

**Evaluating Training Effectiveness- An Analysis of Employability  
Skills and Associated Training Needs in the Information  
Technology**

*Synopsis of the Thesis submitted in fulfilment for the requirement for the Degree of*

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By

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## DECLARATION BY THE SCHOLAR

I hereby declare that the work reported in the Ph.D. thesis entitled “**Evaluating Training Effectiveness- An Analysis of Employability Skills and Associated Training Needs in the Information Technology**” submitted at **Jaypee Business School**, a constituent of *Jaypee Institute of Information Technology, Noida, India*, is an authentic record of my work carried out under the supervision of **Dr. Vandana Ahuja** and **Dr. Neerja Pande**. I have not submitted this work elsewhere for any other degree or diploma.

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## **SUPERVISOR'S CERTIFICATE**

This is to certify that the work reported in the Ph.D. thesis entitled **“Evaluating Training Effectiveness- An Analysis of Employability Skills and Associated Training Needs in the Information Technology”** submitted by Neetima Agarwal at **Jaypee Business School, a constituent of Jaypee Institute of Information Technology, Noida, India**, is a bonafide record of her original work carried out under our supervision. This work has not been submitted elsewhere for any other degree or diploma.

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## 1. INTRODUCTION

The development of the human resource is one of the biggest responsibilities of the organization today. Out of the five M's- *Manpower, Machine, Money, Method and Minute* (for Information Technology industry) accepting, neglecting, training and retaining manpower is the most vigorous task (Baroudi & Ginzberg, 1986). No organization can function only by using money, machines, method and minutes, it is the human being that matters. If the organization wants to seek excellence, it's important to have the best of the talent available; otherwise to cater to the present needs and to stand firmly, Training and Development is recognised as one of the major activities in the organization (Carlson, et al., 2000).

The advent of the 21<sup>st</sup> century is marked by the hill-top growth of the Information Technology (IT) industry. It has become one of the largest and the most prominent high growth industries. According to NASSCOM, the IT industry is expected to clock export revenues of \$84-87 billion in the fiscal year 2014 as against \$76 billion in the fiscal year, 2013 (Garg, Gupta, & Sharma, 2014). As the expectation from this service industry is increasing, a prodigious pressure is also building up for this industry to be more innovative, productive and quality driven in terms of products and services (Burianek, Ferdinand, Bonnemeier, & Reichwald, 2011). Growth and productivity is directly proportional to the sum of an employee's skills, their commitment and job enrichment (Kathpalia & Raman, 2014).

To become a competitive organization, it's important that employees gain proper knowledge and skills needed to meet the environmental changes (Mora, et al., 2011). This can be best facilitated by the training programs tailored according to the needs of the employee and their current job (Burke & Baldwin, 1999). Training can help in achieving this by carrying a smooth transition of the employees, focusing on their specific job roles, area of expertise, and by doing an effective career planning (Fleishman & Mumford, 1989).

Training activities are like an investment done (Cannon-Bowers, et al., 1995), to reap the crops of competitiveness, learning, achieving and building a better workforce to drive the organization towards success and glory. This should not be carried out like a blanket program-rather this should aim at three basic things: a) Benefiting employees in their current job-profile, b) Benefiting employees during their job transition, in case of any prospective offer and c) Benefiting employees in their career development. A rigorous *training chart*

should be built and maintained in collaboration with the needs of both employee and the organization (Ford, 2014).

The perceived importance of the training programs in the eyes of the employees makes them more effective. This becomes important to perform Training Need Analysis (Clarke, 2002) in detail and delineate every individual's skills and gaps before contouring the training program. The research thesis attempts at profiling the employees based on the *Employability Skill Set* and creating a '*Training Chart*'. Further, the profiling of the skill segment is done on the organizational hierarchy to know which skills are needed where (Foshay, Villachica, & Stepich, 2014). This classification is important to conduct an effective Training Need Analysis, as this will enable individuals to learn at their own level, as well as learning only what they need to know, saving time and cost. This '*Training Chart*' can be seen as a framework based on skill typology, which aims on the bird's eye and is a straightforward evaluation process for both employee and the organization.

### **1.1. Rationale of Research**

The rationale behind this research work is to make the training programs more effective. The success of the training programs lies on the ability of the program to fill the gap between the expected and actual performance of the employees. This is quintessential to carefully analysing the area of proficiency/sufficiency/deficiency, before tailoring any Training Program for the employees.

For the detailed analysis, an Employability Skill Set is created, after conducting intense Literature Review, Primary data collection, taking expert views and using Statistical tools. This Employability Skill Set contains 24 skill types-both Generic and Technical, needed by the professionals to work in various Information Technology organizations at varied hierarchical levels. This study has further lead to the formation of the "*Twirl of Dexterity Model*", which represents a gamut to prevail in the Information Technology Industry.

The '*Training Chart*' is an important entity of the overall training program and is prepared after conducting an empirical analysis on the Employability Skill set (Appendix 1), creating a cluster profile of the employees and configuring them on the three levels of the organizational hierarchy (Figure 5). This '*Training Chart*' would motivate the employees for various training activities which are tailored specifically for them, keeping the interest of both people

and organizations in mind at the same time. This research aims at creating a framework for the effective Skill Management of professionals, identifying the importance and utility of diverse skills across the IT sector and employee profiling. The holistic framework developed, gives a complete insight into the skill set which can enable organizations to gain a competitive edge (Appendix 2).

