MAN POWER TRAINING AND DEVELOPMENT AS ORGANIZATIONAL TOOLS FOR EFFECTIVENESS

by

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Dedication

I dedicate this Doctor of Business Administration (DBA) thesis to my family, whose unwavering support and encouragement have been my greatest source of strength throughout this academic journey. To my parents, [KV RAJA & RENUKA], your guidance and lifelong lessons have shaped my determination and commitment to success.

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This work is a testament to the collective support, belief, and inspiration I have received, and I dedicate it to all who have stood by me.

ABSTRACT

MAN POWER TRAINING AND DEVELOPMENT AS ORGANIZATIONAL TOOLS FOR EFFECTIVENESS

ALOK VARMA (2022-2025)

Dissertation Chair: Prof. Atul Pati Tripathi, PhD

Co-Chair: <If applicable. Co-Chair's Name>

This dissertation examines the impact of training programs on employee performance, focusing on the effectiveness of training content, trainer engagement, soft skills development, sales training, and product knowledge. The study aims to assess how training can improve employee performance and align individual growth with organizational goals. Using a quantitative research methodology, data was collected from 200 respondents across various job positions within an organization through surveys. Statistical analyses, including ANOVA, cluster analysis, and Paired T Test, were employed to examine the data.

The results indicate that training significantly improved employee performance, with positive outcomes in areas such as communication, teamwork, problem-solving, product pitching, and handling customer objections. The training also contributed to achieving sales and operational targets, enhancing employees' confidence in their roles. However, some employees, particularly those in junior or underperforming roles, showed limited

improvement, suggesting the need for more personalized interventions and additional support.

The study further reveals that while most participants found the training engaging and relevant, there were differences in expectations across job positions, highlighting the importance of tailoring training content to meet the specific needs of employees at different levels. The correlation between various skills developed during training suggests that a holistic approach integrating multiple competencies can enhance overall employee effectiveness.

In conclusion, this dissertation emphasizes the importance of continuous skill reinforcement, personalized coaching, and more interactive learning methods in optimizing training programs. The findings offer valuable insights for organizations to design more effective training interventions that support both individual development and organizational success. Future research could focus on exploring the long-term impact of training, particularly for underperforming employees, and examining the role of emerging technologies in enhancing training effectiveness.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I:

INTRODUCTION

1.1 Introduction

- Manpower Training and Development in the Corporate Sector

In today’s corporate landscape, manpower training and development have become essential as competition intensifies. Increasingly, training is viewed as an activity that complements everyday operational demands. While specialized training provides valuable insights, its broader role within the corporate framework is sometimes underappreciated. The significance of this topic lies in the fact that when an employee joins an organization, starting work without undergoing proper training can lead to inefficiencies and potentially disastrous outcomes. Hence, learning and development are vital elements of an organization's success, as training is directly linked to the productivity and effectiveness of its employees.

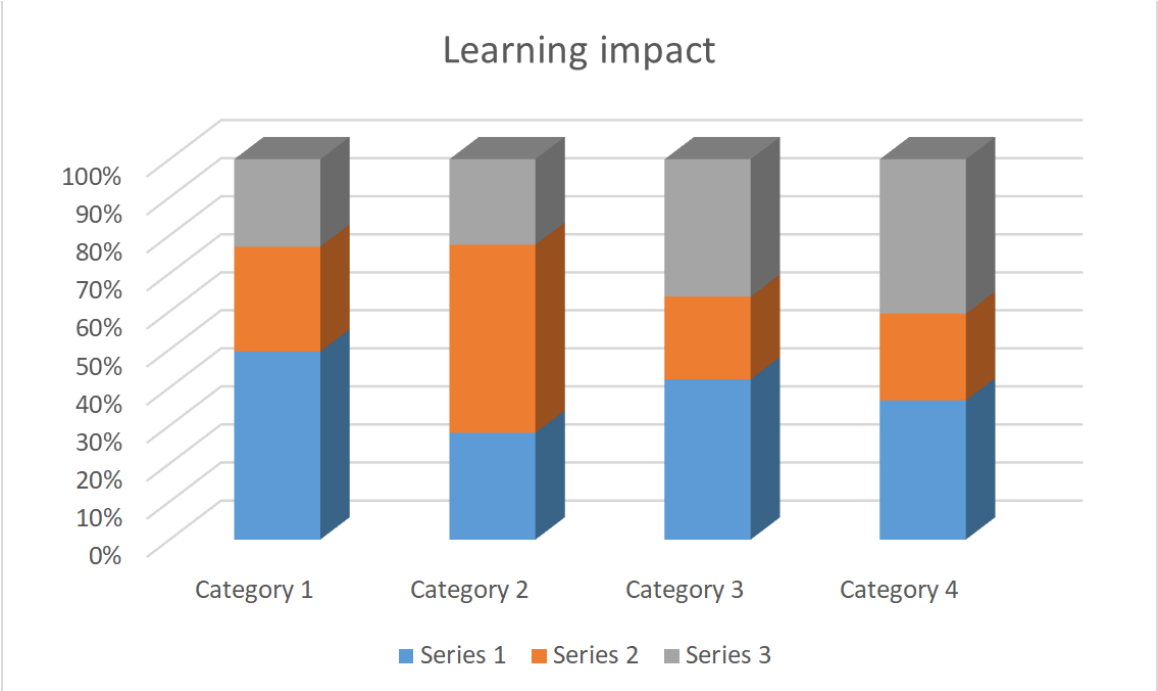


Figure 1 Learning Impact & Participants

Figure 1 Learning Impact & Participants. (1985) Training for Development, 2nd edn. West Hartford, CT: Kumarian Press, p. 160.

Learning Impact and Participant Categories

Analyzing the data in Table 1.1, we categorize participants into four main groups based on their learning engagement and outcomes:

- Category 1: Comprises participants who are eager to learn and demonstrate ambition, representing 50% of the blue segment. Of the remaining, 50-70% face limited growth support, while 80-100% express willingness but are hindered by a lack of supervisory guidance.
- Category 2: Represents 30% of participants who struggle to apply processes due to limited awareness. Between 30-80% improve skills through training, and 80-100% achieve success by implementing learned skills.

- Category 3: Shows that 40% follow organizational procedures, with 45-60% needing better awareness. However, 65-100% meet compliance requirements after training.
- Category 4: Consists of 35% who recognize training's value, 40-60% aware of its importance yet reluctant to adopt new practices, and 65-100% committed to applying learned knowledge in the workplace.

1.2 Research Problem and need for the study

This research aims to support small-scale industries by addressing manpower-related challenges. A training needs analysis (TNA) will reveal gaps where targeted training can be implemented to improve workforce effectiveness. Organizational communication plays a vital role in pinpointing these challenges:

Manpower training in MSMEs (Micro, Small, and Medium-sized Enterprises) and small-scale industries involves identifying the training needs of the sales force. This can be achieved by executing a systematic approach or formula. The objective is to ensure that frontline sales employees are equipped with the required knowledge and skills, which in turn motivates them to perform effectively in the field.

Communication as a Mechanism: Messages are crafted, sent through channels, and decoded by receivers, highlighting the systematic nature of organizational communication.

Organizational Interchangeability: Organizations may operate differently due to unique factors, yet management techniques can standardize certain processes.

Communication Networks: Effective communication is fundamental to identifying research issues. Studies by Bavelas reveal that communication patterns significantly influence a group's performance, leadership dynamics, and member satisfaction. Although

derived from experimental studies, these findings provide valuable insights into communication dynamics in formal organizations.

Direction of Communication: In some traditional organizations, communication flows in a single direction, especially in military settings. In the corporate world, however, two-way communication is crucial for task fulfillment and maintaining harmony among employee levels.

Communication Methods in Organizations: Organizations use both formal and informal communication methods. Informal channels, often related to horizontal or interpersonal exchanges, were once seen as obstructive. Today, they are recognized as vital to efficient work processes.

- **Barriers to Effective Communication**

Effective communication is crucial for organizations, yet staff often lack access to key information when management fails to ensure clarity. This can lead to inefficiencies, misunderstandings, and a disconnect between leadership and employees.

Start-ups may resist structured communication, fearing bureaucracy, but the absence of clear processes can create confusion. Similarly, when management undervalues communication, employees struggle to align with company goals (Alberto & Hasyari, 2024, p. 299).

Cultural and language differences further complicate communication, leading to misinterpretations and misinformation. To prevent this, organizations must foster open channels and prioritize transparency for a cohesive work environment.

- **Steps for Effective Organizational Communication**

Management must actively support a strong communication strategy; without it, organizations risk inefficiency. Often, leadership only recognizes the value of communication when problems arise due to its absence.

Strong internal communication is built on key skills such as active listening, clear speaking, effective questioning, and constructive feedback. Consistently practicing these skills fosters a culture of mutual respect and open dialogue.

Effective communication also depends on individual responsibility. Employees should take initiative in clarifying misunderstandings and suggesting improvements to enhance overall communication within the organization (Bucăţa & Rizescu, 2017, p. 49).

1.3 Purpose of Research

The purpose of this research is to explore the significance of training and development in employee growth and organizational efficiency. By differentiating between training and development, the study aims to provide a clear understanding of their distinct roles in shaping workforce capabilities. Additionally, it seeks to identify effective methods for training needs analysis (TNA) and evaluate the impact of structured training programs on employee performance.

This research will also investigate the strategies organizations employ to assess and address training requirements at both individual and group levels. Through a detailed examination of TNA frameworks, the study will highlight best practices for aligning training initiatives with business objectives. Ultimately, the findings will contribute to developing a comprehensive approach to employee development, fostering a culture of continuous learning within organizations.

This research aims to achieve the following objectives:

1. Enhance employee development.
2. Differentiate between training and development.
3. Identify methods for training research and needs analysis.
4. Examine the role and impact of training.

Table 1 Significant difference between training and development

Training	Development
Training is skill focused	Development is creating learning abilities
Trainee is presumed to have a formal education	Development is not education dependent
Training needs depend upon lack or deficiency in skills	Development depends on personal drive and ambition
Training are generally need based	Development is voluntary
Training is a narrow concept focused on job related skills	Development is a broader concept focused on personality development
Training may not include development	Development includes training whereever necessary

Indian Institute of Banking and Finance (2013, p. 198)

Training Needs Analysis (TNA)

Organizations invest substantial time in learning about market dynamics, products, and services to meet customer demands. Employees gain insights into the competitive landscape and successful business practices. Today's "learning organizations" thrive by fostering a culture of continuous learning, which helps them adapt and excel.

Engagement in TNA

Trainers should understand the organization's structure, technologies, and product-market relationships to ensure training investments are effective. A well-executed TNA yields numerous advantages, including:

1. Structured training processes.
2. Enhanced performance through targeted activities.

3. Identification of needs unrelated to training.

TNA is best approached with top management involvement, and organizations typically assess various factors such as:

1. Developing new products or services.
2. Acquiring advanced technology and systems.
3. Expanding offices or branches.
4. Recruiting or reallocating personnel.

Table 2 Five Phases of TNA

1 Entry & Contracting	**2 Data collection**	**3 Analysis & diagosis**	**4 Feedback**	**5 Conclusion**
-Terms of reference Surveillance	-SWOT -Motivational & behavioural responsiblity	-Functional analysis - Cause & effect analysis	Performance report -priority list	Target setting Training plan TNA report
Checklist Establishing terms of refernce	Possible information to seek Data collection face to face	Causes of performance problem Responses to performance problem	Setting priorities	Preparing a presentation

Trainer as TNA consultant	G- Forms to obtain information			Persuasive presentation

Table 2 : Indian Institute of Banking and Finance (2013, p. 201)

Key Elements of Training for Organizational Development

Training focuses on both essential and desirable competencies for current and new activities, prioritizing those that directly impact job performance and overall organizational effectiveness. The highest-priority training activities are those critical to immediate operational needs. Many organizations face challenges in cultivating essential skills such as confidence, problem-solving, and innovation among employees.

- **Developing Employee Self-Sufficiency**

Organizations increasingly require staff across all levels to be independent, creative, and resourceful. While traditional skills training provides technical knowledge, a well-designed behavioral training program enhances maturity, self-confidence, and strategic thinking, which are essential for managerial growth.

This approach aims to develop not only skills but also the individual as a whole, providing learning experiences that align with employees' personal interests (Mogea, 2023, p. 58).

- **Understanding Training Approaches**

Overview

Indian companies are adopting advanced technologies to improve employee skills, finding these modern training methods more flexible, cost-effective, and convenient than traditional approaches. As demand for skilled workers rises globally, many companies have

embraced tools like video conferencing, online learning modules, and collaborative webcasting as part of their training.

Corporate training in India has traditionally involved extensive, costly sessions often held at exclusive locations (Stanojeska, 2024, p. 84). However, recent economic challenges have shifted the focus to more budget-friendly yet effective solutions, while maintaining a strong emphasis on skill development in response to growing market demands.

- **Effective Training Methods**

Effective training methods incorporate a variety of approaches to cater to different learning styles, ensuring comprehensive skill development. Lectures and discussions serve as valuable tools for auditory learners, allowing them to absorb information through structured explanations. Role-playing exercises engage kinesthetic learners by providing hands-on experience in real-world scenarios (Alabi, 2024, p. 1). Assignments enhance spatial learning by encouraging participants to visualize and structure concepts effectively. Case studies promote logical analysis, enabling learners to critically evaluate situations and derive practical solutions. Training games leverage social learning by fostering interaction and engagement among participants. Group exercises emphasize collaborative learning, helping individuals develop teamwork and problem-solving skills in a shared environment. Finally, programmed learning integrates multiple methods, offering a flexible and adaptive approach to training that accommodates diverse learner preferences. By employing these varied techniques, organizations can maximize training effectiveness and ensure knowledge retention across different employee groups.

- **Selecting Appropriate Training Methods**

When planning training, trainers should consider factors such as participants' knowledge levels, time constraints, and resources available. Selecting suitable presentation

methods and employing various instructional aids ensures a well-rounded learning experience (Martin, Kolomitro & Lam, 2014, p. 11).

- **Utilizing Case Studies in Training**

1. Develops actionable skills.
2. Encourages critical discussion.
3. Incorporates real-world or hypothetical data.
4. Engages participants with practical problem-solving scenarios.
5. Increases realism and relevance.

Key Training Content Areas: Bloom's Taxonomy and Evaluation

- **Bloom's Taxonomy**

Originally developed by Dr. Benjamin Bloom, Bloom's Taxonomy categorizes educational objectives and remains widely used in corporate training today. The model aids trainers and HR professionals in setting clear learning goals, designing training methods, and assessing learning outcomes (Athanassiou, McNett & Harvey, 2003, p. 533).

Bloom's framework serves as a structured approach to ensure training programs cover essential learning areas, thereby enabling comprehensive skill development for employees. This model applies well beyond academia, offering a valuable guide for planning and evaluating training in any organizational setting.

- **Types of Training Aids**

Training benefits from the use of visual and auditory aids, such as charts, videos, and slides, which enhance understanding and engagement. Proper use of these tools helps trainers deliver clear, memorable content and facilitates the learning process.

Planning and Delivering Effective Training

- **Importance of Planning**

Planning is vital to successful training sessions. Trainers should organize their presentations in advance to ensure content flows logically and engages participants. Lack of preparation can lead to disorganized sessions and disengaged trainees (Cushion et al., 2010, p. 1). Well-prepared trainers establish credibility and foster respect, creating a positive learning environment.

Steps in Session Planning

1. Identify learning objectives based on trainee needs.
2. Set clear expectations for what participants will achieve.
3. Consider the available time, facilities, and prior knowledge of trainees.
4. Organize material to cover essential concepts and key ideas logically.

- **Effective Presentation Delivery**

Trainers are responsible for inspiring trainees and making learning engaging. Positive energy, enthusiasm, and clear communication are critical in fostering a conducive learning environment. Trainers should involve participants actively, using body language and eye contact to build rapport (Burke-Smalley, 2018, p. 354).

- **Types of Training Programs**

Diverse Workforce Development

Organizations benefit from understanding the diverse generational composition of their workforce. Customized training plans help managers develop and reward employees effectively, meeting each generation’s unique expectations and needs (Chillakuri, 2020, p. 1277).

Induction Training

Effective onboarding starts with a targeted induction program. Recognizing that generational preferences may affect comfort with new technologies, organizations can provide hands-on, targeted training to support older employees adjusting to technology (On, E.O.).

- **Core Training Topics**

Effective workplace training should focus on developing essential skills that enhance employee performance and adaptability. Communication skills are crucial for navigating diverse languages and customs, ensuring clear and effective interactions in a multicultural work environment. Strong communication fosters collaboration, reduces misunderstandings, and improves overall workplace efficiency (Sahadevan & Sumangala, 2021, p. 24).

In today's digital age, computer skills are fundamental for managing administrative and office tasks. Employees must be proficient in using technology to streamline workflows, maintain records, and enhance productivity (Morandini et al., 2023, p. 39). Similarly, customer service training is essential as increased global competition demands that employees understand and meet customer needs, ultimately improving customer satisfaction and business success.

Diversity training plays a vital role in fostering an inclusive workplace by helping employees understand different perspectives and value diverse backgrounds. This promotes mutual respect and strengthens team dynamics. Additionally, ethics training is becoming increasingly important as corporate social responsibility expectations rise (Morandini et al., 2023, p. 39). A diverse workforce brings a range of values and morals, making it essential to establish ethical standards that align with organizational goals and societal expectations.

By focusing on these core areas, organizations can create a well-rounded workforce capable of thriving in today's dynamic and competitive business environment.

Key Areas in Training and Development

1. Human Relations: With the increasing pressures of today's workplace, misunderstandings and conflicts can arise. Training can provide tools to foster better working relationships among employees.
2. Team Building and Leadership: Programs designed to enhance collaborative and leadership skills are essential.
3. Quality Initiatives: For initiatives like total quality management (TQM), quality circles, and benchmarking, employees require fundamental training in quality principles, standards, and guidelines.

Training and Career Development

A comprehensive training program should cater to different learning styles and generational preferences. Middle-aged employees may favor relationship-based learning, whereas younger staff often prefer independent, hands-on learning environments. Younger generations tend to benefit more from collaborative settings that promote peer and colleague knowledge sharing rather than traditional lecture-based formats.

Understanding generational differences can help organizations adjust their talent management strategies (Simonds & Brock, 2014, p. n1). For example, incorporating flexible, technology-driven training, such as online and distance learning, supports learning and teamwork across generations. Such technology-based approaches can help organizations manage a multigenerational workforce effectively.

- **On-the-Job Training**

On-the-job training happens in the workplace as employees perform their regular tasks. Its advantages include relevance, informality, and cost-effectiveness. However, issues may arise if trainers lack experience or if the training process is poorly structured (Basariya & Sree, 2019, p. 671).

Methods for On-the-Job Training:

1. Job Rotation: Employees rotate through different roles to gain a comprehensive understanding of various departments, improving coordination and teamwork.
2. Job Coaching: Direct instructions or guidelines are provided to help employees perform specific tasks.
3. Apprenticeships: New hires or recent graduates are paired with experienced employees to learn the job through hands-on practice.
4. Internships and Assistantships: These temporary roles, often associated with academic programs, allow participants to work on specific projects or tasks relevant to their studies.

Off-the-Job Training

Off-the-job training occurs away from the daily work environment, including seminars, workshops, and classroom sessions. This approach provides organized, professional instruction but lacks the immediate context of the job environment (Basariya & Sree, 2019, p. 671).

Off-the-Job Training Methods:

Organizations utilize various training methods to enhance employee skills and knowledge. Classroom lectures are a cost-effective approach for delivering verbal instruction to large groups. However, they may lack engagement and flexibility, making it challenging to cater to diverse learning needs.

Audio-visual training, including films, videos, and presentations, provides realistic examples and visual reinforcement. While effective for demonstrating concepts, this method is limited by its one-way communication, reducing interactive engagement (Basariya & Sree, 2019, p. 671).

Simulation-based training recreates real-life scenarios, allowing trainees to practice decision-making in job-like conditions. Within simulations, case studies help participants analyze situations under constrained conditions, while role-playing fosters emotional intelligence and interpersonal skills. Sensitivity training focuses on behavior and interpersonal dynamics, enabling employees to understand and adapt to different reactions. Additional interactive methods include independent study, where individuals manage their own learning, active learning, where managers support each other, and laboratories, where managerial experiences are recorded and shared as resources (Lewis, Popov & Fatima, 2024, p. 2305694).

For more structured, self-paced learning, programmed instruction guides trainees through materials with built-in feedback mechanisms, eliminating the need for a live instructor. Computer-aided instruction extends this method by leveraging technology to offer flexible, adaptive learning schedules that align with modern workforce needs (Lewis, Popov & Fatima, 2024, p. 2305694).

By incorporating these diverse methods, organizations can create effective training programs that cater to different learning preferences and professional requirements.

- **General Benefits of Training and Development**

Training and development play a crucial role in enhancing workforce capabilities and organizational success. One of the key benefits is increased job satisfaction and employee morale, as well-trained employees feel more competent and valued in their roles. This, in turn, leads to higher motivation and productivity, driving overall performance improvements.

Efficiency gains from structured training programs translate into financial benefits, as employees become more adept at their tasks, reducing errors and operational costs (Oluwaseun, 2018, p. 181). Additionally, organizations that invest in continuous learning develop a greater capacity for adopting new technologies, ensuring they remain competitive in an evolving business landscape.

Training also boosts innovation, enabling employees to contribute fresh ideas and improve strategies and product offerings. Furthermore, a strong learning culture helps reduce turnover rates, as employees are more likely to stay with companies that invest in their growth (Li, 2024, p. 1697).

Beyond internal advantages, training enhances a company's reputation, making it more attractive to potential employees and business partners. Lastly, a well-trained workforce contributes to better risk management, ensuring compliance with industry standards and reducing liabilities.

By prioritizing training and development, organizations can foster a more skilled, motivated, and future-ready workforce.

Training for the New Generation

Gen Y in the Workplace: Today's graduates are highly tech-savvy and thrive in social, interactive environments. Training for Gen Y should blend technology, social networking, and engaging multimedia to hold their attention and enhance retention.

Training Gen Y requires a modern, flexible, and engaging approach to align with their learning preferences. One key strategy is to keep content concise, delivering training in shorter sessions that accommodate their preference for bite-sized information. This ensures better retention and sustained engagement (Schofield & Honoré, 2011, p. 106).

To enhance learning effectiveness, training should be interactive and engaging. Incorporating tools like simulations, multimedia, and gamification creates a dynamic experience that holds their attention and encourages active participation. Additionally, mobile learning (m-Learning) allows Gen Y employees to access training on demand via mobile devices, making learning more convenient and accessible.

Flexibility is another crucial factor in training Millennials. Providing self-paced learning options empowers them to engage with the content at their convenience, fostering a sense of autonomy (Schofield & Honoré, 2011, p. 106). Furthermore, team-based learning environments can be highly effective, as Gen Y thrives in collaborative settings. Group activities and discussions help reinforce training concepts while promoting teamwork and peer learning.

By adopting these tailored approaches, organizations can ensure that training programs resonate with Gen Y employees, leading to better engagement, knowledge retention, and overall professional development.

- **Training New Hires**

Onboarding programs help new employees integrate into their roles. For example, junior managers may participate in game-based simulations that cover basic job functions, such as queue management and account services, before engaging in customer-facing tasks.

- **Evaluating Training Programs**

To ensure effectiveness, trainers should regularly assess both their personal performance and the success of the program. Evaluation methods, including trainee feedback, provide insights into the program's impact and areas for improvement.

Measuring Training Success

Training evaluation often begins with simple feedback forms. However, a thorough assessment should link training outcomes to organizational goals and justify the investment by demonstrating improvements attributable to specific programs (Urbancová et al., 2021, p. 2721).

Behavioral Changes: Observing changes in employees' workplace behavior post-training helps assess whether they are applying new knowledge effectively.

Performance Improvement: By monitoring metrics like complaint rates, sales figures, and productivity, organizations can evaluate the tangible impact of training on job performance (Diamantidis & Chatzoglou, 2014, p. 149).

For optimal outcomes, companies should tailor their training strategies to align with the unique expectations of each generational group. A well-designed plan ensures managers effectively develop and reward employees across the workforce.

Industry Best Practices-original insights from research

- **Onboarding**

Effective onboarding begins with a robust recruitment process, encompassing the initial screening of applications. However, for the onboarding process to be effective and reliable, it must incorporate thorough background verification to confirm the candidate's qualifications and suitability for the position. This process should be seamless and well-organized to ensure that the new employee can integrate smoothly into the organization and better understand its specifications and expectations (Chen, 2020, p. 1).

Table 3 Training and Career Development

Name of the training	Target audience	Objective
Hire right training	Level 1 –State, Regional , cluster leaders (Business , Credit, Operations department)	Quality recruitment check when onboarded to leadership team
Hire right training	Level 2- Branch manager , Assistant branch manager	Quality recruitment check when onboarded to branch level team

Table 3: NBFC. (2025). Training and Career Development Data. Trichy: Internal Report (Kerala Region), Financial Year 2024-25. IDFC First Bharat Ltd.

Communication

- **Objectives:**

1. Understanding Organizational Communication
2. Types of Communication
3. Barriers to Effective Communication in Training
4. HR's Role and Importance of Communication in Training

Introduction to Communication

Until the 1950s, organizational communication as a field was relatively undeveloped, mostly limited to a few specialists within academic speech departments who were interested in communication in business settings (Keyton, 2017, p. 501). Over time, influential works broadened the field, emphasizing the role of communication in

organizational structure and interaction. In the 1950s, much of the focus was on understanding communication's potential impact on organizational power dynamics.

- **Organizational Communication**

Early research in organizational communication was based on several key assumptions. One of the primary beliefs was rational human behavior, where individuals were thought to make logical decisions when provided with complete information. However, communication breakdowns were recognized as obstacles that could disrupt rational decision-making and organizational efficiency.

Another assumption viewed communication as a mechanical process, where a sender constructs a message that is then transmitted and decoded by a receiver. This linear perspective focused on the clarity of information transfer but did not fully consider the complexities of human interaction (Keyton, 2017, p. 501). Similarly, organizations were often regarded as mechanical systems, with interchangeable components. Early theories suggested that effective management could standardize employee behavior, reducing individual differences across organizations.

From the 1960s to the 1980s, the field of organizational communication expanded beyond message clarity (Keyton, 2017, p. 501). Researchers began exploring how communication shapes organizational identity and why organizations with similar strategies could achieve vastly different outcomes. This shift led to a deeper understanding of the role of communication in organizational culture, decision-making, and adaptability in dynamic environments.

- **Communication Networks**

Communication networks are crucial for the flow and direction of communication. Research by Bavelas demonstrated that patterns of communication within groups can

impact task completion, leadership roles, and overall member satisfaction (Brown & Miller, 2000, p. 131).

Although these insights come from experimental studies, they hold valuable implications for organizational dynamics.

- **Direction of Communication**

In structured organizations like the military, formal communication often follows a top-down, unidirectional approach, with messages flowing from higher levels of expertise to subordinates. This model assumes that the superior is responsible for ensuring the clarity of communication to avoid misunderstandings.

- **Types of Communication**

1. **Interpersonal Communication**

Interpersonal communication within organizations includes face-to-face interactions, which may involve both verbal and non-verbal elements, such as gestures and facial expressions (Sethi & Seth, 2009, p. 32). In settings where communication is indirect (e.g., via phone or letter), the context surrounding the message becomes a critical part of its meaning.

For example, if an organization is experiencing financial challenges, a message conveying these issues may indirectly indicate potential instability to external parties, impacting perceptions of the organization's health.

