

Chapter 7

Use Quick Start training to improve enterprise competitiveness and save jobs

7.1 Training workers for reemployment and competitiveness

A critical element of successful enterprise restructuring and economic renewal is obtaining and retaining workers with the skills and expertise necessary to make privatized enterprises competitive globally and attract new enterprises to a region or local community.

But how are workers going to get the necessary skills to make a community's businesses competitive? Furthermore, how are the workers unemployed by mass layoffs and plant closings going to get the skills required by new emp

Countries in Western Europe and North America have developed a variety of programs to meet the skill training needs of workers and businesses. The most successful programs link the concerns, needs, and resources of the workplace with the training and educational capabilities of the technical and vocational training systems.

A large number of U.S. state and local governments include training partnerships between technical training institutions and industry in local economic renewal strategies. Recently, countries in central and eastern Europe began using training partnerships to provide specific skills and upgrade training to unemployed workers to help them get jobs in privatized enterprises and start up enterprises and to give them and their supervisors the specialized skills to increase the international competitiveness of their firms.

Recent studies evaluating the effectiveness of Active Labor Market policies and programs being used in Poland and Hungary were carried out for the World Bank, U.S. Department of Labor and Ministries of Labor in these two countries. The study of Poland concluded that "short-term [modular] skill focused training was most effective and there was some evidence that retraining provided by private firms was more effective".¹

¹Christopher J. O'Leary, *Evaluating the Effectiveness of Active Labor programs in Poland*, W.E. Upjohn Institute for Employment Research, April 1998, p.xv, p. 57.

Two successful examples of the newer types of short-term modular training programs for economic renewal; and competitiveness used in the United States, and recently introduced into Central and Eastern Europe by the U. S. Department of Labor, are the “Quick Start” and “Custom Fit” training programs.

7.2 Quick Start and Custom Fit training programs

Quick Start and Custom Fit are short-term training or retraining programs that are specifically designed for a new, expanding or restructuring company that must retrain its work force because of changing products, technology or production processes. The Quick Start methodology introduced in Central and Eastern Europe was derived from the successful Custom-Fit type training programs developed in the United States.

Quick Start and Custom Fit training programs:

- ❖ result in job creation
- ❖ attract new companies to a community or region
- ❖ keep companies from moving from a community or region
- ❖ increase productivity for an existing or restructured company

Quick Start and Custom Fit training programs respond to specific industry needs. They must be custom-tailored to fit the needs of the client company.

Successful training programs require such key elements as:

- ❖ clear communication among industry personnel, the local labor office and the training provider
- ❖ excellent, flexible instruction
- ❖ administrative support
- ❖ careful and thorough planning of each cooperative effort

The training provider must acquire specific information about the client company’s operations, products, and customers. The provider must also know the legal, social, economic, technological and demographic conditions relating to the company and the region.

The training must be short, focused and intensive. Short training schedules mean that an enterprise receives a quicker return for its investment, as do employees and the agency providing the financial resources.

Quick Start and Custom Fit training programs for new, expanding and restructuring enterprises are usually supported fully or in part by government funds. In many cases, costs are shared by more than one government agency and also by the company involved. Elected officials are more apt to provide funding under one of the following two circumstances:

1. The potential cut back or closure of an employer of a large number of the workers in a region.
2. The potential for a substantial increase in employment of the region’s workers by a foreign company or a domestic enterprise that is considering relocation.

Funding for Quick Start and Custom Fit training programs is an investment that improves the quality of life and can be recovered in the form of increased wages, an improved economy, and additional taxes from both an enterprise and its employees.

In Central and Eastern Europe Quick Start training programs are usually started when a partnership is created between the country's Ministry of Labor/National Employment Service, one or more vocational training institutions and a USDOL/WSI Industrial Adjustment Project. These partners come together to implement business retention and worker adjustment components as part of bilateral or multilateral technical assistance programs to facilitate economic restructuring.

7.3 Hungary: "Quick Start" training programs

Introduction of Quick Start training in Central Europe. According to business, labor and government leaders, the Hungarian economy must attract new companies and assist existing companies in their modernization efforts to remain or become competitive in world markets and to provide job opportunities. Unfortunately, in the mid-1990s the Hungarian vocational training system lacked the capability to directly provide assistance to companies (business and industry) in training workers for specific jobs and to develop positive attitudes and skills for quality and productivity.

