IOSR Journal of Business and Management (IOSR-JBM)
e-ISSN: 2278-487X, p-ISSN: 2319-7668. Volume 21, Issue 2. Ver. IV (February. 2019), PP 68-82
www.iosrjournals.org

Organizational Improvement through Training Need Analysis In Family-owned Firms in KSA

Khalid S Alwekaisi Kingdom of Saudi Arabia, AlQassim, Burydah

Abstract: *Many organizations in Saudi Arabia especially the family-owned firms lack in human resources both in quantity and quality. Firms, which have a policy of training their employees do not have strategic training programs to meet the current and future needs of the organization. The reason for this is absence or lack of training need analysis (TNA). This paper focuses on TNA in family-owned firms in KSA and is based on mixed method analysis of research conducted in 2014. Qualitative research is based on the interviews of HR managers and quantitative research is with the help of survey questionnaire of HR employees of the family-owned firms. Based on the findings of the research about perception of TNA and the barriers in the use of TNA, a TNA model is developed to help the family-owned firms in KSA to improve the organizational performance.*
Key Words: Training Need Analysis (TNA), organizational analysis, training need gaps, barriers to TNA, Family-owned firms.

Date of Submission: 03-02-2019 Date of acceptance: 18-02-2019

I. Introduction

Family-owned firms, which are mostly in small and medium size organizations except a few in large scale organizations, often lack in human resources both in the quantity and quality. Human capital, therefore, has assumed great importance in this competitive scenario especially in Family-owned firms. Training is viewed as an important tool to create human capital. Chen & Klimoski (2007) suggested to conduct Training Needs Assessment or Training Need Analysis (TNA) to determine where and when an organization should allocate resources toward training based on particular knowledge, skill, and ability deficits.

Family-owned firms in Kingdom of Saudi Arabia

Alwafis, A. R. (2013) points out that nearly 95% of the enterprises in Saudi Arabia are small and Medium Sized Enterprises (SMEs). Majority of them are family business. He found that one third of the firms studied by him ceased before 30 years of life. It is also noted that only 13% of them are able to survive the third generation.

Characteristics of family firms

Alwafis, A. R. (2013) listed following characteristics of the family-owned firms:

- Unique working environment that fosters family-oriented workplace and inspires greater employee care and loyalty (Ward, 1988).
- Family relation "generates unusual motivation, cements loyalties and increases trust" (Tagiuri and Davis, 1996).
- Efficient informal decision-making channels, less organization structure, and lower monitoring and control costs ((Daily and Dollinger, 1992).
- Have more flexible work practices for their employees (Goffee and Scase, 1985).
- Business Independence from the resources outside of the family (Kreiser et al., 2006).

Issues faced by family-owned firms

Kreiser et al. (2006) observed that some of the usual issues faced by family-owned firms include constrained growth, autocratic management practices, and nepotism and family disputes (.

Problem Statement

According to Boxall and Purcell (2007), 90% of the private sector in KSA is of family firms. There were 763,589 family-owned businesses in KSA (Report of Ministry of Economic and Planning, 2009). Loyal family members in family-owned firms tend to appoint close family members to the positions in the management teams even if the appointee lacks the experience and training (Alwekaisi, 2015). Weaknesses in the HRM practices is one of the main reason for poor performance of the family-owned firms. Staff training and development assume great importance in view of the reliance of the family firms on a narrower talent pool

within the family members. The conflict of interest between the family and the business is usually due to lack of training, drive and experience among the family-affiliated persons occupying management positions and has a negative impact on the business performance. Improvement of private sector performance requires accurate analysis of training needs.

Research objectives

The research objectives of this study are:

i. To investigates the concept of Training Need Analysis (TNA).
ii. To study the present status of use of TNA in family firms in KSA.
iii. To study how TNA can be helpful as a tool for analyzing the organizational problems.
iv. To study the use of TNA in assessing the training need gaps.
v. How TNA acts as a process of organizational improvement, organizational change and can align itself to organizational strategy?
vi. To develop a suitable model of TNA for family-owned businesses in KSA.

Research questions

The research would focus on the following research questions:

I. What is the present status of the use of TNA in family-owned firms in Kingdom of Saudi Arabia (KSA)?
II. Why TNA is not followed in family-owned firms?
III. How TNA can be used as an effective tool in organizational improvement?
IV. What is the recommended model of TNA for family-owned firms in KSA?

Research Hypothesis

The following hypotheses are proposed for the quantitative component of this study:

$H_0$1: There is no significant difference in the perception on the training programs among the employees belonging to different age groups.

$H_1$1: There is a significant difference in the perception on the training programs among the employees belonging to different age groups

$H_0$2: There is no significant difference in the perception on the training programs among the employees belonging to different levels of education attainment

$H_1$2: There is a significant difference in in the perception on the training programs among the employees belonging to different levels of education attainment

$H_0$3: There is no significant difference in the perception on the training programs among the employees belonging to different years of experience.

$H_1$3: There is a significant difference in the perception on the training programs among the employees belonging to different years of experience.

$H_{04:}$ There is no significant difference in the perception on the training programs among the employees belonging to different companies

$H_1$4 There is significant difference in the perception on the training programs among the employees belonging to different companies

II. Literature Review

Training Need Analysis (TNA)

According to Boydell (1971), TNA has been known for long as a tool to structure training and to identify specific needs. Many of the early uses of TNA were in the field of highly specific technical training (Moore and Dutton, 1978; Gent and Dell'Omo, 1989) where the goal was to identify any skill gaps between the existing workforce and the needs set out in the job and work descriptions (Moore and Dutton, 1978).

Growing Popularity of TNA

The growing popularity of TNA has revealed a two-fold change. On the one hand, a paradigm shift from training as a consequent of TNA to training as an important element of the organization that helps them achieve business strategy by preparing the organization's human resource to face the challenges posed by the unavoidable change and opportunity in technology, systems, structures, and the nature of work itself. On the other hand, TNA results are considered useful for deciding on non-training initiatives (Iqbal, 2011).

Goal of TNA

According to Moore and Dutton (1978), initially the goal of TNA was a "systematic, objective determination of training needs". However, over time the focus of both training and TNA shifted away from just technical skills to encompass higher-level skills, attitudes, and desired behavioral norms.

Elements of Training Need Analysis

Typically, the training need assessment (TNA) process includes three distinct analyses: an organization analysis, a person analysis, and a task analysis (Fig. 1). These analyses help the organizations to identify if training is appropriate, who needs training, what needs to be trained, and the conditions in which training should occur.

