

A STUDY ON EFFECTIVENESS OF MANAGEMENT DEVELOPMENT PROGRAM REFERENCE TO MANAGERS IN LARSEN & TOUBRO SHIPBUILDING

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

By

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Register No.41410230



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

JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119

MAY 2023



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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **PRATHIBHA.R 41410230** who carried out the project entitled "**A STUDY ON EFFECTIVENESS ON MANAGEMENT DEVELOPMENT PROGRAM REFERENCE TO MANAGERS IN LARSEN & TOUBRO SHIPBUILDING**" under my supervision from January 2023 to May 2023.

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TO WHOMSOEVER IT MAY CONCERN

This is to certify that **Ms. Prathibha R**, a final year student of **MBA (HR and Operations)** from **Sathyabama University, Chennai - 600119** has successfully completed her internship with us during the period **18.01.2023 to 29.04.2023**.

During the period of Internship with us she was found punctual and hardworking.

We wish her all success!

Yours truly
Larsen & Toubro Limited
For L&T Shipbuilding

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DECLARATION

I **PRATHIBHA.R (41410230)** hereby declare that the Project Report entitled “**A STUDY ON EFFECTIVENESS ON MANAGEMENT DEVELOPMENT PROGRAM REFERENCE TO MANAGERS IN LARSEN & TOUBRO SHIPBUILDING**” done by me under the guidance of **DR. GANANATH KHILLA M.A., M.Phil., Ph.D.** is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

DATE: 05.05.2023

PLACE: Chennai

A handwritten signature in black ink, appearing to be 'PRATHIBHA.R', with a long horizontal stroke extending to the right.

PRATHIBHA.R

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PRATHIBHA.R

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ABSTRACT

The Management Development Program (MDP) is an investment in you as a manager. As a UC manager, you drive results that directly influence the success of the University of California and the communities we serve. MDP is here to support your efforts. You'll connect with peers from across your individual location, share challenges and work together to find effective solutions.

The primary objective is to study and effectiveness of Management Development Program among managers in Larsen & Toubro company. The secondary objectives is to ascertain if there exists an impact between Management Development Programs and Individual Performance, to know if Management Development Programs have a positive impact on Individual Performance, to analyze the satisfaction level of Management Development Programs among managers and to provide corrective measures to improve Management Development Programs which will in turn enhance Individual Performance.

The need for the study Management development is one of the determinants for the success of an organization and has a direct impact on the benefits of the organization, The management development programs help the employees to come out with the skills which remain unidentified or who are inactive, The overall working environment of the organization turns to be quite challenging because the managers turn to be better leaders and even are ready to take risks at a better level, Employee productivity increases leading to increase in organizational productivity and Adapting to such developmental techniques help the organization to hold on to the worthy employees.

The present study is descriptive research it includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research of the state of affairs as it exists at present. Data Sources can be classified in to two categories namely primary and secondary sources. The sample units are the managers from Larsen & Toubro Company. The sample size for the study is 110 respondents (Managers) from Larsen & Toubro Company. Tools used for analysis Percentage Analysis, Chi-Square Test, weighted average and t-test.

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION OF THE STUDY

The Management Development Program (MDP) is an investment in you as a manager. As a UC manager, you drive results that directly influence the success of the University of California and the communities we serve. MDP is here to support your efforts. You'll connect with peers from across your individual location, share challenges and work together to find effective solutions.

MDP is a dynamic system wide training program that's designed to enhance and strengthen your leadership capabilities in the UC core competencies and ensure you have the skills, knowledge and resources to effectively lead, engage, and develop your team. The program consists of completing four modules focused around the UC Core Competencies of people management, employee engagement and change management.

- Manager Redefined
- Employee Engagement
- Exercising Influence
- Leading Change and Managing Transitions

This program benefits mid-level managers at UC in any of the following roles:

- Managers
- Managers of Managers
- Leaders of a division or functional area
- Leaders of complex operational programs, system-wide projects or projects that span across location departments or divisions

The end goal of a Management Development program is not only to contribute to the development of individuals in an organizational context, but to address their personal dimension as well. A Management Development approach should thus be based on a win-win relationship between the company leadership and its managers (illustration).

Thus, development is often regarded not so much as an end in itself than as a mean to achieve:

- An increase in the manager's employability (both internally and externally)
- An adaptation of the company to the new socioeconomic trends it is subject to, so that it may better face and anticipate organizational change
- An increase in the company's productivity and competitiveness that should enhance its durability
- In an ideal organization, organizational development should rely on 3 strongly interdependent concepts that make up the pillars of every HR department's development strategy: Management Development (MD) programs, Management by Objectives (MBO) and Training programs (guidelines).

On-the-job Methods

In management development programs, on-the-job methods are usually preferred.

This type of training is far more likely than the off-the-job type to be tailored to the requirements of an individual.

Four major formal on-the-job development methods are as follows:

Coaching: The training of an employee of a managerial cadre by his or her immediate supervising officer is by far the most effective management development technique.

Unfortunately, many managers are either unable or unwilling to coach those they supervise.

In order to be effective, on-the-job coaching must be tempered with considerable restraint. Employees cannot develop unless they are allowed to work out problems in their own way.

Managers quite frequently feel compelled to tell their employees exactly what to do thereby negating the effectiveness of coaching. Again, some managers sometimes feel threatened when asked to coach an employee, fearing they are asked to create a rival.

In fact, the manager has much to gain from coaching, since a manager quite often is not likely to be promoted unless a successor is available to replace him/her. Many organizations give much emphasis to coaching their managers.

Conscientious managers often maintain a development file for each of their employees, indicating the training he/she is receiving, the skills he/she is acquiring, and the rate of his or her progress in performance.

A record of critical incidents—situations in which an employee displays desirable or undesirable behavior may be included.

Job rotation: This involves shifting managers from position to position so that they can broaden their experience and familiarize themselves with various aspects of the firm's operations.

Training positions: This is the third method of developing managers.

Trainees are given staff posts immediately under a manager, often with the title of "assistant to," Such assignments give trainees a chance to work with and model themselves after outstanding managers who might otherwise have little contact with them.

Planned work: It involves giving trainees important work assignments to develop their experience and ability.

Trainees may be asked to head a task force or participate in an important committee meeting.

Such experiences help them gain insight into how organizations operate and also improve their human relations skills.

Off-the-Job Methods

Off-the-job development techniques remove individuals from the stresses and ongoing demands of the workplace, enabling them to focus fully on the learning experience.

In addition, they provide opportunities for meeting people from other departments or organizations. Thus, employees are exposed to useful new ideas and experiences while they make potentially useful contacts.

The most common off-the-job development methods are in-house classroom instruction and management development programs sponsored by universities and organizations.

Management development programs almost invariably include some form of classroom instruction in which specialists from inside or outside the organization teach trainees a particular subject. Classroom teaching is often supplemented with case studies, role-playing and business games, or simulations.

There are mainly three types of resources that are necessary in order to implement a Management Development program:

1) Financial resources: all Management Development concepts should include a Business Plan. Depending on the company's development policy, this budget may or may not be an integral part of the budget allocated to training.

The financial factor strongly impacts the quality of Management Development policies and can even be decisive regarding its implementation. To give you an idea, the budget allocated to training programs generally represents between 1.3 and 5% of the entire payroll, depending on the company's size and industry.

2) Human resources: the company can choose between two types of human resources:

Internal resources: managers and specialists internal to the organization and who will be selected to coach their employees and/or colleagues.

External resources: trainers and/or experts from training and consulting firms that are external to the organization. In this case, very clear specifications will have to be determined for each development action.

3) Technological resources: resources such as the infrastructure, IT material or specific techniques that are necessary to implement the decisions can have a huge impact on the training program's budget. The Management Development process also requires the use of assessment tools such as professional tests (articles) and/or Assessment Centers (guidelines), for example.

PRACTICE

Before getting into the construction of the Management Development (MD) process itself, the underlying core values – i.e. the values that should be shared by all of the company's managers – must be determined in collaboration with the Board. As for the the Management Development process' mission statement, it should concretize the abstract message conveyed by the company's organizational values.

The following illustration details the different steps that will have to be followed by the Management Development process (illustration) once both its values and mission have been stated. Concretely, the construction of a Management Development concept should integrate the two following elements:

The gap between the job requirements and the job holder's present competency profile

The skills requirements – in terms of knowledge, know-how and behavior – that result from the company's strategic orientations

Comparing the skills that have to be acquired by the job holder to the skills required to meet organizational goals will indeed allow us to set the priorities in terms of the development actions that ought to be set in place. This assessment process should ideally be conducted at all levels of the organization. If this is not possible, it may be offered in priority to the management or, at least, to all the holders of key positions.

EXAMPLES

Let's take the example of a company with the following organizational values: **RESPECT – FUN – EFFICIENCY**, and let's see how these values can be transposed into managerial behavior:

RESPECT: can be translated into listening, dialogue, fairness, behavioral stability, but also respect of one's commitment, deadlines, processes, etc.

FUN: can be translated into team-spirit, involvement, motivation, creativity, joie de vivre, etc.

EFFICIENCY: can be translated into organizational skills, delegation, mobility, attention to details, decision-making, etc.

Importance of management development programme

- Allows companies to take a proactive approach towards the growth of their business;
- Motivates employees and increases employee retention to build a knowledge-driven workforce;
- Develops a team of innovation managers that can lead to business improvement and product development;
- Ensures professional development of employees, helping them improve their skill set by implementing individual or company-wide training programme;
- Helps to gain a competitive advantage over other companies with the support of skilled managers;
- Promotes management succession planning and encourages staff development that is essential for the business to move forward during inevitable situations;
- Reduces risk and unpredictability related to external recruitment of managers;
- Helps to hire appropriate employees in the management cadre.
- Effective design of management development programme

Step 1: Be aware of the correlation between learning and development –

- Utilizing the various opportunities of learning and development that are available;
- Acquiring the knowledge necessary to solve a problem or achieve a certain goal;
- Gaining skills to use new information to accomplish business activities;
- Implementing new observational techniques.

Step 2: Considering different approaches to learn about management –

- Understanding the different approaches to increase your knowledge about management;
- Utilizing formal, comprehensive and systematic approaches to accomplish desired business outcomes;
- Maintaining a balance between formal (traditional classroom guidance) and informal (reading books, on-the-job training or keeping a diary) approaches to learning and development.

Step 3: Learning about management –

- Getting acquainted with the organizational context of management;
- Learning about organizational systems, their dimensions, life cycle and culture;
- Acquiring the knowledge and skills required for effective management in organizations.

Step 4: Identifying your learning objectives and activities –

- Getting assistance from a mentor or a personal coach;
- Practicing management skills such as planning, organizing, leading and coordinating;
- Starting a new project or workplace activity to focus in a new direction, as well as influence others;
- Working towards narrowing performance gaps that are indicated by your supervisor while reviewing your performance;
- Taking advantage of upcoming opportunities to reduce opportunity gaps in your career;
- Assessing your management skills and practices.

Step 5: Considering additional sources of learning –

- Collecting ideas from friends, peers and supervisors about management skills;
- Identifying behavioural traits and qualities of senior managers;
- Taking up an internship that involves persistence, risk and initiative;

- Taking up a management role in an association;
- Volunteering to manage community projects.

1.2 INDUSTRY PROFILE

India's Ship Building Market is estimated to be USD 6.77 Bn in 2022 and is expected to reach USD 8.07 Bn by 2027, growing at a CAGR of 3.57%.

India is strategically located on the world's shipping routes with a coastline of approximately 7,517 km. Maritime transport handles around 70% of India's trading in value terms. As of 2021, India owns over 30% global market share in the ship breaking industry and is home to the largest ship-breaking facility in the world at Alang. To promote India's shipping and port industry, the government has also introduced various fiscal and non-fiscal incentives for enterprises that develop, maintain and operate ports, inland waterways and shipbuilding in India.

The Maritime India Vision 2030 has identified over 150 initiatives to boost the Indian maritime sector. The Vision 2030 was launched by Hon'ble Prime Minister of India in March 2021. It is drafted after significant consultation with over 350 public and private stakeholders comprising of ports, shipyards, inland waterways, trade bodies and associations, and legal experts. The vision serves as a blueprint to achieve an accelerated and coordinated development of India's diverse maritime sector, comprehensively identifying over 150 initiatives covering all facets of the country's maritime sector.

