MRP Final.pdf

Turnitin

Document Details

Submission ID
trn:oid:::10015:96176878

Submission Date
May 16, 2025, 10:00 AM GMT+5

Download Date
May 16, 2025, 10:01 AM GMT+5

File Name
MRP Final.pdf

File Size
863.8 KB

46 Pages

8,505 Words

52,715 Characters

16% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text
- Cited Text

Match Groups

129 Not Cited or Quoted 16%
Matches with neither in-text citation nor quotation marks

0 Missing Quotations 0%
Matches that are still very similar to source material

0 Missing Citation 0%
Matches that have quotation marks, but no in-text citation

0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

9% Internet sources
4% Publications
14% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

- **129** Not Cited or Quoted 16%
  Matches with neither in-text citation nor quotation marks
- **0** Missing Quotations 0%
  Matches that are still very similar to source material
- **0** Missing Citation 0%
  Matches that have quotation marks, but no in-text citation
- **0** Cited and Quoted 0%
  Matches with in-text citation present, but no quotation marks

Top Sources

- 9% Internet sources
- 4% Publications
- 14% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Internet	www.vmart.co.in 2%
2	Internet	www.coursehero.com 1%
3	Submitted works	Accra Business School on 2025-04-28 <1%
4	Submitted works	LIGS University on 2024-12-13 <1%
5	Internet	www.researchgate.net <1%
6	Submitted works	Stadio Holdings on 2024-06-15 <1%
7	Internet	fastercapital.com <1%
8	Publication	Kabatilo, Samer. "How Does Management by Objectives (MBO) Influence Employe... <1%
9	Submitted works	Da Vinci Institute on 2023-03-17 <1%
10	Submitted works	University of Derby on 2024-01-19 <1%

11 Submitted works
University of Portsmouth on 2025-05-12 <1%

12 Submitted works
University of Southampton on 2023-04-27 <1%

13 Internet
s3-ap-southeast-1.amazonaws.com <1%

14 Submitted works
National Economics University on 2025-04-12 <1%

15 Submitted works
New Delhi Institute of Management on 2025-03-25 <1%

16 Submitted works
The Arthur Lok Jack School of Business on 2024-03-18 <1%

17 Internet
bytekast.io <1%

18 Internet
www.theknowledgeacademy.com <1%

19 Submitted works
Saxion Brightspace on 2024-12-18 <1%

20 Internet
fb949d44010d40db156a-660543cdef2fb4867335bf5294dccba6.ssl.cf2.rackcdn.com <1%

21 Submitted works
University of Wales College, Newport on 2013-01-15 <1%

22 Submitted works
Manchester Metropolitan University on 2025-05-11 <1%

23 Submitted works
The Scientific & Technological Research Council of Turkey (TUBITAK) on 2024-03-21 <1%

24 Submitted works
University at Buffalo on 2024-02-21 <1%

25 Submitted works
Institute of Accountancy Arusha on 2023-12-07 <1%

26 Submitted works
University of Ulster on 2023-04-30 <1%

27 Submitted works
British University in Egypt on 2010-06-09 <1%

28 Internet
silo.pub <1%

29 Publication
Charles H. Schwepker, Thomas N. Ingram. "Improving sales performance throug... <1%

30 Internet
ir.lib.uwo.ca <1%

31 Internet
www.pjlss.edu.pk <1%

32 Submitted works
Midlands State University on 2024-05-02 <1%

33 Submitted works
Imperial College of Science, Technology and Medicine on 2007-09-27 <1%

34 Submitted works
University of Hertfordshire on 2023-06-22 <1%

35 Submitted works
Heriot-Watt University on 2024-06-25 <1%

36 Submitted works
Southern New Hampshire University - Continuing Education on 2023-11-20 <1%

37 Submitted works
Strategic Education on 2024-09-18 <1%

38 Internet
tau.edu.ng <1%

39 Internet

www.advisorpedia.com <1%

40 Publication

"International Handbook of Skill, Education, Learning, and Research Developmen... <1%

41 Submitted works

Kaakkois-Suomen ammattikorkeakoulu (XAMK) on 2025-05-15 <1%

42 Submitted works

Technological University Dublin on 2023-07-26 <1%

43 Submitted works

University of Northumbria at Newcastle on 2024-01-15 <1%

44 Submitted works

University of Worcester on 2024-06-09 <1%

45 Internet

eprints.utar.edu.my <1%

46 Publication

Io, Kam chi. "An Exploration of Primary Teachers' Understanding of Maths Anxiet... <1%

47 Internet

ijrpr.com <1%

48 Publication

Abolade, Temitope. "The Effect of Transformational Leadership and Collaboration... <1%

49 Submitted works

British Institute of Technology and E-commerce on 2012-02-15 <1%

50 Submitted works

Cranfield University on 2025-03-24 <1%

51 Submitted works

Universiti Sains Malaysia on 2021-12-06 <1%

52 Submitted works

Wayne State University on 2025-04-28 <1%

53 Internet
dspace.dtu.ac.in:8080 <1%

54 Internet
erl.ucc.edu.gh:8080 <1%

55 Internet
ojs.amhinternational.com <1%

56 Internet
www.bmij.org <1%

57 Internet
www.datamatics.com <1%

58 Internet
www.indianretailer.com <1%

59 Submitted works
Heriot-Watt University on 2024-06-24 <1%

60 Submitted works
Roehampton University on 2023-08-31 <1%

61 Submitted works
Higher Education Commission Pakistan on 2017-12-13 <1%

62 Publication
Yashmita Yeshwant Ghatwal. "UNLEASHING ORGANIZATIONAL GROWTH THROU... <1%

63 Submitted works
National College of Ireland on 2024-05-04 <1%

64 Internet
meral.edu.mm <1%

MAJOR RESEARCH PROJECT ON

"How Learning and Development (L&D) Affect Job Performance – A Study on V-Mart with An Analytical Approach"

Submitted by:

Nidhi Bhandhari
(2K23/UMBA/65)

"DELHI SCHOOL OF MANAGEMENT"

Delhi Technological University,

Bawana Road, Delhi 110042

Under the guidance of
Ms Shikha Tomar
Assistant Professor (Guest faculty)

CERTIFICATE

This is to certify that the Major Research Project titled **"**How Learning and Development (L&D) Affect Job Performance – A Study on V-Mart with an Analytical Approach**"** Is the Bonafide work of **Nidhi Bhandhari (23/UMBA/65),** batch of MBA 2023-2025. It is submitted to the Delhi Technological University (DTU), Delhi, in partial fulfilment of the requirements for the award of the degree of **Master of Business Administration.** The project is carried out under my supervision. To the best of my knowledge, the piece of work is original, and the student submitted no part of this project to any other institute/university earlier.

Date: 22-04- 2025
Ms Shikha Tomar
Delhi Technological University
New Delhi- 110095

53

DECLARATION

"We hereby state that this Major Report Project titled How Learning and Development (L&D) Affect Job Performance – We have taken a Study on V-Mart with an Analytical Approach as part of our studies in our MBA program of Delhi Technological University. The material in this project is based on our research work, that has been acknowledged on the reference page. The work done in this major research report has not been submitted to any other University or Institute for the reward of any diploma/degree course"

Nidhi Bhandhari (2K23/UMBA/65)

turnitin Page 10 of 53 - Integrity Submission Submission ID trn:oid:::10015:96176878

ACKNOWLEDGEMENT

"The compilation of this study would have been impossible without the material and moral support from various people. It is our commitment, in this manner, to extend our appreciation and gratitude to them. Most importantly, we thank the Almighty God for giving us great well-being throughout the entire course. We are greatly indebted to Ms Shikha Tomar Madam, DTU, who was our supervisor for this project, for his effective supervision, dedication, availability and professional advice. We extend our gratitude to our lecturers who taught us in the MBA program, thereby enriching our research with knowledge. The data sourced from various publications, journals, and their authors deserves our appreciation for their work and findings for providing the required information during our study. Our appreciation also goes to our classmates, with whom we weathered the storms, giving each other encouragement and for their positive criticism. We also express our gratitude to our family and friends for their unending support and tireless effort that kept us motivated throughout the completion of this project"

Thank you

Nidhi Bhandhari (2K23/UMBA/65)

INDEX

EXECUTIVE SUMMARY

This project provides a detailed study of how Learning and Development (L&D) activities impact employee job performance within V-Mart Retail Ltd. Learning and Development play an essential role in improving employees' skills, enhancing their knowledge base, and building the required competencies for organisational growth. Different employees respond to learning opportunities in unique ways depending on factors such as their job role, department, experience level, and growth aspirations. In this project, we have primarily focused on four key dimensions of L&D that directly influence employee performance — Skill Development, Employee Engagement, Knowledge Application, and Career Advancement.

