



conhecimentos e talentos diversificados. O elemento mais importante é a forma como aceitamos a realidade e a nossa atitude para aprender.

Muito provavelmente os nossos amigos perguntar-nos-ão: Como é que arranja tanto tempo para estudar e aprender? Não precisas de descansar e dedicar-te à tua família? Claro que a resposta é afirmativa. A formação continua depende da atitude individual para aprender. Só se soubermos programar bem o nosso dia e desistir de ver televisão é que sobra tempo suficiente para equilibrar os programas de estudo e de lazer. Tal como o lema filosófico da "Quinta Convenção Internacional de Educação de Adultos em Hamburgo, Alemanha, 1997": <Uma hora por dia; Uma semana num ano>. Afinal de contas, aprender não é assim tão aborrecido nem complicado. Se formos persistentes, de certeza seremos por isso recompensados. Relativamente ao problema de passar mais tempo com a família, devo dizer que a compreensão e o apoio dos membros da família são essenciais. Alguns amigos meus acabaram por desistir das aulas por causa de assuntos familiares, casamento, filhos, por exemplo. Todavia, houve outros que continuaram e até acabaram por arrastar consigo os seus companheiros também para os estudos. Na verdade, se formos zelosos e trabalhadores, poderemos mesmo influenciar as pessoas à nossa volta. No entanto, quando olharmos para trás e reflectirmos, chegaremos porventura à conclusão de que o nível de conhecimentos e todo o potencial que adquirimos através da aprendizagem, valem muito mais do que o prazer a que renunciamos. Acredito que irei continuar à procura de novos conhecimentos, mais informação, novas experiências e de que irei aproveitar todas as oportunidades que me aparecerem futuramente no meu caminho.

Para nos adaptarmos às necessidades do desenvolvimento social contemporâneo, é fundamental desenvolvermos os nossos potenciais através da formação continua. Isto significa que teremos que nos comprometer connosco próprios, de forma consciente, num processo de aprendizagem com objectivos bem definidos, de modo a promover continuamente o nosso conhecimento, duplicar as nossas aptidões, melhorar a nossa atitude, enobrecendo as nossas qualidades pessoais ao longo de toda a nossa vida. Mais ainda, seja qual for o estádio em que nos encontremos da nossa vida, devemos continuar a participar em actividades de ensino e aprendizagem de todos os géneros. É evidente que o desenvolvimento social não irá nunca abrandar só porque alguém deixou de estudar. Poderemos verificar que muitos foram os programas educativos que apareceram nos últimos dez anos. Contudo, para aqueles que acabam de se formar, o mercado de recursos humanos sofreu já alterações. Não podemos estar só a contar

com o apoio dos nossos pais para o ensino secundário, superior ou até de pós-graduação, para conseguirmos um emprego bem pago. Temos que compreender que só estudando ininterruptamente pela vida fora teremos a garantia de que o que estudamos serve para aplicar na prática.

De outro ponto de vista, a formação continua, aparentemente, ajuda a promover as capacidades competitivas individuais e a melhorar a qualidade da nossa actuação, dois aspectos importantes para enfrentarmos as necessidades do desenvolvimento social. O entendimento mais profundo e completo provém da aprendizagem continua onde as nossas qualidades pessoais são aperfeiçoadas e onde a essência da vida é sublimada. Num prisma sociológico, a formação continua ajuda a prosseguir em direcção de objectivos mais amadurecidos, fazendo cada um ansiar por mais conhecimento, motivando-os a estudar. Aliás, haverá sempre excelentes sistemas e recursos de aprendizagem bem implementados. Com isto, a sociedade conseguirá manter todo o tipo de incrementos e poderá caminhar na direcção de um desenvolvimento incessante. As perspectivas do desenvolvimento social dependem sobretudo da recreação e utilização de novas informações, permitindo a toda a gente ter uma maior qualidade de vida. Continuar a estudar é uma maneira de caminhar a passos largos na direcção de um futuro de sucesso.

