Execution Of Learning And Development Activities In A Leading Pharmaceutical Company In India: A Case Study.

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Introduction

This case study is based on a summer internship project undertaken at a leading pharmaceutical company in India. The name of the company is not disclosed to satisfy confidentiality principle. It mostly narrates and deals with the training and development programs of the company. The study may be used by students, academicians and industry professionals for learning and research purposes. The case has been developed by incorporating the intern’s learning experiences through her interaction with the company executives, participation in workshops and understanding different benchmarking and research activities at the company. It narrates how the company uses need analysis method to harness the learning needs. Also it gives an idea about the steps followed in planning and execution of the training and development and the tools and techniques used for data collection and analysis.

After the training needs are identified, an appropriate plan is designed for successful execution of training program. The case report captures the details of planning of the training events and the use of training calendars. The case describes the pre-training arrangements that are made. It gives a brief idea on various aspects, like the approval system followed at the company, conduct of training event, the logistics arrangement required, the selection of participants and trainer etc.

The internship offered opportunities to attend a workshop on executive grooming/development program by a renowned image consultant. This effort also includes the details of the workshop and presents brief about how the effectiveness of training program is evaluated by analysing its feedback, received from the participants. Further, an effort has been made to measure the Return-on-Investment (ROI) of training. It appears to be interesting to understand about the results of evaluation of a training program. The learning process during internship was exciting and it includes review of existing reports, text and reference books kept in the company’s learning centre. The experience was so enduring that it empowered the trainee to put forward some suggestions which had been appreciated by the company.

The case study was conducted to fulfil the following learning objectives.

(i) To understand the Training Need Identification (TNI) process undertaken at the company,

(ii) to learn how a training plan and training calendars are prepared,

(iii) to understand the process of execution of training events,

(iv) to understand how training effectiveness is evaluated and

(v) to learn the process of calculation of ROI on trainings.

The case presented in a report format and it may be used by students, faculty members and researchers in management and other allied courses to understand about the functional area, its business activities and use of theories in practice.

About the Company and Department

It is one of the top pharmaceutical companies in India, whose goal is to ensure that every patient gets an access to high quality and affordable medicine and support. The mission drives people there to be a leading global healthcare company which uses technology and innovation to meet every day needs of all the patients. It primarily develops medicines to treat cardiovascular disease, arthritis, diabetes, weight control and depression other medical conditions. The company sells active pharmaceuticals ingredients to other pharmaceutical companies and manufacturers of personal care
products, including anti-depressant. Its assets include more than thirty manufacturing units in eight locations across India and has presence in hundred markets across the globe. Its strength is R&D for development of new formulations, drug delivery systems etc. are important strategic contributor to the company’s success. There is one functional head in learning and development department and she is assisted by eight members. The L&D head reports to Chief Talent Officer.

Training Need Identification

The company takes utmost care in need assessment process so that any scheduled/ calendar program fulfils multiple objectives associated to business, organization and development of its people. Several methods of assessment are used to measure the learning or skill gap, such as surveys, interview, observation, secondary data and/or workshop. An interaction with the executives of the department and employees of the company reveals the following benefits of TNI.

(i) It helps in driving business,
(ii) validates and/or augments sponsor’s ideas about the need for training,
(iii) ensures training design will respond to need,
(iv) identifies non-training issues influencing performance,
(v) ensures care for likes and dislikes of employees and
(vi) sensitizes employees about role and scope of training programs.

The company mainly uses (i) Performance Management System and (ii) Focus Group Discussions for assessment of training needs.

Performance Management System

Performance management is the systematic process by which HR involves its employees, as individuals and members of a group, in improving organizational effectiveness in the accomplishment of agency mission and goals. The company uses this process to communicate organizational goals and objectives, reinforce individual accountability for meeting those goals, and track and evaluate individual and organizational performance results. It reflects a partnership in which managers share responsibility for developing their employees in such a way that enables employees to make contributions to the organization. It is a clearly defined process for managing people that will result in success for both the individual and the organization.

AXAPTA, a Microsoft business solutions tool helps HR department to effectively manage individuals, teams and departments across their organization. With their employee information stored in a structured, easily retrievable manner they can concentrate on managing rather than simply documenting human resource issues. Microsoft Axapta Human Resource Management is an agile human resource management system that allows them to quickly adapt their organization to meet new challenges.

