

**A STUDY ON TRAINING NEEDS ANALYSIS [TNA] PROCESS
AMONG MANUFACTURING COMPANIES REGISTERED
WITH PEMBANGUNAN SUMBER MANUSIA
BERHAD[PSMB] AT BAYAN LEPAS INDUSTRIAL AREA.**

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**Research report in partial fulfillment of the requirements for the degree of
Master Of Business Administration [MBA]**

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DEDICATED TO

My beloved wife, Ramlah Bt Birasahif
Daughters, Amirah Nurdini and Alisha Qistina
Son, Ahmad Danial

My beloved parents,
Zaiton Bte Abdul Hamid
Mohamad Yusof Bin Mohamad

My Mentor,
Mr G. Subramoneyam

My beloved brothers, in-laws and colleagues

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ABSTRAK

Teori bidang latihan menegaskan bahawa setiap usaha latihan yang dibuat oleh organisasi mestilah didahului dengan proses Analisa Keperluan Latihan (TNA). Langkah ini dikatakan amat penting kerana ia membekalkan banyak maklumat berguna kepada organisasi didalam memastikan setiap program latihan yang dijalankan memberi kesan yang terbaik. Melakukan proses TNA dengan betul juga adalah penting kerana ia mempengaruhi ketepatan maklumat keperluan yang diperolehi. Berdasarkan kajian terdahulu berkaitan TNA, kajian ini telah merumuskan lima pembolehubah yang mempunyai impak dalam memastikan proses TNA menjadi lebih berkualiti. Kajian ini dijalankan bertujuan untuk memahami serta menyelidiki sama ada organisasi mempraktikan cadangan pengkaji terdahulu dalam melaksanakan proses TNA. Lima pembolehubah tersebut adalah, pendekatan sistematik dalam mengurus fungsi latihan, kaedah memungut data, tahap analisa yang dijalankan, penglibatan oleh pemain utama dan penjajaran TNA dengan strategi organisasi. Soalan soal-selidik telah diedarkan kepada 236 organisasi terpilih dikawasan perindustrian Bayan Lepas, sebagaimana senarai yang terdapat dari Buku Senarai Majikan berdaftar dengan Pembangunan Sumber Manusia Berhad (PSMB), tahun 2008. Sebanyak 97 organisasi telah memberi maklum balas kepada soalan yang diedarkan. Dapatan daripada soal-selidik dianalisa menggunakan pelbagai kaedah statistik. Keputusan kajian ini diharapkan dapat memberi kefahaman kepada pengamal sumber manusia dan latihan berkenaan TNA serta memberi pengetahuan bagaimana TNA harus dilaksanakan dan apakah pembolehubah yang mempengaruhi keberkesannya. Organisasi juga boleh menggunakan keputusan kajian ini bagi menambahbaik proses TNA semasa mereka agar dapat membantu dalam mengurus fungsi latihan dengan lebih berkesan.

ABSTRACT

The literature of training strongly suggest that any training intervention must be preceded with the process of training needs analysis (TNA). This prerequisite steps is considered important in providing organization with valuable information to help them in designing and implementing strategic training programs, that will lead to organizational sustainability. The manner to which TNA process is approached are also important in determining the accuracy of it's results. Based on previous literature and research on TNA, this study had summarized five variables that has strong relationship on ensuring TNA process effectiveness. This research was carried out with the purpose of understanding whether organization are adopting the recommended practices in TNA processes. The five variables are, systematic approach in managing training function, data gathering method, level of analysis in TNA, involvement of key stakeholder and alignment of TNA with organizational strategy. Survey questionnaire were distributed to 236 selected organization at Bayan Lepas Industrial Area as in the directory of Pembangunan Sumber Manusia Berhad(PSMB) 2008. Ninety seven organization responded to the survey or 40.10 % rate of returns. Results was analyzed using various statistical method. This study findings conforms that Organization do recognize the importance of proper training needs analysis in helping to plan for an effective annual training plan. Type of Organization sector had no effect on the way training needs analysis is being conducted. The outcome of the study offers practical understanding to human resource and training practitioners on how organizations implement their TNA and also this study provides knowledge on how TNA should be conducted and the variables that affect its effectiveness. Organization also may used this research to improve their current TNA process in order to manage their training function which can help to produce significant results in term of developing people for organization sustainability.

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter explained the research outline of the study, which illustrates the background, problem statement, research objectives, research questions, significance of the study and the organization of remaining chapters.

1.2 Background

To train employees effectively is not an easy task. From a human capital theory perspective, training is an investment rather than viewed as a cost. Research claimed that training are an important factors that could facilitate an organization expansion, develop its potentials and enhance its profitability(Tharenou,1991).Tung-Chun(2001) also agreed that educated and well-trained employees are a prerequisite for an organization's competitive advantage. In general, training refers to a planned effort by an organization to facilitate employee knowledge and skills that are critical for successful job performance (Noe, Hollenbeck, Gerhart, and Wright, 2008).

