Developing a Training System Taking into Consideration the Chinese Culture.

Case Company ABC (Agricultural Bank of China) Nanchang Division

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ABSTRACT

This thesis is conducted to develop the training system in the case company - Agricultural Bank of China Nanchang Division where the author worked as a HR and office assistant. The objectives of the thesis are firstly to provide a solid theory basis regarding human resource management, employee training and development, and secondly, to carry out the research related to the topic in order to gather the information. Thirdly, the thesis proposes the valuable recommendation and improvements to eventually address the research question "How to develop a training system in ABC Nanchang taking into consideration the Chinese culture".

The theories applied in the thesis are collected from both literature and online sources. The theory of human resource management can be perceived as the strategic control and guild of the thesis. Apart from providing a general overview, it also directs the design of the research and questions. In addition, the theory of managing HR in China gives a profound perspective of Chinese specialties. The employee training and development theory, on the other hand, directly affects the outcome by providing options and solutions to address the research question.

The research methods used regarding the thesis are questionnaire, interview and observation. Each approach is adopted according to the different demand. However, the main theme of these methods is employee training. The content of the researches are designed completely by the author. And the results are analyzed and used in the recommendation. Besides the research, documents and literatures from the case company are also used to gather the organizational information.

Despite the active attitude towards training, the research indicates the training, communication and resistance problems in the current system. Thus, a new virtual platform is designed to address the problem. The new system grants more flexibility and options to the trainees which would bring mutual benefits to both parties. And to carry out the new system, an implementation plan with procedure description is proposed.

Keywords   HRM; Employee training; Chinese culture; Virtual platform.

Pages   46 p. + appendices 3 p.

CONTENTS

1   INTRODUCTION

This chapter provides a general overview of the entire thesis. The chapter begins with the background information of the study, followed by the case company introduction as well as the research question. Additionally, the research objectives are introduced, and finally, the chapter includes the research methods that have been adopted to gather the information.

1.1   Background Information

In the current business environment, the intense competition in every industry poses a threat to the organizations to cultivate their competitive advantages in different fields such as distribution, productivity, marketing or sales. However, each of these areas cannot function without the most essential force: man power. Only with the effective utilization of the human force are organizations able to successfully operate and develop in the business world. So in other words, the ability to efficiently managing human resources is not only the fundamental function that each company should acquire, but also the key component to gaining competitive advantages and accomplishing achievements. (Management Study Online)

As fresh as it may seem, the human resource function is considered as a multiplier of the human force in an organization. Generally, it refers to the capability of each individual being maximized with the help of an appropriate human resource function. (PayScale) To be more precise, the impact of the human resource function can be found almost everywhere in an organization, such as recruitment and training, performance assessment, maintaining the work environment, public relations and so on (Human Resource Excellence). In addition, among all the specific functions, employee training is considered to be the most practical and effective as it asks for the lowest prerequisites while presenting significant results. The impact of employee training and development is easily noticeable. Specifically, it directly targets and addresses the weaknesses of the human resource, thus the performance outcome can be remarkably improved. Moreover, from the company's point-of-view, training also provides the competence basis to the personnel to ensure the desirable minimum capability level of the general workforce, and from the employee perspective, the satisfaction level can also be increased through training programs as they are able to gain more competitive advantages among their peers in the industry, which indicates a win-win situation in general. As a result of that, the demand of effective human resource function, especially training is rapidly increasing despite requiring both monetary and time investment. (Chron)

1.2   Case Company Introduction

In this thesis, the case company chosen by the author is the Agricultural Bank of China Nanchang Division. The reason for choosing this company is because the author will start his internship in the company in May, and

the agreed position is an assistant in the human resource department, which means the information gathering as well as research and analysis can be more effectively conducted and the data will be more precise and accurate.

The Agricultural Bank of China (ABC), formally known as the Agricultural Cooperative Bank in 1951, is one of the "big four" banks in China. The head office is located in the Dongcheng District of Beijing. The ABC currently has more than twenty thousand department banks inside China and more than one thousand overseas agencies operating in different countries. The history of the ABC is interesting as well. Since the late 1970s, the ABC has gone through three major transformations, which were a state-owned specialized state bank, a wholly state-owned commercial bank and a state-controlled commercial bank. After that, in 2009, the Agricultural Bank of China transformed into a joint stock limited liability company, and eventually in 2010, the Agricultural Bank of China was listed in both the Shanghai and Hong Kong Stock Exchange markets which signified the final transformation into a public shareholding commercial bank. The Agricultural Bank of China is considered as one of the most successful companies in the industry. According to the American magazine "Fortune", in 2015, the company was ranked the 36th of the top 500 companies around the world. (Company overview, About us, Agricultural Bank of China)

In the mission statement of the Agricultural Bank of China, the company aims to offer world-class professional, efficient and flexible services to its customers in order to create mutual benefits for both parties. As for the vision of the organization, ABC target is to become the best worldwide strongholds and a bridge to connect China to the international business market. The company holds its beliefs in respect for individual, teamwork synergy, proactive thinking as well as mutual development. With the share of these common values, the company can develop and compete in such an intense environment. (Mission and Vision, Agricultural Bank of China)

The Agricultural Bank of China functions as one of the integrated financial services provider in China. The company operates in both B2B (business to business) and B2C (business to customer) services. With the help of a sophisticated distribution network as well as an advanced technical platform, the bank is able to not only provide a variety of corporate banking and retail banking products, but also expand their market to financial marketing services and asset management. The services provided by ABC also include investment banking, fund management, financial leasing, insurance and so on. (Company overview, About us, Agricultural Bank of China) In addition, as for B2C business, ABC covers the daily financial activities demand for individuals, such as deposit, payment, cash management, personal investment and trading services. (Corporate services, Agricultural Bank of China) The most remarkable feature of the Agricultural Bank of China, as the name states, is its concentration in the agricultural industry. The company has a series of specific services geared towards organizations and individuals working in agriculture. (Agro-related, Agricultural Bank of China) A prime example can be the seasonal loan

service. Generally, it is a short-term liquidity loan which is designed to solve the financial shortage of certain time of the year according to the agricultural seasonal features. With the help of the specifically designed services, the development of suburban area can be boosted. (Seasonal buyout loans, Agricultural Bank of China)

1.3   Research Question

The topic chosen by the author is human resource management, specifically, employee training. As mentioned before, human resource management as well as employee training are the two subjects which provide the essential force to every business activities. By strengthening the human force, the company would be able to operate efficiently and effectively. Thus, the research and analysis regarding the particular field can be valuable for the future career.

The thesis answers to the research question "How to develop a training system in ABC Nanchang division taking into consideration the Chinese culture?" As the main aim of training system is to equip the employees with skills and knowledges to be capable in their position, developing individual competence would be fundamental in this case. Moreover, due to the macro business environment in China, the internal communication system can be relatively inadequate. Because of the hierarchical structure in Chinese organizations, it is difficult to communicate between different levels. Therefore, to develop the training system in the case company, the Chinese culture is also an influential force.

1.4   Research Objectives

The thesis contains five major objectives. Firstly, it aims at providing the theory basis of human resource management, specifically regarding employee training, optional training systems, employee learning and development process and other aspects. Most of the theories are used as secondary data for the analysis. And the theories are collected from both literature resources as well as online articles. The second objective is to analyse the current training system within the organization and to identify the potential flaws of the system. Thirdly, the thesis presents the conducted research results along with the analysis to classify the valuable information for future referencing. The fourth objective is to develop a more effective training system based on the obtained data. And eventually, making recommendation with the strategic implementation plan of the new training system.

1.5   Research Methods

In terms of the research methods, the author has decided to use both qualitative and quantitative approaches to collect different types of information depending on the need. To be more precise, interviews, questionnaires and observations are adopted. The interview will be conducted with the managers as well as the selected employees in order to gain a profound per-

spective of the situation. And during the interview, unexpected information can be revealed, which is crucial to the analysis. Furthermore, as for the questionnaire, its target is to gather information from a larger amount of participants, and the questions can be specifically designed according to the research questions so that the result can be more valuable. Additionally, observation is of vital importance as the research object is banking system. Most of the information are confidential and the company will not share these data to internship employees or employees who are under trail period. In this case, observation can be practical to gather the insight of the organizational functions.

2 HUMAN RESOURCE MANAGEMENT THEORY

Before conducting the practical research and analysis, a solid theory basis needs to be established. In this chapter, an extensive overview of human resource management is presented, followed by the functionality of effective human resource management which provides a comprehensive view of human resource management. Eventually, the chapter discusses the value and cultural influence on HRM with a specific theory of managing people in China as the research object is a Chinese bank and the special business culture could have significant impact on the management processes.

2.1 Overview Of Human Resource Management

Human resource management (HRM) refers to a set of managerial processes focusing on the life cycle of each individual employee in the organization from recruitment, selection, training, appraising to compensating or termination of the relationship. The human resource functions occur in the labour relations, daily health and safety as well as working environment issues such as equal treatment or conflict solution. (Dessler 2002, 2.) Moreover, it aims at improving the performance level by efficiently utilizing the workforce. It emphasizes the communication with employees, and believes that the adequate involvement of the employees in the operation ensures the boost of their loyalty as well as commitment. (Mckenna & Beech 2008, 1.)

2.1.1 Human Resource Options

The HRM structure varies from different factors such as the size of the enterprise, external economic situation and special demand of the organization. Thus, a variety of human resource options are provided to satisfy individual preference. (Mondy & Martocchio 2015, 28.)

1. Line Managers
According to Dessler (2002), the human resource function can be carried out by any manager inside the organization because they are involved in the personnel activities such as recruiting and interviewing, training and assessment, which brings up the first option of line managers. Generally,

line managers take the responsibility of directing their subordinates to achieve the basic objectives of the organization. In comparison, the HR manager assists and provides consulting regarding recruiting, selecting, hiring and compensation. However, in the current environment, the executives of companies tend to integrate the human resource functions into the tasks of line managers in order to reduce the expense. The prime example can be found in the placement of the subordinates, orientation for the new employees, developing the competences of each subordinate regarding the specific field and so on. (Dessler 2002, 3-4.)

2. Human Resource Department

In a relatively larger-size enterprise, in order to maintain a clear organizational structure, a HR department is considered as a prerequisite. According to Dessler (2002), compared with line manager, the human resource department exerts three recognizable functions. Initially, it carries out the line functions. To be more precise, it refers to the HR manager taking the responsibility to direct the activities within the department. However, it is common that HR managers could also unconsciously direct other department as they are considered as the connection between top management and sub-departments. As a result, the suggestions made by HR department are perceived as the order from upper management. Another distinct responsibility would be the coordinative function. The department works as a supervisor to control and to ensure that the line managers are following the human resource policies, goals and procedures. Thirdly, as mentioned before, HR managers are responsible of assisting and advising line managers regarding certain activities. On the one hand, it equips other managers with professional knowledge, guidance as well as updated information concerning problem solving. On the other hand, it also assures the rights of the subordinates as it regulates the behaviours of line managers. (Dessler 2002, 4.)

3. Human Resources Outsourcing

Human resources outsourcing, as its name stated, is the process of seeking for external assistance regarding human resource functions. This particular option remarkably boosts the quality of HR function while reducing the time investment in the area so that the company could completely concentrate on more crucial issues. There are two types of outsourcing regarding HR. The first one is called discrete services outsourcing which refers to the outsourcing of only one highly repetitive activity. Usually, operations related to or regulated by law and legislation are outsources as their procedure can be complicated. Alternatively, another form is known as business process outsourcing, which means majority of the human resource functions are delegated by a third party. Such type of outsourcing is commonly used and provided by large enterprises as they benefits the most from the services. (Mondy & Martocchio 2015, 29-30.)

4. Human Resources Shared Service Centres

"Human resources shared service centre is a shared service centre, also known as a centre of expertise, takes routine, transaction-based activities dispersed throughout the organization and consolidates them in one place". (Mondy & Martocchio 2015, P.30) The shared service centre can be con-

sidered as one of the HR outsourcing option. It requires less expertise in the field and is cost-efficient. However, it has its unique requirements as it stated in the definition. (Mondy & Martocchio 2015, 30.)

5.   Professional Employer Organizations

The professional employer organizations (PEO) functions as an external human resource department. Basically, companies who have the demand passing the responsibilities of paying the salary, compensations, taxes and benefits onto the PEO. Then, PEO asks for reimbursement from the customer company with a certain percentage of fee based on the gross wage of the client and the amount of the leased employees. Whiling choosing PEO, the company needs to ensure that the operation implemented by PEO would merely influence the daily business activities as they are allowed to hire, fire or reassign the workforce. So the over-control is necessary and critical in this case. (Mondy & Martocchio 2015, 30-31.)

