

Project Report on
"Training and development in beverage industry"

Submitted To

Zahidul Islam

Lecturer

Department of Business Administration

Submitted By

Samiya Yasmin

ID: 2163011040

Batch:41st

Major: Human Resource Management

Program; BBA



Uttara University

Submission date: August 30,2020

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Letter of Transmittal

Date: August 30,2020

Zahidul Islam

Lecturer

Dept. of Business Administration

Uttara University

Subject: Submission of Project Report on “Training and development in beverage industry.

Dear Sir,

This is my pleasure to present my Project report entitled on **“Training and development in beverage industry.**

With due respect I beg to inform you that I am a student of BBA, 41st batch & department of DBA at Uttara University. I am very glad to submit you my project report prepared on **“Training and development in beverage industry”**

I believe that knowledge and experience I gathered during the internship period will be helpful in my future professional life. I will be grateful to you if you accept the report. I will be available for defense on this report any time.

Yours sincerely.

.....

Samiya yasmin

ID: 2163011040

Program: BBA

Major: Human Resource Management

Batch: 41th

Student's Declaration

Yours Sincerely, I am Samiya yasmin ,ID: 2163011040, hereby declare that the presented report of project titled “**Training and development in beverage industry**”

I also confirm that, the report is only prepared for my academic requirement not for any other purpose. It might not be used with the opposite party of the corporation port any time.

.....

Samiya yasmin

ID: 2163011040

Program: BBA

Major: Human Resource Management

Batch: 41th

Supervisor's Declaration

This is to certify Samiya yasmin, ID: 2163011040, Batch :41st, Program :BBA, Major in Human Resource Management , Department of Business Administration, Uttara University has successfully completed the project report under my supervision and has submitted the report of project titled “ **Training and development in beverage industry**” .An Overview He has tried his best to complete the project report and to submit this.

Zahidul Islam

Lecturer

Dept. of Business Administration

Uttara University

Acknowledgement

This report is the result of the assistance and truthful cooperation of different people. I could not possibly thank all of those amazing inhabitants who have contributed something of them directly or indirectly in preparing this report successfully. It gives me enormous thank them for their pleasant cooperation and support.

First of all, I would like to express my gratitude to the almighty Allah.

Then at first I would like to thank my course instructor Zahidul Islam Lecturer Department of Business Administration for his important guidance, scholarly direction, and unconditional support during my tenure of the study.

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Abstract

The study focuses on human resource development through employee training and development practices. This research sheds light on the relationship between employee training and development practices with employees' performance and job satisfaction. The purpose of training and management development programs is to improve employee capabilities and organizational capabilities. It gives idea about various training and development programs carried in the beverage industry, type of training provided to beverage industry employees and its benefits. It also focuses on employees' expectation and involvement in such type of training program. The objective of the study is to analyze the implementation of training and development practices in selected beverage industries and its impact on perception of employees which leads to performance improvement and job satisfaction.

Training investment is returned in the form of more productive and effective employees. Training and development programs may be focused on individual performance or team performance. It is observed that those beverage industries following systematically and scientifically training and development practices create high job satisfaction level within employees. These employees are more committed towards better performance. The creation and implementation of training should be based on training need analysis. Information obtained could be useful for improvement of training and development practices in beverage industries. Factors that can affect the effectiveness of training and development practices in the beverage industries include, lack of support from top management and peers, employees' individual attitudes, job-related factors and also the deficiencies in training practice.

In era of globalization where beverage industry is booming and there is increasing demand of beverage industry services, all employees should be managed efficiently and effectively by implementing systematic training and development programs. As there is an urgent need to

reshape training and development system in beverage industries in order to have advancement in medical field and to be of world class status, Beverage industry should design training policies, training budgets and training programs.

Keywords: Training, Development, Training policies, Training investment.

Section 1

1.0 Justification of the study:

In this changing and face the challenges due to which an employee training is most important than the organization and individual should develop and progress simultaneously for their survival and attainment of mutual goals. So every modern management has to develop the organization through human resource development. Employee training is the important sub-system of human resource development.

Training is an important activity in many organizations. We generally see that new machines is installed in a factory, it is operated on the trial basis before going into actual production. After an employee is selected, placed and introduced he or she must be provided with training facilities. Training is the act of increasing the knowledge and skill of an employee for doing a particular job. Training is short-term educational process and utilizing a systematic and organized procedure by which employees learn technical knowledge and skills for a definite purpose.

Training improves, changes moulds the employee's knowledge, skill, behavior, aptitude, and attitude towards the requirements of the job and organizational. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization, to acquire and apply the knowledge, skills, abilities and attitudes needed by particular job and organization.

Section 2

2.0 Objectives of the study:

Broad Objective:

- To know the effectiveness of the training programme conducted by the company.

Specific Objectives:

- To know whether employees are aware of their responsibilities and authorities or not.
- To improve Organizational Climate and increase the morale of employees.
- To analyze the problems regarding training and development systems that might affect employees' job performance.
- To provide some recommendations to improve Training and Development quality.

Section 3

3.0 Methodology:

Both Primary and secondary data needed to conduct a study. But due to corona pandemic primary data collection is not possible.

Secondary data is used to accomplish the objectives of the study. A good number of literatures have been reviewed to sharpen the thought on Training and development in beverage industry. Research is a common language refers to a search of knowledge. Research is scientific and systematic search for pertinent information on a specific topic, in fact research is an art of scientific investigation. Research methodology is a scientific way to solve research problem. it is necessary for research to know not only know research method techniques but also technology. It must be emphasize that information is also collected from several dailies ,Wikipedia etc.

