

## **ZDH PARTNERSHIP PROGRAM**

# **MANUAL ON DEVELOPING A TRAINING CENTRE WITHIN A CHAMBER OR TRADE ASSOCIATION**

By

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## FOREWORD

In March 1998 the ZDH Partnership Program conducted an International Conference in Singapore on 'Training of Chambers for SME Development'. Representatives of Chambers from 10 countries of Asia and from Germany presented and discussed their experience, and several resource persons provided valuable inputs on how to make training programs more effective.

This manual uses some inputs of that conference and adds many new thoughts. The author, Mr Wong Chin Yeow is an experienced training manager. He worked for many years with the Singapore Manufacturing Association (now SCI). He was heading the Singapore Institute of Purchasing and Materials Management and has himself planned and conducted numerous training activities. He recently established his own consulting company.

The manual is written to address the various pitfalls that hinder chambers of commerce and business sector associations to become more efficient in providing training for their most important clientele, the small and medium enterprises. While working with more than 50 chambers and associations over the last 9 years, the ZDH Partnership Program came across the following main problem issues in the training services of many business organizations:

- There is insufficient analysis of actual training needs of SME
- There is a lack of a long-term strategy in training and too much adhocism
- As training objectives are not properly defined, training programs lack need oriented focus
- Selection, guidance and monitoring of trainers does not get sufficient attention
- There is a lack of evaluation and follow up after training
- The training services are often not marketed well and do not create sufficient income

The author of the manual, Mr Wong, addresses the various 'trouble spots' in a very methodical manner and provides excellent guidance useful checklists, and practical examples of how to overcome such obstacles.

The ZDH Partnership Program will use the training manual in its future cooperation with chambers and business associations in Asia. We would appreciate if other organisations would also utilize the manual to support their training efforts. The reprint or translation of this manual by other institutions is encouraged; we would be pleased if a copy of the reprinted or translated version of the manual would be sent to us.

A handwritten signature in black ink, appearing to read 'H. Waesch', written in a cursive style.

HEIKO G WAESCH  
Regional Coordinator  
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# TABLE OF CONTENT

<b>TABLE OF CONTENT .....</b>	<b>iii</b>
<b>CHAPTER ONE: THE CONTEXT OF TRAINING .....</b>	<b>1</b>
1.1 Introduction .....	1
1.2 Understanding Training .....	1
1.3 Training .....	2
1.4 Objectives of Training .....	2
1.5 Why Training in Chambers? .....	3
1.6 Benefits of training.....	3
1.7 Trends in Training.....	3
<b>CHAPTER TWO: THE CHAMBER TRAINING CYCLE .....</b>	<b>5</b>
2.1 Chamber training cycle .....	5
2.2 Characteristics of an Effective Training System.....	6
2.3 Types of Training Activities of Chambers.....	7
2.4 Training Courses .....	7
2.5 Certification .....	11
2.6 Training-led consultancy (TLC) .....	11
2.7 Education .....	11
<b>CHAPTER THREE: TRAINING NEEDS ANALYSIS .....</b>	<b>13</b>
3.1 Introduction.....	13
3.2 What is a Training Needs Analysis?.....	13
3.3 Benefits and outcomes of training needs analysis .....	13
3.4 Areas of Training Needs analysis .....	13
3.5 Methods of Identifying and Analysing Training Needs.....	14
<b>CHAPTER FOUR: PLANNING TRAINING PROGRAMMES .....</b>	<b>16</b>
4.1 Introduction.....	16
4.2 Objectives.....	16
4.3 Content .....	16
4.4 Length .....	16
4.5 Where should training take place?.....	17
<b>CHAPTER FIVE: LEARNING OBJECTIVES .....</b>	<b>21</b>
5.1 Purpose of learning objectives .....	21
5.2 Objectives defined.....	21
5.3 Why write objectives?.....	21
5.4 Levels of Objective .....	22
5.5 Components of a learning objective.....	22
5.6 Writing learning objectives.....	23
<b>CHAPTER SIX:</b>	
<b>COURSE DEVELOPMENT AND DEVELOPING TRAINING MATERIALS.....</b>	<b>25</b>

6.1	Introduction .....	25
6.2	The Design Process .....	25
6.3	Developing the Curriculum Document .....	27
6.4	Developing and Pilot-testing the Training Materials .....	29
<b>CHAPTER SEVEN: DELIVERING TRAINING .....</b>		<b>32</b>
7.1	Introduction .....	32
7.2	Training methods .....	32
7.3	Experiential Learning Methods .....	34
7.4	Choosing a Training Method .....	35
7.5	Session plans .....	35
<b>CHAPTER EIGHT: EVALUATING TRAINING .....</b>		<b>37</b>
8.1	Introduction .....	37
8.2	Purpose of Evaluation .....	37
8.3	The Evaluation Process .....	37
8.4	Evaluation levels .....	39
8.5	Subject matter of Evaluation .....	40
8.6	Techniques for Evaluation .....	43
8.7	Report on Evaluation .....	44
<b>CHAPTER NINE: TRAINING FACILITIES .....</b>		<b>45</b>
9.1	Introduction .....	45
9.2	Criteria for Training Rooms .....	45
9.3	Room arrangement .....	47
9.4	Audio-visual Equipment .....	50
<b>CHAPTER TEN:</b>		
<b>HOW TO SET UP A TRAINING SERVICE WITHIN THE CHAMBER.....</b>		<b>55</b>
10.1	Introduction .....	55
10.2	Preliminary phase .....	55
10.3	Selling the idea to top management .....	55
10.4	Conduct a Planning Workshop .....	57
10.5	Training strategy .....	58
10.6	Development of a Business Plan .....	58
10.7	Implementing the Business Plan .....	60

<b>CHAPTER ELEVEN:</b>	
<b>TRAINING MANAGEMENT AND ADMINISTRATION .....</b>	<b>64</b>
11.1 Roles and Responsibilities of the Training Centre .....	64
11.2 Financial management .....	64
11.3 Marketing the training courses.....	65
11.4 Pricing of training courses .....	67
11.5 Selecting participants for training courses .....	70
11.6 Managing trainers and resources.....	70
11.7 Motivating trainers and resource persons .....	73
11.8 Monitoring and evaluating the performance of the training centre .....	75
11.9 Checklist for pre- and post-training administration .....	76
 <b>CHAPTER TWELVE: CRITICAL SUCCESS FACTORS .....</b>	 <b>79</b>
 <b>Appendix A .....</b>	 <b>81</b>
 <b>Appendix B .....</b>	 <b>84</b>
 <b>Appendix C .....</b>	 <b>87</b>

# CHAPTER ONE

## THE CONTEXT OF TRAINING

### 1.1 Introduction

Training has become a major activity of many chambers and trade associations in the Asian region. Training is often used to attract companies to join the chamber and is a supplementary source of revenue. However, the growth of training activities has been hampered by a number of issues and problems. They include:

- Training is only loosely linked with the economic plans of the country;
- Training is not geared towards developing workers with the skills required by the economy;
- Most programmes are not competency-based and do not produce the right skills needed by the enterprise;
- Lack of a systematic approach in managing training;
- Training needs of members are not identified systematically and regularly;
- Training programmes are poorly structured and are run in an ad hoc manner;
- Lack of professionally trained staff within the chamber to manage the training function;
- The training infrastructure is inadequate to meet the future challenges of skills development;
- Lack of emphasis on quality of training programmes
- Lack of sufficient funds to mount new programmes since the programmes are highly subsidised;
- Lack of marketing of training activities
- Enterprises and members are not interested in training if they have to pay for it.

This manual attempts to address some of the above shortcomings. It is designed to help the staff of training centres to develop a systematic approach to training based on the chamber training cycle. Special emphasis is placed on how to commercialise the training activities so that they become revenue generating.

### 1.2 Understanding Training

To understand how training should be developed and operated within a chamber, we must understand:

- (1) The meaning of training;
- (2) The chamber training cycle - how training programmes and interventions can be systematically planned, implemented and evaluated;

- (3) Identifying training needs - establishing what type of training is required and ensuring that it is relevant to the requirements of individuals and the enterprises;
- (4) Planning training - deciding how the longer- and shorter-term training needs of the members can be satisfied; selecting and using training techniques;
- (5) Conducting training - running training programmes for different categories of employees;
- (6) Evaluating training - establishing the extent to which training is achieving its objectives; and
- (7) Training administration – formulating training policies, procedures and implementing training programmes in a systematic manner.

All of the above will be examined in greater details in the following chapters of the manual.

### **1.3 Training**

Training may be defined as a systematic and planned process to modify attitudes, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities required immediately in the workplace, or in the very near future. Therefore, the purpose of training is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organisation.

To be effective, training must be carefully planned, use appropriate techniques and be evaluated to understand its effectiveness in assisting the organisation reach its goals.

### **1.4 Objectives of Training**

The basic purpose of training is to provide the right skills of the right quality at the right time so that the organisation can achieve its business objectives. Training helps the organisation to achieve its purpose by adding value to the organisation's employees.

The particular objectives of training are to:

- Develop the competencies of employees and improve their performance;
- Prepare current employees with skills needed by the organisation in the near future so that the employees can grow within the organisation; and
- Reduce the learning time for employees starting on new jobs, and ensure that they become fully competent and productive as quickly as possible.

An essential feature of any effective training and development programme is the need to provide trainees with the right sequence of experience to benefit from the learning experience.

## 1.5 Why Training in Chambers?

For the chambers and trade associations, training has additional significance and objectives. They include:

- (1) A social responsibility.
- (2) Producing the required manpower to create a competitive workforce
- (3) Addressing the training needs of industry
- (4) Spearheading the development of national training programmes on emerging and critical skills
- (5) Attracting companies to join the chamber as a member
- (6) Generating revenue to support other activities in the chamber.

## 1.6 Benefits of training

For the members of the chamber and trade association, effective training benefits the company by:

- Minimising learning costs;
- Improving individual, team and corporate performance in terms of higher output, better quality, fewer errors and accidents, faster speed and overall productivity;
- Improving the operational flexibility of an employee by extending his range of skills through multi-skilling;
- Attracting high-quality staff by developing their competencies and enhancing their skills, thus enabling them to obtain more job satisfaction, to gain higher rewards and to progress within the organisation;
- Increasing the commitment of staff by encouraging them to identify themselves with the mission and objectives of the organisation, thereby increasing job satisfaction and reducing labour turnover;
- Helping to manage change by providing people with the knowledge and skills they need to adjust to new situations; and
- Providing higher levels of service to customers.

Training should be a structured activity, which must add value to the organisation and provide a fair return on money invested in training.

## 1.7 Trends in Training

The roles of training in a business and chamber have changed over time due to new developments in the business environment. New trends are emerging which will have profound impact on the future of training. They include:

### *(a) Training as a Tool for Organisational Strategy and Development*

The current trend is to move training from being a tolerated expense to being recognised as a significant management tool in organisational strategy and development. At the same

time, managers and trainers are emphasising a pro-active approach to training aimed at achieving corporate goals, higher productivity and a better competitive edge.

***(b) Training Accountability***

Training accountability refers to the development of skills, knowledge and attitudes required by industry for the workplace. The acquisition of these skills should result in higher productivity and added value to the organisation so as to justify the expense involved.

Central to training accountability is evaluation. Evaluation seeks to prove that training is effective. As the impact of training is long-term, measurement of training effectiveness is often difficult and ambiguous. To resolve this issue, there is an increasing shift from evaluating knowledge acquisition to focussing assessment of training effects on actual skills acquired through training.

***(c) Competency-Based Training***

For training to be productive and effective, it must address the competencies required at the workplace. For most jobs, competency consists of four components:

1. Task skills (performance of individual tasks)
2. Task management skills (manage a number of separate tasks in the same job)
3. Contingency management skills (manage 'problems' which occur in the job)
4. Job/role environment skills (fulfil obligations and expectations of the job surroundings).

Competency based training is geared towards achieving specific competencies in the workplace. The trainees are expected to attain the appropriate knowledge and skills that will be used in the workplace.

## CHAPTER TWO

### THE CHAMBER TRAINING CYCLE

#### 2.1 Chamber training cycle

Most chambers employ the chamber training cycle to ensure that training is systematically planned and the resultant outcomes are consistent with the business needs of the member companies. The systems approach also forces the chamber to examine the interaction between training and operations to produce a feedback that can be used to improve subsequent training.

The chamber training cycle is shown in Figure 2.1 below and consists of the following steps:

Step	Main Activities	Details
1	Identify and define training needs	Collect information on training needs, i.e. new skills or competencies that are demanded by the business enterprises.
2	Define the learning that is required	Specify clearly the skills and knowledge that have to be learnt and what attitudes need to be developed.
3	Define the objectives of training	Set objectives in terms of what has to be learnt and what the trainees must be able to do after their training programme.
4	Plan training programmes	Develop the training programmes to meet the needs and objectives by using the right combination of training techniques, methods, equipment and locations.
5	Decide who conducts the training	Determining whether the training is to be provided by in-house trainers or external consultants.
6	Implement the training	Ensure the use of the most appropriate methods to enable trainees to acquire the skills, knowledge and attitudes they need.
7	Evaluate training	Monitor the effectiveness of training during the training course and assess the extent to which the learning objectives have been achieved.
8	Amend and extend training as necessary	After the evaluation, the staff will decide on how the planned training programme can be improved.

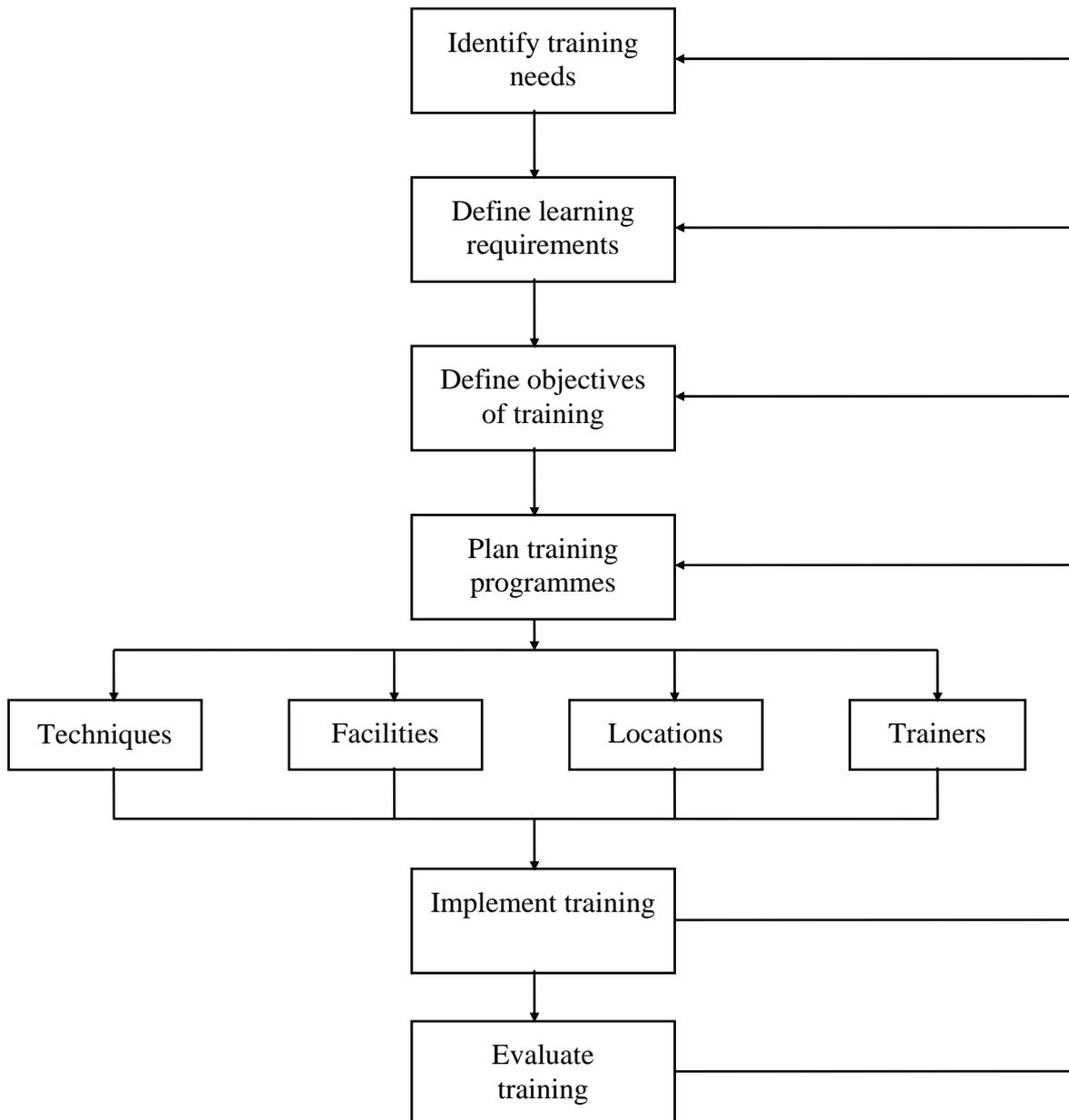


Figure 2.1 Training Cycle

## 2.2 Characteristics of an Effective Training System

The essential characteristics of an effective training system are:

1. Training is problem-based. It helps the participants to overcome the actual problems at the workplace.
2. Training is action-orientated. It results in positive actions that improve performance. The effectiveness of the course is primarily measured by the extent to which the desired action has taken place. Throughout the programme, participants should be compelled to list the action points to which they will give attention when they return to their jobs.

3. The course is highly participative, making the maximum use of discussion, case studies and group exercises.
4. Training is a continuous process. When trainees have completed their basic training programme, their abilities are further developed by job rotation within the company and by short technical courses. This prepares the employees for greater responsibility.
5. Industry is involved in the design and development of the programme.

### **2.3 Types of Training Activities of Chambers**

The following are the major types of training activities organised by chambers and trade associations:

- Conducting training courses
- Certification of training
- Spearheading the development and design of national training programmes
- Identifying critical and emerging skills required by the economy
- Organising training-led consultancy
- Providing training consultancy for small and medium enterprises (SMEs)

### **2.4 Training Courses**

Most chambers and trade associations conduct short-term training courses for members. An important spin-off from training courses, especially residential ones, is that the participants get to know more about each others' company, thereby building a network that may be useful for business. The training courses can be broadly divided into the following categories:

- Management training
- Entrepreneurship training
- Language training
- Productivity and quality training
- Computer training
- Vocational, technical and craft training

#### ***(a) Management Training***

The purpose of a management course is to develop the natural abilities of managers and to build upon their experience by helping them to:

- Think more clearly and critically about all aspects of their jobs;
- Understand more about modern management techniques and how to apply these techniques to get maximum results;
- Obtain a broader understanding of business and organisational problems, thus overcoming any tendency towards insularity or a narrow departmental thinking.

