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TRAINING OF MIDDLE MANAGEMENT AND PERSONNEL
FOR THE LEATHER PRODUCTS INDUSTRIES 1/

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Training: A Vogue Word or Necessity ?

There is hardly any doubt about the necessity to train the middle management and also the remaining employees in industry. The company's management, the employees and also colleges and commercial training institutes hold numerous opinions about the training in the enterprise. The pivotal question to be answered by the company's management is: - what training can further the achievement of the company's objects ?

Every individual employee, whether in the management or in a subordinate position rates the training arranged by his firm by the benefit he can personally derive from it. Thus, the field of tension between individual and enterprise becomes evident also in training. In the present representations the term employees shall designate the cadres, the middle management and the various officials in charge. The term training shall mean the teaching and learning process which comprises all measures to change the behaviour in order to meet the requirements of the enterprise and environment.

The material statement which has been made hitherto is a question, namely the question: "what training can further the achievement of the company's objects ?"

Object of the Company, Definitions

What are the objects of the company ? Even in view of the risk to slide a little into the sector of the general company's theory, it is necessary to include two definitions

The entrepreneur in free enterprise is the intellectual creator and director of the enterprise, he is responsible for the existence and further development of his enterprise within the scope of the political and social environment in which he lives.

The enterprise is an economic system to gain profit for the capital which the entrepreneur has invested in it and, on the other hand, to maintain, safeguard and increase the employment for the people working in the enterprise.

The modern enterprise really no longer considers itself as an isolated unit which is solely oriented for the own profit, but as a member of a larger economic and social complex. In this sense the task of the entrepreneur is not only the safeguarding of profit and employment, but most essentially the further development of his enterprise into a future which, however, is often difficult to see through.

Management Theses for Tomorrow

To see through the future both as extensively as possible and in as much detail as possible is becoming an ever more urgent concern of the entrepreneur. However, as it is impossible to get a perfectly clear picture of all the variants of the future, the modern entrepreneur will be compelled to orient his future entrepreneurial objects and decisions on certain theses. In my opinion, the material theses for a modern management are as follows:

Thesis 1

In view of society in general and taking into account economic, social and political criteria, the entrepreneur will have to set his objects and make his decisions accordingly, that is, in the sense of totalitarian, interdisciplinary thinking.

Thesis 2

The enterprises will be engaged in the process of problem solving at government level at an increasing rate. Economy and politics are fused to form an inseparable entirety for the purpose of a totalitarian solution of problems to serve our requirements.

Thesis 3

With the generally increasing aspirations of society, also the expectations regarding the performances of the enterprises will rise, and that both internally and also in respect of the market performances. With reference to the subject of our representations this means that the enterprise has to provide a scheduled and paid continuous further training for the employees in all sectors. Peter Drucker, the well-known industrialist and expert on economics, notes that none of the new industries will be founded on experience, but on knowledge. It is a new economic reality that knowledge has become a decisive potential of economy. The systematic acquisition of knowledge, that is, organized training as basis for productive capacity and performance, has now replaced the experience which has been gained in a conventional manner through the apprenticeship.

Thesis 4

On account of the powerful technical dynamics and the associated discontinuity of ability, the conception of the enterprise requires the continuity of the objects and an extremely flexible and adaptable management. Inflexibility of the management and to be product-bound instead of being market-bound means to be inferior. The detection of desires and problems in the various sectors of life precedes the demand oriented production.

Thesis 5

Efficient taking of decisions will be possible only through a cooperating team consisting of experts from many different sectors (totalitarian thinking exceeds the capacity of the individual).

Thesis 6

Apart from the continuous further training of the employees, as already mentioned before, the enterprise management will have to spend more time in future to motivate its employees in accordance with the entrepreneurial objects.

Entrepreneurial Responsibility

The foregoing representations evidence that each enterprise has to play an economic and social part within its closer or wider vicinity. It is a member of the society by which it is enclosed and, therefore, the enterprise must accept its responsibility in this society if its existence is to be safeguarded for a long time. Here the enterprise will be successful only if it orients its respective objects and the internal enterprise functions accordingly. Such behaviour means responsible and safeguarding enterprise management - management, because it motivates the individual employee to render performances. Before dealing with the essential idea of motivation of employees it appears necessary to outline briefly the stages involved with fixing the object.

Fixing of the Object

To recognize objects means to know the entire entrepreneurial responsibility, to plan the development of the enterprise in various periods, to take organizational measures, to divide general objects into partial objects and to coordinate partial objects.

