

# 出國報告

(出國類別：實習)

## 訓練管理課程報告書

服務機關： 民用航空局民航人員訓練所

姓名職稱： 組長

易心莊

派赴國家： 新加坡

出國期間： 98年11月29日至12月5日

報告日期： 99年1月8日

提要表

列印

提要表

系統識別號：	C09900058					
計畫名稱：	訓練管理課程訓練班					
報告名稱：	訓練管理課程報告書					
計畫主辦機關：	交通部民用航空局					
出國人員：	姓名	服務機關	服務單位	職稱	官職等	E-MAIL 信箱
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報告書頁數：	54頁					
報告內容摘要：	<p>一個組織的成功，其員工的素質極為重要，更何況是與飛航安全緊密相關的民航專業人員，其良莠將直接影響航空器的操作安全及國際社會觀感，亦將影響臺北飛航情報區之服務品質，吾等應如何看待訓練？又應如何訓練相關人員，使其能適時適度的提供最佳服務及應有的專業知識？國際航空運輸協會(International Air Transportation Association, IATA)特別為會員籌劃5天的「訓練管理」(Management of Training)課程，本訓練於2009年11月30日於新加坡舉辦，民用航空局民航人員訓練所教務組組長易心莊與來自11個國家不同領域的民航專業訓練人員，互相交換意見，學習各種不同的訓練理論及方法，除與其他國家參與訓練人員建立溝通管道外，亦提高我國之國際能見度。</p>					
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限閱與否：	否					
專責人員姓名：	陳碧雲					
專責人員電話：	02-23496197					

列印

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## 壹、目的

一個組織的成功，其員工的素質極為重要，為使組織內成員齊心朝向相同的方向邁進，訓練絕不容忽略，更何況是與飛航安全緊密相關的民航專業人員，其良莠將直接影響航空器的操作安全及國際社會觀感，亦將影響臺北飛航情報區之服務品質，身為民航產業的一份子及訓練人員應如何看待訓練？又應如何訓練相關人員，使其能適時適度的提供最佳服務及應有的專業知識？成為本出國案之重要課題。

航空運輸屬於「人」的產業，各類民航從業人員不僅直接為顧客提供多樣化的互動服務，更有形形色色的工作必須仰賴高專業、技術密集的人力始能完成，例如：票務訂位、危險物品運送、銀行清帳、飛航服務、航空保安、場站建設、航空站營運管理...等。爰此，國際航空運輸協會(International Air Transportation Association, IATA)特別為會員籌劃由國際企業管理顧問公司創辦人及擔任多家跨國企業與政府部門資深專業管理與訓練顧問的周偉堂 (Thomas W.T. Chow)先生主講「訓練管理」(Management of Training)課程，本訓練於 2009 年 11 月 30 日假新加坡薩默塞特路 111 號新加坡電力大樓 14 樓舉行，獲學員高度評價。

## 貳、行程

日期	內容	地點
98年11月29日	往程	臺北—新加坡
98年11月30日 至12月4日	國際航空運輸協會訓練課程	新加坡
98年12月5日	返程	新加坡—臺北

## 參、訓練概要

本項訓練為期5天，共有18位學員，計有來自於沙烏地航空公司(Saudi Arabian Airlines)、奈及利亞航空公司(Virgin Nigeria Airways)、肯亞航空公司(Kenya Airways Ltd.)、盧森堡航空公司(Cargolux Airlines International S.A.)及越南航空公司(Vietnam Airlines Corporation)等7位學員，及來自於印度、卡達、埃及、沙烏地、中華民國及柬埔寨民航局與印度交通部等任職於公領域之學員。訓練紀要如下：

- 一、 訓練名稱：訓練管理(Management of Training)
- 二、 訓練日期：98年11月29日至12月5日
- 三、 訓練單位：國際航空運輸協會(IATA)訓練暨發展機構  
IATA Training & Development Institute
- 四、 訓練地點：國際航空運輸協會(IATA)新加坡訓練中心
- 五、 課程表

第 1 天(98 年 11 月 30 日)

時間	課程內容
0900-1030	Administration Details & Workshop Introduction
1030-1045	Break
1045-1230	The Role of Training in Organizational Success
1230-1330	Lunch
1330-1530	Mission Statement
1530-1545	Break
1545-1700	The Training Manager

第 2 天(98 年 12 月 1 日)

時間	課程內容
0900-1030	Review of Day 1
1030-1045	Break
1045-1230	Understanding Competency
1230-1330	Lunch
1330-1530	Finance Considerations
1530-1545	Break
1545-1700	Finance Considerations

第 3 天(98 年 12 月 2 日)

時間	課程內容
0900-1030	Review of Day 2
1030-1045	Break
1045-1230	Planning
1230-1330	Lunch
1330-1530	The Learning Organization
1530-1545	Break
1545-1700	Methods for Creating a Learning Environment

第 4 天(98 年 12 月 3 日)

時間	課程內容
0900-1030	Review of Day 3
1030-1045	Break
1045-1230	Integrating Computer Technology
1230-1330	Lunch
1330-1530	Quality in Training
1530-1545	Break
1545-1700	Personal Development

第 5 天(98 年 12 月 4 日)

時間	課程內容
0900-1030	Review of Day 4
1030-1045	Break
1045-1230	Individual Presentation on Selected Subjects
1230-1330	Lunch
1330-1530	Individual Presentation on Selected Subjects
1530-1545	Break
1545-1700	Day Journal: Key Learnings

## 肆、訓練內容

### 一、設定探討內容

講師周偉堂先生於研討會中透過連串動態體驗式學習活動 (Dynamic Experience Teaching Methods)，鼓勵學員積極參與，協助學員探討以下問題：

(一)如何針對人員的不同階層與工作屬性進行規劃訓練？

(二)訓練規劃應考量的面向。

## 二、教育、訓練與發展的區別

講師首先說明「教育」、「訓練」與「發展」此三個常在人力資源領域使用之名詞間的差異，以使學員對「訓練」一詞，能有更明確的認識。渠指出，「教育」與「訓練」，雖然同樣是教導與學習的過程，兩者之間關係密切，而且與「發展」間有相輔相成之效果，但是不論是在「本質」、「目的」以及「方法」上都是有差異的。茲摘述如下：

### (一) 教育(Education)：

教育係以個人為出發點，其目的是使個人獲得一般學識，著重於基本知識之培育，所學可能運用於未來，但效果較不顯著。

### (二) 訓練(Training)：

訓練係以工作為出發點，是基於工作上或業務上的需要，著重於專業技能之培育，可以實際應用於職務上，效果立即且顯著。

### (三) 發展(Development)：

發展係以組織永續經營及個人生涯規劃為導向及出發點，考量組織及各單位的任務，其目的是為確保組織擁有充分運用的人力資源，效果無法立即獲知。



### 三、 訓練對士氣激勵的重要性

訓練是對知能補充，最直接而有效的方法。面對知識爆炸的時代，每一個人都必須躬行實踐「活到老、學到老」，身為航空產業之一員，在面對外部顧客要求服務水準不斷提昇之下，更要有「終身學習」的理念。

透過各種訓練的實施，使受訓者對本身的工作任務能自覺、自動、積極，發揮個人潛能，處理各項業務更能得心應手，從而激勵士氣，提升組織績效，達成組織的願景。

一個人的能力係指他的潛在績效，為行為、知識、技巧的結合，可以下列公式表示：能力＝行為＋知識＋技巧(Ability = Behavior + Knowledge + Skills)，而績效則指一個人在特定情形下的實際作為，為能力、清晰邏輯及意願三者結合的具體呈現，可以下列公式表示：績效＝能力＋清晰邏輯＋意願 (Performance = Ability + Clarity + Willingness)。

$$\text{Ability} = \text{Behavior} + \text{Knowledge} + \text{Skills}$$

$$\text{Performance} = \text{Ability} + \text{Clarity} + \text{Willingness}$$

在通常情況下，人的能力與其實際績效並不一定一致，能力的獲得，可藉由訓練來加以改善、補充和增強。而要員工有良好的績效表現，除了必須要有充足的能力外，員工對組織也必須有強烈的

歸屬感，具備高昂的士氣，願意為組織貢獻一己之力

學者馬斯洛(A.H. Maslow)在研究人類行為動機時發現，人類是具有需要性的動物，他把人類的需要分成五個層次，當某種需要一旦獲得滿足之後，別種需要立刻取而代之：

(一) 生理需要：

所謂衣食足而後知榮辱，生理需要也是維持溫飽的需求，是人類最基本的需要。

(二) 安全需要：

當生理需要獲得滿足後，工作缺乏保障、獨裁領導、政策無法預測等，是員工感受安全需要受到威脅的主要因素。

(三) 社會需要（歸屬感）：

當生理需要與安全需要獲得滿足後，歸屬感就變成了行為的主要動機，例如在組織中的工作表現能得到主管的讚許、能融入工作團隊並得到同事的友誼等。

(四) 尊重與地位需要

當前述需要獲得滿足後，就是尊重與地位需要，如自信、獨立、才能、知識、地位、被賞識、受同僚尊敬之需要。

(五) 自我實現的需要

自我實現的需要是尋求個人潛能不斷成長及發展的機

會，也是人類需要層次中最高也是最重要的一層需要。

對於上述五個需要層次，由於公務人員有較為穩定的待遇，及法令對於工作的保障，生理需要及安全需要應可獲得滿足，無虞匱乏，對於社會需要（歸屬感）、尊重與地位需要，均有賴不斷的進修與訓練，藉以補充知識、技能、改變工作態度、熟悉方法、瞭解法規，如此，工作能勝任愉快且有成就感，士氣不斷獲得激勵，產生良性循環，在在影響團體的績效與成敗。

士氣高昂能產生下列的效果：

- (一) 願意和他人合作，以達成任務的意願高。
- (二) 對組織忠誠度高，願意為組織貢獻心力。
- (三) 對工作有興趣，能自動自發，以身為組織的一份子為榮。
- (四) 員工心理健康，缺席率和流動率均低。

