2006-07, competence mapping was carried out in five departments for 147 job positions involving 1541 employees (Annexure-VI).
Skill gap analysis

During the year skill gap analysis was carried out in 12 departments and a total of 41 skills were identified in which 775 employees needed to be trained. While training was imparted to 442 employees during the year and 20 skills were decriticalised, the balance was left to be completed during 2007-08 (Details of critical skills identified during 2006-07 are in Annexure-VII).

Training needs in RSP during 2007-08:

Training need analysis

With the assistance of training engineers and the support of all HODs, the annual training need analysis is carried out for employees of each department from November to January, where training needs of employees are identified and indicated in a form for all existing regular in-house modules.

Competence mapping

During 2007-08, competency mapping was carried out in 13 departments for 149 jobs positions and mapping was carried out for 2679 employees (Details in Annexure-VIII).

Skill gap analysis

During the year 2006-07, skill gap analysis was carried out in 12 departments and a total of 41 skills identified in which 775 employees were identified for training. Training was imparted to 442 employees during 2006-07 and 190 employees during 2007-08. So far, a total of 632 employees have been trained and 31 skills have been decriticalised, the balance were left to be taken up during 2008-09 (Detail status given at Annexure IX).

Training needs in RSP during 2008-09:

Training need analysis

During 2008-09, a total of 12456 training needs were identified for the employees.
**Competence mapping**

During 2008-09, competency mapping was carried out in 8 departments for 80 job positions and mapping was carried out for 1148 employees (*Details in Annexure-X*).

**Skill gap analysis**

This is another important tool for training need identification where critical and urgent skills are identified for major departments and the gaps are also identified through various training interventions. By following the decision of the Training Advisory Board (TAB), a special effort was made during 2007-08 to identify supercritical skills which are needed to be decriticalised through training intervention. In all, 21 such skills have been identified in 10 areas and training for 98 employees has been conducted (*List of supercritical skills are in Annexure-XI*).

**4.4.2: Identification of training needs in SAIL—overall view**

Training is an act of increasing the knowledge and skill of an employee for doing a particular job as it bridges the difference between job requirements and employee present specification.

For SAIL, Training need=Standard Performance-Actual Performance\(^{16}\).

Training contributes to employee stability in at least two ways: employee becomes efficient after completing training and efficient employees contribute to the growth of the organization which renders stability to the workforce.

The training need identification process in SAIL has been depicted in Figure 4.3.
The training need analysis in SAIL is an annual exercise. And the identification of training needs at SAIL generally comprises the following three levels:

**Organizational analysis**

Organizational training need analysis is mainly associated with objectives, policy, business operations, management system and styles etc. The Organizational training need analysis forms the basis of finding out the gap between the desired functioning and actual functioning.

**Operational analysis**

It relates to various job positions in the organization including job description and job specification. The former is a statement of duties and responsibilities assigned to a position. The later is also a statement containing human qualities required to perform a job effectively. If a gap is found between assigned work and actual functioning, then there exists a need for training.
Individual analysis

It is a review of the knowledge, skills and attitudes in each position as it determines what knowledge, attitudes and skills must be required in an individual. When the performance of an individual falls short from standards, that is, when there is a lack of skills or knowledge then the individual needs training. Generally, the problem of performance deficiency is caused by the absence of skill and knowledge that can be overcome by training.

4.4.3: Identification of training needs at Tata Steel

Generally, the training is imparted only if there is a requirement. These requirements could be current requirement as well as future requirements. Both these requirements are essential to reach the goal of any organization. These requirements could be individual specific, divisional specific or organizational specific but all these needs should align with the strategy and goals of the organizations. At Tata Steel, the need identification process is undertaken by taking inputs from Senior Management teams and Divisional/Departmental heads regarding the priorities in training needs. After identification, inputs are taken on the conduct of the training programs.

While identifying the training needs of individuals, the following factors are considered:

1. Officer's pride items - things that one would love to do;
2. Competency gap identified for present job (managerial);
3. Departmental Annual Business Plan;
4. Departmental performance analysis and need for training intervention;
5. Planned change of responsibility;
6. Developmental needs identified through PMS(Performance Management System);
7. Future plans of the Department/organization - e.g. new upcoming facilities;
8. New Organizational initiatives - e.g. Daily management, TQM;
Training needs for officers are primarily based on the framework of 70:20:10 that encourage a holistic approach to Learning and Development. 70% of Learning and Development takes place from real life and on-the job experiences, tasks and problem solving. This may comprise many interventions like - Self study of manuals related to process/ equipment, cross functional assignments, task force work, projects improvement, role enhancement, special assignments, taking classes (on technical as well as behavioral topics). 20% of Learning and Development takes place through coaching, mentoring, discussions, guidance by superiors/experts. It is recommended that both the superior and the subordinate spend time together in a planned manner, seeking clarification, sharing observations and having deeper technical discussions to invest quality time.10% of the learning comes from formal Class Room Training. Formal class-room interventions are prescribed for needs where in theoretical appreciation of the concepts is required before such can be practiced on the job.

