Internship Report
on
Training and Development Practices in Bangladesh:
A Case Study on TCL Global

Submitted by:
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Program: Bachelor of Business Administration
Major: HRM
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Submitted to:

Department of Business Administration
Sonargaon University(SU)

Submitted for the partial fulfillment of the degree of Bachelor of Business Administration



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Date of Submission: 05 January, 2024

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Submitted by:

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Program: Bachelor of Business Administration
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Submitted to:

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Lecturer
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Date of Submission: 05 January, 2024

Letter of Transmittal

January,

Md. Rasel Hawlader
Lecturer
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Sonargaon University (SU)

Subject: Submission of Internship Report on "Training and Development in Promotional Strategy of TCL Global Bangladesh".

Dear Sir,
With Most respectfully to state that I am pleased to submit my internship report titled "**Promotional Strategy of TCL Global".** This report is an Essential part of my BBA degree requirements, and I had the privilege of Completing my internship at TCL Global under your guidance.

This report reflects the current HRM Practices employed by organizations in our country. I have made an effort to include relevant details while keeping the report concise.

I kindly request your assessment of this report. Your feedback would be greatly appreciated. Thank you for your time and consideration.

Your Sincerely

_____

Nazia Islam Juthe
ID:BBA2001019107
Program:BBA
Major:HRM
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Declaration of Student

This is to notify you of the internship paper on" **Training and Development of TCL Global in Bangladesh. An internship report on TCL Global Bangladesh".** Has been prepared as a part of my dissertation formalities. It is an obligation part of my BBA program to submit a thesis paper.

Moreover, I was inspired and instructed by my supervisor Md. Rassel Hawlader, Lecturer, Department of Business Administration, Sonargaon University.

I am further declaring that I did not submit this report anywhere for awarding any degree or certificate.

Yours Sincerely

Nazia Islam Juthe
ID:BBA2001019107
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Certificate of Supervisor

This is to certify that the internship report **"Training and Development TCL Global in Bangladesh. An Internship report on TCL Global Bangladesh"** has been prepared as a part of complement of the BBA Program form Department of Business Administration, Sonargaon University (SU).
Carried out by Nazia Islam Juthe, bearing ID:BBA2001019107 under my supervision. The report or the information will not be used for any other purposes.

_____

Md. Rasel Hawlader
Lecturer
Department of Business Administration
Sonargaon University (SU)

Acknowledgment

In the beginning, I would like to convey my sincere appreciation to the Almighty God for giving me the strength and ability to finish the task.

The opportunity I had with TCL Global Bangladesh. Is a great chance for deep learning and professional development. I consider myself a very lucky individual as I was provided with an opportunity to be a part of it. I am also grateful for having a chance to meet so many wonderful people and professionals who led me through this period.

I would like to express my deep sense of thankfulness to MR Salman Reza, TCL Country Manager. TCL Global Bangladesh for his enormous help and endless support throughout the dissertation period.

And last but not least; thanks to all my office colleagues working at TCL Global Bangladesh. The opportunity I had with TCL global in Bangladesh is a great chance for deep learning and professional development. I consider myself a very lucky individual as I was provided with an opportunity to be a Part of it. I am also grateful for having a chance to meet so many wonderful people and professionals who led me through this period.

Abstract

Execution monitoring is the observation of a program while it is running. Debugging and profiling are two commonly applied forms of execution monitoring. This paper describes experience using TCL and TK in the development of Noosa, an event-based execution monitoring system. We present an overview of the system concentrating on aspects that involve TCL and Tk. Of particular interest is the flexibility achieved by using TCL as the basis of both the event language and the communication between the monitoring subject and the monitors themselves.

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Chapter One
Introduction

1.1 Introduction

In the Human Resource Management (HRM) cycle as well as in any organization, the training and development system plays an important and vital role in achieving organizational mission and vision, goals and objectives. Organizations today consider the HR department as the critical source of making development amongst the employees to lead the organization to success. This report delves into the comprehensive Training and Development program implemented within our esteemed company. By exploring the various facets of our T&D strategy, we aim to showcase the significant role it plays in nurturing talent, enhancing employee capabilities, and ultimately contributing to the achievement of our organizational goals. The primary objective of this report is to provide an insightful overview of our company's T&D initiatives, including the methodologies, tools, and resources used to facilitate learning and skill development. By sharing real-world examples and success stories, we aim to demonstrate the positive impact of our T&D efforts on individual career growth, team collaboration, and overall organizational performance. As an integral part of the T&D team, I had the unique opportunity to witness firsthand the careful planning, execution, and evaluation of our training programs. Throughout this report, I will draw on my experiences and observations to provide a comprehensive analysis of our company's commitment to fostering a culture of continuous learning and development. By investing in our employees' growth and professional development, our company acknowledges the significance of cultivating a workforce equipped with the latest industry knowledge, technical expertise, and leadership capabilities. Furthermore, our T&D program aims to ensure that our employees remain engaged, motivated, and empowered to take on new challenges and embrace opportunities for personal and professional advancement.

1.2 Objectives of the Study

Every research work is conducted to achieve some objective of this report to fulfill the requirements of the internship paper. The performance management system makes sure that.
The objective of this report there are two types of objectives:

1. General Objectives
2. Specific Objectives

General Objectives

The study is to know about Training & Development practices of TCL Global.

Specific Objectives

The principal objective of training and development division is to ensure the availability of a skilled and willing workforce to an organization.

There are some other supportive objectives are as follows:

- To identify the training and development practices in organization.
- To know the objective of the training and development of the organization.
- To identify the training method of the organization
- To know the opinion of the employee regarding and development program of the organization
- To identify the problems of training and development of the organization.
- To suggest some possible recommendations to overcome the problem relating to training and development of the organization.
- To know the methods of identifying training needs.

