Chapter-5

Training Programme
Training Programme

5.1: Introduction

Training programme is designed to help new employees to adjust to the workplace successfully. Training programmes include the formal ongoing efforts of organizations to improve the performance and self-fulfillments of employees. In the modern workplace, these efforts have taken a broad range of applications, from training in highly specified job skills to long-term professional developments, and are applicable to all sorts of employees ranging from line staff to the chief executive officer.

This chapter endeavors to outline the importance of training programmes along with description of the training methods available in general. It also deals with the training programmes that are being conducted in Rourkela Steel Plant (RSP) vis-à-vis its parent organization the SAIL and other competing steel majors in India namely, Tata Steel and JINDAL.

5.2: Training programmes

Training programmes have very specific goals such as operating particular machinery, understanding a particular process, performing certain procedures with great precision. Training programmes are typically tied to a particular subject matter and are applicable to that subject only. Developmental programmes, on the other hand, are centers of cultivating and enriching broader skills useful in numerous contexts. If training programmes are structured and conducted in a meaningful way, it can make employees feel valued. Good training programmes can help employees to represent the best interests when difficult situation occurs and ongoing training programmes can reduce employees' turnover and promote loyalty. Training programmes are used to ensure that the new employees acquire the basic knowledge to perform the given job satisfactorily.
Training programmes are important components in the process of developing a committed and flexible high-potential workforce and socializing new employees. In addition, these programmes can save employers’ money, provide big returns to an organization because the organization that invests money to train its employees enjoys dividends³.

Components of a good training programme are the trainer, the trainees, the curriculum, the training materials, the time and sequencing, the location and the physical facilities and training equipments used⁴.

The objectives of employees training programme are⁵:

1) to prepare employees to meet the challenging needs of the job and the organization;
2) to provide knowledge and skills to the new ones to perform their job well;
3) to coach employees for more complex and higher level jobs; and
4) to educate employees in an innovative ways to perform their jobs.

5.2.1: Importance of training programme

The Training programmes deal with the design and delivery of learning to improve performance within the organization. After hiring the employees, the next step is determining their training and development needs. As some new employees are not experienced to their work, they need special training to perform effectively and efficiently⁶. Different organizations conduct different types of training programmes according to their available resources and requirements. Organizational problems, major or minor, can be solved by various training programmes as training programmes play an important role to manage the change in the organizational structure.

Training programmes are also important to cope up with the changes in technology and with diversity within the organization. Today, because of the unprecedented technological changes, training programmes emphasize on transforming the organizations to learning organizations. Training programmes also create healthy
and friendly environment to learn. Training programme is important to avoid the wastage of resources and time and improve productivity. Training programme is important to all members of the organization because it acts as a method of motivating the employees in the organization and to improve their morale, and quality of performance.

5.2.2: Steps in training programme

The steps in training programme generally include-

1. Identification of training needs
2. Preparation on the part of the trainer
3. Preparation on the part of the trainee
4. Explanation and demonstration of the operations
5. Follow up and feedback

Identification of training needs

The needs of each employee should be identified and the programmes should be developed that are best suited to the employees' needs.

Preparation on the part of the trainer

The trainer must do his home work well and must know what to teach and how to teach and should deliver in a manner that the trainees do not lose interest in the job.

Preparation on the part of the trainee

The trainees should remain active and should know that why they are being trained and may raise questions to the trainer for clarification of any doubts during the training.

Explain and demonstration of the operations

The trainer should explain the logical sequence to perform the job systematically and explain the entire job thereby inducing the trainee to demonstrate that he can do
the job in the right manner. And through repetitive practices, the trainee acquires the skill of doing the job better.

Follow up and feedback

The trainee should be given feedback on how well he performed the job and should be asked to give a feedback on the effectiveness of training programme.

5.2.3: Training methods

Even though there are a number of methods, only few methods are used normally in all the training programmes. Some of the training methods normally used in the organizations are- On-the-job training and Off-the-job training.

5.2.3.1: On-the-job training

This is considered to be the most effective method of training. Under this method, the worker is trained on-the-job, i.e., in his work place. This method enables him to get training under the same working conditions and with the same processes, materials and equipments that he will be using ultimately.

Effectiveness of on-the-job training depends primarily on qualified trainers. On-the-job training is the most efficient and effective method of training for the employees because it satisfies the three basic laws of learning, i.e., (1) The law of readiness; 2) The law of exercise; and 3) The law of effect.

The various ‘on-the-job’ training methods are (1) Coaching, (2) Job rotation, (3) Understudy, and (4) Multiple management.

Coaching

In coaching, the trainee is placed under a particular supervisor who acts as an instructor and teaches job knowledge and skills to the trainee. The executive, apart from asking them to do the routine work, may ask them to tackle some complex problem by giving them chance to participate in decision making.
Job rotation

The transferring of executives from job-to-job and from department-to-department in a systematic manner is called job rotation. The idea behind this is to give him the required diversified skills and broader outlook which are very important at the senior management levels. Job rotation increases the inter-departmental cooperation.

Understudy

An understudy method may be chosen by the Department or its Head. In this case one can learn the decision-making skill as his superior involves him in the discussion of daily operating problems as well as long-term problems. The leadership skills can also be taught by assigning him the task of supervising two or three people of the department.

Multiple management

Multiple management is a system in which permanent advisory committees of managers study the problems and make recommendations to higher management. It is also called the Junior-board of executives system. These committees discuss the actual problems and provide different alternative solutions to facilitate decision making.

5.2.3.2: Off-the-job training

Off-the-job training methods are of various types. Common of them being (1) Lecture, (2) Discussion, (3) Role play, (4) Case study, (5) Exercise method, (6) Application project, (7) In-Basket(In-Tray), (8) Business games, (9) Sensitivity training(Group dynamics), (10) Experimental learning method, (11) Demonstration method, and (12) Problem based learning. Each of these methods has been discussed in brief as follows:

Lecture

Lecture is an efficient way to transmit a large amount of information to learners in a short period of time. Since the purpose of some training programmes is to raise awareness or supply information, lecture can be an appropriate way to do that.
Discussion

In discussion method, knowledge, ideas and opinions on a particular subject are freely exchanged among the trainees and the trainer. A discussion is usually effective in emerging learners and encouraging participation. One way to stimulate a discussion is to pose questions to the group that builds interest. The discussion method is an excellent way in which new insights can be stimulated because learners can present diverse perspectives, experiences and opinions.

Role play

Role playing is suitable where the subject is near-to-life practice. The trainees can practice and receive expert advice and get the feel of the pressures of the real life situation. Role playing gives the participants varied experiences which are of much use to understand people better.

Case study

A history of some event or set of circumstances, with the relevant details, examined by the trainees' amounts to case study. It provides opportunities for exchange of ideas and consideration of possible solutions to problems the trainees will face in the work situations.

Exercise method

Trainees are asked to undertake a particular task, leading to a required result following lines laid down by the trainers. Exercises may be used to discover trainee's existing knowledge or ideas before further information or new ideas are introduced. It is suitable for any situation where the trainees need to practice by following a particular pattern or formula to reach required objectives.

Application project

Similar to an exercise but giving the trainee much greater opportunity for the display of initiatives and creative ideas is refereed to be called as the application project.
The particular task is laid down by the trainer but the lines to be followed to achieve the objectives are left to the trainee to decide.

**In-Basket (In-Tray)**

Trainers are given a series of files, papers and letters that requires dealing with at their place of work. Then trainees take action on each piece of work. The results are marked and compared. The simulation of the real situation aids the transfer of learning from the training to the work situation. It is also useful for developing attitudes towards the work.

**Business games**

Trainees are presented with information about a company such as its financial position, products, markets, etc. and then decisions are made and actions are taken. The probable result of these decisions in terms of profitability is then calculated.

**Sensitivity training (Group dynamics)**

This type of training is referred to as T-group, L-group or Sensitivity training. T and L stand for training and learning respectively. The main purpose is to provide the trainee insights about his own behavior, about inter-personal relationships and groups and organizational processes. Trainees are put into situations in which the behavior of each individual in the group is subject to examination and comment by the other trainees. It increases skill at working with other people and is a valuable way of learning the skills of communication.

**Experimental learning method**

Experimental learning is an action-oriented behavioral situation in which the participants generate their own data about each of the key concepts. The following quotation generates the importance of experimental learning (ICFAI University Press 2006):

"I hear and I forget,
I see and I remember, and
I do and I understand".

113
To get the best from experimental methods, the trainer must be a good observer of behavior.

**Demonstration method**

The demonstration method is the way of imparting skill by an experienced trainer performing the activity, telling the trainee how to do the task, showing the trainee the movements involved and coaching the trainee while he practices.

**Problem based learning**

A problem exists when there is a gap between what is expected to happen and what actually happens. The two processes are closely related and a decision is always needed in the choice of the problem's solution. We can say, it is decision making process of problem solving that presents a choice of more than one course of action requires and finally, a decision is needed. Managers must be able to identify problems, analyses complex situation and exploit the opportunities presented.

A summary of the On-the-job and Off-the-job training methods have been depicted in Figure 5.1.
5.3: Training methods in practice in the Indian Steel Industry

This section deals with exploring the various training methods found in vogue in the Indian Steel Industry beginning with RSP.

5.3.1: Training method(s) in RSP

The training methods in Rourkela Steel Plant (RSP), offer something for everyone from pre-employment preparation for the first job to pre-retirement courses for those who are due to retire soon.

The range of training methods in RSP is such that it can provide opportunities to the unskilled to become skilled and to the employees to be promoted to various levels. The specific training methods adopted in Rourkela Steel Plant are\(^\text{10}\).
(i) **On-the-job training**

In RSP, the on-the-job training method is emphasized to train the individual on the work he is actually engaged with. Under the technique, employees of RSP placed in a new job are told how to perform. Employees are coached and instructed by skilled co-workers, supervisors, special training instructors. The various on-the-job training methods used in RSP are: specific job, position or job rotation, apprenticeship and special assignments.

(ii) **Class-room (or off-the-job) methods**

RSP also provides off-the-job training when training is not a part of every day job activity. Under the arrangement, a trainee has to leave his place of work and devote his entire time for training.

5.3.2: **Training method(s) in SAIL**

The choice of method(s) of training depends upon the cost, time available, number of person to be trained, depth of knowledge required, background of trainees etc. The training methods of SAIL are found to be:

(i) **On-the-job training** comprising of

1. Job instruction training (JIT)
2. Vestibule training (training center training), and
3. Apprenticeship.

**Job instruction training**

Job instruction training is primarily used to teach workers how to do their present jobs. Majority of the training at SAIL is on the job training which is conducted at the work place in the context of the job. The trainee repeats the jobs until the job is mastered.
Vestibule training

At SAIL, vestibule training is performed in a special area set aside for the purpose and not at the workplace by placing emphasize on learning skills.

Apprenticeship and coaching

At SAIL, apprenticeship and coaching is involved for learning from more experienced employees. They are also supplemented with other off-the-job methods for effectiveness. SAIL uses this approach with high levels of participation and facilities. By following this method, SAIL focuses on productivity as well as on learning and maintaining skilled workforce. As the participation, feedback and job transference is found to be very high in SAIL, one can expect immediate returns from training, almost as soon as the training is over.

(ii) Off-the-job training comprising of

1. Lecture
2. Audio/Visuals, and
3. Case study

Lectures

SAIL uses lectures method for verbal presentation of information by an instructor to a large audience. SAIL uses this method for large groups as the cost of training per employee is very low.

Audio/Visual

SAIL also uses an extension of the lecture method, i.e., audio/visual that includes slides, OHPs, videotapes and films to provide a range of realistic examples of job conditions and situations in the required period of time and also to improve the quality of presentation to a larger extent.
Case study

SAIL has used case study method to analyze, developed alternative solutions and to promote decision making skills. They used this method to enforce the attitude of an individual.

5.3.3: Training method(s) in Tata Steel

Tata Steel has in-house training facilities both for technical and managerial training, through its Technical Training Institute and Tata Management Development Centre (TMDC), respectively. Any advanced level training requirements, both technical and managerial, are met through external programmes. Further, Tata Steel practices follow broadly two methods for training (i) internal training, and (ii) external training.

The internal training is conducted by in-house faculty and the trainer knows the target audience.

External training is conducted by external faculty. The course content is decided keeping in mind the cross-section of participants, their position, the jobs they handle and expected improvements in them. The trainer is informed about the training requirements. The trainer then comes with the proposal about the subject to be covered in the training programme, the duration of the training programme, the venue of the training programme, the infrastructure requirements, and the cost of training programme. If the proposal is accepted, the date for the training programme is fixed. The contents of the programme are then informed to the participants.

Table 5.1 represents the focus area of training programme conducted at Tata Steel and the corresponding target group.
Table 5.1: Focus areas and the target group of training programme conducted at Tata Steel

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Target group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality</td>
<td>All grades</td>
</tr>
<tr>
<td>2. Cost reduction</td>
<td>All grades</td>
</tr>
<tr>
<td>3. Growth area</td>
<td>Officers and Workmen</td>
</tr>
<tr>
<td>4. Functional/Technical</td>
<td>Divisional Operational and Maintenance staff</td>
</tr>
<tr>
<td>5. Developmental Programmes</td>
<td>Recommendation from HOD</td>
</tr>
<tr>
<td>6. Team building</td>
<td>Functional teams</td>
</tr>
<tr>
<td>7. Technology</td>
<td>Engineers</td>
</tr>
<tr>
<td>8. Leadership development</td>
<td>Senior Leaders</td>
</tr>
<tr>
<td>9. Performance measurement and improvement</td>
<td>Officers</td>
</tr>
<tr>
<td>10. Organizational transformation</td>
<td>All employees</td>
</tr>
<tr>
<td>11. Safety</td>
<td>All grades</td>
</tr>
<tr>
<td>12. Values and CSR</td>
<td>All grades</td>
</tr>
<tr>
<td>13. On-the-job training</td>
<td>Engineers, operators and workmen</td>
</tr>
</tbody>
</table>


Training delivery methods are decided based on the topic, content, objectives, number of participants, duration of training, past feedback and recommendations of the faculty. There are various training delivery options being followed by Tata Steel including lecture, case studies, role plays, on-the-job, project based learning, distance learning, seminars and conferences, video sessions, demonstrations, mentoring, and group discussions.

Programmes conducted in-house are designed in consultation with the target group and in-house experts to seek views on the topics to be covered, mode of delivery and case studies to be included. Detailed discussions are held with prospective faculty. Prior to finalizing the design, the faculty meets a cross-section of employees who are the likely participants and their department heads to get a feel of the actual
requirements. Feedback received from participants and departments' regarding the programme design and delivery is reviewed and suitable corrections are made regularly.

5.3.4: Training method(s) in JINDAL

JINDAL has also emphasized on-the-job as well as off-the-job training programmes.

(i) On-the-job training

JINDAL delivered on-the-job training to their employees while they perform their regular jobs. The time-table is so designed as would enable periodic evaluation and consequent information to the employees about their progress.

(ii) Off-the-job training

JINDAL also offers various kinds of off-the-job training which includes lectures, special study, films, television, conferences and discussions, case study, role playing, simulation, programme instructions, and laboratory training.

5.4: Training programmes in practice in the Indian Steel Industry

5.4.1: Training programmes in RSP

The technical institute was established in the year 1959 to impart professional training to new entrants and the employees of the Hindustan Steel Limited. Since its inception it has not only equipped the employees of RSP to discharge their responsibilities but also has extended similar assistance to the employees of other units of SAIL. With the passage of time the activities of the institute got expanded with a rename as ‘Training and Development Centre’ in 1985 and subsequently as HRD centre in August, 2000. This centre has been conducting Training programmes towards reinforcement of employee’s competence. Today the centre has grown to a position through imparting professional training to new entrants as well as the employees of RSP to bridge the ever-increasing gap of skill, knowledge and experience. Based on the training need received from the different departments,
Annual Training Plan (ATP) is prepared indicating the training programmes to be conducted in each thrust area and number of employees to be trained. This is discussed and approved by the apex body before being included in the APP (Annual Performance Plan) of the organization. In HRD centre, the training is imparted in the following broad areas:

(i) **Induction training**

All new entrants of RSP are trained in the HRDC before being posted to their departments. Specific training scheme has been prepared for each of the categories of trainees and training is imparted based on the same. For executives joining as Management Trainees and Jr. Manager (Finance), induction programme is held at the plant or the Management Training Institute, Ranchi followed by plant training and for non-executives category, i.e., the Senior Technician cum Operative Trainees, Technicians cum Operative Trainees, Semi Skilled Worker Trainees and Trade Apprentices, that separate training modules are designed consisting of training in HRDC as well as on-the-job training in the department.

(ii) **Competence enhancement**

This area is divided into sub areas like the (1) Technical skill development training, (2) Redeployment training, (3) Multi skill training, (4) Managerial training, (5) Specific areas training, (6) Foreign and External training, and (7) Other area which may be briefly discussed as under:

**Technical skill development training**

Technical skill development training programme includes Basic engineering skill, Unit training, Hi-tech training and department specific programmes, Systematic maintenance management, Technology awareness programmes, and Performance excellence workshops etc.
Redeployment training

Employees transferred to other departments are imparted redeployment training to familiarize with the new departments and job assignments.

Multi skill training

For promotion policy, the non-executive employees are to be trained in all the jobs they have to perform in a job cluster.

Managerial training

The objective of managerial training is to make the managers aware of the changing business scenario and understanding the role of individual in achieving the organizational objectives. Managerial training includes general management programmes and specific managerial skill development programmes like planning, counseling, emotional intelligence etc.

Specific areas

Specific areas like safety and health, environment control, occupational hazards and stress management are addressed through programmes like safety, environment fire control management, cost control and cost reduction, energy conservation, quality control tools and problem solving workshops.

Foreign and External training

All training programmes in which employees are sponsored abroad come under ‘Foreign’ whereas outstation programmes conducted by agencies other than SAIL and its units for which employees are sponsored are covered under the ‘External’ training.

Other areas

Various workshops/seminars, and Hindi training programmes are conducted for employees of RSP as well as employees of sister units of SAIL.
5.4.2: Training programmes in SAIL

In SAIL, the training activities are steered and guided by the Training Advisory Board (TAB). This Board is headed by the Chairman, SAIL wherein the Managing Directors of all the constituent Steel Plants and the Functional Directors of SAIL are the members.

Some training programmes of specialized nature that have been conducted at MTI, SAIL through external agencies are advanced programmes in computers, E-commerce, accounting standards, administrative vigilance, and corporate governance. In addition to the regular MDPs, SAIL has initiated, through its MTI, a number of innovative training interventions focused on key organizational issues like the 15-

(i) Learning from Each Other (LEO) workshops

These workshops provide a structured process for sharing of best practices between plants by facilitating learning from experience which is organized during the year. The aim is to provide the best practices, methods and techniques followed by SAIL and its other units in specific identified areas and techniques to sustain these practices through interaction with each other.

(ii) Skill gap analysis exercise

Skill gap analysis exercise was initiated in 2004-05 at Bhilai Steel Plant (BSP), Durgapur Steel Plant (DSP), RSP and the Bokaro Steel Plant (BSP).

(iii) Others

Some of the other areas that SAIL has addressed through training are:

1. Advanced management programme
2. Customer relationship management
3. Communication and presentation skills
4. Negotiation skills
5. Managing self and team
6. Enhancing managerial effectiveness
7. Time management
8. Cost control by design
9. Brand management, and
10. Problem solving and decision making.

Advanced management programme

The advanced management programme is organized for newly promoted General Managers of SAIL with the aim to enable the participants understand the emerging business opportunities and challenges.

Customer relationship management

Customer Relationship Management programme is to enhance customer value through managing customer relationships more effectively.

Communication and presentation skills

The aim of communication and presentation skill programme is to enable the participants to manage the work situations effectively through enhanced communication and presentation skills.

Negotiation skill

Negotiation skill programme helps participants to appreciate negotiation and develop effective negotiation strategies for delivering results in the workplace.

Managing self and team

The aim of this programme is to enable the participants develop self-capability and strong orientation towards work in teams.

Enhancing managerial effectiveness

This programme focuses on making participants aware of the changing business scenario to achieve organizational goals and acquire the managerial skills that is essential for their role transition.
Time management

Time management programme develops skills in managing time effectively for achieving organizational goals as well as the objectives of life.

Cost control by design

Cost control by design programmes enable participants to realize the increasing significance of profitability as a strategic tool for competitive advantage, to understand and to interpret the cost information for cost reduction and to plan innovative measures for cost reduction.

Brand management

The aim of the brand management programme is to create understanding about the significance of brand management and provide tools and techniques for effective management of brands.

Problem solving and decision making

The problem solving and decision making programmes aims at helping the participants in improving their problem-solving and decision-making skills under the increasingly demanding nature of managerial jobs.

5.4.3: Training programmes in Tata Steel

Keeping in view the large number of its employees and their training needs, Tata Steel organizes the following types of training programmes:16:

1) 4-tier management development courses
2) Functional and cross-functional courses
3) Orientation course
4) Need-based seminars
5) Lecture meetings
6) Evening programmes.
These courses are meant for junior management level, management trainees and supervisors. Besides the above, there are various courses on technical aspects like maintenance, production techniques and controls and systems analysis. In these programmes only technical people are taken. Four-tier management development programmes are normally run on the following lines:

**Tier-I:** 6-day supervisory development course for assistant foremen and foreman.

**Tier-II:** 6-day senior supervisory development course for assistant general foremen/general foremen, assistant engineers/engineers.

**Tier-III:** 12-day management development course for heads and assistant heads of departments.

**Tier-IV:** 5-day senior management development course for senior executives.

The company offers refresher courses for supervisors, senior supervisors and managers. The duration of these courses is for three days. Functional and cross-functional courses are offered in the areas of materials management, systematic management, work simplification, job safety etc. There are occasional programmes on specific areas like manpower planning and performance appraisal. In addition, need-based seminars, panel discussions and film-aided discussions are also held. Senior managers are also sent for training at Tata Management Training Centre (TMTC), Administrative Staff College of India, and Indian Institutes of Management.

For conducting programmes on safety, health and environment, training needs are revisited quarterly and half yearly to include the changing business requirements. The Tata Management Training Centre (TMTC) has been positioned primarily as an in-house training centre with the aim to provide training to high performers within the group and to act as a catalyst of change for the executives. TMTC's training programmes are designed to develop leadership traits. The institute tries to make the training need based by encouraging participants to implement programme inputs in actual situations. The training methodology stresses on project orientation and action learning. So, participants are required to discuss various issues, problems and plans concerning their organization and are then provided the opportunity to develop
solutions by interacting with a world-class faculty. The Brand Equity Business
Promotion Programme and the Tata 'Code of conduct' programmes are also
organized.

5.4.4: Training programmes in JINDAL

In JINDAL, the training programme is imparted in the following ways17:

(i) Internal training programme

If the number of people identified with a specific need is large, then the programmes
are held within the organization by using the available resources like people with
professional expertise. The annual training plan is drawn by the Human Resource
Department based on the identified needs. This is circulated every year during the
month of July, along with all details regarding the programmes.

(ii) External training programme

In the event of number of employees being identified with a specific area of
improvement being few, then the Division/Department Head communicates to
Human Resource Department the need for identifying institutes where they can be
deputed. The training calendar from various institutes is available with the Human
Resource Department for helping managers to take necessary decision.

The immediate superior will initiate the nomination after discussion with the
concerned employee. The nomination form is then sent to the Human Resource
Department, justifying the needs of employee to attend the programme and the
action plan, which would be drawn up after the completion of the course. Human
Resource Department will process the nomination and make necessary payments to
the institutes/agencies.

5.5: Training programmes in RSP, SAIL, Tata Steel, and JINDAL: A
comparison

RSP is engaged in a better way in the process of developing a workforce, which
continuously strives for excellence in all spheres of competence-knowledge, skills
and attitudes leading towards the achievement of goals. RSP identify, nurtures and develops human potential to meet positive work culture, leadership, team building and competency mapping.

RSP conducts safety training, work observation, technical training, advanced maintenance systems, automation, fire fighting and rescue operation training, induction training and reviews of process and posting training. Besides that RSP also conducts departmental familiarisation training, departmental essential equipment training, basic management programme, basic computer programme training, on-the-job training with shared responsibility, departmental maintenance practical training, special class room training, enhancing supervisory skill, etc.

The objectives of the training programme of RSP are:\n
1) know about its units, products, vision and mission;  
2) learn about steel making and rolling technology;  
3) acquire skills of supervisor and management;  
4) learn about the essential equipment in their department; and  
5) understand automation and modern maintenance practices followed in the plant.

During the past few years, SAIL has witnessed a steady rise in production, productivity and profitability. Now, this is a time for adopting a responsive and proactive approach and a time that calls for to maximize contribution and commitment to the organizational priorities. Table 5.2 represents the portfolio of training programme at SAIL through its MTI.
Table 5.2: Portfolio of SAIL’s training programme

<table>
<thead>
<tr>
<th>General Management Programmes</th>
<th>Advanced Management Programmes (AMP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Senior Management Programmes (SMP)</td>
</tr>
<tr>
<td>Holistic Management</td>
<td></td>
</tr>
<tr>
<td>Enhancing Managerial Effectiveness (EME)</td>
<td></td>
</tr>
<tr>
<td>Strategic Management</td>
<td></td>
</tr>
<tr>
<td>Skill Enhancement Programmes</td>
<td>Management of Systems and Monitoring</td>
</tr>
<tr>
<td></td>
<td>Negotiation Skills</td>
</tr>
<tr>
<td></td>
<td>Communication and presentation Skills</td>
</tr>
<tr>
<td></td>
<td>Problem Solving and Decision Making</td>
</tr>
<tr>
<td></td>
<td>Training of Training Officers (TOTO)</td>
</tr>
<tr>
<td></td>
<td>Managing Self and Team</td>
</tr>
<tr>
<td>Functional Management Programmes</td>
<td>Total Quality Management</td>
</tr>
<tr>
<td></td>
<td>Customer Relationship Management</td>
</tr>
<tr>
<td></td>
<td>Cost Control by Design</td>
</tr>
<tr>
<td></td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>Special Programmes</td>
<td>Leadership through principle</td>
</tr>
<tr>
<td></td>
<td>Developing global managers</td>
</tr>
<tr>
<td></td>
<td>Leading for innovation and creativity</td>
</tr>
<tr>
<td></td>
<td>Corporate Social Responsibility</td>
</tr>
<tr>
<td></td>
<td>Corporate Governance</td>
</tr>
<tr>
<td></td>
<td>Strategic Brand Management</td>
</tr>
<tr>
<td>Programmes on Computer</td>
<td>Advanced programme on various software, hardware.</td>
</tr>
<tr>
<td>Project Management Programmes</td>
<td>Project management</td>
</tr>
<tr>
<td></td>
<td>Integrated approach to project management.</td>
</tr>
</tbody>
</table>

Source: [http://www.sail.co.in/pdf/MTIM.pdf](http://www.sail.co.in/pdf/MTIM.pdf).
Tata Steel recognizes the importance of continuous enhancement of knowledge, skills and capabilities of its employees and has invested greatly in education, training (both on and off the job) and development. A climate conducive to enhancement of knowledge, skills and capabilities of its employees is an integral part of the training process at Tata Steel with various programmes being designed keeping the career progression and employee performance in view.

Tata Steel training and development programme comes from two institutes mainly:

**Shavak Nanavati Technical Institute (SNTI)**

SNTI has kept pace with changing technologies by constantly developing new training schemes and infrastructure to meet every emerging need. SNTI also takes care of the overall development of individuals by carrying out various exploratory tasks. SNTI ensures that at the end of any training course, the learners become proficient to take the responsibilities required in the hierarchy of management.

**The Tata Steel Management Development Centre (TMDC)**

TMDC has served as a model for in-house management development for several Indian and multi-national corporations in the country. TMDC's training programmes are designed to develop managerial competencies and leadership behaviour consistent with Tata values and practices.

TMDC engages in the following activities:

1. Orientation training for new recruits.
2. Management development Programmes.
3. Functional training programmes.
4. In-company programmes for Tata Group employees.
5. Customised programmes for non-Tata group companies.
7. One year part-time (evening) certificate course in foremanship & supervision.
JINDAL has a technologically proficient and business oriented human resource to successfully address the challenges and growth opportunities. The basic objective of imparting training to the employees in JINDAL is ‘improving performance of the company through people’. In JINDAL, training is a method of imparting and developing specific skills for a particular purpose. JINDAL considers training as the future of an individual.

A summary of the above described comparison of training programmes at RSP, SAIL, Tata Steel, and JINDAL may be given as in Table 5.3.

Table 5.3: Training programmes at RSP, SAIL, Tata Steel, and JINDAL

<table>
<thead>
<tr>
<th>Parameters</th>
<th>RSP</th>
<th>SAIL</th>
<th>Tata Steel</th>
<th>JINDAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training methods</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Training facilities</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Planning and organizing the program</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Focus on specialization</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>NA</td>
</tr>
<tr>
<td>Own training centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Coverage area (Updating technology)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note: SAIL ➔ Steel Authority of India Limited, RSP ➔ Rourkela Steel Plant,
Y ➔ Yes, NA ➔ Not Available

5.6: Conclusion

On the basis of training need assessment, the process of designing a training program is begins. A well designed training programme will create better opportunities for learning. Training programme provides comfortable environment that helps to increase the satisfaction of the employees. Training programme is the
process of imparting specific skills and create learning opportunities which are
designed to help the employees to grow.

Training is considered an activity where an expert and a learner work together
effectively to cope with the change and to have a competitive edge over other
organizations like RSP, SAIL, Tata Steel and JINDAL such as: to improve the
performance and job satisfaction of employees and to assist in the attainment of
objectives necessary for the better operation. The aim of training programme is
enabling the participants to perform their role effectively in work area.

Organizations i.e., RSP, SAIL, Tata Steel and JINDAL are normally used number of
methods such as: 1) on-the-job training including job rotation, coaching and job
instruction training; and 2) off-the-job training including lectures, audio/visual, case
study and discussion etc. in all training programmes. All the methods have their own
importance place in the organization usefulness as per the basis of various categories
of employees.

With increasing competition, all types of organizations are experiencing pressure to
make fundamental changes in the way they operate. And for this training programme
is the concept for integrating various resources to train the individual skills needed
to perform the job effectively. For all organizations like RSP, SAIL, Tata Steel and
JINDAL, training programme is important to avoid the wastage of resources and for
improving productivity and makes employees to know about the work culture. But
due to differ in hierarchy level and pattern of the work of organization, the design of
training programme differs from other competing organizations namely Tata Steel
and JINDAL. In this context, RSP is engaged in a process of developing workforce
that continuously strives for excellence in all spheres of knowledge, skill, and
attitudes that leads towards achievement of objectives.
References

10. Assessment Report of Rourkela Steel Plant.

20. Ibid.