

Human Resource Management

MBA

Master of Business Administration
University of Wales Trinity Saint David

Instructor - Dr Alice Te

Day 4 – November 23, 2024

Human Resource Management

Seven key topics

Global HRM: Globalization, Strategic Roles

Culture, Law, Ethics, AI

Staff Planning and Recruitment

Training and Development

Performance Management

Compensation and Benefits

Employee Relations



Human Resource Management

Course Components

8-day classes

Nov 2, 10, 16, **23**, 30

Dec 7, 14, 22, 2024

Essay (50%)

Submitted by

Jan 6, 2025

Individual Presentation

(50%)

on Dec 22, 2024



A calendar is visible on the left side of the slide, showing dates from November to December. The calendar is partially obscured by the text on the right. The dates shown include November 1 through 30 and December 1 through 22.

Outline of the eight days

Day three: Nov 16

Staff Planning and
Recruitment

Day four: Nov 23

Training and Development

Day five: Nov 30

Performance Management

Day six: Dec 7

Compensation and Benefits

Day seven: Dec 14

Employee Relations

Day eight: Dec 22

Your Individual Presentations

Day 4

Training and Development



What we will cover today

1. What is Training and Development
2. On-the-job Training
3. Off-the-job Training
4. Contemporary Training – Mobile Training
5. How to Design - ADDIE framework
6. Two Evaluation Methods
7. Three Aspects to Assess Training
8. Global Talent Management/Leadership Development
9. Leader versus manager



Integrated view of HRM



1. **Planning** - Decide what positions to fill
2. **Recruitment** - Build a pool of job candidates
3. **Selection** - Decide to whom to make an offer
4. **Training - Orient, train, and develop employees**
5. **Performance management** - Assess employees work results
6. **Compensation** - Remunerate employees for desirable performance

Training & Development (T&D)

- 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

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

Events / Activities – categorized as Training OR Billed 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 ?

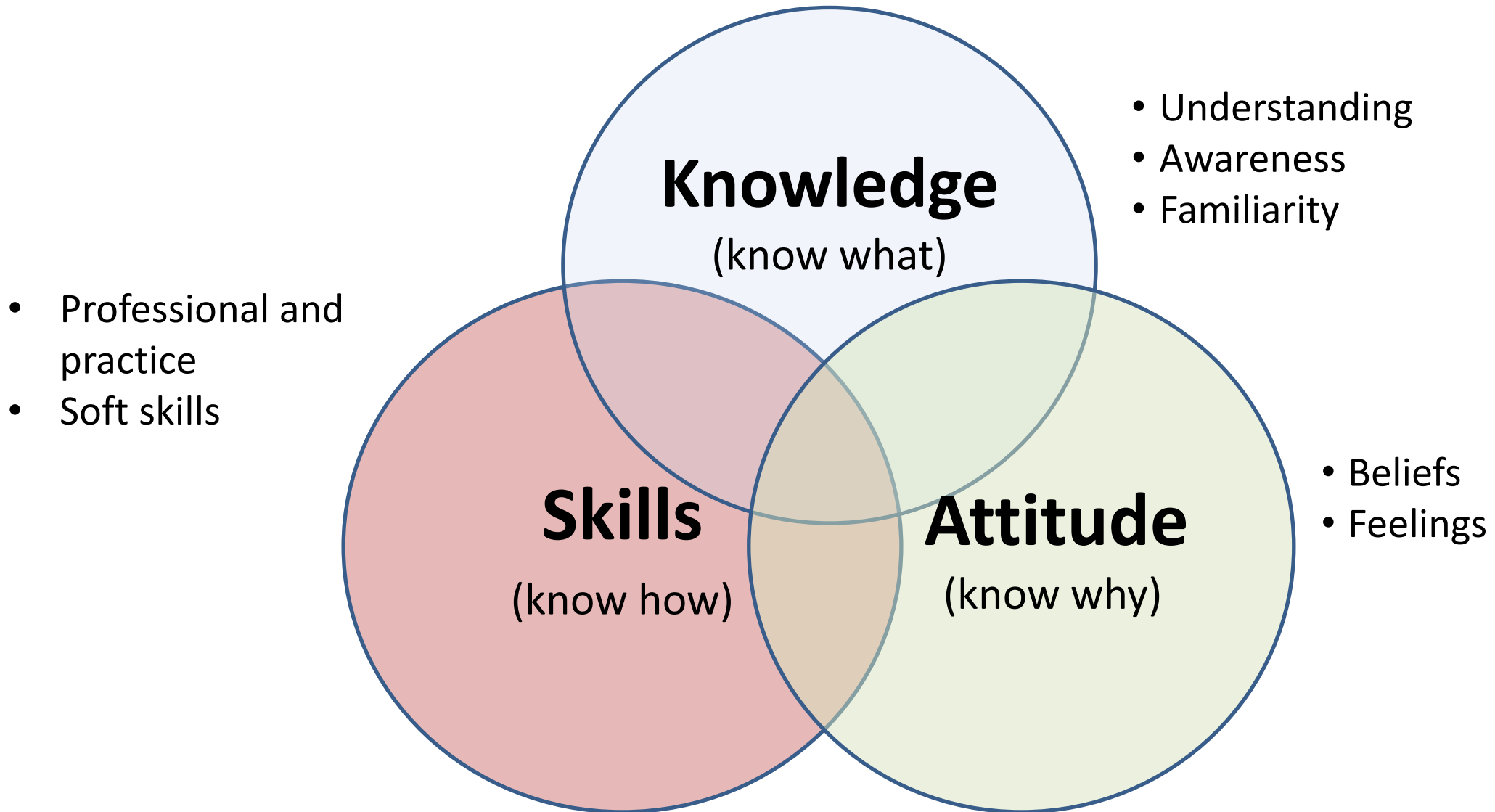
Training and Development

T&D as a whole

- Systematic and continuous efforts to teach **new** or **present** employees the **knowledge** and **skills** that they need in order to better perform their tasks, and cultivate crucial **attitudes** that foster organizational values and culture
- T&D are complementary, yet they have subtle difference



Knowledge – Skills – Attitude



Training is ...

- Planned effort to facilitate employees to learn job related knowledge, skills and behavior
- Aims to improve **current** job performance and productivity
- Time bound (usually short-term orientation)



Development is ...

- Holistic effort to leverage and modify one's capability, KSA, personality, behaviour and attitude
- Aim to stimulate employee's **all-round growth**, and cope with **future** executive opening and organizational growth
- Time bound (usually long-term)





Training

Development

Time frame	Short term	Long term
Scope	Increase specific skills	Leverage overall growth
Focus	Job-centered	Career-centered
Objectives	Improve productivity and workforce flexibility	Advance better knowledge and attitudes for leadership effectiveness
Nature	Reactive – meet current needs	Proactive – meet future needs

Occupational Safety

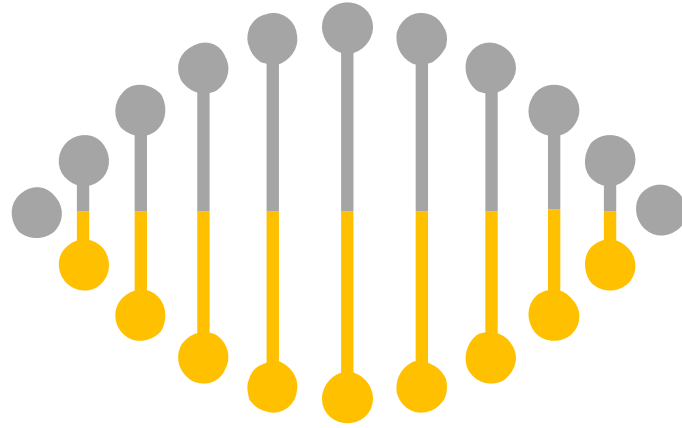


T & D is crucial because

1. Provide essential information for **new** employees to get familiarize with the organizational mission, regulations and the working conditions → equip them to meet performance standard and reduce faults
2. Refresh and strengthen **existing** employees with key KSA, or new competence → sustain competitiveness
3. Prepare talented employees to **move up** career ladder with important capabilities → retention of human assets
4. Avoid “**negligent training**”: comply legal obligation, minimize negative impacts and injury caused by substandard employee behavior due to inadequate training

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 (!)**



On-the-job training

PROPER of on-the-job training



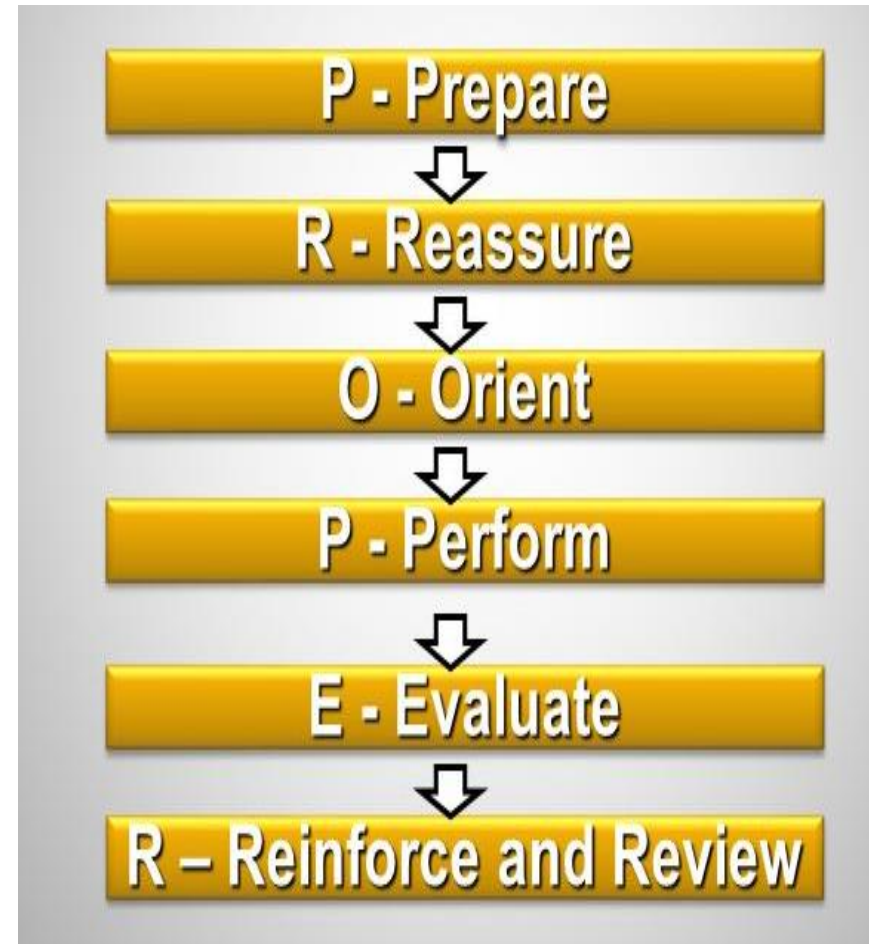
WHAT it is

learns a job and gains hands-on experience directly by **actually doing the job at the workplace** through teaching, instruction, and demonstration

PROPER principle

Six stages

Applies to different on-the-job training methods



Prepare

1. Decide **what** employees need to be taught.
2. Identify the best **sequence** of training and related demonstration steps.
3. Get ready **training materials, resources,** and **equipment** ready.



Reassure

1. Put each employee at ease, relaxed and relieve stress.
2. Learn about his or her **prior experience**, and accommodate the diversity among trainees (e.g., different skill level)
3. Create a motivated and common **goal**: Explain the whole process (overview) and relate it to a known job.



Orient

1. **Show** the employee the correct way to do the job (normal work pace).
2. **Explain** why it is done this way or why not in other way (do it a couple of times)
3. **Discuss** how it relates to other jobs.
4. Let trainee **ask different questions** and clarify concepts that they do not comprehend.

Perform

1. Have the learners / **trainees** explain the steps as trainers go through.
2. When trainees familiarize with the steps, let them try and learn by doing
3. Provide procedural assistance, working tips or hints at the beginning, then reduce as trainees continue.
4. Allow errors and mistakes before trainees can build up skill and speed.



Evaluate

1. Question trainees / employees to **explain** how, why when, and where they should do or not to do particular procedures
2. **Assess** the employees' performance, process and check the outcomes (e.g., accuracy, speed, quality)
3. **Correct errors** before it becomes a bad habit; repeat instructions.

Reinforce

1. Give **encouragement** for trainee's efforts and their mastery of skills / achievement
2. Continue conversation and foster trainee's confidence to perform job independently
3. Gradually decrease supervision

