



To Study the Training and Development Policies at Deloitte

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ABSTRACT

Training and Development Policies are designed to guide the way employees are trained and developed within an organization. These policies typically include information on the types of training and development activities that are available, the resources and funding available for training and development, the process for requesting and receiving training and development, and the standards that must be met in order to be eligible for training and development. Training and Development Policies are designed to ensure that employees have access to the training and development they need in order to reach their career goals and become more valuable to the organization. Deloitte has a comprehensive training and development program in place for its employees. This may include a variety of different types of training, such as on-the-job training, formal classroom-style training, mentoring and coaching, and e-learning opportunities. These programs are typically designed to help employees acquire the knowledge and skills they need to be successful in their roles and to advance within the company. Deloitte may also offer professional development opportunities, such as tuition reimbursement and study leave, to help employees pursue advanced degrees or certifications. Additionally, Deloitte may have a performance management system in place that includes regular performance evaluations and goal setting to help employees understand their career development opportunities within the company. We have done the Null Hypothesis, as we know that the null hypothesis is a statement or hypothesis that states no difference between an observed result and an expected result. It is done to see if the observed result is statistically significant or not. It is done to show whether the differences between the observed and expected results are due to chance or to a real effect.

Ho: There is no difference between male and female regarding training need identification. H1: There is difference between male and female regarding training need identification.

Then we ran a one-factor analysis of variance. Analysis of variance (ANOVA) one-factor tests are a kind of statistical analysis that may be used to compare several groups on a single variable. Training and development professionals may examine differences between male and female workers by using a one-factor analysis of variance. Taking this quiz might help you figure out whether your male and female workers have different training requirements. If a one-factor analysis of variance (ANOVA) fails to find a significant statistical difference among female & male workers' training demands, then it is likely that there isn't any gender-based variation in the training requirements of employees. This indicates that training and development programs should be tailored to both sexes since they share common problems in areas such as knowledge gaps, skill gaps, and performance concerns.

Keywords: ANOVA, Hypothesis, Interpretation

1. Introduction

Human resources policies make employees feel safe, respected, and cared for. It also brings things for organizing and monitoring growth, discipline, vacations, etc. of employees becomes easy. It works in favour of the employees and the organization protects the employees and the organization from any kind of exploitation.

India is a favourable business environment for the manufacturing industry, employment levels are huge, and these workers need HR policies that make them feel they are not being exploited. The Human Resources shared services practice at Deloitte takes a holistic approach, helping customers from the very beginning of shared services lifecycle with the first idea all the way through to the final stages of implementation. We have the expertise gained from working on over 250 big and complex projects to fulfill the organizational, functional, procedural, change leadership, logistical, & technological needs that private and public sector companies face when committing to such a significant transformation.

- ✓ **Review existing policies:** Examine current and applicable HR policies to ensure they are up to date and identify any gaps.
- ✓ **Consider developing new policies:** Deloitte have created new policies in response to workplace disruptions caused by COVID-19.
- ✓ **Maintaining Compliance:** Ensuring consistent compliance with the policy by all employees: employees, managers, and officers.

- ✓ **Deliver on time and communicate clearly:** Enhance the employee experience by providing clarity and relieving any anxiety or stress that is required

1.1 Objectives Of Study:

In order to achieve their goals, high-performing companies always prioritize their employees..

- ❖ **DESCRIPTIVE:** To Describe training and development policies.
- ❖ **PARAMETRIC:** To study the training policies on the socio-demographic variable.

As we have noticed the past years data of a Deloitte it has been observed that the growth of a Deloitte is very fast even in pandemic periodical. For this growth of a Deloitte the HR also plays a very important role, as HR has made a different strategy and maintaining organization culture also in business communication and legal and regulatory compliance. As we all came across from the pandemic there is a various change has been made where its turns to a dynamic work culture and various Transformation have been done, The HR of Deloitte has also adopted all the new organization transformation for fulfilling the new scenario of modern era. They have made different strategy for their organization according to situation.

Impact of Human Resource in organization:

- It can leave encouraging behaviour is promoted.
- Satisfied employees are delight for an organization.
- Adaptable place of job in built.

1.2 Hypothesis

To put an idea or assumption to the test, one makes a hypothesis, which is an assertion. It's an exact, testable forecast of the study's outcomes produced by the scientists conducting the investigation. A research hypothesis is a claim that identifies the research topic and the expected results. It is an essential part of the scientific/non-scientific method and serves as the basis for research. Research is made from the hypothesis that are usually drawn from reading the existing research papers on the topic that need to be carried out as well as making the two types of hypotheses mainly alternate hypothesis and null hypothesis. A strong hypothesis will guide the whole research towards finding our predictable assumptions.

Ho: There is no difference between male and female regarding training need identification. H1: There is difference between male and female regarding training need identification.

2. Literature Review

This work articulates the significance, the lack of assessment of literature, and the accompanying evaluate of research on the issue. The field of management education in India has only been around for a short time. The number of schools offering management programs has exploded in the last two decades. Given the concentration of significant financial and human resources in this area of national development, there should be concomitant efforts to uncover and learn about variety of factors that affects administration training, beginning with identification of coaching needs and ending with supportive local environment furnished to trainees in workplace after they have completed their training.

The terms "coaching" and "development" are conceptually distinct from one another, yet they work together to form a system inside an organization known as "training and development." Commonly, we think of training as the activity in which an expert and a student collaborate to transfer information from expert to student (with the goal of enhancing the student's knowledge, attitudes, and abilities) so that the student can more effectively carry out the duties of their current position. An individual's current position in the workforce serves as the focal point of training recreation and the standard against which progress is measured (Learner R., 1986). On the other hand, improvement is often seen as a comprehensive, continuing, and multi-faceted collection of activities (training activities among them) to bring someone or any organization up to every other threshold of performance. Many other approaches, including as role orientation, general education, specialized education, on-the-job training, coaching, mentorship, and many forms of self-improvement, contribute to this growth. Human resource management's coaching and development subfield is concerned with workplace instruction designed to boost employee and business productivity. Worker development, also known as HR development, human resource development, and improvement and learning is a well recognized concept. (Harrison Rosemary, 2005).

Employee education and development, as the source of new knowledge, fits within the broader strategic context of human assets management, i.e., global organizational management, as a coordinated effort to improve the skills of all employees, individually and collectively, for the benefit of the company as a whole. The organization has to be able to generate new information, rather of relying exclusively on the usage of existing information, if it is to maintain its present positions and increase its competitive advantage (Vemic, 2007). The continuous training and education of employees, thus, plays a significant role in enhancing both individual and collective productivity. The goal of the strategic approach to employee training and development is to foster innovation, guarantee originality, and shape an all-encompassing comprehension of the firm that gives it competitive advantage.

Human aid administration, as defined by Beard well and Holden (1997), is a set of guidelines for supervising people in the workplace. Its primary claim is that organizations may drastically enhance their performance by adjusting their workforce size and composition to meet their productive needs and by increasing the quality of individual worker contributions to output. An organization's environment encompasses all of the factors and variables that may have an effect on its present and future viability (Armstrong, 1998). Elements might be internal or external to the company. Various qualities and conventional influences that do not directly link to the organization but should effect on the organization in a circuitous fashion at some point in time are collectively referred to as "society environment" by Cascio W. F. (1995). Economic, technical, incarceration, political, and social, cultural, and demographic influences are four of these that are widely acknowledged. The second kind of environment is the assignment environment, which contains elements directly affecting the organization's operations and methodology. Worker markets, rival labor unions, competitors, and financial backers and suppliers are all potential additions. There is a direct correlation between the employer and the external social environment in terms of the challenge context variables. Companies in a given industry are affected by task, competitive, or operational environment variables, and it is possible to exert some control over these factors. Consequently, the balance between the organization's technique and structure is disrupted whenever there is a change in the environment, whether it is global or local.