For these reasons, in 1995 the Hungarian Ministry of Labor asked the U.S. Department of Labor (USDOL) to assist them to develop and implement a technical assistance program called "Quick Start" in their regional Vocational Training Centers and County Labor Offices. Quick Start was designed to give them the capability to assist companies to screen workers, to provide job specific skills training, and to develop the attitudes and knowledge necessary for high quality products and services.

During 1995 and 1996 the USDOL Quick Start advisors went to Hungary to assist the Hungarian Ministry of Labor to accomplish its objectives in three areas:

- 1. Provide job specific training to meet the identified needs of a business or industry** that are required to establish new operations, expand existing operations, or modernize equipment or production methodology to help them remain or become competitive in the world market.
- 2. Establish a close working relationship with industry,** business and the general public to increase the relevancy of vocational training in Hungary.
- 3. Develop workers' attitudes and skills to improve the quality of the products and services** they produce or provide

USDOL-recruited training advisors, working cooperatively with the Hungarian Ministry of Labor staff, began teaching the staff of regional Vocational Training Centers the techniques of training needs analysis, job and task analysis, scheduling, instructional planning, and program implementation. The training centre staff then developed and provided specialized and skills training for displaced or unemployed workers requested by the local individual industries and businesses that are restructuring, privatizing, or entering new markets.

Objectives of Quick Start. The objectives of the “Quick Start” program are to:

- ❖ create an awareness in industry and business of the services that the training center can provide under the “Quick Start” program.
- ❖ provide the necessary training in the methodology of conducting job specific training for a □ business or industry to one or more persons designated in each of the locations.
- ❖ develop the knowledge and technical skills necessary to perform job and task analysis by one or more persons in each location.
- ❖ assist an industry or business to develop a training plan to meet specific training needs.
- ❖ To develop the ability to transform job and task analysis data into a training plan in one or more industries at each site.
- ❖ develop a systematic approach to setting up and conducting job specific training programs.
- ❖ train instructors to effectively conduct job specific training programs.
- ❖ assist a company to organize and implement job specific training program.
- ❖ conduct a pilot customized training programs in each of eight regional training center locations in Hungary.

How the Quick Start Program works. The Quick Start program is designed to prepare workers for immediate employment in new jobs if they are unemployed or for other jobs if their present job becomes obsolete. The regional Vocational Training Center, the County Labor Office, the company, the Hungarian Ministry of Labor, and the U.S. Department of Labor cooperate in providing the training program. The funding is provided by the U.S. Agency for International Development.

Before Quick Start training can be conducted in a region, an agreement must be reached on the nature and extent of the program by the USDOL/WSI project director, representatives of the Hungarian Ministry of Labor and County Labor Offices, and representatives of the participating companies or the local Business Council.

The County Labor Office is responsible for recruiting and screening applicants from among the unemployed. The company is responsible for selecting existing employees from within the company. The final selection of unemployed trainees is a cooperative effort by the County Labor Office and the company.

The Quick Start training program is designed by the USDOL-recruited advisor/consultant, a representative of the regional Vocational Training Center, and a company representative. The training is very specific for the company and for the job. It is based upon a precise analysis of each job for which training is to be done. First, a training needs analysis is carried out on each job on-site in the company by the USDOL advisor and Vocational Training Center representative, assisted by the company training officer and a foreman or supervisor. The analysis identifies each task a worker must do, how it is done, what the worker must know to do the job, and possible hazards and safety requirement for each task. Based on these findings, a manual is prepared containing the results of the training needs analysis and setting out the specific elements of the training to be provided for each job. The instructors are given a short training course so that they understand the objectives of the program and how to use the analysis information.

Theoretical classroom training is done first. Orientation to the company is a part of this training. Practical work training is done in the company in an actual work setting. Company personnel teach this part of the training. The company agrees to employ all the trainees who complete the program and are suitable for employment.

The Vocational Training Center is responsible for the coordination and control of the project.

Using this Quick Start training methodology, three pilot projects were successfully completed at Kisvarda, Debrecen, and Mohacs in Hungary. The three pilot projects illustrate how the 'Quick Start' training program is facilitating market economy development, generating employment, and contributing to successful privatization and increased competitiveness of firms in Hungary.