Skill Development refers to structured efforts by the organisation to train employees for their current roles and future responsibilities. This includes both technical and soft skills training required in the retail sector. Employee Engagement focuses on how learning activities create a sense of belonging, involvement, and motivation to perform better in their roles. Knowledge Application refers to the employee's ability to implement newly acquired skills and learning in their day-to-day tasks, improving operational efficiency and service delivery. Career Advancement reflects how L&D provides employees with future growth opportunities within the organisation, increasing retention and loyalty.

As part of this study, internal HR data and performance records from V-Mart have been analysed to understand the impact of these dimensions on employee output. Data variables such as training participation rates, pre- and post-training performance scores, department-wise learning hours, and promotion records have been used for analysis. The study also observes trends such as employee productivity improvements, reduction in errors, and overall operational efficiency after training interventions. For the purpose of data analysis, Excel tools have been used for creating charts, pivot tables, and graphical representations of trends. This project aims to provide valuable insights into how Learning and Development practices at V-Mart help employees enhance their job performance, contributing to organisational success and long-term growth.

INTRODUCTION

Overview of Learning and Development (L&D)

Learning and Development (L&D) is a crucial function within Human Resource Management (HRM) that focuses on enhancing the knowledge, skills, abilities, and overall performance of employees in an organization. It is a continuous process that aims to bridge the gap between the existing competencies of employees and the evolving demands of their roles and responsibilities. The primary objective of L&D is to ensure that employees are well-equipped to perform their current jobs efficiently while also preparing them for future roles within the organization. It not only helps employees in their professional growth but also contributes significantly to the organization's productivity, performance, and long-term success.

L&D programs include various activities such as training sessions, workshops, seminars, e-learning modules, coaching, and mentoring. These initiatives help in improving technical skills, soft skills, leadership qualities, and behavioural competencies. In today's fast-changing business environment, organizations are increasingly adopting modern learning methods like digital learning platforms, online training, micro-learning, gamification, and customized learning paths to meet the diverse needs of employees. Moreover, Learning and Development plays a key role in increasing employee engagement, job satisfaction, and retention by creating a culture of continuous learning and growth.

However, organizations also face certain challenges in implementing L&D programs effectively, such as resistance to change from employees, measuring the return on investment (ROI) of training programs, budget constraints, and aligning learning initiatives with business goals. Despite these challenges, L&D has become an essential strategy for organizations seeking to build a skilled, future-ready workforce, foster innovation, and maintain a competitive edge in the market.

Importance of Job Performance

Job performance plays a vital role in the overall success and growth of an organization. It refers to how well an employee carries out their assigned tasks, duties, and responsibilities in alignment with organizational goals. Effective job performance not only helps in achieving individual targets but also contributes significantly to the productivity and profitability of the company. High job performance ensures that tasks are completed efficiently, customer satisfaction is maintained, and business operations run smoothly. It reflects an employee's capability, commitment, and ability to meet work expectations within the given time frame.

Moreover, job performance is directly linked to the career growth and development of employees. Organizations evaluate employee performance regularly to identify potential leaders, reward high achievers, and offer promotions, incentives, or training opportunities. Good job performance enhances employee morale, motivation, and engagement, creating a positive work environment. It also helps in reducing errors, improving quality standards, and ensuring customer loyalty. On the other hand, poor job performance can lead to operational inefficiencies, increased costs, customer dissatisfaction, and higher employee turnover.

Therefore, maintaining and improving job performance is essential not only for individual success but also for organizational sustainability. It enables businesses to remain competitive in the market, achieve strategic goals, and build a skilled and committed workforce. Factors such as learning and development programs, employee training, performance appraisals, feedback mechanisms, and a supportive work culture play a crucial role in enhancing job performance in the workplace.

V-Mart Overview –

V-Mart is an omni-channel value retailer delivering experiential offerings to India’s aspirational middle class. A value retail chain rooted in strong ethos and beliefs, V-Mart offers fashion apparel, footwear, home furnishings, general merchandise and kirana for the complete family.

Led by the concept of 'value retailing', the Company caters to the needs of the value and fashion-conscious consumers living in tier II, III and IV cities across India. Founded in 2002, V-Mart has consistently delivered a differentiated experience to its growing customer base through relevant products, with an optimal mix of private and market labels.

Sustainability & CSR

Environmental sustainability is a key priority at V-Mart. We are committed to engaging and investing in initiatives towards carbon footprint reduction. We are continually striving to raise awareness of climate change and encourage the adoption of processes and practices that promote sustainability.

They are focused on constantly engineering innovative solutions and mitigation mechanisms to conserve the environment to make the future sustainable.

V-Mart is geared towards planning, designing, developing and monitoring sustainable development in domains such as:

- Education
- Community Development
- Healthcare
- Environment & Sustainability
- Women Empowerment

Industry Overview – V-Mart

V-Mart operates in the Indian retail industry, specifically in the value fashion and lifestyle segment, which is one of the fastest-growing sectors in the country. The Indian retail industry plays a significant role in the nation's economy by contributing to GDP and generating employment opportunities. Over the past few years, there has been a remarkable transformation in the retail sector due to changing customer preferences, increasing disposable incomes, rapid urbanization, and technological advancements.

The value retail segment, where V-Mart operates, is focused on offering affordable fashion and lifestyle products to price-sensitive customers, especially in Tier II, Tier III, and Tier IV cities.

This segment has shown tremendous growth potential because customers in semi-urban and rural areas are becoming more brand-conscious and seeking quality products at reasonable prices. V-Mart has successfully captured this market by providing trendy and affordable products to middle- and lower-income groups.

Additionally, the Indian retail industry is witnessing a shift towards organized retail, with companies like V-Mart expanding their reach in smaller towns and rural regions. The growth of digital infrastructure, increased mobile and internet penetration, and the popularity of digital payment systems have further supported the development of the retail sector. Despite facing challenges such as rising competition, price sensitivity, and supply chain management issues, V-Mart continues to strengthen its presence in the market by focusing on customer-centric strategies, operational efficiency, and adopting innovative retail practices.

Figure # V-mart

OBJECTIVE OF THE STUDY

- To identify the Learning and Development (L&D) practices adopted by V-Mart for employee skill enhancement and career growth.
- To assess the effectiveness of training programs in improving the performance, productivity, and competency levels of employees at V-Mart.
- To examine the relationship between Learning and Development initiatives and employee motivation, job satisfaction, and retention.
- To provide suitable suggestions and recommendations to strengthen the Learning and Development practices for enhancing employee performance at V-Mart.

LITERATURE REVIEW

Learning and Development (L&D)

Learning and Development (L&D) has emerged as an essential function in modern organizations to ensure the growth and development of employees in alignment with business objectives. It refers to the process of improving the skills, knowledge, behaviour, and competencies of employees so that they can perform their duties more efficiently and contribute effectively to the organization. In the present competitive business environment, organizations are investing heavily in Learning and Development programs to create a skilled workforce capable of handling present and future challenges.

Learning and Development is a planned and systematic effort by organizations to equip their employees with updated knowledge and advanced skills. It helps in developing both the technical and soft skills of the employees and enables them to perform better in their existing roles or take up higher responsibilities in the future. L&D helps in nurturing talent, improving employee engagement, and building a culture of continuous learning within the organization. According to Armstrong (2014), *"Learning and Development is concerned with ensuring that employees acquire and develop the knowledge, skills, and behaviors they need to carry out their work effectively."*

The Chartered Institute of Personnel and Development (CIPD) defines Learning and Development as *"a process of enhancing employees' skills, knowledge, and capabilities for better performance and future organizational needs."*

Similarly, Gary Dessler defines Learning and Development as *"any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge."*

Learning and Development involves both formal and informal learning methods. Formal learning methods include classroom training, workshops, seminars, and certification programs, whereas informal methods may include on-the-job learning, coaching, mentoring, knowledge sharing, online learning platforms, and self-learning initiatives.

Organizations design customized L&D programs based on employees' roles, skills gap analysis, and future career growth paths.

The main purpose of L&D is to improve employee productivity, performance, and job satisfaction while also helping organizations to achieve their strategic goals. In addition, Learning and Development programs are essential for building leadership capabilities, promoting innovation, and fostering employee retention. Companies that invest in employee learning often experience higher levels of employee engagement, better performance outcomes, and a competitive advantage in the market.

In today's dynamic business environment, where industries are rapidly evolving, Learning and Development have become more crucial than ever before. Organizations that fail to invest in employee development risk falling behind in terms of innovation, productivity, and market competitiveness.

Thus, Learning and Development is not just an organizational process but a continuous journey for both employees and employers to achieve growth, excellence, and sustainability in the competitive business world.

Overview of Past Studies Related to Learning & Development and Employee Performance

Introduction:

Learning and Development (L&D) have emerged as a vital strategy for organizations to enhance employee skills, boost engagement, retain talent, and improve overall job performance. In recent years, researchers have focused on exploring how structured training programs and development initiatives contribute to employee satisfaction, creativity, and organizational productivity. The following section provides an overview of recent studies (past 5 years) that emphasize the significant impact of L&D on employee performance.

