BASELINE SURVEY ON MALAYSIAN POLICY ON INDUSTRIAL HRD FOCUSING ON VOCATIONAL TRAINING INSTITUTIONS

Final Report: Volume 2

PE Research Sdn Bhd
133B Jalan SS25/2, Taman Mewah,
47301 Petaling Jaya,
Selangor Darul Ehsan, Malaysia

February 2005

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SECTION A

PCM WORKSHOPS

PCM WORKSHOPS
FOR THE
BASELINE SURVEY ON MALAYSIAN POLICY ON INDUSTRIAL HRD FOCUSING ON VOCATIONAL TRAINING INSTITUTIONS

Final Report

Mohd. Nazri Iguchi Abdullah @ Jiro N. Iguchi

23RD JANUARY 2005

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1. Background

In September 2004, JICA Malaysia Office commissioned PE Research Sdn Bhd to carry out a Baseline Study on Malaysian Industrial Human Resource Development Policy – Focusing on Vocational Training Institutions. The objective of the Baseline Study is to gather comprehensive information and data relating to HRD policy and programs on industrial development as well as information training institutes as inputs for future Japanese Technical Cooperation in the area. This will be useful to identify appropriate areas and the TOR for Senior Volunteers in the area of vocational training.

As one method for completing the Baseline Study, three workshops were held to analyze present situations of vocational training institutes through discussion among stakeholders such as directors and lecturers of vocational training institutes, representative of private companies, etc.

For the three workshops, Participatory Planning of the Project Cycle Management (PCM) Method was applied. In the workshop discussions called for under the PCM method, all participants have equal opportunities to express their opinions and play primary roles in project planning. The PCM method makes it possible to analyze the issues based on the perception of the stakeholders themselves[1]. Details of each workshop are shown below.

1. The First Workshop

   Objectives: Directors and principals of the vocational training institutes analyze and share problems concerning management of their institutes

   Participants: Directors of vocational training institutes under Ministry of Human Resources (ILP, ADTEC)

   Date and time of the workshop: 10th and 11th January, 2005

   Place of the workshop: ILP Kuala Langat, Selangor Darul Ehsan

   Analyses conducted: Stakeholders Analysis, Problems Analysis, and Objectives Analysis

2. The Second Workshop

   Objectives: Lecturers of the vocational training institutes analyze and share problems concerning management of their institutes

   Participants: Lecturers of vocational training institutes under Ministry of Human Resources (ILP, ADTEC)

   Date and time of the workshop: 12th and 13th January, 2005

   Place of the workshop: ILP Kuala Langat, Selangor Darul Ehsan

   Analyses conducted: Stakeholders Analysis, Problems Analysis, and Objectives Analysis

[1] Foundation for Advanced Studies on International Development (FASID). 2001. PCM – Management Tool for Development Assistance (Participatory Planning) (Fifth Edition).

3. The Third Workshop

Objectives: Participants analyze issues and problems to promote cooperation between vocational training institute and private industry

Participants: Representatives of vocational training institutes (JMTI, PSDC, Polytechnics, Community Colleges) and representatives of private companies in Penang

Date and time of the workshop: 17th January, 2005

Place of the workshop: JMTI

Analyses conducted: Stakeholders Analysis and Problems Analysis

2. Results of the First Workshop

2.1 Participants and Agenda

The first workshop was held on the 10th and 11th January 2005, following the timetable of the workshop as shown in **Table 2.1**. The main participants of the workshop were directors of the vocational training institutes under the Ministry of Human Resources (**Table 2.2**).

Table 2.1: Timetable of the First Workshop

Day 1 (10/01/2005)		Day 2 (11/01/2005)	
Time	**Activity**	**Time**	**Activity**
9.00am	Opening Speech Mr. Yoshinobu Ikura Deputy RR, JICA Malaysia	9.00am	Problems Analysis: identification of the core problem and direct causes
9.15am	Opening Ceremony Y.Bhg. Dato Abdul Rashid Bin Saad Director-General		
9.30am	Morning Tea Break		
10.00am	Study Overview: Ms Lim Pao Li, PE Research	10.00am	Morning Tea Break
10.30am	Self introduction of the participants	10.30am	Problems Analysis: development of the problem tree (divided into sub-groups)
11.30am	Outline of PCM method: Dr. Jiro Iguchi		
12.00pm	Methodology of Stakeholders Analysis: Dr. Jiro Iguchi		
12.30pm	Lunch	12.30pm	Lunch
2.00pm	Stakeholders Analysis	1.30pm	Methodology of Objectives Analysis: Dr. Jiro Iguchi
3.30pm	Methodology of Problems Analysis: Dr. Jiro Iguchi	2.00pm	Objectives Analysis
4.00pm	Problems Analysis: identification of the core problem and direct causes		
4.30pm	Afternoon Tea Break & End of Day 1	4.30pm	Afternoon Tea Break & End of Day 2

Table 2.2: Participants of the First Workshop

No.	Name	Organization	Position	Gender	Role in the Workshop
1	Syed Mohamad Noor B. Syed Mat Ali	ILP Kuala Lumpur	Director	Male	Participant
2	Nidzam B. Kamarulzaman	CIAST	Director	Male	Participant
3	Zaihan B. Shukri	JMTI	Director	Male	Participant
4	Norman B. Kusin	ADTEC Batu Pahat	Director	Male	Participant
5	Suimi B. Abdul Majid	ADTEC Shah Alam	Director	Male	Participant
6	Ghazlan B. Ghazali	ADTEC Kulim	Director	Male	Participant
7	Mohd Zabidin B. Abd Samad	ADTEC Melaka	Director	Male	Participant
8	Jamil B. Yahya	ILP Mersing	Director	Male	Participant
9	Kamaruzaman B. Md Ali	ILP Sandakan	Director	Male	Participant
10	Halim B. Azhar (Ir)	ILP Nibong Tebal	Director	Male	Participant
11	Ramli B. Rashidi	ILP Kota Samarahan	Director	Male	Participant
12	Khairul Anuar B. Deni	ILP Kota Kinabalu	Director	Male	Participant
13	Abd Wahid B. Embong	ILP Selandar	Director	Male	Participant
14	Faizah Bt. Harun	ILP Kota Bharu	Director	Female	Participant
15	Ahmad Pirdous B. Hasan	ILP Ipoh	Director	Male	Participant
16	Abd Halim B. Ali Muhammad	ILP Labuan	Director	Male	Participant
17	Zulkefli B. Ab. Manan	ILP Pedas	Director	Male	Participant
18	Abd Halim B. Abd Rahman	ILP Kepala Batas	Director	Male	Participant
19	Mohd Sukri B. Ismail	ILP Kuala Terengganu	Director	Male	Participant
20	Norliza Bt. Yaakub	ILP Kuantan	Director	Female	Participant
21	Mohd Manoj B. Jumidali	ILP Kuala Langat	Director	Male	Participant
22	Mazlan B. Abd Majid	ILP Pasir Gudang	Director	Male	Participant
23	Azlan B. Hussain	ILP Jitra	Director	Male	Participant
24	Mohd Zamri B. Mansor	ILP Kangar	Director	Male	Participant
25	Suaibunaha B. Jusoh	ILP Melaka	Director	Male	Participant
26	Zainuddin B. Hj. Ahmad	ILP Muar	Director	Male	Participant
27	Mat Setia B. Mohd Raji @ Md. Uni	VTRD, CIAST	Department Head	Male	Participant
28	Hitoshi Ara	Japan International Cooperation Agency	Asst. Resident Representative	Male	Observer

No.	Name	Organization	Position	Gender	Role in the Workshop
29	Hattori Osamu	Japan International Cooperation Agency	Asst. Resident Representative	Male	Observer
30	Morizane Maiko	Japan International Cooperation Agency	Asst. Resident Representative	Female	Observer
31	Dr. Mohd Nazri Iguchi Abdullah	Padeco Co. Ltd.	Consultant	Male	Moderator
32	Lim Pao Li	PE Research Sdn Bhd	Director	Female	Sub-Moderator
33	Rajavijayan	PE Research Sdn Bhd	Researcher	Male	Assistant
34	Mohd Sani Bin Salan	Manpower Department	Assistant Director	Male	Secretariat
35	Mohd Rizal Bin Ramly	Manpower Department	Assistant Director	Male	Secretariat
36	Halim Bin Abdullah	VTRD, CIAST	Officer	Male	Secretariat

2.2 Stakeholders Analysis

As the first step of the PCM Participatory Planning Method, the participants started with Stakeholders Analysis. At first, the participants defined the expected project framework as follows:

- *The project contains dispatch of Senior Volunteers*
- *The project covers all Public Vocational Institutes*
- *The project contributes to 9th Malaysia Plan (then its duration is 2006-2010).*
- *The project covers mainly Human Resource Development*
- *This PCM workshop aims to analyze and share problems concerning management of the vocational institutions.*

After identified the expected project framework, the participants listed all stakeholders within the framework, then also categorized the stakeholders as shown in **Table 2.3**.

