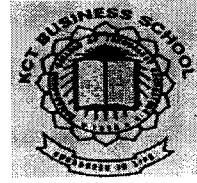


P-3172



**A STUDY ON TRAINING EFFECTIVENESS OF EXECUTIVES AT
ASHOK LEYLAND, CHENNAI**

A PROJECT REPORT

Submitted by

DIVYA.R

Reg. No. 0820400007

In partial fulfillment of the requirements

For the award of the degree

Of

MASTER OF BUSINESS ADMINISTRATION

JUNE, 2010

KCT Business School

Department of Management Studies

Kumaraguru College of Technology

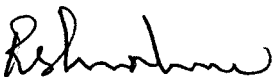
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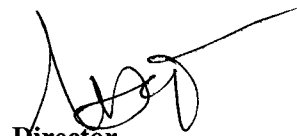
Coimbatore – 641 006



DEPARTMENT OF MANAGEMENT STUDIES
KUMARA GURU COLLEGE OF TECHNOLOGY (AUTONOMOUS)
COIMBATORE
BONAFIDE CERTIFICATE

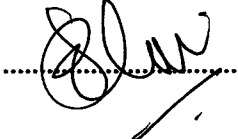
Certified that this project titled “**A STUDY OF TRAINING EFFECTIVENESS OF EXECUTIVES AT ASHOK LEYLAND, CHENNAI**” is the bonafide work of Ms. Divya.R who carried out this project under my supervision. Certified further, that to the best of my knowledge the work reported herein does not form part of any other project report or dissertation on the basis of which a degree or award was conferred on an earlier occasion on this or any other candidate.


Faculty Guide


Director

Evaluated and viva-voce conducted on14.06.12.....

Examiner I


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Examiner II

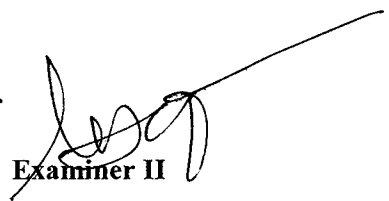

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DECLARATION

DIVYA.R Reg No **08MBA07**, hereby declare that the project titled “**A STUDY ON TRAINING EFFECTIVENESS OF EXECUTIVES AT ASHOK LEYLAND, CHENNAI**”. submitted to the Kumaraguru College of Technology Business school in partial fulfillment of the requirement for the award of the degree of master of business administration is a record of original work done by me during MAY 2010 under the supervision and guidance of **MRS.HEMANALINI**, faculty guide KCT Business School ,Kumaraguru College, Coimbatore-641659 and that it has not formed the basis of any degree/ diploma/ associate fellowship/ or other similar title to any candidate of the college.

Name: **DIVYA.R.**

Place: **COIMBATORE.**


signature of the student



ASHOK LEYLAND

Project Completion Certificate

Name : Ms Divya.R
Institution : Kumaraguru College of Technology Business School
Course : M B A
Project Duration : 24.03.2010 to 21.05.2010
Project Title : A study on Training Effectiveness at Ashok Leyland
Dept/ Divn : Corporate HR
Remarks : Good

Usha Soman
General Manager – Corporate H R

June 8, 2010

ASHOK LEYLAND LIMITED

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I express my sincere gratitude to our beloved Chairman **Arutchelvar Dr N.Mahalingam**, the prime guiding spirit of Kumaraguru College of Technology.

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EXECUTIVE SUMMARY

The term *training* refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. One can generally categorize such training as *on-the-job* or *off-the-job*:

- On-the-job training takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. On-the-job training has a general reputation as most effective for vocational work.
- Off-the-job training takes place away from normal work situations — implying that the employee does not count as a directly productive worker while such training takes place. Off-the-job training has the advantage that it allows people to get away from work and concentrate more thoroughly on the training itself. This type of training has proven more effective in inculcating concepts and ideas.

Training differs from exercise in that people may dabble in exercise as an occasional activity for fun. Training has specific goals of improving one's capability, capacity, and performance.

To assess the effectiveness of executive training programme offered by Ashok Leyland was the primary objective of the study. This objective was met by means of collecting information through factors like training approaches used, duration of training programmes, training need identification and the impact of training on the performance of executives.

The survey was conducted with 100 executives. The primary data was collected by a detailed discussion with the training officer of Ashok Leyland, also by means of a structured questionnaire which comprised of both open-ended and close-ended questions. The secondary data was collected from text books, journals and past records.

CHAPTER 1

INTRODUCTION

1.1 Background

The training in part depends upon the company's selection and promotion policies. Companies that attempt to employ only people who already have the needed skills, place less emphasis on training. On the other hand, firms that stress promotion from within may have to take special steps to ensure that employees develop the skills, which will be needed.

- It is regarded that nothing is inborn and everything can be taught
- Accelerated rate of technological change tends to imply the training needs.
- Globalization needs make it necessarily essential for the workers.

Thus the study helps us to understand the importance of training. Middle level executives have the need for training as they are involved in the essential business activities. Training is the only way to increase their efficiency which is required to help those activities.

Training is a systematic programme of the organization, which aims at increasing the attitudes, skills and abilities of the workers to perform specific jobs. It is actively and immediately connected with all management activities. It is an integral part of the whole management programming with all its activities functionally interrelated.

1.2 REVIEW OF LITERATURE

Gwynne N. Dawdy, Ph.D., NCC, argued that demands for higher performance from executives and employees are growing and the need for external resources is expanding. One of the fastest growing resources for leaders is executive coaching.

Wheaton, George R. APR 1976 The present report describes a program of research whose goal is the development and eventual validation of a method for predicting training device effectiveness. As the lead publication in the series, this report presents a preliminary model for the prediction of one of the most important aspects of training effectiveness--transfer of training. In developing the preliminary model, every attempt has been made to examine and, if possible, to build upon previous efforts. Toward this end, several different kinds of literature potentially bearing on the prediction of device effectiveness have been exhaustively reviewed, reduced, and analyzed. Previous methods and models dealing with the design or evaluation of training programs were examined. General theories of transfer were studied as were the specific constructs believed to mediate transfer. Finally, a host of substantive issues were examined, particularly in terms of empirical data on specific variables and their impact on transfer. The report describes and discusses this information and, when appropriate, indicates its incorporation into the model. In the following four sections of the report the results of the literature survey are described together with implications for a preliminary model for use in predicting training effectiveness. <http://handle.dtic.mil/100.2/ADA076809>

Ford, J Kevin Ford, 1996-10-31, ISBN 080581387X. This compelling volume presents the work of innovative researchers dealing with current issues in training and training effectiveness in work organizations. Each chapter provides an integrative summary of a research area with the goal of developing a specific research agenda that will not only stimulate thinking in the training field but also direct future research. By concentrating on new ideas and critical methodological and measurement issues rather than summarizing existing literature, the volume offers definitive suggestions for

training that have important implications for improving both training design and efficacy. They discuss various levels of analysis-- intra-individual, inter-individual, team, and organizational issues--and the factors relevant to achieving a better understanding of training effectiveness from these different perspectives. This type of coverage provides a theoretically driven scientist/practitioner orientation to the book.

Black, J. Stewart, Mendenhall, Mark

Publisher: Academy of Management

Publication Name: Academy of Management Review

Subject: Business, general

ISSN: 0363-7425

Year: 1990

Increased internationalization in the economic, political, and social arenas has led to greater interpersonal cross-cultural conflict. Because much of this contact has not been successful, cross-cultural training has been proposed by many scholars as a means of facilitating more effective interaction. A review of the cross-cultural training literature is presented, and it is determined that cross-cultural training in general is effective. The article also offers a theoretical framework based on social learning theory for understanding past research and for guiding future research; this is important because in this context variables seem to operate differently in international versus domestic areas. (Reprinted by permission of the publisher)

C.E. WATSON (1987) explained four levels of learning namely (1) knowing about, (2) understanding, (3) acceptance and (4) ability to apply which when reach cause voluntary and rational behavioural change. He has also shown some of the kinds of things that have been done successfully to get training to pay off where it counts on the job.

Source: Dr. B. Janakiram, Training and Development (published by biztantra, new delhi, Indian text edition, 2009), 275-278

T.JACKSON (1989) has looked at training and development as an investment in human resource. According to him, trainers should be able to calculate the value of training to organization by describing the effects of training in the form of financial saving or gain, or increased efficiency and productivity.

LYNTON AND PAREEK (1967) are summarizing their own experience as trainers, discuss the training and evaluation process under pre-training, training and post-training phases with each having implications for training design.

GOLDSTEIN (1974) has traced back training to begin with assessment of training needs, based on empirical basis of learning process. He also offers various institutional approaches such as experimental control procedures, a programmed instruction procedure and like suited for specific situations.

ENGLAND (1975) in his study of value systems of managers in 5 countries i.e., USA, Japan, Korea, India and Australia, found Indian Managers to possess a high moralistic orientation. He also found that the personal value system of Managers was related to the way they behaved on the job. This finding could form one of important predictors of Managerial behaviour on the context of training and development.

JACK J.PHILIPS (1990) presented a collection of strategies and techniques to the measure and impact of training and development. He also focuses attention on most of the elements which will have an impact on the ultimate outcome of training programmes. He presents a comprehensive approach for the design, development, delivery and evaluation of a program and places emphasis on results through the process.

1.3 STATEMENT OF THE PROBLEM

The study on effectiveness of training programme was conducted to know whether the training programme is effective for executives.

The study was conducted to know about the effectiveness of training programme in Ashok Leyland. The objective of training programmes in the organization is to develop the skills and ability of the executives, thereby increasing the quality of the product.

Executive training is the process whereby people learn the skills, knowledge, attitude and behaviour needed in order to perform their job effectively.

1.4 OBJECTIVE OF THE STUDY

PRIMARY OBJECTIVE

- To study the effectiveness of training programmes conducted for the executives at Ashok Leyland .

