The Design and Implementation of a Collaborative Development Centre for Training Professionals – A Case Study

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LEMASA
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ArcelorMittal
Purpose of Presentation

To share how partnering with a line client can lead to a solution for a business problem
Agenda

- Background
- Partnering
- Process followed
- Competencies and simulations
- Process at the Centre
- Results
- Lessons learnt
The Functional and Generic Training Academy

Functional and Generic Training Academy

Co-ordinates and facilitates delivery of competency development, assessment and declaration to meet business training needs, to grow competencies in the workplace and actively drive the Total Reward II Process

Generic Training Department

Co-ordinates and facilitates the delivery of standardised generic training courses to comply with legal requirements as stipulated by legislation and the controlling authority
Total Reward II (TRII)

A competency based system where the competencies of the negotiation category employees are linked to their remuneration

Functional and Generic Training Academy will in future be responsible for the management of the package category employee Position Requirements and Individual Development Programmes
Background: The Total Reward II Process

Every position has 3 to 4 manning points

Every manning point has a Competency matrix

Training takes place as per Competency Matrix:

- Theoretical assessment by Training Department
- Practical assessment by line management subject matter expert (SME)

Individual dev. plan (IDP)

Declared Competent

Declared not yet competent

Movement in guaranteed pay as per prevailing TRII rules

Pay level
- Full job rate
- 75 %
- 50 %
- 25 %
- Minimum

Competency Level
- Full job competence
  - 3 = 75%
- 2 = 50%
- 1 = 25%
- Entry

Assessment:
- Theoretical assessment by Training Department
- Practical assessment by line management subject matter expert (SME)
**Background: The Functional Training Process**

- Conduct a plant process analysis/job analysis
- Develop training material
- Develop position requirements and individual development plans
- Training delivery
- Training event planning and scheduling
- Assessment and moderation
- Record keeping
- Reporting
The position requirements per position include the following:

<table>
<thead>
<tr>
<th>Level</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td>Succession planning</td>
</tr>
<tr>
<td>Level 4</td>
<td>Flexible position(s)</td>
</tr>
<tr>
<td>Level 3</td>
<td>Flexible position(s)</td>
</tr>
<tr>
<td>Level 2</td>
<td>Remainder of current manning point</td>
</tr>
<tr>
<td>Level 1</td>
<td>Safety Induction, Generic Training, Area Process Training</td>
</tr>
</tbody>
</table>
Background: Individual Development Plans

Position Requirement: Bundler
- Safety Induction
- Slinging
- Process Technology
- Bundling CM
- Hot Mill APT
- Lockout Procedures

Personal Development of Employee (Competencies)
- Safety Induction
- Slinging
- Process Technology

GAP

Individual Development Plan: Bundler

<table>
<thead>
<tr>
<th>Competency</th>
<th>IDP Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Induction</td>
<td>COM</td>
</tr>
<tr>
<td>Slinging</td>
<td>COM</td>
</tr>
<tr>
<td>Process Technology</td>
<td>COM</td>
</tr>
<tr>
<td>Bundling CM</td>
<td>PLD</td>
</tr>
<tr>
<td>Hot Mill APT</td>
<td>PLD</td>
</tr>
<tr>
<td>Lockout Procedures</td>
<td>PLD</td>
</tr>
</tbody>
</table>
Training Function

MUSCLES:
- IDPs
- Training Material
- Training Programmes
- Assessments

SKELETON:
- Needs Analysis
- Boundary Analysis
- Task List
- Equipment
- List
- Position Requirements

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Problem Statement

Training Staff must have the following KSAO:

- Analytical, decision making and problem solving skills
- Excellent communication, negotiation and presentation skills
- Planning and execution skills
- Team facilitation skills
- Knowledge of the Skills Development Act and related processes e.g. moderation / assessment / learnerships
- Knowledge of the TRII - process analysis / competency identification / job design / multi-skilling and tasking - and related remuneration implications
- Computer literacy – MS Word, Excel, Access, PowerPoint
- Relevant SAP module(s) knowledge
- Knowledge of ArcelorMittal South Africa training policies and procedures
- Customer orientation and relationship building skills
- Precision and detail orientation
- Results and action orientation
Problem Statement (continued)

Impact of a Not Yet Competent (NYC) Training Team:

- KPA’s and KPI’s of the training team not achieved
- Reactive service delivery (if any)
- Customer complaints
- Negative impact on the output of product (steel)
- Lives of employees at stake if NYC to do their jobs
- Legal implications in the case of incidents or fatalities
Problem Statement (continued)

What have been done in the past?

- Couldn’t determine current competency levels of individual training staff - NYC staff piggy-backed on others
- No personal development plans for training staff - difficult to develop and support individuals
- Various training sessions held for whole team (internal and external capacity building)
- Wasted time and money as all underwent training – negative impact on staff knowing their work
The Solution

- Approached LEMASA due to excellent track record of previous Development Centres
- Partnered with LEMASA to develop the simulations for the Training Development Centre
- Training Development Centre based on ArcelorMittal South Africa TRII system
- Piloted every simulation
- Centre rolled-out to whole of training team
Deliverables Agreed Upon

- Summative report indicating the strengths and development areas of team
- Individual feedback discussions (development planning discussions)
- An Individual Development Plan for every staff member (focus training on real needs, thus not wasting time on training about aspects individuals already know)
- Regular six monthly follow-up sessions to support continuous development
The Partnership

- Securing senior management involvement
- Securing continuous access to Subject Matter Experts (SMEs)
- Agreeing deliverables and design process
- Thorough job and context analysis
- Agreeing on Centre Blueprint
- SME designed “technical” content of Analysis Exercise
- Pre-piloting every simulation
- Senior manager “opened” every Centre and positioned the Centre
- SME role-player at Centre
- SME coached individuals on Analysis Exercise during Centre
Design Model

Analysis Stage

- Step 1: Needs Analysis
- Step 2: Organisational Effectiveness Analysis
- Step 3: Job Analysis

Outcome: Competency Profiles

Design Stage

- Step 4: Design Simulations

- Step 5: Design AC
- Step 6: Pilot AC

Outcome: A functional AC

Implementation Stage

- Step 7: Before the AC
- Step 8: During the AC
- Step 9: After the AC

Outcome: An Operational AC

Evaluation and Validation Stage

- Step 10: Content Evaluation
- Step 11: Validation and Reliability Analysis

Outcome: A validated AC

(Schlebusch & Roodt, 2008)
Training Professionals Development Centre

- Simulations
- Training Competence
- Foundation Competencies
- Personal Competencies

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## Foundation Competencies

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Career and Self Development</td>
</tr>
<tr>
<td>Decision-Making</td>
<td>Analytical Ability</td>
</tr>
<tr>
<td></td>
<td>Judgement</td>
</tr>
<tr>
<td></td>
<td>Initiative</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Building and Maintaining Relationships</td>
</tr>
<tr>
<td>Communication</td>
<td>Oral Communication</td>
</tr>
<tr>
<td></td>
<td>Persuasiveness</td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
</tr>
<tr>
<td></td>
<td>Presentation Skills</td>
</tr>
<tr>
<td>Execution</td>
<td>Providing Direction</td>
</tr>
<tr>
<td></td>
<td>Control</td>
</tr>
</tbody>
</table>
## Simulations

<table>
<thead>
<tr>
<th>Day-to-Day Situations</th>
<th>Strategic Situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Consulting Meeting</td>
<td>Analysis Exercise</td>
</tr>
<tr>
<td>Presenting and Facilitation Meeting</td>
<td></td>
</tr>
</tbody>
</table>

Unlocking potential.
Collaborative Development Centre Process

Invite

Orientation Session

Career- and Self Development Discussion
- Have Discussion
- Evaluate Competency
- Write Report
- Draw Development Plan

Instructions for All Simulations

First Consulting Meeting
- Participate in Meeting
- De-brief
- Evaluation, Reflection, Coaching with Facilitator
- Write Report
- Draw Development Plan

Presenting and Facilitation Meeting
- Participate in Meeting
- De-brief
- Evaluation, Reflection, Coaching with Facilitator
- Write Report
- Draw Development Plan

