INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

IJRCM

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   STATEMENT OF THE PROBLEM

   OBJECTIVES

   HYPOTHESES

   RESEARCH METHODOLOGY

   RESULTS & DISCUSSION

   FINDINGS

   RECOMMENDATIONS/SUGGESTIONS

   CONCLUSIONS

   SCOPE FOR FURTHER RESEARCH

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- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
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CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

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- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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CUSTOMER SATISFACTION SURVEY OF TRAINING AND DEVELOPMENT PROGRAMS FOR HUMAN RESOURCE DEVELOPMENT DEPARTMENT OF MANUFACTURING ORGANIZATIONS

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ABSTRACT

This study is about the level of customer (internal) satisfaction in various manufacturing organizations towards their training and development programs. Basically a survey is done in three organizations about the training and development programs and their impact on the employees behavior, skills, and education level. So to justify the relation between the manufacturing and their training and development programs and their importance in them this research is done. First of all, let's define what a manufacturing organization is like then contribution of them in our country's economy and then the training and development concept with its various aspects which I think should be necessary to be considered in this paper.

KEYWORDS
Training, Methods, feedback, performance.

INTRODUCTION
The study of the level of customer (internal) satisfaction in various manufacturing organizations towards their training and development programs is required to be carried out now a days. The training and development programs of different companies has its impact on the employees behavior, skills, and education level. So it is required to justify the relation between the manufacturing and their training and development programs and their importance in them.

OBJECTIVES OF THE STUDY
- To analyze the existing training practices, its effectiveness and recommend measures to improve the training practices in manufacturing organizations.
- To study the frequency of training, training methods and their effects on the trainees and recommend certain measures for improvement.
- To understand the present practices enforced in respect of training at the personnel department and recommend any changes if necessary.
- To take feedback and to measure the satisfaction level by calculating a satisfaction score of the employees.
- To differentiate between the satisfaction levels of different groups based on gender, age, tenure in the organization, position and department.

LITRATURE REVIEW
Dr.Sarbjit, direction Apeejay College of engineering, Gurgaon, India, august 18, 2009.In today's fast moving economy and prevailing uncertainty all around us, the role of HRD is lot more than just identifying suitable manpower and meeting organizational training needs. Developing people's full capabilities and managing them well is the heart of any organization. This articles focus on three controlling elements for the success of any business that are people, time and cost.Paul Lewis, William J. Rothwell, Lindamillar, Ahad Osman-Gani, 14/2010.This article says that, the effective use of human resources is seen as a perquisite, and the training and development of employees as paramount. The growth of training and development as an academic subject reflects its growth in practice.Department of psychology & institute of Molecular Biology, University of Oregon, Eugene, OR 97403; and †Sackler Institute for Developmental Psychobiology, Weill Medical College of Cornell University, New York, NY 10021 ,August 9, 2005. This article test training effects on different age group. They compared with different types of no training (control groups) in 4years old and 6 years children and attention training (experimental group).
Lane Randale crocket California museum of science and industry, California museum foundation, 700 state drive, Los Angeles, California 90037, USA 2008
This article identifies useful and feasible methods to meet these needs. Finally, it suggested that informal science learning is understood as a collective entity. Main focus is on learning activities, and on methods.
L.B.Oio & D.A.Olanivan, 2008.This article examines the impact of training and development on the performance of home economics teaching schools important. The study revealed among others that and development has a positive impact on the performance of home economics teachers.
Barid, Liayd, Grith Darrell, Lunderson, John, and 2003.This article focuses on training and development strategies require remodeling due to globalization and fast moving business. In order to enhance performance with less cost and development certain as peers of business, learning opinions frameworks has been defined.
Roger G. Brown & Carole L. Jurkiewicz ,The University of North Carolina at Charlotte reports the similarities and differences between three age cohorts of public employees—Generation X, Baby Boomers and Matures—on 15 motivational factors. While substantial differences are broadly observed between the generations outside the public sector organizational context, these age-based categories of public employees are nearly identical in the governmental workplace. The few differences found can be ascribed to life and career stages as opposed to cohort-specific sociological influences. The principal implications for recruiting, motivation, training, retention, and human resource processes are discussed
G. Ronald Gilbert, (G. Ronald Gilbert is at the Department of Management and International Business, Florida International University, Florida, USA.) In its research paper, measuring internal customer satisfaction, Identifies two empirically derived measures of internal customer support used to assess team effectiveness from the perspective of the team's internal customers. The measures, personal service and technical competence, are based on analysis of the responses of 465 individuals representing 150 internal customer teams. When compared, the expected (self) ratings of the members of internal intact work teams were more positive than those ratings actually attributed to them by their internal customers. The findings reveal members of work teams tend to overestimate the effectiveness of their team's performance when compared with the ratings the same teams receive from their internal customers. The measurement of internal customer satisfaction is a tool that can be a useful aid for managers of service quality and their work teams to help them more accurately measure the effectiveness of their units.
The development of an employee satisfaction model for higher education , Shun-Hsing Chen, (Department of Industrial Engineering, Chung-Yuan University, Chung-Li, Taiwan, Republic of China Department of Industrial Engineering and Management, Chin-Min Institute of Technology, Chung-Li, Taiwan, Republic of China), Ching-Chow Yang, (Department of Industrial Engineering, Chung-Yuan University, Chung-Li, Taiwan, Republic of China), Jiun-Yan Shiau, (Department of Industrial Engineering, Chung-Yuan University, Chung-Li, Taiwan, Republic of China), Hui-Hua Wang, (Department of Applied Foreign Languages, Chin-Min

Institute of Technology, Chung-Li, Taiwan, Republic of China) Most studies on higher education focus on students as customers, and evaluate student levels of satisfaction/dissatisfaction with their programs, while generally neglecting teacher work satisfaction. Thus, this study evaluates how employee dissatisfaction with various investment items determines the improvement priority. There are at least two major issues that emerge when reviewing the employee development literature. First, while a number of employee development models have been proposed (e.g. Shonhiwa and Gilmore 1996; Jones and Jacobs 1995; Moravec (1994), few if any of them have actually been empirically validated. That is, few research. Studies have described the relationship between employee development programs, Learning outcomes and organizational outcomes, such as: product quality, rework .Costs or perceptions of customer service. Second, in most research studies, employee Development programs are usually embedded within other programs, such as performance management systems, performance reviews or incentive systems. As a result, when studies are found, the employee development aspect is more often considered more an ancillary aspect of the study, not necessarily the primary focus. Given these limitations, however, the following section presents selected studies that directly or indirectly illustrate the relationship between employee development and organizational performance.

McDonald and Smith (1995) conducted a study of 437 publicly traded companies .To demonstrate the relationship between performance management programs and Business performance. In this instance, performance management programs included the existence of explicit job goals, incentives and feedback mechanisms, along with ample learning opportunities to achieve the goals. The findings suggest that firms without performance management programs, and without employee development for that matter, tend to under-perform relative to industry financial averages, while those with performance management practices tend to perform at or above industry averages. The researchers also conducted a turnaround analysis, focusing only on those companies with performance management programs from up to three years before and three years after implementation of the systems. The researchers concluded that total shareholder return on average trailed industry standards by 5.1 per cent before implementation, but climbed to 19.7 per cent above average industry standards afterwards.

Koch and McGrath (1996) embedded employee development in the human resource management framework used to examine productivity in a study of 319 business units. The measure of employee development was limited to the sum of two measures: 1) the amount of formal training provided and 2) the extent to which promotions from within were used. Productivity was measured by dividing the business unit's net sales by the number of employees. The relationship of investment in employee development with improved productivity was not borne out. However, when the employee development index was factored in with other variables, such as more sophisticated human resource planning and evaluation, recruitment and selection strategies, there was a compounding effect on productivity, especially in those organizations where a relatively small workforce operated a large number of fixed assets, systems and equipment. Evidently, employee development was indirectly related to organizational performance, through other human resource systems.

Tafleur and Hyten (1995) described the impact of a variety of learning experiences on job performance. Factors in the treatment condition included task checklists, feedback, goal setting, training, job aids and bonuses for quality performance. The results showed that during the treatment phase a number of performance measures increased, including accuracy, timeliness and overall customer satisfaction. Interestingly, when the treatment was suspended, there was a noticeable decline in performance. When the treatment phase was reintroduced, measures of service quality increased

Tansky (1991) examined the quality of the employee development discussion that occurred between employees and their supervisors, and the attitudinal outcomes of the discussions. When employee development discussions were perceived to be fair, it was positively correlated with certain desired attitudes of employees, including goal commitment, organizational commitment and job satisfaction.

Jeffrey (1995) surveyed organizations that are recognized for their outstanding customer service and product quality. Two strategies in particular were consistently. Identified among the responding companies: 1) developing employees into professionals and 2) motivating employees to stay and excel. Saks (1996) examined the relationship between the amount and helpfulness of entry training and work outcomes for new-comers during organizational socialization. A sample of 152 newly hired entry-level professionals completed a questionnaire after the first six months of socialization. Supervisor ratings of job performance were obtained four months later. The results indicated that the amount of training received by newcomers was positively related to job satisfaction, commitment, intention to quit, ability to cope and several measures of job performance. Newcomers' perceptions of the helpfulness of training were also positively related to job satisfaction, commitment and intention to quit beyond that explained by training amount.

Holton (1994) examined a number of socialization outcomes that were preceded by new-hire training and awareness programs. Among the outcome measures were psychological success, intent to quit, organizational commitment and job satisfaction. New employee development tactics accounted for large portions of the variance, from 27.7 to 35 per cent, in each of the socialization outcomes.

Birdi et al. (1997) showed that overall job satisfaction and organizational commitment were significantly associated with prior participation in required training courses and work-based development activity.

Stephen Choo, (Towers Perrin-ISR, Sydney, Australia), Christine Bowley, (Department of Consumer and Employment Protection, Government of Western Australia, Perth, Australia A review of the literature on franchising has revealed a significant lack of academic research on employee training in franchise systems. Further, most research in this area tended to focus on training for franchises as part of the overall package. This study seeks to address the shortfall of research in this area by investigating the influence of training and development on an employee's job satisfaction at one of Australia's fastest growing franchises.

METHODOLOGY

RESEARCH METHODOLOGY

Every project work is based on certain methodology, which is a way to systematically solve the problem or attain its objectives. It is a very important guideline and lead to completion of any project work through observation, data collection and data analysis.

According to Clifford Woody, "Research Methodology comprises of defining & redefining problems, collecting, organizing &evaluating data, making deductions & researching to conclusions."

Accordingly, the methodology used in the project is as follows: -

- Defining the objectives of the study
- Framing of questionnaire keeping objectives in mind (considering the objectives)
- Feedback from the employees
- Analysis of feedback
- Conclusion, findings and suggestions.

SELECTION OF SAMPLE SIZE

In order to take a reasonable sample size and not to disturb the functioning of the organization, a sample size of reasonable strength of the Company has been taken in order to arrive at the present practices of training in the Company.

Accordingly, 81 officers have been selected at random from all the departments and 27 from each organization and feedback forms (questionnaire) have been obtained. The data has been analyzed in order to arrive at present training practices in the organizations.

SAMPLING TECHNIQUE USED

The technique of Random Sampling has been used in the analysis of the data/Random sampling from a finite population refers to that method of sample selection, which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample. This sampling is without replacement, i.e. once an item is selected for the sample, it cannot appear in the sample again.

Sample of 81 employees are used.

RESEARCH INSTRUMENT

First, observation technique has been used in order to arrive at the research problem. To find out its solution, mode of various secondary data collection has been used to collect the necessary data.

DATA COLLECTION

To determine the appropriate data for research mainly two kinds of data was collected namely primary & secondary data as explained below:

PRIMARY DATA

Primary data are those, which were collected afresh & for the first time and thus happen to be original in character. However, there are many methods of collecting the primary data; all have not been used for the purpose of this project. The ones that have been used are Questionnaire, Informal Interviews, and observation.

SECONDARY DATA

Secondary data is collected from previous researches and literature to fill in the respective project. The secondary data was collected through Text Books, Articles, Journals, Websites

STATISTICAL TOOLS USED

The main statistical tools used for the collection and analyses of data in this project are: Pie Charts , Tables, Standard deviation, Mean, Frequency

SCALE

The scaling used in the questionnaire was Likert Scale, with 1 referring to strongly disagree and 5 referring to strongly agree. Likert scale is the most appropriate mechanism that can be used here because most of the respondents will find it easier to relate to the questions on that.

SCOPE OF THE STUDY

- Training Effectiveness is the process wherein the management finds out how effective it has been at training and developing the employees in an organization.
- This study gives some suggestions for making the present training and development system more effective.
- It gives the direction, how to deal differently with different employees.
- It identifies the training & development needs present among the employees.
- It is limited to study the satisfaction levels at manufacturing companies only.

PLAN OF ANALYSIS

The analysis consists of descriptive analysis of the results of the satisfaction survey. It also includes looking at various factors that affect the satisfaction level of different groups (divided on the base of gender, age, tenure, position and department)

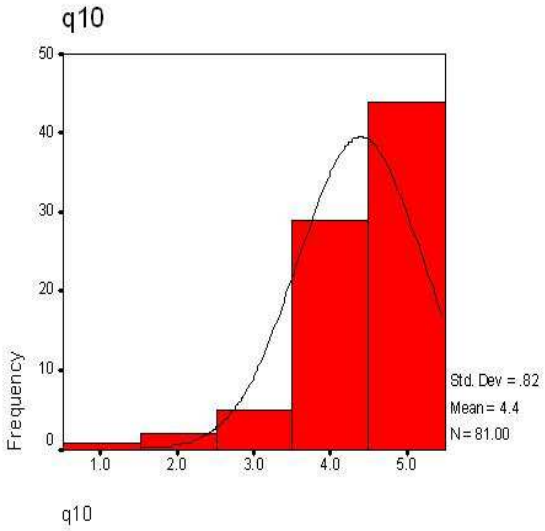
ANALYSIS AND INFERENCES

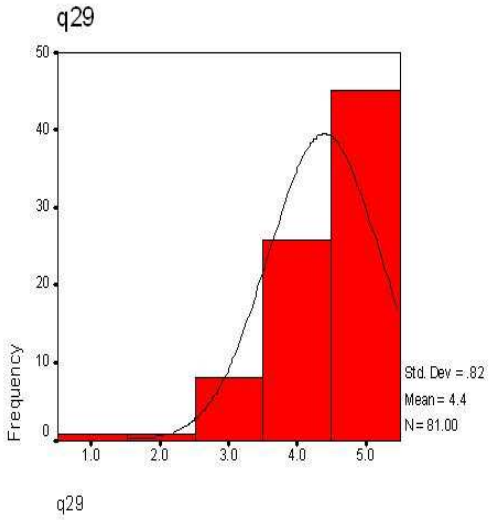
OVERALL ANALYSIS OF THE CUSTOMER SATISFACTION SURVEY (EMPLOYEES)

Descriptive statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
q1	81	1	5	3.43	1.313
q2	81	1	5	4.16	0.955
q3	81	1	5	3.94	1.197
q4	81	1	5	3.95	1.023
q5	81	1	5	3.42	1.023
q6	81	1	5	4.02	1.024
a7	81	1	5	3.84	0.941
q8	81	1	5	4.09	0.897
q9	81	1	5	4.02	1.129
q10	81	1	5	**4.4**	**0.817**
q11	81	1	5	**3.19**	**1.352**
q12	81	1	5	3.51	1.152
q13	81	1	5	3.59	1.116
q14	81	1	5	4.11	1.012
q15	81	1	5	3.77	1.121
q16	81	1	5	3.74	1.093
q17	81	1	5	3.62	1.21
q18	81	1	5	3.43	1.244
q19	81	1	5	3.78	1.025
q20	81	1	5	3.95	1.036
q21	81	1	5	3.74	1.01
q22	81	1	5	3.93	0.919
q23	81	1	5	3.6	1.158
q24	81	1	5	3.51	1.119
q25	81	1	5	4.05	0.865
q26	81	1	5	3.51	1.195
q27	81	1	5	3.89	1.095
q28	81	1	5	3.85	0.923
q29	81	1	5	**4.4**	**0.817**
q30	81	1	5	3.99	1.09

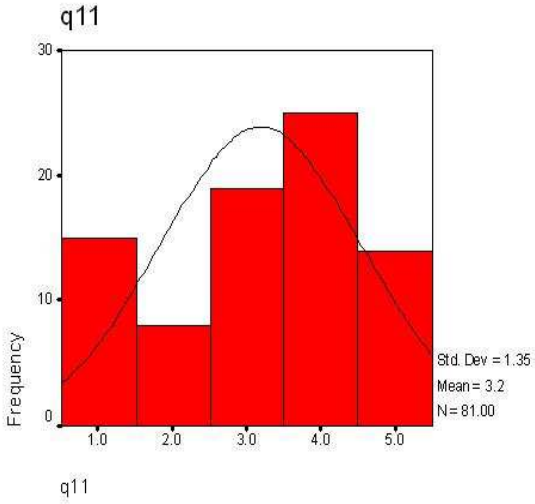
From the table above we can draw the following inferences:

- The employees are highly satisfied with the ambience of the auditorium during the training program (q10).
- The employees also strongly feel that they are personally responsible for their training/development (q29).
- The standard deviation for both of these issues is very less (.82) which means most of the employees have given a rating, which is near to the mean rating. So, there is not much variation in the responses of the employees regarding these two issues.



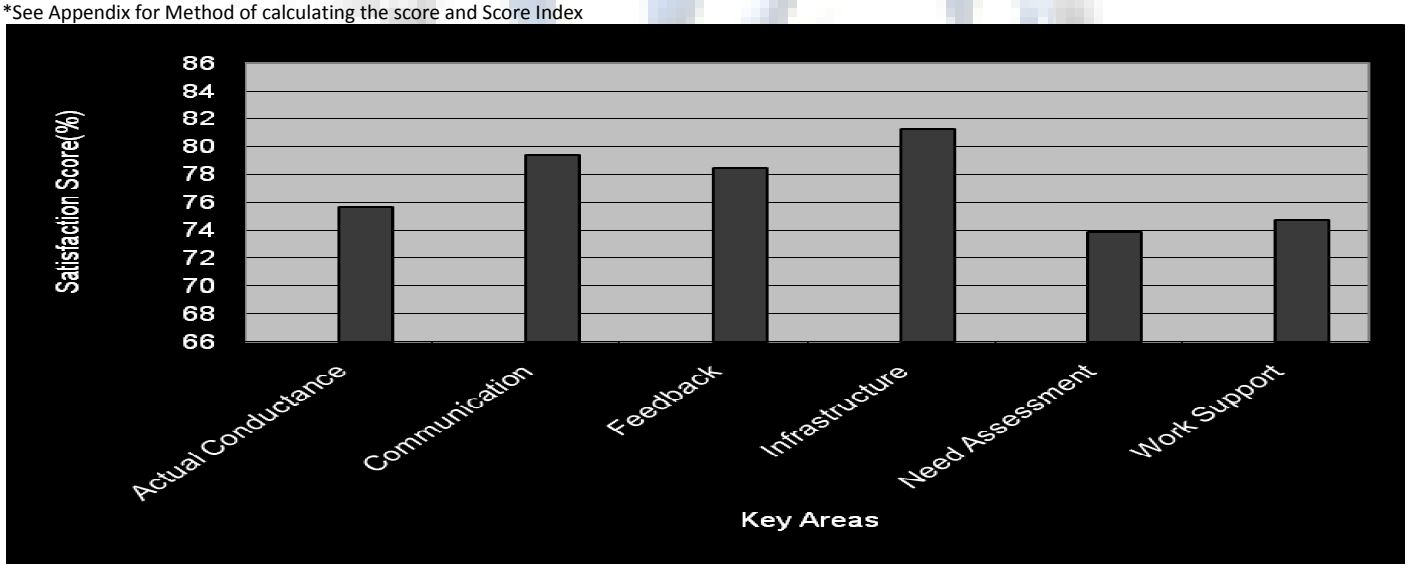


- The lowest satisfaction has been regarding the employee's discussion with Department Head/Officer regarding their training and development needs (q11).
- We can see from the figure below that the ratings for this question is widely distributed. This is also evident from the high value of the standard deviation (1.35). This means although it has an average rating of 3.2, still a lot of employees have rated either very high or very low. So this is not a common problem to all the employees but is present only in ***certain groups***.



Key Areas	Score (%)
Actual Conductance	75.65
Communication	79.4
Feedback	78.4
Infrastructure	81.3
Need Assessment	73.85
Work Support	74.75

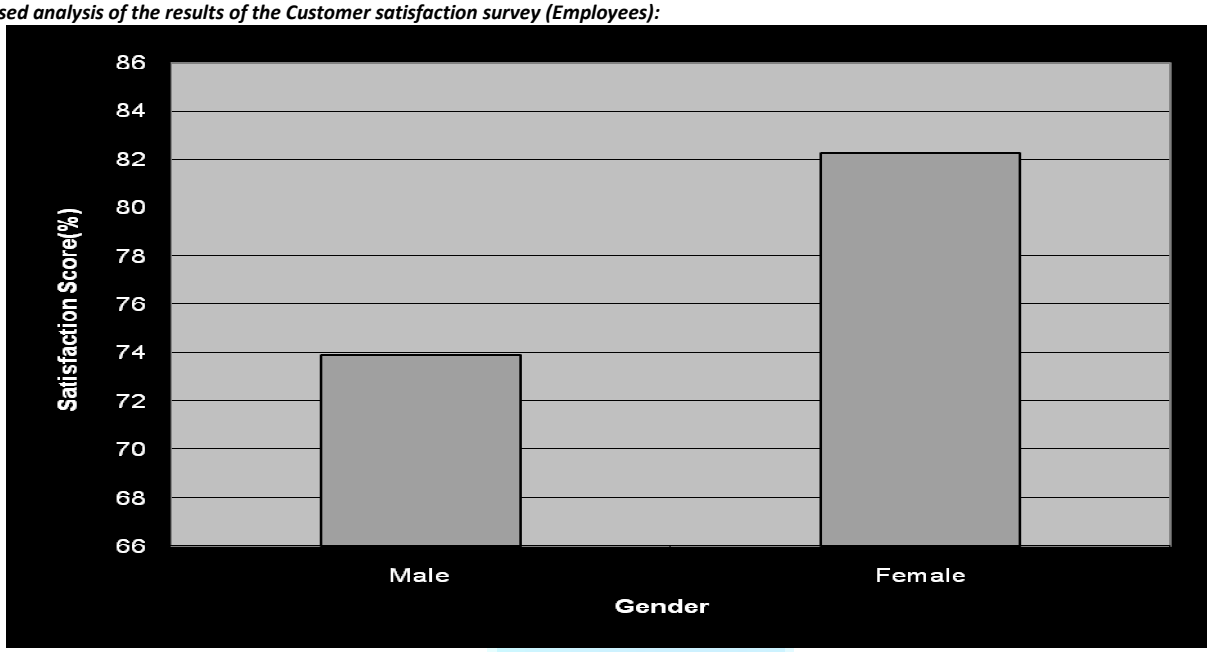
*See Appendix for Method of calculating the score and Score Index



We can draw the following inferences from the above graph:

- The employees have an "Excellent" level of satisfaction regarding Actual Conductance, Communication, Feedback and Infrastructure.
- Their satisfaction level tends to be lower in areas of Need Assessment and Work Support but still they have a "Good" level of satisfaction
- The employees are highly satisfied with the infrastructure provided for the training programs.
- The employees have the least level of satisfaction regarding the need assessment for their training and development.

Gender based analysis of the results of the Customer satisfaction survey (Employees):



- Males have a lower level of satisfaction as compared to females.
- Females have not scored a single question below 66.67% Males have scored three questions below 66.67%

Gender	Overall (%)	AC (%)	C (%)	FB (%)	IS (%)	NA (%)	WS (%)
Male	73.89655	72.89655	75.72414	75.31034	78.06897	70.27586	71.10345
Female	82.26087	79.30435	85.21739	82.78261	85.91304	79.65217	80.69565

*See Appendix for Method of calculating the score and Score Index

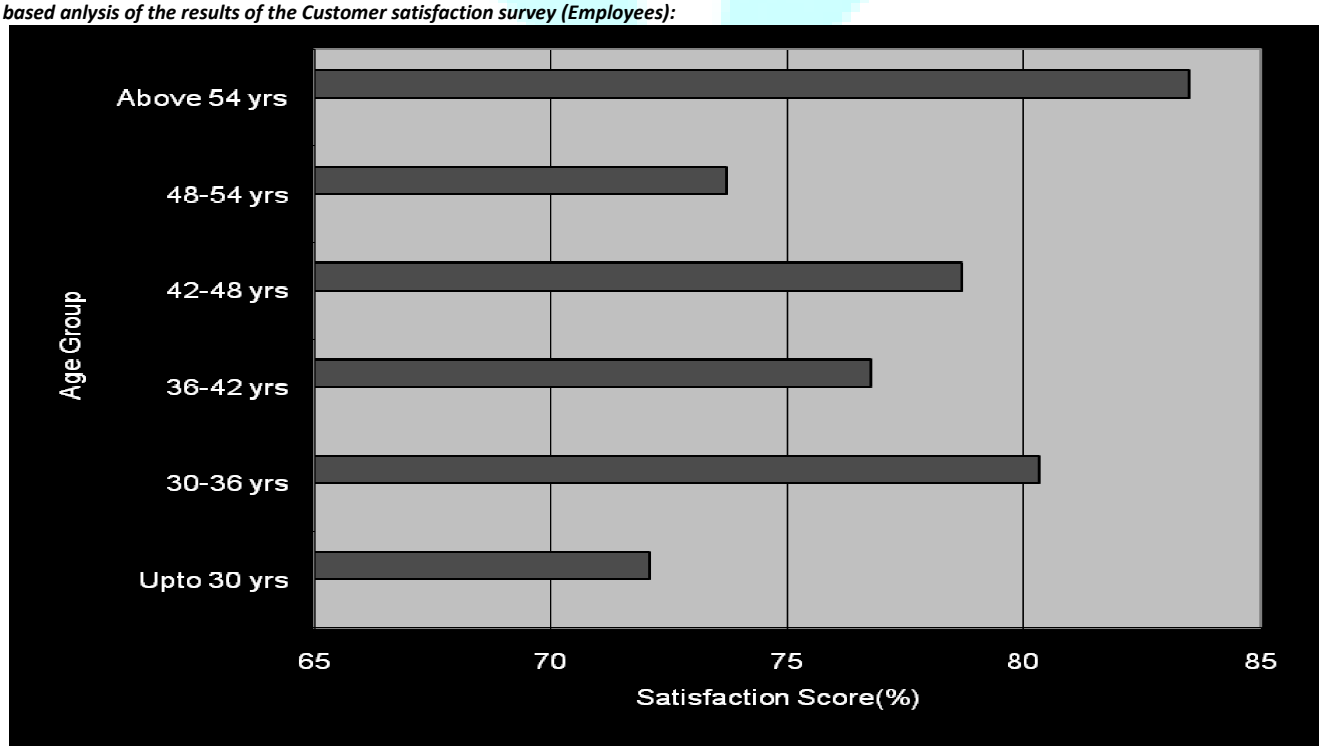
The major reasons for the lower level of satisfaction among the male employees are:

- Discussion between dept head and employees regarding Training and Development needs
- Interest/Support by department head in implementing the employee's learning at workplace.
- Coverage of the topics in the allotted time of the training program

The major reasons for a high level of satisfaction among female employees are:

- The belief that they are responsible for their training needs
- The ambience of the auditorium during the training program
- The timely intimation of training by the HRD

Age based anlysis of the results of the Customer satisfaction survey (Employees):



- The overall satisfaction score is highest for the "Above 54" age group
- The overall satisfaction score is lowest for the "Up to 30 years" age group. The "Up to 30 years" age group is highly opinioned and has volatile satisfaction levels for different areas.

Age	Overall (%)	AC (%)	C (%)	FB (%)	IS (%)	NA (%)	WS (%)
Up to 30 years	72.08333	75	81.5	***66.5***	81	***59.5***	69
30-36 years	80.33333	74	81	82	86	82	77
36-42 years	76.75362	76.34783	79.30435	78.26087	81.04348	73.56522	72
42-48 years	78.66667	76.375	79.125	81.125	80.75	77.375	77.25
48-54 years	73.7037	72.44444	75.11111	76	81.77778	65.33333	71.55556
Above 54 years	83.5	76	**86**	83	82	**87**	**87**

*See Appendix for Method of calculating the score and Score Index

The major reasons for a low level of satisfaction for the employees belonging to "Up to 30 years" age group are:

- ❖ Need assessment
  - ➢ Discussion between dept head and employees regarding Training and Development needs
  - ➢ Lack of awareness regarding who, how and when training needs are identified and sent to HRD
  - ➢ Less importance is given to training of employees within the organization
- ❖ Feedback
  - ➢ Unable to acquire skills to accomplish their work in the best way
  - ➢ Lack of benefit to the dept. from the training received

The major reasons for a high level of satisfaction for the employees belonging to "Above 54 years" age group are:

- ❖ Work Support
  - ➢ Cooperation from officer/colleagues during training
  - ➢ Department head takes interest in the employee's learning and provides necessary support for implementing it
  - ➢ Access to express their Training and Development needs
  - ➢ Department head provides the right environment for implementing new methods
- ❖ Need Assessment
  - ➢ Awareness regarding who, how and when training needs are identified and sent to HRD
  - ➢ The belief that they are responsible for their training needs
  - ➢ Importance given to training of employees within the organization
  - ➢ Needs identified in line with an employee's current as well as future job
- ❖ Communication
  - ➢ Method of inviting for the training
  - ➢ The timely intimation for attending the training
  - ➢ The provision of reminder call from HRD for attending the training program

Here we can see the ***varied response*** to "Need Assessment" area from the different age groups. The "Up to 30 years" age group has a very low level of satisfaction (59.5%) in this area whereas the "Above 54 years" age group has a very high level of satisfaction in this area (87%)

Tenure based anlysis of the results of the Customer satisfaction survey (Employees):

- The overall satisfaction score is highest for the employees who have been working with organizations for "5-10" years
- The overall satisfaction score is lowest for the employees who have been working with organizations for "0-5" years. The satisfaction levels are lower for employees who are new to the organization.
- The satisfaction tends to increase after the initial 5 years till the employee completes 10 years in the organization and then shows a downward trend again.

Tenure	Overall (%)	AC (%)	C (%)	FB (%)	IS (%)	NA (%)	WS (%)
0 - 5 years	70.20513	69.53846	76.30769	67.38462	77.53846	***63.07692***	67.38462
5-10 years	83.33333	72	***86***	82	84	***90***	***86***
10-15 years	81.66667	72	88	86	90	76	78
15-20 years	78.4127	76	80.57143	80.19048	82.85714	75.61905	75.2381
20-25 years	76.55285	75.90244	77.36585	78.53659	78.92683	73.7561	74.82927
Above 25 years	75	76	74	78	86	72	64

*See Appendix for Method of calculating the score and Score Index

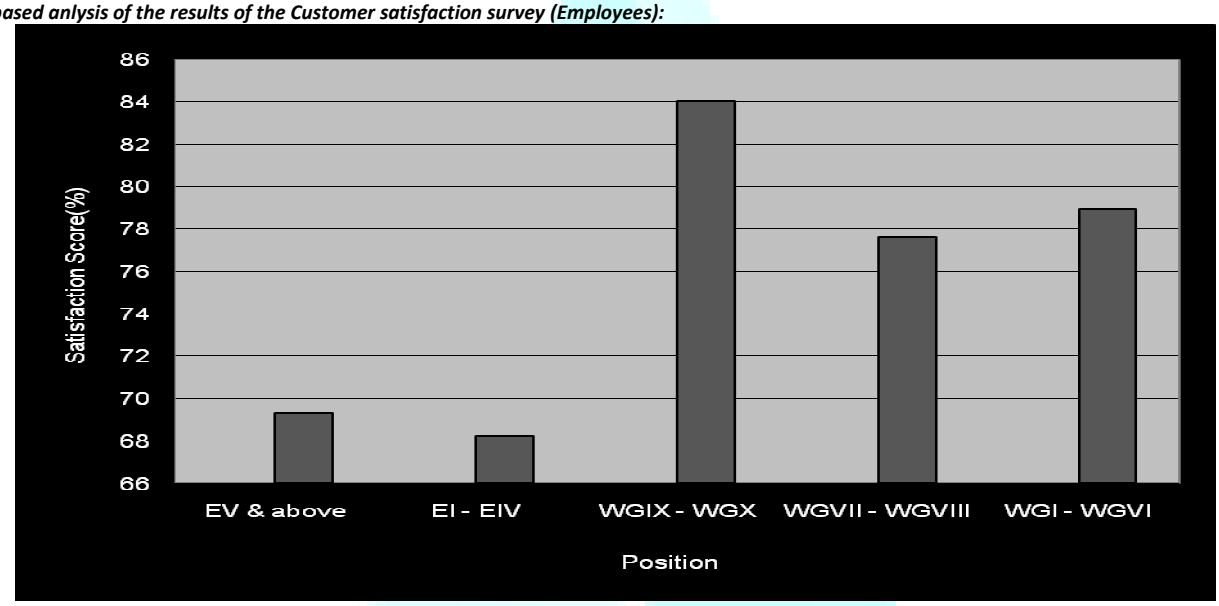
The major reasons for a low level of satisfaction of employees who have completed service of "0 - 5 years" are:

- Need Assessment
  - Discussion between dept head and employees regarding Training and Development needs
  - Lack of awareness regarding who, how and when training needs are identified and sent to HRD
  - Less importance is given to training of employees within the organization

The major reasons for a high level of satisfaction of employees who have completed service of "5 – 10 years" are:

- Communication
  - Method of inviting for the training
  - The timely intimation for attending the training
  - The provision of reminder call from HRD for attending the training program
- Need Assessment
  - All aspects of need assessment
- Work Support
  - Cooperation from officer/colleagues during training
  - Department head takes interest in the employee's learning and provides necessary support for implementing it
  - Access to express their Training and Development need Here we can again see the ***varied response*** to "Need Assessment" area from the employees having completed different years of service.

Position based anlysis of the results of the Customer satisfaction survey (Employees):



- The overall satisfaction score is highest for the employees who have the wage group "WGIX - WGWGX"
- The overall satisfaction score is lowest for the executives of "EI - EIV" level.
- The satisfaction levels are lower for employees at the executive level and higher for the employees coming under the Non executive level.

Position	Overall (%)	AC (%)	C (%)	FB (%)	IS (%)	NA (%)	WS (%)
EV & above	69.33333	72.57143	68.57143	68.57143	77.71429	65.71429	62.85714
EI - EIV	68.20513	68.92308	74.76923	***64.92308***	75.38462	**60.30769**	***64.92308***
TC	-	-	-	-	-	-	-
WGIX - WGX	84	79	83	***91.5***	***87***	79.5	84
WGVII - WGVIII	77.6036	76.43243	80.64865	79.67568	80.43243	75.02703	73.40541
WGI - WGVI	78.91667	74.25	78.25	79.25	81.75	78.25	81.75

*See Appendix for Method of calculating the score and Score Index

The major reasons for a low level of satisfaction of employees belonging to "EI - EIV" are:

- Need Assessment
  - Discussion between dept head and employees regarding Training and Development needs
  - Lack of awareness regarding who, how and when training needs are identified and sent to HRD
  - Less importance is given to training of employees within the organization
  - Needs identified not in line with an employee's current as well as future job
- Work Support
  - Access to express their Training and Development needs
  - Department head takes interest in the employee's learning and provides necessary support for implementing it
  - Lack of opportunities to implement the acquired skills and knowledge
- Feedback
  - Unable to acquire skills to accomplish their work in the best way
  - Lack of benefit to the dept. from the training received

The major reasons for a high level of satisfaction of employees belonging to "WGIX - WGX" are:

- Feedback
  - All aspects of feedback
- Infrastructure
  - All aspects of infrastructure

Here we can see the ***varied response*** to "Feedback" among the employees at different positions in the organization.

Department based anlysis of the results of the Customer satisfaction survey (Employees):

- The overall satisfaction score is highest for the "Product Assurance"
- The overall satisfaction score is lowest for the "Materials Management" department.

Div/Dep't.	Overall (%)	AC (%)	C (%)	FB (%)	IS (%)	NA (%)	WS (%)
HR/F&A	83.06667	76.4	88	84.8	85.6	83.2	80.4
MM	70.09524	68.57143	73.14286	69.42857	73.14286	**66.28571**	70
Manufacturing	75.67677	73.33333	79.39394	76.60606	80.72727	71.27273	72.72727
PA	83.8	81.2	86.8	84.4	**86**	84.4	80
D&E/MKTG	74.77778	81.33333	71.33333	76.6666	76	71.33333	72
QM/P&S	72.75	76	66.5	77.5	80.5	65.5	70.5

*See Appendix for Method of calculating the score and Score Index

The major reasons for a low level of satisfaction of employees belonging to "Materials Management" department are:

- ❖ Need Assessment
  - ➢ Discussion between dept head and employees regarding Training and Development needs
  - ➢ Needs identified not in line with an employee's current as well as future job
  - ➢ Less importance is given to training of employees within the organization

The major reasons for a high level of satisfaction of employees belonging to "Product Assurance" are:

- ❖ Communication
  - ➢ The timely intimation for attending the training
  - ➢ The method of inviting for the training
  - ➢ Last moment changes are informed by the HRD
  - ➢ The participation letter has complete information regarding the training program
- ❖ Infrastructure
  - ➢ The ambience of the auditorium
  - ➢ The assistance provided by HRD at anytime during the program

CONCLUSION

- The overall satisfaction score of the Customer Satisfaction Survey for the HRD is 77.225%. This shows the average satisfaction level of the employees at these manufacturing organizations is "Excellent".
- Although the overall satisfaction level is "Excellent" it does not mean that there are no areas that need to be improved. The satisfaction levels vary across different groups that have been divided based upon gender, age, tenure in the organization, position and department.
- The young employees (up to 30 years) have the lowest level of satisfaction when compared to other age groups. The areas that need to be improved upon to raise their level of satisfaction are Need Assessment and Feedback. As they are already satisfied with the other key areas, this well help to raise their overall satisfaction
- Need Assessment is one area which shows a varied response from different age groups. The "Up to 30 years" age group has a very low level of satisfaction (59.5%) in this area whereas the "Above 54 years" age group has a very high level of satisfaction in this area (87%). So, the Need Assessment of the young employees (up to 30 years) of the organization needs to be looked at.
- The satisfaction level tends to increase once an employee joins an organization. But this trend continues only till the time the employee completes a service of 10 years in the organization. After 10 years, the satisfaction levels tend to decrease gradually. The satisfaction level of employees needs to be maintained throughout their tenure.
- Need Assessment is one area which again shows a varied response from employees who have completed different years of service in the organization. The employees who have completed "0 - 5 years" have a low level of satisfaction (63.07692%) in this area whereas employees who have completed "5 – 10 years" age group have a high level of satisfaction in this area (90%).
- We need to look at the change in the "Need Assessment" for these two sets of employees and find out the reason for this increase in the satisfaction scores. This will help us to increase the satisfaction level of the employees who have completed "0 - 5 years" in the organization.
- The satisfaction level of the employees at the Executive level tends to be lower than the employees who come under the Non executive level. The areas that need to be improved upon to raise their level of satisfaction are Need Assessment, Work Support and Feedback.
- Feedback is one area that shows a varied response from employees who are at different positions in the organization. The employees under "*EI - EIV*" have a low level of satisfaction (64.92308%) in this area whereas employees under "WGIX - WGX" have a high level of satisfaction in this area (91.5%). So special attention needs to be paid to executives and their requirements regarding Feedback.
- The varied response to "Need Assessment" clearly indicates that there is a disconnect between the employees and their Department heads. There seems to be a lack of communication between them regarding their training needs. This in turn leads to their poor development.

- Based on the research we can conclude that the HRD department needs to have a greater focus on male employees up to the age of 30 years at executive positions within the organization and need to increase their satisfaction levels. This will enable the HRD to further enhance the "Excellent" satisfaction level throughout the organization.

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With sincere regards

Thanking you profoundly

Academically yours

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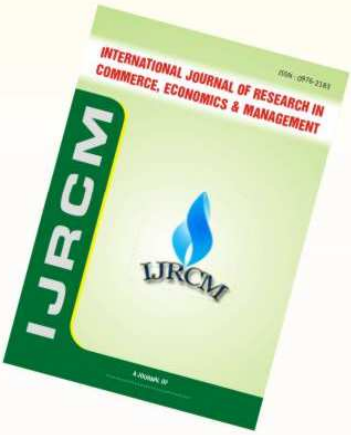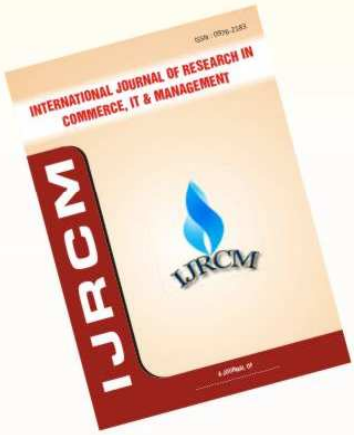
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