"Enhancing Training Effectiveness at Polynova Industries"

An Internship Report for
MGA-652

Credits: 16

Submitted in partial fulfillment of MBA Degree in Human Resource

by

RAJAS SURENDRA NAIK

Seat Number: 22P0280051

ABC ID: 872680411560

PRN: 201906601

Under the Mentorship of

Dr. PARESH LINGADKAR

GOA BUSINESS SCHOOL DISCIPLINE OF MANAGEMENT

GOA UNIVERSITY

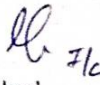**DATE: MARCH 2024**

Examined by:

Seal of the School/Dept

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COMPLETION CERTIFICATE

This is to certify that the internship report "**Enhancing Training Effectiveness at Polynova Industries**' is a bonafide work carried out by **Mr. Rajas Surendra Naik** under my mentorship in partial fulfilment of the requirements for the award of the degree of **Master Of Business Administration** in the Management Discipline at the Goa Business School, Goa University.

Dr. Paresh Lingadkar
Professor of Management Studies

Date: 03-05-2024

Dean of the school/HOD
Dean, Goa Business School

Date:

Place: Goa University

School/Department Stamp

POLYNOVA
INDUSTRIES LTD
CIN - U25209MH1986PLC041294
Factory : 92-101, Kundaim Industrial Estate,
Panaji Ponda Road, Kundaim Ilhas, Goa - 403 115
Phone : 2395223 / 2395224 • Fax : 2395222
E-mail : goa@polynovaindia.com
GSTIN : 30AAACP3071F1Z1

Dated: 15th January, 2024

To
Master. Rajas Naik
Sancoale Goa

Subject: Permission for internship

Dear Rajas,

This has reference to your letter dated 10th January 2024.on the above subject. We hereby grant you permission to carry out his 16 weeks internship at our factory. The industrial training shall be for the period from 15th January 2024 to 4th May 2024.

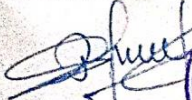Timing for internship will be from 9.00 am to 5.30 pm.

During the internship, you will not receive any allowance from the factory. You have maintain discipline and confidentiality as per company rules & regulations and follow safety rules/ protocols of the company.

You will not be allowed to carry mobile phones or laptops during the training period in factory premises. Please note that incase of accident and injury company shall not be held liable.

Thanking you,

Yours faithfully,

For Polynova Industries Ltd

Rahul Mulgaonkar
Manager- HR & Admin

Head Office : 159, C.S.T Road, 1st Kalina, Santacruz (East), Mumbai - 400 098. INDIA
Tel.: (022) 49636785 • E-mail : hoadmin@polynovaindia.com

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GSTIN : 30AAACP3071F1Z1

Date: 4th May, 2024
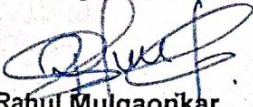
TO WHOMSOEVER IT MAY CONCERN

This is to certify that **Master. Rajas Naik** Student of **MBA** from **Goa Business School (Goa University)**, Taleigao Goa, has undergone Internship training at our factory at the below mentioned address from 15th January 2024 to 4th May 2024

During his internship we found him very hard working and sincere at training. He took keen interest in learning during this period & has successfully completed the said internship.

This certificate is issued to him at his own request to submit the same in the college. However please note that this certificate should not be disclosed anywhere other than for academic/professional enhancement.

We wish him all the best for future studies.

For **Polynova Industries Ltd.**

Rahul Mulgaonkar
Manager— HR & Admin.

Head Office : 159, C.S.T Road, 1st Kalina, Santacruz (East), Mumbai - 400 098. INDIA
Tel.: (022) 49636785 • E-mail : hoadmin@polynovaindia.com

DECLARATION BY STUDENT

I hereby declare that the data presented in this Internship report entitled, **"Enhancing Training Effectiveness at Polynova Industries"** is based on the results of investigations carried out by me in the (Management Discipline) at the Goa Business Schol Goa University, under the mentorship of Dr. Paresh Lingadkar and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities will not be responsible for the correctness of observations / experimental or other findings given the internship report/work.

I at this moment authorise the University authorities to upload this dissertation to the dissertation repository or anywhere else as the UGC regulations demand and make it available to anyone as needed.

Rajas Surendra Naik
Seat no**: 22P0280051** Date:
Place: Goa University

ACKNOWLEDGEMENT

Contents

EXECUTIVE SUMMARY

Polynova Industries is renowned globally as an innovator and producer of synthetic leather products. The company's training program plays a vital role in enhancing employee productivity, job satisfaction, and overall organizational performance. The training initiatives at Polynova effectively boost employee motivation, improve job skills, and prepare employees for challenging situations, contributing to personal growth and productivity.

While the training program is well-received, there are opportunities for improvement. Polynova can allocate more resources to training to enhance the quality and scope of initiatives, as well as increase employees' access to learning opportunities. Additionally, aligning training content more closely with the company's strategic goals can help employees better understand how their roles contribute to organizational objectives, thereby boosting job security and engagement.

Improving managerial support and communication within training programs can facilitate better workplace interactions and satisfaction. Training managers to provide more effective support to employees and creating channels for open communication can lead to stronger team dynamics and employee morale.

Targeted training sessions focusing on error reduction and stress management can help address specific areas for improvement, optimizing overall performance and contributing to a healthier work environment. Customizing training to individual learning needs can further enhance learning outcomes and employee development.

By focusing on these areas for improvement, Polynova can strengthen its training program and support its employees in achieving their full potential, ultimately driving greater success for the organization

CHAPTER 1
Polynova Industries Kundai Goa overview

Polynova Industries is recognized throughout the world as an innovator and world-class producer of synthetic leather. Over the years, we have become synonymous with quality, prompt delivery, and competitive prices. Polynova is one of the leading manufacturers of PU/PVC coated fabrics & synthetic rubber-coated products with plants spread over India. The company started its operation in the year 1988 with an installed capacity to manufacture Coated Fabrics of 6 million Metres., per annum. Over the decades we have enhanced the capacity to 30 million Metres per annum. Polynova takes pride in being a leading supplier to almost the entire Automotive Industry in India. Almost 60% of the production is exported worldwide to countries such as the UK, France, Germany and the USA.

STATE OF THE ART FACILITY:

Polynova India Limited boasts a state-of-the-art facility equipped with advanced technology and modern amenities to support its manufacturing operations. The company's commitment to technological innovation and quality is evident in its infrastructure and facilities. Some key features of Polynova's state-of-the-art facility include:

- German Coating Lines: The company has two cutting-edge German coating lines that enable efficient and high-quality coating processes for PVC Coated Fabric and Rexene products.

- Printing and Embossing Lines: Polynova operates two printing lines and three embossing lines, equipped with the latest technology to facilitate printing, embossing, and finishing processes.

- Modern Kitchen Facility: The facility houses a modern kitchen equipped with computerized batch weighing, vacuum mixing, and colour-matching capabilities. This ensures precision in preparing the pastes required for production.

- Research & Development (R&D) and Testing Facility: Polynova's facility includes a dedicated R&D and testing centre where research activities, product development, and quality testing are conducted. This facility supports innovation and continuous improvement in product quality.

- Computerized Product Inspection and Dispatch: The facility is equipped with a computerised system for product inspection and dispatch, including barcoded label control for efficient tracking and management of products.

- Quality Certifications: Polynov India Limited holds ISO 9001:2000 certification in India and is also certified by TUV Germany, reflecting its commitment.

PRODUCT LINE
- **AUTOMOTIVE**

Polynova has been manufacturing coated fabrics for the automotive industry for decades. Today, 85% of all cars & light trucks produced, have soft interior trim products with Polynova vinyls. We offer a range of materials that are an economical & durable substitute for leather.

- **CONTRACT FURNISHING**

Polynova's contract furnishing range is customized to the most stringent demands of customers worldwide. We are an important supplier to the American and European markets and are preferred by architects and interior designers.

- **STATIONERY**

years of innovation and technological development have given Polynova a leadership position in various industrial markets and the stationery industry is one of them. Through relentless innovation, we are proud to offer a wide range of products suitable for folders, diaries, calendars, blank folios, and more. All of our products are available in various thicknesses, textures, and colours, tailored to the needs of each customer. Furthermore, we have environmentally friendly options available on request.

- **MARINE**

The well-designed and developed products for demanding marine applications give a longenduring experience to Polynova's customers. Over the years of experience, our marine range is now more robust to withstand the demanding conditions of the sea, the sun, and the users.

- **SPECIALTY PRODUCTS**

Our Specialty Products give the true flavour of our technical and R&D capabilities. Most technical products are developed over a long period of research and testing. Products are made for a large spectrum of customers such as defence, construction, roadworks, tunnel construction, etc

- **FOOTWEAR MATERIALS**

Polynova Industries offers a wide range of materials for the shoe industry, designed according to fashion trends. Their products cater to formal, sports, schools, and industrial footwear segments. The company is recognized for manufacturing high-quality materials essential for

demanding footwear markets. Specific products include shoe uppers, sandal uppers, insoles, socks, linings, breathable linings, and heel grips.

