



MINISTRY OF HUMAN RESOURCES

Handbook on Social Skills and Social Values in Technical Education and Vocational Training

Second Edition



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and Social Values
in Technical Education and
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To the trainees, their parents and providers of training institutions, our thanks to them for exploring with us some initial ideas on social skills and social values. To coaches of industries and trainers of training institutes who were involved in two workshops to examine and refine social skills and social values developed and put them into technical context, we thank you and appreciate your inputs.

MESSAGE FROM THE SECRETARY GENERAL



In the era of rapid global economic growth and in line with the need to keep pace with technology development, the Government has provided with basic and necessary training facilities to equip our workforce with knowledge and competencies for the industry. However, high technology skills development must go hand in hand with the inculcation of positive social values and positive self identity among trainees. This is an important step in producing a highly skilled workforce as well as to generate the development of competent human capital to steer

Malaysia to achieve a developed nation status in the year 2020.

In preparation to achieve this basic requirement, the Ministry of Human Resources took a proactive approach in developing a Malaysian Master Plan for Occupational Skills Development and Training 2008 – 2020 to enhance skilled workforce development in Malaysia. This Master Plan provides the platform towards the development of highly skilled and knowledgeable, it's become track towards developed high skill and knowledgeable workforce, equipped with positive attitude and value to enable the industry in Malaysia to sustain its competitiveness in the local and international arena. One of the strategies to achieve the objective outlined in the Master Plan is to increase and expand the implementation of the National Dual Training System (NDTS). The implementation of the NDTS is expected to produce a competent workforce which is highly skilled technically as well as have positive social values to improve work quality and be able to compete in the global market.

Thus, this handbook aims to increase awareness on the importance of soft skills in the development of k-workers which are critical for national competitiveness.

A handwritten signature in black ink, appearing to read 'Uthman', with a long, sweeping horizontal line extending to the right.

Datuk Thomas George
Secretary General
Ministry of Human Resources, Malaysia


MESSAGE FROM THE DIRECTOR GENERAL



Skilled and knowledgeable human resource development is a main strategic thrust for ensuring a nation's success. The Malaysian Master Plan for Occupational Skills Development and Training 2008 – 2020 has been formulated to provide focus for strengthening the skilled workforce in Malaysia. Five core strategies in the Master Plan are fully emphasis to the development of skills training and the development of human capital. Thus, efforts to fulfill the human resource requirements in the context of globalization and advancement in information communication and technology require concerted efforts to develop competent workforce which is not only highly skilled in the technical aspect but also has the required soft skills.

The government officially launched the National Dual Training System (NDTS) in 2005 to produce k-workers through a comprehensive and latest training methods in fulfilling the current needs of industries. The NDTS approach focuses on two main skills: technical and soft skills (social skills and social values). Exposure to both these skills needs to be balanced to produce NDTS graduates who are competent in technical areas and also soft skills.

The publication of this handbook on social skills and social values in technical education and vocational training has tremendous benefits for trainees in equipping them with soft skills that are required as k-worker. This handbook includes various methods/techniques of social skills and social values, technical components and relevant teaching/learning methodologies. On behalf of the Department of Skills Development, I would like to express my appreciation and gratitude to the research team from Universiti Putra Malaysia led by Prof. Dr. Rahim Md. Sail who assisted us in understanding what are social skills and social values and how they can help k-workers to enhance their work performance and develop their careers.



Dato' Ir. Wan Seman Wan Ahmad
Director General
Department of Skills Development
Ministry of Human Resources, Malaysia

This handbook would be more useful if trainers undergo training of trainers (TOT) sessions where they are exposed to the concepts of social skills and social values and understand how these concept would contribute and influence to the overall effectiveness of a training programme. The ability to integrate social skills and social values by trainers will be a milestone for technical education and vocational training in producing competent k-workers as well as having positive attitudes and commitment towards their tasks and responsibilities.

The handbook would be useful if trainer is committed and believe that social skills and values form an important component to produce k-workers, besides the technical and learning methodology components.

INTRODUCTION

Malaysia is gearing up all its resources in moving forward to be a developed nation by the year 2020. The most important resource is the human capital which will drive the country's economy and development based on knowledge. The government has allocated RM45.1 billion for education and training in the 9th Malaysia Plan (2006 – 2010) through the Ministry of Education, the Ministry of Human Resources, the Ministry of Entrepreneurial and Co-operative Development and the Ministry of Youth and Sports. The launch of the Master Plan for Malaysian Occupational Skills Development and Training, 2008 – 2020, on 3rd May 2008 by The Honourable Prime Minister of Malaysia, serves the objective to produce knowledge-workers who will further strengthen the nation's global competitiveness.

The development of human resources or human capital for all operational up to managerial levels, is vital for a successful knowledge-based economy. The workforce should be continuously equipped with knowledge and skills to increase Malaysia's competitiveness in the global market. Therefore, the government has introduced and implemented the latest and comprehensive skills training approach to meet the current industrial requirement by emphasizing social skills and social values.

The publication of this handbook is an outcome of extensive research and focus group discussions that have been conducted with relevant stakeholders. The handbook contains approaches and techniques to produce human resources equipped with the social skills and social values based on the Master Plan for the Malaysian Occupational Skills Development and Training, 2008 – 2020. In line with each approach, we have identified several methods and techniques, suitable for the dissemination of information. Corresponding to each approach and method used, several social skills and social values are identified that are relevant to the topic discussed and the work to be carried out. At the end of the write-up, a table under each approach with methods/techniques, social skills and social values are developed for easy reference. The handbook ends up with the example of assessment strategy in relation to social skills and social values that are being implemented in the National Dual Training System (NDTS) programmes.

The NDTs curriculum or the NOCC consists of the following contents¹:

- a) **Training Occupation (TO):** the TO is identified through industry need analysis as well as present and future requirements (e.g. Automotive Mechatronic).
- b) **Occupational Profile:** describes the nature of work, working conditions, employment prospects and qualification awarded upon completion of training.
- c) **Occupational Core Work Processes (OCWP):** contain the main work processes commonly practised in several companies dealing with the same training occupation. The analyses of work processes form the basis for the development of core competencies and training contents.
- d) **Core Competencies:** state the competencies required to carry out the core work processes. These competencies include: technical competencies, learning methodology competencies, and human and social competencies.
- e) **Training Content Outline:** specifies the learning areas and learning objectives at the institutes and workplace (industries) as well as the duration for training required to acquire the core competencies.
- f) **Master Learn and Work Assignments (LWA's) for Workplace/Training Institute:** they are developed by a panel of experts from the industries and training institutes. Each LWA is designed based on each core work process and consists of activities carried out by a skilled worker in performing an assignment in meeting the learning objectives, in searching for information sources, in answering the guiding questions, hints and instructions for the apprentices. It is in the LWAs, social skills and social values are planned, integrated and taught (either directly or indirectly) or inculcated through technical assignments to fulfil each core work process (see Appendix A for a detailed account of one LWA on automotive mechatronics with methods/techniques of instruction, social skills and social values integrated in a technical assignment).

¹ The discussions on the NOCC are obtained from documents produced by the Department of Skills Development, Ministry of Human Resources. The documents are: a) Implementation of NDTs: Guides and Rules, 2005; b) NOCC: Training Occupation - Automotive Mechatronic, 2005.

HOLISTIC K-WORKER

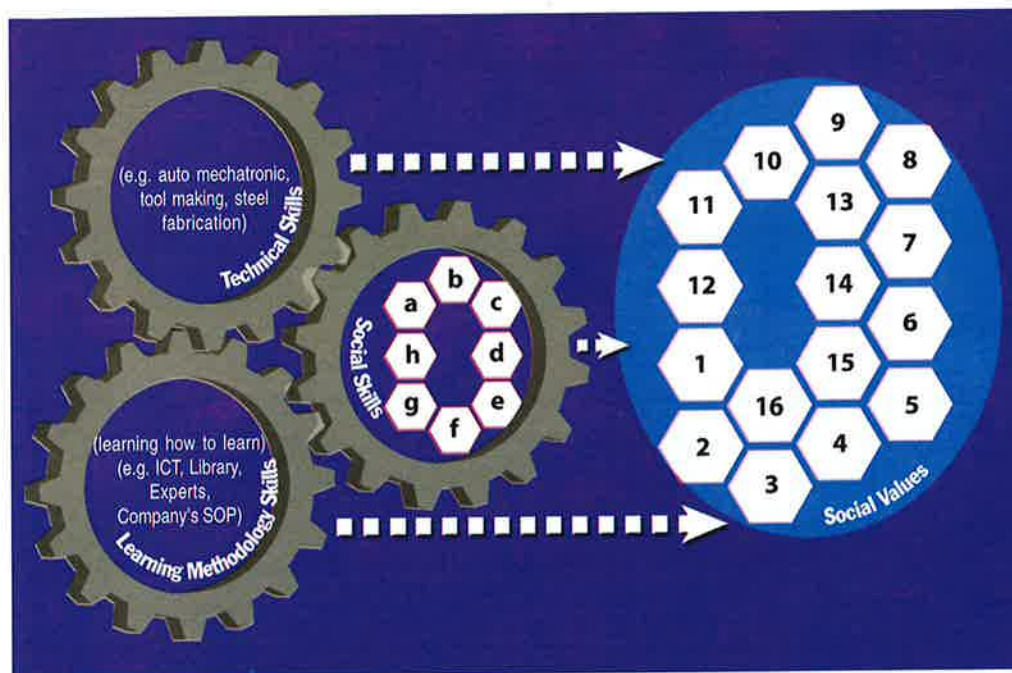


Figure 1: Competencies of a Holistic k-Worker

Social Skills:

- a. Communication skills
- b. Conceptual skills
- c. Interpersonal skills
- d. Learning skills
- e. Leadership skills
- f. Multitasking and prioritizing
- g. Self-discipline
- h. Teamwork

Social Values:

1. Communal spirit
2. Compliance
3. Cooperation
4. Courage
5. Diligence
6. Gratitude
7. Honesty
8. Justice
9. Meticulous
10. Moderate
11. Patience
12. Politeness
13. Punctuality
14. Rationality
15. Respect
16. Self-reliance

The acquisition of the three competencies and social values by trainees must be given equal emphasis in the curriculum and training. In order to achieve this goal, coaches and trainers must first be trained through training of trainers (TOT) programme so that they can acquire not only the necessary knowledge and skills related to the technical subject matter but also the required social skills, learning methodology and social values. The TOT would equip coaches and trainers with skills to integrate and disseminate technical subject matter with relevant social skills, learning methodology and social values to the trainees.

