

## A Study On The Executive Training And Development Programmes At Infosys Organization

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### ABSTRACT

*Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, and performance. It forms the core of apprenticeships and provides the backbone of content at institutes of technology. The project is undertaken to study the effectiveness of training & development in IT Sector main focus of the study is to measure the factors of employees training & development. The research method used in this study is descriptive research method with the sample size of 120 respondents from low level employees. The data were collected through survey method a questionnaire was prepared and circulated to the employees. . From the analysis it was founded that the employees are satisfied or not with their company training & development. But the management has to provide more practical sessions in the training & development to improve their respective fields. Such development programs will help them to enhance their knowledge in their respective fields.*

### 1.1 INTRODUCTION

The man is ultimate resources of an organization because the success or failure of an organization depends on efficient and effectiveness of man power and their functioning. Training and development plays an important role in the effectiveness of organizations and to the experiences of people in work area by getting more knowledge and practices. Also, training establishes specific skills, abilities and knowledge to an employee. Through the programmes of training brings development in the employees working at different levels. Training in the IT service industry is one of the essential functions that require focused strategies and policies. It focuses on teaching employees the way to do specific tasks to extend efficiency. Training and development is one of the sub systems of Human Resource Development. Therefore, the present study helps to ascertain the effectiveness of Training & Development in IT companies.

### 1.2 NEED FOR THE STUDY

In today's dynamic business environment, organizations must continuously invest in executive training and development to maintain a competitive edge. As a leading global IT services company, Infosys has established robust training programs to enhance the leadership and managerial capabilities of its executives. This study is essential for several reasons:

### 1.5 SCOPE OF THE STUDY

The study is conducted among new employee. To know the employee performance during the training period. To know whether the employee is effective in performance through training and development program. To

know whether the training and development program help employee to increase job satisfaction and improve skills and ability.

### 1.6 RESEARCH METHODOLOGY

The research design of this project is descriptive design. The method of research used here is a simple survey created using goggle forms. The research is conducted to analyse the employees training and development in IT sectors.

#### 1. STRUCTURE OF THE QUESTIONNAIRE:

Questionnaire was divided into two sections. First part contains general information and the second part contains questions related to “A STUDY ON EFFECTIVENESS OF TRAINING AND DEVELOPMENT IN IT SECTOR” questionnaire was prepared by using Linkert scale.

#### 2. SAMPLE SIZE:

The sample size for the project had a target of 100-120 participants. The fixed of the sampling size has been achieved as the total number of respondents for the survey questionnaire was 120. Total of 120 respondents helped the project to analyse more responses and it helped to derive a conclusion regarding “A study on effectiveness on training and development in IT sectors”.

### 1.7 LIMITATIONS OF THE STUDY

- Restricted to Infosys** – This study focuses solely on Infosys, limiting the generalizability of findings to other organizations with different training structures and corporate cultures.
- Limited Access to Internal Data** – Some confidential or proprietary data related to Infosys' training programs may not be accessible, potentially affecting the depth of analysis.
- Subjectivity in Employee Feedback** – The effectiveness of training programs is often evaluated through employee feedback, which may be subjective and influenced by personal experiences or biases.

### 2.2 REVIEW OF LITERATURE

The study of Executive Training & Development Programmes has garnered significant attention in HRM literature due to its implications on Employees performance & decision-making. This review summarizes major contributions and findings from prior studies, focusing on the determinants of Performances, decisions, and their relationship with the Organization.

#### 1. Infosys Springboard Initiative (2021)

Infosys launched 'Infosys Springboard' to provide digital reskilling to over 10 million students and professionals by 2025, offering corporate-grade learning experiences to enhance employability.

#### 2. Virtual Training During Lockdown (2020)

During the COVID-19 lockdown, Infosys transitioned to virtual training, increasing daily learners on its Lex platform from 13,000 to 22,000, emphasizing the importance of digital skills.