- **LUGGAGE AND BAG MATERIALS**

In addition to footwear materials, Polynova Industries also produces materials for luggage and bags. The company offers a variety of materials suitable for manufacturing luggage and bags, meeting the diverse needs of customers in this market segment.

- **TARPAULINS**

Polynova Industries manufactures different types of PVC tarpaulins to meet various purposes and requirements of its customers. The company's tarpaulins are designed to serve different functions and applications, providing durability and reliability.

- **PVC-COATED FABRIC**

Polynova Industries is a leading manufacturer of PVC-coated fabric. The company's state-ofthe-art facility includes German coating lines, printing lines, embossing lines, and modern research and development/testing facilities to ensure the production of high-quality PVCcoated fabric.

SECTIONS/DEPARTMENTS
Polynova India Limited has various sections within its organisation that play crucial roles in different aspects of the company's operations. Here is an overview of the key sections within the organization:

• PRODUCTION DEPARTMENT:

R The Production Department at Polynova India Limited is a crucial division responsible for the manufacturing of PVC Coated Fabric and Rexene products. It consists of four main subdepartments: Mixing, Coating, Printing, and Embossing.

1.	Mixing Department: This department is responsible for preparing the various pastes required for the production of PVC Coated Fabric. The Head of the Department receives product requirements through an indent from the EDP, detailing the materials and quantities needed. The main layers of the product, including Skin, Foam, and Adhesive, are prepared in paste form in the kitchen.

2.	Coating Department: In this section, the actual coating of the PVC Coated Fabric or Rexene begins. The department applies the necessary coatings to the fabric to achieve the desired properties and characteristics.

3.	Printing Department: This sub-department focuses on printing designs, patterns, or information on the coated fabric or Rexene material. It plays a crucial role in adding aesthetic value to the final products.

4.	Embossing Department: The Embossing Department is responsible for creating textures or embossed patterns on the coated fabric or Rexene, enhancing their visual appeal and functionality.

The Production Department operates under strict quality control measures to ensure that the manufactured products meet the company's standards and customer requirements. Regular inspections and testing are conducted to verify the physical attributes, dimensions, and performance of the materials. Additionally, the department follows a structured production schedule to optimize efficiency and meet production targets.

By maintaining a focus on quality, efficiency, and innovation, the Production Department at Polynova India Limited plays a pivotal role in delivering top-notch PVC PVC-coated fabric and Rexene products to customers while upholding the company's reputation for excellence in the industry.

- **Research & Development (R&D) Department:**

The Research & Development (R&D) Department at Polynova India Limited is a pivotal division dedicated to innovation, product enhancement, and quality assurance. This department plays a vital role in maintaining product quality and driving the development of new products. The R&D team conducts extensive research, testing, and analysis to improve existing products, explore new materials, and enhance manufacturing processes. By staying abreast of industry trends and technological advancements, the R&D Department ensures that Polynova's products remain competitive and meet evolving customer needs the R&D Department is instrumental in conducting tests to validate product quality at various stages of production. By adhering to ISO 9001:2008 standards, the department upholds rigorous quality control measures to ensure that products meet specified requirements. Standard samples are maintained for colour matching, and quality parameters are closely monitored to prevent deviations from production plans. Overall, the R&D Department at Polynova India Limited serves as a cornerstone for continuous improvement, quality assurance, and innovation within the company's operations.

- **Product Inspection Department:**

The Product Inspection Department at Polynova India Limited plays a crucial role in ensuring the quality and conformity of the final products before they are dispatched to customers. This department is responsible for conducting thorough inspections at each stage of the production process to identify any defects or deviations from quality standards. By utilizing a range of testing methods and equipment, the Product Inspection Department assesses the physical

attributes, dimensions, and performance characteristics of the PVC PVC-coated fabric rolls. Additionally, final product inspections are carried out to verify that the finished goods meet the specified requirements and adhere to the company's quality control protocols. The department also oversees the packing of the fabric rolls according to customer specifications before they are sent to the dispatch department for delivery. Through meticulous inspection procedures and adherence to quality assurance guidelines, the Product Inspection Department contributes to maintaining the high standards of Polynova's products and ensuring customer satisfaction.

- **Maintenance Department:**

The Maintenance Department at Polynova India Limited is responsible for ensuring the smooth operation and upkeep of the company's machinery and equipment. With a comprehensive maintenance plan in place, the department conducts regular checks and inspections to prevent breakdowns and optimize machine performance. Different machines undergo varying maintenance schedules, including daily, weekly, monthly, half-yearly, and yearly checks. In the event of a malfunction during production, the maintenance team promptly addresses the issue by repairing or replacing damaged parts to minimize downtime. Preventive maintenance practices such as regular oiling and greasing are implemented to prolong the lifespan of machinery. Specialized technicians, including fitters and electricians, oversee the maintenance of critical equipment like boilers, chillers, and generators, working closely with the Operator in charge of maintenance to uphold operational efficiency and safety standards at Polynova India Limited.

- **Embossing Department:**

The Embossing Department at Polynova India Limited is a specialized unit dedicated to adding texture and patterns to the PVC Coated Fabric. This department plays a crucial role in enhancing the aesthetic appeal and functionality of the final products. The embossing process

involves creating raised or recessed designs on the fabric surface, adding a tactile dimension and visual interest. By utilizing advanced embossing techniques and equipment, the department can customize the texture of the fabric according to specific requirements and design preferences. The skilled personnel in the Embossing Department ensure precise and consistent embossing results, contributing to the overall quality and uniqueness of Polynova's PVC Coated Fabric offerings.

- **Kitchen Department:**

The Mixing Department at Polynova India Limited is a vital component of the production process, where various pastes required for the manufacturing of PVC PVC-coated fabric are prepared. Under the leadership of the Head of Department (HOD), the Mixing Department receives product details through an indent from the Electronic Data Processing (EDP) system. This indent specifies the materials required and their quantities for the production process. Typically, the production of PVC Coated Fabric involves the preparation of three main layers in paste form: Skin, Foam, and Adhesive. The Mixing Department ensures the accurate preparation of these pastes to meet the quality standards of Polynova India Limited.

- **Despatch Department:**

The Despatch Department at Polynova India Limited serves as the final stage in the production process, responsible for sending out finished products to customers accurately and efficiently. This department plays a pivotal role in ensuring that the goods reach their designated destinations based on received sales orders. The Despatch Department operates with precision to coordinate the timely delivery of the final products from the factory. By focusing on accuracy and adherence to sales orders, this department contributes significantly to customer satisfaction and the overall success of the company.

- ## Stores Department:

The Stores Department at Polynova India Limited is a critical hub for managing raw materials essential for production. Operating on a "First in – First Out" basis, the department ensures that materials are utilized in the order they are received to maintain freshness and quality. Upon the arrival of consignments from suppliers, rigorous security checks are conducted at the entrance gate, with random samples sent to the Quality Control (QC) department for approval before unloading. Only materials approved by QC are stored, with authorization for purchase orders and payment coming from the Head Office (HO). The department handles a variety of materials such as resin and release paper, crucial for the company's production processes. Detailed records of incoming raw materials are meticulously maintained in a Sample Book, documenting key information like batch numbers, thickness, meters, and dates of receipt. Additionally, the implementation of an online update system (New System) enables real-time tracking and management of raw material inventory, enhancing efficiency and transparency in the storage process.

- ## FINANCE & ACCOUNTING DEPARTMENT

The Finance and Accounting Department at Polynova India Limited is structured with key roles and responsibilities as outlined in the provided PDF document:

1. Chief Financial Officer (CFO): The CFO plays a central role in the corporate finance department, working closely with strategic managers and chief executives to make major decisions involving corporate strategic policy. The CFO is responsible for overseeing capital investment functions, and financial principles, and ensuring that investment decisions are based on factors such as Net Present Value and Internal Rate of Return.

2.   Deputy Finance Director (Finance Manager): The Deputy Finance Director assists in preparing the annual company budget, and financial statements, and works closely with the Finance Director in providing financial status reports, developing financial strategies, and managing the department team.

3.   Accountants: The accounting team in the Finance Department is responsible for processing accounts receivable, accounts payable, and payrolls. They assist in financial report preparation, auditing documents, and monthly closing of the books.

4.   Finance Specialist: The Finance Specialist monitors capital investment projects, revenue analysis, general ledger maintenance, bank account reconciliation, and fund monitoring within the company.

5.   Financial Reporting: The Finance Department ensures that businesses remain transparent with performance data through financial reporting. This includes balance sheets, income statements, cash flow statements, and retained earnings reports.

6.   Capital Management: The department is involved in managing the company's capital investment projects, assessing cash flows, and making decisions based on factors such as Net Present Value and Internal Rate of Return.

7.   Budgeting and Financial Planning: The Finance Department is responsible for preparing the annual company budget, financial forecasting, and providing relevant financial information to decision-makers, stakeholders, and owners.

8.   Compliance and Regulatory Reporting: The Finance Department ensures compliance with financial regulations, accounting standards, and international financial reporting standards.

