A STUDY ON THE EFFECTIVENESS OF TRAINING PROGRAMME AT GLOBE COMPONENTS, CHENNAI

A PROJECT REPORT

submitted

by

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in partiai fulfillment of the requirements of

(Anna University-Coimbatore)

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MASTER OF BUSINESS ADMINISTRATION

DEPARTMENT OF MANAGEMENT STUDIES

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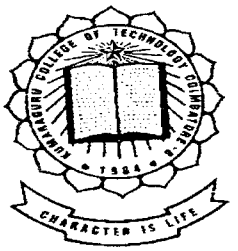

DEPARTMENT OF MANAGEMENT STUDIES
KUMARAGURU COLLEGE OF TECHNOLOGY
COIMBATORE

BONAFIDE CERTIFICATE

Certified that this project titled **"A STUDY ON THE EFFECTIVENESS OF TRAINING PROGRAMME AT GLOBE COMPONENTS, CHENNAI"** is the bonafide work of **Mr. T.VINOTHKANNA (0720400057)** 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 on the basis of which a degree or award was conferred on an earlier occasion on this or any other candidate.

Director

Faculty Guide

Evaluated and viva-voce conducted on .....

Certificate

GLOBE COMPONENTS PVT LTD.,

ISO/TS16949 : 2002 Certified
Certification No : TS 512235.000

16-July-08
Chennai.

CERTIFICATE

This is to certify that **Mr. T. Vinothkanna**, First year MBA student of "**Kumaraguru College of Technology**", Coimbatore, has undergone project with title "**A Study on the Effectiveness of Training Programme**" at **Globe Components Pvt LtD.**, Chennai, for the duration of four weeks from 16-06-2008 to 15-07-2008. He has successfully completed the assigned project. During this tenure his conduct was found to be good.

We wish him all the best for his future Endeavours.

R.SHIVAKUMAR

HR Manager

Globe Components Pvt Ltd.,

Declaration

DECLARATION

I hereby declare that the project entitled **"A STUDY ON THE EFFECTIVENESS OF TRAINING PROGRAMME AT GLOBE COMPONENTS, CHENNAI"** submitted for the **MASTER OF BUSINESS ADMINISTRATION** degree is my original work and the project has not formed the basis for the reward of any Degree, Associateship, Fellowship or any other similar titles.

20.04.2008

Signature of the student
With date

Acknowledgement

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I am indebted to the powerful **Almighty God** for all the blessings He showered on me and for being with me throughout the study.

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VINOTHKANNA.T

Executive Summary

EXECUTIVE SUMMARY

The project titled "A STUDY ON THE EFFECTIVENESS OF TRAINING PROGRAMME" done at GLOBE COMPONENTS, CHENNAI was done to know the employees training and elopment activities. The objective of training is to achieve a change in the behavior of those ed. In this study training effectiveness refers to the evaluation of training programme in the s namely objectives and needs, session, programme infrastructure evaluation, practical icability, training aids, general satisfaction of programme. Training needs have been fully assessed through detailed dialogue with potential trainees.

A successful training programme presumes that sufficient care has to be taken to over areas in which it is needed most and to create the necessary environment for its duct. To suggest suitable measures for improving the existing programme fifty respondents e identified from the universe of 200 employees by using simple random sampling method GLOBAL COMPONENTS. Various tests such as T-test, Chi square test and F-test were d for the analysis. On the whole, the study shows that the training programmes have to be en importance to technical grade of employees. On the other hand, it is very much effective the part of non-technical level of employees working in the company.

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Introduction

CHAPTER 1

INTRODUCTION

BACK GROUND OF THE STUDY:

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

Training increases the knowledge and skills of an employee for doing a particular job. e 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 arning experience that is planned & carried out by the organization to enable more skilled sk behaviour by the trainee. Training provides the ability to detect & correct error. Training ovides skills & abilities that may lie calied on the future to satisfy the organization's human source needs.

Any training implemented in an organization effort must be cost effective. That is, the enefits gained by such programme must outweigh the costs associated with providing the arning experience. Only by analysing such programs can effectiveness be determined. It is ot enough to merely assume that any training an organization offers is effective, develop ubstantive data to determine whether our training effort is achieving its goals- that is, if it's orrecting the deficiencies in skills, knowledge, or attitudes that were assessed as needing ttention. Training must be evaluated in terms of how much the participation learned, how ell they are using their new skills on the job (did their behaviour charge?), & whether the aining program achieved its desired results.

The Performance based evaluation measures are 1.Post – Training Performance hod: Evaluating training programs based on how well employed can perform their jobs r they have received the training. 2. Pre- Post- Training Performance Method: Evaluating ning programs based the difference in performance before & after one receives training. Pre-Post Training Performance with control group Method: Evaluating training by mparing pre- post training results with individuals who did not receive the training.

The need for Employee Training is mainly for improving the quality of work of employees. ere are some other factors, giving rise to the need for training. They are Effective rformance, Production of quality goods & services, Fast changing technique, to keep pace th the development of technology and Change of profession.

The importance of Training are the corner – stone of sound management, for its makes nployees more effective & productive and there is an ever present need for training men so at new & changed techniques may lie taken advantage & improvements effected in the old ethods, which are usefully inefficient. Training is a practical & vital necessity because it nables employees to develop & rise within the organization & increase their market value, arning power & job security. Training is a widely accepted problem solving device.

REVIEW OF LITERATURE

Garg Anupama[1] in her paper "Effectiveness of training health professionals in ature search skills using electronic health databases--a critical appraisal", reveals that objective was to assess the effect on health professionals' skills of one to eight hours rature search and retrieval training from electronic health databases Cochran library 002; Issue 3), MEDLINE (1977-2002/5), EMBASE (1980-2002/7); CINAHL (1982-02/5);ASSIA (1982-2002/7), BNI (1994-2002/5), ERIC (1985-2002/6); LISA (1969--rrent), NRR (2002, Issue 2), the world-wide-web and references. The selection criteria nsisted of randomised controlled trials, controlled before and after, and controlled cohort udies in comparison with no training. The intervention had to be one to eight hours training literature search and retrieval skills for health professionals. The outcome was the effect health professionals' literature search and retrieval skill levels measured through reliable struments. For data collection and analysis, one reviewer extracted data and assessed the uality of the studies and the second reviewer checked it. The results indicate that there is me evidence of positive impact on health professionals' skill levels in literature searching nd they find the training useful. In conclusion, the size of the positive effect is debatable as nly three small and methodologically weak studies met the inclusion criteria and out of ose only two showed the positive effect had made the survey based on the benefits or orking as an academic librarian. According to the survey conducted by the "Library Journal" While academic librarians are underpaid and over worked. They are satisfied with their jobs. articular attention is given to the experience of various librarians across the US. An article pic includes the discussion on a librarians work environment, tasks, job satisfaction, as ell as survey statistics.

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[1] Garg Anupama ,Effectiveness of training health professionals in literature search skills sing electronic health databases--a critical appraisal ,Health Information & Libraries

Narva Marshall A[2] in his paper "Formative utilization of a model for the prediction of effectiveness of training devices", conceptualises an attempt at a model, called train vice, s been developed for the army research institute. This model is based on an extensive iew of the literature and is the result of analytical work by a team of experienced haviour scientists. This paper will outline the original train vice model, its applications, d present suggestions and rationale for a revised model based upon a formatic utilization train vice. The revision was undertaken with a view to enhancing the validity and acticality of application of the original model, based upon experience gained in its lization. Further, the suggested revision aims to make the methodology more amenable to ilization by a wider spectrum of users Book Published by Army Research Institute for the ehavioural and Social Sciences, 1979.

Orlansky J[3] in his paper "The performance of maintenance technicians on the job", views data on one possible measure for evaluating the effectiveness of training for aintenance technicians, i.e., the unnecessary removal of non-faulty parts during actions ken to identify and correct malfunctions in equipment. such data may be found in the aintenance management data systems of the military services. It was found that non-faulty omponents are removed in four to 43 percent of all corrective maintenance actions and ccount for nine to 32 percent of all maintenance man hours. Technicians fail to find a faulty art or damage a good part in about 10 percent of all corrective maintenance actions. It was oncluded that these findings may be due to inadequate test equipment, tools, and maintenance manuals, as well as to inadequate training.

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[2] Narva Marshall A, Formative utilization of a model for the prediction of the effectiveness of training devices, Rep. No: Report ARI-RM-79-6, May 1979, 24p.

[3] Orlansky J, The performance of maintenance technicians on the job, Rep. No: IDA-P-1597, August 1981, 29p.

Protzko Shandra[4] in his paper "Some in Saskatchewan find the Cochran library seful after promotion, access and training efforts", reveals to evaluate the use of The ochran Library by librarians, health care providers and consumers in the Canadian ovince of Saskatchewan. Design volunteer telephone interviews and surveys of training articipants at multiple time point's usage statistics. Subject's Ninety-four volunteers articipated in the study. Participants were self-selected from approximately 300 health ractitioners and 100 public library staff attending training sessions, located primarily in rural reas. The majority of public library staff who attended training sessions were not rofessional librarians, although 31.5% of the study participants were librarians. Nurses ade up the next largest group (16.3%), followed by therapists (7.6%), library support staff 5.4%), pharmacists (4.3%), physicians (3.3%), other health care providers (20.7%), and ther (9.8%). Most were 40-65 years of age (71.6%) and female (92.4%). Methods - Forty-ix training sessions were provided upon request between October 2004 and December 006. Attendees were invited to participate in the study. Telephone interviews were onducted at three, six, nine, and twelve months following training sessions. Demographic nformation and data on the use of and satisfaction with The Cochran Library were collected. dditionally, monthly statistics were tracked by Wiley-Blackwell for user sessions, number of earches, and the number of full-text articles and abstracts visited. Main Results - Telephone nterviews revealed that 65.2% of participants had accessed The Cochran Library at three months; 64.2% had at six months. At nine months access dropped to 45.2%. At twelve months only 27.4% of participants reported using the resource. Of those who used The Cochran Library, 16.4% reported at the three-month interview that it was not helpful.

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[4] Protzko Shandra ,Some in Saskatchewan find the Cochran library useful after promotion, access and training efforts, Evidence Based Library & Information Practice, July 2008, Vol. 3 (2), p42-44.

his number decreased at six months (11.6%), nine months (7.7%) and twelve months 1.8%). 57.5% of respondents claimed to have learned something from.. had made the rvey regarding Job satisfaction. According to a " Library Journal " Job satisfaction survey 5.6% of the 3095 library staffers who responded agreed they would choose a carrer in rarianship again if they to start over. Respondents gave "Love of Books" at the most mmon reason for choosing their careers, Information is provided for the salary and allenges of librarianship.

Bulgarelli Aviana[5] in her paper "Information systems for the evaluation of the ffectiveness and efficiency of vocational training programmes", discusses the requirements f an Information System (IS) for evaluating the efficiency and effectiveness of public tervention in the field of vocational training. The objective of this policy is to increase mployability and reduce disparities in access to the labour market of EU-defined isadvantaged groups. The primary goal is to aid decision making of policy makers and anagers. In this context, information asymmetry in the production of these services is a roblem and the standard approach of the International Organization for Standardization an do little to promote quasi-market competition, which economists suggest as a solution o information asymmetry. The article recommends making a greater effort to develop an IS apable of assessing the effectiveness of training programmes and making the necessary orrections for selection bias with regard to the selection of the agencies managing the raining programmes. The adoption of the standard used by current labour- force surveys is uggested.

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[5] Bulgarelli Aviana, Information systems for the evaluation of the effectiveness and efficiency of vocational training programmes, Evaluation, April 2004, Vol. 10 (2), p217-235.

Tennant Charles et.al.,[6] in their paper "Design of a training programme easurement model", reveals that the management in the British manufacturing sector has t really grasped the true value of training to their human resource as it does not increase e tangible net worth of the company. But the importance of training programs cannot be nored. The effective training must have specific objective and outcomes, which directly ad to business and produce hidden assets. Very few companies in Great Britain measure e effectiveness of their training programs in terms of higher productivity, better on-the-job erformance and improved quality. This is because a number of barriers exist, which prevent e appropriate evaluation mechanism for training programs. A study was conducted among itish manufacturing companies, in order to identify those areas which manufacturing ganizations should consider in order to improve the effectiveness of training programs for oduction operators. The authors proposed a training program measurement model, which as been adapted from existing concepts, and could be applied by manufacturing ganizations as a framework for carrying out appropriate evaluation activities. The study und that training programs of British manufacturers fail to realize better potential in terms f higher productivity, better job performance and quality improvement.

Gagnon M[7] in his paper "Efficacy of training for three manual handling strategies ased on the observation of expert and novice workers", conceptualizes the objectives, esign, background, methods and conclusions for the given topic.

Tennant Charles, Boonkrong Mahithorn & Roberts Paul A, Design of a training programme easurement model, Journal of European Industrial Training; 2002, Vol. 26 Issue 5, p230-40.

Gagnon M, Efficacy of training for three manual handling strategies based on the bservation of expert and novice workers measurement model, Clinical Biomechanics, Aug

he objectives is to evaluate the efficacy of training for three manual handling strategies, i.e. oad tilting/hands positioning, shoulders positioning and feet orientation based on the bservation of the contrasted strategies of expert and novice workers and free practice using 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 wo trials) sampled from two sessions. Training took place with homogeneous boxes whereas heterogeneous boxes were new situations. The background of the effectiveness of aining programs in safe handling and the repetition of specified techniques are contested; ney should rather be based on expert workers' strategies. The methods are Pre-training nd post-training trials were analyzed with five video cameras and a large force plate. The iomechanical variables included three safety criteria: net 3D resulting moments at L5/S1, symmetry of posture/efforts at L5/S1 and mechanical work on load; kinematics and rgonomic variables were used as explicative variables .Results. Training produced safer trategies by reducing mechanical work and back extensor moments; this occurred in both oad conditions, an indication of the transfer of knowledge. These strategies consisted of changes in load maneuvers (tilting/hand positioning) and feet orientation. The conclusions re the training programs should be based on observations of workers. These results may guide the specialists involved in training programs. Training based on a search approach by he learner and anchored on observations of contrasted strategies (load tilts/hands positioning and feet orientation) by experts and novices appears promising for safe handling.

Arthur Jr., Winfred et.al.,[8] in their paper "Effectiveness of training in organizations: A meta-analysis of design and evaluation features", used meta-analytic procedures to examine the relationship between specified training design and evaluation features and the effectiveness of training in organizations.

