

**STUDY ON THE EFFECTIVENESS OF LEARNING IN DEVELOPMENT OF  
SOFT-SKILLS AMONG THE EMPLOYEES IN IBS SOFTWARE SERVICES,  
TECHNOPARK, TRIVANDRUM**



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**MAJOR PROJECT REPORT**

**Submitted in partial fulfilment of the  
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**COLLEGE OF CO-OPERATION BANKING AND MANAGEMENT**

**VELLANIKKARA, THRISSUR-680 656**

**KERALA, INDIA**

**2017**

***DECLARATION***

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## DECLARATION

I hereby declare that this project entitled '**Study on the Effectiveness of Learning in Development of Soft Skills among the Employees in IBS Software Services, Technopark, Trivandrum**' is a bonafide record of research work done by me during the course of major project work and that it has not previously formed the basis for the award to me for any degree / diploma / associateship / fellowship or other similar titles of any other University or Society.

Vellanikkara

21-10-2017



**Ananya P. P. (2015-31-030)**

***CERTIFICATE***

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## CERTIFICATE

Certified that this project report entitled '**Study on the Effectiveness of Learning in Development of Soft Skills among the Employees in IBS Software Services, Technopark, Trivandrum**' is a bonafide record of project work done by Miss. Ananya P.P. under my guidance and supervision and that it has not previously formed the basis for the award of any degree, fellowship or associateship to her.

Place: Vellanikkara

Date: 21-10-2017



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## LIST OF ABBREVIATIONS USED

ABBREVIATIONS	FULL FORM
AAT	Application Architecture Team
EQ	Emotional Quotient
IQ	Intelligent Quotient
MNC	Multi National Corporation
IT	Information Technology
JL	Job level
MRO	Maintenance, Repair and Overhaul
PAG	Product Architecture Group
TTL	Travel, Transportation and Logistics
TCC	Technology Consulting Crew

***DESIGN OF THE STUDY***

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## Chapter I

### DESIGN OF THE STUDY

#### 1.1 Introduction

There is ample opportunity to each and every employee in any organization or firm to enrich his/her skills while discharging his/her legitimate duties day to day. It is an everlasting process to acquire skills and abilities. The primary objective of any employee is nothing but the enrichment of skills in his/her life. Every employee may come across with various situations in his/her official life. All the occasions must be utilised fully for realization of the skills and abilities. It is necessary to utilize every opportunity to develop skills and official techniques for the improvement of professional growth of the employees. Enrichment of skills by updating day by day is the need of the hour to promote excellency and expertise.

Employee development activities help in the growth and development of employees, who are the true assets of an organization. Employee development is important for employees to enhance their skills and upgrade their existing knowledge in order to perform better. These activities prepare individuals for adverse conditions and unforeseen situations. Every employee likes to acquire new skills and learnings while at job. A sense of pride develops when they feel that their organisation is investing time and resources to train them. Hence, it becomes imperative for extracting the best from the employees.

Employee development creates a learning culture in the organisation where every employee is motivated to learn new skills and acquire new learnings. It helps an employee to do a self-analysis. He/she knows where he/she is lacking and what all new skills and learnings will help to improve their performance and deliver better results. It helps the employees to overcome the gap between their current stage and where they would like to see themselves five years ahead. Employee development activities not only prepare an individual for present, but also for the future. Training is important, as it makes an employee self-dependent and capable of facing even the worst circumstances with a smile. Organizations who train their employees from time to time do not face the problem of employee attrition. Employees hardly leave such organizations where they are being trained along with their routine jobs.

### **1.1.1 Soft skills**

Soft skills are personal attributes that enables someone to interact effectively and harmoniously with other people. They are a combination of interpersonal people skills, social skills, communication skills, character traits, attitudes, career attributes and Emotional Intelligence Quotient (EQ) among others. They are character traits and interpersonal skills that characterize a person's relationships with other people. In the work-place, soft skills are considered as complement to hard skills, which refer to a person's knowledge and occupational skills. Earlier many sociologists, including Charles Wright Mills, used the term soft skills to describe a person's "Emotional Intelligence Quotient (EQ)" as opposed to "Intelligence Quotient (IQ)."

In yesterday's industrial economy, lack of soft skills wasn't as big of a deal, since jobs were mostly routine and reliant on specific skills to accomplish. But in today's global economy; soft skills like collaboration skills, team building skills, and leadership skills have become vital and executives are noticing that a lack of these skills among the employees could limits the company's productivity.

While it's true that certain attributes are difficult to force if employees don't naturally have them; however, they are not impossible to teach. One of the most important things to improve employee's soft skills is to offer holistic opportunities for the staff to develop their skills.

### **1.1.2 Learning through training**

Learning is viewed as enhancing one's knowledge, understanding and skills. Some people see learning as enhancement to one's knowledge, awareness and skills. Some professionals view learning as enhancing one's capacity to perform. Some view learning as a way of being that includes strong value on receiving feedback and increasing understanding. It's important to note that learning is more than collecting information from unreferenced books on a shelf. Depending on the needs of the learner, knowledge is converted to skills, i.e., the learner knows how to apply the knowledge to get something done. Ideally, the skills are applied to the most appropriate tasks and practices in the organization, thereby producing performance oriented results needed by the organization

Training is often interpreted as the activity when an expert and learner work together to effectively transfer information from the expert to the learner (to enhance a learner's knowledge, attitudes or skills), so that the learner can perform a current task or job better.

Both the terms, training as well as learning is used synonymously and there is a strong link between the two. Training helps an employee to gather data and information which is quite useful for him to perform his duties and tasks better in the organisation. Within the purview of any organisation, no learning is possible without any training.

## **1.2 Background of the study**

IBS Software Services, Techno park, Trivandrum was selected for the study. IBS Software Services is a leading provider of new generation IT solutions to the global Travel, Transportation and Logistics (TTL) industry. Valayil Korath Mathews is the Founder and Executive Chairman of the IBS group. Mathews founded IBS in 1997 with a vision to redefine the way the global travel, transportation and logistics industries managed business. What started as a modest entrepreneurial venture with 55 inexperienced engineers and a single customer is today a MNC serving over 170 clients worldwide and poised to be the No. 1 IT (Information Technology) solution provider to the global air transportation industry. Its headquarters is in Trivandrum. Mathews was instrumental in IBS acquiring six international companies in Europe, USA and India during its 16 years journey which added its portfolio of offerings to some of the best airlines, busiest airports, leading cruise lines, top oil and gas companies and domain lead travel distributors and hotel groups in the world.

### **1.2.1 Institutional Profile**

IBS provides comprehensive end to end new generation IT systems to the global aviation industry across all the process areas including the airline passenger services, cargo operations, flight and crew operations, airport operations and aircraft maintenance engineering. In the non-aviation sector, IBS's solutions are used to manage certain mission-critical operations of major oil and gas companies, cruise lines, hotels, and tour operations.

IBS's IT services competence includes business and technology consulting, independent software testing, application development and maintenance and managed services in the aviation, travel, hospitality and oil and gas industries.

### **1.2.2 Human Resource Department in IBS Software Services**

With the right mix of freshers, experienced professionals, technical and non-technical cadres, IBS has a diverse workforce from different backgrounds with varying levels of expertise and skill sets.

IBS has people belonging to 30 different nationalities bringing in a potpourri of culture, tradition and customs. Employees are encouraged to respect geographical sensitivities, venerate religious sentiments, revere local conventions and embrace diversity in all forms. By appreciating differences amongst themselves, IBS employees quickly imbibe a global perspective, become well rounded and ultimately develop into better human beings.

### **1.3 Statement of the problem**

Training is a skill component that puts the learning into practice. Lack of training or inadequate training to the employees would make them murky thereby their knowledge and productivity get eroded; ultimately leading to a decline in the quality, production and sometimes closure of the organisation.

On the other hand, training provided to the employees will help them to learn to deal with the different aspects and tasks to be carried out in their organisation. The influence of learning by the employees within the organisation has got a direct effect of the soft skills in them. Analysing and understanding the range and level of these skills among the employees will help the organisation to improve its productivity and harmony.

No systematic scientific research study has been conducted so far to study the effectiveness of learning in development of soft skills among the employees of this organisation. So, it was found relevant to study the same in order to find out how far the organisation has been successful in providing effective training for developing the required skills among them. Hence, this study has been taken up.

## **1.4 Objectives**

1. To identify the various types of training provided to the employees
2. To study the employees' satisfaction level of training provided
3. To analyse the effectiveness of learning from training on the soft skills.

## **1.5 Significance of the study**

The study was intended to understand the effectiveness of training provided, by analysing the effect of learning on the important soft-skills that an employee needs to possess.

## **1.6 Scope of the study**

Unlike hard skills, which can be proven or measured; soft skills are intangible and difficult to quantify. One reason soft skills are so revered is that they help facilitate human connections. Soft skills are key in building relationships, gaining visibility and creating more opportunities for advancement. The data collected will be helpful in understanding the training required to improve the level of soft skills among the employees and thereby improve their productivity.

## **1.7 Methodology**

The following methodology has been adopted for the study.

### **1.7.1 Period of study**

The data collection started from 21<sup>st</sup> August 2017 and the final analysis was completed by 13<sup>th</sup> October 2017.

### **1.7.2 Design of study**

The study was analytical in nature.

### **1.7.3 Sample size and method of sampling**

IBS Software Services, Techno park, Trivandrum was selected for the study. From the total population of 700 employees, a sample of 100 employees was selected. Simple random sampling was used for conducting the study.

#### **1.7.4 Data collection**

Both primary and secondary data were used for the study. Primary data were collected through questionnaire mailed to the employees belonging to different job levels (JL) within the organisation. The employees were categorised into different JLs based on their designation. For example, software engineer belonged to JL 3, whereas, senior software engineer belonged to JL 4.

The secondary data were collected from the company records, websites and other published source of reports.

#### **1.7.5 Tools used for data collection**

Questionnaire method was used to collect data. The questionnaire was distributed among the sample through e-mails and other social media.

#### **1.7.6 Observations made**

1. Different types and methods of training provided in the organisation
2. Important soft skills that an employee should possess in any organisation
3. Effect of learning on different soft skills among the employees
4. Employees' satisfaction level of training provided in the organisation
5. Effect of learning on productivity and employee-employer relationship

#### **1.7.7 Data analysis**

The data collected were analysed using MS Excel and SPSS software and presented as percentages, graphs.

#### **1.8 Limitations of the study**

1. Accuracy of the report was completely dependent on the employees' responses.
2. The study focused on only four major soft skills.
3. An in-depth study could not be conducted because of the limited time period.

## **1.9 Organisation of the project**

### **Chapter I:**

The first chapter deals about the design of the study

### **Chapter II:**

The second chapter deals about review of literature covering the effectiveness of learning in development of soft skills among the employees in IBS Software Services, Techno park, Trivandrum

### **Chapter III:**

The third chapter deals about the organizational profile of IBS Software Services, Techno park, Trivandrum

### **Chapter IV:**

The fourth chapter deals about the data analysis and interpretation.

### **Chapter V:**

The fifth chapter deals about the summary of findings, suggestions and conclusion.

***REVIEW OF LITERATURE***

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## Chapter II

### REVIEW OF LITERATURE

#### 2.1 Introduction

A literature review is an evaluative report of information found in literature related to our selected area of study. It gives a theoretical base for the research and helps you to determine the nature of the research. A brief account of some of the relevant studies made previously is given below.

#### 2.2 Theoretical literature review of the study

Michael (1970) mentioned that the training improves a person's skill at a task. Training helps in socially, intellectually and mentally developing an employee, which is very essential in facilitating not only the level of productivity, but also the development of personnel in any organization.

Hesseling (1971) stated that the training is a sequence of experiences or opportunities designed to modify behaviour in order to attain a stated objective.

Rene and Hesseling (1971) observed that the training is the nerve that suffices the need of fluent and smooth functioning of work which helps in enhancing the quality of work life of employees and organizational development too.

Edwin (1984) stated that the training is the act of increasing knowledge and skills of an employee for doing a particular job.

Spenner (1985) indicates that "some of the 'skill' of jobs depends on the ways in which bureaucracy and workplace interaction define the job.