Insert Fig. 1: Elements of training need analysis

Organizational analysis

Organizational analysis begins with an examination of the short-and long-term objectives of the organization at all levels. It is ingrained in the process of strategy formulation (Boxall and Purcell, 2007). According to Karataş-Özkan and Murphy (2010), Pandza and Thorpe (2009) the actual strategy formulation process is complex and fragmented. To address this, Cascio (1992) suggests that the key question that needs to be posed is "will training produce change in employee behavior that will contribute to our organization's goals?" (Cascio, 1992).

Task analysis

The second stage in TNA is to identify the desired capabilities required for the task. Development of appropriate job and developing the commensurate training description that can enable completion of the job effectively and efficiently are parts of task analysis. The narrative stipulates the duties of the individuals and the specific conditions under which the job is performed. The task specification includes all the tasks required to be done on the job so that, eventually, there will be more clarity on the required attitude, skills and knowledge required to perform the job.

Personal analysis

The concept of personal analysis has been discussed by Iqbal (2011) and Purcell et al. (2007). Taylor et al. (1998) suggests various techniques to carry out the personal analysis, which include techniques like self-assessment via questionnaire, detailed analysis of job competences, and qualitative opinion from various stakeholders including line managers and HR specialists.

TNA as the Process of Improvement of the Organization

Issues having implications on HR functions

Iqbal (2011) have argued that the goal of TNA is not just to identify training needs but also to identify the issues that may have implications elsewhere in HR functions. This has particular relevance when an organization is undergoing a planned (or imposed) change process. Taylor et al. (1998) opined that the entire process of gathering information on training needs becomes much more subjective and heavily influenced by the opinions and views of key practitioners.

Identification of needs and behaviors for organization's success

The identification of both the needs and the critical behaviors that are central to organizational success is an important step and should form part of any evaluation. According to Bowman and Wilson (2008), training need exists when the application of systematic training will serve to overcome a particular weakness. They argued that identification of training needs must be resolved before undertaking the training.

TNA as a tool for analyzing organizational problems

TNA has become a tool for analyzing organizational problems and determining whether the solutions that emerge can be training-based or related to other HR options such as recruitment, pay, and promotion (Iqbal, 2011). However, in some sectors and industries, it has equally become more and more about ensuring that employees have the specific skills to fulfil specific well-designated tasks (Ashley, 2009). Taylor et al., 1998 suggest that there are different forms of TNA, depending on whether the needs are for a task based (i.e. How to) training as opposed to when the wider goal is to improve organizational performance or sustain a long-term change process.

Gap in the skills and behavior

According to J P Associates (P) Ltd (2014); Iqbal (2011), TNA agrees determines the gap between current and desired (or required) results, or the gap in results between 'what is' and 'what should be. TNA assumes ~~both~~ that the current skill set can be measured and that it needs to be defined. It assumes there is a measurable shortfall between the desired skills, knowledge, behaviors and attitudes in a firm and those currently

available. Iqbal (2011) argued that the term 'assessment' implies a judgment about the importance of the perceived need. Bee and Bee (2003) referred operational gap as the "training gap.
McClendon (2006) pointed out that TNA has shifted from its early focus on training to the identification of gaps in organizational performance, the assessment of the impact of these gaps and a focus on the appropriate means to address those needs. He further said that from this perspective, TNA becomes a means to access a range of HR functions.

Result-focused and Task-focused TNA for Organizational Performance Improvement
Results-focused TNA

Taylor et al. (1998) made a distinction between results-focused and task-focused TNA. Results-focused TNA is designed to correct known performance problems and can be aligned to the traditional 'training focused' model of TNA. For example, existing managers are often given management training in the hope of improving unit productivity and morale; customer contact staff is trained in customer service skills to enhance the organization's reputation and to increase repeat business with customers. Iqbal (2011) said that aligning TNA with the process of strategic planning and strategic change seeks to improve overall organizational capacity.

Tasked-focused TNA

Unlike results-focused TNA, task-focused TNA has, at best, an indirect link to current performance and current needs (Taylor, Beechler, & Napier, 1996). Task-orientated training can be about building general capacity (i.e. preparing employees for a future promotion), part of introducing new technology (where the improved performance is a product of the technology rather than the training), or of creating the base capacity to work in an organization by induction program. Rashman et al. (2009) pointed out that the interest in learning to meet future, and currently unspecified needs has been seen from the point of view of management and organizational learning communities. The important consequence is that task-focused learning in particular has to be aligned to the organization's overall goals.
TNA will follow the three levels set out in Fig. 2, Organizational, Task, and Personal, and then moving next to the training design, implementation, and assessment (Bowman and Wilson, 2008).

Insert Fig. 2: Identification of training needs from organization analysis, task analysis and person analysis

Integrate TNA to the organizational strategy

It is important to examine the effect of integrating TNA with the overall organizational strategy, and if TNA is an effective mean to evaluate the effectiveness and skills of the workforce. It also highlights the importance of TNA in relation with other concepts of organizational change such as the organizational learning and organizational development (Chiva et al., 2010, McKelvie and Davidsson, 2009, Mohrman and Worley, 2009, Newey and Zahra, 2009).

TNA as part of strategic change process

The difference between TNA with a focus on immediate needs, and a primary outcome of structured training, and TNA as part of a wider strategic change process, where the desired end point is less clearly specified and the proposals capture HR issues beyond training. Gent and Dell' Omo (1989) suggested that task analysis will help to identify the required needs for training.

TNA used as major process of organizational change

One substantial study on the use of TNA, not for specific competencies but for organizational change, is offered by Reed and Vakola (2006). This study looked at a major change process across a health system that spanned hospital provision, community provision, and long-term care for the elderly. The information on what was needed was not, as above, gathered by questionnaire but by the process of 'parallel learning' (Reed and Vakola, 2006). This allowed a richer view of both current training needs and of issues that lay outside formal job competencies as it accessed the knowledge and attitudes of staff in the organization. Within this, the need for a TNA was identified (Reed and Vakola, 2006). In effect, the process of conducting a TNA became a change process in itself as it faced issues of inertia, authority and a view that the process was too complex to be captured in such direct terms.

Reed and Vakola (2006) suggested that most Organizational Development (OD) interventions are designed for over-bounded systems and quite different interventions are required for under-bounded ones.

Process-focused TNA for Major Organizational Changes

Another application of TNA falls into 'process- focused' approach. TNA is used when a new technological approach becomes available. The new technology triggers a realization of its potential value and in turn the training needs required to exploit the resource. This can be seen as a hybrid in that the training is needed to learn how to use the new technology or the new software, but the impact on organizational performance came from the capacity of the analytic tools. In effect, the training, and TNA, can be seen to have enabled improvement, rather than leading directly to it (Taylor et al., 1998). The outcome may be strategic compared to a micro approach focusing on the knowledge and skill needs of individuals or groups of employees (Noe & Tews, 2008).

