

# **Beachelor of Bussiness** **Administration**

**Project on Britannia Industry Ltd.**

Aashi Mehruliya.

**A**  
**PROJECT**

**ON**

**A detailed study of training and Development techniques  
and methods with the help of program design for workplace  
By Britannia Industry Ltd.**

Submitted to

**Rashtrasant Tukadoji Maharaj Nagpur University,  
Nagpur**

For the award of the degree of

**Bachelor of Business Administration**

Submitted by  
**Aashi Mehruliya**

Under the Guidance of  
**Ashwini purohit**

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**G.S College of Commerce & Economics, Nagpur**



**Academic year 2019-2020**

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# **ACKNOWLEDGEMENT**

## **T**

“Gratitude is the hardest of emotion to express and often does not find adequate ways to convey the entire one feels.”

Summer training is the one of the important part of MBA course, which has helped me to learn a lot of experiences which will be beneficial in my succeeding career.

For this with an ineffable sense of gratitude I take this opportunity to express my deep sense of indebtedness to Respected Dr. Rajeshwari Pathak, Director of Prestige Institute of Management & Research who has provided me an opportunity to learn the corporate culture during my MBA course. At the same time I want to thanks all my faculty members.

I am also very much thankful to Mr. R. K. Gupta, Personnel Manager, J.B. Mangharam Foods Pvt. Ltd. for his interest, constructive criticism, persistent encouragement and untiring guidance throughout the development of the project. It has been my great privilege to work under his inspiring guidance.

Further I would also like to extend my sincere ‘Thanks’ to Mr. Suresh Sharma for his valuable guidance, suggestions and outstanding mentorship.

## **PREFACE**

It is said that without theory, practice is blind and without practice theory is meaningless.

Hence practical training has been made integral part of the management education in India. The summer training programmes are designed to give a manager the future of the corporate happenings and work culture.

It exposes the potential of the manager of the future to the actual tune of the working environment present is dynamic organization.

Personnel management is that part of management concerned with the people at work and with their relationships within the organization.

Training is the process of increasing the knowledge and skill for doing a particular job. It is an organized procedure by which people learn knowledge and skill for a definite purpose. The purpose of training is basically to bridge the gap between job requirements and present competency of an employee.

I am fortunate project I tried to find out the working methods and techniques, which is enough to get the opportunity of vocational training at J. B. Mangharam Foods Pvt. Ltd., Gwalior.

# **DECLARATION**

I, Aashi mehruliya, Student of 6th Semester (BBA), Nagpur declare that the project on “Training and Development Programme” is the result of my own efforts and it is based on data collected and guidance given to me.

## **INTRODUCTION**

J. B. Mangharam is a very old factory; it was established in 1951 under the name of J. B. Mangharam & Company with the objectives of manufacturing of biscuits & confectionary product. The company was restructured in 1969 & 1977 after the death of Seth J. B. Mangharam. In 1983, the company started manufacturing biscuits for Britannia Industry Limited originally the production started with Marigold & Bourbon varieties of biscuits. To meet increasing volume of production targets and customer satisfaction, the company went into the expansion plan in 1994 and operation shifted to baking with state of art technology in biscuit manufacturing. The old hybrid oven were replaced by LDO (Light Diesel Oil) fired oven & LPG fired ovens.

This centre is well known for its quality and consistency in performance and its bench marketed for many activities.

1996 Jim Jam production was started and this is the National Centre for this variety.

Beside of these Britannia 50-50 and Britannia Milk Bikkis are the two other varieties which are manufacturing in the industry.

J. B. Mangharam Foods Pvt. Ltd. is managed by J. B. Mangharam & Company but products are made of Britannia.

### **At present 4 varieties of biscuits are manufactured in J. B. Mangharam:**

- 50-50
- Jim Jam
- Bourbon
- Nice Time

## **COMPANY PROFILE**

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### **Objective of J. B. Mangharam:**

Its objective is to upgrade employee performance to the requirement standards through identification of the training needs for developing the skills and improving the employees' knowledge.

### **General:**

India is the second largest wheat producing country in the world. It is the second largest most important cereal grain crop in India next to rice and is cultivated on nearly 26 million hectares of land with an annual production of 72 million tones. Important wheat producing states in India are U.P., Punjab, M.P. and Rajasthan. Surplus wheat produced from these states is procured by Central and State Government.

The wheat cultivars grown in Northern India are high yielding with an average yield of 2.5 tones per hectare. The substantial increase in the wheat production in India has been attributed to green revolution, which started in 1967. The aestivum wheat contributes a little over 90% of total production. About 10% of it is processed in roller flour mills to obtain flour (Maida), which is the major raw material for the production of bakery products.



# **Britannia Industry Ltd.**

## **Company Overview:**

The story of one of India's favourite brands reads almost like a fairy tale. Once upon a time, in 1892 to be precise, a biscuit company was started in a nondescript house in Calcutta (now Kolkata) with an initial investment of Rs. 295. The company we all know as Britannia today.

The beginnings might have been humble-the dreams were anything but. By 1910, with the advent of electricity, Britannia mechanized its operations, and in 1921, it became the first company east of the Suez Canal to use imported gas ovens. Britannia's business was flourishing. But, more importantly, Britannia was acquiring a reputation for quality and value. As a result, during the tragic World War II, the Government reposed its trust in Britannia by contracting it to supply large quantities of "service biscuits" to the armed forces.

As time moved on, the biscuit market continued to grow... and Britannia grew along with it. In 1975, the Britannia Biscuit Company took over the distribution of biscuits from Parry's who till now distributed Britannia biscuits in India. In the subsequent public issue of 1978, Indian shareholding crossed 60%, firmly establishing the Indianness of the firm. The following year, Britannia Biscuit Company was re-christened Britannia Industries Limited (BIL). Four years later in 1983, it crossed the Rs. 100 crores revenue mark.

On the operations front, the company was making equally dynamic strides. In 1992, it celebrated its Platinum Jubilee. In 1997, the company unveiled its new corporate identity - "Eat Healthy, Think Better" - and made its first foray into the dairy products market. In 1999, the "Britannia Khao, World Cup Jao" promotion

further fortified the affinity consumers had with 'Brand Britannia'.

Britannia strode into the 21st Century as one of India's biggest brands and the pre- eminent food brand of the country. It was equally recognized for its innovative approach

to products and marketing: the Lagaan Match was voted India's most successful promotional activity of the year 2001 while the delicious Britannia 50-50 Maska-Chaska became India's most successful product launch. In 2002, Britannia's New Business Division formed a joint venture with Fonterra, the world's second largest Dairy Company, and Britannia New Zealand Foods Pvt. Ltd. was born. In recognition of its vision and accelerating graph, Forbes Global rated Britannia 'One amongst the Top 200 Small Companies of the World', and The Economic Times pegged Britannia India's 2nd Most Trusted Brand.

Today, more than a century after those tentative first steps, Britannia's fairy tale is not only going strong but blazing new standards, and that miniscule initial investment has grown by leaps and bounds to crores of rupees in wealth for Britannia's shareholders. The company's offerings are spread across the spectrum with products ranging from the healthy and economical Tiger biscuits to the more lifestyle-oriented Milkman Cheese. Having succeeded in garnering the trust of almost one-third of India's one billion population and a strong management at the helm means Britannia will continue to dream big on its path of innovation and quality. And millions of consumers will savour the results, happily ever after.