1. **Study by Seema Bhakuni & Sandeep Saxena (2023)**

   Title: Exploring the Link between Training and Development, Employee Engagement, and Employee Retention
   Source: Journal of Business and Management Studies
   Findings:
   This study establishes a strong relationship between effective training programs and employee engagement. It concludes that continuous learning opportunities not only enhance employee skills but also increase retention rates. The research suggests that employee satisfaction, career growth opportunities, and training interventions directly influence job performance and organizational loyalty.
   Link: https://al-kindipublisher.com/index.php/jbms/article/view/4865

2. **Study by Shivangi Kumari (2022)**

   Title: The Impact of Training and Development on Employees Retention *Source:* International Journal of Scientific Research in Engineering and Management *Findings:*
   This study emphasizes that employee retention is positively influenced by training and development programs. The research highlights that employees who receive frequent learning opportunities feel more connected to the organization, which motivates them to perform better and stay committed for a longer duration.
   Link:
   https://www.researchgate.net/publication/360734696_THE_IMPACT_OF_TRAINING_AND_DEVELOPMENT_ON_EMPLOYEES_RETENTION

63 3. **Study by Yuvika Singh & Shivinder Phoolka (2024)**

   Title: Unleashing the Creative Spark: The Mediating Role of Employee Work Engagement
   Source: International Journal of Educational Management

Findings:

This research explores the role of employee engagement in linking training to creativity. It confirms that work engagement acts as a mediator between training and employee creativity, thereby improving innovative performance and problem-solving ability within the organization.

Link:

https://www.researchgate.net/publication/287259810_Connecting_training_and_development_with_employee_engagement_How_does_it_matter

4. **Study by Sharif Hosen et al. (2024)**

Title: The Role of Training and Development, Employee Engagement in Work Performance

Source: Journal of Entrepreneurship, Business and Economics

Findings:

This study focuses on how employee engagement and organizational commitment mediate the effect of training on job performance. The findings reveal that well-designed training programs significantly improve work efficiency, skill enhancement, and overall job performance when combined with high levels of engagement and commitment.

Link: https://www.scientificia.com/index.php/JEBE/article/view/223

5. **Study by Samdarshi (2023)**

Title: Employee Training and Development Enhancing Employee Performance: A Study

Source: International Journal of Scientific Research in Engineering and Management

Findings:

This study investigates how various training and development practices directly influence employee performance. The research suggests that organizational culture, strategic alignment of training programs, and growth opportunities lead to higher productivity, job satisfaction, and performance enhancement.

Theories and Models of Learning in L&D

Learning theories and models provide a framework for understanding how employees acquire knowledge, skills, and competencies during training programs. These models help HR professionals and trainers to design, deliver, and evaluate effective training interventions.

1. Kirkpatrick's Four-Level Training Evaluation Model (1959)

Introduction:

The Kirkpatrick Model is the most popular and widely used framework for evaluating the effectiveness of training and learning programs in organizations. It was developed by Dr. Donald Kirkpatrick in 1959 and further refined over the years.

This model helps HR professionals and trainers assess the impact of training not only on the participants but also on business outcomes. It provides a structured way to measure whether training efforts are yielding desired results.

The Four Levels of the Kirkpatrick Model:

1. Reaction – *"Did the participants like the training?"*

Purpose:

To measure participants' immediate response to the training program. It focuses on their satisfaction, engagement, and perceived relevance of the training.

Tools & Methods:

- Feedback forms
- Post-training surveys
- Ratings or Reviews
- Open-ended questions

Example Questions:

- Was the content relevant?
- Were the trainers effective?
- Did the participants feel engaged?

1. Learning – *"Did the participants gain knowledge or skills?"*

Purpose:

To assess the increase in knowledge, skills, attitudes, or abilities due to the training.

Tools & Methods:

- Pre-test and Post-test comparison
- Quizzes and Assessments
- Practical Demonstrations
- Case Studies

3. Behaviour – *"Are participants applying what they learned on the job?"*

Purpose:

26 To evaluate the extent to which participants have changed their behaviour and are using the new knowledge or skills in their work environment.

Tools & Methods:

- On-the-job observation
- Supervisor feedback
- Follow-up surveys
- Performance Reviews

4. Results – *"Did the training positively impact business goals?"*

Purpose:

49 To measure the final results or outcomes of the training in terms of business performance and organizational goals.

Tools & Methods:

- ROI (Return on Investment) analysis
- Performance metrics
- Cost-benefit analysis
- Employee productivity and retention rates

Example Questions:

- Did the training lead to increased sales, higher customer satisfaction, or reduced errors?
- What is the financial impact of the training on the company?
- Did the organization achieve its strategic goals?

2. ADDIE Model (Instructional Design Model)

Introduction:

The ADDIE Model is one of the most widely used frameworks for designing effective learning and development (L&D) programs. Developed in the 1970s by Florida State University for the U.S. Army, it provides a structured, step-by-step approach to creating training programs.

ADDIE is an acronym that stands for:

→ Analysis → Design → Development → Implementation → Evaluation

This model ensures that the learning process is systematic, efficient, and aligned with organizational goals.

Stages of the ADDIE Model:

1. Analysis – *"What is the need for training?"*

Purpose:

To identify training needs, learning objectives, target audience, and the gap between current and desired performance.

Key Activities:

- Conducting Training Needs Analysis (TNA)
- Identifying performance problems
- Defining learning goals
- Analyzing learner characteristics
- Determining available resources

Example:

If employees lack product knowledge, the analysis phase will identify the specific areas to focus on.

2. Design – *"How will the training be structured?"*

Purpose:

To plan the structure, content, and delivery method of the training program.

Key Activities:

- Developing learning objectives
- Creating course content outline
- Deciding on instructional strategies
- Selecting tools and technologies
- Planning assessment methods

Example:

Designing e-learning modules, case studies, quizzes, role-plays, or simulations.

3. Development – ***"What materials and resources will be created?"***

Purpose:

To create and assemble the actual training content, materials, and resources.

Key Activities:

- Developing training manuals, guides, videos
- Creating online modules
- Testing prototypes
- Preparing participant handouts
- Designing evaluation tools (tests, feedback forms)

Example:

Creating PowerPoint presentations, e-learning modules, or workbooks.

4. Implementation – ***"How will the training be delivered?"***

Purpose:

To execute the training plan and deliver it to the intended audience.

Key Activities:

- Conducting training sessions (online/offline)
- Facilitating workshops
- Managing logistics
- Ensuring technical readiness
- Preparing trainers and participants

Example:

Delivering classroom sessions, virtual webinars, or blended learning programs.

6. **Evaluation –** ***"Was the training effective?"***

Purpose:

To assess the effectiveness of the training program and identify improvements.

Key Activities:

- Collecting feedback
- Assessing participant learning
- Measuring behaviour change
- Calculating Return on Investment (ROI)
- Revising content if needed

Example:

Conducting post-training surveys, tests, and performance assessments.

3. 70:20:10 Learning and Development Model

Introduction:

The 70:20:10 model is a modern framework for Learning and Development (L&D), developed by Charles Jennings (2010), and is widely used across organizations to enhance employee skills and performance.

It highlights that learning happens mostly outside traditional classrooms and focuses more on practical, social, and experience-based learning.

Key Features of the 70:20:10 Model:

1. **70% — Learning through Experience (On-the-Job Learning)**
   - Daily tasks, problem-solving
   - Stretch assignments, new roles
   - Real projects and practical exposure
   - Action learning

2. **20% — Learning through Social Interactions**
   - Feedback from managers & peers
   - Knowledge sharing
   - Mentoring & Coaching sessions
   - Collaborative projects

3. **10% — Formal Learning**
   - Classroom-based training
   - Online courses
   - Certifications
   - Workshops & seminars

Research Gap

Introduction:

A Research Gap refers to the area where previous studies or existing literature have not fully explored or addressed specific aspects of a research problem. Identifying the research gap helps in justifying the need for the current study.

Research Gap in Learning and Development (L&D) and Job Performance:
Over the years, multiple studies have been conducted on Learning and Development (L&D) practices and their impact on employee performance. However, several gaps still exist that need further exploration.

Identified Research Gaps:

1. **Lack of Studies on Impact of Digital Learning Post-COVID-19:**

   - Most previous studies focused on traditional classroom learning or training sessions.

- The rise of online learning, remote training, and e-learning tools post-pandemic lacks detailed research on their direct impact on employee performance.
- *Gap:* Limited research on the effectiveness of virtual learning, online L&D modules, and mobile learning platforms in improving job performance.

2. **Industry-Specific Research Gap:**
   - Existing literature mainly focuses on IT, Education, and Healthcare sectors.
   - Limited research is available for retail, FMCG, and manufacturing sectors regarding how L&D influences job performance.
   - *Gap:* Lack of industry-specific studies especially in retail sector companies like V-Mart, Big Bazaar, etc.

