

GUIDING TRAINING DEPARTMENTS IN MALAYSIA TO THINK

- Making Thinking Matter for HR, Training & L&D teams-

- a report based on 10 years of research with Employers & Trainers in Malaysia -

-By Cheryl Lourdes-

Exclusive - Thinking Routines you can use in a classroom - turn to Page 14

Take our Polling Questions & Know where you stand

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Our Subject Matter Expert:



Cheryl Lourdes, B.A Bachelors of Business Administration (Major Marketing & Thesis Paper: Human Side of Employees in Organizations) from University of Northumbria, England

Cheryl Lourdes has a combination of 17 years working in manufacturing and service industries mainly; Steel, Printing, and Electrical and Electronic industry under scope fields of marketing, sales, auditing, production, and training. Taking position roles from the early days of a factory worker, executive, ISO management representative, auditor to a senior sales manager and right up to a Instructional Learning Designer and L&D Advisor, has thought her many valuable lessons.

Today **Cheryl Lourdes has successfully set up** multiple learning businesses and has became an advising channel for many L&D experts. She helps them to review, design and realign their training programs and strategies. She recognises the role of a' Instructional Designer and a Learning Specialist' is an important driver for a company, because he or she will encourage a balanced engagement between innovation, marketing, auditing and ongoing management leadership.

Cheryl Lourdes won her principal company their first HR Award under category of ' Best Background Screening Provider'. She is a book author with her 3rd book titled '61 Secrets of Hiring High Potential Trainers'.

She leaves this 2 quotes with you:!

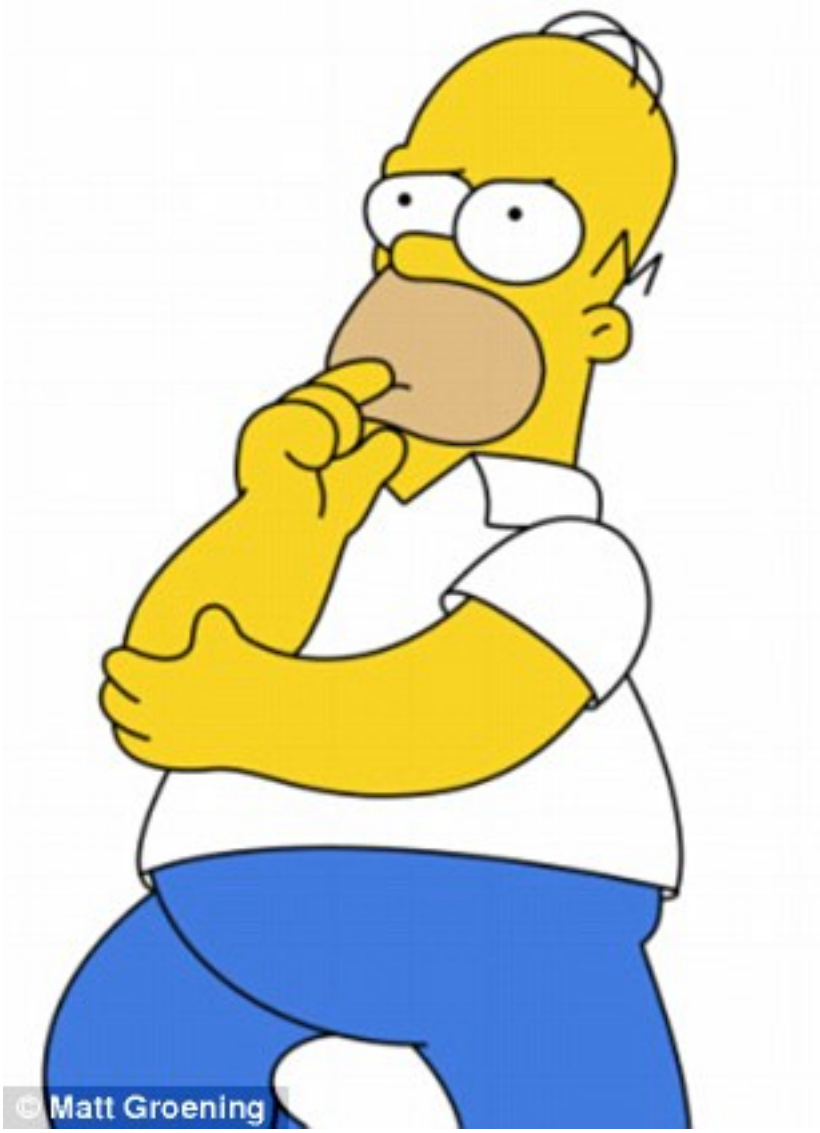
——Be Like a Marketer (understand the Lifecycle of your Learning message to your Learners)

