

Internship Report
on
“Training and Development Practices of Employees at M/S
Talukdar Traders.”

Submitted By:
Mahmudul Hasan

ID: BBA2201025009

Program: Bachelor of Business Administration

Department of Business Administration

Major: Human Resource Management (HRM)

Semester: Fall 2025

Submitted To:

Department of Business Administration

Faculty of Business

Sonargaon University (SU)

Submitted for the partial fulfillment of the degree of
Bachelor of Business Administration (BBA)



Sonargaon University (SU)

147/1, Green Road, Tejgaon, Dhaka-1215, Bangladesh

Date of Submission: January 03, 2026

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Supervised by:

Md. Mostakin

Lecturer

Department of Business Administration

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Date of Submission: January 03, 2026

Letter of Transmittal

Date: January 03, 2026

To

Md. Mostakin

Lecturer

Department of Business Administration

Faculty of Business

Sonargaon University (SU)

Subject: Submission of Thesis Report

Dear Sir,

I respectfully submit my internship report entitled “**Training and Development Practices of Employees at M/S Talukdar Traders**” in partial fulfillment of the requirements for the award of the Bachelor of Business Administration (BBA) degree.

The report has been prepared based on the practical training and organizational exposure obtained during the internship program at M/S Talukdar Traders. The study examines the training and development practices followed in the organization and evaluates their relevance to employee development.

Every effort has been made to ensure that the report is prepared in accordance with the academic guidelines prescribed by the institution and reflects an objective analysis of the subject matter. I sincerely hope that the report will meet the required academic standards.

I kindly request you to accept this report for evaluation.

Sincerely yours,

Mahmudul Hasan

ID: BBA2201025009

Department of Business Administration

Faculty of Business

Sonargaon University (SU)

Student's Declaration

I, **Mahmudul Hasan**, ID: BBA2201025009, a student of the Department of Business Administration at Sonargaon University, do hereby declare that the internship report titled “**Training and Development Practices of Employees at M/S Talukdar Traders**” is my original work and has not been submitted to any other institution, university, or organization for any academic qualification or certificate.

All the information and data used in this report have been collected from authentic and reliable sources, and proper acknowledgment has been given wherever applicable.

Sincerely yours,

Mahmudul Hasan
ID: BBA2201025009
Department of Business Administration
Faculty of Business
Sonargaon University (SU)

Letter of Authorization

This is to certify that **Mahmudul Hasan**, ID No: BBA2201025009, Department of Business Administration, has completed his internship report titled on “**Training and Development Practices of Employees at M/S Talukdar Traders**” under my supervision as a part of partial requirement for obtaining Bachelor of Business Administration (BBA) degree in Human Resource Management (HRM) Major. This report can be accepted for evaluation.

Md. Mostakin

Lecturer

Department of Business Administration

Faculty of Business

Sonargaon University (SU)

Acknowledgment

I would like to express my sincere gratitude to all those who contributed, directly or indirectly, to the successful completion of my internship and the preparation of this report titled “**Training and Development Practices of Employees at M/S Talukdar Traders.**”

I am thankful to the management of **M/S Talukdar Traders** for providing me with the opportunity to undertake my internship and for extending their cooperation and support throughout the training period. Their guidance and practical insights were valuable in understanding organizational practices and work processes.

I would like to convey my respectful thanks to my faculty supervisor, **Md. Mostakin**, Supervisor and Lecturer, Department of Business Administration, Sonargaon University, and the Department of Business Administration of Sonargaon University for their guidance, encouragement, and academic support during the internship program.

I also acknowledge the support and cooperation of the employees of M/S Talukdar Traders who willingly shared their time and information, which greatly assisted in the completion of this study.

Finally, I extend my gratitude to all others who contributed in any manner to the successful completion of this report.

Executive Summary

The internship report titled “**Training and Development Practices of Employees at M/S Talukdar Traders**” has been prepared as a part of the Bachelor of Business Administration (BBA) program with a specialization in Human Resource Management (HRM). The report is based on the practical exposure and learning gained during the internship period at M/S Talukdar Traders.

The primary objective of the study is to examine the training and development practices followed in the organization and to assess their effectiveness in enhancing employee performance. The study also aims to understand the role of training in improving job-related skills, work efficiency, and overall organizational functioning.

The study is descriptive in nature and is based on both primary and secondary sources of data. Primary data were collected through interactions with employees and supervisors, while secondary data were obtained from company records, textbooks, journals, and relevant online sources. Simple analytical tools such as tables and percentages were used for data analysis and interpretation.

The findings of the study indicate that training and development practices at M/S Talukdar Traders are largely informal and experience-based, with greater emphasis on on-the-job training. Employees primarily acquire skills through practical exposure, supervision, and day-to-day work activities. While these methods are effective to an extent, the absence of structured training programs limits systematic skill enhancement.

Based on the findings, the report suggests that the organization may benefit from introducing basic formal training sessions, periodic development programs, and performance feedback mechanisms. Such initiatives could contribute to improved employee competence and operational efficiency.

The report concludes that training and development play a significant role in employee development and organizational growth. Strengthening these practices in a structured and planned manner would enhance the effectiveness of human resource management at M/S Talukdar Traders.

List of Acronyms

Acronym Abbreviation

SU	- Sonargaon University
BBA	- Bachelor of Business Administration
DBA	- Department of Business Administration
HR	- Human Resource
HRM	- Human Resource Management
MS	- Mild Steel
SME	- Small and Medium Enterprise
OJT	- On-the-Job Training
ILO	- International Labour Organization
SWOT	- Strengths, Weaknesses, Opportunities, Threats
PESTEL	- Political, Economic, Social, Technological, Environmental, Legal
SOP	- Standard Operating Procedure
ILO	- International Labour Organization
BBS	- Bangladesh Bureau of Statistics

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CHAPTER-ONE: INTRODUCTION

1.1 Background of the Study

In the contemporary business environment, organizations are required to operate efficiently while adapting continuously to changing market conditions. Human resources play a crucial role in achieving organizational objectives, and their effectiveness largely depends on the level of skills, knowledge, and competencies possessed by employees. Training and development have therefore become essential components of human resource management, contributing to improved employee performance, productivity, and organizational growth.

According to **Armstrong (2020)**, Training refers to a systematic process through which employees acquire the necessary knowledge and skills to perform their job roles effectively. Development focuses on enhancing employees' capabilities, enabling them to handle current responsibilities and future challenges. Organizations that invest in employee training and development are better positioned to maintain competitiveness and operational efficiency.

Dessler (2020) stated that effective employee training enhances productivity, reduces errors, and supports long-term organizational growth. **Mondy and Martocchio (2019)** explained that training and development are essential HR functions that support employee capability and performance. This study is conducted in the context of **M/S Talukdar Traders**, a trading organization where employee efficiency and practical skills play a significant role in daily operations. Understanding the training and development practices followed in such an organization provides insights into how human resources are developed in small and medium-sized enterprises.

1.2 Concept of Training and Development

Training is a planned effort by an organization to facilitate the learning of job-related competencies among employees. These competencies include knowledge, skills, and attitudes required to perform specific tasks effectively. Training may be formal or informal and can be delivered through various methods such as on-the-job training, coaching, demonstrations, and mentoring.

Development is a continuous process aimed at improving an employee's technical, interpersonal, and problem-solving abilities. Unlike training, which is often role-specific, development focuses on long-term employee growth and adaptability. Together, training and development contribute to building a competent workforce capable of meeting organizational goals.

1.3 Importance of Training in Human Resource Management

Training and development are vital functions of human resource management as they directly influence employee performance and organizational effectiveness. Effective training programs help employees understand their job responsibilities, reduce errors,

improve work quality, and enhance job satisfaction. They also support employee motivation and retention by providing opportunities for learning and growth.

From an organizational perspective, training leads to improved productivity, better utilization of resources, and enhanced competitiveness. In trading organizations, where operational efficiency and accuracy are critical, training plays an important role in ensuring smooth workflow and consistent service delivery.

1.4 Objectives of the Study

Broad Objective

The broad objective of the study is to examine the training and development practices of employees at **M/S Talukdar Traders** and to assess their role in enhancing employee performance and organizational effectiveness.

Specific Objectives

- To study the existing training and development practices followed at M/S Talukdar Traders
- To identify the methods of training used for employee development
- To assess employee awareness and participation in training programs
- To evaluate the effectiveness of training and development practices
- To analyze the impact of training on employee performance
- To suggest suitable measures for improving training and development practices

1.5 Scope of the Study

The scope of the study is limited to the training and development practices followed at M/S Talukdar Traders. The study focuses on employees working in different functional areas of the organization during the internship period. It examines the nature of training provided, methods used, and employee perceptions regarding training effectiveness. The findings of the study may be useful to the management of M/S Talukdar Traders in improving their training practices and to students for gaining practical insights into human resource management functions.

1.6 Methodology of the Study

The present study adopts a **descriptive research approach** to examine the Training and Development Practices of Employees at M/S Talukdar Traders. The study is based on practical observations made during the internship period and aims to analyze existing training practices without manipulating any variables. The methodology has been designed to ensure systematic data collection and objective analysis within the limitations of time and access.

Sources of Data

The study is based on both **primary** and **secondary** sources of data.

- **Primary Data:** Primary data were collected through direct interaction with employees and supervisors of M/S Talukdar Traders, using structured questionnaires and informal discussions.
- **Secondary Data:** Secondary data were collected from company records, textbooks, academic journals, internship reports, and relevant online sources related to training and development.

1.7 Limitations of the Study

- The study is confined to **M/S Talukdar Traders**, and therefore, the findings cannot be generalized to other organizations.
- The sample size of employees included in the study is limited due to time and accessibility constraints.
- The study is based primarily on responses provided by employees, which may involve personal bias.
- Formal documentation related to training and development was limited, restricting detailed analysis.
- The study focuses only on training and development practices and does not cover other HR functions.
- The short duration of the internship limited the scope for in-depth observation and analysis.
- Some employees were reluctant to share complete information due to work pressure or confidentiality concerns.
- The study relies on simple analytical tools, which may not capture deeper statistical relationships.
- Changes in organizational practices during the study period could not be examined.
- The findings are influenced by the prevailing organizational environment at the time of the study.

Chapter 2: Organizational Overview

2.1 Introduction of the Organization

M/S Talukdar Traders is a locally operated construction materials trading organization in Bangladesh. The firm is engaged in the procurement, storage, and distribution of essential construction inputs, including Mild Steel (MS) rod, steel sheets, cement, angles, channels, binding wire, pipes, and other related building materials. These products are supplied to construction contractors, real estate developers, retailers, and individual customers involved in residential and commercial construction activities.

According to Armstrong, M. (2020). The organization operates within a competitive business environment and emphasizes consistent product availability, competitive pricing, and timely delivery to meet customer requirements. Through its operational activities, M/S Talukdar Traders contributes to the local construction supply chain.

2.2 History and Background

M/S Talukdar Traders was established in 2023 by Mr. Rofikul Islam Talukder, response to the increasing demand for construction materials arising from urbanization, population growth, and infrastructural development in Bangladesh. The construction sector has expanded significantly, creating opportunities for trading firms to support ongoing development projects by ensuring the steady supply of building materials.

At the initial stage, the organization operated with a limited product range, primarily focusing on steel-related materials such as MS rods and sheets. Gradually, the firm expanded its product offerings to include cement and other construction accessories based on market demand and customer requirements. Over time, the organization has developed working relationships with manufacturers, wholesalers, and transport providers to ensure operational continuity.

2.3 Mission, Vision, and Objectives

Mission

The mission of M/S Talukdar Traders is to supply quality construction materials at competitive prices while maintaining reliability, transparency, and customer satisfaction in business operations.

Vision

The vision of the organization is to achieve sustainable growth and establish itself as a dependable construction materials supplier within the local market.

Objectives

The primary objectives of the organization are as follows:

- To ensure an uninterrupted supply of construction materials
- To maintain effective relationships with suppliers and customers
- To provide timely delivery and responsive customer service
- To improve operational efficiency and cost control
- To support organizational growth through effective workforce management

2.4 Nature of Business and Operations

M/S Talukdar Traders operates as a trading organization rather than a manufacturing entity. The firm procures construction materials from manufacturers and large-scale suppliers and distributes them to customers through retail and wholesale channels.

According to **Bangladesh Bureau of Statistics (2022)**, rapid urbanization and infrastructure development have significantly increased demand for construction materials in Bangladesh. The major operational activities include supplier selection, purchase negotiation, inventory management, sales order processing, billing, payment collection, and coordination of logistics and transportation. The organization operates in a price-sensitive market where fluctuations in raw material costs significantly influence business decisions.

2.5 Organizational Structure

The organizational structure of M/S Talukdar Traders is relatively simple and centralized. Strategic and operational decisions are primarily made by the proprietor, while routine activities are delegated to managers, supervisors, and operational staff.

The organizational structure generally includes the following positions



Figure 2.1 : Organizational Structure of M/S Talukdar Traders

2.6 Human Resource Management Practices

Torrington et al. (2020) observed that informal HR practices are widely used in small organizations where formal HR departments do not exist. M/S Talukdar Traders does not maintain a separate or formally structured Human Resource (HR) department. Instead, human resource functions are managed informally by the proprietor and operational supervisors. This approach is commonly observed in small and medium-sized trading organizations where workforce size and operational scale do not justify a dedicated HR unit.

Key HR activities such as recruitment, selection, training, supervision, performance monitoring, and employee discipline are carried out by management based on operational requirements. Recruitment is usually conducted through personal referrals and local networks, while training is primarily delivered through on-the-job instruction and supervisory guidance.

Storey (2020) noted that informal HR systems, although flexible, often lack consistency and long-term planning. From a training and development perspective, supervisors play a central role in identifying skill gaps, assigning tasks, and providing continuous guidance to employees. Although this informal HR structure supports practical learning and close supervision, it limits systematic HR planning, documentation, and performance-based training evaluation. The absence of a formal HR department explains the predominance of informal training practices observed in the organization and reinforces the relevance of this study on training and development practices.

2.7 SWOT Analysis

SWOT analysis is a strategic planning tool used to identify an organization's internal strengths and weaknesses and external opportunities and threats. It helps organizations understand their current position and develop strategies for improvement.

Strengths

- Strong local market presence and customer relationships
- Practical experience of employees in construction materials handling
- Cost-effective operations due to informal organizational structure
- Direct supervision and close monitoring of employee performance
- Flexible decision-making due to centralized management

Figure 2.2 : SWOT Analysis of M/S Talukdar Traders

Strengths	Weaknesses
<ul style="list-style-type: none"> • Strong local market presence and customer relationships • Practical experience of employees in construction materials handling • Cost-effective operations due to informal organization 	<ul style="list-style-type: none"> • Absence of a formal HR and training depart • Lack of structured training programs and documentato • Limited use of modern technology in operations
<p style="text-align: center; font-size: 2em; font-weight: bold;">S</p>	<p style="text-align: center; font-size: 2em; font-weight: bold;">W</p> <p style="text-align: center; font-size: 0.8em;">Direct supervision and close monitor of employee performance</p>
Opportunities	Threats
<ul style="list-style-type: none"> • Growing demand for construction materials due to urbanization • Scope to introduce formal training programs and de a certification • Opportunity t-aining coverage for al employees 	<ul style="list-style-type: none"> • Intense competition from other traders • Price fluctuations of steel, cement, and related materials • Economic instability and inflationary pressures • Risk of employee turnover up,rie t oac of structured development
T	T

Weaknesses

- Absence of a formal HR and training department
- Lack of structured training programs and documentation
- Limited use of modern technology in operations
- Dependence on informal learning and experience-based training
- Inconsistent training coverage for all employees

Opportunities

- Growing demand for construction materials due to urbanization
- Scope to introduce formal training programs to improve productivity
- Potential to expand product range and customer base
- Opportunity to adopt digital record-keeping and inventory systems
- Availability of skilled and semi-skilled labor in the local market

Threats

- Intense competition from other construction materials traders
- Price fluctuations of steel, cement, and related materials
- Economic instability and inflationary pressures
- Regulatory changes affecting construction and trade
- Risk of employee turnover due to lack of structured development

2.8 PESTEL Analysis

PESTEL analysis is a framework used to analyze the macro-environmental factors that influence an organization. It examines Political, Economic, Social, Technological, Environmental, and Legal factors affecting business operations.

Political Factors

- Government policies related to construction and infrastructure development influence demand for materials
- Political stability affects investment in construction projects
- Import and trade regulations impact material availability and pricing

Economic Factors

- Inflation and interest rates affect purchasing power and construction costs
- Fluctuations in raw material prices influence profit margins
- Overall economic growth drives demand in the construction sector

Figure 2.3 : PESTEL Analysis of M/S Talukdar Traders



Social Factors

- Rapid urbanization increases housing and construction demand
- Growing workforce participation supports labor availability
- Customer preference for reliable suppliers influences competition

Technological Factors

- Limited adoption of advanced inventory and accounting systems
- Opportunity to introduce digital tools for billing and stock management
- Technological improvements can enhance operational efficiency

Environmental Factors

- Environmental concerns related to construction activities
- Need for safe handling and storage of materials
- Increasing awareness of sustainable construction practices

Legal Factors

- Compliance with labor laws and trade regulations
- Safety standards for handling construction materials
- Taxation policies affecting trading businesses

2.9 Porter's Five Forces Analysis

Porter's Five Forces Model analyzes the competitive environment of an industry by examining five forces: industry rivalry, threat of new entrants, bargaining power of buyers, bargaining power of suppliers, and threat of substitute products.

1. Competitive Rivalry among Existing Firms – High

The construction materials trading industry is highly competitive, with many local traders offering similar products. Price competition and customer retention are major challenges.

2. Threat of New Entrants – Moderate

While entry into the market requires limited capital, building supplier relationships and customer trust takes time. This reduces the immediate threat of new entrants.

Figure 2.4 : Porter's Five Forces Analysis of M/S Talukdar Traders



3. Bargaining Power of Buyers – High

Buyers have strong bargaining power due to the availability of multiple suppliers. Price sensitivity and demand for credit facilities increase buyer influence.

4. Bargaining Power of Suppliers – Moderate to High

Suppliers of steel and cement have considerable power due to limited manufacturing sources and price volatility. This affects procurement costs and margins.

5. Threat of Substitute Products – Low

There are limited substitutes for core construction materials such as MS rod and cement. This reduces the threat of substitution.

Boxall, Purcell, and Wright (2019) stated that effective human resource practices contribute significantly to organizational competitiveness. The strategic analyses indicate that competitive pressure, price sensitivity, and operational challenges require a skilled and efficient workforce. Strengthening employee training and development can help M/S Talukdar Traders improve operational efficiency, reduce errors, enhance customer service, and maintain competitiveness in a challenging business environment.

This chapter provided an overview of the organizational background, structure, operational activities, and human resource practices of M/S Talukdar Traders. The information presented in this chapter establishes the organizational context for analyzing training and development practices in subsequent chapters of the report.

Chapter 3: Internship Position and Duties

3.1 Overview of the Internship Program

The internship program was undertaken as a compulsory requirement of the Bachelor of Business Administration (BBA) degree with a specialization in Human Resource Management. The primary objective of my internship was to gain practical exposure to organizational operations with particular emphasis on **training and development practices of employees**.

Through this internship, I focused on observing how employees acquire job-related skills, how training is delivered in the absence of a formal HR department, and how supervisory guidance contributes to employee performance. The internship provided an opportunity to relate theoretical HRM concepts of training, learning, and development to real workplace practices.

3.2 Internship Position and Duration

The internship was conducted at M/S Talukdar Traders for a stipulated academic period as prescribed by the university. I was assigned the position of **intern trainee**, which allowed me to observe and participate in various functional areas of the organization from a learning and development perspective.

Throughout the internship period, I reported to designated supervisors and senior employees. This reporting structure enabled me to closely observe how supervisors guide employees, assign tasks, and provide on-the-job training. The duration of the internship was sufficient for me to understand the organization's informal training system and employee development processes.

3.3 Nature and Scope of Internship Work Related to Training

My internship role was primarily observational and supportive, with a strong focus on understanding **how employees are trained and how skills are developed through daily work activities**. I observed how new employees learn job tasks, how experienced employees share knowledge, and how supervisors correct mistakes and improve performance.

The scope of my internship included observing training practices across sales operations, inventory handling, documentation, and customer service. This exposure allowed me to analyze development methods used in different functional areas of the organization.

3.4 Duties and Responsibilities Related to Training Observation

During the internship period, my duties and responsibilities were closely linked to observing and supporting employee training and development activities. These included:

- Observing how supervisors provide on-the-job training to new employees
- Assisting employees while learning operational tasks to understand skill acquisition processes
- Observing demonstration methods used in inventory management and billing procedures
- Supporting sales staff to understand customer handling and communication skill development
- Assisting in documentation tasks to observe learning-by-doing practices
- Identifying skill gaps and training needs through employee interaction

These responsibilities enabled me to gain firsthand insight into practical training methods used within the organization.

3.5 Training and Orientation Received as an Intern

At the beginning of my internship, I received an informal orientation regarding organizational rules, safety measures, and operational procedures. This orientation itself reflected the organization's **informal training approach**, which relies on verbal instruction and supervision rather than structured training manuals.

My training was mainly provided through **on-the-job learning**, observation, and direct guidance from supervisors and senior employees. This experience helped me understand how employees at M/S Talukdar Traders develop skills gradually through continuous supervision and work experience. **Noe (2020)** emphasized that on-the-job training is particularly effective in operational roles where learning by doing is essential.

3.6 Skills and Competencies Developed During the Internship

Throughout the internship period, I developed several skills that directly relate to the study of training and development. These included:

- Understanding informal training systems in small trading organizations
- Improved observation and analytical skills related to employee learning behavior
- Communication skills through interaction with employees and supervisors
- Basic operational skills in inventory handling and documentation
- Time management and adaptability in a practical work environment
- Teamwork and coordination skills

These competencies enhanced my understanding of how training contributes to employee performance and efficiency.

3.7 Challenges Observed in Training and Development Practices

During the internship, I observed several challenges related to training and development practices. The absence of structured training programs and written guidelines made training dependent on individual supervisors. Time constraints and work pressure often limited formal learning opportunities for employees.

These challenges highlighted the limitations of informal training systems and reinforced the importance of structured training initiatives for consistent development.

3.8 Learning Outcomes Related to Training and Development

The internship provided valuable learning outcomes related to employee training and development. I gained practical insight into how on-the-job training, supervision, and experience-sharing contribute to employee learning in small organizations.

Swanson and Holton (2019) stated that human resource development focuses on improving both individual and organizational performance. I also learned that while informal training is effective for immediate operational needs, it lacks systematic planning and evaluation. This realization strengthened my understanding of the need for formal training systems, which became a key focus of this study.

3.9 Relevance of the Internship to the Research Study

My internship experience was directly aligned with the research topic “**Training and Development Practices of Employees at M/S Talukdar Traders.**” Observations made during daily operations provided primary information regarding training methods, employee skill acquisition, and performance improvement.

The practical exposure gained during the internship formed the foundation for questionnaire design, data analysis in Chapter 4, and recommendations presented in Chapter 5.

3.10 Overall Reflection on Internship Experience

Overall, the internship at M/S Talukdar Traders provided meaningful insight into training and development practices within a construction materials trading organization. The experience enhanced my academic understanding of HRM concepts and strengthened my analytical perspective on employee development.