SECONDARY OBJECTIVE

- To fill the existing gap between the actual performance and expected performance through training
- To find out the impact of training on performance.
- To find out the type of approach used in training.

1.5 SCOPE OF THE STUDY

The study involves framing out the effectiveness of the executive training programme in the organization. The assessment of the effectiveness on the executive training programme such that interpretation can be made. Hence, evaluation of training helps the organization in the following ways:

- To develop the employees with skills what they need.
- To evaluate their extent of application of knowledge at work.
- To conduct training programmes in such a way that it should increase their

- It helps to bring about the change in the attitudes and behaviour of trainers.
- Efficient and effective training results in increased productivity and turnover.
- It aims to bridge a gap between expected level of performance and actual level of performance.

1.6 METHODOLOGY

THE RESEARCH METHOD APPLIED FOR THE STUDY AS FOLLOWS:

Research methodology lays down the various steps that are generally adopted by a researcher in studying the problem.

Research methodology is a way to systematically solve the research problems. It may be understood as a science of studying how research is done scientifically. It includes the overall research design, the sampling procedure, data collection method and analysis procedure. Here in this project, census method has been used

1.6.1 TYPE OF THE STUDY

The study is descriptive in nature towards the training programme. The study attempts to describe the demographic characteristics of the executives. It is typically concerned with which something occurs or how two variables vary together.

1.6.2 SAMPLING DESIGN

Total strength of Ashok Leyland is 400. The executives are from different grades, namely, general manager, deputy general manager, manager, senior officer, officer, assistant officer. The management activities fall on these executives and thus they were chosen as the population. The sample size for the study is 100.

1.6.3 POPULATION DESIGN:

The ~~population design~~ used here was Census method. The organization has 500 employees, out of which 100 employees underwent training. The size of the population is therefore 100 executives, from whom the data collection is carried out.

1.6.4 METHOD OF DATA COLLECTION

Personnel study can be conducted by two types of data collection methods. They are primary and secondary data. In the study the researcher collected primary data with the help of questionnaire by conducting personal interview. The secondary data is obtained from records, files, brochures of organization.

1.6.5 TOOLS FOR ANALYSIS

The statistical tools used for analysis are

- Percentage analysis
- Chi-square test

CHAPTER 2

ORGANIZATION PROFILE

2.1 HISTORY OF THE ORGANIZATION

Ashok Leyland is the leading manufacturer of trucks, buses, special application vehicles and engines in India. The products of Ashok Leyland are at par with the best in the world. Ashok Leyland is the leaders in the Indian bus market, offering unique models such as CNG, Double Decker and Vestibule bus. More than 80% of the State Transport Undertaking (STU) buses come from Ashok Leyland. The company is a pioneer in multi axle trucks and tractor-trailers. Ashok Leyland is the largest provider of logistic vehicles to the Indian army. It also manufactures diesel engines for Industrial, Genset and Marine applications, in collaboration with technology leaders.

The birth of Ashok Leyland can be attributed to the quest for self-reliance in the aftermath of independence. Pandit Jawaharlal Nehru persuaded Mr. Raghunandan Saran, an industrialist, to enter automotive manufacture. In 1948, Ashok Motors was set up in Madras (Chennai) for the assembly of Austin Cars. Soon, British Leyland acquired an equity stake in the company and the name of the company was changed from Ashok Motors to Ashok Leyland. In 1955, Ashok Leyland commenced of commercial vehicles. Since then Ashok Leyland has maintained its technological leadership in the India's commercial vehicle industry. Tie-ups with international technology leaders and through vigorous in-house R&D enabled Ashok Leyland to introduce latest technological breakthroughs in the Indian market. Ashok Leyland was the first to introduce full air brakes, power steering and rear engine busses in India.

In 1987, the overseas holding by Land Rover Leyland International Holdings Limited (LRLIH) was taken over by a joint venture between the Hinduja Group and IVECO. Since July 2006, the Hinduja Group is 100% holder of LRLIH.

ASSOCIATE COMPANIES OF ASHOK LEYLAND

AUTOMOTIVE COACHES & COMPONENTS LTD (ACCL): ACCL was promoted by Ashok Leyland and the Tamil Nadu Industrial Development Corporation (TIDCO) in the 1980s. The company has two Divisions: ACCL Division and PL Haulwhe Trailers (PLHT)

the tippers, it also manufactures bus bodies, front-end structures (FES), tankers, aluminum containers, OB vans, energy vans and the like. PLHT manufactures a wide variety of after-chassis products. These include Fifth Wheel Couplers and Hoists, Semi Trailers, Container trailers, Ladle Carriers, for foundries (Steel / Aluminum), Running gears for LPG tankers, Car / Truck / Tractor Carriers, Bottom dumpers, and all types of user-specific custom-designed trailers for niche applications.

LANKA ASHOK LEYLAND: The Company was established in 1982. It is a joint venture between Ashok Leyland and the Government of Sri Lanka. Ashok Leyland supplies chassis in both completely built-up and knocked down conditions to Lanka Ashok Leyland, which in turn assembles the chassis and builds bodies.

ENNORE FOUNDRIES: Ennore Foundries was established in 1959. It is India's largest automotive jobbing foundry and caters to different segment like automobiles, tractors, industrial engines and power generators.

IRIZAR-TVS: IRIZAR-TVS is a joint venture between Ashok Leyland, TVS & Sons Ltd and IRIZAR, the internationally reputed bus body builder from Spain. The company was started in 2001 and it manufactures luxury coaches.

ASHOK LEYLAND PROJECT SERVICES LIMITED: Ashok Leyland Project Services Limited (ALPS) looks after the project development activities of the Hinduja Group in India. It assists the investment entities of the Group and provides professional services to help international companies interested in projects in India.

2.2 MAJOR ACHIEVEMENTS OF HINDUJA GROUP

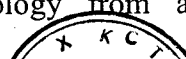
- In 1993, became first Indian Auto Company to receive ISO 9002 certification.
- Received ISO 9001 certification in 1994, QS 9000 in 1998, and ISO 14001 certification for all vehicle manufacturing units in 2002.
- Became the first Indian auto company to receive the latest ISO/TS 16949 Corporate

- First company to introduce full air brakes, power steering and rear engine busses in India
- Ashok Leyland vehicles have built a reputation for reliability and ruggedness. The 5,00,000 vehicles we have put on the roads have considerably eased the additional pressure placed on road transportation in independent India.
- In the populous Indian metros, four out of the five State Transport Undertaking (STU) buses come from Ashok Leyland. Some of them like the double-decker... more
- At 60 million passengers a day, Ashok Leyland buses carry more people than the entire Indian rail network.
- Ashok Leyland has 85% market share in the Marine Diesel engines markets in India.
- In 2002, all the vehicle-manufacturing units of Ashok Leyland were ISO 14001 certified for their Environmental Management System. First time in Indian commercial vehicle industry.
- In 2005, received the world-renowned BS7700 Certification for its Information Security Management System (ISMS) – first time for an auto manufacturer in India.
- In 2006, received the coveted ISO/TS 16049 Corporate Certification – first in Indian auto industry

2.3 BUSINESS DESCRIPTION

Ashok Leyland Limited. The Company's principal activity is to manufacture commercial vehicles and spare parts. The Company also manufactures special vehicles and engines for industrial, genset, marine requirements and automobile spare parts. The Company operates only in India the Hinduja Group flagship company in India, is a leading manufacturer of commercial vehicles with a product range of 7.5T GVW to 49T GTW in goods vehicles and 19 seaters to 80 seaters in passenger models. The Company's annual turnover exceeds US \$ 1 billion. It has a production capacity of 77, 000 vehicles and 87,000 engines per annum. The Company exports to over 30 countries in Asia, the Middle East, Africa and South America.

Founded in 1948 and head quartered in Chennai, Ashok Leyland started manufacturing commercial vehicles in 1954, with technology from and equity participation by Leyland Motors Ltd, UK



In 1987, **Hinduja Group** jointly with IVECO, the commercial vehicle arm of Fiat, Italy, gained a controlling interest in Ashok Leyland and its associate companies when it acquired the UK-based Land Rover Leyland International Holdings Ltd (LRLIH).

With its own comprehensive R&D base, strengthened by collaborations with global technology leaders, Ashok Leyland has established a tradition of technological leadership and a strong reputation for product reliability. The history of Company has been punctuated by a number of technological innovations, which have since become industry norms. It was the first to introduce three-axled trucks, full-air brakes and a host of innovations like the rear-engine and articulated buses in India. In 1997, the Company launched the country's first CNG bus and in 2002, the first Hybrid Electric Vehicle.

The Company also offers a wide range of special vehicles. For over three decades, Ashok Leyland has been a pioneer in the design and development of special vehicles for the armed forces and is counted among the world's largest producers of medium duty defence vehicles today. The Company has been supporting the modernization of the Indian Army by developing a host of modern special application vehicles that include 5 / 7.5T GVW vehicles for GS role, Light Recovery Vehicles, High Mobility Vehicles, Fire Fighting Trucks and Field Artillery Tractors. The Company's all-India customer-base is served through an all-India sales, service and parts network.

In 1995, Ashok Leyland set up a driver training centre, the first of its kind in India – offering a comprehensive training package that prepares a driver for life on and off the road. Over 100,000 drivers have already been trained.

Sustained encouragement to people initiatives combined with regular training programmes, has resulted in a workforce (employee strength: 12,000) that is alive to changes in the operating environment. Ashok Leyland is a learning organization and centre-stage in learning is the Management Development Centre at Hosur.

All the manufacturing Units of Ashok Leyland are ISO 14001 certified for their Environment Management System (EMS). In addition, the Company has taken up a 'Greening the supply chain' initiative so as to extend its commitment of a green environment to its suppliers.