Training Program Design

According to Ghulfi, Ali (2012), TNA is a key step in the design of training programs to ensure that resources are used sensibly and the resulting training increases the efficiency and effectiveness of the workforce. Gould (2007) explained that the design of training program should start with systematic consultation with concerned stakeholders to identify the learning needs of the target population.

A good design of the training program is the first step for the success of the training program. The design should be such that may offer lots of interaction between the teacher and the taught and also be lively and do not allow any monotony to set in the training program. The quality of design of the training program will attract the participants. Gould-Williams (2004) suggested that the changes in the demands placed on or by the employing organization should also be taken into account. New Government policy, advancement in technology, role expansion and the increasing expectations of service users are additional drivers for the change.

III. Research Methodology

The research methodology is based on the research model 'Onion' developed by Saunders at el. (2003), which has six layers steps: the research philosophy, research approach, research strategy, research choice, time horizon and data collection and data analysis (Saunders et al., 2007). Each step is carried out in sequence, one after the other in the same way as the one like peeling off the layers of the onion. Mixed-method has been used to collect and analyze the data, which will use both qualitative as well as quantitative techniques

Research Philosophy

The present research takes the views of the HR managers and employees in HR departments of the organizations and interpret them for deriving the required information about the status and perception of TNA. Research philosophy is therefore interpretivism.

Research Approach

Data is obtained qualitatively by interviewing a small number of HR managers and HR employees with the help of a semi-structured questionnaire. Based on their feedback, a questionnaire is developed for a survey for quantitative analysis. Inductive research approach is followed for the research.

Research Strategy

Ministry of Industry in Saudi Arabia maintains a list of industries. Companies owned and run by families and having more than one year operations in Riyadh, Jeddah and Dammam were picked up. 143 companies qualified this criteria. However only 33 companies agreed to participate in the research. This research adopted 'Interviewing' and 'Survey Strategy' to collect the primary data.

Research Choice – Mixed Methodology

The mixed method approach of research began with a qualitative exploration of issues concerning training and development of family owned organizations in KSA. The data was collected by interviewing the HR managers.

Content Validity Ratio

The researcher used a content validity ratio (CVR) developed by Lawsche (1975) to examine if the contents of the questions are valid. The content validity ratio is calculated by the formula as given below:

$$\text{Content Validity Ratio} = \frac{Ne - N/2}{N/2}$$

Where Ne = number of panelists indicating "essential"
and N = total number of panelists.

In case the value of the content validity ratio works out to be < 0.5, the question is lacking validity test and is to be ignored. All the questions with content validity ration of 0.5 and above are included in the questionnaire. Following this process, the questionnaire for the quantitative analysis was finalized.

The questionnaire for quantitative analysis was developed based on the feedback of qualitative data. The questions were classified under eleven (11) factors, which are given below:

1) Identification of training needs;
2) Relevance;
3) Clarity of objectives;
4) Interactivity;
5) Credibility of content;
6) Quality of training methods;
7) Training design;
8) Intent to participate;
9) Behavioral modification;
10) Competence development;
11) Performance improvement.

A 5-point rating scale, anchored by 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree and 5 = strongly agree was used for all the items.

Time Horizon

Cross-sectional time horizon is used as the survey is conducted through cross-section of HR managers and HR employees.

Research Sampling

There are three elements of research sampling: sampling frame, sampling technique and sampling size.

Sampling Frame

Saudi Arabia, an active commercial center, has been taken as sampling frame, which was derived from the information provided by the Ministry of Industry.

Sampling Technique

Researcher approached the management of the family-owned firms to identify the HR managers who could participate in the interviews for conducting this research. Managers identified by the management of the family-owned firms were then requested to identify the HR employees as respondents for the survey.

Sample size

33 HR managers consented for the interviews. 210 HR employees participated in the survey with the help of a questionnaire. The interviews were conducted in two lots. 16 HR managers participated in the first lot and 17 HR mangers participated in the second lot of interviews.

Primary and Secondary Data

Primary data was collected in two stages in June 2014. In the first stage, data was obtained from the semi-structured interviews with the HR managers. In the second stage, primary data was collected through the survey conducted with the help of a questionnaire filled by HR employees. Content validity test was conducted by calculating the 'content validity ratio' using the formula developed by Lawsche (1975). The Content validity ratios of all the questions were found to be 0.5 or more suggesting that the contents are valid. Content validity ratio of the questions for the survey was also carried out in similar way. The content validity ratios of the questions for the questionnaire of the survey were also found to have valid contents. Secondary data was collected from the published papers in the reputed journals, published reports and text books.

Reliability Test

Reliability of the questionnaire was tested by using Cronbach's alpha. Alpha value of 0.60 was used as the threshold value (Malhotra, 2004). Reliability coefficients indicated by alpha values for the factors chosen for this study were more than 0.60, which is an acceptable value. So, the items constituting each variable under study have reasonable internal consistency.

Data Analysis and Results

Descriptive statistics was used along with Correlation, Exploratory factor analysis, Confirmatory Factor Analysis, MANOVA, and Multiple Regression.

Respondent Profile for the HR Managers' Survey

Demographic details of the managers, who participated in the interviews are given in Table 1. It is observed that all the participating managers were male and 88.8% were above 40 years of age. 87.9% respondents were Saudis.

Insert Table 1: Age, gender and nationality of the HR manager participants in interviews

Table 2 provides a summary of data about the organizations from which data was collected. 54.5% firms have a life less than 9 years. 36.4% of the firms fall in the range of 10-14 years age. 81.8% of the firms were having employee strength less than 4 employees. It is seen that 39.4% of the firms did not use TNA

.

Insert Table 2: Age & size of HR departments and use of TNA

There were 36.4% of responses (n = 12) from companies employing 60-199 employees (Table 3). Companies with employee number ranging from 60-199 are considered as medium sized family-owned firms. The remainder companies were large companies of varying sizes. Only a few newer companies were represented (defined as those that had been in business for less than 10 years), with most companies being in business for 10 to 20 years or more. The management structure was mixed, with a combination of owner-managed companies, owners and professional managers, and boards of directors (including Saudi and mixed Saudi and non-Saudi boards).

Insert Table 3: Details of the organizations where the HR managers were employed

Demographic Details of Participants in Quantitative Analysis

Age, educational background, and years of experience of the HR employees , who participated in the survey are presented in Table 4. The participants in the survey were in the age of 20-60 years. The educational background of the majority of participants (91%) was technical school, diploma and college.

Insert Table 4: Age, educational background and experience of HR employee participants in survey.

