International Journal of Commerce and Management Research
www.managejournal.com
ISSN: 2455-1627
Received: 25-04-2021, Accepted: 12-05-2021, Published: 29-05-2021
Volume 7, Issue 3, 2021, Page No. 19-22

A study of training needs and gap analysis in S.E.C.L. Sohagpur area, Shahdol, (M.P.)

Prakash Bari[1], Byju John[2]
[1] Research Scholar, Department of Management, Kalinga University, Raipur, Chhattisgarh, India
[2] Assistant Professor, Department of Management, Kalinga University, Raipur, Chhattisgarh, India

Abstract
Business sustainability can be best maintained with competent employees who support and effectively contribute towards achievement of organizational goal. Thus competency gap of employees need immediate intervention through training. This study aims to develop a competency frame work for an operation department of the SECL organization. The competencies were mapped on the basis of skill relevance to perform a specific job in operation. Standard scoring was developed to evaluate four major competencies: behavioral, managerial, functional, and personnel of 50 line employees. The result indicated that there was a wide managerial competency gap and minor gaps in personnel competency. Immediate intervention for competency gap through training of the employees had helped the company to gain its competitiveness in defect-less production and enhancing service quality. The study was focused on a manufacturing unit only, whereas the research approach had huge scope to be implemented in service SECL organisation also. The paper is an original piece of study where a unique research approach has been applied to resolve training issues of SECL organisation. The approach could be used for micro to large organizations.

Keywords: training need analysis, training, secl organisation, competency mapping and competency gap

Introduction

Employees were always considered to be most important human capital of organization. It was also observed that every organization wanted to be loaded with maximum competent employees so as to achieve its vision and mission and rapid cumulative growth rate (Bennis, 1973; Cameron, 1974) [5]. More competent employees mean more productivity. To maintain a good ratio of competent employees, many organizations do hire job-fit talents or train existing employees to make them more competent. Past researches indicated that organization's investment into training and development lead to competitive advantage (Chadwick 1986; Constable & McCormik 1987; Handy 1987; Hussey 1990) [7, 9]. A research by Cosh, Duncan & Hughes (1998) specified that training facilitates expansion, development and also increase profitability of an organization. There were cases, which practically tested that training of existing employees was more favourable than hiring a new talent for organizations, as existing employees already know the organization culture, working pattern and their colleagues. So they could easily adjust themselves to new requirements after training and seemed to be more confident about their career growth. Thus, training need analysis played a key role for organization to motivate employees for their better career growth and performance. Misanchuk (1984) said that three main components such as competency, skill of individual and individual's training desire were required to understand training need analysis. According to Agut, Grau & Peiró (2003) [2] study, competency mapping was vital for analysing training needs; which was defined as the gap between current and required performance (Rossett, 1987). However, gap between desired & current performance did not always require further training (Wright & Geroy, 1992) [21].

Training Need Analysis (TNA) was a systematic way of gathering data on existing employees' capabilities and skills demanded in organization. It also helps to understand and analyze the implication of new and changed roles for employees under internal mobility such as promotion, transfer etc. TNA might be aligned with organizational strategy and it aimed to provide training after identifying competency gap where organization lacks in competency standards. To get good training result, it should be done systematically step by step, beginning with training need identification, developing and designing an appropriate training to serve the needs, training implementation according to plan and training program evaluation to check that desired result had been achieved. The process described above is also known as training cycle (Blanchard & Thacker, 2003; Goldstein & Ford, 2002; Mondy & Noe, 2005) [4].