There are several factors that Human Resource and Training practitioners must consider when designing or proposing training programs. These factors will determine whether transfer of learning actually occurs. One of the very important factors are the process of Training Needs Analysis (TNA). One of the conditions that would make training effective is how the training are approached at the beginning. This involves careful consideration regarding the accuracy of the identified "need" and the best way

to fulfill those “needs”. If the “needs” are accurately identified using the right process, then the probability of success of the training is high. Training must be approached systematically in order to enjoy the benefits on training investment.

Systematic means that there are certain steps that organization need to take in managing training process. These steps begins with an identification of training needs, designing and developing an appropriate training solution, implementing the training and evaluating the training programs effectiveness whether the original needs have been achieved. These steps are popularly known as the “training cycle” and many training researches agreed that these steps are necessary to ensure training effectiveness (Leat and Lovell, 1997).

Among the step in the training cycle is the identification of training needs or training need analysis (TNA) can be considered the most important steps in ensuring the effectiveness of the overall training process. This statement is made based on the emphasize placed by many training theorist on this step, who agreed that TNA must precede any type of training intervention (Wright, 1992; Anderson, 1999). This opinion also share by Elbadri(2001) which stated that as the first stage in the training cycle, TNA minimizes error possibly made in the training programs. There are two main issue of concern regarding TNA. The first is whether it is conducted before training is implemented. The second is the manner in which TNA process are conducted. The main focus of this study will be on the second issue.

Even if organizations claimed they conducted TNA, the results of these analyses which they used in preparing their Annual Training Plan (ATP), would not be useful if they did not approach them properly (Bowman and Wilson, 2008). According to (Wagonhurst, 2002 p.78) “ inadequate needs assessment can result in inappropriate and inefficient interventions which could either have no impact or have a deleterious impact on the actual performance problem”.

Both concerns above affect two parties; theorist and practitioners. Theorist supplies the theories and models on how to performed TNA so that organization can maximize the potential of their employees. Practitioners are the ones who decide whether the theories are actually useful in practice. If these theories are not practiced, it is a waste to both parties. For theorist, their work only appears on paper, but for practitioner, they might be practicing incorrect or ineffective approach to training which could hinder their organization competitive performance.

1.3 Problem Statement

The environment in which business operate today has changed dramatically compared to few decades ago. More companies are begins to realize that one way to ensure their business remain competitive is by constantly increasing the value of their people by improving their knowledge, skills and attitude. In order to do this, business should not only react when problem occurs, rather they should be more proactive, think of what they must possess in the future and be prepared well before their competitors.

Training should focus on building individual and organizational capability so that it gives the organization the sustainable competitive advantage. Literature findings believed that to retain its competitive advantage through training activities, a proper Training Needs Analysis (TNA) should be conducted (Anderson, 1999; Bowman and Wilson, 2008; Wagonhurst, 2002; Elbadri, 2001).

Presumably, many organizations ignore the importance of conducting proper TNA prior conducting training activities. As a results, there are many issue in relation to training effectiveness are questionable.

Therefore organizational training strategies must be aligned with organizational strategies in order for true benefits achieved in term of performance improvement. There was evidence that training conducted in organizations was often not aligned with organization strategy, as the training needs were not properly assessed to determined how such needs contributed to the overall achievements of organization strategic objectives(O'Driscoll and Taylor,1992). Correctly identified training and development needs of the organization will assist in the alignment of training with the organization strategy.

In relation to the above problem, this study meant to explore what are the current practices of TNA process implementation among manufacturing companies at Bayan Lepas Industrial Area.

1.4 Research Objective

Below are the objectives of this study:

- a) To explore the current practice of TNA in the manufacturing companies at Bayan Lepas Industrial Area.
- b) To explore organization contextual factors in relation to the proper conduct of TNA.

1.5 Research Questions

In order to achieve the objectives mentioned above, this study will try to answer the following research questions

1. Does manufacturing companies at Bayan Lepas Industrial Area consider proper TNA before generating their Annual Training Plan?
2. What is the current practice of manufacturing companies at Bayan Lepas Industrial Area in conducting TNA?
3. Does manufacturing companies at Bayan Lepas Industrial Area perceived TNA as an important step in generating Annual Training Plan?
4. Does manufacturing companies at Bayan Lepas Industrial Area consider Organization Strategy when conducting TNA?

