

Human Resource Training and Development

A Case Study of Vietnam Petroleum Institute

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**Human Resource Training and Development
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Human resources which can refer to anything concerns the company's employees and their relationships with the employer, have an important and active role in a company's development strategy and ensuring the success of a business. Therefore, having a good human resource training and development program is necessary to a company because it can help to improve the employees' skills and performances as well as contribute to the company to achieve its goals successfully.

The purpose of this thesis is to analyze the actual situation of the human resources in the Vietnam Petroleum Institute as well as the training program that has been used in the organization. Moreover, based on the development plan of the company, some suitable solutions are suggested in order to create a better and more useful training and development program to improve the knowledge and skills of the employees in Vietnam Petroleum Institute (VPI).

In this thesis, the theory of human resources and human resource training and development were studied and discussed to determine their importance to the company and its contributions to the company's success.

In order to collect sufficient and detailed data, both quantitative and qualitative methods were used in this research, in which the questionnaire's responses were the main information source. In addition, statistics and documents supplied by the company were also analyzed. Then, follow-up interviews were also carried out to gain further insight into the responses received from the questionnaire.

Finally, based on the results of the empirical research, the author was able to conclude about the human resource training and development in VPI. The company already obtained some achievements through its previous training and development programs such as applying the on-the-job, mentoring and seminar methods as well as building a comfortable working environment for employees. However, there are still some limitations that the company need to improve in the future training project such as focusing on the training of junior employees; and improving management, language, communication and information technology skills of the employees. Then, recommendations were prepared for VPI in order to help the company build a better and more effective training program in the future.

Table of Contents

1	Introduction	6
1.1	Purpose of the thesis	6
1.2	Research problem	7
1.3	Research approach.....	7
1.4	Theoretical approach.....	7
1.5	Framework of the thesis	8
2	Theoretical background.....	9
2.1	Human resource	9
2.1.1	Work design and workforce planning	10
2.1.2	Managing employee competencies	11
2.1.3	Managing employee attitudes and behaviors	13
2.2	The role of human resources among the company functions.....	15
2.3	Human resrouces training and development	16
2.3.1	The purpose of training and development	16
2.3.2	Training and development definition	18
2.3.3	The need for human resource training and development.....	19
2.3.4	Strategic human resource training and development.....	20
2.3.5	Human resource training and development methods and techniques ..	20
2.3.6	Designing an effective training and development program.....	20
2.4	Summary	26
3	Research approach.....	28
3.1	The nature of research.....	28
3.2	Research methods.....	28
3.3	Chosen methods and methodology	30
3.3.1	Secondary data	30
3.3.2	Questionnaire	30
3.3.3	Interviews.....	31
3.3.4	Analysis.....	31
3.4	Validity and reliability	31
4	Empirical study	32
4.1	Case company: Vietnam Petroleum Institute	32
4.1.1	Business idea and market	33
4.1.2	Products and service.....	34
4.1.3	Current situation of the human resource in VPI	35
4.2	Results of the study made at VPI headquarter and PAC.....	40
4.2.1	Human resource development planning.....	40
4.2.2	The results of the study made at VPI headquarter	41
5	Conclusions and recommendations	48

5.1	Conclusions	48
5.1.1	Achievements	48
5.1.2	Limitations	49
5.2	Recommendations.....	49
6	Theoretical linkage	51
7	Summary.....	52
	References	53
	Figures	55
	Tables	56
	Appendices.....	57

1 Introduction

From a small business to a larger organization, the Human Resource function is one of the most important parts of the company. It plays as an essential role in developing a company's strategy as well as handling the employee-centered activities of an organization.

Human Resource training and development is the imparting of necessary knowledge and skills to a human resource professional in the organization. This is very important for the organization because they need continuous upgrade of their skills and attitudes.

Vietnam Petroleum Institute (VPI) is a member unit of Vietnam Oil and Gas Group and in charge of doing scientific and technological research. The company always attach special importance to the training and development resource. In order to improve the knowledge and skills of its employees, VPI plans to run a long-term project about setting up an effective and suitable training program that the employees can adapt and comprehend easily.

1.1 Purpose of the thesis

The thesis was based on the training project of VPI that the author had chance to participate during the internship period. Therefore, the purpose of this thesis consists of:

- Study the definition of human resource as well as human resource training and development. Then, discuss their importance in an organization and the method to build an effective human resource training and development program.
- Find out the employees' opinions and comments about the previous training courses conducted by the company according to the results of the survey and interviews.
- Based on the development plan of the company as well as the findings from the survey and interviews, give VPI some possible recommendations in order to help the company build a better training program that can improve the employees' knowledge, skills and abilities.

Because the total amount of employees is really huge at around 600 people and they are also working in other cities, so the research was only able to carried in the headquarter where the researcher was working as a temporary employee and one more subordinate unit. Therefore, the target group in this research is all the people are currently working for the VPI's headquarter and Petroleum Archives Center (PAC) in different fields such as research and development, assembly line, management and supporting.

1.2 Research problem

It is said in the company's vision and mission that supplying the best service to the partners and customers is one of the most important goals of VPI. Therefore, the company always focus on improving its human resource quality because high-qualified employees can help the company to reach its objective successfully (Vietnam Petroleum Institute Vision-Mission-Core Values).

Hence, in order to improve the employees' abilities, training and development program is the necessary and essential step. This is the reason why the company plans to run a long-term training project that can help to obtain its goals in an effective way.

Thus, this research was carried to help the company find out about the employees' opinions and expectations about the training and development programs. Then, based on these responses and the strategic development plan of the company, VPI can build a better training and development program which is not only able for the employees to comprehend but also supports the development of the company.

1.3 Research approach

This thesis has been written following the real project running by the company during the author's internship there. Therefore, the author was provided by the company some internal information such as background data of the employees and documents about previous training course.

Both quantitative and qualitative were used in this thesis to collect detailed information and data in order to reach its objectives. Survey was the main method was used in this research. The survey was complied in electronic form and sent to all the employees through the company's internal email system to gather answers and responses. In addition to the survey method, the author also conducted interviews with employees from different departments and working fields of the company.

1.4 Theoretical approach

The theoretical approach mainly based on literature resources about human resource and human resource training. The main objective here is to understand human resource and human resource training as well as its importance for an organization.

According to the purpose above, there are two main parts in the theoretical approach. The first part is about human resources and its importance in an organization. Then, the second part concentrates on human resource training and how to build an useful and adaptable training program.

The book "Human resource management: managing employees for competitive advantage" by Lepak and Gowan was mainly used in this part because the author found it suitable to the discussion and it also emphasizes the mentioned topic.

1.5 Framework of the thesis

The thesis includes nine chapters. The first chapter introduces general information, purpose of the thesis, research problem as well as research and theoretical approach.

The next chapter concentrates on theoretical background. This part gives a definition of human resource and explains its importance. It also determines human resource training and methods to set up a good training plan.

Then, the third chapter is about research approach. In this part, some research methods are introduced and followed by the chosen methods. The validity and reliability of the study are also mentioned in this part.

The fourth chapter focuses on the empirical study. It introduces the case company with more detail and its current actual situation in the field of human resource and training program. The research result is also analyzed and discussed in this part.

Based on the analyzed result of the research, the next chapter presents the conclusions and recommendations by the author.

Then, the linkage and the possible match between the theory and empirical study are mentioned and discussed in the sixth chapter.

Finally, the thesis ends with the summary chapter. This part is the overview of the entire study. In addition, the whole thesis has been gone through again and summarized in this chapter.

2 Theoretical background

2.1 Human resource

Human resource, also referred to as human resource management, is fundamentally an expression of an organization's belief in the employee element of that organization's success. Human resource is the implementation of a strategy to drive innovation, productivity and share price through mobilizing the workforce towards excellence.

According to Bogardus (2004, 2), in a company or an organization, human resource is the department or support system that is responsible for all activities related to workforce needs including attracting and retaining qualified employees, ensuring that the organization operates within legal requirements, managing the people who make up the organization and maintaining a workforce that serves the organization's needs.

Human resource management is involved in anything related to the company's employees from the Chief Executive Officer to the worker on the production line including recruitment, selection, employment and exit of employees from the organization. (Bogardus 2004, 2)

Human resource focus on managing people within the employer and employee relationship. Specifically, it involves the productive use of people in achieving the organization's strategic business objectives and the satisfaction of individual employee needs. It also adds value by designing and implementing human resource policies and practices that motivate employees to translate their know-how into productive behavior.

According to Lepak and Gowan (2010, 8), there are three primary human resource activities including:

- Work design and workforce planning: designing jobs and making workforce plans in order to achieve organizational goals.
- Managing employee competencies: identifying, acquiring and developing employee talent and skills.
- Managing employee attitudes and behaviors: encouraging and motivating employees to perform appropriately in order to contribute to company goals.

The three primary activities above are highlighted in Figure 1. At first, companies have to design the jobs and ensure that employees are able to meet the organizational goals. Then, companies must ensure that employees have the required competencies to perform

those jobs. Lastly, employees must be encouraged and motivated to use their competencies productively. (Lepak & Gowan 2010, 8)

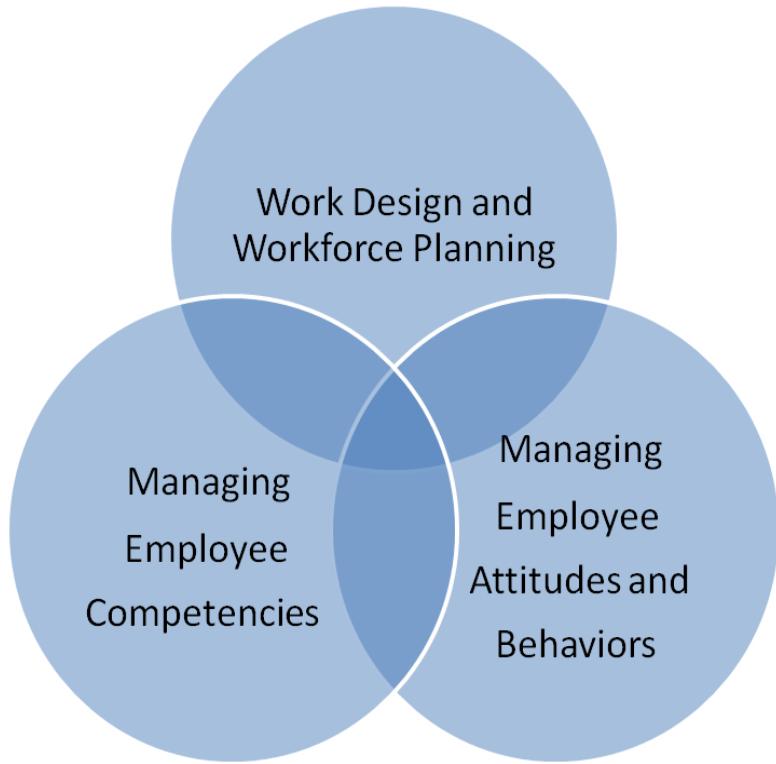


Figure 1: Primary Human Resource Activities

2.1.1 Work design and workforce planning

Work design and workforce planning are two critical components of managing employees and the start point of human resource. Managers should design jobs in a way that employees can perform tasks responsibilities potentially to add value to the company. Moreover, the skills and what kind of workforce required for the organization are discussed to make sure that the organization will have the right people in the right place and at the right time to continue and build its operations.

During this process, organizations determine how many and what kind of employees they require; take into account factors such as the age of the workforce, turnover rates within the organization and specific teams; identify positions which are business critical to the organization; and use methods to build a pipeline of internal employees able to step up in addition to the activities of recruiting and selecting external applicants for internal vacancies (Lepak & Gowan 2010, 8).

a) Job design

At first, managers have to define a job in term of specific task and responsibilities and identify the abilities, skills, knowledge and qualifications needed to perform it successfully. Then, the jobs are analyzed in order to determine job size and description as well as the role of employees.

Job design is a function of the tasks that employees are expected to perform. It also represents the managers' choices regarding how the tasks are to be carried out. There are many different ways for managers to design jobs but they need to consider some questions such as:

- What tasks that should be emphasized when designing a job?
- How simple or complex are the tasks?
- How many tasks can the employees perform?
- How much flexibility needed to provide to the employees in term of how and where they carry out the tasks? (Lepak & Gowan 2010, 9)

b) Workforce planning

Workforce planning is the process by which an organization attempts to ensure that it has the right number of qualified people in the right jobs at the right time. Companies have to decide how to allocate employees through such as promotions, demotions and transfers to the places that they can contribute most significantly (Lepak & Gowan 2010, 9).

The important decisions in workforce planning are:

- How to address a labor shortage?
- How to choose between requiring current employees to work overtime and hiring additional full-time staff?
- When an outsource work should be chosen instead of hiring new employees?

2.1.2 Managing employee competencies

The purpose of this activity is to ensure that employees have necessary competencies such as knowledge, skills, abilities and other talents to effectively perform their tasks. These employees' competencies directly influence the types of jobs that they can perform. Managing competencies consists of recruiting and selecting the right people and training them to succeed in their jobs. (Lepak & Gowan 2010, 10)

a) Recruitment

Recruitment is the process of seeking and attracting a pool of applicants from which qualified candidates interested in working for the company or encouraging individuals within the company to pursue other positions. A job vacancy may be filled from within or outside the organization. Some of the different methods used to recruit employees include job posting, newspaper advertising, social networking sites and executive search.

The most important point in this process is having a clear understanding of the competencies needed to succeed in a job and designing a strategy for identifying individuals in the labor market who have these competencies and who would be a good match for the organization's culture and goals. The key issues to address in creating a good recruitment strategy include:

- Competencies needed to recruit
- The target groups of recruitment message
- The recruitment is internally or externally or both
- Offering a good employee value proposition to attract the right applicant (Lepak & Gowan 2010, 10)

b) Selection

On the other hand, selection is concerned with selecting the best applicant from the applicant pool which was formed during the recruitment process. It involves choosing from the available candidates the individual predicted to be most likely to perform successfully in a job. There are several steps in the selection process including reviewing the application forms, psychological testing, employment interviewing, reference checking and completing a medical examination. Then, a selection decision is made based on all the information gathered.

