

A STUDY ON “TRAINING NEEDS OF EMPLOYEES IN ORGANIZATION-HCL HYDERABAD

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To Cite this Article

J Nikhil, Dr. M. Naga Bhaskar, “A Study on “Training Needs Of Employees In Organization-Hcl Hyderabad”, Journal of Science Engineering Technology and Management Science, Vol. 02, Issue 07, July 2025, pp:61-68, DOI: <http://doi.org/10.63590/jsetms.2025.v02.i07.pp61-68>

Submitted: 04-05-2025

Accepted: 11-06-2025

Published: 20-06-2025

ABSTRACT

In every department of HRM, the pillar hrd is determining the training requirements of the workforce and meeting those need the term training and development needs refers to the gap that exists between the capabilities of the current-workforce and the upgrading the skills of that are necessary for them to properly carry out their responsibilities when these needs are acknowledged it guarantees that the on job/ off job efforts will be targeted relevant and in line with the objectives of both the person and the organisation organisations function, in contexts that are always changing characterised by the introduction of new technologies the evolution of work roles and the intensification of competition-employees are required to continually improve their abilities in order to maintain their level of competence among the most common training.

The requirements are the strengthening of technical abilities the org-development of soft skills such as communication leadership and collaboration compliance with industry standards and the adaptation to new technologies or procedures.

KEYWORDS: Recruiting & selection Human resource management (HRM), Employee relations, Training And Development, Performance Management

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I. INTRODUCTION

Organisations must constantly adjust to the ever-evolving technology, market demands, and employee expectations due to the dynamic and competitive character of the contemporary business environment. The ability and competence of the staff is one of the most crucial components of this flexibility, since it directly affects their output, the calibre of their services, and the organization's overall performance. Thus, putting training and development plans into action has become a crucial part of strategic human resource management. Nevertheless, in order to guarantee that training is effective and aligned with the organization's goals, it is crucial to first ascertain the specific training needs of employees.

The phrase "training needs" refers to the discrepancy between an individual's current performance and the degree of competence required to carry out their work duties efficiently. These needs may arise as a result of technological advancements, reorganisations of work duties, the introduction of new protocols,

performance areas that demand improvement, or employee aspirations for career progression. By doing a training needs assessment, businesses may ascertain the kind and location of training that is necessary. This makes it easier to guarantee that resources are used to their maximum capacity and that the learning objectives are successful and relevant.

OBJECTIVES:

- To enhance employee performance by identifying skill gaps and aligning training programs accordingly
- To support career development and succession planning through targeted learning opportunities
- To improve organizational productivity by equipping staff with updated knowledge and tools
- To foster employee engagement and retention through continuous professional development
- To ensure compliance with industry regulations and standards via mandatory training programs

SCOPE OF THE STUDY

The scope of this study on the training needs of employees in an organization encompasses the identification, assessment, and analysis of skill gaps across various job roles and departments. It aims to explore the current competencies of employees, compare them with the required performance standards, and determine areas where targeted training interventions are necessary.

II. REVIEW OF LITERATURE

Ajali Raj, the year 2024 When it comes to assessing training needs and finding performance gaps, the Training Needs Analysis (TNA) is an essential step you must take. The purpose of this research is to evaluate the influence that TNA has on employee performance, as well as to examine the affect that it has on employee engagement, motivation, and overall work satisfaction. Through a combination of questionnaires and interviews with trainees from the training institution, a mixed-method approach that incorporates both qualitative and quantitative approaches has been used.

Robert Neema, 2024 When it comes to improving workers' abilities and making a contribution to the success of the company, work-based learning is very necessary. The purpose of this study is to determine the impact that needs assessment has on the connection between the level of training intensity that is a component of learning and the manner in which the skills of workers are reflected in the performance of the company. According to the findings, the degree of technical skills was the only one of the three skills—namely, technical, interpersonal/communication, and work ethic skills—that mediated the connection between training and the performance of the company.

The year 2024's Dr. P. Praba Devi When it comes to the expansion and continued existence of an organisation, the training of its staff is absolutely necessary. Increased performance may be achieved by ensuring that personnel are continually kept up to date. Several studies have been conducted to investigate the relationship between employee performance and training. The purpose of this research is to investigate the many ways in which people perceive training, employee performance, demographic characteristics, and the influence of training on employee performance.

