



International
Labour
Organization

Training staff

Staff management systems



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Factory Improvement Toolset

The Factory Improvement Toolset (FIT) is an innovative self-facilitated, activity-based learning approach designed by the International Labour Organization (ILO) to create more decent and sustainable employment. FIT supports manufacturers in global supply chains to improve productivity, competitiveness and working conditions by upgrading production systems and factory practices.

FIT has been developed to be a sustainable, time- and cost-efficient option for supporting factories to enhance productivity through improved business practices and working conditions. FIT focuses on areas of production improvement and actions to be taken specific to each participating factory. It can be utilized as stand-alone learning tools or to complement other training programmes.

With each module lasting no more than 2.5 hours, FIT enables factories to train personnel, whilst minimizing interference with production realities. The easy-to-use methodology makes it possible to rapidly scale the implementation to reach a large cohort of trainees across multiple production facilities.

Working in small groups, participants review real-life situations and engage in discussions to determine improvements to be made in factory without an external trainer or specialist. This self-facilitated, activity-based and highly participatory learning approach positions participants as both student and teacher and makes the toolset self-tailored to the needs and interests of each group.

About this module

The FIT module on Training staff is a training for garment manufacturers to improve staff management systems. Participants will work on improving the way they organize and deliver trainings in the factory. This module takes about 2 hours to complete.

Upon completion of the training, participants should have:

- Understood the importance of training staff for the factory and its workers.
- Understood the three main training areas, their content and importance.
- Learnt about different training methods and how to select the most suitable method.
- Set up their own in-factory training plan.

The **Factory Improvement Toolset** of the **International Labour Organization (ILO)** are developed and provided by the ILO's **Enterprises Department**.

Authors: Alix Machiels, Sara Andersson, Charles Bodwell.

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Guidelines for successfully using the training tool

Read out-loud

The FIT tool is designed for participants to take turns reading the instructions in the modules out loud to the group. At least one member of the group should be selected in the beginning of the session to take this responsibility.

Work as a group

Always work in groups of 5-7 during a FIT session. The programme will not be successful if participants work independently or do not collaborate with each other.

Be active

Encourage everyone in the group to actively contribute to the discussion. Ensure that no group member dominates the discussion or does not participate at all.

Monitor the time

Select one member of the group to monitor the time for each activity and remind the group when it is time to move to the next exercise.

Complete the action plan

Complete the action plan at the end of the session. This will help ensure that FIT results in improvements in the factory. Review the plan a while after the session to make sure that actions in the plan has been completed accordingly.

Icons

A set of icons is used throughout the modules to provide easy to recognize reference points for different tasks within each session and activity.



Read out loud

One member of the group should read out loud to the rest of group.



Knowledge link

Knowledge and skills are linked to other FIT learning resources and support.



Time allotted

Indicates how much time each sessions and activity should take.



Supplies needed

Indicates that supplies may be necessary to complete the session.



Begin step-by-step instructions

Indicates that the step-by-step instructions for an activity are beginning.



Think about it

Indicates additional information for the participants to think about.

Measuring your performance

Measuring operational efficiency is a key aspect of running a productive factory. The box(es) below guides you in understanding which measurement indicator(s) can be used to measure and evaluate the performance of your factory in relation to the topic of this FIT module.

| | |
|--------------------|--|
| Indicator 1 | Turnover rate (%) |
| Definition | The amount of employees who leave the factory over a period of time and must be replaced, as a percentage of the total amount of employees. |
| Purpose | To understand how high your turnover rate is, set a turnover reduction target, and identify solutions to reduce turnover in your factory. |
| Calculation | $\left(\frac{\text{\# of employees who left and must be replaced}}{\text{average \# of employees}} \right) \times 100\%$ <p>Note: $\text{Average \# of employees} = \left(\frac{\text{\# of employees at the start of the time period} + \text{\# of employees at the end of the time period}}{2} \right)$</p> |
| Frequency | Calculate monthly. |
| Responsible | HR manager |

| | |
|--------------------|---|
| Indicator 2 | Absenteeism rate (%) |
| Definition | The amount of time (days) your employees were absent over a period of time, as a proportion of the total amount of time (days) they worked during that time. |
| Purpose | To understand how high your absenteeism rate is, set an absenteeism reduction target, and identify solutions to reduce absenteeism in your factory. |
| Calculation | $\left(\frac{\text{\# days lost due to absences}}{\text{total \# of available days}} \right) \times 100\%$ <p>Notes: $\text{Total \# days worked} = (\text{total \# employees}) \times (\text{\# working days during that month})$ $\text{\# days lost due to absences} = \text{summation of all absences during the period of time (record all absences for all employees)}$</p> |
| Frequency | Calculate monthly. |
| Responsible | HR manager |



