



Member of the International Federation of
Training and Development Organizations



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ITP

LINK

The Newsletter for Members of the Institute of Training Professionals

Certificate in Training Practice Program (2nd Intake) **run by the "Institute of Training Professionals"**

CONGRATULATIONS to the participants of the 2nd Intake of the program who had successfully completed all the requirements of the program from June 7 to August 2, 2001, and were each awarded the Institute's Certificate in Training Practice on September 20, 2001.

List of graduates of the Program:

<i>Vanessa LEE (with Distinction)</i>	<i>William FUNG (with Credit)</i>	<i>Reddy KWOK (with Credit)</i>
<i>Wendy TIU (with Credit)</i>	<i>Jonathan CHAN</i>	<i>Jian LAI</i>
<i>Phyllis LEONG</i>	<i>Gary LEUNG</i>	<i>Sam LEUNG</i>
<i>Sanna So</i>	<i>Shirley TOON</i>	<i>Carol WONG</i>

The Third Intake is scheduled to be launched on February 28, 2002, to be followed by another one in June 2002. Details of the program will be available in early January 2002.

Here are the words from Mr. William Fung, a CTP(2) Graduate with Credit. William is the HR Manager of the China/HK/South East Asia, Beckman Coulter Hong Kong Limited.

"I take great pride in completing the course of 'Certificate in Training Practice' run by the 'Institute of Training Professionals' and found it very useful to my job in the field of Human Resources. The course was professionally structured and organized in order to provide the participants a clear, concise and easy to use tools and concepts so as to enhance the personal masterful ability in managing training, assessing the needs and program development just to name a few. "

"It was highly interactive and participants were provided the opportunities in experience sharing, written exercise, role-plays, brainstorming, and discussions to facilitate the enrichment of the course. It was a professional training workshop and I have no hesitation in recommending those interested in training to attend the course."

With best regards,

William Fung

011010

Hong Kong

KM and the Trainer

Alfred HO

KM and Training

The current buzzword ‘*Knowledge Management*’ isn’t a new thing. Just as the practice of training, it goes back to the days of apprenticeships before the Industrial Revolution.

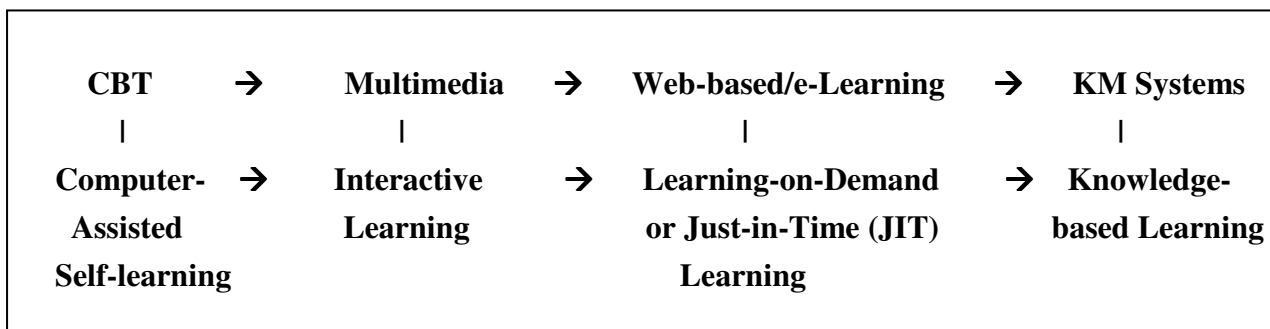
According to ASTD, KM is the process of “finding ways to create, identify, capture, and distribute organizational knowledge to the people who need it”.

Just as other business processes, training has been taking advantage of advancement in IT (information technology). About twelve years ago, trainers employed *computers-based training* (CBT) to assist their delivery. As computer technology continued to make quantum improvements, *multimedia* became accessible to trainers as an enhanced form of CBT. Then in the

early nineties, Internet became available to the civil community. This stimulated the emergence of *e-learning*.