After making selection decisions, the company made a commitment to an individual. Managers need to ensure that selection decisions are based on sound reasoning and do not violate employment laws considering the time, money and energy spent on recruiting and selecting new employees. (Lepak & Gowan 2010, 10)

The key issues in making selection decisions are:

- How to generate information that needed to make an effective and legal hiring decision?
- Which tests are most effective for identifying employees with high potential?

- What questions should be chosen to ask candidates during an interview?

c) Training

Whereas recruitment and selection focus on finding and selecting the right person for the job, training ensures that the new and current employees know the ins and outs of the organization and have the skills they need to succeed. (Lepak & Gowan 2010, 11)

Training is the activity which builds the performance of individuals through activities such as training, education or mentoring employees. This process can turn poor performers into solid performers and good employees into greater ones. Training transfer is a key topic in this area and understanding how training is transferred back to the workplace as well as what the workplace can do to encourage the application of new knowledge is a central concern of training and development practitioners.

All new employees need training even when companies successfully hire employees with great deal of potential, and the training depends on the company's needs. In addition, employees need to learn about the company itself, its culture and the general way it operates.

Some important decision should be considered in training are:

- Determine which employees need to be trained
- Design an effective training program
- Choose the most effective training methods to meet the needs

2.1.3 Managing employee attitudes and behaviors

The third group of primary human resource activities is about encouraging the right employee attitudes and behaviors requires motivating workers to continually improve their performance. The tools that managers can use to guide employees' job efforts are compensation, incentives, performance management programs as well as employee benefits, health and wellness programs. (Lepak & Gowan 2010, 11)

a) Performance management

Performance management is concerned with determining how well employees are doing their jobs, communicating that information to the employees and establishing a plan for performance improvement. The information generated by this process is also used for linking re-

wards to performance, identifying training and development needs and making placement decisions.

An effective performance management not only involves in evaluating employees but also focuses on providing employees with both positive and negative feedback as well as using employee development activities to improve current and future performance. (Lepak & Gowan 2010, 11)

The critical issues in performance management are:

- The best way to measure employee performance
 - How to communicate the information to employees
 - How to give employees the performance evaluation and development feedback in order to improve their performance
 - How to manage poorly performing employees
- b) Compensation and incentives

The compensation system of a company has strong influence on the employees' attitudes and behaviors because it is a message regarding the value of employees to the company. If employees have the feeling that their company does not value them, they may not work as hard as possible or search for other companies and opportunities. In contrast, if employees know that their company compensates them at a fair level for their performance, they may work harder to help the organization to meet its goals.

Furthermore, a rewards and incentives system can show employees how managers expect them to focus their time and energy. All the companies reward the employees based on their performance but the incentive systems may differ depending on how companies value their employees. The incentive system size is also an important indicator of how a firm values a particular activity or level of performance. (Lepak & Gowan 2010, 12)

The key questions about designing compensation and incentive systems are:

- What factors should be considered when determining the salary range for a job?
- What is the best way to determine how much employees should be paid?
- How much of that pay should be guaranteed and how much should be based on incentives?
- What types of incentives should be used to encourage the employees attitudes and behaviors the firm wants?

c) Employee benefits, health and wellness

The last part of managing employee's attitudes and behaviors is about employee benefits, health and wellness. They are sometimes referred to as indirect or non-cash remuneration. They include superannuation, life insurance, disability insurance, medical and hospital insurance, long-term sickness and accident disability insurance, annual leave, sick leave, maternity leave and tuition refund programs. It is important for the managers to understand their responsibilities to ensure that the employees work in a safe and healthy environment. By improving the quality of work life, they can reinforce the attractiveness of an organization as a place to work and emphasize that it cares about its employees. (Lepak & Gowan 2010, 12)

The critical issues considering employee benefits, health and wellness management include:

- The most appropriate benefit programs for the company's workforce
- The legal requirements regarding benefit programs
- Ensuring the safety of the employees

2.2 The role of human resources among the company functions

As can be seen in the table below, human resource management is one of the five basic functions that make up a modern organization together with sales and marketing, information technology, operations and manufacturing as well as finance and accounting.

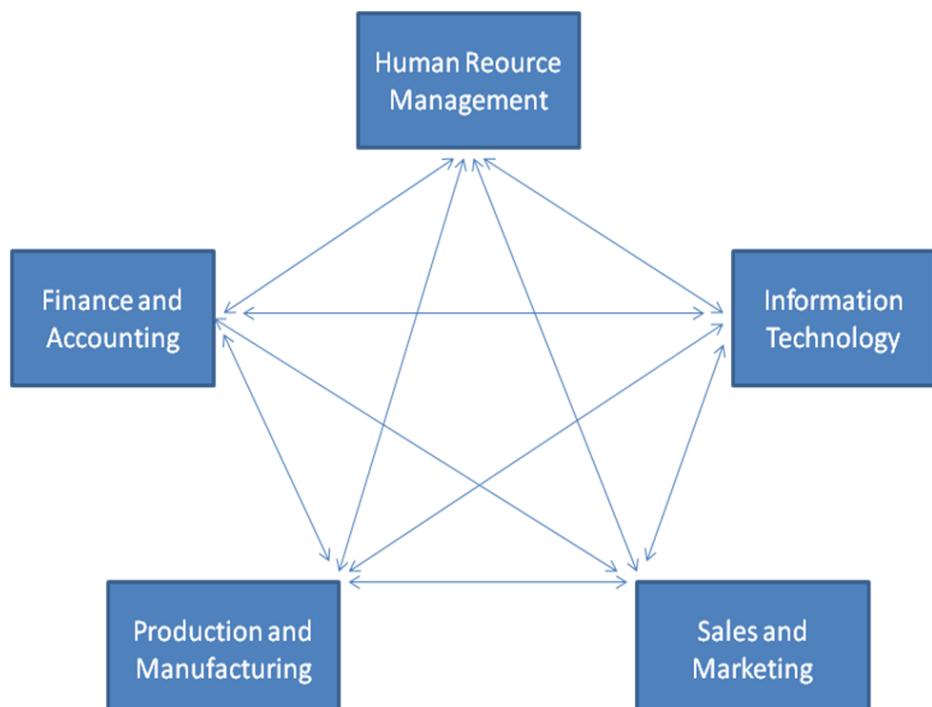


Figure 2: The interrelationship of organizational functions

Like the other four functional areas, human resource has a vital role in the operation because an organization could not exist without people.

Nowadays, as organizations grew larger in the challenging business environment, human resource management must play a more active role in ensuring the success of the business. Hence, the human resource role is evolving into a strategic, operational and administrative one. (Bogardus 2004, 4)

In the challenging business environment existing today, human resource must play a more active role to ensure the success of the business. Therefore, the role of human resource management evolves into bigger one including strategic, operational and administrative.

a) Strategic role

Strategic role is about identifying organizational goals, determining which human resource will be needed and developing human resource practices and programs that contribute to the achievement of those goals.

b) Operational role

Operational role performs day-to-day tasks such as recruiting new candidates, solving employees relations problems, counseling employees in a manner consistent with the organization's needs and goals. It consists of analyzing jobs with hiring managers, writing job descriptions, creating recruiting plans for individual jobs, running advertisement, interviewing and evaluating candidates, administering pre-employment tests and conducting background or reference checks on selected candidates.

c) Administrative role

Administrative role develops policies of the company to ensure that they are fair, equitably to enhance the organization's ability to meet its goals. It also maintains employment records and ensures the compliance with federal, state and local employment laws and regulations. (Bogardus 2004, 5)

2.3 Human resources training and development

2.3.1 The purpose of training and development

Human resource training is the systematic process of supplying employees the competencies including knowledge, skills and abilities that are required for their current jobs. Furthermore,

some companies also invest in developing employees for other jobs. The purpose of training is to improve the employees' performance in their current jobs. Training and development can help an organization to equip its workforce to gain a sustained competitive advantage. (Lepak & Gowan 2010, 224)

The aim of training for new employees is to provide them the necessary skills to meet performance standards. This leads to personal growth and enhanced self-esteem. In addition, training also remedy substandard performance.

There are two special types of training programs that organizations pay more attention to as they focus on employees as human capital critical to organizational success which are orientation and onboarding.

a) Employee orientation

Orientation is a process designed to ensure employees know and understand the company's policies and procedures when they start their job. This program can help employees to understand how their jobs fit with the goals of the company. It also helps employees get off to a good start and improve their retention rates (Lepak & Gowan 2010, 223).

Formal orientation can achieve significant cost saving by reducing the anxieties of employees and fostering positive attitudes, job satisfaction. Hence, orientation reduces the likelihood of new employees quitting job before they feel bonded to the company (Stone 2013, 380).

The orientation activity should be planned as soon as the employee join the organization because if it is not planned, new employee might learn about the job and organization from untrained, ill-informed people. Then, it can lead to frustration, poor performance and negative attitudes toward the organization (Stone 2013, 381).

The content of the orientation program should be laid out and comprehensive in its coverage. It also must provide essential information on the employment relationship, build identification with the organization and establish high performance expectations (Stone 2013, 381).

b) On-boarding

On-boarding refers to the hiring and integration process used to ensure a smooth transition of new employees, especially mid- and upper-level executives, into their jobs and the company to help them to acclimate to the culture and goals of the company. (Lepak & Gowan 2010, 224)

2.3.2 Training and development definition

Bogardus (2004, 171) points out that training and development are two areas of human resources management that cover programs designed to improve employees skills and prepare them for future responsibilities. These two areas are part of the human resource development function.

Human resource training and development programs can affect employee morale and productivity in a positive way. They create improvements to quality in both product and service offerings. The programs include activities in two areas which are training and development, in which training programs provide solutions for short term needs and designed to solve immediate problems. Whereas, development programs provide long term solutions and designed in a way that can meet an organization's future needs. These programs also increase employees' value to the organization (Bogardus 2004, 172).

Human resource training and development is the imparting of necessary knowledge and skills to a human resource professional in the organization. This is necessary because human resource professionals are very important for the organization and they need to continuous upgrade of their skills and attitudes. Training them to bring them on par with the organization's goals and in tune with the industry trends is necessary because well-equipped human resource professionals are the means to ensuring optimal performance from the organization's employees (Essentials of human resource training and development).

In addition, training and development can help in optimizing the utilization of human resource that further helps the employees to achieve the organizational goals as well as their individual goals. At first, a good training can provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization. It also helps the employees in attaining personal growth. Besides, it can help in increasing the job knowledge and skills of employees at each level as well as expanding the horizons of human intellect and an overall personality of the employees (What is the importance of training and development to the organization).

According to Lepak and Gowan (2010, 223), training and development are critical activities to ensure the success of a company. Moreover, training is usually one of the top three benefits that employees want from their employers. Therefore, providing an appropriate training opportunities for employees can increase their satisfaction and encourage them perform at a higher level in order to help the company achieving its goals.

2.3.3 The need for human resource training and development

Nowadays, human resource training and development is an important activity because employee know how represents a key source of sustainable competitive advantage. Moreover, a well trained and multi-skilled workforce is essential to economic survival (Stone 2013, 357).

In an organization, both the newly hired and existing employees need to be trained. The former need training to perform their jobs while the latter need to acquire new knowledge, skills and activities. There are many changes that make organization an employees to continually face with situation that require learning and knowledge exploitation (Stone 2013, 357).

a) Business and economic changes

Today, recession, international competition, tariff reduction, global outsourcing and restructuring are factors that can affect organizations. It can be seen clearly that by giving the increasingly competitive and ever-changing business and economic environments, training and development can support the organization's business strategy and play an important role in creating better motivated and self-reliant employees (Stone 2013, 357).

b) Technological changes

The technology is now changing everyday and no employee or organization can escape from its impact. New technologies and modern equipments require employees to possess new skills and know how. In order to compete with the competitors, employees need to learn more and faster and it creates the need for training and development (Stone 2013, 358).

c) Organizational changes

Organizations are now becoming more participative, flexible and their changes also create human resource development needs. There are six key areas of organizational change that can impact human resource development including:

- Pressure for workforce productivity have intensified with organizations and industries
- The pace of change continues to accelerate
- Organizations continue to shift their focus to the customer and quality
- The area for an organization's planning and action is becoming global
- Business strategies depend more on the quality and versatility of a company's human resource
- Work structure and design are changing dramatically (Stone 2013, 359)

d) Social, legal and other changes

Changes in social attitudes, legal requirements and industrial relations can also generate needs for training and development. They demand new knowledge, skills and abilities from both employees and organizations (Stone 2013, 359).

2.3.4 Strategic human resource training and development

Human resource training and development has a pivotal role in improving both organizational performance and individual growth. However, it must be aligned with corporate objectives. If an organization wants to gain real benefit from expenditure, the training strategy has to be designed specifically to address its strategic business objectives. The organization's competitive strategy will not be supported if the training and development program fails to link to business objectives (Stone 2013, 360).

2.3.5 Human resource training and development methods and techniques

According to Stone (2013, 362), training and development are concerned with changing employee behavior and improving job performance, in which training typically emphasizes immediate improvement in current job performance. Whereas, development is about preparing the employee for future job responsibilities through the acquisition of new experiences, knowledge, skills and attitudes.

The scope of training program is determined based on the analysis about the job description, and specification. Then, the training needs are generated in order to ensure that employee knowledge and skills match the future human resource requirements (Stone 2013, 364).

A systematic approach to training and development involves three steps which are assessment of training needs, conduct of the training activity and evaluation of training activity.

2.3.6 Designing an effective training and development program

The training and development program focuses on acquiring the required knowledge, skills and abilities to facilitate the achievement of employee career goals and organizational strategic business objectives.

