

# **Training Programme Directory (In English) Direktori Program Latihan**

**Centre for Continuing Professional Education**



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**We also provide custom made training based on clients' needs.**

# ENHANCING TRAINING SKILLS & MODULE DEVELOPMENT FOR TRAINERS

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DURATION: 2- 3 DAYS

## — OBJECTIVES

By attending this course participants will be:

1. Able to understand the usage of different types of training methods.
2. Able to understand the requirements in developing the content for programs.
3. Able to understand how to relate the fun learning techniques and lesson learned.
4. Able to design the training modules; for Trainer's reference and Participants' handouts.
5. Able to present, review and amend the frame work of the training modules.

## — CONTENTS

### 1. INTRODUCTION

- Ice Breaking
- Learning Objective
- Learning Process
- Adult Learning Principles
- Responsibilities of Trainers
- Pre-presentation
- Evaluation of pre-presentation
- Challenges for Trainers:
- How to get the participation from participants
- Non-Participative
- Participative And Involvement
- Existin 'experts'
- Group very 'playfull'
- Fun Learning – not keen
- Refuse to share experience
- Handling questions
- Handling difficult participants

## **2. TYPES OF TRAINING APPROACHES AND TECHNIQUES**

Theory and practical of each below

- Structured warm-up activities
- Games equipment
- Group discussion
- Questionnaires
- Fishbowl
- Case study
- Critical incidents
- Experiential Learning
- Presentation
- Lecture
- Notes
- Forms
- Computer aided devices
- Demonstration
- Video and film
- Simulation activity : strategy to be in the greatest team
- Training evaluation

## **3. CONTENTS DEVELOPMENT**

- Pattern and format
- Skills required in developing modules
- Contents mapping
- Helicopter's view ( 360 degree module designing)
- Bird's view ( 'V' shape module designing)

## **4. SESSION PLAN - SELECTION OF TOPICS FOR TRAINING MODULES**

- Setting training objectives, topics, sub-topics
- Setting contents
- Setting types of fun learning suitable with training program
- Setting closing – to choose the relevant activity
- Setting additional loose handouts for participants

## **5. TRAINING AIDS**

- Setting Note, Forms, Quiz
- Transparency
- Video, Cassette
- Computer-Aided Devices
- Games Equipment

## **6. PRE-DELIVERY PREPARATION**

- Checklist
- Know Your Audience
- Pre-Sessions, Instruction
- Administrative Details
- Back-Up And Alternative Plan
- Body language

## **7. PARTICIPANTS COMMENCING WORK**

- Each participant will design the frame work of the training module (should be the exact program to train after this workshop)
- Open discussion
- Brainstorming
- Internet Research (if there is Internet Access available)

## **8. PRESENTING THE FRAME WORK OF DESIGNED MODULES**

- Each participant is required to present his / her frame work of the training module.
- Evaluation of the presentation will be done by other participants (effective learning)

## **9. CLOSING AND CONCLUSION**

# ENTREPRENEURSHIP DEVELOPMENT PROGRAMME

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**DURATION: 2-3 DAYS**

## — INTRODUCTION

### **Problem Statement**

Even though many universities and colleges in Malaysia have started to offer entrepreneurship as a major or a subject in most programmes since mid-1990s, both at the first degree as well as at the MBA level, many still believe that entrepreneurial talents are born, thus it is impossible to teach a person to become an entrepreneur through formal education. At the same time, despite the popularity of entrepreneurship education in Malaysia, there are still great deals of students who have not been exposed to the entrepreneurship education. Further, Entrepreneurs who have the necessary competencies especially in the area of operations, finance, marketing, human resources and management skills required for the businesses are more likely to be successful at start up. Past studies revealed that the level of entrepreneurial knowledge among students at higher education institutions is still low despite the relative high level of interest in entrepreneurship. Thus, there is a need to revise the curriculum at the higher education institutions and to examine method of teaching in order to disseminate the entrepreneurial knowledge and skills to more students at higher education institutions.