Training unemployed workers to work in a poultry processing plant in Kisvarda. This project was a joint effort among the Regional Training Center at Nyiregyhaza, the County Labor Office, and the Hajou Bet Company, a food processing company that processes chickens, rabbits, and geese. The County Labor Office recruited and screened 230 people, and 75 were selected to begin the training program on March 27, 1995; 73 persons completed training programs and 61 persons were employed by the company. Of the remaining 12, two found other employment and nine were judged not suitable for employment because of excessive absences during the training period and other reasons, and one person was found to have a health problem which rendered him unsuitable for employment in the company.

Of those available for employment, 61 of the 70 (or 87 percent) were employed. These employees are paid the normal salary for their job.

The monitoring of the program and communications among the three partners has been excellent and continuous.

From March to September 1995, production at the company increased by 20 percent and the quality improved. The company stated that the project was very worthwhile to them. They were very pleased with the work of the regional Vocational Training Center and the County Labor Office and will continue a close working relationship with them. Twelve of the trainees have been selected for additional training and for higher-level jobs. All three partners are very complimentary of the assistance and training provided by the U.S. industrial training consultant.

Because of the well-designed training and improved quality, the processing plant is capable of exporting poultry to the markets of the European Union. The Kisvarda Quick Start Training Program has been judged a success and is a positive example to other businesses and workers in the region.

Training unemployed workers for employment at the duckling processing plant in Debrecen. As a result of the successful Quick Start project in Kisvarda, the Hadu Bet Company asked that a similar project be undertaken at their duckling processing plant in Debrecen. The

company had purchased the former state-owned enterprise that had shut down several years ago because of a loss of markets and wanted to restart operations in the summer of 1995.

Over 1,600 people were recruited and screened by the County Labor Center, and 540 were referred to the training. Of the 540 people trained, 510 (or 94 percent) have been employed and are continuing work. The rate of pay they are receiving is higher than for similar levels of semi-skilled work in the area. The positive effect of this project on the economy of Debrecen is clearly evident. The company is extremely satisfied with the training program and the quality of the workers' skills.

The Hadu Bet Company and the regional Vocational Training Center subsequently began working together to train forklift operators and the other company employees at Debrecen.

Management and worker training at the Synthetic Wood Fiber Plant in Mohacs. The Mohacs Quick Start project was a joint effort among the regional Vocational Training Center at Pecs, the County Labor Center and the Mofa Company, a privatized company that produces a variety of wood particle hardboard products. This former government-run synthetic wood fiber enterprise in southern Hungary was sold to a group of private investors. It was the first privatization project in that region. The Mohacs project included training for new workers and training for employed workers in new skills required for their jobs.

The Mohacs project started on June 12, 1995. The training needs analysis was completed and a training manual prepared that was used in the new worker training. The screening and selection of new workers was done by the County Labor Office and the Mofa Company. Twenty-five trainees were selected and received training. The company hired all who successfully completed the training. In addition, 58 Mofa employees received specialized training in marketing, free enterprise, and computer skills. This training was provided by trainers from the regional Vocational Training Center.

As a result of the close alliance created by this project between the regional Vocational Training Center and the Mofa Company, a project to implement total quality management (TQM) throughout the company was later implemented. The regional Vocational Training Center staff, after receiving training from the management faculty at the University at Pecs, provided TQM training for the company.

The Mohacs project is viewed as highly successful by all measures. Eighty-three persons were employed or continued employment as a result of the project. The training center and the company have continued to cooperate in training efforts. The company anticipates expansion as a result of demand for its products and the availability of training for new workers.

Future of Quick Start in Central and Eastern Europe. Based upon the successful results achieved in the three pilot projects carried out in 1995, the Quick Start labor market intervention program was expanded and institutionalized by the Hungarian Ministry of Labor. In 1996, this innovative training approach was systematically introduced into other regions and Vocational Training Centers throughout the country.

Quick Start programs were introduced by the USDOL in Bulgaria in 1997, and they were introduced in Poland as part of the coal restructuring project in Upper Silesia in 1998.

