



A Study on Training Need Analysis of Employees

Richa Sharma

Chetana's Institute of Management & Research, Mumbai, India

Abstract

Training is a program that helps staff learn or gain certain knowledge, skills and abilities which can make their current performance better. Training involves a new dimension in perspective, skills and information of an individual with the resultant improvement within the behaviour. This paper deals with Training Need Analysis of employees of a company in the real estate sector and provides an exploration into the training needs of employees of the sales, pre-sales and post-sales departments as well an analysis and evaluation of the current training practices. The name of the company has not been mentioned in order to maintain the confidentiality of the same. The main purpose of the study was to find out that which types of training are required for the employees working within an organization, including, technical, non-technical or soft-skills.

Keywords: Training Need Analysis, Assessment, Evaluation, Skills

JEL Classification: M19, M12

Paper Classification: Research Paper

Introduction

Training is a program that helps staff learn or gain certain knowledge, skills and abilities which can make their current performance better. Training involves a new dimension in perspective, skills and information of an individual with the resultant improvement in the behaviour. For training to be effective, it must be a planned activity conducted with a need analysis at varied levels and target at bound competencies, and it ought to be conducted during a learning atmosphere. Training could be a means to make sure that staff has information and right skills to be ready to do their work effectively and aptly. Training could also be required once there's a difference between the desired or expected performance, and the current performance, and therefore the reason for that gap is lack of ability or information.

Technology is fast changing at a very quick pace. Along with that, the performance betterment of employees is needed. With correct training and development, the productivity will increase manifold. Varied corporations have in-house specialists who train staff on varied aspects of the business. Normally, a calendar is puzzled out ahead with the help of which varied sessions are listed out and which staff will choose their business demand to reinforce personal development needs. Training and development that was at a point of time not given abundant importance,

is currently very important for any company to fulfil its broad goals and objectives. There are several aspects to be considered once managers are distinguishing training needs of their team members. Thus, once the work force is provided support for innovation, it will facilitate increased productivity and improve growth rate of business. However, it's essential to use TNA best practices to spot performance gaps and whether the training material is on par. Overall, it is concluded that with a correct analysis and implementation, (which go together) it is made sure that each worker is happy and extremely productive. Training need analysis approach bridges the gap between performances from expected or desired state to the current state. This gap will occur at the structure level or at the individual level. From this gap analysis, one can assume the resources needed and set up the budget consequently. It additionally ensures strategic designing or a SWOT analysis of the organization. These strengths will be bolstered with requisite training, and any weakness could also be assessed as a dimension one has to pay stress to, whereas opportunities understand areas that one needs to be trained in. For the purpose of the paper, a prominent organization in the real estate sector is taken as an example. The paper not only highlights the training need analysis undertaken in the company but also shows prioritization of various needs based on competencies expected in future.

Training Need Analysis in Real Estate

There's a growing need for coaching and development programs within the organisations within the realty sector. The important sector in India has mostly been undisciplined and unorganized, that has been an obstacle in its growth. With the dynamics of the trade, talent development is gaining importance to deliver an improved quality product in a trade that is focusing more and more on customer-centricity. From the list of the required qualities in a contemporary, skilled realty agent in today's era, the foremost one is a client would search for would be ethics, product knowledge and industry data. Customers might also search potency, promptness, a future perspective along with reliability. Also, a person has to be extremely unionized and capable, possess objection-handling and negotiation skills and be customer-centric at the same time. Alongside being with-it, they have to be convincing nevertheless helpful and friendly, also be well educated about various social media platforms and build a good rapport with the customers. A realty agent in the modern era must also have a deep subject knowledge of finance and budgets involved. One cannot ignore the significance of the salesman or agent additionally being resilient and determined about his/her job, whereas being convertible too. In spite of having all the above qualities, a middleman or broker must be hospitable.

Most of the standards established relating to the ethical standards which must be followed by a modern realty agent comprise of various legal parameters, technical and industrial data that they must have in order to improve their service to the client. This will be seen with the RERA and MAHA-RERA rules being implemented more seriously day by day. The standards specify the necessity for adequate coaching and emphasize the necessity for a program for continuous training and development.