#### 四、 如何建立有效的溝通

「人」基本上都具備積極向上的特性，如何讓每個員工勝任稱職，是每位管理者所共同追求的目標，若組織內有人自暴自棄、消極的抵制工作，不僅是對個人，也是對組織的損失。

現代管理已邁向人性的管理，講求激勵士氣，亦即重視員工積極、主動、合作的態度和績效。在激勵的過程中要如何建立有效的溝通基礎？是身為行政、管理、訓練者必須熟悉的實務課題。

講師援引學者博恩(Dr. Eric Berne)所創始的溝通分析(Transactional Analysis)理論，認為每個人的行為都可區分為父母(Parent)、成人(Adult)及小孩(Child)三種模式，簡稱 P-A-C：

(一) 父母(Parent)：

簡稱 P，來自幼時模仿父母的型為，常以偏執、批評和照顧他人等行為對外表現，可依其表現分為強勢的父母(Critical Parent, CP)及關愛的父母(Nurturing Parent, NP)。

(二) 成人(Adult)：

簡稱 A，對外多持理性的態度，能根據事實和客觀標準，將資訊轉化為知識，加以評估，然後表現出適切合宜的行為。

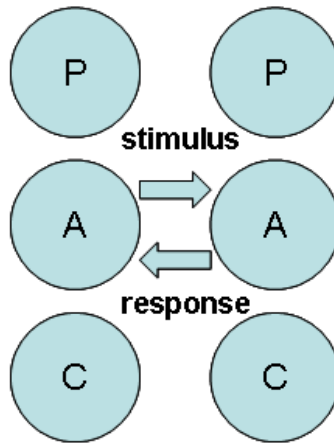
(三) 小孩(Child)：

簡稱 C，包括天真不做作的自然兒童(Natural Child, NC)，透過思考而反應的學者兒童(Learned Child, LC)，以及順從、退縮的適應兒童(Adaptive Child)。

根據 P-A-C 行為模式，可將溝通型態分為二種，簡介如下：

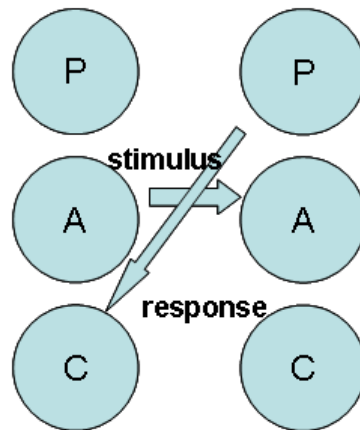
(一) 平行的溝通(Parallel Transaction)：

指一方的刺激行為(stimulus)和對方的反應行為(response)互相平行，此種溝通是開放的，反應也是在預期當中，因此雙方能不斷的相互溝通。



圖一：平行的溝通

(二) 交錯的溝通(Crossed Transaction)



圖二：交錯的溝通

一般人際溝通不外平行與交錯之一，如何進行有效的溝通？

即在於避免形成交錯式溝通，但若已經發生交錯的溝通，則可藉由提出問題等方式察覺彼此的狀態，並試圖轉換成平行式溝通，以消除對方內心焦慮，拉近彼此的距離。

管理者與部屬間由於立場不同，偶而看法不相同時，最好能平心靜氣的以同理心思考其原因，交代工作或陳述己意時，也應

具體的把相關的人、時、事、方法等說明清楚，溝通分析理論也可以應用在日常工作與同事、顧客，甚至是與家人間的相處中，以奠定意見交換的溝通基礎。

## 五、 員工自我發展

一個組織透過訓練的過程，發展員工適當的態度、知識、技巧和習慣，然而訓練除須具備熟練的操作、相關的知識外，尚須注意品德的陶冶，如此實施訓練才算完備。例如近期喧騰一時的職棒打假球風波，涉案的球員技術水準很高，對棒球的相關專業知識相當了解，但其人格上的適應，如態度、價值觀等種種條件卻未顧及，這是德育領域的培養不夠，所以發生集體放水等問題，因此，訓練機構的工作人員，不但要安排專業技術、知識之傳授，同時尚須安排適當的人格教養相關課程。

有關個人自我發展過程，可就態度、知識、演練、技巧等四個面向探討：

### (一) 態度(Attitude)

引導學員自我發展的第一階段係從其學習態度上著手，引導的程序如下：

1. 我需要(I need to)。
2. 我想要(I want to)。

3. 我能夠(I can)。
4. 我將要(I will)。
5. 如何做(How to do)。

## (二) 知識(Knowledge)

引導學員循序漸進地了解訓練有關的知識：

### 1. 基本原理(fundamentals)

先使其了解訓練內容的基本原理。

### 2. 概念(concepts)

次使其了解訓練內容的相關概念。

### 3. 原則(principles)

最後使其了解訓練內容所演繹出來的各種原則。

## (三) 演練(practice)

引導學員正確的學習態度及相關知識後，接下來必須讓學

員有機會實地演練，以使理論與實務相結合：

### 1. 教官指導下演練(under coaching)

演練初期由於不熟練，所以必須在教官指導下進行。

### 2. 工作中演練(at work)

指不需教官在旁指導，自己可以在實際工作中操作。

#### (四) 技巧(skill)

經過演練後，接下來要設法將這些理論和知識變成個人所具備的一種工作技巧，而技巧的養成亦須經過三個步驟：

##### 1. 連續的應用(continuous application)

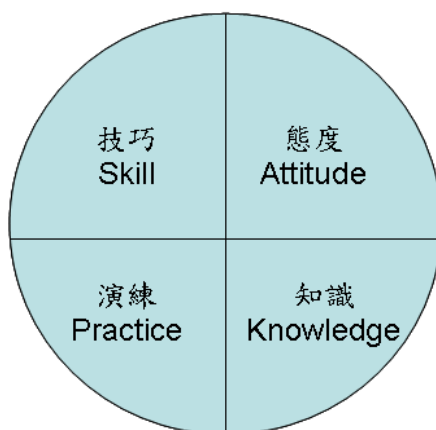
所謂熟能生巧，上述理論及演練不斷的應用，久而久之自然可以經由融會貫通而形成一種工作技巧。

##### 2. 正面的增強作用(positive reinforcement)

技巧的形成，須在過程中不斷給予強化，以精益求精。

##### 3. 形成習慣(habits)

將工作技巧融合成生活習慣的一部分是引導參訓者自我發展的最高理想，因為習慣一旦形成後，非但不易忘記，而且運用上收放自如，可以將訓練效果發揮至最高的境界。



圖三：個人自我發展循環



## 六、 設定訓練的具體目標

訓練應以激發責任心與使命感，充實各種專業訓練與管理訓練，提高工作效率與培養人才為目標。

## 七、 訓練規劃的原則

### (一) 制度化：

確實依照核定的訓練體系和分工，按權責策訂訓練計畫。

### (二) 需求化

訓練的舉辦，要以素質的提昇、業務的需要、人才的需求和培育為主要考量。

### (三) 效果化

訓練的舉辦，要追求最好的效果，不論課程的安排、課程的內容、師資的聘請、環境的佈置及學員的輔導考核等，都要針對訓練的種類、性質做最好的安排。

## 八、 訓練設施管理

訓練機構需有良好的訓練環境，才容易達成訓練目標，亦即提供良好的教學設施、籌思完善計畫、設計活潑的課程，以激勵並啟發參訓者。針對達成訓練特定的使用目的，於設施之起始設計階段，即需有周詳深入的考慮，設施完成後，勢必難以做大幅

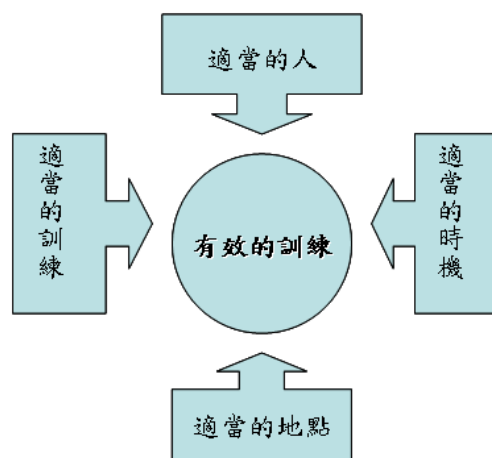
度的改變或增建。

假若整體訓練設施，從外觀便能見出與其他建築物的不同；置身其間，會使人有特殊的感受，在此環境中陶冶身心、涵融性情，接受訓練可事半功倍。

訓練設施管理可視為一種「人」與「情境」的管理，環境因素的影響很大，領導型態、成員個性、團體互動等形成訓練機構的組織文化，管理者必須養成前瞻性的意識形態，樹立負責任及自主性的領導作風，以「人本領導」取代「科學管理」，充分有效地利用設備並發揮設施的功能，以圓滿達成訓練目標。

## 九、 有效的訓練

訓練人員在規劃訓練時，必須注意安排適當的人，於適當的時機，在適當的地點，接受適當的訓練，如此始能建構一個有效的訓練。



圖四：有效的訓練公式

## (一) 訓練時機的認定

### 1. 晉用新人時：

訓練協助新進人員在最短時間內，了解組織經營理念與企業文化，縮短進入新環境之適應期。

### 2. 員工的工作素質標準或工作數量必須提高時：

主管觀察部屬平日工作表現的缺失，如經確認是因專業知識、技巧、能力不足而產生，即可針對相關部分，給予指導或派訓以補其不足。

### 3. 設備、程序、方法有變更時：

當組織引進新的設備、技術或制度時，為與原功能配合，則必須安排訓練。

### 4. 工作所依據的法令大幅修改時。

### 5. 調整或新增工作項目時。

## (二) 決定訓練的項目與人員

依據員工應該做什麼與現在能做什麼二者間的落差，決定哪一類員工應參加哪一項訓練。

### (三) 決定訓練課程

課程範圍應求適中，符合業務及個人需求。

### (四) 選定訓練方式

就受訓人員、訓練設施、時間長短等條件，決定訓練方式。

### (五) 選用訓練方法

視課程需要，就講解、討論、指導實作、案例研析等方法，加以選擇實施。

### (六) 對訓練作評估

訓練最重要的是要有效果，因而需要作評估，評估的方法可用學識技能測驗、訓練成績等資料，亦可針對受訓人員之主管與工作效率等資料評價訓練成效，作為以後辦理是項訓練的參考。

