

A STUDY ON EFFECTIVENESS OF EXECUTIVE CAREER COACHING IN SREE BALAJI ENGINEERING WORKS,CHENNAI

Submitted in partial fulfillment of the requirements for the award of
MASTER OF BUSINESS ADMINISTRATION

by

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Register No.41410142



SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE

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APRIL -2023



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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **JENI MOL.R 41410142** who carried out the project entitled "**Sree Balaji Engineering works, Chennai**" under my supervision for a period of 3 months from January 2023 to March 2023.

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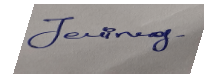
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DECLARATION

I **JENI MOL .R (41410142)** hereby declare that the Project Report entitled “**A Study on effectiveness of executive career coaching in Sree Balaji Engineering Works,Chennai**” done by me under the guidance of **Dr.Umamaheswari .S** is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

DATE: 05/05/2023

PLACE: Chennai

A rectangular stamp containing a handwritten signature in blue ink. The signature appears to be 'Jeni Mol. R'.

JENI MOL. R

ACKNOWLEDGEMENT

I am pleased to acknowledge my sincere thanks to Board of Management of **SATHYABAMA** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my thanks to **Dr.G. Bhuvaneswari, MBA.,Ph.D.,Dean – School of Management Studies** and **Dr.A. Palani,M.Com.,M.Phil.,MBA.,Ph.D., Head – of the Department,Dept.of Business Administration** for providing me necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide **DR .UMAMAHESWARI . S** for her valuable guidance , suggestions and constant encouragement paved way for the succesful completion of my project work.

I wish to express my thanks to all Teaching and Non-teaching staff members of the **School of Management Studies** who were helpful in many ways for the completion of the training.

JENI MOL . R

TABLE OF CONTENTS

CHAPTER NO.	TITLE	PAGE NO.
	ABSTRACT	i.
	LIST OF TABLES	ii.
	LIST OF CHARTS	iii.
1	INTRODUCTION	1-9
	1.1 Introduction	1
	1.2 Industry Profile	3
	1.3 Company Profile	6
	1.4 Statement of the Problem	7
	1.5 Objectives of the Study	8
	1.6 Need for the Study	8
	1.7 Scope of the Study	9
2	REVIEW OF LITERATURE	10-22
	2.1 Review of literature	10
3	RESEARCH METHODOLOGY	23-25
	3.1 Methodology	23
	3.2 Research Design	23
	3.3 Sampling Technique	23
	3.4 Sources of Data	23
	3.5 Sturcture of Questionnaire	23
	3.6 Sample Size	23
	3.7 Period of Study	24
	3.8 Profile Area of the Study	24
	3.9 Hypothesis	24
	3.10 Tools for Analysis	24
	3.10.1 Percentage Analysis	24
	3.10.2 Hypothesis Analytical Tools	25
4	DATA ANALYSIS AND INTERPRETATION	26-61
	4.1 Percentage Analysis	26
	4.2 CHI SQUARE	54
	4.3 CORRELATION	60
5	FINDINGS,SUGGESTIONS AND CONCLUSION	63-69
	5.1 Findings of the study	63
	5.2 Suggestions	66
	5.3 Limitations of the Study	68
	5.4 Conclusion	69
	REFERENCES	70
	ANNEXURE I – QUESTIONNAIRE	71
	ANNEXURE II – RESEARCH ARTICLE	

ABSTRACT

The project at Sree Balaji Engineering Works aims to find out the general opinion of the managers about the effectiveness of the career coaching and development program they are participating in at Sree Balaji Engineering Works. The goal of career coaching can be to teach managers new skills that are relevant to their current job position or to refresh the skills they already have. A good career coaching program allows companies to develop individual executives and the organization itself, because career coaching is one of the best forms of motivation.

The objective of this project is to "Validate the effectiveness of career coaching and development in Sree Balaji Engineering Works". This project also focuses on how to identify the career coaching needs of executives, which would be extremely helpful in identifying the career coaching programs that executives needed. Since the project simultaneously studies the effectiveness of career coaching and the perception of career coaching by managers, it acts as an effective tool for effectively achieving the desired goals.

Executives can expand their knowledge and become more valued in the company. Having a well-trained executive is very beneficial to a company, as executives are likely to be more motivated and goal-oriented.

Also, various jobs and tasks are likely to be performed more efficiently if the executive is highly skilled in what they are doing. Below are some of the main benefits of having a well-trained executive.

LIST OF TABLES

TABLE NO	TITLE	PAGE NO
4.1.1	AGE OF THE RESPONDENTS	26
4.1.2	GENDER OF THE RESPONDENTS	27
4.1.3	MARITAL STATUSES OF THE RESPONDENTS	28
4.1.4	EDUCATION QUALIFICATIONS OF THE RESPONDENTS	29
4.1.5	EXPERIENCE OF THE RESPONDENTS	30
4.1.6	NATURE OF WORK OF THE RESPONDENTS	31
4.1.7	INCOME OF THE RESPONDENTS	32
4.1.8	FREQUENTLY CONDUCTED CAREER COACHING PROGRAMME	33
4.1.9	CAREER COACHING METHOD PROVIDED BY THE ORGANIZATION	34
4.1.10	SATISFACTION LEVEL WITH PROFESSIONAL LEARNING AND GROWTH OPPORTUNITIES	35
4.1.11	QUALITY OF THE CAREER COACHING PROGRAMME	36
4.1.12	INNOVATIVE METHODS ADOPTED IN THE CAREER COACHING PROGRAMMES	37
4.1.13	ENCOURAGING THE ACTIVE PARTICIPATION AND QUESTIONING FROM THE PARTICIPANT	38
4.1.14	CONDUCTING THE CAREER COACHING PROGRAMME IN AN ENHANCING AND INTERESTING MANNER	39
4.1.15	COMFORTABILITY ABOUT THE PRESENT CAREER COACHING METHOD	40
4.1.16	CHANGES IN THE PRESENT CAREER COACHING METHOD	41
4.1.17	OVERALL FEEDBACK ABOUT THE CAREER COACHING PROCESS HELD AT SREE BALAJI ENGINEERING WORKS	42

4.1.18	INDUCTION CAREER COACHING IS A WELL PLANNED EXERCISE IN THE ORGANIZATION	43
4.1.19	IMPROVEMENTS IN CONFIDENCE LEVEL TO FACE THE HIGHER RESPONSIBILITY AFTER THE CAREER COACHING PROGRAMME	44
4.1.20	PREFERENCES AMONG THE TYPE OF COACHERS	45
4.1.21	ENHANCING THE PERSONALITY THROUGH CAREER COACHING WILL BRING ENTHUSIASM AT WORK PLACE	46
4.1.22	METHOD OF CAREER COACHING	47
4.1.23	TECHNICAL SKILL CAREER COACHING HELPS TO PERFORM JOBS EFFECTIVELY	48
4.1.24	IMPROVEMENTS IN PERFORMANCE AFTER THE CAREER COACHING PROGRAMME	49
4.1.25	IMPROVEMENT OF KNOWLEDGE BY CAREER COACHING	50
4.1.26	IMPROVEMENTS IN PRODUCTIVITY AFTER ATTENDING CAREER COACHING PROGRAMME	51
4.1.27	THE CAREER COACHING WAS MORE RELEVANT AND HELPFUL	52
4.1.28	JOB AFTER THE CAREER COACHING	53

LIST OF CHARTS

CHARTS NO	TITLE	PAGE NO
4.1.1	AGE OF THE RESPONDENTS	26
4.1.2	GENDER OF THE RESPONDENTS	27
4.1.3	MARITAL STATUSES OF THE RESPONDENTS	28
4.1.4	EDUCATION QUALIFICATIONS OF THE RESPONDENTS	29
4.1.5	EXPERIENCE OF THE RESPONDENTS	30
4.1.6	NATURE OF WORK OF THE RESPONDENTS	31
4.1.7	INCOME OF THE RESPONDENTS	32
4.1.8	FREQUENTLY CONDUCTED CAREER COACHING PROGRAMME	33
4.1.9	CAREER COACHING METHOD PROVIDED BY THE ORGANIZATION	34
4.1.10	SATISFACTION LEVEL WITH PROFESSIONAL LEARNING AND GROWTH OPPORTUNITIES	35
4.1.11	QUALITY OF THE CAREER COACHING PROGRAMME	36
4.1.12	INNOVATIVE METHODS ADOPTED IN THE CAREER COACHING PROGRAMMES	37
4.1.13	ENCOURAGING THE ACTIVE PARTICIPATION AND QUESTIONING FROM THE PARTICIPANT	38
4.1.14	CONDUCTING THE CAREER COACHING PROGRAMME IN AN ENHANCING AND INTERESTING MANNER	39
4.1.15	COMFORTABILITY ABOUT THE PRESENT CAREER COACHING METHOD	40
4.1.16	CHANGES IN THE PRESENT CAREER COACHING METHOD	41

4.1.17	OVERALL FEEDBACK ABOUT THE CAREER COACHING PROCESS HELD AT SREE BALAJI ENGINEERING WORKS	42
4.1.18	INDUCTION CAREER COACHING IS A WELL PLANNED EXERCISE IN THE ORGANIZATION	43
4.1.19	IMPROVEMENTS IN CONFIDENCE LEVEL TO FACE THE HIGHER RESPONSIBILITY AFTER THE CAREER COACHING PROGRAMME	44
4.1.20	PREFERENCES AMONG THE TYPE OF COACHERS	45
4.1.21	ENHANCING THE PERSONALITY THROUGH CAREER COACHING WILL BRING ENTHUSIASM AT WORK PLACE	46
4.1.22	METHOD OF CAREER COACHING	47
4.1.23	TECHNICAL SKILL CAREER COACHING HELPS TO PERFORM JOBS EFFECTIVELY	48
4.1.24	IMPROVEMENTS IN PERFORMANCE AFTER THE CAREER COACHING PROGRAMME	49
4.1.25	IMPROVEMENT OF KNOWLEDGE BY CAREER COACHING	50
4.1.26	IMPROVEMENTS IN PRODUCTIVITY AFTER ATTENDING CAREER COACHING PROGRAMME	51
4.1.27	THE CAREER COACHING WAS MORE RELEVANT AND HELPFUL	52
4.1.28	JOB AFTER THE CAREER COACHING	53

CHAPTER 1- INTRODUCTION

1.1 INTRODUCTION ON THE EXECUTIVE CAREER COACHING

Career coaching is the teaching or development in oneself or others of any skills and knowledge related to specific useful competencies. Career coaching has specific goals to improve one's abilities, capacity, productivity and performance. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). In addition to the basic career coaching required for a trade, occupation or profession, since 2008 labor market observers have recognized the need for continuing career coaching beyond initial qualifications: to maintain, improve and update skills throughout working life. People in many professions and occupations may refer to this type of career coaching as professional development.

Some commentators use a similar term for on-the-job learning to improve performance: "career coaching". There are also other services available online for those looking to get career coaching beyond what their employers offer. Some examples of these services include career counseling, skills assessment, and support services. Generally, such career coaching can be categorized as on-the-job or off-the-job.

The on-the-job career coaching method takes place in a normal work situation using the actual tools, equipment, documents or materials that the coachees will use when they are fully coached. On-the-job career coaching has a general reputation as being most effective for professional work. It involves on-the-job management career coaching while he or she does the actual work. Typically, a professional coach (or sometimes an experienced manager) serves as the course instructor using hands-on career coaching often supported by formal classroom career coaching.

Sometimes career coaching can take place using web technology or video conferencing tools.

Simulation-based career coaching is another method that uses technology to support the coachee's development. This is especially common for career coaching

skills that require a very high degree of practice and those that involve significant responsibility for life and property. The advantage is that simulation career coaching allows the coach to find, study and correct skill gaps in his coachees in a controlled virtual environment. This also gives coachees the opportunity to experience and study events that would otherwise be rare on the job, eg in-flight emergencies, system failures, etc., where the coach can run "scenarios" and study how the coachee responds. help in improving his/her skills if the event were to take place in the real world. Examples of skills that commonly include simulator career coaching during development phases include aircraft, spacecraft, locomotive and ship piloting, airspace/air traffic control sectors, power plant operation career coaching, military/defense system advanced career coaching, and advanced response to extraordinary events. career coaching.

The off-the-job career coaching method takes place outside of normal work situations – meaning that the executive is not considered a directly productive worker during such career coaching. The off-the-job career coaching method also involves on-the-job coaching of executives outside of the actual work environment. It often uses lectures, case studies, role-playing and simulations, which has the advantage of allowing people to leave work behind and focus more thoroughly on the career coaching itself. This type of career coaching has proven to be more effective in instilling concepts and ideas. Many recruitment companies offer a service that would help improve executive competencies and change the approach to work. In-house staff career coaching topics can vary from effective problem solving skills to executive career coaching.

A more recent development in career coaching is the On the Job Career Coaching or OJT plan. According to the United States Department of the Interior, a good internship plan should include: An overview of the subjects to be covered, the number of hours the career coaching is expected to take, an estimated completion date, and how the career coaching will be evaluated.

1.2 INDUSTRY PROFILE:

India's production and consumption of machine tools was estimated at Rs. 6,602 crore (\$879.38 million) and Rs. 12,036 million (US\$1.6 billion) in FY22.

The textile machinery market size was Rs. 35,000 crores (US\$ 5.4 billion) in 2022. Textile industry exports were Rs. 3,307 crores in 2020-21, against Rs 2,556 crores achieved during 2019-2020.

The Boiler Industry market size was 146 million USD in 2019 and is expected to grow at a CAGR of 6% to reach 194 million USD by 2025. Boiler exports were USD 106.53 million between April and November 2020, with approximately 72 million units exported.

The market size of high voltage switchgear (including panels) and low voltage switchgear (including panels) was Rs. 4,793 crore (\$679.95 million).

In 2022, between April and December, India exported engineering goods worth \$81.8 billion compared to \$52.9 billion recorded in the same period in 2020.

In December 2022, India's engineering goods exports stood at US\$ 9.7 billion, a year-on-year increase of 37%.

India exports engineering goods mainly to the US and Europe, which account for more than 60% of the total exports. Engineering exports were recorded at USD 75.90 billion in April (FY20) and reached USD 60.25 billion in January (FY21).

The Index of Industrial Production (IIP) for the electrical equipment manufacturing industry was 111.3 in December 2022.

The Index of Industrial Production (IIP) for the electrical equipment industry was 92.0 in FY21.

According to the National Association of Software and Services Companies (Nasscom), India's share of the global engineering and research and development (ER&D) market is likely to expand at a CAGR of 12-13% to reach \$63 billion by 2025.

India's engineering goods exports FY22 (US\$ billion)



INVESTMENTS:

100% FDI is allowed automatically, with major international players looking for growth opportunities to enter the Indian engineering sector. The engineering sector in India is attracting huge interest from foreign players as it has a comparative advantage in terms of production costs, technology and innovation. The above, along with favorable regulatory policies and growth in the manufacturing sector, has enabled several foreign players to invest in India.

FDI inflows in various engineering and engineering sectors stood at US\$3.88 billion between April 2000 and December 2022, according to data released by the Department of Industrial Promotion and Internal Trade (DPIIT).

There have been many significant investments and developments in the Indian engineering and construction sector in the recent past:

- With 100% FDI allowed through the automatic route, major international players such as Cummins, GE, ABB and Alfa Laval have entered the Indian engineering sector for growth opportunities.

- In February 2022, Microsoft India and Larsen & Toubro (L&T) signed a memorandum of understanding (MoU) to build a regulated sector cloud product. The two firms will work with a select group of significant customers in regulated industries to design architectures and plans to help them achieve their digital transformation goals and transition traditional data centers to a hybrid cloud architecture.

- In September 2022, Bharat Fritz Werner India, a leading machine tool manufacturer in the subcontinent, announced its entry into metal additive manufacturing.

- In September 2022, Larsen & Toubro (L&T) announced that it will participate in Expo 2020 in Dubai, which will be held from October 5, 2022 to March 31, 2022, as part of the India Pavilion. L&T plans to showcase its capabilities in hydrocarbon engineering and businesses such as wastewater treatment, power transmission and distribution.

