

Module 7 Workshop Organisation and Management

Unit 7.2 Technical/Vocational Workshop/Laboratory Management

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About this unit

Welcome to Unit 7.2 on Workshop Management.

The unit consists of four sections.

Section 1: Discusses the Management of the facility.

Section 2: Identifies inventory systems and control.

Section 3: Considers the management of the human resources, or staff.

Section 4: Considers budgeting.

How to use this book

As well as information about workshop management, this book includes activities. Read the information and then do the activities as you work through the book.

The activities will not be considered as a part of your final assessment. Their purpose is to help you check your progress as you proceed through the unit.

Assessment tasks on inventory management will be provided by your tutor to assess your achievement of the learning outcomes.

These tasks determine your competence in this unit.

How you'll be assessed

You will be assessed on your response to the assignments at the end of this unit. The assignments will require some research and will be presented in written form.

Please contact your tutor regarding the time allowed for their completion.

Finding your way

As you work through the text, you'll see symbols in the left margin of some pages. These “icons” guide you through the content.



Read



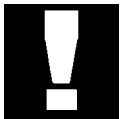
Important- take note!



Self-checking question/activity



Assessment task



Competency

These resources, which support the Technical Teacher Training Core curriculum, are competency based. The competency for each unit is expressed as a number of learning outcomes and assessment criteria.

Assessment criteria specify what you must be able to do to show you have gained the knowledge and skills needed to achieve each learning outcome.

Each unit has its own assessment criteria specified. Recognition of prior learning is encouraged. If you feel confident you have the necessary level of competence to successfully complete the elements shown under Assessment Criteria on the next page you may be able to take the assessment without studying the unit.

Learning Outcomes

When you have completed this unit you should be able to:

- State the importance of a well managed and organised training workshop/laboratory for the promotion of learning in the technical and vocational field
- Identify functions that must be performed to maintain a well-managed training workshop
- Explain the value of an inventory system to support the management of a technical/vocational training workshop
- Develop a plan to ensure basic operational maintenance of tools and equipment is incorporated into workshop procedures
- Identify the functions of HRD and explain its role in effective workshop management.
- Discuss the value of budgeting and its impact on trainee activities and the implementation of the curriculum

Assessment criteria

To demonstrate your competence in this unit you will be required to:

- Explain, in accordance with given information, how a well-managed training facility promotes learning
- Identify and describe the functions that must be performed to maintain a well-organised training facility
- List the essential elements of an effective inventory system and explain its value in supporting the management of a technical/vocational workshop /laboratory
- Develop a plan, clearly outlining the responsibilities of all persons involved in the learning /instructional process, which ensures the basic maintenance of tools and equipment as a focal point of operational procedure
- Develop a plan, clearly indicating the responsibilities of students, teachers and management, which will encourage the maintenance of the facility at a fully functional level
- Explain the need for and value of HRD in the management of TVET workshops
- Describe the impact of budgeting on the implementation of the curriculum

Section 1



Management of the training facility

When we speak of “Managing” a training facility, we mean the responsibility of ensuring that all the roles and functions that relate to the successful operation of it are carried out in an orderly manner.

The obvious indicators of a well-managed workshop are those things that you can observe or actually see – like a very clean, well laid out facility with a place for everything and everything in its place. Where the people who operate within it go about their tasks in an efficient and orderly manner, confident that whatever they require is available and in working order. It is where there is evident pride taken in the image the facility projects.

The thing you cannot see, but which makes those obvious things happen, is a range of systems and clearly defined procedures that enable people to both work and study in a supporting environment.

Impact on students

The quality of the management of a workshop impacts strongly on the degree to which effective learning can take place. It is difficult for students to concentrate if the resources they require are not available, if the workspace is overcrowded, poorly lit and messy, or if there is insufficient thought given to safety issues.

It is easier for students to be motivated to learn and achieve well in an environment that looks professional, where order is obvious, and planning is evident in the lesson presentation. Where they can see that staff are interested in their well-being and progress and demonstrate this by punctuality and their commitment to a well-organised workshop or laboratory and thorough lesson preparation.

A well-managed workshop or laboratory ensures a learning environment in which students can feel confident – where they know the limits. Students respond well to law and order and prefer to know the boundaries in which they must operate. To achieve this:

- learning objectives must be stated
- assessment requirements and processes must be clearly defined
- rules related to absenteeism and lateness must be defined and practised

- workshop or laboratory rules and procedures must be clearly specified and enforced.
 - **No Smoking** must mean just that – without exception
 - appropriate safety clothing or personal protective clothing must be worn
 - appropriate standards of behaviour must be practised
 - safety and emergency procedures must be adhered to

Attention to these issues will create an environment that is conducive to learning and assists in producing well-motivated students.

The responsibility for ensuring that this type of environment is achieved rests with the Manager. Effective Managers are not born, they are trained, and they are also individual, but certain common characteristics seem to apply to most good managers.

Characteristics of effective managers

Quality training facilities do not just happen – they are the result of careful planning and effective management – usually a direct reflection of the quality of the Manager. So what are the characteristics of good managers that allow them to control their staff and environment to produce a quality training facility? (In this discussion we shall assume that the Manager of a department or training facility for a particular subject area, also means Head of Department).

People who are described as “good” managers, manage people, and are usually:

- good leaders
- strong motivators
- innovators
- jugglers
- financiers
- good forecasters
- good planners
- good organisers
- effective communicators

Good Leaders

To be a good leader means that you manage more and do less. (Beer, 1993¹). This doesn't mean that you do nothing in your department, but it does mean that you have time to do what you are being paid to do, and that is to lead your team. A good leader has respect of his/her staff, for without this, the staff will not willingly follow the directions set.

As a leader, some of the roles that you would be required to undertake are:

- the responsibility for developing policies and procedures regarding:
 - the operation of the department
 - the students
 - how the curriculum will be implemented (the method of delivery)
 - staff development
 - resource management
 - budgeting
 - public relations activities
 - accreditation
- administration of the department
 - provision of information to staff and students
 - problem solving
 - enrolment
 - student records/tracking
 - reporting strategies
 - duration of courses
 - advertising (of courses)
 - stock control – equipment and materials
 - monitoring of:
 - examination/ assessment procedures
 - resources required by students and staff
 - student support
 - time-tabling

¹ Beer, Michael, Lead to Succeed: Studies in Managing People, 1993, Australian Ed., Brighton: Wrightbooks Pty. Ltd.

Motivator

If you have already completed Unit 5.7 Motivation, you will know that the definition of motivation given there was:

“...an inner drive or impulse that causes an individual to act”

Managers have a responsibility to motivate their staff. They need to ensure their staff act in a manner that will develop a department that will:

- be a pleasant place for the students to work in
- be well organised
- achieve quality results, and in so doing, develop an enviable reputation within the institution.

Motivation of staff is achieved by example. Enthusiastic and dedicated managers soon encourage their staff to follow similar patterns of behaviour. This example, together with the motivation, which results, are far more powerful management tools than simple authority.