The company has six manufacturing facilities spread over three states. In its effort to convert its technological leadership into market leadership through improved customer satisfaction, the Company has been enhancing its product range by positioning customized models to suit geographical and application segments.

MILESTONES IN TQM JOURNEY:

- Ashok Leyland was the first automotive manufacturer in India to receive ISO 9002 certification in 1993
- ISO 9001 certification came in 1994
- QS 9000 certification came in 1998

FIVE VALUES OF AL:

- International
- Speedy
- Value creator
- Innovative
- Ethical

PRODUCTS OF AL:

- Buses
- Trucks
- Engines
- Defence and special vehicles

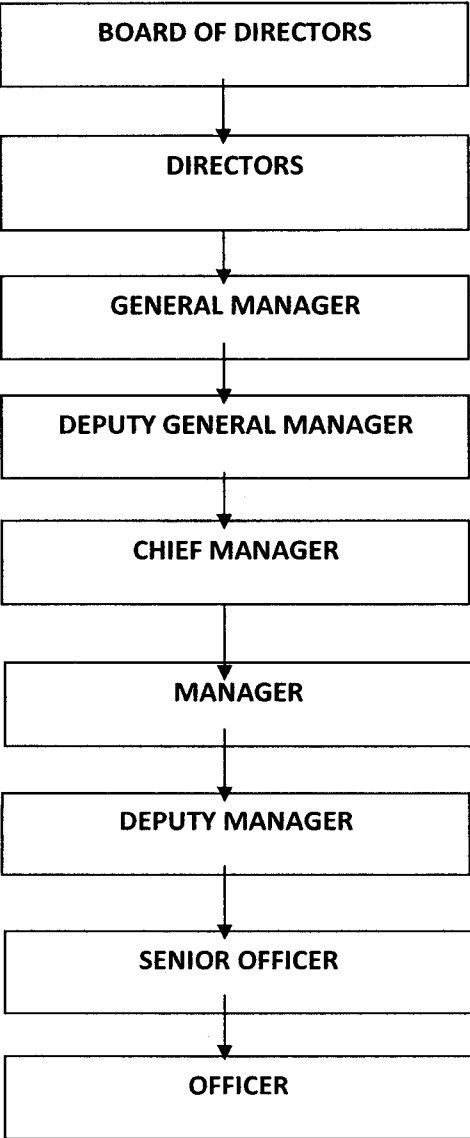
MANUFACTURING UNITS:

- Ennore
- Hosur unit 1
- Hosur unit 2
- Hosur unit 2A
- Alwar

COMPETITORS:

- Tata motors
- Eicher motors
- Swaraj motors
- Force motors

2.4 ORGANIZATION STRUCTURE:



2.5 LEADERSHIP:

Ashok Leyland is currently headed by Mr.Seshasayee who is Managing Director since 1988. Under his leadership the company has expanded from a purely India-centric company to a company with global focus. Mr.Seshasayee was also the President of CII (Confederation of Indian Industry), the apex body representing Indian Industry for the year 2006-2007.

The following are the other functional heads at Ashok Leyland:

- Mr. Vinod Dasari – Whole Time Director
- Mr. K. Sridharan – Chief Financial Officer
- Mr. J.N. Amroliya, Executive Director – Construction and Allied Business
- Mr. Anup Bhat, Executive Director – Strategic Sourcing
- Mr. S. Balasubramanian, Executive Director – Projects
- Mr. A.K. Jain, Executive Director – Project Planning
- Mr. R.R.G. Menon, Executive Director – Product Development
- Mr. N. Mohanakrishnan, Executive Director – Internal Audit
- Mr. M. Natarajan, Executive Director – Global Bus Strategy
- Mr. Rajindar Malhan, Executive Director – International Operations
- Mr. Rajive Saharia, Executive Director – Marketing
- Mr. Shekar Arora, Executive Director – Human Resources
- Mr. B.M. Udhayashankar, Executive Director – Manufacturing
- Mr. A.R. Chandrasekaran, Executive Director – Secretarial and Company Secretary

TRAINING FOR EMPLOYEES IS A CONTINUAL PROCESS FOR BOTH HR AND DEPARTMENT HEADS SHOULD GIVE IMPORTANCE

Apart from training at MDC, the following steps to be taken by HR to deploy the importance of training:

- Whenever an employees is transferred from one function to some other function.
- Whenever an employees is transferred in the same function, there can be half day

- There may be special – non routine – unique function. Whenever an employee is posted he must be trained with some intensive training.
- Just transferring an employee without such training should not happen for which HR should have a check list signed by department heads.
- One hard copy of the training register should be attached with transfer orders.
- For the lateral entry employees one training register in AL format should be created by HR, and attached with appointment order.
- Training register in AL format should also be maintained for all employees on contract roles.

CHAPTER 3

DATA ANALYSIS AND INTERPRETATIONS

CHAPTER 3

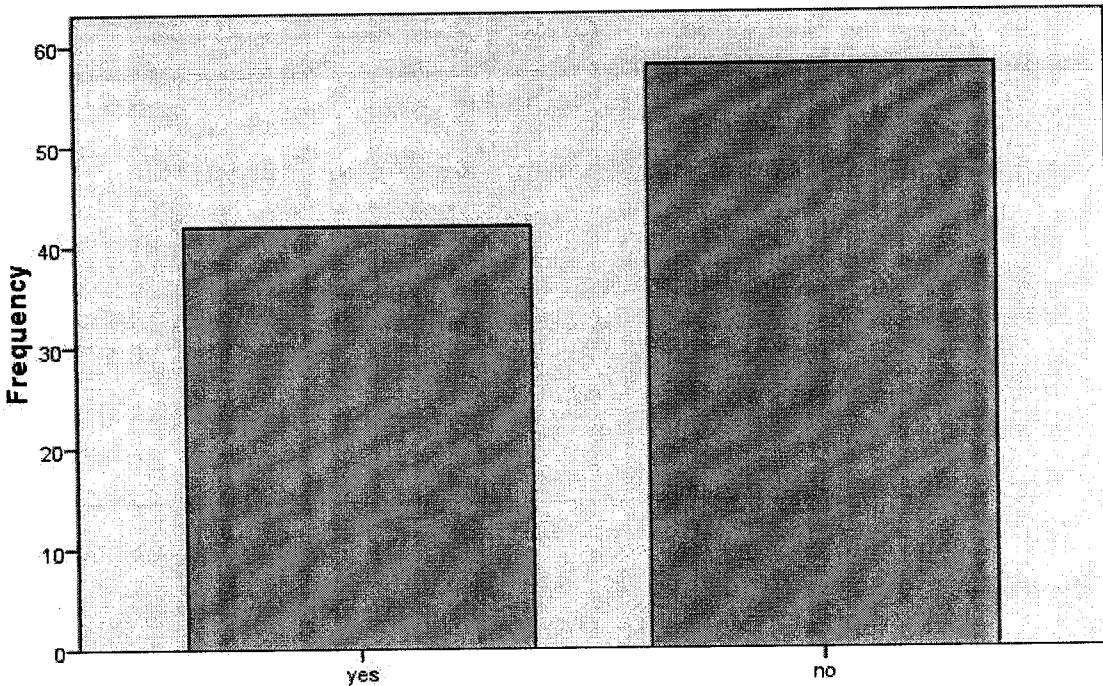
DATA ANALYSIS AND INTERPRETATIONS

TABLE 3.1.1

Table showing the participation of respondents in training programmes

Training programme	No. of respondents	Percentage of respondents
Yes	42	42.0
No	58	58.0
Total	100	100.0

Have you attended any training



INTERPRETATION:

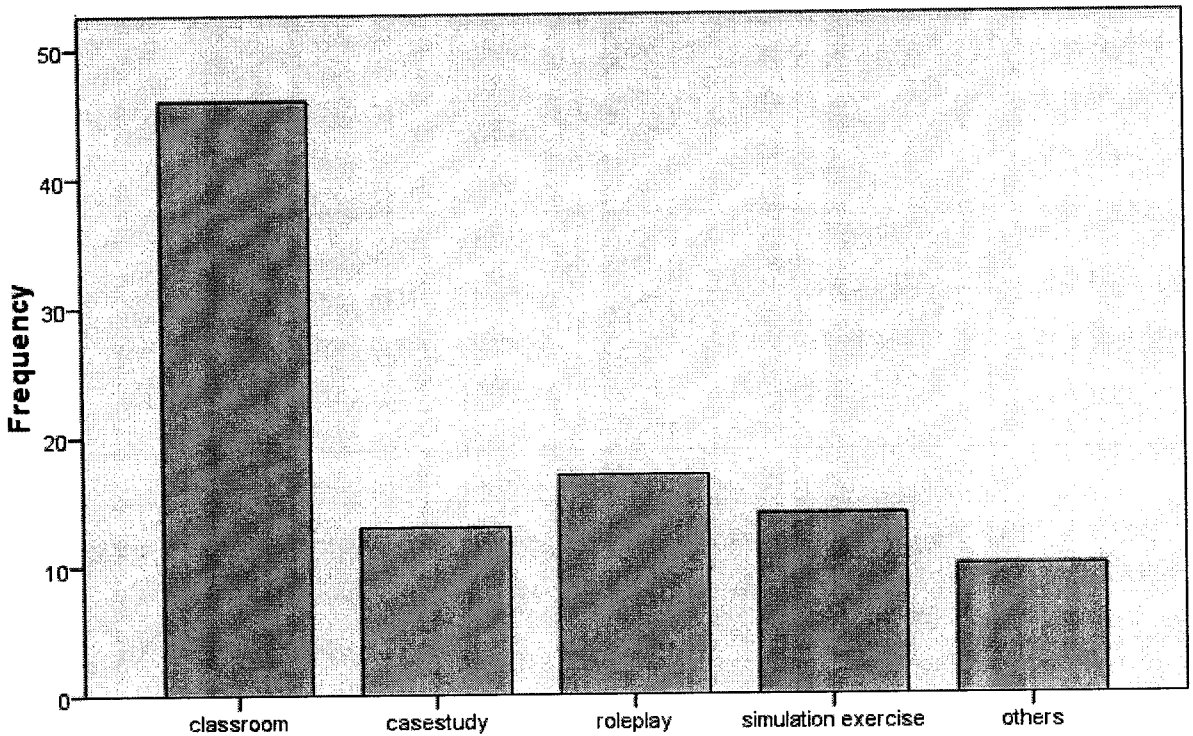
From the above table it is evident that 48% of the respondents have attended the training programmes earlier and 52% of the respondents have not attended any such training programmes because they are new to the concern with less experience.