Then the participants selected the most important stakeholder(s) from each category namely:

- *Students of Training Institutes*
- *Industry*
- *Instructor of Vocational Training Institution*
- *Private Training Institutions*
- *Treasury*
- *National Vocational Training Council (NVTC or MLVK)*
- *Public Service Department (PSD or JPA)*
- *Manpower Department of Ministry of Human Resource Development*

Then the participants conducted detailed analysis of the selected stakeholders as shown in **Table 2.4** to **Table 2.11**. At last, based on the results of the detailed analysis, the participants selected "**Students of Training Institutes**" as a target group.

Table 2.3: Identified Stakeholders and Categorization (Workshop 1)

Beneficiaries	Negatively Affected Groups	Funding Agencies	Supporting Groups	Decision Makers	Implementing Agencies
Skilled workers	**Private Training Institutions**	BTPK	SEDC	EPU	**Manpower Department**
Students of Training Institutes		**Treasury**	**MLVK/ NVTC**	JICA	CIAST
Parents of the students		PSMB/ HRDF	FMM	**JPA/PSD**	JMTIO
Local Community/ Society around the institutes		JICA	OJT Provider/ Industry	Minister of MOHR	ADTEC
Youths		GTZ		DG of Manpower Department	ILP/ITI
Employer's Association		World Bank			Mara IKM
Industry				Min of Education	State Government Institutions
Suppliers				SG of MOHR	M Y&S
Contractors				Treasury	IKBN
Directors of VTI					Min of Edu
Instructors of VTI					Min of Higher Ed.
					Community Colleges
					Polytechnics
					Pusat GiatMARA

Table 2.4: Detailed Analysis (Workshop 1): Students of Training Institutes

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Age group (diploma): 18 ~ 26 (certificates): 18 ~ 30	Low qualifications	To be employed asap	lazy	Still young	Can be motivated	Intensive & comprehensive promotion of programs
	Low interest	money	not motivated	Energetic to undergo skills training	Creativity	Identify the relevant courses
All genders	Delay in funding from TPK (ADTEC)	No guidance to go through the courses	no direction		Entrepre-neurship	Motivational courses
All races	Payment of tuition fees (ILP & ADTEC)				Further their studies	Reduce tuition fees
With SPM and/or SKM2	Low perception of VET (training choice of last resort)	Lacking informa-tion on entrance require-ments			Skilled workforce	New/Efficient mechanisms for funding
						Placement of graduates

Table 2.5: Detailed Analysis (Workshop 1): Industry

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Produce output - products or services	Shortage of skilled workers in some areas	Ready skilled workers	High salary demand for skilled worker	Highly specialised	Develop idea to build new technology	Establish in-house training centre (dual training system)
Have a large no of skilled workers in some areas	Tendency of pinching workers (turnover of workers)	Multi skilled workers	Unable to provide HR needs accurately	Have experts in their respective area of products	Can share tech with institute	Automation
Comprise SMIs and MNCs	Competition with each other for workers	Skill upgrading in specific areas	Unable to cooperate training providers accordingly		Have resources to improve and assist VTI to meet needs	Cooperate with training providers
Members of Associations	Some have no budget for training of workers	Must always improve quality (product over services)	Not enough places for OJT, sometimes cannot provide	Latest tech/ machinery	Can assist in training cum production	Off Job training
	Some have no time to send staff for training		Unable to share info/knowledge	Globalisatio n (open market)	Sponsor workers for training	Advice and seminar from PSMB (HRDB)

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
	Cannot release staff for long duration for training		Prefer or too dependent on foreign workers than local workers	Multi products		
	World economic forces (subject to external forces)					
	Technology changes					

Table 2.6: Detailed Analysis (Workshop 1): Instructors of Vocational Training Institutes

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
New: 1-3 years experience, 80-90% are new graduates	Lack of hands-on skills	Training to become skillful	Low analytical skills	ICT literate	Still young	Upgrading and training of development program
Not enough skills	Lack of teaching skills/ pedagogy	Team work	Mostly no industrial working experience	Can be trained	Longer time for career develop-ment	Self-learning module material
Lack of motivation	Not enough master teacher to teach new instructors	Network good relation-ship	Lack of confidence to handle 1st class equip	Available fund for HRD	Good opportuni-ties for promotion	Mentor-mentee system
On-going training skills upgrading program	Lack of job requirement matrix		Lack of English language and communi-cation skills			Overseas attachment
Various categories	Inefficient in training material development		limited promotional prospects - demoralised			Need guidance to become skilled
	Placement of promoted lecturers not according to technological background					Industrial attachment - sabbatical leave
	Low commitment to Training Delivery					Tap instructors' potentials through experience sharing
						Encourage life long learning

Table 2.7: Detailed Analysis (Workshop 1): Private Training Institutions

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Majority deals with "soft skills"	Limited budget	Govt grant required	Untrained instructor	Self-appointed instructors	Flexibility for training cum production - OJT	Involvement of giant/major companies in vocational skills training
Profit-making institution	Lack of equipment	Collaboration with public VTIs	Training curriculum not standardised	Ability to optimise resources		
More than 1,640 institutions	Lack of competent instructors	Sharing equipment on training	High fees	Flexible	Expand private participation in HRD	
Theoretical based training	Heavy investment req'd for VET		Bad reputation	Market driven		
Easy to set-up, easy to close down	Problem in getting student		High instructor turnover	Less bureau-cracy		
Syllabi vary	Compete with public VTI for students			Globalisa-tion & Internatio nalisation		
Quite new						
Rely on govt funds (TPK, HRDF)	Students discipline					
Open qualifica-tion						
Relatively small in compare-son with public VTIs						

Table 2.8: Detailed Analysis (Workshop 1): Treasury

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Budget: Planning, Distribution, Approval, Control			Some Treasury Instructions (TI) outdated	PM in control		Revise TI
			Less empowerment			
			Too stringent in all aspects of budget approval (red tape)			

Table 2.9: Detailed Analysis (Workshop 1): National Vocational Training Council (NVTC or MLVK)

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Develop NOSS/SKM	Cannot adjust to new technologies & advancement in technology	Technical expertise	No Act for execution	Strong technical ability in some areas	Can become leading agency with proper enactment	Develop legal authority
Minimum guideline to conduct training (SKM)	NOSS/ Certification not recognised by some industrial sectors	More technical knowledge staff	No actual control over training providers	Referred by most training providers		Can develop relevant training system to suit industries
Produce Skill Certificate	Sometimes lack of technical expertise	Latest technical knowledge from industries	Lack of enforcement	Authority to accredit training centers	Can coordinate the vocational training system	Create regional branches
Authority to accredit training centers	Lack of cooperation from industries when preparing standards	Need to develop Act	Unable to move fast enough to respond to change			
	No branches to cover whole country					
	SKM3 & above not yet recognised by JPA					

Table 2.10: Detailed Analysis (Workshop 1): Public Service Department (PSD or JPA)

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Head of service - Vocational Training Officer Scheme	Not aware of JTM lecturer placement requirements	Advice from vocational institute on placement	Unable to respond to VTI requirement accordingly	Decision making for HR		Formulation of better schemes for VTI officers
HR Policy maker				JPA has enough resources (INFO)		