To fix objects means to inform employees about findings and to work out with them their partial objects and to fix these as performance standards and basis of judgement.

To achieve objects means to do all to really achieve by suitable measures those performance values which were once found to be correct. The achievement of the object is determined by supervision and control of success.

Motivation for Performance

The motivation for the necessary rendering of performance by the individual employees is based, above all, on the clear and general formulation of the objects of the enterprise, as should be clearly understood from that what has been said before. Thus, every employee will realize that the enterprise makes every effort to support a harmonic growth of the superior social community.

Every employee must fully realize that his personal performance and his personal behaviour must, in the end, contribute to the profit which renders possible the perception of the responsibility of the enterprise and, thus, safeguards the existence of the enterprise and also the existence of his own employment.

In view of these aspects, performance is necessary and is definitely to be expected. Performance is the prerequisite to the solution of economic and social problems, but also to the improvement of the environment of man in general.

Control: Interests of Enterprise and Employees

A necessary antipole to fixing of objects is the control. The fixing of the object, rendering of performance and control form a regulating circuit. In control the judgement of cooperation forms an essential part. Without this instrument the enterprise management and any employer will lose those sources of information which indicate whether, how and how far the objects have been achieved and what is to be arranged for the near future. The diagram shows the regulating circuit which is generally applicable to any entrepreneurial doings and actions. The rating of the employees which interests us above all, and the training which is to be derived from this are represented here. We feel that this representation clearly

shows that the training of the employees is not just and perhaps a very useful task of the enterprise, but it evidences in all detail that training of employees must be one of the most important and most responsible duties of the entrepreneur.

With this we have outlined the necessary fundamentals and the general background in industrial events linked with our subject, namely the training of personnel.

In-Service Training of Employees

We now come to the primary part of our representations, that is, to the fundamentals which are applicable to in-service training and to the methods of approach which have to be used.

We realize the difficulty linked with our attempt to give training directions which should be as close to practice as possible. It goes without saying that the expectations are widely varied on account of the size of the individual enterprises and the state of training in these enterprises. However, here it is essential to note that the principles for training of employees are the same everywhere, that the same directions apply to the approach and processes, and that also the systematic manner of training is the same although this can take place at different levels.

The Objects of Employees' Training

We are now trying to formulate a generally applicable schedule and generally applicable directions. If training organized by an enterprise is to be carried out effectively then corresponding principles and objects have to be formulated for such training. The following objects represent a selection of many possible objects, but we believe that it concerns the essential objects which are binding to all.

General Objects

- To put employees of all classes into a position to carry out their duties with higher efficiency.
- To prepare employees of all classes for new tasks.

Special objects can be the following:

- Improvement of the performance behaviour.
- Increase of willingness to bring about changes or to understand them.
- Stabilization of the personality of the individual.
- Integration of thinking in all sectors of the enterprise.
- Furthering of problem-oriented and problem-solving thinking and acting.
- Specialization of technical knowledge and evaluation of internal experience.

Procedure for the Organization of the Training

A systematic procedure is essential to the extension and realization of the training. The following Table shows the most important steps for the organization of training.

TABLE I

covering the most important steps of procedure for the organization of training:

<p>Requirement Analysis</p>	<p>Situation of enterprise (actual state and objects) Questioning of employees (questionnaire)</p>
<p>Working Out of Training Concept</p>	<p>Tasks to be fulfilled in the enterprise Individual training requirements (evaluation) Objects of learning, tuition subjects, priorities Teachers, groups of participants Teaching methods</p>
<p>Concept Decision</p>	<p>Forming of opinion in enterprise management Decisions on contents and procedure Fixing of working groups (working out of subjects) Appointment of training heads Orientation of cadres</p>
<p>Planning of Execution</p>	<p>Rough schedule (2 years), schedule of burdens Schedule up to start of training Directions for working groups Orientation of all employees</p>
<p>Preparation of Training per Subject</p>	<p>Training of instructors Working out of firm-related subject matter Provision of instruction papers Approval of working papers Integrating of courses of outside lecturers Fixing of detail programme per subject</p>
<p>Training</p>	<p>Execution of instructions, courses, follow-up</p>
<p>Control of Training Success</p>	<p>Questioning of participants Test Improvement of courses Qualifications of instructors</p>

It is important that the persons who are concerned by the future training are included in the preparation work in good time. In this way, the employees are encouraged to form opinions so that a learning and motivation effect results in this initial phase. Also the enterprise management is engaged throughout the entire preparation phase through intermediate decisions. A firm project management based on detailed procedure schedules furthers the credibility in respect of the future training.