III. RESEARCH METHODOLOGY

Research on training needs of employees in organizations identifies gaps in skills and knowledge that hinder performance. It aims to enhance productivity, job satisfaction, and organizational growth. Systematic analysis helps align training programs with both individual and company goals, ensuring effective workforce development and long-term competitiveness.

Primary Data

Primary data will be collected directly from employees through structured questionnaires and interviews. This first-hand information helps identify specific skill gaps, training preferences, and areas of

improvement. It ensures accurate insights into employees’ current capabilities and perceived training needs within the organization.

Secondary Data

Secondary data will be gathered from organizational records, industry reports, training manuals, and previous research studies. This supports the understanding of standard practices, benchmarks, and historical performance data, which complement the primary findings and provide context to employees’ training requirements.

Sampling Method:

Stratified random sampling will be used to ensure that employees from different departments and job roles are proportionately represented in the study.

Sample Size:

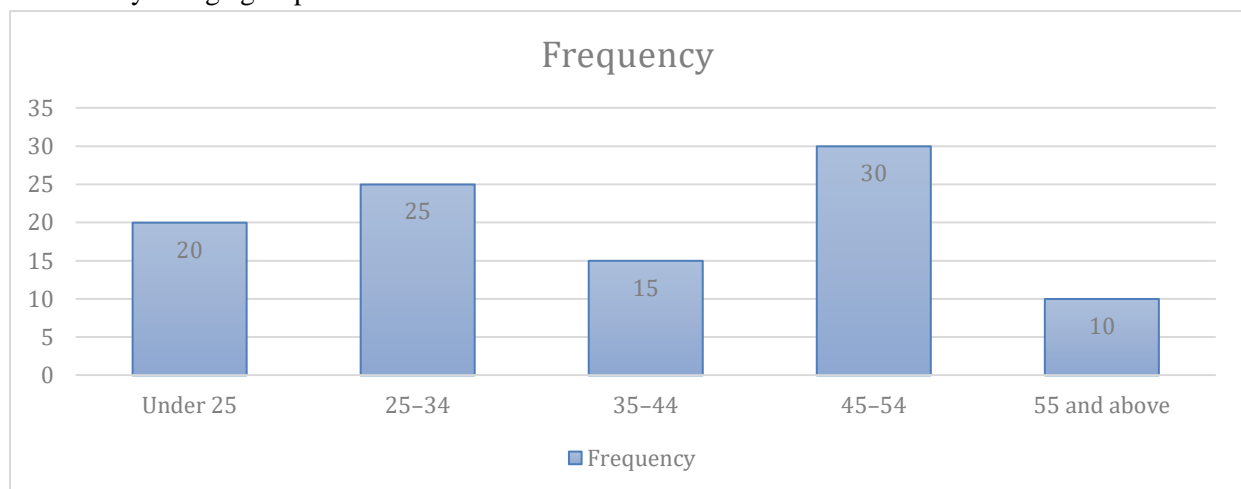
A sample of 100 employees will be selected to ensure comprehensive coverage of training needs across various organizational levels.

LIMITATIONS OF THE STUDY

- The study is limited to one organization and may not represent training needs across diverse industries or sectors.
- Employee responses in surveys may be biased or inaccurate due to fear of judgment or misunderstanding of questions.
- Time constraints may restrict in-depth interviews and comprehensive data collection from all departments or hierarchical levels.
- The dynamic nature of job roles may render identified training needs obsolete shortly after the assessment is completed.
- The study may overlook informal training methods and self-learning initiatives that contribute significantly to employee development.