The flowchart in the following figure shows the systematic process to create an effective training program. It consists of four parts which are need assessment, design, implementation and evaluation. (Lepak & Gowan 2010, 225)

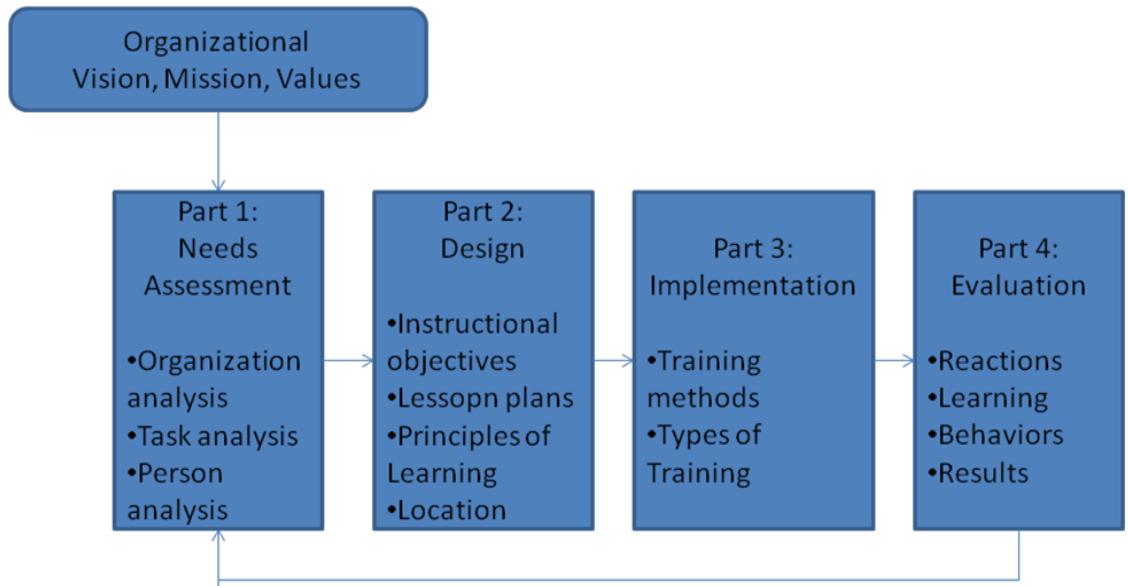


Figure 3: Flowchart for Designing an Effective Training Program

All the four parts of this process are critical and the input that the manager provides for each part is the key. The job information provided is used to design the training program. In addition to that, the information about where training is needed, who should be trained and the types of training that should be delivered is also necessary.

2.3.6.1 Needs assessment

Training plays an important role in improving the performance of employees but it is usually costly and time-consuming. Hence, wise managers conduct a training needs firstly to understand where training activities can have the most impact within their organization.

The needs assessment determines the gaps between what employees should be doing and what they are actually doing. Then, training is used to fill these gaps. A need assessment includes three separate and equally important analyses which are organizational analysis, task analysis and person analysis. (Lepak & Gowan 2010, 225)

a) Organizational analysis

Organizational analysis is the first step in the assessment process and it identifies the company's progress toward achieving its goals and objectives. This analysis focuses on determining training gaps across a company's workforce.

In addition to finding where training is needed, the organization analysis also determines the internal and external factors that affect the company's goals and how to do it. In the internal environment, employee grievances, absenteeism, turnover and accident can indicate a need for training. Whereas, in the external environment, the demographics of the labor market determine the availability of workers with the skill sets needed to achieve the company's goals (Lepak & Gowan 2010, 226).

b) Task analysis

After the organization analysis, the task analysis is conducted to identify gaps between the knowledge, skills and abilities needed to perform work required to support a company's objectives and the current knowledge, skills and abilities that the employees have. It focus on determining the specific training content that needed to reduce the gaps between what employees know and able to currently do and the knowledge, skills and abilities that they need to contribute to their companies (Lepak & Gowan 2010, 226).

This analysis help to identify job performance standards and the knowledge, skills and abilities that needed to perform these tasks (Stone 2013, 367).

c) Person analysis

This analysis is about deciding which employees actually need to participate in training program. The information that needed in this process could be gathered from many kinds of sources such as observation, performance appraisals, supervisor recommendations and employee skills inventories. Besides, skills tests and individual production records are also used to determine which employees need training.

Generally, person analysis is a good tool to use to identify situations, in which employees simply are not properly trained but it does not overcome problems of employee motivation or effort. Then, in the case that employees are not motivated to perform tasks well, training them is not a great way and only increases the training costs (Lepak & Gowan 2010, 227).

2.3.6.2 Design

The result from the need analysis can tell managers where the training is needed in the organization, what training initiatives should be focus on and which employees should participated in the training programs.

At the beginning of the design process, the goals of the program must be clarified clearly to help ensuring that the training program is results oriented and supports the company's mis-

sion. An effective designing process includes establishing the program's instructional objectives, developing the lesson plans for it and incorporating principles of learning. (Lepak & Gowan 2010, 228)

a) Instructional objectives

Instructional objective is the statement that describe the purpose of training program and what is to be accomplished and then drive the design of the program. The objectives should be linked to the organization's goals and conveyed to employees so that they understand what they should learn from the training and how they can use it in the job (Lepak & Gowan 2010, 228).

b) Lesson planning

The lesson plan is a map of what should be done during each training session to achieve the objectives. This map is about what will be covered, who will cover it, how the material will be taught, where it will be taught and how long each part will last (Lepak & Gowan 2010, 228).

c) Principles of learning

In general, people do not all learn in the same way or at the same place so that, when designing and providing informal as well as formal training and development programs for employees, the delivery method is also as critical as the material itself. There are some principles of learning including:

- Learning style: it is about how people prefer to absorb and process new information.
- Learning agility: the willingness of employees to seek new experiences and opportunities to learn new knowledge and skills.
- Self-efficacy: the confidence that a person has about performing a particular task.
- Interest in a training program: managers need to understand the importance of carefully choosing the right training program for employees to make them interested in it.
- Location: choosing suitable location is important for training success, the factors that managers should think about are really basic such as heat, light and comfortable seating (Lepak & Gowan 2010, 229).

2.3.6.3 Implementation

This step is about choosing suitable method to carry out the designed training program based on its content. The method of training delivery is appropriate for the content and audience can increase the value that the training adds. (Lepak & Gowan 2010, 231)

a) Training methods

The content of the training determines whether it should be high tech/low tech or high touch/low touch and some content calls for both, in which:

- low tech: limited or no use of computers and/or audiovisual technology.
- high tech: training depends on use of computers and/or audiovisual technology.
- low touch: minimal or no interaction with others.
- high touch: training involves extensive interpersonal interaction (Lepak & Gowan 2010, 231)

There are many training methods, the most common ones consist of:

- On-the-job training: the training that occurs when a manager or coworker teaches an employee how to perform some aspect of a job in the actual job location rather than in a separate training location. This method is frequently used and can be cost-effective because employees are also being productive while learning and they does not have to take time away from the job to attend training program (Lepak & Gowan 2010, 232).
- Operation and procedure manuals: employee operations and procedures manuals outline company policies and practices well. Therefore, with the available written down procedures an task guidelines on the job, employees can refer to them for clarification or when they forget something (Lepak & Gowan 2010, 233).
- Classroom training: traditional learning that includes lectures, role plays, discussion and other experiential activities.
- E-learning: the method that use internet, computers and other electronic tools to deliver training programs. There are many forms of e-learning such as web-based training, desktop training and podcast.
- Audiovisual training: the training activity that provide instruction on a topic to employees showing them a video presentation which is stored on a DVD, VHS or CD-ROM.
- Simulations: a method that replicates the work employees will be doing without the safety and cost concerns often associated with various jobs (Lepak & Gowan 2010, 234).

- Blended learning: the use of multiple modes of training, often with one part being online, to accomplish a training goal. this is probably the most frequently used form of training now (Lepak & Gowan 2010, 235).
- Coaching and mentoring: coaching is a short term training provided one-on-one and focused on performance improvement relative to a specific skill or ability; while mentoring is a longer term relationship that involves a more senior employee teaching a junior employee how the organization works and nurturing that person's career progress (Lepak & Gowan 2010, 236).

b) Types of training

In general, training can be divided in four categories including:

- Compliance training: this group consists of legal compliance training and diversity training. the former ensures that a company's managers and employees know what they can or cannot do from a legal standpoint while the latter helps to reduce discrimination by making employees more aware of the value of differences in the workplace and the problems associated with stereotypes.
- Knowledge training: knowledge is the key for companies to achieve a competitive advantage in today's global business environment. It can be technical or practical. Job descriptions should describe the knowledge employees need, then training programs can be planned to address identified gaps.
- Skills training: all jobs require skills in addition to knowledge. Job description should be written well to provide information about the skills a person need to successfully do a job.
- Behavioral training: employees need training on the behavioral aspects of their jobs. This training focuses on how to get a job done (Lepak & Gowan 2010, 237).

2.3.6.4 Evaluation

This is the final component of a successful training program. It is critical for managers to make sure that training programs deliver good results. There are four levels of evaluation which are determined by training professionals including reaction, learning, behavior as well as results and return on investment: (Lepak & Gowan 2010, 238)

a) Reaction

This level focuses on how employees react to the training program and their satisfaction with the content and delivery of training. Employees usually are required to complete the course

evaluations at the end of each term. These evaluations are often about rating on a scale of 1 to 5 the extent to which employees learned in the course, how challenging the courses are, motivation from instructor, etc (Lepak & Gowan 2010, 238).

b) Learning

Learning is about the skills, knowledge or attitude changes as a result of training program. After completing the course, students will be tested via paper and pencil or computerized format about their accumulations (Lepak & Gowan 2010, 239).

c) Behavior

This level involves changes in behavior on the job as a result of training. The training program should help employees perform at higher levels or able to do new things. Hence, if the right employees were trained based on a thorough training needs analysis, their performance should improve. The improvement of employees can be seen through performance reviews and observations (Lepak & Gowan 2010, 239).

d) Results and return on investment

Result is about the impact of training on business activities and processes. The tools and techniques used in this level includes cost reduction, productivity increases, improved quality, reduced labor hours, decreased production or processing time, etc.

The return on investment level compares the costs of the training program with monetary results and is usually expressed as a percentage. Many measures can be used to evaluate the return of investment of training programs including:

- Total cost of training such as facilities charges, course materials, instructor fees.
- Per participant training costs
- Savings generated such as reduces waste, reduce errors.
- Costs compared to savings
- Projects savings from conducting the training (Lepak & Gowan 2010, 240)

2.4 Summary

To conclude, human resource is the department that responsible for personnel sourcing and hiring, applicant tracking, skills development and tracking as well as benefits administration. This is a critical component of employee well-being and development plan in any business.

Then, human resource training and development is a function of human resource management concerned with organizational activities which aimed at improving the performance of individuals and groups in organizational settings. Hence, organizations should concentrate on creating a good and effective training and development plan in order to help them to successfully approach their goals.

The framework of the above theoretical background is shown in the following figure.

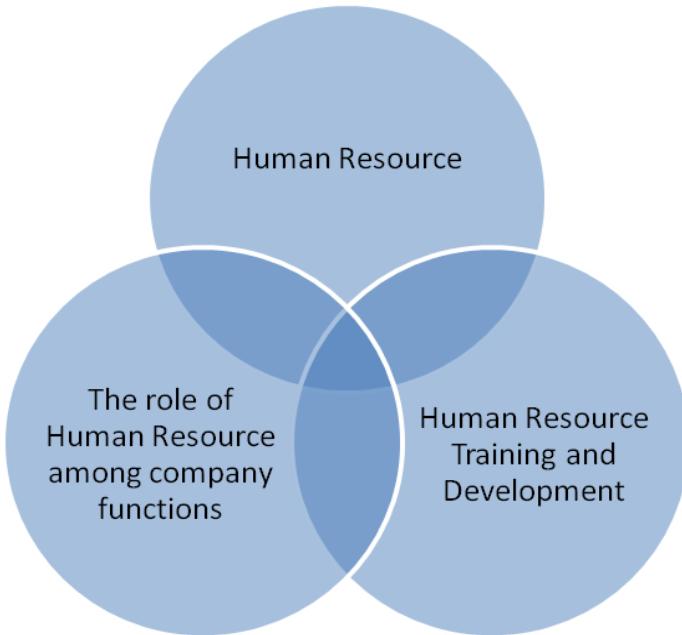


Figure 4: Theoretical framework

To summarize, human resource is the department that responsible for personnel sourcing and hiring, applicant tracking, skill development and tracking, benefits administration and compliance with associated government regulations. The primary activities of human resource are work design and workforce planning, managing employee competencies as well as managing employee attitudes and behaviors.

A human resource department is a critical component well-being in any business, from a small company to a big organization. The three roles of human resource include strategic, operational and administrative.

In a nutshell, human resource training and development should be of such nature that it should oil the human resources machinery making it something that takes the organization forward. If human resource training and development is not professional or appropriate; the result is a bureaucratic setup that is a hindrance to everyone in the organization. Rather than

get mired in mindless formalities; human resource should facilitate the growth of the organization, for all of which human resource training and development is the foundation.

In order to build an effective training program, the company has to go through four steps including needs assessment, design, implementation and evaluation. Firstly, the company need to do the analysis to determine which training is needed and the employees needed to be trained. Then, the content of training program is designed and the type of learning is chosen in order to meet the organization's goals. The next step is about choosing suitable methods of training which is useful and comfortable for the employees. The last step refers to the what the employees achieve and their improvement after training programs.

3 Research approach

According to Saunders, Lewis and Thornhill (2003, 4), research is undertaken to understand the process of business and management and their outcomes. It refers to the collection of data which is analyzed in order to give conclusions and recommendations.

3.1 The nature of research

Saunders, Lewis and Thornhill (2003, 2) argued that it is not easy to avoid the term 'research' in everyday speech. The results of 'research' are all around us because we can hear it from radio, television or read newspaper and magazine.

Research can be defined as something that people undertake in order to find out things in a systematic way and then increase their knowledge. The characteristics of research includes:

- Data are collected systematically
- Data are interpreted systematically
- The clear purpose is to find things out (Saunders, Lewis & Thornhill 2003, 3)

3.2 Research methods

Before choosing a method, it is necessary to consider the general approach for carrying out the development work because having knowledge about different approaches can facilitate project planning and linking the research approach to the work.

After the development objective and task have been determined and consideration has been given to the approach, the next step is about planning the methods to be used in the development work.

Research methods are traditionally divided into quantitative and qualitative methods. Thus, the researcher has to decide which method should be implemented before starting research project.

a) Quantitative methods

Quantitative research method is based on gathering numeric data which can be qualified through statistical methods. Typical tools of quantitative research are questionnaires or structured surveys which are analyzed and turned into graphs, charts and statistics (Malhotra 2005, 45).