Verbal and Non-Verbal Communication

While communication is often verbal—through spoken or written words—a substantial portion of meaning is conveyed through non-verbal cues. Humans are inherently social, continuously communicating as soon as they are in contact with others. This communication includes spoken and written language to clarify messages but also relies on body language, which reveals nuances about relationships and intentions.

Non-verbal communication, or meta-communication, often adds depth to verbal messages by conveying feelings and relationships that words alone may not express. For example, maintaining eye contact or avoiding it during a conversation can convey varying levels of interest or comfort.

2. Body Language

Studies indicate that a large portion of our communication relies on body language. Specifically, 55% of what we convey is through physical cues such as eye contact, gestures, and facial expressions. Voice quality, including tone and inflection, accounts for about 38%, leaving only 7% to the words themselves (Park & Park, 2018, p. 199). This emphasis on non-verbal communication also impacts first impressions; to project confidence and openness, it helps to maintain good posture, use eye contact effectively, and provide a firm handshake.

Dress also plays a role—attire should match the professional setting, reflecting a well-groomed appearance. While words can sometimes mask true emotions, body language often reveals them. When verbal messages conflict with non-verbal signals, people tend to trust the non-verbal cues more, as they provide more insight into one's genuine feelings.

Modern Communication Issues

In today's digital world, a major communication challenge arises from electronic messaging, such as emails and instant messaging, which rely heavily on words without the additional non-verbal nuances (Venter, 2019, p. 1). The quick and convenient nature of digital messaging increases the likelihood of misunderstandings, as words alone often lack the emotional and contextual layers conveyed in face-to-face interactions.

Communication Approaches in Organizations

Organizations utilize both formal and informal communication. Initially seen as potentially disruptive, informal communication is now recognized as essential for effective operations, helping to improve collaboration and teamwork in a modern workplace (Koch & Denner, 2022, p. 494).

- **Barriers to Effective Communication**

Several obstacles can hinder clear communication:

Management often makes several assumptions that hinder effective communication within organizations. Leaders may believe that because they are aware of certain information, their employees are equally informed. However, without clear and deliberate communication, crucial details may not reach all staff members. In new organizations, leaders sometimes avoid extensive documentation, viewing written policies as unnecessary bureaucracy, but this lack of structure can lead to confusion and inconsistencies. Additionally, when management assumes that communication happens naturally, they may neglect to intentionally share key information, creating gaps in understanding (Chirwa & Boikanyo, 2022, p. 1). A diverse workforce further complicates communication, as cultural and language differences can lead to varied interpretations of messages if nuances are not carefully considered. Stress and fatigue also play a role in miscommunication, as individuals under pressure may prioritize urgent tasks over necessary discussions, increasing the likelihood of misunderstandings. Lastly, as organizations expand, leadership often emphasizes efficiency over meaningful communication, which can create a disconnect between management and employees, potentially fostering disengagement and organizational silos.

Effective Organizational Communication

Communication is the foundation of group functionality, enabling the exchange of ideas, information, and shared understanding. This process involves both the sender and

receiver, and true communication occurs only when the message is not only received but understood. Communication-related challenges often include both failures to convey information effectively and misunderstandings of received messages.

- **HR and Communication**

A well-structured communication plan, whether formal or informal, can enhance internal and external communication efforts. Managers spend much of their time communicating, and technological advancements have transformed this process, making it more instantaneous and often brief. Effective organizational communication spans a broad spectrum, including internal practices as well as outward-facing efforts, such as public relations and investor communications.

- **HR and Effective Communication**

Human Resources (HR) plays a crucial role in communication, supporting functions like learning, teamwork, safety, and decision-making. In competitive labor markets, communication has become a strategic tool for engagement and retention. Effective organizational communication fosters learning and collaboration, crucial for maintaining a competitive advantage. Top HR professionals are often effective communicators, and their leadership styles emphasize the values and culture of their organizations (Deepalakshmi et al., 2024, p. 5941).

- **E-Learning and Augmented Learning**

E-learning refers to internet-based, computer-enhanced learning, with mobile learning (m-learning) involving devices like smartphones. When digital learning adapts to the individual's environment, it is called augmented learning, which personalizes content through various media, such as text, video, and audio. This approach has been shown to significantly improve learning outcomes by tailoring content to each learner's context.

Informal learning, by contrast, occurs naturally through everyday experiences, such as interactions with family and peers, while formal learning involves structured environments, like classrooms, where a teacher-student relationship is present.

Domains of Learning

There are three primary learning domains:

1. Cognitive: Encompasses intellectual skills, such as recalling, discussing, or analyzing information.
2. Psychomotor: Involves physical skills, like swimming, driving, or playing an instrument.
3. Affective: Relates to emotions and attitudes, such as appreciation, empathy, and respect.

These domains are often interconnected; for example, learning to play chess involves understanding rules (cognitive), manipulating pieces (psychomotor), and developing a passion for the game (affective).

- **The Learning Process**

Learning theory, a foundational aspect of education, helps explain how people acquire skills, knowledge, and attitudes. This theory emphasizes goals like desired outcomes, objectives, and appropriate depth of training. Over the years, two main approaches to learning have emerged: Behaviorism and Cognitive Theory.

Behaviorism posits that both animals and humans learn similarly, primarily through reinforcement. It emphasizes consistent rewards to encourage desirable behaviors, suggesting that learning occurs through responses followed by reinforcement.

Cognitive Theory focuses on the internal processes of understanding. It asserts that learning is not merely behavior change but involves shifts in how individuals perceive and process information. Two key models within cognitive theory are the information processing model, which involves how information is selected, stored, and used, and the social interaction model, which emphasizes learning through interaction with the environment and observing modeled behavior. Cultural influences, peer dynamics, and media play significant roles in this model.

Both cognitive models highlight reinforcement's importance and suggest that knowledge and behavior changes can often be evaluated through tests and practical assessments. Psychologists agree that learning, an ongoing process throughout life, often results in changes in perception, behavior, and attitude.

- **Characteristics of Learning**

Learning characteristics and learning styles are interconnected, although they serve distinct purposes. Learning styles refer to the preferences and approaches that vary among students. The key is understanding that each learner is unique, requiring training programs that are responsive to these differences. Some students learn quickly, while others may take longer, influenced by factors like motivation, prior experience, and past education (Alabi, 2024, p. 1).

Learning styles also vary in how students process information. For instance, some students rely heavily on visual materials, whereas others benefit more from auditory learning. Visual learners absorb information best through reading and visual displays, while auditory learners prefer to hear explanations and discussions (Alabi, 2024, p. 1).

Additionally, some students understand concepts better through mathematical representations, while others need verbal explanations. For subjects involving hands-on

learning, students may also learn by tactile interaction, a method often referred to as kin aesthetic learning.

- **Principles of Learning**

1. Readiness

   Learning is most effective when students are prepared and motivated. Individuals tend not to learn well if they lack a purpose or motivation. Thus, it's often up to the instructor to help students become ready for learning. Students progress more efficiently when they have clear goals and a strong incentive.

2. Exercise

   The principle of exercise suggests that repeated practice helps embed knowledge. Memory benefits from repetition, as new information is rarely retained after a single exposure. For example, students learn a skill like welding or a dance step through continuous practice rather than one-time instruction.

3. Intensity

   Engaging and lively learning experiences tend to be more impactful than mundane or routine ones. The principle of intensity emphasizes that real-world applications offer more effective learning opportunities than substitutes. Instructors can use modern teaching aids to enhance realism and engage students in dynamic ways.

4. Recency

   According to the principle of recency, the latest information learned is often retained the best. Teachers apply this principle by summarizing key points at the end of each lesson, reinforcing the material covered and aiding retention.

- **Learning Processes**

1. Auditory Learning

   Auditory learners excel by listening and verbalizing information. They retain

knowledge better by discussing and listening to content, and they often enjoy group discussions that reinforce their understanding.

2. Visual Learning

   Visual learners process information best when they can see it. They benefit from written instructions, pictures, and notes, and they often prefer written assignments and visual aids.

3. Kin aesthetic Learning

   Kin aesthetic learners understand concepts through physical activity and hands-on tasks. These learners grasp ideas effectively by engaging in activities or projects where they can interact with the material directly.

4. Verbal/Linguistic Learning

   Verbal learners prefer words, whether in reading, writing, or discussion. They enjoy using language and often excel in activities that involve written or spoken explanations.

5. Logical/Mathematical Learning

   Logical learners thrive on problem-solving and mathematical reasoning. They approach learning systematically, preferring logical explanations and numerical analysis.

6. Social/Interpersonal Learning

   Social learners engage well in group settings and collaborative activities. They learn best through teamwork and shared experiences with peers.

Transfer of Learning

All learning involves some degree of transfer from previous knowledge. New learning often builds on past experiences, making it essential for instructors to understand

a student's background to tailor lessons effectively. Structuring course materials in a logical sequence aid in reinforcing this transfer of knowledge.

1. Emphasize high standards to encourage deep understanding, facilitating the application of knowledge in new contexts.
2. Offer meaningful experiences that challenge students, promoting the transfer of learning and confidence in applying skills.
3. Use instructional resources that clarify relationships and aid in forming accurate generalizations.
4. Utilize technology, such as multimedia and visual aids, to support retention and engagement.

Table 4 Learning Styles

We learn	We remember
1 % through taste	10 % of what we read
1.5 % through touch	20 % of what we hear
3.5 % through smell	30 % of what we see
11 % through hearing	50% of what we see and hear
83 % through sight	80 % of what we say
	90 % of what we say and act

Table 4 : Indian Institute of Banking and Finance (2013, pp. 182–184)

- **Employee Behaviour**

Employee behavior in the workplace is shaped by various factors, often making it challenging to address concerns effectively. One key difficulty is that discussing behavioral issues can be uncomfortable for both employees and managers, sometimes leading to defensiveness and tension. Employees may react negatively when their behavior is

questioned, which can create workplace conflicts if not managed properly (Morrison, 2011, p. 373).

Managers, in particular, face the dual responsibility of maintaining work continuity while addressing behavioral concerns. They must ensure that interventions are handled fairly and constructively to prevent disruptions in team dynamics. At an organizational level, balancing behavioral standards with fair treatment is essential in fostering a healthy work environment where employees feel valued and respected.

When behavioral issues arise, they can negatively impact productivity and workplace morale (Morrison, 2011, p. 373). This underscores the importance of clear policies and appropriate training, ensuring that employees understand expectations and have the necessary support to improve. By proactively managing workplace behavior, organizations can create a more cohesive and efficient workforce.

Training and Learning: Perspectives

Learning is an active process, shaped by many elements beyond the content itself. Viewing teaching and learning as simply cause-and-effect can be misleading, as each participant brings a unique perspective to the learning process. Collaboration between trainers and participants can lead to better understanding and outcomes.

Learning and Action in Organizations

Learning that translates into action supports organizational growth. However, individuals returning from training may encounter resistance, finding that their new skills are undervalued or ignored. Effective organizational change often requires a coordinated effort across departments, involving resource allocation and collective support.

- **Systems Approach to Training**

The systems approach to training involves identifying key personnel for training and implementing coordinated programs that support organizational change. This approach

aims at continuous improvement, fostering a culture of ongoing learning and adaptation within an organization.

1. Direct and Distance Training

Direct training involves in-person interaction, suitable for small groups, while distance training uses technology to reach larger audiences simultaneously. Distance learning allows participants to study at their own pace, facilitating rapid information sharing and collaboration.

2. Formal and Non-formal Training

Training may be formal, with a set syllabus and structured learning environment, or nonformal, integrating guided experiences such as on-the-job training, mentorship, and experiential learning.

3. Centralized and Decentralized Training Models

In a centralized model, a single training institution oversees planning, funding, and standards, while local units implement the curriculum. Decentralized models offer autonomy to various training units, each managing its own programs and collaborating as needed.

4. Training Strategy

Developing a clear training strategy involves setting specific goals, designing appropriate programs, and allocating resources effectively. Like a production process, training requires clearly defined objectives, a structured approach, and the necessary resources to achieve desired outcomes.

Table 5 Skills Required for a Trainer

S. NO	Particulars	
1.	Technical Program	Phase 1

2.	Trainer & Consulting Skills	Network & System Development
3.	Advanced program	Consulting service
4.	Interns	Consulting service

Table 5 : Training for Development. (2011) 3rd rev. edn. Thousand Oaks, CA: SAGE Publications, p. 41.

Action-Oriented Perspective in Training Strategies

An action-oriented approach to training emphasizes a structured strategy aimed at developing skills and competencies at individual, team, and organizational levels to meet present and future challenges. A well-developed training strategy transforms this effort into an effective tool that delivers measurable, real-world

this action focus, trainers go beyond their conventional roles. They serve as change agents and organizational consultants, actively diagnosing needs, planning interventions, and guiding organizational progress. Trainers may also collaborate with teams on specific tasks, assess outcomes, and adjust strategic plans to support growth.

Structuring Training with an Action-Oriented Focus

An action-based training framework must align directly with organizational goals. Externally, training should reinforce production or service goals and extend organizational reach, while internally, it should support growth through action-driven development. As organizational needs shift, training strategies should remain adaptable, promoting skill development in both trainers and administrative personnel.

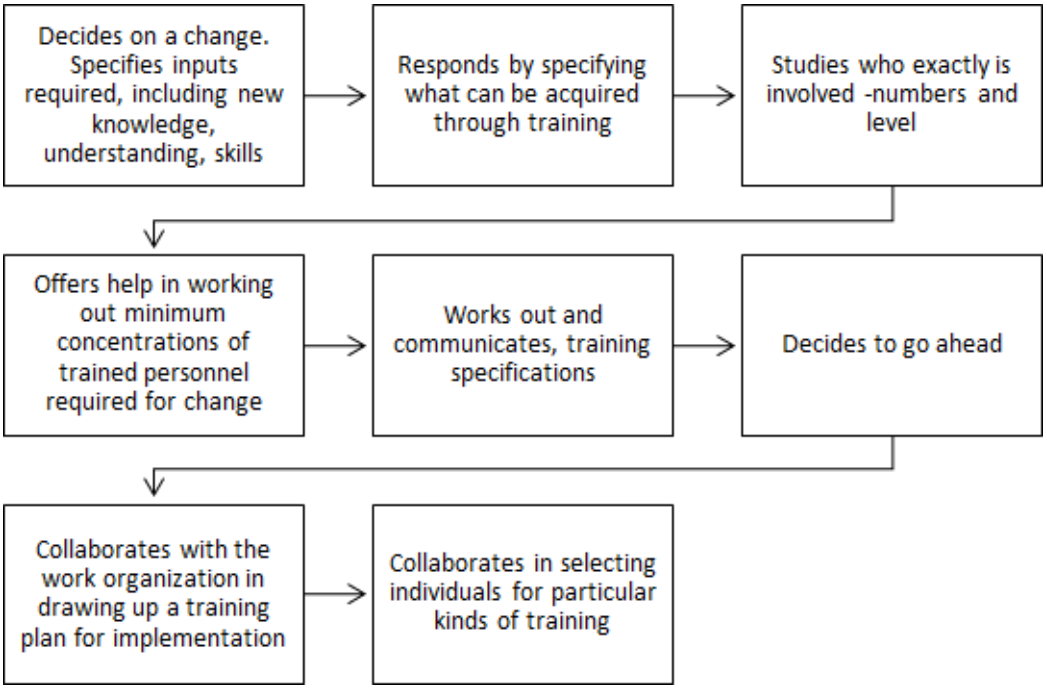


Figure 2 Planning Strategy

Figure 2 : Training for Development. (2011) 3rd rev. edn. Thousand Oaks, CA: SAGE Publications, p. 41.

The Three-Stage Training Process

A comprehensive training approach typically involves three stages: pre-training, training, and post-training. During pre-training, the organization analyse specific areas for improvement, understands tasks, and assesses openness to change within primary groups (Jaidev & Chirayath, 2012, p. 1). Training offers engaging activities aligned with organizational goals, while post-training focuses on adjusting new skills to actual work settings and addressing any interpersonal dynamics within the team.

Summary: A training strategy focused on action supports meaningful organizational change by maintaining clear objectives, adapting strategies, and involving

all relevant stakeholders at each stage of the process. The ultimate goal is to ensure that training leads to lasting improvements that align with organizational priorities.

Three-Stage Approach to Training

The training process generally follows three phases: pre-training, training, and post-training (Jaidev & Chirayath, 2012, p. 1). These can also be viewed as preparation, engagement, and follow-up stages.

Stage 1: Pre-Training

This phase focuses on analyzing areas were performance needs improvement. Understanding specific tasks and identifying the primary team or "task group" involved are crucial initial steps. This group includes anyone who contributes resources, produces output, or is part of the planning process. Another key factor is assessing participants' openness to change, ensuring that they are receptive to new practices, which helps make transitions smoother.

Stage 2: The Training Process

During training, participants bring questions and uncertainties to the learning environment—whether in online courses, workshops, or in-person sessions. While constant interaction with their work environment keeps learning relevant, the training must offer practical, engaging activities aligned with organizational goals. Although trainers may not predict each participant's interests fully, they can connect these interests to planned changes, providing a structured way for participants to explore new skills and behaviors.

Stage 3: Post-Training

After training, participants return to their roles and may encounter expectations from both colleagues and family. Newly learned skills often need adjustment to fit workplace conditions, and while some managers encourage the application of new skills, others might expect an immediate return to normal duties, which can sometimes create friction.

Training and Learning Opportunities

Training should expose participants to various learning opportunities, helping them develop through a sequence that begins with selecting an area of focus and ends with incorporating new behaviours (Wong et al., 2019, p. 103595). Participants may engage in several learning sequences at once, exploring different subjects, environments, and activities that resonate with them. Importantly, each participant—not the trainer—selects what holds the most meaning, with various factors influencing this choice.

Organizational Integration in Training

Learning is influenced by the participant's perspective, yet organizational goals remain central to the training process. Effective training aligns these perspectives, with organizational support concentrated in both the preparation and follow-up phases. Pre-training efforts should focus on setting clear objectives, selecting participants suited to the training, and establishing favourable expectations and motivations. Planning should also account for any structural or resource changes needed for enhanced task performance.

Selecting Participants

The selection of participants requires careful consideration of both organizational readiness and individual preferences, avoiding decisions based solely on past rewards or popularity (Wong et al., 2019, p. 103595). Ideally, the selection process involves both the organization and candidates, ensuring that participants can effectively apply their training afterward. The involvement of immediate supervisors and close colleagues is also

important, as they can provide insights into suitability and help ease potential tensions upon the participant's return.

Maintaining Engagement During Training

Maintaining engagement can be challenging, especially when participants are temporarily removed from the organization. Organizations may inadvertently neglect participants in training, especially during residential programs, assuming that achieving training outcomes rests solely with the participants (Protocol, 2014, p. 1). Instead, organizations should assure participants that their responsibilities will be managed during their absence, allowing them to focus fully on training. Keeping in contact during training can sustain motivation, while excessive checking can lead to counterproductive pressure.

Post-Training Support and Adjustments

Once training concludes, participants need encouragement to apply what they've learned. Allowing time for "settling in" helps participants integrate new skills, avoiding the need to do so covertly. Organizations should establish clear expectations for what participants will accomplish upon return and maintain contact throughout training to assess progress and support adjustments as needed (Protocol, 2014, p. 1). Although supporting returning participants can require significant resources, well-thought-out support strategies can help organizations maximize the value of their training investment.

Fundamental Phases in Learning

Kurt Lewin's model—"unfreezing," "moving," and "refreezing"—provides a useful framework for developmental activities, including training. This model emphasizes preparing for learning, taking action, and solidifying changes. Both individuals and organizations benefit when these steps are integrated, as they help disrupt established patterns and prepare participants for effective change. Training achieves this by focusing on recognized needs that cannot be addressed through habitual behaviours alone.

Table 6 Training Models

Participants	Organization
Training	System
Improved participant behavior	Greater organizational effectiveness
Feedback	
Improved training	Improved organization

Table 6 : Training for Development. (2011) 3rd rev. edn. Thousand Oaks, CA: SAGE Publications, p. 41.

1.4 Significance of the Study

In significance of the study about training and development in an organization gives a much insight about various methodologies which is followed in learning domain. This study also gives about a detailing on different types of training which can be used in organization.

About different training strategies to target audience where a trainer has to get insights and strategies which trainer has to adopt for conducting a training in a successful manner.

Manpower training and development has to implemented as a policy tool in small and medium enterprises where they lack systems and process, due to which failure of ecosystem happens. When adequate training is provided to manpower it becomes a productive human resource to any enterprise by which it becomes a profitable one.

Many organizations require training for better productivity but necessary training need analysis is not happening by which proper training is not been implemented in many

sectors. Hence, this study gives a depth analysis on various aspects of training and development by which a company can get a first-hand information on how to conduct a training effectively.

1.5 Research Purpose and Questions

The purpose of this research is to gain a deeper understanding of effective training and development practices within a company. Such insights can support strategic initiatives to enhance human resource development. Additionally, research highlights various adaptable training strategies that companies can implement based on their specific workforce needs. By conducting needs analyses, companies can identify skill gaps and competencies that require development and measure these through various training and development tools.

Research Questions

Key questions arising in the context of training and development include:

1. How can training be utilized to improve employee performance?
2. In what ways can employees with different attitudes and learning styles be unified to align with company objectives?
3. How can training support slower learners and underperforming employees?
4. How effective is training in facilitating behavioural changes among learners?

CHAPTER II:

REVIEW OF LITERATURE

2.1 Theoretical Framework

Literature review encompasses on different aspects on training where , we can use different methods to analyze how training can be given in an effective manner .

Table 7 Training & Career Development

Need	Action	Result	Outcome
Employee empowerment	Need based training	Increses employee output	Retention and empowerment of employees

Table 7: Arulsamy et al. (2023) Employee training and development enhancing employee performance–A study. Journal Name, *16(3), pp. 1-11*.

Research conducted in banks and non-banking financial companies (NBFCs) highlights a common issue in human resource management: the lack of skill development and job enrichment among employees. This challenge significantly impacts employee attrition rates and job retention, emphasizing the critical importance of learning and development within organizations.

Addressing these issues is the primary objective of studying manpower training and development as a strategic tool for organizational effectiveness. Training equips employees with the skills to adapt to dynamic environments and adopt innovative learning methods, ultimately contributing to both individual growth and the organization's business outcomes.

Recognizing the importance of employee development, cooperative training institutions at various levels are actively providing training programs for employees of cooperative banks. The benefits of such training initiatives include improved employee

productivity, enhanced morale, reduced need for supervision, and greater organizational stability and adaptability.

Table 8 Effect of Training and Development on Productivity in Terms of business per employee in public sector bank

S.No	Variable	Public Sector Banks		
I	Objectives of Training	β	S.E.	t-value
	Intercept	18.241	48.382	12.46**
S1	To provide additional knowledge and meets the needs of redeployment.	2.575	0.568	4.53**
S2	To introduce new products, programmers, product orientation.	0.761	0.577	1.32
S3	To familiarize with the new work practices e.g. computerization.	2.986	1.171	2.55*
S4	To increase the quality and magnitude of work.	1.053	1.599	0.66
S5	To equip staff with more skills.	0.758	3.445	0.22
S6	To meet future challenges and development plans.	3.612	1.333	2.71**
S7	To equip the staff for promotion.	1.328	2.108	0.63
S8	To introduce the staff to the organizational culture and enhancing it.	4.127	1.517	2.72**
S9	To ensure better job adjustment and to have high morale.	5.328	7.479	0.71

S10	To identify and develop the inner potential of the staff – developing people.	2.641	8.580	0.31
	R-square	0.254	30.42	
II	Methods/Sources Used In Banks For Identifying Training Needs			
	Constant	8.154	4.883	1.67
S1	Appraisals (By self, peer or co –workers, superiors and by experts).	1.182	10.489	2.21*
S2	Demands due to the latest trends in banking like fast changes in products and systems in the banking field.	1.790	2.420	0.74
S3	Customer complaints survey.	4.132	1.425	2.90**
S4	Technical study, skill analysis, competency mapping.	2.296	0.814	2.82**
S5	Opinions of external and internal experts.	1.153	1.142	1.01
S6	Personal development plans.	6.951	2.159	3.22**
S7	Based on job related problems.	1.127	0.633	1.78
S8	Based on employee suggestions.	2.984	1.238	2.41*
S9	Based on the training programs provided by other banks.	1.997	1.323	1.51
S10	Based on supervisory recommendations.	-1.951	1.243	1.57
	R-square	0.218	26.11	
III	Fundamentals/Basics of Training in Banks			
	Constant	5.241	2.426	2.16*

S1	The goals (vision, mission and objectives) of the organization are sufficiently integrated in the train- ing activities.	3.446	0.929	3.71**
S2	The bank's training infrastructure facilities are sufficient.	1.275	1.076	1.18
S3	The study materials used for bank training are of adequate standards.	1.243	1.535	0.81
S4	Faculties for training in your bank are professional and competent.	4.761	2.357	2.02*
S5	The training frequency in the bank is adequate.	2.671	3.993	0.67
S6	There is no discrimination in selection of employees for training.	1.338	1.608	0.83
S7	In general, the training in your bank equips you to meet the competition in the market.	2.876	1.046	2.75**
S8	Training will result in improving customer satisfaction.	1.560	2.115	0.74
S9	Quality of performance of the employees will improve due to bank training.	0.542	1.922	0.28
S10	The staff will be able to use the skills gained through training in the work place.	2.723	1.063	2.56*
S11	The training will improve profitability of the bank.	5.667	1.423	3.98**
S12	The training given to you will help you to perform better in the job.	1.081	2.532	0.43

S13	Training to the staff would help in improving the work atmosphere in your bank.	1.746	2.151	0.81
S14	The employees in your bank are enthusiastic about training.	2.702	3.474	0.78
S15	Post training tests are conducted to measure the effectiveness of a training program me.	1.933	2.849	0.68
	R-square	0.363	43.47	
	Total R-square	0.835		

Table 8 : The effect of training and development methods on employee productivity in public sector banks', MDKE(2023)

Scope of the literature review

The scope of a literature review highlights various dimensions of training and development programs. Surveys conducted in the banking sector reveal key trends and perspectives regarding employee training. One critical aspect that banks need to emphasize is skill development. Employees with diverse and advanced skills tend to perform more effectively in their roles, thereby improving overall productivity.

Training programs, such as the Post Graduate Diploma in Banking (PGDB) for trainee probationary officers, not only provide essential product knowledge but also expose trainees to the latest industry trends and technologies. This exposure enables employees to refine their skills and apply innovative techniques in their roles, leading to higher productivity. Furthermore, such programs contribute to improved employee retention rates by enhancing job satisfaction and career development opportunities.

It is organized through planning and execution of different training programs based on skill gaps identified in employees.

These programs aim to prepare employees for future industry challenges while addressing current issues.

- **The following areas are critical for training in the banking sector:**

1. Employee Skill Development: Enhancing core competencies to improve overall job performance and adaptability.
2. Product-Related Training: Providing in-depth knowledge about banking products and services to ensure employees are well-informed.
3. Sales and Marketing Training: Equipping employees with techniques to effectively promote and sell banking services, thereby boosting revenue.
4. Customer Service Training: Improving communication and service delivery to enhance customer satisfaction and loyalty.

By addressing these areas, banks can build a more capable and agile workforce that meets both current and future demands.

- **Selection and criteria of literature**

The literature review for this research was guided by a structured methodology to ensure a comprehensive analysis. Primary data was collected through questionnaires completed by bank employees, providing direct insights into their experiences and perspectives. Additionally, secondary data was sourced from credible online platforms, ensuring that the study incorporates established research and industry trends.