Session 1

Business case study

Goals

Preparing you for the type of discussions you will have with other group members throughout the learning module and understanding the benefits of being exposed to different perspectives.

Understanding better why training staff efficiently is important for the factory and its staff.

Session 1

Overview



One member should read the full session out loud to the rest of group



15 minutes



Learning manual, pens, markers and poster paper

A business case study presents a real-life situation for learners to reflect on and discuss with other group members. By discussing the case, students learn from others' ideas and perspectives, and develop an understanding of the topic at hand within the workplace.



One group member reads the case study out loud



The whole group discusses the case study



Everyone develops a deeper understanding of the topic

Activities

Activity

1



15 minutes

Case study

The case study below presents a situation that could happen in real life.



Instructions:

- 1) As a group, listen to one member read the case study below while following along in your learning module.

Nila is a new HR manager at the HS garment factory. At this factory, workers do not receive any training. New workers are shown how to perform the operation, then start working directly. The quality of products is low and a lot of material is wasted. Good workers get promoted to supervisor, but they do not know how to guide and support their workers, and shout at them if they make mistakes. Workers do not dare asking questions or telling their supervisors when there is a problem. They feel demotivated and unhappy, and turnover is very high. There are also lots of accidents, and the factory's reputation is quite bad.

To solve these issues, Nila sets up a new training system. With members from each department, she lists skills and knowledge needed for staff to perform their job well. Then, a training room is set up in the factory. Spare work stations and machines are put aside in each department for new workers to practice. All new workers receive technical skills and machine safety trainings. Supervisors get trained in management skills. All staff learn how to better communicate with each other. Nila also starts monthly induction trainings, to welcome new staff and explain factory rules.

Thanks to this system, new employees feel welcome and adjust well to the factory. Supervisors help and encourage workers. They perform well faster, and waste less materials. Productivity and quality increase. Staff is more motivated, and turnover goes down.

- 2) Together, discuss Nila's situation by answering the three questions in table 1 on the next page.

Table 1. Questions about Nila's situation

1. What problems has Nila identified? What impact do these problems have on the factory and its staff?

2. What does Nila and the staff do or change in order to solve these problems?

3. What are the results of these solutions for the factory and its staff?

This page has been intentionally left blank and can be used for note taking.



Session 2

Learning about the topic

Goals

Discussing the importance of training systems for both the factory and its staff.

Understanding the three main training areas, their content and importance for staff performance.

Discussing and comparing different training methods that can be used in the factory.

Discussing training locations and time, and setting up your own training plan.

Session 2

Overview



One member should read the full session out loud to the rest of group



90 minutes



Learning manual, pens, and markers

This training module will help you improve your training system. Training is the process of providing staff with new knowledge and skills, or upgrading their skills. Training makes your factory more productive and helps improve quality. It also helps prevent accidents and decrease turnover by making staff more motivated and improving the working environment. Throughout this module, you will go through the three steps below.

Selecting training
content

Selecting training
method

Selecting training
time & place

First, you will discuss the importance and benefits of training staff. Then, you will learn about different training areas (what) and different training methods (how). Finally, you will discuss how to organize trainings (when & where), and practice drafting a training plan.



Training is a very important part of good human resources management. Training should be clearly linked to rewards and promotion opportunities. To learn more about this, ask for the “Human resources management” module!

Activities

Activity

2a



20 minutes

Why train staff?

Training is helping staff improve their skills, adapt to changes, or gain new skills and knowledge. Training staff helps improve quality, productivity and your working environment. In this activity, you will learn more about the benefits of training.