——Think Learning through Technology

She conducts regularly training programs on her key skills of

Being Creatively Agile (2 days program) & Upgrading Confidence Quotient (1 day program)

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GUIDING L&D DEPARTMENTS IN MALAYSIA TO THINK

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Polling Question - Reflect & Think

Reflect & Think about your skills & your employees response towards learning programs that you have planned for all through these years?

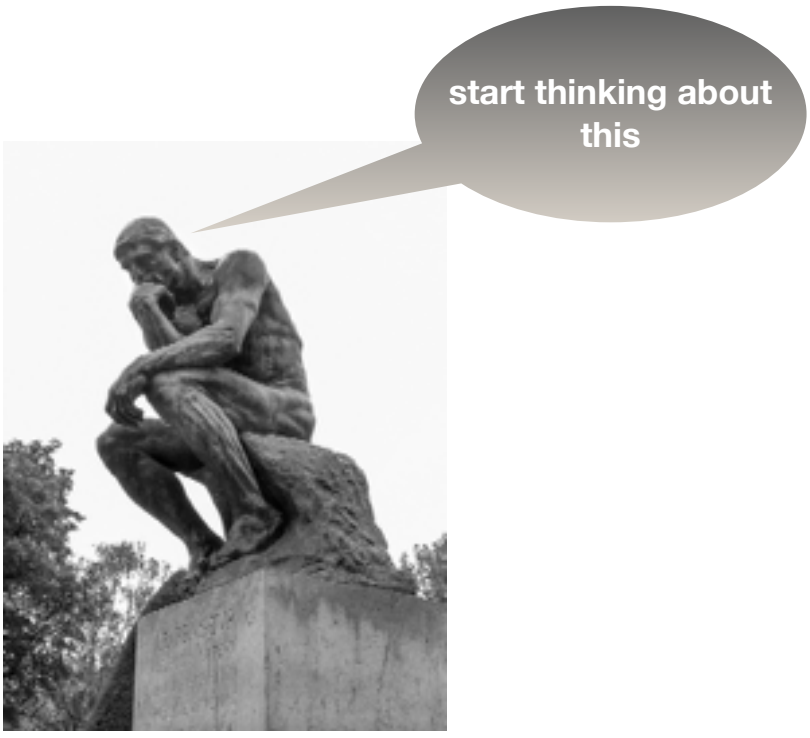
A. When you publish your training programs, you gain full class participation to enrol to the program?

B. When a training program is confirmed, you do not have employees telling you they have to prioritise their work first before your training program.

C. 14 days after a training program is completed, you get reports from superiors mentioning employees did not practice or change fully their behaviours.

D. During the workshop, the participants says that skills thought are not what is required by them.

E. Your selection of trainers are not that fantastic, hence mistakes on the quality and effectiveness of the outcome of learning is compromised



• Understanding Maturity of Employees in Learning first before dwelling into a 'High-Fly' TNA!

Our HR, L&D & Training Departments have been facing tremendous ongoing challenges over the last 10 years primarily on being spot-on on identifying the right learning outcomes for the right learners.

