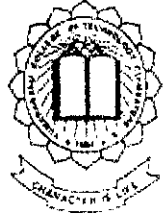


P-3363



# **A PROJECT STUDY ON THE EFFECTIVENESS OF TRAINING PROGRAM AT SUTHERLAND GLOBAL SERVICES, COIMBATORE**

**A SUMMER PROJECT REPORT (MBA703)**

*Submitted by*

**R.RAMYA**

**Register No: 0920400044**

**Under the Guidance of**

**Prof.K.R. AYYASAMY**

*in partial fulfillment for the award of the degree*

*of*

**MASTER OF BUSINESS ADMINISTRATION**

*in*

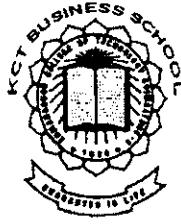
**Department of Management Studies**

**KUMARAGURU COLLEGE OF TECHNOLOGY**

**(An Autonomous Institution Affiliated to Anna University of Technology, Coimbatore)**

**COIMBATORE – 641 049**

**October 2010**



**KUMARAGURU COLLEGE OF TECHNOLOGY**  
**COIMBATORE -641 049**

Department of Management Studies

**A SUMMER PROJECT WORK (MBA703)**  
**OCTOBER 2010**

This is to certify that the project entitled

**A STUDY ON THE EFFECTIVENESS OF TRAINING**  
**PROGRAM**  
**AT**  
**SUTHERLAND GLOBAL SERVICES, COIMBATORE**

is the bonafide record of project work done by

**R.RAMYA**

**Register No: 0920400044**

of Master of Business Administration during the year 2010 – 2011

Project Guide

Head of the Department

Submitted for the Summer Project Viva-Voce examination held on 2 Nov '10

Internal Examiner

External Examiner

*CERTIFICATE*

---

# SUTHERLAND

G L O B A L   S E R V I C E S

TO WHOMSOEVER IT MAY CONCERN

This is to certify that **Ms Ramya R (Reg No:0920400044)**. A student of **Kumaraguru College of Technology - Coimbatore**, affiliated to Anna University Coimbatore has successfully completed her project titled, **A study on the " Effectiveness of Training program at Sutherland Global Services- Coimbatore "** as partial fulfillment of the requirements for Masters in Business Administration between July 2010 to August 2010.

During the above mentioned period her conduct was found favorable

With Warm Regards

For Sutherland Global Services



(Halan Sivashankar)

Group Manager - HR

Date: 01-Sep-10

Place: Coimbatore



*DECLARATION*

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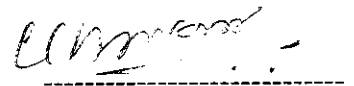
## DECLARATION

I affirm that the project work titled "A STUDY ON THE EFFECTIVENESS OF TRAINING PROGRAM AT SUTHERLAND GLOBAL SERVICES, COIMBATORE" being submitted in partial fulfillment for the award of Master of Business Administration is the original work carried out by me. It has not formed the part of any other project work submitted for award of any degree or diploma, either in this or any other University.



R.RAMYA  
0920400044

I certify that the declaration made above by the candidate is true



K.R.AYYASAMY, PROFESSOR.

# *ACKNOWLEDGEMENT*

---

## ACKNOWLEDGEMENT

I express my sincere gratitude to our beloved chairman **Arutchelvar Dr. N.Mahalingam and Management** for the prime guiding spirit of Kumaraguru College of Technology.

I wish to express deep sense of obligation to **K.R.Ayyasamy**, Professor, KCT Business School, for his intensive guidance throughout my project.

I am greatly indebted to thank **Mr.C.Ganeshmoorthy**, Project Co-ordinator / Class Advisor and all other faculty members of KCT Business School for their kind support.

I thank **Mr.Halan Sivashankar**, Group Manager- HR, Sutherland Global Services, Coimbatore, for his valuable guidance throughout my project.



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## *EXECUTIVE SUMMARY*

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## ABSTRACT

The project titled “A Study on the Effectiveness of training program” at Sutherland global Services, Coimbatore.

The objective of the study is to know the satisfactory level of the trainees about the training programs by the organization. The study also aimed to know the opinion and views about the training program provided by the organization. In this study, training effectiveness refers to the evaluation of training program in the areas namely objectives, needs, duration, training aids, knowledge and skills, satisfaction of the program acquired through training.

A successful training program presumes that sufficient care has to be taken to discover areas in which it is needed most and to create the necessary environment for its conduct. To suggest suitable measures for improving the existing program.

A census of 110 respondents was taken for data collection. Primary data was collected by a questionnaire from the respondents. Secondary data was collected from books, magazines and websites. The data which is collected from the trainees are analyzed with the help of statistical tools.

Findings and suggestions were made on the basis of opinions collected from the respondents.

*CHAPTER – 1*  
*INTRODUCTION*

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# **CHAPTER – 1**

## **INTRODUCTION**

Human Resources Management is defined as the people who staff and manage organization. It comprises of the functions and principles that are applied to retaining, training, developing and compensating the employees in organization. Human Resource Management is defined as the set of activities, programs and functions that are designed to maximize both organizational as well as employee's effectiveness.

Human Resources are considered as one of the effectiveness organization. All the organization takes much care on this aspect as they don't want to lose any skilful labour. It may be noted here that human resource should be utilized to the maximum possible extent, in order to achieve individual and organizational goals. So for this concern have to be shown to the workers.

So, Organization is providing lots of facilities to create interest in the mind of the workers. All the organization gives plenty of facilities to the workers so that they are satisfied and retained in their job. So apart from salary, the workers also look for facilities to make their life easy.

### **1.1 BACKGROUND OF THE STUDY**

#### **TRADITIONAL AND MODERN APPROACH OF TRAINING**

Traditional Approach-Most of the organizations before never used to believe in training. They were holding the traditional view that managers are born and not made. They were also some views that training is a very costly affair and not worth. Organizations used to believe more in executive pinching. But now the scenario seems to be changing.

The Modern Approach of training is that Indian organizations have realized the importance of corporate training. Training is now considered as more of retention tool than a cost. The training system in Indian industry has been changed to create a smarter workforce and yield the best results.

Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve the activity to perform on the job. It involves the changing of skills, knowledge, attitudes and behaviours. It may mean changing what employees know, how they work, their attitudes towards their work, or their interaction with their co-workers or supervisor.

Training increases the knowledge and skills of an employee for doing a particular job. The main output of training is learning. Training offers & inculcates new habits, refined skills & useful knowledge during the training that helps him improve performance. Training is a learning experience that is planned & carried out by the organization to enable more skilled task behaviour by the trainee. Training provides the ability to detect & correct error. Training Provides skills and abilities that may lie called on the future to satisfy the organization's human resources needs.

Any training implemented in an organization effort must be cost effective. That is, the benefits gained by such programme must outweigh the costs associated with providing the learning experience. Only by analysing such programs can effectiveness be determined. It is not enough to merely assume that any training an organization offers is effective, develop substantive data to determine whether our training effort is achieving its goals-that is, if it's correcting the deficiencies in skills, knowledge or attitudes that were assumed as needing attention. Training must be evaluated in terms of how much the participation learned, how well they are using

## **TRAINING OBJECTIVES:**

Training objectives are one of the most important parts of training program. While some people think of training objective as a waste of valuable time. The counterargument here is that resources are always limited and the training objectives actually lead the design of training. It provides the clear guidelines and develops the training program in less time because objectives focus specifically on needs. It helps in adhering to a plan.

Training objective tell the trainee that what is expected out of him at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives,

- 1.Trainer
- 2.Trainee
- 3.Designer
- 4.Evaluator

### **Trainer:**

The training objective is also beneficial to trainer because it helps the trainer to measure the progress of trainees and make the required adjustments. Also, trainer comes in a position to establish a relationship between objectives and particular segments of training.

### **Trainee:**

The training objective is beneficial to the trainee because it helps in reducing the anxiety of the trainee up to some extent. Not knowing anything or going to a place which is unknown creates anxiety that can negatively affect learning. Therefore, it is important to keep the participants aware of the happenings, rather than keeping it

Secondly, it helps in increase in concentration, which is the crucial factor to make the training successful. The objectives create an image of the training program in trainee's mind that actually helps in gaining attention.

Thirdly, if the goal is set to be challenging and motivating, then the likelihood of achieving those goals is much higher than the situation in which no goal is set. Therefore, training objectives helps in increasing the probability that the participants will be successful in training.

**Designer:**

The training objective is beneficial to the training designer because if the designer is aware what is to be achieved in the end then he'll buy the training package according to that only. The training designer would then look for the training methods, training equipments, and training content accordingly to achieve those objectives. Furthermore, planning always helps in dealing effectively in an unexpected situation. Consider an example; the objective of one training program is to deal effectively with customers to increase the sales. Since the objective is known, the designer will design a training program that will include ways to improve the interpersonal skills, such as verbal and non verbal language, dealing in unexpected situation i.e. when there is a defect in a product or when a customer is angry.

Therefore, without any guidance, the training may not be designed appropriately.

**Evaluator:**

It becomes easy for the training evaluator to measure the progress of the trainees because the objectives define the expected performance of trainees. Training objective is an important tool to judge the performance of participants.



## 1.2 REVIEW OF LITERATURE

**Garg Anumpama**<sup>1</sup> in her paper “Effectiveness of training health professional’s literature search skills using electronic health databases—a critical appraisal” reveals that the objective was to assess the effect on health professionals’ skills of one to eight hours literature search and retrieval training from electronic health databases Cochran library (2002; Issue 3), medline (1977–2002/5), embase (1980–2002/7); cinahl (1982–2002/5); assia (1982–2002/7), bni (1994 2002/5), eric (1985–2002/6); lisa (1969—current), NRR (2002, Issue 2), the world-wide-web and references. The selection criteria consisted of randomised controlled trials, controlled before and after, and controlled cohort studies in comparison with no training. The intervention had to be one to eight hours training in literature search and retrieval skills for health professionals. The outcome was the effect on health professionals’ literature search and retrieval skill levels measured through reliable instruments. For data collection and analysis, one reviewer extracted data and assessed the quality of the studies and the second reviewer checked it. The results indicate that there is some evidence of positive impact on health professionals’ skill levels in literature searching and they find the training useful. In conclusion, the size of the positive effect is debatable as only three small and methodologically weak studies met the inclusion criteria and out of those only two showed the positive effect.

**Biswajeet Pattanayak** (2002)<sup>2</sup> discussed that training effectiveness is to impart new entrants the basic knowledge & skill they need for an intelligent performance of defined tasks. To assist employees to function more effectively in their present positions by exposing them to latest concepts, information & techniques

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<sup>1</sup> Garg Anupama, Effectiveness of training health professionals in literature search skills using electronic health databases—a critical appraisal, Health Information & Libraries Journal, Mar 2003, Vol.20(1),p 33-39.

<sup>2</sup> Human Resource Management, second edition, July 2002, pp156 -160,4p.

& developing the skills they will need in their future roles training is required. Through training, employers help employees achieve goals and ensure they have a solid understanding of their job requirements. To broaden the minds of managers by providing them with opportunities for an interchange of experiences within & outside with a view to correct the narrow outlook that may arise from over specialization This study reveals the importance of training and specifies the long term benefits that arise as a result of it.