7.4 USA: Utah “Custom Fit” Training Program

How the Program Works. The successful Quick Start program introduced in Hungary and other CEE countries is based on experience gained by state governments when operating short term intensive skill training programs for business and industry in the United States during the past 20 years. An example of how the methodology incorporated in Quick Start has been successfully used in the United States is illustrated by the Custom Fit training program in Utah.

The mission of the Custom Fit Training Program, originally started in 1992 to meet the “emergency vocational needs” of Utah businesses, is “to provide training and assistance to company employees through applied technology centers (ATCs) and post-secondary institutions in order to stimulate economic development, facilitate the creation of new jobs, articulate with public schools, and provide businesses with trained workers.”² Custom Fit training Programs are coordinated jointly by the business, ATC and Utah Office of Education.

The state of Utah has a population of over two million people and a growing economy. It is divided into seven regions. Each region has assigned an applied technology center (ATC), community college or other designated vocational education institution to administer the Custom Fit program. Each center is committed to design, develop and deliver job preparation and upgrade training to meet the needs of the businesses and industries in the region. ATC services deploy technology through technical and managerial training, hardware and software demonstrations, business partnerships, technical assistance, distance learning and computer-based training, small business development, service brokering, etc.

This state-funded program is an important part of the economic incentive package that state and local economic development officials offer to Utah firms seeking to expand their operations and to major firms thinking of locating in Utah. It is intended to provide training for three types of Utah businesses: (1) *new businesses*, (2) *expanding businesses*; and (3) *businesses needing to be restructured or revitalized to remain competitive*. Each of these categories is defined as follows:

“*New businesses*” include (a) for-profit businesses newly incorporated or licensed in Utah; (b) incorporated or licensed businesses in the state that have been purchased by other parties and are subsequently restricted; (c) incorporated or licensed businesses that open additional facilities in another region of the state; or (d) incorporated or licensed businesses that close in one region and reopen in another region.

“*Expanding businesses*” include all for-profit businesses in Utah whose growth results in a net increase of new full time (35 hours per week) jobs when measured against their maximum employment during the previous twelve months.

²State of Utah. Mission, Authority, and Standards Utah State Custom Fit Training Program (R277-913) October 1994.

“*Businesses needing to be revitalized*” include Utah businesses that are in danger of losing their competitive edge because of outdated equipment, technology, or knowledge. To obtain the increased or improved training needed to upgrade their work force, the businesses must express in writing to the Utah Office of Education that they have had a reduction in net profits during the past two years or expect a reduction in net profits during the next two year.

Custom Fit Training funds are used for short-term customized training, not course work for post-secondary degrees. To qualify for Custom Fit Training, employees must receive wages of at least US\$6.00 per hour and be permanently employed for a minimum of thirty-five hours per week. Training normally lasts for three to four months, six months is the maximum. Appropriate documentation of progress and completion is required.

The program can provide up to US\$500 per trainee to pay for the training. These funds can be used to pay for instruction, books and supplies, curriculum development, and supervised on-the-job training by a supervisor appointed by the business participant. The maximum amount of Custom Fit funds that any individual company can receive is \$100,000, or not more than 25 percent of the region’s current year allocation).

The primary benefit of the program is its flexibility. Custom Fit takes into consideration the unique training needs of individual companies. This is particularly relevant for mid-size and small firms with limited training budgets or experience. Many of these companies would not have training of any kind without Custom Fit Training.

Funding priorities. The Utah Custom Fit program has three funding priorities:

1. *Business firms* based on the availability of CFT funds, company/ industry stability, employee wages, employee benefits, increased or improved potential industrial or commercial opportunities, employee turnover and longevity, and prior participation in CFT programs or acceptance of funding.
2. *Custom Fit Training staff* evaluate training proposals to assess their potential to initiate additional new net jobs, to upgrade employees to assure the business’ competitive position and to enhance economic development in Utah; and
3. *Training for production, processing and assembly-type jobs.*

The Custom Fit Program is administered by the Utah State Board for Applied Technology Education (hereafter Board) aided by an advisory group appointed by the Utah State Board of Education consisting of representatives of the Office of Education, State Job Service, higher education, Office of Community and Economic Development, Office of Rehabilitation, ATCs, and business and industry from each region where funds are distributed and business representatives agree to participate.