According to Pfeffer (1998), there is evidence showing that well managed people may provide noticeably higher financial performance. Pfeffer compiled a list of 7 dimensions which appear to reflect most, if not all, of the mechanisms creating revenue through people from a wide variety of research, related literature, and personal assertion and travel. He identified seven characteristics shared by successful businesses: a commitment to employee stability, a focus on quality over quantity when hiring new employees, the use of self-managed teams and decentralized decision-making as the foundational standards of organizational design, competitive pay tied to organizational performance, extensive in-house training, and the elimination of social barriers like differences in appearance, language, and compensation.

One of the best Gurus, William Edward Deming, defines quality as a predictable degree of uniformity and reliability at low costs and appropriate to the market, and he advises that a company focus on the improvement of the procedure as the gadget rather than work is the intent of manufacturing version (Gale 1994). Many service providers now use this kind of quality assurance by routinely auditing the systems and procedures employed in delivering the final product to the customer. This essentially evaluates pre-sale activities like the advice and practising given to a potential client, buyer communications (how well the clients are informed of the products and services, yet if or not there are consultancy offerings to help the clients check their wishes, and the extent to which there's a help line to facilitate get admission to statistics on products), & velocity of managing a client's transactions and processing of c. (Gale 1994). This can only be maintained with well-educated and developed staff members.

Muhammad Zahid Iqbal et. al in the year (2011) has done their research in the topic "AN EMPIRICAL ANALYSIS OF THE RELATIONSHIP BETWEEN CHARACTERISTICS AND FORMATIVE EVALUATION OF TRAINING" The focus of their analysis is on how character qualities correlate with training outcomes. The purpose of this paper was to symbolize formative education assessment. The authors have conducted a study at three public-sector training establishments to experimentally test the predicted association between the education attributes & formative education contrast under the Kirkpatrick model (reaction and learning). This research explores the mediating role of response in the links between coaching attributes and learning, and it explains the causal link between parts of formative coaching assessment. The primary finding showed that 7 training variables accounted for 61% of the variation in responses and 59% of the variation in learning. Without coaching materials, it has been shown that all coaching qualities have a significant impact on reaction and mastery.

Eugen Rotarescu in the year (2010) has reviewed on the topic "ALTERNATIVE SELECTION UNDER RISK CONDITIONS IN HUMAN RESOURCES TRAINING AND DEVELOPMENT THROUGH THE APPLICATION OF THE ESTIMATED MONETARY

VALUE AND DECISION TREE ANALYSIS". This article's focus is on providing a concise and practical overview of the many decision-making processes and methods used in human resources education and development in high-risk settings. Decision-makers have easy access to two assessment techniques—the choice matrix and the choice tree method—thanks to human resources coaching and development, which has resulted in more informed and optimal choices. Both methods determine which options are best based mostly on how much money will be saved or lost (EMV). In conclusion, the choice matrix and selection tree analyses are two practical, scalable, and problem-free applicable framework analyses for choosing the best course of action for the education and enhancement of human resources. They both arrive at the same count number based on the precision of the anticipated economic cost (EMV) method determined for each route choice activity. Which of these two selection strategies is ultimately adopted depends on the given situation's intricacy and the decision-makers' personal preferences.

Pilar Pineda in the year (2010) has done his research in this topic "EVALUATION OF TRAINING IN ORGANIZATIONS: A PROPOSAL FOR AN INTEGRATED MODEL" The purpose of this study is to provide an assessment model that has been successfully implemented in the Spanish context and that incorporates all training characteristics and outcomes, and to serve as a global tool for companies. Therefore, this model is a global standard for analyzing the satisfaction, learning, pedagogical characteristics, transfer, effect, and profitability of educational programs. The author argues that coaching is an effective method for enhancing human resources and achieving business goals. Companies and governments spend huge sums of money on employee training, yet they have little data on the program's effectiveness. Due to the nature of the problem and the dearth of credible technology and effective models, only a select few firms are giving serious thought to education. The theoretical approach used in this work evaluates existing contrast styles, suggests ways in which they could be improved, and then assesses how those styles have been put to use in the real world. The author's successful use of the model in several public and private organizations, in business, and in the services sector is further evidence of the model's utility and feasibility for assessing the impact of education. For these reasons, the comparison model has intriguing and practical implications, both as a useful tool for education management assessing education outcomes and as a globally simplified approach to the complex assessment function. Unique to this comparative model is its emphasis on the educational component, making available a flexible, built-in tool that can be adapted to the needs of every business.

Cary Cherniss et.al. In the year (2010) has done their research in the topic "PROCESS- DESIGNED TRAINING: A NEW APPROACH FOR HELPING LEADERS DEVELOP EMOTIONAL AND SOCIAL COMPETENCE" In addition, they have assessed the efficiency of a management enhancement program based largely on ISO standards. Participants' emotional and social skills were honed with the use of coaching services built around a specific approach. The study included 162 managers from 9 different companies, all working together on a random mission management team structure. There have been a total of 9 separate enterprises, each led by one of 9 executives. There was a time when all teams had to follow the same procedure. After two years, the intervention group had outpaced the controls across all dimensions of the Emotional Competence Inventory, as measured by his study's primary result. The report offers research directions on the processes underpinning the process-designed team approach and the contextual aspects that maximize outcomes. Compared to more conventional methods, such workshops or executive training, the one described in this research seems to be both more cost-effective and more reliable in its delivery. This is the first study to apply ISO principles to the design and implementation of administrative improvement, despite their widespread usage in the business sector.

3. Research Methodology

Methods Used for Training and Development in Deloitte:

Instructor Based Training:

It is true that despite all these many options, nothing can replace the trainer-based instruction. Despite the fact that it may seem "old-fashioned," this method of training is much superior than the alternatives. In fact, it may help an organization attract and retain a better kind of worker. Since there is direct interaction between professor and student in this strategy. In fact, they can answer questions and address concerns immediately. Different labels have been applied to instructor-based training, and each labeled variety has its own set of pros and cons. The use of a chalkboard or whiteboard as a teaching tool is the oldest method now in use. The instructor using this technique is looking for feedback on the topic he's been discussing at length on the chalkboard. Many major corporations still use this strategy. The use of projectors, videos, and audio-based instruction are all variants on this strategy.

Interactive Training Methods:

The importance of keeping employees interested and invested in their work cannot be overstated. In order for them to maximize the benefits of their training. Therefore, coaching tactics that emphasize developing a passion and interest are commonly recommended by industry professionals. Essentially, from the perspective of the worker, rather than just relaying information. Here is when coaching's interactive methods come in handy. One of the best ways to keep your staff interested and learning is via the use of interactive education tools. Further, compared to when they are no longer interested in the training content. That includes things like a nice setting, humorous touches, and the use of engaging and engaging learning resources. In fact, it might encourage the staff to give their utmost and boost their sense of pride in themselves. Conversations between many people in a class are a fantastic illustration of interactive learning. This strategy involves experienced workers passing on their knowledge to brand new hires. In addition to the help of various group chats and debates. Students are free to speak their views to their coach and to one another with this open line of communication. That way, people may quickly learn about the job's actual requirements and responsibilities. And the ambiguities may be resolved without any trouble.