I selected 8 important articles based on my topic. After collect articles numbering those articles from 1 to 8 which help me to preparing report appendixes. After collecting articles at first I read them carefully and marked my important paragraph from those articles.

Secondary Sources:

We could not collect organizational information properly due to Covid-19. So I created my project report based on the secondary data. The secondary data is journals, newspapers, unpublished personal sources, websites.

Section 4

Discussion:

Training and Development of Employees in beverage industry:

Training and Development of Employees : After employees have been selected for various positions in an organization, training them for the specific tasks to which they have been assigned assumes great importance. It is true in many organizations that before an employee is fitted into a harmonious working relationship with other employees, he is given adequate training. Training is the act of increasing the knowledge and skills of an employee for performing a particular job. The major outcome of training is learning. A trainee learns new habits, refined skills and useful knowledge during the training that helps him improve performance. Training enables an employee to do his present job more efficiently and prepare himself for a higher-level job. The essential features of training may be stated thus:

- Increases knowledge and skills for doing a particular job; it bridges the gap between job needs and employee skills, knowledge and behaviors
- Focuses attention on the current job; it is job specific and addresses particular performance deficits or problems
- Concentrates on individual employees; changing what employees know, how they work, their attitudes toward their work or their interactions with their co-workers or supervisors
- Tends to be more narrowly focused and oriented toward short-term performance concerns.

Training is needed to serve the following purposes:

- Newly recruited employees require training so as to perform their tasks effectively. Instruction, guidance, coaching help them to handle jobs competently, without any wastage.
- Training is necessary to prepare existing employees for higher-level jobs (promotion).
- Existing employees require refresher training so as to keep abreast of the latest developments in job operations. In the face of rapid technological changes, this is an absolute necessity.

- Training is necessary when a person moves from one job to another (transfer). After training, the employee can change jobs quickly, improve his performance levels and achieve career goals comfortably
- Training is necessary to make employees mobile and versatile. They can be placed on various jobs depending on organizational needs.
- Training is needed to bridge the gap between what the employee has and what the job demands.
- Training is needed to make employees more productive and useful in the long-run.
- Training is needed for employees to gain acceptance from peers (learning a job quickly and being able to pull their own weight is one of the best ways for them to gain acceptance).

Importance of Training :

- Training offers innumerable benefits to both employees and employers. It makes the employee more productive and more useful to an organization. The importance of training can be studied under the following heads:

Benefits to the business:

- Trained workers can work more efficiently. They use machines, tools, and materials in a proper way. Wastage is thus eliminated to a large extent.
- There will be fewer accidents. Training improves the knowledge of employees regarding the use of machines and equipment. Hence, trained workers need not be put under close supervision, as they know how to handle operations properly.
- Trained workers can show superior performance. They can turn out better performance. They can turn out better quality goods by putting the materials, tools and equipment to good use.
- Training makes employees more loyal to an organization. They will be less inclined to leave the unit where there are growth opportunities.

4.2.3 Benefits to the employees:

- Training makes an employee more useful to a firm. Hence, he will find employment more easily.
- Training makes employees more efficient and effective. By combining materials, tools and equipment in a right way, they can produce more with minimum effort.
- Training enables employees to secure promotions easily. They can realise their career goals comfortably.
- Training helps an employee to move from one organization to another easily. He can be more mobile and pursue career goals actively.
- Employees can avoid mistakes, accidents on the job. They can handle jobs with confidence. They will be more satisfied on their jobs. Their morale would be high.

Thus, training can contribute to higher production, fewer mistakes, greater job satisfaction and lower labour turnover. Also, it can enable employees to cope with organizational, social and technological change. Effective training is an invaluable investment in the human resources of an organization.

Learning Principles: The Philosophy of Training:

Training is essential for job success. It can lead to higher production, fewer mistakes, greater job satisfaction and lower turnover. These benefits accrue to both the trainee and the organization, if managers understand the principles behind the training process. To this end, training efforts must invariably follow certain learning-oriented guidelines.

Modeling:

Modeling is simply copying someone else's behavior. Passive classroom learning does not leave any room for modeling. If we want to change people, it would be a good idea to have videotapes of people showing the desired behavior. The selected model should provide the right kind of behavior to be copied by others. A great deal of human behaviour is learned by modelling others. Children learn by modelling parents and older children, they are quite comfortable with the

process by the time they grow up. As experts put it. "managers tend to manage as they were managed"

Motivation:

For learning to take place, intention to learn is important. When the employee is motivated, he pays attention to what is being said, done and presented. Motivation to learn is influenced by the answers to questions such as: How important is my job to me? How important is the information? Will learning help me progress in the beverage industry? etc. People learn more quickly when the material is important and relevant to them. Learning is usually quicker and long-lasting when the learner participates actively. Most people, for example, never forget how to ride a bicycle because they took an active part in the learning process.

Reinforcement:

Positive reinforcement consists of rewarding desired behaviors. If a behavior is rewarded, it probably will be repeated. People avoid certain behaviors that invite criticism and punishment. A bank officer would want to do a postgraduate course in finance, if it earns him increments and makes him eligible for further promotions. Both the external rewards (investments, praise) and the internal rewards (a feeling of pride and achievement) associated with desired behaviors compel subjects to learn properly. To be effective, the trainer must reward desired behaviors only. If he rewards poor performance, the results may be disastrous: good performers may quit in frustration, accidents may go up, and productivity may suffer. The reinforcement principle is also based on the premise that punishment is less effective in learning than reward. Punishment is a pointer to undesirable behaviors. When administered, it causes pain to the employee. He may not repeat the mistakes. The reactions may be mild or wild. Action taken to repeal a person from undesirable action is punishment. If administered properly, punishment may force the trainee to modify the undesired or incorrect behaviors.

