

## Training Needs Analysis of Banking Sector in Bangladesh

Rebeka Sultana Liza<sup>\*</sup>

Md. Abul Mohaimen<sup>\*\*</sup>

Tahmina Ferdous<sup>\*\*\*</sup>

### 1.0: Abstract

*This study aims to investigate the methods, process, and analysis of the internal training needs arranged and maintained by the Human resources managers of Private and Public Banks in Bangladesh. The study reveals that the trained employees help the firms' drive and competitiveness but it is difficult to understand the need assessment before training. Today, business environment and intense global competition have made it essential for organizations to constantly train their human resources. In order to design training programs which are strategic to business needs, training needs must be identified systematically and theoretically with the use of the appropriate tools. A questionnaire survey was conducted to identify the methods and techniques used to determine training needs of banking sector in Bangladesh and also the overall perceptions regarding their practices.*

**Key Words:** TNA, HR, SKAs, SWOT analysis, PA, Critical Incident, Supervisor Rating, PERT, Delphi.

### 1.1: Introduction

Economic globalization, increasing consumer demand for better quality products or services, explosions in technological advances and constant changes in the business environment have created the need for organizations to continuously provide their employees with certain skills, knowledge and abilities (SKAs) in order to maintain market competitiveness and business survival. A formal approach for organizations to update employees' acquisition of job-related SKAs is training. Some of the business organizations of Bangladesh have established their own training centers aiming to train up their employees as per their own standard. These organizations usually follow "Make hiring recruitment" approach. Under this approach the management selects the unskilled talents and makes them capable of performing the jobs through required training on the basis of performance appraisal. On the contrary, many organizations in Bangladesh do not have their own training centers; they hire experienced people and send them to outside training institutions. In both cases the necessity of training is determined through "Training Needs Analysis". Research claimed that training was an important factor that could facilitate a firm's expansion, develop its potentials and enhance its profitability (Cosh, *et al*, 1998). Tung-Chun

---

<sup>\*</sup> Sr. Lecturer, Faculty of Business, ASA University Bangladesh

<sup>\*\*</sup> Lecturer, Faculty of Business, ASA University Bangladesh

<sup>\*\*\*</sup> Former Lecturer, Faculty of Business, ASA University Bangladesh

(2001) concurred with this, stating that educated and well-trained employees are a prerequisite for an organization's competitive advantage. Training needs analysis (TNA) is often considered to be a very important factor and therefore, should precede any training intervention (Goldstein and Ford, 2002; Palmer, 1999; Reid and Barrington, 1997; Reay, 1994; Ostroff and Ford, 1989; Boydell, 1976; and McGehee and Thayer, 1961).

## **1.2: Objectives of the study**

The main objectives of this study are:

- To facilitate the identification of training requirements, the planning of associated training activities and the development of the training needs by the HR in case of Financial Institutions.
- To identify the determinants that cover training need analysis in the financial Institutions.
- To examine the impact of performance appraisals on training need analysis.
- To identify the elements needed for a supportive training environment.

## **1.3: Methodology of the study**

The sample for the study was drawn from the Head of Human Resource divisions of different banks operating in Bangladesh. These banks were chosen based on the business performance judged on a number of criteria such as turnover, profits, profit margin and return on capital. This assumption was made based on evidence suggesting that company size and financial resources could be the factors that influenced the companies' attitudes towards employee training. Twenty seven percent of the companies were randomly selected based on Krejcie and Morgan's (1970, cited in Sekaran, 1992) sampling table. Survey questionnaires were employed to gather data and were developed by modifying previous studies by O'Driscoll and Taylor (1992), Agnaia (1996), Gray, *et al* (1997) and Elbadri (2001). The TNA was based on 2 separate investigations. (1) Survey (questionnaires) on a representative sample of selected officials and (2) in-depth interview with four different categories of respondents.