You also saw in Unit 5.7 that motivation is of two types – **internal** and **external**. It is the Manager's task to provide the **external** motivation for staff. Many staff will have the internal motivation to work towards establishing an effective training environment for students, but others require the external motivation of recognition which praise and reward can provide.

It is up to the Manager to develop a well-motivated staff. This will be achieved by ensuring the following basic needs of teachers are met:

- survival tools
 - in the case of a teacher or instructor, survival tools are those skills which will enable the teacher to effectively assist students' learning. Managers should be able to detect weaknesses or gaps in a teacher's skills, and try to address these by either recommending formal training, or mentoring the staff member's performance.
- security needs
 - while it is not usually within the power of the Manager to ensure job security for staff members, there are other interpretations of “security”. Staff need to want to come to work. This feeling can be cultivated by the Manager by providing an environment in the training facility which is welcoming and non-threatening and the teachers feels they

have a worthwhile contribution to make to the education of their students

- social/esteem needs
 - friendship, acceptance as an equal, and a sense of belonging, will help to satisfy the social needs of teachers in relation to their job. When these social needs are met, teachers are able to concentrate on the work they are employed to perform – helping to educate and train their students, rather than being diverted from this focus by feelings of inadequacy and a reduced level of self esteem.

Competition is a natural phenomenon of human nature, and where it can produce the incentive and motivation to work towards a goal, it can have a very negative impact on a fragile human ego.

Managers must be aware of the levels of self-esteem of their staff. They should ensure that competition between staff does not affect the well being of those less secure in their position within the department.

Innovator

The various stakeholders in TVET make it necessary for a manager of a training facility to be innovative.

Students expect, and can demand, quality training in accordance with the curriculum of the programme.

The **Administration of the institution** demands that the facility is operated efficiently, effectively and within budget.

The **Industry** the training supports demands that the training is relevant and the standard is specified to their requirements.

These demands place the Manager of the training facility in a very accountable position. To be able to meet these demands, the implementation of the curriculum may require some very innovative practises.

To meet the requirements of the students and the industry, it may be necessary to implement competency-based training (CBT). However, this may impact negatively on the budget. An innovative approach that combines CBT with some workplace-based training may be the solution.

Bringing industry personnel into the training facility to work with teachers may be another option. Or sending staff into the industry to work with their trainees in the industry environment may also be a solution.

Innovative approaches may also need to be applied to cope with the range of tasks that need to be employed in a training facility. The methods that are currently employed in your facility or department may not be the most effective or efficient. An innovative approach to the delegation of tasks could be applied to gain the most from the human resources available.

The introduction of computer-managed student tracking systems was once considered “innovative”. Today it is reasonably common practise, but if it is not used in your department, the opportunity exists for some innovative management there.

Juggler

A manager must be a juggler. In most training facilities there is usually a deficit between the resources needed and those provided. The requirements of implementing the curriculum are often not fully recognised by those allocating the budget and resources.

It requires the Manager to “juggle” activities to achieve the best possible outcomes from the limited resources, whether this means human resources or equipment, machinery or consumables.

A curriculum which requires extensive use of consumables, such as paper, paint, food, beauty products, steel etc., may also present opportunities to rationalise activities by combining training for two skills which use the same consumables, into one. The achievement of the prescribed standard of the training outcomes should not be compromised, but effective juggling can assist.

Juggling of staff workloads is also a common task for managers when absenteeism or a high student to staff ratio exists. Teachers and instructors in TVET, because of the nature of their work and the responsibilities it carries, often succumb to ‘burn out’. A good manager will be able to detect these signs and juggle workloads to ensure an equitable distribution of work, or to relieve a staff member under stress for a period long enough to allow recovery.

A lack of physical space or access to equipment may also require juggling. Trainees need to be allowed the opportunity to get the practise they require to achieve the standards of their training objectives. This may involve splitting the class in two so that one

section works on the related theory while the other has access to the practical facilities. This in turn may require an additional teacher, so the Manager must juggle these requirements to best utilise the facilities, without overloading staff.

Financier

The amount of financial autonomy that a manager has depends very much on the institution in which he/she works.

In most institutions, common practise is that a manager is required to develop a budget that outlines the total resources required for the department. This may include the costs of:

- implementing the programmes that are offered on a cost per student basis
- capitol investment (new tools, equipment, machinery)
- capitol replacement (replacing existing tools, equipment and machinery) maintenance
- learning resources
- administration
- industry liaison
- session/specialist staff
- waste disposal

Overall running costs, such as electricity, gas, security, staffing etc. are usually outside the responsibility of a facility manager.

Whether the budget is approved and funded as submitted depends on the priorities of the institution. Often the actual allocation of funds to the department bears little resemblance to the budget as submitted.

Once a budget has been allocated, variations also occur in how much control the Manager has. Many institutions give total control of the allocated budget to the Manager or Head of Department, with a signing authority for amounts up to a specified level – for instance, up to \$1,000.00.

Other institutions have a system of Purchase Orders, whereby all expenditure is via the Purchase Order, which the Manager generates, but it is approved (signed) by a higher authority of institution administration. The Manager is expected to know the current spending pattern and keep within the allocated budget.

Whatever the system, managers need to know the costs involved with the operation of their department or facility. A good starting place is to study the expenditure of previous years in relation to the programmes offered. This gives a guide to replacement, maintenance and capital costs.

Programme delivery costs must be calculated on current prices. Unit plans, which are generated by the teaching staff, should be a guide to the resources that students will absorb in their training. Current costs for all consumables should be known and it is then a reasonably simple exercise to calculate the cost of each session. This is an exercise that you as a teacher should become involved in. When developing Unit or Lesson Plans, it is good practise to estimate the cost of actually implementing the lesson and include this cost as part of the Plan. It will act as a good reference point for implementation and budget planning.

Forecaster

All good management depends on an ability to predict future events. The workshop manager must use this ability as a means of ascertaining the demands likely to be made on his staff and on his financial and other resources.

Good planners

To be a good planner one should be able to determine a course of action in order to achieve a direct result. Management is about getting things done and if valuable resources are not to be wasted, it is evident that planning has an important part to play in effective management. In order to be effective a plan needs to set out the method and resources that are to be used and to give the expected timing and sequence of events. Some of the advantages to be gained from planning are as follows:

- Ensures the covering of essential skills and procedures.
- Permits the scheduling of work in time units and in proper sequence.
- Establishes define goals for both teacher and students.
- Provides effective learning experiences for students at all time.
- Avoids unnecessary repetition.
- Helps avoid problems of group discipline.
- Assists in forecasting future requirements with reasonable accuracy.

Organiser

A good organiser is able to relate a plan to the staff and resources necessary to carry it out in the most efficient manner. Organising is a process of deciding who does what, when it is to be done, how it is best done and what resources are needed to do it.

Effective communicator

Communication provides the link between staff at all levels and enables information, instructions and decisions to be conveyed from their points of origin to all those who need to be informed. Numerous forms of communication are available, each with its particular merits in different circumstances.