1.3 Methodology of the Study

The data were collected using a survey method, conducted among 120 employees of TCL Global in Bangladesh. The questionnaire consisted of 20 questions which are based on self-administered and previous studies as well. The research was conducted from June 2023 to August 2023. The characteristics of the respondent are age, gender, educational qualification, year of experience, level of skill, etc. Stratified random sampling is used for data collection. The Chi- square test was used to analyze the data in IBM SPSS and other statistical tools were used to analyze the data. The information has been collected from primary and secondary sources.

Primary Sources

Information has been collected:

- Mainly through a survey on questionnaire.
- The company's training manual.

Secondary Sources

Information has been collected from:

- Various study reports.
- Relevant books, journals and printed materials.
- Website of the company.

1.4 Limitations of the Study

The study has suffered from a number of barriers:

- Time was a major limitation or factor while preparing the report.
- Most of the employees are not very willing to give the answers to the questionnaire. They take it as a threat to their job.
- The employees were afraid of providing the correct answer due to lack of confidentiality

Chapter Two
Profile of the Organization

2.1 Establishment

TCL Global is an international Ed Tech company connecting academic institutions, aspiring students and student recruiters worldwide. Starting from Portsmouth, UK in 2011, we are revolutionizing the international student recruitment scene in over 20 locations at present empowered by world-class talents committed to delivering uncompromised quality. TCL is an authorized representative for admission of foreign students in a large number of prestigious universities and colleges from countries such as. UK.USA,Canada & Australia etc.

Background

TCL Global is a registered and licensed education consulting organization. At TCL a client's best interest would always come first and the services are guided by TCL values and professional ethics. The whole idea of establishing TCL and its accomplishment is done by the CEO Mr. Mohammad Miah who is a UK citizen and was always passionate about the education consulting industry. He started assisting students who were planning to apply for foreign universities from Bangladesh in 2011. He completed his graduation from University of Portsmouth in UK. He worked full -time in one of top leading education agencies as a business Analyst and Branding Manager for more than a year where he got the opportunity to enrich his knowledge about the international education industry.
TCL Global is partnered with universities all around the UK, USA, Canada, and Australia.

2.2 Mission

Making world class education accessible to everyone regardless of their location. The mission is to find innovative ways of assessing global careers. Global careers launch anywhere on the map.

2.3 vision

Being the top etech in the international education industry. Our vision is to build a global educational ecosystem that transcends boundaries, empowers individuals, and paves the way for a more interconnected and prosperous world.

2.4 TCL Core Values

TCL aims at providing the higher standard service to those students who dreams to study in different parts of the worlds and want to flourish their academic career in well educational institute. TCL also has some other core values such as;

2.4.1 Student Focus

TCL Global exists for their students. They are the center of everything we do.

2.4.2 Respect

TCL values and respects everyone. TCL believes in promoting and supporting diverse opinions and ideas for the benefit of all.

2.4.3 Competences

They make sure their employees feel empowered to improve on a daily basis to increase effectiveness and efficiency.

2.4.4 Entrepreneurship

All employees take the initiative to start new projects and take risks to achieve better outcomes with innovative ideas.

2.4.5 Communication

Share ideas and new information among colleagues to achieve day-to-day success and long-term goals.

2.4.6 Collaboration

TCL works together across teams and countries to widen access to education all over the world