Kevin Ford (1990) stated that the internationalisation of demand has meant organisations to transform themselves to provide greater quality; improvement and innovation; adaptability and reliability; and better services. The required

transformations by organisations focus on a more multifunctional and multi skilled workforce. This is facilitated by the creation of a responsive workplace culture. There are diverse strategies for achieving this, but they generally integrate new kinds of work organisation, innovations in technology, innovative skill formation practises, and innovations in employee commitment, participation and remuneration.

Baum (1995) mentioned that some geographical and sub-sector areas, tourism and hospitality provides an attractive, high-status working environment with competitive pay and conditions, which is in high demand in the labour force and benefits from low staff turnover. The other side of the coin is one of poor conditions, low pay, high staff turnover, problems in recruiting skills in a number of key areas, a high level of labour drawn from socially disadvantaged groups, poor status and the virtual absence of professionalism.

Frenkel et. al. (1995) confirms that Social and people skills, which include the capacity to organise and communicate with, to learn from, work with and impart knowledge to others are especially important.

Nicky Hager et.al. (1996) mentioned the findings about the holistic interweaving of soft skills and the need for them to be learned and adapted to the unique and changing circumstances of each building and construction sites are supported by earlier research findings about generic competencies.

Burns (1997) stated that applying terms such as 'skilled' and 'unskilled' to a post-industrial workforce, especially in services, is not only anachronistic but, in the case of front-line hospitality workers, creates something of a myth that serves to undermine their contribution to bottom line results.

Binna Kandola (2000) has discussed some of the difficulties associated with accurate and useful evaluation of training effectiveness particularly in the department of soft skills which include skills relating to people management. The author highlights some existing training evaluation techniques and then outlines a model of training evaluation which currently is found to be successful in the United Kingdom.

Moses (2000) observed that companies can no longer guarantee employees' promotions to the top, it is important that training and development helps employees with career planning and skills development. Some organisations fear that career planning will communicate to employees that their jobs are at risk, but it can be framed differently to communicate that they are willing to invest in helping employees reach their potential. Companies can also help ease employees' minds by making career planning a standard part of their employee development process of downsizing or restructuring. When a company communicates to their employees that they are marketable outside the 36 organization, yet still invests in their training and development, it makes a strong statement to workers that they are values, and many are compelled to offer a high level of commitment.

Aswathappa (2001) The term 'training' indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. 'Successful candidates placed on the jobs need training to perform their duties effectively.

Dennis Nickson et al. (2001) used the term 'aesthetic labour' to describe the employee with good interpersonal and social skills. He emphasised the importance of such workers in the productivity of an organisation.

Michel Armstrong (2001) mentioned that learning is a continuous process that not only enhances existing capabilities, but also leads to the development of the skills, knowledge and attitudes that prepare people for enlarged or higher-level responsibilities in the future.

Cole (2002) opined that leadership is all about gaining the commitment of the staff to the organisation's objectives at the level of the work team.

Prasad Kaipa et al. (2002) categorized important soft skills as leadership, decision making, conflict resolution, communication, creativity and presentation skills, and observed that soft skills are essential for entrepreneurial success and maximizing human capital in any enterprise. The important observations of the study can be summarised as: ignoring or failing to pay adequate attention to soft skills development will impede entrepreneurial success; the soft skills are key factors that

make or break a company; soft skills are critical to all facets of the venture; they can provide great energy and cohesion for the members of an enterprise and thus, provide a way to get the highest return on the investment in terms of human capital; while professional skills may open the door of opportunity, soft skills keep an entrepreneur in the driver's seat; conversational skills and dealing with conflict are found to be the critical skills for building good entrepreneurial teams. The study also found that very few executives are good in dealing with conflict in teams.

According to Mugenda and Mugenda (2003), Quantitative research consists of those studies in which the data concerned can be analysed in terms of numbers. Research can also be qualitative, that is, it can describe events, persons and so forth scientifically without the use of numerical data. Quantitative research is based more directly on its original plans and its results are more readily analysed and interpreted. Qualitative research is more open and responsive to its subject.

Chaudhuri (2004) indicated that training is vital for the growth of organisations. Thus, they irrespective of their size, structure and industry have to give due importance to training.

Gamble Jos (2004) found that the firms made a substantial contribution to skills development, fostered and enhanced both directly by company training and also through experiential workplace-based learning.

Ngechu (2004) opined that random sampling frequently minimized the sampling error in the population.

Shih and Allen (2007) cited that there was a need to address the challenges of the new learners from all levels of library management and provided strategies and programmes to enable positive change within the library culture.

Sharma (2008) mentioned that Karl Pearson's correlation coefficient quantitatively measures the degree of association (relation) between two variables  $x$  and  $y$ .

Rachel Suneela (2014) stated that Employers prefer to promote staff members with superior soft skills like communication skills, honesty, flexibility and common sense. Soft skills play an important role in shaping a person's personality and social competence. Soft skills stand with equal importance beside hard skills.

Engelberg (2016) revealed that the process of learning assumes freedom for regressive behaviour and for experimentation with non-adult behaviour in adult situation.

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***THEORETICAL FRAMEWORK***

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## Chapter III

### THEORETICAL FRAMEWORK

Training is the act of increasing the knowledge and skills of an employee for performing a particular job. The major outcome of training is learning. A trainee learns new habits, refined skills and useful knowledge during the training that helps him improve performance. Training enables an employee to do his present job more efficiently and prepare himself for a higher level job.

#### 3.1 Training the employees

Employees are provided with training for the accomplishment of the following objective:

- 1) To get an insight of the job by the new employees and also to understand work culture followed in the organization.
- 2) To acquire knowledge in order to adopt any change in technology or any change affecting the working of organization.
- 3) To get promotion as again change in nature of the work but increase in payment will increase responsibility and challenges involved.

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs. Training and development are the processes of investing in people so that they are equipped to perform well. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform.

McDowall *et al.* (2010) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasize. They add that technological developments and organizational

change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development. It is the view of Beardwell and Holden (1993) that Human Resource Management concepts such as commitment to the organization and the growth in the quality movement have led senior management teams to realize the increased importance of training, employee development and long-term education. Such concepts require not only careful planning but a greater emphasis on employee development.

### **3.2 Purpose, Process and Outcomes of Training**

According to Cole (2002), in his book *Personnel and Human Resource Management*, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programmes that may also effect employee motivation and commitment. Employees can make or break their organizational reputation and profitability. And they are responsible for the bulk of the activities which can affect client satisfaction, the quality of the product and event.

According to Garavan (1997) and Berge *et al.* (2002) training is the planned and systematic modification of behaviour through learning events, activities and programmes which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge. This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

Most organizations have long recognized the importance of training to its development. As new technology progresses, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained

workforce. Many of the jobs being replaced by machines have been of an unskilled and semi-skilled nature, and this emphasizes the need for higher education and skills for those wishing to gain employment in the future. According to Blain (2009) research shows that in Europe, 44per cent of employees receive job-related technical skills training and 33per cent receive information technology (IT) skills training. 18per cent of employees have undertaken sales related training in the past year, while 25per cent have undertaken personnel development skills training, 21per cent management skills training and 15per cent leadership skills development.

### **3.3 Soft skills**

The Collins English Dictionary defines the term "soft skills" as "desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people, and a positive flexible attitude."

Soft Skills are strategic to be successful in personal and professional life then are essential for a candidate when he tries to obtain any kind of job. Enterprises generally hire new employees, in particular recent graduates, taking more in consideration their Soft Skills than their Hard Skills. This happens also for technical professions, such as engineers, because the company, in order to be competitive, needs to create good and effective teams and a collaborative working atmosphere. The quality of products provided by any industry then doesn't only base on the materials chosen and on the technology used, neither only on the expertise of workers who contribute to their fabrication, but also on the quality of the enterprise in its whole. And this quality strongly depends from the human resources involved and their capability of positively interacting to achieve a common aim: the company success.

### **3.4 Soft skills for employees**

Employers look for a balance of hard and soft skills when they make hiring decisions. For example, employers value skilled workers with a track record of getting the job done on time. Employers also value workers with strong communication skills and a strong understanding of company products and services.

When communicating with prospective clients, workers with employee skills can put together compelling presentations even if their specific job is not in sales or marketing. Other valued soft skills are the ability to coach fellow co-workers on new tasks and cultural fit.

### **3.4.1 Team working skills**

Teamwork is an essential part of workplace success. Teamwork involves building relationships and working with other people using a number of important skills and habits: Working cooperatively, contributing to groups with ideas, suggestions, and effort, communication (both giving and receiving), sense of responsibility, healthy respect for different opinions, customs, and individual preferences and ability to participate in group decision-making.

When employees work together to accomplish a goal, everyone benefits. Employers might expect to “see” this in action in different ways. For example, team members in the workplace plan ahead and work cooperatively to assign tasks, assess progress, and deliver on time. They have professional discussions during which differing approaches and opinions might be shared and assessed in a respectful manner. Even when certain employees end up with tasks that were not their first choices, jobs get done with limited complaints because it is in the spirit of teamwork and with the overall goal in mind. A leader or manager may often serve as the teamwork facilitator. In this case, team members participate respectfully in discussion, carry out assigned tasks, and defer to the leader in the best interest of the goal. Consensus is wonderful, but not always possible, and an assigned leader will often support and facilitate the decision-making necessary for quality teamwork to exist.

### **3.4.2 Leadership skills**

Leadership is an integral part of management and plays a vital role in managerial operations. It provides direction, guidance, and confidence to the employees and helps in the attainment of goals in much easier way. In business and industrial organizations, managers play the role of leader and acquire leadership of subordinates, their efforts towards the achievement of organizational goals and activate the individuals of an organization to make them work. Leadership influences behaviour of the individuals. It

has an ability to attract others and potential to make them follow the instructions. Individuals can be induced to contribute their optimum towards the attainment of organizational goals through effective leadership. Leadership acquires dominance and the followers accept the directives and control of a leader. Leadership provides direction and vision for future to an organization.

There is now recognition in both leadership theory and practice of the importance of skills, how leaders should behave and perform effectively. Although there are many skills, such as cultural flexibility, communication, HRD, creativity, and self-management of learning, the research-based skills identified by Whetten and Cameron seem to be most valuable. Their personal skills model, involving developing self-awareness, managing stress and solving problems creatively; the interpersonal skills model, involving communicating supportively, gaining power and influence, motivating others and managing conflict, are especially comprehensive and useful. Finally, the widely recognized organizational behaviour techniques such as, training, job design and leaders can also effectively use behavioural management.

Qualities required for a successful leader are:

1. Intelligence
2. Maturity
3. Sound physic
4. Self confidence
5. Objectivity
6. Empathy
7. Foresightedness and Vision
8. Decisiveness
9. Human relation Approach
10. Responsibility

### 3.4.3 Decision making skills

Participative decision making is a managerial strategy which has been argued to affect the performance, organization commitment, turnover, motivation and satisfaction of the employees, organization productivity. Participation improves organization performance, employee's satisfaction, motivation and decreases the turnover rate, that's why involving employees in decision making will increase employee's creativity. Introducing participation in work group is argued to affect innovation and creativity.

Organizational commitment has positive influence on employee's creativity. Employees who participate in decision making have positive attitude toward the organization and are committed to their jobs and organization. A significant and positive impact of job satisfaction exists on employee's creativity and significant strong positive relation exist between participation is decision making and job satisfaction. There is a significant relationship between employee involvement in decision making and firm's performance. Participation in decision making results in satisfaction of employees and increase in productivity and profit. Since PDM is positively related with organization commitment, job satisfaction, motivation and performance it will increase creativity as well. When employees provide input in decision making, changes are implemented effectively and creativity, which is an important benefit of participative decision making. Employees are central to idea generation, without them there will be no ideas to implement (innovation) so they should be encouraged and involved in decision making. Participation can increase social interactions, discussions and support innovation; hence it is argued that employee's participation in decision making will have positive relationship with their creativity.

If employees are adequately informed about matters concerning them and are afforded the opportunity to make decisions relevant to their work, then there will be benefits for both the organisation and the individual. Hence, the following are the benefits of employee involvement in decision making:

1. It increases employee's morale or job satisfaction and enhances productive efficiency.

2. It provides employees the opportunity to use their private information, which can lead to better decisions for the organisation.
3. As a result of the incorporation of the ideas and information from employees, organisational flexibility, product quality, and productivity may improve.
4. It contributes to greater trust and a sense of control on the part of the employees.
5. Through employee involvement, resources required to monitor employee compliance (e.g., supervision and work rules) can be minimized, hence reducing costs.
6. When employees are given the opportunities of contributing their ideas and suggestions in decision making, increased firms' performance may result since deep employee involvement in decision making maximizes viewpoints and a diversity of perspectives.