India has a rich maritime history. The shipbreaking and shipbuilding industry flourished during the Indus Valley civilization. Today, India has the biggest shipbreaking yard in the world. It is estimated that around half of the world's ships are broken down by Alang. Through the various initiatives introduced by the government, India's shipping industry has grown significantly since independence. As of 2019, India's fleet has a total of 1405 ships, which is equivalent to a deadweight tonnage of approximately 19.2 million. The country's infrastructure projects have also helped the industry. Govt. of India worked upon various key initiatives to ensure smooth functioning of India. Although government's ambitious Sagarmala initiative aims to double the share of the port industry in Indian cargo movement by 2025. This initiative was launched in 2017 to rationalize the freight costs and improve the competitiveness of the export market. Government is also

planning to spend \$123 billion on various port modernization projects through the Sagarmala Program. This will help boost the country's export efficiency and create jobs. In 2021, around 161 projects under the Sagarmala Program have been completed. Prime Minister Narendra Modi on November 8, 2020, launched the Ro-Pax ferry service between Ghogha and Hazira which helped in cutting the journey time between the two cities to around four hours. In 2020, the total port capacity has increased to 1534.91 million tons a year. It was previously estimated that the port capacity would reach 871.52 million tons in 2014. The Merchant Shipping Bill, 2020, aims to promote the growth of the Indian marine industry and prevent air pollution. Projects related to inland water transport are also under the Jal Marg Vikas focused on improving the efficiency and safety of navigation. The government has also lowered the Goods and Services Tax (GST) for foreign-flagged vessels and coastal ones. This will help boost the marine industry.

Future prospects of maritime logistics in India:

Out of the 200 non-metro ports in India, 44 are already operational and strategically located. This is largely due to the huge cargo traffic that has shifted from the major ports to the smaller ones. The non-major ports' traffic grew at a robust rate of 45% during the financial year 2020 as the government's initiatives to decongest the roads and railways continued. Major ports handled a total of 704.6 million tonnes of cargo during the year under review, up 0.8% from the previous year. The capacity of these facilities is expected to grow at a robust rate of 6% over the next couple of years. The Indian government's plan to establish 23 waterways by 2030 is geared toward addressing the country's logistics needs. Whereas, The Make in India campaign will help boost the country's marine repair industry and its shipbuilding industry. and Due to the increasing awareness about the environment, the maritime industry is pushing for the use of cleaner fuels. The Indian Ocean's strategic location makes it the most advantageous place for India's shipping industry. Its trade with other countries is 95 percent based on volume. India's maritime sector is one of the country's top priority areas for foreign direct investments. It is estimated that the industry could generate annual revenue of over US\$81 billion. In line with this, the country's Ministry of Shipping is planning to improve the concession agreement (MCA) to attract more private investors. As Indian subcontinent has a coastline of over 7,517 kilometers, which is strategically located near the Indian Ocean Region. This region supports

around 80 percent of the global maritime oil trade. The country's shipping industry is expected to contribute significantly to the country's economic growth. A recent study conducted by the MoPSW revealed that around 95 percent of India's international trade volume is carried out through its maritime channel.

1.3 COMPANY PROFILE

Larsen & Toubro is an Indian multinational engaged in EPC Projects, Hi-Tech Manufacturing and Services. It operates in over 50 countries worldwide. A strong, customer-focused approach and the constant quest for top-class quality have enabled L&T to attain and sustain leadership in its major lines of business for over eight decades.

We are engaged in core, high impact sectors of the economy and our integrated capabilities span the entire spectrum of 'design to delivery'.

Every aspect of L&T's businesses is characterised by professionalism and high standards of corporate governance. Sustainability is embedded into our long-term strategy for growth.

The Company's manufacturing footprint extends across eight countries in addition to India. L&T has several international offices and a supply chain that extends around the globe.

L&T Businesses

- Construction
- Hydrocarbon
- Power
- Minerals & Metals
- Heavy Engineering
- Defence
- Defence Shipbuilding
- Construction & Mining Machinery
- L&T Valves
- L&T Technology Services
- L&T IDPL
- L&T Metro Rail
- L&T Financial Services
- L&T Realty
- L&T SuFin

- L&T EduTech
- LTIMindtree

L&T Shipbuilding operates two modern shipyards – one on the east coast at Kattupalli, near the metropolitan city of Chennai, the capital of the state of Tamil Nadu and the other one on the west coast of India at Hazira, near the city of Surat in Gujarat.

The corporate headquarters of L&T Shipbuilding and a state-of-the-art Warship Design Center are located in Chennai, India.

At both shipyards, building of Warships, Submarines, Auxiliary Vessels / Crafts and Specialised Commercial Ships are undertaken. In addition Kattupalli shipyard also undertakes Repairs and Refits of both Defence and Commercial ships.

The L&T Shipbuilding Advantage:

- State-of-the-art technology and processes in design and construction
- Modular construction with efficient work flows
- Construction of complex vessels with experienced specialists
- Excellence in quality and on time delivery
- Quicker turn-around of vessels using heavy duty ship lift
- ISO 9001 QMS, EMS 14001 and OHSAS 18001 compliant systems
- In-house Training Facilities & Skill-set Qualifications
- High customer satisfaction index

This mega shipyard is located at Kattupalli, about 40 km north of Chennai. The state-of-the-art yard is equipped with automatic blasting and priming line, plasma cutting machine and advanced hydraulic press / forming machines and large assembly workshops with heavy material handling facilities.

The yard's build strategy maximizes pre-outfitting at the block level. Marine coating shops and pipe shops are designed to handle the complete load of the yard. A Pipe shop, Electrical shop and Machine shop add to productivity. Dedicated shops are available for Ship Repairs, Refits and Mid-Life Upgrade activities.

1.4 PRODUCT PROFILE

Products & Services

L&T Shipbuilding offers New Construction in both Defence Shipbuilding and Commercial Shipbuilding as well as Ship Repairs, Refits & Conversions

- New Construction - Defence Shipbuilding
- New Construction - Commercial Shipbuilding
- Ship Repairs, Refits & Mid-Life Upgrades

L&T's Kattupalli facility is in Tamil Nadu on India's east coast, near Chennai. The facility holds a mega shipyard for shipbuilding as well as retrofitting and conversions. The facility also holds an export-oriented Modular Fabrication Facility (MFF) established in 2010; the location of the MFF opens up access to the Offshore oil & gas fields of the Krishna & Godavari basin and South East Asia.

The spectrum of capabilities at the Facility include Modular solutions in the Oil & Gas sector for Offshore shallow water modules – Jackets & Topsides, Deep-water modules – PLET / PLEM / ILT / Jumpers, FPSO units, Sub-sea pipelines (Reeling Spool base), Onshore PAR / PAU / PAM modules, Heaters, Reformers, Skids, Equipment, Piping Spools, Structures and also foundations & modules for Offshore Wind Farms.

MFF-Kattupalli offers round the year delivery capability with all-weather sail-away facility, with very minimal tidal variations and robust QHSE performance. It is equipped with state-of-the-art infrastructure and machinery for operational and logistic flexibility to deliver complex modules duly tested / pre-commissioned prior to delivery.

It is certified to ISO 9001, ISO 29001, ISO 14001 & OHSAS 18001, ISO 50001 and has a certificate of authority to use API monogram for products manufactured as per specifications API 2B and also authorised to use ASME U, U2, S and NBBI R, NB Stamps & EN 1090-1&2 and CE marking.

1.4 OBJECTIVES OF THE STUDY

Primary objective

- To study and effectiveness of Management Development Program among managers in Larsen & Toubro Shipbuilding.

Secondary objectives

- To ascertain if there exists an impact between Management Development Programs and Individual Performance.
- To know if Management Development Programs have a positive impact on Individual Performance.
- To analyze the satisfaction level of Management Development Programs among managers.
- To provide corrective measures to improve Management Development Programs which will in turn enhance Individual Performance.

1.5 SCOPE OF THE STUDY

- Evaluation on training effectiveness should be based on the predetermined training objectives; not only based on individual performance appraisal.
- Management Development Program training will show much impact to employee performance if management team considers training as an essential part of the organization, and putting training result as one criteria on employee performance appraisal.
- It will be suggested that future research should include other variables such as monitoring and control of Management Development Program (MDP) training result.

1.6 NEED OF THE STUDY

- Management development is one of the determinants for the success of an organization and has a direct impact on the benefits of the organization.
- The management development programs help the employees to come out with the skills which remain unidentified or who are inactive.
- The overall working environment of the organization turns to be quite challenging because the managers turn to be better leaders and even are ready to take risks at a better level.
- Employee productivity increases leading to increase in organizational productivity.
- Adapting to such developmental techniques help the organization to hold on to the worthy employees.

CHAPTER 2

REVIEW OF LITERATURE

Nakkiran & Karthikeyan (2007) say that management development is designed to improve the overall effectiveness of managers in their present positions and to prepare them for greater responsibility when they are promoted. They describe training as an attempt by an organization to increase the effectiveness of its members. Training helps in maintaining and improving current job performance describe some of the common techniques and methods of management development used in organizations.

According to Noe (2008), it is common to employers to arrange training programs like workshops, seminars and courses which are designed to teach employees with specific skills or knowledge. Another benefit of the program is the participants, who are mainly managers and high potential employees, have the opportunity to meet with people outside their boundaries and areas; and learn fundamental management concepts and skills. Nevertheless, many cited that OFJT as less effective in developing managers.

Grace Vieira Becker, Bruno Henrique Rocha Fernandes (2009) The present study aims at identifying the influence of management training programs in business performance. In light of the construct of competences, the research tries to clarify the different levels of contribution of development programs for executives in three large Brazilian organizations. The study was carried out using the method of case studies, exploratory in nature, being interviewed thirty professionals of these companies. The findings present an overview about the major individuals, groups and organization changes, resulting from the relations between business management development and performance. The investigation highlights that the survival and the differentiation of a company over time is the result of knowing how to act collectively, which is shown in the interconnected action of a set of people and resources, with the manager responsible for this articulation.

According to Bohlander and Snell (2010), despite the popularity of ONJT, normally the programs are implemented poorly due to lack of program structure that fails to determine the expected competences to be acquired and the less skilled senior staff in providing the feedback to the learning managers. Besides OFJT and ONJT, conducting assessment programs is also one of the components in management development programs. It is important to note that assessment programs are not like other training or development programs which aim to equip the employees with skills and knowledge. Assessment program is to gauge and identify the potential, talents and career interest in the employees.

Nurita Juhdi, Farah Yazit, Wan Jamaliah Wan Jusoh (2015) The objective of the study is to test the relationship between management development programs and the readiness for changes among young managers in Malaysia. Four development programs were examined namely on-the-job programs, off-the-job programs, assessment and mentoring. The respondents were all below 45 years old and they are either performing professional occupations or in low to middle level positions and must have participated in development programs. 399 employees participated in the study. The Pearson's correlation test showed that assessment program was not significantly correlated to readiness for changes ($r = .035$, $p > .01$). On the other hand, readiness for changes was significantly correlated with the other three MDPs.

Endah Nuraini, Aji Hermawan, Aida Vitayala Hubeis (2015) This research had been conducted to explore the relation between Management Development Program and employees' job performances at a telecommunication company in Indonesia. The job performances being analyzed consist of employees' ability and motivation as well as working environment. Both primary and secondary data had been utilized. Primary data was collected based on Individual Depth Interview among training participants and training providers, whereas secondary data had been collected based on available information concerning training reports, company profile, employees performances after undertaking the program etc. The secondary data was analysed by using Structural Equation Modeling. The research concluded that there was no significant impact of Management Development Program to employees' job performances. Initial observation suggested that the focus of the

Management Development program being conducted was not in line with goals of the company.

Stewart D. Friedman, Alyssa Westring (2015) Purpose – In efforts to improve employee recruitment and retention and enhance productivity and morale, organizations have implemented policies and practices (e.g. flextime, telework to address employee work-life concerns). However, there is mixed evidence regarding their effectiveness.

