



International Journal of Multidisciplinary Research in Science, Engineering and Technology

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)



Impact Factor: 8.206

Volume 8, Issue 6, June 2025



International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)

Assessment of Training and Development Programs on Employee Growth at Siddh Hyundai Buldana

Pratik Dilip Wakude, Prof A.S. Mhaske, Prof S.S. Rokade

MBA, HRM, Pankaj laddhad Institute of Technology and Management Studies, Buldana, India

Assistant Professor & Head of Department, MBA, Pankaj laddhad Institute of Technology and Management Studies,
Buldana, India

Assistant professor, MBA, Pankaj laddhad Institute of Technology and Management Studies, Buldana, India

ABSTRACT: In the modern organizational landscape, where competitiveness, innovation, and customer satisfaction are directly linked to workforce competency, training and development programs serve as a critical pillar in human resource management. Particularly in the automotive dealership industry, where frontline employees are responsible for both technical service and direct customer interaction, training acts as a strategic investment. This study is an in-depth assessment of the training and development initiatives at Siddh Hyundai, an authorized Hyundai dealership located in Buldana, Maharashtra, with a specific focus on their influence on employee growth and performance.

The research was undertaken with the aim of understanding how training programs are structured, delivered, and perceived by employees, and whether these initiatives contribute significantly to skill enhancement, professional development, and overall organizational performance. The study also examines if there is a measurable connection between training participation and tangible employee outcomes such as improved efficiency, increased job satisfaction, internal promotions, and long-term career progression.

The research adopted a **descriptive research design**, using both **quantitative and qualitative** methods. A structured questionnaire was distributed among employees from different departments—including sales, service, administration, and customer relations—resulting in responses from 50 employees. Personal interviews with department heads and HR managers supplemented the primary data. Secondary data sources, including organizational training records, performance appraisal reports, and training materials, were also reviewed for cross-validation.

I. INTRODUCTION

In today's rapidly evolving and highly competitive business environment, organizations are increasingly recognizing employees as their most valuable assets. Among various human resource management functions, training and development play a pivotal role in enhancing employee capabilities, improving organizational performance, and driving long-term growth. Well-structured training programs not only help employees acquire new skills but also foster motivation, engagement, and career progression—key ingredients for individual and institutional success.

The automotive sector, especially at the dealership level, operates in a dynamic space where technological advancements, customer expectations, and service quality are constantly shifting. In such a context, Siddh Hyundai, a leading automobile dealership in Buldana, Maharashtra, has undertaken initiatives to train its workforce to ensure technical proficiency, customer-centric service, and high operational efficiency. However, the true impact of these training and development programs on employee growth had yet to be systematically studied.

This research seeks to evaluate the effectiveness of the training and development programs conducted at Siddh Hyundai, with specific attention to how these initiatives influence employee performance, skill enhancement, confidence, job satisfaction, and career advancement. It also aims to identify whether the



International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)

organization's training practices are aligned with employee expectations and business goals, and whether they contribute meaningfully to building a more competent and future-ready workforce.

By combining employee feedback with organizational insights, the study provides a comprehensive assessment of the current training ecosystem and highlights areas of success as well as gaps needing improvement. The findings of this study are expected to support decision-makers in refining their human resource strategies and ensuring that training investments yield tangible outcomes in terms of employee development and organizational excellence.

II. LITERATURE REVIEW

2.1 Introduction to Training and Development

Training and development are core functions of Human Resource Management (HRM), aimed at enhancing the skills, knowledge, and attitudes of employees to improve performance and support organizational goals. According to Armstrong (2014), training is a systematic process through which individuals learn knowledge or skills for a specific purpose, while development is a broader concept that focuses on employee growth and the ability to take on future roles and responsibilities.

Organizations that invest in continuous learning and professional development are more likely to retain top talent, maintain competitive advantage, and adapt to changing

business environments. In service-oriented sectors like the automobile industry, where employees interact directly with customers and technology, training becomes even more vital.