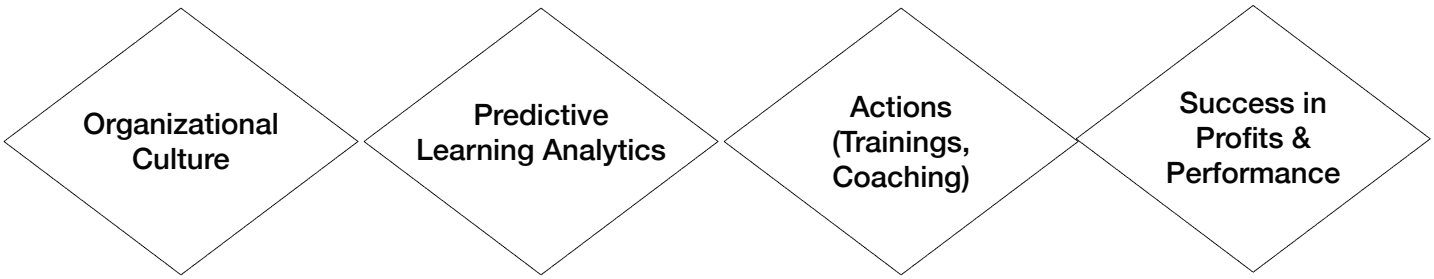
The reason I say this is because of the 'High-Fly TNA' tabulated during the process of fact gathering. The first step even before doing a TNA is to study the maturity of employees learning habits, behaviours and 'likings' towards training programs which has been done in the organisation previous years.

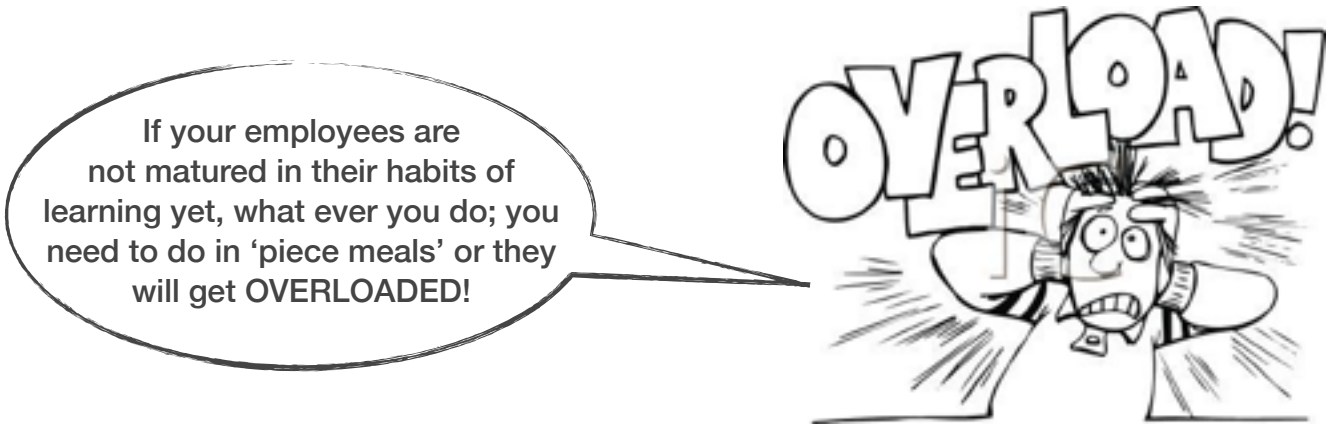
By predicting this data, you will be able to identify patterns that are workable for your employees. These patterns are then used to better predict employee future talented capabilities and make informed decisions aimed at improving business productivity.

To focus the learning of employees, we need structures & protocols that ensure all voices of employees are heard and that discussions get to the heart of learning rather than getting sidetracked by issues of compliance to a 'High Fly' TNA! In conclusion you will be able to eliminate 'SCRAP LEARNING PROGRAMS'.

Our 5 steps model of analytics are based on Select, Capture, Report, Predict, Use, and Refine.

