PROJECT REPORT

"A DETAILED STUDY OF TRAINING AND DEVELOPMENT PRACTIES ADOPTED AT RELIANCE INDUSTRIES PVT LTD FOR UNDERSTANDING ITS EFFECT ON EMPLOYEES MORALE AND PRODUCTIVITY TO ACHIVE ORGANISATIONAL GOALS."

SUBMITTED TO
RASHTRASANT TUKDOJI MAHARAJ NAGPUR UNIVERSITY

THE AWARD OF THE DEGREE OF
BACHELOR OF BUSINESS ADMINISTRATION

SUBMITTED BY
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UNDER THE GUIDANCE OF

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G.S. College of Commerce & Economics, Nagpur

(BATCH: 2019-2020)

Academic Year 2019 - 20

CERTIFICATE

This is to certify that "BHUMIKA KISHOR YENKESHWAR has submitted the project report titled "**A Detailed Study Of Training And Development Practise Adopted At Reliance Industries Pvt Ltd For Understanding Its Effect On Employees Morale And Productivity To Achive Organisational Goals**", towards partial fulfilment of BACHELOR OF BUSINESS ADMINISTRATION degree examination. This has not been submitted for any other examination and does not form part of any other course undergone by the candidate.

It is further certified that he has ingeniously completed his project as prescribed by Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.

Dr. Ashwini Purohit   Dr. Ashwini Purohit

(Project Guide)

(Co-coordinator)

Place:

Date

Academic Year 2019 - 20

DECLARATION

I here-by declare that the project with title **"A DETAILED STUDY OF TRAINING AND DEVELOPMENT PRACTIES ADOPTED AT RELIANCE INDUSTRIES PVT LTD FOR UNDERSTANDING ITS EFFECT ON EMPLOYEES MORALE AND PRODUCTIVITY TO ACHIVE ORGANISATIONAL GOALS."** has been completed by me in partial fulfilment of **BACHELOR OF BUSINESS ADMINISTRATION** degree examination as prescribed by Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and this has not been submitted for any other examination and does not form the part of any other course undertaken by me

Bhumika kishor Yenkeshwar

Place :
Date :

Academic Year 2019 - 20

<u>ACKNOWLEDGEMENT</u>

with immense pride and sense of gratitude , I take this golden opportunity to express my sincere regards to Dr.N.Y.Khandait, Principal, G.S. College of Commerce & Economics, Nagpur.

I am extremely thankful to my Project Guide Dr. Ashwini Purohit for her guideline throughout the project. I tender my sincere regards to Co-ordinator, Dr. Ashwini Purohit for giving me outstanding guidance, enthusiastic suggestions and invaluable encouragement which helped me in the completion of the project.

Bhumika kishor Yenkeshwar

Place :
Date :

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INTRODUCTION

Employee training tries to improve skills, or add to the existing level of knowledge so that

employee is better equipped to do his present job, or to prepare him for a higher position

with increased responsibilities. However individual growth is not and ends in itself.

Organizational growth need to be measured along with individual growth.

Training refers to the teaching /learning activities done for the primary purpose of helping

members of an organization to acquire and apply the knowledge skills, abilities, and attitude

needed by that organization to acquire and apply the same. Broadly speaking training is the

act of increasing the knowledge and skill of an employee for doing a particular job. In today's

scenario change is the order of the day and the only way to deal with it is to learn and grow.

Employees have become central to success or failure of an organization

they are the cornucopia of ideas. So it high time the organization realize that "train and retain

is the mantra of new millennium.

SCOPE OF THE STUDY

The scope of the study covers in depth, the various training practices, modules, formats being

followed and is limited to the company reliance industries and its employees. The different

training programmes incorporated / facilitated in reliance industries through its faculties,

outside agencies or professional groups. It also judges the enhancement of the knowledge &

skills of employees and feedback on its effectiveness.

OBJECTIVES OF THE STUDY

The broad objective of the study of training policies in Reliance Industries is to study the impact of training on the overall skill development of workers. The specific objectives of the study are:

1. To examine the effectiveness of training in overall development of skills of

   Work force.
2. To examine the impact of training on the workers.
3. To study the changes in behavioural patterns due to training.
4. To measure the differential change in output due to training
5. To compare the cost effectiveness in implementing training programe

EXECUTIVE SUMMARY

Every organization needs to have well trained and experienced people to perform the

activities that have to be done. If current or potential job occupants can meet this

requirement, training is not important. When this not the case, it is necessary to raise the

skill levels and increase the versatility and adaptability of employees.

It is being increasing common for individual to change careers several times during their

working lives. The probability of any young person learning a job to day and having

those skills go basically unchanged during the forty or so years if his career is extremely

unlikely, may be even impossible. In a rapid changing society employee training is not

only an activity that is desirable but also an activity that an organization must commit

resources to if it is to maintain a viable and knowledgeable work force.

The entire project talks about the training and development in theoretical as well as new

concepts, which are in trend now.

Here we have discussed what would be the input of training if we ever go for and how can it be good to any organization in reaping the benefits from the money invested in terms like (ROI) i.e. return on investment. What are the ways we can identify the training need of any employee and how to know what kind of training he can go for? Training being covered in different aspect likes integrating it with organizational culture. The best and latest available trends in training method, the benefits which we can derive out of it. How the evaluation should be done and how effective is the training all together Some of the companies practicing training in unique manner a lesson for other to follow as to how to train and retain the best resource in the world to reap the best out of Development is integral part of training if some body is trained properly and efficiently the developments of that individual and the company for whom he is working. Here we discussed about development of employee, how to identify the needs, and after developing how to develop executive skill to sharpen there knowledge. Learning should be the continuous process and one should not hesitate to learn any stage. Learning and developing is fast and easy at Reliance industries

COMPANY PROFILE

The Reliance Group, founded by Dhirubhai H. Ambani (1932-2002), is India's largest private sector enterprise, with businesses in the energy and materials value chain.

Group's annual revenues are in excess of US$ 27 billion. The flagship company Reliance Industries Limited, is a Fortune Global 500 company and is the largest private sector company in India.

Backward vertical integration has been the cornerstone of the evolution and growth of Reliance. Starting with textiles in the late seventies, Reliance pursued a strategy of backward vertical integration - in polyester, fibre intermediates, plastics, petrochemicals, petroleum refining and oil and gas exploration and production - to be fully integrated along the materials and energy value chain.

Reliance enjoys global leadership in its businesses, being the largest polyester yarn and fibber producer in the world and among the top five to ten producers in the world in major petrochemical products.

The Group exports products in excess of US$ 15 billion to more than 100 countries in the world. Major Group Companies are Reliance Industries Limited (including main subsidiaries Reliance Petroleum Limited and Reliance Retail limited) and Reliance Industrial Infrastructure Limited

The Group's activities span exploration and production of oil and gas, Petroleum refining and marketing, petrochemicals (polyester, fibre Intermediates, plastics and chemicals), textiles and retail.

Reliance has become India's first company in the private sector to surpass cash profit of Rs.25'000 crores and net profit of Rs. 15,000 crores (excluding exceptional income). Reliance has increased its dividend payout to 130% amounting to Rs.1631 cores, a new record for private sector in India

INTRODUCTION TO RELIANCE DHIRUBHAI AMBANI

**"Growth has no limit at Reliance. I keep revising my vision.
Only when you can dream it, you can do it."**
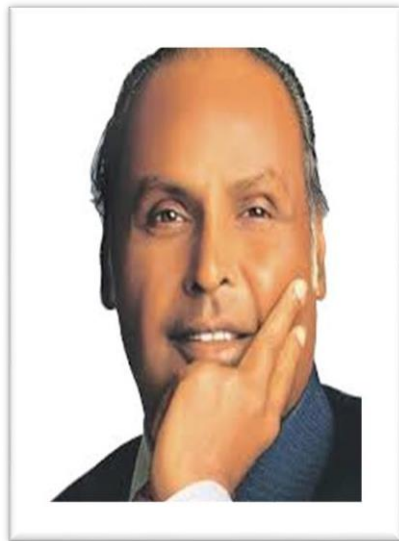
Dhirubhai .H. Ambani
Founder Chairman Reliance Group
December 28, 1932 - July 6, 2002

Dhirubhai Ambani founded Reliance as a textile company and led its evolution as a global leader in the materials and energy value chain businesses. He is credited to have brought about the equity cult in India in the late seventies and is regarded as an icon for enterprise in India. He epitomized the spirit 'dare to dream and learn to excel'. The US$ 125 billion Reliance Group is a living testimony to his indomitable will, single-minded Dedication and an unrelenting commitment to his goals.