## **1.2. Research Objectives**

The research focuses on how to make the Training Programs more effective. The success of any Training Program lies on the Training Need Analysis (TNA) of the employees. For doing TNA, it is important to have an in depth knowledge of the skills needed in the Information Technology industry. Thus, the major focus of the study is:

1. To identify skills required at diverse hierarchical levels in all sectors of the IT industry.
2. To construct an “*Employability Skills Chart*”, encompassing all aspects of skills required to work in the IT industry.
3. To identify the importance and utility of every skill segment on which Training needs to be imparted.
4. Employee profiling to aid in construction of a “*Training Chart*” for understanding specific employee Training needs.
5. To construct a conceptual model for successful deployment & evaluation of Training.

To accomplish the Research Objective 1 & 2, a self-designed, Research Instrument, comprising of 107 items was created. For Research Objective 3 & 4, an empirical formula created as a part of research and instrument has been used.

## **2. OVERVIEW OF THE INFORMATION TECHNOLOGY INDUSTRY IN INDIA**

The IT industry is broadly categorized into IT services and software, Information technology enabled services-business process outsourcing (ITeS-BPO) and IT hardware products segment, (OECD, 2010). IT Hardware segment includes personal storage devices, printers, servers, Personal Computers (PCs), supercomputers, data processing equipment and peripherals such as monitors, keyboards, disk drives, plotters, SMPS, modems, networking products and add-on cards (NSDC, 2009). The hardware and software associated with the IT

industry are an integral part of nearly every major global industry. In fact, the Indian manufacturing sector has the highest IT spending in its budget followed by other industries like automotive, chemical and consumer products industries (Aggarwal & Goyal, 2009).

India has coined the identity of the “knowledge economy” because of its IT sector. The IT sector has emerged as the growth engine refuelling urban employment, substantially increasing the GDP and exports of the country. In this fast-changing dynamic world, where virtual offices are being set-up and people across geographical and functional boundaries have cut down the fences of rigidity and individualism, it becomes quintessential to grow up as a complete professional, flexible in approach, with higher adaptability, accepting changes and customizing responses according to the external world and the demands of time (Sachdeva, et al., 2010).

The major question now is ‘What are the essential skills needed by the employees to work in the Information Technology industry. ‘Which skills (Technical/Non-technical) are predominant to demonstrate a competitive edge in the industry?’ The IT industry has re-modelled the whole concept of teaching from the “*sage-model*” to the “*stage-model*”. E-learning has brought everything just one click away.

### **3. LITERATURE REVIEW**

Training programs are the essential features of Organizational life (Sandi & Robertson, 1996), they are the salient features of the competitive organization’s corporate strategy, and in times of great change, learning is the key to success (Tennant, Boonkrong, & Roberts, 2002). In the post-industrialization era, training assumed greater significance. The concepts of Frederick Winslow Taylor, Henry L. Gantt, Fank and Lillian Gilberth etc. who invented a better method of ‘doing a thing’, concretised the need for training. Practitioners and academicians have tried to define Training with time, by adding new dimensions to it, which are industry relevant.

The Following table (Table 1) profiles the disparate definitions of Training in the organizational space.

**Table 1. Definitions of Training**

S.No.	Source/Author	Definition
1	<b>Department of Employment, 1971</b>	“Training is the systematic development of the attitudes/knowledge/skill behaviour patterns required by an individual in order to perform adequately a given task or job”.
2	<b>Business Dictionary</b>	“Training is organized activity aimed at imparting information and/or instructions to improve the recipient’s performance or to help him/her to attain a required level of knowledge”.
3	<b>Cheminais, Bayat, van der Waldt, &amp; Fox, 1998</b>	“Training is all those planned and purposeful activities which improve the knowledge, skills insight, attitude, behaviour, values and working and thinking habits of public servants or prospective public servants in such a way that they are able to perform designated or intended tasks more efficiently”.
4	<b>Campbell &amp; Kuncel, 2001</b>	“Training is a planned intervention that is designed to enhance the determinants of individual job performance”.
5	<b>Goldstein &amp; Ford, 2002</b>	“Training has been defined as the systematic acquisition of the knowledge, skills and attitudes (KSA’s) necessary for effective performance in work environments”.

There are many trends relevant to impart training in the organizations, *on-the-job training* and *off-the-job training*. *E-learning* is becoming pre-dominant replacing traditional learning programs due to constraints of time, and motivation. Although there are many quantitative and qualitative tools to measure Training effectiveness, like *Kirkpatrick Model*, *CIRO Model*, *Jack Phillip Model* etc., training activities still lack in terms of absolute effectiveness.

This study has aimed to develop a holistic model, which evaluates the (i) Individual characteristics of employees and (ii) Training effectiveness, after the training is imparted. This research Model has been adapted from the famous work of *Chiaburu D. & Teklab A., 2005*. “*Training, as defined in the present study “is the planned intervention that is designed to enhance the determinants of individual job performance”*”. The determinants of Training like supervisor support, multiple project reporting, learning culture of the organization, directly affects the Training Motivation. The impact of the Training can be evaluated by calculating the amount of training transferred to work, Training generalizability, Training maintainability etc.

