

MBA – HRM

Training & Development

Local & Global



HRM – Training & Development (T&D)

Key Topics :

- 1. Needs Created by Strategy and Structure**
- 2. Issue with Training and Development**
- 3. Training**
- 4. Development – Talent development**



Key Fundamental issues of T&D

- What kind of budget will be cut-first in HR department by Management when the business is uncertain and/or poor ?
- What is the different between Training and Development ?
- Training – a board term – over-generalized.. In biz today, what kind of events are categorized as TRAINING ?

Program - Training Vs Development

Other activities also “claim” to be “training events” ? Not acceptable >



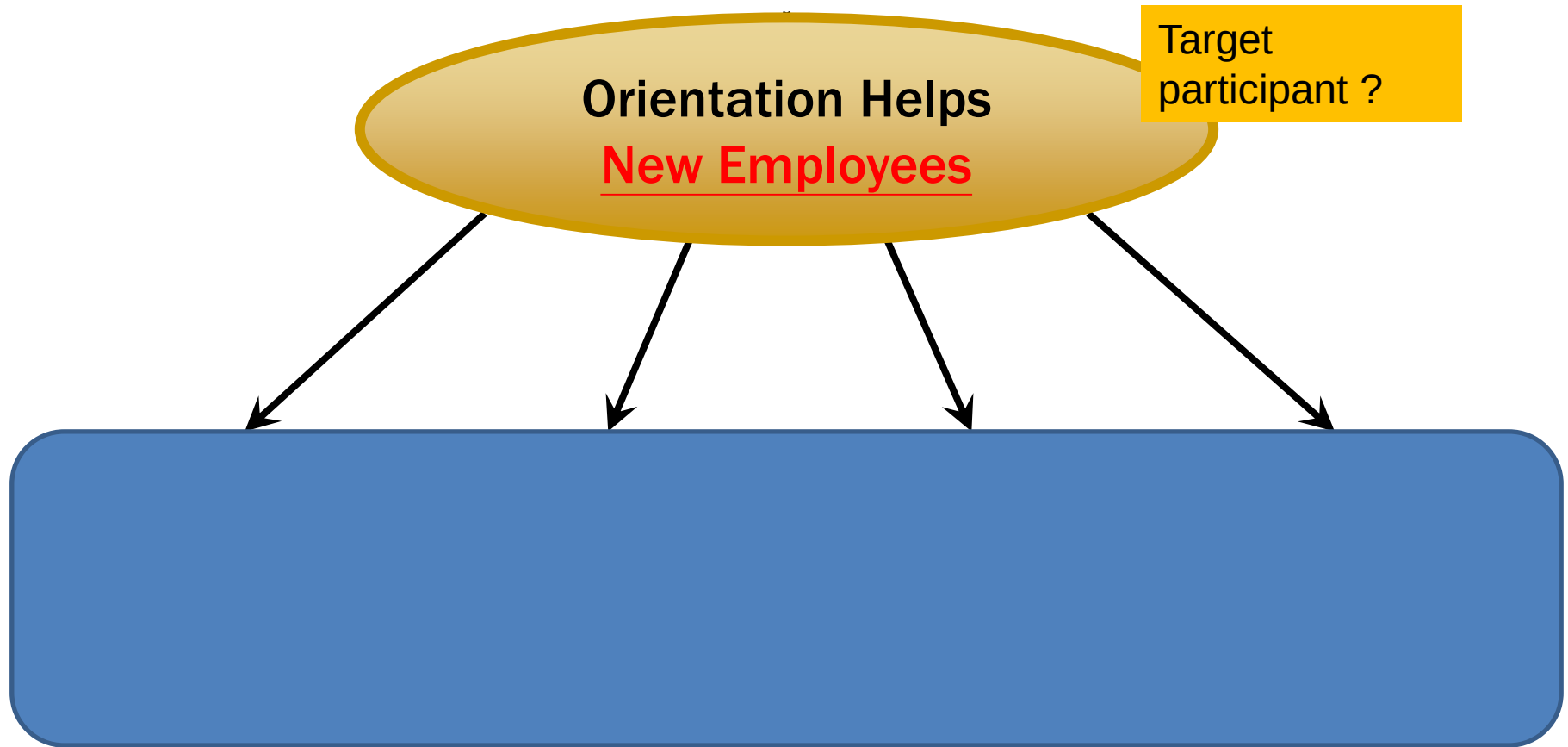
Events / Activities – categorized as Training – or Bill as Training Expenses

- Company trip (work and/or pleasure...)
- Company / department meeting – off-site
- Overseas trip
- Meeting customers – not work related activities
- Marketing event – with some information sharing
- Communication events – marketing / maintain relationship (Public Relations Events)
- Orientation
- Skill-acquisition event - Training (hard-skill)
- Attend seminars / conferences
- Go to customer events / conferences / seminars / banquets...
- Product launches....
- Incentive trip...

OTHERS ?

How to define Training - key criteria ?

Purpose of Orientation



Discussion - Prepare an orientation checklist

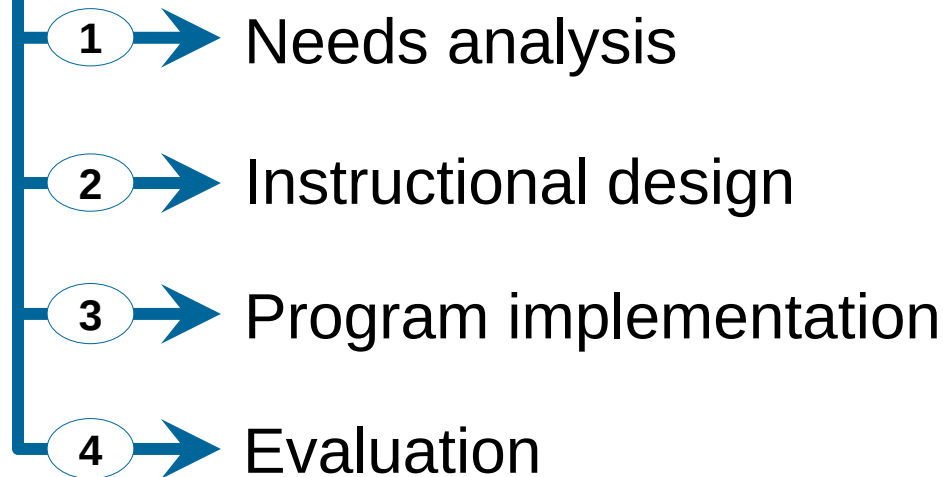
- Discuss with your classmates and to determine what items should be included in the orientation?
- What are the functions (in terms of higher level objectives) of each of the suggested items?
- Share your good or bad orientation experience with the others?

The Training Process

- Training
 - Is the process of teaching new employees the basic skills they need to perform their jobs
 - Is a hallmark of good management
 - Reduces an employer's exposure to negligent training liability
- Training's Strategic Context
 - The aims of firm's training programs must make sense in terms of the company's strategic goals.
 - Training fosters employee learning, which results in enhanced organizational performance.
 - **Assessment – Evaluation – Changes for better (!)**

Steps in the Training Process

The Four-Step Training Process



Discussion

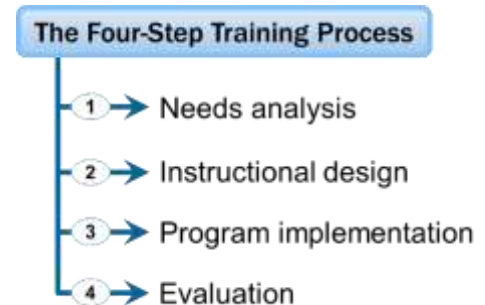
– Major Problematic areas in Training

Complaints the MOST about TRAINING ?

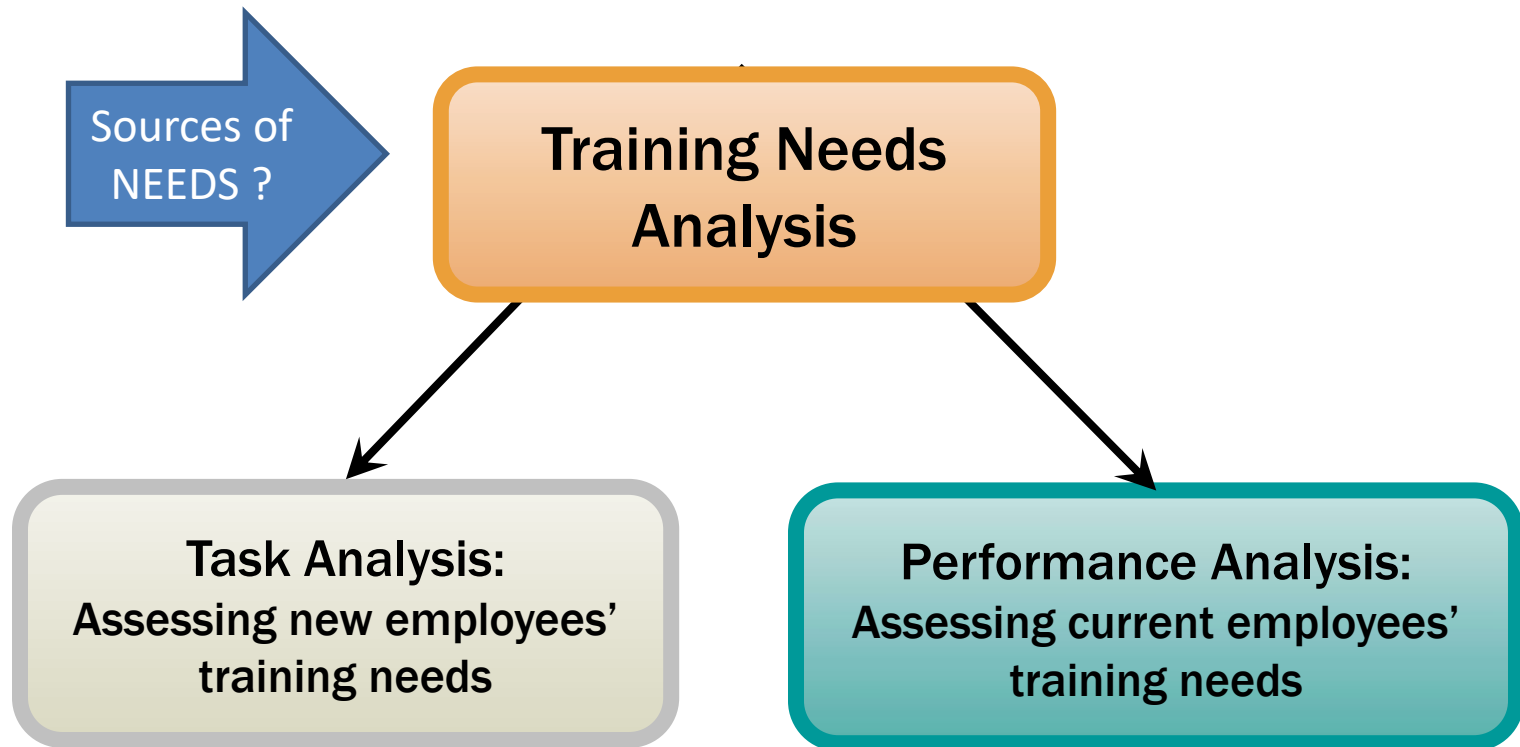
The potential challenges in each step ?