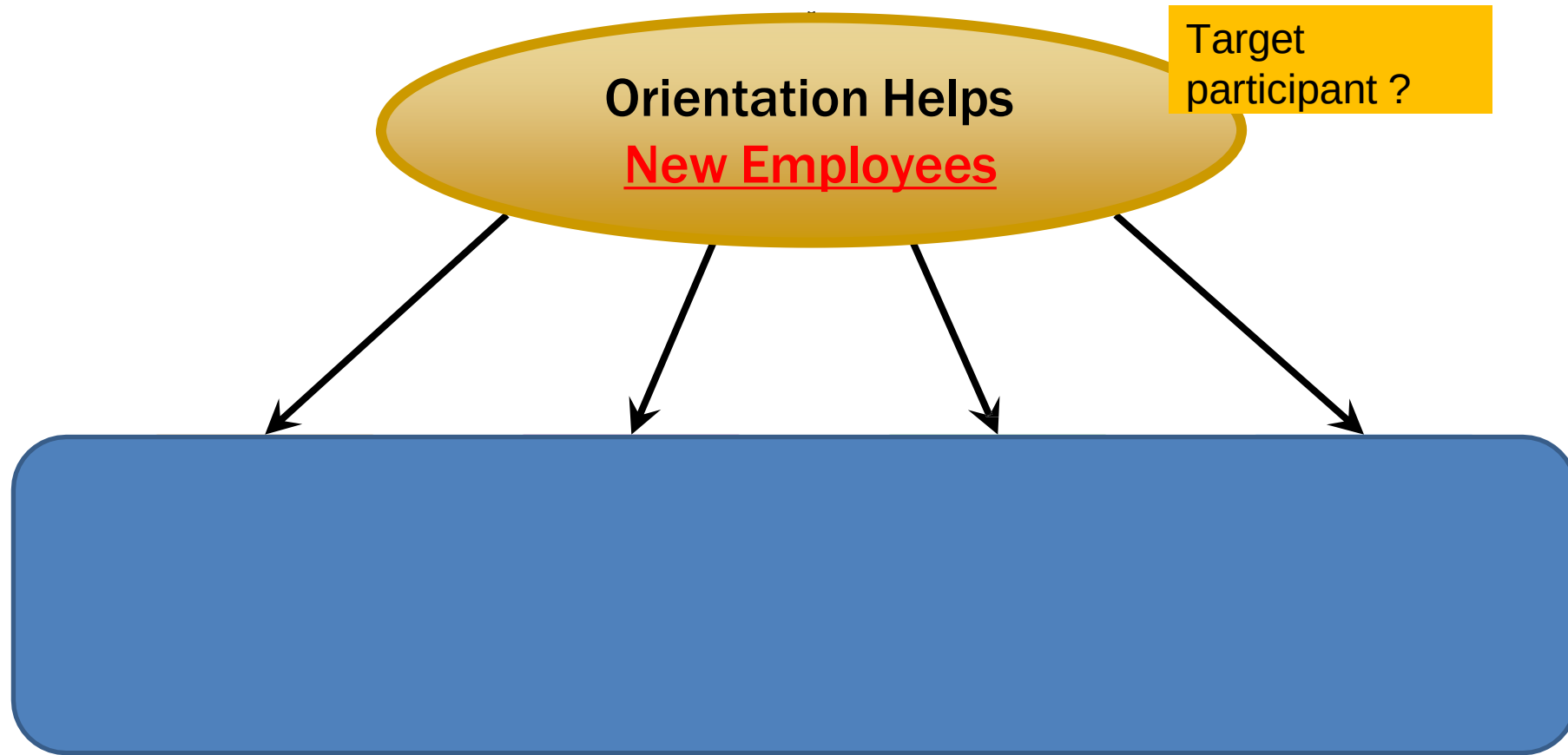


Four on-the-job training methods

- 1. Orientation**
- 2. Apprenticeship**
- 3. Coaching**
- 4. Job Rotation**



Purpose of Orientation



Purpose of Orientation



Discussion – Prepare an orientation checklist

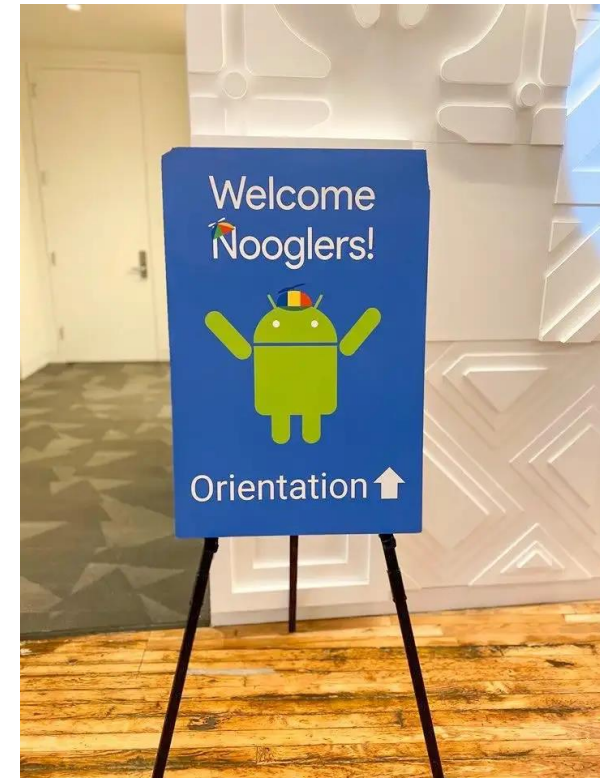
1. Discuss with your classmates and to determine what items should be included in the orientation?
2. What are the functions (in terms of higher level objectives) of each of the suggested items?
3. Share your good or bad orientation experience with the others?

Orientation

WHAT it is

Also called “**onboarding**”

A planned introduction to new employees when they begins work, where HR or manager provides them with essential information to **adapt** and familiarize new jobs, co-workers and working environment



Orientation

Advantages

1. Establish an intimate and positive **impression** to new employees: I am valued and respected → high retention rate
2. Equip them truthful **expectation** and essential knowledge → facilitate them to work independently

Limitations

1. If trainers are not properly trained (e.g., detached or authoritative tone 😊) → leading to disappointed onboarding process
2. Trainees may feel confused or overloaded with various information presented to them within a short period of time

Apprenticeship

WHAT it is

- a **structured** process which the **masters** teach **apprentice** with practical and theoretical aspects of a highly skilled occupation

HOW it operates

Apprentices can become **skillful** through series of instructions (step-by-step training), guidance and hands-on practices
apprentices require long period of time for gaining proficiency
Example: carpenter, welder, bricklaying worker



Apprenticeship

Advantages

1. **Direct learning** from job master and obtain prompt feedback to improve
2. More opportunities to sharpen and apply skills in real task
3. Smooth skills transition and adaptability from training context to workplace

Limitations

1. Expensive approach as it takes a **long time** to nurture a trainee from novice to master
2. No guarantee that trainee will continue to work in same organization after securing training



Apprenticeship



PROGRAMME DETAILS

Technician Apprentice Training Programme

Entrance Requirements	• VTC Foundation Diploma (Level 3) - Engineering and have completed the Foundation Mathematics III module; or • VTC Diploma of Vocational Education (DVE) in a relevant engineering discipline including Mechanical / Electronics and Computer / Electrical / Building Services / Civil Engineering and have completed the Mathematics 3E module; or • Level 2 or above in five HKDSE subjects including Chinese Language, English Language and Mathematics; or • Equivalent qualification
Training Duration	4 years
Programme Details	1. Induction courses (including railway safety rules and railway systems appreciation) - 4 weeks 2. Multi-skills technical training - 15 weeks 3. Rotational on-the-job training in engineering departments - 85 weeks 4. In-depth training in designated engineering departments - 104 weeks
Full Sponsorship on Professional Study	Designated VTC Higher Diploma courses (Part-Time)

https://www.mtr.com.hk/en/corporate/careers/technician_apprentice_details.html

Coaching

What it is

Focused, goal-oriented and on-going instructions, comments and suggestions from experienced manager to specific individuals to address their **developmental** needs, such as closing performance deficiency, excel leadership potentials



Coaching

HOW it operates

1. **Analyze current situation**

Review the current / latest performance data, prioritize the area of highest potential for career advancement (e.g., strategic vision)

2. **Set mutually agreed goals and roadmap**

Discuss the coaching objectives, set learning milestones and expected outcomes or standard; trainers have to be respectful of individual characteristics and learning styles

3. **Regular review with feedback**

Meet regularly and discuss candidly; share perspectives and insight and determine options to move forward; express recognition (success) and provide ways for corrective actions (ineffective work)

4. **Debrief the process and move on to next area**

Conclusive remarks of employee's progress: what worked well, behavioral change in deficiency; what might be better differently for next coaching area (e.g., team motivation).

Coaching

Advantages

1. Address deficient areas to improve efficiency and effectiveness
2. Frequent and direct interaction enable trainees to gain confidence through “real” practise after instruction
3. Organization can **groom** future successors as trainees acquire best practices through structured and procedural learning from expert



Limitations

1. Coach and employee pairing may not always have good fit due to divergent expectation or working styles
2. Workflow or productivity may be disrupted if employee cannot progress accordingly

Job rotation

WHAT it is

Moving trainees or employees from department to department at certain time intervals, enables them to gain in-depth knowledge and hands-on experience

HOW it operates

Employees start at a designated department → as an observer with experienced staff → then fully involved in its operations and assignment → gain experience and skills → move on to a new department

Example

Management trainee programs: trainees are attached to different key divisions in the organisations

Job rotation

Advantages

1. Develop a more **holistic** view and broad understanding of whole business
2. Acquainted with different jobs and develop relevant **skills**
3. Reduce job boredom from diverse work experience; no workday will be alike



Job rotation

Limitations

1. May cause stress and anxiety for leaving their comfort zones to new environment
2. Reluctant or feel overloaded to work beyond their expertise or skills
3. Reduce team spirit as they are not able to develop strong rapport with working partners

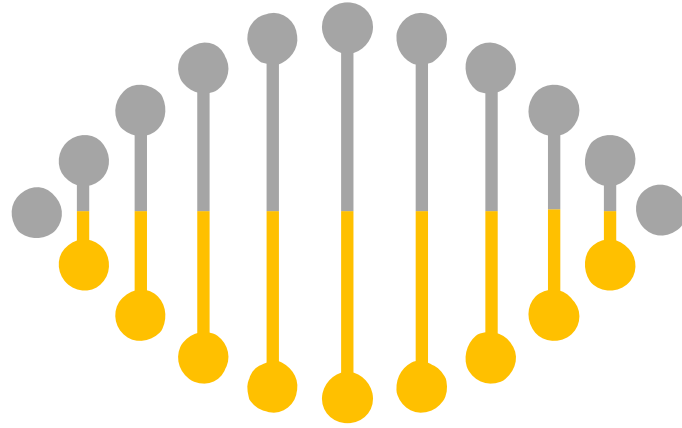
Management Trainee Programme

The three-year programme provides trainees with the opportunity to gain **all-round exposure**.

In the first year, trainees of the Property Businesses will **rotate** to different departments and be familiarized with the Group's business. **Cross-departmental** attachment training, **classroom** training, on-the-job **coaching** and action learning are offered to support the trainees' development of management and functional competence.

In the second and third years, trainees will be fully sponsored to take **professional study** to strengthen their professional skills.

Throughout the programme, senior management, human resources and training staff will provide guidance and **coaching** to trainees to facilitate their learning and help them develop their potential.



Off-the-job training

Off-the-job Training

What it is

- Employees are given training **outside** the actual work location, such as specialist training centre or at a college or at a company's own premises.



TWO major **Off-the-Job** Training methods

Lectures & Simulations



BUSINESS NEWS

McDonald's opens Hamburger U. in China

For inspiration, China's newest university looks not to Confucius, but to Ronald McDonald. But Shanghai's Hamburger U. aspires to be a leader in learning for Chinese managers.



Lecture

WHAT it is

A training method with the physical presence of instructor to deliver verbal presentation and disseminate factual information in an organized manner

HOW it operates

- Trainers use most of the time to teach through pre-defined pace, material and settings
- Trainees as **recipient** to absorb information
- Different trainers have various lecture design.

Straight lecture: dominant by trainers, one way flow

Interactive lecture: use physical or electronic media to stimulate sight and hearing senses; provide discussion session

Lecture

1. Foot
2. Audience; Language
3. Contact
4. Repeat

Guidelines

1. Don't start out on the wrong f_____, e.g., an irrelevant joke.
2. Be alert to your a_____. Watch body l_____ for negative signals e.g., boredom.
3. Maintain eye c_____ with your audience.
4. Make sure everyone can hear. R_____ questions that you get from trainees.

Lecture

Advantages

1. As an economical and efficient method for delivering substantial amounts of information to large numbers of trainees → cost saving
2. Trainees can follow easily with direct and **structured** dissemination of essential information
3. Relatively higher credibility as physical presence of the lecturer and **interact** with trainees

Limitations

1. Trainees are overloaded with too much learning content → inhibit independent learning
2. Trainers not able to adapt to individual learning differences or not easy to identify misunderstanding from particular trainee
3. Trainees are distracted or not interested with minimal involvement

Usually in the form of **Outside Seminars**

Training sessions are conducted by external vendors or professional bodies through either web-based or traditional classroom mode; raising points of debate or discussing issues during the learning process

Examples:

HK Institute of Human Resources Management

HK Productivity Council

HK Trade and Development Council

HKMA



Simulation

WHAT it is

A method allows trainees to **gain lifelike experience** and skills in controlled and **imitated** working environments. The environment replicates and **reproduces** real-life situation or includes processes that will be encountered by the trainees

“Expose” trainees to events not easily demonstrable in live lectures

Simulation

HOW it operates

1. Trainees have to apply “**real**” job competence and complete the tasks replicate to those in real world
2. Trainees manipulate highly resembled mechanical devices that are mirrored to those used in real job
3. Trainees experience various **psychological** stances such as pressure or anxiety when they take action and make decision on each working step with instant results

Computer-based Simulation

Virtual reality (VR) training is an **interactive** and immersive method that immerses people into a simulated environment and providing **visual, audio and haptic senses**. Trainees wearing the VR headset reacts in the fictitious world that completely separated from the real surroundings.

Simulation

Advantages

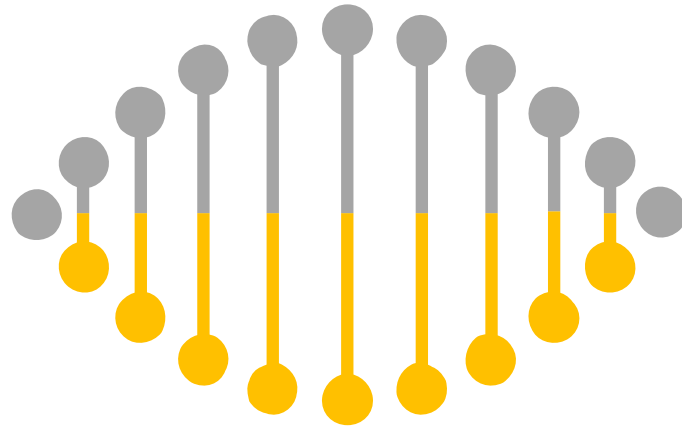
1. Trainees can gain **full feel of realism** from instant feedback of their actions to replicated situation
2. Allows trainees to undertake high-risk tasks within a “safe” and controlled environment
3. **Minimize loss** from damaging the costly equipment

Limitations

1. Limited scope as not all real situations can be replicated
2. Incur expensive spending as the equipment has to be updated regularly in order to increase the skill transfer
3. Trainees **may underestimate severity** of negative or undesirable behavior in training as no real consequence is resulted

Contemporary Training Trend: Mobile Learning





Mobile Training

Also called **On-demand/online learning**

Delivering learning content on demand **via mobile devices** like cell phones, laptops wherever and whenever the learner can connect with internet to access the institutional management systems

- **World: 6.648 billion (83.37% of the world's population) owns a smartphone.**
- **HK: one of the highest smartphone penetration rates (80%) in Asia.**
- **Almost 90% of people over ten years old in HK owned a smartphone (5.81 million people)**

https://www.statista.com/topics/5970/smartphone-market-in-hong-kong/#topicHeader_wrapper
Source: <https://www.bankmycell.com/blog/how-many-phones-are-in-the-world>



Mobile Learning

Key elements for a sound mLearning strategy

- **Target groups**: who are the learners/ trainees? Their competence level? Technology adoption intention?
- **Learning content**: What materials to be put in mobile devices? What metrics will you use to measure mobile learning progress?
- **System architecture**: What operating system will you used? Cyber security?