Training needs for non-officers are carried out through the concept of the 'Four Quadrant Method' across the organization. In this process, the critical skills required to perform a job are identified and the employees are mapped against those skills by the positional training facilitators, mentors or immediate supervisors. Based on the gap between the desired skill level and the existing skill level of employees, training needs are identified and training is imparted accordingly. The process also provides a managerial tool for reviewing training effectiveness.

4.4.4: Identification of training needs at JINDAL

Once the training needs are identified and the number of employees requiring such training is ascertained, decision is then taken as to whether there will be in house(internal) training programmes or the employees will be nominated to attend training programmes at various institutes outside the organization, i.e., to attend external training programmes. In entire training process would involve identification
of training needs by creating database, preparing questionnaire, appraisal forms, meeting with Heads of Department, analysis of questionnaire, and recording of personal attributes.

Creating database

In JINDAL, the training needs of employees are identified from different levels employees, from middle level and managerial level, with the help of database of employees which include their names, identification numbers, designation, experience, etc.

Preparing questionnaire

Questionnaire containing questions related attitude of employees towards training is prepared to collect information.

Appraisal forms

The next step is to analyze appraisal form of each and every employee. Appraisal forms of JINDAL included several details like past performance, past training identified, past training given; goals met etc. which served as the input for further decision on training needs.

Meeting with Head of Departments

The Heads of the Departments provide specific training needs (behavioural and technical) as identified by them for the employees under their control. They also give appropriate weightage to these identified training needs in order to categorize them as High, Middle or Low priority as under:

- High priority 65 to 100%.
- Middle priority 30 to 65%.
- Low priority 1 to 29%.
Analysis of questionnaire

The last step is to analyze the collected data and compile it. In order to make it more useful and easily understandable, the important findings may be depicted in pictorial form.

Record of personal attributes

In order to keep a record of the ‘strengths’ and ‘areas of improvements’ of the employees, the HODs are asked to give their comments about the employees personal attributes which also forms a part of compiled data.

4.5: Training needs identification in RSP, SAIL, Tata Steel, and JINDAL:
A comparison

RSP provides a better approach to identify training needs in a better way. Human Resource Development Centre of RSP also strives to fulfill the three objectives i.e. Organizational, Functional, and Individual. The training process at RSP generally covers the following steps:

Identifying training needs

The training need of employees is identified every year based on the observation of performance, keeping in view to the existing and future requirement of the department.

Competence mapping

Competence mapping is carried out in selected areas where employee’s knowledge and skill are assessed based on their present level of competence requirements of the job positions. The gaps in competence level determine the training needs.

Skill gap exercise

Critical skills are identified for different departments based on an analysis of the skill requirement and the qualification, age and skill of the existing employees.
Organizational requirement

Training needs also arise due to organizational priorities such as need for programmes on Safety, Fire Control Management, Health Awareness, ISO 9001, ISO 140001, etc. These are decided after discussions with the concerned agencies.

In SAIL, competency mapping is a very useful process for assessing and developing the competency level of the employees. Competency mapping is conducted in the departments to assess job-wise competencies of employees and bridge identified gaps through relevant interventions.

The basic equation used to identify the training need may be represented as:

\[
Training \textit{Need} = \textit{Job requirement} - \textit{Existing competence}.
\]

This potent HRD tool also helped in preventing recurrence of critical skill gaps.

The standard methodology for competency mapping in SAIL may be represented as in Figure 4.4.
In Tata Steel, human resource is regarded as the major asset and hence the company is committed to their development in order to benefit the individual through
increased knowledge and skills. Tata Steel also recognizes that developing its people will help it to retain a motivated workforce in the competitive environment.