2.1.2   Strategic Human Resource Management

In the current environment, human resource is considered to be the most essential component of each organization, and in the case of service industry, it is the most significant force which provides the business functions. As a result, the term of strategic human resource management arises. Basically, when the strategic objectives are in line with its human resource function, by effective management, not only the performance can be improved, but also an innovative organizational culture can be cultivated. Nowadays, human resource is increasingly involved in the development and implementation of organizational strategies. Specifically, a strategy refers to the long-term plan for the enterprise to consistently gain its competitive advantages in the market. To achieve that, the balance of the internal strengths and flaws need to be identified, so are the external opportunities and threats, which is the well-known SWOT analysis. After the analysis, a specific strategic plan will be made and forwarded to human resource department to decide the workforce for implementing the plan. The options can be hiring, replacement, outsourcing and so on. (Dessler 2002, 6-11.)

Figure 1   The practices behaviours strategy pyramid (Dessler 2014, 101.)

Figure 1 indicates the process of strategic planning involving HR functions, and unlike other diagram, the process starts from the top to the bottom. The pyramid provides a view of diffusion from the strategic aim to a set of specific HR activities including recruitment, selection, training and so on. Precisely speaking, the managers initially identify the strategic goals and objectives of the plan. Then, they analyse the necessary competences of the human force required to accomplish the goals. Eventually, a broad and comprehensive view of what type of human resource actions need to be taken in order to equip the workforce. (Dessler 2014, 101.)

2.2   Functionality

The entire functionalities of human resource management can be categorized into six different divisions: staffing, performance management, human resource development, compensation, employee and labour relations, as well as safety and health. It is suggested that all the functional aspects are closely correlated. For example, the company would definitely lack of workforce due to the shortage of safety and health assurance despite the attractive compensation. And without satisfactory compensation, the training provided will only be perceived as breeding the competitors as they would choose a higher offer after acquiring the skills. As a result, each individual functionality of HRM need to be carried out attentively. (Mondy & Martocchio 2015, 25-28.)

2.2.1   Staffing

Staffing refers to the managerial action which ensures the necessary workforce basis with the adequate competences to achieve the objectives of the organization. Within the aspects, job analysis, human resource planning, recruitment as well as selection are the prime activities. First of all, job

analysis is the system which identifies and determines the skills, responsibilities and competences required to ensure the potential worker would be capable in the position. It has a remarkable impact on other activities of HRM as well because it provides a comprehensive overview of the job. Secondly, human resource planning, also known as placement, is the process of matching both internal and external human resources with the position demand. And recruitment can be perceived as the external workforce research process. It targets at external labour market with its job description, required qualification and benefits of the position to attract the desirable employees. Last but not the least, selection is known as the process of choosing the most suitable candidates for the position from a large amount of crowd. (Mondy & Martocchio 2015, 25-26.)

2.2.2 Performance Management

Performance management aims at supervising and controlling the operation to ensure the maximization of the company productivity (Mondy & Martocchio 2015, 26.). In this case, performance appraisal is commonly adopted. The term refers to the technique which compares the performance of the employees to the desired targets. The criteria will be jointly established before the operation, and usually, interviews or meeting are used to collect information. Then, after the comparison, the result of the differences is crucial to further training and development usage. (Mckenna & Beech 2008, 6.)

2.2.3 Human Resource Development

Human resource development is one of the most vital part of HRM function. It involves individual training and development, career planning and development, organizational development, in addition to performance management and appraisal. The individual training and development, as its name stated, is designed to equip the learner with the skills and knowledges while cultivating a continuous learning habit at the same time. Moreover, the career planning helps individuals to identify their personal objectives in their occupation and seek for effective approaches to achieve the goals. It can work as a stimulating tool for every single employee to motivate themselves. Additionally, career development, from the organizational perspective, guarantees the constant access to the qualified human force when demand arises. Individual and organizational occupational needs are closely related to each other. One should always assist the other to achieve mutual benefits. (Mondy & Martocchio 2015, 26-27.) Finally, organizational development is the action which adopts planned intervention options based on social behavior knowledge in order to improve the effectiveness as well as the efficiency throughout the entire organization, which means from executive level to the ground level (Organizational Development Network). Organizational development has its concentration on facilitating the company with the skills and knowledges to enhance its capability and adaptability (Cummings & Worley 2014, 3-4.).

2.2.4 Compensation

Another function area of HRM is compensation. It addresses the financial and non-financial relationship between employees and the organization. A sophisticated compensation system should be able to assign an equivalent amount of benefits to each individual inside the company according to their contribution. These benefits can be distributed in three forms. The first, and the most essential, one is the direct financial compensation which refers to wages, salaries, commissions and bonuses. Alternatively, it can be given as indirect financial compensation. Private health insurances, item rewards and subsidised meals, which are known as fringe benefits, can be the prime examples (Hall, Jones, Raffo & Anderton 2009, 382.). The third option is the non-financial compensations which usually are exerted by the psychological gain from accomplishing the job. Providing a harmonious working environment can be also considered as a non-financial compensation. (Mondy & Martocchio 2015, 27.)

2.2.5 Labour relations, Safety and health

Employee and labour relations refers to the individual level within the organization. The specific actions can involve promotion, demotion, resignation and the termination of the employee relationship. (Mondy & Martocchio 2015, 27.)

The most fundamental functionality of HRM is the safety and health assurance. These two can be considered as the prerequisites for any operation inside the organization, as they address the most basic need of human. Specifically speaking, safety stands for the protections which prevents employees from injuries. Minimizing the work accidents as well as its damage level are also involved in the action. In addition, health care assures that the employees have the right to be absent due to both physical and mental sickness. (Mondy & Martocchio 2015, 27.)

2.3 Value and Cultural Impact on HRM

2.3.1 Organizational Culture and Value

Suggested by Mckenna and Beech (2008), organizational culture and value exert a significant impact on the implementation of human resource management. The two terms are closely related as the value created by the top management fosters a certain type of organizational culture and the culture emphasizes and implants the values on the employees. In other words, they cultivate and breed each other, and become anchored inside the organization. And the tool which they use to achieve the mutual encouragement is human resource management. (Mckenna & Beech 2008, 15.)

To be more precise, the values determined by the top management can be easily traced from all the HR activities, even from the beginning stage of its function. For instance, the job description which posted for recruitment

could reflect the values of the company, and usually, the company starts its job posting with the introduction of the core values inside the enterprise. Furthermore, after the implantation of values in the HR activities, they become the most powerful tool to shape the organizational culture. Training can be the prime example here. Not only does it provide the necessary competence, but also it unconsciously passes the organizational values onto the employees. And because of the commonly shared values, the entire group behaves according to the same pattern and communication requirement can be moderated. Thus, the organizational culture is established and cultivated. (Mckenna & Beech 2008, 15-16.)

In addition, from the organizational culture perspective, the HRM functions, as fresh as it may seem, as a manipulative tool. All the human resources activities influence each individual in an intangible way. Employees who agreed to join the company are forced to adapt the values set by the top management even though sometimes they barely match with their personal interests. A more acceptable way of "manipulate" the employees would be emphasizing and optimizing the benefits of such actions. For example, the benefits of HRM, that it provides monetary and non-monetary benefits to workforce, while the productivity, efficiency and innovation level can be boosted, can be perceived as mutual gains for both parties. (Mckenna & Beech 2008, 16.)

2.3.2 Managing Human Resource in China

Based on the suggestion from Mckenna and Beech (2008), the pondering of the effect exerted by external values and culture is inevitable. As the case company chosen is a Chinese bank, the specific focus would be the Chinese culture influence on HRM.

The People Republic of China, one of the four ancient civilization, has the third largest national land area with the enormous approximately 1.4 billion population in 2014 in the world. Within Chinese region, there are 23 provinces, 5 autonomous regions, 4 municipalities and 2 special administrative regions which are Hong Kong and Macau. Since the economy reform in 1978, China has become the fastest-growing country regarding economy. With the introduction of open-up strategy, China started to appeal in the international market. In 2001, China officially joined the Word Trade Organization (WTO), which remarkably boosted the economic development. It is currently recognized as the biggest exporter and the second largest importer over the world. Moreover, China has its leading position in the production industry which is also perceived as its economic base. In 2015, China achieved over 10,983 trillion dollars Gross Domestic Product (GDP) in total, which was the second largest country worldwide. (Baidubaike)

Along the development of Chinese economy, the economic reform and open-up strategy promoted by Xiaoping Deng played a vital role. Thanks to the Reform and opening up strategy, the transforming from slow inefficient Soviet planned economic strategy to the market economic strategy with certain dominance from government was successful. With the help of

the revolution, rural household contract responsibility system gradually replaced the original people's commune economic structure, which means that the industrial enterprises gained more operational autonomy. And it also allowed the private companies operate services as well as light industry. This transformation not only led to state-controlled enterprises and corporation privatization, but also opened the gate to the world. Such policy was called "Socialism market economy with Chinese characteristics". And it was the reform and opening up strategy that significantly boosted the economic development of China, which lead it to the vital position in the international environment nowadays. (QStheory)

Influenced by the economic reform and open-up strategy, the business operation in China has been mixed with foreign forces. The differences occurred during the development of China can be discovered in a majority of HR functionalities. The first one would be the employment contract and labour concerns. Specifically, from 1986 till present, the legislation and law regarding labour force and labour contract has been significantly developed. The updated legislation takes more factors into consideration. For example, employee interests are now protected in the new labour contract law, which brings relatively more advantages from the labour force perspective. In addition, the labour concerns such as social insurance and imbalanced labour market are also included. Ever since the reform, the social insurance of employees were considered as an important issue due to the downscaling of all the organizations during that period. However, the data indicated that the social insurance fund of China would not be able to support the entire society as the withdrawing of the fund significantly surpassed the contribution of the total laid-off workforce. As for the labour market, the unqualified workforce took a majority percentage of the entire market. Even though China has the third largest national land area, the population is still relatively overwhelming. Thus, the infrastructure was unable to serve the entire society which consecutively resulted in the majority unskilled labour force. (Beardwell & Claydon 2010, 615-616)

The second functional area effected by the economic reform were recruitment, selection and training. Before the reform, the workforce was assigned to the company following the government order. And most of them were barely capable to perform in the positions. However, due to the introduction of the open-up strategy, the increasing foreign investment and forces entering the Chinese market has forced the concentrations of recruitment and selection changing from political factors towards economic and market factors. Personal competences have become a crucial criteria of the selection process. However, it not only referred to the skills and knowledges to successfully perform in the position, but also the private contacts which could bring benefits to the enterprise. As a result, overstaffing was perceived as a common phenomenon at that moment. Due to the downsizing caused by the reform, a certain amount of employees who worked in the state-owned enterprise were available in the labour market. Thus the massive recruitment of these employees occurred as they were considered to be relatively influential. Furthermore, as mentioned before, the labour market was full of unskilled employees. The demand of training and development was desperate. The training system provided by the Chi-

nese companies were unstructured and immature. Because of the Cultural Revolution, the education system was severely damaged which resulted in the shortage of both trainers and employees. (Beardwell & Claydon 2010, 616-618)

Last but not the least, the reward system as well as employee relations can also reflect the impact of the economic reform. The pervious assessment system that values the experience and ages inside the company shifted into a more performance-based system. The individual responsibilities, capabilities and qualifications were considered as appraisal criteria. Additionally, the labour relations changes can be well-reflected from the shifting trade unions focus in China. Before joining the WTO, the concentration of trade unions leaned towards the benefit of management level. However, after 2001, the trade union's focus concerning employee benefits was significantly improved.because China appealed on the international stage. (Beardwell & Claydon 2010, 618-619)

In order to efficiently conduct human resource management, the influential forces need to be analysed. According to Beardwell and Claydon (2010), there are two major forces which exert impact on HRM:

- Culture

China is perceived as a country with a diversity of different kinds of cultures. Within the Chinese region, there are even difference between southern part of China and northern part of it. In order to cope with the culture difference regarding conducting HRM, the understanding of the cultural origin is necessary. The most common belief would be that the Confucianism is the basis which originates Chinese culture as it was the first ideology introduced to guide the individuals. Developing upon the Confucianism, four major distinctive cultures were cultivated, and have been significantly influencing the Chinese society until present. (Beardwell & Claydon 2010, 619-620)

The first concept is the hierarchy system. To be more precise, a hierarchy system refers to the division of different classes in an ascending order and the peak of the system is considered the most senior and respectful party. The systems existed in the early China with the division of scholars, peasants, artisans and merchants (Hierarchystructure). Nowadays, the system unconsciously exists in every organization in different forms. Secondly, the concept of "face" also has a great impact on every field in China. In Chinese culture, "face" refers to individual reputation and respect gained from others. Avoiding public embarrassment is the key component of the concept. It is considered to be inappropriate to directly criticise others even though it is between managers and subordinates. (The Chinese Culture Corner 2013). The third element of Chinese culture is private relationship, which is also known as "Guanxi". The private relationship between different parties is crucial while doing business in China. Without the personal networking, it is difficult to compete among the peers even though one has the required competences. In addition, not only the relationship between cooperative parties should be established and cultivated, but it is also important to take care of the relationship within the organization such

as with colleagues or subordinates as it concerns the "face" concept. In other words, these two terms are interrelated. (Beardwell & Claydon 2010, 620-621) Eventually, the universal habit which can be revealed from majority activities in China is collectivism. Specifically speaking, collectivism refers to the manner of prioritising the organizational goal before individual ones. It includes the actions of fitting in the groups and accepting the group norms values and rules. However, a potential risk of collectivism is the cause of "groupthinking" which means one tends to behave in order to fit in the group or to avoid confrontation even they are not completely willing to. (Psychology Glossary)