Definition of Social Skills

Communication skills	Ability to listen and to express verbally, non-verbally and in writing.
Conceptual skills	Ability to identify, analyse, synthesize and evaluate information or event.
Interpersonal Skills	Ability to relate with others and learn from criticism, cope with ambiguity and remain composed in uncomfortable and stressful situation.
Learning skills	Ability to acquire and apply knowledge, learn how to find and use resources to facilitate learning, to meet changing needs and acquire high level of proficiency.
Leadership	Ability to motivate, guide and be supportive of others to accomplish something as well as possessing delegation skill.
Multitasking and Prioritizing	Ability to capitalize on all skills, have winner attitude, organizing skills and ability to manage time.
Self-discipline	Possess motivation, have initiative, confidence and efficacy.
Teamwork	Ability to collaborate, cooperate, and negotiate and be team players.

Learning Methodology (Learning How to Learn Skill)

Learning will take place when there is an active part played by the learner. This requires the learner to look for more information and putting the information into practice to see whether or not “something” works. A learning strategy is a personal matter and has a lot do with one’s habit to acquire knowledge and skills. With the open sky concept and the advent of ICT, learning on how to learn skill has revolutionized around computers. Almost all information that one requires are in the computer through internet access. Basically, one needs to learn how to operate a computer and has an internet access and the whole world of information could

Social Values

A value can be considered to be a standard, centrally located within one's total belief system, about how one ought or ought not to behave, or about some end-state of existence worth or not worth attaining (Rokeach, 1972: 124).

The purpose of behaviour is to meet needs and develop social values. While people have a variety of needs, it is the values they choose to address one's psychological and social needs that have the greatest impact on behaviour in the workplace.

Values (beliefs or attitudes about what is good, right, desirable, worthwhile, etc.) and your value system (the ways one organizes, ranks and prioritizes and makes decisions based on one's values) provide the foundation from which you make your personal and professional judgements and choices. They are one's beliefs about what is important in life. Some values refer to how one should act (for example, to be honest, to cooperate and to be polite). Others refer value to what one wants to accomplish or obtain in life (for example, to be rich, to be secure and to have wisdom).

Psychologist Milton Rokeach defined social values in a more precise and denotative scientific terms as having the following properties (Rokeach, 1972):

- they are beliefs;
- they are conceptions of, preferences for and prescriptions about desirable modes of conduct or established orientations toward living and existence;
- they are conceptions of, preferences for and prescriptions about desirable end states of existence and social ideals.

We have identified 16 social values that can be inculcated to trainees. These social values with their definitions are as follows:

Definition of Social Values

Communal spirit/Public Spiritedness Use of communal feeling to act for the betterment of group. *Group consensus* is important, i.e. take action by emphasising collective concurrence and cooperation for the good of all. So is *responsive towards social issues*, i.e. constantly aware of and concerned about social issues and

application of maximum patience and effort in the performance of any task or action.

**Gratitude
(Thankfulness)**

Feelings and actions that arise due to enjoyment, pleasure and comfort that have been acquired. One such feeling is *thankfulness*, i.e. the feeling that arises due to the recognition of services, contributions or presents given. One is also *grateful for kind deeds* when one recalls such deeds bestowed by others with an intention to repay the kindness. Gratitude is *appreciation* when one acknowledges kind contribution or service received.

Honesty

Conduct and demeanour that demonstrate good and trustworthy intentions, without expecting any form of reward. *Trustworthy* is responsible attitude that encourages belief and confidence from others; *truthful* is make accurate statements without adding or concealing details; and perform a task or an action without expecting compensation is *sincerity*.

Justice

Actions, speech considerations and decisions that are *fair*, i.e. made objectively, adequately and appropriately and *impartial*, i.e. made without bias or favour.

Meticulous

Extremely careful or particular and precise about minute details, hence attentiveness to all aspects.

Moderate

In balancing between *self-interest and the interest of others*, the decision made should not be based entirely on what is needed by oneself or an individual nor should it solely emphasise the importance or interest of others in such a manner that it could cause harm to the individual. One is moderate in speech and actions when these are *within the set limits of appropriate etiquette and manners* in order to avoid hurt feelings and negative social repercussions.

Patience

Capacity to endure hardship, difficulty or inconvenience without complaint. This amounts to qualities of calmness and quiet perseverance. It may denote self-possessed or self-control. Also, a painstaking and untiring industry or application in the doing of something.

ACTION-ORIENTED TEACHING/LEARNING (AOT/L)

Definition

Action-oriented teaching/learning (AOT/L) is a process of collaborative action in which learners transform through participative reflection-in-action. Action learning provides a flexible and systematic method to conceptualize learning from experience. Because action learning is concrete and concerned with learners' actual experiences, it is immediately relevant to their practical work. Action learning is an approach to working with, and developing people, which uses work as a real project or problem as the way to learn. Participants work in small groups or teams to take action to solve their project or problem, and learn how to learn from that action. A learning focus coach works with the group in order to help them learn how to balance their work, with the learning from that work (O'Neil & Lamm, 2000, p. 44).

The advantages of AOT/L include:

- Improved strategic thinking ability.
- Development of new skills (e.g. leadership, problem-solving, communication, questioning, presentation and process facilitation skills).
- A concrete outcome of benefit to the organization and programme participants.
- Balanced and diverse groups enhance the learning process and allow significant contributions to the learning community.

The disadvantages of AOT/L include:

- Potentially time consuming, but this can be minimized by concentrating on specific training requirements.
- Requires protected time for the participants.
- Struggles constantly with the balance between accomplishing the task and learning from it.
- Difficult to ensure consistency across groups and across sessions of any programme.

Some of the teaching methods under AOT/L approach are discussion, hands-on, demonstration, nominal group technique, question-answer, problem solving, simulation, interactive lecture and exercise.

Parameters for effective discussion

- Limit the discussion to not more than an hour.
- Limit the number of agenda within the time frame.
- Output of the discussion must be shared with members of the group within the time frame.
- Focus the discussion on the agenda and be aware of going astray.
- Avoid making judgement on members' ideas.
- Be aware of body language and non-verbal expression.
- Avoid individual members dominating the discussion.
- Do not interrupt while members are giving their ideas.

Core social skills and social values to be inculcated

- Social skills
 - Communication skills
 - Conceptual skills
 - Interpersonal skills
 - Leadership skills
 - Multitasking and prioritizing
 - Teamwork
- Social values
 - Cooperation
 - Honesty
 - Politeness
 - Rationality
 - Respect

- Summarize discussion.
- Oral explanations combined with visual activities.
- A result hands-on shows the outcome of some practice or innovation such as field tests of engine electronic system (petrol/diesel).

Core social skills and social values to be inculcated

- Social skills
 - Communication skills
 - Conceptual skills
 - Interpersonal skills
 - Self-discipline
- Social values
 - Cooperation
 - Honesty
 - Respect
 - Rationality
 - Meticulous
 - Punctuality

Instructional procedures

- Introduce the subject and explain the objective of the demonstration.
- Brief on the tools and equipment required.
- Demonstrate the processes or skills step by step with adequate explanation.
- Allow trainees to ask questions.
- Invite trainees in trying out the act or skills at each step demonstrated or after the demonstration.
- Provide feedbacks on the trainee's performance and/or seek comments from other trainees.
- Summarize the session.
- Thanking trainees for their participation and contributions.

Parameters for effective demonstration

- Limit the demonstration to one skill (one process or one task).
- The group must be small enough so that each has the opportunity to try out the skill.
- The demonstrator must be totally prepared and familiar with the demonstration.
- Provide opportunity for supervised practice.
- Provide feedback and encouragement.
- Avoid making judgement (negative comments) on trainee's performance.
- Avoid individual trainee dominating the session.

Core social skills and social values to be inculcated

- Social skills
 - Communication skills
 - Conceptual skills
 - Interpersonal skills
 - Learning skills
 - Multitasking and prioritizing
- Social values
 - Compliance
 - Courage
 - Cooperation
 - Gratitude
 - Honesty
 - Rationality
 - Politeness

Instructional procedures

- Select a group leader from among the group participants.
- Present the topic and objectives, usually ahead of the group meeting. Typically the objective will be to identify issues or projects that are most important to the group or to the organisation.
- Request the group members to discuss the topic, ask questions and seek clarifications.
- Allow group members time to consider the issues and projects they believe are the most important.
- Ask each group member to write down his/her priority issues or projects. If useful to do so, ask each group member to read aloud his/her responses, and give time to explain and elaborate on written responses.
- Record all the group's responses on a master list or a flipchart for the group to view.
- After all responses have been recorded, work through the responses together as a group and eliminate duplicates.
- Request members to choose their top priorities: say 5 to 10, depending on the number of issues and projects that the group needs to agree on.
- Collect the group members' rankings and combine these to form a collective response – this is the group's consensus on the ranking of important issues or projects.

Parameters for effective nominal group discussion technique

- The process should be limited to less than an hour.
- The number of issues discussed should also be limited.
- Avoid interruption while the process is going on.
- Avoid being judgemental on member's decision and nominations.
- Avoid individual members dominating while choosing top priorities.
- Output of the process must be shared with members of the group within the allocated time frame.

Core social skills and social values to be inculcated

- Social skills
 - Communication skills
 - Interpersonal skills

AOT/L: QUESTION AND ANSWER

Definition

The question and answer method requires analysis of cause and effects and the relationship between them. It leads naturally to problem solving and/or to decision-making based upon explicit criteria and evidence. Questions should lead to emphasis on the what, why, how, when, who and where of study content. Ask yourself questions as you read or study and note them to be used in question and answer session.

Rationale for having question and answer

- Must have a purpose.
- It stimulates members into participating.
- It is an interesting method and makes teaching fun.
- Meaningful questions must be asked.
- It encourages optimism, faith and the benefits of the doubt.

Requirements for effective question and answer

- Provide a climate of sharing among members.
- Encourage every member to participate.
- Provide answers to all questions asked.
- Open up to members to answer some of the questions.
- Summarize session and highlight important points.

Instructional procedures

- Introduce moderator and allow members to introduce themselves.
- Introduce topics and scope of questions and answers.
- Limit one question to each member.
- Invite members to ask questions.
- Summarize questions and answers.

Parameters for effective question and answer

- Limit the questions and answers to not more than an hour.
- Limit the number of agenda within the time frame.
- Output of the questions and answers must be shared with members of the group within the time frame.

AOT/L: PROBLEM SOLVING

Definition

Problem solving is a process of tackling technical and non-technical problems in a systematic and rational way. It involves gathering information, analyzing situation, and making decisions on the course of action. This technique is applicable in individual or group settings. Effective problem solving requires all group members to be open and receptive to information, analytical and active in analyzing and solving the problem.

Rational for having problem solving

- It encourages trainees to develop a systematic approach to tackling problems and to be able to reflect on their approach.
- It is an effective method to impart analytical and decision-making skills.
- It helps improve future problem-solving skills for the trainees.
- It helps trainees to understand a subject comprehensively.
- It improves trainee's ability to seek and evaluate information.
- It promotes development of interpersonal and relational skills.
- It improves trainee's confidence in speaking.