Feedback:

People learn best if reinforcement is given as soon as possible after training. Every employee wants to know what is expected of him and how well he is doing. If he is off the track, somebody must put him back on the rails. The errors in such cases must be rectified immediately. The

trainee after learning the right behavior is motivated to do things in a 'right' way and earn the associated rewards. Positive feedback (showing the trainee the right way of doing things) is to be preferred to negative feedback (telling the trainee that he is not correct) when we want to change behavior.

Spaced Practice:

Learning takes place easily if the practice sessions are spread over a period of time. New employees learn better if the orientation programme is spread over a two or three day period, instead of covering it all in one day. For memorizing tasks, 'massed' practice is usually more effective. Imagine the way schools ask the kids to say the Lord's prayer aloud. Can you memories a long poem by learning only one line per day? You tend to forget the beginning of the poem by the time you reach the last stanza. For 'acquiring' skills as stated by Mathis and Jackson, spaced practice is usually the best. This incremental approach to skill acquisition minimizes the physical fatigue that deters learning.

Whole Learning:

The concept of whole learning suggests that employees learn better if the job information is explained as an entire logical process, so that they can see how the various actions fit together into the 'big picture'. A broad overview of what the trainee would be doing on the job should be given top priority, if learning has to take place quickly. Research studies have also indicated that it is more efficient to practice a whole task all at once rather than trying to master the various components of the task at different intervals.

Active Practice:

'Practice makes a man perfect': so said Bacon. To be a swimmer, you should plunge into water instead of simply reading about swimming or looking at films of the worlds' best swimmers. Learning is enhanced when trainees are provided ample opportunities to repeat the task. For maximum benefit, practice sessions should be distributed over time.

Applicability of Training:

Training should be as real as possible so that trainees can successfully transfer the new knowledge to their jobs. The training situations should be set up so that trainees can visualize - and identify with - the types of situations they can come across on the job.

Environment:

Finally, environment plays a major role in training. It is natural that workers who are exposed to training in comfortable environments with adequate, well spaced rest periods are more likely to learn than employees whose training conditions are less than ideal. Generally speaking, learning is very fast at the beginning. Thereafter, the pace of learning slows down as opportunities for improvement taper off.

Areas of Training:

The Areas of Training in which training is offered may be classified into the following categories.

Knowledge:

Here the trainee learns about a set of rules and regulations about the job, the staff and the products or services offered by the beverage industry. The aim is to make the new employee fully aware of what goes on inside and outside the beverage industry.

Technical Skills:

The employee is taught a specific skill (e.g., operating a machine, handling computer etc.) so that he can acquire that skill and contribute meaningfully.

Social Skills:

The employee is made to learn about himself and others, and to develop a right mental attitude towards the job, colleagues and the beverage industry. The principal focus is on teaching the employee how to be a team member and get ahead.

Techniques:

This involves the application of knowledge and skill to various on-the-job situations.

In addition to improving the skills and knowledge of employees, training aims at moulding employee attitudes: When administered properly, a training programme will go a long way in obtaining employee loyalty, support and commitment to beverage industry activities.

Types of Training:

There are many approaches to training. We focus here on the types of training that are commonly employed in present-day organizations.

Skills training: Skill training is most common in organizations. The process here is fairly simple. The need for training in basic skills (such as reading, writing, computing, speaking, listening, problem solving, managing oneself, knowing how to learn, working as part of a team, leading others) is identified through assessment. Specific training objectives are set and training content is developed to meet those objectives. Several methods are available for imparting these basic skills in modern organizations (such as lectures, apprenticeship, on-the-job, coaching etc.). Before employing these methods, managers should:

- Explain how the training will help the trainees in their jobs.
- Relate the training to the trainees' goals.
- Respect and consider participant responses and use these as a resource.
- Encourage trainees to learn by doing.
- Give feedback on progress toward meeting learning objectives.

Refresher training: Rapid changes in technology may force companies to go in for this kind of training. By organizing short-term courses which incorporate the latest developments in a particular field, the beverage industry may keep its employees up-to-date and ready to take on emerging challenges.

- It is conducted at regular intervals by taking the help of outside consultants who specialize in a particular descriptive.

Cross-functional Training: Cross-functional Training involves training employees to perform operations in areas other than their assigned job. There are many approaches to cross functional training. Job rotation can be used to provide a manager in one functional area with a broader perspective than he would otherwise have. Departments can exchange personnel for a certain period so that each employee understands how other departments are functioning. High performing workers can act as peer trainers and help employees develop skills in another area of operation. Cross functional training provides the following benefits to an organization (and the workers as well) (1) Workers gain rich experience in handling diverse jobs; they become more adaptable and versatile (2) they can better engineer their own career paths (3) they not only know their job well but also understand how others are able to perform under a different set of constraints (4) A broader perspective increases workers' understanding of the business and reduces the need for supervision (5) when workers can fill in for other workers who are absent, it is easier to use flexible scheduling, which is increasingly in demand as more employees want to spend more time with their families. Eli Lilly and Company (India), for example, encourages cross-functional movements to make the organization equally attractive to both specialists and generalists.