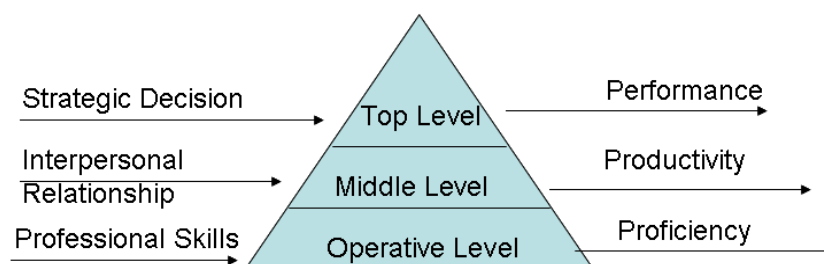
## 十、 訓練需要分析(Training Needs Analysis/TNA)

「訓練需要」的一個簡單的定義，就是「為了使人員的工作有效，需要哪些態度、知識及技能？」。訓練需要分析是用來幫助管理階層決定訓練計畫的目標與內容，唯有了解受訓者的需求，才能規劃出適合的訓練計畫及執行方式，否則可能使訓練結果無

法有效地反應在組織目標上。如果不是依據確實的訓練需要來規劃訓練計畫，往往時間、金錢及努力，反而經由訓練，弄得既勞民又傷財。

由於組織中每一個人所擔負的責任及工作、職位不同，所需要的能力也不盡相同，因此，在評估訓練需求時，須加入職位考量的因素，各階層人員應強調的訓練重點爰有不同。

一個組織內部的垂直體系，依責任和權限的不同，大致可以區分為三個層級：首先是作業層(Operative Level)，職級較低的基層員工所需要的是專業知識、技術層次的能力培養，希望藉由訓練熟練工作所需的能力(Proficiency)；其次為中間管理層(Middle Level)，中階管理者需要的是人際關係、協調、企劃能力，訓練的目的是為提升及強化中階管理人員的領導統御能力，以增加組織的生產力(Productivity)；接下來是最高管理層(Top Level)，高層主管所需的訓練著重於決策分析、評估能力的培育，以帶領組織達到更高的績效表現(Performance)。



圖五：不同階層員工能力開發的重點

組織的成功，需要每一個層級的同仁都有最高水準的工作表現。組織內每一項職務均需訂定工作標準，績效目標未能達成，如果是能力的問題，也就是說員工的「實際能力水準」與「期望能力水準」有所差距（即能力落差 Competency Gap）時，就需要辦理訓練來彌補此能力落差。

經由績效考核，主管可以得知員工的問題與需求，了解究竟是什麼因素阻礙了績效的達成，是能力不足？是意願不強？是資源不夠？是溝通誤解？還是工作方法錯誤？如果判定是能力不足的問題，主管必須進一步觀察及測試，究竟是哪一種能力不足？是專業領域的能力？是管理能力？還是溝通協調能力？需要哪一種方式的教育訓練？採個人訓練？還是團隊訓練？

我們經常可以看到，員工想學外語、電腦或個人才藝課程，可是該職務卻不需要外語能力或其他個人才藝能力，那麼，提昇其外語能力無法幫助組織達到績效目標，辦理該項訓練之必要性即值得商榷；如果影響績效的原因，不是能力不足的問題，而是其他的因素，例如：工作意願不足，則主管必須建立一套激勵機制(Incentive Scheme)，以強化員工的意願。

身為管理者可以由下列三個方向來探討組織內究竟需要甚麼型態的訓練，以有效的訓練員工將工作做「對」與做「好」：

### (一) 個人分析(Individual Analysis)：

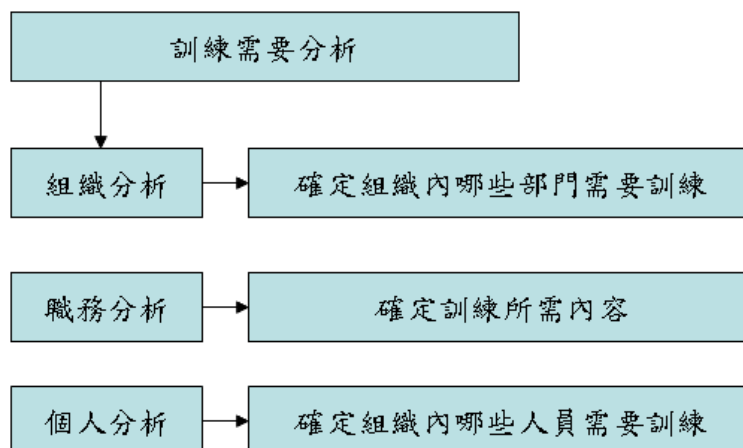
造成員工工作表現不佳的原因很多，有可能是缺乏從事該工作所需的專業知識、技能，也有可能是缺乏動機或程序設計不良等。個人分析係在檢核個別員工的執行工作的實際情形，檢討其技術與能力，進而決定訓練對象，哪些人需要訓練？

### (二) 職務分析(Job Description)

透過職務工作說明書(績效標準)，可以提供從事該項工作必須具備的知識、技能與態度等輪廓，經由工作的敘述，分析、觀察員工的行為與工作表現，來決定訓練內容。

### (三) 組織分析(Organization Analysis)

藉由對組織願景、目標、社會或顧客對組織的期待等資料的收集，找出組織所希望訓練偏重的方向，以確定哪些部門需要訓練？例如：本局為提昇臺北飛航情報區之飛航服務品質及效率，積極推動中的「臺北飛航情報區通訊、導航、監視與飛航管理(CNS/ATM)發展建置計畫」即將於民國 100 年建置完成正式運作，包含飛航管制、航空通信、航空電子等第一線飛航服務人員的先期訓練應為最迫切的規劃重點，以教導渠等瞭解未來新的裝備與作業方式。



圖六：訓練需要分析圖

## 伍、心得及建議

訓練是組織的一項管理措施，管理者可藉以達成組織的目標與願景，為組織贏得最高的效率。我們深深體會，訓練只有在能符合員工的需要下，才能產生效果。要員工能有效的參與訓練，則必須使其在訓練過程中得到某些個人的利益。依據期待理論，員工參加訓練，努力學習，其目的除提升本身的知能外，自是希望能藉由能力的提升，得到進一步的升遷機會，雖然不能奢望每位受訓者都能得到升遷，但成績優秀的受訓人員，實應考量讓其優先升遷，否則只有能力提昇的產出，而無下一層次(升遷)的激勵，「訓用合一」的理想未能落實，如此，訓歸訓、用歸用，員工的期待落空，訓練成果將無法與士氣激勵配合。



訓練計畫應依據執行業務所需的技術與素質來擬定，而要確定何人應該接受訓練必須以「組織績效」為導向：何時、何地、以及如何訓練，則有賴於訓練與人事發展計畫間之關聯性，如此才不致於浪費國家公帑，且可使員工能力適時得到提升，進而得到士氣的激勵。

今日國內外環境不斷變化，行政管理事務愈形複雜，顧客需求日益多元化，身為民航體系一員的我們除了要因應快速的科技發展外，在職訓練是不可偏廢的。經由有計畫的課程安排，可使員工在短期內吸收最新的專業知能，更重要的是使員工從訓練中培養出「捨我其誰」的積極向上精神，提高效率，所以講師說：「Training is costly, but no training is even more costly.」

民航產業應如何培訓人才？如何強化人員的專業知識及技能，以提供一致的服務水準？回顧我國民航事業近四十年間的發展，早期配合政府十大建設政策及開放天空全球化趨勢與政策之實施，加以我民航主管當局重視人員培育與科技的發展，空運業務也在穩定中求取進步。近期，在全球金融海嘯以及本島陸路運輸模式快速興起的雙重影響下，空運市場氣氛轉趨暗淡，為航空運輸業界帶來嚴峻考驗，要逆境制勝，關鍵在於掌握顧客對軟體與硬體的需求，唯有持續強化人員訓練，使其足以勝認工作所需的技能、知識與態度，使做得更好，為顧客提供最優質的服務，以維持競爭優勢。

本次訓練共有來自於 11 個國家之 18 位學員，於課堂經由講師深入淺出、有條不紊地講解，學習各種不同的訓練理論及方法，更於分組討論及簡報中，與來自各種不同領域的民航專業訓練人員，互相交換意見，是一個非常好的學習經驗，亦可提高我國之國際能見度，建議後續仍能派員與訓。

## 陸、附錄

附件一：講師資料

附件二：學員名冊

附件三：行為科學在顧客服務之應用

附件四：案例研討與分組簡報資料

附件五：期末成果簡報

# 附 錄



## BIOGRAPHICAL NOTE

### Thomas Chow

Thomas is frequently called upon by the IATA Aviation Training and Development Institute (ITDI) to provide education and training to industry professionals within the Sales, Marketing, Customer Service and Management functional areas.

Having been a lecturer at several universities in Hong Kong and having been a guest speaker at multiple universities in Asia-Pacific, Thomas can bring enthusiasm, eloquence and credibility into classrooms with ease.

Thomas developed his commercial career by joining Cathay Pacific Airways and was promoted to Commercial Training Manager, responsible for worldwide manpower development and travel agency coordination. His travel industry background also includes tenure as a Manager for Southeast Asia, South Korea and Taiwan at the Hong Kong Tourist Association, with responsibility for tourism development and marketing within all sectors of the travel industry in this region.

Another area of Thomas' background includes a position with the Hong Kong Television Broadcasting Ltd., where he was responsible for personnel administration and training, organizational development, public relations and international affairs.

On the government level, Thomas has conducted corporate re-engineering for Singapore Broadcasting Corporation, and manpower development projects for Macau Government Tourist Office, Hong Kong Tourist Association and Fiji National Training Council for South Pacific Countries.

As a consultant, Thomas has been involved in management and training consultancy projects for a variety of companies in Asia, including: BMW in Asia-Pacific Region, Thai Airways International, Dragonair, Swire Group, Coca-Coca China Ltd., Bosch China Ltd., Fuji Photo Supplies Ltd., Western Management Institute of Beijing, Lufthansa (LSG) Ltd. and the International Air Transport Association (IATA).

