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EFFECTIVENESS OF LEARNING AND DEVELOPMENT PROGRAMMES IN MARICO LIMITED, KANJIKODE

by
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(2014-31-104)



MAJOR PROJECT REPORT

Submitted in partial fulfilment of the requirements for the post graduate degree of

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Faculty of Agriculture

Kerala Agricultural University



COLLEGE OF CO-OPERATION, BANKING AND MANAGEMENT

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KERALA, INDIA

2016

Declaration

DECLARATION

I, hereby declare that this project report entitled “**EFFECTIVENESS OF LEARNING AND DEVELOPMENT PROGRAMMES IN MARICO LIMITED, KANJIKODE**” is a bonafide record of work done by me during the course of project work and that it has not previously formed the basis for the award to me of any degree/diploma, associateship, fellowship or other similar title of any other University or Society.

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12-08-2016



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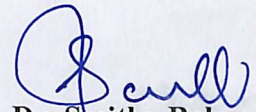
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CERTIFICATE

Certified that this project report entitled “EFFECTIVENESS OF LEARNING AND DEVELOPMENT PROGRAMMES IN MARICO LIMITED, KANJIKODE” is a record of project work done independently by Mis. Anaga U Krishnan under my guidance and supervision and that it has not previously formed the basis for the award of any degree, fellowship, or associateship to her.

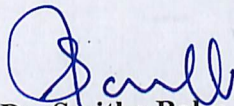
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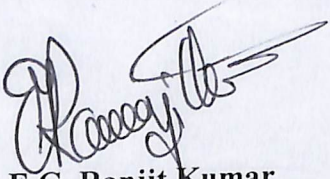
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Needless to say solely I am responsible for any imperfections, which may remain...

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Chapter - 1

Design of the Study

Chapter - 1

DESIGN OF THE STUDY

1.1 Introduction

An organisation is responsible for ensuring that its employees have the appropriate skills and knowledge to fulfil the organisation's strategic and operational objectives. This has obvious implications for recruitment, but it also entails a commitment to learning and development by the organisation to ensure that skills and knowledge are maintained and developed to ensure ongoing competitiveness and adaptability. The effective functioning of any organization requires that employees learn to perform their jobs at a satisfactory level of proficiency. Human Resource Management is concerned with human beings, who are energetic elements of management. The success of an enterprise will depend upon the ability, strength and motivation of persons working in it.

One of the most talked subjects in corporate circles, in recent times is how to optimize the contributions of human resources in achieving organizational goals. An efficient and satisfied work force is the most significant factor in organizational effectiveness and marginal excellence. But experiences in business and service organizations however indicate that management, comparatively speaking, bestow more time and attention to policies and systems relating to production, technology, investment, inventory, marketing, etc than to human resources. Compulsion of modern business environment is however promoting corporate managements to systematically review their current attitudes, beliefs and policies towards human resources for they contribute most significantly to the survival and growth of organization. Enlightened and progressive managements have therefore come to believe that people are not problems but opportunities.

Learning and Development activities are important part of exploring these opportunities. Learning and Development activities are designed to impart specific skills, abilities and knowledge to employees. Learning is a planned effort by an organization to facilitate employee's learning of job related knowledge and skills for the purpose of improving performance. Development refers to learning opportunities designed to help employees grow and evolve a vision for future.

The need for improved productivity in organization has become universally accepted and that it depends on efficient and effective training.

The only general rules for conducting training programme 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 extent to which it is delivering the required results.

Learning and development, or as it is now commonly referred to; training and development or human resource development, encompasses a range of on-the-job and off-the-job methods for acquiring necessary knowledge, skills and behaviours. With this in mind, learning can be defined as the process of acquiring new behaviours, knowledge, skills and attitudes which enhance employees' ability to meet current and future job requirements and perform at higher levels.

Learning is the process of absorbing information and retaining it with the goal of increasing skills and abilities in order to achieve goals. While you do learn to do something specific, you are also inadvertently equipped with the knowledge and/or skills to face future challenges. In essence, learning is all about equipping a person to tackle not just today's issues, but preparing him/her to creatively come up with ways to tackle tomorrow's issues.

Learning and development (L&D) strategy is an organisational strategy that articulates the workforce capabilities, skills or competencies required to ensure a sustainable, successful organisation and that sets out the means of developing these capabilities to underpin organisational effectiveness.

Marico Limited is an India-based company engaged in the business of branded consumer products and services. The Company operates in two segments: Consumer Products and Others. Its Consumer Products include Coconut oils, other edible oils, hair oils and other hair care products, male grooming products, fabric care products, healthy foods, soaps, health care products and female beauty care products. Others segment is engaged in skin care. In India, Marico Limited manufactures and markets products under the brands such as Parachute Advansed, Saffola, Hair & Care, Nihar, Mediker, Revive, Manjal, Setwet, Zatak and Livon. Marico's international portfolio includes brands such as Parachute, Hair Code, Fiancee, Caivil, Hercules, BlackChic, Code 10, Ingwe, X-Men, L'Ovite and Thuan Phat. It is present in Skin Care solutions business under the brand name Kaya in India and international markets and the brand Derma Rx in Singapore and Malaysia. The Company currently present in 25 countries.

Marico has 8 factories in India located at Pondicherry, Perundurai, Kanjikode, Jalgaon, Paldhi, Dehradun, Baddi and Paonta Sahib.

1.2 Statement of the problem

Human resource and its role in the development of an organization is now widely discussed subject. The optimum utilization of human resource can bring about positive change in organizational development. Learning and development (L&D) strategy is an organisational strategy that articulates the workforce capabilities, skills or competencies required to ensure a sustainable, successful organisation and that sets out the means of developing these capabilities to underpin organisational effectiveness.

When designing L&D programs, it's all about delivering a quality experience that encourages learning. 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.

Evaluating effectiveness is particularly challenging when the targeted outcomes involve softer skills such as improved collaboration, decision making, innovativeness and the ability to think strategically—common learning objectives in many leadership development programs. Organisations should ensure that appropriate needs analyses are undertaken to identify the learning and development needs of the organisation, the business units/departments and individuals. At Marico, Kanjikode the learning is identified from their performance but the effectiveness linkage should be analysed and measured appropriately.

1.3 Objectives

- To understand the Learning and Development programmes at Marico Ltd, Kanjikode.
- To evaluate the effectiveness of learning and development programmes at Marico Ltd, Kanjikode.

1.4 Key observations to be made

Kirkpatrick evaluation model was used to evaluate the effectiveness of learning and development programmes. So the observations were made in accordance with the model. The model consists of four levels of evaluation: reaction of participants; learning, or the knowledge and skills gained; behaviour, or the ability to apply the new skills; and results, or the organizational impact. Each level of evaluation builds upon and adds precision to the previous level.

1.4.1 The reaction:

- a) Presentation quality
- b) Quality of contents
- c) Relevance of contents
- d) Quality of study material
- e) Schedule of learning
- f) Adherence to schedule
- g) Level of interaction with faculty
- h) Overall quality

1.4.2 The learning:

- a) Acquisition of new skills
- b) Advancement in knowledge
- c) Advancement in skills
- d) Advancement in intellectual capacity

1.4.3 Behaviour:

- a) Extent to which training participants apply the learning in their jobs
- b) Determine if the participants use the new skills and knowledge on the job
- c) Improve their performance and transfer the knowledge to their peers.

1.4.3 Results

- a) Increased job satisfaction
- b) Level of contribution of employees
- c) Improved quality in performance
- d) Increased job security
- e) Overall benefit to the organisation

1.6 Methodology used for the study

The methodologies used and their justification for conducting this research can be examined as follows.