● Management skills together with workforce discipline and motivation
The lack of managerial skills also exerts critical effect on human resource management in China nowadays. The main reasons of the phenomenon can be categorized into four different aspects. Initially, as mentioned before, the Cultural Revolution has damaged the educational system in China. Secondly, the lack of empowerment of individual managers also strangles the capability of them. In addition, the punishment level in Chinese organization significantly exceeds the level of rewarding, which would discourage the motivation and creativity of the human resources. Finally, the collectivism cultivates the trend that the no one would take the risk to make the decision by only themselves. Instead, a collective decision is made even part of the group members disagree without expressing it. (Beardwell & Claydon 2010, 621)

As a result of lacking the management skills and cultural influences, two other problem arise consequently. Due to the "face" concept as well as the shortage of solutions, the labour discipline is relatively weak because managers would rather pursue an indirect and persuasive way than commanding in order to avoid confrontation and to create a harmonious working environment. Moreover, the low employee motivation is inevitable in this case. The discouragement caused by the unsatisfying managerial methods severely depress individual willingness towards working. (Beardwell & Claydon 2010, 621-622)

3 EMPLOYEE TRAINING AND DEVELOPMENT THEORY

After the introduction of human resource management theory, the basis which helps with better understanding the employee training and development theory has been established. In this chapter, firstly, an overview of employee training and development is presented, followed by the process of the entire training system. Then, precise theory is introduced according to the stages in the process of the training system so that the implementation can be easily carried out.

3.1   Overview of Employee Training and Development

3.1.1   Definition and Objectives

Employee training refers to the process of equipping both new and existing workforces with competences which includes skills, knowledges and capabilities to successfully perform in their current position. In comparison, development can be perceived as the future-oriented preparation based on employee training. It concentrates on granting the potential competences to the employees so that they could be capable of performing in relatively more aspects than others when need arises. Both of these two concepts aim at providing competitive advantages to not only the company itself, but also the human resource for their future career planning. From the organizational perspective, the productivity, efficiency and profitability can be remarkably increased, which would also benefits the labours as more compensation can be distributed from the company. Besides, the trainees are also able to acquire competitive advantages amongst peer workers. (Lepak & Gowan 2009, 224)

	Training	Development
Focus	Current job	Current and future jobs
Scope	Individual employees	Work group or organization
Time frame	Immediate	Long term
Goal	Fix current skill deficit	Prepare for future work demands

Figure 2   Training Versus Development (Gomez-Mejia, Balkin & Cardy 2007, 240)

Figure 2 indicates the main differences between the two concepts. Firstly the focus of the development program is broader than it of training system. And in majority of the situations, the participants of development are work groups or the entire organization, while training is conducted on individual level. Additionally, as mentioned before, the time focus as well as the objectives of these two terms are different as well. However, in some cases, training can be less appreciated than development programme due to the implication that one is not capable of performing the job exerted by the objectives of training. So the adoption of different programs should be considered accordingly and attentively. (Gomez-Mejia, Balkin & Cardy 2007, 240)

Before precisely introducing the training and development program, understanding two special types of organizational culture and integration training can be of vital importance for future actual implementation. The first one is the orientation which refers to the process and activities specifically designed for the new employees to improve their understanding to-

wards the organizational policies, operational style and procedures, and the common values and norms of the company. Alternative, another form is known as "onboarding" which can be perceived as an orientation for the mid or top management level. Both of these two training benefits the transition and integration of one into the organization. Consequently, it is crucial for the HRM department to carefully design the orientation as it consolidates the qualities of future performance and development. (Lepak & Gowan 2009, 223-224)

3.1.2 Training and Development Process
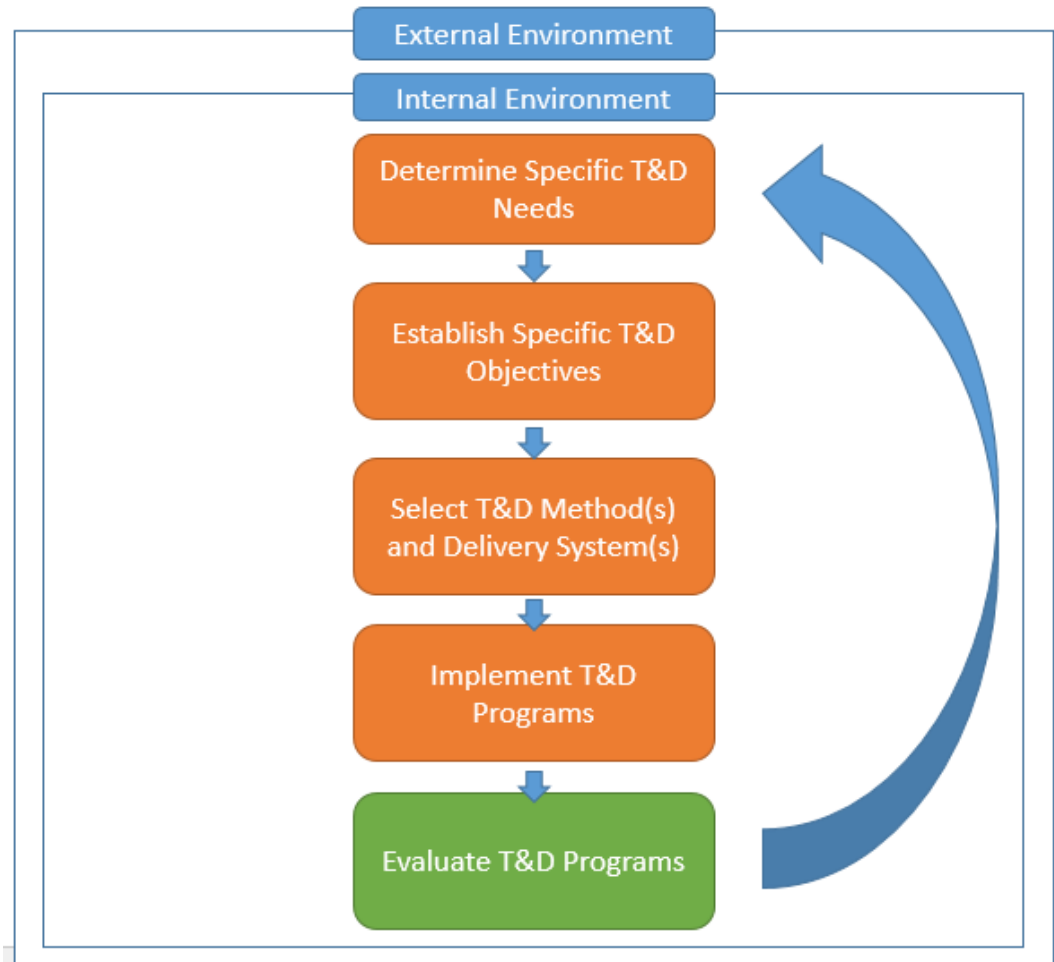
Figure 3   Training and Development Process (Mondy & Martocchio 2015, 214)

The diagram above illustrates the entire life cycle of training and development. As it indicates, the process is eternally recycling because of the constantly changing internal and external environment factors. Organizations need to equip their employees with the adaptability to the changes. And when designing the training and development program, the environmental forces should always be taken into attentive consideration. The specific and detailed information concerning the T&D process will be introduced later in the chapter. (Mondy & Martocchio 2015, 214)

3.2   Determining and Establishing the Needs of Training and Development

3.2.1   Establishment of Needs

The training and development program initiates with the determination of specific demand of the organization. The most crucial part of the process is that it identifies the specific demand of the organization which would lead to the designing of the most suitable T&D program for the company. Basically, there are three types of analysis which could be effective in the process (Mondy & Martocchio 2015, 215-216):

● Organizational Analysis

The organizational analysis uses the strategic mission, vision and values as the basis of the research, and analyzes the strategic planning, especially human resource planning to identify the difference between the target and the actual operation. (Mondy & Martocchio 2015, 215) The most common tool used to carry out the analysis is the SWOT analysis which refers to the process of identifying the internal strengths and weaknesses, as well as the external opportunities and threats. The result obtained from SWOT analysis could give a comprehensive overview of the current situation of the company. By comparing with the desirable standards, the demand of training can be easily revealed. (Lepak & Gowan 2009, 225-226)

● Task Analysis

Task analysis focuses on the specific work of the company to achieve its purpose. It identifies the necessary knowledge, skills and abilities to perform the job. In addition, it also investigates the current competences of the employees so that the needs of training can be clearly viewed by comparing these data. A variety of activities could reflect the gap between the required and actual competences, such as increasing negative feedback from customers, high work-related accident rate and incapability of meeting the standards. (Lepak & Gowan 2009, 226) Apart from that, the information collected through task analysis can be used when conducting training and development evaluation as well (Mondy & Martocchio 2015, 215).

● Person Analysis

Person analysis, as the name stated, is the process of choosing the trainees who has the need to participating in the program. The information required to conduct the analysis should come from variable sources including performance assessment, supervisor evaluation and so on. However, the essential purpose of the analysis is still to identify the gap between individual competences and job requirement. As a result, the analysis should avoid unnecessary understanding. For example, employees might perform inadequately because the working environment is unsatisfying, or the motivation level is low. (Lepak & Gowan 2009, 227-228)

3.2.2 Establishment of Objectives

After determining the specific needs of T&D program, the establishment of the program objective should be conducted afterwards, which is known as the second phase in Figure 3. All the information collected through the need analysis simply indicates the strategic concentration area, focus in the operation and the potential trainees. The outcome of the program should be defined based on these data. According to Lepak and Gowan (2009), a set of instructional objectives need to be established before the implementation. Generally, it summarizes and paints the future image of implementing the program. It is perceived as a guideline which leads the operation towards the targeted direction. And it can be always used as the standards to evaluate the progress or final outcomes. (Lepak & Gowan 2009, 228)

3.3 Options of Training Approaches

Consecutively, after the establishment of both needs and objectives of the program, the most suitable training method needs to be selected to maximize the efficiency and effectiveness. The adoption of the training methods can be single or multiple depending on the specific demand of the company. One of the most popular approach at present is the blend learning which refers to the combination of several methods to accomplish the training objectives (Lepak & Gowan 2009, 235). Due to the rapid developing technology nowadays, there are more mobile training methods instead of traditional ones. However, the conventional approaches can still be effective under certain circumstances. (Mondy & Martocchio 2015, 216-217)

3.3.1 On-the-job Training

On-the-job training (OJT), known as the most popular training method, is commonly used worldwide in numerous organizations. It simply refers to learning by doing. The method can be applied to ranging from the basic employees to executives. Generally, the company assigns a worker or manager with more experience as the trainer in the program to teach the new employee gradually by actually doing the job. However, even though OJT is the most universal method, a detailed plan should be drafted before the implementation. Basically, there are four steps to follow. The first step is preparing the trainee by introducing and explaining the reason of conducting the training. The preparation should be stimulating and clearly enough so that it would be understandable even the employee has no such experience. Then, the trainer should provide a comprehensive explanation of the job itself including the standards, requirement and work procedures. Thirdly, a trial run is recommended so that the trainee could grasp some practical information concerning the job. Eventually, a series of follow-up actions need to be taken. The supervision level should be decreased as the program is implementing. And during the training, corrective behaviours should be provided by the trainer to minimize the future mistakes. Compliments are appreciated as it encourages the employees and increases their motivation and work efficiently. Moreover, based on OJT, a more

developed training method is revealed, which is known as apprenticeship training. It refers to the combination of formal learning and continuous on-job-training. And the implantation of the approach is usually under the supervision of one major trainer with several sub training groups. (Dessler 2014, 261-262)

3.3.2 Classroom Training

Classroom training, which can be categorized into formal learning, is another training and development approach. It draws experience from academic school, using lectures, roleplays, discussions and other approaches to equip the employees. (Lepak & Gowan 2009, 233)

Respectively speaking, lecturing is designed to serve a large group of trainees by providing the necessary knowledges. The method aims at achieving its objective in a shorter period of time and in a less-complicated way. In order to make it effective, there are some guidelines of the implementation. For instance, the lecturer should only teach the knowledge which he or she masters in. And the interaction between audiences is of vital importance. It should be interesting and stimulating, but not offensive so that they would be willing to take in the information. (Dessler 2014, 263)