HR departments and Use of TNA

Table 5 shows the details of age and size of HR departments and use of TNA in the HRM practices of the department. It is observed that over half (54.5%) of the companies having introduced a formal HR organization in the previous nine years. In comparison, only 18.2% of the companies had been established in the previous nine years as shown in the Table 8. The organizations also had relatively small HRM organizations. None of the organizations had more than 6 HR employees, while almost half (48.5%) had only one or two employees. This suggests that HRM is a relatively new concept for these businesses and that it has not yet grown very large in the organizations participating in the study.

Insert Table 5: Age, size of HR departments and use of TNA

Testing for Multi - Collinearity and Common Method Variance

Table 6 shows that correlation with coefficient more than .80 exists between 'Competence development and Performance Improvement' and 'Competence Development and Behavioral Modification'. The conflict was resolved by removing the variable Competence Development which contributed to multi-collinearity on both the cases. Accordingly, further analysis was done only with 10 variables after removing competence development from the study. The item inter-correlations for all items within a respective constructs are significant and hence provides evidence that the items are related to the same construct 'perception on training programs' is supported.

To test the fitness of the exploratory factor model, the following few tests are done:

- The correlation coefficients are computed and found that there are enough correlation coefficients greater than 0.30. This indicates the fitness of the factor model.
- Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy quantifies the degree of inter-correlations among the variables. It is found to be 0.881 which is a meritorious statistic.

The overall significance of all correlations within the correlation matrix is statistically tested using Bartlett's Test of Sphericity (Approximate chi-square= 1808.047; df = 55 and significant at 0.000). This provides validity of the factor analysis of the data set, as it indicates adequate inter-correlations between the items. All the above indicate the appropriateness of factor analysis and thus provide sufficient support to continue analyzing the factor results.

Insert Table 6: Mean, Standard Deviation (SD) and Inter-correlations

On examination of the mean, it was found that the mean values range from a low of 2.37 on identification of training need and high of 3.69 for the perception on training design. The mean value on perception on all issues of training programs suggests that the perception captured on 11 factors is not very high as the mean value has not breached the '4' in the scale. Hence, employers are required to work on all the factors involved in this study and improve the perception of the employees on the training programs.

Difference in the Perception on Training Programs in Family-owned Business Firms in KSA

Table 7 shows that that F – static is significant at $p = 0.000$. This means, there is a significant difference on the perception on training programs across different age groups. Wilk's Lambda = 0.654, F (30, 578.910) = 3.002, $p = 0.000$ (< 0.05).

Insert Table. 7: Multivariate Analysis of Variance (MANOVA) between age groups and perception on training programs

Table 8 shows that null hypothesis was supported for relevance of the training, clarity of objectives, interaction in the training programs and quality of training methods. Hence, perception on identification of training need, credibility of the training programs, training design, intention to participate, behavioral modification and performance improvement differ across age.

Insert Table 8: Tests of Between-Subjects Effects for perception on training programs and age

Further, on examination of the univariate descriptive results, shown in Table 9, it was found that employees in the age group 20-30 have a higher perception followed by those in the 31-40, 51-60 and 41-50 age groups. Similarly, examination of the mean values across age groups on credibility of the training programs the perception was higher among the employees belonging to age group 51-60 followed by those in 41-50, 20-30 and 31-40. On examination of the perception on training design, the perception was higher among the employees belonging to 51-60 followed by those in the group 41-50, 31-40 and 20-30.

Insert Table 9: Comparison of means between age and perception on training programs

Testing of hypothesis 2. 3 and 4

Analysis of data and testing of the hypotheses 2, 3 and 4 were conducted in similar way as was done for hypothesis 1. The results of the testing of hypotheses 1, 2, 3 and 4 presented in Table 10.

Insert Table 10: Result of testing of hypotheses 1, 2, 3 and 4

Conclusions

Based on the qualitative and quantitative analysis, following conclusions are drawn:

Concept of TNA

i. TNA was seen as being moderately useful for internal environmental analysis and external analysis.
ii. The normal views in family-owned firms are that managers hired are already trained for the job to be carried out. Whatever additional training is needed, should be learned through informal on-the-job training. If the employees did not prove to be successful, the firms would either fire them or end their contract.
iii. Only 10% respondents suggested that retraining for performance was a viable option.
iv. Substantial revision in the organizational culture is required to bring the change to introduce the concept and importance of the need to train managers.

Present Status of Use of TNA in Family-owned Firms in KSA

The status of training and TNA as observed in family-owned firms in KSA is as under:

i. TNA was applied in a patchy and incomplete way, often focused only on certain types of employees or workers. I t was not used to its full effect for management training.
ii. Formal TNA practices were more commonly used in medium rather than small organizations.
iii. Although the emphasis on the training was found to be fairly moderate, managerial training was not considered as a part of normal practice.
iv. HRM function is not strongly embedded within the firms' strategies leaving a gap between HRM function and business strategy.

v. In over half of the firms participating in the interviews, HRM professionals did not even design or conduct the training, and in most cases HRM professionals did not prepare job requirements.
vi. No importance was attached on managerial training, except in a few firms where employees use such training to gain new skills.
vii. All the firms indicated that they generally conducted training but without understating the needs of the employees adequately.
viii. The ultimate control of hiring and training is not in the hands of HRM professionals, who, although express awareness o
ix. HR personnel in Saudi firms play a relatively subordinate role in comparison to the general management.
x. HR managers do not plan training based on the outcomes of TNA. Discussion of job requirement's planning indicated that HRM staff members were often not involved in the establishment of these requirement

TNA as a Tool for Analyzing the Organizational Problems

i. Organizations used TNA effectively for individual analysis, especially in the form of a performance evaluation and personal analysis as well as to identify group issues and training issues.
ii. Only 61% of the interview sample, including only 50% of medium-sized firms, used TNA analysis on a consistent basis. For the larger firms, the emphasis tended to be on relationships within the firm, while the smaller firms put some emphasis on external relationships to derive basic job descriptions. Job analysis was a common focus of TNA, while personal analysis was less common and more fragmented.
iii. TNA focused more on performance weakness and improving competence than on meeting future needs.

TNA in Assessing the Training Need Gaps

i. The needs of customers, shareholders, and other stakeholders were not taken into account in TNA suggesting a serious flaw in the effort to align and integrate the business needs of the organizations and the implementation of training practice.
ii. TNA was used for most of the factors in performance evaluation including identifying gaps in knowledge or skills and analyzing the training process itself.