- In August 2022, Bharat Heavy Electricals secured its largest ever contract worth Rs. 10,800 crore (US\$1.45 billion) from Nuclear Power Corporation of India Limited (NPCIL) for the EPC of a turbine island for 6 units of 700 MW capacity.

- The Automotive Component Manufacturers Association (ACMA) expects auto component sales to grow by 20-30% in the next fiscal year due to demand from OEMs and an increase in exports. The association expects India's auto parts exports to grow to \$30 billion over the next five years.

- In June 2022, automotive component maker Minda Industries announced the acquisition of a 51% stake in Harita Fehrer Ltd. for Rs. 115 million dollars (\$15.80 million).

- In May 2022, TVS Motor Company announced that it has sold one million units of the 'NTORQ 125' scooter in the international market.

- In April 2022, Tata Power in collaboration with Hitachi ABB Power Grids and Cargill commissioned India's largest 110/33/22 kV, 125 MVA natural ester filled power transformer in the Mumbai transmission network at the Bandra-Kurla Complex receiving station.
- In March 2022, Hitachi ABB Power Grids Ltd. packed an order worth Rs. 160 million (US\$21.66 million) to supply transformers to Indian Railways.
- In January 2022, Tesla, the electric car maker, set up an R&D center in Bengaluru and registered its subsidiary as Tesla India Motors and Energy Private Limited.

1.3 COMPANY PROFILE:

The Indian engineering sector is of strategic importance to the economy owing to its intense integration with other industry segments. The sector has been de-licensed and enjoys 100% FDI. With the aim to boost the manufacturing sector, the government has relaxed the excise duties on factory gate tax, capital goods, consumer durables and vehicles.

Established in the year 2006 “Sri Balaji Engineering Works” are service provider of structural galvanizing service, metal galvanizing service, angles galvanizing service and tower foundation & fabrication services. Provide service using quality raw material, these have excellent tensile strength, dimensional accuracy and can bear extensive wear & tear. We have the backing of the best industry experts, who put in their efforts and offer the products suitable to be used in various industries. We are looking for queries from Chennai, Tamil Nadu.

All the service offered by us are subject to stringent quality tests and only then sent for final dispatch to the customers. It is also our sincere effort to make sure that each of the orders we get are delivered to the clients within a stipulated time frame. In addition to this, our products are available at market leading prices. Apart from this our organization believes in following transparent business policies and garners customer faith.

Sri Balaji Engeering Works is a leading galvanizing company with more than 6 years of presence in India and is on an expansion drive. Within a short span of time.We have successfully established our grip over a major share of market owing to our dedication and commitment to the clients.

We specialize in offering complete systems solution,which include process design & mechanical design,mechanical fabrication,design integration of all components,design & installation of complete control systems,site erection and commissioning services.

1.4 STATEMENT OF THE PROBLEM:

A statement of the problem is coaching becomes an excuse for bot dealing with a skills deficit.Making assumptions and not looking at observed.

1.5 OBJECTIVES OF THE STUDY :

PRIMARY OBJECTIVE:

The main objective of this study is to study the effectiveness of career coaching in Sree Balaji Engineering Works, Chennai.

SECONDARY OBJECTIVE:

- To determine the effectiveness of existing career coaching practices and measures recommended for improvement.
- To assess feedback and analyze the level of satisfaction among executives with respect to career coaching activities and suggestions.
- To identify problems associated with measuring the effectiveness of career coaching and make suggestions for their improvement.

1.6 NEED FOR THE STUDY :

In today's competitive market, there are many manufacturers for the same product.

- In order to secure the said position in the market, the organization must improve the product quality and provide the customers with the highest quality product at the lowest prices.
- Due to the daily changing business environment, manufacturing process, technological advancement and rapid growth in demand for products and services etc., the executives of any organization must be very well equipped with the skills, abilities and talents needed to cope with the market competition.
- To achieve this strategy, organizations must coach and develop their most valuable resource, i.e. human resources.
- Career coaching is always an important aspect of the growth of the company and individual executives.
- Only well-trained staff can present quality products.

1.7 SCOPE OF THE STUDY :

- The quality of executives and their development through career coaching and education are the main factors determining the long-term profitability of the company.
- To retain leaders in an organization, it is necessary to invest in developing their skills so that they can increase their productivity.
- An executive productivity review can very well identify how to segment executives within an organization.
- Career coaching helps measure the performance of executives by evaluating the career coaching provided and comparing the most recent outputs of individuals and groups to those delivered prior to the career coaching program.
- This study at Sree Balaji Engineering Works looks at the different career coaching activities, the different types of career coaching programs conducted and also to whom career coaching is provided more often and finally the effectiveness of career coaching.
- This information gathered about career coaching programs will be extremely useful to the Human Resources department in creating better career coaching policies and practices within the company that will be beneficial to both management and executives.

CHAPTER 2 – REVIEW OF LITERATURE

2.1 REVIEW OF LITERATURE :

Goldstein (2022) defines career coaching as the systematic acquisition of skills, rules, concepts or attitudes that results in improved performance in a different environment.

Flippo (2022) defines career coaching as the act of increasing a manager's knowledge and skills to perform a specific job. He further states that "no firm has a choice whether to coach or not; the only choice is the method".

Hinrichs Bramley (2022) defines career coaching as any organizationally initiated procedure to promote learning among organizational members in a direction that contributes to organizational effectiveness. The new career coaching cycle, which is an endless career coaching belt, shows how validation is intrinsically linked to design and delivery, assessment is linked to goals and outcomes, and outcomes are linked to organizational needs.

The broader definition still focuses on the extent to which career coaching "fulfills its objectives". **Descy and Westphalen (2022)** define it more precisely as career coaching that "meets its objectives as defined by the funding body".

Although executive coaching has become more common today than it was 15 years ago, many companies conduct career coaching only for appearance (**Hughey & Mussnug, 2022**) rather than focusing on the education and development of adults.

Cronbach described evaluation as a process by which society learns, whether personal and impressionistic or systematic and comparatively objective (**Torres, Preskill & Piontek, 2022**). In this review, evaluation is defined as a study designed

and conducted to help a specific audience assess the worth and value of an object (Stufflebeam, 2011).

Warr et al. (2022) suggested that the levels in Kirkpatrick's model may be interconnected. It examined six coachee functions and one organizational characteristic that could predict outcomes at each level of measurement. The six investigated characteristics of the coachee were motivation to learn, self-confidence in the learning task, learning strategy, technical qualification, duration and age. The level of response was assessed using data collected after career coaching, which asked about enjoyment of career coaching, perceived usefulness of career coaching, and perceived difficulty of career coaching.

Warr et al. (2022) reported the relationship of six individual coachee traits and one organizational trait as predictors of each level of evaluation. At level one, all response measures were strongly predicted by participants' motivation prior to career coaching. At the second level, motivation, confidence, and strategy significantly predicted measures of learning change. Level of learning scores that reflected change were strongly predicted by level of response scores. The findings suggested a possible link between responses and learning that could be identified using more differentiated indicators at the response level. At level three, coachee trust and transference support significantly predicted work behavior. Transfer support was part of the organizational feature of the transfer climate. Transfer support was a measure of the support provided by supervisors and peers in the application of career coaching materials. Warr et al. suggested that examination of pre-test scores could explain behavioral reasons and generate organizational improvements.

Bramley and Newby (2021) identify five main purposes of assessment: feedback (links learning outcomes to objectives and provides some form of quality control), control (uses assessment to link career coaching with organizational activities and to consider cost-effectiveness), research (determines relationships between

learning, career coaching, job transfer), interventions (in which assessment results influence the context in which it occurs) and power plays (manipulation of assessment data for organizational policy).

Burgoyne and Cooper (2021) and **Snyder et al. (2016)** discuss assessment in terms of feedback and the resulting issue of control. Decisions must be made as to how and to whom assessment feedback will be provided. Evaluators are usually familiar with the purpose of an evaluation once they start it, but this may be because they have a general idea that the purpose of the evaluation is to produce a particular set of data, or because they have determined what purpose the client desires. assessment have. However, it is possible that the evaluator may not have any specific purpose. An important evaluation purpose may be to identify unexpected side effects of the program.

Marshall and Schriver(2021) suggested that many coaches misinterpreted Kirkpatrick's model and believed that knowledge assessment was the same as skill testing. Because skills a evaluators assumed that knowledge was both included in the second level of Kirkpatrick's model skills were tested when only knowledge was tested. Consequently, Marshall and Schriver recommended a five-step model that separates the second level of Kirkpatrick's model two steps. The five-stage model included the following:

Measures of attitudes and feelings

- Paper and pencil measure knowledge.
- Skills and knowledge performance indicators.
- Skills transfer, behavior modification measured by work observation.
- Measuring the organizational impact of cost savings, corrected problems and other outcome measures.

Bushnell (2021) also created a modification of Kirkpatrick's model by identifying a four-stage evaluation process. Bushnell's model included evaluation of career coaching from development through its delivery and impact.

The first step involved analyzing the system's performance indicators, which included coachee qualifications, instructor skills, instructional materials, equipment, and career coaching dollars.

The second step involved evaluating the development process, which included the plan, design, development and delivery.

The third step involves coachee responses, acquired knowledge and skills, and improved job performance.

The fourth step involves outcomes, which have been defined as profits, customer satisfaction, and productivity.

As career coaching advances into the electronic age and the electronic presentation of career coaching programs, evaluation of these types of programs is also necessary.

Although Kirkpatrick's model has been applied to traditional in-person educational and technical career coaching for years, recently the model has been applied to non-traditional e-learning. Horton (2001) published *Evaluating E-Learning* in which he discussed the application of Kirkpatrick's model to e-learning evaluation.

Erlendsson (2021) defines effectiveness as the extent to which goals are met ("doing the right things"). Engagement in the measurement of educational effectiveness creates a value-added process through quality assurance and accreditation and contributes to building a culture of evidence within the institution.

Wojtczak (2021) defines effectiveness in the context of media education as a measure of the extent to which a particular intervention, procedure, regime or service is deployed in the field normally does what it is intended to do for a particular population. In the field of health, it is the rate of "output" of those health services that contribute to reducing the size of a problem or improving an unsatisfactory situation.

West (2021) argues that in relation to career coaching, as opposed to education, one way of looking at the question of effectiveness is whether there are "identifiable economic outcomes". And the broader definition still focuses on the extent to which career coaching "fulfills its objectives".

Descy and Westphalen (2021) define it more precisely as career coaching that "meets its objectives as defined by the funding body". This is a useful definition as it is undoubtedly the funding body that ultimately decides whether or not career coaching is made available. Although this is a useful test, there are two points to keep in mind. First, it is not always the case that the exact objectives of funders are transparent, although their general objectives may be; Second, although funders may have objectives, the extent to which career coaching has been met can only be truly understood by comparing the extent to which different stakeholders (eg individuals, businesses) perceive them to have been met. effective. Career coaching can also have unintended consequences that help an individual's employability, for example by improving "soft skills" such as an individual's self-confidence, motivation or the ability to work in a team.

Saiyadain and Juhary (2021) conducted a study on managerial career coaching in Malaysia and their findings on the effectiveness of career coaching indicated that most organizations seemed to lack formal mechanisms to access the effectiveness of career coaching. They indicated that the approach of top management is important for the effectiveness of career coaching.

Since the introduction of **Tyler's (2021)** assessment model, many other models have emerged, each reflecting the assessment requirements of their time. **McCoy and Hargie (2017)** list some existing models: assessment without goals (**Scriven, 2016**), **Campbell's (2018)** scientific approach, illuminating assessment (**Parlett & Hamilton, 2016**), use-oriented assessment (**Patton, 2015**), responsive mode, which takes into account the needs of the environment and stakeholders (**Cronbach, Ambron, Dornbusch, Hess, Hornik, Phillips, Walker & Weiner,**

2018), fourth generation assessment (**Guba & Lincoln, 2015**) and realist assessment (**Pawson & Tilley, 2015**) . Goal-based and systems-based approaches are predominantly used in the evaluation of career coaching (**Philips, 2016**). Influenced by these two approaches, various frameworks for evaluating career coaching programs have been proposed.

Bramley (2021) states that it is an integral part of the cycle and has a key role in controlling the quality of the cycle by providing feedback on:

- The effectiveness of the method used;
- Achieving goals set by coaches and coachees;
- The originally identified needs at the organizational and individual level have been met.

Gupta's (2021) conceptualization highlights the scope of an effective career coaching program.

- First, it should be designed with a clear scope and objectives. In this case, a Career Coaching Needs Assessment (TNA) should be conducted to identify skill gaps and performance standards.
- Second, it should have appropriate reinforcements to continuously improve the performance of individual executives; this supports Skinner's model of behavior modification, which states that "when a behavior is repeatedly rewarded, it becomes a permanent part of the personality.
- It should be role specific and include practice; it helps executives do their current jobs better, and skills that are often practiced are better learned and less likely to be forgotten.
- An effective T&D function should be carefully planned in terms of reading materials, teaching duration and instructors.
- It should be transparent to all executives at all levels. Managers should be aware of criteria for selection of coaches and trainers, preparation of relevant teaching materials, career coaching room and course accommodation and

actual course delivery. They feel they respond to career coaching programs when they are well informed. Last but not least, it needs to be evaluated.

Birchard (2020) To say nothing of factors such as customer service innovation, first-class quality percentage, and employee development that actually help increase market share and profits

These are lagged performance indicators because they are historical in nature and by definition show activities that have already taken place. **(McNair et al., 2020; Eccles and Pyburn, 2016; Clinton and Hsu, 2015).**

They are the result, rather than the cause, of management actions and organizational performance **(Eccles and Pyburn, 2020; Hazell and Morrow, 2016)**; - Failed to measure and integrate all factors critical to business success **(Eccles, 2020).**

It should be based on organizational objectives, critical success factors and customer needs and should monitor both financial and non-financial aspects **(Manoochehri, 2019).**

It must meet the needs of specific situations in manufacturing operations and should be long-term oriented as well as simple to understand and implement **(Santori and Anderson 2019).**

Volume production is one category of high-volume production that focuses on the mass production of a single product using a single standard equipment **(Cárdenas-Barrón, 2019)**, for example products that are based on die press, which is a repetitive process specifically for blank shapes.

Kamalapurkar and date, (2019) The process is a continuous operation, whereby the material is fed into the machine either manually or automatically. The machine will then convert the material into the final product and the same process continues until the desired amount is reached.

According to **Partanen and Haapasalo (2019)** the term mass production is used because of the high demand for a specific product. Usually for high volume production, The company produces only a small number of different products. This type of production is associated with long assembly lines where workers or machines continuously produce the same product month after month. They exist two categories of mass production; production quantity and line flow Production.

According to **Ozcan and Toklua (2019)** it is an obvious characteristic of high-volume production is the interconnectedness of operations together on the assembly line. After completing one operation on the product it moves directly to the next operation on the assembly line. The process continues up to the final station on the assembly line where the finished product is expected.

Quality compliance processes achieve cost reductions, higher productivity and higher reputation on the world market. According to **Amoako-Gyampah and Acquah (2019)** quality strategy plays an important role in customer acquisition satisfaction that can potentially lead to increased sales growth and market share.

They also added that a company that is developing a strategy to achieve volume and flexibility of the mix while maintaining low costs and high quality, it will be possible to react more quickly market requirements and finally achieve higher performance. A recent study by **Karim et al. (2019)** revealed that product quality and reliability became the main ones competitive factor in the global trend.

According to **Stewart (2019)**, too much demand growth also diverts attention from quality with defects results finished products such as Toyota Motor with the resulting huge costs (financial and reputational) for the company.

According to **Miltenburg (2019)**, the competitive strength of the company is established on structural and infrastructural readiness. There are four structural areas which are consisting of capacity, equipment, technology and resources. Infrastructure areas are manpower, quality, production planning and organization.

According to **Balakrishnan et al. (2019)**, Global Competitiveness economic production requires high quality products and low prices. That's because dynamic competition between producers to secure their customers. As a result, the demand for high quality, low cost and on-time delivery has increased the variety of products.