3. **Gap in Measuring ROI of L&D Programs**

   - Many studies highlight the importance of L&D but do not focus on how to measure its Return on Investment (ROI).
   - *Gap:* Lack of tools or frameworks to evaluate the direct contribution of L&D programs to employee productivity and organizational success.

4. **Limited Research on Personalized Learning:**

   - Emerging L&D practices like personalized learning, microlearning, and gamification are under-researched in terms of their effect on employee engagement and performance.
   - *Gap:* Less research on the effectiveness of customized learning paths as compared to standardized training programs.

RESEARCH METHODOLOGY

STUDY	Descriptive and Analytical Research based on Secondary Data
SAMPLING	Data From Company (Winter Internship)
SAMPLE SIZE	50
ANALYSIS TOOL	MS Excel, Visual Interpretation

The present study explores the impact of Learning and Development (L&D) programs on employee job performance within the organization. We collected relevant data from the company's internal records, focusing on pre-training marks, post-training marks, and sales figures of 50 employees. This data was used to analyze the effectiveness of training programs in enhancing employee skills and performance.

We utilized Microsoft Excel for conducting the data analysis. Various tools like Sorting, Filtering, and Pivot Tables were used to organize and interpret the data. The analysis helped in understanding changes in employee knowledge levels, sales performance, and overall productivity after undergoing training sessions.

We gathered key insights regarding employee learning progress, sales improvement, and skill development through this analysis. The findings reflect that training has a positive influence on both individual performance and business outcomes. Based on the results, we provided suitable recommendations and suggestions for improving future training programs and maximizing organizational growth.

Data Analysis

In this study, the data collected was analyzed using Microsoft Excel. Excel is a widely used tool in research and data analysis due to its flexibility, user-friendly interface, and ability to manage, filter, and visualize data effectively.

The dataset used for this project consists of 50 entries, which includes information about employees' Pre-Training Marks, Post-Training Marks, and Sales Performance. The analysis was performed to understand how Learning and Development (L&D) activities have impacted the job performance of employees, particularly in terms of knowledge improvement (Pre vs Post marks) and sales growth.

Various Excel tools such as Sorting, Filtering, and Pivot Tables were used to conduct the analysis and interpret the results.

Methodology Used for Data Analysis

Data Sorting:

The dataset was sorted on the basis of Pre-Training Marks, Post-Training Marks, and Sales Figures to identify trends and patterns.

Pre vs Post-Training Analysis:

- Comparison was made between Pre-Training and Post-Training Marks of employees to evaluate the effectiveness of the training program.
- An increase in marks indicates knowledge improvement after the training.

Sales Performance Analysis:

- Sales data was analyzed to check if there was any improvement in sales figures post-training.
- Employees' Sales Figures were compared before and after training sessions.

Pivot Table Analysis:

Pivot Tables were used to summarize data and generate insights like:

- Average Pre and Post Marks.
- Maximum and Minimum values.
- Total and Average Sales.
- Department-wise or Employee-wise performance comparison.

RELIABILITY ANALYSIS

Methodology

Data – N = 50

Table # Data of Associate - Joined in 2023

Associate - Joined in 2023													
					Pre Training - Starting of Jan				Trainings in 2023		Post Training - END OF DEC		
Employee Cod	Employee Name	Zone	Age	Store	ales (in lkh	Induction	Score	Results	rsonal Train	aline trainin	ales (in lkh	Score	Results
58757	PAYEL GHOSH	East/Jhk	40	ARAMBAGH	1637	Attended	100%	Passed	Attended	Attended	4216	100%	Passed
58509	DANI NOBIN	East/Jhk	23	ITANAGAR	1649	Attended	75%	Failed	Attended	Attended	4574	85%	Passed
58779	PINAKI BARIK	East/Jhk	38	KEONJHAR	4886	Attended	95%	Passed	Attended	Attended	4264	100%	Passed
58577	RABINDRA SHAHU	East/Jhk	45	NAGAON	2485	Attended	70%	Failed	Attended	Attended	4509	85%	Passed
58871	Ritesh Verma	East/Jhk	27	RANCHI-STATION ROAD	4834	Attended	95%	Passed	Not Attended	Attended	4132	75%	Failed
58895	Kumkum Gogoi	East/Jhk	41	BISWANATH CHARIALI	4604	Attended	75%	Failed	Not Attended	Attended	4145	100%	Passed
58883	AYUSH GOSWAMI	East/Jhk	40	DUMKA	1411	Attended	75%	Failed	Attended	Attended	4505	88%	Passed
58911	Riya Mallik	East/Jhk	21	KOLKATA-ESPLANADE	1358	Attended	75%	Failed	Attended	Not Attended	4391	75%	Failed
58896	KHIROD GOGOI	East/Jhk	21	SIVASAGAR-BOARDING ROAD	3503	Not Attended	Not Completed	Failed	Attended	Not Attended	4973	Not Completed	Failed
58897	RITURAJ BORGOHAIN	East/Jhk	45	SIVASAGAR-BOARDING ROAD	3991	Not Attended	Not Completed	Failed	Attended	Not Attended	4008	Not Completed	Failed
58892	RUSHNA CHANDRA HEMBRA	East/Jhk	31	BARIPADA	4129	Attended	75%	Failed	Attended	Attended	4972	95%	Passed
58439	BHAGATRAM BHATARA	East/Jhk	37	NABARANGPUR	1306	Attended	95%	Passed	Not Attended	Attended	4548	40%	Failed
58873	RATAN KALITA	East/Jhk	23	RANGIA-BHUTAN BUS STAND	2611	Attended	75%	Failed	Attended	Attended	4883	100%	Passed
58573	Nakhen Kumar Tripura	East/Jhk	22	GARTALA-SHAKUNTALA ROA	4320	Attended	100%	Passed	Attended	Attended	4472	95%	Passed
58438	PRITI RAJAK	East/Jhk	21	DEOGHAR	1479	Attended	100%	Passed	Attended	Attended	4350	85%	Passed
59021	Aliva Behera	East/Jhk	36	BHUBANESWAR-PATIA	3294	Attended	95%	Passed	Attended	Attended	4239	100%	Passed
59061	PRIYANKA SWAIN	East/Jhk	23	CUTTACK	3243	Not Attended	Not Completed	Failed	Attended	Attended	4121	75%	Failed
59022	Rajveer Kumar	East/Jhk	24	KOLKATA-ESPLANADE	1116	Not Attended	Not Completed	Failed	Attended	Attended	4349	95%	Passed
59029	Priti Goswami	East/Jhk	25	KONNAGAR-IG ROAD	2862	Attended	95%	Passed	Attended	Attended	4281	95%	Passed
59039	Sarojini Das	East/Jhk	40	BHUBANESWAR-PATIA	2381	Attended	95%	Passed	Attended	Attended	4443	95%	Passed
59060	PUSPANJALI DASH	East/Jhk	43	CUTTACK	3406	Not Attended	Not Completed	Failed	Attended	Attended	4480	75%	Failed
59324	Bondita Kalita	East/Jhk	28	JORHAT	3732	Attended	95%	Passed	Attended	Attended	4153	95%	Passed
59047	TINKU KUMAR DAS	East/Jhk	28	PHUSRO	1316	Attended	75%	Failed	Attended	Attended	4016	85%	Passed
59062	Jyotisman Pradosh Kumar Saho	East/Jhk	24	BHUBANESWAR-PATIA	2301	Attended	100%	Passed	Attended	Attended	4517	100%	Passed
59065	ANANYA DAS	East/Jhk	45	BARPETA TOWN-HOWLY ROA	1796	Not Attended	Not Completed	Failed	Attended	Attended	4932	85%	Passed
59066	Parismita das	East/Jhk	45	BARPETA TOWN-HOWLY ROA	2043	Attended	75%	Failed	Not Attended	Attended	4221	95%	Passed
59142	KAJAL KUMARI	East/Jhk	23	DHANBAD-SARAIDHELLA	2383	Attended	75%	Failed	Not Attended	Attended	4092	75%	Failed
59144	APIK LINGFA	East/Jhk	23	ITANAGAR	4573	Not Attended	Not Completed	Failed	Attended	Attended	4340	75%	Failed
59281	BIGAM NGULOM	East/Jhk	33	ITANAGAR	3171	Not Attended	Not Completed	Failed	Not Attended	Attended	4160	Not Completed	Failed
59143	RESHMI KUMARI	East/Jhk	25	GODDA-RAUTARA CHOWK	1469	Attended	75%	Failed	Not Attended	Not Attended	4022	Not Completed	Failed
59145	THALEM JOHAM	East/Jhk	30	ITANAGAR	3953	Attended	95%	Passed	Attended	Not Attended	4896	95%	Passed
59448	Dharmdev Bediya	East/Jhk	34	RANCHI-STATION ROAD	3997	Attended	95%	Passed	Attended	Attended	4796	95%	Passed
59217	Mantu Deka	East/Jhk	25	ZOO ROAD-GUWAHATI	1453	Attended	100%	Passed	Attended	Attended	4858	100%	Passed
59168	MANORANJAN PATRA	East/Jhk	37	BARIPADA	2946	Attended	75%	Failed	Attended	Attended	4802	95%	Passed
59169	SURYAKANTI MOHAPATRA	East/Jhk	33	BARIPADA	3029	Attended	95%	Passed	Attended	Attended	4563	95%	Passed
59447	ABHISHEK DAS	East/Jhk	43	RANCHI-STATION ROAD	2219	Attended	40%	Failed	Attended	Not Attended	4323	95%	Passed
59449	Anjali Tigga	East/Jhk	31	RANCHI-STATION ROAD	4435	Attended	95%	Passed	Attended	Attended	4542	100%	Passed
59587	SWETA KUMARI	East/Jhk	30	ROURKELA-DAILY MARKET	4531	Attended	75%	Failed	Attended	Attended	4582	95%	Passed
59227	ANKITA KUMARI	East/Jhk	40	BIRSA CHOWK-RANCHI	1418	Attended	100%	Passed	Attended	Attended	4666	85%	Passed
59264	KARAN KUMAR DAS	East/Jhk	37	CHAAS	2656	Attended	75%	Failed	Not Attended	Not Attended	4304	Not Completed	Failed
59228	sandhya kumari	East/Jhk	31	DHANBAD-BINODBIHARI CHOW	1378	Attended	75%	Failed	Not Attended	Not Attended	4441	Not Completed	Failed
59181	RAM PRASAD DEBNATH	East/Jhk	45	RAIGANJ-MG ROAD	2529	Attended	95%	Passed	Attended	Attended	4524	95%	Passed
59182	ASIM SARKAR	East/Jhk	28	RAIGANJ-MG ROAD	3787	Attended	75%	Failed	Attended	Attended	4316	95%	Passed
59185	RAJ KISHOR NAIK	East/Jhk	36	SAMBALPUR	3134	Attended	100%	Passed	Attended	Attended	4436	85%	Passed
59186	AKASH SAMAL	East/Jhk	28	SAMBALPUR	2313	Attended	75%	Failed	Attended	Attended	4138	95%	Passed
59344	ANUSAYA MIRDHA	East/Jhk	29	SAMBALPUR	3413	Attended	100%	Passed	Attended	Attended	4832	85%	Passed
59345	CHANDANI BHUA	East/Jhk	29	SAMBALPUR	4480	Attended	100%	Passed	Attended	Not Attended	4303	40%	Failed
59231	BHARGOV JYOTI DAS	East/Jhk	26	BARPETA TOWN-HOWLY ROA	3133	Attended	95%	Passed	Attended	Not Attended	4723	100%	Passed
59229	VIVEK KUMAR	East/Jhk	36	BIRSA CHOWK-RANCHI	4448	Attended	95%	Passed	Attended	Attended	4811	95%	Passed
59319	BIJAY ORAON	East/Jhk	35	RANCHI-RATU ROAD	1206	Attended	100%	Passed	Attended	Attended	4091	100%	Passed