Custom Fit funds are appropriated by the Utah Legislature to the Board to be expended through Utah’s public schools, ATCs, and institutions of higher education providing Custom Fit Training programs. Currently, the state legislature is funding this economic development program with about US\$2 million..

Results of “Custom Fit” training.³ During the first two years of operation, 1992 to 1994, 295 businesses and 17,136 employees received training under the Utah Custom Fit Training Program. The average cost per trainee was \$256.

One of the important contributions of Custom Fit Training programs is that they form an effective partnership between education and business. A survey of Utah employers participating in Custom Fit Training found that only 22 percent of the responding firms had, at their own expense, used training provided by educational institutions prior to using Custom Fit. After the Custom Fit program introduced them to the training resources of the educational institutions (including ATCs and community colleges), 45 percent continued to use such training at their own expense.

Characteristics of firms using Custom Fit Training:

- ❖ a manufacturing firm
- ❖ fewer than 500 employees
- ❖ a limited training budget (Custom Fit is critical to the firm’s training program)
- ❖ trainees have “high school or less” education
- ❖ entry level training includes craft or technical skills
- ❖ low turnover rates
- ❖ training includes classroom instruction and curriculum development by an ATC or community college.

7.5 Steps to implement a Quick Start Training Program

ACTION MODULE: Seven steps to implement a Quick Start training program

The following seven steps for implementing Quick Start programs are based on the USDOL/WSI manual for developing Quick Start training projects in Bulgaria, and manuals and materials used to implement Quick Start projects in Hungary and Custom Fit programs in the United States.⁴

Step 1: Establish labor office/business/vocational training center linkages

The Preparatory Phase of a Quick Start program includes: establishing a partnership among the providers and customers, determining the eligibility criteria for participation, developing a marketing plan, and marketing the training concept among employers.

³A study of the custom fit training program,” Salt Lake City: University of Utah Bureau of Economic and Business Research, March 1995.

⁴*A manual for developing Quick Start projects in Bulgaria, 1997.* (Developed by USDOL in cooperation with USAID and the National Employment Service, Ministry of Labor and Social Welfare, Sofia, Bulgaria); Gary B. Hansen, “USDOL Quick Start training for enterprise competitiveness;” USDOL, “Manual: Developing a Quick Start Project;” USDOL, Quick Start Training Programs for Hungary.”

Determine criteria for selecting target companies and trainees. Quick Start partners determine the eligibility criteria used to select companies to receive training assistance. Four types of companies might be considered eligible for Quick Start training:

- ⇒ A restructured company that needs to upgrade its workers' skills to remain competitive.
- ⇒ A restructured company that is expanding its operation.
- ⇒ A restructured company that is introducing a new product or process.
- ⇒ A new company that needs assistance in training new workers.

Quick Start training can be provided to companies willing to hire unemployed workers, or to companies whose workers need to be retrained to maintain or improve their competitiveness.

Develop a marketing plan. Once the decision is made about what types of companies or industries and workers can be helped, the enterprises must be made aware of the availability of Quick Start training and how it can help them be more successful. The company also must be convinced that an ample supply of potential workers exists in the area who possess the basic qualifications to be trained, and that the training program will train them for specific jobs in the company.

Using available media, information from the Local Labor Offices, vocational training centers, Chambers of Commerce and other sources, contacts should be initiated with potential client companies to explain the Quick Start program and invite their participation. Background information must be gathered about a specific target company--its operations, its customers, its products and services, and its competition. Possible sources of such information include annual reports, credit reports, and company officer biographies.

Set up an initial visitation with the target employer. The initial contact may include a telephone call, an office meeting, or a meeting at the company. The purpose of this contact is to provide the employer with a thorough understanding of the Quick Start Program including how it will operate, what government agencies will provide and do, what the company must provide and do, the expected outcome and its value to the company.

Explain Quick Start methodology and process. The objectives of the Quick Start programme should be explained to the employer. Quick Start uses a structured training development process to identify a firm's training needs, and designs and delivers customized skill training for existing or unemployed workers who will be hired upon completion of training. Quick Start training improves the skills of workers and competitiveness of their enterprises. This Preliminary Phase should also involve learning about the client's needs and problems by allowing the company representative to describe the company's problems and determining what the company wants to accomplish through training.