VISION AND MISSION

Vision

To materially enhance the quality of life of every Indian, by

- Providing unprecedented affordability, quality and choice in global producers of goods and services Being the partner of choice in creating prosperity for Indian farmers and other producers of goods and services

- Unleashing the power of the Indian workforce through the generation of new & attractive employment opportunities and creating an empowered &rewarding workplace, thereby becoming the most admired and successful organized Retail company in India.

Mission

- Leapfrog the way an Indian Consumer shops. Be a trusted partner who provides the best products & services the world has to offer, at the best prices, in the most convenient setting.

- Create an efficient and transparent global supply chain by the creation and optimal utilization of world-class infrastructure and international partnerships, thus creating more values for our customers, suppliers, partners and stakeholders. Bring prosperity to millions of Indians producers, especially our farmers, by providing the most attractive returns for their efforts. Be a capable and dependable partner to them right through their creation of process and help them become more successful.

- Unleash the initiative, creativity, and energy of Indian workforce through the creation of new jobs, and provide our employees a supportive, rewarding environment to work and grow.

- Financially reward our shareholder on sustained bases.

RESEARCH METHODOLOGY

The data collection is classified into two types they are as follow.

•Primary data

•Secondary data

PRIMARY DATA COLLECTION:

The information collected directly without any reference is primary data. In this study it is mainly through conversation with concerned officers and staff members individually.

SECONDARY DATA COLLECTION:

Secondary data refers to the data that was collected by someone other than the user. Secondary data may or may not be specific to specific needs.

The secondary data are collected from following ways.

1. Company's annual reports.

2. Company's website.

3. Manual**.**

TRAINING

Introduction

Among the many components that go into making a company competitive are the skills of its employees. Other components like technology and capital are not crucial. Technology can be copied and money can be borrowed. This being an information era, whoever is able to use information properly will have an advantage over other competitors in the same field. This is why Human Resource Development (HRD), which transforms information into various skills of the personnel, has great responsibility in any organization. We would call this transformation of information into human skills as training.

Training needs arise from restructuring, expansion, performance gaps, replacing of employees who are leaving, motivating of staff and, new technology.

The goal in training is to meet the organization objectives at shortest possible time, efficiently and with minimum use of resources. To meet this objective, various training models have been developed.

Definitions Of Training

"**Training constitutes a basic concept in Human Resource Development. It is the systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience**".

As was said earlier, it is concerned with developing a particular skill to a desired standard by instruction and practice. Training was defined in greater detail Lundy and Cowing as follows:

"A planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization".

Training is highly useful tools which can bring an employee into a position where he/she can do his/her job correctly, effectively and conscientiously:

   a) Correctly, in that he/she can apply whatever he/she has been taught,

   b) Effectively, in that he/she may be in a position where he/she can perform to the expected standards, and

c) Conscientiously, in that the behaviour of the trainers can bring the trainees to the position where they can put their maximum effort at the right time.

A training course should constitute a key feature in a formal development programme. and this could be a standard offering by various specialist bodies or in-house courses developed for the organization's specialist needs. Increasingly, these options are being combined so that there is the possibility of an externally provided course tailored to suit an organization's particular needs.

The Goals Of Training

The main goal of training is to help the organization achieve its objectives by adding value to its key assets - the people it employs. Training means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities. The particular objectives of training are to:

- Develop the competencies of employees and improve their performance

- Help people grow within the organization in order that, as far as possible, its futureneeds for human resources can be met from within.

- Reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and effectively as possible.

Challenges In Training

Upgrading employees' performance and improving their skills through training is a necessity in today's competitive environment. The training process brings with it many questions that managers must answer. Included in these questions are:Is training the solution to the problems? Are the goals of training clear and realistic? Is training a good investment? Will the training work?

- Is Training the Solution?
- Are the Goals Clear and Realistic?
- Is Training a Good Investment?
- Will Training Work?

Understanding training and its process.

To understand how training should be developed and operated within an organization, the first requirement is to appreciate learning theory and approaches to providing learning and development opportunities in organizations. It is then necessary to understand the following approaches to training.

1)Training Philosophy.

2) Types And Process Of Training.

3) Identifying Training Needs.

4) Planning Training.

5) Conducting Training.

6) Responsibility for Training.

7) Evaluating Training.

1) Training Philosophy

The training philosophy of an organization expresses the degree of importance it attaches to training, Organizations with a positive training philosophy understand that they live in a world where effectiveness is achieved by having higher quality people than other organizations employ, and that this need will not be satisfied unless they invest in developing the skills and competencies of their people. They also recognize that actual or potential skill shortages can threaten their future prosperity and growth. In hard economic terms, these organizations are convinced that training is an investment that will pay off. They understand that it may be difficult to calculate the return on that investment but they believe that the tangible and intangible benefits of training will more than justify the cost**.**

 It is not enough, however, to believe in training as an act of faith. This belief must be supported by a positive and realistic philosophy of how training contributes to the bottom line. Underpinning this belief is the need to set concrete objectives for training in terms of a return on investment, in the same way as other investments have to demonstrate a pay-back. The main areas in which such a philosophy should be developed are the following:

- A strategic approach to training: this takes a long-term view of what skills, knowledge and levels of competence employees of the organization need.
- Relevance: Training must be relevant to identify appropriate training needs. Problem-based: Training should be problem-based in the sense that it should be planned to fill the gaps between what people can do and what they need to do, now and in the future.

- Action-orientated: Training philosophy should stress that training exists to make things happen, to get people into action, and to ensure that they can do things they are doing now better, or will be able to do things that they could not do before.
- Performance-related training: A performance-related training philosophy involves training specifically to performance and competence requirements.
- Continuous development: Learning is a continuous process and, therefore, a policy of continuous development should be pursued.
- Training policies: These should provide guidelines on the amount of training needed, the proportion of turnover that should be allocated to training, the scope and aims of training schemes, and the allocation of responsibilities for training

2) Types And The Process Of Training

a) Systematic training

"Systematic training is training which is specifically designed to meet defined needs. It is planned and provided by people who know how to train, and the impact of training is carefully evaluated". It is based on a simple, four-stage model expressed as follows:

- Define training needs.
- Decide what sort of training is required to satisfy these needs
- Use experienced and trained trainers to plan and implement training
- Follow up and evaluate training to ensure that it is effective.

The model of **systematic training** provides a good basis for planning training programmes, but it is often overs implified-training is a more complex process than this. Another drawback of systematic training is that insufficient emphasis is placed on the responsibilities of managers and individuals for training. The concept of planned training provides a more comprehensive description of the training process.

b) Planned training

Planned training is defined by Kenney and Reid as "a deliberate intervention aimed at achieving the learning necessary for improved job performance". The process of planned training consists of the following steps:
- Identify and define training needs.
- Define the learning required.
- Define the objectives of training.
- Plan training programmes.
- Decide who provides the training.
- Implement the training.

3) Identification Of Learning And Training Needs

Training must have a purpose and that purpose can be defined only if the learning needs of the organization and the groups and individuals within it have been systematically identified and analyzed. According to Kempton, training needs can be identified at the individual and the organization level.