Britannia in fact is an older company originally incorporated as “Britannia Biscuit Company Ltd.” in Kolkatta in 1918. Subsequently they moved to Mumbai during early seventies and finally shifted their headquarters to Bangalore. Currently Britannia’s controlling stake is jointly help by Group **Danone & Nusli Wadia** of Bombay Dyeing. About 83% of the company business is biscuits. Bread constitutes only about 5% of their business and Cake and Rusk about 2%.

***Britannia as all of us can recollect had a stated Mission to make every third Indian a Britannia Consumer.***

The different **Biscuits** which are manufactured by Britannia are:

50-50 , Jim Jam, Bourbon, Good Day, Greetings, Little Hearts, Marie Gold, Milk Bikis, Nice Time, Tiger, Time Pass and Treat.

The **Bread** which is manufactured by Britannia is “**Premium Bake White Sandwich Bread.**”

The **Rusk** which is manufactured by Britannia is “**Premium Bake Cake and Rusk.**”





Britannia Industries Ltd., constantly on its toes to improve its bottom-line, is working out a product strategy. The company is bullish about the “on-the-go” segment and is planning to roll out smaller packs under its major sub-brands. It would be gradually expanding its “ticki-packs” (packs of 2 or 4 biscuits) concepts across its product range.

“The market today is heterogeneous, hence we need to adopt a segmented approach to reach out to customer”, said **Ms. Vinita Bali, CEO**. Speaking about the “on-the-go” segment, **Mr. Neeraj Chandra**, Marketing Head said “It is priced in Rs. 1 to 5 range. Britannia hopes to bring our key brand under this packaging.

### **The Management Team:**

**Name**

**Designation**

Mr. Nusli Neville Wadia	Chairman
Ms. Vinita Bali	Managing Director
Mr. Neeraj Chandra	VP & Chief Operating Officer
Mr. P. Shyam Sunder	VP & Head of Quality
Mr. Rajesh Kumar Lal	VP & Chief Technology Officer
Mr. Raju Thomas	Chief Financial Officer
Mr. Alagu Balaraman	VP- Human Resource & Process Architect
Mr. Atul Sinha	VP- New Business Development

The **new logo** was born is the core essence of Britannia- healthy, nutritious, optimistic – and combining it with a delightful product range to offer variety and choice to consumers.



Then came another logo that is being used now-a-days:



## **TRAINING & DEVELOPMENT**

Human Resource Management (HRM), a relatively new term, that emerged during the 1930s. Many people used to refer it before by its traditional titles, such as Personnel Administration or Personnel termed as Human Resource Management (HRM). Human Resource Management is a management function that helps an organization select, recruit, train and develops.

Scope of HRM without a doubt is vast. All the activities of employee, from

the time of his entry into an organization until he leaves, come under the horizon of HRM. The divisions included in HRM are Recruitment, Payroll, Performance Management, Training and Development, Retention, Industrial Relation, etc. Out of all these divisions, one such important division is training and development.

**TRAINING AND DEVELOPMENT** is a subsystem of an organization. It ensures that randomness is reduced and learning or behavioral change takes place in structured format.

## **TRADITIONAL AND MODERN APPROACH OF TRAINING AND DEVELOPMENT**

*Traditional Approach* – Most of the organizations before never used to believe in training. They were holding the traditional view that managers are born and not made. There were also some views that training is a very costly affair and not worth. Organizations used to believe more in executive pinching. But now the scenario seems to be changing.

The *Modern approach* of training and development is that Indian Organizations have realized the importance of corporate training. Training is now considered as more of retention tool than a cost. The training system in Indian Industry has been changed to create a smarter workforce and yield the best results

## **TRAINING DEFINED**

It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of employees.

Training is activity leading to skilled behavior.

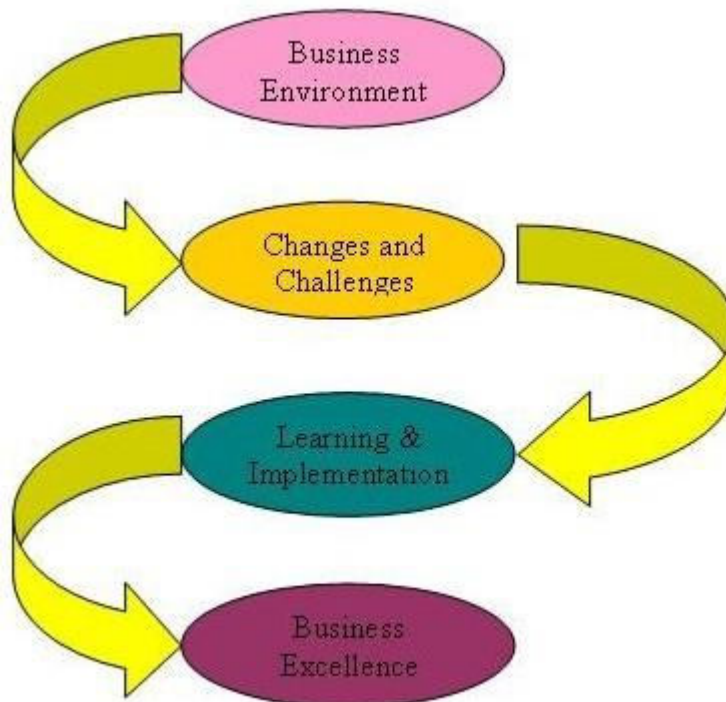
- It's not what you want in life, but it knows how to reach it
- It's not where you want to go, but it knows how to get there
- It's not how high you want to rise, but it knows how to take off
- It may not be quite the outcome you were aiming for, but it will be an outcome
- It's not what you dream of doing, but it's having the knowledge to do it
- It's not a set of goals, but it's more like a vision
- Management's not the goal you set, but it's what you need to achieve it

Training is about knowing where you stand (no matter how good or bad the current

is about the acquisition of knowledge, skills, and abilities (KSA) through situation looks) at present, and where you will be after some point of time.

Training professional development.

## ROLE OF TRAINING



## IMPORTANCE OF TRAINING AND DEVELOPMENT

- **Optimum Utilization of Human Resources** – Training and Development helps in optimizing the utilization of human resource that further helps the employee to achieve the organizational goals as well as their individual
- **Development of Human Resources** – Training and Development helps to



provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization. It also helps the employees in attaining personal growth.

- **Development of skills of employees** – Training and Development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees.
- **Productivity** – Training and Development helps in increasing the productivity of the employees that helps the organization further to achieve its long-term goal.
- **Team spirit** – Training and Development helps in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees.
- **Organization Culture** – Training and Development helps to develop and improve the organizational health culture and effectiveness. It helps in creating the learning culture within the organization.
- **Organization Climate** – Training and Development helps building the positive perception and feeling about the organization. The employees get these feelings from leaders, subordinates, and peers.
- **Quality** – Training and Development helps in improving upon the quality of work and work-life.
- **Healthy work-environment** – Training and Development helps in creating the healthy working environment. It helps to build good employee, relationship so that individual goals aligns with organizational goal.
- **Health and Safety** – Training and Development helps in improving the health and safety of the organization thus preventing obsolescence.
- **Morale** – Training and Development helps in improving the morale of the work force.
- **Image** – Training and Development helps in creating a better corporate image.
- **Profitability** – Training and Development leads to improved profitability and more positive attitudes towards profit orientation.
- **Training and Development aids in organizational development** i.e. Organization gets more effective decision making and problem solving. It helps in understanding and carrying out organizational policies

## TRAINING AND DEVELOPMENT OBJECTIVES

The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Societal.

