A Study on Employee Training Needs - With Reference To Ambuja Cement Ltd

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ABSTRACT

Training is a program that aids employees in learning or gaining certain information, skills, and abilities that can enhance their existing performance. Training entails giving a person new perspectives, abilities, and knowledge, which leads to an improvement in performance. For both of them to survive and achieve their shared objectives, an organisation and a person must grow and advance at the same time. Therefore, every modern management must grow the company through the development of its human resources. The crucial component of human resource administration is employee training. Training is the process of enhancing a worker's information and abilities to perform a specific task. Employees acquire specialised knowledge and skills for a specific purpose through training, a brief educational process that employs a systematic and organised procedure. In other words, training enhances, modifies, and shapes an employee's knowledge, skill, behaviour, talent, and attitude towards the needs of the company and the work. This study analyses the training requirements or training needs for workers in the departments of a Cement Manufacturing Industry. It also analyses and assesses the procedures currently used in training new hires. The major goal of the study was to determine whether training programs—technical, non-technical, or soft skills—are necessary for employees working for an organization.

KEYWORDS: Training, Training need analysis, Employees, Skills, Evaluation.

I. INTRODUCTION

Training is the process of engaging in teaching and learning activities with the main goal of assisting members of an organisation in acquiring and applying an employee's knowledge and skills to perform a specific task more efficiently and effectively. Although it is true that unforeseen learning occursthrough employment experience, growth The majority of companies have found that it is beneficial to regularly incorporate different kinds of systematic training programmes as part of a sufficient programme for employee growth. Such a programme is unquestionably helpful in teaching managers the proper work procedures, helping them to perform their duties to a satisfactory level, and helping them to develop skills that would be useful in future feature employment. Training programmes are made to help people achieve particular goals, like developing their skills, information, aptitude, and general personality. Any training program's efficacy and achievement of training goals determine its success or failure. Training that is effective should promote development andimprovement of an employee's drive and ability. Effective training programmes require careful planning, evaluation, monitoring, and application. Positive student responses are the goal of a carefully planned and carried out training programme. The attitudes, interests, beliefs, goals, and dedication of the trines, however, can improve the efficacy of training because these variables affect trainability. Trainability is defined as a product of a trainee's aptitude, determination, and favourable environment.

II. PURPOSE OF RESEARCH:

Training could be a way to make sure that employees have the knowledge and skills they need to do their jobs appropriately and successfully. When there is a performance gap between wanted or expected performance and actual performance, and the cause for the gap is a deficiency in ability or knowledge, training may also be necessary. to discover the different training courses the company is offering.

- To assess and grade staff members according to the specific abilities required for each position.
- To prioritise the specified abilities in each employee's thoughts according to their importance.

- To prioritise the training requirements based on the relative scores and rankings that the workers have assigned to each particular ability.
- To identify and evaluate workers' training requirements across the organization's different departments and levels.
- To evaluate and make suggestions for different training programmes that should be run in the future.
- To verify and confirm that the training courses suggested satisfy both corporate and personal objectives.

III.   LITERATURE REVIEW:

Priyanka Sharma, Reshmi Manna, and Ankit Singh (2016): Competent employees can keep a sustainable business in order to accomplish organisational objectives. Therefore, the employee's skill deficit can be filled by interventional training. This research seeks to pinpoint the behavioural, personnel, managerial, and functional competencies of workers in the operational division of an automotive component manufacturing company. This offers a novel method of conducting research to address industry training problems.

Amy Hewit, Derek Nord, and MattewBogenschutz (2015): This research identifies workforce obstacles for direct support professionals (DSP). It makes use of a set of randomly selected controlled designs to evaluate the CBT with time-varying turnover rates. Because appropriate instruction wasn't given, the turnover rate decreased.

Vinod Khanna and Ruby Gupta (2014): Japanese companies have a unique position in the global market thanks to TQM and 5S methodologies. Even though Indian businesses also profess to follow this concept, they fall short in this area. In the 2012 IMD World Competitiveness Year Book, India is rated very poorly. In this study, competency-based training for industry is examined along with its problems using 5's and TQM techniques.

Deepa Dave and R. rani GeethaPriyadarshini (2013): The main element used in HR duties is competency mapping. It is a priceless tool used to provide methods based on training requirements. This survey identifies the training requirements for businesses in the car industry. It works well as a training method.

AdriaanHofman, WH, and Peter Baohin (2013): Key skills for different industries must be developed through competency-based training (CBT) in vocational education and training (VET). This research will be used professionally by Ghanaian college engineering students. This outcome provides quality instruction and input that effectively raises the skills and adaptability of the workforce.