Some popular areas for management training are:

- Financial management and accounting
- Budget and budgetary control
- Working capital management
- Supervisory development
- Cross-cultural communications
- Sales and marketing
- Taxation
- Letters of Credit
- Export and Import Operations
- Export management
- Export documentation
- Export financing
- Import and indenting procedures
- Shipping procedures for import and export
- Professional selling skills
- Effective business communications
- Hospitality and hotel management
- Operation management
- Production planning and inventory control
- Purchasing and materials management
- Store and inventory management
- Arbitration

***(b) Entrepreneurship Development***

Entrepreneurship development training is very popular in many developing countries. Many chambers offer such training to develop and grow entrepreneurs. The target groups are usually:

- New entrepreneurs
- Existing entrepreneurs
- Potential entrepreneurs

In some countries, e.g. Thailand, Philippines and Nepal, the CEFE Approach is commonly used. CEFE stands for Competency-based Economies through Formation of Enterprises. The programme was developed by the Deutsche Gesellschaft fuer Technische Zusammenarbeit (GTZ) of Germany. It not only provides the entrepreneur with the technical and business management skills, but also self-analysis and management skills. CEFE training uses active learning methods extensively. The CEFE projects are interested in co-operating with chambers and trade associations to promote entrepreneurship training.

Other chambers focus on providing short but specialised entrepreneurship training courses. The common training courses are:

- How to prepare business proposals
- How to prepare business plans

- How to manage a small company
- How to start and set-up new businesses

A slightly different approach is used by the Indonesian Chamber of Commerce and Industry of West Java (KADIN Jawa Barat). The chamber trains small business consultants to help the small and medium enterprises (SMEs) with the support of the ZDH Partnership Program. This approach is useful as the consultant provides follow-up for the entrepreneurs at the place of work.

***(c) Language training***

To facilitate better communications between businesspersons from different countries, many chambers organised language courses. Such language courses are also popular among the chamber staff.

For the effective teaching of language, some chambers set up a language laboratory e.g. Suzhou CCI and Singapore Chinese CCI. In the case of Suzhou CCI, the language centre was set up with the support of the ZDH Partnership Program. In a language laboratory, the participants can learn to speak the foreign language at their own pace. The equipment also allows the trainer to communicate with the trainee individually and to pay special attention to the weaker learners.

Unfortunately, it is expensive to set up a language laboratory as the equipment must be specially designed. Consequently, the training is expensive and the equipment must be used intensively to breakeven financially.

***(d) Productivity and Quality Training***

With the growing emphasis on quality and productivity to compete effectively in the global marketplace, chambers are also organising training courses to raise productivity and quality at the workplace. The courses are targeted at both management and the worker level. They include:

- Productivity improvement
- Good housekeeping (5S)
- Industrial health and safety
- Quality management
- ISO 9000

***(e) Computer Training***

Some chambers have established computer-training facilities to promote the widespread use of information technology. They include the Suzhou Chamber of Commerce and Industry and the Suzhou Rural Enterprises Association of Suzhou, China. Both the centres were set up with the support of the ZDH Partnership Program. Most of them only provide computer appreciation and basic computer courses.

Unlike the management courses, computer training requires specialised equipment like computers, uninterrupted power supply (UPS), modems and the computer software. The

training centre must also factor in the maintenance and other operating costs. Consequently, the cost of computer training is usually higher than normal classroom lecture-based training.

Another problem with computer training is the rapid depreciation of computers. The product life cycle of computer and software is less than two years. This implies that the software and hardware cost must be recovered within two years. Consequently, the facilities must be used intensively throughout the day to recover the capital cost.

***(f) Internet and Distance Learning***

A new development in education and training is the use of the Internet to deliver lectures, training materials and tutorials. Under a distance learning programme, a compressed video network is used to deliver training courses all over the country. The system consists of two monitors, two video cameras, and a control panel. When the distance-learning class is in session, the instructor stands in front of a set of cameras that he manages from the control panel. One of the monitors in the studio displays the image that is being broadcast, while the other monitor shows the students in the classroom located in another part of the country.

The e-mail system forms another important component of an Internet-based training system. The student downloads lecture notes and his assignment from the training institution's web site and submits the assignment through the Internet. When he finishes the lesson, he may opt to take a test that is scored within seconds by a computer located several thousand kilometres away. When he needs to conduct library research, he turns to an electronic card catalogue to find the books she needs.

Internet-based distance learning is ideal for training institutions to reach out to students in the remote parts of the country. It is also widely used by many foreign universities to offer programmes in different countries. However, not many chambers are involved in Internet-based training, as the cost of developing an Internet-based training system is relatively high.

***(g) Vocational and Technical Training***

Technical, vocational and skills craft training are widely provided by chambers in Germany and continental Europe. In Germany, a skills or craft course usually lasts up to three or four years, depending on the level of skill that has to be attained. Such skills training often involves apprenticeship training under the Dual System. Most of the chambers receive government subsidies for the cost involved.

Due to the absence of government subsidies for such training in Asia, most chambers and trade associations are unable to establish technical training centres for vocational and technical training. However, chambers may conduct such vocational training in co-operation with existing government funded training centres as a joint activity or in collaboration with a non-government organisation. Examples for such an approach can be seen in Indonesia (chamber of Yogyakarta town) and Philippines (Naga City of Chamber of Commerce and Industry). In both cases, the chambers received support from the ZDH Partnership Program to conduct vocational training programmes.

## 2.5 Certification

Some chambers conduct public examinations and certify training courses. Chambers in Germany are actively involved in designing training contents, implementing training and conducting examinations. The London Chamber of Commerce and Industry (LCCI) is very active in certifying office skills. The LCCI certificates are recognised world-wide. In China, chambers prepare participants for government examinations (computer, language and accounting). In Singapore, the Singapore Chinese Chamber of Commerce and Industry is one of the examination bodies for the Chinese Proficiency Test.

Certification of training can greatly enhance the image of the chamber. It can also be an important source of revenue. However, to become the competent body for certification, the chamber needs to develop its expertise in conducting and validating training competency. At the same time, it must actively promote its certification among its members so that the certificates are widely accepted for employing staff. In India, the chamber of Pune has developed a reputation for Export Management courses and successful participants receive a certificate that is widely recognised by the business community.

## 2.6 Training-led consultancy (TLC)

Training-led consultancy is a training system where classroom training is augmented by consultancy. It is basically a hybrid of training and consultancy. There are two basic models. In the first model, training drives consultancy and is less structured. Participants attend lectures in the morning, followed by consultancy advice in the afternoon. The trainer cum consultant will be despatched to the enterprises of the participants in the afternoon to advise the participants on work-related problems.

The second model is more structured and has been successfully applied to ISO 9000 consultancy. In this model, consultancy drives the training. For example in consultancy for ISO 9002, the employees of the company must attend classroom training on the concepts of ISO 9002. For small companies with less than 50 employees, it is not possible to conduct classroom training without disrupting operations. Under a training-led consultancy, the consultant will pool together trainees from various enterprises into a class for the lecture component. This will also lower the consultancy fee as the training cost is shared among the participating companies.

## 2.7 Education

Some of the chambers are involved in educational activities. Education tends to focus on formal courses of fairly long duration. Such courses are expensive and take up scarce resources of the chamber unless it is organised in collaboration with existing training institutions. Educational programmes can be divided into four main types:

### (a) *Graduate Courses*

A post-graduate training, usually lasting two years, leads to a professional qualification e.g. Masters in Business Administration. In most of the developing countries, post-graduate and undergraduate degrees can only be conferred by recognised universities and colleges. Consequently, it is not possible for chambers to offer post-graduate training on

their own. Such training is best provided jointly with a local and foreign university. The chamber in this case, will be responsible for marketing the programmes and provide the classroom support for training using lecturers from the university or other qualified persons. This is the approach used by the Singapore Chinese Chambers of Commerce and Industry and Singapore National Employers Federation in Singapore.

***(b) Undergraduate Courses***

Undergraduate courses are basically designed to lead to a degree or some other qualification as a technologist. The experiences of various chambers indicate that the offering of such courses should be restricted to business-related areas. It is not advisable to venture into engineering courses since such courses require extensive laboratory and field equipment, which is beyond the financial means of the chamber. An exception is the Thai Chamber of Commerce and Industry which 'runs' a university.

Many chambers and trade associations collaborate with foreign educational institutions to conduct undergraduate programmes. In the case of the Vietnam Chamber of Commerce and Industry, the chamber has a joint programme with Swinburne University of Australia to offer diploma level programmes. These programmes are accredited for admission into the university-level courses.

## CHAPTER THREE

### TRAINING NEEDS ANALYSIS

#### 3.1 Introduction

The first step in the chamber training cycle is conducting a training needs analysis. Training must have a purpose and that purpose is defined by the training needs of the member organisations and individuals. Consequently, most chambers need to conduct a training needs analysis (TNA) to identify the relevant training needs.

From a commercial perspective, proper training needs analysis enables the chamber to run programmes that are demanded by the members and public. This will ensure that courses are well subscribed and are commercially viable.

#### 3.2 What is a Training Needs Analysis?

A training needs analysis is a systematic investigation of a business problem aimed at determining whether training can solve the problem, what types of training are needed and who needs the training. The process involves asking the right questions, getting the response and documenting how training can solve the business problem.

For most chambers, training needs analysis is concerned with defining the skills gap that exist in the economy and how training can bridge this gap. Equally important is the need for training needs analysis to identify the future skills needed by the economy.

#### 3.3 Benefits and outcomes of training needs analysis

A TNA provides a clear indication of the types of courses demanded by the members. It will also assist the chamber in developing the learning outcomes, instructional objectives, course content and the delivery method to be used.

The following outcomes should be expected of any TNA:

- ❖ Specific statements of the training problem.
- ❖ Statements of the types of training course that will address the above training problem.
- ❖ Standards of performance required for the participants.
- ❖ Learning outcomes and learning objectives.
- ❖ Cost analysis of alternative solutions.

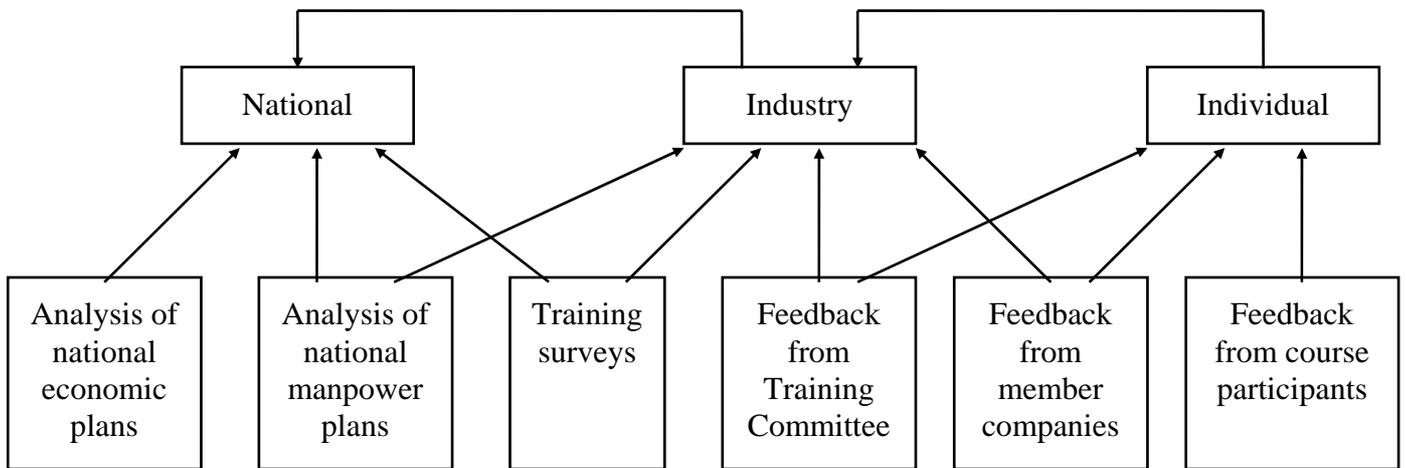
#### 3.4 Areas of Training Needs analysis

Training needs in a chamber should be analysed, first, for the country as a whole; secondly, for industries within the country, and thirdly, for individual member organisations.

### 3.5 Methods of Identifying and Analysing Training Needs

The five major methods of training needs analysis are:

1. Analysis of national economic and manpower plans;
2. Training needs surveys;
3. Feedback from Training Committees;
4. Feedback from member companies;
5. Feedback from past participants



#### *(a) National Economic Plans*

The national economic and manpower plans often indicate the types of skills that may be required in the future and the number of persons required. Based on the national economic and manpower plans, the chamber can derive the types of training courses that should be offered to members and the public.

#### *(b) Training needs surveys*

Some chambers conduct annual training needs surveys to find out the training needs of their members. The surveys are usually carried out using mailed questionnaires. However, in a developing economy, this technique may be less useful as companies are often not willing to participate in surveys. The participation rate is usually low (less than 10 per cent). Consequently, follow-up by the staff is essential to maximise participation.

In developing the survey questionnaire, care should be taken to ensure that the objectives are clearly stated and that the members are properly informed about the benefits of the survey for their enterprises. The questionnaire should be simple, short and where possible, respondents should only be required to tick the appropriate responses. A sample of a training needs survey questionnaire is given in Appendix A.

***(c) Feedback from Members of Training Advisory Committee***

Many chambers have established Training Advisory Committees. The committee usually comprises of experts in training matters from the public and private sector. Consequently, the committee is a good source of information on the training needs of the chamber and members.

***(d) Feedback from Members***

The information collected from a training needs survey should be supplemented by other methods of analysis in order to provide a comprehensive basis for the development of a training strategy and its implementation. It may be necessary to supplement that information by interviewing human resource and training managers of member companies to establish their views about training needs.

***(e) Feedback from Course Participants***

Further information about training needs can be obtained by discussing with people undergoing training or who have just completed a training course at the chamber's training centre.

## CHAPTER FOUR

### PLANNING TRAINING PROGRAMMES

#### 4.1 Introduction

Every training programme must be designed individually, and new designs will be needed as new training needs emerge, or when feedback indicates that changes are required. In planning training programmes, the following decisions are necessary:

- What are the objectives of the programme?
- What will be the content?
- What will be the duration of the programme?
- Where will the training take place?
- What training methods and techniques will be used to deliver the programme?
- Who will provide the training?
- How will the evaluation be conducted?

This chapter will only provide an overview. Details will be explained in subsequent chapters.

#### 4.2 Objectives

The first step in planning training programmes is to develop the objectives. Objectives serve two purposes:

- Define the standards or changes of behaviour on the job to be achieved if training is to be regarded as successful.
- Highlight what the participant will be able to do when he or she goes back to work on completing the course.

#### 4.3 Content

Based on the TNA and the training objectives, the course content will be developed.

#### 4.4 Length

The length of the training programme clearly depends on its content. However, the duration should not be too long especially for management training since managers are needed at their place of work. From past experience, management training should not take more than three days at a stretch. For business owners, training should be conducted only during part of the day so that the participants can attend to their business for the rest of the

day. Careful consideration should also be given to understanding how learning can be sped up by the use of techniques such as computer-based training.

#### **4.5 Where should training take place?**

There are four places where training can take place:

- Chamber premises or training room
- External training facilities e.g. hotel
- In-company, on the job
- In-company, off the job

Table 4.1 provides an analysis of the location of training and its implications. The table provides a summary of the factors to consider in selecting the location for training.

Every training programme must select the right blend of on-the-job and off-the-job training. In the case of chambers, most of the training cannot be done on the job. Therefore, chambers should specialise in providing mainly off-the-job training using the chambers' premises or external training facilities.

Table 4.1  
Location for Training and Its Implication

	Location of Training	Characteristics	Training Techniques	Who Provides the Training?	Advantages and Disadvantages
1.	Chamber premises	The training is held in the conference room or specially prepared training rooms inside the chamber. Usually most of the chambers are located in good locations within the city, providing good accessibility. The major problem is the lack of parking space for the participants.	Lecture, question and answer, action learning, assignments, projects, guided reading, computer-based training, interactive video and video	<ul style="list-style-type: none"> <li>• In-house trainers of the chamber</li> <li>• External consultants and trainers from industry, educational institution and foreign resource persons</li> </ul>	<ul style="list-style-type: none"> <li>• Training in the chamber premise is usually cheaper to conduct. It also helps to cover some of the overheads of the chamber.</li> <li>• Useful for the development of managerial, supervisory, and some technical skills, especially if the courses cover standard theory and practice which can easily be translated from the general to the particular.</li> <li>• The main disadvantage is that the trainee may find it difficult to put into practice what he has learnt as it may have no direct bearing to his work.</li> <li>• Classroom training is also less useful for some engineering and technical courses that require specialised equipment.</li> <li>• The quality of training depends on the ability of the external trainer to impart his knowledge and to make the training relevant to the trainees.</li> <li>• Another factor affecting the quality of training is the design of the training rooms and availability of good audio-visual equipment. This is sometimes lacking in most chambers.</li> </ul>

2.	External training facilities	The training is normally held in a hotel or convention centre. The hotels normally offer full facilities i.e. air-conditioned rooms that are fully equipped with all the audio-visual equipment. There is usually a staff in attendant to look into the needs of the trainer and trainees. Most hotels cater for meals and tea break.	Lecture, question and answer, action learning, assignments, projects, guided reading, computer-based training, interactive video and video	<ul style="list-style-type: none"> <li>• In-house trainers of the chamber</li> <li>• External consultants and trainers from industry, educational institutions and foreign resource persons</li> </ul>	<ul style="list-style-type: none"> <li>• All the advantages and disadvantages outlined in the case of chamber premises apply to external training facilities. The major exception is cost where it is usually more expensive to hold training in a hotel. This increases the cost of providing training.</li> <li>• A major advantage of holding the training in a hotel is convenience. Most of the hotels are well located in the city. There is also ample parking for the participants. The premises are also usually well maintained, creating a conducive learning environment.</li> <li>• The availability of full facilities makes it administratively convenient for the chamber staff.</li> </ul>
3.	In-company, on-the-job	The training is conducted at the work place of the trainee using actual equipment i.e. learning takes place at the actual work environment. The manager or a mentor provides training and coaching to the trainee. It may also consist of individual or group assignments and projects.	Demonstration, coaching, self-development programmes, do-it-yourself training, job rotation, planned experience and mentoring	<ul style="list-style-type: none"> <li>• Managers, supervisors, fellow employees appointed as mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Good way to develop and practise managerial, supervisory, technical, selling, manual and clerical skills.</li> <li>• Theory can be put into practice immediately.</li> <li>• Increases the identification of the trainee with the company.</li> <li>• Trainee may be distracted by the work environment and find it difficult to acquire the basic skills quickly.</li> <li>• Effectiveness of learning is strongly influenced by the quality of guidance and coaching provided on the job. Therefore the managers and coaches need to be trained in coaching, training and instructional skills.</li> <li>• Managers and supervisors are often reluctant to spend time in training and coaching as they have many duties at the workplace.</li> </ul>

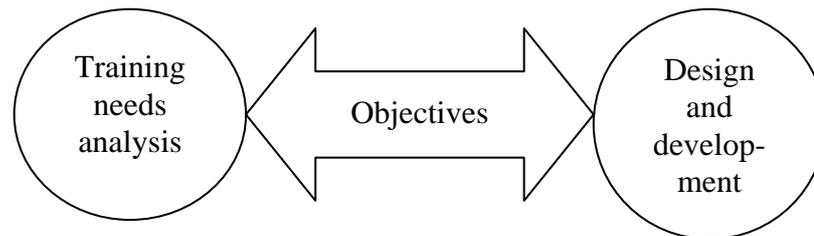
4.	In-company, off-the-job	Training is conducted in training areas or centres that are specially equipped and staffed for training.	Lectures, talks, discussions, discovery method, case study, role-playing, simulation, group exercises, team building, distance learning and workshops	<ul style="list-style-type: none"> <li>• In-company trainers, external consultants, guest speakers and educational institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Useful for acquiring advanced manual and clerical skills and to learn about company procedures and products.</li> <li>• Skills and knowledge can be acquired quickly and economically.</li> <li>• Major disadvantage arises when trainee attempts to transfer skills acquired in the learning course onto the workplace.</li> <li>• At manager and supervisor level, the problem of transferring knowledge acquired from the “training situation” to “real life” is likely to be more difficult.</li> </ul>
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## CHAPTER FIVE

### LEARNING OBJECTIVES

#### 5.1 Purpose of learning objectives

Objectives form the vital link between a training needs analysis and the design and development phase. Without properly written objectives, the outcomes of the training are unlikely to meet the identified training needs.