Saunders, Lewis and Thornhill (2003, 327) pointed out that quantitative research methods form mainly applied to accounting and measuring. They deal with explanation, testing of hypothesis and statistical analysis; and the data meanings were derived from numbers. Hence, the results are numerical data and the analysis mainly based on diagrams and statistics.

Quantitative methods are suitable for testing a particular theory and the researcher should have sufficient theoretical knowledge of the subject in order to be able to measure it controllably. The examples of typical quantitative methods are questionnaire surveys and structured surveys.

b) Qualitative methods

On the other hand, qualitative method refers to the non-numerical data gathered, it is an interpretation and rational (Ghauri and Gronhaug 2010, 103). Qualitative research methods are used to gain a better understanding of a topic where little prior data exist. Besides, according to Philip et al. (2008, 335), qualitative research is based on collecting qualitative information and understanding them on the basis of attitudes, feelings and motivations of the product users. Some typical qualitative methods include thematic interviews, open interviews, focus groups and participatory observation.

Many of qualitative approaches are concerned with interpretation and understanding. The collection of data and its analysis are sensitive to the context aiming at a holistic understanding of the issues studied (Eriksson & Kovalainen 2008, 5). Qualitative methods can be used as providers of better understanding of issues that have remained unclear in quantitative studies.

The purpose of qualitative research is to describe real life events and qualitative research methods are used to gain a better understanding of a topic where little prior data exists. The

typical qualitative methods include thematic interviews, open interviews, focus groups and participatory observation.

3.3 Chosen methods and methodology

In this thesis, both quantitative and qualitative were chosen to use to collect as much and more detail information as possible in order to support the author for conceptual approach.

In general, primary and secondary data were used in this study, in which the primary data was collected by using quantitative and qualitative methods. The quantitative data is gathered through a questionnaire, in which most of the questions are formed in fixed-alternative questions. Moreover, qualitative data is collected through interviews with several respondents that from various departments of the company for further understanding of the questionnaire's results. In addition to these methods, the author has allowed by the company to use some internal information as secondary data in order to support the study approach.

3.3.1 Secondary data

In this study, sources of secondary data are internal background information about VPI's employees as well as statistics and document about previous training courses supplied by the company. This data was used in the empirical study part for analyzing purpose to have a general view of labor structure of the company.

3.3.2 Questionnaire

Questionnaire was the quantitative research method was used in order to collect responses from employees about previous training courses conducted by VPI. Actually, the whole company including the headquarter and seven centers has more than 600 employees. However, due to the time limit and some other reasons, the study was only able to carried in the headquarter and the Petroleum Archives Center (PAC) in Hanoi with 156 people involved.

The research questions was designed based on the study requirements about employees' opinions, comments and satisfactions with the training and development program of the company. It had been complied in two version with two languages which are English and Vietnamese. Then, the questionnaire was sent to the employees in electronics form through VPI's internal email system. With the help of the company, the responses were collected after one week process.

3.3.3 Interviews

Several follow up interviews were conducted on employees from various departments and different working fields in order to find out more detail about their opinions such as the good and needed-to-improve point of the training program, what they like or dislike about it, their recommendations and expectations about the future training, etc.

3.3.4 Analysis

After generating from the research result, the data has been analyzed by qualitative approach. The numeric data was standardized and turn into figures, charts in order to help the author to make comparisons, comments, analysis. Furthermore, the interviews' responses were also used to add more information on finalizing, concluding and suggesting some possible recommendations.

3.4 Validity and reliability

The validity and reliability of a research are very important because they can affect the findings, conclusions and recommendation of the study. Validity is concerned with how well the data collection methods actually measure what they supposed to measure while reliability refers to the extent to which the data collection technique will yield consistent results over (Saunders, Lewis & Thornhill 2003, 101).

As for the validity, the research was conducted to achieve as reliable information as possible. The chosen samples are relevant to the purpose of the research. The topic of this thesis is about human resource training in VPI, so that the questionnaire participants were from different working fields and departments of VPI and the content is about training program.

Furthermore, in order to assess reliability, the research should concern about whether the measure will result in the same outcome on different occasions and whether similar observations are discovered by different researchers on different occasions (Saunders, Lewis & Thornhill 2003, 101). This research is not affected by different occasions because all the responses were collected at the same time during one week. The questions were also designed in order to be able to applicable to all respondents in the sense that they can reply based on their own conditions and experience.

There were only 156 respondents collected among 632 employees of the company in total. However, the responses collected still sufficient and valuable to the company in the sphere of the headquarter because these were gathered from all the employees there.

4 Empirical study

4.1 Case company: Vietnam Petroleum Institute

Vietnam Petroleum Institute (VPI) was founded on May 22, 1978, based on the Petroleum Specialized Geological Division No. 36B of the General Department of Geology. At that time, the company was a subsidiary of Vietnam Oil and Gas Group which is also known as PetroVietnam. Then, in order to expand the operation, the company spun-off from PetroVietnam. Currently, VPI is still a member of Vietnam Oil and Gas Group but it has an independent organization (Vietnam Petroleum Institute About us).

Besides the headquarter in Hanoi, VPI has four subsidiaries which are also located in the same city. In addition, there are three more Research and Development centers and one Analysis Laboratory belonging to the company set up in Ho Chi Minh city. According to the statistic in 2014, the company has more than 600 employees in total (Vietnam Petroleum Institute Labor Statistic).

As for the organizational structure of the company, VPI has eight divisions and offices under the board of directors as well as seven specialized centers.

The first division in the organizational structure of the company is the board of directors led by General Director and six Deputy General Directors. Then, following by the board of directors are four functional divisions including Administration Office, Human Resource Division, Planning and Finance Division as well as Procurement Division. Besides, there are more five specialized divisions which are Science and Strategy Division, Information Technology Division, PVN Journal Editorial Office and Project Management.

In addition to the above divisions, VPI has seven more subordinate units which are specialized centers including Exploration and Production Center, R&D Center for Petroleum Processing, R&D Center for Petroleum Safety and Environment, Laboratory Center, Center for Technology Application and Transfer, R&D of Petroleum Economics and Management, Petroleum Archives Center (Vietnam Petroleum Institute Organizational Chart).

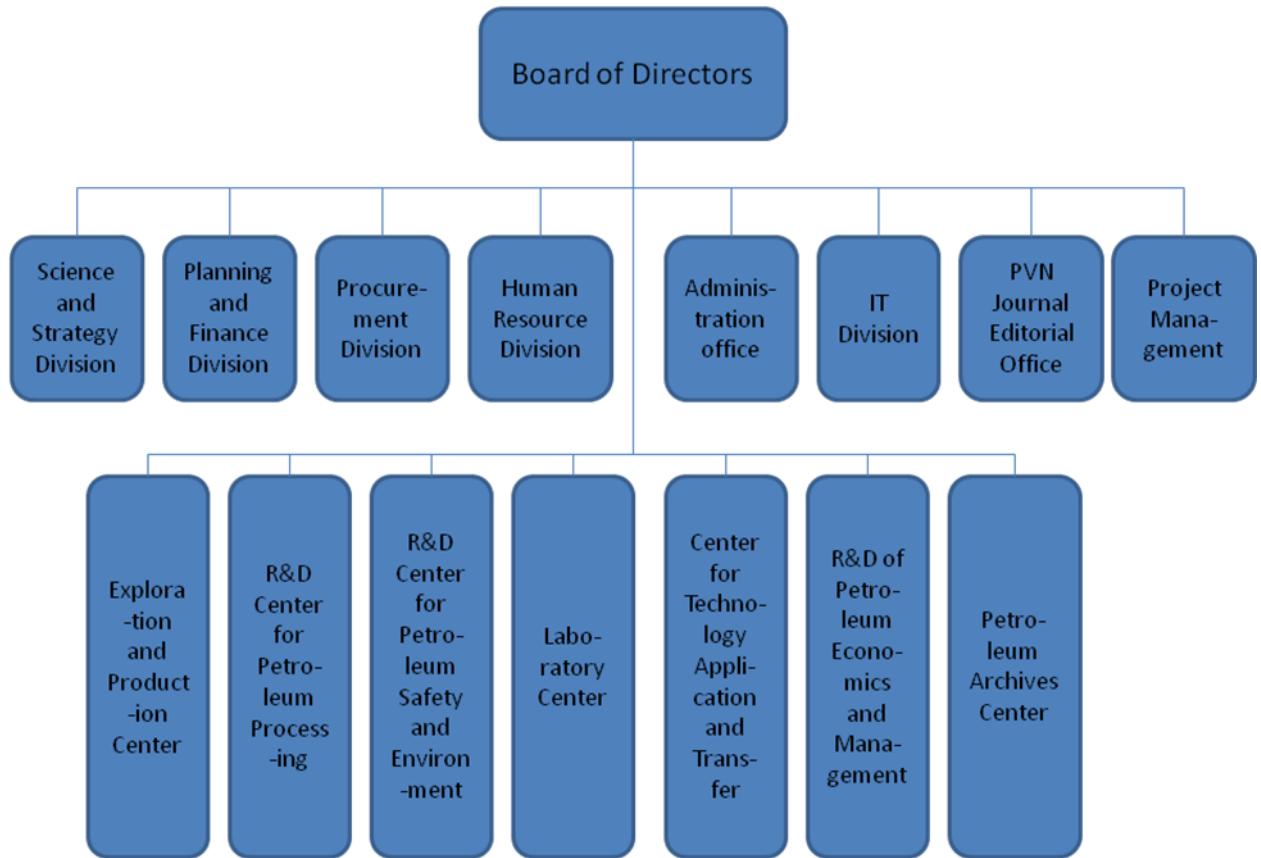


Figure 5: Organizational Chart of VPI

Over almost 40 years, together with the Vietnam oil and gas industry, VPI has overcome many difficulties and grown to become the leading R&D Institution of the Vietnam oil and gas industry and a well established research center for the region.

4.1.1 Business idea and market

The company is oriented to become a fully-constituted, integrated research institute with modern facilities, attaining the regional advanced level in all science-technology fields, covering the whole range of petroleum activities including exploration, production, transportation, storage, distribution, processing, refining and petro chemistry, safety and environment, economics and management.

In order to fulfill its scope, the missions of VPI include:

- Ensure effective solutions to scientific research and petroleum technology development problems

- Provide knowledge-based consultancy and become a think-tank for all core business activities of PetroVietnam
- Bring about the best long-term benefits for its employees, PetroVietnam and other partners (Vietnam Petroleum Institute Vision-Mission-Core Values)

4.1.2 Products and service

As the company mentions in its website, the main functions are consist of:

- Carry out basic surveys, scientific and technological studies, in the fields of petroleum exploration, production, transportation, storage, distribution, processing, safety, environment, economics and management
- Consultancy and scientific and technological appraisal of petroleum projects
- Provide scientific and technological services, design, sample analysis, petroleum data processing and interpretation, technological transfer and application
- Organize oil and gas conferences, seminars, exhibitions, advertisements and museum
- Provide and promulgate scientific information through Petroleum Journal and other publications, building up a database system for PetroVietnam studies and business activities
- Produce, trade, directly export and import technologies and products related with Vietnam Petroleum Institute's activities
- Store and manage scientific, technical petroleum data for the benefit of PetroVietnam and other organizations and individuals operating in Vietnam petroleum industry (Vietnam Petroleum Institute Main Functions)

With of the full database on properties of Vietnam oil and gas resources as well as good infrastructure of databases, modern equipment and specialized software to meet exploration and production requirements, the company provides many kinds of product and service to the customers in petroleum industry including both domestic and foreign companies.

The products of VPI includes:

- The company produces and trades petroleum-based products, chemicals, catalysts and additives for oil and gas processing, technical and technological consultancy.
- Chemicals for drilling, production, processing, anti-corrosion, such as desolidifiers, demulsifiers, chemicals for cleaning reservoirs and pipelines, protectors, corrosion inhibitors, etc. are another products provided by VPI.

- Vietnam petroleum operation maps with frequently updated information about exploit units. There are many kinds of size and ration depends on the customers' orders.
- Publications about oil and gas industry including the monthly Petroleum Journal and the weekly Petroleum Short News. (Vietnam Petroleum Institute Capabilities)

In addition, the company provides various services which are categorized in some main sections including:

- Research: research on bio-fuels and alternative fuels; research on upgrading, expansion and product diversity for projects; etc.
- Studies: tectonic-structural geology study; drilling technologies study; chemical production technology study; etc.
- Analyses: detailed geochemical analyses of rock, oil, gas, water, etc.; analyses of environmental samples including water, liquid wastes, air, air emission, polluted oils; sample analysis of oil, gas and petroleum products, water, chemicals and additives; analysis service on crude oil, petroleum products, gas, water, chemicals; etc.
- Assessment: quantitative risk assessment; surveying, monitoring and assessment of existing environment and setting up environmental database, collecting evidence to assess oil pollution and provide response for oil spills; environmental and social impact assessment; etc.
- Consultancy, engineering, construction, assessment, monitoring service of corrosion in petroleum installations
- Convert and digitalize data
- Database development
- Copy and convert magnetic tapes
- Consultancy on data storage and management
- Lease storage space and data preservation equipment (Vietnam Petroleum Institute Capabilities)

4.1.3 Current situation of the human resource in VPI

The growth of employees in quality of the company is described in the figure below:

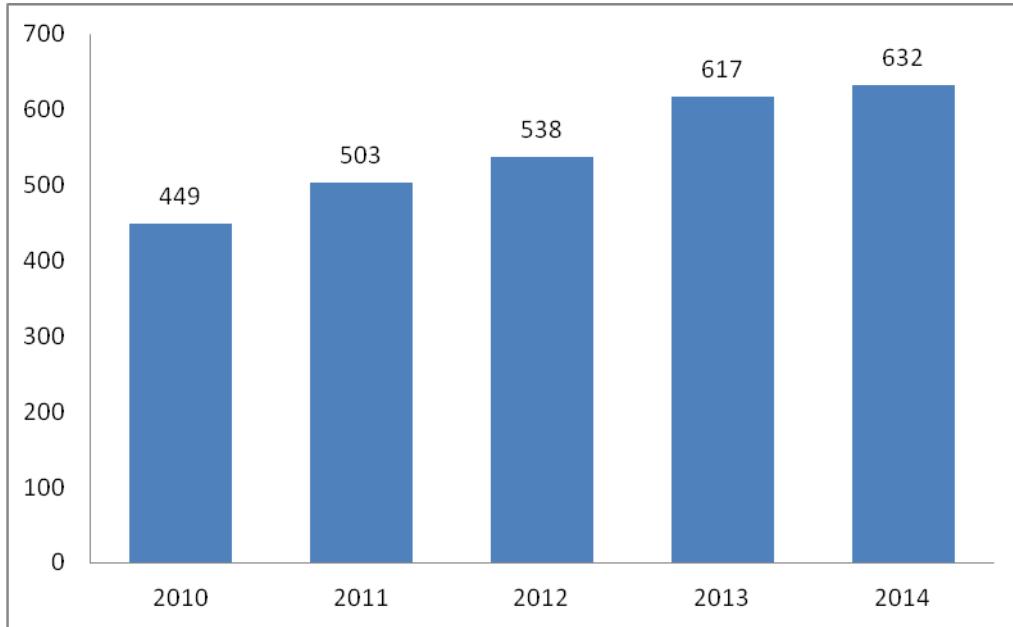


Figure 6: Total amount of employees through years

Generally, the amount of employees in the company increased by 40,76% from 449 people in 2010 to 632 people in 2014. To paraphrase, in 2010, the company had 449 employees then in 2011, the number of employees was 503, increased by 54 people (12,03%). Then, the amount of employees was continuously increased by 35 people (6,96%) and 79 people (14,68%) in 2012 and 2013. Following that, it went up again in 2014 by 15 people (2,43%). Thus, the average growing speed was about 8.56% in five years.