The purpose of this paper is to complement work-life policies, initiatives aimed at empowering employees with the knowledge and skills to manage multiple life roles may be valuable. Little information is available regarding the nature or effectiveness of such initiatives. Through an in-depth analysis of one initiative, Total Leadership, the authors provide insights that can be used in the selection, design, implementation, and evaluation of work-life empowerment efforts.

Ulhas Deshpande (2020) The aim of management development should be to increase workgroup and organizational effectiveness which, in turn, is a function of the interaction between characteristics of the organisation, its environment and people. Management Development Programmes (MDP) provide participants with the opportunity to refocus, to immerse themselves in the latest thinking about best practice in management, and provide them with personal and professional tools to strengthen their effectiveness as a manager and leader. This paper helps us to understand MDP in better prospective and also focuses view. Managers are provided with different trainings in order to enhance their skills. A developmental program will focus more on developing the skill set of managers to get better results and achieve the organizational goals. Different types of training modules are implemented in the organization depending on the current need and the future analysis.

Balu L. (2022) Management Development Programs (MDPs) form a crucial element of training and development in organizations, in the present day. This study emphasizes on the impact that such programs have on the different dimensions of individual performance of an employee. The dimensions being considered for the purpose of the study are task performance, contextual performance, adaptive

performance and counterproductive behaviour. The study was conducted in a leading e-commerce company's circle office. The data was collected from a sample size of 100 individuals, who were given a questionnaire that was measuring responses using the Likert scale. The aim was to understand the relationship between Management Development Programs and Individual Performance.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 RESEARCH METHODOLOGY

Research Methodology is a way to systematically solve the research problems. It may be understood as a science of studying how research is done scientifically. It includes the overall research design, the sampling procedure, data collection method and analysis procedure.

3.2 RESEARCH DESIGN

The present study is descriptive research; it includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is to find out the state of affairs as it exists at present.

3.3 SOURCES OF DATA COLLECTION

Data refers to information or facts. It includes numerical figures, qualitative and quantitative information. Data Sources can be classified into two categories, namely primary and secondary sources. They are:

- Primary data
- Secondary data

Primary data

Primary Data are those which will be collected afresh and for the first time, and thus happen to be original in character. The primary data will be collected through survey method and the responses will be taken through questionnaire.

Secondary data

Secondary Data means data that are already available; that is, they refer to the data which have already been collected and analyzed by someone else. Secondary data will be collected from the magazines, websites and journals.

3.4 STRUCTURE OF QUESTIONNAIRE

The basic requisite of any research study is the appropriate data which can be collected with the help of a schedule or questionnaire. With the help of questionnaire, it is easy to determine the impact of statutory compliance for effective outcome among suppliers and customers in the industry. Questionnaire was divided into two sections. First part was designed to know the general information about customer and the second part contained the respondent's opinions.

=Basic Introduction

=Personal Details

=Research related Questions

=Perception Questions

=Likert Scaling Questions

=Suggestion Questions

3.5 SAMPLE DESCRIPTION

Sampling Technique

The sampling technique adopted for this research purpose is random sampling.

Sample design

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample i.e., the size of the sample. Sample design is determined before data are collected. There are many sample designs from which a researcher can choose.

Sample size

The sample size for the study is 110 respondents (Managers) from Larsen & Toubro Company.

Population

The aggregate elementary units in the survey are referred to as the population. Here it covers the managers of Larsen and Toubro Shipbuilding. Nearly 2000+ employees are working in the company.

Sampling Unit:

The sample unit are the managers from Larsen & Toubro company.

3.6 STATISTICAL TOOLS USED

The following are the tools used by the researcher to interpret the data and to provide conclusion for the study.

- Percentage analysis
- Weighted average method
- T - test
- Chi-square test

- **Percentage analysis**

Percentage refers to a special kind of ratio in marketing comparison between two or more data to describe Relationships. Percentage can be used to compare the relative terms. The distribution of two or more series of data.

$$\text{Percentage analysis} = (\text{No. of Respondents} / \text{Sample size}) * 100$$

- **Chi-square test**

A Chi-square test is a statistical hypothesis test in which the sampling distribution of the test statistic is a chi-square distribution. The formulae used to calculate the chi – square value is

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

χ^2 = Pearson's cumulative test statistic, when Asymptotically approaches a χ^2 distribution.

O_i = an Observed Frequency.

E_i = an expected frequency, asserted by the null hypothesis.

n = the number of cells in the table.

- **WEIGHTED AVERAGE METHOD:**

In weighted average each value of the variable is multiplied by its weights and the products so obtained are summed up. This total is divided by the total of weights and the resulting figure is the weighted arithmetic average.

$$X_1W_1 + X_2W_2 + X_3W_3 + \dots + X_nW_n$$

$$\text{Weighted Average} = \frac{\text{-----}}{W_1 + W_2 + W_3 + \dots + W_n}$$

Where $X_1, X_2, X_3, \dots, X_n$ are the values of the variable and

$W_1, W_2, W_3, \dots, W_n$ are their respective weights.

- **t-Test**

$$t = \frac{\bar{X} - \mu}{\frac{s}{\sqrt{N}}}$$

3.7 HYPOTHESIS TESTING

Null hypothesis (H_0):

There is no significant difference between gender of the respondent and management development programs are well planned and informed.

Null hypothesis (Ho₂):

There is no relationship between the work experience of the employees and reason for participating in management development programs.

Null hypothesis (Ho₃):

There is no relationship between the work experience of the employees and support they have received from management while training sessions.

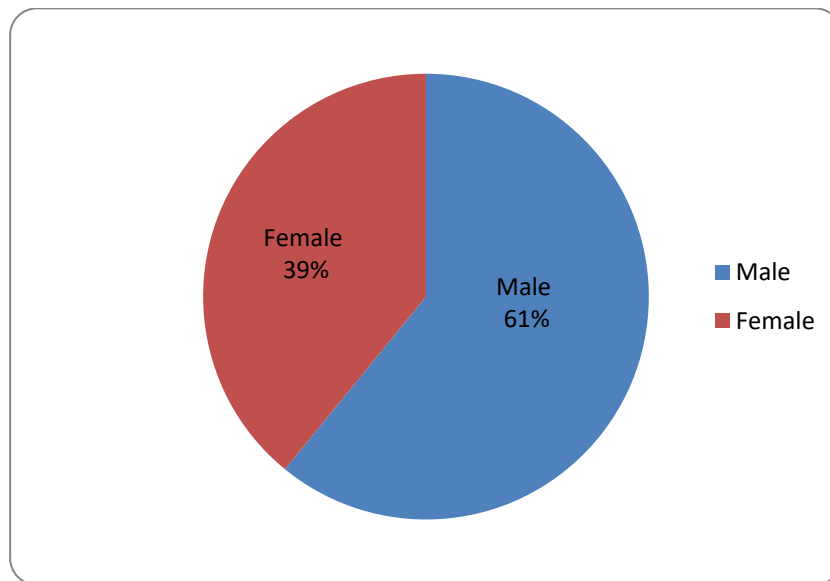
CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

TABLE 4.1 GENDER

S.NO	Particulars	No of respondents	Percentage
1.	Male	67	60.9
2.	Female	43	39.1
	Total	110	100

CHART 4.1 GENDER



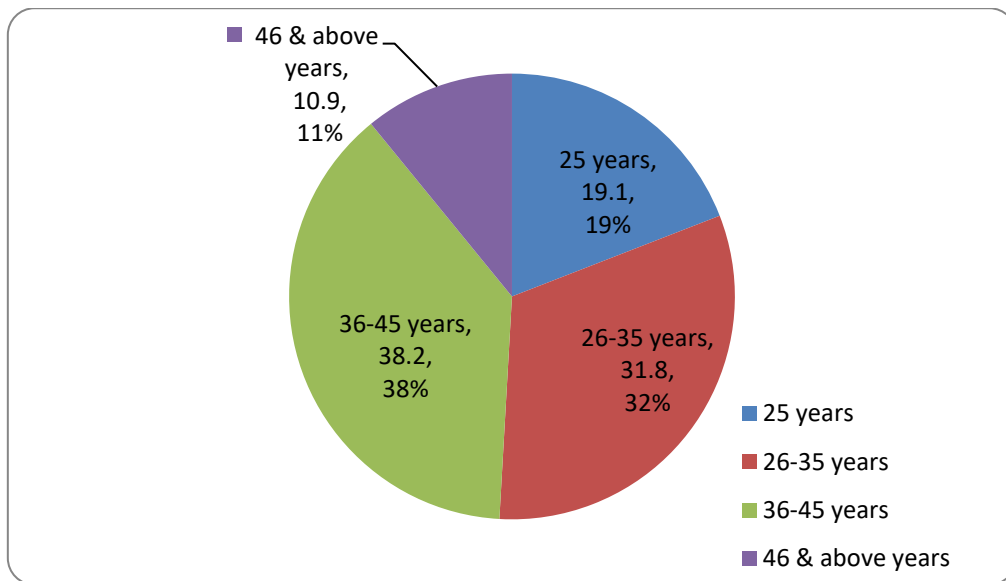
Interpretation:

The above Table and Chart shows that majority 60.9% of the employees are Male and the rest 39% of the employees are Female.

TABLE 4.2 AGE

S.NO	Particulars	Number of respondents	Percentage
1.	25 years	21	19.1
2.	26-35 years	35	31.8
3.	36-45 years	42	38.2
4.	46 & above years	12	10.9
	Total	110	100

CHART 4.2 AGE



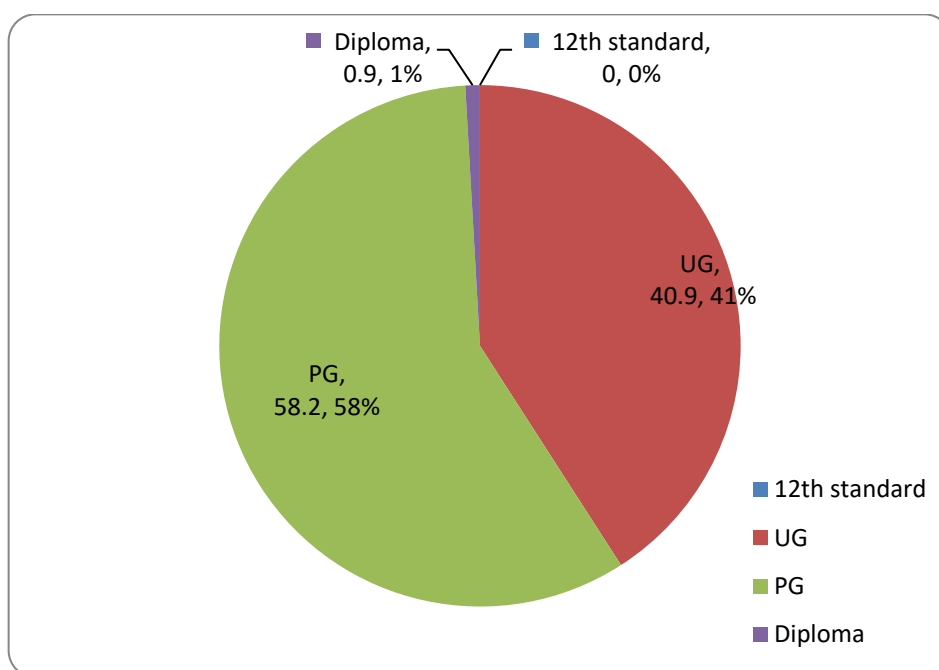
Interpretation:

The above Table and Chart shows that 38.2% of the respondents of the study are in the age group 36-45 years. 31.8% of the respondents belong to the age group between 26-35yrs. The 19% of the respondents belongs to 25 yrs and the rest 10.9% of the respondents belong to 46 & above yrs.