#### **3.4.4 Motivational skills**

Motivation is defined simply as what causes people to behave as they do. Every organization need motivated employees and motivation is also critical to our own personal success. Motivation is particularly important and governmental organizations--the public sector is aimed at the achievement of public purposes. In a very real sense, the quality of our neighborhoods, communities, and world depends upon motivation.

Motivation is the process that account for an individual's intensity, direction and persistence of effort towards attaining a goal. According to Edwin Flippo, Motivation is the process of attempting to influence others to do their work through the possibility of gain or reward.

Employee motivation is the level of energy, commitment, and creativity that a company's workers bring to their jobs. Whether the economy is growing or shrinking, finding ways to motivate employees is always a management concern. Competing theories stress either incentives or employee involvement (empowerment). Employee motivation can sometimes be particularly problematic for small businesses. The owner has often spent years building a company hands-on and therefore finds it difficult to delegate meaningful responsibilities to others. But entrepreneurs should be mindful of



such pitfalls: the effects of low employee motivation on small businesses can be harmful. Such problems include complacency, disinterest, even widespread discouragement. Such attitudes can cumulate into crises.

There are as many different methods of motivating employees today as there are companies operating in the global business environment. Still, some strategies are prevalent across all organizations striving to improve employee motivation. The best employee motivation efforts will focus on what the employees deem to be important. It may be that employees within the same department of the same organization will have different motivators. Many organizations today find that flexibility in job design and reward systems has resulted in employees' increased longevity with the company, improved productivity, and better morale.

### **Empowerment**

Giving employees more responsibility and decision-making authority increases their realm of control over the tasks for which they are held responsible and better equips them to carry out those tasks. As a result, feelings of frustration arising from being held accountable for something one does not have the resources to carry out are diminished. Energy is diverted from self-preservation to improved task accomplishment.

### **Creativity and Innovation**

At many companies, employees with creative ideas do not express them to management for fear that their input will be ignored or ridiculed. Company approval and toeing the company line have become so ingrained in some working environments that both the employee and the organization suffer. When the power to create in the organization is pushed down from the top to line personnel, employees who know a job, product, or service best are given the opportunity to use their ideas to improve it. The power to create motivates employees and benefits the organization in having a more flexible work force, using more wisely the experience of its employees, and increasing the exchange of ideas and information among employees and departments.

These improvements also create an openness to change that can give a company the ability to respond quickly to market changes and sustain a first mover advantage in the marketplace.

### **Learning**

If employees are given the tools and the opportunities to accomplish more, most will take on the challenge. Companies can motivate employees to achieve more by committing to perpetual enhancement of employee skills. Accreditation and licensing programmes for employees are an increasingly popular and effective way to bring about growth in employee knowledge and motivation. Often, these programmes improve employees' attitudes toward the client and the company, while bolstering self-confidence. Supporting this assertion, an analysis of factors which influence motivation-to-learn found that it is directly related to the extent to which training participants believe that such participation will affect their job or career utility. In other words, if the body of knowledge gained can be applied to the work to be accomplished, then the acquisition of that knowledge will be a worthwhile event for the employee and employer.

### **Quality of Life**

The number of hours worked each week by American workers is on the rise, and many families have two adults working those increased hours. Under these circumstances, many workers are left wondering how to meet the demands of their lives beyond the workplace. Often, this concern occurs while at work and may reduce an employee's productivity and morale. Companies that have instituted flexible employee arrangements have gained motivated employees whose productivity has increased. Programmes incorporating flex-time, condensed workweeks, or job sharing, for example, have been successful in focusing overwhelmed employees toward the work to be done and away from the demands of their private lives.

## **Monetary Incentive**

For all the championing of alternative motivators, money still occupies a major place in the mix of motivators. The sharing of a company's profits gives incentive to employees to produce a quality product, perform a quality service, or improve the quality of a process within the company. Monetary and other rewards are being given to employees for generating cost-savings or process-improving ideas, to boost productivity and reduce absenteeism. Money is effective when it is directly tied to an employee's ideas or accomplishments. Nevertheless, if not coupled with other, non-monetary motivators, its motivating effects are short-lived. Further, monetary incentives can prove counterproductive if not made available to all members of the organization.

## **Other Incentives**

Study after study has found that the most effective motivators of workers are non-monetary. Monetary systems are insufficient motivators, in part because expectations often exceed results and because disparity between salaried individuals may divide rather than unite employees. Proven non-monetary positive motivators foster team spirit and include recognition, responsibility, and advancement. Managers who recognize the "small wins" of employees, promote participatory environments, and treat employees with fairness and respect will find their employees to be more highly motivated. One company's managers brainstormed to come up with 30 powerful rewards that cost little or nothing to implement. The most effective rewards, such as letters of commendation and time off from work, enhanced personal fulfilment and self-respect. Over the longer term, sincere praise and personal gestures are far more effective and more economical than awards of money alone. In the end, a program that combines monetary reward systems and satisfies intrinsic, self-actualizing needs may be the most potent employee motivator.

***ORGANISATIONAL PROFILE***

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## Chapter IV

### ORGANISATIONAL PROFILE

The present chapter gives the organizational profile of IBS Software Services, Techno park, Trivandrum.

#### 4.1 Vision and Mission of IBS Software Services

**Vision:** To become the No. 1 IT Solutions company in the world for air transportation industry by helping airlines achieves business goals by facilitating business process innovation. Creating next generation IT products to support such innovative business models, with the objective of reducing airline's cost of operations, enhancing its revenue and market share and improving customer experience.

**Mission:** Its mission is to be a leading supplier of IT solutions and services for the travel, transportation and logistics sectors delivering outstanding value and service. (Bratati Ghosh, 2015)

#### 4.2 Core purpose and Core values

**Core purpose:** Redefining business.

**Core values:** Commitment, integrity, passion, precision and respect for the individual.

#### 4.3 Industries

##### 4.3.1 Passenger Airlines

Advances in technology within an evolving aviation industry are driving airline service providers to constantly upgrade conventional systems and deliver more innovative solutions. Besides increasing top line growth and improving operations efficiency, airlines today also need to satisfy the demands of the digitally empowered consumer, so they can stay ahead in the game. Partnering with the right IT solution provider can give airlines that competitive edge.

At IBS, they believe in engaging with their customers early in the process to identify business problems and design transformational IT solutions backed by their

domain and technology expertise. For airline customers, they provide a broad portfolio of software products and services that address a wide range of mission critical and key business operations.

IBS software products help airlines optimally manage a range of essential operations, including

- Passenger Reservations
- Loyalty Management
- Staff Travel Management
- Flight Operations
- Crew Operations
- Cargo Operations
- Maintenance and Engineering Operations

#### **4.3.2 Cargo Operators**

Accelerating growth trends reflect the increasing competitive pressures in the air freight industry. With a steep increase in freighter fleets and rising passenger business, the air cargo industry today needs to evolve around growing customer and market expectations. Allying with an IT partner who can help enhance the value proposition through the quality and span of services can make all the difference.

IBS believe in the power of collaboration. For their Cargo customers, they provide an industry leading web-based enterprise software solution designed to meet the requirements of the air freight industry, including modern air cargo carriers, ground handling agents and cargo handling service providers.

- Capacity management
- Multi-channel sales
- Revenue and yield control
- Pricing end to end operations
- Real-time shipment monitoring

### **4.3.3 Hotels**

For close to two decades, IBS has been the strategic partner to leading hotels, resorts, destination activity suppliers and tour operators. iTravel Hospitality is IBS' fully integrated and intelligent hospitality solution has helped transform hospitality business around the world. They also provide business specific technology services to hotels and resorts to enable them to enhance revenue opportunities and improve operational efficiency. These end-to-end information technology services include:

- Domain Specific Technology Consulting
- Application Development and Maintenance
- Independent Verification and Validation
- Digital Services

### **4.3.4 Cruise Lines**

IBS has over a decade of experience of working with cruise lines across the globe. As one of the industry pioneers of cruise reservation technology, they offer several products to the cruise industry including a next generation reservation system, iTravel Cruise, designed to address the current and emerging needs of the cruise industry in every regard. IBS solutions improve on-board PMS, loyalty management and professional services such as personalized document management; computer based accelerated learning programmes, independent testing, kiosks and handheld application development and website development. IBS solutions enable cruise lines to comprehensively package various ancillary offerings around the core cruise product and become total vacation provider.

### **4.3.5 Oil and Gas Companies**

As an industry recognized leader in IT solutions that manage upstream logistics, IBS has partnered with the world's leading oil and gas companies in their pursuit to achieving logistics excellence. IBS' solution, iLogistics, delivers efficient and safe movement of people and material for offshore, onshore, arctic and unconventional operating environments across the globe.

### **4.3.6 Tour Operators**

IBS's next-generation travel / tour management solution is designed to manage the current and emerging needs of travel operations, enabling differentiation and enhancing customer relevance as a meaningful distribution channel. The solution supports multiple business models, allowing a travel conglomerate to use a single system for its multiple business units.

### **4.3.7 Airports**

IBS solutions help airports enhance operational efficiency by providing differentiated passenger experience through innovative mobility and passenger interaction technologies. With solutions for airport management, passenger relationship management, departure control systems and airport cargo management, IBS can help make airport operations smarter.

Digital interaction and content management solutions create a superior device agnostic machine-to-human interface tailored to an airport's specific needs and brand requirements. Airports can benefit from closed-loop feedback management and real-time access to data to proactively address passenger pain points.

### **4.3.8 MRO Shops**

Maintenance, Repair and Overhaul (MRO) activities in the aeronautical industry are governed by complex processes, requirements and protocols focussed not only on reducing overhaul times but also on improving product reliability. IBS solution provides business process functionality for planning technical, operational and commercial aspects whilst adhering to industry regulations. IBS' MRO offering – iFlight MRO enables MRO shops to provide the highest quality of service to their airline customers by optimizing inventory investments and improving turnaround times.



#### 4.3.9 Travel Companies

Technology has changed the working dynamics of the travel industry. The very nature of the internet generates unlimited demand thanks to the infinite choices offered to customers. Dwindling customer loyalty, increased awareness and a plethora of choices are today pushing travel agencies to evolve so they stay relevant. IBS solutions help to realize faster turnaround times, efficient distribution systems and real-time information broadcast ensuring to always provide the customers with the right inventory at the right price from the right supplier at the right time. The IBS Demand Gateway that serves as the single source for an exhaustive supply of hotel rooms and destination activities from a vast array of suppliers in the network.

Their private label products enable to directly connect to hotel properties in order to shop at preferred rates and book in real-time. IBS solutions are focused on powering travel-store so to provide a holistic travel shopping experience for the customers.

***DATA ANALYSIS***

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## Chapter V

### DATA ANALYSIS

The primary objective of the study was to analyse the effectiveness of learning in development of soft skills among the employees in IBS Software Services, Techno park, Trivandrum. This chapter gives the details of findings which have been presented under the following sub-headings.

- 5.1 Socio Economic profile of the employees
- 5.2 Various training provided to the employees
- 5.3 Employee's satisfaction level attained through training
- 5.4 Effectiveness of learning from training on the soft skills

#### 5.1 Socio Economic profile of the employees

The socio-economic factors analysed included gender, age, marital status, educational qualification and experience.

As the sample size of the study was 100, the frequency and percentage were the same and hence the values have been expressed in terms of percentage.

##### 5.1.1 Gender

The gender of the employees within IBS was analysed and the results so obtained is presented in the table below.

**Table 5.1.1 Distribution of employees based on gender**

N= 100

Gender	Percentage
Male	51
Female	49
<b>Total</b>	<b>100</b>

Source: Primary data

Interpretation: Of the total respondents of 100 employees, 51 per cent of them were males and 42 per cent were females. There is only a difference of 16 per cent between the distribution of both the genders. So, it could be interpreted that there is almost an equal distribution of both males and females within the organisation.

### 5.1.2 Age

The age group of the respondents within IBS was analysed and the results so obtained is presented in the table below. Employees were categorized into age groups of four, starting from 21 years to 36 and above.

