

3. IDENTIFICATION OF TRAINING NEEDS

3.1

BOYDELL T.H. **A Guide to the Identification of
Training Needs**

B.A.C.I.E.

London

(UK)

1973

pp.32

The guide discusses the three levels of training needs, present and future training needs, basic manpower planning and the process of identifying training needs. The discussion is illustrated by brief cases. It is explained that it is not a mechanistic process and the training specialist has an important role to play. Records, interviews, questionnaires and direct observation will be useful for collecting information. An appendix lists systematic training in ten steps.

3.2

BELLMAN GEOFFREY **Surveying Four Supervisory Training Needs**

Training and Development Journal

Madison, Wis

(USA)

29(2)

Feb. 1975

pp.25-33

A step by step approach is outlined. This includes establishing the target group, building survey questions, conducting survey interviews, analysing results, involving line management and appraising the approach. The result can be a readily understood management report with a high commitment from all involved. When the training is presented, participants will know it is their training put together to help them perform better.

3.3

DE GUZMAN **Management Training Needs and Goals
RAUL P. et el in ESCAP Region: Toward Collaborative
Efforts.**

**Philippine Journal of Public
Administration**

Manila

Philippines 20(2)

April 1976

pp.162-179

Problems areas in existing training programmes for working out collaborative efforts in the ESCAP region are identified. These include adoption of training that is inconsistent with needs or incongruent with group size apart from inadequate assessment of training needs and specification of training goals. The purpose of need and goal identification is stressed.

3.4

DILAURO THOMAS J. Training Needs Assessment: Current Practices and New Directions

Public Personnel Management Washington D.C.
(USA) 8(6) 1979 pp.350-359

The article provides an overview of the major steps in the training needs assessment process and to identify some of the future trends in the field. It is suggested that the trainer should determine purpose, identify data needed, design data-gathering approach, gather data, analyse and verify data and then establish training priorities. After these phases one can proceed to program implementation and administration. Also needs assessment can lead to a career development system which will include curriculum development and performance appraisal.

3.5

HARAGOPAL G. & MANOHAR K.M. Training for Indoor Staff: an inquiry into the needs and attitudes

Indian Journal of Public Administration Delhi
(India) 20(1) 1974 pp.73-97

The paper presents a study of the training needs, existing facilities and the employee's attitudes towards training programmes of ministerial staff (clerical grades) working at lower levels in district headquarters. The study reveals that these employees have entered the job because of various compulsions and not because of aptitude; their level of role perception was low; they have inadequate skills and minority of them have not undergone any training. Additionally existing training facilities were inadequate. These factor provide a perspective for determining the training needs.

3.6

LAWRIE J.W. & BORINGER CLAYTON W. Training Needs Assessment and Training Program Evaluation

Training and Development Journal Madison, Wis
(USA) 25(11) Nov. 1971 pp.6-9

A training planning process with measurement at both input and output stages is outlined. The trainers role in training needs assessment is emphasised. The seven step process includes administering training needs checklist

process includes administering training needs checklist and a cluster analysis of training needs results. The process finally stresses the place of evaluation in training programs or experiences.

3.7

LESTER RICHARD I. Training Research: Identification of Training Needs

Personnel Journal Swanthmore,
Penn

(USA) 52(3) March 1973 pp.180-183

The article is intended to serve as a basic guide for trainers who plan, develop, approve, administer or manage professional development programme. It applies a research design to the identification of training needs, considers a fundamental research technique, and presents a model for determining research needs. It is stated that the objective should provide the means whereby employees can be trained in accordance with their capacity, interests and needs. Identification of training needs must take into account training as measured in cost savings, productivity, work quality, and growth.

3.8

MICHAUD ROBERT E. The Staff Development Function - Assessing Training Needs

Training and Development Journal Madison, Wis

(USA) 32(8) August 1978 pp.62-64

The responsibility of a trainer in the staff development area along with identification of training needs is noted. The assessment of professional development needs is suggested in four items of curriculum and instruction. These needs are assessed in terms of importance level and interest. In this approach compiling results of the assessment and prioritizing them becomes easy. Trainers can then start with the designing of the program.