(1) The rationale for the use of qualitative research techniques was the lack of in-depth knowledge of both the scope and the kind of knowledge and skills needed by key training needs analysis for bank employees and the need to understand and define individual training requirements. (2) The rationale for the use of a representative survey method was the assumption that the training strategy will need to create an overall training environment in which training can be "fine-tuned" to the recipients' needs and expectations as well to the legal and institutional requirements. Training needs analysis is a systematic process for identifying the gap between the skills, knowledge and attitudes that are required at the organizational, departmental and individual levels and the skills, knowledge and attitudes that exist at those levels. If applied proactively across an organisation, training needs analysis can be a powerful tool for preventing problems before they arise. In practice, it is often a reactive process, being carried out where there are performance problems at the organizational, departmental and individual levels.

## 2.0: Literature review

In order to design training program which will satisfy both the organization and its employees, training needs must be identified by performing three levels of analysis, i.e. organizational, operational and individual analysis. This framework is considered to have been first developed by McGehee and Thayer in 1961. In their opinion, TNA should be approached like a research that has to be conducted in a systematic and continuous manner by employing certain techniques. Organizational analysis involves the examination of an organization's mission and strategies to identify training needs. Operational analysis determines whether the SKAs required of each job in an organization contributes to the achievement of the preset objectives. The TNA process continues to the third level whereby the performance of each individual employee is assessed to determine whether he / she performs according to the standards and if discrepancies occur, to decide whether training can be used to close the gap. The terms 'method' and 'technique' to perform TNA are often used interchangeably in literature. Some authors (for example Chiu, *et al*, 1999; Goldstein and Ford, 2002) treated them as similar i.e. tools used to identify training needs. This study, however, makes a distinction. Methods refer to the instruments that analysts use to collect data for TNA purposes. Techniques, on the other hand, are the procedures to be carried out in order to identify training needs which involve the use of some data collection methods. The data collection methods can be divided into two broad categories according to the types of data they produce: quantitative data and qualitative data. Examples of quantitative methods are questionnaires and numerical tests, whereas, interviews, focus groups, on-site observations and reviews of literature or records are qualitative methods which are normally used when analysts need to explore in detail the data they have already discovered quantitatively. In order to generate a more accurate and comprehensive picture of training needs, it is often advisable to adopt more than one method from both quantitative and qualitative data (Wagonhurst, 2002). TNA literature also show that TNA data collection methods have not changed much. Research claims that organizational scanning technique is linked with improved organizational performance (Newgren, *et al*, 1984; Dollinger, 1984; West, 1988; and Murphy, 1987). SWOT analysis is often used in conjunction with organizational scanning or PEST analysis. A firm which identifies its strengths, weaknesses, available opportunities and foreseen threats use such information to come up with courses of action by matching organizational resources and capabilities to the competitive environment in which it operates. Finally, the balanced scorecard that was developed by Kaplan and Norton in 1996 involves measurements of an organization's performance based on four balanced perspectives: financial, customers, internal business processes, and learning and growth. Information derived from these techniques is then used as a basis for formulation of strategies throughout the organization. Several techniques which are used to perform operational analysis are job analysis, competency analysis (Dubois and Rothwell, 2004; and Noe, 2005), skills inventory and managerial skills audit / management audit (Osborne, 1996). The competency analysis technique is probably the most popular one today since its focus is not limited to current performance discrepancies but goes beyond and examines future needs. Some techniques to identify training needs at individual level are repertory grid analysis technique (Peters, 1994, Craig, 1994; and Osborne, 1996), versatility chart (Osborne, 1996), diary analysis (Osborne, 1996) and critical incident (Osborne, 1996; and Craig, 1994). However, the most common

technique used by many organizations is performance review / appraisal (Wessman, 1975, cited in Leat and Lovell, 1997; and Osborne, 1996). In terms of TNA, the use of performance appraisals to determine training needs is criticized on issues that can affect the accuracy of the identified needs such as reliability of appraisers' judgments in appraising employees' performances and the extent to which they could properly match appraisees' weaknesses with the training solution (Leat and Lovell, 1997; and Herbert and Doverspike, 1990).

### **2.1: TNA methods used by the Human Resource Division:**

**1. Questionnaires:** There are different ways of writing questionnaires, but there are some common principles for writing effective questionnaires. It is important to set clear objectives, work out how you are going to analyze the information before you write the questionnaire, allow free space for people's comments, and make sure your questions are unambiguous and structured. By the use of a structured questionnaire, data can easily be analyzed for TNA purpose.