#### 5.2 Objectives defined

A learning objective describes what the trainee will be able to do at the end of the training course. Learning objectives are statements about intended outcomes of the training. They concentrate on the results, not the process of how to achieve the desired knowledge or skill.

Example of training objectives:

- At the end of the session, the participants will be able to develop a purchasing strategy using the Commodity Portfolio Matrix technique.
- On completing the training (or this part of the course) the trainee will be able to ... (read a balance sheet, program a microcomputer, operate a word processor, work to a high degree of accuracy, etc.)

In many training programmes of chambers, only the knowledge which the participant should acquire is defined (e.g. financial ratios) and not what the participants should be able to do after the course. This lack of proper definition of training objectives must be overcome.

#### 5.3 Why write objectives?

From the trainer's viewpoint, objectives provide:

1. Guidelines as to the content of the programme so that the trainer knows what has to be included;
2. Information as to what issues and content are to receive priority;
3. The basis for evaluating learning;

4. The basis on which to select and plan learning experiences.

From the learner's viewpoint, objectives provide:

1. Guidance as to what information is important and what is not, when tasks are to be completed and what is expected of him as a learner;
2. Information as to what is to be covered in the training;
3. The criteria for assessing the learning outcomes.

#### 5.4 Levels of Objective

There are four levels of learning objectives:

1. Course objectives
2. Module objectives
3. Session objectives
4. Activity objectives

The course objectives give the overall learning objectives of the training course and contain broad outcomes. Most marketing brochures provide course objectives. The activity objectives are the most specific type of learning objective and are very specific to the learning points required from the activity. In most cases, chambers would only define the overall course objectives and leave it to the lecturers to determine the objectives of individual sessions.

#### 5.5 Components of a learning objective

A good learning objective must identify behaviours that are observable and measurable. It must be specific and clearly worded, based on intended outcomes. A typical learning objective consist of three components as given below:

Performance	The performance of an activity
Standard	The standard by which the performance will be measured
Condition	Any conditions under which the activity has to be performed

##### (a) *Performance*

The performance component of an objective should state only one performance for each objective. If you have two activities, you will need to create two objectives.

Example:

Create a document in Microsoft Word

The performance component of an objective usually begins with a verb. A verb is an action word and demonstrates the concept that change is expected after learning has taken place.

**(b) Standard**

The standard component of an objective states precisely how you will measure the performance expected of the learner. The standard tells the learner how well you want them to be able to perform the task.

Standard examples	
Within 30 minutes	Without errors

Most measures of performance include speed, accuracy, quality, time or quantity.

Speed	At 80 words per minutes
Accuracy	Without error
Quality standard	To comply with the SS380 standard specifications
Time	Within 20 minutes
Quantity	50 transactions per hour

**(c) Conditions**

The conditions specified in a learning objective tell us the condition under which the activity will be performed. It should also list all the equipment requirements and any special items that the learner will need in order to demonstrate that the objectives have been achieved. This is sometimes omitted in non-technical training.

**5.6 Writing learning objectives**

Learning objectives must be precise and convey to the learner the expected outcomes at the end of the training course. It is not easy to write a good learning objective. Most learning objectives begin with the phrase “At the end of the course, the participant will be able to...”. This will be followed by the performance required, standards to be achieved and the conditions under which the performance is to occur.

$$B + V + P + S + C = \text{Objective}$$

Where

B = the phrase “By the end of this session, the participant will be able to...”

V = verb

P = performance required

S = standards required

C = conditions under which the performance is to occur

**Example**

By the end of the session, the participant will be able to prepare a credit proposal of a standard required by any financial institution.

B = By the end of the session, the participant will be able to

V = prepare

P = a credit proposal

S = of a standard required by any financial institution

# CHAPTER SIX

## COURSE DEVELOPMENT AND DEVELOPING TRAINING MATERIALS

### 6.1 Introduction

Course development is one of the most important phases of the training system. In this phase, we will design the overall concept of the course and then develop the lesson plan, content, relevant training materials and aids, and the assessment method.

### 6.2 The Design Process

The first step in course development is the design process. In the design process, we identify all the important things that must go into the course. The result at the end of the design process is a curriculum document or syllabus. The curriculum document is a blueprint of your training course. These will be discussed in greater details in a subsequent section.

Before we proceed with the details of the design process, we need to understand the factors that influence the design of training. Figure 6.1 presents the major factors that must be considered in designing training. The diagram highlights that training design is multi-faceted and requires the course developer to understand the entire training process and system.

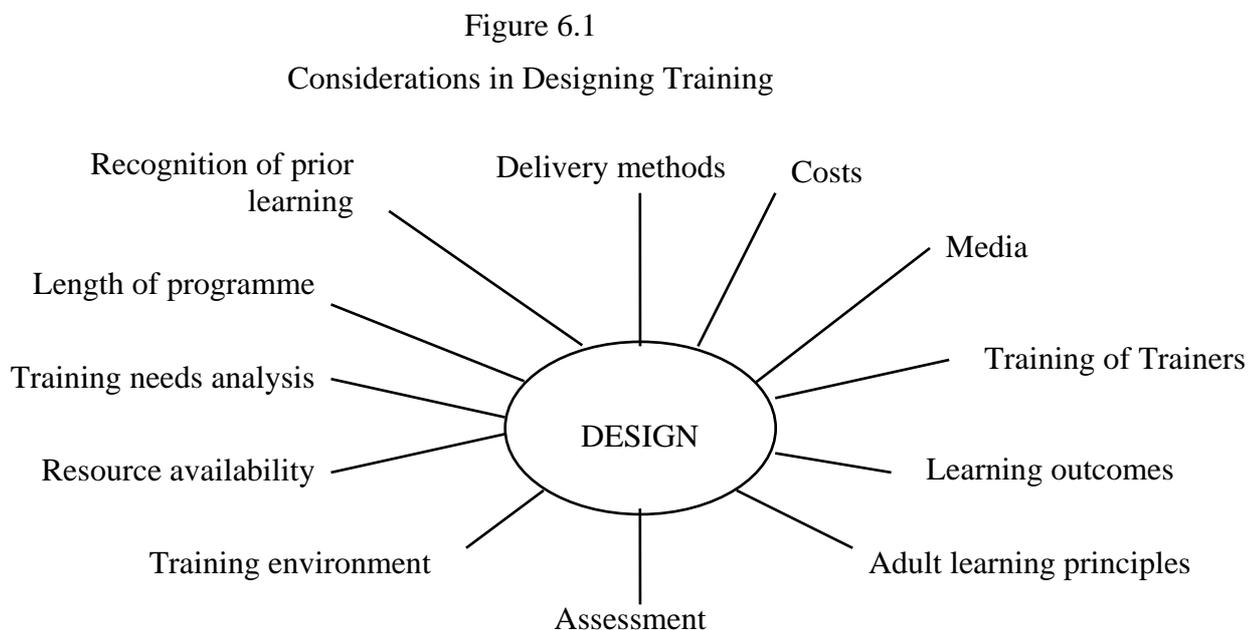
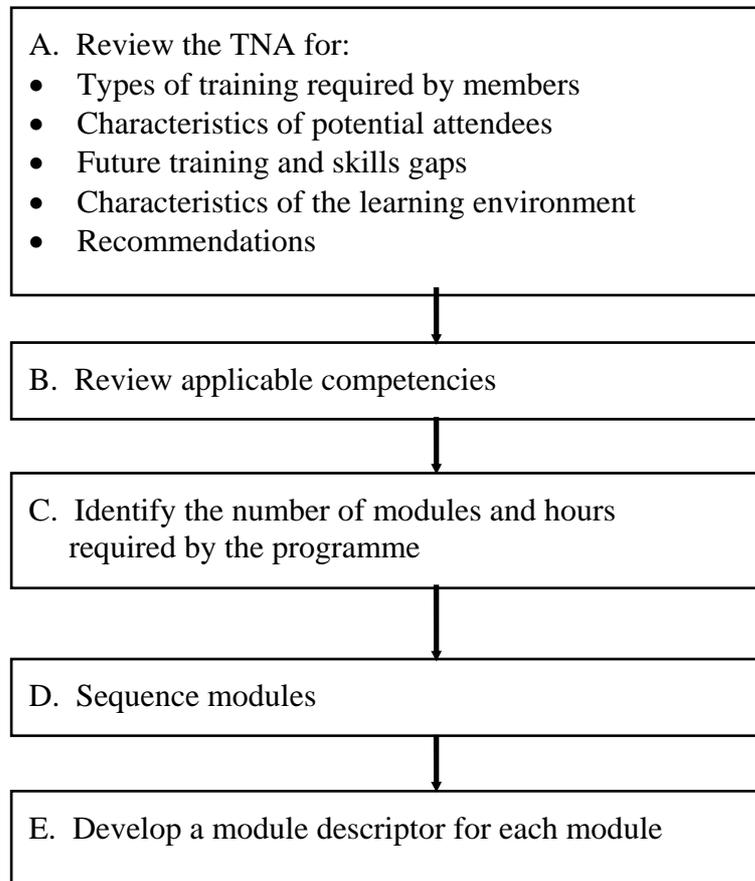


Figure 6.2 presents the activities in the design process. The first activity in the design process is to review the training needs analysis (TNA) to understand the nature and type of

tasks and jobs, the learners characteristics, the training and skills gap and environment characteristics.

Figure 6.2  
The design process



As an aid to the review process, you may wish to ask the following questions:

- What is the nature of the proposed course (managerial, technical, supervisory, clerical, outdoor or indoor)?
- What are the specific characteristics of the target audience (e.g. educational level, age, motivation, attitude, and experience)?
- How would the target audience affect the use of training methods and techniques (e.g. type of learning activities, delivery technique, choice of venue, assessment and styles of training)?
- What are the training gaps that must be addressed by the training?
- What is the best venue for this type of training course (e.g. hotel, within the chamber, at the work place or outdoors)?
- What special equipment is needed?
- What special occupational health and safety measures are needed in the training course?

At the end of the review, a number of recommendations should be developed to guide the development of the curriculum document.

The second activity in the design process is to determine the required competencies that must be achieved at the end of the training course.

The third activity involves the development of the broad outline of the course. For a longer duration course, you will have to decide on the number of modules, the duration of each module, the title of the module and an outline of the content. For a short training course, you only need to decide on the major topics and the duration required.

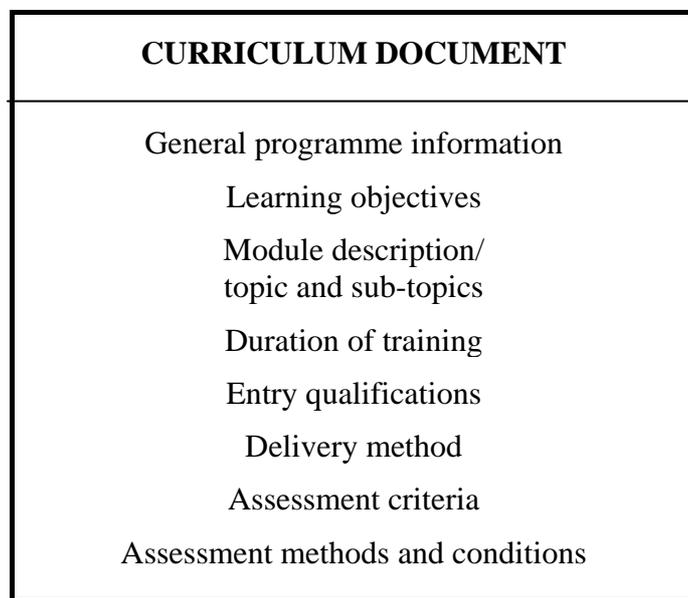
After deciding on the modules or major topics, the modules would have to be put into logical sequence to facilitate learning.

As the last activity, you develop the curriculum document which describes the course, topic outline and other specifications for the course developer. The curriculum document tells a person exactly what you intend to do and how you intend to do it.

### 6.3 Developing the Curriculum Document

The curriculum document contains the training specifications for the course developer. Figure 6.3 presents the information required in the curriculum document.

Figure 6.3  
Specifications for a Curriculum Document



#### *(a) General Programme Information*

The general programme information include:

- Name of programme
- Number of modules (if applicable)

- A brief overview of what the programme is about and its benefits.
- Specific competencies provided in each module

***(b) Course Objectives / Learning outcomes***

As explained in Chapter 5, the course objectives must highlight the performance required, standards required and the conditions under which the performance is to occur. The individual module objectives would be included in the module description.

***(c) Module Description or Topics/sub-topics***

This section describes the details of the modules, including the objectives. For a short training conducted by the chamber, the section only includes the main topics and sub-topics. In some cases, the timing and duration of each main topic is given.

***(d) Duration of Training***

The expected duration of the training must be indicated in the curriculum document. This will help the course developer and trainer to decide on the details to be included in the course content. It will also determine what topics should be given more time and what topics to be given less time. Information on duration of the training will tell the management and participants how many days the participant will be absent from work.

***(e) Entry Qualifications***

There is a need to state the entry qualifications or experience required of potential learners. This information will also enable the course developer to understand the level of the expected participants. For the trainer, the entry qualifications will indicate to him the level of knowledge, skills and attitudes of the trainee and help him to pitch his delivery at the right level of details and difficulty.

***(f) Assessment Criteria***

The assessment criterion explains whether the learner is performing the activity to the standard required. Assessment criteria are expressed in one sentence and have two components:

- A performance
- A standard of performance

***(g) Assessment Methods and Conditions***

After developing the learning outcomes, an assessment must be made to determine whether the learning outcomes are achieved using an appropriate assessment method. For example, to assess a person's typing skill, a written examination would not be appropriate as we are assessing dexterity and not conceptualisation skills. The assessment method used to assess learning outcomes must be valid, reliable, accurate and flexible measure of the learner's skills.

The typical assessment methods are:

- ❖ On-the-job evaluation

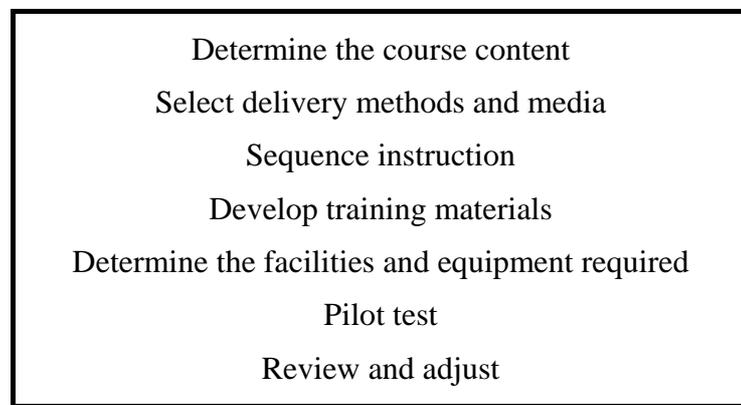
- ❖ Written assignment and examination
- ❖ Work-based project
- ❖ Off-the-job demonstration

A sample of a curriculum document is provided in Appendix B.

#### 6.4 Developing and Pilot-testing the Training Materials

Once the design of the curriculum is completed, you are ready to develop the training materials and to pilot test the materials before actual delivery.

Figure 6.4  
Developing the Training Materials



##### *(a) Determine the Content*

Based on the course objectives, a detailed course content must be developed. Beginning with the main topic, we will divide the content into logical subtopics and then divide these into specific learning tasks.

***(b) Selection of Delivery Methods***

Achieving the desired learning outcomes will also depend on the methods used to deliver the training. The training material should also specify the method of delivery used. The types of delivery methods will be discussed in greater detail in Chapter 6.

***(c) Sequence instruction***

Once the content, delivery methods and media have been selected, you must sequence the delivery.

***(d) Developing Training Materials***

Developing the training materials is the most time-consuming part of the process. Usually in a training course for the chamber, the materials are developed by the lecturer of the course. For courses that are run regularly, the materials should be compiled into a training manual. Typical training materials for a course includes the following:

- ❖ Handouts, learner workbook or lecture notes
- ❖ Overhead transparencies
- ❖ Group activities
- ❖ Instructions to the trainer and trainee
- ❖ Exercises
- ❖ Role plays
- ❖ Case studies

***(e) Facilities and Equipment***

Most training courses require the use of audio-visual equipment. These requirements must be clearly spelt out in the training material. The common equipment used in any training course includes: whiteboard, whiteboard markers, dusters, overhead projectors, television monitor, video cassette player or recorder, screen and flipchart. If role plays are used, then a video camera with tripod may be needed. These will be discussed in greater detail in Chapter 9.

The training manual should also spell out the required arrangement of the facilities. Some courses require the tables to be arranged in a U-shape. Others require additional rooms for discussion of case studies. The facilities requirement will be different if the course is conducted on-the-job or outdoor.

***(f) Pilot Testing***

After the materials have been developed, they should be pilot tested to determine whether the learning outcomes are achieved. Pilot testing is usually done by conducting the training course for a small group of invited participants. The participants should either be subject specialist or typical participants for the intended course.

***(g) Review and Modification***

After the pilot testing, the training materials will be reviewed and modified based on the feedback received. This should be done immediately while it is still fresh in the mind of

the material developer. Modification of the material may include changes in the topics covered, sequencing, changing the exercises, rewriting the case studies or the method of delivery.

***(h) Train the Trainers Programme***

If the training course is a national programme to reach out to a large number of participants, additional external trainers will be required. These trainers should be trained under a Train the Trainers Programme. At the end of the course, these trainers will be certified to run the programme independently.