Secondly, the concept of roleplaying refers that trainees react to the potential problems in a created scenario which may occur in practical operation. The key to boost the effectiveness of the method is to simulate the situation as real as possible. (Mondy & Martocchio 2015, 218) In addition, the roleplaying is usually related to the behaviour modelling approach which is another training technique that firstly illustrates the prime management actions when problems arise, then places the trainees in the situation to replicate the techniques. After that, the trainer is expected provide constructive feedback to the employees to improve and adjust their responses. At the same time, the trainer should give compliments regarding the correct behaviours as it would encourage the trainees to apply them in the practical work. (Dessler 2014, 264)

Finally, discussion, explaining from a training-oriented perspective, is the process that a group of individuals exchanging their opinions on a common topic based on their own knowledge and skills. It is closely related to team training which is another commonly used approach nowadays. Generally, it focus on facilitating the individuals with the competences regarding techniques, human relations and team management to be able to perform collectively in order to achieve the share objectives. Furthermore, there are two subcategories within the concept. The first one is team coordination training. The concentration of the training is to ensure that the trainees excel in prioritising and implementing the individual work to accomplish the final goal, which would significantly smoothen the operational procedure, especially for production industry. Alternatively, the other type of team training is cross-training. Compared with the previous one, it teaches the team members about the work of others so that re-

placement is constantly available in case of emergency. (Mondy & Martocchio 2015, 220)

3.3.3 Operations and Procedure Manuals

Operations and procedure manuals can be another option when selecting the training method. It serves as a guideline for the employees and summarizes the company policies and operations along with the tasks and responsibilities to provide a general overview. One of its advantages can be the numerous amount of trainees it could cover. However, detailed problems regarding the specific job are merely included in the manual. (Lepak & Gowan 2009, 233) Consequently, a more job-oriented approach is developed, which is known as the job instruction training. It basically lists all the steps in the appropriate order of performing the job together with the essential points to guide the actions. However, the corrective guidelines are not provided in the instruction list which could lead to the delay of correction when accidents occur. (Dessler 2014, 263)

3.3.4 E-learning

With the advanced technology, E-learning is becoming an increasingly accepted training approach. E-learning delivers the knowledge and information by using technological tools such as videos, audios, internet and other online services. Thanks to the special implementation method, it bring enormous advantages to the company. The training costs can be remarkably reduced as the training materials are usually free. Secondly, it provides adequate flexibility to the trainees. The training session can be taken at any time or location as the access to the material is always available online which could significantly benefit the enterprises who operate overseas. Moreover, it is also considered as a sustainable approach, because the learning materials and data can be restored online, and used repetitively when needed. From the trainee perspective, the approach grants more freedom concerning the learning options. Employees can customize the most suitable learning session for themselves, thus, the motivation and efficiency can be improved. (Mondy & Martocchio 2015, 217-218) However, there are demerits regarding E-learning as well. For example, it is unable to provide practical and experimental skills to the employees. For most production companies, the illustration of the production procedure is necessary. Another disadvantage is the lack of feedback. As the learning process is individualized, there is merely exchange of opinions from either supervisors or peer trainees. So an online discussion forum can be helpful to address the particular problem. (Mckenna & Beech 2008, 306-307)

3.4 Implementation of Training and Development Program

After the selection of the training method, the implementation of the program starts. Within this phase, the main responsibilities are to prepare the resources and also to control the situation while implementing. To successfully conducting the program, influential forces need to be identified and taken into consideration beforehand. (Mondy & Martocchio 2015, 223)

Initially, the support from top management level could exert critical impact on the implementation. Executives need to ensure that there are adequate resources for the T&D program, such as materials, personnel and important contacts. In some of the small and medium sizes companies, the top management tend to reduce the expenses by downsizing the training and development program. However, the results are usually unsatisfying. It is suggested that instead of downscaling the program, the company should find solutions to improve the efficiency of it to maximize the benefits. (Mondy & Martocchio 2015, 225)

Another influential factor is the personnel. The lack of trainers are common nowadays. Due to the investigation of unemployment rate, companies underestimate the crisis of the personnel shortage. The reason that causes the shortage can be simple. Some of the occupational fields are always lack of human force such as doctors, engineers and machinists because they require a more specific and complicated knowledges and skills. Another reason is the low motivation regarding work among the younger generation. They tend to choose easier jobs rather than skilful ones even though the compensation package is relatively high. (Mondy & Martocchio 2015, 225-226)

Thirdly, technology affects the implementation process as well. As the technological level is advanced at present, the content of the training program should be designed accordingly. For example, in the past, in production industry, the competences that trained for performing the job would be the core elements. However, machinery has replaced the actual production force, and the competences required to work in the production line concentrates more on the reading and understanding of the manual instead of the precise principles and production procedures. (Mondy & Martocchio 2015, 226)

Apart from the forces mentioned above, the learning style also influence the T&D program. Individuals have different preference of learning. Some of them learn effectively from practicing, while others benefits more from participating the lectures. Therefore, different options need to be provided to the wide range of trainees, which, as mentioned before, is known as the blended learning. Another type of learning that indicates a more effective result is Just-in-time training. It is suggested that people would have more motivation to learn if the knowledge is needed immediately. In this case, the outcome can be extremely obvious after the implementation of the T&D program. (Mondy & Martocchio 2015, 226-227)

As mentioned in the previous chapter, the value and culture could exert crucial impact on human resource management. Training is no exception. Each region has its specialties, they would foster the distinctive operational style which the domestic organizations share. So in order to maintain the competitive advantage, the company needs to not only develop itself on the international level, but also to fit into the unique local disciplines. Moreover, other human resource functionalities affect the implementation as well. For example, for a sales manager, negotiation skills can be one of

the prerequisite to perform the job. But in the job description, company could eliminate it and focus on other more important aspects. Later on, a training program of negotiation can be provided to better equip the employees. (Mondy & Martocchio 2015, 226-227)

3.5 Evaluation of Training and Development Program

The last step of the entire training and development program is evaluation. It is of vital importance to examine the outcome of the training system. Even though it is perceived as one of the most valuable investment of any organization, evaluation still reveals its specific effectiveness and efficiency, so that further adjustment can be made to the program to optimise the future results. It is suggested that the evaluation of T&D program should be established on four different levels, which are reaction, learning, behaviour and organizational results. Each of these levels will be introduced respectively in the chapter.

3.5.1 Reaction Level

Reaction level, as the name stated, focuses on the trainees' reaction to the program. At this level, the data basically comes from the employees. Questionnaires and surveys are the common tools used to collect the information. Trainees assess the quality of the program, the implementation and also the outcome. The major advantages of the evaluation are the convenience of the data collection as well as the broad range of the target group. The questionnaires can be distributed to all the individuals involved in the program and they are cost-efficient as well. In the survey conducted, questions should be clearly defined. Minimizing the deviation of the understanding concerning the question would significantly improve the effectiveness of the survey. In addition, the design of the questionnaire can be customized by the company. For example, if the top management wants to assess the performance of the trainers, they could specifically ask the trainees to evaluate their teaching skills, presentation skills and the ability of giving feedbacks. (Lepak & Gowan 2009, 233) Moreover, the reaction evaluation can also boost the satisfaction of the trainees as they could express their suggestions and improvements regarding the program. However, there are also demerits at this level. For instance, the result can be easily affected by external factors. If the training session is implemented through activities or other forms which are pleasant for the employees, they would perceive it as a good session even though the actual knowledge and skills are barely acquired. (Mondy & Martocchio 2015, 223)

3.5.2 Learning Level

Learning level focuses on the competences gained by the trainees. A pre-training-posttraining analysis is often adopted in the evaluation. Basically, it lists the competences both before the training and after it. The analysis is usually combined with tests or exams to obtain the data. And after the tests, by comparing the list, the manager will receive an overview of the differences. Conclusions can be drawn from the comparison afterwards. For ex-

ample, if most of the trainees merely improve their capabilities, it might indicate that there are flaws in the training session. Or if only a minority of individuals maintain the same list after training, probably they are the wrong targets of the program. (Lepak & Gowan 2009, 239)

3.5.3 Behaviour Level

Comparing with the learning level, behaviour level concentrates on the practical performance improvement in the job position after training. One can excel in learning, speaking and exams, but forgets everything after even a week and behaves in the old pattern. So the assessment of the stability of the acquired competences is necessary. The term, transfer of training, represents the evaluation concerning not only the ability of applying the knowledge and skills in practical, but also maintaining the same competent level as in the training program. To assess the transfer of training, observation together with performance analysis can be the optional tools because they can provide the record of the employee performance over a period of time. (Mondy & Martocchio 2015, 224)

3.5.4 Organizational Result Level

Last but not the least, the evaluation of organizational result focuses on the achievements brought by the training program. It is the objectives set previously which could be, for instance, the increase and improvement in productivity, sales volume or service quality. The essential criteria in the evaluation at this level is the return-on-investment (ROI). It indicates the efficiency of the T&D program in numerical data. And within the ROI analysis, the total costs of the training program including materials, facilities and personnel cost should be presented. In addition, the individual participant cost needs to be calculated afterwards. Consecutively, the saving generated by the program should be documented in the analysis. Savings come from the reduction of material waste or increasing profit attributed to the improved services. Finally, the comparison between the costs and savings needs to be conducted, and the result can be further used to adjust or to start a new training program as the entire T&D program is constantly cycling (Lepak & Gowan 2009, 240)

4   RESEARCH AND ANALYSIS OF ABC

In this chapter, the situation analysis of Agricultural Bank of China specifically concerning human resource function and employee training is included. In addition, the researches along with their results are presented in the chapter as well. The author decided to use questionnaires, interviews and observation as research methods to collect the information. The description and advantages of each approach are introduced in each subchapter.

4.1   Current Situation of ABC Nanchang

As mentioned before, Agricultural Bank of China, formally known as Agricultural Cooperative Bank in 1951, is one of the major banks in China. The enterprise has its distinctive level division
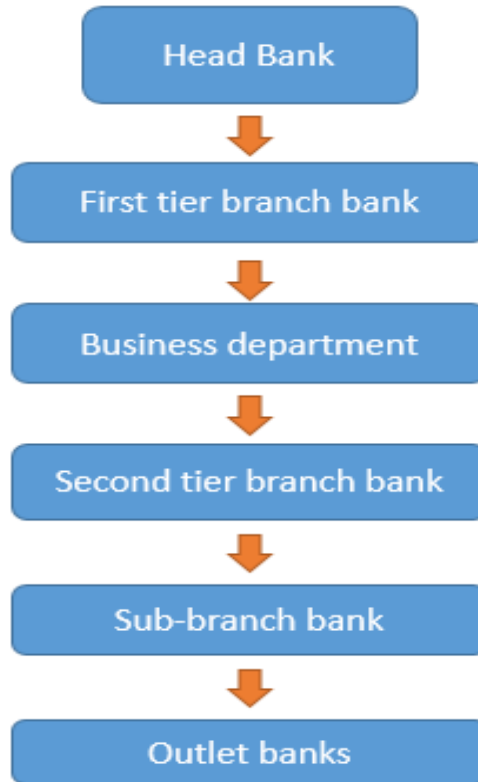

Figure 4   Level division of Agricultural Bank of China

The figure above indicates the level division of Agricultural Bank of China. Precisely, the strategic decisions are made by the community in the head bank, and forwarded to the first tier branch banks. Then, the first tier branch banks plan actions according to the strategy and forward tasks to the business department. Consecutively, the business department analyses and assigns specific duties and tasks to both sub-branch banks as well as outlet banks.

The author worked in the business department of ABC in Nanchang as an assistant in the human resource department. As mentioned before, the business department of Agricultural Bank of China functions as an intermediary between top management and local banks. It assigns objectives and tasks to the second-tier branch banks as well as sub-branch banks and supervise their implementation. The second-tier branch banks and sub-branch banks will have to report to the business department after the completion of the work. In addition, after receiving the result and data, the business department will conclude them and report to the first-tier bank and asking for the feedback. Metaphorically speaking, if the head bank and first-tier banks functions as the "brain", the business department can be perceived as the "mouth", and the remaining levels can be seen as the "hands".

Within the business unit, there are eighteen departments and an individual operation centre. Each department has its sub-department to effectively and efficiently assign the work. The division within the sub-departments consist of a director, a vice manager and general workforce. However, the reporting system is not hierarchical. The employees report the information directly to both the directors and vice managers within the sub-department or the one in other function groups. And in the business department in Nanchang, employees prefer to report to the director or vice manager rather than the person who actually is involved because the managerial personnel are more familiar with the responsibility of the workforce in their departments. Despite that it may increase the effectiveness of the operation, the work efficiency will be influenced by such type of reporting "habit". Moreover, the main communication tools in the organization are telephone and emails. Within the business department in Nanchang, there is an internal private telephone line serving the organization. In addition, the human resource department also have contacts of every second-tier branch banks, sub-branch banks and outlet banks listed so that the announcement can be easily forwarded. The contact of each employee is also documented in the database in case of demanded situation. Alternatively, emails are also used as one of the communication tools, especially for passing notices onto other departments or banks.