**Individual Objectives** – help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

**Organizational Objectives** – assist the organization with its primary objective by bringing individual effectiveness.

**Functional Objectives** – maintain the department's contribution at a level suitable to the organization's needs.

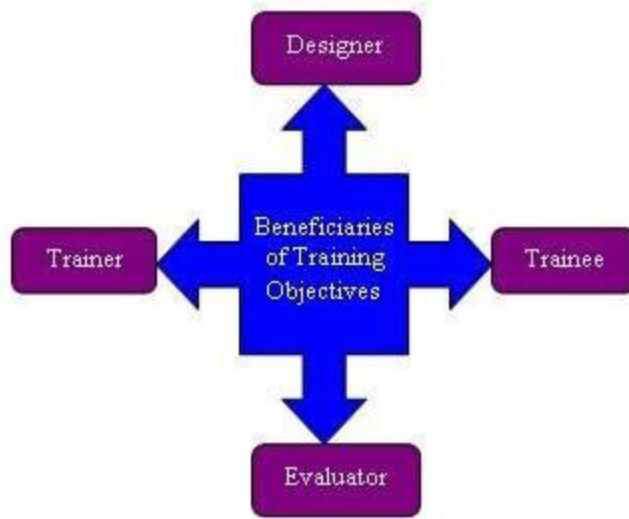
**Societal Objectives** – ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

## IMPORTANCE OF TRAINING OBJECTIVES

Training objective is one of the most important parts of training program. While some people think of training objective as a waste of valuable time. The counterargument here is that resources are always limited and the training objectives actually lead the design of training. It provides the clear guidelines and develops the training program in less time because objectives focus specifically on needs. It helps in adhering to a plan. Training objectives tell the trainee that what is expected out of him at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives:

1. Trainer
2. Trainee
3. Designer
4. Evaluator

**Trainer** – The training objective is also beneficial to trainer because it helps the trainer to measure the progress of trainees and make the required adjustments. Also, trainer comes in a position to establish a relationship between objectives and particular segments



**Trainee** – The training objective is beneficial to the trainee because it helps in reducing the anxiety of the trainee up to some extent. Not knowing anything or going to a place which is unknown creates anxiety that can negatively affect learning. Therefore, it is important to keep the participants aware of the happenings, rather than keeping it surprise.

Secondly, it helps in increase in concentration, which is the crucial factor to make the training successful. The objectives create an image of the training program in trainee's mind that actually helps in gaining attention. Thirdly, if the goal is set to be challenging and motivating, then the likelihood of achieving those goals is much higher than the situation in

which no goal is set. Therefore, training objectives helps in increasing the probability that the participants will be successful in training.

**Designer** – The training objective is beneficial to the training designer because if the designer is aware what is to be achieved in the end then he'll buy the training package according to that only. The training designer would then look for the training methods, training equipments, and training content accordingly to achieve those objectives. Furthermore, planning always helps in dealing effectively in an unexpected situation. Consider an example; the objective of one training program is to deal effectively with customers to increase the sales. Since the objective is known, the designer will design a training program that will include ways to improve the interpersonal skills, such as verbal and non verbal language, dealing in unexpected situation i.e. when there is a defect in a product or when a customer is angry.

Therefore, without any guidance, the training may not be designed appropriately.

**Evaluator** – It becomes easy for the training evaluator to measure the progress of the

Troal.

## THE TRAINING SYSTEM

A System is a combination of things or parts that must work together to perform a particular function. An organization is a system and training is a sub system of the organization. The System Approach views training as a sub system of an organization. System Approach can be used to examine broad issues like objectives, functions, and aim. It establishes a logical relationship between the sequential stages in the process of training need analysis (TNA), formulating, delivering, and evaluating. There are 4 necessary inputs i.e. technology, man, material, time required in every system to produce products or services. And every system must have some output from these inputs in order to survive. The output can be tangible or intangible depending upon the organization's requirement. A system approach to training is planned creation of training program. This approach uses step-by-step procedures to solve the problems. Under systematic approach, training is undertaken on planned basis. Out of this planned effort, one such basic model of five steps is system model that is explained below. Organization are working in open environment i.e. there are some internal and external forces, that poses threats and opportunities, therefore, trainers need to be aware of these forces which may impact on the content, form, and conduct of the training efforts. The internal forces are the various demands of the organization for a better learning environment; need to be up to date with the latest technologies.

## MODELS OF TRAINING

Training is a sub-system of the organization because the departments such as, marketing & sales, HR, production, finance, etc depends on training for its survival. Training is a transforming process that requires some input and in turn it produces output in the form of knowledge, skills, and attitudes (KSAs).

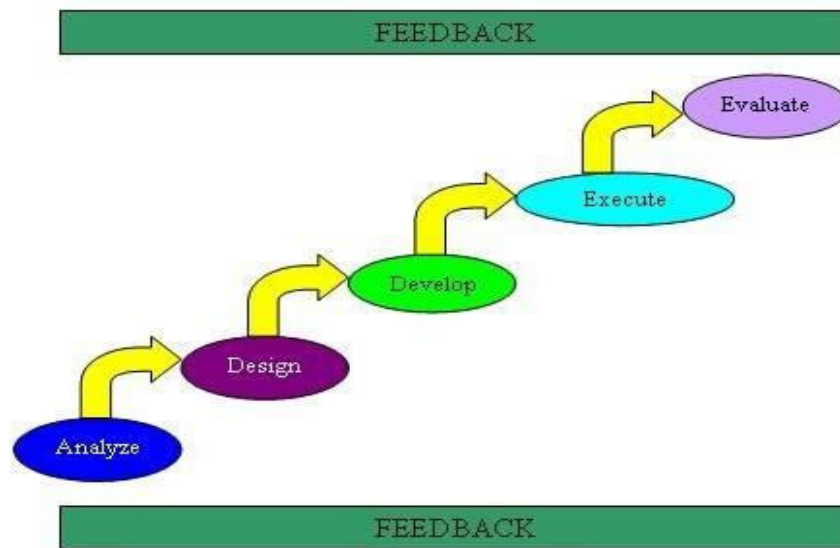
The three model of training are:

1. System Model
2. Instructional System Development Model
3. Transitional model

### **System Model Training**

The system model consists of five phases and should be repeated on a regular basis to make further improvements. The training should achieve the purpose of helping employee to perform their work to required standards. The steps involved in System Model of training are as follows:

1. Analyze and identify the training needs i.e. to analyze the department, job, employees requirement, who needs training, what do they need to learn, estimating training cost, etc The next step is to develop a performance measure on the basis of which actual performance would be evaluated.
2. Design and provide training to meet identified needs. This step requires developing objectives of training, identifying the learning steps, sequencing and structuring the contents.