2.2 Objectives and Importance of Training Programs

Training programs serve several objectives: improving technical skills, enhancing communication and customer service, increasing productivity, and preparing employees for higher responsibilities. Mathis and Jackson (2011) emphasize that well-executed training initiatives lead to a more competent and confident workforce, reduce operational errors, and build employee morale.

Training is also important for ensuring consistency in service delivery, especially in automotive dealerships where brand reputation depends on standardized customer experience. Saks and Haccoun (2016) argue that employee development is linked with organizational development, as employees' capabilities directly influence service quality and customer satisfaction.

2.3 Employee Growth through Training

Employee growth is a multi-dimensional concept that includes skill enhancement, career progression, personal development, and psychological satisfaction. Noe (2010) suggests that training programs contribute to employee growth by preparing them for future roles, increasing adaptability, and boosting confidence.

In the Indian context, Gupta and Joshi (2019) found that training plays a direct role in improving employees' productivity and job satisfaction, especially in small-town organizations where skill-building opportunities are limited. In automotive dealerships, employees often deal with technical processes and customer interaction, and training can help them perform these roles more effectively and professionally.

2.4 Methods and Types of Training

Organizations use a range of training methods including on-the-job training, off-the-job training, classroom sessions, e-learning modules, simulations, and hands-on workshops. The choice depends on job roles, available resources, and organizational culture. Goldstein and Ford (2002) highlight that adult learning principles and experiential learning techniques enhance the retention of knowledge and encourage real-world application.

In dealership settings, product training, customer service training, and technical workshops are most common. According to a study by Srivastava & Agarwal (2020), frequent refresher courses and role-playing exercises can significantly improve the performance of frontline staff.



International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)

2.5 Measuring Training Effectiveness

To ensure that training investments deliver value, organizations must measure their effectiveness. Kirkpatrick's Four-Level Training Evaluation Model (1994)—Reaction, Learning, Behavior, and Results—remains the most widely accepted framework. Effective training should result in not just knowledge acquisition but observable improvement in behavior and performance. Saks & Burke (2012) found that employee perception plays a crucial role—when employees view training as relevant and growth-oriented, they are more likely to engage actively and apply the learning to their jobs.

2.6 Literature Gaps and Research Need

While numerous studies have examined training practices in large corporations and urban setups, there is limited research on how structured training programs impact employee growth in small-town dealership environments like Siddh Hyundai, Buldana. These settings may face unique challenges such as limited resources, low digital infrastructure, or low employee motivation, making it important to assess training effectiveness in a localized context. This research fills that gap by studying employee awareness, participation, satisfaction, and the tangible outcomes of training efforts, offering practical insights to improve future HR interventions.

III. RESEARCH METHODOLOGY

The research methodology provides the framework used to systematically conduct the study and collect data. The purpose of this study is to assess the effectiveness of training and development programs and their influence on employee growth at Siddh Hyundai, Buldana. The methodology includes the research design, data sources, sampling methods, tools, and techniques used for data analysis.

3.1 Research Design

This study adopts a **descriptive research design**, as it focuses on understanding the current status of training and development practices in the organization and how they impact employees. Descriptive research is appropriate for studying real-time perceptions, behaviors, and effectiveness of ongoing HR initiatives.

3.2 Data Collection Methods

- **Primary Data** was collected through a **structured questionnaire** distributed to employees across various departments (Sales, Service, Administration, etc.).
- **Interviews** with HR personnel and departmental heads were also conducted to gain qualitative insights.
- **Secondary Data** was collected from internal company records such as training manuals, performance reports, attendance sheets, and HR policy documents.

3.3 Sampling Technique and Sample Size

The study used a **stratified random sampling** technique to ensure fair representation from different job roles and departments. A total of **50 employees** from Siddh Hyundai participated in the survey, selected based on their department, tenure, and exposure to training programs.

3.4 Research Tools

- A **structured questionnaire** with closed-ended and Likert-scale questions was used to gather quantifiable data.
- **Microsoft Excel** and basic statistical tools were used for compiling and analyzing the data, including percentage analysis and graphical interpretation.