Table 2.11: Detailed Analysis (Workshop 1): Manpower Department of MOHR

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
26 ILJTM	Certification	Highly/ multi skilled lecturers	No subject matter expert (management/r esearch)	Many vocational institutions (easy to implement)	Leading roles for vocational	To be headed by Technical person
84 courses	Acceptance by industry (for some courses)	Division of JTM according to zone	No legislation act for ILJTM	ILP fully established recognised by industries	Migrating to E-training	To seek full recognised by JPA/LAN
RM159 million/year for operation	JTM headed by non-technical personnel	R&D capabili-ties	Lack of information on JTM			To formulate the act for ILJTM
Capacity: 21,000/ year	Administration managed by lower ranking staff	Strategic planning		All staffs		Restructure JTM Headquarters
Lecturers: 2,500	Shortage of staff at HQ					Reduce barriers for lecturers' promotion (better scheme)
	Organisa-tional structure not 'balanced'					
	Imbalance in distribution of budget allocation					Intensify promotion of ILJTM
	Career path for staff					Sufficient and better budget distribution for ILJTM
	No delegation of power on staff placement by JPA					More staff at JTM headquarters

2.3 Problems Analysis

The participants conducted Problems Analysis and identified the Core Problem as:

- *Students are unable to follow training program.*

Direct Causes were identified as:

- *Students' level of readiness is low when entering institute.*
- *Instructors unable to deliver training effectively.*
- *Insufficient operating budget affecting training program.*

Direct Effects were identified as:

- *High failure rate among students.*
- *Quality of graduates is deteriorating.*
- *The whole Problem Tree developed in the Problems Analysis is shown in* ***Figure 2.1***

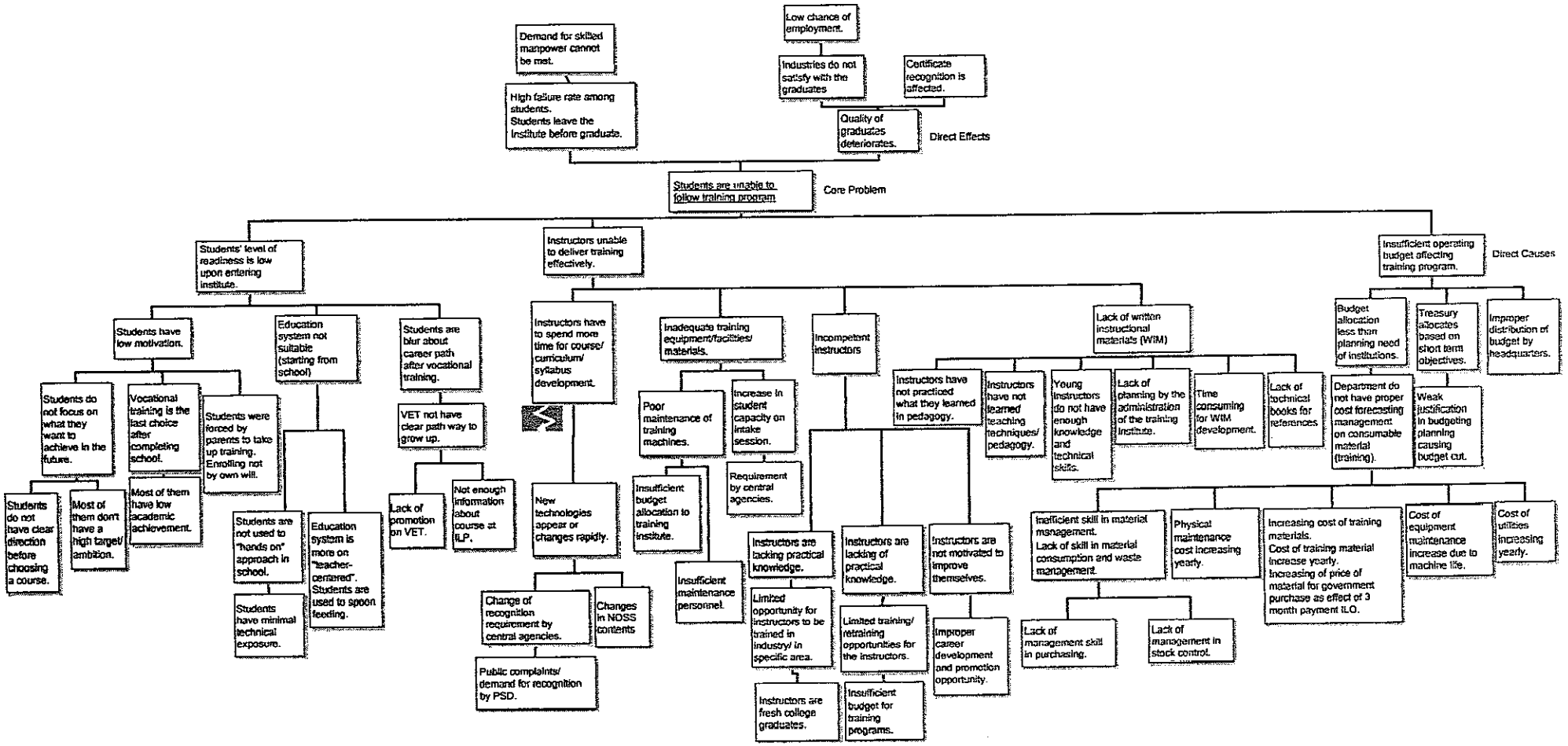


Figure 2.1: Problem Tree (Workshop 1)

2.4 Objectives Analysis

The participants conducted Objectives Analysis and identified the Core Objective as:

- *Students will be able to follow the training program effectively.*

Direct Means were identified as:

- *Students will be well prepared to enter institutes.*
- *Instructors are able to deliver training effectively.*
- *Sufficient operating budget for training institutes.*

Direct Ends were identified as:

- *High success rate among students.*
- *Quality of graduates improves.*

The whole Objective Tree developed in the Objectives Analysis is shown in **Figure 2.2**.

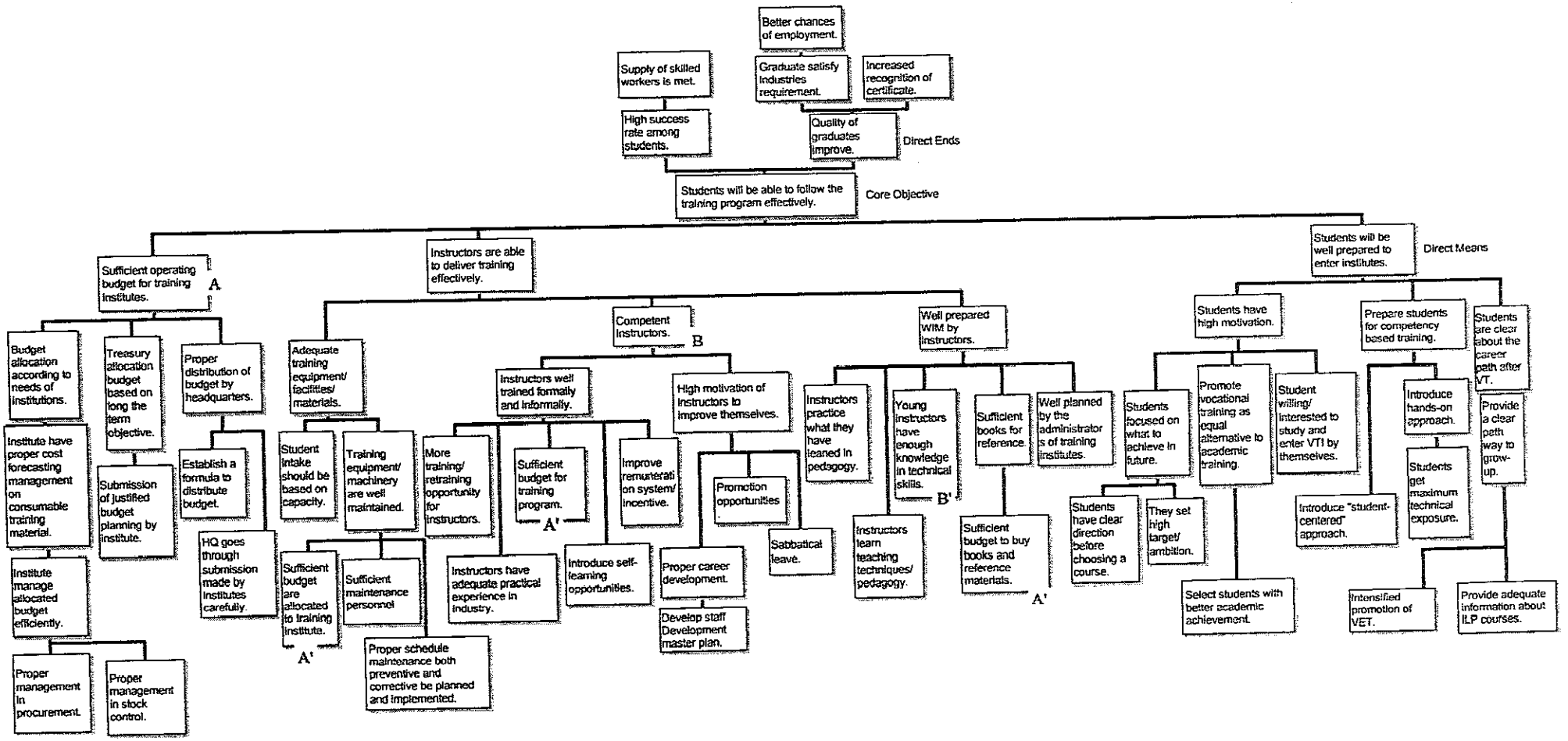


Figure 2.2: Objective Tree (Workshop 1)