Which PROCESS is most problematic in REAL WORLD ?

WHY and share experience ?



Analyzing Training Needs



Performance Analysis: Assessing Current Employees' Training Needs



Training Methods

- On-the-Job Training
- Apprenticeship Training
- Informal Learning
- Job Instruction Training
- Lectures
- Programmed Learning
- Audiovisual-Based Training
- Teletraining and Videoconferencing
- Computer-Based Training (CBT)
- Simulated Learning
- Internet-Based Training
- Learning Portals



The OJT Training Method

- On-the-Job Training (OJT)
 - Having a person learn a job by actually doing the job.
- Types of On-the-Job Training
 - Self-directed learning
 - apprenticeship
- Advantages
 - Inexpensive
 - Learn by doing
 - Immediate feedback

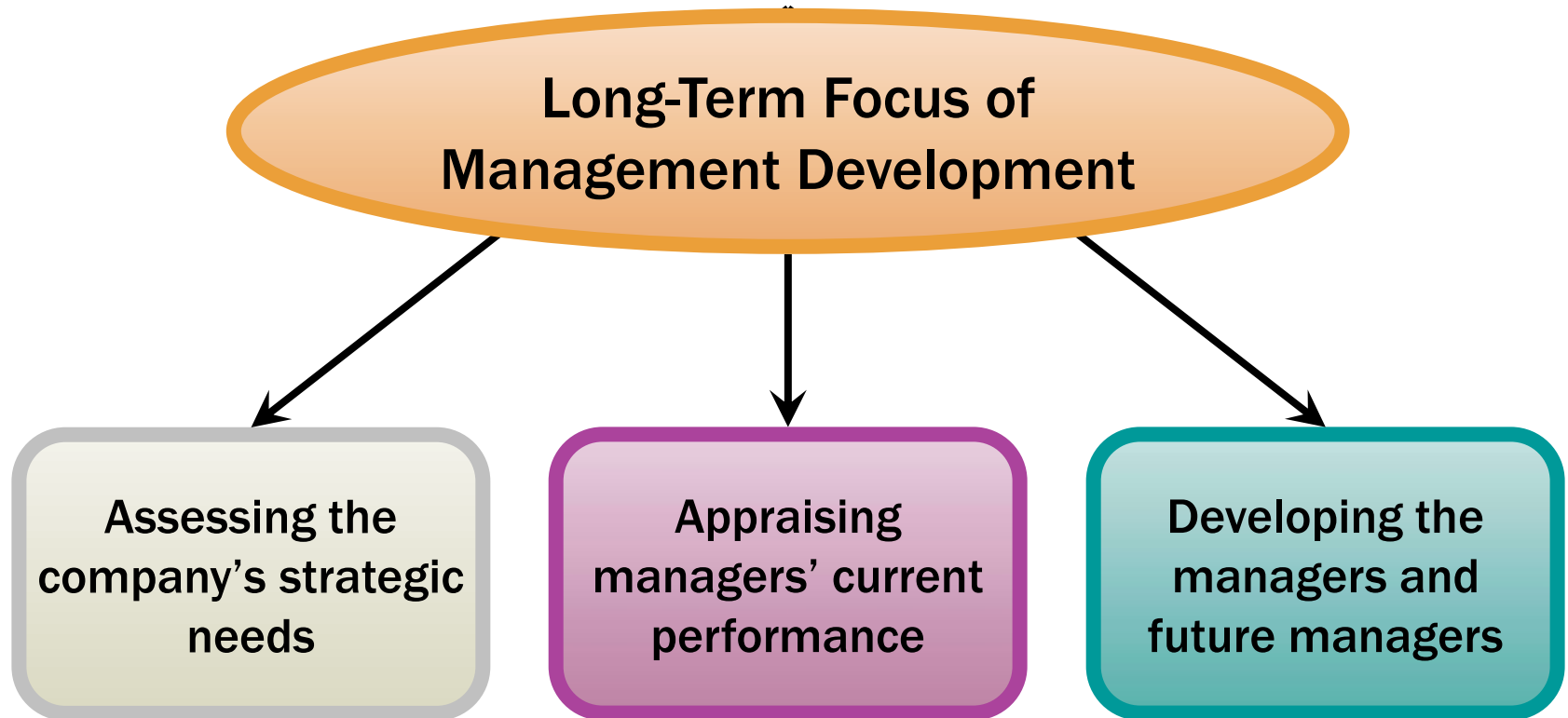


Online / Internet Based Learning

- Advantages
 - Reduced learning time
 - Cost effectiveness
 - Instructional consistency
- Types of Internet Based Learning
 - Interactive multimedia training
 - Teletraining and Videoconferencing
 - E-learning and learning portals



Development Implementing Management Development Programs

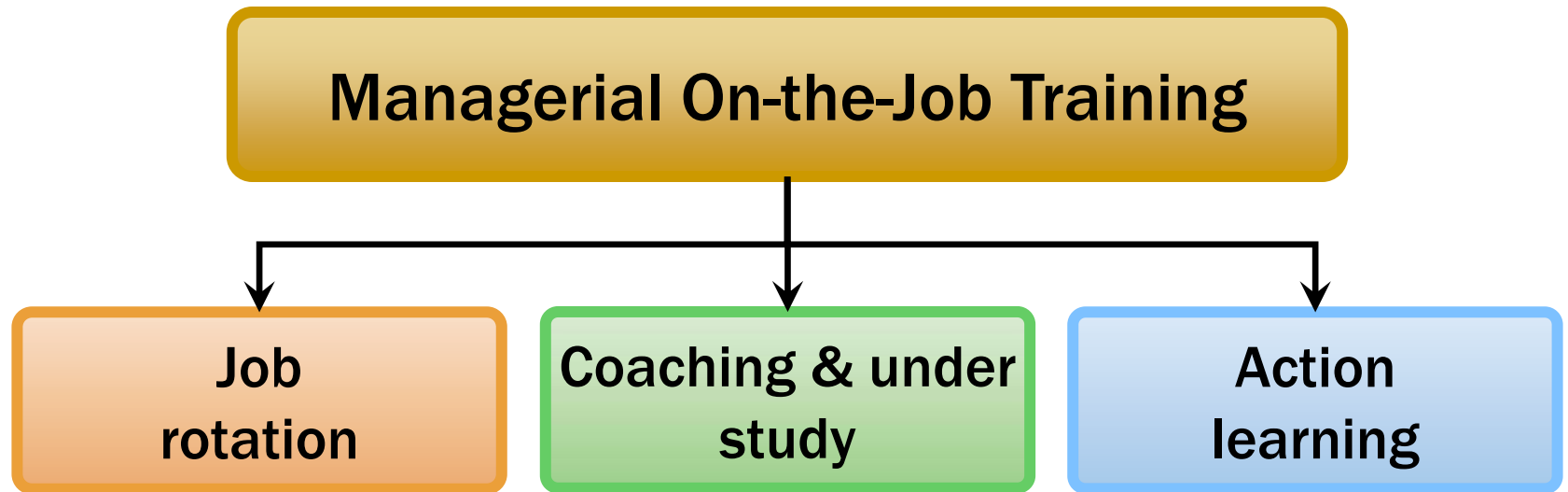


Succession Planning

Steps in the Succession Planning Process

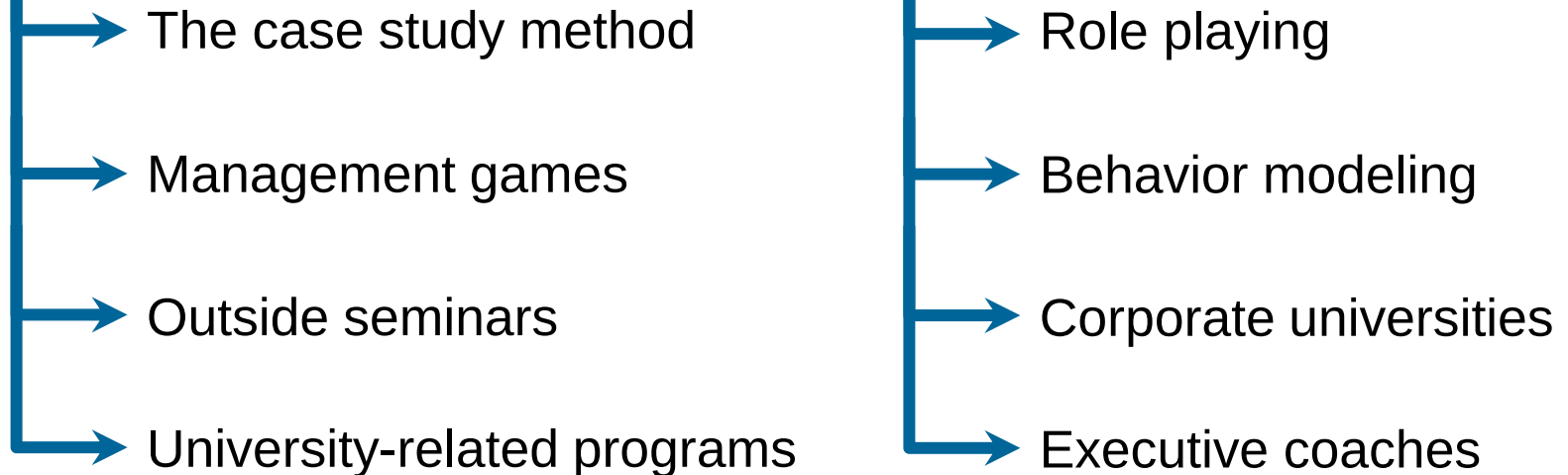
- ① → Anticipate management needs
- ② → Review firm's management skills inventory
- ③ → Create replacement charts
- ④ → Begin management development