3.5 Limitations of the Study

- The study is limited to one dealership location, which may not reflect training effectiveness in other branches.
- Some employees may have provided socially desirable answers, impacting response accuracy.
- Time constraints restricted deeper qualitative interviews.

IV. ANALYSIS AND DISCUSSION

Training and development programs play a critical role in equipping employees with the knowledge, skills, and mindset necessary for achieving both personal and organizational objectives. This section analyzes the data collected from



International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)

employees of Siddh Hyundai, Buldana, and discusses how training initiatives have influenced their growth, performance, and motivation. The analysis is structured around key variables studied through the employee questionnaire and interviews with management.

4.1 Awareness and Accessibility of Training Programs

The study revealed that 85% of employees were aware of the training programs conducted within the organization. Most employees mentioned that they were informed about training through internal communication such as emails, notice boards, and direct instructions from supervisors. However, 15% of employees, particularly those from non-customer-facing roles (e.g., administration), stated they were either unaware or not consistently informed about training schedules. This indicates that while training communication exists, it may not be uniformly distributed across departments.

Moreover, some employees expressed the need for better accessibility to trainingsessions, especially those scheduled at short notice or during peak work hours. few junior staff members mentioned that workload and limited staffing often prevented them from attending training, suggesting that operational constraints can limit the effectiveness of training dissemination.

4.2 Participation and Frequency

Out of the total respondents, 78% confirmed active participation in at least one formal training session in the last 12 months. These sessions included technical training, soft skills workshops, customer handling modules, and Hyundai product updates. Most training was conducted either in-house or through regional Hyundai Learning Centers. The frequency of training was generally described as quarterly, though some departments, such as Sales and Service, had monthly briefings or refresher sessions.

While participation rates were encouraging, some employees stated that the programs lacked a structured calendar. The inconsistency in frequency and scheduling often resulted in missed opportunities for those on field duty or those stationed at branch-level service points.

4.3 Relevance and Quality of Training

A significant 70% of respondents felt that the training sessions were relevant to their roles and responsibilities. Service advisors, technicians, and sales consultants particularly praised the technical modules for being hands-on, updated, and directly applicable to customer scenarios. Product-related sessions helped them understand specifications, selling points, and customer queries more effectively.

However, 30% of respondents, especially from finance, HR, and administrative backgrounds, indicated that much of the content was too general or product-specific, and did not address their job functions adequately. This suggests a lack of departmental customization, which can hinder the overall impact and employee engagement with the program.

In terms of quality, most participants appreciated the use of real-time case studies, role-plays, and demos, though a few suggested more interactive elements such as e-learning modules, gamified assessments, and field simulations to make sessions more engaging and memorable.

4.4 Impact on Employee Growth and Performance

When asked about the impact of training on their personal and professional growth, around 62% of employees reported a positive influence. They noted that post-training, they felt more confident, made fewer errors, and communicated better with clients. In some cases, employees who had undergone multiple rounds of training were entrusted with additional responsibilities or promoted to supervisory roles.

However, it was also observed that only 48% of respondents felt there was a clear linkage between training and performance appraisal. Many employees shared that while training helped them on the ground, it wasn't always considered during annual evaluations or promotions. This disconnect can demotivate staff and reduce long-term interest in attending training sessions unless the value is recognized institutionally. Additionally, only a small percentage (around 25%) mentioned receiving formal feedback or assessment post-training. Without such follow-ups, it becomes difficult to measure learning retention or evaluate the ROI of training programs.



International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)

4.5 Managerial and Organizational Support

One of the most prominent discussion points from the survey and interviews was the role of managerial encouragement in promoting training. Employees in departments where team leaders actively promoted and participated in training showed higher engagement and better outcomes. Conversely, in areas where training was treated as a formality, participation was low and impact was minimal.