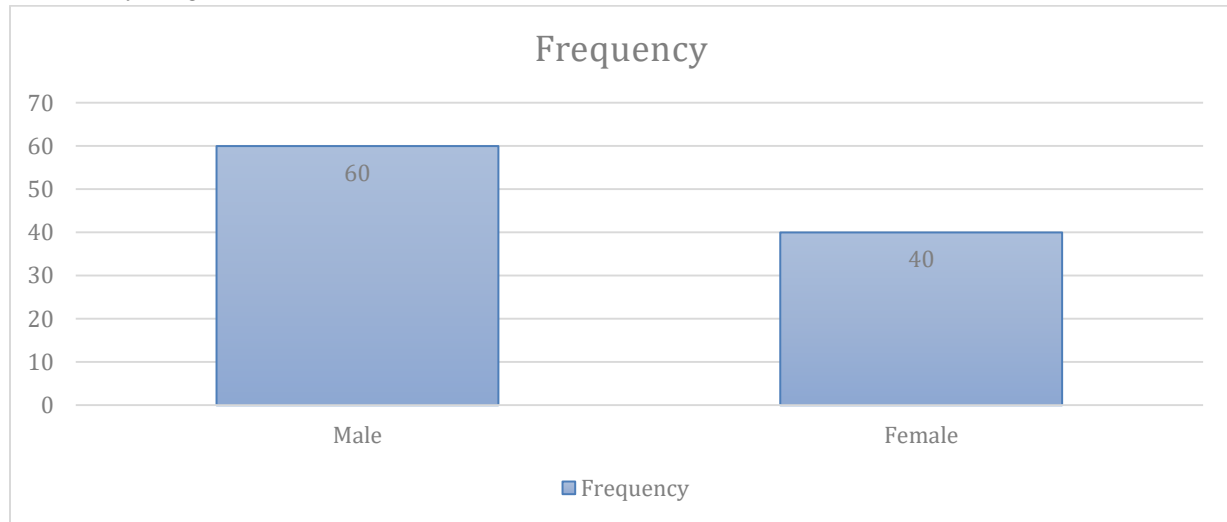
IV. DATA ANALYSIS

1. What is your age group?



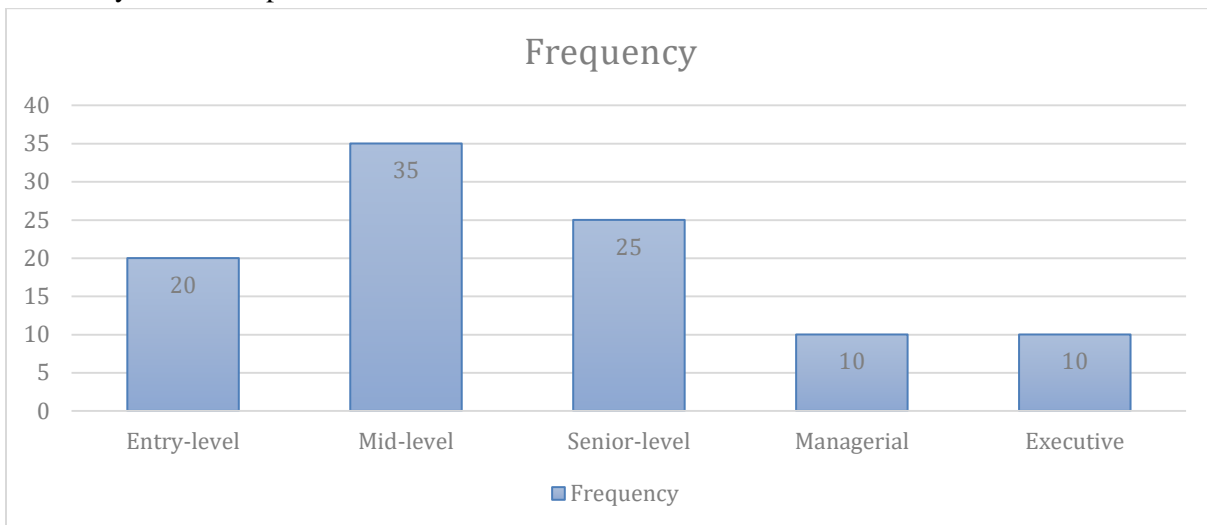
INTERPRETATION: - The age distribution reveals that the majority of respondents fall within the 45–54 age group (30%), followed by those aged 25–34 (25%) and under 25 (20%). This indicates a relatively balanced representation across age categories, with a notable concentration in mid-career professionals. The least represented group is 55 and above (10%), suggesting fewer older participants in the sample.