At the individual level

✓ Identification will need to begin with the job description. This will provide a listof the skills and knowledge required. It can be compared with the actual skillsand knowledge that the job holder processes**.**

✓ Another approach could be to look at critical incidents over, say, the past threemonths that were particularly challenging or stressful. The training can then bedirected at the areas that are most relevant.

✓ Managers will also be able to identify training for their subordinates. One of thebest ways of achieving this is through the appraisal interview, where agreed training needs can be identified. Individuals may request training that they perceive will equip them for a change of job, either laterally or through promotion.At the organizational level

✓ Training needs may be identified through the performance appraisal system. Thismay provide the key channel for feeding back individual needs. The information should be processed by a human resource professional in order to plan the overall needs of the organization. The management team may identify areas from the corporate plan that they want included in the training plans.

4) Planning Training Programmes

- Every training programme needs to be designed individually, and the design will continually evolve as new learning needs emerge, or when feedback indicates that changes are required. According to Kempton, before consideration is given to special aspects of training programmes for managers, team leaders, craft and technical trainees, and office staff, decisions are necessary in the following areas:
- Objectives:

The objectives need to be considered against the desired results. The end-result will be the acquisition of a new skill or changed behaviour. Skills and behaviours can be learned. A skill can be learnt in isolation whereas a behavioural change will lead to permanent change in the values and behaviours held. That means, teaching the skill of juggling to people who can not juggle is achievable.

- Location
  Is the training to be on-site? Is the training to be run by an external source?
- Timing: Is there an optimum time for the training to take place? What is the duration of the training, and if it is to be a series of courses does a pilot course need to be planned?
- Level: If the training is to be just conceptual, are the trainees experienced enough tobe able to relate it to the work situation?

- Techniques: Consideration should be given to elements of technique. Is it appropriate to use case studies or role plays? What is the objectivity level of the trainer and the expectation of the trainee? There is a variety of training techniques that can be used.

These techniques can be divided into:

✓ On-the-job techniques, which are practiced on a-day-to-day basis or as part of aspecially tailored training programme. These techniques include demonstration,coaching, job rotation, planned experience and mentoring
✓ Off-the-job techniques, which are used in formal training courses away from theplace of work. These techniques include lectures, talks, discussions, the discovery method, case study, role-playing, simulation, group exercises,teambuilding, distance learning, outdoor learning and workshops.
✓ On- or off-the-job techniques, which include instruction, question and answer,action learning, assignments, projects, guided reading, computer-based training, interactive video and video.

5) Conducting Training Programmes

The only general rules for conducting training programmes are that first, the courses should continually be monitored to ensure that they are proceeding according to plan and within the agreed budget and second, all training should be evaluated after the event to check on the extend to which it is delivering the required results.
There are, however, a number of considerations which affect the conduct of training for specific occupations, and those concerning managers and team leaders, sales staff, skilled workers and office staff are the following:
• Management and team leader training.
• Sales training.
• Technical and skill or craft training.
• Training office staff.
• Team building training.
• Meeting the training needs of special groups.

6) Responsibility For Training
It is believed that most learning occurs on the job through coaching, planned experience and self-development. The onus is on managers and individuals to ensure that it takes place. Senior management must create a learning organization in which managers recognize that training and development are a key part of their role and one on which their performance will be assessed

. The role of a specialized training function is generally to provide advice and guidance to managers on their training responsibilities.

Some of the responsibilities of a training function are the following:

• Developing training strategies which support the achievement of business strategies.
- Analyzing and identifying corporate and occupational training needs.
- Developing proposals on how these needs should be satisfied.Preparing plans and budgets for training activities.
- Identifying external training resources, selecting external training providers, specifying what is required from them and ensuring that their delivery of training meets the specification

- Advising on external training courses for individuals or groups.
- Organizing internal courses and training programmes, but often relying on outside help for the whole or part of formal training courses
- Training Managers , supervisorsand mentors in their training responsibilities.
- Providing help and guidance to individuals in the preparation and implementation ofpersonal development plans.
- Monitoring and evaluating the effectiveness of training throughout the organization**.**

7) Evaluation Of Training

One of the most nebulous and unsatisfactory aspects of training programmes is the evaluation of their effectiveness. Evaluation has been defined by Hamblin, as "any attempt to obtain information (feedback) on the effects of a training programme, and to assess the value of the training in the light of that information". Evaluation leads to control which means deciding whether or not the training was worth the effort and what improvements are required to make it even more effective. According to Hamblin, there are five levels at which evaluation can take place:
- Reactions of trainees to the training experience itself.
- Learning evaluation requires the measurement of what trainees have learned as aresult of their training.
- Job behaviour evaluation is concerned with measuring the extent to which traineeshave applied their learning on the job.
- Organizational unit evaluation attempts to measure the effect of changes in the job behaviour of trainees on the functioning of the part of the organization in whichthey are employed.
  Ultimate value evaluation aims to measure how the organization as a whole has benefited from the training in terms of greater profitability, survival or growth.

Trainees and Trainers

Since the real organizational needs are known, the process of training can begin. Exclusive of the training techniques, the trainees and the trainers constitute other key elements of a training programme.

The trainees

The selection of trainees is a very important activity in order for an organization to achieve desirable training results.
According to Peel, the elements of trainees which have to be taken into consideration in order for the selection of appropriate training methods are the following:

- How many they are.
- The level of education they have.
- The qualifications they have.
- The experience they have.
- Why they are chosen.
- What job they do now.
- Why they have to be trained.
- If they work as a team.

The trainers

Trainers constitute the key for the successful holding of a training programme. It is really difficult for an organization to succeed effective training if the trainers do not have the necessary abilities for that. According to Peel, possible trainers can be:
• Inside the company trainers.
• Outside consultants.
• Universities.
• Managers.
• Colleagues.

Many employees of the same company can be excellent with their work but it can be proved that they are not relevant to be trainers. According to Stout, the ideal trainer must be:
• Knowledgeable about the organization.
 • Able to communicate effectively and listen carefully to others
. • Able to analyze and solve problems.
 • Flexible in the use of training methods.

THE TRAINING MODELS

The Training Models Can Be Classified As:

- Classroom training
- On-the-job-training.
- Electronic based training

Classroom Based Training

Classroom based or instructor led training has been the traditional way of training and accounts for over 60% of training in leading firms. One advantage of this mode of training is that it allows for immediate feedback. The instructor is able to assess the student's ability to follow and speed of understanding and adjust the delivery method accordingly. Training is a form of communication and as with other forms of

communication, information is transmitted not only with words but by other cues like body language, emotional expressions like shock, and surprise. Such kind of communication is only possible in a classroom setting.

Learners and the instructor are able to share experiences which add to the students' understanding.

With classroom training a lot of information can be passed within a short time. The instructor is able to make sure that what is necessary to be covered for the particular skill required is included in the course. The instructor is therefore able to assess when the student has acquired the required skills.

Classroom training can be said to offer full interaction which ensures maximum skills transfer

One disadvantages of classroom training is that it requires participants to be away from there work places and during that time they are not productive. If there is need to consult them for some urgent matters, it may not be possible. Also to move to the training centres may be expensive because the employer has to pay for travel and hotel accommodation.

Classroom training can be conducted within an institution owned by the organization or carried out by another organization.

On The Job Training

On the job training requires that the employee work under an experienced person from whom he has to learn the new skills. This model of training has the advantage that the employee is learning in real life situation and hence retentive ability is highest. Also there is immediate feedback as to the results.

Whereas in classroom training one has to wait to see how the employee applies the skills learned, on the job training the employer is able to see immediately whether the employee has acquired the skill or not. This mode of training is cheap as there are no extra expenses to be paid.

There are however serious shortcoming with this model. It is only limited to skills that organization already has. The rate of learning is also slow as the employee learns only what is related to what is happening when he is at the place of work. There is the danger that the employee will take what ever practice at the work place whether good or bad) as the standard, Bad practices sometimes take root in a particular section. Also not all people are good teachers even if they may be excellent workers. The officer assigned to offer on the job training may deliberately withhold valuable information fearing that the new employee may take over his job.

It must be noted that, since this training is conducted on live equipment, care must be taken in allowing the trainee to have hands-on-experience until sufficient competencehas been gained. If not properly undertaken, it may be costly through poor workmanship which may result in unnecessary faults.

<u>Electronic Based Training</u>

With the advances in information technology more and more training is now being carried on electronically. This has taken many names such as Web-based training (WBT), Computer Based Training (CBT), Distant learning, CD-ROM training, and Internet Based Training (IBT).

This kind of learning range from live two-way interaction including video and audio interaction. It may take the form of distribution of learning material via the internet. Another way is searching the internet for information using powerful search engines. Also specialized training centers offer training over the Internet.

This new model of training achieves cost and time savings. Employees learn at there own pace and modules can be tailored to suit each individual employee.

This method assumes that computers are widely available and there is company-wide computer literacy. This is far from being the case.
 There is also the acceptance stage which employees must undergo. Also Web based training could cause many distractions as the employees try to down load information from the Internet. To sieve out materials that are relevant and those that are not relevant appears to be a daunting task as well

<u>Most Training Schemes And Processes Are Based On The Following Steps</u>:

<u>1) Identification And Selection Of Training And Development Methods.</u>

<u>2) Creating Training Budget.</u>

<u>3) Selecting Training Methods & Designing Modules.</u>

<u>4) Implementation Of The Training Programme.</u>

<u>5) Evaluation Of The Training Programme</u>.

<u>1) Identification Of Training Needs</u>

Training has always been important. In recent years, however, the process of training is more important than ever in order for organizations to cope with accelerating change which affects existent training needs (eg inefficient job performance) and future training needs (eg responding to the continuous progress of technology).

According to Kenney and Reid, the most common methods of diagnosis of organizational training needs are the following:

- Evaluation of personnel. The director (or a team) evaluates the personnel's performance. This process takes place periodically with an evaluation form. That form contains questions in which the ability to take good knowledge and the abilities of organizing, leadership and progress will be reported.
- Analysis of work. Every step which takes place during the work performance examined in order to determine if it is really needed. After determining the necessary steps, the areas in which employees need training must be identified.
- Analysis of skills. The trainer must first identify the differences between new and experienced employees, in relation to their effectiveness. These differences will show the size of the training need for the new employees.
- Observation. Observation can help the trainer find out what an employee does not do correctly and in that way to determine the training needs.
- Changes in the organization or the job. The creation of new job positions, the abolition of old positions and the integration of positions are some important changes which often take place in a company and generate the need for training.
- Interviews between super ordinates and subordinates. Very often, when the super ordinate and the subordinate discuss matters which concern the organization, it is a good opportunity to discuss training needs as well. These interviews can be formal or informal

- Analysis of data. Selecting data from departmental records (such as personnel statistics, accident records, training reports, and staff appraisal forms) also helps to identify training needs.

- What other organizations do. According to this method, small organizations must take advantage of information about what larger organizations do in relation to training

  Training needs analysis is the first critical stage in the training cycle. The cycle is continuous. The evaluation step includes a re-assessment of training needs.

There are many aspects to training needs analysis, but the essential activity involves

 • Determining what is required to complete the work activity;
 • Determining the existing skill levels of the staff completing the work:

• Determining the training gap (if any)

The training gap is the difference between required and existing skill levels. The word "skill" is generic in this case - it includes the knowledge, skills, attitude and aptitude required to undertake the activity efficiently and effectively.

Training need analysis is done at three levels

1. Organizational analysis
2. Personal Analysis

3. Task Analysis

Organizational Analysis- involves determining:

- The appropriateness of training, given the business strategy
- Resources available for training

- Support by managers and peers for training

  Task Analysis - involves:

- Identifying the important tasks and knowledge, skill, and behaviors that need to be emphasized in training for employees to complete their tasks

Person Analysis - involves:

- Determining whether performance deficiencies result from a lack of knowledge, skill, or ability (a training issue) or from a motivational or work design problem
- Identifying who needs training

- Determining employees' readiness for training

LEVELS OF TRAINING NEED ANALYSIS

What is the Context?

Organizational analysis

In what do they need training?

Task Analysis

Personal analysis

Who needs the training?
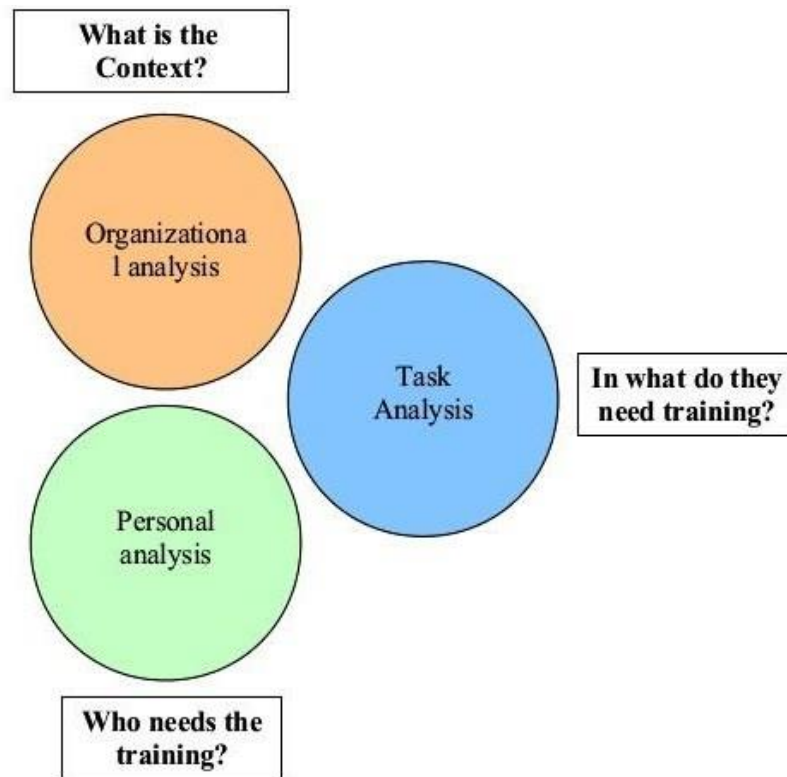
2) **Creating A Training Budget**

Budgeting for training does not mean using surplus money when it's available. Instead, you should build a separate line item for training into your yearly budget. A training budget should include the following costs:

- Initial communication about the training program
- Training delivery (e.g. classes, video tutorials, e-learning, course fees)
- Training materials (workbooks, videos)
- Staff time (including replacement time)
- Instructor fee
- Travel, lodging or meal expenses required to participate
- Ongoing training (upkeep)
- Contingencies

Managing the Budget

Once approved, your training budget will need careful management to ensure that costs stay on track. Unforeseen events can lead to changing costs. A specially trained staff member might unexpectedly leave the company before their knowledge is passed on to others. Training costs will increase if you need to rely on external resources.

How Much to Spend?

Many large organizations commit to investing anywhere from two to five percent of salary budgets back into training. While that may not be realistic for you, it's important to find a number you feel your budget can absorb. Base the figure you'll use on your needs analysis.

You may be tempted to use the least expensive trainers or training materials n, using "b" level resources produces "b" results. Increase the likelihood of success by always striving for A's. Use the best caliber training you can afford.

Ways to Save

Depending on the size of your staff, you may find training costs add up quickly. Here are some ways you can save on costs:
.
- Group training: earn volume discounts by training numerous employees at once (sometimes as few as three participants will qualify)
- Re-use materials: training materials such as videos have a long shelf life and may be used repeatedly
- Teach one, teach all: spend on off-site training for one employee, but have him or her present their knowledge to remaining staff
- E-learning: electronic options are cheaper than traditional, instructor-led training

Another tip is to negotiate free or reduced-cost training from your vendors, who will be happy to help you if it means their product will be successful.

Remember, the right training program will save you money in the long run.

Securing Commitment

Don't forget that employee commitment is necessary for training to succeed. One way to ensure employees take the effort seriously is to have those getting specialized training to share the cost. Employees who have made a personal investment in learning will be more focused on completing the task.

If you are footing the bill, get employees to commit to working for you for a specified period of time following the training's completion. Let them know you will require reimbursement if they aren't able to fulfill the agreement.

It is also important to have full support for training efforts from senior people in your organization. If they understand the long-term value of employee development, they should be able to help by earmarking funds for training

3) **Selecting Of A Training Methods.**

The best type of training methods has to be selected keeping in mind the employees needs and capabilities.

• Lecture
The Lecture is an efficient means of transmitting large amounts of factual information to a relatively large number of people at the same time. It is traditional method of teaching and is used in many training programs. A skilled lecture can organize material and present it in a clear and understandable way. However a lecture doesn't allow active participation by learners.

• Case method
A Training method in which trainees are expected to study the information provided in the case and make decisions based on it.

• Simulations
Simulators are training devices of varying degrees of complexity that duplicate the real world. Simulation refers to creating an artificial learning environment that approximates the actual job conditions as much as possible.

• Apprenticeship
This type of training refers to the process of having new worker, called an apprentice, work alongside and under the direction of skilled technician.

• Internships
Internships and assistantships provide training similar to apprenticeship training, however assistantships and internships typically refer to occupations that require a higher level of the formal education than that required by the skilled trades. Many colleges and universities used to develop agreements with organizations to provide internships opportunities for students.

• Coaching and Mentoring

Some organizations assign an experienced to serve as a mentor for new employees. Effective mentors teach their protégés job skills, provide emotional support and encouragement. Coaching and mentoring are primarily on-the-job development approaches emphasizing learning on a one-to-one basis. Coaching is often considered a responsibility of the immediate boss who has greater experience or expertise and is in the position to offer sage advice. The same is true with a mentor, but this person may be located elsewhere in the organization or even in another firm. The relationship may be established formally or it may develop on an informal basis.

• Discussions
Conferences and group discussions, used extensively for making decisions, can also be used as a form of training because they provide forums where individuals are able to learn from one another. A major use of the group discussion is to change attitudes and behaviours.

• Games
Simulations that represent actual business situations are referred to as business games. These simulations attempt to duplicate selected parts of a particular situation, which are then manipulated by the participants

• Role playing
A Training method in which participants are required to respond to specific problems they may actually encounter in their jobs.

• Computer-based
Computer based training is a teaching method that takes advantage of the speed, memory, and data manipulation capabilities of the computer for greater flexibility of instruction

• Multimedia
 Multimedia is an application that enhances computer-based learning with audio, animation, graphics, and interactive video.

• Virtual reality
it is a unique computer-based approach that permits trainees to view objects from a perspective otherwise impractical or impossible.

• Video Training
The use of videotapes continues to be a popular Training method. An illustration of the use of videotapes is provided by behaviour modeling. It has long been a successful Training approach that utilizes videotapes to illustrate effective interpersonal skills and how managers function in various situations.

- **Vestibule training**

Training that takes place away from the production area on equipment that closely resembles the actual equipment used on the job.

3) Delivering The Training,

The training program that results from assessment should be a direct response to an organizational problem or need. Approaches vary by location, presentation, and type. These are summarized below the

1. Location Options

a. On the job: Training is at the actual work site using the actual work equipment

b. Off the job: Training away from the actual work site. Training is at a Training facility designed specifically for Training For the delivery of the training it must be taken care that the best methods, faculty, and environment are chosen so as the training get absorbed. Success of the training is directly related to absorption and implementation of the training information given. It should be well designed and well planned.

4) Evaluating Training

The credibility of training is greatly enhanced when it can be shown that the organization has benefited tangibly from such programs. Organizations have taken several approaches in attempting to determine the worth of specific programs. In this phase, the effectiveness of the training is assessed. Effectiveness can be measured in monetary or non-monetary terms. It is important that the training be assessed on how well it addresses the needs it was designed to address.

- **Participants' Opinions:**

Evaluating a training program by asking the participants' opinions of it is an inexpensive approach that provides an immediate response and suggestions for improvements. The basic problem with this type of evaluation is that it is based on opinion rather than fact. In reality, the trainee may have learned nothing, but perceived that a learning experience occurred

Extent of Learning:

Some organizations administer tests to determine what the participants in training program have learned. The pretest, posttest, control group design is one evaluation procedure that may be used.

• Behavioral Change:

Tests may indicate fairly accurately what has been learned, but they give little insight into desired behavioral changes.

• Accomplishment of Training Objectives:

Still another approach to evaluating training programs involves determining the extent to which stated objectives have been achieved.

• Benchmarking

Benchmarking utilizes exemplary practices of other organizations to evaluate and improve training programs. It is estimated that up to 70 percent of American firms engage in some sort of benchmarking.

• A Case for Simplicity:

Value is the measure of impact and positive change elicited by the training. The most common approaches used to determine the effectiveness of training programs are as under:

Other Approaches for Evaluation Of Training

a) Post Training Performance Method

In this method the participants' performance is measured after attending a training program to determine if behavioral changes have been made.

b) Pre-Post Test approach

Most commonly used approach towards measurement of effectiveness of training is Pretest Post test approach this approach performances the employees is measured prior to training and if required training is provided. After completion if the training again the performance is measured this is compared with performance before training if evaluation is positive e.g. increase in productivity that means that training is effective.

c) Pre-Post Training Performance with control group Method

Under this evaluation method, two groups are established and evaluated on actual job performance. Members of the control group work on the job but do not undergo instructions. On the other hand, the experimental group is given the instructions. At the conclusion of the training, the two groups are reevaluated. If the training is really effective, the experimental group's performance will have improved, and its performance will be substantially better than that of the control group.

Maintaining Performance after Training

Effective training can raise performance, improve morale, and increase an organization's potential. Poor, inappropriate, or inadequate training can be a source of frustration for everyone involved. To maximize the benefits of training, managers must closely monitor the training process. Developing learning points, to assist knowledge retention, Setting specific goals, identifying appropriate reinforces and teaching trainees, self-management skills can help organizations to maintain performance after training.

Following up on Training

Any training or development implemented in an organization must be cost effective. That is the benefits gained by such programs must outweigh the cost associated with providing the learning experience. Training to be more effective, is supposed to be followed with careful evaluation. Evaluation methods are discussed in the previous lecture. Different techniques and approaches can be used to evaluate the training program and, if required at any level, revisions and redesigning should not be avoided. It is not enough to merely assume that any training effort of an organization is effective; we must develop substantive data to determine whether our training effort is achieving its goals-that is, if it's correcting the deficiencies in skills, knowledge or attitudes that were assessed in needing attention. Training programs are expensive. The cost incurred alone justify evaluating the effectiveness.

SETTING UP OF   TRAINING DEPARTMENT FOR R IL"

INTRODUCTION

Organization success depends on keeping people up-to-date and skilled in the latest concepts and techniques. Mastering knowledge is essential. Using the most effective and efficient processes is critical. RIL had no separate training department the employees had to depend on each others for training also the only other option that was available in case of any problem was that of online query or suggestion from senior employees. This was done on personal level and was time consuming task it was also not a permanent solution as more and more employees were facing similar kind of problems and also the volume of work was increasing rapidly as Reliance Retail was growing fast.

The need of training department was always there but the time to initiate the setup had arrived. R IL decided to form a dedicated training department to increase efficiency and productivity of the employees to minimize the repetitive errors that were caused by lack of proper knowledge and impart training to all employees at one point one time. The responsibility of this task was with Mr. Abhay Thale. First week of training went in reading material about Reliance, R IL Reliance Retail, and also Training and development. It was necessary to familiarize with the organization and the activities happening over there to understand the problems faced by the employees of RIL

Second week went in knowing the tasks performed in RIL by working with the team members and trying to get the issues they were working on like Attendance, Payroll, Compliance, Id card problems, On boarding. Here the main problems from different states were happening due to lack of proper knowledge of SAP, not knowing the implication of various critical activities, lack of coordination, and knowledge of law.

After two week work on training need analysis began by designing of a questionnaire for getting the feed back of the employees. Here SAP team made a module called MBO transaction which reduced the time of getting the responses from each and every employee. Instead personal responses from various department heads and state heads were taken to get additional inputs.
This module generated an excel sheet which had the following information.

1. Training requirement as perceived by the employee.

2. . Training requirement as perceived by the immediate supervisor.

3. Training received in previous year.

4. Other feedback of employees and supervisors.

Findings from training need analysis gave way for the budgeting process for the training department to take place. The budget was prepared and approved by the Head of the Business Unit.

Method of imparting training was selected as giving lectures, presentation and organizing seminars on various topics it was the best that suited the budget. This was followed by selecting the faculty for the different topics of identified training needs. Also the required training material was prepared and approval was taken to impart training.

A Training Calendar was prepared for training for the employees format of which is given below.

Date	Course Title	Number of participant	Start time	End time	Trainer name
11 07-08	Communication skills	35	10:30	12.30	Shruti pandir
11-07-08	Lunch Break	-	12:30	1:30	
11-07-08	Managerial & Leadership Skills	75	1:30	3:30	Abhay thale

After the training was given the feedback form was to be filled by the employees to take their suggestion and views about the training that was conducted Employees were also to give any recommendations for the improvement of the program.

PROCESS FLOW FOR SETTING UP TRANING DEPARTMENT FOR RIL

List down all the activities and sub activities

↓

List all goals and objectives for all positions

↓

Analyse the difference between expected and actual performance.

↓

Take suggestion from the HODs & State heads (Voice of Customer)

↓

Training needs Identification

↓

Prepare Budget and take approval

↓

Choose faculty

↓

Prepare training Modules

↓

Create Training Calendar

↓

Conduct training, take feedback and check effectiveness

FACTS AND FINDINGS

Sample Sheet Of Identified Training Needs:

Tax, Law & Compliance

Sr no	Employee Code	Name	Training needed
1	10010758	Arul Jeevaraj	Labour Law
2	10014965	Subha Priyan	Labour Law
3	50001932	Ramachandran R	Labour Law
4	50002103	Janani Shetty	Labour Law
5	50002192	Prabhakar Patil	Case Studies On Law & IR
6	50003033	Shailendra Dhamdhere	Recent legal Developments
7	59000010	Sunil Patil	Labour Law , ESIC/PF
8	59000017	Rajarajan K	Income Tax
9	59000024	Meena Mahadevan	Labour Law
10	59000025	Amit Pawgi	ESIC/PF

Managerial & Leadership Skills

Sr no	Employee Code	Name	Training Needs
1	10010758	Arul Jeevaraj	Managerial skills
2	10010972	Drishty Prasad	Change Management
3	10011082	Subramanian R	Motivation & Team building
4	10011360	Ramachandran C	Team Building & Leadership
5	10011682	Manisha Salvi	Team Building
6	10012133	Aditi Datta	Team Building
7	10012291	Ganesan Ramamoorthy	Team Building
8	10012490	Ramesh Kumar g	Decision Making
9	10012666	Ravi kiran Chillara	Goal Setting
10	10014061	Manoj Sharma	Decision Making

Budget For the training program

Name of the department.	No of Employees	Cost per employee	Total
HR Operations	180	4,500	8,10,000
Compliance	30	4,000	1,20,000
Payroll	30	2,000	60,000
Additional miscellaneous Expenses		50,000	50,000
		Grand Total	10,40,000

Note: This cost does not contain cost of man-hours lost during training, traveling expenses or any other unrelated expenses.

The above given budget was approved after which faculty for the training was identified. Training material which was already there and the new material that was required was collected remaining modules were prepared by asking experts in-house persons.

Different lectures that were planed

1) Attendance Systems

      i.   Shift planning

      ii.   Muster

      iii.   Attendance regularization

      iv.   Store attendance

2) Compliance monitoring

3) Industry Relation & Liaisons.

But due to the time constrain of my project I was present for only one training program conducted for state heads of RIL

The feedback was taken from them and their suggestion were taken over all the program was successful. We decided to provide more time for question answer session after the suggestions from the feedback.

```
                        Forms


                                    Data: • ___/

            J"raiiin§ feed Assessment f'arin

   IDENTIFYING LEARNING: TO BE FILLED BY INDIVIDUAL AND TO BE


   EMP No        : _____

                   _____
   DEPARTMENT : _____DESIGNATION: _____
   GRADE        : _____


         Fi'nhlem analiiis: ectinn• I (Tn l›r tilIL'd I›} tI›r I cdi idyll)

Present Job Responsibility
```

Sr. No.	Particulars	Mr. No.	Skills Required In pzrfai'o tin j‹ih

What tasks Needs improvement considering required performance?

_____
_____
_____
_____
_____

What is needed to improve the performance?

_____
_____

RELIANCE INDUSTRIES PVT LTD

TRAINING FEEDBACK FORM

Employee Name: _____ Employee Code: _____

Department   : _____

Name of the training programme attended : _____

Dates on which the training was conducted :   From   Date ☐☐ Month ☐☐ Year ☐☐☐☐

                                               To   Date ☐☐ Month ☐☐ Year ☐☐☐☐

Venue : _____

How would you rate the following (on a scale of 1-4 - 1 being the lowest & 4 being the highest rating)?

Course structure | 1 | 2 | 3 | 4 | Course content | 1 | 2 | 3 | 4 |

Quality of exercise | 1 | 2 | 3 | 4 | Handout & Training aids | 1 | 2 | 3 | 4 |

Duration of the
Training programme | 1 | 2 | 3 | 4 | Training co-ordination
                                                   and organization | 1 | 2 | 3 | 4 |

Training environment | 1 | 2 | 3 | 4 |

Trainer Feedback :

Subject Knowledge / Conceptual Clarity | 1 | 2 | 3 | 4 | _____

Trainer created and maintained an environment for learning | 1 | 2 | 3 | 4 | _____

Rate the trainers training skills and competence | 1 | 2 | 3 | 4 | _____

Presentation methodology | 1 | 2 | 3 | 4 | _____

Guidance and support | 1 | 2 | 3 | 4 | _____

What did you like best about the course/content?

_____

_____
_____
_____

Learning Needs: Technicnl/Fumtional

Sr. No.	Technical/Functional	Sr. No.	Behavioural/General

Section-O: (To be fi Had by the reporting officer)

Recommendation of reporting Oliver

Sr. No.	TeidiaicnIfFunctionnl	Sr. No.	Behavioural/General

_____	_____
Signature of reporting officer	*Signature of the Individual*
Date: - ___/___/___ .	**Date:-___/___/___ .**

_____
_____
_____
_____

What could have been done better?

_____
_____
_____
_____

Based on the training course description, how did your learning experience cortipare to uhat you expected when you began the training

Led i !'éd ill I'. !ñ0 ié II' 6 i' [é fi clt'J ☐   Learned somewhat less than I expected ☐

Learned somewhat more than I expected ☐   Learned much less than I expected ☐

Do you think this Seminar/ traini'ng would help you in you current job responsibilities?

Definitely to a large extent ☐   Not Sure ☐

☐   Definitely not ☐

Would you recommend this training to your colleagues?

Definitely ☐   ☐

Probably ☐   Definitelv not ☐

Participant's Signature : _____ Date ☐☐ Month ☐☐ Yédr ☐☐☐☐

Approved5y   @dtC ☐☐ Month ☐☐ CdI ☐☐☐☐
    Functional Head / Supervisor

List Of Activities And Sub Activities

At associate level

Activities

1. Generation of PSA Code and creation of approved positions
2. Creation of Org. Unit, generation of Position code & Requisition number
3. Pre Joining activities
4. Joining of Employee
5. Generation of Employment Code
6. Upload photograph for processing ID Card
7. Opening of Salary / Pay Card Account
8. Distribution of Pay Cards
9. Preparing and Issuing Appointment letter.
10. Personal file maintenance:
11. Personal File Audit:
12. Uniform
13. Provident Fund Administration
14. ESIC Administration
15. Gratuity Administration
16. Processing of ID Card
17. Training to Store Manager on Attendance Module
18. Updation of Leave
19. Attendance / leave regularization
20. Confirmation Appraisa
l 21. Disciplinary Action
22. Maintaining Statutory Licenses at Store
. 23. Transfer from one store to another.
24. Resignation - Associate
25. Other Separation

At Supervisory level
Activity

1. Joining & On Boarding :	Sub Activity Employee Joining Generation of Employee Code
2. Post Joining :	Personal file maintenance Personal File Audit: Issuance of ID Card IT Asset Indent Form: Co-ordination for Induction Training Programme
3. Time Office - Supervisory Employees :	Time Events, Monthly Attendance / Leave Regularization Monthly AWL report, Updating of Leave Attendance / Leave updating from backend
4. Confirmation:	None
5. Inter Company Transfers	None
6. Master Data Management :	Master Data Management Certificate Issuance
7. Separation Action :	Employee Separation
8. Insurance :	Employee Absconding Coverage of supervisory employees and their dependants in the Hospitalization Insurance policy. Processing & Settlement of Hospitalization Insurance Claims Emergency Cashless Hospitalization Maintenance & Replenishment of Cash Deposit Account with Insurance Company Group Personal Accident Insurance (GPA) Coverage & Claim Processing

List of Technical Skills Identified For Training.

• SAP Relevant modules

•Compliance law

Implication of law

• Entire work process of the respective departments.

Implication of work and various processes in respective department.

•Terms and terminologies.

•Dos and don'ts for the given work.

• Best practices for an given work

• Mandatory requirements

•Basic computer knowledge.

\• Knowledge of Reliance portals

• Six Sigma

List Of Behavioural Skills Identified For Training

•Effective communications.

•Leadership qualities

- ABILITY TO DELEGATE WORK.

- INTERPETRSONAL RELATIONSHIP AND CONFLICT MANAGEMENT

- TIME MANAGEMENT AND GOAL SETTING

- TEAM AND GROUP BEHAVIOR SKILLS

- COORDINATION SKILLS

- TAKING INITIATIVE

- HANDLING EMPLOYEES / CUSTOMER CENTRICITY

- NEGOTIATIONS

- MOTIVATING EMPLOYEES

Analysis & Interpretation
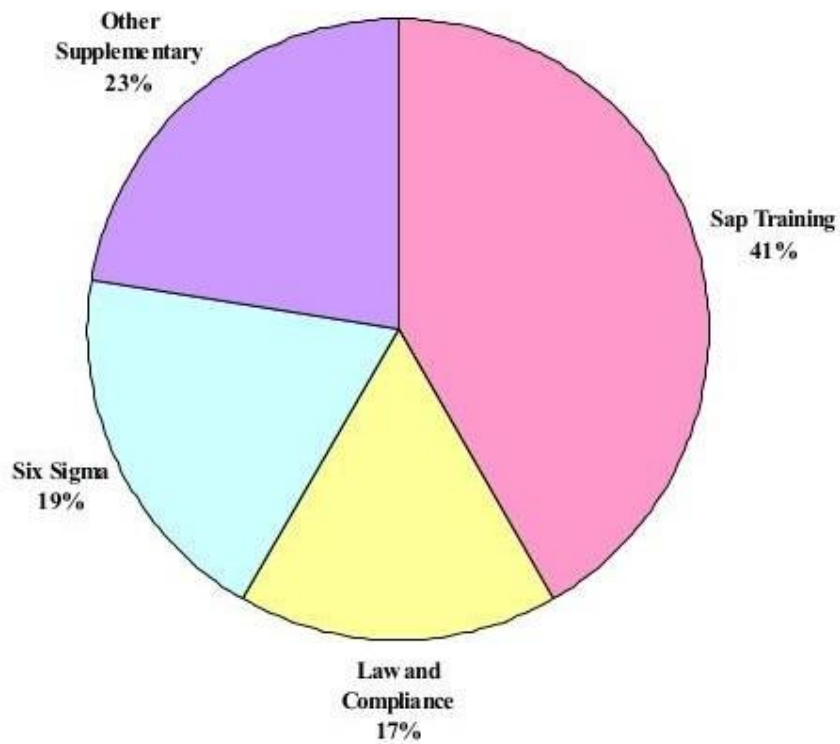
Pie Chart Showing Distribution Of Behavioural training.
Needs among the employees of RIL
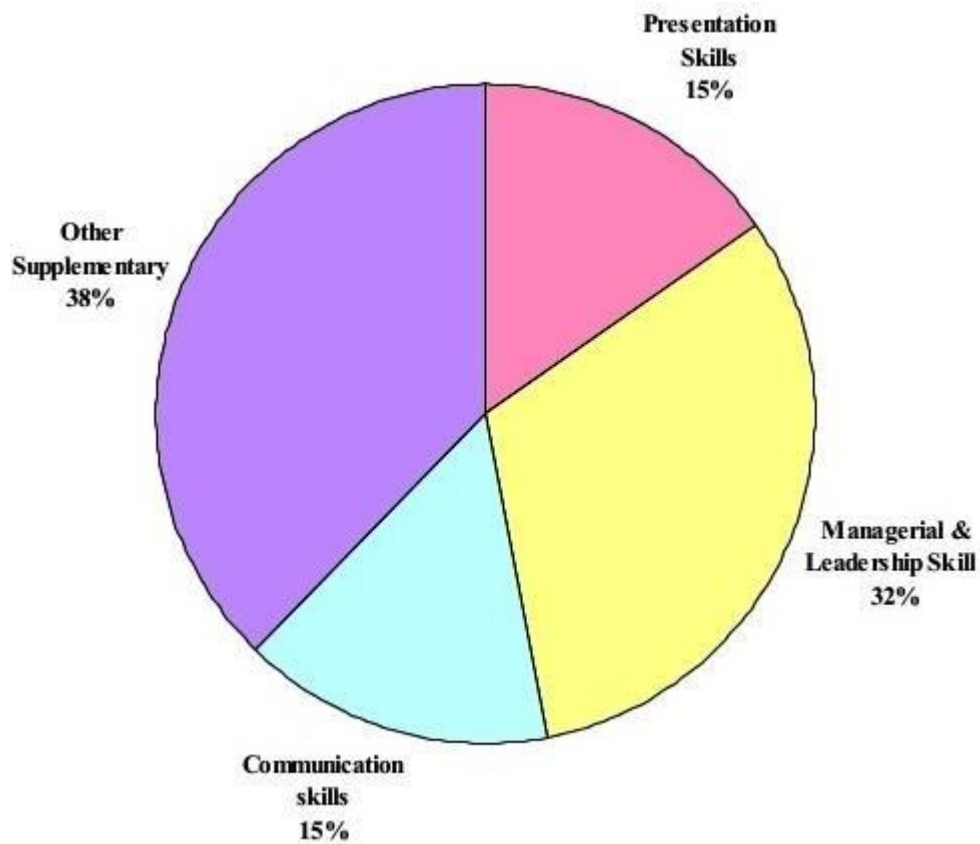
(Other supplementary needs include: Assertiveness, Problem solving, Innovation & Creativity, Time Management Quality management, Customer Centricity, Promptness, and Attention to detail)

