TRAINER ROLES IN CEMENT INDUSTRY

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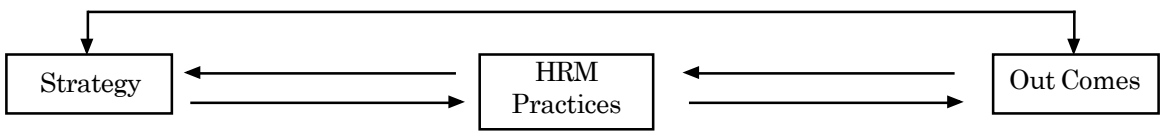
TODAY, the Indian Cement Industry is the second largest in the world. Indian Cement Industry as a key core sector player has to play an important role in creating a world class economy. There has been tremendous growth of activities in the Indian Cement Industry in terms of modernization, in order to keep pace with such modernization / expansion due to technological development, a strong manpower base equipped with latest development has to be built with in Cement Industry, New Training initiative has to be taken at all levels. A Trainer's main objective is to transfer his knowledge and skills to the Trainees. This paper is focused on the Trainer Roles in Cement Industry, the factors which are important to become an effective Trainer. This involves identifying training courses, choosing appropriate Training methods, evaluation of Training activities, and helping the Trainer to deliver good Training to the Cement Industry.

Indian Cement Industry

The Indian cement industry is a unique combination of very large to very small capacity and very modern to very old technology plants. The share of installed capacity of energy inefficient wet process plants had slowly decreased from 94% in 1960 to 61% till 1980 and thereafter as a result of quantum jump in production capacities through modern dry process plants, the share of old wet process has been reduced to just 5% today. India is the second largest producer of cement in the world after China. The present installed capacity of 119 Million Tonnes per annum is distributed over 113 large size (200,000 TPA and above) plants and over 300 mini cement plants. It, therefore, becomes necessary to have a strong manpower base equipped with latest developments to keep pace with the modern technological advancements. This necessarily requires updation of knowledge and improvement of the skills of personnel at all levels already working in the industry and include fresh talents into the industry.

For many years researchers and managers have examined and discussed specific aspects of Strategic management (e.g. strategy, types of planning, implementation, evaluation), human resources management (e.g. employee selection, appraisal, training), and organizational outcomes (e.g. Company performances and effectiveness).



The Role of a trainer becomes very much vital in Human resource management.

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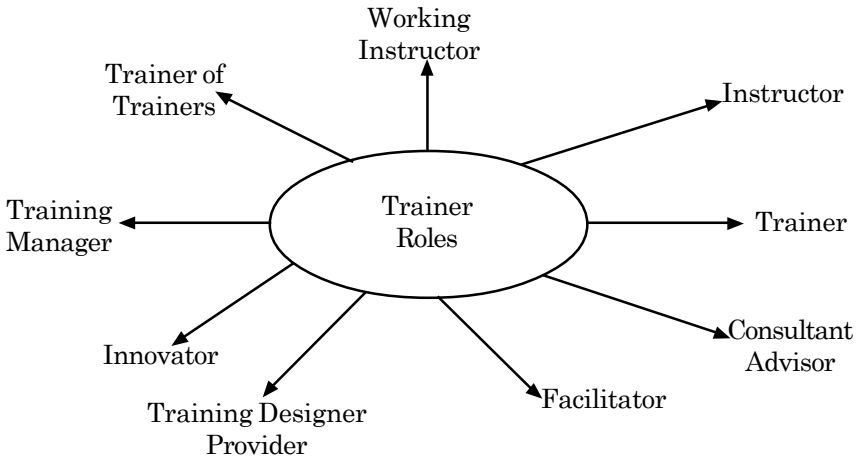
Trainer Roles in Cement Industry

Some information about trainer roles will help us in better understanding of trainer skills and knowledge requirements. Many classifications of trainer roles exist. The training responsibilities in many organization are shared between line managers and training specialists. In some organizations part-time trainers and full-time trainers also take up training related functions. Normally it is a Manager's role that has a strong link with all other roles, by virtue of its position and nature.



Some Trainer Roles

Cement Industry has variety of Training Centre all over country. Some are Regional Training Centres, and some Training Centres are within the cement plants. However, National Council for Cement & Building Materials (NCB) at Ballabgarh, Faridabad has been organizing variety of need based Cement Industry oriented training programmes and also offers P.G. Diploma Courses on cement technology of one year duration through the NCB's Training Centre. Training recognizes the scientific and technological orientation its application and at the same time it percolates into a person for dignity, self reliance freedom and more responsibility to achieve total participation and conviction.

The success of training basically depends on the quality of training being imparted by an institution. A research study carried out by the centre was planned and executed with the following objectives.

- to study the training environment such as trainers, trainees, training subject, training methodology and trainer roles.
- to describe trainers' perception towards various aspects of training
- to study the problems as perceived by trainers regarding the training process.

Trainers roles can be classified as below:

The Workplace Instructors: They are on-the-job instructors who are skilled, experienced and efficient in transfer of learning/skill. It is for the employer to recognize the potential of such persons and provide appropriate training facilities. They are not much concerned about learning theories, communication and other aspects of training. In the Cement Industry such instructors are Mechanical, Chemical, Electrical Engineers, Mining Engineers, & Burner supervisors, etc.

The Instructors: The instructor's role is similar to a teacher in the classroom and are normally, disc plined and knowledgeable persons. They usually have brief instructional manuals. At times, their

services are important when it comes to providing practice of applying knowledge and imparting skills to others.

The Trainer: A training role that is primarily concerned with actual direct training. It involves helping people to learn, providing feedback, and adopting course designs to meet training needs, classroom discussion, teaching and instructions, group work supervision, et al. In effect, the trainer is a specialist in providing learning, and requires wide knowledge of techniques, methods, approaches, use of media mix, to facilitate learning.

The Facilitator: Facilitator provides more and more control to learners in training situations. In such cases, the trainer (facilitator) needs to have all the knowledge and skills of the "trainer", but may need to be even more knowledgeable, in view of unforeseen demands, which may be made by learners. In effect, the facilitator is a skilled resourceful person for the "free use" of the learners.

Training Designer/Provider: Training related activities / events are becoming complete packages in themselves rather than isolated events. This is evident in many training organizations in the country. Training designer/provider has a primary role with the design, maintenance and delivery of training programmers. This will involve identifying courses, choosing appropriate methods, testing out, evaluating courses or training activities and helping the trainer to deliver training.

The Consultant/Adviser: This role of training is primarily concerned with analyzing business problems, assessing/recommending solution. It does involve some elements of the provider role, but mainly concentrates on liaising with line managers, working with providers/ and or trainers to establish training programmes, advising training managers on training policies and goals and ensuring evaluation. The consultant may be internal or external as both have their advantages and disadvantages. The internal consultant may be too inward looking. Trainer may perform the roles of facilitator/internal consultant, but he definitely needs to have all the required capabilities, to be a successful trainer.

The Innovator: A training role that is primarily concerned with helping organization effectively to manage change and solve performance problems. The role helps in the change process and frequently overlaps with that of the consultant.

The Training Manager: The training manager is one who is in-charge of the entire training function. He can take on a variety of roles. He may have staff or no staff. The culture and needs of the organization will determine the roles of training managers to a large extent. This role is primarily concerned with planning, organizing, controlling and developing the training and developmental activities and functions. Some "Provider Role" may also contain elements in the "Manager Role".

The Trainer of Trainers: This specialist group of trainers is found in large training organizations or departments especially carrying out all training related functions and activities e.g. TTTI Bhopal, BACIE (British Association for Commercial and Industrial Education), ASTD (American Society for Training and Development USA), ISTD and similar others. They are most effective, extremely skilled, experienced practicing trainers. They envelop most of the roles described above. In fact, they present themselves as role models in action before the embryonic trainers.

Training Process

Need Assessment

Need assessment is the first activity in training process. Most of the trainers mentioned that they frequently used survey and observation method for assessing and analyzing training needs whereas a few trainers told that they assess the training needs occasionally while interacting with the

trainees during the training course, during group discussion sessions or interviewing them in small groups. After obtaining the information through these methods, they are analysed and decision is taken for designing the topic of the training, course contents, etc.

Selection procedure of the trainees

All trainers were of the view that the trainees are selected on first-come-first-served basis and they are frequently sponsored by the industry. Screening of the application of the trainees, written tests and interviews are done only in the case of post graduate diploma course in cement technology.

Formulation of Training Course And Training Development Plan

The trainers decide the training course on the basis of need. The course outlines and objectives are prepared by the course coordinator. The training plan facilitates the training process giving systematic schedule of activities which guides the day-to-day and hour-by-hour activities of training with clear cut objectives, designing course contents, identification of lecture topics and faculty for each topic, practical training, technical visits, etc. They felt that training plan helped them as guidelines to perform the task of training smoothly and systematized the whole training process (Table 1).

Table 1: Formulation of the Course and Training Plan Development

Sr. No.	Formulation of Course and Training Plan/Schedule Development	Response			
		Frequently	Occasionally	Rarely	Total
1	Formulation of course content				
	• Designing course content	98 (96.1%)	4(3.9%)	0(0%)	102(100%)
	• Preparation of course outline	96 (94.1%)	6(5.9%)	0(0%)	102(100%)
	• Specifying course objectives	92(90.2%)	10(9.8%)	0(0%)	102(100%)
2	Training plan development				
	• Preparation of detailed Training Programme schedule	100(98.0%)	2(2%)	0(0%)	102(100%)
	• Specification of day-by-day and hour-by-hour activities	92(90.2%)	10(9.8%)	0(0%)	102(100%)

Training Methodology

This encompasses the training methods like lectures, case studies, group discussions, role playing, use of computer based training packages (CBTs), etc. Training methodology is a determining factor and has a crucial role in training process. Trainers stated that they frequently use lecture material, case study method, laboratory demonstration/hands-on practice and occasionally supplemented it through group discussion, plant site visits/ technical visits, etc. It was also observed that the trainers/instructors sometimes used local dialects to enhance maximum possible understanding among trainees. Trainers frequently use black board/white magnetic board, over-head projector/slide projector, transparencies and occasionally supported it through distribution of reading materials, etc. It was observed that the trainers stimulated the trainees frequently for expressions of their ideas in the lecture theatre. This encourages trainees for active participation in group discussion, motivates them for better learning skills. It was observed that the trainers rarely summarized the keypoints after delivering the lecture, and they do not use other training methodologies like role playing, business games, in basket exercises etc. since the topics are highly technology based. However, emphasis was laid on two way interaction

that is between faculty and trainees and between trainees, the shelving the age old concept of teacher-taught relationship. The participative training approach helped in meeting the objectives of a programme to a greater extent (Table 2).

Table 2: Training Methodology

Sr. No.	Formulation of Course and Training Plan/Schedule Development	Response			
		Frequently	Occasionally	Rarely	Total
1	Training methods				
	• Lecture	102 (100%)	0(0%)	0(0%)	102(100%)
	• Group discussions	96 (94.1%)	6(5.9%)	0(0%)	102(100%)
	• Lab demonstration	98(96.1%)	4(3.9%)	0(0%)	102(100%)
	• Other methods - role playing, business games etc.	4(4%)	32(32%)	64(64%)	100*(100%) *2 not responded
2	Audio-Visual Aids				
	• Black Board/Magnetic Board	100(98.0%)	2(2%)	0(0%)	102(100%)
	• OHP/Slide Projector	100(98.0%)	2(2%)	0(0%)	102(100%)
	• Technical film	98(96.1%)	2(2%)	2(2%)	102(100%)
	• CBT-Packages	0(0%)	68 (66.7%)	34 (33.3%)	102(100%)

Problems Perceived by Trainers

While organizing the training programmes, few trainers faced the problems like unexpected tour programmes which disturbed the training schedule, heavy workload of project work, inadequate transport arrangement to bring external faculty to the venue, time over-run by the faculty/speaker, complaints of trainees for catering arrangements, frequent power cuts during training sessions in lecture hall and trainees non attentive after lunch session, etc. Trainers noticed frequently that the faculty were not providing lecture text before the commencement of the course, there was always a demand by the trainees for providing more lecture material. Also there was trainees complaints on faculty regarding transparencies shown in lecture sessions were different from the lecture notes already distributed (Table 3).

Role of Trainer Dealing With Traditional Training Methods and Modern Methods Like Simulator Trainer, Computer Based Taining (CBT) Etc.

The world today is in transition form from industrial age to information age. The Information Technology (IT) revolution is making tremendous impact on the cement industry. Simulator trainer developed by NCB has features like process value acquisition, mimic generation & process manipulation. The system through appropriate instructor or trainee console has got provision for specifying any desired operating conditions. This technique enables one to break the trainers associated with the Traditional Student-Teacher relationship. NCB provides training to the Cement Industry on precalciner kilns, operation of roller and ball mills, etc. In addition to this NCB has developed CBT Packages in instrumental method of analysis of cement manufacture, raw mix design, operation of precalciner kilns, operation of roller mills and ball mills. The Trainer gets direct benefit of these systems.

Table 3: Problems as Perceived by the Trainers

Sr. No.	Formulation of Course and Training Plan/Schedule Development	Response			
		Frequently	Occasionally	Rarely	Total
1	Unexpected tour programme which disturbs the Training Schedule	17(16.7%)	28(27.5%)	57(55.8%)	102(100%)
2	Heavy work load of project work	19(18.6%)	20(19.6%)	63(61.8%)	102(100%)
3	Faculty not providing lecture text before the commencement of Training	11(10.8%)	18(17.6%)	73(71.6%)	102(100%)
4	Inadequate transport arrangement to bring external faculty to the venue	17(16.7%)	16(15.7%)	69(67.6%)	102(100%)
5	Time over run by the faculty/speaker/ lack of proper time vigil	70(68.6%)	15(14.7%)	17(16.7%)	102(100%)
6	Over demand by the Trainees for providing more lecture material	17(16.7%)	28(27.5%)	57(55.8%)	102(100%)
7	Complaints of Trainee's for catering arrangements	11(10.8%)	8(7.8%)	83(81.4%)	102(100%)
8	Frequent power cuts during training sessions in lecture hall	15(14.8%)	20(19.6%)	67(65.6%)	102(100%)
9	Trainee's non attentive after lunch sessions	12(11.8%)	24(23.5%)	66(64.7%)	102(100%)
10	Complaints of Trainees regarding faculty showing transparency in lecture session not matching with supplied lecture note.	14(13.7%)	25(24.5%)	63(61.8%)	102(100%)

Conclusions

To meet the scope of expansion and increasing complexities in Cement Industry, it is of paramount importance that the Trainer should be well equipped to give meaningful Training to the Cement Industry. It needs good Training management practices, effective processes, a culture of cooperation and team work of Trainers. New training initiative for organizing Training, using modern training tools are very much essential for the problem perceived by the Cement Industry. Trainers should be sorted out, for making the Training more effective. The trainer's skills, knowledge, etc., discussed here should be seen as possibilities for developing effective Trainer to the Cement Industry.

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