Thomas is also proud of his accomplishments as a Project Manager for the Miss Universe Beauty Pageant, World Cup Soccer (Asian Zone), International Dragon Boat Races and Celebrities Charity Walks and Promoter for S. African Airways, Malaysian Tourism Development.

As a result of Thomas' expertise in Asia and more specifically, China, IATA-ITDI Montreal, Canada and Air Business Academy Toulouse, France have selected Thomas to conduct the first offering of the Cultural Awareness seminar offered jointly by both training organizations.

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**APPLIED  
BEHAVIORAL SCIENCE  
IN CUSTOMER SERVICE**

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# INTRODUCTION TO BEHAVIORAL SCIENCE

## INTRODUCTION

Based on recent survey projects, the most single critical factor of SUCCESS ON THE JOB is how one relates and works with other people. Whether we are a manager, a sales representative, system analyst, a secretary, etc., we are constantly interacting with other people on the job. We often hear,

“This job would be fine if it doesn’t involve with all the complications of human elements.”

“Those customers are always complaining and demanding too much.”

“No matter how you shouted, he never does what has been instructed.”

These are some of our frustrations in our interpersonal dealings on the job. However, the timely concept - TRANSACTIONAL ANALYSIS has been introduced and this should be an effective measure to understand human behaviour, improve interpersonal communications and develop a more favourable “climate” in an organisation.

After all, what is Transactional Analysis?

This is simply interpreted as “if someone says something to us and we respond. That is a transaction. If later we wish to examine that transaction in order to find out what message is being carried, that is Transactional Analysis.”

## DEVELOPMENT OF TRANSACTIONAL ANALYSIS

### Dr. Wilder Penfield

A neurosurgeon discovered during an operation in 1951 when the brain of the patient is exposed, that if he passed a weak electric current to certain parts of the brain, the patient re-experienced things which had apparently long been forgotten. It is significant that the patient did not re-call these experiences; he actually relived them. If sound or smell or other sensations were associated with the original experience, the patient was actually able to hear and smell them. If a feeling, good or bad, were involved with the original event, the patient experienced the same emotion again.

The significant finding of Dr. Penfield is that the brain appears to be functioning in living stereo, taping every experience from the time of birth. This provides a scientific basis for the TA concept.

### **Dr. Eric Berne**

TA was originally developed as an alternative to psychotherapy. Dr. Berne felt that people were capable of assisting themselves without consulting a professional psychiatrist. His goal in publicizing TA was to give the individual tools to assist that individual and those with whom he or she interacts.

### **Dr. Thomas Harris**

If Dr. Berne was the initiator for TA principles to be applied to psychotherapy, then Dr. Harris popularized it with a book "I'm OK; You're OK" He saw it as a technique to help people to understand the patterns of their lives, which in TA, are called life scripts. The personal awareness of feeling OK or not OK depends very much on the stroking that an individual receives.

There are other professional practitioners of TA who have written an abundance of periodicals and books on the subject. However, the work of Dr. Berne and Dr. Harris can be treated as basic reference materials.

## **3 BASIC MODES OF BEHAVIOUR**

According to Dr. Berne, each individual has 3 parts or persons within himself namely, Parent, Adult and Child. (Representative by Capitalized P-A-C in TA language). Each of us at different times of the day behave in each of these three parts. When we are demanding or helpful, we are in our Parent; when we collect information and assess the best course of action, we are in our Adult; when we react primarily from our emotions, much the way we behaved when we were young, we are in our Child.

## **The Parent**

According to TA concept, everything that happened around us when we were young was permanently recorded and stored in our brain. We were “small” as compared with our “big” parent. Everything we saw was recorded. These external events that happened around us in our first years are deep-rooted in our “computer”. These include the rules, laws, “How to”, “don’ts”, “should”, “shouldn’t” etc. We are able to in our working life bring back certain responses and reactions automatically and unconsciously. Unless we are extremely decisive, and strong will-powered, these automatic responses are exactly the same as those we saw and heard in our parents.

There are 2 distinct parts of our Parent; namely, the Critical who usually behaves in a judicial, moralizing or punitive manner. When we are sympathetic, encouraging and protective we behave as the Nurturing Parent. To be in any part of the Parent is not wrong, it is a question of if situation is appropriate.

Of course, your behaviour as a Parent is unintentional and this is caused only by the recording of what we experienced when we were young.

This behaviour is described as the “TAUGHT” concept.

## **The Adult**

The Adult behaviour is capable of collecting information, computing it and evaluating it. He is usually un-emotional and is concerned with what is most expedient and most useful. This is the capability of making assessments about outside realities.

The Adult behaviour is often represented by individual who can ask sensible questions and who give logical answers.

This is often described as the “THOUGHT” concept.

## **The Child**

While we are recording ‘the growing up’ event in our Parent, our Child tapes were simultaneously recording internal reactions to these growing events. These are primarily the feelings and conclusions about ourselves and other people.

These include frustrations, inadequacies, helplessness, joy, curiosity, imagination and spontaneity.

The Child is the "FELT" concept.

There are 3 parts in our Child: Natural, Adapted and the Little Professor. The Natural Child is joyful, spontaneous, adventurous, angry, rebellious, fun loving, etc. He is free, un-restrained, impulsive, aggressive and fearful.

Everyone of us is born with a Natural Child but soon, we learn to become adapted in order to survive and to get along. The Adapted Child is complying, withdrawing and courteous (in the extreme case, rebellious).

There is always a Little Professor in our Child. Some of us find that we could avoid an unpleasant situation with a "knowing" sense of humour or we got what we wanted by being "cute". The Little Professor is creative, intuitive, logical, curious and manipulative.

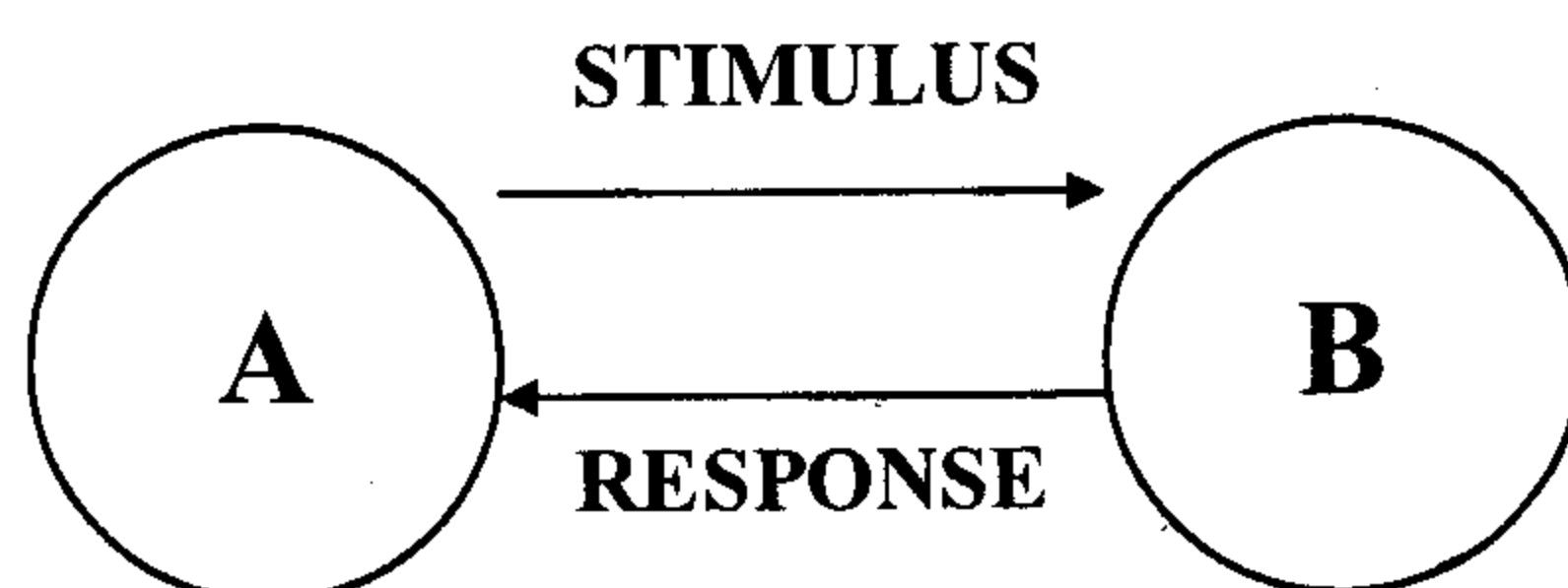
It is significant to understand the 3 modes of behaviour. No one is better than any other. The situation and the Adult will decide what is appropriate. In a working environment, it is desirable to have our Adult functioning because this will assist in making decisions.

Understanding and being aware of P-A-C can give us the freedom of choice how we think, feel and behave in a given situation: how we make choices and the alternatives available to us.

## INTRODUCTION TO TRANSACTIONAL ANALYSIS

### TRANSACTIONS

We have mentioned before that when someone says something to us, we answer. This is a TRANSACTION. The one who initiates the communication is said to have provided a STIMULUS and the one who answers is said to have given a RESPONSE. This is verbal communication. However, a TRANSACTION can happen when there is an exchange of handshake or eye contact. This is non-verbal communication.



### CHARTING TRANSACTIONS

Transactions can be charted. The reason why we want to physically chart transactions is to help us to become aware of what is happening in an interaction. Eventually, we shall be able to chart transactions mentally in order to assist us to understand a situation and determine what responses and actions to take.

For the purpose of illustrations, we use the following diagram to represent transactions between 2 persons.

In charting a transaction, we use the figure on the left to represent the first person (Stimulus); so that, if the person say “Good morning, Jane! You look beautiful.”

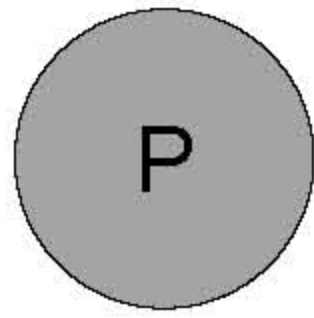
If the lady returns the greeting, “Thank you very much, John.”