AdriaanHofman, José Eggink, and Peter Boahin (2013): In the research, competency-based training (CBT) is compared across a number of nations. This relies on previous learning detection to achieve employability and training. Innovation methods are needed for knowledge of product work-related proof due to prior learning.

AdriaanHofman, WH, and Peter Baohin (13 dec 2013): Key skills for different industries must be developed through competency-based training (CBT) in vocational education and training (VET). This research will be used professionally by Ghanaian polytechnic engineering students. This outcome provides quality instruction and feedback that effectively raises the skills and adaptability of the workforce.

Dr. C. Muthuvelayutham, N. Akbar Jan (2012): to achieve organisational goals and targets in order to determine staff skill sets through competency assessments. Employees can learn about their strengths and areas for improvement through proficiency assessments. It makes it possible to determine what training is provided by the company and what training is required. Middle level IT professionals are given access to this research.

Amankwah, Emmanuel (2011): Over the past few decades, the school system in Ghana has undergone numerous changes. This improvement to the educational structure benefits grads. For high-quality education, many novel methods were implemented. Employers offer on-the-job instruction using CBT to help employees improve their abilities. Agricultural engineering and polytechnic schooling both make use of this research.

Dr. George O. Tasie (2011): For faculty in the different departments of Management and Marketing, Modern Languages, and Finance and Economics, this research offers a training need analysis (TNA). A questionnaire for teaching, research, consultation, publications, and

community services has been created and distributed to 133 academic staff members. This allows for the identification of the deficit and the delivery of targeted instruction. The numerous skills offered to teachers in an educational setting are enhanced by this paper.

Irene Smith (2010): This article offers competency-based training (CBT) for top practitioners in vocational education as well as scholarly researchers. This means that Australians prioritise philosophical, pedagogical, technological, and market-related CBT elements. Some issues persist, such as instructors, students, and coaches who lack the skills necessary for employment in the industry.

KiumarsZarafshani and AmirhosseinAlibaygi (October 2008): The research looked into the requirements of extension agents in West Iran for in-service training. Measurements were made of the 26 AEA competencies' assessed significance and degree of ability. Mean Weighted Discrepancy Scores were used to analyse and rank the in-service needs overall (MWDS). The best in-service areas should be studied by the human resource development initiatives to see how they can be covered in training sessions.

Robert Hodge (July 2007): This research explains the development of competency-based training (CBT) for the Australian national training framework's idea of vocational education. This essay discusses issues with high-quality education in the United States in the 1950s, 1960s, and 1970s. It is resolved by a shift towards CBT-based performance-based teacher training that is carried out through academic training. The majority of CBT components were completed using a theoretically based approach.

IV. OBJECTIVES OF THE STUDY:
- To ascertain the degree of employee satisfaction with respect to training and development initiatives.
- Recognize both short- and long-term business objectives.
- Analyse Existing Performance Results to Find Gaps.
- To connect individual employee traits with training, such as gender, title, and demeanour.
- To research how Training and Development affects the efficiency of a company.
- Determine the desired performance results.

V. SCOPE OF THE RESEARCH:
A crucial step in managerial supervision is training. Training in these areas is one way to lower mishaps, eliminate waste, and improve quality.

It is impossible to overstate the benefits of training. There is a need for instruction at every stage for the following reasons:

Training enhances main goals, which will be mirrored in increased returns to employees, with personal incentives being influenced by individual productivity. This improves employee ability, which in turn increases the quality and amount of output. Employee growth is a means to greater output, reduced expenses, and higher earnings rather than being a goal in itself.

The purpose of the research is to address the organization's training requirements. Employee satisfaction and performance are two areas that fall under the purview of training. Understanding the need for training will be helped by the research.

VI. RESEARCH METHODOLOGY:
Meaning
The process of gathering data and information for the goal of making business decisions is known as research methodology. The study approach may include both historical and contemporary sources, as well as previously published studies, interviews, surveys, and other research techniques.

Research Design
Research Design means the basis of defining the research problem. The preparation of the design of the research project is popularly known as the research design.
1. Exploratory Research.
2. Descriptive Research.
3. Causal Research
A research design is the arrangement of condition for collecting and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.
A well-structured questionnaire is framed.
Data is collected from the employee in different Industries.
Findings are made and necessary recommendation are given.
In this project, the studied used descriptive research design to evaluate at Different Industries.

Source of Data Collection
The following data types must be considered:

Primary Data:

Primary data is information that was created for the first time by the researcher through their own direct efforts and experience, often in order to address their specific study issue, also referred to as unprocessed data or information obtained directly.