1.6.1 Study area and period of study

The study was conducted at Marico Ltd., Kanjikoḁ. The study was conducted in the month of April-May 2016

1.6.2 Sample design

The study was conducted among the Managerial staffs of Marico Ltd, Kanjikoḁ. 55 was the sampling frame out of which 50 staffs were the respondents.

1.6.3 Data collection

Both primary and secondary data were collected. A primary source of data was chosen because there was the need to obtain information at first hand from the selected respondents within the company.

Primary data comprised of responses obtained through questionnaires administered to target respondents under study. Self rating method by the employees was followed to assess the impact of learning and development in the study.

The secondary data included The Learning and Development Calendar of Marico ltd, Kanjikoḁ.

1.6.4 Method of Data Analysis

In trying to examine the impact of learning and development on employee job performance within the company, responses were grouped and analysed. Data analyses was done using frequency tables, percentages and graphs for pictorial representation of the data collected and for summarizing responses from the respondents and other suitable tools.

1.7 Scope of the study

The study would enable management to better appreciate the relationship between learning and development and the challenges associated with employee performance.

Again, the findings of the study would also enable to device appropriate learning methodologies that would be relevant for improving employee performance.

Also, the research would establish the impact of learning and development on job performance of employees.

Finally, the study would further serve as a reference guide for Marico Ltd. in developing appropriate learning content and methodologies to improve employee performance.

1.8 Limitations

It would be beyond the scope of this project to study the entire organizational system.

Fear of expressing the true facts by the employees could be a limitation.

1.9 Chapterization

The study has been designed into the following chapters:

- Chapter-1 -- Design of the Study
- Chapter-2 -- Review of Literature
- Chapter-3 -- Learning and Development- A Theoretical Framework
- Chapter-4 -- Marico Limited, Kanjicode - A profile
- Chapter-5 -- Learning and Development at Marico Limited, Kanjicode- An Analysis
- Chapter-6 -- Summary of Findings and Suggestions

Chapter - 2

Review of Literature

Chapter - 2

REVIEW OF LITERATURE

2.1 Introduction

The most basic reason for providing Learning and Development is to ensure that an organisation's employees are able to carry out their current role. Learning and development, or as it is now commonly referred to; training and development or human resource development, encompasses a range of on-the-job and off-the-job methods for acquiring necessary knowledge, skills and behaviours. Learning is the process of absorbing information and retaining it with the goal of increasing skills and abilities in order to achieve goals. This chapter consists of the information found in the literature related to the selected area of study.

2.2 Need for Learning and Development

Training involves designing and supporting learning activities that result in a desired level of performance. In contrast, *development* typically refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term *performance consulting*, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned (*Robinson and Robinson, 1995*).

Development is a process that "strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them". (*Garavan, Costine, and Heraty 1995*).

These two processes, Training and Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem. (*Kim, 1997*) Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (*Robbins and DeCenzo, 1998*).

Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be anything “wrong” at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change. (*Marmar, 1999*)

Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications—from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced “continual learning” and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses and in addition create a corporate culture that supports continual learning (*Marmar 1999*)

Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviours that can be transferred back to the workplace (*Charnov 2000*). In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development (*Harrison 2005*). Training is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management place on training and development, some employees are still reluctant to be trained. Training

and development offers more than just increased knowledge. It offers the added advantage of networking and drawing from others' experiences therefore it is not uncommon to hear excuses regarding why someone has not received training. (Choo 2007)

Chiaburu and Lindsay (2008:199) comments: training programmes are effective only to the extent that the skills and behaviours learned and practiced during instruction are actually transferred to the workplace.

Learning and development can be a source of competitive advantage where employees gain appropriate new knowledge and skills (Towler and Dipboye, 2009) which provides a strong argument for organisations to invest in their employees so that they can reap the benefits and differentiate themselves from their competitors.

2.3 Evaluation of learning and development

Training evaluation can be described as a systematic process of collecting and analyzing information for and about a training programme which can be used for planning and guiding decision making as well as assessing the relevance, effectiveness, and the impact of various training components (Raab et al., 1991).

Dawson (1995:3) provides another explanation which suggests that the process should be impartial and devoid of subjective opinion: It is useful at this point to consider just what evaluation of training really does mean. The evaluation of training is the systematic and impartial collection of data for managers and all other interested parties. This information equips them to draw conclusions about the effectiveness of particular training measures as a way of achieving organizational objectives, implementing policy and promoting organizational learning.

Dawson's (1995) definition is useful in illustrating the wide range of issues that evaluations are intended to capture as well as the assortment of reasons why evaluations might be necessary. It is therefore clear that organisations will need to have clarity in their rationale for evaluating and they need to ensure that this is shared with all of the relevant stakeholders. Failure to do this may lead to a mismatch in the data provided, thereby providing limited use to the organisation and/or the trainer(s).

This demonstrates the wide range of activities that are associated with it as well as the many benefits. James and Roffe (2000:12) provide a simplified explanation of evaluation: "comparing the actual and real with the predicted or promised" which emphasises the need to

reflect on what was achieved in comparison to what was hoped for. This definition also highlights the potential subjectiveness of evaluation for different individuals are likely to have diverse expectations and their review of the event(s) may also differ depending on a wide range of variables, for example; the learning interventions may be heavily focused towards one particular learning style.

2.4 The importance of evaluating learning and development activities

Thornhill (1994:25) state “there seems to be widespread agreement with the proposition that evaluation is the least well conducted aspect of all training activities” which suggests that there is a need for organisations to focus on this area of the learning and development process in order for evaluation to reach its potential. Mann (1996:14) states “With the huge investment in developing training strategies, the question is no longer “should we train” but rather “is the training worthwhile and effective?”. This is consistent with a wide range of literature which accepts that training is important and recognises the evaluation of it to be a key issue so that its ‘worth’ can be proven. There is also evidence that this problem is not limited to UK organisations, Athanasaou (1998) indicates similar results when research was undertaken in Australia. Lewis and This attitude was confirmed in the CIPD (2008) Learning and Development survey whereby only one in five (21%) of the respondents said that they spend most of their time monitoring or evaluating training at the moment.

2.5 The Kirkpatrick model

In the 1960’s Donald Kirkpatrick wrote a series of articles on evaluation where he identified four stages (or levels of evaluation). Kirkpatrick (1977) divided the evaluation process into four segments or stages.