## **Bar Chart Showing Distribution of Supplementary Behavioural Needs Of Employees Of RIL**
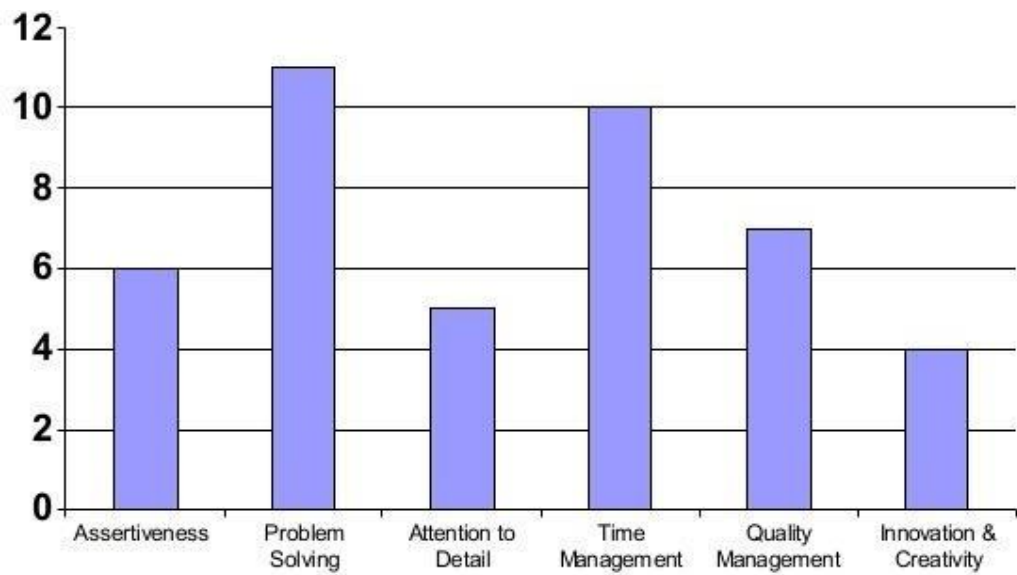
**Pie Chart Showing Distribution Of Technical Training Needs Among The Employees Of RIL**

(**Other supplementary needs include**: Basic ABAP, FICO, Basic Computer Knowledge, Written Communication, TOM & 5S)

Bar Chart Showing Distribution Of Supplementary Technical

Training Needs Of Employees Of RIL
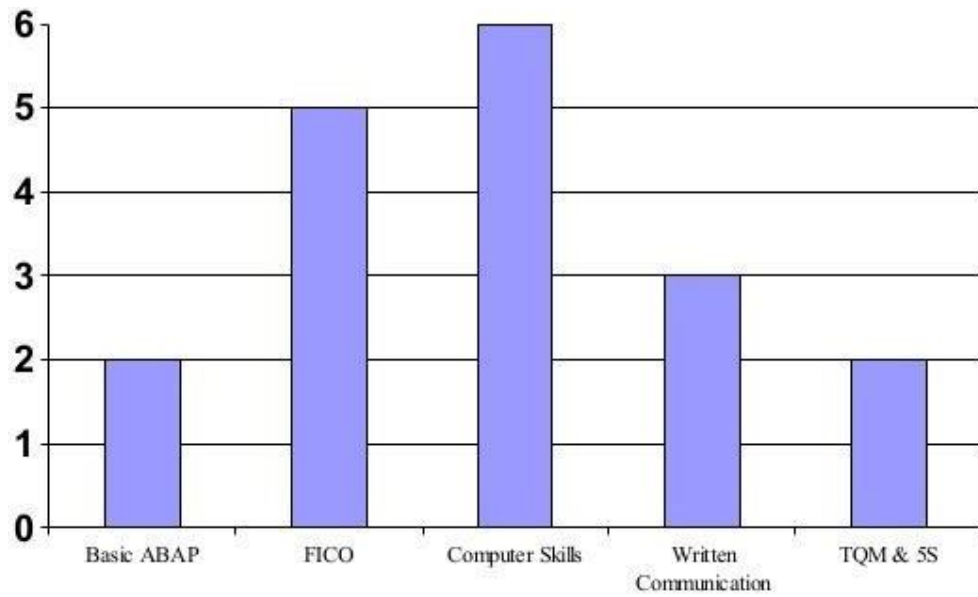
Pie Chart Showing The Overall Feed Back From Employees of RIL

Bad
1%

Average
21%

Excellent
25%

Good
53%
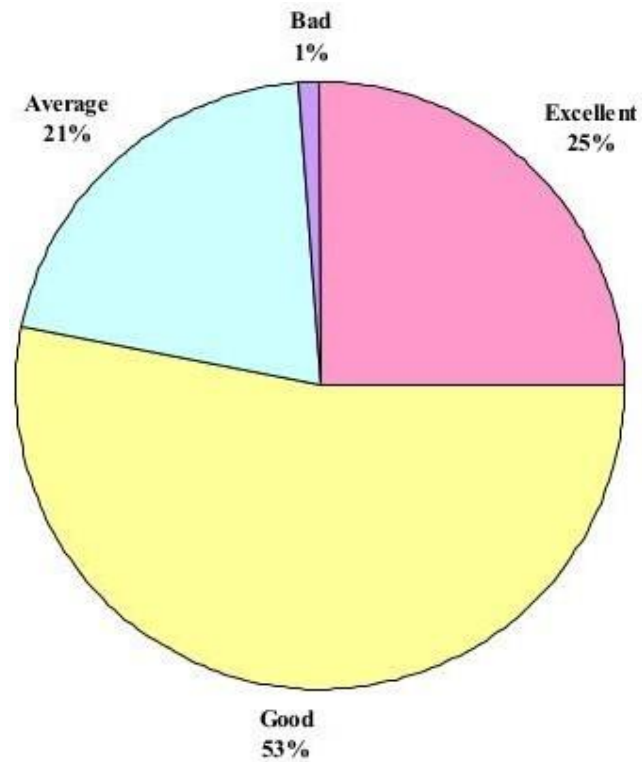
Interpretations

1. Most common behavioural training need among the staff was that of Managerial & Leadership qualities.

2. Presentation & Communication skills were second most required Behavioural training need to be given

3. Other behavioural training need were Assertiveness. Problem solving Innovation & Creativity, Time Management Quality management, Customer Centricity, Promptness, and Attention to detail

4. Most common Technical training need that of Sap training which was the root cause of under performance.

5. Six Sigma And knowledge of law and Compliance were 29 and 3 most required technical needs.

6. Other technical training need were Basic ABAP, FICO, Basic Computer Knowledge, Written Communication, TOM & 5S.

7. Overall the training program conducted for State heads on 16 June was rated as good by the trainees.

8. Most important Suggestion received after this session was that more time should be scheduled for question and answers session.

Conclusion & Suggestions

Conclusion:-

It was observed that various gaps were present in the performance of RIL employees due to lack of knowledge of Sap, Laws regarding compliance, IR and Behavioural qualities like Managerial & Leadership skills, Effective Communication, Team Behaviours etc.

To tackle all these problems a dedicated training program was needed also as the problems were of recurring it was necessary to conduct training programs on regular basis. So as to conduct these programs regularly a separate draining department was necessary for RIL

Suggestion :-

1) Practical Training and Retraining on Sap, Computer Skills, and Compliance is necessary.

2) Training department should critically evaluate training needs for an individual in case of Change in Role, Location or Job Enlargement/Enrichment.

3) Cost reduction ideas

a. Internal Trainers can be Identified and Developed

b. Online Availability of regularly updated training material on R Connect should be ensured

c. Self Explanatory Modules which can help State executives to understand

 various process and give clear directions to staff and Associates.

.2) Training should be given at Initial level to various States R Seva personnel so as to ensure uniformity in the processes.

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