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[8] 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

esults of the meta-analysis revealed training effectiveness sample-weighted mean ds of .60 (k = 15, N = 936) for reaction criteria, 0.63 (k = 234, N = 15,014) for learning criteria, .62 (k = 122, N = 15,627) for behavioral criteria, and 0.62 (k = 26, N = 1,748) for results riteria. These results suggest a medium to large effect size for organizational training. In ddition, the training method used, the skill or task characteristic trained, and the choice of valuation criteria were related to the effectiveness of training programs. Limitations of the tudy along with suggestions for future research are discussed.

Heckman-Stone, Carolyn[9] in their paper "Trainee preferences for feedback and valuation in clinical supervision", reveals that the feedback and evaluation are essential oles of the supervisor in overseeing the welfare of clients, safeguarding the profession, monitoring and facilitating supervisee growth and development, modeling effective provision of feedback for supervisees to use with 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.

Ricks Joe M et.al.,[10] in their paper "Sales trainer roles ,competencies, skills and behaviors", 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.

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[9] Heckman-Stone Carolyn, Trainee preferences for feedback and evaluation in clinical supervision, Clinical Supervisor, Vol. 22 (1): 2003, p21-34.

[10] Ricks Joe M ,Williams Jacqueline A & Weeks William A, Sales trainer roles, competencies, skills and behaviors ,Industrial Marketing Management,Jul2008, Vol. 37 (5),

he evaluation of sales training programs is incomplete without taking into consideration the ualifications of the trainer. Through a case study, this paper suggests there are 8 roles that re associated with the sales trainer position. To effectively execute these roles, this xploratory investigation identified 18 related skills that are grouped into 5 competencies. ecommendations are offered regarding the relevance of this research for practitioners and uggestions are provided for future research in this area.

Rose Jacob M et.al.,[11] in their paper "Measurement of knowledge structures cquired through instruction, experience, and decision aid use", investigate a method for neasuring knowledge structure development in novice accountants by extending Bonner nd Walker [Bonner, S. and P. Walker. 1994. The effects of instruction and experience on he acquisition of auditing knowledge. We employ Pathfinder network scaling, a recently leveloped and validated measure of knowledge structure acquisition, to determine whether he combinations of instruction and experience previously found to be effective in promoting leclarative and procedural knowledge acquisition result in the development of expert-like nowledge structures. Results from two laboratory experiments indicate that Pathfinder-based measures of knowledge structure can effectively capture the effects of training and decision aid use on the development of expertise. The findings suggest that assessments of knowledge structures are valuable tools for measuring the effectiveness of training programs, and such assessments can be applied in decision domains where traditional measures of knowledge acquisition are insufficient or infeasible. Finally, the results indicate that properly designed decision aids can impart expert-like knowledge structures to novice decision makers, and these knowledge structures are the key to expertise.

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[11] Rose Jacob M, Rose Anna M & McKay Britton, Measurement of knowledge structures acquired through instruction, experience, and decision aid use, International Journal of Accounting Information Systems, Jun 2007, Vol. 8 (2), p117-137.

Archer Jeff[12] in his paper "Principals training goes under a microscope", reveals that day in most states, becoming a principal requires completion of *a* training program that cludes of mix of coursework and some kind of internship, usually through a college of ducation. Whether those regimens produce administrators who can improve school erformance is, for the most part, anyone's guess, contends Linda Darling-Hammond, an ducation professor at Stanford University. With a grant of nearly $1.25 million from the New ork City-based Wallace Foundation, Darling-Hammond is leading a new study of the ffectiveness of training programs for school principals. In examining eight such programs, ie scholar's research team plans not only to inspect their content, but also to evaluate the n-the-job performance of people who went through them about changing the rules that overn how administrators are groomed.

Greenberg David H et.al.,[13] in their paper "Do experimental and non-experimental valuations give different answers about the effectiveness of government-funded training rograms", use meta-analysis to investigate whether random assignment (or experimental) valuations of voluntary government-funded training programs for the disadvantaged have roduced different conclusions than non-experimental evaluations. Information includes everal hundred estimates from 31 evaluations of 15 programs that operated between 1964 nd 1998. The results suggest that experimental and non-experimental evaluations yield imilar conclusions about the effectiveness of training programs, but that estimates of verage effects for youth and possibly men might have been larger in experimental studies.

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[12] Archer Jeff, Principals training goes under a microscope, Education Week, August 9, 2004, p.8.

[13] Greenberg David H, Michalopoulos Charles & Robin Philip K, Do experimental and non-experimental evaluations give different answers about the effectiveness of government-unded training programs, Journal of Policy Analysis & Management, Vol. 25(3): 2006, p523-

The results also suggest that variation among non-experimental estimates of program effects is similar to variation among experimental estimates for men and youth, but not for women (for whom it seems to be larger), although small sample sizes make the estimated differences somewhat imprecise for all three groups. The policy implications of the findings are discussed.

Heaven Cathy et.al.,[14] in their paper "Transfer of communication skills training from workshop to workplace: The impact of clinical supervision", recognized that the communication skills learned in the training environment are not always transferred back into the clinical setting. This paper reports a study which investigated the potential of clinical supervision in enhancing the transfer process. Methods: A randomized controlled trial was conducted involving 61 clinical nurse specialists. All attended a 3-day communication skills training workshop. Twenty-nine were then randomized to 4 weeks of clinical supervision, aimed at facilitating transfer of newly acquired skills into practice. Assessments, using real and simulated patients, were carried out before the course, immediately after the supervision period and 3 months later. Interviews were rated objectively using the Medical Interview Aural Rating Scale (MIARS) to assess nurses' ability to use key skills, respond to patient cues and identify patient concerns. Results: Assessments with simulated patients showed that the training programme was extremely effective in changing competence in all three key areas. However, only those who experienced supervision showed any evidence of transfer. Improvements were found in the supervised groups' use of open questions, negotiation and psychological exploration. Whilst neither group facilitated more disclosure of cues or concerns, those in the experimental group responded more effectively to the cues disclosed, reduced their distancing behavior and increasing their exploration of cues.

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[14] Heaven Cathy , Clegg Jenny & Maguire Peter, Transfer of communication skills training

Conclusions: The study has shown that whilst training enhances skills, without intervention, it may have little effect on clinical practice. The potential role of clinical supervision as one way of enhancing the clinical effectiveness of communication skills training programmes has been demonstrated. Practice implications: This study raises questions about the effectiveness of training programmes which do not incorporate a transfer element, and provides evidence to support...

Elton Lewis[15] in his paper "Measure for measure", focuses on the marketing excellence forum to discover how to measure the effectiveness of training programmes. Measuring the effectiveness of marketing campaigns is notoriously difficult; yet some savvy companies are taking this a step further. They're beginning to measure the success of their marketing capability programmes. Improving marketing capability can have an impact on the bottom line. By tying training into real business problems, creating a marketing culture and spreading examples of best practice across the organization; marketing budgets will work more efficiently.

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[15] Elton Lewis, Measure for measure, Brand Strategy, March 2005, Issue 190, p30-31.

.3 STATEMENT OF THE PROBLEM

The performance of Globe Components, Chennai employees is not effective and lso the production of goods & services are not qualitative as well as not in optimistic level. he main reason for this is they don't get effective training in their training period. So we ave to identify the satisfaction level of employees mainly concerned with trainers, training rocess & methods and finally the effectiveness of the training programmes.

1.4OBJECTIVE OF THE STUDY:

Primary Objectives

- To analyse the effectiveness of the existing training programme in the company.
- To find out the satisfaction level of the trainees about their trainers, training process & training facilities given by the company.
- To recommend the management for corrective action in the problematic areas.

Secondary Objectives

- To find out the performance level in the Job due to the impact of training.

1.5 SCOPE OF THE STUDY

Training programming is the corner stone of the management. It makes employees more effective and productive; it is actively and intimately connected with all the technical and non-technical activities. It is an integral part of the whole management programme with all its activities functionally inter-related.

The main aim of the study is to find out the effectiveness of training programmes at Globe Components, Chennai focuses on finding out the efficiency of employees after the programme & also to find out the satisfaction level of the trainees towards the programme,

.6RESEARCH DESIGN:

YPE OF STUDY:

The research design adopted for this study is Descriptive Research. The descriptive esearch studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group. The studies concerned with specific predictions, with narration of facts & characteristics concerning individual, group or situation are all examples of descriptive research studies.

SAMPLE DESIGN:

To suggest suitable measures for improving the existing programme, fifty respondents were identified from the universe of 200 employees by using simple random sampling method at Globe Components, Chennai.

1.7 DATA COLLECTION METHOD:

The data has been collected through specially designed questionnaire. The questions relating to personal profile of staffs, factors leading to satisfaction level of training based on the trainers performance, training process and finally analyse the effectiveness of training programme.

1.8 TOOLS OF ANALYSIS:

The data collected were carefully analysed and processed. Using SPSS, statistical lists like simple percentage analysis were applied to interpret the data to draw meaningful interfaces.

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. Most tasks can be accomplished simply by pointing and clicking the mouse.

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 tables 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, 3-D graphics, and more are included as standard features.

Database access:

Retrieve information from databases by using the Database Wizard instead of compiicated SQL queries.

Data transformations:

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

Online Help:

Detailed tutorials provide a comprehensive overview; context-sensitive Help topics in dialog boxes guide you through specific tasks; pop-up definitions in pivot table results explain statistical terms; the Statistics Coach helps you find the procedures that you need; Case Studies provide hands-on examples of how to use statistical procedures and interpret the results.

Command language:

Although most tasks can be accomplished with simple point-and-click gestures, SPSS also provides a powerful command language that allows you to save and automate many common tasks. The command language also provides some functionality that is not found in the menus and dialog boxes.

Complete command syntax documentation is integrated into the overall Help system and is available as a separate PDF document, Command Syntax Reference, which is also available from the Help menu.

1.9 LIMITATION OF THE STUDY:

1. There may be bias on the part of employees while answering to the questions.
2. The study is limited to the staffs in Giobal components, Chennai and as such the findings are not applicable to any other industry.
3. Some of the respondents were afraid to give true information in some cases.

Organization Profile

CHAPTER 2

ORGANIZATION PROFILE

2.1 About the Organization:

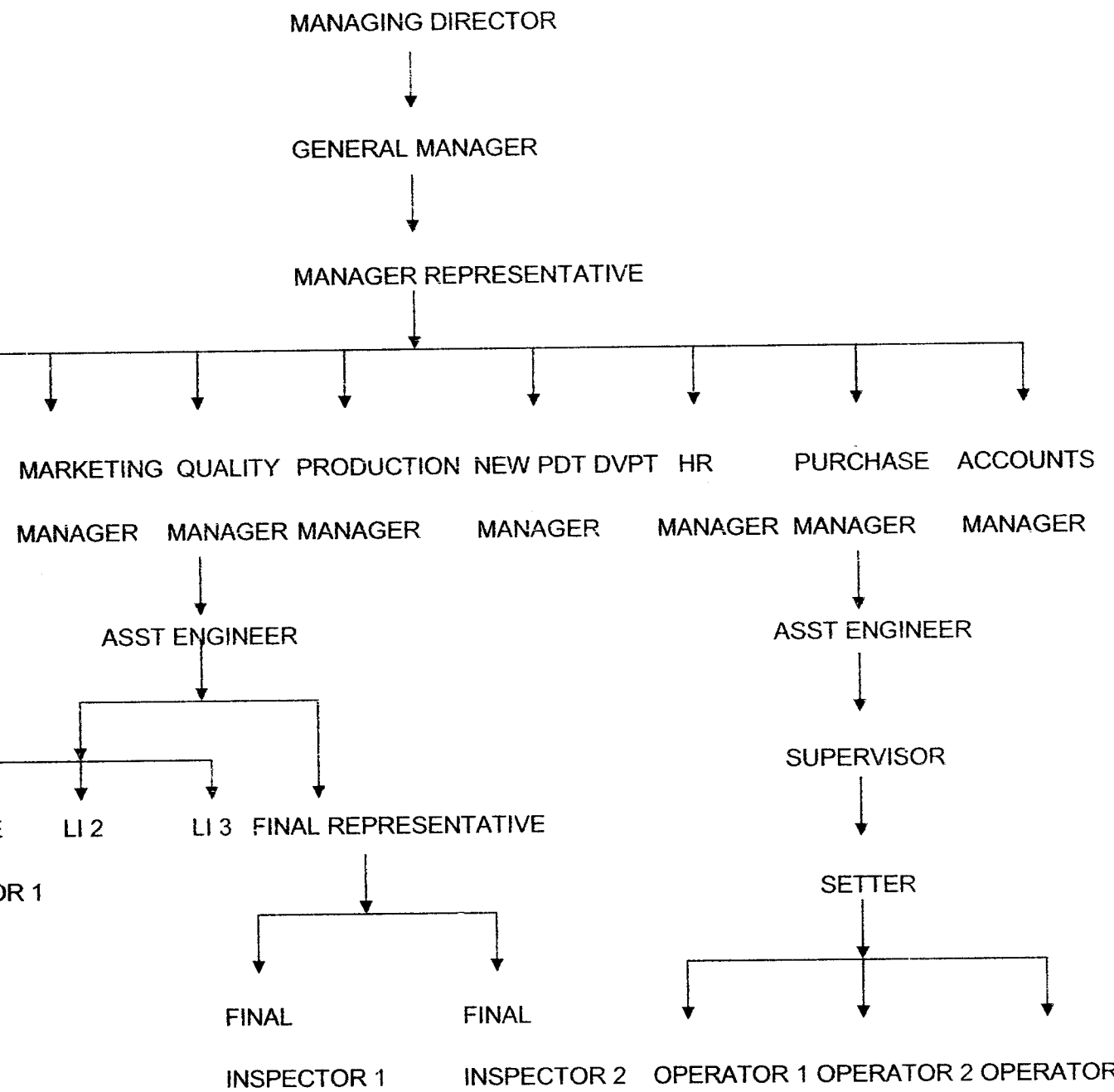
The industry focus on the Engine Parts & Mounts, Precision Parts and its business type is manufacturer. The products/ services of Globe Components, Chennai are Engine Parts & Mounts, Precision Parts and its targeted markets is Southeast Asia. The total number of employees in Globe Components, Chennai is 200.

The Annual Sales Range (USD) of Globe components is below US$1 Million. Globe Components, Chennai were established in 1994. The legal representative (CEO) of Globe Components, Chennai is Mr. Sridher. Globe Components, Chennai got certificate in Quality management system through ISO/TS 16949:2002.

With about a decade of experience in this industry, Globe Components has been supplying automotive components to some of the leading automotive manufacturers. They offer the advantage of end to end solution, right from raw material sourcing, forging (hot & cold), machining and heat treatment.