Direct communication is the passing of information from one person to another verbally. This is the simplest and quickest way of passing information. It is not always reliable and as a result it is some times followed up with written confirmation.

Indirect communication usually originates from one person only. It is intended to communicate to a number of individuals e.g. policy statements from top management to employees.

Formal communications usually take the form of an order or instruction on which management expect action. They are usually in written form.

Informal communications are usually conveyed verbally. This sometimes leads to the modification of the information that was communicated. This form however can help the subordinate to appreciate some of the problems of management and to give him a sense of belonging to the organisation.



Activity 1

Think about the facility you work in, and the person who acts in the Manager role. Now think of the characteristics of that Manager in terms of those outlined in the previous section. See if you can think of examples of the Manager operating as each of the following:

- a leader _____

- motivator _____

- innovator _____

- juggler _____

- financier _____

- forecaster _____

- planner _____

- organiser _____

- effective communicator _____

Write a brief paragraph with an example of each. Check your response with your tutor.



Roles and responsibilities

One of the responsibilities of managing a training facility is to determine the functions that need to be carried out and then decide how best they can be achieved.

The tasks that are common to most TVET training facilities generally fall into the following categories:

- teaching
- maintaining of student records
- development of training materials
- maintenance
- resource management
- staff development
- industry liaison
- “live” work

In traditional training environments, teachers are generally allocated specific classes and they are then responsible for all functions pertaining to the effective delivery of training to that class. This means that they are responsible to perform each of the above functions for their classes.

So if there are ten teachers in a department or facility, then ten people will be involved in student records, ten in the development of training materials, ten in resource management etc.

Is this an efficient model?

An alternate model is one that leans heavily on the team approach to teaching. It allocates a teaching load (within the prescription of the union concerned), and then allocates the tasks to staff on a self-interest basis.

For example, in a department of 6 staff the following might apply:

<i>6 staff being paid to work 30 hours per week:</i>	<i>180 hours</i>
<i>6 staff x teaching load of 20 hours per week:</i>	<i>120 hours</i>
<i>Personal preparation time – 6 x 2 hours</i>	<i>12 hours</i>
<i>Balance</i>	<i>48 hours</i>

It is these 48 hours that can be allocated to the six staff to perform the tasks outlined – a total of 8 hours each. What has to be determined is how many hours would each task take.

Break-down of time to task could be:

• maintaining of student records	6.0 hrs
• development of training materials	16 hrs
• maintenance	6.0 hrs
• resource management	6 hrs
• planning of staff development	4 hrs
• industry liaison	4.0 hrs
• “live” work	6.0 hrs
Total	48 hrs

This model implies that teachers would teach for their mandated hours, then take on one or two of the tasks that they are specifically interested in.

Preparation time for teachers is significantly reduced, as all maintenance and resource issues are taken care of by “the team”. Learning materials for students are also developed and maintained as well as student records.

It is an innovative approach to workshop management and works successfully when staff is committed to finding a way to provide for high quality training within the limits of restricted budgets.

Would it work in your department or facility?



Activity 2

Using your own facility or department as your model, think about the way it is organised and how it operates. Write down such things as:

- how many staff in the department

- how many programmes and the types that are offered

- how many students

- what are the tasks performed in the department other than teaching

- who does what

- how is the budget set

- who has authority for what

Keep these responses and add to them as you discover further information.

You will need this to do an assignment later in the unit.



Summary – Profile of a quality department

The following indicators will help you determine whether your own department or training facility is as effective and efficient as it could be.

- The Manager is a coach, rather than a dictator
- Everyone in the department sees him/herself as a valuable member of the team and has a strong desire to participate.
- Each member of staff understands his/her role and is confident in it
- Peer support is evident amongst staff
- Personal ownership of quality is evident – recognised externally



Assignment No. 7.2-1

Unit 7.2 Technical/Vocational Workshop/Laboratory Management

You are now required to do the Assignment 7.2 - 1 that will be found at the end of this unit or distributed by your tutor.

Section 2



Inventory Systems

A dictionary defines the word inventory as:

“a survey or listing of current resources or assets”

“an amount of stock or resources on hand”

“to take stock of, or catalogue”

Any business, no matter how large or how small, will have as part of their everyday operations, an efficient inventory system. In fact, any well-run enterprise, be it shop, supermarket, warehouse, school or training workshop must have a means of knowing what is in stock at any one time.

You must also know how to control the correct amount of resources so that efficient business operations and work flow is maintained.

We shall discuss the fundamental issues for establishing an inventory system in a technical/ vocational workshop and the procedures necessary for controlling the system.

Establishing an inventory system

Let's look first at the important operation called stocktaking.

The main reason for stocktaking is to ensure that the quantities of items on a stock list are in agreement with the items in stock.

For example, the stock-list for a carpentry workshop shows that it has fixed assets such as:

- White board
- Angle shelving
- Tool cupboard
- Timber storage cupboard
- Tool board
- Wood lathe
- Docking saw

- Sander/grinder
- Rip saw
- Drill press

and movable assets such as:

- Work bench
- Double work bench
- Portable nail/screw trolley
- Filing cabinet
- Shadow tool board
- Morticer
- Drill bench
- Sander
- Saw
- Grinder

Of course our example, a carpentry workshop, must provide trainees with their tools of trade - the many hand tools required in this industry. All of these items, hammers, handsaws, chisels and so on, must be accounted for on the stock list. The movable assets listed are representative of the standard furniture, equipment and power tools usually found in a workshop of this kind.

Physical stocktaking will be necessary to ensure that the list agrees with the actual stock. All of the items must be counted and accounted for on a regular basis. Stocktaking also allows the means for assessing the condition of items and classifying them for continued and future use, or as unusable or obsolete.



Particular attention must be given to movable or portable items, which can be misplaced or lost.

There is a range of familiar items seen and used in tech/voc workshops that see considerable wear and tear and must eventually fall into the unusable category.

Accidents occur, things are dropped or unintentionally mistreated, again possibly placing them among the unusable.

It is a necessary part of workshop management to budget for replacement of items that have been lost or seriously damaged.

It is also important, upon the receipt of a replacement, to ensure that the item is adequately **insured** against loss or damage.

Are your workshop resources insured? If so, replacement can be made at minimum cost.

A rule to keep:

To avoid loss resulting from theft, fire or damage, adequate insurance cover for workshop resources should be secured. This can be based on replacement cost and should be reviewed on a regular basis.

It would be wise to check with your appropriate local authority on insurance considerations and the procedures that are necessary.

Insurance is:

A contract by which a company, in consideration of a sum of money or percentage thereof, agrees to compensate the insured against loss by certain risks.

Security

The level of stock security depends upon the kinds of goods and their value. Security measures should be developed to protect stock from loss or damage.

Sensible storage will help solve such problems. Lockable storage cupboards and storerooms are essential to prevent loss and possible misuse of tools and equipment.

Items from stock should only be made available to those people who are authorised to use them. Clear identification of the user and the user's proficiency in operating the stock item should be built into the workshop security procedures.