TNA as a Process of Organizational Improvement and Organizational Change

i. The study suggested that TNA was used for managerial actions such as time management, social responsibility, and technical aspects of the manager's job but was not used for areas such as leadership or managerial responsibility.
ii. There was little evidence of the use of TNA effectively for job design and job requirements.
iii. The issues rightly related to TNA such as being more effective, coaching and training others, taking initiatives, and creating vision were not seen as part of TNA.
iv. Performance of the firms could be improved by implementing TNA more thoroughly; shift their emphasis from results to tasks, from mere training to a combination of training, technology, and job requirements; and by prioritizing the training needs that are most in line with the organization's goals and strategies.
v. In order to improve the performance of the organization, focus is needed on continuously improving the performance of the individual through TNA.
vi. TNA is one of the elements in improving employee performance, employee satisfaction, retention, and by extension organizational performance and organizational competitiveness. Learning and knowledge transfer within the organization by creating a learning environment and providing comprehensive training is part of organizational learning and is similar to the organizational development.
vii. Educating upper management on the importance of TNA and its reflection in practices like job requirements, hiring, training, and evaluation could improve the HRM practices of the firm and its strategic and operational goals.
viii. Sensitizing the top management would help in the use of TNA and other HRM practices.

Integration of TNA to Organizational Strategy

i. Alignment of strategic goals and organizational practices was weakest part in family-owned firms. TNA can help in this aspect. The benefits of management training is difficult to measure using standard measurement techniques, although the use of utility analysis can allow for a return on investment (ROI) to be effectively calculated for management training. It is important to consider the role of TNA in the performance of all employees.
ii. Training and development practices enable the firm to better adapt its practices to globalization and change, which is increasingly necessary in the modern world. Organizations must adapt to a changing strategic environment and must use an organizational learning approach that will enable it to make use of its existing

resources and gain access to new resources. Organizations need to become more flexible, more skilled at exploiting its assets, and more committed to learning. TNA is an important tool in doing so.

Barriers to TNA

i. The largest barrier to the effective use of TNA is the culture of the organizations. The Family-owned organizations have an organizational culture of strict hierarchy, preferential hiring, personal connections, and other hiring practices that focus on immediate needs or desires rather than strategic goals. Because the manager, owner, or top managers, hold the final say in hiring decisions, the HRM function within the firm has few opportunities to hire strategically or to provide training focused on long-term needs.
ii. The structure of the family acts as a barrier to TNA due to preferential hiring of family members or from other social connections as well as preferential assessment of family members. Even in cases where TNA was used at the organizational level, at the personal level it may be far less effective for some.

IV. Recommendations

The importance of family-owned firms in Kingdom of Saudi Arabia has greatly increased due to their contribution to the national economy. Performance and development of these firms depends on the skills of their manpower. Although acquiring qualified and trained managers helps the family-owned firms to be efficient and productive, the performance, profitability and growth of the firms can be achieved by proper training suitable to their own requirements. TNA is the first step in this direction for planning the skills required for doing the present job efficiently and fill the gap in the skills for future needs of the organization. A model of TNA has been developed and presented in Fig. 3. The developed model of TNA is expected to improve the performance of the family-owned firms in KSA.

Insert Fig. 3: Recommended TNA model for Family-owned firms

References

[1]. Alwafi, A. R. (2013). Exploring strategic planning of family firms in Saudi Arabia. Ph.D thesis, Heriot-Watt University, Edinburgh Business School.
[2]. Alwekaisi, K. S. (2015). Perception of Training Programs in Family-owned Firms in the Kingdom of Saudi Arabia. PhD Dissertation, *School of Business. Brunel University*, UK.
[3]. Bee, R., & Bee, F. (2003). Learning needs analysis and evaluation. (edn. 2nd,). *Chartered Institute of Personnel & Development.*
[4]. Boxall, P., Purcell, J., & Wright, P. (Eds.) (2007). *The Oxford handbook of human resource management*. Oxford: Oxford University Press, USA.
[5]. Bowman, J. & Wilson, J. (2008). Different roles, different perspectives: perceptions about the purpose of training needs analysis. *Industrial and Commercial Training*. 40(1), 38-41.
[6]. Boydell, T. (1971). *A Guide to the Identification of Training Needs*, London: BACIE.
[7]. Cascio WE (1992). Reconciling economic and social objectives in personnel selection: impact of alternative decision rules. *New Approaches Empl. Manage: Fairness Empl*. Sel. 1:61-86
[8]. Chen, G., & Klimoski, R. J. (2007). Training and development of human resources at work: Is the state of our science strong? *Human Resource Management Review*, 17 (2), 180–190.
[9]. Chiva, R., Grandío, A. & Alegre, J. (2010). Adaptive and generative learning: Implications from complexity theories. *International Journal of Management Reviews*, 12(2), 114-129.Daily, C.M. & Dollinger, M.J., 1992. An Empirical Examination of Ownership Structure in Family and Professionally Managed Firms. Family Business Review, 5(2), pp.117-36.
[10]. Gent, M, J. & Dell'Omo, G.G. (1989). The Needs Assessment Solution. *Personnel Administrator*, 82-84.
[11]. Goffee, R. & Scase, R., 1985. Proprietorial control in family firms: some functions of Quasi-Organic management system. *Journal of Management Studies*, 22(1), pp.53-68.
[12]. Gould-Williams, J. (2004). The effects of high commitment' HRM practices on employee attitude: the views of public sector workers. *Public Administration*, 82(1), 63-81.
[13]. Gould-Williams, J. (2007). HR practices, organizational climate and employee outcomes: evaluating social exchange relationships in local government. *International Journal of Human Resource Management*, 18, 1627-1647.
[14]. Ghulfi, Ali (2012). Training Need Analysis: An empirical study of the Abu Dhabi Police. Doctoral Symposium, Brunel Business School, 27-28th March, 2012.
[15]. Iqbal, A. (2011). Creativity and innovation in Saudi Arabia: An overview. *Innovation: Management, policy & practice*. 13, 376-390.
[16]. J P Associates (P) Ltd. (2014). CONDUCT OF TRAININING NEEDS ASSESSMENT (TNA) AND PREPARATION OF STRATEGIC TRAINING PLAN FOR ULBS UNDER CBUD PROGRAMME. Presentation on January 22, 2014 at The India Habitat Centre, Lodi Road, New Delhi 2014.
[17]. Karatas-Ozkan, M, Manville, G and Nicolopoulou, K (2010). Sustainability and growth of social enterprises: An explorative study of social enterprises in South England. *ISBE conference*, London November
[18]. Kreiser, P.M., Ojala, J., Lamberg, J. & Melander, A., 2006. A historical investigation of the strategic process within family firms. Journal of Management History, 12(1), pp.100-11.
[19]. Lashley, C., (2009). The Right Answers to The Wrong Questions? Observations on skill development and training in the UK's hospitality sector. *Tourism and Hospitality Research*. 9(4), 340-352
[20]. Lawshe, C.H. (1975). A quantitative approach to content validity. *Personnel Psychology*. 28, 563-575.
[21]. Malhotra, N.K. (2004). Marketing Research: An Applied Orientation (4th edn.), *Pearson Education, Inc*, New Jersey.
[22]. McClernon, T. (2006). Rivals to systematic training. *Advances in Developing Human Resources*. 8(4), 442-459.
[23]. McKelvie, A., Davidsson, P., (2009). From resource base to dynamic capabilities: An investigation of new firms. *British Journal of Management.* 20, 63-80.