## 4. METHODOLOGY

### 4.1. Research Design

The research design is a framework for conducting the research. It involves the various steps ranging from the definition of the information needed, specifying the measurement and scaling procedures, constructing and pre-testing the questionnaire, specifying the sampling process and size to developing a plan for data analysis. The research design for my study is primarily exploratory and descriptive in nature. It is *exploratory* because at the first stage it involved the provision of insights into the research topic and comprehension of the problem situation. It led me to formulate the research problem, develop the objectives of the study, isolate the key parameters of the study and plan the future course of action. The *descriptive* research is a type of conclusive research. It attempts to describe systematically a situation, problem, phenomenon, service or programme; it also describes the characteristics of the respondents and the degree of association or relationship between the variables being studied. It helps to make specific predictions. These two research designs were apt for the present study.

### 4.2. Proposed Conceptual Model

The Conceptual Model (Figure. 1) focuses on studying the factors affecting the Training Programs. This Model has been adapted from the original Model of *Dan S. Chiaburu & Amaneul G. Tekleab* (Chiaburu & Tekleab, 2005) and is augmented by adding a ‘*Training Chart*’ which includes the important contextual and situational inputs about the organization, behaviour and skill set of the employees, which is the major component to be evaluated before tailoring any Training program. In this Model, all the three phases of any Training activity viz. *Pre-training, Training and Follow-up* are shown.

The ‘*Training Chart*’ acts as the major mediating factor which affects both *Training motivation* and the *Training effectiveness* is represented in the Model. It is evolved using the Employability Skill Set and the cluster profile of the employees which is configured at the three different levels of the organization.

The ‘*Training Chart*’ is analogous to the ‘*Health Chart*’, having information about the present skill set of the employees, current job profile, expectations from the job, organizational goals, skill-gaps etc. This gives a complete snap-shot about the employee’s present state and the future projections. The use of the ‘*Training Chart*’, comprising in detail information about the

employee can help the practitioner, to customize & design the training programs, according to the need of the employee & the organization, keeping the mundane activities away.

### **4.3. Development of the Research Instruments**

The two Research Instruments were developed during the study. *Research Instrument 1 (RI-1)* has been developed by performing intense Literature Reviews, and on the basis of expert opinions etc. This instrument consists of 8 constructs, and 107 items, representing various skills required by the Information Technology professionals working in different organizations. This comprises of both Technical and Non-technical skills. The *Research Instrument 2 (RI-2)*, comprises of 24 items, to evaluate the most important skill type needed in the Information Technology industry.

### **4.4. Sampling Method**

A sample size of 500 people was chosen for this study. The samples includes employees across different organizational levels, working in different Information Technology organizations, and having atleast 2 years of relevant experience, in the area of work.

For the study, I have opted for non-probabilistic sampling methods like Respondent-driven sampling. *Respondent-driven sampling* is like snow ball sampling but with few exceptions. The agents are targeted in a similar way as in snow-ball sampling and after interviewing them personally they acted as “seed”. They were the initial points of contact or “seeds” and from them I could target the “hidden” population. This sampling is different from snow-ball sampling and it overcomes the defects of snow-ball sampling. First of all I have targeted people like CEOs, COOs, Project heads, Supervisors, recruiters etc. and conducted face to face interviews with them. The choice of these people is purely random and depends on their availability. These people were then asked to provide names of three people each, having same profile, expertise level and those who have knowledge of the subject being studied. Since I have used my initial contacts as the agent, it was convenient to gather a good sample size from people who were related to the field of study.

This sampling method has an advantage unlike snow-ball sampling. A researcher can restrict the sample when the targeted community is saturated with the stable composition. Moreover the problem of subject duplication is also tackled by using subject identification database

recording various features like Age, gender, education, experience, height, weight, scars, tattoos, company, and other measures.

#### **4.5. Tools for Data-Analysis**

##### **4.5.1. Factor Analysis**

Factor analysis, also called exploratory factor analysis (EFA), is a class of procedures used for reducing and summarizing data. Each variable is expressed as a linear combination of the underlying factors. Likewise, the factors themselves can be expressed as linear combinations of the observed variables. The factors are extracted in such a way that the first factor accounts for the highest variance in the data, the second the next highest, and so on. In formulating the factor analysis problem, the variables to be included in the analysis should be specified based on past research, theory, and the judgement of the researcher. These variables should be measured on an interval or ratio scale. Factor analysis is based on a matrix of correlation between the variables.

The 8 *Employability Skill Set* essential for the professionals to work in Information Technology industry loaded on to 24 factors, using this method. Components with Eigen values greater than 1 were extracted. As the communalities were all high, the extracted components represented the variables well.

##### **4.5.2. Cluster Analysis**

Cluster analysis is also called classification analysis or numerical taxonomy. Cluster Analysis, also called data segmentation, relates to grouping or segmenting a collection of objects (also called observations, individuals, cases, or data rows) into subsets or “clusters”, such that those within each cluster are more closely related to one another than objects assigned to different clusters. Cluster analysis uses a number of techniques of sorting individuals into similar groups, (J.Saunders, 1980). Hence, objects in a cluster are similar to each other. They are also dissimilar to objects outside the cluster, particularly objects in other clusters.

