TRAINING NEED ANALYSIS FOR THE EXECUTIVES OF HINDALCO

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ABSTRACT : Hindalco Industries Limited, metals flagship company of the Aditya Birla Group, is the industry leader in aluminium and copper. With a consolidated turnover of US$15 billion, Hindalco is the world's largest aluminium rolling company and one of Asia's biggest producers of primary aluminium. Its state-of-art copper facility comprises a world-class copper smelter and a fertiliser plant along with a captive jetty. The copper smelter is among the world's largest custom smelters at a single location.

In India, the company's aluminium units across the country encompass the gamut of operations from bauxite mining, alumina refining, coal mining, captive power plants and aluminium smelting to downstream rolling, extrusions and foils. Today, Hindalco ranks among the global aluminium majors as an integrated producer and a footprint in 10 countries outside India.

The Birla Copper unit produces copper cathodes and continuous cast copper rods, along with other by-products, including gold, silver, and DAP fertilisers. It is India's largest private producer of gold.

Hindalco has been accorded Star Trading House status in India. Its aluminium is accepted for delivery under the High-Grade Aluminium Contract on the London Metal Exchange (LME), while its copper quality is also registered on the LME with Grade A accreditation.

Training plays a vital role in business development as well as organizational development. Some organization considers training as a tool to achieve organizational excellence where as some organizations consider it just as a statutory compliance or a rhetoric or formality to be shown in records, while some consider it as a waste of time and money and a fancy pursuit.As the time and business environment are changing, organizations are also changing their environment for imparting training to their employees. Due to the globalization, market competitions and demand for the improved quality of products and services, it became necessary to keep their employees updated with latest technology.More so, training is essential for organizational as well as personnel development and to stand as a successful organization in market place. If we design, follow proper and requisite training programmes and training schedule through a planned cycle, we can achieve earmarked results and we can expand our business globally. This research paper is based Primary and Secondary data available on internet as well as other published media.

Keywords: Training, Training needs identification, Training Need Analysis (TNA).

1. INTRODUCTION

Training has emerged as an area of vital concern for all business organizations and dairy is not an exception to it. Training it is often said is an ever going process in an organization. Every progressive organization will make all effort to confirm to it that skill base of its employee is constantly updated to meet the environmental requirements. Training is such an important area of concern that it is often used alongwith the term development. It is not unfair therefore to say that training has a direct relationship with the development. Training efforts are always directed towards developing the employees' skill to the desired levels and constantly adding value to their capabilities.

Training generally focuses on the present needs of an individual however the impact of training is far reacting and caters to future training needs of an individual also. Present study is an effort by authors to peep into the training needs of employees.

2. DETAILS ABOUT THE ORGANIZATION WHERE THE STUDY IS CONDUCTED

This study is conducted at HINDALCO. Further details are as follows:

Hindalco Industries Limited, metals flagship company of the Aditya Birla Group, is the industry leader in aluminium and copper. With a consolidated turnover of US$15 billion, Hindalco is the world's largest aluminium rolling company and one of Asia's biggest producers of primary aluminium. Its state-of-art copper facility comprises a world-class copper smelter and a fertiliser plant along with a captive jetty. The copper

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3. REVIEW OF LITERATURE

Various studies have been and are being done in the field of training and development and of course various opinions have been given by various research scholars. As we know that due to the changing culture of organization and trends in technology, everything wants changes, so every research work needs improvements and further developments. In order to design training programs, which satisfy both the organization and its employees, training needs must be identified by performing three levels of analysis, i.e. organizational, operational and individual analysis. This tripartite framework is considered to have been first developed by McGehee and Thayer [1] in 1961. In their opinion, TNA (Training Need Analysis) should be approached like a research that has to be conducted in a systematic and continuous manner by employing certain techniques. After almost five decades, McGehee and Thayer's TNA (Training Need Analysis) framework is still heavily referred to in training literatures and serves as a foundation for most subsequent TNA (Training Need Analysis) models, such as that by Goldstein and Ford (2002).

Steadham (1980) proposed and tabled several data collection methods to determine training needs. Now, a few decades later, the same methods are still recommended in several training references such as Noe (2005), Goldstein and Ford (2002) and McCoy (1993). Some data collection methods, such as review and examination of available documents, however need to be used cautiously [2].

Padwal and Naidu (1985) training needs help to identify existing training gap, what type of training can be under taken by outside agencies, and accordingly schedule the training programs for the bank staff [3].

Brinkerhoff (1987)concurred that training pertains to efforts made to develop knowledge, skills and attitude through a learning experience to perform a given task or job more effectively. Development, on the other hand, is viewed as a more long term endeavour to enhance and grow an individual's knowledge and skills in preparation for future tasks and responsibilities [4]. Leicester (1988) identified three means for designing and aligning the strategy of training and development. The focus of the study was on the line manager development. The three phases included the employee's performance appraisal, development of the workers and creation of balance between the tasks and training that is further creating a link between the training and its requirement [5].