The training options that trainers may adopt, or, viewing it from a more user-oriented angle, the mode of learning one may choose, also evolve with these technological advancements, from *self-learning*, to *interactive* mode, and then on to *learning-on-demand*.

More recently powerful and intelligent search engines and data mining logarithms are making robust IT-based knowledge management systems available. Trainers now have to respond to the call for *knowledge-based learning*. The interrelationship between IT and training/learning is summarized in the following diagram.



How KM-based Learning Works?

When computers started to invade into the field of training, some trainers feared that automated training was going to displace them and many just ‘systematically neglected’ the opportunities that computer-assisted learning might bring to the profession. It turns out now that computers, CBT co-exist with the trainers. Despite its sophistication, KM is not going to replace the trainer either. Rather on the contrary, KM may bring the real breakthrough to training,

this time really enabling trainers to achieve their full claims for effectiveness.

Many people say, “If you don’t apply things you learned within thirty days, you’re going to forget about 70 to 90% of it”. All these years trainers keep repeating the process of stepping in, assessing the knowledge and skill gaps, then designing formal courses, delivering to staff in formal class sessions, and at best administering terminal assessment

(which in most cases are not on-the-job). Heads of end-user departments are often reluctant to release their subordinates to attend these courses, and afterwards often complain that there isn't much behavioral change or performance improvement.

With more sophisticated multimedia and interactive CBT coming to the stage, and later with the quick emergence of web-based e-learning, we trainers are provided with tools that claim to offer easily accessible and highly flexible learning opportunities for all. Compared to the traditional classroom training this is definitely an improvement. People now can learn without even requiring them to leave their work place, at a time, in a pace, at levels and degree of detail all of their own choice. However, reality is that learning and working still go on as separate activities, even though they may interleave in the work place.

The most effective learning should be individually tailored. Many on-line training modules however are still pre-packaged 'lecturettes' of organized knowledge that are uniformly designed and delivered for the mass learners. A close example is when you click the 'Help' icon when you are using a computer application, e.g. a Microsoft

Office application. Very often you find the on-screen help information is just presented to you page after page, and you need to spend time still to locate and grasp the exact answers that you need.

The most effective learning should be natural. To find out what is the most natural and thus effective learning design, the most readily available example or experience is when you (or any other users) 'surf on the net'. You learn by searching. You learn by wandering around among the web pages and jump from one hyperlink to another. You simply glance over and pick whatever interests you or items that you want to learn. In fact this is how our human neuro-network operates. A knowledge-based learning system should allow learners such flexibility. This will mean that a knowledge base of a particular topic will be organized in small chunks (each lasting no more than five minutes) of input (text to multimedia) indexed and cross referenced (hyper linked) smartly to enable access/retrieval from any context. Such learning resource should ideally be resident on the workstations of the learners ready to jump in (learning-on-demand/JIT – just-in-time learning) to support the learners' needs on the job (a kind of EPSS - electronic performance support system).

The Trainer's Role in the age of KM

How should trainers cope with this megatrend? In my observation most trainers though aware of the above technological upshift are however not changing much in their mindset and approach for tackling the training/learning challenge. Training remains very much operating in a traditional way: curriculum development → session planning → classroom delivery → assessment → certification.

Experts say that in organizations where transaction processing is well recorded, data base well managed, and activities meticulously monitored by sophisticated project and document management systems,

we at best are only capturing 20% of the knowledge capital created. The balance 80%, those that is stored in our heads as experiences and reflections, or in KM jargon, the '*tacit knowledge*' (as against the '*explicit knowledge*'), is outside the system. When people move, get transferred, resign, this knowledge is lost to the organization.

Under KM, to improve staff performance, trainers are tasked with the responsibility of helping to tap the intellectual capital asset of their organizations – the experience stored in the heads of the employees, capture it and facilitate the access to the pool of organizational knowledge created as a result.