Benefits of Mobile Learning

1. High Mobility and Accessibility

- learn flexibly without time or geographically restriction
- Start learning process instantly whenever they can access the Internet

2. Positive learning experience with instant feedback

- Obtain results from exercise or quizzes right after submission
- Read useful information that is popped up right after for correction

Benefits of Mobile Learning

3. Ownership of Learning

- Learners are empowered to take control and pace learning: what is best for them, how and when to access materials and engage. e.g., visual learner >> watch video first before reading the text

4. Cost-Effective

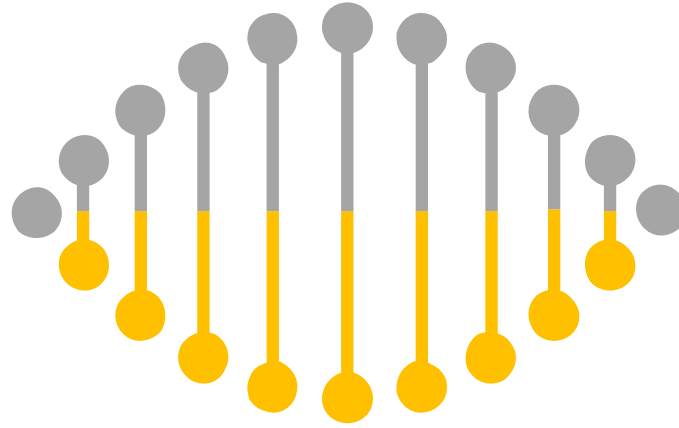
- most cost-effective in the long-term, especially for organizations that continually refresh and add new content.
- As more concepts and training programs are added in, the less need there is for unique or external training sessions.



Mobile Learning

Limitations

1. **Health problem:** prolonged screen time and reading materials on a small screen can lead to health problem such as eye strain, “text neck”, hunched back
2. **Reduce attention:** distracted with the handy entertainment options like social media and games in their gadgets
3. **Lack of Social Interaction:** heavy reliance on impersonal technology may increase sense of isolation and reduce the inter-personal communication



How to Design Training Program

How to design a Training Program

Steps of **ADDIE** framework



The idea of this model appeared in the 1970s and was developed at Florida State University.

Five steps: Analysis, Design, Development, Implementation, and Evaluation.

The ADDIE Five-Step Training Process

1. **A**nalyze the needs
2. **D**esign the training program
3. **D**evelop the course (assemble and create materials)
4. **I**mplement training
5. **E**valuate the course effectiveness

The ADDIE Five-Step Training Process

1. **A**nalyze the needs

A **systematic investigation** to justify the need for employees to undertake training in order to close the performance gap

e.g., staff deliver poor customer services and receive lots of complaints

2. **D**esign the training program

Set the training **blueprint**, outline intended learning objectives (what to achieve), participants (who), methods and number of modules (how) and time (when) to do for employee training

e.g., Quality services: active listening, respect and empathy, positive and excellence attitude

The ADDIE Five-Step Training Process

3. **D**evelop the Training Program

formulate training details and content to achieve intended **training objectives** set in DESIGN phase

E.g., Three topics with two modules per topic; 2-hour per module in six weeks; 20 staff per class; External trainer, Full set of trainer manual, venue set up, refreshment, etc.

4. **I**mplement the training program

Conduct trial run (rehearsal), then deliver the training as stated and planned

E.g., Rehearse the training session to ensure content clarity, time allocated and clear instruction

e.g., Arrive the venue 30 minutes before start, ice-breaking with trainees

The ADDIE Five-Step Training Process

5. **E**valuation of Training Program

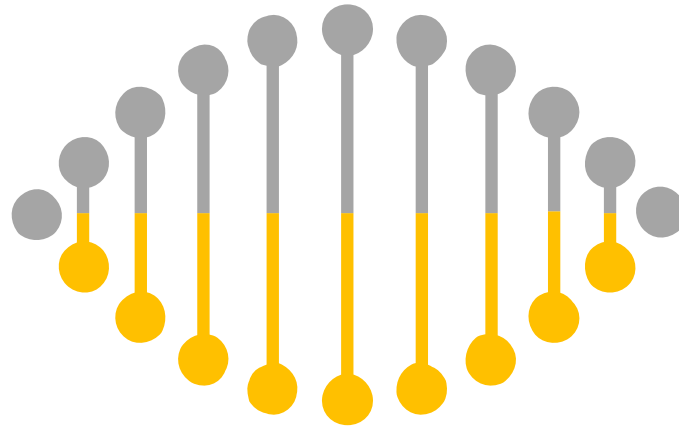
- Use **questionnaire** or observation to measure and collect multifaceted information from participants
- Consolidate the data and determine whether training is effective, successful or not
E.g., use Google form to assess relevance of content to job, trainer's presentation skills



TWO evaluation methods and
THREE aspects to assess training
effectiveness

Evaluating the Training Effort

- Designing the Evaluation Study
 1. Time series design
 2. Controlled experimentation
- Three Levels of Training Effectiveness Measurement
 1. *Reaction* of trainees to the program
 2. *Learning* that actually took place
 3. *Results* achieved as a result of the training



Two Evaluation Methods

Two Training Evaluation methods

1. Time series design

Take a sequence of measures of the trainees performance (e.g., productivity, defect rate) **before and after** the training program

2. Controlled experimentation

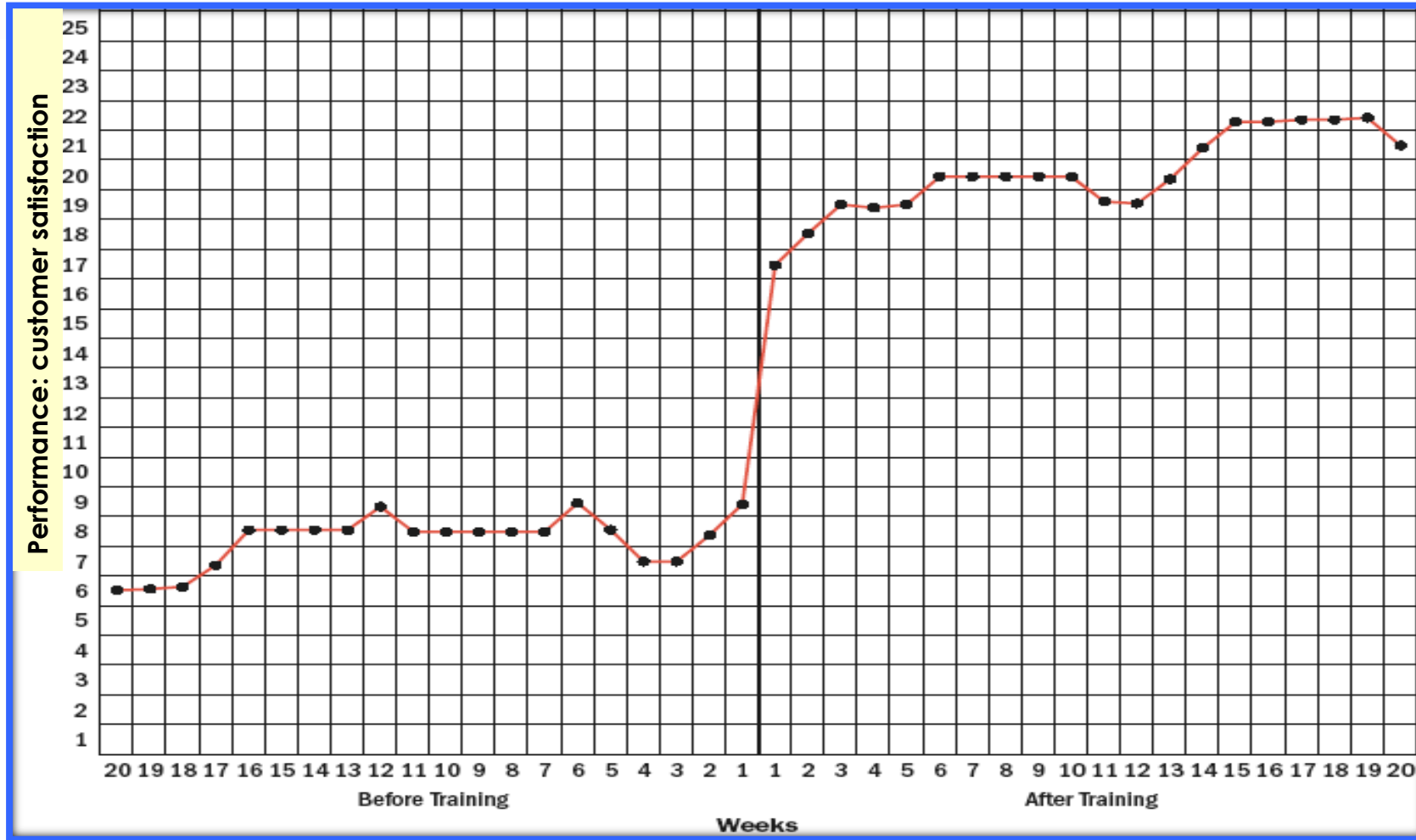
Purposeful setting with **an experimental group** (receive training) and **a control group** (no treatment or training is given to those employees), compare their performance results before-and-after the training

Time Series Graph

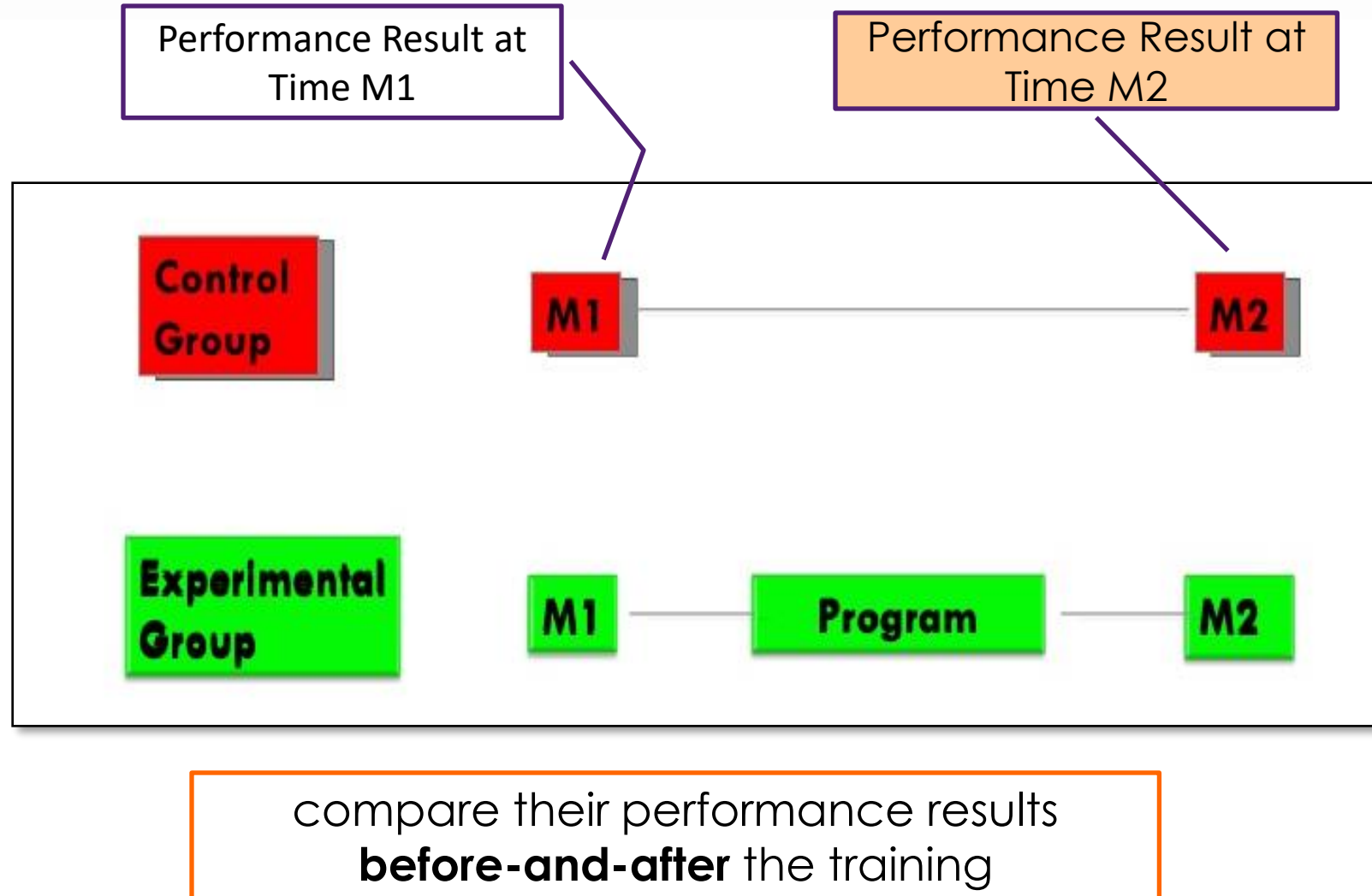
How it operates

1. Collect a **series** of performance data (e.g., customer satisfaction rate) before and after training
2. Compile the data and illustrate in a **graph** to show whether the training has positive impacts on performance with significant difference
3. Monitor the steadiness of performance level after training

Time Series Graph



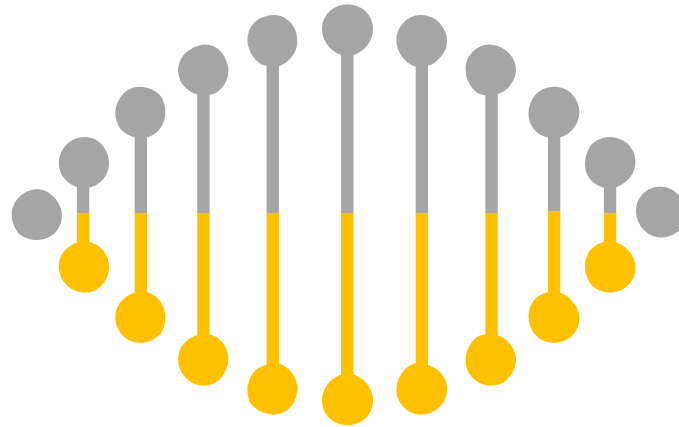
Controlled Experimentation



Controlled Experimentation

How it operates

1. Conduct performance test for **two groups** before training
2. **Control group** continue to work as usual without intervention
3. **Experimental group** receive training, apply learned KSA in work
4. Conduct **performance test** for two groups after training
5. Identify whether significant **difference** in trainees' performance; if yes, we can conclude the training has effects



Three Aspects to Assess Training

Three Aspects to Assess Training Effectiveness

1. Reactions

2. Learning

3. Results



Reaction outcomes

Meaning:

Evaluate and assess trainees' **ideas, attitudes and feelings** or other subjective impression towards the program

E.g.: The trainer made good use of the visual aids.



Interpretation from the scores

- Trainees have favorable and positive affection towards the training
- High propensity trainees may develop positive word-of-mouth
- Trainers should be cautious on **halo** or **horn** effect

Learning

Meaning:

Assess whether trainees actually **acquire** the principles, skills, and knowledge they are expected to gain from the program

Give trainees a test:

Test **before** the program to know their baseline of standard or prior knowledge

Test **after** the program to obtain immediate picture of their mastery of materials taught in class

Ask trainees to complete questionnaire:

- The course met all the stated objectives.
- The learning focus was applicable to my current job.