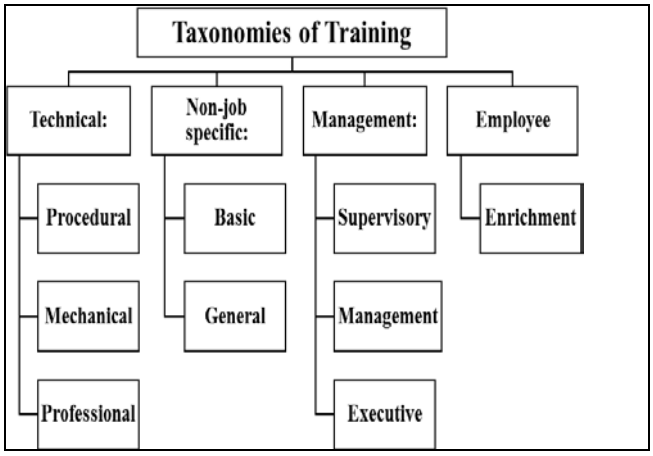

Fig 1

Research Gap

Overview of literature indicated few studies on competency mapping for SECL Organisation at Sohagpur area. Only few researches had been conducted so far with focus at South India, such as Koripadu & Subbiah (2014) [12] applied skill gap analysis (SGA) as one of the potential remedies for Clinical Data Management (CDM), to gear up for bridging the gap of employee skills within the organization. That effort would strengthen the CDM capability, scalability, consistency across geographies along with improved productivity and quality of deliverables. The present study was conducted in a SECL Organisation unit at Sohagpur Area, where research approach used was very simple and could be used by lay man, who did not have any understanding of statistics. Many researchers had studied competency in different perspectives, but understanding competency for training need analysis was found to be a recent approach for enhancing human capital performance.

Objectives

1. To conduct training need analysis for line employee of operations department.
2. To develop competency mapping process.
3. To explore the skills required for competency mapping.
4. To minimize the competency gap through training need analysis and training.

Research method

- **Type of Study:** This paper was purely a descriptive study based on exploratory analysis of empirical data.
- **Sample:** All 50 employees working for operation department of the subject organization, located in SECL Organisation of Sohagpur area were selected for the assessment process.
- **Method of Data Collection:** The employees were evaluated in groups without affecting their daily functions. Therefore, to meet the requirement, rotational shift was designed for the time being, to observe the working style of 5 to 6 employees and assign them competency scores, according to their working capabilities.
- **Variables Studied:** The major variables selected for measuring competencies are behavioral, managerial, Functional and personnel. Their sub-variables were subjected to validity, thus Principal Component Analysis (PCA) had been applied to extract sub variables indicators.
- **Research Models Used:** The data was analyzed with the help of stem and leaf display, continued with forced distribution of employees' scores to form bell curve performance analysis. Finally, probability plots for different competencies were displayed to understand distribution fit.
- **Statistical Tools Used:** Minitab was used for analyzing data.

Training needs analysis procedure

The process of the Training Need Analysis conduct in the subject organization follows six stage approach as indicated in the Figure 1 below:

Fig 2

To develop competency standards, managers were requested to map the organizational goals. Focus group discussions helped to map organization's vision as improving production and providing high service quality to their customers. To meet that vision, organization took to the mission of developing competent employees as part of it's action plan.As a first step towards the mission, the line managers were called for a brain-storming session to decide the list of skills required to perform a particular task for line operation. The initial capability index was standardized through application of Principal Component Analysis (PCA: software Minitab) to identify interrelationships among skills or group of skills under same hypothetical skill factors considered for the competency mapping. 50 employee's performance data was used for factor analysis to extract major capabilities, which might predict productivity for the department or organization. The scores were given by supervisors of a particular department to their subordinates on the basis of observing their working styles for a period of 1 month. Skills considered for the assessment were carrying 10 marks each to evaluate.

The skills derived from the principal component analysis, were assigned with standardized score on the basis of their relevancy in performing operational work. Behavioral competency would carry 50 marks as total and three other competencies-functional, managerial and personnel would carry 40 marks respectively (as one skill from each competency was deleted). Fifty percent of each total score would be considered as standard score for the competency mapping which would be expected by employees to achieve. Thus the total and standards scores of competencies were indicated in the Table 1 below:

Table 1: Total and Standard Scores for Competencies

Sl. No.	Competencies	Total Scores	Standard Scores
1.	Behavioral competency	50	25
2.	Managerial competency	40	20
3.	Functional competency	40	20
4.	Personnel competency	40	20

5 point bipolar Likert scale was used to the scores would be clustered on the following basis:
Never meet expectation= 1 (score between 01 to 20 percent)
Meets expectations sometime= 2(score between above 20 to 40 percent)
Meet expectations= 3(score between above 40 to 60 percent)
Exceed expectation most of the time= 4 (score between above 60 to 80 percent)
Always exceed expectations= 5(score between above 80 to 100 percent)