According to **Skinner (2018)**, "a manufacturing strategy is a set production policies designed to maximize performance among the trade-offs between them success criteria for meeting the production task set by the corporate strategy'. It is the responsibility of the company's top management to ensure that there is a coherent production strategies and policies derived from internal and external sources of information to support the mission of the entire company.

The complexity in the product manufacturing process is mainly depending on the number of its components and assembly levels. The the product structure is defined as a bill of materials (BOM) (**Chan et al., 2018**).

This category of production can best be described as an assembly line of products e.g like cars. When every product at the end of the assembly line is identical, the line is classified as one model production line. They were basically assembly lines developed for cost-effective mass production of one standardized product (**Boysen et al., 2018**).

According to **Özcan and Toklua (2018)**, single-model assembly lines are purposefully designed to produce a volumetric volume of standardized homogeneous material products, which is not suitable for a large variety of products. This type the assembly line is commonly used in a high-volume manufacturing environment because allows assembly of workpieces by operators with limited training.

Manufacturers of these products must comply product variety by introducing a multiple/mixed assembly line system which manufactures similar items or options of the same product requiring analogous tasks (**Boysen et al., 2018**).

Boysen et al. (2018) stated that the versatility of the system with the use of flexible workers and machines, can make adjustments in the meantime models to be reduced enough to be ignored.

The process works by passing the base material through various stages and refined or processed into one or more products such as chemicals (**Tousain a Bosgra, 2018**) food (**Brierley et al., 2018**) and steel (**Tang and Wang, 2018**).

According to **Weinekötter (2018)** the continuous line process is based on high volume demand and relevant materials moved easily and almost never stopped from one stage of the process to another. Discrete units are not produced, but liquids or gases flowing through pipelines of various stages are converted into final products. With the continuous flow process, it is possible to realistically estimate how long it takes transform raw materials into a specific product.

According to **Brierley et al. (2018)** capital investment and automation are often the most expensive compared to others processes. This is because processes are

designed to run continuously minimal downtime due to high startup and shutdown costs. In continuous processing as materials flow from one stage to another is important monitor and adjust flow to ensure product quality and safety.

Material handling systems (MHS) are an important part manufacturing systems that act as a device link and facilitate the process of delivering the right amount of materials, to the right place, to the right place time and at the lowest cost (**Raman et al., 2018**)

According to Mirhosseyn a **Webb (2018)**, MHS are responsible for transporting materials between workstations by effectively connecting all workstations and workshops in production systems with minimal obstacle.

Similarly, **Sujono and Lashkari (2018)** report that MHS it integrates functions into the production system and plays a very important role production system because they represent 30-75% of the total cost of a product. An effective MHS should improve production performance system, especially by reducing Work-In-Process (WIP).

Raman et al. (2018) suggested that goals a layout is to minimize material handling costs, improve layout flexibility and operation, use the available area and minimize the total production time.

Batch production is used in production the variety is significantly different. On the other hand, Cellular Manufacturing is used when differences between products are very small (**Groover, 20018**).

According to **Gamberi et al. (2018)**, the process will need to be reset each time a new batch is scheduled start to make the model easier. Process limitations include cleaning, cooling and maintenance.

According to **Li (2018)**, the main purpose of CM is to group machines into machine cells and components into component families. CM also provides operators(multifunctional) according to the machines in order to design a high performance factory.

Angra et al. (2017) stated that the philosophy of CM is to capitalize similar, repetitive activities with wide applicability and potentially affecting the whole areas of production organization.

The concept of CM is to segregate a production system into subsystems with the aim of improving the efficiency of the whole production system (**Drira et al., 2017**). CM has become a new method production systems that have traditionally been based on functional tasks.

A workstation can contain one machine that is is called a single-machine cell or several machines, which is called a group – machine cell. Each of the machines performs different tasks on specific components. The the advantage of CM is that machines can be modified, rebuilt and rearranged different product lines within the same part family (**Kalpakjian and Schmid,2017**).

The emphasis of CM is on group effort and individuals who can move workpiece from machine to machine through the cell without waiting operations (**Panchalavarapu and Chankong, 2017**).

According to **Kumar and Sridharan (2017)**, flexible manufacturing system(FMS) is a system that integrates computer numerically controlled (CNC)machines and automated material handling systems (MHS) that work together under computer control. Flexibility deals with high quality custom products and focuses on delivering products to markets quickly with a reasonable price. Basic flexibility in manufacturing includes product flexibility, machine flexibility, material handling flexibility and operational flexibility. The main purpose of FMS is simultaneously process medium-sized volumes of different types of parts. The goal 26 the system is intended to achieve both production flexibility and high productivity meet current global requirements.

In most FMS, tasks to be produced are assigned to machines and corresponding tools are put into tool stacks (**Kumar and Sridharan, 2017**).Workpieces move from one machine to another depending on routing allocation based on operations and allocation decisions.

Low-volume production typically creates a small number of specialized,complex and customized products (**Bellgran and Aresu, 2017**).This type Production requires a highly skilled workforce and maximum flexibility to accommodate product variations. Examples of this type of production are aircraft, ships and the automotive industry.

According to **Williamson (2017)**, low volume production always cooperates with a highly flexible production program.To achieve this concept, manufacturers must rigorously review the available technology for product design as well as equipment design in product manufacturing.

CHAPTER 3 – RESEARCH METHODOLOGY

3.1 METHODOLOGY :

A research methodology is needed primarily for the purposes of defining the research process and the designs and tools to be used for the purposes of the project. Research methodology helps to find customer satisfaction based on the product. This time research methodology is designed to determine the level of Customer satisfaction with career coaching in Sree Balaji Engineering Works, Chennai.

3.2 RESEARCH DESIGN :

Descriptive Research Design

Descriptive research is a study designed to portray participants in an accurate manner. In simpler terms, descriptive research is about describing the people who participate in the study.

3.3 SAMPLING TECHNIQUE : Convenience Sampling Method Convenience sampling is one of the main types of non-probability sampling methods. A convenience sample consists of people who are easy to reach.

3.4 SOURCES OF DATA :

Data collection is the term used to describe a process of preparing and collecting data.

- Primary Data – Questionnaire given to 120 respondents.
- Secondary Data – Websites and online journals, Published reports & Review of literature from published articles.

3.5 STRUCTURE OF QUESTIONNAIRE :

Questionnaire was divided into two sections. First part was designed to know the general information about executers and the second part contained the respondent's of career coaching.

3.6 SAMPLE SIZE :

The collected data from 120 respondents is being used for research.

3.7 PERIOD OF STUDY :

The period of study is January 2023 through March 2023 in Sree Balaji Engineering Works, Chennai.

3.8 PROFILE AREA OF THE STUDY :

This study was carried out in Sree Balaji Engineering works located in Chennai and the employees of this company are the target people of this study.

3.9 HYPOTHESIS :

A hypothesis is some statement about a population parameter. It is tested based on the result of a random sample. There are two types of hypotheses.

- Null Hypothesis(H_0)
- Alternative Hypothesis(H_1)

Null Hypothesis:

The statement to be tested is called the null hypothesis. The word null is used because the nature of testing is such that the researcher tries to nullify this hypothesis based on the sample collected, and when there is insufficient evidence from the sample to do so, the null hypothesis is accepted. It is denoted H_0 : H with zero as a subscript.

Alternative Hypothesis:

The statement to be accepted if the null hypothesis is rejected is the alternative hypothesis. It is denoted H_1 .

3.10 TOOLS FOR ANALYSIS :

3.10.1 Percentage Analysis

Research questions are always answered using descriptive statistics, generally either a percentage or a mean. A percentage is appropriate when it is important to know how many participants gave a particular answer. Generally, a percentage is given when the answers have separate categories.

3.10.2 HYPOTHESIS ANALYTICAL TOOLS

CHI-SQUARE

It is an important non-parametric test in statistical work. The symbol is used to describe the magnitude of the discrepancy between theory and observation.

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Where,

O – Observed frequencies

E - Expected Frequencies

CORRELATION

Correlation may be defined as a tendency towards interrelation variation and the coefficient of correlation is a measure of such a tendency, i.e.; the degree to which the two variables are interrelated is measured by a coefficient that is called the coefficient of correlation. It gives the degree of correlation and it is a measure of the closeness of a fit in a relative sense. Correlation coefficient lies between -1 and +1.

Formula:

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

CHAPTER 4 – DATA ANALYSIS AND INTERPRETATION

4.1 PERCENTAGE ANALYSIS

Table 4.1.1 Age of the respondents

S.NO	Particulars	No of respondents	Percentage
1	18-28	40	33.00
2	29 – 38	39	32.00
3	39 – 48	35	29.00
4	Above 48	6	6.00
Total		120	100.00

Source:PrimaryData

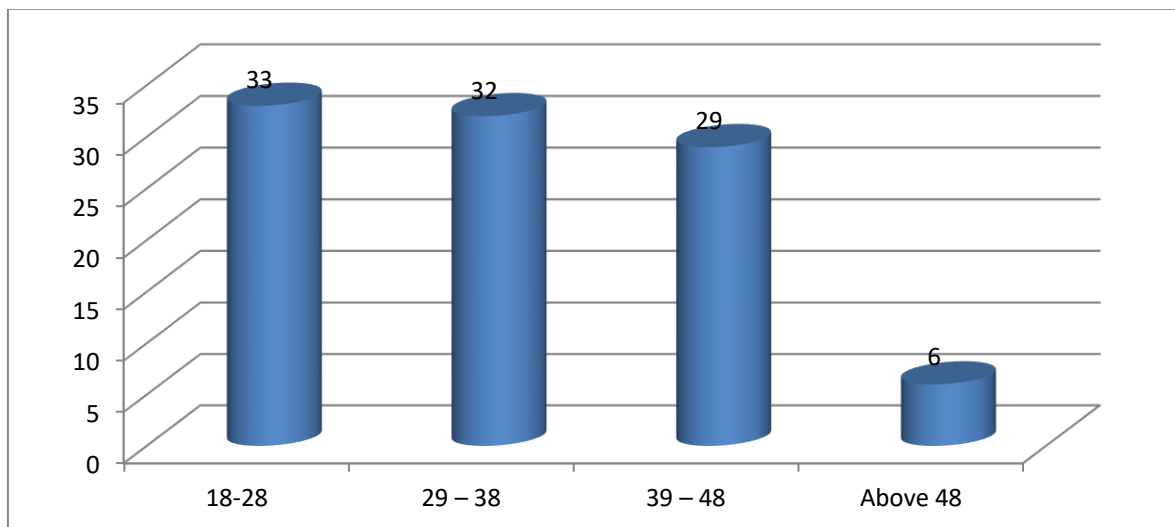


Chart 4.1.1 Age of the respondents

Interpretation:From the above table it is interpreted that 33% of the respondents are in the age group of 18-28 years, 32% of the respondents are in the age group of 29-38 years, 29% of the respondents are in the age group of 39-48 years. 6% of respondents are in the age group over 48 years.

Inference

Majority (33%) of the respondents are age between 18-28.

Table 4.1.2 Gender of the respondents

S.NO	Particulars	No of respondents	Percentage
1	Male	92	84.00
2	Female	28	16.00
Total		120	100.00

Source:Primary data

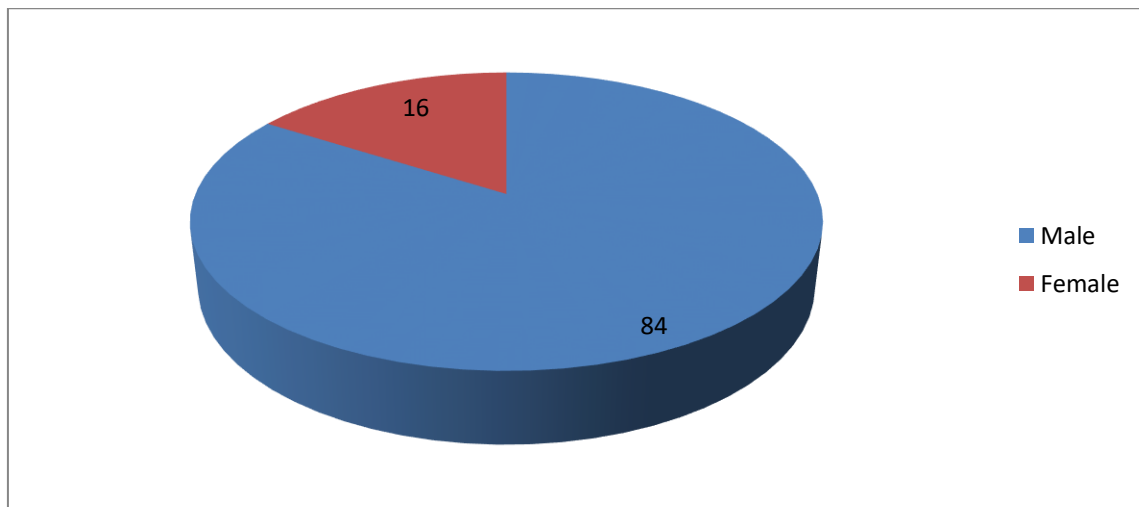


Chart 4.1.2 Gender of the respondents

Interpretation

From the above table it is interpreted that the number of male respondents is 84% and female respondent is 16%.

Inference

Majority (84%) of the respondents are Male.

Table 4.1.3 Marital statuses of the respondents

S.NO	Particulars	No of respondents	Percentage
1	Married	72	60.00
2	Unmarried	43	36.00
3	Widower	5	4.00
Total		120	100.00

Source:Primary data

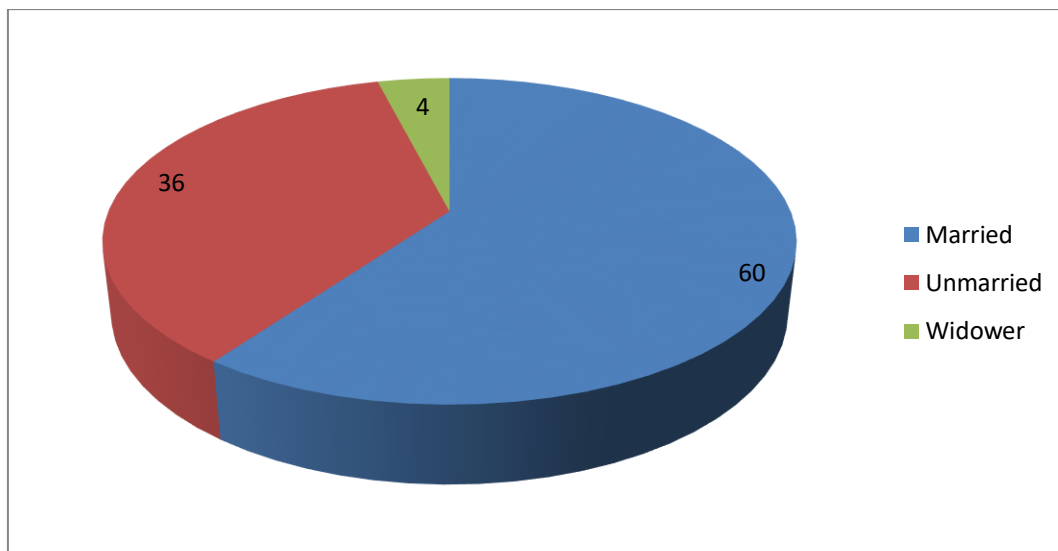


Chart:4.1.3 Marital statuses of the respondents

Interpretation

From the above table it is interpreted that the number of respondents were 60% is married,36% is unmarried,4% is widower.

Inference

Majority (60%) of the respondents are married.

