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Conceptual Study on Virtual Training Practices in FMCG Companies in India

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ABSTRACT

The Electronic learning concept allows for more working people to further their studies as distance and time are no longer the barriers to education. There are four objectives of this Electronic tertiary learning incorporate. This increased control has the potential to improve training effectiveness. However, the failure of many Electronic learning programs suggests that organisations would benefit from a set of research-based principles on providing learner control in Electronic learning. In this article, guidelines for preparing trainees for learner-led instruction, the design of learner-controlled training, and the creation of workplace conditions that facilitate successful learner-led training. Implementation of Electronic learning by companies in France is ongoing. One of their issues is to improve the learning experience of their employees. From the point of view, this implies that they must better understand the learning experience of the employees. This paper suggests a qualitative approach to learning to identify the diversity of learning outcomes achieved in a given Electronic learning course. Four Electronic learning courses denoted in a French multinational company. Forty-two interviews conducted. Results showed that employees reached different types of learning outcomes, even if they completed the same Electronic learning course. Finally, eight learning outcomes achieved: procedural information acquisition, declarative information acquisition, skills acquisition, skills automation, content understanding, understanding of the work environment, understanding of oneself and no perceived learning.

Keywords: FMCG, Training, Electronic learning.

INTRODUCTION:

The literature for this study has collected more on the various dimension of Electronic learning. As this, part frequently seeks, the literature from different sources conducted at the International Level and National Level which are published further furnished in the following headings:

- Literature related to Training and Development through Electronic learning
- Literature related to Practices in FMCG Sectors
- Literature related to Impact of Electronic learning in Various Dimensions

LITERATURE RELATED TO TRAINING AND DEVELOPMENT THRU ELECTRONIC LEARNING:

Good Training is an essential factor if one wants to achieve continuous improvement and therefore offer quality service in a sector that is as dynamic in many industries. In recent decades, the emergence of new technologies for training and communication has enabled the development of new models of teaching. Most importantly, Electronic learning provides several advantages in the field of internal company training. This type of training and development programs are transforming the way organisations educate professionals, enhance job

efficiencies and increase cost saving.
Sandra and Becci (2009) have assessed the use of information and communication technologies (ICT) in the delivery of education and management training has significant implications for employers, learners and Organization. While there is potential for substantial benefits for all concerned, it also continues to set a challenge for providers to develop new strategies for upgrading employee's standard and raises fundamental questions about the process.
Hung (2010), in his Article, he has been investigated the longitudinal trends of Electronic learning research using text mining techniques. Six hundred and eighty-nine (689) refereed journal articles and proceedings were retrieved from the Science Citation Index/Social Science Citation Index database in the period from 2000 to 2008. All Electronic learning publications were grouped into two domains with four groups, clusters based on theoretical analysis.
DeRouin et al. (2014) found the widespread availability of the Internet has revolutionised the way organisations train their workforces. With Electronic learning methods, learning can take place on-demand, and trainees can be given greater control over their learning than ever before. This increased control has the potential to improve training effectiveness. However, the failure of many Electronic learning programs suggests that organisations would benefit from a set of research-based principles on providing learner control in Electronic learning. In this article, guidelines for preparing trainees for learner-led instruction, the design of learner-controlled training, and the creation of workplace conditions that facilitate successful learner-led training.
Mishra (2009), in his article, has presented an overview of Electronic learning in India. It describes the historical developments of Electronic learning and identifies major stakeholders and institutions that have initiated Electronic learning programs after the creation of the National task force on Information Technology and Software Development constituted by the Prime Minister of In India 1998. National level initiatives of the University Grants Commission and the Ministry of Human Resources Development, Government of India to promote Electronic learning in the country are highlighted.

PRACTICES OF ELECTRONIC LEARNING IN FMCG SECTOR:

Fast Moving Consumer Goods sector is the fourth largest in the Indian economy and has a market size of $13.1billion. This Industry primarily includes the production, distribution and marketing of consumer packaged goods, that is those categories of products which are consumed at regular intervals. The sector is growing at a rapid pace with well-established distribution networks and intense competition between the organised and unorganised segments. It has a strong and competitive MNC presence across the entire value chain.
The objectivity of training and development and its continued learning process has always been leverage with the FMCG industry, and now it has become an overarching trend of social needs instead, emphasising that organisations must inculcate learning culture as a social responsibility. By choosing the right type of training, the company ensure that employees possess the right skills for their business and the same need to be continuously updated in the follow up of the best and new HR practices. To meet current and future business demands, training and development process has assumed its strategic role and in this regards few studies by Stravrou et al.'s (2014) and Apospori et al. (2008), have attained much importance as this highlight the T&D practices in cross-national contexts.
Apospori et al. (2008) had deduced that there is a considerable impact of training on organisational performance. Differently, from these studies, Cunha et al. (2003) were the only one who could not determine the effect of exercise on organisational performance and suggested that another research on the analysis of this relationship was needed.
According to Chirayath (2014), FMCG Sector in India is characterised by cut-throat competition, which leads to brand proliferation in various categories. In matured urban markets consumer sales promotion to differentiate one's offer is a widespread practice. Consume, rs are lured by the ever-increasing budget allocated to these activities. In such a scenario, it is essential to study how consumers make their choices in the FMCG category, where there are several brands in the consideration set of the consumer. Since the final risk being low, consumers do not mind switching from one brand to another due to sales promotion offers.
Baudoin (2010) found that implementation of Electronic learning by companies in France is ongoing. One of their issues is to improve the learning experience of their employees. From the point of view, this implies that they must better understand the learning experience of the employees. This paper suggests a qualitative approach to learning to identify the diversity of learning outcomes achieved in a given Electronic learning course. Four Electronic learning courses were studied in a French multinational company. Forty-two interviews were conducted.