1.6 Significance of the Study

The Government has emphasized on the importance of training and development for employees in the manufacturing sector through various initiatives. For example in 2007, through the Human Resource Development Council provided about 45 million ringgit of monetary assistance to the manufacturing sector for employees training. This is because the Government believes that investment in human capital is the key to the success of the country's economic growth (Ministry of Human Resource, 2009). As per Pembangunan Sumber Manusia Berhad 2008 Annual Report, the balance employer levy fund as at 31st December 2008 is at RM675, 747,022 million. This huge fund is intended to be used for employer to conduct training for their employees. Therefore it is important for training practitioners to have proper knowledge in conducting an effective training needs analysis. The awareness on the important of training need analysis is just not enough, but the knowledge on the proper process of conducting training need analysis is much more important especially for human resource and training practitioners.

Therefore this study hopefully can helps organizations to benchmark their current training need analysis approach and improve it accordingly.

1.7 Definition of Key Terms

For the purpose of this study, the following definitions were referred to specifically:

Training

“A planned process to modify attitude, knowledge and skills through learning experiences to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy the current and future needs of the organization” (Wilson, 1999 p.65)

Training Need Analysis

An ongoing process of gathering data to determine what training needs exist so that training can be developed to help the organization accomplish its objectives. (Brown, 2002)

1.8 Organization of Remaining Chapter.

This study is structured into five chapters. Chapter 1 presents the introduction, the background, problem statement, purpose, research questions, and significance of the study and definitions of term. Chapter 2 is used to present the literature reviews carried out for this study and describes the proposed research model, theoretical framework and hypotheses. Chapter 3 explains on the research methodology applied. It includes a description of the respondents, the instruments used, data collection procedures, and data analysis. Chapter 4 describes the analysis of the data and testing of the hypotheses of the proposed framework and the last chapter, Chapter 5, presents conclusions and implications of the research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Employees are said to be the most valuable asset in an organization, and that an organization is only as good as its people (Ferdinand, 1988). Csath (2009), further pointed out that only through people can organization achieve sustainability. It is therefore important that employees possess the necessary knowledge, skills and attitude in order for an organization remain competitive and successful. A formal approach for organization to update employee's acquisition of knowledge and skills is by training. Bentley (1994), further emphasize that the key to finding and developing the talent is by training. In general, training refers to a planned effort by an organization to facilitate employee knowledge and skills that are critical for successful job performance (Noe, Hollenbeck, Gerhart and Wright, 2008). Organization has been investing into training because they believe that it is a good thing to do. To enjoy the benefits on training investment, the training itself must first be approached systematically (Daniels, 2003).

2.2 The Importance of Training Needs Analysis

Systematic approach means the training process has at least four phases. These phases begin with needs analysis, designing and developing an appropriate training solution, delivering the training and evaluating on the training programs effectiveness whether

the objectives have been achieved. These steps are popularly known as the “training cycle” and many training researches agree these steps are necessary to ensure training effectiveness. (Daniels, 2003; Leat and Lovell , 1997; Wilson and Bowman, 2008;; Lorento and Gomez, 2004; Reed and Vokala, 2006) The following figure show the four phases in the ‘training cycle’.

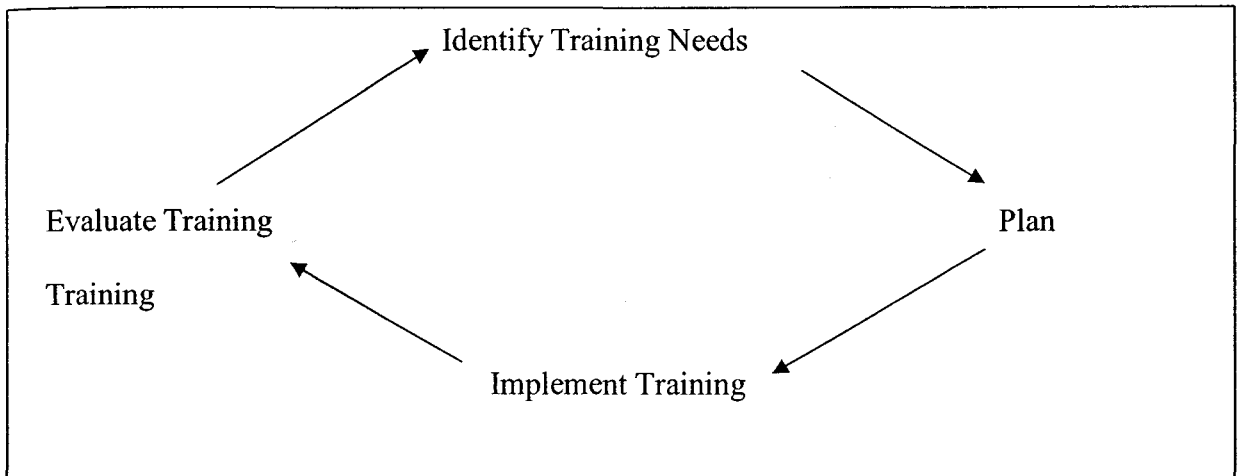


Figure 2.1: The Training Cycle (Balderson, 1999)

Among the phases in the training cycle, the identification of training needs or training need analysis (TNA) can be considered the most important phase in ensuring the effectiveness of the overall training process. This statement is made based on the emphasize placed by many training theorist on this phase, who agrees that TNA must precede any type of training intervention (Wright, 1992; Anderson, 1999). This opinion also shared by Elbadri (2001), which stated that as the first stage in the training cycle and strongly believed that TNA should minimizes error possibly made in the training programs.