TABLE 4.3 EDUCATIONAL QUALIFICATION

S.NO	Particulars	No of respondents	Percentage
1.	12th standard	0	0
2.	UG	45	40.9
3.	PG	64	58.2
4.	Diploma	1	0.9
	Total	110	100

CHART 4.3 EDUCATION QUALIFICATION



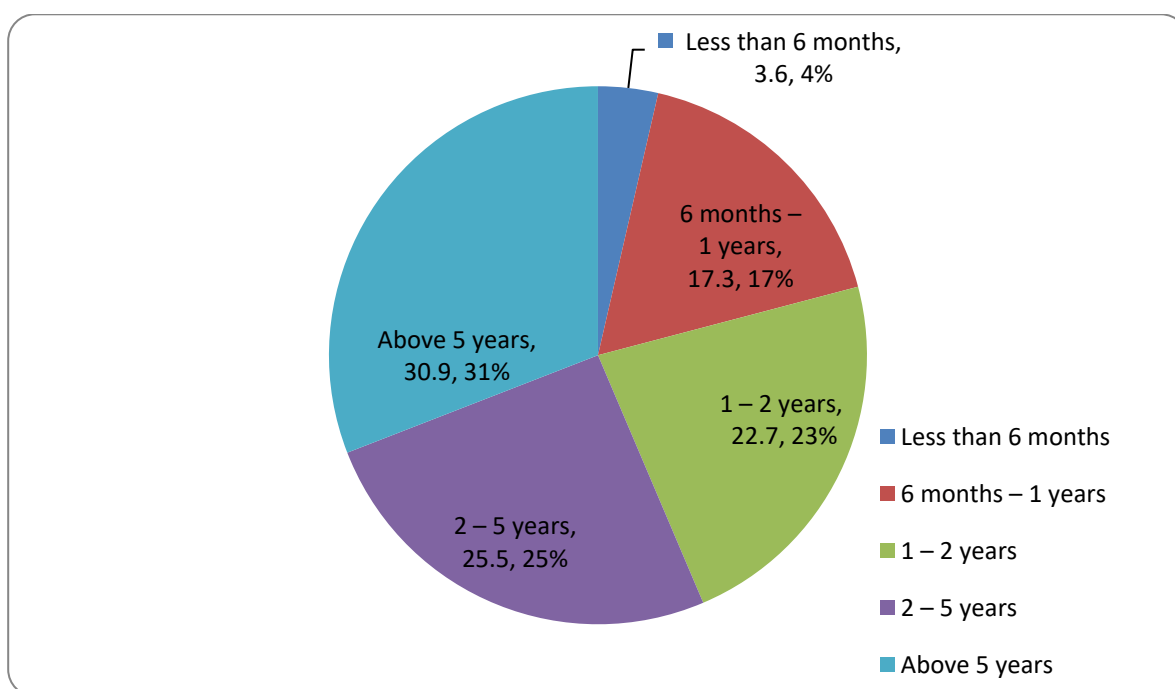
Interpretation:

The above table and chart reveal that 0% of the respondents are 12th standard, 40.9% are Under-Graduates, 58.2% are Post Graduates and the rest 0.9% are diploma holders.

TABLE 4.4 EXPERIENCE

S.NO	Particulars	No of respondents	Percentage
1.	Less than 6 months	4	3.6
2.	6 months – 1 years	19	17.3
3.	1 – 2 years	25	22.7
4.	2 – 5 years	28	25.5
5.	Above 5 years	34	30.9
	Total	110	100

CHART 4.4 EXPERIENCE

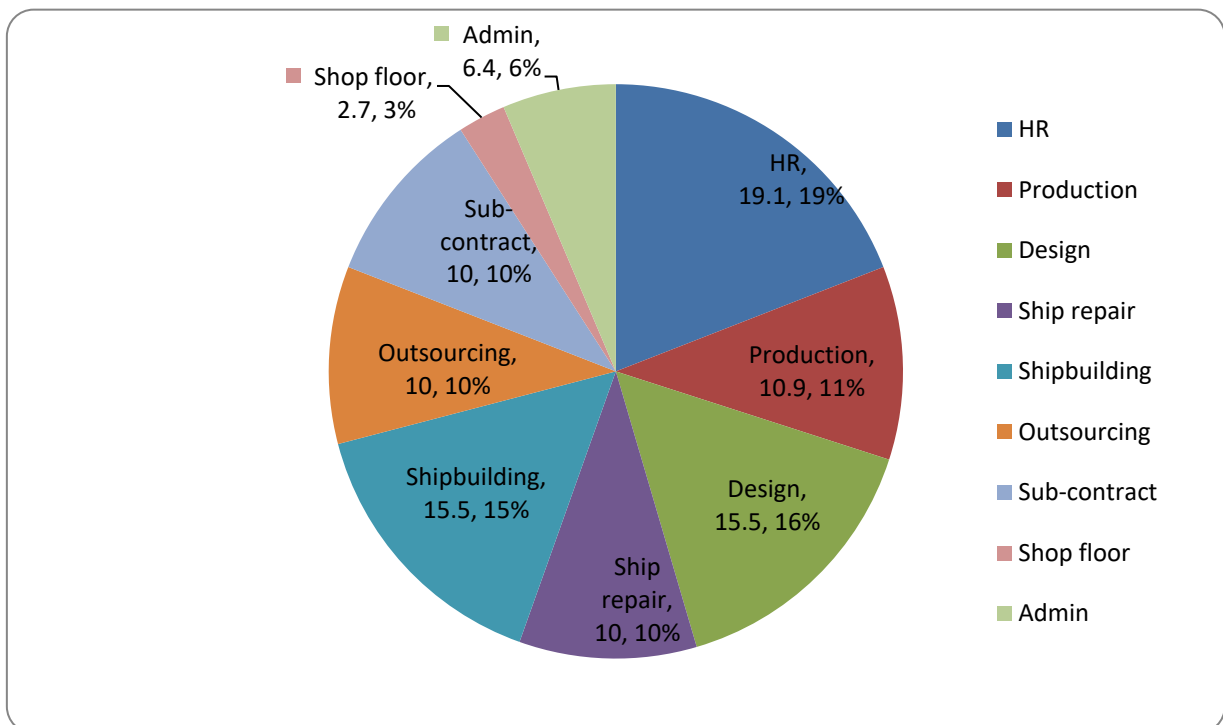


Interpretation:

The above table and chart show that 3.6% of the respondents of the study have the experience of less than 6 months. 17.3% of the respondents have the experience of 6 month – 1 year. The 22.7% of the respondents has the experience of 1-2 years. The 25.5% of the respondents has the experience of 2-5 years and the rest 30.9% of the respondents has the experience of Above 5 years.

TABLE 4.5 DEPARTMENT

S.NO	Particulars	No of respondents	Percentage
1.	HR	21	19.1
2.	Production	12	10.9
3.	Design	17	15.5
4.	Ship repair	11	10
5.	Shipbuilding	17	15.5
6.	Outsourcing	11	10
7.	Sub-contract	11	10
8.	Shop floor	3	2.7
9.	Admin	7	6.4
	Total	110	100

CHART 4.5 DEPARTMENT

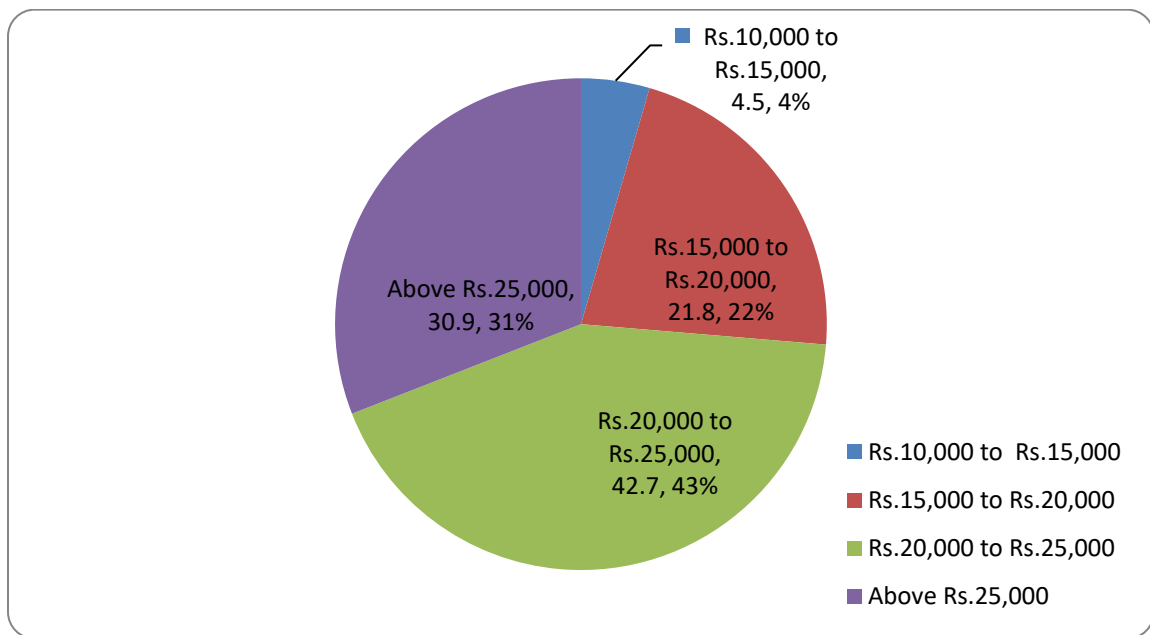
Interpretation:

The above table and chart shows that 19% of the respondents are from HR department. 15.5% of the respondents are from design / ship building department and 10% of the respondents are from Production/ Ship repair / Outsourcing / Sub-contract department.

TABLE 4.6 MONTHLY INCOME

S.NO	Particulars	No of respondents	Percentage
1.	Rs.10,000 to Rs.15,000	5	4.5
2.	Rs.15,000 to Rs.20,000	24	21.8
3.	Rs.20,000 to Rs.25,000	47	42.7
4.	Above Rs.25,000	34	30.9
	Total	110	100

CHART 4.6 MONTHLY INCOME



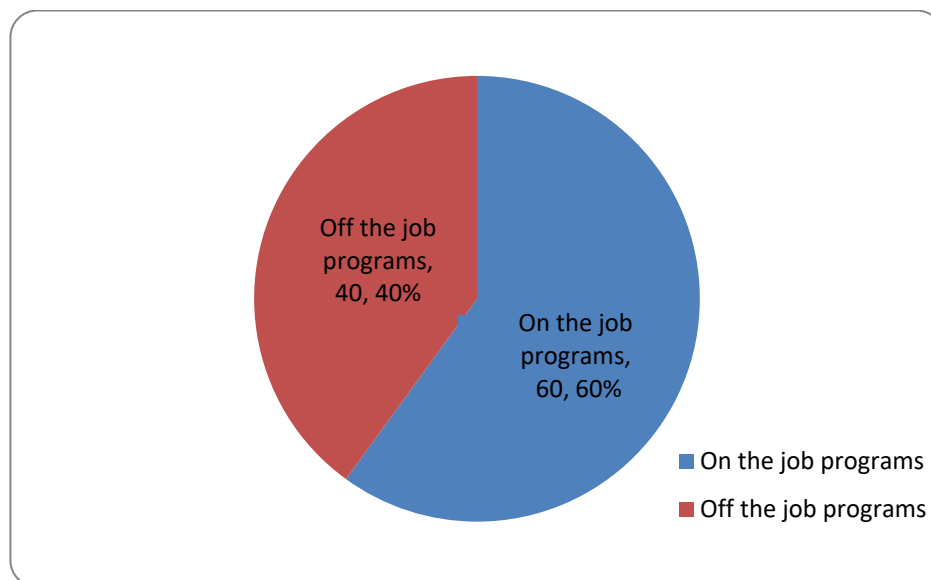
Interpretation:

The above table and chart reveals that 42.7% of the respondents are getting Rs.20,000 to Rs.25,000 income, 30.9% of the respondents are getting above Rs.25,000 income, 21.8% of the respondents are getting Rs.15,000 to Rs.20,000 income, and the rest 4.5% of the respondents are getting Rs.10,000 to Rs.15,000 income.