4.1.3.1 Labor structure

a) By gender

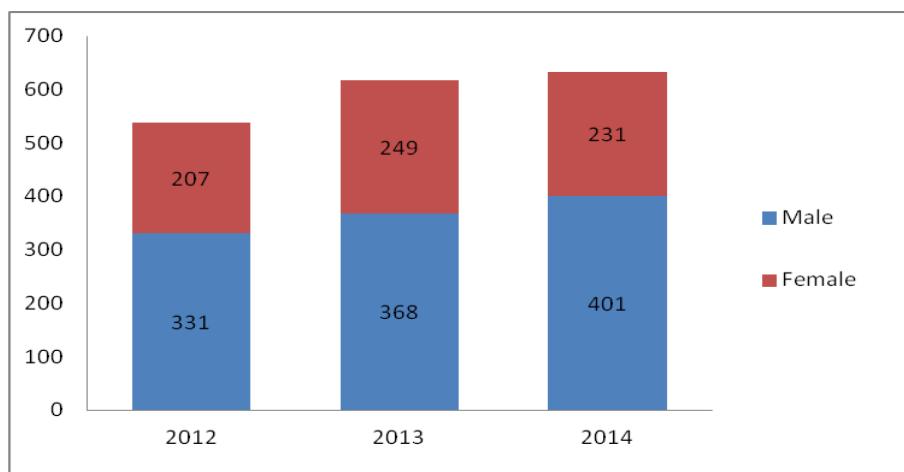


Figure 7: Labor structure chart by gender

In general, the female labor of the company is less than the male labor by almost two times. Moreover, the male labor also grew faster than the female labor. The former increased by 70 people from 2012 to 2014 while the latter only increased by 24 people. It can be seen from

Figure 6 that the number of male employees increased steadily through three years. Otherwise, the number of female employees only went up slightly from 2012 to 2013 but then went down in 2014.

In more detail, the proportion of male labor was 61,52% while the one of female labor was only 38,47% in 2012. Then, in the next two years, the proportion of male was still high at 59,64% and 63,44%. Whereas, the number of female labor went up to 249 in 2013 but decreased to 231 in 2014.

b) By age group

The following chart shows that among all age groups, the under 30 years group always has the biggest proportion in the company. In addition, the number of employees in this age group increased continuously in three years. It was 216 people in 2012, contributed 40,14% to the total number of employees in the company, then increase to 293 people in 2014 with the proportion of 46,36%.

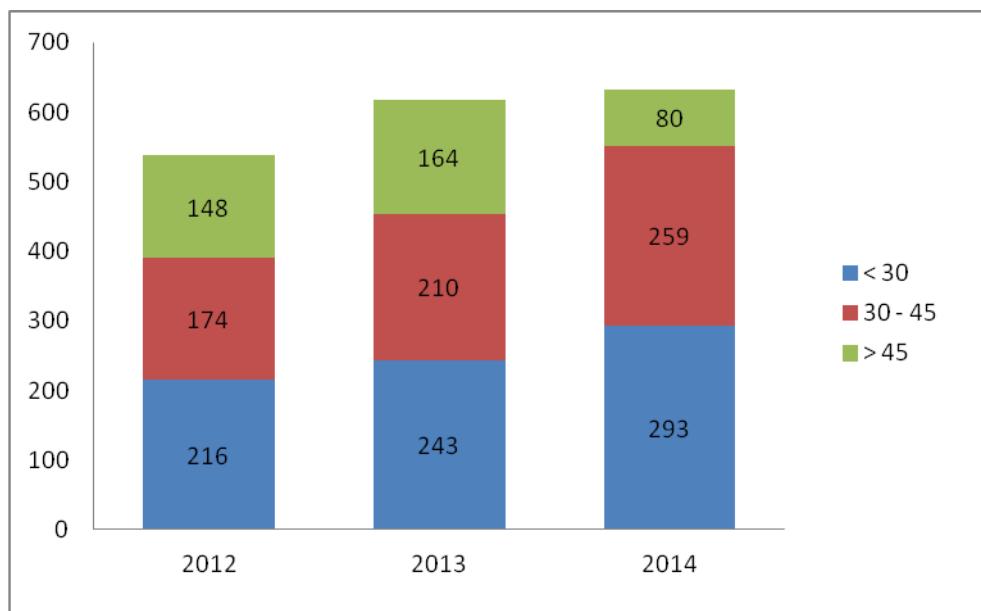


Figure 8: Labor structure chart by age

In contrast, the number employees who over 45 years increased a bit from 148 people (27,5%) in 2012 to 164 people in 2013. However, it declined strongly by double in size to only 80 people, contributing 12,65%, in 2014. It was because of physic reason and retirement.

Whereas, the group of 30-45 years employees did not change so much in general. The proportion of this age groups was around 30% in 2012 and 2013 and increased to 41% in 2014.

c) By working field

Working field	2012		2013		2014	
	Quantity	Porportion	Quantity	Proportion	Quantity	Propotion
Management	86	15,98%	120	19,44%	174	27.53%
R&D	350	65,05%	453	73,41%	430	68.03%
Supporting	102	18,95%	44	7,13%	28	4.43%
Total	538	100%	617	100%	632	100%

Table 1: Labor structure by working field

The table shows that the number of employees in management and research and development fields both increased gradually while the one of supporting field declined steadily. It was because of the new policy of PetroVietnam about using services supplying by other companies in the group. Hence, from 2012, VPI started using some outsource services providing by other professional firms of the group.

4.1.3.2 Professional qualification

VPI is the scientific research unit of PetroVietnam with the professional and experienced staff in many kinds of field in oil and gas industrial. The company provides many kinds of research, study to all other companies' activities in Vietnam oil and gas group. Because of that, the company always focuses on human resource training and sees it as the most important factors of the company's development plan.

Educational background is one factor to qualify the human resource of the company and it is described in the following figure.

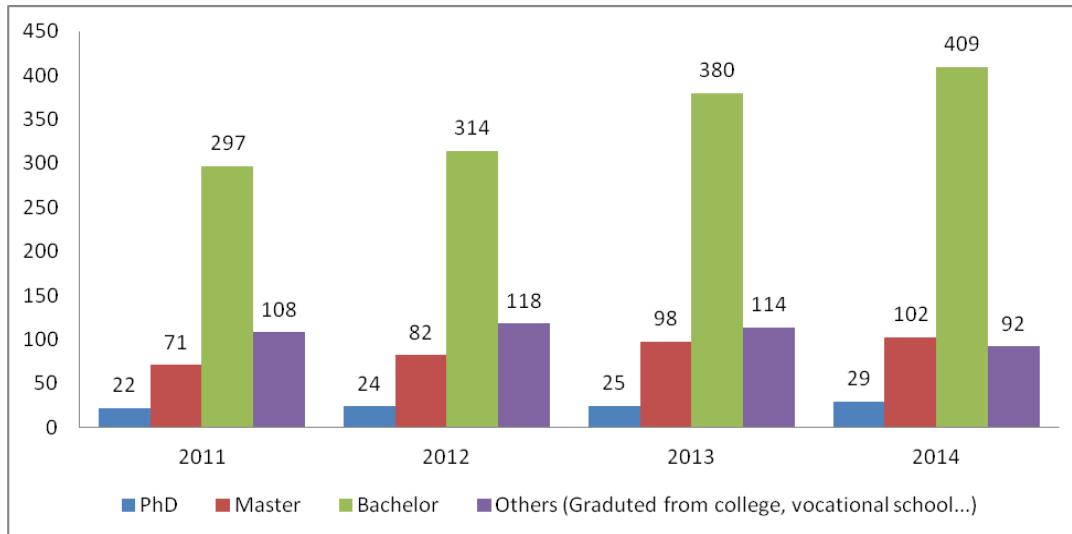


Figure 9: Labor educational background

It can be seen that the number of labor who have PhD, master and bachelor degrees were all had a growth from 2011 to 2014. For more detailed, the number of employees that have Master degree increased the most by 43,6% from 71 people to 102 people. Both the number of employees that have PhD and Bachelor degree went up by more than 30%. Otherwise, the number of employees graduated from college and other vocational schools decreased by 14,9%.

Moreover, educational source is another important factor which is shown in the figure below

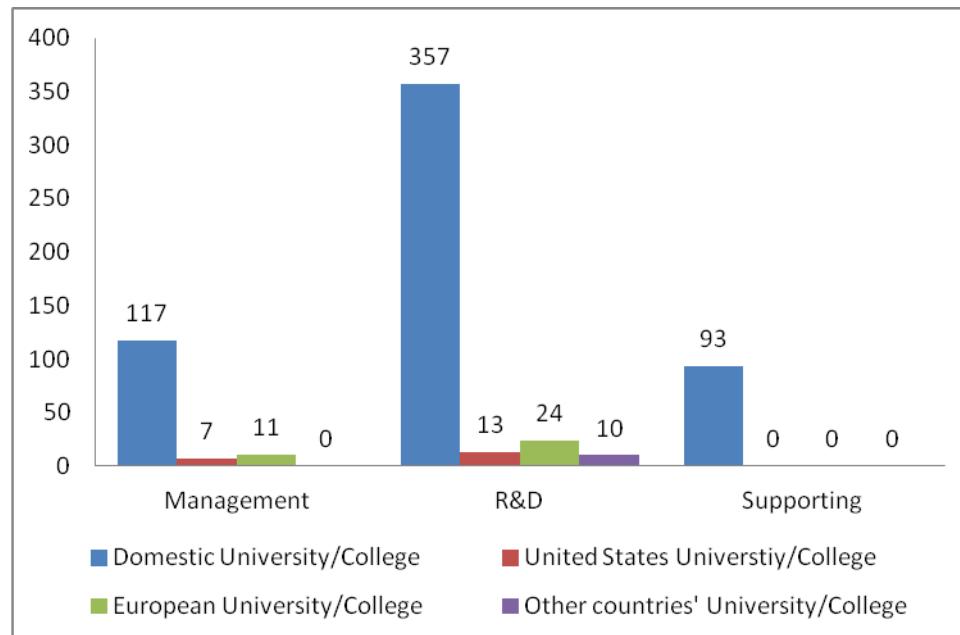


Figure 10: Educational source in different working field

According to the figure, research and development is the one that has the most employees educated abroad among the three working field of VPI. It is because of the specialization of the work in oil and gas industry and in some subject, only the abroad universities and colleges have ability to approach the newest technologies and modern equipment.

4.2 Results of the study made at VPI headquarter and PAC

4.2.1 Human resource development planning

In order to supply the best service to the partners and customers, for VPI, human resource quality is one of the most important factors and the company always focus on improving this factor.

A good human resource training program can guarantee that the employees always keep updating with the newest technologies and modern equipments. In addition, with a high quality of human resource, the company has more potential to achieve its goals successfully. The training and development program can help the employees not only in improving their current work performances but also gaining useful knowledge and skills for future jobs.

The process of human resource training and development program is described in the figure below.



Figure 11: Training Process of VPI

Firstly, the company need to determine its goals in the future based on the organizational development program. The next step is about identifying the training needs of the company in order to complete these goals effectively. Then, based on the analysis about training requirements and organizational goals, the company has to determine which employees need to be trained and choose suitable methods for the chosen people. After that, the process moves to implementation step, in which the employees receive needed training. Lastly, the training program is evaluated in order to appraise its effect and contribution in productive improvement.

VPI has used some training methods including:

- On-the-job training: the new employees were taught by co-worker how to do the job in the actual job location, so that they can be trained and still working at the same time.
- Self-training: All employees were encouraged by the company to learn and improve their own knowledge, skills by themselves, especially communication, language and information technology skills.
- Coaching and mentoring: junior employees were taught by seniors in one-on-one training about specific skills and ability to improve their performance.
- Seminar: the company organized internal seminars about some specific topics and encourage all the employees to participate. In the seminar, the employees share their own know-how so that other co-workers can learn and gain experience.

In addition to the training program, VPI also focus on creating a comfortable working environment for the employees as well as encouraging them. Because with the satisfaction about the job and recognition by the company, the employees will be motivated to perform their job better in order to help the company to reach its goals.

4.2.2 The results of the study made at VPI headquarter

4.2.2.1 The importance of training course

The opinions of employees about how important they find from different kinds of training course are shown in figure 12.