According to Moisio and Smeds (2014), in Finland, both public and private organisations are actively applying information and communication technology (ICT) in adult education. Providing ICT-supported education, Electronic learning, requires to focus on the virtual setting, but also physical and human factors. Studying the Electronic learning phenomenon from a service perspective gives new insights into how to provide better learner satisfaction.

IMPACT OF ELECTRONIC LEARNING ON VARIOUS DIMENSIONS:

Active Electronic learning comes from using information and communication technologies (ICT) to develop skills and knowledge of employees and help them to build their confidence. While longitude studies are done, most of the evidence suggests that Electronic learning can deliver a substantial positive effect. Electronic learning characteristics fulfil the requirements for learning in modern society and have created enormous demand for Electronic learning from businesses and institutes of higher education (Kartz, 2002). In today's knowledge-based economy, characterised by globalisation, increased competition and knowledge sharing and transfer, increasing emphasis is being placed on learning(Zhang et al. 2003, Urdan and Weggen 2000). Joo, Bong and Choi (2000), Wang and Newlin (2002) and Bates and Khasawneh (2014) all had findings indicating online learning self-efficacy has a direct influence on outcomes. As the definition of Electronic learning adopted in broader than purely learning via Internet technology, computer self-efficacy and Electronic learning self-efficacy may be more suitable variables to assess than internet self-efficacy.

Keegan et al. (2010) found that there is a growing awareness that Electronic learning standards could improve cost-effectiveness because common standards will support interchangeability and reusability in Electronic learning. Granger and Levine (2010) appeal of Electronic learning is not surprising given its many proposed advantages (e.g. flexibility, responsiveness to trainees' individual needs, potential cost-effectiveness). However, as pointed out by Ruel, academic research in support of the proposed advantages of electronic, human resource management systems is scarce.Holsappleand Lee (2006) found analysis advances the understanding of how to define, evaluate, and promote Electronic learning successfully from an information systems perspective. It introduces the Electronic learning Success Model, which poses that the overall success of an Electronic learning initiative depends on the attainment of success at each of the three stages of Electronic learning systems development: system design, system delivery, and system outcome. Aim of this study is to study the theoretical model, an online version of an undergraduate quantitative methods core course for business students is developed using a prototyping strategy. Four cycles of development are traced, each comprising analysis, design, implementation, testing, and enhancement. Findings from the study confirm the validity of using the proposed success model for Electronic learning success assessment.

Caro (2009) found Electronic learning may help to open up new avenues for the traditional teaching of engineering, but there are many questions about what makes Electronic learning an effective and satisfactory method, in particular, in the field of industrial engineering. This article evaluates the potential factors affecting the effectiveness of engineering Electronic learning courses by applying structural equation modelling in a sample of students of multiple production management courses for industrial engineering students. In this way, the gaps and methodological weaknesses detected in prior studies has been avoided.

Jujoo et al. (2010) agreed that Electronic learning in corporate training has been generating because of the pursuit of time and budget efficiency in course development and delivery. However, according to previous studies, the ability does not always guarantee training effectiveness, which is the primary concern of human resource development. It is, therefore, necessary to identify the factors influencing the effectiveness of Electronic learning courseware and understand their interrelationships. The purpose of the study is to investigate the structural relationships among organisational support, learning flow, learners' satisfaction and learning transfer. The study participants were 379 learners who completed Electronic learning courseware at a large Korean company and responded to an online survey. Based on the results of structural equation modelling, the findings suggest that organisational support and learning flow have direct effects on learning transfer and learners' satisfaction, while learning flow mediates organisational support and learners' achievement.

Hernandez et al. (2010) analysed the role of the instructor in the Electronic learning process fostered by a business game. The first group was composed of 33 participants and facilitated by an instructor in a face-to-face process. The second group was formed of 23 participants and facilitated by the same instructor online. The results indicate that the students' assessment of the role of the instructor is different in both cases: the face-to-face group valued the relevance of the instructor's role in the learning process more highly than the online group.