Hands-on Training

Workers value development opportunities like this because they help them improve and advance in their roles. It's a huge drain on brand resources, but the firm benefits in the long run after the training is over. Since hands-on training methods are effective at producing workers who can do their duties, it follows that those receiving training will benefit most. The primary benefit of such coaching methods is that they may be applied directly to the worker's job. Among the quality approaches that falls under this umbrella is coaching. It allows the instructor to place more emphasis on the individual requirements of each student, making it a less rigid method of instruction. Managers, superiors, or seasoned employees often play the function of coaches in an organization. Apprenticeships are a great option that provide employers the chance to train new employees and grow their workforce. It also won't help them take over as supervisors when the time comes..

Computer based Training

This justification also applies to computer-based training methods, for the same reasons why online education was first developed. Human interaction will always serve as the solid foundation of employee training, no matter how far technical progress advances. The simple fact is that technologically-based alternatives significantly boost training's efficiency. Multimedia instructional materials, such as video, audio, animations, simulations, and maybe even Virtual Reality, are being used to create a highly dynamic learning environment. Given that students may go through the material at their own speed, these training methods are not only practical, but also cost-effective and effective.

On-the-job training Audit and Tax

Both your job and your education are quite methodical and organized. You'll get to work with a wide variety of interesting people from various businesses, and you'll get basic training once a year. In your first few years on the job, you will learn the ropes from more experienced coworkers and lay the groundwork for a successful professional future.

Financial Advisory, Enterprise Risk Services and Consulting

You may expect to participate in a wide variety of projects across many industries. Every experience will help you learn in the real world since tasks are always unique and need innovative thinking to come up with the best answers.

Formal training

You have complete freedom to make use of, and we provide a plethora of, our learning tools and resources. You will be required to complete a certain number of e-learning publications each year to keep your technical skills relevant and up-to-date and to attend formal training each year to help further your career. Additionally, Deloitte will regularly send you on a series of expert service management & management excellence coaching sessions, where you will also have the opportunity to network with specialists from our many Deloitte practices.

3.1 Research Objectives

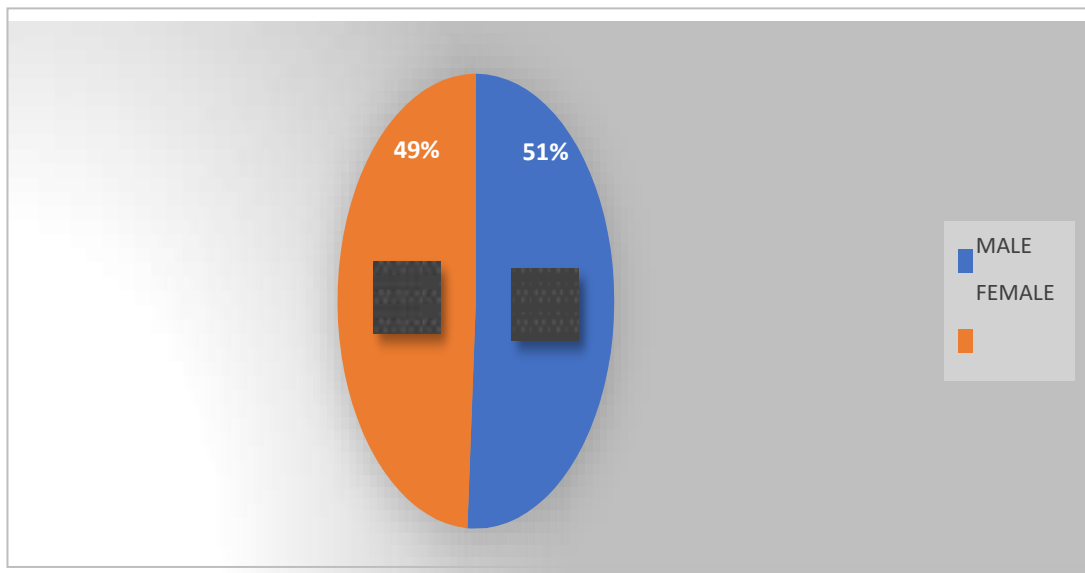
The objectives of training and development policies research typically include:

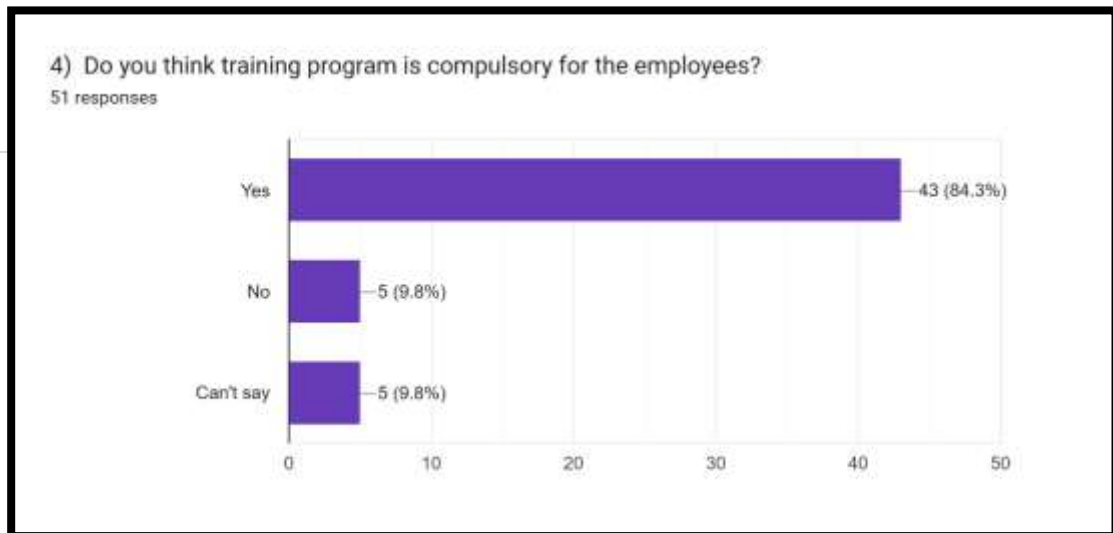
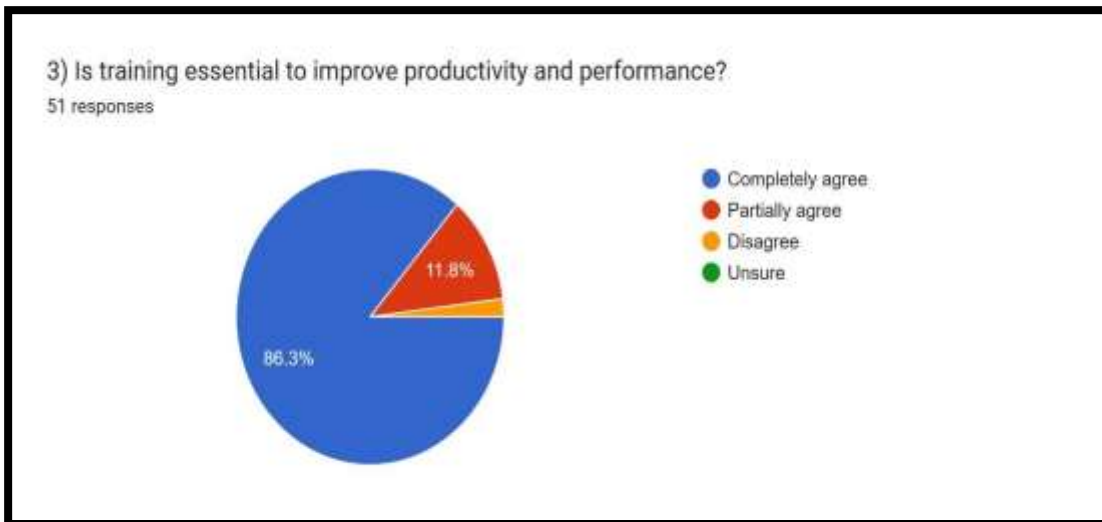
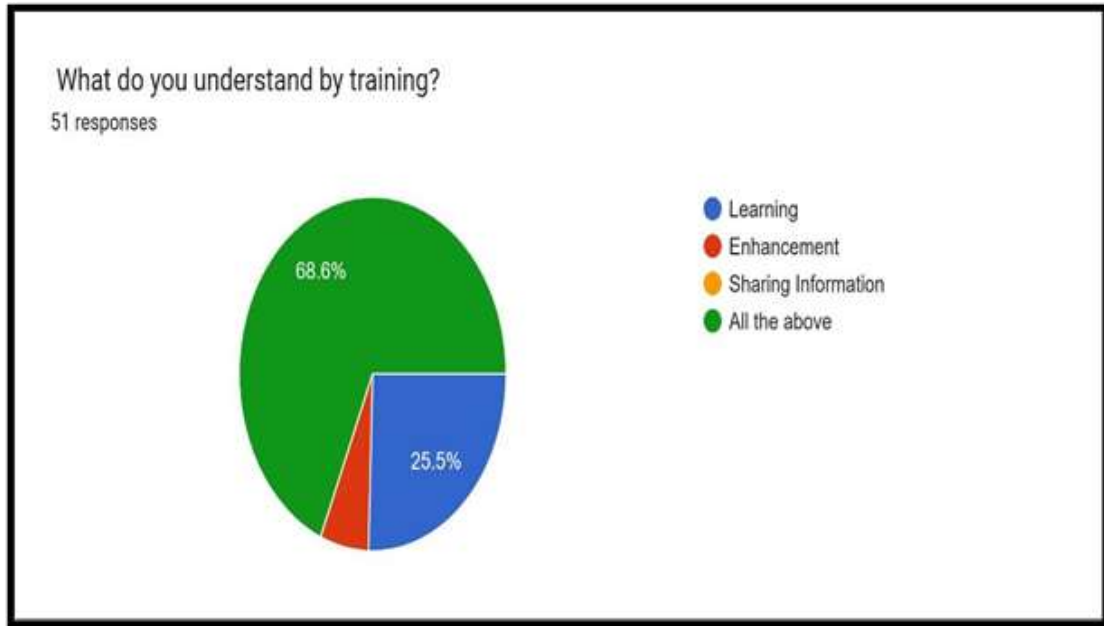
1. Determining which personnel have current training and development requirements and how to best provide those needs in light of the organization's broader objectives and strategy.
2. Second, figuring out how well existing training and development programs are doing in terms of both their intended and actual outcomes, and making any necessary adjustments to better serve both workers and the company.
3. Identifying and implementing new training and development programs to address identified needs and to stay current with industry trends and best practices.
4. Assessing the ROI of training and development programs to ensure they are providing a positive return on investment for the organization.
5. Developing a system for tracking and evaluating the progress and success of employees who have participated in training and development programs.
6. Creating a culture of continuous learning and development within the organization, to ensure that employees are continuously improving their skills and knowledge.
7. Identifying and addressing any barriers that may prevent employees from effectively participating in training and development programs, such as lack of time or resources.
8. Continuously monitoring and evaluating the training and development policies to ensure they are aligned with the ever-changing needs of the organization and employees.