• **Human Resources Department**:

The Human Resource (HR) Department at Polynova India Limited plays a critical role in managing the organization's most valuable asset—its workforce. Led by the HR Manager, the department oversees various functions related to employee recruitment, training, performance management, and compliance with labour regulations. The HR team is responsible for creating a positive work environment, fostering employee engagement, and ensuring that organizational goals align with individual career development.

Key responsibilities of the HR Department at Polynova include:

1.   Workforce Planning: The HR Department is involved in workforce planning to ensure that the right talent is in place to meet the organization's operational needs. This includes identifying staffing requirements, recruiting suitable candidates, and conducting induction and orientation programs.

2.   Training and Development: The HR Department coordinates training programs to enhance employee skills and knowledge, fostering professional growth and career advancement within the organization.

3.   Performance Appraisal: The HR Department conducts performance appraisals to evaluate employee performance, provide feedback, and identify areas for improvement or recognition.

4.   Salary Distribution: The HR Department manages salary distribution processes, ensuring that employees are compensated fairly and by company policies and industry standards.

5.   Health and Safety: The HR Department is responsible for implementing health and safety measures in the workplace to ensure a safe and healthy environment for all employees.

6. Leave Records and Employee Benefits: The HR Department maintains records of employee leave, administers benefits such as insurance and retirement plans, and addresses employee queries related to benefits.

1.4 ORGANISATION STRUCTURE

ORGANIZATION STRUCTURE

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                        Chief Executive Officer
                                 |
                            GM/UNIT HEAD
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The organization structure chart shows the following reporting hierarchy under GM/UNIT HEAD:

- **DGM Commercial** → Sr. Manager Account → Executive → Officer; Sr. Manager EDP → Executive
- **HR Manager** → Jr. Officer → Executive Stores → Staff → Operators → CW; Executive Dispatch → Mang. Trainee → Staff → Operators → CW; Manager Costing; Receptionist; Staff Purchase
- **Manager System & Safety**
- **Sr. Controller Production** → Manager Production → Jr. Engineer → Management Trainee → Staff → Operators → CW
- **Manager Printing** → DY. Manager → Jr. Engineer → Operators → CW
- **Manager Kitchen** → Manager → Jr. Officer Color Developer → Staff Color Developers → Operators → CW
- **Sr. Manager QC** → Manager QC → Officer QC → Staff → Operators → Controller Project → Jr. Engineer
- **Manager R&D** → DY. Manager → Operator
- **Sr. Manager Embossin** → Staff → Operators → CW
- **Dy. Manager Prod. Insp** → Operators → CW
- **Sr. DGM Maintenanc** → DGM → Manager → DY. Manager → Operators; Jr. Officer Eng Stores

CW- Casual Workers

"Enhancing Training Effectiveness at Polynova Industries"

INTRODUCTION

In today's hyper-competitive global economy, organizations must continuously invest in their human capital to remain agile and resilient amidst constant change. Effective training and development initiatives play a pivotal role in this process, serving as catalysts for skill enhancement, performance improvement, and organizational growth. However, the efficacy of such initiatives depends heavily on the organization's ability to accurately measure their impact and iteratively enhance their effectiveness.

The complexity of measuring and enhancing training plan effectiveness is underscored by the diverse perspectives and empirical insights offered by scholars and practitioners alike. Srimannarayana, (2011)emphasizes the need for comprehensive evaluation mechanisms to assess the alignment between training outcomes and organizational objectives. Meanwhile, Barron et al (1997)highlight the intricate challenges involved in measuring training outcomes, advocating for nuanced methodologies to capture the multifaceted nature of skill acquisition and performance improvement.

The evolving nature of the workforce necessitates tailored approaches to training and development. Zwick, (2015) delves into effective strategies for catering to the unique needs of different demographic cohorts and organizational contexts. Recognizing the individual differences among trainees is also crucial, as emphasized byTziner et al (2007), who stresses the importance of personalized learning interventions. Additionally, Seth, (1990)and Hoff, (1970) underscore the strategic significance of training investments and the imperative for continuous evaluation and enhancement to ensure organizational relevance and competitiveness.

LITERATURE REVIEW

Urbancová et al, (2021)focused on the measurement of training effectiveness, with an emphasis on factors influencing the evaluation of employee training and development. The study examined the impact of training on various levels, including satisfaction, skill progression, performance changes, and career development. Findings revealed that systematic evaluation of training effectiveness is crucial for organizational success, with factors such as business sector, organization size, presence of HR department, and group affiliation playing significant roles. The study highlighted the importance of evaluating training methods, such as immediate feedback, goal attainment assessment, and job performance measurement, to enhance employee development and organizational growth.

Govender et al, (2021) emphasize the significance of employee performance in organizational success, highlighting the importance of training interventions to enhance performance. It discusses the use of training evaluation tools like the Kirkpatrick-Phillips model to measure and improve employee performance. The findings from the research suggest a positive correlation between training evaluation and employee performance improvement, with a focus on identifying tools for evaluating learning transfer and the business benefits associated with measuring performance post-training interventions. The study contributes to both research and practice by promoting a view of training and development as strategic investments rather than just a costly budget item, encouraging HRD professionals and managers to align training with business goals for improved performance.

Gambo (2015), focuses on the impact of training and development on workers' productivity, specifically academic staff in the academia. It highlights the importance of providing appropriate training to employees to enhance their performance. The findings of the study suggest that academic staff training has a positive influence on productivity, aligning with

previous research on the topic. The conclusion emphasizes the necessity of continuous training and development to enhance workers' effectiveness in their roles.

Zwick (2015) studies older workers, focusing on their training participation, motivation, health, and productivity. It includes descriptive statistics of explanatory variables related to older employees. The findings suggest that older employees rate training as less effective compared to younger employees. This difference is influenced by factors such as gender, health, intention to stay in the labour market, training motivation, and age-related preferences. Older employees benefit more from informal and directly relevant training, as well as training that aligns with their crystallized abilities. Factors like health, tenure, and qualification also impact training effectiveness for older workers. He recommends that employers should consider age-specific training programs to enhance training efficiency and motivation among older employees.

Falola et al (2014) contribute to existing knowledge by examining the effectiveness of training and development on employees' performance and organizational competitiveness. The findings indicate that behavioural training techniques positively impact employee productivity, cognitive training methods improve proficiency, and on-the-job training enhances performance. They emphasize the importance of utilizing employees' skills and knowledge through appropriate training design and implementation, ultimately leading to improved organizational performance. The proposed hypotheses regarding the impact of training and development on employee performance and organizational effectiveness were supported by the empirical analysis of the collected data.

Vijayasamundeeswari, (2013)highlighted the significance of training and development programs in Indian industries, emphasizing their role in enhancing employee performance, stability, and organizational growth. The findings of the study at Brakes India Ltd., Padi, Chennai, revealed that effective training programs positively impact job performance,

employee satisfaction, problem-solving skills, and overall organizational success. Recommendations included incorporating a performance management system, promoting a learning culture, and aligning training strategies with organizational goals to maximize the benefits of training initiatives.

Ghosh et al., (2012), discuss the importance of trainer attributes in training programs within the power sector in India. The study found that the trainer's comfort level with the subject matter and rapport with trainees were significant predictors of trainee satisfaction. The research aimed to identify areas where trainers can improve to enhance overall trainee satisfaction. The methodology involved administering a questionnaire to employees who attended training programs, revealing a significant correlation between various trainer attributes and trainee satisfaction. Furthermore, the study focused on the attributes of trainers in lecture-based training programs and their impact on trainee satisfaction. It emphasized that the trainer's knowledge, communication skills, and interpersonal skills are crucial to training effectiveness. The managerial implications highlighted the importance of interactive methods, participant involvement, and the use of relevant examples and teaching aids by trainers. The study provided insights for designing effective training programs and stressed the significance of inhouse trainers with relevant expertise.

Salas et al., (2012) provide a comprehensive overview of various studies and theories related to training and development in organizations. It covers topics such as the effectiveness of different training methods, the impact of feedback on performance, situational awareness in training, cognitive task analysis, motivation to learn, and the transfer of training to real-world situations. The importance of evaluating training programs and considering individual and situational factors in training effectiveness is emphasized throughout the article. The findings suggest that training is crucial for organizational success and workforce development, as a skilled workforce is seen as a competitive advantage. Properly designed training can greatly

influence its effectiveness, and organizations invest in training with the belief that it leads to a skilled and competitive talent pool. The article highlights the relevance of training to organizational vitality and provides evidence of the impact of well-designed training on organizational performance, including reducing errors, improving safety, and enhancing team performance.

Srimannarayana (2011) examined the utilization of impact measures in training and development programs by HR/training professionals in India. The findings indicate that while professionals perceive measures like performance improvements, transfer of learning, and costbenefit analysis as valuable for training and development, they do not effectively use these measures in practice. Factors such as inadequate needs assessment, improper nominations, and concerns about time and cost were identified as potential reasons for this discrepancy. The study recommends a shift towards focusing on impact measures in training evaluation and addressing the barriers hindering their adoption to enhance the effectiveness of training programs. The study emphasizes the importance of proper needs assessment, designing appropriate training, and ensuring professionals have the necessary knowledge and skills to use methodologies like impact measures for evaluation.