Tata Steel takes up training and development activities in an integrated manner which includes all levels of employees. It has its own training centre named as ‘Management Development Centre’. Besides, its employees are trained at Tata Management Training Centre (TMTC), Pune and outside specialized institutions like Administrative Staff College of India and Indian Institutes of Management. Training needs of various levels of employee are assessed on the basis of manpower planning and deliberations between training manager and concerned line manager. Discussion is also held between training manager and employees for assessing training needs. The expansion plans of Tata Steel at Jamshedpur envisaged an addition of another 2.9MTPA to its production by 2012. So, there is a need for highly skilled workforce to support integration of the new technology the expansion programmes. Apart from the ongoing training interventions, in 2009-10, Tata Steel geared up to meet the challenge of growth by maximizing utilization of the existing employees through various institutional programmes. Tata Steel adopts a focused training and development approach. The model it follows includes 1) Internal customer inputs; 2) Analysis of available resources; 3) Design of training; and 4) Training delivery.

1. Internal Customer inputs

Discussion with Departmental Heads to identify details of the skills requirements for specific jobs.

2. Analysis of available resources

A detailed analysis of the employee profile in terms of their qualification, experience, age and skill is done. These profiles are then matched with the job requirements. The specific focus is to productively utilize the unskilled employees (who would otherwise become surplus in due course) by providing right skill through specific training programmes.
3. Design of training

Based on the gap in the skill requirements determined through the mapping and the availability of training resources, the training methodology is decided. Customized training programmes / modules are developed in consultation with the internal customers.

4. Training delivery

Classroom training followed by on-the-job training in the respective departments is imparted to the identified groups of people on the customized modules. The focus is to provide more on the job training. For some programmes tie-ups with nationally recognized engineering institutes to conduct customized courses are also done Tata Steel.

In JINDAL, training is imparted on the basis of:

1. Needs identified from the performance review process-on a yearly basis at the individual level.
2. Needs identified at the division/departmental level by the Division/Departmental Heads on areas which are specific to that particular Division/Department.
3. Needs identified at functional level by functional Head like the Marketing/Human Resources/Purchase/Finance.
4. Organizational level training needs such as programmes on Total Quality Management, Supervisory development, Cost improvements, etc.

A summary of the above described comparison of training needs identification in RSP, SAIL, Tata Steel, and JINDAL may be given as in Table.4.1.
Table 4.1: Training needs identification in RSP, SAIL, Tata Steel, and JINDAL

<table>
<thead>
<tr>
<th>Parameters</th>
<th>RSP</th>
<th>SAIL</th>
<th>Tata Steel</th>
<th>JINDAL</th>
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<td>Training needs analysis</td>
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<td>Y</td>
<td>Y</td>
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<td>Additional skill</td>
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<td>Preparation of training calendar</td>
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<td>Designing need based training modules</td>
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<td>Yearly</td>
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<td>Quarterly and Half-yearly</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

Note: SAIL ℭ Steel Authority of India Limited, RSP ℭ Rourkela Steel Plant, Y ℭ Yes

4.6: Conclusion

The process of assessing and fixing the gap between the standard competence required for the job and the existing competence in the job holder may called as the 'identification of the areas of deficiencies' and the resultant gap in the job holder in terms of knowledge, skill and attitude may be called as the 'training needs'.

Identification of training needs is generally based on two processes such as identification of standard of knowledge, skill and attitude (KSA) required in a job and identifying the existing level of KSA of the job holder. These two processes need to be carried out as accurately as possible because the outcome of the comparison between these two processes provides the information that forms the basis for developing an appropriate training programme.

Training needs assessment helps to analyze the effectiveness of an organization to achieve optimal performance as well as determine the strength and weakness of the employee. If the training need assessment is done correctly, it will ensure the
solution and address the real issues and effectively focus on the appropriate resources, time and effort directed towards finding a solution.

Identification of training needs offers various advantages such as it helps to understand what skills are important at different levels of functional groups; to identify the critical skills that are in need of training; to give a direction of what skills are important to job performance; to identify the skills that are actually aligned with organizational goals and in turn related to the reward system of the organization. There are three major steps in training needs identification. They are 'gap' analysis, prioritizing the needs, and developing the action plan.

There are several techniques for training need assessment such as the direct observation; questionnaires; review of relevant literature; interviews; focus groups; tests; record and report studies and consultation with persons in key positions and/or with specific knowledge.

The standard practice of training needs identification in Rourkela Steel Plant (RSP) and its parent organization, the SAIL, has been best described in the equation

$$\text{Training need} = \text{Standard Performance} - \text{Actual Performance}.$$  

Training need analysis, competence mapping and skill gap analysis are found to be the standard procedure at RSP and SAIL for training needs identification. Although, the process of training needs identification in other competing firms like the Tata Steel and JINDAL is broader and extensive compared to that of SAIL or RSP, competency mapping done in RSP indicates its uniqueness in context.
References