**Table 5.1.2 Distribution of employees based on their age groups**

N= 100

Age group	Percentage
21-25 years	28
26-30 years	32
31-35 years	22
36 – 40 years	18
<b>Total</b>	<b>100</b>

Source: Primary data

Interpretation: The age group among the respondents ranged from 21 to 40 years. The table depicts that 28 per cent of the employees belonged to the age group of 21-25 years, 32 per cent of them belonged to the age group of 26-30 years, 22 per cent of them belonged to 31-35 years and only 18 per cent belonged to age group of 36 - 40 years.

### 5.1.3 Marital status

The sample employees based on their marital status within IBS was analysed and the results so obtained is presented in the table below. Employees were categorized into groups of three as single, married and separated.

**Table 5.1.3 Distribution of employees based on marital status**

N=100

<b>Marital status</b>	<b>Percentage</b>
Single	66
Married	32
Separated	2
<b>Total</b>	<b>100</b>

*Source: Primary data*

Interpretation: Majority of the respondents were single (66 %), 32 per cent were married and only 2 per cent were separated.

#### **5.1.4 Educational qualification**

The distribution of respondents based on their educational qualifications within IBS was analysed and the results so obtained is presented in the table below. Respondents were categorized into categories of PG (Post Graduation), UG (Under Graduation) and Diploma.

**Table 5.1.4 Distribution of employees based on educational qualification**

N=100

<b>Educational qualification</b>	<b>Percentage</b>
PG (Post Graduation)	42
UG (Under Graduation)	51
Diploma	7
<b>Total</b>	<b>100</b>

*Source: Primary data*

Interpretation: Majority of the respondents were under graduates. 51 per cent of the respondents were under graduates. 42 per cent of the respondents were post graduates and only 7 per cent were diploma holders.

### 5.1.5 Experience

The experience of the respondents within IBS was analysed and the results so obtained is presented in the table below. The experience of the respondents was grouped into four as following - zero to five years, two to five years, five to ten years and ten and above years.

**Table 5.1.5 Distribution of employees based on their experience**

N=100

<b>Experience (in years)</b>	<b>Percentage</b>
0-5 years	63
5-10 years	22
10 and above	15
<b>Total</b>	<b>100</b>

*Source: Primary data*

Interpretation: Majority of the respondents (63 %) of the respondents had an experience of zero to five years. 22 per cent had 5- 10 years of experience and only 15 per cent of the respondents had 10 and above years of experience with IBS.

### 5.2 Various training provided to the employees

In order to find out the various methods and kinds of training provided to the respondents both primary as well a secondary data was collected and analysed. On-the-Job training, Off-the-Job training and e-learning are the different types of training provided to the employees. The respondents were asked to mark those kinds of training that they have been provided by the organisation.

### 5.2.1 Different types of training offered by IBS

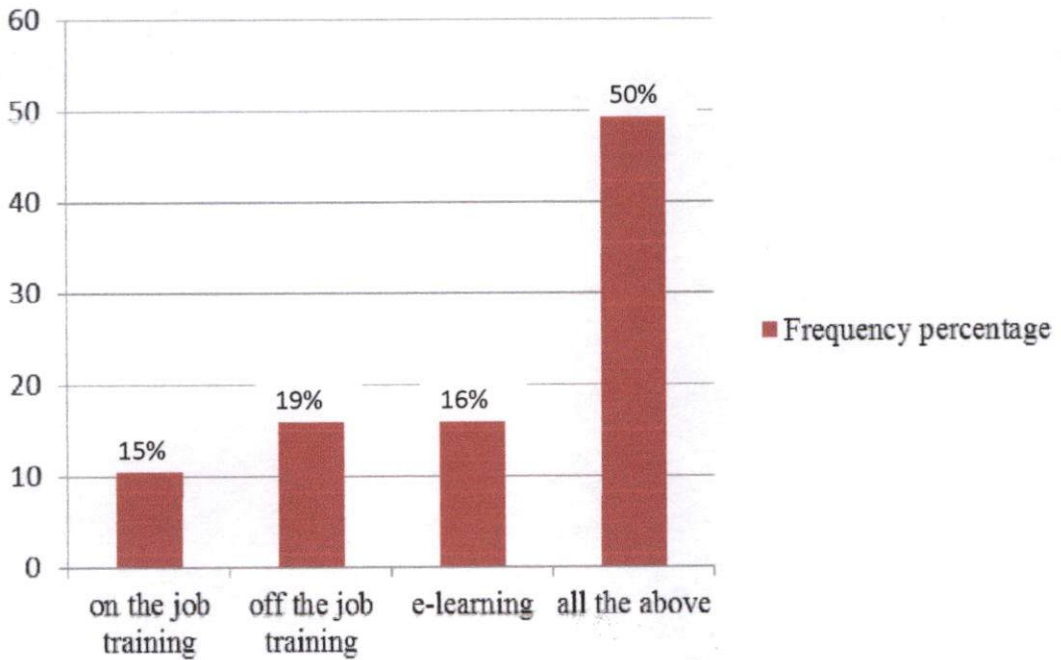
Table 5.2.1 Distribution of respondents according to types of training

N=100

Types of training offered	Percentage
On the job	15
Off the job	19
e-learning	16
All the above	50
<b>Total</b>	<b>100</b>

Source: Primary data

Fig.5.2.1 Different types of training offered by IBS



Interpretation: Majority of the respondents (50 %) reported that the organisation employed all the three types of training. 19 per cent of the respondents has undergone off the job training alone, 16 per cent has undergone e-learning methods of training alone and 15 per cent of the respondents has undergone on the job training alone.

### 5.2.2 Different on the job training methods adopted by IBS Software Services

On the job methods commonly include job rotation, job instructions, coaching methods and committee assignments.

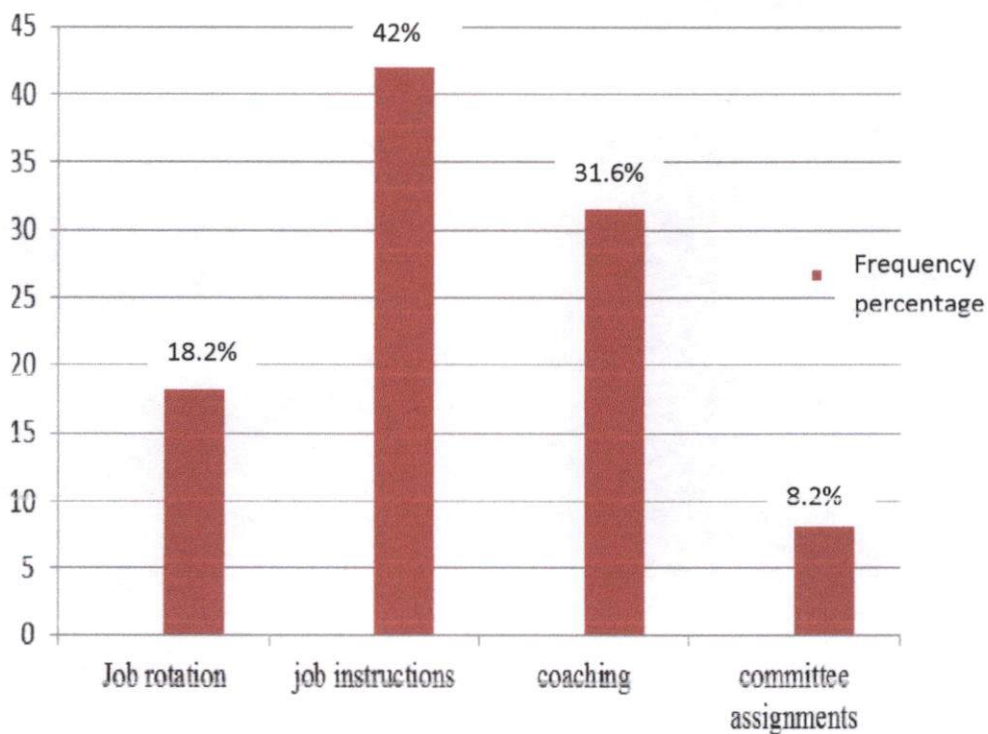
**Table 5.2.2 Different on the job training attended by the respondents**

N=100

On the job training	Percentage
Job rotation	18.2
Job instructions	42
Coaching	31.6
Committee assignments	8.2
<b>Total</b>	<b>100</b>

Source: Primary data

**Fig 5.2.2 Different on the job training attended by the respondents**



Interpretation: 42 per cent of respondents opined that job instruction was the



major employed method of on the job training provided to the respondents in IBS. The least adopted on the job training method was committee assignment.

### 5.2.3 Different off the job training methods

Off the job methods mainly include case studies, role plays, lectures and conferences. The respondents were asked to mark the different off the job training methods provided to them in IBS.

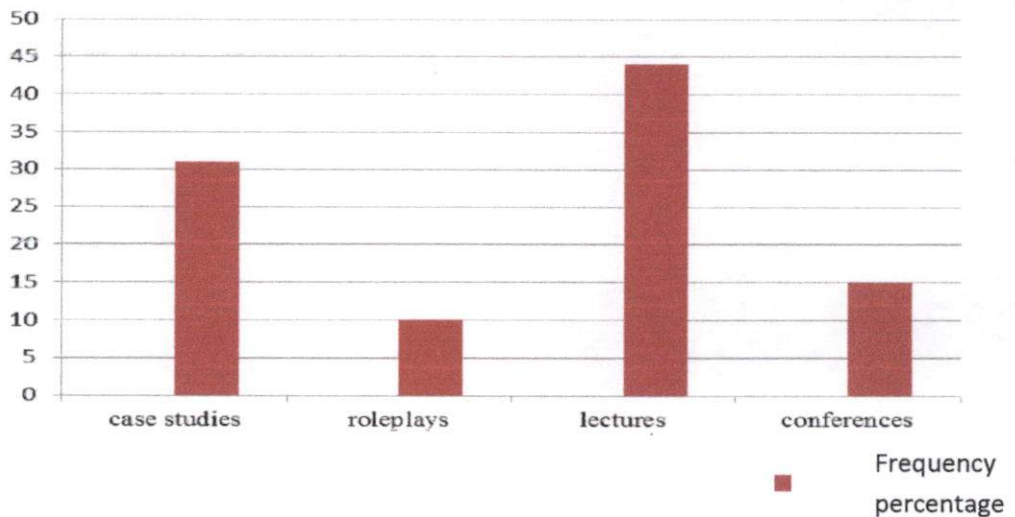
**Table 5.2.3 Off the job training methods attended by the respondents**

N=100

Off the job training methods	Percentage
Case studies	31
Role plays	10
Lectures	44
Conferences	15
<b>Total</b>	<b>100</b>

Source: Primary data

**Fig. 5.2.3 Different off the job training methods attended by the respondents**



Interpretation: Of the total respondents, majority of them (44 %) opined that lecturing method was the most commonly employed off the job training method employed by IBS. Case studies (31 %) and conferences (15 %) were also adopted for off the job training process. Role plays method was attended by least number of respondents (10 %).

#### 5.2.4 Type of Training methods that the employees prefer

The respondents were asked to mention those methods of training that they prefer. The response obtained are given in the following table.

**Table 5.2.4 Type of training methods that the employees prefer**

N=100

Training method	Percentage
On the job training	16
Off the job training	4
Both on and off the job training	60
e-learning method	20
<b>Total</b>	<b>100</b>

Source: Primary data

Interpretation: From the analysis, it was found that majority of the respondents preferred both on and off the job training over any other training methods. 60 per cent of the respondents opined both on and off the job training method as their most preferred method. The second most preferred method of training was on the job training alone (16 %). 20 per cent of the total respondents opined on the job training as their most preferred method of training. The least preferred method of training was off the job training. Only 4 per cent of the sample opined off the job training as their most preferred form of training.

#### 5.3 Employee satisfaction level attained through training.

In order to identify the satisfaction level of sample respondents, the respondents were asked to provide their opinion regarding the following parameters, which are presented as in the tables and charts below.

