

## **Tvameva Business Solutions Private Limited (TBSPL): A Case Study on Large-Scale Training Execution for a Telecom-Based m-Commerce Product Launch**

<sup>1</sup>Srividya Raman, <sup>2</sup>Dr M K Badrinarayanan, <sup>3</sup>Dr Jayshree Suresh

<sup>1</sup>Research Scholar, School of Management, Hindustan Institute of Technology and Science, Chennai.

<sup>2</sup>Professor, School of Management, Hindustan Institute of Technology and Science, Chennai

<sup>3</sup>Former Dean, SRM School of Management, Chennai

Email ID - <sup>1</sup>[rp.21703004@student.hindustanuniv.ac.in](mailto:rp.21703004@student.hindustanuniv.ac.in); <sup>2</sup>[mkbadri@hindustanuniv.ac.in](mailto:mkbadri@hindustanuniv.ac.in);

<sup>3</sup>[jayshreesuresh@gmail.com](mailto:jayshreesuresh@gmail.com)

### **Abstract**

Companies face several issues and challenges while launching their first product. One of the challenges is simplifying complicated services to provide rapid adoption of global sales and communication with central teams. This paper demonstrates the global real-time implementation of a multilingual, scalable, and application-based training programme conducted by Tvameva Business Solution Pvt Ltd, a niche consulting firm. The adult learning model needs an adaptive training strategy, domain-specific analysis, and Kirkpatrick's training evaluation process. TBSPL bridges the existing gap between the complexity of the product and the frontline employees' competence. The proposed solution encompasses several teaching models and aids, including video-based learning and role-based content design models, training of trainers, and continuous engagement of learners through mobile applications, quiz programs, group discussions, and cluster coaching. This training strategy is provided to organisations to train more than 25,500 retailers and over 350 call centre agents, aiming to improve their business performance in specific key metrics within a short period. This paper explains the systematic method used for planning, execution, and analysis. Highlighting the efficiency of tailored learning ecosystems in large-volume digital transformations with customer enablement initiatives. It also explains how a moderate consulting firm can scale and produce enterprise-level impact, providing valuable insights for organizations to undertake complex product launches and various management programs.

**Keywords:** *Training Execution, M-Commerce, Telecom, Adult Learning Theory, Learning Ecosystem, Kirkpatrick Evaluation Model, Change Management, Scalable Learning, Case Study, Instructional Design, Train The Trainer, Multilingual Training, Mobile Learning.*

### **Introduction**

The convergence of the telecom industry and e-finance has given rise to the modern era of mobile commerce, particularly in an evolving economy like India. The Telecom service field is highly diversified with broad customer access and internet infrastructure, which are highly speculative in money services like e-banking, mobile wallets, and digital currency. Launching a new mobile commerce product in a country with significant cultural and language differences presents a significant challenge in terms of time-to-market. The primary elements that are pivotal and may be undervalued for a successful m-commerce product launch are providing training and facilitation for front desk employees, including commercial outlet partners and customer service teams. Here, the stakeholders' key responsibilities include employing consumers, providing them with product knowledge, resolving usage issues, and ensuring customer satisfaction. To attain the adaptivity ratio, they need to have better knowledge and product confidence. This study presents a real-time case of how TBSPL (Tvameva Business Solutions Private Limited), a boutique learning and development firm, successfully conducted a nationwide training program for leading Indian telecom service providers who launched their first m-commerce application. Regarding the launch, TBSPL must address several factors, including multiple language-based content provisions, diverse electronic education levels, and tight implementation deadlines. The technical aspects of the product are addressed through a training program provided to approximately 25,000 marketing partners and 300 customer care personnel within four months.

Designing a training structure to be a portable, interactive, and extensible approach; TBSPL has extracted this informative design technique, incorporating adult learning concepts and performance-based evaluation methods, such as Kirkpatrick's Evaluation framework. The solutions incorporate various delivery formats, such as video-based training, in-person training, mobile learning applications, and training trainer sessions, to ensure broad availability and context-sensitive application. Here, the process strategy, methodologies applied, and expected outputs from the training interference are discussed. It illustrates a concentrated and agile consulting consultancy that can deliver enterprise-level influences by crafting a training atmosphere tailored to the business goals, trainee profiles, and real-time functional requirements. The scope obtained from this case offered a wide range of suitability in fields such as fintech, telecom, electronic transformation, and enterprise learning, especially in high-speed product development circumstances where domain expertise and knowledge sharing become a pivotal responsibility.