Team Training: Team training generally covers two areas; content tasks and group processes. Content tasks specify the team's goals such as cost control and problem solving. Group processes reflect the way members function as a team - for example how they interact with each other, how they sort out differences, how they participate etc. Companies are investing heavy amounts, nowadays, in training new employees to listen to each other and to cooperate. They are using outdoor experiential training techniques to develop teamwork and team spirit among their employees (such as scaling a mountain, preparing recipes for colleagues at a restaurant, sailing through uncharted waters, crossing a jungle etc.). The training basically throws light on (i) how members should communicate with each other (ii) how they have to cooperate and get ahead (iii) how they should deal with conflict-full situations (iv) how they should find their way, using collective wisdom and experience to good advantage.

Creativity training: Companies like Mudra Communications, Titan Industries, Wipro encourage their employees to think unconventionally, break the rules, take risks, go out of the box and devise unexpected solutions.

- Postpone judgment: Don't reject any idea
- Create alternative frames of reference
- Break the boundary of thinking
- Examine a different aspect of the problem
- Make a wish list of solutions
- Borrow ideas from other fields
- Look for processes to change or eliminate
- Think up alternative methods
- Adopt another person's perspective
- Question all Assumptions.

In creativity training, trainers often focus on three things:

(a) Breaking away: In order to break away from restrictions, the trainee is expected to (i) identify the dominant ideas influencing his own thinking (ii) define the boundaries within which he is working (iii) bring the assumptions out into the open and challenge everything

(b) Generate new ideas: To generate new ideas, the trainee should open up his mind; look at the problem from all possible angles and list as many alternative approaches as possible. The trainee should allow his mind to wander over alternatives freely. Expose himself to new influences (people, articles, books, situations), switch over from one perspective to another, -arrange cross fertilization of ideas with other people and use analogies to spark off ideas.

(c) Delaying judgment: To promote creative thinking, the trainee should not try to kill off ideas too quickly; they should be held back until he is able to generate as many ideas as possible. He

should allow ideas to grow a little. Brainstorming (getting a large number of ideas from a group of people in a short time) often helps in generating as many ideas as possible without pausing to evaluate them. It helps in releasing ideas, overcoming inhibitions, cross fertilizing ideas and getting away from patterned thinking.

Diversity Training: Diversity training considers all of the diverse dimensions in the workplace –race, gender, age, disabilities, lifestyles, culture, education, ideas and backgrounds - while designing a training programme. It aims to create better cross-cultural sensitivity with the aim of fostering more harmonious and fruitful working relationships among a firm's employees.

The programme covers two things: (i) awareness building, which helps employees appreciate the key benefits of diversity, and (ii) skill building, which offers the knowledge, skills and abilities required for working with people having varied backgrounds.

Literacy Training: Inability to write, speak and work well with others could often come in the way of discharging duties, especially at the lower levels. Workers, in such situations, may fail to understand safety messages, appreciate the importance of sticking to rules, and commit avoidable mistakes. Functional illiteracy (low skill level in a particular content area) may be a serious impediment to a firm's productivity and competitiveness. Functional literacy programmes focus on the basic skills required to perform a job adequately and capitalize on most workers' motivation to get help in a particular area. Tutorial programmes, home assignments, reading and writing exercises, simple mathematical tests, etc., are generally used in all beverage industry in-house programmes meant to improve the literacy levels of employees with weak reading, writing or arithmetic skills.

Training Methods:

Training methods are usually classified by the location of instruction. On the job training is provided when the workers are taught relevant knowledge, skills and abilities at the actual workplace; off-the-job training, on the other hand, requires that trainees learn at a location other than the real work spot. Some of the widely used training methods are listed below.

1. Job Instruction Training (JIT)

The JIT method (developed during World War II) is a four-step instructional process involving preparation, presentation, performance try out and follow up. It is used primarily to teach workers how to do their current jobs. A trainer, supervisor or co-worker acts as the coach. The four steps followed in the JIT methods are:

- The trainee receives an overview of the job, its purpose and its desired outcomes, with a clear focus on the relevance of training.
- The trainer demonstrates the job in order to give the employee a model to copy. The trainer shows a right way to handle the job.
- Next, the employee is permitted to copy the trainer's way. Demonstrations by the trainer and practice by the trainee are repeated until the trainee masters the right way to handle the job.
- Finally, the employee does the job independently without supervision.

Merits:

- Trainee learns fast through practice and observation.
- It is economical as it does not require any special settings. Also, mistakes can be corrected immediately.
- The trainee gains confidence quickly as he does the work himself in actual setting with help from supervisor.
- It is most suitable for unskilled and semi-skilled jobs where the job operations are simple; easy to explain and demonstrate within a short span of time.

Demerits:

- The trainee should be as good as the trainer if the trainer is not good, transference of knowledge and skills will be poor.
- While learning, trainee may damage equipment, waste materials, cause accidents frequently,
- Experienced workers cannot use the machinery while it is being used for training.

2. Coaching:

Coaching is a kind of daily training and feedback given to employees by immediate supervisors. It involves a continuous process of learning by doing. It may be defined as an informal, unplanned training and development activity provided by supervisors and peers. In coaching, the supervisor explains things and answers questions; he throws light on why things are done the way they are; he offers a model for trainees to copy; conducts lot of decision making meetings with trainees; procedures are agreed upon and the trainee is given enough authority to make divisions and even commit mistakes. Of course, coaching can be a taxing job in that the coach may not possess requisite skills to guide the learner in a systematic way. Sometimes, doing a full day's work may be more important than putting the learner on track.

