



SYMAPRO CARIBBEAN WORKSHOP

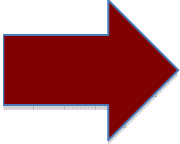
Jamaica, March 19-23

SYMAPRO

Phase 6:

Preparing Self-Training and Assessment Guide (STAG)

Phases

1. Objectives, Baseline and Working Climate
2. Integration and Marathon of Improvement
3. Integrated Measurement
4. Feedback and Training Capsules
5. Core Competencies
-  6. Preparing STAG
7. Training of STAG-Facilitators
8. Competency Standard: National or Company
9. Training and Certification of Assessors
10. Assessment and Certification of Workers
11. Competency based Compensation
12. Results and Impact Assessment

THE MAIN SYMAPRO COMPONENTS




PHILOSOPHY



MANAGEMENT TOOL

 Group

 Measurement System – Feedback



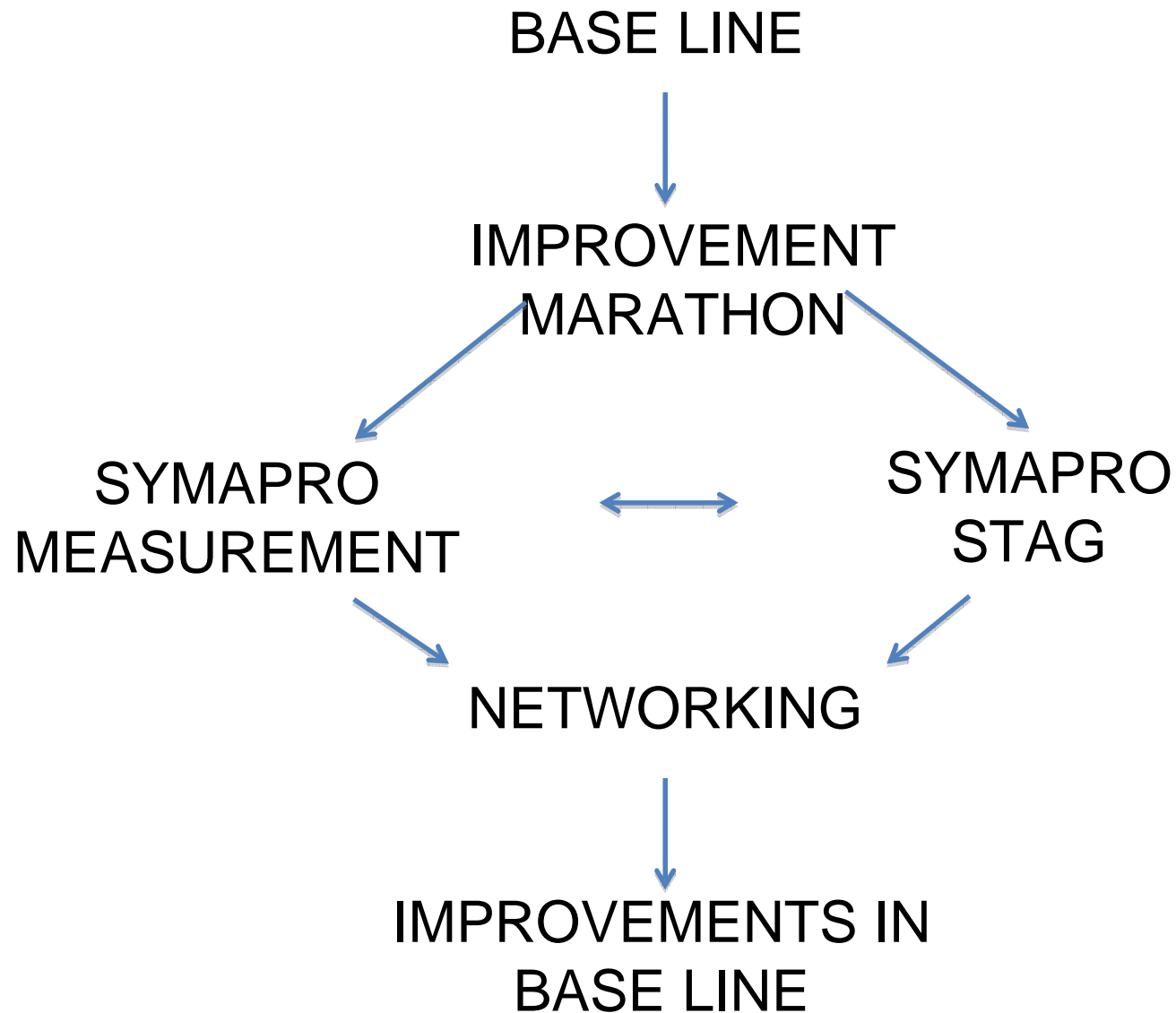
 Individual

Self training and assessment Guides (STAG)



INSTITUTIONAL MODEL

SYMAPRO MODEL



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WHAT IS A STAG?

STAG:

- Is a learning tool.
- Presents a map of competencies to develop
- Has clear instructions, a simple language, a “friendly format”.
- Includes exercises that reflect the reality of work
- Provides sources of information
- Delivers a list of performance standards

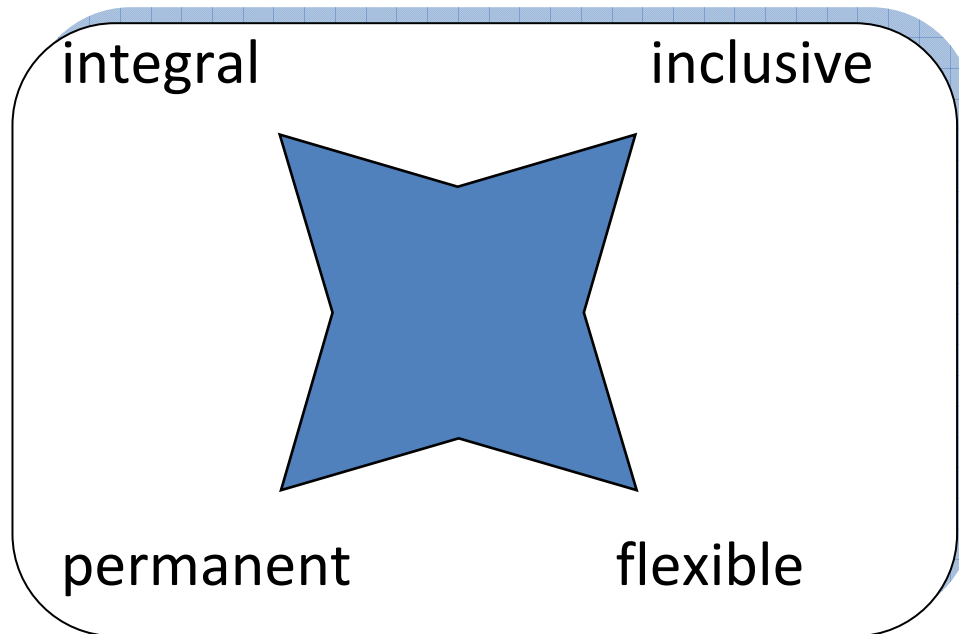
STAG

The STAG:

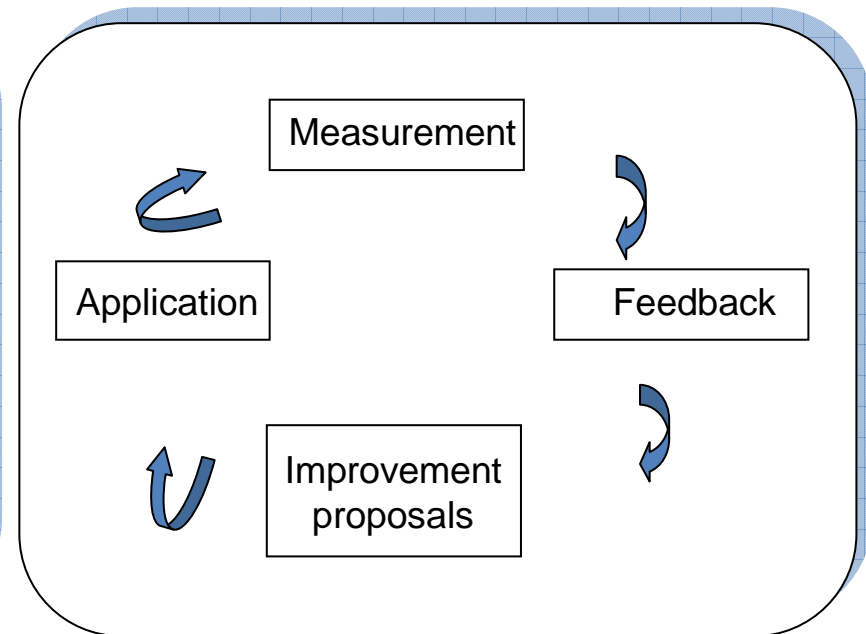
- contributes to improve the performance
- applies the SYMAPRO philosophy and its basic principles