3. Results of the Second Workshop

3.1 Participants and Agenda

The second workshop was held on the 12th and 13th January 2005, and the timetable of the workshop is shown in **Table 3.1**. The main participants of the workshop were lecturers of the vocational training institutes under the Ministry of Human Resources **(Table 3.2)**.

Table 3.1: Timetable of the Second Workshop

Day 1 (12/01/2005)		Day 2 (13/01/2005)	
Time	**Activity**	**Time**	**Activity**
9.00am	Introduction (MoHR)	9.00am	Problems Analysis: identification of the core problem and direct causes
9.05am	Study Overview: Ms Lim Pao Li, PE Research		
9.30am	Morning Tea Break		
10.00am	Self introduction of the participants and moderator	10.00am	Morning Tea Break
		10.30am	Problems Analysis: development of the problem tree (divided into sub-groups)
11.00am	Outline of PCM method: Dr. Jiro Iguchi		
11.30pm	Methodology of Stakeholders Analysis: Dr. Jiro Iguchi		
12.30pm	Lunch	12.30pm	Lunch
2.00pm	Stakeholders Analysis	1.30pm	Methodology of Objectives Analysis: Dr. Jiro Iguchi
3.30pm	Methodology of Problems Analysis: Dr. Jiro Iguchi	2.00pm	Objectives Analysis
4.00pm	Problems Analysis: identification of the core problem and direct causes		
4.30pm	Afternoon Tea Break & End of Day 1	4.30pm	Afternoon Tea Break & End of Day 2

Table 3.2: Participants of the Second Workshop

No.	Name	Organization	Position/Department	Gender	Role in the Workshop
1	Aziz Bin Ahmad	ILP Kangar	Mechanical	Male	Participant
2	Nor Azua Binti Aripin	ILP Pedas	Technical Control	Female	Participant
3	Megat Husain Bin Megat Jaaffar	ILP Kepala Batas	Production	Male	Participant
4	Nuzul Ridzuan Bin Padzil	ILP Kepala Batas	Electrical & Electronic	Male	Participant
5	Mohd Hazmi Bin Noordin	ADTEC Shah Alam	Mechanical	Male	Participant
6	Ainin Nisak Binti Ahmad Asnawi	ADTEC Shah Alam	Electronic	Female	Participant
7	Ahmad Iskandar Bin Sulaiman	ILP K. Bharu	Mechanical	Male	Participant
8	Shahrida Binti Mohd Sharif	CIAST	VTRD	Female	Participant
9	Zulkifli Bin Mohd Sidi	CIAST	VTRD	Male	Participant
10	Ahmad Mashudi Bin Alpiah	ADTEC Melaka	Mechanical	Male	Participant
11	Nasirrudin Bin Said Alang Ghafar	ADTEC Melaka	Electrical	Male	Participant
12	Mohd Radzi Bin Maskur	ADTEC Kulim	Electrical & Electronic	Male	Participant
13	Norlela Binti Mustaffa	ILP K. Terengganu	Mechanical	Female	Participant
14	Hjh. Ruziah Binti Abdullah	ILP K. Terengganu	Training Affair	Female	Participant
15	Syed Salim Syed Mohd Nor	ILP Kuala Langat	IT	Male	Participant
16	Mohd Raris Bin Mohamed Yusof	ILP Jitra	Training Affair	Male	Participant
17	Mohd Zakir Bin Mahmud	ILP Melaka	Mechanical & Production	Male	Participant
18	Azmi Bin Mohamad	ILP Melaka	Electrical	Male	Participant
19	Md Isa Bin Ibrahim	ILP Ipoh	Mechanical	Male	Participant
20	Asmadi Bin Maelah	ADTEC Kulim	Production	Male	Participant
21	Md. Fuzailee Bin Sabu	ILP Kangar	Mechanical	Male	Participant
22	Azim Bin Aziz	ILP Ipoh	Technical Control	Male	Participant
23	Che Jaffar Bin Mohamed	ILP Kuantan	Mechanical	Male	Participant
24	Suhaimi Bin Ahmad	ILP Kuala Langat	Skill Development	Male	Participant
25	Farizul Arizal Bin Abd Rahman	ILP Nibong Tebal	Computer System	Male	Participant
26	Maznizam Bin	ILP Nibong	Electrical & Electronic	Male	Participant

No.	Name	Organization	Position/Department	Gender	Role in the Workshop
	Mansor	Tebal			
27	Fatimah Binti Othman	ILP Kuantan	Electrical	Female	Participant
28	Rohaizat Bin Ramli	ADTEC Batu Pahat	Mechanical	Male	Participant
29	Mohd Zaidy Bin Mohammad Nasir	ADTEC Batu Pahat		Male	Participant
30	Siti Zuraidah Binti Benu(Ibnu)	ILP Muar	Commercial & Promotion	Female	Participant
31	Ahmad Hanapi Bin Yusof	HQ JTM	Research & Planning	Male	Participant
32	Siti Rom Binti Darman	HQ JTM	Research & Planning	Female	Participant
33	Rd. Khairina Binti Khirotdin	HQ JTM	Technical Control	Female	Participant
34	Rashidah Binti Abd. Rahim	ILP Selandar	Skill Development	Female	Participant
35	Shamsiah Binti Sarkawi	ILP Selandar	Skill Development	Female	Participant
36	Mohd Rizal Bin Ahmad	ILP Muar	Training Affair	Male	Participant
37	Mohd Faisal Bin Othman	JMTI	Manufacturing	Male	Participant
38	Muzafar Shah Bin Mohd Shah	JMTI	Skill Development	Male	Participant
39	Ahmad Khairilnizam b. Mohd Dahari	ILP Jitra	Skill Development	Male	Participant
40	Nizatun Nisak Binti Zaidon	ILP Mersing	Technical Control	Female	Participant
41	Norazizan Bin Aris	ILP Mersing	Training Affair	Male	Participant
42	Zaimah Binti Mu	ILP Sandakan	Training Affair	Female	Participant
43	Saidi Bin Zain	ILP Kota Samarahan	Technical Control	Male	Participant
44	Henry Lalet Laing	ILP Kota Samarahan	Skill Development	Male	Participant
45	Ahmad Nadzri Bin Mokhtar	ILP Pedas	CADD Mechanical	Male	Participant
46	Yusof Bin Suboh	ILP K. Lumpur	Automotive	Male	Participant
47	Normah Binti Jalil	ILP K. Lumpur	Multimedia	Female	Participant
48	Abd. Kahar Bin Rahman	ILP Pasir Gudang	Industrial Instrument	Male	Participant
49	Mohd. Zaid Bin Ain @ Ibrahim	ILP Pasir Gudang	Metal Fabrication	Male	Participant
50	Dg. Zaimah Binti Ag. Tuah	ILP K. Kinabalu	CADD Mechanical	Female	Participant
51	Zeti Akhtar Binti Mohamad	ILP K. Kinabalu	Ind. Product Design	Female	Participant