2.3 The Concept of Training Needs Analysis

There are few terms that can be used to refer to the process of identification of training needs. The most common terms are training needs analysis (TNA). Reed and Vokala (2006), defines the term 'training needs analysis' as "*a process of gathering, assessing and analyzing data to determine the training needs for and organization.*"

A more details meaning of TNA explained by Chiu (1997, p 87) "*an ongoing process of gathering data to determine what training needs exist so that training can be developed to help the organization accomplish its objectives*". Basically TNA is referred to a systematic effort which data is gathered to analyze performance problems in order to decide whether they could be potentially solved by training activities (Bucalo, 1984).

Reasons for conducting training needs arise from internal and external factors of an organization. Examples of internal factors that initiate training needs are new or revised organization strategic objectives, installing new machine or equipment, implementing new processes, hiring of new employees, new job created or because of gap in performance. Examples of training needs caused by external factors are customer requirements, technological changes, ISO compliance, government legislation, etc. These factors create new requirements for organizations, and these needs must be fulfilled.

Overall definition of TNA offered by researchers indicates clearly that TNA is done so that training identified by organization will enable them to achieve their strategic objectives. The purpose of TNA is to ensure that objective of each training are aligned

with the ultimate objectives of the organizations. Daniels (2003), claimed that a lot of organization investment in training failed to show return and suggested that this was probably due to the organization failure to connect training effort with their goals and strategies. TNA if done properly will force practitioners to determine the potential contribution for every training program to the achievement of organizational objectives. If practitioners failed to see the linkage, it could mean that the training was actually based on 'want' rather than true 'need'.

TNA allows a thorough analysis of a problem or need and determine whether such problem or needs can actually be solved by training (Bowman and Wilson, 2006). Not all performance problems can be treated by training. Employee sometimes do not perform not because they do not possess the necessary knowledge and skills, but because of other non-training issue. Training can solve employees performance problem only if the problem are due to the employee lack of knowledge and skills as emphasize by Chiu, *et al* (1999).

2.4 Approaches in Training Needs Analysis

Based on findings from previous researches, there are two main approaches are discuss with regards to training needs analysis. The first approaches are categorized as reactive approach which is more focusing on current performance gap problem in individuals. The second approach which is more forward looking are categorized as proactive approach.

2.4.1 Reactive Approach

The traditional and common ways of looking at training needs are by focusing on a performance gap between current performance and expected performance. Referred as the reactive or mechanistic approach, it means that training is applied as the solution only when there is a gap in meeting current standard of performance.

This approach has received much criticism for its failure to link training needs of employees with organization strategic objectives (Anderson, 1994). The event of organization reacting only when performance gaps grow or focusing only on present needs is no longer suitable in a rapidly changing business environment. Future needs and requirements which key to maintain organization survival and competitiveness are not taken into consideration. Anderson (1994) further explains that the major problem with focusing mainly on the job performance gap is that the concepts of 'job' are becoming increasingly irrelevant. According to him, by the time the identified needs were translated into a training program and delivered to the employees in need, the scope of needs and content of training were already outdated.

2.4.2 Proactive Approach

Due to some weakness in reactive approach, a newer approach of TNA which are more proactive has gained popularity, (Wright and Geroy, 1992, Berger, 1993, Wilson and Bowman, 2008), (Hyland and Zheng, 2007), (Daniels, 2003) and (Anderson, 1994). For instance, Berger (1993), wrote about a TNA approach which he called the 'market-led' TNA and claimed it to be more suitable to the changes in the

environment of organizations. The model started with an examination of business environment where key senior managers of an organization were asked to judge their organization's environmental stability based on their environment at present, and the environment five years in future. This first step required a lot of participation and cooperation from key senior management team in order to determine the organization position. The final step deals with the determination of the knowledge, skills and attitude needed to realize the necessary changes. Berger (1993), claimed that this approach was better than the traditional approach to TNA because it showed how changes at sub-units contributed to the overall changes of the whole organization, and lastly this approach yielded needs that were more responsive and future-oriented. Anderson (1994), whom very supportive of this approach, further explains that training must be perceived as a proactive process which anticipates trends and future changes. According to Anderson (1994, p.24), " a proactive approach unlike the deficit models, will actively seek out ways to help people further develop existing strengths and encourage them to improve both the quality of their contribution to the organization and their life at work."