Philosophy



Basic principles



THE STAG OBJECTIVE



Guide, facilitate and assess learning among the people and the organizations, promoting the continuous improvement.

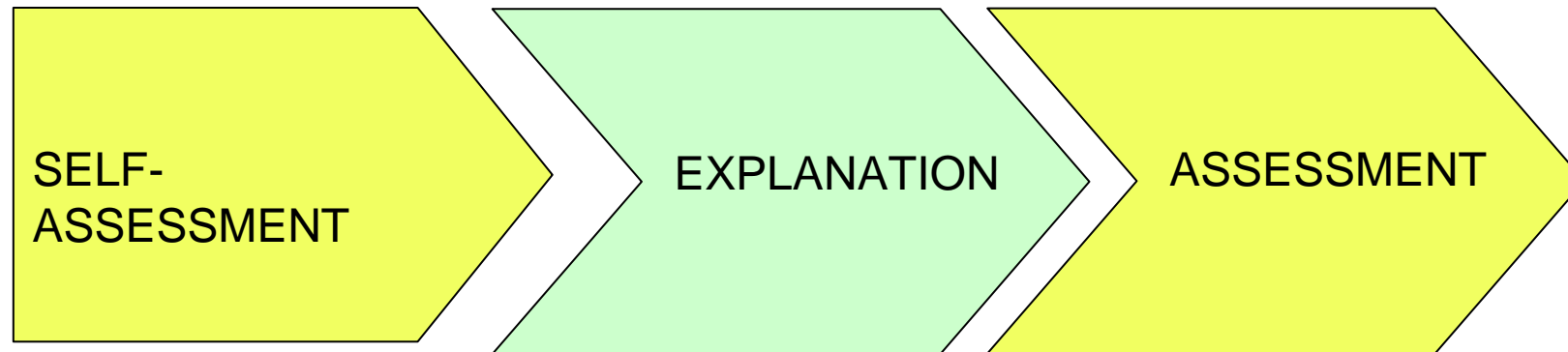
BENEFITS

Through the STAG, the organization can train their personal staff, improving productivity and working conditions

The STAG:

- is tailored-made to the organization
- articulates the training with quality standards, the health and safety standards, legal norms
- promotes the continuous improvement in an organization
- facilitates to identify and resolve problems of staff attitudes
- permits a meaningful learning
- permits to plan different kinds of training: training in the workplace, training capsules in classroom.

PARTS OF THE STAG



HOW TO MAKE A GUIDE?

Joint development between workers and employers, based on:



PARTICIPATION



AGREEMENTS

“WIN-WIN”