# **INTRODUCTION TO BEHAVIORAL SCIENCE**

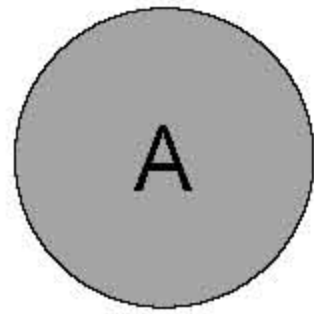
(APPLIED TRANSACTIONAL ANALYSIS)

## **WHAT IS BEHAVIOUR?**

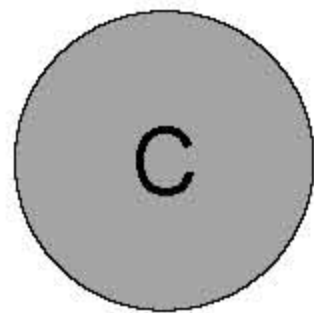
# TYPES OF BEHAVIOURS



**PARENT - Taught Concept**

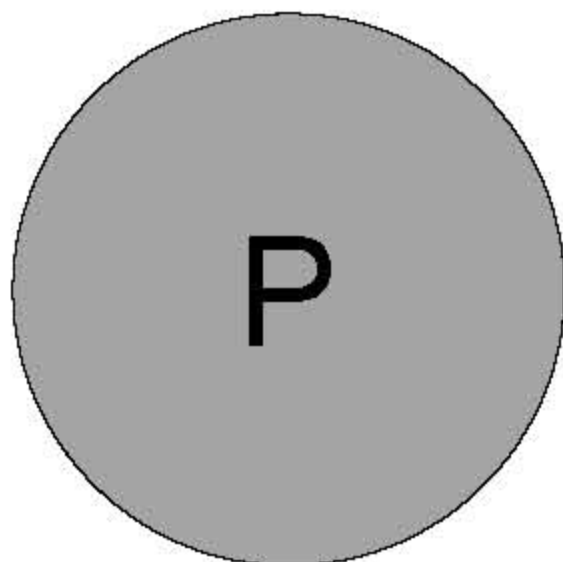


**ADULT - Thought Concept**



**CHILD - Felt Concept**

# TYPES OF BEHAVIOURS



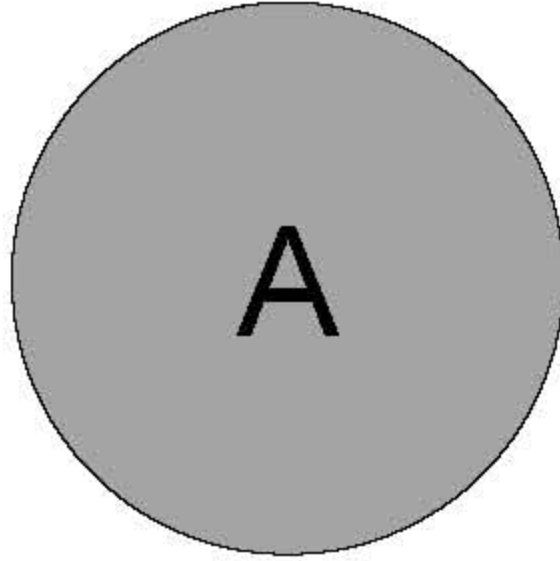
## PARENT

**CP Critical – ordering/criticizing**

**NP Nurturing – caring/supporting**

# TYPES OF BEHAVIOURS

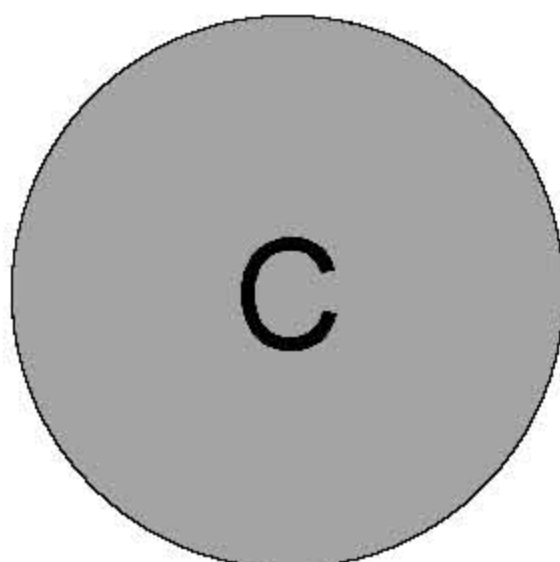
## ADULT



IS	Information Seeking		
IG	Information Giving		
TU	Test Understanding		
PO	Positive	NO	Negative
PR	Proposing		
AG	Agreeing	DA	Disagreeing
SU	Summarizing		
AP	Apologizing		