When to use coaching usefully? Coaching could be put to good use when:

- An employee demonstrates a new competency
- An employee expresses interest in a different job within the organisation
- An employee seeks feedback
- An employee is expressing low morale, violating beverage industry policies or practices or having performance problems
- An employee needs help with a new skill following a formal training programme.

Effective working, obviously, requires patience and communication skills. It involves:

- Explaining appropriate ways of doing things
- Making clear why actions were taken
- Stating observations accurately
- Offering possible alternatives / suggestions
- Following up

3. Mentoring :

Mentoring is a relationship in which a senior manager in an organization assumes the responsibility for grooming a junior person. Technical, interpersonal and political skills are generally conveyed in such a relationship from the more experienced person. A mentor is a teacher, spouse, counselor, developer of skills and intellect, host, guide, exemplar, and most importantly, supporter and facilitator in the realization of the vision the young person (protégé) has about the kind of life he wants as an adult.

The main objective is to help an employee attain psychological maturity and effectiveness and get integrated with the organization. In a work situation, such mentoring can take place at both formal and informal levels, depending on the prevailing work culture and the commitment from the top management. Formal mentoring can be very fruitful, if management invests time and money in such relationship building exercises.

Career functions: Career functions are those aspects of the relationship that enhance career advancement. These include:

1. Sponsorship: Where mentors actively nominate a junior person (called 'mentee') for promotions or desirable positions.
2. Exposure and visibility: Where mentors offer opportunities for mentees to interact with senior executives, demonstrate their abilities and exploit their potential.
3. Coaching: Mentors help mentees to analyse how they are doing their work and to define their aspirations. Here mentors offer practical advice on how to accomplish objectives and gain recognition from others.
4. Protection: Mentors shield the junior person from harmful situations/seniors.
5. Challenging assignments: Mentors help mentees develop necessary competencies through challenging job assignments and appropriate feedback. Mentors create opportunities clients to prove their worth to demonstrate clearly what they have to offer.

Psychological functions: Psychological functions are those aspects that enhance the mentee's sense of competence, and identify effectiveness in a professional role. These include:

6. Role modeling: Mentors offer mentees a pattern of values and behaviors to imitate
7. Acceptance and confirmation: mentors offer support, guidance and encouragement to mentees so that they can solve the problems independently and gain confidence in course of time. Mentors also help people to learn about the organization's culture and understand why things are done in certain ways.
8. Counseling: Mentors help mentees work out their personal problems, learn about what to do and what not to do, offer advice on what works and what doesn't, and do everything to demonstrate improved performance and prepare themselves for greater responsibility.
9. Friendship: Mentors offer practical help and support to mentees so that they can indulge in mutually satisfying social interactions (with peers, subordinates, bosses and customers)

Mentoring in India is based on the time-honored guru-shishya relationship where the guru would do everything to develop the personality of the shishya, offering emotional support, and guidance. Companies like TISCO, Neyveli Lignite Corporation, Polaris, Coca-Cola India have used mentoring systems to good effect in recent times (Economic Times, 25 Oct., 2002). Organizations like General Electric, Intel, Proctor & Gamble have given a lot of importance to mentoring programmes, going even gone to the extent of penalizing senior managers if they fail to develop leadership skills among subordinates. Of course, mentoring is not without its problems. Mentors who are dissatisfied with their jobs and though who teach or narrow or distorted view of events may not help a protege's development. Not all mentors are well prepared to transfer their skills and wisdom to their junior colleagues. When young people are bombarded with conflicting viewpoints - about how things should go - from a series of advisors, they may find it difficult to get ahead with confidence. Mentoring can succeed if (i) there is genuine support and commitment from top management (ii) mentors take up their job seriously and transfer ideas, skills and experiences in a systematic way and (iii) mentees believe in the whole process and carry out things in an appropriate manner.

4. Job Rotation :

Job rotation may pose several problems, especially when the trainees are rolled on various jobs at frequent intervals. In such a case, trainees do not usually stay long enough in any single phase of

the operation to develop a high degree of expertise. For slow learners, there is little room to integrate resources properly. Trainees can become confused when they are exposed to rotating managers, with contrasting styles of operation. Today's manager's commands may be replaced by another set from another manager! Further, job rotation can be quite expensive. A substantial amount of managerial time is lost when trainees change positions, because they must be acquainted with different people and techniques in each department. Development costs can go up and productivity is reduced by moving a trainee into a new position when his efficiency levels begin to improve at the prior job. Inexperienced trainees may fail to handle new tasks in an efficient way. Intelligent and aggressive trainees, on the other hand, may find the system to be thoroughly boring as they continue to perform more or less similar jobs without any stretch, pull and challenge. To get the best results out of the system, it should be tailored to the needs, interests and capabilities of the individual trainee, and not be a standard sequence that all trainees undergo.

This kind of training involves the movement of trainee from one job to another. This helps him to have a general understanding of how the organisation functions. The purpose of job rotation is to provide trainees with a larger organisational perspective and a greater understanding of different functional areas as well as a better sense of their own career objectives and interests. Apart from relieving boredom, job rotation allows trainees to build rapport with a wide range of individuals within the organization, facilitating future cooperation among departments. The cross-trained personnel offer a great amount of flexibility for organizations when transfers, promotions or replacements become inevitable.