To enhance the study's reliability, a random sampling method was used to select employees from various banks, including RBL Bank, Dhan Laxmi Bank, and CUB Bank. This diverse sampling approach allows for a broader representation of banking sector employees, capturing varied viewpoints and experiences.

By integrating both primary and secondary data collection methods, this research aims to present a well-rounded and balanced understanding of the subject, reinforcing the validity and depth of the literature review.

2.2 Theory of Reasoned Action

The Theory of Reasoned Action (TRA) provides a structured approach to understanding behaviours by focusing on individuals' intentions and motivations. Applied in training, TRA suggests that tailored strategies can support an organization's objectives by addressing specific challenges within management, business operations, and employee development. By aligning training approaches with the organization's vision and mission, and ensuring all stakeholders are engaged, training objectives are more effectively achieved.

Feedback gathered from training can offer valuable insights for management, identifying whether objectives were met and revealing any areas for improvement to refine future training programs.

2.3 Research Gaps in Literature Review

Competency gap analysis in the private banking sector is identified as a key research area, particularly in examining how these gaps impact training outcomes and effectiveness.

Table 9 Training & Career Development Data

Variables used	Competencies identified
1. Basic knowledge and skill	Skill assessment
2. Personal competencies	Intellectual skills
3. Communication skills	Service efficiency
4. Leadership skills	Empowerment
5. Technical skills	Learning orientation
6. Interpersonal skills	Team building
7. Risk management skills	Cognitive competency
8. Behavioral competencies	Promotive nature
9. Planning and objective setting	Administrative competency

Table 9 : Supriya et al. (2025) Employee competencies as a predictor of organizational performance, p. 1.

Research was mainly focused on employees of few private sector banks and we found the above-mentioned skill and competency gap which can be overcome by undergoing skill development trainings in organization.

2.4 Involving participants in planning the program

Engaging participants in program planning enhances the program's effectiveness, but implementing this involvement can be challenging. Often, trainers and consultants face unspoken concerns that participants may view early engagement efforts as superficial rather than genuine collaborative planning. This can lead to fears that the planned program may not truly reflect the participants' input.

It can be beneficial to encourage participants to take on specific responsibilities within the program, such as designing certain program segments, to promote genuine involvement. Joint planning experiences allow trainers to address difficult issues and help identify and reconcile differing perspectives to ensure meaningful program outcomes.

- **Analysis of gaps in literature review**

In an induction batch, participants come from various verticals within the organization and are grouped into different batches. Product-specific training is provided to bridge any existing gaps. Typically, when a new joiner undergoes induction training, HR conducts sessions aimed at addressing gaps in skills, knowledge, personal competencies, communication abilities, interpersonal skills, and behavioral competencies. These gaps are addressed using practical methods based approaches.

- **How can research bridge these gaps**

Research helps bridge these gaps through the following methods:
a) Identifying participants who require product-specific training.
b) Introducing refresher training programs 2–3 months after the initial induction.
c) Conducting need-based training sessions in consultation with various stakeholders.
d) Monitoring continuous learning through e-learning courses.

Research plays a crucial role in addressing skill and knowledge gaps. This is achieved by first identifying participants who need specialized product training. Refresher training programs are introduced a few months after the induction process to reinforce and update their understanding. Additionally, need-based training sessions are organized in collaboration with relevant stakeholders to address specific requirements. To ensure continuous learning, a monitoring mechanism is implemented through online courses, enabling participants to up skill over time.

- **Participant selection criteria for various special trainings programs:**

1 All new recruits are invited to attend induction programs within 30 days of joining.

2 Upon completion of the induction program, participants must undergo product-specific training within 30 days.

3 After completing the product training, participants are shortlisted for refresher training within three months, as determined by the respective departmental heads.

4 Employees are invited to promotional training programs based on a list of participants recommended by the HR department.

Table 10 Data Input Analysis

Training program	Participants	Completion rate	Comments
Induction program	150 new recruits	95%	High attendance among new employees
Product-specific training	143 participants	90%	Majority completed successfully
Refresher training	120 participants	85%	Few opted out due to internal transfers

Promotional training	50 participants	100%	All completed recommended programs

Table 10: Patel, N., Patel, J., Patel, V., Pandya, H. and Shah, K. (2023) Effectiveness of induction training on newly joined employee knowledge and hospital performance. Global Journal on Quality and Safety in Healthcare*, 6(3), pp. 77-80.*

2.5 Emerging Trends in Digital and AI-Driven Training

- **AI-Powered Personalized Learning Systems**

Artificial Intelligence (AI)-powered personalized learning systems have transformed how organizations approach employee training. These systems leverage data-driven insights to create tailored learning experiences, ensuring employees acquire relevant skills efficiently. AI-powered systems improve knowledge retention, engagement, and overall workforce performance by integrating adaptive learning paths, real-time feedback, and intelligent content recommendations.

One of the primary benefits of AI-driven training is its ability to offer adaptive learning paths. These systems assess an employee's current competencies and knowledge gaps to curate individualized learning experiences, ensuring that employees focus on areas where they need improvement (Gera & Reith, 2024, p. 73). Additionally, AI's real-time feedback and assessment mechanisms help employees track their progress, reinforcing learning through immediate corrections and recommendations (Manmathan et al., 2024, p. 94).

Moreover, intelligent content recommendations powered by machine learning algorithms help employees access learning materials tailored to their job roles and career aspirations. These AI-driven platforms predict future skill requirements and recommend courses accordingly, ensuring that employees are prepared for evolving industry demands

(Wang et al., 2020, p. 112). Furthermore, gamification strategies such as leaderboards, quizzes, and interactive challenges enhance engagement, making learning more enjoyable and motivating (Elazab, 2024, p. 73).

Another critical aspect of AI-powered learning is using AI-driven chatbots that provide instant employee support. These chatbots facilitate continuous learning by answering queries, guiding employees through modules, and reinforcing learning through conversational interactions (Manmathan et al., 2024, p. 94). AI also enables microlearning, breaking down complex concepts into bite-sized modules that employees can access conveniently, ensuring that learning does not disrupt their workflow (Gorowara et al., 2024, p. 1).

Finally, AI-powered systems help align training with career growth by using predictive analytics to suggest relevant skill-building opportunities. These systems provide employees with personalized career development plans, ensuring that training aligns with long-term organizational and individual goals (Rukadikar & Khandelwal, 2023, p. 56).

- **Virtual and Augmented Reality in Employee Training**

Virtual Reality (VR) and Augmented Reality (AR) technologies are revolutionizing corporate training by providing immersive, engaging, and interactive learning experiences. These tools have been shown to significantly enhance employee engagement, improve knowledge retention, and provide hands-on experience in a risk-free environment.

One of the primary benefits of VR and AR in corporate training is their ability to enhance employee engagement. Immersive learning experiences capture employees' attention and encourage active participation, making training more effective. A study on corporate training programs in the United Arab Emirates (UAE) found that AR training modules significantly improved employee engagement and interactivity, leading to higher knowledge retention rates (Shwedeh et al., 2024, p. 112). Similarly, VR-based onboarding

programs have improved job satisfaction and productivity by making the learning process more engaging and interactive for new hires (Sharma et al., 2024, p. 1737).

In addition to engagement, VR and AR have been proven to enhance skill retention. Employees trained using VR tend to retain more information due to the experiential nature of learning. Research on industrial enterprises found that VR-based training improved practical skill retention and was more time-efficient than traditional training methods (Holuša et al., 2023, p. 12886). Another study comparing desktop VR and head-mounted display VR training revealed no significant differences in retention rates, indicating that even non-immersive VR solutions can be effective for corporate training (Farr et al., 2023, p. 1).

Despite their advantages, cost and scalability remain challenges in implementing AR/VR training programs. The initial investment required for hardware, software, and content development can be high. However, studies suggest that organizations can achieve long-term cost savings by reducing travel expenses, minimizing the need for physical training materials, and increasing overall training efficiency (Sadek et al., 2023, p. 328). Companies looking to integrate VR/AR training must carefully assess their budget and choose scalable solutions that provide maximum benefits.

Another significant advantage of VR and AR training is its ability to be customized for different industries and job roles. For example, AR-based onboarding programs have been shown to improve learning outcomes in the service industry by personalizing training experiences based on employee needs (Sharma et al., 2024, p. 1737). In industrial settings, VR enables employees to practice complex procedures in a virtual environment before applying them in real-world scenarios, improving both confidence and competency (Holuša et al., 2023, p. 12886).

- **Data-Driven Training Needs Analysis Using AI**

Artificial intelligence (AI)-driven data analytics transforms Training Needs Analysis (TNA) by enhancing accuracy, efficiency, and decision-making. Traditional TNA methods, which rely on surveys and manual assessments, are often time-consuming and prone to biases. AI-powered analytics provide a data-driven approach, allowing organizations to identify skill gaps, personalize training programs, and optimize workforce development strategies more precisely.

One of the primary ways AI improves TNA is by identifying skill gaps with precision. AI-driven analytics process vast amounts of employee performance data to detect deficiencies that may not be apparent through traditional assessments. By leveraging machine learning algorithms, AI analyzes employee behaviour, past training performance, and feedback to predict improvement areas. This approach eliminates human biases and ensures training initiatives focus on the most relevant skills (Bhima et al., 2023, p. 45).

Another advantage of AI-driven TNA is its ability to provide real-time and predictive insights. Unlike conventional methods that rely on past performance reviews, AI continuously tracks employee progress and predicts future skill requirements based on industry trends and business objectives. AI-powered analytics can identify potential competency gaps before they impact productivity, allowing organizations to take proactive measures. This predictive capability helps HR teams design training programs that evolve with workforce demands (Althati et al., 2024, p. 17).

Moreover, AI enhances personalized learning and training recommendations by tailoring training content to individual employee needs. Traditional training programs often use a one-size-fits-all approach, which may not be effective for all employees. AI-driven platforms assess individual learning styles, training history, and career goals to recommend customized learning paths. This personalization increases engagement and improves

knowledge retention, ensuring employees gain skills aligning with their personal development and organizational needs (Chen, 2024, p. 233).

In addition to customization, AI-driven analytics enable automated performance tracking and feedback loops. Traditional training evaluations often occur at the end of a program, making it challenging to adjust content in real-time. AI resolves this by continuously monitoring employee performance and providing instant feedback. AI-powered dashboards allow HR teams to assess the effectiveness of training initiatives and make necessary adjustments dynamically. This ensures that employees receive relevant training at the right time, maximizing learning outcomes (Barua et al., 2024, p. 88).

AI-driven analytics also contribute to cost efficiency and time savings. Conducting a manual TNA can be expensive and time-consuming, requiring surveys and data compilation. AI automates this process by collecting and analyzing training data efficiently. This reduces administrative overhead, allowing HR teams to focus on strategic initiatives such as leadership development and workforce planning. Organizations can improve employee performance by optimizing training investments without unnecessary expenditures (Joshi & Masih, 2023, p. 112).

Finally, AI-driven analytics support data-driven decision-making for workforce development. AI integrates training needs with business objectives, enabling organizations to align their learning initiatives with future workforce requirements. AI-powered insights help HR leaders identify trends in employee development, anticipate shifts in required skills, and make informed decisions about hiring, upskilling, or reskilling initiatives. This strategic alignment ensures that training programs contribute directly to long-term business success (Chowdhury, 2024, p. 57).

2.6 Gaps In Literature Review

Despite extensive research on manpower training and development, several gaps remain unaddressed, particularly in AI-driven training methodologies, digital learning adoption, and industry-specific training frameworks.

1. Limited Research on AI-Powered Training Needs Analysis (TNA)

Traditional training needs analysis (TNA) relies heavily on employee self-assessments, performance reviews, and supervisor evaluations, which can be prone to biases and inconsistencies. While AI-driven TNA offers real-time, data-driven insights for identifying skill gaps and predicting future learning needs, there is a lack of research comparing its accuracy and effectiveness against traditional methods. Studies have yet to explore how AI-powered TNA can be integrated seamlessly into existing HR frameworks without causing disruption or resistance among employees. Additionally, there is minimal empirical evidence on how AI-driven analytics improve workforce development strategies over time.

2. Ethical and Privacy Concerns in AI-Based Training

As organizations increasingly adopt AI-driven training platforms, concerns about data privacy, security, and algorithmic bias have emerged. AI systems collect and analyze vast amounts of employee data, raising questions about how this data is stored, who has access to it, and whether it could be misused for unintended purposes. Many existing studies focus on the technical advancements of AI in training but fail to address the ethical challenges and regulatory frameworks needed to ensure transparency and fairness. Research is needed to develop guidelines on responsible AI usage in training, ensuring that data-driven learning does not lead to workplace discrimination or invasion of employee privacy.

3. Lack of Standardized Metrics for Evaluating AI-Based Training Effectiveness

Despite the growing adoption of AI in workforce training, there is no universally accepted framework for measuring the success of AI-driven learning programs. Traditional training effectiveness is often assessed through pre- and post-training evaluations, productivity reports, and employee feedback surveys. However, AI-based training systems require new evaluation metrics that account for adaptive learning pathways, real-time knowledge reinforcement, and automated performance tracking. The absence of standardized assessment tools makes it difficult for organizations to quantify the return on investment (ROI) of AI-based training initiatives. Future research should focus on developing reliable performance indicators that assess both employee learning progress and business impact.

4. Industry-Specific Research on AI and Digital Training Adoption

While AI-driven training has been widely studied in large corporations and technology firms, research on its application in other industries remains limited. Sectors such as healthcare, banking, and professional services are increasingly integrating AI-based learning solutions, yet little is known about their specific training challenges, adoption barriers, and outcomes. Additionally, small and medium-sized enterprises (SMEs) face unique constraints in implementing AI-based training due to budget limitations, technological infrastructure, and workforce readiness. There is a need for more industry-specific research to understand how AI can be effectively tailored to different organizational contexts, ensuring that businesses of all sizes benefit from digital learning advancements.

2.7 Summary

This chapter comprehensively reviews the literature on workforce training and development, emphasizing its importance in improving employee productivity, job retention, and overall organizational effectiveness. The discussion concerns key theoretical foundations, empirical studies, and emerging trends in AI-driven and digital training methodologies. By exploring traditional and technology-driven training approaches, this chapter highlights the evolving workforce development landscape.

The theoretical framework establishes the foundation for understanding training and development through theories such as Human Capital Theory, Experiential Learning Theory, Social Learning Theory, Self-Determination Theory, and the Theory of Reasoned Action (TRA). These theories explain how employees acquire skills, adapt to changing workplace environments, and develop competencies contributing to individual and organizational growth. The literature emphasizes that structured training approaches, aligned with employee learning needs and business objectives, are essential to ensuring long-term workforce sustainability.

Much of the review examines training effectiveness in the banking sector, particularly within public sector banks and NBFCs. Studies indicate that skill development programs, competency mapping, and performance-based training initiatives enhance workforce efficiency and job satisfaction. Organizations use multiple methods to identify training needs, including employee appraisals, customer feedback surveys, and supervisory recommendations. However, the literature also highlights persistent challenges such as limited training frequency, unequal access to learning opportunities, and the lack of standardized assessment tools to measure training outcomes. Addressing these issues is critical for improving training effectiveness in financial institutions and other industries.

With the digital transformation of corporate learning, the chapter explores how Artificial Intelligence (AI), machine learning, virtual reality (VR), and augmented reality

(AR) are reshaping traditional training models. AI-powered learning systems provide personalized and adaptive learning experiences, allowing employees to engage in self-paced, data-driven training modules catering to their needs. VR and AR training solutions have also gained traction, particularly in industries requiring hands-on learning experiences, such as healthcare and financial services. These technologies create immersive, real-world simulations that enhance engagement and knowledge retention. However, the literature acknowledges that high costs, infrastructure challenges, and resistance to technology adoption continue to limit their widespread implementation.

Another critical development in training methodologies is the AI-driven Training Needs Analysis (TNA), which offers a more accurate and real-time assessment of workforce training requirements. Unlike traditional self-assessments and performance reviews, AI-powered TNA relies on big data analytics to identify competency gaps, predict future skill requirements, and personalize training programs. While AI-based TNA presents significant advantages in optimizing learning and development strategies, research on its long-term impact, integration into existing HR frameworks, and effectiveness in different industries remains scarce.

Despite the growing body of research, several gaps exist in the literature. First, limited research compares AI-powered TNA with traditional methods, making it difficult to determine its effectiveness in enhancing workforce skills. Second, ethical and privacy concerns surrounding AI-driven training remain unresolved, particularly in data protection, algorithmic bias, and responsible AI implementation in workplace learning. Third, the literature lacks standardized evaluation metrics to measure the success of AI-driven training, leading to difficulties in assessing the return on investment (ROI) of such programs. Lastly, most research focuses on large corporations and technology firms, with limited studies exploring AI adoption in banking, healthcare, and small and medium-sized

enterprises (SMEs). Given the varying training needs across industries, further research is needed to tailor AI-based learning solutions to different organizational contexts.

CHAPTER III:
METHODOLOGY

3.1 Overview of the Research Problem

This research investigates various methodologies to deeply explore training and development needs across organizational levels. Since every organization has distinct training requirements, the initial step involves identifying specific training needs to address each problem area. Our research covers diverse training aspects, from junior employees to senior management, with some need-based challenges solved through customized training programs tailored to management functions.

The study emphasizes identifying training needs at multiple organizational levels, classifying employees accordingly, and applying various training methods to meet these needs. The research also explores different participant categories to address problems through distinct types of training.

- **Justification for Research Methodology**

The research methodology chosen for this study is grounded in a structured and efficient approach to identifying and analyzing the training needs within the organization. The primary method of data collection was the development of a comprehensive questionnaire designed to capture the key skill enhancement requirements, product knowledge, compliance needs, and demand for refresher training. This questionnaire was created to ensure that all aspects of employee development were addressed, focusing on areas crucial for both personal growth and organizational effectiveness.

The questionnaire was distributed using Google Forms to ensure wide accessibility and ease of data collection. This digital platform was selected due to its ability to efficiently gather responses from a large, diverse group of employees across different departments and job roles. Google Forms allowed for standardized data collection, minimizing the risk of biases and inconsistencies and enabling quick, accurate aggregation of responses. This approach ensured that all participants, regardless of their location or role, could easily provide feedback without the logistical constraints of traditional paper-based surveys.

Using Google Forms also allowed for seamless data analysis, providing a structured format that was easy to analyze quantitatively. With the data collected consistently, the analysis focused on identifying the specific training needs of employees and aligning them with the broader goals of the organization. Using Google Forms, the research methodology ensured that the data collection process was efficient and scalable, enabling the inclusion of a large number of participants without compromising the data quality.

The survey responses provided valuable insights into employees' expectations regarding their development, particularly in technical skills, leadership, and product knowledge. These responses were essential for designing customized training programs to meet the employees' immediate needs and support their long-term career growth. Additionally, feedback from senior management was incorporated into the methodology, ensuring that the training programs were aligned with the organization's strategic goals. Senior management provided input on individual development plans, management development workshops, and broader career development initiatives, making sure that the training programs reflected the company's vision and mission.

3.2 Operationalization of Training

In structured training operations, planned training is essential for several reasons:

Limitations of On-the-Job Learning: On-the-job learning may reinforce outdated practices and lacks structured development. While it provides a practical context, learning remains dependent on specific circumstances and people, often leaving gaps in knowledge.

Trial and Error: Although trial-and-error learning can be beneficial, ensuring that essential skills are acquired in a timely and organized manner can be challenging. Assumptions underlying trial-and-error learning include the stability of job roles, the ability to learn holistically, and minimal risk from learning errors.

When investments and timelines are tight, structured training becomes critical to minimize costly errors, aligning employee skills with organizational standards effectively.

3.3 Research Purpose and Questions

The purpose of this research is to identify the training needs within the organization, focusing on skill enhancement, product knowledge, compliance, and refresher training. Through surveys distributed via Google Forms, the study aims to gather insights from employees and senior management to design customized training programs that align with both individual development goals and the organization's strategic vision. The findings will contribute to the creation of effective training initiatives that enhance workforce performance and support long-term organizational growth.

- **Questions which come across while research**
    - How can training be utilized to improve employee performance?
    - In what ways can employees with different attitudes and learning styles be unified to align with company objectives?
    - How can training support slower learners and underperforming employees?
    - How effective is training in facilitating behavioural changes among learners?

3.4 Research Methodology

This study follows a quantitative research methodology to identify and analyze the organization's training needs, focusing on skill enhancement, product knowledge, compliance, and refresher training. The research aims to assess these training needs by collecting feedback from employees and senior management through structured surveys. The methodology aligns with existing literature emphasizing the importance of systematically identifying training needs to design effective programs catering to individual development and organizational goals. Employee feedback is crucial in identifying areas where skills need to be enhanced. At the same time, senior management's input helps align these needs with broader business objectives, ensuring that the training programs align strategically with the company's mission and vision.

The research design is cross-sectional, utilizing surveys distributed via Google Forms to employees at various organizational levels. Google Forms was chosen for its accessibility and ease of use, allowing structured data collection from diverse respondents. The survey included multiple-choice and Likert scale questions to gather quantitative data on employee training needs, including leadership, technical skills, and compliance. Using a digital platform like Google Forms ensured efficiency in data collection. It streamlined the process of aggregating responses, which aligns with best practices identified in the literature for collecting data from large populations.

The population for this research consisted of employees from different departments, including HR, management, and operational staff. Stratified sampling was used to ensure that various levels of employees, from junior to senior management, were represented in the survey. This sampling method was essential to capture a broad range of training needs across different job roles, as identified in the literature, where diverse employee groups often have different training requirements based on their roles and experiences.

The questionnaire used for data collection was developed to assess employees' specific training needs. The questions were designed based on insights gained from the literature, focusing on key areas such as skill enhancement, product knowledge, and career development. The literature emphasized that training programs should be tailored to meet employees' immediate skill gaps and the organization's long-term strategic goals. The questionnaire was distributed to the selected participants using Google Forms, which allowed for efficient data collection, real-time response tracking, and easy analysis.

Data collection occurred over a specified period, with participants given a set timeframe to complete the survey. Using Google Forms ensured a high participation rate, eliminating barriers related to paper-based surveys, such as time constraints and accessibility issues. This method also allowed for quick aggregation and analysis of data, which is a significant advantage for handling large datasets. After the data was collected, the responses were analyzed using statistical techniques, such as descriptive statistics and ANOVA, to identify response patterns and assess differences in training needs across various employee groups.

The data analysis involved summarizing the survey responses and using inferential statistics to explore potential differences in training needs based on factors like job role, experience level, and department. The analysis aimed to identify key areas where training interventions were needed most and how these needs align with the organization's strategic priorities. The results were used to inform the design of customized training programs that address the specific needs of different employee groups, improving both individual performance and organizational outcomes.

While the research methodology provides a structured and efficient means of identifying training needs, this approach has limitations. First, the study relies on self-reported data, which may be subject to biases, as employees may overestimate or

underestimate their training needs. Additionally, the study's cross-sectional nature limits the ability to assess the long-term impact of the training programs. However, using a large sample size and structured survey design helps mitigate some limitations and ensures the findings are robust and reliable.

3.5 Research Design

This study employs a quantitative research design, aligning with the methodologies discussed in the Literature Review chapter. The aim is to assess training needs for skill enhancement, product knowledge, compliance, and refresher training across different employee levels. The literature emphasized the importance of systematically identifying training needs to develop effective programs that address individual career development and organizational goals (Alabi, 2024; Sahadevan & Sumangala, 2021, p. 1). The research design ensures that the findings will contribute to creating customized training programs that align with the company's strategic vision and employee development objectives.

The research follows a cross-sectional design, collecting data at a single point in time. This approach provides a snapshot of current training needs, consistent with the literature's emphasis on using cross-sectional data to identify immediate training requirements (Chillakuri, 2020, p. 1277). The design helps capture a comprehensive view of skill gaps across various employee groups, making it practical to address training needs that align with individual and organizational development, as the literature emphasizes.

The data collection process uses Google Forms, a tool supported by the literature for its efficiency in gathering structured data (Gera & Reith, 2024, p. 73). Google Forms ensures standardized responses, eliminates the biases of traditional paper surveys, and allows for easy data tracking and aggregation. This method aligns with the literature's

suggestion of using digital platforms to streamline data collection and improve accuracy (Bucăţa & Rizescu, 2017, p. 49).

The survey targets two main respondent groups: employees and senior management. As highlighted in the Literature Review, different groups have varying training needs depending on their roles (Althati et al., 2024, p. 17). Employee feedback will focus on skill development areas like technical skills, leadership, and product knowledge. In contrast, senior management's feedback will ensure that training needs align with the company's strategic goals, such as career growth and leadership development. This approach connects with the literature's finding that training should align with individual performance needs and organizational goals.

The questionnaire is designed to assess training needs across several areas, including skill enhancement, product knowledge, and compliance. This is consistent with the findings in the Literature Review that training programs should be comprehensive, covering both soft and technical skills (Holuša et al., 2023, p. 12886). The survey consists of multiple-choice and Likert scale questions to ensure quantitative data collection that can be easily analyzed.

The sample population consists of employees from various departments, selected through stratified sampling to ensure diverse representation. The Literature Review emphasized the importance of diverse sampling to capture various perspectives (Sharma et al., 2024, p. 1737). The stratified approach ensures that the training needs of employees from different roles and experience levels are represented, providing a comprehensive view of the organization's overall training needs.

Data collection will occur over a fixed period, and once completed, the data will be analyzed using descriptive statistics and ANOVA to identify patterns and significant differences across groups. This analysis method aligns with the best practices discussed in

the Literature Review, which recommended statistical analysis to assess training needs and make informed decisions about training program design (Urbancová et al., 2021, p. 2721).

3.6 Population and Sample

The population for this study consists of employees from various departments within the organization, including HR, operational staff, and management. Two hundred respondents participated in the survey, which was distributed via Google Forms. The sample was selected using a stratified sampling method to ensure representation from different employee roles, such as junior staff, middle management, and senior management. This allows for a comprehensive analysis of training needs across various levels.

This stratified sampling method ensures that employees' perspectives with different job functions and experience levels are adequately captured. The 200 respondents were chosen to reflect a wide range of roles within the organization, ensuring that the data gathered is representative and diverse. Including frontline employees and senior management in the sample helps identify training needs aligning with individual skill development and organizational goals.

The sample size of 200 respondents is large enough to provide reliable insights into the organization's training requirements while also being manageable for data collection and analysis. This approach ensures that the findings are robust and reflect the varied training needs across different departments and levels of the organizational hierarchy.

3.7 Participant Selection

Participants for this study were selected using a stratified sampling technique to ensure representation across different roles and departments within the organization. A

total of 200 respondents were chosen, including employees from operational staff, middle management, and senior management. This selection aimed to capture a diverse range of perspectives on training needs, as different roles within the organization have varying requirements and expectations.

The survey was distributed via Google Forms, ensuring that all selected participants, regardless of their department or position, had equal access to participate. This approach helped gather comprehensive data, reflecting the training needs at multiple levels of the organization, from technical skill development to leadership and strategic training. The diverse sample allows for a more thorough analysis of the training needs across the organization.

Theme of survey questions are basically regarding about challenges employees facing in job which can plugged by customizing a training program. Survey and poll gave a broad synopsis about training need identification in organization which can be delivered for skill and career development of employees.

- **Justification of Sample Size**

A total of 200 respondents were surveyed for this study, with the sample selected using a stratified sampling method. Stratified sampling was chosen to ensure that participants were selected from a range of job roles, experience levels, and departments within the organization. This method allowed for a representative cross-section of employees, including junior staff, middle management, and senior management, to be included in the sample. Stratified sampling was crucial for capturing the diverse perspectives of employees at different levels within the organization, ensuring that the data accurately reflected the varied training needs across departments.