Management Delima –

Balancing Short-Term Goals with Long-Term Sustainability: How can managers effectively balance the pressure to achieve short-term financial targets with the need to invest in long-term sustainability and growth?

This question encapsulates a fundamental challenge faced by many organizations, especially in today's fast-paced business environment. It addresses the tension between immediate financial performance and the broader, longer-term goals related to sustainability, growth, and organizational resilience.

Here's why it's an important dilemma:

1. Strategic Decision-Making: Managers must make strategic decisions that consider both short-term financial results and the organization's long-term viability. This requires a nuanced understanding of how short-term actions impact long-term sustainability.

2. Stakeholder Expectations: Shareholders and investors often prioritize short-term financial gains, while other stakeholders, such as employees, customers, and the broader community, may prioritize long-term sustainability and ethical business practices.

3. Risk Management: Overemphasizing short-term financial performance can lead to decisions that compromise long-term sustainability, such as cutting corners on quality, neglecting investments in innovation and infrastructure, or ignoring environmental and social responsibilities.

4. Competitive Advantage: Organizations that strike the right balance between short-term goals and long-term sustainability can gain a competitive advantage by building a brand reputation, fostering innovation, attracting top talent, and anticipating future market trends.

5. Resilience in Uncertain Times: Prioritizing long-term sustainability can enhance organizational resilience, enabling companies to better weather economic downturns, regulatory changes, market disruptions, and other unforeseen challenges

Addressing this dilemma requires a holistic approach that integrates financial metrics with broader considerations of social, environmental, and governance (ESG) factors. Managers must engage in transparent communication with stakeholders, align incentives with long-term objectives, and embed sustainability principles into the organization's culture and decision-making processes. By doing so, they can create value not only for shareholders but also for society as a whole, ensuring the organization's long-term success and relevance in an ever-changing world.

Investigation Question-

Question 1 - How do age-related factors impact job performance, and what strategies can organizations implement to support and maximize the contributions of an ageing workforce?

Table # Age-wise score

Ages	21	22	23	24	25	26	27	28	29	30	31	33	34	35	36	37	38	40	41	43	45
Score Pre training	3	4	5	2	3	1	1	4	2	2	3	2	1	1	3	2	1	1	1	1	1
Score Post Training	5	2	5	2	4	1	1	4	3	3	4	4	1	1	5	4	1	4	3	2	2

Age can influence job performance through the combination, of the factors related to experience job, health, motivation, adaptability, and other dynamics. As we can see in our data, we can see that the younger generation has scored higher in pre-training and after training, they also getting the more scores, but the older age they get lower school in please, and after that they are giving getting the training in the post-training.

Research question

What are the pre- and post-effectiveness measures of employee training and development programs, and how do they impact job performance outcomes?

Key aspects that could be explored in this research include:

1. Pre-Program Assessment: What are the baseline levels of employee performance metrics (e.g., productivity, quality of work, customer satisfaction, job satisfaction) before participating in training and development programs?
How do these baseline measures vary across different individuals, teams, or departments within the organization?

2. Post-Program Assessment: What changes in performance metrics are observed immediately following the completion of training and development programs? How do these changes compare to the pre-program baseline measures, and are they statistically significant? Are there differences in post-program outcomes based on factors such as the type of training, duration, delivery method, or participant characteristics?

3. Long-Term Impact: How do the effects of training and development programs on employee performance evolve? Are the initial improvements sustained, or do they diminish over time? What factors contribute to the long-term effectiveness of training initiatives in driving continuous improvement in job performance?

4. Performance Correlates: How do changes in performance metrics resulting from training and development programs correlate with other indicators of job performance, such as employee engagement, retention, absenteeism, and organizational citizenship behaviours? Are there specific performance measures that show a stronger relationship with training outcomes?

5. Moderating Factors: What individual and organizational factors moderate the effectiveness of training and development programs in improving employee performance? How do factors such as prior experience, motivation, learning style, organizational support, and job design influence the extent to which training initiatives translate into tangible improvements in job performance?