If each item of equipment bears a serial number, this can be recorded against the trainee requesting its use in the workshop. Such a process assists in maintaining efficient stock control.

ACE WORKSHOP	
EQUIPMENT:	PD 117
SERIAL NO
TRAINEE
DATE / /
TIME
RETURNED / /
REMARKS

There will most likely be requests from other departments or workshops to borrow certain tools or equipment. Questions the would-be lender must consider before releasing stock are:

- Who is the borrower?
- Why do they need it?
- For how long do they need it?
- Does the borrower know the function of the item and how to use it?
- Is there a guarantee that it will be returned at an agreed time and in its present condition?
- Will its release at this time interfere with the planned workshop program?

Fixtures

Normally general workshop fittings and furniture all undergo wear and tear from continual usage. In time, the deterioration becomes obvious and the basic function of such items can become faulty and unsatisfactory.

Those responsible for workshop management must determine whether repair or replacement is needed.

A large training complex may have an internal system for furniture and fittings replacement. The authority responsible should be notified in accordance with the appropriate policy and procedures.

Smaller training centres, when arrangements are approved, may have to procure replacements from local authorities.

If this is so, there are some simple but important rules:

- Order the correct product.
- Order from the correct supplier.
- Order the right quantity.
- Follow the correct procedures.
- Keep a copy of all documentation.

Stock Ordering

If the training workshop is to function efficiently it must be equipped with sufficient equipment, tools and consumables in stock, to enable all of the participating trainees to carry out their work tasks immediately.

Delays can be caused by inadequate stock, by mismanagement of stock control, by mistiming the placement of orders, or by under-estimating amounts required.

Problems can also be experienced when goods are over-ordered. An over-supply of some goods can cause storage problems and can lead to stocks becoming unusable because they have become obsolete, or have deteriorated in quality, particularly consumables with a definite “shelf life”.

Learning Resources

Along with the workshop machinery, equipment, tools and all of the materials necessary to complete work tasks, there are those items which are vital to training - the learning resources: audio-visual and video equipment, computers and associated software.

Such equipment must be regularly checked and tested for correct and efficient operation. It will be necessary to evaluate the need for storing spare parts, such as lights, electrical fittings and extension cables, so that they are available for instant use or replacement.

All items connected with the learning resources must appear on the workshop inventory.

Computer Equipment

Computer equipment, because of its cost and sensitivity, must be monitored to ensure its effective operation.

Control must be maintained over the use and servicing of computer terminals, which should be done by a qualified operator.

Control must also be maintained over software to ensure master disks or CDs are adequately stored and are registered on the workshop inventory.



Activity 3

Think about your own subject area and try to answer the following questions as they relate to your workshop or laboratory.

Who will be responsible for the checking of learning resource equipment?

How shall the findings be documented?

How will faults, loss or damage be reported?

How will any repair work be arranged?

Discuss these matters with your tutor.



Activity 4

Write in your own words a brief definition of the following terms:

Stock taking _____

Budget _____

Insurance _____

Fixed and movable assets _____



Inventory Control

At the start of Section One we looked at some fixed and movable assets as an example for a stocktaking exercise. We used a carpentry workshop for this purpose. Now let's expand that knowledge by discussing how we can control the inventory. We must:

- give each item an identification number so that all assets are easily and conveniently identified
- know when they were obtained and the purchase price
- have a description of each item and, where applicable, its make, model number, and serial number
- know how many we have of each, and the replacement value

It is no doubt obvious that to collect and record this kind of information so that it provides easy and accurate reference, we must have a **control system**.

Methods of Stock Control

One method is to design a **stock control form**. Two forms, in fact, one for fixed assets, the other for movable assets.

Please note that in our examples on the following pages we have made only one **complete** entry on each of the stock forms.

This should provide you with sufficient information to set up a sound approach to this kind of inventory control.

TOP WORKSHOP

STOCK CONTROL FORM —MOVABLE ASSETS

[illegible]

TOP WORKSHOP

STOCK CONTROL FORM —FIXED ASSETS

[illegible]



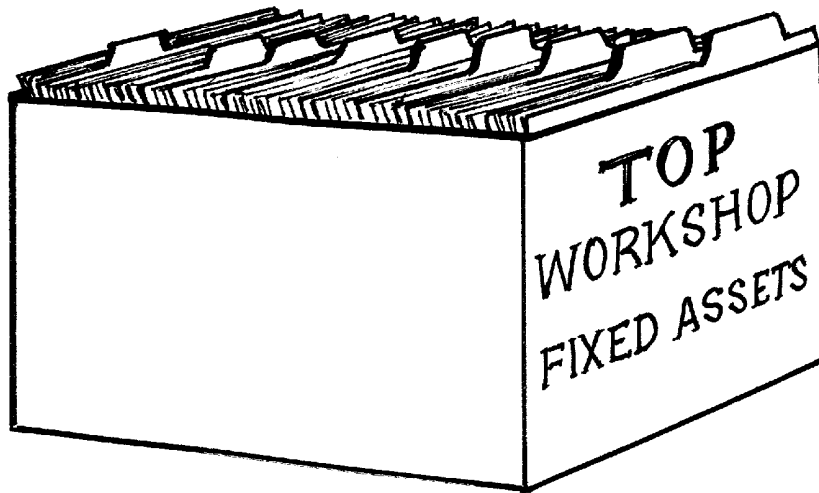
Another method of stock control is the bin/shelf card system. All of the necessary information about each asset is collected, but it is recorded in a different fashion. Instead of forms we use cards, which are numbered or coded so that they follow a set order, contained in a bin or box

Details about any asset can be quickly found by locating the appropriate card. Information relevant to the asset is regularly recorded and/or updated. We have illustrated typical cards.

WOOD LATHE		WL 1.
I/D No.	CW/WL 1.	
Purchase date:	20/11/95	
Dimensions:	1600 x 400 x 1150H	
Model No.:	SW 2430	
Purchase price:	\$ 3000	
Replacement value:	\$ 3200	
Remarks:	Good condition Lubrication Due (date)	

HAMMER			H
I/D No.	CW/H	1 — 12	
Purchase date:	15/8/95 (6)	12/9/95 (6)	
Description:	Standard carpentry hammer		
Purchase price:	\$ 15		
Replacement value:	\$ 15		
Remarks:	CW/W 3 on loan to Hairdressing workshop (date)		

It might be advisable to keep the fixed and movable stock lists in separate card systems so that control remains clear-cut and not jumbled. The quantity involved will influence this decision.



The kind of information you record on the cards will depend upon your workshop management system. Good advice is to keep the details informative, concise, and in keeping with efficient management. You may wish to design the cards so that they reflect your needs in particular. The examples in this book are just that – examples.

Auditing

Auditing means to examine and check accounts or records.

A well-run training complex will conduct regular audits of the many assets within its confines. This would include the fixed and moveable assets as well as consumables.

A thorough investigation of this kind is usually made on a yearly basis.

Instructors are allotted the duties of inventory-taking procedures in accordance with the training authority's established policy.