One of the key strengths of this model is in its simplicity, which was designed to allow it to be understood and used easily by HR practitioners when designing their evaluation tools. Evaluating at the ‘reaction’ stage allows the trainer to get a quick understanding of how the learners’ felt about the session in terms of the content, structure and how it was delivered. Usually this will be in the form of a self-completion questionnaire that the learners will complete at the end of the training event. Through analysing the results the trainer can make amendments to the programme as necessary and the results can also be fed back to the organisation. One of the main advantages of this approach is that it is usually carried out straight after the intervention and therefore the trainers/facilitators receive the feedback

quickly so can implement it within a short time span if they choose to do so. There are limitations associated with the four different stages. For example, Kirkpatrick (1977) confirms that the usefulness of stage one evaluations is dependent upon the honesty of the learners who complete the questionnaire and whether they feel comfortable in being able to tell the truth. One way to encourage honesty in this process would be to enable the employees to complete them anonymously thereby having no fear of any repercussions, though this would limit the opportunity for the trainer to provide additional support for learners where they felt that their objectives were not met. There is also a risk that the evaluation focuses too heavily on enjoyment rather than on how useful it has been (Hamblin, 1974) most frequently in the form of 'happiness sheets' (Bramley and Kitson, 1994). Evaluating at stage two provides the learners with the opportunity to evaluate their learning and to identify how they believe their behaviours might change. In relation to stage two, Kirkpatrick believes that there is a distinction between gaining 'evidence' and 'proof' and proof can only be gained by comparing pre- and post- intervention performance to identify whether there has been a shift. However an outstanding limitation would be how we would be able to control for other factors, in other words, how can we be sure that it was just the training intervention that made the difference? and this would involve using experiments and control groups (Kirkpatrick, 1977). Stage three of Kirkpatrick's model is entitled 'behaviour' and can be defined as "the extent to which change in behaviour has occurred because the participant attended the training program" (Kirkpatrick, 1998:20). Similar issues to stage two also arise for the stage three level of evaluation where a control group would be needed to ascertain whether the intervention is the differing factor. The distinction between evidence and proof poses a challenge for both researchers and practitioners; Kirkpatrick (1977:12) suggests that organisations use a pragmatic approach: Let's shoot for proof but be satisfied with evidence. In most cases, our superiors would be more than satisfied with evidence, particularly in terms of behavior or results. Alliger and Janak (1989) argue that some interventions will not aim to meet all four levels and this does not necessarily mean that it should not be used; assuming it meets the required needs. This highlights the clear need for organisations to consider what form of evaluation is needed and accept that for some programmes, evaluation at stages one and two may provide sufficient information.

One way to try to overcome this would be to use a tool to measure ability before and after the event though the design of reliable tools can be complex (Bramley and Kitson, 1994). The lack of organisations who evaluate at this level (and the subsequent lack of

empirical organisation-based data and case studies) mean that these levels of evaluation remain poorly understood (Bramley and Kitson, 1994).

Kirkpatrick's level four is defined as "the final results that occurred because the participants attended the programme" (Kirkpatrick, 1998:60) this is where it is more difficult to meet this criteria as they may not be suitable for some types of programmes that are run.

James and Roffe (2000) agree that inherent challenges in evaluation at levels 3 and 4 are down to the other factors which may have an impact on changes in performance, including; personal factors (e.g. motivation, ability and attention); instructional factors (e.g. course design and trainer's ability); and organisational factors such as climate, timing, management, learner support etc.

Lee and Pershing (2002) believe that Kirkpatrick provides insufficient guidance on how stage one can be achieved through a questionnaire and suggests guidelines in this area would be useful. This view is confirmed in reports such as Tyson and Ward (2004) who were concerned about the intervening variables that might have an impact. There is also the potential issue of social desirability whereby the learners feel that they have to respond in a particular way (Darby, 2006) especially if they are asked to complete their evaluation in front of the trainer or fellow learners. Cheng and Hampson (2008) argue that levels three and four are not often used because organisations find it much simpler just to focus on the first two levels.

Despite its age, Kirkpatrick's model continues to be used in contemporary research (Schmidt et al, 2009 and Elliott et al, 2009).

2.6 Linking learning, development and evaluation to business strategy

The case for evaluating informal learning Yeo (2008:317) states "research by Marsick and Watkins (1990) found that of all employee learning, only 20% learn from structured training programmes". This suggests that if organisations want to build up a true picture of the success of different learning interventions they may wish to capture some of the less formal learning which may make a significant contribution to performance. Again there would be practical implications of trying to capture evaluation data from every learning event as time would be needed for the learners to undertake this (assuming that they can identify occasions where they have benefitted from informal learning). If this learning takes place

when an employee joins an organisation (as part of the induction process) this could be evaluated as part of the overall review of their induction, where it happens on a more ad hoc basis this may be difficult to identify and reflect upon.

Learning and training can provide a pivotal link between an organisation's human resource strategy and overall business strategy (Mabey, Salaman, and Storey, 1998) by ensuring that the organisation's employees have the relevant skills and knowledge needed to be able to execute the HR strategy. This concern was also identified in the earlier findings of CIPD (2007) where only one third of their survey participants felt that learning and development implications are considered when organisational strategy is constructed. This should also give the HR strategy an improved chance of success if they have a clear understanding of capabilities and whether investment and development is required. Smith and Smith (2007) uncovered evidence that more and more employers are demanding that training is deliberately aligned with the strategic needs of the organisation. It is clear from a range of papers that researchers have identified the importance of linking learning with organisations' overall strategies and business objectives, particularly where their people are one of their sources of competitive advantage. This means that those responsible for learning, development and evaluation have to have a good understanding of the strategy and objectives and discuss the key issues with a range of stakeholders. The extent to which learning and development can be linked to the strategy depends on how close an alignment exists, for example; whether or not learning is explicitly referred to within the strategic planning document and whether there is ongoing communication and links between the learning and development function and the senior managers (Anderson, 2009b). Anderson (2009a) believes that the alignment of HRD to organisational strategy remains problematic.

2.7 Conclusion

It is clear from all of the literature on learning and development that an effective system has to begin with a comprehensive training needs analysis process so that the organisation, departments and individuals can identify their specific needs. Through the careful identification of these needs the organisation can identify where gaps exist in skills and knowledge and offer appropriate interventions to try to address these gaps.

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Chapter - 3
Learning and Development— A
Theoretical Framework

Chapter - 3

LEARNING AND DEVELOPMENT- A THEORETICAL FRAMEWORK

3.1 Introduction

For an organization offering Learning and Development programmes for the delegates, it is important it is to measure its effectiveness. After all, it doesn't want to spend time or money on training that doesn't provide a good return. This chapter consists of the detailed description of Kirkpatrick's Four-Level Training Evaluation Model and how it's useful in analyzing Training Effectiveness.

3.2 Kirkpatrick's Four-Level Training Evaluation Model

Perhaps the best known evaluation methodology for judging learning processes is Donald Kirkpatrick's Four Level Evaluation Model that was first published in a series of articles in 1959 in the Journal of American Society of Training Directors (now known as T+D Magazine). The series was later compiled and published as an article, Techniques for Evaluating Training Programs, in a book Kirkpatrick edited, Evaluating Training Programs (1975).

However it was not until his 1994 book was published, Evaluating Training Programs, that the four levels became popular. Nowadays, his four levels remain a cornerstone in the learning industry.

Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal.

The model was then updated in 1975, and again in 1994, when he published his best-known work, "Evaluating Training Programs."

The four levels are:

Step 1: Reaction - How well did the learners like the learning process?

Step 2: Learning - What did they learn? (the extent to which the learners gain knowledge and skills)

Step 3: Behaviour - (What changes in job performance resulted from the learning process?
(Capability to perform the newly learned skills while on the job)

Step 4: Results - What are the tangible results of the learning process in terms of reduced cost, improved quality, increased production, efficiency, etc.?

3.2.1 Reaction

This level measures how your trainees (the people being trained), reacted to the training. Obviously, you want them to feel that the training was a valuable experience, and you want them to feel good about the instructor, the topic, the material, its presentation, and the venue.

It's important to measure reaction, because it helps you understand how well the training was received by your audience. It also helps you improve the training for future trainees, including identifying important areas or topics that are missing from the training.

3.2.2 Learning

At level 2, you measure what your trainees have learned. How much has their knowledge increased as a result of the training?

When you planned the training session, you hopefully started with a list of specific learning objectives: these should be the starting point for your measurement. Keep in mind that you can measure learning in different ways depending on these objectives, and depending on whether you're interested in changes to knowledge, skills, or attitude.