Vong Siu Hong

Em, "Aprendizagem ao longo da vida", N.º7, Junho de 2005



03

Adapting to the needs of the developing society through Lifelong Learning

The social development of Macau is undergoing an era of apparent changes in the recent years. Different walks of life and various domains all have their miscellaneous standard of growth. In the midst of blending into the current of regional economics, our society is directed towards multifarious developments. The manufacturing business of the past, which was the main source of income, can be seen no more while the hotel business, once very silent and quiet, flourishes again. Even the sundry goods and wares trade also experiences different levels of fall and rise, whereas the gaming business is blooming prosperously. Amid the general direction of speedy variation, one finds himself at a loss of which way to follow. People who formerly joined the manufacturing field, building construction or merchandise processing, believed that in that situation of Macau, only if they were diligent and hardworking, they might live and work in peace, as well as contentment. At that time, a university graduate was sure a person being extraordinarily blessed, a civil servant was sure to have an iron rice bowl, meaning a very secure job, and so forth. However, the situation has changed with the passage of time and the requirement for human resources of the present social development has almost shattered all the concepts of the past. Perhaps we can never predict the forthcoming progress of Macau, but to be able to keep to the top in the torrent of the present social expansion and to promote the competitive capacity is the one and only way to survive.

Lately, it is found that in Macau, the demand for human resources has highly exceeded the supply, attracting some of the secondary school graduates to abandon their chance of acquiring a higher level of education but to take up a job. We might say that there is no cause for much adverse criticism as there had been quite a few years of economic contraction and many had suffered unemployment to quite an extent. Therefore, if opportunity allows the thought of gaining a quick profit may easily override everything. I remember when I just graduated from my secondary education in 1988, it was a period that the economic development of Macau was relatively favourable in the early eighties, presenting a situation of the early spring of last year. Since I was just graduated and was extremely anxious to get ride of the pressure of school attending and to be financially independent, I meant to do something at my own will. After a series of job applications, three establishments would like to enrol me in and among them, one was the gaming organization. After pondering deeply over the matter, I forsook the attractive salary of the gaming business and joined the computer profession to pursue my interest in that field.

I had changed my workplace two times in those past six years, but was still doing almost the same category of work and staying at quite the same a position and the change is just a different company. By and by, I found my competitive capacity rather inferior to the oncoming secondary graduates as my level of knowledge was only that of six years ago. With quite a lot of the learned materials already forgotten, I could never be a match for the university graduates, great favourites of the time. After careful consideration, I made up my mind to take up my studies again, and enrolled myself in an evening tertiary education programme of Public Administration, which was quite an influential course of the time. The decision had well collected my courage as it was clear that in the coming four years, I had to attend class almost all the evenings. Furthermore, all the week ends were to be allotted for revision and I had to fight with all my might in all the examinations, At the pass of the years and with the theory of having a beginning, there must be an end, I was soon approaching the graduation stage. The tertiary programmes opened up my field of vision, helping me to have a better understanding of the society. I could understand that

promoting the individual competitive capacity is a continuous process and not to be ceased even after the award of the certificate. The end of every programme is only the start of another phase of learning. After the 1998 tertiary education graduation, each of all the fellow students went his/her own course. At that time, the market for human resources was never the same as before, and a university graduate was not any more so privileged as it used to be. This made me realize that tertiary education was getting popularized and to elevate the vying force, one had no way but to exert a lot more of the efforts. Therefore, almost immediately I entered the postgraduate programme and took another category of the same faculty. I had long utilized the television and entertaining time as school attending and learning portion of the day, so it was easy for me to enter into the situation at once. At the end of my postgraduate programme, I started my third series of studies at once. Even during some long vacations, I would participate in various short courses of computer graphics, Traditional Chinese Medicine, First Aid, Translation, etc. Learning has obviously become part of my life.

On the other hand, though I keep learning continuously, my job is still as it was, while some of my fellow students have already got their ideal posts. To tell the truth, I did feel frustrated and exhausted at times. It was until last year that I finally succeeded to have a new page of my occupation. I found a new job. However, it is interesting that I have shifted to a profession which is not too connected with all the professional learning I took before. At first, I felt quite a bit indecisive when submitting the application and I was just trying my luck. Nevertheless I was accepted. Having settled down, I realize that the requirement of the social development — professional cognition and skills can be promoted through learning and training but what remained unchanged is the spirit and concept of learning. What the world of today really needs are people of multifarious knowledge and talents. The most important element is how we accept the reality and our attitude of learning.