### **Literature survey**

This section discusses various earlier research works related to the proposed approach. The main focus of this work is to analyze the merits and demerits of traditional works and explain the motivation behind the proposed approach. Mobile technology and digital commerce have converged to evolve services and service delivery in emerging markets. In this new environment, telecom-coupled m-commerce solutions are the key drivers of service innovation and financial inclusion. Nevertheless, the technological robustness of such digital offerings does not fully determine their success, as the success of these types of digital offerings needs not only practical large-scale training and user enablement strategies but also effective large-scale front-line employee and channel partner training and enablement strategies. Many writers pay attention to training when implementing digital products in organizations. Ghosh and Joshi (2016) suggest that a spike in the rate at which consumers of telecom products adapt to them will be observed with some training of retailer agents on product usage and customer handling etiquette. Additionally, the Deloitte Telecom Human Capital Trends Report (2020) supported the idea that such training frameworks, supported by modularity, are essential for establishing a market during a given service and avoiding disruption at service launch. The role-specific learning interventions are based on research on experiential learning theory, as proposed by Kolb (1984), and adult learning principles proposed by Knowles (1980). In such a high-pressure product deployment environment, salespeople need bite-size context-driven content that fits within their language literacy level and use case (Saks & Haccoun, 2013). Studies have shown that using mobile applications and interactive videos, known as microlearning, has been successfully applied in such environments (Bersin, 2015). Training programs in such regions as India must take into consideration linguistic diversity. The results of Patnaik and Raut's (2018) studies indicate that training in native languages at the localized level is more motivating and comprehensible for retail-level stakeholders than training in English. Singh et al. (2021) also note that mobile learning platforms are becoming increasingly effective in delivering remote and asynchronous training to geographically dispersed networks. Although the reaction, learning, behaviour, and results constitute the most widely used approach to evaluating training effectiveness, as outlined in Kirkpatrick and Kirkpatrick's (2006) four levels of training evaluation, other solutions may also be used effectively. Since it is applied in telecom and m-commerce contexts, it enables marketing organizations to reduce the cost of training by linking these costs to the theoretical profits resulting from improved service quality, increased agent productivity, higher rates of product enhancement and acceptance, as well as increased rates of product take-up and acceptance. Boutique learning agencies, such as McKinsey Center for Advanced Connectivity, are now more recognized due to their domain-focused execution abilities and agility (McKinsey, 2020). They can also tailor learning programs to specific industry contexts, which leads to better ROI and higher stakeholder satisfaction compared to off-the-shelf solutions. This literature finds that telecom products must be successfully introduced if they need adequate, scalable, and context-based training. Consequently, Instructional Design, Mobile Learning, and proper and reliable performance assessment frameworks are crucial in addressing the primary challenge of being fully prepared to meet customer expectations as a workforce. Based on these best practices, this paper elaborates on how the training model provided by TBSPL at the ground level enabled the large-scale deployment of this challenging m-commerce solution.

### Proposed Model

This section outlines the step-by-step operational plans employed by TBSL to plan, design, implement, and evaluate the large-scale training initiative and this invention for a multilingual, decentralized network of telecom retailers and contact center agents. Each flowchart stage depicted in Figure 1 represents a vital milestone in the training lifecycle, assuring scalability, consistency, and effectiveness.

