

DEK Technologies Vietnam Internal Trainer Development Policy

1. Purpose

One of DEK's core values is continuous improvement, and training activities reflect this value most vividly. DEK internal trainers are highly motivated people committed to developing themselves and developing others to contribute to DEK success. The ultimate purpose of the Internal Trainer Development Plan is to help DEK internal trainers optimize their contributed value and make training programs valuable to both trainers and trainees.

The Internal Trainer Development Plan also provides specific guideline for cross-functional collaboration that enables **enough capable trainers** ready and willing to deliver **effective and timely** training courses and classes to the company employees in:

- Internal technical training (both company-wide and project-wide)
- Internal soft skill training (company-wide)

2. Effective Date

This version of the Internal Trainer Development Plan is effective from April 28, 2023.

3. Principles

The Internal Trainer Development Plan is a series of steps to be performed by the Learning and Development team, managers, and trainers to ensure that there are enough capable trainers available to deliver effective and timely training programs to the company's employees.

The internal trainer development plan focuses on 3 main goals: people, skills, and process.

3.1. People: The implementation of the Internal Trainer Development Plan ensures that there are **enough** trainers for a training course at DEK Technologies Vietnam. Considering the current need (course list and frequency in the Appendix section), a regular internal training course at DEK should have **two trainers**. This is to minimize the possibility of class cancelling due to trainers' unavailability.

3.2. Skills

The implementation of the Internal Trainer Development Plan ensures that current trainers and trainer candidates are skilled at:

3.2.1. Domain skills and knowledge of the training course

The trainer's domain skills and knowledge of the training course is the technical/domain-specific skills and knowledge proven by:

- the person's current or past working experience – of more than 3 years in the relevant domain;
- or confirmation from their direct manager/ leader;
- or formal training (recognized institution certificate, university degrees)

3.2.2. Delivery skill

The trainer's delivery skill, also known as training delivery and facilitation skill is the ability to help individuals improve performance at work by learning new skills and knowledge. The trainer serves as a catalyst for learning by understanding the learner's needs, creating the right environment for learning, building rapport with participants, and using the appropriate delivery options and media to make learning engaging, effective, relevant, and applicable. This ability is demonstrated by:

- facilitating meetings and/or learning events in face-to-face and/or virtual environments.
- creating positive learning climates/environments.
- delivering training to achieve the desired learning or behavioral outcomes.

(adapted from ATD's talent development capability model retrieved at <https://capability.td.org/>)

3.2.3. Instructional design skill

The trainer's instructional design skill is the ability to create learning experiences and materials which results in the acquisition and application of knowledge and skills. This ability includes following a system of assessing needs, designing a process, developing materials, and evaluating effectiveness. This ability is demonstrated by:

- developing learning and behavioral outcome statements.
- assess the quality and relevance of instructional content in relation to a desired learning or behavioral outcome.
- planning, designing, and developing instructional content.
- *selecting and aligning delivery options and media for training and/or learning events to the desired learning or behavioral outcomes.**
- *designing and/or developing learning assets, for example role plays, self-assessments, training manuals, job aids, and visual aids that align to a desired learning or behavioral outcome.**

(adapted from ATD's talent development capability model retrieved at <https://capability.td.org/>)

** This skill is mentioned in both training delivery and facilitation skill and instructional design skill of ATD capability model. Here in this description of DEK internal trainers' skills, it is claimed to be under the instructional design skill set.*

3.3. Process

The implementation of the Internal Trainer Development Plan ensures that there are defined processes to build up trainers' skill and experience while enhancing training quality. The processes include:

3.3.1. Trainer candidate suggestion

3.3.2. Training skills verification

3.3.3. Class allocation

3.3.4. Observe and feedback

4. Policy

The Learning and Development Team is the owner of the internal trainer development plan and in charge of the implementation of this process. Changes, if any, should be discussed with L&D team to reach agreement and ensure consistency and effectiveness.

The managers (line managers, division heads, and human resources manager) provide the necessary information and resources needed for the Internal Trainer Development Plan and training course operation.

The current trainers maintain their commitment to developing others and developing themselves while keeping the Learning and Development team informed of their availability, course quality, and trainer candidate's performance.

The trainer candidates are committed to:

- developing and delivering training courses at DEK (i.e. developing others)
- collaborating to develop necessary training skills to develop and deliver high-quality training courses at DEK (i.e. developing themselves)

Type	Responsibility	People involved			
		L&D	LMs/ DHs/ HRM	Current key trainers	Trainer candida tes
Process	Identify the course/ topic need more trainers	x	x		
People	Identify potential trainer candidate with suitable domain knowledge, working experience, attitude, and willingness to conduct training courses		x		
Skill	Interview the suggested trainer candidates to verify training competencies	x			x
Process	Conduct the train-the-trainer knowledge check quiz	x			x
Process	Add to the trainer community/ list	x			
Process	Get the course transfer	x		x	x
Process	Observe the course delivered by the current trainer (optional)	x		x	x
Process	Co-facilitate/ Shadow the course delivery (optional)	x		x	x
Process	Schedule, coordinate, prepare for the first-time delivery	x			x
Process	Deliver the first course	x			x
Process	Observe and give feedback (by experienced/ senior LnD Specialist)	x			x
Process	Confirm if the first time trainer is qualified for independent course delivery	x		x	
Process	Deliver the course again	x			x
Process	Observe and give feedback (if necessary)	x		x	x
Process	Confirm if the first time trainer is qualified for independent course delivery	x		x	
Process	Verify reasons and report to relevant stakeholders on process issue/ disruption	x			