Furthermore, the business department has its own evaluation methods criteria as well. Basically, there are two different types of evaluation which are formal and informal. And within the two categories, there are internal and external evaluation. Precisely, on the first day of each month, there is a summary meeting in the business department which concludes the completed work, gives feedback, opens discussions and establishes the new objective of the month. During the meeting, the general monthly evaluations of each function department are announced so that improvement can be made. Moreover, another form of formal evaluation would be the seasonal democratic evaluation. The survey is carried out by the upper management level to provide an objective and numerical view of each function group. The maximum point is one hundred standing for the perfect performance of every aspects. The survey investigates the level of responsibility implementation, service guiding, organizing and management as well as internal and external coordination of the group. As for the informal evaluation, the meeting within the function groups is the prime example. Directors and vice managers are usually the organizers and evaluators in the meeting. Although there is merely fixed criteria for the evaluation, the feedbacks given during the meeting are more valuable because it is more precise and accurate and contains more details.

4.2   Human Resource Function in ABC Nanchang

The human resource function in the business department of ABC carries out the general functionality mentioned in the theory part which are staffing, performance management, human resource development, compensation and labour relations, safety and health. There are eight employees under the department including a director, a vice manager and 6 workers.

Different responsibilities are assigned to each individual respectively, however, the implementation of the work requires the cooperation between the employees.

First of all, one of the employee takes the responsibility of staffing. The main tasks of the position are employee allocation and relocation, department management, career management as well as leader management. The recruitment process is barely involved in the human resource function in the business department. New employees could apply for the job at any branch banks or outlet banks, and then the selected candidates will be required to attend the training sessions. Continuously, the qualified candidates will be allocated by the human resource department which is one of the responsibility of it. Secondly, the department management refers to the management of the different sub-departments such as the promotion, relocation or resignation within the business unit. As for the career management, it refers to the activities concerning the career life of employees. However, in the human resource department, the employee is only in charge of the documentation of the activities while the actual workplace holds the right to make the decisions or adjustments. Additionally, leader management refers to the precise and detailed management of the directors or managers in the organization. Separate profiles and documents of the managerial personnel are saved in order to benefit any activity regarding them.

Secondly, the determination and distribution of wage, salary and benefits are the responsibilities shared by two other workers in the office. As the tasks are closely related to money, the finance and planning department is highly involved in the operation, which requires constant and accurate communication. In addition, in terms of employee welfares, the "5 insurances and 1 fund" is also covered by the HR department. In China, it is regulated by the legislation that the company is obligated to provide 5 types of insurances to the employee which are pension insurance, medical insurance, unemployment insurance, injury insurance and maternity insurance. However, the first three are financed by both the enterprise and the employees which means certain percentage of salary will be deducted automatically for the insurances, while the other two are fully provided by the company. The one fund – accommodation fund, on the other hand, is not regulated by the law. Eventually, the fund will be invested in the real estate, and a significant discount will be given to the employee to purchase the invested apartment.

Thirdly, another human resource function carried out by the department is the retirement management. Enterprises, especially large or national enterprises, provides retirement pension and other benefits to their previous employees. For example, the retired employees are entitled to receive medical reimbursement from the organization by providing the receipts. In addition, due to the Chinese national specialty, there is a unique function which is known as "Communist Party building". Initially, the application of becoming a member of Communist Party is necessary. After the acceptance, the individual is obligated to pay the Party fee monthly. There will also be compulsory training or studies concerning the Communist

Party for the every member. The individual performance of Party building is extremely crucial as it is closely related to their career lives such as promotion, benefits, retirement and so on.

4.3 Employee Training in ABC Nanchang

Employee training is one of the main human resource functions carried out by the business department in ABC Nanchang. There are basically three major categories of training which are practical operation training, managerial theory training and other training. And the entire training program for the year will be planned and announced in the first season. Any adjustment made to the plan is forwarded individually. In the training plan, the strategic objectives are introduced as well as the implementation requirements. All of the training sessions are listed with their concerned department, name, objects, content, scope, duration, time, venue and responsible contacts. The training programs are specifically designed based on the demand of different departments. Due to the various training objectives, the selection of the trainees will be different as well. The quota of the trainees are decided by the human resource department as it analyses the objectives of the training and choose the compulsory employees. The selected employees are obligated to fill in the trainee form with personal and career information. Occasionally, there could be more than one session in the program, the human resource department is also responsible of selecting the most suitable trainees to ensure the fairness as well as the capability of the venue. Moreover, the contents of the training sessions are also updated according to the current demand. For example, the operation manager of each sub-branch banks and outlet banks are required to adopt the updated system each year. Furthermore, the financial support of all the training programs comes from the profit of the company. A certain percentage of the net profit will be distributed to the training fund for the region through the year. The fund varies from the scale of the region, the amount of the banks and the demand of the training. The remaining money from the previous year will be also invested into the future training program. (Interview with the employee training manager Guo)

4.3.1 Training Programs

As mentioned previously, the training sessions are divided into three categories:
- Practical Operation Training
  Practical operation training refers to the training sessions concerning both the actual banking and functional activities. Precisely, the banking activities include cash operation, payment system, billing operation, authorization system and other operations towards the customers. The training sessions concerning the banking activities are organized annually towards the operation managers of the sub-branch banks and the outlet banks so that they are able to teach the update operational methods to the incoming or the current workers. The training approach for such program is the mixed training consisting of classroom

training and practices training. During the lesson, the guidelines and operation procedures are introduced through PowerPoint. After that, the trainees are asked to perform individually in order to evaluate the learning outcome. Feedback and adjustments are given afterwards to ensure the capability of teaching. Moreover, as for the functional activities, the training concentrates on the employees within the business department because the activities concern only the operation inside the organization. The major approaches for the implementation are classroom training as well as E-learning. The study materials are uploaded to the online school. The trainees are required to study them within the period of time. And there is also an exam to ensure the effective learning. (ABC business department)

For the incoming employees, the practical operation training is the first class of becoming an official worker. In the orientation period, the selected candidates will be assigned to work with the existing employees in order to observe the basic procedures of business operation. The trial period will be fifteen days and during the time the trainees will not be able to access to the internal operating system. After the trial period, the entire incoming employees will be gathered together to attend the practical operation trainings. Eventually, exams are also used to assess if the worker is capable to perform. (ABC business department)

- Managerial Theory Training
Managerial theory training are designed particularly for the directors and vice managers to acquire the management knowledge as well as methods so that the work efficiency and cooperation can be improved. The scale of the managerial training sessions is relatively small comparing with practical operation training because only people work in the certain aspect will be divided into the same class. And due to its specialty, only personnel from management level will participate the program. The trainings are carried out in the form of classroom training and E-training as well. However, the program sometimes takes place in the educational institution in the region because the professional lecturers are required for the training. Apart from that, the Agricultural Bank of China also has its own education institution which mostly holds the incoming employee training programs. (ABC business department)

- Other Training
Apart from mentioned training, there are other types of programs such as psychological and attitude guiding, pressure management training and Communist Party building training. Some of the training sessions are provided as a reward to the employees with excellent performance. The mental guiding as well as pressure management class are designed for the people who have the demand. A fixed amount of participants is set beforehand, and each sub-branch banks and outlet banks are eligible to apply for the places. The human resource department will assign the quota to each bank based on its feature like bank level, scale and necessity. However, a majority of the quota will be assigned

to middle and top management personnel. The implementation approach is classroom training, especially lecturing and roleplaying, as it provides not only general guidelines, but also the opportunity to experience the scenario and resolve it. (ABC business department)

In terms of Communist Party building training, the trainees are exclusively selected from the Party members, and it is compulsory for them to participate the program. The classes are often held by the Provincial Party School and the plan for the training is drafted separately. (ABC business department)

4.3.2 "Six Hats" Thinking Method

The Education Institution of ABC not only functions as the venue for the training session, but it also carries out researches to boost the effectiveness and efficiency of the studying. The "Six Hats" thinking method introduced by Edward de Bono was encouraged and promoted in the training sessions among the organization. Basically, it is a thinking model consisting of six different directions represented by colors. The effective utilization of the model ensures the comprehensive consideration regarding the issue. The "Hats" can be used individually or combined with others based on the different scenario. Moreover, it leads the user to gradually consider the problem in depth according to the logical order. Instead of concentrating on the solution, it focuses on exploring the possibilities which might derive from the issue, known as the "active thinking". In addition, it enables the user to think clearly and logically, while strengthen the team creativity at the same time. (Zhihu)

The first hat is the white thinking hat, which is also known as the information hat. The hat is closely related to realities and data collection so it requires objective and neutral thinking. It is recommended to use the white hat in declaring the issue. When the information in the seminar is missing or merely matches with the truth, it is used to collect the valuable data. However, the information needs to be proved authentic instead of inferred authentic. (Wang 2016, 78-79)

The second hat is the red thinking hat, which is known as the emotion hat. It is obvious that the personal emotion exerts significant influence on the way of thinking if it is not expressed out. As a result, the red hat provides the opportunity for the users to follow their consciousness. It is recommended to be used when providing feedbacks to proposals, especially for industry like advertising, marketing or designing as it expresses the first impression towards the proposal. (Wang 2016, 78-79)

The third hat is known as the yellow positive hat. It leads to the direction of exploring the values, potential possibilities and profit from the objects, and aims at proving its rationality. The yellow hat is usually used in brainstorming and analyzing the proposal development. (Wang 2016, 78-79)

Fourthly, the black cautiousness hat represents the logical, comprehensive and constructive thinking of the object. The black hat leads the group to

consider the potential risks, barriers and dilemmas. It aims at avoiding unnecessary hazard and minimizing the risks. It functions as the restriction to the yellow hat so that both sides of the object can be analyzed. However, the intentionally picking should be avoided while using the black hat. (Wang 2016, 78-79)

Furthermore, the fifth green hat, creativity hat, represents the innovation and possibility. It provides the opportunity for the group to think innovatively. It is often used in the product research and development, or when the seminar is stagnated. Unlike the yellow hat, while using the green hat, the proving of the proposal is unnecessary. Additionally, any criticism or judgement of the opinions from others should be prohibited to ensure the diversity. (Wang 2016, 78-79)

Last but not the least, the sixth blue hat is the leading hat which represents the control of the thought. It is considered as the most complicated, but also the most crucial hat among all because it leads the entire thinking process. It allows users to identify their tasks and aspects concerning the object. And the leading hat enables users to plan the thinking procedure according to their cogitation. Moreover, it also controls the usage order of other hats. As a result, the blue hat should be utilized during the entire thinking process as it guarantees the capability of controlling and making justified judgement. (Wang 2016, 78-79)

4.3.3 Dilemma in Training

Despite that the ABC University tries to develop the training effectiveness and efficiency from the implementation approach perspective, there are still difficulties, especially from the trainee side. According to the research, there are four major problems which significantly influence the training sessions:

- Inactive Participation
  The training sessions are mostly designed based on a codependent theory meaning that not only the lecture should lead the group, but also the trainees are responsible of carrying out the program by sharing, supporting and interacting. Some may argue that the individual personality exerts critical impact on ones' willingness of expression, however, it merely relates to their activeness of thinking. In most of the training lessons, regardless of the stimulating training approaches, only a minority of trainees participate the session actively while others remain silent and passive. Consequently, the entire seminar is dominated by the lecturer and those trainees which means the remaining students become the audience in this situation. Eventually, it severely damage the training effectiveness and efficiency as only a minority of the group benefits from the program. (Wang 2016, 77)

- Inefficient Seminar
  Apart from the low participation, the second barrier is the inefficient seminar. As mentioned, most of the training programs are implemented in the form of classroom training. During the lesson, group discussion and opinion sharing will also be adopted. However, most of the

group members are unable to work in teams and successfully utilize the "Six Hats" thinking method which contributes to the fact that people only concentrates on their own opinions. Therefore, instead of group discussion, the team maintains a debating mode. In addition, during the group discussion, there is rarely a team member taking the initiative to work as a group leader which could control, direct and carry forward the discussing process. As a result, the seminar will be stagnated. (Wang 2016, 77)

- Lack of Concentration
  The third problem is the concentration of the theme in the training session. At the beginning stage of the lesson, the lecture will establish the theme as well as the objectives so that related discussion and activities can be designed. However, the practical implementation may divert the focus of the seminar due to the extended discussion and research. The concentration can be deviated by three factors. First of all, during the seminar, there might be details with weak connection to the theme that arouse the interests of the group. Instead of following the theme, the lesson focuses on the analysis of the details. Secondly, the personal emotion will affect the training as well. The subjective opinion could disrupt the logical order of the lesson, or sometimes, lead to argument and quarreling. The last factor is the deviation of the personal focus. One may pose an entirely irrelevant subject during the lesson. If the situation is not controlled by the lecture, the group will be diverted to the wrong direction. (Wang 2016, 77-78)

- Limited Cogitation
  Finally, the last problem in training is the limited thinking of the trainees which will contribute to the lack of depths. Precisely, the training sessions are perceived as a task to accomplish to most of the trainees. Thus, the attitude towards studying, researching and exploration is passive which results in the ineffective learning outcomes. On the other hand, the studying process relies on the individual capability. It is difficult for the group to obtain profound achievements when it lacks of competent and motivated members. (Wang 2016, 77-78)

4.4 Practical Researches

The data and information used in this thesis are gathered through questionnaires, interviews and observation. All the research approaches are specifically designed to collect information concerning human resource function and employee training system in order to address the research question. The amount of respondents vary from the different type of methods.