Results

Meaning:

Measure the **end results** from organizational performance after trainees complete training

Quantitative measurement:

To what extent the benefits (such as profitability, rework order, customer complaints) can outweigh the total cost of training program

Common metric: **Return on Investment**





Return On Investment

What it is

A measure of the **financial benefits returned** to an organization for a given amount of spending in a training program

Return a benefit for every dollar it spent

E.g. Occupational safety awareness program

Expenses: e.g., pay to instructors, rental fee for training venue, transportation

Return On Investment

Training program –

Occupational safety awareness program

HR records:

Program expenses = \$40,000

Fewer accidents occurrence

Save \$240,000 in total (e.g., decrease of lost workday due to accidents, lower equipment damage)



ROI

= [(Training Benefits – Training Cost)/ Training Cost]

ROI%

= [(Training Benefits – Training Cost)/ Training Cost] X 100%

Return On Investment

ROI%

$$= [(\$240,000 - \$40,000) / \$40,000] \times 100\%$$

= 500%

cost

cost

Saving / benefits to organization

Interpretation:

- ROI = 5; ROI% = 500%
- Every \$1 invested in the training program, organization **realized benefits with a return of \$5**
- Benefits outweigh cost
- HR can continue the training

Return On Investment

HR records:

Language program expenses = \$40,000

Increase of sales profit = \$20,000

ROI

$$= [(\$20,000 - \$40,000) / \$40,000]$$

$$= -0.5$$

Interpretation:

- ROI = -0.5; ROI% = -50%
- Every \$1 invested in the training program, organization realized **loss** of \$0.5
- Cost outweighs benefits
- HR needs to review the content or discontinue it

Return On Investment

Communication Skill Program for HR Assistants

Program expenses = \$40,000

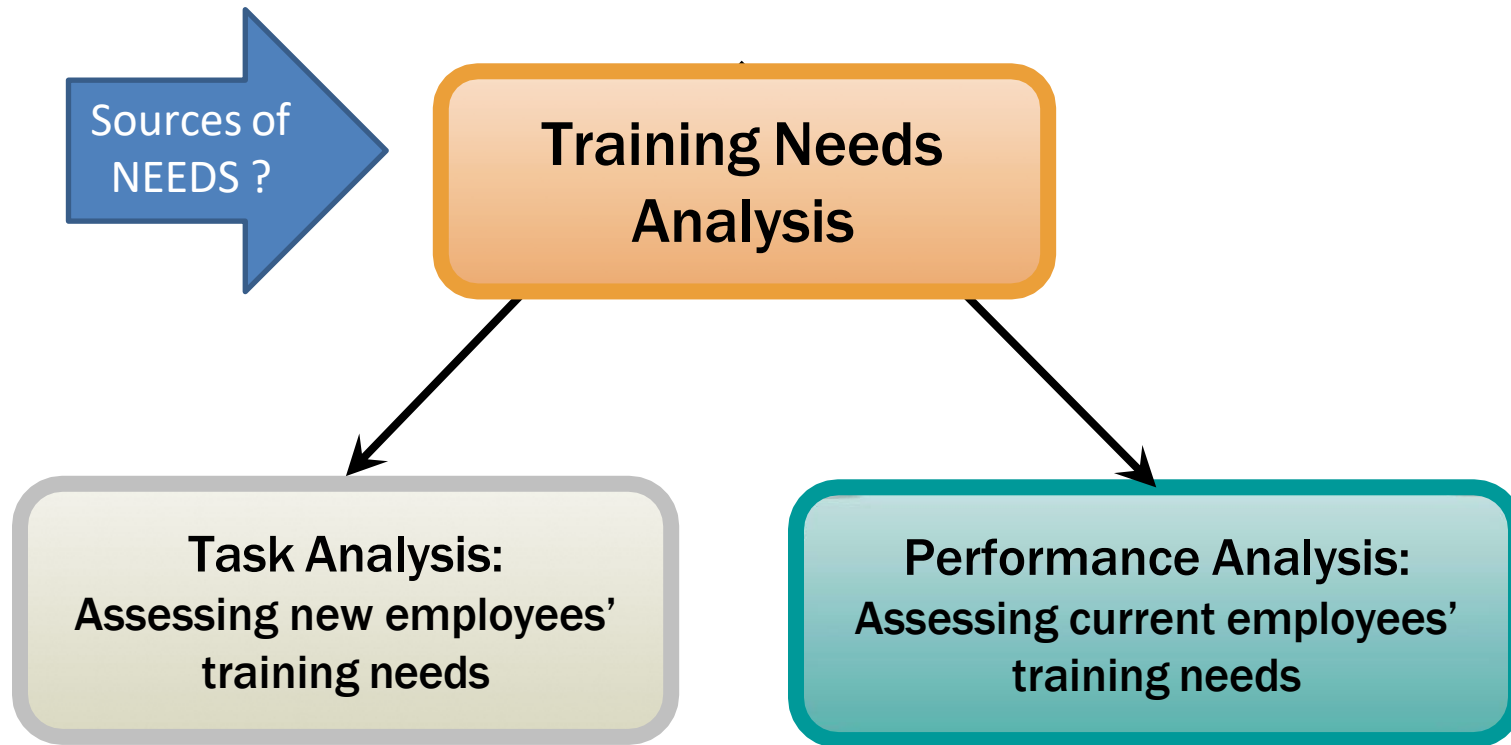
Improved Average Handle Time

Save \$40,000 in total

ROI%

A RECAP

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
- Tele-training and Videoconferencing
- Computer-Based Training (CBT)
- Simulated Learning
- Mobile Training
- Learning Portals



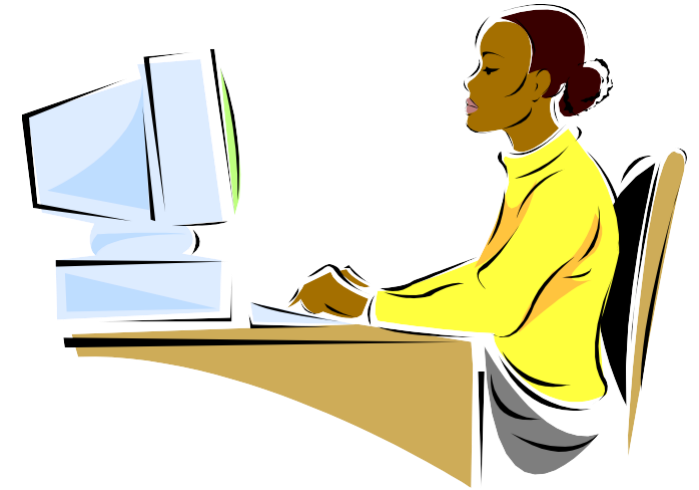
The On-the-job Training Method

- 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

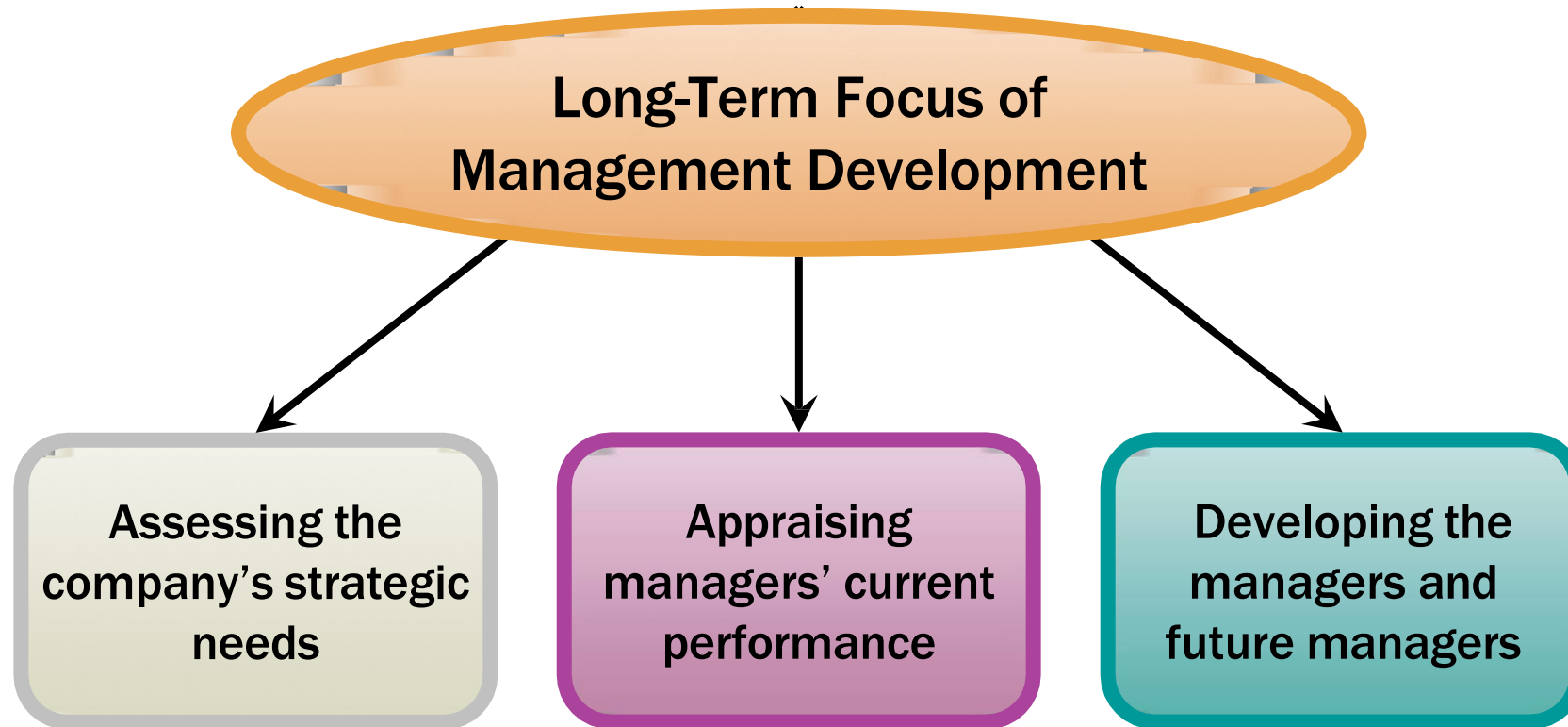


Mobile / Online Learning

- 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

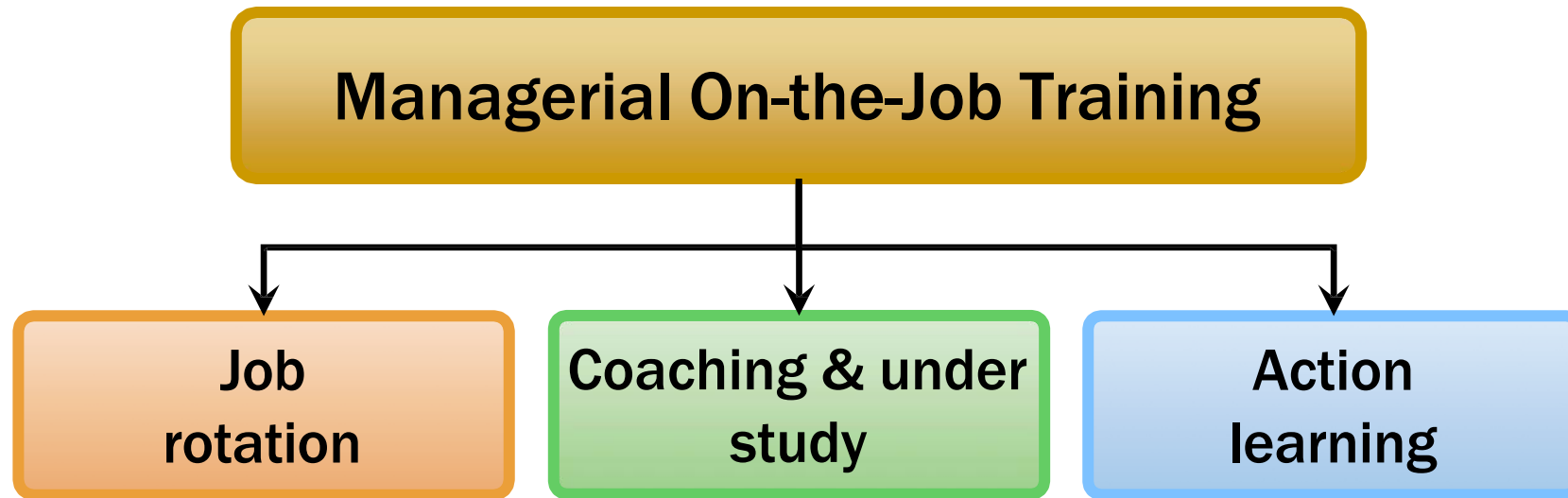


Succession Planning

Steps in the Succession Planning Process

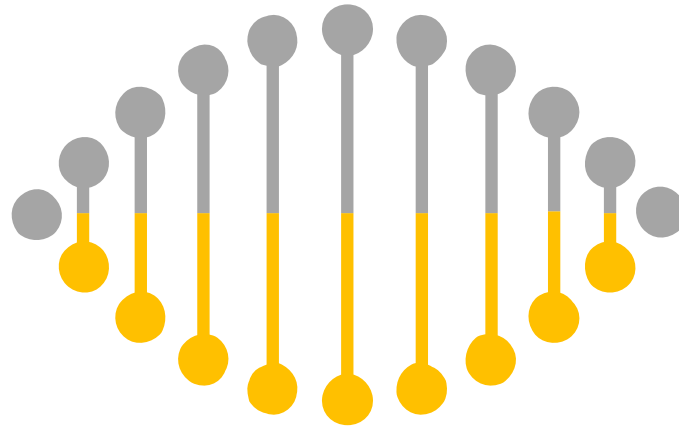
- ① → Anticipate management needs
- ② → Review firm's management skills inventory
- ③ → Create replacement charts
- ④ → Begin management development

Management Development Techniques



Other Management Training Techniques





Global Talent Management Leadership Development

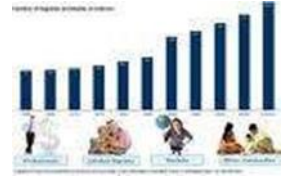
HRM – Training & Development (T&D)

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 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 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 - develop 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 ?)