Each employee is asked to fill up three areas of improvement for both functional and behavioural trainings. The data is captured in AXAPTA. For training need identification, the same data is first extracted from AXAPTA and then analysed for determining the individual training needs. It is observed that all training needs are broadly classified into following categories:

1. **Technical Areas of Improvement:**
   This category captures the technical needs of training. The needs are usually based on the employees’ job or task orientation. It could be product based or process based. For example, trainings/workshop on the Companies Act, 2013 or trainings on management of stressed assets.

2. **Behavioural Areas of Improvement:**
   This category deals with the behavioural training needs. It includes trainings for team effectiveness, leadership development, personality development, improving communication skills etc. For example, workshops on conflict management and resolution skills or trainings for improving decision making skills.
Focus Group Discussion

Focus groups are useful for identifying needs and constraints that might be missed through other methods of assessment. For the company, the main purpose of assessment through focus group is to understand and map respondents' attitudes, feelings, beliefs, experiences and reactions, so that the inputs can be collaborated with the results of other methods for drawing better insights about training needs. The FGDs are conducted department wise and designation wise. Each focus group consists of not more than 7-10 members and the objectives of such initiative are communicated to employees prior to discussions.

Focus groups and interviews typically begin with the moderator welcoming participants and briefing them on the process (e.g., that there are no right or wrong answers, that it’s important to speak one at a time and maintain confidentiality, that observers will be present, that the session will be recorded). In focus groups, participants then introduce themselves to the group, including some information relevant to the discussion (e.g., number of quit attempts, number of cigarettes smoked each day). Next, the moderator asks a few simple “icebreaker” questions to help participants get used to the process and to help reduce any anxiety. This also helps the moderator develop rapport with the participants. Then session shifts to an in-depth investigation of participants’ perspectives and issues, mostly related to their jobs and sometimes about their personal and family issues that may affect their job performance.

The moderator manages the session and ensures that all topics are covered without overtly directing the discussion. Participants are encouraged to express their views and even disagree with one another about the topics. The moderator doesn’t simply accept what participants say but probes to learn about participants’ thinking and attitudes. The moderator also seeks opinions from all participants so that all are heard, rather than listening to the comparatively dominating participants. Near the end of a discussion, the moderator often gives participants an activity or simply excuses himself or herself for a moment to check with the observers if they have any additional questions to be discussed. The report format of FGD contains the items, like (i) date of discussion, (ii) location of focus group, (iii) number of participants, (iv) category of group, (v) name of moderator, (vi) topic/discussion/action, (vii) business challenges faced, (viii) training needs and areas of improvement, (ix) nature of training required, (x) preferred programs, (xi) feedback on current training approaches and (xii) new training that could be designed for the employees.

Preparing a Training Plan and Calendar

After the need assessment is over, the learning and development team along with the respective department heads prepare training plans for their staff. The training plans are then consolidated into a training calendar. Training calendars are prepared for every financial year and for both, training in India and other countries, such as generally in the UK, Singapore, Hong Kong and Dubai. Training calendar is a tool to plan and map trainings that would be conducted throughout the year. It is a single point of reference for all the training events that are scheduled for the entire year. Training calendars are referred by employees to incorporate the training events in their respective work calendars. The internship has provided the learner an opportunity of preparing such calendars for all the subsidiaries of the company.

The company prepares three separate training calendars as follow.

1. Indian Internal – which records trainings to be conducted in India by Learning and Development Academy of the company.
2. Indian External - which records trainings to be conducted in India by external Indian agencies.
3. Global External – which records trainings to be scheduled in Singapore, Hong Kong, the UAE and the UK.
External Training Calendars

Various MDPs and executive development programs are offered by B-schools, training firms and other institutes. L&D team has to identify some of the institutes that are suitable to fulfil their requirements. They have either tie-ups with such institutes or they send requisitions for negotiation. The calendars, hence, include detail of trainings to be conducted by such institutes and training firms.

Indian External Training Calendar

While preparing this calendar, first, the training calendars of various institutes, that offer MDPs or EDPs across India, are consulted and then communication process is initiated to negotiate with a preferred institute/course. Later, name of those institutes and courses are shortlisted and their training calendars are merged with company’s training calendar.