Secondary Data:

Secondary data refers to information that has already been acquired and documented by someone other than the user for a reason unrelated to the present study issue.

Sampling Method:

The selection of a portion of the target group for a research project is done using a sampling method.

Sampling Size:

92+ respondents from the company make up the sample size for the research.

Data Collection Technique:

In this research, data were collected using standardised questionnaires. The questionnaire was created with consideration for the study's goal.
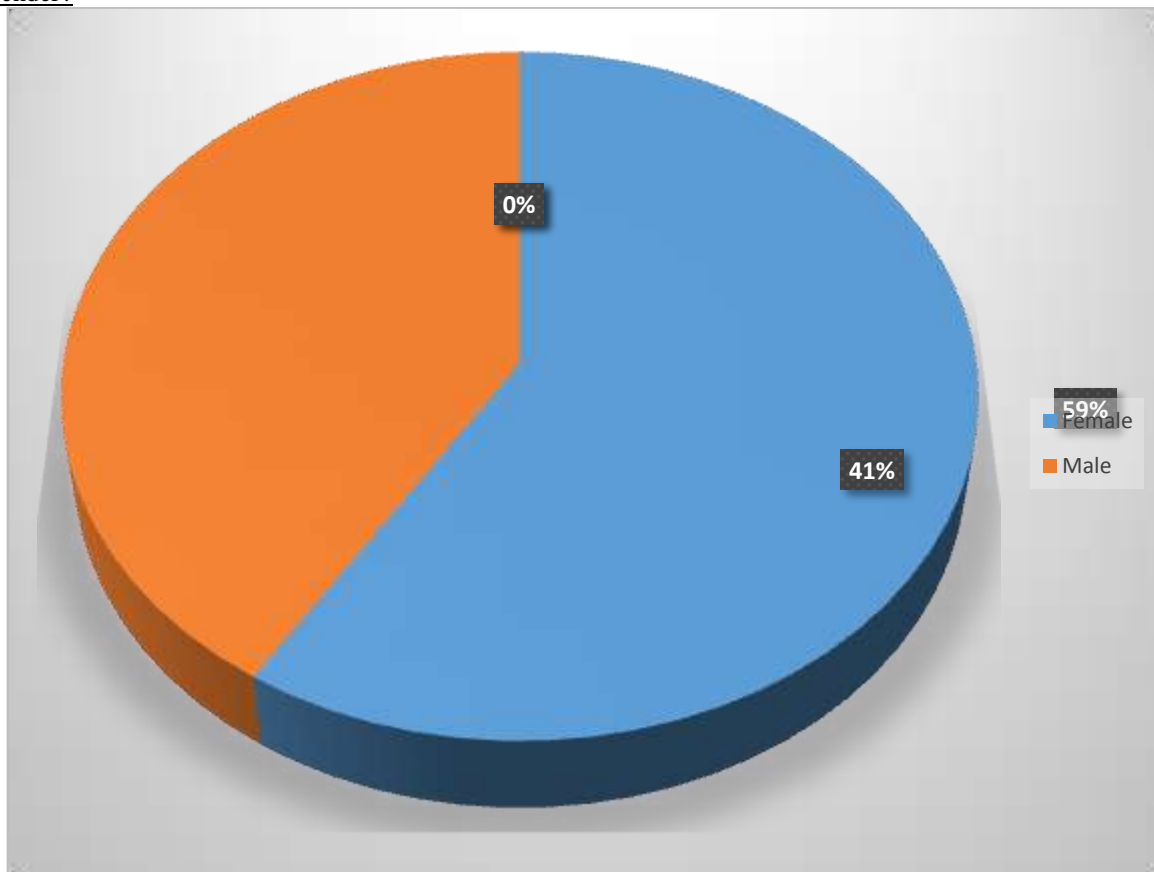
VII. HYPOTHESIS

H1: The development of the cement manufacturing sector is positively impacted by the training programme.