**TABLE 4.7 TYPES OF MANAGEMENT DEVELOPMENT PROGRAM YOU
HAVE IN L & T**

S.NO	Particulars	No of respondents	Percentage
1.	On the job programs	66	60
2.	Off the job programs	44	40
	Total	110	100

**CHART 4.7 TYPES OF MANAGEMENT DEVELOPMENT PROGRAM YOU
HAVE IN L & T**



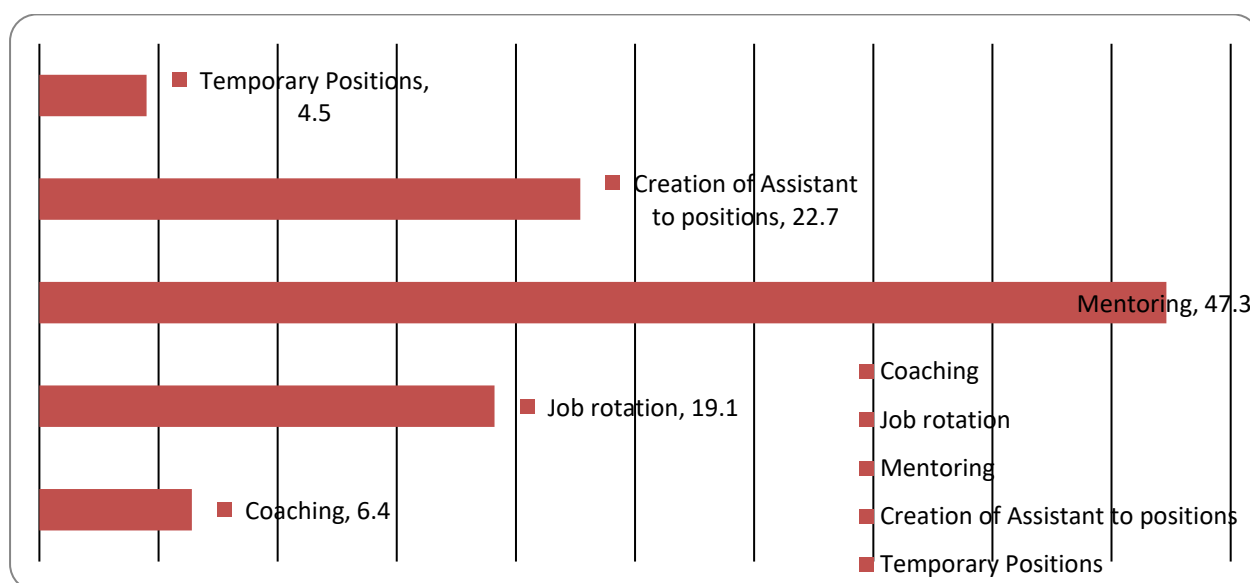
Interpretation:

The above table and chart reveals that 60% of the respondents are saying on the job programs are available in L&T and the rest 40% of the respondents are saying off the job programs are available in L&T.

**TABLE 4.8 ON THE JOB MANAGEMENT DEVELOPMENT PROGRAM
YOU ARE AWARE OF IN L & T**

S.NO	Particulars	No of respondents	Percentage
1.	Coaching	7	6.4
2.	Job rotation	21	19.1
3.	Mentoring	52	47.3
4.	Creation of Assistant to positions	25	22.7
5.	Temporary Positions	5	4.5
	Total	110	100

**CHART 4.8 ON THE JOB MANAGEMENT DEVELOPMENT PROGRAM YOU ARE
AWARE OF IN L & T**



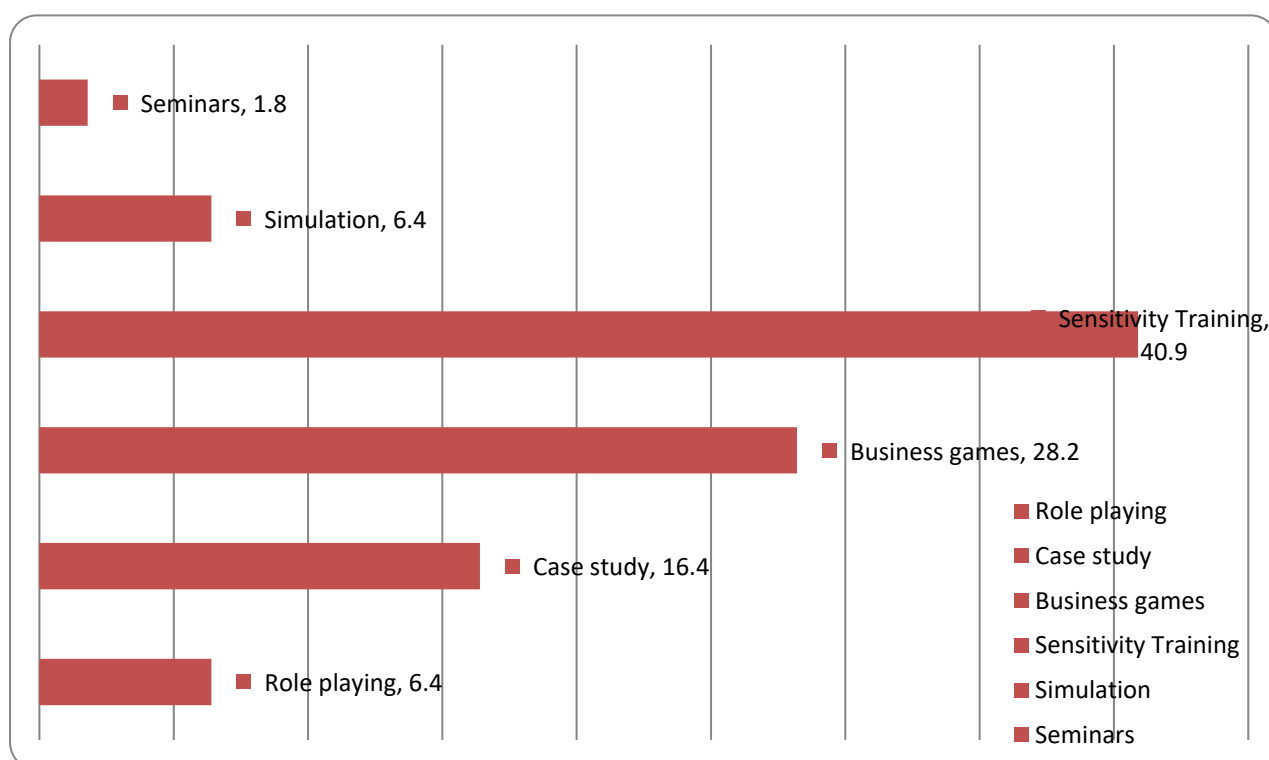
Interpretation:

The above table and chart reveals that 47.3% of the respondents are saying mentoring on the job MDP they were aware of in L&T, 22.7% of the respondents are saying Creation of Assistant to positions program they were aware of in L&T on the job MDP, 19% of the respondents are saying Job rotation program they were aware of in L&T on the job MDP.

**TABLE 4.9 OFF THE JOB MANAGEMENT DEVELOPMENT PROGRAM
YOU ARE AWARE OF IN L & T**

S.NO	Particulars	No of respondents	Percentage
1.	Role playing	7	6.4
2.	Case study	18	16.4
3.	Business games	31	28.2
4.	Sensitivity Training	45	40.9
5.	Simulation	7	6.4
6.	Seminars	2	1.8
	Total	110	100

**CHART 4.9 OFF THE JOB MANAGEMENT DEVELOPMENT PROGRAM YOU
ARE AWARE OF IN L & T**



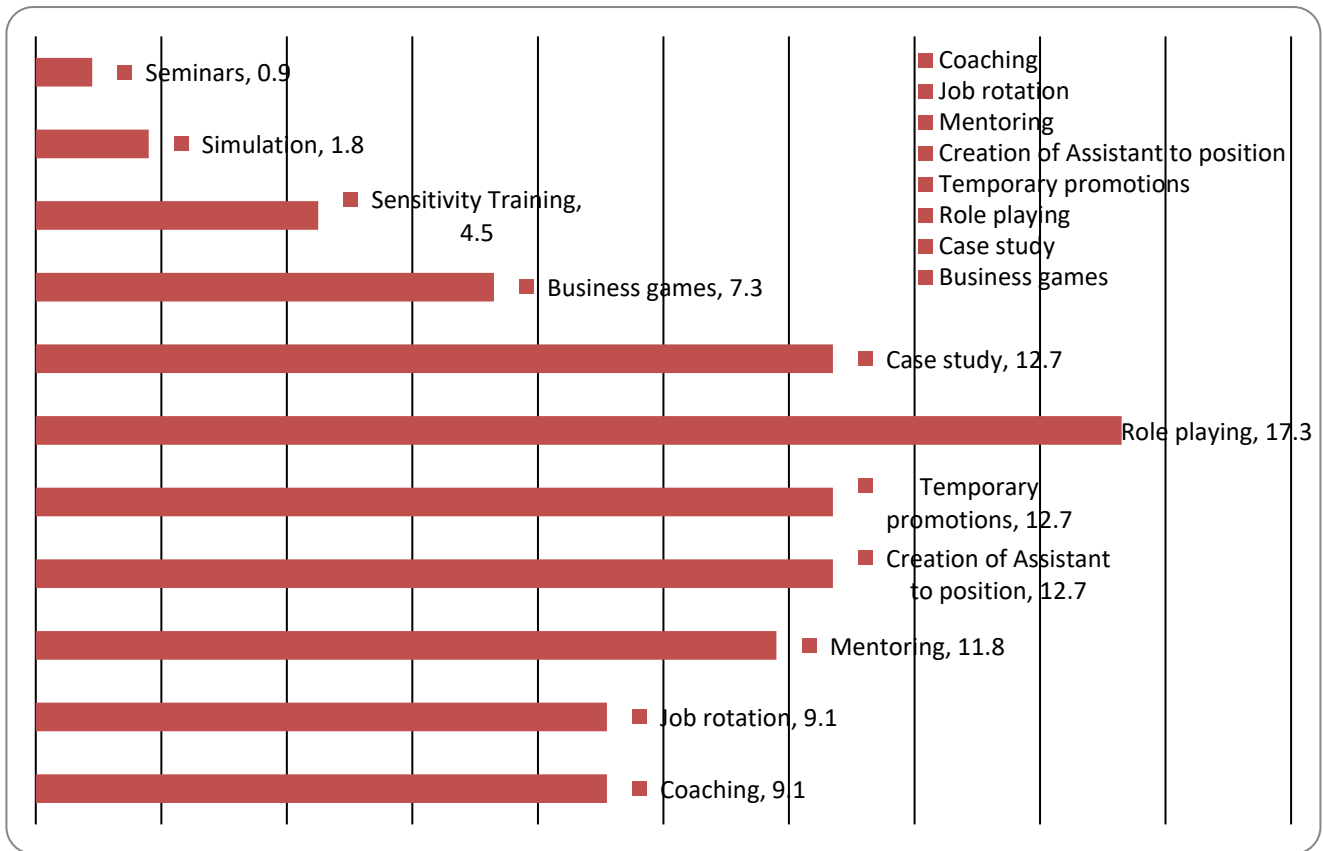
Interpretation:

The above table and chart reveals that 40.9% of the respondents are saying Sensitivity Training off the job MDP they were aware of in L&T, 28.2% of the respondents are saying business games program they were aware of in L&T off the job MDP, 6.4% of the respondents are saying Role playing program they were aware of in L&T off the job MDP.