To explain the total process, a flow diagram has been developed to take a glance on the Training Need Analysis process (indicated in Figure 2). The process diagram indicates that employees would be forced distributed on the basis of their scores assigned by their supervisor in any particular competency. Those employees with scores that exceeded expectations or standards, would be eligible for promotion, those employees with scores just exceeding expectation were generally considered for increment in pay package and meeting expectation: would only receive recognition for job. Any employee(s) scoring below standard or comes in the range of never or sometimes meet expectations would be subject to training in the particular competencies. If those employees were not able to prove their competency, then to a certain extent after training, they were subjected to be considered for demotion, transfer, job rotation or rightsizing. After all efforts of HR department, if employees were found to be non-performers and training had no changes or development in their competencies, then those employees were mapped for either counseling or subjected to direct downsizing. Downsizing would be retrenchment of the employees on the grounds of lower productivity or temporary layoffs. The types of trainings designed for the organization's action plan after TNA are indicated below:

1. **Behavioral Training:** This training deals with qualities related with attitude, identifying the motivational receptiveness, practical application potential, developing value and morals, correct body language practice, time-management, interpersonal skills and different leadership approach for developing behavioral impact on colleagues and clients.
2. **Managerial Training:** The managerial training is about handling customer sale services and after sale services. It also deals with data mining, storing and analyzing data for understanding different issues related to customers.
3. **Functional Training:** It includes balance and movement of body and its parts for more efficient action and wastage minimization to save time and energy. The competency contains skills required to achieve quality in process and satisfy customers as well.
4. **Personnel Training:** It emphasizes on personnel aspects like taking leave without hampering organization job priority, efficient use of work load hours and personal presentation and grooming and clarity on organizational norm and procedures.

Result and Discussion
The result had the application of stem-and-leaf display to map number of employees above average and below average through force distribution. Histogram was used to assess the shape and spread of the data as normal distribution. Here the normal distribution graph was defined by two parameters: the mean and the standard deviation. The mean defines the peak or center of a normal distribution. The standard deviation defines the spread of a normal distribution in each graph.

Sample of Individual Employee Assessment: The 50 employees' competencies were mapped and clustered through application of capability index. Three employees' sample assessment scores are displayed below to indicate analytic procedure of training need.

Assistant Manager: The required standard score for behavioral competency was 25/50 and Assistant Manager had scored 35. For managerial, functional and personnel competencies his score was 18, 22, 23 out of 40 respectively, whereas standard required score was 20. Overall assessment score of the employee is indicated Table 2:

Table 2: Competency matrix of Assistant Manager

S. No.	Competencies	Total Scores	Standard Scores	Achieved Score	Capability Index	Indicator
1.	Behavioral competency	50	25	35	5	Always exceed expectations
2.	Managerial competency	40	20	18	2	Meets expectations sometime
3.	Functional competency	40	20	22	4	Exceed expectation most of the time
4.	Personnel competency	40	20	23	4	Exceed expectation most of the time

The average competency score for Assistant manager was 3.75 out of 5 which was above average assessment scale of 2.5, thus he comes under the cluster of better performer. However, since he had scored low in managerial competency, he needed to undergo training for enhancing managerial competency only.

Deputy Manager: Deputy Manager scored 37 out of 50, for behavioral competency where minimum standard score was 25. For managerial, functional and personnel competencies his score was 20.1, 20.5, 21 out of 40 respectively, where standard required score was 20. Overall assessment score of the employee indicated Table 3.

Table 3: Competency Matrix of Deputy Manager

S. No.	Competencies	Total Scores	Standard Scores	Achieved Score	Capability Index	Indicator
1.	Behavioral competency	50	25	37	5	Always exceed expectations
2.	Managerial competency	40	20	20.1	2	Meets expectations sometime
3.	Functional competency	40	20	20.5	2	Meets expectations sometime
4.	Personnel competency	40	20	21	2	Meets expectations sometime

The average competency score for deputy manager was 2.75 out of 5 which was above average assessment scale of 2.5, thus he comes under the cluster of medium performer. Since he had scored marginal in managerial, functional and personnel competencies, he would be given another chance in his next performance. Therefore, he was not recommended to undergo any training.

Assistant Supervisor: Assistant Supervisor scored 28 out of 50 in behavioral competency, where minimum standard score was 25. For managerial, functional and personnel competencies his score was 15, 16, 17 out of 40 respectively, where standard required score was 20. Overall assessment score of the employee indicated Table 4.