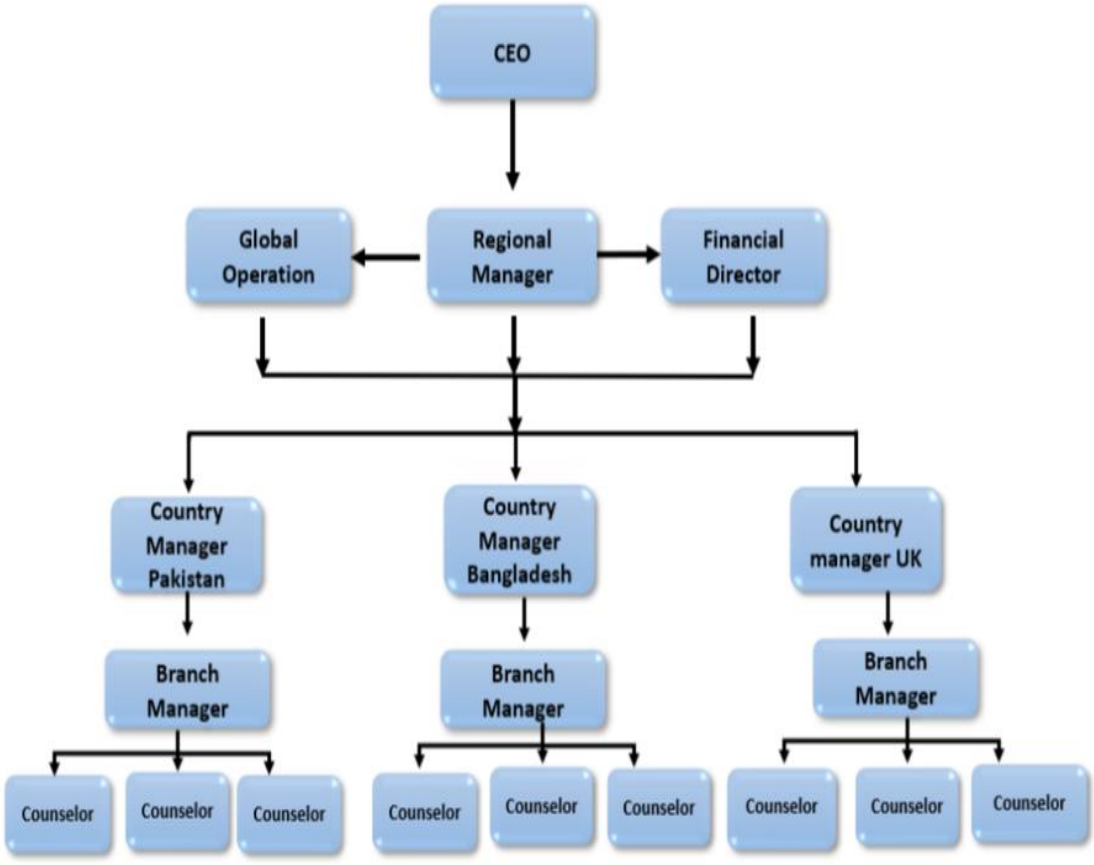
2.4.7 Integrity

They do what is right even if others are not watching! Honesty and trust are central to the way we do things at TCL Global.

Corporate profile of TCL Global Limited

Business Name	TCL Global Limited
Founder	Mr. Mohammad Miah
Date of Establishment	2011
Type of Company	Education Consulting firm
Operating Branch	UK, Dhaka
Corporate Address	Troyee Plaza, House #34,(level-4th), Sonargaon Janapath, opposite of Zamzam Tower, Uttara sector-11 Hotline number:+8809610930003

TCL Management Organogram



2.8 Products / Services profile of TCL Global Limited

TCL expert team always work hard to meet and fulfill client's expectations whenever they choose TCL for consulting services for higher study abroad.



Product/Service Line

As we know product line is a group of products that a company generates under its single brand that focus on the same market sector and same type of customer so we can see here the 10 service line of Global Study Network.

TCL Counselors and managers are trained experts in this field and also have teaching experience that's why they have in-depth perception about a student's needs and his career aspirations. So in TCL a student will get a clear and proper direction and counseling at his/her 1st visit in office. As the counselors are standardized regarding GTE requirements so they can easily help students in advising according to required documentations and assist the students with necessary application forms, evidence and also can assist in visa processing.

institutions so can easily help students to transfer their credit to their desired universities. For a strong research The counselors of works TCL and communicate directly with the admission officers of foreign skill and well reputation of TCL among foreign universities who admire the merits of students TCL assist and lead a student to gain scholarship in those foreign institutions and fulfill their desire to study abroad despite the poor financial condition

TCL provides the most demanded courses by the foreign institutions which is IELTS.PTE, Toffel by the highly trained instructors who are among the top in Dhaka. TCL is not only specialized in sending students for higher study but also helps both students and professionals in immigration process as the CEO of TCL enriched knowledge and practical experience about immigration activities during his work life in Australia, Canada, UK and USA

TCL makes sure that the counselors follow some must protocols to maintain the ethical practice and standard of TCL such as:

Have to be unbiased to students while providing the service

- ➢ Counselor must provide the genuine, relevant and correct information related to a
- ➢ program, foreign university equipment, cost etc based on a student's query and based on his profile.

Chapter Three
Literature Review &Theoretical Discussion

3.1 Literature Review

Training and development are essential for any organization that wants to improve its performance, retain its talent, and stay competitive in the market. A literature review is a systematic analysis of the existing research on a topic, which helps to identify the gaps, strengths, and limitations of the current knowledge. In this blog post, we will present the top ten literature reviews on training and development, based on their relevance, quality, and impact.

Noe, TCL Global. (2014) Explored that review examines how technology has transformed the way people learn and how organizations can leverage it to enhance their training and development programs. The authors discuss the benefits and challenges of technology-based learning, such as increased accessibility, flexibility, engagement, feedback, and collaboration, as well as potential issues such as distraction, isolation, overload, and lack of transfer. They also provide recommendations for designing effective technology-based learning interventions that align with the learners' needs, preferences, and goals.

Aguinis, H., & Kraiger, K. (2009) Explained that review provides a comprehensive overview of the benefits of training and development at multiple levels of analysis: individual, team, organizational, and societal. The authors synthesize the empirical evidence from various disciplines and domains, such as psychology, management, education, health care, and public policy. They also identify the factors that moderate the effectiveness of training and development programs, such as the characteristics of the learners, the trainers, the content, the context, and the evaluation methods.

Salas, E., et al. (2012) Reviews that translate the scientific principles and findings of training and development research into practical implications for practitioners. The authors propose a framework that guides the design, implementation, and evaluation of training and development programs based on four key elements: learning outcomes (what to train), design (how to train), delivery (who will train), and evaluation (how to measure). They also highlight the best practices and common pitfalls for each element based on the current state-of-the-art knowledge.

Burke, L. A., & Hutchins, H. M. (2007) Revealed that review focuses on one of the most critical issues in training and development: training transfer. Training transfer refers to the extent to which the knowledge, skills, and attitudes acquired in training are applied on the job and enhance performance. The authors integrate the existing theories and models of training transfer and identify the factors that influence it at three levels: individual (e.g., motivation, self-efficacy), training (e.g., content relevance, feedback), and organizational (e.g., support, climate). They also suggest directions for future research and practice to improve training transfer outcomes.

Arthur Jr., et al. (2003) Reported that review is a meta-analysis of 335 studies that examined the effectiveness of training in organizations across various outcomes, such as reactions, learning, behavior, and results. The authors analyzed the impact of different design and evaluation feature of training programs, such as the type of training (e.g. Cognitive, behavioral), the method of delivery (e.g. Classroom, computer), the level of evaluation (e.g. Reaction, learning), and the criteria used to measure effectiveness (e.g., self-report, objective).They found that training programs were generally effective, but their effectiveness varied depending on these features.

Blume B.D., et al. (2010) found out that review is another meta-analysis of 89 studies that investigated the transfer of training in organizations across different types of outcomes, such as declarative knowledge, procedural knowledge, and retention. The authors examined the influence of various factors on transfer of training, such as the characteristics of the trainees (e.g. Ability, motivation), the training design (e.g. Behavior modeling, error management), and the work environment (e.g. Supervisor support, peer support). They found that these factors had significant and differential effects on transfer of training.

Kraiger, K., et al. (1993) Explained that review introduces a new framework for evaluating training programs based on three types of learning outcomes: cognitive (knowledge), skill-based (skill), and affective (attitude). The authors argue that traditional methods of training evaluation, such as pretest-posttest designs and reaction measures, are inadequate and inappropriate for assessing these outcomes. They propose alternative methods and criteria for each type of outcome, such as cognitive strategies, skill demonstration, and attitude change. They also discuss the implications of their framework for training design and delivery.

Tharenou, P., et al. (2007) Revealed that review examines the relationship between training and organizational-level outcomes, such as productivity, profitability, and customer satisfaction. The authors review and critique the existing empirical studies on this topic, which are mostly based on the Kirkpatrick model of training evaluation. They identify the methodological and conceptual limitations of these studies, such as the lack of rigorous designs, the use of inappropriate measures, and the neglect of contextual factors. They also suggest directions for future research and practice to enhance the validity and utility of training evaluation at the organizational level.

Bell, B. S., & Kozlowski, S. W. (2008) Reported that review explores the concept of active learning, which refers to the extent to which learners are actively involved in the learning process through self-regulation, feedback seeking, and goal setting. The authors propose a theoretical model that links active learning to four core training design elements: learner control, error framing, feedback, and practice. They review the empirical evidence that supports their model and demonstrate how active learning enhances learning outcomes and adaptability in dynamic and complex environments.

Brown K.G., & Sitzmann T. (2011) Found that review provides a comprehensive summary of the current trends and issues in training and employee development research and practice. The authors cover various topics, such as the strategic role of training and development in organizations.

3.2 Theoretical Discussion

3.2.1 Training

Training is the systematic process of altering the behavior of employees in a direction that will achieve the organization's goals. Training is related to present job skills and abilities. It has a current orientation and helps employees' master skills and abilities needed to be successful. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge.
According to Aswathapa, "Training and development refers to the imparting of skills, abilities and knowledge about their learning in this view:

T&D = Standard Performance - Actual Performance

Training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. Training provides employees with specific, identification knowledge and skills for use in their present jobs.

3.2.2 Development

Development is any attempt to improve current or future management by imparting knowledge, changing attitudes or increasing skills.

The general management development process consists of:

- Assessing the company's strategic needs
- Appraising the managers' performance
- Then developing the managers

3.3 Types of Training

There are two types of training, is given below:

- On-the-job training (Internal Training)
- Off-the-job training (External Training)

3.3.1 On-the-Job Training

When an employee learns the job in an actual working site in a real life situation, and not in a

In a simulated environment, it is called On-the-job training and also called workplace training. Employees learn while working.

There are some methods of on-the-job training:

- Job Rotation
- Coaching
- Job Instruction
- Committee Assignments
- Apprenticeship

Job Rotation

This type of training involves the movement of the trainee from one job to another. The trainee receives job knowledge and gains experience from his supervisor or trainer in each of the different job assignments.

Coaching

The trainee is placed under a particular supervisor who functions as a coach in training the individual. The supervisor provides feedback to the trainee on his performance and offers him some suggestions for improvement.

Job Instruction

This method is also known as training step by step. Under this method, the trainer explains to the trainee the way of doing the jobs, job knowledge and skills and allows him to do the job.

Committee Assignments

Under the committee assignments, a group of trainees are given and asked to solve an actual organizational problem. The trainees solve the problem jointly. It develops teamwork.

Apprenticeship

Apprenticeship is a formalized method of training curriculum that combines classroom education with on-the-job work under close supervision. The training curriculum is planned in advance and conducted in careful steps from day to day.

3.3.2 off-the- Job Training

Off- the-job training is conducted in a location specifically designated for training. It may be near the workplace or away from work, at a special training center or a resort conducting the training away from the workplace minimize distractions and allows trainees to devote their full attention to the material being taught- However, off-the-job training programs may not provide as such transfer of training to the actual job as do on-the-job programs.

Off-the-Job Training Methods

- Classroom Lectures
- Audio - Visual
- Simulation
- Vestibule Training
- Case Studies
- Role Playing
- Programme Instructions

Classroom Lectures

Off the job methods of training classroom method or lecture method is well-known to train white collar or managerial level employees in the organization.

Audio-Visual

method training has been used successfully in education institutions to train their students in subjects to understand and assimilate easily and help them to remember forever. New companies have come up to provide audio visual material for students in their concerned subjects.

Simulation Providing training by way of using Films, Televisions, Video, and Presentations etc.The simulation Method of training is most famous and core among all of the job training methods. In the simulation training method, trainees will be trained on specially designed equipment or machines that seem to be really used in the field or job. But, those equipment or machines are specifically designed for training trainees, making them ready to handle them in the real field or job.

Vestibule Training

Mostly this method of training will be used to train technical staff, office staff and employees who deal with tools and machines. Employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor by bringing equipment or tools to certain places where training is provided, but not work.

Case Studies

It is a written description of an actual situation in the past in the same organization or somewhere else and trainees are supposed to analyze and give their conclusions in writing. This is another excellent method to ensure full and whole hearted participation of employees and generates good interest among them.

Role Playing

During a role play, the trainees assume roles and act out situations connected to the learning concepts. It is good for customer service and training. This method is also called 'role-reversal', 'socio-drama' or 'psycho-drama'. Here trainees act out a given role as they would in a stage play. Two or more trainees are assigned roles in a given situation, which is explained to the group. There are no written lines to be said and, naturally, no rehearsals.

Programmed Instructions

This involves two essential elements:

1) A step-by-step series of bits of knowledge, each building upon what has gone before, and
2) A mechanism for presenting the series and checking on the trainee's knowledge. Questions are asked in proper sequence and indication given promptly whether the answers are correct.

3.4 Training Practices in Bangladesh

Most of the employers in Bangladesh want to hire trained personnel and very few are interested in developing people through investing in them. Education over-emphasizes humanities and concentrates less on the type of training, which develops skills for industrial development. Here Are some common problems at the macro level in Bangladesh

- Training expenditure has a low priority in company budget
- Aggregate expenditures by business on training are inadequate.
- Management training in our country has not been accepted as a top management activity.

- Corporate commitment about training is lacking. Most companies spend nothing at all on training.
- Training is not viewed as an investment; rather it is treated as an expense.

A large number of training institutes and centers in the country are working for the development of HRM including the development of managerial and technical skills of human resources. Public Administration Training Centre (PATC) is offering training to the government officers. Similarly many other institutes mentioned below are rendering training services to the job incumbents of different sector:

- Bangladesh Institute of Bank Management (BIBM) – for training bank people.
- Bangladesh Insurance Academy – for training human resources of insurance companies.
- Bangladesh Institute of Management (BIM) former (BMDC) – for training
- Government officials, autonomous body and sector corporation personnel.
- National Institute of Education Management (NAEM) – for training of Government college teachers.

Other than these institutes, Industrial Relations Institute (IRI), Planning and Development Academy (PDA) and Institutes of Personnel management (IPM) are conducting training programs. In Bangladesh, there are more than 50 vocational training institutes, 12 technical training centers that are also involved in the skill development of human resources.

3.4.1 Employee Training

Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Training can involve the changing of skills, knowledge, attitudes or behavior. It may mean changing what employees know, how they work, their attitudes towards their work or their interaction with their coworkers or supervisor. Training is more present-day oriented and its focus is on individuals' current jobs.

3.4.2 Employee Development

Employee development focuses on future jobs in the organization. For example, if you become a sales territory manager, the skills needed to perform that job are quite different from those required for selling the products. Now you will be required to supervise a number of sales representatives; requiring a broad-based knowledge of marketing and very specific management competencies like communication skills, evaluation of employee performance and disciplining problem individuals.

3.4.3 Evaluation of Training

Evaluation of training compares the post-training results to the objectives expected by managers, trainers and trainees. Too often, training is done without any thought of measuring and evaluating it later to see how well it worked. Because training is both time-consuming and costly, evaluation should be done. In fact, at some firms, what employees learn is directly related to what they earn, which puts this principle of measurement into practice. One way to evaluate training is to examine the costs associated with the training and the benefits received through cost/benefit analysis. Comparing costs and benefits is easy until one has to assign actual dollar value to some of the benefits. The best way is to measure the value of the output before and after training. Any increase represents the benefit resulting from training.

3.5 Learning

Learning has been described as a relatively permanent change in behavior that occurs as a result of practice or experience. It may be simply a sustain (unlearning a bad habit) or it may be a modification (adjusting new knowledge to old). What is learning is gradually changing. The learning behavior differs from one another that is selective.

There are some principles of learning can be found which are

- Learning is individual
- Motivation is the key
- Relevance of learning experience should be clear to the learner
- “Feedback” to learners is important

3.5.1 Employee Orientation

New employee orientation is the process that is used for welcoming a new employee into an organization. New employee orientation, often spearheaded by a meeting with the Human Resources department, generally contains information about safety, the work environment, the new job description, benefits and eligibility, company culture, company history, the organization chart and anything else relevant to working in the new company.

3.5.2 Employee Socialization

Organizational socialization is the process through which organizational culture is perpetuated; by which newcomers learn the appropriate roles and behaviors to become Effective and participating members. Traditional and Modern Approaches of Training and Development.

3.5.3 Traditional Approach

In the past, most of the organizations never used to believe in training. They were holding the traditional view that managers are born and not made. There were also some views that training is a very costly program and it doesn't bring any benefit which is worthless. Organizations used to believe more in executives pinching. But now the scenario seems to be changing.

3.5.4 The Modern Approach

The modern approach of training and development is that Bangladeshi Organizations have realized the importance of corporate training. Training is now considered as more of a retention Tool than cost. The training system has been changed to create a smarter workforce and yield the best results.

3.6 Role of Training

- Development of Skills of Employees – Training and Development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees.
- Optimum Utilization of Human Resources – Training and Development helps in optimizing the utilization of human resources that further helps the employee to achieve the organizational goals as well as their individual goals.
- Development of Human Resources – Training and Development helps to provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization. It also helps the employees in attaining personal growth.

3.6.1 Other Roles

- For an employers' organization to raise awareness among employers of the need for increased investment in the development of human capital as an essential condition for achieving competitiveness.
- In the training of personnel or human resource managers, given the fact that their role still tends to be downgraded relative to other management functions such as finance, marketing and production. This role could also be undertaken through training support given to professional bodies like an institute of personnel management.
- An employers' organization should be able to influence the provision of training incentives to be offered to employers, through the tax system or training levies. Numerous examples in countries abound which can provide useful ideas to employers' organizations.

- An employers' organization could develop training material to be used by enterprises for in-house training.

3.7 Inputs of Training and Development

Any training and development program must contain inputs, which enable the participants to gain skills, learn theoretical concepts and help acquire vision to look into the distant future. In addition to these there is a need to impart ethical orientation, emphasis on attitudinal changes and stress upon decision making and problem solving capabilities.

3.7.1 Skills

Training is imparting skills to employees. A worker needs skills to use machines and other equipment with least damage or scrap; this is basic without which a worker is not able to work on machines. Same way employees like supervisors, executives need interpersonal skills, popularly known as people skills. Interpersonal skills are necessary to understand oneself and others too and act accordingly.

3.7.2 Education

The purpose of education is to teach theoretical concepts and to develop a sense of reasoning and judgment. HR specialists understand the importance of education in any training and development program. Many times organizations encourage employees to do courses on a part time basis.

3.7.3 Development

Another component of training and development, which is less skill oriented but stressed on knowledge. Knowledge about business environment, management principles and techniques, Human relations, specific industry analysis and the like is useful for better management of the company.

3.7.4 Ethics

There is a need for imparting ethical orientation to a training and development program. There is on denial of the fact that ethics are largely ignored in business. Unethical practices abound in marketing, finance and production function in an organization. This does not mean that the HR manager is absolved of the responsibility. If the production, finance or marketing personnel indulge in unethical practices; the fault rests on the HR manager. It is his/her duty to enlighten all the employees in the organization about the need for ethical behavior.

3.8 The Five steps of Training and Development Process

The training programs consist of five steps:

- Need Analysis
- Instruction Design
- Validation
- Implement the Program
- Evaluation

Needs Analysis

Needs analysis is the first step of the training process. It identifies the specific job performance skills needed, assesses the prospective trainee's skills and develops specific measurable knowledge and performance objectives based on any deficiencies.

Instructional Design

In the second step instruction design individuals decide on compiling and producing the training program content including work books exercises.

Validation

Validation is the third step in which the bugs are socked out of the training program by presenting it to a small representative audience.

Implement the Program

The Fourth step to implement the program by actually training the targeted employee group.

Evaluation

Fifth is an evaluation step in which management assesses the program's successes or failures.

3.8.1 Development

Development is the process of increasing efficiency and changing behavioral patterns or mentality toward particular issues for the achievement of organizational objectives. That is, any attempt to

improve current or future management performance by imparting knowledge, changing attitude or Increasing skills is called development. Development involves attaining the long-term efficiency in the workplace that is getting the benefit in future rather than the present improvement in certain skills.

3.9 Difference between Training and Development

Training is concerned with the immediate improvement of a specific skill of the employee that is the way to make the employee more effective in his current role, whereas development is a process to make the employee efficient enough to handle critical situations in the future. That is how well He can equip himself for the future demands. The basic difference is, training focuses on the current job skill (Short term process) while the development focuses on the future job skill and efficiency.

Chapter Four
Internship Responsibilities

4.1 Position, Duties and Responsibilities

I have got the opportunity to work in TCL Global (TCL) Group as an intern for three months from September 20 to December 20, 2023; it's a part of my academic program. As my major is Human Resource Management, I worked in the Human resource department as an intern where I had learnt several Human Resource practices of TCL Group.

Position

Assigned an intern position for three months in the HR department of TCL Global.

Duties & responsibilities

- ➢ Assisting in day-to-day operations of the HR functions
- ➢ Coordinating employee joining process, paperwork, initial checking of employee personal file and supporting works.
- ➢ Tasks include calling applicants, screening replies and scheduling interviews by senior HR staff.
- ➢ Coordinating with recruitment and selection process
- ➢ Follow up with interested clients.

4.2 Training

During this period I get a chance to attend two training sessions. Training program conducts for newly recruited employees where they provide the initial idea of the organization along with job responsibilities and company's Laws and policy. Another one is an online training session.

Overall, all periods are considered a training session because learning many things by following supervisor and other members of the team.

4.3 Evaluation

Overall TCL Global is a very organized and friendly organization where anyone gets motivated to work and learn many things properly.

4.4 Skilled Applied

During this interim period following skill are basically applied:

- ➢ Communication skill.
- ➢ Microsoft word, excel specially.
- ➢ Knowledge of HRM practice.

4.5 New Skilled Develop

Basically, this session helps to relate practical knowledge and theoretical knowledge.

- ➢ Learning how to deal with applicants or employees over the phone call.
- ➢ Learning over all recruitment and selection process
- ➢ Moreover, get a chance to improve in practical aspects.

4.6 Application of Academic knowledge

Academic Knowledge from major HRM courses was applicable in working time. This academic knowledge will make a great contribution to understanding the task and supervisor instruction and perform well.

Chapter Five
Analysis of the study

5.1 Training and Development Practices of TCL Global

The training and development of all employees is critical to the Company's success. It improves the performance of the company, teams and individuals and makes an important contribution to the retention of staff and the development of future talent.

TCL Global is committed to providing an environment which enables continuous learning, growth and personal achievement of all employees. The achievement of this commitment by the

Companies are also reliant on employee commitment and their willingness to learn, develop, take on new roles and responsibilities and seek opportunities for self-development.

Training and development plans are based on the future business strategy and through the output of regular individual appraisals. These plans identify where individual performance may be enhanced through development initiatives including training courses, coaching, job experience, formal studies, etc.

The Company is committed to the effective induction of all employees and in supporting all employees to realize their full potential. Training and development opportunities are offered on a fair basis to all employees. The Company ensures that no employee receives less favorable treatment or consideration.

5.2 Objective of Training and Development in TCL Global

To help the employees perform more effectively in their jobs.
To prepare the employees for future growth and advancement by providing supervisory and other management programs.
To build effective work teams through developing staff communications and interpersonal skills.
To inculcate a sense of dedication to the highest quality.
To keep an employee up-to-date with changes that affect the business environment.

5.3 Training Needs Assessment of TCL Global Limited

Need assessment is the first step in the training and development process and it focuses on detecting and solving performance problems. The purpose is to identify if there is a need for training and the nature of the content of the training program. This phase determines the relevance of particular training to employee's jobs and how it will improve the performance. It also addresses the organizational problems and then distinguishes the training needs with an objective to identify an appropriate training need which will link to improved job performance with TCL Global and bottom line.

5.4 Steps in Training and Development Process

5.4.1 Training Needs Assessment

In this step of Training Needs Assessment, individual employees and line supervisors have essential and inexcusable role playing. TCL Global recognizes that employees are an integral part of an organization and that they themselves have the potential to judge what kind of training will improve their performance at work. Therefore, they have the privilege to analyze their own abilities in line with their job responsibilities and can discuss these with their line supervisors. On the contrary, it is one of the key responsibilities of the supervisors to keep their subordinates' performance on constant check. They have to support their employees' learning and development by scrutinizing and finding out the training needs. This is done in discussion with the employees. The supervisors have to give priorities according to importance and availability of resources and then in preparing Annual Training Plan and External Training Recommendation which are forwarded to the Human Resource Department, upon completion.

5.4.2 Training Administration

Administration of Training and Development is mainly done by the Human Resources Department. After receiving Annual Training Plan and External Training Recommendation from the line supervisors, it is the responsibility of the HR Department to assess whether there is an actual necessity of the training which will be viable for the improved performance of the employees to achieve organizational objectives. Once this is done, HR searches through a number of resources and channels to find out about the related training availability and the associated costs with it. An approval from the Managing Director is then required prior to registering an employee with a training program. Employees and supervisors are also informed about the training details before registration. Hereafter, registration of the training program is done with proper documentation and the employees are able to attend the training. Finally, a record of training programs attended by each employee are maintained.

5.4.3 Training Evaluation

Employees and line supervisors again have a major role playing in this segment of Training and Development of TCL Global. It is believed that active cooperation of all the parties will generate an accurate final output. Training Evaluation consists of four segments including Reaction, Learning, Transfer of learning and improvement in organizational work, and finally a cost-benefit analysis of the training program. Employees who attend the training programs are expected to apply the newly learnt skills and knowledge at work and evaluate how it has helped to perform a task compared to the ability the incumbent possessed preceding training. They have to identify the differences and report their findings along with other views and suggestions to their line supervisors.

This information flow can also include important notes on the first three segments of Training Evaluation, i.e. Reaction, Learning and Transfer of learning and improvement in Organizational work.

Line supervisors, on the other hand, have to carry out multiple tasks. First and foremost, they have to prepare questionnaires and conduct surveys of the trainees about their reaction towards the training program. This will then be followed by an interview of the trainees regarding what they have learned from the program. Information is all accumulated and kept for future references and comparison with previous performances of the employees. Problems identified in the training programs are recorded in order to be addressed in future. In the meantime, supervisors have to perform activities for the third segment of Training Evaluation. They have to create work samples or allow and observe employees transfer their knowledge at work and at the same time evaluate how it improves the jobs. Occasional discussions are carried out to identify problems. Finally, supervisors prepare a report consisting of records of all the evaluations of trainees and send them to the HR Department. The HR Department, after receiving the reports from the line supervisors, makes a thorough analysis and determines whether the training programs are actually effective. This is then finally followed by the fourth segment of Training Evaluation, i.e. Cost-Benefit Analysis. These are done by determining the Return on Investment of the Training Program and compare it with the cost of training.

5.5 Training Methods Followed by TCL Global Limited

Several methods can be used to satisfy an organization's training needs and accomplish its objectives. The TCL Global classified their training by two categories:

Non-Supervisory Training:

Non-Supervisory Training is the training for workers and operators of the company. Permanent and casual workers are included for these.

Supervisory Training:

The training for the managerial employees is called supervisory Training. Different department's officers and management trainees are included too thinly.

Orientation Training

Orientation training is a training program organized for a newly hired employee to get used to work and adapt to the company. Orientation training, which has a critical place in the recruitment processes of companies, is of great importance in terms of ensuring the rapid adaptation of employees to work and their colleagues. With orientation training, employees begin to get to know the corporate culture closely. Employees who have the opportunity to meet and blend with their managers and colleagues during this training process also gain a lot of information about the work place in the process.

Code of Conduct Training

Code of conduct training increases awareness of a wide range of ethical and legal issues in the workplace, such as conflicts of interest, bribery and corruption, insider trading, data privacy, information security, diversity and inclusion and social media use.

PPE Training

PPE training covers the proper use of personal protective equipment that guards the health and safety of employees. It lays out the standards for proper use and helps keep employees safe.

5.6 Mid-Level Management Meeting Training

Middle management is the intermediate management level of a hierarchical organization that is subordinate to the executive management and responsible for 'team leading' line managers and/or specialist' line managers.

Machine Operating Training

Machine Operator Training is the perfect course to increase knowledge of the Volvo machine, learn safe operating techniques, and discover how to use the machine to minimize wear and tear. The result is a more effective operation with reduced costs and more uptime.

Occupation Health and Safety Training

Occupational Health and Safety Training (OHS) is a great way for employees to learn additional skills and knowledge and to reinforce quality work practices which will result in a change in workplace behavior.

First Aid Training

First Aid training means training in which a person reacts to injuries and performs simple emergency medical care procedures before emergency medical professionals are available as necessary.