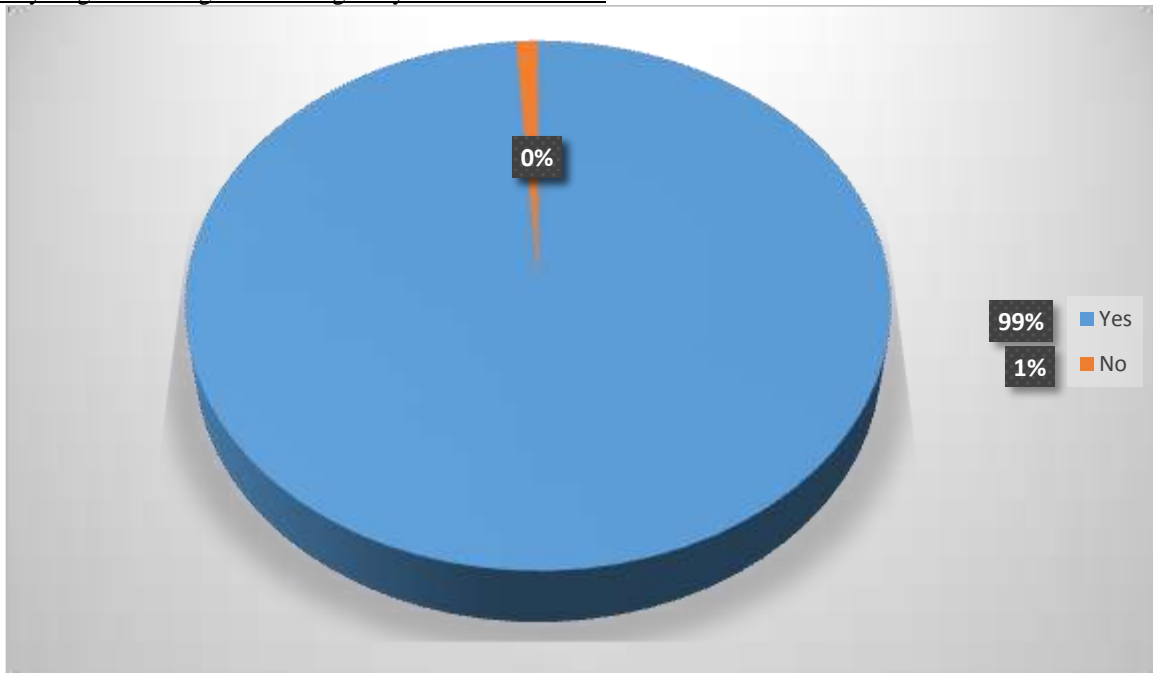H2: The opinion of male and female workers differs significantly.

H3: The opinion of workers at various levels differs significantly.