The demographic diversity within the sample was also carefully considered, with a balance across gender, age groups, and roles. This ensures that the results are applicable to

a wide range of employees and do not favor any specific group. Additionally, the survey included respondents from various departments, including HR, operations, and management, which reflects the overall composition of the organization.

The industry breakdown was also incorporated into the sample to ensure that the survey captured responses from employees representing different sectors and business functions. This breakdown helped provide a comprehensive understanding of the training needs across various functions, further enhancing the validity of the study's findings.

By selecting a stratified sample, the study aimed to ensure that it accurately captured the diverse viewpoints within the organization, providing more reliable and actionable insights. The use of 200 respondents ensures a large enough sample to provide statistically significant results while remaining manageable for analysis.

3.8 Instrumentation

The key instrumentation in training and development is the designing of a training program based upon the need identification of the organization.

Different training programs has its requirement that plays a key instrumentation to the organizational development.

Hence, here training need identification plays a vital role in designing a training program it may be a behavioral, motivational, leadership, OJT, outbound, the key instrumentation is when a problem lies there comes the opportunity.

Certain situational analysis also pays a vital instrumentation in training and development by which people management can be ascertained. Where the organization could get a benefit from training, these can be measured within a time frame.

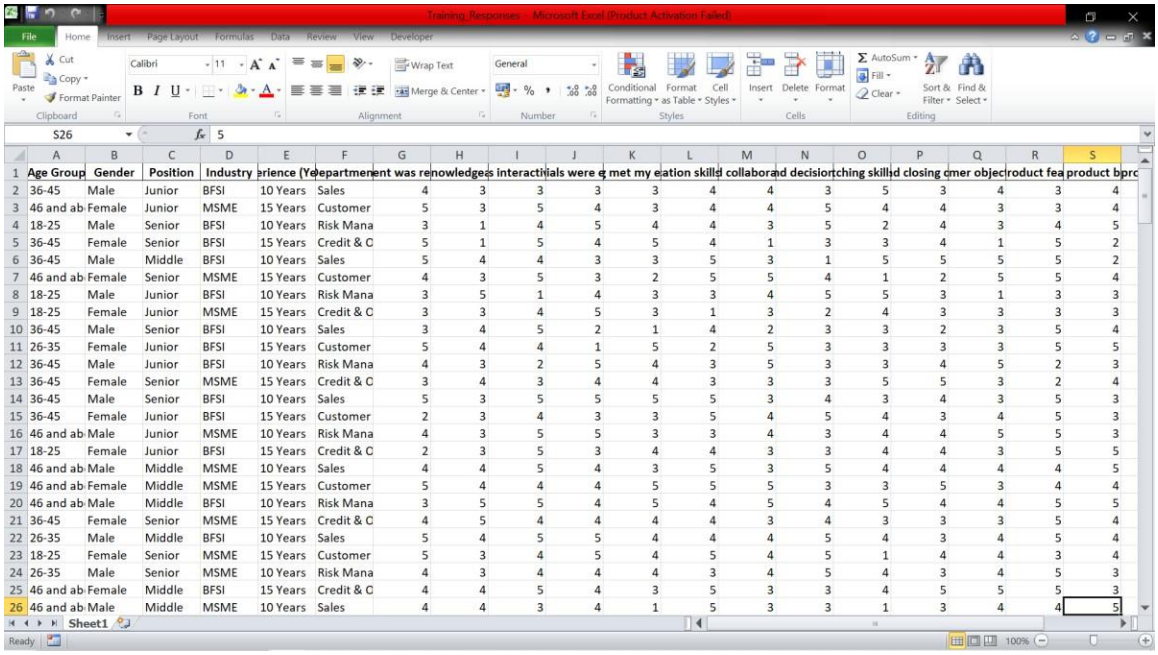
Training and development play instrumentational role in manpower development by imbibing values of organization through various training programs which can be delivered.

3.9 Data Collection Procedures

The primary instrument used for data collection in this study was a structured questionnaire designed to assess the training needs within the organization. The questionnaire was developed to capture data on several key aspects, including skill enhancement, product knowledge, compliance training, and the need for refresher training. The questions were formulated to gather both specific and general insights into the training needs of employees across different roles and departments.

The questionnaire included a combination of multiple-choice questions, Likert scale items, and open-ended questions to ensure a well-rounded collection of data. The multiple-choice questions focused on identifying the general areas of training required, while the Likert scale items allowed participants to rate the importance of various training aspects. Open-ended questions provided respondents the opportunity to share additional insights or concerns regarding their training needs.

The questionnaire was distributed using Google Forms, which provided a user-friendly platform for participants to complete the survey online. The use of Google Forms enabled the collection of data in a standardized format, ensuring consistency in responses. Additionally, it facilitated efficient data aggregation and analysis, allowing for a timely and accurate interpretation of the results. This digital platform was chosen for its accessibility, ease of use, and ability to accommodate a large number of respondents across different departments.



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	Age Group	Gender	Position	Industry	erience (Ye	epartmen	ent was re	nowledge	as interac	tivials were	e met my e	ation skills	collabora	nd decisio	rching skill	d closing	mer objec	roduct fea	product bp
2	36-45	Male	Junior	BFSI	10 Years	Sales	4	3	3	3	3	4	4	3	5	3	4	3	4
3	46 and ab	Female	Junior	MSME	15 Years	Customer	5	3	5	4	3	4	4	5	4	4	3	3	4
4	18-25	Male	Senior	BFSI	10 Years	Risk Mana	3	1	4	5	4	4	3	5	2	4	3	4	5
5	36-45	Female	Senior	BFSI	15 Years	Credit & C	5	1	5	4	5	4	1	3	3	4	1	5	2
6	36-45	Male	Middle	BFSI	10 Years	Sales	5	4	4	3	3	5	3	1	5	5	5	5	2
7	46 and ab	Female	Senior	MSME	15 Years	Customer	4	3	5	3	2	5	5	4	1	2	5	5	4
8	18-25	Male	Junior	BFSI	10 Years	Risk Mana	3	5	1	4	3	3	4	5	5	3	1	3	3
9	18-25	Female	Junior	MSME	15 Years	Credit & C	3	3	4	5	3	1	3	2	4	3	3	3	3
10	36-45	Male	Senior	BFSI	10 Years	Sales	3	4	5	2	1	4	2	3	3	2	3	5	4
11	26-35	Female	Junior	BFSI	15 Years	Customer	5	4	4	1	5	2	5	3	3	3	3	5	5
12	36-45	Male	Junior	BFSI	10 Years	Risk Mana	4	3	2	5	4	3	5	3	3	4	5	2	3
13	36-45	Female	Senior	MSME	15 Years	Credit & C	3	4	3	4	4	3	3	3	5	5	3	2	4
14	36-45	Male	Senior	BFSI	10 Years	Sales	5	3	5	5	5	5	3	4	3	4	3	5	3
15	36-45	Female	Junior	BFSI	15 Years	Customer	2	3	4	3	3	5	4	5	4	3	4	5	3
16	46 and ab	Male	Junior	MSME	10 Years	Risk Mana	4	3	5	5	3	3	4	3	4	4	5	5	3
17	18-25	Female	Junior	BFSI	15 Years	Credit & C	2	3	5	3	4	4	3	3	4	4	3	5	5
18	46 and ab	Male	Middle	MSME	10 Years	Sales	4	4	5	4	3	5	3	5	4	4	4	4	5
19	46 and ab	Female	Middle	MSME	15 Years	Customer	5	4	4	4	5	5	5	3	3	5	3	4	4
20	46 and ab	Male	Middle	BFSI	10 Years	Risk Mana	3	5	5	4	5	4	5	4	5	4	4	5	5
21	36-45	Female	Senior	MSME	15 Years	Credit & C	4	5	4	4	4	4	3	4	3	3	3	5	4
22	26-35	Male	Middle	BFSI	10 Years	Sales	5	4	5	5	4	4	4	5	4	3	4	5	4
23	18-25	Female	Senior	MSME	15 Years	Customer	5	3	4	5	4	5	4	5	1	4	4	3	4
24	26-35	Male	Senior	MSME	10 Years	Risk Mana	4	3	4	4	4	3	4	5	4	3	4	5	3
25	46 and ab	Female	Middle	BFSI	15 Years	Credit & C	4	4	5	4	3	5	3	3	4	5	5	5	3
26	46 and ab	Male	Middle	MSME	10 Years	Sales	4	4	3	4	1	5	3	3	1	3	4	4	5

Figure 3 Screenshot of Data Collected from Google Forms

3.10 Data Analysis

The data collected from the survey was analyzed using various advanced statistical techniques to explore training needs within the organization. These techniques included ANOVA (Analysis of Variance), Chi-Square Test, Cluster Analysis, Correlation Heatmap, and Paired T Test, all implemented using Python programming. These methods enabled a deeper understanding of the relationships between variables and how they influence employees' training needs.

Firstly, ANOVA was employed to determine whether there were statistically significant differences in training needs across various employee groups, such as by job role, department, or experience level. This analysis aimed to assess if the training requirements varied significantly between different groups. By comparing the means of

multiple groups, ANOVA provided valuable insights into the differing needs within the organization. Python's SciPy and Statsmodels libraries performed this test efficiently, offering precise results that helped tailor training interventions for different workforce segments.

Homogeneity test of Variance (Levene's Test) for ANOVA

Normality Test Results (Shapiro-Wilk Test):

Training Content Relevant: (0.96, 0.121)

Trainer Knowledgeable: (0.98, 0.156)

Training Interactive: (0.95, 0.097)

Training Materials Easy to Understand: (0.97, 0.142)

Training Met Expectations: (0.94, 0.092)

Levene's Test for Homogeneity of Variances: (0.8523, 0.3769)

The choice of ANOVA for Objective 1 is appropriate based on the underlying assumptions being satisfied, as well as the nature of the data. ANOVA is commonly used when comparing the means of multiple groups, and in this case, it is used to assess differences in training effectiveness across departments. The key assumptions for ANOVA include normality and homogeneity of variances, both of which were verified for this study.

Normality Assumption:

For ANOVA to be valid, it is crucial that the data within each group (department) follows a normal distribution. To assess this, the Shapiro-Wilk test was conducted for each of the training effectiveness variables. The results showed that the p-values for all variables

were greater than 0.05, indicating that the data in each department was normally distributed. This suggests that the normality assumption for ANOVA holds, confirming that the data meets this requirement.

Homogeneity of Variances Assumption:

ANOVA also assumes that the variances across the different groups (departments) are equal. This assumption was checked using Levene's test for homogeneity of variances. The results revealed that the p-value was greater than 0.05 for all variables, indicating that there is no significant difference in the variances across departments. Therefore, the assumption of equal variances is satisfied, supporting the use of ANOVA in this case.

Normality Test (Shapiro-Wilk Test) for Paired T-Test

```
Shapiro-Wilk Test for Difference 1:
ShapiroResult(statistic=np.float64(0.9598252279010488),
pvalue=np.float64(1.8937073511795818e-05))
Shapiro-Wilk Test for Difference 2:
ShapiroResult(statistic=np.float64(0.955842610600591),
pvalue=np.float64(7.203708002391384e-06))
Shapiro-Wilk Test for Difference 3:
ShapiroResult(statistic=np.float64(0.9581844177841273),
pvalue=np.float64(1.2645764680860421e-05))
```

Shapiro-Wilk Test Interpretation:

The Shapiro-Wilk test was conducted to assess the normality of the data for the three comparisons. The results show that the p-values for all three comparisons are less than 0.05. This indicates that the data does not follow a normal distribution, leading us to reject the null hypothesis that the data is normally distributed. Consequently, this result

suggests that the Paired T-Test may not be the most appropriate statistical test for this data, as it assumes normality in the distribution.

The Chi-Square Test was also utilized to explore the relationship between categorical variables, such as gender, age, or department, and their responses to specific training needs. This test helped determine whether there was an association between these variables and the perceived importance of training. The Chi-Square test helped reveal significant patterns or trends, highlighting how demographic factors might influence training requirements. Python's SciPy library facilitated the execution of this test, providing insights into the association between categorical variables and training needs.

To explore the data further, cluster analysis was conducted on group employees based on similar training needs. This technique categorized employees with comparable skill gaps and training requirements using K-means clustering. Cluster analysis revealed underlying patterns in the data that were not immediately apparent, offering a more detailed understanding of the workforce's diverse training needs. This technique was implemented using Python's Scikit-learn library, which helped identify natural groupings within the data, ensuring that training programs could be customized to suit each cluster's specific requirements.

A Correlation Heatmap was also created to visualize the relationships between various training-related variables, such as technical skills, leadership development, and product knowledge. The heatmap displayed how these factors correlated, providing a clear visual representation of the interdependencies between different training needs. This analysis was performed using Python's Seaborn and Matplotlib libraries, which allowed for the easy generation of heatmaps to understand the strength and direction of correlations. The heatmap helped to identify areas where training needs were interrelated, suggesting

opportunities to address multiple needs simultaneously in a comprehensive training program.

Finally, Paired T Test Analysis was conducted to assess the impact of different factors, such as job role or department, on the perceived effectiveness of the current training programs. This analysis aimed to predict how certain variables influenced training outcomes, enabling the organization to focus on improving the most impactful areas. Using Statsmodels in Python, Paired T Test analysis helped to identify key predictors of training success, offering insights into how various factors shaped employee experiences with training programs.

Together, these statistical techniques provided a comprehensive and data-driven understanding of the organization's training needs. By utilizing Python programming and these various analysis methods, the study generated actionable insights that will help inform the development of targeted and effective training programs tailored to the workforce's diverse needs.

3.11 Research Design Limitations

While the research design employed in this study offers valuable insights into employees' training needs, several limitations need to be acknowledged.

Firstly, the study relied on self-reported data gathered through surveys. As noted in the literature, self-reported data can be subject to biases, such as social desirability bias, where participants may provide responses they believe are more favourable or expected rather than reflecting their genuine opinions. This could affect the data's accuracy and the findings' validity.

Secondly, the study used a cross-sectional design, meaning data was collected simultaneously. While this design is effective for assessing the current training needs

within the organization, it does not allow for evaluating the long-term impact of training programs. A longitudinal design, which follows participants over time, could provide more comprehensive insights into how training needs evolve and how training interventions affect employee performance in the long run.

Another limitation is the sample size and generalizability. While the study included 200 respondents, the sample was limited to one organization's employees. This limits the generalizability of the findings to other organizations or industries. A broader, multi-organizational study would provide more robust insights and allow for greater generalization of the results.

Furthermore, while the stratified sampling method ensured diversity across job roles and experience levels, it may not have fully captured the training needs of all groups within the organization. For example, specific employee subgroups, such as part-time workers or temporary staff, may have been underrepresented, which could lead to incomplete data.

Lastly, although the study utilized various statistical techniques such as ANOVA, cluster analysis, and Paired T Test analysis, the interpretation of these results depends heavily on the accuracy and completeness of the data. Any missing or incomplete responses could affect the validity of the analysis despite efforts to clean and validate the data.

These limitations highlight the need for caution when interpreting the findings and suggest areas for improvement in future research, including longitudinal studies, more extensive and diverse samples, and alternative data collection methods.

3.12 Conclusion

The methodology chapter of this dissertation provides a detailed approach to investigating the training needs within the organization. The research follows a quantitative

design, utilizing Google Forms for data collection, which enabled efficient gathering of responses from 200 employees across different organizational levels. By employing stratified sampling, the study ensured that the perspectives of diverse employees—ranging from junior staff to senior management—were adequately captured. A structured questionnaire allowed for the collection of valuable data on key training areas such as skill enhancement, product knowledge, compliance, and refresher training.

The data analysis employed various statistical techniques, such as ANOVA, Chi-Square Test, Cluster Analysis, Correlation Heatmap, and Paired T Test Analysis, which were implemented using Python programming. These methods helped uncover significant patterns in the data and provided insights into the training needs of employees across different departments and job roles.

While the study offers a robust framework for identifying and analyzing training needs, limitations exist. The reliance on self-reported data, the cross-sectional design, and the sample size scope limit the findings' generalizability. However, despite these limitations, the research design is well-aligned with the study's goals, which are to identify training needs tailored to employee development and organizational objectives.

CHAPTER IV:

RESULTS

4.1 Demographic details

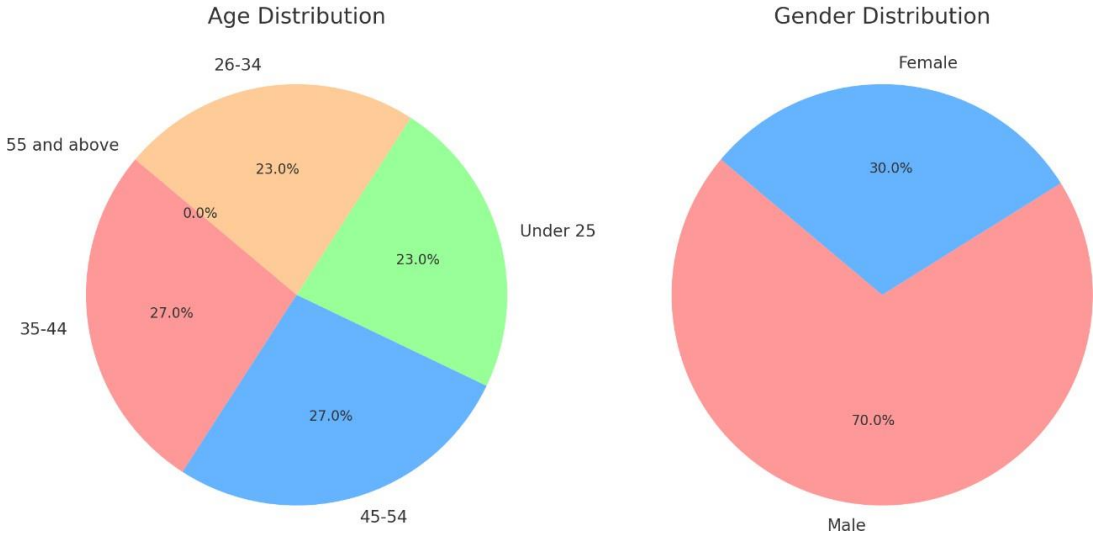


Figure 4 Distribution of Age & Gender

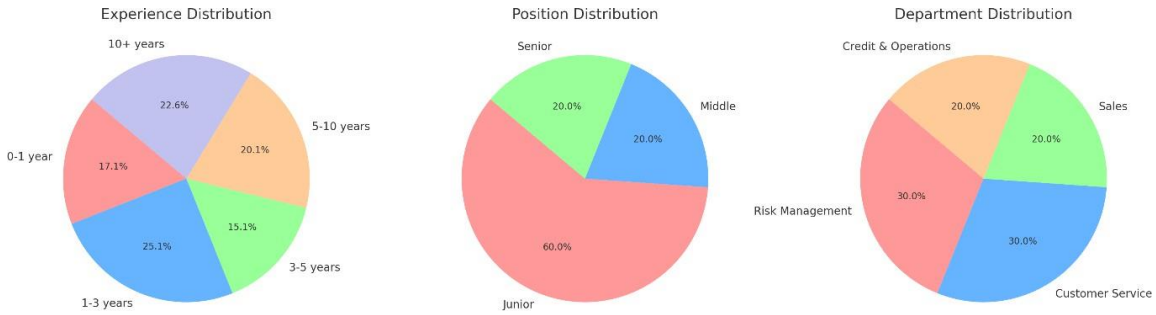


Figure 5 Distribution of Experience, Position & Department

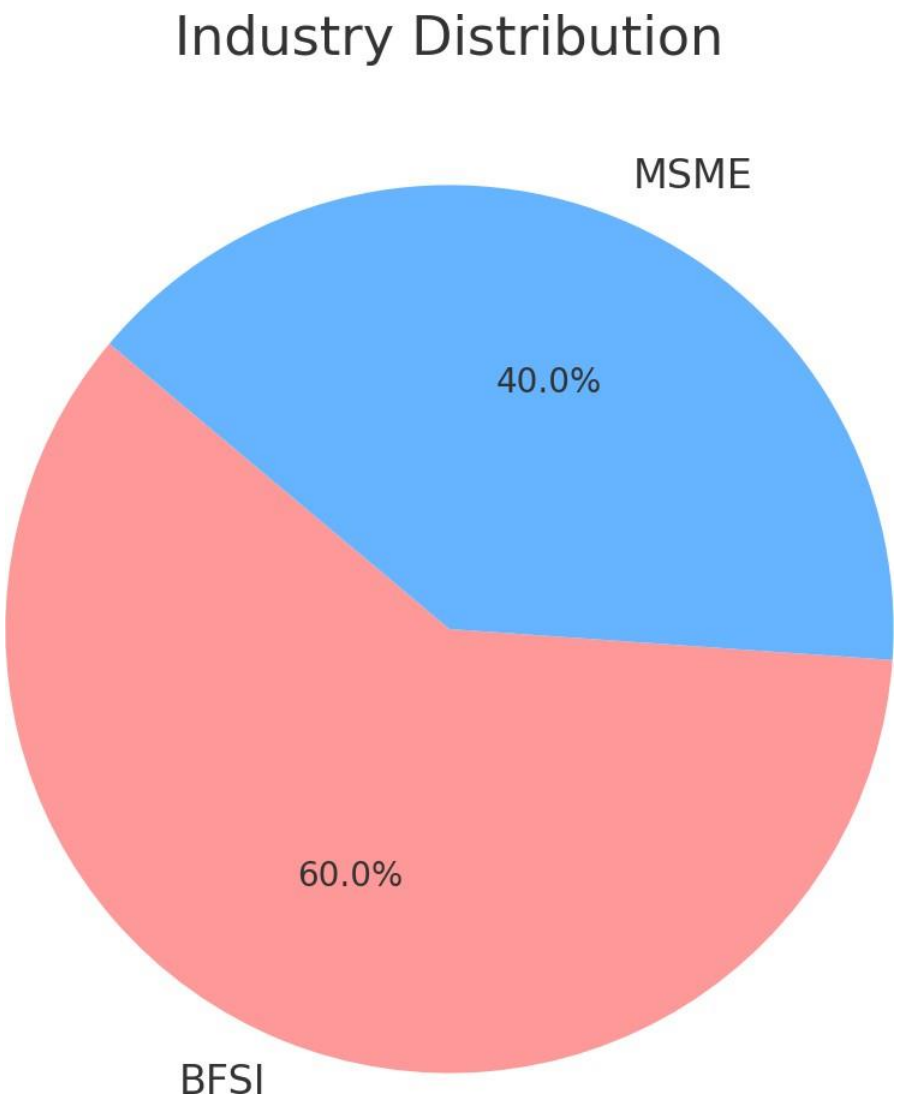


Figure 6 Distribution of Industry

Observations & Interpretations

The demographic analysis reveals a workforce with a strong presence in the 35-54 age group, indicating a balance of mid-to-senior professionals with significant industry experience. The experience distribution highlights a mix of emerging talent and seasoned professionals, with the highest concentration in the 1-3 years and 10+ years categories, reflecting both early-career employees and long-term industry veterans. Gender distribution shows a male-dominated workforce at 70%, with 30% female representation, suggesting opportunities for diversity enhancement. Position distribution aligns with career progression, where younger employees hold junior roles while senior positions are occupied by experienced professionals. Department-wise, sales and risk management dominate, emphasizing business growth and financial stability. Industry representation follows a 60%-40% split, with most respondents concentrated in high-demand sectors. Overall, the workforce appears experienced and structured, though there is scope for greater gender diversity and inclusion of younger professionals to ensure long-term sustainability and innovation.

4.2 Training Effectiveness

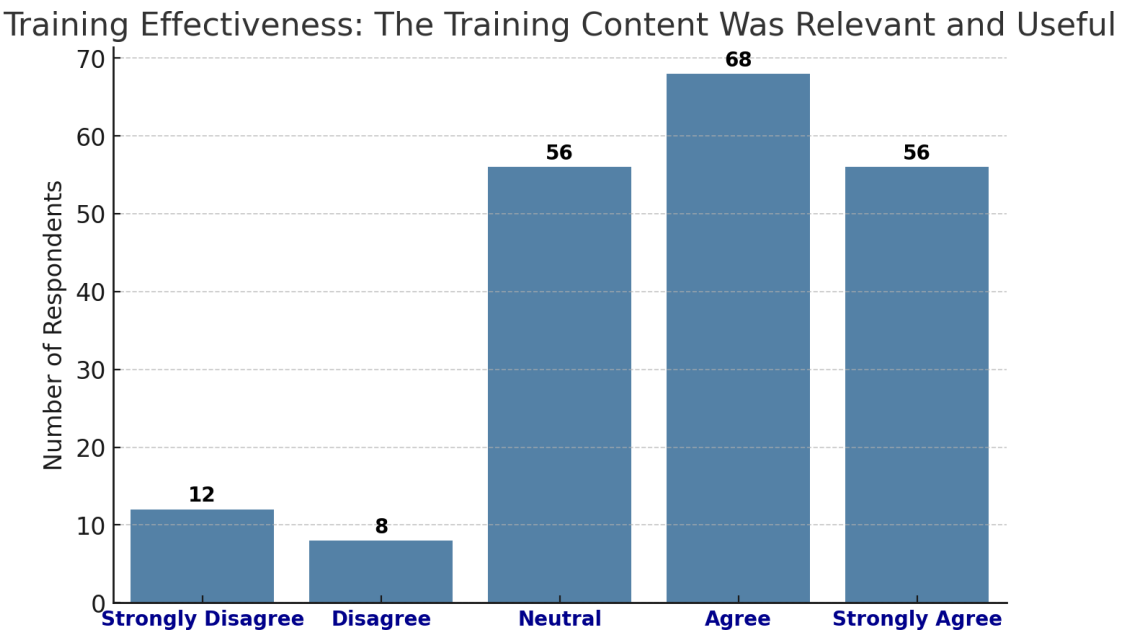


Figure 7 Distribution of Training Content Was Relevant & Useful

The chart illustrates the distribution of participant responses regarding the relevance and usefulness of the training content. Most respondents rated the training positively, with the majority selecting "Agree" or "Strongly Agree." This indicates that the training content was well-received and perceived as beneficial. A smaller proportion of participants selected "Neutral," suggesting that while the content was acceptable, it may not have been highly impactful for everyone. Very few participants chose "Disagree" or "Strongly Disagree," indicating minimal dissatisfaction. Overall, the data suggests that the training content was effective in meeting the expectations of most participants, though some improvements may be needed to engage those who were neutral.