2. What is your gender?



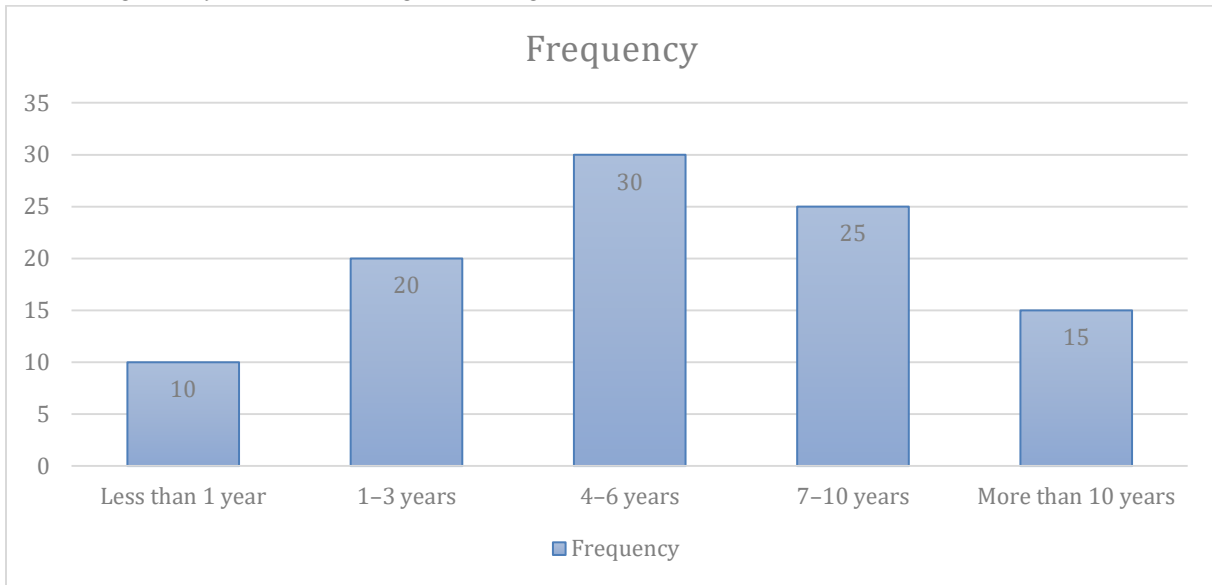
INTERPRETATION: - The gender distribution shows that 60% of respondents are male, while 40% are female.

3. What is your current position level?



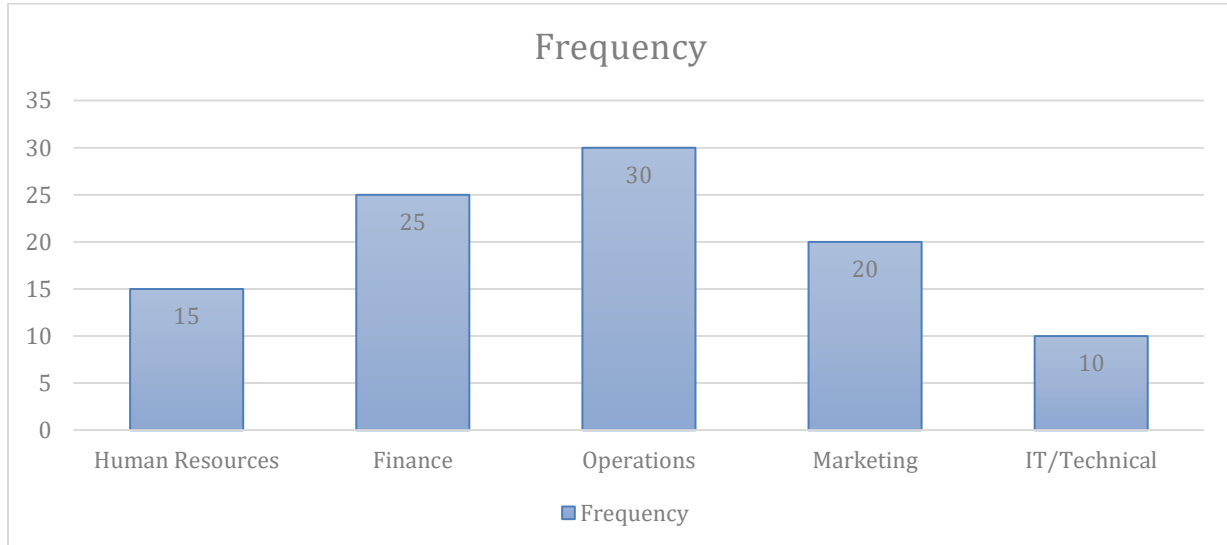
INTERPRETATION: - The data indicates that the majority of respondents occupy mid-level positions (35%), followed by senior-level roles (25%) and entry-level positions (20%). Managerial and executive roles each account for 10% of the sample.