[24]. Ministry of Economics & Planning (2009). The Report Ministry of Economics & Planning (2009).
[25]. Mohrman, S.A., & Worley, C.G. (2009). Dealing with rough times: A capabilities development approach to surviving and thriving. *Human Resource Management.* 48(3), 433-455.
[26]. Moore, M L and Dutton, P (1978). Training Needs Analysis: Review and Critique, *Academy of Management Review*. 532 – 45.
[27]. Newey, L.R., & and Zahra, S.A. (2009). The evolving firm: how dynamic and operating capabilities interact to enable entrepreneurship. British Journal of Management. 20, 81–100
[28]. Noe, R. A., & Tews, M. J. (2008). Strategic training and development. *In J. Storey, P. Wright, & D. Ulrich (Eds.), The Routledge companion to strategic human resource management.* New York, NY, Taylor & Francis.
[29]. Pandza, K. & Thorpe, R. (2009). Creative Search and Strategic Sense-making: Missing Dimensions in the Concept of Dynamic Capabilities. *British Journal of Management*, 20, 118-131
[30]. Purcell, J. & Hutchinson, S. (2007). Front-line managers as agents in the HRM-performance causal chain: theory, analysis and evidence. *Human Resource Management Journal*. 17(1), 3-20.
[31]. Rashman, L., Withers, E. Hartley, J. (2009). Organizational learning and knowledge in public service organizations: A systematic review of the literature. *International Journal of Management Reviews*, 1(4), 463-494.
[32]. Reed, J., & Vakola, M. (2006). What role can a training needs analysis play in organizational change? *Journal of Organizational Change Management*. 19 (3).Saunders et al. (2007). Research Methods for Business Students, 4th Ed. *Prentice Hall Financial Times*, Harlow.
[33]. Saunders et al. (2003). Research Methods for Business Students. *Prentice Hall*, London.
[34]. Tagiuri, R. & Davis, J.A., 1996. Bivalent attributes of the family firm. Family Business Review, 9(2), p.199–208.
[35]. Taylor, S., Beechler, S. & Napier, N. (1996). Toward an integrative model of strategic International Human Resource Management. *The Academy of Management review*, 21(4), 959-985.
[36]. Taylor, P J & O'Driscoll, M P (1998). A New Integrated Framework for Training Needs Analysis. *Human Resource Management Journal*. 8 (2), 29 – 50.
[37]. Ward, J.L., 2004. Perpetuating the family business. Palgrave Macmillan.

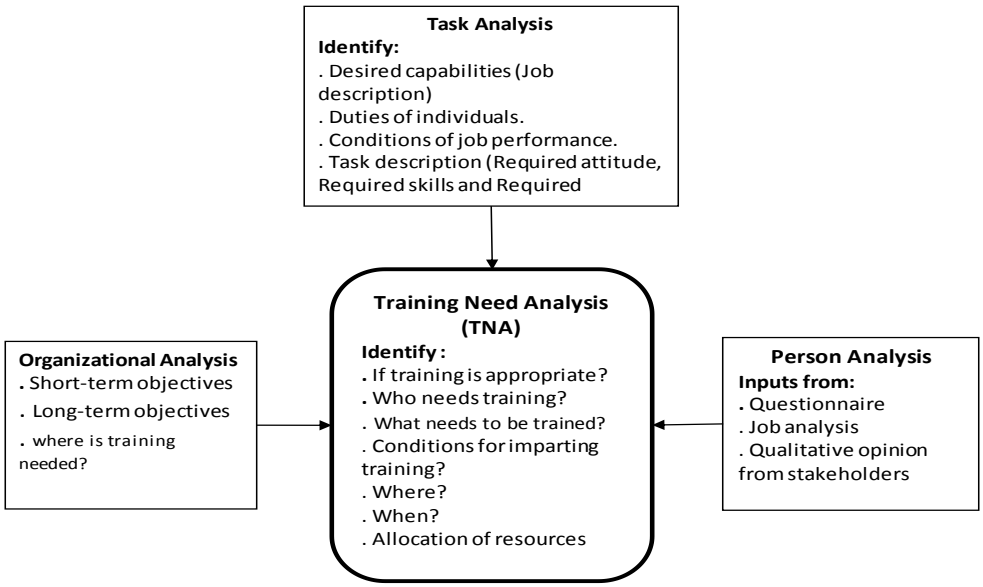

Fig. 1: Elements of training need analysis

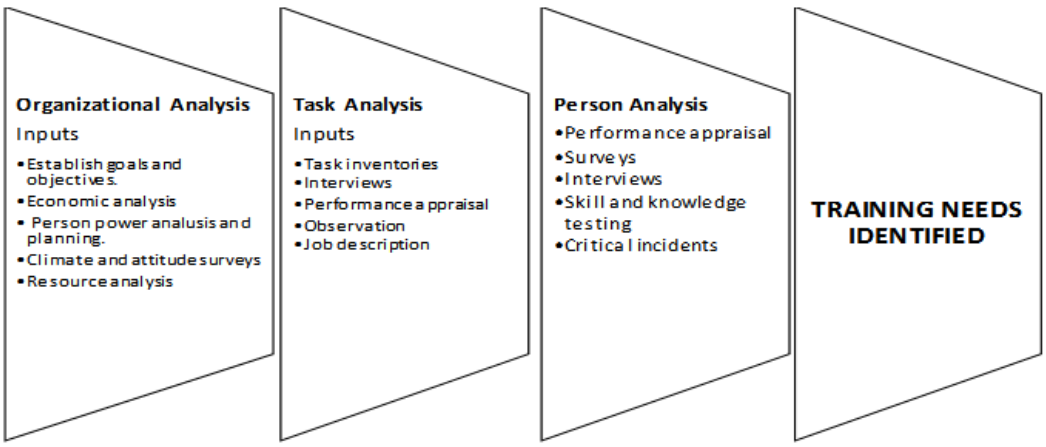

Fig. 2: Identification of training needs from organization analysis, task analysis and person analysis