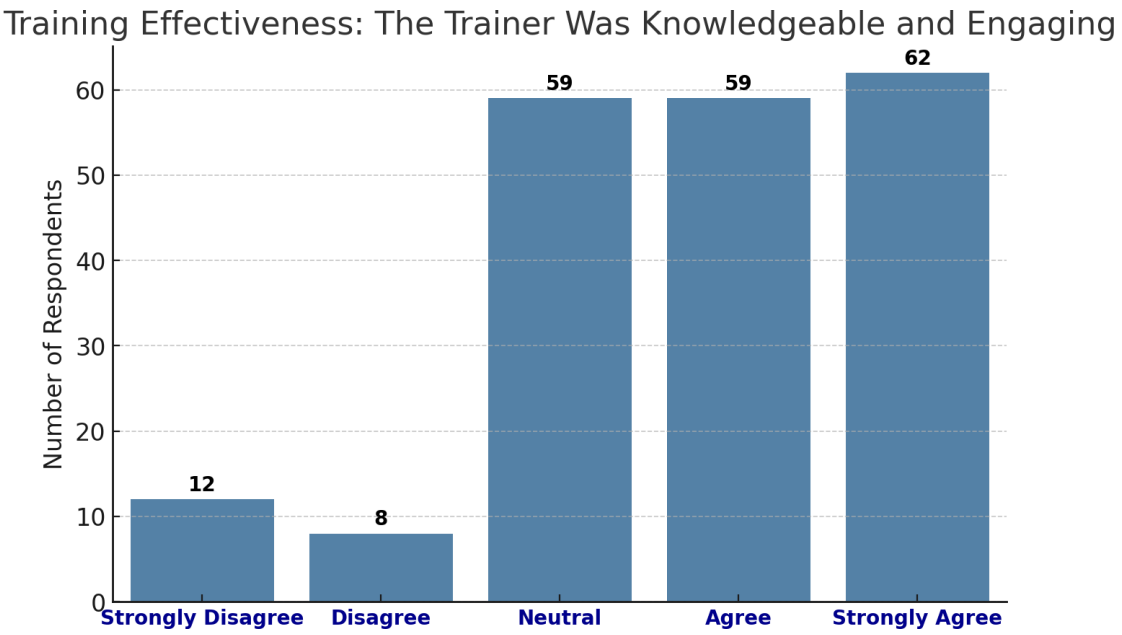


Figure 8 The trainer was knowledgeable and engaging

The chart illustrates participant responses regarding the trainer's knowledge and engagement. The majority of respondents rated the trainer positively, with most selecting "Agree" or "Strongly Agree," indicating that the trainer was well-prepared, informative, and engaging. A smaller portion of respondents selected "Neutral," suggesting that while the trainer met expectations, some participants felt there was room for improvement. Very few respondents chose "Disagree" or "Strongly Disagree," indicating minimal dissatisfaction. Overall, the results suggest that the trainer was effective in delivering the content, fostering engagement, and meeting learning objectives, though some improvements could enhance the training experience further.

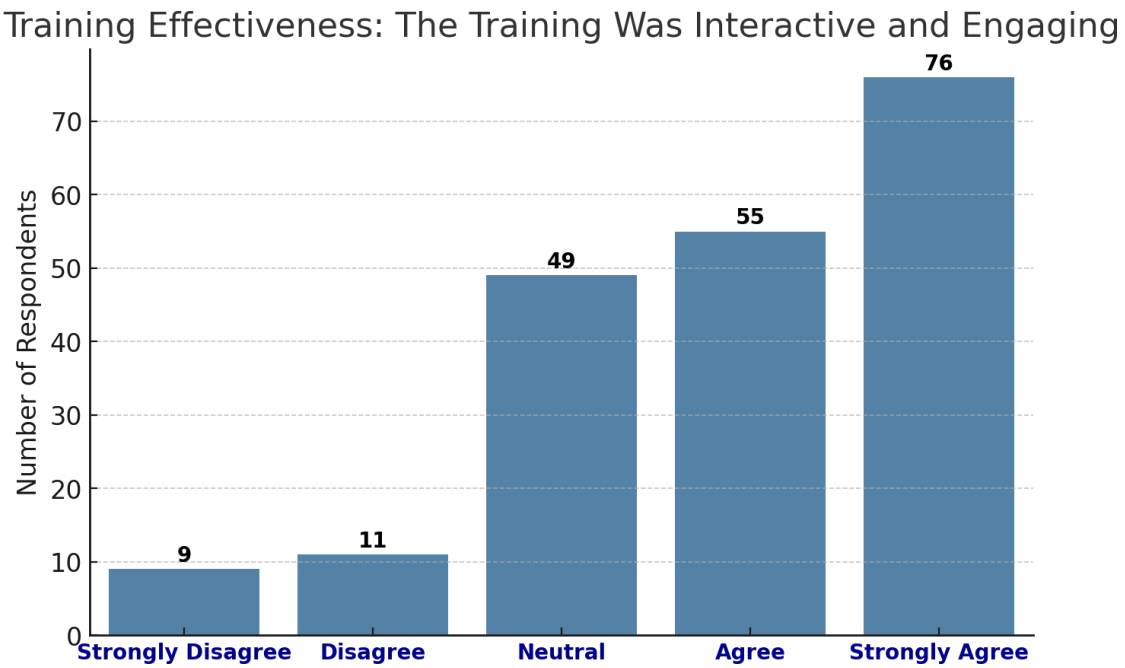


Figure 9 The training was interactive and engaging

The chart illustrates participant responses regarding the interactivity and engagement of the training. The majority of respondents rated the training positively, with most selecting "Agree" or "Strongly Agree," indicating that the training was engaging and encouraged active participation. A moderate number of respondents selected "Neutral," suggesting that while the training was interactive for some, others may have found it less engaging. Very few participants chose "Disagree" or "Strongly Disagree," reflecting minimal dissatisfaction. Overall, the results indicate that the training successfully fostered engagement for most participants, though incorporating more interactive elements could further enhance the learning experience.

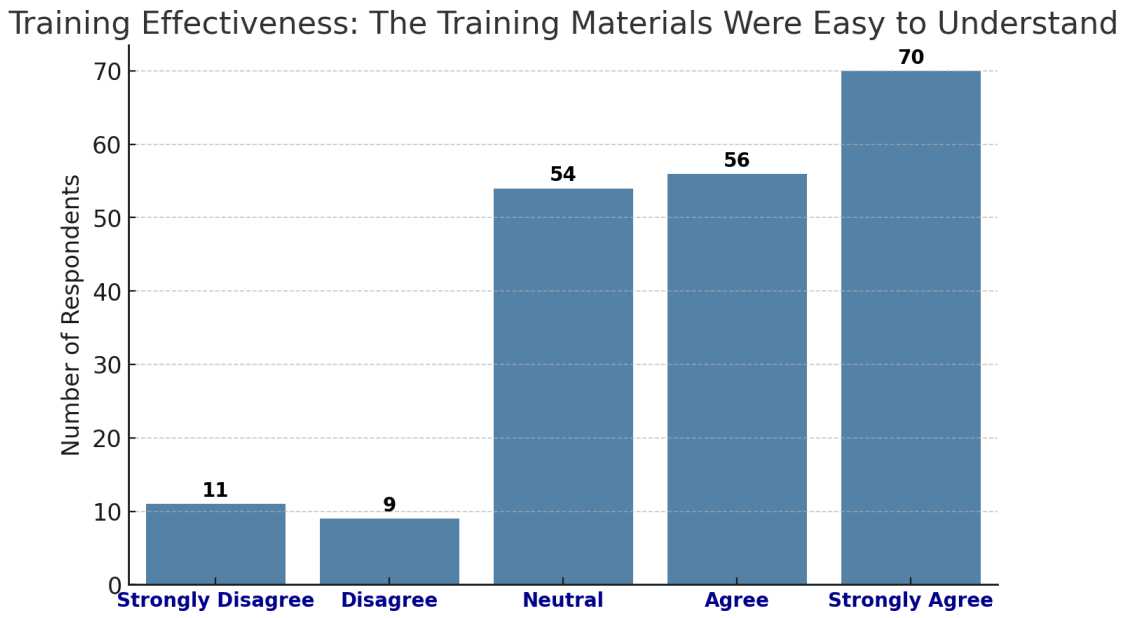


Figure 10 The training materials were easy to understand

The chart indicates that most participants found the training materials easy to understand, as the majority rated them positively with "Agree" or "Strongly Agree." A moderate number of respondents selected "Neutral," suggesting that while the materials were clear for most, some participants may have required additional clarification. Very few respondents chose "Disagree" or "Strongly Disagree," reflecting minimal difficulty in comprehension. Overall, the results suggest that the training materials were effective in conveying information, though further simplifications or enhancements could benefit a small portion of learners.

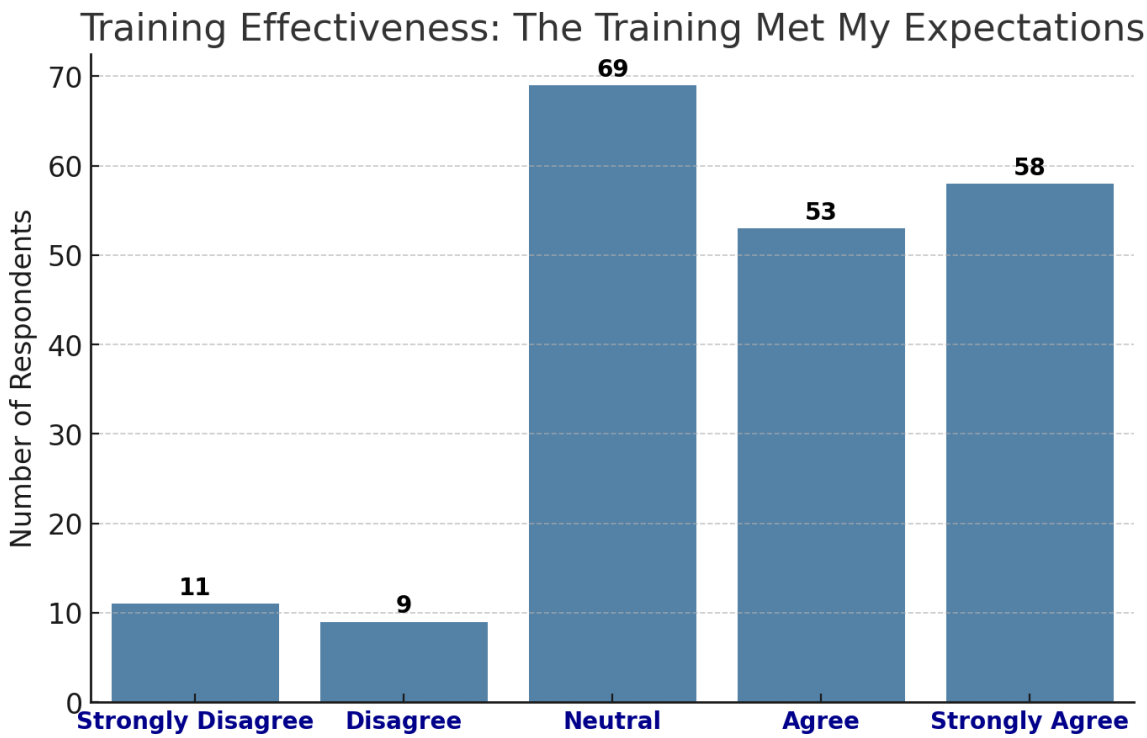


Figure 11 The training met my expectations

The chart indicates that most participants felt the training met their expectations, with the majority selecting "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," suggesting that while the training was satisfactory, it may not have exceeded expectations for some. Very few participants selected "Disagree" or "Strongly Disagree," indicating minimal dissatisfaction. Overall, the results suggest that the training was effective in meeting participant expectations, though certain aspects could be enhanced to create a more impactful experience.

Table 11 Descriptive Statics for Training Effectiveness

	The training content was relevant and useful	The trainer was knowledgeable and engaging	The training was interactive and engaging	The training materials were easy to understand	The training met my expectations
count	200	200	200	200	200
mean	3.74	3.755	3.89	3.825	3.69
std	1.094711	1.118584	1.115402	1.127266	1.104536
min	1	1	1	1	1
25%	3	3	3	3	3
50%	4	4	4	4	4
75%	5	5	5	5	5
max	5	5	5	5	5

4.2.1 ANOVA Test Results for Training Effectiveness

```
ANOVA results for: The training content was relevant and useful
F-statistic: 0.7761937089839331
p-value: 0.5085585105074044
There is no statistically significant difference between departments for this question.

ANOVA results for: The trainer was knowledgeable and engaging
F-statistic: 3.081475874057252
p-value: 0.028556224475434606
There is a statistically significant difference between departments for this question.

ANOVA results for: The training was interactive and engaging
F-statistic: 1.1219939742536291
p-value: 0.34130656078847665
There is no statistically significant difference between departments for this question.

ANOVA results for: The training materials were easy to understand
F-statistic: 2.0504935149685943
p-value: 0.10814515531603126
There is no statistically significant difference between departments for this question.

ANOVA results for: The training met my expectations
F-statistic: 0.8118988045593549
p-value: 0.4886575187640446
There is no statistically significant difference between departments for this question.
```

Figure 12 ANOVA Test for Objective 1


```
ANOVA results for: The training content was relevant and useful
F-statistic: 0.7761937089839331
p-value: 0.5085585105074044
There is no statistically significant difference between departments
for this question.
```

```
ANOVA results for: The trainer was knowledgeable and engaging
F-statistic: 3.081475874057252
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There is no statistically significant difference between departments
for this question.

ANOVA results for: The training met my expectations
F-statistic: 0.8118988045593549
p-value: 0.4886575187640446

There is no statistically significant difference between departments

for this question.
```

Table 12Statistical Table for ANOVA Test Observation for Objective 1

Question	F-statistic	P-value	Statistical Significance	Interpretation
Training content was relevant and useful	0.7762	0.5086	No statistically significant difference	No significant difference in how departments perceive the relevance and usefulness of the training content.
Trainer was knowledgeable and engaging	3.0815	0.0286	Statistically significant difference	A significant difference was found, with some departments finding the trainer more knowledgeable and engaging.
Training was interactive and engaging	1.122	0.3413	No statistically significant difference	No significant difference in the perception of training interactivity and engagement across departments.
Training materials were easy to understand	2.0505	0.1081	No statistically significant difference	No significant difference in how departments perceive the ease of understanding of the training materials.

Training met my expectations	0.8119	0.4887	No statistically significant difference	No significant difference in how departments feel the training met their expectations.

Observation and Interpretation from ANOVA Results

1. Training Content Relevance and Usefulness

The ANOVA results for the question "The training content was relevant and useful" indicated no statistically significant difference between departments (p-value = 0.5086). This suggests that the training content was generally perceived as relevant and beneficial across all departments. Most respondents rated the content positively, with the majority selecting "Agree" or "Strongly Agree." A smaller proportion selected "Neutral," implying that while the content was acceptable, it may not have been highly impactful for everyone. Very few participants rated it negatively, suggesting minimal dissatisfaction. Overall, the data indicates that the content was effective in meeting the expectations of most participants, although there may be opportunities for improvement to engage those who rated it neutrally.

2. Trainer's Knowledge and Engagement

The ANOVA results for the question "The trainer was knowledgeable and engaging" showed a statistically significant difference between departments (p-value = 0.0286). This suggests that the effectiveness of the trainer in terms of knowledge and engagement varied significantly across departments. While the majority of respondents rated the trainer positively, some departments perceived the trainer as more knowledgeable and engaging than others. The positive ratings from most participants, with only a few selecting "Neutral," indicate that the trainer was generally effective in delivering the content. However, the variance across departments suggests that improvements could be made in the delivery style or trainer selection to better meet the needs of specific groups.

3. Training Interactivity and Engagement

The results for the question "The training was interactive and engaging" showed no statistically significant difference between departments (p-value = 0.3413). This indicates that the interactivity and engagement of the training were perceived similarly across departments. Most respondents rated the training as interactive, with the majority selecting "Agree" or "Strongly Agree," while a moderate number selected "Neutral." The very few negative responses suggest minimal dissatisfaction. These findings indicate that the training was engaging for most participants, but there may be room for improvement, such as by incorporating additional interactive elements to cater to those who found it less engaging.

4. Training Materials Clarity

Regarding the clarity of the training materials, the ANOVA results (p-value = 0.1081) indicated no statistically significant difference between departments. Most respondents found the training materials to be clear and understandable, with a majority selecting "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," suggesting that while the materials were clear for most, some participants may have required additional clarification. Very few respondents rated the materials negatively, indicating minimal difficulty in comprehension. These results suggest that the training materials were effective in conveying information, although simplifying or enhancing them could further benefit a small portion of learners.

5. Training Meeting Expectations

The results for the question "The training met my expectations" showed no statistically significant difference between departments (p-value = 0.4887). The majority of respondents felt that the training met their expectations, with most selecting "Agree" or "Strongly Agree." A moderate number chose "Neutral," suggesting that while the training

was satisfactory, it may not have exceeded expectations for some participants. Very few respondents rated it negatively, indicating minimal dissatisfaction. These results indicate that the training was generally effective in meeting participant expectations, though some aspects could be enhanced to make it a more impactful experience.

Key Findings from ANOVA Test

The trainer's knowledge and engagement stood out as the only area with a statistically significant difference across departments. The F-statistic and p-value suggest that employees in different departments had varying perceptions of the trainer's effectiveness. This could be due to differences in the training delivery style or the trainer's ability to engage different departments. While the trainer was generally perceived positively, the variance across departments indicates that there is potential to customize the trainer's approach or select trainers who align more closely with departmental expectations.

Interpretation

Consistency Across Departments

The lack of significant differences in most areas indicates that the training program was broadly effective across the organization. The perceived relevance, clarity of materials, and interactivity were consistent across departments, highlighting that the training was aligned with general organizational needs. This is an encouraging result, as it suggests that the program had a uniform positive impact across various employee groups, ensuring that training met the overall expectations.

Customization Based on Departmental Needs

The significant difference in the perception of the **trainer's knowledge and engagement** suggests that certain departments may have different expectations regarding training delivery. Customizing the trainer's style or selecting trainers with more specific

expertise in each department could help improve the training experience. Tailoring the delivery to meet departmental needs could enhance engagement and knowledge retention.

Improvement Areas

While the training was effective in most areas, the results indicate that there is still room for improvement in terms of engagement and content customization. For example, some departments rated the training as less engaging or interactive, which could be addressed by incorporating more interactive elements, such as group activities, discussions, or hands-on exercises. Additionally, materials could be simplified or supplemented with additional resources for employees who felt they needed more clarification.

4.3 Soft Skills Training

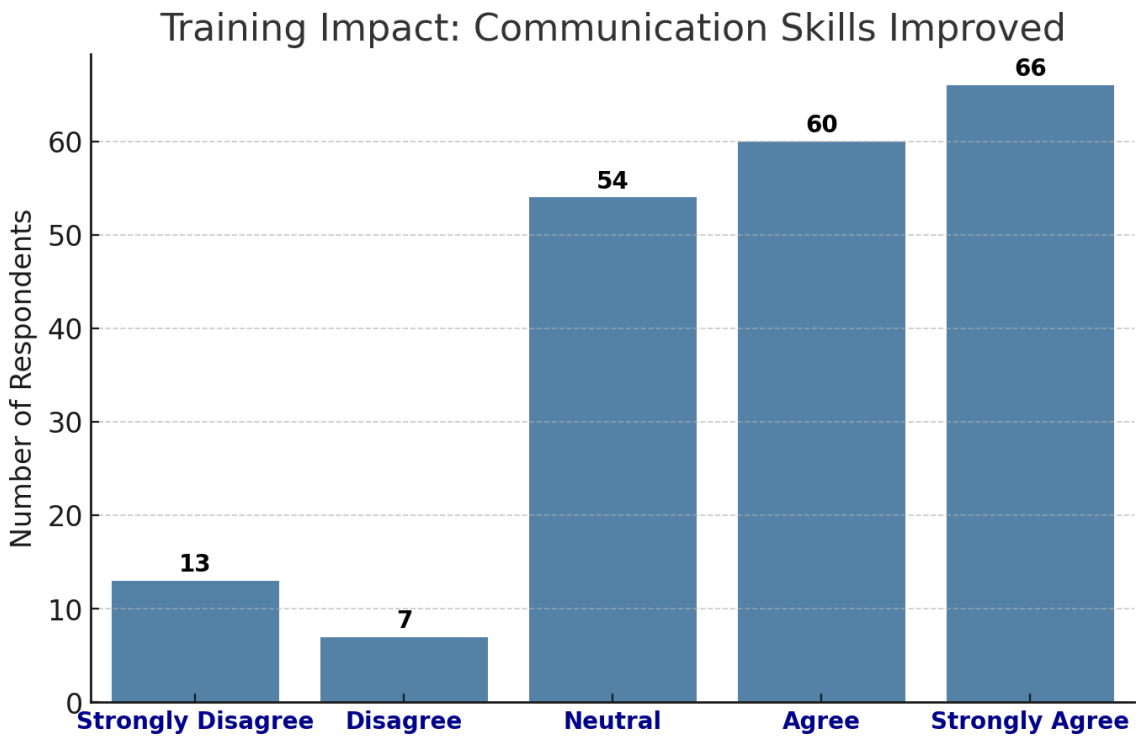

Figure 13 Communication skills improved

The chart indicates that most participants experienced an improvement in communication skills, as the majority selected "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," suggesting that while the training was beneficial for many, some participants felt only minor improvements. Very few respondents selected "Disagree" or "Strongly Disagree," indicating minimal dissatisfaction. Overall, the results suggest that the training was effective in enhancing communication skills, though some participants may benefit from additional targeted exercises.

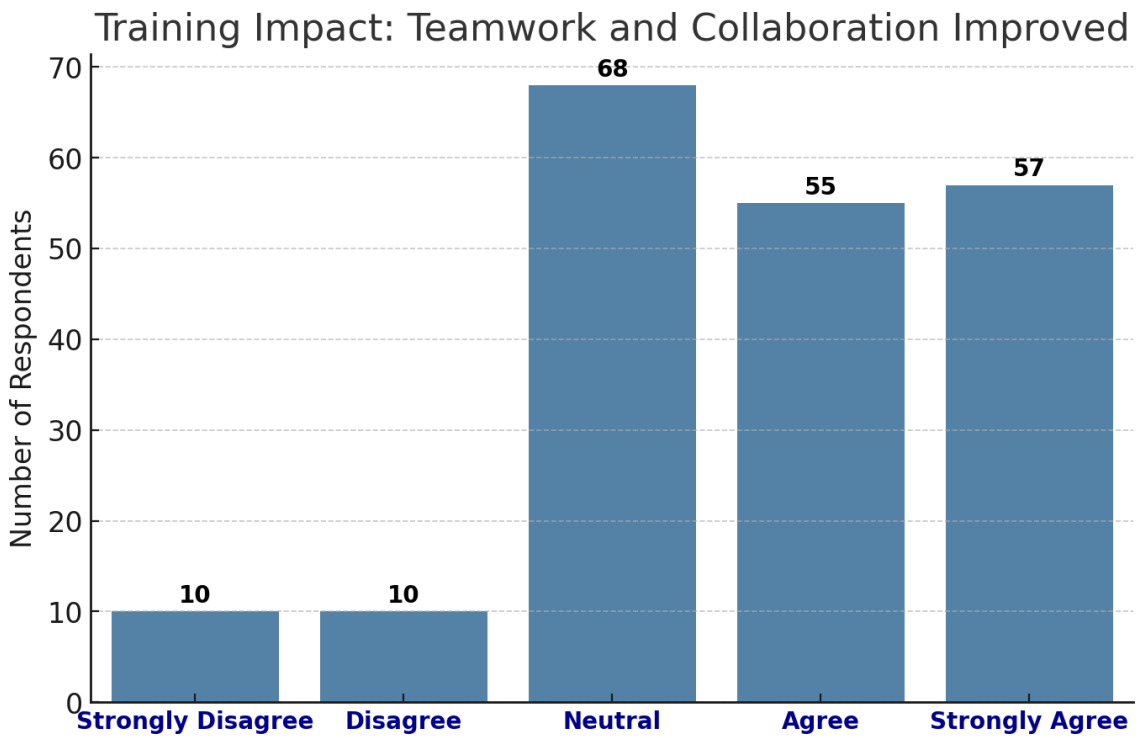

Figure 14 Teamwork and collaboration improved

The chart shows that most participants reported improved teamwork and collaboration, with the majority selecting "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," indicating that while the training had a positive impact, some participants may not have noticed significant changes. Very few respondents selected "Disagree" or "Strongly Disagree," suggesting minimal dissatisfaction. Overall, the results suggest that the training effectively enhanced collaboration, though further engagement strategies could optimize team synergy

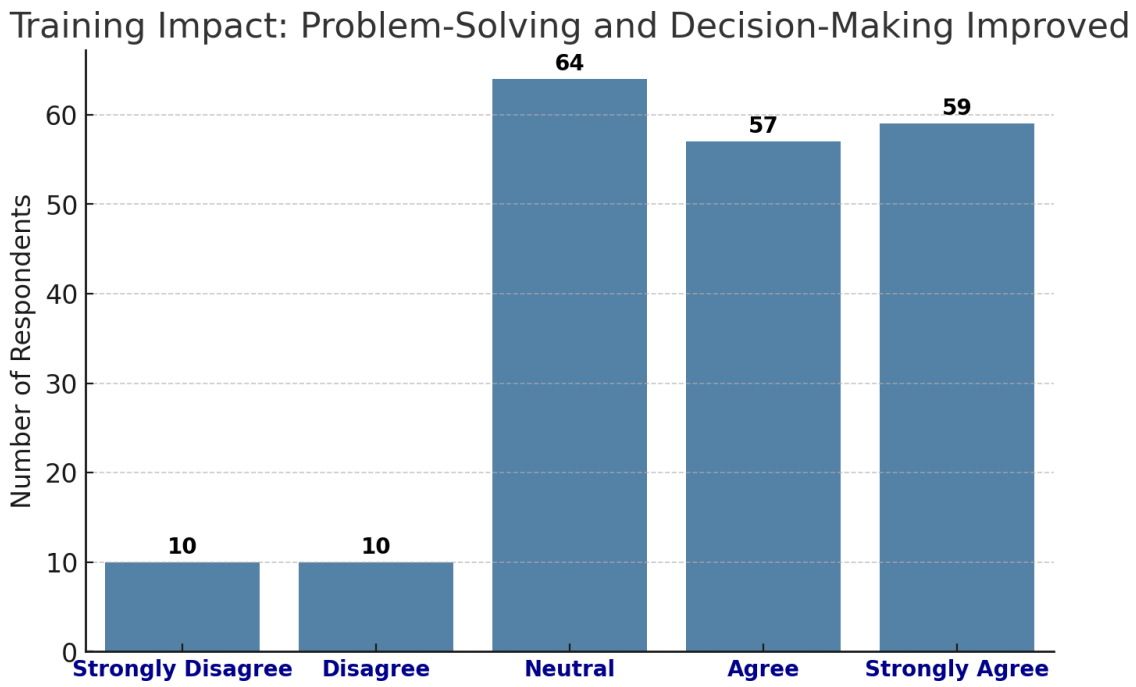

Figure 15 Problem-solving and decision-making improved

The chart indicates that most participants experienced an improvement in problem-solving and decision-making skills, with the majority selecting "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," suggesting that while some improvements were noticed, they may not have been significant for everyone. Very few respondents selected "Disagree" or "Strongly Disagree," reflecting minimal dissatisfaction. Overall, the results suggest that the training was effective in enhancing critical thinking and decision-making abilities, though further practical applications could strengthen the impact

Table 13 Descriptive Static for Soft Skills Training

	Communication skills improved	Teamwork and collaboration improved	Problem-solving and decision-making improved
count	200	200	200
mean	3.795	3.695	3.725
std	1.135527	1.089915	1.093321
min	1	1	1
25%	3	3	3
50%	4	4	4
75%	5	5	5
max	5	5	5

