

HRDC2003

Preparing Knowledge Workers for Nation Building

●
Training and Development

●
Career Development

●
Organisational Development

●
Macro Perspective On
Human Resource Development

Organised by



Universiti Malaysia
Sarawak



Sarawak State
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INTAN

National Institute of
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In conjunction with



Edited by

Prof. Ibrahim Mamat
Prof. Peter Songan
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Dr. Rusli Ahmad
Zaiton Hassan

HRDC2003

**National Human Resource
Development Conference**

Preparing Knowledge Workers for Nation Building

15-16 December 2003
The Hilton, Kuching
Sarawak, Malaysia

**Find them.
Develop them.
Empower them.**

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HRDC 2003
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EDITORIAL PREFACE

In every organisation, human beings or workers play a vital role in determining organisation survival. Workers are the most valuable assets to an organisation and they are the key or prerequisite factor for organisation to become more competitive and excellent in the information edge. The maximum development of workers potential as a result becomes a focus point. This is inline with strategic human resource view which gives more weight on strengthens and empower on individual workers potential. Without any doubt, knowledge workers were very significant in this context to develop the ability of individual workers to satisfy the current and future needs of the organisation's performance.

These conference proceedings are the collection of papers for the Human Resource Development Conference (HRDC 2003), jointly organized by the University Malaysia Sarawak (UNIMAS), the Sarawak State Government and INTAN, held on the 15th-16th December, 2003, Kuching, Malaysia, in conjunction with the 10th Anniversary of University Malaysia Sarawak, the first university to be established in the hidden paradise of Borneo. The HRDC 2003 aims to promote the exchange and dissemination of knowledge on human resource development theories and practices for knowledge workers at the micro and macro levels.

Hence, besides fostering ties amongst speakers and participants, the conference also seeks to address issues, challenges and innovations in human resource development from multiples perspectives, as well as initiating discussions on the direction and future trend of human resource development from Malaysian perspective. Papers that have been collected in the proceedings cover four major tracks: Training and Development, Career Development, Organizational Development and finally Macro Perspective on Human Resource Development.

We hope that this conference would serve as a platform for the exchanging and dissemination of thoughts and knowledge in the field, particularly in the Malaysian context.

We would like to thank all the keynote speakers and presenters for taking great effort to share with us their ideas. And we sincerely hope that the papers collected in the proceedings would, in some significant ways, contribute to genuine knowledge in the field. We would like to thank all parties who have assisted and contributed in making these proceedings achievable.

Finally, we wish that you had a memorable and rich experience of the Sarawak life as well as having a successful conference.

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**Preparing
Knowledge
Workers for
Nation Building**

THE EFFECTIVENESS OF TRAINING KNOWLEDGE WORKERS

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Abstract: The training of workers is becoming crucial for many organisations, in order to meet growing customer demands and remain competitive within the global market. This paper reviews the training of workers, especially within small to medium enterprises (SME's) in the UK. One of the most important aspects of training, which is often overlooked, is whether the training has been effective. This paper looks at the assessment and evaluation of the training of workers in order to assess its effectiveness and discusses several training projects in the UK where workers from organisations have been trained. It gives the results of various training projects and concludes that the evaluation of training effectiveness must be carried out to determine that such training has contributed to the overall organisational objectives and thus organisational performance.

Keywords: Training, Evaluation, Effectiveness, Learning, SME

1.0 INTRODUCTION

In these modern times there is an increasing pressure for all organisations, whether in the public or private sector, to become more effective and efficient, and gain a competitive edge, thus there is increased attention being given to the training function. The need for training may be due to a variety of reasons such as shortage of labour, high turnover, expanding production, new knowledge and technology, diversification of products and automation. Equally, it may result from drives to improve quality, reduce waste, make changes in the work process or materials, or redesign jobs. Additionally, training might be needed as a response to human resource factors, for instance the calibre of staff might need to be enhanced, particular individuals might need to improve their performance, and new employees should always be properly integrated into the organisation.

From these justifications for the training function, it can be seen that the purpose of training is to effect some change in order to mould the attitude and skill behaviour of a person through a learning experience so that the desired performance from that person can be achieved in the workplace. Furthermore, as Beardwell and Holden (1997), have noted, training is necessary to develop the ability and potential of individuals to satisfy the current and future needs of the organisation's performance.

During the 1950's and 1960's small firms were written off as "out-of-date" economic activities and as Stokes (1998) points out, " A key to economic prosperity had been handed to the multi-national corporation who used modern technology that demanded a concentration of resources". During this time, management theorists and educationalists focused attention on large companies, hence the major publications, according to Curran *et al* (1987), concentrated on business disciplines such as marketing, finance and strategy and were written in a large organisational context. Thus small businesses played a peripheral supporting role to the larger organisations.

In 1971 Lord Bolton, in the UK, led a committee to determine the future role of the small company. The Bolton Committee produced a report, known as the Bolton Report (1971) which recognised the need to provide support to small to medium enterprises (SME's) and by the end of the 70's SME's were hailed as the saviours of ailing western economies (Stokes, 1998 and Stanworth *et al*, 1999). Marsh (1996) explains that SME's are organisations that employ less than 250 employees.

In 1999 a report by the Organisation for Economic Co-Operation and Development (OECD) highlighted the important role that SME's play in the UK economy. Indeed SME's account for over 95% of enterprises and employ 60-70% of all workers in the UK (OECD, 1999). DTZ, (1998) highlight the knowledge gap and skills shortage within SME's in the UK therefore the training of knowledge workers is a growing problem for many organisations, both in the UK and in other countries.

2.0 TRAINING

According to Rainbird and Maguire, (1993) the training function is primarily for organisational rather than individual development. Certainly, for more than four decades, training and development, as an investment, has grown into a very important element of the activities of many businesses due to the need for improved workforce resources and performance. These businesses, according to Arthur (1992), are searching for the ultimate goal, which is not only to remain competitive, but also to thrive in a competitive and rapidly changing market-oriented world.