Requirements for effective problem solving

- Sitting arrangement allows face-to-face interactions.
- The problem to be solved must be well defined and described and all relevant parameters specified.
- A competent moderator to facilitate the problem solving activity.
- Training aids such as flip chart, white board, flannel board, flash card and newsprint need to be readily available.
- Interference such as noise and acoustic-related disturbances must be minimized.

Instructional procedures

- Introduce moderator and allow trainees to introduce themselves.
- Brief on tasks to be accomplished.
- Invite trainees to give their ideas.
- Provide feedback on the process as well as the outcome of the problem solving activity.

AOT/L: SIMULATION

Definition

Simulation refers to involving trainees in created real-live events or situations to experience the possibilities in actual live or work environment or experiential learning.

Rationale for using simulation

- Prepare trainees to cope with future roles.
- Challenge trainees with decision-making skills during realistic live or work situation.
- Provide practice in controlled and safe environment.
- Lead to some format of standardized teaching for experiential learning.

Requirements for effective simulation

- The simulators and games must be tested and validated for realism.
- The simulators and games must allow trainees to get immediate feedback about transferring behavioural change to actual situation.
- Trainees must be given sufficient time and access to the simulators or games.
- The process must be able to transfer practice from low to high level.

Instructional Procedures

- Determine the performance objectives to be achieved.
- Set the expected behavioural change level in the simulator or game system.
- Let the trainees know what to be expected from the simulation.
- Relate the achievement of the trainees based on individual capabilities.
- Involve observers to take note on teamwork, communication, and situation awareness.
- Give feedback, debriefing, or video seminars.

Parameters for effective use of simulation

- Be prepared with back up for equipment failure.
- Focus on selected performance behaviour change.
- Provide sufficient time for practice.
- Provide continuous feedback.

AOT/L: INTERACTIVE LECTURE

Definition

Interactive lecture is an easy way for an instructor to involve trainees as active participants in a lecture-based of any size. It has strategies and specific examples of activities to involve trainees in large and small lecture-based classes. Making lectures interactive draws trainees into the lecture by engaging them in working with the materials. In an interactive lecture, the lecture is interspersed with short individual, pair, or small-group activities. These activities also provide feedback to the instructor on trainees' understanding.

Rationale for having interactive lecture

- It helps trainees think about and applies lecture material in class, and gives the instructor feedback in class on trainees' understanding of the material.
- It enhances trainees' learning, particularly in large classes.
- It involves trainees in activity that allows them to work directly with the material. These activities allow trainees to apply what they have learned earlier or give them a context for upcoming lecture materials.
- It helps to keep trainees' attention focus on the class, give trainees repeated opportunities to practice, and increases trainees' retention of lecture materials.

Requirements for effective interactive lecture

- Sitting arrangement that allows face-to-face interactions and activities to be carried out.
- Instructor prepares lecture notes and materials.
- Trainees' willingness to pay attention to lectures and participate in related activities.
- Training aids such as white board, LCD projector, notebook, and good PA system need to be readily available.
- Interference such as noise and acoustic-related disturbances must be minimized.

Instructional procedures

- Instructor presents information to trainees.
- Get the trainees excited about the lecture topic.

AOT/L: EXERCISE

Definition

Sundry tasks for groups or individuals, usually intended to apply or internalize content, generally instructed by trainer and performed as a group work. The exercise is designed or patterned to specific content.

Rationale for having exercise

- It allows trainees improve their understanding of the material learned.
- It gives the opportunity for trainees to think critically the problem given by the instructor.
- It helps trainees to develop problem solving skills.
- It develops trainees with self-confidence in doing their work.

Requirements for effective exercise

- Trainees readiness to learn and do the exercise given by the instructor.
- Questions or problems designed by the instructor.
- Exercise book or writing materials must be made available.
- Provide appropriate place for trainees to do the exercise.
- Allocate appropriate time for trainees to complete the exercise.
- Instructor provides feedback to trainees' performance.

Instructional procedures

- Instructor prepares questions or problems.
- Instructor gives trainees questions or problems to solve.
- Trainees work individually or in group to solve the problem.
- Trainees submit their work to the instructor for evaluation.
- Instructor gives feedback to trainees.

Parameters for effective exercise

- Questions or problems given to trainees to solve should be related to the topic learned.
- The difficulty level of the questions or problems should be within trainees' capabilities to solve.
- Enough time should be given for trainees to do the exercise.

Matrix of Action-Oriented Teaching/ Learning with Social Skills and Social Values

Approach	Methods/Techniques	Social skills	Social values
Action-Oriented Teaching/ Learning (AOT/L) <i>(Experiential Learning which involves hands on and is activity-based)</i>	Discussion <i>(Exchanging viewpoints and experience presented by individuals)</i>	Communication skills <i>(Ability to listen and to express verbally, non-verbally and in writing)</i>	Cooperation, Politeness, Rationality, Respect
		Conceptual skills <i>(Ability to identify, analyse, synthesize and evaluate information or event)</i>	Honesty, Courage, Rationality, Compliance
		Interpersonal skills <i>(Ability to relate with others and learn from criticism, cope with ambiguity and remain composed in uncomfortable and stressful situation)</i>	Communal spirit, Cooperation, Courage, Honesty, Politeness, Rationality, Respect, Gratitude
		Leadership skills <i>(Ability to motivate, guide and be supportive of others to accomplish something as well as possessing delegation skill)</i>	Honesty, Justice, Politeness, Compliance, Cooperation, Punctuality, Rationality, Thankfulness/ Gratitude, Courage
		Multitasking and prioritizing <i>(Ability to capitalize on all skills, have winner attitude, organizing skills and ability to manage time)</i>	Diligence, Courage, Rationality, Self-reliance

Approach	Methods/Techniques	Social skills	Social values
		Interpersonal skills <i>(Ability to relate with others and learn from criticism, cope with ambiguity and remain composed in uncomfortable and stressful situation)</i>	Communal spirit, Cooperation, Courage, Honesty, Politeness, Rationality, Respect
		Learning skills <i>(Ability to acquire and apply knowledge, learn how to find and use resources to facilitate learning, to meet changing needs and acquire high level of proficiency)</i>	Rationality, Diligence
		Multitasking and prioritizing <i>(Ability to capitalize on all skills, have winner attitude, organizing skills and ability to manage time)</i>	Courage, Diligence, Courage, Rationality, Self-reliance
	Nominal Group Technique <i>(Information or opinion gathering process that permits an individual to record response to inquiries before sharing with group)</i>	Communication skills <i>(Ability to listen and to express verbally, non-verbally and in writing)</i>	Cooperation, Politeness, Rationality, Respect
		Interpersonal skills <i>(Ability to relate with others and learn from criticism, cope with ambiguity and remain composed in uncomfortable and stressful situation)</i>	Communal spirit, Cooperation, Courage, Honesty, Politeness, Rationality, Respect

Approach	Methods/Techniques	Social skills	Social values
	Simulation <i>(Performance resembles actual situations or skills, with outcomes dependent upon performance of trainees)</i>	Communication skills <i>(Ability to listen and to express verbally, non-verbally and in writing)</i>	Cooperation, Politeness, Rationality, Respect
		Conceptual skills <i>(Ability to identify, analyse, synthesize and evaluate information or event)</i>	Honesty, Courage, Rationality
		Interpersonal Skills <i>(Ability to relate with others and learn from criticism, cope with ambiguity and remain composed in uncomfortable and stressful situation)</i>	Communal spirit, Cooperation, Courage, Honesty, Politeness, Rationality, Respect
		Learning skills <i>(Ability to acquire and apply knowledge, learn how to find and use resources to facilitate learning, to meet changing needs and acquire high level of proficiency)</i>	Rationality, Compliance
		Self-discipline <i>(Possess motivation have initiative, confidence and efficacy)</i>	Compliance, Diligence, Rationality
		Teamwork <i>(Ability to collaborate, cooperate, and negotiate and be team players)</i>	Politeness, Respect, Moderate, Cooperation, Rationality, Communal spirit

Approach	Methods/Techniques	Social skills	Social values
		Multitasking and prioritizing <i>(Ability to capitalize on all skills, have winner attitude, organizing skills and ability to manage time)</i>	Diligence, Moderate, Politeness, Rationality, Respect
		Teamwork <i>(Ability to collaborate, cooperate, and negotiate and be team players)</i>	Politeness, Respect, Moderate, Cooperation, Rationality, Communal spirit

SRL: SELF-TEST

Definition

Self-test is a form of diagnostic test to determine the level of knowledge and skills possessed by trainees prior to enrolling in the training programme or courses. It is a form of self-assessment to determine the level of achievement by the trainees in their learning.

Rationale for having self-test

- It determines trainees' readiness to learn.
- It determines trainees' level of achievement.
- It helps trainees' to know their level of knowledge and skills related to the materials learned.
- It helps trainees' to transfer knowledge learned into practice.
- It helps trainees' to rectify their weaknesses and strengths.

Requirements for effective self-test

- Trainees must be willing to take the self-test.
- Diagnostic and self-test instrument must be available.
- The criteria for mastery level must be determined.
- Feedback for the test should be immediately informed to the trainees.

Instructional procedures

- Trainees take the diagnostic test before enrolling in the programme or taking the course.
- The result of the test will determine the level of trainees' knowledge and skills in the course.
- Trainees proceed their learning process in the course at their own pace.
- After completing the course, trainees take the mastery or competency test to determine their achievement in the course.

Parameters for effective use of self-test

- Trainees must take the test seriously.
- The test instrument should measure what it is supposed to measure (validity).

SRL: DISCOVERY/INQUIRY

Definition

Discovery learning encourages trainees to ask questions and formulate their own tentative answers, and to deduce general principles from practical examples or experience. It can also be considered as experimentation with some extrinsic intervention including clues, coaching, and a framework to help trainees get to a reasonable conclusion.

Rationale for having discovery/inquiry

- It is a personal, internal, constructivist-style learning environment.
- Discovery learning is most noticeable in problem solving situations.
- The trainees call on their past experience and prior knowledge to discover the new information or skills.
- Trainees can work together and learn from each other's experiences.
- It encourages trainees to develop problem-solving strategies for confronting the unknown or unfamiliar.

Requirements for effective discovery/inquiry

- Trainees must be willing to involve in discovery learning process.
- Discovery learning involves not only the grasping of general principles, but also the development of the attitude towards learning and inquiry, towards guessing and hunches, towards the possibility of solving problems on one's own.
- It requires trainees' participation in making many of the decisions about what, how, and when something is to be learned and even plays a major role in making such decisions.
- Instead of being 'told' the contents by the instructor, it is expected that the trainees' will have to explore examples and from them 'discover' the principles or concepts which are to be learned.

Instructional procedures

- Instructor assigns the topic or question and instruction to the trainees.
- Trainees search or explore the related materials to the topic or question given.
- Trainees prepare report of the findings.
- Instructor gives feedback to the trainees on their progress and achievement.