# CHAPTER SEVEN

## DELIVERING TRAINING

### 7.1 Introduction

After the course is designed and pilot tested, it has to be delivered to the target participants. The effectiveness of the training course often depends on the selection of the appropriate training techniques and methods. This chapter will examine the various delivery techniques and the reasons for choosing the technique.

### 7.2 Training methods

Many trainers spend too much time giving lectures, which their trainees find irrelevant and boring. Participative training is usually more interesting, enjoyable and effective. It is always more challenging. This led to the development of experiential learning methods. Table 7.1 presents a list of training methods that can be used to improve training effectiveness. In most training situations, the trainer would use a combination of these methods.

Table 7.1  
Training methods and their purpose

Method	Description	Purpose
Brainstorming	A method for developing ideas on a topic.	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Creative thinking</li> <li>• Generating solutions</li> <li>• Team work</li> </ul>
Buzz group	The group is given a specific topic to discuss and to make recommendations	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Decision-making</li> <li>• Focusing on specific issues</li> <li>• Generating solutions</li> <li>• Team work</li> </ul>
Case studies	A problem is presented as a case involving a situation.	<ul style="list-style-type: none"> <li>• Developing analytical skills</li> <li>• Self-discovery</li> <li>• Problem solving</li> <li>• Decision-making</li> <li>• Focusing on specific issues</li> <li>• Generating solutions</li> <li>• Team work</li> </ul>
Computer-based learning	The computer is used as an instructor. Usually the learning system provides for interaction between the computer and learner.	<ul style="list-style-type: none"> <li>• Reach out to as many learners as possible</li> <li>• Self-paced learning</li> <li>• Can be used in a variety of learning situations</li> </ul>

Critical incidents	A method involving the use of certain critical incidents in a real-life situation to draw lessons.	<ul style="list-style-type: none"> <li>• Developing analytical skills</li> <li>• Problem solving</li> <li>• Decision-making</li> <li>• Focusing on specific issues</li> </ul>
Demonstration	The trainer demonstrates the use of the skills which the learner is expected to master. Usually used in coaching practice.	<ul style="list-style-type: none"> <li>• Development of psychomotor, coaching and interpersonal skills</li> <li>• Procedures</li> <li>• Workflow</li> <li>• Practice and application of learning.</li> </ul>
Discussion	Two-way dialogue between the trainer and learner on a subject of learning.	<ul style="list-style-type: none"> <li>• Deepening understanding</li> <li>• Allows interaction between the trainer and learner.</li> </ul>
Field visits	A visit to the actual situation where the learner learns by observing the actual happenings.	<ul style="list-style-type: none"> <li>• Observation of real work situations</li> <li>• Deepens understanding</li> <li>• Strengthen the observation skills of the learner</li> </ul>
Fishbowls	Consists of learners forming an inner and outer ring. Those in the inner ring have to keep the discussion going and those in the outer ring must get into the inner ring to be able to join the discussion.	<ul style="list-style-type: none"> <li>• Analysing group processes</li> <li>• Monitoring group effectiveness</li> <li>• Focusing on specific issues</li> <li>• Teamwork.</li> </ul>
Games		<ul style="list-style-type: none"> <li>• Analysing group processes</li> <li>• Monitoring group effectiveness</li> <li>• Focusing on specific issues</li> <li>• Teamwork</li> <li>• Self-analysis</li> </ul>
Lecture	Trainer imparts knowledge to learner through oral means. Usually a one-way communication.	<ul style="list-style-type: none"> <li>• Provide an extensive amount of information in a short time.</li> <li>• Develop listening skills</li> <li>• Develop note-taking skills</li> </ul>
Panel discussion	A group of experts is asked to share their opinion on a subject. Usually a two-way interactive process.	<ul style="list-style-type: none"> <li>• Develop listening skills</li> <li>• Develop questioning skills</li> </ul>
Role plays	The learners act out a given scenario provided by the trainer. Usually role plays are video-taped.	<ul style="list-style-type: none"> <li>• Analysing the behaviour of learners in a given situation</li> <li>• Analysing the group dynamics between the learners</li> <li>• Self-discovery and analysis</li> <li>• Practice and application of learning</li> </ul>

Simulations	The learner is exposed to a simulated real-life situation.	<ul style="list-style-type: none"> <li>• Skills development</li> <li>• Practice and application of learning</li> <li>• Self-analysis</li> <li>• Team building</li> </ul>
Teleconferencing	A lecture or discussion between trainers and learners separated geographically using modern video and telecommunications technology. Can be a one-way or two-way communication process.	<ul style="list-style-type: none"> <li>• Large scale training</li> <li>• Taps the expertise of trainers in different countries or geographical areas.</li> <li>• Focusing on specific issues</li> </ul>

### 7.3 Experiential Learning Methods

Apart from the use of participative methods, there is also an increasing emphasis on experiential learning methods that promote learning by doing. Experiential learning methods help the participants to become more aware of their feelings and reactions to certain issues and new ideas. In addition, they allow the participants to practice and refine new skills and procedures. The experiential learning cycle consists of five steps:

- Experiencing
- Sharing
- Analysing
- Generalising
- Applying

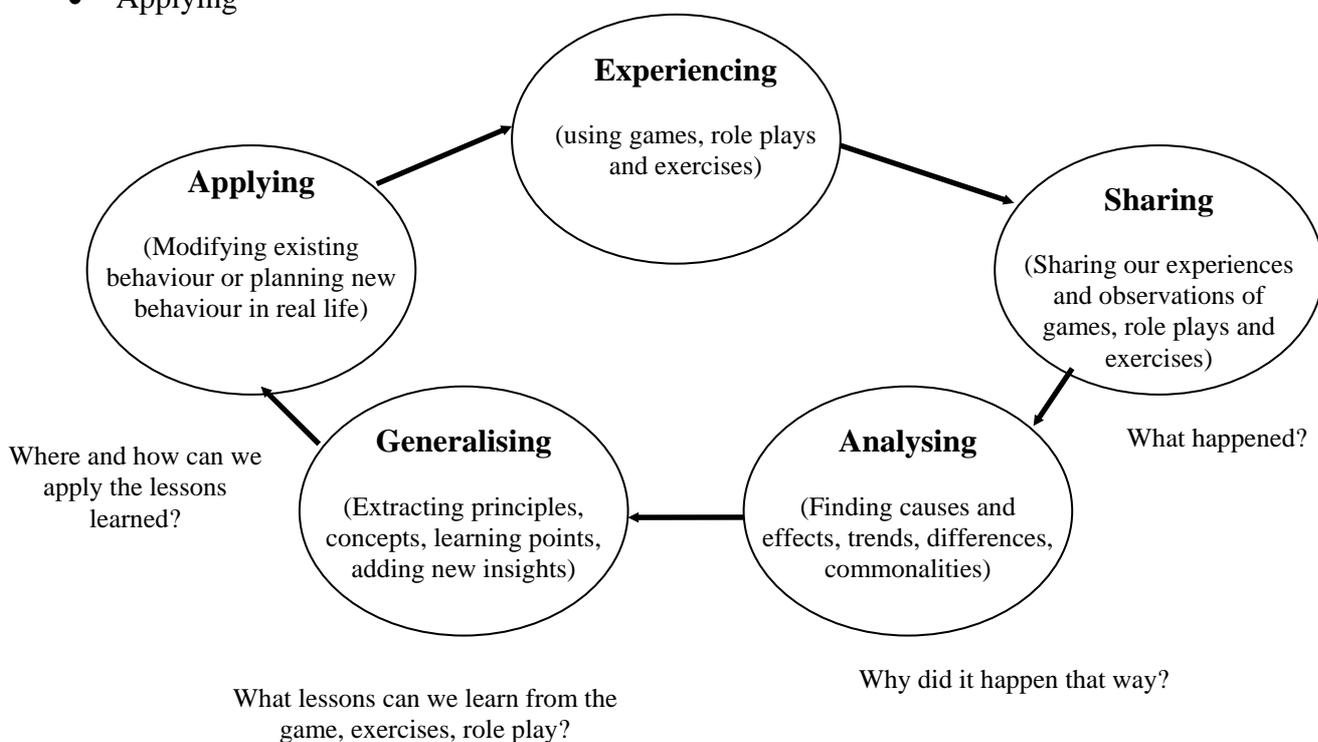




Table 7.2  
Main Components of a Session Plan

<b>Component</b>	<b>Explanation</b>
Objectives	Specific learning objectives based on the intended learning outcome.
Session outline	The main points of the content to be covered in the session.
Duration	The estimate time taken for the session.
Training aids required	Each of the training aids required (e.g. overhead projector, video camera) is listed in the session plan according to the time and order in which the trainer needs to use them.
Learner activities	Lists the activities according to the time and order in which the trainer needs to use them.
Training techniques	Lists the training techniques (e.g. lecture, discussion groups) according to the time and order in which the trainer needs to use them.

### Example of a Session Plan

Title of session: Introduction to business planning
Objective of session: At the end of this session, the participants will be able to: <ol style="list-style-type: none"> <li>1. Define what is a business plan</li> <li>2. Explain why a business plan is important</li> <li>3. Describe the components of a business plan</li> <li>4. Describe the steps in developing a business plan</li> </ol>
Duration: 60 minutes
Aids and equipment: Pen and paper, Overhead transparency No. 3-10, Handouts x 20
Training techniques: <ul style="list-style-type: none"> <li>• Define what is a business plan</li> <li>• Explain the importance of a business plan</li> <li>• Introduce the components of a business plan.</li> <li>• Ask the students to discuss how the business plan is used in their company.</li> <li>• Experiential activity.</li> <li>• Hand out samples of business plans and discuss each one.</li> </ul>

# **CHAPTER EIGHT**

## **EVALUATING TRAINING**

### **8.1 Introduction**

Training evaluation is the process of obtaining feedback on the impact of a training programme, and to determine the value of the training based on the feedback. Although most evaluations are done at the end of the training course, the evaluation process actually commences at the planning stage. During the planning stage, the basis upon which each category of training is to be evaluated should be determined. At the same time, it is necessary to consider how the information required to evaluate courses should be obtained and analysed.

### **8.2 Purpose of Evaluation**

In the simplest form, the evaluation compares the actual effects of training against the objectives to determine how far training had achieved its purpose and whether the training was worthwhile (preferably in cost-benefit terms). The evaluation should also determine what improvements are required to make it even more cost-effective.

In practice, evaluation is difficult because it is often hard to set measurable objectives and even harder to collect the information on the results or to decide on the level at which the evaluation should be made.

### **8.3 The Evaluation Process**

The place of evaluation activities in training is provided in Figure 8.1. Taking a systems view of the above process, the programme aims, content and learning methods represent inputs, the programme implementation represents the process, and the programme results represent the outputs. An effective evaluation system evaluates both the inputs and the process. Following the evaluation, the programme is further improved or dropped.

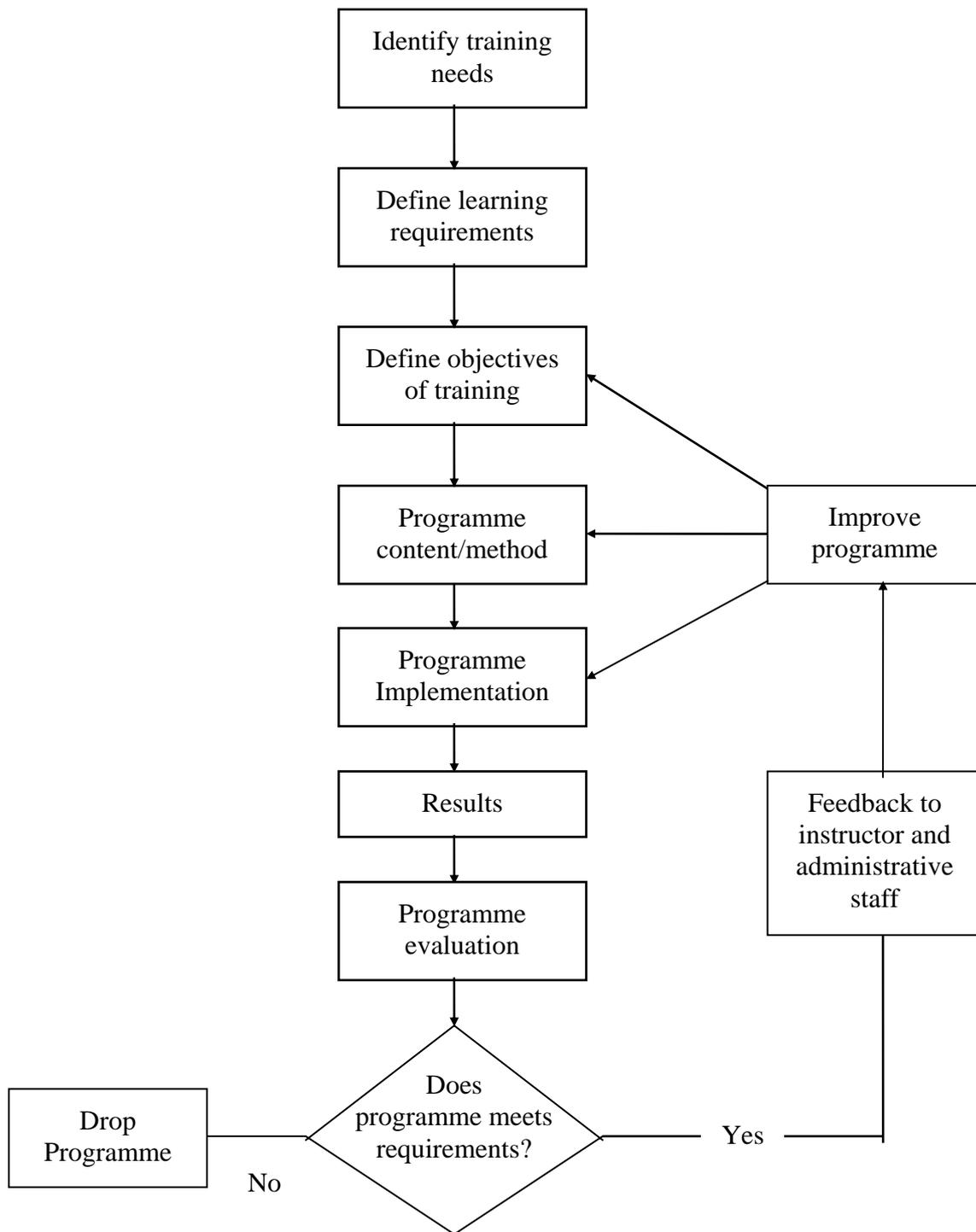


Figure 8.1 The Evaluation Process

## 8.4 Evaluation levels

Table 8.1

Training Effects and Evaluation Strategies

Event	Evaluation strategy	Focus
Environment	Administration-centred	Training resources
↓		
Trainee reactions	Reactions-centred	Learners
↓		
Learning	Learning-centred	Learners
↓		
Changes in job behaviour	Job-behaviour related	Learners and supervisors
↓		
Changes in the company	Organisation development	The company
↓		
Impact on the chamber	Chamber-centred	The chamber

Table 8.1 presents the six levels at which evaluation can take place in a training programme organised by the chamber:

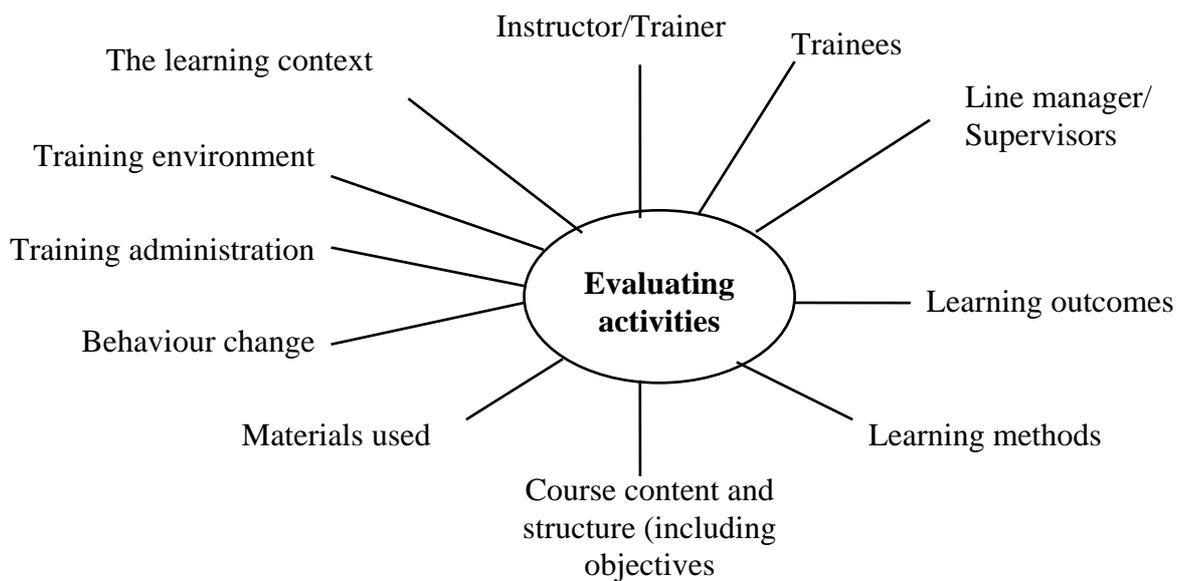
1. Environment. The training environment is evaluated to understand how conducive the learning environment is, the professionalism of the administrative staff and the administrative support received by the trainees.
2. Reactions. The reactions of trainees to the training experience itself: how useful is the training, what is their assessment of the individual sessions and speakers, what topics should be added or taken out.
3. Learning. Evaluation at the learning level requires the measurement of what trainees have learnt as a result of their training i.e. what new knowledge and skills were acquired by the trainee and what changes in attitude took place.
4. Job behaviour. At this level, evaluation attempts to measure the extent to which trainees have applied their learning on the job. This constitutes an assessment of the amount of transfer of learning that has taken place from the training course to the job itself.
5. Organisation. Evaluation at this level attempts to measure the effects of training on the functioning of the organisation. The evaluation usually takes the form of what behavioural changes have taken place and how they will benefit the department in which the employee works.
6. Impact on the Chamber. This is a measure of how the trainees view the chamber. For most chambers, this is measured indirectly by asking whether the member would send other employees to a similar programme.

For the purpose of evaluating training courses conducted by the chamber, probably only the first four levels are relevant. Evaluation can start at any level. Most evaluation tends to start at level one and end in level four.

Another factor to consider in evaluation is the frequent lack of link between trainee reaction during the course and changes in job behaviour. Some trainees can 'enjoy the programme' - but learn nothing. They can learn something, but cannot, or will not, or are not allowed to, apply it. They apply it, but it does no good within their own area. It does some good in their function, but does not further the objectives of the organisation.

### 8.5 Subject matter of Evaluation

There are a large number of areas that may be evaluated during a training programme. The choice of area for evaluation will principally depend on the purpose of the evaluation. If the evaluation is to improve the performance of the staff of the training centre, then the evaluation on course administration becomes very important.