**Gagnon M**<sup>3</sup> in his paper “Efficacy of training for three manual handling strategies based on the observation of expert and novice workers” conceptualises the objectives, design, background, methods and conclusions for the given topic. The objectives is to evaluate the efficacy of training for three manual handling strategies, i.e. load tilting/hands positioning, shoulders positioning and feet orientation based on the observation of the contrasted strategies of expert and novice workers and free practice using a search approach. The design is the ten novice male workers were tested at pre training (one trial) and post-training with homogeneous boxes (three trials) and heterogeneous boxes (two trials) sampled from two sessions. Training took place with homogeneous boxes whereas heterogeneous boxes were new situations. The background of the effectiveness of training programs in safe handling and repetition of specified techniques are contested; they should rather be based on expert workers’ strategies.

**Donna Heeter**(2006)<sup>4</sup> states in her study that as we push forward into the 21st century, organizations are realizing the very real value of having high quality and focused training available to their employees. A dollar value return on investment is

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<sup>3</sup> Gagnon M, Efficacy of training for three manual handling strategies based on the observation of expert and novice workers measurement model, *Clinical Biomechanics*, Aug 2003, Vol.18(7),p601.

<sup>4</sup> *Employee Relations Journal*, Phoenix, October 2006, Vol 63, Issue 34, pp 109-126,17p.

the reward to any organization willing to make the bold move towards providing the kind of high quality training. The emphasis and value an organization places on it is much and the quality of training it gives its people is the most important factor regards to organizational training. Once the organization recognizes the potential benefits and the return on the investment, then the wheels may begin to turn and high quality results will follow. The study reveals that the organization, Keller Williams Realty (KWR), is the industry leader and standard for its recognition of high quality, high density due to its intense focus training for its associates. The reason KWR has been the fastest growing real estate company for 11 years straight and is currently the 4th largest real estate company in the world is due to its high quality training that is available for its newest and most veteran associates.

**Orlansky J**<sup>5</sup> in his paper "The performance of maintenance technicians on the job", reviews data on one possible measure for evaluating the effectiveness of training for maintenance technicians, i.e., the unnecessary removal of non-faulty parts during actions taken to identify and correct malfunctions in equipment. Such data may be found in the maintenance management data systems of the military services. It was found that non-faulty components are removed in 4 to 43 percent of all corrective maintenance actions and account for 9 to 32 percent of all maintenance man hours. Technicians fail to find a faulty part or damaged a good part in about 10 percent of all corrective maintenance actions. It was concluded that these findings may be due to inadequate test equipment, tools, and maintenance manuals, as well as to inadequate training.

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<sup>5</sup> Orlansky J , The performance of maintenance technicians on the job, Rep.No:IDA-P-1597, August 1981, 29p.

**Kaye Alvarez, Eduardo Salas**(2004)<sup>6</sup> have reviewed a decade of training evaluation and training effectiveness research to construct an integrated model of training evaluation and effectiveness. The model suggested in this study integrates four prior evaluation models and results of 10 years of training effectiveness research. It is the first to be constructed using a set of strict criteria and to investigate the evaluation and effectiveness relationships with an evaluation measure proposed several years ago, post training attitudes. Evaluation measures found to be related to post-training attitudes were cognitive learning, training performance, and transfer performance. Training effectiveness variables found to be related to post-training attitudes were pre-training self-efficacy, experience, post-training mastery orientation, learning principles, and post-training interventions. Results of the study also reveal that reaction measures and training motivation are two areas needing further development and research.

**Indira Pattni, Geoffrey N. Soutar**(2009)<sup>7</sup> have conducted a study on the effectiveness of self-management training in organisations from two culturally different countries. The purpose of this paper is to examine the impact of short training in self-management skills on employees' efficacious beliefs and skills across cultures. The effectiveness of this low-cost training for enhancing employee efficacy has positive organisational outcomes, especially for those that have a multicultural workforce. It may be particularly useful for organisations in developing countries where cost is of concern. The results of the study suggest that there is a significant improvement in the learning of skills and efficacious beliefs post-training (24 weeks). However, there are no significant differences in improvement between the two cultures and the training is similarly effective in both cultures.

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<sup>6</sup> Human Resource Development Review, December 2004, Vol 3, Issue 43, pp 28-37, 9p.

<sup>7</sup> Journal of Management Development, October 2009, Vol. 28, Issue 7, pp. 633 – 646, 13p.

**Arthur Jr., Winfred et.al.**<sup>8</sup> in their paper “Effectiveness of training in organizations: A meta-analysis of design and evaluation features”, used meta-analysis procedures to examine the relationship between specified training design and evaluation features and the effectiveness of training in organizations.

**Ricks Joe M et.al.**,<sup>9</sup> in their paper “Sales trainer roles, competencies, skills and behaviours”, reviews that the numerous studies have examined different issues related to evaluating the effectiveness of sales training programs. Limited needs assessment, lack of training objectives, no alignment between training objectives and corporate goals, and sales training content, are all potential factors that can influence the effectiveness of training programs. Yet, little attention has been paid to the role of a central actor in the training process—the sales trainer.

**Heckman-Stone,Carolyn**<sup>10</sup> in their paper “Trainee preferences for feedback and evaluation in clinical supervision”, reveals that the feedback and evaluation are essential roles of the supervisor in overseeing the welfare of clients, safeguarding the profession, monitoring and facilitating supervisee growth and development, modelling effective provision of feedback for supervisees to use their clients, encouraging independent self-evaluation, motivating supervisees, and reviewing the effectiveness of training programs. A number of studies have demonstrated the effectiveness of constructive feedback as a powerful aid to learning.

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<sup>8</sup> Arthur Jr., Winfred , Bennett Jr., Winston & Edens, Pamela S, Effectiveness of training in organizations: A meta-analysis of design and evaluation features, Journal of Applied Psychology, April 2003, Vol. 88 (2), p234-245.

<sup>9</sup> Ricks Joe M, Williams Jacqueline A & Weeks William A , Sales trainer roles, competencies skills and behaviours, Industrial Marketing Management, Jul 2008, Vol.37 (5), p593-609.

<sup>10</sup> Heckman-Stone,Carolyn, Trainee preferences for feedback and evaluation in clinical supervision, Clinical Supervisor, Vol.22(1):2003,p21-34.

### 1.3 COMPANY PROFILE

Sutherland Global Services is a multinational IT Enabled and Business Process Outsourcing (BPO) company, specializing in Integrated BPO solutions across Customer Lifecycle and Back-office Lifecycle Management services. Having started operations in 1986 in Rochester, New York, Sutherland now employs over 31,000 professionals offering Right Sourced seamlessly blended services from its 21 delivery centres in India, the United States, Philippines, Canada, Mexico and UAE. By integrating highly trained people with state-of-the-art technology and proven business methodologies, Sutherland collaborates with clients to help them excel in their industry and maximize their customer lifetime value.

#### **Vision**

To be the premier and preferred provider of IT enabled and business process outsourcing services in our chosen markets.

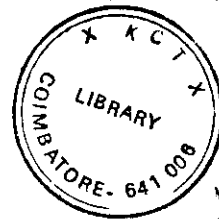
#### **Mission**

To help our clients maximize their lifetime value and increase their competitive advantage by helping drive productivity and efficiency while delivering measurable results.

#### **Company's core values:**

#### **People**

They respect the employees and value their contributions. They are dedicated to creating a work environment that is professionally challenging and personally rewarding. They believe in teamwork, and as a team, delivering exceptional results to our clients and their customers. They are committed to the professional development of each person as they progress through their career at Sutherland.



## **Integrity**

They insist on open, honest and fair relationships with each other, our customers and our business partners. They believe that this is the only way to do business.

## **Entrepreneurial Spirit**

They foster innovation and they take personal risks to improve our service offerings. They will continuously strive to be the best in order to earn and securely maintain our leadership position as the premier provider of outsourced business process services.

## **Leadership**

They will continuously strive to “do the right thing” in support of the clients, fellow employees and all of the stakeholders. They will lead by example and set our standards high for others to follow.

## **Clients**

They value their clients as business partners. They are dedicated in providing the highest quality of service to them and will treat their goals and objectives as our own. They increase their competitive advantage by consistently exceeding expectations.

## **Social Responsibility**

The employees and company have a long standing history of generosity and support of our communities. To maximize the impact in supporting worthy local and global causes, Sutherland has established a global Charitable Mission Statement. It is the charitable mission of Sutherland Global Services to stand firmly behind causes and technologies which foster, support and assist in advancing Global Youth. This charitable mission is consistent with our core business operation and through our

combined efforts has allowed Sutherland as a company to have an impact and be recognized as a global supporter of this important mission statement. As a team, Sutherland has united their focus, time and money behind causes which will become a force multiplier and provide them the ability to place global footprint behind their mission. By supporting causes which are consistent with this mission in local communities and the global population, they have begun the journey to fulfill their charitable mission.

### **Fact Sheet**

Sutherland Global Services was founded in the year 1986. It has its headquarters in Rochester, New York. The Chairman & CEO is Mr. Dilip.R. Vellodi. Investors associated with the company are Standard Chartered Private Equity (Merlion Fund) and Oak Investment Partners. The company is a part of the Business Process Outsourcing (BPO) Industry. It has achieved quality standards such as COPC, Six Sigma, ISO 9001:2000, ISO 27001:2005 with a headcount of 21000 employees. It has its branches in the United States, India, Philippines, Canada, Mexico and the United Kingdom.

### **CERTIFICATIONS**

#### **National Minority Supplier Diversity Council (NMSDC)**

Sutherland is hereby recognized as a regional minority business enterprise in good standing with the Upstate New York Regional Minority Purchasing Council, Inc., and is entitled to all privileges of certification.

#### **People Capability Maturity Model (PCMM) Level 5®**

The P-CMM framework was developed by Carnegie Mellon University to define the organizational maturity of people processes and practices. It is the only framework that addresses the needs of employees, their competencies, and the



processes that need to be in place to ensure an organization is continuously improving and able to meet business needs effectively and efficiently and ranks on a scale of 1 to 5, with 5 being the highest achievable maturity level.

### **ISO27001**

#### **British Standards Institution (BSI)**

Sutherland was awarded ISO27001 Certification by British Standards Institute (BSI) in May, 2006 for Information Security Management Systems across its BPO locations in India and the Philippines. Sutherland is the first BPO in the technical support space to be certified. The scope of this certification covers the provision of customer relationship management through contact centre services; using voice and e-support media; in the domains of technical support, customer care, account management and BPO operations. The certification covers all operations in Chennai, Mumbai, Cochin and the Philippines.

### **ISO 9001:2008**

#### **SGS Systems & Services Certification**

"Sutherland Global Services was awarded ISO 9001:2008 by SGS S&SC. The sites which are registered are Pittsford- Victor, Pittsford NY, Jefferson Rd., Rochester, NY, Syracuse, NY, and Virginia Beach, VA. The scope of Sutherland's certification includes: Provide business processes outsourcing services to industry leading Technology, Retail, Insurance, Mortgage, Financial, Healthcare, and Telecommunications, Energy, and Travel companies"

#### **Customer Operations Performance Centre (COPC)**

Sutherland achieved COPC Standard Version 4.0 certification for multiple programs in our India facilities. We are one of the first organizations in the world to achieve COPC for multiple services. COPC is an industry specific Performance

Management System that is directed at improving quality and service while reducing cost of operations and increasing revenue.