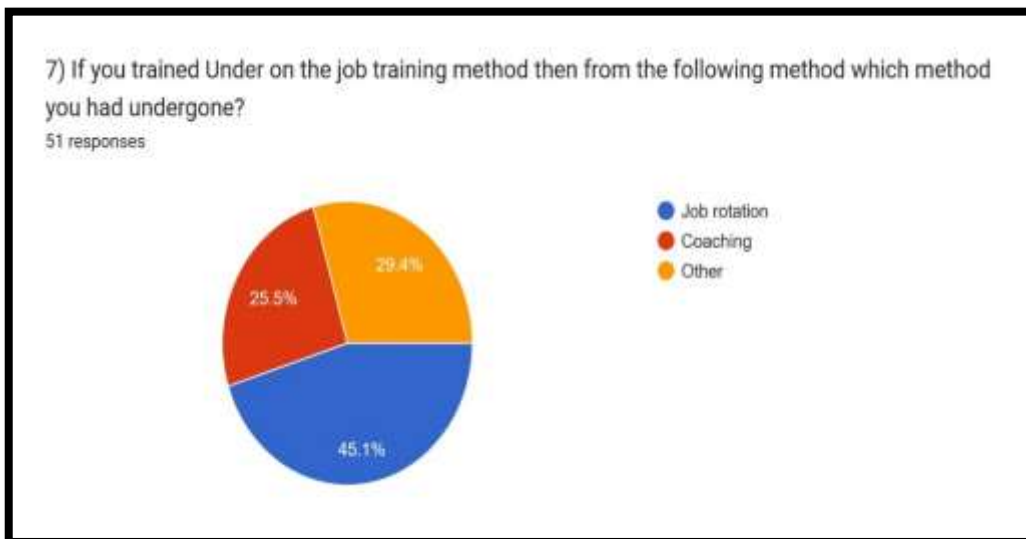
3.2 Questionnaire Data Collection

1) What is your gender?

51 responses

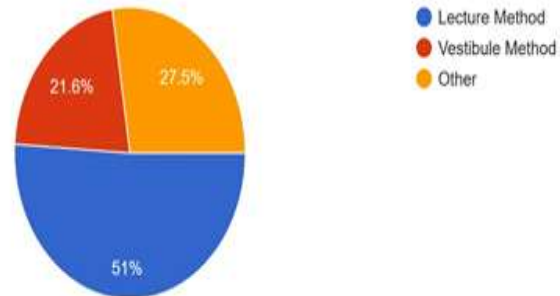






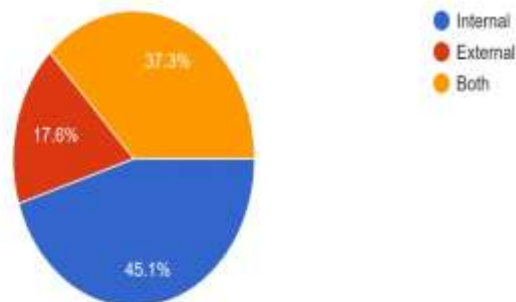
8) If you trained under off the job training method from the following method which method you had undergone?

51 responses



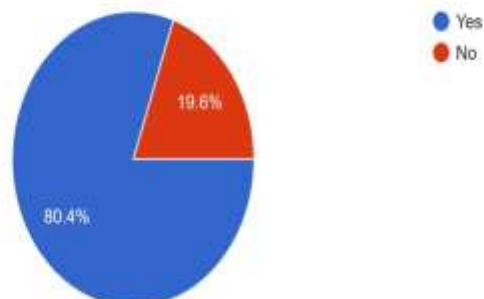
9) From The following training programs which type of training program you had undergone?

51 responses



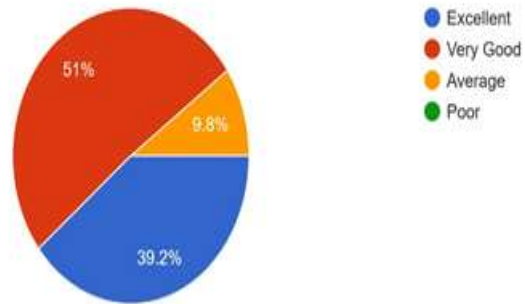
10) Is it necessary to deepen one's knowledge after training program?