# TYPES OF BEHAVIOUR

## CHILD



AC	Adapted	Obedient
NC	Natural	Free
LC	Learned	Witty



# **WHAT IS A TRANSACTION?**

Building Communication Relations

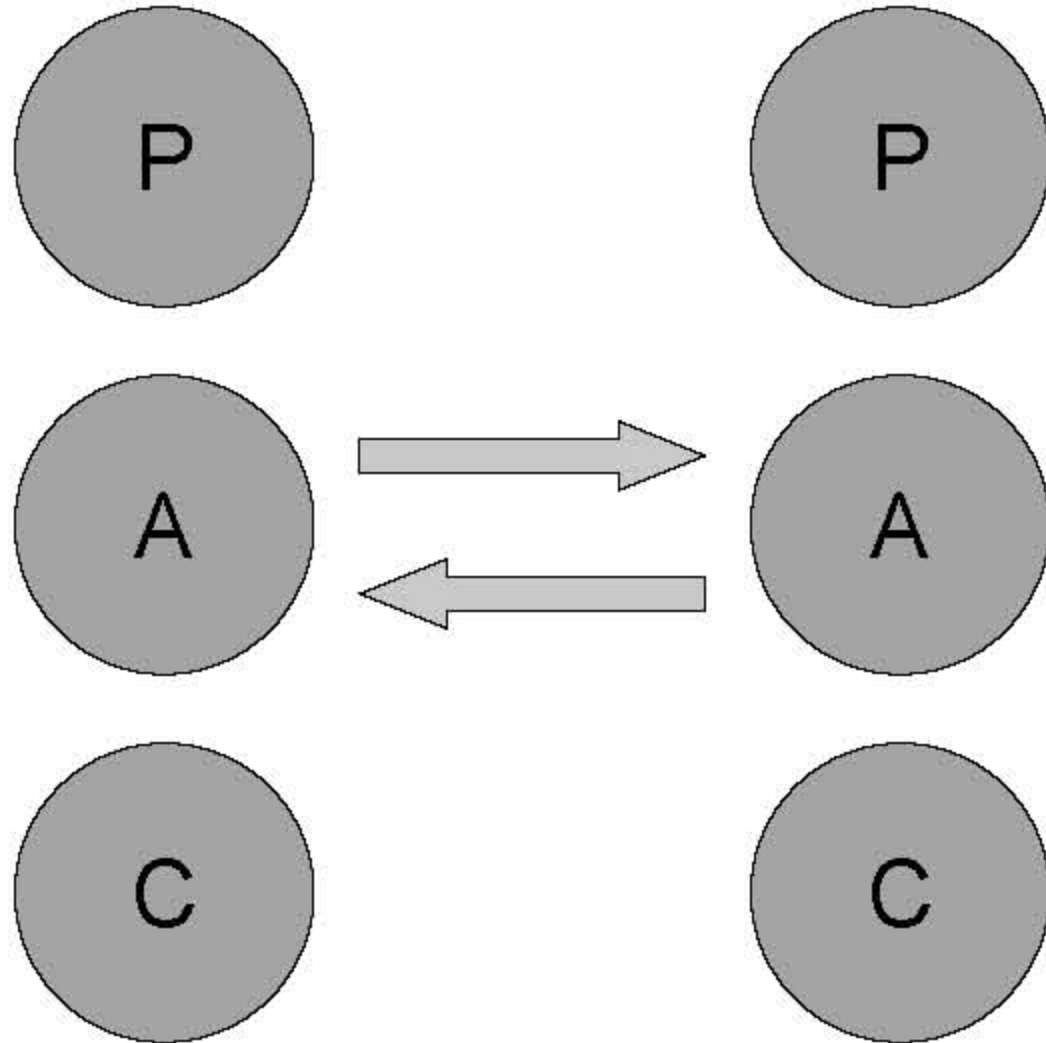
## **TYPES OF TRANSACTIONS**

- **Parallel Transaction**
- **Crossed Transaction**

# PARALLEL TRANSACTION

Customer

Staff



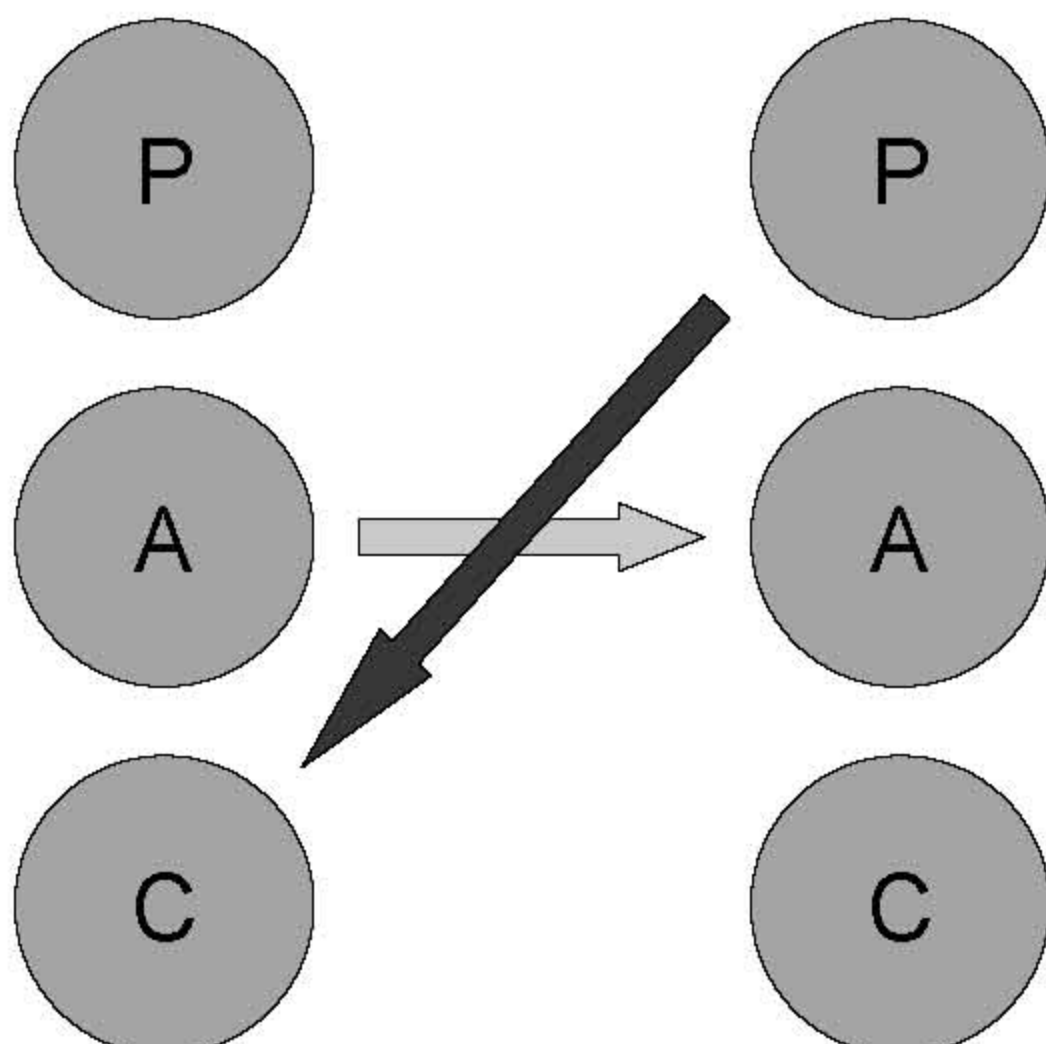
**C : What time do we start?**

**S : 9 a.m. sharp.**

# CROSSED TRANSACTION

Customer

Staff



**C : What time do we start?**

**S : You should have listened earlier!**

# HOOK THE ADULT

**Step one**      **Maintain Parallel Transactions**

**Step two**      **Lead the Conversation**

**Ask Questions**

**Listen Actively**

**Apologizing**

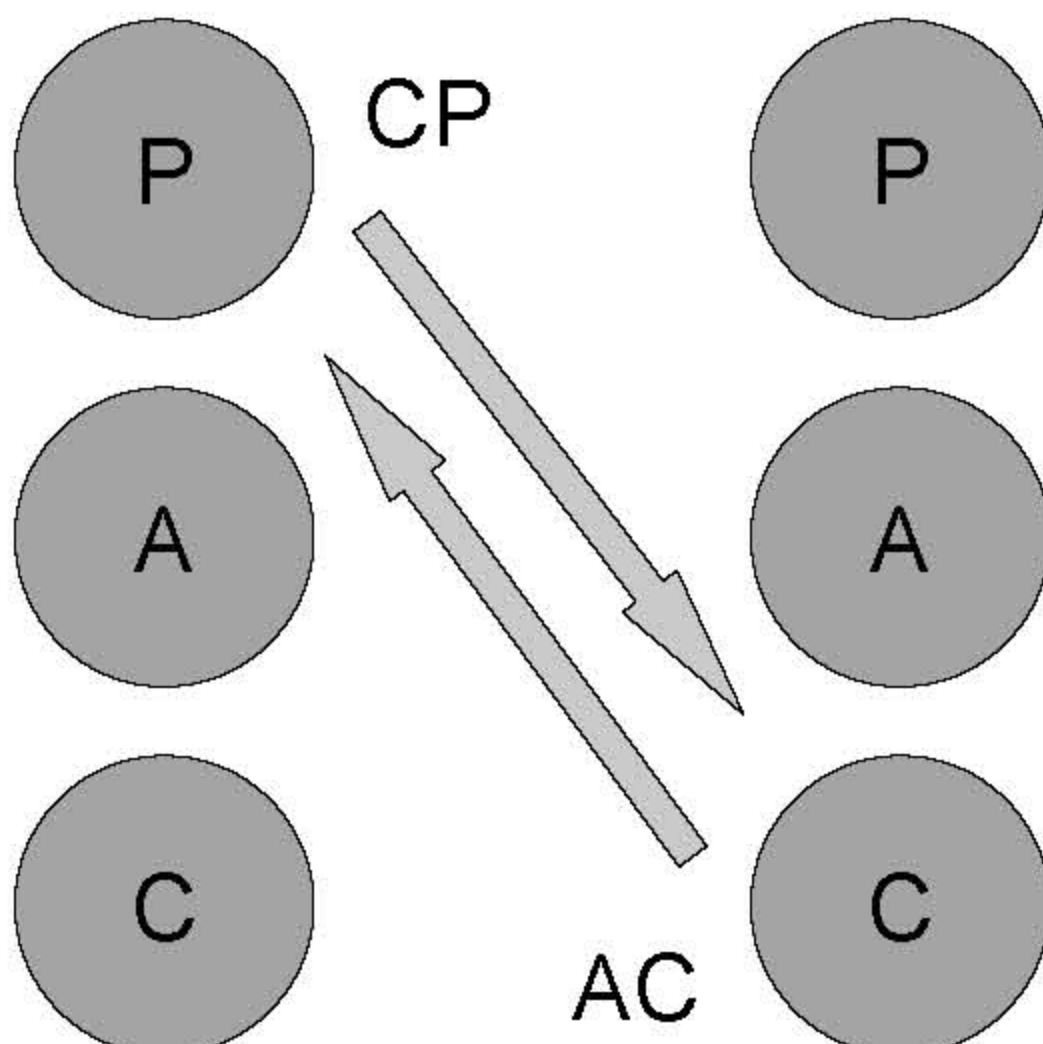
**Keep Calm**

**Be a Nurturing Parent**

# HOOK THE ADULT

**Customer**

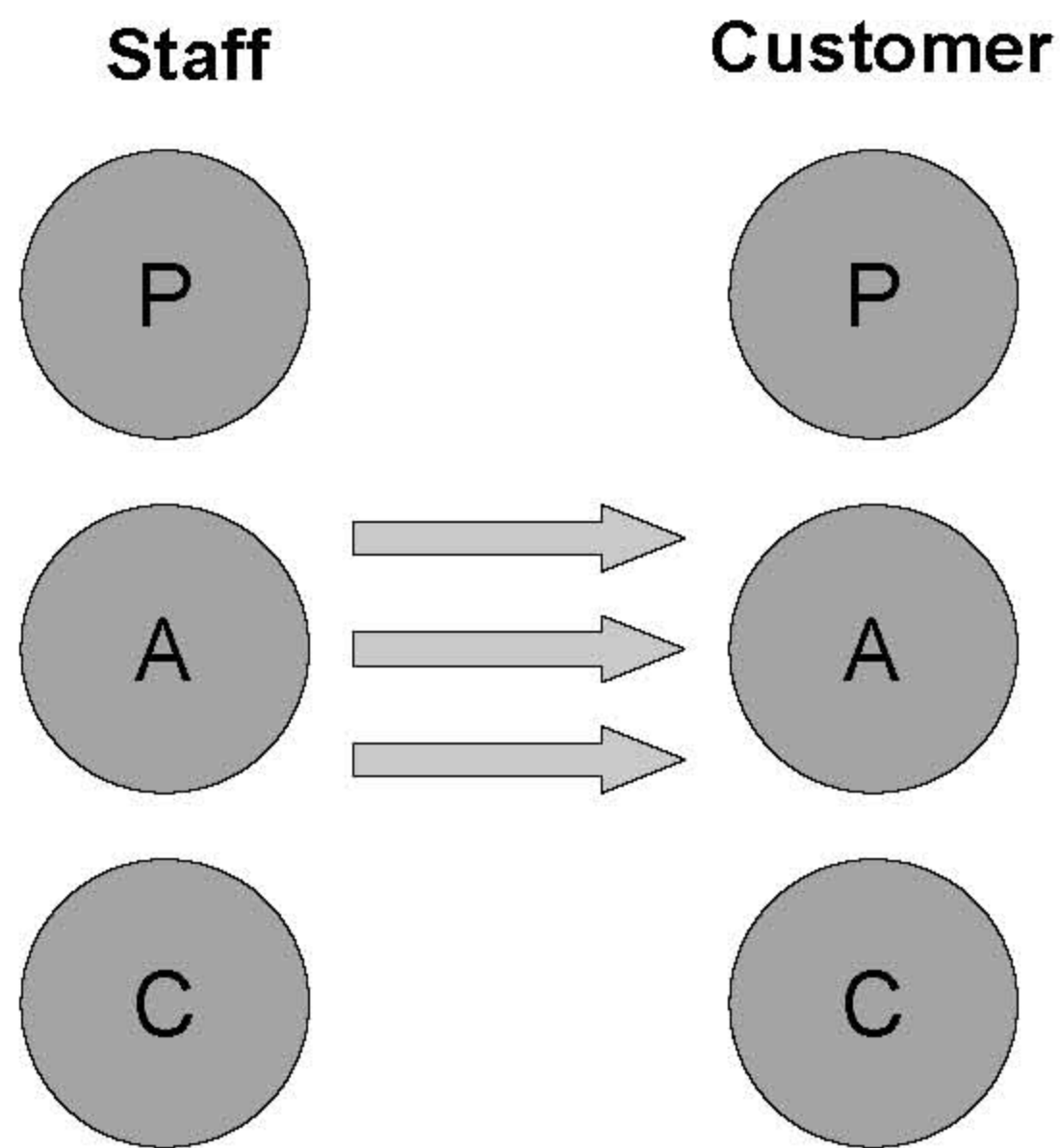
**Staff**



**C : why we are delayed again?**

**S : Oh! I am sorry.**

# HOOK THE ADULT



S : Which flight you are taking?