It's important to measure this, because knowing what your trainees are learning and what they aren't will help you improve future training.

3.2.3 Behaviour

At this level, you evaluate how far your trainees have changed their behavior, based on the training they received. Specifically, this looks at how trainees apply the information.

It's important to realize that behavior can only change if conditions are favorable. For instance, imagine you've skipped measurement at the first two Kirkpatrick levels and, when looking at your group's behavior, you determine that no behavior change has taken place.

Therefore, you assume that your trainees haven't learned anything and that the training was ineffective.

However, just because behavior hasn't changed, it doesn't mean that trainees haven't learned anything. Perhaps their boss won't let them apply new knowledge. Or, maybe they've learned everything you taught, but they have no desire to apply the knowledge themselves.

3.2.4 Results

At this level, you analyze the final results of your training. This includes outcomes that you or your organization have determined to be good for business, good for the employees, or good for the bottom line.

3.3 Application of the model

Although Kirkpatrick's Four-Level Training Evaluation Model is popular and widely used, there are a number of considerations that need to be taken into account when using the model.

One issue is that it can be time-consuming and expensive to use levels 3 or 4 of the model, so it's not practical for all organizations and situations. This is especially the case for organizations that don't have a dedicated training or human resource department, or for one-off training sessions or programs.

In a similar way, it can be expensive and resource intensive to "wire up an organization" to collect data with the sole purpose of evaluating training at levels 3 and 4. (Whether or not this is practical depends on the systems already in place within the organization.)

The model also assumes that each level's importance is greater than the last level, and that all levels are linked. For instance, it implies that Reaction is less important, ultimately, than Results, and that reactions must be positive for learning to take place. In practice, this may not be the case.

Most importantly, organizations change in many ways, and behaviors and results change depending on these, as well as on training. For example, measurable improvements in areas like retention and productivity could result from the arrival of a new boss or from a new computer system, rather than from training.

Kirkpatrick's model is great for trying to evaluate training in a "scientific" way, however, so many variables can be changing in fast-changing organizations that analysis at level 4 can be limited in usefulness.

3.4 Conclusion

While most people refer to the four criteria for evaluating learning processes as "levels," Kirkpatrick never used that term, he normally called them "steps". In addition, he did not call it a model, but used words such as, "techniques for conducting the evaluation". Nowadays, his four levels remain a cornerstone in the learning industry.

Chapter – 4

Marico Limited, Kanjikode – A

Profile

Chapter - 4

MARICO LIMITED, KANJIKODE – A PROFILE

4.1 Introduction

Marico is an Indian consumer goods company providing consumer products and services in the areas of Health and Beauty based in Mumbai. During 2015, the company generated a turnover of Rs. 5,733 crore. Marico has 8 factories in India located at Pondicherry, Perundurai, Kanjikode, Jalgaon, Paldhi, Dehradun, Baddi and Paonta Sahib.

In Bangladesh, Marico operates through Marico Bangladesh Limited, a wholly owned subsidiary. Its manufacturing facility is located at Shirichala, near Gazipur.

Marico Limited is one of India's leading consumer products companies operating in the beauty and wellness space. Empowered with freedom and opportunity, we work to make a difference to the lives of all our stakeholders - members, associates, consumers, investors and the society at large. Currently present in 25 countries across emerging markets of Asia and Africa, Marico has nurtured multiple brands in the categories of hair care, skin care, health foods, male grooming, and fabric care. Marico's India business markets household brands such as Parachute Advanced, Saffola, Hair & Care, Nihar, Mediker, Revive, Manjal, Setwet, Zatak and Livon among others that add value to the life of 1 in every 3 Indians.

4.2 History

Marico was incorporated in 1988 and during 1990 took over the then 40-year old consumer products business of The Bombay Oil Industries Limited. It made its initial public offer for equity shares in March 1996.

Marico has consistently sought to broaden its brand basket. The new products dealt in by the Company during last 5 years have now assumed a critical mass. In the process, Marico's dependence on Parachute has consistently been reducing. From a share in the range of 70% - 75% in early 90's, Parachute coconut oil in India today contributes about 30% to the top line of Marico. Its share in profits too has come down.

Marico is a leading Indian Group in Consumer Products & Services in the Global Beauty and Wellness space. Marico's Products and Services in Hair care, Skin Care and Healthy Foods generated a Turnover of about INR 46 billion (about USD 850 Million) during 2012-13. FY13 financials include Kaya which has been demerged from Marico Ltd effective

April 1, 2013. Marico markets well-known brands such as Parachute, Saffola, Hair & Care, Nihar, Shanti, Mediker, Revive, Manjal, Setwet, Zatak, Livon, Fiancée, HairCode, Caivil, Black Chic, Code 10, Ingwe, X-Men, L'Ovite and Thuan Phat. Marico's brands and their extensions occupy leadership positions with significant market shares in most categories - Coconut Oil, Hair Oils, Post wash hair care, Hair Gels/Creams, Anti-lice Treatment, Premium Refined Edible Oils, niche Fabric Care etc. Marico's branded products are present in Bangladesh, other SAARC countries, the Middle East, Egypt, South Africa, Singapore, Malaysia and Vietnam.

Marico is one the leading company in FMCG sector incepted in year 1988. The company has created one of biggest brands in India. Every month ,over 70 million packs from Marico reach approximately 130 million consumers in about 23 million households through a widespread distribution network of more than 2.5 Million outlets in India and overseas.

4.1.1 Products

Marico's consumer products has prominent market share in coconut oil, hair oils, post wash hair care, anti lice treatment , edible oil , fabric care, etc. Under this it created brands like Parachute, Safola, Revive, Starz, Medikar, hair & care etc. It has also entered food segment through Saffola Diabetes Management Atta mix.

4.1.2 International products

Marico presence in international market became more evident through its major acquisition of international brands namely camellia, aromatic , Fiancée, Hair Code , Sundari, etc .Acquisition of Fiancée & Hair Code gave Marico a customer base of 26 million.

4.1.3 KAYA

With KAYA Marico entered into skin care segment .Its KAYA Skin clinic offers dermatological & scientific procedures most of them approved by USFDA. Today there 65 Skin Clinics in 19 Indian cities, 9 in Middle East has a customer base of 350,000.

4.1.4 Milestones

Marico was awarded Business Leadership Awards in the FMCG (Personal Hygiene) category (July 2007) by NDTV Profit. Marico was rated No.1 of India's Most Innovative Companies by the Business Today Monitor Group Innovation Study. Marico was one of India's 10 best marketers by Business Today-2006. Marico was among top Eight India Global challengers according to Standard & Poor's global rating of mid-size companies-2006.

In 2010, Harsh Mariwala was awarded the Ernst & Young 'Entrepreneur of the Year Award' 2009 in the Manufacturing category. In 2011, Marico strengthened its presence in SE Asian through a male grooming, skin care and food portfolio acquired in Vietnam. In 2012, Marico to acquired Paras personal care business from Reckitt and also Marico - Marico completed acquisition of Halite Personal Car.

4.2 Nature of business

Marico Limited is a leading multinational FMCG Company. The company is the manufacturer and marketer of well known consumer brands like Parachute Advansed, Saffola, Hair & Care, Nihar, Mediker, Revive, Manjal, Setwet, Zatak and Livon among others that add value to the life of 1 in every 3 Indians.

To enhance the appeal for hair and skin through distinctive products and services based on the goodness of coconut, other natural substances, and the underlying science of beauty and hair care, it offers different extended brands like Therapie, Hair Cream, and After Shower Gel etc.