**TABLE 4.10 MANAGEMENT DEVELOPMENT PROGRAMS PREVIOUSLY
HAVE PARTICIPATED**

S.NO	Particulars	No of respondents	Percentage
1.	Coaching	10	9.1
2.	Job rotation	10	9.1
3.	Mentoring	13	11.8
4.	Creation of Assistant to position	14	12.7
5.	Temporary promotions	14	12.7
6.	Role playing	19	17.3
7.	Case study	14	12.7
8.	Business games	8	7.3
9.	Sensitivity Training	5	4.5
10.	Simulation	2	1.8
11.	Seminars	1	0.9
	Total	110	100

CHART 4.10 MANAGEMENT DEVELOPMENT PROGRAMS PREVIOUSLY HAVE PARTICIPATED



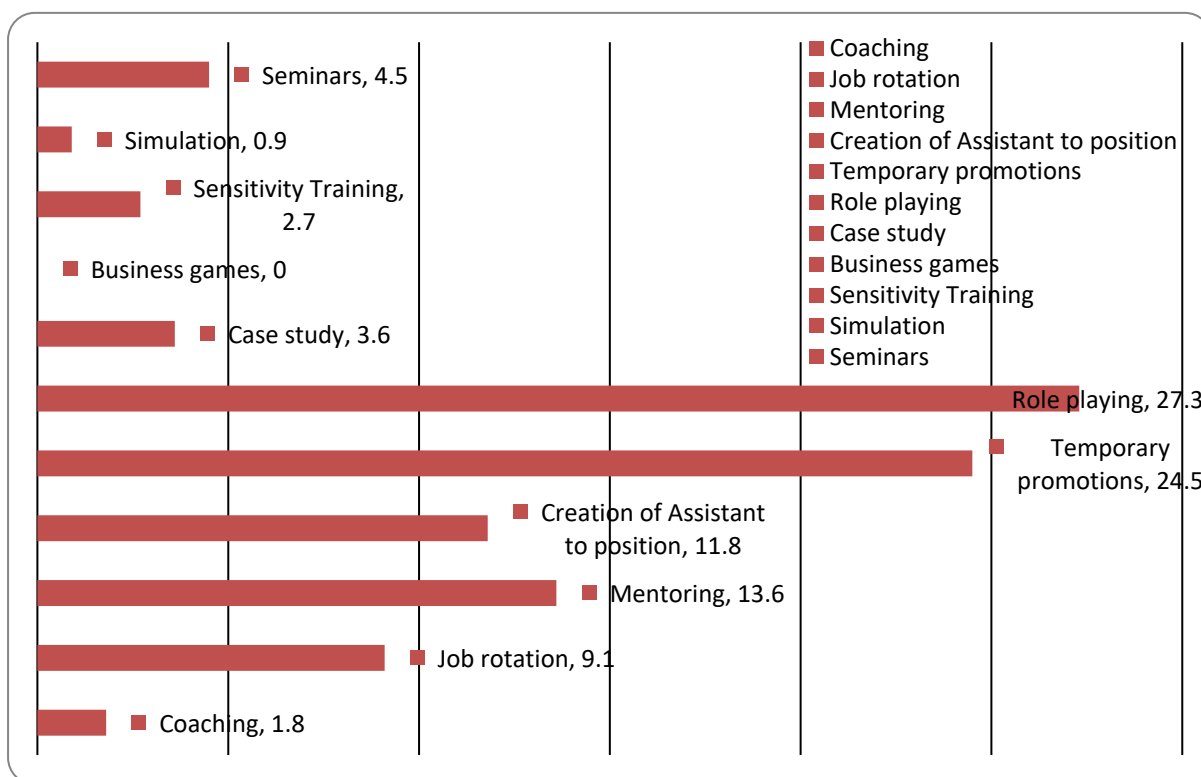
Interpretation:

The above table and chart reveals that 17.3% of the respondents are saying role playing MDP they have previously participated in L&T, 12.7% of the respondents are saying Creation of assistant to position/ temporary promotions/ case study MDP's they have previously participated in L&T, 11.8% of the respondents are saying mentoring MDP they have previously participated in L&T and 9% of the respondents are saying Coaching/ Job rotation MDP they have previously participated in L&T.

**TABLE 4.11 WHICH MANAGEMENT DEVELOPMENT PROGRAMS
WANTED TO PARTICIPATE IN FUTURE**

S.NO	Particulars	No of respondents	Percentage
1.	Coaching	2	1.8
2.	Job rotation	10	9.1
3.	Mentoring	15	13.6
4.	Creation of Assistant to position	13	11.8
5.	Temporary promotions	27	24.5
6.	Role playing	30	27.3
7.	Case study	4	3.6
8.	Business games	0	0
9.	Sensitivity Training	3	2.7
10.	Simulation	1	0.9
11.	Seminars	5	4.5
	Total	110	100

CHART 4.11 WHICH MANAGEMENT DEVELOPMENT PROGRAMS WANTED TO PARTICIPATE IN FUTURE



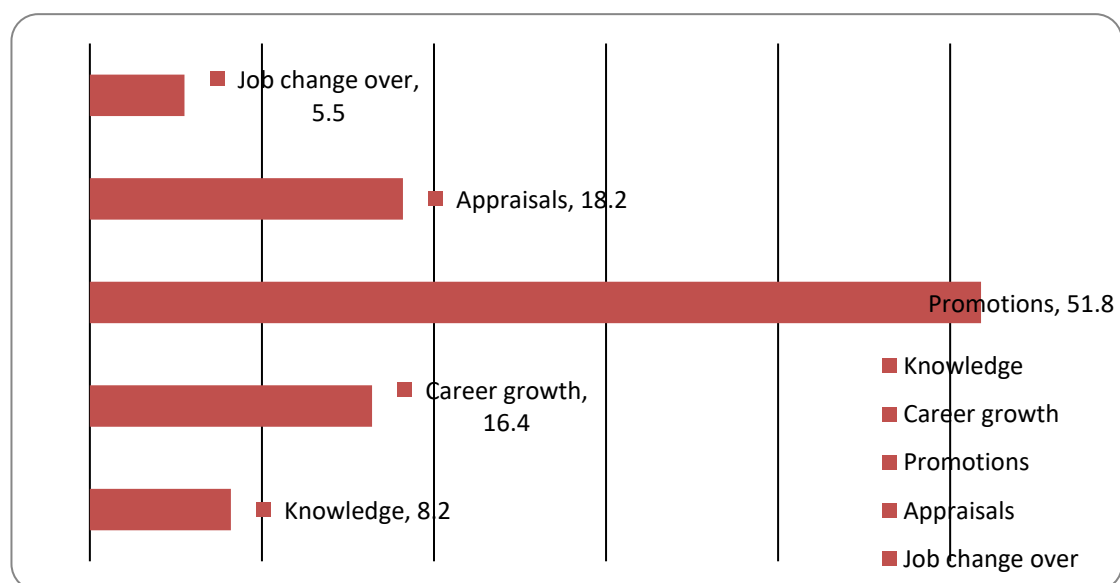
Interpretation:

The above table and chart reveals that 27.3% of the respondents are saying role playing MDP they wanted to participate in future at L&T, 24.5% of the respondents are saying temporary promotions MDP they wanted to participate in future at L&T, 13.6% of the respondents are saying mentoring MDP they wanted to participate in future at L&T and 11.8% of the respondents are saying creation of assistant to position MDP they wanted to participate in future at L&T.

TABLE 4.12 REASON FOR PARTICIPATING IN MANAGEMENT DEVELOPMENT PROGRAMS

S.NO	Particulars	No of respondents	Percentage
1.	Knowledge	9	8.2
2.	Career growth	18	16.4
3.	Promotions	57	51.8
4.	Appraisals	20	18.2
5.	Job change over	6	5.5
	Total	110	100

CHART 4.12 REASON FOR PARTICIPATING IN MANAGEMENT DEVELOPMENT PROGRAMS



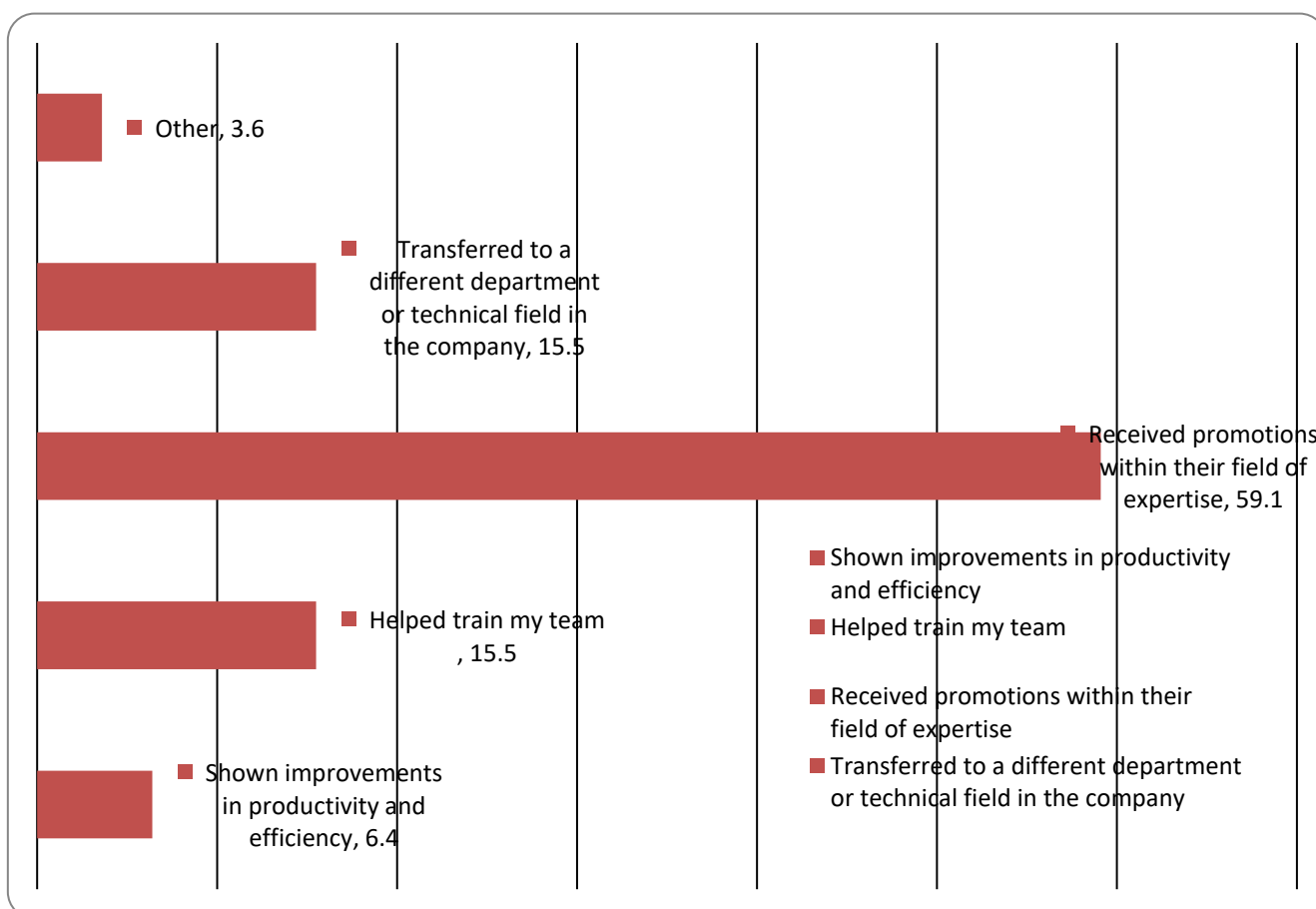
Interpretation:

The above table and chart reveals that 51.8% of the respondents are saying promotions are the reason for participating in management development programs at L&T, 18.2% of the respondents are saying appraisals are the reason for participating in management development programs at L&T, 16.4% of the respondents are saying career growth is the reason for participating in management development programs at L&T and 8.2% of the respondents are saying knowledge is the reason for participating in management development programs at L&T.