Lu & Alan (2011) discuss the importance of supervisor support in the transfer of training and its impact on the success of training programs. It highlights the role of supervisor support in enhancing the effectiveness of training initiatives. The authors, Dawei Lu and Alan Betts draw on their research and experience to provide insights into this topic. The study found that supervisor support plays a crucial role in the success of training programs. Factors such as lack of prerequisite knowledge, insufficient time for feedback to take effect, and weak cultural commitment were identified as barriers to the effectiveness of training. The article suggests a conceptual framework for more effective management training to improve processes, emphasizing the need for supervisor support to address these barriers.

(Tziner et al (2007) they were focused on the impact of employee characteristics and work environment on training effectiveness in a large industrial company. They examined six employee characteristics (conscientiousness, self-efficacy, motivation to learn, learning goal orientation, performance goal orientation, instrumentality) and one work environment characteristic (transfer of training climate). The findings indicated that motivation to learn and learning goal orientation were the most significant predictors of training outcomes. Selfefficacy and motivation to learn had a significant impact on training grade and supervisor evaluation. Conscientiousness directly affected supervisor evaluation, while goal orientation influenced it as well, with learning goal orientation having a positive effect and performance goal orientation having a negative effect. However, instrumentality did not significantly impact training outcomes. They suggest that promoting learning goal orientation and motivation to learn can enhance training effectiveness and emphasize the importance of considering individual characteristics and the work environment in predicting training outcomes.

Attri, (2005) focuses on the implementation of a Return on Effectiveness (ROE) model for measuring the effectiveness of service training in high-capital companies. It emphasizes the need to move beyond traditional Return on Investment (ROI) metrics and develop business metrics that relate to training effectiveness. The findings suggest that a multi-point assessment approach, including data collection before and after training, can provide insights into job impact and long-term performance improvements. The author, proposes a structured methodology for evaluating training's impact on key performance factors such as service time, productivity, and problem-solving skills, highlighting the importance of systematic data collection and top management support for feedback mechanisms.

Palo & Padhi (2003) highlight the importance of training in Total Quality Management (TQM) implementation, emphasizing the need for educating employees on TQM principles, fostering cultural change, and enhancing problem-solving skills. Previous studies have shown significant

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relationships between training and factors like teamwork, communication, and customer satisfaction. The findings of the study conducted at RINL/VSP in India reveal positive correlations between TQM training and awareness, performance monitoring, teamwork, commitment to quality, skill development, and resource allocation. However, there is a need for further investigation into the impact of training on reducing occupational stress and improving customer satisfaction.

Arthur et al (2003) focused on specific training design and evaluation features and their relationship to the effectiveness of organizational training. Factors such as training method, skill/task trained, and evaluation criteria were found to be related to training effectiveness. The study did not include team training studies and highlighted the lack of formal evaluation of onsite training methods in the literature. Researchers and practitioners can use this information to make informed decisions in designing and evaluating training programs. The findings of the study indicated that there is a discrepancy between the frequency of use of reaction measures in practice and in published research literature on organizational training effectiveness. While reaction measures are commonly used in practice due to their ease of collection, academic journals tend to focus more on outcome-based criteria like learning and behavioural outcomes. The study also used meta-analytic procedures to assess the effectiveness of organizational training and found that it is generally effective, with varying effectiveness based on training delivery method, skill or task trained, and criterion used to measure effectiveness. Lectures were found to be more effective than commonly perceived. The study emphasized the importance of needs assessment and matching skills/tasks with appropriate training methods for effective outcomes.

Bedingham (1997) discusses the importance of evaluating the effectiveness of training in organizations. It highlights two key methods for evaluating training: 360-degree feedback and creating a change contract. These approaches have been successful in improving both

individual and collective behaviour within organizations. By focusing on measuring on-the-job behaviour change, training departments can demonstrate the impact of their efforts and show tangible results.

Barron et al (1997) discussed in the citations focus on the measurement of on-the-job training and highlight discrepancies between establishment and worker reports on training activities. The researchers conducted a survey in 1993 to compare worker and establishment perceptions of training, revealing differences in reported training between the two groups. Establishments tended to report more training hours than workers, with informal training being more common than formal training for newly hired workers. The study suggests that previous estimates of the impact of training on wages and productivity growth may have been underestimated due to measurement errors. Overall, the findings underscore the importance of accurately measuring training to 0nderstand its effects on outcomes better.

Bryan, (1985) emphasizes the importance of effective training in organizations to enhance performance and productivity. It discusses various methods of employee learning and the critical steps in skill training, emphasizing the need for clear objectives, practical experience, and performance evaluation. The findings highlight that training positively impacts performance, incorporating learning psychology principles, and the influence of supervisors and peers. The application and reinforcement of new skills are crucial, requiring a transition from short-term to long-term memory. The article stresses the significance of practice in breaking old habits and ensuring skill retention. Motivation plays a key role in training success, with the presentation and performance stages being crucial for effective learning. Evaluation is essential to assess training effectiveness and instructor performance. Employee orientation is vital for instilling pride and importance in the organization. Effective training benefits all involved parties, reducing turnover and absenteeism. The article underscores the necessity of

evaluating knowledge levels before training to ensure appropriate instruction levels and emphasizes the importance of job analysis and objective setting in training planning.

Seth (1990) discusses the challenges and issues related to management training and development in India. It emphasizes the importance of aligning training programs with organizational values and needs, focusing on attitudinal change, job behaviour, and the impact on individual and organizational requirements. The findings suggest that training institutions need to adapt to the changing industrial and social environment, cater to diverse cultural and value patterns, and set realistic training objectives to be effective in developing managers. The article also highlights the significance of ongoing research, a holistic approach to training, and the potential benefits of action research in addressing these issues.

Endres & Kleiner, (1990) delves into the significance of assessing the efficacy of management training and development initiatives. They distinguish between training and development, emphasize the role of measurement in the process, and outline a basic framework for evaluating effectiveness. The piece also touches on essential criteria for defining managerial effectiveness and underscores the crucial role of top management support in program design. Furthermore, they explore various methods for gauging effectiveness, including emotional reactions, achievement of learning objectives, behavioural changes, and organizational impacts. they underscore the complexity of measuring the effectiveness of management training and development, emphasizing that a one-size-fits-all approach is inadequate. It stresses the need for a comprehensive evaluation that encompasses emotional reactions, knowledge acquisition, behavioural shifts, and organizational outcomes. Key elements highlighted for effective evaluation include a thorough needs assessment, feedback mechanisms, creativity, and an understanding of the intricacies of human behaviour.

Endres & Kleiner (1990) discuss the importance of measuring the effectiveness of management training and development programs. It highlights the differences between training and development, the role of measurement in the process, and provides a general structure for evaluating effectiveness. The article also discusses key criteria for managerial effectiveness, methods for measuring emotional reactions, achievement of learning objectives, behavioural changes, and the impact on the organization. They emphasize the need for top management support and alignment with organizational goals in training and development programs. Measuring the effectiveness of management training and development is complex and requires a balanced approach that considers emotional reaction, knowledge learned, behaviour change, and impact on the organization. Evaluating training programs should involve a thorough needs assessment, feedback mechanisms, creativity in learning techniques, and an understanding of the complexity of human behaviour. There is no one-size-fits-all formula for measuring effectiveness in management training and development.

Poulet (1986) discusses a new approach to measuring training effectiveness, focusing on the accuracy of identifying training needs, participant selection, and course content. He introduces the concept of "Training Process Effectiveness," which measures how well the training function supplies its services to the company, irrespective of the quality of individuals who attend courses. The author emphasizes the need for accurate identification of training needs, selection of suitable participants, and appropriate course content to maximize the effectiveness of the training process. He provides a comprehensive framework for evaluating the efficiency of training processes within organizations, highlighting the potential of the proposed approach in providing a powerful comparative technique for trainers to make significant improvements in the level of their service and measure the effective utilization of training resources.

Noe (1986) discusses the importance of trainees' perceptions of their work environment and social context in determining the effectiveness of training programs. Factors such as

opportunities to practice skills, feedback from supervisors and peers, and organizational support for training activities are crucial for motivation to learn and transfer skills to the job. He suggests that understanding these factors can help improve training effectiveness and performance outcomes. Research is needed further to explore these relationships and implications for training practices. The findings highlight the significance of trainees' attitudes and attributes in influencing training effectiveness. A proposed model integrates motivational factors and situational influences to explain how trainees' attitudes impact their learning, behaviour change, and overall training outcomes. Factors such as locus of control, expectancies, self-efficacy, and environmental favourability are included in the model He also emphasizes that trainees' motivation to learn and transfer skills to the workplace is influenced by their attitudes towards their job, career, and work environment

Leduchowicz & Bennett (1983) discuss the importance of improving trainer effectiveness in organizations, highlighting factors such as role orientation, competencies, and organizational support. It introduces a framework for understanding trainer role orientation and identifies four predominant trainer types. Core competencies for trainers include social/interactive skills, managerial skills, qualities/attitudes, and knowledge/experience. Trainers should continually assess their performance, seek feedback, and adapt their style to fit the organizational culture. Good communication skills, subject matter knowledge, and adaptability are key for trainers, and credibility is based on these characteristics. Organizational factors like support for training and demand can impact a trainer's effectiveness. Trainers should clarify their roles, focus on building credibility, and seek support from key decision-makers in the organization.