5 Apprenticeship Training:

Most craft workers such as plumbers and carpenters are trained through formal apprenticeship programmes. Apprentices are trainees who spend a prescribed amount of time working with an experienced guide, coach or trainer. Assistantships and internships are similar to apprenticeships because they also demand high levels of participation from the trainee. An internship is a kind of on-the-job training that usually combines job training with classroom instruction in trade schools, colleges or universities. Coaching, as explained above, is similar to apprenticeship because the coach attempts to provide a model for the trainee to copy. One important disadvantage of the apprenticeship methods is the uniform period of training offered to trainees.

People have different abilities and learn at varied rates. Those who learn fast may quit the programme in frustration. Slow learners may need additional training time. It is also likely that in these days of rapid changes in technology, old skills may get outdated quickly. Trainees who spend years learning specific skills may find, upon completion of their programmes, that the job skills they acquired are no longer appropriate.

6 Committee Assignments:

In this method, trainees are asked to solve an actual organizational problem. The trainees have to work together and offer solution to the problem. Assigning talented employees to important committees can give these employees a broadening experience and can help them to understand the personalities, issues and processes governing the organization. It helps them to develop team spirit and work united toward common goals. However, managers should very well understand that committee assignments could become notorious time wasting activities. The above on-the-job methods are cost effective. Workers actually produce while they learn. Since immediate feedback is available, they motivate trainees to observe and learn the right way of doing things. Very few problems arise in the case of transfer of training because the employees learn in the actual work environment where the skills that are learnt are actually used. On-the-job methods may cause disruptions in production schedules. Experienced workers cannot use the facilities that are used in training. Poor learners may damage machinery and equipment. Finally, if the trainer does not possess teaching skills, there is very little benefit to the trainee.

Off-the-Job Methods:

Under this method of training, the trainee is separated from the job situation and his attention is focused upon learning the material related to his future job performance. Since the trainee is not distracted by job requirements, he can focus his entire concentration on learning the job rather than spending his time in performing it. There is an opportunity for freedom of expression for the trainees. Off-the-job training methods are as follows:

a. Vestibule training: Vestibule training method, actual work conditions are simulated in a classroom. Material, files and equipment - those that are used in actual job performance are also used in the training. This type of training is commonly used for training personnel for clerical

and semi-skilled jobs. The duration of this training ranges from a few days to a few weeks. Theory can be related to practice in this method.

b. Role playing: It is defined as a method of human interaction that involves realistic behavior in imaginary situations. This method of training involves action, doing and practice. The participants play the role of certain characters, such as the production manager, mechanical engineer, superintendents, maintenance engineers, quality control inspectors, foreman, workers and the like. This method is mostly used for developing interpersonal interactions and relations.

c. Lecture method: The lecture is a traditional and direct method of instruction. The instructor organizes the material and gives it to a group of trainees in the form of a talk. To be effective, the lecture must motivate and create interest among the trainees. An advantage of lecture method is that it is direct and can be used for a large group of trainees. Thus, costs and time involved are reduced. The major limitation of the lecture method is that it does not provide for transfer of training effectively.

d. Conference/discussion approach: In this method, the trainer delivers a lecture and involves the trainee in a discussion so that his doubts about the job get clarified. When big organizations use this method, the trainer uses audio-visual aids such as black boards, mockups and slides; in some cases the lectures are videotaped or audio taped. Even the trainee's presentation can be taped for self-confrontation and self-assessment.

The conference is, thus, a group-centered approach where there is a clarification of ideas, communication of procedures and standards to the trainees. Those individuals who have a general educational background and whatever specific skills are required –such as typing, shorthand, office equipment operation, filing, indexing, recording, etc. - may be provided with specific instructions to handle their respective jobs.

e. Programmed instruction: This method has become popular in recent years. The subject matter to be learned is presented in a series of carefully planned sequential units. These units are arranged from simple to more complex levels of instruction. The trainee goes through these units by answering questions or filling the blanks. This method is, thus, expensive and time-consuming.

Behaviorally Experienced Training:

Some training programmes focus on emotional and behavioral learning. Here employees can learn about behavior by role-playing in which the role players attempt to act their part in respect of a case, as they would behave in a real-life situation. Business games, cases, incidents, group discussions and short assignments are also used in behaviourally-experienced learning methods. Sensitivity training or laboratory training is an example of a method used for emotional learning. The focus of experiential methods is on achieving, through group processes, a better understanding of oneself and others. These are discussed elaborately in the section covering Executive Development Programmes.

Evaluation of a Training Programme:

The specification of values forms a basis for evaluation. The basis of evaluation and the mode of collection of information necessary for evaluation should be determined at the planning stage.

The process of training evaluation has been defined as any attempt to obtain information on the effects of training performance and to assess the value of training in the light of that information. Evaluation helps in controlling and correcting the training programme. Hamblin suggested five levels at which evaluation of training can take place, viz., reactions, learning, job behavior, organization and ultimate value.

Methods of Evaluation:

Various methods can be used to collect data on the outcomes of training. Some of these are:

- Questionnaires: Comprehensive questionnaires could be used to obtain opinions, reactions, views of trainees.
- Tests: Standard tests could be used to find out whether trainees have learnt anything during and after the training.
- Interviews: Interviews could be conducted to find the usefulness of training offered to operatives.