**2. Focus groups:** A focus group is essentially a group whose task is to focus on a specific issue within an organisation. In the case of a focus group for training needs, the organization might (depending on what is required) select group members from the same team or from different parts of the organisation, or choose representatives from a department.

**3. Structured interviews:** These are interviews which have a formal or structured basis. When the bank sets up an interview, it finds a room that, if possible, is quiet and private. It is also important to agree on a time with the interviewee/s and to send them in writing a clear idea of what you hope to have from them.

**4. Performance interviews/appraisals:** Effective performance interviews should result in individual development plans from which individual and team training needs may be assessed. For this to work well for both managers and team members, the format or design of the development plan needs to be agreed so that the needs assessment is perceived as constructive by both the parties.

**5. Observation:** Assessing needs via on-job observation can give very accurate information on the skill levels of individuals, their knowledge and their behavior in the workplace.

**6. Assessment centers:** Assessment centers can be an effective way of identifying the strengths and weaknesses of an individual. From a development view point, they can be used for identifying training needs by assessing performance through a comprehensive set of simulations, e.g. what, if, scenarios, etc.

**7. Critical incident analysis:** This method can be used to focus on a particular incident/situation, e.g. a project that went well or one that went badly, and to analyze reasons for this. This could be done via structured individual interviews or by putting together a focus group comprising individuals involved in the critical incident. The results can then be analyzed to find out why a particular team, for example, performed outstandingly well and to develop a set of success criteria. This information could then be used to develop further successful teams.

**8. The Delphi method:** It is a structured communication technique, originally developed as a systematic and interactive forecasting method which relies on a panel of experts. In the standard version, the experts answer questionnaires in two or more rounds (Harold A. Linstone, 1975). After each round, a facilitator provides an anonymous summary of the experts' forecasts from the previous round as well as the reasons they provide for their judgments. Thus, experts are encouraged to revise their earlier answers in light of the replies of other members of their panel. It is believed that during this process the range of the answers will decrease and the group will converge towards the "correct" answer. Finally, the process is stopped after a pre-defined stop criterion (Wright 1999).

**9. PERT (Program evaluation and review technique):** The Program (or Project) Evaluation and Review Technique, commonly abbreviated as PERT, is a model for project management designed to analyze and represent the tasks involved in completing a given project. Klastorin, Ted (2003) It is commonly used in conjunction with the critical path method or CPM. PERT is a method to analyze the involved tasks in completing a given project, especially the time needed to complete each task, and identifying the minimum time needed to complete the total project. Kerzner, Harold (2003). In BIBM, PERT prepares executives to take and pass certification examinations in selected professional development programs to build professionalism and management skills. Programs are sanctioned by the respective professional organization offering the certification and are taught by instructors holding the same credential.

### **3.0: Analysis of Collected Data's from the officials**

We collect the information from the Head of Human Resource Division of several banks in Bangladesh. They give us necessary data that are training related. Most of the employees choose the employee performance method, job requirement method and organizational, they also like the on-the-job method and off-the-job method. Their opinion is that if the employees are given training then their performance, skill and productivity will enhance. They also said that the performance appraisal should measure their training needs. So they think that after training program the employees can use the organizational resource effectively and efficiently.

### Bangladesh Bank Training Academy Progression During the year 2009:

#### Progress of Annual Training Plan-2009

Programs	Total Number	Programs actually held/to be held
Training courses at BBTA	70	53
Seminars/Workshops at BBTA	5	4
Lecture Session at BBTA	6	5
Outreach Programs	32	16
Sub total	113	78
On Request Programs	-	7
Total	113	85

Percentage of achievement - 75%

#### Special Note:

Due to Foundation Training Program, 2008 & 2009, no course was held during the period from January-March, 2009. Expediting the rate of implementation of programs 75% programs were covered or planned to be covered during the period April-December, 2009. It may be mentioned that Foundation Training Program, 2009 is yet continuing which will come to an end in February, 2010. In spite of long Foundation Training Programs, most of the programs under Annual Training Plan, 2009 and also on-request programs were made possible to be held successfully due to relentless efforts of the faculty members and supporting staff of BBTA.