Table 4.1.4 Education qualification of the respondents

S.NO	Particulars	No of respondents	Percentage
1	Diploma	21	17.00
2	Degree	49	41.00
3	PG	37	31.00
4	Others	13	11.00
Total		120	100.00

Source: Primary data

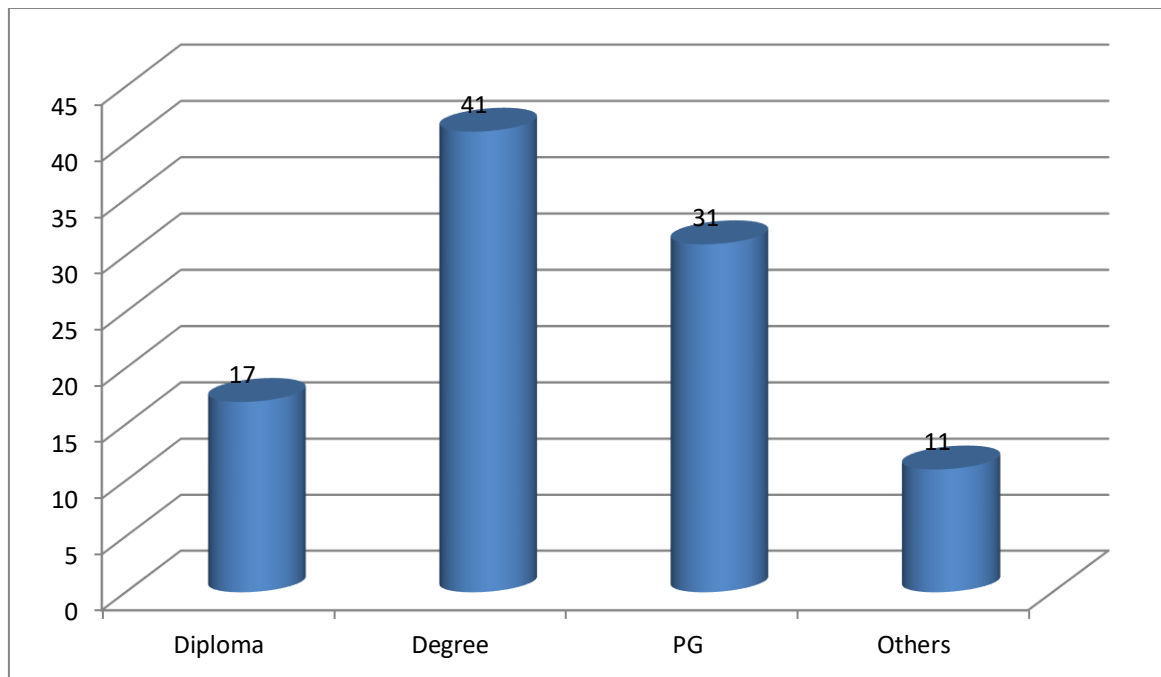


Chart 4.1.4 Education qualifications of the respondents

Interpretation

From the above table it is interpreted that the number of respondents were 17% is Diploma, 41% is Degree, 31% is PG, 11% is others.

Inference

Majority (41%) of the respondents are Degree holders.

Table 4.1.5 Experience of the respondents

S.NO	Particulars	No of respondents	Percentage
1	<2 Yrs	31	26.00
2	2 – 4 Years	33	27.00
3	4 -7 Years	27	23.00
4	Above 7 Years	29	24.00
Total		120	100.00

Source:Primary data

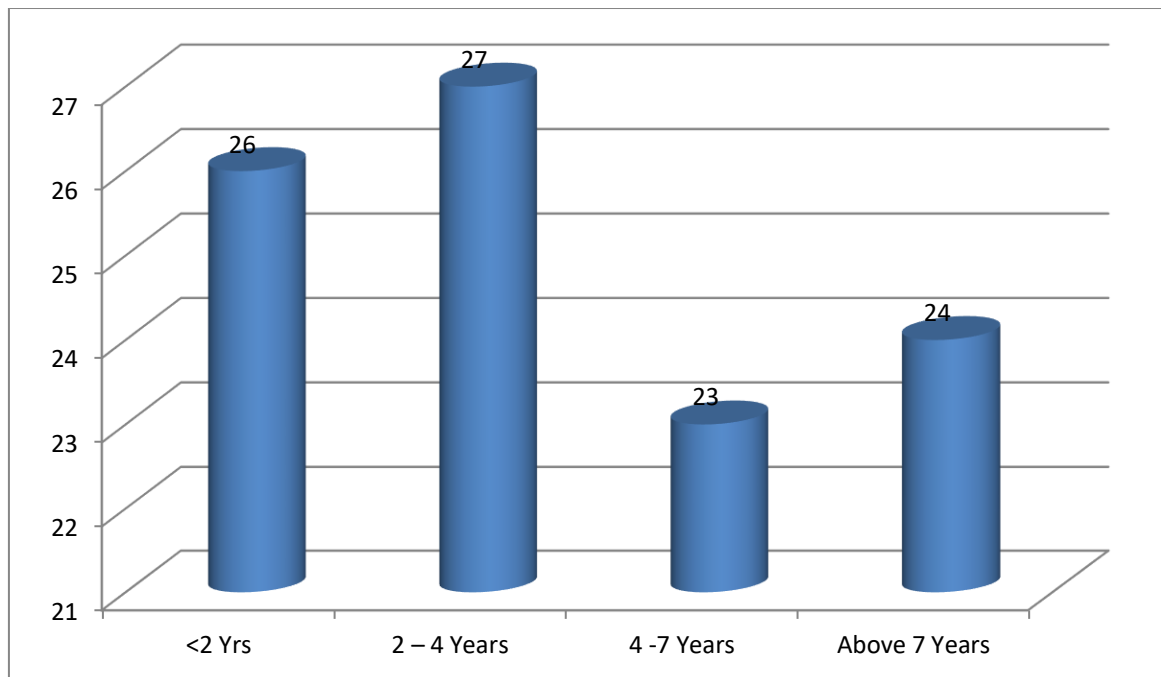


Chart 4.1.5 Experience of the respondents

Interpretation

From the above table it is interpreted that the number of respondents below 2years of experience are 26%, between 2-4 years of experience are 27%, between 4-7 years experience are 23% and above 7 years of experience are 24%.

Inference

Majority (27%)of the respondents are the experience of 2-4 years.

Table 4.1.6 Nature of work of the respondents

S.NO	Particulars	No of respondents	Percentage
1	Technical	66	55.00
2	Non-technical	54	45.00
Total		120	100.00

Source:Primary data

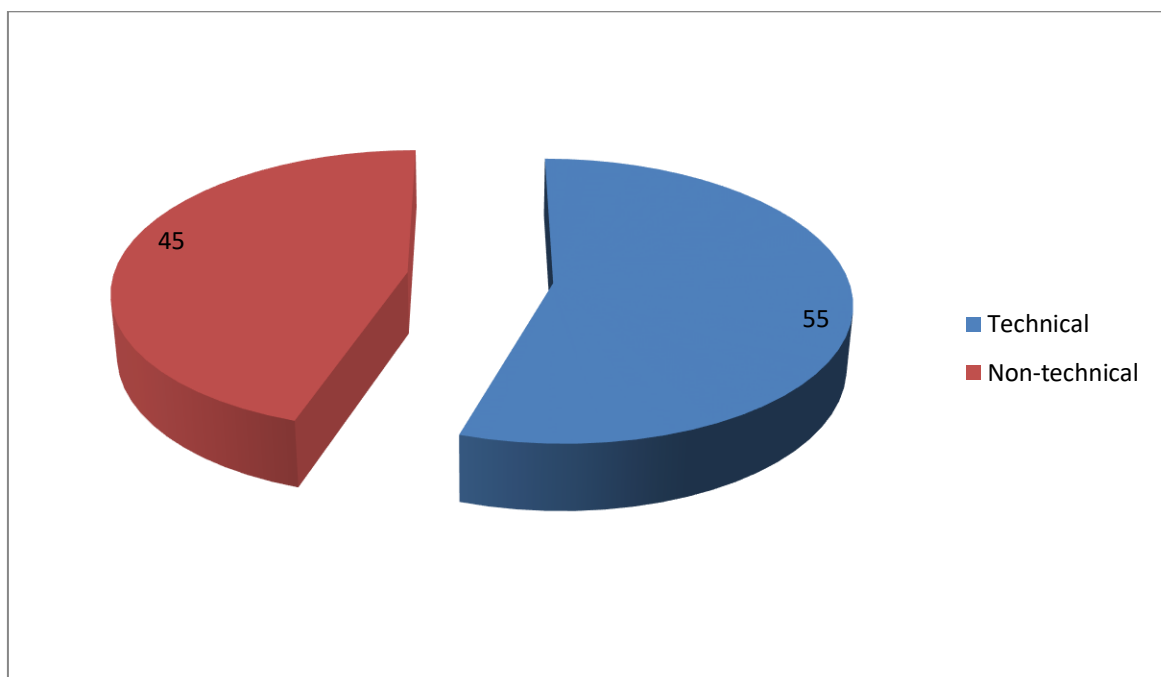


Chart 4.1.6 Nature of work of the respondents

Interpretation

From the above table it is interpreted that the number of respondents in technical is 55% and the respondents in non-technical is 45%.

Inference

Majority (55%) of the respondents are technical.

Table 4.1.7 Income of the respondents

S.NO	Particulars	No of respondents	Percentage
1	7000 – 10000	29	24.00
2	10001 – 20000	43	36.00
3	20001 – 30000	31	26.00
4	Above 30000	17	14.00
Total		120	100.00

Source :Primary data

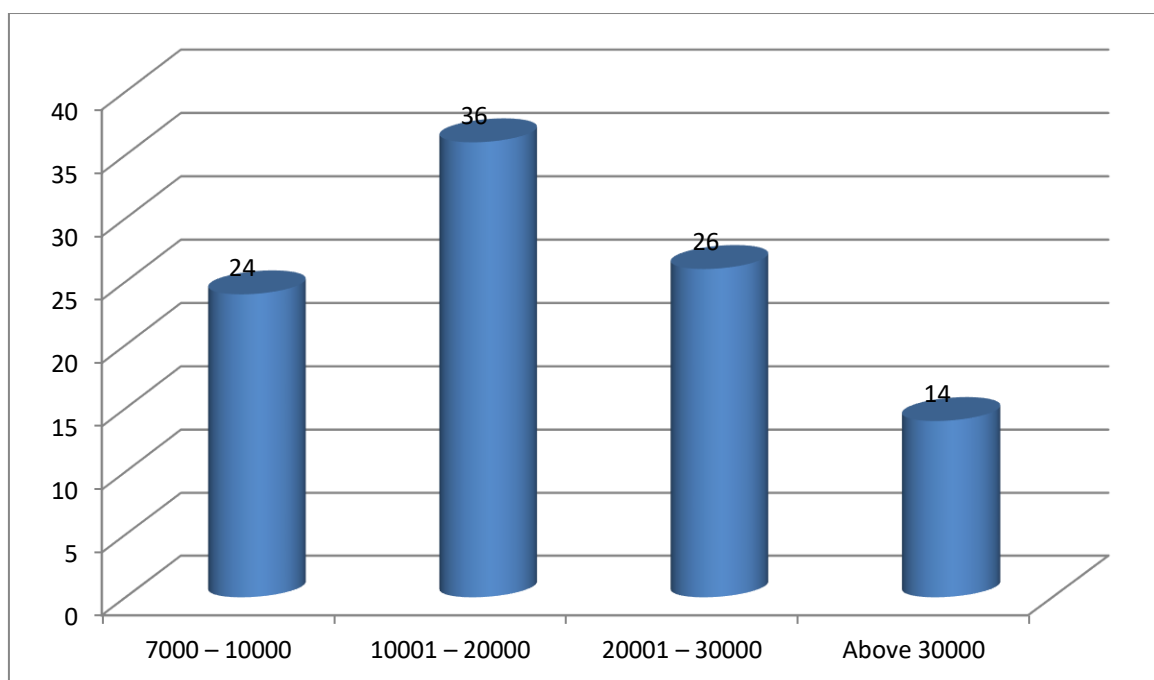


Chart 4.1.7 Income of the respondents

Interpretation

From the above table it is interpreted that 24% of the respondents income between 7000-10000,36% of the respondents income between 10001-20000,26% of the respondents income between 20001-30000 and 14% of the respondents income above 30000.

Inference

Majority (36%) of the respondents income between 10001-20000.

Table 4.1.8 Shows career coaching programme

S.NO	Particulars	No of respondents	Percentage
1	Once in a month	58	48.00
2	Once in six months	38	32.00
3	Once in a year	24	20.00
Total		120	100.00

Source : Primary data

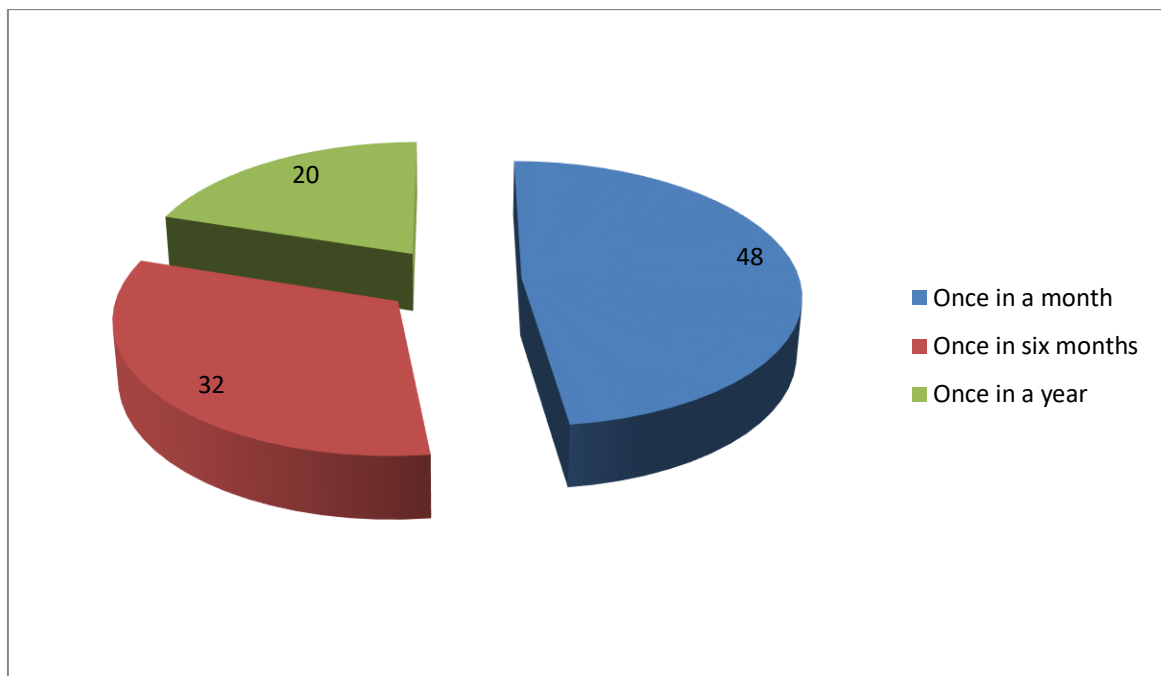


Chart 4.1.8 Shows career coaching programme

Interpretation

From the above table it is interpreted that 48% of the respondents mentioned that the career coaching program conducted once in a month, 32% of the respondents mentioned that the career coaching program conducted once in six months and 20% of the respondents mentioned that the career coaching program conducted once in a year.

Inference

Majority (48%) of the respondents mentioned that the career coaching program conducted once in a year.

