

Training & Development – Competency Standards

Unit of Competency

Functional Area: Management of Training Functions

- 1. Name :** Preparing Training Proposals
- 2. Code :** TDZZMN403A
- 3. Level :** 4
- 4. Credit :** 1 unit (1 QF unit is equivalent to 10 notional hours of learning)
- 5. Range :** Possessing skills and techniques of preparing training proposals encompassing key elements that should communicate the training topics as indicated by the training needs analysis as well as supporting the organization's business objectives.

6. Competency : Performance Requirements

Knowledge and Intellectual Skills

- Have a broad-based knowledge to include the key components of training proposals, to suggest training design and structure, to identify variables of which to evaluate training proposals, to determine training costs and benefits, including return-on-investment figures, and to recommend strategies to ensure a winning proposal presentation.
- Be able to provide clear reasons why the training proposal is to be prepared; determine the proposed topic; explain the reasons for choosing the target group of participants and the training topic; indicate how the proposal will benefit the target participants; provide a clear statement of the aims of the proposed training/development activity; select the appropriate training approach and methods; suggest a tentative training timetable, a list of AV support facilities, other logistic arrangements and a budget.
- Be able to write a full proposal containing the key components, and be able to write a brief proposal depending on the audience, the scope of the project and the purpose.
- Have the ability to communicate the training plans to decision makers that a need exists for action. Sometimes, the proposal needs to be presented in person to a decision-maker. In this case, effective oral presentation skills are critical.

Process

- Be able to know the audience, purpose and the scope of the project and write accordingly. Not every training proposal will have all components and may not be in certain sequence.
- Be able to identify the scope of the project to be undertaken and describe the training audience to be involved. Specific learning objectives and major topics should be developed to meet these objectives.
- Be able to adjust the content and sequence of the training proposal by knowing the audience, purpose and scope of the project.

Application, Autonomy and Accountability

- Be able to write training proposal precisely and present it professionally on his/her own, and be able to train and supervise junior training staff in preparing and presenting training proposals.
- Be able to present the training proposal in an appropriate format and style.
- Be able to understand training needs, training objectives and organizational resources so as to work out a comprehensive and detailed plan.
- Be fully accountable for the outcome of the training proposal prepared.
- Be able to include the vast majority of the relevant information, to the extent that the proposal reflects thorough planning, and includes a sound implementation strategy, and thus can reasonably be expected to be successfully carried out. Be able to write in English and Chinese clearly and concisely and with the right choice of words and tone.
- Take full responsibility to ensure the proposal meets both quality and quantity requirements of the organization. Be prepared to answer questions and queries from clients on the contents of the proposal.

Communication, IT and Numeracy

- Be able to communicate effectively (on a one-to-one, and one-to-many situations) the training proposal to client work unit(s) and management.
- Be able to use pictures, tables, diagrams, visual aids to attract the targeted readers to read the proposal.
- Be able to describe how the planned learning objectives and consequent business results are to be measured.
- Be able to use common IT software in preparing training proposals.
- Be able to collect information, inputs and feedbacks from diversified sources in order to include the vast majority of relevant information in the training proposal.

7. Assessment Guideline

The proposal writer must be able to prepare relevant, comprehensive, clear, and concise training proposals in order to meet training objectives; and be able to understand what readers expect in deciding on the length and format of the proposal.