## **1.4 OBJECTIVES OF THE STUDY:**

### **Primary objective:**

- To study the Training Effectiveness on the trainees at Sutherland Global Service, Coimbatore.

### **Secondary objectives:**

- To find out the opinions of the trainees regarding the contents, trainers & training facilities in the company.
- To determine the skills of the trainees.
- To determine the level of commitment of the trainees.

## **1.5 SCOPE OF THE STUDY:**

- The study deals with evaluation of training at all reaction levels.
- The reactions gathered on basis of training program which covers affective reactions, instructor reactions, technological reactions and delivery reactions of the trainees.
- The training program covers Versant and Communication.
- Technical training that are conducted for PHT.

## **1.6 LIMITATIONS OF THE STUDY:**

- The response may be biased.
- The study is applicable only to the trainees who attended the training programme during the month of July and August.
- It is applicable only to this company.

*CHAPTER – 2*  
*RESEARCH METHODOLOGY*

---

## CHAPTER – 2

### RESEARCH METHODOLOGY

#### 2.1 RESEARCH DESIGN

The research design adopted for this study is Descriptive Research. The descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group.

#### 2.2 SAMPLING FRAMEWORK

The sampling design used is census survey. In this method, the whole population is considered as a sample for the study. The size of the population is 110.

#### CENSUS:

A census is the procedure of systematically acquiring and recording information about the members of a given population. It is a regularly occurring and official count of a particular population

#### 2.3 COLLECTION OF DATA

##### Primary Data:

- The primary data is collected from the trainees by way of questionnaire method.

##### Secondary Data:

- The secondary data's are collected through the company records, Book, Magazines, websites.

#### 2.4 STATISTICAL TOOLS:

The data collected were carefully analysed and processed. SPSS (Statistical Tools for Social Science) is used to analyse the data. Percentage analysis is used as a tool.

## **OVERVIEW OF SPSS:**

SPSS provides a powerful statistical-analysis and data-management system in a graphical environment, using descriptive menus and simple dialog boxes to do most of the work for you.

In addition to the simple point-and-click interface for statistical analysis, SPSS provides:

### **Data Editor:**

The data editor is a versatile spreadsheet like system for defining, entering, editing and displaying data.

### **Viewer:**

The viewer makes it easy to browse your results, selectively show and hide output, change the display order results, and move presentation quality and charts to and from other applications.

### **Multidimensional pivot tables:**

Your results come alive with multidimensional pivot tables. Explore your tables by rearranging rows, columns, and layers. Uncover important findings that can get lost in standard reports. Compare groups easily by splitting your table so that only one group is displayed at a time.

### **High Resolution Graphics:**

High Resolution, Full Colour pie Charts, Bar Charts, Histograms, Scatter Plots, 3D Graphics and more are included as standard features.

### **Databases Access:**

Retrieve information from databases by using the Databases Wizard instead of complicated SQL queries.

**Data Transformation:**

Transformation features help get your data ready for analysis. You can easily subset data; combine categories; add, aggregate, merge, split, and transpose files; and more.

**Online help:**

Detailed tutorials provide a comprehensive overview; context-sensitive help topics in dialog boxes guide through specific tasks; pop-up definitions in pivot tables results explain statistical terms; the statistics coach helps you find the procedures that you need.

*CHAPTER – 3*

*DATA ANALYSIS & INTERPRETATION*

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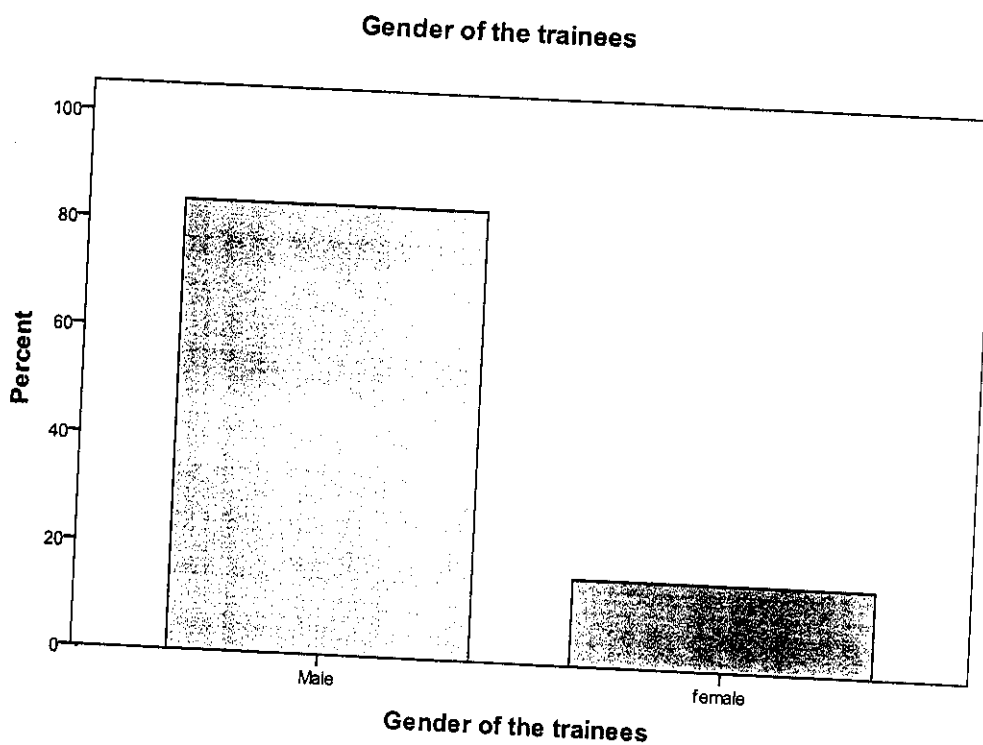


# CHAPTER – 3

## DATA ANALYSIS AND INTERPRETATION

TABLE: 3.1 REPRESENT THE GENDER OF THE TRAINEES

Description	Frequency	Percent
Male	92	83.6
female	18	16.4
Total	110	100.0

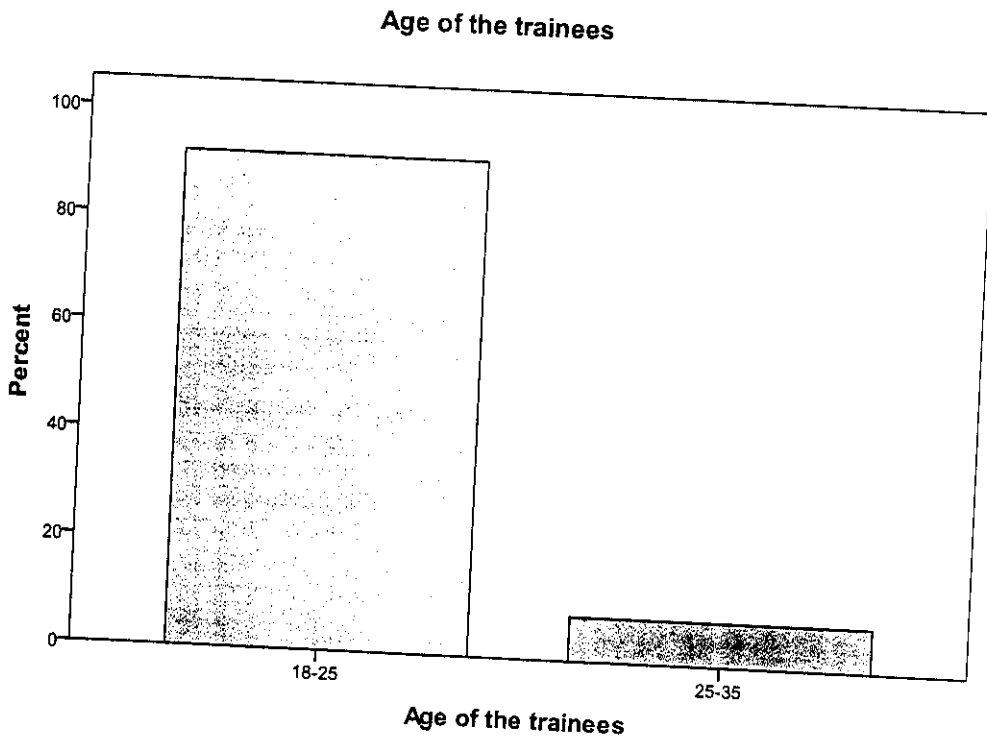


### INTERPRETATION:

From the above table out of 110 respondents, 83.6% of the trainees are Male and 16.4% of the trainees are female.

**TABLE: 3.2 REPRESENT THE AGE OF THE TRAINEES**

Description	Frequency	Percent
18-25	101	91.8
25-35	9	8.2
Total	100	100.0

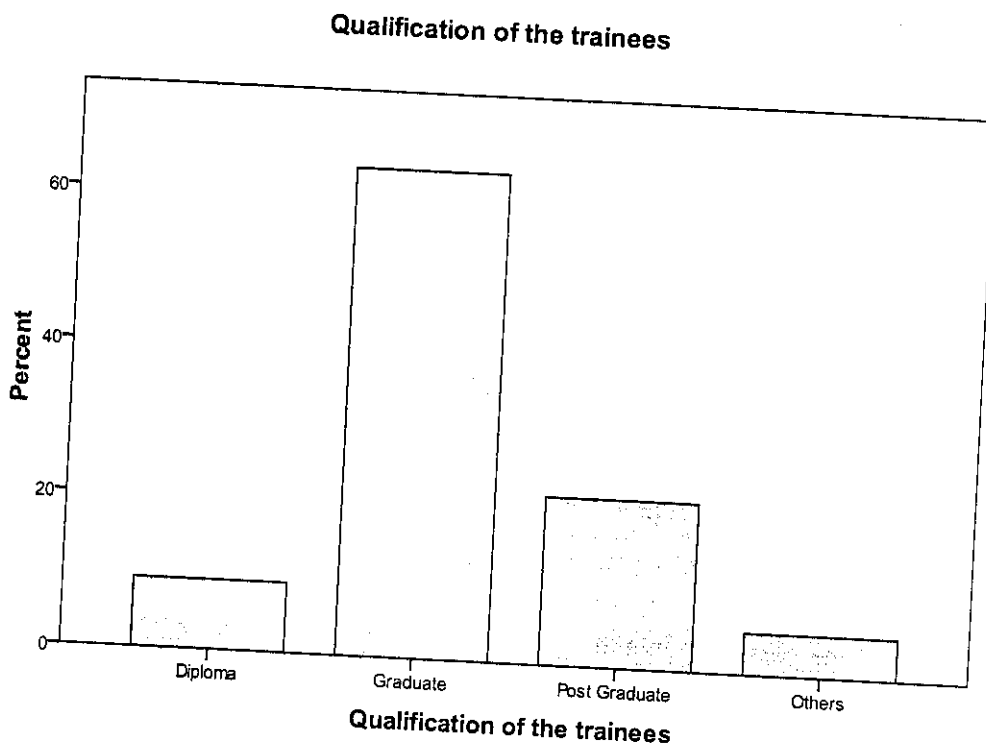


**INTERPRETATION:**

From the above table out of 110 respondents, 91.8 % of the trainees are belonging to the age group of 18-25 and 8.2% of the trainees belong to the age group of 25-35.