Global External Training Calendar

While preparing this calendar for employees, institutes/agencies based outside India are consulted. They generally include, institutes from Singapore, Hong Kong, the UAE and the UK. The process of preparing a calendar is same as the earlier process. So far, the company has availed services from institutes like Ethan Hathway, Euro Money, Miero, Singapore Institute of Management (SIM), Communication Engineering Ltd. (CEL), CP Training and British Private Equity & Venture Capital Association (BVCA).

In both, the Indian External and Global External calendars, the following programs are offered.

1) Project & Corporate Finance - Project finance is a method of raising medium-to long-term debt (a loan) based on cash flow generated by the project, while corporate finance uses the balance sheet of the company and/or its sponsors.

2) Financial Risk & Fund Management - Financial risk management is the practice of economic value in a firm by using financial instruments to manage exposure to risk, particularly credit risk and market risk. Other types include foreign exchange, shape, volatility, sector, liquidity, inflation risks etc.

3) Finance Capital & Market Derivatives - Financial markets, including capital and derivatives markets, are worldwide exchanges for small and large businesses to raise capital and hedge against different types of risks. Capital markets include stock and bond markets, and derivatives markets include futures and options markets.

4) People Management - Management in businesses and organizations is the function that coordinates the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively.

5) Legal & Taxation - These trainings provide professionals working in the field of finance and accounting with solid and complex skills in Taxation and law.

6) Mergers & Acquisitions - Mergers and acquisitions (M&A) are both aspects of strategic management, corporate finance and management dealing with the buying, selling, dividing and combining of different companies and similar entities that can help an enterprise grow rapidly in its sector or location of origin, or a new field or new location, without creating a subsidiary, other sister entity or using a joint venture.
7) **Leadership** – To learn how to effectively engage your team by focusing on your leadership and team leadership development. These corporate training programs will teach you how to stop managing and start leading; and, as a result, makes you a vital part to your organization's future.

8) **Strategic Thinking** - Strategic thinking is a process that defines the manner in which people think about, assess, view, and create the future for themselves and others. Strategic thinking is an extremely effective and valuable tool. One can apply strategic thinking to arrive at decisions that can be related to your work or personal life.

9) **Effective Communication** – This module covers or aims to incorporate knowledge and skills in business communication to address emerging diversity/cross-cultural issues in business and sales. It generally covers both the verbal and non-verbal communication training.

10) **Personal Effectiveness** - Personal effectiveness is a branch of the self-help movement dealing with success, goals, and related concepts. Personal effectiveness integrates some ideas from “the power of positive thinking” and positive psychology but in general it is distinct from the New Thought Movement.

Based on various eligibility criteria like relevance of the program, grades of employees and cost, the programs are classified into various categories and the training calendars record the following details -

1. Program Title – Topic and/or description of training program.
2. Trainer Details – Trainers’ name and other details.
3. Date – Date on which the program shall be conducted.
4. Time – Duration of the program.
5. Venue – Place where the program shall be held.
6. Training Fees – Fees of the training program (inclusive of residential fees).

**Conducting Training Program**

Planning and execution of a training program determines the effectiveness of a training program. Training programs are conducted in-house or outside the office premises. It could be by an internal trainer or by a vendor. Also trainings are conducted by various institutes at their campuses. Preparations and execution of each style of training could be different. Following procedures are generally followed before conducting a training program:-

(i) Communication of Training Programs – Inclination of employees towards learning can be increased only by communicating to them the need and importance of various training programs. Employees shall feel responsible for change and must participate proactively in bringing about the change. Communication is done through mailers, flyers, oral communication etc. Usual means of communication is via mails. Hence, mailers are circulated in each quarter to the employees.

(ii) Receipt of Training Request – Any employee or a team who would like to undergo a training program should get approval from their reporting manager and/or department head. Depending on the requirement and relevance of training program the concerned person shall approve the request. This request shall then be forwarded to the L&D team to process.