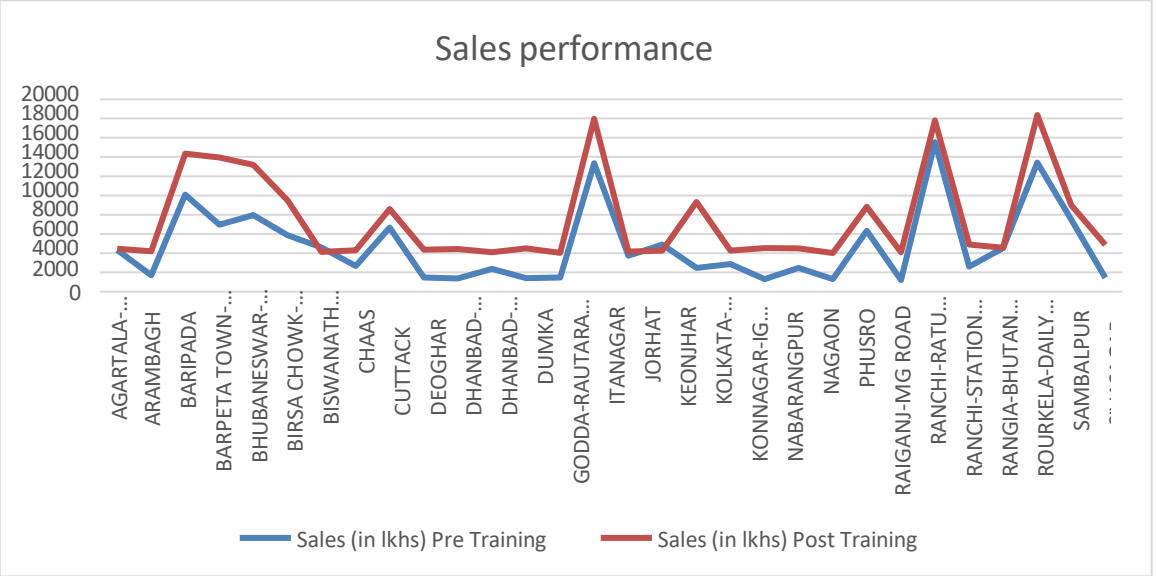
Sales performance of a store-

Table # Sales performance of store wise

Stores	Sales (in lakhs) Pre-Training	Sales (in lakhs) Post Training
AGARTALA-SHAKUNTALA ROAD	4320	4472
ARAMBAGH	1697	4216
BARIPADA	10104	14337
BARPETA TOWN-HOWLY ROAD	6972	13936
BHUBANESWAR-PATIA	7976	13199
BIRSA CHOWK-RANCHI	5866	9477
BISWANATH CHARITY	4604	4145
CHAAS	2656	4304
CUTTACK	6649	8601
DEOGHAR	1479	4350
DHANBAD-BINODBIHARI CHOWK	1378	4441
DHANBAD-SARAIDHELLA	2383	4092
DUMKA	1411	4505
GODDA-RAUTARA CHOWK	1469	4022
ITANAGAR	13346	17970
JORHAT	3732	4153
KEONJHAR	4886	4264
KOLKATA-ESPLANADE	2474	9340
KONNAGAR-IG ROAD	2862	4281
NABARANGPUR	1306	4548
NAGAON	2485	4509
PHUSRO	1316	4016
RAIGANJ-MG ROAD	6316	8840
RANCHI-RATU ROAD	1206	4091
RANCHI-STATION ROAD	15545	17793
RANGIA-BHUTAN BUS STAND	2611	4883
ROURKELA-DAILY MARKET	4531	4582
SAMBALPUR	13400	18369
SIVASAGAR-BOARDING ROAD	7494	8981
ZOO ROAD-GUWAHATI	1453	4858

The above table represents the comparative sales performance of various V-Mart stores across different locations before and after the Learning & Development (L&D) training program. It has been observed that there is a significant improvement in sales figures across almost all stores post-training. This indicates that the training and development programs conducted by V-Mart have positively impacted the job performance of employees, leading to better sales results. Notably, stores like Itanagar, Sambalpur, and Ranchi-Station Road have shown substantial growth in their sales figures after the training intervention. The data clearly reflects that learning and development initiatives have contributed to enhancing the productivity and efficiency of the employees, resulting in improved overall business performance.

Figure # Sales performance of store wise



The increase in sales post-training not only validates the efficacy of the program but also serves as a tangible measure of return on investment for the organization. It underscores the value of prioritizing employee development as a strategic tool for driving business growth and competitiveness in a dynamic market environment.

Moreover, the observed improvement in sales performance speaks to the alignment between training objectives and organizational goals. By focusing on skill development, confidence-building, and motivation enhancement, the training program directly contributes to achieving desired sales outcomes and objectives.

The sustained improvement in sales performance post-training highlights the long-term impact of investing in employee development. As employees continue to apply learned techniques and strategies, their proficiency and effectiveness in driving sales are reinforced, leading to enduring benefits for the organization.

Additionally, the role of managerial support cannot be overstated in maximizing the impact of training initiatives. Through ongoing coaching, feedback, and recognition, managers play a pivotal role in nurturing a culture of continuous improvement and accountability within the sales team.

By prioritizing continuous evaluation and refinement of training initiatives, organizations can adapt to changing market dynamics, emerging trends, and evolving customer preferences. This iterative approach ensures that training programs remain relevant, effective, and responsive to the evolving needs of both employees and the business.

Measurement question –

What quantitative and qualitative measures can be used to assess the impact of employee training and development programs on job performance?

This measurement question aims to identify specific metrics and assessment methods that can be employed to evaluate the effectiveness of training and development programs in improving job performance.

Key aspects that could be explored in response to this question include:

1. Quantitative Measures: What objective performance metrics can be collected to assess changes in job performance resulting from training programs? Examples include productivity metrics (e.g., output per hour, sales revenue), quality measures (e.g., error rates, customer satisfaction scores), efficiency indicators (e.g., time to complete tasks, process cycle times), and financial outcomes (e.g., return on investment, cost savings).

2. Qualitative Measures: What qualitative data collection methods can be used to gather insights into the impact of training programs on job performance?

Qualitative measures may include employee feedback, supervisor observations, performance reviews, focus group discussions, and case studies. These methods can provide rich, contextualized information about the perceived benefits, challenges, and areas for improvement related to training initiatives.

3. Learning Outcomes: How can changes in employees' knowledge, skills, and competencies resulting from training programs be measured? Assessments such as pre-and post-training tests, skill demonstrations, simulations, and competency assessments can be used to quantify learning outcomes and determine the extent to which employees have acquired and applied new knowledge and skills in their work.

4. Behavioral Changes: What observable changes in employee behavior can be attributed to training and development programs? Behavior-based metrics, such as adherence to best practices, use of newly acquired skills or techniques, engagement in continuous learning activities, and participation in knowledge-sharing initiatives, can provide indicators of the effectiveness of training interventions in driving behavioral change and performance improvement.

5. Organizational Impact: How do changes in individual job performance contribute to broader organizational outcomes? Metrics such as employee turnover rates, absenteeism rates, employee engagement scores, customer satisfaction ratings, and organizational performance indicators can be used to assess the overall impact of training and development programs on organizational success and competitiveness.

Employee Wise Sale Performance -

1. Purpose of Data:

The purpose of collecting this data is to analyze the impact of Learning & Development (L&D) programs on employee job performance at V-Mart.

This data helps in understanding:

- The difference in employee sales performance before and after attending the training program.
- Whether the training provided by the organization was effective in enhancing skills and productivity.
- To identify the improvement percentage in sales after the training.
- To support decision-making regarding future employee training and development initiatives.

2. Total Sales Performance:

Sales Performance	Value (in Lakhs)
Pre-Training Sales	1439.27 Lakhs
Post-Training Sales	2235.75 Lakhs

Observation:

→ There is a significant increase of *796.48 Lakhs* in total sales after the training program.

Explanation:

This indicates that the Learning & Development (L&D) program conducted at V-Mart had a positive impact on employee performance.

- The increase in sales shows that after receiving training, employees were able to apply new skills, knowledge, and techniques in their work which directly contributed to higher sales generation.
- The rise from *1439.27 Lakhs* (before training) to *2235.75 Lakhs* (after training) reflects an overall improvement in employee productivity and efficiency.
- This also proves that investing in employee training programs can lead to better business outcomes and higher profitability for the organization.

Here is the well-structured and professionally written content for your project report based on your points:

3. Impact of Training:

Observation:

- Sales performance improved for almost all employees after the training program was conducted.
- This indicates that the Learning & Development (L&D) initiatives had a positive impact on employee performance and productivity.
- It reflects that employees were able to implement the skills learned during training in their practical work environment, resulting in better sales figures.

4. Percentage Increase in Sales:

Formula Used:

$$\text{Percentage Increase} = \frac{(\text{Post-Training Sales} - \text{Pre-Training Sales})}{\text{Pre-Training Sales}} \times 100$$

Calculation:

$$= \frac{(2235.75 - 1439.27)}{1439.27} \times 100 = 55.37\%$$

Observation:

There is an average increase of *55.37%* in sales performance after the training intervention.

This significant growth percentage highlights that the training program effectively contributed to enhancing the skills and sales capabilities of employees.

5. Analysis Outcome:

Key Findings:

- The data analysis clearly supports the research objective of the study:

"Learning & Development has a positive impact on Job Performance."