4.4.1 Questionnaires

The questionnaire was designed to assess the current situation and to identify the potential problems of the training system in the organization. Besides, it also aimed at identifying the most preferable training approaches

among employees. The questions were completely designed by the author as they should be tightly related to the topic. The main theme concerned the employee training and internal communication in the organization. There were basically two forms of questions in the survey which were multiple choices as well as open questions. While designing the questionnaire, both internal and external factors were taken into consideration. For example, because the business area was banking industry, sensitive information such as financial policies and internal banking policies were not included in the questionnaire. Due to the Chinese culture, it is impolite to ask about the personal salary and other private information as well. Moreover, the amount of total respondents was 60 including the director, vice manager and 6 employees from human resource department because they were the most relevant personnel concerning the topic which would provide valuable sources for the research. The remaining 52 respondents were randomly chosen from other departments so that the answers could represent the general perspective of the business unit in ABC Nanchang. Additionally, the respondents were required to provide some related information such as gender, age, submitted department and work length, however, the questionnaire was designed to be completely anonymous to ensure the truth and accuracy of the responses.

In terms of multiple choices, the questions were mostly designed to obtain the general overview of certain subjects such as the communication level within the department. In addition, there were also multiple choice questions which aimed at collecting opinions from each respondent. In order to obtain the comprehensive answers, the respondent could also add their personal opinion or choices in addition to the given options. For instance, in the questionnaire, there was a question "In what forms the training sessions were implemented". The given options were on-the-job training, classroom training, E-learning, studying materials and coaching. However, the respondents could also mention the training approaches which are not listed as an option.

As for the open questions, the major objective was to collect the unknown information as well as more in-depth answers. Because of the research scope of questionnaire, numerous valuable information could be easily collected through the open questions. For example, in the questionnaire, the respondents were asked to list three training programs in which they participated previously. Therefore, there could be maximum 180 different types of training discovered. However, the open questions should be designed to stay simple and short in order to maintain the interests and patience of the respondents.
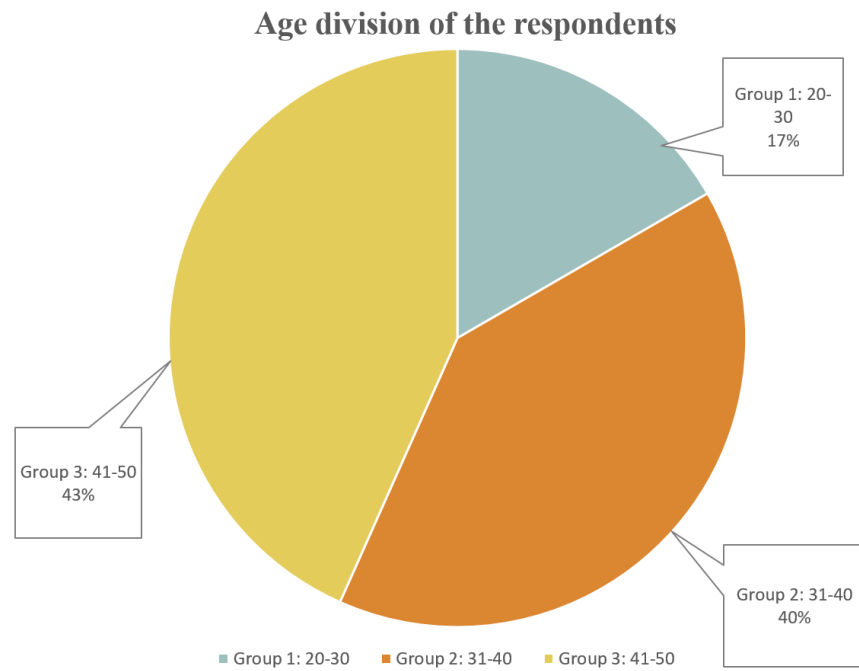
Age division of the respondents

Group 1: 20-30
17%

Group 2: 31-40
40%

Group 3: 41-50
43%

■ Group 1: 20-30   ■ Group 2: 31-40   ■ Group 3: 41-50

Figure 5   Age division of the respondents

Gender division

Male
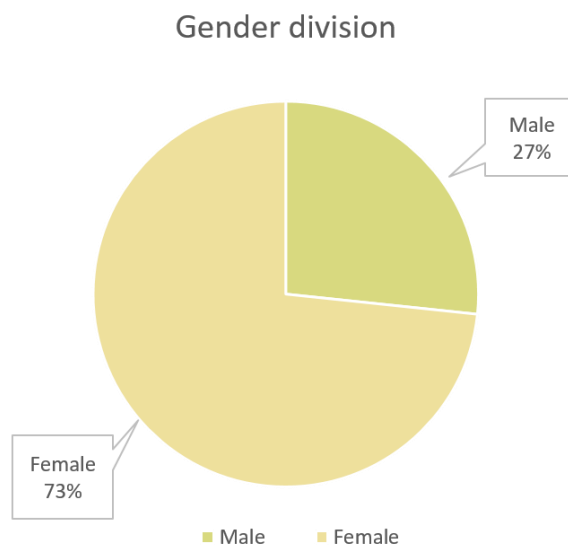27%

Female
73%

■ Male   ■ Female

Figure 6   Gender division of the respondents

According to the analysis of the results, there were distinctive differences between responses of various age groups. Thus, the result analysis of the questionnaire is presented based on age divisions in this chapter. As mentioned before, there were altogether 60 employees selected as the respondents to the survey. The pie chart above indicates the age division among these employees, while the smaller one illustrates the gender division of the respondents. The age group with the most members is from 40 to 50 years old accounting for approximately 43 percent, followed by the Group 2 of 31 - 40 division with 24 people. In the business department of ABC, the employees are mostly either promoted from other positions in the sub-branch banks or equipped with strong competences as well as experiences.

Therefore, the average age of the employees in the unit is relative senior. There were only 10 people aging from 20 – 30 years old in the selected respondents. According to Figure 6, the percentage of female significantly exceeds it of male, occupying approximately 73% and 17% respectively.

Initially, the results from the Group 1 were various. Precisely, the general performance and communication of the organization were satisfying from their perspectives. The human resource function were highly evaluated by the group. However, due to the lack of work length and experience in the company, employees aging from 20-30 were unfamiliar with the internal training system. In addition, they claimed that it is slightly difficult for them to socialize and to communicate with managerial personnel in the organization due to the age gap. However, the working environment was considered friendly still because they were provided with adequate assistance when needed. Furthermore, according to the results, the trainings received were carried out in the form of on-the-job training, brochures and E-learning which was the most popular choice among the group. They believed that the online learning approach granted more autonomy as they could organize their studying plan according to their own schedule. On the contrast, the classroom training was the least favourite training method because they considered it as the most ineffective one due to its average scale and monotonous training style. Lecturing, from their perspective, provides only theoretical knowledge and over 80 percent of the group believed it is impractical when the training content is related to operations.

Secondly, the responses from employees aging from 31-40 were mostly positive. The department performance of the business unit was acceptable according to the results. They were also satisfying with the human resource function at present. However, the training system were not introduced precisely to the employees even though the average working age of the group is over 5. The reason, from the thesis writer's opinion, was the development of the training approaches. In order to improve the effectiveness and efficiency of the training program, the company was constantly developing and updating its implementation methods. The Group 2 underwent the entire transformation along the development period. The evidence could be found from the question "In what kind of form the training programs were implemented", because all the options were chosen by the group. Apart from mentioned, the result also indicated that the enterprise merely provides communicational and reporting training to the employees, instead, only relevant training sessions were provided based on their responsible aspects. As for the preferable training approach, OJT, apprenticeship training and tutoring were the most appreciated by Group 2.

Eventually, the general results from Group 3 were similar to Group 2 and they were mostly satisfying. Approximately 75 percent of the group believed that both the overall department operation and communication were acceptable currently. As for the human resource performance, the result was remarkably positive. Moreover, the group considered the working environment harmonized and friendly. There was merely difficulty in communicating with the top management. The communication was mainly informal, especially in forms of oral reporting. Furthermore, in terms of em-

ployee training in the organization, the employees were generally familiar with the system. The training sessions were mostly delivered in classroom training as well as coaching, and exams were adopted to assess the learning outcome. The content of the training was only related to their professions. In addition, the fellow classmates mainly consisted of their colleagues or employees from other departments even though they are willing to attend the lessons with workforce from other levels. One of the most distinctive results from group 3 was that they were all satisfied with the current training approaches and would like to maintain the same situation in the future. The root reason, from the author's perspective, was the age which also includes the work length. Employees aging from 41-50 had an average work age of 15 in the organization. And it is reasonable for them to believe that the current methods are acceptable as they have witnessed the development and successes of the company. Additionally, the legally regulated retiring ages for male and female are 60 and 50 respectively. As the majority of the employees are female, the remaining working time is relatively short. Thus, the resistance to change of the group was significantly strong comparing with others.

4.4.2   Interviews

The interview designed for the thesis aimed at gaining a deeper insight concerning the human resource function especially employee training program from both managers and employees perspectives. The author carried out the interview personally while working in the business department in Nanchang. Generally, there were 7 employees selected as the interviewees in three different interviews. All of the interviewees preferred to keep their names confidential. Moreover, the implementation style of the interviews was the combination of planned questions and open-end. Several directional questions were drafted before the interview to ensure the relevance to the topic. However, during the interview, the author could extend deeply when unexpected, yet valuable information arises.

Initially, the first interviewee was the director of the human resource department in ABC Nanchang division. As the essential topic was closely related to HRM, the director was the best candidates to provide the strategic and managerial insight regarding the field. According to the interview, the current director of the human resource department was assigned to the position from other branch bank recently. He worked at the position for only two years so far. From his perspective, the HR department was not satisfying at the moment. Precisely, instead of carrying out the efficient HR management, the department only performed the primary functionalities. There was merely any managerial approach adopted at present. The director said that the investments of effort, time and finance in human resource department were considerably inadequate comparing with others. On the contrast, he claimed that the performance of the office was outstanding based on the high evaluation score they achieved previously. The working atmosphere within the office was harmonious which contributed to the sufficient communication and information flow. However, the communication between other departments and sub-branch banks was barely acceptable. As mentioned, the main communication tools used in the organi-

zation were telephone and e-mails. Both of the tools have their demerits. For instance, only a small scale of people can be reached through phone, while the information transmitted by e-mails might be ignored. (Interview with the Director of Human Resource Department)

In terms of employee training in the enterprise, the director believed the programs were various and professional. The implementation approaches were diverse as well. However, the examination and punishment policy were ineffective. In majority of the training sessions, tests and exams are the only evaluation method to assess the learning outcome. According to the director, one can achieve remarkable grade in the exam by memorizing without the practical competences. In addition, there was basically no punishment for the failure of the assessment. The trainee only needs to retake the exam if they failed it, which would significantly diminish the necessary pressure to stimulate the learning motivation. (Interview with the Director of Human Resource Department)

The second interviewee was the human resource personnel who is responsible of employee training. Therefore, the content was particularly concerning the training program in the company. First of all, the employee explained the overall system including divisions, methods, procedures and other figures which were mentioned in the previous chapter.