### 5.3.1 Training as an integral part of employee development.

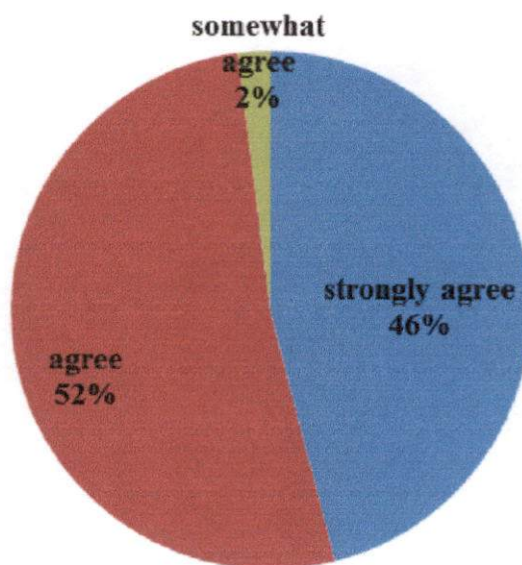
The respondents were asked to give their opinion on whether they find that their organisation considers training as an integral part of employee development. For this their opinions were ranked accordingly starting from strongly agree, agree, somewhat agree and finally disagree. The Likert scale method of analysis was adopted for these questions. The data collected was analysed and depicted both in table as well as pie chart.

**Table 5.3.1 Opinion of the respondents about considering training as an integral part of employee development** N=100

Opinion of the respondents	Percentage
Strongly Agree	46
Agree	52
Somewhat Agree	2
<b>Total</b>	<b>100</b>

Source: Primary data

**Fig. 5.3.1 Opinion on whether organisation finds training as an integral part of employee development**



Interpretation: Majority of the respondents, 52 per cent, agreed that their organisation considers training as an integral part of employee development. 42 per cent strongly agreed and only 2 per cent somewhat agreed the same.

### 5.3.2 Opinion on whether induction training was well planned

The respondents were asked to rank their opinion on whether they feel the induction training was a well-planned exercise in the organisation. For this their opinions were ranked accordingly starting from strongly agree, agree, disagree and finally strongly disagree. The Likert scale method of analysis was adopted for this question. The data collected was analysed and depicted both in table as well as a pie chart.

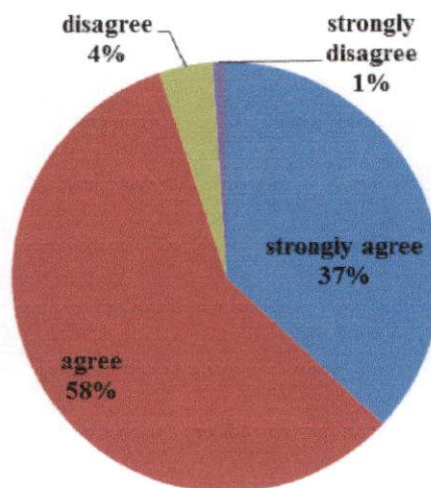
**Table 5.3.2 Opinion on whether induction training was well planned**

N=100

Opinion of the respondents	Percentage
Strongly agree	37
Agree	58
Disagree	4
Strongly disagree	1
<b>Total</b>	<b>100</b>

Source: Primary data

**Fig. 5.3.2 Opinion on whether induction training was well planned**



Interpretation: From the analysis, it was found that 58 per cent of the respondents agree that they find induction training was a well-planned process by their organisation. 37 per cent strongly agree with the statement, only 4 per cent disagreed and 1 per cent strongly disagreed the statement.

### 5.3.3 Opinion regarding selection of trainers for the process of training.

Trainers are an integral part of training. Trainers can be either resource persons who are internals or externals of IBS family. The first choice of trainers will be from Training team, Technology Consulting Crew (TCC) or Product Architecture Group (PAG) or the respective Application Architecture Teams (AAT) for any training program. In order to ensure that trainers have the required competency and skills to conduct training, an external evaluation of trainers will be conducted. Information regarding new trainers was obtained from websites, technical or business magazines, contacts of the training department members and recommendations from IBS Managers.

The opinion of the respondents regarding the selection of trainers was asked. The data so obtained was presented in the both tabular as well as in graphical format.

**Table 5.3.3 Opinion regarding the selection of trainers**

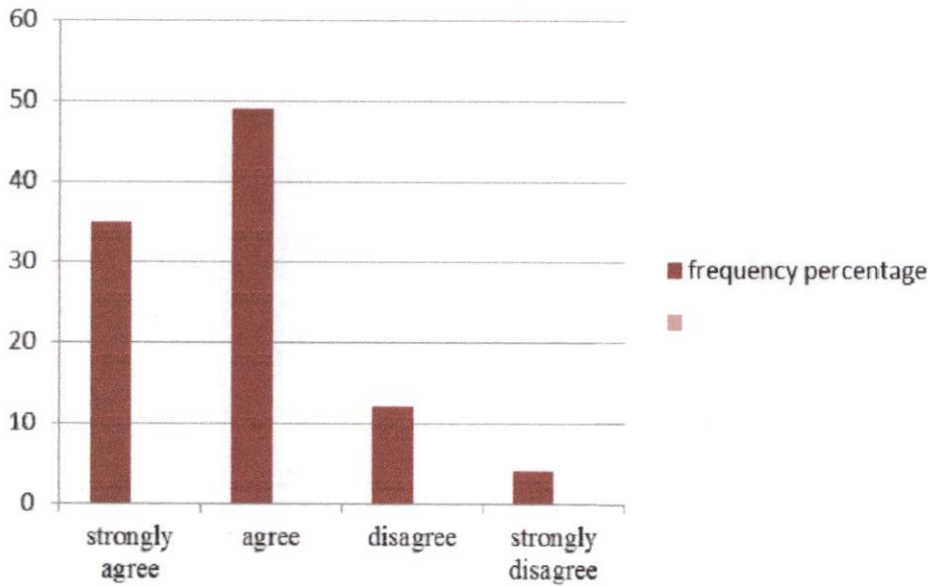
N=100

<b>Opinion of the respondents</b>	<b>Percentage</b>
Strongly agree	35
Agree	49
Disagree	12
Strongly disagree	4
<b>Total</b>	<b>100</b>

*Source: Primary data*

Interpretation: 49 per cent of the respondents were satisfied with the current process of selection of trainers, 35 per cent were highly satisfied, and 12 per cent of them were dissatisfied; whereas only 4 per cent of them were highly dissatisfied with the same.

**Fig.5.3.3 Opinion regarding the selection of trainers**



**5.3.4 Opinion on whether the training offered was based on the needs**

The respondents were asked to mark their opinion on whether they feel that the training provided by their organisation was on the basis of the need identified. The Likert scale method of analysis was adopted for this question. The data collected was analysed and depicted both in table as well as a pie chart.

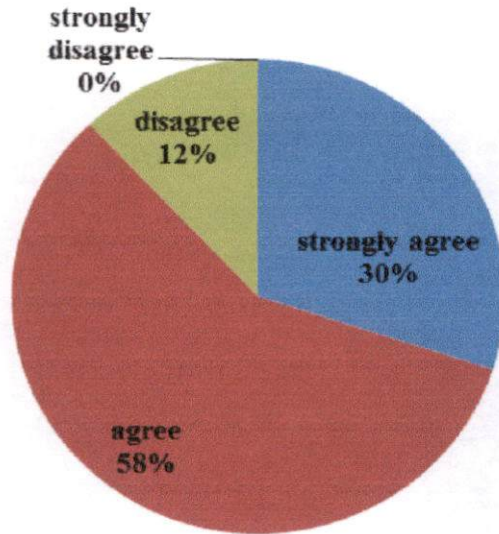
**Table 5.3.4 Opinion on whether the training offered was based on the needs**

N=100

Opinion of the respondents	Percentage
Strongly agree	30
Agree	58
Disagree	12
Strongly disagree	0
<b>Total</b>	<b>10</b>

Source: Primary data

**Fig.5.3.4 Opinion on whether the training offered was based on the needs**



Interpretation: From the analysis, it was found that 58 per cent of the respondents agreed that they find the training was offered on the basis of the needs identified by their organisation. 30 per cent strongly agreed with the statement, only 12 per cent disagreed.

**5.3.5 Periodicity of the training offered by the organisation.**

The periodicity of the training programmes carried out by the organisation also has got a direct effect on the satisfaction level of the sample respondents. So, the data was collected from the respondents on the periodicity and timing of the training programmes offered to them. The data so collected was depicted in both tabular as well as graphical format.

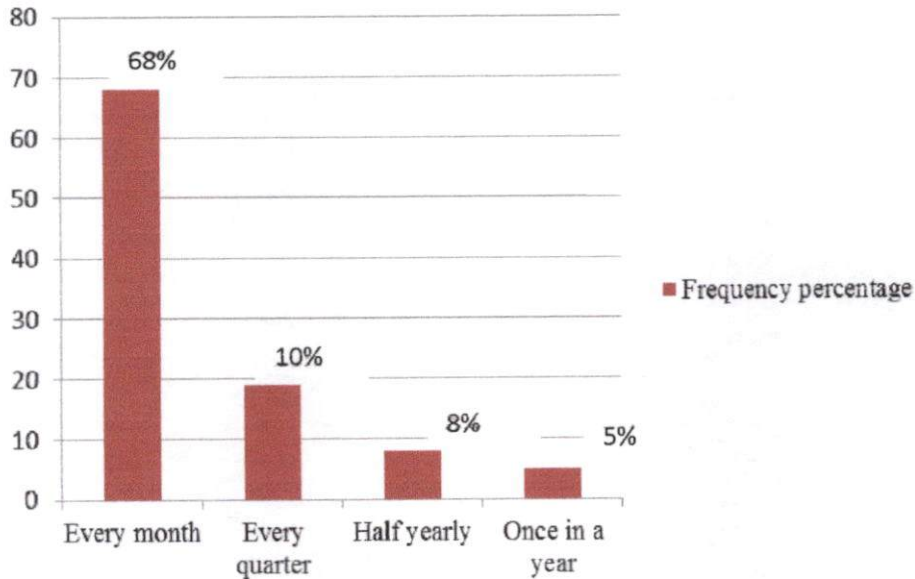
**Table 5.3.5 Periodicity of the training offered by the organisation**

N=100

Period	Percentage
Every month	68
Every quarter	19
Half yearly	8
Once in a year	5
<i>S</i> <b>Total</b>	<b>100</b>

ource: Primary data

**Fig.5.3.5 Periodicity of the training offered by the organisation**



Interpretation: The training programmes were conducted every month. 68 per cent of the respondents has undergone trainings every month. 19 per cent of the respondents has undergone training every quarter, 8 per cent of them has undergone half yearly trainings and only 5 per cent has undergone annual trainings.

### **5.3.6 Opinion of the respondents regarding the time and duration of the trainings offered**

The opinions of the respondents regarding the time and duration of the trainings offered to them were asked and their opinions so collected was depicted in both tabular as well as graphical format. Their opinions were ranked accordingly from highly satisfied to highly dissatisfied and the response has been depicted in the table that follows after interpretation.

Interpretation: Majority of the respondents (50 %) were satisfied with the time and duration of the trainings offered by their organisation. 30 per cent of the respondents were highly satisfied, 11 per cent were dissatisfied and only 9 per cent of the respondents were highly dissatisfied with the same.



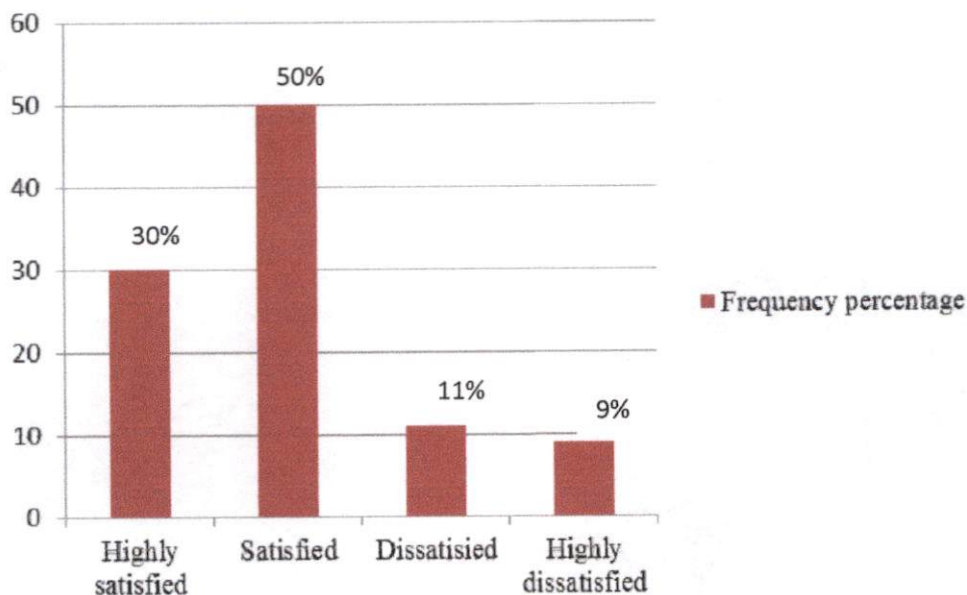
**Table 5.3.6 Opinion of the respondents regarding the time and duration of the trainings offered**

N=100

Opinion of the respondents	Percentage
Highly satisfied	30
Satisfied	50
Dissatisfied	11
Highly dissatisfied	9
<b>Total</b>	<b>100</b>

Primary data

**Fig. 5.3.6 Opinion of the respondents regarding the time and duration of the trainings offered**



### 5.3.7 Opinion of the respondents regarding topic selected for training and its coverage

The opinion of the respondents regarding the topics selected for the process of training and also whether the topics were covered in time. The data so obtained was presented in both tabular as well as graphical format.