The task is to reconcile the physical existence of the workshop assets with the authority's asset register. It is essential that the workshop records are kept in the proper order, ready for the auditing procedure.

Accuracy in the control of the inventory is vital, so too is the need for the accurate records required by the training authority.

The quality of training will depend upon ensuring that the condition of assets, the maintenance of equipment and replacement of materials and consumables is managed in accordance with accepted standards.

It is likely that in the near future inventory control will be computerised.

Computer technology has changed data collection from what we have just described to computer programs that allow you to store, retrieve and manipulate large collections of information, such as inventories, in a fraction of the time.

Database management programs enable you to keep data up-to-date, sort it, and produce reports.

One method in worldwide use combines the computer and a system called **bar coding**. Put very simply, each stock item has an identifying bar code that is “read” by the computer. All of the necessary information regarding the item is recorded in a database program.



Activity 5

Which system of inventory control would best suit your needs?

- ☐ Stock control forms
- ☐ Bin/shelf cards
- ☐ A combination of these
- ☐ Other system.

Write a brief explanation for your choice, pointing out any advantages and disadvantages you perceive.

In your training complex, is inventory control computerised?

- ☐ Yes
- ☐ No

If Yes, state briefly how the system operates and what responsibilities instructors and teachers have in the process of collecting and storing the information.

Discuss your answers with your tutor.



As the person responsible for training in the workshop, you, the instructor, will soon realise that regular checking of the workshop operational equipment and materials will become a natural part of your job. A routine procedure should be developed for conducting a daily maintenance check, culminating in a thorough weekly account of how well and how efficiently the workshop is functioning.

From experience, some areas will require close, regular checking – the quality of certain supplies, an unexpected lack of supply of an important item, late deliveries, just to name a few.

How will you respond to problems such as these?

The training complex administration will have the responsibility of co-ordinating information from the instructor's regular accounts of operations, and seek any information on the rate of usage of any item based on the workshop recording system.

Administration should act promptly on the workshop's natural flow of requirements, and be ready for the inevitable emergency caused by sudden shortage or equipment breakdown.

Workshop orders of consumables should be checked against monthly/yearly usage rates so that an accountable balance of operations within the workshop is indicated.

All inventory-taking procedures must be conducted in accordance with local legislation requirements.

Finally, a hint from our local hardware merchant on stock control.

"When I get a feeling for the rate at which stock must be replaced, I use a coding system to assist me in the re-ordering process.

Here's what I do.

On the racks of goods that customers select and bring to the counter, I estimate the rate at which each item is purchased and place a tag on the second-last item, or maybe the third-last.

When this tagged item appears at the counter I remove the tag and place it in the order book as my reminder to re-order.

This way, I'm sure I won't run out of stock and disappoint my customers."

Section 3



Management of Human Resources

The concept of Human Resource Development (HRD)

The concept of HRD has developed from what were originally functions of the Personnel section of an organisation, such as selection, training, conditions and compensation.

These functions were often performed without any focus on the interrelationships or intended contributions to the objectives of the organisation or department.²

HRD, by comparison, extends these functions to consider a more human approach, which recognises the dynamics of interpersonal functions with each other, and with the objectives of the organisation.

Technical and Vocational education has strong links with the development of HRD as a science and management tool.

In the Middle Ages, a *guild system* became the first form of regulation over apprentices and workers who had craft skills. The craftsmen organised themselves into a guild which set the terms and conditions of employment for their apprentices and other persons with craft abilities. These conditions also included regulations governing training.

With industrialisation in the nineteenth century, mechanical power brought the opportunity to develop a system of production in factories. Goods could be produced at much lower rates than what had previously been possible in cottages and small businesses.

But power-driven factory production also created many jobs that were monotonous, unhealthy and involved significant safety risks. The people who were the major labour force in this form of production were generally of low literacy level, had no craft type skill, so they had no power to bargain for better conditions of employment. They were vulnerable, as they could be replaced by others who were easily and quickly trained. There was little quality of work life or employment

² McCarthy Terrance and Stone Raymond, Personnel Management in Australia, MacArthur Press Sales Pty. Ltd., Sydney, 1988

security. But eventually, the sheer numbers in the factory workforce, compelled change. As McCarthy (1988) states:

The concentration of workers in factories served to focus public attention upon their conditions of employment. It also enabled workers to act collectively to achieve better working conditions. Consequently, laws were passed to regulate hours of work for women and children, to establish minimum wages for labour, and to regulate working conditions that affected employee health and safety. Eventually, because of government legislation and Industrial Tribunal decisions, employment conditions began to change.

The next change in the development of HRD came with mass production. Mass production became possible with the design of standardised component parts that were interchangeable in assembly line production processes. The trade off for higher quality technical production and increased production levels was an increase in overhead and labour costs.

Management looked for new ways to create greater efficiency in their workforce. **Scientific Management** became a tool to increase worker efficiency. By the collection of data and subsequent analysis, it provided a more systematic and objective approach to the tasks that were actually being performed.

Frederick Taylor³ is often referred to as the father of scientific management. He believed that accurate **performance standards*** which were based on objective data gathered from watching people perform their tasks, could be used to reward superior workers and eliminate those less productive.

(*Remember Unit 3.2 Writing Objectives? What does this term **performance standards** remind you of? Our friend Frederick Taylor made an impact, the ripples of which are still with us today.)

But by the 1900s, psychology was beginning to be applied to the management of personnel. This highlighted an increased concern for the human element in managing people.

A significant series of studies, which is still referred to today, was commenced in the 1920s. It was the Hawthorne Studies, and was the first co-operative university/industry study. This tried to find out what

³ Taylor, Frederick, *What is Scientific Management?* in Merrill, Hardwood, Ed., *Classics in Management*, New York: American Management Association, 1960

the effect of working hours, periods of rest and lighting and other physical conditions had on worker fatigue and productivity.

The human relations movement and behavioural sciences

What was also found during these studies was that social environment could have as much, if not more, effect on worker performance than the physical environment. What developed from the work of the Hawthorn Studies and others such as Elton Mayo and Kurt Lewin, was the beginning of the human relations movement.

This movement grew more significant and broadened its scope. It incorporated the findings of other sciences such as social economics, political science linguistics and education. It also concentrated on the interrelationships between these disciplines, and became known as the behavioural sciences.

This new discipline recognised the need for worker efficiency, but focused upon behaviour in the total organisational environment rather than on behaviour related to inter personal relations.

Managers of training facilities, like other managers of people, can adopt either one of these perspectives on the managing of their staff.

They can either follow a model of:

- human resources management or
- human relations management

The extreme human relations type manager's goal is smooth interpersonal relations even at the expense of effectiveness or efficiency

The extreme human resource type manager's goal is productive accomplishment of objectives regardless of how people feel or relate to each other.

In reality, managers rarely operate at the extreme ends of this continuum. Most managers use a combination of these two styles of people management, which supports the findings of the behavioural sciences approach.