Goldstein (1993) addressed that task-oriented analysis plays a central role in TNA (Training Need Analysis) because it directly provides the content of training needs, and the information provides the performance requirements necessary for the knowledge, technology, and competence of a job. Therefore, organizational-level training needs indicate the knowledge and skills that an organizational member should possess in order to achieve organizational plans and goals. Goldstein & Ford (2002) considered that constructing systematic TNA (Training Need Analysis) significantly influence training effect and the quality of training courses. In terms of training needs, one should discover which places need training and why is training needed (focusing on organizations), who needs to be trained (focusing on employees), and which training content is needed in the organization (focusing on tasks). Training needs assessment is traditionally regarded as a diagnostic process that occurs before training. The purpose of formal needs assessment is to identify the training targets (Kozlowski & Salas, 2003). In the past, there has been disagreement about the appropriate terminology to describe this process. Some authors choose to distinguish needs assessment from needs analysis [6]. Poon and Rozhan (2000) reported positive findings regarding TNA (Training Need Analysis) practice of companies in manufacturing and service industries in Malaysia; they expressed caution regarding this finding. The companies focused mainly on past performance data sources and did not examine the business environments in their TNA (Training Need Analysis) thus calling into question the strategic nature of their training / TNA (Training Need Analysis) efforts [7].

Mant (2001) says that training needs analysis is concerned with defining the gap between what is happening and what should happen. It is necessary to avoid falling into the trap of adopting the deficiency model approach which implies that training is only about putting right things that have gone wrong. Training is much more positive than that. It should be more concerned with identifying and satisfying development needs-multiskilling, fitting people to take on extra responsibilities and increasing all-round competence [8]. Training needs should be analysed for the company as a whole. The analysis of corporate needs will lead to the identification of training needs in different departments or occupation, which these in turn

will indicate the training required for the individual employees (Revans, 1997) [9]. As the needs of individual employees are analysed separately, common needs emerge which can be dealt with on a group basis. Kolh and Rubin (1996) indicate that the sum of group and individual needs will define corporate needs, although there may be some super-ordinate training requirements which can be related only to the company as a whole – the whole training plan may be greater than the sum of its parts [10]. Karthik R (2012) Training objectives tell the trainee that what is expected out of him at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives; Trainer, trainee, designer, evaluator [11].

4. OBJECTIVE OF THE STUDY

"The main objective of the study is to identify the training needs of employees in Dairy Industry." In most of the business organizations this aspect is not given due consideration which ultimately costs heavily to organizations as training fails to yield desired results. A Training program must be in tune with the training needs of its employees. Training needs of employees differ from employee to employee, workers and employees at top, middle or bottom level have different types of training needs and their needs must be identified carefully before administrating any training program to them.

5. HYPOTHESIS OF THE STUDY

The hypothesis of this study is declarative type and is as follows:

"Training needs of dairy employees are quite varied and complicated, however dairy operations related training seems to be most sought after."

6. RESEARCH METHODOLOGY

Following Research Methodology is adopted to conduct this study:

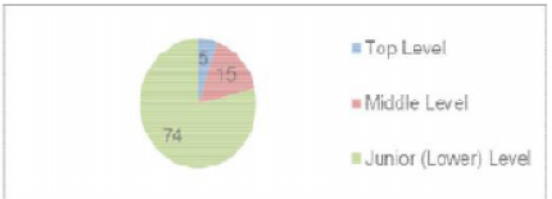
The organization selected for this study is HINDALCO, Ghaziabad.

Simple random sampling is used and a total of 94 samples are selected for the study. The composition of the employees selected for this study is as follows :

Designations	Level
Vice President	**Top Level**
Chief General Manager	
General Manager	
Deputy General Manager	
Chief Manager	
Senior Manager	
Manager	**Middle**
Deputy Manager	
Assistant Manager	
Senior Officer	**Junior**
Assistant Officer	
Officer	
Executive	
SafaiKarmi	

Trainee

Management Type	Nos	Percentage
Top Level	5	5.32
Middle Level	15	15.96
Junior (Lower) Level	74	78.72
	94	**100.00**



Above mentioned table and chart indicate that there are 5.32 percent employees in top level category, middle level category has 15.96 percent employees whereas junior level has 78.72 percent employees.

A set of 26 skills are identified

Respondents were asked to rank them skills on a scale of 7 with 1 being least important and 7 being most important. The format used for survey is attached in appendix.

A ranking of scores is prepared on the basis of above observations.

Above ranking is made use in identifying the skills most and least sought after in Dairy Industry.