Table 4.1.9 Shows career coaching method by the organization

S.NO	Particulars	No of respondents	Percentage
1	On the job career coaching method	37	31.00
2	Technical Skills	34	28.00
3	Communication Skills	28	23.00
4	All the above	21	18.00
Total		120	100.00

Source :Primary data

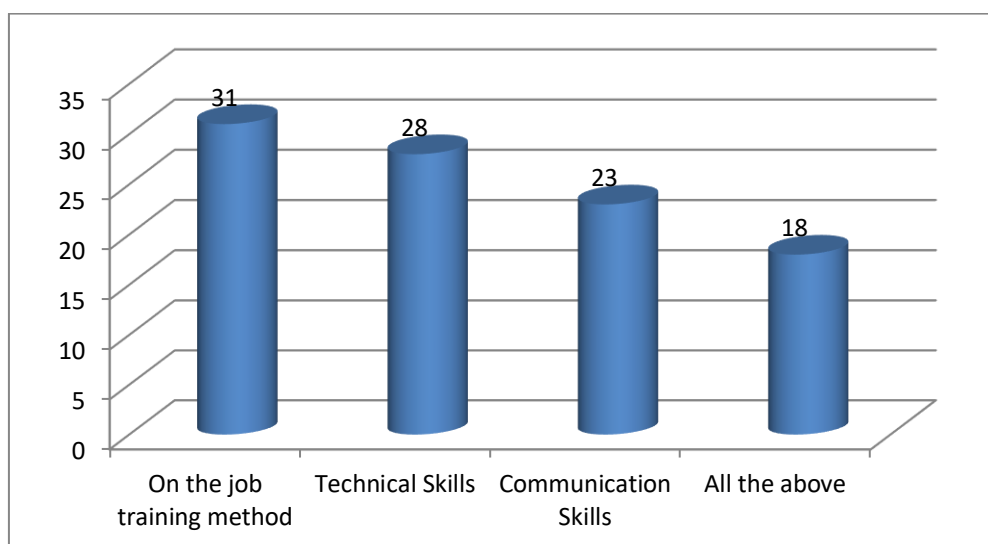


Chart 4.1.9 Shows career coaching method by the organization

Interpretation

From the above table it is interpreted that 31% of the respondents mentioned that on the job training method will be provided by the organization, 28% of the respondents mentioned that technical skills will be provided by the organization, 23% of the respondents mentioned that communication skills will be provided by the organization and 18% of the respondents mentioned that all of the above.

Inference

Majority (31%) respondents mentioned that on the job training method will be provided by the organization.

Table 4.1.10 Shows satisfaction level with professional learning and growth opportunities

S.NO	Particulars	No of respondents	Percentage
1	Highly Satisfied	46	38.00
2	Satisfied	38	32.00
3	Neutral	27	23.00
4	Dissatisfied	9	7.00
5	Strongly Dissatisfied	0	0
Total		120	100.00

Source :Primary data

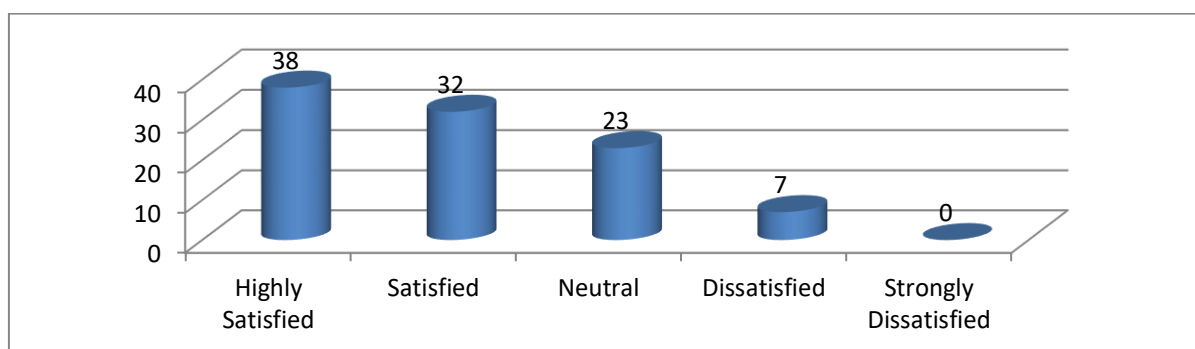


Chart 4.1.10 Satisfaction level with professional learning and growth opportunities

Interpretation

From the above table it is interpreted that 38% of the respondents are highly satisfied with the professional learning and growth opportunities, 32% of the respondents are satisfied with the professional learning and growth opportunities, 23% of the respondents are neutral with the professional learning and growth opportunities, 7% of the respondents are dissatisfied with the professional learning and growth opportunities and 0% of the respondents are strongly dissatisfied with the professional learning and growth opportunities.

Inference

Majority (38%) respondents are highly satisfied with the professional learning and growth opportunities.

Table 4.1.11 Shows quality of the career coaching programme

S.NO	Particulars	No of respondents	Percentage
1	Highly Satisfied	38	32.00
2	Satisfied	46	38.00
3	Neutral	28	23.00
4	Dissatisfied	8	7.00
5	Strongly Dissatisfied	0	0
Total		120	100.00

Source :Primary data

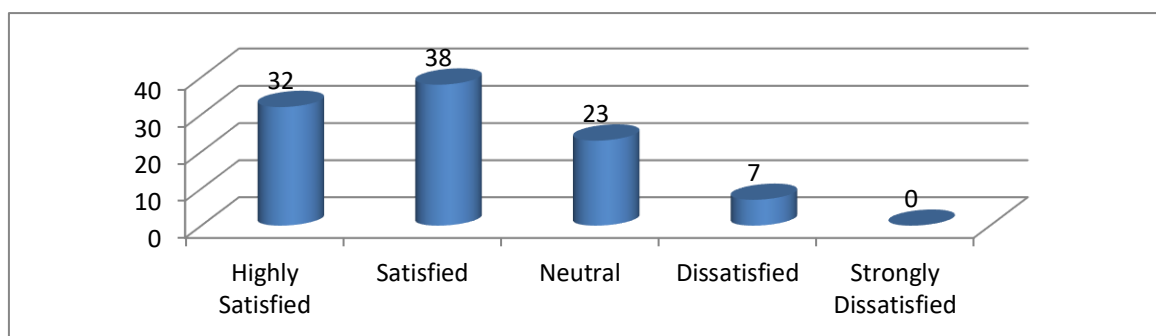


Chart 4.1.11 Shows quality of the career coaching programme

Interpretation

From the above table it is interpreted that 38% of the respondents are satisfied with the quality of the career coaching program, 32% of the respondents are highly satisfied with the quality of the career coaching program, 23% of the respondents are neutral with the quality of the career coaching program, 7% of the respondents are dissatisfied with the quality of the career coaching program, 0% of the respondents are strongly dissatisfied with the quality of the career coaching program.

Inference

Majority (38%) respondents are satisfied with the quality of the career coaching program.

Table 4.1.12 Innovative methods adopted in the career coaching programmes

S.NO	Particulars	No of respondents	Percentage
1	Yes	90	75.00
2	No	30	25.00
Total		120	100.00

Source :Primary data

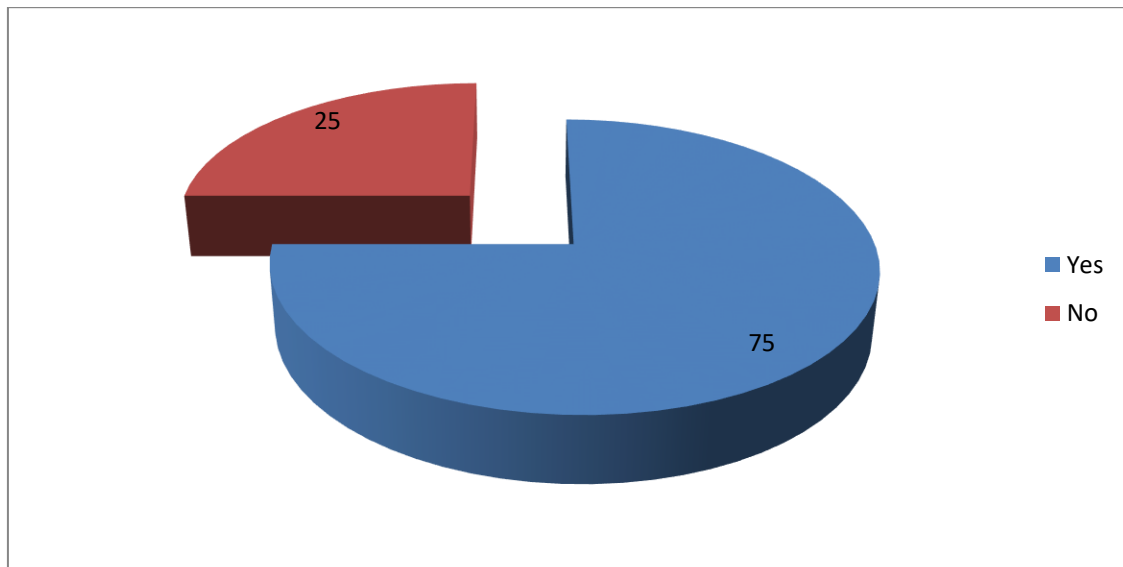


Chart 4.1.12 Innovative methods adopted in the career coaching programmes

Interpretation

From the above table it is inferred that 75% of the respondents say yes for innovative methods adopted in the career coaching programmes, 25% of the respondents say no for innovative methods adopted in the career coaching programmes.

Inference

Majority (75%) respondents say yes for innovative methods adopted in the career coaching programmes.

Table 4.1.13 Encouraging the active participation and questioning from the participant

S.NO	Particulars	No of respondents	Percentage
1	Strongly Disagree	11	9.00
2	Disagree	17	14.00
3	Neither disagree nor agree	27	23.00
4	Agree	39	32.00
5	Strongly Agree	26	22.00
Total		120	100.00

Source :Primary data

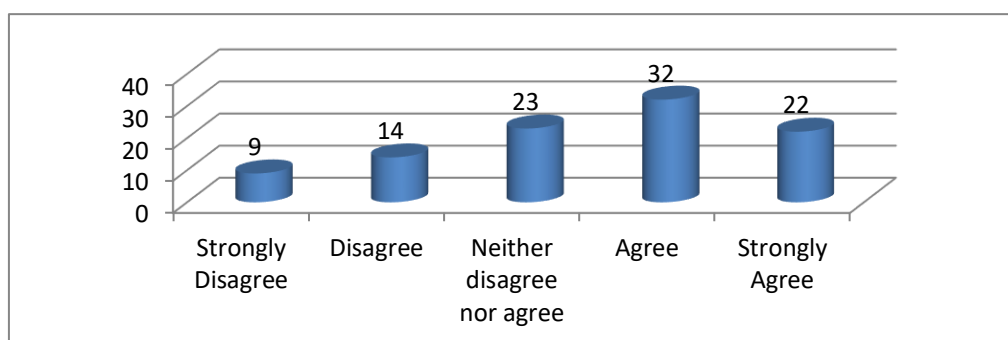


Chart 4.1.13 Encouraging the active participation and questioning from the participant

Interpretation

From the above table it is interpreted that 32% of the respondents agree for encouraging the active participation and questioning from the participant, 23% of the respondents neither disagree nor agree for encouraging the active participation and questioning from the participant, 9% of the respondents strongly disagree for encouraging the active participation and questioning from the participant, 14% of the respondents disagree for encouraging the active participating and questioning from the participation.

Inference: Majority (32%) respondents agree for encouraging the active participation and questioning from the participant.

Table 4.1.14 Conducting the career coaching programme in an enhancing and interesting manner

S.NO	Particulars	No of respondents	Percentage
1	Strongly Disagree	15	12.00
2	Disagree	18	15.00
3	Neither disagree nor agree	35	29.00
4	Agree	33	28.00
5	Strongly Agree	19	16.00
Total		120	100.00

Source :Primary data

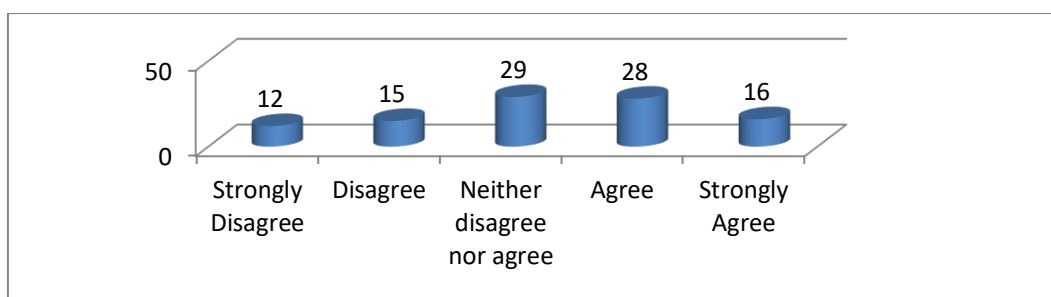


Chart 4.1.14 Conducting the career coaching programme in an enhancing and interesting manner

Interpretation

From the above table it is inferred that 12% of the respondents strongly disagree for conducting the career coaching program in an enhancing and interesting manner, 15% of the respondents disagree for conducting the career coaching program in an enhancing and interesting manner, 29% of the respondents neither disagree nor agree for conducting the career coaching program in an enhancing and interesting manner, 28% of the respondents agree for conducting the career coaching program in an enhancing and interesting manner, 16% of the respondents strongly agree for conducting the career coaching program in an enhancing and interesting manner.

Inference: Majority (29%) respondents neither disagree nor agree for conducting the career coaching program in an enhancing and interesting manner.

Table 4.1.15 Comfortability about the present career coaching method

S.NO	Particulars	No of respondents	Percentage
1	Yes	98	82.00
2	No	22	18.00
Total		120	100.00

Source :Primary data

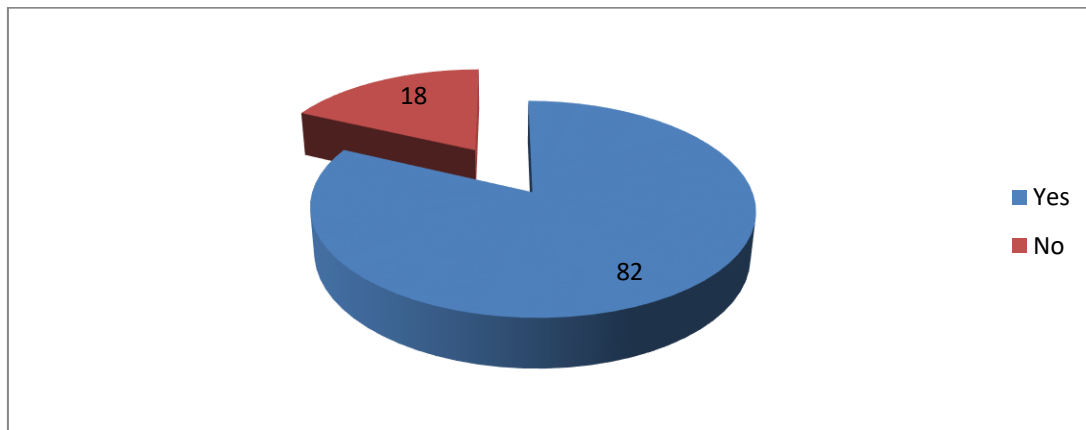


Chart 4.1.15 Comfortability about the present career coaching method

Interpretation

From the above table it is inferred that 82% of the respondents mentioned yes for the comfortability about the present career coaching method, 18% of the respondents mentioned no for the comfortability about the present career coaching method.

Inference

Majority (82%) respondents mentioned yes for the comfortability about the present career coaching method.