Instructions:

- 1) Together, discuss:
 - Do you organize trainings in your factory? Why, or why not?
 - Why do you think it is important to train your staff?
- 2) Together, look at the list of benefits of training staff in table 2. Discuss, and put a ✓ in the column on the right if you think it is important for your factory. Then, read the text box on the next page.
- 3) Together, go through the self-assessment in table 3 to evaluate training systems in your own factory. Then, discuss: What could you do to improve training in your factory?

Table 2. Benefits of training staff

| Benefits | ✓ |
|---|---|
| 1. Staff do their job better, and quality improves. | |
| 2. Staff do their job faster, and productivity improves. | |
| 3. Waste is reduced because materials and equipment are used correctly. | |
| 4. The factory saves time and money during production. | |
| 5. Staff can help identify problems and risks in the factory before it is too late. | |
| 6. More workers want to apply for work at your factory. | |
| 7. Workers are more motivated to perform well. | |
| 8. Workers tend to stay in your factory longer, turnover decreases. | |

| | |
|--|--|
| 9. The best staff members can be identified and promoted. | |
| 10. The factory is safer: Staff know safety rules and use equipment correctly. | |
| 11. Your factory gains a better image and reputation. | |
| 12. Staff understand and respect factory rules and functioning. | |



Training staff has a cost for the factory. Many factories fear that workers will leave after getting trained. But, workers who receive adequate training are more satisfied with their job, and more likely to stay. They also perform better, which lowers other costs (such as repair costs), and increases factory revenues through higher productivity!

Table 3. Self-assessment

| In our factory... | Response | |
|--|------------------------------|-----------------------------|
| 1. We have a training system to decide who gets trained in what, when, and where. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. We organize orientation trainings for all new workers, to welcome them and give them the information they need. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. We organize technical trainings for new workers before they start in the production room. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. We organize technical trainings for high-performing, experienced workers to upgrade their skills (multi-skilling). | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5. We train all staff on factory safety rules and procedures (e.g. evacuation procedures, sexual harassment policy). | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 6. We train new workers on how to use equipment in a safe and healthy way. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 7. We train all new supervisors and managers in management and / or leadership skills. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 8. We train all staff on important soft skills such as communication and problem-solving. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 9. All staff has the opportunity to receive training, no matter their gender, origin, age, physical abilities or others. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Activity

2b



25 minutes

Selecting training content

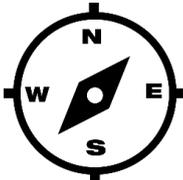
The first step to improve your training system is to identify **what** skills, information and knowledge your employees need to perform well in your factory. In this activity, you will learn more about training areas, then work to identify needs in your factory.



Instructions:

- 1) Have a participant read aloud table 4 listing the three main training areas, and make sure everyone understands.
- 2) Together, go through table 5 and decide for each example which training area it belongs to by putting a ✓ in the corresponding column. Solutions are at the bottom of the page.
- 3) Together, discuss, then fill in your answers in table 6: What training (areas) do you currently train workers, supervisors and managers in at your factory? What training do you think they need?

Table 4. Training areas

| Induction training | Technical training | Soft skills training |
|--|---|--|
| <p>To provide new staff with the information needed to understand and adjust to their new job and to the factory. It helps new workers feel welcome, reduce stress, perform better and adjust faster.</p> <p>Example: Working hours and wages.</p>  | <p>To provide new or current staff with the knowledge and skills that they need to perform their job well. It helps improve quality and productivity, and ensure safety during production.</p> <p>Example: Sewing skills, machine safety.</p>  | <p>To provide staff with skills that help them work and interact with others in a more positive way. It increases productivity by improving the way staff work and communicate with each other.</p> <p>Example: Leadership and communication skills.</p>  |



Technical trainings can be used to help the best workers upgrade their skills, for instance by learning more operations or using more machines. This is called **multi-skilling**. It helps motivate staff and increase job satisfaction. It also helps you improve factory efficiency and flexibility.