51 responses



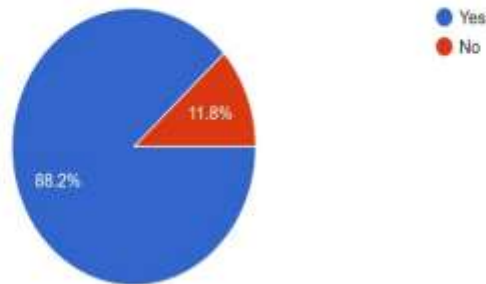
12) Are you satisfied with the effectiveness of training program?

51 responses



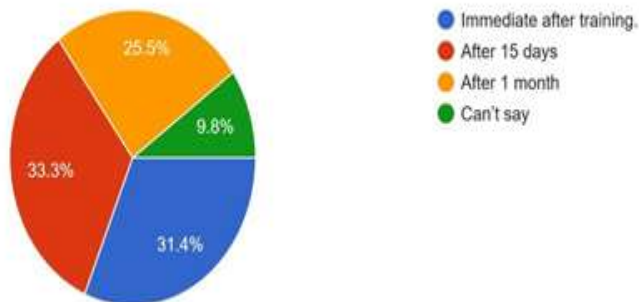
13) Do you think that the feedback can evaluate the effectiveness of training program?

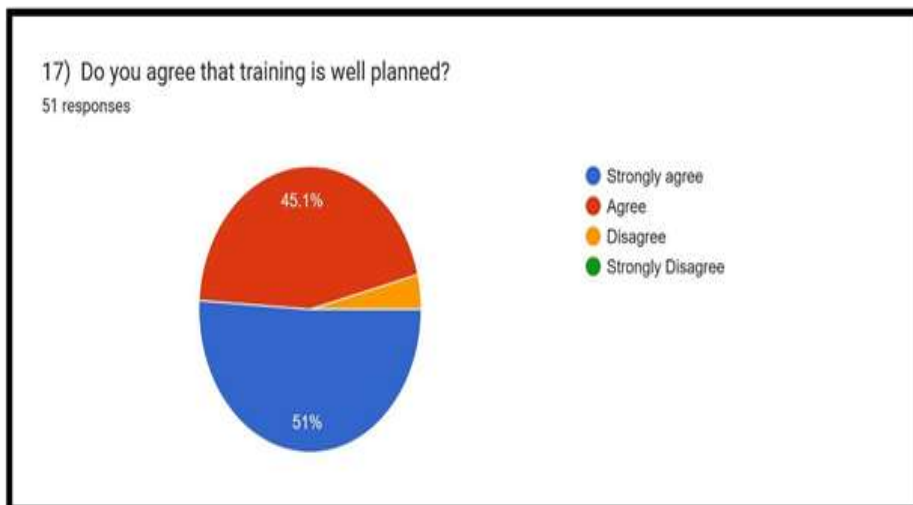
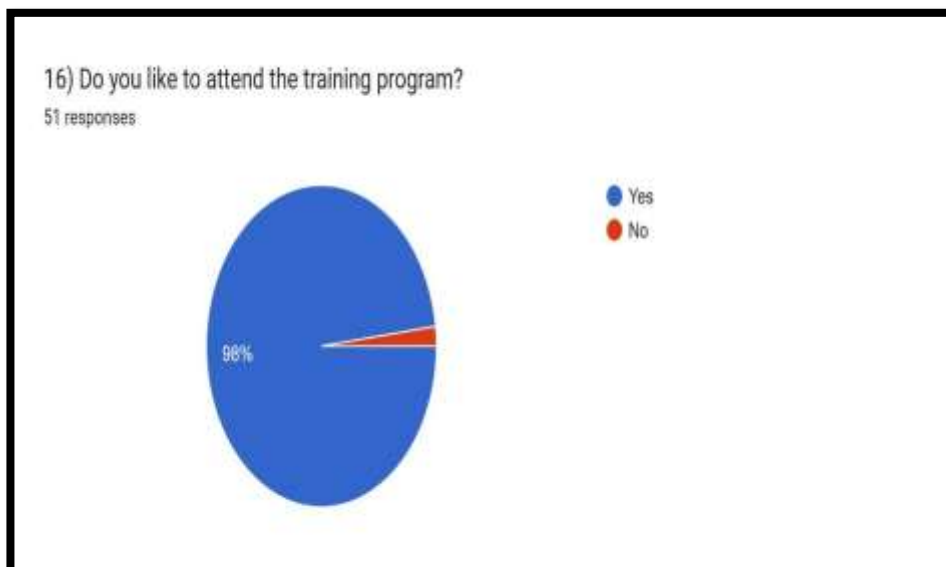
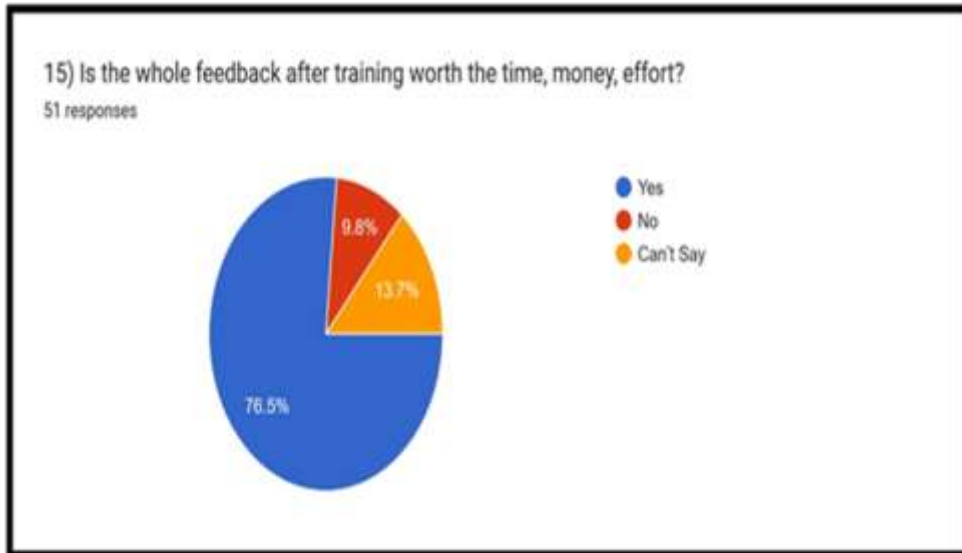
51 responses