1. Need Analysis
2. Resources – \$\$ - who pay (HQ, charge back region \$)
3. Trainer - HQ, overseas operations, JV, External
4. Delivering model (lecture, F2F, e-learn, OTJ training)
5. Barriers - culture, preference, language, terms. translation
6. Quality control
7. What course - global / local
8. Design, develop, implementation - who
9. Enforcement effectively – global program – Mandatory
10. Effectiveness / Measure? How to measure ROI ?
11. 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, No. of hours
4. Delivery method (F2F, E-learn, assessment method)
5. Education level & form – literacy
6. Political - Local adaptability to HQ initiatives – mechanism: can be cultural preferences !
7. Culture - Local / Not local – Evaluation – ineffective
8. Language
9. Transfer of learning
10. 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

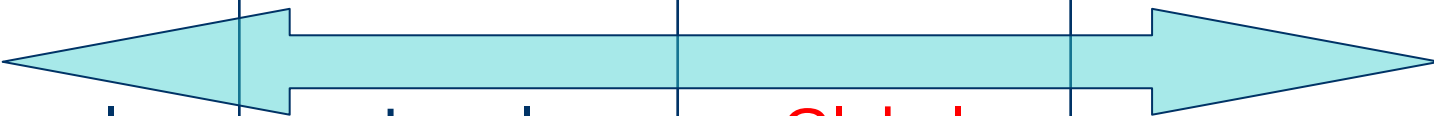
(source – Tyle, K (1999))

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

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	



Discussion

– Major Online Learning

What and How to decide – what training/development 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?
4. Scale, Scope, Speed, Standardize?
 - Technical Training
 - Hard Skill / Soft Skills
 - Corporate Standardized
 - Corporate Compliance – 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 teamwork

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

Discussion – Global Leadership characteristic – endorsed across cultures

- **Charismatic – Communicator**
- **Global Mindset**
- **Transformational – moral agent, motivate others, trust-builder, strategic thinker & result-oriented doer, team leader-responsive/collaborative**
- **Tough and Fair**
- **Ethical / integrity**
- **Technocratic**
- **Visionary/perspective**
- **Curious – love to learn, love problems/opportunities**
- **Biz and organization and cultural – savvy**

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 Mind-set Characteristics

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	1. Travel 2. Training 3. Team 4. Transfer	• 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 Examples – Global T&D

Example

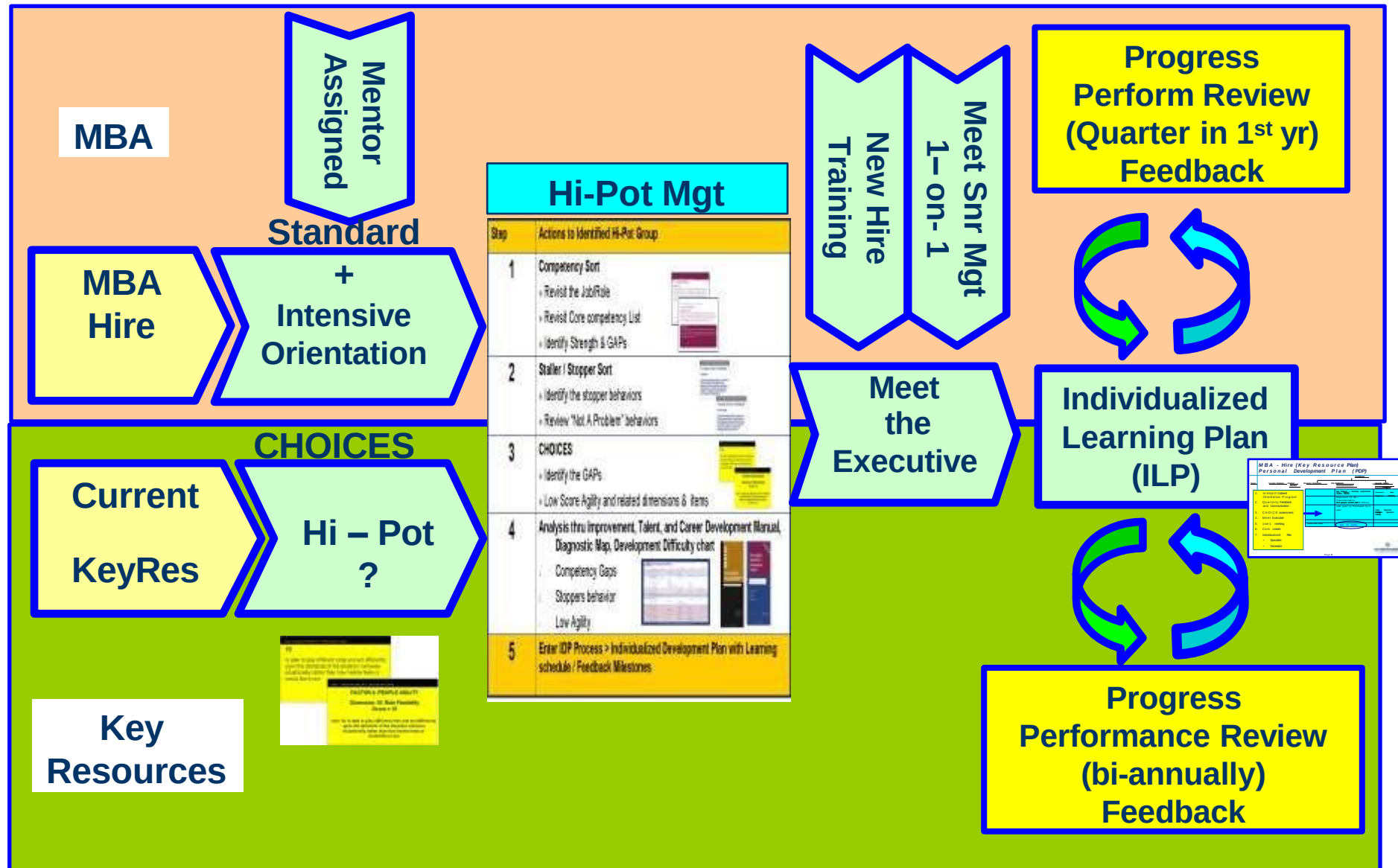


T&D - Leadership Development

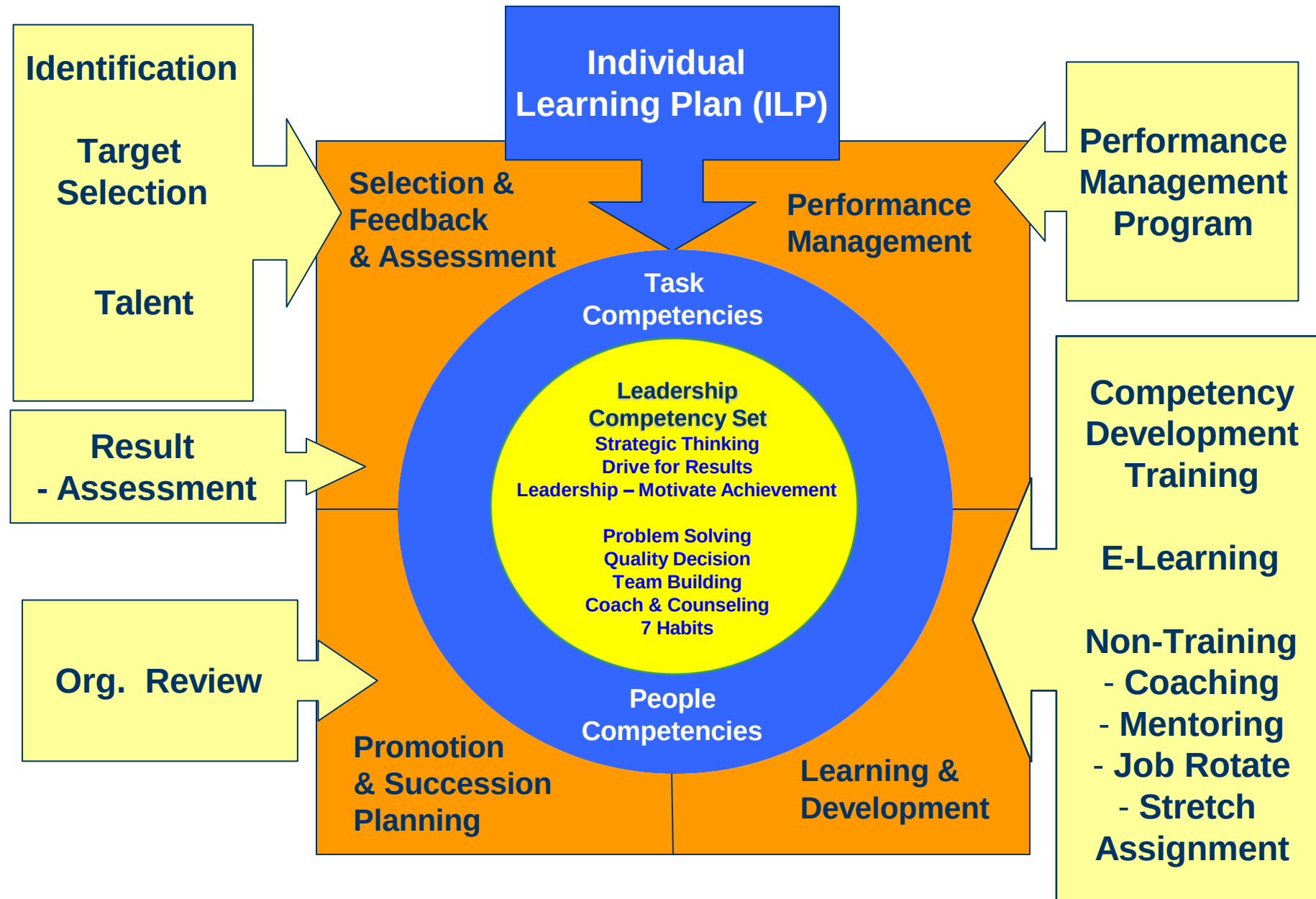
OBJECTIVE :

“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: MBA-Hires



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, ...)

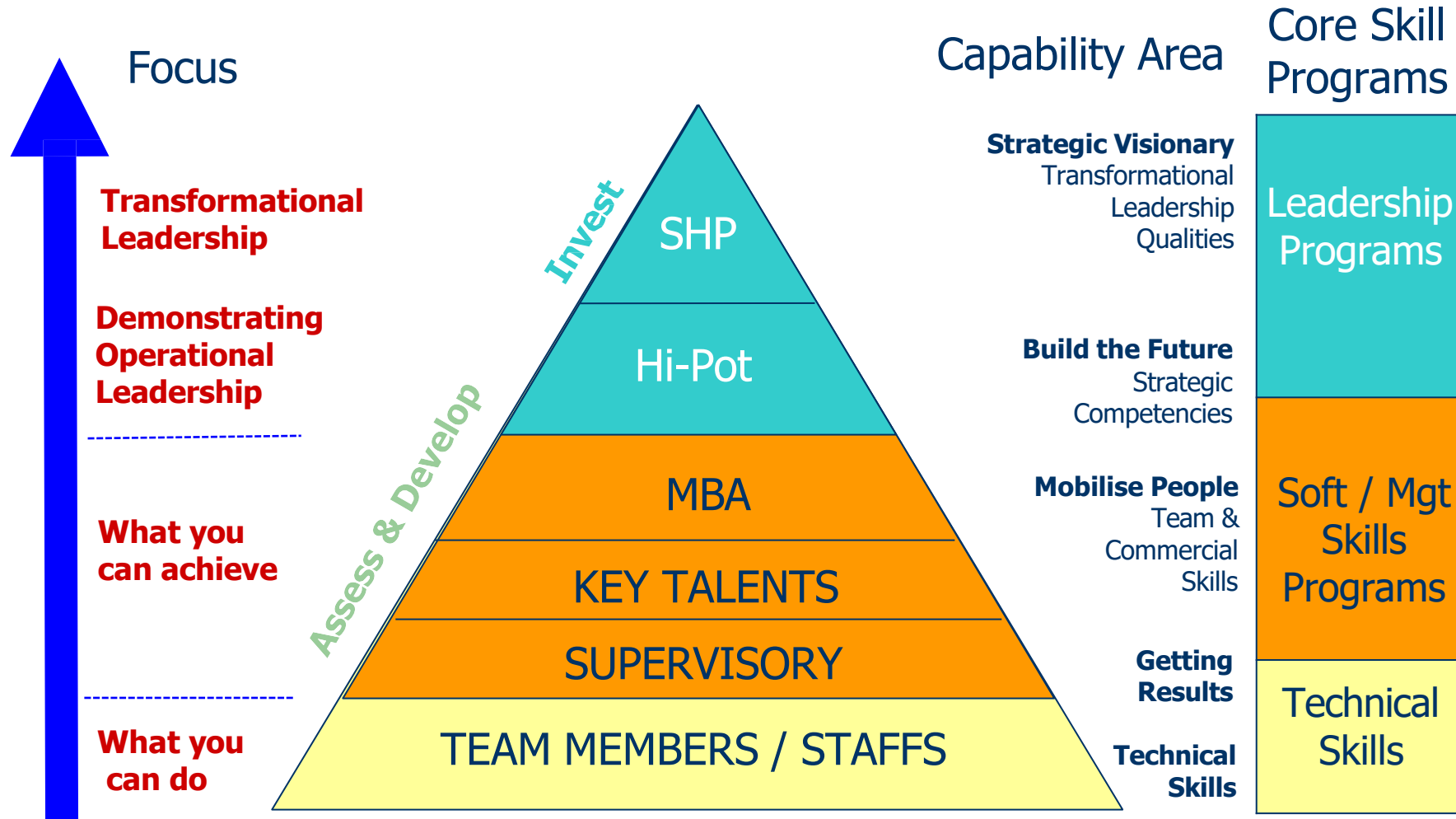
Leadership Development Program

- Purpose – build pool - future global leaders

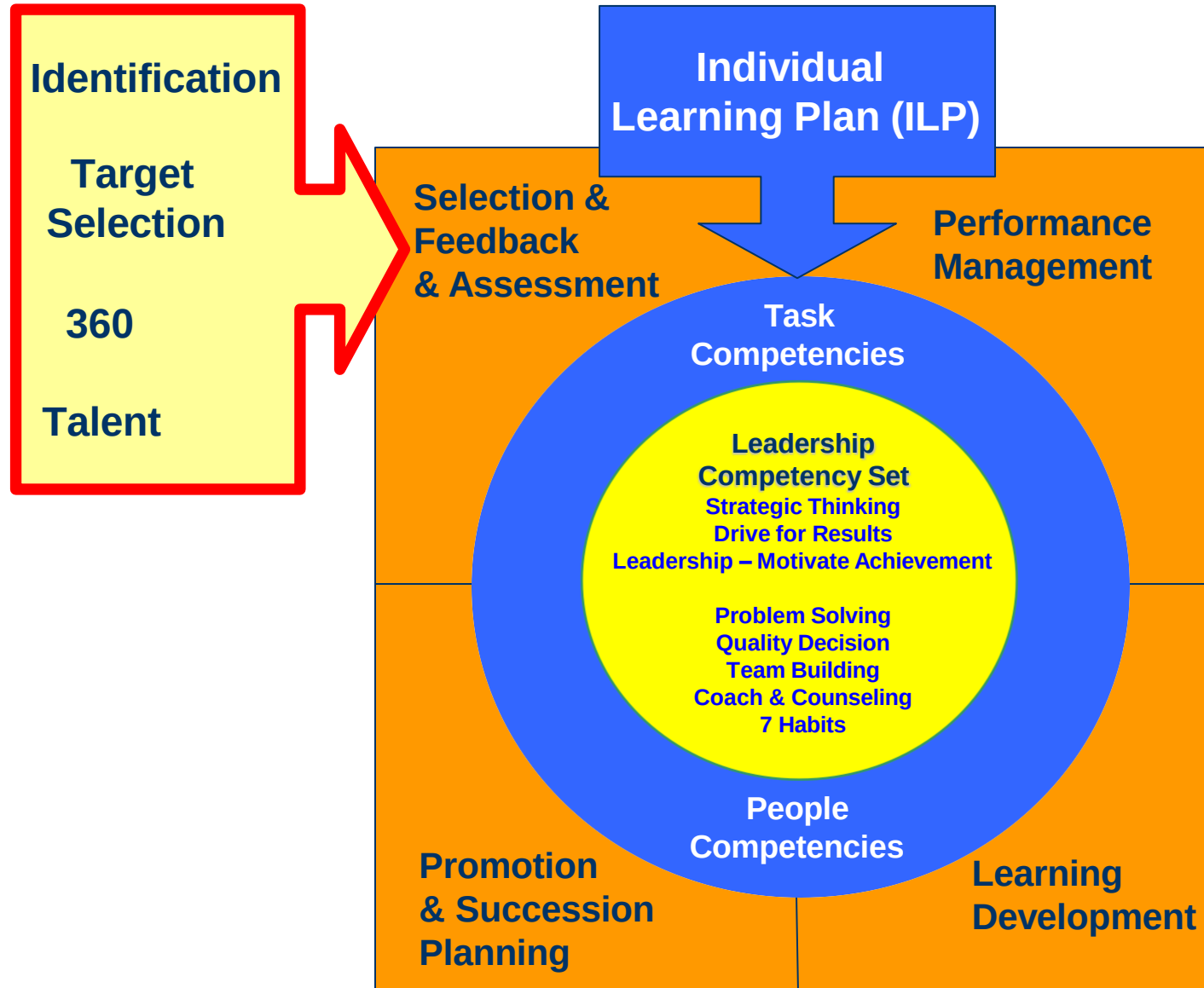
- Develop **next tier** of top-level leaders
 - Need more leaders to cope with the growth opportunities in Asia
 - Address succession plan in key leadership spots
- Focus on the development needs of existing talent base
 - Better understand the leaders competencies
 - Better understand current weakness/developmental 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