The International business offers unique brands such as Parachute, Hair Code, Fiancee, Caivil, Hercules, BlackChic, Code 10, Ingwe, X-Men, L'Ovite and Thuan Phat that are localized to fulfil the lifestyle needs of our international consumers. Charting an annual turnover of Rs. 47 billion (Financial Year 2013 - 2014) across our portfolio, Marico's sustainable growth story rests on an empowering work culture that encourages our members to take complete ownership and **make a difference** to the entire business ecosystem.

4.3 Principal products and services

Marico Ltd. operates its business mainly in the consumer brands with its flagship brand "Parachute" in the coconut oil (CNO) market segment as branded coconut oil, acquired

brand “Camelia” and “Aromatic” (re-launched as “Aromatic Gold”) in the toilet Soap segment and trade other Hair Care Products from its parent Marico Limited.

The Parachute brand already enjoys firm loyalty both in urban and rural households of the country due to its consistent quality; packaging innovations, distinctive natural aroma and keen concentration by its management to gain business from adulterated oil market to branded products. Parachute is considered as the No.1 brand due to its move from around 55% market share to 72% in the branded coconut oil market within 2 years. The key reason for such a jump in market shares is because of large investment in brand building, 360 degree approach in marketing and expansion in distribution.

Its soap line products are facing stiff competition due to strong dominance of Unilever’s soap line products and as well as local market players. Its toilet soap segment is controlling a small portion of share (4.2%) in the soap market, however, growing steadily from 1.8% in Sept, 2006.

The company launched Hair Care products including HairCode Hair Dye, Parachute Therapie, Parachute.

4.4 Reach of Marico Ltd.

Marico today touches the lives of 1 out of every 3 Indians. Marico sells over 7.5 crore packs every month to around 7.5 crore households through about 40 lacs retail outlets services by its nationwide distribution network comprising 4 Regional Offices, 32 carrying & forwarding agents (CFAs) and about 5000 distributors and stockists. Marico’s distribution network covers almost every Indian town with population over 20,000.

Marico's own manufacturing facilities in India are located at Kanjikode, Jalgaon, Pondicherry, Dehradun, Daman, Poanta Sahib and Baddi and are supported by subcontracting units. Marico’s subsidiaries, Marico Bangladesh Limited, Egyptian American Investment and Industrial Development Corporation, Marico Egypt Industries Company (erstwhile Pyramid for Modern Industries), Marico South Africa Pty Ltd., and International Consumer Products Corporation have their manufacturing facilities at Mouchak and Shirir Chala, near Gazipur in Bangladesh, 6th October City, Egypt, Salheya City, Egypt, Sadaat City, Egypt, Mobeni in Durban, South Africa and Ho Chin Min City, Vietnam respectively.

Table 4.1 Major Competitors of Marico Ltd.

Company	Sales (Rs.Million)	Current Price	Change (%)	P/E Ratio	Market Cap.(Rs.Million)	52-Week High/Low
Hindustan Unilever	308056.20	854.25	-0.85	45.67	1864339.90	944/765
Dabur India	54312.80	298.60	0.88	55.48	521223.79	317/231
Godrej Consumer Prod	44298.00	1524.45	0.25	70.00	517832.76	1527/1040
Marico	46812.00	254.75	-0.99	47.30	331961.05	270/190
Emami	20306.41	1027.05	1.32	70.21	230065.73	1368/901
Colgate Palmol. (I)	39819.43	845.85	0.56	39.68	228780.72	1050/788
P&G Hygiene	23337.90	6215.80	-1.08	48.47	203981.64	6982/5171
Gillette India	18747.10	4700.00	0.50	63.77	152383.14	5650/3805
Bajaj Corp	8212.93	390.00	0.98	28.78	56964.50	522/356
Jyothy Laboratories	14378.20	285.40	-1.72	32.40	52597.16	342/240
Marico Kaya	7.81	1547.50	0.00	0.00	19958.26	1594/1536
Jyothy Cons. (Amalg)	4507.58	42.10	0.00	0.00	4903.15	43/41
Fem Care Pharma	1074.71	980.05	0.00	18.50	3458.99	1010/980
Partani Appliances	219.38	215.90	0.00	0.00	2657.77	275/175
JHS Svendgaard	553.24	31.25	0.48	0.00	1170.45	38/8
Safal Herbs	14.39	7.58	0.00	0.00	758.00	44/8
Ideal Optics	4.06	34.90	0.00	0.00	497.48	35/10
GKB Ophthalmics	298.47	76.00	17.10	1.82	269.57	94/53
Paramount Cosmetics	483.60	42.50	-2.75	11.41	212.16	62/29
Powerhouse Gym	89.57	30.00	0.00	238.84	207.00	48/28
Pee Cee Cosma Sope	805.42	70.25	0.00	9.07	185.90	86/46
Amar Remedies	6743.71	6.07	0.00	0.00	158.82	6/6
MFL India	1278.37	0.36	0.00	15.80	129.71	1/0
Ambica Agarbathies	1156.78	4.00	0.00	3.18	68.71	5/4
Muller & Phipps (I)	45.30	98.00	-4.58	0.00	64.19	109/65
Gujarat Meditech	0.30	1.52	0.00	0.00	6.25	7/2
Synergy Cosmetics	0.00	0.50	0.00	0.00	5.67	1/0

Source : Company website

4.5 Industry Structure and Development

In accordance with its Business Direction, Marico is committed to improving the quality of people's lives through its offerings of branded products and services. Your Company thus operates in two industries: Branded Products- the Fast Moving Consumer Goods (FMCG) industry and Branded Services (Skin Care Services industry). The FMCG industry comprises segments such as Personal Care, Soaps and Detergents, Skin Care, Oral Care, Health and Hygiene Products, Hair Care, Coconut Oil, Refined Edible Oils, Foods and Beverages, Dairy Products, etc. The FMCG industry is one of the largest in India, with an annual estimated turnover of Rs. 480,000 million.

Table 4.2 Market share of the company

Category	Brand	Market Share %		Rank
		Mar '03- Feb '04	Mar '03- Feb '04	
Coconut oil	Parachute and Oil of Malabar	57.0	55.4	1
Hair Oil	Jasmine, Shanthi Amla, Hair & Care	17.8	16.6	2
Premium Refined Oils in Consumer Packs(ROCP)	Saffola & Sweekar (Sunflower Oil)	14.5	17.0	3

Source: Company Website

4.6 Human Resources /Industrial Relations

Marico is a professionally managed company that has built for itself a stimulating work culture that empowers people, promotes team building and encourages new ideas. This has, over the years, enabled Marico to grow its stature as one of the few successful Indian FMCG companies. Marico was awarded the National Award for outstanding work in HRD by National HRD Network in 1994 as also the award for Top Performing Global Growth Company from India at the World Economic Forum in 1997. In FY04, your Company was ranked 15th among 120 companies in a survey conducted by Grow Talent and Business World on Great Places to Work.

Human Resource programmes and initiatives in Marico are aligned to meet the business needs. Your Company believes in investing in people to develop and expand their capability.



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The Company has been able to create a favourable work environment that motivates performance, customer focus and innovation. Marico's strategies are based, inter alia, on processes of continuous learning and improvement. Your Company has a unique process of performance enhancement through deployment of MBR (Management By Results) to create an environment of challenge and provide opportunities for realisation of optimum performance. Your Company believes that engaging people will lead to better performance as proved by the worldwide research by Gallup, a research organisation of international repute. It has therefore taken an active step in enhancing engagement in the organisation from its current levels. It will track the engagement levels using the Gallup Q12 questionnaire. In the last two surveys done, your Company showed an increase in its engagement. The engagement scores placed your Company in the top 33% of the companies worldwide with high engagement scores. There were 7 teams, which are amongst the best-engaged teams in the world. These teams have also been high performing teams.