A model to Study Learning Analytics





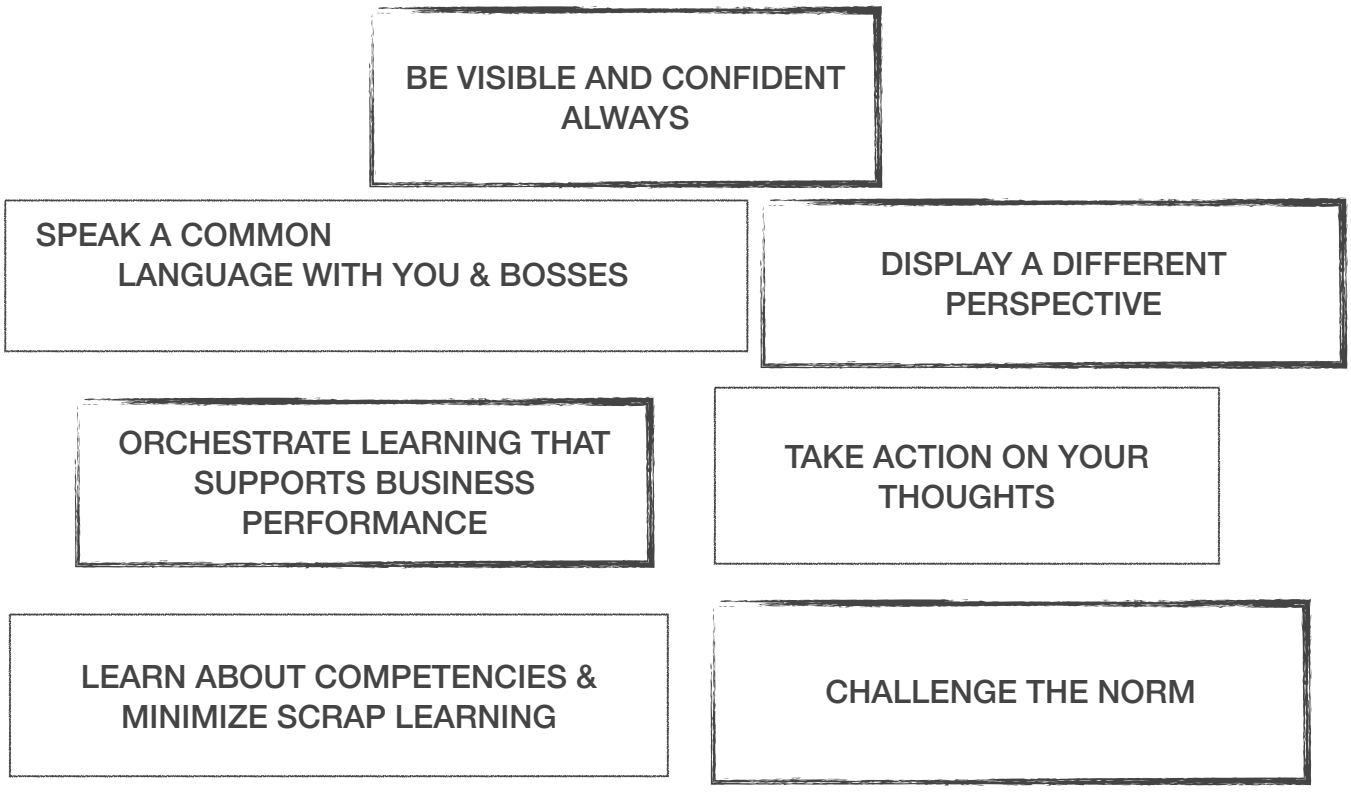
Building a Successful Screening Panel for Trainer Selections

Current challenge observed:

Case Study, March 2017: ***There was a Question posted by a panel member in an organisation during hiring of trainers for a leadership program for their young talents: Panel team member said*** "Our employees will not be open for any new ways of learning, as they are Gen Y and we know their style and their culture. If the trainer enforces reading a book as your methodology of action, how many employees will really read a book?. Its a total waste of our money to embark on this methodology"

The above was a classic case study of a panel selection of a company in Malaysia in recently. The Training Department could not give a proper justification in challenging the statement made by the panel team member which resulted to excluding book reading from the methodology action as part of the leadership program. Since the trainer was adamant on emphasising book reading as part of the journey to develop these talents, this trainer was not selected due to lower markings given by that panel member (who happens to be a Vice President).