For the year 2010, the Bangladesh Bank Training institute and all other commercial banks have specially focused on the following issues which act as a forward planner for their future success. Issues like Foundation Course Banking Act, Laws & Regulations, Orientation Course (Cash), In-service Training (General), Public Procurement Act & Regulations (to include site management), Banking Supervision, Inspection Techniques & Inspection Report writing, Prevention of Fraud, Forgeries and Malpractices in Banks (to include ethics), Accounting for Bankers under IFRS including BB Accounts, Foreign Exchange and Foreign Trade, Stress Management, Time Management and Change Management, Leadership, Teambuilding & Negotiation Skill, SME Financing,, Corporate Governance in Banks, NBFIs & Central Bank, Human Resource Management & Development, Management of Money Market and Capital Market, Workshop on CIB Reporting, Workshop on Economic Indicators, Econometrics, etc. are now a central part of the Training sessions.

**Bangladesh Institute of Bank Management Training Module 2010**

SI No	Title	Frequency	Distribution (Day)
1	Advanced Credit Management	1	5
2	Agricultural and Rural Banking	2	5
3	Asset-Liability Management in Banks	2	5
4	Bank Management for Executives	2	10
5	Bank Marketing, Branding and Relationship Banking	2	4
6	Branch Management	2	7
7	Computer Network Setup, Administration and Security Management Using Windows OS	1	8
8	Credit Appraisal and Management	3	8
9	Database Query using Oracle SQL 9i	1	5
10	Entrepreneurship Development and SME Business	1	4
11	Financial Analysis for Bankers	2	7
12	Financing Agro-based Business	2	4
13	Foreign Exchange and Money Market Products	2	5
14	Human Resource Management	2	5
15	International Trade Payment and Finance	4	8
16	Investment and Merchant Banking	2	5
17	Islamic Banking and Finance	1	5
18	IT Security and Fraud Prevention in Banks	1	4
19	Laws & Regulations related to General Banking and Credit	2	5
20	Leadership, Team Building and Negotiation Skills	2	5
21	Micro and Small Enterprise Financing	2	5
22	Micro Finance and Financial Inclusion	1	5
23	Oracle Database Design and Programming	1	8
24	Personal and Interpersonal Dynamics in Banks	1	5
25	Risk Based Internal Audit and Supervision	2	4
26	Risk Management and Capital Adequacy	2	5
	Total	46	

Source: [http://www.bibm.org.bd/Academic\\_Calendar/Training\\_Module](http://www.bibm.org.bd/Academic_Calendar/Training_Module)

Besides these, BIBM arranges special Outreach Training Courses at Chittagong, Rangpur, Rajshahi, Khulna and Sylhet. They set 36 workshops each year and initiate International Training Program for International Trade Payment & Finance.

### 3.1: Analysis results

Table 1 displays that the majority of the respondents belong, to the Local Private commercial bank (73.33%). The second highest number of respondents belongs to the Government owned Commercial Banks (13.33%). Some other respondents belong to the Foreign Bank & Development Financial institutions.

**Table 1: Respondents by Banking Sector**

Sectors	Percentages
Govt.Owned Commercial Bank	13.33%
Local Private commercial bank	73.33%
Foreign Bank and Development Financial Institutions	13.34%

Eleven data collection methods were listed in the survey (Table 2). It was found that to a certain extent, all methods were used by the companies. However, the most popular method used was the performance appraisal form (40% stated this practice as 'frequently uses' and 33.33% stated this practice is as 'always'). Such practice is perhaps of no surprise as performance appraisals are often considered the most common and widely used method in TNA (Brown, 2002 and Osborne, 1996).