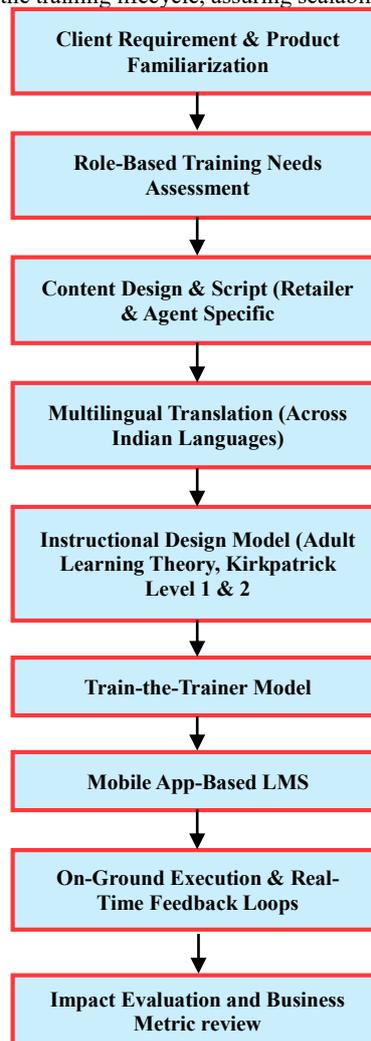


Figure-1 Work Flow

#### [1] Client Requirements And Product Familiarization

The initial stage primarily focuses on the telecom client's new m-commerce product, which must be comprehensible and include functionalities, business objectives, target users, and a rollout schedule. Some methods employed by TBSPL include product walkthroughs, stakeholder interviews, and service simulations, all designed to promote the product. The primary objective is to train based on product functionality and organizational goals.

#### [2] Role-based Training Needs Assessment (TNA)

After a thorough analysis, the roles of different learners, such as field executives, agents, and retailers, are mapped to efficiently deliver the product based on the employees' skills and knowledge. The methods used for role-based training are focus groups, field shadowing, surveys, and skill gap analysis. The outcomes of TNA methods are categorized by role, literacy level, and region.

#### [3] Content design and scripting

Based on the TNA outcome, the instructional designer develops role-specific scripts and scenarios to improve learning. Retailers example instructions on product activation and troubleshooting. Contact centre agents, for example, handle and resolve customer queries. The key content design and scripting principles include microlearning, scenario-based learning, and adult learning theory.

#### [4] Multilingual Translation

All learning content is translated into regional languages, such as Tamil, Hindi, and Kannada, to achieve maximum reach and understanding. Subtitles, voice-over, and culture also ensure localization. The impact of multilingual translation is great engagement and inclusivity across the country's linguistically diverse workforce.

#### [5] Instructional Design Model Implementation

The training material is structured based on a pedagogical framework, including Kirkpatrick's Four Levels, which is utilized for evaluating outcomes; Bloom's Taxonomy, used for setting learning goals; and Gagne's Nine Events of Instruction, used for designing sessions. This model aims to deliver a measurable and structured learning outcome.

#### [6] Train-The-Trainer (TTT) model

The model focused on practical training. With the help of developed materials, the training master conducted intensive training. The assurance of quick and decentralized delivery is based on the trainers, who train the end-users in their regions or surroundings. The benefits of TTT models are quick scalability, maintaining quality across various locations, and regional language adaptability.

#### [7] Mobile app-based LMS integration

For effective learning, a mobile-friendly platform is deployed that contains video modules, quizzes, assessments, and tracking of the learner’s progress. This model is particularly useful for asynchronous and remote learning, especially in rural or remote areas.

**[8] On-Ground Execution & Real-Time Feedback Loops**

The field trainers conduct a program in on-site sessions or via a digital platform. Enhance the content or methodologies in real-time based on feedback provided by learners. The feedback methods include app ratings, social media groups for quick support, and mobile surveys to improve content or approach.

**[9] Impact evaluation and business metric review**

After the training, the TBSPL and client measure Kirkpatrick Level 3 and 4 outcomes. Those outcomes focus on evaluating the behavioral change and its impact on business, such as enhancements in key metrics, including first-time-right activations, call resolution rates, and retailer confidence. Additionally, they create MIS reports and dashboards to report the training progress ROI to senior leadership.

**Result and Discussion**

This section presents various simulation results obtained from the proposed model using the simulation software installed on a system equipped with a 1 TB HDD, an Intel i7 processor, 32 GB RAM, and Windows OS. This study conducted a quantitative analysis based on Kirkpatrick’s Four-Level Evaluation Model, which is commonly accepted in development and learning frameworks for assessing the overall impact of training programs. A descriptive statistical method was used to evaluate a training program, which analyzed the responses of contact centre agents and 100 telecom retailers using four indicators: Reaction, Learning, Behaviour and Results. The following section explains the results of Learner Satisfaction and Experience, Knowledge Acquisition, Application of Learning, and Business Impact observed using the proposed model.