THINK ABOUT THIS. WHAT WILL YOU DO? WHY ARE YOU HIRED FOR IN THE FIRST PLACE AS AN L&D CHAMPION? WHATS YOUR ROLE IN YOUR COMPANY?



Before i share with you the steps on building a successful screening panel, let me share with you the current annoying habits of faced by L&D teams with their appointed panels first.

The challenges i have encountered by screening panel teams are:

- When they receive an email invitation to attend the screening session for trainers, they will ignore the email or even say, i am busy and cannot make this time.
- When they have confirmed to attend the screening session for trainers they will be late to attend or even say i have forgotten the timing.
- During the screening panel session time, they will shoot down an idea and be offensive to all plans suggested earlier.
- During the screening panel session time, they would have said i could not read the proposal given by Training team on time hence cannot comment.
- During the screening panel session time, they will fall asleep or busy looking at their handphones
- During the screening panel session time, they would already have a trainer in mind whom they prefer earlier and would not give an opportunity to even take effort to understand and be attentive to other trainer.
- They will purposely call another trainer to just fulfil the 3 sourcing vendor cycle. This is bias and uncalled for discrimination which results in unethical sourcing rights.

Lets know start with building a Successful Screening Panel team through reading this tips.

1. Send out a questionnaires to all head of departments to seek their commitment and accountability to be part of the screening panel team of trainers.
2. Create an SOP for; before a screening of trainers starts, during the screening of trainers day and after the screening of trainers end. Here are some ideas i can share with you.
   - Teach them how to read a proposal (objectives, and classroom methodology)
   -Teach them how to use behavioural interview techniques for the selected trainers during the screening panel session (e.g. you can use play role along with trainers, able to review their actual slides and see their actual activity being played during the workshop)
   - Teach them how to be diplomatic and encouraging to the trainers

Training Departments Needs to Start Thinking, Challenging the Norm & Establish patterns of thinking in a classroom training

I often ponder why L&D teams gets trap into a difficulties of all sorts and cannot get out. I realised its all about not thinking. These teams are so focused to complete the training plans which are their KPIs or else no bonuses! My question here is are L&D THINKING? So here are my thoughts:

THINKING ABOUT EVERYTHING GOING ON is crucial for before, during and after a training program. Lets review these questions:

Are we using the correct and consistent learning tools designed for all our training programs in a classroom training? Here are some areas of consideration to be used in a classroom training.

a) An introductory exercise that draws out participants' own ideas/understanding relating to the topic (e.g., brainstorming, a ranking exercise, personal experiences).

b) A relevant participatory activity (e.g., simulation, case study, role play, discussion topic) for the participants to experience together and that would form the main body of the training session.

c) General reflection and discussion on the exercise (this could be a group-work exercise, discussion in pairs, question and answer).

d) Analysis of the basic principles/model/concepts involved or development of a conceptual framework (this might take the form of a short presentation, handouts, overheads, video).

e) Experimentation or practice (either during or after the workshop) of the concepts, skills, attitudes developed within the training session.

f) Review, feedback, and evaluation.