No.	Name	Organization	Position/Department	Gender	Role in the Workshop
52	Rosli Bin Yunos	ILP Labuan	Technical Control	Male	Participant
53	Mustaqim Bin Ahmad	ILP Labuan	Skill Development	Male	Participant
54	Mohd Afandi Bin Abdul Kadir	ILP Sandakan	Machining	Male	Participant
55	Hitoshi Ara	Japan International Cooperation Agency	Asst. Resident Representative	Male	Observer
56	Hattori Osamu	Japan International Cooperation Agency	Asst. Resident Representative	Male	Observer
57	Nagumo Takao	Japan International Cooperation Agency	Asst. Resident Representative	Male	Observer
58	Dr. Mohd Nazri Iguchi Abdullah	Padeco Co. Ltd.	Consultant	Male	Moderator
59	Lim Pao Li	PE Research Sdn Bhd	Director	Female	Sub-Moderator
60	Rajavijayan	PE Research Sdn Bhd	Researcher	Male	Assistant
61	Mohd Sani Bin Saian	Manpower Department	Assistant Director	Male	Secretariat
62	Mohd Rizal Bin Ramly	Manpower Department	Assistant Director	Male	Secretariat
63	Halim Bin Abdullah	VTRD, CIAST	Officer	Male	Secretariat

3.2 Stakeholders Analysis

In the second workshop, the participants defined the expected project framework as follows:

- *The project proposes a new system for vocational training*
- *Time frame: is 2006 - 2010*
- *The project is promoting vocational training to the public*
- *The project covers maintenance of equipment*
- *The project covers instructors' competencies*
- *The project covers standardization of curriculum*
- *The project identifies industrial needs*
- *The project improves instructors' skill & knowledge*
- *The project challenges low standard of skill achievement*
- *The project gathers comprehensive data for Japanese Technical Cooperation in HRD*

- *The project identifies appropriate areas and determines the TOR for SV in vocational training*
- *This workshop aims to analyze and share problems concerning management of the vocational institutions.*

The participants listed all stakeholders within the framework, then also categorized the stakeholders as shown in **Table 3.3**. Then the participants selected the most important stakeholder(s) from each category namely:

- *Industries*
- *Trainees of ILJTM (the vocational training institutes under the Ministry of Human Resource Development)*
- *Lecturers of ILJTM*
- *EPU*
- *JPA or PSD*
- *Ministry of Human Resources (MOHR or JTM)*
- *National Vocational Training Council (NVTC or MLVK)*
- *JICA Senior Volunteers*
- *Ministry of Finance*
- *VTRD, CIAST*
- *LAN (National Accreditation Board)*

The participants then conducted a detailed analysis of the selected stakeholders as shown in **Table 3.4** to **Table 3.14**. Finally, based on the results of the detailed analysis, the participants selected "**Lecturers of ILJTM**" as a target group.

Table 3.3: Identified Stakeholders and Categorization (Workshop 2)

Beneficiaries	Decision Makers	Implementing Agencies	Supporting Groups	Funding Bodies	R&D Group	Negatively Affecting Groups
Industries	**EPU**	**JTM**	JKR	JICA	**VTRD, CIAST**	Politicians
Employers	MOF	MLVK	JICA	TPK	EPU	Competitors (Private Institutes)
Investors	State Economic Planning Unit		Local Authority	JPA	R&D in JTM HQ	
Trainees of ILJTM			Private Institute	**MOF**		**LAN**
Lecturers of ILJTM	MOHR		Industries	Trainees' Parents		
Communities	**JPA**		MOHE	HRDF		
	Politicians		LAN			
			MLVK			
			Energy Commission			
			FMM			
			JICA Senior Volunteers			

Table 3.4: Detailed Analysis (Workshop 2): Industries

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Many types of Industries	Lack of skilled workers	Need skilled workers	Some industries pay low salary to workers	Large funding for R&D	Big market for products	Skilled manpower should be provided
Heavy industries (e.g. Steel mills)	Facing many production defects	Need infrastructure - to be near airport and port for transportation		Use latest technology	Increase in number of skilled workers	
	Small prodution volume (SMIs)		Some lack equipment	Have experts		Should enforce regulations limiting foreign workers
They are profit oriented	Insufficient training for workers		Some produce low quality products			Should provide more training to workers
They use foreign workers	They have to fulfill local authority regulations (labor laws)		Have high expectations			
	Technologies are fast changing					
	Workers are not loyal					

Table 3.5: Detailed Analysis (Workshop 2): Trainees of ILJTM

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
School leavers	Financial needs	100% free training	Not interested to study	Healthy participants	Increase skills	Extra promotional activities by JTM
Age: 17 - 35	Parental pressure to study VTE	Exposure on job prospects	Attitude problems	Still young	Well motivated	Carry out interviews for entries
Most from academic background	No working experience	Skilled lecturers	Easily influenced by friends etc	Willing to try something new	Easy to get jobs	Need to provide tutorials and extra classes for weaker students
Are interested to learn vocational training	Lack of information about courses	Need motivation from parents & lecturers	Have low self esteem		Higher paying jobs	Provide motivation by lecturers, family
	Have to compete with foreign workers	Increase allowance			Well recognised by industries	Ensure effective communication between lecturers, students and management.
Some are under qualified	For some, study environment is not suitable	Increase overall welfare				
Both genders	Unsuitable external influence (social)	Increase loans				
Receive allowances	Not willing to study					
	Not willing to stay in hostel					
	Students cannot follow certain subjects such as maths and science					
	Location of some institutes are far from industrial areas					

Table 3.6: Detailed Analysis (Workshop 2): Lecturers of ILJTM

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Different skills background	New staff lack skills	Need continuous skill enhance-ment	Lack of knowledge training	Skilled/ expert trainers	Willing to learn new technology	Send new staff to training/ multi skill training
Different ages	Attitude problem (discipline)	Need management skill training	Unmotivated	Expertise in engineering field	Graduated good students	Increase pedagogical training before giving lectures
Various education levels	Some of them do not want to learn new technologies (lazy)	Need technical training for specific courses		Can adopt new technology knowledge in short time	Consultants to SMIs	Recruit additional staff
	Imbalanced ratio between lecturers and student	Need more expertise to support the training		ILJTM produced 11,000 trainees per year	To be expert in certain courses	Specify the lecturer's field of study
	Work overload			A good promotion scheme for lecturers	Experienced worker in industries	
	Lack of budget for equipment preventive maintenance					
	Skills mismatch					
	Lack of experts to develop WIM, LG					
	Not enough capacity for pedagogy training					

Table 3.7: Detailed Analysis (Workshop 2): EPU

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Manages the budget	to get agencies to implement projects effectively	Need expertise to make decisions such as economists	Decisions controlled by government	Qualified department from government to plan the economic budget for states and federal	Easy to get more budget in case of "emergency " projects	Reduce the bureaucracy to get approval
Plans the economic allocations for industrial devt in country	bureaucracy in approval		The officers do not have technical skills background			
Govt economic adviser				Decisions made always backed / supported by government		
Approves application for foreign expert from government agencies						

Table 3.8: Detailed Analysis (Workshop 2): JPA (PSD)

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Head of service - Vocational Training Officer Scheme	Not aware of JTM lecturer placement requirements	Advice from vocational institute on placement	Unable to respond to VTI requirements accordingly	Decision making for HR		Formulation of better scheme for VTI officers
HR Policy maker				JPA has enough resources (INFO)		

Table 3.9: Detailed Analysis (Workshop 2): JTM (Ministry of Human Resources)

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
ILP	Lack of finances	High skill level	Less promotional prospects	Government	In 2-3 years' time can produce highly skilled workers/trainees	Send lecturers for skill upgrading course
CIAST	Lack of Lecturers	Upgrading lecturers' skills	Lack of equipment (older institutes)	Knowledgeable lecturers		Upgrade and revise the syllabus depending on industrial needs
JMTI	Lack of knowledgeable and skilled workers	High tech machines	Limited budget	Leader in VT providers	to be the best training agency in country	Reorganization - increase the structure of organization
ADTEC	Difficult to get/recruit to cater for large no. of trainees	Need of experts in every course	Not focused on skills but more to academic	JTM is the largest public training provider	fulfill and support industrial needs	Need more ILJTM
Provide training institutions	No specialist officer	Need to maintain equipment regularly/ according to schedule	Lack of analysis of industrial needs	Providing systematic training programs to industrial needs		Carry out research on industrial and technology development
UPL	Short training period			High technology machinery (new institutes)		To increase the no of skilled trainees