May I see your boarding pass?

I'm terribly sorry. The flight is  
delayed due to ...

Would you kindly take a seat  
first and I'll check .....

# SPECIAL TA TERMS

- STROKE (Positive/Negative/Nil)
- STAMP (Gold/Grey)
- LIFE POSITION (I'm OK : You're OK)

**The End**



213  
14  
10

## Exercise: Scenario

### Your task

1 Working as a team, read the following scenario and identify key system information. Using the model presented above, draw a diagram of the system that includes the training unit, showing all parts, properties and relationships. Once you have completed the diagram, identify potential problems and recommended changes that could help resolve them.

### Scenario

- 2 Jacqueline Holtz has recently been hired as the manager of a training unit in an Airports Authority responsible for the general management of seven (7) airports spread throughout the country. The total number of airports under the authority's jurisdiction includes, one (1) major international airport, serving the country's capital; two (2) regional mid-size airports each serving larger cities; and four (4) smaller airports.
- 3 The Airports Authority includes a total of nearly 4,300 employees. Generally, this total can be broken down as follows:
- (a) 40% occupy various worker positions (e.g., general maintenance, security, operations, etc.);
  - (b) 30% occupy technical positions (e.g., electrician, electronics specialist, etc.);
  - (c) 15% are support and/or administration staff;
  - (d) 10% are managers; and
  - (e) 5% are professionals in non-management positions (lawyers, accountants, etc.).
- 4 The training unit is located in the Airports Authority's headquarters, in the capital near the international airport. It is responsible for coordinating and/or providing training for the staff at all airports and therefore acts as a central training unit. Traditionally, training has been provided as classroom instruction, with employees traveling to the capital to attend courses. There is currently no training staff at any of the airports.
- 5 The training unit primarily offers technical training in telecommunications and electrical maintenance. The usual planning involves generating a yearly calendar of courses at the start of the fiscal year. Courses listed in the calendar primarily reflect planned changes in equipment or procedures, or certification requirements (e.g., license renewal). Course instructors are also technicians, who discuss course content with managers and staff from their departments. The calendar is sent to the managers of the various technical departments who then return a list of staff who will require one or another course.
- 6 Some non-technical training is offered to staff in general although typically only in response to specific requirements. For example, last year the Personnel Department requested a series of 5 workshops on pre-retirement planning since staffing plans showed that an unusually large percentage of employees would become eligible for retirement within the next few years. A local consultant was hired to develop and deliver these workshops such that the training unit only handled logistics.
- 7 Senior management recently announced its intention to expand the role of the training



unit to include more management and non-technical training (e.g., computer skills, management skills, work safety, team work, etc.). The new mandate of the training unit, however, has not yet been formally defined. Some departments welcome this change stating that this type of “soft-skills” training has long been overdue. Managers from the technical departments, however, are either doubtful or outright concerned about the change, arguing that this could cause the training unit to concentrate less on their need for technical training and more on other areas. Mrs. Holtz is aware that senior management made this decision without consulting managers from various departments or discussing their concerns with them. She hopes to implement a new approach since she believes that consultation is an integral part of the training unit’s activities. Furthermore, the training unit currently only has one classroom, therefore limiting the number of courses that can be offered internally concurrently. If there is an increase in the number of courses offered, then the availability and use of training facilities will need to be reviewed.

- 8 The training unit is part of the Personnel Department. Mrs. Holtz therefore reports to the Director of Personnel, who reports to the Vice-President Administration. Finally, this Vice-President reports to the Director of the Airports Authority. Based on this structure, the training unit’s budget is a portion of the Personnel Department budget. The Director of Personnel receives a yearly budget to be allocated as needed for any of the activities under his responsibility.
- 9 The training unit does not have a “permanent” staff of trainers. Experienced technicians are currently recruited from operations to temporarily work as instructors. Over the years, a group of 5 technicians have been more regularly involved in the training and have become familiar with the technical training requirements. All five have now returned to their units (3 at the international airport, 2 at a regional airport). The training unit occasionally hires local consultants to provide non-technical training. The “permanent” staff of the training unit therefore consists of the unit manager and one support staff. In the past, when the demands for training have exceeded capacity, the unit was able to temporarily use the services of a graphic artist from the drafting section and of one or two support staff from Personnel.
- 10 The training unit has traditionally relied on participant course evaluations to measure its success. For each course offered, students are required to fill a standard evaluation form that asks questions about content, course duration, relevance of course objectives and use of exercises. To date, there has been no review of the training’s effectiveness with managers or further communication with students after they return to work.

# Training Unit of Airports Authority

*“To capitalize on newer opportunities through an unparalleled commitment towards training”*

*Yi, Shin-Juang*

## The Present

**Part of  
Personnel  
Department**

- Steep Hierarchy
- Shared Budget

**Observation on the Existing Training Unit**

A single centralised unit catering for 07 airports

Majority of trainings conducted focus on 30% of 4300 staff

Planning involves generating yearly training calendar at the beginning of fiscal year

Lack of focus on non-technical trainings and inadequate coordination leading to conflicts

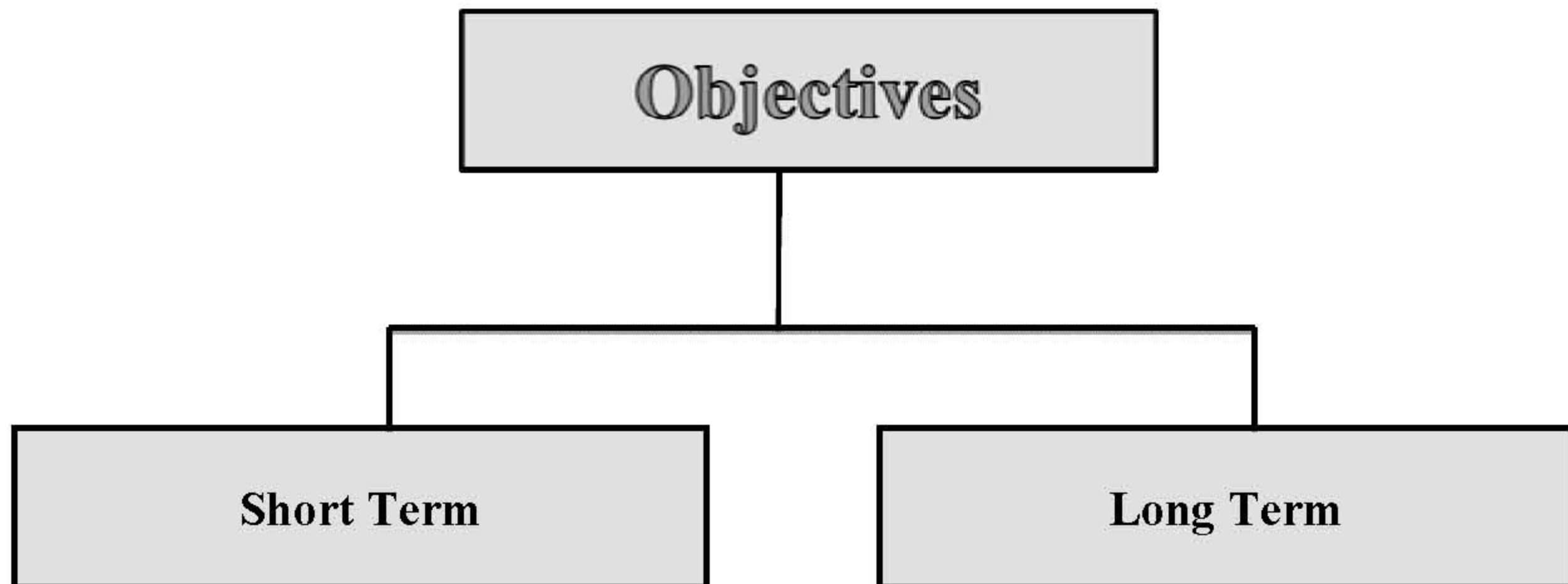
Failure to develop and manage the required level and amount of instructors and personnel department staff

Training effectiveness is not reviewed hindering possible control measures



# Planning for the future

**Faced with a High Degree of Challenges !!!**



## Short Term Objectives

- Gain trust and confidence
- Defer the plan to immediately implement non-technical trainings
- Conduct a thorough Job and Training Need Analysis
- Conduct a SWOT Analysis
- Conduct a PESTEL Analysis
- Liaise with Financial Department and other relevant organisations to conduct several important cost benefit analysis's
- Streamline and systematize the existing training training management systems
- Link the training objectives to the organisations vision, mission, values and business plans.