Table 4: Competency Matrix of Assistant Supervisor

S. No.	Competencies	Total Scores	Standard Scores	Achieved Score	Capability Index	Indicator
1.	Behavioral competency	50	25	28	4	Exceed expectation most of the time
2.	Managerial competency	40	20	15	1	Never meets expectations
3.	Functional competency	40	20	16	1	Never meets expectations
4.	Personnel competency	40	20	17	1	Never meets expectations

The average competency score for Assistant Supervisor was 1.75 out of 5 which much below average assessment scale of 2.5 was, thus he comes under the cluster of low performer. Since he had scored low in managerial, functional and personnel competencies, he had been recommended for training in all three competencies. After training he needs to perform and secure his position.

Conclusions

The competency frame work was developed for operational department of an automobile company of India. The company is well known for its best research & development of its products. It is also known for caring for its employees. The findings above indicate that the company needs serious attention of enhancing managerial competency of the operations department. All employees were trained to use the webpage and a computer with internet facility was installed in the working area of operations department, so that any employee who was willing to check SOP information can access it any time during working hours. This helped in gaining confidence of employees and use of SOP helped company for positive reinforcement among employees, which finally motivated employees to contribute more towards accomplishment of organizational goals.

References

1. Aggour T. Ensuring the return on investment for training programs. Proceedings – SPE Annual Technical Conference and Exhibition,2007:4:2187-2194.
2. Agut S, Grau R, Peiró JM. Individual and contextual influences on managerial competency needs. Journal of Management Development,2003:22(10):906-918.
3. Balaji S, Vimala D. Study on competency mapping in Adecco Service organizations, Chennai. Asia Pacific Journal of Marketing & Management Review,2012:1(3):39-45.
4. Blanchard PN, Thacker JW. Effective training: systems, strategies, and practices. New Jersey: Pearson Prentice Hall, 2003.
5. Cameron P. Social stereotypes: 3 faces of happiness. Psychology Today,1974:8:63-64.
6. Celia B, Karthick M. Competency mapping of employees in the power sector with special reference to Chennai. International Journal of Multidisciplinary Research,2012:2(1):309-310.
7. Constable J, McCormick R. The making of British managers: a report for the BIM and CBI into management training. Education and development (British Institute of Management: London), 1987.
8. Hornby D, Thomas R. Toward a Better Standard of Management. Personnel Management, 1989:21(1):52-55.
9. Hussey DE. Developments in Strategic Management. In D.E. Hussey (Ed), International Review of Strategic Management,1990:1:3-25.
10. Jacobs R. Getting the Measure of Management Competence. Personnel Management,1989:21(6):32-37.
11. Kerr A, McDougall M. The small business of developing people. International Small Business Journal,1999:17(2):65-74.
12. Koripadu M, Subbiah VK. Skill gap analysis for improved skills and quality deliverables International Journal of Engineering Research and Applications,2014:4(10):9-11.
13. Lawler EE. From job-based to competency-based organizations. Journal of Organizational Behavior,1994:15(3):3-15.
14. Priyadarshini GR. Competency-based training needs assessment model. Management and Labor Studies, 2012:37(3):195-207.
15. Rodriguez D, Patel R, Bright A, Gregory D, Gowing MK. Developing competency models to promote integrated human resource practices. Human Resource Management,2002:41(3):309-324.
16. Sarkar S. Competency based training need assessment – Approach in Indian companies. Organizacija,2013:46:253-264.
17. Taha S. A guide to developing a competency based curriculum for a residency training program – Orthopedic prospective. Innovations in Medical Education,2015:10(1):109-115.
18. Tasie OG. Competency-based training needs analysis (TNA): An empirical study of Gulf Universityfor science and technology, Kuwait. Journal of Research in International Business and Management,2011:1(2):1-15.
19. Vickerstaff S. The training needs of small firms. Human Resource Management Journal,1992:2:1-15.
20. Wart V, Cayer NJ, Cook S. Handbook of training and development for the public sector. San Francisco: Jossey Bass, 1993.
21. Wright FC, Geroy GD. Sr. Needs analysis theory and the effectiveness of large-scale government sponsored training programmes: A case study. Journal of Management Development,1992:11(5):16-27.