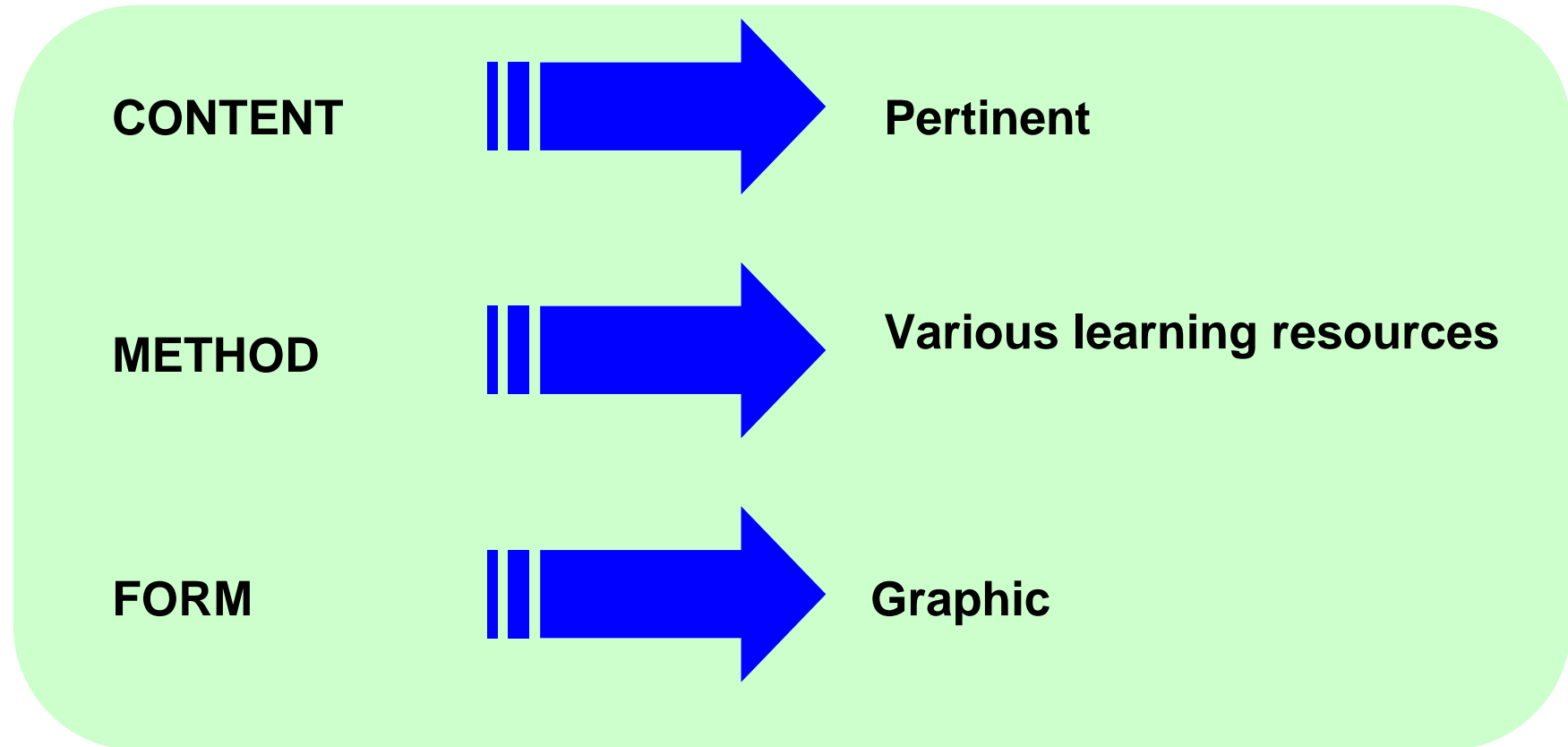
COMMITMENT



Virtuous construction



STAG DIMENSIONS



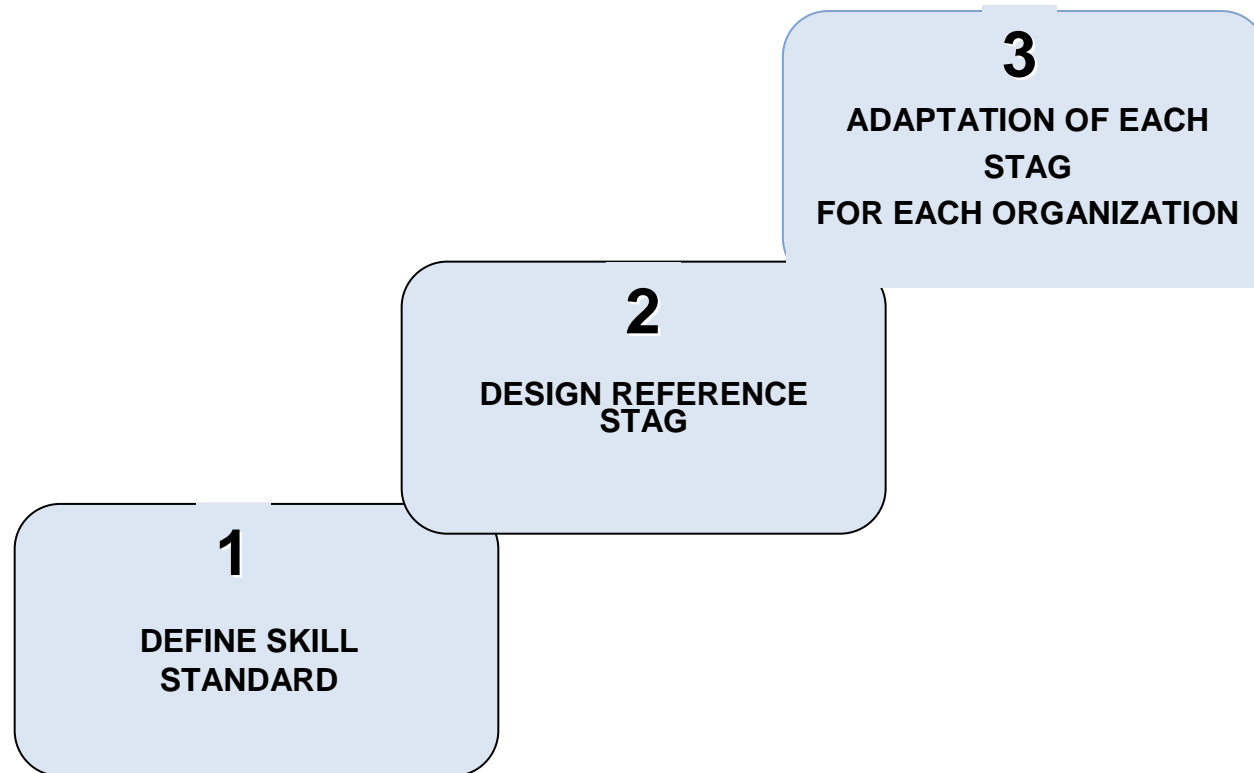
- *Clear instructions*
- *Simple language*
- *"Friendly format".*



THE STAG DESIGN



STAG DESIGN PROCESS



STEP BY STEP

Organizational Strategic Plan



Areas of results-
impacts
Indicators
Goals



Core
Competencies



Core Sub-
Competencies



Competency
Standards



STAG



SCID

APPLY QUALITY SYSTEMS AND CIVIL RESPONSABILITY

BASIC PERFORMANCE:

1. Verify process diagram
2. Verify inputs: material, route sheet, work order
3. Check quality of components.
4. Follow operational methods in the task performance
5. Verify and correct the machine operation

RED TAPE:

1. Neglect working method
2. Neglect machine checking.
3. Use incorrect tools in the working process.

OUTSTANDING:

1. Make new workers aware about civil responsibility related to the job
2. Generate improvements
3. Apply the 5s program

KNOWLEDGE

1. Quality system and civil responsibility requirements