###### **4.5.2.1 K-means Cluster Analysis**

The clustering algorithm is initiated by creating k-different clusters and subsequently the distance measurement between each of the sample, within a given cluster, to their respective cluster centroid is calculated, (Berry, Michael, J. A., Linoff, Gordon S., 2007). We use Euclidean distance measure for our study. After obtaining initial cluster centers, the procedure, (i) Assigns cases to clusters based on distance from the cluster centers and (ii)

Updates the locations of cluster centers based on the mean values of cases in each cluster. These steps are repeated until any reassignment of cases would make the clusters more internally variable or externally similar.

The initial cluster centers are the variable values of the K well-spaced observations. The final cluster centers are computed as the mean for each variable within each final cluster. The final cluster centers reflect the characteristics of the typical case for each cluster. Using K-means cluster analysis 24 different clusters are generated.

#### **4.5.3. Employee Profiling**

Employee profiling is one of the major areas of data mining and its applications. Employee profiling involves creating *Skill models*, based on which an employer can decide on the right strategies and tactics to meet the needs of the job, industry and the Training type needed by the employee. Profiling is an innate tool used for hiring the most suitable employee as per the job description, and for tailoring the learning and development programs as per the job, and behaviour of the employee.

#### **4.5.4. Experience Survey**

Churchill (1979) defined experience surveys as discussions with “a judgment sample of persons who can offer some ideas and insights into the phenomenon”. Several other researchers (Gerbing and Anderson 1988, Dunn, Seaker, and Waller 1994, Bienstock, Mentzer, and Bird 1997, Min and Mentzer, 2004) recommended the process of developing measurement items as: (1) Item generation through literature review and experience / interviews with industry experts; (2) Academic expert review; (3) Debriefing with experts; and (4) Item purification. Many eminent industry experts from the area of Information Technology were consulted to provide their valuable insights on developed frameworks, metric and performance measures. The practitioners from the IT companies were interviewed for collecting information about their current practices on framing the Training programs, conducting Training Need Analysis and Evaluating the Training programs. They have also been consulted for verification of developed framework and metric involved for developing it.

#### **4.6. Research Models**

During the study, four Research Models were developed using various tools.

1. The *Twirl of Dexterity Model*, representing the 24 essential Employability Skills needed by the IT professionals, to work in various organizations. The degree of each skill varies according to the job, level and need of the hour.
2. *Comprehensive Profiling of the Employees' Skills*, on the organizational hierarchy based on the Employability Skill Set using K-means cluster analysis.
3. *Circumscribed Profiling of the Employees' Skills*, in four major clusters viz. Interpersonal Skills, Functional Skills, Leadership Skills and Technical Skills using K-means cluster analysis.
4. Development of the protocol *NEEVA*, as a part of study, to analyse the Training needs of the employees working in IT organizations.