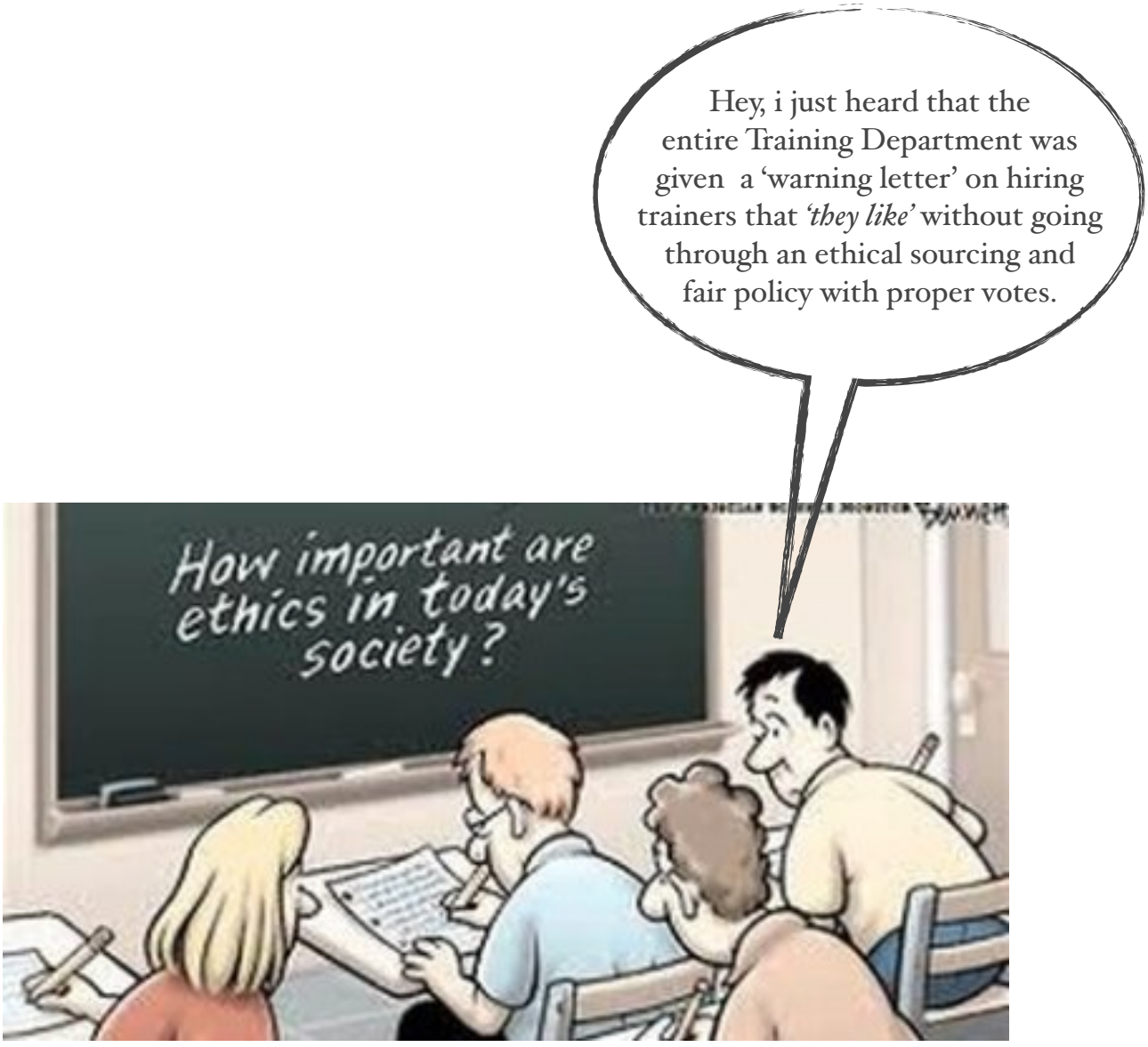
Type of Simulations

13. Using cards – situation cards, ranking, sorting, and prioritising
14. Problem solving
· Analysis
· Audits
· SWOC analysis (strengths, weaknesses, opportunities, constraints)
15. Planning exercises – action planning and critical path analysis

So how do you really solve this? The solution here is to start thinking way in advance of the current culture of your people and how you as the TRAINING DEPARTMENT CHAMPION is intended to change this current culture.