In summary, human resources management is a systems approach to performing personnel type functions. But instead of being treated as distinct and separate, these functions are performed as interrelated parts of the total management system.

The contemporary field of human resource management is the product of evolutionary development reflecting the concepts of scientific management and the human relations movement. The most recent conceptual development has been the emergence of behavioural science, which is contributing to a better understanding of organisational behaviour and to programmes for organisational development.

(McCarthy 1988)

What this means for Managers of Tech Voc training facilities is that they must be aware of the objectives of the institution, and ensure that they manage their staff to accomplish these objectives.

But as well as taking into consideration the tasks that need to be addressed, the social context in which they work, the political environment of the institution, the educational or training needs and personal ambitions of their staff also need to be considered.

The organisational environment

Anything that affects the organisation's ability to achieve its goals and objectives could be classified as part of its environment. The environment is both internal and external, and similar elements are present in each.

The following table identifies some of these elements and allows you to consider the differences between the internal and external environment.

Element of environment	External	Internal
Physical	The location of the facility – rural or urban, climate, topography	Age of facility, noise, dust, lighting, temperature control, safety
Technological element	Computerisation, information technology, robots	Layout of the workspace, tools equipment, machinery
Technology and employment opportunity	The impact of technological advances on employment opportunities: less menial/labour intensive tasks and more high tech positions	The processes by which work is performed, the tools and equipment used in performing these tasks, the introduction of computers into the training function
Social element	Social responsibility towards society and employees. Employees preference for job satisfaction rather than financial return	Personalities and behaviours of the staff as individuals and groups. Their interpersonal relationships and their prejudices in relation to job tasks and each other.
Political element	Regulations governing employment - equal opportunity, anti-discrimination	Power struggle between staff. Individual's need to moderate their position for the good of the group. Internal political power helps some individuals get ahead
Economic element	Appropriation of funds by Government for particular purposes at the exclusion or reduction of others. Government priorities Inflation	The institutions budget or financial condition The ability to ensure adequate staffing levels Ability to support Staff Development programmes

The internal and external environments make an impact on how staff operate and perform in their role as a teacher. It takes a talented manager to recognise changes in the environmental factors and “juggle” the impact of each of these on the way the department will function.



Activity 6

What structure of Human Resource Development exists in your institution and in your department?

Who sets the policies for it?

Who is responsible for implementing it?

Are there any environmental factors (either internal or external), which have shaped the policies of HRD in your institution?

Discuss your answers to these questions with your Manager or colleagues.



Roles of HRD

Training and development

Personnel are the greatest and most flexible assets of a department. They are also the most expensive element in terms of recurrent cost.

However, when the financial condition of the institution is under stress, it is usually the training and development, as a function of HRD, which is the first budget item to be cut. This phenomenon is not unique to educational institutions, but is fairly standard across industry and commerce. Training and Development (T&D) is often seen as the most expendable item in a budget.

This often gives very negative messages to staff of their worth in the organisation.

An innovative manager will endeavour to develop an on-going programme of T & D, which does not require significant direct cost expenditure. The T & D required and requested by Tech Voc teachers is in one of two categories – technical or professional.

Accommodating the required training in the technical area can often be negotiated within the industry concerned, with the cost being limited to the time the exercise takes. This takes time and negotiation skills but can lead to a very healthy rapport between the institution and the enterprise.

The impact of computer-based training may assist in the professional development required, without the teacher having to leave the institution. Money spent on computer software can be amortised across a number of staff as programmes such as Access and Excel have application across a range of subject areas.

Peer support is a very viable form of T& D and can capitalise on the expertise that exists within the department or the wider institution. It can foster good working relationships between staff, is cost effective and can be custom designed. It also classifies as “just in time” training.

Distance education is another option for T & D, but does have an associated enrolment cost, and requires the teacher to commit at least a portion of his/her personal time.

On-going training and development is essential to ensure that teaching staff are as well equipped for the task as they possibly can be. A T&D

Plan should be drawn up for each member of staff, as each will be at a different point in their development.

This does not mean that each year every teacher has to attend expensive professionally run programmes – any of the above options can apply. The Plan should be reviewed each year and amended to accommodate newly identified needs and acknowledge those skills acquired.

Staff Support

Every person needs some form of recognition, as it builds self-esteem. Positive feedback is essential for staff to feel they are on the right track, and doing a good job.

But the amount of feedback required by staff members is very individual and an effective manager knows how much time to spend with individual subordinates.

There are many ways in which you can give credit or recognise the effort of staff. You can acknowledge, recognise and evaluate the *person* or acknowledge, recognise and evaluate the *task* the person has done.

Some managers give feedback about satisfaction or otherwise with the person, but not the satisfaction level with the task. It is more useful to give feedback about the task.

Task feedback can be objective, constructive and provides a basis for improved performance. It is constructive criticism. The person is able to hear the criticism as useful information from which to improve and develop and feel motivated.

Feedback on the person can be seen as a personal attack and it requires a considerable level of diplomacy to do this successfully. For example, if a teacher's attitude is inappropriate, and you as a manager wish to correct this, it is often more constructive to give feedback on the result of the particular attitude, rather than take the person to count on the attitude itself.

Conflict resolution/discipline

When a need arises to discipline a member of staff, it is usually at the end of the problem rather than the beginning. Some of the potential problems can be overcome by attention to:

- preparing accurate job descriptions
- ensuring that staff are well matched to their tasks
- in the initial selection process, ensure that the prospective member of staff has qualifications and emotional make up that suit the institution. (Although it is often outside of the role of the Manager of a training facility to actually hire and fire staff, the input should be there in the preparation of the position description, which should include “personal qualities”)
- developing effective orientation, training and communication and performance evaluation programmes

(McCarthy 1988)

Discipline processes must be in place, which include the development of a Discipline Procedure. Before a person can be suspended from duties, there must have been a recorded process of evaluation and counselling. A case for suspension would probably not be upheld if there was no evidence that the party concerned had been coached and warned of the consequences of his/her actions.

A common process of discipline in enterprise-based organisations is:

- recognition of an infringement
- instruction relating to rectification
- evaluation
- mentoring
- oral warning
- written warning
- suspension
- discharge

This process could be adjusted to suit the culture of your specific institution, but any disciplinary action must be initiated by the Manager of the department concerned and must be in writing.

Failure to take disciplinary action helps to make a problem worse as it reinforces that the action of the particular employee is satisfactory. It also gives messages to other members of staff that there is very limited control and it is worth trying to “get away with it”.

Managers must ensure that in enacting discipline procedures they are absolutely fair. For example, consistent lateness should not be tolerated in one member of staff and reported for another. Inconsistency in discipline undermines the effectiveness of the Manager.

Evaluation

The benefits of evaluation encompass both the management and the employee.

For the employee it:

- offers the opportunity for feedback on performance
- highlights strengths and weaknesses
- allows for the establishment of an effective, individual training and development programme
- can be the basis for rewards
- allows opportunity to defend personal actions
- allows for negotiation of standards

For the employer or management it:

- offers feedback on the recruitment process
- assists in evaluation of the department potential
- assists in determining training needs
- can give indications of potential for promotion or special tasks
- allows management to negotiate standards

For an individual to be evaluated there must have first been benchmarks or indicators of performance set. These should be done in the context of the institution and in conjunction with the individual.