There is a unit of individuals who function or work as salesmen or agents among this native trade, while there are few who have completed their tertiary level studies, a major proportion of them have only completed higher-level studies or education. It's also common finding out folks that ran their own business operative within the trade. The traditional structure previously used to majorly focus on skills of business development such as, objection-handling, sales, negotiation and closure skills. Most of the product knowledge of the agent comes from their expertise in the market. The modern realty agent needs a variety of skills. As will be seen within the paper, individuals are asked to rate and rank their own skills within the non-technical and soft skills

space to visualize whether or not or not enough focus has been put on these fields. With the influx of competition, the industry wants a person who can be a useful resource and host a variety of client desires. Consequently, realty agents have to be compelled to learn ways of functioning effectively among a distinct segment. Training within the realty trade isn't optional thus, but a must, a minimum of or the organisations that intends to survive. Having a transparent plan of what has to be learned and also the outcomes expected provides a foundation for training and teach professionals to judge the effectiveness of implementation of the training strategy. Thus, a Training Need analysis was planned to be conducted within the organisation (a real estate firm for the purpose of current paper) to seek out coaching desires of workers within the organization. For this research, the analysis has been conducted within the organization that caters to customers of ultra-luxury and luxury residential phase also as industrial phase of the important estate trade. The most vital client bit points for the shoppers of the organisation include the workers from pre-sales, sales and post-sales departments. They act with the potential purchasers changing them into customers that in-turn become long customers. Thus, Training Need Analysis was done among workers of 3 departments, namely,

- a) Sales
- b) Pre- Sales / Tele-calling
- c) Client Relationship Management

The Training Need Analysis shall be conducted with the kind of a survey form and circulated among the top 3 departments. The form not only involves the technical skills, however also pays attention on the non-technical and soft-skills of workers. Workers of the 3 departments are asked to rank and rate their skills in those areas so their training programs can be prioritized consequently in the future. Also, they were asked for suggestions through an open-ended question so that relevant areas for coaching within the perspective of workers can also be considered.

Literature Review

Training Need Analysis was required across all sectors in the past, however, it has achieved major significance recently. Despite this, there remains a shortfall of critical academic literature on the subject, and relatively little is known about how the need analysis can be influenced by management. Many great human resource practitioners have given different definitions for the same term which are as follows:

The training need indicates the bridge required to build gap between standard performance and actual performance. In the organisation internally, people also tend to think of training as a temporary course. However, this perspective has been changed due to the role played by training department in recent times. Most of the books about training need assessment revolve around specific roles for specific areas in the organisation. Most of them agree that the training need assessment should take place at different hierarchical levels, i.e., at organisation, or job or the individual. At the same time, there are very few contents about conducting a training need analysis organisation wide, to determine the overall and specific area training need, with the purpose of developing appropriate plans, which shall also enable the provision of "the learning opportunities required to achieve the goals of the organisation" (Boydell and Leary,1996). Much of the content in books (Reid and Barrington,1999) also talks about the sensitivity required in conducting a training need analysis as it highlights areas of training deficiencies in the organisation. A lot of texts by Anderson (1994) and Holton et al., (2000) depict training needs assessment as process which enables change. Anderson (1994) has proposed an approach to training need analysis based on action and research, that views TNA as an intervention in a

system and Holton et al., (2000) has attempted the process of training need assessment on a large. Holton (2000) also talks about accommodating various cultural issues and the process of change in an organisation, compromises needed to be made to choose the analysis to be made. Jacqueline Reed (2003) had once quoted "What role can a TNA play in Organization change?" Various change issues and the culture in an organisation also have a major part in developing the process of need analysis in an organisation. Developing a process for training needs assessment was difficult in the beginning but later the simplification and finalisation of the specific methods simplified the whole process. It is also interesting to note that many of the books on training needs assessment are based on techniques and focus less on organisation culture and change management issues. Cecilia Nfila (2005) "Training Needs Analysis for Bachibanga Company in Botswana" shows that employee training cannot be relied upon completely as the way of improving employee performance. Here, regular feedback must be taken from employees based on their learning from the training programmes and follow-up actions must be taken at their respective organisations or workplace to see the application of the skills and knowledge acquired during training. A text by Angelina Messne (2009) "Needs Assessment and Analysis Method" shows few techniques that have been discovered to assess the needs and various types of analysis: job and task analysis, improvement of performance, assessment based on competency and strategic needs, and assessment of knowledge and skills. Learning how to and when to use these techniques of training might be ambiguous for new practitioners. A problem might arise at the organisational level or if not there, later at a managerial level, or operational level or task or at a personal level. By using this approach, organizations precisely find out the gaps and analyze them to assess training needs at a managerial level which can later have a greater effect on the results of the training programs. In other words, when the comprehensiveness of the training need analysis process increases, impact of the third and fourth part of the Kirkpatrick model also increases and vice-versa. Training Need Analysis is a type of a management system and also forms the basis of training programs for future. Training Need Analysis is a type of process, where the techniques and tool used for analysis should be applied in a way that the Human Resource Development personnel is able to find and process the needs analyzed. Beginning from the formation of a need analysis system and coming forward with the steps of need assessment procedure, the training dimensions must be constructed in a way that the HRD personnel can conduct systematic analysis. Among perceived hindrances of promoting the rate of return on training programs, Phillips (2007), aiming at TNA drawbacks, addressed the fact that proper needs analysis were not conducted in a great number of training courses, also many training courses were based on management requirements or just catering to industrial fashion. However, if training courses are not really necessary for organizations, the effectiveness of the courses will reduce, and the ROI of the courses which are not needed shall be negative. Real obstacles are caused in a lot of training courses since needs assessments are not properly done in advance.