Lloyd (2002), a decade later, citing reports from the OECD and the European Commission in 1996, and 2000, respectively, stresses the existence of the same need, noting that:

"Current policy debates across advanced industrial economies are emphasising the centrality of skills and training to compete in the new 'knowledge economy'".

Indeed, as Sparrow and Hiltrop (1994) had commented, the training and development function, which is part of Human Resource Management (HRM), is now seen as the most important personnel function in all of the major European countries. However training is still seen as an approximate process, in that it focuses on the development of knowledge and skills, which are usually hand crafted and related to pre-defined training needs. In this respect, Gibb (1991) observes that the training concept involves the creation of a sufficiency of workers who can work more effectively, thereby contributing better to the economic performance of the organisation. This is essential for knowledge workers.

At the macro level, governments have certainly invested in the training function in a variety of ways. The United Kingdom (UK) for instance, as documented by Noble (1997), introduced a statutory training levy in 1964 and established industrial training boards (ITB's) in the major industries, that were empowered to impose a levy/grant system on employers. Through the training levy, employers paid a duty (levy) on payroll tax, and the size of this levy differed according to the industry. Companies were then paid grants from the training levy if they achieved acceptable levels and volumes of training. However, problems with the training levy system emerged in several areas. Firstly, as pointed out by Sheldrake and Vickerstaff (1987), cited in Noble (1997), many smaller firms did not benefit from the grants despite paying the levy, so they were understandably aggrieved. Secondly, the training levy scheme recommended certain types of training, and some companies maximised their grants by employing training which was designed to meet *"the general standard requirements of an ITB rather than their own particular needs"* (Ziderman, 1978), cited in Noble, 1997). A review of the training levy system occurred in 1973, and ITBs were given authority to grant exemptions to employers who could demonstrate that they were training for their own requirements.

However, with the Conservative government philosophy, the levy was abolished in 1981, and a move towards a voluntaristic training system swept in.

There are many factors, which encourage companies to train their workforce which Smith and Hayton (1999) summarise as follows.

- To secure improvement in employee performance, or
- To secure improvement in the adaptability and flexibility of the work done, or
- To satisfy a new skill/knowledge need arising from investment in new technology.

The adoption of new and more sophisticated work practices may require changes in the business strategy and systems of human resource management. This perhaps may be the most obvious reason for training any workforce today, since the effects of the introduction of new technology are being felt by many organisations. These effects highlight the need for a competent and skilled workforce that is adequately trained to meet the challenge precipitated by this new technology's introduction. New technology is now part and parcel of most organisations, and as Jinks, (1979) notes, there are certain key features in any company, which if adequately provided for, will ultimately lead to that company's success. These key features are materials, equipment and the workforce. Training of an organisation's workforce coupled with other human resource initiatives, and the appropriate attitude to training from employees themselves, ensures a pool of manpower of the required levels of expertise at the right time.

According to Hanratty (2000), adequate training will help companies to improve the quality of their service and give their employees a vision of what they are expected to become, and what skills and knowledge they need to acquire in order to make that transition. Proper training and development will also help an organisation to compete successfully. In addition Hanratty (2000) argued that *"If organisations are to compete successfully, one crucial part of their activities must be to develop training strategies that are reflective of employment strategies and that meet the future training requirements of the organisation"*. Many researchers including Heyes and Stuart (1996) echoed this emphasis on organisational competitiveness when they noted, that *"Investment in vocational education and training (VET) is commonly regarded as a key factor in explaining the competitive success of organisations and national economies (Finegold and Soskice, 1988; Stewart, 1999)*. Furthermore, they also confirm the value of the development of cognitive and non-cognitive abilities as these improve workforce flexibility and adaptability to the changing work organisation. A major purpose of training then, is to enhance the knowledge, skills and attitudes of employees, but additionally training can help develop employee confidence, increase motivation, and enhance job satisfaction. Hwang (2003) gives a comprehensive review of the available training techniques and strategies that can be applied to knowledge workers (for the management of knowledge).

3.0 THE SIGNIFICANCE OF LEARNING WITHIN TRAINING

The progression of learning in many forms: of individual, team and organisational learning, is widely appreciated by researchers, such as Bamber and Sharp (2000), as being of critical importance to the economic well-being of organisations. The notion of the "Learning Organisation" as promoted by writers such as Senge (1990) and Argyris (1992) give credence to the fact that organisations are obliged to conduct an effective learning capability in order to succeed in modern competitive, often global, environments. In particular, Heywood *et al* (2000) point out that employees will need to develop management skills and heuristic problem solving abilities. Furthermore, Amin and Wilkinson (1999) outline the importance for businesses of sustaining learning and adaptive processes that are vital to enable the business to endure, whilst Dosi and Malerba (1996) argue the significance of an organisation's capability to learn. Hence, the prominent enabler of business success is perceived to be the ability to

learn by individuals in organisations and to infuse that learning into wider aspects of the organisation.

As the importance of learning by individuals has been discussed, in brief, above, it is necessary to present and understand the construct of the learning process, both in theory and practice, so that a presentation of how best to promote learning can be made.

As stated by Sullivan (2000), an argument may be presented indicating that learning primarily takes place through experiential routes, thus having important connotations for the educational process for businesses. A balance is required between a “just-in-time” (JIT) strategy for training, where specific training is presented as an answer to particular business problems, with training presented to a group of trainees by training associates, where the training associates are experts and enable beneficiaries to achieve particular learning objectives. However, with such pre-determined programmes there exists the possibility that certain learning objectives may not be appropriate to some specific endeavours at that moment in time, hence there will be a requirement to support the experiential route for learning. One such method or strategy could use learning champions to support and advise others. The author and his research team propose that computer-based support coupled with knowledge about the learning needs of management, transmitted and explained by learning champions, constitutes an appropriate teaching and learning strategy.

A model of the educational processes is shown in figure 1 and has been adapted from Bamber and Sharp (2000). Three sub-processes:

- the identification of needs
- the learning programme
- the assessment sub-process

intersect and interact and need to be considered in any educational process.

Organisations adopting a systematic approach to training and development will usually set about defining their needs for training in accordance with a well-organised procedure. This procedure of identifying training or a training needs analysis is a key stage in the training cycle, designed to answer the question “*what actually is the training that is required*”. Eventually this procedure will lead to the development of a training plan, which can then be carried out in a controlled and properly coordinated manner which will then be evaluated and allow the implementation of a training strategy, to address the continuing nature of the organisation's future training requirements.

Each of the three sub-processes will now be considered for individual learners (workers) as the education process (figure 1) can be simplified into a cycle (figure 2) based on the Shewhart's Plan-Do-Check-Act cycle popularised by Deming (1986). First the learning needs of the individuals are identified then the learning objectives are set. The learning program is undertaken followed by an evaluation. However, this cycle is not sufficient for business organisations, as it applies to individual learning.

In order to produce a model for learning in business organisations (figure 3) this cycle can be combined with Kirkpatrick's (1960) evaluation hierarchy (figure 4) and the model (figure 3) can be used to promote effective learning in the business organisation. Arthur (1970) proposed a similar model. Ideally, the strategic objectives of the organisation will be aligned with individual learning needs and objectives will be set at each level. The assessment at each of the three levels feed into a review of needs at the corresponding level, the assessment process at higher levels and the overall course evaluation.

Such a model, as proposed in figure 3, is an instructional model and indeed there may be many such effective models used strategically by organisations engaged in learning. It would be advantageous for learning champions to hold, understand and apply, knowledge of such models, whether explicitly expressed in organisations, or not, so that the learning champion could then effectively promote learning in other employees and improve organisational learning itself. Within such a model there is a requirement for needs analyses at the three levels, individual, team and organisational.

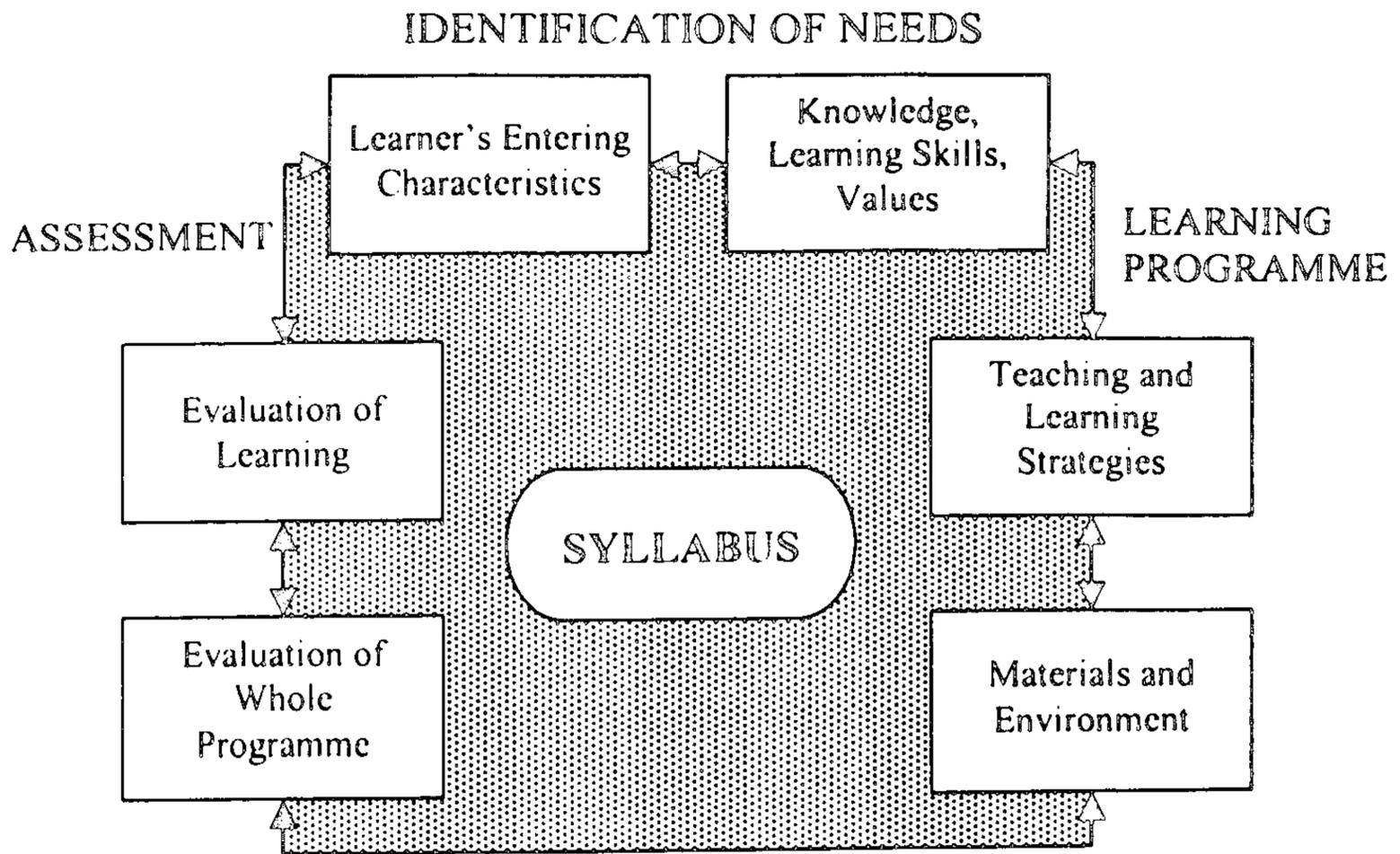


Figure 1: The Educational Process
(adapted from Bamber and Sharp, 2000)

Clearly, such a learning process becomes complicated and hence a learning champion could facilitate, not only the learning of the individual, but also the organisational learning process and the application of the individual's learning into the job and into the organisation. The learning champion would also then be in a favourable position to mediate with management to provide the groundwork and strategic planning necessary for individual and organisational learning.

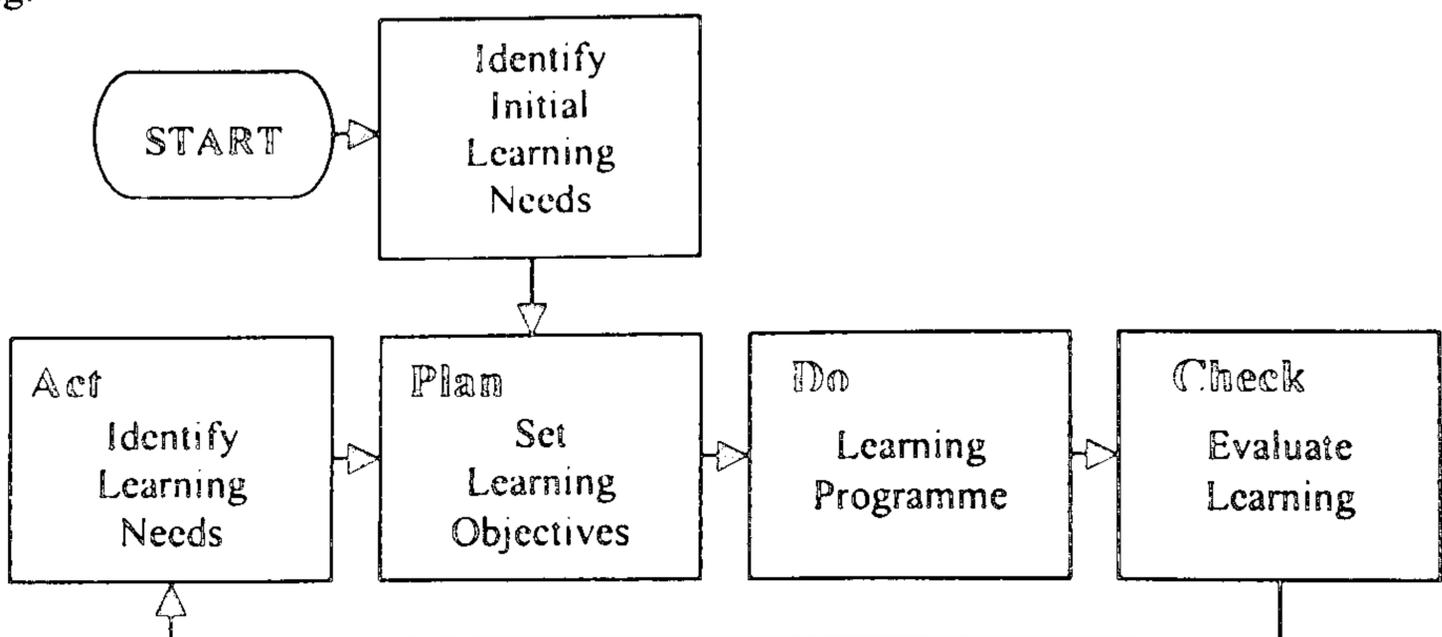


Figure 2: The Simplified Education Cycle

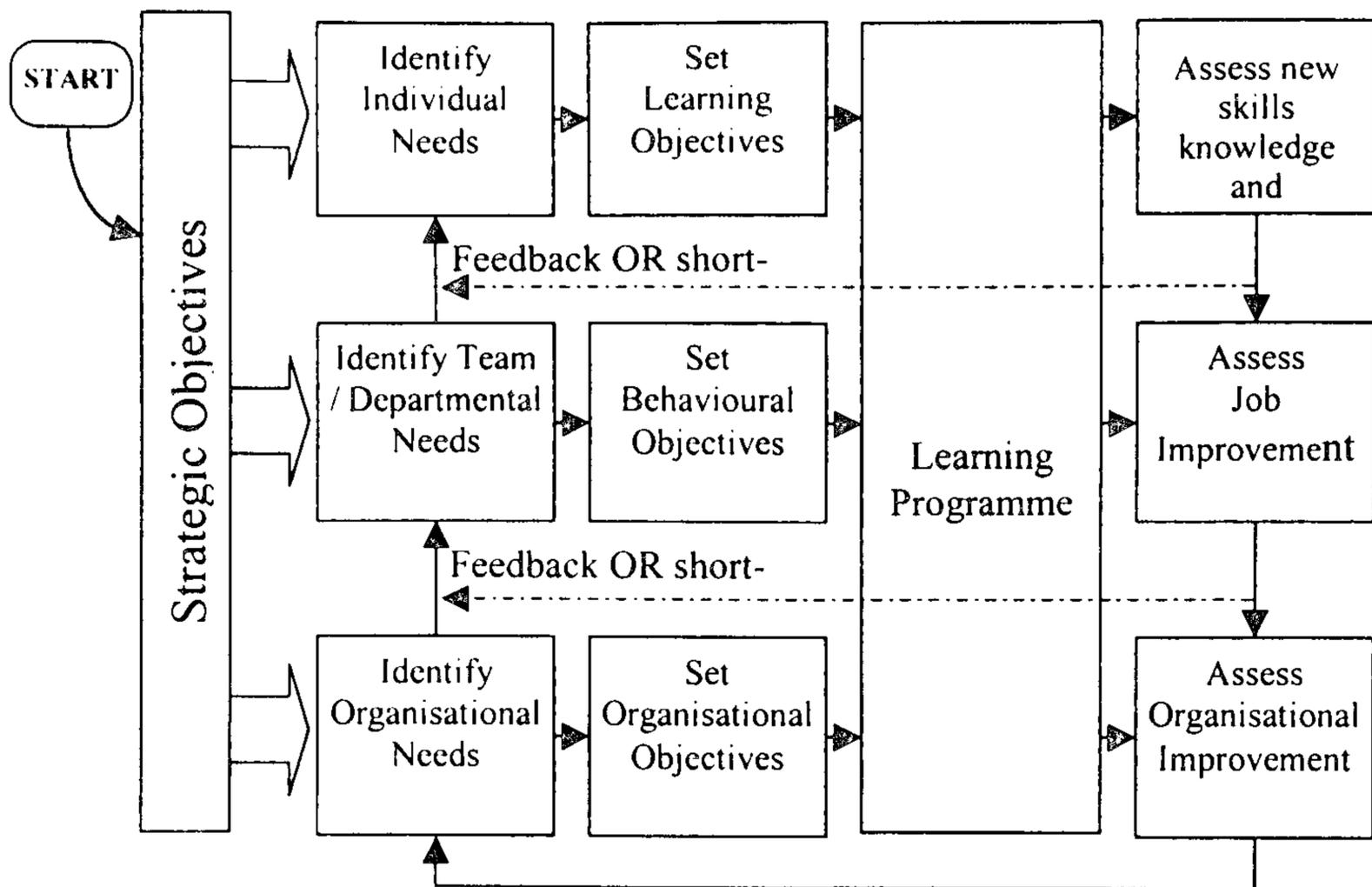


Figure 3: A Model For Organisational Learning

4.0 ASSESSMENT AND EVALUATION OF TRAINING

The term “evaluation” has different meanings, but when used in the context of work it applies to the value or the standard of the work the employee has done. Bramley (1997) argues that, evaluation is meant as “*A process of gathering information with which to make decisions about training activities*”. Also, he adds that evaluation is an integral part of the training cycle, and a part of quality assurance. In fact, as one of the stages of the training cycle, evaluation is probably the most important area in training activities but it also tends to be the most neglected, and the evidence suggests that the evaluation carried out is very limited. The training in a British Survey as quoted by Frances and Bee (1994) estimated that only 12% of organisations tried to evaluate the benefits of training and only 25% attempted a cost/benefit analysis. One reason may be because true evaluation may well provide unfavourable feedback to the trainers.

On the issue of evaluation, Newby (1992) indicates the reasons why training evaluation is largely neglected, these being:

- Training history
- Academic analysis
- Trainer anxieties

Newby (1992) pointed out that during the 1960s and 1970s, training was a growth industry, especially in the UK, as it was acknowledged as advantageous, and Government as well as corporate bodies provided dedicated funding to support the activity. Nonetheless, since the first significant increase in oil prices at the end of 1970s many organisations had tended to cut back on training, and as a result training budgets and departments had been downsized in many organisations, in response to the Government’s closure of the majority of the training boards (discussed in section 2). According to Newby (1992) many academic analyses have

been strong on exhortation to conduct training, but weak on practical guidance and examples that show trainers how to do it. There has also been fear amongst trainers that evaluation is necessarily negative and destructive in its effects. Therefore Newby (1992) states that a tendency exists amongst trainers, to avoid the evaluation of training and performance appraisal unless a positive outcome is guaranteed.

Newby (1992) believes it is apparent that confusion exists concerning the real meaning of evaluation, and consequently, its intent. Pearce (1995) divides training evaluation into categories, the first of which relates to assessment, validation, and examination, and concentrates on the business of checking specific knowledge, skills, or the ability to conduct a particular task, against set standards. These activities are generally on an individual basis, and attempt to measure the success of training output. However, this approach to evaluation does not necessarily mean that the overall objectives of the training strategy have been achieved. The training may have been successful, but it may not have been appropriate to meet the overall objectives.



Figure 4: Kirkpatrick's evaluation hierarchy

This encourages a different perspective, which incorporates taking a much wider view of training effectiveness, and the term evaluation is usually reserved for this activity.

Bramley (1996) supports this latter understanding, describing the evaluation of training as "*a process of gathering information with which to make decisions about training activities*". The emphasis is on compiling useful information, which can be used as evidence and justification for decision-makers in their policy-making. Also, supporting this conception is the opinion from Harrison (1997) who argues that the overall value of a learning event is the main concern of training evaluation. It is clear, then, that the consensus holds that evaluation considers a training event in its wider context, and provides information essential to future planning. In this respect, evaluation is cyclical as can be seen in figure 5 since it is continually in both a reviewing mode, and a predictive (policy-making) one.

Any comprehensive educational process incorporates an evaluation of the whole process and an appraisal of the progress of individuals towards achieving the learning objectives. Arthur (1970) standardised the terminology of "assessment", "evaluation" and "validation" with respect to training courses as shown in table 1.

Complications arise with the traditional educational assessment system when used in businesses. To align the organisation's strategic objectives with the individual's objectives, assessment has to be made at a series of levels and along a range of domains. Kirkpatrick (1960) suggests four levels of evaluation including training; reactions, learning, behaviour and results (figure 4).

Table 1: Assessment Terminology

TERM	MEANING
Evaluation	Is the course cost justified? Is this course better than any alternative?
Internal validation	How well is the course doing what it sets out to do?
External validation	Do course objectives meet job requirements?
Learner assessment	How well have individuals done in reaching course objectives?

According to Athanasou (1999) most courses are assessed at the reaction level. At this level an assessment of the satisfaction felt by the learners is made immediately after learning. Supposedly "hard" evidence about course quality is made at this level where likert type rating scales are often set to collect "quantitative data", however the scales are often constructed subjectively. Mann and Robertson (1996) point out that scoring highly at the reactions level does not necessarily mean that learning or improvement in job performance will take place. The learner or another person can take more reliable and valid measures at the behaviour and results levels. Assessment of individual learning is made at the second level. Here the acquisition of skills in the cognitive domain and practical skills in the psychomotor domain (Bloom, 1956) are measured. Nearer to the reaction level changes in attitudes are measured. At the third level an assessment in change in job behaviour is made. Here improvement in job performance is measured. Ostroff (1991) suggests that supervisor or self, behaviour and skill, rating scales could be used to indicate the improvement in the job. However, the reliability of such scales is uncertain and more research is required, as there have been few investigations in actual organisational settings. The fourth level of assessment investigates the results of the learning programme in the organisation.

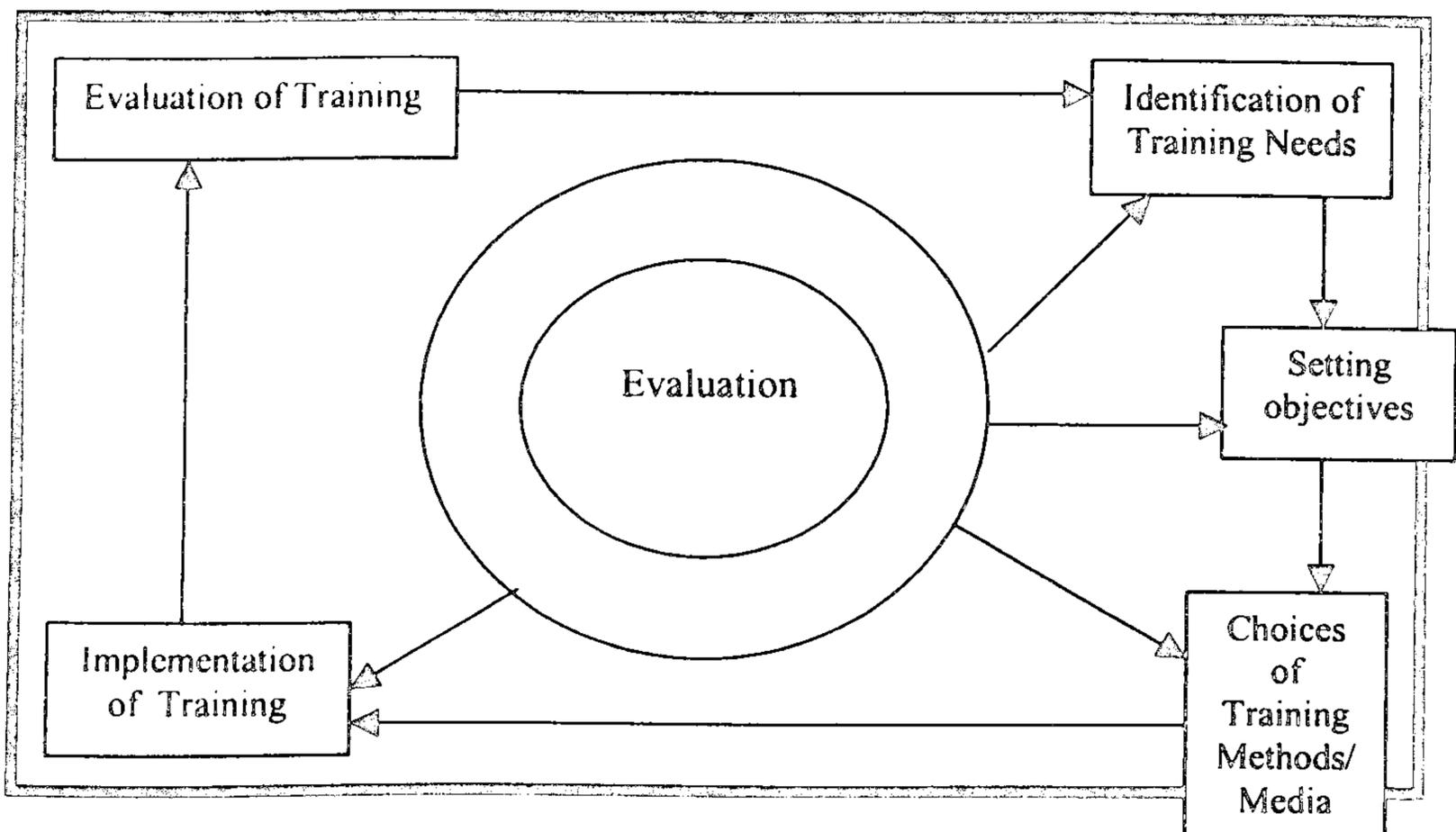


Figure 5. Training Cycle (from Wynne and Clutterbuck (1994))

5.0 TRAINING WORKERS IN THE UK

It is clear that a balance is required between a "just-in-time" (JIT) strategy for training: where specific training is presented as an answer to particular business problems in which training is presented to a group of trainees by training associates, where the training associates are experts and enable beneficiaries to achieve particular learning objectives and support for experiential learning. However, with such pre-determined programmes, there exists the possibility that certain learning objectives may not be appropriate to some specific endeavours at that moment in time, hence there will be a requirement to support the experiential route for learning. Several programmes have been developed at the University of Salford, in the UK, to try and meet the learning needs of entrepreneurs and workers and some of these have been operated by the School of Management, over the past three years, to support entrepreneurs and workers in SMEs. These programmes have been funded by European Social Funding (ESF) and have concentrated on director, and supervisory management, development within SMEs.

Staff at Salford were involved in a large European Social Fund ADAPT project to investigate the effectiveness of ICT (in particular on-line) in meeting the learning needs of employees (including entrepreneurs) in SMEs. It was envisaged that the provision of ICT packages would help workers acquire the knowledge that they required, however the project identified that variation in learning styles, availability of time (especially the lack of time for learning at the workplace), the timing of the knowledge required and the type of teaching materials were barriers to learning. This demonstrated that the provision of on-line materials would not, in itself, meet the learning needs of the entrepreneurs and other workers in SMEs.

From the ESF programmes concentrating on director development, within SMEs and the results of the ADAPT project, the School of Management have been operating several more ESF programmes, all based on identifying the training needs of employees in SMEs, then producing appropriate learning packages to meet their needs and providing support to workers in the SMEs. These interventions were often informal and usually met the needs of an individual worker or a small group of workers. The lessons learned on these informal programmes paved the way for a more formal programme that leads to a University qualification.

Although the programme evaluations have yet to be completed (as many of the learning projects are still in progress) an initial review of the evaluations has revealed the following trends:

- Workers in SMEs have a "Just in Time" need for learning such that they want the training (knowledge and skills) immediately before they actually need to use it.
- Workers value the availability of a mentor.
- Peer group support is seen as a useful mechanism for sharing experiences.
- Lack of time for learning in the workplace is a barrier to worker development, however workers were often willing to devote time to learning outside the workplace if this was facilitated by easily accessible materials, for example CD ROMs or online material.
- Workers were often prepared to attend learning programmes that operate "out of office hours", for example in the evenings or at weekends.
- Individuals' orientations towards managers and employees is largely independent of their personality

The programmes developed at the University of Salford have been evaluated (or are in the process of being evaluated) by using the four levels of Kirkpatrick's (1960) hierarchy and the assessment terminology of Arthur (1970). This strategy identifies the need to evaluate both the performance of the learning packages, learning services developed and delivered under the training projects, and the performance of the partnership between the University of Salford, the SME organisations and the external training providers assisting the university delivering

the training, in running the projects. Those aspects are reflected in the components of the educational process model as shown in figure 1. The effectiveness of the training projects will be evaluated internally by senior personnel within the programme and externally by the partner organisations of the projects. Both the internal and external groups can evaluate the projects' performance in relation to achieving their objectives and target outputs, as shown in table 2.

Table 2: The Evaluation Phases

Evaluation	Purpose	Method
Context	Confirmation need, direction and strategies	Research of beneficiaries and stakeholders requirements as reported in the literature
Impact	Assess the usefulness of training and development activities	Learner engagement rates at marketing, start-up and completion stages
Process	Assess the effectiveness and efficiency of project delivery	Audit of targets and outcomes
Partnership	To share good practice and evaluate partnership effectiveness	Internal validation of the development and delivery of the project
Reaction Level	To evaluate the responses of beneficiaries	Beneficiary questionnaire
Outcome Evaluation	To assess the benefits to individuals and firms	Examination of project records and survey of beneficiaries and project staff

This is the result of research by Bamber (2003) who investigated the impact of personality factors and factors of orientation to the work organisation on a general measure of learning outcomes, independently of teaching methods. From testing 170 learners Bamber (2003) has shown that five personality traits, to a small degree, and perceptions of the work organisation, to a large degree, predict learning outcomes. This is significant because it suggests that work may be required to promote positive attitudes in employees (and managers) in order to get behavioural changes in individual managers and employees such that successful application of learning occurs (towards a training programme). This research is still being evaluated.

Firstly, a context evaluation, to which this paper contributes, confirms the original specification in terms of need, direction and strategies used by the organisation, this is broadly aligned with external evaluation. Then, ongoing surveys of learners and stakeholders, individuals and businesses, will ensure the content and development of the materials and delivery mechanisms are meeting the learners' needs. Secondly, an impact evaluation (internal validation) will cover the usefulness of the training and development activities. Views of the project's learners enable the impact to be evaluated. These were collected through verbal feedback in workshops and through assessment following the completion of the relevant modules (or part modules on the shorter programmes) of the programme. Thirdly, the process evaluation will cover the effectiveness and efficiency of the project's delivery and activities, and will assess the quality of the provision and measure its success in achieving its targets and outcomes. These will also be assessed with reference to the time and cost taken to deliver the training packages (including participant time) with a view to arriving at an indication of the relative value. Fourthly, reaction evaluation (Kirkpatrick, 1960) will examine the reactions of the learners to the learning provision. This will be gained through feedback from the learners and learning providers. The responses of beneficiaries to the training

provision will be evaluated on the basis of their responses to questionnaires. Finally, the outcome evaluation will assess the results of the project.

6.0 CONCLUSIONS

There is now a recognised knowledge and skills gap in many organisations around the globe and they have to spend resources training workers. What is clear is that organisations have to determine training needs of the workers (employees and managers) in order for them to be able to contribute to the organisation's goals and objectives and thus overall performance. The evaluation of the training must not be at a worker reaction level but at such a level that clearly contributes to organisational objectives.

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FAKTOR-FAKTOR YANG MEMPENGARUHI PEMBERIAN LATIHAN KEPADA GOLONGAN BUKAN PEKERJA DI SEKTOR PEMBUATAN : SATU TINJAUAN AWAL

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Abstrak: Kajian bertujuan untuk mengenal pasti tahap dan faktor-faktor yang berkaitan dengan pemberian latihan kepada golongan bukan pekerja dalam sektor pembuatan di kawasan perindustrian sekitar Kuching. Sebanyak 23 organisasi telah dipilih sebagai sampel kajian. Borang soal selidik dan temubual dijadikan sebagai instrumen kajian. Min, peratusan dan kekerapan digunakan untuk menerangkan dapatan. Kajian menunjukkan lebih separuh organisasi (60.8%) memberikan latihan kepada golongan bukan pekerja yang bertujuan untuk menyokong strategi organisasi dan memelihara hubungan jangka panjang. Organisasi di dalam industri elektrik dan elektronik serta produk bukan logam yang dimiliki oleh bumiputera dan pihak asing paling banyak menawarkan latihan kepada golongan bukan pekerja. Jenis latihan lebih banyak bertumpu kepada aspek kualiti. Pelanggan adalah golongan bukan pekerja yang paling utama kepada organisasi. Sokongan pihak atasan dan kepraktisan didapati menjadi faktor utama yang dipertimbangkan dalam pemberian latihan ini. Dicadangkan agar lebih banyak organisasi menawarkan latihan kepada golongan ini dan dipelbagaikan jenis latihan.

Kata Kunci : Latihan Golongan Bukan Pekerja, Sokongan Pengurusan, Sektor Pembuatan

1.0 PENGENALAN

Kini, aktiviti seperti *outsourcing*, *subcontracting* merupakan perkara biasa di dalam sesebuah organisasi (Avella, 1999). Aktiviti sebegini melibatkan pihak luar dari organisasi. Oleh itu untuk memastikan organisasi berjaya mencapai matlamatnya, ia bukan hanya perlu mengambil berat pekerja di dalam organisasi sahaja malah juga perlu memberi perhatian kepada pihak yang menyumbang kepada organisasi secara langsung atau tidak langsung seperti pembekal, pelanggan, pengagih, wakil jualan, kontraktor, subkontraktor, dan keluarga pekerja. Kumpulan ini dikenali sebagai golongan bukan pekerja.

Peluang latihan perlu diberi kepada golongan bukan pekerja kerana mereka terlibat secara langsung dalam memastikan pencapaian matlamat organisasi. Rothwell & Kazanas (1983) menyatakan, jika pengguna tidak tahu menggunakan sesuatu produk, mereka tidak akan menggunakan produk tersebut; jika pemegang saham tidak jelas dengan aktiviti dan matlamat organisasi yang mereka laburkan, mereka berkemungkinan akan menghentikan pelaburan; jika pembekal tidak mengambil tahu keunikan produk dan keperluan perkhidmatan penghantaran yang cekap maka keperluan organisasi tidak akan dapat dipenuhi dengan baik.

Kepentingan latihan kepada golongan bukan pekerja semakin terserlah apabila organisasi besar turut melaksanakan aktiviti latihan kepada golongan ini secara sistematik. Contohnya Cadillac yang memenangi *Malcolm Baldrige National Quality Award* pada tahun 1990 telah melibatkan lebih daripada 640 pembekal dalam program latihan kualiti mereka. Digital juga melancarkan satu sistem Pengurusan Prestasi Vendor iaitu satu sistem penilaian prestasi yang

digunakan untuk menilai prestasi pembekal dari segi kualiti, penghantaran, harga dan keluwesannya (Steeple, 1992). Dalam MS 9001 versi 2000, perhubungan yang menguntungkan antara pembekal dan organisasi turut dijadikan satu elemen kualiti yang perlu dipatuhi oleh organisasi. Ini jelas menunjukkan bahawa pemberian latihan yang bersesuaian kepada golongan bukan pekerja akan membantu organisasi mengurangkan kos dan meningkatkan kualiti di samping mengukuhkan perhubungan kepercayaan dan kesetiaan, seterusnya membantu mencapai matlamat organisasi.

Justeru itu kajian ini cuba mengenalpasti sejauhmanakah organisasi dalam sektor pembuatan di Kuching terlibat dalam memberikan latihan kepada golongan bukan pekerja. Secara khususnya kajian ini ingin mengenalpasti:

1. tahap pemberian latihan kepada golongan bukan pekerja
2. tujuan pemberian latihan kepada golongan bukan pekerja
3. latar belakang organisasi dan pemberian latihan
4. jenis latihan yang diberikan
5. golongan bukan pekerja yang diutamakan, dan
6. faktor yang dipertimbangkan dalam pemberian latihan kepada golongan bukan pekerja

2.0 SOROTAN KAJIAN LEPAS

2.1 Golongan Bukan Pekerja

Pengkaji lepas membahagikan golongan bukan pekerja kepada beberapa kategori. Rothwell dan Kazanas (1983) mengkategorikannya kepada orang awam dan *stakeholder* luaran yang terdiri dari kumpulan, individu, organisasi atau komuniti yang mempengaruhi organisasi. Ackoff (1981) pula mendefinisikan golongan bukan pekerja sebagai individu atau kumpulan yang mempunyai perhubungan dengan sesebuah organisasi tetapi bukan dalam perhubungan majikan dan pekerja. Mereka adalah pekerja daripada organisasi lain yang membekalkan perkhidmatan kepada sesebuah organisasi sebagai kontraktor atau subkontraktor, pembekal, pengagih, pelanggan sebenar atau bakal pelanggan, ahli kumpulan daripada kumpulan persekitaran termasuk juga ahli keluarga dan pelabur. Walton (1996) pula mengkategorikan golongan bukan pekerja berdasarkan penglibatan mereka dalam aktiviti utama atau sokongan mengikut Model Rantai Nilai Porter (1980) dan sama ada mereka beroperasi di luar atau di dalam organisasi seperti yang ditunjukkan di Jadual 1.

Jadual 1 : Klasifikasi Golongan Bukan Pekerja

Aktiviti dalam rantai nilai	Tempat operasi	Contoh golongan bukan pekerja
Utama	Luar organisasi	Pembekal, pengedar, pelanggan
Sokongan	Luar organisasi	<i>Konsultan</i>
Utama	Dalam organisasi	Sukarelawan
Sokongan	Dalam organisasi	Franchisee
	Luar organisasi (tidak menyumbang kepada rantai nilai tetapi berminat dengan aktiviti organisasi)	Keluarga pekerja, Organisasi bukan kerajaan
	Dalam organisasi (tidak menyumbang kepada rantai nilai tetapi berminat dengan aktiviti organisasi)	Wakil kesatuan sekerja