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
 - 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, MBA, Key Resources)

Countries	HI POT	MBA	Key Resources	Total
Visibility – Resources Planning	3	3	4	10
	3	6	14	23
	9	10	26	45
	2	1	2	5
	1	3	2	6
Key Countries Key Operations	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

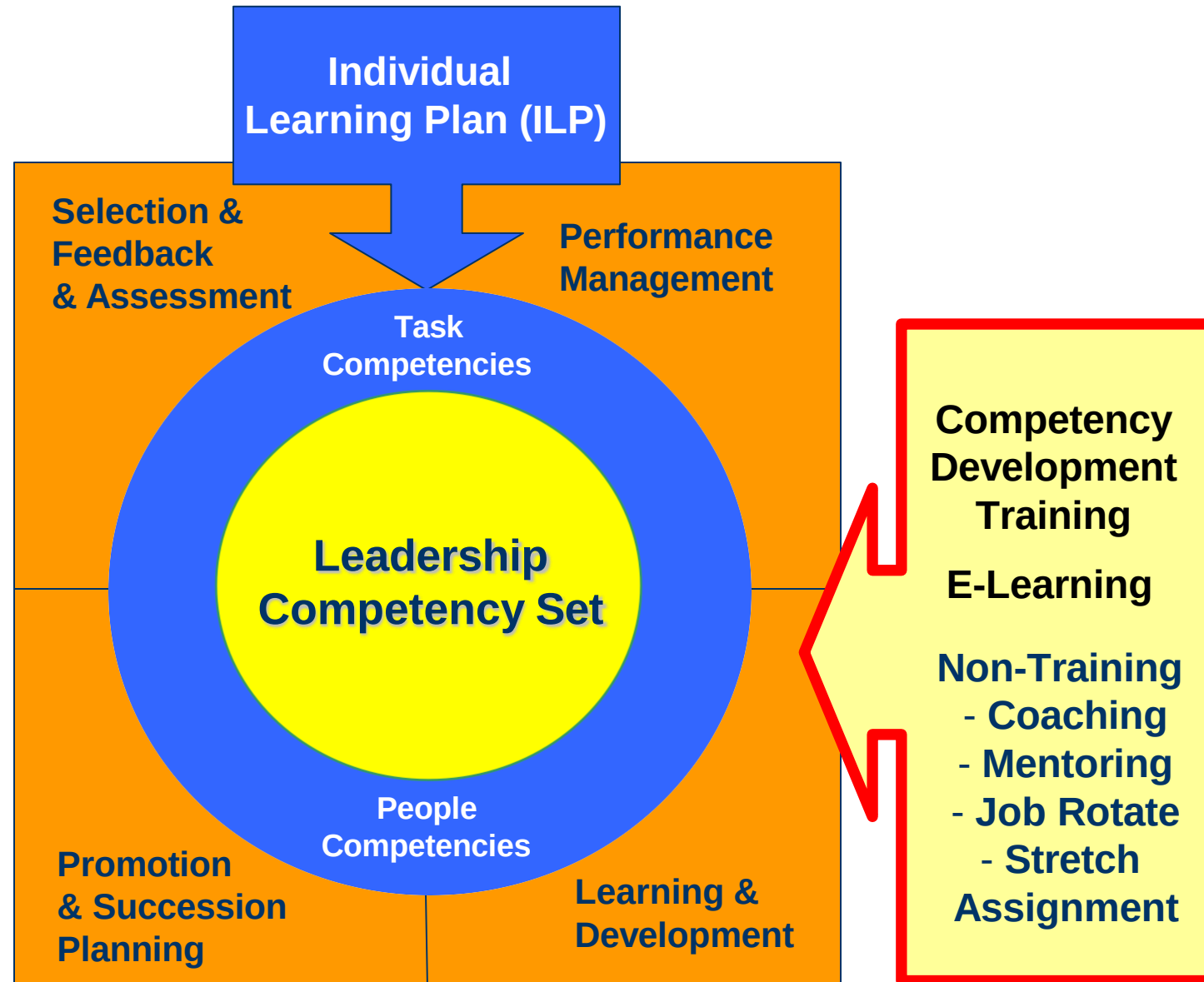
Lominger Hi-Pot Identification

Potential & Performance Potential Matrix



An integrated approach to development

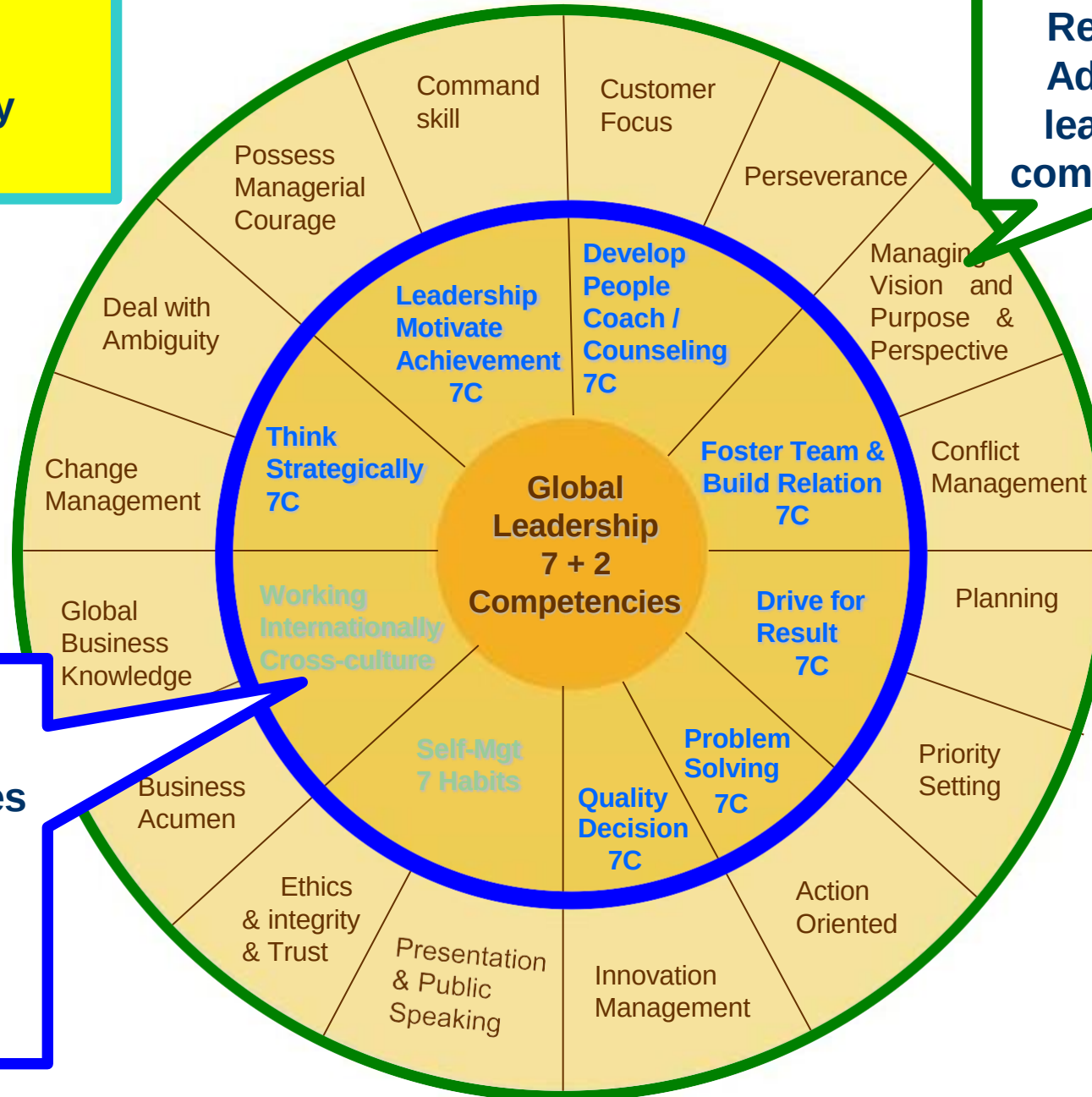
- Leadership Competency Training / Workshops



**Regional AP
Leadership
Competency
Chart**

**Asia Pacific
Regional -
Additional
leadership
competencies**

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



Leadership Competencies (Lominger)

(e.g. 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

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

Development Plan – Non-Training Elements

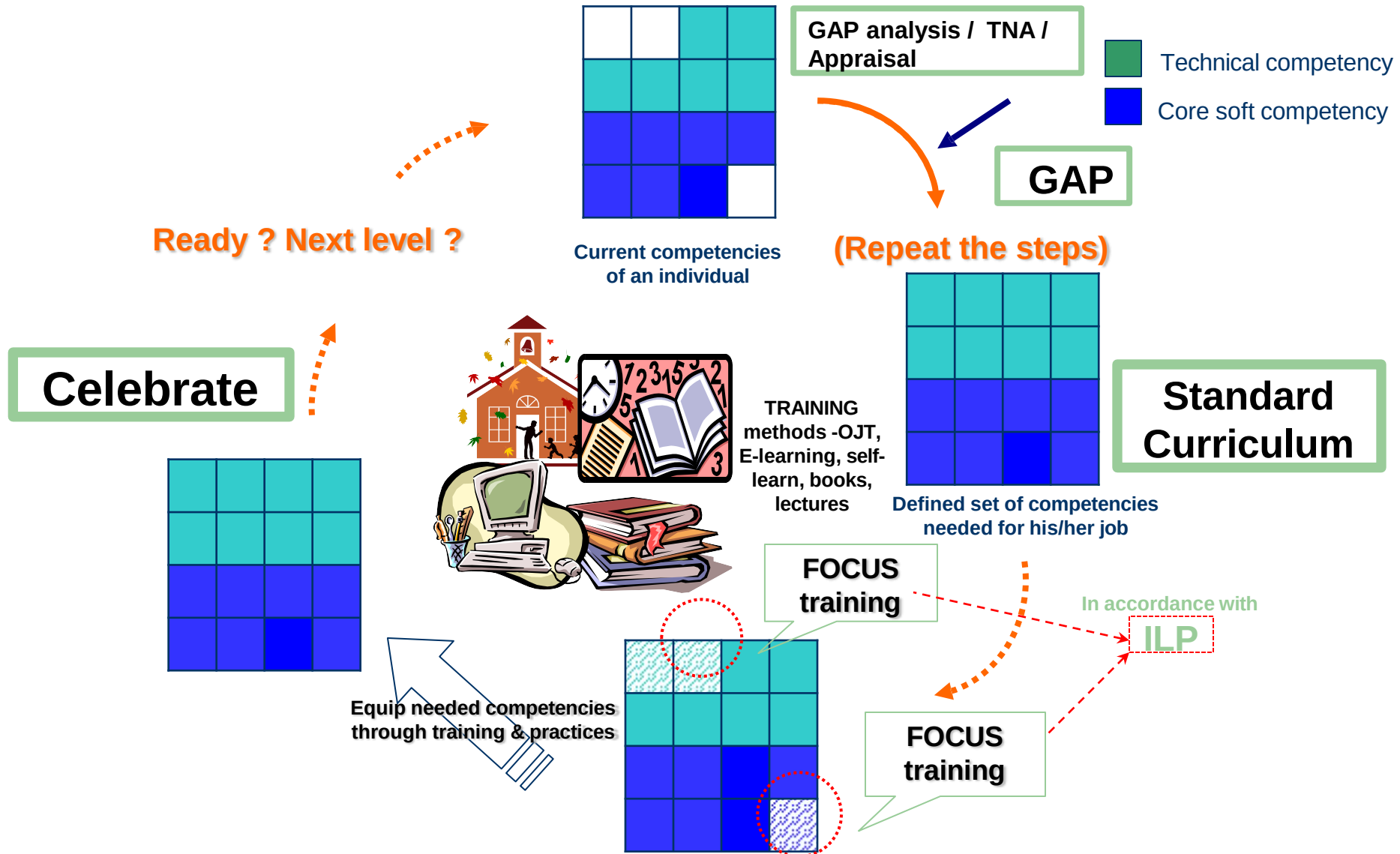
– Coach/Mentor, Job Rotation /Stretch Assignments...