Training needs analysis activity ideally should be more proactive than reactive. According to Wright and Geroy (1992), the ability to predict training needs is of paramount importance if training is to make a larger contribution to productivity. They further stressed that, reactive approach should not be totally disregarded, but validate that there always will be a situation, even in strategically-driven organizations, to which the trainer must react.

2.5 Training Needs Analysis Model

One of the earliest and most classical works to influence TNA and the field of training and development was written by McGehe and Thayer (1961) and (Goldstein, 1998). In their opinion, TNA was a research that had to be conducted in a systematic manner, and they rejected the use of any intuitive top management approaches in determining training needs. McGehe and Thayer (1961), introduced the tripartite levels of the TNA model and this model has been a great influence to other subsequent models of TNA. The three levels are described as follows:

2.5.1 Organizational Analysis

According to McGehe and Thayer, organization analysis involved determining where within an organization training emphases could and should be placed. According to Noe et.al (2009), organization analysis involved the consideration of organization strategic direction; such as analyzing the organization mission, vision and values and then determining relevant training needs to support those statements.

2.5.2 Operational Analysis

McGehe and Thayer operation analysis involved determining what the contents of training should be in order for an employee to perform a task or job in an effective and efficient way. Other author's (Daniel, 2003) referred operation analysis also as job or task analysis. According to Noe et.al (2009), task analysis is a process of identifying the job knowledge, skills and attitude that need to be emphasized in training.

2.5.3 Individual Analysis

The knowledge, skills and attitude for an employee to perform a job are determined in this level. This level is also known as person analysis. According to Noe et.al (2009), person analysis helps identify who needs training based on performance deficiencies that result from lack of knowledge, skills or attitude. In their argument, Leat and Lovell (1997) strongly stated that person analysis process should not only consider current training needs, but also should identify training and developmental strategies that will help the individual to achieve expected performance standards that are important to the organizational goals.

McGehe and Thayer proposed that all three levels were interrelated and Organization analysis served as an overarching umbrella cascading down to the lower levels. Continuous efforts have been made to improve existing TNA models. Another level of analysis focusing on group needs was also added through the years in line with the growing emphasis of teamwork at the workplace. For instance, (Daniels, 2003), believed that employees working in team required different training needs as compared to individual working alone. There are also a TNA model specifically developed for a company responsible for the management of other company's employee training and development, (Al-Khayyat, 1998). In this case the clients are usually of the same industry, occasionally grouping together to minimize the cost of employee training and development. The strategic nature of TNA can also be based on the way in which level of analysis in TNA is structured. Many literatures has summarized that in order for training to be able to contribute to the achievement of

organizational objectives, TNA must first start with organizational level of analysis. According to Leat and Lovell (1997), the need analysis at this level should explore area such as the goals of the organization, its vision, and mission and skills resources. Furthermore they concluded that an examination of overall organization goals and objectives can display functional target that require changes in performance standards, thereby justified training involvement. In other words, organizational analysis provides a guide to determining what training is needed and to whom it should be offered to enable the organization achieve its objectives. There are many models on TNA found in literature. In general, almost all models are focusing the same level of analysis but with different names, but actually the interpretation is same. Therefore the TNA models that used in this study are summarized as to following diagram:

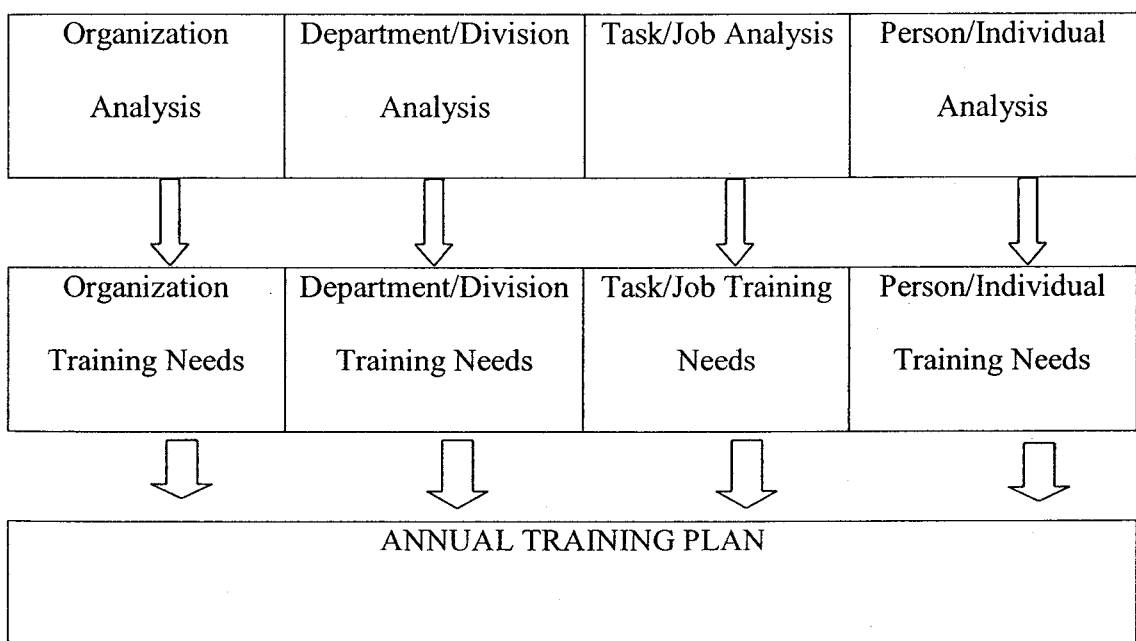


Figure 2.3: Proposed TNA Model (Source: Researcher, 2010)

2.6 Key variables factors in TNA process

Based on the findings from literature, there are five main variables that had been given most priority in ensuring that TNA process effectiveness. The five variables are as follows:-

2.6.1 Approach in Managing Training Function

Most training theorist and practitioners agree that systematic training process has four steps or phases; assessment or analysis, design and development, delivery or implementation and evaluation, (Elbadri, 2001). Organization that adopting all four phases in managing their training function has an advantage to revise and monitor the outcome from each phase, (McClelland, 1993). He further elaborates organization that only focusing on analyzing phases without considering other phases are not able to produced comprehensive needs analysis outcome.

2.6.2 Methods of Data Gathering

Methods of data collection refer to the instrument that analyst can use to collect data for conducting TNA (Anderson, 1994). In general, methods for TNA can be divided into two broad categories according to the type of data were produced, which is Quantitative and Qualitative method. Examples of quantitative data collection method are questionnaires, performance appraisal form review, document review and skill test record. Normally, these methods are suitable when data needs to be collected from a large number of populations. Quantitative data are generally preferred by organization as it provides hard evidence regarding training needs (Daniels, 2003). Qualitative data,

on the other hand, emphasizes the 'soft' data, for instance interviews, focus group discussions, observation, brainstorming and assessment centers. Qualitative data normally used when analyst need to explore more in detail the data discovered quantitatively (Mc Clelland, 1993). According to him, in order to use qualitative data gathering method effectively, analyst need to possess skills like good communication skill, emphatic listening skills, and ability to observed objectively. Each method has its own advantage as well as disadvantages. There are plenty of data gathering methods available to analyze the training needs. In practice however, the methods that organization used in TNA are sometimes very limited. Literature suggests multiple methods should be adopted to get more accurate picture of training needs. Relying to only one or two methods may provide inaccurate results, (Wilson and Bowman, 2008). Therefore it is important that choices of method are properly considered. It is therefore suggested by literature that it is best to used more than one method in TNA process. To yield the most successful and reliable results, training needs analyst are advised to include both quantitative and qualitative data (Waganhun, 2002).

2.6.3 Level of Analysis in TNA process

As discussed above on TNA model, TNA processes are generally conducted in multiple levels. According to McGehe and Thayer (1961), by including multiple level of analysis will yield better TNA results.

2.6.4 Strategic Alignment with Organizational Strategy

TNA are conducted to improve organization performance through helping people to acquire the necessary knowledge, skills and attitude (Wright and Geroy, 1992). Ferdinard (1988), described TNA as a “rational process by which an organization determines how to develop or acquire the human skills it needs in order to achieve its business objectives”. Therefore, the development of the training strategies must be in a holistic way, which involved integrating both business and individual needs (Ferdinard, 1988), TNA results should be able to capture future efficiencies and align closely with organization operations and strategies(Chiu et al. , 1999). Johnson (1993), further stated that organizational training strategies must be aligned with organizational strategies in order for true payoff to be achieved in terms of asset utilization toward meeting the organization business results.

2.6.5 Involvement of Key Stakeholder

Based on literature, there are needs to gain more involvement and support from top management and other key stakeholders in training process in order to achieved best results (Elbadri, 2001). According to Tharenou (1997), participation and involvement in conducting TNA process should not be delegated heavily to HR and Training personnel only. According to Wills (1994), it is vital to involve stakeholders during the early stages of training process. He further clearly specifies that, managing director, heads of departments and human resource manager are all important stakeholders in the training process. Besides that, Johnson (1993, p.36), also mentioned that “Managers and Supervisors must have input and be accountable for the training their people received”.