TABLE 3.1.2

Table showing the type of training which was undergone by the respondents

Type of training undergo	No. Of Respondents	Percentage of respondents
Classroom	46	46.0
Casestudy	13	13.0
Roleplay	17	17.0
simulation exercise	14	14.0
Others	10	10.0
Total	100	100.0

WHAT TYPE OF TRAINING UNDERGONE



INTERPRETATION:

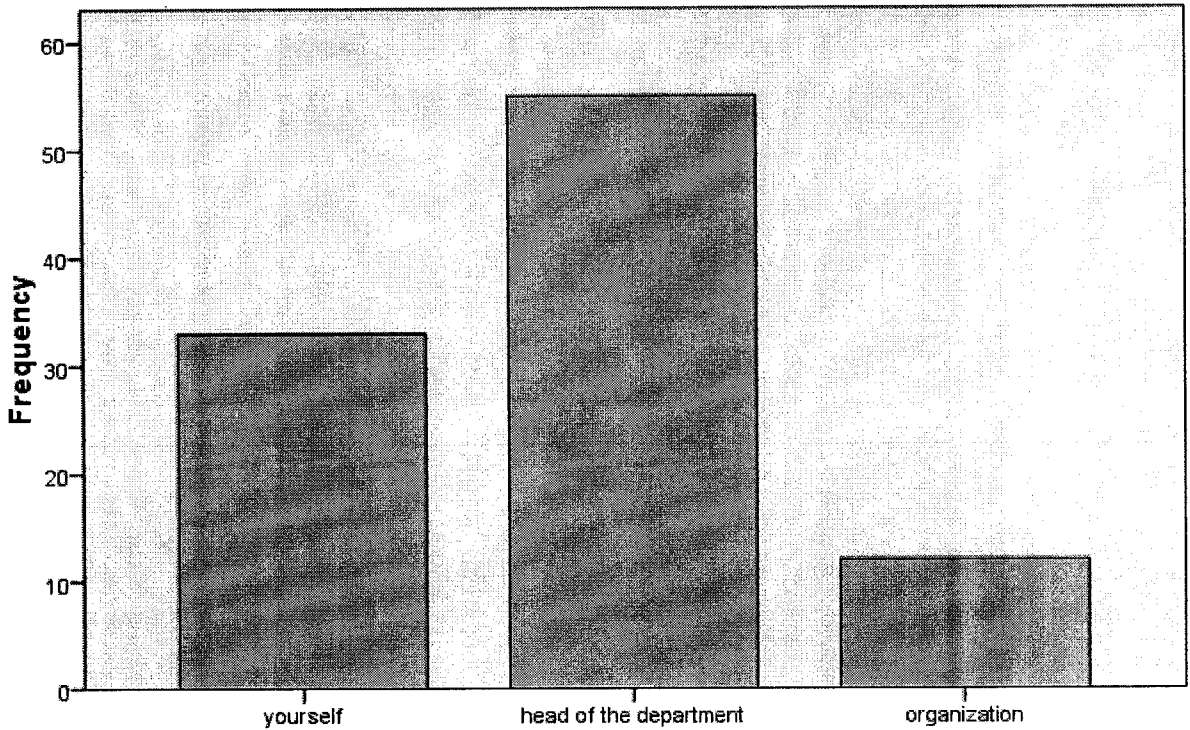
The above table indicates 46% of the respondents have undergone classroom training, 13% of the respondents have undergone case study method, 17% have undergone role play method, 14% of the respondents have taken up simulation exercises and 10% with other methods. Because classroom training will give more indepth knowledge about the subject.

TABLE 3.1.3

THIS TABLE SHOWS THE IDENTIFICATION OF TRAINING NEEDS

Identification of training	No.of respondents	Percentage of respondent
Yourself	33	33.0
head of the department	55	55.0
Organization	12	12.0
Total	100	100.0

WHO IDENTIFIES TRAINING NEEDS



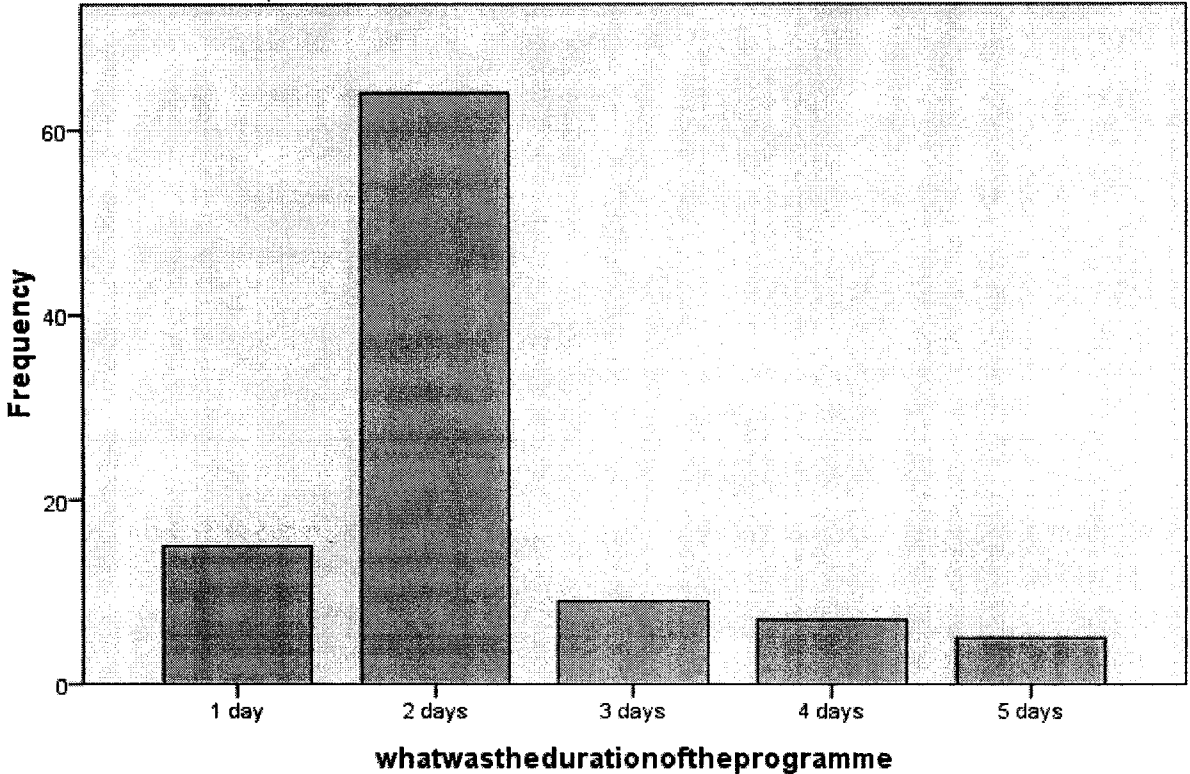
INTERPRETATION:

It can be inferred from the above table that the identification of training needs for 33% of respondents is done by themselves, 55% of the respondents are selected by head of the department and 12% of the respondents have been identified by the organization. Only Head of the Department will maintain all the records of each executive and it can easily find out the candidates who needs training.

TABLE 3.1.4**TABLE DEPICTING THE DURATION OF TRAINING PERIOD**

Duration	No. Of respondents	Percentage of respondents
1 day	15	15.0
2 days	64	64.0
3 days	9	9.0
4 days	7	7.0
5 days	5	5.0
Total	100	100.0

whatwasthedurationoftheprogramme



INTERPRETATION:

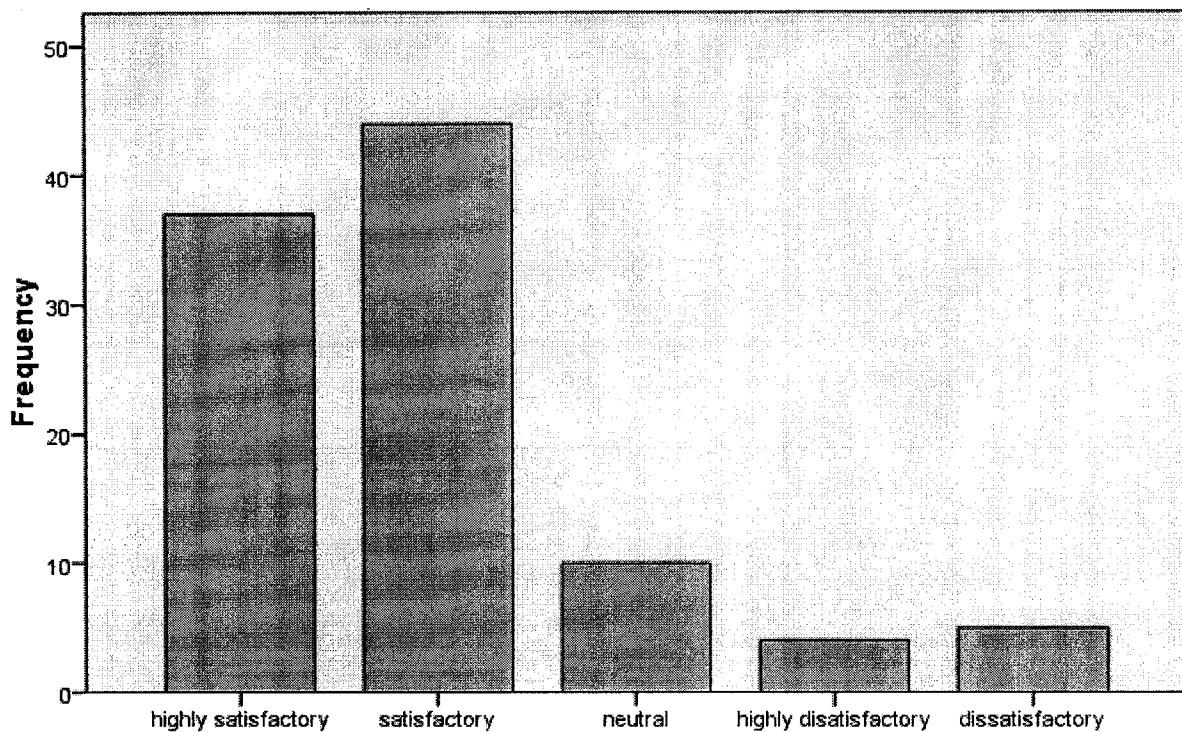
We can infer from the above table that 15% of the respondents have attended 1 day training programme, 64% of the respondents have attended 2 days training, 9% have attended 3 days of training, 7% have attended 4 days training and 5% have attended 5 days of training. Because the training is an orientation programme. So the duration will mostly for 2 days.