What is your SOP on screening trainers?

Who are your right selected panel screeners suitable to provide a creative and critical selection? Are they selected based on immediate bosses of the participants, or process owners relating to increase to productivity of the subjects being thought?



Defination of THINKING: Thinking is at thought that refers to ideas or arrangements of ideas that are the result of the process of thinking.



Making thinking matter for any HR, Training and L&D Department established to guide and lead learning maturity of employees are very crucial. In my years of research as a learning consultant and designer, i have realised that Training Departments have not even thought of creating their own VISION & MISSION for the learning growth of their employees.

The problem here is Training Departments have been just the supporting department of organizations. Statistics have proven during my research in Malaysia; resignations of training executives happens every 2 to a 5 year cycle. This tells you that the foundation is not solid yet, hence the collapse of employee learning growth.

What organisations further fail to realise is without a Training Department to guide and mould employees learning growth, there will be no future for any employee to grow and the chain effect to this is loss of productivity, non performance and lack of leadership design.

Being Creatively Agile to develop Learning Strategies

Creative Agility is a thought process to test and define portfolios of adjustments. Its about design thinking and running a series of experiments until you are successful.

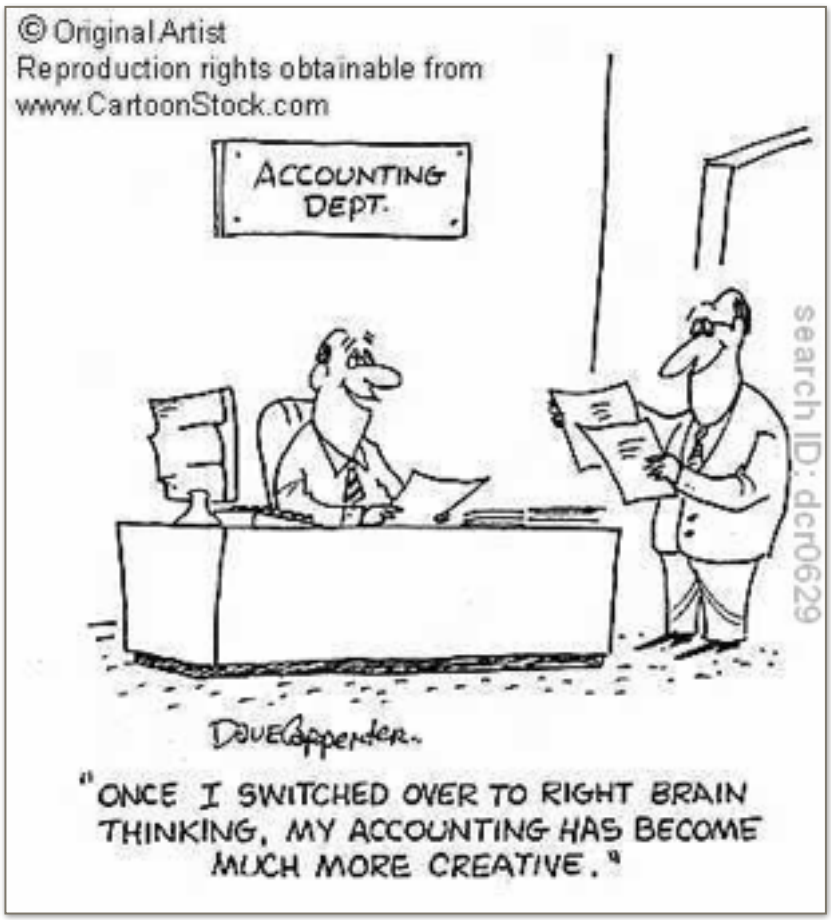
Training Departments should have an intense strategy of understanding their own teams creative side first and placing in the right formulas to think, generate ideas and develop calculated setbacks uniquely towards a certain project, goal and assignment in your organization. The following are areas i wish to share with you to enhance your creative agility in your Training Department.