Management Development Techniques

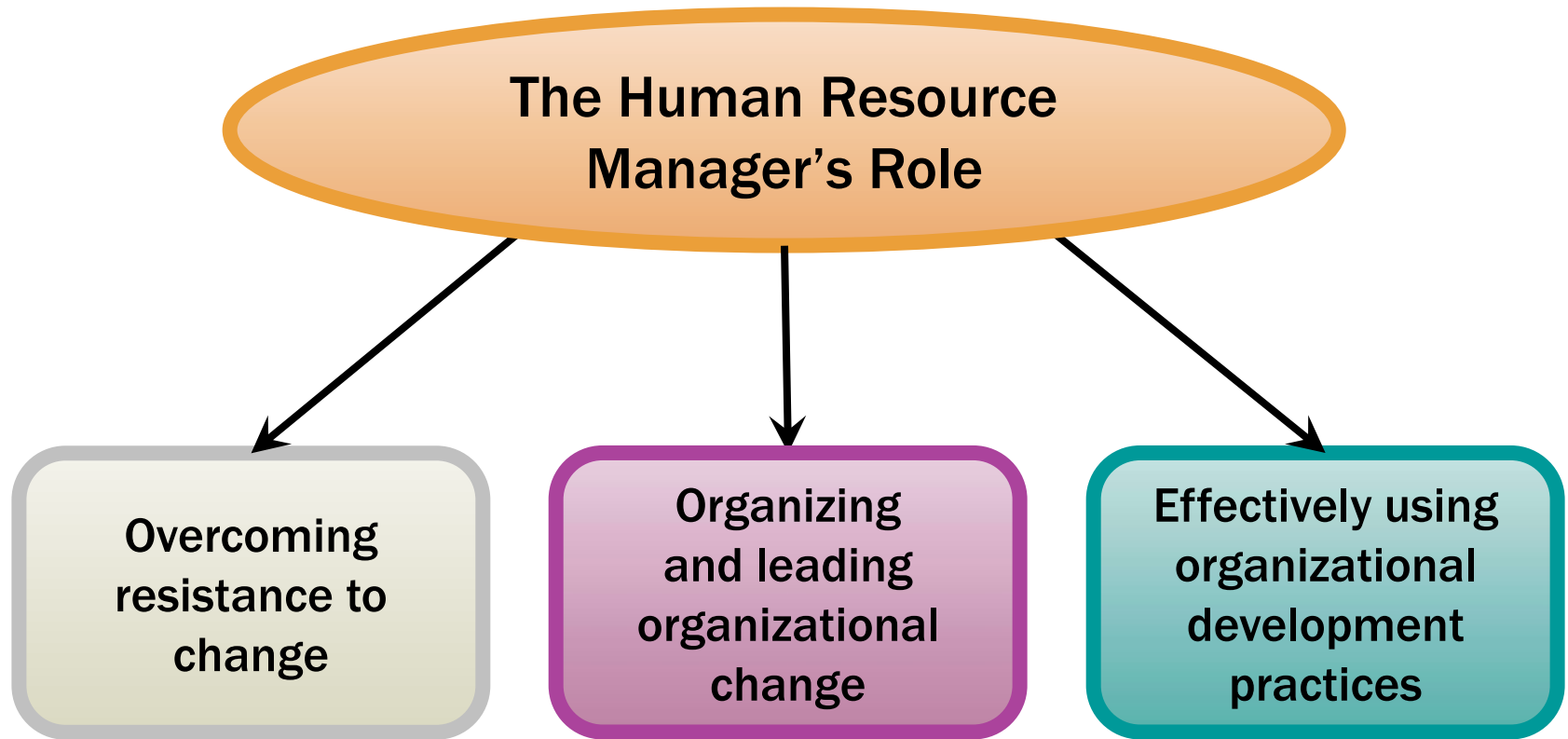


Other Management Training Techniques

Off-the-Job Management Training and Development Techniques



Managing Organizational Change and Development



Evaluating the Training Effort

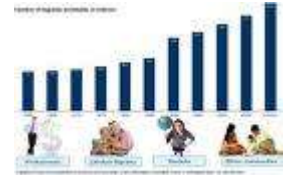
- Designing the Evaluation Study
 - Time series design
 - Controlled experimentation
- Four Levels of Training Effectiveness Measurement
 - *Reaction* of trainees to the program
 - *Learning* that actually took place
 - *Behavior* that changed on the job
 - *Results* achieved as a result of the training

HRM – Training & Development (T&D) Talent / Future Leaders

- 1. Needs Created by Strategy and Structure**
- 2. Training and Development – Talents**



Training & Development: MNE - International Assignees



Quality of a Global T & D Program depends on:

- Align to the Global biz strategy
- Instructional design of T & D programs
- Sharing of knowledge and best practices
- Design and delivery of global management/leadership development programs
- Development of global mind-set
- Special training needs (cultural, soft/hard skills)

Critical Factors – Sustainable Success of MNE
“Glue” – cohesiveness of organization

T&D – Common Problems

Talent / Leadership Development Programs



Current Issues	Build an INTEGRATED & STRUCTURED Leadership & Development Program
● Lack of STRUCTURED program – fragmented, ad-hoc approach	● Integrated and Structured - Leverage current Emerson processes
● Insufficient Follow up with Leadership Development Plan – Lack of Individualized Development / Career Plan – Lack of follow-up and track to existing Org. Review / Hipot Plans – Hipot potential assessment - Current - Very subjective	● Establish A Systematic Approach to Track Progress – Structured approach - assess / develop hi pots with individualized development plan – Ensure Regular Follow-up of Development Plan – Provide Tools to Establish High Pot's Development Plan Objectively
● Lack of Agreed Core Competency Leadership List	● Standardized leadership competency set
● Lack of Ownership	● Strong Sense of Ownership by MU leaders / HR
● Lack of Communication to High Potential Leaders	● Strong Sense of Attention – By Management And Participants

T & D - International Assignees

– Build a Learning Culture

- **HR activates this informal T&D mechanism –
GLUE - produce process that produce
coordination and cohesion for the organization**
- **Learning - Build Shared Values**
 - **Lateral relationship**
 - **Best practice transfer**
 - **Project management**
 - **Shared Frameworks**
 - **Socialization of recruits**



Example - 7 Key imperatives to a global organizational learning

1. Think and **Act Globally**
2. Become a global learning organization, **make learning a core global** competence
3. Focus on the global system – not its parts
4. Develop **global leadership** skills
5. Empower **teams** to create a global future
6. Regularly re-invent (learn & **unlearn**) the organization – proactive act upon T&D needs anticipated changes – act and stay ahead

Discussion - Key Questions/Challenges

– Global T & D (Which – most challenge ? Solution ?)

- **Need Analysis**
- **Resources – \$\$ - who pay (HQ, recharge \$)**
- **Trainer - HQ, overseas operations ,JV, External**
- **Delivering model (lecture, F2F, e-learn, OTJ training)**
- **Barriers - Culture, preference, language, terms. translation**
- **Quality control**
- **What course global / local**
- **Design, develop, implementation - who**
- **Enforcement effectively – global program – Mandatory**
- **Effectiveness Measure ? How to measure ROI ?**
- **How to develop KPI for T&D functions...**

Global T & D initiatives

- Localized approach

1. What to localize ?
2. Culturally – critical to effectiveness
3. Local Laws/Regulation – statutory (eg. Environmental & Safety), CPD hours (Cont. Prof. Develop), No. of hours
4. Delivery method (F2F, E-learn, assessment method
5. Learning style (PDI / UAI / Experiential / Didactic)
6. Education level & form – literacy..
7. Political - Local adaptability to HQ initiatives – mechanism: can be cultural preferences !
8. Culture - Local / Not vocal – Evaluation – ineffective
9. Language
10. Transfer of learning
11. Job's nature variation from HQ (even same title..)

PDI – Power Distance Index – Equal / Hierarchy

UAI – Uncertainty Avoidance Index – anxiety to uncertainty

HRM – T & D – Culture / Learning Style & Training Technique (source – Tyle, K (1999))

		CHINA ?											
		High PDI Strong UAI					Low PDI Weak UAI						
Training Technique	Country	Readings					Structured Exercise					New Zealand	
		Panel					Simulations					USA	
		Lecture					Roe Plays					Netherlands	
		Demonstration					Round Robins					Israel	
		Programmed Instruction					Case Studies					Italy	
		Instruments					Brainstorm					Taiwan	
		Discussion Group					Discussion Group					Argentina	
		Japan					Instruments					Brazil	
		Chile					Programmed Instruction					Japan	
		Belgium					Demonstration					Chile	
		Portugal					Lecture					Belgium	
		Guatemala					Readings					Guatemala	
		Denmark					T-Groups					Denmark	

Standardized approach

– to Global Training and Development

	Technical (Hard Skills)	Non-Technical (Job-Specific Soft Skill)	Managerial Soft skill	Leadership Skills
	 E-Learning / Lab / Lecture / Workshop / Coaching			
mainly	Local	Local	Global	Global
minor	Global	Global	Local	Global

Discussion

– Major Online Learning & Training

What and How to decide – what training can go online.. ?
Why ? Reasons ?

E-Learning Approach Discussion – Effectiveness



1. How to measure training effectiveness
2. Effective Training method – Read, Watch, Repeat, Do (RWRD)
3. What kind of training will best be used by E-learning ?
 - Scale, Scope, Speed, Standardize ?
 - Technical Training ?
 - Hard Skill / Soft Skills
 - Corporate Standardized
 - Corporate Compliance SOX – Ethics
 - Scale
 - Standardized / Consistent is required ?



Global Team - How T&D offer training on help global team work effectively

MNE: increasing using virtual and global teams

Challenges

- **Geographically dispersed**
- **Globalized. Virtual**
- **Diverse national / cultural backgrounds**
- **Many size teams - Global project**
- **Language – English – common**
- **Non-F2F, virtual – understanding / distortion**



Discussion - How T&D develop successful global team work

1. Invest in signature **executive commitment**
2. Model collaboration among members – **role model**
3. Gift **culture** – daily mentoring
4. **Relationship building** skill – communication, conflict mgt
5. Sense of **community** – IHR sponsor activities
6. Assign **super-leader** (Task + people leader) to lead
7. Heritage relationship – organization **savvy** head
8. Role **Clarity**
9. Trust building – regular communication / tracking thru IT
10. Incentive – **virtual** team model
11. **Repatriate** – Advisor (Learning and sharing..)

Discussion – Global Leadership characteristic – endorsed across cultures

Characteristics of World Class Cross-cultural Leader

Global Mind-set

“A global mind-set means the **ability to scan the world from a broader perspective**, always looking for unexpected trends and opportunities that may constitute a threat or an opportunity to achieve personal, professional, or **organizational objectives**.”

- American Society of Training and Development (ASTD)

“Global mind set – The ability to accept and **work with cultural diversity**, and **involve a set of attitudes that predispose individuals to balance** competing business, country and functional priorities which emerge in international situations **rather than** to advocate any of these dimensions at the **expense of the others**.”

Source – Briscoe, Schuler, Claus

Global Mindset - characteristic

Your Definition of Global Mind Set

And

What are the characteristic
of a Global Mind Set Manager

How to build this Global Mind Set ?