Objectives of the Research

- To find various training programs being conducted in the organization.
- To evaluate and rate employees on the specified skills needed to perform their job individually.
- To rank the specified skills on the basis of their importance in minds of each individual employee.
- To prioritize training needs on the basis of respective ratings and ranking given to each specific skill by the employees.
- To find and analyze performance gaps and training needs of employees at various

departments and levels in the organisation.

- To analyze and recommend various types of training programs to be conducted in the future.
- To check and ensure that the training programs recommended meet both organisational as well as individual goals.

Research Methodology

Nature of Field Work

Type of research as well as primary factors such as prevailing organisational culture and willingness of employees as well as the company to reveal the information, form a major role in ensuring completion of research. Here employee data was collected through a survey questionnaire after a brief discussion with the senior management (Senior Manager, HR) regarding the skills they look out for while recruiting the sales employees. Also, quantitative data through sample survey was collected through primary sources. The employees were asked to rank and rate their skills in technical as well as non-technical areas. Also, they were asked to recommend fields they wish to be trained in for the future. The data was collected to its utmost accuracy. Results of data in the form of responses analyzed shows the areas employees require training in-on the technical as well as non-technical front. Recommendations discussed include prioritization of areas employees required training in. The paper also addresses the issue that the analysis conducted has certain limitations. The conclusion includes matrix formed regarding various training areas and prioritization of the same on the basis of responses received by employees itself about their competencies in the areas and ratings and rankings of the same.

Quantitative methodology has been used to prioritize training needs on the basis of raw data which was later used for analysis.

- Survey using questionnaire: A survey questionnaire was circulated among employees of different departments in the organisation to find the current (actual) skill set of employees, certain skills they aspire to learn or believe would help them achieve the targets and the expected skills which they must possess from the point of view of the organisation. The current skill sets also need to meet training goals which shall ultimately sync in with the organisational goals. Thus, the survey shall act as a base to connect the bridge between existing and expected skill sets for the specified job roles.
- Sample Size: Questionnaire was circulated among a total of 53 employees from the following 3 departments:-
 - o Sales- 45
 - o CRM - 4
 - o Pre-Sales- 4

Field Experience

- A training program by (VP, Strategy and Training) was conducted in the beginning, to familiarize the interns about the background and future scope of the Real Estate Sector and also the product lifecycle stage under which the industry currently finds itself. A list of competitors was made along with unique selling point (USP) of each of them. The Sales Funnel was introduced to the interns showing how traditional (Faulty) methods of sales made the company lose out on important prospects. Modern pre-sales, sale, and post-sales

techniques were introduced to the students. The coming up of the RERA (Real Estate rules and regulations act) as well as (Maha-RERA) and how it changed the way the sector was seen years back was explained. Also, prior knowledge about each of the acts was a must before making sales.

- Post the training program, list of current skills as well as required skills by each of the candidates was analyzed and it was decided that periodic training workshops for them shall be conducted to educate them regarding RERA and MAHA-RERA and make them understand consumer behaviour under the sector and broker-/channel partner related scams as well.
- Mock interviews were scheduled and conducted for the candidates under the position of a sales executive and it was realized that the current skill set possessed by them and expected skill sets vary till a certain extent. Also, skills candidates think they should possess and aspire to achieve to fulfil their job roles or achieve targets are different from the ones the organisations expect them to have. Thus, there is an urgent need felt for training need analysis for employees in the company to improve the current skill set as well as smoothen the hiring process in future.
- After a brief discussion with the HR personnel, it was decided to do training need analysis among employees of 3 departments, namely,
 - a) Sales
 - b) Pre- Sales / Telecalling
 - c) Customer Relationship Management

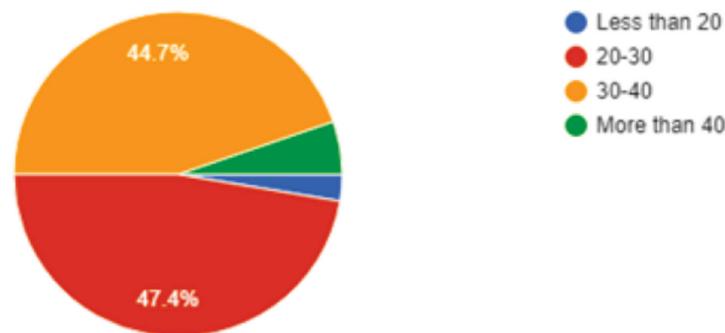
Research Findings and Analysis

Following are the findings of analyzed data that was collected from respondents. The findings are presented in graphical form. The questionnaire was circulated to around 50+ employees of the organization. The total number of respondents that responded in the stipulated time were 38. The data presented below is based on the responses of these 38 respondents. The analysis is as follows:

Figure 1

Current Age (in years):

38 responses



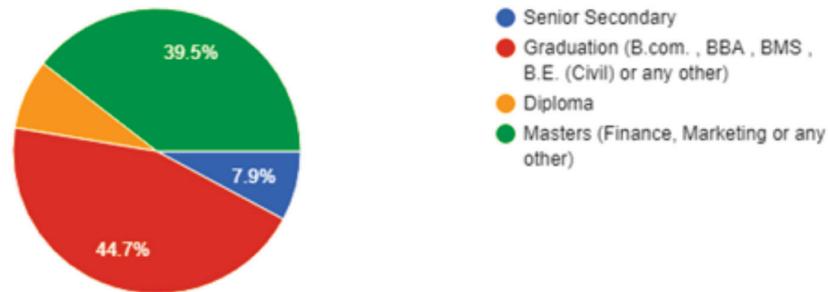
As per Figure 1, employees were asked regarding their current age. This is because some of the training needs vary with the different age brackets. It was observed that 47.4% belonged to age

bracket of 20-30 years. 44.7% of respondents were 30-40 years old. 5.3% of respondents were more than 40 years old and the rest, i.e., 2.6% were less than 20 years of age.

Figure 2

Highest Educational Qualification:

38 responses

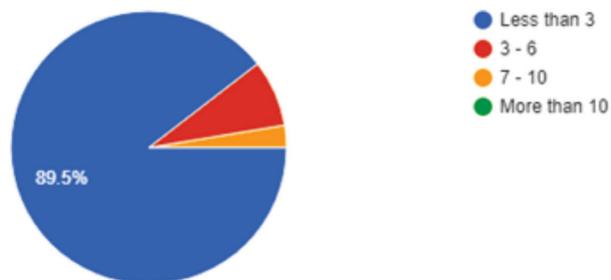


Respondents were asked regarding their highest educational qualification till date. This is because education can have a great impact on training needs of an individual and can vary from person to person. It was observed as given in Fig. 2 that 44.7% of the respondents were graduates. 39.5% of them had completed their masters in any of their respective fields. 7.9% of respondents had completed their senior secondary while rest 7.9% had done diploma courses in their respective fields.

Figure 3

Number of years in the current post:

38 responses



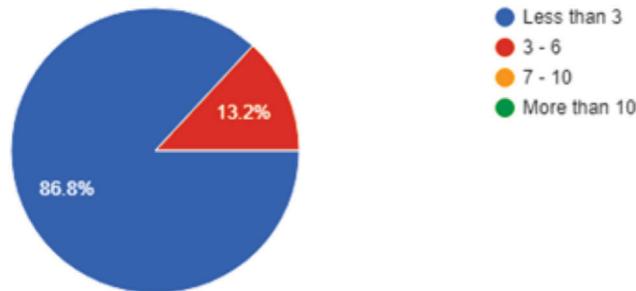
The employees were asked regarding the number of years in the current post they have been working in. This was asked since the amount of work experience is a major factor in deciding the training needs of an individual.

It was observed from Fig.3 that 89.5% of respondents had an overall work experience of less than 3 years, 7.9% had been working for 3 to 6 years. And the rest 2.6% had a work experience of 7-10 years.

Figure 4

Number of Years in the current organisation:

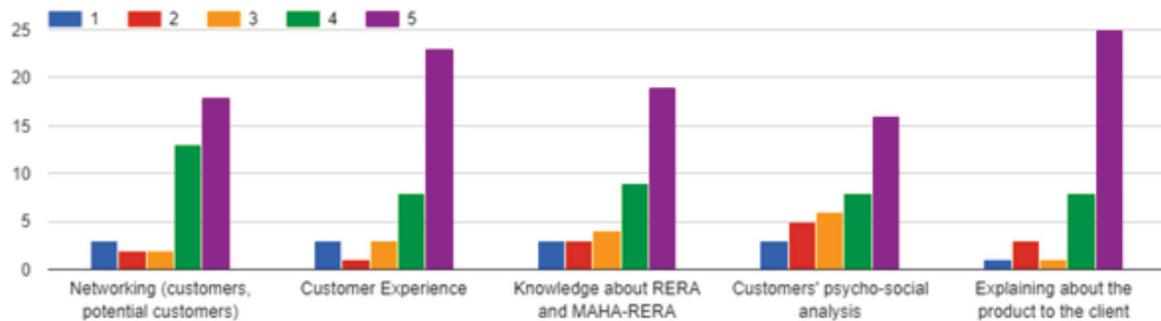
38 responses



Employees were asked regarding the number of years they had been working in the current organization. This is because adapting to organisation culture and practices also requires training and needs may vary from employee to employee. It was observed from Fig. 4 that 86.8% had been working in the current organisation for less than 3 years, 13.2% had been working for 3-6 years. However, none of the respondents were in categories of 7-10 years or more than 10 years.

