





**TRAINING POLICY**  
**2015 Edition (Revised)**

**INSTITUT LATIHAN**  
**JABATAN KERJA RAYA SABAH**  
**88582 KOTA KINABALU**

## TRAINING POLICY FOR INSTITUT LATIHAN JABATAN KERJA RAYA

Training policy is aimed at providing guidelines related to training matters concerning all categories of P.W.D. staff and certain categories concerning the public. This training policy consists of two parts i.e. OBJECTIVES & STRATEGY.

### **1.0 OBJECTIVES**

Effective training must meet the needs of staff in relation to the Department's policies, priorities, and manpower requirement.

This training policy is aimed at maximizing staff resources and potential to ensure that :-

- (1) All categories of staff/person are equipped with the knowledge and skills to enable them to :-
  - (a) carry out their jobs to the required competency standard in order to achieve the objectives of the Department;
  - (b) prepare themselves to meet the challenges that confront them in today's rapidly changing world;
  - (c) pass the required examinations; &
  - (d) prepare themselves for possible future career development.
- (2) There is training and learning culture within the Department and training is everybody's concern so that learning and training can take place in the workplace.
- (3) There is a proper system of assessment to determine the competency standard of staff for the purpose of performance evaluation, confirmation of post, promotion and future career development.
- (4) Specific courses will be opened to related stakeholders such as government registered contractor's workers to be trained in basic engineering tradesman skills for quality assurance.
- (5) JKR partners such as government registered contractors shall deliver quality products.

### **2.0 STRATEGY**

To achieve the training objectives, the Department is committed to provide relevant training for all categories of staff through proper training strategy which will encompass :-

- 1) Training Needs Analysis (TNA)
- 2) Course Formulation
- 3) Course Implementation
- 4) Course Evaluation

## **(I) TRAINING NEEDS ANALYSIS (TNA)**

Training Needs Analysis is used to assess the Department's training requirement. It is an assessment of the "gap" between the level of knowledge, skills and attitudes that the people in the department currently possesses and the level they are required to meet the department's objectives. And this gap can be narrowed through training.

A training need exists when a staff lacks the knowledge, skill or attitude to perform an assigned task satisfactorily.

General indicators for the needs of training are :

- Standards of work performance are not met;
- Frequent need of repairs and maintenance;
- Low output;
- Deadlines are not met;
- Use of different methods to do one job;
- Excessive fatigue, discouragement and struggling on the job;
- Audit queries.

TNA is also needed to determine what training is relevant to the staff's job and how the training will improve the performance and make a difference.

## **(II) COURSE FORMULATION**

After TNA the relevant training course is identified and planned for the target group. Trainers are appointed and course contents prepared for adoption.

## **(III) COURSE IMPLEMENTATION**

After deliberation and acceptance the course is implemented according to the analysis and the target group is determined.

## **(IV) COURSE EVALUATION**

After successfully completed the course candidates are evaluated based on the impact of the course for their benefit and to the department.

### **2.1 IN-HOUSE TRAINING**

#### **2.1.1 JKR TRAINING INSTITUTE**

Due to the fact that a number of support technical staff and government registered contractors' workers are lacking in technical skills, short and compact courses are required to upgrade their technical competency in the job that they are entrusted doing.

### 2.1.2 ON-THE-JOB TRAINING

On average 80% of learning undertaken within the department occurs on the job therefore work place training is essential. It is most important that there are written procedures of work and related competency standards to provide with the guideline on performing the related jobs as well as the measuring tools. Competent staff will be identified to conduct on-the-job training when necessary.

### 2.1.3. MENTORING

Every new employee will be assigned a mentor who will help and guide him/her in career development for 1 -2 years.

Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasingly popular as its potential is realized. It is a partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect.

A mentor will encourage the mentee to find the right direction, to develop solutions and to believe in him/herself and boost him/her confidence in career issues.

## 2.2 EXTERNAL TRAINING

Subject to the consent of the **Directorate** staff will be given the opportunity to further their professional, technical and managerial abilities or personal development in areas relevant to their works by attending courses, seminars and conferences which are not available in the in-house training programs.