There are usually four major areas for evaluation. They include:

- The learner
- The trainer
- The course
- The course administration

Learner	<ul style="list-style-type: none"> <li>• Interest</li> <li>• Enjoyment</li> <li>• Learning</li> <li>• How they might use new skills, knowledge</li> <li>• What are the most important parts of the course</li> <li>• How will the training be applied at the work place</li> </ul>
Trainers	<ul style="list-style-type: none"> <li>• Planning and preparation</li> <li>• Knowledge of the trainer</li> <li>• Instructional abilities</li> <li>• Ability to generate interest</li> <li>• Ability to guide the trainees effectively</li> <li>• Managing the learning environment</li> <li>• Interpersonal skills</li> <li>• Monitoring and evaluating performance</li> <li>• Preparation of resources and overhead transparencies</li> <li>• Quality of handouts</li> <li>• Quantity of handouts</li> </ul>
Course	<ul style="list-style-type: none"> <li>• Achievement of learning outcomes</li> <li>• Success of the design</li> <li>• Success of the design of activities, exercises, resources, materials and processes used</li> <li>• Areas which need redesign or improvement</li> <li>• Duration of the programme</li> <li>• Learning environment</li> </ul>
Administration	<ul style="list-style-type: none"> <li>• Suitability of the venue</li> <li>• Quality and quantity of catering</li> <li>• Quality of handouts</li> <li>• Quantity of handouts</li> <li>• Responsiveness of the staff to the requests of the trainees</li> <li>• Condition of the training equipment</li> </ul>

### **Methods of collecting information for evaluation**

Successful evaluation requires good information. The sources of information for training evaluation are given below.

#### ***(a) Observation***

Trainers should be able to observe who is contributing and who is not. They gain fairly clear impressions of how much is being absorbed and how interested the trainees are in learning by noting reactions to the trainer and reactions between the trainees themselves. Chambers may ask the trainers to report on their observations of the course. However, this may give a distorted picture.

***(b) Questionnaires***

Questionnaire is the most common technique used by the chambers to collect feedback and evaluation from trainees. A sample of an evaluation questionnaire is given in Appendix C. Most questionnaires often used different types of rating scales to elicit a range of feedback. They include the following:

- Attitude scales
- Rating scales

***Attitude scales***

Attitudes are beliefs and feelings about a topic or subject, and tendencies of wanting to take action with respect to the topic or subject. The trainees may be asked to answer a series of yes or no questions about them:

Can you delegate responsibility?    Yes    No
---

Attitude scales can be administered before and after the training session and used not only to evaluate how much learning has taken place but also to reinforce points that do not seem to have got across.

***Rating scales***

A rating scale can be used to evaluate reactions to:

1. The inputs to the course in the form of subject matter.
2. The outputs of the course in the form of what the trainee has learnt.
3. The processes of the course in the form of the effectiveness of the training.
4. The overall effectiveness of the course - the extent to which trainees felt it had achieved its objectives.
5. The administration of the course.

An example of a question using a rating scale is given below:

Relevant to my work	1 2 3 4 5 6 7	Irrelevant to my work
---------------------	---------------	-----------------------

Bearing in mind the types of rating scales available; the questions in an evaluation form should be carefully constructed so as to ensure that the participant does not misinterpret them. It is always wise to pilot test the questionnaire before using them.

***Open-ended Questionnaires***

End-of-course questionnaires typically may also ask open-ended questions such as:

- What specific changes would you suggest to improve this course?
- What was the most significant thing you learnt on this course and how did you learn it?
- What specific action(s) will you take following this course on return to work?

(c) *Interviews*

A two-way exchange of information about the impact of a course can be the most effective method of evaluation. An interview can be structured or open - the results of the former may be more consistent, while the latter may be more revealing.

## 8.6 Techniques for Evaluation

The technique to use for evaluation depends on the purpose of the evaluation. The areas for evaluation and techniques to be used are given in Table 8.2 below.

Table 8.2  
Matching techniques to areas of evaluation

Areas of evaluation	Techniques
Quality of trainee's experience	<ul style="list-style-type: none"> <li>• Evaluation forms during or at the end of the programme</li> <li>• Group discussion</li> <li>• Structured/unstructured individual comments</li> </ul>
Feedback to trainees on their learning performance	<ul style="list-style-type: none"> <li>• Programmed learning</li> <li>• Video recording for role plays</li> <li>• Attitude questionnaire</li> <li>• Objective tests of knowledge, skills, attitudes</li> <li>• Observation</li> </ul>
Measures of learning or behaviour change due to the programme	<ul style="list-style-type: none"> <li>• Pre/post tests of knowledge, skills, attitudes</li> <li>• Essay/narrative</li> <li>• Oral examination</li> <li>• Self-analysis</li> </ul>
Immediate feedback to trainers regarding learning methods	<ul style="list-style-type: none"> <li>• Result of tests</li> <li>• Session reaction scales</li> <li>• Reaction notes</li> <li>• Observation by other trainers</li> <li>• Interview</li> </ul>

## **8.7 Report on Evaluation**

The final stage of the evaluation process is the creation of a report for the use by the management to improve the performance of the trainer, trainees and the staff of the training centre. The following is a simple guide on the information to be included in an evaluation report.

- Executive summary
- Techniques used to collect the data and the evaluation results
- Conclusions and recommendations
- Appendices (if any)

# CHAPTER NINE

## TRAINING FACILITIES

### 9.1 Introduction

Good training facilities are indispensable for effective training. Most trainers need to use audio-visual equipment to stimulate the senses of the employees, especially sight and sound. Trainees need to be seated in a comfortable learning environment to maximise learning concentration. Consequently, it is vital that the training centre plans and designs the training rooms carefully and equips the rooms with the right audio-visual equipment.

### 9.2 Criteria for Training Rooms

Most of the training in the chamber will be classroom-based training. Consequently, special attention must be paid to the design of training rooms. The following principles should be observed in the design of training rooms:

- Capacity and flexibility
- Isolation
- Lighting
- Ventilation
- Capacity to accommodate computers

#### *(a) Capacity and Flexibility*

Training rooms must be designed to accommodate different types of training methods and techniques. Consequently, the size of the training room must address the most space intensive training method. The following is a simple guide:

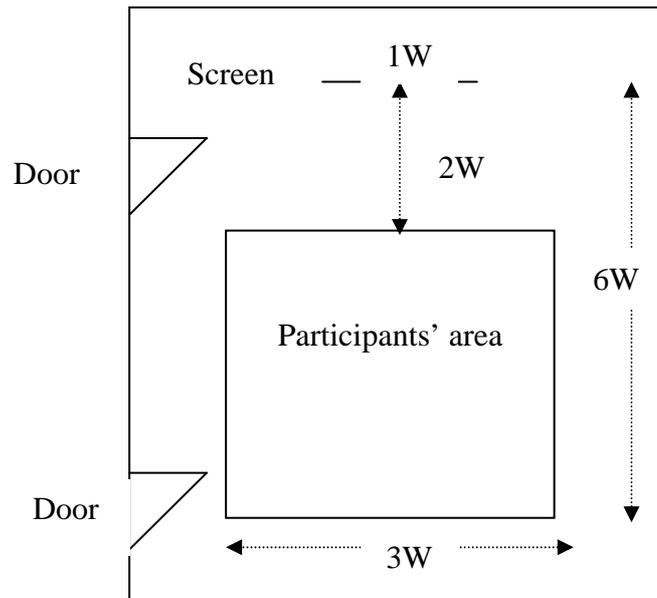
Type of arrangement	Dimension
Conference	23 – 25 square feet per participant
Classroom	15 – 17 square feet per participant
Theatre	9 – 10 square feet per participant

Additional space must be included if the training room is to be used for buzz groups or small group discussions.

Another way to establish the dimension of the training centre is to base the distances on the width of the screen used for visual presentations. The following is a simple guide:

- The distance from screen to the last row of seats should not exceed six screen-widths (6W)
- The distance to the front row of seats should be two screen-width (2W)
- The width of the viewing area is three screen-width (3W)

Figure 9.1



The height of the training room should be at least 10 feet. This would ensure that learners sitting in the rear are able to view the screen effectively.

**(b) Isolation**

The training room should be shielded from noise. This can be partly achieved by locating the training room in a quiet part of the chamber building or by air-conditioning. If the room is air-conditioned, make sure that the air-conditioner is silent and well maintained.

**(c) Lighting**

Lighting is very important in ensuring that the participants learn in comfort. For normal note-taking, 30 to 70 footcandles is recommended. There should also be minimum glare. This can be achieved by removing naked lamps or glossy surfaces. Glossy tables should be covered with tablecloth.

Florescent lighting is best. However, such lighting cannot be controlled by the use of dimmers. If the room is lighted using florescent lights, there should be different switches for different lamps. This will ensure that the front of the room can be dimmed without affecting the rest of the room. It is also vital that two-way switches be used. One set of switches should be located in the front of the room for easy access by the trainer. The

other set of switches should be located at the end of the room. If there are windows in the room, make sure that the sunlight can be blocked out using thick curtains.

***(d) Ventilation***

Ventilation is another important criterion in the design of training room. Experts recommend that the temperature of the room be kept between 22.5 to 24 degree Celsius. The relative humidity should be kept at 50 per cent. Smoking should not be allowed in the training room.

In tropical countries, it is recommended that the training room be air-conditioned to create a conducive learning environment. The air-conditioners should not blow directly at the participants. Multi-split air-conditioners are preferred to single unit as the compressors are located outside the room. This minimises the noise.

### **9.3 Room arrangement**

Room arrangement can influence the interaction between trainer and the participants and among the participants. As highlighted earlier, the flexibility of having different room arrangement will depend on the size of the room. There are five basic styles of arranging the room:

- Theatre
- Classroom
- Circle
- Square or rectangle
- U-shaped

***(a) Theatre-style***

In a theatre-style arrangement, there are no tables. The chairs are arranged in rows. This type of arrangement is useful for lectures and maximises the use of space. More participants can be accommodated using the theatre-style. The atmosphere is formal with very little face-to-face contact.

***(b) Classroom Style***

Classroom style is one of the most common arrangements for training room. The tables and chairs are arranged in rows; and fill the entire room. The major disadvantage of this type of arrangement is the lack of face-to-face communication by the participants. It also reminds the participants of their “school days”.

***(c) Circle***

In the circle style, the chairs are arranged in a circle. This style is most useful for group discussion. Every participant has eye-to-eye contact with each other. Each person is “totally” visible to each other and subtle non-verbal communications are possible. This arrangement is typical for T-groups and sensitivity training. There are a number of variations of this circle style.

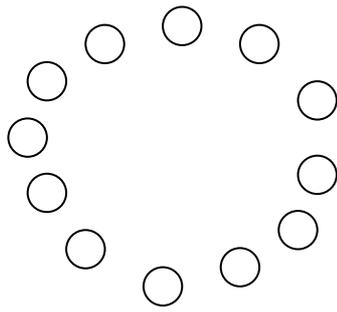


Figure 9.2

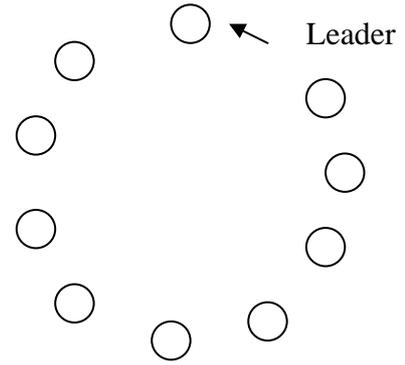


Figure 9.3

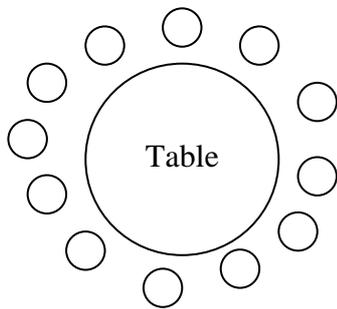


Figure 9.4

In figure 9.3, there is a leader for the group. This type of arrangement is most useful for brainstorming sessions. In figure 9.4, there is a table in the centre. This hides non-verbal communications to some extent and may be less embarrassing for the ladies. Informal studies show that there will be usually more conversation and more members will participate in this kind of arrangement compared to the earlier two types.

**(d) Rectangle**

Some trainers prefer to arrange the tables into various rectangular patterns. Rectangular arrangements give the impression of formality. Informal studies show that if there is a gap in the centre (Figure 9.5), trainees tend to participate less. A solid table tend (Figure 9.6) seems to encourage conversation. Consequently, if the trainer wants greater control of the discussion, Figure 9.5 is preferred.

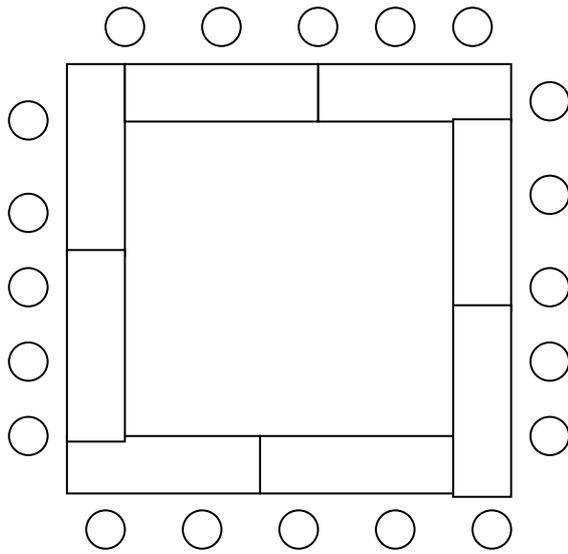


Figure 9.5

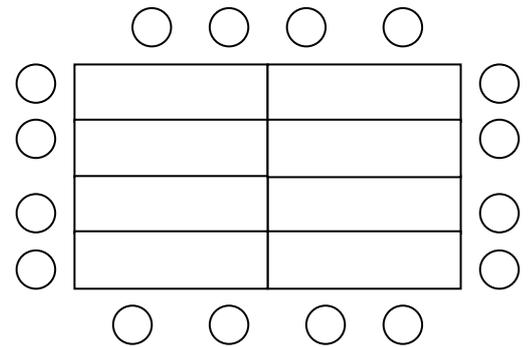


Figure 9.6

Another rectangular arrangement is given in Figure 9.7. The rectangle becomes longer and narrower. In this kind of arrangement, there are fewer people with face to face communication. People sitting on the narrow side of the table tend to be perceived as leaders.

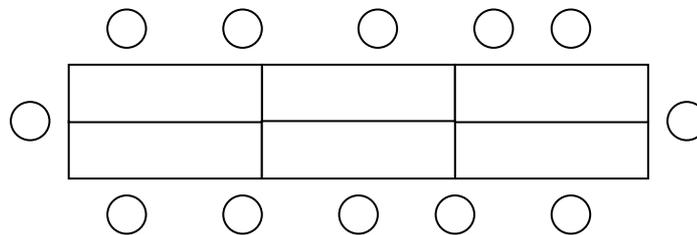


Figure 9.7

**(e) U-shaped**

The last type of common arrangement is U-shaped. This is usually preferred for management training. It has a feeling of equality in membership. The trainer is usually seated in front (Figure 9.8)

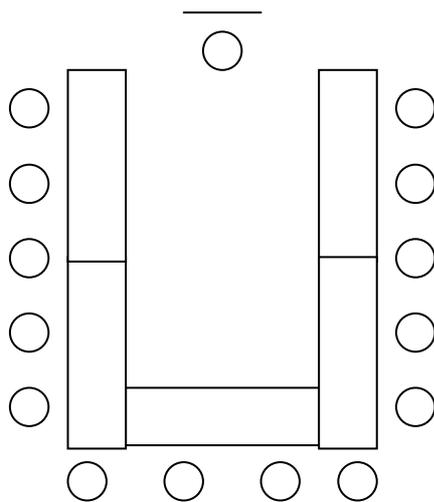


Figure 9.8

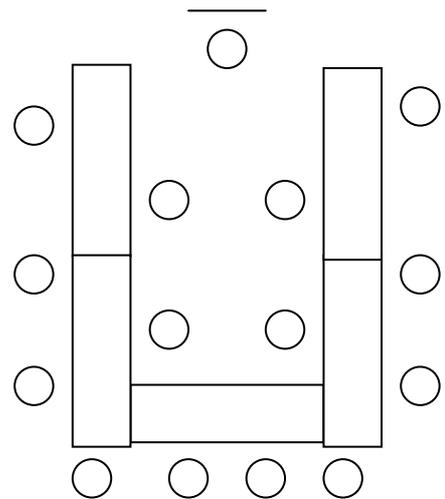


Figure 9.9

In some U-shaped arrangement, some of the participants are seated inside the U-shape. Such an arrangement creates better visual contact; and bring the group closer together.

#### 9.4 Audio-visual Equipment

The proper use of audio-visual equipment enhances the effectiveness of training. The training centre must select the equipment carefully. There should also be proper maintenance and regular servicing of such equipment to preserve its life span.

##### (a) Boards

The basic equipment commonly found in a training room is a board. There are basically three kinds of board:

- Chalkboard
- White board
- Flipcharts

Most traditional classrooms have chalkboards or blackboards. However, this is gradually replaced by whiteboards. White board are superior as they reflect light better and are easier to clean and erase. The disadvantage of white boards is the higher cost of white board markers and dusters. The training staff must ensure that the white board markers are non-permanent markers and the white board is regularly washed with soap and water.

Flip charts are useful for brainstorming and collecting ideas. They are also excellent tools for presentation by participants. The main problem with flip charts is the cost of the flip chart papers. Flip chart papers are also not easily available in some countries.

**(b) Screens**

Most training rooms will require screens when using overhead projectors. There are three types of screen:

- Lenticular (Silver) screen
- Matte white screen
- Super white

Type of Screen	Characteristics
Lenticular	Rejects stray light but presents problems for participants seated at angles to the screen
Matte white	Good for colour and shapeness but gives low light return
Super bright	Can be used out of doors but presents problems for students seated at angles to the screen

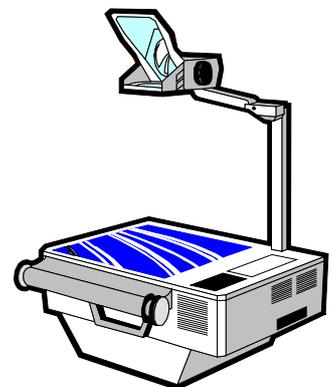
**(c) Projectors**

There are three common types of projectors used in training. They are:

- Overhead projector
- 35mm slide projector
- Video projector

**Overhead Projectors**

Overhead projectors are indispensable for a modern training room. Most trainers project transparencies on an overhead projector to enlarge the image. Traditionally, most of the transparencies were black and white. Today, with the advent of the inkjet printer, most of the transparencies can be produced in full colour. However, inkjet transparencies are expensive, averaging US\$3 per transparency.