7. DATA ANALYSIS AND CONCLUSION

Employees were asked to rank their choice on the basis of following format

Rank the following training needs from 1 (Least important) to 7 (Most important):

		1	Least Important					
		7	Most Important					
	Skills (Training Needs) Ranking	**1**	2	**3**	**4**	**5**	**6**	**7**
1	Leadership Skills							
2	Occupational Health & Safety							
3	Workplace Violence							
4	Food & Safety							
5	Stress Management							
6	Presentation Skills							
7	Computer Skills							
8	Customer Service Skills							
9	Communication Skills							

10	Business Letter & Memo writing							
11	Writing Performance Appraisals							
12	Business Skills							
13	Behavioural skills							
14	Team Building							
15	Skill Matrix							
16	Personality Development							
17	Strategic Thinking and Planning							
18	Analytical Skills							
19	Innovative Skills							
20	Kaizen, 5S and TPM							
21	Quality Circle							
22	Managerial Skills							
23	Counselling Skills							
24	Mentoring Skills							
25	Competency Mapping							
26	Negotiation Skills							

Table 1: Skill Scores

The results obtained are summarised in the following table both in ascending orders as well as the actual order in which various parameters are placed in the actual format supplied among respondents and responses taken. There are 94 employees who were surveyed therefore maximum possible score for any parameter.

Skill	Scores Descending order	Skills	Scores (Actual)
Food & Safety	560	Leadership Skills	175
Occupational Health & Safety	490	Occupational Health & Safety	490
Behavioural skills	455	Workplace Violence	70
Personality Development	385	Food & Safety	560
Communication Skills	350	Stress Management	147
Computer Skills	280	Presentation Skills	210
Kaizen, 5S and TPM	280	Computer Skills	280
Quality Circle	245	Customer Service Skills	70
Skill Matrix	224	Communication Skills	350
Presentation Skills	210	Business Letter & Memo writing	105
Team Building	196	Writing Performance Appraisals	140
Leadership Skills	175	Business Skills	70
Stress Management	147	Behavioural skills	455
Writing Performance Appraisals	140	Team Building	196
Business Letter & Memo writing	105	Skill Matrix	224
Managerial Skills	105	Personality Development	385
Analytical Skills	98	Strategic Thinking and Planning	56
Negotiation Skills	84	Analytical Skills	98
Innovative Skills	77	Innovative Skills	77
Counselling Skills	75	Kaizen, 5S and TPM	280
Workplace Violence	70	Quality Circle	245
Customer Service Skills	70	Managerial Skills	105
Business Skills	70	Counselling Skills	75
Strategic Thinking and Planning	56	Mentoring Skills	28
Competency Mapping	42	Competency Mapping	42
Mentoring Skills	28	Negotiation Skills	84

Following is the graphical representation of above table:

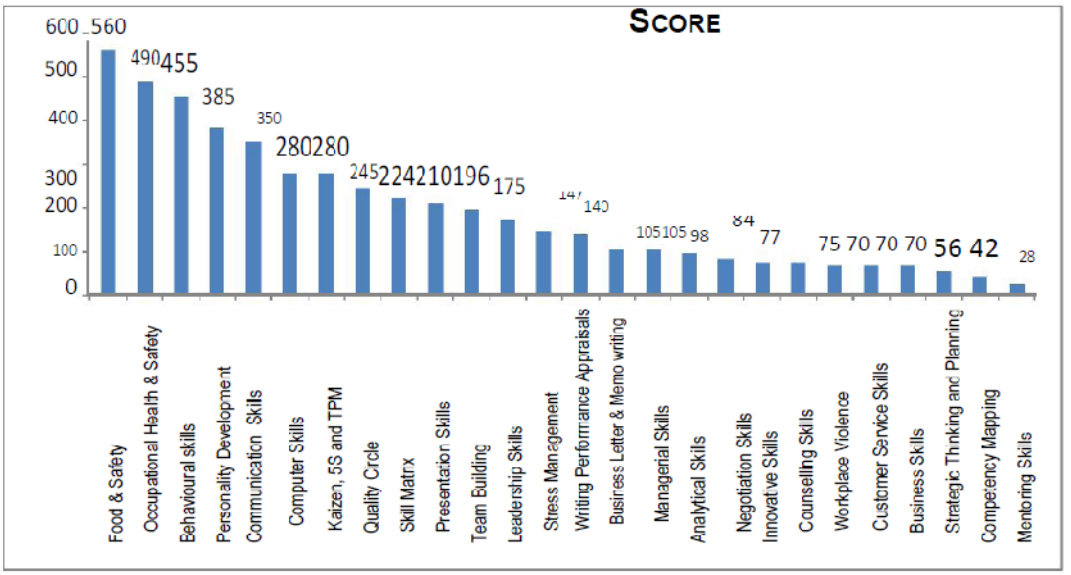


Fig. 1: Graphical Scores Presentation- Column Chart

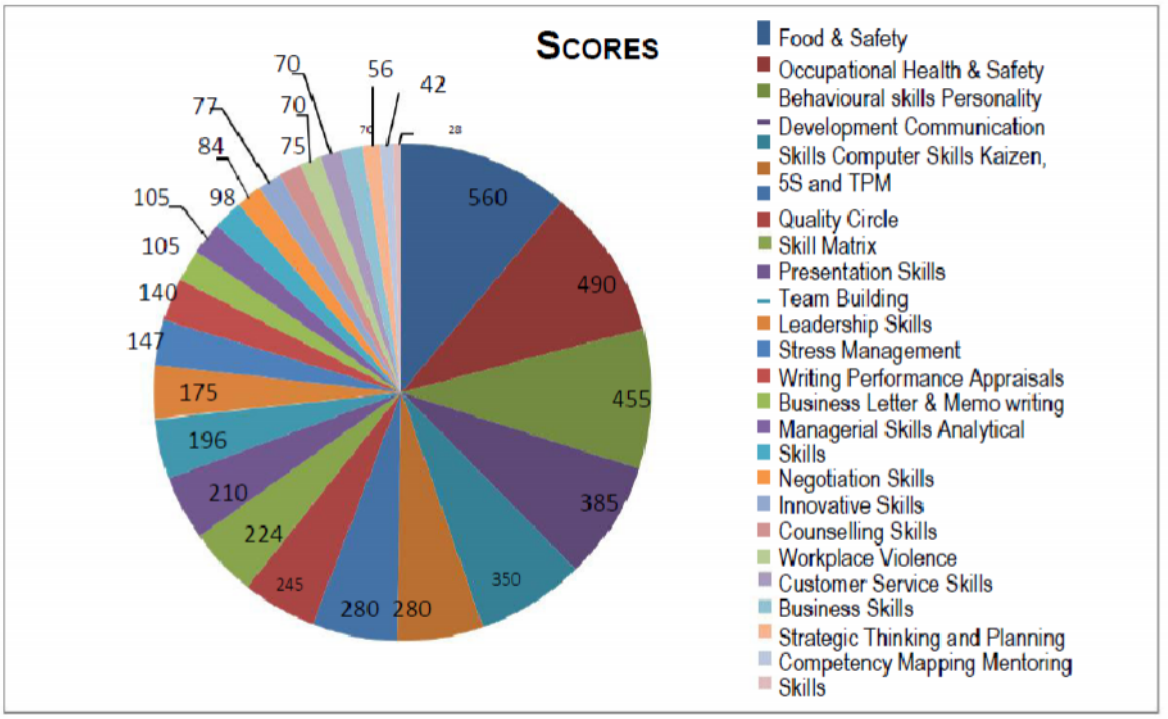


Fig. 2: Graphical Scores Presentation – Pie Chart

We can thus conclude on the basis of above data analysis that outcomes are quite indicative of the fact that the hypothesis of this study stands positive. Though not much complicated statistical techniques are deployed but we find that trends of ranks are very much in support of the hypothesis. An analysis of top seven skills will reveal that these are mostly related to technological and operational aspects of the dairy business. Food and safety tops the list with 560 points on a maximum scale of 658. Understandably enough in dairy industry one must look these skills as much sought after ones. Next in the series is occupational health and safety with 490 points. Behavioural skills, personality development and communicational skills are next three skills in the rank. These are not directly associated with technical and operational aspects of dairy business. However, a little thought will make one understand that technical and operational skills need to be sufficiently backed by these skills otherwise an organisation will fail to draw maximum benefit out of its efforts aimed at enriching technical and operations related skills of its employees. Towards the lowest ends we find listed mentoring skills with a poor score of 28. It is again not difficult to relate with ongoing findings of the study that

dairy being a greatly technology and operations dominated activity at HINDALCOs, mechanisation seems to have an upper hand with not much mentoring skills required. The same can be said other skills falling towards the lower end like counselling, workplace violence, customer service skills, strategic thinking and planning. One interesting and controversial finding needs a mentioning here. Innovative skills are ranked at number 20 with a score of 77. In a technology oriented environment, we expect it higher in the ranking. However, little stake in strategic thinking and planning as this skill is ranked last but one gives a clue on the poor ranking to innovative skills.

The training plans in dairy industry or any other industry must be designed to suit the requirements of the employees at different levels. Above kind of skills requirement survey can be quite helpful in formulating appropriate training programs for the employee. In dairy industry, operational aspects related training is the most sought after.

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Other Documents

1. HINDALCO HR Manual
2. HINDALCO Training / Policy Manual / SOP