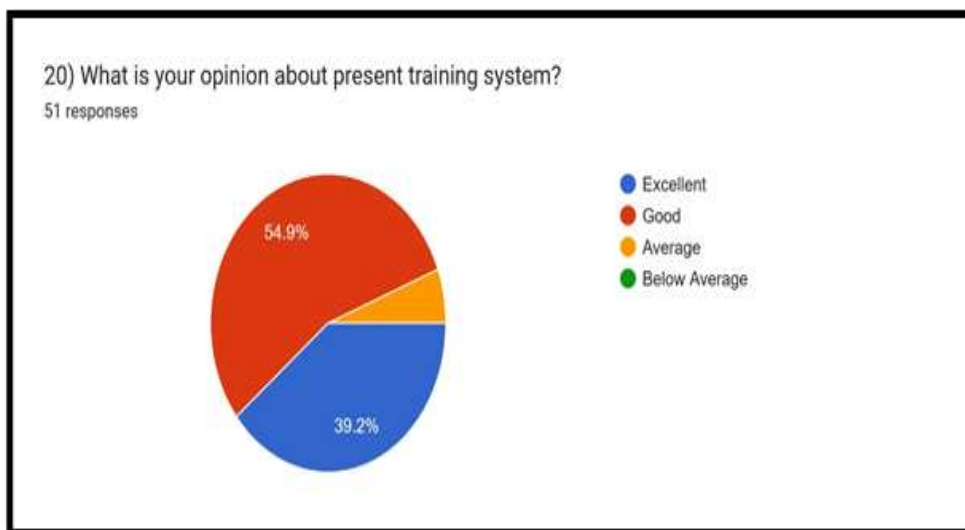
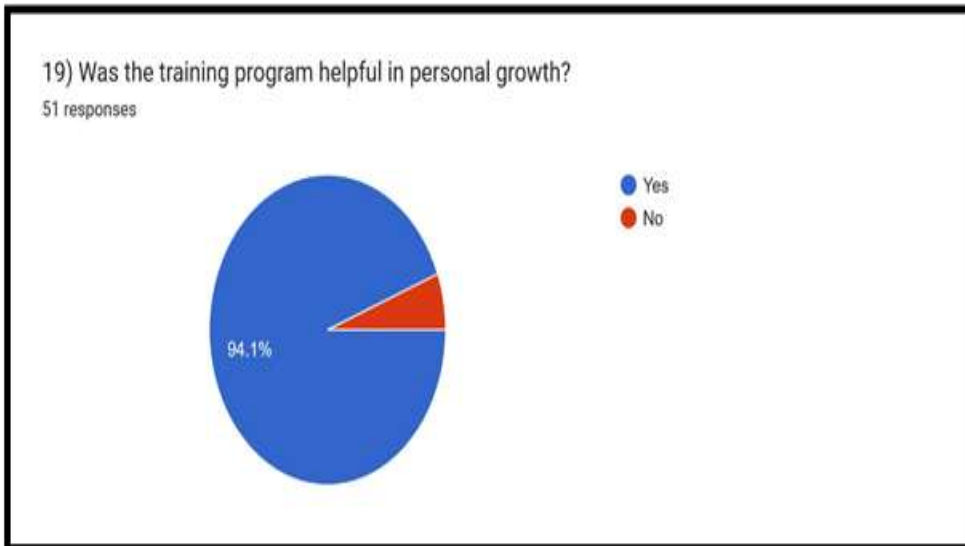
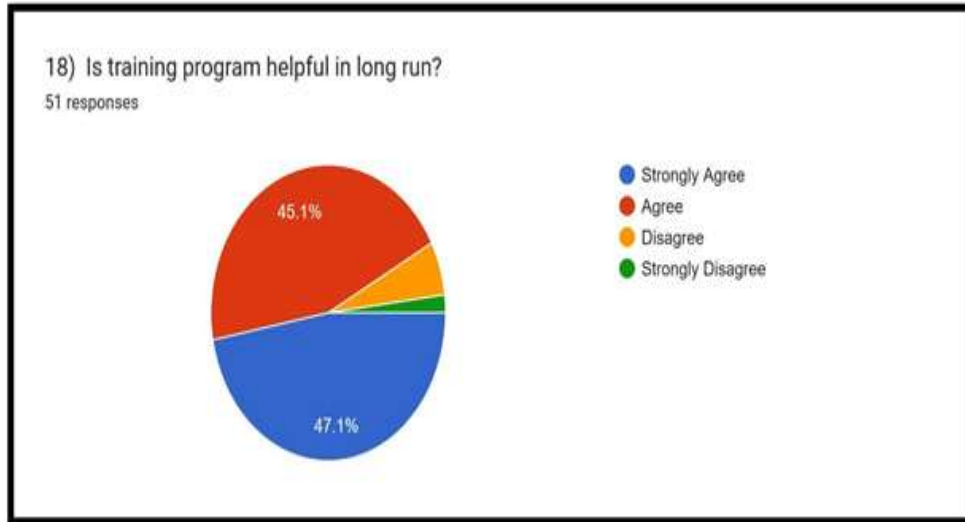


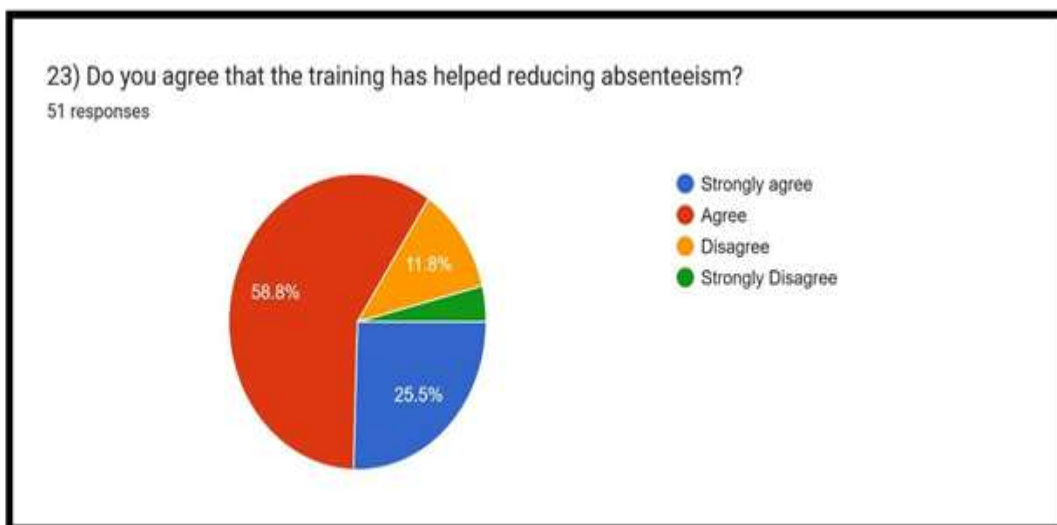
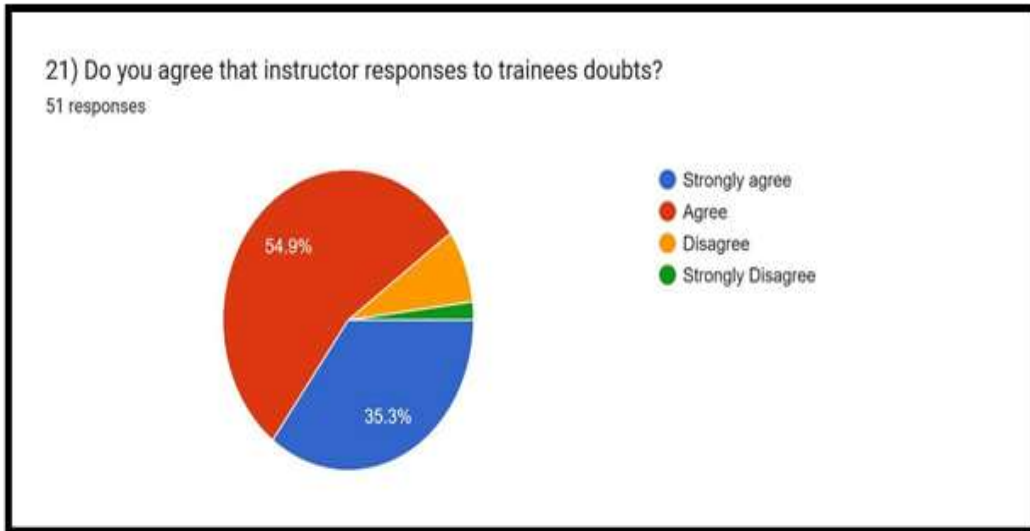
14) What should be the ideal time to evaluate training?

