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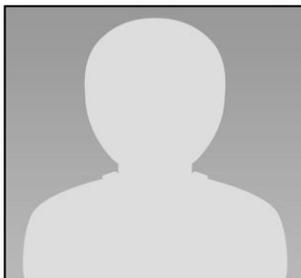
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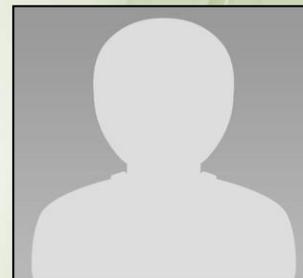
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**“Impact of Learning and Training Strategy at Bhilai Steel  
Plant to Creat A Culture of Excellence”**



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## Abstract

Competitive environment demands a culture of excellence. Employees have to get intellectually and emotionally committed to meet the challenges in terms of quality, cost and innovation for customer satisfaction. It requires development of appropriate skills and attitude and set personal examples of new behaviour to be followed by others working in the organization. Emphasis is given to orient the training to specific needs of the individuals or groups for the development of skills and their effective utilisation in suitable jobs. Training need identification in respect of standard operating practices and designing and conducting the training programmes contributes high quality product at lower cost. Thrust is given for the development of managerial competencies to facilitates operation in competitive situation. In the present paper, the approach adopted at Bhilai Steel Plant for competence development has been analysed in light of the present organizational requirements. Assessment of competency gaps through the process of evaluation, gives insight for training implementation strategy of the organisation, that make the most difference in bridging the skill-gap. It also brings out the positive impact of the competence development programs on organizational learning and performance.

**Keywords:** Competency gap, Human Resource Development, Assessment, Strategy, Evaluation.

## Introduction

Caught up in the endless race for competitive edge and cobwebbed market dynamics, organizations today can no longer hinge their growth strategies on resources which their competitors can gain access to easily. It is in this context that the 'soft' resources like organizational culture, reputation, relationship with stakeholders, and people become the differentiating factors. As more and more organizations evolve and realize that it is the people that they house within their walls who really are the engines of excellence, the scramble for developing talent (or competencies) within their own walls or acquiring talent from outside intensifies.

On one hand, it looks ahead at the unprecedented exciting opportunities in the form of optimistic steel outlook till 2020, large scale expansion and modernization, growing domestic market and unprecedented growth in its revenues and profits. On the other hand, it is bogged down, almost to the same extent, by rising inflation, government pressure to reduce steel prices, increasing input costs and competition from new entrants.

In the context of such paradoxical business situations, if, in the long run, the steel companies have to differentiate themselves from their competitors and at the same time, achieve sustainable growth, they have to do so, on the basis of their capability to leverage their human resources to their maximum potential. And, Bhilai Steel Plant can be no exception to this rule.

'Developing workforce for excellence' becomes very difficult in organizations where human resource development is not up to the mark. People are not exposed to new concepts and technologies and hence old ways of doing things appear to be the best option. Continuous learning and training through human resource development programmes serve as a significant trigger for 'competence development'. People come to know about new technological developments and therefore each training programme reinforces the dictum that new things have to replace the old concepts.

The purpose of the present study is to support the training function in the assignment of development measures for employees of Bhilai Steel Plant. It undertakes to identify elements of existing training and development approach which have proven to be applicable in organisational contexts. It also aims to find out the impact of competence development programmes on the organizational performance

At first, theoretical concepts of competence building and organisational learning is presented; second, it attempts to integrate approaches related to competence management and to organizational learning. Third, Training and learning strategies adopted at Bhilai Steel Plant has been illustrated. Next, impact of competence development programmes on the organization has been described and finally presenting the conclusion.

### **Theoretical Concepts: Competence building**

It has been argued that the success of today's businesses increasingly depends on their intellectual assets, as opposed to their tangible resources (Sveiby, 1997; Stewart, 1997). Among other things, these assets include knowledge and skills of the workforce. Several organizational disciplines have attempted to find ways to leverage these assets.

From a *Strategic Management* point of view, the question has been how organizations are able to use the assets to secure a persisting competitive advantage. Ever since the influential publication of Prahalad & Hamel (1990), who coined the term "core competence", human expertise has been seen as an important ingredient in the mix of a company's systems, technologies, physical location and infrastructure that make up this competence.

*Competency* is defined as an *underlying characteristic* of an individual that is *causally related* to *criterion-referenced effective and/or superior performance* in a job or situation. There is now a rather long tradition of Competency Management approaches within HRM research and practice. Many researchers have credited the start of the competency movement within the HR field to an article by David McClelland (1973). McClelland's work has since been elaborated on and adapted by himself and his colleagues to suit the needs of the business world (Boyatzis, 1982). This includes methods to derive job requirements for any position (Klemp & McClelland, 1986) or providing readymade competency models for specific positions (Spencer & Spencer, 1993).

### **Organisational Learning**

According to Dodgson (1993: 376-377), "economists tend to view learning either as simple quantifiable improvement in activities or as some form of abstract and vaguely defined positive outcome". Within the learning context, it should point to the need for sharing insights, knowledge, beliefs and goals in order for the collective aspect to prevail and the organization to learn, that is, for the company to build its own reality and memory that will be the basis of future learning.

### **Organizational Learning and Competence Development**

The works developed by organizational learning researchers (Kolb, Argyris, Senge, Sitkin and Leonard-Barton), illustrate the competence development approach. David Kolb's (1971) approach is focused on the Experiential Learning Cycle. Argyris (1992), in turn, puts forward the debate on the gap between exposed theory and in use theory (discourse and practice). Senge (1990), based on the development of Five Disciplines: Personal Mastery, Mental Models, Team Learning, Systemic Thinking, Common or Shared Vision, indirectly

approaches the issue of competence. According to Leonard-Barton (1995), competence must be seen as a system. According to Sitkin (2000), the most effective organizations shown in the literature are those that integrate formal and informal control practices.

### **Training and learning strategies adopted at Bhilai Steel Plant**

Bhilai Steel Plant is a learning organization. It has got a well defined HRD Policy in line with Business goals. At the apex level, Training Advisory Board (TAB) sets the direction for the Training Strategy, taking into account the business scenario, business goals, thrust areas and the inputs from Heads of Training, Heads of Personnel and Training advisory committee.

In line with the direction from Training advisory Board, Training Advisory Committee (TAC) which is chaired by the Chief Executive Officer and represented by all Zonal and Departmental Heads takes into account the Competency gaps, organizational learning needs and thrust areas which are included in the Annual Training Plan (ATP). The TAC also reviews the Training infrastructure, Training target and training effectiveness.

### **Training Implementation Strategy**

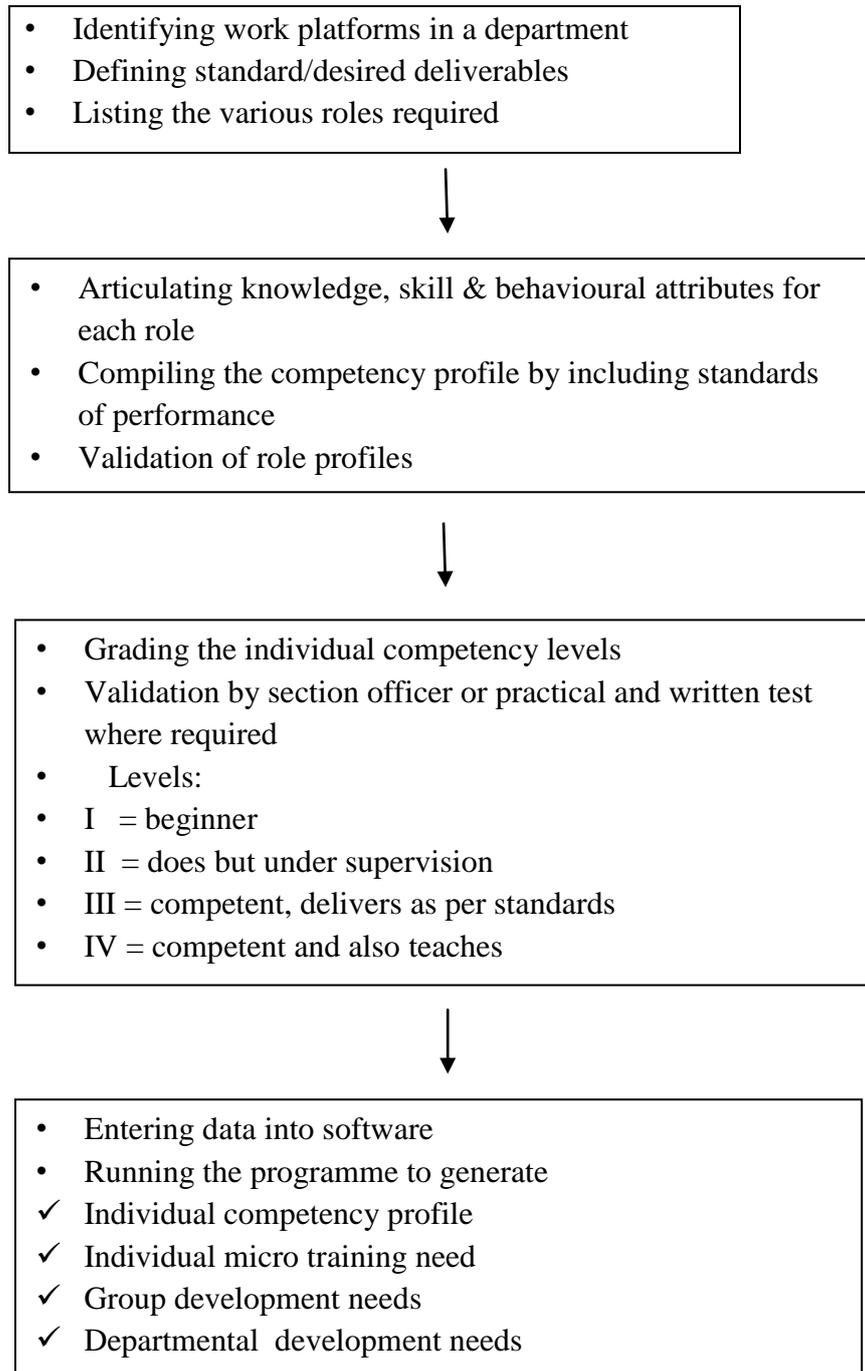
The training need is derived out of the organizational thrust areas, the competency gaps identified at individual and Group level for required training inputs in enhancing Knowledge/Skill/ attitude level.

The Annual training Plan (ATP) is prepared taking into account the individual/Group/organizational requirement. The training is imparted either in-house or through outside faculties depending upon the resource availability.

### **Competency Assessment**

Competency Assessment of Executives in the area of Managerial Competency and Functional / Technical Competency is done by respective reporting / reviewing officers as part of appraisal review interviews and is reflected as developmental needs for the individual. For corporate cadre executives need assessment forms elaborating the job profile, activities performed and areas of competency gaps are assessed by the HOD and sent to Management Training Institute (MTI) of SAIL.

### Model for Assessment of Competency Gap for Non Executives



### Need for Competency gap identification

- The competency gaps are identified based on the following strategic initiatives:
- Developing the employee to acquire higher proficiency in his existing area of job / Performance.
  - Developing the employee competency in a related new area in the same job cluster / work platform.
  - Developing generic competencies in employees to cope up with advancements in technical, technological and managerial areas.

- Initiate the development of employees in the organizational thrust areas

### **Programme Evaluation**

The model used for evaluation of training effectiveness is based on KIRK PATRICK model **Reaction level** effectiveness is feedback from trainees, **Learning level** effectiveness is based on knowledge shift, **Application level** effectiveness is based on feedback received from HOD on applying learning to work situation, **Result Level** effectiveness is evaluated for objectives which are in terms of tangible/quantifiable form like yield, production, reduction in defects etc.

### **Impact of Training / Learning**

Impact of Training Programmes was analyzed based on the survey undertaken to study the effectiveness of training programmes conducted at HRDC and BMDC, POWER (People Oriented Workshops for Enhancing Results), Multiskill Training Programme and impact on work efficiency of employees of Bhilai Steel Plant.

It was found out that men faced hurdles in their functioning due to lack of training, lack of discipline, improper utilization of manpower, lack of knowledge about new technology. It was felt that proper training should be given to every person for doing each task. Inter team sensitization, collaboration and Computer training would go a long way in motivating the workers. Workforce need to be trained for proper planning, communication and coordination to avoid wastage of time.

### **Conclusion**

The steel companies have to differentiate themselves from their competitors and at the same time, achieve sustainable growth on the basis of their capability to develop the workforce through training and learning. Individual competencies (knowledge and skills) are important element in the management of strategic competitive advantage. Organizational learning has the basic premise of permanently developing strategies and proceedings in the process of acquisition and dissemination of knowledge, which directly relates to competence development. Bhilai Steel Plant as a learning organization has got a well defined HRD policy to take into account the thrust areas of training and development for meeting organizational goal. Organizational, Group and Individual competencies are assessed and accordingly Training Needs are identified based on structured models. Training and development activities empower the workforce and make them realize to act proactively to achieve their targets. This results in improved performance of the organization.

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### List of Table

**Table 1: Identification of Training Needs**

There is a structured model for training need identification.

<b>Organizational Training Needs</b>	<b>Group Training Needs</b>	<b>Individual Training Needs</b>
Training Advisory Committee	Performance Parameter Deviations	Development Needs from Self Appraisal
Head of Training	Enhanced Targets/ Technology	Competency Gap Assessment
Head of Personnel	Project /Task Force Teams	Reaction Level Assessment
Performance Gaps	Internal Customer Satisfaction & Training Advisory Committee	Supervisor's Assessment
Benchmarking		
Feedback from System		