Global Mindset > Global Leadership

How to develop this Global Mindset (4T)

Global Mind set	4 T	<u>Global Leadership Roles/Responsibilities</u>
• Manage global competitiveness • Work and communicate with multiple cultures • Manage global complexity, contradiction and conflicts – Manage organizational adaptability • Manage multi cultural teams • Manage uncertainty and chaos • Manage personal and organizational global learning		• Understand drivers of Globalization of business • Recognize and connect global market trends, tech > biz strategies • Outline issues on strategic alliances • Problem solving on daily operating issues in global context • Think and plan • Build and lead global teams • Build and motivate functional org. structure

Sharing Example - Global T&D

Example

Global Biz Objectives

Vision

What We Aspire To Become

Values

WINNING SPIRIT

CONTINUOUS LEARNING

TRUSTFUL RELATIONSHIP

CUSTOMER FIRST

Foundations

tackle tough problems

compete to Win

deliver results

hire and develop the
best staffs

continuously learn,
grow, collaborate and
collectively engage in
the business

ethical behaviour,

creating relationship
with customers with
commitment

quality of solution

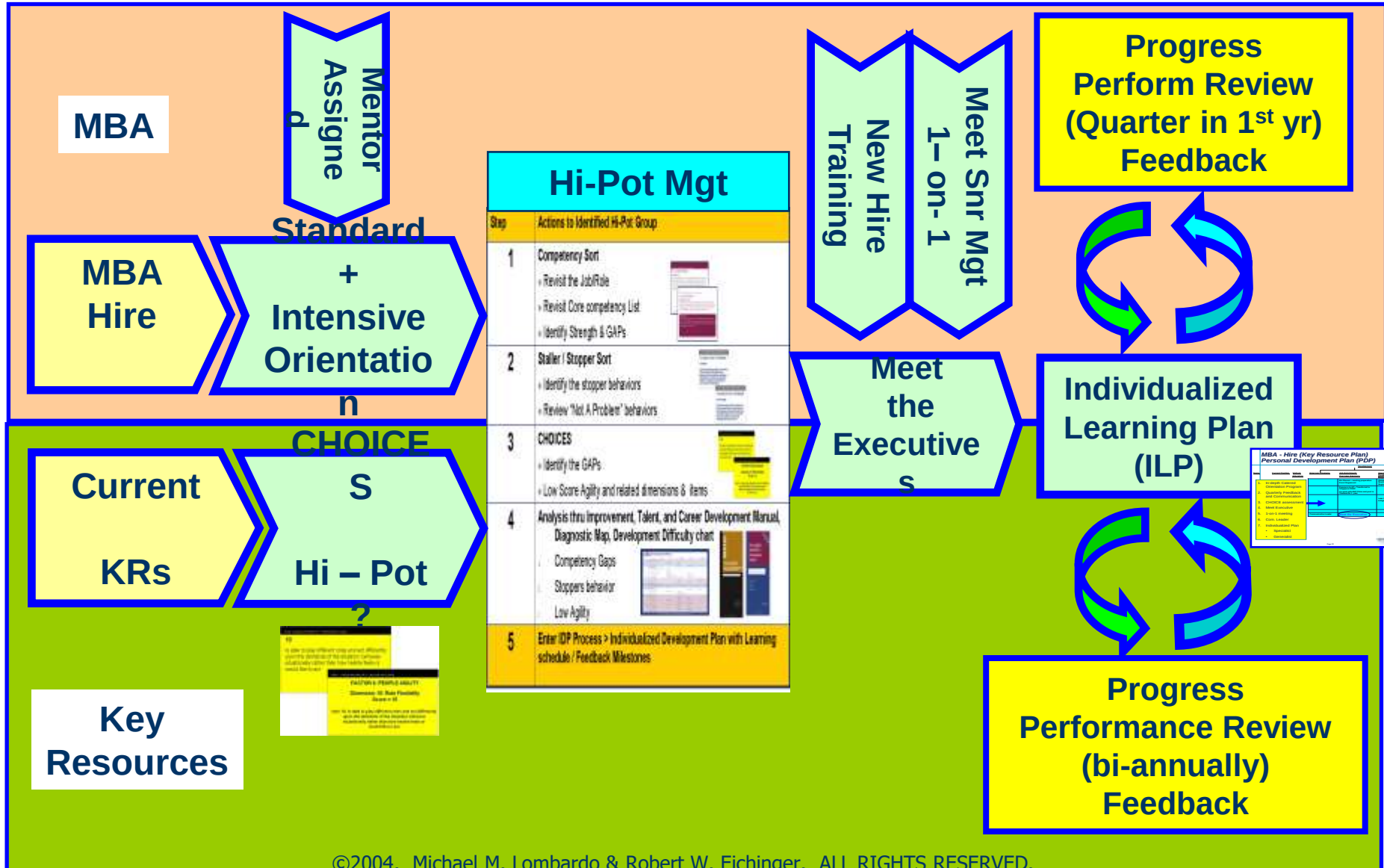
T&D - Leadership Development

OBJECTIVE :

“Establish a focused program to identify and develop future **global leader pool** to successfully manage the ever- growing organization to ensure continuous increase in market participation of today and the future”

Development Plan Process

- Key Resources Incl. MBA-Hires

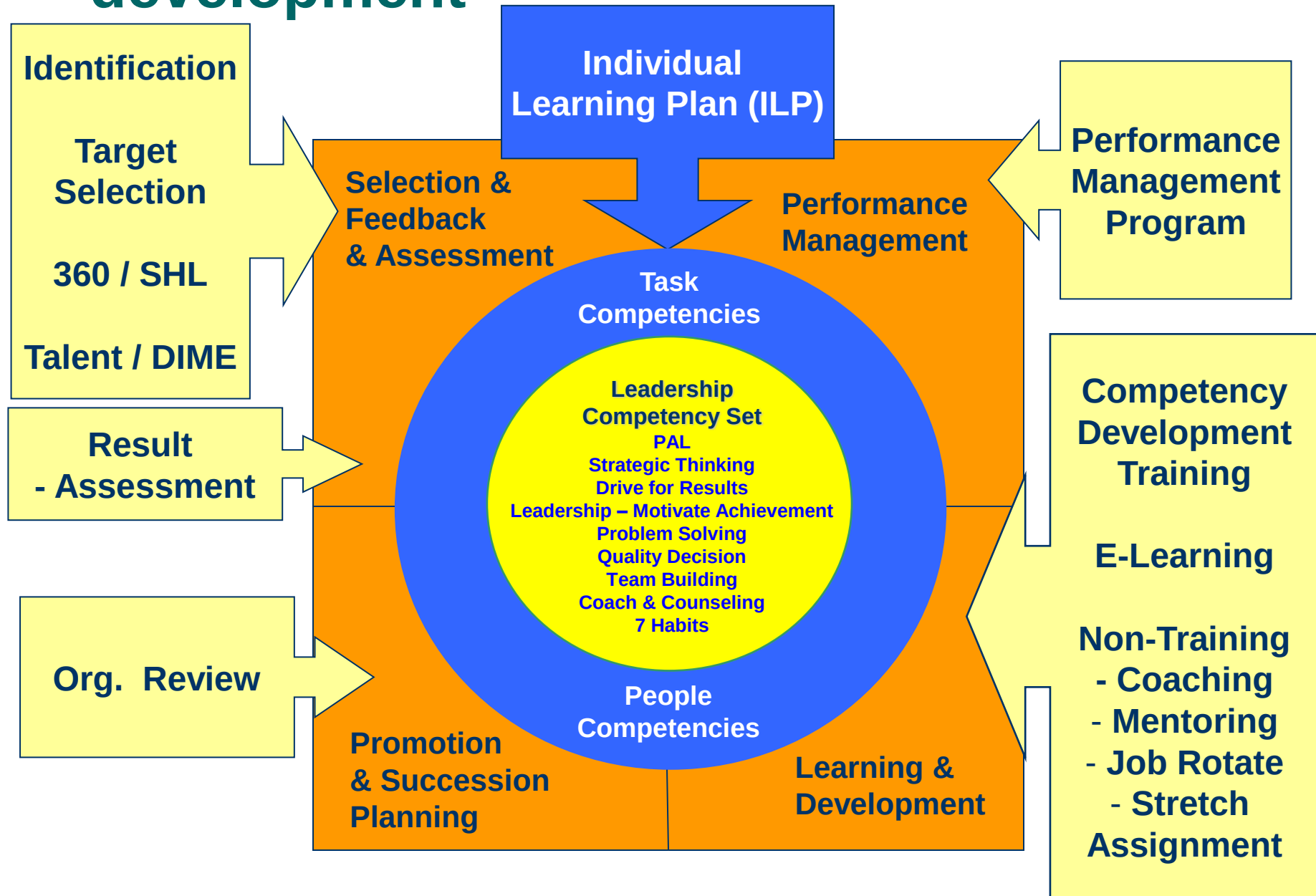


Leadership Development Program

- Purpose – build pool - future global leaders

- Develop next tier of top level leaders
 - Need more leaders to cope with the growth opportunities in Asia
 - Address succession plan in key leadership spots
- Focus on the development needs of existing talent base
 - Better understand the leaders competencies
 - Better understand current weakness/developmental needs
- Simply pay focus attention to our future leaders
 - Build a structured visible L&D plan to individualize level
 - Track and report on important development progress
 - Let them know we think they are important

An integrated approach to Leadership development



Different kind of leaders

Regions / different kind of Leaders required for the biz growth

China - Country Leaders - Functional Leaders	Brazil - Country Leaders - Functional Leaders	India - Country Leaders - Functional Leaders - Mid Mgrs (Attribution)
Global HQ - Regional Leaders - Functional Leaders	NA reg HQ - Country Leaders - Regional Leaders - Functional Leaders	EU reg HQ - Country Leaders - Regional Leaders - Functional Leaders

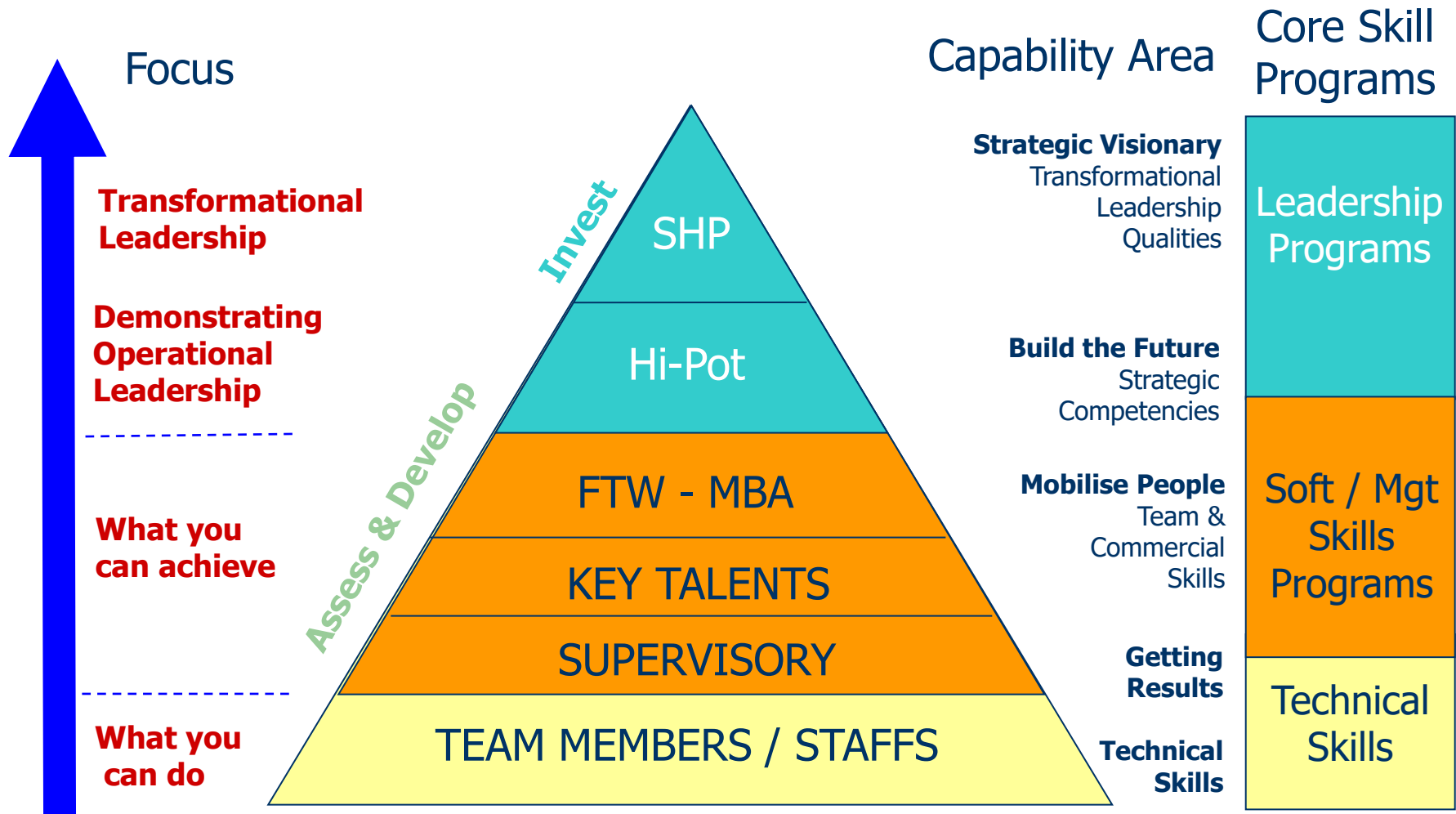
Regional leader – Taking cross-territories General Management responsibilities