TABLE 3.1.5

TABLE SHOWING THE EFFECTIVENESS OF TRAINERS WHO CONDUCTS TRAINING

Effectiveness of trainers	No.of respondents	Percentage of respondents
highly satisfactory	37	37.0
Satisfactory	44	44.0
Neutral	10	10.0
highly dissatisfactory	4	4.0
dissatisfactory	5	5.0
Total	100	100.0

HOW EFFECTIVE WERE THE TRAINER



INTERPRETATION:

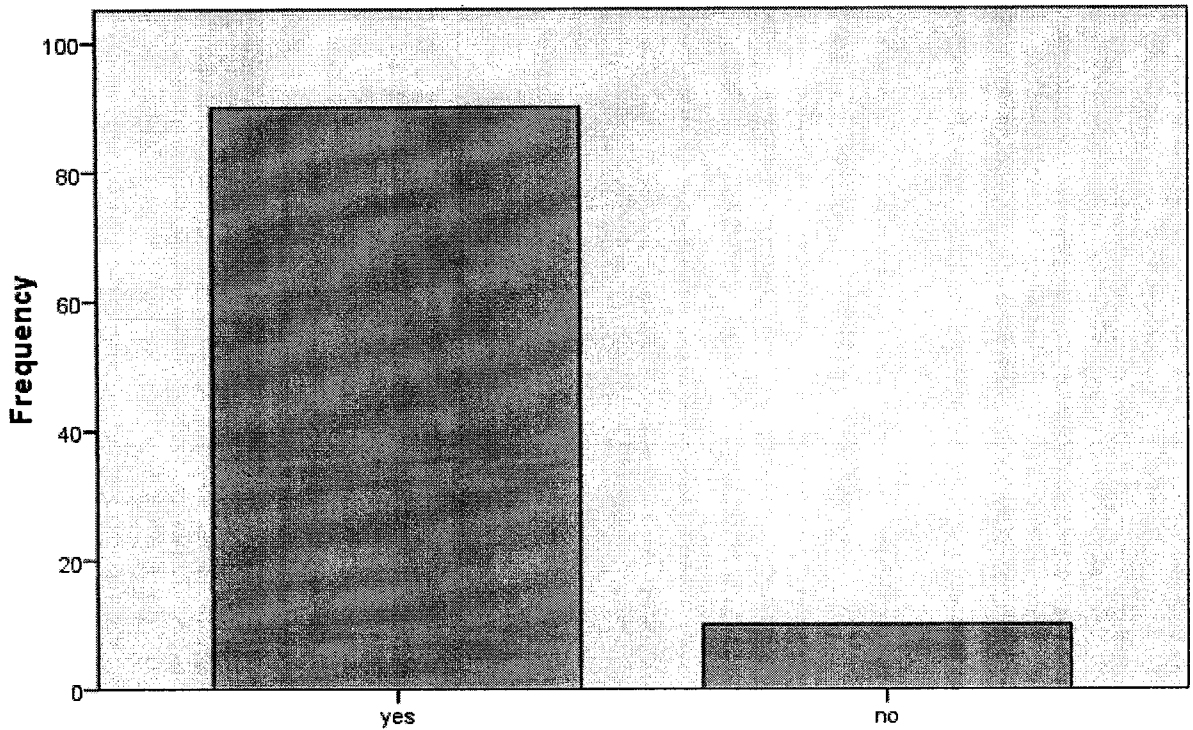
From the above table it is very evident that 37% of the respondents felt that the trainers were effective and highly satisfactory, 44% of the respondents felt that trainers were satisfactory, 10% felt that they are neutral, i.e., neither highly satisfactory nor dissatisfactory because the trainers are mostly in-house trainers with more experience.

TABLE 3.1.6

THIS TABLE SHOWS THE EXPECTATION LEVEL OF TRAINING PROGRAMMES BY THE TRAINEES

Expectation level	No. Of respondents	Percentage of respondents
Yes	90	90.0
No	10	10.0
Total	100	100.0

DID THE TRAINING PROGRAM MEET YOUR EXPECTATION



INTERPRETATION:

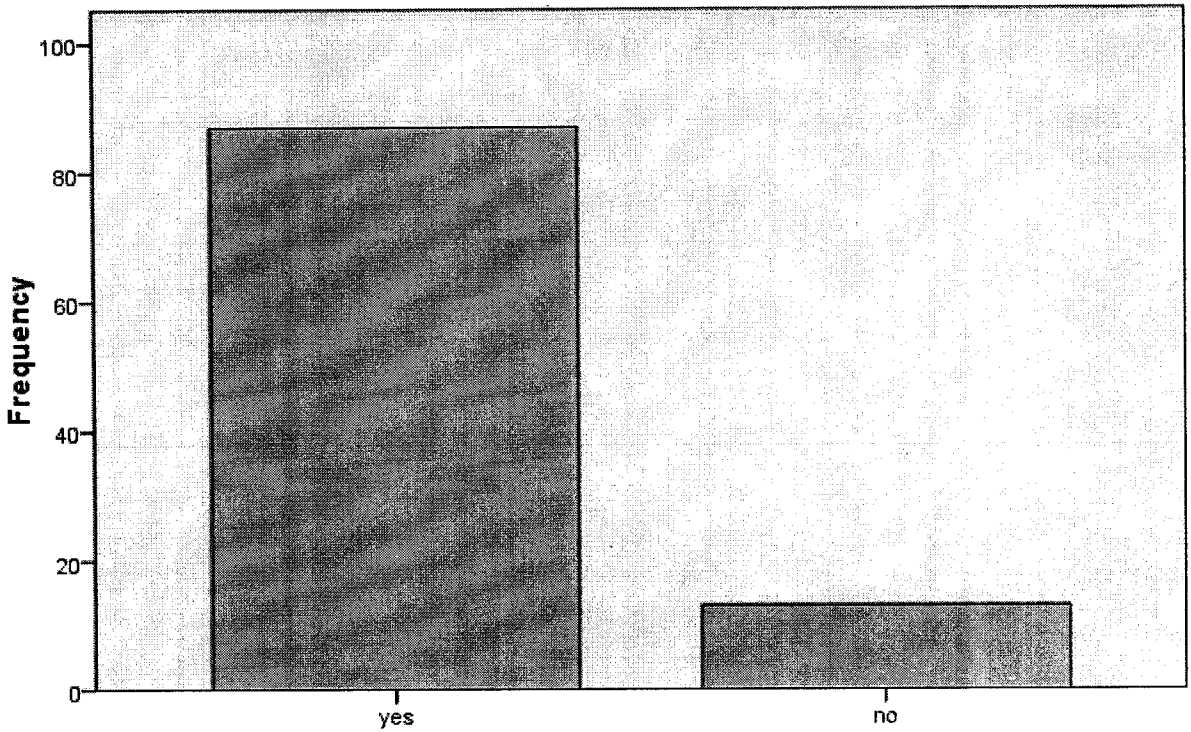
From the above table it is evident that 90% of the respondents felt that the training programme conducted was up to their expectation and 10% of the training did not meet their expectation. Since they attained satisfaction level, they felt that the training was up to their expectation.