The following is to be said regarding the individual steps:

a) Requirement Analysis

Naturally, every training proceeds from the state of the enterprise and orients itself on the object ideas of the enterprise. Here the requirements become evident which the realization of the fixed objects necessitates. The questioning of the employees provides information on the following:

Assessment of the personal desire for future training on part of the individual employees in respect of managementwise and technical aspects.

Determination of the individual state of training. This as supplement to the personnel report.

Assessment of the time required for technical literature and further training.

Initiation of a personal statement of position in respect of knowledge and ability.

Determination of typical managementwise, organizational and planningwise problems in the enterprise.

It is essential that no list of lectures is drawn up in this initial requirement analysis, but that a concept is found which is adapted to the special situation and the crucial points in the enterprise.

Working Out of Training Concept

At this point it is interesting to represent graphically the process of reasoning which leads to an effective, realizable training concept. It must be noted that the key figure in the procedure is the fixing of the learning objects. (See Table 2)

The three following requirements are made in respect of the formulation of the learning objects:

- 1) The learning object outlines the final behaviour, that is, what the participant must be capable of doing after the training.
- 2) The learning object includes conditions under which such behaviour is to be expressed.
- 3) The learning object includes the judgement standard for the behaviour which is considered sufficient.

How will the selection of learning objects be carried out ? Practically, they are to be fixed on the basis of the analysis of the individual training requirements, the tasks and functions to be fulfilled and the qualification papers. This is largely an intuitive, creative process of reasoning, because objective regulations for an optimal selection from all possible learning objects are actually missing. Here it is essential that crucial points and priorities are fixed and that the urgency of the immediate problems is taken into account. There must not be an occurrence of a "straw-fire" effect in the organization of the training. The success of training will be questionable for a long time if the continuity is lacking after a high initial expenditure.

Therefore, it must be endeavoured to start intensively with selected subjects in the individual groups and then to spread out only gradually. Good results with small groups raise more interest than average results on a wide basis.

Selection of Training Personnel

Here the following question arises: whether to employ inside or outside training personnel for the training programme. One can comment on this as follows:

With every training the tuition subjects concern certain manners of behaviour, e.g. the management behaviour and working methods in the widest sense, like drawing up offers, preparation of decisions, compilation of duty lists for new products, bases of computation, budgeting, etc.. In general it must be said that manners of behaviour or working methods are mastered by an employee only then when he is in a position to pass them on to third parties, that is, when he is capable of lecturing on such manners of behaviour and working methods.

Hence it follows that the manners of behaviour and working methods to be employed in an enterprise can be enforced only if the superior is also a teacher. As the training is usually carried out in small groups, many teachers will be required. This demand is met by the fact that also many cadres are prepared to act as teachers or discussion chairmen. Thus, the prerequisite is created for an interrelation between teaching and learning activity which can further the evaluation of experience and creativity in the enterprise in an intensive manner. For this purpose, however, the cadre is to be trained not only in material questions but also in teaching methods.

Outside lecturers and teachers should be engaged if an objectifying influence must be eliminated or if generally applicable subjects are up for discussion. Here only competent and highly qualified lecturers should be engaged. For the further training of scientifically working specialists in the fields of research and development it is necessary to engage largely outside lecturers, e.g. from colleges, as far as working methods and technical knowledge are concerned. This has a very fruitful secondary purpose, namely the better coordination between college and practice.

c) Concept Decision

As soon as one deals with the question one finds that the field of the training necessity is very large, and it is absolutely important to carry out a tightening of the training subjects from the numerous possibilities by taking a clear decision. Here tightening means to select perhaps only two subjects from the total offer, for example the subject "Organization of Internal Execution", and as the second subject "The Technical Training on the Lines of the Weaknesses Found in Production".

After this decision in favour of tightening, the selected subjects have to be worked out more precisely by small groups and at this moment it is also important to appoint and employ a director who is responsible for the entire training.

d) Execution Schedule

The time requirements for the training should be fixed at least roughly. It must be pointed out here that training is not and cannot be a matter of short, e.g. 14-day seminars. Training, as we understand it, is a process which takes place constantly, that is, it must extend over a period of years. However, also the time requirement for training in a small given subject is actually longer than is generally assumed. It is very important that dates in the sense of starting points and points of view have to be fixed.

e) Preparation of Training

Now a detailed programme must be established for each selected subject. This involves accurate reflecting on the subject in every detail and will help to recognize the data necessary and desirable for the training and also to provide it.