The L&D team requires to generate an approval memo (Fig-1) and get an approval from the L&D head, HR head and the managing director before planning a training program. This request needs to be recorded in the system, i.e. AXAPTA.
Sub: ____________________________________________

(i.e. Programme on The Companies Act, 2013 covering Secretarial Standards and Prohibition of Insider Trading Regulations)

Background
1. M/S Kothari Consultants Pt. Ltd. is conducting Two Days Crash Course on The Companies Act, 2013, covering secretarial standards and prohibition of insider trading regulations on June 23, 2015 and June 24, 2015 in Mumbai.
2. The program shall cover the following Types of companies and incorporation of companies
   Corporate Governance
   Restrictions on powers of board and related party transactions
   Issue of Securities
   Debentures & Deposits
   Accounts & Reporting; Audit & Auditors and CSR
   Secretarial Standards
   Prohibition of Insider Trading Regulations

Proposal
3. Two nominations have been received for the program from the Secretarial team
4. <Participant details> would like to attend the programme
5. The program fee per participant is INR 11000/- (excluding taxes) which is the discounted amount. The actual cost for the program is INR 13000/- (excluding taxes).
6. Ms.Juhi Desai’s approval has been received towards the above.

Approval Sought
7. Approved By._____________________________

(iii) Pre-training Arrangements – After receiving the approvals from all the concerned parties the L&D team proceeds to make arrangements for the training program. Arrangements could be in terms of content preparation, logistics, and registration of participants. Logistics arrangements include arrangements for venue, audio visual aids, travel and hotel booking (in case of residential programs).

    Selection of venue for the training program may depend on several factors, including costs, training objective, grade/ level in the hierarchy of participants, trainer requirements, number of participants etc. However, an out-bound training program may have some more considerations compared to in-house training programs. In case of training conducted by external agencies/ institutes like B-schools and training firms, L&D team contacts those institutes to get the details of the program.

Evaluation of Training

Evaluation is a systematic process with several key components and it is planned at the beginning of the need assessment process. Evaluation efforts are initiated before, during and after a program. Before a program is developed, several key questions are answered to ensure that it meets objectives and evaluation progress logically. During program exercises and activities are geared towards achieving results, and sometimes the data are collected. After program, additional data are collected, analysed and reported. During conversation with L&D executives, the following points have been identified, which are sincerely reviewed before and during evaluation.
1. Too many theories and models have been offered to practitioners and hence there is a confusion and hesitation when it comes to measurement & evaluation.

2. Models are too complex. The challenge is to develop models that are theoretically sound yet simple & usable.

3. Not only is it essential to understand evaluation process but also the entire training staff must learn parts of the process and understand how it fits into their role.

4. The use of complicated statistical model is confusing and difficult to absorb for many practitioners.

5. Evaluation is considered a post-program activity.

6. Failure to see long-term payoff of evaluation.

7. Lack of support from key stakeholders.

8. Evaluation has not delivered the data that senior managers want.

9. Improper use of evaluation data.

10. For evaluation to add value and be accepted by stakeholders, it must be consistent in its approach and methodology.

11. Without standards there is little credibility in processes and stability of outcomes.

12. Evaluation must be theoretically sound and integrated into organization so that it becomes routine and sustainable.

**Process of Evaluation:**

1. **Evaluation Planning**

   The first step of any process is planning. Done well an evaluation can come off without a hitch. Done poorly, and the evaluators scramble to decide how to go about collection & analysis of data.

2. **Data Collection**

   Data is gathered from various sources describing how and why a program was successful or not. Technique, timing, sources are selected based on the type of data, time requirements, resource constraints, cultural constraints, and convenience. Eg. Surveys, questionnaire, interviews, etc.

3. **Data Analysis**

   Through data analysis the success story unfolds. Depending on program objectives and measures taken, data analysis can occur in many ways. Basic statistical procedures and content analysis can provide a good description of progress. Stakeholders also want to see the Return-on-investment (ROI) in a program.

4. **Reporting**

   The point of evaluation is to gather relevant information about a program and to report the information to the people who need to know. Without communication measurement and evaluation are no more than activities. Reporting results may occur through detailed case studies, scorecards, or executive summaries. But to make the result meaningful actions must be taken.

A sample of evaluation process, originally conducted after an executive grooming program by an external agency, is presented below.
Data Collection:

Data was collected by the means of questionnaire. The participants were asked to fill up a questionnaire based on their training experience. This data was collected immediately after the training session was concluded. The questionnaire gave the scope for both quantitative and qualitative response.