Establish procedures and sign training agreement form. After explaining the Quick Start objectives and process, the employer should be invited to participate and asked to sign a written training agreement. The agreement spells out what each partner will be expected to do. It stipulates clearly the roles and responsibilities for everyone involved, eliminating any surprises

later on. It is the responsibility of the designated individuals representing the three partner organizations (local labor office, vocational training centers and businesses) to ensure that the services are provided within the time frames specified in the training plan to be developed. The agreement should specify:

- ⇒ the objectives to be met
- ⇒ who will be trained
- ⇒ the number of trainees
- ⇒ the dates and times the training will occur
- ⇒ who will conduct the program
- ⇒ the number of instructors
- ⇒ the instructors' qualifications
- ⇒ the company's responsibilities
- ⇒ the training Center's responsibilities
- ⇒ the local labor office's responsibilities
- ⇒ the costs involved, payment method and responsibility

The signing of a training agreement completes the Preliminary Phase of the Quick Start program.

Step 2: Implement a systematic training development process

The Developmental Phase starts with job and task analyses conducted by Quick Start training specialists from the USDOL/WSI Industrial Adjustment Project and the partner vocational training center, assisted by the company training officer and a foreman or supervisor. Their job is to:

- ⇒ *Determine the jobs for which training will be provided.* A job is a collection of tasks performed to produce a product or service.
- ⇒ *Conduct a job analysis* of each job for which training will be provided using such techniques as observing, interviewing, holding supervisory conferences, and administering questionnaires and checklists. The purpose of the job analysis is to assure that the training program addresses skills, behaviors, and knowledge requirements essential for successful job performance.
- ⇒ *Develop task and duty statements.* After data has been collected, the tasks are analyzed and developed into task statements. These are grouped and sequenced into logical units of work. Duty statements describe a cluster of related tasks, making it easier to develop training plans.
- ⇒ *Select tasks for inclusion in training.* Each task should be examined to determine which ones to include in the training program.
- ⇒ *Develop performance standards for each task.* The performance standard should be based on the level required for acceptable performance.
- ⇒ *Develop performance steps.* Performance steps are a series of steps required to complete the task. They are developed for each task to determine the knowledges, conditions, materials, tools, equipment, and safety considerations for the task.

- ⇒ *Identify tools, materials, equipment and work aids.* A list of the tools, equipment, materials, and work aids required to carry out each task is developed.
- ⇒ *Identify knowledges, skills, abilities, and attitudes.* Each task statement and performance step must be analyzed for the minimum knowledges, skills, abilities, and attitudes a trainee must have to successfully complete the task.
- ⇒ *Identify safety hazards and conditions.* The conditions, circumstances or situations under which the worker performs tasks must be described and analyzed to determine if they might cause injury to the worker or others, result in damage to tools, equipment and materials, and prevent successful task performance by the worker.

Step 3: Develop training curriculum and materials

Develop a curriculum and training plan, and assemble training materials. This step includes reviewing job and task analyses and statements, performance steps and knowledge requirements. A format for the training plan is selected based on need. It must include the instructional activities, resources and methods.

When developing instructional activities, consideration must be given to the trainees' ability levels, education levels, varied learning styles, individual interests, and emotional needs. All instructional activities should be designed to provide trainees with experience in successful task performance. Use of modern teaching technologies and instructional activities is also encouraged. Successful job instruction depends on the efficient use of these tools.

The training delivery plan must consider such factors as:

- ⇒ location of training--such as on-site, vocational training center, etc. and facilities requirement
- ⇒ type of training--formal classroom, on-the-job training, etc.
- ⇒ location and availability of qualified instructors
- ⇒ development and use of customized training materials
- ⇒ instructional methods and techniques to be used
- ⇒ audio-visual requirements
- ⇒ programme length, number of hours, training period length
- ⇒ pre- and post-tests
- ⇒ basis for documenting trainees' progress
- ⇒ methods of evaluation

The plan should also include a training timetable that takes into account:

- ⇒ the urgency of the training as determined by the original training need
- ⇒ number of trainees involved
- ⇒ time required to train staff to develop the training program
- ⇒ time required to develop learning packages sufficient to start the course and to allow enough lead time for developing the remaining learning packages
- ⇒ time required to prepare learning stations
- ⇒ times when the required production equipment will be available

- ⇒ times when instructors will be available
- ⇒ time required to implement the training for each modular unit
- ⇒ time required to implement the entire training course

Step 4: Select and train instructors

A key element of the developmental phase is the careful selection of instructors. They should:

- ⇒ be knowledgeable about the subject
- ⇒ understand how to work with adult learners
- ⇒ have practical work experience.