SRL: REPORTING/FEEDBACK

Definition

Reporting/feedback requires the use of a broad range of formal and informal, oral, and written communication strategies to provide feedback with accurate and relevant information about trainees' achievement and progress. Importantly, when trainees are kept informed about and engaged in their assessment and learning profiles, they can progress through their work much better.

Rationale for having reporting/feedback

- The reporting/feedback process can foster trainees' progress in many ways. It allows interested parties to be:
- Informed about the intended learning outcomes and receive regular evidence of trainees' progress towards those outcomes.
- Consulted on effective reporting/feedback strategies as part of a broader consultative and educative process about the teaching and learning programme.

Requirements for effective reporting/feedback

- Information or materials to be reported/feedback.
- Trainee profile.
- Reporting/feedback format.
- Reporting/feedback method.
- Frequency of reporting/feedback.
- Feedback from interested parties.

Instructional procedures

- Determine the format and method of reporting/feedback.
- Prepare the report.
- Present the report to the interested parties.
- Receive feedback.
- Make corrective action and continuous improvement.

SRL: ASSIGNMENT

Definition

An assignment is a piece of work where trainees have an opportunity to integrate theory and practice through identifying a task/problem that they have experienced in their lab group setting. The assignment is primarily a teaching tool, and is often designed to make trainees think beyond the literal text of the preceding reading. The process of reading, doing an assignment, reviewing solution to that assignment, and asking questions about the reading, assignment, and the solution are the basic pattern of an effective instruction.

Rationale for having assignment

- It allows trainees to improve their understanding of the materials learned.
- It gives opportunity for trainees to think critically on the problem given by the instructor.
- It helps trainees develop problem solving skills.
- It develops trainees' self-confidence in performing their work.

Requirements for an effective assignment

- Trainees' readiness to learn and do the assignment given by the instructor.
- Questions or problems designed by the instructor to provide effective guidelines for the trainees.
- Appropriate place or lab as well as materials/equipment for trainees to do the assignments.
- Allocate appropriate time for trainees to complete the assignment.
- Instructor's constructive feedback to trainees' performance immediately after each assignment.

Instructional procedures

- Instructor prepares questions or problems.
- Instructor gives trainees questions or problems to solve.
- Trainees work individually or in group to solve the problems.
- Trainees submit their work to the instructor for evaluation.
- Instructor gives feedback to trainees.

SRL: MANUAL

Definition

A manual, also known as a handbook, usually contains guidelines, procedures and examples on how a task is to be performed. Some established companies/institutions produce manuals as standard operating procedures (SOP) for trainees to follow to perform a task. Trainer's manual however is a detailed and process oriented designed to improve the quality of a performed task.

Rationale for having a manual

- It is an introduction to a subject matter prior to training.
- It outlines detailed information on processes and procedures to perform a task.
- It serves as a reference to a subject matter after training.
- It uses a variety of training methods to achieve the training objectives.
- It provides opportunity to use active training methods.
- It provides step-by-step instructions to be used in the workplace and training institutions.

Requirements for an effective manual

- Identify a complete statement of all training objectives.
- Prepare a summary of the information that will be presented either in lectures, demonstrations, videos, etc.
- Identify and estimate the amount of time needed for each lecture, activity, video or other components of the training.
- Provide a clear description of the methods that will be used.
- The manual must be easy to understand, and consist of learnable steps or stages.

Instructional procedures

- Introduce the subject and explain the objectives of the manual.
- Brief on the tools and equipments required for the task.
- Describe the processes or skills step by step with adequate explanation. Make every page user friendly and use simple language.
- Summarize each section of the manual.
- Provide assignments to see if trainees can explain things in a written form.

SRL: OBSERVATION

Definition

Observation is a process and method of seeing a behaviour or skill practiced by a master performer, or to see a programme or a procedure in operation with preparatory instruction and to report back. It is an act of noticing or perceiving, or as an instance of viewing or noting a fact or occurrence of some scientific or other special purpose. It also involves monitoring activities or events happening and make judgements about them.

Rationale for observation

- To check on how individuals are doing, looking for their progress and discovering their problems.
- It helps trainer to diagnose weaknesses and strengths of the trainees.
- To work with trainees to find solutions.
- Recorded observation provides a means to see gaps in lessons or where trainees have misunderstood essential points.
- It provides specific suggestions for instructors to improve teaching/learning.

Requirements for effective observation

- Classroom or laboratory sitting arrangement must allow easy observation to be carried out.
- Trainees must be willing to take part in observation method.
- Observation guide must be available to ease observation activities.
- The criteria for a mastery level task must be determined.
- Feedback for the observation should be immediately informed to the trainees.

Instructional procedures

- Get permission before you observe.
- Must have a purpose on which behaviour to look for.
- Vary the observations so that they are more representative of people and time periods.
- Record the observation. This may involve watching people in person and recording their actions on a checklist.
- Carry out frequent monitoring of trainees progress/feedback.

SRL: MENTAL IMAGERY

Definition

A technique that asks trainees to construct pictures in their minds to create a mental experience of some act or situation. Skill rehearsals allow mental practice of a goal directed performance so that trainees are better prepared to face the actual task. Mental imagery is a process of confidence building before doing the actual thing.

Rationale for having mental imagery

- It encourages trainees to develop a systematic approach to examining the nature of problems, including design problems.
- It is an effective method of design process that can help to shape teaching and learning in design-based subjects.
- It helps to stimulate thinking and imagination to better design for the future.
- It is found that designers traverse the design problem space using generative and exploratory procedures and that these procedures are facilitated by the production of visual mental images.
- It can replace role playing methods.

Requirements for effective mental imagery

- A quiet room with soft lighting in a comfortable chair, feet flat on the floor, eyes closed.
- Interference such as noise and acoustic-related disturbances must be minimized.

Instructional procedures

- Introduce moderator and allow trainees to introduce themselves.
- Brief on tasks to be accomplished and how it is to be done.
- Invite trainees to give their ideas.
- Provide feedback on the process as well as the outcome of the mental imagery activity.
- Summarize the lessons learned from the activity.
- Thanking trainees for their contributions.

SRL: PRESENTATION

Definition

A presentation is a method of dissemination a report which is usually delivered verbally. It is a manner in which a report of an assigned topic/unit/task is being presented, laid out and explained to the audience. Presentation can be delivered individually or shared by more than one presenter with the aim of sharing knowledge or experience. Normally, a presentation is done with the aid of computers and audio-visual equipment.

Rationale for implementing a presentation

- It promotes effective presentation skills among trainees.
- It helps trainees to conduct an effective correspondence, which produces results.
- It develops self-confidence among trainees, by mastering effective communication, interpersonal and leadership skills.
- It helps to develop public-speaking skill, i.e. able to stand and talk in front of public without fear.
- It trains trainees to plan and structure effective presentation to the audience.

Requirements for effective presentation

- Always begin the presentation by first introducing the topic, outlining the presentation and identify the major concepts to be discussed.
- Trainees must speak or deliver their speech clearly and effectively – in terms of volume, pitch and rate of voice.
- Avoid provoking the audience in the presentation.
- Trainees (speakers) must always be aware of what is being said and avoid evoking unpleasant feelings from the audience.
- To prevent 'hick-up' during the presentation, use notes or note cards.
- Trainees must develop a creative approach to the presentation, such as using sound-effect, visual aids, slides, power point, etc.
- Keep it simple and brief, i.e. avoid too many artistic graphics.
- Proper use of humour in the presentation can liven the presentation, but do not over-do it.
- Recapitulate the main points that have been made earlier at the end of the presentation.

- Provide hands-out to audience prior to the presentation.
- Presentation should be simple and direct (avoid long and lengthy presentation that might bore audiences – always keep your presentation brief but sweet).
- Be natural in the presentation, i.e. do not read from your notes verbatim.
- Be sure to start on time and end on time.

Core social skills and social values to be inculcated

- Social skills
 - Communication skills
 - Conceptual skills
 - Multitasking and prioritizing
 - Teamwork
- Social values
 - Cooperation
 - Diligence
 - Honesty
 - Moderate
 - Respect

Instructional procedures

Interview with expert procedures include the following steps:

- Select topic of interest.
- Find source, i.e. choose an expert that the trainees wish to interview.
- Contact expert and fix an appointment date for the interview.
- Plan list of questions to ask, related to the chosen topic.
- On the appointed date, ask permission to start the interview.
- Build a positive rapport with the interviewee before the interview session starts.
- Before the interview, the trainees should ask the expert if they could record (using tape recorder, video or paper and pencils) the interview session.
- Conduct the interview.
- Document all answers to questions asked during the interview.
- Synthesize and organize the information obtained from the interview.
- End the interview by thanking the expert.
- Compile all information and write a report on the interview conducted with the expert.

Parameters for effective interview with expert

- Interviewers (trainees) must arrive on time, i.e. before the expert arrives.
- Dress neatly and appropriately for the interview.
- Trainees must show their appreciation and gratefulness that the expert is able to fulfil their request for the interview.
- Record all the information/answer from the interview accurately.
- If meaning is unclear, probe further to clarify on the points.
- Make sure that the expert is doing most of the talking (answering).
- Be familiar with trainees' topic of interest and know what to ask.
- Always use positive voice tone, body language and encouraging comments to show interest.
- During the interview session, always be polite and sensitive to the needs of the expert.
- Avoid using words or phrases that may sound harsh and demanding.
- Avoid long and lengthy interview session - expert may feel bored or tired.
- Be sure to start on time and end trainees' interview session on time as planned.

Core social skills and social values to be inculcated

- Social skills
 - Communication skills

SRL: ON-JOB TRAINING

Definition

On-Job Training (OJT) can either be a structured or unstructured system of training that occurs in the workplace, where a person learns a job (task) by actually performing it. A well-designed OJT programme is essential to provide trainees with a structural approach to job qualification that is timely, relevant and cost effective. It is one of the most effective training methods because it is planned, organized and conducted at the worksite, and it encourages trainees to acquire the fundamental skills needed to perform the actual task.

Rationale for having on-job-training

- It is an inexpensive way to train trainees.
- It helps to broaden trainees' skill and increase productivity.
- It assists trainees to understand and remember subject widely and deeply; it facilitates learning.
- It helps trainees to know better what to do in the real work setting.
- It allows trainees to practise new tasks in an actual and safe environment under an experienced trainer.
- It helps trainees to establish confidence and competence.
- It prepares trainees with necessary skills in implementing their specific task/job as required.

Requirements for effective on-job-training

- Identify types of training needed for trainees.
- It must be conducted at a workplace or any places with appropriate training facilities.
- Requires a knowledgeable and experienced coach/trainer to supervise trainees at the workplace.
- Trainees must be under the 'observation/watchful eyes' of an experienced instructor – complete supervision or monitoring on trainees progress (performance).

- Provide training materials and assistance to trainees.
- Supply trainees with daily checklist and training instruction as a means to gain consistency in training between shift, and also between other trainees.