2.7 Theoretical Framework

Based on the literature review, the key constructs in the model are depicted in *Figure 2.4* below. The theoretical framework examines the relationship whether Training Need Analysis factors are related with the organization contextual factors.

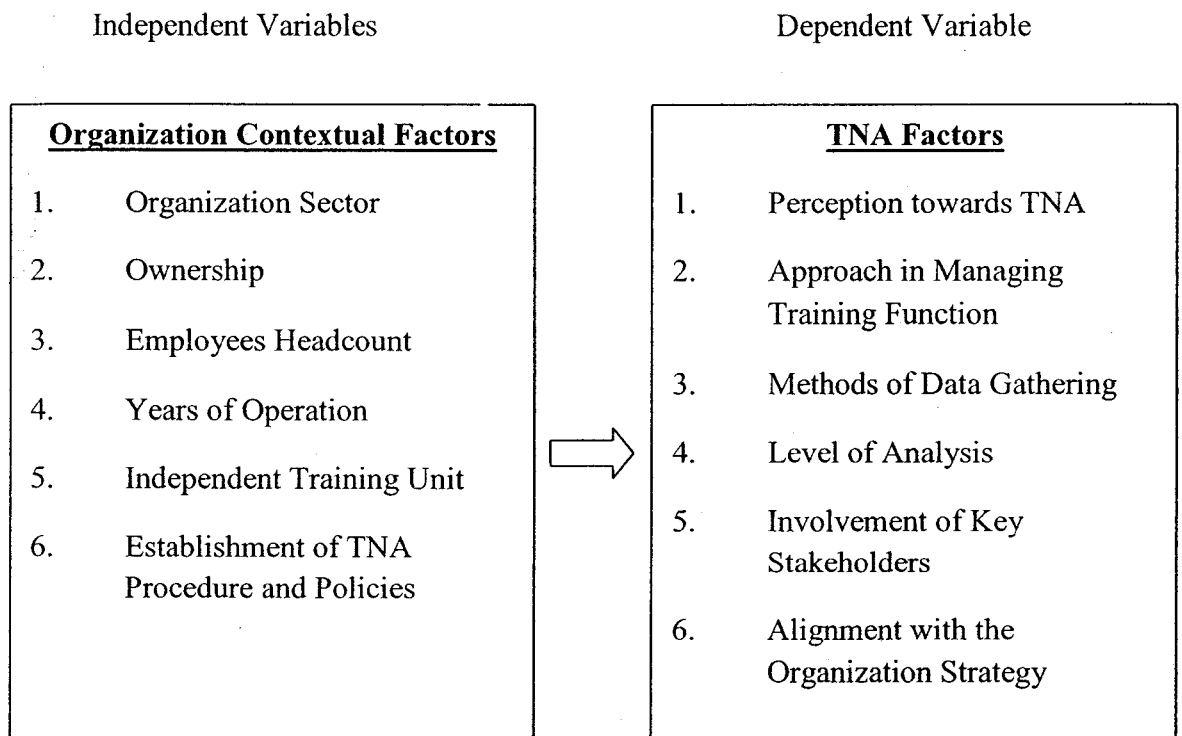


Figure 2.4: Theoretical Framework

2.8 Hypotheses Development

With accordance to the literature review on the training need analysis factors, the following hypotheses are suggested for this study:

- H1: The organization sector will positively influence the proper conduct of Training Needs Analysis in the organization.
- H2: The organization ownership will positively influence the proper conduct of Training Needs Analysis in the organization.
- H3: The number of employees in the organization will positively influence the proper
conduct of Training Needs Analysis in the organization.
- H4: The organization operation period will positively influence the proper conduct of Training Needs Analysis in the organization.
- H5: The existence of independent training unit will positively influence the proper conduct of Training Needs Analysis in the organization.
- H6: The establishment of TNA procedure and policies will positively influence the proper conduct of Training Needs Analysis in the organization.

2.9 Summary

From the review of the related literature, most of the researchers have shown the important of conducting pre-need analysis before training is implemented. In the review also clearly shown that in order to have an effective training strategy, the needs must be align with the strategy of the organization (Ferdinard, 1988), But from the literature, there are very little focus was given on the area whether key stakeholder should be involved heavily in the process of identification of training needs and what is their specific role they must play in order to produce effective training strategy. I strongly believed that without the commitment and full participation of key

stakeholder in conducting TNA, the outcome of TNA will not be accurate and will not have 'buy-in' power. Training is not just the responsibility of Training or HR department, but it should be the responsibilities of all employees in the organization.