The concept of training has changed. With the explosion of information (much due to the internet) and the much shortened 'shelf life' of knowledge, people now are expected to start off with just a comprehension of the basic concept, knowledge and skills, and then learn as they go on-the-job (by the above-mentioned *JIT-type learning* and other personalized intervening processes such as *coaching*). In future, traditional training (classroom, face-to-face) will probably be only confined to the development of *competencies* (e.g. generic ones such as team leadership and initiative, and emotional ones such as self-awareness) and specific *skills* (social/interpersonal and some technical). The more current ones (e.g. specific features of a new product model) and the areas that are subject to constant change and updating will mainly be supported by *KM-based learning* systems and *EPSS*.

Not too long ago, we said trainers have to assume the roles as learning advisers, as

learning facilitators, and as internal change agents/consultants. Now we are adding one more new role for the trainer – as a KM team member. You professional trainers are expected to design, develop and manage knowledge bases on top of developing courses and training materials.

Trainers should welcome KM with open arms. KM is making trainers' role far more important than before. As organizations are turning their attention towards continuous self-improvement through the learning process (i.e. becoming a '*learning organization*'), trainers are assuming a more influential role. You will become *KM officers*, *CKO* (chief knowledge officers), or *CLO* (chief learning officers), the group that saw the highest growth in earnings in the last two years in North America.

Let's welcome KM and immerse yourself in the sea of KM, making sure that you are a fast swimmer and win in the game.

ANNUAL GENERAL MEETING – 2001

The AGM 2001 was held on 12 July 2001 and the Executive Committee members for 2001-2002 were elected.

Executive Committee – It was resolved that the office-bearers of the 2001/2002 Executive Committee were as follows:

Chairman	-	Fred Kwan
Vice-Chairman	-	Denny Chow
Vice-Chairman	-	Robbie Chan
Hon. Secretary	-	Aaron Chiang
Hon. Treasurer	-	David Lau

Sub-Committees:

e-Learning	-	Alfred Ho, Aaron Chiang, Richard Lui, Robbie Chan
Cert. T.P.	-	Denny Chow, Robbie Chan
Dip in T&D	-	Sam Ying, Denny Chow, Robbie Chan
Mainland	-	Ringo Ma (Shanghai), Philip Wong (GZ)
Link	-	Sunny Chan, Kelvin Sze
Membership	-	Robbie Chan
Web site	-	Victor Chan

Activities:

a. Seminars/ Workshops	-	Sam Ying, Tommy Choy, Spencer Hui
b. Visits	-	Richard Lui, Tommy Choy



Coming Events in November

1 Autumn Hike – Beautiful Lamma Island on 17 Nov 2001

We shall have a cup of coffee in the European Style café at Yung Shu Wan. Then along Tai Wan, Hung Shing Ye Wan and Lo So Shing, you'll relax yourself along the trail and beach with patches of green grass. We'll finish the hike with a big seafood meal at So Kwu Wan before we take a ferry back to Central. We shall happily and equally share all the expenses.

(Our event organizer is Mr Tommy Choy who can be contacted by phone at 2640 3810 or by fax at 2640 3852)

**Assembly : 1300 hours at Central outlying Island Ferry Pier
(Lamma Island Route).**

2 Visit to the Chinese Cuisine Training Centre & the Hospitality Industry Training and Development Centre of the Vocational Training Council

Address: Pokfulum Training Centre Complex, 145, Pokfulum Road, Hong Kong.

Date: 30 November 2001 (Friday)

Time: Lunch at 1200 noon and visit at 1:00 p.m. The program will end at around 2:30pm.

Food: Chinese style, a la carte within a set menu.

Fee: HK\$98.00 per head (net of drinks, but includes tea).

Car Parking: limited spaces are available; please provide car plate number to Macy Koo.

For details please contact **Macy Koo of the ITP Office, at 2393 3377, before 16 November 2001**

To confirm your attendance, please mark the appropriate box(es) below and fax this page to the ITP office (fax **2309 2799**)

- I confirm that I shall attend the beautiful Lamma Island Hike on 17 November 2001.
- I confirm that I shall visit the Chinese Cuisine Training Centre on 30 November 2001.

Name : _____ Contact phone number : _____

培訓專業學會

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