Figure 5: Rank of Activities related to Job profile

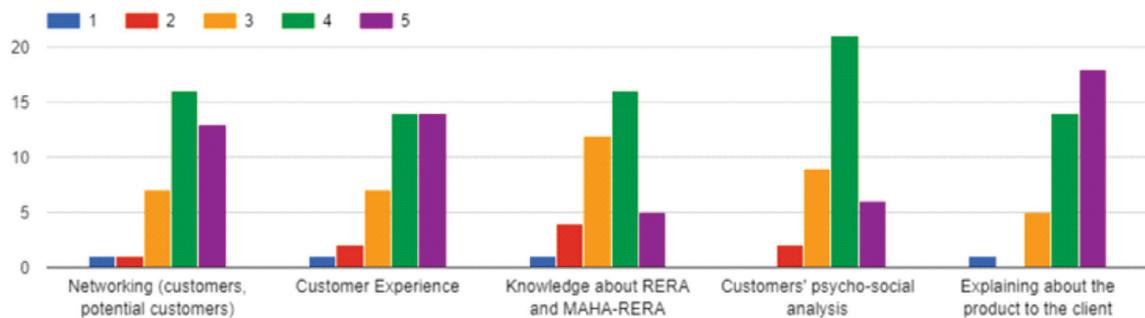
(On a scale of 1 to 5. Ranking of 1 – Least Important, 5 – Most Important)



Employees were asked to rank (on a scale of 1-5, 5 being the highest) certain activities related to their job profile and technical in nature according to their importance in their perspective. This is because different employees can consider certain activities more important for their job roles as compared to others. Hence, their training needs and priorities might be different from others in the company. It was observed as given in Fig. 5 that explaining about the product to the client got the maximum number (25 out of 38) of Rank 5, i.e. it was considered the most important by 66% of the respondents. The second most important was considered as customer experience by 23 out of 38, i.e., 61% of respondents. The next highest Rank 4 was given to networking by 13 out of 38, i.e., 34% of respondents which is considered the next most important. Customers’ psycho-social analysis had a maximum number of rank 3 and was on second last. Lastly, knowledge about RERA and MAHA-RERA was considered least important by most of the employees.

Figure 6: Employees Self Rating of their abilities

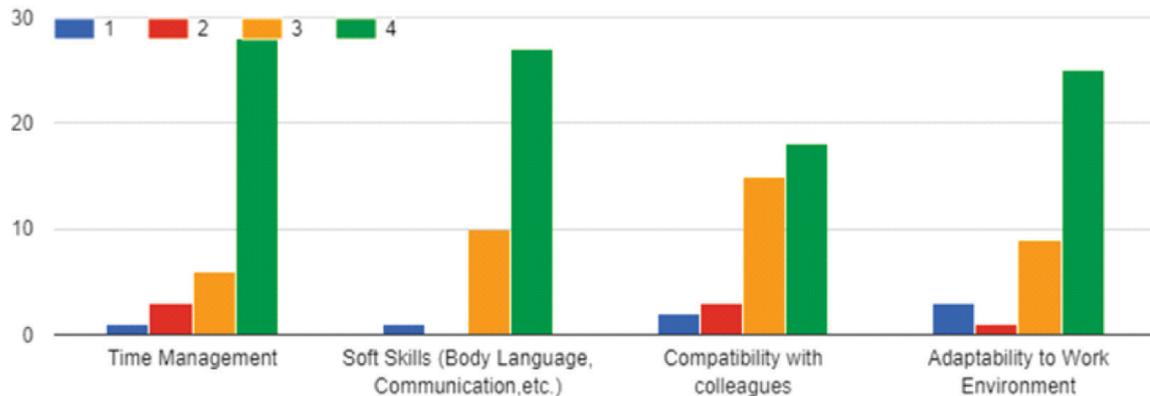
(Rating of: 1- Not well , 5- Very well)



Employees were asked to rate (on a scale of 1-5, 5 being highest) their own abilities in the activities which they had been asked to rank previously. This was done so that they can evaluate their own abilities in specific areas and the training needs can be prioritised accordingly in future. It was observed that 47% of the respondents (18 out of 38) rated themselves highest, i.e., 5 in the skill of explaining about the product to the client. Rating of 4 was given to customers' psycho-social analysis by 55% of respondents (21 out of 38). Knowledge about RERA and MAHA-RERA was given a rating of 3 by 55% (21 out of 38) of the respondents. However, most of the respondents gave a rating of 2 to the same option. Thus, it can be considered an area which requires more training. Rating of 1 was given by 2% of respondents to all options except customers' psycho-social analysis. Thus, they require training equally in all the areas.