Core social skills and social values to be inculcated

- Social skills
 - Communication skills
 - Conceptual skills
 - Interpersonal skills
 - Self-discipline
- Social values
 - Compliance
 - Diligence
 - Honesty
 - Meticulous
 - Rationality
 - Respect

Instructional procedures

Standard troubleshooting procedures are as follows:

- Identify the symptoms through careful observation.
 - Define/record down as many problems and related parameters regarding the offending state.
- Isolate the cause of the symptom. There are several methods for isolating a problem, as follows:
 - Retrace your step – before the problem occurs.
 - Divide the problem into its smallest units.
 - Identify which functions are working correctly.
 - Keep careful records of changes and effects.
- Take appropriate actions/solutions to correct the problem. Consider several possible actions.
- Test or consider once again the solution that was done, i.e. evaluate the system to see if the original problem is solved and to verify that the new problems have not been introduced by the changes made.
- If new symptoms/problems occur, start the troubleshooting process again, and carefully/accurately documenting the changes that are made during the process.

Parameters for effective troubleshooting

- Provide a comprehensive manual for trainees relating to the problem task.
- Trainees must be trained with effective elimination process, so that they can try to eliminate the most unlikely cause first.
- Provide trainees with a checklist/ charts/tables on any plant operations, to enable them to trace through the data flow, and try to find the point where inconsistencies occur.
- Always follow this step, i.e. “if you get stuck, retest your assumption”, because flaws can occur during the first check.
- Always check on an ‘error-log’.

Core social skills and social values to be inculcated

- Social skills
 - Communication skills
 - Conceptual skills
 - Multitasking and prioritizing

SRL: LECTURE WITH ASSIGNMENT

Definition

A lecture is a method of conveying information/knowledge which is usually delivered verbally. It is one of the most 'stable' teaching methods to deliver knowledge on certain topic to trainees, especially if each lecture is followed by an assignment to enhance trainees' understanding. Diagrams, pictures, flow charts or short notes as concrete images can also be used during a lecture to enhance understanding.

Rationale for a lecture with assignment

- It helps to disseminate information in a relatively short period of time.
- It helps to communicate idea and knowledge to a large number of trainees at one time.
- It helps to present factual material in direct, logical manner.
- It helps to stimulate thinking to open discussion while doing the assignment.

Requirements for an effective lecture with assignment

- Always plan the content of the lecture with an assignment in mind.
- Always begin a lecture by introducing its objectives.
- Prepare appropriate materials and audio visual aids to assist lecturing.
- Plan an assignment for trainees such as a case or a problem to be carried out.
- Encourage trainees to raise questions related to the topic delivered to develop in-depth understanding.
- Always end the session by summarizing the main idea of the lecture.

Instructional procedures

- Provide a brief general overview of the content/topic to cover.
- Explain the importance of the main idea of the assignment.
- Relate the current topic with the previous topic or class.
- Outline the body of the lecture:
 - Organize lecture content from a simple to complex information.
 - Make note when, where and what graphic aids to show during lecturing.
 - Note the points to be elicited from the trainees.
 - Write down the questions to ask and budget time for questions.

SRL: INDEPENDENT STUDY

Definition

An independent study is a mode of teaching/learning that requires trainees to take responsibility for their own learning and learn to learn. This teaching/learning method enables trainees as learners to develop learning skills and apply those skills to acquire knowledge. This method is also known as self-directed learning.

Rationale for implementing an independent study

- It helps to promote self-discipline among trainees.
- It trains trainees to take responsibility for their own learning.
- It helps to develop self-confidence among trainees.
- It helps trainees to develop their own unique plan in acquiring knowledge.
- It helps trainees to develop skill to manage their learning activity.
- It provides a flexible schedule and self-paced learning.
- It allows trainees to work independently using several combinations of learning methods to gain knowledge.

Requirements for effective independent study

- Trainees must be self-disciplined and highly motivated to work independently and at own pace.
- A well prepared materials such as modules and manuals for trainees to work on.
- Trainees must be responsible for planning and organizing their learning objectives.
- Ensure trainees to actively 'work' on their learning materials and provide feedback for their efforts, thus enhancing the learning process positively.
- Apply a variety of assessment strategies to evaluate/ assess trainees' performance, such as through essays, assignments, exams, practical projects, etc.

Instructional procedures

Independent study procedures include the following steps:

- Develop specific course objectives and course description.
- Identify appropriate topics and content areas based on trainees' needs and requirement.

SRL: PROGRAMMED INSTRUCTION

Definition

Programmed instruction is a teaching method that consists of learning through small lessons or divided into smaller sections (chunks), where each lesson and learning objectives must be mastered in order to go on to the next lesson. It is a method of presenting new subject matter to trainees in a graded sequence of controlled steps, i.e. learning materials and exercises are given in sequence to ensure trainees can grasp and understand them entirely. Trainees will then work through the programme materials by themselves at their own speed.

Rationale for implementing programmed instruction

- Lessons/ subject matter can be presented in stages.
- It allows trainees to work through each lesson stage comprehensively.
- It allows trainees to work through the programme materials at their own speed.
- Trainees can obtain prompt feedback from the exercises they have accomplished.
- Through feedback received, trainees are able to detect their weaknesses/ mistakes, thus to rectify them.
- Trainees are able to develop ideas and skills through tests and exercises that are carried out.

Requirements for effective programmed instruction

- Set learning objectives precisely according to each lesson stage.
- Always motivate or encourage trainees to work on the material provided.
- Trainers must monitor trainees' progress closely on each programme materials provided.
- Trainees must understand well the materials that they are working on, before moving on to the next stage (lesson).
- Assess trainees' understanding on each lesson by giving them questions, quiz or filling in a diagram.

Instructional procedures

Programme Instruction procedures include the following steps:

- Determine specific lessons / skills needed for the trainees.

Matrix of Self-Reliant Learning with Social Skills and Social Values

Approach	Methods/Techniques	Social skills	Social values
Self-Reliant Learning (SRL) <i>(Teaching and learning that gears towards self discovery involving some guidance, independent learning, and ability to take own action in carrying out a task until completion)</i>	Self-test <i>(Form of test requiring action other than reading)</i>	Conceptual skills <i>(Ability to identify, analyse, synthesize and evaluate information or event)</i>	Diligence, Honesty, Rationality
		Learning skills <i>(Ability to acquire and apply knowledge, learn how to find and use resources to facilitate learning, aware of skill required for meeting changing needs and acquire high level of proficiency)</i>	Diligence, Rationality
		Self-discipline <i>(Possess motivation have initiative, confidence and efficacy)</i>	Compliance, Diligence, Rationality
	Discovery/Inquiry <i>(In-depth exploration with hands-on investigation in search for answers)</i>	Communication skills <i>(Ability to listen and to express verbally, non-verbally and in writing)</i>	Cooperation, Courage, Politeness, Rationality, Respect
		Conceptual skills <i>(Ability to identify, analyse, synthesize and evaluate information or event)</i>	Diligence, Honesty, Rationality

Approach	Methods/Techniques	Social skills	Social values
	Assignment <i>(Various tasks given to trainees for in-depth exploration of certain concepts)</i>	Conceptual skills <i>(Ability to identify, analyse, synthesize and evaluate information or event)</i>	Diligence, Honesty, Rationality
		Learning skills <i>(Ability to acquire and apply knowledge, learn how to find and use resources to facilitate learning, aware of skill required for meeting changing needs and acquire high level of proficiency)</i>	Diligence, Rationality
		Self-discipline <i>(Possess motivation have initiative, confidence and efficacy)</i>	Compliance, Diligence, Rationality
		Teamwork <i>(Ability to collaborate, cooperate, and negotiate and be team players)</i>	Politeness, Respect, Moderate, Cooperation, Diligence, Rationality
	Manual <i>(Handbook or workbook distributed to trainees as text and reference. A manual is more detail and process oriented)</i>	Conceptual skills <i>(Ability to identify, analyse, synthesize and evaluate information or event)</i>	Diligence, Honesty, Rationality

Approach	Methods/Techniques	Social skills	Social values
		Teamwork <i>(Ability to collaborate, cooperate, and negotiate and be team players)</i>	Politeness, Respect, Moderate, Cooperation, Diligence Rationality
	Mental imagery <i>(Technique that asks trainees to construct pictures in the minds to create a mental experience of some act or situation. Skill rehearsals allow mental practice of goal directed performance)</i>	Conceptual skills <i>(Ability to identify, analyse, synthesize and evaluate information or event)</i>	Diligence, Honesty, Rationality
		Learning skills <i>(Ability to acquire and apply knowledge, learn how to find and use resources to facilitate learning, aware of skill required for meeting changing needs and acquire high level of proficiency)</i>	Diligence, Rationality
		Self-discipline <i>(Possess motivation have initiative, confidence and efficacy)</i>	Compliance, Diligence, Rationality
	Presentation <i>(Units assigned and presented by one or more trainees to share knowledge or experience)</i>	Communication skills <i>(Ability to listen and to express verbally, non-verbally and in writing)</i>	Cooperation, Courage, Politeness, Rationality, Respect
		Conceptual skills <i>(Ability to identify, analyse, synthesize and evaluate information or event)</i>	Diligence, Honesty, Rationality

Approach	Methods/Techniques	Social skills	Social values
	On-job-training (OJT) <i>(The placement of trainees in industrial setting to perform actual jobs in the industry)</i>	Interpersonal skills <i>(Ability to relate with others and learn from criticism, cope with ambiguity and remain composed in uncomfortable and stressful situation)</i>	Communal spirit, Cooperation, Courage, Honesty, Politeness, Rationality, Respect
		Conceptual skills <i>(Ability to identify, analyse, synthesize and evaluate information or event)</i>	Diligence, Honesty, Rationality
		Self-discipline <i>(Possess motivation have initiative, confidence and efficacy)</i>	Compliance, Diligence, Rationality
	Troubleshooting <i>(Problems are resolved through proper diagnostic procedures and follow-up by corrective actions)</i>	Communication skills <i>(Ability to listen and to express verbally, non-verbally and in writing)</i>	Cooperation, Courage, Politeness, Rationality, Respect
		Conceptual skills <i>(Ability to identify, analyse, synthesize and evaluate information or event)</i>	Diligence, Honesty, Rationality
		Multitasking and prioritizing <i>(Ability to capitalize on all skills, have winner attitude, organizing skills and ability to manage time)</i>	Cooperation, Diligence, Moderate, Politeness, Rationality, Respect

Approach	Methods/Techniques	Social skills	Social values
	Programmed instruction <i>(allows self-paced study of books and written materials on a variety of technical and non-technical topics)</i>	Learning skills <i>(Ability to acquire and apply knowledge, learn how to find and use resources to facilitate learning, aware of skill required for meeting changing needs and acquire high level of proficiency)</i>	Diligence, Rationality
		Self-discipline <i>(Possess motivation have initiative, confidence and efficacy)</i>	Compliance, Diligence, Rationality

Comparing Pre-test and Post-test Scores

Demonstrating positive changes in trainees' knowledge, behaviour, attitude or skills as a result of training programmes are necessary to create commitment and interest among coaches of industries and trainers of institutes to continue integrating social skills and social values in conducting technical education and vocational training. One of the ways to determine these changes is to conduct a pre-test and post-test on the trainees. Usually, Likert-type statements are used to measure 'before' and 'after' training. In NDTS programme, it is suggested that social skills and social values among trainees are measured at entry point (when they register to follow a NDTS programme), i.e., a pre-test measurement, while a post-test measurement using the same instrument as in pre-test is conducted at the end of semester one as well as at the end of semester two. A comparison of scores between the pre-test and post-test measurements is used to determine whether or not behavioural changes have taken place as a result of the integration of social skills and social values in the technical curriculum. Higher scores in post-test measurements usually indicate positive changes or some amount of learning has taken place while lower or similar scores indicate otherwise. Based on the comparison, intervention programmes could be planned accordingly to enhance trainees' inculcation of social skills and social values.