Focus -

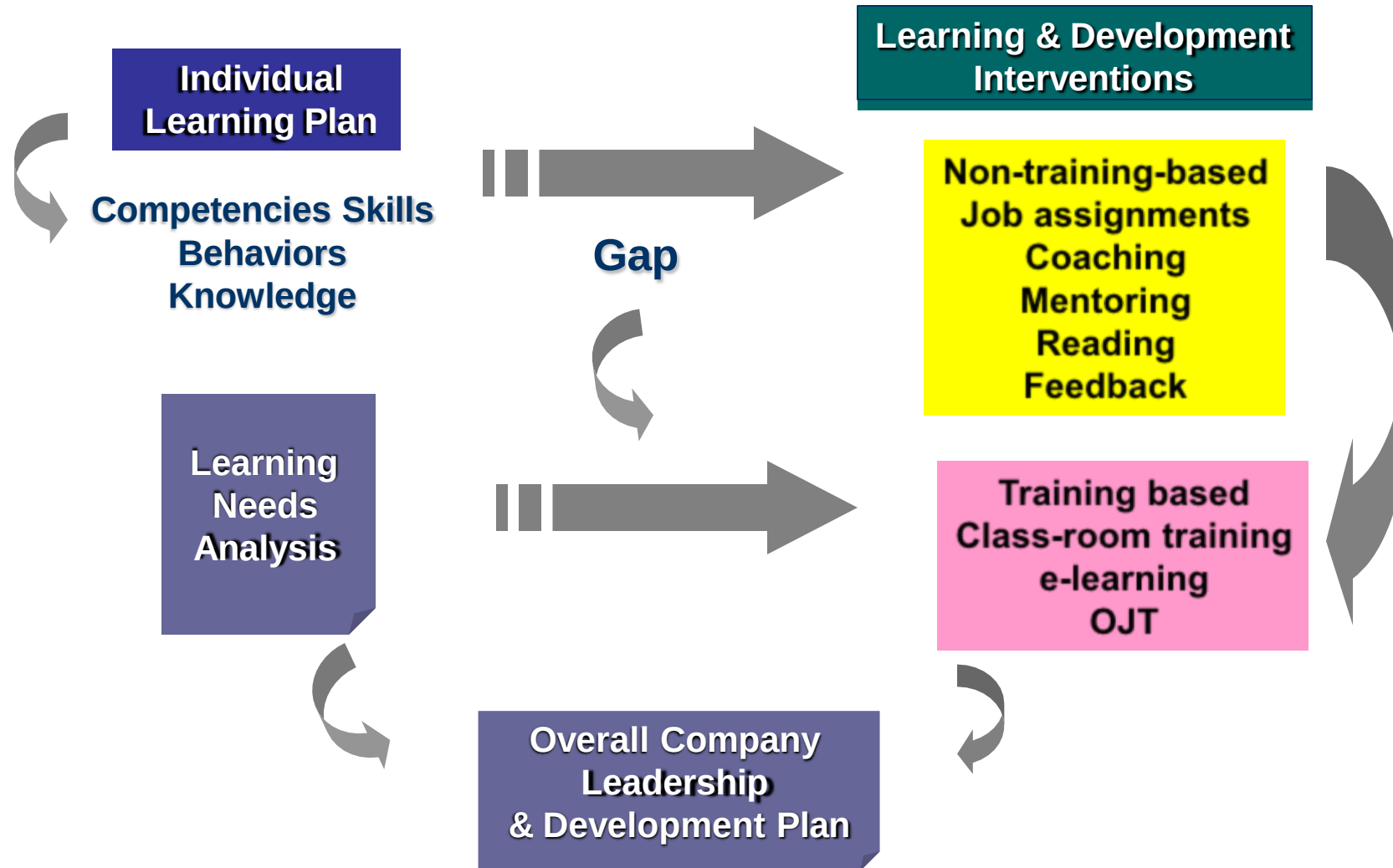
- **Meet with Executives** – ONE structured one-on-one sessions
- **Organize regular group sessions** lead by Hipot and executives
 - Gets Hipots involved in the training / sharing with executive audiences
 - Creates a learning culture, exposure to Liebert/Emerson history and culture by invite to Ops 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		
<u>Name</u>	<u>Current Position</u>	<u>Highest Education</u>	<u>Training Programs</u>	<u>Job Enrichment/ Overseas Exposure</u>	<u>Special Training- Conducted/Future Project/Others</u>	
1. In-depth Catered Orientation Program				Send to US for X month Job Assignment	Global Product Development Projects Regional Marketing	
2. Quarterly Feedback and Communication				Exposure to AP – Transferred to Singapore Co-work with China and post to Thailand for 1 year	Further Training on Global programs special project participation Integration	
3. Hipot Assessment			Pick from 7Cs	- Shared Service Outsource Initiatives Project (Philippines) - Capability Audit in overseas countries	Certified Trainer – product/service/skill	
4. Meet Executive			- Strategic Thinking - Problem Solving & Decision Making - Coach & Counseling - Team & Relationship building - Project Management	- Regional Lean Champions - 5S, ISO auditor for a region Regional Key Account Champion	Sponsor Training 6-Sigma Sponsor Training Oracle System	
5. 1-on-1 meeting				Media Training Public Speaking	Acquisition Involvement	Oracle System (Sup User)
6. Com. Leader				Communicative Leader	Meet the Executive	
7. Individualized Plan						
• Specialist						
• Generalist						

Executive Summary – Individualized Leadership Career Development Plan

TITLE	
NAME	
YOS	\$annual TC

Current Skills/Capabilities Gaps
(Performance Roadblocks)

Employee Strengths

Frustrations

Aspirations

Current job

Next Job

Next Job

Key Training
X = Yes

- ☐ ELP
- ☐ Leadership Alliance
 - ☐ 360
 - ☐ Exec coaching
- ☐ Exec MBA Sponsorship
- ☐ Int'l Assignment
- ☐ Stretch Assignment
- ☐ Cross-functional Move
- ☐ Start-up assignment
- ☐ "fix it" or turnaround assignment

Status of next recommended position

Skill/Capability Gaps

Barriers preventing move to the desired OR recommended role

Development Plan

Training, Assignments, mentoring needed to bridge gaps/remove barriers

Estimated Timing Between Moves _____

Skill/Capability Gaps

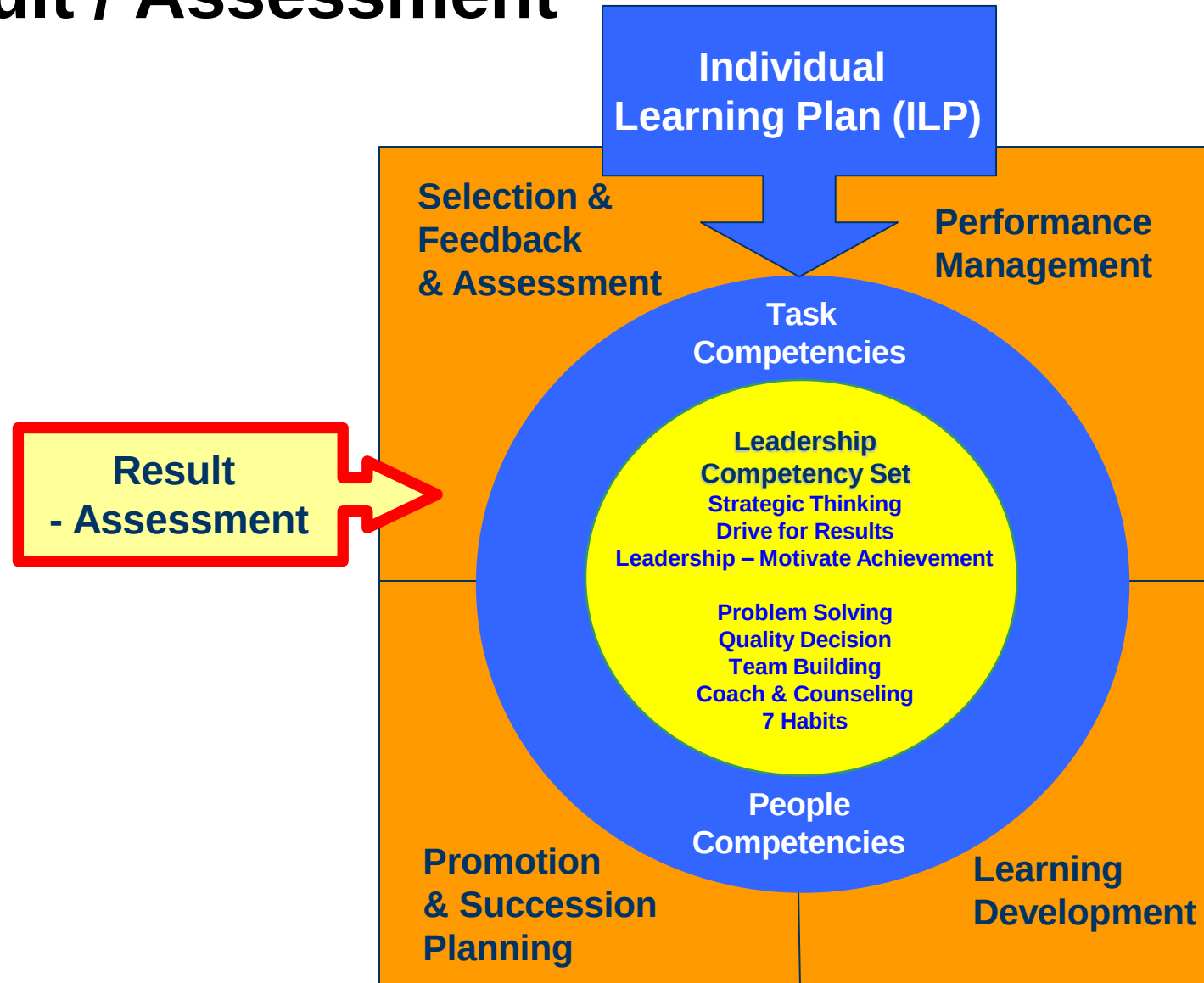
Development Plan

TITLE	
NAME	
YOS	\$annual TC

TITLE	
NAME	
YOS	\$annual TC

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

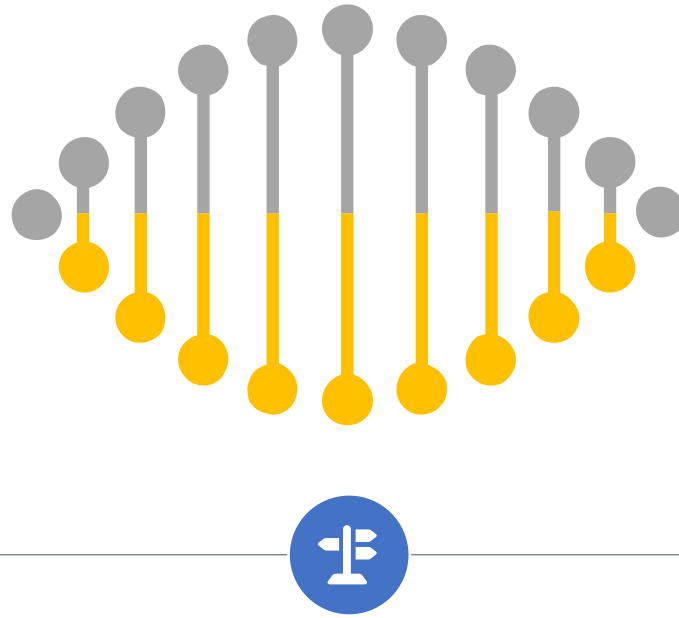
Evaluation Survey (Example)

- Tracking HiPot's Progress

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
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.	☐	☐	☐	☐	☐

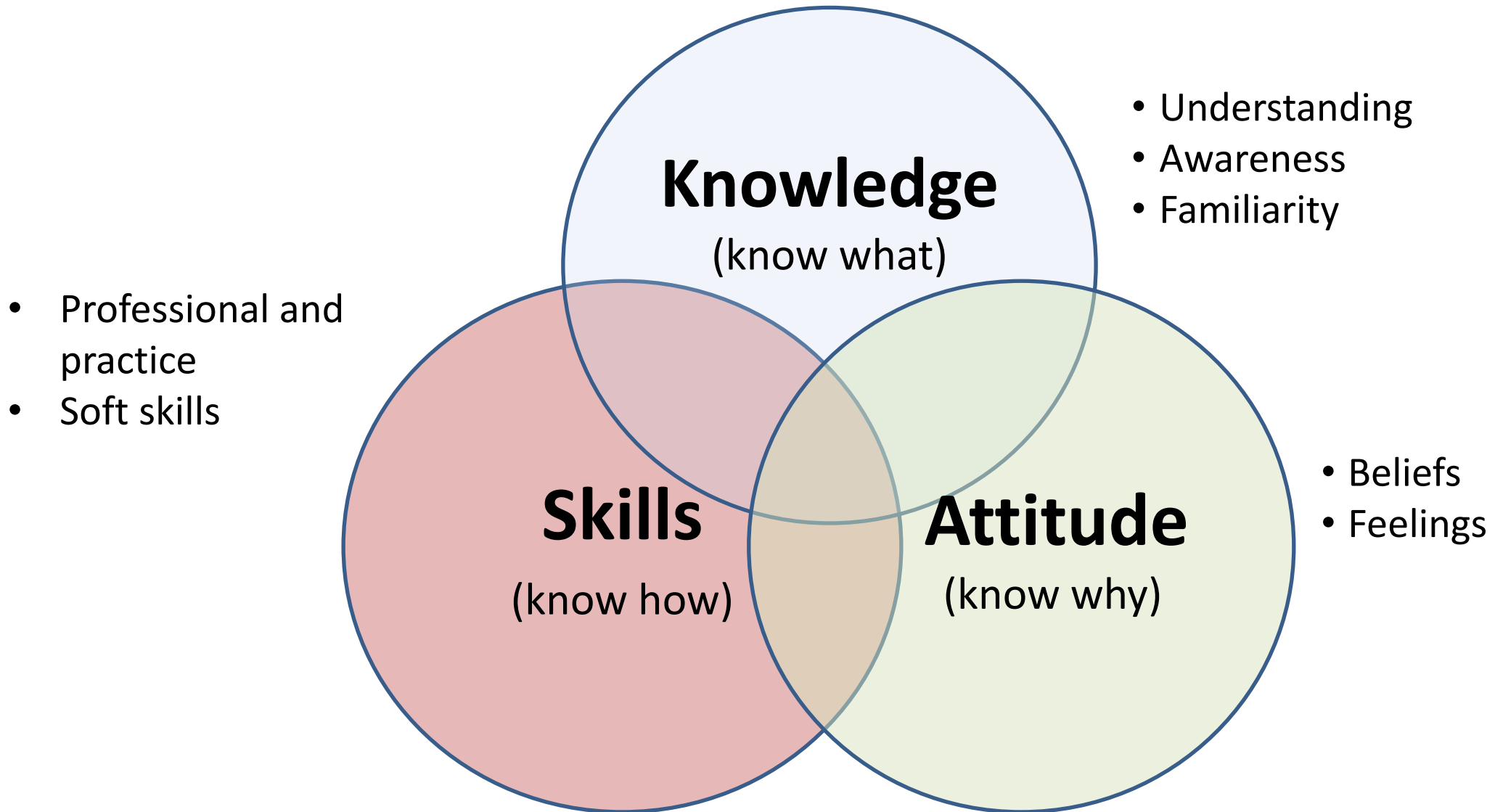
For comments on any of the above statements, please use the space below.