Marico Limited is one of India's leading consumer products companies operating in the beauty and wellness space. Empowered with freedom and opportunity, we work to make a difference to the lives of all our stakeholders - members, associates, consumers, investors and the society at large. Currently present in 25 countries across emerging markets of Asia and Africa, Marico has nurtured multiple brands in the categories of hair care, skin care, health foods, male grooming, and fabric care. Marico's India business markets household brands such as Parachute Advansed, Saffola, Hair & Care, Nihar, Mediker, Revive, Manjal, Setwet, Zatak and Livon among others that add value to the life of 1 in every 3 Indians.

The company is moving towards mass market with a comprehensive marketing plan under its dynamic marketing team. Already its flagship brand "Parachute" availed dominant leadership position in the coconut oil category and is synonymous with pure coconut oil in the market. After acquiring Aromatic and Camelia soap it re-launched its Aromatic brand to Aromatic Gold to convey the change in brand in consumers mind, though it is yet to achieve high brand recognition as compared to its competitor. The entire marketing campaign entails communications plan, embracing television, print media and bill boards throughout the length and breadth of the country. Though in case of product branding, the company is successful, however, in corporate branding, it is at growing stage.

Corporate branding may result significant economies of scope, specially, for new products under its corporate banner. Recently, it has adopted various strategies for corporate

branding including image building, internet branding, nurture Marico values, sponsoring program, campus program, trade body discussion, CSR activities and others.

Chapter – 5

*Learning and Development at
Marico Limited, Kanjikode- An
Analysis*

Chapter - 5

LEARNING AND DEVELOPMENT AT MARICO LIMITED, KANJIKODE- AN ANALYSIS

5.1 Introduction

The most basic reason for providing Learning and development is to ensure that an organisation's employees are able to carry out their current role. Some training may be mandatory in relation to health and safety or occupation-specific issues but much of it will be discretionary where organisations appreciate the added value that they will gain from having highly skilled and knowledgeable employees.

Organisations which are keen to improve their productivity, efficiency and profitability will look to move beyond mandatory training and look at more diverse learning and development activities which will enable the employees to maximise their potential and provide a valuable resource for the organisation.

The study was conducted among 50 employees of Marico Ltd, Kanjikode. This study was an attempt to evaluate the effectiveness of learning and development at Marico, Kanjikode. The study had two objectives: (a) To analyse Learning and Development processes at Marico Ltd, Kanjikode. (b) To know the impact of learning and development on employee performance among the employees. The collected data were analyzed using percentage, averages and indices.

5.2 Learning and Development Processes at Marico Ltd., Kanjikode

Table 5.1 List of Learning and Development programmes at Marico Ltd, Kanjikode

Sl.no.	Topic	Target Group	Area
1	Fire Safety Mock Drill & Fire Hydrant Pump Room Operation	Executives +Junior Manager's (JM)	Safety
2	Training on Electrical Safety & Permits	Executive	Production
3	Production Automated Design Process(PADP) Refresher Session	JM's	HR Process
4	Management Business Relationships(MBR) Goal Sheet and Importance	JM3's & Manager	HR Process

6	Performance And Development Plan (PDP) Session	JM3's & Manager	HR Process
7	PQA - Food Safety & Good Manufacturing Practices(GMP) ,Good Hygiene Practices and Types of Hazards , Hazard Analysis and Critical Control Points(HACCP) , Critical Control Points(CCP) ,Food Safety Behaviours , Food Safety Policy , Jewel Policy , Waste Disposal	ALL KKDIANs ...	Procurement Quality Assurance(PQA)
8	Pest Control & Management	ALL KKDIANs	Procurement Quality Assurance(PQA)
9	Emergency Response Plan - Mock Drill & Debrief	Executives + JM's	ALL DEPTS
10	Lock Out Tag Out Training	Executives + JM's	Safety
11	OSHAS & Hazard Identification and Risk Assessment(HIRA)	Executives + JM's	Safety
12	Basic Safety , Permits PPE Usage & Significance	Executives + JM's	Safety
13	Basic First Aid & Safety	Executives + JM's	Safety & First Aid
14	PF Training on UAN and Online Portal Access	Executives + JM's	HR Process
15	Commercial Process and System Compliance	Executives + JM's	Commercial
16	Mind Business Excellence Model(MBEM) Audit Training	Executives + JM's	Process Management
17	Sustainability Data Reporting	Executives + JM's	Process Management

18	People Management	Executives + JM's	HR Process
19	Operation Excellence	Executives + JM's	Process Management

By reviewing Table 5.1 it is evident that the thrust areas of Learning and Development programmes in Marico Ltd, Kanjikode is HR processes, Food Safety Practices, Production Management, Safety and First Aid and Procurement Quality Assurance. The Junior Managers and Executives are trained in the respective areas. They should undergo the training in the area of safety once in six months with internal and at least once in a year with an external trainer and the company is following it.

As per FSSAI requirements the company need to provide quarterly training on the Pest control practices and various Learning and Development programmes on Food Safety practices such as GMP, GHP, HACCP and behaviours. The company has been successfully running such training programmes over the years.

5.3 Evaluation of the Learning and Development Programmes

The study was conducted based on Kirkpatrick's Four-Level Training Evaluation Model, which has four distinct evaluation tiers: Reaction, Learning, Behaviour and Result. Questionnaire was prepared based on these four parameters of Kirkpatrick Model. The statements under each parameter were graded in five point continuum. The scores allotted for the responses were in the following manner

Responses	Score
Strongly Agree	5
Agree	4
No Opinion	3
Disagree	2
Strongly Disagree	1

Based on these scores, index of each parameter and statements were calculated.

$$\text{Index for the statement} = \frac{\text{Total score obtained for the statement}}{\text{Maximum obtainable score for the statement}} \times 100$$

Maximum obtainable score for a statement =

$$\text{Maximum score obtained for the Statement} \times \text{Total number of respondents}$$

Each statement were rated based on the Index score as Very poor, Poor, Good, Very good and Excellent.

When the individual index was calculated the next step is to find out the overall index of the parameters. It was calculated by using the formula:

$$\text{Overall index for a parameter} = \frac{\text{Total score obtained for the parameter}}{\text{Maximum score} \times \text{Number of respondents} \times \text{number of statements}} \times 100$$

The level of Reaction, Learning, Behaviour or Result were also categorised as Very poor, Poor, Good, Very good and Excellent based on the index and also composite index obtained.

Table 5.2 Category based on the Index and Composite Index

Index/Composite Index	Zone
< 20	Very poor
20-39	Poor
40-59	Good
60-79	Very good
> 80	Excellent

5.3.1 Evaluation of the Reaction of Employees

The first level, Reaction, captures participants' satisfaction with the experience immediately following the event.