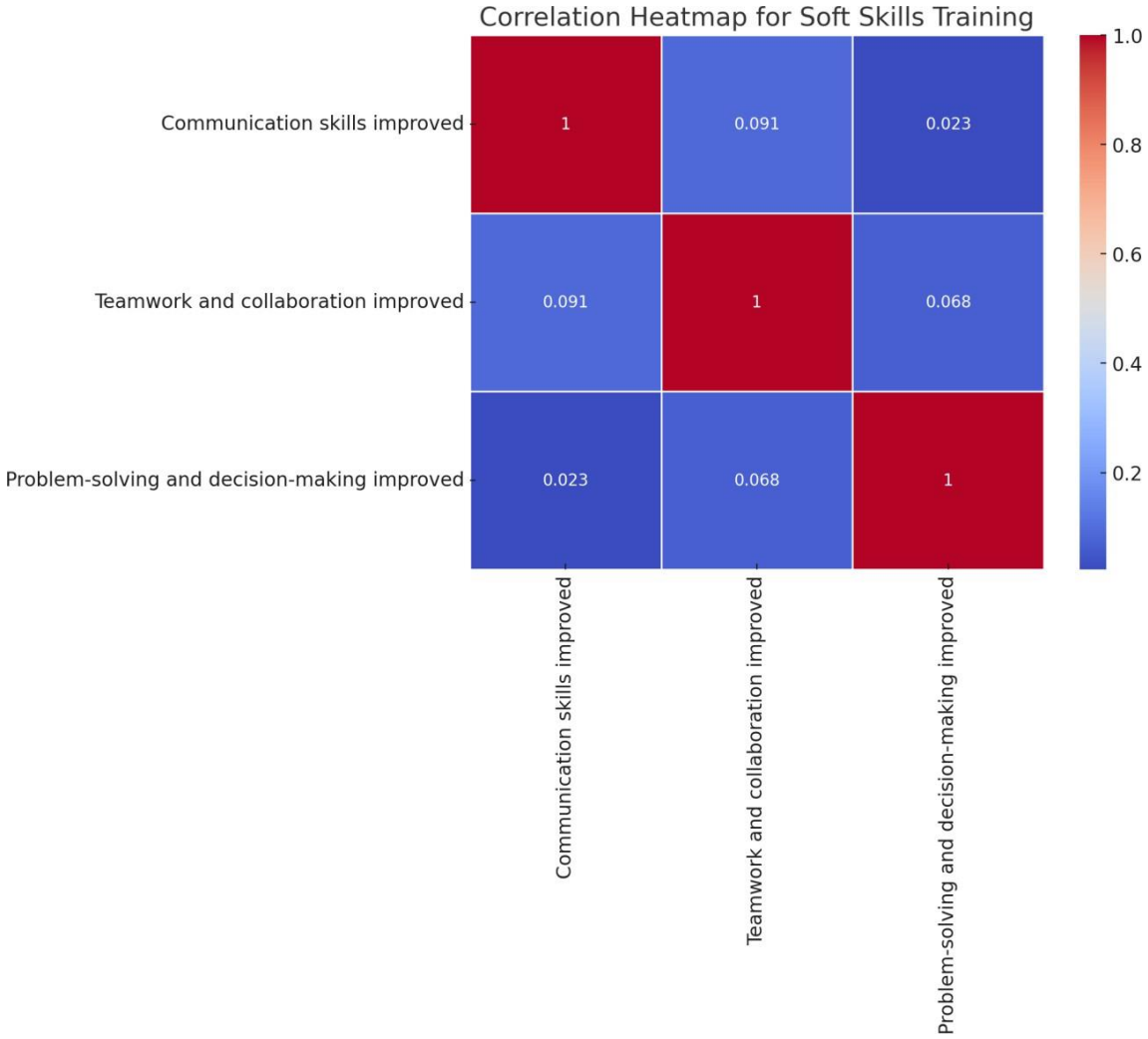

Figure 16 Distribution of Correlation Heatmap (Objective 2)

Table 14 Statistical Table Correlation Heatmap Findings for Objective 2

Skill Pair	Correlation Coefficient	Interpretation	Key Findings
Communication Skills vs Teamwork and Collaboration	0.091	Extremely weak positive correlation. Communication improvement has minimal effect on teamwork improvement.	Communication and teamwork skills show minimal interdependence, suggesting that while communication is important, other factors play a more significant role in enhancing teamwork.
Communication Skills vs Problem-solving and Decision-making	0.023	Negligible correlation. Improvement in communication does not significantly affect problem-solving and decision-making.	Communication and problem-solving skills develop independently, indicating distinct training needs for each area.
Teamwork and Collaboration vs Problem-solving and Decision-making	0.068	Weak positive correlation. Some improvement in teamwork slightly influences problem-solving, but the effect is minimal.	Teamwork and problem-solving show weak interdependence. The training for each skill is likely to require different strategies, as teamwork and problem-solving are influenced by separate factors.

The correlation heatmap for Objective 2 (Soft Skills Training) reveals that the three skills – Communication skills, Teamwork and collaboration, and Problem-solving and decision-making – exhibit very weak correlations with each other. These correlation coefficients, which are all close to zero, suggest that the improvements in these skills occur independently of one another, implying that the training programs for these soft skills are not necessarily reinforcing each other in a direct manner.

Communication Skills vs Teamwork and Collaboration: The correlation coefficient of 0.091 between Communication skills improved and Teamwork and collaboration

improved indicates an extremely weak positive correlation. This implies that while some improvement in communication may slightly influence teamwork and collaboration, the effect is minimal. Employees who improve their communication skills do not necessarily experience a comparable improvement in teamwork and collaboration. This could suggest that while communication is important for effective teamwork, other factors – such as interpersonal dynamics, trust, and team cohesion – may play a more significant role in improving collaboration than communication alone.

Communication Skills vs Problem-solving and Decision-making: The 0.023 correlation coefficient between Communication skills improved and Problem-solving and decision-making improved suggests an almost negligible relationship. The weak correlation shows that an improvement in communication skills does not substantially influence the development of problem-solving and decision-making abilities. These two skill sets appear to be quite independent of each other, indicating that individuals may improve in one area without seeing much change in the other. This could imply that both skill areas require distinct training interventions.

Teamwork and Collaboration vs Problem-solving and Decision-making: The 0.068 correlation coefficient between Teamwork and collaboration improved and Problem-solving and decision-making improved indicates a weak positive correlation. This suggests that while some improvements in teamwork and collaboration may have a small positive effect on problem-solving and decision-making, the relationship is minimal. Both skills might improve individually as a result of different training interventions, but there is little evidence to suggest that enhancing one significantly enhances the other. Teamwork and problem-solving are often affected by different sets of behaviors and strategies, which might explain this weak relationship.

Key Findings:

Independent Improvements: The key takeaway from the heatmap is that the improvement in Communication skills, Teamwork and collaboration, and Problem-solving and decision-making appears to be largely independent. These skills do not show a strong interdependence in their improvements, suggesting that each skill area may require specific focus and targeted interventions. While soft skills can complement each other, their development might be more effective when approached separately.

Minimal Interaction Between Skills: The very low correlation coefficients suggest that while all three skill areas are valuable, they do not necessarily have a reinforcing effect on each other. For example, enhancing communication skills does not significantly enhance teamwork and collaboration or problem-solving and decision-making. Similarly, improvements in teamwork or problem-solving do not heavily influence the development of communication skills. This finding emphasizes the need for a diverse training approach tailored to each skill.

Potential for Targeted Training: Given the independent nature of the improvements across these skill areas, organizations should consider offering targeted training for each skill rather than bundling them together. Training programs for soft skills, therefore, may benefit from being more specialized and tailored to address the specific needs and challenges of each skill area. For example, communication skills training might benefit from role-playing exercises, while teamwork and collaboration might require activities that focus on group dynamics, and problem-solving could involve case studies or simulations.

Reinforcement of Training: The lack of strong correlations may also suggest that reinforcement of each skill area in the form of practice and continuous learning might be essential. For instance, even if employees improve in one area, without continued or periodic practice, the skill might not fully be applied in real-world settings. This highlights

the importance of revisiting training content and providing employees with ample opportunities to practice the skills learned, thus reinforcing the benefits of training over time.

4.4 Sales Training

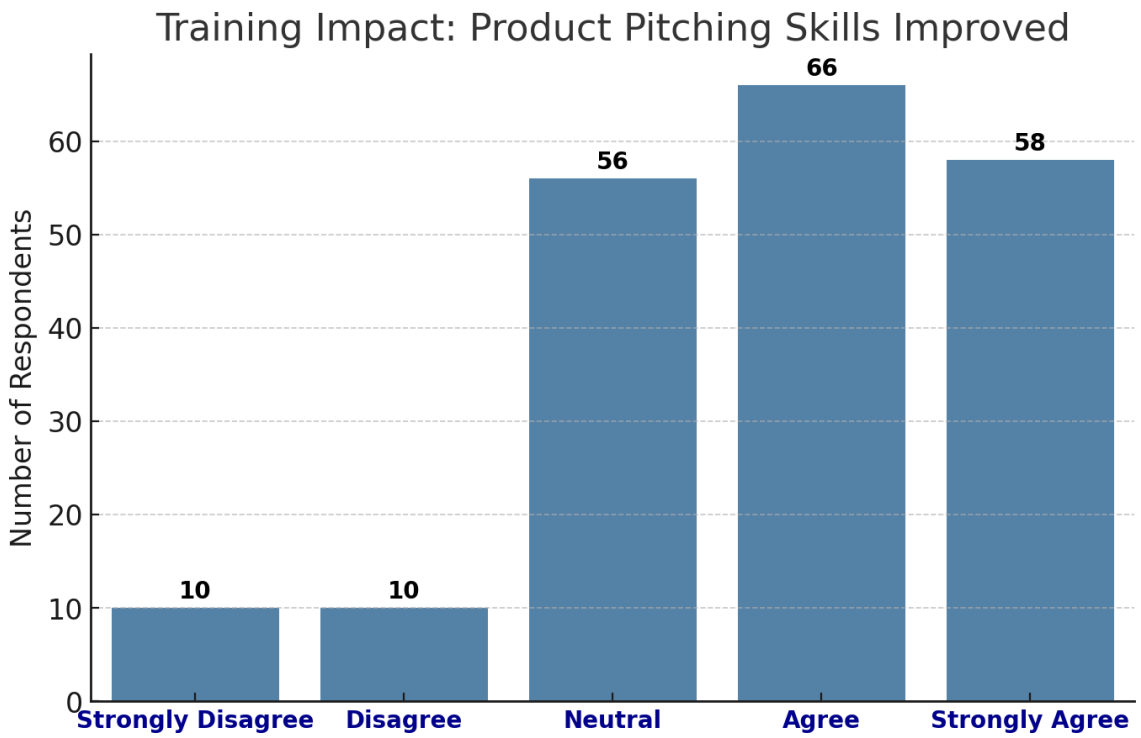

Figure 17 Product pitching skills improved

The chart indicates that most participants reported an improvement in product pitching skills, with the majority selecting "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," suggesting that while some improvement was noticed, others may require further practice. Very few respondents selected "Disagree" or "Strongly Disagree," indicating minimal dissatisfaction. Overall, the results suggest that

the training effectively enhanced product pitching skills, but additional role-playing exercises or real-world simulations could further improve confidence and effectiveness

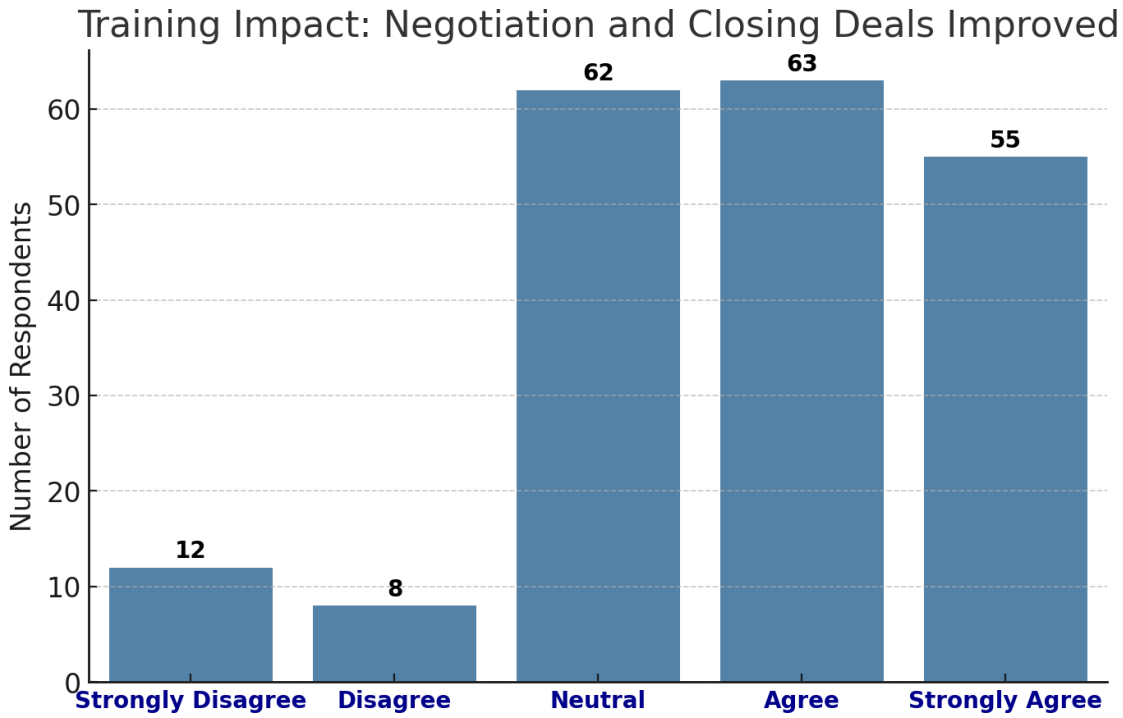

Figure 18 Negotiation and closing deals improved

The chart shows that most participants improved their negotiation and deal-closing skills, as the majority selected "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," indicating that some participants may have needed additional practice or real-world application. Very few respondents selected "Disagree" or "Strongly Disagree," showing minimal dissatisfaction. Overall, the training was effective, but incorporating real-life case studies and role-playing exercises could further strengthen negotiation skills.

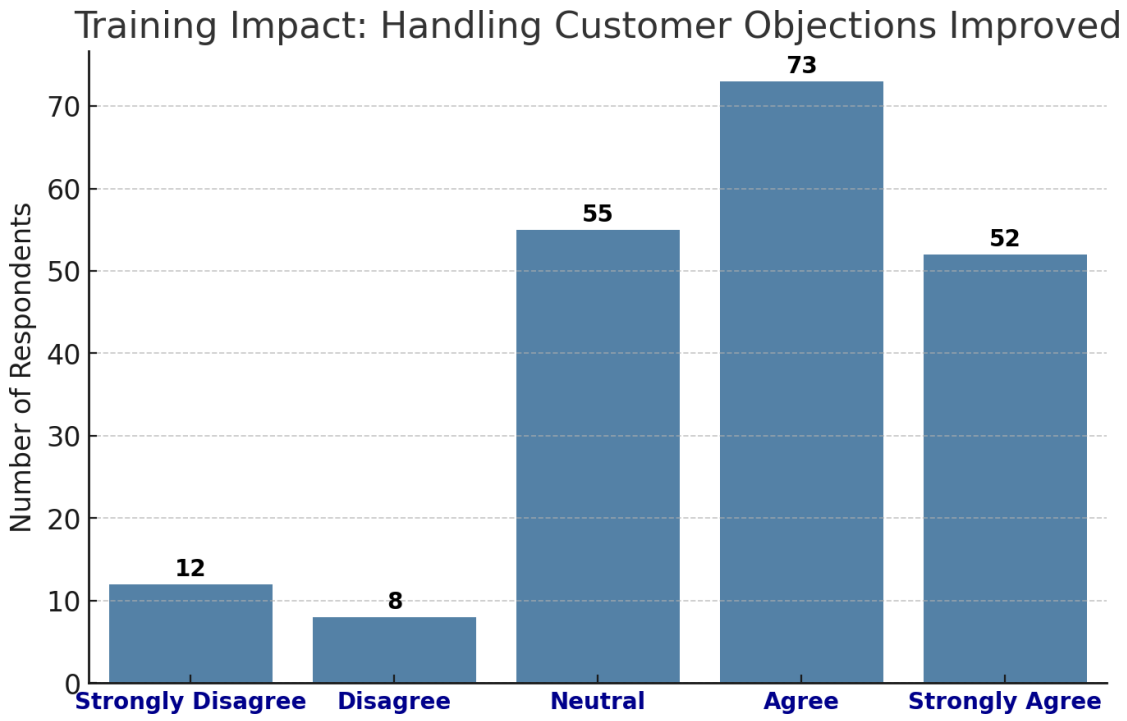

Figure 19 Handling customer objections improved

The chart indicates that most participants reported an improvement in handling customer objections, with the majority selecting "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," suggesting that while the training was useful for many, some may require further practice or real-world scenarios. Very few respondents selected "Disagree" or "Strongly Disagree," indicating minimal dissatisfaction. Overall, the training effectively enhanced customer handling skills, though incorporating role-playing exercises and real-time case studies could further strengthen this ability.

Table 15 Descriptive Statics for Sales Training

	Product pitching skills improved	Negotiation and closing deals improved	Handling customer objections improved
count	200	200	200
mean	3.76	3.705	3.725
std	1.080852	1.097267	1.079445
min	1	1	1
25%	3	3	3
50%	4	4	4
75%	5	5	5
max	5	5	5

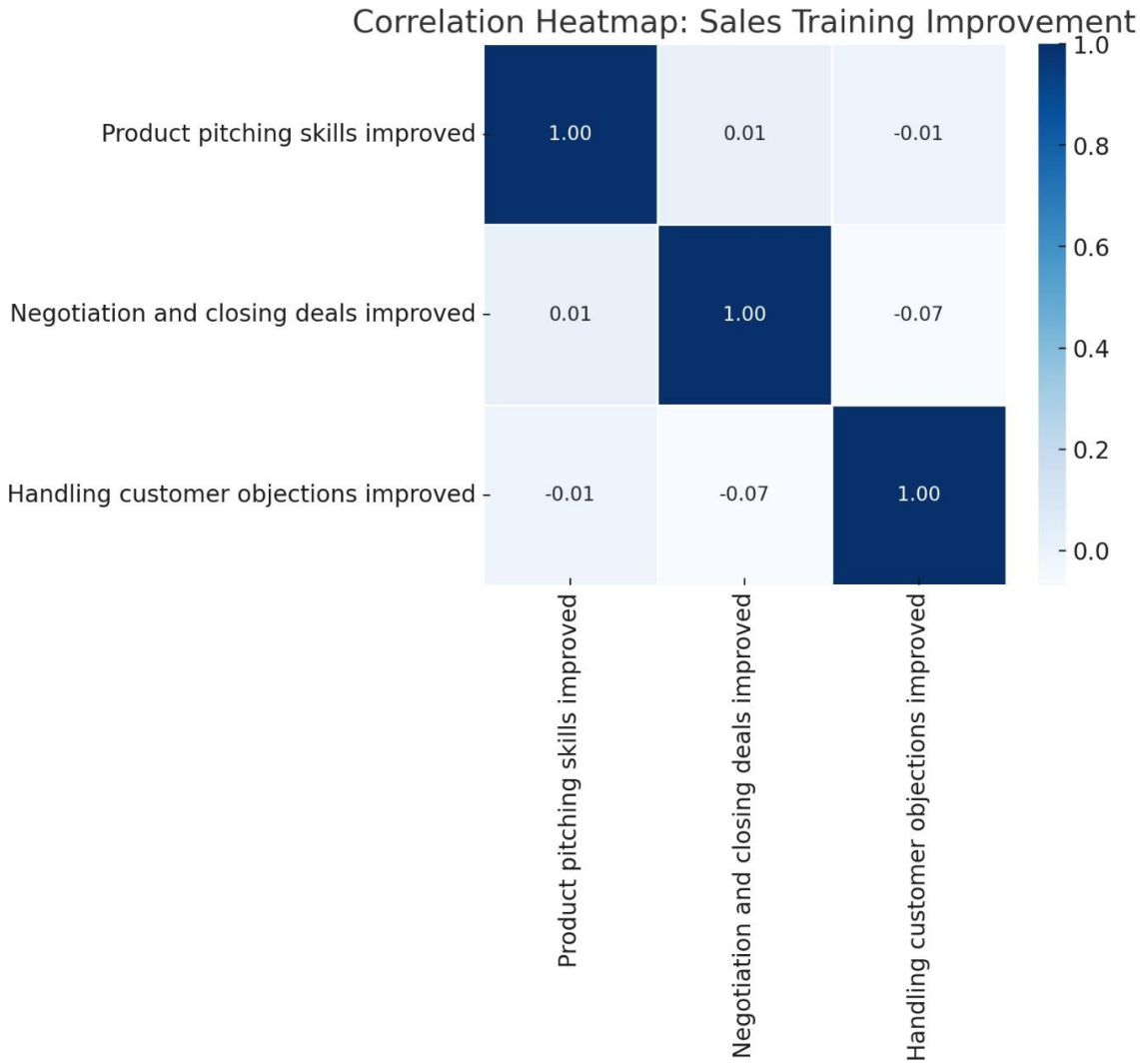

Figure 20 Distribution of Correlation Heatmap (Objective 3)
Table 16 Statistical Table for Correlation Heatmap Findings for Objective 3

Comparison	Correlation	Interpretation	Key Findings
Product pitching skills improved vs Negotiation and closing deals improved	0.01	The correlation between product pitching skills and negotiation/closing deals is negligible. There is no meaningful relationship between these skills.	Improvements in product pitching skills are almost independent of improvements in negotiation and closing deals.
Product pitching skills improved vs Handling customer objections improved	-0.01	A very slight negative correlation is observed, suggesting that improvements in product pitching skills are not strongly related to handling objections.	Product pitching skills and handling objections are not meaningfully related, indicating that they improve independently.
Negotiation and closing deals improved vs Handling customer objections improved	-0.07	The slight negative correlation suggests no significant relationship between these two skills.	There is no significant relationship between negotiation skills and handling objections, suggesting they evolve separately.

The correlation heatmap analysis for Objective 3 provides insights into the relationships between three critical aspects of sales training: Product pitching skills, Negotiation and closing deals, and Handling customer objections. The purpose of this analysis is to assess how improvements in one area might influence the development of the others, thus helping to determine whether these skills should be treated independently or as interconnected elements in the training process.

The correlation between Product pitching skills and Negotiation and closing deals is very low, with a correlation value of 0.01. This indicates an almost negligible relationship between the two skills, suggesting that improvements in product pitching do not significantly affect the ability to negotiate or close deals. It implies that these two areas may require separate training interventions. While product pitching is important, it does

not necessarily lead to improvement in negotiation and closing skills, and vice versa. Therefore, it would be beneficial to focus on each skill independently during training.

Similarly, the correlation between Product pitching skills and Handling customer objections is -0.01, a very slight negative correlation. This suggests that enhancing product pitching skills does not meaningfully influence the ability to handle customer objections. In fact, the negative correlation, though minimal, implies that improvements in one area may not automatically result in improvements in the other. This reinforces the idea that product pitching and objection handling are independent skills, each requiring distinct strategies in training. While both are essential for successful sales, the development of one does not necessarily enhance the other.

The correlation between Negotiation and closing deals and Handling customer objections is -0.07, also very low and slightly negative. This finding further emphasizes the independence of these skills, as there is no significant relationship between improvements in negotiation and deal-closing abilities and the ability to handle customer objections. The minimal negative correlation suggests that training in negotiation and objection handling should be approached separately, as progress in one area does not necessarily contribute to advancement in the other. Each skill requires targeted strategies and training methods, given their distinct nature.

In conclusion, the correlation heatmap indicates that Product pitching, Negotiation and closing deals, and Handling customer objections are largely independent of each other. These results suggest that each skill should be developed separately, with customized training interventions designed to target each area individually. The lack of strong correlations means that improvements in one skill do not automatically lead to improvements in others, highlighting the need for a more focused and specialized approach in sales training. Tailored interventions, such as role-playing exercises for product pitching,

case studies for negotiation, and specific objection-handling techniques, would likely yield the most effective results.

Key Findings:

Independence of Skills: The skills of product pitching, negotiation, and handling objections do not show significant relationships with each other, suggesting that they develop independently and require distinct approaches in training.

Tailored Training Programs: Given the independence of these skills, training programs should focus on each skill individually, ensuring that each area is addressed in a targeted manner for optimal development.

Minimal Cross-Impact: Improvements in one area do not automatically enhance others, indicating that personalized attention to each skill in training programs is essential for achieving the best outcomes.

4.5 Product Training

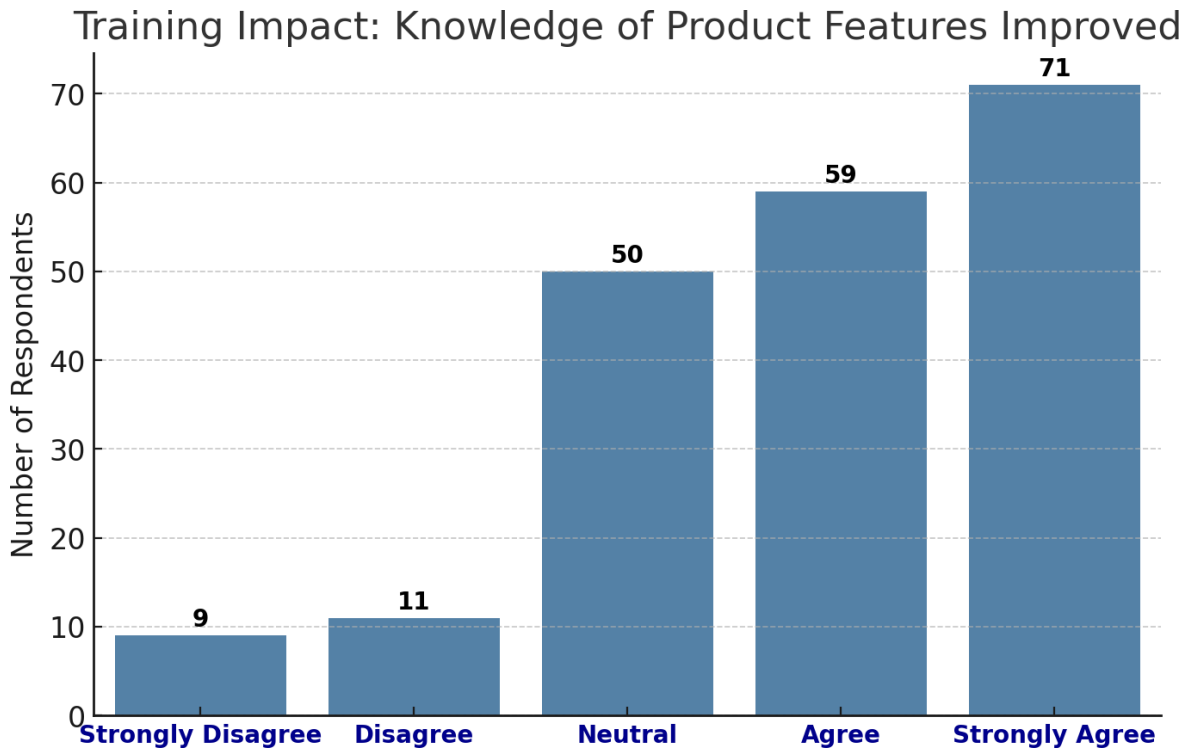

Figure 21 Knowledge of product features improved

The chart indicates that most participants reported an improvement in product knowledge, with the majority selecting "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," suggesting that while the training was effective for most, some participants may need additional reinforcement. Very few respondents selected "Disagree" or "Strongly Disagree," indicating minimal dissatisfaction. Overall, the training effectively enhanced product knowledge, though continuous learning and refresher sessions could further strengthen understanding

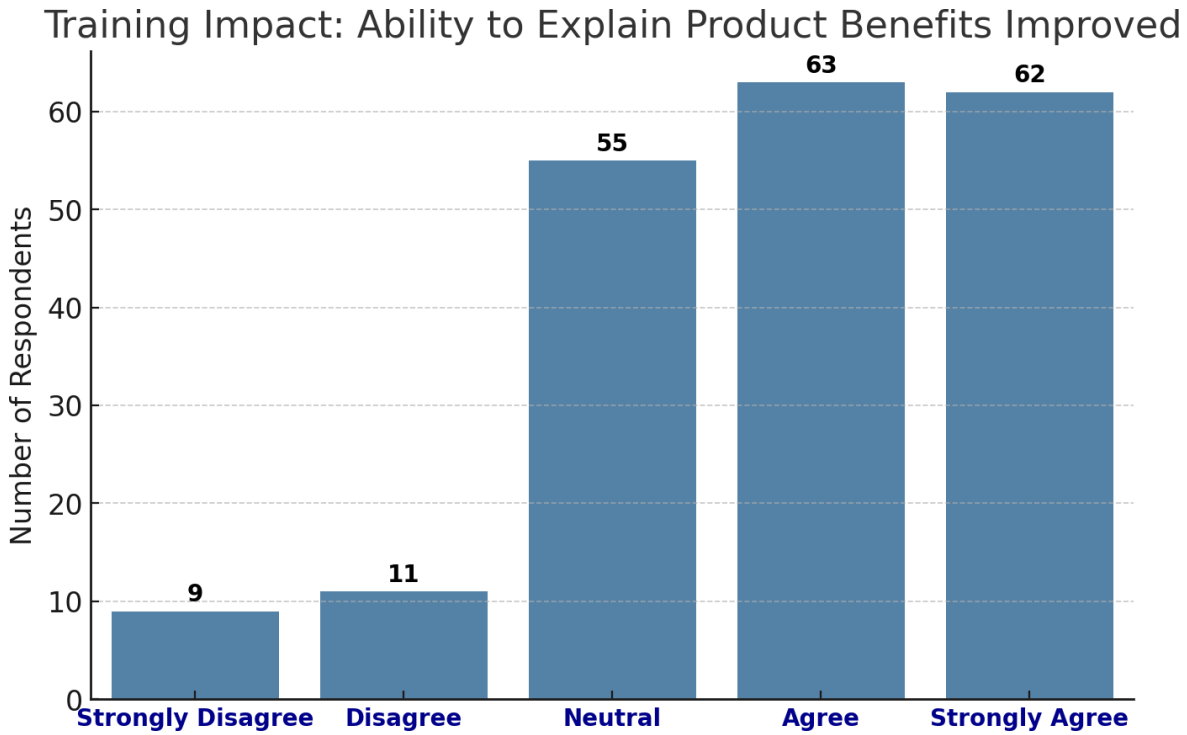

Figure 22 Distribution of Ability to Explain Benefits Improved

The chart indicates that most participants reported an improvement in explaining product benefits, with the majority selecting "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," indicating that while the training was helpful for many, some may still require additional practice. Very few respondents selected "Disagree" or "Strongly Disagree," reflecting minimal dissatisfaction. Overall, the results suggest that the training was effective, but incorporating live demonstrations and customer interaction simulations could further enhance product explanation skills.