### **Challenges**

The Lecturers are not equipped with the skills to teach the subject, teaching method not appropriate and the concept of entrepreneurship has been explained in a too abstract manner which is difficult to understand, only entrepreneurship theory is taught, but no practical implications discussed in lectures. In terms of major barrier or obstacle, lack of funding is ranked at the top of the list as the most significant perceived obstacle to start a business, followed by lack of training and lack of knowledge on how to start a new business.

## Course Designed

This course deals with creation and development of new businesses in established and new firms. The overriding aim is to give the students a basic understanding of the theories and the practical ability to start manage core issues of business creation in established firms as well as in new ventures. Particular attention is given to entrepreneurial business development. A fundamental outcome of entrepreneurship is the creation of new value, usually through the creation of new products and services which may lead to the creation of a new business entity. The objective of this course is to demonstrate and understand that exploiting a new opportunity is a process that can be planned, resourced, and managed. To start a successful business, an entrepreneur must exercise motivation as well as enterprising and managerial skills. He or she requires access to resources to grow the business; not just investment but social resources as well. Overall success is not just related to the nature of market opportunities but to the entrepreneurial and managerial motivations and skills of the entrepreneur. The course also demonstrates the relevance of entrepreneurship in large organisations and analyses how it can be integrated into more familiar approaches of corporate management. Many large firms have to react to new market opportunities, and have to develop mechanisms to develop new products and services. Many of these new lines of value arise from the activities of entrepreneurs within the organisation (intrepreneurs) or through the vision of entrepreneurial senior managers or leaders. New companies commonly spin out of large organisations. How larger firms can encourage innovation and entrepreneurship, and yet retain control, remains a major challenge to modern companies.

## Implications

By the end of the course, the participants will have had the opportunity to:

1. Reflect upon and critically evaluate theories and concepts underpinning entrepreneurship;
2. Understand the relationship between entrepreneurship and value creation and the unique role of the entrepreneurial managers in driving innovation and growth;
3. Understand how entrepreneurial managers adapt elements of the entrepreneurial process to a variety of business and organisational contexts; and
4. Work both independently and in a team-based environment to take on the role of entrepreneurial managers and critically assess and establish and develop an entrepreneurial opportunity.

### **Cognitive Skills:**

By the end of the course, the participants will have developed or enhanced:

1. Potential start-up opportunities for personal involvement;
2. Ideas into business;
2. The ability to assimilate, communicate and present critical evaluations of relevant sources of information; and
3. The application of entrepreneurial theory to real world organizations and opportunities.

### **Subject Specific Skills:**

On completion of the assessed course work, students should have enhanced their ability to:

1. Assess critically where and how entrepreneurial behaviour and actions can be applied in different business contexts;
2. Analyse and consider different business situations where entrepreneurial opportunities are present or possible;
3. Manage or advise on the key elements for identifying and exploiting an entrepreneurial opportunity; and
4. Account for the relevant business and organisational context in undertaking entrepreneurial behaviour and activity.



# ENHANCEMENT WORK PERFORMANCE AND PEOPLE MOTIVATION

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**DURATION: 2-3 DAYS**

## — INTRODUCTION

Most support staff is being left behind and often they are assumed as less important members of the team. Their positions are as backup teams, which help the organization to run daily matters. Management usually does not realize the vital part these groups play in the growth of the organization. Their work might seem less significant compare to managerial task but they know company's bottom line. This 2-day course has been specially designed to equip your support staff with the necessary skills to tackle their daily task with interest, knowledgeable and enthusiasm. In addition this training will help them to plan and execute their work in a more organized way.