Perhaps our friends may ask: How come you have so much time to study and learn? Don't you need rest or to stay with your family? Of course the answer is positive. Lifelong learning lies in the individual learning attitude. Only if we know how to schedule the day and give up some television time, it is enough to balance the learning and recreation program. Just as the philosophy advocated in the Fifth International Adult Education Convention in Hamburg, Germany, 1997: "One hour a Day; One week in a Year". After all, learning is not too boring or perplexing. If we keep being tenacious, sure we will be rewarded. As for the problem of staying with the family, I may say the comprehension and support of the members is a must. There had been friends abandoning their learning because of family affairs, marriage, having children, etc. Yet, there were some who kept insisting, and even brought along their partners to participate the course. In fact, if we are industrious, we may well affect the people around us. However, when we make our final reflection, we may find the elevated knowledge and potential quality we acquired through learning, worths much more than the enjoyment we had forsaken. I believe I will keep hunting for new information, new experience, taking any opportunity on my way in my future days.

To adapt to the needs of the contemporary social development, it is necessary to promote one's potential through lifelong learning. This means we have to engage ourselves consciously in a learning process bearing clear objectives so as to keep promoting our knowledge capacity, expanding our skills, improving our attitude and elevating our personal quality throughout our whole life. Furthermore, whatever life stage we are in, just keep participating in teaching and learning activity in any form or mode. It is clear that social development will never slow down just

because someone has stopped learning. We could see there were many educational programmes arranged in the past ten years. However, at the time of graduation, the human resources market has already experienced variation. We cannot just rely on our parents' support through secondary, tertiary or even postgraduate education to get a well-paid job. We have to understand that only by learning unceasingly for our whole life long can we guarantee what we have learned is of practical use.

From another point of view, apparently lifelong learning helps to promote the individual competitive capacity and improve the operational quality to cope with the needs of social development. The more profound meaning is through continuous learning our personal quality is refined and the essence of life is sublimated. In the sociological sense, lifelong learning helps the

to proceed towards a more mature target, making everyone aspire after knowledge, motivating him/her to learn. Besides, there will be well established for them fine learning systems and resources. With all these, the society is sure to keep ever promoting and may step into the procedure of incessant development. The prospect of social development depends greatly on the re-creation and utilization of new information, allowing everybody to have a much better life. Keep on learning is a way to stride towards a successful future.

By Vong Siu Hong

Excerpted from "Lifelong Learning Magazine", 7th Issue, June 2005.

04 从企业训练看现代培训者的角色

编者按：为了让读者能从不同的角度探讨现代培训者的角色、作用及意义，特别邀请了具有丰富管理培训经验的许立明先生为本刊撰文。作者从企业训练的角度，通过理论并结合具体的事例，说明培训对企业发展的的重要性，与我们共同探索培训的未来路向及发展趋势。

我深深相信我的工作就是一手拿著一桶水，一手拿著肥料，到处灌溉。

"I firmly believe my job is to walk around with a can of water in one hand and a can of fertilizer in the other and to make things flourish."

Jack Welch, former CEO of GE

21世纪初的今日，企业面临前所未有的高速变化，而变革是无可避免的。为了顺利过渡转型，迈向璀璨的前景，训练 (Training) 就扮演了领航者的角色。

现今企业所面临的最大挑战：改变(Change)和绩效(Performance)。当全世界的经营环境都以前所未有的速度在改变，企业在面临高速变化的挑战中，无不渴望找到一条出路，从麦可·韩默(Michael Hammer)的「改造企业」(Reengineering the Corporation)到彼得·圣吉(Peter Senge)的「第五项修炼」(The Fifth Discipline)，企业的改革狂飙就波涛汹涌，深深的影响著企业运作的每个环节，尤其是训练在企业内所扮演的角色。企业改革，训练的根本观念也必须跟上脚步，以满足企业的需要。