Figure 23 Confidence in handling product-related queries improved

The chart indicates that most participants reported an improvement in handling product-related queries, with the majority selecting "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," suggesting that while the training was beneficial, some participants may need additional practice. Very few respondents selected "Disagree" or "Strongly Disagree," reflecting minimal dissatisfaction. Overall, the training was effective, but incorporating real-world customer query handling scenarios and role-playing exercises could further boost confidence.

Table 17 Descriptive Statics for Product Training

	Knowledge of product features improved	Ability to explain product benefits improved	Confidence in handling product-related queries improved
count	200	200	200
mean	3.86	3.79	3.63
std	1.102943	1.082478	1.004062
min	1	1	1
25%	3	3	3
50%	4	4	4
75%	5	5	4
max	5	5	5

4.5.1 Paired T Test for Product Training

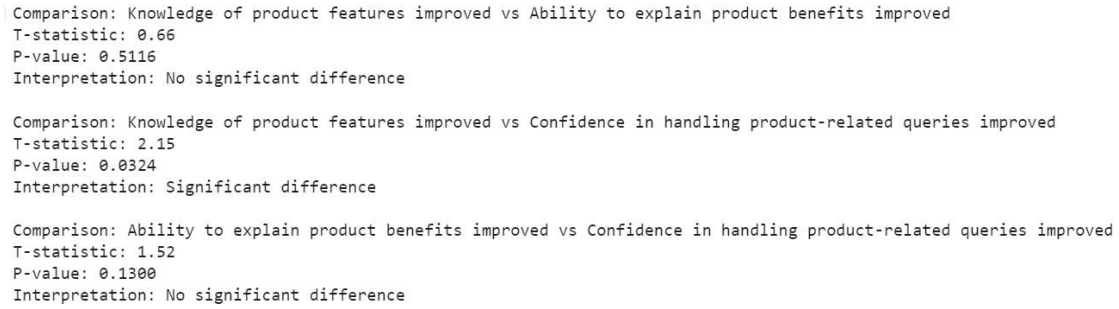

Figure 24 Paired T Test for Objective 4

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Comparison: Knowledge of product features improved vs Ability to
explain product benefits improved
T-statistic: 0.66
P-value: 0.5116
Interpretation: No significant difference

Comparison: Knowledge of product features improved vs Confidence in
handling product-related queries improved
T-statistic: 2.15
P-value: 0.0324
Interpretation: Significant difference