4. How long have you been working in this organization?



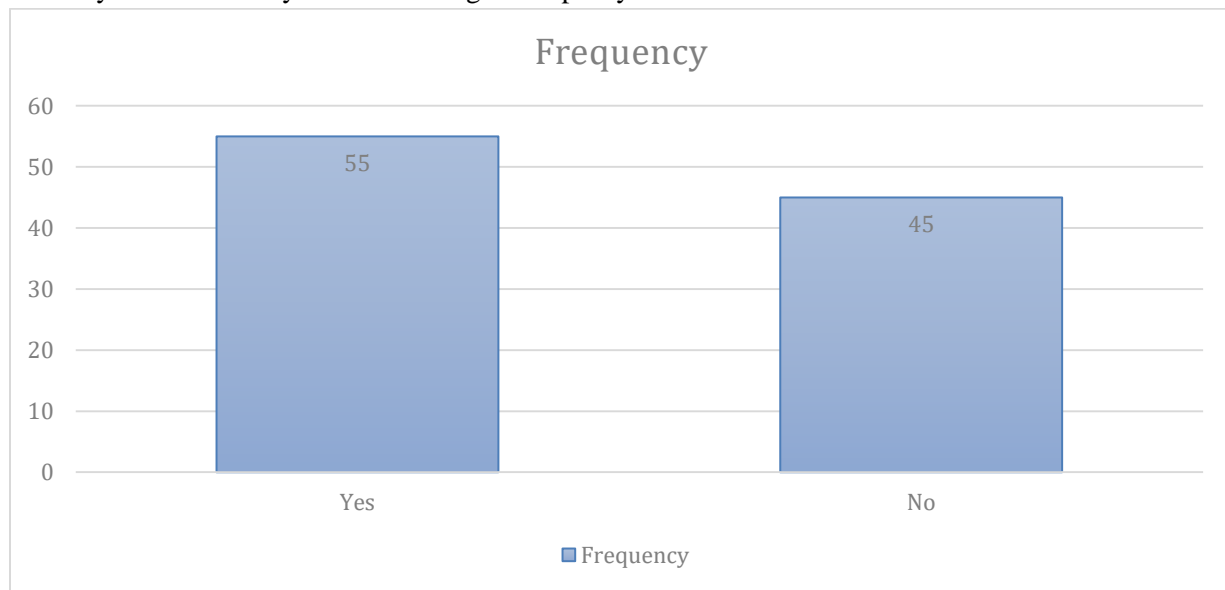
INTERPRETATION: - The majority of respondents (30%) have been with the organization for 4–6 years, followed by 25% who have served 7–10 years. This suggests a strong representation of moderately tenured employees. Additionally, 20% have worked for 1–3 years, while only 10% are relatively new (less than 1 year). Those with over 10 years of experience account for 15%, indicating a stable workforce with a mix of fresh and experienced perspectives.

5. Which department do you belong to?



INTERPRETATION: -The department-wise distribution shows that the highest number of respondents belong to the Operations department (30%), followed by Finance (25%) and Marketing (20%). Human Resources accounts for 15%, while IT/Technical has the least representation at 10%.

6. Have you received any formal training in the past year?



INTERPRETATION: -The data shows that 55% of respondents have received formal training in the past year, while 45% have not.