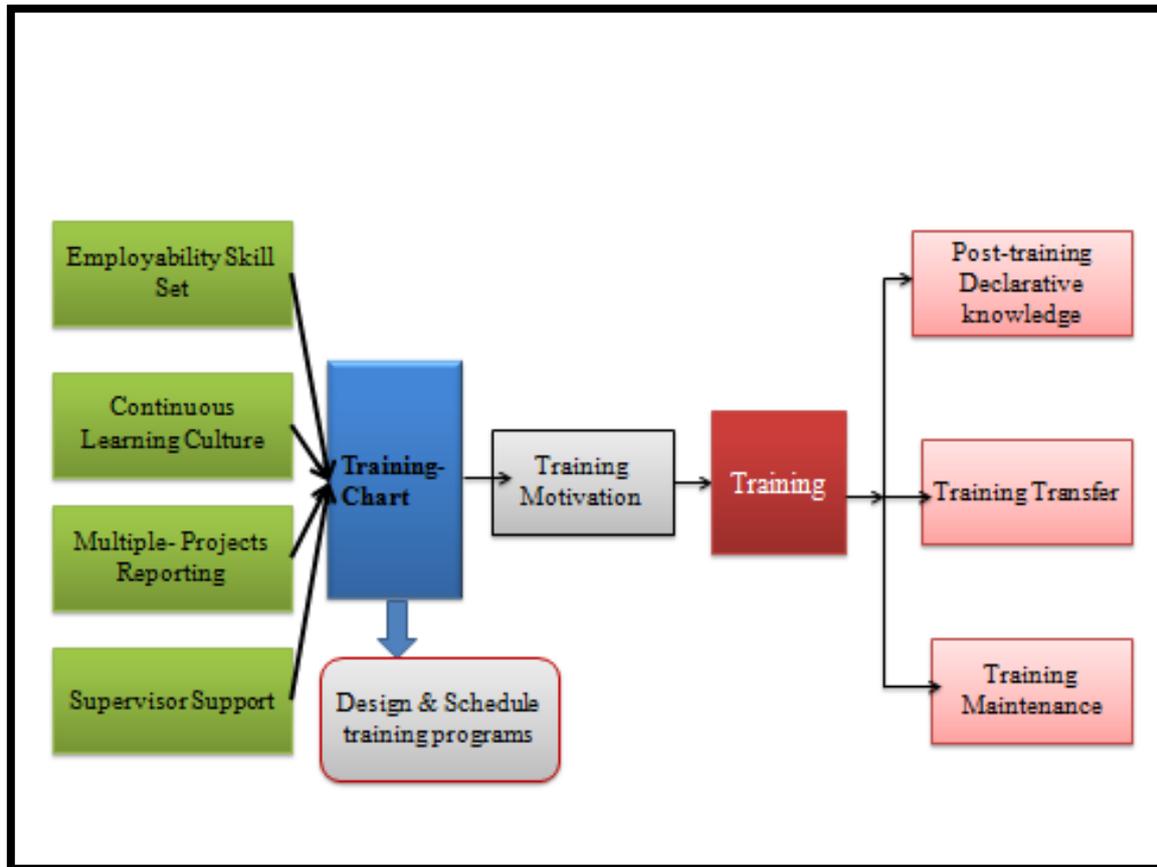
### **5. ANALYSIS & DISCUSSIONS**

#### **5.1. Research Framework (Integrated View)**

The whole research framework is divided into three sections: Pre-training, Training and Post-training. Training activities are designed to make the work force more productive and to align the individual's goals with the vision of the organization. Hence it becomes important to carefully analyse all the factors which directly impact the motivation and perception of employees for Training activities.

The whole framework is built up in a way, to augment Training activities in an organization. The integrated view of the framework is shown below (Figure 2). The framework can act as a collaborative tool to help build a stable and fruitful relationship between employee and the employer. This research model has an edge over others as it provides an opportunity to both employees and the organization to conduct the need analysis before-hand. Employees can freely judge their skills on their current position, future prospects and at the same time an organization can also perform the assessment of the employees at their current position, expectations on the job, competition and other external factors. This will not only motivate the employee to leverage the Training activities scheduled for them, but will also help the organizations to align their *raison d'être* with the individual's goals.

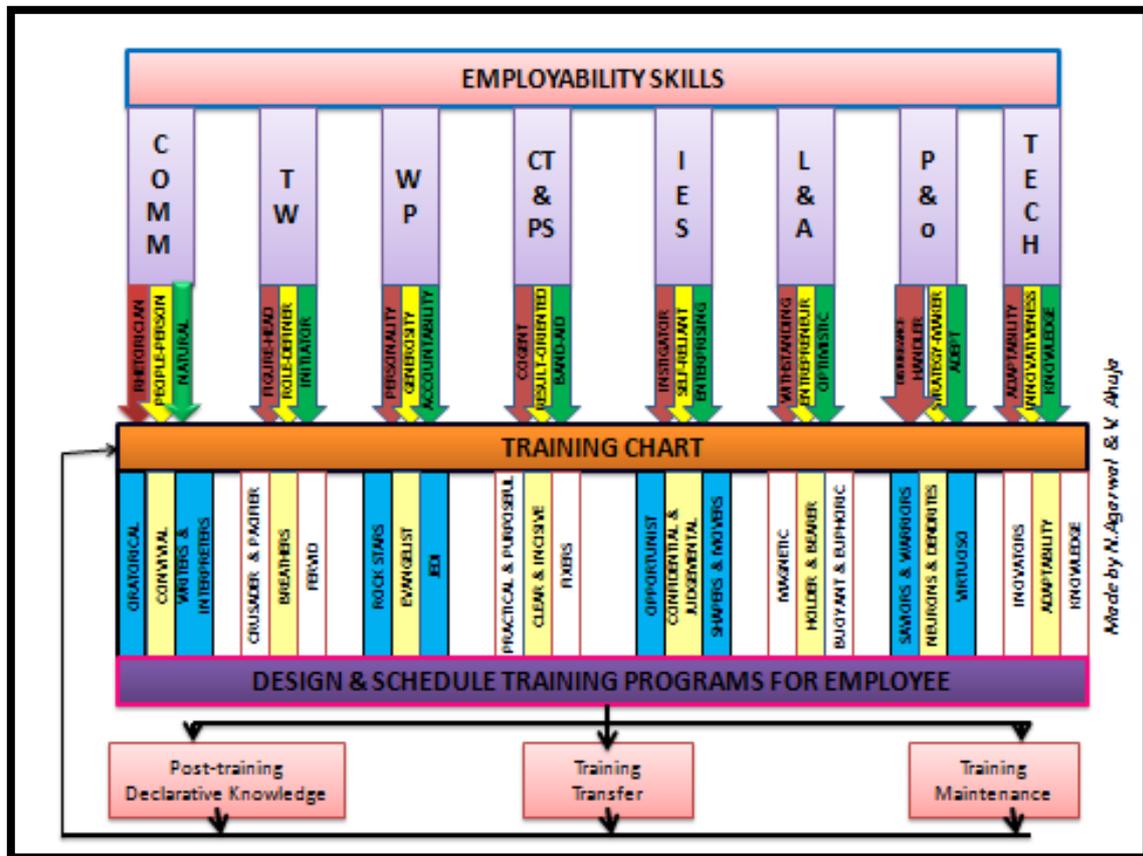
**Figure 2. Research Framework (Integrated View)**



## 5.2. The Detailed Framework

The detailed view of the framework is shown below (Figure 3). A training program is like a process, where input is taken from the employee, the supervisor, projects undertaken, and the culture of the organization. All these are significant while doing the Training Need Analysis of the employees. Once, the TNA is done, based on the present state and future expectations, the Training process is initiated, and the output is calculated on the basis of the Training transferred to the work and evaluating the declarative knowledge acquired while Training through tests or feedback.