Figure 7: Employees Self Rating of activities unrelated to job profile

(On a scale of 1 to 4. Ranking of 1 – Least Important, 4 – Most Important)

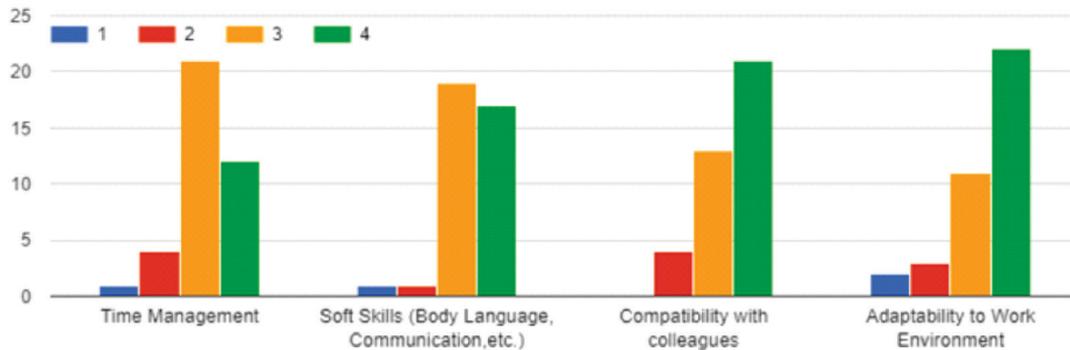


Employees were asked to rank (on a scale of 1 to 4, 4 being the highest) certain activities unrelated to their job profile and non-technical in nature (including soft-skills) according to their importance in their perspective. This is because factors or skills unrelated to work also indirectly affect the way people perform and thus different employees can have different training needs and their priorities might be different from others in the company.

It was observed that time management is considered as most important by 73.8% of the respondents (received the rank 4 by 28 out of 38 respondents). Soft-skills is also considered as important according to 71% of the respondents and received rank 4 by 27 out of 38 of respondents. Compatibility with colleagues was ranked as 3rd most important by 39.4% (15 out of 38) of the respondents. However, at the same time, compatibility with colleagues and adaptability to work environment was considered as least important by most of them.

Figure 8: Employees self-rating in the previously ranked activities

(Rating of 1 - 4: 1 - Not well, 4 - Very Well)

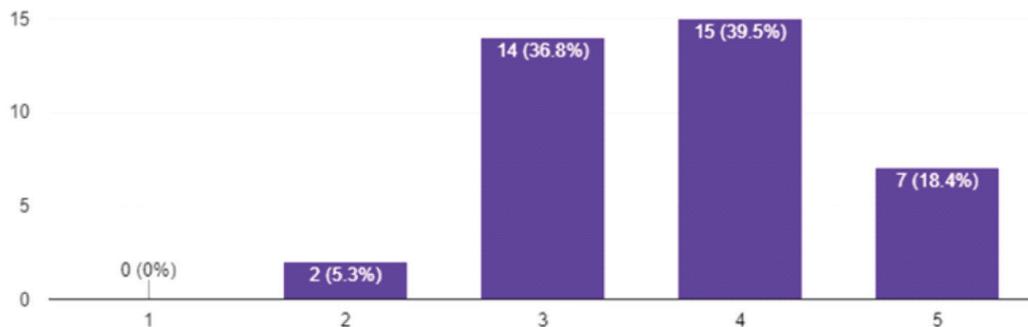


Employees were asked to rate their own abilities (out of 4) in the activities which they had been asked to rank previously. This was done so that they can evaluate their own abilities in specific areas apart from work and the training needs in non-technical areas can be prioritised accordingly in future.

It was observed that 57.8% (22 out of 38) respondents rated themselves 4 or considered their abilities very well in the area of adaptability to work environment. 55.2% (21 out of 38) of the respondents rated themselves 3 in the field of time management. However, time management and compatibility with colleagues got rating of 2 by 15.7% of respondents. These areas might require training for few of them. Also, adaptability to work environment received maximum rating of 1 by 15.7% of respondents; indicating another front in which training might be required.