Moreover, the employee was asked to assess the current system with its advantages and disadvantages. Precisely, the first merit would be the financing of the training because a certain percentage of the money will be invested into developing the program. Secondly, the resources used in the program were professional and sufficient. Not only the studying materials were properly designed, but also the lecturers were experts from their occupational areas. Thirdly, the training methods were updated according to the current trend. With the advanced technology, the company established its virtual learning platform so that trainees were able to arrange studies based on their individual time schedule. Finally, part of the training sessions were designed as an incentive to the employees which would boost the motivation through a non-monetary approach. (Interview with employee training personnel)

However, according to the interviewee, the program still has several flaws. Apart from the general problems concerning employee training, the initial demerit was the time and scale setting of the session. Most of the trainings last for only one day. Either preview or review sessions were provided to consolidate the knowledge. In addition, for such type of program, it is impractical to have an examination which means the effectiveness of the lesson is not guaranteed. Besides, the learning outcome was also damaged due to massive amount of trainees in the class. Another flaw of the employee training was the unacceptable study motivation and attitude. Despite that some of the trainings were designed as incentives, most of the employees consider them as the tasks to complete. Thus, the prime intention of them was to graduate the training program. According to the interviewee, some of the directors and managers even asked their subordinates to complete the online studies and exams for them. Due to the hierarchy

system in China, the subordinates barely refused such request although it was unjustified. (Interview with employee training personnel)

The third interview was conducted with five employees randomly choosing from different departments in business faculty. The purpose of the interview was to obtain opinions from the trainees' perspective. First of all, the general review of the training system was decent. The orientation was introduced precisely to each employee when they were recruited to the company. The prerequisite trainings concerning their occupational aspects were provided as well. Additionally, the observation period was beneficial to their practical skills as individual tutor was assigned. Nevertheless, the interviewees pointed out an essential demerit of the current system which is the inflexibility. To be more detailed, the training program was completely designed by the top management. The amount of participants, time schedule, venue and implementation method were set beforehand. When the employee was noticed to attend the training, there was no alternative option to choose. For example, the training venue could be inconvenient to the employee, yet he or she has to participate because there was no virtual lesson or optional site. Furthermore, the employees also believed that there was no development opportunity in the current system. They were only offered with the training regarding their current position. In order to strengthen the competences, more types of training should be available. As a result, not only the company would be able to improve its capability, but the learning motivation could also be increased because it would provide the opportunity of development, and possibly, promotion. (Interview with common employees)

5 RECOMMENDATION

This chapter provides the recommendations, solutions as well as the implementation concerning the research question. The chapter initially illustrates the general recommendations and improvements for the problems discovered in the previous chapter. In addition, a comprehensive implementation plan with precise stage descriptions is introduced to lead the case company to undergo the changes.

5.1 Recommendations and Improvements

Based upon the data collected from the researches, the author have made a series of suggestions for the case company. To begin with, there are features which the company should maintain and develop. Initially, as mentioned, the company actively updates the training contents and methods according to the modern trend which guarantees the efficiency of the system. Secondly, the top management attitude towards the employee training is remarkably positive. The financial supports for the training programs are adequate. In addition, not only the funds are sufficient, but the training quality is also assured as professional lecturers and materials are used in the programs. Eventually, the case company constantly carries out researches concerning employee training and other human resource functions in their own institution. The participants of the researches were most-

ly from each branch bank and business department. Thus, they were familiar with the topic and had numerous valuable work experience which they could refer to during the researches. Therefore, the company should definitely maintain the positive attitude and behaviours.

However, according to the gathered information, it is not difficult to identify the demerits and problems of the current employee training system in ABC business department in Nanchang. And the problems can be concluded into three categories:

● Training Dilemma

First of all, the current training program is ineffective and inefficient. The implementation of the session also has its difficulties such as to stay focus on the topic and to ensure that every participant could acquire the knowledge and skills. Moreover, the evaluation along with the punishment for failures are relatively weak. Thus, the trainees are merely serious with the training session. In addition, the design of the system has its flaws as well. Inflexibility would be the most crucial one amongst all. Precisely, instead of choosing the session, implementation time, method and venue according to individual will, all the features of the training program is fixed, and the trainees are choosing by managerial personnel, which could also lead to the resistance to participation.

● Communication Dilemma

Apart from the training dilemma, there are also shortages regarding communication level in the organization. As mentioned previously, the communication between different levels is insufficient. The sub-branch banks rarely communicate with each other or with tiered banks which significantly damage the work efficiency. Additionally, the communication within the business department is inefficient as well. The managers are considered as the intermediary between two workers. Therefore, they are unable to concentrate on their main responsibilities. In a word, the communication dilemma reflects the weak connections and cooperation between not only banks, but also departments.

● Employees Resistance

The employee resistance, from the author's perspective, is the most vital problem among all as it directly influences the learning effectiveness. The low motivation is the key component which leads to the resistance. And it is the unsatisfying training system that contributes to the result. Apart from the inflexibility which damages the motivation, the limited choice is another reason. Employees are constantly seeking for opportunities to get promoted. And the development training is crucial in this process. If they are only provided with the training programs that strengthen the skills needed for the current position, they would never be competent for the future job. As a result, a more sophisticated and future-oriented employee training system need to be adopted.

Therefore, the author have developed a potential training system for the case company to implement. The system is an online enrolment platform for the employees to choose the training programs virtually. The company lists all the training programs along with its content description, amount of trainees, implementation time, method and venue on the platform. The employees could voluntarily select the interested programs which would boost the study motivation, thus, enhance the training effectiveness. Besides, from the employee perspective, it also provides the opportunity to develop and to equip themselves for future promotion, which could also increase their motivation. However, there should still be programs which are determined by the top management. The party building is a prime example in this case. Due to the Chinese social specialty, it is compulsory to attend the party building sessions. In addition, the employees are also obligated to attend the training sessions regarding their current jobs and responsibilities. In order to stimulate the motivation, the company could offer more options on these programs. For instance, the training program could be implemented in a variety of forms such as classroom training and online studying. The employees, then, are able to select the suitable option according to their personal situation. And to balance the trainees in both forms, different advantages and disadvantages should be designed. For instance, the training period of virtual studying could be longer, while the classroom training has a fixed time schedule.

Moreover, to assure the learning outcome, evaluations are necessary at the final stage of any training program. The form of the evaluation can be various based on the program itself. Exams are more suitable for the theoretical training, while the simulation practice assesses the operation training better. The most crucial part of the evaluation is that the trainees should attend the evaluation session in person regardless of the studying form. Precisely, even if the employee choose to study online with the materials, they should attend the exam in person. Such policy would significantly assure the quality of the training program. And it could also help with avoiding the situation that managers ask their subordinates to participate the trainings. As for the penalty for failures, retake exams and courses are the fundamental ones. However, if the trainee fails more than three times, a notice would be given to the person that further failure would affect the annual bonus and incentives, which, in a way, works as the stimulating pressure that encourages the studying motivation.

Furthermore, to address the communication dilemma, the personal networking and communication are the keys. One of the solution is developing the orientation period. As mentioned previously, during the orientation, the new employee will be assigned to work and observer an experienced person, and attend the training sessions later. In a word, the contacts that the new employee will engage with are only the tutor and other trainees. As a result, the worker is unfamiliar with employees from different departments or branch-banks. In this case, a brochure with the general introduction of the employees with their responsibilities would be helpful as it indirectly encourages the personal networking and communicating between colleagues. The personal connections are remarkably valued in the Chinese culture. It not only strengthens the communication level, but also

helps with the individual career life. However, the training system at the moment merely provides the opportunity for networking. The fellow classmates in the training programs are mostly from the same department. And because of the hierarchical system in China, the training programs for employees and managers are always separated, which brings difficulties to the relationship building between different levels. As the questionnaire indicates, it is commonly acceptable to mix the employees and managers in the same classroom. From the author's opinion, such action would significantly benefit the company, because not only it encourages the networking and personal connecting building, but it also creates a competing atmosphere. Attributing to the united training programs, employees are able to participate the sessions which were previously designed for managers. In other words, they would also be competent to carry out the responsibilities, which poses a threat on the managers so that they would constantly develop themselves, thus, to achieve better work effectiveness and efficiency.

Eventually, in terms of the employee resistance, the design of the new training system resolves it as well. The online enrolment platform grants more freedom and options to the employees so that they are able to choose the most suitable courses. Secondly, the opportunity of establishing personal connections and networks are boosting the motivation as well. It can be considered as the side benefit of participating the sessions. As for the resistance to change, a precise implementation plan is necessary to assure the acceptance level of every employee.

5.2 Implementation Plan

The implementation of the new training system should go through a variety of procedures. Firstly, business unit should draft a detailed report including the introduction and description of the new system. The explanation of the demand should also be included. The report needs to be sent to the first-tier bank to obtain the approval as such major change requires sufficient resource supply. After the approval, the business department is responsible to inform other branch banks about the upcoming change which could relatively reduce the resistance to change. Then, the company should concentrate on creating various training options. The necessary materials within this stage are the lecturers, studying materials, online studying platform and so on. Consecutively, based on the options, professionals are hired to design the virtual enrolment platform.

After the establishment of the platform, all the employees are obligated to attend the training session to get familiar with the new system. For the new employees, the training session should be included in the orientation period. And as for the current workers, it is more reasonable to divide them into groups to attend the program. As shown from the questionnaire, the resistance to change of the younger generation is considerably low comparing with the senior. In addition, if the younger employees graduate first from the training program, it directly pass on a successful image on to the senior employees. And they could provide assistance to the senior colleagues as well.

5.3   Training Program of the New System

To successfully carry out the training program, the design of the session should followed by the five steps mentioned in the theory part.

5.3.1   Determine T&D Needs

The first step is to determine the training and development needs. As the previous chapter illustrates, the demand of improving and developing the training system is urgent as there are dilemmas arising from different aspects. The analysis has shown that there are still strengths of the current system. The case company should utilize and expand these strengths to increase the effectiveness of the training program. Furthermore, the development of the training program could guarantee the professional performance of each employee in the enterprise, and eventually attract more customers which is the final objectives of any company.

As the researches indicates an average unsatisfying opinion on the current employee training, the task of the T&D program is to minimize the negative feedback concerning it. In order to achieve that, it is a prerequisite to be able to adopt the new training system. In addition, due to the organizational specialty and structure, it is compulsory for every employee to take the training session. However, because the amount of participants is massive, the trainees should be divided into groups and take part in the training at different times. And to provide more options, different implementing methods can be used so that more than one group of people could participate.

5.3.2   Establish T&D Objectives

The second step is establishing the training and development objectives which, in other words, is creating the guidelines and milestones for the program. The objectives are set not only to lead the program, but also to control the implementation process. At the beginning stage of the program, the attendance rate is the first figure to check. A 95% participation rate is acceptable. After introducing the new system, the trainees should be able to explain how the system functions and why it is demanded. By recognizing the present weaknesses, the employees would voluntarily adopt the new system. Finally, before graduating the session, all the trainees should be able to operate the new system.

5.3.3   Select T&D Methods

In order to provide more options to the trainees, different training and development methods should be use to carry out the session.
● Classroom training
   The classroom training is designed for employees with tight and fixed time schedule as it has a shorter training period comparing with others. Basically, it involves two sessions. The first one is theoretical lectures. The lecturer explain the demand for the new system and the problems

in the current system. After that, the lecturer introduce the new training system and teaches the trainee to operate the system. The training time for this part could be relatively short as the concentration should be on the practical operation of the system which is the second training session. The operational training could be implemented in the computer room in the ABC institution. And the scale of the participants should be even smaller. Because in order to successfully acquire the skill, the more detailed tutoring is required. Eventually, at the end of the training program, the trainees are required to take the tests and operations to prove their competence. In addition, they should also give feedbacks concerning the system.

- E-learning
  The E-learning is designed for employees with unstable or overlapping time schedule. There are two parts in the training program as well. The first one is the self-studying process. After enrolling to the training, the online studying materials will be accessible to the trainee. The materials should illustrate both theoretical and practical parts regarding the program. Furthermore, a certain period of studying time is assigned to the students. There are stage feedbacks in the virtual platform as well so that the progress can be checked. It is compulsory for the students to complete the studying and tasks within the given time. A responsible contact is also assigned to each study group which trainees could turn into when problems arise. Moreover, the second part of the E-learning is the examination. To increase the training effectiveness, trainees are required to attend the tests and operations in person.

- Brochure
  To introduce a new system to the company, brochure is the most effective option amongst all. It can reach a numerous amount of people and pass on the essential information to the targets. It can be also considered as the studying material for the practical operation training. In addition, it can be referred as the guidebook in the future operation. The most critical advantage of the brochure is its availability. It can be accessed regardless of time and places. However, it should be combined with other training methods because it is hard to assess the learning outcome. And when there is no examination, people tend to ignore the importance of it.

5.3.4 Implement T&D Program

The fourth stage in this process basically includes two components – the preparation and the actual implementation. Precisely speaking, the necessary materials and resources need to be provided in order to support the implementation. And the first and the most important support would be from the management level as they are the financial and strategical provider of the project. As a result, a detailed list with the required materials and resources needs to be drafted and forwarded to the top management. It should be jointed planned by both human resource department and finance department because the budget for the plan is also included. For classroom

training, the lecturer and the venue are the two essential recourses. Attributing to the operation training, a computer room is demanded for the classroom training. As for the E-learning, the previous virtual studying platform can still be utilized. However, it is necessary to hire experts to design the learning materials such as slideshows, assignments and discussion forums. In addition, brochures should also be drafted by professionals as they are used as side materials in other training methods.

In terms of human resource preparation, lecturers and tutors are needed for the theoretical and operational training respectively. Due to the fact that the implemented system is new, a group of people needs to be trained by the designers in order to be capable of teaching. They should be familiar with the virtual platform and the technical knowledge. The best candidates are the voluntarily applicants because they are the most motivated. Moreover, the technology preparation for the system would be the design of the platform. And because it is not the expertise of the banking industry, the workload should be outsourced to professionals. Additionally, it is suggested to provide more than one options to the trainees in order to increase the learning effectiveness and studying motivation, which is in line with the main objective of implementing the system. Therefore, two different training methods with their unique learning processes are designed for the students.