Country Leader – NO intention to relocate, focus on General Mgt local responsibilities likely in-country sales / service

Functional Leader – Focus on functional disciplines instead of Gen Mgt (such as Fin, R&D, SCM, Tech Support, HR, ...)

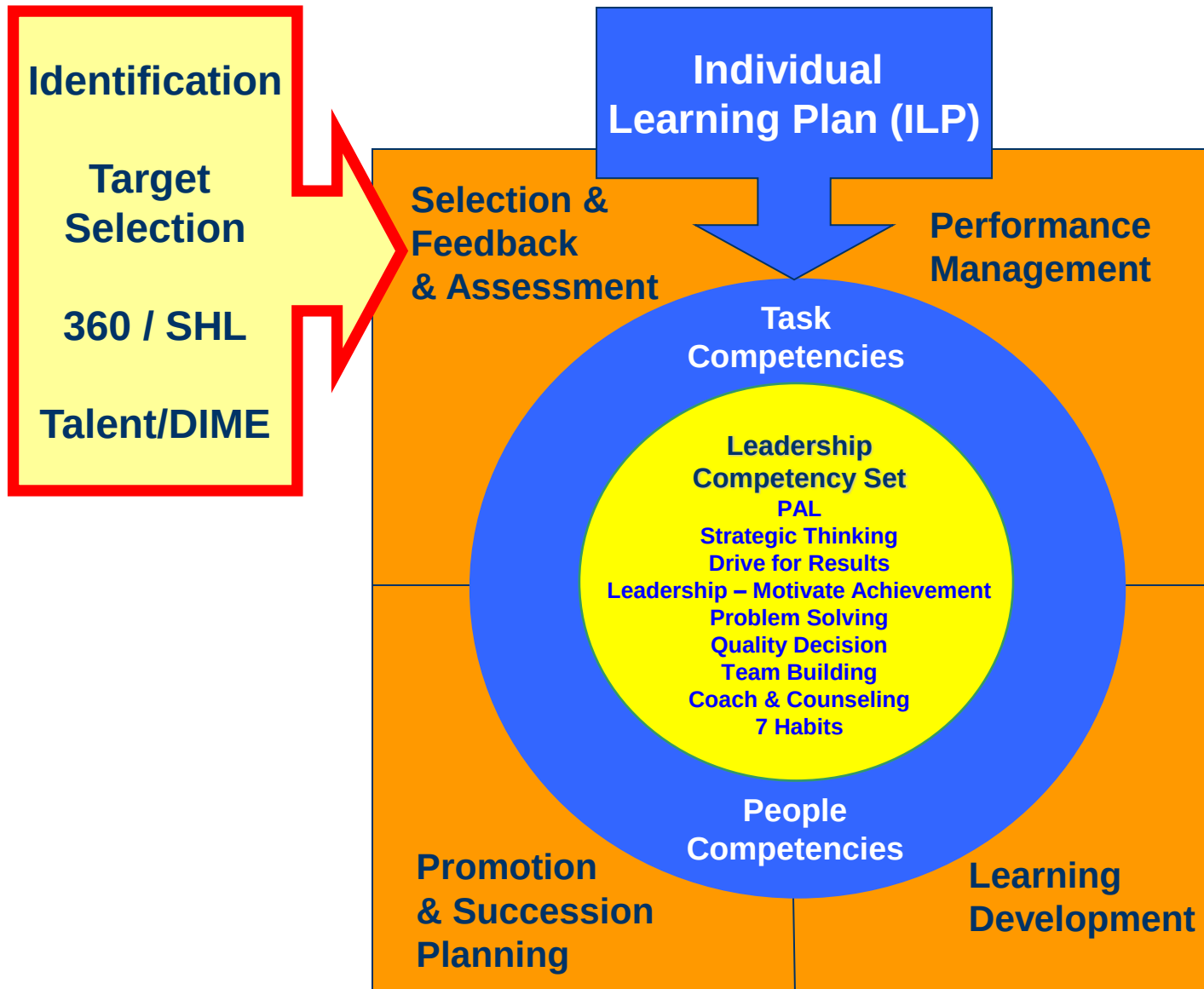
A clear vision

- How will we Grow Leaders



Selection Process

- Future Talent Feeder Program



Future Leadership Bank

- Identifications

- Elite - Feeder Programs – time of entry
 - Campus Recruitment - TOP MBA
- Functional excellence
 - Nomination by Management, functional hi-performers
- Managed development
 - Local hi-pot >> HQ hi-pot (Stages)

Future Leadership Bank

- Assessment and Selection

- Identification / Selection process (combinations)
 - Interview
 - DDI
 - PDI 360
 - DiSC
 - Lominger
 - DIME Model
 - Other tests...

Leadership Development Program

“Guiding Principles” – Who ? Future Leaders Pool

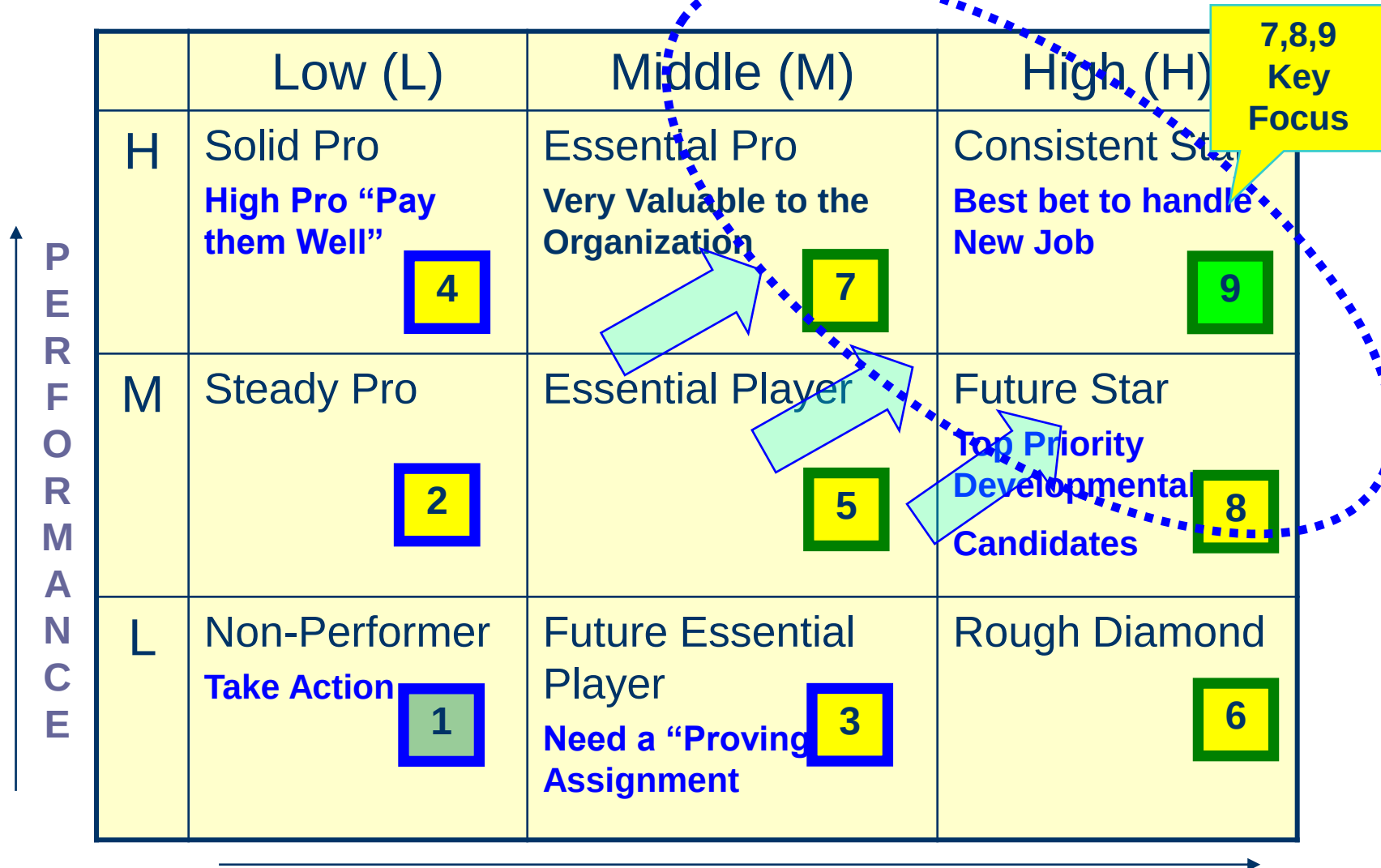
- **Targets - Current Hi-Pot, Face to Watch, Key specialists, and MBA-Hires**
- **Submission of list – Q1 Fiscal Year for update NEW HiPot list**
- **Additions to the future leaders plan**
 - Recommended By Local Regional Leaders to VP HR – before org review
 - Board / President has final approval
 - Minimum of one (1 to 2) years of Service (FULL Time Employee)
 - Hi-Potential Identification In Org Review – consistently “Green”
 - Performance & Potential : 7, 8 or 9 - Performance/Potential Matrix (Lominger) or DIME (M and E rated – Meet and/or Exceed Expectation)
 - Current title – Senior Management and above
- **Graduating**
 - Members are “graduated out” to make room for new people based on the following:
 - Completed all assigned learning programs and reaching 3 years in the group
 - Promoted to Vice President
 - Moved to another inter-group division
 - No longer with company (Resigned / Terminated)