2. Client-customer requirements
3. Product, process and environmental requirements

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SCID applies to the performances criteria

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SCID

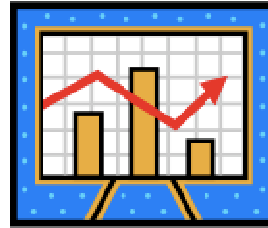
Systematic Curriculum Instructional Development

Competency: Performance Criteria:	
Importance	
Results Expected	
Knowledge to Have	
Routine to Follow	
Information to Consult	
Contingency to Resolve	
Decisions to Make	
Typical Error to Avoid	
Health & Safety to Comply	
Communication to Maintain	
Attitude to Demonstrate	
Emotions to Handle	

From SCID to Graphs



Take relevant
photos



Choose and design
images: graphics,
technical designs,
schemes

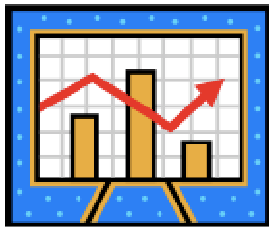
Integrate the Guide

1. SCID SHEET

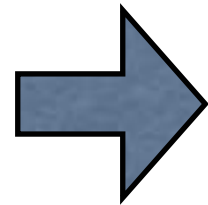
2. PHOTOS



3. GRAPHICS, DESIGNS



4. TUTORS



Different kind of QUESTIONS

Tutors

She-he is a worker and her role is guiding the student in the Self-Assessmen: Is the mirror of the learner.