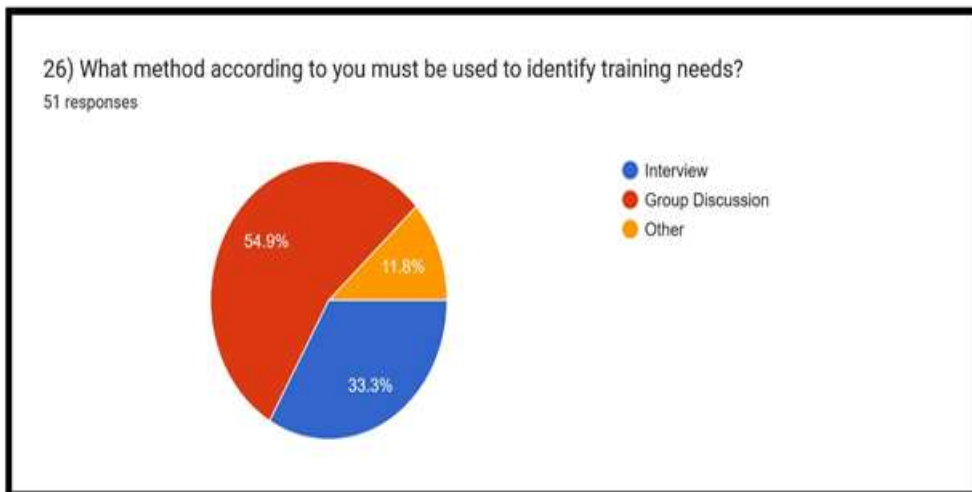
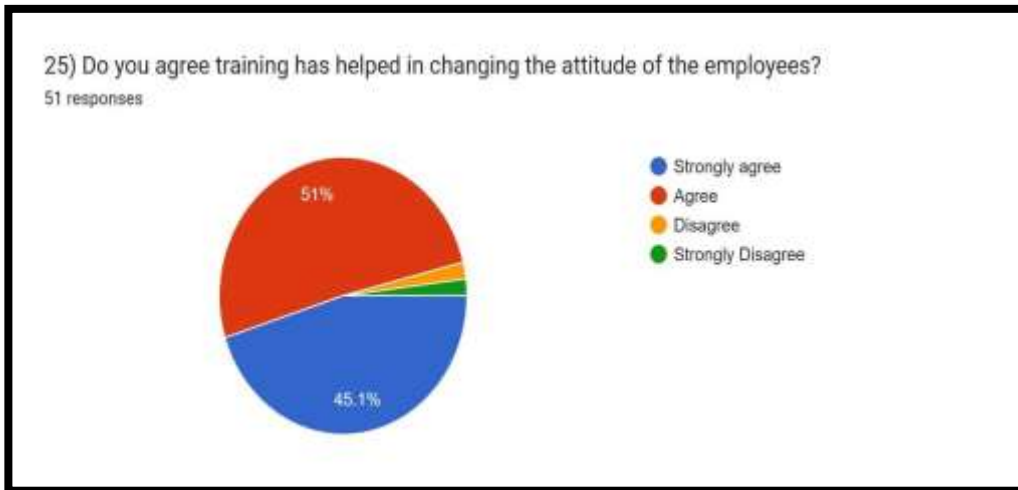
51 responses





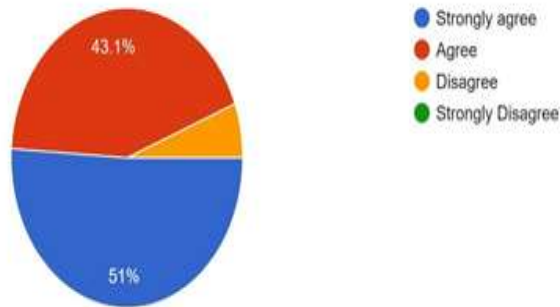






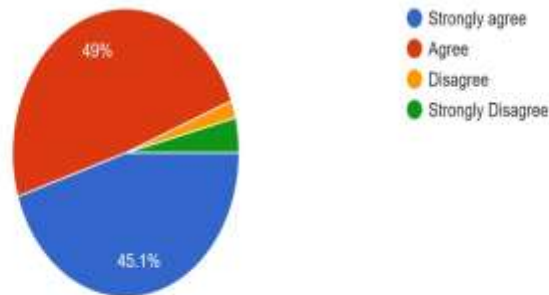
28) Do you agree that training helps to understand the job clearly?

51 responses



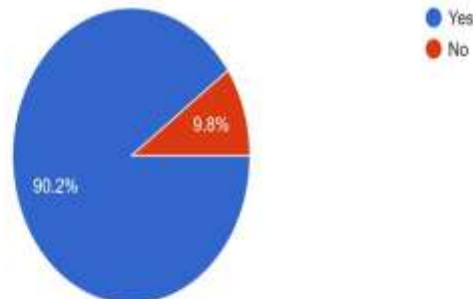
29) Training giving to you helps you to cope up with the constantly changing technology for performing the job?

51 responses



30) Is there a well-designed incentive training policy in the company?

51 responses



4. Result and Discussion:

Training and development policies are an important aspect of any organization as they help to ensure that employees have the necessary skills and knowledge to perform their jobs effectively. A well-designed training and development program can also help to improve employee engagement and motivation, which in turn can lead to increased productivity and overall performance. One key aspect of a successful training and development policy is to ensure that it aligns with the overall goals and objectives of the organization. This means that the training and development activities should be focused on the specific skills and knowledge that are needed to support the organization's mission and vision. For example, if the organization is looking to improve its customer service, training and development activities should be focused on improving customer service skills.

4.1 Interpretation:

For analysing the data that we have got from questionnaire, we choose single factor ANOVA, the descriptive table ever provides very useful information including the mean standard deviation and confidence level for each of the variable that we have taken.

Also, we can see for each separate groups we have got the count sum average and variants accordingly for the groups defined under the questionnaires. we can also see that the output of the ANOVA analysis statistically not significant when it comes to means and the variance is also not much more under different groups in one factor ANOVA. Therefore, the statistically difference in the mean length of different groups and the average variance of different groups is differentiated based on various groups as per the questionnaire.

We got the total count for each of the group 51, and the sum it's different for all different groups that is mentioned in the questionnaire however the average is fluctuating between one to 2.5 and the average variance fluctuate between +1 integer value. We can also check that the source of variation between the groups and within the groups that is given in the above ANOVA table for source of variation when we got total assets value being 808.8765. Also, we got the p-value that is -1.97703, that shows an insignificant P value because it is lesser than 0.5. This test is widely used for comparison of one-way ANOVA in multiple groups but there are many other methods too, from the results we got so far we can say that these are statistically insignificant data because there are insignificant differences between the groups as a whole. The table above for multiple comparison and single comparison shows which group differentiate from each other. The Tukey post hoc test reveals that there is statistically difference between 2 groups to complete the problem between the groups that took from the beginning of the interval and end of the interval of different groups that is they have P value lesser than 0.5.

We have also taken into consideration the different kind of questions that we have formed for our questionnaire and based upon that we have run single factor ANOVA and we got different mean value and different variants value respectively. Those values suggest that all the variants arsenic vacant for each group individually and there is a 95% confidence level in the intervals.

However, there was not a statistically significant difference between the different groups as determined by one way ANOVA, but a Tukey post hoc test revealed that the time to complete the problem was statistically significant lower after taking intermediate values and advanced values for the given set of questions thus there is significant difference between the groups.