**TABLE: 3.3 REPRESENT THE QUALIFICATION OF THE TRAINEES**

Description	Frequency	Percent
Diploma	10	9.1
Graduate	70	63.6
Post Graduate	24	21.8
Others	6	5.5
Total	110	100.0

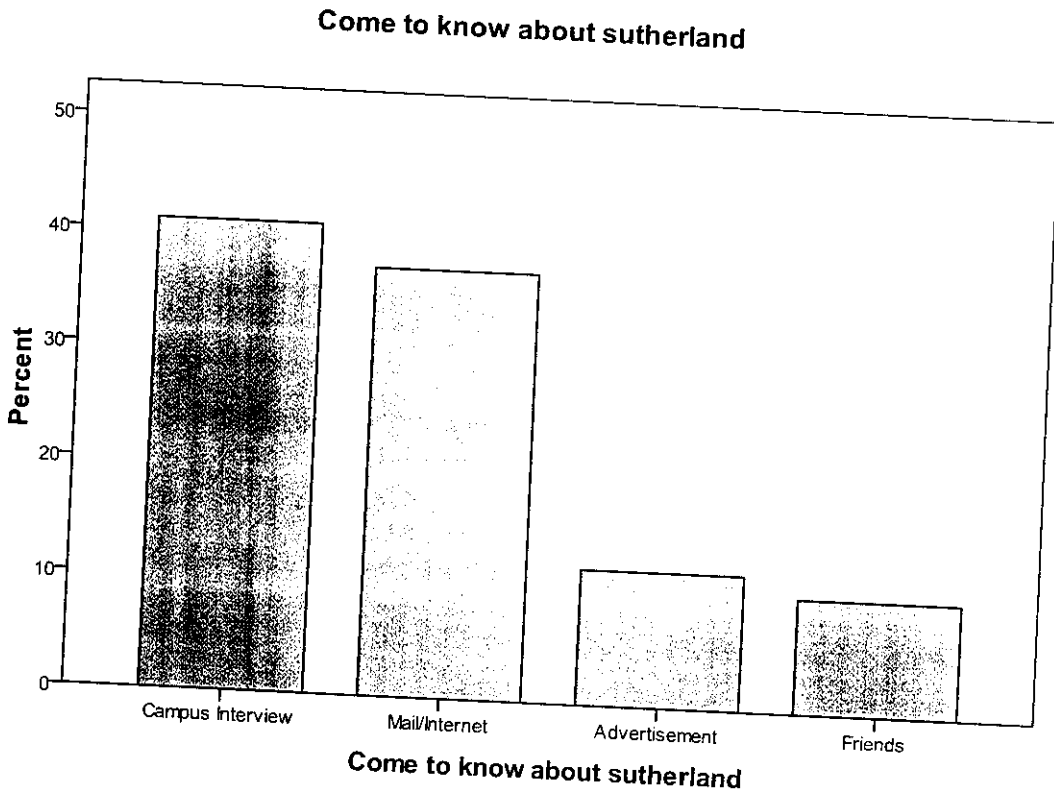


**INTERPRETATION:**

From the above table out of 110 respondents, 9.1% of the trainees were Diploma holders, 63.6% of the trainees are Graduate, 21.8% of the trainees are Post Graduates and 5.5% of the trainee are other qualification.

**TABLE: 3.4 REPRESENT HOW RESPONDENTS COME TO KNOW ABOUT SUTHERLAND**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Campus Interview	45	40.9
Mail/Internet	41	37.3
Advertisement	13	11.8
Friends	11	10.0
Total	110	100.0



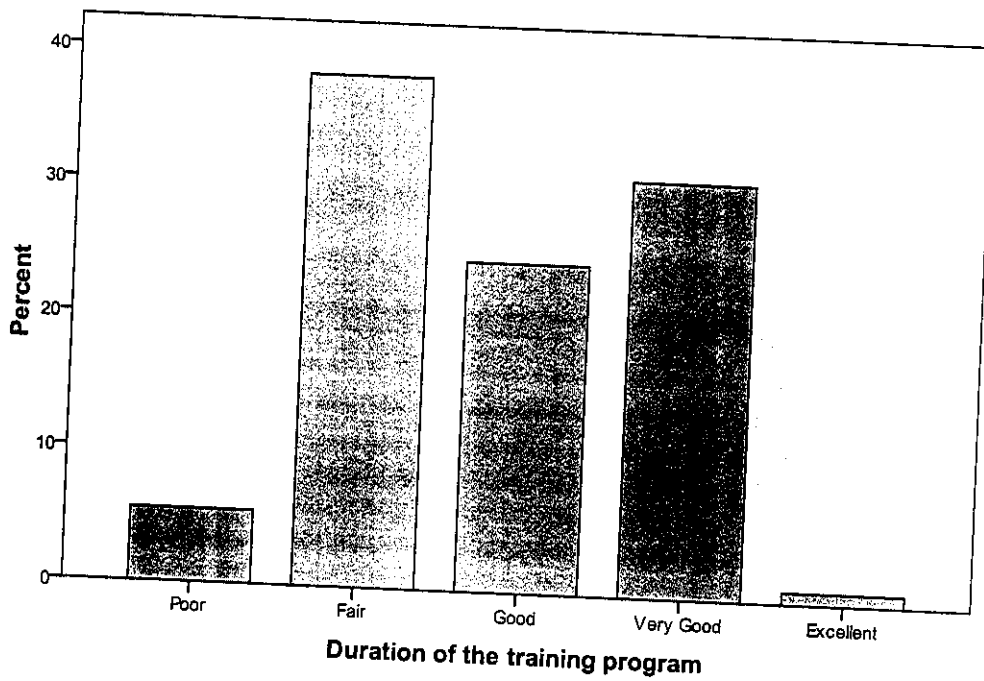
**INTERPRETATION:**

From the above table out of 110 respondents, 40.9% of the trainee are come to know about the Sutherland through campus Interview, 37.3% through mail/internet, 11.8% through advertisement, 10% through Friends.

**TABLE: 3.5 REPRESENT THE DURATION OF THE TRAINING PROGRAM**

Description	Frequency	Percent
Poor	6	5.5
Fair	42	38.2
Good	27	24.5
Very Good	34	30.9
Excellent	1	.9
Total	110	100.0

**Duration of the training program**



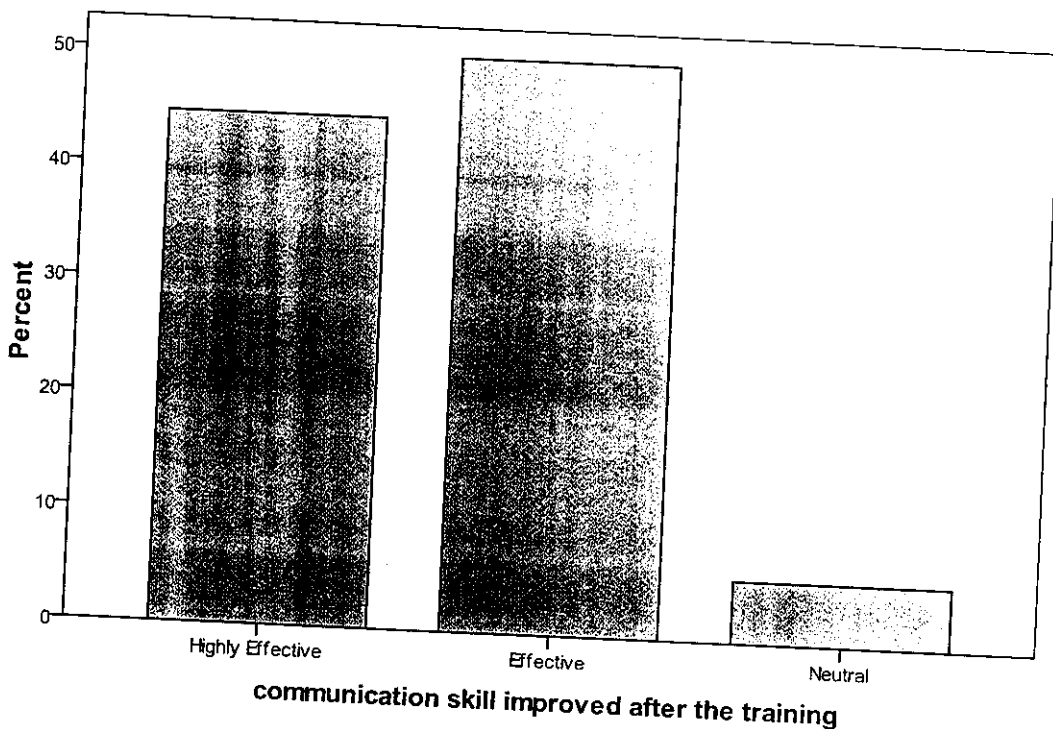
**INTERPRETATION:**

From the above table out of the respondents, 5.5% says duration of the training programme is poor, 38.2 % says fair, 24.5 % says good, 30.93% says very good and 0.9% says excellent

**TABLE: 3.6 REPRESENT THE COMMUNICATION SKILL IMPROVED AFTER THE TRAINING**

Description	Frequency	Percent
Highly Effective	49	44.5
Effective	55	50.0
Neutral	6	5.5
Total	110	100.0

**communication skill improved after the training**

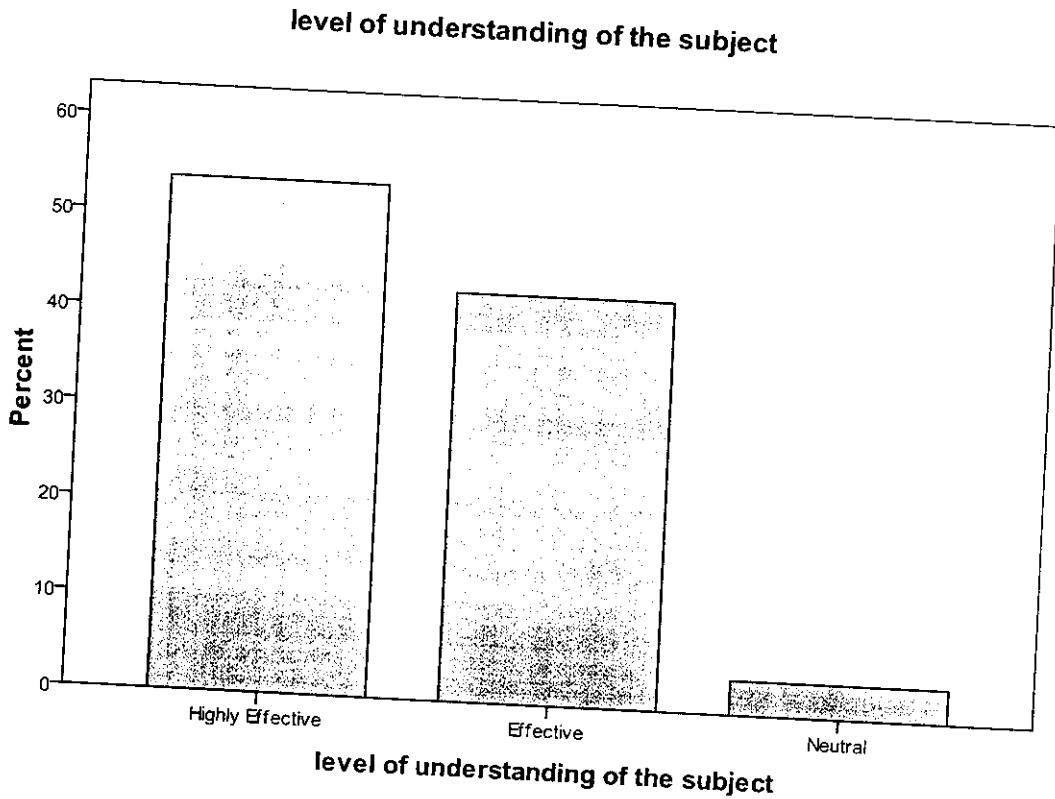


**INTERPRETATION:**

From the above table out of 110 respondents, 44.5% of the trainees are highly effective in communication skills after the training, 50% are effective and 5.5 % are neutral.