Table 4.1.16 Changes in the present career coaching method

S.NO	Particulars	No of respondents	Percentage
1	Yes	33	27.00
2	No	87	73.00
Total		120	100.00

Source :Primary data

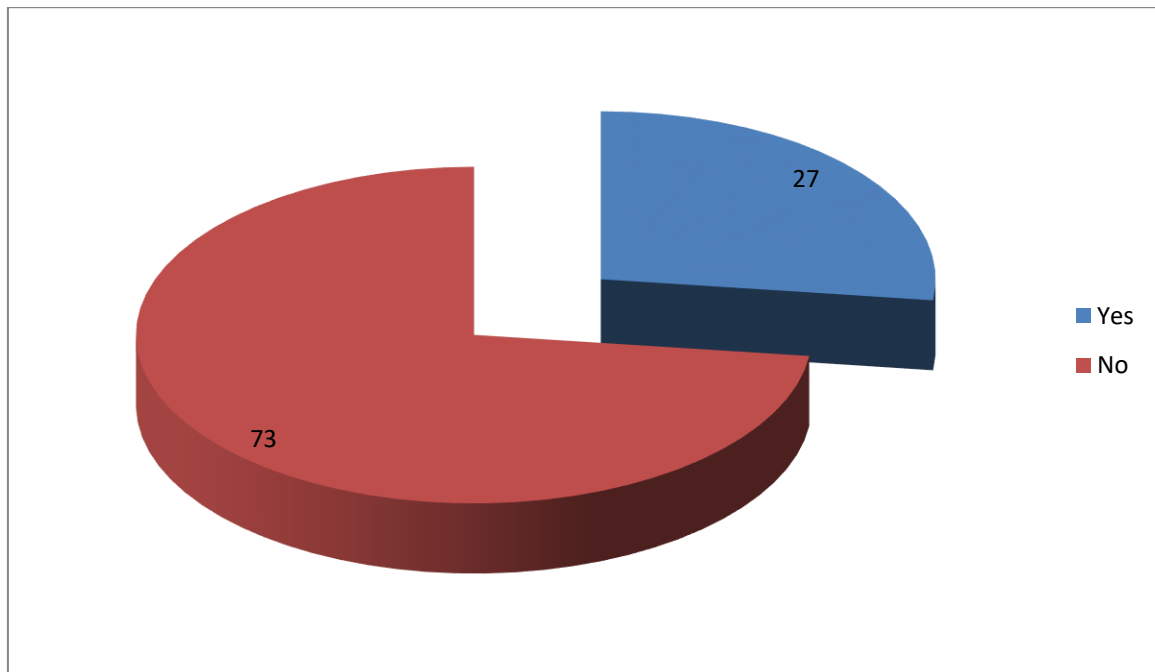


Chart 4.1.16 Changes in the present career coaching method

Interpretation

From the above table it is inferred that 73% of the respondents say yes for changes in the present career coaching method, 27% of the respondents say no for changes in the present career coaching method.

Inference

Majority (73%) of the respondents say yes for changes in the present career coaching method.

Table 4.1.17 Overall feedback about the career coaching process held at Sree Balaji Engineering Works

S.NO	Particulars	No of respondents	Percentage
1	Very good	35	29.00
2	Good	51	43.00
3	Average	34	28.00
4	Not good	0	0
5	Worst	0	0
Total		120	100.00

Source :Primary data

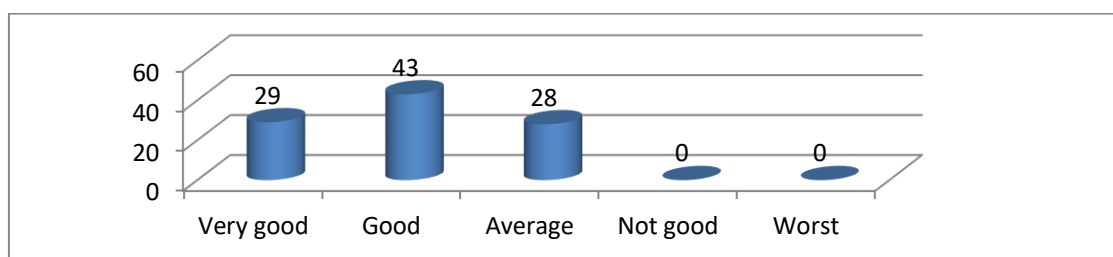


Chart 4.1.18 Overall feedback about the career coaching process held at Sree Balaji Engineering Works

Interpretation

From the above table it is interpreted that 29% of the respondents mention very good for overall feedback about the career coaching process held at Sree Balaji Engineering Works, 43% of the respondents mention good for the overall feedback about the career coaching process held at Sree Balaji Engineering Works, 28% of the respondents mention average for the overall feedback about the career coaching process held at Sree Balaji Engineering Works, 0% of the respondents mention not good for overall feedback about the career coaching process held at Sree Balaji Engineering Works, 0% of the respondents mention worst for overall feedback about the career coaching process held at Sree Balaji Engineering Works.

Inference

Majority (43%) respondents mention good for overall feedback about the career coaching process held at Sree Balaji Engineering Work.

Table 4.1.18 Induction career coaching is a well planned exercise in the organization

S.NO	Particulars	No of respondents	Percentage
1	StronglyDisagree	0	0
2	Disagree	12	10.00
3	Neither disagree nor agree	33	27.00
4	Agree	41	34.00
5	Strongly Agree	34	29.00
Total		120	100.00

Source :Primary data

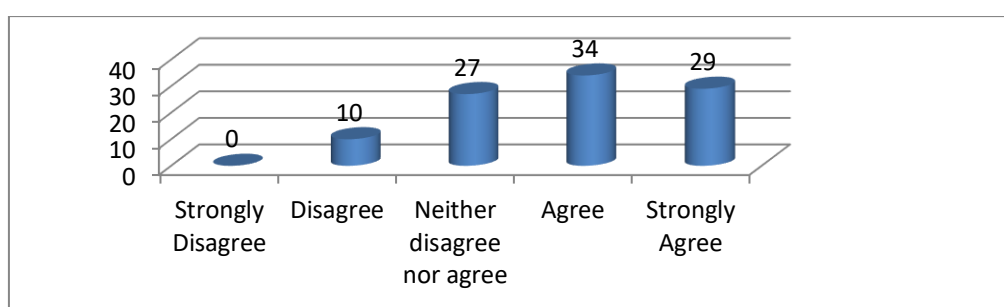


Chart 4.1.19 Induction career coaching is a well planned exercise in the organization

Interpretation

From the above table it is interpreted that 0% of the respondents strongly disagree that the induction career coaching is a well planned exercise in the organization, 10% of the respondents disagree that the induction career coaching is a well planned exercise in the organization, 27% of the respondents neither disagree nor agree that the induction career coaching is a well planned exercise in the organization, 34% of the respondents agree that the induction career coaching is a well planned exercise in the organization, 29% of the respondents strongly agree that the induction career coaching is a well planned exercise in the organization.

Inference: Majority (34%) respondents agree that the induction career coaching is a well planned exercise in the organization.

Table 4.1.19 Improvements in confidence level to face the higher responsibility after the career coaching programme

S.NO	Particulars	No of respondents	Percentage
1	Yes	97	81.00
2	No	23	19.00
Total		120	100.00

Source :Primary data

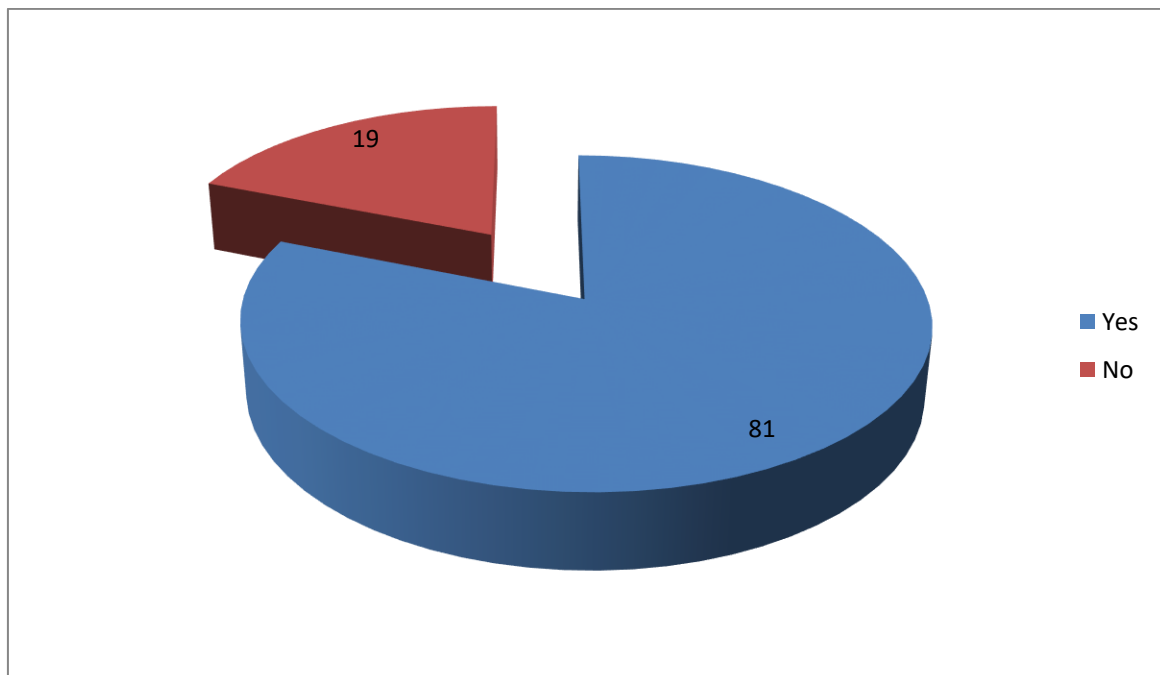


Chart 4.1.19 Improvements in confidence level to face the higher responsibility after the career coaching programme

Interpretation

From the above table it is interpreted that 81% of the respondents say yes for the improvement in confidence level to face the higher responsibility after the career coaching program, 19% of the respondents say no for the improvement in confidence level to face the higher responsibility after the career coaching program.

Inference

Majority (81%) respondents say yes for the improvement in confidence level to face the higher responsibility after the career coaching program.

Table 4.1.20 Preferences among the type of coaches

S.NO	Particulars	No of respondents	Percentage
1	Insider	62	52.00
2	Outsider	45	37.00
3	Both	13	11.00
Total		120	100.00

Source:Primary data

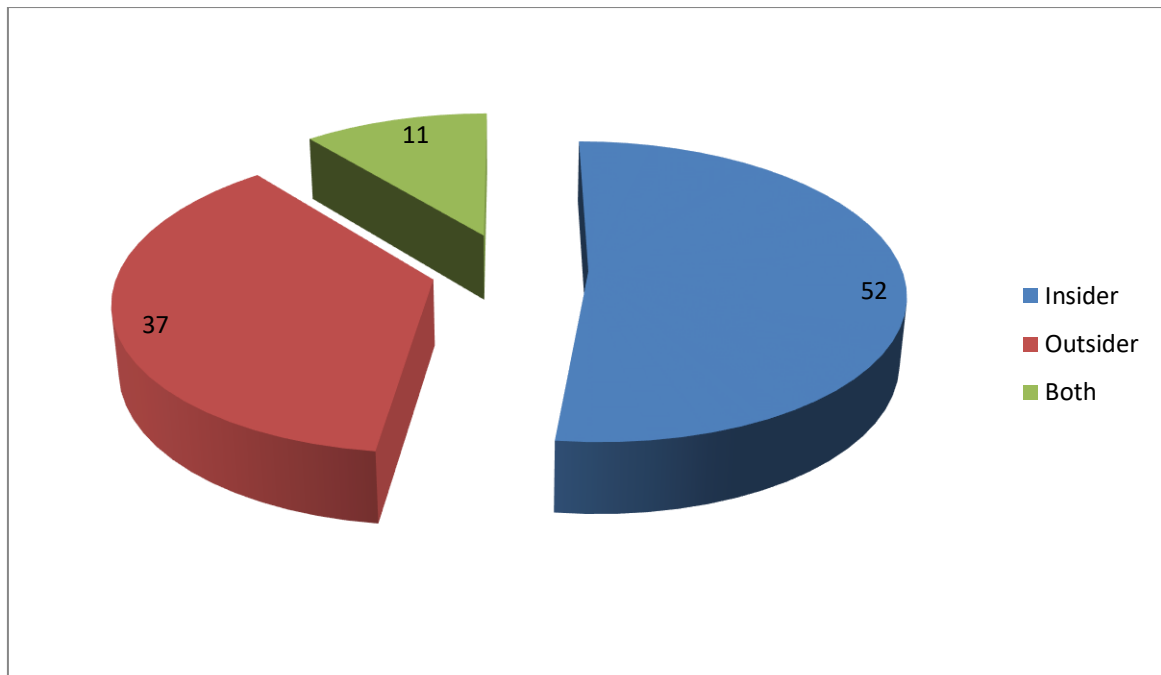


Chart 4.1.20 Preferences among the type of coaches

Interpretation

From the above table it is interpreted that 52% of the respondents are insiders, 37% of the respondents are outsiders.

Inference

Majority(52%) respondents are insiders.

Table 4.1.21 Enhancing the personality through career coaching will bring enthusisam at work place

Particulars	No of respondents	Percentage
Strongly Disagree	0	0
Disagree	12	10.00
Neither disagree nor agree	23	19.00
Agree	51	43.00
Strongly Agree	34	28.00
Total	120	100.00

Source :Primary data

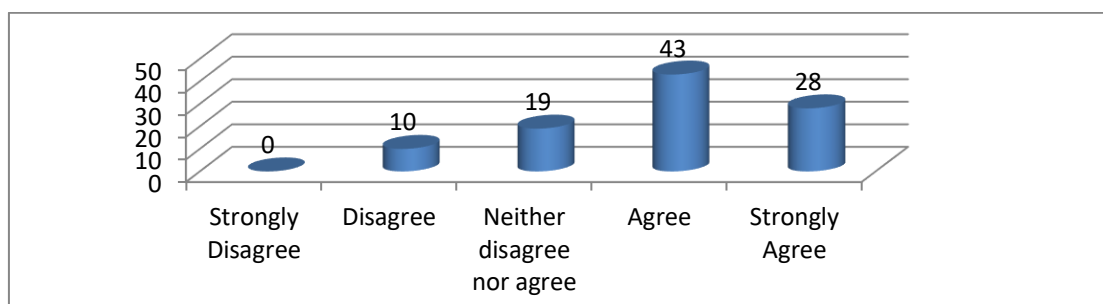


Chart 4.1.21 Enhancing the personality through career coaching will bring enthusisam at work place

Interpretation

From the above table it is interpreted that 0% of the respondents strongly disagree that enhancing the personality through career coaching will brings enthusiasm at work place, 10% respondents disagree that enhancing the personality through career coaching will brings enthusiasm at work place, 19% of the respondents neither disagree nor agree that enhancing the personality through career coaching will brings enthusiasm at work place, 43% of the respondents agree that enhancing the personality through career coaching will brings enthusiasm at work place, 28% of the respondents strongly agree that enhancing the personality through career coaching will brings enthusiasm at work place.

Inference: Majority (43%) respondents agree that enhancing the personality through career coaching will brings enthusiasm at work place.

Table 4.1.22 Method of career coaching

S.NO	Particulars	No of respondents	Percentage
1	On the job career coaching	57	47.00
2	Off the job career coaching	27	22.00
3	Both	36	31.00
Total		120	100.00

Source :Primary data

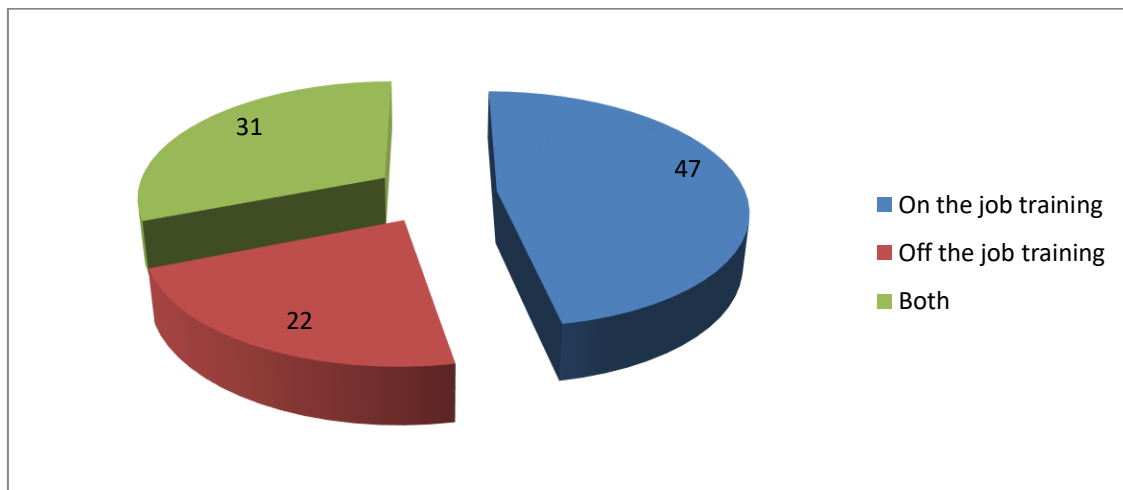


Chart 4.1.22 Method of career coaching

Interpretation

From the above table it is interpreted that 22% of the respondents follows the off the job career coaching method, 47% of the respondents follows the on the job career coaching method, 31% of the respondents follows both the career coaching method.