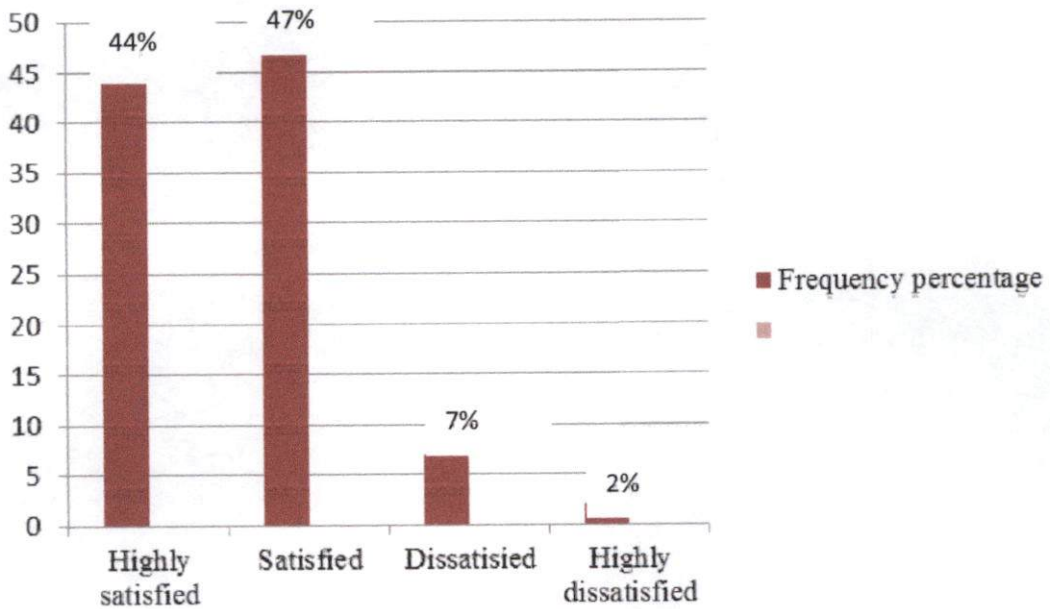
**Table 5.3.7 Opinion of the respondents regarding topic selected for training and its coverage in time**

N=100

Opinion of the respondents	Percentage
Highly satisfied	44
Satisfied	47
Dissatisfied	7
Highly dissatisfied	2
<b>Total</b>	<b>100</b>

Source: Primary data

**Fig. 5.3.7 Opinion of the respondents regarding topic selected for training and its coverage in time**



Interpretation: The data analysed showed that 47 per cent of the total respondents were satisfied with the topics selected for the training and its coverage in time. 44 per cent of the respondents were highly satisfied with the same. Only 7 per cent were dissatisfied and just a 2 per cent of the respondents were highly dissatisfied with the same.

### 5.3.8 Whether the training faculties cleared the doubts of the trainees.

The respondents were asked to provide their opinions on whether they find the training faculties were helpful for them in clearing all their doubts and queries in time. The opinions were ranked from strongly agree, agree, disagree and finally strongly disagree. The data analysed was depicted in both tabular as well as in pie chart format.

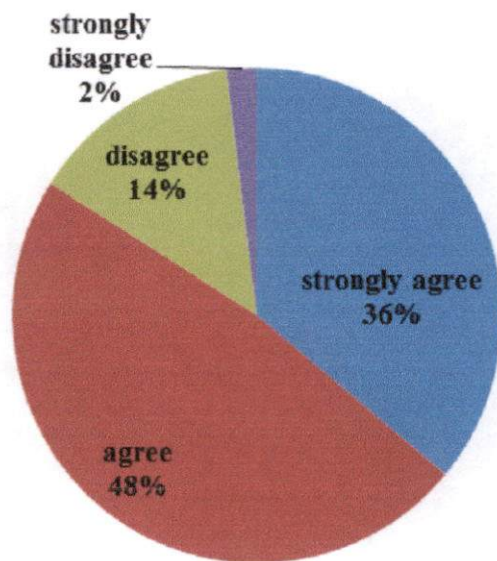
#### 5.3.8 Whether the training faculties cleared the doubts of the trainees

N=100

Opinion of the respondents	Percentage
Strongly agree	36
Agree	48
Disagree	14
Strongly disagree	2
<b>Total</b>	<b>100</b>

Source: Primary data

Fig.5.3.8 Whether the training faculties cleared the doubts of the trainees



Interpretation: The analysis showed that 48 per cent of the respondents were of the opinion that they agreed that the training faculties cleared all their doubts and queries in time. 36 per cent of the sample strongly agreed this statement. 14 per cent of the sample disagreed and just 2 per cent of them strongly disagreed the same.

### 5.3.9 Employee's satisfaction level of training provided

The respondents were asked to provide their opinion on whether the training helped in increasing their level of job satisfaction. Their opinions were ranked from strongly agree, agree, disagree and finally strongly disagree. The data analysed was depicted in both tabular as well as graphical format.

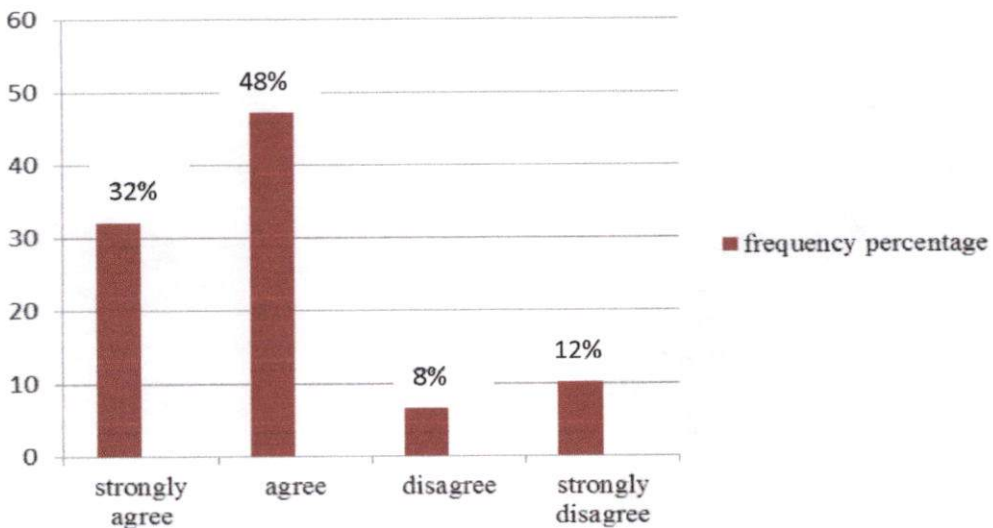
**Table 5.3.9 Employee's satisfaction level of training provided**

N=100

Opinion of respondents	Percentage
Strongly agree	32
Agree	48
Disagree	8
Strongly disagree	12
Total	100

Source: Primary data

**Fig 5.3.9 Employee's satisfaction level of training provided**



Interpretation: Majority of the respondents (48 %) agreed that they were satisfied with the training and it helped in improving their level of job satisfaction. 32 per cent of the respondents strongly agreed the statement. 12 per cent strongly disagreed and 8 per cent of them disagreed the statement.

**5.4 To identify and analyse the effectiveness of learning from training on the soft skills under study**

The learnings from training have got a direct effect on the employee employer relationship and productivity. The effect so created do has an influence on the development of soft skill among the sample respondents.

**5.4.1 Effect of learning from training on employee - employer relationship.**

This can be identified by analysing the following variables - whether the training include any special challenges faced by the employers, training and HR activities, employee retention and employer-employee relationship opinions of the sample respondents.

**5.4.1.1 Whether the trainers used to include special challenges faced by the managers in training sessions**

The respondents were asked to mark their opinion on whether the trainers used to include any special challenges faced by their employers. Their opinions were ranked from strongly agree, agree, disagree and finally strongly disagree. The data so obtained was analysed and depicted in tabular format.

**Table 5.4.1.1 Whether the trainers used to include special challenges faced by the managers in training sessions**

N=100

	<b>Opinion of the respondents</b>	<b>Percentage</b>
S	Strongly agree	12
o	Agree	15
u	Disagree	13
r	Strongly disagree	10
c	<b>Total</b>	<b>100</b>
e		

Source: Primary data

Interpretation: 15 per cent of the respondents responded that the training included special challenges faced by their employers whereas 13 per cent opined that the training did not include the challenges. There was only 8 per cent difference between the contradicting opinions of the sample respondents.

### 5.4.1.2 Effect of training on HR area

The HR planning activities, including the process of identifying, analysing, forecasting and planning for the process of employee development and retention and the training offered need to be correlated so as to find any relation between the two. The respondents were asked to mark their opinions, which were rank accordingly from strongly agree to agree to disagree and finally strongly disagree. The data so analysed was depicted both in tabular as well as graphical format.

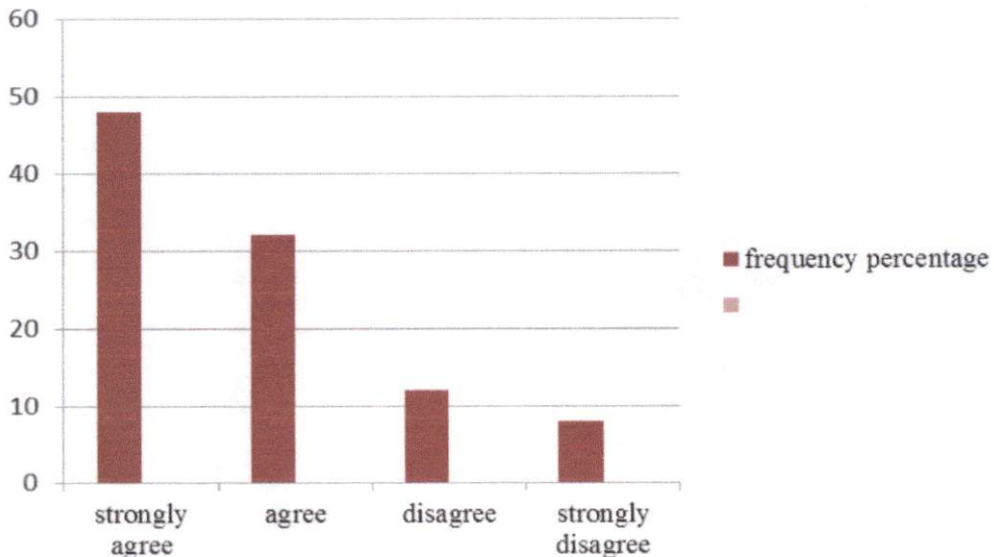
**Table 5.4.1.2 Effect of training on HR area**

N=100

Opinion of the respondents	Percentage
Strongly agree	48
Agree	32
Disagree	12
Strongly disagree	8
<b>Total</b>	<b>100</b>

Source: Primary data

**Fig. 5.4.1.2 Effect of training on HR area**



Intepretation: The analysis showed that 48 per cent of the respondents strongly agree that the training provided by IBS helped the management in identifying, analysing, forecasting and planning the changes needed in company's

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HR area. 32 per cent of the sample agreed the statement. Only 12 per cent of the sample disagreed and just 8 per cent of them strongly disagreed the statement.

#### 5.4.1.3 Effect of training on employee retention

The respondents were asked to mark their opinions on whether the training offered by their organisation helps to retain their respondents within the organisation. The opinions of the respondents were ranked accordingly from strongly agree to agree to disagree and finally strongly disagree. The data analysed was depicted in tabular format.