**TABLE: 3.7 REPRESENTS THE LEVEL OF UNDERSTANDING OF THE SUBJECT**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Highly Effective	59	53.6
Effective	47	42.7
Neutral	4	3.6
Total	110	100.0



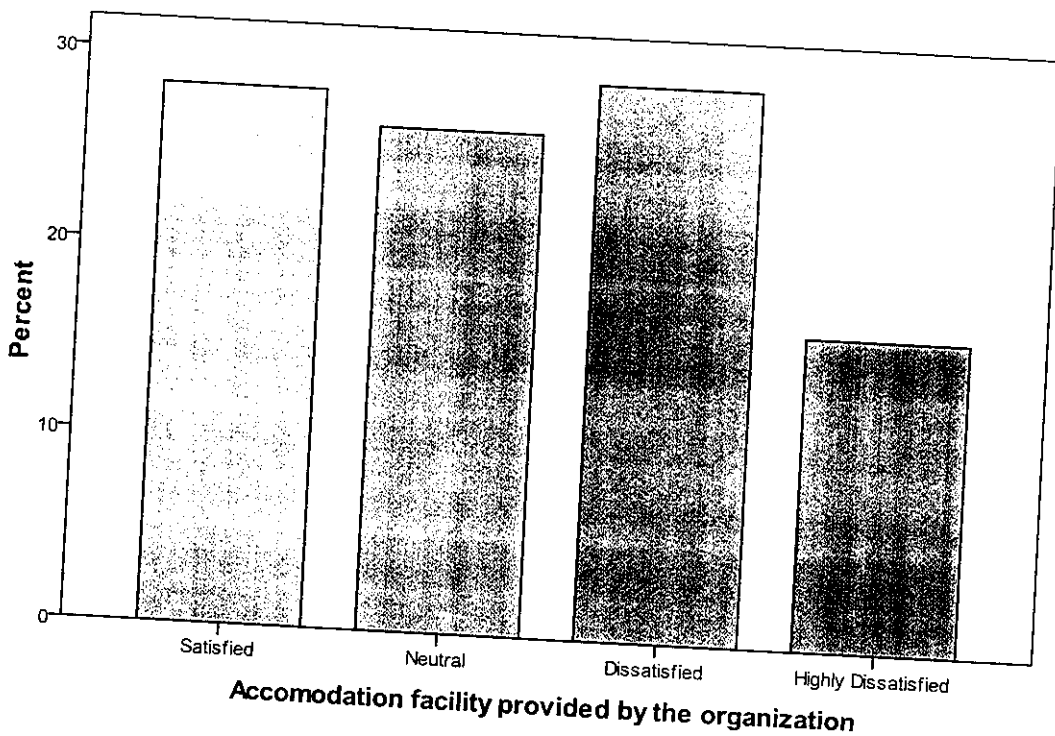
**INTERPRETATION:**

From the above table out of 110 respondents, 53.6 % are highly effective in the level of understanding the subject, 42.7% are effective in the level of understanding the subject and 3.6 % are neutral in the level of understanding the subject.

**TABLE: 3.8 RESPRESENTS THE ACCOMMODATION FACILITY PROVIDED BY THE ORGANIZATION**

Description	Frequency	Percent
Satisfied	31	28.2
Neutral	29	26.4
Dissatisfied	32	29.1
Highly Dissatisfied	18	16.4
Total	110	100.0

**Accomodation facility provided by the organization**



**INTERPRETATION:**

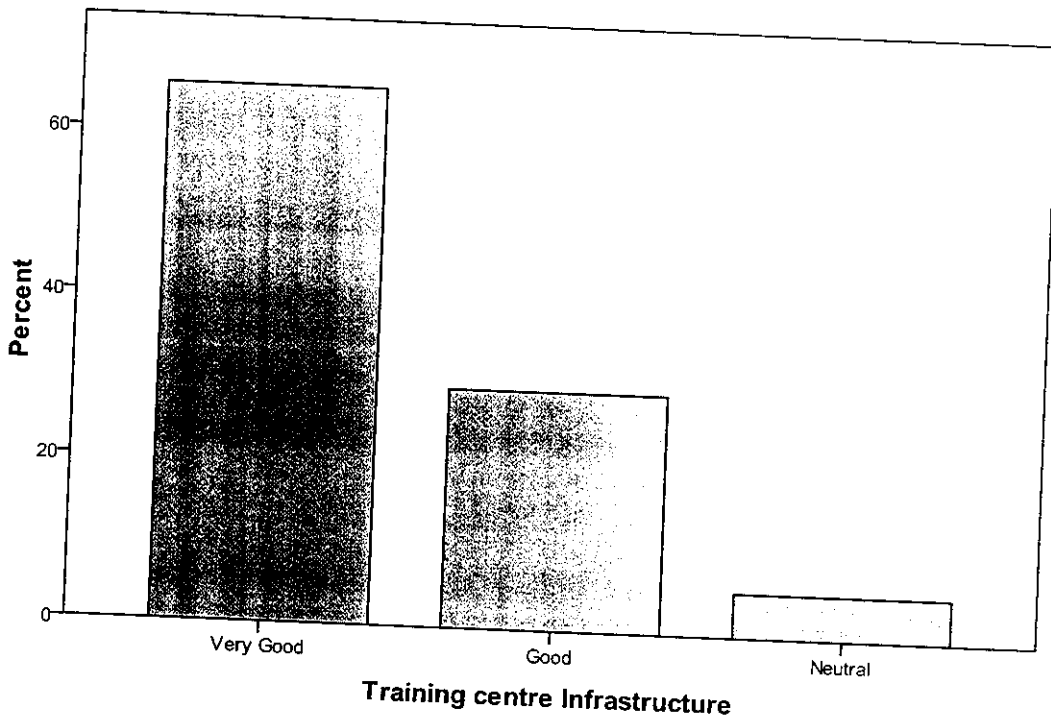
From the above table out of 110 respondents, 28.2 % are satisfied with the accommodation facility provided by the organization, 26.4% are neutral. 29.1% are dissatisfied and 16.4% are highly dissatisfied.



**TABLE: 3.9 REPRESENT THE TRAINING CENTRE INFRASTRUCTURE**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Very Good	72	65.5
Good	32	29.1
Neutral	6	5.5
Total	110	100.0

**Training centre Infrastructure**

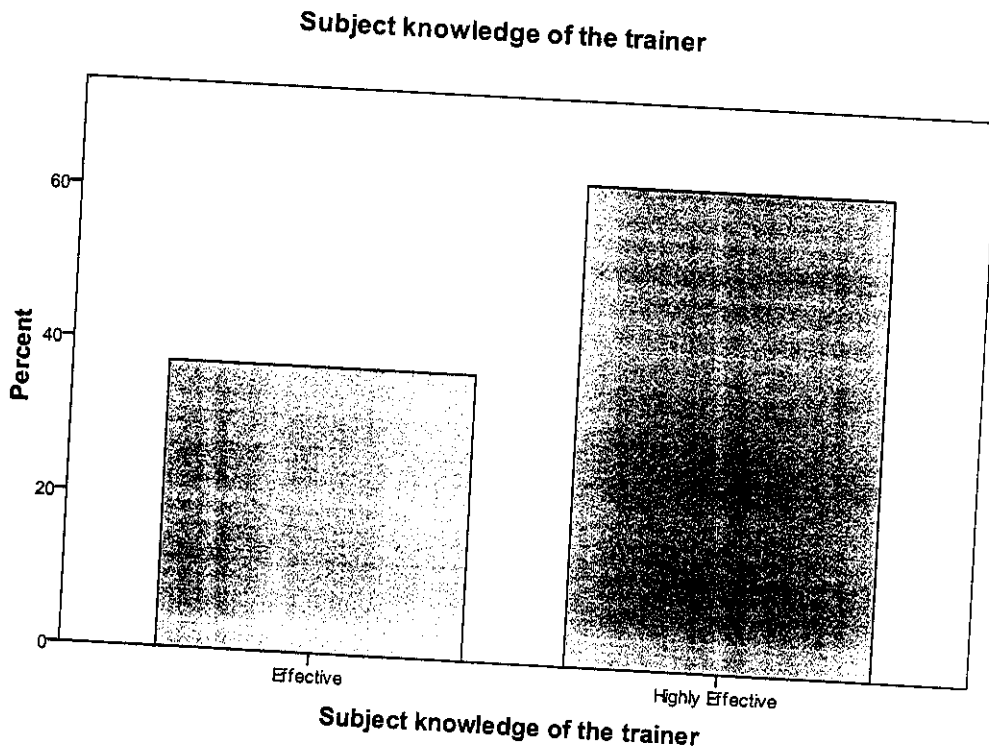


**INTERPRETATION:**

From the above table out of 110 respondents, 65.5% says the infrastructure of the training centre is very good, 29.1 % says good and 5.5% says neutral.

**TABLE: 3.10 REPRESENT THE SUBJECT KNOWLEDGE OF THE TRAINER**

Description	Frequency	Percent
Effective	41	37.3
Highly Effective	69	62.7
Total	110	100.0



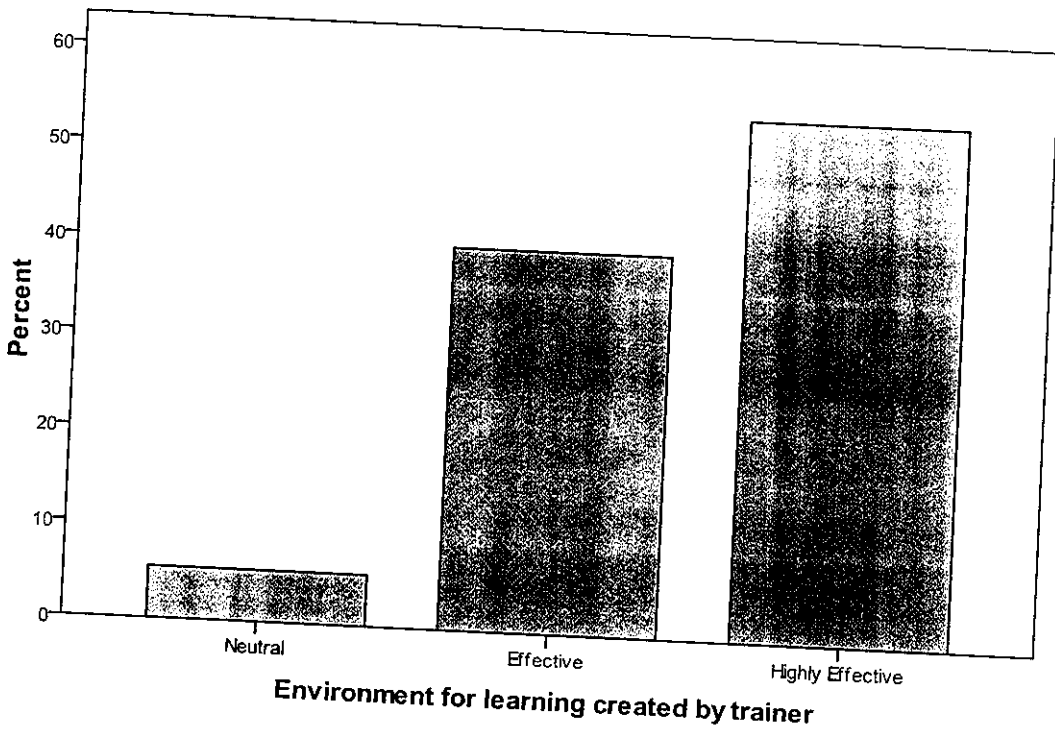
**INTERPRETATION:**

From the above out of 110 respondents, table 37.3 % says effective for the subject knowledge of the trainer and 62.7% says highly effective.

