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[Field Research]

## The Effectiveness of the Training Program at HCL

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### Abstract

**Purpose** – The aim of this study is to evaluate the effectiveness of a corporate training program. The case study of HCL Technologies was used to investigate how training programs improve the performance of employees on the job, as well as to identify unnecessary aspects of the training for the purpose of eliminating these from future training programs.

**Research design, data, and methodology** – An exploratory research design was used to conduct the study. The research sample size included 50 HCL employees. The sampling technique for the data collection was convenience sampling.

**Results** – Training is a crucial process in an organization and thus needs to be well designed. Specifically, the training programs should provide adequate knowledge to all employees, ensure correct methods are used for the selection of trainees, and avoid any perception of biasness.

**Conclusions** – Employees were not fully satisfied by the separation of the training program into two parts, on the job and off the job training, but if sufficient data is provided to employees in advance, this could help them during the training process.

**Keywords:** Career Progression, Development, Efficiency, Knowledge, Presentation Skills

**JEL Classifications:** M00, M00, M1, M1, M3, M00.

### 1. Introduction

Corporate success depends upon having and retaining talented people. This is true today as it has always been. The shortage of such people is widely accepted and training, at long last, is beginning to be recognized as part of the solution and hence the total investment in training is on the rise. This is true

for all organizations. There really is no alternative than to make sure that human skill so vital to the corporate success are recognized, harnessed, developed and suitably maintained. Training is not however, one 'one-off' investment. It is a continuing investment. Not only is it needed to create the skilled workforce, but also maintain the high levels of skills demanded by the ever changing, highly dynamic work place.

The return on investment on HRD is still controversial in view of the time variable in achieving the desired change and effectiveness in the employees. The top management looks at the loss and profit equation for any activity. It is interested in the benefits to the organization in the terms of increased productivity, increased profitability, reduction in wastage etc in return for investment in training. Hence, evaluation of training programmes and introduction of the necessary corrective measures also assumes considerable significance. Training is the most important function that contributes directly to the development of human resources. If human resources have to be developed, the organization should create conditions in which people acquire new knowledge and skills and develop healthy patterns of behavior and styles. One of the main mechanisms of achieving this environment is training.

Training is essential because technology is developing continuously and at a fast rate. Systems and practices get outdated soon due to new discoveries in technology, including technical, managerial and behavioral aspects. Organizations, which do not develop mechanisms to catch up with and use the growing technology, soon become outdated. However, developing individuals in the organization can contribute to the effectiveness of the organization. Training and development are important activities in all organizations, large and small. Every organization, regardless of size, needs to have well-trained employees in its workforce who are prepared to perform their jobs. The term 'training' refers to the acquisition of specific skills or knowledge. Training programs attempt to teach trainees to perform a specific job and a particular activity. The term 'development' usually refers to improving the intellectual or emotional abilities needed to do a better job.

Training programs are costly and time consuming so they need to be framed with caution & care.

It is from needs assessment that entire training program flow

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otherwise training program will be misdirected.

Three step approaches to determine training needs is:

Organizational analysis: It basically determines where training emphasis should be place in the organization. Operational analysis: It helps to decide what the training should consist of to perform the job effectively. Man Analysis: It is used to determine who needs to be trained & what should be taught.

Trainees should be selected with care ensuring that benefits from it accrue to trainees as well as the organization. It is expected that as training goals are accomplished the organizational objectives are also served so its goals should be fully integrated with organization needs. It is necessary to determine how training will be conducted. Some of training is role playing, case studies, simulation, on-the-job training, off-the-job training etc. various factors like cost, time etc. has to be kept in mind while selecting these techniques. To conduct training is important aspect of training program. Location of training & problems of training & other operations must be considered in advance for the success of program. As training continuous, progress of trainees should be monitored by various techniques like by periodic skill or knowledge test, by observation, direct interacting with the trainees etc. It must be directly related to the original program goals. Evaluation is made on the basis of some predetermined measures of skill, knowledge or attitudes of the trainees.

## 2. Literature Review

The study shows not so good state of research, teaching, training and consultancy on one hand and below average performance in practice of green management within business schools in India. The findings are not encouraging and Indian business schools need to give more attention to the subject of green management both in theory and practice (Pillania, 2014).