Table 5. Training areas

| Examples | Induction training | Technical training | Soft Skills |
|--|---------------------------|---------------------------|--------------------|
| Example: Working hours and break times. | ✓ | | |
| 1. Efficient sewing machine use and maintenance. | | | |
| 2. Factory rules and code of conduct. | | | |
| 3. Safe lifting procedures for storeroom workers. | | | |
| 4. How to better manage and guide workers. | | | |
| 5. How to report accidents and abuses. | | | |
| 6. How to better communicate in the factory. | | | |
| 7. Making more efficient markers for cutting. | | | |
| 8. How to fill in issuing slips for bundles. | | | |
| 9. How to solve problems creatively and efficiently. | | | |
| 10. Who to speak to about issues or questions. | | | |

Table 6. Who needs what?

| | What do you provide? | What do they need? |
|-----------------------------------|-----------------------------|---------------------------|
| Workers | | |
| Supervisors & Managers | | |

Solutions: 1. T, 2. I, 3. T, 4. S, 5. I, 6. S, 7. T, 8. T, 9. S, 10. I

Activity

2c



25 minutes

Training methods

Once you have identified what areas to train your staff in, you can start thinking about **how** to organize trainings, and select a training method. In this activity, you will learn more about the different ways to train.



Instructions:

- 1) Together, go through table 7 listing six common training methods, then discuss and write down: What are their advantages and disadvantages?
- 2) Have a participant read aloud the text box below. Then, together, go through the list of good practices for organizing trainings in table 8, and put a ✓ on the right if you think it could be done in your factory.
- 3) Together, look at the training plan in table 9. An example has been given to guide you. In column A (content), list your training needs identified in the previous activity (step 3). Then, for each identified need, discuss and write down in columns B and C:
 - Which training method is most appropriate and why? (B)
 - Who should be the trainer (supervisor / other worker / internal trainer such as HR officer)? (C)



You do not necessarily need to hire expensive external trainers! For instance, you can recruit some of your best workers to act as trainers (if they agree) for new hires for a specific period of time. They should be trained on how to conduct trainings, and assessed regularly.

Table 7. Training methods

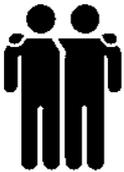
| Methods | Advantages & Disadvantages |
|---|--|
|  <p>Video training. Staff is shown a video on certain topic(s). It can be followed by Q&As or discussions.</p> | <p>Example:</p> <ul style="list-style-type: none"> + Good for staff who can't read well + You don't need a trainer - More expensive (material + filming) - Less engaging, trainees may get bored |
| <p>Classroom training. Staff are given lectures, sometimes using reading materials. There is little interaction between trainees and with the trainer.</p>  | |
|  <p>Practice-based training. Workers learn how to perform their job by practicing directly in a separate area, with actual machines and materials.</p> | |
| <p>Group discussion training. Staff discuss learnings or issues, share ideas and experience, and learn from each other.</p>  | |
|  <p>On-the-job training. Supervisors help train their team while they are working, by showing them how to improve, answering questions or rectifying mistakes.</p> | |
| <p>Buddy system. New staff is assigned a “buddy” (another staff) who helps them adjust to the factory by spending breaks together, answering questions or giving explanations.</p>  | |

Table 8. Good training practices

| Good practices | ✓ |
|---|---|
| 1. Inductions should be simple, structured, not too formal or too long, conducted away from the production floor. Leave time to answer questions. | |
| 2. Set up induction packages containing key information (working hours, wages, a map of the factory, etc.). | |
| 3. Conduct tours to help new staff become familiar with the factory, pointing out toilets, the canteen, first aid kits, water stations, infirmary, lockers, etc. | |
| 4. Select motivated workers with good interpersonal skills for the buddy programme, and determine in advance how long the assignment will last. | |
| 5. Conduct meetings with buddies to obtain feedback from them and identify missing information or areas for information. | |
| 6. Conduct trainings in rooms that are appropriate for the purpose (quiet, outside of the production floor, e.g. the canteen). | |
| 7. Standardize all your trainings by listing specific content (skills / information) that trainers systematically need to convey. | |
| 8. Train the trainer! Staff given a trainer role should receive basic training on how to train others and on the content of the training that they have to deliver. | |
| 9. Make sure the training method is appropriate to the trainees. Take into account their level of education, literacy, and understanding of the language. | |
| 10. Make sure that trainers (supervisors, buddies, etc.) are recognized and rewarded for the time and effort they invest in training others. | |
| 11. For practice trainings, set up training workstations and provide materials (e.g. excess) and equipment for practice. | |



To make sure trainings are efficient and improve their impact, it is important to evaluate participants before and after trainings, as well as to ask for their feedback and suggestions. To learn more, ask for the “Human resources management” module!