Analysis Exercise
- Do Analysis Exercise
- De-brief
- Evaluation, Reflection, Coaching with Facilitator
- Write Report
- Draw Development Plan

Final Development Discussion
- Overview 3-Days
- Confirm Trends
- Confirm Areas of Strength
- Confirm Development Areas

Feedback Discussion
- Feedback to Line-Manager
- Overview Centre
- Share Areas of Strength
- Share Development Areas
- Finalise Development Plan
## Linking Centre to Adult Learning

<table>
<thead>
<tr>
<th>Adult Learning Principle</th>
<th>Centre Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique individual</td>
<td>One-on-one interaction allows facilitator to adapt to delegate</td>
</tr>
<tr>
<td>Previous experience</td>
<td>Facilitator taps into previous experience and links forward to work environment</td>
</tr>
<tr>
<td>Flexibility in learning</td>
<td>Delegate determines pace</td>
</tr>
<tr>
<td>Self directed learning</td>
<td>Writes own report and development plan, decides on content and due-dates</td>
</tr>
<tr>
<td>Active learning</td>
<td>Delegate fully engaged</td>
</tr>
<tr>
<td>Experiential</td>
<td>First execute simulation, then reflection and coaching</td>
</tr>
<tr>
<td>Focus on goals</td>
<td>Clarified at start of process</td>
</tr>
<tr>
<td>Feedback</td>
<td>Continuous and comprehensive</td>
</tr>
</tbody>
</table>
Centre Development Process

- Nominated for next Centre
- Follow-up on Development
  - Not Finished
  - EXIT
- Feedback and Agree Development Plan
  - Development:
    - Formal Training (Academic Qualified)
    - In-formal Training (Training Programmes)
    - On-the-job Mentorship/Coaching
    - DVD's, Books
    - Virtual Learning Centre
- Attend Centre

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Growth Framework

Pre-MDC: 360° Evaluation → Attend Development Centre → Feedback → Implement development plan → Follow-up: 360° Evaluation → Development

Follow-up: 360° Evaluation → Development

Follow-up: 360° Evaluation → Development

Final evaluation/Parallel Assessment
## Reliabilities

<table>
<thead>
<tr>
<th>Competency</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Ability</td>
<td>0.772</td>
</tr>
<tr>
<td>Judgement</td>
<td>0.740</td>
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<tr>
<td>Initiative and Innovation</td>
<td>0.364</td>
</tr>
<tr>
<td>Building and Maintaining Relationships</td>
<td>0.649</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>0.905</td>
</tr>
<tr>
<td>Persuasiveness</td>
<td>0.697</td>
</tr>
<tr>
<td>Written Communication</td>
<td>0.860</td>
</tr>
<tr>
<td>Control</td>
<td>0.793</td>
</tr>
<tr>
<td>Providing Direction</td>
<td>0.506</td>
</tr>
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Results So Far

- Awareness of specific problems, needs and aspirations of certain individuals in the team
- An increase in competency levels of the ArcelorMittal South Africa workforce
- A decrease in the risk areas
Results so far:- Increase on Competency Levels

ArcelorMittal South Africa - Average Competency

- ArcelorMittal South Africa (6593 Employees - Ave)
- Linear (ArcelorMittal South Africa (6593 Employees - Ave))
Results so far:- Decrease in Risk Areas
What Do the Delegates say?

Follow-up Discussions February 2013

- “Positive process – started my development and created awareness”
- “Very positive process – I calmed down at work; learned skills”
- “I got to find myself a career – am now sure”
- “I realised I must find out things myself – I must not wait for others”
- “Eye opener”
- “Very positive – I applied analytical techniques in my studies – I got a distinction!”
Lessons Learnt

- Partnering works!

- High fidelity simulations are excellent learning and development instruments

- Combining Assessment Centre rigour with adult learning principles deliver results

- Comprehensive Individual Development Plans drawn-up in collaboration with individuals deliver results

- Follow-up Discussions are key to enable continuous development

- People development is important – leave it “in the hands” of a process
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