训练的策略性角色

如何满足一个高绩效组织(High-performance Organization)的学习需求(Learning Needs)? 传统的训练部门通常属于人事部门或是人力资源部门的一部份，他们有自己的预算、自己的计画流程，和企业的整体目标不直接相关，也很少参与业务、产品开发、生产等等的流程。连接训练部门和其他事业单位的可能是一些需求调查，以设计训练课程来满足各单位的需求。

在一个传统的企业里，经营环境持久不变，每一个人在自己的职务担任相当长的一段时间，如此做法或许可以满足企业的需求；而今日企业环境变化莫测，训练要提供的是企业持续学习以提升绩效的能力。今天，我们全世界的训练有著许多需要探讨的主题，如：重新塑造(Reinventing)训练部门。传统的训练已日渐消逝，训练必须是企业发展策略的一部份，要满足企业高绩效的要求，训练部门必须参与策略决策的过程，整合各个部门的需要，而在企业内部为企业变革担任引导和扎根的工作。

强调绩效 - 教育训练工作者成为绩效改进工作者

传统的训练流程强调训练课程的活动本身，著重于员工个人学习的需求，而忽略了提升员工工作绩效(Performance)的需求。训练部门应该超越训练课程本身，传统教育训练角色已经改变，过渡到强调学习为重心的，激励员工自发性学习来增强竞争力。并且，从企业服务顾客的角度再进一步将训练的角色转型为企业提升绩效的内部顾问。

传统企业常以一年提供多少训练课程，训练多少人、多少小时来评估训练单位的绩效。课程的成败则以课后学员的填表，以学员对讲师、课程的感受来评估课程的效果；因此，我们常常发现擅讲笑话、内容有趣的课程通常获得较高的评分，这和学员学到了什么、学员学习的用途，和企业的绩效不一定有必然的关系。如果训练最终的目的绩效，则我们希望训练能够策动一个学习的过程，而这个过程最后能够产生绩效结果。既然学习是一个过程，则不能用立即、单一的事件来评估训练真正的成效。

既然训练的目的在于产生绩效，则训练不仅是训练部门的事。训练提供员工达成高绩效标准的观念、知识和方法，当员工回到工作岗位上，该员工的直属主管直接影响员工是否能够将在训练上所学到的转换到工作绩效上。因此，一个完整训练流程的完成，直属的主管扮演关键性的重要角色。而员工从他们的同事所得到的回应也直接影响他们的行为表现。因此，训练是每一个人的责任。

训练亦同样是系统的一部份。我们不能训练员工做法A，而去奖励做法B，而期望员工会产生A的行为。我从从事训练顾问的工作，最常被客户问到的问题是：这个训练课程的效果如何？我必须说，训练是系统的一部份，训练不应该独立于企业发展策略之外。

变革管理 - 以变应变，开创新局面

既然训练的目的在于产生冲击，提升绩效，每一个训练的目的都希望策动改变，产生不同的结果，所以每一个训练计画都可以说是一个变革的过程。训练部门必须要扮演变革管理者(Change Agent)的角色，使得变革的过程顺利又有效。企业在改变，环境在改变，训练部门的角色也在改变，训练部门的角色已经超越仅仅只是安排训练课程。更直接到事业部的会议去旁听，以了解事业部内同仁间的沟通与互动。训练部门不再只是静态的提供一些课程，而是动态的策动、管理企业组织学习的过程。

领导才能 - 重寻企业精神

当企业纷纷在减肥、扁平化，每一主管带领的部属人数增多，一方面组织的分布又日渐分散，使得传统的管理方式不再能发挥效果，因此主管领导能力的培养益形重要。再加上资讯及科技的发展迅速，取得资料的来源充沛，领导力的来源不再能仅仅集中于少数几个人身上，而是往企业层级的下方走。过去领导才能训练往往是高层主管的训练课程，现今的趋势是领导才能训练已经变成从上到下，所有主管的必修课，甚至有更多强调学习型组织理念的企业对所有的员工进行领导才能训练，强调自我领导的重要性。

领导力的形成除了领导的技能之外，有两个很重要的因素。

1.远景(Vision)