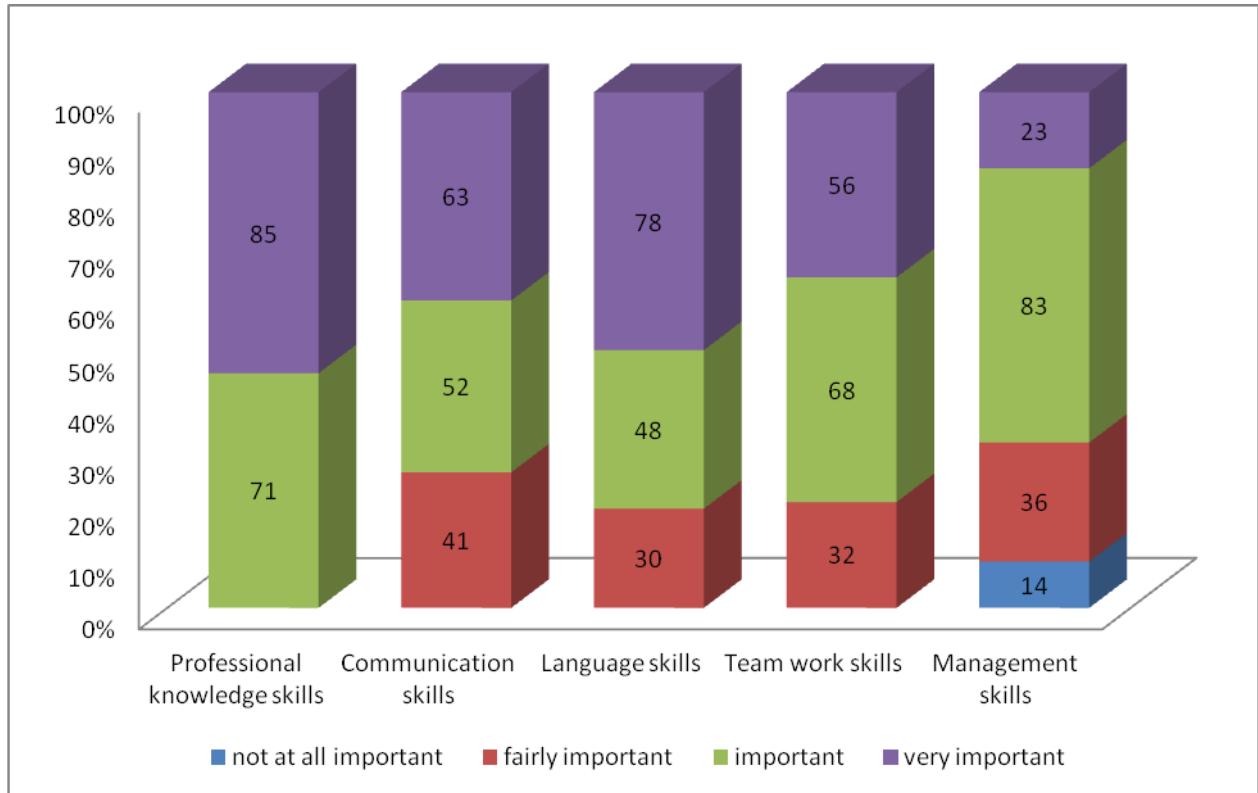


Figure 12: Employees' opinions about the importance of training course

Among five different training courses including professional knowledge, communication, language, teamwork and management skills; professional knowledge skill is the one that employees found the most important. Moreover, communication, language and teamwork skills are also necessary in the employee's opinions because there were no one found them not important at all.

4.2.2.2 Previous training courses evaluation

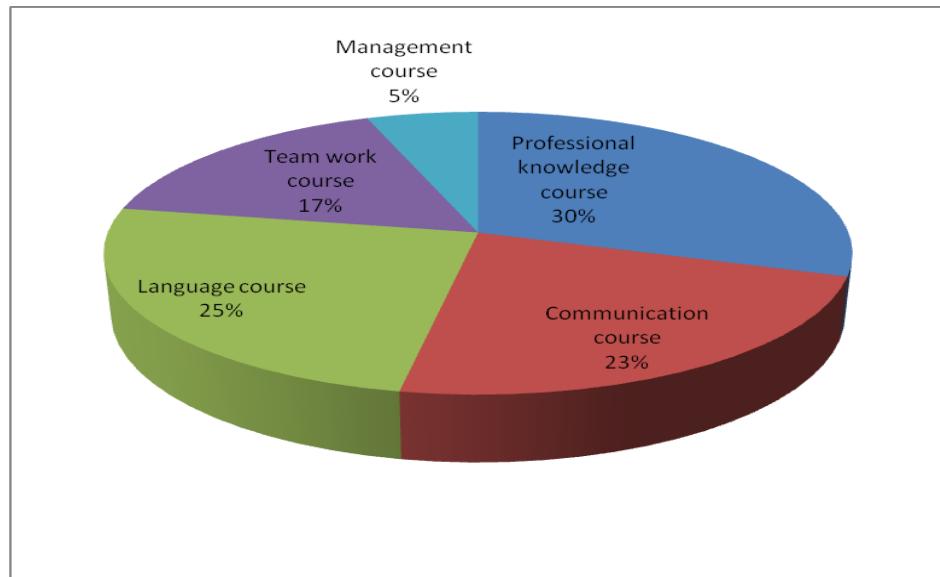


Figure 13: Employees participated in training course

Among 156 people contributed to the research, there were 361 participants who joined at least one course conducted by VPI before. Among five different courses, the amount of employees participated in professional knowledge is the highest at 108 people (30%). It is because VPI is a scientific research unit, so that this is the most necessary and needed found by the employees. Besides, there were 90 (25%) and 83 (23%) people who joined language and communication course continuously. As for the teamwork course, the number of participants is 60 (17%). There were not many people in management course since this course was set up only for the managers who want to improve their own skills in managing team members.

a) Professional knowledge and skills course

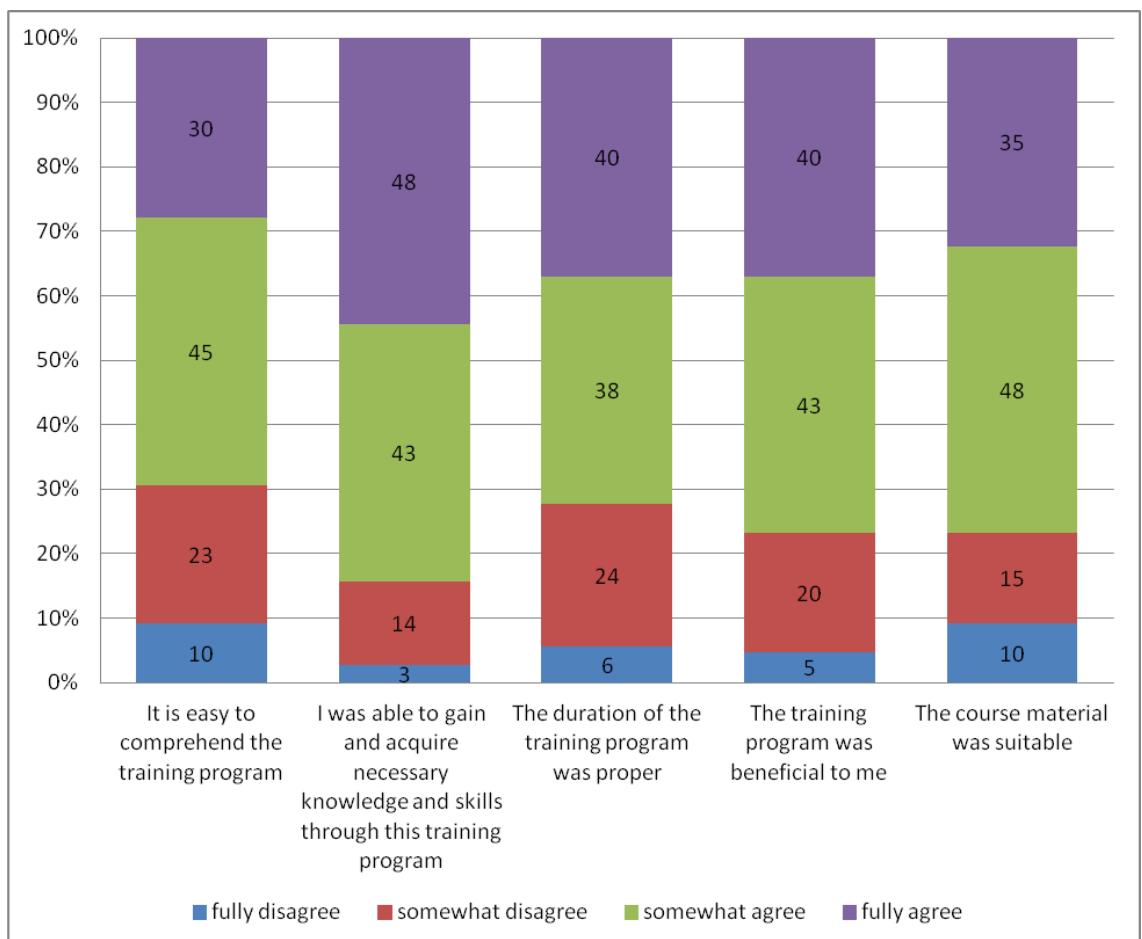


Figure 14: Professional knowledge and skills courses evaluation

There are 108 people who participated in professional knowledge and skills courses before. Generally, it can be seen from the above figure that most of the participants were satisfied with the courses that they joined. There are 83 people thought that the programs were beneficial to them. Moreover, although 33 people considered that the courses were not easy to comprehend but it were able for them to gain and acquire the knowledge and skills they need

through these programs with 91 people agreed. However, there were still participants who did not agree with the duration and material of the courses. For more detailed, 30 people thought that the programs' duration were not proper while 25 people assessed that the courses' material were not suitable.

b) Communication course

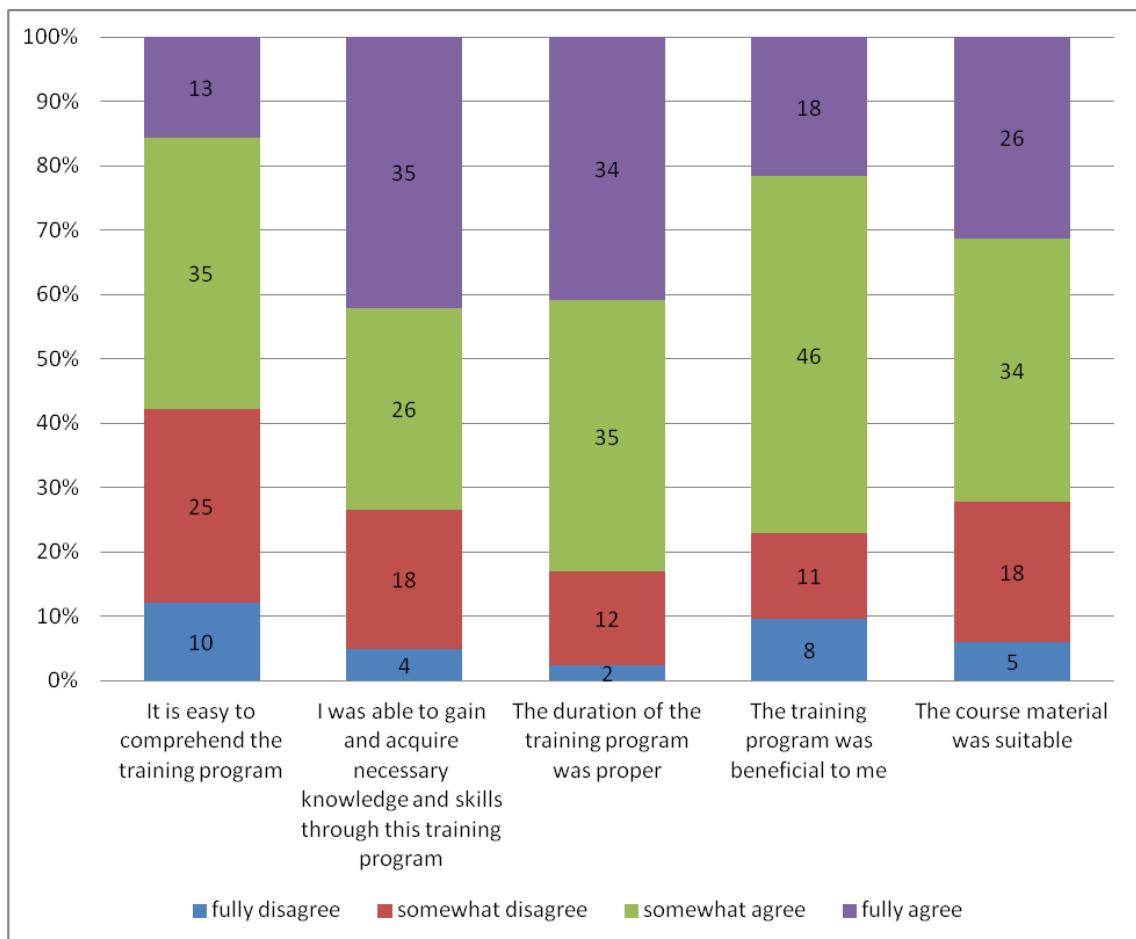


Figure 15: Communication skills courses evaluation

In total, there are 83 people who joined the communication skills courses before. Figure 15 shows that communication skills courses received a lot of positive responses from the contributors. The duration of the course is the factor that the participants satisfied the most with 69 (83,1%) people agreed. Besides, 35 people considered these courses were not easy for them to comprehend. However, in the end of the courses, they were still able to gain knowledge and skills with 61 people agreed and 64 people found these courses beneficial.