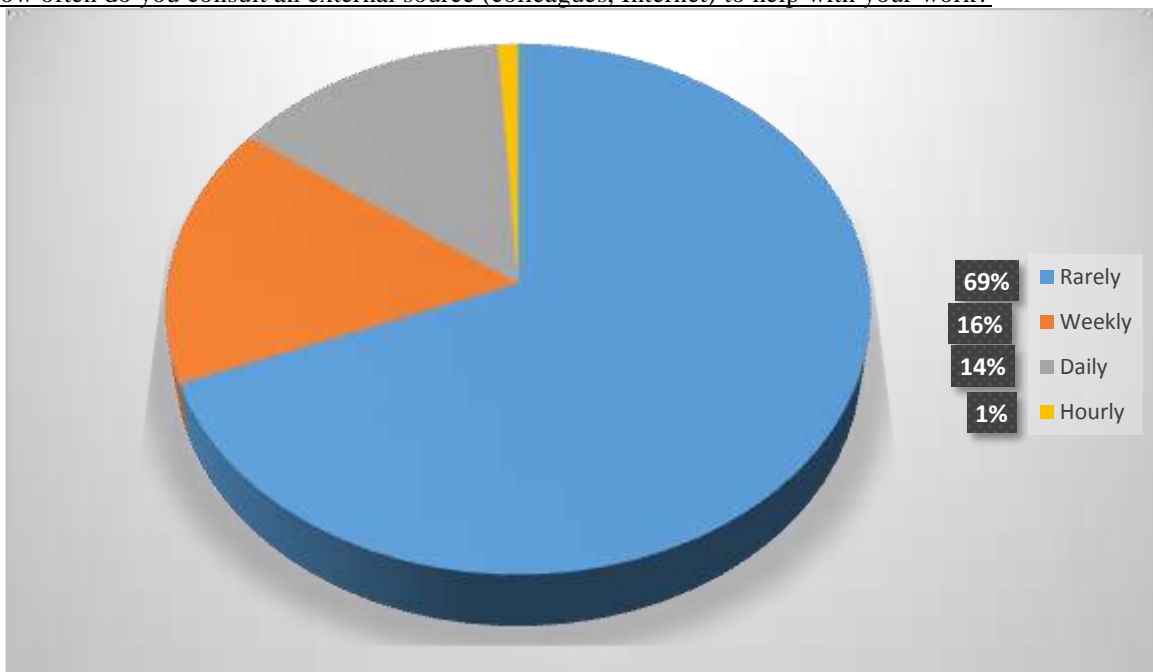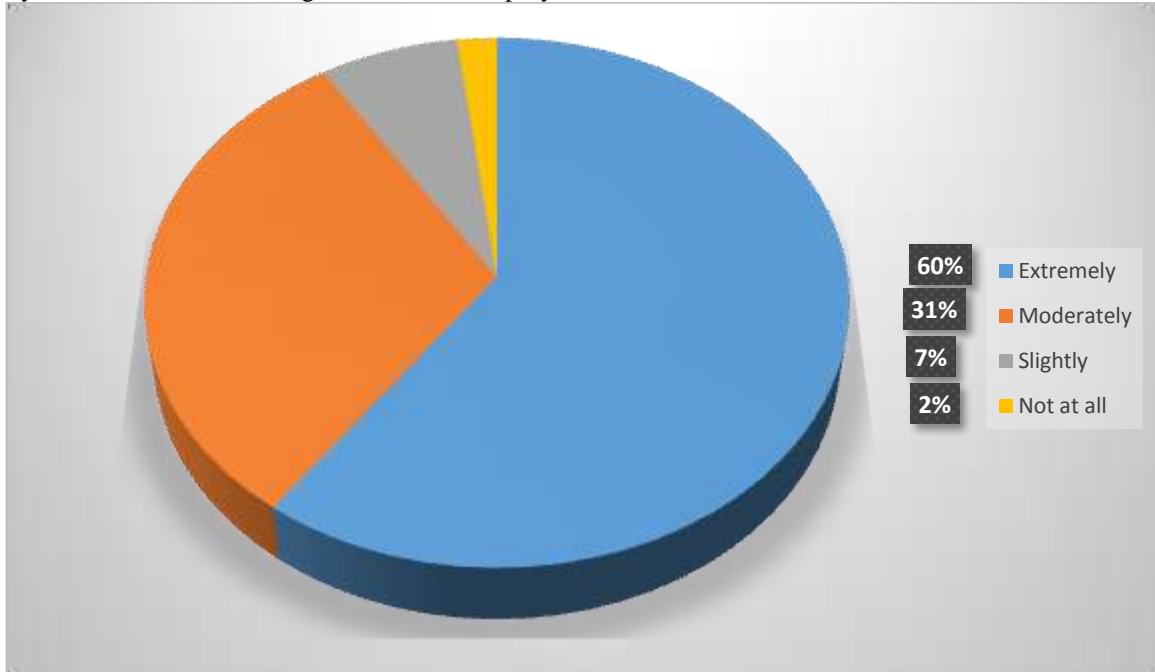## VIII. DATA ANALYSIS AND CHARTS

Gender?

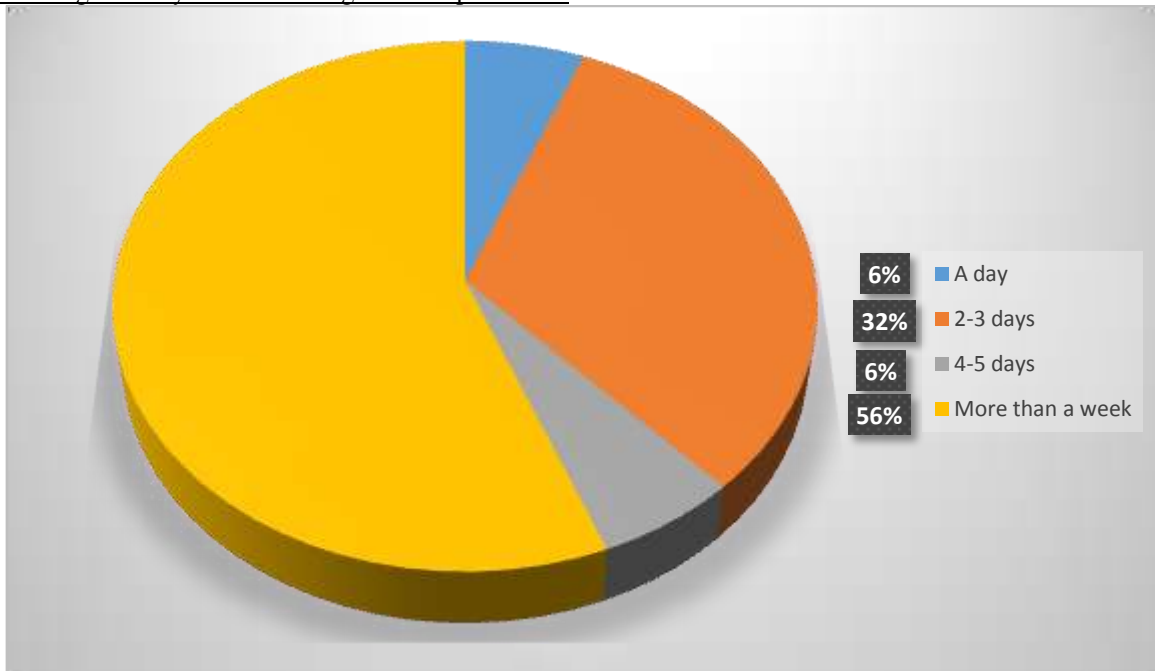Are you given enough mentoring for your current work?