当今的企业、政府都努力建构其远景，宏(Acer)电脑有21 in 21，马来西亚政府有2020。其实，愚公移山时，想把家门前的那座山移走，并告诉子孙要如何完成他的志业，正是共享远景的典型。从广义的角度(Macro)来看，人的心态会形成对事情未来远景的看法，这个远景会影响人的行为，从而又影响事情的结果。企业内部也是如此，如果人人对企业未来远景有清楚的图画，则能推动源源不断的动力为这个目标而努力。更重要的是，企业远景不是自然形成的。企业远景的形成需要学习、沟通：传统以为讨论远景是高阶主管的事，其实人人心中都有一幅未来的图画，如果能够将这幅图画整合，在企业内形成一个共识的远景，则是一股庞大、不可抵挡的推动力。

我有这样一则亲身经历的故事。年前和太太到日本旅行，顺道探望我们的朋友，则闻他刚进了日本迪士尼工作，刚好正想到迪士尼乐园游玩，碰上朋友正在下班，就带我们到处走走，却遇上一个老太太迷了路，满面慌张，问我们「未来世界」怎么走，我的朋友一脸热情的说：我带你去。隔了一会儿，我朋友回来了，我很好奇怪这个一向叛逆的朋友怎么变了另一个人，就问他：「你不是下班了吗？」他答道：「对呀，可是迪士尼乐园是要使人人都开心(We're here to make people happy)，华德迪士尼(Walt Disney)说这是我们的目标。」我却说：「可不是华德迪士尼已经死了很久了！」朋友却神采飞扬地说：「他在这里永远不死(He never dies here)！」

2.日常教练(Coach)

从微观(micro)的角度来看，领导是每天、每分、每秒所做的扎实功夫。管理大师布兰佳博士(Dr. Ken Blanchard)和美国的足球英雄迈阿密海豚队(Miami Dolphins)总教练唐修乐(Don Shula)合著了一本书「每个人都是教练」(Everybody's a Coach)，立刻成为美国商业周刊畅销书排行榜第八名。这本书一开头就说：「不论是企业或是运动，道理都是一样的，输或赢并不是因为你策划了什么计谋或是你有了新的制度，竞争者手上掌握的资讯和你几乎是一样的。真正能让你赢的是，你能激励人们加倍的努力，带领他们像一个团队一起努力。简单的一句话，就是如教练一样的教导他们(Coaching)。」

布兰佳并谈到两年来他在公司内部推动「一对一教练会议(One-on-one Coaching Meeting)」的成果。他先在公司内部大力的宣扬共同的远景，对每个人做领导才能的训练，要求主管每周最少一次和自己的直属部属做一对一、不受干扰的单独会谈，推行两年的成果有很清楚的指标显示主管和部属的沟通显著改善，满意度提高，同寅对主管的评估提升了。有趣的是，同寅的自我评估反而下降，同寅开始自我反省，体认主管所扮演的角色。

从美国训练发展大会谈训练趋势

在人才培养领域中，众所瞩目一年一度的美国训练发展协会(American Society for Training & Development, 简称ASTD)所举办之国际大会，笔者多年来也参加过多次，确实眼界大开。今年于5月30日至6月6日在美国路易斯安那州纽奥良(New Orleans, Louisiana, USA)揭开序幕。一如往常，开幕大会共有将近八千位分别来自世界各地76个国家前来的人力资源管理者、教育训练专家、企业界实务工作者在这几天中共聚一堂，分享彼此的经验，接触最新的发展趋势。开幕典礼的重头戏就是邀请史丹福管理学院教授 Jim Collins，也是畅销书Build to Last的作者之一，为Keynote Speaker，主题是Good to Great: Why Some Companies Make the Leap... and Others Don't。Jim年轻有活力的演说带出他多年研究的成果，"Good is the Enemy of Great"是他的开场白，也带出演讲的重点。许多企业沉浸于不错的状态，而使其停于原地没能往前迈进更多，失去追求卓越的动力。

今年大会揭示十大主题：

1. Career 生涯发展
2. E-Learning 网路学习