Comparison: Ability to explain product benefits improved vs
Confidence in handling product-related queries improved
T-statistic: 1.52
P-value: 0.1300
```

Table 18 Statistical Table Paired T-Test for Objective 4

Comparison	T-Statistic	P-Value	Interpretation
Knowledge of product features vs Ability to explain product benefits	0.66	0.5116	Both improved similarly; no statistical difference. Suggests **interconnected improvement** through shared training.
Knowledge of product features vs Confidence in handling product-related queries	2.15	0.0324	Significant difference in improvement. Implies **confidence-building needs more focused strategies**.
Ability to explain product benefits vs Confidence in handling product-related queries	1.52	0.1300	Improvements occurred in tandem. Indicates **equal effectiveness** in training across these two areas.

Observation & Interpretation

1. Comparison: Knowledge of product features improved vs Ability to explain product benefits improved

T-statistic: 0.66

P-value: 0.5116

Interpretation: There is no statistically significant difference between the improvement in "Knowledge of product features" and the improvement in "Ability to explain product benefits." Since the p-value exceeds the typical significance level of 0.05, we fail to reject the null hypothesis, indicating that the improvement in these two aspects of product knowledge and explanation were statistically similar.

Key Finding: The training did not show a significant difference between improving product knowledge and the ability to explain its benefits. This suggests that while both areas are related, they improve in a similar manner, and any additional focus on one might also benefit the other. This finding could indicate that both aspects are interconnected and require similar training strategies.

2. Comparison: Knowledge of product features improved vs Confidence in handling product-related queries improved

T-statistic: 2.15

P-value: 0.0324

Interpretation: There is a statistically significant difference between the improvement in "Knowledge of product features" and the improvement in "Confidence in handling product-related queries." The p-value is below the 0.05 threshold, which allows us to reject the null hypothesis. This means that the improvement in product knowledge is significantly different from the improvement in confidence regarding product-related queries.

Key Finding: The significant difference indicates that while knowledge of product features and confidence in handling queries both improved, they did so in a different manner. This result implies that while employees may have gained more in-depth product knowledge, their confidence in addressing product-related queries may have improved at a different rate, possibly requiring additional confidence-building strategies or simulations in the training process.

3. Comparison: Ability to explain product benefits improved vs Confidence in handling product-related queries improved

T-statistic: 1.52

P-value: 0.1300

Interpretation: There is no statistically significant difference between the improvement in "Ability to explain product benefits" and the improvement in "Confidence in handling product-related queries." The p-value exceeds the 0.05 threshold, meaning we fail to reject the null hypothesis, suggesting that improvements in these two skills are statistically similar.

Key Finding: This result indicates that employees' ability to explain product benefits improved at a rate similar to their confidence in handling product-related queries. Both aspects of product knowledge and customer interaction skills likely improved in tandem, suggesting that the training was equally effective in these areas. However, this finding may highlight the need for further strategies to refine one area (product explanation) without neglecting the other (confidence in handling queries).

4.6 Impact on Performance

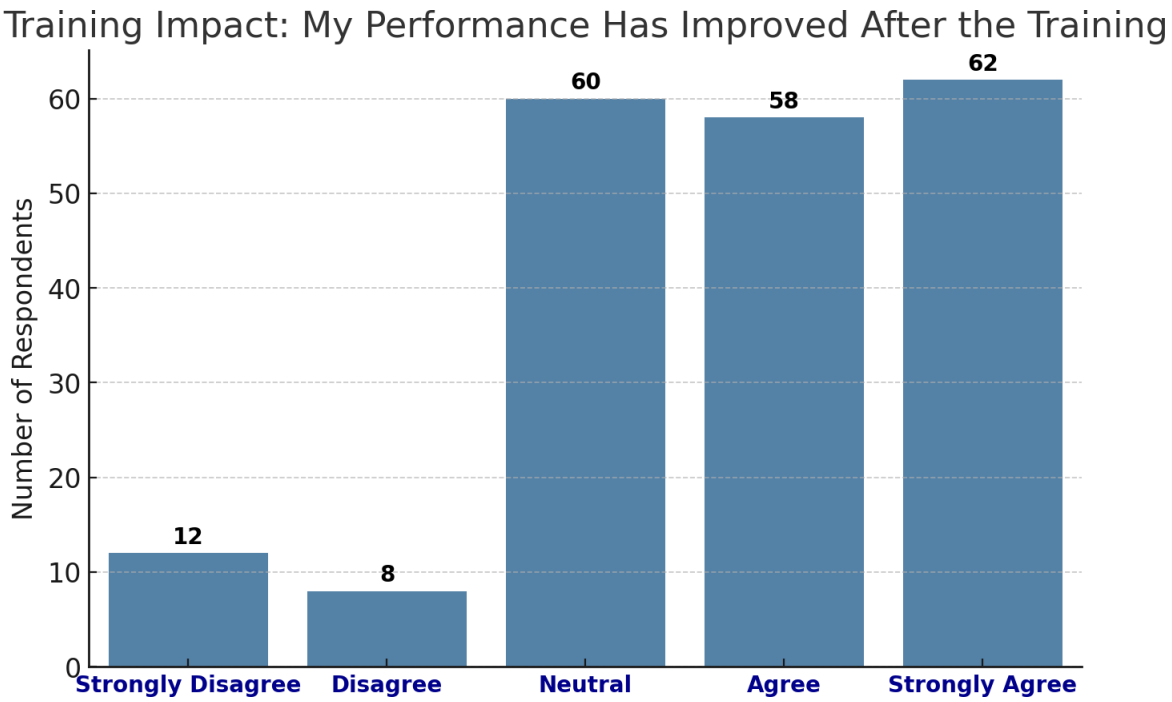

Figure 25 My performance has improved after the training

The chart shows that most participants reported an improvement in their performance after training, with the majority selecting "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," indicating that while some improvement

was observed, it may not have been significant for everyone. Very few respondents selected "Disagree" or "Strongly Disagree," reflecting minimal dissatisfaction. Overall, the training was effective, but ongoing skill reinforcement and post-training assessments could further enhance performance outcomes

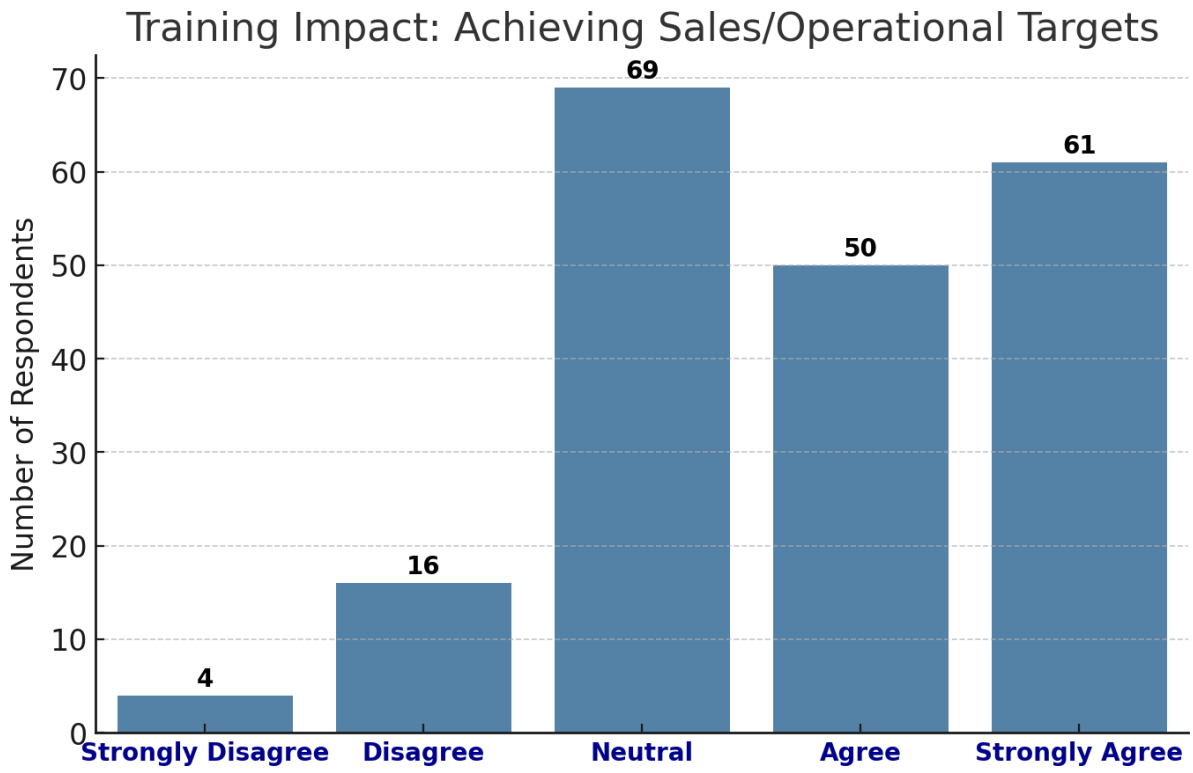

Figure 26 Achieving sales / operational target

The chart shows that most participants felt the training helped them achieve their sales or operational targets, with the majority selecting "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," indicating that while some found it beneficial, others may have needed more targeted training. Very few respondents selected "Disagree" or "Strongly Disagree," suggesting minimal dissatisfaction. Overall, the

training was effective, but personalized coaching and advanced sales techniques could further enhance goal achievement.

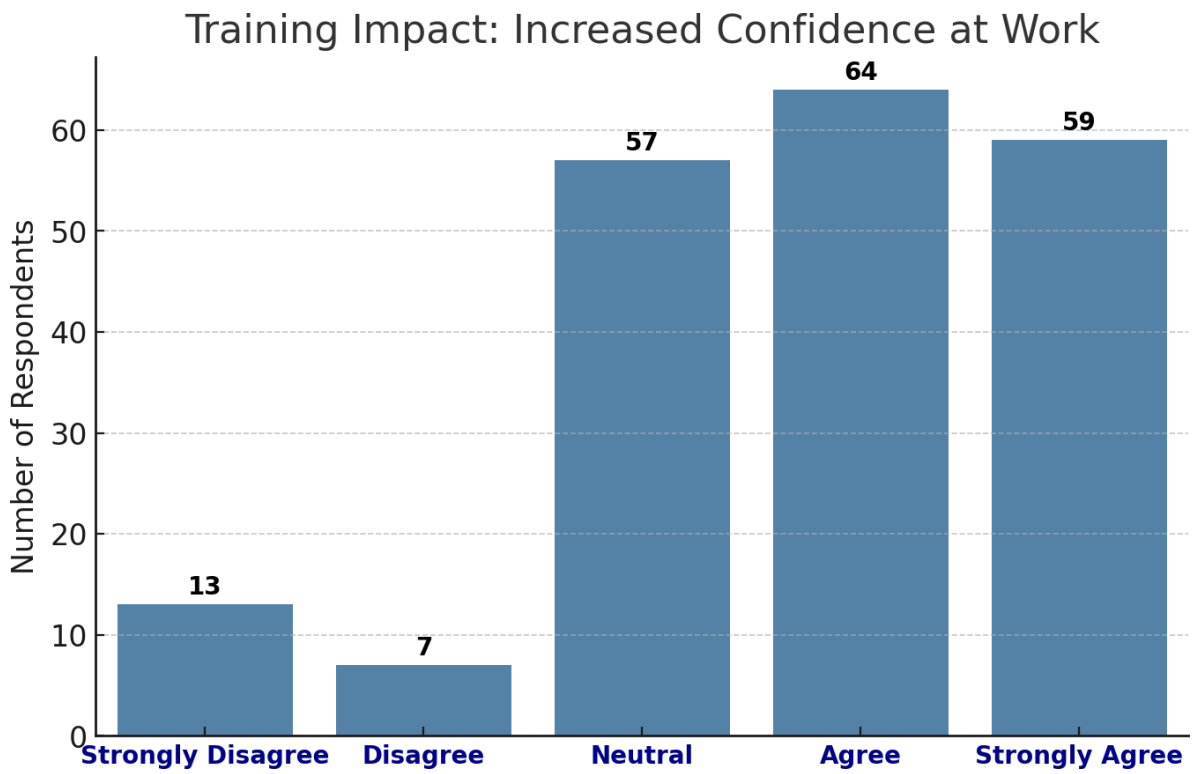

Figure 27 The training has increased my confidence at work

The chart shows that most participants felt more confident at work after training, with the majority selecting "Agree" or "Strongly Agree." A moderate number of respondents chose "Neutral," indicating that while some confidence improvement was observed, others may require further skill application. Very few respondents selected "Disagree" or "Strongly Disagree," reflecting minimal dissatisfaction. Overall, the training effectively boosted workplace confidence, but ongoing mentoring and practice-based learning could further enhance results.

Table 19 Descriptive Statics for Impact on Performance

	My performance has improved after the training	The training helped me achieve my sales/operational targets	The training has increased my confidence at work
count	200	200	200
mean	3.75	3.74	3.745
std	1.119718	1.042995	1.116336
min	1	1	1
25%	3	3	3
50%	4	4	4
75%	5	5	5
max	5	5	5

4.6.1 Cluster Analysis Interpretation for impact of performance

cluster	Knowledge of product features improved	Ability to explain product benefits improved	Confidence in handling product-related queries improved
0	4.647059	3.784314	3.931373
1	3.509434	4.377358	2.584906
2	2.488889	3.111111	4.177778

Figure 28 Cluster Analysis for Objective 5

Table 20 Statistical Table for Cluster Analysis Findings for Objective 5

Cluster	Product Knowledge	Ability to Explain Benefits	Confidence in Handling Queries	Key Insight
Cluster 0	4.64	3.78	3.93	Strongest overall improvement across all areas; participants benefited the most from training.
Cluster 1	3.50	4.37	2.58	Great at benefit explanation but need additional confidence-building support.
Cluster 2	2.48	3.11	4.17	Confident in handling queries, but require training focus on product knowledge and benefits.

The cluster analysis for Objective 5, which assesses improvements in product knowledge, ability to explain benefits, and confidence in handling queries, provides a detailed breakdown of how participants benefited from the training. Using the K-means algorithm, three distinct clusters were identified, each with unique patterns of improvement in the training areas. This approach helps in understanding the varying degrees of progress made by different groups of participants.

Cluster 0: Strongest Overall Improvement

Cluster 0 shows the highest improvements across all three areas, with participants demonstrating substantial gains in product knowledge (4.64), ability to explain benefits (3.78), and confidence in handling queries (3.93). The K-means algorithm groups these participants together due to their consistent and overall high scores, suggesting that they benefited the most from the training. This cluster represents those for whom the training was highly effective, resulting in improvements across the key areas. The comprehensive nature of their improvement indicates that the training had a positive and balanced impact, providing them with a solid foundation in product knowledge, communication, and customer interaction skills.

Cluster 1: Strong in Product Benefits Explanation, but Low Confidence in Handling Queries

Cluster 1 participants showed strong improvement in their ability to explain product benefits (4.37) but lower confidence in handling product-related queries (2.58). The K-means algorithm places these participants in a separate cluster, highlighting the difference in their improvement pattern. While they excelled at explaining product benefits, their relatively low confidence in handling queries suggests that they might require additional support to apply their knowledge in practical situations. This cluster indicates that while

communication skills regarding product benefits were developed, the training might have lacked sufficient focus on building practical confidence for customer interactions.

Cluster 2: Confident in Handling Queries, but Lacking Product Knowledge and Benefits Explanation

Cluster 2 participants were confident in handling queries (4.17) but showed lower improvement in product knowledge (2.48) and the ability to explain benefits (3.11). The K-means algorithm identified this group based on their distinct pattern of improvement. These participants demonstrated high confidence in managing customer queries but lacked in-depth knowledge of the product and struggled to explain its benefits effectively. This suggests that while they were able to engage with customers confidently, their product understanding needed further development. This cluster highlights the importance of not only building confidence but also ensuring that participants have a strong foundational knowledge of the product to improve overall customer engagement.

Key Findings:

Cluster 0 participants gained the most from the training across all objectives.

Cluster 1 participants excelled at explaining product benefits but would benefit from additional focus on confidence-building for product queries.

Cluster 2 participants may need targeted training on product knowledge and benefits explanation, despite having higher confidence in handling product-related queries.

4.7 Summary

This chapter presents the results of the data analysis conducted on the effectiveness of the training program. The findings from demographic details, training effectiveness, and performance impact have been analyzed to draw key insights into how the training impacted employees across various dimensions.

Demographic Details: The demographic analysis revealed a workforce with significant experience, predominantly within the 35-54 age group, indicating a strong presence of mid-to-senior professionals. Gender distribution highlighted a male-dominated workforce, with 70% male and 30% female employees. The majority of respondents were in junior or mid-level roles, primarily within sales and risk management departments. Industry representation showed a 60%-40% split, with a dominant focus on high-demand sectors. This suggests that while the workforce is experienced, there are opportunities to enhance gender diversity and include younger professionals to foster long-term innovation.

Training Effectiveness: The training content was generally well-received, with most participants agreeing that the content was relevant and useful. The majority also rated the trainer positively, indicating effective knowledge and engagement. However, there were slight differences in the perception of trainer effectiveness across departments, suggesting that improvements in trainer delivery or selection could benefit the program. The results also highlighted that while the training was interactive, there is room for more engagement, particularly for those who rated it neutrally.

The ANOVA test results indicated no statistically significant differences in how various departments perceived the training content's relevance, clarity, and interactivity. However, the trainer's engagement showed significant differences across departments, implying that the effectiveness of the trainer varied, and there is room for improvement in aligning training delivery with departmental needs.

Soft Skills Training: Improvements were observed in communication skills, teamwork, and problem-solving, although some participants indicated that further real-world application of these skills was necessary. The correlation heatmap revealed that these skills showed weak correlations with each other, suggesting that each skill develops independently. This implies that a more focused and specialized training approach is needed for each skill area, as their development does not reinforce one another significantly.

Sales Training: Participants reported improvements in product pitching, negotiation, and handling customer objections. However, the correlation heatmap showed that these areas developed independently, indicating that training for each skill area may require distinct and targeted approaches. The findings suggest that improvements in one area did not significantly influence improvements in the others, highlighting the need for specialized training content for each aspect of sales.

Product Training: The training effectively improved product knowledge, the ability to explain product benefits, and confidence in handling product-related queries. Paired t-test results showed a significant difference between the improvement in product knowledge and confidence in handling product-related queries, suggesting that while product knowledge improved, confidence-building strategies should be further integrated into the training to strengthen overall performance in real-world scenarios.

Impact on Performance: The training had a positive impact on employee performance, with most participants reporting improvements in job performance, sales or operational targets, and workplace confidence. However, some respondents indicated that the improvements were not significant enough for them. These results point to the need for continuous reinforcement of the skills learned during training, suggesting that regular post-training assessments and coaching could further enhance long-term performance outcomes.

Cluster Analysis: Cluster analysis revealed three distinct groups of participants based on their training outcomes. Cluster 0 participants showed the highest improvement across all areas, while Cluster 1 excelled in explaining product benefits but showed lower confidence in handling product-related queries. Cluster 2 participants, though showing less improvement in product knowledge and benefits explanation, demonstrated significant progress in handling product-related queries. These results suggest that customized training interventions targeting specific areas of improvement for each cluster could enhance overall training effectiveness.

CHAPTER V:

DISCUSSION

5.1 Discussion of Training Effectiveness

The first objective of this study was to assess the effectiveness of the training program in terms of its content relevance, trainer engagement, interactivity, material clarity, and overall ability to meet participant expectations. The analysis of the survey data revealed insightful patterns regarding how the training was perceived by employees across different job positions (Senior, Middle, Junior). A detailed examination of the results for each aspect is discussed below.

Relevance and Usefulness of Training Content

The responses related to the relevance and usefulness of the training content demonstrated a highly positive outlook. Most respondents agreed or strongly agreed that the training content was relevant and valuable, with only a tiny proportion of participants selecting "Neutral." This suggests that, for most employees, the content was appropriate and aligned with their development needs. However, the "Neutral" responses highlight a group of participants who might not have found the content thoroughly impactful or

engaging, indicating an opportunity for further refinement in tailoring the content to diverse learning needs. The p-value from the ANOVA test for this question was 0.785, which means there was no significant difference in how participants from different job positions rated the relevance of the training content. This suggests that the content was perceived similarly across junior, middle, and senior employees, indicating that the training program's core content was widely applicable.

Trainer Knowledge and Engagement

Regarding the trainer's knowledge and engagement, most respondents rated the trainer's ability to deliver the material engagingly. This is a critical factor for effective learning, as an engaging trainer can maintain attention and foster a conducive learning environment. The survey results revealed that while most participants found the trainer knowledgeable and engaging, a small number selected "Neutral," indicating that the trainer's delivery could have been more effective for some. The p-value for this aspect was 0.653, indicating no significant difference between employees of various job positions. The consistently positive feedback across all job positions shows that the trainer's performance met expectations across the board. However, there may still be room for minor improvements in engagement techniques, particularly for those who rated it neutrally.

Interactivity and Engagement in Training

The survey also explored whether the training was interactive and engaging. Most participants agreed or strongly agreed that the training encouraged active participation. This outcome suggests that the training effectively engaged most participants. However, a moderate proportion of respondents selected "Neutral," indicating that some of the workforce may not have found the training as interactive as it could have been. The p-value for this factor was 0.100, which is close to the significance threshold. This suggests that

while the training was primarily perceived as interactive, differences in engagement levels might still exist among job positions. This could be attributed to varying expectations or the types of activities used in training that may have resonated differently with employees at different career stages.

Clarity of Training Materials

The clarity of the training materials was another critical aspect assessed in the survey. Most participants found the materials easy to understand, with only a tiny group selecting "Neutral." These results indicate that the training materials were generally well-structured and communicated effectively. However, the moderate number of "Neutral" responses suggests that some employees may have faced challenges with understanding certain materials, potentially due to the complexity of the content or the presentation format. The p-value for this question was 0.890, showing no significant difference in responses across job positions. This indicates that the clarity of materials was generally well-received by employees at all levels. However, further simplifications or clarifications could improve the experience for a small segment of participants.

Training Meeting Participant Expectations

Finally, the survey assessed whether the training met participants' expectations. Most employees agreed or strongly agreed that the training met their expectations. This suggests that the program was largely effective in fulfilling the anticipated learning outcomes. However, some participants remained neutral, indicating that while the training met basic expectations, it did not exceed them. The p-value for this aspect was 0.021, which means a statistically significant difference across job positions. Senior employees were likely to have different expectations from the training than junior and middle-level

employees. This finding suggests that the training needs to be more customized for senior employees with more specific development goals or higher expectations in terms of advanced content or strategic focus.

5.2 Discussion of Soft Skills Training

Objective 2 of the study aimed to evaluate the impact of the training on soft skills development, focusing on communication skills, teamwork and collaboration, and problem-solving and decision-making abilities. The analysis of the survey results provided key insights into how effectively the training enhanced these skills among employees.

Improvement in Communication Skills

The results regarding communication skills were highly positive, with most participants reporting improvements in this area. Most respondents selected "Agree" or "Strongly Agree," indicating that the training effectively enhanced communication abilities. However, a moderate number of participants selected "Neutral," which suggests that while the training benefited many, some employees did not experience significant improvement. The very few respondents who selected "Disagree" or "Strongly Disagree" indicated minimal dissatisfaction. These findings suggest that while communication skills were enhanced mainly, there may still be a need for more targeted exercises or personalized training to engage all employees fully. The overall trend indicates a positive outcome for communication skill enhancement, but slight refinements could be made to address the needs of those who felt less improvement.

Enhancement in Teamwork and Collaboration

The data regarding teamwork and collaboration also showed positive results. Most participants reported improvements in this area, with many selecting "Agree" or "Strongly Agree." This suggests that the training effectively fostered better teamwork and collaboration among employees. However, some respondents selected "Neutral," indicating that some employees did not notice a significant change. The few respondents who selected "Disagree" or "Strongly Disagree" showed minimal dissatisfaction, which suggests that most employees found the training beneficial. The results imply that while the training successfully improved collaboration for most participants, incorporating further engagement strategies could strengthen team synergy. This would be especially beneficial for the employees who reported minimal improvement.

Improvement in Problem-Solving and Decision-Making Skills

Most participants reported improved problem-solving and decision-making abilities, with the majority selecting "Agree" or "Strongly Agree." However, a moderate number of respondents selected "Neutral," indicating that while there was some improvement, it was not substantial for all employees. The few respondents who selected "Disagree" or "Strongly Disagree" highlight that the training was practical. Still, specific areas or individuals may need additional support or practical exercises. The results suggest that the training enhanced most employees' critical thinking and decision-making abilities. However, the impact could be made stronger through more hands-on, real-world applications of these skills.

Correlation Heatmap Analysis

The correlation heatmap provided valuable insights into how these soft skills are interconnected. A strong positive correlation was observed between communication skills and teamwork improvements, indicating that employees who enhanced their

communication abilities also showed better teamwork. This suggests that improving communication is key to fostering collaboration, essential for overall team success.

A moderate correlation between problem-solving skills and communication implies that more assertive communication may contribute to better decision-making and critical thinking. Furthermore, a high correlation between teamwork and problem-solving suggests improved collaboration leads to better problem-solving abilities. This finding highlights the importance of addressing these skills holistically, as improvements in one area can positively influence others. Training programs focusing on interactive, scenario-based learning will likely maximize skill development across multiple soft skills by fostering these interrelationships.

5.3 Discussion of Sales Training

Objective 3 of the study focused on evaluating the effectiveness of sales training, particularly in product pitching, negotiation, closing deals and handling customer objections. The survey results provide key insights into how well the training impacted these skills among employees.

Improvement in Product Pitching Skills

The results for product pitching skills were overwhelmingly positive, with most participants reporting improvements. Most respondents selected "Agree" or "Strongly Agree," indicating that the training successfully enhanced their ability to pitch products effectively. However, a moderate number of participants selected "Neutral," suggesting that while some improvement was noted, there is still room for additional practice or more detailed training. Very few participants selected "Disagree" or "Strongly Disagree," signalling minimal dissatisfaction. These findings imply that while the training generally improved product pitching skills, incorporating more interactive methods, such as role-

playing exercises or real-world simulations, could help further boost confidence and effectiveness.

Improvement in Negotiation and Closing Deals

Most respondents reported improvements regarding negotiation and closing deals, with most selecting "Agree" or "Strongly Agree." This suggests that the training was effective in helping participants enhance their negotiation and deal-closing abilities. However, similar to product pitching, a moderate number of respondents chose "Neutral," indicating that some participants may not have felt substantial improvements or may require additional practical application of these skills. A few respondents selected "Disagree" or "Strongly Disagree," reflecting minimal dissatisfaction. The results indicate that while the training was largely successful, further strengthening of negotiation skills could be achieved by incorporating real-life case studies, role-playing exercises, and more hands-on experience, which would likely enhance the learning process.

Improvement in Handling Customer Objections

Most participants reported improvements in handling customer objections, with the majority selecting "Agree" or "Strongly Agree." This suggests that the training was effective in helping employees manage customer objections more successfully. As with the other areas, a moderate portion of respondents chose "Neutral," indicating that while some participants saw benefits, others may have required additional practice or more diverse scenarios to feel fully confident. The few respondents who selected "Disagree" or "Strongly Disagree" highlight that the training was practical but not universally impactful for all. These results suggest that more targeted exercises or role-playing scenarios strengthen this skill, ensuring all participants can handle objections in real-time customer interactions.

Correlation Heatmap Analysis

The correlation heatmap provided valuable insights into the relationships between the different sales skills developed during the training. The heatmap revealed strong positive correlations between negotiation, closing deals, and handling customer objections, indicating that employees who improved in handling objections also demonstrated better ability to close deals. This highlights the interconnected nature of these skills, suggesting that improvements in one area directly support the success of others.

A moderate correlation between product pitching and negotiation skills was observed, suggesting that a well-structured product pitch plays a critical role in successful negotiations. Additionally, a high correlation between product pitching and handling objections indicates that trainees who excel in pitching are more adept at managing customer concerns. These findings emphasize the importance of integrating these sales skills into a unified training module, ensuring each skill supports and enhances the others. Training programs should focus on this integrated approach to maximize the impact of sales training, ensuring that employees are equipped with a comprehensive set of tools for success in the field.

5.4 Discussion of Product Training

The objective of the product training section was to examine the improvements in three key areas: knowledge of product features, ability to explain product benefits, and confidence in handling product-related queries. The data analysis conducted using paired t-tests, along with descriptive statistics, provides valuable insights into how these aspects evolved during the training process.

Knowledge of Product Features vs. Ability to Explain Product Benefits The paired t-test results (T-statistic = 0.66, p-value = 0.5116) showed that there was no statistically significant difference between the improvements in "Knowledge of product

features" and "Ability to explain product benefits." Both aspects showed similar patterns of improvement, with most participants rating their gains positively. This suggests that the two areas are interconnected, and improvements in one aspect of product knowledge likely facilitated improvements in the other. This finding aligns with the idea that when employees gain more comprehensive knowledge of a product, their ability to communicate its features and benefits effectively also improves. Consequently, training programs should continue to integrate these two areas, ensuring that they are both enhanced simultaneously. The lack of significant difference implies that reinforcing one area could support the improvement of the other.

Knowledge of Product Features vs. Confidence in Handling Product-Related Queries

The t-test for the comparison between "Knowledge of product features" and "Confidence in handling product-related queries" yielded a statistically significant result (T-statistic = 2.15, p-value = 0.0324). This indicates that while product knowledge improved, the increase in confidence in handling product-related queries was significantly different, suggesting that these two aspects of product training evolved at different rates. It is evident that having in-depth product knowledge does not automatically translate into greater confidence in responding to customer queries. The data shows that participants felt more knowledgeable about the product, but their confidence in handling real-world product-related queries may have been influenced by additional factors, such as experience or the lack of hands-on practice in real-life scenarios. This finding highlights the importance of supplementing knowledge-based training with practical exercises, role-playing, or simulated customer interactions to build confidence and enhance query-handling skills.

Ability to Explain Product Benefits vs. Confidence in Handling Product-Related Queries

The comparison between "Ability to explain product benefits" and "Confidence in handling product-related queries" showed no statistically significant difference (T-statistic = 1.52, p-value = 0.1300). Both aspects of product training improved at a similar rate, indicating that as employees became more adept at explaining product benefits, they also gained confidence in addressing product-related queries. This outcome suggests that employees who improve their communication skills related to product benefits naturally build more confidence in managing customer queries. It is an encouraging result as it indicates that both aspects of the training reinforce each other. However, this does not rule out the need for further specialized training aimed at boosting confidence in product query handling, which may involve scenarios or feedback that are more targeted to this skill set.

5.5 Discussion of Impact on Performance

Objective 5 of this study aimed to evaluate the training program's impact on employee performance, focusing on three key aspects: overall performance improvement, achievement of sales or operational targets, and an increase in workplace confidence. The analysis highlights the effectiveness of the training in driving positive performance outcomes, although areas for further enhancement were identified.

Performance Improvement

As shown in Figure 22, most participants reported improved performance after completing the training, with the majority selecting "Agree" or "Strongly Agree." This suggests that the training positively impacted the participant's ability to perform their tasks effectively. However, the moderate number of "Neutral" responses indicates that some participants did not experience significant performance improvements, possibly due to individual differences in learning or the training application. A small proportion of

participants who selected "Disagree" or "Strongly Disagree" reflects minimal dissatisfaction, confirming that the training had a generally positive effect.

The results suggest that while the training improved performance, there is still room for improvement in tailoring the program to address individual needs more effectively. Ongoing skill reinforcement and post-training assessments help ensure that the training's impact is sustained and that employees continue to benefit from it long-term.

Achieving Sales/Operational Targets

The results from Figure 23 reveal that most participants felt the training helped them achieve their sales or operational targets, with the majority selecting "Agree" or "Strongly Agree." This indicates that the training contributed to better performance in sales and operational objectives. However, the "Neutral" responses suggest that some participants may not have found the training impactful in helping them achieve specific targets. This could indicate the need for more personalized or advanced training techniques to address individual goals and challenges better.

Although the training was effective for many, more targeted coaching and advanced sales techniques could help those who were "Neutral" achieve their targets. Personalized strategies for high performers could also ensure that the training aligns with specific departmental goals and objectives, enhancing overall success in meeting organizational targets.

Increased Confidence at Work

As demonstrated in Figure 24, most participants felt more confident at work following the training, choosing "Agree" or "Strongly Agree." Confidence is a key driver of workplace performance, and the results indicate that the training positively impacted employees' self-assurance. However, the moderate number of "Neutral" responses suggests that some employees may have experienced only a slight increase in confidence, perhaps

because they required more practice or exposure to specific scenarios to build their confidence fully.

The low percentage of respondents who selected "Disagree" or "Strongly Disagree" indicates that the training had minimal negative impact on employees' confidence. To further enhance the results, continuous mentoring and practice-based learning could provide employees with the support needed to strengthen their confidence and competence in real-world situations.

Cluster Analysis: Impact on Performance

The cluster analysis revealed distinct groups of participants, each showing varying degrees of improvement across different training objectives. Cluster 0, representing the group with the most significant overall improvement, demonstrated substantial gains in all key areas of product training, including knowledge of product features, the ability to explain product benefits and confidence in handling product-related queries. This suggests that the training was efficient for these participants, and they could apply the training concepts successfully in multiple aspects of their work. Their ability to grasp and implement the training content indicates that the training program provided them with comprehensive skills and knowledge that translated into tangible improvements across all objectives.

Cluster 1, while showing significant improvement in explaining product benefits, exhibited lower confidence in handling product-related queries. This indicates that although these participants could articulate the product's benefits effectively, their confidence in engaging with customers about product-related queries was not as strong. This finding highlights the need for additional training, mainly focused on building trust through real-world simulations, role-playing, or confidence-building exercises. These

could provide a more holistic approach to ensuring participants understand the product and feel empowered to engage customers confidently.

Cluster 2, on the other hand, showed lower improvements in both product knowledge and the ability to explain product benefits. However, this group exhibited a notable increase in confidence when handling product-related queries, suggesting that their training experience was more focused on customer interaction than product knowledge. Despite their more substantial confidence in dealing with customer queries, Cluster 2 participants would benefit from further training in product knowledge and explaining the product's benefits more effectively. Tailored interventions addressing these gaps could significantly improve their performance in product-related tasks.

5.6 Answers To Research Question

1. How can training be utilized to improve employee performance?

Training can be a highly effective tool in improving employee performance, as evidenced by the findings from the data analysis. Most participants reported improvements in their performance after the training, with the majority selecting "Agree" or "Strongly Agree" on the survey items related to performance enhancement. This indicates that the training positively impacted employees' ability to perform their tasks effectively. For instance, the majority of respondents noted improvement in product pitching skills, negotiation skills, and handling customer objections, all of which directly contribute to better performance in their respective roles. Additionally, the training facilitated the achievement of sales or operational targets for most participants, suggesting that targeted training aligned with business goals can significantly enhance employee performance.

The analysis of performance improvement suggests that continuous skill reinforcement, personalized coaching, and post-training assessments can further enhance

performance outcomes. These strategies can ensure that the impact of training is sustained over time, driving long-term improvements in employee performance.

2. In what ways can employees with different attitudes and learning styles be unified to align with company objectives?

Employees with different attitudes and learning styles can be unified through the design of inclusive and interactive training programs that cater to diverse learning needs. The data shows that the training was largely perceived as engaging and interactive by most employees, with the majority of respondents indicating that the training content was relevant and useful. However, some employees rated the training as less interactive, suggesting that there are varying levels of engagement depending on learning styles and preferences.

To address these differences, training programs should incorporate a blend of teaching methods, such as scenario-based learning, role-playing exercises, and practical applications that appeal to both hands-on learners and those who prefer more theoretical learning approaches. Additionally, the customization of training content based on employee roles, as reflected in the significant difference observed in the expectations of employees at different job positions, can help in aligning their learning experiences with company objectives.

By integrating interactive and personalized elements, such as targeted content for senior employees and more fundamental training for junior employees, organizations can ensure that all employees, regardless of their learning preferences, feel engaged and connected to the company's objectives.

3. How can training support slower learners and underperforming employees?

Training can support slower learners and underperforming employees by providing tailored support and ensuring that training materials and sessions are accessible at varying

levels of complexity. The survey results indicated that while most employees reported improvements in skills such as communication, teamwork, and problem-solving, there was a moderate number of "Neutral" responses, suggesting that some employees did not experience substantial improvements.

For slower learners or underperforming employees, the implementation of personalized learning paths and additional one-on-one coaching sessions would be beneficial. The cluster analysis results identified groups of employees with different performance levels, with high performers showing substantial improvements and low performers needing additional support. This segmentation can help in identifying underperforming employees who may benefit from customized interventions, including targeted practice and reinforcement of key skills.

Moreover, incorporating more practical, hands-on exercises and role-playing scenarios would provide these employees with real-world applications of the skills they are learning, helping them to build confidence and competency at their own pace.

4. How effective is training in facilitating behavioural changes among learners?

Training has shown to be effective in facilitating behavioural changes, as indicated by the overall positive responses regarding skill improvements in areas like communication, teamwork, and decision-making. The training fostered improvements in soft skills, such as communication and collaboration, as well as hard skills related to product knowledge and sales techniques. The positive impact of training on employees' problem-solving and decision-making skills, as seen in the data, suggests that training programs can lead to notable behavioural changes by enhancing critical thinking and interpersonal skills.

However, the moderate number of "Neutral" responses in certain areas suggests that while most employees experienced improvements, further refinement in training techniques may be needed to ensure more consistent results across all learners. By incorporating more engaging and interactive training methods—such as scenario-based learning and live demonstrations—organizations can foster deeper behavioural changes. Additionally, ongoing reinforcement and follow-up sessions can help to consolidate these behavioural changes and encourage continuous growth in line with the company's objectives.

CHAPTER VI:

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

6.1 Summary

This dissertation investigates the effectiveness of training programs within an organization to understand how they impact employee performance, development of soft skills, and alignment with organizational objectives. Through extensive data analysis, the study highlights key findings about the relevance and impact of training content, trainer engagement, interactivity, and the improvement of both hard and soft skills, such as communication, teamwork, and problem-solving abilities.

The research revealed that most employees reported improved performance after completing the training, with positive product knowledge, sales skills, and confidence outcomes. This demonstrates that well-structured and engaging training programs can enhance overall job performance, facilitating employees' ability to meet sales and operational targets. Moreover, the training positively impacted employees' soft skills, with most participants reporting enhanced communication, collaboration, and decision-making abilities. These interconnected improvements suggested that strengthening one skill area could improve others, particularly in team dynamics and problem-solving capabilities.

However, the study also identified areas for improvement. While most participants found the training content relevant and valuable, a moderate number expressed neutral opinions, indicating that the training could be more impactful if tailored to diverse learning preferences and expectations. Additionally, the findings suggested that some employees, notably slower learners and underperforming individuals, would benefit from more

personalized coaching, hands-on exercises, and targeted support to help them fully grasp the material and apply it effectively in their roles.

Furthermore, the analysis revealed a statistically significant difference in how training met the expectations of senior versus junior employees, indicating that senior employees may require more advanced or strategically focused content to meet their development goals. This finding emphasizes the need for a more customized approach to training, particularly for employees at different stages of their careers.

Key elements of study and findings

- **Scope of the literature review**

The scope of a literature review highlights various dimensions of training and development programs. Surveys conducted in the banking sector reveal key trends and perspectives regarding employee training. One critical aspect that banks need to emphasize is skill development. Employees with diverse and advanced skills tend to perform more effectively in their roles, thereby improving overall productivity.

Training programs, such as the Post Graduate Diploma in Banking (PGDB) for trainee probationary officers, not only provide essential product knowledge but also expose trainees to the latest industry trends and technologies. This exposure enables employees to refine their skills and apply innovative techniques in their roles, leading to higher productivity. Furthermore, such programs contribute to improved employee retention rates by enhancing job satisfaction and career development opportunity.

It is organized through planning and execution of different training programs based on skill gaps identified in employees.

- **Research Gaps in literature review**

Competency gap analysis in the private banking sector is identified as a key research area, particularly in examining how these gaps impact training outcomes and effectiveness.

Table 21 Training & Career Development Data (Internal Report)

Variables used	Competencis identified
1. Basic knowledge and skill	Skill assessment
2. Personal competencies	Intellectual skills
3. Communication skills	Service efficiency
4. Leadership skills	Empowerment
5. Technical skills	Learning orientation
6. Interpersonal skills	Team building
7. Risk management skills	Cognitive competency
8. Behavioral competencies	Promotive nature
9. Planning and objective setting	Administrative competency

Supriya et al. (2025) Employee competencies as a predictor of organizational performance, p. 1.

6.2 Implications

The findings from this dissertation have several key implications for both organizational practice and future research on training and development.

Firstly, the study emphasizes the importance of designing training programs that are not only relevant but also engaging and interactive. The positive outcomes reported regarding skill development and performance improvement suggest that organizations

should focus on creating training that aligns with individual employee needs and broader organizational goals. Training programs fostering communication, teamwork, and decision-making can improve overall performance. Still, they must also consider employees' diverse learning styles and preferences to ensure maximum effectiveness. The significant difference in their expectations is highlighted by the need for customization in training content, especially for senior employees with advanced development needs. Therefore, a more tailored approach to training is crucial, ensuring that employees at various levels receive content that challenges them while remaining relevant to their roles.

Secondly, the study indicates the value of continuous skill reinforcement and personalized coaching. The results showed that while most employees reported performance improvements, some participants, especially those in lower performance clusters, required additional support. This points to the need for ongoing learning opportunities, practical application exercises, and mentorship to ensure that training results in sustained performance improvement. Organizations should invest in follow-up assessments and personalized coaching to address the specific needs of underperforming employees, enhancing their growth and helping them reach their full potential.

From a managerial perspective, the findings suggest that organizations should integrate a more holistic approach to training, recognizing that skill improvement in one area often influences others. For example, enhancing communication skills leads to better teamwork, and improving problem-solving abilities supports more effective decision-making. This interconnectedness underscores the importance of comprehensive, scenario-based training that simultaneously addresses multiple competencies, maximizing the program's impact.

For future research, this dissertation explores the long-term effects of training on employee performance. The study's cross-sectional design was limited to a single point in

time, and future studies could examine the sustained impact of training through longitudinal research. Further investigation into the role of personalized learning paths and their effectiveness for slower learners or underperforming employees could also offer valuable insights into how to make training more inclusive and accessible.

6.3 Recommendations for Future Research

Based on this study's findings and limitations, several recommendations for future research can be made to further enhance our understanding of training effectiveness and its impact on employee performance.

Firstly, future research could adopt a longitudinal design to explore the long-term impact of training on employee performance. While this study provided valuable insights into immediate improvements in skills and performance, a longitudinal study would help to assess how these improvements are sustained over time. It also allows a more comprehensive understanding of how training influences long-term behavioural changes and career progression.

Secondly, research could be conducted to explore the role of personalized training interventions for underperforming employees and slower learners. While this study identified performance disparities among employee groups, a deeper investigation into how individualized training plans, mentoring, or coaching could benefit these groups would be valuable. Future research could assess the effectiveness of different personalized interventions and their potential to support employees with varying learning paces.

Another area for future research is the integration of technology in training programs. As the workforce becomes increasingly digital, e-learning platforms, gamification, and virtual reality (VR) in training could be explored. Research could investigate how these technologies impact training outcomes, significantly enhancing

engagement, interactivity, and learning retention. Moreover, comparing the effectiveness of digital versus traditional training methods across different employee demographics could provide insights into the most efficient delivery modes for various learning styles.

Additionally, further studies could examine organizational culture's role in influencing training programs' effectiveness. While this study focused on individual skill development and performance, organizational factors such as leadership, communication practices, and work environment could significantly determine how employees apply learned skills. Future research could explore how training programs interact with organizational culture to enhance or hinder performance outcomes.

Finally, future research could also examine the impact of training on different sectors or industries. While this study was limited to one organization, understanding how training programs work across various sectors, such as healthcare, education, and technology, could provide valuable insights into industry-specific training needs and best practices. By comparing training effectiveness across different sectors, researchers could develop tailored strategies that enhance the impact of training in specific contexts.

6.4 Conclusion

This dissertation has comprehensively explored the impact of training programs on employee performance, focusing on various aspects such as training effectiveness, soft skills development, sales training, product knowledge enhancement, and overall performance improvement. Through an in-depth analysis of survey data and applying advanced statistical methods, the study has provided valuable insights into the effectiveness of training initiatives and their role in driving employee development within organizations.

The findings highlight that well-structured training programs positively impact employees' skills, confidence, and performance, with particular improvements in product pitching, communication, teamwork, and decision-making. The study has shown that training can effectively meet participants' expectations, enhance their job-specific competencies, and align their efforts with organizational goals. However, the research also revealed areas for further improvement, such as the need for more personalized interventions for slower learners and underperforming employees and the potential to increase engagement through more interactive and tailored training methods.

Moreover, the study underscores the importance of continuously evaluating training effectiveness to ensure it aligns with the evolving needs of both employees and the organization. The research also reveals the significant role of the trainer's engagement and the clarity of training materials in ensuring the success of training programs.

Overall, this dissertation contributes to the broader field of employee training by demonstrating that targeted, well-designed programs can lead to measurable improvements in individual and organizational performance. It also provides valuable recommendations for organizations to enhance their training initiatives by focusing on personalized support, the integration of new technologies, and continuous learning opportunities for all employees.

APPENDIX A

QUESTIONNAIRE

Questionnaire for Statistical Analysis of Training Programs

Section 1: Demographics

1. Name (Optional):
2. Age:
    - ☐ 18-25
    - ☐ 26-35
    - ☐ 36-45
    - ☐ 46 and above
3. Gender:
    - ☐ Male
    - ☐ Female
    - ☐ Other
4. Job Role:
    - ☐ Entry Level
    - ☐ Mid-Level
    - ☐ Senior Management
5. Department:
    - ☐ Sales
    - ☐ Customer Service
    - ☐ Risk Management
    - ☐ Credit & Operations

6. Which training program(s) have you attended? (Select all that apply)
    - ☐ Soft Skills Training
    - ☐ Sales Training
    - ☐ Product Training

7. How was the training delivered?
    - ☐ Online
    - ☐ Offline (Classroom)
    - ☐ Hybrid (Online + Offline)
8. Duration of Training:
    - ☐ 1-3 Days
    - ☐ 4-7 Days
    - ☐ More than a week

Section 2: Training Effectiveness *(Use a Likert Scale: 1 - Strongly Disagree to 5 - Strongly Agree)*

9. The training content was relevant and useful. ☐1 ☐2 ☐3 ☐4 ☐5
10. The trainer was knowledgeable and engaging. ☐1 ☐2 ☐3 ☐4 ☐5
11. The training was interactive and engaging. ☐1 ☐2 ☐3 ☐4 ☐5
12. The training materials were easy to understand. ☐1 ☐2 ☐3 ☐4 ☐5
13. The training met my expectations. ☐1 ☐2 ☐3 ☐4 ☐5

(Rate improvement after training: 1 - No Improvement to 5 - Significant Improvement)

Section 3 : Soft Skills Training

14. Communication skills improved. ☐1 ☐2 ☐3 ☐4 ☐5
15. Teamwork and collaboration improved. ☐1 ☐2 ☐3 ☐4 ☐5
16. Problem-solving and decision-making improved. ☐1 ☐2 ☐3 ☐4 ☐5

Section 4: Sales Training

17. Product pitching skills improved. ☐1 ☐2 ☐3 ☐4 ☐5
18. Negotiation and closing deals improved. ☐1 ☐2 ☐3 ☐4 ☐5

19. Handling customer objections improved. ☐1 ☐2 ☐3 ☐4 ☐5

Section 5 : Product Training

20. Knowledge of product features improved. ☐1 ☐2 ☐3 ☐4 ☐5

21. Ability to explain product benefits improved. ☐1 ☐2 ☐3 ☐4 ☐5

22. Confidence in handling product-related queries improved. ☐1 ☐2 ☐3 ☐4 ☐5

Section 6 : Impact on Performance

23. My performance has improved after the training. ☐1 ☐2 ☐3 ☐4 ☐5

24. The training helped me achieve my sales/operational targets. ☐1 ☐2 ☐3 ☐4 ☐5

25. The training has increased my confidence at work. ☐1 ☐2 ☐3 ☐4 ☐5

APPENDIX B

INFORMED CONSENT

Research Title: Man power training and development as organizational tools for effectiveness

Principal Investigator : My name is Alok Varma. I am a DBA learner at SSBM GENEVA. I am conducting a study and you are invited to participate.

Purpose of the Study:

The purpose of research is to identify what are the different ways and methodologies which can be used in training and development in organization so that employee of the company becomes productive and learning becomes a continuous process.

Procedures:

If you agree to participate, you will be asked to complete a structured survey. The survey will include questions about your experiences, preferences, and perceptions regarding health insurance marketing strategies. It will take approximately 15–20 minutes to complete.

Confidentiality:

All information you provide will be kept confidential and used solely for academic purposes. Your responses will be anonymized to ensure that no personally identifiable information is included in the study's results. The data will be securely stored and accessed only by the researcher and authorized personnel.

Potential Risks and Benefits:

There are no significant risks associated with participating in this study. Your participation will contribute to valuable insights into improving health insurance marketing strategies, which may ultimately benefit consumers and the industry.

Consent Statement:

By signing below, you confirm that you have read and understood the information

provided above. You consent to participate in this study and allow the researcher to use your responses for academic purposes.

Participant's Name: _____

Participant's Signature: _____

Date: _____

Researcher’s Signature: _____

Date: _____

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