### 3.2: Data collection methods used by the Human Resource Division

Methods	N	R	S	F	A
Performance appraisal forms	6.66%	0%	6.66%	40%	33.33%
Questionnaire survey	13.33%	13.33%	13.33%	20%	26.66%
On-site observations	13.33%	0%	20%	40%	20%
Individual interviews	20%	0%	26.66%	33.33%	20%
Focus group	6.66%	13.33%	13.33%	33.33%	26.66%
KSA tests	13.33%	6.66%	33.33%	20%	0%
Brainstorming	6.66%	20%	20%	40%	6.66%
Document reviews	6.66%	6.66%	0%	26.66%	46.66%
Advisory committees	13.33%	0%	6.66%	13.33%	60%
Assessment centers	0%	20%	13.33%	26.66%	26.66%
Delphi method	26.66%	20%	20%	20%	0%

N = Never, R = Rare, S = Seldom, F = Frequently, A = Always

In terms of TNA techniques (Table 3), the study find that SWOT analysis is the main technique used by the organizations to analyze their organizational needs. In addition, competency analysis and performance reviews / appraisals are found to be the most common techniques that the organizations use to analyze their operational-level and individual-level needs respectively.

### 3.3 Survey results (at a glance):

<i>a) Organizational level</i>	N	R	S	F	A
SWOT analysis	0%	6.7	6.7%	26.6%	53.3%
Organizational Scanning	0%	6.7%	20.0%	40.0%	6.7%
Balanced Scorecard	20.0%	13.3%	33.3%	13.3%	6.7%
PEST analysis	20.0%	6.7%	33.3%	20.0%	6.7%
<i>b) Operational level</i>					
Task analysis	13.3%	6.7%	0%	26.6%	33.3%
Competency analysis	6.7%	6.7%	6.7%	40.0%	40.0%
Job analysis	0%	6.7%	13.3%	13.3%	40.0%
Skill inventory	0%	0%	6.7%	40.0%	26.6%
Managerial skills audit	0%	0%	40.0%	20.0%	0%

Cont. Table

<i>c) Individual level</i>					
Performance Appraisal	0%	20.0%	26.6%	26.6%	20.0%
Chart analysis	6.7%	13.3%	33.3%	20.0%	26.6%
Diary analysis/Observation	6.7%	13.3%	6.7%	26.6%	26.6%
Structured interviews	13.3%	6.7%	13.3%	46.6%	13.3%

N = Never, R = Rare, S = Seldom, F = Frequently, A = Always

Five statements were provided to determine the respondent’s perceptions regarding TNA practices in their respective organizations (Table 4). The respondents felt that the TNA stage received considerable emphasis in their organizations which ensured that training activities they conducted were effective. 80% of the respondents agreed with the statement, 66.66% of respondents also thought that the training needs would only be fulfilled if they were in line with the organizational strategic needs.

**3.4: Perceptions towards TNA Practices Statements:**

Perceptions	StD	D	SID	SIA	A	StA
1. TNA stage is emphasized in your organization’s training practices to ensure training effectiveness.	0%	0%	6.66%	6.66%	40%	40%
2. Training needs will only be fulfilled if they are in line with your organizational strategic needs.	6.66%	0%	6.66%	13.33%	53.33%	13.33%
3. TNA methods used by your organization produce clear, relevant, specific data on performance discrepancies.	0%	6.66%	6.66%	20%	46.66%	13.33%
4. TNA methods used by your organization make it possible to distinguish between training that employees <i>need</i> to perform their jobs and training that they <i>want</i> but do not need to perform their jobs.	0%	6.66%	0%	26.66%	40%	0%
5. TNA conducted in your org is able to differentiate performance problems caused by employees’ lack of skills, knowledge and abilities (SKAs) and problems caused by other factors.	0%	6.66%	6.66%	20.0%	40%	13.33%

Indicators: StD – Strongly disagree, D – Disagree, SID – Slightly disagree, SIA – Slightly agree, A – Agree, and StA – Strongly agree.

For statements number 3, 4 and 5, mixed results were found, which could be due to a few reasons: the respondents were probably not sure whether TNA methods used in their organizations were able to meet the stated criteria (statement 3) or could distinguish between training ‘needs’ and training ‘wants’ (statement 4), or whether a fine line was drawn between performance problems caused by SKAs deficiencies or by other factors (statement 5).