The emphasis on professional practices, Quality Assurance, Customer Satisfaction & Process Innovation are the main factors for growth of Globe Components Globe components is located in Ambattur, Chennai, Asia's largest industrial estate that is well connected to the rest of the world by air, as well as sea. The Nearest Airport is Chennai (Anna Terminal) is 20 Kms and Nearest Port is Chennai Port is 20 kms from the company.

2 Organisation Chart:



2.3 Products Profile

Globe Components is manufacturing precision machined components in the following fields of application:

- Auto - Electrical Components
- Fuel Injection Components
- Manual & Power Steering Components
- Two – Wheeler Components
- Hydraulic Equipment Parts

The Product group consists of ;

- Shafts
- Pinions / Gears
- Pulleys
- Steering Parts (Manual & Power)
- Hydraulic & Suspension
- Aluminium Castings
- Iron Castings
-

Other Precision machined components as per customer requirement.

2.4 Infrastructure

- In-house Standards Room with calibration facilities, CMM, Roughness tester.
- In-house CD (Crack Deduction) facilities & Material Test Laboratory.
- About 8000 square feet of floor space is available for further expansion.
- Consists of a team of experienced & professional engineers.

2.5 Quality Assurance

Globe Components is committed to be a reliable & dependable supplier of precision machined auto – components to meet the ever - increasing customer expectations. This will be achieved by continual improvements in quality systems, processes & continuous training with total involvement of every employee

Certificate of Quality

Globe Components got certificate in Quality Management System through ISO/TS 16949:2002.

2.6 Machineries

- ✓ CNC Turning centers and Vertical machining centers:
  - MORI SEIKI
  - MAZAK
  - ROMI
  - MICROMATIC
- ✓ Angular Plunge Grinding Machine, Micromatic
- ✓ Gear Shaping Machine (up to four modules)
- ✓ Gear Hobbing Machine
- ✓ Thread Rolling Machine
- ✓ Center less Grinding Machine
- ✓ Cylindrical Grinding Machine
- ✓ Horizontal Milling Machine with vertical Head
- ✓ Automatic Bandsaw Cutting Machine
- ✓ Automat

2.7 Facilities

Globe Components has its own raw material source. The company also houses an extensive range of machinery like:

1. CNC Turning (MAZAK, MORI SEIKI)
2. VMC (ROMI, Brazil)
3. Automats
4. Gear Cutting Machine
5. Gun Drilling Machine
6. Form Grinding Machine

The Company also has dedicated hot forging, cold forging & heat treatment

2.8 Customers

Our major customers include:

- Ashok Leyland Ancillaries.
- Lucas TVS Ltd.
- Delphi TVS Diesel Systems Ltd.
- Rane Madras Ltd.
- Royal Enfield Ltd.
- Rane-TRW Steering Systems Ltd.
- Royal Enfield Motors Ltd.
- Brakes India Ancillaries.
- TVS Motors Ancillaries.
- Sundaram Fasteners Ancillaries.
- Mico Ancillaries

2.9 About the Training

There are different departments in Globe components, Chennai for each department they are giving different training one by one based on their job rotation. They are giving training before they are undergoing into the particular job. The external training is given maximum for all the employees through Maxwell. Only for the operator they are given internal training and some other training like customers sometimes they will give the training especially for engineers. Every employee six training were attended maximum within a year. The different types of training are given for each department in Globe Components, Chennai are

1. Purchase Department
    - ✓ Storage
    - ✓ Handling
    - ✓ Identification

2. Production Department
   - ✓ Cycle Time Reduction
   - ✓ Operator Tool Claming Test
   - ✓ Opset Taken
   - ✓ Trail Sum

3. Maintenance Department
   - ✓ Total Productive Maintenance
   - ✓ Industrial hydraulical Maintenance & Trouble Shooting

4. Quality Department
   - ✓ Measuring System Analysis
   - ✓ 7 Q'C Tools
   - ✓ FMEA
   - ✓ Advanced Production Quality Planning & Production part approved process
   - ✓ Technical Specification – 16949
   - ✓ Statistical Process Control & 5S Practices

Macro & Micro Economic Analysis

CHAPTER 3

MACRO AND MICRO ECONOMIC ANALYSIS

obe Components, Chennai is the manufacturer of precision machined automobile mponents. They have their own bright steel manufacturing company and dedicated urces for hot forging, cold forging and heat treatment sources. They supply to two wheeler EM S and tier two automotive companies.

ow the company is manufactured and export CNC precision turnings (steel), automobile mponents & sub-assembly of automobile parts through online with the help of UTOMOTIVE DIRECTORY.IN and also it's having premier membership in this website. So e company can sell their product through this website whenever they want to sell a articular product to be more or demand less product with showing their trade offers and oncession throughout the world. Due to that the company can increase the sales and rowth rate as well as it can sell their product with less demand in the local market.

3.1 About the Indian Steel Industry

This section is contained a detailed analysis about the indian steel industry and its various segments. India occupied the eighth position in terms of worldwide crude steel output. India's per capita steel consumption is low at 30 kg compared to global standards for developed countries at 400 to 500 kg.

The Indian steel industry comprises of the producers of finished steel, semi-finished steel, stainless steel and pig iron. Indian steel industry, having participation from both public sector and private sector enterprises, is one of the fastest growing markets for steel and is also increasingly looking towards exports as driving the growth of the industry.

The economic liberalization in 1991 marked the emergence of several domestic players in this space. Private investment flowed into the sector, adding fresh capacities. The private

vourable for growth. Continuously improving macro-economic factors younger mographic profile, urbanization, government focus on infrastructure, increasing demand of tomobiles and houses are likely to push up demand for steel. Industrial production grew at CAGR of 6.5% during FY95-05, with demand for passenger vehicles growing at 11%.

ne key findings are steady GDP growth and investments in infrastructure are crucial for ushing up the demand for steel. In 2005, the government drafted a Nation Steel Policy NSP) to pave the way for a modern and efficient steel industry. The policy targets an crease in production (to 110 million tonnes by 2020) to meet the expected expansion in omestic and international demand. Current state of low per capita consumption of steel (30 g) provides an opportunity for the steel industry.

Technological innovations have provided the competitive edge to the technologically strong companies. Smooth and quick transfer of technology has, however, meant an increasingly competitive pressure on the companies to be ahead of the others in the race for technological superiority to maintain and, if possible, to strengthen the bottom lines.

There have been almost revolutionary changes in the global steel scene with fierce competitive pressures on performance, productivity, price reduction and customer satisfaction. National boundaries have melted to encompass an ever increasing world market. Trade in steel products has been on the upswing with the production facilities of both the developed and the developing countries complementing each other in the making of steel of different grades and specialty for the world market.

3.2 About the Manufacturing Sector of Tamilnadu

Many heavy engineering and manufacturing-based companies are centered in and around the suburbs of Chennai (nicknamed by some, "The Detroit of India"). Chennai boasts the presence of global vehicle manufacturing giants like Ford, Caterpillar, Hyundai, BMW and

yal Enfield, Mahindra & Mahindra, TAFE Tractors and TVS. Everything from automobiles, lway coaches, battle-tanks, tractors, motorbikes and heavy vehicles are manufactured in mil Nadu.

mil Nadu's gross state domestic product for 2006 is estimated at 250,000 crores (64 lion USD) in current prices .Possessing the fifth largest economy (2004-2005) among ates in India, Tamil Nadu is also the second most industrialized state next to Maharashtra ranks second in per capita income (2004-2005) among large states. It ranks third in foreign rect investment approvals (cumulative 1991-2002) of Rs.225, 826 million ($5,000 million), ext only to Maharashtra (Rs.366, 024 million ($8,100 million)) and Delhi (Rs.303, 038 illion ($6,700 million). The State's investment constitutes 9.12% of the total FDI in the ountry. Unlike many other states, the economic resources are quite spread out, rather than oncentrated in a small industrialized area.

According to the 2001 Census, Tamil Nadu has the highest level of urbanization (43.86%) in ndia, accounting for 6% of India's total population and 9.6% of the urban population. and is he second most industrialized state in India–Tamil Nadu has a network of about 110 ndustrial parks and estates offering developed plots with supporting infrastructure. Also, the state government is promoting other industrial parks like Rubber Park, Apparel Parks, Floriculture Park, and TICEL Park for Biotechnology, Siruseri IT Park, and Agro Export Zones among others. Annual Plan outlays have increased by a record 75% from Rs.52, 000 million ($1,100 million) in 2001-2 to Rs.91, 000 million ($2,000 million) in 2005-6.

3.3 About the Indian Manufacturing Sector

The ' Indian manufacturing' sector has the potential to elevate much of the Indian population above poverty by shifting the majority of the workforce out of low-wage agriculture.

Manufacturing sector is the backbone of any economy. It fuels growth, productivity,

worldwide distribution systems and IT, coupled with opening of trade barriers, has led to stupendous growth of global manufacturing networks, designed to take advantage of low-waged yet efficient work force of India. 'Indian Manufacturing ' sector is broadly divided into

- Capital Goods & Engineering.
- Chemicals, Petroleum, Chemicals & Fertilizers.
- Packaging.
- Consumer non-Durables.
- Electronics, IT Hardware & peripherals.
- Gems & Jewelery.
- Leather & Leather Products.
- Mining.
- Steel & non-Ferrous Metals.
- Textiles & Apparels.
- Water Equipment.

Indian Manufacturing Industry is successfully competing in the global marketplace and registering high growth on YoY basis, but large sections of ' Indian manufacturing' sector still suffers from bottlenecks like -

- Use of primitive technology or under utilization of technology.
- Poor infrastructure.
- Over staffed operations.
- Expensive financing and bureaucracy.

Further, ' Indian Manufacturing ' sector must focus on areas like improving the urban infrastructure, ensuring fair competition and access to markets, reduction of import duties, quality improvements in vocational and higher education, increased investment in R&D and support of SMEs. Government leaders, experts, and researchers focusing towards making Indian manufacturing globally competitive and to have a sustained growth, which contributes significantly to GDP growth, employment generation and overall economic development. It also aims to identify factors hampering industrial growth and seeks to redress these factors.

.4 GDP's share of Manufacturing Industry in India

GDP's share of ' Manufacturing Industry in India ' has grown from 25.38% in 1991 to 27% in 2004. Its contribution to exports has increased from 52% in 1970 to 59% in 1980 and 71% in 990, 77% in 2000-01. Manufacturing exports accounted for a little over 5% of the value of output of the manufacturing sector in 1990. It is now close to 10%. India's currentiy exports manufactured products worth about $50 billion.

GDP factor for the first quarter of 2007-08 was at Rs 7,23,132 crores, registering a growth rate of 9.3% over the corresponding quarter of previous year India's economy grew at 9.3% in quarter April-June and it was driven by manufacturing, construction and services sector and agriculture sector . **Manufacturing registered 11.95 growth**.

The productivity growth rate of Indian economy is estimated to be around 8% and it is expected to sustain until 2020. Moreover, at this rate of GDP growth, India is poised to become the second largest economy in the world after China.

The stupendous growth of Indian industries especially manufacturing, construction, and services together with bullish stock market suggests that the recent growth is likely to continue further. The factors like industrial growth, FIIs and FDIs inflow, Balance-of-payments, merchandise exports, invisible accounts and Foreign-exchange-reserves had substantial contribution towards the growth rate of Indian GDP.

Industrial production continued to grow at 9.8 per cent during Q1 in 2006-07. The manufacturing sector with double digit growth (10.9 per cent) continued to be the key driver of industrial activity, contributing almost 92.5 per cent of the growth in industry. Electricity and mining sectors, however, continued to exhibit subdued growth.

A recent study on ' Scenario of Indian Manufacturing Industry ' has forecast an annual growth of 17% and to cross the $300 billion mark by 2015. Most of this off-shoring business would be in the auto components, pharmaceutical, apparel, specialty chemicals, electrical and electronic equipment sectors. As well as the manufacturing growth rate is 11.95 in India and the Tamilnadu also give importance for the growth of manufacturing industry through the District Industry Centre it provides various subsidies, arranging loans and all facilities. So, the company can manufactured some more innovated products which helps the company to grow as international one and they can segmented the business to all type of customers and they can targeted world widely because the core business now generated good profits. The growth rate also very good to make diversify and innovate new products and go for an additional business especially in the steel manufacturing industry.

Data Analysis and Interpretation

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of data collected through questionnaire.

4.1 Profile of the respondents

Profile of the respondents in terms of age, gender, marital status, type of family, education qualification and income level are discussed below.

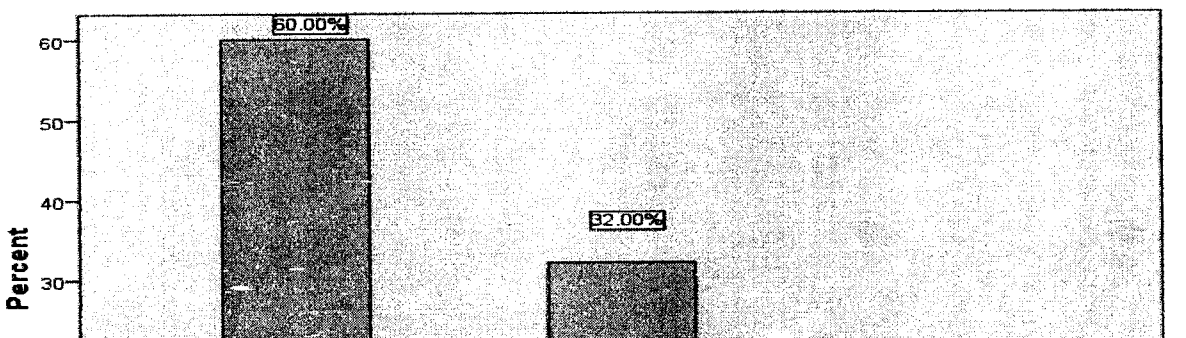
4.1.1 Age of the respondents

Table 4.1.1 – Distribution of respondents on the basis of age

Age	No. of respondents	Percentage
Below 30	**30**	**60**
31-40	16	32
41-50	4	8
Above 51	0	0
Total	50	100

From the above table it can be seen that most (60%) of the respondents are belong to the age group below 30. 32% of the respondents belong to the age group between 31-40. 8% of the respondents belong to the age group between 41-50.

Chart 4.1.1 – Age of the respondents



4.1.2 Gender of the respondents

Table 4.1.2 – Distribution of respondents on the basis of gender

Gender	No. Of respondents	Percentage
Male	**50**	**100**
Female	0	0
Total	50	100

From the above table it can be seen that 100% of the respondents are male.

4.1.3 Marital status of the respondents

Table 4.1.3 – Distribution of respondents on the basis of Marital status

Marital status	No. Of respondents	Percentage
Married	19	38
Unmarried	**31**	**62**
Total	50	100

From the above table it can be seen that majority (62%) of the respondents are unmarried and 38% of the respondents are married.

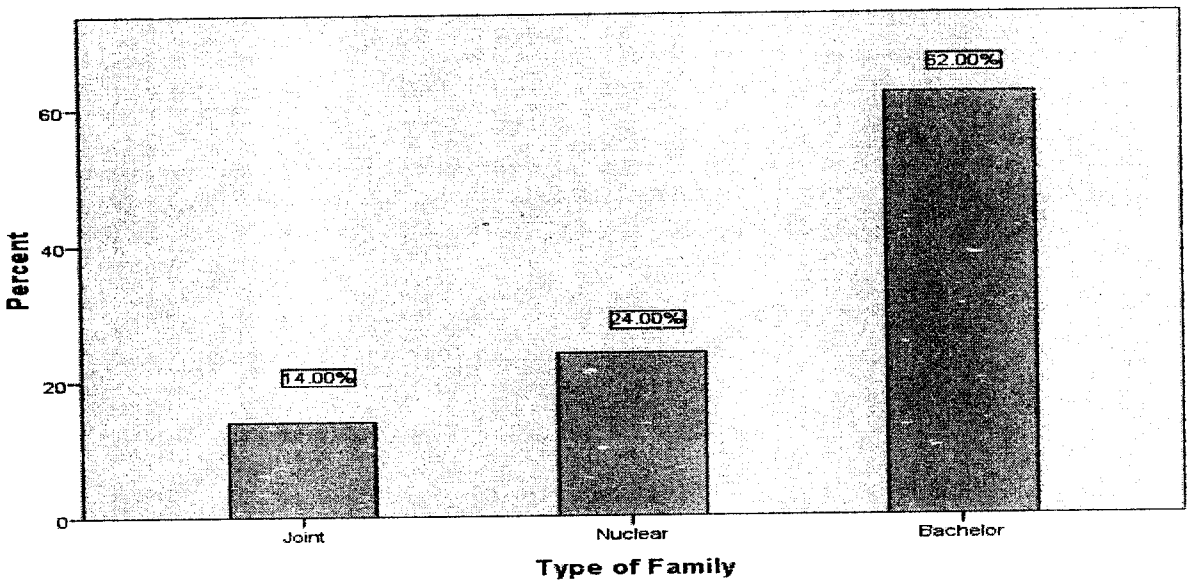
4.1.4 Type of family of the respondents

Table 4.1.4 – Distribution of respondents on the basis of Type of family

Type of family	No. Of respondents	Percentage
Joint	7	14
Nuclear	12	24
Bachelor	**31**	**62**
Total	50	100

From the above table it can be seen that majority (62%) of the respondents are bachelor, 24% of the respondents come from the background of nuclear family and14% of the respondents from joint family.

Chart 4.1.4 – Type of family of the respondents



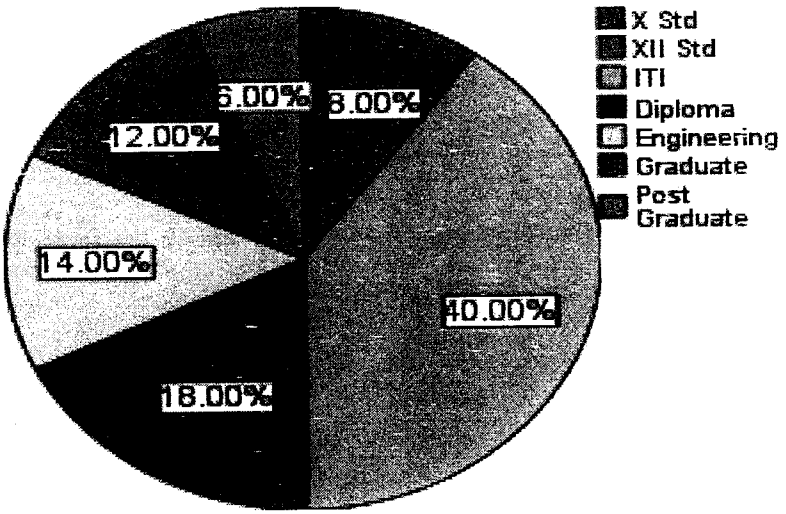
4.1.5 Education Qualification of the respondents

Table 4.1.5 – Distribution of respondents on the basis of Education Qualification

Education Qualification	No. Of respondents	Percentage
X Std	1	2
XII Std	4	8
ITI	**20**	**40**
Diploma	9	18
Engineering	7	14
Graduate	6	12
Post Graduate	3	6
Total	50	100

From the above table it can be seen that most (40%) of the respondents are ITI, 18% are diploma, 14% are engineering, 12% are graduate, 8% are XII Std, 6% are Post Graduate and 2% are completed X Std.

Chart 4.1.5 – Education Qualification of the respondents



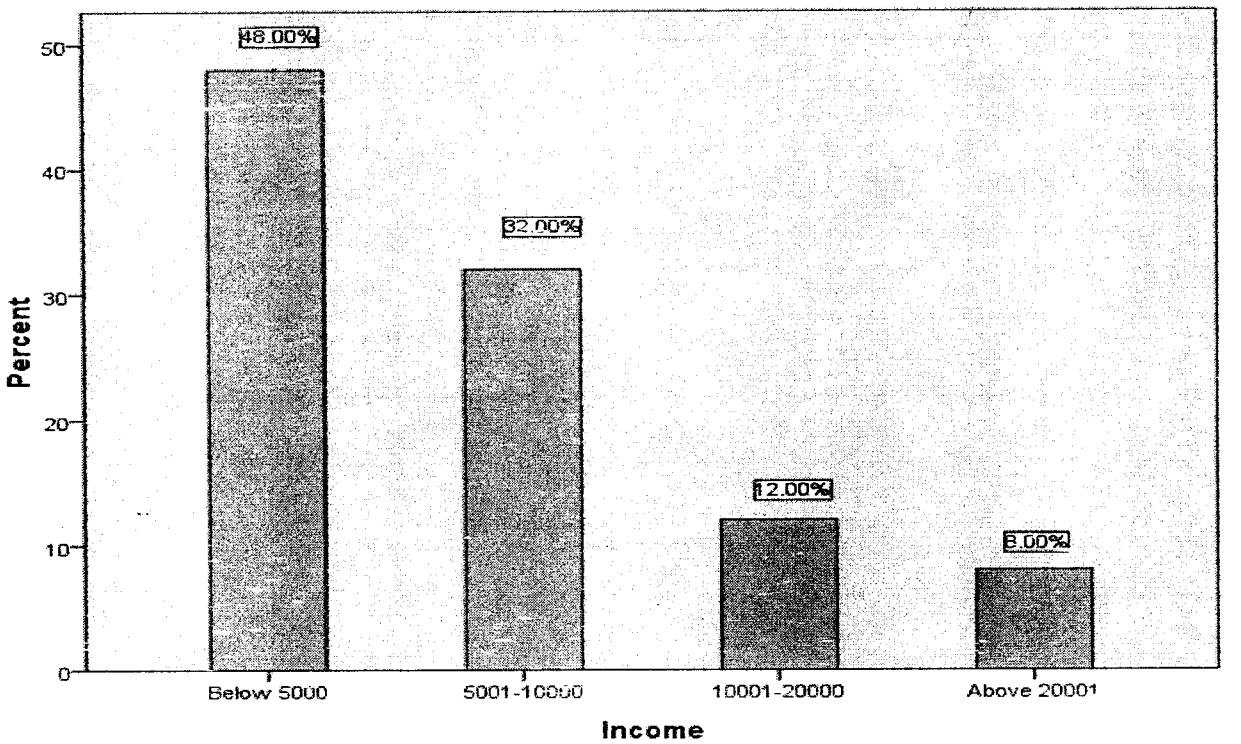
4.1.6 Monthly income of the respondents

Table 4.1.6 – Distribution of respondents on the basis of Monthly income

Monthly income	No. Of respondents	Percentage
Below 5000	**24**	**48**
5001-10000	16	32
10001-20000	6	12
Above 20001	4	8
Total	50	100

From the above table it can be seen most (48%) of the respondents fall under the income group of below 5000. 32% of the respondents fall under the income group of between 5001-10000, 12% & 8% of the respondents fall under the income group of between 10001-20000 and above 20001.

Chart 4.1.6 – Monthly income of the respondents



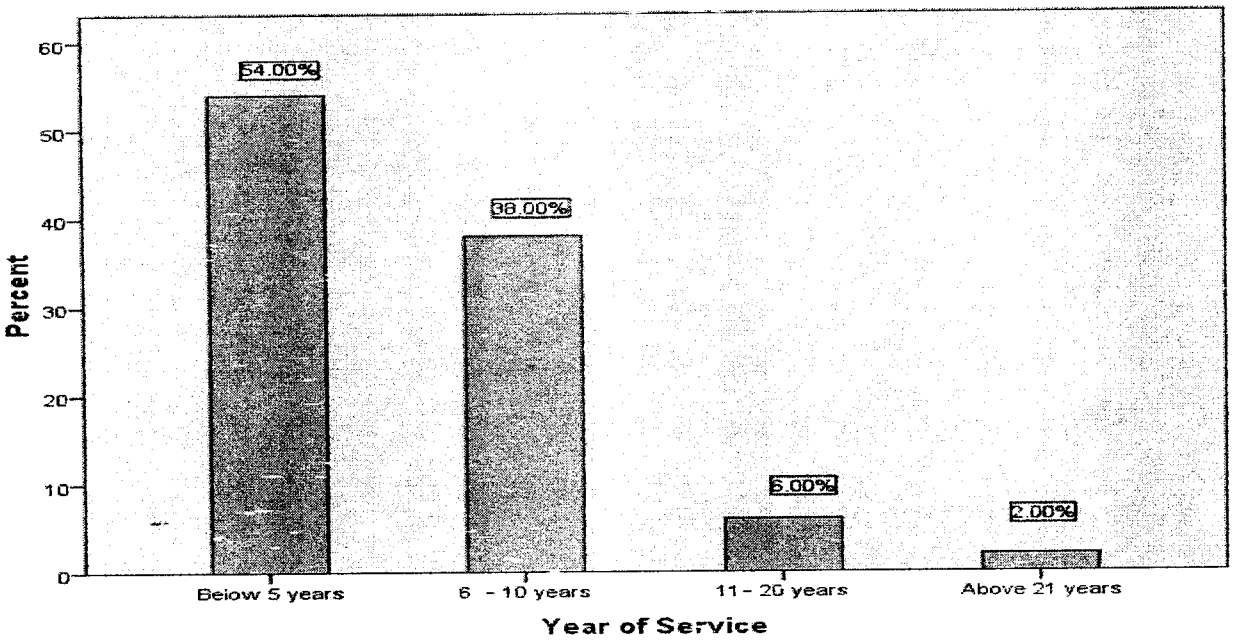
4.1.7 Years of Service of the respondents

Table 4.1.7 – Distribution of respondents on the basis of Years of Service

Years of Service	No. Of respondents	Percentage
Below 5	**27**	**54**
6-10	19	38
11-20	3	6
Above 21	1	2
Total	50	100

From the above table it can be seen most (54%) of the respondents have below 5 years of service in the company, 38% of the respondents have 6 to 10 years of service, 6% & 2% of the respondents have 11 to 20 & above 21 years of service

Chart 4.1.7 – Years of Service of the respondents



4.1.8 Identification of training needs of the respondents by superior

Table 4.1.8 – Identification of training needs of the respondents by superior

Response	No. Of respondents	Percentage
Yes	**49**	**98**
No	1	2
Total	50	100

From the above table it can be seen that majority (98%) of the respondents are agreed that the superior identifies the appropriate training needs and 2% of respondents are not agreed with the superior identifies the appropriate training needs of the empioyees.

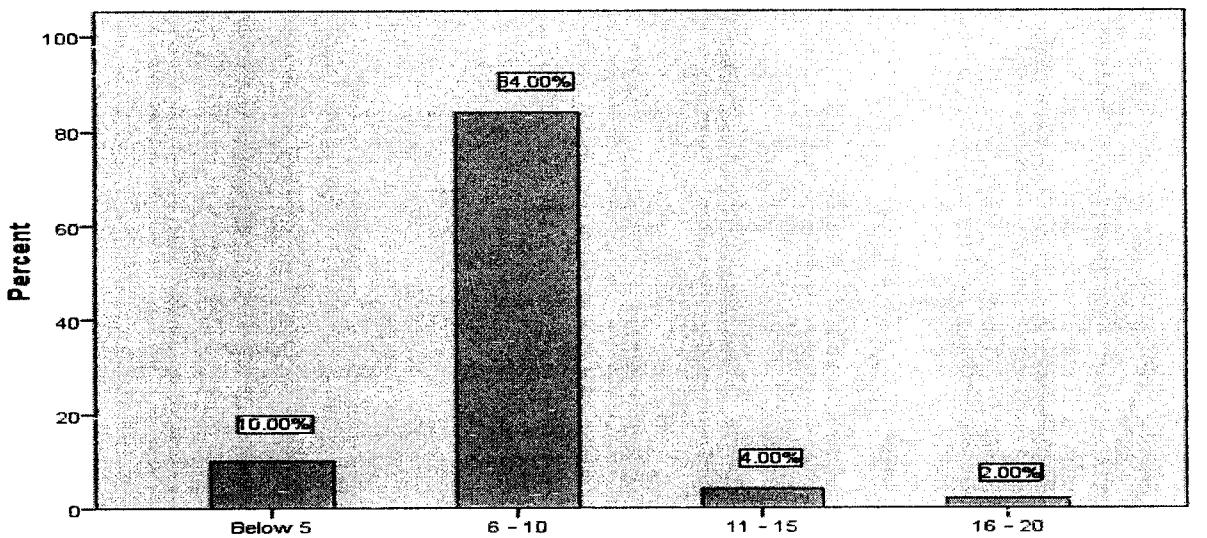
.1.9 Number of training programmes attended by the respondents from their date of joining

Table 4.1.9 – Number of training programmes attended by the respondents from their date of joining

Training Programmes Attended	No. Of respondents	Percentage
Below 5	5	10
6-10	**42**	**84**
11-15	2	4
16-20	1	2
Total	50	100

From the above table it can be seen most (84%) of the respondents have attended between 6 to 10 training programmes, 10% have attended below 5, 4% have attended 11 to 15 & 2% have attended between 16 to 20 training programmes respectively.

Chart 4.1.9 – Number of training programmes attended by the respondents from their date of joining



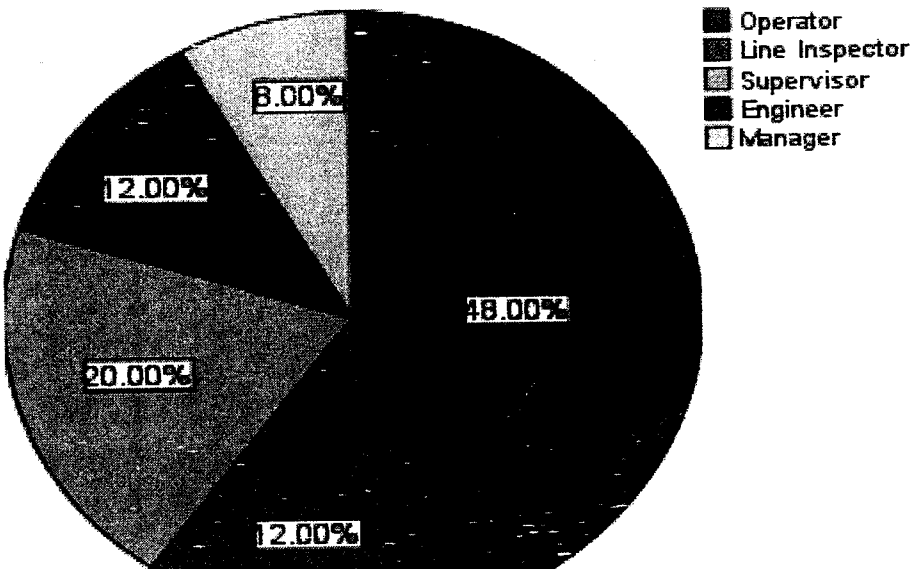
.1.10 Designation of the respondents

Table 4.1.10 – Distribution of respondents on the basis of Designation

Designation	No. Of respondents	Percentage
Operator	**24**	**48**
Line Inspector	6	12
Supervisor	10	20
Engineer	6	12
Manager	4	8
Total	50	100

From the above table it can be seen that most (48%) of the respondents are operators, 20% are supervisors, 12% are engineers, 12% are line inspectors and 8% are managers.

Chart 4.1.10 – Designation of the respondents



.2 Level of satisfaction about the Performance of the trainers

Trainers contributions are very important in the training programme to get the training effectively. So, it is very important to verify the performance level of the trainers. Here, it is verified through the various aspects like interaction with the trainees, trainers way of delivery, subject knowledge of the trainers, relationship with the trainers are cordial and ability to clear doubts and queries. Rank five was given to highly satisfied, rank four to satisfied, rank three to neutral, rank two to dissatisfied and rank one to highly dissatisfied. Percentage analysis is performed and the results are shown below.

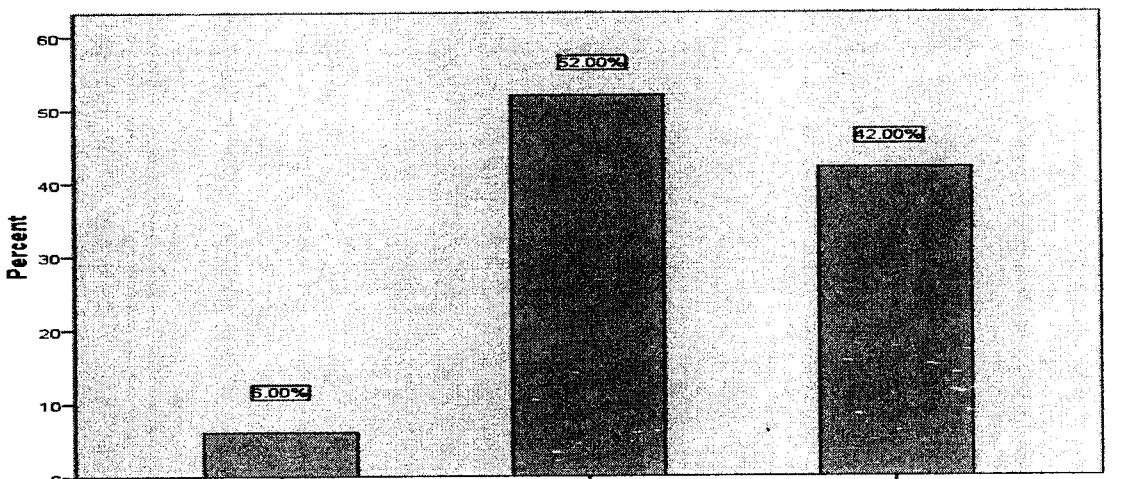
4.2.1 Interaction with the trainees

Table 4.2.1 – Level of satisfaction regarding the interaction with the trainees

Response	No. Of respondents	Percentage
Highly satisfied	3	6
Satisfied	**26**	**52**
Dissatisfied	21	42
Total	50	100

From the above table it can be seen that most (52%) of the respondents are satisfied. 42% of the respondents are dissatisfied & 6% of the respondents are highly satisfied.

Chart 4.2.1 – Level of satisfaction regarding interaction with the trainees



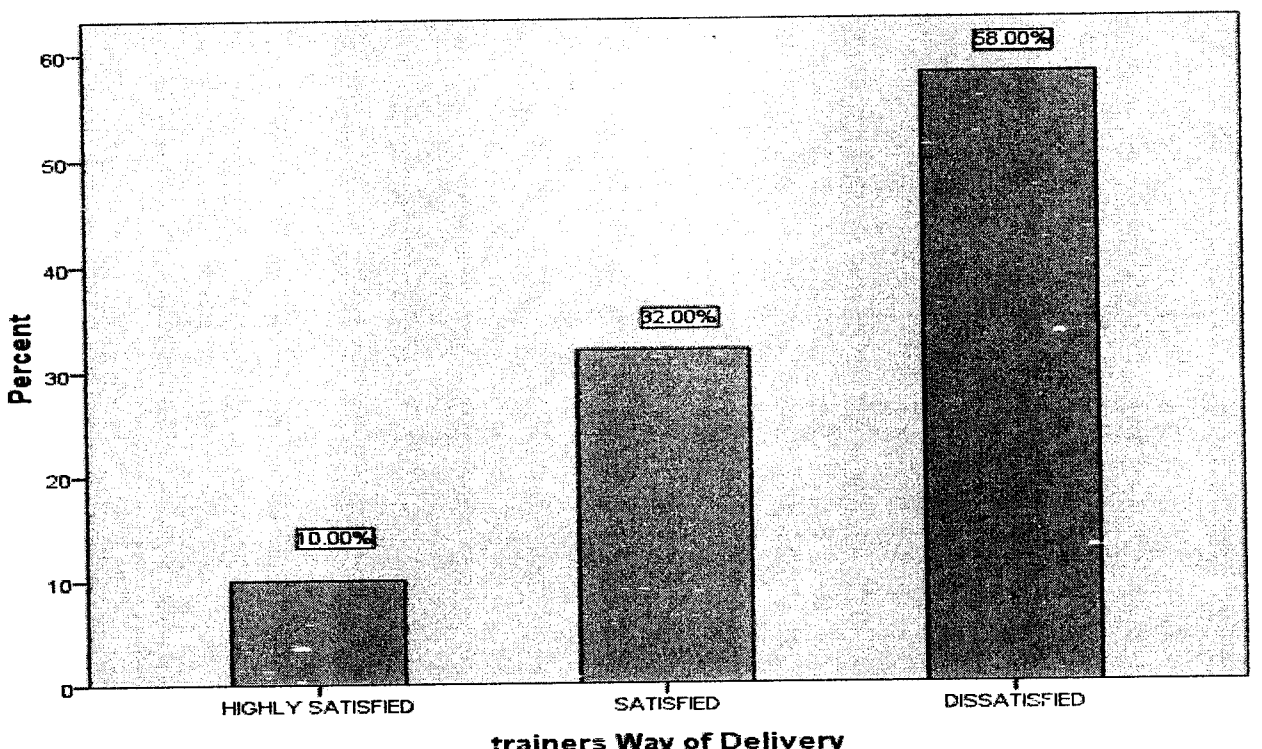
.2.2 Trainers way of delivery

Table 4.2.2 – Level of satisfaction regarding the trainers way of delivery

Response	No. Of respondents	Percentage
Highly satisfied	5	10
Satisfied	16	32
Dissatisfied	**29**	**58**
Total	50	100

From the above table it can be seen that most (58%) of the respondents are dissatisfied. 32% of the respondents are satisfied & 10% of the respondents are highly satisfied.

Chart 4.2.2 – Level of satisfaction regarding the trainers way of delivery



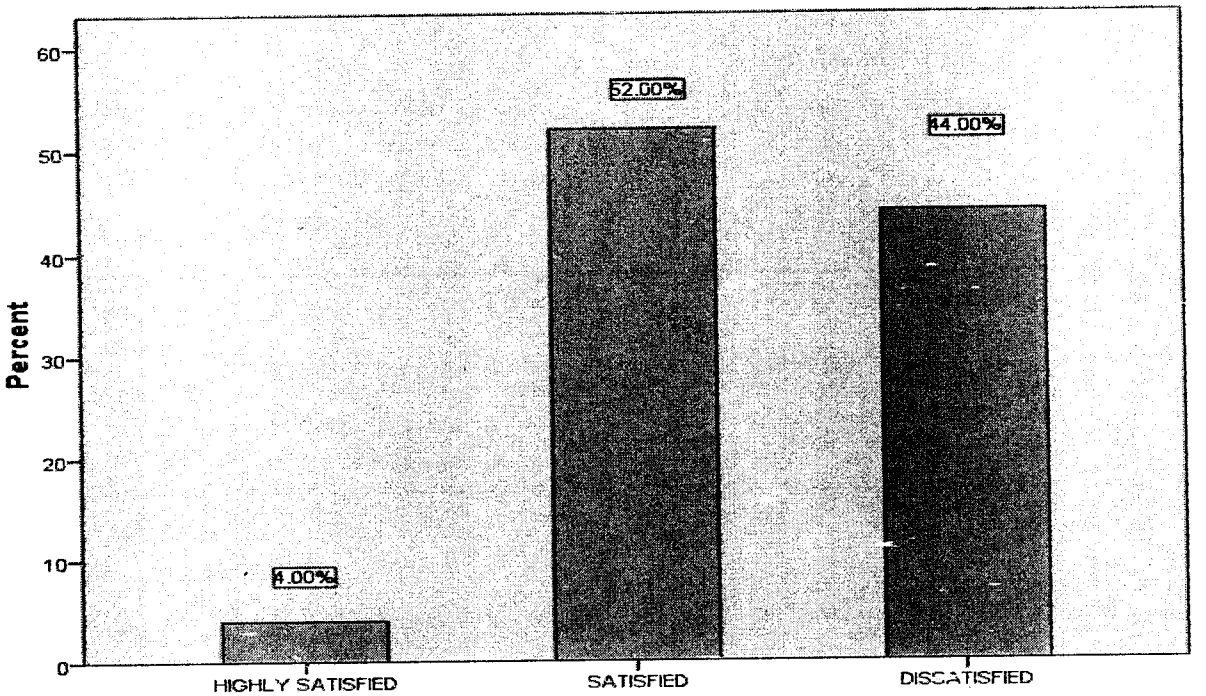
2.3 Subject knowledge of the trainers

Table 4.2.3 – Level of satisfaction regarding the subject knowledge of the trainers

Response	No. Of respondents	Percentage
Highly satisfied	2	4
Satisfied	**26**	**52**
Dissatisfied	22	44
Total	50	100

From the above table it can be seen that most (52%) of the respondents are satisfied. 44% of the respondents are dissatisfied & 4% of the respondents are highly satisfied.

Chart 4.2.3 – Level of satisfaction regarding the subject knowledge of the trainers



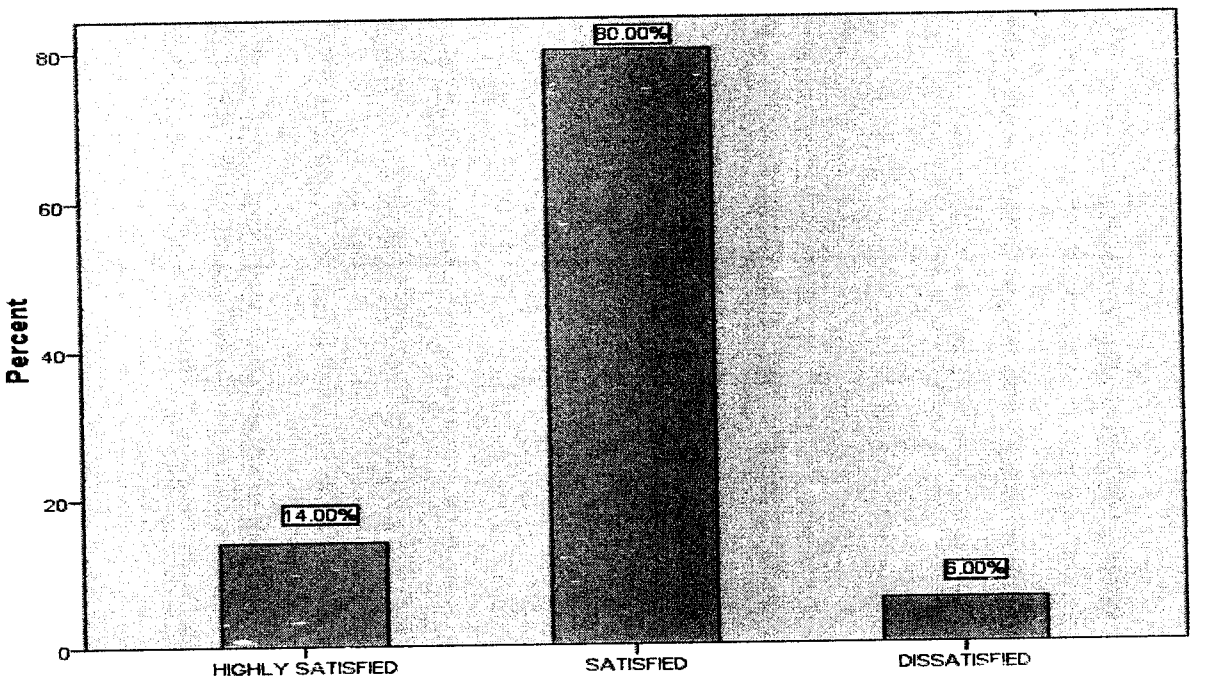
.4 Cordial relationship of the trainers

Table 4.2.4 – Level of satisfaction regarding the cordial relationship of trainers

Response	No. Of respondents	Percentage
Highly satisfied	7	14
Satisfied	**40**	**80**
Dissatisfied	3	6
Total	50	100

From the above table it can be seen that most (80%) of the respondents are satisfied. 14% of the respondents are highly satisfied & 6% of the respondents are dissatisfied.

Chart 4.2.4 – Level of satisfaction regarding the cordial relationship of trainers



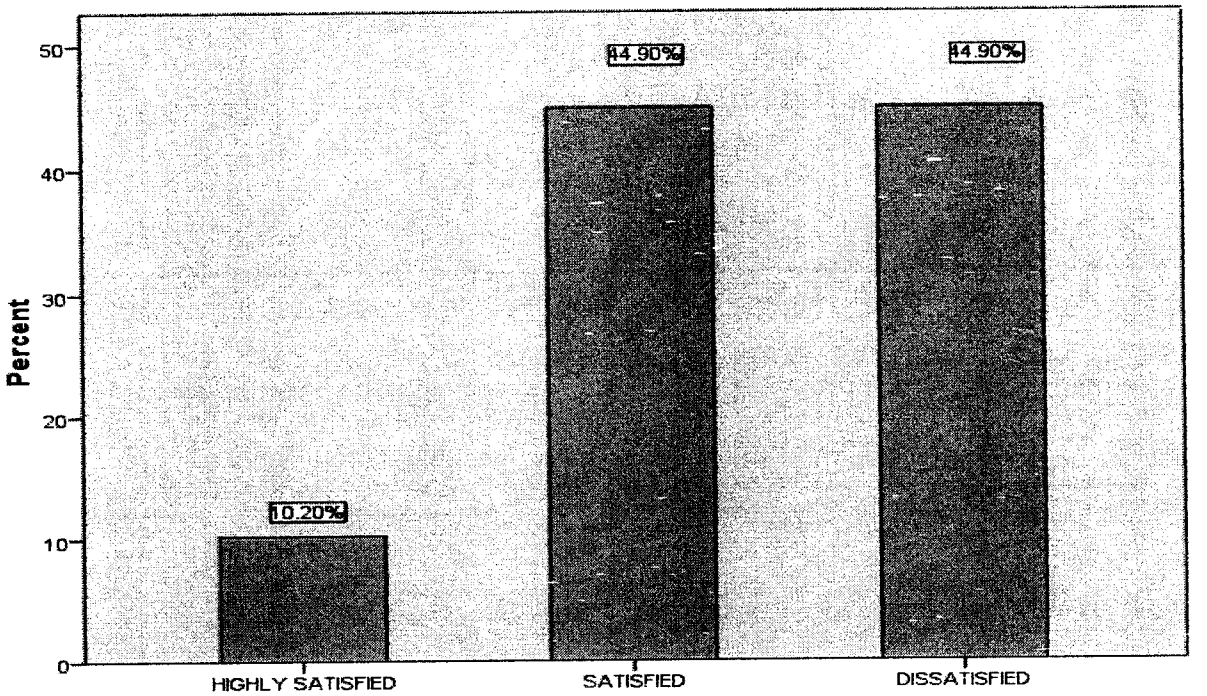
.2.5 Ability to clear doubts & queries

Table 4.2.5 – Level of satisfaction regarding the ability to clear doubts & queries

Response	No. Of respondents	Percentage
Highly satisfied	5	10
Satisfied	**22**	**44**
Dissatisfied	**22**	**44**
Total	50	100

From the above table it can be seen that most (44%) of the respondents are satisfied. 44% of the respondents are dissatisfied & 10% of the respondents are highly satisfied.

Chart 4.2.5 – Level of satisfaction regarding the ability to clear doubts & queries



3 Level of satisfaction on the training process

The training process is verified through the various aspects like training given before implementing any change in the job, duration of the training programme, training centre infrastructure, organization of the training programme, sequence of the training programme, quality of the training material and training methods and aids.

.3.1 Training given before implementing into the job

Table 4.3.1 – Level of satisfaction regarding the training are given before Implementing into the job

Response	No. Of respondents	Percentage
Highly satisfied	**45**	**90**
Dissatisfied	5	10
Total	50	100

From the above table it can be seen that most (90%) of the respondents are highly satisfied & 10% of the respondents are dissatisfied.

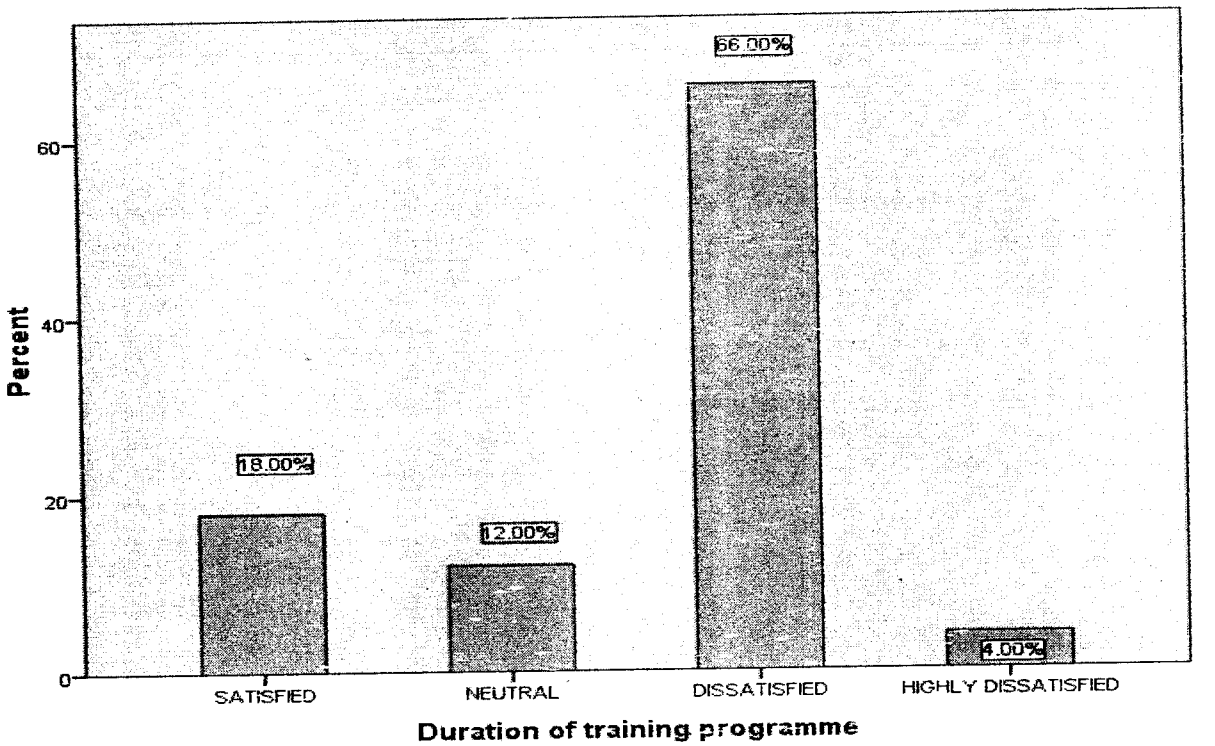
4.3.2 Duration of the training programme

Table 4.3.2 – Level of satisfaction on the duration of the Training programme

Response	No. Of respondents	Percentage
Satisfied	9	18
Neutral	6	12
Dissatisfied	**33**	**66**
Highly dissatisfied	2	4
Total	50	100

From the above table it can be seen that most (66%) of the respondents are dissatisfied, 18% of the respondents are satisfied, 12% of the respondents are neutral

Chart 4.3.2 – Level of satisfaction on the duration of the Training programme



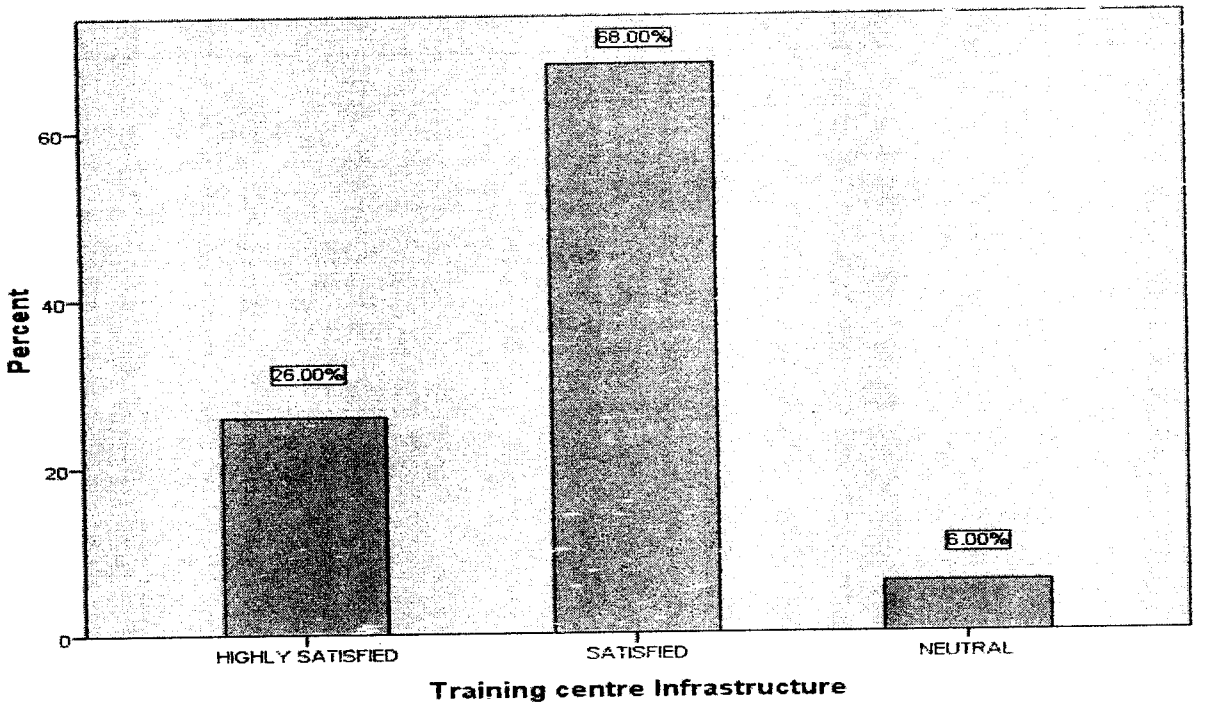
4.3.3 Training Centre Infrastructure

Table 4.3.3 – Level of satisfaction on the training centre infrastructure

Response	No. Of respondents	Percentage
Highly satisfied	13	26
Satisfied	**34**	**68**
Neutral	3	6
Total	50	100

From the above table it can be seen that most (68%) of the respondents are satisfied,

Chart 4.3.3 – Level of satisfaction on the training centre infrastructure



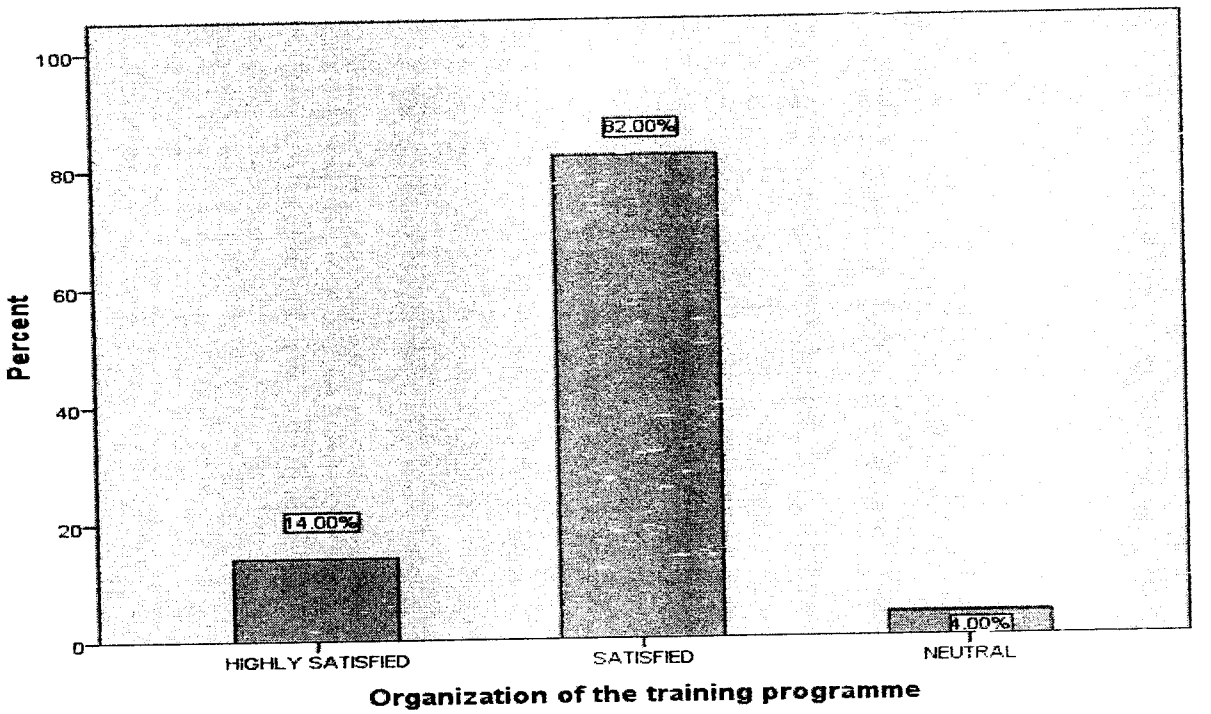
4.3.4 Organization of the training programme

Table 4.3.4 – Level of satisfaction on the Organization of the training programme

Response	No. Of respondents	Percentage
Highly satisfied	7	14
Satisfied	**41**	**82**
Neutral	2	4
Total	50	100

From the above table it can be seen that most (82%) of the respondents are satisfied, 14% of the respondents are highly satisfied & 4% of the respondents are neutral.

Chart 4.3.4 – Level of satisfaction on the Organization of the training programme



4.3.5 Sequence of the training programme

Table 4.3.5 – Level of satisfaction on the sequence of the training programme

Response	No. Of respondents	Percentage
Highly satisfied	5	10
Satisfied	**45**	**90**
Total	50	100

From the above table it can be seen that most (90%) of the respondents are satisfied & 10% of the respondents are highiy satisfied.

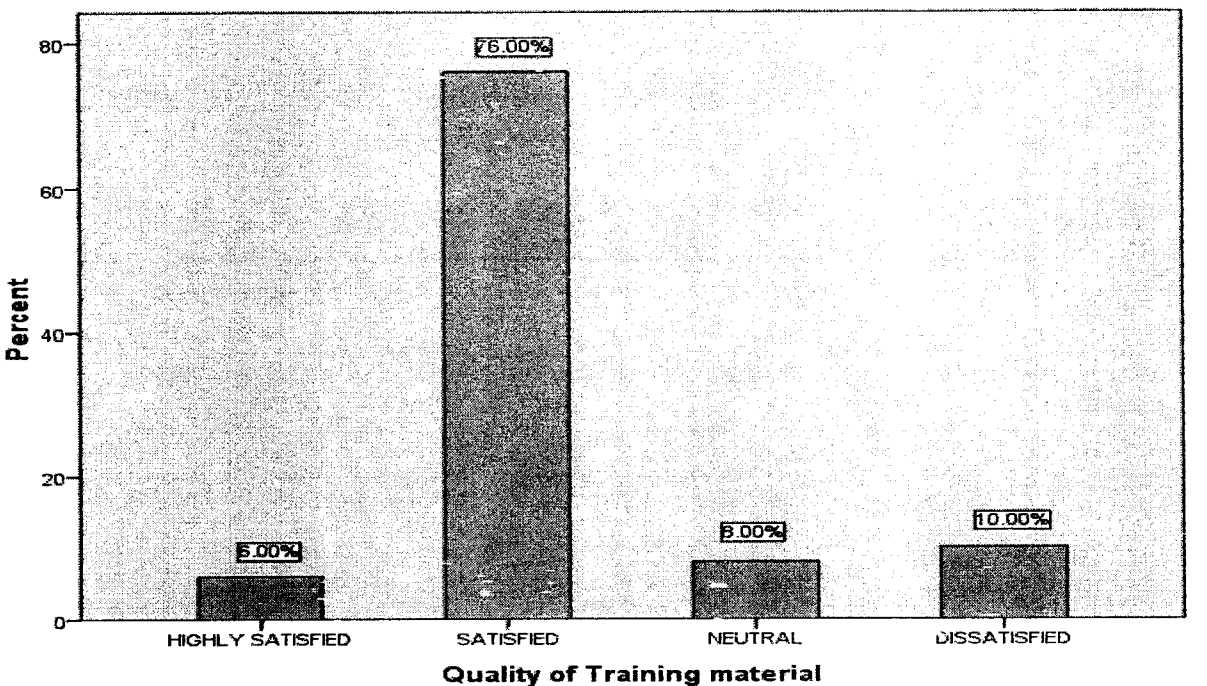
4.3.6 Quality of training material

Table 4.3.6 – Level of satisfaction on the quality of training material

Response	No. Of respondents	Percentage
Highly satisfied	3	6
Satisfied	**38**	**76**
Neutral	4	8
Dissatisfied	5	10
Total	50	100

From the above table it can be seen that most (76%) of the respondents are satisfied, 10% of the respondents are dissatisfied, 8% of the respondents are neutral & 6% of the respondents are highly satisfied.

Chart 4.3.6 – Level of satisfaction on the quality of training material



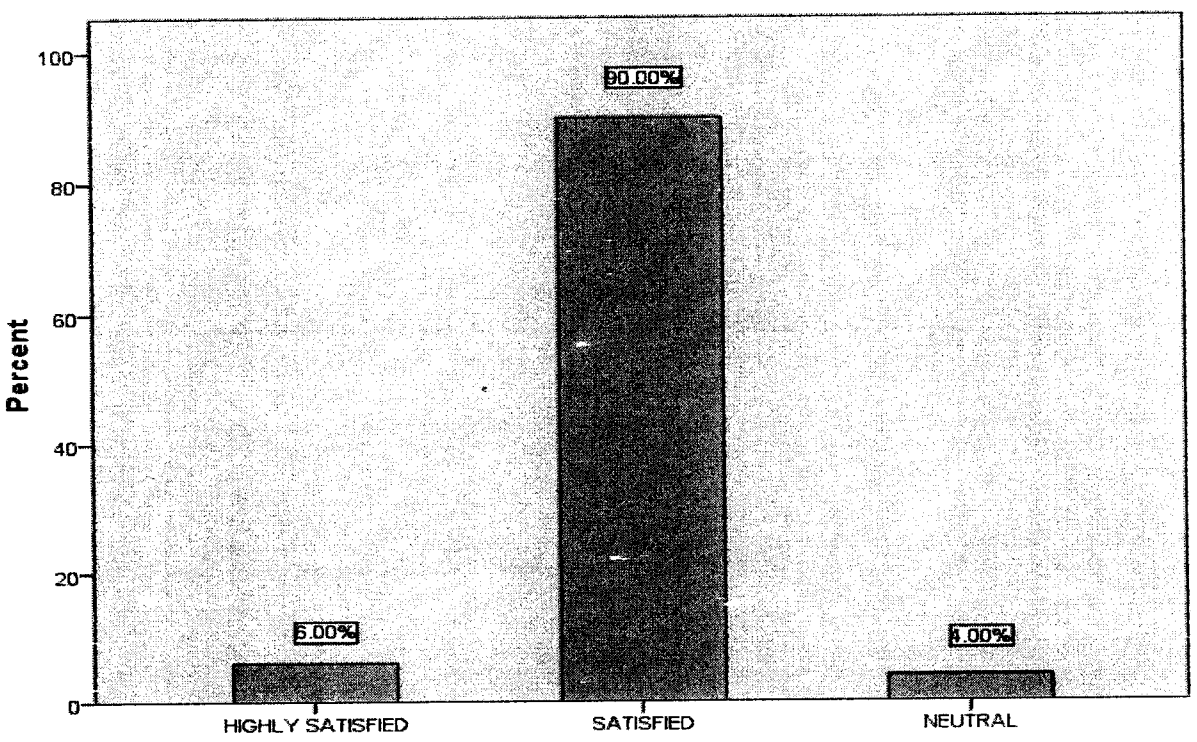
.3.7 Training methods and aids

Table 4.3.7 – Level of satisfaction on the training methods and aids

Response	No. Of respondents	Percentage
Highly satisfied	3	6
Satisfied	**45**	**90**
Neutral	2	4
Total	50	100

From the above table it can be seen that most (90%) of the respondents are satisfied, 6% of the respondents are highly satisfied & 4% of the respondents are neutral.

Chart 4.3.7 – Level of satisfaction on the training methods and aids



.4 Level of satisfaction on the effectiveness of the training programme

The levels of the effectiveness of the training programme are checked through the improvement of self confidence, acquiring technical knowledge & skills, growth & development, beneficial of training & usefulness in developing others.

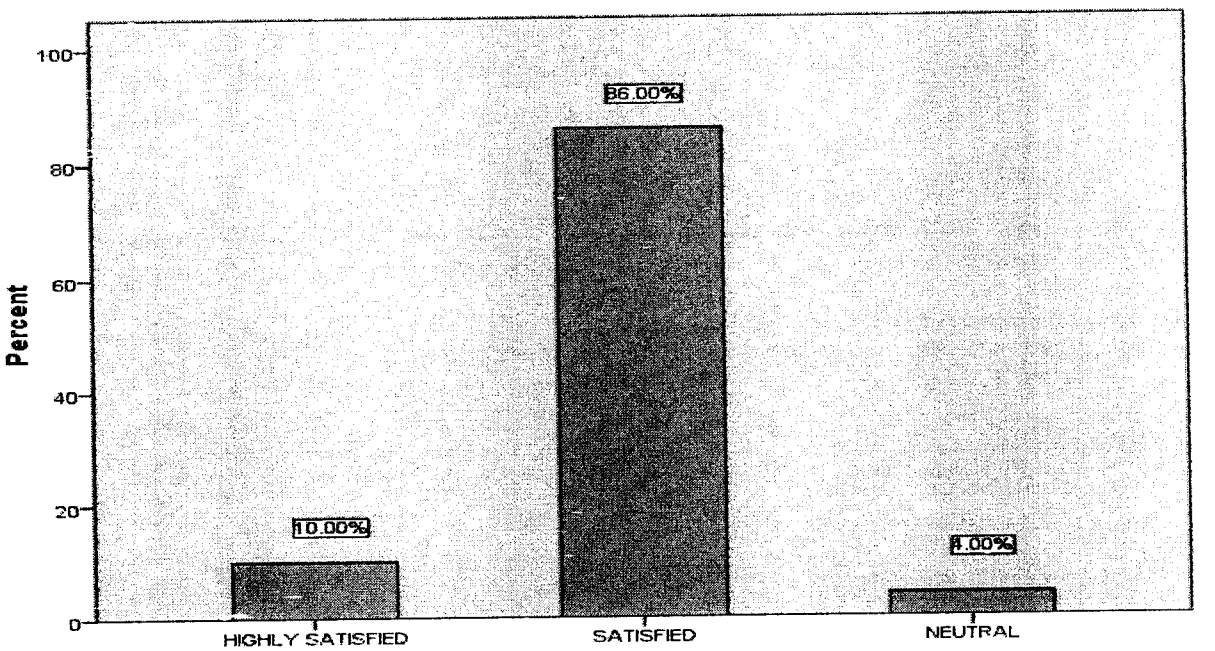
.4.1 Improvement of self confidence

Table 4.4.1 – Level of satisfaction on the Improvement of self confidence

Response	No. Of respondents	Percentage
Highly satisfied	5	10
Satisfied	**43**	**86**
Neutral	2	4
Total	50	100

From the above table it can be seen that most (86%) of the respondents are satisfied, 10% of the respondents are highly satisfied & 4% of the respondents are neutral.

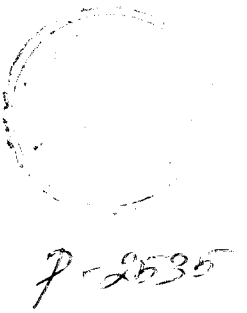
Chart 4.4.1 – Level of satisfaction on the Improvement of self confidence



.4.2 Acquisition of technical knowledge & skills

Table 4.4.2 – Level of satisfaction on the acquisition of technical Knowledge & skills

Response	No. Of respondents	Percentage
Highly satisfied	**43**	**86**
Satisfied	7	14
Total	50	100



From the above table it can be seen that most (86%) of the respondents are highly satisfied & 14% of the respondents are satisfied.

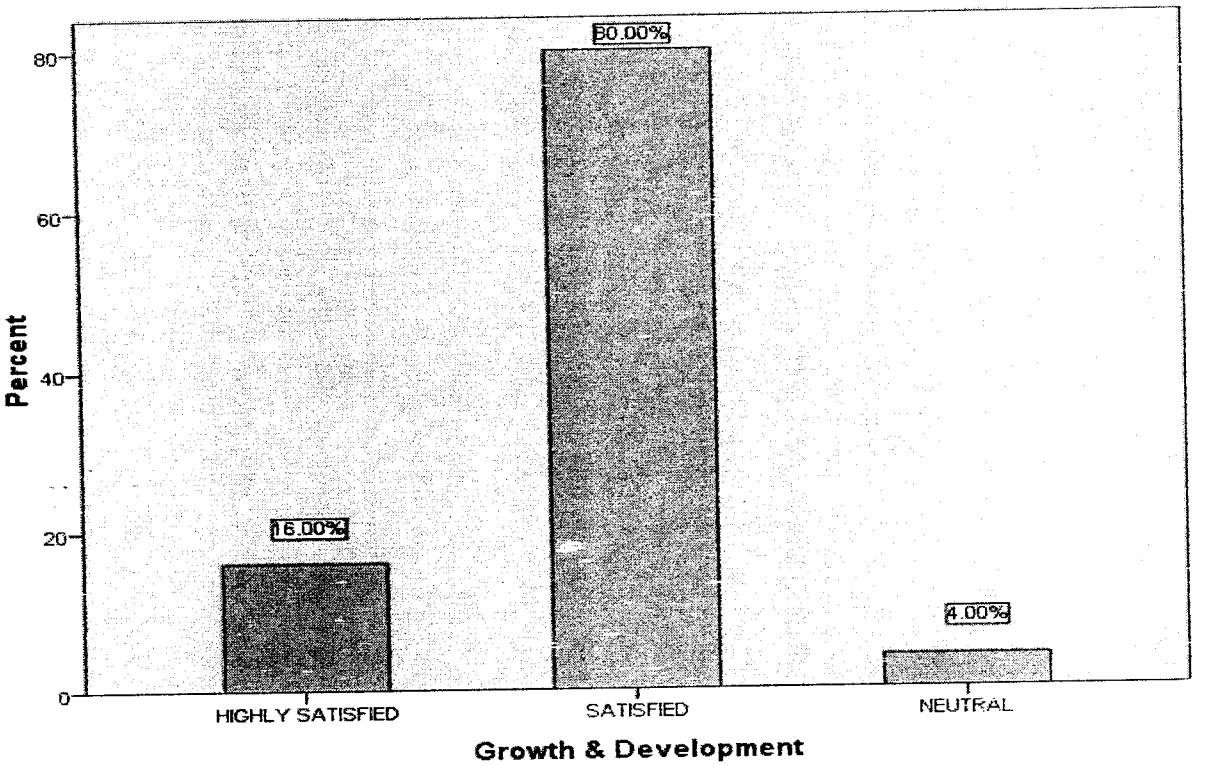
4.4.3 Helping in the Growth & Development

Table 4.4.3 – Level of satisfaction on the Growth & Development

Response	No. Of respondents	Percentage
Highly satisfied	8	16
Satisfied	**40**	**80**
Neutral	2	4
Total	50	100

From the above table it can be seen that most (80%) of the respondents are satisfied, 16% of the respondents are highly satisfied & 4% of the respondents are neutral.

Chart 4.4.3 – Level of satisfaction on the Growth & Development



4.4.4 Beneficial of training

Table 4.4.4 – Level of satisfaction on the beneficial of training

Response	No. Of respondents	Percentage
Highly satisfied	10	20
Satisfied	**40**	**80**
Total	50	100

From the above table it can be seen that most (80%) of the respondents are satisfied & 20% of the respondents are highly satisfied.

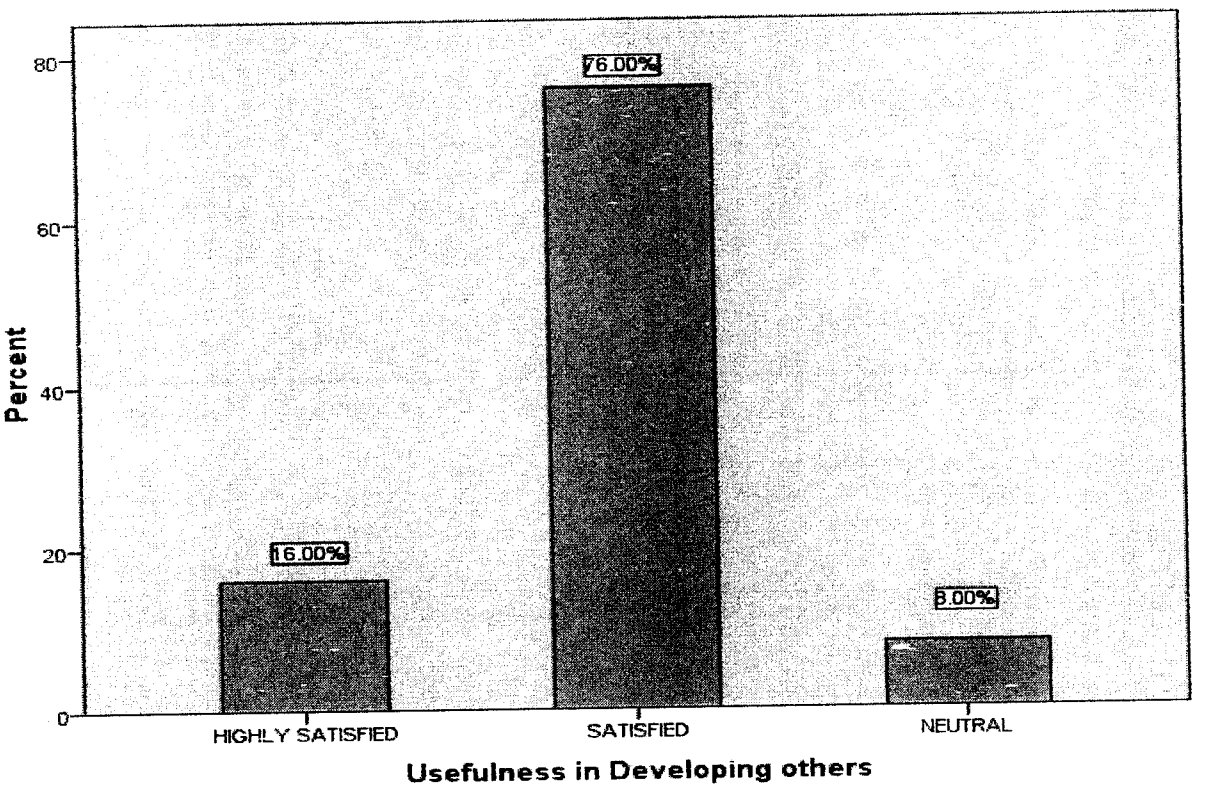
4.5 Usefulness in developing others

Table 4.4.5 – Level of satisfaction on the Usefulness in developing others

Response	No. Of respondents	Percentage
Highly satisfied	8	16
Satisfied	**38**	**76**
Neutral	4	8
Total	50	100

From the above table it can be seen that most (76%) of the respondents are satisfied, 16% of the respondents are highly satisfied & 8% of the respondents are neutral.

Chart 4.4.5 – Level of satisfaction on the Usefulness in developing others



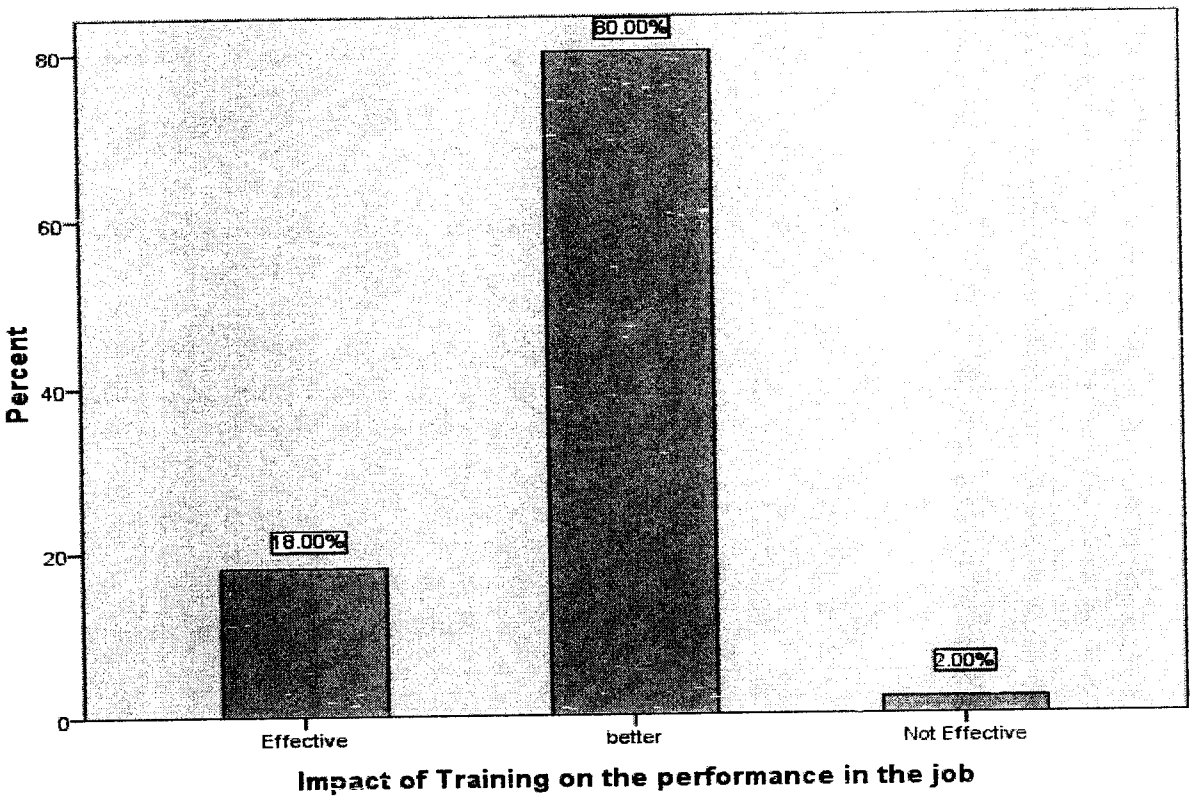
5 Impact of training on the performance in the job

Table 4.5 – Impact of training on the performance in the job

Response	No. Of respondents	Percentage
Effective	9	18
Better	**40**	**80**
Not effective	1	2
Total	50	100

From the above table, it can be seen that most (80%) of the respondents feel that the impact of training on the performance in the job is better, 18 % agree that it is effective and 2 % agree to be ineffective.

Chart 4.5 – Impact of training on the performance in the job



.6 Training makes to create Interpersonal relationship

Table 4.6 – Training makes to create interpersonal relationship

Response	No. Of respondents	Percentage
Yes	**46**	**92**
No	4	8
Total	50	100

From the above table it can be seen that majority (92%) of the respondents are agreed that the training makes to create interpersonal relationship and 8% of respondents are not agreed that the training makes to create interpersonal relationship.

4.7 Conducting place of the training

Table 4.7 – Conducting place of the training

Response	No. Of respondents	Percentage
In- House	24	48
External	**26**	**52**
Total	50	100

From the above table it can be seen that most (52%) of the respondents are trained externally & 48 % of the respondents are trained in the organization.

Findings & Recommendations

CHAPTER 5

FINDINGS & RECOMMENDATIONS

5.1 Findings

5.1.1 Profile of the respondents

The following findings are derived from the profile of the respondents.

- Most of the respondents belong to the age group below 30 years.
- 100 % of the respondents are male.
- Majority of the respondents are unmarried.
- Most of the respondents are bachelor.
- Most of the respondents coming from ITI background.
- Majority of them have below 5 years of service.
- Most of the respondents earn below Rs. 5000.
- Majority of them have attended 6 to 10 training programme.
- Most of the respondents are operator.
- 98% of the respondents are agreed that the superior identifies the appropriate training needs.

5.1.2 Level of satisfaction about the performance of the trainers

The following findings are derived from the Level of satisfaction about the performance of the trainers.

- Most (52 %) of the respondents are satisfied with the trainer's interaction with the trainees.

- Most (58%) of the respondents are dissatisfied with the trainers way of delivery.
- Most (52%) of the respondents are satisfied with the subject knowledge of the trainers.
- Most (80%) of the respondents are satisfied with the cordial relationship of trainers.
- Most (44%) of the respondents are satisfied with the trainers ability to clear doubts & queries.

5.1.3 Level of satisfaction on the training process

The following findings are derived from the Level of satisfaction on the training process.

- Most (90%) of the respondents are highly satisfied with the training given before implementing into the job.
- Most (66%) of the respondents are dissatisfied with the duration of the training programme.
- Most (68%) of the respondents are satisfied with the training centre infrastructure.
- Most (82%) of the respondents are satisfied with the organization of the training programme.
- Most (90%) of the respondents are satisfied with the sequence of the training programme.
- Most (76%) of the respondents are satisfied with the quality of training material.

- Most (90%) of the respondents are satisfied with the training methods and aids.

5.1.4 Level of satisfaction on the effectiveness of the training programme

The following findings are derived from the Level of satisfaction on the effectiveness of the training programme.

- Most (86%) of the respondents are satisfied with the improvement of self confidence.
- Most (86%) of the respondents are highly satisfied with the acquisition of technical knowledge and skills.
- Most (80%) of the respondents are satisfied with the training helps in growth and development.
- Most (80%) of the respondents are satisfied with the beneficial of training.
- Most (76%) of the respondents are satisfied with the usefulness of training in developing others.

5.1.5 Impact of training on the performance in the job

- Most (80%) of the respondents feel that the impact of training on the performance in the job is better.

5.1.6 Training makes to create interpersonal relationship

- Majority (92%) of the respondents are agreed that the training makes to create interpersonal relationship

5.1.7 Conducting place of the training

- Most (52%) of the respondents are trained externally

5.2 Recommendations

The following recommendations emanates from the study.

- Findings shows that majority of the respondents are unmarried and have below 5 years of service and most of them belong to the age group below 30 years, with the income level below Rs 5000 and most of them are also bachelor as working as operator with ITI background especially all are males. Majority of the respondents have attended 6 to 10 training programmes and almost they agreed the superior identifies the appropriate training needs. While framing the training method, training process, training design, training styles and trainers approach focus on the knowledge of the operator level in order to improve the effectiveness of the training programme in the organization.

- Findings from the satisfaction level of the trainers performance shows that half of them only satisfied with the trainer's interaction with the trainees, trainers ability to clear doubts and queries & subject knowledge of the trainers. Mainly, more than half of the respondents are dissatisfied with trainers way of delivery. Actually half of them are satisfied with the trainers remaining half are dissatisfied the main problem for this is different trainers used with

according to the trainees knowledge level and his approach and his way of delivery should focused on the trainees.

- Findings from the satisfaction level of the training process shows that all the process are good except the duration of the training programme nearly 2/3 of the respondents are dissatisfied with the duration of the training progamme. The management should takes immediate action regarding the duration of the training programme should be increased according to the expectation of the respondents.

- Most of the respondents suggested they have less practical time in their training period and also many trained matters are not practically possible one. The organization should take care in allotted time for practical and it should be improved as well as the trained things should be practically possible one.

Conclusion

CHAPTER 6

CONCLUSION

In order to improve the efficiency of employees in his present job & prepare himself for a higher level job, the effective training programmes are necessary. This study reveals the employees opinions regarding the training programmes in Globe Components, Chennai. From the findings drawn from this study, we clearly came to know 98% of respondent's get satisfied that the superior identifies the appropriate training needs and it makes to create interrelationship. So, the superior identifies the training needs at correct time but the training impact in the job they feel better, the impact is not effective because they have problem in the trainers, duration of the training programme as well as duration of the practical session. Some suggestions are given based on the findings. It is sure if the management implements the given suggestions, the performance of the employees will be increased and it will reach the optimistic level.

Appendix

APPENDIX

A STUDY ON EFFECTIVENESS OF TRAINING PROGRAMME

IN GLOBE COMPONENTS, CHENNAI

QUESTIONNAIRE

1. AGE
   (a) Below 30 ☐ (b) 31-40 ☐ (c) 41-50 ☐ (d) Above 51 ☐

2. Gender
   (a) Male ☐ (b) Female ☐

3. Marital status
   (a) Married ☐ (b) Unmarried ☐

4. Type of family
   (a) Joint ☐ (b) Nuclear ☐ (c) Bachelor ☐

5. Educational Qualification
   (a) X ☐ (b) Xli ☐ (c) ITI ☐ (d) Diploma ☐
   (e) Engineering ☐ (f) Graduate ☐ (g) Post Graduate ☐

6. Income
   (a) Below 5000 ☐ (b) 5001-10000 ☐ (c) 10001-20000 ☐
   (d) Above 20001 ☐

7. Year of Service
   (a) Below 5 years ☐ (b) 6 – 10 years ☐ (c) 11– 20 years ☐
   (e) Above 21 years

8. Whether the superior identifies the Training needs within the appropriate time?
   (a) Yes☐ (b) No ☐

9. How many Training Programmes are you attended in this organization?
   (a) Below 5 ☐ (b) 6 – 10 ☐ (c) 11 – 15 ☐ (d) 16 – 20 ☐
   (e) Above 21 ☐

10. Designation

11. Please read the following and tick your appropriate response in 5 point scale. I assure you, these data are purely for academic purpose and it will be kept confidential.

HS-Highly Satisfied, **S**-Satisfied, **N**-Neutral, **D**-Dissatisfied, **HD**-Highly Dissatisfied

. Trainers

Factors	**HS**	**S**	**N**	**D**	**HD**
Interaction with the trainees					
Trainers way of delivery					
Subject knowledge of the trainers					
Relationship with the trainers are cordial					
Ability to clear doubts and queries					

. Training Process

actors	**HS**	**S**	**N**	**D**	**HD**
raining given before implementing any hange in the job					
uration of training programme					
raining centre Infrastructure					
rganization of the training programme					
equence of the training programme					
uality of Training material					
raining methods and Aids					

II. Effectiveness of Training Programme

Factors	**HS**	**S**	**N**	**D**	**HD**
mprovement of self confidence					
Acquiring technical knowledge and skills through training programme					
Training helps in growth and development					
Training is useful in developing others					
Training programme are highly beneficial					

12. Rank the following based on its importance in the training programme?

Trainers approach & knowledge	
Method of training	
Duration of training	
Quality of training	
Relationship with the trainers	

13. Do the training makes you to create interpersonal relationship

(a) Yes ☐ (b) No ☐

14. Training programmes are conducted through

(a) In-house ☐ (b) External ☐ (C) Others ☐

15. What is the impact of Training on your performance in the Job?

(a) Effective ☐ (b) Better ☐ (c) Not Effective ☐

16. State your suggestions for improving the training programme

_____

_____

_____

Thank you

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