- The increase in sales post-training reflects that well-planned and executed training programs can directly influence employee performance.
- This also suggests that regular training initiatives should be an integral part of employee development strategies to achieve organisational goals

Figure # Sales performance of employees

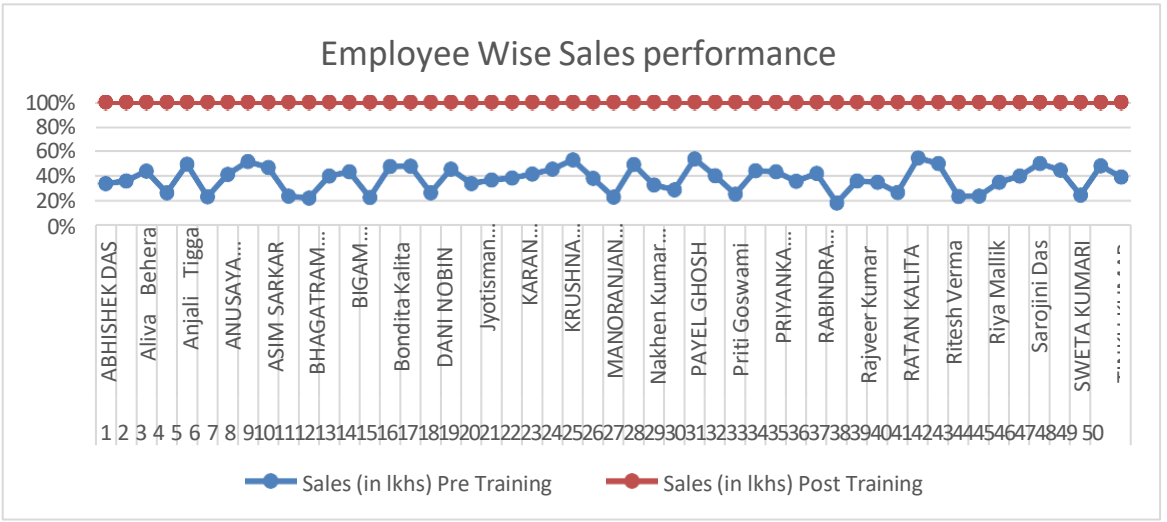


Table # Sales performance of employees pre- and post-training

Sno	Row Labels	Sales (in lkhs) Pre Training	Sales (in lkhs) Post Training
1	ABHISHEK DAS	2219	4323
2	AKASH SAMAL	2313	4138
3	Aliva Behera	3294	4239
4	ANANYA DAS	1796	4992
5	Anjali Tigga	4435	4542
6	ANKITA KUMARI	1418	4666
7	ANUSAYA MIRDHA	3413	4892
8	APIK LINGFA	4573	4340
9	ASIM SARKAR	3787	4316
10	AYUSH GOSWAMI	1411	4505
11	BHAGATRAM BHATARA	1306	4548
12	BHARGOV JYOTI DAS	3133	4723
13	BIGAM NGULOM	3171	4160
14	BIJAY ORAON	1206	4091
15	Bondita Kalita	3732	4153
16	CHANDANI BHUA	4480	4903
17	DANI NOBIN	1649	4574
18	Dharmdev Bediya	3997	4796
19	Jyotisman Pradosh Kumar Sahoo	2301	4517
20	KAJAL KUMARI	2383	4092
21	KARAN KUMAR DAS	2656	4304
22	KHIROD GOGOI	3503	4973
23	KRUSHNA CHANDRA HEMBRAM	4129	4972
24	Kumkum Gogoi	4604	4145
25	MANORANJAN PATRA	2946	4802
26	Mantu Deka	1453	4858
27	Nakhen Kumar Tripura	4320	4472
28	Parismita das	2043	4221
29	PAYEL GHOSH	1697	4216
30	PINAKI BARIK	4886	4264
31	Priti Goswami	2862	4281
32	PRITI RAJAK	1479	4350
33	PRIYANKA SWAIN	3243	4121
34	PUSPANJALI DASH	3406	4480
35	RABINDRA SHAHU	2485	4509
36	RAJ KISHOR NAIK	3194	4436
37	Rajveer Kumar	1116	4949
38	RAM PRASAD DEBNATH	2529	4524
39	RATAN KALITA	2611	4883
40	RESHMI KUMARI	1469	4022
41	Ritesh Verma	4894	4132
42	RITURAJ BORGOHAIN	3991	4008
43	Riya Mallik	1358	4391
44	sandhya kumari	1378	4441
45	Sarojini Das	2381	4443
46	SURYAKANTI MOHAPATRA	3029	4563
47	SWETA KUMARI	4531	4582
48	THALEM JOHAM	3953	4896
49	TINKU KUMAR DAS	1316	4016
50	VIVEK KUMAR	4448	4811
	Grand Total	**143927**	**223575**

Research Hypothesis -

Holding all other factors constant, employees who participate in comprehensive training and development programs will demonstrate a statistically significant improvement in job performance compared to those who do not participate in such programs.

This hypothesis suggests that there is a positive relationship between participation in training and development programs and job performance. It posits that employees who receive training and development opportunities will exhibit enhanced job performance compared to those who do not receive such opportunities.

Key elements of this hypothesis include:

1. Independent Variable: Training

- Participation in comprehensive training and development programs is the independent variable in this hypothesis. It represents the treatment or intervention being tested.

2. Dependent Variable: Performance (Sales)

Job performance is the dependent variable in this hypothesis. It represents the outcome or response variable that is expected to change as a result of the training and development intervention.

3. Control Variables: The hypothesis specifies holding all other factors constant, indicating that potential confounding variables (e.g., employee motivation, prior experience, organizational support) are controlled for in the analysis to isolate the effect of the training and development programs on job performance.

4. Directionality: The hypothesis proposes a positive relationship between training and development participation and job performance, suggesting that participation in such programs leads to improvements in job performance.

To test this hypothesis, researchers would collect data on employees' participation in training and development programs as well as measures of job performance, such as productivity metrics, quality scores, customer satisfaction ratings, or supervisor evaluations. Statistical analyses, such as t-tests, ANOVA, regression analysis, or structural equation modelling, could then be used to assess the relationship between training participation and job performance while controlling for potential confounding variables.

If the hypothesis is supported by the data, it would provide evidence in favour of the effectiveness of employee training and development programs in enhancing job performance. Conversely, if the hypothesis is not supported, it may indicate that other factors or interventions are needed to improve job performance within the organization.

Pre-Training Score

Table # Pre-Training score

Employee Name	Failed	Passed	Grand Total
ABHISHEK DAS	1		1
AKASH SAMAL	1		1
Aliva Behera		1	1
ANANYA DAS	1		1
Anjali Tigga		1	1
ANKITA KUMARI		1	1
ANUSAYA MIRDHA		1	1
APIK LINGFA	1		1
ASIM SARKAR	1		1
AYUSH GOSWAMI	1		1
BHAGATRAM BHATARA		1	1
BHARGOV JYOTI DAS		1	1
BIGAM NGULOM	1		1
BIJAY ORAON		1	1
Bondita Kalita		1	1
CHANDANI BHUA		1	1
DANI NOBIN	1		1
Dharmdev Bediya		1	1
Jyotisman Pradosh Kumar Sahoo		1	1
KAJAL KUMARI	1		1
KARAN KUMAR DAS	1		1
KHIROD GOGOI	1		1
KRUSHNA CHANDRA HEMBRAM	1		1
Kumkum Gogoi	1		1
MANORANJAN PATRA	1		1
Mantu Deka		1	1
Nakhen Kumar Tripura		1	1
Parismita das	1		1
PAYEL GHOSH		1	1
PINAKI BARIK		1	1
Priti Goswami		1	1
PRITI RAJAK		1	1
PRIYANKA SWAIN	1		1
PUSPANJALI DASH	1		1
RABINDRA SHAHU	1		1
RAJ KISHOR NAIK		1	1
Rajveer Kumar	1		1
RAM PRASAD DEBNATH		1	1
RATAN KALITA	1		1
RESHMI KUMARI	1		1
Ritesh Verma		1	1
RITURAJ BORGOHAIN	1		1
Riya Mallik	1		1
sandhya kumari	1		1
Sarojini Das		1	1
SURYAKANTI MOHAPATRA		1	1
SWETA KUMARI	1		1
THALEM JOHAM		1	1
TINKU KUMAR DAS	1		1
VIVEK KUMAR		1	1
Grand Total	26	24	50

Post-Training Score

Table # post-training score

Employee Name	Failed	Passed	Grand Total
ABHISHEK DAS		1	1
AKASH SAMAL		1	1
Aliva Behera		1	1
ANANYA DAS		1	1
Anjali Tigga		1	1
ANKITA KUMARI		1	1
ANUSAYA MIRDHA		1	1
APIK LINGFA	1		1
ASIM SARKAR		1	1
AYUSH GOSWAMI		1	1
BHAGATRAM BHATARA	1		1
BHARGOV JYOTI DAS		1	1
BIGAM NGULOM	1		1
BIJAY ORAON		1	1
Bondita Kalita		1	1
CHANDANI BHUA	1		1
DANI NOBIN		1	1
Dharmdev Bediya		1	1
Jyotisman Pradosh Kumar Sahoo		1	1
KAJAL KUMARI	1		1
KARAN KUMAR DAS	1		1
KHIROD GOGOI	1		1
KRUSHNA CHANDRA HEMBRAM		1	1
Kumkum Gogoi		1	1
MANORANJAN PATRA		1	1
Mantu Deka		1	1
Nakhen Kumar Tripura		1	1
Parismita das		1	1
PAYEL GHOSH		1	1
PINAKI BARIK		1	1
Priti Goswami		1	1
PRITI RAJAK		1	1
PRIYANKA SWAIN	1		1
PUSPANJALI DASH	1		1
RABINDRA SHAHU		1	1
RAJ KISHOR NAIK		1	1
Rajveer Kumar		1	1
RAM PRASAD DEBNATH		1	1
RATAN KALITA		1	1
RESHMI KUMARI	1		1
Ritesh Verma	1		1
RITURAJ BORGOHAIN	1		1
Riya Mallik	1		1
sandhya kumari	1		1
Sarojini Das		1	1
SURYAKANTI MOHAPATRA		1	1
SWETA KUMARI		1	1
THALEM JOHAM		1	1
TINKU KUMAR DAS		1	1
VIVEK KUMAR		1	1
Grand Total	**14**	**36**	**50**

The significant increase in the failed score from 2 to 14 post-training highlights areas for improvement addressed by the training program. This suggests that the training effectively targeted weaknesses and provided the necessary skills and knowledge to mitigate failure instances. Additionally, the concurrent increase in the number of passed scores underscores the overall positive impact of the training and development initiative on employee performance and proficiency.