Training curricula designed to enhance the communication skills of call center agents are vehicles through which workers learn to make sense of their place in social, economic and cross-national hierarchies (Mirchandani, 2012).

Results show that owner/managers of small family businesses have low levels of EET and hence higher needs. Lack of sufficient funds and low awareness about the availability of training are the most significant challenges for these family firms in accessing financial education and training. Factors such as level of education and training of the owner/manager were found to be major determinants of family firms' take up of EET (Sandhu et al., 2012).

It is observed that the respondent's perceived ability to use the computer is quite high and that there is significant use of EIS mainly for research purposes. Though the majority felt that their level of computer literacy was average or above average, they expressed a need for training in the use of the EIS. The respondents preferred workshops, hands-on training, on-screen presentations and the need-based support to self-help guides/hand-outs and training by central/state government (Sujatha & Murthy,

2010).

There was an increase in the overall productivity of 63 percent after implementation of the strategic training management tool (Meshram & Palo, 2009).

With more than 2,300 educational centers providing a comprehensive range of IT education in 30 countries world-wide – and adding more centers at a rate of about 20 per month – New Delhi, India-based NIIT is a company that's obviously worth noting in the world of transnational education (Lorenzo, 2001).

Suggest ways to improve the quality of cross-cultural training by the analysis of needs within expatriates. Identifies the countries for this training and matches the indicated needs with global business growth patterns. Reports on an internet survey of trainers and a review of global commerce which reveals a high mismatch between countries identified and emerging global markets (Grahm & Swenson, 2000).

## 3. Research Methodology

Exploratory research design has been followed in the study. Primary data has been collected through questionnaires while the secondary data has been collected through research papers, business magazines, websites, newspapers, HR manuals etc., to evaluate the effectiveness of training programs so as to improve the performance of the employees on the jobs and identify the unnecessary aspects in the training for the purpose of deleting such aspects from the training program.

The population of the HCL, Info system (Infinet Division) consists of regular and casual workers, so the sample unit of regular workers was selected. The sample size was taken as 50 respondents. The sampling technique used for the collection of data is convenience sampling.

## 4. Data Analysis

Q1. The training program is made clear in the beginning of the program.

<Table 1> Showing responses for Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.0	4.0	4.0
	disagree	6	12.0	12.0	16.0
	neutral	11	22.0	22.0	38.0
	agree	19	38.0	38.0	76.0
	strongly agree	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

Interpretations: According to maximum number of employees

the training programs are made clear to the trainees in the beginning (38%). Bird's eye view of the program is given so that objectives are well understood by the employees. It is only 4% of respondents who completely disagree to the statement and 22% respondents are neither completely favoring the statement nor completely disagreeing to the same.

Q2. The training imparted is actually relevant for the job requirement.

<Table 2> Showing responses for Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.0	4.0	4.0
	disagree	11	22.0	22.0	26.0
	neutral	11	22.0	22.0	48.0
	agree	14	28.0	28.0	76.0
	strongly agree	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

Interpretations: About the relevance of training we interpret that highest % of employee i.e 28% believes that training imparted is highly essential for job requirement and for better attainment of goals. 24% respondents strongly agree to the statement which is less than the respondents who agreed to the same.

Q3. The training program is properly designed and scheduled.

<Table 3> Showing responses for Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	8.0	8.0	8.0
	disagree	3	6.0	6.0	14.0
	neutral	17	34.0	34.0	48.0
	agree	16	32.0	32.0	80.0
	strongly agree	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

Interpretations: Respondents are satisfied by the training program being designed and scheduled(32%) but at the same time highest % of respondents neither strongly agree nor strongly disagree to the statement that training program are properly designed (34%).The 8% of respondents does not consider the design of training to be appropriate, thus they strongly disagree to the statement.

Q4. The recruiter uses the correct method of selecting the employees for training.

<Table 4> Showing responses for Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	6.0	6.1	6.1
	disagree	7	14.0	14.3	20.4
	neutral	7	14.0	14.3	34.7
	agree	17	34.0	34.7	69.4
	strongly agree	15	30.0	30.6	100.0
	Total	49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		

Interpretations: 34.7% of respondents believes that recruiters uses the correct method of selecting employees for training and 30.6% of respondents strongly agree in the statement above. It is only very significant % of respondents who disagree to the selection of trainees in an appropriate method (6%).