**Table 5.4.1.3 Effect of training on employee retention** N=100

Opinion of the respondents	Percentage
Strongly agree	28
Agree	45
Disagree	20
Strongly disagree	7
<b>Total</b>	<b>100</b>

Source: Primary data

Interpretation: The analysis showed that majority of the respondents (45%) agreed that the training and developmental activities helps the organization to maintain employee relation rate. Only 20 per cent of the respondents disagreed the statement.

#### 5.4.1.4 Effect of training on employee-employer relationship

The training provided by IBS may help in the development of better relationship between the employers and the sample respondents.

The respondents were asked to mark their opinions on whether the training offered by their organisation helps to develop better relations with their employers within the organisation. The opinions of the respondents were ranked accordingly from strongly agree to agree to disagree and finally strongly disagree. The data



analysed was depicted in tabular format and also in graphical format.

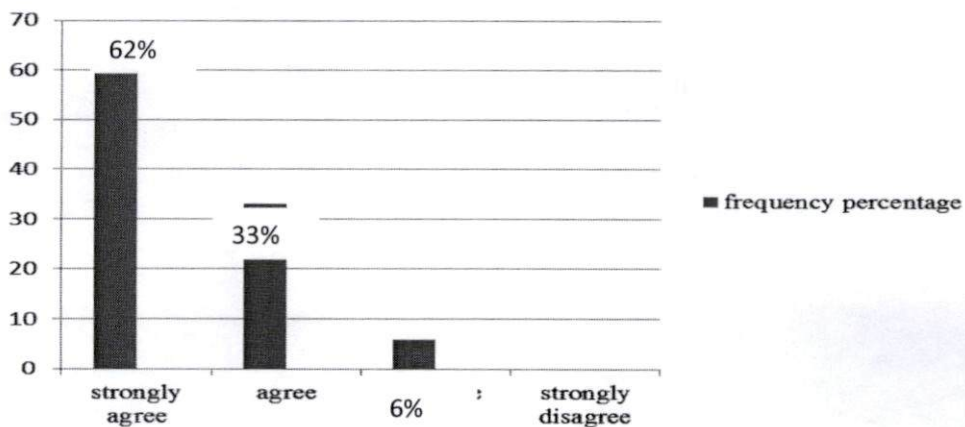
**Table 5.4.1.4 Effect of training on employee-employer relationship**

N=100

Opinion of the respondents	Percentage
Strongly agree	62
Agree	33
Disagree	6
Strongly disagree	0
<b>Total</b>	<b>100</b>

Source: Primary data

**Fig.5.4.1.4 Effect of training on employee-employer relationship**



Interpretation: The analysis showed that majority of the respondents (62 %) strongly agreed that the training offered by their organisation did help in improving the employee-employer relationship. 33 per cent of the respondents agreed the statement. Only 6 per cent of the respondents disagreed and none of them strongly disagreed the same.

#### **5.4.2 Effect of earning from training on productivity of the respondents**

The training offered to the respondents did help to improve the level of knowledge and expertise among the sample respondents. There can be a direct relation between training and productivity. The productivity of respondents was

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dependent on their level of knowledge also.

#### 5.4.2.1 Effect of learning improving the level of knowledge in the area of work

The respondents were asked to mark their opinion on whether the training provided to them was helpful in improving the level of their knowledge in their area of work. The opinions of the respondents were ranked accordingly from strongly agree to agree to disagree and finally strongly disagree. The data analysed was depicted in tabular format and also in graphical format.

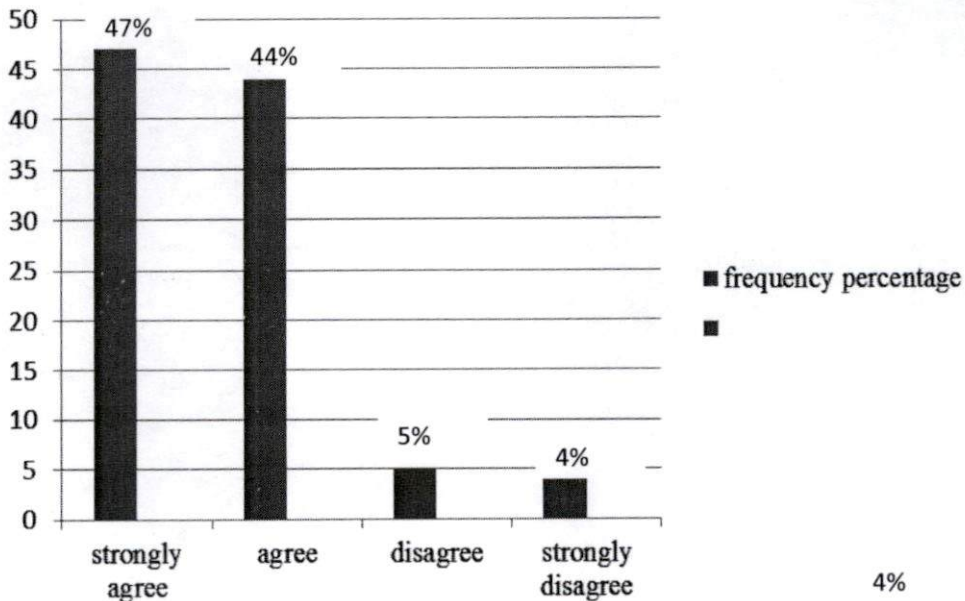
**Table 5.4.2.1 Effect of training on level of knowledge**

N=100

Opinion of the respondents	Percentage
Strongly agree	47
Agree	44
Disagree	5
Strongly disagree	4
<b>Total</b>	<b>100</b>

Source: Primary data

**Fig.5.4.2.1 Effect of training on level of knowledge**



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Interpretation: Majority of the respondents (47 %) were of the opinion that the training provided to them helped in improving their level of knowledge in their respective work were. 44 per cent of the respondents agreed this statement. Only a total of 9 per cent of the respondents disagreed the same.

#### 5.4.2.2 Effect of learning from training on productivity of respondents (in terms of both quantity and quality)

The opinion of the respondents on whether they find the training provided to them did help in the improvement of their productivity, in terms of quantity and quality was collected and analysed, which were depicted in both tabular and graphical format.

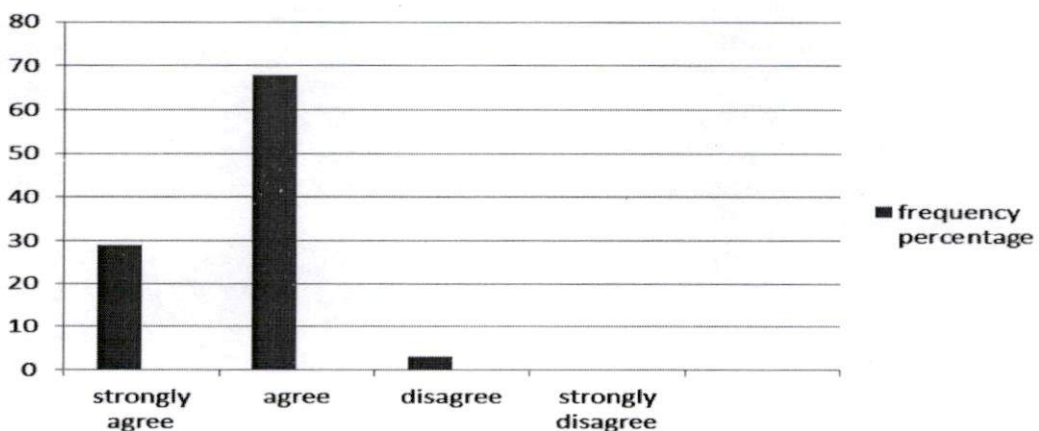
**Table 5.4.2.2 Effect of learning on productivity (in terms of both quality and quantity)**

N=100

Opinion of the respondents	Percentage
Strongly agree	29
Agree	68
Disagree	3
Strongly disagree	0
<b>Total</b>	<b>100</b>

Source: Primary data

**Fig 5.4.2.2 Effect of learning on productivity (quality and quantity)**



Interpretation: The analysis showed that majority of the respondents (68 %) agreed that the training provided to them helped in improving their level of knowledge in their respective work.

stated that learning from training did have a direct effect on improvement of productivity in both quality and quantity. They opined that training helped them in improving and increasing their qualitative as well as quantitative productivity. Only 3 per cent disagreed this statement.

#### 5.4.3 Effect of learning from training on soft skills development among the respondents

The major required soft skills for any successful employee from the organisation purview includes the following: leadership skill, decision making skills, team working skills and motivation. The effect of learning from training on each of the above mentioned skills was analysed from the data collected from the sample respondents, which has been depicted in tabular format.

**Table 5.4.3 Effect of learning on different soft skills among the respondents**

N=100

Soft skills	Response of the respondents (Per cent)			
	Strongly agree	Agree	Disagree	Strongly disagree
Team working skill	36.2	58.4	4.1	1
Leadership skills	54	40	3	3
Decision making skills	34.2	48.5	11.5	5.8
Motivational skills	62	34	3	1

*Source: Primary data*

Interpretation: Effect of learning from training on team working skill: 58.4 per cent of the total respondents agreed that learning from training did help in improving their team working skills, but only 4.1 per cent of the total respondents disagreed this statement.

Effect of learning from training on leadership skill: 54 per cent of the total respondents strongly agreed that learning from training did help in improving their leadership skills, but only 3 per cent of the total respondents disagreed this statement.

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Effect of learning from training on decision making skill: 48.5 per cent of the total respondents agreed that learning from training did help in improving their decision making skills, whereas 11.5 per cent of the total respondents disagreed this statement.

Effect of learning from training on motivational skill: 62 per cent of the total respondents agreed that learning from training did help in improving their motivational skills, but only 3 per cent of the total respondents disagreed this statement.

#### 5.4.3.1 Effectiveness of learning from training on soft skill development among the respondents

The effect of learning on both productivity and employee-employer relationship has a direct relation on the development of soft skills among the sample respondents. This was analysed with the help of correlation methods.

**Table 5.4.3.1 Correlation between the effect of learning from training on productivity and employee-employer relationship**

<b>1) Productivity (in terms of both quantity and quality)</b>		
	Productivity	Soft skill
Pearson correlation	1	<b>1.97</b>
Sig. (2-tailed)		<b>0.64</b>
N (number of observations)	100	<b>89</b>
Pearson correlation	<b>1.97</b>	1
Sig. (2-tailed)	<b>0.64</b>	
N (number of observations)	<b>89</b>	90
<b>2) Employee-employer relationship</b>		
	Employee-employer relationship	Soft skill
Pearson correlation	1	<b>0.75</b>
Sig. (2-tailed)		<b>0.461</b>
N (number of observations)	100	<b>100</b>
Pearson correlation	<b>0.75</b>	1
Sig. (2-tailed)	<b>0.461</b>	
N (number of observations)	<b>100</b>	90

Source: Primary data

Interpretation: Here the Pearson correlation for productivity and soft skill was 0.97, which was greater than 0.01, hence there was a statistically significant linear relationship between productivity and soft skills.

The Pearson correlation for employee-employer relation and soft skill was 0.75, which was greater than 0.01, hence there was a statistically significant linear relationship between employee-employer relationship and soft skills.

To conclude, of the three major methods of training that IBS provide; on the job training, off the job training and e-learning, the combination of both on and off the job training was the one commonly provided to the respondents and also this was the method of training that respondents prefer to. Majority of the respondents are highly satisfied with the whole process of training including the selection of trainers provided to them.

The analysis shows that majority of the respondents also agreed the statement that the training process aids them in improving the major soft skills in them. This includes the team workings skills, leadership skills, decision making skills and motivational skills.

Since there was a direct relationship between employee-employer relation, qualitative and quantitative productivity of respondents on the soft skills, it can be concluded that with an improvement on employee-employer relationship and productivity, the soft skills of the respondents also improved.

***SUMMARY OF FINDINGS, SUGGESTIONS  
AND CONCLUSION***

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## Chapter VI

### SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

#### 6.1 Summary

Soft skills relate to a set of skills that individuals possess, which makes them good employees no matter where they work or what they do. Soft skills are not a substitute for specific subject knowledge and technical skills. Rather, soft skills enhance these areas, allowing all employees to make the most of their specific knowledge and technical skills.

The primary data were collected from the 100 employees of IBS. The previous chapter dealt with the detailed analysis of results derived from the primary data. This chapter covered the summary of findings and conclusions of the study.