How often do you consult an external source (colleagues, Internet) to help with your work?
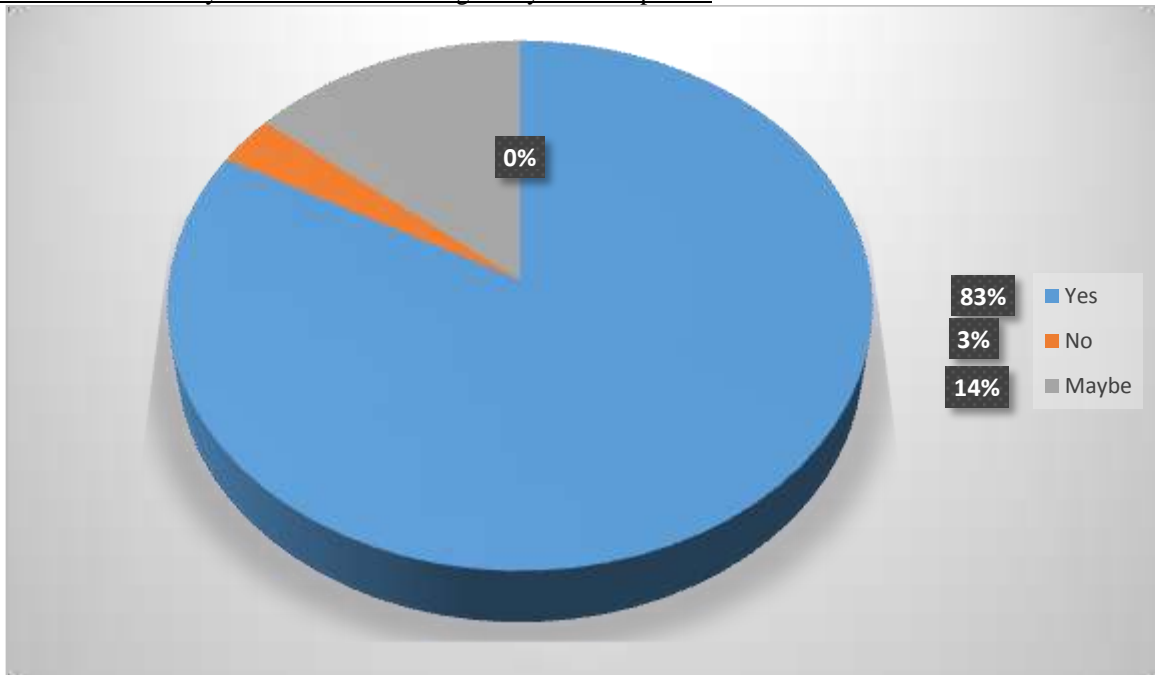
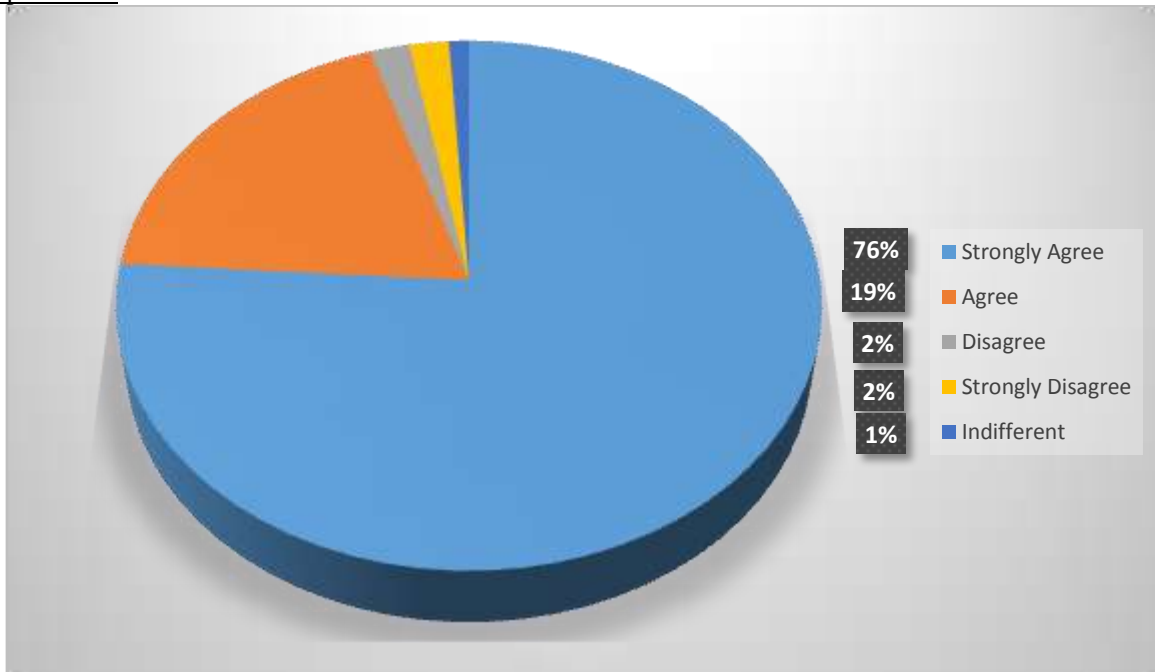Do you feel that more training is needed for employees?