Table.5.3. Reaction Index

Sl.no	Parameters	No. of respondents					Total score	Index	Zone
		5	4	3	2	1			
a	Schedule of the learning programme	7	0	0	24	19	102	40.8	Good
b	Adherence to schedule	7	11	8	13	11	140	56	Good
c	Quality of presentation	0	0	8	20	22	86	34.4	Poor
d	Level of interaction with faculty	0	11	0	21	18	104	41.6	Good
e	quality of presentation content	7	11	8	13	11	140	56	Good
f	relevance of contents	7	11	8	13	11	140	56	Good
g	quality of study material	7	11	8	13	11	140	56	Good
h	overall quality of the programme	0	0	8	20	22	86	34.4	Poor
Grand total of score							938		
Composite Index								46.9	GOOD

Source: compiled from survey

The table 5.4 indicates that composite index for the parameter Reaction was in the 'Good' category with a value of 46.9. It means that the level of satisfaction of the employees regarding the Learning and Development programmes imparted was only moderate. Here statements (a), (b) and (d) shows 'Good' category with values 40.8, 56 and 41.6 respectively and statements (e), (f) and (h) with values 56 each are also in the 'Good' category reflecting the employees are satisfied with the schedule of the learning, adherence to schedule, level of interaction with faculty, quality and relevance of presentation content and the quality of the study material used.. Statement (c) and (h) falls under the 'Poor' category with values of 34.4 each. This shows that the employees consider the Presentation quality and Overall quality of the Learning and Development programme as 'poor'. However, none of the parameters under Reaction Level came under the category 'very good' or 'excellent'.

5.3.2 Level of Learning

Employee's level of Learning was assessed in terms of their perception on increase in knowledge.

Table.5.4. Learning Index

Sl.no.	Parameters	No. of respondents					Total score	Index	Zone
		5	4	3	2	1			
a	Acquisition of new skills	7	11	8	13	11	140	56	Good
b	Advancement in knowledge	7	11	8	13	11 ...	140	56	Good
c	Improvement in skill	7	11	8	13	11	140	56	Good
d	Increase in intellectual capacity	7	11	8	13	11	140	56	Good
Grand total of score							560		
Composite Index								56	GOOD

Source: compiled from survey

The table 5.5 indicates that composite index for Learning was in the 'Good' category with a value of 56. All the statements were rated as 'Good' with values 56 each. This showed that the employees believed there is improvement in knowledge, skill and intellectual capacity after the Learning and Development programme. Also the employees have acquired new skills to cope with changes in the internal and external work environment to an extent. However, none of the parameters under Learning Level came under the category 'very good' or 'excellent'.

5.3.3 Behaviour Level

At Behaviour level, the transfer of learning was assessed to know whether participants successfully applied what they learned to their work and also the changes in behaviour and attitudes that result from the learning experience.

Table.5.5. Behaviour Index

Sl no	Parameters	No. of respondents					Total score	Index	Zone
		5	4	3	2	1			
a	Aware of change in knowledge, behaviour and skill level	7	11	8	13	11	140	56	Good
b	Application of learning in job	7	11	8	13	11	140	56	Good
c	Acquire the relevant skills and knowledge	7	11	8	13	11	140	56	Good
d	Noticeable change in performance	7	11	8	13	11	140	56	Good
e	Able to train others	7	11	8	13	11	140	56	Good
f	Sustainable change in knowledge level	0	0	8	20	22	86	34.4	Poor
Grand total of score							786		
Composite Index								52.4	GOOD

Source: compiled from survey

Table 5.6 indicates that composite index for 'Behaviour Level' was also in the 'Good' category with a value of 52.4 which means that employees could apply the learning in their work to some extent. All the parameters except (d) falls under the category 'Good' with the values 56 each. However, none of the parameters could come under the category 'very good' or 'excellent'. The parameter (f) got the least value (34.4) reflecting that sustainable change in the behavioural level due to the learning and development programme was 'poor'.

5.3.4 Result

The final level, Results, assessed participants' changes in performance and how those changes have benefited the entire organization.

Table.5.6. Result Index

Sl no	Parameters	No. of respondents					Total score	Index	Zone
		5	4	3	2	1			
a	Increased job satisfaction			8	20	22	86	34.4	Poor
b	Able to feel the difference in your level of contribution	7	11	8	13	11	140	56	Good
c	Improvement in the quality of work performed	7	11	8	13	11	140	56	Good
d	Increased job security	7	11	8	13	11	140	56	Good
e	Overall benefit to the organisation	7	11	8	13	11	140	56	Good
Grand total of score							646		
Composite index								51.68	GOOD

Source: compiled from survey

Table 5.7 indicates that composite index for Result level was in the 'Good' category with a value of 56. The parameters (a) has received the lowest value of 34.4 and is categorized as 'Poor' indicating that there was not much increase in the job satisfaction. All the other parameters (b), (c), (d) and (e) are under the category 'Good' with the values 56 each. This implied that after the learning and development programme the employee performance was improved and the organisation was benefitted to some extent. However none of the parameters could come under the category 'very good' or 'excellent'.

5.4 Overall Impact

The four levels of evaluation were: (1) the reaction of the employee and their thoughts about the learning experience; (2) the employee's resulting learning and knowledge from the training experience; (3) the employee's behavioural change and improvement after applying the skills on the job; and (4) the results or effects that the employee's performance had on the organization.

Table 5.7 Overall impact of Learning and Development

Parameter	Composite Index	Zone
Reaction	46.9	GOOD
Learning	56	GOOD
Behaviour	52.4	GOOD
Result	51.68	GOOD

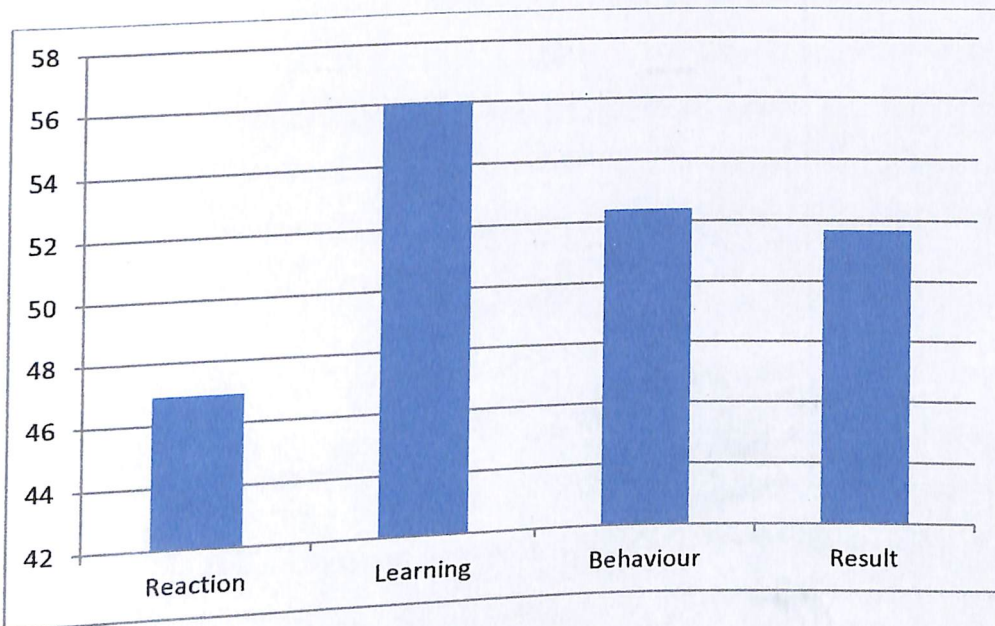


Fig. 5.1 Overall impacts of Learning and development

Considering all the four levels ie. Reaction, Learning, Behaviour and Result, the overall impact was found to be 'Good'. Considering all the four parameters, none of them came under the category 'Excellent' nor 'very good'. However the impact was comparatively better in terms of level of learning.