**Table 1-Reaction – Learner Satisfaction & Experience**

Metric	Mean (out of 5)	Std. Dev	% Agreement (4 or 5 rating)
Overall Training Satisfaction	4.6	0.48	92%
Content Clarity	4.4	0.65	88%
Relevance to Job	4.3	0.71	85%
Trainer Effectiveness	4.7	0.42	95%
Training Duration Fit	4.2	0.66	82%

The results of learner satisfaction and experience are analyzed using various metrics, and the findings are presented in Table-1. By analysing the language clarity, Likert-scale comments on the quality of the training, overall experience, and trainer communication were assessed to identify the participants' satisfaction at the reaction level. Most learners rated the training as 4 to 5 out of 5, meaning they were highly engaged and satisfied. This also confirms the accessibility and relevance of the role-specific and multilingual content provided during the training sessions.

**Table 2-Learning – Knowledge Acquisition**

Metric	Mean Score (%)	Std. Dev.
Pre-training Quiz	46.8%	11.2%
Post-training Quiz	84.1%	8.6%
Score Improvement	+37.3%	-
Confidence Reported (Yes)	91%	-

Table 2 presents the knowledge acquisition results analyzed using various metrics. The result shows that Knowledge gained at the in-training level is measured by comparing pre-training and post-training assessment scores. The practical knowledge transfer, as measured by quiz scores, averages around 35%. The important rise in self-reported confidence among learners confirms that training content is well-understood and retained.

**Table 3-Behavior- Application of Learning**

Metric	Value
Applying Knowledge at Work (Yes)	87%
Frequent Access to App (Daily/Weekly)	72%
Can Resolve Issues Without Help	78%

Table 3 shows the Application of Learning (Behaviour result) analysed using various metrics. The results show that the behaviour level evaluates how learners apply their knowledge in a real work environment setting. Many participants applied the acquired skills and ability to handle tasks like customer onboarding and problem resolution more independently. Moreover, the success of the TBSPL hybrid model learning ecosystem is attributed to the sustained use of mobile learning applications following the training.

**Table 4-Results – Business Impact**

Metric	Result
Onboarded 16+ Customers Post Training	68%
Reported Fewer Errors Post Training	75%
Customer Satisfaction Improved	82%
Job Performance “Improved” or “Strongly Improved”	88%

Table 4 shows the Business Impact result, analyzed by evaluating different metrics. The result shows that in the business operation performance analysis, the influence of the training programs is found in the result phase. Some essential standards are met, such as minimizing transaction errors, achieving a first-time-right activation rate, and maintaining customer-level satisfaction rates, which are considered key factors in the development process. This finding suggests a strong correlation between training participation and field performance enhancement, which is used to assess the ROI (return on investment) for the training and its functional efficacy.

**Table-5 Key Highlights**

Feature	Value provided
Scalability	Reached 25,000 + retailers in <4 months
Localization	8+ Regional
Hybrid Delivery	Digital + on Ground via Train-the-Trainer
Learning Analytics	Live Dashboard and Post Training Performs Reviews
Adaptability	Real-time content adjustment via feedback loops

Table-5 represents the notable aspects of architecture and defines the key characteristics and values. It focuses on extensibility and displays the capacity to reach approximately 25,000 marketers within four months. From the regional consideration, it comprises about eight regional languages. Hybrid delivery techniques integrate electronic training and hands-on deployments by applying a “Train-the-Trainer” model, which involves acquiring knowledge on extracting live dashboards and conducting performance reviews after post-training programs, for data-driven foresight. Finally, the versatility allows real-time context modifications depending on the feedback circles, which assure sequential developments and applications. Altogether, this contributes to upgrading the performance and the system's efficacy.