3.9

MITCHELL
ELIZABETH J. &
HYDE ALBERT C.

Training Demand Assessment: Three Case
Studies in Planning Training Programs

Public Personnel Management

Washington D.C.

(USA)

8(6)

1979

pp.360-373

It is argued that as a diagnostic tool, needs assessment will insure that training is relevant to both short-run performance deficiencies and long-run career development needs of employees. It will also help in identifying training priorities. The three case studies indicate that organisations cannot expect to find simple consensus among organisational members as what training needs are. Trainers must not only learn this but how to proceed inspite of it. Training demand assessment can provide useful, highly cost-effective data. Trainers need much more information then they currently possess if they are to plan, manage, allocate, and evaluate training programmes more effectively.

3.10

MUSHKAT M. (Jr)

Establishing Training Needs in the
Public Sector

**Indian Journal of Public
Administration**

New Delhi

(India)

25(2)

Apr-June 1979

pp.350-9

The historical evolution of the concept of training and the varying degrees of its acceptance by the governments, both in the developed and developing countries is analysed. It is stressed that while the training content is no doubt important, the need for training itself requires careful analysis in order that training ought to be given only where necessary. Training needs analysis should be the foundation upon which the entire training effort should be raised.

3.11

SAXENA A.P.

Identification of Training Needs -
A Group Approach

Indian Journal of Public Administration

(India)

XX(1)

March 1974

pp.98-107

A group approach for identifying training needs in an organisation is presented. The technique based on an experience-age matrix includes identifying the group,

analysing group job content, establishing group needs, selection of training programmes and testing programme viability. This will assist in establishing objective priorities for fulfilling training needs over a time period, which can later lead to a training plan. It is also suggested that a well trained group can better serve as a 'critical mass' capable of bringing about change through training intervention.

3.12

SENGUPTA N.K.

**Training Needs of Public Servants
in a Changing Society**

ASCI Journal of Management

Hyderabad

(India)

1(2)

1972

pp.70-7

The authors main contention is that training programmes must attempt to prepare administrative leaders for a future role. In a country like India, the pattern and structure of administration inherited from the colonial times has to change under the pressure of rapid social and economic development. Training needs will thus require a theoretical as well as an attitudinal dimension. Training programmes, in pursuit of these needs must provide these inputs.

3.13

SINGER EDWIN J.
& RAMSDEN JOHN

**The Practical Approach to Skills
Analysis**

McGraw-Hill

London

(UK)

1969

pp.170

The book examines the place of skills analysis as a basis for designing training programmes. It is in four parts. Part one discusses the anatomy of training, the use and evaluation of training, design of training and design of training programmes. Part two stresses on people in training and Part three covers management and training, the role of the training manager and the organisation of training. Part four finally covers the guidelines for management action and future tasks for the trainer in the context of the emerging training function.

3.14

WHEELER FREDERICK Providing the Future Management Needs
in the Commonwealth Service

Public Administration

Sydney

(Australia) XXX(1) 1971

pp.1-9

The author, chairman of the Commonwealth Service Board, discusses the special features of Top Management in the Service, Career Recruitment as a Management Service, individual initiative in management selection, and opportunities for individual self-development. In this background the need, objectives and approaches to formal as well as informal training are outlined. Formal training as described, has constituted part of the Services management development programme for over two decades while informal training is yet to be fully understood.

3.15

UNITED NATIONS

Identification of Needs for the
Development of Senior Administrators, in

**Report of the Inter-regional Seminar on
the Development of Senior Administrators
in the Public Service of Developing
Countries, Geneva, August 1968**

New York

(USA)

1969

The paper attempts to underscore the importance of a valid assessment of development needs, to categorise these in operational terms, to present systematic methods of assessing them, to single out some areas relevant to these needs, and to explore some of the implications for designing programs to meet them. This coverage illustrates the kinds of requirements which need to be identified if executive development programs are to be of real value. It is suggested that programs which fail to reflect the dilemmas and problems which senior administrators really face in their work are a waste of time, so that the designers of these programs have a particular responsibility to isolate the real needs of the participants. The profile that emerges is complex and it includes variables beyond knowledge and techniques, many of which have only recently been recognised as subject to change.