3. Develop- This phase requires listing the activities in the training program that will assist the participants to learn, selecting delivery method, examining the training material, validating information to be imparted to make sure it accomplishes all the goals & objectives.
4. Implementing is the hardest part of the system because one wrong step can lead to the failure of whole training program.
5. Evaluating each phase so as to make sure it has achieved its aim in terms of subsequent work performance. Making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

### **Instructional System Development Model**

Instructional System Development model was made to answer the training problems. This model is widely used now-a-days in the organization because it is concerned with the training need on the job performance. Training objectives are defined on the basis of job responsibilities and job

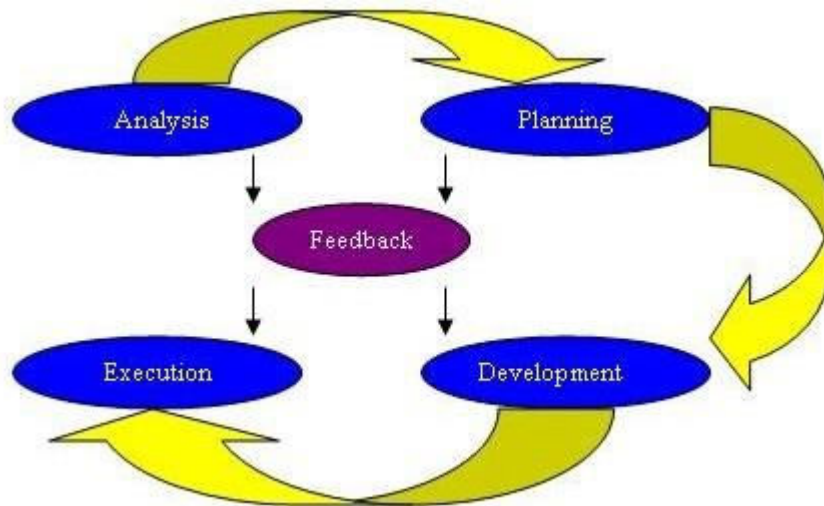
description and on the basis of the defined objectives

individual progress is measured. This model also helps in determining and developing the favorable strategies, sequencing the content, and delivering media for the types of training objectives to be achieved.

The Instructional System Development model comprises of five stages:

**1. ANALYSIS** – This phase consist of training need assessment, job analysis, and target audience analysis.

**2. PLANNING** – This phase consist of setting goal of the learning outcome, instructional objectives that measures behavior of a participant after the training, types of training material, media selection, methods of evaluating the trainee, trainer and the training program, strategies to impart knowledge i.e. selection of content, sequencing of content, etc.



**3. DEVELOPMENT** – This phase translates design decisions into training material. It consists of developing course material for the trainer including handouts, workbooks, visual aids, demonstration props, etc, course material for the trainee including handouts of summary.

**4. EXECUTION** – This phase focuses on logistical arrangements, such as arranging speakers, equipments, benches, podium, food facilities, cooling, lighting, parking, and other training accessories.

**5. EVALUATION** – The purpose of this phase is to make sure that the training program has achieved its aim in terms of subsequent work performance. This phase consists of



identifying strengths and weaknesses and making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

The ISD model is a continuous process that lasts throughout the training program. It also highlights that feedback is an important phase throughout the entire training program. In this model, the output of one phase is an input to the next phase.

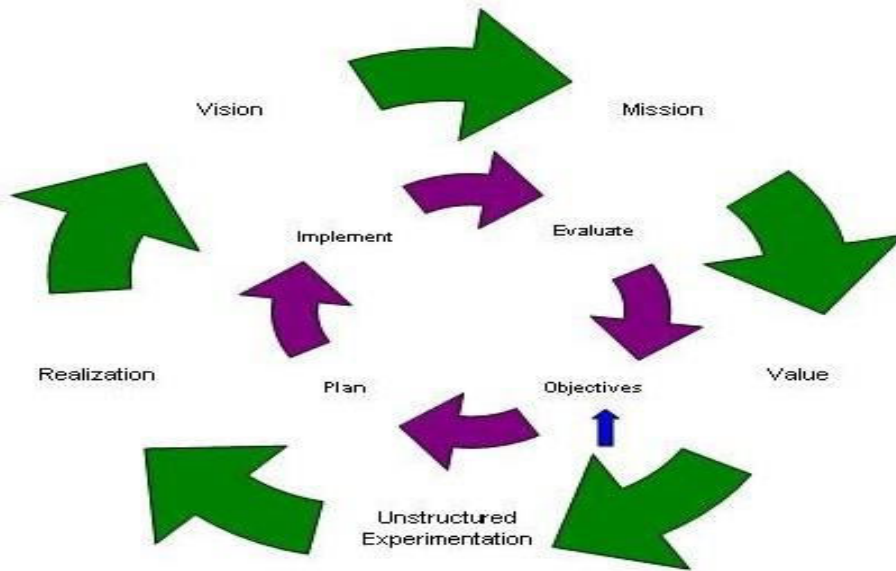
### **Transitional Model**

Transitional model focuses on the organization as a whole. The outer loop describes the vision, mission and values of the organization on the basis of which training model i.e. inner loop is executed.

**Vision** – focuses on the milestones that the organization would like to achieve after the defined point of time. A vision statement tells that where the organization sees itself few years down the line. A vision may include setting a role mode, or bringing some internal transformation, or may be promising to meet some other deadlines.

**Mission** – explain the reason of organizational existence. It identifies the position in the community. The reason of developing a mission statement is to motivate, inspire, and inform the employees regarding the organization. The mission statement tells about the identity that how the organization would like to be viewed by the customers, employees, and all other stakeholders.

**Values** – is the translation of vision and mission into communicable ideals. It reflects the deeply held values of the organization and is independent of current industry environment. For example, values may include social responsibility, excellent customer service, etc.



The mission, vision, and values precede the objective in the inner loop. This model considers the organization as a whole. The objective is formulated keeping these three things in mind and then the training model is further implemented.

## METHODS OF TRAINING

There are various methods of training, which can be divided into cognitive and behavioral methods. Trainers need to understand the pros and cons of each method, also its impact on trainees keeping their background and skills in mind before giving training.

**Cognitive methods** are more of giving theoretical training to the trainees. The various methods under Cognitive approach provide the rules for how to do something, written or verbal information, demonstrate relationships among concepts, etc. These methods are associated with changes in knowledge and attitude by stimulating learning.

The various methods that come under Cognitive approach are:

♣ LECTURES

♣ DEMONSTRATIONS

## ♣ DISCUSSIONS

## ♣ COMPUTER BASED TRAINING (CBT)

- INTELLIGENT TUTORIAL SYSTEM(ITS)
  
- PROGRAMMED INSTRUCTION (PI)
  
- VIRTUAL REALITY

**Behavioral methods** are more of giving practical training to the trainees. The various methods under Behavioral approach allow the trainee to behavior in a real fashion. These methods are best used for skill development.

The various methods that come under Behavioral approach are:

## ♣ GAMES AND SIMULATIONS

- BEHAVIOR-MODELING
  
- BUSINESS GAMES
  
- CASE STUDIES
  
- EQUIPMENT STIMULATORS
  
- IN-BASKET TECHNIQUE
- ROLE PLAYS

## ***MANAGEMENT DEVELOPMENT***

The more future oriented method and more concerned with education of the employees. To become a better performer by education implies that management development activities attempt to instill sound reasoning processes.

Management development method is further divided into two parts:

- On the Job Training
- Off the Job Training

## **ON THE JOB TRAINING**

The most frequently used method in smaller organizations that is on-the-job training. This method of training uses more knowledgeable, experienced and skilled employees, such as managers, supervisors to give training to less knowledgeable, skilled, and experienced employees. OJT can be delivered in classrooms as well. This type of training often takes place at the work place in informal manner.

### ***Some key points on On-the-Job Training***

On-the-Job Training is characterized by following points:

- It is done on ad-hoc manner with no formal procedure, or content
- At the start of training, or during the training, no specific goals or objectives are developed
- Trainers usually have no formal qualification or training experience for training
- Training is not carefully planned or prepared
- The trainers are selected on the basis of technical expertise or area knowledge Formal OJT programs are quite different from informal OJT. These programs are carried out by identifying the employees who are having superior technical knowledge and can effectively use one-to-one interaction technique.