Chapter-6

Summary of Findings and Suggestions

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Chapter - 6

*Summary of Findings and
Suggestions*

Chapter - 6

SUMMARY OF FINDINGS AND SUGGESTIONS

6.1 Summary

Human resources, are the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without man-power. The effective functioning of any organization requires that employees learn to perform their jobs at a satisfactory level of proficiency. Learning and Development activities are important part of exploring these opportunities. Learning and Development activities are designed to impart specific skills, abilities and knowledge to employees. Development refers to learning opportunities designed to help employees grow and evolve a vision for future.

The need for improved productivity in organization has become universally accepted and that it depends on efficient and effective training.

This study was an attempt to evaluate the effectiveness of learning and development in Marico, Kanjikode. The study had two objectives: (a) To understand Learning and Development programmes at Marico Ltd, Kanjikode. (b) To evaluate the effectiveness of learning and development programmes at Marico Ltd, Kanjikode. The study was conducted among 50 employees of Marico Ltd, Kanjikode.

The effectiveness of Learning and Development programmes was assessed in the study based on Kirkpatrick's Four-Level Training Evaluation Model which is a simple paradigm that serves as an excellent framework when evaluating development programmes. This model comprises of four distinct evaluation tiers: Reaction, Learning, Behaviour and Results.

The first level, Reaction, captured participants' satisfaction with the learning experience immediately following the Learning and Development programme. At the second level, Learning, the increase in knowledge, skills or capabilities as a result of the experience was assessed. At level three, Behaviour, assessed the transfer of learning, whether participants successfully applied what they learned to their work. At the final level, Results, assessed participants' changes in performance or behaviour and how those changes have benefited the entire organization.

6.2 Findings

6.2.1 Learning and Development programmes in Marico Ltd, Kanjikode

The thrust areas of Learning and Development programmes in Marico Ltd, Kanjikode is HR processes, Food Safety Practices, Production Management, Safety and First Aid and Procurement Quality Assurance. The Junior Managers and Executives were trained in the respective areas. The company has been successfully running such training programmes over the years.

6.2.2 Effectiveness of Learning and Development programmes at Marico Ltd, Kanjikode

6.2.2.1 Reaction Level

The 'Reaction Index' depicting the level of satisfaction of the employees regarding the Learning and Development programmes was rated as 'Good'. Employees perceived the indicators like presentation quality and overall quality of the programme as 'poor'. Level of satisfaction with other indicators ie. the schedule of the programme, adherence to schedule, level of interaction with faculty, quality and relevance of presentation content and quality of the study material used, were rated as 'Good'. However none of the indicators could fall under the category 'very good' or 'excellent'

6.2.2.2 Learning Level

At Learning level, there was improvement in knowledge, Skill and intellectual capacity among the employees after the Learning and Development programme. Also the employees have acquired new skills to cope with the changes in the internal and external work environment. All these indicators were rated as 'good' but none of them came under the category 'very good' or 'excellent'.

6.2.2.3 Behavioural Level

At Behaviour level, the composite index showing transfer of learning to their job was rated as 'Good'. Employees perceived that the sustainable change in knowledge level after Learning and Development programme as 'poor'. All the other indicators ie. aware of change in knowledge, behaviour and skill level, application of learning in job, the relevance of skill and knowledge gained in their job, noticeable change in performance and ability to train others were rated as 'good'. However none of the indicators at behaviour level, could fall under the category 'very good' or 'excellent'.

6.2.2.4 Result Level

The 'Result level' depicting the participant's changes in performance and overall benefit to the organisation due to Learning and Development programmes was also rated as 'Good'. The indicators such as the improvement in the quality of work performed, level of contribution, increased job security and overall benefit to the organisation were rated as 'good'. It was concluded that there was not much increase in job satisfaction as it was rated as 'poor'. However none of the indicators of Result level were rated as 'very good' or 'excellent'.

6.2.3 Overall Impact of Learning and Development

Considering all the four levels ie. Reaction, Learning, Behaviour and Result, the overall impact was found to be moderate. Considering all the four parameters none of them came under the category 'Excellent' nor 'Poor'. However the impact was comparatively better in terms of level of learning.

6.3 Suggestions

The overall quality of the Learning and Development programme at Marico Ltd, Kanjikode needs to be improved. The areas such as quality of presentation, the level interaction with faculties during the sessions and the schedule of the training should to be given more importance.

Learning and Developed programmed should be addressed in such a way that there should be sustainable change in the knowledge level of the employees and improvement in quality of the work performed by the employees. It should lead to increased job satisfaction among the employees.

The purpose of Learning and Development in the organisation should be to improve individual and organisational performance through developing employee capability, to ensure that the staffs have the skills to carry out their current roles which would result in the overall benefit of the organisation. Appropriate measures should be adopted by the organisation and the concerned authority which will increase the overall effectiveness of the programme.

6.4 Conclusion

Analysis of all the facts & figures, the observations and the experience during the study gives a moderate impression regarding the Learning and Development programmes

imparted by the Marico Ltd, Kanjikode trainers. It becomes quite clear that there is no other alternative or short cut to the development of human resources. Training when used in a planned and purposeful manner can be an extremely effective management tool as they increase the knowledge and skills of workers and thereby increasing the productivity and wealth of the organization.

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.

Learning and development play a vital role in any given organizations in the modern day. It is aimed at preparing employees for future or current jobs. The efficiency and productivity of the firm can be increased considerably with right training methods. This is the reason why HR department gives Training such a huge importance. So it is essential to evaluate the Learning and Development programmes and improvise methods if required.

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ANNEXURE

EFFECTIVENESS OF LEARNING AND DEVELOPMENT PROGRAMMES IN MARICO LIMITED, KANJIKODE

QUESTIONNAIRE

We would be happy if you could share the feedback to us on the impact of learning and development on your job performance.

Instructions:

- Please read each question **CAREFULLY**
- Select the best option

Date: _____

Name of employee:

Details of Learning and Development programme undergone:

Please select the response option that best reflects your evaluation of the Learning and Development programmes provided:

Reaction Evaluation

1= Poor; 2 = Average; 3= Neutral; 4 = Good; 5 = Very Good

Sl no:	Parameter	1	2	3	4	5
1.	Explanation on the Schedule of the Learning Programme					
2.	Adherence to Schedule					
3.	Quality of presentation					
4.	Level of interaction with faculty					
5.	Quality of presentation content					
6.	Relevance of contents on job performance					
7.	Quality of study material / handouts					
8.	Overall quality of programme					

Learning Evaluation

1. In what way has Learning and Development provided by your organization impacted on your work or main activity in terms of the following?
 - a. Acquisition of new skills to cope with changes in the internal and external work environment.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
 - b. Advancement in your level of knowledge, before and after learning.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
 - c. Have you improved your skills after learning?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
 - d. Have your intellectual capacity increased after the particular learning?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

Behaviour evaluation:

1. Have you able to apply the learning in your job?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

2. Does the Learning provide you relevant skills and knowledge?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

3. Is there any noticeable and measurable change in your activity and performance when back in your roles?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

4. Was there a change in behaviour and improvement of knowledge level and is it sustainable?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

5. Were you able to train others on the Knowledge and Skill acquired?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

6. Are you aware of your change in behaviour, knowledge and skill level?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

Results evaluation:

1. After undergoing the learning, has your level of job satisfaction increased?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2. After the learning, were you able to feel the difference in your level of contribution?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3. What is the extent of advancement or change in you after the learning, in the direction or area that was intended?

4. Is there improvement in quality of work you perform?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

5. Has the learning programme benefitted the organization?

Yes/ No

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Explain:

6. What do you think should be done to advance future sessions?

7. Additional Comments:

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