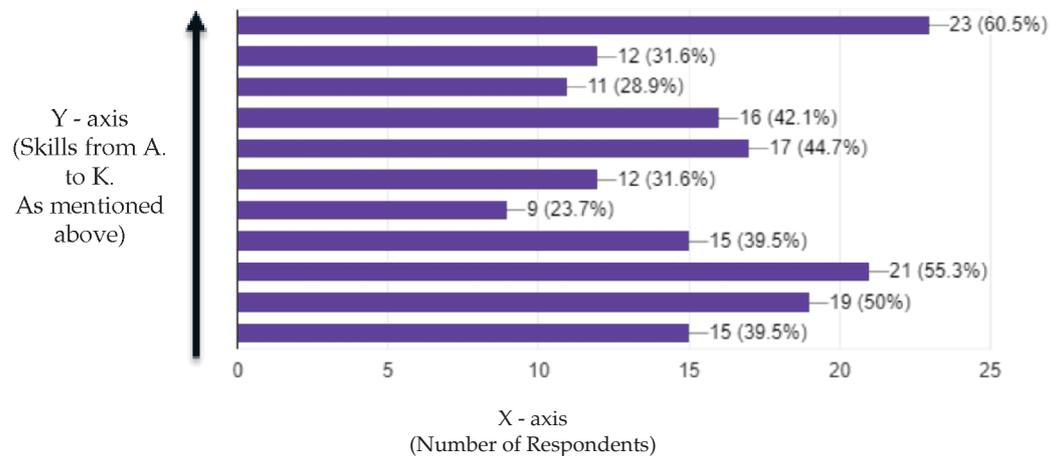
Figure 9: Effectiveness of current training programs

On a scale of 1 to 5 (5 being the best)



Employees were asked to rate the effectiveness of current training process in the organisation on a scale of 1 to 5 (5 being the best). This is to take measures in advance for future training purposes. It was observed 39.5% of respondents rated current process at 4. 36.8% rated current process as 3. 18.4% of respondents rated current training procedure at 5. 5.3% of the respondents rated the same at 2 and none of the respondents rated the current training process at 1.

Figure 10: Areas where employees seek training



- A. Knowledge about RERA and MAHA-RERA - chosen by 23 respondents
- B. Understanding Customer / Client needs - chosen by 12 respondents
- C. Product Training - chosen by 11 respondents
- D. Team Building - chosen by 16 respondents
- E. Priority Management - chosen by 17 respondents
- F. Communication Skills - chosen by 12 respondents
- G. Soft - Skills Training - chosen by 9 respondents
- H. Time Management - chosen by 15 respondents
- I. Negotiation and Closing Skills - chosen by 21 respondents
- J. Objection - Handling - chosen by 19 respondents
- K. MS - Excel - chosen by 15 respondents

Employees were asked regarding the areas they would wish to be trained in for future. Figure 10 shows the various options as described in text from A, to K and the number of respondents that chose the respective options. It was observed that a maximum number of respondents, i.e., 23 (60.5%) wished to be trained in area of RERA and MAHA-RERA. 21 (55.3%) of them wished

to be trained in negotiation and closing skills. 19 (50%) of them wished to be trained in objection handling while 17 (44.7%) of them wanted to be trained in priority management. Also, team building was chosen by 16 (42.1%) respondents.

Conclusion

After analyzing the data collected through the sample survey, the following conclusions could be drawn:

It was observed that there existed a significant need for training among employees in both technical as well as non-technical areas. One of the reasons can be the age bracket and experience of current employees. Majority of the respondents belonged to age group of 20-30 years with less than 3 years in the current organization. Since the company selected here is a growing company, hence with every new upcoming project the company hires new employees. As a result, the workforce majorly comprises people below 30 years of age and less than 3 years of work experience.

The following can be concluded from the data collected:

On the technical front

Majority of employees considered explaining about the product to the client and customer experience as the most important part of their job role. Respondents also considered themselves skilled in customers’ psycho-social analysis since most of them rated themselves high in the same. Majority of the employees gave themselves a low rating in the area of knowledge about RERA and MAHA-RERA.

Thus, based on various rating and ranking, a matrix can be formed which could help prioritize the trainings to be conducted quadrant-wise. The matrix consists of four quadrants with ranking from high to low on one side and rating of low to high on the other side.