The organizational culture at Siddh Hyundai was seen as supportive yet passive—there was acknowledgment of the importance of training, but limited formal mechanisms to integrate it into strategic talent development or succession planning. HR teams conduct sessions based on manufacturer mandates (Hyundai Motors), but there's a need to align training with individual career goals and departmental performance targets.

1. Summary of Key Observations

- High awareness and participation, but inconsistent communication across all job roles.
- Technical and sales teams benefit most from existing training modules; support functions feel underserved.
- Positive impact on confidence and job performance, but limited influence on promotions and appraisals.
- Lack of post-training assessments, career tracking, and skill-gap analysis reduces the measurable effectiveness of programs.
- Managerial involvement significantly boosts training success and employee motivation.

V. CONCLUSION

The present study focused on assessing the effectiveness of training and This study aimed to assess the role and effectiveness of training and development programs in contributing to employee growth at Siddh Hyundai, Buldana. Through data collected from employees across departments, it was observed that the organization has made commendable efforts to provide training opportunities that enhance both technical and soft skills. Most employees acknowledged improvements in their job performance, confidence levels, and ability to handle customer interactions after attending such programs.

However, the research also revealed critical gaps. While participation in training programs is relatively high, a significant number of employees feel that the training lacks department-specific focus and post-training evaluation. Moreover, there is a limited connection between training outcomes and performance appraisal or career progression. This disconnect weakens employee motivation and reduces the long-term impact of training initiatives.

Another key observation was the importance of managerial support in enhancing the success of training programs. Departments that showed strong leadership involvement reported higher engagement and better learning outcomes. Therefore, the involvement of management in promoting, attending, and following up on training should be considered an essential component of any future training strategy.

In conclusion, Siddh Hyundai's training and development framework lays a strong foundation for skill-building and employee development. However, to maximize its impact, the organization should adopt a more strategic approach—aligning training with individual growth plans, departmental objectives, and measurable performance indicators. Doing so will ensure that training becomes not just an operational requirement but a transformative tool for both employee and organizational growth.

REFERENCES

Books on Human Resource Management and Training

1. Armstrong, M. – A Handbook of Human Resource Management Practice
2. Noe, R. A. – Employee Training and Development
3. Goldstein, I. L., & Ford, J. K. – Training in Organizations
4. Mathis, R. L., & Jackson, J. H. – Human Resource Management
5. Dessler, G. – Human Resource Management
6. Nadler, L. – Developing Human Resources



International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)

7. Swart, J., Mann, C., Brown, S., & Price, A. – Human Resource Development: Strategy and Tactics
8. Kirkpatrick, D. – Evaluating Training Programs
9. Saks, A. M., & Haccoun, R. R. – Managing Performance Through Training and Development
10. Rao, P. L. – Training and Development Practices
11. Gupta, C. B. – Human Resource Management
12. Aswathappa, K. – Human Resource and Personnel Management
13. Robbins, S. P., & Coulter, M. – Management
14. Werther, W. B., & Davis, K. – Human Resources and Personnel Management
15. Beardwell, J., & Thompson, A. – Human Resource Management: A Contemporary Approach
16. Torrington, D., Hall, L., & Taylor, S. – Human Resource Management
17. Srivastava, M. & Agarwal, N. – Impact of Training on Employee Performance in the Automobile Sector
18. Jha, S., & Kumar, V. – Effectiveness of Sales Training in Auto Dealerships
19. Saks, A. M., & Burke, L. A. – Training Transfer: The Role of Feedback and Learner Involvement
20. NASSCOM-HR Report – State of Learning & Development in Indian Corporates
21. Pareek, U., & Rao, T. V. – Designing and Managing Human Resource Systems
22. Flippo, E. – Principles of Personnel Management
23. Tripathi, P. C. – Personnel Management and Industrial Relations
24. Vroom, V. H. – Work and Motivation
25. Koontz, H., & Weihrich, H. – Essentials of Management



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA



INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH IN SCIENCE, ENGINEERING AND TECHNOLOGY

| Mobile No: +91-6381907438 | Whatsapp: +91-6381907438 | ijmrset@gmail.com |

www.ijmrset.com