f) Training

Only after execution of these many initial steps and preparatory work, the actual training of the employee can be commenced. Perhaps the expenditure described in the individual steps of procedure for the organization of the training appears somewhat excessive. However, experience shows again and again that such expenditure is worthwhile, and one may even state that the object of training and consequently an improvement of the behaviour of the individual in the enterprise cannot be achieved at certain points without such a clearly defined organization of training. Here it should be added that the intensity at which the individual, described steps are performed may be higher or lower in the enterprise in the various cases. What is important is that none of these steps are overlooked.

g) Control

The control of the training success is a matter of course and in the further sense a definitely necessary step in the sense of the feedback of the regulating circuit which determines the entire industrial reasoning. Reference to the control in detail will be made again elsewhere.
(See Table 3)

Principles of Learning Psychology and Didactics
in Respect of the Training

A scientific investigation into the principles of learning psychology and didactics/^{in training,} carried out at various institutes in Europe, has given the following results:

Passive Teaching Methods	Adhesion Value
Hearing	20 %
Seeing	30 %
Hearing + Seeing	50 - 65 %
Active Teaching Methods	Adhesion Value
Self Speaking	70 %
Self Acting	90 %

From this the following points to be noted may be derived for in-service training:

- The training course participant should become active. The use of active teaching methods is to serve to point out to the participant the success of learning.
- The participant shall have the desire to learn. Learning motivation plays an important part in the in-service training, but it is limited through the typical characteristics of the individual student.
- The teacher and instructor must adapt himself to the requirements of the participants. The teaching objects have to be adapted to the concrete problems the employee has with his work. For exercise examples, case studies and others, occurrences or events of the own enterprise should be chosen, but not theoretical school examples. The training shall result in practical working papers in form of company owned manuals.
- The participant must know the object of the course: course objects are not a list of subjects or participants, but have to be formulated and made known as learning objects.
- The instructor should personally know the participants and dispose of an adaptable course schedule. Effective training necessitates, as far as this is possible, the consideration of the individual state of training and the capability of learning. Let's not forget, training is a custom job.
- Tests shall give the learning employee the possibility of self checking. Moreover, every course is to be rated by the participants so that also the teacher and instructor will have a feedback of his activity.
- Follow up: some time after the training course the participant shall have the opportunity to discuss with his teacher/instructor the questions that have occurred with the application of that what has been learned.

- With the adult the effect of age on the learning capability must be taken into account by making sure of a suitable training speed, sufficient time for exercise, clearly defined arrangement of subjects and a deductive method.

Assessment of Results

If one proceeds on the basis of the described concept of training, then also an accurate assessment of the results will be possible. Here one must differentiate between two stages, namely:

- The technical assessment of the sequence of subjects, the assessment of the discussion heads, etc., and
- the assessment of the training success in spite of the training subject as a whole.

The assessment or rating of the results should not be made after too long a period. Here, too, it is advisable to carry out an assessment after short periods in order to correct any mistakes which may have occurred. One thing should be pointed out in particular: training according to the presented concept is no rigid matter, any training must be flexible. This means, in other words, that restrictions or extensions regarding the fixing of objects have to be carried out during the course of the training period in case that difficulties occur, and after a careful examination and assessment of such difficulties. To repeat: the object of any training is an actual improvement of the working efficiency of the course participants. Thus, it is also possible to determine the value of a course and the ratio of expenditure and performance improvement on the basis of the performance gap existing prior to training and the performance improvement after the training.

Standard Values on the Expenditure for Training

The expenditure of time and cost naturally depends on the size of the enterprise, the already existing papers and on the object of management and decision in the enterprise and in training. Therefore, the following data are not binding, but should be considered only a rough standard values for small and medium-sized enterprises.

- The questionnaire comprises about 40 questions. The questioning of a candidate takes about one hour.
- The execution of the requirement analysis and working out of the training concept necessitates the work of two to four men/months.
- The preparation of the concept decisions and the planning of the execution requires one man/month.
- The internal preparation of the individual tuition subjects differs widely, depending on demarcation and extent. It would be impudent to make any statements in this respect.
- To carry out training in form of an institution from the beginning of the decision will take four to six months up to the release of the concept and then another three months up to the beginning of the internal training courses.
- A training cycle lasts about two years.
- The annual training costs for preparation, execution and participation amount to about one third of a month's salary per person and year. This, however, concerns European conditions.