Appendix B contains a sample of Likert-type statements that can be used in pre-test and post-test measurements, arranged in order of social values and social skills. Based on observation and discussions with coaches and trainers, we align each social value with relevant social skills that each trainee should possess. A Likert-type statement is constructed to measure a social value and its corresponding social skills. We carried out reliability test on the instrument with first year students of the Institute of Industrial Training. The result showed a high reliability with Cronbach's Alpha values ranging from 0.892 to 0.933.

There are 16 social values and eight (8) social skills that we have identified for NDTS programme. Coaches and trainers are free to select any social values and social skills that they feel important to be inculcated to their trainees. Also, coaches and trainers are free to use the suggested Likert-type statements or construct their own to measure each social value and social skill that they have selected.

Scenario 2 – Teamwork

You are given a project which you are not too keen to execute. However, you had the full support of your friends who formed a group. They had full trust in you and even select you to lead them. For the sake of the team, would you accept the task?

What would you do?

1. Since I am chosen, I will make sure that they will do the work without me having to oversee them.
2. Yes, I will accept depending on whether my team members will contribute ideas.
3. I shall ensure that there is cooperation and responsibilities among the team members so that work is done efficiently.
4. I shall negotiate with team members so that the team project will be highly commended.
5. I will be extremely wary of the intentions of my friends before accepting it.

Scenario 3 – Communication Skill

You are being requested by your group members to present a topic that was determined by the instructor. The time for presentation was only 10 minutes and you have three days to prepare for the presentation. After several rounds of discussions, you had no choice but to do the presentation for your friends had done their turns before.

What would you do?

1. After listening to your friends' experiences, you brave yourself and carry on with the presentation.
2. Persuade a member of your group to do it for a price.
3. I would just read out the text.
4. Determine to do well by undergoing a lot of practices including the use of nonverbal expressions.
5. Drop out of this group and join another group that will do their presentations later.

There are no “correct” or “perfect” choices that follow each scenario. Some choices are appropriate than others. Trainees are to select choices that best fit

stakeholders as to the quality level achieved by every graduating trainee. However, rubrics (like other educational strategies) are effective if used properly; loaded with the potential for disaster in the hands of the inept, inexperienced or insensitive assessor.

Assessors need training in the use of rubrics. Most assessors will not embrace a new or unfamiliar idea because of the 'fear factor'. One common problem with rubrics is the idea that there will be wider variation in scoring from one assessor to another using rubrics rather than when using an answer key. Studies have shown that training increases the inter-rater reliability to a correlation value beyond 0.80. However, clear criteria are most crucial in impacting rating reliability.

Administering Performance Assessment Using Rubrics

Scoring rubrics should be discussed with the trainees before they complete the assessment activities. This allows the trainees to be aware that they are being judged not only by the product of their performances, but also the process they go through to derive the product. Scoring is done through observation by the assessor on the trainees' behaviour on a continuous basis.

In the process of scoring, an assessor should score their trainees across time using the scoring rubrics. In this way, the assessor will be able to acquire consistent results. Knowledge of who the trainee is, or the mood of an assessor on a given day, should not impact the scoring process. A degree of agreement between the scores assigned by two independent scorers is a measure of the reliability of an assessment. This type of consistency is needed for an assessment to yield good information that can be meaningfully combined across programmes and used to develop improvement plans.

Scoring using rubrics in the assessment of social skills and values here uses the scale of:

- a) 7 points for **Excellent** Performance;
- b) 5-6 points for **Good** Performance;
- c) 3-4 points for **Moderate** Performance; and
- d) 1-2 points for **Weak** Performance.

column. This is followed by all the corresponding social skills. Subsequently, the next four columns depict the assessment levels (weak, moderate, good or excellent) that should be scored. The last column is for the total score for each social value and corresponding social skills obtained. Totalling all the scores obtained for all the social values and social skills can be specified at the bottom right most space, with the percentage in bracket.

Appendix D illustrates how the final score is determined.

Common Errors in Assessment

There are some common errors in assessing that assessors should take heed of. Among them is the halo effect that can occur amongst the apprentices. In this case, the trainee may be pretending in possessing those values only at the point of being assessed, and not at other times and situations. Another common mistake is that the assessor making the error of central tendency, i.e. tending to give the middle scores for all social values. A similar-to-me error should also be avoided at all times. The assessor needs also to watch out for biases due to factors such as gender, race, religion and nationality.

This handbook uses NDTs curriculum as reference on how to integrate social skills and social values in learn and work assignments (LWAs) within a skills training as well as how to evaluate social skills and social values to determine whether or not trainees have acquired them. Hopefully the models used in NDTs programme are adaptable for other skills training programmes. In order to use this handbook effectively, it is highly recommended that trainers and coaches attend training of trainers (TOT) programmes conducted by the Department of Skills Development, Ministry of Human Resources. The TOT programmes are designed with activities that require trainers and coaches to be actively involved to experience actual learning situations followed by discussions and reflection sessions on what have been learned.

- Spencer, L.M. and Spencer, S.M. 1993. *Competence at work: Models for superior performance*. New York: John Wiley & Sons.
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- Wade, S. & Hammick, M. 1999. Action learning circles: Action learning in theory and practice. *Teaching in Higher Education*, v. 4, p. 163-179.
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National Dual Training System

OCWP: AT01-02

Master LWA for Training Institute and Workplace

By applying appropriate methods and techniques in teaching and learning the technical content, trainees should be able to gain certain social skills and values as suggested below:			
Assignment	Methods/Techniques *	Social Skills *	Social Values *
<p>Working in a safe and healthy environment requires the awareness and adherence to certain rules and regulations such as Occupational Safety and Health Act, Labour and Employment Act, Health, Safety and Environment Act and other related acts. Company activities are carried out according to company Standard Operating Procedure (SOP) which is governed by these acts.</p> <p>These rules and regulations will have to be adhered to in every tasks carried out at the workplace. Hence, correct interpretation and practice of these rules and regulations is very important to produce high quality work results.</p> <p>This assignment will make you aware of the relationship between these acts and procedures as applied in the company.</p>	<ul style="list-style-type: none"> • Assignment • Discussion • Independent study • Interactive lecture • Manual 	<ul style="list-style-type: none"> • Communication skills • Conceptual skills • Interpersonal skills • Learning skills • Teamwork 	<ul style="list-style-type: none"> • Compliance • Cooperation • Courage • Diligence • Honesty • Meticulous • Politeness • Rationality

* Choose from the list one/two/three



Department of Skills Development
Ministry of Human Resources, Malaysia



By applying appropriate methods and techniques in teaching and learning the technical content, trainees should be able to gain certain social skills and values as suggested below:			
Assignment	Methods/Techniques *	Social Skills *	Social Values *
<p>Prepare documentation for warranty claim and repair work. This assignment comprises of three areas:</p> <ol style="list-style-type: none"> Registration of customer's vehicle for servicing / repair. Maintenance of record (standard service, warranty and repair work). Procedures of handing over vehicles to customers. 	<ul style="list-style-type: none"> Hands-on Demonstration Manual Problem solving 	<ul style="list-style-type: none"> Communication skills Conceptual skills Interpersonal skills Leadership skills Learning skills Teamwork 	<ul style="list-style-type: none"> Compliance Cooperation Courage Honesty Meticulous Politeness Punctuality Rationality Self-reliance

* Choose from the list one/two/three



Department of Skills Development
Ministry of Human Resources, Malaysia



By applying appropriate methods and techniques in teaching and learning the technical content, trainees should be able to gain certain social skills and values as suggested below:

Assignment	Methods/Techniques *	Social Skills *	Social Values *
<p>Based on the description in the job card:</p> <p>Perform standard service to maintain the safety of the vehicle in terms of roadworthy operations, functions of vehicles and systems. All service tasks including preparation, execution and commissioning are to be carried out. The focus is on functional checks including the identification and rectification of wear and tear. All service tasks must comply with manufacturer's service procedures, customer requirements, and the roadworthiness of the vehicle.</p>	<ul style="list-style-type: none"> • Demonstration • Hands-on • Manual • Problem solving 	<ul style="list-style-type: none"> • Communication skills • Conceptual skills • Learning skills • Self-discipline • Teamwork 	<ul style="list-style-type: none"> • Cooperation • Courage • Diligence • Honesty • Meticulous • Politeness • Rationality • Respect

* Choose from the list one/two/three



Department of Skills Development
Ministry of Human Resources, Malaysia



National Dual Training System
OCWP: AT01-05
Master LWA for Workplace

By applying appropriate methods and techniques in teaching and learning the technical content, trainees should be able to gain certain social skills and values as suggested below:			
Assignment	Methods/Techniques *	Social Skills *	Social Values *
<p>Based on the description in the job card, carry out diagnostic procedure to identify repair job to be done on the following:</p> <ul style="list-style-type: none"> • Engine components/parts • Drive train components/parts • Electrical devices/parts • Chassis components/parts <p>Perform repair based on the diagnosis result and according to manufacturer's specification and procedure.</p> <p>Ensure safety at all time.</p>	<ul style="list-style-type: none"> • Demonstrations • Discovery/Inquiry • Hands-on • Manual • Question and answer 	<ul style="list-style-type: none"> • Communication skills • Conceptual skills • Interpersonal skills • Learning skills • Multitasking and prioritizing • Self-discipline • Teamwork 	<ul style="list-style-type: none"> • Compliance • Cooperation • Courage • Honesty • Meticulous • Patience • Punctuality • Self-reliance