Figure 3. Research Framework (Detailed View)



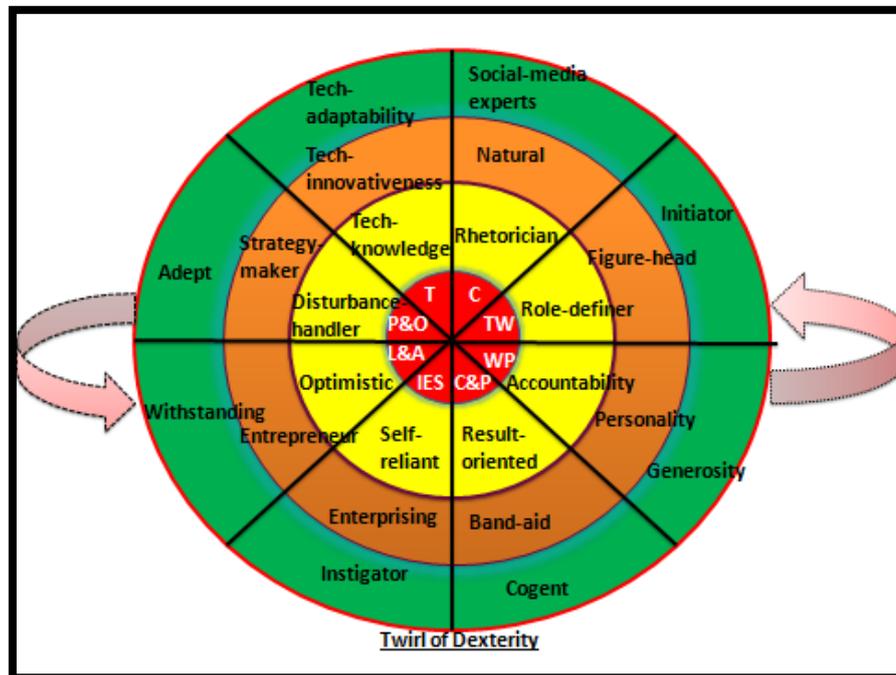
The whole framework comprises of three major components:

### 1. Employability Skill Framework:

The most essential parameters of the employee skills needed to work in the IT industry are identified. These are: *Communication, Team-work, Work Psychology, Critical thinking & Problem solving, Initiative, Enterprise & Self-management, Planning & Organizing, Learning & Adaptability and Technology*. These parameters are obtained through extensive literature review, expert advice, consultation with training practitioners and surveys conducted. These 8 skills were further loaded onto 24 factors using Factor analysis. Based on the above determinants and the weighting criteria, I have created the following formula for obtaining the Employability Skill Set, which will act as the basis for further employee profiling according to the nature of the job and the level in the organization. This has contributed to the formation of the *Twirl of Dexterity Model* (Figure 4).

$$\text{Employability Skill Set Value} = \sum_{n=1}^{500} (\text{weight of each factor} * \text{weight given by focus group to each item of that factor})$$

Figure 4. Twirl of Dexterity Model



## 2. Creation of the *Training Chart*

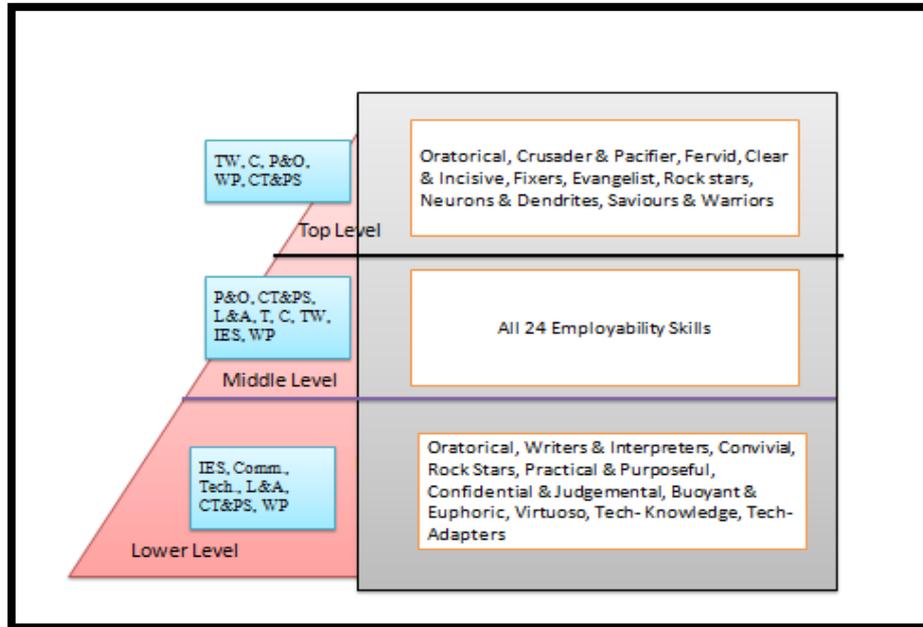
This study is conducted to show the relevance of the '*Training Chart*' as the major mediating factor which affects both *Training motivation* and the *Training effectiveness*. It is evolved using the Employability Skill Set and the cluster profile of the employees which are configured at the three different levels of the organization.