An overhead projector is simple to use and maintain. The projection remains clear even in a lighted room. This ensures that the trainees can take down notes during the projection. However, there is a minimum amount of maintenance required. In tropical climate, it is common for fungus to grow inside the projector. When this happens, the projector should be sent for cleaning. The staff of the training centre can also perform the task of cleaning after some training. The instructor or trainer should also learn to switch off the projector when not in use. Having the projector switched on for a long time can reduce the life span of the lamp.

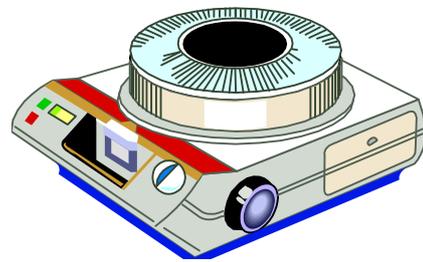
**Care of overhead projectors**

The following are some simple rules to follow in using the overhead projector:

- Carry spare lamps with the equipment for all projectors.
- Do not touch the lamps with your bare fingers. This reduces the life of the lamp due to electrostatic charges.
- Carry electrical extension cords for all presentations.
- Dust any glass surface (lens, screen) with a soft cloth.
- Keep hands and sharp pointers off the surface of any projection screen.
- Switch off the projector when not in use. However, ensure that the motor is still running so that the lamp is cooled.
- Maintain the equipment regularly to avoid fungus growth.

### ***35mm Slide Projector***

The 35mm slide projector is the most common still-picture projector. The projector is used to project presentations made on slides. Slide projectors are useful when making product presentations or to show actual pictures of machines and equipment to the trainees. The slides are normally in full colour and this makes the presentation attractive and interesting. However, they require that the trainer employs a good photographer to photograph the equipment.



Most slide projectors require a darkened room. This can be a problem when changing magazines during the presentation. Trainees are also unable to copy notes during the presentation. A remote control is useful but not an essential requirement.

### ***Video projector***

Video projectors are increasingly used in many training centres, especially for computer training. The video projector is usually connected to the video cassette recorder or a computer. Using the video projector, one can project a larger image compared with the normal television monitor. The minimum size is 6 feet by 6 feet. A video projector is often used for presentations by linking it to a computer. Using Microsoft Powerpoint, the trainer can create colourful presentations, supported by sound. This reduces the need for colour or inkjet transparencies.

The major disadvantage of the video projector is the purchase price. A simple projector starts at US\$2,500. More sophisticated and powerful projectors can easily cost US\$10,000. The cost of maintenance is also high, particularly after a few years when the video guns must be changed.



In purchasing a video projector, the training centre must consider the following factors:

- Projection lumens. The lumens determine the brightness of the image. The higher the lumens, the sharper and clearer the image of the projection. The minimum lumen is 300. A reasonably good projector should have at least 500 lumen.
- Connectivity. Not all video projectors are compatible with computers. The cheaper models only support video signals. Digital signals, produced by computers, require separate adapters. It is essential that the video projector supports the use of the computer.
- Resolution and data compatibility. To ensure full compatibility with any computer, the video projector must support a resolution of 800 x 600.
- Video format. Another important consideration is the support of different video formats. The video projector must be multi-system and supports a wide range of video formats (PAL, full NTSC and SECAM).
- Life cycle cost. Most training centres make the mistake of focusing only on the acquisition price of the video projector. The life cycle cost is equally important when making purchasing decisions. Life cycle cost include the cost of spare parts, maintenance, repairs and operations.

### ***Liquid Crystal Display Panel***

A cheaper alternative to the video projector is the liquid crystal display (LCD) projection panel (see adjacent photograph). A typical LCD panel costs between US\$1,000 to US\$2,000. A LCD projection panel is placed on the overhead projector and the image is projected onto the screen. All LCD projection panels can be linked to a video cassette recorder and the computer. It is useful for computer-based training.



In selecting a LCD projection panel, ensure that the equipment supports 800 x 600 SVGA resolution using active-matrix LCD. This will result in bigger, richer and higher resolution images.

However, the main disadvantage of a LCD projection panel is the need to have a white light overhead projector instead of a normal overhead projector. A white light overhead projector emits white colour lighting of at least 3000 lumens. They are also more expensive, usually two to three times the price of a normal overhead projector.

### ***(d) Television monitors and Video Cassette Recorder***

A television monitor (TV) and video cassette recorder (VCR) are useful but not essential for a training centre. When purchasing a TV and VCR, the following guidelines should be observed:

- TV monitor – The monitor should be multi-system capable. In other words, the TV system should be able to receive different types of signal (i.e. PAL, NTSC 3.58 and 4.43, SECAM and MECAM). The screen width should be at least 21 inches, although 29 inches is preferable. The TV should also support S-video and Video CD inputs. A remote control is useful, but not essential.
- VCR – Some trainers use training tapes and require a good VCR. Similar to the TV, the VCR should be multi-system (i.e. PAL, NTSC 3.58 and 4.43, SECAM and MECAM) and be able to support the VHS format. Most training tapes from the United States of America are recorded on NTSC 4.43 format. Tapes from Britain, Australia and Singapore use PAL format. The Japanese use NTSC 4.43 but require extended play. A remote control is essential so that the tape can be reviewed, paused and stopped from a distance.

## CHAPTER TEN

### HOW TO SET UP A TRAINING SERVICE WITHIN THE CHAMBER

#### 10.1 Introduction

Setting up a training service within the chamber requires careful planning and good implementation skills. The centre would have to be run on a commercial basis with the necessary management and financial controls. Budgets must be set-up and performance indicators developed to measure its effectiveness. Figure 10.1 outlines the steps required to create a training service within the chamber.

#### 10.2 Preliminary phase

The first step in setting up a training service within the chamber or trade association is to conduct a preliminary study to determine whether such a service is viable. Some of the questions to ask in this phase are given in Figure 10.2.

Figure 10.2 Questions for Preliminary Study

- (1) Is there a demand for training in the chamber?
- (2) What types of training are required?
- (3) Is the required training available from other existing information providers?
- (4) Who are the potential participants for the training conducted by the chamber?
- (5) Will there be enough participants to justify the setting up of a training centre?
- (6) Will the expected course fees be sufficient to cover the running cost of the training centre?
- (7) Will there be a need for subsidy from the general budget of the chamber?
- (8) Can funding be obtained from external sources?

At the end of the preliminary study, a recommendation report should be prepared for the consideration of the Executive Board of the Chamber.

#### 10.3 Selling the idea to top management

Top management commitment is vital for the success of the training centre. Therefore, it is important that top management support be obtained at an early phase.

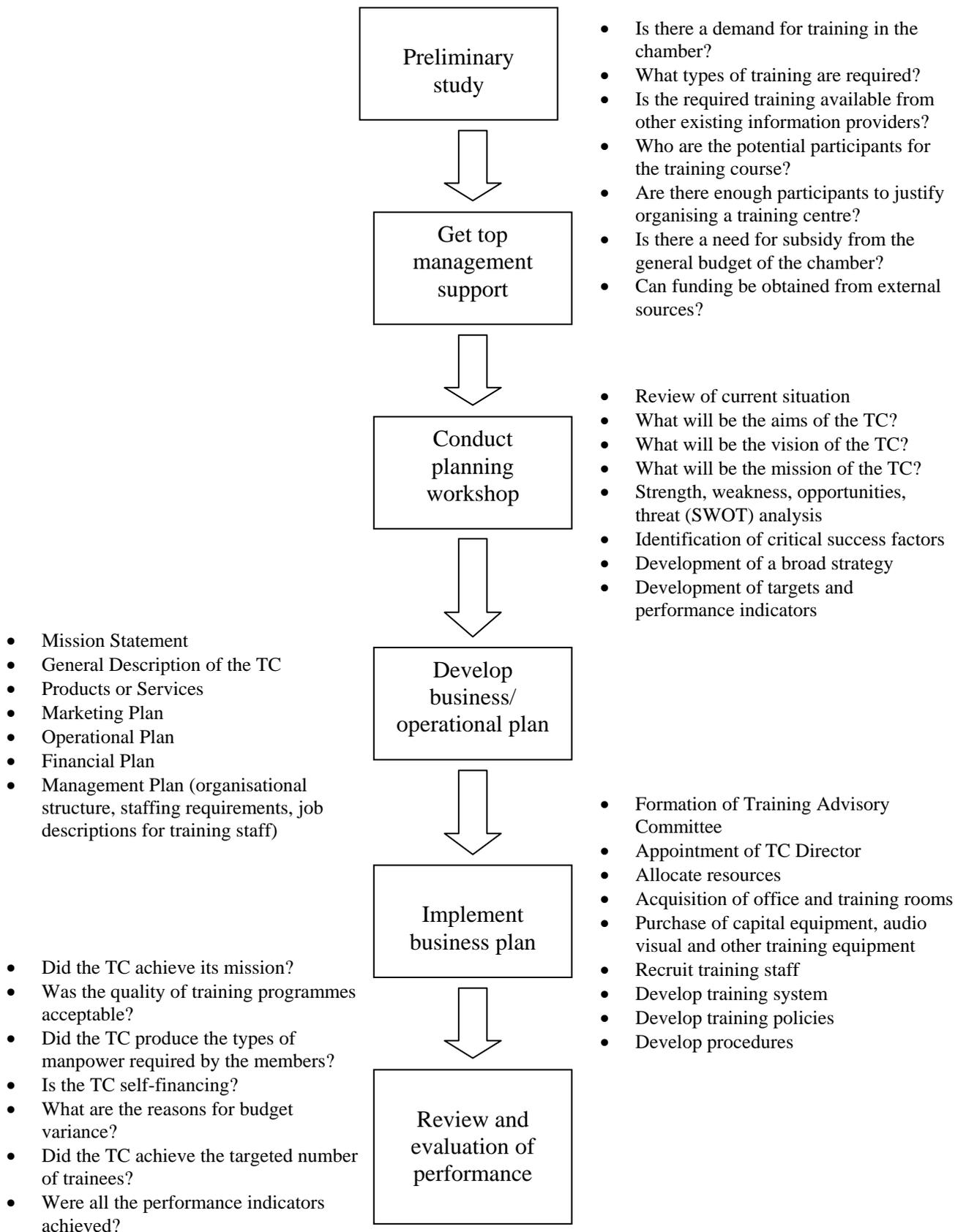


Figure 10.1 Steps for Developing a Training Centre

## 10.4 Conduct a Planning Workshop

After obtaining top management support for the setting up of the training centre, a planning workshop should be organised to determine the strategic direction of the training centre. Members of the Executive Board should attend the planning workshop for two reasons:

- (1) Board members can best judge the significance and potential impact of an issue.
- (2) Board members' involvement means that action can be taken, not simply be recommended.

The following issues should be addressed at the workshop:

- Where are we now? (to understand the present situation)
- What are the chamber's strengths and weaknesses in providing training?
- What are the opportunities and threats?
- What are the critical success factors for running a training centre?
- Where do we want to be? (define mission and objectives)
- How do we get there? (development of broad strategies)
- How do we know we have arrived? (use targets and performance indicators)

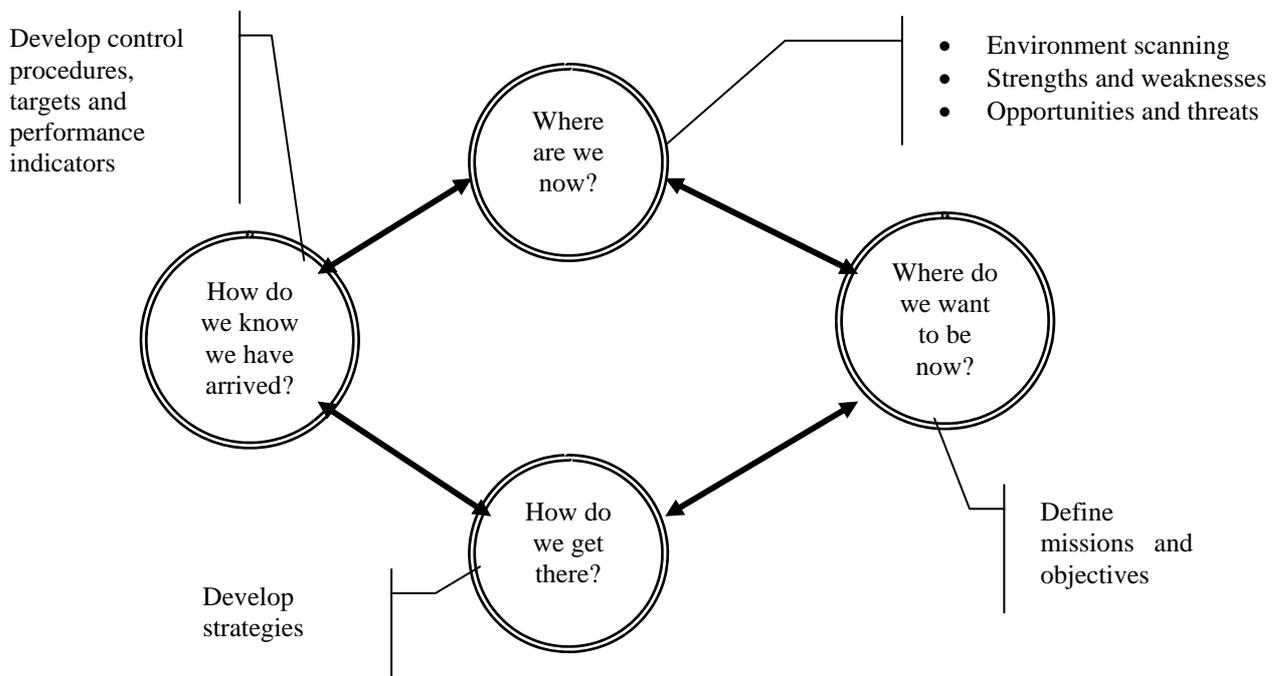


Figure 10.3 Steps in the Business Planning Process

## 10.5 Training strategy

During the planning workshop, the participants should develop the broad strategies for the training centre. Strategies are the means whereby objectives are to be achieved. A training strategy provides the basis for training plans, programmes and training budget. The training strategy should include statements of:

- The training philosophy of the organisation;
- The key strategic (longer-term) issues that training is required to address;
- The shorter-term training needs which are to be met;
- The priorities to be attached to meeting long- and short-term needs;
- The resources that will be made available for training;
- The allocation of responsibility for developing and implementing the training plans.

## 10.6 Development of a Business Plan

After the planning workshop, a simple business plan should be developed to map out the future and operations of the training centre. A business plan is a document providing the details of a training centre from all perspectives such as marketing, finance, manpower and operations. It tells us about the types of services offered, the marketing strategy, manpower required, the physical layout, the capital and operating costs of the training centre.

A business plan serves four main functions:

- (1) To conceptualise and explore ways of developing and managing the TC.
- (2) To maintain focus on the major objectives of the TC
- (3) To evaluate and assess the centre's actual performance over time.
- (4) To convince the governing council of the chamber or trade association of the viability of the TC.

### *(a) Key Components of a Successful Business Plan*

A business plan has the following components structured as follows:

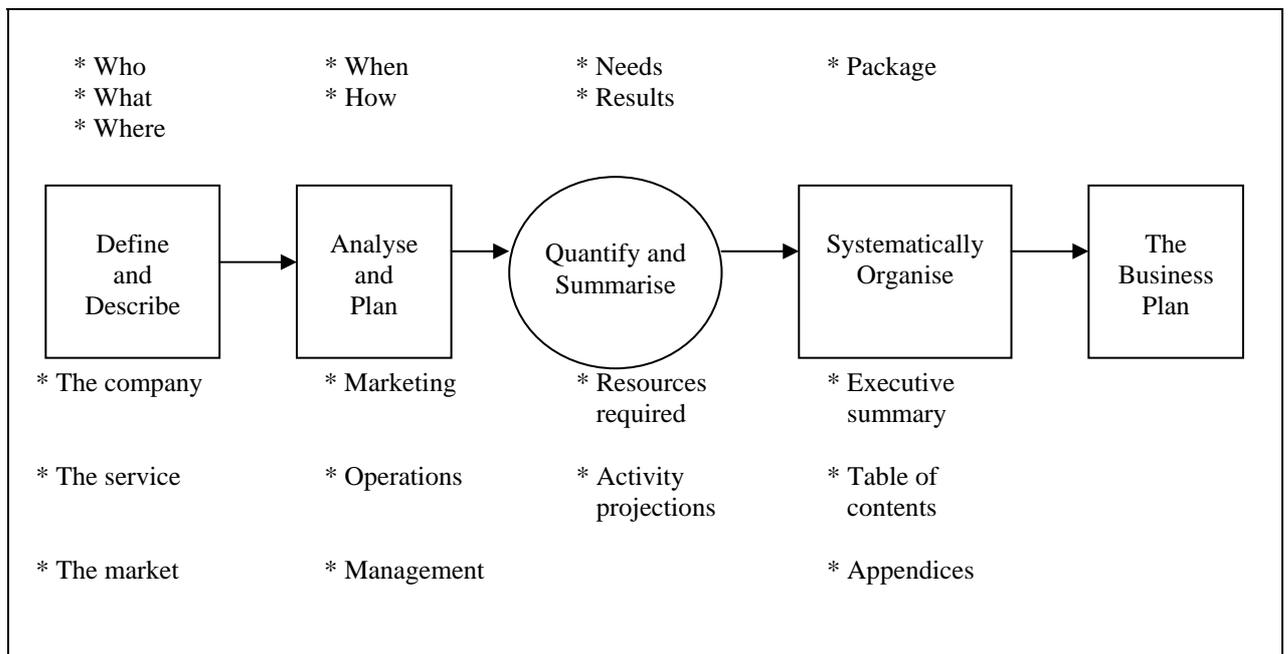
- I. Table of contents
- II. Executive Summary
- III. General Description of the chamber training centre
- IV. Mission Statement
- V. Products or Services
- VI. Marketing Plan (comprises market analysis and marketing strategy)
- VII. Operational Plan (how the service will be provided and resources required, policies and procedures, performance indicators, curriculum, training outcomes required)
- VIII. Financial Plan (projected revenue, costs of operating the TC, cost of capital equipment, cash flow forecast, income and expenditure statement)

IX. Management Plan (organisational structure, staffing requirements, job descriptions for training staff)

The above is not exhaustive and you may find that you can add to the list from your own experience or as you develop your skills in managing the training function.

Figure 10.4 shows the systematic flow of information in the development of a business plan.

Figure 10.4  
Overview of the Development of the Business Plan



(c) **Mission Statement**

The mission statement sets out the training centre's ground rules to its approach to doing business. It reflects the organisation's philosophy, values and beliefs, and its approach in providing training services. A good mission statement might include the following:

- A statement of beliefs and values
- The services that the chamber will provide
- The markets within which the chamber will serve
- How those markets will be reached
- The technologies that the firm will use
- Attitudes to growth and financing

The mission statement expresses clearly the role of the training centre within the chamber so that there are no misunderstanding.

### **Example I - A Generic Mission Statement**

"To enhance the business competitiveness of our members by developing a highly skilled workforce through training. Our strategy is to provide the highest quality training based on the members' need and using innovative delivery techniques. We are ready to meet the future challenges by identifying and exploiting new training opportunities as they arise."