Table 3.10: Detailed Analysis (Workshop 2): MLVK (National Vocational Training Council)

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Develop occupational standard	Difficult to control training providers	Enforcement personnel to monitoring VTIs	Private training provider not competent	Create and generate economy	Spin economy	Continue as the body for certification of skilled workers
They authorise training institutes	Too many ideas changing in short time	Need recognition by private/government agencies	External verifier not among trade master	Provide standards for many professional training providers	To certify skilled worker	Move towards standardisation of skills certification for Malaysia
Provides certification for trainees	Difficult to get participants from industries especially for NOSS sessions					
	No recognition from other agencies - LAN & JPA	Require a Vocational Training Act		Meet industrial requirement in some extent		

Table 3.11: Detailed Analysis (Workshop 2): JICA Senior Volunteers

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
"Government to Government (G to G)" cooperation	There is only limited response from JICA to our request for Sr Volunteers	Financial support for Senior volunteer from JICA	They are retired volunteers and old (inflexibility of ideas)	They have skills and knowledge.	To provide applied knowledge/ skills to the third world country.	Need to learn Bahasa Melayu and English
Dispatched by Japan International Cooperation Agency (JICA)	Syllabus to be delivered to instructors from the volunteers is not well prepared.		They are experts only in small/specific scope/area.	Workaholic (hard-working).	To provide technology transfer.	They help to send staff (counterpart) training to Japan.
				They have developed skill training for staff.	To develop liaison with the world class Japanese companies in Malaysia.	
They are retired workers from Japan older than 60 years old	They are too demanding regarding accommodation and transport, etc.		There is a language barrier. (Difficulties in communication)	They transfer knowledge to our staff.		Volunteers younger than 55 years old are dispatched.
				They provide the best recommendation of technology	To expose staff to Japanese language	

Table 3.12: Detailed Analysis (Workshop 2): Ministry of Finance

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Plans Malaysia's budget	Red tape, bureaucracy	Develop more ILJTM	Smaller budget for MoHR compared to MoHE	Can allocate a larger budget to MoHR in RM9 rather than MYS & KPU	Capability to continuous-ly fund programs of MoHR	Simplify the procedures of budget allocation
Controls ILJTM procurement	Controls JTM's budget	Obtain the needs of ILJTM/JTM	Approved budget is low (insufficient)	Have a good track-record of treasury manage-ment	Give better salaries for government servants	Allocate larger budget to JTM in order to increase volume of skilled workers
Licenses contractor/ supplier						

Table 3.13: Detailed Analysis (Workshop 2): VTRD, CIAST

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Do research on vocational training	Takes a long time (>2years) to develop LG, WIM	Need qualified lecturers	VTRD administered under CIAST	Stdising WIM, Syllabus	Set standards for WIM to apply to all ILJTM	Send new staff for training/ multi skill
Do survey of VTI	Lack of manpower	Must emerge as one separate entity	Lack of communica-tion on ILJTM requirements			Increase pedagogical training before giving lectures
Do survey on ILJTM graduates	Inconsistent format for WIM					
Research in high-tech for new curriculum						Additional staff needed
Research in SMI for develop training for them						Specify the lecturer's field of study
Develop new syllabus for training in ILJTM						
Develop new training to suit the needs of industries						

Table 3.14: Detailed Analysis (Workshop 2): LAN

Basic Information	Problems	Needs	Weaknesses	Strengths	Potentials	Actions to be Taken
Academic accreditation		CGPA system applied	Not related to skills training	Certification authority	World-wide recognition	To send a new staff for training/ multi skill training
Under Ministry of Higher Education		Academic focussed	Focuses more on theoretical aspects	Govt agency	To ensure quality products	Increase pedagogical training before giving lectures
Academic accreditation		CGPA system applied	Not related to skills training	Certification authority	World-wide recognition	To send a new staff for training/ multi skill training
				The only body with authority to recognize courses in Malaysia	Standard-ised qualification	Additional staff needed

3.3 Problems Analysis

The participants conducted Problems Analysis and identified the Core Problem as:

- *The lecturers cannot perform teaching successfully.*

Direct Causes were identified as:

- *Machinery and equipment are not in good condition.*
- *Too many unrelated tasks to perform.*
- *Mismatch between qualifications and teaching subjects.*
- *Some lecturers have attitude problem. Waste time with internet. Late for work.*
- *Most of lecturers lack technical skills. Inexperienced lecturers.*
- *Lack of teaching skills.*

Direct Effects were identified as:

- *The curriculum target is not achieved.*
- *Knowledge/skills cannot be imparted effectively to students.*
- *Lecturers do not have "job-satisfaction."*
- *Lots of failed students.*

The whole Problem Tree developed in the Problems Analysis is shown in **Figure 3.1**.

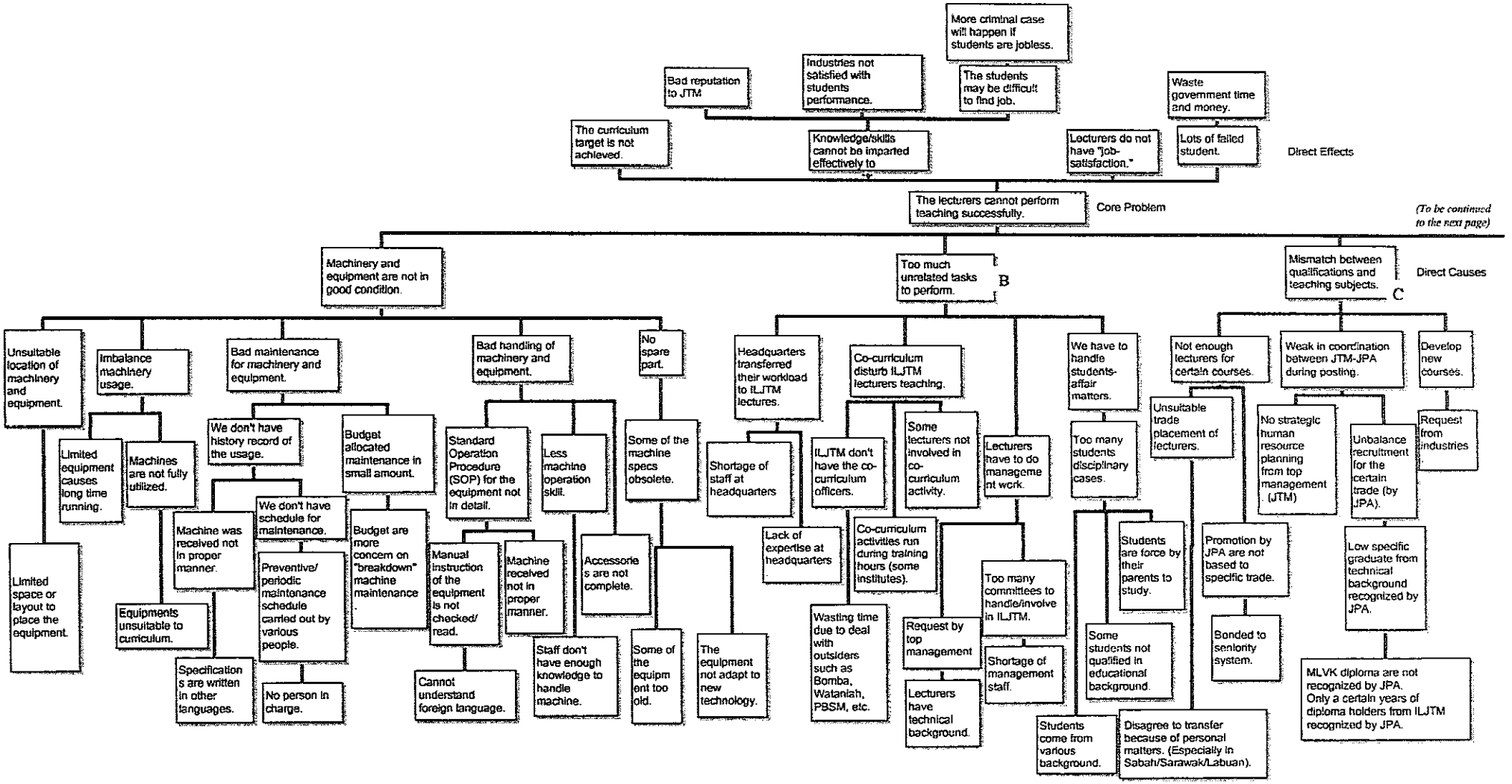
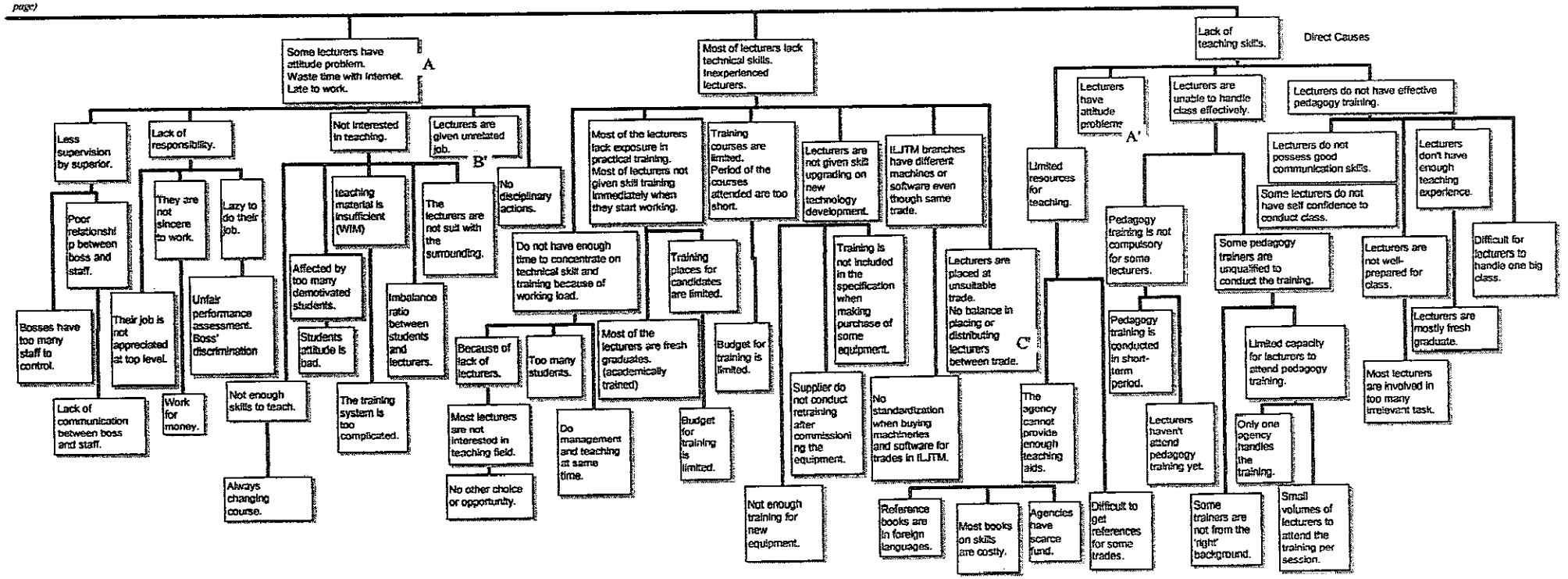


