

A REVIEW OF DOCK WORKERS' LEADERSHIP SKILLS AND KNOWLEDGE FROM TRAINING PROGRAMMES CONDUCTED BY CHENNAI PORT

Saleh Moumine Abdi,

PhD in Management
AMET University, Chennai, India.

Dr. M. Bina Celine Dorathy,

Associate Professor
AMET University, Chennai, India.

ABSTRACT

The present paper reviews the leadership skills and knowledge of dock workers getting from training programmes carried out by Chennai port. Because of the increasing awareness about the importance of training programmes among port in specific to dock workers and further researcher had specifically taken Chennai port due to their personal experience. To obtain the study objectives, the study adopts secondary data collection method in order to collect the relevant reviews through websites, the official report of port, magazines, and newspapers etc. This review paper finds out the importance of training in the organization in general and in specific to port and also analyse the training programmes conducted by Chennai port and how it is effective for dock workers and the knowledge and skills obtained by dock workers was reviewed. The findings of this paper noticed that dock workers getting required knowledge and skills from training programmes conducted by Chennai port, however, the reviews in relation to specific leadership skills for dock workers obtained from the port is restricted. Hence future studies should give more focus in this aspect.

Keywords: Chennai port, Dock workers, Leadership Skills, Knowledge, Training Programmes

INTRODUCTION:

In the ever-evolving market scenario, all organizations tend to have several opportunities to acquire and to meet several challenges. To survive in the business and become a successful market pillar, training acts as a viable tool which could aid achieving competitive advantage (Kulkarni, 2013). Furthermore, training tends to act as a factor that enhances workforce's ability towards achieving the objectives of the organization. Training programs that are best in nature hence arrive towards the achievement of the essential business goals. Hence, training is crucial for organizations requiring a dynamic touch in the marketplace. Organisations like port play a major role in economic development of any country; on the other hand, the organization had faced pressure among employees to manage the technology development (Ray, 2004). Hence training for employees in port like the organization is essential. The best example for this is Chennai port which is one of the third oldest ports in India and achieving good employee performance in recent days due to their port excellent training and moreover, the researcher has directly observed the growth of the port through employee performance.

Chennai Port is the first ever port which initiated the operations of container handling in the year 1983 which was then handed to Chennai Container Terminal Ltd (CCTL) in the year 2001 for BOT basis operations. A second container terminal has also been awarded recently to PSA SICAL at the Ambedkar dock which augmented the operations of container handling. PSA's Chennai International Terminals Pvt. Ltd. is deemed to be the new terminal for Container operations in the Chennai Port and is positioned for tapping the growth in Chennai. Furthermore, it serves as a hinterland that ever growing and serves units such as pharmaceuticals, automobile, light engineering, textile, leather, and chemical manufacturing. The design of the terminal is made in such a way to cater and accommodate deep-draft container vessels belonging to a new generation. With the capability of handling vessels of the fourth generation, the terminal ranks as one among the world's top container ports (Purandare & Kasande, 2016). Therefore this paper reviews the skills especially leadership skills and knowledge of dock workers in getting training from Chennai Port Trust.

The present paper reviews the past literature in line with the concept of training and development and its types and later discusses the review of training and development for enhancing knowledge and skills gained by employees in training programmes with respect to the organization in general and specific to port. After that, the later section discusses the research method chosen in this paper. Later, results and discussion was made based on literature section and ends with a conclusion and provide recommendations for future researchers.

LITERATURE REVIEW:

Training and Development:

Training is defined as knowledge and competency acquisition as a result of learning which is associated with specific competencies that are useful (Hartiget *al.*, 2008). Training tends to have specific goals towards enhancing the capacity, productivity, performance and capability of individuals. Training is required for the maintenance, up gradation and update of skills throughout the organizational life. In an organization, once employees are recruited, specific task training is of crucial importance. Training tends to deal with the development of attitudes which aids the individuals to deal with unique people and situation based on individual's advantage (Govil & Usha, 2014). Training also depicts opportunities for the expansion of knowledge base to all employees; however, employers find the opportunities development to be expensive (Kumar, 2014).

Types of Training and Development:

Induction Training:

Ngu (1994) reveals induction training as the programme of introduction and reception for new comers which initiates on arrival and is designed for supporting them settle to new surroundings rapidly. The previous researcher also summarises the aim of induction training which gives the

background and history of the organization; for training the new comers; to define a line of authority and responsibility and to fashion out the individual method in organisations.

On the Job and off the Job Training:

Bass and Vaughan(1966) and Flippo (1976) recognized two training types and are Off the Job and On the job. On the Job Training is relied on the fact that technique as training enables employee acquires relevant knowledge, skills, and attitude at work. According to the research by Falola *et al.* (2014), it is asserted that on the job training enables the employee to perform job wherein he/ she is allowed to perform the same under supervision. Furthermore, Stone (1982)redresses that in on the job training, the steps are repeated wherein errors are made till the correct procedure is learned by employees. Kulkarni (2013), also states on the job training to include coaching, job instruction, apprenticeship, committee assignment, job rotationinternship training, and training through procedural steps. Ngu (1994), affirms the fact that Off the Job training can be performed outside working atmosphere. It is hence conducted in classrooms, wherein theoretical knowledge is provided for enhancing their skills. Kulkarni (2013)further states and classifies Off the Job Training to include: class room lectures, Programme instructions, seminars, conference method, workshops vestibule training, modelling of behaviour, exercise, audio- visual method, case study method and so on.

Training and Development for Improving Knowledge and Skills of Employees:

One way to enhance and improve employee quality in terms of skill development is to provide ample training and development programs. This is due to the fact that there were ample references that state the skills, knowledge, and capabilities of talented employees are factors that provide competitive advantages for organizations in the global marketplace (Becker *et al.*, 2014). For organizations to effectively enhance such employee skills, knowledge, and capabilities towards performing well on their job, it is deemed that training programs are crucial towards providing support to all members of the organization. Hafeez and Akbar (2015) asserted the fact that when employees receive more training, they become more efficient.

The core principles of training focus on the provisioning of the meaningful inputs to employees which are associated with the relevant theories, and to consider effectiveness and efficiency features, employee differences and development in a continuous manner (Diab & Ajlouni, 2015). Employee training is referred to as the programs which aim at providing employees with necessary information, new development skills for enhancing the professional development opportunities (Elnaga & Imran, 2013). Training is related with the skills that should be possessed by an employee assist by collaborative working with other members towards achieving organizational objectives and goals (Truitt, 2011). Sabir *et al.* (2014) further reveal training as knowledge acquisition, skills, and abilities by development in professional facets. In a similar context, Singh and Mohanty (2012) stated that the employee training investments result in outcomes that are beneficial to the organization. Sutrisno (2011) asserts that education is the overall human interaction for full human development, and education tends to act as a process which evolves on a constant basis. Learners are taken as input, who prior experiencing the process of education process by using the goals of education: existing curriculum resources which result in certain capability outputs, so it could be asserted that it is the behavior change which includes knowledge, attitudes, actions, and appearance. Mangkunegara (2009) states “performance” as the achievements of individuals actually achieved. Job performance tends to act as the result of quantity and quality achieved by an employee towards fulfilling their duties in accordance with the responsibilities. Hasibuan (2006) examined the performance notion is the result of someone achieves in satisfying their duties which assigned to them on the basis of skills, experience, and determination as well as time (Aliman, 2017).

Training and Development for Improving Knowledge and Skills of Employees in Port:

The report of International Labour Office (2012), which has an established Portworker Development Programme (PDP) revealed some guidelines on port sector training with the

goal towards creation of a framework for training port-workers thereby meeting their objectives which encompass protection and promotion of health and safety; enhancing port-workers' skills and improving their professional welfare and status; protecting the natural environment and so on. This reveals that port gives training to their employees in order to enhance their knowledge and leadership skills with respect to handling specific work. Some reports highlighted the ports of various countries carried out their training program in specific to enhancing the leadership skills and knowledge of employees in port. The report of Business Optimization Training Institute (2017) examined the training program for employees in Cape town port trust in specific to enhancing the employee's leadership skills, this port carried out the training program called Leadership and People management training in order to make planning, leading, organizing, controlling all departmental function. The same report highlighted that the organization conducted various leadership related courses to their employees. Dale Carnegie Training (2017) noticed that Port of Spain handled training program for managers specifically leadership programs. American Association of Port Authorities (2016) also revealed that certificate program was given by port workers in order to get leadership skills. Texas port leadership academy also gives leadership training to port workers in specific to tracking system of employees (Cvent, 2017). Similarly, the report of Skills Portal (2017) noticed that Port Elizabeth conducted leadership training programmes for managers and team members. These studies revealed the training programmes for all the employees in port in common.

Specifically, dock workers, a person employed in a port to load and unload ships. Their role in port comes under labor job that requires physical strength and requires collaborative working in a team and good loading technology skills such as the use of forklifts. Dock Workers also take care of cargo inspection, and marks lost or damaged items. They further should keep track of cargo inventory and irregularities need to be documented. They are also responsible for standard maintenance of the dock and keeping the facility clean and operational. Hence those people require necessary skills and knowledge to handle all the above works. Basically, dock workers require the skillset that covers the knowledge of both a physical labourer and a manager who is detail-oriented. Furthermore, they should also be well-versed in usage of heavy machinery in a technical manner, and in safety procedures. Since dock workers are responsible for millions of dollars that are vested in cargo going in and out of major ports, these workers should keep track of details and should also spot any damaged or missing cargo.