H1: There difference between male and female regarding training need identification, will be accepted as there is no significance difference between the group variance and the group ANOVA.

Thus, we get to know that Deloitte gives different preferences when it comes to training need identification for both the genders that is males and females.

Deloitte also differentiate between the type of learning it gives for industry specific job role whether it comes to male or female but there is no differentiation between the learning curve and learning overall process because we can clearly see that the responses, we got prove the same. Deloitte also differentiate between the type of training it provides and the type of training module in design for its employees.

Hence, we can clearly accept the fact that there is significant difference between the variated group and the type of learning process the Deloitte deploys for its gender-based employees.

We can also see the effect size are important in one way ANOVA to predict the size of the different population and their variants related to the single groups and multiple groups with respect to each other. It also differentiates between the effect that the variants will have in the output where it is for enhanced one way or it is for simple one-way ANOVA analysis. by this analysis we conclude that Deloitte have certain preference when it comes to training need analysis and training pattern for both male and female employees in their organizational culture.

Anova: Single Factor

SUMMARY					
Groups	Count	Sum	Average	Variance	
1)what is your gender?	51	69	1.352941	0.232941	
2) What do you understand by training?	51	124	2.431373	0.770196	

3) Is training essential to improve productivity and performance?	51	59	1.156863	0.174902		
4) Do you think training program is compulsory for the employees?	51	64	1.254902	0.393725		
5) From the following training methods under which training method you have trained?	51	94	1.843137	0.894902		
6) Did you attend the training program before induction in the organization?	51	70	1.372549	0.238431		
7) If you trained Under on the job training method then from the following method which method you had undergone?	51	94	1.843137	0.734902		
8) If you trained under off the job training method from the following method which method you had undergone?	51	90	1.764706	0.743529		
9) From The following training programs which type of training program you had undergone?	51	98	1.921569	0.833725		
10) Is it necessary to deepen one's k2wledge after training program?	51	61	1.196078	0.160784		
11) Whether training is relevant to the needs of the organisation?	51	54	1.058824	0.056471		
12) Are you satisfied with the effectiveness of training program?	51	87	1.705882	0.411765		
13) Do you think that the feedback can evaluate the effectiveness of training program?	51	57	1.117647	0.105882		
14) What should be the ideal time to evaluate training?	51	109	2.137255	0.960784		
15) Is the whole feedback after training worth the time, money, effort?	51	70	1.372549	0.518431		
16) Do you like to attend the training program?	51	52	1.019608	0.019608		
17) Do you 2 that training is well planned?	51	78	1.529412	0.334118		
18) Is training program helpful in long run?	51	83	1.627451	0.478431		
19) Was the training program helpful in personal growth?	51	54	1.058824	0.056471		
20) What is your opinion about present training system?	51	85	1.666667	0.346667		
21) Do you 2 that instructor responses to trainees' doubts?	51	90	1.764706	0.463529		
22) Do you 2 those training program are handled by a component faculty?	51	86	1.686275	0.259608		
23) Do you 2 that the training has helped reducing absenteeism?	51	99	1.941176	0.536471		
24) Do you 2 that training has helped in motivating employees and giving them job security?	51	89	1.745098	0.433725		
25) Do you 2 training have helped in changing the attitude of the employees?	51	82	1.607843	0.403137		
26) What method according to you must be used to identify training needs?	51	91	1.784314	0.412549		
27) Training reduces constant supervision do you 2 with this statement?	51	95	1.862745	0.600784		
28) Do you 2 that training helps to understand the job clearly?	51	79	1.54902	0.372549		
29) Training giving to you helps you to cope up with the constantly changing technology for performing the job?	51	84	1.647059	0.512941		
30) Is there a well-designed incentive training policy in the company?	51	56	1.098039	0.090196		

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	181.2686	31	5.847375	13.95675	1.97703E-62	1.458876

Within Groups	627.6078	1498	0.418964			
Total	808.8765	1529				

5. Summary

Training and Development Policies are designed to guide the way employees are trained and developed within an organization. These policies include information on the types of training and development activities that are available, the resources and funding available for training and development, the process for requesting and receiving training and development, and the standards that must be met in order to be eligible for training and development. Training and Development Policies are designed to ensure that employees have access to the training and development they need in order to reach their career goals and become more valuable to the organization.

Deloitte, has a comprehensive training and development program in place for its employees. This may include a variety of different types of training, such as on-the-job training, formal classroom-style training, mentoring and coaching, and e-learning opportunities. These programs are typically designed to help employees acquire the knowledge and skills they need to be successful in their roles and to advance within the company. Deloitte may also offer professional development opportunities, such as tuition reimbursement and study leave, to help employees pursue advanced degrees or certifications. Additionally, Deloitte may have a performance management system in place that includes regular performance evaluations and goal setting to help employees understand their career development opportunities within the company.

We have done the Null Hypothesis, as we know that the null hypothesis is a statement or hypothesis that states no difference between an observed result and an expected result. It is done to see if the observed result is statistically significant or not. It is done to show whether the differences between the observed and expected results are due to chance or to a real effect. Ho: There is no difference between male and female regarding training need identification.

H1: There is difference between male and female regarding training need identification.

After that we did the ANOVA one-factor test,

An ANOVA (analysis of variance) one-factor test is a statistical method that can be used to determine if there is a significant difference between two or more groups on a particular measure. In the context of training and development, an ANOVA one-factor test could be used to compare the training needs of male and female employees. The test helps to identify whether there is any difference in the training needs of male and female employees. If the results of an ANOVA one-factor test indicate that there is no statistically significant difference between male and female employees in terms of their training needs, it suggests that there is no gender-based difference in the training needs of employees. This means that both male and female employees have similar skill gaps, knowledge deficiencies, or performance issues that need to be addressed through training and development programs. This can help the organization to develop and implement training programs that are inclusive and meet the needs of all employees regardless of their gender.

It is important to note that this test is only one tool that can be used to evaluate the training needs of employees and it is important to consider other factors such as job roles, experience, and performance, which may also impact training needs. For example, an employee with more experience may have different training needs than an employee with less experience. Similarly, employees in different job roles may have different training needs based on the responsibilities and tasks of their job. Additionally, employees with different levels of performance may have different training needs based on their strengths and weaknesses.

Moreover, it is essential for organizations to have training and development policies in place, which are regularly reviewed and updated to ensure that the employees are getting the necessary training and development that they need to perform their job effectively and efficiently. The policies should aim at improving job performance, preparing employees for advancement within the company, and ensuring that the organization has a skilled and knowledgeable workforce.

6. Conclusion

In conclusion, the ANOVA one-factor test is a useful tool that can be used to identify any difference in the training needs of male and female employees. If the results indicate that there is no statistically significant difference, it suggests that there is no gender-based difference in the training needs of employees. This can help organizations to develop and implement training programs that are inclusive and meet the needs of all employees regardless of their gender. However, it is important to consider other factors that may also impact training needs, and to have training and development policies in place to ensure that employees are getting the necessary training and development they need to perform their job effectively and efficiently.

We got the p-value that is 1.97703, that shows an insignificant P value because it is lesser than 0.5 The null hypothesis is accepted, it means that the observed data did not provide sufficient evidence to reject the null hypothesis. This can mean that there is no significant difference between the null and alternative hypotheses, or that the data provided is not strong enough to support the alternative hypothesis.

If the results of an ANOVA one-factor test indicate that there is no statistically significant difference between male and female employees in terms of their training needs, it suggests that there is no gender-based difference in the training needs of employees. This could mean that both male and female employees have similar skill gaps, knowledge deficiencies, or performance issues that need to be addressed through training and development programs.

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