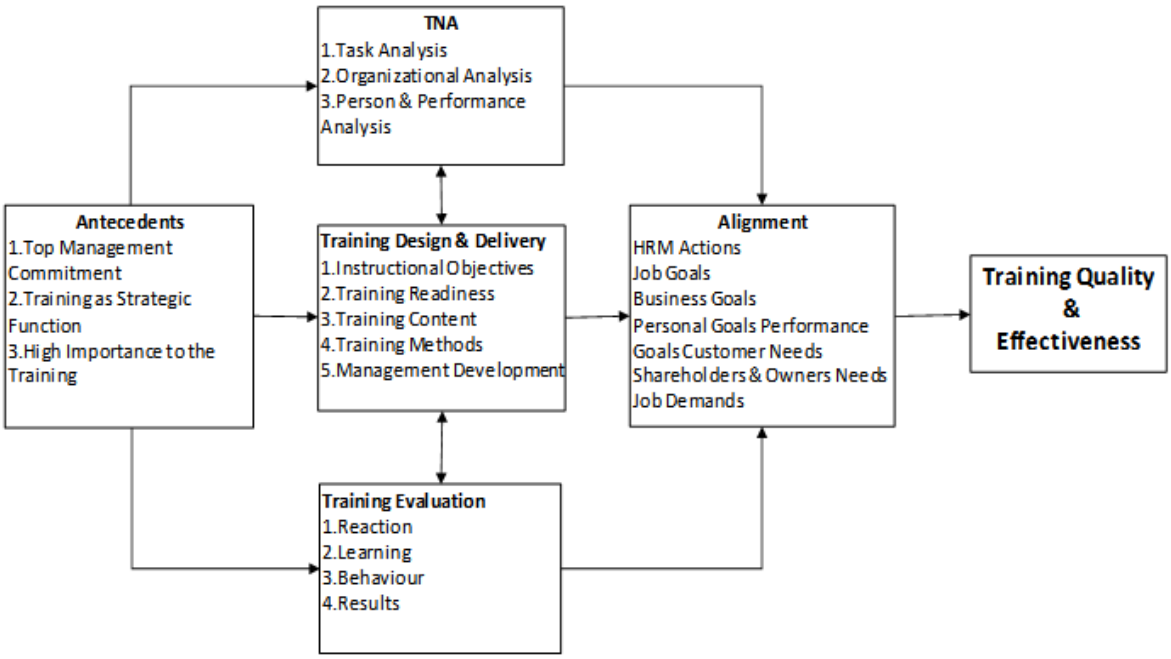

Fig. 3: Recommended model of TNA for Family-owned firms in Saudi Arabia

Table 1: Age, gender and nationality of the HR manager participants in interviews

	Category	Frequency	Per cent	Cumulative Per cent
Age of Respondents	Under 40	7	21.2%	21.2%
	40 to 45	8	24.2%	45.5%
	46 to 50	15	45.5%	90.9%
	Above 50	3	9.1%	100%
Gender of Respondents	Male	33	100%	100%
	Female	0	0%	100%
Nationality of Respondents	Saudi	29	87.9%	87.9%
	Non-Saudi	4	12.1%	100%

Table 2: Age &size of HR departments and use of TNA

	Category	Frequency	Percent	Cumulative Percent
Age of the Formal HR department	Fewer than 5 years	5	15.2%	15.2%
	5 to 9 years	13	39.4%	54.5%
	10 to 14 years	12	36.4%	90.9%
	15 to 19 years	1	3%	93.9%
	20 or more years	2	6.1%	100%
Size of the HR department (Number of Employees)	1 or 2 Employees	16	48.5%	48.5%
	3 or 4 Employees	11	33.3%	81.8%
	5 or 6 Employees	6	18.2%	100%
Use of TNA in the HRM Practices of the department	Yes	20	60.6%	60.6%
	No	13	39.4%	100%

Table 3: Organisational details, where the HR managers were employed

	Category	Frequency	Per cent	Cumulative Per cent
Organization Size (Number of Employees)	60 to 99 employees	7	21.2%	21.1%
	100 to 199 employees	5	15.3%	36.4%
	200 to 299 employees	6	18.5%	54.8%
	300 to 399 employees	8	24.2%	79%
	400 to 499 employees	4	12.1%	91.1%
	500+ employees	3	8.9%	100%
Age of the Organization (Years in Business)	Less than 1 year	1	3%	3%
	5 to 9 years	5	15.2%	18.2%
	10 to 14 years	8	24.2%	42.4%
	15 to 19 years	9	27.3%	69.7%
	20 to 24 years	2	6.1%	75.8%
	25 to 29 years	3	9.1%	84.8%
	30 to 34 years	2	6.1%	90.9%
	35 or more years	3	9.1%	100%
Management Structure of	Owner alone	3	9.1%	9.1%

the Organization	Owner and professional manager	11	33.3%	42.4%
	Saudi Board of Directors	11	33.3%	75.8%
	Mixed Board of Directors (Saudi and Non-Saudi Members)	8	24.2%	100%

Table 4: Age, educational background and experience of HR employee participants in the survey

Items	Description	Frequency	Percent	Cumulative percentage
Age	20-30	32	15.2	15.2
	31-40	59	28.1	43.3
	41-50	54	25.7	69.
	51-60	65	31.0	100
Educational Background	High School	19	9.0	9.0
	Technical School	65	31	40.0
	Diploma	79	37.6	77.6
	College	47	22.4	100.0
Experience in groups	1 to 5 years	37	17, 6	17.6
	6 to 10 years	56	26.7	44.3
	11 to 15 years	49	23.3	67.6
	16 to 20 years	48	22.9	90.5
	21 and above	20	9.5	100

Table 5: Age, size of and the use of TNA by the HR departments

Factors	Category	Frequency	Percent	Cumulative Percent
Age of the Formal HR department	Fewer than 5 years	5	15.2%	15.2%
	5 to 9 years	13	39.4%	**54.5%**
	10 to 14 years	12	36.4%	90.9%
	15 to 19 years	1	3%	93.9%
	20 or more years	2	6.1%	100%
Size of the HR department (Number of Employees)	1 or 2 Employees	16	48.5%	48.5%
	3 or 4 Employees	11	33.3%	81.8%
	5 or 6 Employees	6	**18.2%**	100%
Use of TNA in the HRM Practices of the department	Yes	20	60.6%	60.6%
	No	13	39.4%	100%