Termination Policy Training

Termination of Training means the process whereby a student may have their training terminated as a result of behavior that is confirmed to be damaging or dangerous to either service users, other students or Course Providers, or creates unacceptable risk for themselves or others.

Hand Book and Wage Deduction Training

An employee handbook is a guide and an ever-changing document used by employers that states their company policies, history and culture for current and new employees.

Disciplinary Action Procedure Training

It is a practical training course that covers key disciplinary procedures and measures, including investigations, hearings and appeals. Through this course, you will learn about the aims of the disciplinary procedure and the responsibilities of management staff when dealing with employee misconduct.

Risk Assessment Training

Risk assessment training teaches you both what risk assessments are, as well as how and when to perform them. It provides you with an understanding of the benefits of comprehensive risk assessments and how to comply with basic legislation.

Chemical Handling in Spot Room Training

Hazardous chemicals can destroy health, cause severe injury, and harm the environment and damage property. Training on the safe handling of chemicals is key for any teams who work with, supply, or store hazardous materials. Waste Handling Training This course is designed for employees and managers who have a duty to handle or manage waste. It provides a greater awareness of proper waste separation, categorization, collection and disposal, especially concerning hazardous materials. Child Labor, Forced Labor Abuse and Harassment Training The term “child labor” is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. The primary purpose of harassment training is to provide basic information about what constitutes harassment in the workplace to employees at all levels. The training offers a discussion of the many consequences of harassing behavior and strategies to take to avoid engaging in such illegal behavior.

Fire Training

Training consists of basic knowledge and skills in exterior firefighting operations. Duties are performed from the exterior of the structure and away from areas that may be immediately dangerous to life and health. Includes safe response, scene security and exposure protection activities.

Security Training

Security awareness training is a formal process for educating employees and third-party stakeholders, like contractors and business partners, how to protect an organization’s computer systems, along with its data, people and other assets, from internet-based threats or criminals.

Chapter Six
Findings

6.1 Major Findings

- **Lack of Training and Development Incentives**: TCL Global does not utilize training and development as a tool to incentivize and motivate its employees and executives. This absence of incentives may hinder employee engagement and retention efforts.
- **Scientific Foundation in Training Needs Assessment:** The Company's approaches to assessing training needs lack a scientific foundation. This suggests that the methods used for identifying skill gaps and training requirements may not be evidence-based or data driven.
- **Inconsistent Performance Deficiency Identification:** There is no consistent and structured process in place for identifying performance deficiencies before providing training. This lack of consistency may result in employees not receiving the appropriate training they need to address their weaknesses.
- **Insufficient Budget for MDP:** The budget allocated for Management Development Programs (MDP) is insufficient. This limitation can hinder the company's ability to provide comprehensive and effective leadership training to its managers and executives.
- **Lack of Clarity and Structure in Training Methods:** Training methods at TCL Global lack clarity and structure, potentially making it challenging for employees and executives to grasp and apply the training content effectively.
- **Communication Issues with HR:** Human Resources (HR) does not effectively communicate or notify nominated employees about training opportunities. This lack of clear communication can lead to confusion among trainees and disrupt the training process.
- **Inadequate Attention to Assessment:** The Company does not give sufficient attention to before and after training assessments, indicating a potential lack of focus on evaluating the impact and effectiveness of training programs.
- **High Satisfaction with Trainers:** Despite the mentioned shortcomings, employees and executives express high levels of satisfaction with trainers in various programs. This suggests that the trainers themselves are effective in delivering content and engaging participants.
- **Satisfactory Training Environment:** The training environment at TCL Global is considered satisfactory, with most executive's content with their surroundings. A conducive training environment can contribute to a positive learning experience.
- **Lack of Off-the-Job Training Facilities:** The Company does not provide off-the-job training facilities for employees. This absence of resources outside of the regular workplace can limit employees' opportunities for skill development and growth.

Chapter Seven
Recommendations & Conclusion

7.1 Recommendations

TCL has an exceptional working relationship with hundreds of Institutions. We will support you in your application to your chosen University.

1. The HR division should propose a reference library of training and Development material for employees' use.
2. Need to take proper steps to Improve Training and Development process.
3. All employees should be familiar with the activities of different departments
4. They can improve their HR department by making it more efficient.
5. During the method of new recruitment, a screening mechanism must be introduced to select the best candidate who will work with the respective branch for a longer period
6. Performance evaluation should be positive and not punitive.
7. To provide lunch facilities. If it is not possible. Therefore, the company delivers special lunches one time in a month (at the middle of a month) for motivation.
8. TCL global needs to provide more offline training than online training programs.
9. Sign digitalization is an ongoing process in TCL, which will definitely increase the work output.

7.2 Conclusion

TCL and Tk have enabled an extremely flexible monitoring environment to be constructed in a short period of time. Using Tk to build the graphical interfaces to monitor permitted presentation ideas to be prototyped quickly. Having TCL as the basis of the event and data operation mechanisms has resulted in a simple but powerful facility. Although detailed performance analysis is yet to be conducted, Noosa operates fast enough to enable monitoring to be done effectively. There is room for improvement in the event generation process. The Eli monitors have greatly improved the development process for Eli programs. Previously users had to rely on using debuggers such as GDB or Dbx on the Eli-generated code. This required extensive knowledge of the internals of this code which was either unavailable to most Eli users, time-consuming to obtain and soon out-of-date. Noosa allows developers of tools used in Eli to build monitoring interfaces that isolate monitors (and hence users) from the details of their tools. It is now possible to monitor Eli-generated programs at the level of user specifications rather than generated code. Application to other problem domains is showing that the techniques have general applicability and utility.

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