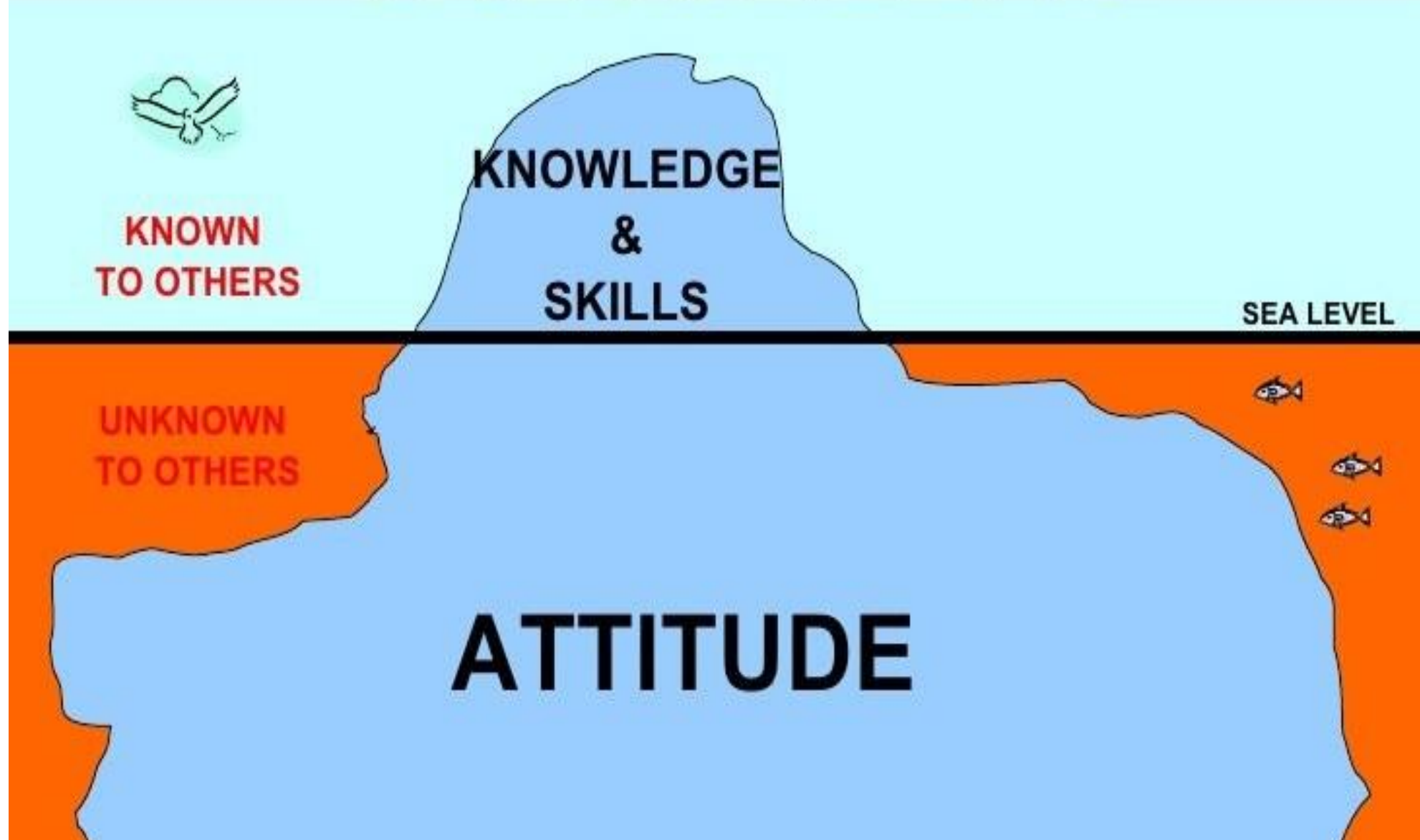
Name _____ Date 12/29/2010



Leader versus manager

Knowledge – Skills – Attitude





Is a person born to be a leader or trained to be a leader?

If born?

- Intelligent? IQ?
- EQ? AQ?
- Self confidence
- Decisiveness
- Charisma
- Or what...

Trained or developed?

- **What** to develop?
- **How** to develop?

Leaders CAN influence others

- Leadership involves the ability to influence others, **rather than relying on coercion or authority**.
- Leaders have the capacity to **shape** the **attitudes, beliefs**, and **behaviors** of their **followers**.

Group

- Leadership is a **group phenomenon**, as it involves interacting with and guiding a group of people.
- Leaders are not effective in isolation, but rather **through their interactions** with a **team** or organization.

What are the qualities of **effective** leaders?

The slide features two horizontal green lines below the title. In the bottom-left corner, there are three overlapping geometric shapes: a teal triangle pointing right, a yellow triangle pointing down-right, and a green triangle pointing down-left.

- Self-awareness and **emotional** intelligence
- **Communication** and interpersonal skills
- Decision-making and **problem-solving** abilities
- **Integrity** and ethical behavior - trustworthy

What is Leadership?

- The classical definition of leadership typically refers to the **trait-based** approach, which was one of the earliest theories of leadership.



According to this view, leadership is defined as:

"The ability to influence a group towards the achievement of goals."

Leadership: inspiring and guiding



- Leadership is about **inspiring** and **guiding** individuals or teams toward a shared vision or goal.
- Effective leaders focus on **motivating** and **empowering** their followers, fostering **innovation**, and creating a sense of purpose and **direction**.

Key Skills of a Leader

Vision: Leaders have a clear vision of the future. They can articulate a compelling and inspiring picture of what the organization can achieve.

Influence: Leaders influence and inspire others to follow their vision willingly. They lead through inspiration rather than authority.

Empathy: A high level of empathy enables leaders to understand and connect with their team members on a personal level. This fosters trust and collaboration.

Key Skills of a Leader

Risk-taking: Leaders are willing to take calculated risks to achieve their vision. They embrace change and encourage their team to do the same.

Adaptability: Leaders can adapt to changing circumstances and are open to new ideas and approaches.

Long-term focus: Leadership often involves long-term planning and strategic thinking. Leaders consider the big picture and future goals.

People development: Leaders prioritize the growth and development of their team members. They provide opportunities for learning and skill-building.

Personal qualities

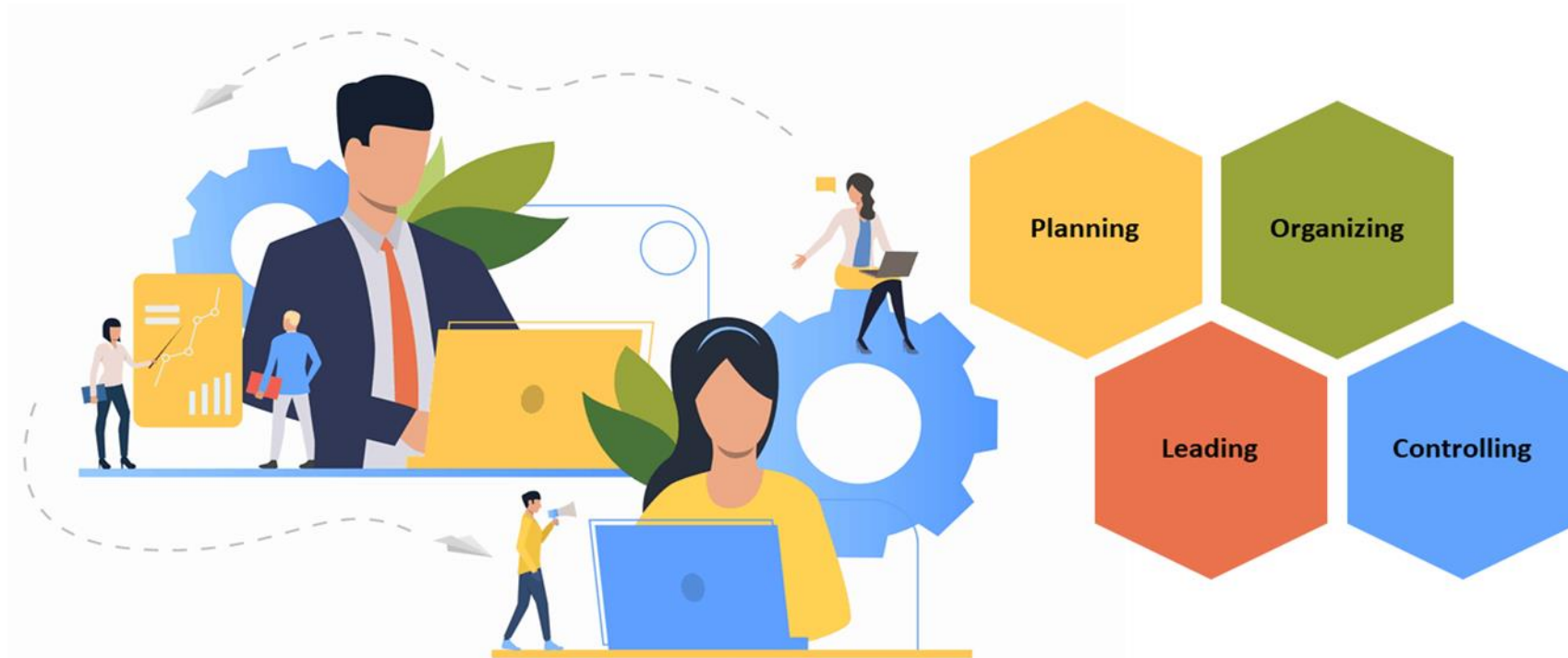


-
- This classical definition of leadership emphasizes the **personal qualities** and **attributes** of the leader, such as intelligence, confidence, decisiveness, and charisma, which were believed to be the **key factors** that enabled them to influence and guide their followers.

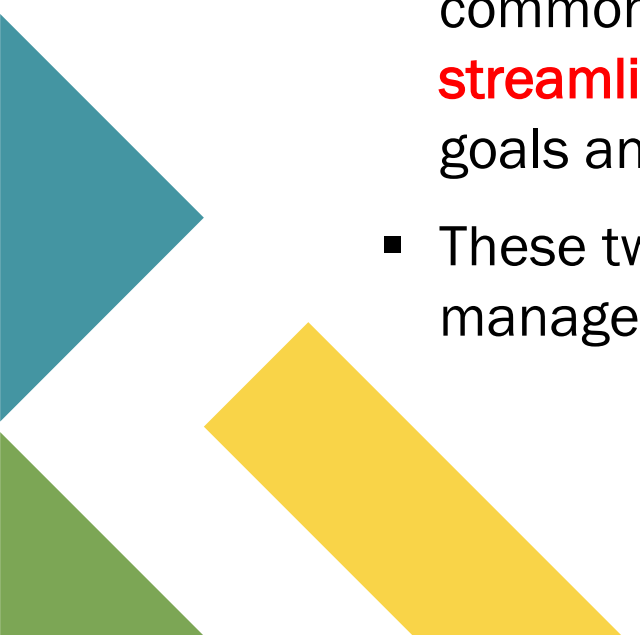
-
- While this trait-based approach has been criticized for being overly simplistic and failing to account for situational factors, the core elements of **influencing a group towards goal achievement** remain at the heart of many contemporary leadership theories and models.

Roles of Management

- to be **leader**
- to drive the **change**
- to increase **organizational performance**
- to anticipate **critical issues**



Leaders Vs Managers



- The quality of **leadership** and **management** define the difference between **excellence** and **mediocrity** and **success** and **failure** for all organisations.
- Good leaders **inspire others** and are able to align them towards a common goal. Good managers, on the other hand, **simplify and streamline** the way organisations work to achieve the organisational goals and **maximise potential**.
- These two are quite different functions. Not all leaders are good managers but most effective managers are also good leaders.

https://www.aomrc.org.uk/doc_view/201-medical-chief-executives-in-the-nhs-facilitators-and-barriers-to-their-career-progress

Leadership and management are two distinct roles in organizations.

- **Leadership** involves inspiring and guiding individuals or teams towards a shared vision, while **management** focuses on organizing resources and executing tasks efficiently.

Skills of a **leader** include vision, influence, empathy, risk-taking, adaptability, long-term focus, and people development.

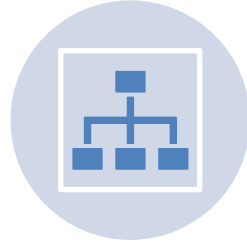
Managerial skills include planning, organization, delegation, problem-solving, time management, efficiency, and execution..

While there are overlapping skills, **striking a balance** between leadership and management is crucial for organizational success

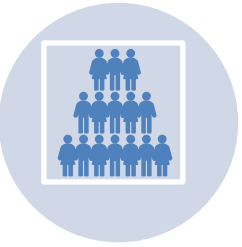
Overlapping Skills – Both Leaders and Managers need to possess



Communication: Both leaders and managers must communicate effectively. Clear communication is essential for conveying goals, expectations, and feedback.



Decision-Making: Both roles involve making decisions, whether it's about the direction of the organization (leadership) or operational matters (management).



Interpersonal Skills: Building positive relationships with team members and colleagues is important for leaders and managers.



Adaptability: In today's rapidly changing world, both leaders and managers need to be adaptable and open to new ideas and approaches.



Motivation: While leaders primarily inspire and motivate, effective managers also motivate their teams to achieve specific objectives.



Conflict Resolution: Both roles may require handling conflicts within the team or organization. Conflict resolution skills are valuable for leaders and managers.

The importance of Balance



- The most successful organizations recognize the importance of **balancing** leadership and management.
- A well-rounded approach combines the **inspirational** and **strategic** qualities of leadership with the **efficient** and **organized execution** of management.

Why Balance is important?

- 1. Direction and Execution:** Leadership provides the direction and vision for where the organization should go, while management ensures that the organization can execute those plans effectively.
- 2. Innovation and Stability:** Leadership encourages innovation and adaptability, while management maintains stability and efficiency in day-to-day operations.
- 3. Inspiration and Accountability:** Leaders inspire and motivate, while managers hold individual and teams accountable for their performance and results.



Why Balance is important?

- 4. Long-Term Success:** A balance of leadership and management helps organizations achieve long-term success by pursuing strategic goals and efficiently executing them.
- 5. Employee Engagement:** A combination of leadership and management creates a positive work environment that fosters employee engagement and job satisfaction.



Key Challenges for Leadership Development Today



Contending with Continuous Disruption Beyond the C-Suite



Building the Tech-Savviness of All Leaders



Humanizing Leadership in the Digital Age



Leading the Hybrid Work Strategy

Soft skills for the 21st Century



Creativity



Critical (analytic) thinking



Communication



Cross-cultural skill



Problem solving



Innovative solutions

Recap of what we have covered today

1. What is Training and Development
2. On-the-job Training
3. Off-the-job Training
4. Contemporary Training – Mobile Training
5. How to Design - ADDIE framework
6. Two Evaluation Methods
7. Three Aspects to Assess Training
8. Global Talent Management/Leadership Development
9. Leader versus manager