Eventually, the implementation style, which is the second part of the stage, is closely related to the cultural and regional aspects. In this case, both Chinese cultural and organizational cultures should be taken into consideration. First of all, in China, the hierarchical system dominates almost every field and education is no exception. The gap between teachers and students is relatively large which could affect the learning quality. Students mostly only listen and follow the teachers during the lesson without active thinking. Therefore, the idea of training the fellow colleagues to become the lecturers is reasonable as it minimizes the differences between two parties. Additionally, the "face" concept is another factor to consider while implementing the program. The lecturer should avoid direct criticism and confrontation with the trainees. And it is suggested to learn how to give constructive feedback. However, because the teachers are Chinese, the cultural concepts are already inside their subconscious. As for the organizational culture, it is similar to the situation of Chinese culture. Because the lecturers are selected and training inside the organization, they should be infused with the organizational mission, vision, value and other cultural essences already.

5.3.5   Evaluation

The evaluation stage refers not only to the learning outcome of the training, but also to the feedbacks concerning the program itself. As mentioned in the theory part, the evaluation should be conducted on four different levels:
- Reaction Level
  The reaction level refers to the trainees' reaction to the program. In order to collect the feedback, questionnaires and interviews can be used. One of the option is to use the same questionnaire and interview

questions which the author conducted previously. Therefore, by comparing with the results, it is easy to notice the differences and changes. Alternatively, the company could also design a new questionnaire specifically concerning the training session. In the questionnaire, the general opinion on the training program should be collected. In addition, it is also necessary to obtain constructive feedbacks from the trainees in order to improve the system, because it is vital especially for a newly implemented program.

- Learning Level
  The learning level evaluates the competences gained by the trainees. Exams are mostly used at this stage. By analysing the results, it is easy to assess the effectiveness of the training program. Moreover, because there are both theoretical and operational sessions, the simulation operating should be run in additional to the tests.

- Behaviour Level
  The behaviour level is similar to the learning level, however, it focus more on the future operation. The evaluation requires a longer period of observation, because it assesses the daily behaviour trained by the program. In this case, the inquiries regarding the new system could reflect the results. For instance, if there are inquiries from more than ten percent of the previous trainees, it indicates a negative situation of maintaining the competences.

- Organizational Result Level
  The organizational result level can be noticed from the achievement brought by the training problem. Generally, it concentrates more on the macro improvements. Precisely speaking, the situation analysis was conducted once in the previous chapter. Thus, the company could carry out a new analysis. Then, by comparing the results, the differences can be clearly viewed. As mentioned, there are dilemmas in three aspects. The company could evaluate the training program on the organization result level based on the solution of the dilemmas.

6 CONCLUSION

Nowadays, human resource management exerts significant influence on every industry because no business can operate without workforce. Employee training, as one of HR functionality, is a crucial management tool. This essay focuses on developing the employee training system taking cultural aspect into consideration. The case company is the Agricultural Bank of China, business department, Nanchang division which the author conducted his internship in.

In the first chapter, the author starts with the general background information which reveals the current trend in the human resource management as well as its importance. It also gives a definition of the employee training along with the benefits brought by it. Secondly, the case company is introduced. To begin with, the history of the enterprise is given. There were three major transformations which had significant impact on the or-

ganization. Consecutively, the crucial achievements of the company are listed. In order to obtain a precise view, the mission statement, vision as well as its values are introduced afterwards. The author also explains its business areas and the specialized aspect. After the case company introduction, the research is introduced. Precisely, the authors initially poses the research question "how to improve the training system in ABC Nanchang division taking cultural aspect into consideration". Then, the research objectives are listed, followed by the introduction of the research methods. Basically, questionnaires, interviews and observation are used while conducting the research. And each method is applied according to different objectives.

In the second chapter, the author writes about the theory of human resource management in order to provide the knowledge basis. It can be perceived as the strategic control of the thesis and directs the design of the researches and recommendations. First of all, the definition and options of HRM are given. To satisfy different demand, different choices can be applied such as HR department and HR outsourcing. Then, the concept of strategic human resource management is introduced. The essay compares the two terms and distinguish them from each other by pointing their unique features. Thirdly, the chapter illustrates the functionalities of HRM which are staffing, performance management, human resource development, compensation labour relations, safety and health. The functionalities indirectly reflect the importance of human resource management and guide the organization to carry out these functions. Eventually, the value and cultural impacts on HRM are introduced. It is suggested that the organizational culture and values are affecting all types of activities in an intangible way, while the behaviours of the employees also reflects these essences. Apart from the organizational aspect, the macro environment exerts critical influence on HRM as well, especially in a country with various culture diversity like China. To better understand the culture, the history of the nation development is necessary. One of the most important period would be the "reform and open up" because it directly affected the business and economic environment in China. In terms of the culture factors, there are three essential concepts that everyone should know which are the hierarchy system, "face" and "Guanxi". Apart from those, the theory also points out the lacking of management skills among Chinese companies.

The third chapter provides the theory base regarding employee training and development. The theory can be considered as the "tool" used in this essay because it directly affects the researches and recommendations. Initially, an overview of the concept is given with its definition and objectives. The differences between training and development are included as well. Moreover, the chapter introduces the training and development process and explains each step in details. The first step is to establish the needs of the program which involves undergoing the organizational analysis, task analysis and person analysis. The second step is to establish the detailed objectives of the T&D program in order to guild and control the entire process. Consecutively, the third step is to select the implementation

methods. As suggested, there are basically four categories of training methods:
1. On-the-job training and apprenticeship training
2. Classroom training including lecturing, roleplaying and discussion
3. Operations and procedure manuals
4. E-learning

Each methods can be used individually or combined with others according to the demand. Furthermore, the fourth step is to implementing the program. At this stage, a variety of factors need to be taken into consideration such as supports from management level, personnel and technology preparation. Apart from those, the learning styles, value and cultural factors can also influence the implementation. Finally, the last step is the evaluation of the T&D program. It is suggested that the assessment should be made on four different levels so that a comprehensive view can be obtained:
1. Reaction Level (trainees' feedback concerning the program)
2. Learning Level (competences gained by the trainees)
3. Behaviour Level (performance improvement after training)
4. Organizational Result Level (achievements brought by the program)

The fourth chapter introduces the researches and analysis of the case company. The chapter starts with the company structure and its current situation. And because the author is working in the business department in ABC Nanchang division, the situation of the department is also introduced. Furthermore, the human resource function in ABC Nanchang is included. The chapter explains specific responsibilities of the department. In order to addressing the research questions, the current employee training system in the organization is proposed. Basically, there are three different types of training programs in the organization which are practical operation training, managerial theory training and other trainings such as psychological treatment and pressure management. Party building training, as one of the Chinese special features, is also offered by the company. In addition, the chapter introduces a "Six Hats" thinking method which is adopted in the training program. The company believes that the effective utilization of the model ensures the improvement of the training quality. However, ABC Nanchang division also discovers the dilemma in the training system such as inactive participation, inefficient seminar, lack of concentration and the limited cogitation. The explanation and possible causes are proposed respectively despite that no solution is planned. Moreover, another major part of the chapter is the practical researches including questionnaires and interviews carried out by the author. The general figures such as scales, targets and designs of the research methods are introduced. And the result analysis are presented as well:
1. Questionnaire Result Analysis
   The results are analysed based on the age group division as it has remarkable impact on the choices. Generally, the result indicates a positive attitude towards the company operation and human resource functions. However, the employee training system at the moment is unsatisfying. The junior employees think that the training system is not properly introduced and the traditional training methods are relatively inflexible. As for the senior employees, they prefer the traditional training methods rather than the advanced ones. In addition, they be-

lieve that the current system is acceptable even though the reason behind it could be the high resistance to change.

2. Interview Result Analysis
   The interviews were conducted with three different interviewees. And the results also reveals the demerits and shortages in the training system. The director pointed out the weak enforcement of the system. The penalties are not strong enough to stimulate the trainees. Moreover, apart from the general disadvantages, the employee training personnel mentioned that due to the hierarchy pressure, the subordinates are taking the online training for their managers. The employee representatives emphasized on the inflexibility of the training program. Additionally, they also pointed that the current training system provides no opportunity for future development because they are not able to choose the session voluntarily.

   The fifth chapter proposes the recommendations and improvements based on the information collected from the researches. Firstly, it summarizes the training, communication and resistance dilemmas which the case company encounters. Then specific solutions are introduced respectively. The major solution, from the author's perspective, is create a new virtual enrolment platform. Precisely, it provides more options and freedom to the employees which would significantly boost their studying motivation. The training options are listed on the platform. And in order to provide more choices, different implementation methods should be designed for one training program. After introducing the solution, the implementation plan is drafted with specific steps to guild the organization. And to facilitate the employees with the competence to operate the new system, a training program is designed according to the five steps theory mentioned previously.

   To conclude, the thesis develops the training system in ABC Nanchang division and also indicates possibly the general problems that Chinese enterprises encounter. The essay indirectly reflects the importance of the human resource management and employee training and development. Hopefully, it arouses the attention to these terms and brings developments in these two aspects.

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Questionnaire

Gender:
Age:

1. How long have you worked in the company?
    –
    –

2. Are you satisfied with the current operation of the company?
    –   a. not at all b. acceptable c. good d. very good

3. Are you satisfied with the communication level in the company?
    –   a. not at all b. acceptable c. good d. very good
    –

4. Are you satisfied with the HR function in the company?
    –   a. not at all b. acceptable c. good d. very good
    –

5. Did you have orientation in the beginning of the job?
    –   a. yes b. no
    –

6. Were you provided with adequate assistance when problems arise?
    –   a. yes b. no c. mostly
    –

7. Are you familiar with the training system in the company?
    –   a. not at all b. a bit c. well d. very well
    –

8. Do you have any difficulty in reporting to higher management level?
    a. not at all b. a bit c. many d. a lot
        –

9. In what kind of form do you report to them?
    a. oral
    b. meetings
    c. emails
    d. reports
    e. presentations
    f. others:
    –

10. Did you have any training program concerning this issue?
    –   a. not at all b. acceptable
    –   c. no, but it was mentioned in other trainings
    –

11. What kind of training programs have you participated in? (3 examples)
    –

12. The programs were related to:
    –   a. professions b. communication c. party building d. others:
    –

13. Who were your fellow trainees?
    a. colleagues
    b. managers

   c.   employees from other divisions
   d.   employees from other companies
   –

14. In what kind of form the training programs were implemented?
   a.   on-the-job training
   b.   apprenticeship training
   c.   tutoring
   d.   classroom training (including lectures, roleplays and discussions)
   e.   manuals and brochures
   f.   E-learning
   g.   others:
   –

15. How was the result evaluated?
   –   a. exams b. work practice c. result analysis d. no evaluation e. others:
   –

16. Are you willing to participate the training program together with higher management level?
   –   a. yes b. no c. doesn't matter
   –

17. What do you value the most concerning training programs?
   –
   –

18. And what do you dislike about the existing training methods?
   –
   –

19. Are you willing to change the current training system?
   –   a. yes b. no c. doesn't matter
   –

20. Select the training forms that you are interested in:
   a.   on-the-job training
   b.   apprenticeship training
   c.   tutoring
   d.   classroom training (including lectures, roleplays and discussions)
   e.   manuals and brochures
   f.   E-learning
   g.   others:

Appendix 1

QUESTIONNAIRE

Interviews

Interview with the director of HR department:
Can you briefly introduce yourself and the company and department structure please?
Could you also describe the current HR department?
Are you satisfied with the current situation?
If yes, what do you think would be the strengths of the HR functions?
If not, what could be the problems? And can you think of any reasons for the problems?
Are you satisfied with the performance of the department?
Do you think the working environment is good?

Do you think the communication within the department is adequate?
And what about the communication between other departments?
What do you think of the current employee training system in the company?
What do you think are the advantages and disadvantages concerning it?
Does the company provide training programs for managers?
If yes, what was the content? And were those helpful and practical in the real work life?
If no, will u be willing to take one?

Interview with employee training personnel:
Can you briefly introduce yourself and the responsibility of your position?
Are you satisfied with the current situation of the company?
Are you satisfied with the performance of the department?
Can you introduce and explain how the employee training functions in the company?
What do you think are the advantages and disadvantages of the training system?
Do you think the top management adequately supports the employee training?
Do you think the system should be changed or improved?

Interviews with employee representatives:
Can each of you briefly introduce yourself and the responsibility of your job?
How long have you been working in the company?
What do you think of the current situation of the company?
And what about the employee training system? What are the advantages and disadvantages?
Did you have orientation at the beginning of the job?
Were you all provided with the necessary training before you start to work?
Do you think there is the demand to improve the system? And in what aspect exactly?

Appendix 2

INTERVIEWS