### **Example II – Singapore Chinese Chamber Institute of Business (SCCIOB)**

"The SCCIOB aims to be a leading training institute offering quality training development in business and management skills.

In doing so, it strives to offer its members up-to-date and relevant training that will improve their business skills and acumen and thereby assisting in the advancement of the business society as a whole.

Our long term goal is to be established as a recognised regional certification body providing business and management skills certification and in doing so help to upgrade the competency and professional image of practitioners."

### **Example III – London Business School, United Kingdom**

"To be a world leader in helping individuals and organisations enhance their managerial effectiveness.

To do so by pursuing a balanced excellence that links theory to practice in teaching and research that are innovative, rigorous and relevant to international, career-long learning."

## **10.7 Implementing the Business Plan**

Once the business plan has been finalised and approved by the Executive Board of the chamber, the next stage is implementation. The following activities are involved in the implementation phase:

- Formation of a Training Advisory Committee
- Appointment of the head of the training centre
- Allocation of resources to establish the training centre
- Acquisition of office space and training rooms
- Purchase of capital equipment, audio-visual and other training equipment
- Recruitment of staff for the training centre
- Development of a system for administration of training
- Development of training policies
- Development of procedures for the training centre

***(a) Formation of Training Advisory Committee***

A task force to spearhead the implementation of the training centre will have to be formed. Members of the task force would subsequently become part of the Training Advisory Committee to advise and supervise the training centre. The Advisory Committee comprises members of the Executive Board, representatives from government training institutions, government officials and selected representatives from the private sector. Most of the members should have some background in human resource development or training.

In order not to stifle the initiative of the secretariat staff operating the training centre, the Advisory Committee should not interfere in the day-to-day running of the Centre and would only perform an advisory role. The Advisory Committee should not have any executive power.

The committee could adopt the following terms of reference:

- To advise the training centre on the training needs of the country and industry;
- To act as a link between industry and the chamber;
- To recommend appropriate strategies and policies for the development of the training centre;
- To advise the training centre on the types of training to be offered; and
- To advise on the marketing and dissemination of training programmes.

***(b) Appointment of Training Centre Director or Manager***

The chamber would also have to recruit a highly qualified training centre director or manager to work with the Training Advisory Committee to establish the operational details of the training centre. The person should have some prior experience in training, preferably in running a training centre. The responsibilities of the training centre director are:

- Determining the overall direction of the training centre
- Identifying new training programmes
- Approving the recruitment of external trainers
- Approving the course curriculum
- Deciding on the course fees
- Personnel management of training staff

***(c) Recruitment of Training Staff***

Other staff would have to be recruited to assist the training centre director in running training programmes. The number of staff to be recruited would depend on the budget of the chamber and the number of training programmes that will be conducted per year. For a start, one or two staff should suffice. They may include a training officer and a training assistant (or clerk). As the training centre grows, additional staff could be recruited.

The following are various positions in a training centre:

- Training officer
  - Curriculum developer
  - Trainers
  - Training Assistant
- (i) Training officer(s). The training officer is basically the co-ordinator and administrator in the training centre. The job involves organising and administering training, marketing of courses, sourcing and managing of trainers, follow-up with participants, and course evaluation. The nature and scope of the position is as follows:
- Identifying training needs
  - Organising and administering training programmes
  - Marketing training programmes to potential customers
  - Sourcing and qualifying new trainers
  - Communicating the training policies to the external trainers
  - Establishing and maintaining rapport between the external trainers and the training centre
  - Negotiating and preparing training contracts for external trainers
  - Co-ordinating with the trainer regarding course materials and other audio visual equipment required for training
  - Monitoring and evaluating training programmes
  - Following-up with participants on their future training needs
  - Costing of training courses
- (ii) Curriculum developer. For large training centres, they often employ full time curriculum developers. The curriculum developer identifies the training needs, develops training objectives, training curriculum and training materials. The curriculum developers will also be responsible for pilot-testing the programme and train the trainers.
- (iii) Trainer. Some of the larger training centres have a pool of full-time trainers. The trainers perform three important roles: instructor, facilitator and curriculum builder. As an instructor, the trainer plays the role of an expert on the subject. As a facilitator, he acts as a bridge between the learner and the learning. In some of the training centres, the trainer also conducts training needs analysis and develops the curriculum and materials for new courses. A trainer should be an expert in a few subjects and have formal qualifications in training and development. He should also have industry experience.
- (iv) Training Assistant. The training assistant performs all the clerical functions in the training centre. The person also assists the training officer in the administration of training programmes. The specific job descriptions are as follows:
- Responsible for all clerical matters

- Typing of course materials
- Registration of participants
- Informing participants of the commencement of the course
- Assisting in the telemarketing of courses
- Maintaining training records
- Maintaining contact with the trainer and participants on the status of the training course

As highlighted earlier, the staff requirement in the training centre depends on the number of training programmes offered by the training centre, the financial resources available, the range of services offered and stage of development of the training centre. In a small training centre, there is usually one or two staff. The training officer often assumes the role of marketer, learning specialist, administrator and curriculum developer. As the training centre grows, more specialist staff will be added.

## CHAPTER ELEVEN

### TRAINING MANAGEMENT AND ADMINISTRATION

#### 11.1 Roles and Responsibilities of the Training Centre

The primary role of a training centre is to manage the training function within the chamber. The following is a comprehensive list of the roles and responsibilities of a training centre (TC). Not all of the roles may be relevant. The precise roles of the training centre will vary from chamber to chamber:

- Assisting in formulating the chamber's strategic plan.
- Developing training strategies to support the strategic objectives of the chamber
- Developing training policies for the chamber.
- Analysing and identifying national, industry-wide and corporate training needs and skills gap;
- Designing and developing training programs to provide skills identified by the training needs analysis
- Preparing plans and budgets for the training centre;
- Advising on training courses for members, companies, individuals or groups;
- Organising and conducting external courses and training programmes;
- Marketing and promoting the training programmes to members and the public;
- Providing help and guidance to individuals on their training and development programmes;
- Monitoring the effectiveness of the training programmes;
- Assessing and evaluating the participants
- Providing feedback to the member companies on the performance of the employee under training.
- Maintaining appropriate records on training attendance, outcomes and evaluation
- Recruiting and developing training staff.

In smaller chambers, the role of the training centre is mainly to organise training programmes. Training needs analysis is conducted by soliciting the help of external professional organisations. As the TC grows, more roles will be added to its portfolio.

#### 11.2 Financial management

Prudent financial management is crucial for the long-term success of a training centre. Since this is not an accounting manual, we will only be providing a few guidelines on how to manage the finances of the training centre. They are:

- (a) All accounting of revenue and expenses should be done on an accrual basis. This is particularly important for courses of long duration. The normal method of recognising income on a receipt basis tends to distort the account as the monies are received before the commencement of the course. Under an accrual basis, monies received before the commencement of the course are only recognised when the course is conducted. If the course is conducted over 3 months, then the course fee collected will be divided into three and recognised under each month.
- (b) An annual budget must be prepared yearly, detailing the income and expenditures based on expected number of courses and participants on a monthly basis.
- (c) Monthly income and expenditure statements should be prepared to analyse the variance between actual and budgeted income and expenses. This will highlight the areas for urgent improvement.
- (d) Job costing should be prepared for every course to analyse the contribution of the individual courses to the overall income and expenses of the training centre. Overhead expenses should be allocated using standard costing or activity-based costing. At the end of each course, an income and expenditure statement should also be prepared.
- (e) An annual balance sheet should also be prepared to analyse the assets and stock position of the training centre. This implies that an annual stock taking should be conducted to determine the book value of the assets and the depreciation involved. This is especially important for capital equipment like computers that benefit from accelerated depreciation and suffer from rapid obsolescence.

### 11.3 Marketing the training courses

Marketing of training courses is more than just advertising or sending circulars to members. Marketing involves the research and planning of the training courses, as well as pricing and promotion. Marketing may be defined as:

“Selling your training courses at the right price, with the right promotion, to the right people, at the right location (positioning) .... at a surplus”.

The success of any marketing effort will depend on the following factors:

- The product itself
- The positioning
- The advertising and promotion effort
- The price charged for the training course

#### (a) *Product*

From past experience, marketing of a training course is easier if the course is well designed and meets the needs of the customers. Therefore, it is important that a proper training needs analysis be conducted before launching a new course. For most commercial organisations, the staff is usually required to do a small market survey of

selected companies to assess the demand for the proposed training course. This will ensure that the training course or workshop is relevant and meets the needs of the potential customers.

As part of marketing, the training centre staff must also be well versed with the details of the course and its benefits. Many sales are lost when the staff is unable to provide sufficient information to the potential customer to help him make a decision.

***(b) Positioning***

In positioning, we focus on the target audience or market. The target audience will affect the pricing of the training course and promotion strategy. For example, if the programme is targeted at senior management executives, a higher price should be charged as most senior managers associate low pricing with poor quality. Reaching out to senior managers also require a more personal approach to marketing.

***(c) Advertising and Promotion***

In a modern economy, advertising and promotion is indispensable. The following are the typical methods of promoting an event:

- Direct mailing
  - flyers
  - brochures
  - training directories
  - training calendar and posters
  - letter box drops
- Newspaper and advertisement
- Chamber newsletter
- Training centre newsletter
- Telemarketing
- Mass faxing
- Radio commercials
- Television commercials
- Trade shows or exhibitions e.g. Careers Fair
- Internet by developing your own web page or web site
- Free promotion avenues
  - press release
  - radio talk shows
  - newspaper, especially the section on what's happening in the community

Most chambers employ direct mailing and telemarketing as the primary methods of promotion. The curriculum document is usually modified and converted into a brochure. It is then mailed to all the members and past participants.

Another inexpensive promotion technique is to highlight the training courses in the chamber's newsletter. This is a good method. In addition, the training centre may wish to provide feature articles on various training topics so as to create a training culture among the members.

Finally, the training centre should publish a training directory for distribution to the members and interested companies. The training directory would list down all the courses that the training centre intends to organise for the year, giving details on the objectives, course content, duration and tentative dates. Some chambers also publish a training calendar for their members.

#### **11.4 Pricing of training courses**

In the long term, a training centre within the chamber must be self-financing and income generating. The ability of the training centre to become self-financing will depend on its ability to charge a reasonable price for the courses and to contain operating cost.

Currently, many chambers provide training free of charge to members. This is not desirable in the long run because it will drain the resources of the chamber. At the same time, when a training course is provided free of charge, the members may not value its worth. Free courses can also create a wrong impression that the training programme is sub-standard.

##### ***(a) How to Determine a Reasonable Fee for Training Courses?***

In determining a reasonable fee to charge for training courses, the following methods can be used:

- Price analysis
- Cost and breakeven analysis

In price analysis, we use the following techniques to arrive at a reasonable price:

- Comparison with published prices available from other training organisations.
- Comparison with previous prices for the same or similar course.
- Comparison with prices set by law or regulation. For example in China, the Ministry of Education sets the fees for all computer appreciation courses.
- Comparison with cost estimating relationships. Cost estimating relationships are defined as relationships between cost and an item or service characteristic. For example, if the average price of a management course is \$10 per training hour, then an 18-hour training course should be charged \$180. In the case of conferences and workshop, the cost estimating relationships is based on an average fee per day and the level of the target audience.

##### ***(b) Cost Analysis***

In the long run, the training centre must recover all its costs to remain viable. There are two major categories of cost:

Variable costs: these costs vary with the number of participants. They include the following:

- Course/workshop materials
  - Files or folders
  - Books
  - Photocopy charges of workshop materials
  - Paper
  - Writing materials and apparatus (e.g. pen, name tag)
- Meals and refreshment (including tea breaks and lunches)

Fixed Costs: these costs do not vary with the number of participants.

- Actual or imputed rental of classroom or conference room.
- Electricity
- Utilities
- Actual or imputed rental of equipment (e.g. overhead projector, video cassette recorder, television)
- Lecturers' honorarium
- Cost of accommodation for lecturer (especially overseas lecturers)
- Local transportation costs for lecturer
- Air fares for overseas lecturers
- Marketing expenses (which are normally fixed at 15 -25 per cent of total costs)
  - Cost of advertisements
  - Cost of printing brochures to publicise the training programme
  - Postage costs
  - Telephone charges to follow-up with the participants
  - Telemarketing costs
  - Pro-rata salary of In-house marketing staff
- Administration cost
  - Cost of administrative staff on a pro-rata basis
  - Costs associated with sourcing and co-ordination of trainers
  - Costs associated with course administration e.g. registering the participants, preparing handouts, attendance during the workshop
- Depreciation of training equipment

A useful tool for cost analysis is break-even analysis. The breakeven point is the price at which the total revenue is equal to total cost.

To decide what is the course fee at the breakeven level, the staff of the training centre would have to forecast the number of participants that can be expected to enrol on the training programme. The course fee at breakeven point is given as:

$$\text{Course fee} = (\text{FC} / \text{N}) + \text{AVC}$$

Where:

FC = total fixed cost associated with the training course

AVC = the variable cost associated with each participant

### Example

You are organising a two-day training workshop on “Marketing for small and medium enterprises”. You are confident of getting at least 20 participants and decide to break even at 20 participants. You have also collected the following data:

The variable costs associated with each participant for a training course are:

- The hotel charges you \$50 per day for all the meals or \$100 for two days.
- File is \$5 per participant.
- Material costs are \$10 per participant (inclusive of photocopying charges, paper and stationery)
- Total average variable cost is \$115 per participants

The fixed costs for the workshop are as follows:

- Rental of room is \$200 per day (or \$400 for two days)
- Lecturers’ honorarium is \$500 per day (or \$1,000 for two days)
- Marketing cost is \$500
- Administration cost is \$300
- Total fixed cost is \$2,200

Using the formula, the course fee to break even is:

$$\begin{aligned}\text{Course fee} &= (\$2,200 / 20) + \$115 \\ &= \$225 \text{ per participant}\end{aligned}$$

The chamber may wish to levy a small mark-up of \$25 to generate income. Thus, a reasonable cost fee is \$250.

If there are more than 20 participants, the training centre will make a small surplus. If there are less than 20 participants, the training centre will incur a loss. Consequently, the training centre may wish to cancel or defer the course if the break even number of participants is not achieved.

In practice, the pricing of course fees is complicated by a number of other factors. The training centre is expected to charge a socially acceptable price. Since members contribute monthly or annual subscriptions, they expect to pay below market prices for the training courses. In addition, training is considered a social obligation of the chamber in many countries and the price should be set at a level that would encourage more training.

Another important consideration is the price to charge for non-members. It is an acceptable practice in many countries for the chamber to charge non-members a higher course fee. This will encourage the non-members to join the chamber as members.

### **11.5 Selecting participants for training courses**

In theory, one should select participants based on their learning attitude and the need for the training course. In practice, the company sending the staff for training will make the above decision. However, the ultimate decision for accepting or rejecting the participant remains the prerogative of the training centre. The following factors should be taken into account:

- Admit participants based on the criteria specified in the training programme. If the admission criterion is senior managers, do not admit clerks.
- Check the language proficiency of the participants if the training programme is conducted in a language that is not the native tongue of the participants.
- Do not mix senior managers with junior staff. This will make the senior managers uncomfortable with the programme and create problems for the trainer, as he has to deal with participants of differing levels.

### **11.6 Managing trainers and resources**

A major decision of a training centre is to decide whether to use in-house expertise or employ external consultants to conduct the training programme. This is a type of “make-versus-buy” decision. In a “make” decision, the training centre uses in-house trainers for the course. In a “buy” decision, the training centre contracts external consultants to conduct the training programme.

#### ***(a) Make decisions***

The following are some of the conditions supporting a “make decision”:

- The training programme is a core programme of the chamber.
- The availability of in-house expertise to conduct the programme.
- There are many regular runs for the programme and it would be cheaper to make than buy.
- There is sufficient time for developing the programme in-house.

#### ***(b) Buy Decisions***

In some cases, it may be preferable for the training centre to contract external trainers for the programmes. Conditions supportive of such a decision include the following:

- It is cheaper to employ external consultants than to conduct the programme using in-house resources.
- The expertise for the training course is not available in-house.
- The course is not conducted regularly and the low volume does not justify the cost of employing full-time trainers to run the programme.

- The customers prefer external trainers
- A third party must conduct the training course as they hold the franchise for the programme.
- Time is not available for developing the programme in-house.
- The certification process requires the use of external trainers e.g. a post-graduate degree may require that the lecturers be a faculty member of the university.

*(c) Factors to consider when selecting trainers*

A training centre usually does not have full-time trainers. Consequently, the training centre must depend on external trainers. Most of the external trainers will be drawn from the private consultancy firms, free-lance trainers, academic institutions and overseas organisations. Consequently, the training centre staff must pay special attention to the selection and contracting of external trainers as the quality of any training programme depends to a large extent on the quality of the trainers.

Some training centres use a standard document in making this assessment so that the staff is consistent in the way that it evaluates different trainers. It will also assist in making comparisons between trainers.

A simple checklist is provided below:

## **CHECKLIST FOR EVALUATING TRAINERS**

### Attitude of the trainer

- Willingness to respond to our needs
- Ability to respond to our needs
- Initiatives in suggesting improvements to training programmes
- Quality of suggestions to improve training programmes
- Personality (patience, confidence, enthusiasm, willing to share his knowledge)

### Technical ability

- Communications skills
- Technical competence
- Presentation skills (oral and written)
- Pedagogy skills
- Leadership skills

### Training experience

- Proven track record
- Relevant experience
- Past training experience
- Experience in preparing training materials

### Commercial factors

- Consultancy fee
- Lead time for conducting programmes
- Ability to attract participants

Before contracting the trainer, the following actions should be taken:

- Request the trainer to make a presentation to a small group or staff of the chamber. Based on the presentation, an evaluation can be conducted in respect with his training skills, knowledge and ability to answer questions.
- Request for samples of the material that the trainer will be using in the classroom or session.
- Request for references from organisations that have contracted his service. Make sure you contact these references to receive feedback on this attitude, training skills, knowledge, and ability to handle participants and the evaluation by participants.

### ***(e) Contracting Aspects of Training***

In contracting out training to a third party provider, good contract management is vital to protect the interest of the training centre and the participants of the training programme. Special attention should be given to the following areas:

- Retain the rights to all training materials developed for the training centre.
- Provide an option for getting out of the contract without much difficulty.

- Clearly define all performance parameters and the penalties for not meeting them.
- Request the trainer to keep the staff of the training centre informed on issues and progress using a well defined reporting system.

The training centre should have a formal contract with every trainer engaged by the centre. A training contract is useful to ensure that the two parties understand their respective obligations and responsibilities. It will also form the basis of any arbitration should a dispute arise. In working out a contract between the trainer and the training centre, the following is a list of typical terms that may be included in a standard contract. Not all the items are applicable. Some of these items can be combined in a single clause with careful drafting, but it is usually better to address one item at a time.

### **TYPICAL STANDARD TERMS FOR A TRAINING CONTRACT**

- Definitions and governing laws
- Curriculum development and design responsibilities.
- Responsibilities of the training centre. In any contract, the training centre has responsibilities other than payment.
- Responsibilities of the trainer.
- Training course specifications (subject, number of hours, schedule, examinations, setting of examination papers, marking, invigilation)
- Professional fee
- Frequency and terms of payment.
- Intellectual property issues. It is important to state that any intellectual property developed by the trainer for the training centre becomes the property of the training centre. Similarly, the training centre must also protect itself against any infringement of copyright in the materials provided by the trainer.
- The right for the staff of the training centre is sit-in the training programme to evaluate the trainer.
- Penalties for failure to perform the contract.
- Termination clause.
- Taxes and contribution to pension funds.
- Security and confidentiality clauses.

#### **11.7 Motivating trainers and resource persons**

As trainers are one of the most important resources of the training centre, there is a need to pay special attention to the issue of motivation of trainers and resource persons.

**(a) *Honorarium***

The honorarium paid to the trainer varies with the difficulty of the course and the level of the participants. Usually, the honorarium for management level courses are higher compared with worker training. Payment of honorarium should not be dependent on the academic qualification or experience of the trainer.

**(b) *Performance-based Honorarium***

Most training centres pay the trainer a flat honorarium. However, if the number of participants exceed a particular threshold number, then the honorarium will be increased progressively.

**(c) *Profit-sharing***

In some cases, the training centre may wish to motivate the trainers through a profit-sharing scheme. Under such a scheme, the trainer is paid a lower honorarium. All the revenue net of the expenses (overheads, administrative and marketing expenses) is shared on a fixed formula between the training centre and the trainer. In some cases, the trainer is not paid any honorarium.

**(c) *Seniority-based Honorarium***

To recognise the experience and commitment of existing trainers, some chambers increase the rate of honorarium received by the trainer over time. However, special attention should be paid to maintaining some form of internal relativities between the trainers by ensuring that the honorarium also reflects the value of the course and the contributions made by the trainer.

**(d) *Non-monetary Motivational Tools***

Apart from motivating the trainers financially, there is also a need to create opportunities for the trainers to upgrade themselves and to identify with the training centre. The following are some of the motivational tools used by training centres to motivate their trainers.

- Regular tea sessions and social gatherings. Such social activities help to build up camaraderie among the trainers, thereby strengthening the corporate training culture within the training centre. The staff of the training centre should also use such occasions to solicit feedback on the lecturers' perception of the training centre and how to improve the services of the centre. The top leadership of the chamber should be invited to participate in such gatherings to meet the trainers. Another reason for involving the Board members is to generate top leadership commitment and support for the training centre.
- Lecturers' forum. Unlike a social gathering, a "lecturers' forum" tends to be formal. Such forums are held once or twice a year. During the forum, the training director will share his vision with the lecturers and explain any changes in procedures and policies. The lecturers are also invited to give constructive feedback on how to improve the services of the training centre. The meeting can also be used to identify future training needs.

- Inviting lecturers to participate in the activities of the chamber. To help the lecturers identify with the chamber, they can be invited to participate in other activities organised by the chamber. For example, when the chamber invites a prominent speaker to address the members, trainers can also be invited to join in.
- Organising special training courses to improve their pedagogic skills. Most part-time trainers may not have formal training in pedagogy. The training centre can help to overcome this performance gap by organising special training courses on improving pedagogic skills. Likewise, the rapid advances in education technology also require the training of the trainers in these new technologies.
- Rewarding outstanding trainers by sending them for special courses locally and overseas. Some chambers sponsor outstanding trainers for special conferences on training and development. This is one of the most visible methods of rewarding good trainers.
- Keeping lecturers informed of the activities of the training centre through a regular newsletter of the training centre.
- Allowing trainers to attend courses organised by the training centre at a special rate.
- Maintaining close contact between the training staff and trainers. The training staff should maintain close contact with the trainers through regular telephone calls and simple notes.
- Providing regular feedback on the performance of the individual lecturer. To motivate the trainers, there should be a formal and informal system of performance appraisal. The purpose of the performance appraisal is to improve the trainer's effectiveness and the quality of working relationship. Should the training centre receive a complaint from the participant, this should be feedback immediately to the trainer. Likewise, positive feedback should be treated similarly.
- Providing good administrative support. One of the nightmares of an external trainer is the lack of good administrative support. As most of the external trainers may hold full-time jobs, they require good administrative support so that they can concentrate on training rather than solving administrative problems.

### **11.8 Monitoring and evaluating the performance of the training centre**

The performance of the training centre should be evaluated annually or once every six months. This will help to ensure that the training centre is achieving its objectives and target. To measure the performance of the training centre, we often use the following indicators:

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Number of persons trained in a year</li> <li>• Number of persons trained per staff</li> </ul> |
|--|

- Number of courses conducted
- Number of courses conducted per staff
- Number of new courses developed in the year and time required to develop courses
- Operating surplus
- Actual income vs. budgeted income
- Actual expenses vs. budgeted expenses
- Costing of each training course relative to targeted cost

### 11.9 Checklist for pre- and post-training administration

The long-term success of a training centre will also depend on the members' impression of the training centre. This will be influenced by the efficiency of the training administration. Therefore, it is vital that special attention be paid to this aspect of training. The following are guidelines for training administration:

#### (a) *Non-residential courses*

- Prepare a budget of the expected income and expenses for the training course. What is the breakeven number of participants? Do we have enough participants? If not, what further action is needed to increase the number of participants?
- Select instructors, contact them to see if they are available and brief them on what is required. Remind them of the course schedule at least one week before commencement of the training programme. Ask them if they need any special training aids?
- Check on availability of training aids such as blackboards, paper pads, overhead projectors, film projectors, white boards, etc. Check the rooms to see if electricity is available for the training equipment. Are there sufficient power sockets? Is an extension cord available?
- Are there markers and dusters on the white board?
- Is all the training equipment (i.e. overhead projector, television and video cassette recorder) in good working condition?
- Are the rooms suitable for training? Are they quiet?
- Can the trainer be heard easily in all parts of the room? If not, are microphones available?
- Is lighting adequate?
- Are the rooms adequately ventilated and air-conditioned or heated if necessary?
- Check the toilets. Are the toilets clean and in good working condition?
- What seating arrangement is to be used – circular, U-shaped or square?
- Do you need tables for writing?

- Recheck that all necessary equipment will be available when required and is in good working order.
- Organise meals, tea and coffee breaks.
- Prepare folders with the following information:
  - List of course members and where they come from.
  - Handouts.
  - Name and location of the person with overall responsibility for organising and administering the course.
- Prepare an attendance list.
- Prepare certificates of participation or achievements.

**(b) Residential Course**

- Prepare a budget of the expected income and expenses for the training course. What is the breakeven number of participants? Do we have enough participants? If not, what further action is needed to increase the number of participants?
- Check the training rooms and equipment using the checklist provided in the above section on non-residential courses.
- Book accommodation for participants and any visiting trainers.
- Make travel arrangements.
- Organise meals, tea and coffee breaks.
- Prepare details of number of trainees and times of arrival.
- Prepare printed information for trainees. This should include:
  - A message welcoming course members.
  - Outline of objectives.
  - Detailed timetable. Make sure you allow adequate time for participants to get from place to place.
  - List of course members and where they come from.
  - Map of layout showing meeting rooms, office, sleeping accommodation, toilet facilities, bus stops and shops.
  - Relevant training regulations.
  - Names and whereabouts of persons if help is needed.
  - Room-cleaning arrangements, laundry facilities.
  - Library hours and library rules.
  - Recreation facilities – types and times available, rules and any charges to be paid.
  - Advice on locking rooms and safe keeping of valuables.
  - Location of nearest shopping facilities.
  - Mealtimes, times for morning and afternoon teas.
  - Public transport services.
  - Name and location of the person with overall responsibility for organising and administering the course.
  - Advice on how return-travel arrangements are to be confirmed.

- Tourist brochures on places of interest.

## CHAPTER TWELVE

### CRITICAL SUCCESS FACTORS

Managing a successful training centre requires good entrepreneurial and management skills. Unlike the other activities of the chamber, a training centre has many competitors from the government and private sector. Unless certain critical success factors are observed, the training centre may not be viable in the long-term. The following are the key critical success factors:

1. **Strong leadership support and commitment** from the governing council of the chamber or trade association. Although a good training centre can become self-financing quickly, it usually requires one or two years before the training staffs gain enough experience to operate a training centre on a truly commercial basis. Therefore, it is vital that the chamber or trade association provides strong leadership for the initial setting up of the training centre. The performance of the training centre should also be regularly monitored.
2. The training centre must be **income-generating**. The staff at all levels must be committed to this philosophy from the commencement of operations. Special effort must be made to reduce cost and increase revenue. The training must become self-financing within two years. By generating income, the training can expand into new activities, reward the staff well and attract high quality staff.
3. **Quality programmes**. Quality is a key critical success factor. To achieve excellent quality, the training centre must pay special attention to meeting the requirements of the customers. Superior customer service must be emphasised. This means that the staff must spend time understanding the training needs of the customers and designing programmes to satisfy such needs. **The training staff must be pro-active rather than reacting to situations.**
4. **Good planning**. The training centre must plan ahead to keep up with the competition. New and innovative training programmes must be identified ahead of the competition. All training courses should be planned at least six months ahead of time so that there will be adequate time for marketing of the courses. A planning workshop should be organised annually to identify new programmes and improve existing ones. Likewise, the training directory must be published ahead of time so that members have sufficient time to send their staff for training.
5. **Good trainers**. The quality of any programme depends on the relevance of the topic and the content, and the ability of the trainer to impart his knowledge in a captivating manner. The availability of good trainers is the key. Therefore, it is imperative that the training centre selects trainers carefully, monitors their performance, ensuring that they are well prepared and conversant with their areas of expertise. Special attention must also be paid to managing and motivating the in-house and external trainers as explained in Chapter 11.

6. **Good administration.** The quality of the programme is also affected by the efficiency of course administration. Very often, the participant's perception of the course and training centre is influenced by the customer service provided by the full-time administrative staff. In particular, the staff of the training centre must be trained in telephone techniques and how to answer enquiries. They must also be responsive to the needs of the participants.
7. **Leveraging on external resources.** To be successful, the training centre must leverage on the external resources that exist locally and abroad. Instead of competing directly with private training centres, the training centre must learn to work together with members and leverage on each other's strength and resources. The training may also wish to tap on the expertise of universities and consultancy firms.



8. Finally, the staff of the training centre must be **marketing oriented**. Instead of waiting for the members to come to the training centre, the staff would have to reach out to them through regular newsletters, promotional seminars, factory visits and direct selling.

## SURVEY OF TRAINING NEEDS

The objective of this survey is to understand the training needs of our members and how the training centre can help the members with their training requirements. All information will be treated with strict confidentiality.

Name of company: \_\_\_\_\_

Name of Respondent: \_\_\_\_\_

Designation of respondent: \_\_\_\_\_

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Main line of business/product / services \_\_\_\_\_

Number of employees: \_\_\_\_\_

1. Is there a training department in your company?

Yes       No

If yes, who is the contact person for training? \_\_\_\_\_

2. Have any of your employees attended courses conducted by the chamber?

Yes       No

If yes, please give your comments of our courses (e.g. relevance to the job, quality of trainers, effectiveness of the training).

If no, please give the reasons for not sending your employees to our courses.

3. How did you learn about our training courses?

<input type="checkbox"/> Training brochures	<input type="checkbox"/> Training directories
<input type="checkbox"/> Newspaper advertisement	<input type="checkbox"/> Telephone call from training staff
<input type="checkbox"/> Chamber newsletter	<input type="checkbox"/> Friends and associates
<input type="checkbox"/> Faxes	<input type="checkbox"/> Others _____

4. Do you think employees in your organisation experience any resistance to training? Do you have suggestions for minimising this resistance?

5. Which of the following courses would you consider sending your staff for training at the chamber?

- Financial management and accounting
- Supervisory development
- Cross-cultural communications
- Sales and marketing
- Taxation
- Letters of Credit
- Export and Import Operations
- Export marketing
- Export management
- Hospitality and hotel management
- Operations management
- Materials requirement planning
- Manufacturing resource planning
- Distribution resource planning
- Purchasing and materials management
- Store and inventory management
- Arbitration
- Entrepreneurship training
- Productivity improvement
- Good housekeeping (5s)
- Industrial health and safety
- ISO 9000
- Total quality management
- How to manage a small company
- How to prepare an effective business proposal
- How to prepare a business plan
- Employment legislation
- Law of contract
- Basic business laws
- How to manage a performance appraisal system
- Effective interviewing skills
- How to motivate employees
- Personnel selection
- Human resource planning and recruitment
- Direct and indirect compensation
- Others \_\_\_\_\_

6. How much is your company willing to pay per day for the following types of training?

Managerial \$ \_\_\_\_\_ per day

Executive \$ \_\_\_\_\_ per day  
Technician \$ \_\_\_\_\_ per day  
Clerical \$ \_\_\_\_\_ per day  
Worker \$ \_\_\_\_\_ per day

7. What are the major factors that impede training within your company?

## SAMPLE CURRICULUM DOCUMENT

<b>Basic Purchasing Management Programme</b>
<p><b>General programme information</b></p> <p>Purchasing is often described as the last frontier of management. The contribution of purchasing to the bottom-line of a company is often misunderstood and under-estimated. The Basic Purchasing Management Programme introduces basic purchasing techniques to the participants to increase their productivity and efficiency.</p>
<p><b>Learning Objectives</b></p> <p>At the end of the course, participants will:</p> <ul style="list-style-type: none"> <li>• Develop critical, analytical and professional skills in dealing with purchasing issues and application</li> <li>• Understand how to organise the purchasing department for maximum effectiveness</li> <li>• Define and explain basic purchasing procedures</li> <li>• Appreciate the various purchasing strategies and arrangements</li> <li>• Prepare effective specifications for procurement</li> <li>• Understanding what to buy? How much to buy? When to Buy?</li> <li>• Select and manage suppliers effectively.</li> </ul>
<p><b>Topics / Sub-topics</b></p> <p><b>ROLE AND SCOPE OF PURCHASING</b></p> <ul style="list-style-type: none"> <li>• Definition of Purchasing</li> <li>• New Pressures on Purchasing</li> <li>• Traditional Approach</li> <li>• The Tasks of a Buyer</li> <li>• The Role of Suppliers</li> <li>• Modern Purchasing</li> <li>• Skills Required of Modern Purchasers</li> <li>• The Functions of Purchasing</li> <li>• Responsibilities of Purchasing</li> </ul>

## **ORGANISING THE PURCHASING DEPARTMENT**

- Centralisation
- Decentralisation
- Hybrid Organisation

## **PURCHASING PROCEDURES**

- What is a procedure?
- Purpose of procedures
- Typical purchasing procedures
- Purchasing Department records
- Flowcharting

## **PURCHASING TECHNIQUES AND ARRANGEMENTS**

- Large order procedure
- Small order procedures
- Procurement Options
- Negotiated Supply

## **PURCHASING OBJECTIVES AND STRATEGIES**

- Purchasing Objectives
- Product Portfolio Matrix
- Importance of Purchased Items
- Supply Complexity
- Assessing Supply Complexity
- Different Strategies for Different Commodity Types
- Supply Market Analysis

## **SELECTING AND MANAGING SUPPLIERS**

- Strategic and tactical issues
- Selecting suppliers
- Supplier evaluation factors
- Supplier evaluation methods and forms
- Supplier certification

## **DECIDING WHAT TO BUY?**

- Make-or-Buy Decisions
- Reasons for Make
- Reasons for Buy
- Outsourcing
- Specifications
- Requirements for an Effective Specification
- Drafting Tender Specifications
- Constructing the Specifications

## DETERMINING THE PRICE

- Price Analysis
- Price Comparison Methods and How to Use Them
- Methods of Price Analysis
- Discounts
- Cost Analysis
- Elements of cost
- Estimating cost and obtaining cost proposals from suppliers
- Life Cycle Costing
- Cost Price Analysis and Implications
- Methods of reducing cost

## HOW MUCH TO ORDER AND WHEN TO BUY?

### **Definition of Inventory**

- Reasons for Managing Inventory
- Types of Inventory
- Functions of Inventory
- Basic Concepts of Inventory Management
- Inventory Costs
- Basic Questions of Inventory Control
- Economic Order Quantity
- Periodic Review Systems
- Aggregate Inventory Reduction
- Lead-time Reduction
- Materials Requirement Planning

### **Duration**

Five days

### **Entry Qualifications**

Purchasing, warehouse personnel, engineering and administrative staff involved in purchasing decisions. Participants must have proficiency in English and passed the high school certificate.

### **Assessment methods**

Written assignment and work-based project.

## COURSE EVALUATION

Course Title: \_\_\_\_\_

Date of Course: \_\_\_\_\_

Thank you for your keen interest and participation in this course. Your frank evaluation will help us improve our course design and training for the benefit of future participants. Please answer all the questions. Where a question calls for a numerical rating, please circle the appropriate number.

### Scale of Rating

1	-	Poor	(Very much below expectation)
2		Fair	(Below expectation)
3	-	Satisfactory	(Up to expectation)
4	-	Very Good	(Above expectation)
5	-	Excellent	(Very much above expectation)

### 1. COURSE EFFECTIVENESS

	Poor		Excellent		
1. Achievement of stated objectives	1	2	3	4	5
2. Amount of knowledge and skills acquired	1	2	3	4	5
3. Adequacy of notes and handouts	1	2	3	4	5
4. Design and organisation of course	1	2	3	4	5
5. Your overall rating of the course	1	2	3	4	5

### 2. INSTRUCTOR EFFECTIVENESS

1. State of preparation of instructor	1	2	3	4	5
2. Instructor's knowledge of topics	1	2	3	4	5
3. Instructor's ability in presenting lectures	1	2	3	4	5
4. Instructor's ability to hold your interest	1	2	3	4	5
5. Instructor's ability in using teaching aids	1	2	3	4	5
6. Interaction within the group	1	2	3	4	5
7. Your overall rating of instructor	1	2	3	4	5

### 3. COURSE ADMINISTRATION

1. Suitability of the training venue	1	2	3	4	5
2. Quality of snacks provided during the breaks	1	2	3	4	5
3. Quality of handouts	1	2	3	4	5
4. Condition of the training equipment	1	2	3	4	5
5. The attitude of the training staff	1	2	3	4	5

4. Please rate the relative value (1 = very valuable; 2 = worthwhile; 3 = negligible; X = not applicable) of the following components of the training course to you:

Video	_____	Role-playing exercises	_____
Workbooks	_____	Small group discussions	_____
Lectures	_____	Case studies	_____
Games	_____	Demonstration	_____

5. Please make an overall comment on the course and instructor(s).

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6. Would you recommended this training course to other members from your organisation?

Yes       No

If yes, give the name(s) of the person and the job title

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If no, please give the reasons for your answer

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7. What suggestions do you have for improving the program?

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