At the end of the course, the participants will be able to:

1. To increase staff productivity & commitment to work (think their role is important)
2. Motivation and nurture positive attitude
3. Create a sense of belonging and right attitude
4. Emphasis on continuous learning
5. Effective filing & records management, basic internal customer servicing

## **1. INTRODUCTION**

- Ice breaking
- S.W.O.T. Analysis
- Presentation
- Course Objectives
- Group call out slogan

## **2. STAFF PRODUCTIVITY AND COMMITMENT**

- File and records
- Managing office safety
- What factors can jeopardize productivity
- Work etiquettes – important and professional
- Movie shot

## **3. RIGHT ATTITUDE IN MAKING DECISIONS**

- 6 Thinking Hats in Decision Making
- Group project in Decision Making

## **4. POSITIVE MIND LEADS TO POSITIVE ATTITUDE**

- What positive mind can do for us
- Activate your positive mind
- Group challenge

## **5. WORK AND LIFE CONTINUOUS LEARNING PROCESS**

- Root Cause Analysis
- P-D-C-A
- Group challenges on PDCA
- Lesson learned

## **6. EFFECTIVE COMMUNICATION & INTERNAL CUSTOMER SERVICE**

- Process in communications
- Barriers in communications
- Body language in communications
- DEFUSE Techniques
- Role Play

## **7. TEAM SPIRIT**

- Definition of TEAM
- Implementation of TEAM
- Activity of TEAM – best team win

## **8. CLOSING, EVALUATION AND CONCLUSION**

# CUSTOMER RELATIONSHIP MANAGEMENT

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**DURATION: 2-3 DAYS**

## — INTRODUCTION

Today's customers are a fast-moving, demanding crowd. They are looking for products and services that are proven yet innovative. They want information at their fingertips. With the right Customer Relationship management solutions in place, we can help organizations to build and nurture lasting one-on-one relationships with customers. Thus, it enhances the business efficiencies and profitability.

This course will give the participants the idea of getting the right methods how to handle the customer relations and solve any problem successfully.

## — PROGRAMME OBJECTIVES

At the end of this program participants will be able to:

1. To establish excellent customer care culture; develop good working attitudes and personal etiquettes
2. To understand the elements of successful customer communication and improve skills in this area
3. Improve questioning and listening skills
4. Identify customers real issues and match with appropriate solutions
5. Identify their own stress triggers and develop action plans to overcome them
6. Work in a team and to strengthen strategies to achieve goals.

## — TRAINING METHODOLOGY

This programme is highly interactive and provides an opportunity for everybody to exchange views and learn from each other's experiences. The programme also includes a range of case studies, games, discussions, exercises and video training films.

## — PROGRAMME OUTLINE

- Course introduction and ice breaking
- Grouping activity
- Selection of a Captain

### **MODULE 1**

- SWOT analysis
- Group presentation of the analysis
- Call Out Group Slogan

### **MODULE 2**

- What are complaints
- Activity – What upset you as a customer
- Why do customers complaint
- DISC Personality Test

### **MODULE 3**

- Complaint handling skills
- Three faces of communication
- Poison words
- Questioning and listening skills
- Activity – 16 Roped Triangles

### **MODULE 4**

- Techniques to manage anger management
- DEFUSE technique
- Role Play

### **MODULE 5**

Handling work and personal stress.

- 4 Types of Stress;
- Signs & Symptoms of Stress
- How to Manage Stress
- Movie slot

## **MODULE 6**

Developing the right mindset and positive attitude

- 3 types of smile
- Group challenge – to develop positive mindset in customer service

## **MODULE 7**

Identify customers problems and solve effectively

- Plan – Do – Check – Action
- Application of PDCA in day – to day work tasks

## **MODULE 8**

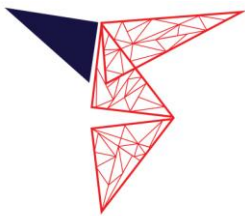
Managing time effectively

- Time Matrix
- How to relate PDCA and Time Matrix

## **MODULE 9**

Work effectively in a team

- To build a Customer Service Tower
- Application of lesson learned in the constructing the tower
- Group presentation
- Closing the SWOT Analysis weaknesses and threat



**RT AXIOM RT AXIOM SDN BHD**



**606- 274 2041**

**RT AXIOM SDN BHD**  
**Fax : 606- 274 2041**

**Email : [contact@rtaxiom.com](mailto:contact@rtaxiom.com)**

**Website: [www.rtaxiom.com](http://www.rtaxiom.com)**