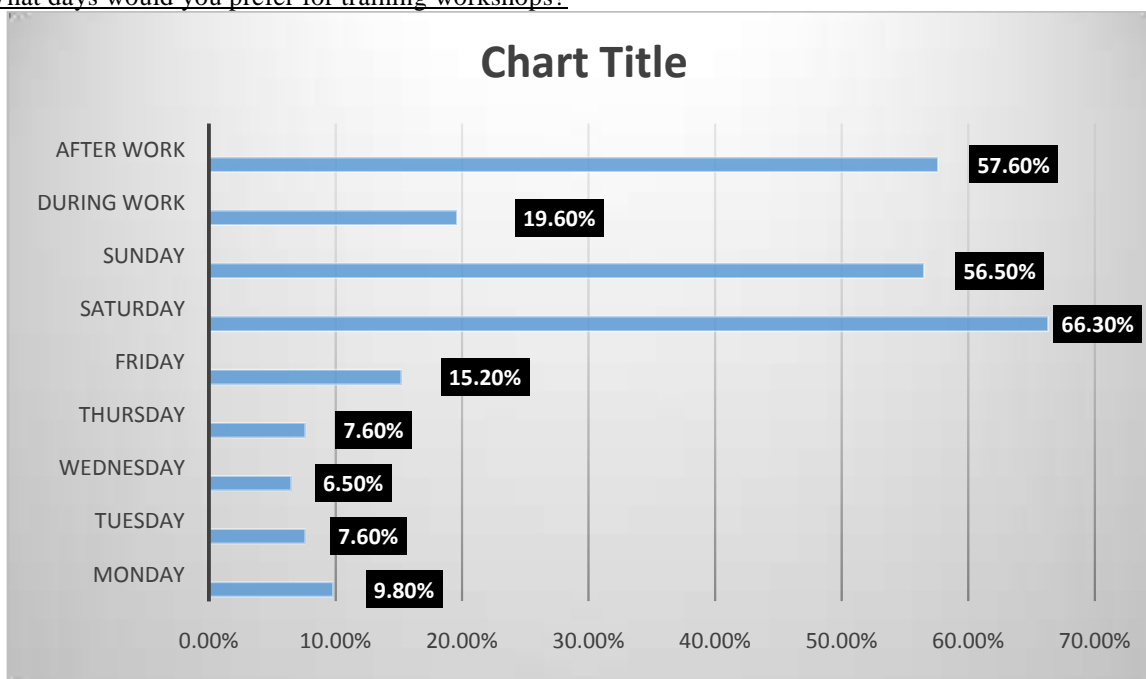How long would you like training workshops to last?

Are there skills that you feel need to be taught at your workplace?

Would you expect the induction training to include practical knowledge and field work related to your department?

What days would you prefer for training workshops?