c) Language course

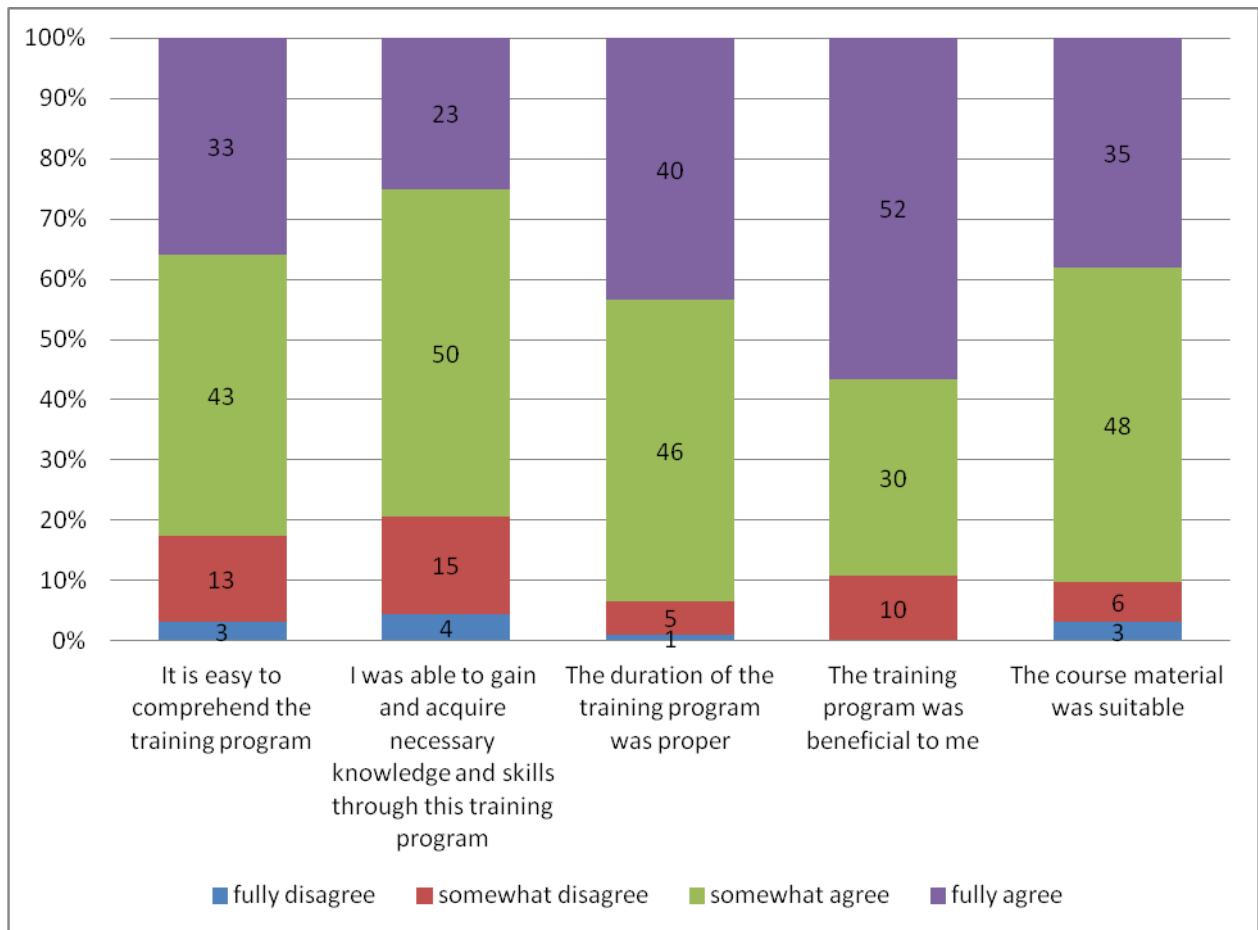


Figure 16: Language skills course evaluation

The amount of people who joined the language courses is 92 in total, in which 82 participants agreed that the programs were beneficial while only 10 people thought in the opposite way. In addition, 17,4% of people found the courses were hard to comprehend and 19 people thought that they could not acquire the necessary knowledge and skills after joining these programs. However, the participants were very satisfied with the courses' structure with 86 and 83 people thought that the duration and material were proper continuously.

d) Team work course

According to figure 17, teamwork is the course that received the most positive responses with 95% of participants found that the programs were beneficial and they gained knowledge and skills through them. However, there were still 7 people found the programs were difficult to comprehend in the beginning but with the suitable materials and duration, they still got benefits from them.

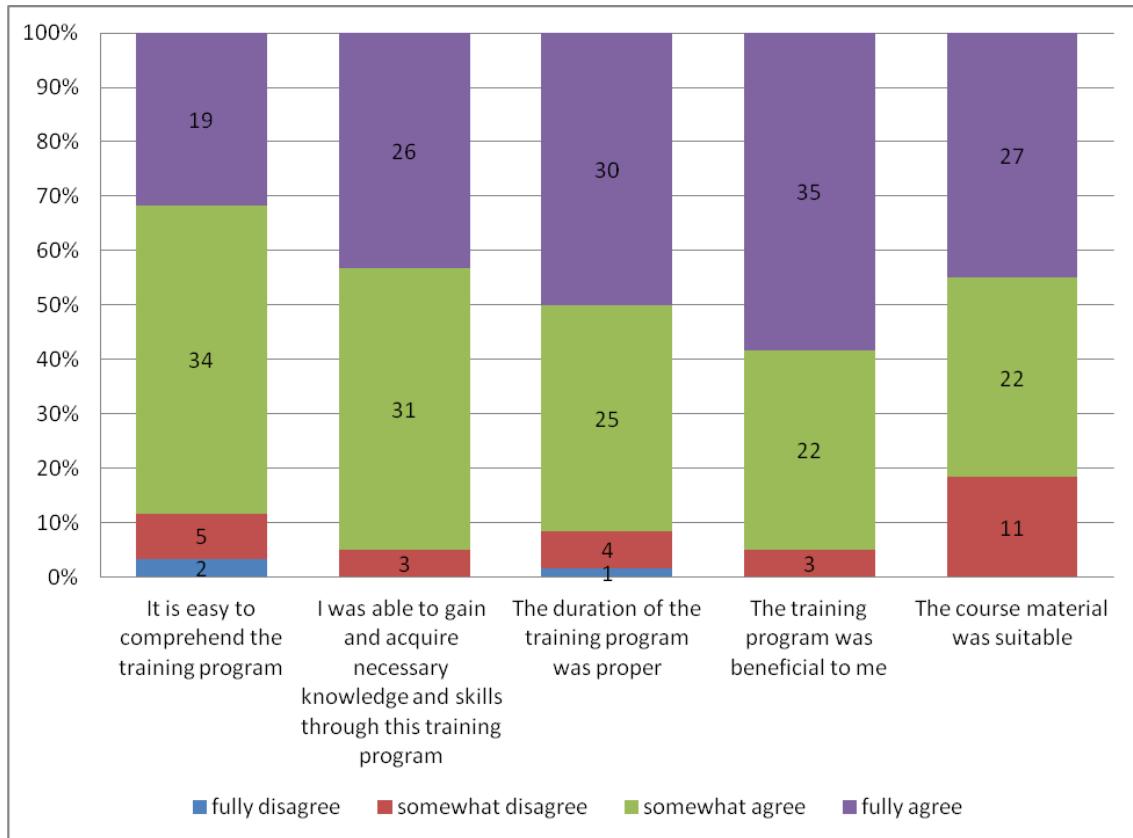


Figure 17: Teamwork skills course evaluation

e) Management course

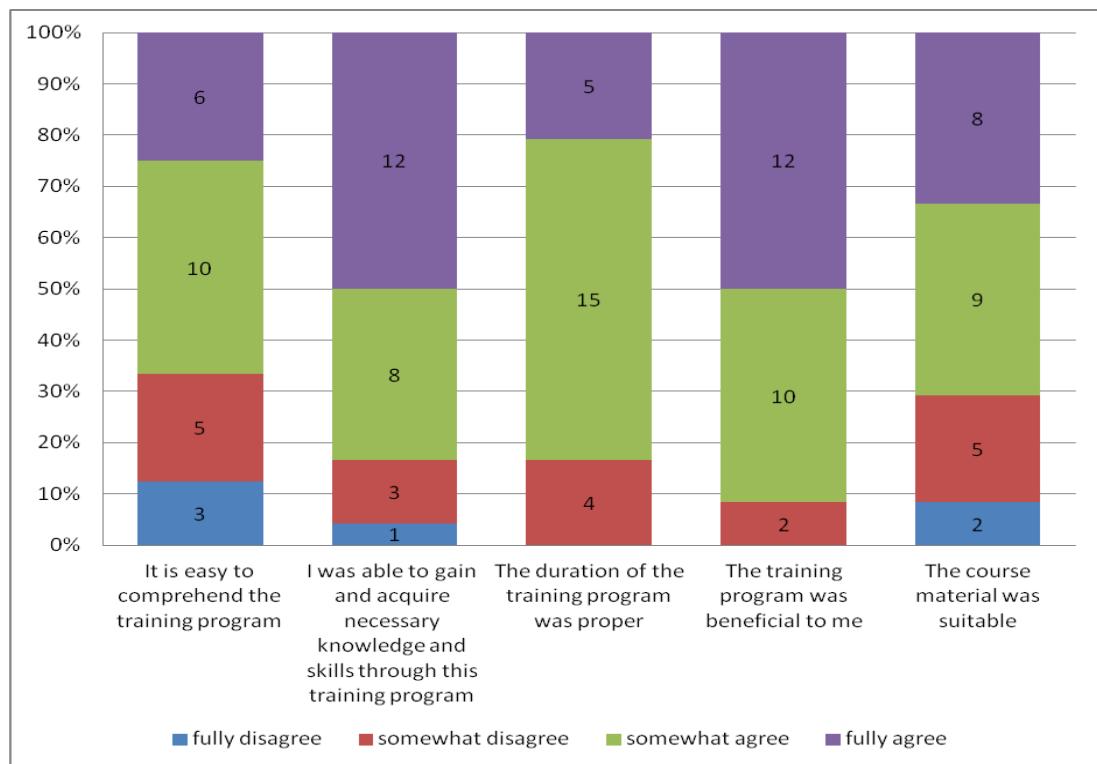


Figure 18: Management skills course evaluation

The number of people participating in management skills course was the least with 24 people because this is only for employees who work in the management field or employees were chosen to promote to the manager position. Although the courses' duration were proper to them but the material were not really good. In addition, around 30% with 8 people found the courses were not easy to comprehend but they still though the courses were beneficial and were able to adapt and acquire skills and knowledge finally.

4.2.2.3 Willingness about joining future training courses

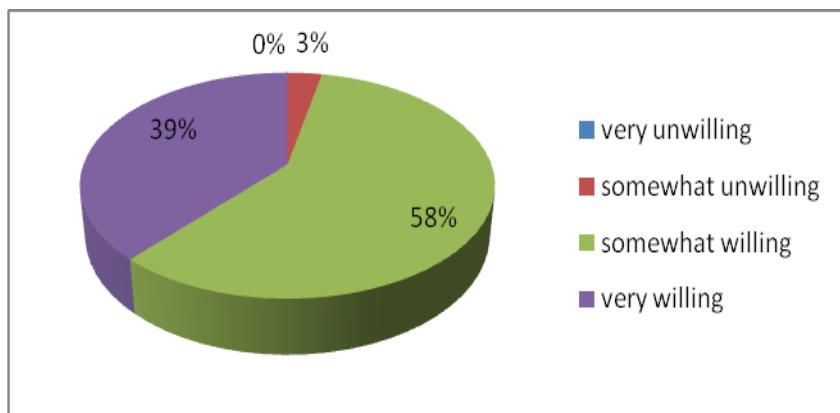


Figure 19: Willingness of employees about joining future training courses

It can be seen from the above figure that most of the employees were willing to participate in training course conducted by the company in the future at 97%. Furthermore, there were a lot of people said that they would like to join the teamwork and language skills the most. It is because if their language skill is improved, it would be easier for them to approach new technologies and equipments of the world (Dang et al., interview 20 February 2015).

As for the teamwork skill, they found it necessary since it can help team members to share and discuss their own opinions more easily in order to improve the whole team performance as well as meeting the organizational goals (Nguyen et al., interview 23 Feb 2015).

4.2.2.4 Suggestions and other comments

Based on the survey result, most of the employees are satisfied with the on-the-job training because they found it easily to learn and gain experience through it. They also said that after these training, their relationship with the seniors and other co-workers got closer (Phan & Trinh, interview 20 February 2015).

The seminars is another method was praised by the employees because they created a good environment for the employees to share their own thinking and know-how to other people and learn many new things from them at the same time. However, some employees said that the seminars size should be set up based the topic and not too big. If there are too many employees want to participated, the company should organize several seminars with the same topic because it would be easier to talk and discuss in a small group than a big one (Pham et al., interview 20 & 23 Feb 2015).

5 Conclusions and recommendations

5.1 Conclusions

In conclusion, human resource is the implementation of a strategy to drive innovation, productivity and share price through mobilizing the workforce towards excellence. This is one of the most important parts of the company from a small firm to a big organization due to its essential role in the company's strategy development plan.

Then, human resource training and development are the activities which build the performance of individuals through activities such as training, education or mentoring employees. These activities are critical steps to ensure the success of a company.

Therefore, organizations should focus on the human resource training and development in order to improve the employees' knowledge, skill and performance as well as help the companies to meet their goals.

Vietnam Petroleum Institute is a member unit of Vietnam Oil and Gas Group and the only one in charge of doing scientific and technological research. To the company, improving employees' abilities and performances is the most necessary and essential factor. Thus, it always attach special importance to the training and development resource.

The company already run some training and development programs before and obtained some achievements. However, there are still some limitations that VPI should improve in the future training and development programs.

5.1.1 Achievements

By applying the on-the-job training as well as coaching and mentoring methods, the new and junior employees could be able to gain experience effectively because they can learn and work at the same time. The employees also like these method since they could apply what

they learn easily immediately to the job as well as improve and develop their performance (Le, interview 23 February 2015).

Moreover, through the seminars organized by the company, the employees can share their own experience to other co-workers as well as learn many new knowledge from them. This was a good method because there were various of experience had been share and learning by sharing is always interesting and useful.

Besides, building a comfortable working environment was another effective plan was conducted by VPI. At first, the new employees were put in the right position that suitable to their skills and abilities. This step is really important because it could help the employees to use their potential in an effective way to completed their missions and reach the company's objectives. Then, a good and fairly appraisal about the work result is also important because it can help to motivate the employees to work and contribute to the company. Finally, giving promotions and rewards to the employees also help to encourage the employees to improve their performance.

5.1.2 Limitations

The company has carried out some training programs before but they were not really effective. It was because the research is a specialized work and it need long time to train an employee to become a professional. However, VPI did not focus on training the junior employees to be more experience in order to replace the seniors' position, so that when the seniors retire there were no one can handle their jobs due to the lack of experiences.

As for the management field, most of the employees working in this field were not trained about management and mainly got promotion from the research field. Therefore, they do not have specialized knowledge and skills in order to manage the team members effectively.

Besides, the lack of skills in language, information technology, communication is another weak point that the company wants to improve.