Figure 3.1 Problem Tree (Workshop 2)

(To be continued from the previous page)



3.4 Objectives Analysis

The participants conducted Objectives Analysis and identified the Core Objective as:

- *The lecturers can perform teaching successfully.*

Direct Means were identified as:

- *Machinery and equipment are in good condition.*
- *Perform the related tasks only.*
- *Mismatch between qualifications and teaching subjects.*
- *Lecturers possess good attitude.*
- *Lecturers have excellent technical skills.*
- *Good in teaching skill.*

Direct Ends were identified as:

- *The curriculum target is achieved.*
- *Knowledge/skills are imparted effectively to students.*
- *Lectures are delivered effectively*
- *Fewer students fail.*

The whole Objective Tree developed in the Objectives Analysis is shown in **Figure 3.2**.

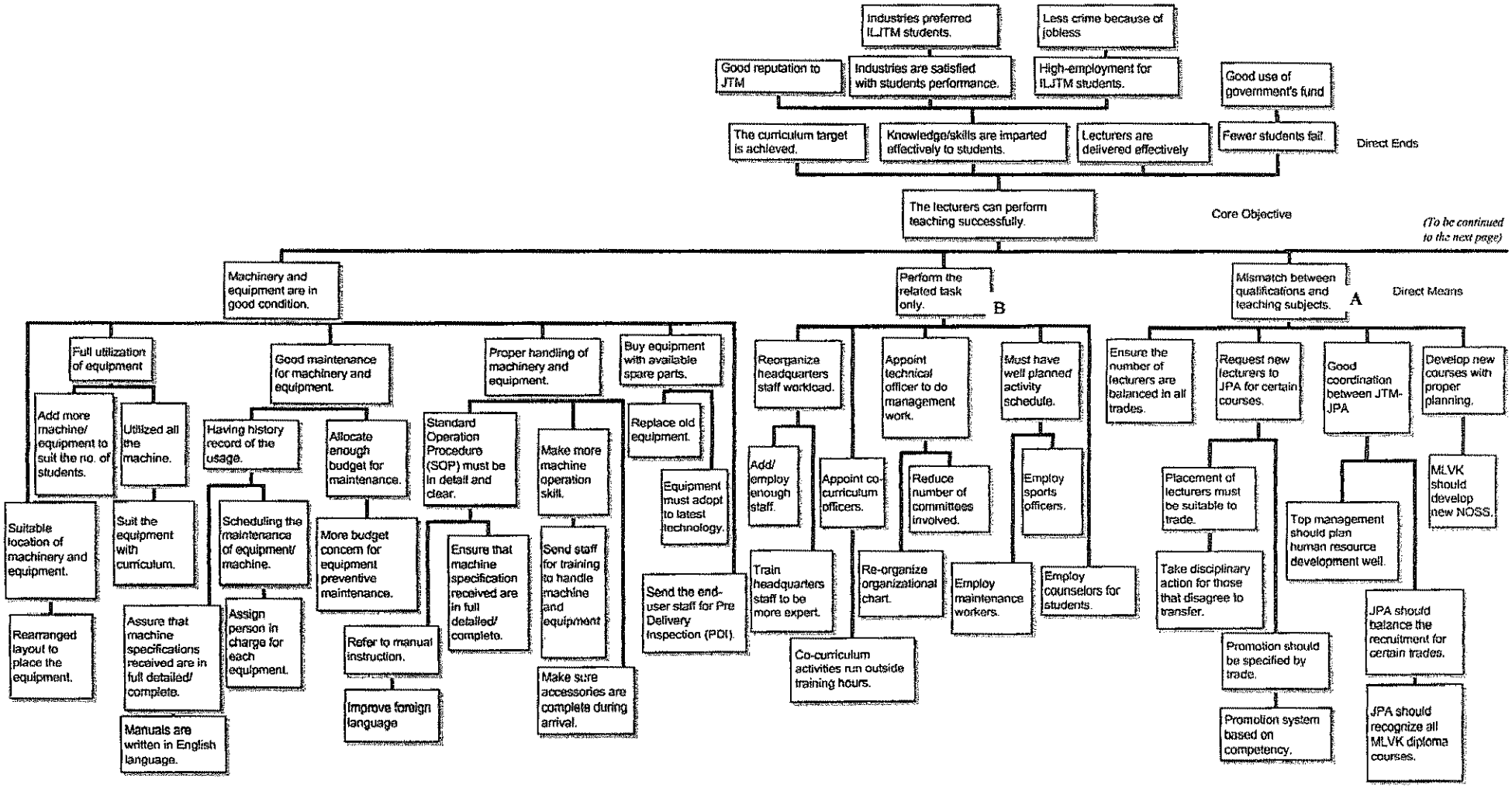


Figure 3.2 Objective Tree (Workshop 2)