1. AM I CREATIVE? Testing Who You Are First

Teaching anybody to be creative is easy however making someone to implement and 'action-fi' the creativity process is the challenge. You are the Training Department CHAMPION after all, hence do this for me. Test yourself first. Learn about your own SWOT!

You will have a greater self discovery of yourself and your reasonings of why people around you are like that and how you can teamwork together to come out with better learning strategies.

Once you know yourself, you need to be creatively agile on all learning strategies internally and externally designed for your organizarion.



2. How is Creativity and (Analytical) Intelligence Connected?

You maybe an analytical person, hence gaps on ideas and innovation strategies hinders your move towards learning strategies.

Do note, creativity is not a fixed ability that some people have the exclusive rights to. It is a skill needed to be developed and combined together with high intelligence (I call this as having the analytical power)

3. Big Thinkers learn Setbacks

Upon a creative thought being sprouted in our mind, there can be times where there will be setbacks. Don't stop there, teach yourself how to be prepared for setbacks and learn to understand your ego; to carry on to another creative learning thought.

4. Identifying Thinking ROUTINES in a Classroom

Training Departments needs to place in proper structures for learners to enhance their thinking levels. Here are ares you can start with by emphasising your trainers to enhance the classroom methodologies through the use of 'thinking'

- RECALL a situation (this process will engage learners in developing understanding)
- COMPARE DIFFERENT VIEWPOINTS (whats another angle on this)
- REASON WITH EVIDENCE (Why do you think so?)
- MAKE CONNECTIONS (how does this fit)
- UNCOVERING COMPLEXITY (what lies beneath the surface of this)
- DESCRIBE WHATS THERE (what do you see and notice now)
- BUILD EXPLANATIONS (whats really going on here)
- CAPTURE THE HEART & FORM CONCLUSIONS (whats at the core or center of this)



"Smith, we need more creativity. You have to learn to think outside the box."

Upgrading Confidence of the Training Department through consistent THINKING

We all have that spark of confidence in us. Now can we upgrade this? How do we sustain this upgrades of Confidence Quotient each day of our life so that we can achieve our desired goals planned for us for our career and life.

1. Understanding ALL confidence are acquired and not born with

No one is born with confidence. This is developed through your economic and social backgrounds. Once we are under employment, our confidence can only be upgraded if we understand how to acquire this. All of us have confidence within. We only need to find it and develop this.

2. F.E.A.R is real. What am i fearful off?

Fear is the feeling of surrender and defeat. However never underestimate how fear can make you or break you. You have the power to only defeat fear if you understand the realness of it and how this can effect all of your successful thoughts planned ahead of you.

3. Study your thoughts of thinking and act in face of fear

Thinking how to be confident is easy but acting that part of standing up and speaking what your thoughts tell you; may be a challenge. So, understand how to articulate your key messages in your head first and than being confident to say it out!

4. Building My CQ (Confidence Quotient)

Once you have understood yourself, your fear, your thoughts; its time to build your Confidence Quotient. As you have learnt, building confidence is a skill to learn. Training Departments and all employees alike, need to look within and find your voice to further strategise solutions on building a phenomenal confidence power in you.



Reading Sections for Training Departments:

Trust you would know this basic skills, however if you dont, here is the basic knowledge of Training Departments.

Kirkpatrick's 4 Levels of Evaluation

Level 1: Reaction

Level 2: Learning

Level 3: Behaviour

Level 4: Results

Jack Philip's 5 Levels of Evaluation

Level 1: Reaction, Satisfaction, Planned Action Level 2: Learning
Level 3: Application
Level 4: Business Impact

Level 5: ROI

Thinking:

- Focus on thinking as the key area of improving best learning growth for your employees.
- Pay attention to your employees messages toward the learning programs you have planned.
- Make efforts to prioritise and keep on re-designing your TNA to cope with economic conditions that effects business risk



To be creative, you have to rebel against your own rules

- a Report by Cheryl Lourdes -