- How to train the large number spread across the country?
- How to deal with languages and culture?
- What creative ways one can use to train on the new product?
- What methods to be used in the program design to help convince both customers and employees with this product?
- What methods can be used in the design to differentiate the content for different target audience?
- How to track certification as required by RBI?
- How to manage the various content quality?

*What do one consider for any new product launch?*

*What if the new product is one of its kind as market leader, what should one consider for such a product success both from employees and customers perspective?*

Figure-2 Daunting Questions

Once the company received confirmation from the HR Head, they planned to organize a meeting for the successive product launch. Based on the daunting question illustrated in Figure 2, a discussion is conducted among the team members at TSBPL. After the extensive discussion, Vamita and her team sought to create a culturally adaptive, scalable, and comprehensive training program to meet the product demands. The TSBPL team inherits AI-based systems, live sessions, and video-based sessions for improving the positive impacts of training. To further improve efficiency and interact with localized customers, localized content-based training is planned, designed, and implemented. Finally, quality assurance, RBI certificates, and a centralized LMS-based tracking system are publicly explored to reach different target audiences. This will make Tvameva a trustworthy partner for the project.

Table-6 TSBPL Experts Discussion

Questions	Response
How to convince employees to sell the new product?	Proper training delivery on a new technology Providing equal opportunities to everyone in the organization to explore new technology. Free usage/subscription Shouldn't hide anything from employees about the new technology. Be ready to accept the feedback (Positive/Negative) and acting on the feedback. Be reachable.
How to differentiate the content for different target audience?	Make the whole team understand what is required in the market and how does your product justify all the requirements from the buyers. Train people in how to gain and establish trust in the market for their products. Create proper and standard calling scripts. Train people in how to use it. Hire resources with relevant expertise on languages. Usage of simple words and simple sentences Provide more examples which is easy to understand, and they can relate easily with their languages.
How to track certification as required by RBI?	By making certification process as automated Hire a standalone vendor only for the certification
Design Inputs?	Standard template Follow proper SOPs. Usage of same words and sentences across the content. Usage of same images/pictures irrespective of any language or geographies. Maximum usage of generic examples and images. Automation of information updating across all languages and geographies. Maintaining a regular schedule for content updates.

After analyzing the question and responses provided by the experts in TSBPL, a structured, adaptable, and scalable training plan is being developed. The main focus is on real-world applicability, content consistency, and post-training engagement. The training program is divided into three stages: planning, execution, and analysis. The focuses of the three stages is mentioned in figure-3.

*A Launch can be divided into three stages: planning, Execution, and Analysis.*

*Planning – The Team sets goals, aligns expectations, establishes a marketing strategy, establishes a training plan, and identifies metrics to be tracked.*

*Execution – The Product is formally released, and we maintain the buzz, tracking and sharing the progress of predetermined metrics with the team.*

*Analysis – Analyze the results of all metrics and identify corrective actions.*

Figure-3 Focuses Of Three Stages

### The Game Changers:

- Customized, real-life situations-based program and script design across languages. The Zonal Managers used these videos to train the retailers. The video presented scenarios of how a Retailer can interact with his clients while handling a customer who has walked into his shop.
- The retailer could easily understand what he needed to do. The discussion with the Zonal Manager focused on specifics, and thus, the Video did the training.
- Quizzes and scenario-based nuggets daily helped in recall, engagement, and content modification.
- Tvameva was part and parcel of all strategy meetings to understand, design and implement.
- Small group coaching to help them reflect on what they did well and what could be done differently.

### Outcome:

The overall outcome revealed that the selected vendor, TBSPL, had successfully trained and certified 25,000 retailers within four months. 300 trained employees over two call centers. 2869 end users, employees, and customers associated with governments. Shows 26% improvement in performance on call centers. The client extended their contract from 1 year to 2 years due to the company's flexibility, customer interaction, and post-training support.