## 3. Employee Profiling

This cluster profile of the employees is built up after performing k-means cluster analysis on the sample size of 500 professionals using the Employability Skill Set and the results of Factor Analysis. Every cluster is divided into three cases, and all the cases are mutually exclusive.

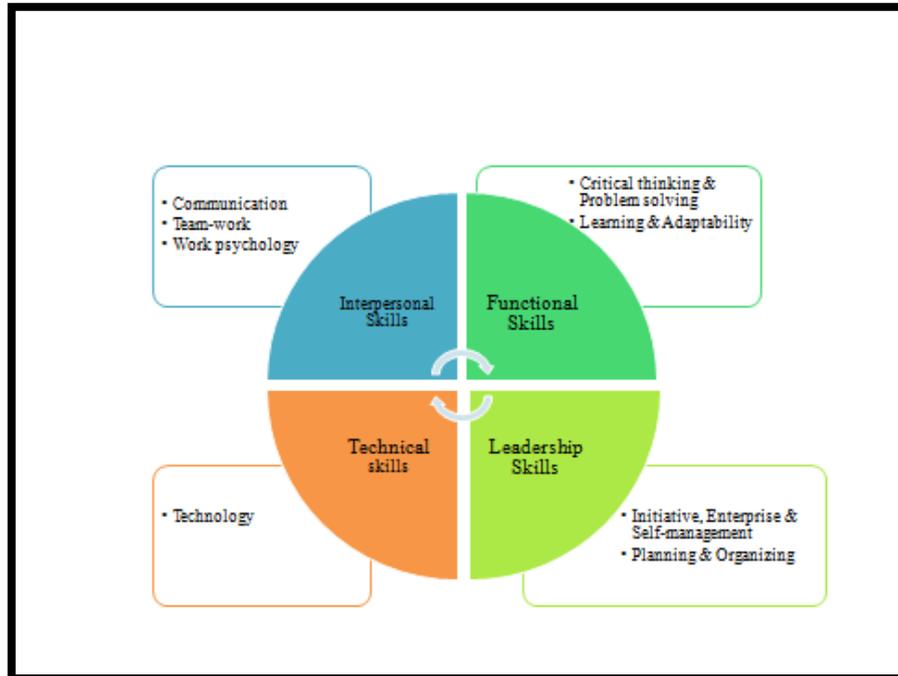
The competitive pressures silhouette the rigid structure and have divided the organizations into functional units, reducing cost and complexity. Based on this classification of the organizational hierarchy which is often evident in most of the IT companies, the profiling of the skill set is done across the three levels accordingly (Figure 5). This configuration has been developed with the help of focus group interviews, conducted with 78 people working with various IT companies and having at least 5 years of relevant experience.

**Figure 5. Configuration of Skill Sets across the Organizational Hierarchy**



This has further enabled me to map the skills in four major clusters-*Interpersonal Skills, Functional Skills, Leadership Skills* and *Technical skills*, using K-means Cluster analysis (Figure 6) on the sample of 500 respondents and by conducting focus group interviews with academic and IT professionals.

**Figure 6. Circumscribed View of the Skills**



### 5.3. Verification and Testing

The research model (Figure 2) was tested using 45 respondents to check its relevance and potential. 41 respondents out of them found that this can transmute the general perception about the Training & Development practices and can metamorphose the overall results and the productivity. A *Training Chart* has the potency to change the general reactions of people towards the Training activities. Since this chart has been made in compliance with every attribute required in individuals, contextual and situational, needed in the IT industry; it would give precision in structuring the training designs according to the needs of people and their jobs.

## 6. CONCLUSIONS

There is no well defined gamut for success; it varies with time, people and other internal or external contingencies. This study has attempted to model the trainee's attitudes and Training effectiveness. The results have suggested that an individual is an important entity, and it's important to recognize their skills before formulating any training program. Individual factors like the motivation and contextual factors impact training outcomes manifold. To raise the employees' learning efficacy, human resource practitioners and trainees should clearly

address the sufficiency and deficiency of every skill type before they attend the Training. This study has provided a framework for organizations to make Training more effective and leveraging it for better results.

#### **7. IMPLICATIONS AND SCOPE FOR FUTURE RESEARCH**

The rationale behind this research thesis is to develop a model which can make Training activities more acceptable and perusable. Since, Training motivation is one of the most important mediating factors to make the Training programs effective, it becomes important to do the pre-training analysis, not just keeping organizational goals in mind, but also the current status of the employee, the workload assigned to them, their career development and the constraint of time. While conducting this study, the '*Training Chart*' developed constitutes *supervisor support, multiple project handling, learning environment, employability skill set* but few of the important contours like *time, willingness to do the assigned job, work-life balance, health, mergers and acquisitions* etc. have not been studied, which can be included in the future studies. The scope of the present study is limited to the IT software services, ITeS sectors etc. I have not considered IT hardware sector and others, which can be part of future research studies and can be replicated on other industries to make it a more generalized model.