Dock Workers generally tend to work in teams and should communicate and cooperate effectively. Some specific skills that are needed for dock workers include teamwork and communication, strength and endurance and attention to detail. Ocha in Belgium port gives special training for dock workers in handling heavy machines (Ocha, 2017) and carry out practice oriented training to enhance the skills of dock workers. Likewise, Montreal port has carried out various practical training for dock workers to increase knowledge and skill related to their respective work (Port of Montreal, 2014). Health and Safety practice was given by Irish port to their dock workers (Health and Safety Authority, 2017). Hooydonk (2014) also noticed special training programs for dock workers to enrich their leadership skills and knowledge to handle heavy materials. Safety training was given by Mumbai port to their dock workers to manage difficult situations as per the Safety, Health and Welfare Act, 1990 (Mumbai Port Trust, 2008). Dgfasli (2017) noticed the periodic training was conducted by all Indian ports for dock workers especially Chennai port. In addition, Chennai port Trust carried out Maritime skill development program for all workers and particular to dock workers due to enhance basic knowledge of vessel traffic management system and handling vessels operation (Chennai Port, 2017). Further, Chennai port gives several professional training courses to their employees to enhance their knowledge and skills and for dock workers, the training gives physical training, coordination and discipline training (Chennai Port Trust, 2017).

RESEARCH METHODOLOGY:

The leadership skills and knowledge of dock workers in port via training and development programmes in a chosen organization like Chennai port were analysed through secondary data collection method. The main objective of choosing the research methodology is towards reviewing the various perceptions of researchers towards achieving the aforementioned objective in both developing and developed nations. In this context, the collection of secondary data is identified to be suitable when compared with the collection of primary data. Quantitative research tends to examine and assess the data wherein the association between variables is also estimated; however, the huge sample size is required which increases research costs. However, the qualitative research method covers observation through direct interviews and is time-consuming. Both methods are not suitable to achieve the objectives of the present research. Since the researcher should understand the relationship between the different variables and is not possible for the present research, the interview is a difficult method to opt for this research. Against this backdrop, the present research adopted secondary research methodology. The secondary data collection was carried out in order to specifically review the case organisation like Chennai port. The reason for choosing these organisations is because of personal observation of researcher. The secondary research method is deemed to be resource and time saving wherein the bias is mitigated to the core by increased problem understanding. Various sources such as text books, peer reviewed articles, magazines and academic databases are referred to the research.

ANALYSIS AND DISCUSSION:

The review of the studies highlighted the training gives necessary knowledge, skills, and abilities for development of employees in any organization (Sabir *et al.*, 2014). In this aspect, Chennai port has carried out various training to different employees in various departments in order to handle various multiple works in port. Specifically, for dock workers who handling heavy works in port required necessary skills to manage all type of works. Hence, Chennai port gives numerous training to dock workers with respect to safety and environmental related programs, also carried out periodic training and specifically Maritime skill development program to enhance basic knowledge of vessel traffic management system and handling vessels operation (Chennai Port, 2017). In addition to this, Chennai port gives professional, physical, discipline and coordination training for dock workers (Chennai Port Trust, 2017). This clearly depicts that the dock workers getting enough knowledge and skills from training programmes carried out by Chennai port. However, with respect to leadership skills, there are not enough reports specified the leadership skills getting from dock workers from training programmes given by Chennai port, though, most of the workers getting basic knowledge and skills with regards to handle all respective works carried out in port. Contrary to this, Dale Carnegie Training (2017) report pointed out the programs given by managers in training program motivates the workers to get leadership skills. From the review, it is further noticed that various ports gave leadership programs to their workers individually (American Association of Port Authorities, 2016; Dale Carnegie Training, 2017). Especially these programs were mainly conducted for managers and related field people in India. These reports revealed that Chennai port needs to focus on leadership program in more specific to dock workers.

CONCLUSION:

From the above discussion, this paper noticed that dock workers getting required knowledge and skills from training programmes conducted by Chennai port, however, the reviews in relation to specific leadership skills for dock workers obtained from the port is restricted. Though, numerous studies specified that dock worker getting sufficient knowledge from Chennai port to handle heavy work in port. It is recommended from the study findings, future research should carry out in-depth research towards the dock workers leadership skills as considering this paper as a base for their work.

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