Inference

Majority (47%) respondents follows the on the job career coaching method.

Table 4.1.23 Technical skill career coaching helps to perform jobs effectively

S.NO	Particulars	No of respondents	Percentage
1	Strongly Disagree	17	14.00
2	Disagree	19	16.00
3	Neither disagree nor agree	34	28.00
4	Agree	26	22.00
5	Strongly Agree	24	20.00
Total		120	100.00

Source :Primary data

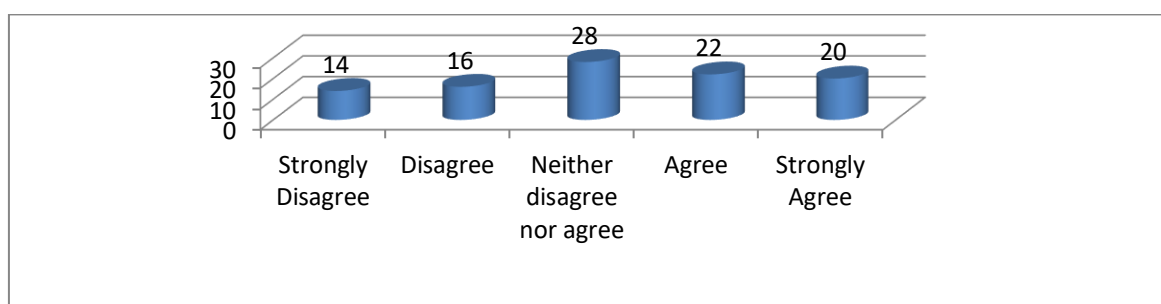


Chart 4.1.23 Technical skill career coaching helps to perform jobs effectively

Interpretation

From the above table it is interpreted that 14% of the respondents strongly disagree by mentioning that the technical skill career coaching helps to perform jobs effectively, 16% of the respondents disagree by mentioning that the technical skill career coaching helps to perform jobs effectively, 28% of the respondents neither disagree nor agree by mentioning that the technical skill career coaching helps to perform jobs effectively, 22% of the respondents agree by mentioning that the technical skill career coaching helps to perform jobs effectively, 20% of the respondents strongly agree by mentioning that the technical skill career coaching helps to perform jobs effectively.

Inference

Majority (28%) respondents neither disagree nor agree by mentioning that the technical skill career coaching helps to perform jobs effectively.

Table 4.1.24 Improvements in performance after the career coaching programme

S.NO	Particulars	No of respondents	Percentage
1	Strongly Disagree	17	14.00
2	Disagree	24	20.00
3	Neither disagree nor agree	35	29.00
4	Agree	26	22.00
5	Strongly Agree	18	15.00
Total		120	100.00

Source :Primary data

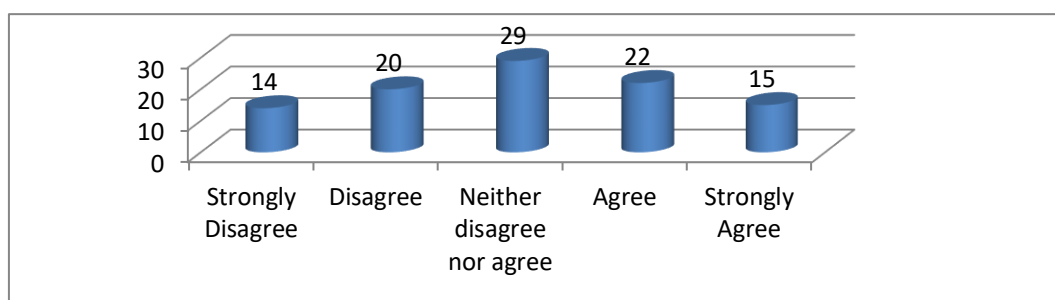


Chart 4.1.24 Improvements in performance after the career coaching programme

Interpretation

From the above table it is interpreted that 14% of the respondents strongly disagree by mentioning about the improvements in performance after the career coaching programme, 29% of the respondents neither disagree nor agree by mentioning about the improvements in performance after the career coaching programme, 22% of the respondents agree by mentioning about the improvements in performance after the career coaching programme, 15% of the respondents strongly agree by mentioning about the improvements in performance after the career coaching programme.

Inference: Majority (29%) respondents neither disagree nor agree by mentioning about the improvements in performance after the career coaching programme.

Table 4.1.25 Improvement of knowledge by career coaching

S.NO	Particulars	No of respondents	Percentage
1	Yes	111	92.00
2	No	9	8.00
Total		120	100.00

Source :Primary data

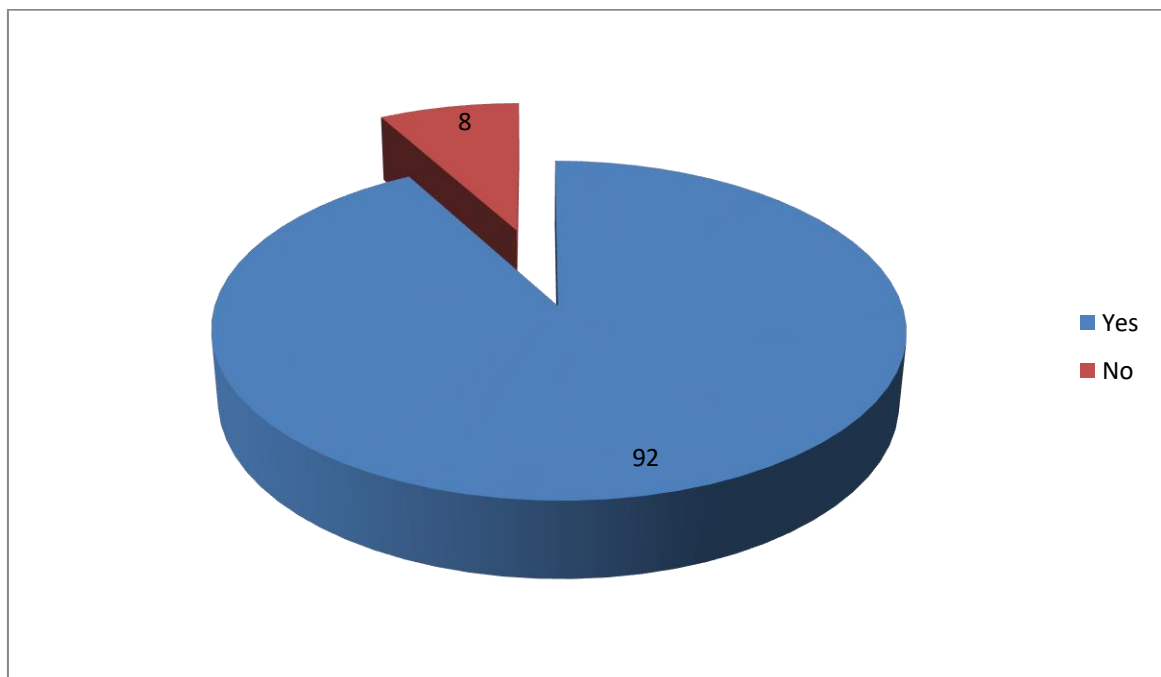


Chart 4.1.25 Improvement of knowledge by career coaching

Interpretation

From the above table it is interpreted that 92% of the respondents say yes for improvement of knowledge by career coaching, 8% of the respondents say no for improvement of knowledge by career coaching.

Inference

Majority (92%) respondents say yes for improvement of knowledge by career coaching.

Table 4.1.26 Improvements in productivity after attending career coaching programme

S.NO	Particulars	No of respondents	Percentage
1	Yes	89	74.00
2	No	31	26.00
Total		120	100.00

Source :Primary data

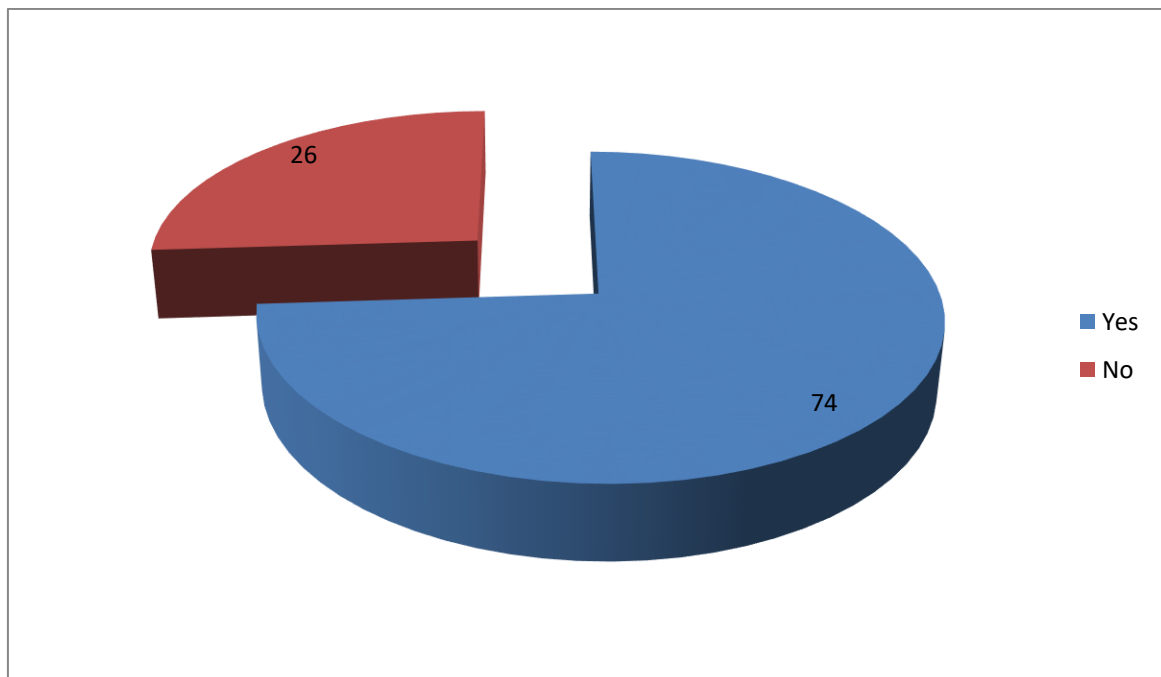


Chart 4.1.26 Improvements in productivity after attending career coaching programme

Interpretation

From the above table it is interpreted that 74% of the respondents say yes for the improvements in productivity after attending career coaching programme, 26% of the respondents say no for the improvements in productivity after attending career coaching programme.

Inference

Majority (74%) respondents say yes for the improvements in productivity after attending career coaching programme.

Table 4.1.27 The career coaching was more relevant and helpful

S.NO	Particulars	No of respondents	Percentage
1	Strongly Disagree	0	0
2	Disagree	11	9.00
3	Neither disagree nor agree	23	19.00
4	Agree	54	45.00
5	Strongly Agree	32	27.00
Total		120	100.00

Source :Primary data

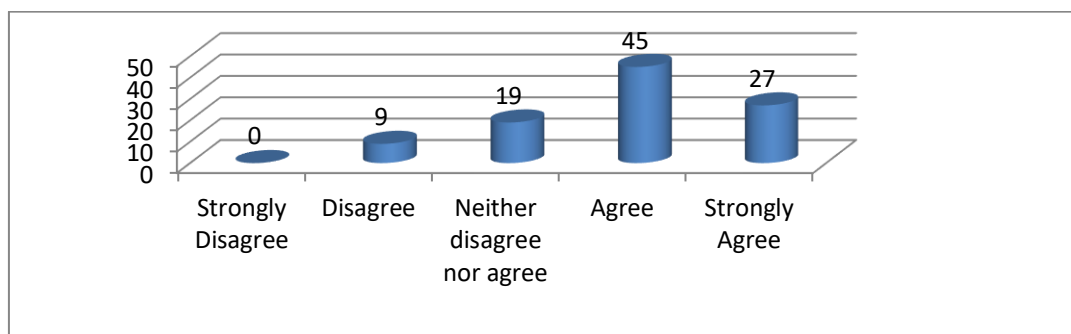


Chart 4.1.27 The career coaching was more relevant and helpful

Interpretation

From the above table it is interpreted that 0% of the respondents strongly disagree that the career coaching was more relevant and helpful, 9% of the respondents disagree that the career coaching was more relevant and helpful, 19% of the respondents neither disagree nor agree that the career coaching was more relevant and helpful, 45% of the respondents agree that the career coaching was more relevant and helpful, 27% of the respondents strongly agree that the career coaching was more relevant and helpful.

Inference

Majority (45%) respondents agree that the career coaching was more relevant and helpful.

Table 4.1.28 Job after the career coaching

S.NO	Particulars	No of respondents	Percentage
1	Very easy	31	26.00
2	Comfortable	54	45.00
3	Neutral	35	29.00
4	Not comfortable	0	0
5	Difficult	0	0
Total		120	100.00

Source :Primary data

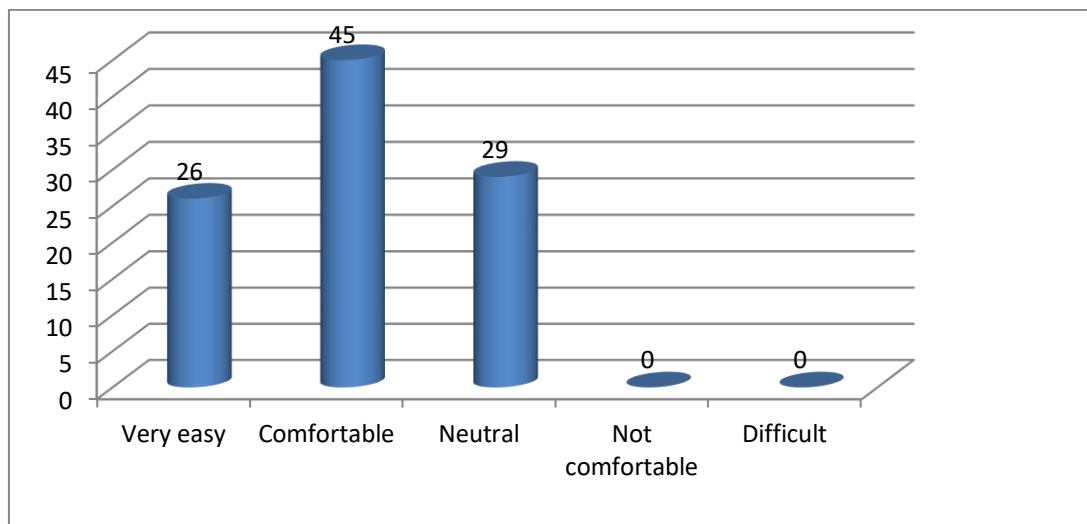


Chart 4.1.28 Job after the career coaching

Interpretation

From the above table it is interpreted that 26% of the respondents are very easy about their job after the career coaching, 45% of the respondents are comfortable about their job after the career coaching, 29% of the respondents are neutral about their job after the career coaching, 0% of the respondents are not comfortable about their job after the career coaching, 0% of the respondents are difficult about their job after the career coaching.

Inference

Majority (45%) respondents are comfortable about their job after the career coaching.

4.2 STATISTICAL ANALYSIS

CHISQUARE

Hypothesis:1

Null hypothesis (Ho):

There is no relationship between the frequently conducted career coaching programme and career coaching method provided by the organization.