Sample Feedback Form:

Executive Grooming Workshop - June 6th 2015

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>About Training Program</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning objectives of the program were met</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>The Program was able to bring out the learnings</td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td>Training methodology used was effectiveto understand</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>4</td>
<td>The discussion and activities helped you to learn the topics</td>
<td></td>
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<tr>
<td>5</td>
<td>You had ample opportunities for participation during program</td>
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<tr>
<td></td>
<td>About Facilitator/Trainer</td>
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<tr>
<td>6</td>
<td>The trainer had adequate experience &amp; knowledge about the subject matter</td>
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<tr>
<td>7</td>
<td>The trainer was able to communicate effectively with clarity of thought</td>
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<tr>
<td>8</td>
<td>The trainer was quick in responding to questions</td>
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</table>

Over all Feedback by the Trainee: ____________________________________________

Q. What are the two most important takeaway from the program?

(i)________________

(ii) ________________

Q. Would you like to give some suggestions? ________________________________

Data Analysis:

The collected data were analysed using statistical formulas, including content analysis of the subjective type of questions. Following is the summary of analysed data:

Reporting
The report prepared and shared with the concerned stakeholders. A presentation demonstrating the summary of the training evaluation is sent to MD / CEO and all the department heads.

**Measuring ROI of Training**

It is often difficult to establish and justify training budgets, because demonstrating the company's return on investment for training is always a challenge. However, here the company has linked the training directly to a quantifiable factors, such as improved productivity, process improvement etc. Although it was difficult to get / access any data regarding actual training budget or investments and productivity, an effort has been made to measure the ROI with hypothetical figures. Choosing the right factors to measure, both before and after training, is crucial to lead to any such measurement/calculation.

Because of its appropriateness to the business setting, the evaluation model that emerged from the work of Dr. Donald Kirkpatrick and Dr. Jack Phillips has become the most credible and most widely used training and HRD evaluation methodology in the world. In particular, the Phillips’ ROI Methodology offers a practical way to forecast the potential payoff—return on investment (ROI)—of a proposed training or human resources development initiative before funds are committed.

**The Phillips’ Model**

The Phillips model measures training outcomes at five levels:

**Chain of Impact**

Ideally, when a training program is implemented, according to Phillips, it should create a chain of impact at several levels beginning at Satisfaction/Planned Action and ending in ROI. When business results and ROI are to be measured (Levels 4 & 5), it is also important to evaluate the other levels. A chain of impact should occur through the levels as skills and knowledge learned (Level 2) and are applied on the job (Level 3) to produce business impact (Level 4). If measurements are not taken at each level, it is difficult in the end to conclude that the business results achieved were actually caused by the program. On the other hand, if a negative ROI results from the training investment, the evaluator should be able to identify which link(s) in the chain was (were) broken (e.g., the participants did not learn (Level 2), or they were unable to successfully apply the new learning on the job (Level 3). From the perspective of the organization, the value of the information gathered increases with movement along the chain of impact from Level 1 (Reaction, Satisfaction, and Planned Action) to Level 5 (ROI).

The following provides a summary of the five levels:

**Level-1:** Reaction, Satisfaction, and Planned Action: Level 1 measures participants’ satisfaction with a program as well as their plans to use what they have learned. Although most organizations evaluate at Level 1 exclusively, it should be noted that this level of evaluation does not guarantee that participants have learned new skills or knowledge or will use them on the job.

**Level-2:** Learning: Using tests, skill practices, role playing, simulations, group evaluations, and other assessment tools, level 2 evaluations assess how much participants have learned. Again, although it is useful to know that participants have absorbed the new skills and knowledge, a positive outcome here does not mean that participants will use the new learning when they are back on the job.

**Level-3:** Behaviour, Application and Implementation: Level 3 evaluation assesses whether (and how much) participants applied the new knowledge and skills on the job. The extent to which the new learning is applied in the workplace (or changes behaviours) determines Level 3 success. Here too, it should be remembered, a favourable Level 3 evaluation does not guarantee that business outcomes will be positive.
Level-4: Business Impact: Level 4 measures the extent to which business measures have improved after training. Typical Level 4 measures are output, quality, costs, and time. It is important to go beyond Level 4 business results, however, because even if the training program results in substantial business improvement, there is still a concern that the program’s costs may outweigh its business benefits.

Level-5: Return on Investment (ROI): ROI is the ultimate level of evaluation. It compares the monetary benefits from the program with the program costs. It is usually presented as a percentage or cost/benefit ratio.