RESEARCH GAP

- A significant gap exists in understanding how tailored training programs impact employee performance and organizational outcomes in the synthetic leather industry. While broad insights into training effectiveness are available, there's a lack of specific research on its applicability in this sector. Closing this gap requires an in-depth investigation into the effectiveness of customized training initiatives within synthetic leather manufacturing.

RESEARCH QUESTIONS

- What are the most effective metrics and evaluation criteria for assessing the impact of implemented training plans on employee performance and organizational success?

- How do organizations effectively utilize feedback from effectiveness measurements to identify areas of improvement in training plans and implement adjustments for enhanced efficacy

RESEARCH OBJECTIVES

- To measure the effectiveness of the implemented training plan at Polynova Industries

- Identify areas of improvement based on the effectiveness measurement results and adjust the training plan accordingly.

RESEARCH METHODOLOGY
Research Design:

- The study will adopt a research design to gather primary data on the effectiveness of training programs at Polynova Industries. This approach will provide a comprehensive understanding of the impact of training initiatives on employee performance and organizational outcomes.

- Likert scale 5point will be used in the research

Data Collection Methods:

- Surveys: Structured surveys will be distributed to employees to collect primary data on their perceptions of training effectiveness, satisfaction levels, and perceived impact on job performance.

Data Analysis:

Quantitative Analysis: Statistical analysis techniques such as descriptive statistics, correlation analysis, and factor analysis will be used to analyse survey data and identify patterns in training effectiveness metrics.

Reliability Statistics

Cronbach's Alpha	N of Items
.896	26

the Cronbach's Alpha value of 0.896 indicates that the set of 26 items has a high level of internal consistency.

DESCRIPTIVE STASTISTICS

Statistics

		Age	Gender	Education Level	Job position/title	I participate in training and development activities outside of those offered by My organisation.	How did you hear about this training program?
N	Valid	110	110	110	110	110	110
	Missing	0	0	0	0	0	0
Mean		3.15	1.02	1.45	2.05	3.40	1.20
Median		3.00	1.00	1.00	2.00	4.00	1.00
Std. Deviation		.917	.134	.552	.902	.706	.538
Variance		.841	.018	.304	.814	.499	.290
Minimum		1	1	1	1	1	1
Maximum		5	2	3	3	4	4

several categorical variables in the dataset, including age, gender, education level, job position or title, participation in training and development activities, and sources of information about the training program. The mean age of respondents is around 3.15, suggesting a distribution toward the middle age group, with most respondents in gender category 1. Education levels tend to lean towards category 1, while job positions are evenly spread across categories 1, 2, and 3. Respondents tend to participate in training and development activities outside of their organization, as indicated by a mean participation level of 3.40 and a median of 4.0. Most respondents heard about the training program from the same source, with a mean of 1.20 and a median of 1.0. Overall, the data indicates a concentration in specific categories for each variable, reflecting a consistent pattern across the sample.

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	3.6	3.6	3.6
	2	22	20.0	20.0	23.6
	3	43	39.1	39.1	62.7
	4	36	32.7	32.7	95.5
	5	5	4.5	4.5	100.0
	Total	110	100.0	100.0	
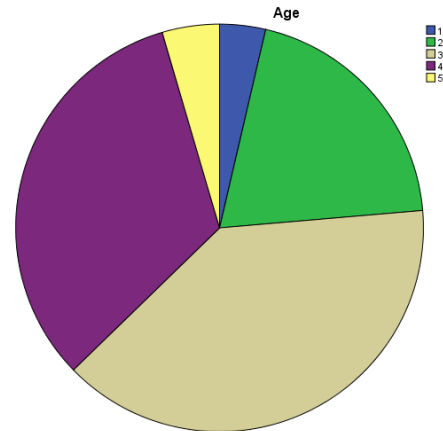
The largest group of respondents is in Age Group 3, accounting for 39.1% of the total. The next largest group is Age Group 4 with 32.7%, followed by Age Group 2 with 20.0%. The smallest groups are Age Groups 1 and 5, accounting for 3.6% and 4.5% respectively. Overall, this distribution is skewed towards the middle age groups (2, 3, and 4), which comprise over 90% of the total sample.


Gender

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	108	98.2	98.2	98.2
	2	2	1.8	1.8	100.0
	Total	110	100.0	100.0	
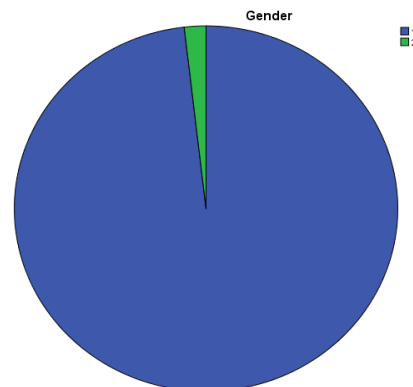
The majority of respondents, 98.2%, identify as Gender 1, while a small proportion, 1.8%, identify as Gender 2. This indicates that the sample is heavily skewed towards one gender, suggesting a lack of gender diversity in the sample.

Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	64	58.2	58.2	58.2
	2	43	39.1	39.1	97.3
	3	3	2.7	2.7	100.0
	Total	110	100.0	100.0	
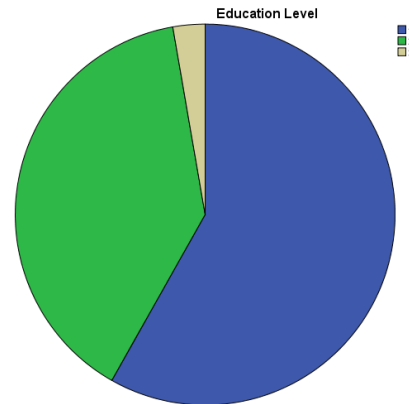
the majority of respondents are at Education Level 1, accounting for 58.2% of the total. This is followed by Education Level 2, with 39.1% of the respondents. Education Level 3 is the smallest group, with only 2.7% of the respondents. This indicates that the sample is predominantly composed of individuals with Education Level 1 and Level 2, with a very small portion of individuals at Education Level 3.

Job position/title

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	42	38.2	38.2	38.2
	2	21	19.1	19.1	57.3
	3	47	42.7	42.7	100.0
	Total	110	100.0	100.0	
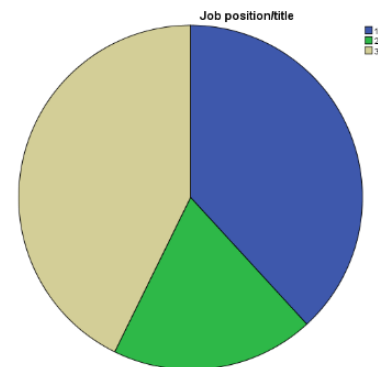
the largest group of respondents falls under Job Position/Title 3, representing 42.7% of the total. This is followed by Job Position/Title 1, which represents 38.2% of the total, and then Job Position/Title 2, which represents 19.1%. This distribution suggests that Job Position/Title 3 is the most common position in the sample, followed by Job Position/Title 1 and Job Position/Title 2.

I participate in training and development activities outside of those offered by My organisation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.8	1.8	1.8
	2	8	7.3	7.3	9.1
	3	44	40.0	40.0	49.1
	4	56	50.9	50.9	100.0
	Total	110	100.0	100.0	

I participate in training and development activities outside of those offered by My organisation.
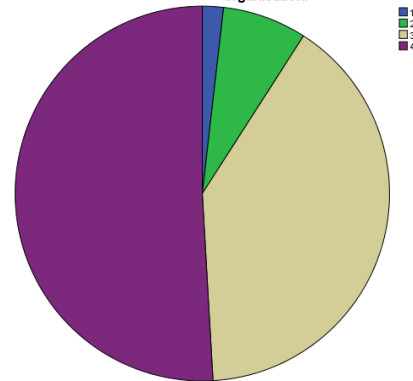
the largest group of respondents participates at Level 4, representing 50.9% of the total sample. This is followed by Level 3, representing 40.0%, then Level 2 at 7.3%, and finally, Level 1 at 1.8%. This distribution suggests that the majority of respondents (90.9%) actively participate in training and development activities outside of those offered by their organization, either at Level 3 or Level 4.

How did you hear about this training program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	93	84.5	84.5	84.5
	2	14	12.7	12.7	97.3
	3	1	.9	.9	98.2
	4	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

How did you hear about this training program?
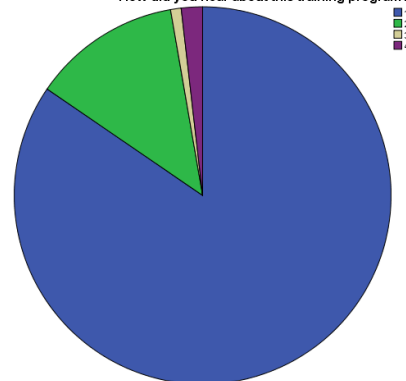
the majority of respondents (84.5%) heard about the training program through Source 1. This is the most significant finding, indicating that Source 1 is the predominant way respondents learn about the training program. Source 2 follows with 12.7% of respondents, while Source 3 and Source 4 are less common, accounting for 0.9% and 1.8% of the respondents, respectively.