- **Studies:** Comprehensive studies could be carried out eliciting the opinions and judgments of trainers, superiors and peer groups about the training.
- **Human resource factors:** Training can also be evaluated on the basis of employee satisfaction, which in turn can be examined on the basis of decrease in employee turnover, absenteeism, accidents, grievances, discharges, dismissals, etc.
- **Cost benefit analysis:** The costs of training (cost of hiring trainers, tools to learn, training centre, wastage, production stoppage, opportunity cost of trainers and trainees) could be compared with its value (in terms of reduced learning time, improved learning, superior performance) in order to evaluate a training programme.
- **Feedback:** After the evaluation, the situation should be examined to identify the probable causes for gaps in performance. The training evaluation information (about costs, time spent, outcomes, etc.) should be provided to the instructors, trainees and other parties concerned for control, correction and improvement of trainees' activities. The training evaluator should follow it up sincerely so as to ensure effective implementation of the feedback report at every stage.

Training Programme of Beverage Industry:

Purpose-

To establish and maintain a documented procedure for identifying and providing training to all the employees of the organization with essential skill and knowledge so as to achieve desired quality and productivity goals.

Scope-

This procedure is applicable to all employees. beverage industry's personnel involved in quality system.

Training Process:

Training is provided both “In House” and through “Outside Agencies” Which could be for an individual or for group of persons as a collective training.

Training is conducted either through “Planned Training Programme” “Emergent Training Programme” which is organized by the HRD Department

Planned Training-

The planned training programme is drawn on annual basis both for individual and group of persons for collective training at the beginning of Calendar Year by Manager HRD and HRD Executive of factory. The departmental Heads drawn out the training requirements on the training requisition slip and sent it to HID Dept. Training of the senior personnel at Factory Is also catered for at Head Office on receipt of requirement from HRD Executive.

The annual Training Prog. at Head office is approved by from Chairman cum Managing Director.

Annual training Prog. is prepared on format and circulated to all heads of department and is updated. If required in case of additional training needs.

Emergent Training –

The Emergent training programme is a supplementary training programme both for individual and collective persons which is imparted during the course of work to take care for unforeseen or uncovered training requirements arisen due to installation of new machine, system, procedure etc.

Identification of such training need is done by the concerned HOD at Head Office and HOD/Supervisor at factory and accordingly forwards their request. The procedure as in case of planned training is followed thereafter.

Section 5

Future Forward:

This study concluded a noticeable positive relationship in between employees training , development and employee performance and productivity. However, there still numerous other variables that might be playing role in this particular field so, it's going to be very beneficial for researchers should they conduct research in this particular field in foreseeable future by including additional variables like employee capabilities, employees involvement, employee satisfaction, employee inspiration, employee motivation and organization effectiveness along with other working condition in relation to employees training and development to create more convincing results that may increase the incredible importance of employee training and development. Forthcoming researchers are intensely stimulated to empirically assess more advanced models of training and development in diverse executive situations/frameworks. For instance, investigate the effect of management development instead of employee development on organizational performance. Such studies should exceed operatives and junior employees to higher levels of management.

Findings:

While working I have gained a new kind of experience. After collecting and analysis data I have got some idea about the training and development practice of Beverage industry which is given below:

- There are noticeable amount of unskilled and technologically challenged people are performing in few vital role.
- Beverage industry does not conduct adequate software-based training for their employees.
- HR department does not arrange the training programs.
- Training need assessment and post training evaluation is not properly done.
- There is no mechanism to get the output of the training.

- Employees are not considering the training for the development of the organization.
- The company does not have professional trainer.

Recommendations:

With a short time experience, it is not an easy job to find out actual problem areas of training and development. However, in light of findings, there are some recommendations regarding the improvement of training and development of Beverage industry .

- Most of the employees of Beverage industry should have facility of T&D to achieve the organization's goals.
- Use better software-based training for their employee and using modern system software-based training is very essential for the employees of the hotels.
- HR department should arrange the training programs it will help employees.
- There should be strict practice to complete a periodic training, need assessment, as well as the post training.
- There must be a mechanism so that organization can get the training output from the employee.
- Employees are to be motivated about the effectiveness of the training and also their use in the organization.
- A trained employee can train another employee. The company should have a professional trainer.

Conclusion:

The Study throws light on the effectiveness and limitations on training and development programmes being conducted in one of Bangladesh. Beverage industry based on the findings, the management can redesign and develop new modules in the training and development programme, so that ultimately the resources of employees are utilized at optimum level. Training is an incomparable resource among the resources of the universe “no training no development”. Therefore, training and development is a part of any organization in the world. The new Millennium will be one of knowledge and competition. The Beverage industry shall therefore endeavor to make every employees job an existing one with adequate opportunities for personal development. Whenever a need for knowledge request arises in the system the organization should take steps to update the knowledge and skill of the employees by organizing training programmes. Effective training and development evaluation strategies are required to measure change in individual, and team in respect of organizational efficiency and effectiveness. Training evaluation is the important part of training process. It provides feedback and help the sponsors and the resource persons for improvement at the level of individual performance and in the strategy formulation for training and development. I came to know the training and development programs in beverage industry, was positive in response but still more training and development is needed in beverage industry so that the employees are motivated time

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Appendix I

Introducing Consulted Articles

SL. No.	Article Title	Author	Journal Name	Volume & Issue	Year	Publisher
1	Training and Development Strategy and Its Role in Organizational Performance	Abdus Sattar Niazi	Journal of Public Administration and Governance	ISSN 2161-7104, 2011, Vol.1, No.2, pp. 42-57	2011	
2	International Training and Management Development: Theory and Reality: A Conceptual Study	Shen, J.	Journal of Management Development	24, 656-666	2004	Abir Publication
3	Change Management & Change Agents: Classifications, Responsibilities & Critical Success Factors; Babcock	Muo, I. K.	Journal of Management & Social Sciences	Vol. 5. NO. 2	2007	