Rate these factors according to how you feel about your skill to job level. (Highly unprepared) 1 - - 2 - - 3 - - 4 - - 5 (Highly prepared)

Particulars	Highly Unprepared	Unprepared	Neutral	Prepared	Highly Prepared
Interpersonal Communication	3.3%	0%	54.3%	22.8%	19.6%
Public Speaking	2.2%	3.3%	63%	20.7%	10.9%
Written Communication	0%	4.3%	53.3%	21.7%	20.7%
Team Management	0%	3.3%	23.9%	56.5%	16.3%
Organizational Ability	0%	2.2%	57.6%	25%	15.2%
Computing Skills and Numeracy	3.3%	5.4%	21.7%	51.4%	14.1%

IX.   OBSERVATION:

- Employees were questioned regarding their gender, as shown in Figure 1. This is so that some training requirements can be tailored to the various gender categories. It was noted that 41% of the workforce was male and 59% was female.
- Employees were questioned about how much enough of guidance they received for their present jobs, as shown in Figure 2. 91% of the workers responded "Yes" to the same query, while 9% gave a negative response.
- Figure 3 shows the frequency with which employees contact colleagues or the internet for assistance with their job. Here, 69% of the workers claimed they used these sources rarely, 16% claimed they used them on a weekly basis, and 14% claimed they needed daily consultation from these sources. 0% for using such external sources on an hourly basis.
- Employees were questioned about whether they thought they requires extra training in Figure 4. 60% said there is an extreme need for instruction, 31% said there is a moderate need, 7% said there is a slight need, and 2% said there is no need at all.
- Employees were questioned about the ideal duration of training sessions in figure 5. 32% said 2-3 days, 6% said 4-5 days, 56% said more than a week, and 6% said for a day.
- If there are any abilities that employees need to be taught at work, they were questioned in Figure 6. 83% responded "yes," 3% "no," and 14% "maybe."
- Employees were questioned in figure 7 if they anticipated the induction training to include hands-on training and field work specific to their area. 76% said they strongly agreed, 19% said they agreed, 2% disagreed, 2% disagreed strongly, and 1% gave an indifferent response.
- Figure 8 depicts the days and times that respondents preferred for training workshops, with 66.30% choosing Saturday, 57.60% comes to choosing training after work, 19.60% deciding training provided during work, 56.50% choosing it on Sunday, 15.20% able to select it on Friday, 7.60% picking it on Thursday, 6.50% selecting it on Wednesday, also 7.60% choosing it on Tuesday, and 9.80% selecting it on Monday.
- Figure 9 shows how workers perceive their degree of skill for the position. Employees were requested to evaluate themselves on the following factors: Highly Unprepared, Unprepared, Neutral, Prepared, and Highly Prepared.

Employees evaluated their own interpersonal skills as 3.3% highly unprepared, 0% unprepared, 54.3% neutral, 22.8% prepared, and 19.6% highly prepared.

Employees evaluated their own preparedness for public speaking as 2.2% highly unprepared, 3.3% unprepared, 63% neutral, 20.7% prepared, and 10.9% highly prepared.

Employees evaluated their own preparedness for written communication as 0% highly unprepared, 4.3% unprepared, 53.3% neutral, 21.7% prepared, and 20.7% highly prepared.

Employees evaluated their own readiness for team management as 0% highly unprepared, 3.3% unprepared, 23.9% neutral, 56.5% prepared, and 16.3% highly prepared.

Employees ranked their own organisational skills as 0% highly unprepared, 2.2% unprepared, 57.6% neutral, 25% prepared, and 15.2% highly prepared.

Employees assess their own readiness in computing skills and numeracy as 3.3% highly unprepared, 5.4% unprepared, 21.7% neutral, 51.4% prepared, and 14.1% highly prepared.

X.   CONCLUSION

Programs for training and growth are essential in every company. These initiatives help employees perform better at work, keep their knowledge current, develop their individual skills, and prevent managerial obsolescence. The management can more easily assess employee success on the job and make choices regarding employee promotions, rewards, pay, welfare benefits, etc. by using these applications. These training courses also aid supervisors in employee retention, incentive, and succession planning. It produces productive and efficient workers for the company. The employee's performance deficit is calculated as follows to establish the need for training and development: Need for training and development Equals Real success - Standard performance There are many ways that training improves an organization's total efficiency.The main areas where employees are typically trained in an organisation are soft-skill development, personality development, interpersonal relationships, problem solving techniques, managerial and supervisory training programmes, quality improvement programmes, technical processes, quality circle programmes, time

management skills, employee efficiency development programmes, violence prevention programmes, regulatory compliances, goal setting and implementation of programmes, workplace Employee skill development within the organisation is made possible through training, which inevitably serves to raise the organization's market value, employees' earning potential, and their sense of work security. Employee mindset is changed by training, which also improves employee collaboration within the company. Teaching and development initiatives raise the standard of work-life balance by fostering an environment that values employees.

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