### Findings

The training program received a high satisfaction rating from 92% of participants. Multilingual content, real-world scenarios, and context-based modules fostered a positive learner experience. An improvement of over 35% in post-training assessments on average implies that the program effectively enhanced learners' knowledge of the m-commerce product and increased their confidence in applying this knowledge within a real-time environment. Subsequently, more than 85% of respondents indicated that they used the learned skills in their daily roles and operations, emphasizing the activation of the product and addressing customer questions and problems, thus transitioning theoretical knowledge into practical application. Notably, there was a significant increase in key business performance indicators, with first-time activation rates rising to 91%. In comparison, complaint rates decreased by more than 65%, and onboarding cycles were halved, reflecting the impact of training on operational efficiency and customer experience. Mobile-based learning tools offered asynchronous usability, which was extremely valuable to remote learners in advancing their learning process. The Train-the-Trainer (TTT) model, along with the further use of real-time and adaptive feedback loops, facilitated scalability and responsiveness. Overall, master trainers effectively and consistently delivered live sessions, achieving high feedback scores (average 4.7/5), which validates the TTT model for decentralized training applications.

### Suggestions

Implementing refresh modules and microlearning content through a mobile app will help sustain content and reinforce knowledge over time, particularly in response to changes in product features. Adding game-based elements, such as badges, leaderboards, or scenario-based challenges, will further enhance participation and motivation. Integrating advanced learning analytics and dashboards will provide deeper insights into learner performance, points of dropout, and content efficacy, facilitating data-led improvements. AI-generated recommendation engines could be embedded in the platform to suggest content tailored to individual roles, learning histories, and performance, thereby enhancing the personalization of the learning experience. In addition to translation, having regionally customized content, such as examples and culturally relevant references, along with a user interface that suits the local context, will help engage learners. Introducing certificates and rewards for the best-performing learners would further encourage and reinforce conscious learners. Feeding back learner input from one module to another and incorporating that feedback into updates for content and/or delivery mechanisms is critical, as learner needs or goals may change, and business goals may change as well.

### Conclusion

The overall training intervention demonstrated by TBSPL showed that an organized and scalable learner-centred training system could produce measurable business outcomes for large-scale product rollouts. The study's findings reconfirm the importance of leveraging instructional design principles, technology, and field feedback for practical training in fast-paced industries such as telecommunications. The proposed suggestions can be viewed as a potential roadmap for sustaining and improving the impact of similar training programs in dynamic contexts.

In conclusion, TBSPL delivers a scalable training and high-impact model using the flowchart-driven architecture, one of the most crucial steps for successfully distributing the m-commerce product. The structure remains a flexible approach that ensures digital readiness levels are equipped and that learners across diverse geographies can fully support the product launch competently and with greater confidence. Overall, the theoretical concepts of Kirkpatrick's model are supported by the practical scope of the descriptive statistical analysis, which provides an overall understanding of the strategic design and the impact of training on business KPIs and trainee outcomes.

### References

1. Bersin, J. (2015). *Microlearning: A new way of teaching and learning in the digital age*. Deloitte Insights. Retrieved from <https://www2.deloitte.com>
2. Deloitte. (2020). *2020 Global Human Capital Trends: The social enterprise at work*. Deloitte Insights. Retrieved from <https://www2.deloitte.com/global/en/pages/human-capital/articles/introduction-human-capital-trends.html>
3. Ghosh, R., & Joshi, H. (2016). Training for telecom service delivery in emerging economies: A strategic imperative. *International Journal of Human Resource Studies*, 6(3), 45–57. <https://doi.org/10.5296/ijhrs.v6i3.9612>
4. Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler Publishers.
5. Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy* (2nd ed.). Cambridge Adult Education.
6. Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
7. McKinsey & Company. (2020). *How learning and development can reinvent itself for a post-pandemic world*. Retrieved from <https://www.mckinsey.com>
8. Patnaik, B., & Raut, R. D. (2018). Impact of localized training on mobile commerce adoption in rural India. *International Journal of Training Research*, 16(1), 21–34. <https://doi.org/10.1080/14480220.2018.1427415>
9. Saks, A. M., & Haccoun, R. R. (2013). *Managing performance through training and development* (6th ed.). Nelson Education.
10. Singh, R., Gupta, M., & Sharma, P. (2021). Mobile-based learning interventions for enterprise-level training: A review of challenges and future directions. *Journal of Workplace Learning*, 33(2), 90–107. <https://doi.org/10.1108/JWL-03-2020-0047>