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## 9. PUBLICATIONS

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N. Agarwal, N. Pande & V. Ahuja “Expanding the Kirkpatrick Evaluation Model-Towards more Efficient Training in the IT Sector” is accepted in *International Journal of Human Capital & Information Technology Professionals (IJHCITP)*, IGI Global Publications, ISSN 1947-3478.

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The appendices represent the Research outcomes.

**Appendix 1. Employability Skill Set representing various IT Skills** (*extracted using factor analysis*).

Skill-Set	Factor 1	Factor 2	Factor 3
Communication	Rhetorician	Natural	People-person
Teamwork	Role-definer	Figure-head	Initiator
Work Psychology	Accountability	Personality	Generosity
Critical thinking & Problem solving	Result-oriented	Band-aid	Cogent
Initiative, Enterprise & Self-management	Self-reliant	Enterprising	Instigator
Learning & Adaptability	Optimistic	Entrepreneur	Withstanding
Planning & Organizing	Disturbance-handler	Strategy maker	Adept
Technology	Tech-Knowledge	Tech-innovativeness	Tech-adaptability

## Appendix 2. Cluster Profiling of the Employees based on Skill Typology (*using K-means cluster analysis*)

Employability Skills	Cluster	Implications
Communication	Oratorical	People with high verbal skills, clarity of thoughts with high degree of assertiveness and precision on what to speak, where to speak and how to get the work done. They are excellent in audience management. They should be savoir faire.
	Convivial	These people exhibit the quality of the “people-person” who is more sociable and listens to everything actively and empathetically. These people are approachable and can help organizations in sharing information.
	Writers & Interpreters	People with excellent skill set to give words to thoughts. They are thought-provoking people and are persuasive writers. They know how to bring changes in thoughts with ink. They interpret the documents in-depth and correctly.
Teamwork	Crusaders and Pacifiers	People in this cluster are like figure-heads of the team. They think more about teams and their success. They themselves initiate things, adapt the changes and are constant source of change-makers. They also work as pacifiers when needed.
	Breathers	They are the people who feel safe about their role, team and work. They believe in satisfaction and have strong spirit to work with people of varied culture, age and experiences. They are like the cheer-workers.
	Fervid	They are the people who make their presence in the team both as an individual and as a contributor. They use range of tools and scientific methods to learn individually and collectively
Work Psychology	Rock stars	They are the people who are punctual and believe in maintaining high level of courtesy. They are the perfect combination of attitude, emotion and experience.
	Evangelist	These are people who think responsibility comes with accountability. They advocate the right things and stand united for changing the oddity.
	Jedi	They are the people who are generous in their approach. They share excellent repo with the people around them and are peace-makers.
Critical thinking & Problem solving	Practical & Purposeful	People who are practical in nature and concentrates on what to achieve in shortest possible time. They are more associated with the result.
	Clear and Incisive	They are the people like cooperative agents and are potent and strong in solving the problems as they are clear on doing the things.
	Fixers	They are the fixers. They are curious and believe in devising plan which can work effectively from short to long period

## Synopsis

<b>Initiative, Enterprise &amp; Self-management</b>	Opportunist & Translators	They are like masterminds who believe in designing, creating and translating ideas into actions. They know how to sell the things according to the situations
	Confidential & Judgemental	These are the people who know “What to do when”. They do things on their own but abided by the rules & regulations. They live on their own hump
	Shapers & Movers	They are the people who believe in themselves and can draw the blue-print of their work more accurately. They are imaginative, motivated, original & ingenious
<b>Learning &amp; Adaptability</b>	Hot shot	These people are speculative & very adaptive to the external environment & to its changes. They are business mind people and are risk-takers
	Holder & Bearer	These people believe in “Holding one’s ground”. They are desirous, value learning and believe in continuous knowledge- gathering
	Buoyant & Euphoric	These people are hopeful, bright, and sanguine, especially in apparently bad or difficult situation. They believe in social interactions as they are bubbly and chatty
<b>Planning &amp; Organizing</b>	Saviors & Warriors	They deal in unexpected issues & complications. They take the corrective actions to sudden contingent situations. They are the people who work to save the organization
	Neurons & Dendrites	These people are potential decision makers. They are the communicators, cultivators and planners in the organization. They are the nerve-centres to the organization; they “separate wheat from the chaff”.
	Virtuoso	These people are proficient in their fields. They are talented people who believe in continuous learning and development. They believe in accomplishing the task in hand
<b>Technology</b>	Tech-innovators	These people are highly tech-creative. They are enjoying working with computers. They use it as a tool to learn, play and create. They are the coach, wizards and Gurus.
	Tech-adapters	These people are always on their foot. They keep themselves refreshed with the technological changes and the new world knowledge
	Tech- knowledge	These people are technically literate and have knowledge about the hardware, software and other devices