#### 4.0: Conclusion

The study showed that several data collection methods and techniques are used to analyze their training needs. Nevertheless, their considerable reliance on performance appraisals to collect overall TNA data and to identify employees' training needs is a matter of concern. It should be noted that performance appraisals could be a useful method in TNA only if they are approached properly to minimize its flaws. Suggestions by Herbert and Doverspike (1990) could be applied whereby they emphasized the importance of setting up the intention to use the performance appraisal for TNA purposes prior to its development and implementation so that the instrument could be designed and developed accordingly. Results of the study also suggest that the companies had positive opinions overall regarding their training and TNA practices. The majority stated that the TNA process was emphasized in their training practices. Their adoption of several data collection methods and TNA techniques support this belief. This finding also concurs with an earlier study by Poon and Rozhan (2000) which reported that the bank in Bangladesh had claimed they preceded their training with TNA. This finding on the other hand contrasts with results from most other similar studies conducted elsewhere which found the reverse (Agnaiya, 1996; Gray, *et al*, 1997; and Erffmeyer, *et al*, 1991). The respondents also believed that their training efforts were strategic. This feeling is probably true for certain reasons. Firstly, evidence was found to suggest that the organizations carried out all three levels of analysis in the TNA process as suggested by many scholars, which by so doing, helped the companies plan training efforts based on their strategic needs. Secondly, the organizations adopted certain techniques to analyze their needs which involved examination of both internal and external environments. They also seemed quite confident that the methods they adopted to analyze training needs could produce clear, relevant and specific data on performance discrepancies; could distinguish between training 'wants' and 'needs'; and could differentiate between performance problems caused by employees' lack of SKAs and those caused by other non-SKAs factors. However, these findings must be treated with caution as it is not known whether the method most commonly used (i.e. performance appraisals) was effective enough to be able to fulfill all the three criteria. Therefore, in that respect, the results of the study probably do not differ much from what was reported by Gray, *et al* (1997) and Elbadri (2001) who both found mixed evidence regarding the perceived reliability and validity of the TNA methods used by respondents in their studies. To conclude, the study found that multiple data collection methods and techniques were adopted to identify training needs. However, their approaches were probably less sophisticated and involved minimal analysis. The performance appraisal method is also less effective as it tends to focus only on present performance problems / needs while being deficient in determining future organizational demands, an imperative for organizations to remain competitive in today's fast-paced and increasingly global business environment.

## References

- Agnaia, AA 1996, 'Assessment of management training needs and selection for training: the case of Libyan companies', *International Journal of Manpower*, vol. 17, no. 3, pp. 31– 51.
- Amos-Wilson, P 1996, 'Management training in UK NGOs: a small survey', *Journal of European Industrial Training*, vol. 20, no. 1, pp. 15 – 9.
- Blanchard, PN & Thacker, JW 2003, *Effective training: systems, strategies and practices*, Pearson Prentice Hall, New Jersey.
- Boydell, TH 1976, *A guide to the identification of training needs*, British Association for Commercial and Industrial Education (BACIE), London.
- Brown, J 2002, 'Training needs assessment: a must for developing an effective training program', *Public Personnel Management*, vol. 31, no. 4, pp. 569 - 79.
- Chiu, W, Thompson, D, Mak, WM & Lo, KL 1999, 'Re-thinking training needs analysis: a proposed framework for literature review', *Personnel Review*, vol. 28, no. ½, pp
- Cosh, A, Duncan, J & Hughes, A 1998, 'Investing in training and small firm growth and survival: an empirical analysis for the UK 1987 – 1997', *DfEE research report RR36*, London.
- Craig, M 1994, *Analysing learning needs*, Gower, Hampshire.
- Diamantopoulos, A & Schlegelmilch, BB 1997, *Taking the Fear out of Data Analysis*, The Dryden Press, London.
- Dollinger, MJ 1984, 'Environmental boundary spanning and information processing effects on organizational performance', *Academy of Management Journal*, vol. 27, no. 2, pp. 351– 68.
- Dubois, D & Rothwell, W 2004, 'Competency-based or a traditional approach to training?', *Training and Development*, vol. 58, no. 4, pp. 46 – 58.
- Elbadri, ANA 2001, 'Training practices of polish companies: an appraisal and agenda for improvement', *Journal of European Industrial Training*, vol. 25, no. 2, pp. 69 –79.
- Erfmeyer, RC, Russ, KR & Hair, JF Jr 1991, 'Needs assessment and evaluation in sales- training programs', *Journal of Personal Selling and Sales Management*, vol. 11, no. 1, pp. 17 – 31.
- Gray, GR, McKenzie, EH, Miller, M & Shasky, C 1997, 'Training practices in state government agencies', *Public Personnel Management*, vol. 26, no. 2, pp. 187 –202.
- Herbert, GR & Doverspike, D 1990, 'Performance appraisal in the training needs analysis process: a review and critique', *Public Personnel Management*, vol.19, no. 3, pp. 253 – 70.
- Kaplan, RS & Norton, DP 1996, *The Balanced Scorecard: Translating Strategy into Action*, Harvard Business School Press, Boston.
- Leat, MJ & Lovell, MJ 1997, 'Training needs analysis: weaknesses in the conventional approach', *Journal of European Industrial Training*, vol. 21, no. 4, pp. 143 – 53.
- Malaysia top corporate directory* 2003. Basis Publishing House Sdn. Bhd., Kuala Lumpur.
- McCoy, CP 1993, *Managing a Small HRD Department: You Can Do More Than You Think*, Jossey-Miller
- Tony, Brelade Sue, Nov 1997, '101 tips for trainers' Paperback.
- Trotman A. Laurie, *Turning Training into Learning: How to Design and Deliver Programs that Get Results*, Mar 1, 2000.
- Varchenko, Reyes (1985), *Depth in training: An article written for Mortgage Banking*.