The selection of participants shall be based on the following criteria :-

- (1) Number of training program previously attended by the candidates;
- (2) Availability of the candidate;
- (3) Suitability of the candidate in term of academic background and working experience;
- (4) Relevancy of the program;
- (5) Training needs of the candidate; &
- (6) No similar training program has been attended by the candidate previously.

## 2.3 COURSES & SEMINAR

In order to facilitate learning, the Department will need to provide staff with the opportunity to attend seminars/conferences which may be organized internally or externally.

The desirable frequency of professional and senior staff to attend seminars/courses subject to availability of budget is shown in **Table 1**.

GRADE	INTERNATIONAL LEVEL	NATIONAL LEVEL	STATE LEVEL
48 - 54	Once every 2 years	Once every 2 years	At least once a year
41 - 44	Once every 2 years	Once every 2 years	At least once a year
29 - 38	Once every 2 years	Once every 2 years	At least once a year
28 & Below	-	-	At least once a year

Table 1

### EVALUATION OF THE EFFECTIVENESS OF TRAINING PROGRAM

The training process will not be considered as complete without evaluation of the effectiveness of the program.

Evaluation will be done in the following levels :

- 1 Reaction Level - evaluate the trainees' reaction to the program. Whether they like the program and do they think it is worthwhile.
- 2 Learning level - test the trainees to determine if they learned the principles, skills and facts they were to learn.
- 3 Application Level - do the trainees apply what they have learned and the frequency of application of new skill, knowledge and attitude on the job.
- 4 Impact / Result Level - what are the final results achieved in term of training objectives set and whether there are any improvement on productivity, quality, response time, customers' satisfaction, etc.

### 2.4 RESPONSIBILITIES & ROLES

#### (I) DIRECTORATE

- (1) Director is responsible to make decision on the training policy.
- (2) Deputy Director Technical Services is responsible to oversee the development of training policy.

#### (II) BRANCHES

- (1) **Ketua Penolong Pengarah/Institut Latihan** is the representative of the Directorate to implement the training policy to meet the training needs of the Department. He shall recommend to review the training policy when necessary.

He is also responsible for administration of the Examination Board, Competency Standard Committee etc. for the purposes of assessment

& evaluation of the examination results and competency standard of the staff.

He is the chief coordinator on training matters and should hold regular meetings to discuss about training matters with the representatives from other Branches and Districts.

- (2) **Penolong Pengarah/ Latihan** will assist the **Ketua Penolong Pengarah/Institut Latihan** to implement the training policy and the operation of the Training Institut.
- (3) **Branch Heads** play an important role in carrying out training activities. Branch Heads should also study the needs of training related to the expertise of the Branch concerned and organize seminars or short courses to impart state-of-art technology to the staff concerned.

There should be one representative in each Branch to assist the Branch Head on training matters. The representative should study the training needs of the staff in his own Branch and arrange for necessary guidance or on-the-job training to meet the immediate needs of the staff and also to propose training courses/seminars for the staff concerned for further improvement.

- (4) There should be one well-established resource centre in the Head Quarters to provide with reference books and manual related to all the fields in Jabatan Kerja Raya for reference.

### (III) DISTRICTS

**Divisional Engineers** and **District Engineers** should involve himself in the planning & development of the manpower resources in the district. A manpower planning & development committee headed by the Divisional Engineer and District Engineer should be set up in every district to make proposal for the manpower requirement and the training needs of the staff. The Divisional Engineer and District Engineer should liaise with the **Ketua Penolong Pengarah/Institut Latihan** on training matters.

Staff who are capable of performing the duties of training should be identified in order to provide guidance and carry out on-the-job training program to meet the immediate needs of the staff when necessary.

District resource centre should be set up in every district to provide reference books and manuals for the staff for the purposes of career improvement or preparation for sitting examinations.

### (IV) CHIEF SUPERINTENDING ENGINEER (CSE) OFFICE

CSE should be committed to the training needs of the CSE office staff.

Staff who are capable of performing the duties of training should be identified in order to provide guidance and carry out on-the-job training program to meet the immediate needs of the staff when necessary.

The assessment of skilled workers of the contractor for the project under the CSE supervision should be carried out when necessary in collaboration with Institut Latihan.

CSE is to advise **Institut Latihan JKR** concerning the training needs for both their supervisory staff and that of the contractors.