(To be continued to the previous page)
Direct Means
Lecturers possess good attitude.
Lecturers have excellent technical skills.
Good in teaching skill.
Superior must increase supervision to their staff.
To be responsible lecturer.
Build-up good relationship between staff and superior.
Reduce number of staff to control.
Develop good communication among them.
Sincere to work.
Work for nation and country.
Appreciate the lecturer job.
Motivate lecturer be responsible to do their job.
Fair performance assessment.
Avoid discrimination.
They are interested in teaching.
Attend higher level courses.
Place lecturers in suitable trades.
Educate the student (positive thinking)
Appoint a counselor to motivate student.
Select students through interview.
Lecturers only do related jobs.
Simplify the training system.
Standardize training material.
Take disciplinary action.
B'
Make a conducive environm ent.
Suitable ration between lecturers and students.
Select interested lecturer only at interview session (SPA actions)
Lecturers gave enough time/ less workload.
Increase number of lecturers.
Increase lecturers' benefit to motivate them.
Make the period of training sufficient.
All lecturers have training courses.
Most of the lecturers are exposed to the practical training. Give immediate skill training to new lecturers.
Allocate training budget.
Lecturers are given skill upgrading on new technology development.
Make sure that training is included before using new equipment.
Before purchasing the equipment make sure that the supplier will conduct the training.
Standardize all machineries and software used in same trade at all branches of ILJTM.
Ensure lecturers are placed at suitable trade according to their skills and knowledge.
A'
More technical books translated into Bahasa Melayu/ English.
Lecturers publish our own books/ reference.
Enough resources for teaching.
More teaching aids are provided.
More references are gathered especially new field of skill.
More allocation for teaching aids and books.
Lecturers are able to handle class effectively.
Allocate more resources to expand the capacity.
All lecturers willing to attend pedagogy training.
All lecturers attended pedagogy training.
Pedagogy training conducted in enough period.
More agency to handle pedagogy training.
All qualified trainers conduct the pedagogy training.
All pedagogy trainers are from the right background.
Allocate more places for lecturers to attend pedagogy training.
Lecturers apply effective teaching techniques.
Lecturers deliver a good training technique.
Sufficient teaching experience.
Teaching in small member of students.
Lecturers have good communication skills.
Lecturers possess high self-esteem.
Fresh graduates lecturers are exposed to teaching techniques at early stage.

4. Results of the Third Workshop

4.1 Participants and Agenda

The third workshop was held on 17th January 2005. The timetable of the workshop is shown in **Table 4.1**. The participants of the workshop comprise representatives of private companies, PSDC, polytechnics, community colleges and JMTI (**Table 4.2**).

Table 4.1: Timetable of the Third Workshop

Day 1 (10/01/2005)	
Time	**Activity**
9.00am	Opening of the workshop by JICA
9.15am	Study Overview: Lim Pao Li, PE Research
9.45am	Self introduction of the participants
10.15am	*Morning Tea Break*
10.30am	Outline of PCM method and Methodology of Stakeholders Analysis: Dr. Jiro Iguchi
11.00pm	Stakeholders Analysis
12.30pm	*Lunch*
2.00pm	Methodology of Problems Analysis: Dr. Jiro Iguchi
2.30pm	Problems Analysis: Identification of the Core Problem and Direct Causes
3.30pm	Problems Analysis: Development of the Problem Tree
4.30pm	*Afternoon Tea Break & End of the Workshop*

Table 4.2: Participants of the Third Workshop

No.	Name	Organization	Position	Gender	Roles
1	Perumal Sundrasan	Forward Factor Sdn Bhd	Manufacturing Manager	Male	Participants (from industry)
2	Danarajah Sivapragasam	Southern Steel Berhad	Asst. Human Resource Manager	Male	
3	Michael Ooi	San Yong Enterprise Sdn Bhd	General Manager	Male	
4	Peter Chan	Toray Malaysia Ltd (Penfabric Sdn Bhd)	Systems Manager	Male	
5	David Lok	Alstron Engineering (M) Sdn Bhd	Manager	Male	
6	Elaine Ee	BenQ Technologies Sdn Bhd	Human Resource Officer	Female	

No	Name	Organization	Position	Gender	Roles
7	Sha'rani Taib	Japan-Malaysia Technical Institute	Student Affairs Officer	Male	Participants (from training institutions)
8	Syamsiah Salleh	Japan-Malaysia Technical Institute	Vocational Training Officer	Female	
9	Lloyd Lee Bun Aik	Penang Skills Development Centre	Education and Training Manager	Male	
10	Mohd Hisham Abd Mutalib	Penang Skills Development Centre	Assistant Training Manager	Male	
11	Ng Fook On	Penang Skills Development Centre	Training Executive	Male	
12	Ooi Chau Chiang	Community College Kepala Batas	Head of Industrial Services Dept.	Male	
13	Robert @ Kerk Swee Tian	Community College Kepala Batas	Lecturer	Male	
14	Khairul Annuar Ishak	Polytechnic Seberang Prai	Staff Training Officer	Male	
15	James Khor	Polytechnic Seberang Prai	Industrial Training Officer	Male	
16	Abdul Rahman Othman	Polytechnic Seberang Prai	Counselor	Male	
17	Lee Shok Mee	Socio-Economic & Environmental Research Institute	Senior Program Coordinator	Male	Participant
18	Shaliza Hamzah	Japan International Cooperation Agency	Asst. Program Manager	Female	Observers
19	Tanaka Hiroyuki	Japan International Cooperation Agency	Asst. Resident Representative	Male	Observers
20	Hattori Osamu	Japan International Cooperation Agency	Asst. Resident Representative	Male	Observers
21	Morizane Maiko	Japan International Cooperation Agency	Asst. Resident Representative	Female	Observers
22	Dr. Mohd Nazri Iguchi Abdullah	Padeco Co. Ltd.	Consultant	Male	Moderator
23	Lim Pao Li	PE Research Sdn Bhd	Director	Female	Sub-Moderator & Resource Person
24	Rajavijayan	PE Research Sdn Bhd	Researcher	Male	Assistant

4.2 Stakeholders Analysis

Different from the former two workshops where the participants defined the expected project framework, in the third workshop the expected project framework was proposed by JICA to save time. The framework was as follows: -

- *Duration: 2006-2010 (9th Malaysia Plan)*
- *To improve relationship between vocational training institutions and industries.*
- *To focus on human resource development rather than improvement of facilities or equipment.*
- *To cover public vocational training institutions as well as private institutions.*

The participants listed all stakeholders within the expected project framework, then also categorized the stakeholders as shown in **Table 4.3**. The participants then selected the most important stakeholder(s) from each category namely: -

- *Industrialists*
- *Trainees*
- *Training Institutions*
- *Government.*

Following that, the participants were divided into groups and conducted detailed analysis of the selected stakeholders as shown in **Table 4.4** to **Table 4.7**. Finally, based on the results of the detailed analysis, the participants selected "**Industrialists**" as a target group.

Table 4.3: Identified Stakeholders and Categorization (Workshop 3)

Beneficiaries	Implementing Agencies	Decision Makers	Potential Opponents	Supporting Groups
School leavers	Private training institutions	Polytechnic management division	Overseas institutions	Private colleges giving degrees/ diplomas
Industrialists	NVTC	Industries	Parents	
Part-time students	**Training institutions**	Community College Management Division	Factory shifting to China / other countries	
Trainees	Service providers	Industrial liaison officer		
Retrenched workers	Polytechnics			
Industries - SME	Industrial liaison officer	Trainees		
Industries - MNC	Lecturers/trainers	Board of Directors of private institutions		
Government	Community College	**Government**		
Private sector	MoHEd	Parents		
Technical staff	MOHR			
State government	NGOs			
Community	Technical Schools			

Table 4.4: Detailed Analysis (Workshop 3): Industrialists

Basic Information	Problems	Strengths	Actions to be Taken
Maximise profits	Shortage of skilled workers	Industries able to explain needs	Work closely with training providers
They need high skills	Need to reduce cost	They can pick and choose (be selective)	Include industrial representatives in decision making
They provide job opportunities	Different recruitment cycles (do not fit in with graduation of trainees from VTIs)		
There are various types of industries	Trainees have wrong skills	Have know-how and experience	Have active discussions with industry
Business viability is paramount	Trainees behave like spoilt children	Provide industrial training	
Management expectations are high	Trainees have poor English language skills		Scholarships for top students/trainees
	Oversupply of trainees - quantity and not quality		
	Some trainees sponsored by industries do not perform well		