TABLE 3.1.7

THIS TABLE DEPICTS THE IMPROVEMENT IN PERFORMANCE THROUGH TRAINING

Performance improvement	No. Of respondents	Percentage of respondents
Yes	87	87.0
No	13	13.0
Total	100	100.0

DID THE TRAINING IMPROVE YOUR PERFORMANCE



INTERPRETATION:

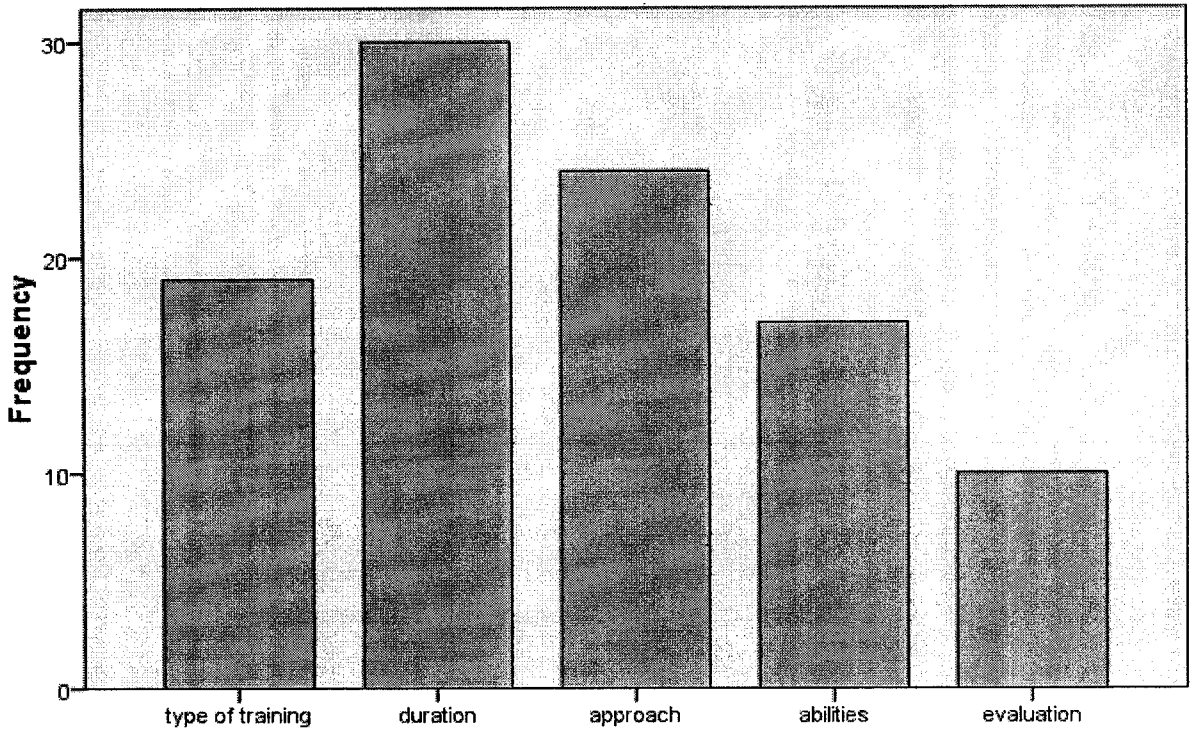
From the above table it is evident that 87% of the respondents have found an improvement in their performance after undergoing training and 13% of them did not find any improvement even after attending the training programmes. Because they get promoted to next level if there is an improvement in their job.

TABLE 3.1.8

THIS TABLE SHOWS THE RANKING OF THE FOLLOWING BASED ON ITS IMPORTANCE

ranking	No. Of respondents	Percentage of respondents
type of training	19	19.0
Duration	30	30.0
Approach	24	24.0
Abilities	17	17.0
Evaluation	10	10.0
Total	100	100.0

RANK THE FOLLOWING BASED ON ITS IMPORTANCE



INTERPRETATION:

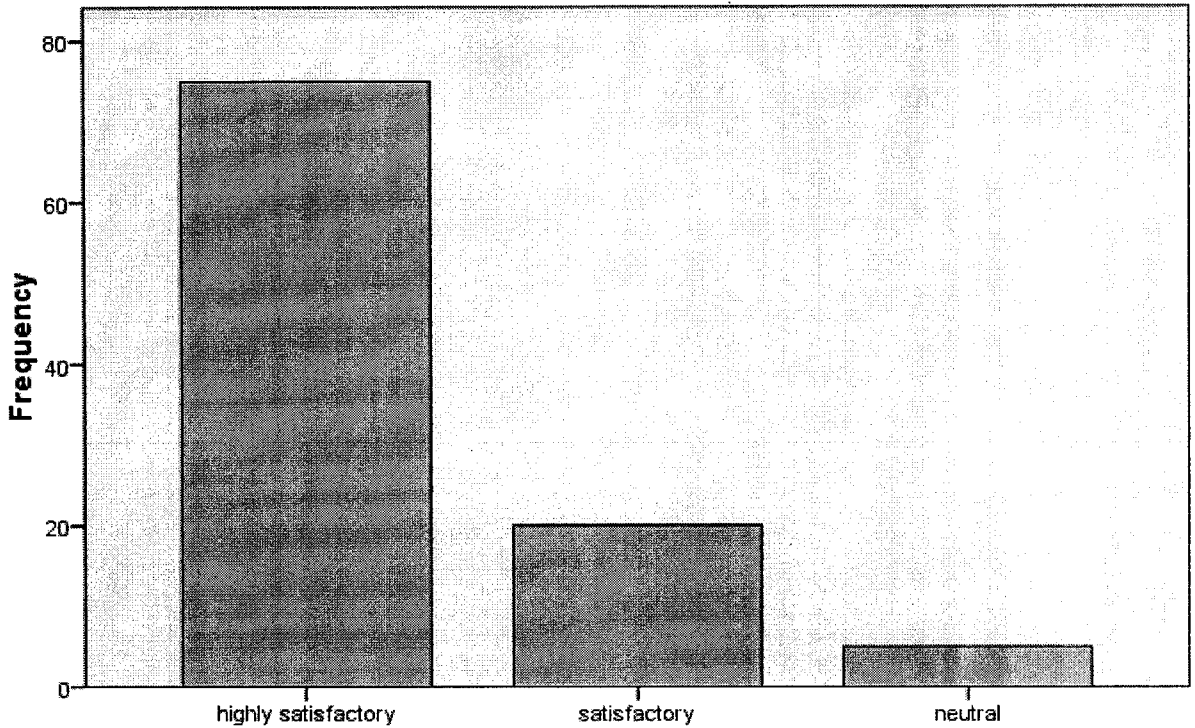
From the above table it is found that 30% rank is given to the duration of the training programme, 24% of them ranked to the approach of training, 19% ranked to the type of training, 17% of them ranked to the abilities and finally 10% of the respondents ranked to the evaluation pattern of training. The duration is very less and hence the exact content alone will be delivered to the executives.

TABLE 3.1.9

TABLE SHOWS THE EFFECTIVENESS OF TRAINING PROGRAMME

Effectiveness of training	No. Of respondents	Percentage of respondents
highly satisfactory	75	75.0
Satisfactory	20	20.0
Neutral	5	5.0
Total	100	100.0

HOW EFFECTIVE WAS THE TRAINING



INTERPRETATION:

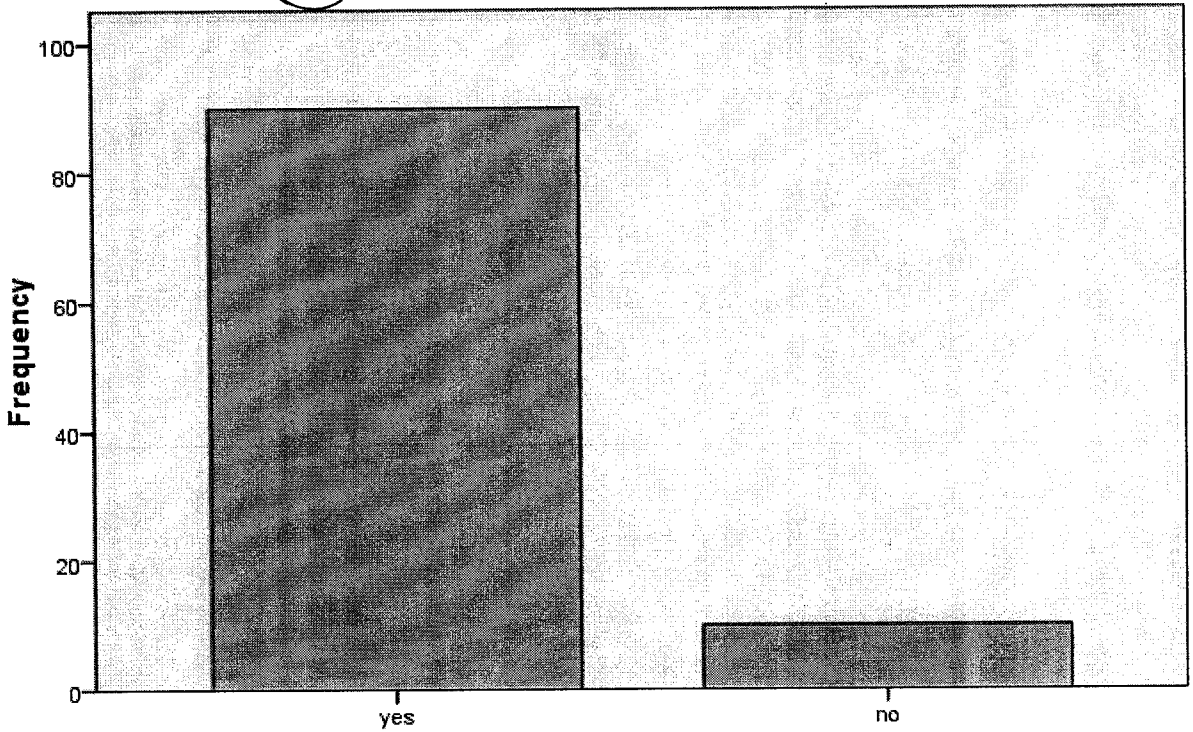
From the above table it is clear that 75% of the respondents felt that the training programme was very effective and thus it gives high satisfaction level, 20% of them felt that the training effectiveness was up to their satisfaction level and 5% of them felt it was neutral. based on the majority consideration the training programme has proved its effectiveness that would enhance development of executives.