Future Leader List (Visibility) (HiPot, FTW, Key Resources)

Countries	HIPOT	FTW	Key Resources	Total
Visibility – Resources Planning Key Countries Key Operations	3	3	4	10
	3	6	14	23
	9	10	26	45
	2	1	2	5
	1	3	2	6
	1	1	3	5
	1	1	4	6
	1	2	4	7
	2	9	2	13
	3	6	2	11
	1	1	3	5
	4	2	1	7
Total:	31	40	39	110

Lominger Hi-Pot Identification

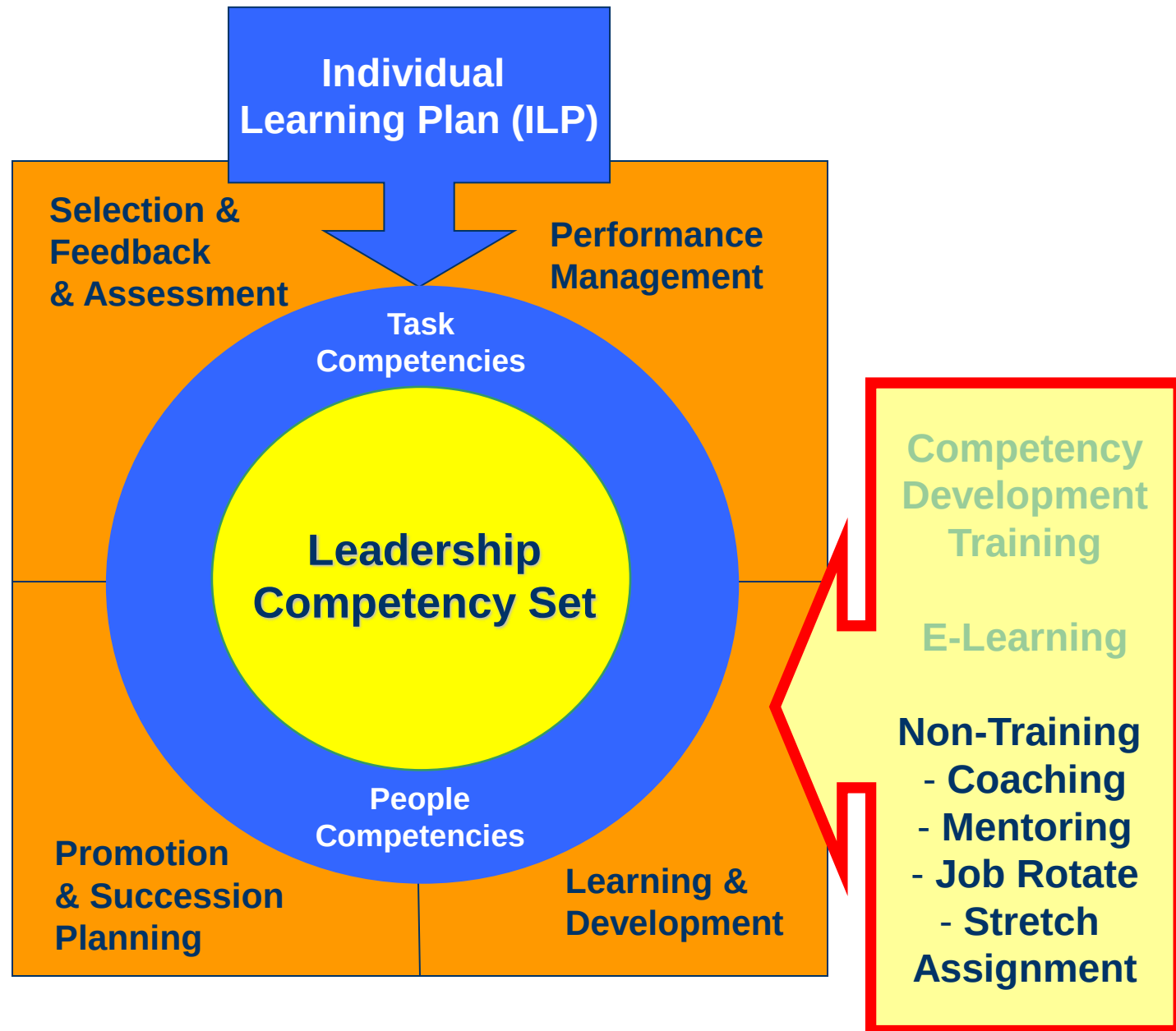
Potential & Performance Potential Matrix



POTENTIAL

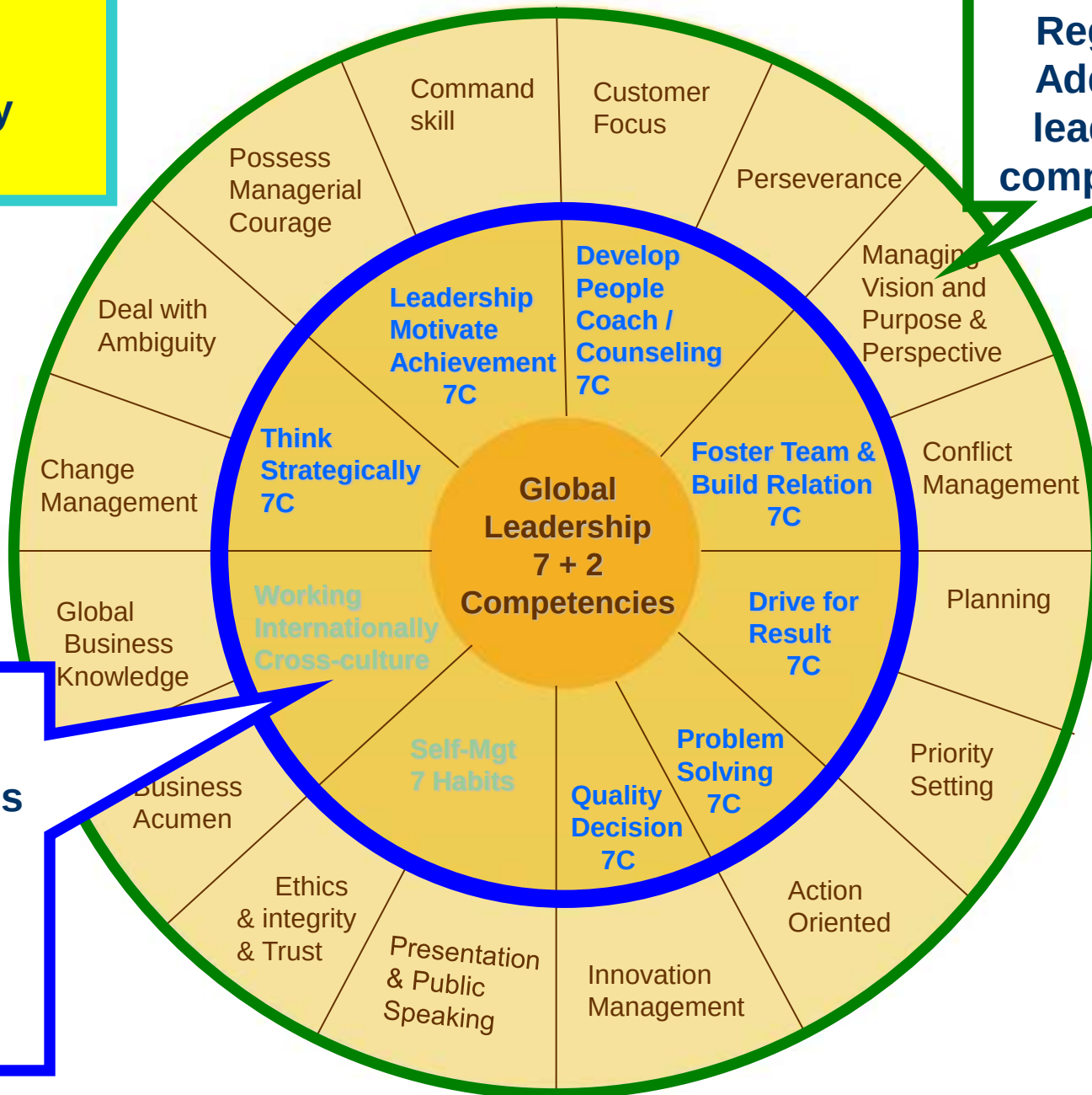
An integrated approach to development

- Leadership Competency Training / Workshops



**Regional AP
Leadership
Competency
Chart**

**Asia Pacific
Regional -
Additional
leadership
competencies**



**Global
Leadership
Competencies
+
Work Int'l
+
7 Habits**

Leadership Competencies (Lominger) (Merge with all new M&A parties)

- Strategic Skills
 - Business Acumen
 - Intellectual Horsepower
 - **Problem Solving (Global)**
 - *Dealing with Ambiguity*
 - Innovation Management
 - **Strategic Agility (Global)**
 - **Global Business Knowledge**
 - Manage Perspective
 - **Make Quality Decision (Global)**
- Operating Skills
 - Priority Setting
 - Planning
 - Developing Direct Reports
 - **Cross-cultural Resourcefulness**
- Organization/Positioning Skills
 - Presentation skill / Public speaking
- Courage
 - Command Skills
 - Conflict Management
 - Possess Managerial courage
- Energy & Drive
 - Action Oriented
 - Perseverance
 - **Drive for Result (Global)**
- Personal & Interpersonal Skills
 - Customer Focus
 - **Motivating Others (Global)**
 - Managing Vision & Purpose
 - Integrity and Trust
 - High Ethics and Values
 - **Build Effectiveness Team (Global)**
- Self-Management Skill
 - Health-Wellness

Competencies Development Training - Mapping to competencies

Consultant Workshops (Internal Trainers)

Supervisory / Manager, Key Talent, MBA and FTW (Face to Watch)				
Ethics Program	Ethics / Integrity Trust			
Communicative Leader	Listening skill	Drive for Results	Peer Relationship	Continuous Improvement
	Interpersonnal Savvy	Planning	Build Effective Team	
	Self-Knowledge / Self Mgt	Action Oriented	Motivating Others	
	Perseverance			
Coaching for Success	Interpersonal Savvy	Problem Solving	Customer Focus	Develop Direct Reports
	Listening	Planning	Peer Relationships	Dealing with Ambiguity
	Enthusiasm	Drive for Results	Building Effective Teams	Work/Life Balance
	Self Knowledge	Decision Quality	Motivating Others	Innovation Management
		Priority Setting		Managing Vision & Purpose
Coaching for Improvement	Interpersonal Savvy	Action Oriented	Peer Relationship	Develop Direct Reports
	Listening	Drive for Results	Conflict Management	Continuous Improvement
	Self Knowledge	Problem Solving	Building Effective Teams	Hiring & Staffing
	Perseverance		Motivating Others	Dealing with Ambiguity
Resolving Conflict	Interpersonal Savvy	Action Oriented	Conflict Management	Continuous Improvement
	Listening	Problem Solving	Peer Relationships	Develop Direct Reports
	Learning	Decision Quality	Building Effective Teams	Innovation Management
	Self-Knowledge / Self Mgt	Drive for Results	Motivating Others	Dealing with Ambiguity
Time Management/ Task Mgt	Self Management	Problem Solving	Conflict Management	Continuous Improvement
		Decision Quality	Peer Relationships	
			Building Effective Teams	
Customer Focus	Listen	Problem Solving	Conflict Management	Continuous Improvement
		Decision Quality	Business Acumen	
Presentation Skill	Listen	Action Oriented	Business Acumen	
	Interpersonal Savvy	Planning	Motivating Others	
		Drive for Results		

**Mapped Training Programs to
the Core Competencies**

Code Key: **Bold** - primary competency offering; **Red**: secondary competency offering; Plain: additional competency offering



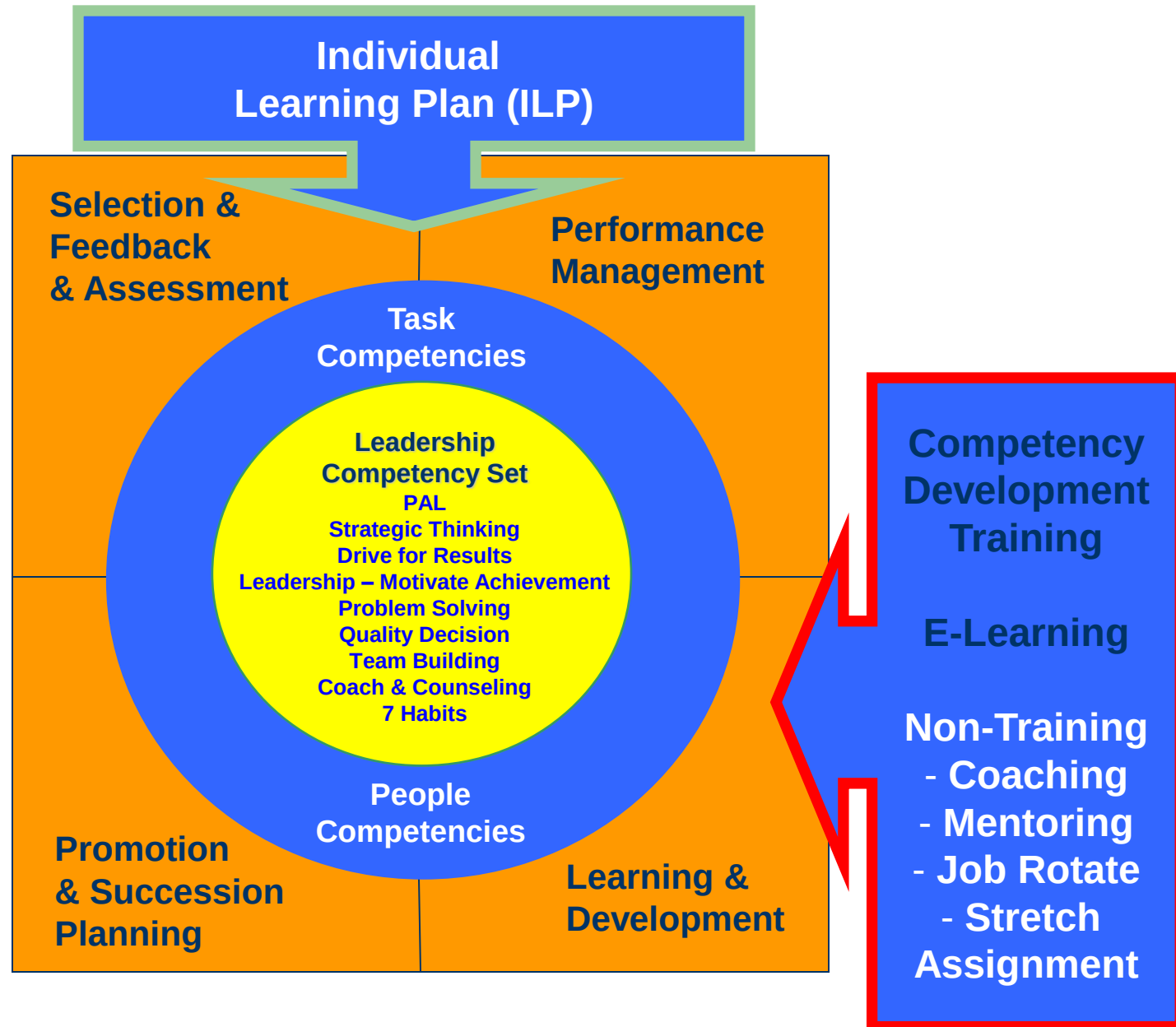
E-Learning for Hi Potentials

Eg. Harvard Management Mentor Plus

	Supplement - Core Leadership Competencies
1	Business Tactics - Budgeting, Change management, Finance fundamentals, Customer Focus, Leadership/motivate others, Innovative and creativity, Meeting management, Project Management, Business Writing, Proposal planning
2	Communication - Presentation skill, negotiating skill, Problem identification and solving
3	Personnel skill - Manage Work stress, Career Planning, Time Management
4	Team Skill - Team Goal, Team leadership, Manage virtual team
5	Personal Work performance - Performance Mgt, Coaching staffs, Delegate, Recruitment

An integrated approach to development

- Individual Learning Plan



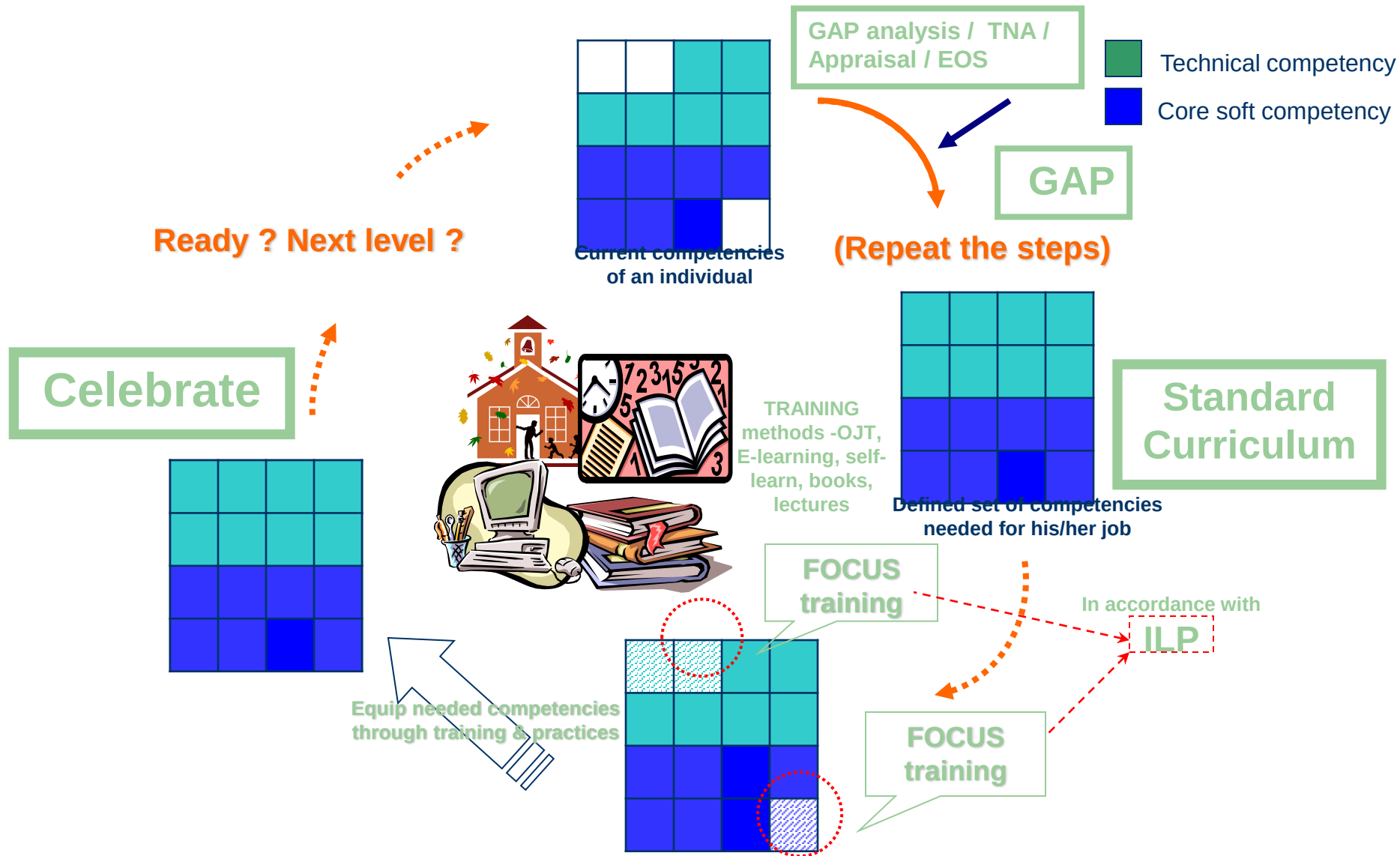
Development Plan – Non Training Elements – Coach/Mentor, Job Rotation /Stretch Assignments...

Focus -

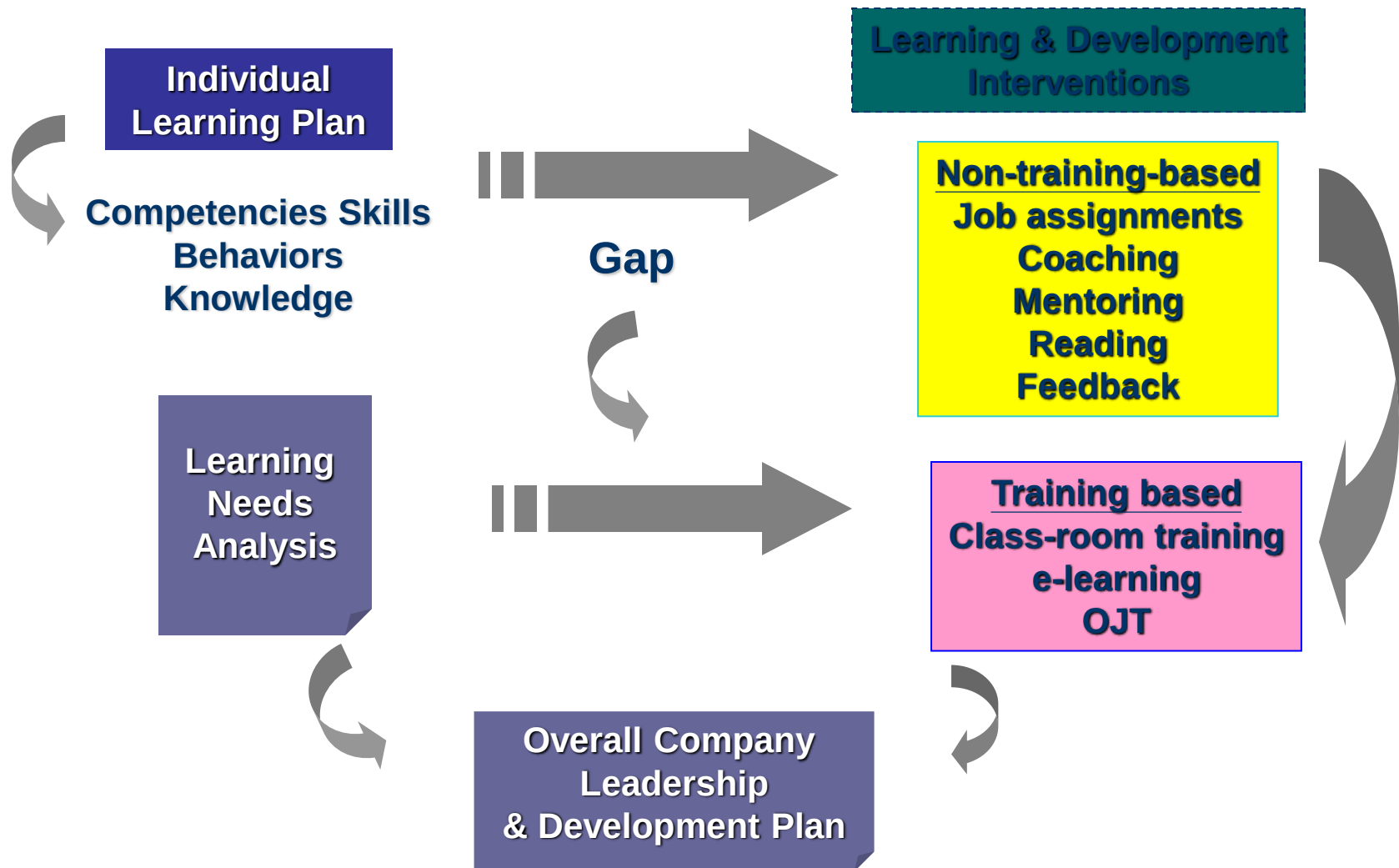
- **Meet with Executives – ONE structured one-on-one sessions**
- **Organize regular group sessions lead by Hipot and executives**
 - **Gets Hipots involved in the training / sharing with executive audiences**
 - **Creates a learning culture, exposure to Liebert/Emerson history and culture by invite to Ops review and other local executive meetings**
 - **Invite to some global project as member..**
- **Focused developmental training programs/assignments built around the Leadership Competencies**
 - **Stretch assignments**
 - **Cross-functional or INTERNATIONAL assignments**
 - **“fix-its” or turnaround assignments**

Understand the Current Weakness / Development Needs

- Foundation of Individual Development Analysis



Linkage between Individualized Learning (ILP) & Developmental Needs Analysis



Individualized Learning Plan (ILP)

Including Coaching/Mentor/Stretch Assignments

Development

Name

Current Position

Highest
Education

Emerson Programs

Job Enrichment/
Overseas Exposure

Special Training-
Conducted/Future
Project/Others

1. In-depth Catered Orientation Program
2. Quarterly Feedback and Communication
3. Hipot Assessment
4. Meet Executive
5. 1-on-1 meeting
6. Com. Leader
7. Individualized Plan
 - Specialist
 - Generalist

	Send to US for 2 month Job Assignment	Global Product Development Projects Regional Marketing
	Exposure to AP – Transferred to Singapore/ RSSC Co-work with ENP China and post to Thailand for 1 year	Further Training on Telecom Global programs RSSC – special project participation Knurr – Integration
Pick from 7Cs - Strategic Thinking - Problem Solving & Decision Making - Coach & Counseling - Team & Relationship building - Project Management	- Shared Service Outsource Initiatives Project (Philippines) - SCMM Service Capability Audit in overseas countries - Regional Lean Champions - 5S, ISO auditor for a region Regional Key Account Champion	Certified Trainer – product/service/skill Lean Sponsor Training 6-Sigma Sponsor Training Oracle System
Media Training Public Speaking	Acquisition Involvement	Oracle System (Sup User)
Communicative Leader	Meet the Executive	

TITLE	
NAME	
YOS	\$annual TC

Current Skills/Capabilities Gaps
(Performance Roadblocks)

Executive Summary – Individualized Leadership Career Development Plan

Frustrations

Aspirations

Key Training
X = Yes

☐ ELP

☐ Leadership Alliance

☐ 360

☐ Frustrations

☐ Start-up assignment

☐ “fix it” or turnaround assignment

Status of next recommended
position

Employee's Desired Path/Career Interests

Current job

Next Job

Next Job

Skill/Capability Gaps

preventing move to the
R recommended role

Development Plan

Assignments, mentoring
bridge gaps/remove

Estimated Timing Between
Moves _____

Skill/Capability Gaps

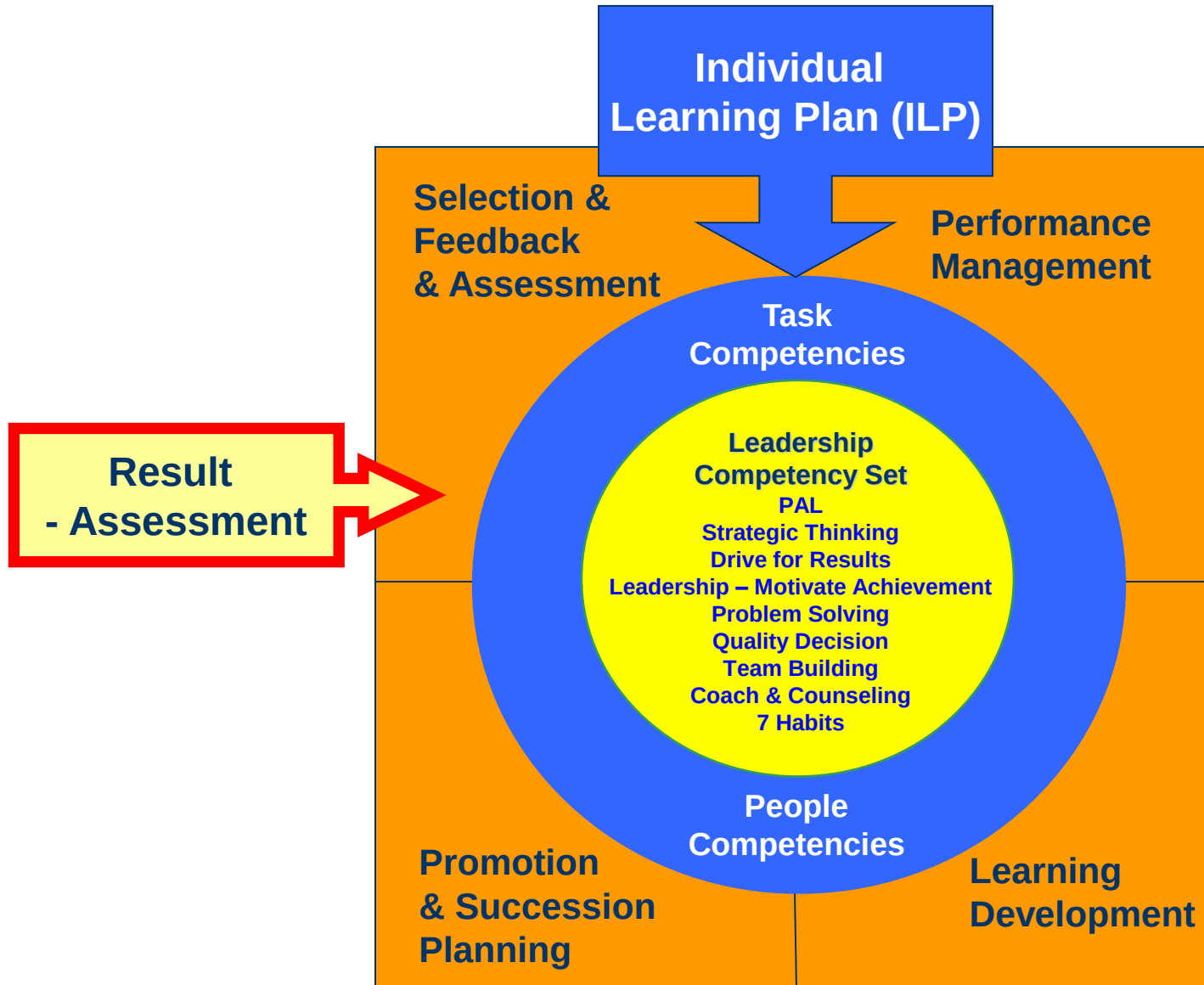
Development Plan

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NAME	
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Leadership Development Process

- Result / Assessment



Leadership Development Process

Result – Evaluation (Bi-annually or Quarterly)

- Purpose
 - Determine the status and competency level of our leaders in our current pipeline
- Result Evaluation - Initiatives
 - Build this evaluation as part of the Periodic Review
 - Observable Behavior – against the critical competency list
 - Feedback - Coach / Mentor, Immediate Supervisor
 - Meet the Executive – Survey Form
 - Business Results - Immediate supervisor
 - Annually – Performance Appraisal and EOS review
 - Explore adaptation of Lominger Voice® 360° to track and gain insight to progress
- Key KPI – Attribution, Turn-over rate, moving... PA rating

Evaluation Survey (Example)

- Tracking HiPot's Progress

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Somewhat Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1. I am satisfied with my career progress.	☐	☐	☐	☐	☐
2. I am satisfied with my company salary progress.	☐	☐	☐	☐	☐
3. I am satisfied with the company benefits program.	☐	☐	☐	☐	☐
4. I am satisfied with the "mentoring" I am receiving at company	☐	☐	☐	☐	☐
5. I am satisfied there will be excellent career opportunities ahead for me at Company	☐	☐	☐	☐	☐
6. I am satisfied with the visibility of job opportunities wherever these jobs may be located.	☐	☐	☐	☐	☐
7. I am satisfied the company is managed in a way that we should continue to be very successful.	☐	☐	☐	☐	☐
8. I am satisfied the company provides the resources necessary to perform my job efficiently.	☐	☐	☐	☐	☐
9. I am satisfied with the job performance expectations my supervisor places on me.	☐	☐	☐	☐	☐
10. I am satisfied with the number of hours I work.	☐	☐	☐	☐	☐
11. I am satisfied with the training/development opportunities I receive	☐	☐	☐	☐	☐
12. I receive adequate feedback from my supervisor concerning my job performance.	☐	☐	☐	☐	☐
13. I am satisfied with my current job assignment.	☐	☐	☐	☐	☐
14. I would be interested in an overseas assignment at some point in my career.	☐	☐	☐	☐	☐

For comments on any of the above statements, please use the space below.

Name _____ Date 12/29/2010

Discussion - Group Class

(Gen 90/95s - BRIC)

	China	India	Brazil	Russia
Attract (Pick us as 1 st offer)				
Motivate (Will to exceed expectation)				
Retain (Stay longer)				