V. FINDINGS

- The sample included a balanced mix of age groups, genders, and job levels, with the majority falling in the 25–54 age range and mid-level positions. Operations and Finance departments were most represented, ensuring diverse organizational insights.
- While 55% of employees received formal training in the past year, a substantial 80% believe that additional training would improve their job performance. This reveals a significant demand for ongoing training initiatives.
- Over half of the respondents affirmed that training is relevant to their job roles and boosts confidence and productivity. However, 20%–25% remained neutral or disagreed, highlighting areas where training alignment and delivery could be enhanced.
- Only 50% of employees felt adequately supported to apply training in their roles. This indicates a need for structured follow-up mechanisms and better managerial support post-training.
- 50% of employees agreed that training content is current with industry standards, but 20% disagreed and 30% were neutral. This signals the need for regular content updates to maintain relevance.
- Only 40% agreed that there is a clear process for identifying training needs, while 30% disagreed. This reflects potential gaps in communication or structured needs assessment frameworks.
- Most employees prefer blended learning (30%) followed by in-person workshops (25%).
- Key barriers include lack of time (35%), scheduling conflicts (25%), and lack of support (20%), indicating the need for more flexible training formats.
- Technical skills (30%) and soft skills (25%) were the most valued training types. Employees favored annual (30%) and bi-annual (25%) training frequencies, showing a preference for structured yet periodic training interventions.
- A majority (40%) supported joint responsibility (employee, supervisor, HR), underscoring the importance of collaborative training planning.

- While 60% felt motivated to attend training, and 60% felt programs align with career goals, only 50% felt encouraged to provide feedback, and a significant 46% disagreed. This indicates a need to build a more open and inclusive feedback system.

VI. SUGGESTIONS

- **Implement a Structured Training Calendar**

Design and communicate an annual or bi-annual training calendar based on departmental skill gaps and employee feedback to ensure predictable and consistent learning opportunities.

- **Promote Blended Learning Formats**

Increase the use of blended learning approaches that combine online modules with in-person workshops to accommodate varied learning preferences and overcome time or location constraints.

- **Strengthen Training Relevance**

Align training modules more closely with job roles and career progression paths by involving departmental heads and employees during the design phase of training content.

- **Enhance Post-Training Support**

Establish follow-up mechanisms such as mentorship programs, post-training assignments, and performance reviews to ensure employees can effectively apply what they learn.

- **Update Training Content Regularly**

Review and revise training materials periodically to reflect current industry practices, technological trends, and regulatory updates for continued relevance.

- **Develop a Transparent Needs Assessment Process**

Implement a structured and visible training needs identification process involving employees, supervisors, and HR to increase clarity and participation.

- **Address Key Training Barriers**

Offer training sessions at flexible times, integrate learning into daily work routines, and allocate time for training during work hours to mitigate scheduling and time-related obstacles.

- **Encourage Open Feedback Culture**

Establish anonymous feedback mechanisms and encourage two-way communication to improve trust and obtain honest suggestions for improving training effectiveness.

- **Recognize Training Participation**

Introduce recognition or reward systems to motivate employees to engage in training and demonstrate how it supports their growth and performance evaluations.

- **Foster Joint Ownership of Training**

Promote collaborative responsibility among employees, supervisors, HR, and training coordinators for planning and executing training initiatives that meet both individual and organizational goals.

VII. CONCLUSION

The research that was conducted on the training requirements of HCL workers gives important insights into the preferences, problems, and expectations that are associated with workforce development. When it comes to training relevance, material updates, and post-training assistance, the data reveals that there is still space for improvement, despite the fact that a large proportion of workers acknowledge the beneficial influence that training has had on their performance and confidence. Blended learning and technical skills

are becoming more popular, which highlights the need of developing programs that are both flexible and role-specific.

In addition, the data indicate that there is a lack of consistent communication on the assessment of training requirements and the means for providing feedback. In order to improve participation and efficiency, it is essential to address obstacles such as time limits and conflicts in scheduling. It is possible to greatly improve employee engagement and organisational success by fostering a culture that values shared responsibility and ongoing education. In general, a training strategy that is both strategic and inclusive has the potential to enable HCL to construct a workforce that is more competent, more motivated, and better prepared for the future. This workforce will be linked with both individual objectives and company goals.

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