The procedure of formal on-the-job training program is:

1. The participant observes a more experienced, knowledgeable, and skilled trainer (employee)
2. The method, process, and techniques are well discussed before, during and after trainer has explained about performing the tasks
3. When the trainee is prepared, the trainee starts performing on the work place
4. The trainer provides continuing direction of work and feedback
5. The trainee is given more and more work so that he accomplishes the job flawlessly

The four techniques for on-the job development are:

- COACHING
- MENTORING
- JOB ROTATION
- JOB INSTRUCTION TECHNIQUE (JIT)

### **Coaching**

Coaching is one of the training methods, which is considered as a corrective method for inadequate performance. According to a survey conducted by International Coach Federation (ICF), more than 4,000 companies are using coach for their executives. These coaches are experts most of the time outside consultants.

A coach is the best training plan for the CEO's because

- It is one-to-one interaction
- It can be done at the convenience of CEO
- It can be done on phone, meetings, through e-mails, chat
- It provides an opportunity to receive feedback from an expert
- It helps in identifying weaknesses and focus on the area that needs improvement This method best suits for the people at the top because if we see on emotional front, when a person reaches the top, he gets lonely and it becomes difficult to find someone to talk to. It helps in finding out the executive's specific developmental needs. The needs can be identified through 60 degree performance reviews.

### ***Procedure of the Coaching***

The procedure of the coaching is mutually determined by the executive and coach. The procedure is followed by successive counseling and meetings at the executive's convenience by the coach.

1. Understand the participant's job, the knowledge, skills, and attitudes, and resources required to meet the desired expectation
2. Meet the participant and mutually agree on the objective that has to be achieved
3. Mutually arrive at a plan and schedule
4. At the job, show the participant how to achieve the objectives, observe the performance and then provide feedback
5. Repeat step 4 until performance improves

For the people at middle-level management, coaching is more likely done by the supervisor; however experts from outside the organization are at times used for up-and-coming managers. Again, the personalized approach assists the manager focus on definite needs and improvement.

**Mentoring**

Mentoring is an ongoing relationship that is developed between a senior and junior employee. Mentoring provides guidance and clear understanding of how the organization goes to achieve its vision and mission to the junior employee.

The meetings are not as structured and regular than in coaching. Executive mentoring is generally done by someone inside the company. The executive can learn a lot from mentoring. By dealing with diverse mentee's, the executive is given the chance to grow professionally by developing management skills and learning how to work with people with diverse background, culture, and language and personality types.

Executives also have mentors. In cases where the executive is new to the organization, a senior executive could be assigned as a mentor to assist the new executive settled into his role. Mentoring is one of the important methods for preparing them to be future executives. This method allows the mentor to determine what is required to improve mentee's performance. Once the mentor identifies the problem, weakness, and the area that needs to be worked upon, the mentor can advise relevant training. The mentor can also provide opportunities to work on special processes and projects that require use of proficiency.

Some key points on Mentoring

- ❑ Mentoring focus on attitude development
- ❑ Conducted for management-level employees
- ❑ Mentoring is done by someone inside the company
- ❑ It is one-to-one interaction
- ❑ It helps in identifying weaknesses and focus on the area that needs improvement

### **Job Rotation**

For the executive, job rotation takes on different perspectives. The executive is usually not simply going to another department. In some vertically integrated organizations, for example, where the supplier is actually part of same organization or subsidiary, job rotation might be to the supplier to see how the business operates from the supplier point of



view. Learning how the organization is perceived from the outside broadens the executive's outlook on the process of the organization. Or the rotation might be to a foreign office to provide a global perspective.

For managers being developed for executive roles, rotation to different functions in the company is regular carried out.

This approach allows the manager to operate in diverse roles and understand the different issues that crop up. If someone is to be a corporate leader, they must have this type of training. A recent study indicated that the single most significant factor that leads to leader's achievement was the variety of experiences in different departments, business units, cities, and countries.

An organized and helpful way to develop talent for the management or executive level of the organization is job rotation. It is the process of preparing employees at a lower level to replace someone at the next higher level. It is generally done for the designations that are crucial for the effective and efficient functioning of the organization.

### ***Benefits of Job Rotation***

Some of the major benefits of job rotation are:

- ❑ It provides the employees with opportunities to broaden the horizon of knowledge, skills, and abilities by working in different departments, business units, functions, and countries
- ❑ Identification of Knowledge, skills, and attitudes (KSAs) required
- ❑ It determines the areas where improvement is required
- ❑ Assessment of the employees who have the potential and caliber for filling the position

### **Job Instruction Technique**

Job Instruction Technique (JIT) uses a strategy with focus on knowledge (factual and procedural), skills and attitudes development.

### ***Procedure of Job Instruction Technique (JIT)***

JIT consists of four steps:

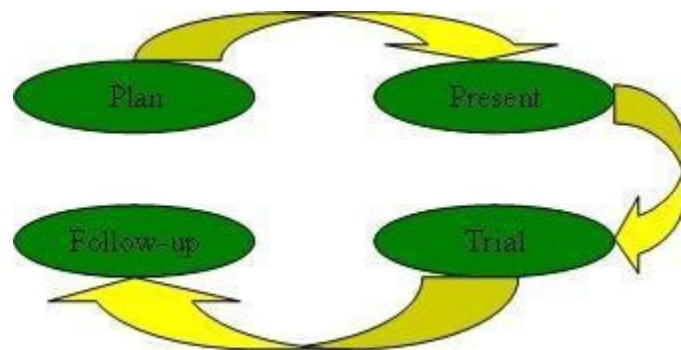
- ② *Plan* – This step includes a written breakdown of the work to be done because the trainer and the trainee must understand that documentation is must and important for the familiarity of work. A trainer who is aware of the work well is likely to do many things and in the process might miss few things. Therefore,

analysis and proper documentation ensures that all the points are covered in the training program. The second step is to find out what the trainee knows and what training should focus on.

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Then, the next step is to create a comfortable atmosphere for the trainees' i.e. proper orientation program, availing the resources, familiarizing trainees with the training program, etc.

□ *Present* – In this step, trainer provides the synopsis of the job while presenting the participants the different aspects of the work. When the trainer finished, the trainee demonstrates how to do the job and why is that done in that specific manner. Trainee actually demonstrates the procedure while emphasizing the key points and safety instructions.



□ *Trial* – This step actually a kind of rehearsal step, in which trainee tries to perform the work and the trainer is able to provide instant feedback. In this step, the focus is on improving the method of instruction because a trainer considers that any error if occurring may be a function of training not the trainee. This step allows the trainee to see the after effects of using an incorrect method. The trainer then helps the trainee by questioning and guiding to identify the correct procedure.

□ *Follow-up* – In this step, the trainer checks the trainee's job frequently after the training program is over to prevent bad work habits from developing.

### **OFF THE JOB TRAINING**

There are many management development techniques that an employee can take in off the job. The few popular methods are:

♣ SENSITIVITY TRAINING

♣ TRANSACTIONAL ANALYSIS

♣ STRAIGHT LECTURES/ LECTURES

♣ SIMULATION EXERCISES

### **Sensitivity Training**

Sensitivity training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility.

- Social sensitivity in one word is empathy. It is ability of an individual to sense what others feel and think from their own point of view.
- Behavioral flexibility is ability to behave suitably in light of understanding.