**Internet:**

[www.bangladeshbank.org.bd/aboutus/dept/bbta/annplan\\_2010.pdf](http://www.bangladeshbank.org.bd/aboutus/dept/bbta/annplan_2010.pdf)

[http://www.bibm.org.bd/Academic\\_Calendar/Training\\_Module](http://www.bibm.org.bd/Academic_Calendar/Training_Module)

[http://en.wikipedia.org/wiki/Training\\_and\\_development](http://en.wikipedia.org/wiki/Training_and_development)

<http://managementhelp.org>

[www.hr-guide.com/data/G510.htm](http://www.hr-guide.com/data/G510.htm)

<http://traininganddevelopment.naukrihub.com/training-need-analysis.html>

<http://www.dirjournal.com/guides/how-to-conduct-a-training-needs-analysis/>

**Questionnaire:****1. Techniques Used in Training needs analysis:**

<i>a) Organizational level</i>	Never used	Rarely used	Seldom used	Frequently used	Always used
SWOT analysis					
Organizational Scanning					
Balanced Scorecard					
PEST analysis					
<i>b) Operational level</i>					
Task analysis					
Competency analysis					
Job analysis					
Skill inventory					
Managerial skills audit					
<i>c) Individual level</i>					
Performance appraisal					
Critical incident					
Chart analysis					
Diary analysis/Observation					
Structured interviews					

N = Never, R = Rare, S = Seldom, F = Frequently, A = Always

**2. Data collection methods used by the companies:**

Methods	N	R	S	F	A
Performance appraisal forms					
Questionnaire survey					
On-site observations					
Individual interviews					
Focus group					
KSA tests					
Brainstorming					
Document reviews					
Advisory committees					
Assessment centers					
Delphi method					

N = Never, R = Rare, S = Seldom, F = Frequently, A = Always

**3. Perceptions towards TNA Practices Statements**

Perceptions	StD	D	SID	SIA	A	StA
1. TNA stage is emphasized in your organization's training practices to ensure training effectiveness.						
2. Training needs will only be fulfilled if they are in line with your organizational strategic needs.						
3. TNA methods used by your organization produce clear, relevant, specific data on performance discrepancies.						
4. TNA methods used by your organization make it possible to distinguish between training that employees <i>need</i> to perform their jobs and training that they <i>want</i> but do not need to perform their jobs.						
5. TNA conducted in your org is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities (SKAs) and problems caused by other factors.						

Indicators: StD – Strongly disagree, D – Disagree, SID – Slightly disagree, SIA –Slightly agree, A – Agree, and StA – Strongly agree.