### 4. DATA ANALYSIS AND INTERPRETATION

TABLE NO. 4.31. AFTER THE TRAINING PROGRAM HOW DO YOU FEEL NATURE OF THE JOB

S.NO	EMPLOYEES	NO. OF RESPONDENTS	PERCENTAGE
1	Challenging	60	60
2	Satisfactory	10	10

3	Good	30	30
	Total	100	100

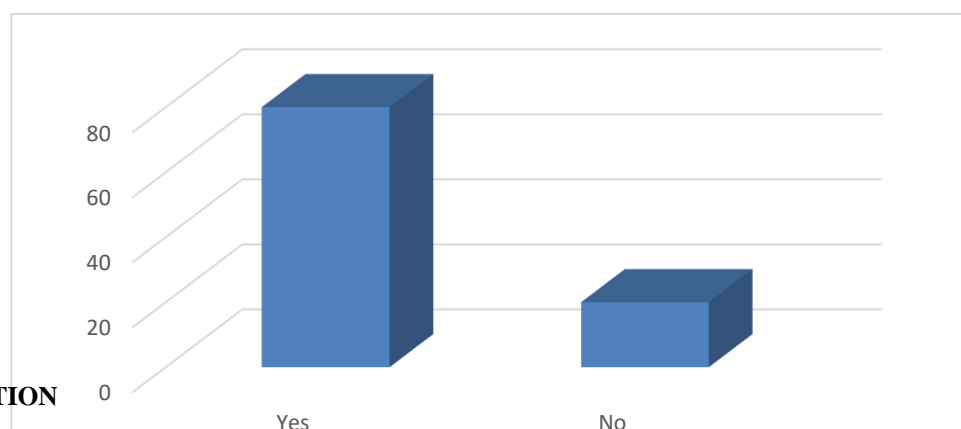
**CHART 4.31**
**AFTER THE TRAINING PROGRAM HOW DO YOU FEEL NATURE OF THE JOB**

**INTERPRETATION**

From above table Challenging 60, Satisfactory 10, Good 30, On the job training is a program that students take to gain hands-on experience in the workplace and increase employability. It is a meticulously structured plan with clearly outlined phases and procedures that need to be adhered to.

**TABLE NO. 4.32. WILL THE TRAINING PROGRAM HELPFUL TO YOUR CAREER**

S.NO	EMPLOYEES	NO. OF RESPONDENTS	PERCENTAGE
1	Yes	80	80
2	No	20	20
	Total	100	100

**CHART 4.32**
**WILL THE TRAINING PROGRAM HELPFUL TO YOUR CAREER**

**INTERPRETATION**

From above table Yes` 80, No 20, Training programs can also help prepare employees who are moving into higher roles and taking on more responsibilities in an organization.

**Table 4.2.1** Showing correlation on Different kinds of training and development programs teach techniques of performing job to employees

		Correlations	
		Training and development teach the technique of performing a job to employees	Kind of training and development program provided is provided in your organization
Training and development teach the technique of performing a job to Employees	Pearson Correlation	1	.220*
	Sig. (p)		0.016
	N	100	100
Kind of training and development program provided is provided in your organization	Pearson Correlation	.220*	1
	Sig. (2-tailed)	0.016	
	N	100	100

\*. Correlation is significant at the 0.05 level (2 -tailed).

### Interpretation:

**Null Hypothesis ( $H_0$ ):** From the above analysis the test hypothesis is  $H_0$ . There is no significant correlation between “Training and development teaching the technique of performing a job to employees” and “Kind of training and development program provided in your organization.” Based on the Pearson correlation analysis, the correlation coefficient is  $r = 0.220$  with a p-value = 0.016 and a sample size of  $N = 100$ . Since the p-value is less than 0.05, Hence null hypothesis is rejected.

**Alternative Hypothesis ( $H_1$ ):** From the above analysis the test hypothesis is  $H_1$ . There is a significant correlation between “Training and development teaching the technique of performing a job to employees” and “Kind of training and development program provided in your organization.” The analysis shows a positive but weak correlation ( $r = 0.220$ ), which is statistically significant at the 0.05 level ( $p = 0.016$ ). Hence there alternative hypothesis is accepted.

## 4.1 T- TEST

### Test Hypothesis:

**Null Hypothesis ( $H_0$ ):** From the above analysis there is no significant difference between Work shift timing in regard to Training and development reduces the stress of the employees.

**Alternate Hypothesis ( $H_1$ ):** From the above analysis there is significant difference between Work shift timing in regard to Training and development reduces the stress of the employees.

**Table 4.3.1: Showing Significant difference between Training and development reduces the stress of the employees and Work shift timing**

### Group Statistics

	Shift	N	Mean	Std. Deviation	Std. Error Mean
Do Training and development reduce the stress of the employees	Day	70	2.10	1.131	.135
	Night	50	3.42	1.642	.232

**Null Hypothesis ( $H_0$ ):** From the above analysis there is no significant difference between Day and Night shift employees in their views on whether training and development reduce stress. Although the means differ (Day: 2.10, Night: 3.42), this difference is assumed to be due to chance. Unless supported by a p-value less than 0.05.

Hence  $H_0$  is rejected.

**Alternative Hypothesis ( $H_1$ ):** From the above analysis there is a significant difference between Day and Night shift employees in their perception of training and development reducing stress. Night shift employees (Mean = 3.42) tend to agree more than Day shift employees (Mean = 2.10). If the p-value is below 0.05.

Hence  $H_1$  is accepted.

### Independent Samples Test

#### Interpretation:

**Null Hypothesis ( $H_0$ ):** From the above analysis the null hypothesis states that there is no significant difference between Day and Night shift employees in how they perceive training and development reducing stress. However, the t-test value = 5.215 and Sig. (2-tailed) = 0.000 indicate a highly significant result. Because  $p < 0.05$ , Hence  $H_0$  is rejected.

**Alternative Hypothesis ( $H_1$ ):** From the above analysis the alternative hypothesis states that there is a significant difference between Day and Night shift employees' views on stress reduction through training. With a mean difference of -1.320, and the 95% confidence interval ranging from -1.821 to -0.819, the result is statistically significant ( $p = 0.000$ ). Hence  $H_1$  is accepted.

## 4.2 ANOVA

#### Hypothesis:

**Null Hypothesis ( $H_0$ ):** The above analysis the test hypothesis  $H_0$ . There is no significant difference between years of experience with regards to Training and development enhances the performance and productivity of the employees as well as of the organization.

**Alternate Hypothesis ( $H_1$ ):** The above analysis the test hypothesis  $H_1$ . There is significant difference between years of experience with regards to Training and development enhances the performance and productivity of the employees as well as of the organization

**Chart 4.4.1: Showing significant difference between Training and development enhance the performance and productivity of the employees as well as of the organization and year of experience**

ANOVA
Training and Development enhance the productivity and performance of employees as well as the organization

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.033	3	1.011	.724	.539
Within Groups	161.892	116	1.396		
Total	164.925	119			

**Null Hypothesis ( $H_0$ ):** From the above analysis null hypothesis is assumes there is no significant difference in responses among different groups regarding the impact of training and development on productivity and performance.

The ANOVA result shows  $F = 0.724$  and Sig. (p-value) = 0.539, which is greater than 0.05.

Hence  $H_0$  is rejected.

**Alternative Hypothesis ( $H_1$ ):** From the above analysis the alternative hypothesis suggests there is a significant difference between groups in their perception of training and development enhancing productivity and performance.

Since the p-value = 0.539 is greater than 0.05, the difference is not statistically significant.

Hence  $H_1$  is accepted.

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Training and Development enhance the productivity and performance of employees as well as the organization	Based on Mean	.111	3	116	.954
	Based on Median	.145	3	116	.932
	Based on Median and with adjusted df	.145	3	97.297	.932
	Based on trimmed mean	.080	3	116	.971

#### Interpretation:

**Null Hypothesis ( $H_0$ ):** From the above analysis the null hypothesis states that the variances across different groups are equal (i.e., there is homogeneity of variance). From the table, all Sig. values (0.954, 0.932, 0.932, and 0.971) are greater than 0.05.

Hence  $H_0$  is rejected.

**Alternative Hypothesis ( $H_1$ ):** From the above analysis the alternative hypothesis suggests that there is a significant difference in variances among the groups. Since all p-values > 0.05, there is no evidence to support this claim.

Hence  $H_1$  is accepted.

## 5.1 FINDINGS

While using an assessment of professional planning needs evaluation at INFOSYS or any relative affiliation, revelations can routinely be organized into focal troubles to understand openings, characteristics, and remarkable entryways. Here is a development with six focal troubles for such an assessment:

### 1. Mastery Openings Unmistakable proof

- Assessment of existing capacities versus capacities expected for modern-day and destiny positions.

### 2. Execution Estimations

- Assessment of professional execution data to pick out locales in which getting equipped may want to further develop effectiveness.

### 3. Specialist Analysis

- Evaluation of expert outlines or gatherings to apprehend their apparent making plan's needs.

### Four. Game plan with Various levelled Targets

- Assessment of whether or not contemporary delegate abilities line up with INFOSYS 's fundamental objectives.

### 5. Getting geared up Framework Sufficiency

- Overview of the impact of past arrangement programs on expert execution and duty.

### 6. Cash saving benefit Examination

- Appraisal of the monetary arrangement apportioned for planning packages as opposed to their quantifiable outcomes.

## 5.2 SUGGESTIONS

### 1. **Increase Personalization of Training Modules**

Use AI and data analytics to tailor training content based on individual employee roles, skill levels, and learning styles.

### 2. **Enhance Virtual Reality (VR) and Simulation-Based Learning**

Integrate immersive technologies like VR for experiential learning in leadership and decision-making scenarios.

### 3. **More Industry-Specific Training Tracks**

Introduce domain-specific executive training programs, especially in rapidly evolving fields like cyber security, AI, and cloud computing.

### 4. **Regular Feedback Mechanism**

Establish a structured feedback loop after each training session to assess relevance, content quality, and trainer effectiveness.

### 5. **Incorporate Global Best Practices**

Benchmark Infosys training modules with global leaders like Google, IBM, or Accenture for continuous improvement.

### 6. **Mentorship Programs**

Pair executives with experienced leaders to provide real-time guidance and career development support.

**7. Gamification in Training**

Use gamified learning tools to improve engagement, motivation, and knowledge retention among trainees.

**8. Short-Term Certifications and Micro learning**

Promote short focused learning modules that employees can complete quickly without interrupting work.

**9. Cross-Functional Training**

Encourage executives to take courses outside their domain to foster inter-departmental collaboration and holistic thinking.

**10. Leadership Boot Camps**

Conduct intensive leadership development camps focusing on emotional intelligence, strategic thinking, and adaptability.

**5.3 CONCLUSION**

This study on the executive training and development programs at Infosys highlights the critical role of continuous learning in sustaining organizational growth and competitiveness in the rapidly evolving IT industry. Infosys, through its structured and strategic approach to employee development, has established itself as a pioneer in nurturing talent and building future-ready leaders. The research reveals that Infosys invests significantly in upskilling and reskilling its workforce through a variety of learning platforms such as Infosys Lex and the Global Education Center. These programs are designed to enhance not only technical proficiency but also leadership, strategic thinking, and soft skills among executives. The study also emphasizes the alignment of training initiatives with the company's long-term vision and mission, focusing on innovation, customer-centricity, and operational excellence. By adopting modern learning methods such as virtual training, AI-based personalization, and experiential learning, Infosys ensures that its executives remain agile and adaptive to industry demands. In conclusion, Infosys serves as a benchmark for organizations aiming to create a knowledge-driven, high-performance work culture. The insights gained from this study can serve as a foundation for other organizations to develop and implement effective training strategies that contribute to both employee satisfaction and organizational success.

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