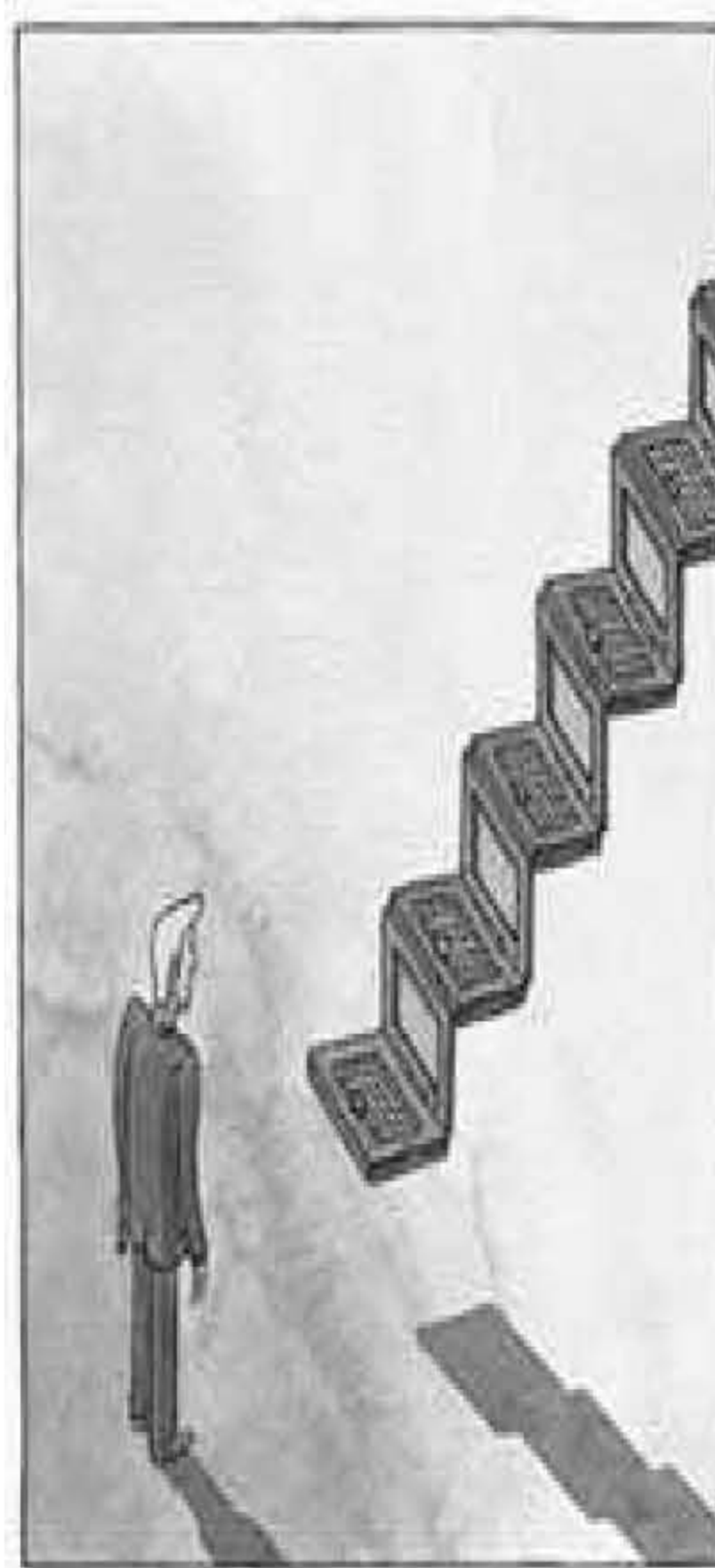
**Time Frame –One Year**

## Long Term Objectives

- Convince the management to separate training unit from Personnel department
- Secure sufficient budget
- Decentralise Training centres and facilities
- Develop a pool of dedicated and well trained instructors and training unit staff
- Launch the much awaited non-technical trainings
- Maintain a careful and optimum balance between in-house and external trainings – market!!!
- Through precise benchmarking and evaluation systems – ensure continuous enhancement
- Establish a positive relationship between training and other important factors such as performance levels, attitude, motivation, rewards, succession planning etc.

**Time Frame – Three Years**

*Visualise  
Success from the  
moment we take  
our very first  
step.....*



Thank you



# ***An Approach to Training Needs Analysis***

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**Yi, Shin-Juang**



## ***AIM***

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1. To learn **TNA** (Training Needs Analysis) for enhancing understanding of the ***needs of the organization and the staff*** before conducting the training.
2. To introduce the methods to conduct effective **TNA** for the organization.

## *The truth is...*

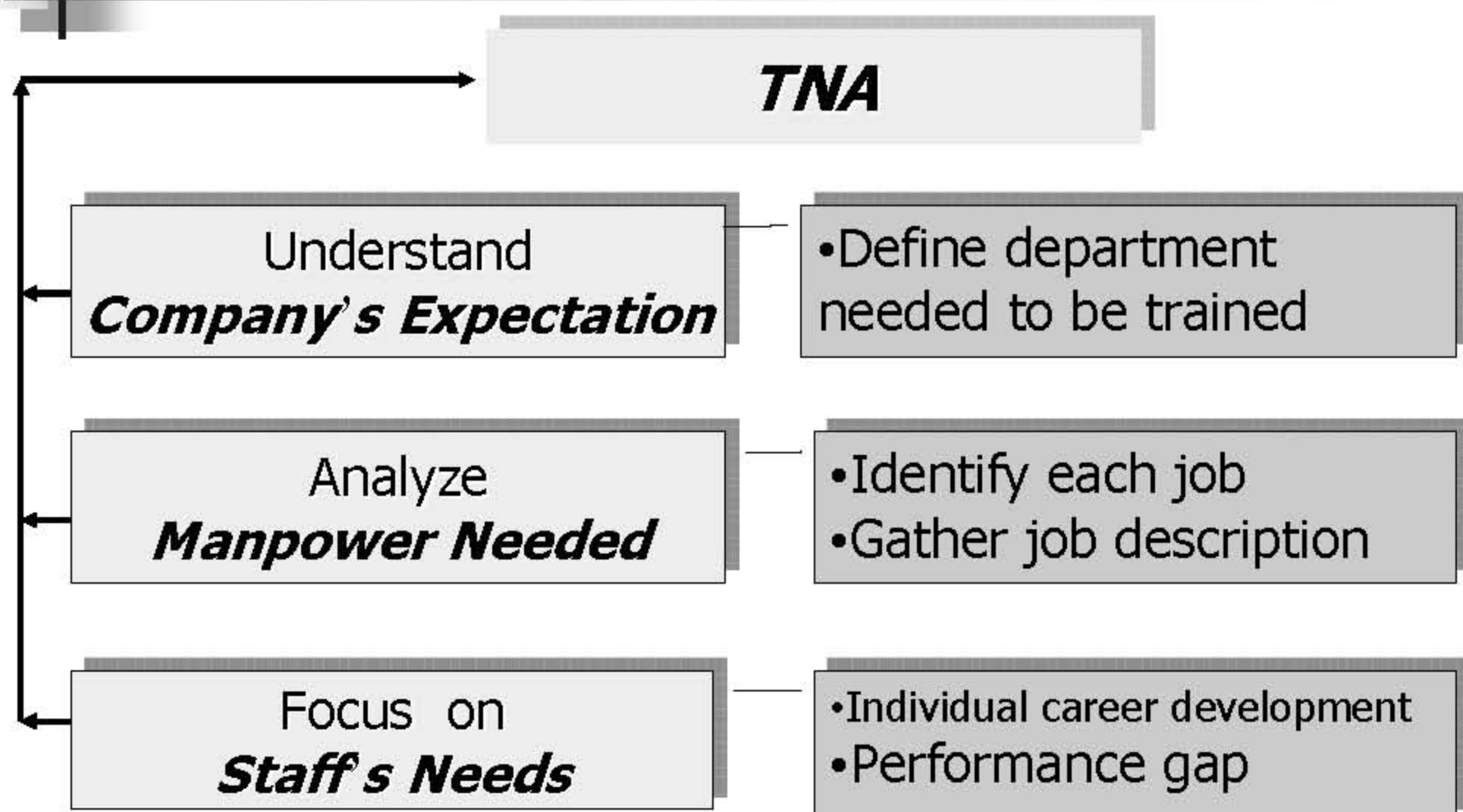
- How many times have we said it :  
“The most important **asset** is our people.”
- The existing skills of our staff will **become out-of-date tomorrow.**

## *Why We Need TNA?*

1. The health of any organization depends on the development of its people.
2. **TNA** provides insight into the **objective and scope** of the organization’s training plan to the directive level.

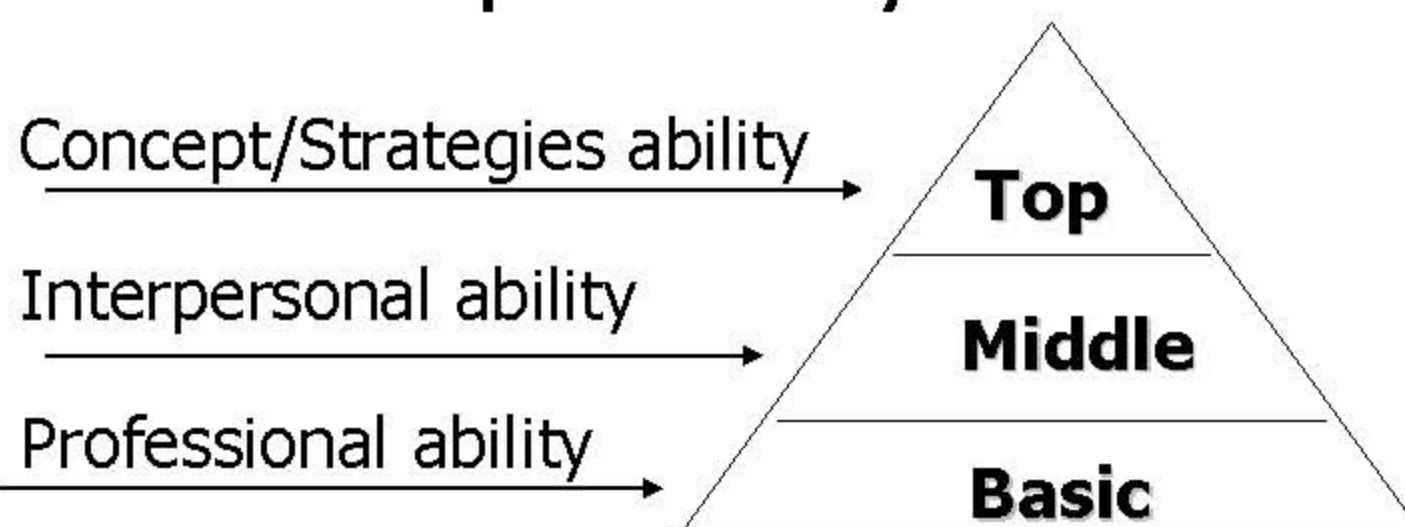


# *Excellent Training*



# *Job Analysis*

1. How the job fit into the company's structure.
2. Tasks of the job.
3. Skills and proficiency needed.





## *What We Have Learn?*

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1. **TNA** is a process of *identifying training needs* within company.
2. Training staff requires the expenditure of time and effort.
3. Creating an effective **TNA** is not only *cost-saving* but also *manpower reserve* for the company's future.



*The End*