**TABLE: 3.11 REPRESENT THE ENVIRONMENT FOR LEARNING  
CREATED BY TRAINER**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Neutral	6	5.5
Effective	44	40.0
Highly Effective	60	54.5
Total	110	100.0

**Environment for learning created by trainer**



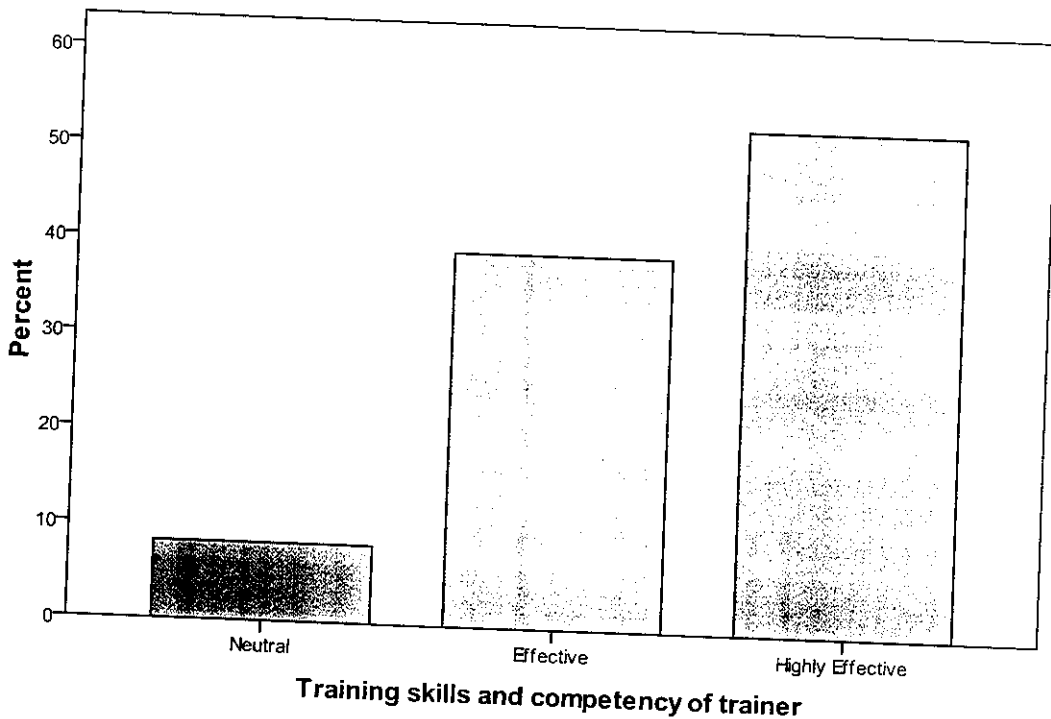
**INTERPRETATION:**

From the above table out of 110 respondents, 5.5 % says neutral for the environment for learning created by trainer, 40% says effective, 54.5% says highly effective

**TABLE: 3.12 REPRESENT THE TRAINING SKILLS AND COMPETENCY OF TRAINER**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Neutral	9	8.2
Effective	43	39.1
Highly Effective	58	52.7
Total	110	100.0

**Training skills and competency of trainer**



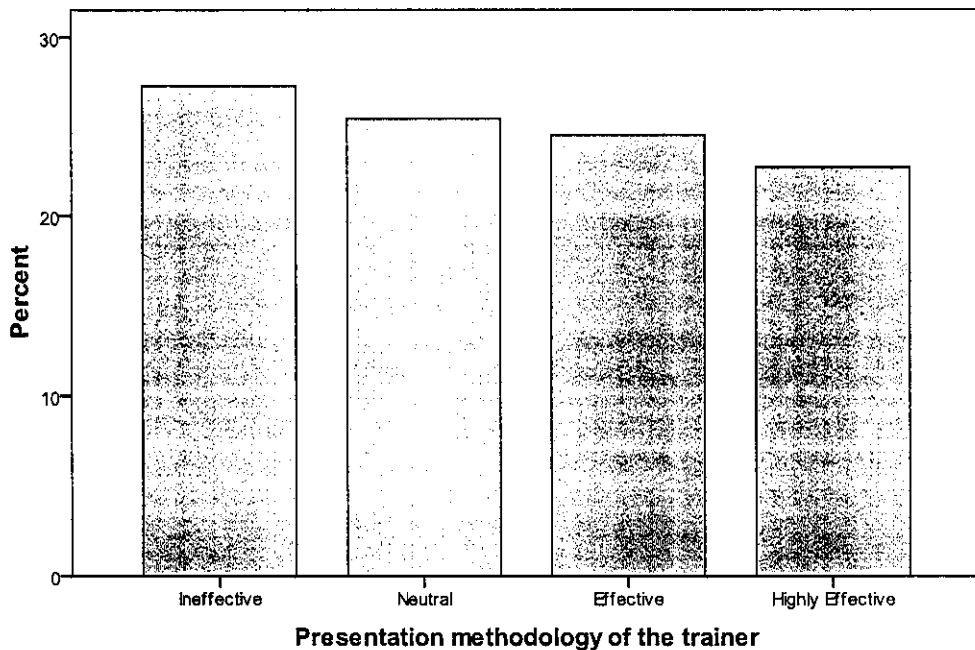
**INTERPRETATION:**

From the above table out of 110 respondents, 8.2% of the trainee opinions are neutral for training skills and competency of trainer, 39.1 % of the trainee opinions are effective, 52.7% of the trainee opinions are highly effective.

**TABLE: 3.13 REPRESENT THE PRESENTATION METHODOLOGY OF THE TRAINER**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Ineffective	30	27.3
Neutral	28	25.5
Effective	27	24.5
Highly Effective	25	22.7
Total	110	100.0

**Presentation methodology of the trainer**



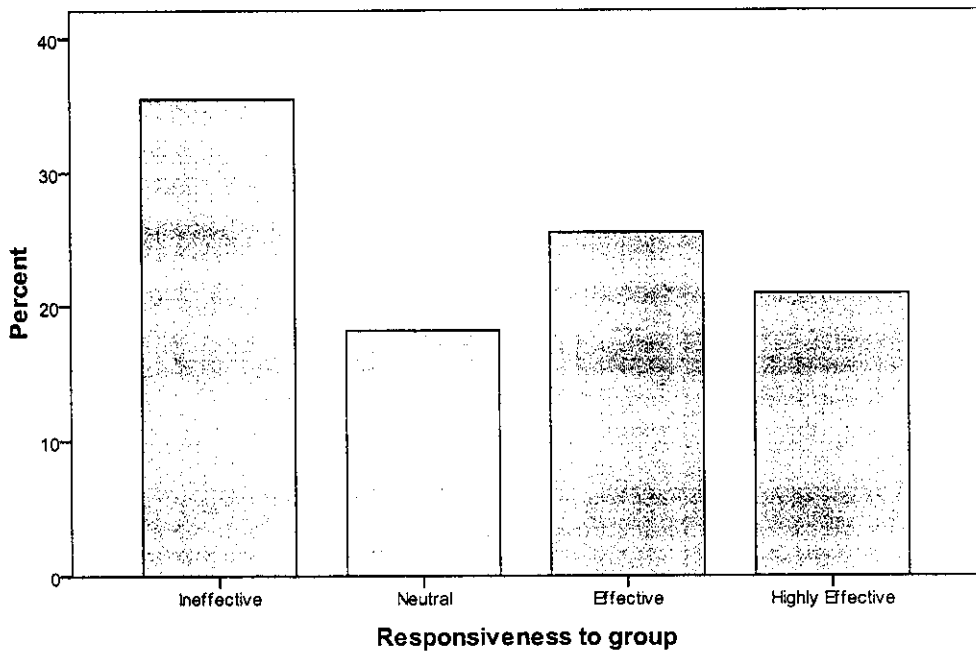
**INTERPRETATION:**

From the above table out of 110 respondents, 27.3 says ineffective for presentation methodology of the trainer, 25.5% says neutral, 24.5% says effective and 22.7 % says highly effective

**TABLE: 3.14 REPRESENT THE RESPONSIVENESS TO GROUP**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Ineffective	39	35.5
Neutral	19	17.3
Effective	29	26.4
Highly Effective	23	20.9
Total	110	100.0

**Responsiveness to group**



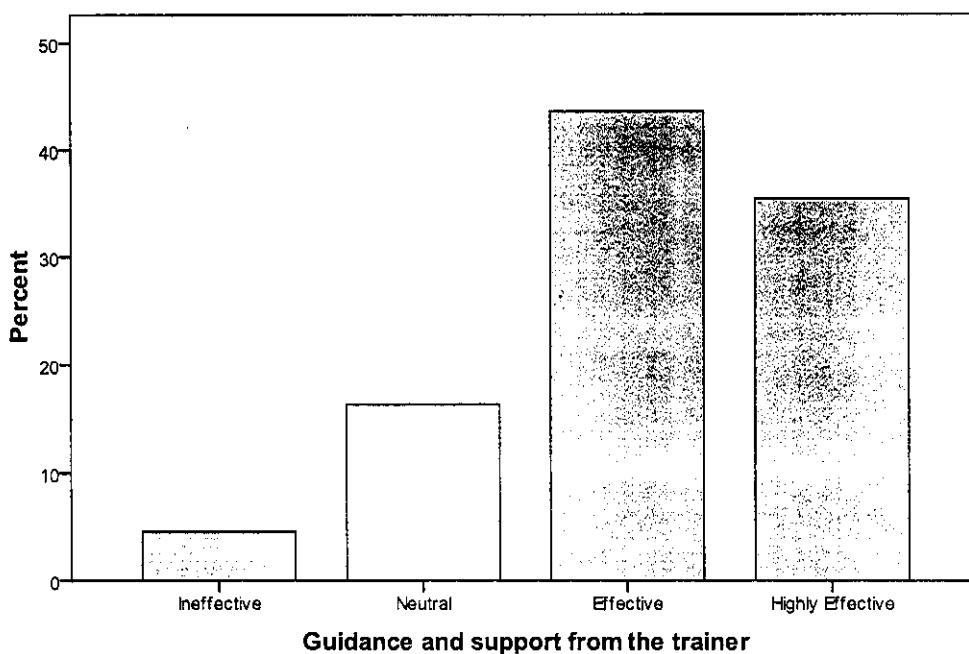
**INTERPRETATION:**

From the above table out of 110 respondents, 35.5% says ineffective for responsiveness to group of the trainer, 17.3% says neutral, 26.4% says effective and 20.9% says highly effective.