#### 6.2 Major findings

The major findings were as follows.

##### 6.2.1 Socio economic profile of the sample respondents.

- 1) Of the 100 respondents studied, 51 percent of them were males and 42 percent were females.
- 2) The total sample of respondents selected was between the age group of 21 to 36 plus years. 28 percent of the respondents belonged to the age group of 21-25 years, 32 percent of them belonged to the age group of 26-30 years old, 22 percent of them belonged to 31-35 years and only 18 percent belonged to age group of 36 and above year's category.
- 3) Majority of the respondents were single (66 %), 32 percent were married and only 2 percent were separated.
- 4) Majority of the respondents were Under Graduates (51 %), 42 percent of the respondents were Post Graduates and only 7 percent were diploma holders.

- 5) Majority of the respondents (63 %) had an experience of zero to five years. 22 percent of the respondents had an experience of 5-10 years and 15 percent of the respondents had more than 10 years of experience.

### **6.2.2 Various types and methods of training provided to the employees**

The organisation usually provides mainly 3 types of training. This include on the job training, off the job training and E-learning. The respondents were asked to mention those kinds of training that have been provided by the organisation.

- 1) Majority of the respondents (50 %) reported that the organisation employed all the three types of training. 19 percent of the respondents has undergone off the job training alone, 16 percent has undergone e-learning methods of training alone and 15 percent of the respondents has undergone on the job training alone.
- 2) On the job training methods commonly include job rotation, job instructions, coaching methods and committee assignments. 42 percent of the respondents opined that job instruction was the major employed method of on the job training provided to the respondents in IBS. The least adopted on the job training method was committee assignment.
- 3) Of the total respondents, majority of them (44 %) opined that lecturing method was the most commonly employed off the job training method employed by IBS. Case studies (31 %) and conferences (15 %) were also adopted for off the job training process. Role plays method was attended by the least number of respondents (10 %).
- 4) The respondents were asked to report those methods of training that they prefer. From the analysis, it was found that majority of the respondents (60 %) preferred both on and off the job training over any other training methods. 20 percent of the total respondents opined on the job training as their most preferred method of training. Only 4 percent of the sample opined off the job training as their most preferred form of training.



### **6.2.3 Employee satisfaction level attained through training**

For analysing this objective, different parameters were studied, which included the following:

- 1) The respondents were asked to provide their opinion on whether they found that their organisation considered training as an integral part of employee development. Majority of the respondents (52 %) agreed to the statement, 42 percent strongly agreed and only 2 percent somewhat agreed the same.
- 2) It was observed that majority (58 %) of the respondents agreed that they found induction training was a well-planned process by their organisation. 37 percent strongly agreed the statement, only 4 percent disagreed and just 1 percent strongly disagreed the statement.
- 3) Regarding the opinion of the respondents about the selection of trainers, 49 percent of the respondents were satisfied with the current process of selection, 35 percent were highly satisfied, and 12 percent of them were dissatisfied; whereas, only 4 percent of them expressed strong dissatisfaction.
- 4) 58 percent of the respondents agreed that the training was offered on the basis of the needs identified by their organisation. 30 percent strongly agreed with the statement, only 12 percent disagreed the statement.
- 5) In respect to the periodicity and timing of the training programmes offered to them, 68 percent of the respondents have undergone trainings every month; 19 percent have undergone training every quarter, 8 percent attended half yearly trainings and the rest 5 percent has undergone annual trainings.
- 6) Majority of the respondents (50 %) were satisfied with the time and duration of the training programmes. 30 percent of the respondents were highly satisfied, 11 percent were dissatisfied and only 9 percent of the respondents were highly dissatisfied with the same.

- 7) Nearly half (47 %) of the total respondents were satisfied with the topics selected for the training and its coverage in time. 44 percent of the respondents were highly satisfied with the same. Only 7 percent were dissatisfied and just 2 percent of the respondents were highly dissatisfied.
- 8) Majority (84 %) of the respondents agreed that the trainers were competent enough to clear their doubts. 14 percent of the respondents disagreed and just 2 percent of them strongly disagreed.
- 9) Majority of the respondents (48 %) agreed that they were satisfied with the training provided by IBS and the training did help in improving their level of job satisfaction. 32 percent of the respondents strongly agreed the statement, 12 percent of the respondents strongly disagreed and 8 percent of them disagreed the statement.

#### **6.2.4 Effectiveness of learning from training on the soft skills under study.**

The effect of training on employer employee relationship was able to be identified by analysing the following variables:

- 1) 35 percent responded that the training included special challenges faced by their employers whereas 26 percent of the respondents disagreed the statement. There was only 9 percent difference between the contradicting opinions of the sample respondents.
- 2) Nearly half (48 %) of the respondents strongly agreed that the training helped the management in identifying, analysing, forecasting and planning the changes needed in company's HR area. 32 percent of the respondents agreed the statement. Only 12 percent of the respondents disagreed and 8 percent of them strongly disagreed the statement.
- 3) The analysis showed that majority of the respondents (45 %) agreed that the training and developmental activities helped the organization to maintain employee relation rate. Only 20 percent of the respondents disagreed the

statement.

- 4) More than half (62 %) of the respondents strongly agreed that the training offered by their organisation did help in improving the employee-employer relationship. 33 percent of the respondents agreed the statement and only 6 percent of the disagreed.

The effect of training on productivity of the respondents (in terms of both quantity and quality) was identified by analysing the following variables:

- 1) Majority of the respondents (47 %) were of the opinion that the training provided to them did help in improving their level of knowledge in their respective work area. 44 percent of the respondents agreed this statement. Only 9 percent of the respondents disagreed the same.
- 2) More than half of the respondents (68 %) stated that learning from training did have a direct effect on improvement of productivity, in terms of both quality and quantity. They opined that training did help them in improving and increasing productivity. Only 3 percent of the total respondents disagreed the statement.
- 3) 58.4 percent of the total respondents agreed that learning from training did help in improving their team building skills, only 4.1 percent of the total respondents disagreed this statement.
- 4) 54 percent of the total respondents strongly agreed that learning from training did help in improving their leadership skills, but only 3 percent of the total respondents disagreed this statement.
- 5) 48.5 percent of the total respondents agreed that learning from training did help in improving their decision making skills, whereas 11.5 percent of the total respondents disagreed this statement.
- 6) 62 percent of the total respondents agreed that learning from training did help in improving their motivational skills, only 3 percent of the total respondents disagreed this statement.

- 7) The effect of learning on both productivity and employee-employer relationship had a direct relation on the development of soft skills among the sample respondents. The linear relationship between productivity and soft skills was statistically significant. Similarly, there was a statistically significant linear relationship between employee-employer relationship and soft skills.

### **6.3 Conclusion and Suggestions**

From the results of the detailed analytical study on the effectiveness of learning on the development of the soft skills among the respondents can be concluded to the following points:

- 1) IBS provides mainly three types of trainings- on the job training, off the job training and e-learning.
- 2) Combination of both on and off the job training methods is the commonly used methods of training in IBS.
- 3) Among the on the job training methods, job instructions are the most commonly employed method of training and in case of the off the job training methods, lectures are the most commonly employed one.
- 4) The current method of training that IBS provide is in accordance with the preference of the respondents.
- 5) Induction training is a well-planned process in IBS. The organisation does consider training as an integral part of employee development.
- 6) Usually the organisation provided monthly training to the respondents and majority of the respondents are satisfied with the process of training methods employed by the IBS.
- 7) The learning from training has got a direct effect on the employee employer relationship and productivity of the respondents.
- 8) Employee- employer relationship and employee productivity (both quantitative and qualitative) influences the soft skill among the respondents
- 9) Training provided does include special challenges faced by their employer

- 10) The training and development activities does helps the management in identifying, analysis, forecasting and planning changes needed in HR areas.
- 11) The training and developmental activities helps the organization to maintain employee relation rate.
- 12) Training do help in developing, maintaining and thereby improving the employee-employer relationships.
- 13) Learning from training has an effect on the productivity of respondents, both in terms of quantity and quality.
- 14) Learning from training helps in improving the soft skills such as decision making skills, leadership skills, motivational skills and decision-making skills.
- 15) The direct (linear) relation between employee-employer relation, productivity of the respondents and soft skills among the respondents draws the conclusion that with the improvements in the training provided to the employee, the range of learning increases, which thereby improves and develops the range of soft skills among the employees.

Suggestions for better improvement of soft skills among the employees of IBS Software Services include the following:

- 1) The method of training provided in IBS, though is in accordance to the preference of the employees, can be improved. E-learning, one of the novel and time consuming method need to be included more so the employees will be finding it much easier to follow up and will eventually develop preference for that too.
- 2) It would be better if IBS trainers could include the challenges faced by the employers/ managers in the training provided to the employees, as it will be helpful for them in dealing with such situations, if any, when encountered in their career.
- 3) Of the four soft skills studied, the effect of learning from training on decision making skills was comparatively smaller, so the organsation needs to include more trainings which will improve this skills.

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***APPENDIX***

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**STUDY ON THE EFFECTIVENESS OF LEARNING IN DEVELOPMENT  
OF SOFT-SKILLS AMONG THE EMPLOYEES IN IBS SOFTWARE  
SERVICES, TECHNOPARK, TRIVANDRUM**

QUESTIONNAIRE

(Information collected through this survey is meant only for academic purpose  
and the data so collected will be kept confidential)

Name : \_\_\_\_\_

Gender : Male  Female

Age group : 21-25  26-30   
31-35  36 and above

Marital status : Single  Married  Separated

Educational qualification: PG  UG  Diploma

Experience (in years) : 0-5  5-10  > 10

1. Your organisation considers training as an integral part of organisational strategy. Do you agree with this statement?

- A) Strongly Agree
- B) Agree
- C) Somewhat Agree
- D) Disagree

2. What type of Training methods do you prefer?

- A) On the job methods
- B) Off the job training methods
- C) Both on and off the job training methods
- D) e-learning methods

3. Do you feel that the induction training a well-planned exercise in the organization?

- A) Strongly agree
- B) Agree
- C) Disagree
- D) Strongly disagree

4. What kind of Training methods does the organization provide to train the employees?
  - A) On the job training methods
  - B) Off the job training methods
  - C) e-learning methods
  - D) Both on and off the job training methods
  
5. If on the job training, what are the different methods adopted?
  - A) Job rotations
  - B) Job instructions
  - C) Coaching
  - D) Committee assignments
  
6. If off the job training, what are the different methods adopted?
  - A) Case studies
  - B) Role plays
  - C) Lecture
  - D) Conferences
  
7. Do you feel that the training provided was based on the need identified?
  - A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
  
8. Do you think that the training sessions did helped in improving your skills?
  - A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
  
9. Does Training help to improve employee– employer relationship?
  - A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
  
10. How often the Training programmes are conducted in your organization?
  - A) Every Month
  - B) Every quarter
  - C) Half yearly
  - D) Once in a year

11. What is your opinion regarding the time and duration of the training offered by your organisation?
- A) Highly satisfied
  - B) Satisfied
  - C) Dissatisfied
  - D) Highly dissatisfied
12. Were the topics of trainings covered by the right time?
- A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
13. Was the training programme relevant to your present job?
- A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
14. Has the training helped to increase your knowledge level in your area of work?
- A) Strongly Agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
15. Does Training help to increase the motivation level of employees?
- A) Strongly Agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
16. Does Training enable employees more productive?
- A) Strongly Agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
17. Do you agree with the present selection method of candidates for training?
- A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree

18. Training program helped to increase the productivity of both quality and quantity?
- A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
19. Were the answers given by the training faculties, for your questions and doubts satisfactory?
- A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
20. Does the Training course include the special challenges faced by managers and or officers?
- A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
21. Does the Training program enable the employees to be accountable and authoritative in making decision?
- A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
22. Does the Training method focus on developing team work and leadership skills?
- A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
23. Does the developmental activity help the management in identifying, analysing, forecasting and planning changes needed in company's HR area?
- A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree

24. Do the Training and developmental activities help the organization to maintain employee relation rate?
- A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
25. Has the training programme helped in increasing your job satisfaction level?
- A) Strongly agree
  - B) Agree
  - C) Disagree
  - D) Strongly disagree
26. Are you satisfied with the training provided by your organisation?
- A) Highly satisfied
  - B) Satisfied
  - C) Dissatisfied
  - D) Highly dissatisfied

THANK YOU