Evaluation must be taken seriously if it is to have any value. This means from the top management (Director) level down. Managers of training facilities are those usually responsible for the evaluation of their staff.

Occupational Health and Safety

Occupational Health and Safety (OH&S) is covered by legislation in most countries today. This means that if work places do not meet the standards of safety protection that have been laid down by law, they can be held liable for any accident which occurs in their facility.

Also, the inclusion of “health” along with safety has ramifications for employers as health has now been extended to cover emotional and stress related illness.

The responsibilities of the Manager in relation to OH&S include:

- knowing the regulations which govern the operation of training workshops – both legal and local
- ensuring all staff are aware of the special safety precautions required in the workshop
- displaying all relevant safety notices in the appropriate position
- being certain that fire extinguishers are fully charged and in the correct place
- being confident that all staff will know what to do in an emergency – either medical or fire
- recording all incidents relating to safety accidents or work induced illness
- provide training in health and safety issues and procedures to all trainees and staff

While anti-smoking activism is on the increase, a relatively new health issue is that of passive smoking. More often than not, smoking is an absolute safety hazard in the workshops, and therefore forbidden in most situations – if not by regulation then by local rules. However, recently there have been successful cases against employers who have been sued for the health effects caused by “passive” smoking in the work environment other than in the workshop.

Not many enterprises within industry have official policies regarding the rights of smokers and non-smokers, but it is an issue that needs to be considered in your institution if over arching government legislation does not already control it.



Activity 7

Make a list of the Training and Development activities you have been involved in over the past three years.

Study them in relation to the job you are doing and write a few short sentences on whether they benefited you, and if they did, how?

List the Training and Development activities you would like to do in the next 12 months.

What value would they be to you?

Section 4



Budgeting

What is budgeting?

It can be defined quite simply as a financial plan, for a given period (usually twelve months), which indicates what you believe you will need to spend to keep your facility operational.

There are different types of budgets:

- Recurrent expenditure budgets
- Capitol expenditure budgets
- Departmental budgets
- Staffing budgets

The one we are most interested in discussing is the departmental budget, which usually includes all the expenses relating to the department other than overhead costs and staffing. This can include recurrent and capitol costs.

Recurrent budget

A recurrent budget must include any item that comes up each year and is necessary to keep the department functioning.

This could include such things as power, gas, insurance, fire protection, cleaning, staffing, and security. Most of these items are not paid for out of a department budget, but the administration of the institution needs to know what each department costs to run, even before it enrolls students.

And the Manager of the department *should* know what it costs to run the facility. Often with items such as electricity and insurance, the administration provides a figure, based on a share of the previous year's total cost for the institution. Departments may then use an inflation factor (maybe 5%) to determine the figure for the current budget process.

Capital expenditure budget

In a training facility the capital expenditure might relate to the purchase of equipment, furniture, office equipment, instructional and learning equipment such as computers, video players, over-head projectors. Capital costs are usually grouped under headings such as those listed and itemised under these.

Departmental budgets

- Training costs

In a training department or facility, a major part of the costs are those related to the actual training process.

This includes the materials and learning resources that are needed to ensure the satisfactory implementation of the curriculum. Information for this type of expenditure is determined from the curriculum.

Unit plans, which are prepared by individual teachers, can be the source of this information, as they should specify the resources required. This might include consumables, such as food (in a Hospitality training facility) fabrics, metal, welding rods, gas, paint, printing and paper costs and anything else a trainee uses to actually perform the training tasks.

- Tools/Utensils

Small hand tools and utensils are not usually considered capital costs, nor are they part of maintenance. But they are a recurrent item, as tools, utensils and small items of equipment do require regular replacement. A line item* is usual in a budget for the purchase of these items.

* a line item means that there is a separate listing for tools as such – it is not part of another item

- Training and Development

Continuing development of staff will help ensure an up to date teaching programme. Funding for this should also appear as a recurrent item. It is a cost against the particular department and the institution may have a set figure that is allocated per staff member.

A budget that is submitted without a line item for training and development implies that this is not regarded as a priority within the department

- Maintenance

Maintenance is another item that would appear on a department budget. This is usually calculated in terms of 10% of the capital investment. For example, if a computer cost \$4,000.00 to purchase, the maintenance cost would be allowed for at a rate of 10% per annum, which is \$400.00.

Maintenance for the actual facility may also need to be calculated and included in the department budget. This might allow the facility to be painted, get additional lighting, put safety guards on machinery, and move of major pieces of equipment.

- Depreciation

Depreciation is an amount of money set aside for the replacement of equipment and expensive items. It can include furniture. In accounting practises there are formulas that must be used to calculate depreciation for taxation purposes.

It is calculated using the purchase cost and the length of time the equipment or item is likely to have a useful and efficient life, the **recovery period**. There are a number of models which can be used to calculate depreciation, including a declining balance method and a straight line method

Declining balance:

A declining balance method is based on a variable percentage of the initial purchase cost being written off each year. There are certain accepted standards for this and the following table illustrates this depreciation variable.

Year	5-year % deductible	7-year % deductible
1	20	14.29
2	32	24.49
3	19.2	17.49
4	11.52	12.49
5	11.52	8.93
6	5.76	8.92
7		8.93
8		4.46

The straight-line method:

In this method the yearly deductions are the same except for the first year. It is calculated by dividing the cost of the asset by the length of its useful life – the recovery period.

We can use a computer as an example – a computer has an accepted recovery period of 5 years.

Purchase Cost 4,000.00

Life expectancy 5 years

Year	Amount of Depreciation	Current value
1	400.00	3,600.00
2	800.00	2,800.00
3	800.00	2,000.00
4	800.00	1,200.00
5	800.00	400.00
6	400.00	0.00
7	0.00	0.00
Total:	4,000.00	

Calculating depreciation is an excellent exercise as it allows you to know the value of your equipment at any given point. It is useful as a guide in case you wish to sell equipment and replace it, or for insurance purposes.

Advantages of a budget

A budget, to be useful, needs to be realistic. This means that time must have been spent in making certain that the information is as accurate as possible.

A well developed and presented budget can:

- act as a plan
- perform a co-ordinating role
- create a framework in which to operate
- offer incentive
- provide a control mechanism

Disadvantages of a budget

The advantages of a budget outweigh the disadvantages, but some of these are:

- increases paper work
- requires co-operation of all members of the department
- takes time to prepare
- can be inflexible and binding

Preparing the budget

To be able to prepare a budget you need to know what your anticipated income and expenditure is likely to be.

Expenditure:

The curriculum you are implementing will determine the budget you require for consumables, and experience will give you an indication of what you can anticipate spending on maintenance of equipment.