Her name is Jenny



His name is Mike

Tutors

She – he is the facilitator. Provides de the Explanation and clarifies doubts.



Her name is Elizabeth



His name is Ben

Other examples of tutors

Worker in Tourism



Facilitator in Tourism



STAG: “An exact suit” ...



- the context;
- the productive sector;
- the organization;
- the people's profiles;
- the occupational profiles.



Competency Development of people and organizations

MEXICO's example

Core Competency	Sub-Core Competency	Guide
Create Stakeholder Value	Create economic stakeholder value	1
	Create social stakeholder value	2
Operate efficiently and quality driven (department specific)	Plan the work	3
	Interpret measurement parameters	4
	Operate and control efficiently and quality driven	5
	Apply autonomous maintenance (TPM)	6
Apply quality mananagement and HACCP standards	Apply quality management systems	7
	Apply food safety procedures (HACCP)	8
Prevent health hazards and contribute to environmental sustainability	Self manage safety and health	9
	Contribute to environmental sustainability	10
Team work	Collaborate with team work	11
	Participate in continuous improvement	12
Contribute to social well-being and compromise	Apply integral health care	13
	Contribute to the quality of work life	14



Chile's example

Social well-being competencies

- ✓ Effective communication
- ✓ Team work
- ✓ Self management
- ✓ Flexible to changes
- ✓ Engagement with organization's objectives

Technical competencies

- ✓ Harvesting the fruit
- ✓ Cleaning the fruit
- ✓ Filling the harvest box
- ✓ Selecting the fruit
- ✓ Weighing the fruit
- ✓ Packing the fruit
- ✓ Applying healthy and environmental standards
- ✓ Handling fruit trees

Generic competencies

- ✓ Self manage safety and health
- ✓ Contribute to the equality between men and women
- ✓ Contribute to social dialogue and enterprise sustainability

Self Management of Safety and Health at Work

PRESENTATION

WHERE ARE YOU?

COMPETENCY STANDAR

CONTENT MAPPING

1. SELF ASSESSMENT

1.1. Expected results

1.2. Importance of self management of safety and health at work

1.3. Associated generic knowledge

1.4. Standard performance

1.5. To avoid ('Red Flag')

1.6. Superior performance

1.7. Improvement proposals

2. EXPLANATION

2.1. Expected results

2.2. Importance of self management of safety and health at work

2.3. Associated generic knowledge

2.4. Standard performance

2.5. To avoid ('Red Flag')

2.6. Superior performance

GLOSSARY

BIBLIOGRAPHY



THE STAG APPLICATION

Application Process

Step 1

Training of leaders
trainers



Step 2

Training of
tutors



Step 3

STAG application
based on learning
activities to develop
capacities



8 Steps in the STAG application per session

- 1. WELCOME. CREATING COMFORT OF THE TEAM**
- 2. VERIFY IMPROVEMENT PROPOSALS OF THE PREVIOUS MEETING**
- 3. GIVE INFORMATION ON THE CONTENT OF THE SESSION**
- 4. ORGANIZE GROUP EXERCISE (WITH “CLOSED BOOK”)**
- 5. ORGANIZAE INDIVIDUAL EXERCISES WITH THE GUIDE**
- 6. DO A DYNAMIC ON A KEY ISSUE**
- 7. IDENTIFY IMPROVEMENT PROPOSALS**
- 8. ASSESS THE SESSION VERBALLY**

STAG Evaluation

- Was the STAG easy?
- Were the instructions clear?
- Were the language and the vocabulary right?
- Did the STAG-activities help to achieve the skills?
- What did you like most of the STAG?
- What did you like less of the STAG?
- Did you enjoy the STAG? Why? Why not?
- How much time did you spend to complete the STAG?

Thank you!