FACTOR ANALYSIS

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.383	28.395	28.395	7.383	28.395	28.395
2	1.885	7.252	35.647	1.885	7.252	35.647
3	1.428	5.493	41.140	1.428	5.493	41.140
4	1.283	4.936	46.075	1.283	4.936	46.075
5	1.166	4.483	50.558	1.166	4.483	50.558
6	1.136	4.367	54.926			
7	1.067	4.103	59.028			
8	1.024	3.939	62.967			
9	.930	3.578	66.545			
10	.865	3.328	69.873			
11	.817	3.141	73.014			
12	.715	2.750	75.765			
13	.695	2.675	78.439			
14	.647	2.489	80.928			
15	.603	2.320	83.248			
16	.569	2.189	85.437			
17	.531	2.043	87.480			
18	.496	1.907	89.387			
19	.457	1.759	91.146			
20	.406	1.561	92.707			
21	.379	1.459	94.166			
22	.357	1.373	95.539			
23	.331	1.272	96.811			
24	.305	1.172	97.984			
25	.280	1.076	99.060			
26	.244	.940	100.000			

Extraction Method: Principal Component Analysis.

FACTORS	1	2	3	4	5
Transformative Training and Productivity					
The training program at My organisation substantially increases motivation and productivity levels.	.621				
The training program at My organisation effectively enhances job skills.	.472				
Productivity has noticeably improved since introducing the training program at My organisation.	.571				
Employees' perspectives of their jobs have positively shifted due to the training program at My organisation.	.523				
The employee training program at My organisation has facilitated overcoming obstacles in job performance.	.628				
Employees view training as essential for their roles within the training program at My organisation.	.627				
The training program significantly contributes to personal growth.	.623				
The training program sufficiently prepares me for handling challenging situations or tasks in my role at My organisation.	.667				
My organisation should invest more in the training program	.524				
Aligned Training and Job Security.					
My Organisation has a well-structured training program that aligns with its objectives of enhancing training effectiveness.		.123			
The information provided by the trainer adequately supports the objectives of enhancing the training program's effectiveness at My organisation.		.327			
Employees perceive an improvement in employee-employer relationships due to the training program at My organisation		.245			
The training program contributes to boosting employee morale at My organisation		.451			
Employees believe that the training program contributes to increasing creativity at My organisation.		.470			
Employees feel more secure in their jobs after receiving training at My organisation.		.422			
Enhanced Workplace Interactions and Support					
Many employees' behaviours have positively changed since enrolling in the training program at My organisation.			.231		
Supervisors effectively assist in understanding work and encourage applying knowledge within the training program at My organisation			.277		
Communication between managers and workers is effective within the training program at My organisation			.421		
Performance and Learning Optimization					
The training program at My organisation is seen as vital for organisational effectiveness.				.236	
The training program significantly reduces employee stress at My organisation."				.259	
The training program adequately addresses my individual learning needs and preferences.				.237	
The occurrence of errors has decreased notably since participating in the training program at My organisation.				.152	
Employees perceive that the training program effectively improves on-the-job performance at My organisation.				.304	
Supportive Training and Workplace Satisfaction					
Resources for the training program at my Organisation are adequate, and the training environment is satisfactory.					.303
The training program has instilled a positive attitude among employees at My organisation.					.193
I feel supported in applying the knowledge and skills acquired through the training program in my day-to-day work.					.254

Transformative Training and Productivity:

- This factor examines how the training program impacts motivation, productivity, and job performance.

- Loadings ranging from .472 to .667 suggest a strong positive impact on motivation, productivity, job skills, and personal growth.

- This indicates that the training program is highly effective in transforming employee perspectives, enhancing their skills, and preparing them for challenging situations.

Aligned Training and Job Security:

- This factor looks at how the training program aligns with organizational goals and boosts job security.

- Loadings range from .123 to .470, suggesting a moderate connection between training and its alignment with organizational objectives, morale, and job security.

- Employees perceive the training program as positively impacting their job security and creativity, but the relationship is not as strong as in the previous factor.

Enhanced Workplace Interactions and Support:

- This factor evaluates the influence of training on workplace interactions and support.

- Loadings from .231 to .421 suggest a moderate relationship between training and changes in employee behavior, supervisor support, and communication effectiveness.

- The training program appears to help facilitate better interactions and support within the workplace.

Performance and Learning Optimization:

- This factor focuses on how the training program affects performance and learning.

- Loadings from .152 to .304 suggest a weaker relationship between training and error reduction, stress reduction, and improved performance.

- While there is some positive impact, it may not be as substantial as in other factors.

Supportive Training and Workplace Satisfaction:

- This factor explores how the training program contributes to workplace satisfaction and support in applying knowledge.

- Loadings from .193 to .303 suggest a moderate correlation between training and resources provided, a positive attitude, and support in applying new skills.

- The program helps in creating a supportive environment, but the impact on satisfaction might not be as pronounced as other factors.

CORRELATIONS

Correlations

		TTP	ATJS	EWIS	PLO	STWS
TTP	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	110				
ATJS	Pearson Correlation	.566**	1			
	Sig. (2-tailed)	.000				
	N	110	110			
EWIS	Pearson Correlation	.638**	.470**	1		
	Sig. (2-tailed)	.000	.000			
	N	110	110	110		
PLO	Pearson Correlation	.640**	.517**	.605**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	110	110	110	110	
STWS	Pearson Correlation	.579**	.446**	.471**	.517**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	110	110	110	110	110

**. Correlation is significant at the 0.01 level (2-tailed).

1. Transformative Training and Productivity (TTP):

   - TTP and ATJS: The correlation coefficient is 0.566, indicating a moderate positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

   - TTP and EWIS: The correlation coefficient is 0.638, indicating a strong positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

   - TTP and PLO: The correlation coefficient is 0.640, indicating a strong positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

- TTP and STWS: The correlation coefficient is 0.579, indicating a moderate positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

2. Aligned Training and Job Security (ATJS):

- ATJS and EWIS: The correlation coefficient is 0.470, indicating a moderate positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

- ATJS and PLO: The correlation coefficient is 0.517, indicating a moderate positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

- ATJS and STWS: The correlation coefficient is 0.446, indicating a moderate positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

3. Enhanced Workplace Interaction and Support (EWIS):

- EWIS and PLO: The correlation coefficient is 0.605, indicating a strong positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

- EWIS and STWS: The correlation coefficient is 0.471, indicating a moderate positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

4. Performance and Learning Optimization (PLO):

- PLO and STWS: The correlation coefficient is 0.517, indicating a moderate positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

5. Supportive Training and Workplace Satisfaction (STWS):

- STWS and TTP: The correlation coefficient is 0.579, indicating a moderate positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

- STWS and ATJS: The correlation coefficient is 0.446, indicating a moderate positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

- STWS and EWIS: The correlation coefficient is 0.471, indicating a moderate positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

- STWS and PLO: The correlation coefficient is 0.517, indicating a moderate positive relationship. The p-value is 0.000, which is less than 0.01. Therefore, the correlation is statistically significant at the 0.01 level.

INTERPRETATION

The correlation data demonstrates that the training program has a meaningful influence on various key aspects of the workplace. These aspects include productivity, performance, learning optimization, job satisfaction, and workplace interactions. The training program's positive impact is seen through moderate to strong correlations with aligned training and job security (ATJS), enhanced workplace interactions and support (EWIS), performance and learning optimization (PLO), and supportive training and workplace satisfaction (STWS).

1. **Transformative Training and Productivity (TTP)**: Shows significant correlations with other factors, indicating that the training program effectively improves motivation, productivity, and overall job performance.

2. **Aligned Training and Job Security (ATJS)**: Demonstrates moderate relationships with EWIS, PLO, and STWS, suggesting that training aligned with organizational goals and job security leads to improvements in workplace interactions, performance, and satisfaction.

3. **Enhanced Workplace Interactions and Support (EWIS)**: Exhibits a strong positive relationship with PLO and a moderate positive relationship with STWS, pointing to the connection between effective workplace interactions and better performance and satisfaction.

4. **Performance and Learning Optimization (PLO)**: Shows moderate positive correlations with all other factors, particularly EWIS. This underscores the importance of the training program in enhancing performance and learning, leading to improved workplace interactions and satisfaction.

5. **Supportive Training and Workplace Satisfaction (STWS)**: Moderately correlated with all other factors, highlighting the significance of a supportive training program in contributing to job satisfaction and workplace engagement

FINDINGS

1. **Transformative Training and Productivity**:

   - **Investment and Scope**: Employees perceive a need for greater investment in the training program. This suggests an opportunity to allocate more resources to develop high-quality, ongoing training initiatives. Broader training content, addressing a wider range of job challenges, could further enhance productivity and skill development.