Operational costs need to be met so that:

- there is a constant, adequate supply of consumables
- the equipment and machinery can be operated safely and repaired when necessary
- all trainees are able to follow set work tasks with the correct tools, equipment and materials without delays to their programme
- staff can have access to training and development.

Income:

In the case of a department, this may be a percentage of the institution budget, which is allocated to the department.

Different institutions have quite different levels of autonomy in regard to budgets. The most effective model is for departments to have responsibility for their own budget, once the amount has been allocated. This encourages accountability and prevents the “Cargo Cult” approach from developing.

(The cargo cult is a phenomenon where people expect that anything they require will somehow drop out of the sky or simply just appear as they need it).

Do you know how your department is funded? Government grants to education and training institutions usually operate on a per student basis – an annual set payment being made for each student. In addition to this amount, the recurrent budget, institutions usually submit a budget for capital costs.

An institution may receive grants of more than one type. They include recurrent funding, capital funding and special grants funding. Sometimes institutions with special programmes receive grants to allow these to continue.

For example, programmes for English as a second language, Women, Disabled Students, and Unemployed Youth. These special grants are most often “tied”, meaning that the funds cannot be used for any other purpose in the institution and require a high degree of accountability.

Once you know what the approximate income and expenditure might be, you can plan your budget. It should be in a simple format and contain your *estimated costs*, have a space to accommodate the *actual costs* when they are known, and a place for the *variance* or difference between these two. It will also need a total column.

These elements of a budget sheet will allow you to use it as a monitoring document so that you will know whether you are above or below your estimated budget figure.

Following is a very simple budget sheet. It is not meant to be a realistic budget, but simply a guide to the way a budget might be established and set out. The actual items are those that might appear in any department budget, but the costs are fictitious.

Departmental Budget - 1999/2000	Estimate	Actual	Variance	Total
Consumables	20,000.00			
Student learning resources	6,000.00			
Learning resources development	10,000.00			
General Maintenance	5,000.00			
Workshop Equipment Maintenance	4,000.00			
Computer maintenance	2,500.00			
Stationary	1,500.00			
Printing	4,000.00			
Travel/Industry liaison	2,000.00			
Fire protection	2,000.00			
Small equipment / utensils (or tools)	4,000.00			
Protective clothing	1,000.00			
Gas	1,500.00			
Electricity	2,000.00			
Insurance	1,000.00			
Depreciation	4,000.00			
Capital investment:				
- computer	3,500.00			
- printer	1,500.00			
- VCR	1,000.00			
- wall ovens x 2	3,000.00			
Staff training and development	4,000.00			
Total	83,500.00			

The columns for Actual and Variance are those that enable tracking of the expenditure. A recurrent budget would normally be broken down into monthly expenditure so that a close watch could be kept on cash flow.

It is important that once a budget has been approved, all funds are not expended within the first part of the year. This would leave a “starvation” budget for the remainder of the college year and students may suffer as a result.



Activity 8

This exercise requires you to do some research in your own department or section.

Find out:

- how the budget is prepared
- who is responsible for the preparation
- what items appear on the budget
- how the funds are controlled – centrally by Administration or within the department
- what items of operating the department are not in the department budget but are covered from Administration – such as insurance, electricity, Staff Development and Training

Keep detailed notes of your findings, as you will need them to complete your assignment.



Assignment No. 7.2-2

Unit 7.2 Technical/Vocational Workshop/Laboratory Management

You are now required to do the Assignment 7.2 – 2 which will be found at the end of this unit or distributed by your tutor.

Assessment Instrument

Module 7 Workshop Organisation and Management

Unit 7.2 Tech/Voc Workshop/Laboratory Management

Assignment 1

The trainee has successfully completed an assignment which:

- ☐ Described the operation of a training facility
- ☐ Given recommendations for the improvement of systems and procedures.
- ☐ Described the impact of a well-managed facility on training outcomes.
- ☐ Described the implementation of an inventory system.
- ☐ Described a computerised inventory system, identify its advantages and applicability to a training facility.
- ☐ Developed a plan to ensure the maintenance of equipment and tools.



Assignment No. 7.2-1

Unit 7.2 Tech/Voc Workshop/Laboratory Management

To be completed and returned to your Tutor for assessment.

This is an Open Book assignment and you may refer to whatever resources you have at your disposal.

Name: _____ Due Date: _____

Question 1

Using your own department or training facility as a model:

- Describe the operation, including:
 - the environment
 - programmes offered
 - number of staff and students
 - tasks which are performed within the facility
 - who is responsible for what
 - the learning/instructional strategy that is employed
- Give your recommendations on the systems and procedures that could make the facility more effective, efficient or flexible.

Approximately 300 words

Question 2

Describe how a well-managed and organised workshop will impact on the training undertaken in it.

Approximately 150 words

Question 3

You have the responsibility for planning the development of a tech/voc workshop/lab designed for training people in your area of expertise. Describe the methods you would use to establish an inventory system.

Include in your description:

- A description of the system itself
- How it will be managed
- Reasons for the inventory system
- The kinds of machinery, equipment, tools and consumables you must account for
- Stocktaking procedures you will follow

OR

Question 3.1

Identify in your local community a business that uses an electronic inventory system.

The business may be, for example, a large supermarket, an automotive parts dealership, or an electrical goods store.

Make an appointment with the Manager and arrange a visit that will allow you to view their inventory system.

Write a report on your observations. Include in it any benefits such a system could provide for your training facility.

Approximately 300 words

Question 4

Develop a plan, outlining the tasks and responsibilities of all involved in the training process that ensures that basic maintenance of tools and equipment becomes an integral part of the operation of the facility.

You may use a table to help summarise your plan

Approximately 200 words

Assessment Instrument

Module 7 Workshop Organisation and Management

Unit 7.2 Tech/Voc Workshop/Laboratory Management

Assignment 2

The trainee has successfully completed an assignment which:

- ❑ Explains the functions of HRD in a training facility.
- ❑ Shows how HRD can be an effective management tool.
- ❑ Indicates the benefits of an effective HRD programme to staff.
- ❑ Demonstrates a working knowledge of the budget process by analysing the system in use in their own institution.
- ❑ Discusses the use of a budget as a monitoring process for expenditure.



Assignment No. 7.2-2

Unit 7.2 Tech/Voc Workshop/Laboratory Management

To be completed and returned to your Tutor for assessment.

This is an Open Book assignment and you may refer to whatever resources you have at your disposal.

Name: _____ Due Date: _____

Question 1

Write a statement of approximately 300 words that explains:

- the functions of Human Resources Development in a training institution.
- how a HRD programme can be an effective Management tool
- the benefits to staff

Question 2

Using your own training facility as the model, describe the budgetary process. Include in your answer:

- how the budget is prepared
- who is responsible for its preparation
- how funds are allocated and controlled
- the value of a budget
- how it can impact on the efficient operation of the facility and the delivery of the programmes
- its use as a monitoring mechanism of expenditure

Your answer should demonstrate that you have a working knowledge of the budget process as it applies to your department or facility.

Present your answer in a statement of approximately 400 words. Tables can be used to illustrate your answer.