TABLE 3.1.10

THIS TABLE DEPICTS THE TRAINING APPROACH USED IN TRAINING

Training approach	No. Of respondents	Percentage of respondents
Yes	90	90.0
No	10	10.0
Total	100	100.0

WERE THE TRAINING APPROACHES



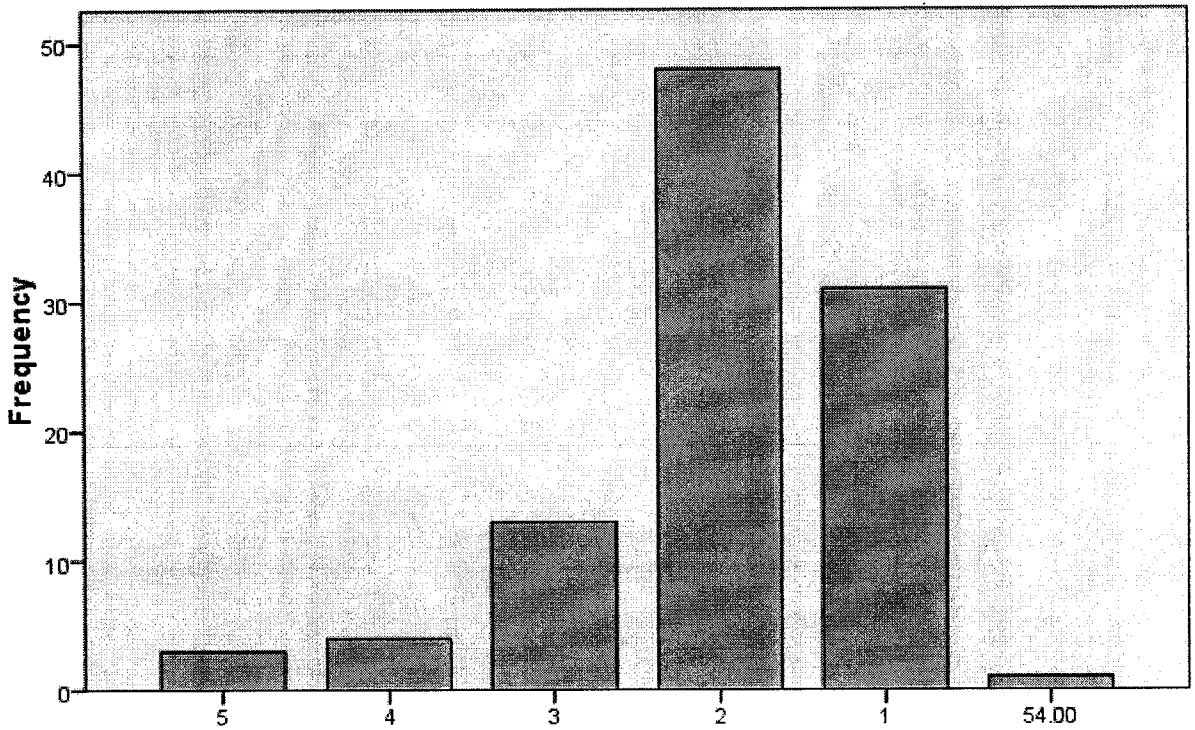
INTERPRETATION:

From the above table it is evident that 90% of the respondents felt that the approach used for the training was helpful and the remaining 10% of them felt the approach used was not good. It is found out that the approach used in the training was beneficial.

TABLE 3.1.11**THIS TABLE SHOWS THE KNOWLEDGE ON SUBJECT TRAINED IN**

Subject trained	No. Of respondents	Percentage of respondents
5	3	3.0
4	4	4.0
3	13	13.0
2	48	48.0
1	31	31.0
54	1	1.0
Total	100	100.0

KNOWLEDGE ON SUBJECT



INTERPRETATION:

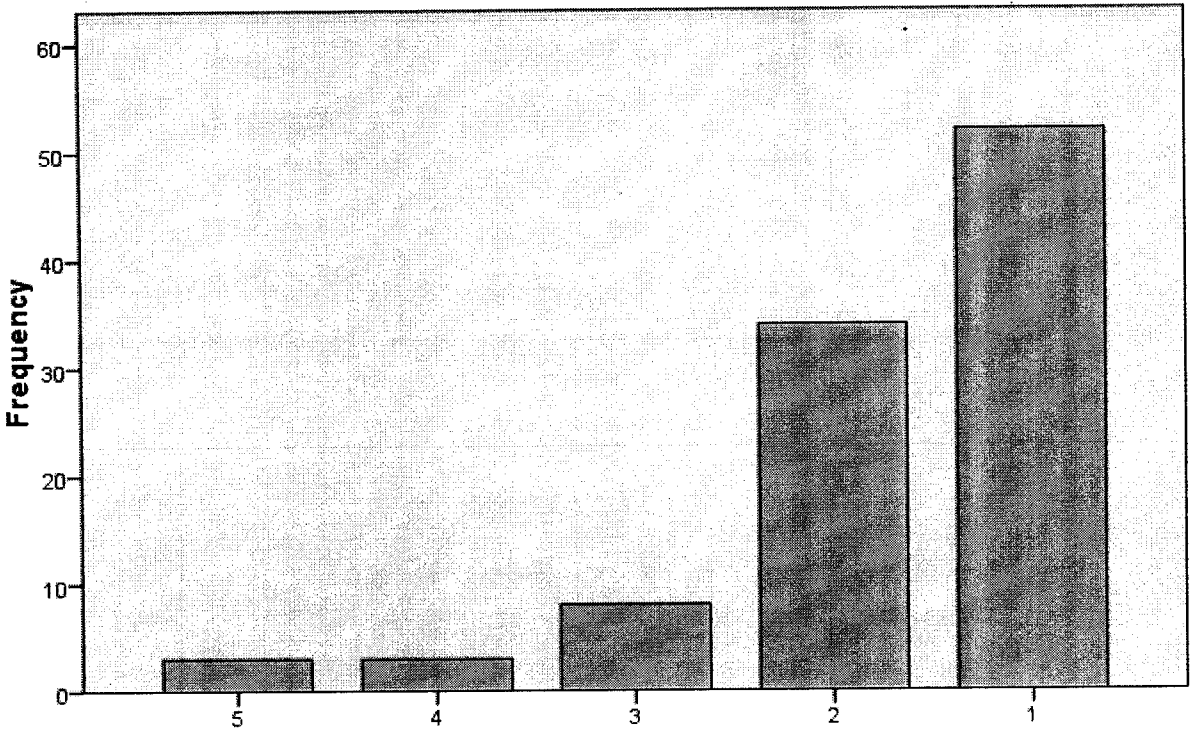
This table depicts that 31% of the respondents ranked them first in the knowledge on subject trained in, 48% of the respondents ranked them second for the knowledge on subject trained in, 13% of respondents ranked them third, 4% and 3% of respondents ranked them fourth and fifth respectively. Training content were very easy in such a way that the executives can understand the subject well.

TABLE 3.1.12

**THE TABLE SHOWING EXTENT OF APPLICATION OF LEARNING
AT WORK**

Extent of application	No. Of respondents	Percentage of respondents
5	3	3.0
4	3	3.0
3	8	8.0
2	34	34.0
1	52	52.0
Total	100	100.0

EXTENT OF APPLICATION OF LEARNING AT



INTERPRETATION:

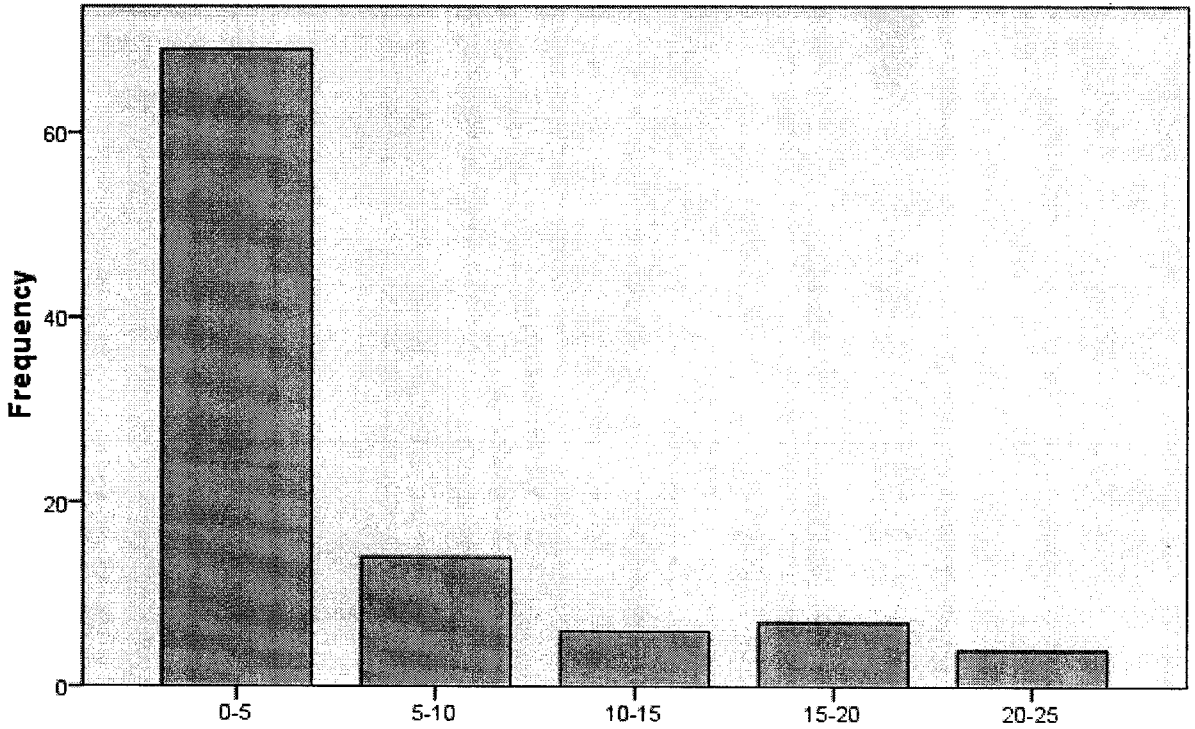
The above table shows that 52% of respondents applies the extent of application of learning at work, 34% of the respondents ranked them second for the extent of application of work, 8% of respondents ranked them third in applying their knowledge at work, 3% of the respondents were in fourth and fifth place in applying their knowledge at work. Majority of the executives are able to apply their knowledge on their job where they could excel in their performance.