### **Procedure of Sensitivity Training**

Sensitivity Training Program requires three steps:

□ Unfreezing the old values –It requires that the trainees become aware of the inadequacy of the old values. This can be done when the trainee faces dilemma in which his old values is not able to provide proper guidance. The first step consists of a small procedure:

- ② An unstructured group of 10-15 people is formed.
- ② Unstructured group without any objective looks to the trainer for its guidance
- ② But the trainer refuses to provide guidance and assume leadership
- ② Soon, the trainees are motivated to resolve the uncertainty
- ② Then, they try to form some hierarchy. Some try assume leadership role which may not be liked by other trainees

- Then, they started realizing that what they desire to do and realize the alternative ways of dealing with the situation



*Procedure of Sensitivity Training*

- Development of new values – With the trainer’s support, trainees begin to examine their interpersonal behavior and giving each other feedback. The reasoning of the feedbacks are discussed which motivates trainees to experiment with range of new behaviors and values. This process constitutes the second step in the change process of the development of these values.
- Refreezing the new ones – This step depends upon how much opportunity the trainees get to practice their new behaviors and values at their work place.

### **Transactional Analysis**

Transactional Analysis provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation-reaction relationship between two persons is a transaction.

Transactional analysis can be done by the ego states of an individual.

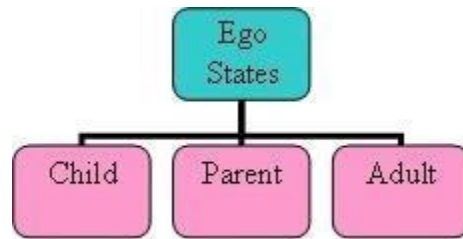
An ego state is a system of feelings accompanied by a related set of behaviors. There are basically three ego states:

*Child:* It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses which come to her naturally from her own understanding as a child. The characteristics of this ego are to be spontaneous, intense, unconfident, reliant, probing, anxious, etc. Verbal clues that a person is operating from its child state are the use of words like “I guess”, “I suppose”, etc. and non verbal clues like, giggling, coyness, silent, attention seeking, etc.

*Parent:* It is a collection of recordings in the brain of an individual of

behaviors, attitudes, and impulses imposed on her in her childhood from various sources such as, social, parents, friends, etc. The characteristics of this ego are to be overprotective, isolated, rigid, bossy, etc. Verbal clues that a person is operating from its parent states are

the use of words like, always, should, never, etc and non-verbal clues such as, raising eyebrows, pointing an accusing finger at somebody, etc.



*Adult:* It is a collection of reality testing, rational behavior, decision-making, etc. A person in this ego state verifies, updates the data which she has received from the other two states. It is a shift from the taught and felt concepts to tested concepts.

All of us evoke behavior from one ego state which is responded to by the other person from any of these three states.

## Lectures

It is one of the oldest methods of training. This method is used to create understanding of a topic or to influence behavior, attitudes through lecture. A lecture can be in printed or oral form. Lecture is telling someone about something. Lecture is given to enhance the knowledge of listener or to give him the theoretical aspect of a topic. Training is basically incomplete without lecture. When the trainer begins the training session by telling the aim, goal, agenda, processes, or methods that will be used in training that means the trainer is using the lecture method. It is difficult to imagine training without lecture format. There are some variations in Lecture method. The variation here means that some forms of lectures are interactive while some are not.

**Straight Lecture:** Straight lecture method consists of presenting information, which the trainee attempts to absorb. In this method, the trainer speaks to a group about a topic. However, it does not involve any kind of interaction between the trainer and the trainees. A lecture may also take the form of printed text, such as books, notes, etc. The difference between the straight lecture and the printed material is the trainer's intonation, control of speed, body language, and visual image of the trainer. The trainer in case of straight lecture can decide to vary from the training script, based on the signals from the trainees, whereas same material in print is restricted to what is printed.

A good lecture consists of introduction of the topic, purpose of the lecture, and priorities and preferences of the order in which the topic will be covered.

## ***Main Features of Lecture Method***

Some of the main features of lecture method are:



- ❑ Inability to identify and correct misunderstandings
- ❑ Less expensive
- ❑ Can be reached large number of people at once
- ❑ Knowledge building exercise
- ❑ Less effective because lectures require long periods of trainee inactivity

### **Games and Simulations**

Games and Simulations are structured and sometimes unstructured, that are usually played for enjoyment sometimes are used for training purposes as an educational tool. Training games and simulations are different from work as they are designed to reproduce or simulate events, circumstances, processes that take place in trainees' job.

A Training Game is defined as spirited activity or exercise in which trainees compete with each other according to the defined set of rules.

Simulation is creating computer versions of real-life games. Simulation is about imitating or making judgment or opining how events might occur in a real situation.

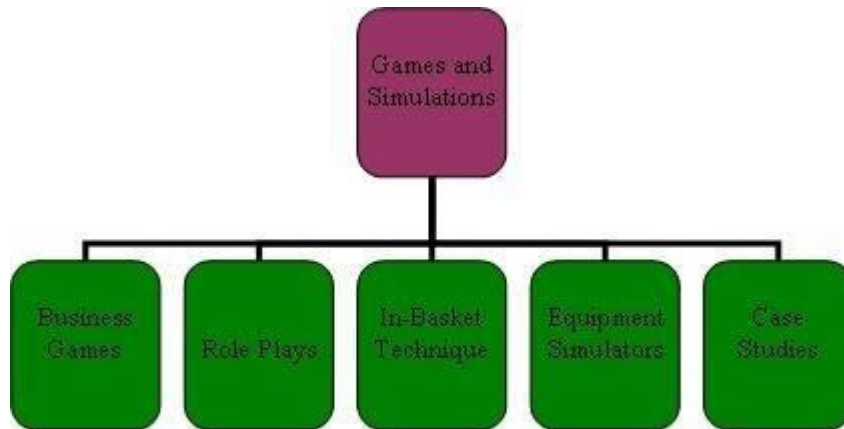
It can entail intricate numerical modeling, role playing without the support of technology, or combinations.

Training games and simulations are now seen as an effective tool for training because its key components are:

- ❑ Challenge
- ❑ Rules
- ❑ Interactivity

These three components are quite essential when it comes to learning.

Some of the examples of this technique are:



Trainees can therefore experience these events, processes, games in a controlled setting where they can develop knowledge, skills, and attitudes or can find out concepts that will improve their performance.

The various methods that come under Games and Simulations are:

- BEHAVIOR-MODELING
- BUSINESS GAMES
- CASE STUDIES
- EQUIPMENT STIMULATORS
- IN-BASKET TECHNIQUE
- ROLE PLAYS

# TRAINING NEEDS ANALYSIS

## TRAINING DESIGN

The design of the training program can be undertaken only when a clear training objective has been produced. The training objective clears what goal has to be achieved by the end of training program i.e. what the trainees are expected to be able to do at the end of their training. Training objectives assist trainers to design the training program.

**The trainer** – Before starting a training program, a trainer analyzes his technical, interpersonal, judgmental skills in order to deliver quality content to trainees.

**The trainees** – A good training design requires close scrutiny of the trainees and their profiles. Age, experience, needs and expectations of the trainees are some of the im  
**Training climate** – A good training climate comprises of ambience, tone, feelings, positive perception for training program, etc. Therefore, when the climate is favorable nothing goes wrong but when the climate is unfavorable, almost everything goes wrong. Important factors that affect training design.

**Trainees' learning style** – the learning style, age, experience, educational background of trainees must be kept in mind in order to get the right pitch to the design of the program.

**Training strategies** – Once the training objective has been identified, the trainer translates it into specific training areas and modules. The trainer prepares the priority list of about what must be included, what could be included.

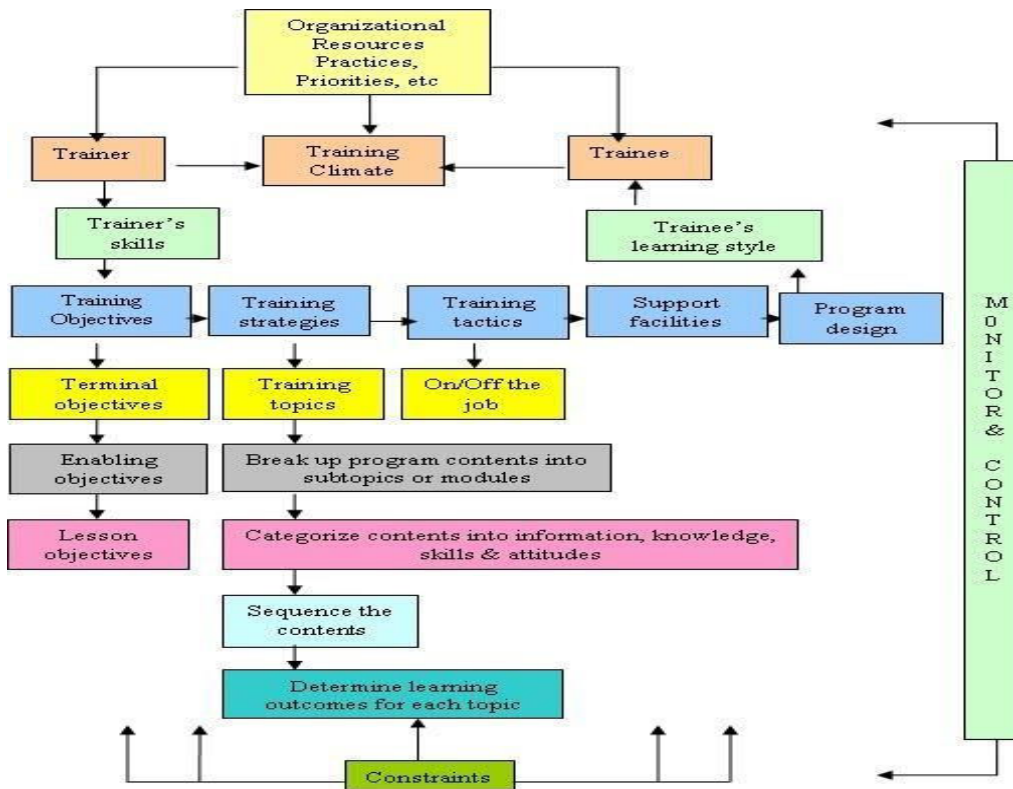
**Training topics** – After formulating a strategy, trainer decides upon the content to be delivered. Trainers break the content into headings, topics, and modules. These topics and modules are then classified into information, knowledge, skills, and attitudes.

Sequence the contents – Contents are then sequenced in a following manner:

- From simple to complex
- Topics are arranged in terms of their relative importance
- From known to unknown
- From specific to general
- Dependent relationship

**Training tactics** – Once the objectives and the strategy of the training program becomes clear, trainer comes in the position to select most appropriate tactics or methods or techniques. The method selection depends on the following factors:

- Trainees' background
- Time allocated
- Style preference of trainer
- Level of competence of trainer
- Availability of facilities and resources, etc



Source: Garry Dessler

**Support facilities** – It can be segregated into printed and audio visual. The various requirements in a training program are white boards, flip charts, markers, etc.

**Constraints** – The various constraints that lay in the trainers mind are:

- Time
- Accommodation, facilities and their availability
- Furnishings and equipments
- Budget
- Design of the training, etc

## **TRAINING IMPLEMENTATION**

To put training program into effect according to definite plan or procedure is called training implementation. Training implementation is the hardest part of the system because one wrong step can lead to the failure of whole training program. Even the best training program will fail due to one wrong action.

Training implementation can be segregated into:

- Practical administrative arrangements
- Carrying out of the training

### **Implementing Training**

Once the staff, course, content, equipments, topics are ready, the training is implemented. Completing training design does not mean that the work is done because implementation phase requires continual adjusting, redesigning, and refining. Preparation is the most important factor to taste the success. Therefore, following are the factors that are kept in mind while implementing training program:

**The trainer** – The trainer need to be prepared mentally before the delivery of content. Trainer prepares materials and activities well in advance. The trainer also set grounds before meeting with participants by making sure that he is comfortable with course content and is flexible in his approach.

**Physical set-up** – Good physical set up is pre-requisite for effective and successful training program because it makes the first impression on

participants. Classrooms should not be very small or big but as nearly square as possible. This will bring people together both physically and psychologically. Also, right amount of space should be allocated to every participant.

**Establishing rapport with participants** – There are various ways by which a trainer can establish good rapport with trainees by:

- Greeting participants – simple way to ease those initial tense moments
- Encouraging informal conversation
- Remembering their first name
- Pairing up the learners and have them familiarized with one another
- Listening carefully to trainees' comments and opinions
- Telling the learners by what name the trainer wants to be addressed
- Getting to class before the arrival of learners
- Starting the class promptly at the scheduled time
- Using familiar examples
- Varying his instructional techniques
- Using the alternate approach if one seems to bog down

**Reviewing the agenda** – At the beginning of the training program it is very important to review the program objective. The trainer must tell the participants the goal of the program, what is expected out of trainers to do at the end of the program, and how the program will run. The following information needs to be included:

- Kinds of training activities
- Schedule
- Setting group norms
- Housekeeping arrangements
- Flow of the program

## TRAINING EVALUATION

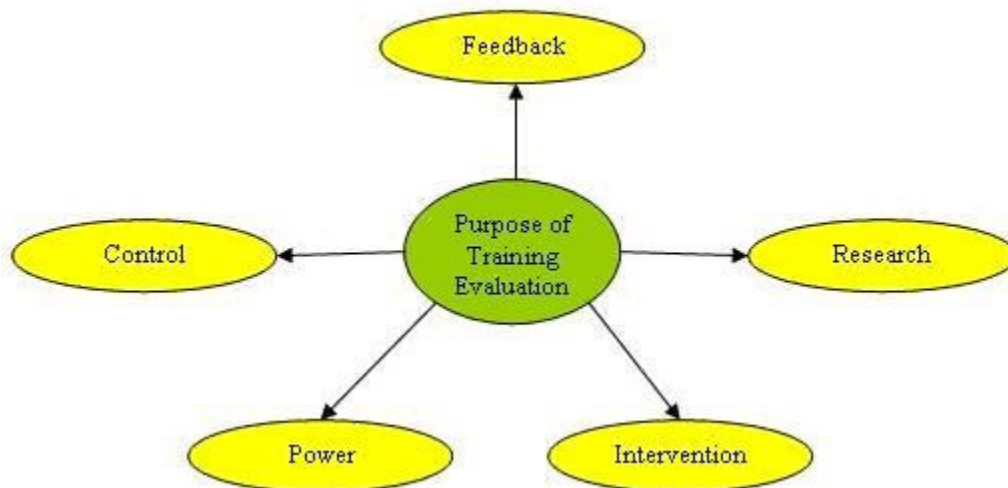
The process of examining a training program is called training evaluation. Training evaluation checks whether training has had the desired effect. Training evaluation ensures that whether candidates are able to implement their learning in their respective workplaces, or to the regular work routines.

### Purposes of Training Evaluation

The five main purposes of training evaluation are:

**Feedback:** It helps in giving feedback to the candidates by defining the objectives and linking it to learning outcomes.

**Research:** It helps in ascertaining the relationship between acquired knowledge, transfer of knowledge at the work place, and training.



**Control:** It helps in controlling the training program because if the training is not effective, then it can be dealt with accordingly.

**Power games:** At times, the top management (higher authoritative employee) uses the evaluative data to manipulate it for their own benefits.

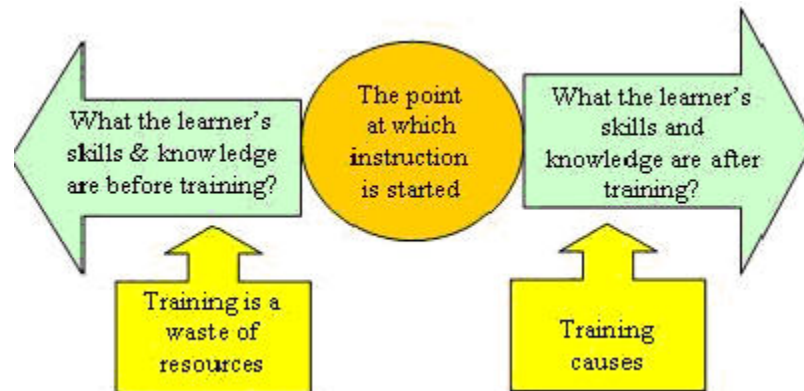
**Intervention:** It helps in determining that whether the actual outcomes are aligned with the expected outcomes.

### Process of Training Evaluation



**Before Training:** The learner's skills and knowledge are assessed before the training program. During the start of training, candidates generally perceive it as a waste of resources because at most of the times candidates are unaware of the objectives and learning outcomes of the program. Once aware, they are asked to give their opinions on

the methods used and whether those methods confirm to the candidates preferences and learning style.



**During Training:** It is the phase at which instruction is started. This phase usually consist of short tests at regular intervals

**After Training:** It is the phase when learner's skills and knowledge are assessed again to measure the effectiveness of the training. This phase is designed to determine whether training has had the desired effect at individual department and organizational levels. There are various evaluation techniques for this phase.

### ***Techniques of Evaluation***

The various methods of training evaluation are:

- Observation
- Questionnaire
  
- Interview
- Self diaries
- Self recording of specific incidents

### ***Management Development Program (MDP)***

Management Development has become very important in today's competitive environment. According to a survey, those companies that align their management development with tactical planning are more competitive than the companies who are not. It has also been indicated that 80% of the companies report MDP, compared with 90% that provide executive leadership training. For most of the companies 37% of the training budgets go to management development and learning programs. Therefore, it is important to consider management development as an important part of organizational competitiveness.

Some of the reasons behind the management development programs are:

- It is managements' responsibility of ensuring the success of the organization
- It is the management who deal with people of different background, culture, language, etc
- Mergers and acquisitions, downsizing, etc are all under management's control
- It is managements' responsibility to ensure that the employees obtain the required KSAs to perform the tasks
- It is managements' responsibility to ensure that right people is hired for the right job, at the right time for the right place
- Manager's job is complex i.e. for the managers understanding the training need is not easy because his training need is determined by how well his department is meeting its objective and goal.
- It is the management who makes decisions on the basis of judgment and intuition
- It is the manager who performs several routine duties as well as handling the exceptions in their own as well as subordinates' routine
- Managers are engaged in varied, discontinues, and brief activities
- It is the management that understand the organization, its vision, mission, ethics, values, strategies, capabilities, and how his organization fits into the industry, and how his behavior will influence people outside the organization

## **PROCESS OF TRAINING**

These steps are included in training and development programs as below.

1. Identification of training needs and priorities.
2. Organization all analysis.
3. Man Analysis.
4. Statement of training needs.
5. Establishment of training goals and selection of trainees.
6. Selection and training of training personnel.
7. Application of selected training techniques.
8. Evaluation of training Programme.

## **QUALITY & POLICY SAFETY**

- ♣ All ingredients used at J. B. Mangharam will always meet specified quality standards and applicable legal statutory requirements.
  
- ♣ Factory shall maintain high standards of hygiene which ensure that our products are healthy and safe for consumption.
  
- ♣ Our manufacturing processes always ensure delivery of products consistent with product and pack specifications which are free from contamination.

### **Investing in appropriate technology and equipping factory adequately.**

- Deploying processes which enable consistent delivery of quality products to our customers.
  
- Continuous training to employees to enhance quality and food safety.

We will fulfill these objectives through:

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## **TRAINING PROGRAMMES**

Training need is defined as a gap, which exists between the required and actual standards of performance in a task that can be bridged by training. With the help of training and development programs organization has improved its productivity & efficiency level to an utmost position.

Training is required for several purposes. Accordingly, training programmes that are organized in J. B. Mangharam Foods Pvt. Ltd. are as follows:

1. **Orientation Training:** Induction or orientation training seeks to adjust newly appointed employees to the work environment. It is brief and informative.
2. **Job Training:** Employees may be taught the correct method of handling equipments and machines used in a job.
3. **Safety Training:** Training provided to minimize accidents and damage to machinery. It involves instruction in the use of safety devices.
4. **Promotional Training:** It involves training of existing employees to enable them to perform higher level jobs.
5. **Refresher Training:** Employees to be trained in the use of new methods and techniques. This training is designed to revive and refresh the knowledge and to update the skills of the existing employees.

## **FINDINGS**

During the research study conducted among the employees of J. B. Mangharam Foods Pvt. Ltd. by the help of my Observations n Interactions held with them, my findings are:

Training is the most important part of any organization and no person can think of the development without it. By training the attitudinal change in the employee leads to the positive thinking, a sense of devotion to organizational and also by the help of technical and behavioral training the person in the organization can be aware of the latest developments and how to come up with the best output with minimum investement and minimum labor waste. This leads to the increase in the profit of the organization. This view is of the managerial and staff level employee.

The J. B. Mangharam manager feels that the training needs of the employees are fulfilled and they are holding on time while individual workers have different opinion about it. According to them the trainees need identification is not done on time and mostly it is late. So it is not so effective.



## **SUGGESTIONS**

1. Suggestion scheme may be opened for staff and technicians. The main advantage is that would help convince the employees that the organization “Listen to them” and they are the part of organization.
2. Training should aim at improving the skills of the employees and so that training should be practically given by imparting it on the job
3. Suggestion and experience from other business houses & people from related field should also be taken & in calculated if used.
4. New development programs should be used.

# **CONCLUSION**

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Top management feels that training is the essential part of the organization, since it is the key for the attitudinal change and the behavioral and their work in the employees. It should be imparted at least one to every employee.

Both managers and workers feel that the training should be imparted by both external and internal faculty.

Technical and behavioral training, both are important for the development of the organization. Training and development programs are increasing the output of organization.

Finally to make any training program successful the cooperation of the management and the employees are essential.

## **HYPOTHESIS**

After Conducting a vast literature the following hypothesis was developed for the purpose of this study completion.

$H_0$  : Training & Development positively affects Perceived Employee Performance.

$H_1$  : Training & Development negatively affects Perceived Employee performance.

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