5.2 Recommendations

Based on the analyzed research results, the long-term development plan of the company as well as the theory about human resource and human resource training, a training process is suggested in order to help the company to build a more suitable and effective training plan.

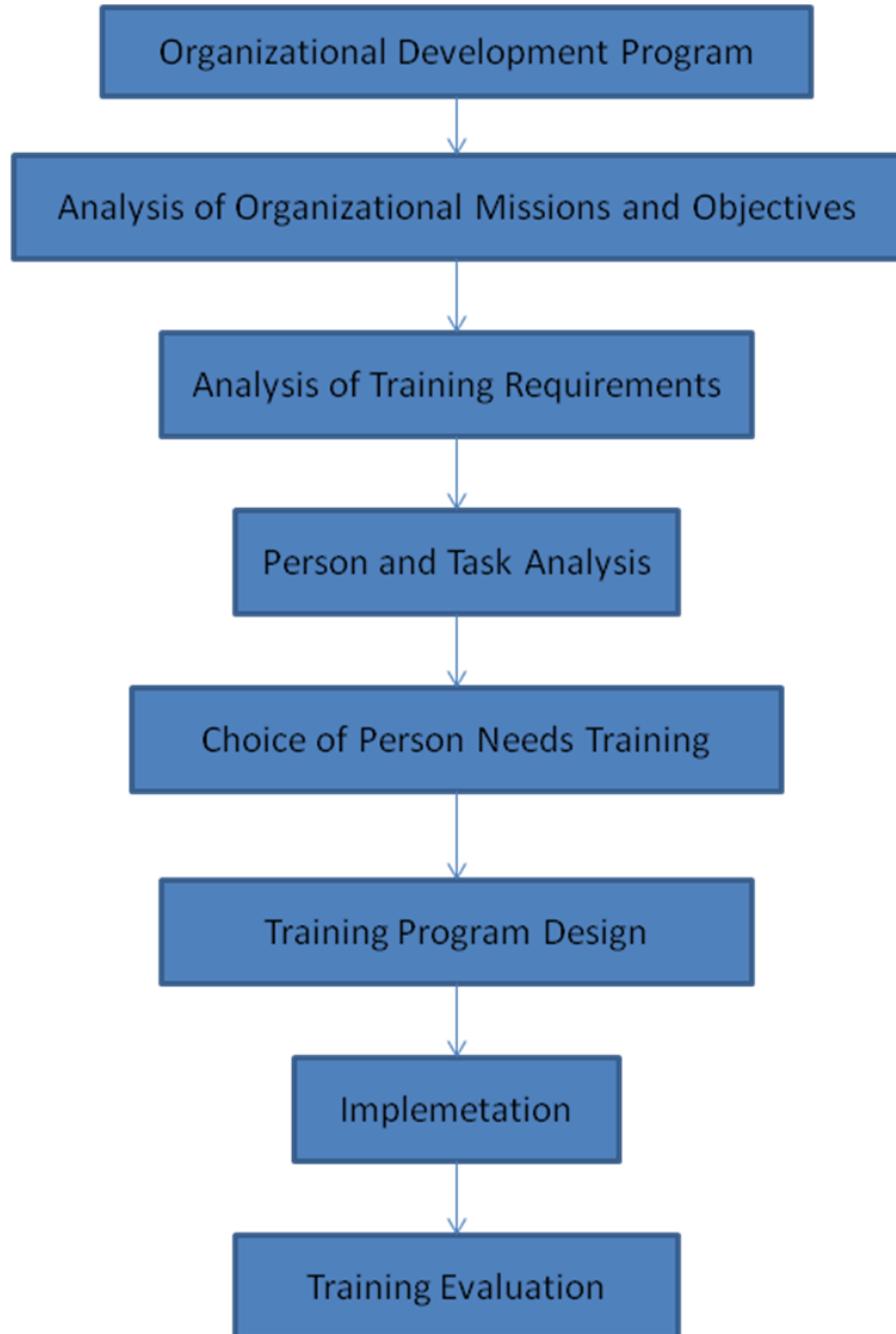


Figure 20: Recommended training process

At first, the main objectives of the company were identified based on the long-term organizational development plan. The next two steps are about analyzing the organizational missions and goals as well as the requirements needed in order to reach these goals. Then, task and person analysis are used to choose the right employee that needed to be trained.

The following step is about designing a suitable program of training. In this step, the manager firstly has to determine the purposes of training. Then, based on these, the learning map which is list of needed lessons and material is made. The last step is about choosing learning

style and location to set up the training program. Before carrying out this step, the manager should do a small research among the employees will be trained about the learning style and place that they expect. Hence, based on their responses, the company could build a suitable program that make participants feel comfortable while training. This is very important because it can help them to comprehend the training course easier and better.

Then, the process move to implementation step where the employees receive training. In this step, the manager focuses on determining the type of training and deciding training method. The training type is chosen depending on the task requirements made in the previous step while the method is decided based on the task subject and type of training. Based on the responses of employees from the research result, the on-the-job training and seminar are the methods that they found useful the most. Therefore, the company should continue and expand these kinds of training because they can ensure the training success.

After each training program is completed, the company need to do the evaluation in order to appraise its effect, the strong points and weak points as well as what needed to improve. Hence, the company can create more suitable and effective training programs in the future.

Finally, based on the research result, many employees think that teamwork skill is really necessary and would like to participate in this course. It is because work groups and teams develop systems that allow them to complete task efficiently and quickly. When a task is handed to a well-trained and efficient team, the task will be completed quickly and accurately. In addition, when a team works well together, it allows members to feel more comfortable in offering suggestions. Then, team members become accustomed to processing brainstorming information and the company benefits from the variety of suggestions that come from effective teams. Moreover, when employees work well together as a team within a company, every employees can learn from one another and improve their own knowledge and skill. Therefore, VPI should organize more training course about teamwork skill in the future due to its advantages.

6 Theoretical linkage

In this thesis, the chosen theory focused on the concept of human resource, its importance in an organization, human resource training and development as well as the method to build an effective training and development program.

Generally, the theory was chosen to help the author to understand the human resource concept as well as its primary activities and role in the organization. It also determined the definition and purpose of human resource training and development and method to build an ef-

fective training program. The chosen theory linked and matched with the empirical study well supporting the development suggestions about setting up a training program for the case company. The theory helped to approach and assess current situation as well as make conclusions and suggest recommendations for the company in the future.

7 Summary

To summarize, human resource plays an essential role in developing a company's strategy and ensuring the success of a business from a small firm to a bigger organization. It involves in anything related to the company's employees and focuses on managing people within the employer and employee relationship. It also adds value by designing and implementing human resource policies and practices that can motivate employees to translate their know-how into productive behavior.

Moreover, human resource training and development can help an organization to improve employees' performance and equip its workforce to gain sustained competitive advantage. Thus, building an appropriate training program is the activity that organizations should focus on because it can help the company achieving its goals in an effective way.

The aim of this thesis is to analyze the human resource actual situation of Vietnam Petroleum Institute and find out the employees' ideas about the company's training program based on the data provided by the company as well as the results of the survey and interviews. Then, based on the findings and the company's development plan, some possible recommendations are suggested in order to help the company create a better training program.

The study was conducted through literature and online resources as well as the research questionnaire and interviews with employees from different departments of the company. The author was also able to assess some internal data of the company.

The findings of the questionnaire and interviews indicate that the company has collected some achievements through previous training program. However, there are still some limitations that the company should improve. There are also some expectations and opinions of the employees about the future training program. Therefore, VPI should focus more on the employees thinking before building any training program in order to organize better and more effective training projects in the future.

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Figures

Figure 1: Primary Human Resource Activities.....	10
Figure 2: The interrelationship of organizational functions.....	15
Figure 3: Flowchart for Designing an Effective Training Program.....	21
Figure 4: Theoretical framework.....	27
Figure 5: Organizational Chart of VPI	33
Figure 6: Total amount of employees through years	36
Figure 7: Labor structure chart by gender	36
Figure 8: Labor structure chart by age.....	37
Figure 9: Labor educational background.....	39
Figure 10: Educational source in different working field	39
Figure 11: Training Process of VPI	40
Figure 12: Employees' opinions about the importance of training course	42
Figure 13: Employees participated in training course	42
Figure 14: Professional knowledge and skills courses evaluation	43
Figure 15: Communication skills courses evaluation	44
Figure 16: Language skills course evaluation	45
Figure 17: Teamwork skills course evaluation	46
Figure 18: Management skills course evaluation	46
Figure 19: Willingness of employees about joining future training courses	47
Figure 20: Recommended training process	50

Tables

Table 1: Labor structure by working field.....	38
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Appendices

Reserch Questionnaire in English

Dear respondent,

The purpose of this questionnaire is to search information about the training needs of various working level groups in VPI. The target is, based on the results, to help the company to offer useful, adaptable and easily comprehended trainings for all employees. I would grateful if you can contribute in this study by filling the questionnaire. There are no right or wrong answers in the questionnaire.

Gender: _____

Age: _____

Department: _____

1. Please choose your educational background by circling the right answer

- a) PhD's degree
- b) Master's degree
- c) Bachelor's degree (Graduated from University)
- d) Graduated from Colleges
- e) Graduated from Vocational School

2. Did you graduate from (please circle the right answer):

- a) Domestic University/College
- b) Abroad, which country?
- c) Both, which country _____

3. Please chose your working field/unit by circling the right answer

- a) Management
- b) Research and Development
- c) Supporting

4. How important do you find personally that following skills would require a training course?

Please rate every listed skill by circling the right alternative on a scale where

1 = not at all important, 2 = fairly important, 3 = important, 4 = very important

Professional knowledge skills 1 2 3 4

Communication skills 1 2 3 4

Language skills 1 2 3 4

Teamwork skills	1	2	3	4
Management skills	1	2	3	4

5. Have you participated in any training courses organized by VPI before?

- a) Yes (Please answer the following questions)
- b) No (You can leave the following questions blank)

Please choose the training course areas that you participated only; as for the others, you can leave them blank

6. How would you rate the various skills' straining? Please rate each listed factor by circling the right alternative where

1 = fully disagree, 2 = somewhat disagree, 3 = somewhat agree, 4 = fully agree

Professional knowledge skills:

It is easy to comprehend the training program	1	2	3	4
I was able to gain and acquire necessary knowledge and skills through this training program	1	2	3	4
The duration of the training program was proper	1	2	3	4
The training program was beneficial to me	1	2	3	4
The course material was suitable	1	2	3	4

Communication skills:

It is easy to comprehend the training program	1	2	3	4
I was able to gain and acquire necessary knowledge and skills through this training program	1	2	3	4
The duration of the training program was proper	1	2	3	4
The training program was beneficial to me	1	2	3	4
The course material was suitable	1	2	3	4

Language skills:

It is easy to comprehend the training program	1	2	3	4
I was able to gain and acquire necessary knowledge and skills through this training program	1	2	3	4
The duration of the training program was proper	1	2	3	4
The training program was beneficial to me	1	2	3	4
The course material was suitable	1	2	3	4

Teamwork skills:

It is easy to comprehend the training program	1 2 3 4
I was able to gain and acquire necessary knowledge and skills through this training program	1 2 3 4
The duration of the training program was proper	1 2 3 4
The training program was beneficial to me	1 2 3 4
The course material was suitable	1 2 3 4

Management skills:

It is easy to comprehend the training program	1 2 3 4
I was able to gain and acquire necessary knowledge and skills through this training program	1 2 3 4
The duration of the training program was proper	1 2 3 4
The training program was beneficial to me	1 2 3 4
The course material was suitable	1 2 3 4

7. How willing are you to participate in the training course conducted by VPI in the future?
Please give your opinion by circling the right alternative where

- 1 = very unwilling
2 = somewhat unwilling
3 = somewhat willing
4 = very willing

8. If you have any suggestions for VPI about setting up training course in the future, please write them here: _____

Thank you very much for your contribution!

Research Data

Total of participates: 156 people

Employees' opinions about the importance of training course

	not at all important	fairly important	important	very important
Professional knowledge skills	0	0	71	85
Communication skills	0	41	52	63
Language skills	0	30	48	78
Teamwork skills	0	32	68	56
Management skills	14	36	83	23

Total amount of participants joined previous training courses

	Number of participants
Professional knowledge course	108
Communication course	83
Language course	90
Teamwork course	60
Management course	20
Total	361

Willingness of employees about joining future training courses

	Number of participants
Very unwilling	0
Somewhat unwilling	5
Somewhat willing	91
Very unwilling	60
Total	156

Professional knowledge skill course: 108 participants

	fully disagree	somewhat disagree	somewhat agree	fully agree
It is easy to comprehend the training pro-	10	23	45	30

gram				
I was able to gain and acquire necessary knowledge and skills through this training program	3	14	43	48
The duration of the training program was proper	6	24	38	40
The training program was beneficial to me	5	20	43	40
The course material was suitable	10	15	48	35

Communication skill course: 83 participants

	fully disagree	somewhat disagree	somewhat agree	fully agree
It is easy to comprehend the training program	10	25	35	13
I was able to gain and acquire necessary knowledge and skills through this training program	4	18	26	35
The duration of the training program was proper	2	12	35	34
The training program was beneficial to me	8	11	46	18
The course material was suitable	5	18	34	26

Language skill course: 92 participants

	fully disagree	somewhat disagree	somewhat agree	fully agree
It is easy to comprehend the training program	3	13	43	33
I was able to gain and acquire necessary knowledge and skills through this training program	4	15	50	23
The duration of the training program was proper	1	5	46	40
The training program was beneficial to me	0	10	30	52
The course material was suitable	3	6	48	35

Teamwork skill course: 60 participants

	fully disagree	somewhat disagree	somewhat agree	fully agree
It is easy to comprehend the training program	2	5	34	19
I was able to gain and acquire necessary knowledge and skills through this training program	0	3	31	26
The duration of the training program was proper	1	4	25	30
The training program was beneficial to me	0	3	22	35
The course material was suitable	0	11	22	27

Management skill course: 24 participants

	fully disagree	somewhat disagree	somewhat agree	fully agree
It is easy to comprehend the training program	3	5	10	6
I was able to gain and acquire necessary knowledge and skills through this training program	1	3	8	12
The duration of the training program was proper	0	4	15	5
The training program was beneficial to me	0	2	10	12
The course material was suitable	2	5	9	8