Management Style and Training

The training in the enterprise will be successful only, provided that also the highest cadre is included. The learning activity of the superiors will cause the training

and, thus, the enforcement of certain manners of behaviour to pass through the entire hierarchy. Managing duty and learning activity in the sense of the example of a cadre thus become the principle of "managing through learning and teaching". In this sense we consider the training to be an active management means. The training concept cannot be considered as absolutely completed for this reason. It must be periodically adapted to the creative fixing of objects in respect of the existing crucial points of the enterprise activity and the achieved teaching and learning success.

The training is the expression of the management willingness of the top cadre. Therefore, it cannot be transferred to an outside institute, e.g. to a special training undertaking. Moreover, it is impossible that a training concept which is successful in one enterprise is simply taken over by another enterprise. Whether and how the enterprise training concept is arranged will primarily depend on the superiors and not on the size of the enterprise. This goes to show that also small and medium-sized enterprises can employ the managing concept of "Managing through Learning and Teaching".

TABLE 2

PROCESS OF REASONING TO AN EFFECTIVE TRAINING CONCEPT

Economy and industrial side

Human side

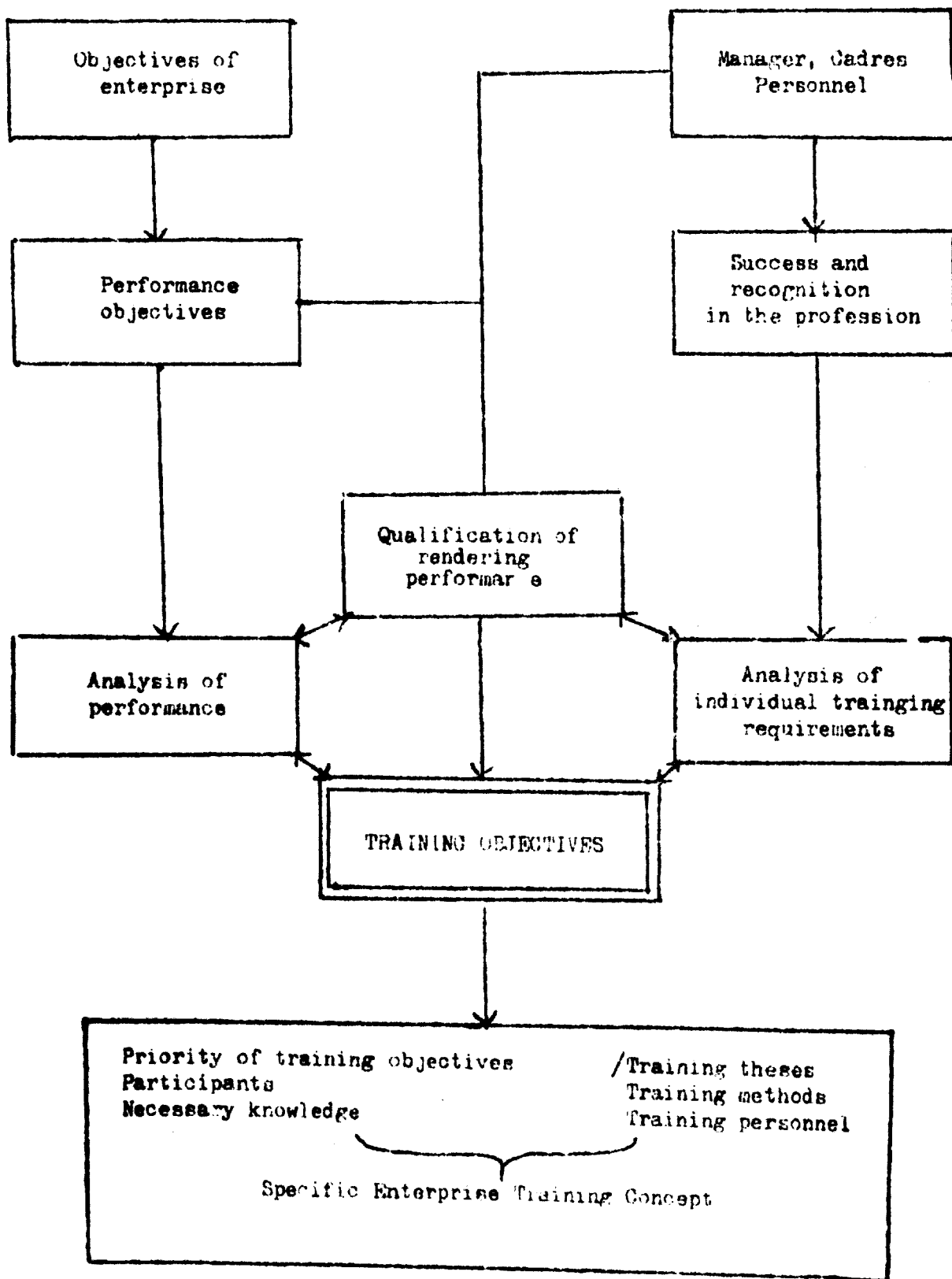
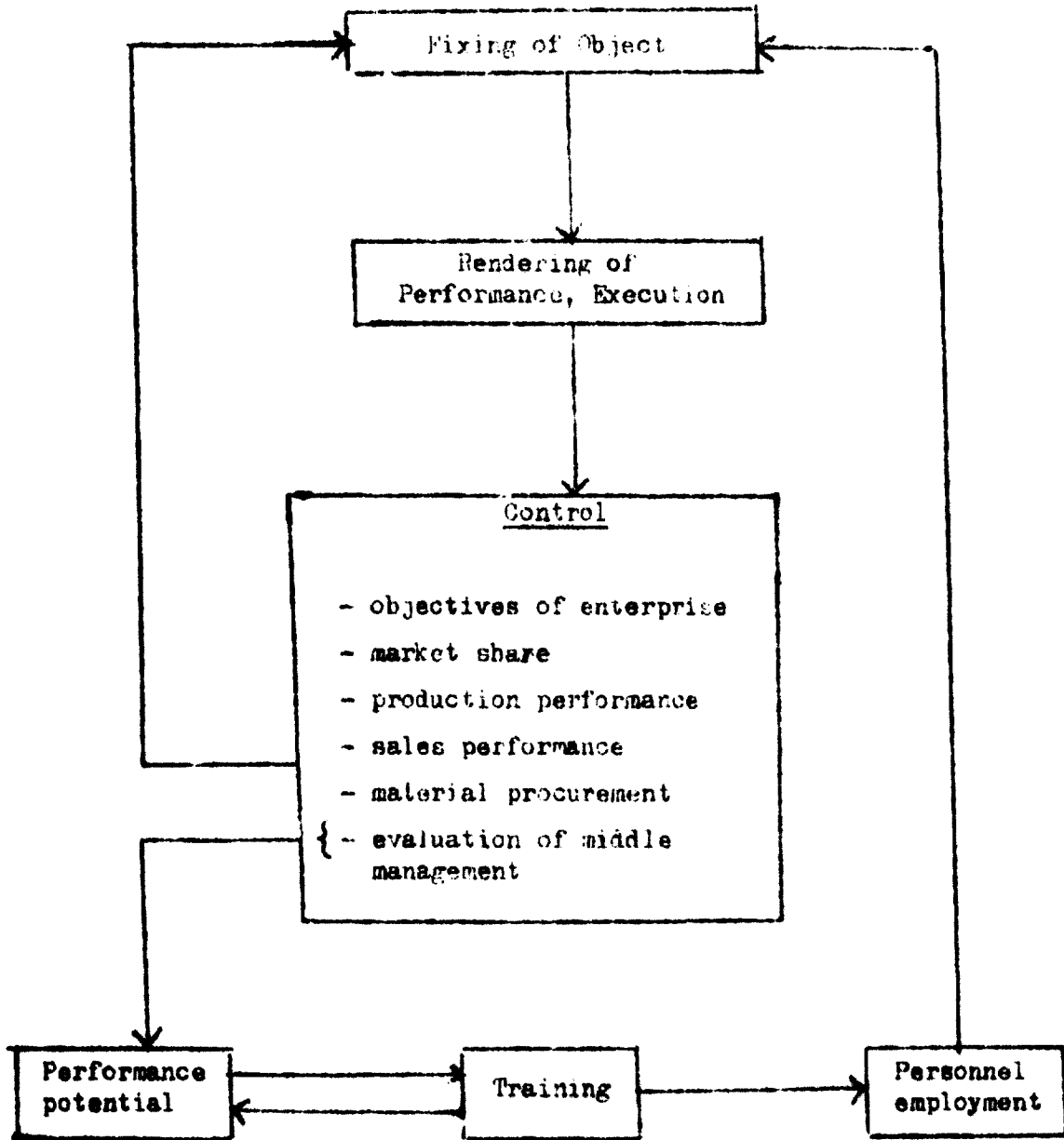


TABLE 3

CONTROL, FEEDBACK IN THE GENERAL REGULATING CIRCUIT





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