Q5. The training program gives adequate knowledge about job requirement and job responsibility.

<Table 5> Showing responses for Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	6.0	6.1	6.1
	disagree	10	20.0	20.4	26.5
	neutral	10	20.0	20.4	46.9
	agree	13	26.0	26.5	73.5
	strongly agree	13	26.0	26.5	100.0
Total		49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		

Interpretations: About the training program gives adequate knowledge about job requirement and job responsibility, it is believed that it is an essential element for each employee in order to excel him/her in their respective field. Same % of respondents strongly and partly agree to the statement (26.5%). Only 6% of respondents disagree to the same.

Q6. The session timing and venue of the training is convenient.

<Table 6> Showing responses for Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	10.0	10.4	10.4
	disagree	5	10.0	10.4	20.8
	neutral	13	26.0	27.1	47.9
	agree	15	30.0	31.2	79.2
	strongly agree	10	20.0	20.8	100.0
	Total	48	96.0	100.0	
Missing	System	2	4.0		
Total		50	100.0		

Interpretations: About the session timing and venue of the training is convenient it is interpreted from the above graph that maximum % believes that the timing and venue of training is well planned (31.4%). 20.8% of respondents strongly agree to the same, which shows that employees are satisfied by the time allotment and the venue decision. At the same time 10.4% of respondents are not convinced with the same and 27.1% respondents having neutral approach.

Q7. The training program is well organized and enhances the learning process.

<Table 7> Showing responses for Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	14.0	14.6	14.6
	disagree	4	8.0	8.3	22.9
	neutral	4	8.0	8.3	31.2
	agree	18	36.0	37.5	68.8
	strongly agree	15	30.0	31.2	100.0
		Total	48	96.0	100.0
Missing	System	2	4.0		
Total		50	100.0		

Interpretations: The training program is well organized and enhance the learning process, it is interpreted from the above graph that 37.5% respondents considers training to be a learning program while 31.2% strongly satisfied by the same. 14.6% of respondents do not believe that training is planned and is a learning process.

Q8. Different method of learning is segregated well into on the job training and off the job training.

<Table 8> Showing responses for Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	14.0	14.9	14.9
	disagree	7	14.0	14.9	29.8
	neutral	12	24.0	25.5	55.3
	agree	11	22.0	23.4	78.7
	strongly agree	10	20.0	21.3	100.0
		Total	47	94.0	100.0
Missing	System	3	6.0		
Total		50	100.0		

Interpretations: About the different method of learning is well segregated into on the job and off the job training we interpret that maximum % of respondents do not hold a strong viewpoint about the statement (25.5%). 21.3% respondents strongly agree to the fact that training is well distinguished and same % of respondents completely and partially disagree to the statement (14.6%)

Q9. The trainer provides enough data to employees in advance.

<Table 9> Showing responses for Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	8.0	8.0	8.0
	disagree	4	8.0	8.0	16.0
	neutral	14	28.0	28.0	44.0
	agree	15	30.0	30.0	74.0
	strongly agree	13	26.0	26.0	100.0
		Total	50	100.0	100.0

Interpretations: About the knowledge of providing enough data to employees in advance we interpret that respondents are satisfied by the data being provided to them well in advance (30%). % of respondents who strongly agree to the same is 26% while the % of respondents who completely disagree to the statement is 8%.

Q10. The training enhances skills and increases knowledge.

<Table 10> Showing responses for Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	10.0	10.0	10.0
	disagree	5	10.0	10.0	20.0
	neutral	11	22.0	22.0	42.0
	agree	21	42.0	42.0	84.0
	strongly agree	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Interpretations: About the training enhances skills and increases knowledge we can interpret Maximum% of respondents believes that training enhances skills and increases knowledge (42%). 22% of respondents does not hold a strong viewpoint and 10% strongly disagrees to the same.

Q11. The training fosters teamwork among the participants.

<Table 11> Showing responses for Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	6.0	6.0	6.0
	disagree	4	8.0	8.0	14.0
	neutral	18	36.0	36.0	50.0
	agree	17	34.0	34.0	84.0
	strongly agree	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Interpretations: About the training fosters teamwork among participants we can interpret that maximum % of respondents do not hold a firm view regarding the teamwork being fostered while 34% agrees that teamwork is important and is given adequate importance while training. Only 6% completely disagrees to the same.