**TABLE: 3.15 REPRESENT THE GUIDANCE AND SUPPORT FROM THE TRAINER**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Ineffective	5	4.5
Neutral	18	16.4
Effective	48	43.6
Highly Effective	39	35.5
Total	110	100.0

**Guidance and support from the trainer**



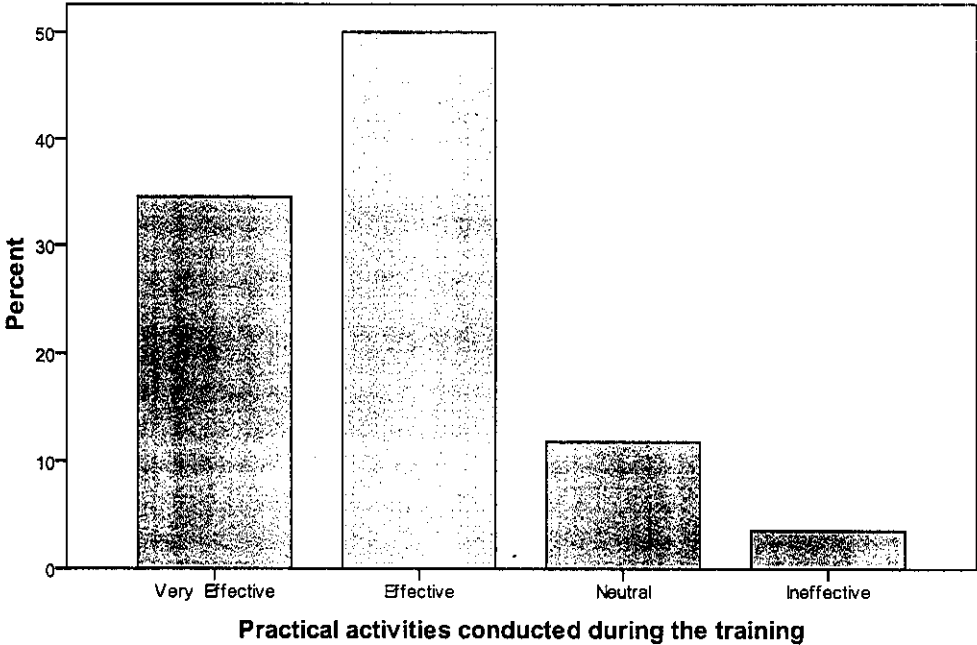
**INTERPRETATION:**

From the above table out of 110 respondents, 4.5 % says ineffective for the guidance and support from the trainer, 16.4% says neutral , 43.6% says effective and 35.5% says highly effective.

**TABLE: 3.16 REPRESENT THE PRACTICAL ACTIVITIES CONDUCTED DURING THE TRAINING**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Very Effective	38	34.5
Effective	55	50.0
Neutral	13	11.8
Ineffective	4	3.6
Total	110	100.0

**Practical activities conducted during the training**



**INTERPRETATION:**

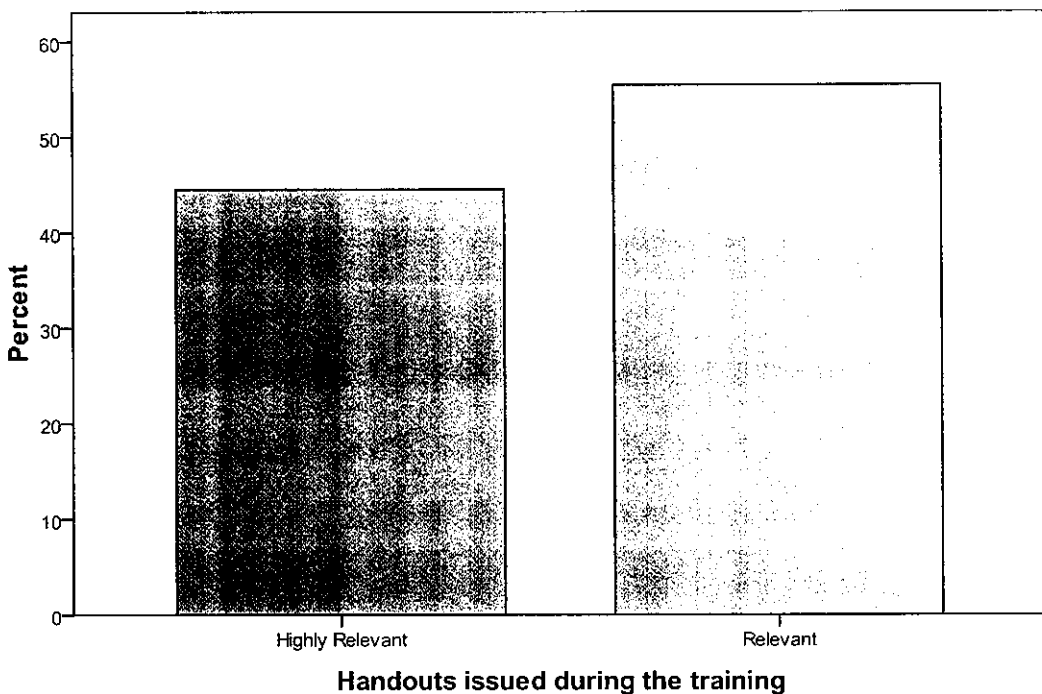
From the above table out of 110 respondents, 34.5% says very effective for practical activities conducted during the training. 50% says effective, 11.8% says neutral and 3.6% says ineffective.



**TABLE: 3.17 REPRESENT THE HANDOUTS ISSUED DURING THE TRAINING**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Highly Relevant	49	44.5
Relevant	61	55.5
Total	110	100.0

**Handouts issued during the training**



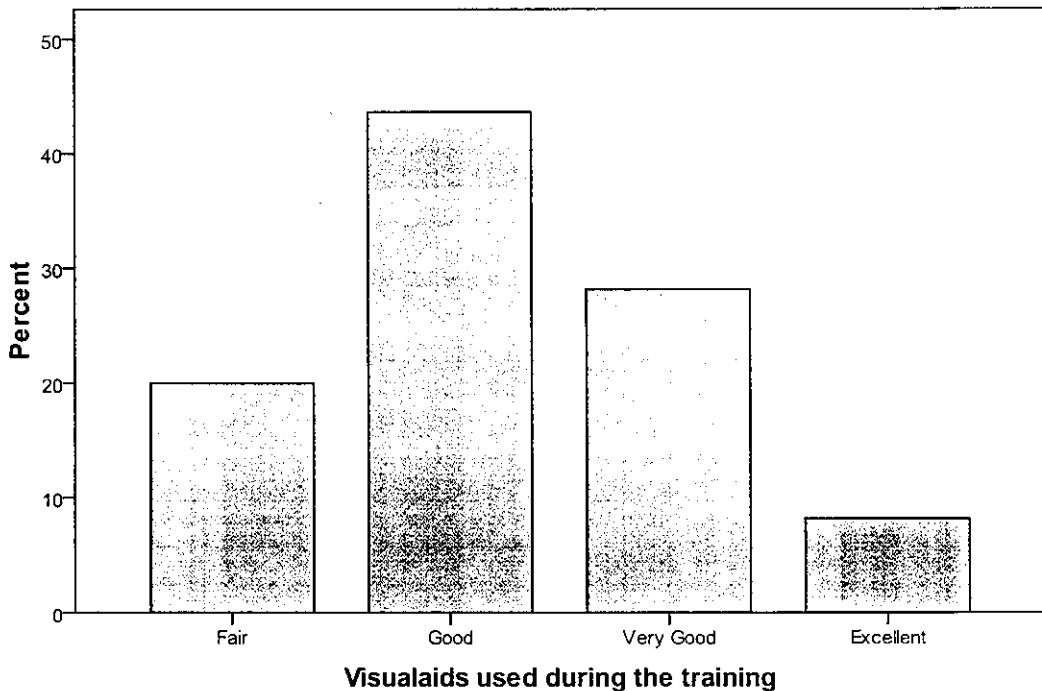
**INTERPRETATION:**

From the above table out of 110 respondents, 44.5 % says highly relevant for the handouts issued during the training, 55.5 % says relevant.

**TABLE: 3.18 REPRESENT THE VISUAL AIDS USED DURING THE TRAINING**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Fair	22	20.0
Good	48	43.6
Very Good	31	28.2
Excellent	9	8.2
Total	110	100.0

**Visualaids used during the training**



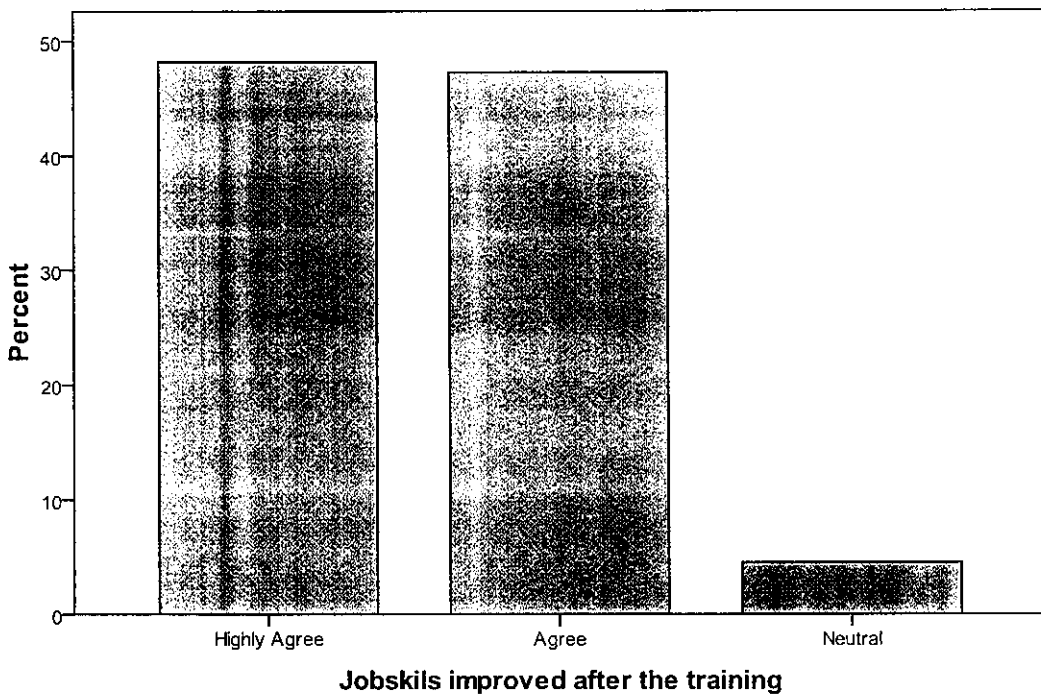
**INTERPRETATION:**

From the above table out of 110 respondents, 20% says fair for the visual aids used during the training, 43.6% says good, 28.2% says very good, 8.2% says excellent.