Alternate hypothesis (H1):

There is a relationship between the frequently conducted career coaching programme and career coaching method provided by the organization.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
FREQUENTLY CONDUCTED CAREER COACHING PROGRAMME. * CAREER COACHING METHOD PROVIDED BY THE ORGANIZATION	120	100.0%	0	.0%	120	100.0%

FREQUENTLY CONDUCTED CAREER COACHING PROGRAMME. * CAREER COACHING METHOD PROVIDED BY THE ORGANIZATION

			CAREER COACHING METHOD PROVIDED BY THE ORGANIZATION				Total
			On the job career coaching method	Technical Skills	Communication Skills	All the above	
FREQUENTLY CONDUCTED CAREER COACHING PROGRAMME	Once in a Month	Count	37	21	0	0	58
		% within FREQUENTLY CONDUCTED CAREER COACHING PROGRAMME	63.8%	36.2%	.0%	.0%	100.0%
		% within CAREER COACHING METHOD PROVIDED BY THE ORGANIZATION	100.0%	61.8%	.0%	.0%	48.3%
		% of Total	30.8%	17.5%	.0%	.0%	48.3%
Count			0	13	25	0	38

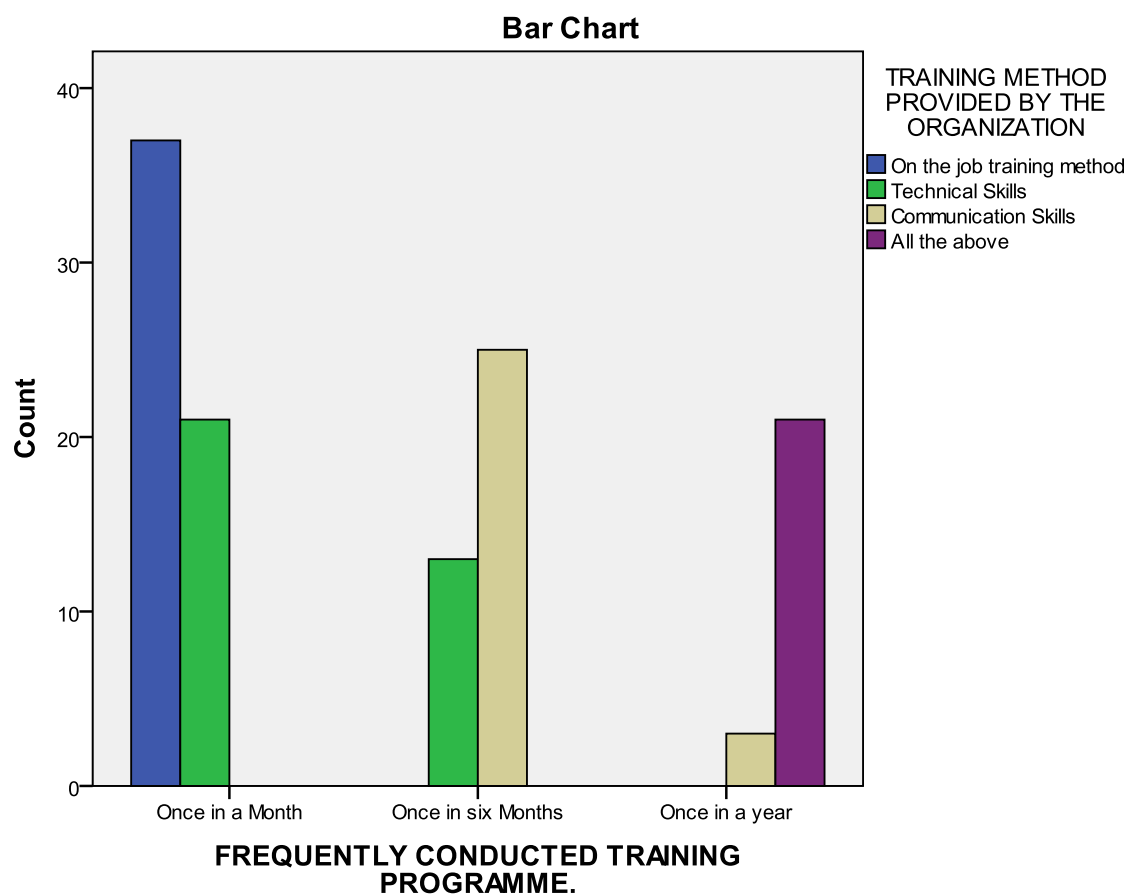
	Once in six Months	% within FREQUENTLY CONDUCTED CAREER COACHING PROGRAMME	.0%	34.2%	65.8%	.0%	100.0%
		% within CAREER COACHING METHOD PROVIDED BY THE ORGANIZATION	.0%	38.2%	89.3%	.0%	31.7%
		% of Total	.0%	10.8%	20.8%	.0%	31.7%
	Once in a year	Count	0	0	3	21	24
		% within FREQUENTLY CONDUCTED CAREER COACHING PROGRAMME	.0%	.0%	12.5%	87.5%	100.0%

	% within CAREER COACHING METHOD PROVIDED BY THE ORGANIZATIO N	.0%	.0%	10.7%	100.0%	20.0 %
	% of Total	.0%	.0%	2.5%	17.5%	20.0 %
Total	Count	37	34	28	21	120
	% within FREQUENTLY CONDUCTED CAREER COACHING PROGRAMME	30.8%	28.3%	23.3%	17.5%	100. 0%
	% within CAREER COACHING METHOD PROVIDED BY THE ORGANIZATIO N	100.0%	100.0%	100.0%	100.0%	100. 0%
	% of Total	30.8%	28.3%	23.3%	17.5%	100. 0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	176.180 ^a	6	.000
Likelihood Ratio	184.682	6	.000
Linear-by-Linear Association	98.069	1	.000
N of Valid Cases	120		

a. 1 cells (8.3%) have expected count less than 5. The minimum expected count is 4.20.



Degree of Freedom= $(r-1) * (c-1)$

$$= 2*3= 6$$

Calculated value = 176.180

Tabulated value = 12.592

$Z = Z_{cal} > Z_{tab}$

$$Z= 176.180 > 12.592$$

Hence, the Alternate hypothesis [H1] is accepted

Inference

Since calculated value (176.180) is greater than tabulated value (12.592). We accept the alternate hypothesis and reject the null hypothesis. Hence there is significant difference between frequently conducted career coaching programme and career coaching method provided by the organization.

KARL PEARSON'S CORRELATION

Correlation analysis is the statistical tool used to measure the degree to which two variables are linearly related to each other. Correlation measures the degree of association between two variables.

Null hypothesis (H0):

There is positive relationship between the satisfaction level with professional learning and growth opportunities and quality of the career coaching programme.

Alternate hypothesis (H1):

There is negative relationship between the satisfaction level with professional learning and growth opportunities and quality of the career coaching programme.

Correlations

		SATISFACT ION LEVEL WITH PROFESSIO NAL LEARNING AND GROWTH OPPORTUN ITIES	QUALITY OF THE CAREER COACHING PROGRAM ME
SATISFACTION LEVEL WITH PROFESSIONAL LEARNING AND GROWTH OPPORTUNITIES	Pearson Correlation Sig. (2-tailed) N	1 120	.882** .000 120
QUALITY OF THE CAREER COACHING PROGRAMME	Pearson Correlation Sig. (2-tailed) N	.882** .000 120	1 120

** . Correlation is significant at the 0.01 level (2-tailed).

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

r= .882

INFERENCE:

Since r (0.882) is positive, there is positive relationship between the satisfaction level with professional learning and growth opportunities and quality of the career coaching programme.

CHAPTER 5- FINDING,SUGGESTIONS AND CONCLUSION

5.1 FINDINGS:

- Majority (33%) of the respondents are age between 18-28 years.
- Majority (84%) of the respondents are Male.
- Majority (60%) of the respondents are married.
- Majority (41%) of the respondents are Degree holders.
- Majority (27%) of the respondents are the experience of 2-4 years.
- Majority (55%) of the respondents are technical.
- Majority (36%) of the respondents income between 10001-20000.
- Majority (48%) of the respondents mentioned that the career coaching program conducted once in a year.
- Majority (31%) respondents mentioned that on the job training method will be provided by the organization.
- Majority (38%) respondents are highly satisfied with the professional learning and growth opportunities.
- Majority (38%) respondents are satisfied with the quality of the career coaching program.
- Majority (75%) respondents say yes for innovative methods adopted in the career coaching programmes.
- Majority (32%) respondents agree for encouraging the active participation and questioning from the participant.
- Majority(29%) respondents neither disagree nor agree for conducting the career coaching program in an enhancing and interesting manner.

- Majority (82%) respondents mentioned yes for the comfortability about the present career coaching method.
- Majority (73%) of the respondents say yes for changes in the present career coaching method.
- Majority (43%) respondents mention good for overall feedback about the career coaching process held at Sree Balaji Engineering Work.
- Majority (34%) respondents agree that the induction career coaching is a well planned exercise in the organization.
- Majority (81%) respondents say yes for the improvement in confidence level to face the higher responsibility after the career coaching program.
- Majority(52%) respondents are insiders.
- Majority(43%) respondents agree that enhancing the personality through career coaching will brings enthusiasm at work place.
- Majority (47%) respondents follows the on the job career coaching method.
- Majority (28%) respondents neither disagree nor agree by mentioning that the technical skill career coaching helps to perform jobs effectively.
- Majority (29%) respondents neither disagree nor agree by mentioning about the improvements in performance after the career coaching programme.
- Majority (92%) respondents say yes for improvement of knowledge by career coaching.
- Majority (74%) respondents say yes for the improvements in productivity after attending career coaching programme.
- Majority (45%) respondents agree that the career coaching was more relevant and helpful.

- Majority (45%) respondents are comfortable about their job after the career coaching.

5.2 SUGGESTIONS:

- Career coaching is given more attention in Sree Balaji Engineering Works, however for better and more effective practices career coaching related to executive career and personal planning – retirement planning, personality development is required and must be implemented.
- Since most of the respondents are from a technical background, they can be trained well with hard skills, it is essential that career coaching guides them in soft skills as well.
- Union leaders must be able to have frequent career coaching programs than management level leaders, which will lead to a better work environment.
- The company's career coaching policy is well designed, but more adequacy is required in areas
 - 1) The need for career coaching and the process of identifying and selecting coaches.
 - 2) Duration of career coaching.
- Although internal coaches are effective, external coaches should be obtained for better and more effective practices and broad understanding.
- New and better ways of career coaching such as business games, audio-visual career coaching and demos need to be implemented.
- New ways of career coaching can be implemented (e.g. e-career coaching can be used for middle level people because it saves time and management could focus on operational managers.
- As SREE BALAJI ENGINEERING WORKS has most of its senior executives, they need to be given special career coaching in the areas of work and career and life (eg retirement planning).

- Department heads should assess the career coaching needs of subordinates. This can increase the effectiveness of career coaching by improving good interpersonal relationships.
- The career coaching circular form may also include a brief introduction to the subject for which the career coaching program has been organized so that the participants are able to understand in advance the topics covered in the career coaching program.
- One of the most challenging parts of executive career coaching programs is finding ways to apply the lessons learned to real-world situations. It can be difficult to translate what we learn in a lecture or role play into everyday life, so it is essential to incorporate practical examples into career coaching. For example, if an organization is currently trying to expand team building activities, small group brainstorming can be used to generate potential ideas. If viable solutions are found during the career coaching session, participants should take follow-up steps to implement their ideas. From now the management of SREE BALAJI ENGINEERING WORKS must start practicing their executives with real life applications for a better and positive work environment.

5.3 LIMITATIONS OF THE STUDY:

- SREE BALAJI ENGINEERING WORKS being a big problem cannot be studied in its entirety in three months so time is considered as a major problem.
- The results of the study are based on the sample size and cannot be taken as a generalized opinion of the entire population.
- Reluctance of executives to devote time to research.
- Respondents may not have expressed their true opinions about career coaching practices.

5.4 CONCLUSIONS:

It is often said that a successful business operation, regardless of its size, depends on the effective management of "people, products and processes". Of these three, the most important is the human resources department. The demand from employers for specialized career coaching of managers is huge. Human resources are a company's most important asset. These executives perform various tasks and contribute to select people who will ultimately ensure the delivery of high quality products and services. Therefore, career coaching helps the growth of the company.

SREE BALAJI ENGINEERING WORKS clearly focuses on having a well motivated and trained manager. To remain competitive, a company needs to have motivated and self-confident employees with up-to-date skills. In addition, well-trained employees are an asset to the company and help retain customers. Well-trained employees who stay with the business mean that customers have continuity. This contributes to customer loyalty and leads to repeat business. Employees who feel valued stay with the company longer. This means that SREE BALAJI ENGINEERING WORKS recruitment costs can be reduced, resulting in cost savings across the organization. The suggestions can be implemented for a better working environment for both management and executives.

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ANNEXURE- I QUESTIONNAIRE

Personal Details:

- Name :
- Age : (a) 18-28 (b) 29-38 (c) 39-48 (d) Above 48
- Gender : (a) Male (b) Female
- Marital Status : (a) Married (b) Unmarried (c) Widower
- Educational
- Qualification : (a) Diploma (b) Degree (c) PG (d) Others
- Years of Service : (a) <2 Years (b) 2-4 Years (c) 4-7 Years
(d) Above 7 Years
- Nature of Work : (a) Technical (b) Non- Technical
- Designation :
- Income : (a) 7000-10000 (b) 10001-20000 (c) 20001-30000
(d) Above 30000

1.How frequently career coaching programme is conducted?

- (a) Once in a Month
- (b) Once in six Months
- (c) Once in a year

2. What kind of career coaching method does the organization provide to coach the executives?

- (a) On the job career coaching method
- (b) Technical skills
- (c) Communication skills

(d) All of above

3. What is your satisfaction level with professional learning and growth opportunities?

- (a) Highly Satisfied
- (b) Satisfied
- (c) Neutral
- (d) Dissatisfied
- (e) Highly Dissatisfied

4. How did you find the quality of the career coaching programme?

- (a) Highly Satisfied
- (b) satisfied
- (c) Neutral
- (d) Dissatisfied
- (e) Highly Dissatisfied

5. Is innovative methods adopted in the career coaching programmes?

- (a) Yes
- (b) No

6. Does coacher encourage active participation and questioning from the participant?

- (a) Strongly disagree
- (b) Disagree
- (c) Neither disagree nor agree

- (d) Agree
- (e) Strongly agree

7. The coacher conducted the career coaching programme in a enhancing and interesting manner?

- (a) Strongly disagree
- (b) Disagree
- (c) Neither disagree nor agree
- (d) Agree
- (e) Strongly agree

8. Are you comfortable with the present career coaching method?

- (a) Yes
- (b) No

9. Do you like to have any changes in the present career coaching method?

- (a) Yes
- (b) No

10. Overall feedback about the career coaching process held at Sree Balaji Engineering Works?

- (a) Very Good
- (b) Good
- (c) Average
- (d) Not Good

(e) Worst

11. Does the induction career coaching is a well planned exercise in the organization?

(a) Strongly disagree

(b) Disagree

(c) Neither disagree nor agree

(d) Agree

(e) Strongly agree

12. Did your confidence level increased to face any higher responsibility after the career coaching programme?

(a) Yes

(b) No

13. What is your preference among the type of coaches mentioned below?

(a) Insider

(b) Outsider

(c) Both

14. Do you agree that career coaching enhances personality and it brings enthusiasm at work place?

(a) Strongly disagree

(b) Disagree

(c) Neither disagree nor agree

- (d) Agree
- (e) Strongly agree

15. What kind of career coaching method do you prefer?

- (a) On the job career coaching
- (b) Off the job career coaching
- (c) Both

16. Technical skill Career coaching given to executives are good enough to perform jobs effectively?

- (a) Strongly disagree
- (b) Disagree
- (c) Neither disagree nor agree
- (d) Agree
- (e) Strongly agree

17. Your performance have improved after the career coaching programme?

- (a) Strongly disagree
- (b) Disagree
- (c) Neither disagree nor agree
- (d) Agree
- (e) Strongly agree

18. Do you feel that your knowledge has improved because of career coaching?

- (a) Yes
- (b) No

19. Did you find improvement in productivity after attending career coaching programme?

(a) Yes

(b) No

20. The career coaching was more relevant and helpful?

(a) Strongly disagree

(b) Disagree

(c) Neither disagree nor agree

(d) Agree

(e) Strongly agree

21. How did you feel the job after the career coaching ?

(a) very easy

(b) comfortable

(c) Neutral

(d) Not comfortable

(e) Difficult