The internship successfully bridged the gap between theory and practice and significantly contributed to the completion of this research study.

Chapter 4: Training and Development Practices

4.1 Concept of Training and Development

Training refers to a planned and systematic process through which employees acquire knowledge, skills, and competencies necessary to perform specific job-related tasks effectively. **Flippo (2019)** defined training as an act of increasing the knowledge and skill of an employee for performing a particular job. Development focuses on enhancing employees' technical, operational, and behavioral abilities to improve performance, adaptability, and productivity. In organizational contexts, training and development are considered essential tools for improving efficiency, reducing errors, and ensuring consistency in work performance.

In small and medium-sized trading organizations, training practices are often informal and experience-based. However, such practices still play a crucial role in enabling employees to perform operational tasks efficiently, particularly in sectors such as construction materials trading, where product handling, inventory control, and customer interaction are critical.

4.2 Importance of Training in Construction Materials Trading Organizations

Construction materials trading organizations operate in a highly competitive and operationally intensive environment. Employees are required to handle heavy materials, manage inventory accurately, deal with fluctuating prices, and maintain effective communication with customers and suppliers. In such an environment, training is essential to ensure workplace safety, operational efficiency, and service quality.

At M/S Talukdar Traders, training supports employees in understanding product specifications, handling materials properly, maintaining accurate records, and responding to customer requirements. Development further enhances employees' ability to adapt to market changes and operational challenges.

4.3 Existing Training Practices at M/S Talukdar Traders

The training practices at M/S Talukdar Traders are predominantly informal and job-oriented. The organization does not maintain a formal training department or structured training schedule. Instead, training is provided based on operational needs and employee experience levels.

Werner and DeSimone (2019) noted that informal training methods are commonly practiced in small and medium-sized enterprises due to limited resources. New employees typically receive guidance from senior staff and supervisors. Training is conducted during regular working hours and focuses on immediate job requirements. The emphasis is placed on learning through observation, task execution, and direct supervision rather than classroom-based instruction.

4.4 Methods of Training Used

Several training methods are used at M/S Talukdar Traders to develop employee skills:

On-the-Job Training

On-the-job training is the primary training method used in the organization. Employees learn by performing actual job tasks under the supervision of experienced colleagues. This method allows employees to gain practical knowledge quickly and minimizes training costs. **Gary and Noe (2019)** highlighted that training effectiveness depends on appropriate training methods and job relevance.

Demonstration Method

Supervisors or senior employees demonstrate specific tasks such as inventory recording, billing procedures, and material handling techniques before assigning them to new employees.

Informal Coaching and Guidance

Continuous guidance and problem-solving support are provided by supervisors and experienced employees. This approach helps employees correct mistakes and improve performance gradually.

Job Rotation

In limited cases, employees are exposed to multiple tasks such as sales support, inventory handling, and documentation. This practice helps develop multi-skilled employees and improves operational flexibility.

4.5 Development Initiatives for Employees

Development at M/S Talukdar Traders focuses primarily on operational and behavioral competencies. Key areas of development include:

- Product knowledge related to steel, cement, and construction materials
- Inventory management and stock control
- Basic accounting and billing procedures
- Customer service and communication skills
- Time management and workplace discipline
- Teamwork and coordination

These skills are developed progressively through daily work experience rather than formal training programs.

4.6 Employee Participation in Training Programs

Employee participation in training activities is relatively high, as training is integrated into daily job responsibilities. Employees actively engage in training because it directly affects their ability to perform assigned tasks and meet performance expectations.

However, participation is largely mandatory and supervisor-driven. Employees have limited involvement in identifying training needs or suggesting development initiatives. Despite this limitation, employees generally show positive attitudes toward training due to its practical benefits.

4.7 Graphical Presentation of Questionnaire Analysis

To examine the training and development practices of employees at M/S Talukdar Traders, primary data were collected through a structured questionnaire administered to employees of the organization. The questionnaire was designed in line with the objectives of the study and covered employee demographics, training practices, skill development, training effectiveness, and employee satisfaction.

After data collection, the responses were systematically tabulated and analyzed. For clarity and ease of interpretation, the analyzed data are presented through graphical formats such as pie charts and bar diagrams. Each graph represents a specific questionnaire item and reflects employees' responses in a concise visual form. According to the **International Labour Organization (2021)**, employee skill development plays a vital role in improving performance in small and medium enterprises.

The following graphical presentations (Figures 4.1 to 4.17) illustrate the findings of the questionnaire analysis and provide empirical support for evaluating the training and development practices discussed in this chapter.

4.7.1 Profile of the Respondents

➤ Gender of the Respondents

Gender	Number of respondents	Percentage
Male	15	75%
Female	5	125%
Prefer not to say	0	0%

1. Gender
20 responses

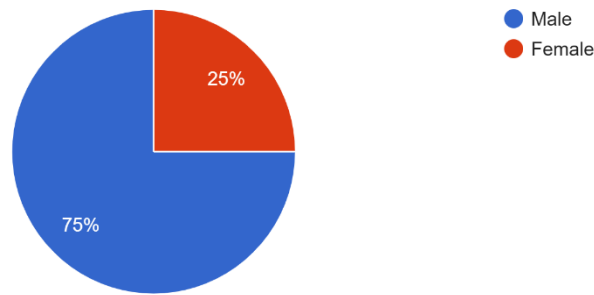


Figure 4.1: Gender Distribution of Respondents

The figure presents the gender distribution of the respondents who participated in the survey at **M/S Talukdar Traders**. Out of a total of 20 respondents, **75% are male** while **25% are female**.

This distribution indicates that the workforce of the organization is predominantly male. Such a pattern is common in construction materials trading organizations, where operational activities often involve physical handling of materials and site-related coordination. However, the presence of female employees also reflects growing gender participation in administrative and support roles within the sector.

➤ **Age Group of the Respondents**

Age Group	Number of respondents	Percentage
Below 25	12	60%
25–35	8	40%
36–45	0	0%
Above 45+	0	0%

2. Age Group
20 responses

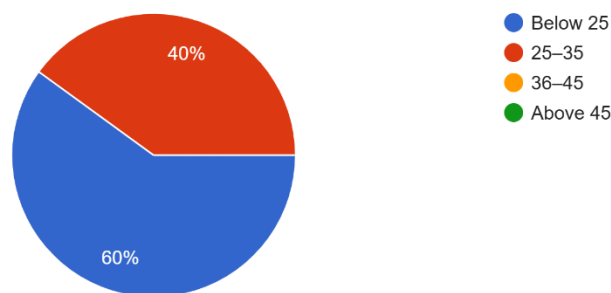


Figure 4.2: Age Group Distribution of Respondents

The figure illustrates the age group distribution of the respondents working at **M/S Talukdar Traders**. Out of the total 20 respondents, **60% fall within the “Below 25 years”**

age group, while 40% belong to the “25–35 years” age group. No respondents were recorded in the “36–45 years” and “Above 45 years” categories.

This distribution indicates that the workforce of the organization is relatively young. A younger employee base is generally more adaptable to on-the-job training and development initiatives, particularly in operational and physically demanding activities common in construction materials trading. The absence of older age groups suggests limited workforce diversity in terms of age, which may influence the organization’s training approach and experience-sharing practices.