* Choose from the list one/two/three



Department of Skills Development
Ministry of Human Resources, Malaysia



National Dual Training System
OCWP: AT01-06
Master LWA for Workplace

By applying appropriate methods and techniques in teaching and learning the technical content, trainees should be able to gain certain social skills and values as suggested below:			
Assignment	Methods/Techniques *	Social Skills *	Social Values *
<p>Based on the description in the job card:</p> <ul style="list-style-type: none"> Carry out troubleshooting and diagnostic procedure to identify defects in the mechatronic system: <ul style="list-style-type: none"> Engine electronic system (petrol/diesel) Body electronic system Chassis electronic system Transmission electronic system Perform rectification and replacement of components according to diagnosis result and manufacturer's specification and procedure. Ensure safety at all time. 	<ul style="list-style-type: none"> Demonstrations Discovery/Inquiry Hands-on Manual Question and answer 	<ul style="list-style-type: none"> Communication skills Conceptual skills Interpersonal skills Learning skills Multitasking and prioritizing Self-discipline Teamwork 	<ul style="list-style-type: none"> Compliance Cooperation Honesty Courage Meticulous Patience Politeness Punctuality Rationality Respect

* Choose from the list one/two/three



Department of Skills Development
Ministry of Human Resources, Malaysia



National Dual Training System
OCWP: AT01-07
Master LWA for Workplace

By applying appropriate methods and techniques in teaching and learning the technical content, trainees should be able to gain certain social skills and values as suggested below:			
Assignment	Methods/Techniques *	Social Skills *	Social Values *
<p>Based on the description in the job card: Carry out troubleshooting and diagnostic procedures to identify defects in the components of the following aggregates:</p> <ul style="list-style-type: none"> • drive train • brake • steering • suspension • electrical devices <p>Perform rectification and replacement of components according to diagnosis result and manufacturer's specification and procedure.</p> <p>Ensure safety at all time.</p>	<ul style="list-style-type: none"> • Discovery/Inquiry • Discussion • Hands-on • Manual • Presentation • Question and answer 	<ul style="list-style-type: none"> • Communication skills • Conceptual skills • Interpersonal skills • Self-discipline • Teamwork 	<ul style="list-style-type: none"> • Compliance • Cooperation • Courage • Honesty • Meticulous • Politeness • Punctuality • Responsibility • Self-reliance

* Choose from the list one/two/three



Department of Skills Development
Ministry of Human Resources, Malaysia



By applying appropriate methods and techniques in teaching and learning the technical content, trainees should be able to gain certain social skills and values as suggested below:

Assignment	Methods/Techniques *	Social Skills *	Social Values *
<p>Based on the description in the job card:</p> <ul style="list-style-type: none"> Carry out diagnostic procedures including emission test, compression test, hydraulic pressure test, and noise analysis to determine wear limits and tolerances of the components. Carry out overhaul on engine and gearbox. Perform quality check. <p>Ensure safety at all time.</p>	<ul style="list-style-type: none"> Discovery/Inquiry Discussion Hands-on Manual Question and answer Reporting 	<ul style="list-style-type: none"> Communication skills Conceptual skills Interpersonal skills Learning skills Multitasking and prioritizing Self-discipline 	<ul style="list-style-type: none"> Compliance Cooperation Courage Honesty Meticulous Politeness Rationality Respect Self-reliance Punctuality

* Choose from the list one/two/three



Department of Skills Development
Ministry of Human Resources, Malaysia



By applying appropriate methods and techniques in teaching and learning the technical content, trainees should be able to gain certain social skills and values as suggested below:			
Assignment	Methods/Techniques *	Social Skills *	Social Values *
<p>Based on the description in the job card:</p> <ul style="list-style-type: none"> Carry out diagnostic procedures on the standard accessories to identify defects. <ul style="list-style-type: none"> Security and safety system Entertainment system Information system Climate control system Rectify and replace defective components of the standard accessories. Perform quality check. <p>Ensure safety at all time.</p>	<ul style="list-style-type: none"> Demonstrations Discovery/Inquiry Hands-on Manual Question and answer Reporting 	<ul style="list-style-type: none"> Communication skills Conceptual skills Interpersonal skills Multitasking and prioritizing Self-discipline 	<ul style="list-style-type: none"> Compliance Cooperation Courage Honesty Meticulous Patience Politeness Self-reliance

* Choose from the list one/two/three



Department of Skills Development
Ministry of Human Resources, Malaysia

Example of Pre-test Assessment Questions

Please state your stand on the following statements using “NEVER, SOMETIMES, OFTEN or ALWAYS” that best describes you in relation to your social values and social skills						
SOCIAL VALUES	SOCIAL SKILLS	ASSESSMENT ITEMS	STATE (✓)			
			Never	Some-times	Often	Always
Diligence	Multitasking and prioritizing	I don't feel the burden in doing several tasks at the same time				
	Self-discipline	I strive to complete my work no matter how complex they are				
	Interpersonal skills	I'm sincere in thanking people for their contributions				
Gratitude	Leadership skills	I give appreciation and praise to my group members for an excellent work				
	Conceptual skills	I provide feedbacks based on facts of the situation				
Honesty	Leadership skills	My group members know that I am talking the truth based on my track record				
	Teamwork	I tell my team members of my personal limitations				
	Leadership skills	I give support to those who deserve it no matter who they are				
Justice	Teamwork	I handle disagreements among group members with satisfactory results				

Example of Pre-test Assessment Questions

Please state your stand on the following statements using “NEVER, SOMETIMES, OFTEN or ALWAYS” that best describes you in relation to your social values and social skills					
SOCIAL VALUES	SOCIAL SKILLS	ASSESSMENT ITEMS	STATE (✓)		
			Never	Some-times	Often Always
Rationality	Conceptual skills	I will analyze questions thoroughly before responding			
	Leadership skills	I am able to analyze complex situations accurately			
	Learning skills	I know how to separate the important issues from inconsequential ones			
Respect	Interpersonal skills	I advise my friends to follow what the instructor asks us to do			
	Teamwork	Group members come to me for advice with their problems			
Self-Reliance	Learning skills	I will try to complete a task given to me			
	Multitasking and prioritizing	I am ready to undertake different tasks on my own after undergoing the training program			

Scenario: Interpersonal Skill

You are given a group assignment that should be completed in eight weeks. The group members are randomly selected by the instructor. Since this is a new class and you are not familiar with the assigned group members, how would you plan to relate with them.

What would you do?

1. I will try to get to know the members personally.
2. I will get hurt if the members criticize my contribution to the group ideas.
3. I will be highly strung should there be arguments between group members.
4. I will not tolerate if the team members come to group meetings unprepared.
5. I would rather do the work for the group on my own.

Scenario: Conceptual Skill

You are given to choose a project topic from a list of topics given by the instructor. You have collected a substantial amount of materials within your field of study. How would you select the topic for your project?

What would you do?

1. I will systematically arrange all the materials according distinct themes.
2. I don't have to rearrange the materials but I will refer to them when needed.
3. Since I can get access to the materials easily, I shall put it aside until they are needed.
4. I shall identify which topic I like most and then I shall look for the required materials.
5. I shall read the materials and judge the relevance of the materials according to the topic I have chosen.

Scenario: Learning Skill

Due to constraint of instruction time, the instructor is not be able to cover all relevant topics on a subject matter. You have been asked by the instructor to find additional information on several concepts that have been covered in the lectures. How would you go about finding the materials?

APPENDIX D

Matrix of Social Values in Relation to Social Skills

SOCIAL VALUES	SOCIAL SKILLS	WEAK	MODERATE	GOOD	EXCELLENT	SCORE
Communal Spirit/Public Spiritedness	Interpersonal Skills					
	Teamwork					
Compliance	Conceptual skills					
	Learning Skills					
	Self-Discipline					
Cooperation	Communication skills					
	Interpersonal skills					
	Teamwork					
Courage	Interpersonal skills					
	Leadership skills					
Diligence	Multitasking and prioritizing					
	Self-discipline					
Gratitude	Interpersonal skills					
	Leadership skills					
Honesty	Conceptual skills					
	Leadership skills					
	Teamwork					
Justice	Leadership skills					
	Teamwork					
Meticulous	Conceptual skills					
	Multitasking and prioritizing					
Moderate	Communication skills					
	Interpersonal skills					
	Teamwork					
Patience	Interpersonal skills					
	Multitasking and prioritizing					
Politeness	Communication skills					
	Interpersonal skills					
Punctuality	Leadership skills					
	Self-Discipline					
Rationality	Conceptual skills					
	Leadership skills					
	Learning skills					
Respect	Interpersonal skills					
	Teamwork					
Self-Reliance	Learning skills					
	Multitasking and prioritizing					
TOTAL						

Rubrics for Evaluation of Social Values in Relation to Identified Social Skills

SOCIAL VALUES	SOCIAL SKILLS	WEAK 1-2 Points	MODERATE 3-4 Points	GOOD 5-6 Points	EXCELLENT 7 Points
Communal Spirit/ Public Spiritedness (Use the communal feeling to act for the betterment of group. Ensuring group consensus, responsive towards social issues)	Interpersonal Skills (Ability to relate with others and learn from criticisms; to cope with ambiguity and to remain composed in uncomfortable and stressful situation)	Takes great offence when criticised for the betterment of group, hence has no ability to work for/with others. (e.g. Shows much anger)	Quite unhappy when criticised for the betterment of group, due to little ability to work for/with others). (e.g. Shows some anger)	At times accepts criticism for the betterment of group, and has some ability to work for/with others). (e.g. Remains quite calm)	Does not take offence when criticized for the betterment of group and has ability to work for/with others). (e.g. Remains calm)
	Teamwork (Ability to collaborate, cooperate and negotiate and be team players).	Lacks ability to collaborate and cooperate in achieving consensus regarding issues at the workplace. (e.g. Hampers colleagues' performances; ignores colleagues' negative practices)	Little ability to collaborate and cooperate in achieving consensus regarding issues at the workplace. (e.g. Sometimes colleagues' performances; ignores colleagues' negative practices)	Some ability to collaborate and cooperate in achieving consensus regarding issues at the workplace. (e.g. At times encourages hampers colleagues' performances; urging colleagues' to stop negative practices)	High ability to collaborate and cooperate in achieving consensus regarding issues at the workplace. (e.g. Encouraging colleagues' performances; urging colleagues to stop negative practices)

SOCIAL VALUES	SOCIAL SKILLS	WEAK 1-2 Points	MODERATE 3-4 Points	GOOD 5-6 Points	EXCELLENT 7 Points
Cooperation (Tolerance; shared responsibility; communal solidarity; communal benefit; camaraderie)	Communication Skills (Ability to listen and express verbally, non-verbally and in writing)	Little effort (tolerance) to control emotions in order to avoid arguments and disagreements. <i>(e.g. Causes many communication breakdowns)</i>	Inconsistent tolerance when give and take, and in controlling emotions to avoid arguments and disagreements. <i>(e.g. Causes several communication breakdowns)</i>	Some tolerance when give and take and in controlling emotions to avoid arguments and disagreements. <i>(e.g. Communications interrupted occasionally)</i>	Tolerance, i.e. willing to give and take and patient in controlling emotions to avoid arguments and disagreements. <i>(e.g. Communications uninterrupted)</i>
	Interpersonal Skills (Ability to relate with others and learn from criticisms, cope with ambiguity and remain composed in uncomfortable and stressful situation)	Little effort (tolerance) to control emotions in order to avoid arguments and disagreements, shallow friendship, and lacks amicability in relationships. <i>(e.g. Often tells people off when they are wrong)</i>	Inconsistent tolerance when give and take and in controlling emotions to avoid arguments and disagreements, and relationships are at times friendly and amicable. <i>(e.g. Sometimes tells people off when they are wrong)</i>	Some tolerance when give and take and in controlling emotions to avoid arguments and disagreements, and relationships are friendly and amicable. <i>(e.g. Sometimes accepting and amicable)</i>	Tolerance, i.e. willing to give and take and patient in controlling emotions to avoid arguments and disagreements, strong friendship, and very amicable relationships. <i>(e.g. Accepting and amicable all times)</i>
	Teamwork (Ability to collaborate, cooperate and negotiate and be team players)	Little sharing of responsibility for the good of all, fails to support atmosphere of understanding that can be felt by all, and feeling of goodness is still to oneself. <i>(e.g. Reluctant to accept assignments or responsibility)</i>	Shared responsibilities are shouldered once in a while, lacks atmosphere of understanding that can be felt by all, and promotes little communal benefit. <i>(e.g. Not all the time accepts assignments or responsibility)</i>	Shared responsibilities are often exhibited, shows some support of understanding and occasionally promotes communal feeling of goodness that can be felt by all. <i>(e.g. Accepts assignments or responsibility quite willingly)</i>	Shared responsibilities are shouldered by all members of the group, all feel an atmosphere of understanding and fully promote communal benefit. <i>(e.g. Accepts assignments willingly and sincerely. High degree of involvement, attention and interest)</i>

SOCIAL VALUES	SOCIAL SKILLS	WEAK 1-2 Points	MODERATE 3-4 Points	GOOD 5-6 Points	EXCELLENT 7 Points
Diligence (Resolute or firm, steadfast and persevering in the performance of any task)	Multitasking and Prioritizing (Ability to capitalize on all skills, have winner attitude, organizing skills and ability to manage time)	Little endeavour to capitalize on all skills and easily defeated. (e.g. Unproductive at any level)	Shows some determination although easily defeated. (e.g. At times productive at accepted level)	Industrious in capitalizing on all skills and often shows endeavour. (e.g. Productive at an accepted level)	Steadfast in capitalizing on all skills, enthusiastic and not easily defeated. (e.g. Volume of work achieved is at the maximum)
	Self-discipline (Possesses motivation, has initiatives, confidence and efficacy)	Shows little endeavour, dedication, determination and industriousness in performing a task or action. (e.g. Seldom works hard and refuses overtime when asked)	Not so enthusiastic, shows little interest to sacrifice time and energy, does not offer much spirited effort and has minimum patience in performing task or action. (e.g. Works hard and occasionally turns down overtime when asked)	Shows some interest and enthusiasm to achieve success, not easily defeated, willingness to sacrifice, has spirited effort and patience in performing task or action. (e.g. Works hard and quite willing to work overtime when asked)	Shows great endeavour, dedication, determination and industriousness in performing a task or action. (e.g. Works hard and seldom gives up and works overtime when asked)

SOCIAL VALUES	SOCIAL SKILLS	WEAK 1-2 Points	MODERATE 3-4 Points	GOOD 5-6 Points	EXCELLENT 7 Points
Honesty (Conduct and demeanour that demonstrate trustworthy intentions, without expecting any form of reward, truthful and sincere)	Conceptual Skills (Ability to identify, analyse, synthesize and evaluate information or events)	Most of the time makes statements on information that are not very accurate. <i>(e.g. Never provide assignment/report based on facts)</i>	Sometimes makes statements on information with some missing details. <i>(e.g. Occasionally provide assignment/report based on facts)</i>	Statements on information offered are often accurate. <i>(e.g. Most of the time provide assignment/report based on facts)</i>	Extremely truthful when identifying, synthesizing and evaluating information and events. <i>(e.g. Always provide assignment/report based on facts)</i>
	Leadership Skills (Ability to motivate, guide and be supportive of others to accomplish something as well as possessing delegation skill)	Others lack confidence towards his intentions. <i>(e.g. Others do not listen to him)</i>	Others have little confidence towards his intentions. <i>(e.g. Others listen to him occasionally)</i>	Others have confidence towards his intentions. <i>(e.g. Others listen to him most of the time)</i>	Others believe and have confidence towards his intentions. <i>(e.g. Others listen to him all the time)</i>
	Teamwork (Ability to collaborate, cooperate and negotiate and be team player)	Lacks sincerity when working in group. <i>(e.g. Makes empty promises and not very earnest in accepting responsibility)</i>	Little sincerity when working in group. <i>(e.g. Occasionally fulfills promises and quite earnest in accepting responsibility)</i>	Shows sincerity when working in group. <i>(e.g. Fulfills promises most of the time and earnest in accepting responsibility)</i>	Very sincere when collaborating, negotiating, and working in group. <i>(e.g. Fulfills promises all the time and very earnest in accepting responsibility)</i>

SOCIAL VALUES	SOCIAL SKILLS	WEAK 1-2 Points	MODERATE 3-4 Points	GOOD 5-6 Points	EXCELLENT 7 Points
Meticulous (Extremely careful, attentive and precise about minute details)	Conceptual Skills (Ability to identify, analyse, synthesize and evaluate information or events)	Demonstrates little ability to look for minute details when evaluating information. (e.g. Lacks accuracy, preciseness, neatness and completeness in handling assigned duties) (e.g. Do not like working with details)	Shows some ability to look for minute details when evaluating information. (e.g. Sometimes Lacks accuracy, preciseness, neatness and completeness in handling assigned duties) (e.g. Sometimes do not like working with details)	Often shows ability to look for minute details when evaluating information. (e.g. Occasionally accurate, preciseness, neatness and completeness in handling assigned duties) (e.g. Occasionally comfortable working with details)	Extremely particular about minute details when evaluating information. (e.g. Accurate, precise, neat and complete in handling assigned duties) (e.g. Comfortable working with details)
	Multitasking and Prioritizing (Ability to capitalize on all skills, have winner attitude, organizing skills and ability to manage time)	Unable to give attention to all aspects. (e.g. Work area lacks organization and has little planning before beginning the job)	Gives little attention to all aspects. (e.g. Has little organization in work area and has some planning before beginning the job)	Gives some attention to all aspects. (e.g. Work area is sometimes organised and has some planning before beginning the job)	Attentive to all aspects and wants to be a winner. (e.g. Work area is well-organised and plans action before beginning the job)

SOCIAL VALUES	SOCIAL SKILLS	WEAK 1-2 Points	MODERATE 3-4 Points	GOOD 5-6 Points	EXCELLENT 7 Points
Patience (Capacity to endure hardship without complaint)	Interpersonal Skills (Ability to relate with others and learn from criticisms, cope with ambiguity and remain composed in uncomfortable and stressful situation)	Does not show qualities of calmness and acquired perseverance in facing hardship. (e.g. Often rebellious)	Shows little capacity to endure hardship without complaint. (e.g. Sometimes rebellious)	Shows some quality of self control and in enduring hardship. (e.g. Often shows calmness)	Very composed in uncomfortable and stressful situation and in coping with ambiguity. (e.g. Very calm all the time)
	Multitasking and Prioritizing (Ability to capitalize on all skills, have winner attitude, organizing skills and ability to manage time)	Easily gives up in the face of hardship when dealing with multiple tasks. (e.g. Volume of work achieved is barely met)	Shows little effort in overcoming hardship when dealing with multiple tasks. (e.g. Volume of work achieved is at the minimum)	Does not give up easily in the face of hardship when dealing with multiple tasks. (e.g. Substantial volume of work is achieved)	Shows painstaking and untiring industry in organizing and management. (e.g. Volume of work achieved is at the maximum)

SOCIAL VALUES	SOCIAL SKILLS	WEAK 1-2 Points	MODERATE 3-4 Points	GOOD 5-6 Points	EXCELLENT 7 Points
Punctuality (Prompt for appointments, meet deadlines, schedules and use time productively)	Leadership Skills (Ability to motivate, guide and be supportive of others to accomplish something as well as possessing delegation skill)	Lacks sense of time. <i>(e.g. Inability to respond promptly to changing requirements and conditions on the job)</i>	Not very productive in using time. <i>(e.g. Often unable to respond promptly to changing requirements and conditions on the job)</i>	Often uses time productively. <i>(e.g. Occasionally able to respond promptly to changing requirements and conditions on the job)</i>	Uses time productively in motivating group members by demonstrating productive use of time. <i>(e.g. Ability to respond promptly to changing requirements and conditions on the job)</i>
	Self-discipline (Possesses motivation, has initiatives, confidence and efficacy)	Not always on time for appointment and meeting schedule. <i>(e.g. Never hands in assignment/report on time)</i>	Sometimes on time for appointment and meeting schedule. <i>(e.g. Occasionally submit assignment/report on time)</i>	Often on time for appointment and meeting schedule. <i>(e.g. Most of the time submit assignment/report on time)</i>	Always prompt in meeting deadlines to ensure efficacy. <i>(e.g. Always submit assignment/report on time)</i>

SOCIAL VALUES	SOCIAL SKILLS	WEAK 1-2 Points	MODERATE 3-4 Points	GOOD 5-6 Points	EXCELLENT 7 Points
Respect (Appreciate and honour individuals or institutions by demonstrating high regard and appreciation for them)	Interpersonal Skills (Ability to relate with others and learn from criticisms, cope with ambiguity and remain composed in uncomfortable and stressful situation)	Little sensitivity towards individual and needs. <i>(e.g. Speaks his mind without caring for consequences and is often rude)</i>	Shows some sensitivity towards individual and needs. <i>(e.g. Speaks his mind and sometimes hurts others' feelings)</i>	Often shows respect and appreciative towards individual rights and needs. <i>(e.g. Speaks his mind freely but occasionally hurts others' feelings)</i>	Very respectful and appreciative towards individual and individual rights and needs. <i>(e.g. Speaks his mind carefully and considers the consequences)</i>
	Teamwork (Ability to collaborate, cooperate and negotiate and be team players)	Has little respect for the contribution of the workforce. <i>(e.g. Prefer to work alone)</i>	Shows some respect for the contribution of the workforce. <i>(e.g. Sometimes prefer to work alone)</i>	Often shows respect for the contribution of the workforce regardless of social status and standing. <i>(e.g. Likes working with peoples most of the time)</i>	Value and respect for the contribution of the workforce regardless of social status and standing. <i>(e.g. Likes working with peoples all the time)</i>

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