**TABLE 4.13 MANAGEMENT DEVELOPMENT PROGRAMS BEEN PUT TO USE
IN COMPANY**

S.NO	Particulars	No of respondents	Percentage
1.	Shown improvements in productivity and efficiency	7	6.4
2.	Helped train my team	17	15.5
3.	Received promotions within their field of expertise	65	59.1
4.	Transferred to a different department or technical field in the company	17	15.5
5.	Other	4	3.6
	Total	110	100

**CHART 4.13 MANAGEMENT DEVELOPMENT PROGRAMS BEEN PUT TO USE
IN COMPANY**



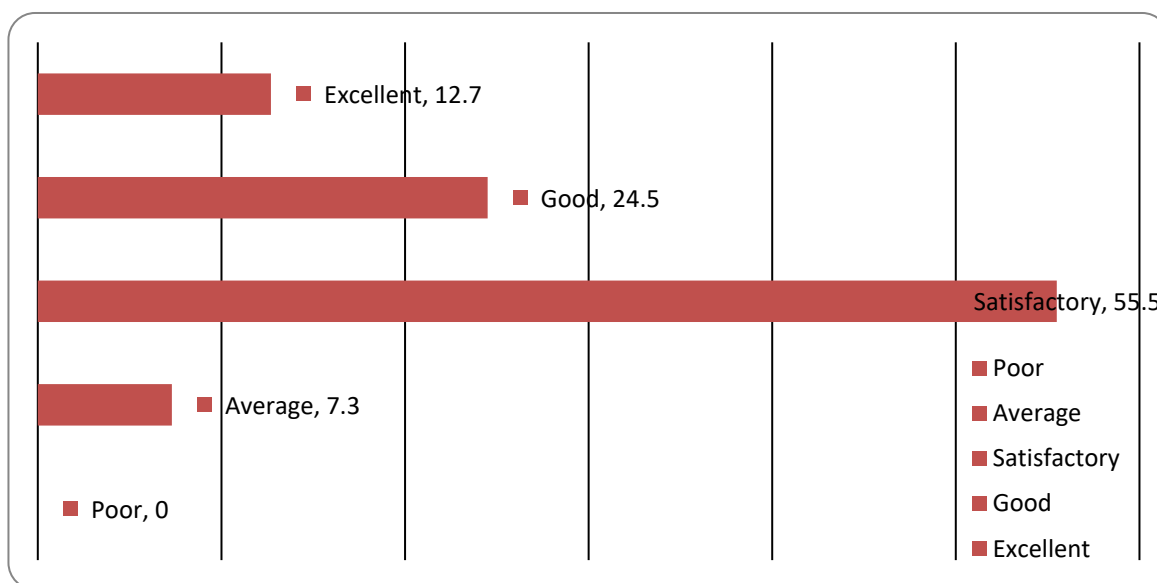
Interpretation:

The above table and chart reveals that 59% of the respondents are said through MDP they have received promotions within their field of expertise in L&T, 15.5% of the respondents are said through MDP they have helped train their team/ transferred to a different department or technical field in L&T, 6.4% of the respondents are said through MDP they have shown improvements in productivity and efficiency in L&T and 3.6% of the respondents are said other reasons.

**TABLE 4.14 RATE THE QUALITY OF MANAGEMENT DEVELOPMENT
PROGRAMS**

S.NO	Particulars	No of respondents	Percentage
1.	Poor	0	0
2.	Average	8	7.3
3.	Satisfactory	61	55.5
4.	Good	27	24.5
5.	Excellent	14	12.7
	Total	110	100

**CHART 4.14 RATE THE QUALITY OF MANAGEMENT DEVELOPMENT
PROGRAMS**



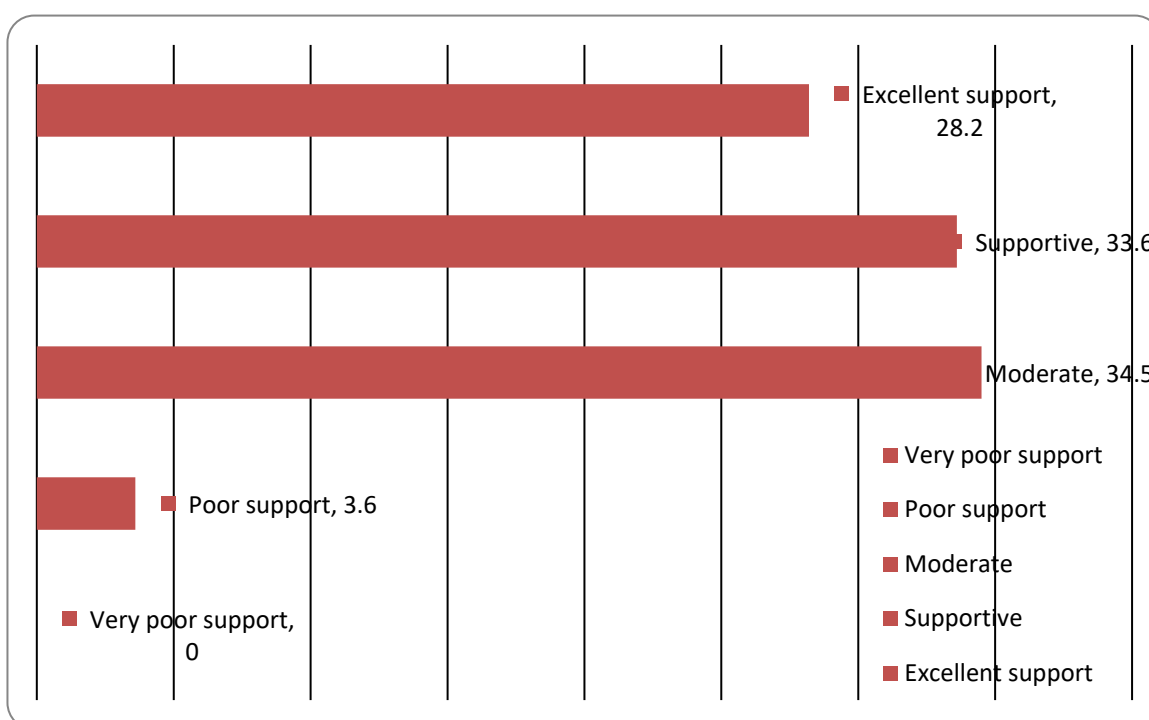
Interpretation:

The above table and chart reveals that 55.5% of the respondents feel satisfied about the quality of management development programs in L&T, 24.5% of the respondents feel good about the quality of management development programs in L&T, 12.7% of the respondents feel excellent about the quality of management development programs in L&T and efficiency in L&T and 7.3% of the respondents are said average.

**TABLE 4.15 RATE THE SUPPORT YOU HAVE RECEIVED FROM
MANAGEMENT WHILE TRAINING SESSIONS**

S.NO	Particulars	No of respondents	Percentage
1.	Very poor support	0	0
2.	Poor support	4	3.6
3.	Moderate	38	34.5
4.	Supportive	37	33.6
5.	Excellent support	31	28.2
	Total	110	100

**CHART 4.15 RATE THE SUPPORT YOU HAVE RECEIVED FROM
MANAGEMENT WHILE TRAINING SESSIONS**



Interpretation:

The above table and chart reveals that 34.5% of the respondents feel moderate about the support that they have received from L&T management in training sessions, 33.6% of the respondents feel management is very supportive in training sessions, 28.2% of the respondents feel excellent support that they have received from L&T management in training sessions and 3.6% of the respondents are said poor support on the same.

WEIGHTED AVERAGE METHOD - I

Descriptive Statistics

	N	Minimum	Maximum	Mean
[Do you think goals of the organization are clearly stated in L & T]	110	1	5	3.66
[Is your Organization's planning and control efforts are helpful to its growth and development of managers in L & T]	110	1	5	3.38
[Is the L & T Managers efforts result in the organization's fulfillment of its purposes]	110	1	5	3.50
[Do you think Management Development Programs Improves manager's performance]	110	1	5	4.15
Valid N (listwise)	110			

Particulars	Result
Management Development Programs Improves manager's performance	1
Goals of the organization are clearly stated in L & T	2
L & T Managers efforts result in the organization's fulfillment of its purposes	3
Organization's planning and control efforts are helpful to its growth and development of managers in L & T	4

Interpretation:

In the above data rank 1 given to Management Development Programs Improves manager's performance, rank 2 given to Goals of the organization are clearly stated in L & T, rank 3 given to L & T Managers efforts result in the organization's fulfillment of its purposes and rank 4 given to Organization's planning and control efforts are helpful to its growth and development of managers in L & T.

WEIGHTED AVERAGE METHOD -II

Descriptive Statistics

	N	Minimum	Maximum	Mean
[Management Development Programs reduce employees turnover]	110	1	5	3.75
[Management Development Programs addressing weakness of team]	110	1	5	3.37
[Management Development Programs Improves employee satisfaction]	110	1	5	3.44
[Management Development Programs Improves manager's performance]	110	1	5	4.24
Valid N (listwise)	110			

Particulars	Result
Management Development Programs Improves manager's performance	1
Management Development Programs reduce employees turnover	2
Management Development Programs Improves employee satisfaction	3
Management Development Programs addressing weakness of team	4

Interpretation:

In the above data rank 1 given to Management Development Programs Improves manager's performance, rank 2 given to Management Development Programs reduce employees turnover, rank 3 given to Management Development Programs Improves employee satisfaction and rank 4 given to Management Development Programs addressing weakness of team.

WEIGHTED AVERAGE METHOD - III

Descriptive Statistics

	N	Minimum	Maximum	Mean
Adaptability	110	1	5	3.65
Problem solving	110	1	5	3.54
Risk management	110	1	5	3.19
Decision making	110	1	5	3.55
Improves confidence	110	1	5	4.00
Valid N (listwise)	110			

Particulars	Result
Improves confidence	1
Adaptability	2
Decision making	3
Problem solving	4
Risk management	5

Interpretation:

In the above data rank 1 given to management development programs improves confidence, rank 2 given to management development programs adaptability, rank 3 given to management development programs decision making, rank 4 given to management development programs problem solving and rank 5 given to management development programs risk management.

T-Test

1. NULL HYPOTHESIS (H₀): There is no significant difference between gender of the respondent and management development programs are well planned and informed.

ALTERNATIVE HYPOTHESIS (H₁): There is a significant difference between gender of the respondent and management development programs are well planned and informed.

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Do you agree that the Male Management Development Programs are well planned and informed?	67	1.12	.327	.040
Female	43	1.21	.412	.063

Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Differe nce	Std. Error Differe nce	95% Confidence Interval of the Difference	
								Lower	Upper
Do you agree Equal that the variances Management assumed Development Equal Programs are variances well planned not assumed and informed?	6.352	.013	- 1.271	108	.207	-.090	.071	-.230	.050
			- 1.209	75.023	.231	-.090	.074	-.238	.058

Interpretation:

Since the P-value is greater than 0.05. Null hypothesis is accepted at 95% confidence level. So there is no significant difference between gender of the respondent and management development programs are well planned and informed

CHI- SQUARE TEST- I

Chi-square is the sum of the squared difference observed (o) and the expected (e) data (or the deviation, d), divided by the expected data in all possible categories.

Null hypothesis (Ho):

There is no relationship between the work experience of the employees and reason for participating in management development programs.

Alternate hypothesis (H1):

There is a relationship between the work experience of the employees and reason for participating in management development programs.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Experience * What is the reason for participating in management development programs?	110	100.0%	0	.0%	110	100.0%

Experience * What is the reason for participating in management development programs? Crosstabulation

			What is the reason for participating in management development programs?					Total
			Knowle dge	Career growth	Promoti ons	Apprais als	Job change over	
Experience	Less than 6 months	Count	2	0	2	0	0	4
		Expected Count	.3	.7	2.1	.7	.2	4.0
	6 months – 1 years	Count	1	6	9	2	1	19
		Expected Count	1.6	3.1	9.8	3.5	1.0	19.0
	1 – 2 years	Count	1	5	13	4	2	25
		Expected Count	2.0	4.1	13.0	4.5	1.4	25.0
	2 – 5 years	Count	4	2	12	8	2	28
		Expected Count	2.3	4.6	14.5	5.1	1.5	28.0
	Above 5 years	Count	1	5	21	6	1	34
		Expected Count	2.8	5.6	17.6	6.2	1.9	34.0
Total		Count	9	18	57	20	6	110
		Expected Count	9.0	18.0	57.0	20.0	6.0	110.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.042 ^a	16	.142
Likelihood Ratio	18.970	16	.270
Linear-by-Linear Association	2.451	1	.117
N of Valid Cases	110		

a. 18 cells (72.0%) have expected count less than 5. The minimum expected count is .22.

INTERPRETATION:

From the above table, p value is found to be 0.142 which is greater than 0.05. Hence, null hypothesis (H₀) is accepted and alternate hypothesis (H₁) is rejected. Therefore, there is no relationship between the work experience of the employees and reason for participating in management development programs.

CHI- SQUARE TEST- II

Chi-square is the sum of the squared difference observed (o) and the expected (e) data (or the deviation, d), divided by the expected data in all possible categories.

Null hypothesis (Ho):

There is no relationship between the work experience of the employees and support they have received from management while training sessions.