The following example was discussed during internship to understand ROI measurement. A sales training program delivered to 34 retail sales associates results in an increase in sales and contributes to increase in profits to the organization of $120,000 per year. The total cost of the program was $90,000.

The benefit-cost ratio is=$120,000/$90,000 = 1.33:1

In other words, for every $1.00 spent on the training program, $1.33 is returned.

Net Benefits=Benefits – Costs

• BCR used for evaluation while ROI is used for forecasting.

• ROI compares annual earnings to investments.

E.g. The ROI of the program is:

\[
\text{ROI} = \frac{\text{Net Benefits}}{\text{Costs}} = \frac{(120,000 - 90,000)}{90,000} \times 100% = 33% \\
\]

This means that every dollar spent on the training program is returned and an additional $0.33 is returned as profit. Now, there may be a question - When will organization recoup the investment in a program? Compares initial investment with annual cash flows or monetary benefits. For example, here the payback period is --

\[
\text{PP} = \frac{90,000}{120,000} = 0.75 \\
\]

By multiplying 12 months by 0.75 times, we get the payback period, i.e. 9 months. Hence, the investment can be recovered in less than one year.

Net Present Value (NPV): It is used for making Capital Budgeting Decisions. The expected cash inflows and outflows are discounted to present value using a preselected discount rate. E.g. The Phillips’ model evolves from, and can be distinguished from, the earlier Kirkpatrick model by the adoption of return on investment to yield additional, critical insight. ROI allows decision makers to compare the ultimate value of a training investment with other potential investment opportunities.

Isolation techniques: Another key technique introduced by Phillips is ‘Isolation.’ In the past, a major barrier to evaluating the business impact of training was the perception that it is all but impossible to separate training’s impact from the many other potential factors driving bottom line results. An important feature of the Dr. Phillips’ evaluation model, therefore, is the recognition that credibility depends on the extent to which the evaluation accounts for these other factors. The Phillips model uses ten techniques to isolate the business impact of training from other potential sources of business improvement (interest rate changes, competitive environment, marketing programs, employee bonus schemes, seasonal effects that temporarily contribute to business improvements, etc.).
**Intangibles:** A further refinement by Phillips to the Kirkpatrick model is the addition of intangibles. According to the methodology, it is important to recognize that some outcomes cannot be easily measured and converted to monetary values. Attempting to put a dollar value on outcomes such as customer satisfaction, a less stressful work environment, and employee satisfaction can be extremely difficult, and the results may be of questionable value. Trying too hard to attach a business value may call into question the credibility of the entire evaluation effort. As a result, the Phillips methodology recommends that evaluators do not try to convert those “soft” business measures, and instead report them as intangible benefits along with the “hard” business improvement outcomes such as increase in sales, reduced defects, time savings, etc.

So let us explore level 6 and 7

**Level-6:** Sustainability - At this level of evaluation we shift our attention to more outward focused questions on ensuring lasting success. In level 6 we are most interested in making sure the capabilities and competencies being learnt are actually helping a business prepare for the future? To do this we need to pay closer attention to the context and environment of change and be receptive to new and more balanced views of what excellence means. Typically, businesses that invest in their people and systems have a good eye on their environment and have a higher chance of measuring success here. The core of sustainability is dependent on competitive intelligence, excellent marketplace scanning and agility.

**Level-7:** Sharing the Benefit - The highest and most altruistic level of evaluation is asking whether the business know-how is adding value and helping others, whether it is your suppliers, customers, partners or society as a whole. Modern business is increasingly expected to be accountable for its actions and be a good corporate citizen not just for our current generation but for future ones as well. So we must be prepared to have independent assessment as well as contribute to the quality of life of others.

The company believes that an excellent evaluation must be backed up with careful planning, transparency and consultation. Training must be prepared to deploy a range of measures without being guilty of producing bad or misleading information. Deploying the right spirit is vitally important. Thus, treating the process of evaluation must be carried out seriously and then we cangain insights to help people for improvement and development of the services, processes and products.

**Limitations**

Every student, during his / her internship, may expect adequate transparency from the industry / organization to learn different intricacies to understand and achieve entire learning objectives. However, organizations hesitate to disclose every detail about the company to the student-trainees. For example, here it was not possible to get the written policy document on training and development of the company. Also, disclosing any data about training budget and actual expenditure / investments to the student-trainees was not allowed.

**References**