TABLE 3.1.13

THE TABLE SHOWING THE EXPERIENCE OF RESPONDENTS WHO ATTENDED TRAINING

Experience	No. Of respondents	Percentage of respondents
0-5	69	69.0
5-10	14	14.0
10-15	6	6.0
15-20	7	7.0
20-25	4	4.0
Total	100	100.0

experience



INTERPRETATION:

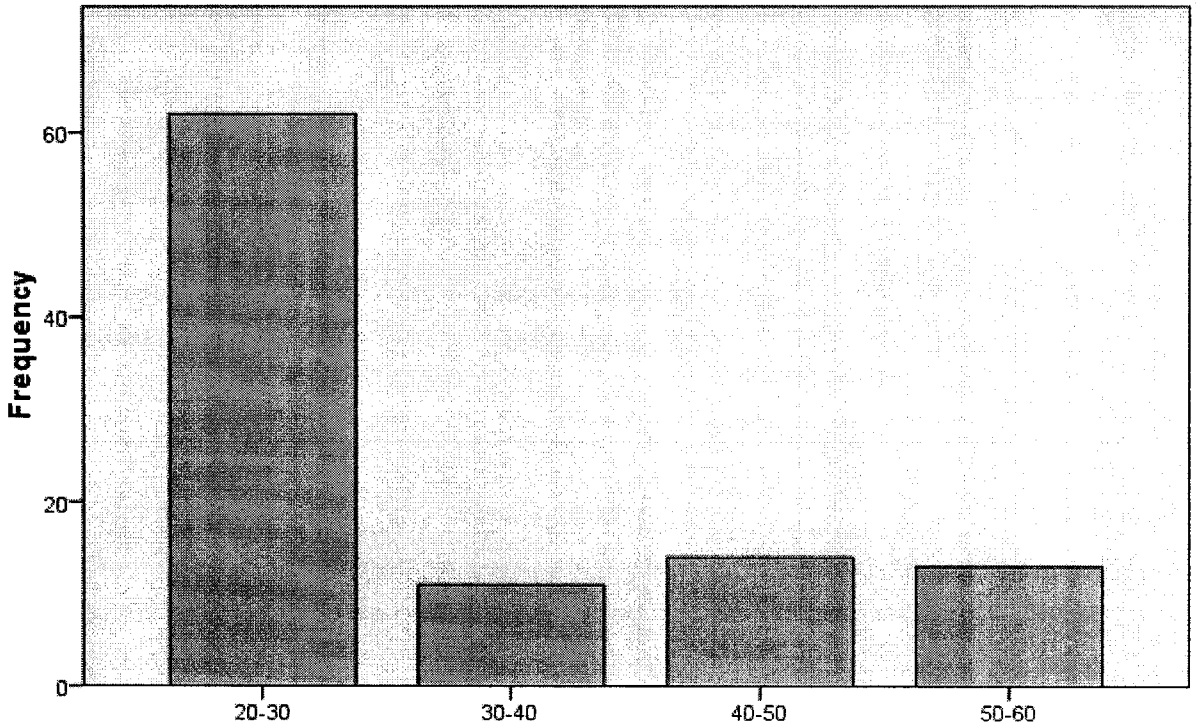
This table clearly shows that 69% of the respondents are with 0-5 years of experience, 14% of the respondents are with 5-10 years of experience, 6% of respondents with 10-15 years of experience, 7% of them with 15-20 years of experience and 4% of them with 20-25 years of experience. Executives experience is less and so the training is given to the first cadre.

TABLE 3.1.14

THIS TABLE CLEARLY DEPICTS THE RESPONDENTS AGE GROUP WHO ATTENDED TRAINING

Age group	No. Of respondents	Percentage of respondents
20-30	62	62.0
30-40	11	11.0
40-50	14	14.0
50-60	13	13.0
Total	100	100.0

age



INTERPRETATION:

This table shows that 62% of the respondents falls between the age group of 20-30, 11% of them falls between 30-40, 14% of the respondents falls between the age group of 40-50 and remaining 13% of them falls between 50-60. those executives are with limited experience and thus training is given to them.

CHI – SQUARE:

Chi-square is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis.

TABLE 3.2.1

COMPARISON BETWEEN AGE AND IMPROVEMENT IN PERFORMANCE

age * did the training improve your performance

Crosstabulation

	yes	no	
age 20-30	54	8	62
30-40	8	3	11
40-50	12	2	14
50-60	13	0	13
Total	87	13	100

CHI-SQUARE TESTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.945 ^a	3	.267
Likelihood Ratio	5.220	3	.156
Linear-by-Linear Association	.701	1	.403
N of Valid Cases	100		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 1.43.

HYPOTHESIS:

There is no significant relation between age and job improvement.

INTERPRETATION:

The above table shows that the chi-square value between the age and job improvement 3.945 with the degree of freedom as 3. The asymptote significance is 0.267. since the value of asymptote significance is less than 0.5, the hypothesis was rejected.

INFERENCE:

The above table infers that asymptote significance (0.156) which is less than 0.5, the hypothesis was rejected. So there is significant relationship between age and job improvement.

TABLE 3.2.2

COMPARISON BETWEEN AGE AND EXPECTATION LEVEL

age * did the programme meet your expectation				
Crosstabulation				
count		yes	no	
Age	20-30	56	6	62
	30-40	9	2	11
	40-50	13	1	14
	50-60	12	1	13
Total		90	10	100

CHI-SQUARE TESTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.029 ^a	3	.794
Likelihood Ratio	.906	3	.824
Linear-by-Linear Association	.057	1	.811
N of Valid Cases	100		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 1.10.

HYPOTHESIS:

There is no significant relationship between age and the expectation of the programme.

INTERPRETATION:

The above table shows that the chi-square value between the age and programme expectation is 1.029 with the degree of freedom as 3. The asymptote significance is 0.794. Since the value of asymptote significance is more than 0.5, the hypothesis was accepted.

INFERENCE:

The above table infers that asymptote significance (0.824) which is greater than 0.5, the hypothesis was accepted. So there is no significant relationship between age and the expectation of training by the executives.

4.1 FINDINGS:

- A large number of respondents have not attended any training programmes earlier and hence Ashok Leyland should take effective steps to conduct training programme.
- In Ashok Leyland, training programmes are conducted with various types of approaches and each candidate should be given opportunity to attend all the types of training.
- Majority of training programmes are provided to the newly joined executives who had an experience of less than 5 years. From the study it is evident that executives with more experience are given with less training.
- The training formulated by the HR department is very innovative and constructive in nature.
- There is a cordial relationship between the trainers and trainees. This in turn, helps the executives to approach the superiors regarding the identification of their training needs.
- The training programme provided by the company focuses on improving the executive's effectiveness in their job performance.
- Most of the executives are identified by the Head of Department for the training and also each executive are given with freedom to join the training programme.
- The trainers are more effective in such a way that the trainees are given with full freedom to choose the topic and each suggestion given by the executive is taken into consideration.
- Majority of the executives who has attended the training programme attained an improvement in their job and thus every person can be given with chance to participate in that training.

4.2 CONSIDERED RECOMMENDATIONS:

- Every person differs from other in his or her characteristics and attitudes. Thus the training provided should be concentrated on people. Keeping in view their comfort level with the programme.
- The more experienced executives should also be give with enough training as their experience does not provide with adequate knowledge.
- The duration of the training programme can be extended. Because most of the training are conducted only for 2 days and thus indepth knowledge can not be gained by the executives.
- The executives can also be given with certain external training and that would help them to be ease at working place.
- The company can also adopt a centre of excellence in training where by the other industries and institution in this field can benefit the expertise available in its human resources.

4.3 CONCLUSION:

The purpose of any training would be to increase the effectiveness and efficiency in job performance and the training conducted at Ashok Leyland helped us to understand this. Also this would help us enhance and improve the programs to be more beneficial. These types of training influence prior learning on performance in a new situation. If the executives did not transfer some of their skills and knowledge from prior learning, then each new learning situation would start from scratch. As the business world is continuously changing, organisations will need to provide their employees with training throughout their careers. If they choose not to provide continuous training they will find it difficult to stay ahead of the competition. The other benefit of training is that it will keep your employees motivated. New skills and knowledge can help to reduce boredom. It also demonstrates to the employee that they are valuable enough for the employer to invest in them and their development

QUESTIONNAIRE:

1. Name:
2. Designation:
3. Programme title:
4. Programme date:
5. Experience:
6. Have you attended any training programme earlier?
 - a. Yes
 - b. No
7. What type of training did you undergo?
 - a. Classroom
 - b. Case study
 - c. Role-play
 - d. Simulation exercises
 - e. Others
8. Who identifies the training needs?
 - a. Yourself
 - b. Head of the department
 - c. Organization
9. What was the duration of the programme?
 - a. 1 day
 - b. 2 days
 - c. 3 days
 - d. 4 days
 - e. 5 days
10. How effective were the trainers?
 - a. Highly satisfactory
 - b. Satisfactory
 - c. Neutral
 - d. Dissatisfactory

11. Did the programme meet your expectation?
- a. Yes
 - b. No
12. Did the training improve your performance?
- a. Yes
 - b. No
13. Rank the following based on its importance in the training programme:
- a. Type of training
 - b. Duration
 - c. Approaches
 - d. Abilities
 - e. Evaluation
14. How effective was the training programme?
- a. Highly satisfactory
 - b. Satisfactory
 - c. Neutral
 - d. Dissatisfactory
 - e. Highly dissatisfactory
15. Were the training approaches helpful?
- a. Yes
 - b. No

16. Rate yourself on the following:

Knowledge on subject trained in:

- a. Pre Training (scale of 1 to 5; 1 being low and 5 being high): ()
- b. Post Training (scale of 1 to 5; being low and being high): ()

17. Extent of application of Learning at Work

(Scale of 1 to 5; 1 being low and 5 being high): ()

18. State your suggestions for improving the training programme:

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