   - The moderate positive relationships between TTP and other factors such as Aligned Training and Job Security (ATJS), Enhanced Workplace Interactions and Support (EWIS), and Performance and Learning Optimization (PLO) indicate that training impacts various areas positively. However, there is potential to improve training outcomes further through more tailored and comprehensive sessions.

2. **Aligned Training and Job Security**:

   - **Alignment with Organizational Goals**: The low loading suggests the need for better alignment between training and organizational objectives. Enhancing this alignment could boost employee engagement and improve job security.

   - **Job Security Initiatives**: Although training has a moderate correlation with job security, there is room to strengthen employees' perception of job security through clearer communication and targeted initiatives following training.

3. **Enhanced Workplace Interactions and Support**:

- **Managerial Support**: Moderate correlations suggest a need for improvement in the support provided by supervisors, including aiding employees in applying new knowledge effectively. Training managers and supervisors could lead to better workplace interactions and support.

- **Communication Improvement**: Enhancing communication between managers and employees during training and beyond can create a more supportive workplace and improve outcomes.

4. **Performance and Learning Optimization**:

- **Error and Stress Reduction**: Low loadings on error reduction and moderate impact on stress reduction suggest targeted training could address these areas more effectively. This may lead to improved performance and learning outcomes.

- **Individual Learning Needs**: Customizing training programs to meet individual employee learning preferences and needs could enhance outcomes and lead to greater performance optimization.

5. **Supportive Training and Workplace Satisfaction**:

- **Training Environment and Resources**: While the environment and resources are generally satisfactory, there is potential to further optimize them for better satisfaction and support.

- **Positive Attitude**: Low loading on instilling a positive attitude suggests room for improvement in fostering a supportive environment that boosts employee morale and engagement.

AREAS OF IMPROVEMENT

1. Investment in Training:

   - Allocate more resources towards the training program. Employees believe that the organization should invest more in training, leading to higher quality initiatives and continuous development opportunities. This can enhance job performance and satisfaction.

2. Alignment with Organizational Goals:

   - Improve the alignment between training programs and the company's strategic objectives. A low loading suggests training does not align closely enough with organizational goals, which can impact employee engagement and job security. Enhancing alignment can improve relevance and effectiveness.

3. Managerial Support:

   - Train managers and supervisors to provide better support to employees in understanding work and applying new knowledge from training. Moderate correlations suggest a need for enhanced managerial support, leading to improved workplace interactions and employee assistance.

4. Communication Improvement:

   - Enhance communication between managers and employees during and after training. This can create a more supportive workplace environment, resulting in better outcomes and higher levels of employee satisfaction.

5. Error Reduction and Stress Management:

- Address the occurrence of errors and employee stress more effectively through targeted training sessions. Low loadings suggest a need for more focused training to improve overall performance, reduce mistakes, and create a healthier work environment.

6. Positive Attitude and Engagement:

- Improve the training program's impact on employee outlook and engagement by fostering a supportive training environment. Low loadings indicate room for improvement in boosting employee morale and engagement, which can lead to increased job satisfaction and productivity.

-

RECOMMENDATIONS

1. **Investment in Training**:

- **Allocate Budget**: Set aside a dedicated budget for the training program to support high-quality initiatives and ongoing development opportunities.

- **Diverse Training Offerings**: Offer a variety of training sessions, including workshops, online courses, and seminars, to cater to different learning styles and needs.

- **Monitor Training Outcomes**: Track the effectiveness of training initiatives through employee feedback and performance metrics to ensure resources are being used efficiently.

2. **Alignment with Organizational Goals**:

- **Collaborate with Leadership**: Work closely with company leadership to understand strategic objectives and align training programs accordingly.

- **Conduct Needs Assessments**: Regularly assess the training needs of different departments to ensure alignment with organizational goals.

- **Adjust Training Content**: Continuously update training content to reflect changes in the company's strategic direction and industry trends.

3. **Managerial Support**:

- **Provide Management Training**: Offer training sessions for managers and supervisors on effective coaching and employee support.

- **Encourage Feedback**: Create channels for managers and employees to provide feedback on training and support needs.

- **Foster Open Communication**: Encourage managers to maintain open and ongoing communication with their teams about training and development opportunities.

4. **Communication Improvement**:

- **Develop Communication Plans**: Create clear communication plans for training initiatives to keep managers and employees informed.

- **Regular Check-ins**: Schedule regular check-ins between managers and employees to discuss training progress and needs.

- **Feedback Mechanisms**: Implement feedback mechanisms to gather input from employees on the training program and communication methods.

5. **Error Reduction and Stress Management**:

- **Targeted Training**: Design training sessions focused on reducing specific errors and stressors identified within the organization.

- **Stress Management Resources**: Provide resources and training on stress management techniques to support employee well-being.

- **Performance Monitoring**: Monitor employee performance to identify areas where targeted training may be needed.

6. **Positive Attitude and Engagement**:

- **Recognize Achievements**: Implement recognition programs to celebrate employees' achievements and positive outcomes from training.

- **Create a Supportive Environment**: Foster a culture of collaboration and support through team-building activities and open communication.

- **Engage Employees in Planning**: Involve employees in planning training initiatives to increase engagement and ensure relevance.

By implementing these suggestions, the organization can address the identified areas of improvement and work towards creating a more effective and supportive training program that benefits both employees and the company as a whole.

CONCLUSION

Polynova Industries' training program has been successful in positively influencing employees' productivity, job performance, and overall morale, which contributes to organizational effectiveness and personal growth. Employees appreciate the training for its ability to boost their motivation and productivity levels, enhance their job skills,

and prepare them for challenging tasks within their roles. The program's impact on employees' perspectives and ability to overcome job performance obstacles also stands out, suggesting that the program is well-structured and impactful.

Furthermore, employees actively engage in external training and development activities, indicating a strong culture of continuous learning within the organization. This is vital for organizational success, as it supports ongoing improvement and adaptability in a dynamic business environment.

However, there is room for improvement in certain areas of the training program. For instance, stress management could be addressed more effectively through targeted training sessions that focus on stress reduction and healthy work-life balance. Similarly, error reduction can be improved with specialized training designed to address specific issues within the workplace.

while the training program aligns well with organizational objectives and boosts employee morale, there is potential to enhance its impact further. Strengthening alignment with strategic goals and ensuring more robust managerial support can lead to better workplace interactions, improved job security, and higher satisfaction levels among employees.

Investing in diverse and high-quality training initiatives, providing opportunities for employees to offer feedback, and recognizing achievements can all contribute to enhancing the overall effectiveness of the program. By fostering open communication and collaboration, the organization can create a supportive environment that promotes employee engagement and satisfaction. although Polynova Industries' training program is generally well-received and beneficial, there is still a need to focus on specific areas such as stress management, targeted training, and improving communication and

support from management. By addressing these areas, the company can further optimize its training program, leading to enhanced employee performance and organizational success.

MANAGERIAL IMPLICATION

1. Investment in Training Program

2. employees believe the organization should invest more in the training program. Encouraging managers to allocate more resources towards enhancing training initiatives can lead to better quality programs, continuous development opportunities, and ultimately, improved job performance and satisfaction.

3. Alignment with Organizational Goals:

   - The low loading suggests that training programs do not align closely enough with organizational objectives. Managers should work to enhance this alignment, ensuring that training initiatives support strategic goals and boost employee engagement and job security.

4. Improvement in Managerial Support and Communication:

   - Moderate relationships indicate that support from supervisors and effective communication within training programs can be improved. Managers should focus on providing better support to employees in understanding work and applying new knowledge.

5. Targeted Training for Error and Stress Reduction:

   - The data shows low loading in areas such as error reduction and moderate impact on stress reduction. Managers should address these

areas through targeted training, which can lead to improved overall performance, reduced mistakes, and a healthier work environment.

6. Creating a Supportive Training Environment:

- The training program should foster a supportive environment that encourages workplace satisfaction. Managers should ensure adequate resources and support are provided for employees to apply new knowledge and skills in their daily work.

7. Fostering Positive Workplace Interactions:

- Strong positive relationships between the training program and workplace interactions suggest that managers should focus on facilitating better communication and collaboration between employees and supervisors.

CHAPTER 2

TASK HANDLED

As part of the human resources and administration department, a variety of tasks were undertaken By Me aimed at streamlining processes and supporting the organization's workforce. These tasks included:

1. Onboarding Process:

   - Facilitated the seamless integration of new employees by coordinating training and orientation sessions, providing essential information about company policies and culture.

   - Managed the distribution of onboarding materials and resources to ensure new hires were well-prepared for their roles.

2. Competency Matrix/Training Assessment:

   - Redeveloped competency matrix to evaluate employee competencies and identify training needs, enabling targeted professional development plans.

   - This assessment process contributed to enhancing employee performance and job satisfaction.

3. Leave Entries:

   - Managed records of employee leave requests and absences, ensuring compliance with company policies and legal requirements.

   - Meticulous record-keeping helped maintain workforce productivity and continuity.

4. Inward and Outward Entries:

- Handled documentation for incoming and outgoing correspondence, maintaining accurate and organized records.

- This facilitated smooth communication within the organization and with external stakeholders.

5. Data Entry:

    - Inputted and managed various types of data related to employee information, company processes, and organizational resources.