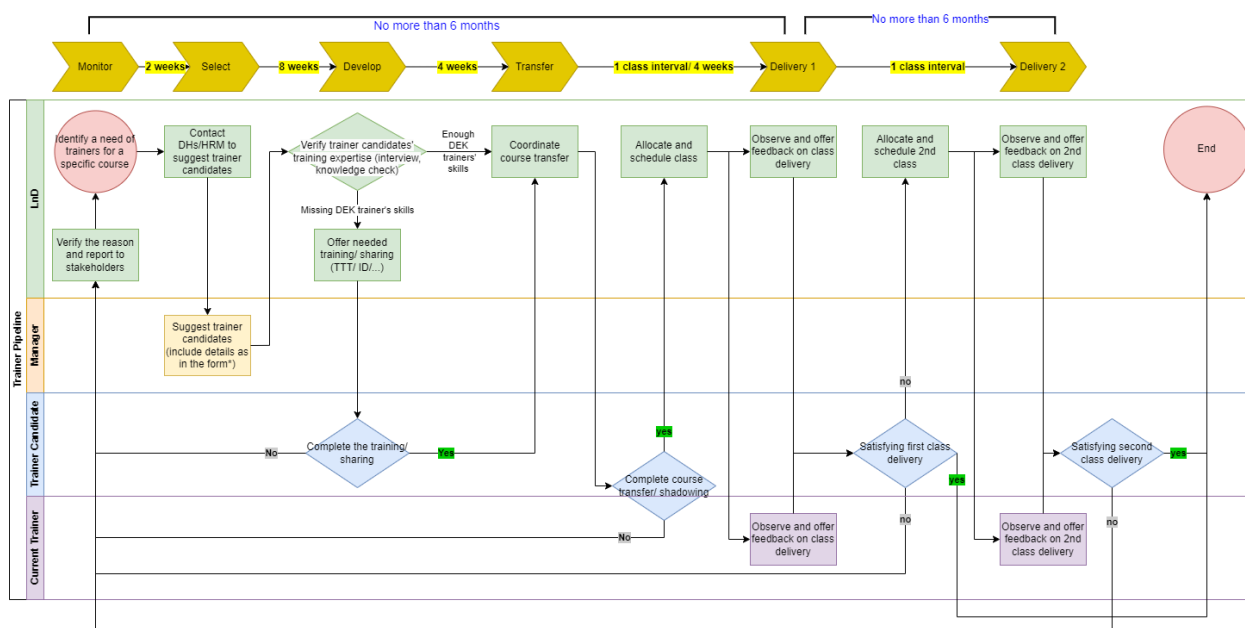


Figure 1. Internal Trainer Development Plan Flowchart – full size at [20230314-TrainerPipeline-FlowChart.png](#)

5. DEK internal trainer competency

This competency coverage grid excludes the technical/domain-specific skills and knowledge proven by:

- the person's current or past working experience – of more than 3 years in the relevant domain;
- or confirmation from their direct manager/ leader;
- or formal training (recognized institution certificate, university degrees)

Providing that the technical/domain-specific skills and knowledge have been checked and confirmed, the following competency coverage grid covers the two most critical competencies of DEK internal trainers:

- Delivery skills (aka Training delivery and facilitation skill)
- Instructional design competence

No.	Verification points	Verification event		
		Trainer quiz	Trainer meet-up	Class observation
1	Motivation		X	
2	Availability		X	
3	Instructional design competence	X	X	X
4	Delivery competence			X

6. Appendix

Table 1. List of courses and frequency

No.	Course name	Trainer name	Duration (in hours)	Frequency
1	GIT & GERRIT	Duy Khuong Dang	2	Every 2 month
2	Linux Programming - Shell script	Hoa Tien Lam	1.5	Every 2 month
3	Linux programming - Makefile	Viet Hoang Nguyen	2	Every 2 month
4	Clean code	Hien Tran Hy Luong	1.5	Every 2 month
5	Linux Overview For Users	Khanh Hoai Bao Vu	2	Every 2 month
6	GIT & GERRIT	Duy Khang Dang		Every 2 month
7	Teamwork	Khanh Duy Nguyen	2	Every 3 months
8	Communication Skills	Thong Van Le	2	Every 3 months
9	Email Writing	Quynh Phuong Nguyen Trinh Tu Diep Tam Thi Phuong Do	2	Every 3 months
10	CI Overview	Trung Van Le Thien Dinh Vu	1.5	Every 6 month
11	Session 1: Linux Overview For Programmers	Hoang Huu Le	2	Every 6 month
12	Session 2: Process, Thread & Signals	Canh Duc Luu	2	Every 6 month
13	Network Programming - Basic	Duong Binh Phan	2	Every 6 month
14	Software packaging on Linux (RPM) (Appl for CBA, ADP)	Duy Bao Nguyen	1	Every 6 month
15	Testing Overview	Phong The Pham	1.5	Every 6 month
16	Linux Programming - GDB	Hien Van Nguyen	1	Every 6 month
17	IT Policy and Infrastructure	Cuong Ngoc Truong	1.5	Monthly
18	Code of Conduct	Loan Thi My Phan Nhan Thi Thanh Nguyen	1	Monthly
19	Data Privacy	Trinh Minh Le	1.5	Monthly

No.	Course name	Trainer name	Duration (in hours)	Frequency
20	Agile Way of Working	Thong Van Le	6	Monthly
21	Trade Union	Khanh Duy Nguyen	1	Monthly
22	DEK Organization & Our Customer	Daniel Tedesco	1.5	Monthly
23	Corporate Policy	Kim Thi Nguyen	1.5	Monthly

7. Reference

ATD's talent development capability model (2023) ATD's Talent Development Capability Model.

Association for Talent Development. Available at: <https://capability.td.org/#/> (Accessed: March 27, 2023).