Even though much organization out there claim that they conduct some form of need analysis, their approaches may not be right. Therefore there is a need to find out not only whether organization conduct TNA, but also how they conduct them and whether or not these are in line with TNA theories.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The previous Chapter, reviewed the relevant literature related to the factors effecting TNA process effectiveness that lead to the formulation of hypotheses. To test these hypotheses, an appropriate research methodology has to be developed. This chapter will explain the target population of the study and the procedure used to choose the samples. Justification for the particular population and sample was selected is explained. The present study adopted self-completion survey questionnaire method to gather data. This chapter will discuss how the questionnaires were designed, what items were included, and with justification of every item relating to the purpose of this study.

3.2 Research Design

The nature of this study is descriptive research where it is undertaken to ascertain and describe the variables that lead to training need analysis process effectiveness. The data gathered through a questionnaire survey on the 236 companies in Bayan Lepas Industrial Area as listed in the Pembangunan Sumber Manusia Berhad 2008 Directory Listing. The data will be collected from the drawn sample and statistically processed. A detailed diagram describing the research design process is shown in *Figure 5*.

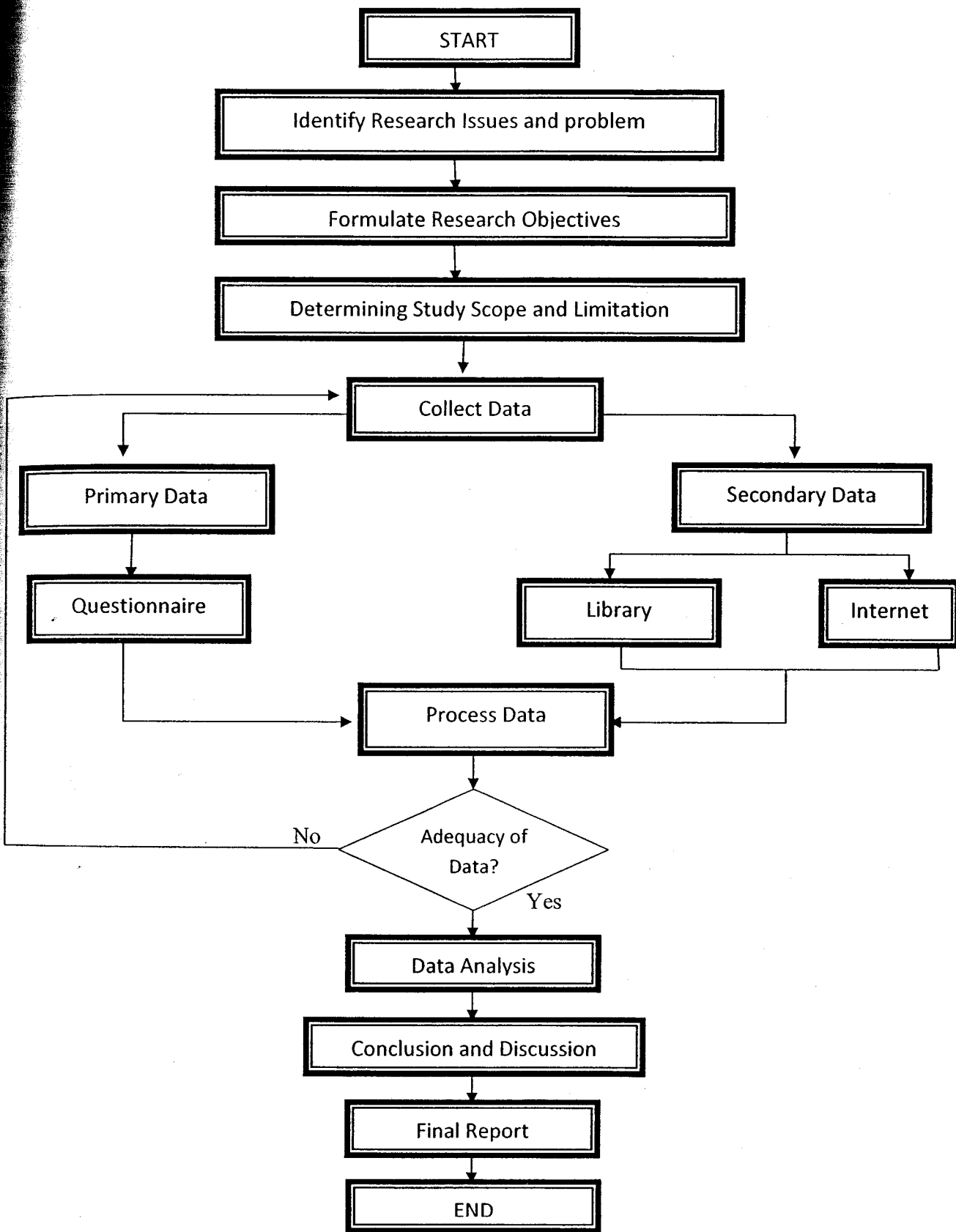


Figure 3.1 : Research Design Flow Chart