Figure 11: Priority Technical training areas

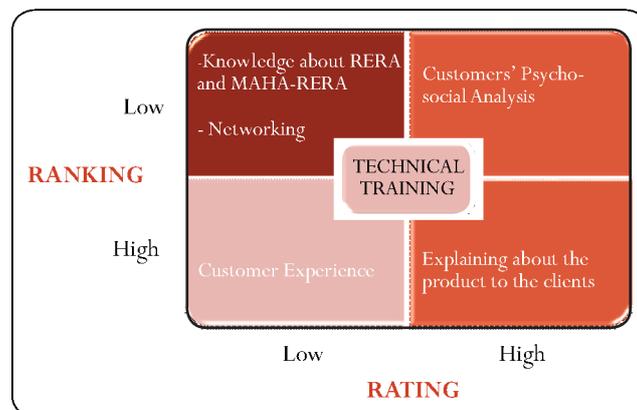


Figure 11 shows the matrix thus formed, in technical areas. It shows how customer experience, area with a high ranking but lower rating needs to be prioritized first and has thus been put in quadrant 1. Next in line comes RERA and MAHA-RERA which might have a comparatively lower

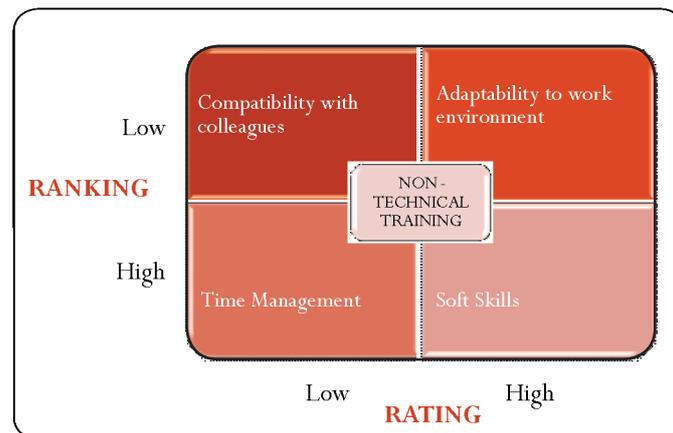
ranking but is low in rating and thus, employees need to be trained in that area and lies in the 2nd quadrant. Next in line is, customers' psycho-social analysis since it received a comparatively lower rating than explaining about the product to the client and thus needs to be put before the same. Hence, customers' psycho social analysis has been put in the third quadrant and explaining about the product to the client in the fourth quadrant.

On the non-technical front

Majority of respondents considered time management and soft-skills as most important part of their job. However, most respondents rated themselves highest in adaptability to the work environment. A major number of respondents also rated themselves highest in compatibility with colleagues. Majority of respondents rated themselves average in areas of time management and compatibility with colleagues.

Figure 12 shows a matrix thus formed for the non-technical areas of training keeping time management as the first priority due to lowest rating and highest ranking, thus it lies in quadrant 1. The area of compatibility with colleagues lies in the second which has received a low ranking but has the lowest rating at the same time, thus lies in quadrant 2 and shall be put second to time management. Next in line is soft-skills due to the highest number of respondents choosing the option in the other checklist questions as per the survey mentioned under analysis. Last but not the least, employees can be trained in adaptability to work environment.

Figure 12: Priority Non- Technical training areas



Another conclusion that the researcher could derive was that since the company is into real estate it operates from the head office and its various project sites. Several training activities are undertaken for the employees at the head office with ease. However, it becomes difficult to do the same at sites. The company must thus organize such activities that can also involve those employees who are based at the sites.

Recommendations

The questionnaire that was circulated also contained an open-ended question where the respondents were asked about what more area would they like the company to organize training sessions in. The following recommendations are based on those answers:

- On the technical front, training in the areas of:

1. Customer Experience and,
2. Knowledge about RERA, MAHA-RERA should be prioritized.
- On the non-technical front, training in areas of:
 1. Time management and,
 2. Compatibility with colleagues should be prioritized.
- Additional training in closing and negotiation skills and objection handling should be provided.

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Author's Profile

Richa Sharma, is working as Associate Professor & Area Chair Human Resources at Chetana's Institute of Management & Research, Mumbai, India. A double graduate and double post graduate, she has a teaching experience of more than thirteen years. She attained her Ph.D. from Jamia Millia Islamia, Delhi, India. An academican at its core, she has written three books titled "Negotiation & Counselling", "Entrepreneurship Development" and "Industrial Sociology" and has written many chapters in books in the field of Human Resource Management. She has been actively involved in developing curriculum and is a course writer for Jamia Millia Islamia, Delhi, India. She has written several research papers in national and international journals and has also presented papers in various conferences. Her research interests are Knowledge management, Emotional Intelligence, Artificial Intelligence, Change management etc. She has been actively guiding and mentoring Ph.D. students and conducted various MDP's for IOCL, Delhi and has been member evaluation committee for several competitions for SBI employees. She has also been presented with the award for "Best Professors in Human Resource Management" by Times Ascent in Feb, 2018.