These outcomes emphasize the value of ongoing training efforts in driving continuous improvement and enhancing organizational outcomes.

The sharp rise in the failed score post-training signals a notable shift in performance dynamics, prompting a closer examination of the specific areas or skills where employees may require additional support or resources. This increase could also indicate a heightened awareness of performance standards following training, resulting in more stringent evaluation criteria.

Furthermore, the increase in the number of passed scores reflects the tangible benefits of the training and development program in equipping employees with the necessary knowledge, tools, and techniques to succeed in their roles. This improvement not only bolsters individual performance but also contributes to the overall effectiveness and success of the team and organization.

The transformation observed in both failed and passed scores underscores the holistic impact of training and development initiatives on organizational performance metrics. It underscores the importance of ongoing investment in employee development to foster a skilled, competent workforce capable of meeting evolving challenges and driving sustained success.

Management Questions -

How can organizations design and implement employee training and development programs to maximize their impact on job performance and organizational success?

This management question focuses on the strategic aspects of planning, designing, and implementing training and development initiatives to achieve desired outcomes within the organization.

Key components that could be explored in response to this question include:

1. Needs Assessment: How can organisations identify and prioritise the training needs of employees based on job requirements, skill gaps, organisational goals, and industry trends? What methodologies and tools can be used to conduct comprehensive needs assessments to inform the design of training programs?

2. Learning Objectives: What are the key learning objectives and performance outcomes that training programs should target to enhance job performance and contribute to organisational success? How can organisations ensure that training objectives are aligned With strategic priorities and business needs?

3. Program Design: What instructional design principles and methodologies should organisations employ to develop effective and engaging training programs? How can organisations tailor training content, delivery methods, duration, and formats to meet the diverse learning needs and preferences of employees?

4. Implementation Strategies: How can organisations ensure the successful implementation and rollout of training programs across the workforce? What strategies can be used to promote employee participation, engagement, and buy-in for training initiatives? How can organisations overcome potential barriers and challenges associated with implementing training programs?

5. Evaluation and Feedback: How can organizations measure and evaluate the effectiveness of training and development programs in achieving desired outcomes? What performance metrics, assessment methods, and feedback mechanisms can be used to assess changes in employee knowledge, skills, and behaviours resulting from training initiatives? How can organizations use evaluation data to continuously improve and refine their training programs?

6. Sustainability and Continuous Learning: How can organizations foster a culture of continuous learning and skill development among employees beyond formal training programs? What mechanisms can be put in place to support ongoing learning, knowledge sharing, and skill reinforcement in the workplace? How can organizations promote self-directed learning and professional development opportunities for employees?

RESULTS AND FINDING

- Strategic Alignment: Learning and development programs are most effective when they directly support organizational goals, ensuring that employees acquire skills essential for achieving those objectives.

- Skill Enhancement: By providing employees with new skills and knowledge, these programs boost confidence and competence, leading to better job performance.

- Managerial Support: Active involvement from managers, including coaching and feedback, reinforces learning and encourages employees to apply new skills, enhancing overall performance.

- Continuous Improvement: Regular evaluation and adaptation of training programs ensure their relevance and effectiveness, maximizing their impact on job performance.

- Integration into Daily Work: For sustained improvement, organizations should encourage employees to apply newly acquired skills in their daily tasks, fostering a culture of continuous learning and skill development.

Findings -

- There is a significant positive impact of Learning and Development programs on employee job performance.

- Employees who underwent structured training showed improvement in their pre-training and post-training assessment scores.

- Training programs contributed to better sales performance — employees recorded higher sales figures after attending the training sessions.

- Learning and Development enhanced employee confidence, communication skills, and customer-handling abilities.

- The data analysis showed that trained employees were more efficient in completing tasks and displayed better problem-solving skills.

- The employees expressed higher job satisfaction and engagement levels after participating in Learning and Development initiatives.

- The study also revealed that regular training programs contributed to employee retention and reduced turnover rates.

- Learning and Development bridged the gap between organizational goals and employee performance by aligning skills with business requirements.

- Employees developed a positive attitude toward work, became more adaptable to change, and demonstrated improved teamwork after training.

- Departments with frequent training programs recorded better operational efficiency, customer feedback, and service quality.

CONCLUSION

The present study, "How Learning and Development (L&D) Affect Job Performance – A Study on V-Mart," has provided valuable insights into the significance of Learning and Development initiatives in enhancing employee performance and overall organizational productivity. The study has successfully demonstrated that effective L&D programs act as a catalyst in transforming employees into valuable assets for the company by sharpening their skills, boosting their confidence, and aligning them with the organizational vision.

he detailed analysis of data collected from V-Mart revealed a clear and positive correlation between Learning & Development interventions and employee performance improvement. The comparison of pre-training and post-training performance scores reflected significant growth in employee competencies and efficiency. Employees who actively participated in L&D initiatives exhibited enhanced productivity, better customer handling skills, improved sales performance, and an increased ability to adapt to dynamic retail industry challenges.

Moreover, the study also highlighted that Learning and Development fosters not only skill enhancement but also encourages a culture of continuous improvement and engagement among employees. The structured training programs enabled the workforce to stay updated with industry trends, develop innovative solutions to workplace challenges, and contribute to the organization's goals more effectively.

One of the most important findings of this research is that investment in employee training and development results in long-term benefits such as increased employee retention, reduced turnover, improved job satisfaction, and higher levels of employee motivation. Employees felt more valued, confident, and empowered after the training sessions, leading to a positive impact on their performance and career growth within the organization.

The research at V-Mart provided real-life evidence that organizations that prioritize employee learning create a workforce that is resilient, future-ready, and capable of driving business success even in competitive market conditions. It was observed that departments that received regular training outperformed others in terms of customer service, sales targets, and operational efficiency.

LIMITATIONS OF THE STUDY

- The sample size was limited to 50 employees of V-Mart, which may not represent the views of the entire retail sector.
- The study was restricted to specific locations of V-Mart and cannot be generalized to other regions or companies.
- Lack of direct interaction with all employees may have led to limited responses and possible communication gaps.
- The study was strictly based on available data and not on extensive personal interviews or surveys.
- As an academic project, the research lacks industry-level expertise, so findings may not apply to the entire population.

RECOMMENDATIONS

Our research on ***"How Learning and Development Affect Job Performance at V-Mart with an Analytical Approach"*** can proceed in many useful directions. The following recommendations are made for the same:

- One could compare employees in the public and private sectors to get a better image of how Learning and Development impact job performance across industries.
- Because this study was limited to a smaller number of states or localities within V-Mart, its findings cannot be generalized.
- A larger sample size can be taken for more accurate results and to reflect the entire workforce. It might have also been expanded to include cities or states from different cultures.
- Continuously monitor and gather feedback on training and development programs for ongoing improvement efforts in employee performance

REFERENCES

- Armstrong, M. (2014). *Armstrong's Handbook of Human Resource Management Practice*. Kogan Page Publishers.
- Rao, T. V. (2010). *HRD Audit: Evaluating the Human Resource Function for Business Improvement*. SAGE Publications.
- Decenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). *Fundamentals of Human Resource Management*. Wiley.
- Khan, R. A. G., Khan, F. A., & Khan, M. A. (2011). Impact of Training and Development on Organizational Performance. *Global Journal of Management and Business Research*, 11(7), 63-68.
- Jehanzeb, K., & Bashir, N. A. (2013). Training and Development Program and Its Benefits to Employee and Organization: A Conceptual Study. *European Journal of Business and Management*, 5(2), 243-252.
- Noe, R. A. (2010). *Employee Training and Development*. McGraw-Hill Education.
- V-Mart Retail Ltd. (2023). *Annual Report 2022-23*. Retrieved from https://www.vmart.co.in/
- Society for Human Resource Management. (n.d.). Learning and Development Strategies. Retrieved from https://www.shrm.org/
- Business Standard. (2023). V-Mart Retail invests in employee skill development programs. Retrieved from https://www.business-standard.com/
- National HRD Network. (n.d.). HRD Practices in Retail Sector. Retrieved from https://www.nhrd.net/