Table 6: Mean, Standard Deviation (SD) and Inter-correlations

No		Mean (SD)	1	2	3	4	5	6	7	8	9	10
1	Identification of training need analysis	2.37 (.90)										
2	Relevance of the Training	3, 67 (.74)	-.73**									
3	Clarity of Objectives	3, 53 (.71)	-.59**	.64**								
4	Interaction in the training programs	3.65 (.93)	-.40**	.49**	.49**							
5	Credibility of the training program	3.53 (.80)	-.58**	.59**	.56**	.46**						
6	Quality of Training Methods	3.63 (.72)	-.52**	.49**	.53**	.49**	.60**					
7	Training Design	3.69 (.74)	-.27**	.25**	.53**	.26**	.28**	.44**				
8	Intention to participate	3.66 (.80)	-.20**	.23**	.57**	.25**	.21**	.32**	.78**			
9	Behavioral Modification	3.45 (.73)	-.25**	.21**	.53**	.23**	.18**	.31**	.72**	.84**		
10	Competence Development	3.54 (.92)	-.27**	.24**	.57**	.25**	.21**	.26**	.69**	.79**	.80**	
11	Performance Improvement	3.46 (.94)	-.27**	.24**	.54**	.23**	.24**	.27**	.68**	.75**	.74**	.90**

** Significant at 0.05% level*

Table 7: Multivariate Analysis of Variance (MANOVA) between age groups and perception on training programs

Effect		Value	F	Df	Error df	Sig.
Age	Pillai's Trace	.374	2.831	30.00	597.00	.000*
	Wilks' Lambda	.654	3.002	30.00	578.910	.000*
	Hotelling's Trace	.487	3.177	30.00	587.00	.000*
	Roy's Largest Root	.388	7.719	10.00	199.00	.000*

** Significant at 0.05% level*

Table 8: Tests of Between-Subjects Effects for perception on training programs and age

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Age	Identification of training need	8.673[a]	3	2.891	3.633	.014
	Relevance of the Training	2.904[b]	3	.968	1.741	.160
	Clarity of Objectives	3.116[c]	3	1.039	2.079	.104
	Interaction in the training programs	2.057[d]	3	.686	.778	.507
	Credibility of the training program	6.094[e]	3	2.031	3.225	.024
	Quality of Training Methods	2.971[f]	3	.990	1.915	.128
	Training Design	9.585[g]	3	3.195	6.221	.000
	Intention to participate	15.306[h]	3	5.102	8.661	.000
	Behavioral Modification	9.661[i]	3	3.220	6.441	.000
	Performance Improvement	43.553[j]	3	14.518	20.957	.000

a. R Squared = .050 (Adjusted R Squared = .036)
b. R Squared = .025 (Adjusted R Squared = .011)
c. R Squared = .029 (Adjusted R Squared = .015)
d. R Squared = .011 (Adjusted R Squared = -.003)
e. R Squared = .045 (Adjusted R Squared = .031)
f. R Squared = .027 (Adjusted R Squared = .013)
g. R Squared = .083 (Adjusted R Squared = .070)
h. R Squared = .112 (Adjusted R Squared = .099)
i. R Squared = .086 (Adjusted R Squared = .072)
j. R Squared = .234 (Adjusted R Squared = .223)

** Significant at 0.05% level*

Table 9: Comparison of means between age and perception on training programs

	Age	Mean	N
Identification of training need*	20 – 30	2.7292	32
	31 – 40	2.5198	59
	41 – 50	2.1667	54
	51 – 60	2.2462	65
	Total	2.3762	210
Relevance of the Training	20 – 30	3.4792	32
	31 – 40	3.5876	59
	41 – 50	3.8086	54
	51 – 60	3.7385	65
	Total	3.6746	210
Clarity of Objectives	20 – 30	3.3542	32
	31 – 40	3.4576	59
	41 – 50	3.5309	54
	51 – 60	3.6974	65
	Total	3.5349	210
Interaction in the training programs	20 – 30	3.6250	32
	31 – 40	3.5085	59
	41 – 50	3.7037	54
	51 – 60	3.7538	65
	Total	3.6524	210
Credibility of the training program*	20 – 30	3.4167	32
	31 – 40	3.2994	59
	41 – 50	3.6543	54
	51 – 60	3.6923	65
	Total	3.5302	210
Quality of Training Methods	20 – 30	3.6146	32
	31 – 40	3.4576	59
	41 – 50	3.6790	54
	51 – 60	3.7590	65
	Total	3.6317	210
Training Design*	20 – 30	3.3359	32
	31 – 40	3.6102	59
	41 – 50	3.6806	54
	51 – 60	3.9731	65
	Total	3.6988	210

Intention to participate*	20 – 30	3.3281	32
	31 – 40	3.5085	59
	41 – 50	3.5787	54
	51 – 60	4.0538	65
	Total	3.6679	210
Behavioral Modification*	20 – 30	3.1042	32
	31 – 40	3.3333	59
	41 – 50	3.4506	54
	51 – 60	3.7282	65
	Total	3.4508	210
Performance Improvement*	20 – 30	2.7560	32
	31 – 40	3.2062	59
	41 – 50	3.4497	54
	51 – 60	4.0663	65
	Total	3.4664	210

** Significant at 0.05% level.*

Hypothesis #	Statement of hypothesis	Analysis discussion
H1	H01: There is no significant difference in the perception on the training programs among the employees belonging to different age groups.	Analysis showed the following: a. Null hypothesis was supported for relevance of the training, clarity of objectives, interaction in the training programs and quality of training methods. b. Perception on identification of training need, credibility of the training programs, training design, intention to participate, behavioural modification and performance improvement differ across age.
	H11: There is a significant difference in the perception on the training programs among the employees belonging to different age groups.	
H2	H02: There is no significant difference in the perception on the training programs among the employees belonging to different levels of attainment.	Analysis showed the following: a. There was a significant difference on the perception on training programs across different education attainment. b. Null hypothesis has been supported for identification of training need, relevance of the training, clarity of objectives, interaction in the training programs, credibility of the training program and quality of training methods. c. Perception on training design, intention to participate, behavioural modification and performance improvement differ across education attainment. d. Employees holding a college degree have a good perception on training design followed by those holding a diploma, or have attended technical school and high school.
	H12: There is a significant difference in the perception on the training programs among the employees belnging to different levels of attainment.	
H3	H03: There is no significant difference in the perception on the training programs among the employees belonging to different years of experience.	Analysis showed the following: a. Null hypothesis has been supported for identification of training need, relevance of the training, clarity of objectives, interaction in the training programs, credibility of the training program and quality of training methods. b. Perception on training design, intention to participate, behavioural modification and performance improvement differ across education attainment. c. Employees with more than 21 years of experience had a higher perception on training design, intention to participate, behavioural modification and performance improvement.
	H13: There is a significant difference in the perception on the training programs among the employees belnging to different years of experience.	
H4	H04: There is no significant difference in the perception on the training programs among the employees belnging to different companies.	The analysis show that alternate hypothesis has been supported for all the variables.
	H14: There is a significant difference in the perception on the training programs among the employees belnging to different companies	