4	The Impact of Training and Development on Employees Performance and Productivity :A case study of United Bank Limited Peshawar City, KPK, Pakistan"	Neelam Tahir, and Others	International Journal of Academic Research in Business and Social Sciences	Vol. 4, No. 4. pp.86-98	2014	
5	UK Manager"s Conceptions of Training and Development	McDowall, A. and Saunders, M.N.K	Journal of European Industrial Training		2010	
6	The impact of Comprehensive Hr System Perceptions and the role of Work–Life Conflict	Khan, R.A.G., Khan, F.A. and Khan, M.A ,	Global Journal of Management and Business Research		2011	
7	Degree of influence of training and development on employee's behavior	Saleem, Q., Shahid, M. & Naseem	International Journal of Computing and Business Research		2011	
8	Managing employee performance	McConnell, R.C.	Journal of Health Care Management		2004	

Appendix II

Compilation of Objectives/ Purposes/ Questions/Hypotheses Addressed by the Articles

Articles	Objectives/ Purposes/ Questions/Hypotheses
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1	To know the effectiveness of the training programme conducted by the company. To know whether employees are aware about their responsibilities and authorities or not.
2	To improve Organizational Climate and increase the morale of employees. To know whether training programme is conducted successfully or not. To know about the work culture of the organization.
3	As the major purpose of training and development is to enhance the ability of employees to perform their jobs at peak levels. Training for immediate performance improvement is particularly important to organizations with stagnant or declining rates of productivity or customer satisfaction. Training for performance improvement is also important to organizations that are rapidly incorporating new technologies and, constantly, increasing the likelihood of employee obsolescence. Merger and acquisition is another event that may make training needs more salient, as is expansion into global markets.
4	The purpose of the training and development function is to: 1. Organize and facilitate learning and development. 2. Expedite acquisition of the knowledge, skills, and abilities required for effective job performance. 3. Provide employees with career growth opportunities consistent with corporate goals, objectives, and strategies.
5	Which area of training and development need for priority in future?
6	What are important barrier to training and development?
7	Set One hypotheses Ho:"There is not a significance relationship between employees training and employees performance ". H1: "There is a significant relationship between employees training and employees performance ". Ho: "There is not a significance relationship between employees development and employees performance ". H2: "There is a significant relationship between employees development and employees performance ". Ho: "There is not a significance relationship between employees training & development and employees performance " H3: "There is a significant relationship between employees training & development and employees performance ".
8	Set Two hypotheses Ho:"There is not a significance relationship between employees training and productivity ".

	H4: "There is a significant relationship between employees training and productivity ". Ho: "There is not a significance relationship between employees development and productivity ". H5: "There is a significant relationship between employees development and productivity ". Ho: "There is not a significance relationship between employees training & development and productivity ". H6: "There is a significant relationship between employees training & development and productivity ".
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Appendix III

Compilation of Methods

Articles	Methods
1	Training methods are usually classified by the location of instruction. On the job training is provided when the workers are taught relevant knowledge, skills and abilities at the actual workplace; off-the-job training, on the other hand, requires that trainees learn at a location other than the real work spot. Some of the widely used training methods are listed below.
2	Data Analysis The data collected in this study used descriptive statistics analysis and Pearson's Product-moment correlation coefficient for analysis. The objective of the study was to discover if any relationships exist between training opinions and turnover intent.
3	A quantitative method was suitable to explore the correlation between employee development and intent of voluntary turnover.
4	1. Primary Data: • Direct observation. • Daily note taken during the period.
5	2. Secondary Data • Various books related with the subject.

	• From different articles.
7	I have used different types of secondary data in completion of my project. Here important to mention that no questionnaires are used for collecting the data.
8	When an investigator uses data, which have already been collected by others for another purpose, such data is called secondary data. This type of data is primary data for the agency that collected them for the first time and become secondary data for someone else who uses these data for his own purpose. The major data have been used in this study are basically secondary data. Secondary data for this study was collected from Human Resource Management related books and several project.

Appendix IV

Compilation of Conclusions

Articles	Conclusions
1	In conclusion, we all know that training and development programs are important for an organization to develop the employee. When a child was born he required constant touch of parents till he stood on his own feet. An organization though flowered by creams of the society, still training is required due to rapid technological up gradation and change in working methods every day.
2	Training aims at continued self-development of the employees. Employees are expected to develop themselves continuously in an organization. When the employees in an organization are developed from time to time with all updated knowledge, then definitely that organization will grow to a greater height. Training aims at continued self-development of the employees. Employees are expected to develop themselves continuously in an organization. When the employees in an

	organization are developed from time to time with all updated knowledge, then definitely that organization will grow to a greater height.
3	Training and development is considered as a strategy for growth in every organization. It is adopted by the organization to fill the gap between skills and future opportunities.
4	These training programs definitely enhance skills, improve efficiency, and productivity and growth opportunities for employees.
5	To get better results from training programs, executives must focus on what happens in the workplace before and after employees go to class(DeSmet, McGurk, & Schwartz, 2010).
6	Evaluation of training must be appropriate for the persons and situations. The feedback from learners is important not only for instructors but also for confidence of the learner.
7	The future of employees training and development is not completely known and difficult to predict because of the vast changes that occur within technology and how training and development is viewed from organization to organization.
8	What can be said about the future of training and development is that it is changing and will continue to change. Developments in technology can be proven to be the best adaptation towards training and development because of the changes in technology and the ways that training and development will be able to be delivered through technology being both cost effective and effective towards the results towards goals and missions of organizations.