Most Quick Start training programs use company personnel as instructors, especially for the practical skill part of the program. Company personnel make good instructors because they:

- ⇒ know the process and have a good understanding of what is being taught
- ⇒ do not require training to learn the technology
- ⇒ can keep the trainees' attention during training, especially if they are supervisors

Full-time vocational training center faculty may be well suited to teaching the theoretical component of the training program.

It is essential to train those who provide expertise in planning, developing, and conducting Quick Start training to companies. They should be given a Train-the-Trainer course covering the selection and efficient use of the various instructional tools and techniques and understanding the learning process. This includes:

- ⇒ understanding job and task analysis, the sequencing of job tasks, and using this information in teaching
- ⇒ developing course agenda and lesson plans that can be used to guide the instructional process
- ⇒ learning to use teaching aids (such as audiovisual materials and equipment appropriately
- ⇒ learning how to plan classroom teaching that is directly related to the skills and knowledge of the job
- ⇒ learning how to present new material to adult learners

Step 5: Recruit, screen and select trainees

The first element of the Implementation Phase is identifying potential trainees. The Local Labor Office is primarily responsible for recruiting potential trainees from unemployed workers and for the initial screening of the applicants. Employers identify trainees from existing workforce. In most cases, the final selection of trainees is a joint effort of the labor office and the company. The Labor Office can recruit potential trainees by:

- ⇒ reviewing files of unemployed persons registered in the labor office

- ⇒ newspaper articles and want ads
- ⇒ radio and television announcements
- ⇒ placing posters in places frequented by local people

Using the job analysis, the company and the labor office should agree upon the basic educational requirements, physical abilities, aptitudes, interests, and attitudes required for the job. The labor office may use the following screening techniques:

- ⇒ testing
- ⇒ interviews
- ⇒ previous worker experience

The company should assist in the final interview and selection of the trainees.

Step 6: Conduct the skill training program

The second element in the Implementation Phase consists of scheduling, organizing and delivering skill training to selected trainees. Company trainers usually provide practical skill training, and the vocational training center staff provide the theoretical training.

Step 7: Evaluate the results

Following the delivery of the skill-training program, the results are evaluated. This is the final element in the Implementation Phase. Quick Start training should be continually evaluated and revised, particularly when new equipment and technology changes occur. Evaluation should occur on two levels: course evaluation and program evaluation.

Course evaluation includes an evaluation of the course by the trainees to determine how well the training content is received. Course evaluation also includes an assessment of the trainees and the instructors by the program provider.

Evaluation of the trainees' skills and knowledge acquired from the course is one of the most critical steps in the training process. Tests should be constructed to address three domains of trainee learning--manipulative skills, knowledge, and attitude--related to task performance standards.

The course may teach the desired competencies yet administrative or financial problems may prevent the overall program from being a success. Some items to be considered include:

- ⇒ average cost per trainee
- ⇒ average cost per hire
- ⇒ estimated return from wages, increased tax revenues, higher demand for various service industries
- ⇒ rate of training participation
- ⇒ effectiveness of liaison among the three Quick Start partners

- ⇒ increase in jobs for the population as a whole, for chronically unemployed, and underemployed groups
- ⇒ quality of the program plan
- ⇒ quality of the program organization
- ⇒ quality of the program management

Because the Quick Start training program development process is cyclical, results of both the course and program evaluations can be used to improve the program. The results should be made available to the individuals involved in making decisions about future courses and for further development of the Quick Start program in the community, industry or country.

Annex 1

Additional Training Manuals

A Manual for Developing Quick Start Projects in Bulgaria (USDOL, 1997)

Becker, K. (2000). *A Manual for Developing Quick Start Projects*. (USDOL), Poland Workforce Development Project, 2000, Macedonia PriZMa Project, 2000, Bulgaria Workforce Development Project, 2001.

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