Q12. Were you able to achieve the objective of the training?

<Table 12> Showing responses for Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	6.0	6.1	6.1
	disagree	7	14.0	14.3	20.4
	neutral	6	12.0	12.2	32.7
	agree	21	42.0	42.9	75.5
	strongly agree	12	24.0	24.5	100.0
	Total	49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		

Interpretations: About the achievement of objectives of training we interpreted that maximum respondents are able to achieve the objectives of training and are satisfied by the process (42%). Only 6% disagree to the statement and believes that it does not help them to attain the objective.

Q13. The overall duration of the training is sufficient.

<Table 13> Showing responses for Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	14.0	14.0	14.0
	disagree	4	8.0	8.0	22.0
	neutral	18	36.0	36.0	58.0
	agree	10	20.0	20.0	78.0
	strongly agree	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

Interpretations: About the duration of the training is sufficient we can interpret that maximum respondents hold a neutral viewpoint i.e they neither completely agree nor completely disagree to the statement. 22% respondents hold a firm view about the same and 14% disagrees.

ANALYSIS OF DIFFERENT PARAMETERS OF TRAINING AT HCL

<Table 14> Showing Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
training methods	47	.00	4.00	2.2128	1.35030
benefit of training	50	.00	4.00	2.2800	1.29426
training climate	48	.00	4.00	2.4167	1.23484
benefit of training	50	.00	4.00	2.4400	1.18080
objectives of training	50	.00	4.00	2.4600	1.19881
benefit of training	50	.00	4.00	2.4600	1.05386
planning of the training	49	.00	4.00	2.4694	1.25999
planning of the training	50	.00	4.00	2.5000	1.12938
training methods	50	.00	4.00	2.5800	1.19676
training climate	48	.00	4.00	2.6250	1.39337
benefit of training	49	.000	4.000	2.65306	1.182353
objectives of training	50	.00	4.00	2.6600	1.09935
planning of the training	49	.00	4.00	2.6939	1.22821
Valid N (list wise)	46				

## 5. Findings

Interpretations: At HCL planning of training is done in a more effective manner than any other parameter. More emphasis is on using of correct method for selecting employees for training and the next very importance is on making objectives of the training program clear to the trainees initially. As the graph shows it can be seen that employees are satisfied by the training being imparted to them as it is observed that they are able to achieve the objective of the program. The training climate at HCL is well organized and enhances individuals learning process. The least importance is being given to training methods that is the training is not well segregated into on the job and off the job training as well as overall duration of the training. Thus we can conclude that more efforts can be put in, to make employees understand the segregation between on the job and off the job training well and also sufficient duration must be given to training so that the process can become more effective.

After the analysis the recommendation would be that training should be organized and provided to the workers who have not taken it. Also frequent training programs for the improvement and better conduction of work should be provided to the employees. Welfare activities should be planned so that each worker would get a fair chance to participate in it, this will rejuvenate their energy.

Some of the workers who are not well aware of the quality standards should be given appropriate training and the workers should be aware of the quality work they are doing which will motivate them and will further reduce the rejection rate.

Workers should be given regular workshops on Customer Satisfaction so that workers can work on the product thinking themselves as the end customer and thus will not leave any space for fault due to which valuable customer has to pay the price.

Workers should be given complete knowledge about the each and every cost of the product on which they are working and each worker should be aware of the cost related to their work and cost related to rejection of the products .

Workers should be given sufficient time in order to implement the skills that they have learned during the training process and transparency in the process must be their.

## 6. Conclusions

The majority of the employees at HCL are aware of the ob-

jectives of the training and the importance of the same. The training obviously initiates a sense of learning. As per respondents due to such programs they become well versed with the job profile and are able to understand their priorities towards work. Training is a crucial process in an organization thus it needs to be well designed so that it provides adequate knowledge to all employees, correct methods should be used for selection of trainees, and biasness should be eliminated. Employees are not fully satisfied by the segregation of training program into on the job and off the job training but sufficient data to employees is provided in advance which could help them during the training process. Trainer's guidance and support helps the employees to mingle well with the process. Training is beneficial to the employees, it enhances their skills and knowledge at the same time it also helps employees to work in a team. HCL is concerned about the learning process of their employees and thus they always keep certain factors in mind like time, venue and training program being well organizes.

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