➤ **Educational Qualification**

Experience	Number of respondents	Percentage
School Level	6	30%
Graduate	10	50%
Post Gradutae	3	15%
Vocational	1	5%

3. Educational Qualification
20 responses

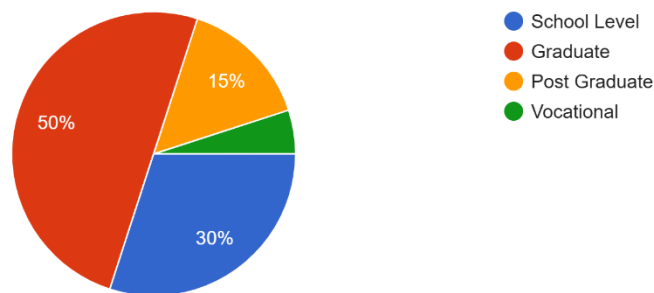


Figure 4.3: Educational Qualification of Respondents

The figure shows the educational qualification of the respondents employed at **M/S Talukdar Traders**. Among the 20 respondents, **50% are graduates, 30% have completed school-level education, 15% hold postgraduate qualifications, and a small proportion (5%) possess vocational education.**

The distribution indicates that the organization employs individuals with diverse educational backgrounds. The presence of a majority of graduate-level employees suggests a workforce capable of understanding operational procedures, documentation, and basic managerial instructions. At the same time, the inclusion of school-level and vocationally educated employees highlights the organization’s emphasis on practical skills and hands-on experience, which are essential in construction materials trading activities.

Overall, the educational profile reflects a balanced combination of formal education and practical orientation, reinforcing the importance of on-the-job training and development to enhance employee performance across different qualification levels.

➤ **Work Experience in the Organization**

Experience	Number of respondents	Percentage
Less than 1 years	16	80%
1–3 years	3	15%
3–5 years	0	0%
Above 5 years	1	5%

4. Work Experience in the Organization

20 responses

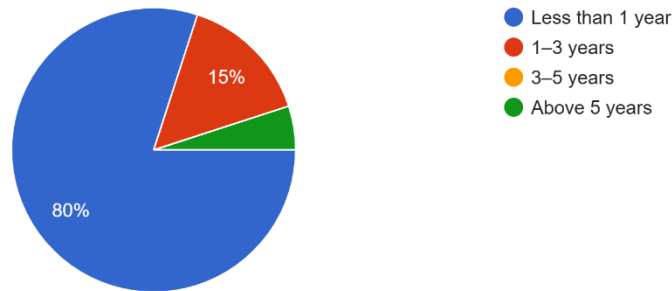


Figure 4.4: Work Experience of Respondents in the Organization

The figure illustrates the length of work experience of the respondents at **M/S Talukdar Traders**. Out of the 20 respondents, a significant majority, **80%**, have **less than one year of work experience** in the organization. **15%** of the respondents fall within the **1–3 years** experience category, while only **5%** have **more than five years** of experience. No respondents were found in the **3–5 years** category.

This distribution indicates that the workforce of the organization is largely composed of relatively new employees. Such a workforce structure highlights the importance of continuous training and on-the-job learning to ensure smooth adaptation to job roles and organizational procedures. The small proportion of experienced employees also suggests that informal knowledge sharing and supervision play a critical role in employee skill development.

Overall, the work experience profile emphasizes the necessity of effective training and guidance systems to support newly recruited employees and maintain operational efficiency within the organization.

4.7.2 Existing Training Practices at M/S Talukdar Traders

➤ Training Received After Joining

Responses	Number of respondents	Percentage
Yes	15	75%
No	5	25%

5. Have you received any training after joining the organization?

20 responses

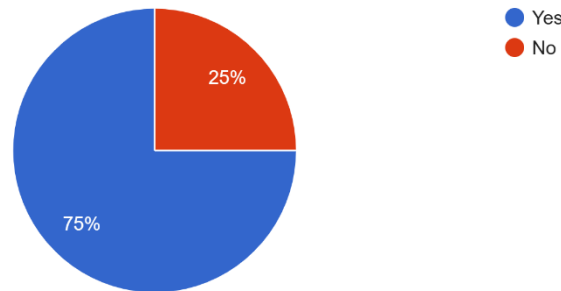


Figure 4.5: Training Received After Joining the Organization

The figure presents employees' responses regarding whether they received any training after joining **M/S Talukdar Traders**. Out of the total 20 respondents, **75% reported that they received training**, while **25% indicated that they did not receive any training** after joining the organization.

This result suggests that the majority of employees are exposed to some form of training, primarily informal and job-oriented in nature. The relatively high proportion of trained employees reflects the organization's reliance on on-the-job learning and supervisor guidance to prepare employees for their roles. However, the presence of a notable percentage of employees who did not receive training highlights gaps in training coverage, particularly for newly recruited or support-level staff.

Overall, the findings indicate that although training is practiced within the organization, it is not uniformly provided to all employees, emphasizing the need for more systematic and inclusive training arrangements.

➤ **Types of Training Provided**

Factors	Number of respondents	Percentage
On-the-job training	10	50
Demonstration	1	5
Guidance from supervisor	8	40
No formal training	1	5

6. What type of training is mainly provided?

20 responses

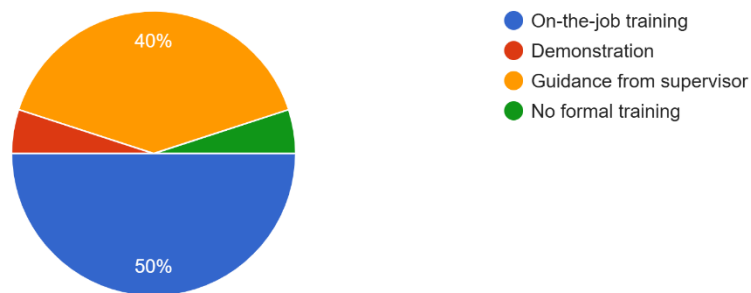


Figure 4.6: Types of Training Mainly Provided

The figure illustrates the types of training mainly provided to employees at **M/S Talukdar Traders**. Among the respondents, **50% reported receiving on-the-job training**, making it the most common training method in the organization. This is followed by **guidance from supervisors (40%)**, which indicates a strong reliance on direct supervision and experience-based learning.

A smaller proportion of respondents indicated receiving **demonstration-based training (5%)**, while **5% reported that no formal training is provided**.

The findings clearly show that the organization primarily depends on informal and practical training methods rather than structured or classroom-based programs. The dominance of on-the-job training and supervisory guidance reflects the operational nature of the business, where employees learn skills through direct involvement in daily tasks. However, the limited use of demonstration and the absence of formal training for some employees suggest the need for more standardized training approaches to ensure consistent skill development across the workforce.

➤ **Number of respondents of Training Programs**

Factors	Number of respondents	Percentage
Regularly	7	35%
Occasionally	10	50%
Rarely	0	0%
Never	3	15%

7. How often are training programs conducted?

20 responses

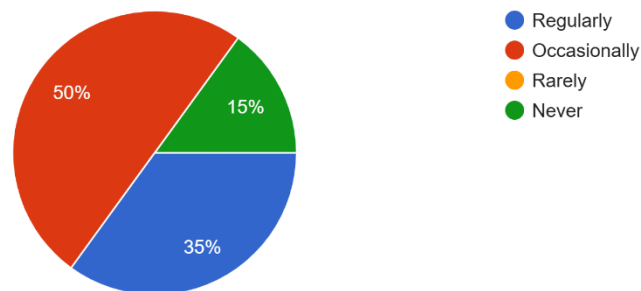


Figure 4.7: Number of respondents of Training Programs

The figure shows how often training programs are conducted at **M/S Talukdar Traders** based on the responses of 20 employees. According to the data, **50% of the respondents stated that training programs are conducted occasionally**, while **35% reported that training is conducted regularly**. In contrast, **15% of the respondents indicated that training programs are never conducted**. No respondents selected the “rarely” option.

The findings suggest that training activities within the organization are not conducted on a fixed or systematic schedule. Although a considerable portion of employees experiences regular or occasional training, the presence of employees who reported never receiving training indicates inconsistency in training practices. This irregular Number of respondents highlights the informal nature of the organization’s training system and suggests the need for a more structured and scheduled approach to ensure equal training opportunities for all employees.

Overall, the results indicate that while training initiatives exist at M/S Talukdar Traders, they are largely dependent on situational needs rather than a formal training plan.

➤ **Training Providers**

Factors	Number of respondents	Percentage
Supervisor	12	60%
Senior employees	3	15%
External trainer	3	15%
Not applicable	2	10%

8. Who provides training to employees?

20 responses

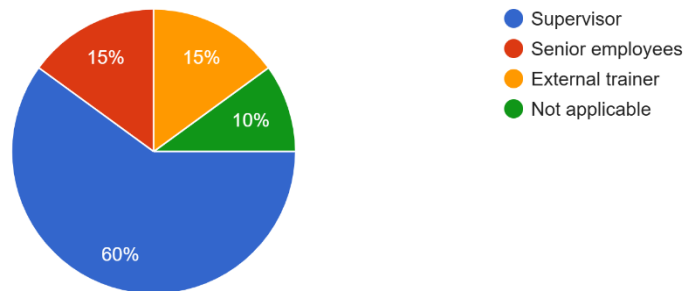


Figure 4.8: Providers of Training to Employees

The figure illustrates who provides training to employees at **M/S Talukdar Traders**. Among the respondents, **60% reported that training is provided by supervisors**, making supervisors the primary source of employee training. Additionally, **15% indicated that training is provided by senior employees**, while another **15% stated that external trainers are involved** in certain cases. The remaining **10% of respondents reported that training is not applicable**, suggesting that they did not receive any formal or identifiable training.

The findings indicate that the organization relies predominantly on internal resources, particularly supervisors, to conduct training activities. This reflects the informal and cost-effective nature of the training system. The limited involvement of external trainers suggests that specialized or formal training programs are not frequently utilized. Overall, the results highlight a training approach that is heavily dependent on supervisory guidance and internal experience-sharing rather than structured external training initiatives.

4.7.3 Skill Development of Employees

➤ Improvement of Job-Related Skills

Factors	Number of respondents	Percentage
Yes	16	80%
To some extent	3	15%
No	1	5%

9. Does the training help you improve your job-related skills?

20 responses

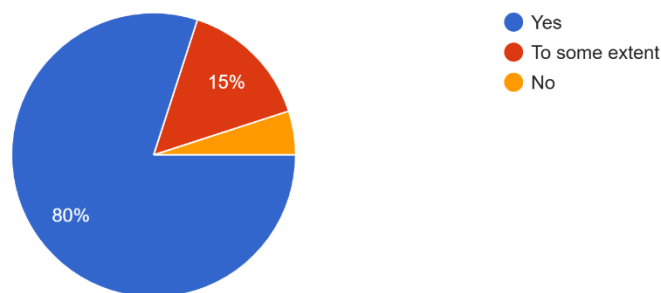


Figure 4.9: Improvement of Job-Related Skills through Training

The figure presents employees' perceptions regarding whether training helps improve their job-related skills at **M/S Talukdar Traders**. Among the 20 respondents, a substantial majority, **80%**, stated that training **does help** improve their job-related skills. Additionally, **15%** of the respondents indicated that training helps **to some extent**, while only **5%** reported that training does **not** contribute to skill improvement.

These results demonstrate that training initiatives implemented within the organization are largely effective in enhancing employees' job-related competencies. The high proportion of positive responses reflects the practical usefulness of on-the-job training and supervisory guidance in developing operational skills. However, the presence of a small percentage of respondents who perceived limited or no benefit suggests that training outcomes may vary depending on job roles or individual learning needs.

Overall, the findings indicate that training plays a significant role in improving employee skills at M/S Talukdar Traders, thereby supporting its contribution to employee performance and organizational efficiency.

➤ **Skills Improved Through Training**

Factors	Number of respondents	Percentage
Technical skills	5	25%
Communication skills	5	25%
Problem-solving skills	2	10%
Work efficiency	8	40%

10. Which skills have improved due to training?

20 responses

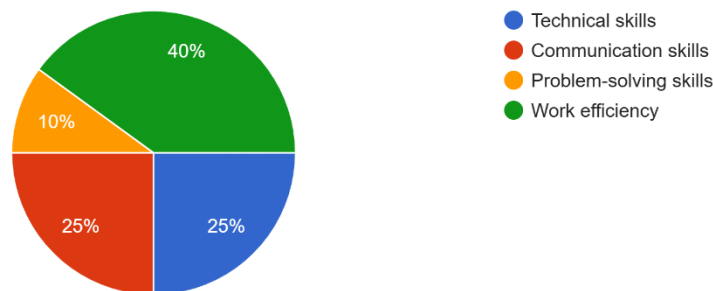


Figure 4.10: Skills Improved through Training

The figure illustrates the types of skills that have improved among employees of **M/S Talukdar Traders** as a result of training. Among the respondents, **40% reported improvement in work efficiency**, indicating that training has significantly contributed to faster task completion and improved productivity.

Additionally, **25% of respondents indicated improvement in technical skills**, while another **25% reported improvement in communication skills**. A smaller proportion, **10%**, identified improvement in problem-solving skills.

The findings suggest that training initiatives at the organization are primarily effective in enhancing operational efficiency and core job-related competencies. Improvements in communication and technical skills further support better coordination and task execution. However, the comparatively lower improvement in problem-solving skills indicates an area where targeted training interventions could be beneficial.

Overall, the results demonstrate that training contributes positively to multiple skill areas, with the greatest impact observed in work efficiency.

➤ **Encouragement for Learning New Skills**

Factors	Number of respondents	Percentage
Yes	12	60%
Sometimes	6	30%
No	2	10%

11. Are you encouraged to learn new skills at the workplace?

20 responses

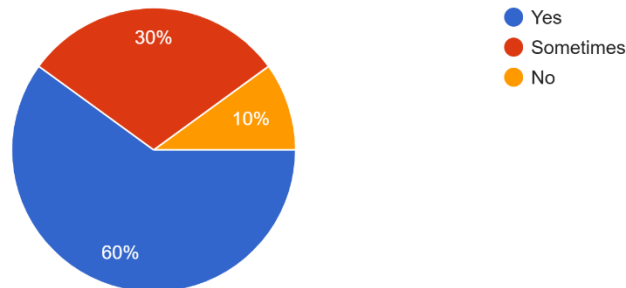


Figure 4.11: Encouragement to Learn New Skills at the Workplace

The figure presents employees' responses regarding encouragement to learn new skills at **M/S Talukdar Traders**. Out of the total respondents, **60% stated that they are encouraged to learn new skills**, while **30% indicated that such encouragement is provided sometimes**. In contrast, **10% of respondents reported that they are not encouraged** to develop new skills at the workplace.

The findings suggest that the organization generally promotes skill development among its employees, primarily through informal encouragement and supervisor guidance. However, the presence of respondents who receive only occasional or no encouragement indicates inconsistency in skill development initiatives across the organization.

Overall, the results imply that while a supportive learning environment exists, there is scope for adopting more structured and consistent approaches to encourage continuous skill development among all employees.

4.7.4 Effectiveness of Training Programs

➤ Overall Effectiveness of Training

Factors	Number of respondents	Percentage
Very effective	8	40%
Effective	10	50%
Average	1	5%
Ineffective	1	5%

12. How would you rate the effectiveness of the training provided?

20 responses

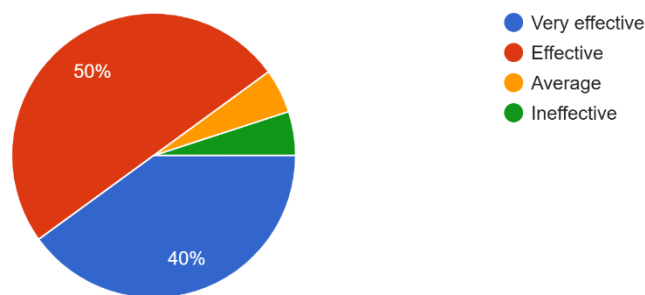


Figure 4.12: Effectiveness of the Training Provided

The figure illustrates employees' evaluation of the effectiveness of training provided at **M/S Talukdar Traders**. Among the respondents, **50% rated the training as effective**, while **40% considered it to be very effective**. A small proportion of respondents rated the training as **average (5%)**, and another **5% perceived it as ineffective**.

The results indicate a generally positive assessment of the training initiatives implemented by the organization. The high proportion of respondents who rated the training as effective or very effective suggests that the existing training methods successfully meet most employees' job-related needs. However, the presence of respondents who rated the training as average or ineffective highlights the need for improvement in training consistency and content.

Overall, the findings suggest that while the current training system is largely effective, introducing more structured and standardized training programs could further enhance its overall effectiveness.

➤ **Impact on Work Performance**

Factors	Number of respondents	Percentage
Yes	18	90%
Partially	1	5%
No	1	5%

13. Does training help in improving your work performance?
20 responses

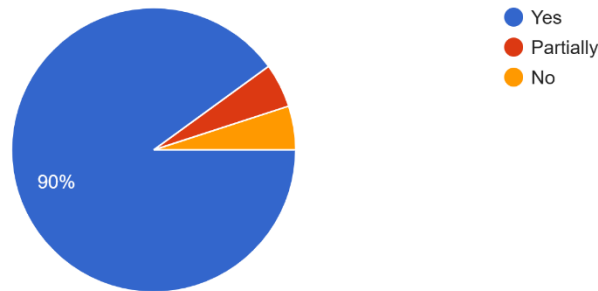


Figure 4.13: Impact of Training on Work Performance

The figure presents employees' opinions regarding the impact of training on their work performance at **M/S Talukdar Traders**. A substantial majority of the respondents, **90%**, stated that training **helps improve their work performance**. In contrast, **5%** of respondents indicated that training helps **partially**, while another **5%** reported that training does **not** improve their performance.

The findings clearly demonstrate a strong positive relationship between training and employee performance within the organization. The overwhelmingly positive response suggests that the training methods currently practiced—primarily on-the-job training and supervisory guidance are effective in enhancing employees' ability to perform their tasks efficiently.

Overall, the results confirm that training plays a critical role in improving employee performance at M/S Talukdar Traders, reinforcing the importance of continuing and strengthening training initiatives.

➤ **Relevance of Training to Job Role**

Factors	Number of respondents	Percentage
Yes	13	65%
Partially	5	25%
No	2	10%

14. Are training programs relevant to your job role?
20 responses

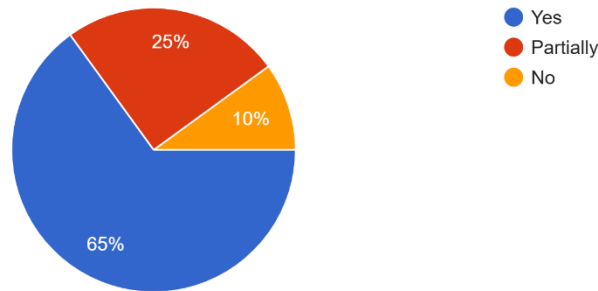


Figure 4.14: Relevance of Training Programs to Job Role

The figure illustrates employees' perceptions regarding the relevance of training programs to their job roles at **M/S Talukdar Traders**. Among the respondents, **65% stated that the training programs are relevant** to their job responsibilities. In addition, **25% indicated that training is partially relevant**, while **10% reported that training programs are not relevant** to their job roles.

The findings suggest that most training initiatives are aligned with employees' operational responsibilities, which contributes to improved job performance and skill development. However, the presence of respondents who perceived training as only partially relevant or not relevant indicates that training content may not fully address the specific needs of all job roles within the organization.

Overall, the results imply that while training programs are generally relevant, greater alignment between training content and individual job requirements could enhance the effectiveness of training initiatives.

4.7.5 Employee Satisfaction and Problems Related to Training

➤ Satisfaction Level

Factors	Number of respondents	Percentage
Satisfied	15	75%
Neutral	2	20%
Dissatisfied	1	5%

15. Are you satisfied with the existing training practices?
20 responses

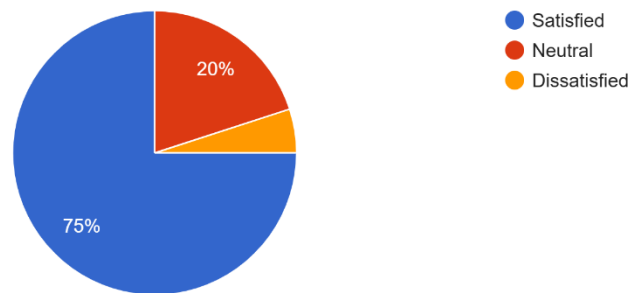


Figure 4.15: Employee Satisfaction with Existing Training Practices

The figure presents the level of employee satisfaction with the existing training practices at **M/S Talukdar Traders**. Among the respondents, a substantial majority, **75%**, reported that they are **satisfied** with the current training practices. In contrast, **20% of respondents expressed a neutral opinion**, while a small proportion, **5%**, indicated that they are **dissatisfied** with the training practices.

The findings suggest that most employees hold a positive perception of the training initiatives provided by the organization. The high level of satisfaction reflects the practical usefulness of existing training methods, particularly on-the-job training and supervisory guidance. However, the presence of neutral and dissatisfied responses indicates that the current training practices may not fully meet the expectations or learning needs of all employees.

Overall, the results imply that while employee satisfaction with training practices is generally high, there remains scope for further improvement through more structured and inclusive training programs.

➤ Problems Faced in Training

Factors	Number of respondents	Percentage
Lack of time	6	30
Lack of structured training	3	15
Limited resources	5	25
No major problems	8	40

16. What problems do you face regarding training?

20 responses

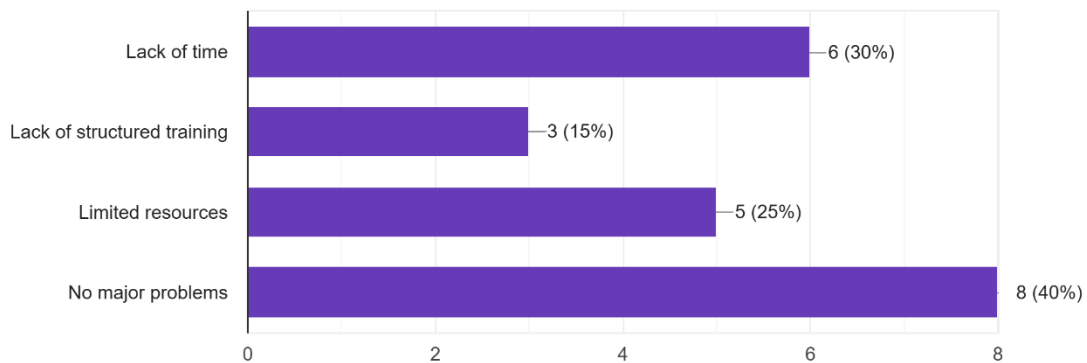


Figure 4.16: Problems Faced by Employees Regarding Training

The figure illustrates the problems faced by employees regarding training at **M/S Talukdar Traders** based on responses from 20 employees. The results show that **40% of the respondents reported no major problems** related to training, indicating general acceptance of the existing training practices.

However, a notable proportion of respondents identified specific challenges. **30% reported lack of time** as a major constraint, suggesting that work pressure and operational demands limit opportunities for training. Additionally, **25% indicated limited resources** as a problem, while **15% highlighted the lack of structured training programs**.

The findings suggest that although a significant portion of employees do not face major difficulties, several operational and structural challenges affect the effectiveness of training initiatives. Time constraints, limited resources, and the absence of formal training structures indicate areas that require managerial attention to improve the overall training and development system within the organization.

4.7.6 Need for Improvement and Formal Training Programs

➤ Demand for Formal Training Programs

Factor	Number of respondents	Percentage
Yes	19	95%
No	1	5%

17. Do you feel the organization should introduce more formal training programs?

20 responses

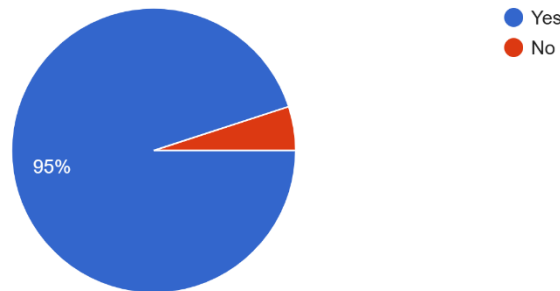


Figure 4.17: Need for Introducing More Formal Training Programs

The figure presents employees' opinions regarding whether the organization should introduce more formal training programs at **M/S Talukdar Traders**. An overwhelming majority of the respondents, **95%**, expressed the view that the organization **should introduce more formal training programs**, while only **5%** disagreed with this suggestion.

This finding clearly indicates a strong demand among employees for structured and formalized training initiatives. Despite general satisfaction with existing informal training practices, employees perceive that formal training programs would further enhance their skills, job performance, and professional development. The minimal opposition to formal training suggests broad consensus on the need for improvement in the current training system.

Overall, the results strongly support the introduction of formal training programs at M/S Talukdar Traders. This finding provides a solid empirical basis for the recommendations presented in the subsequent chapter of the report.

4.8 Impact of Training on Employee Performance

The findings of the study indicate that training and development practices at M/S Talukdar Traders have a positive impact on employee performance. Training contributes to:

- Improved accuracy in inventory and billing records
- Increased efficiency in material handling and order processing

- Better customer interaction and service quality
- Reduced operational errors
- Faster adaptation of new employees to job roles

Despite these positive outcomes, the absence of formal evaluation mechanisms limits the organization's ability to measure training effectiveness systematically.

4.9 Evaluation of Training Practices

The current training system at M/S Talukdar Traders is cost-effective and suitable for immediate operational needs. However, it lacks formal planning, documentation, and evaluation. There is no structured training needs assessment, written training materials, or performance-based training evaluation system. **Goldstein and Ford (2018)** explained that training evaluation is necessary to determine whether training objectives are achieved.

As a result, training effectiveness depends largely on the experience and commitment of supervisors rather than standardized procedures. While this approach works at a basic operational level, it limits long-term employee development.

4.10 Linkage of Training Practices with Organizational Performance

Training and development practices at M/S Talukdar Traders contribute directly to organizational performance by improving operational efficiency and service quality. Well-trained employees are better equipped to manage inventory, handle customers, and respond to operational challenges.

However, the lack of structured training limits the organization's ability to scale operations and develop long-term employee capabilities. Introducing basic formal training elements could enhance both employee performance and organizational sustainability. **Salas et al. (2018)** emphasized that effective training leads to improved employee behavior and work outcomes.

4.11 Findings of the Study

Based on observation, interviews, and questionnaire responses, the following key findings were identified regarding the training and development practices of employees at **M/S Talukdar Traders**:

- Training practices in the organization are largely informal, experience-based, and integrated into daily work activities.
- On-the-job training and supervisor guidance are the dominant methods of employee training.

- Employees are able to acquire practical job-related skills effectively through hands-on learning.
- The organization does not follow a formal training needs assessment or structured training plan.
- Training effectiveness is not evaluated through any systematic or documented process.
- The workforce is predominantly male and relatively young, indicating high physical capacity and learning potential.
- A large proportion of employees have limited work experience, increasing the need for continuous training and supervision.
- Employees have diverse educational backgrounds, requiring flexible and practical training approaches.
- Although most employees receive training after joining, training coverage is not consistent for all employees.
- Training has a positive impact on employee performance, particularly in improving work efficiency, technical skills, and communication skills.
- Improvement in problem-solving and analytical skills is comparatively limited.
- Employees generally perceive training as effective, though some variation in training quality exists.
- Time constraints, limited resources, and lack of structured programs are major challenges to effective training.
- The majority of employees expressed strong interest in introducing more formal and systematic training programs.

This chapter examined the Training and Development Practices of Employees at M/S Talukdar Traders. The analysis highlighted existing training methods, employee participation, performance impact, and key findings of the study. The discussion provides a foundation for developing conclusions and recommendations in the subsequent chapter.

Chapter 5: Recommendations and Conclusion

5.1 Recommendations

Based on the findings, the following detailed recommendations are proposed:

- **Introduction of Formal Training Programs:** The organization should design basic formal training programs covering orientation, safety, job procedures, and customer handling to ensure consistent learning for all employees.
- **Development of a Training Schedule:** A simple and realistic training schedule should be established to ensure regular training without disrupting daily operations.
- **Job-Specific Training Design:** Training content should be customized according to job roles such as sales, inventory management, accounts, and logistics to improve relevance and effectiveness.
- **Preparation of Training Manuals and Guidelines:** Written guidelines and standard operating procedures should be developed to support new employees and reduce dependency on verbal instructions.
- **Skill-Based Workshops:** Periodic workshops focusing on technical, communication, safety, and problem-solving skills should be arranged to address identified skill gaps.
- **Supervisor Training and Development:** Supervisors should receive basic training in coaching, mentoring, and communication to enhance the quality of internal training delivery.
- **Allocation of Time and Resources for Training:** Management should allocate dedicated time and minimal resources for training activities to reduce time-related constraints.
- **Training Evaluation and Feedback System:** A basic evaluation system should be introduced to assess training effectiveness and incorporate employee feedback for continuous improvement.

5.2 Conclusion

The study concludes that training and development practices at M/S Talukdar Traders are mainly informal and experience-based, with on-the-job training and supervisory guidance playing a central role. These practices have positively influenced employee performance and work efficiency. However, the lack of structured training policies, formal scheduling, and systematic evaluation limits long-term employee development. Therefore, introducing more formal and organized training systems would enhance the overall effectiveness of training practices and support sustainable organizational growth. **Becker and Huselid (2018)** found that effective training practices positively influence employee productivity and organizational performance.

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Appendices

Appendix A: Questionnaire

Topic: *Training and Development Practices of Employees at M/S Talukdar Traders*

(This questionnaire was designed for academic purposes only. All responses were kept confidential and used solely for research and analysis.)

Section A: General Information

1. **Gender:**

- Male
- Female
- Other

2. **Age Group:**

- Below 25
- 25–35
- 36–45
- Above 45

3. **Educational Qualification:**

- School Level
- Graduate
- Post Graduate
- Vocational / Others

4. **Work Experience in the Organization:**

- Less than 1 year
- 1–3 years
- 3–5 years
- Above 5 years

Section B: Training Practices

5. **Have you received any training after joining the organization?**
 - Yes
 - No
6. **What type of training is mainly provided?**
 - On-the-job training
 - Demonstration
 - Guidance from supervisor
 - No formal training
7. **How often are training programs conducted?**
 - Regularly
 - Occasionally
 - Rarely
 - Never
8. **Who provides training to employees?**
 - Supervisor
 - Senior employees
 - External trainer
 - Not applicable

Section C: Skill Development

9. **Does the training help you improve your job-related skills?**
 - Yes
 - To some extent
 - No
10. **Which skills have improved due to training?**
 - Technical skills
 - Communication skills
 - Problem-solving skills
 - Work efficiency
11. **Are you encouraged to learn new skills at the workplace?**
 - Yes
 - Sometimes
 - No

Section D: Effectiveness of Training

12. How would you rate the effectiveness of the training provided?

- Very effective
- Effective
- Average
- Ineffective

13. Does training help in improving your work performance?

- Yes
- Partially
- No

14. Are training programs relevant to your job role?

- Yes
- Partially
- No

Section E: Satisfaction and Suggestions

15. Are you satisfied with the existing training practices?

- Satisfied
- Neutral
- Dissatisfied

16. What problems do you face regarding training?

- Lack of time
- Lack of structured training
- Limited resources
- No major problems

17. Do you feel the organization should introduce more formal training programs?

- Yes
- No

18. Suggestions for improving training and skill development practices:

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Appendix B: Summary of Survey Respondents

- **Total number of respondents:** 20
- **Method of data collection:** Structured questionnaire (Google Form)
- **Sampling technique:** Convenience sampling
- **Type of data:** Primary data