**TABLE: 3.19 REPRESENT THE JOB SKILLS IMPROVED AFTER THE TRAINING**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Highly Agree	53	48.2
Agree	52	47.3
Neutral	5	4.5
Total	110	100.0

**Jobskils improved after the training**



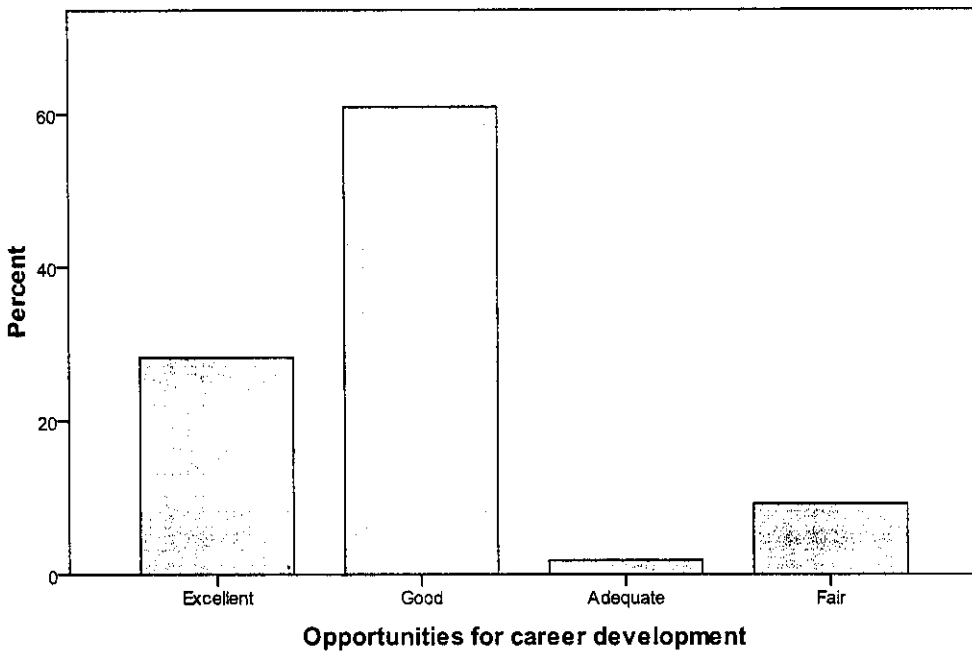
**INTERPRETATION:**

From the above table out of 110 respondents, 48.2 % highly agree for the job skills improved after the training, 47.3% says agree and 4.5 % says neutral.

**TABLE: 3.20 REPRESENT THE OPPORTUNITIES FOR CAREER DEVELOPMENT**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Excellent	31	28.2
Good	67	60.9
Adequate	2	1.8
Fair	10	9.1
Total	110	100.0

**Opportunities for career development**



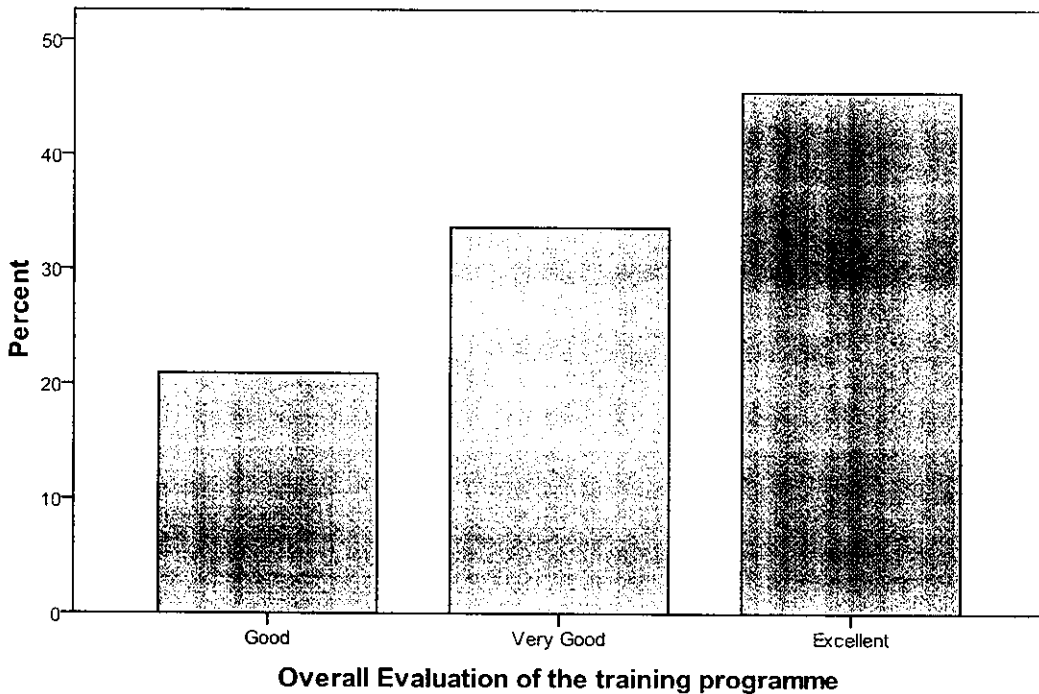
**INTERPRETATION:**

From the above table out of 110 respondents, 28.2% says excellent opportunities for career development, 60.9% says good and 1.8% says Adequate and 9.1% says fair.

**TABLE: 3.21 REPRESENT THE OVERALL EVALUATION OF THE TRAINING PROGRAMME**

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Good	23	20.9
Very Good	37	33.6
Excellent	50	45.5
Total	110	100.0

**Overall Evaluation of the training programme**



**INTERPRETATION:**

From the above table out of 110 respondents, 20.9% says good about overall evaluation of the training, 33.6% says very good and 45.5% says excellent.

*CHAPTER – 4*  
*CONCLUSION*

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# CHAPTER-4

## CONCLUSION

### 4.1 FINDINGS

- 83.6% of the respondents are Male and 16.4% of the respondents are female.
- Majority of the respondents are under the age of 18-25.
- Majority of the respondents are graduates.
- Majority of the respondents came to know about the company through campus interview.
- Majority of the respondents feel that duration of the program is fair.
- Majority of the respondents are effective in communication skill after the training programme.
- Majority of the respondents feel that the level of understand of the subject are highly effective.
- Majority of the respondents feel that the accommodation facility provided by the organization is dissatisfied.
- Majority of the respondents feel that infrastructure provided by the organization is very good.
- Majority of the respondents feel that subject knowledge of the trainer is highly effective.
- Majority of the respondents feel that environment for learning created by trainer is highly effective.
- Majority of the respondents feel that training skills and competency of trainer is highly effective.

- Majority of the respondents feel that presentation methodology of the trainer is ineffective.
- Majority of the respondents feel that responsiveness of group is ineffective.
- Majority of the respondents feel that guidance and support of the trainer is effective.
- Majority of the respondents feel that practical activities conducted during the training is effective.
- Majority of the respondents feel that handouts issued during the training is relevant.
- Majority of the respondents feel that visual aids used during the training is good.
- Majority of the respondents are highly agreed that job skills improved after the training.
- Majority of the respondents feel that opportunity for career development is good.
- Majority of the respondents feel that the overall Evaluation of the training is Excellent.



## 4.2 SUGGESSTIONS

The suggestion provided to Sutherland Global Services is based on the opinion of the trainers and the findings of the study are as follows:

- The Duration of the program can be improved.
- Accommodation facilities can be modified according to the convenience of the trainees.
- The presentation methodology is not highly effective . This can be improved for better results.
- The responsiveness of the trainer to the trainee is not highly effective when in group. This can be improved by individual attention.
- The infrastructure facilities are extremely satisfying and should be maintained.
- The relationship between trainer and trainee are excellent and fostering performance.

## 4.3 CONCLUSION

A Study on the Effectiveness of training program was done at Sutherland Global Services, Coimbatore to examine the imparted training and effectiveness of the trainee.

Statistical tools were used to analyse the data and the analysed data helped in interpretation of the information relating to the objective. Suggestions and conclusions are based on the analysis.

The study reveals to understand that the infrastructure and the relationship between trainer and trainee are excellent and are extremely satisfying. The Duration of the program can be improved. The suggestions from the trainees can be obtained for the same and implemented for better results.

The findings from the study reveals that the subject knowledge of the trainer and environment for created for learning created by the trainer are highly satisfied to the trainees. We understood the effectiveness of the training program from different perspectives.

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# BIBLIOGRAPHY

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- ❖ David A.Decenzo ,Stephen P.Robbins(2003). 'Human Resource Management', John wiley & Sons, Seventh edition.
- ❖ Garry Dessler(1999), 'Human Resource Management', Pearson Education Asia, Second edition.
- ❖ Mamoria.C.B, Personnel management, Himalaya publishing house, eighth edition 1990.

## 2. WEBSITES

- ❖ [www.sutherlandglobal.com](http://www.sutherlandglobal.com)
- ❖ [www.citehr.com](http://www.citehr.com)

*APPENDIX*

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**A STUDY ON EFFECTIVENESS OF TRAINING PROGRAM AT**  
**SUTHERLAND GLOBAL SERVICES, COIMBATORE**

**QUESTIONNAIRE**

1. Name of the trainee :
2. Gender : Male / Female
3. Age :
- a. 18-25      b. 25-35      c. 35- 45      d. above 45
4. Educational Qualification :
- a. Diploma      b. Graduate      c. Post Graduate      d. Others
5. How did you come to know about Sutherland Global Services?
- a. Campus Interview   b. Mail/Internet   c. Advertisement   d. Friends   e. Others

If you have choose others, please specify

6. Time duration of the training programme was:
- a. Poor      b. Fair      c. Good      d. Very Good      e. Excellent
7. To what extent has your communication skill improved after the training?
- a. Highly Effective      b. Effective      c. Neutral      d. Ineffective      e. Highly Ineffective
8. Level of Understanding of the subject after attending the training program
- a. Highly Effective      b. Effective      c. Neutral      d. Ineffective      e. Highly Ineffective

9. Accommodation facilities provided by the organization during the training programme?
- a. Highly Satisfied   b. Satisfied   c. Neutral   d. Dissatisfied   e. Highly Dissatisfied

10. What is your opinion about the training center infrastructure?

- a. Very Good      b. Good      c. Neutral      d. Bad      e. Very Bad

Please encircle the option of your choice:

	Highly Effective	Effective	Neutral	Ineffective	Highly Ineffective
11. Subject Knowledge of the Trainer	5	4	3	2	1
12. Environment for learning created by trainer	5	4	3	2	1
13. Training skills and Competency of trainer	5	4	3	2	1
14. Presentation Methodology of the Trainer	5	4	3	2	1
15. Responsiveness to group	5	4	3	2	1
16. Guidance and support from the Trainer	5	4	3	2	1

17. How effective were the practical activities conducted during the training?

- a. Very Effective      b. Effective      c. Neutral      d. Ineffective      e. Very Ineffective

18. What is your opinion about the Handouts issued during the training programme?

- a. Highly Relevant      b. Relevant      c. Neutral      d. Irrelevant      e. Highly Irrelevant.

19. What is your opinion about the visual aids used during the training programme?

- a. Poor      b. Fair      c. Good      d. Very Good      e. Excellent

20. Job skills have improved after attending the training programme

- a. Highly agree      b. Agree      c. Neutral      d. Disagree      e. Highly

Disagree

21. Opportunities for career development through training is:

- a. Excellent      b. Good      c. Adequate      d. Fair      e. Poor

22. Overall Evaluation of the training programme?

- a. Poor      b. Fair      c. Good      d. Very Good      e. Excellent

23. Suggestions: