Project on Improvement of Local Administration in Cambodia

Manual on Training Management

- **Introduction**
- **What is Training Management?**
- **How to Use the Manuals**

Project on Improvement of Local Administration in Cambodia (PILAC)
Ministry of Interior and Japan International Cooperation Agency

Manual on Tranining Management

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Glossary

Project:	A temporary endeavor undertaken to create a unique product, service, or result.
Training Management:	The application of knowledge, skills, tools and techniques to training activities to realize the outcome of training.
Training Management Cycle:	A conceptual framework to manage the training as a cycle including the steps of planning, implementation, and evaluation.

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1 Introduction

This manual provides an overview of training management and how to use the manuals made by the Project on Improvement of Local Administration in Cambodia (PILAC).

The following sections first introduce an overview of training management. The meaning of training management is examined and some basic knowledge for training management is introduced. The concept of training management is almost the same as general management and tools and skills for general management are applicable to training management. The difference is how to apply those tools and skills in the context of training implementation.

The second part is a guide to the manuals on training operation and management made by PILAC. Those manuals are not to be read thoroughly for learning training operation and management. They are edited as a reference with tips for those who participate in training management. Users can start with any of the manuals according to their needs and interest. Meanwhile, the manuals are organized based on an integrated concept, so it would be useful to understand such an integrated concept and relationship among the manuals.

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<table>
<tr><td>**2**</td><td># What is Training Management?</td></tr>
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What is Training Management?

The meaning of project management is a useful start to examine training management because training management is considered a type of project management.

Before discussing the meaning of project management, however, it makes sense to define a project first. Here is a popular definition of a project in "A Guide to the Project Management Body of Knowledge, Third Edition" (PMBOK, 2004, p.5).

"A project is a temporary endeavor undertaken to create a unique product, service, or result."

The definition above has two critical features to distinguish a project from other activities.
One is the characteristic of being temporary. Every project has a definite beginning and end.
Another is the characteristic of being unique. The product or output from the project is distinguishable from other activities. In addition, this distinguishable element is planned in advance. Although a repetitive job without an end is not a project, the presence of repetitive elements in a project does not change the fundamental uniqueness of the project work.

It is also possible to treat training as a variety of project. Here is a definition of training based on the definition above.

"Training is a temporary endeavor to create unique service in relation to capacity building."

Training shares two critical features with a project. Training has a definite beginning and end and the service created by training is distinguishable from

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other activities. Of course, this definition does not necessarily apply to some training programs. For example, in on-the-job training (OJT), the period of the training is unclear and created service is not necessary distinguishable from other activities. Thus this definition has limits in applicability. Nevertheless, it is still useful for examining the meaning of training in view of management.

Elements of Training Management

In the previous section, the meaning of the training is examined in view of management. This section examines training management.

Before examining the meaning of training management, here is a definition of project management.

"Project management is the application of knowledge, skills, tools and techniques to project activities to meet project requirement."[1]

Similarly, it is possible to define training management as follows.

"Training management is the application of knowledge, skills, tools and techniques to training activities to realize the outcome of training."
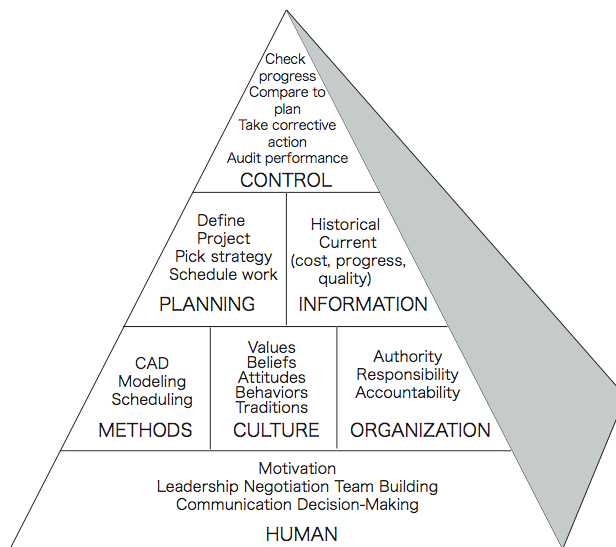
Figure 1: Project Management System

The definition raises a question: What are the required knowledge, skills, tools and techniques for training management? A referable framework is shown on page 39 in "Project Planning, Scheduling, and Control: A Hands-on Guide to Bringing Projects in on Time and on Budget" by James P. Lewis (2005). According to this framework, a project management system is made of seven components as shown in Figure 1.

Below are brief descriptions of the seven components.

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[1] Ibid., A Guide to the Project Management Body of Knowledge, Third Edition.

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HUMAN – To deal with concerned project staff members is a basis for managing the project successfully. A project manager is able to deal with communication, conflict, motivation, leadership, decision-making, politics and more in relation to any problem caused by interpersonal relations.

CULTURE – Although culture is a part of interpersonal relations, it should be treated separately. The manager is able to deal with the sum total of the value, attitudes, traditions, and behaviors that exist in an organization.

METHODS – This indicates skills and knowledge for utilizing the tools in relation to project management like scheduling software or Work Breakdown Structure (WBS). The manager is able to use those tools.

ORGANZATION- Each organization has a different setup on authority, responsibility, and accountability borne by an individual manager. The manager clearly understands his or her spheres of authority, responsibility, and accountability and is able to deal with them.

CONTRAL – PLANNING – INFORMATION
CONTROL means to make sure that the project brings about the results desired by the concerned organization.
In project management, CONTROL has two functions. One is almost the same as the word *power*. People are controlled by the use of *power*. Another is guidance and the actions to correct a deviation from the correct track.
PLANNING and INFORMATION are indispensable parts to control the project. CONTROL does not function without PLANNING. If the project implementation process is not clear to the concerned people, the project does not proceed successfully. Moreover, if we don't know our location, we lose control. INFORMATION is a key component to know our location in the project implementation process.

Project management is the art of balancing the seven of a project management system. The project manager should have knowledge, skills, tools and techniques to handle them.

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References

- A Guide to the Project Management Body of Knowledge, Third Edition, PMBOK
- Project Planning, Scheduling, and Control: A Hands-on Guide to Bringing Projects in on Time and on Budget, James P. Lewis, 2005

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Concept of Training Management Cycle

Characteristics of Endless Cycle

When we follow the process of training implementation, it can be an open-ended cycle. As shown below, the steps from Planning to Evaluation can be seen as one cycle, but another cycle starts from the end of the previous cycle. In other words, one cycle is the origin of the next cycle and those cycles are considered endless. This concept may be applicable to Capacity Development. When we discuss the Capacity Development for a certain permanent organization, it would be very difficult to indicate a definite beginning and end. The solution to one aspect of Capacity Development sometimes highlights another requirement in it. When one manages a training course as part of Capacity Development, it is particularly important to bear this characteristic in mind.
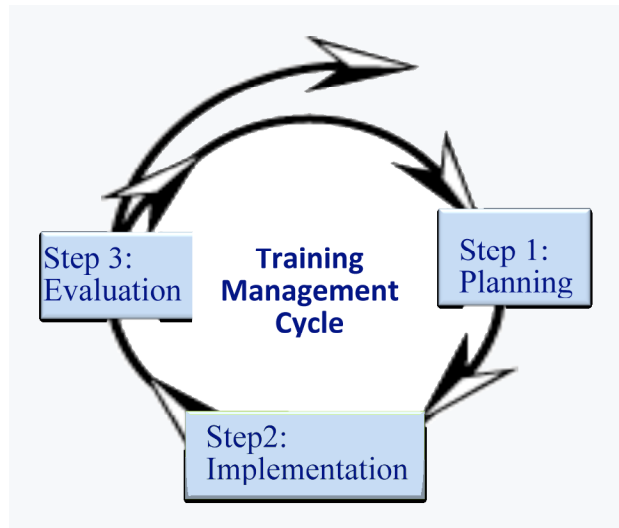
Figure 2: Training Management Cycle

When do we start considering training?

When we must solve a difficult situation in the organization, we may start considering training as a countermeasure. Before concluding that training is the best or most practical solution, it is recommendable to examine whether training is a solution for the difficult situation we face.

The point of this examination is to measure the possible impact of the training on the situation. In other words, is training able to contribute to improving the present difficult situation?

A simple exercise is to identify five major causes of the present difficult situation. If the person in charge is not sure whether he or she knows the causes well, it is better to hold a meeting with people who are familiar with the present situation.

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Here are the steps in this exercise.

First, try identifying more than five causes that bring about the present difficult situation.

Second, once you cannot find any more causes, choose the most influential five causes.

Third, rank the selected five causes from more influential to less. If possible, give the percentage to show the degree of influence of each cause. The total percentage is to be adjusted to 100%.

Fourth, check whether there are any causes closely related to the quality of human resources. Any cause related to quantitative issues such as inadequate manpower is not relevant.

When the most influential cause is closely related to the quality of human resources, we can go to the next step. If none of the causes are related to the quality of human resources, it would be recommendable to reconsider the training. In practice, however, the result is not always clear. Sometimes the third or fourth cause may be related to the quality of human resources but the relationship is not very clear. In another instance, the fifth cause is closely related but the influence from it seems very limited.

Unfortunately, there is no general rule on when you can go to the next step in practice. If the causes are ranked as third or fourth, it would be better to inquire the degree of the impact from the training to the improvement of the situation. If the cause is fifth, you are recommended to consider whether there is an alternative countermeasure besides the training before going to the next steps.
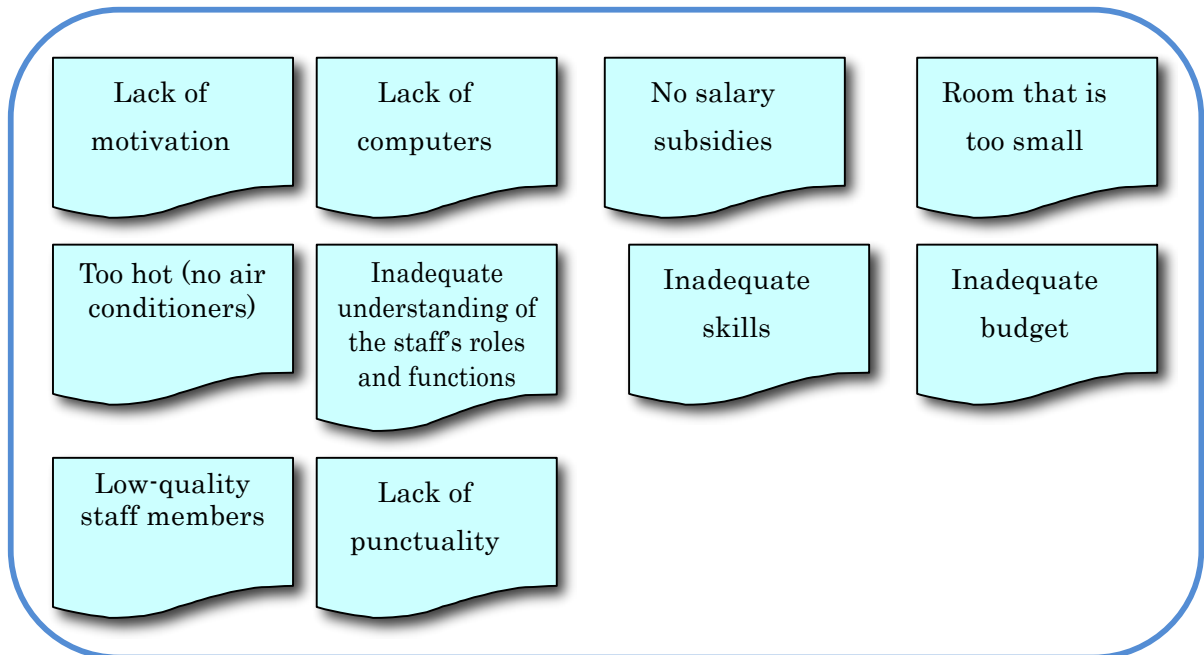
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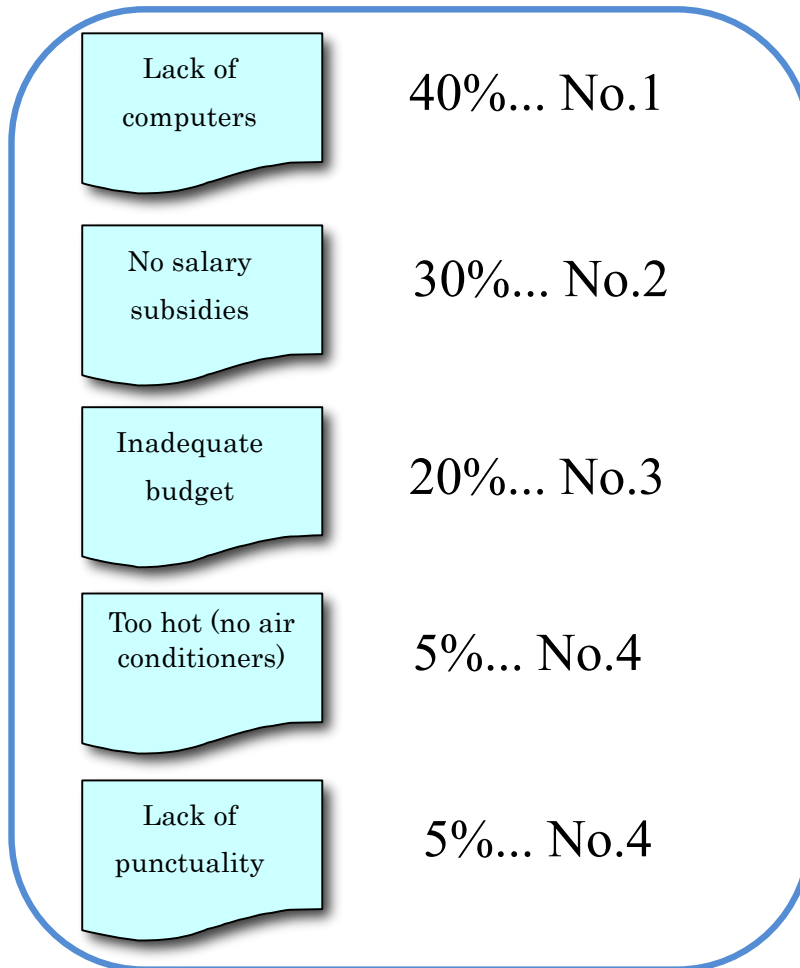**Manual on Tranining Management**

A Sample Case

As your office is very slow to perform the required tasks, other offices complain that your office is the bottleneck in completing organizational tasks effectively.

Here are the identified causes of the slow work of your office.

Lack of motivation	Lack of computers	No salary subsidies	Room that is too small
Too hot (no air conditioners)	Inadequate understanding of the staff's roles and functions	Inadequate skills	Inadequate budget
Low-quality staff members	Lack of punctuality		

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Select the five most important causes and rank them with percentages to examine the degree of importance from the identified cases as follows.

Lack of computers	40%... No.1
No salary subsidies	30%... No.2
Inadequate budget	20%... No.3
Too hot (no air conditioners)	5%... No.4
Lack of punctuality	5%... No.4

In the case above, none of the causes seem to have a direct relationship with the quality of human resources. Thus training may not be an appropriate option.

In another case, if "inadequate skills" instead of "inadequate budget" is identified, training is an option worth considering and we can go to the next step with confidence.

No. 3

| Inadequate skills | **Instead of** | Inadequate budget |

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Some may think that "Lack of Computers" is the easiest and most important cause to address and want to have several computers installed in the office. However, such a solution often brings about another difficult situation. For example, after installing computers, we may find that staff members do not have enough skills and knowledge to operate them and the situation is not improved. The cycle returns to the beginning and the need for computer skills training may be given a high priority.

Ironically, it is time to go to the next step.

What is Planning?

Planning includes several steps that can be defined in various ways. In this manual, planning is the process that includes the following three steps.

-**Training Needs Assessment**

-**Training Planning**

-**Training Preparation**

The purpose of ***Training Needs Assessment*** is to measure the gap between the present situation and the desired one or between the present performance and the desired one. Needs Assessment must cover both the organizational and individual levels. As stated in the previous section, this gap is generally perceived as a problem or difficult situation. In the process of Training Needs Assessment, an identified problem is to be reexamined and redefined as a more concrete and accurate one.

After Needs Assessment, ***Training Planning*** is done. A training designer sets a goal and measurable objectives and selects the contents and learning activities through which trainees are to acquire desired knowledge and skills.

Training Preparation is often not seen as substantial because it is considered the accumulation of various tiresome tasks. However, it is one of the crucial pitfalls that may lead to a poor result. It is fair to say that a well-organized work plan is indispensible. Thus useful tools such as Work Breakdown Structure (WBS) and the Gantt chart are available. The knowledge on how to use those tools is very important to make a well-organized work plan.

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What is Implementation?

Implementation means to execute pre-fixed activities according to a pre-fixed timeframe to create unique service. In training implementation, the unique service is to create the capacity for the trainees to solve an identified problem. In this process, some flexibility is important but the project has a certain end. A significant delay brings about a negative impact on the result, i.e., unique service.

If planning is well done, it is not difficult to implement training. We can only worry about something unexpected and do our best if it occurs.

What is Evaluation?

Evaluation is often ignored or conducted just as a formality. Some do not want to conduct evaluation because they believe that evaluation is to measure their performance. Although this view is not irrelevant, more important functions of evaluation are overlooked.

First, evaluation is crucial for collecting lessons learned from previous training. The accomplishment of the training is measured. If the level of the accomplishment does not reach the expected level, hindering factors are examined. If an unexpected positive impact is realized, the critical success factors are identified. Such information will be useful for improving similar training in the future.

Second, we should be accountable to concerned stakeholders and evaluation is one of the means to fulfill our accountability. For example, our project, PILAC, should be accountable to the Cambodian and Japanese Governments and be able to explain its accomplishment clearly towards the Ministry of Interior of Cambodia and the Japan International Cooperation Agency (JICA). The project is not persuasive if it tries to convince the stakeholders above of the progress caused by training without evaluation.

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For evaluating training and other programs related to capacity development, PILAC applies a popular framework proposed by Donald L. Kirkpatrick, Professor Emeritus at the University of Wisconsin. According to this framework, the degree of elimination of the gap identified by Needs Assessment should be measured and the improved capacity of training participants is considered halfway from the viewpoint of the training purpose. It should be clear that the training is conducted only for solving the problem and the improvement of the capacity is a means for achieving the goal.

References

- Evaluating Training Programs: The Four Levels, Second Edition, Donald L. Kirkpatrick, 1998, Berrett-Koehler

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3   How to Use the Manuals

How to use the manuals

PILAC has made the following six manuals on training operation and management. The manuals are designed for the staff members involved in PILAC, but they are also useful for others to some extent.

1. **Manual on Training Management (This manual)**
2. **Manual on Training Planning**
3. **Manual on Training Needs Assessment**
4. **Manual on Training Preparation**
5. **Manual on Training Evaluation**
6. **Manual on Training Skills**

For the staff members involved in PILAC

The manuals are prepared based on the materials used during the project period of PILAC and lessons learned from the project activities. Most of the materials in the manuals may be familiar to the staff members who participated in the project activities, whereas some in-depth information is added. Therefore, the staff members can start with any of the manuals according to their needs and interest.

For the person who will manage a training program for the first time

Below is the recommended sequence for someone who learns training operation and management. The sequence is almost the same as the actual sequence of training operation and management. In addition, a binding concept among the manuals is the Training Management Cycle mentioned in the previous section and the sequence also follows this cycle.

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Recommended Sequence

1. **Manual on Training Management (This manual)**

2. **Manual on Training Planning**

3. **Manual on Training Needs Assessment**

4. **Manual on Training Preparation**

5. **Manual on Training Evaluation**

For the person who wants to acquire the skills for a trainer

The five manuals above focus on training operation and management. They do not cover the skills and knowledge for a trainer or facilitator in training. Apart from the five manuals, one more manual is made by PILAC: **Manual on Training Skills**. This manual contains tips for trainers and facilitators and is helpful for the person who is to work in either capacity.

For the person who wants to learn more

Most of the manuals above are designed for the person who works for a training program for the first time. The manuals can also be a starting point to deepen specific areas of expertise in relation to training because they show important reference books for further study.

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Contents of Manuals

The figure below shows the relationship between the Training Management Cycle and the manuals. When one needs to study a specific activity in the Training Management Cycle, the figure will help him or her choose the appropriate manual.
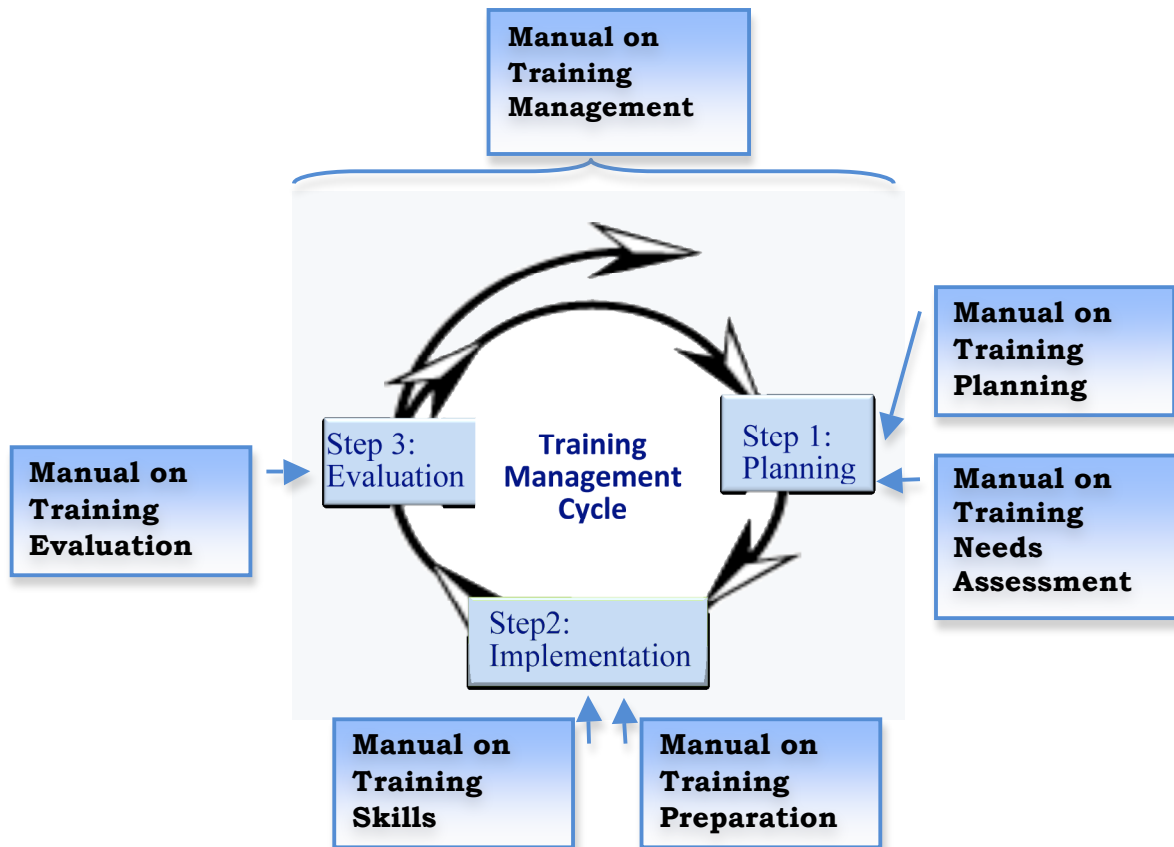

Figure 3: Manuals and Training Management Cycle

Manual on Training Management

As explained in the Introduction, this manual is intended to show an overview of training management and how to use the manuals made by PILAC.
If one is not yet sure whether training is effective for solving a problem of one's organization, one preliminary exercise is suggested in "Chapter 2: Training Management."

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Manual on Training Planning

This manual includes the following four main components.

1) Identify Training Needs and Objectives
2) Develop a Training Plan
3) Develop the Course Design
4) Develop the Training Materials

"1) Identify Training Needs and Objectives" explains the steps to determine training objectives. The objectives are fixed based on the result of Training Needs Assessment and the procedure to conduct Training Needs Assessment is discussed in detail in the following "**Manual on Training Needs Assessment.**" In-depth information and examples are in "2) Develop a Training Plan," "3) Develop the Course Design," and "4) Develop the Training Materials" and those are useful sources when someone needs to prepare a Training Plan, Course Design, and Training Materials. Apart from these manuals, PILAC formulated several training materials for actual training and seminars.

Manual on Training Needs Assessment

This manual shows the steps for conducting Training Needs Assessment. The main contents are as follows.

1) Identify the Problem and Needs;
2) Determine the Design of Needs Analysis;
3) Collect Data;
4) Analyze Data; and
5) Provide Feedback.

This manual contains in-depth information for analyzing corrected data. As the manual is made based on the first Training Needs Assessment in Project Phase 1, another report on Training Needs Assessment conducted in Project Phase 3[2] is ready. This report includes an interview guide and other survey tools, and would be a helpful reference for Training Needs Assessment.

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[2] Report on Training Needs Assessment Survey, January 2009

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Manual on Training Preparation

This manual is made based on the PILAC experience. The main content of this manual is Work Breakdown Structure (WBS), which is a core tool to manage training implementation in PILAC. This manual explains modified WBS used in the project. The modified WBS explains cost estimation and budgeting.

Manual on Training Evaluation

This manual shows how to conduct training evaluation and prepare the training report. The main contents are as follows.

1) Identify the Purpose of Training Evaluation
2) Select a Evaluation Method
3) Design Evaluation Tools
4) Collect Data
5) Analyze and Report Results

The content of "5) Analyze and Report Results" is formulated based on the experience of PILAC. Training reports for the training sessions and seminars were made according to this manual. The training reports would be helpful resources to understand this manual.

Manual on Training Skills

This manual includes tips for those who participate in the training as a trainer or facilitator. The contents include practical and basic skills and knowledge that are useful for those who work as a trainer or facilitator for the first time. Each topic is independent and not meant to be read in depth. The user can select appropriate topics from the table of contents depending on his or her needs and interest. A good way to use this manual is to read the table of contents first and then choose a topic.