Freitas and Jameson (2006) believe during past three decades, technologically enabled lifelong learning opportunities have been changing the circumstances of people’s lives, breaking down some limitations in our understanding and implementation of lifeline learning. Flexible working patterns, home access to study

resources24/7, online community sociocultural development in social software, increased communicative abilities enabled by advanced mobile communications, improved concepts of design for learning, reusability, progression and e-portfolio development have all contributed to innovations in they are thinking

Nast et al. (2009) found that the precise value of Electronic learning remains a subject of debate. Do students benefit more from attending face-to-face lectures, and are online courses potentially less effective or can an Electronic learning programme yield better results than traditional teaching

The results of a small trial including 26 students conducted by Smolle *et al*. at the Department of Dermatology at the University of Graz, Austria showed greater efficacy for digital learning than for traditional teaching methods. The course developed by Smolle et al. also led to high student satisfaction. The effectiveness of teaching is indeed more closely associated with the quality of the content of the programme than with the means used to convey information. Online education, however, allows for more innovative teaching methods, as was seen in the Med mobile online project, during which medical students were able to participate online in emergency room teaching sessions. Any technical instabilities dramatically reduce students' acceptance of Electronic learning programs.

Due to a large number of highly subjective parameters involved, the question of whether Electronic learning indeed leads to better results seems very difficult to answer. In the end, it may be more useful to take other factors into accounts, such as convenience and practicability for students and instructors. Especially considering the rapid evolution of medical knowledge, the importance of the Internet as a vehicle for delivering up-to-date content is sure to grow. Indeed, familiarising students early with this approach to learning may help encourage their active participation in future CME.

In summary, making lectures available online and on-demand was highly welcomed by students and has had a positive impact on the total number of students benefiting from the talks, and this indicates that the students did not view Electronic learning as a replacement for traditional teaching methods, but instead as a valuable addition. Based on these findings, the author wants to encourage more dermatology departments to allocate time and resources to the development of Electronic learning programs to further improve the quality training of medical students in dermatology. Concerning a large number of resources and time necessary to develop such Electronic learning programs, the path of joint projects between multiple universities should be further pursued.

Armellini and Aiyegbayo (2010) reported on the findings of research into innovation in Electronic learning design and assessment through the development and implementation of online learning activities (activities). The focus of the study was on Carpe Diem as a process to enable academic course teams to seize two days to design and embed pedagogically appropriate activities into their courses. The study also addressed the use of technology in the design of events and the level of tutor and learner engagement with them during course delivery. Six academic course teams representing three disciplines at four British universities took part in this 12-month study. Cognitive mapping was the primary research methodology used. The results suggested that Carpe Diem is an effective and powerful team-based process to foster pedagogical change and innovation in learning design and assessment practices. The activities designed during Carpe Diem were successfully used primarily for learning and formative assessment, and exceptionally for the summative evaluation. Web 2.0 tools, especially wikis, were employed to enable collaborative online learning and were prominent in the new designs. The tutors' e-moderation skills were vital to engage learners and thus capitalise on the benefits of e-activities.

Latif et al. (2008) explain about Open and Distance Learning (ODL) institutions have long recognised the need of their learners to participate in education programmes through a flexible delivery of instructions. One of the critical elements of a flexible delivery mode is the use of Information and Communication Technologies (ICTs) in providing software applications and tools for Electronic learning. However, the potential of ICT will only be fully realised if learners have the ability and capacity to use them, and at the same time, possess positive attitudes towards learning with ICT. The study aims to determine learners' perceptions of the use of ICT in learning at Open University Malaysia (OUM) by examining their abilities and experiences, to identify areas for enhancing the effectiveness of Electronic learning.

Torstein (2010) outlines documentation and project management considerations for Defense organisations that are considering Electronic learning development, whether this is outsourced or developed in house. This document is complementary to DTSM5, and other DCTS issued reports that consider Electronic learning. The material is split into several sections: The Electronic learning development lifecycle is outlined from two perspectives the Electronic learning development lifecycle within DSAT is considered, this includes coverage on issues connected with maintaining the integrity of the DSAT process when developing Electronic learning The decision criteria for choosing Electronic learning are outlined Electronic learning Project Management and Documentation Guidelines.

CONCLUSION:

The Electronic learning concept allows for more working people to further their studies as distance and time are no longer the barriers to education. There are four objectives of this Electronic tertiary learning incorporate.
The first is to introduce a new concept of learning at a higher level of off-training. Secondly, it presents an interactive and productive method of learning. The third objective is to ensure employee study independently and lastly to allow for stable performance in the Organization. Learning model in Electronic learning includes independent research, online interaction, self-evaluation and graded assignments sent online. This proposal intends to use questionnaires and interview as the basis of this learning method.

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