    - Work contributed to efficient data management and informed decision-making.

6. Safety Manual Updated:

    - Kept the company's safety manual current and accessible to all employees, ensuring adherence to safety regulations.

    - This promoted a safe working environment and minimized workplace risks.

7. Digitalized Data:

    - Transitioned from paper-based to digital systems, improving the efficiency and accessibility of organizational data.

    - This shift supported more streamlined operations and enhanced data security.

8. Filing:

    - Organized and maintained physical and digital files, facilitating easy retrieval and storage of important documents.

- Efforts ensured that information was readily available when needed and that records were preserved for future reference.

9. Updated Internal Database with New Employees' Information:

    - Kept employee records up to date in the internal database, enabling accurate reporting and analysis.

    - This information supported HR planning, performance management, and compliance with regulatory requirements.

10. Participated in Organizing Company Events:

    - Organized cricket tournament helped in co-ordinating with managers and collecting sponsors for the event.

    - Contributed to planning and executing company events, fostering a positive company culture and employee engagement.

    - This work helped build a sense of community and collaboration within the organization.

CHAPTER 3

LEARNINGS

As an HR intern, working on various tasks within the human resources and administration department provided numerous opportunities to gain practical experience and insights into HR practices. Here are some key learnings from my experience:

1. Understanding of Onboarding Processes: I learned the importance of a well-structured onboarding process in setting the tone for new employees. By facilitating proper training and orientation, I witnessed how employees felt welcomed and supported, leading to higher engagement and better retention. It highlighted the significance of clear communication and setting expectations from the start.

2. Competency Assessment and Training Needs: My role in assessing employee competencies and identifying training needs gave me valuable insights into how targeted training can boost employee performance and career development. This experience emphasized the importance of customizing training plans based on individual strengths and areas for improvement.

3. Data Management and Organization: By managing data entries, records, and files, I honed my attention to detail and organizational skills. I recognized the critical role of maintaining accurate and well-structured records in supporting HR functions and ensuring compliance with company policies and regulations.

4. Digital Transformation: Transitioning from paper-based to digital systems exposed me to the advantages of digitalization in HR practices. It improved efficiency, streamlined processes, and provided better access to information while also raising awareness about data security and privacy.

5. Safety and Compliance: By updating the safety manual and working with safety protocols, I understood the vital role of compliance in creating a secure and healthy work environment. It taught me the importance of staying informed about regulations and ensuring all employees are aware of safety measures.

6. Restructuring Organizational Charts and Job Descriptions: Involvement in updating organizational structures and job roles provided insight into how companies adapt to changing needs and objectives. This experience taught me the value of clear job descriptions in helping employees understand their responsibilities and roles.

7. Event Planning and Execution: Participating in organizing company events taught me logistical coordination and teamwork. It emphasized the importance of collaboration across departments to create successful events that foster a positive company culture and employee engagement.

8. Employee Relations and Communication: Handling leave entries, employee information, and correspondence underscored the importance of clear and transparent communication in building positive employee relations. It reinforced the need for empathetic and open dialogue to address employee concerns effectively.

9. Project Management and Adaptability: Managing a variety of tasks enhanced my project management skills and adaptability. Prioritizing tasks and balancing multiple responsibilities taught me the importance of time management and the ability to handle changing priorities efficiently.

10. Workplace Dynamics and Collaboration: Engaging with different teams and employees improved my understanding of workplace dynamics and the significance of cross-

departmental collaboration. It highlighted the need for flexibility and openness to different perspectives to achieve collective goals and foster a cohesive work environment.

CHAPTER 4

CHALLENGES

1. Coordination with Managers: Coordinating with managers proved to be a significant challenge due to their varying schedules and priorities. Setting up meetings and receiving timely responses was often difficult, as their availability fluctuated based on project demands and other responsibilities. This sometimes led to delays in completing tasks, as certain decisions or approvals required manager input.

2. Limited Access to Confidential Data: Privacy concerns and organizational policies limited my access to confidential data, which was necessary for certain tasks. This restriction often slowed down my workflow as I had to seek approvals or alternative methods to obtain the information needed, while still maintaining confidentiality and compliance with company policies.

3. Completing the Competency Assessment Before the Deadline: Meeting deadlines for competency assessments required efficient coordination with employees and managers. Gathering input and completing evaluations on time was challenging, especially when employees or managers were unavailable or unresponsive. This added pressure to my workload, requiring me to find creative ways to meet deadlines while ensuring accuracy.

4. Digitizing Data: The transition from paper-based to digital systems introduced challenges in ensuring data accuracy, organizing information, and protecting data privacy and security. This new process required meticulous attention to detail and adapting to new technologies, which took time to learn and integrate effectively.

5. Time Management and Prioritization: Balancing multiple tasks and projects necessitated effective time management and prioritization skills. Managing my workload, organizing daily tasks, and adjusting schedules to meet various deadlines required constant vigilance and adaptability.

6. Adapting to Organizational Changes: Organizational changes, such as restructuring or shifts in company priorities, affected job roles and expectations. Adjusting to these changes while maintaining productivity was challenging, as it required a flexible approach and a quick understanding of the new dynamics.

7. Maintaining Employee Engagement: Organizing events and initiatives to foster a positive company culture was challenging, especially given diverse employee interests and varying schedules. Ensuring inclusivity and engagement required careful planning and consideration of different perspectives.

8. Managing Employee Expectations: Handling employee requests, concerns, and expectations required diplomacy and clear communication. Striking a balance between adhering to company policies and addressing employees' needs was essential, as was ensuring fair and consistent treatment for all.

9. Learning New HR Software and Tools: Familiarizing myself with new HR software and tools presented challenges, particularly when updates or changes were frequent. This required adaptability and a willingness to learn quickly to use the systems effectively and efficiently.

10. Building Relationships: Building positive relationships with colleagues, managers, and employees took time and consistent effort. Establishing trust and rapport was crucial for effective communication and collaboration, but it also required patience and persistence.

APPENDIX 1

APPENDIX 2

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Questionaire

Enhancing Training Effectiveness at Polynova Industries

Dear Participant,

I am conducting a study titled "Enhancing Training at Polynova Industries" and need your input. Your feedback will help us evaluate our current training effectiveness and identify areas for improvement. Your participation is voluntary and all responses are confidential.

Instructions for Completing the Survey: Please use the following scale to indicate your level of agreement or disagreement with each statement:

Strongly Disagree	**1**
Disagree	**2**
Neutral	**3**
Agree	**4**
Strongly Agree	**5**

Statements	1	2	3	4	5
1. My Organisation has a well-structured training program that aligns with its objectives of enhancing training effectiveness.					
2. Resources for the training program at my Organisation are adequate, and the training environment is satisfactory.					
3. The information provided by the trainer adequately supports the objectives of enhancing the training program's effectiveness at My organisation.					
4. The training program at My organisation is seen as vital for organisational effectiveness.					
5. The training program at My organisation substantially increases motivation and productivity levels.					
6. The training program significantly reduces employee stress at My organisation.					
7. Employees perceive an improvement in employee-employer relationships due to the training program at My organisation.					
8. The training program contributes to boosting employee morale at My organisation.					
9. Employees believe that the training program contributes to increasing creativity at My organisation.					
10. The training program at My organisation effectively enhances job skills.					
11. Employees feel more secure in their jobs after receiving training at My organisation.					
12. The training program adequately addresses my individual learning needs and preferences.					

13. Productivity has noticeably improved since introducing the training program at My organisation.					
14. The occurrence of errors has decreased notably since participating in the training program at My organisation.					
15. Employees' perspectives of their jobs have positively shifted due to the training program at My organisation.					
16. Many employees' behaviours have positively changed since enrolling in the training program at My organisation.					
17. The employee training program at My organisation has facilitated overcoming obstacles in job performance.					
18. Supervisors effectively assist in understanding work and encourage applying knowledge within the training program at My organisation.					
19. Communication between managers and workers is effective within the training program at My organisation.					
20. Employees view training as essential for their roles within the training program at My organisation.					
21. The training program has instilled a positive attitude among employees at My organisation.					
22. The training program significantly contributes to personal growth.					
23. Employees perceive that the training program effectively improves on-the-job performance at My organisation.					
24. The training program sufficiently prepares me for handling challenging situations or tasks in my role at My organisation.					
25. I feel supported in applying the knowledge and skills acquired through the training program in my day-to-day work.					
26. My organisation should invest more in the training program					

DEMOGRAPHICS

1. Age:

 - 18-24

 - 25-34

 - 35-44

 - 45-54

 - 55-64

2. Gender:

- Male

- Female

- Prefer not to say

3. Education level:

  - High school or equivalent

  - Bachelor's degree

  - Master's degree

  - Doctorate or professional degree

4. Job position/title at My organisation:

  - Management employee

  - Staff

- Operator

5. I participate in training and development activities outside of those offered by My organisation.

  - Frequently

  - Occasionally

  - Rarely

  - Never

6. How did you hear about this training program?

  - Internal communication (email, notice etc.)

  - Supervisor/manager

  - Colleague

  - Other (please specify):

<u>Thank you for your response</u>