Alternate hypothesis (H1):

There is a relationship between the work experience of the employees and support they have received from management while training sessions.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Experience * Rate the support you have received from management while training sessions	110	100.0%	0	.0%	110	100.0%

Experience * Rate the support you have received from management while training sessions Crosstabulation

			Rate the support you have received from management while training sessions				Total
			Poor support	Moderate	Supportive	Excellent support	
Experience	Less than 6 months	Count	0	1	2	1	4
		Expected Count	.1	1.4	1.3	1.1	4.0
	6 months – 1 years	Count	1	8	4	6	19
		Expected Count	.7	6.6	6.4	5.4	19.0
	1 – 2 years	Count	2	11	9	3	25
		Expected Count	.9	8.6	8.4	7.0	25.0
	2 – 5 years	Count	1	12	9	6	28
		Expected Count	1.0	9.7	9.4	7.9	28.0
	Above 5 years	Count	0	6	13	15	34
		Expected Count	1.2	11.7	11.4	9.6	34.0
Total		Count	4	38	37	31	110
		Expected Count	4.0	38.0	37.0	31.0	110.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.685 ^a	12	.259
Likelihood Ratio	16.548	12	.167
Linear-by-Linear Association	4.624	1	.032
N of Valid Cases	110		

a. 8 cells (40.0%) have expected count less than 5. The minimum expected count is .15.

INTERPRETATION:

From the above table, p value is found to be 0.259 which is greater than 0.05. Hence, null hypothesis (H₀) is accepted and alternate hypothesis (H₁) is rejected. Therefore, there is no relationship between the work experience of the employees and support they have received from management while training sessions.

CHAPTER 5

FINDINGS, SUGGESTIONS & CONCLUSION

5.1 FINDINGS OF THE STUDY

- 60.9% of the employees are Male and the rest 39% of the employees are Female.
- 38.2% of the respondents of the study are in the age group 36-45 years. 31.8% of the respondents belong to the age group between 26-35yrs. The 19% of the respondents belongs to 25 yrs and the rest 10.9% of the respondents belong to 46 & above yrs.
- 0% of the respondents are 12th standard, 40.9% are Under-Graduates, 58.2% are Post Graduates and the rest 0.9% are diploma holders.
- 3.6% of the respondents of the study have the experience of less than 6 months. 17.3% of the respondents have the experience of 6 month – 1 year. The 22.7% of the respondents has the experience of 1-2 years. The 25.5% of the respondents has the experience of 2-5 years and the rest 30.9% of the respondents has the experience of Above 5 years.
- 19% of the respondents are from HR department. 15.5% of the respondents are from design / ship building department and 10% of the respondents are from Production/ Ship repair / Outsourcing / Sub-contract department.
- 42.7% of the respondents are getting Rs.20,000 to Rs.25,000 income, 30.9% of the respondents are getting above Rs.25,000 income, 21.8% of the respondents are getting Rs.15,000 to Rs.20,000 income, and the rest 4.5% of the respondents are getting Rs.10,000 to Rs.15,000 income.
- 47.3% of the respondents are saying mentoring on the job MDP they were aware of in L&T and % of the respondents are saying Job rotation program they were aware of in L&T on the job MDP.
- 40.9% of the respondents are saying Sensitivity Training off the job MDP they were aware of in L&T and 6.4% of the respondents are saying Role playing program they were aware of in L&T off the job MDP.
- 17.3% of the respondents are saying role playing MDP they have previously participated in L&T and 9% of the respondents are saying Coaching/ Job rotation MDP they have previously participated in L&T.

- 27.3% of the respondents are saying role playing MDP they wanted to participate in future at L&T and 11.8% of the respondents are saying creation of assistant to position MDP they wanted to participate in future at L&T.
- 51.8% of the respondents are saying promotions are the reason for participating in management development programs at L&T and 8.2% of the respondents are saying knowledge is the reason for participating in management development programs at L&T.
- 59% of the respondents are said through MDP they have received promotions within their field of expertise in L&T and 3.6% of the respondents are said other reasons.
- 55.5% of the respondents feel satisfied about the quality of management development programs in L&T and efficiency in L&T and 7.3% of the respondents are said average.
- 34.5% of the respondents feel moderate about the support that they have received from L&T management in training sessions and 3.6% of the respondents are said poor support on the same.

WEIGHTED AVERAGE METHOD

- Rank 1 given to Management Development Programs Improves manager's performance, rank 2 given to Goals of the organization are clearly stated in L & T, rank 3 given to L & T Managers efforts result in the organization's fulfillment of its purposes and rank 4 given to Organization's planning and control efforts are helpful to its growth and development of managers in L & T.
- Rank 1 given to Management Development Programs Improves manager's performance, rank 2 given to Management Development Programs reduce employees turnover, rank 3 given to Management Development Programs Improves employee satisfaction and rank 4 given to Management Development Programs addressing weakness of team.
- Rank 1 given to management development programs improves confidence, rank 2 given to management development programs adaptability, rank 3 given to management development programs decision making, rank 4 given to management development programs problem solving and rank 5 given to management development programs risk management.

T-Test

- There is no significant difference between gender of the respondent and management development programs are well planned and informed

CHI- SQUARE TEST

- There is no relationship between the work experience of the employees and reason for participating in management development programs.
- There is no relationship between the work experience of the employees and support they have received from management while training sessions.

5.2 SUGGESTIONS OF THE STUDY

- L&T should pay more heed to their MDPs as there lies a strong relationship between MDP and individual performance.
- L&T should make conscious effort towards improving and updating their MDPs and adapting to the changing business conditions.
- MDPs should focus on enhancing work quality as it is a part of task performance which contributed towards an employee's individual performance.
- The frequency of sessions conducted should be increased.
- Companies should employ skilled trainers for better results from the MDP sessions.
- Post-program evaluation should take place for the managers to identify any gaps or pitfalls in the program.
- Management development program is planned and organized process of target achieving.
- It is an ongoing process, through-out the tenure of a manager in the organization as well as his own professional career.
- It is guided self-improvement. An organization can give full chances to improvement of its present and potential managers.
- Management development program aims at preparing the better performing managers to further improve their skills and achieve the business goals.
- Management development starts with the selection of the right applicants for leadership ranks.
- It is important to ensure that good content is introduced into the system at the entry level.
- Management development should be defined as an essential and continuous process within the organization;
- There should be a reasonable timetable in line with the needs of the company. The timeline would take into account the need for management resources over a fairly long period of time. The resource that is available and those that need to be acquired should be estimated;

- Management development must match the needs of the organization and the individual, Managers must take up the responsibility of developing their subordinates for greater responsibilities,
- Managers must be motivated to invest time in the development of themselves and their subordinates using special reward systems.
- The management development program should be based on a specific strategy, which should specify the type, coverage and objectives of the programme. A multi-tier supervisory and management development system will start with the first line supervisor and go all the way to the top management.

5.3 CONCLUSION

From the study, it can be concluded that efforts of planning and conducting the right Management Development Programs has a positive relationship with individual performance and hence has an impact on it. Managers do feel a sense of entitlement and pride in working for an organization that cares for its managers and provides them with continuous training and development programs to improve their skill set, it acts as a motivator, contributes towards career development and in turn helps in enhancing organizational performance.

Management Development program is the need of hour in any given organization. New methods and techniques have to adopt by the organization for optimum utilization of resources which also includes human resource. Designing individual MDP by keeping all the available resources in mind and finding different training needs by analyzing the skill gaps is essential. While this process is a long term and time consuming one can expect results to be of same level. Management learning helps workers improve their skills which ultimately leads to an improvement in the productivity which effectiveness of workers. This increases their level of productivity; it effectively increases the level of output of the company. Two of the key goals of management growth are to provide workers with stress-free working environments so that the highest performance can be achieved by supplying managers with strong leadership skills that are willing to fulfil the organization's needs in the future.

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ANNEXURE

QUESTIONNAIRE

A STUDY ON EFFECTIVENESS ON MANAGEMENT DEVELOPMENT PROGRAM REFERENCE TO MANAGERS IN LARSEN & TOUBRO SHIPBUILDING

1. Name: _____

2. Gender:

a. Male

b. Female

3. Age group:

a. 25 years

b. 26-35 years

c. 36-45 years

d. 46 & above yrs

4. Educational Qualification:

a. 12th Standard

b. UG

c. PG

d. Diploma

5. Experience:

a. Less than 6 month's

b. 6months– 1 year's

c. 1 – 2 years

d. 2-5 years

e. Above 5 years

6. Department: _____

7. Monthly Income:

a. 10000 to 15000

b. 15000 to 20000

c. 20000 to 25000

d. 25000 & Above

**OBJECTIVE 1: TO ASCERTAIN IF THERE EXISTS AN IMPACT BETWEEN
MANAGEMENT DEVELOPMENT PROGRAMS AND INDIVIDUAL
PERFORMANCE.**

8. What are the types of management development program you have in L & T?

a. On the job programs

b. Off the job programs

9. What are the on the job management development program you are aware of in L & T?
- Coaching
 - Job rotation
 - Mentoring
 - Creation of Assistant to positions
 - Temporary promotions
10. What are the off the job management development program you are aware of in L & T?
- Role playing
 - Case study
 - Business games
 - Sensitivity Training
 - Simulation
 - Seminars
11. In which management development programs previously you have participated
- Coaching
 - Job rotation
 - Mentoring
 - Creation of Assistant to positions
 - Temporary promotions
 - Role playing
 - Case study
 - Business games
 - Sensitivity Training
 - Simulation
 - Seminars

OBJECTIVE 2: TO ASCERTAIN IF MANAGEMENT DEVELOPMENT PROGRAMS HAVE A POSITIVE IMPACT ON INDIVIDUAL PERFORMANCE.

(5-Strongly agree; 4-Agree; 3-Neutral; 2-Disagree; 1-Strongly disagree)

S.no		1	2	3	4	5
12.	Do you think goals of the organization are clearly stated in L & T.					
13.	Is your Organization's planning and control efforts are helpful to its growth and development of managers in L & T					
14.	Is the L & T Managers efforts result in the organization's fulfillment of its purposes.					
15.	Do you think Management Development Programs Improves manager's performance					

16. In which management development programs you wanted to participate in future
- Coaching
 - Job rotation
 - Mentoring
 - Creation of Assistant to positions
 - Temporary promotions
 - Role playing
 - Case study
 - Business games
 - Sensitivity Training
 - Simulation
 - Seminars

17. What is the reason for participating in management development programs?

- a. Knowledge b. Career growth c. Promotions d. Appraisals e. Job change over

18. How has management development programs been put to use in your company?

- a. Shown improvements in productivity and efficiency b. Helped train my team
c. Received promotions within their field of expertise d. Transferred to a different
department or technical field in the company e. Other

**OBJECTIVE 3: TO PROVIDE CORRECTIVE MEASURES TO IMPROVE
MANAGEMENT DEVELOPMENT PROGRAMS WHICH WILL IN TURN
ENHANCE INDIVIDUAL PERFORMANCE.**

(5-Strongly agree; 4-Agree; 3-Neutral; 2-Disagree; 1-Strongly disagree)

S.no		1	2	3	4	5
19.	Management Development Programs reduce employees turnover					
20.	Management Development Programs addressing weakness of team					
21.	Management Development Programs Improves employee satisfaction					
22.	Management Development Programs Improves manager's performance					

23. Do you agree that the Management Development Programs are well planned and informed?

- a. Yes b. No

24. Rate the Quality of management development programs

- a. Poor b. Average c. Satisfactory d. Good e. Excellent

OBJECTIVE 4: TO ANALYZE THE SATISFACTION LEVEL OF MANAGEMENT DEVELOPMENT PROGRAMS AMONG MANAGERS.

Indicate your satisfaction level on the extent to which your Management Development Programs are satisfied

(5-Highly satisfied; 4- Satisfied; 3- Neutral; 2-Dissatisfied; 1- Highly Dissatisfied)

S.no		1	2	3	4	5
25.	Adaptability					
26.	Problem solving					
27.	Risk management					
28.	Decision making					
29.	Improves confidence					

30. Rate the support you have received from management while training sessions

- a. Very poor support b. Poor support c. Moderate d. Supportive e. Excellent support

31. Suggestions: