

WELCOME

Programme

MTCP 2004 : SYSTEM DEVELOPMENT FOR SME

Module

HUMAN RESOURCE DEVELOPMENT

Date

31 MAY 2004

Venue

COMPASS ROOM

NPC, PETALING JAYA

PUSH FOR PRODUCTIVITY GO FOR QUALITY

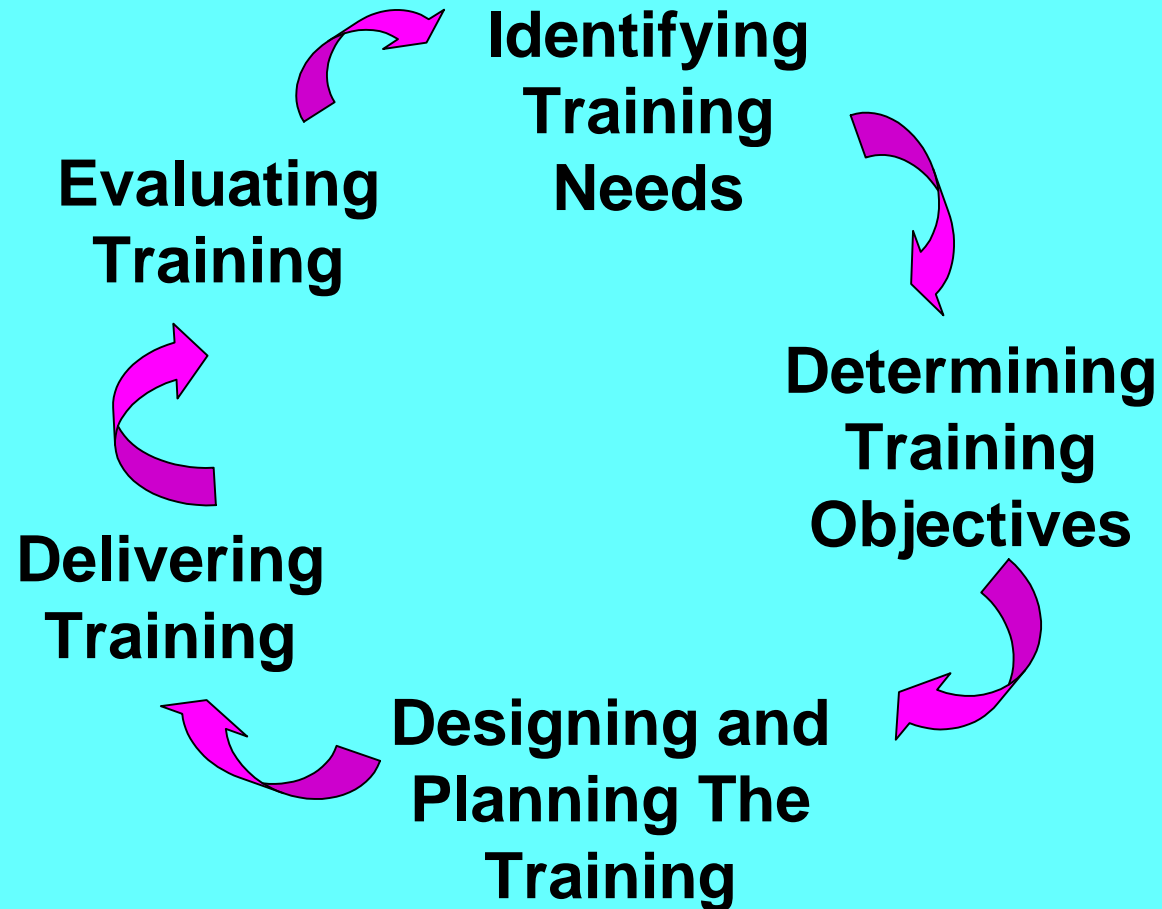
TRAINING

Training fills the gap between what someone can do and what he/she should be able to do. Its first aim is to ensure that, as quickly as possible, people can reach an acceptable level in their job.

DEVELOPMENT

Development can be defined as the modification of behaviour through experience. It provides for people to do better in existing jobs and prepares them for greater responsibility in the future.

THE TRAINING CYCLE



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HOW ADULTS LEARN

1. **Learning is a voluntary process.**
2. **Responsibility increases learning.**
3. **Learning builds on existing knowledge.**
4. **Learning moves from the simple to the complicated.**
5. **Each person learns at his or her own pace.**
6. **Adults learn best by doing.**

ASSUMPTION ABOUT ADULT LEARNER

- 1. Self - Concept – Increasing self - directiveness.**
- 2. Experience – Learners are a rich resource for learning.**
- 3. Readiness – Developmental task of social learning.**
- 4. Time perspective – Immediacy of application.**
- 5. Orientation to learning – Problem- centered.**

THE IMPORTANCE OF TRAINING

The importance of training to a business firm or any other type of organisation should be readily apparent. The major values are:

1. **Increased productivity**
2. **Heightened morale**
3. **Reduced supervision**
4. **Reduced accidents**
5. **Increased organisational stability and flexibility**

THE ROLE OF TRAINING

- 1. Increase productivity.**
- 2. Improve the quality of work and raise morale.**
- 3. Develop new skills, knowledge, understanding and attitudes.**
- 4. Use correctly new tools, machines, processes, methods, or modifications thereof.**
- 5. Reduce waste, accidents, turnover, lateness, absenteeism, and other overhead costs.**
- 6. Implement new or changed policies or regulations.**
- 7. Fight obsolescence in skills, technologies, methods, products, capital management, etc.**

- 8. Bring incumbents to that level of performance which meets (100 percent of the time) the standard of performance for the job.**
- 9. Develop replacements, prepare people for advancement, improve manpower deployment, and ensure continuity of leadership.**
- 10. Ensure the survival and growth of the enterprise.**

SCOPE OF TRAINING

There are really only five:

- Knowledge
- Skills
- Techniques
- Attitudes
- Experience

CHARACTERISTICS OF A TRAINING MANAGER

- 1. Ability to speak articulately.**
- 2. Ability to write correctly and convincingly.**
- 3. Ability to organize the work of others.**
- 4. Capacity for frustration.**
- 5. A willingness to submerge his own ego.**
- 6. Inventiveness.**
- 7. Persistence.**
- 8. A strong interest in the growth of individuals and organizations.**
- 9. The ability to inspire others to greater achievements.**
- 10. Flexibility.**

DETERMINING TRAINING NEEDS

Analysis of training needs

Benefits:

- **Investment in T & D will have a focus and direction.**
- **Priority training needs through the organisation will become apparent.**
- **Appropriate methods for meeting these needs will be identified.**
- **Training will be systematic and planned but flexible.**
- **Benefits can be measured.**
- **Contribution will be recognised.**

KIND OF TRAINING NEED

Training needs may be categorised in terms of those which:

An individual has

A group has

Must be met immediately

Can be met in the future

Call for formal training activities

Call for informal training activities

Call for on-the-job instruction

Call for off-the-job instruction

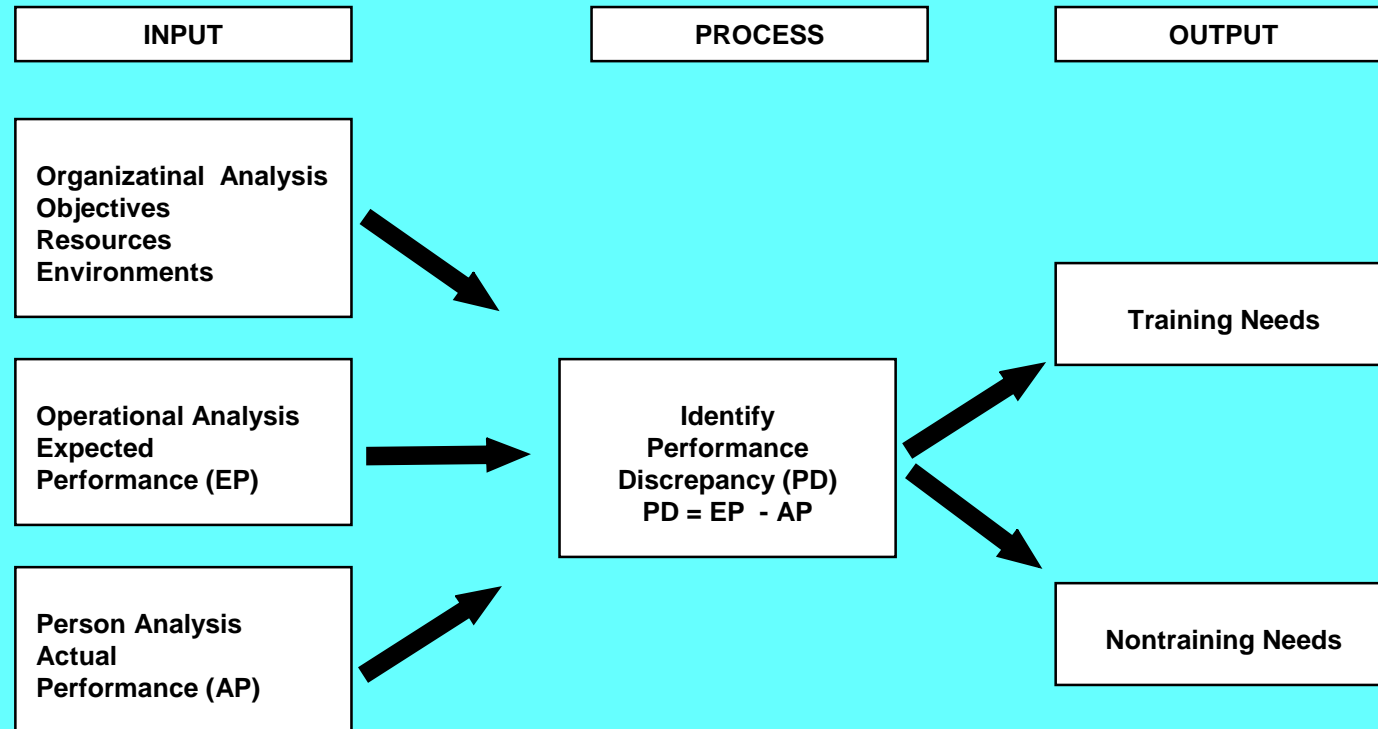
The company can meet best within itself

The company can meet best through outside resources

An individual can meet in concert with others

An individual can meet only by himself

NEEDS ANALYSIS



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SOME WAYS TO DETERMINE TRAINING NEEDS:

OBSERVATION

QUESTIONNAIRES

TECHNICAL MANUALS AND RECORDS

INTERVIEW SMEs

DETERMINING TRAINING OBJECTIVES

A training objective is a statement which specifies the proposed (terminal) behaviour to be brought about amongst the trainees, to be measured against specific criterion / criteria and under specified conditions.

Training objectives can :

- 1. Provide direction.**
- 2. Emphasize standards.**
- 3. Provide consistency.**

WRITING TRAINING OBJECTIVES

For any training objective to be effective it must comprise the elements:

- 1. An observable action**
- 2. A measure of performance (standard)**
- 3. The relevant condition**

How to write an objective?

Writing objectives can be confusing at first for the new trainer and not all experienced trainers find writing objectives a simple task. It may be simplest to start writing your objectives by filling in the missing spaces to the formula below:

At the end of the session, the participants will be able to:

_____ (an action word) _____
_____ (item) _____
_____ (condition) _____
_____ (standard) _____

By the end of this session the trainee will be able to underline (an action word)

the nouns (item)

given a printed list of statements (condition)

and have at least 80 per cent correct. (standard)

By the end of this session the trainee will be able to
total (an action word)
a list of numbers (item)
given a prepared sheet and a calculator (condition)
and have at least 90 per cent correct. (standard)

By the end of this session the trainee will be able to assemble (an action word)

the parts of an overhead projector (item)

give all of the parts in a box and without the aid of a manufacturer's manuals. (condition)

The project must be in assembled working order within ten minutes (standard)

By the end of this session the trainee will be able to
Demonstrate (an action word)
the procedure for assembling a DT5 (item)
give all of the unassembled parts and the
manufacturer's technical manuals. (condition)
to the manufacturer's specification within three
hours. (standard)

DEVELOPING A LESSON PLAN

What is a lesson plan?

The lesson plan is a useful tool to trainers in any field. The lesson plan ensures that the instructor heads towards the objective/s of the lesson.

WHY USE A LESSON PLAN?

1. **Provide direction.**
2. **Provide appropriate sequence of information and timing.**

THE THREE CLASSIFICATIONS OF INFORMATION

1. **Must know.**
2. **Should know.**
3. **Could know.**

Sheet No : 1

Title : _____

Written By : _____ **Date :** _____

Session Time : _____

Number Of Participants : _____

Entry Level : _____

Objectives :

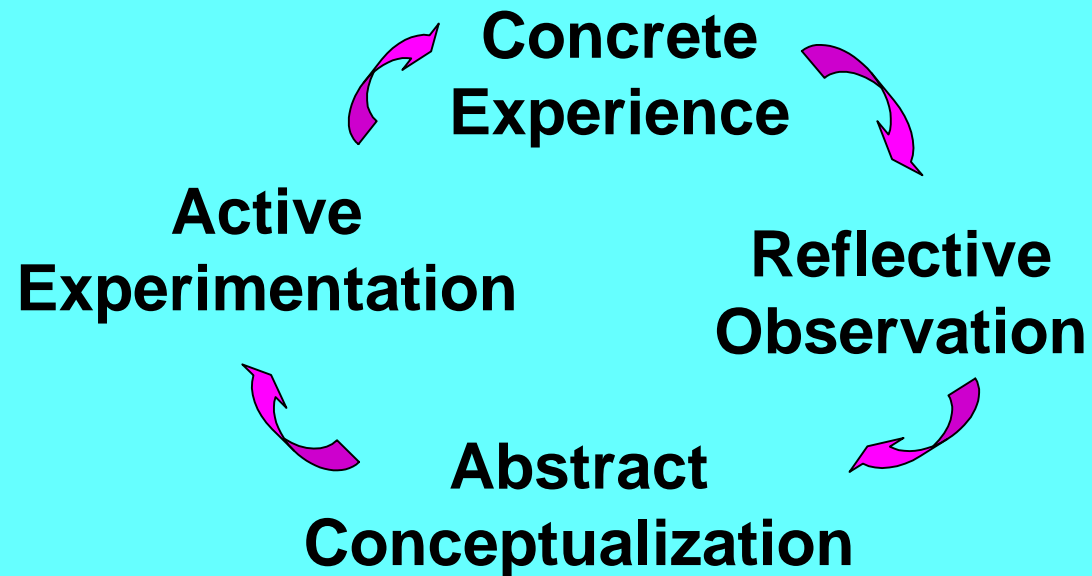
At the end of the session, the participant will be able:

Sheet No. 2

Timing	Content (what to be taught)	Training technique	Trainee activity	Aids required

