TNA: VALUE CREATION IN COMPETENCY-BASED TRAINING OF TEACHING AND LEARNING

INSTITUT PENYELIDIKAN, PEMBANGUNAN DAN PENGKOMERSILAN
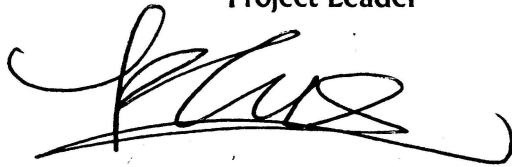**UNIVERSITI TEKNOLOGI MARA**
40450 SHAH ALAM

BY:

PROF DR MOHD MUSTAFA MOHD GHAZALI
PROF DR ZUBAIDAH ZAINAL ABIDIN
ASSOCIATE PROF POSIAH MOHD ISA

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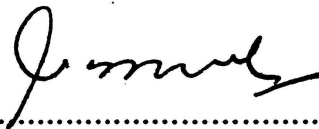# REGISTERED PROJECT MEMBERS

Professor Dr Mohd Mustafa Mohd Ghazali

Project Leader

....

Signature

Professor Dr Zubaidah Zainal Abidin

Project Member

....

Signature

Associate Professor Dr Posiah Mohd Isa

Project Member

....

Signature

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ABSTRACT

Very often academicians' needs for training are given the least priorities in the human resource training and development of any institutions of higher learning in Malaysia. In the era of globalization, graduates must be equipped with the necessary knowledge and skills in order to meet the challenges of borderless corporate environment. Academicians are responsible in grooming the students with the relevant tools to be at competitive edge. Yet academicians are not exposed or given the opportunity to upkeep themselves with the necessary information or guidance which can be used in the process of delivering lectures to the students. This study explores the training needs and opportunities among lecturers in UiTM and its association with the lecturers' competency level. Results from this study could provide a platform for staff's training and development and assist in planning, organizing and implementing future training programme.

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CHAPTER 1

INTRODUCTION

1.1 PREAMBLE

Training can be defined as the provision of learning experiences geared towards assisting the individual in obtaining new knowledge, skill and change in his attitude, thus providing him the relevant learning experiences that will enable him to act in new ways on his job, and improve his job performance behavior. This means that training helps the individual make the shift from the present situation to the desired situation through the process of intentional learning. Organizations require competent and suitably qualified human resources to undertake its tasks and to ensure organizational efficiency and effectiveness. Training provides the learning to attain this objective of having competent employees and the trainer is the man hired to design and manages the learning experiences, to ensure human resources are always suitably qualified for the job at hand.

Training has to meet both the organization's and the employee's needs. Before any training is undertaken, the trainer or the human resource development (HRD) professional has to ascertain why the training is needed and what is intended by having the training program. It involves the identification of training needs, the formulation of objectives, the selection and sequencing of content, determining the appropriate methods, assessing the learners' progress and evaluating the training program. This is obtained by undertaking a training need analysis with the objective is to collect and evaluate information in order to determine what is currently being done and what should be done in the future (Agnaia, 1996).

Very often academicians' needs for training are given the least priorities in the human resource training and development of any institutions of higher learning in Malaysia. In the era of globalization, graduates must be equipped with the necessary knowledge and skills in order to meet the challenges of borderless corporate environment. Academicians are responsible in grooming the students with the relevant tools to be at competitive edge. Yet academicians are not exposed or given the opportunity to upkeep themselves with the necessary information or guidance which can be used in the process of delivering lectures to the students. Academicians need to acquire leadership skills before they can create leaders of the future. Therefore, they should be given the opportunity to design their own career path and identify their own training needs.