Table 9. Your training plan

| A. Content (What) | B. Method(s) (How) | C. Trainer (Who) | D. Location (Where) | E. Time (When) |
|--|---|---|--|---|
| Example: Induction trainings and factory tours for new staff | (1) Classroom training + factory tour (2) Buddy system | (1) HR officer (2) Buddies recruited among staff | (1) In the canteen (2) In the factory (in their department) | (1) Once, within 2 weeks of starting the job. (2) During 3 months after the induction. |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Activity

2d



20 minutes

Training time and place

Once you have identified how to train your staff, you can start thinking about **where** (location) and **when** (time and frequency) to organize your trainings. In this activity, you will discuss timing and location, then practice setting up a training plan.



Instructions:

- 1) Together, brainstorm: Who can provide quality, low-cost training services or materials to your factory? Then, read the first text box below.
- 2) Together, read the second text box below. Then, come back to your training plan in table 9. For each training need identified, discuss and write down in column D: Where do you think this training should take place, and why?
- 3) Have a participant read aloud the third text box below. Then, come back to your training plan in table 9 again. For each training need identified, discuss and write down in column E: When and how often do you think this training should take place, and why?



The ILO's FIT training tools are free of use, and can be used to train workers, supervisors and managers on a range of technical and soft skills. To learn more and select modules that fit your needs best, ask for the FIT catalogue!



For classroom or discussion-based trainings, select a quiet room in your factory, away from production areas (e.g. canteen or hallway). For practice trainings, either set up a small section in each production department, or allocate one room for all practice trainings to take place.



In general, it is better to organize trainings during working hours. Trainings taking place at night or outside of working hours make it difficult for female staff to attend (especially women with children), due to safety concerns and family obligations.



Session 3

Action items

Goals

Summarizing and revising the new knowledge gained.

Identifying concrete applications of the new knowledge that benefit your factory.

Session 3

Overview



One member should read the full session out loud to the rest of group



20 minutes



Learning manual, pens, and markers

Throughout this module, you gained new knowledge on how to select training content, methods, time and location to improve training systems and delivery in your own factory.

Selecting training
content

Selecting training
methods

Selecting training
time & place

In this session, you will think of ways to apply your new knowledge to improve training activities in your factory by reviewing best practices and drafting your own action plan.

Activities

Activity

3a



5 minutes

Best practices checklist

In this activity, you will review best training practices as a next step for evaluating your own and implementing improvements.



Instructions:

- 1) Together, look at the list of best practices in table 10, and put a ✓ in the column on the right if you use these practices in your factory.

Table 10. Training staff

| Best practices | ✓ |
|--|---|
| 1. All staff have equal access to training, no matter their gender, origin, age or other personal characteristics. | |
| 2. The factory organizes induction trainings and factory tours for all new hires. | |
| 3. The factory provides technical skills trainings for new hires and for workers who have the potential and want to improve their skills. | |
| 4. The factory provides soft skills trainings for all employees in the factory. | |
| 5. The factory uses different training methods, and selects the best method for each training, taking into account training content and trainees' level. | |
| 6. The factory sets up a training plan listing who will be trained in what, using what method and by whom, as well as training time and location. | |

Activity

3b



15 minutes

Your action plan

In this activity, you will think of ways to apply your new knowledge to improve your training systems by drafting your own action plan.



Instructions:

- 1) Together, fill in the action plan (table 11) on the next page. Identify a key problem that you want to solve and write down the solutions you identified while working on this module.

Table 11. Training staff – Action Plan

| Problem identified | | | | |
|-----------------------------|------------------------------|---------------------------|-----------------|---|
| Solutions identified | Action(s) to be taken | Person responsible | By when? | How will improvements be measured? |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Training staff

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FIT is being piloted in Asia under the regional Decent Work in the Garment Sector Supply Chains in Asia project funded by the Government of Sweden.

Decent Work Technical Support Team for East and South-East Asia and the Pacific

United Nations Building, 10th Floor
Rajdamnern Nok Avenue,
Bangkok 10200, Thailand
Tel.: 662 288 1234 Fax. 662 288 3058
Email: BANGKOK@ilo.org



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