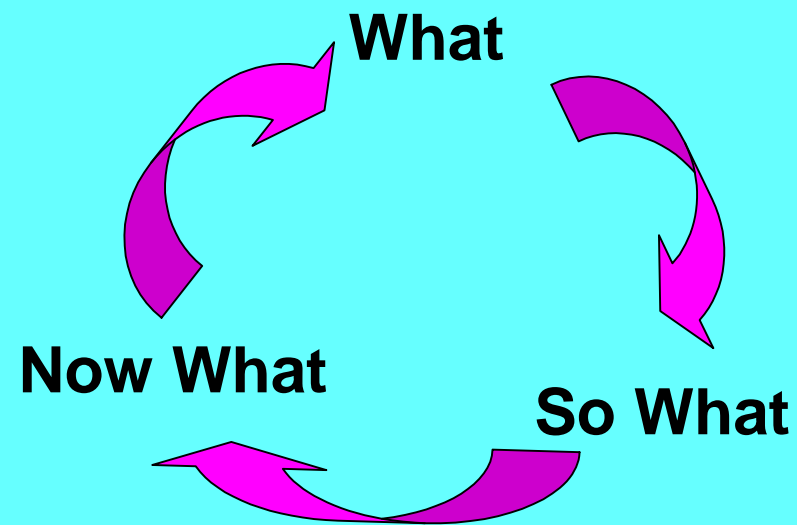
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EXPERIENTIAL LEARNING CYCLE



PUSH FOR PRODUCTIVITY GO FOR QUALITY

A SIMPLER VERSION OF EXPERIENTIAL LEARNING CYCLE



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CHOOSING THE APPROPRIATE TRAINING METHODS

1. **Course objective.**
2. **Time available.**
3. **Participant's level of understanding.**
4. **Any previous experience.**
5. **Financial resources available.**
6. **Equipment needed.**
7. **Degree of interaction required.**
8. **Degree of participation expected.**
9. **Size of group.**
10. **Facilities available.**

SELECTED TRAINING METHODS

- 1. Lecture.**
- 2. Discussion**
- 3. Demonstration**
- 4. Case –study**
- 5. Role Play.**
- 6. Instrumentation**

PREPARATION FOR PRESENTATION

- 1. Research for material.**
- 2. Decide on the aim.**
- 3. Look at the time element.**
- 4. Break down the topic.**
- 5. Streamline your presentation.**
- 6. Think of appropriate illustration.**
- 7. Rehearse .**

TRAINER'S PREPARATION

- 1. Select suitable material.**
- 2. Allow for alternatives.**
- 3. Keep the groups small.**

TRAINING AIDS

What are training aids?

Training aids are strictly aids to learning. They are not a crutch for the instructor to lean on, or something that must be used all the time.

We learn

- 1%** through taste
- 1.5%** through touch
- 3.5%** through smell
- 11%** through hearing
- 83%** through sight

We remember

- 10%** of what we read
- 20%** of what we hear
- 30%** of what we see
- 50%** of what we see and hear
- 80%** of what we say
- 90%** of what we say and do

THE PURPOSE OF TRAINING AIDS

- 1. The arouse and maintain interest.**
- 2. They simplify instruction.**
- 3. They accelerate learning as more senses are involved.**
- 4. They aid retention if a strong impact was made.**

WHAT TO USE

1. **Type of course.**
2. **Group size.**
3. **Cost.**
4. **Facilities available.**

COURSE PREPARATION

This checklists, although not exhaustive, should provide a useful foundation for most training course, both internal and external.

The checklists, include:

- 1. Venue and accommodation requirements.**
- 2. Joining instruction.**
- 3. Materials checklist.**
- 4. Audio visual support checklist.**
- 5. Pre – course checklist.**
- 6. Course checklist.**
- 7. Post – course checklists.**

EVALUATION OF TRAINING

EVALUATION OF TRAINING

Definition

'The determination of the effectiveness of a training programme'

In terms of what?

How to begin evaluation?

The 4 Steps Of Evaluation

Step 1 : Reaction - How well did participants like the program?

Step 2 : Learning - What principles, facts and techniques were learned?

Step 3 : Behavior - What changes in job behavior resulted from the programme?

Step 4 : Results - What were the tangible results in terms of reduced costs, improved quality, improved quantity, etc.?

Thank You

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