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OPTIMIZATION OF HR TRAINING PROGRAM

Case Company: Haier Group

Business Economics and Tourism

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ACKNOWLEDGEMENT

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TIIVISTELMÄ

Henkilöstön koulutus ja kehittäminen on todella tärkeää nyky-yhteiskunnassa toimiville yrityksille. Ei ole epäilystäkään, etteikö työntekijöiden tehokkuus ja työn laatu ole suuressa roolissa koko yrityksen kilpailukykyä määriteltäessä , työntekijöiden tehokkuus voidaan lukea selkeäksi etulyöntiasemaksi. Kohdeyritys Haier Group on tunnettu erinomaisesta henkilöstöjohtamisesta ja hallinnasta, yrityksen erilaiset työharjoitteluohjelmat ja menetelmät esitellään tässä opinnäytetyössä.

Opinnäytetyön tavoite on antaa selkeä kuva harjoittelutekniikoista ja keinoista optimoida niitä. Saavuttaaksemme nämä tavoitteet, seuraavat tutkimusongelmat kirjattiin ylös. Ensinnäkin, onko Haier Groupin harjoitteluohjelma tehokas? Toiseksi, käytetäänkö Haier Groupin harjoitteluohjelmaa tarpeeksi tehokkaasti? Kolmanneksi, miten harjoittelun kehitystä voi tarvittaessa arvioida? Teoreettinen osuus ja empiirinen käytäntö ovat läheisesti yhdistettävissä tutkimusongelmaan.

Tulos perustuu kvalitatiivisiin metodeihin. Tutkimusaineisto ja resurssit ovat pääsääntöisesti lähtöisin kohdeyrityksen työntekijöiden haastatteluista. Opinnäytetyö esittää pääkohdittain yrityksen säännölliset harjoittelumenetelmät ja selvittää kohdeyrityksen tutkimusongelman. Ratkaisut ja ehdotukset kohdeyritykselle ovat hyödyllisiä henkilöstöhallinnon johtajille, henkilöstöpolitiikan päätöksentekijöille, kuin myös akateemisille instituutioille.

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ABSTRACT

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Staff training and development is quite crucial for the enterprise in contemporary society. There is no doubt that the quality and competence of the employee plays a significant role in the development of the company, and it also can be considered as the competitive advantage of the company. The case company, Haier Group, is well-known for its well developed human resource management, which different and practical training techniques will be introduced in this thesis.

The aim of the study is to clarify the role of training techniques and the way to optimize them. In order to achieve the main aim, the following research questions were set. Firstly, if the training program in Haier Group is effective? Secondly, if the training process in Haier Group need to be optimized? Thirdly, What measures should be taken to optimize its training process if it is necessary? The theoretical basis and empirical practice are closely connected to the research problems.

The results are based on the qualitative study. The research data and resources are primarily from the interview of the employee in the case company. The thesis summarizes training methods the enterprise regularly uses as well as solves the research problem of the case company. The findings and suggestions for the case company can prove to be useful to human resource managers, human resource policy decision makers, as well as academic institutions.

Keywords: HRM, Training and development, Training techniques, Haier Group.

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APPENDIX 1. Interview Questions

1   INTRODUCTION

This chapter will be divided into five sections, which will give the reader a comprehensive overview of the study. The background and literature review parts will show the reason why this topic was been chosen, then followed with research objectives and research questions. The research method, structure, and limitations of this thesis will also be presented in this chapter.

1.1   Background of the Thesis

Human resource management is becoming more and more significant in companies. Traditionally, enterprises have primarily focused on their capital, machines and fixed equipment resources to compete with other enterprises. However, nowadays the management of the human resource plays a more important role in the new knowledge economy era as companies' comparative advantage, and is closely related to business development (Dessler 2009).

A skillful staff is the most important key factor for making profits for companies. Training and developing employees is the first step for the human resource department to manage their staff. By learning the enterprise culture, strategy, the history of the company and company regulations through training, new employees can adapt to their new positions as soon as possible, so as to improve their work efficiency. On the other hand, for new employees, training could help them release any pressure caused by the new environment and set the right values of working in the company (Dessler 2009).

Haier Group has been chosen as a case company for this study. "Putting people first matters" is the principle of Haier Group. Haier is one of the most successful and well-known companies in China, particularly being famous for its effective and unique strategies and methods for choosing as well as training its staff. Haier is a Chinese multinational consumer electronics and home appliances company. For 29 years ago, it used to be a small-scale company facing a tough financial situation. Nevertheless, with the innovative strategies taken in both product and international human resource parts, it now has become one of the most competitive

companies in China, and ranked as one of "the world top 500 enterprises". In 2011 the Chinese Haier brand had the world's largest market share in white goods, with 7.8 per cent (Li 2013).

To conclude, Haier Group has been chosen as a case company, in order to explain its different and innovative training strategies designed by the human resource management department.

1.2   Defining Human Resource Management

Human resource management began in the late 1970s and early 1980s, when human resource management experts and researchers started concentrating on how their work could contribute to the success of the organization more effectively (Jackson, Schuler and Jiang 2014). Human resource management as a topic is appearing in the business schools as a significant component of business management (Lewin 1991).

Dessler (2009) states that "Human Resource Management is the process of acquiring, training, appraising, and compensating employees, and of attending to their labor relations, health, and safety, and fairness concerns." The human resource management is very important at management level, in order to have the employees perform at their peak capacity, and improve the department's effectiveness by sufficient training.

Training aims to improve current work skills and behaviors while development aims to increase abilities about future positions or jobs, generally a managerial one (Dowling & Welch 2004). HRM practices influence employees' skills through the acquisition and development of human capital (Stewart 1997). Training and development opportunities contribute to the increasing human capital (Bartel 1994).

1.3   Objectives of the Study and Research Questions

The main aim of this study is to describe and clarify the role and principles of training in terms of human resource management.

The first objective is to theoretically analyze the concept of training, its methods and purposes.

The second objective is to empirically study Haier Group's training approaches. Specific research questions related to the empirical study are:

a) To evaluate if the training program in Haier Group is effective?
b) To evaluate if the training process in Haier Group need to be optimized?
c) To evaluate if any measures are necessary to optimize its training process?

1.4   The Structure of the Thesis

The thesis is structured into five chapters. Chapter one gives a brief introduction of the study. It strats by presenting the background of the study, then it continues by providing the literature review of the study. The objectives of the thesis, the research questions, the structure of the thesis and the limitations are presented.

Chapter two describes the theoretical findings of human resource training methods and processes in general. Chapter three presents the methodology of the thesis and introduces the basic information of the case company.

Chapter four discusses the commonly used human resource training techniques in most Chinese companies, and the different training techniques that are used in Haier Group. This chapter also solves the existing problems in the case company and proposes the accordingly solutions.

Chapter five is the final chapter of the study. It summarizes the main results of the study, recommendations for the company, and the future studies of the case company in human resource training programs (see Figure 1).

Introduction

Background of the thesis

Literature review

Objectives of the study and research questions

The structure of the thesis

Limitation of the thesis

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Figure 1. Research Structure.

1.5   Limitation of the Thesis

Although this research has been carefully prepared, there are still some limitations. For one thing, the supportive evidence for the theory is still limited. Another problem involved in this research is that thesis only uses qualitative method without questionnaires. The information in the empirical study mainly depends on the secondary data, provided by the case company, combined with two interviews mode within the HRM department of the case company.

2   THEORETICAL ANALYSIS

In this chapter, the human resource training procedure and various human resource training techniques will be explained comprehensively.

2.1   Employee Orientation

Employee orientation is referring to providing new employees with the necessary relative information about the company. The information basically includes the working hours, the way to get their working ID and documents, the salary and compensation of their department as well as the information about colleagues (Mueller & Wanberg 2003, 779-794).

In fact, employee orientation is one component of the socialization process for new employees. This process consists of attitudes, values, standards, and patterns of behavior that the company and the department expect. The proper orientation measures can help new employees reduce the pressure about their new working environment and a reality shock they might have between the real and the ideal image of the company (Wang & Yue 2011)

To be more specific, a successful orientation can achieve the following four im§§portant goals. First, the new employees can get a strong sense of belonging. Second, they become to understand the company in a broad sense, such as its past, present and future development, and also its mainly procedures and politics. Third, the employees can get a clearer understanding about the company's expectations of work and behavior. Finally, the employee is better able to adapting to the specialized way of acting and doing things as the company expects (Dessler 2009).

2.2   Training's Purpose and Process

Before implementing the training programs, it is important to analyze the training needs and purposes of the company, and consider the factors carefully that may influence the training process.

2.2.1 Training Today

Training refers to the methods that employers use to give new or present employees the knowledge and skills they need to perform their jobs (Dessler 2009).

Today, with the development of the society and technology, the following characterize training. For one thing, most firms start training their employees by using new technologies, for instance, training online and via computers. Moreover, the training department is focusing broader compared with it was last couple of years. Nowadays, the firm not only trains employees for technical skills, but also teaches them team-building, decision-making, and communication skills. More importantly, some firms even have training classes for employees to obtain computer skills, such as computer-aided design and manufacturing (Gronstedt 2007, 20-24).

2.2.2 The Purpose of Training

Generally speaking, the training process consists of four steps (Wang & Yue 2011), as Figure 2 shows.

Analysis of the needs- what knid of training needs the employee or the job expect

Setting training objectives- the objective should be clear and measurable

Training- includes on-the-job training and step-by-step learning

Evaluation- to get the feedback based on the reaction, achievement, behavior pattern, and outcome from the trained employees
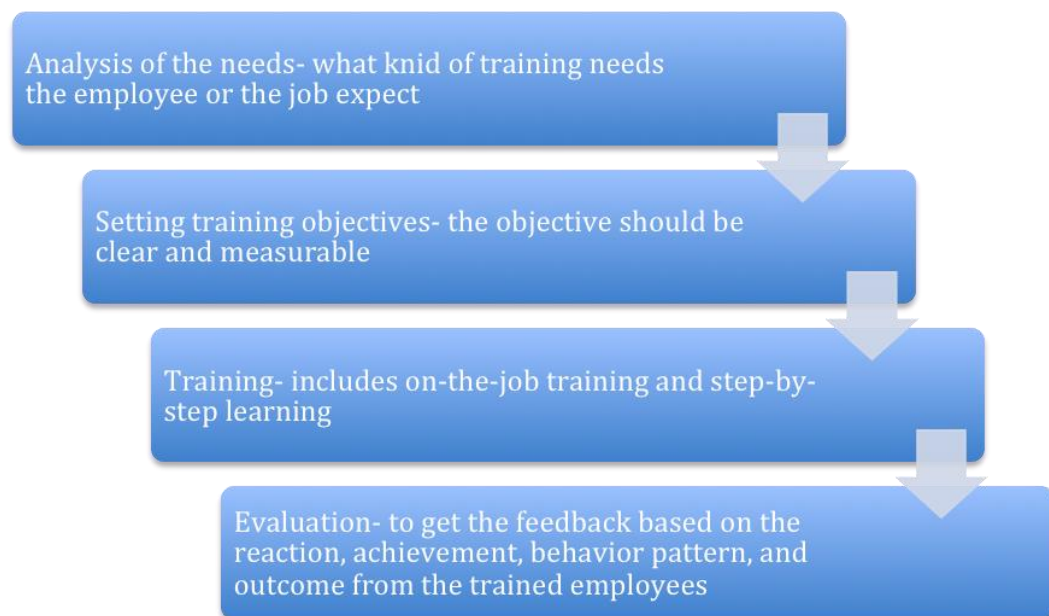
Figure 2. Training Steps (Wang & Yue 2011).

The aim of these four steps is to ensure the need of training, so that training objectives could be settled after eliminating one or several training needs. During the process of setting training objectives, "specify the employee and organizational outcomes that should be achieved as a result of the training." (Blanchard & Thacker 2007), trainers should make sure that the training program is proper for trainees and assignments for trainees could be achieved successfully after their training.

In the training process, the training techniques should be practical and effective first, and then the training could be started. At last, the evaluation of the results should be paid attention to: trainers should compare the work performance before and after their training, so that they can have a clear picture of their programs and improve them later.

2.2.3 The Training Steps and Barriers

During the application of the training, a large number of training plans could not get the ideal results as the trainer expected. The main reason is that the barrier in training plans cannot be removed effectively (Harzing 2011). Here are training steps and barriers of them (Wang & Yue 2011).

Step 1: (1) To make sure that training context is purposeful; (2) The training content should include the practical knowledge that can boost the job performance, relative skills and the ability that trainees should obtain.

Barriers: Do not have an effective training purpose.

Step 2: (1) To make sure the result of the training is optimization (2) To provide learning materials that can guarantee the result of the training is optimization.

Barriers: The lecturer is not good enough.

Step 3: (1) Choosing the suitable training method; (2) The training method must be suitable for the training purpose.

Barrier: Using the wrong training method.

Step 4: (1) To make sure the training result is closely related to the work require-
ments; (2) The training content can be applied in the working content and system.

Barriers: (1) Lack of the new skill of improving the job performance; (2) Lack of
the practical training content that is related to the real working system; (3) Some
trainees are lacking of the initiative that can combine the theory with practical
skills.

Step 5: (1) To make sure if the training result would be useful; (2) Assessing
training courses so as to ensure the training result matches the training purpose.

Barriers: (1) Not assessing training results; (2) Not assessing the change of train-
ees, in particular compare the attitude and the skill trainees have before and after
the training period.

2.2.4 The Training Process

As stated in the previous subcharpter, the first step in a training process is to make
sure the training content is purposeful. In order to make sure the training course is
suitable for the job performance, which can improve the trainee's theoretical
framework, technical knowledge and skills, the trainer should assess training
needs and ensure training purpose clearly to meet training demand. The most ef-
fective method is to analyze employee's job performance and then figure out fac-
tors that influence on employee's job performance, in order to determine the train-
ing method for boosting employees' quality and working ability (Yan 2011).

The trainer also could ensure needs of employees through analyzing the existing
situation and evaluation of the training assignments in the enterprise, which would
indicate the advantages and disadvantages of the existing training process. For
instance, which aspect should be focused on as well as improved, and what infor-
mation is already advanced enough (Yan 2011).

Ensuring the priority of training needs is quite important for trainers after deciding
training needs. There are three steps for analyzing this problem. First, most em-

ployees cannot meet the enterprises' need in the aspect of skills and techniques, in general. Second, some of them have a lack of the core techniques that match the needs of the enterprise. Third, these problems could be settled by using these solutions (Yan 2011).

The information and resources could be collected from the human resource management department in the following ways: sending questionnaires to the employee to search for their needs of training ability; the human resource management department can collect some extra information as the supplement. Because some employees do not realize their needs and are not sure about what qualities they need in their positions, this information part could be obtained through the relative records of this field of the enterprise, namely, the complaint from the employee. Some other ways, for instance, interviews about the satisfactory degree between the trainer and employees and the research about surveying the employee's job performance, are also suggested here (Yan 2011).

The second step in training process is to make sure the result of the training is optimization. After determining the training needs and goals, the trainer should provides trainees with the better learning environment, and reach these goals to make sure the result of the training is optimization (Yan 2011).

Frist, trainers are supposed to stimulate and maintain trainees' attention. Lecturers should prove what they teach has firm relationship with the job assignments of the trainee, so as to let trainees realize the importance and relevance of the training content and they could get much benefit from the course. In addition, the lecturer could attract trainees' attention by changing the training spots and divide the course into several parts to encourage trainees to participate in the course activities. Next, providing trainees opportunities for practicing training content. The more they practice, the better result they can get. Therefore giving the enough time and chances to trainees is a quite effective method. The last but not the least, get the feedback from trainees. The objective and timely feedback about the lecturer can improve the effect of training courses and make progress. Trainees

should be encouraged to state their own opinions that different from the lecturer (Yan 2011).

Choosing the suitable training method is the third phase of a training process. It is better to combine different training methods within one course to avoid the boring atmosphere. There are numerous training methods could be used during the training process, for instance, job instruction training, on the job training, case analysis, seminar and so on. Generally, on the job technique as well as case analysis is strongly suggested in any training courses. These training methods will be presented in the following chapter in detail (Yan 2011).

As a fourth step, it is important to make sure the training result is closely related to the work requirements. Trainees are encouraged to combine what they have learnt with what their jobs need together and always use it into practice, so as to avoid forgetting it as time goes by. Besides, the enterprise could arrange extra courses or schedules for recalling the knowledge the employee is supposed to obtain, and provide the Help-desk and call centers and technical books (Yan 2011).

Finally, to make sure if the training result will be useful is important. If the enterprise does not evaluate the training result clearly, it would not know the training course's effect, which might lead that unpleasant courses are used in the following training program as well as effective courses might be canceled next time. On the other hand, if the human resource managers can ensure the effectiveness of the training course, the training program would be better and better in the future development of the enterprise (Yan 2011).

The trainer can use these tests to examine training results. They are the evaluation of the trainee's reaction, evaluation of job performance, achievement records and some other examinations. In addition, in order to get the feedback better, these studies could be taken. During the preliminary research, a trainer should search the trainee's theoretical foundation, technical knowledge level and job performance before training course. In the training process, a trainer can analyze factors

that may lead to get different feedbacks from trainees in one group. After the training course, a trainer should compare the skill, job performance and technical knowledge level of trainees with what they have done before.

2.3   Training and Learning

The trainer plays an important role in training process. Hence, ths trainer should master some useful training skills and make training materials carefully.

2.3.1   Training and Learning Principles

It is clear that the nature of the training is a process of learnin. Hence, it is necessary for trainers to master some worthy learning rules (Brewster & Mayrhofer 2012).

The training materials should be interesting. Obviously, the learning material that is clearer and more comprehensive would be more popular for the trainee compared with that is not. In order to achieve these goals, the following suggestions could be used. (1) Before the training starts, the trainer provides a brief introduction to trainees so that they could understand and prepare what they are about to learn. (2) Use similar practical cases to explain the learning material better. (3) The material should be divided into sections by logical that is easy to understand and memorize. (4) Use the terminology that the trainee knows already to teach. (5) Use visual aids as mush as possible to illustrate points.

Provide the opportunities that can make the theoretical knowledge into practice, and ensure the knowledge is useful and practical in the work occasion. This part can be achieved with these suggestions. (1) Ensuring the learning surrounding is similar to the working one. (2) Providing some proper internship programs to the trainee. (3) Evaluating or giving feedback to trainees' working performance.

Encourage the trainee frequently. It is well-known that individuals usually be efficient and pleased when they are encouraged or praised. The trainer could do these things as much as possible. (1) Praise the trainees for their effort and achievement.

(2) Allow trainees make their own schedules to reach the optimization if it is possible.

2.3.2   Relative Legal Requirements

It is crucial to pay attention to the legal requirement when training the employee. In general, it is illegal for employers to discriminate on the basis of race, color, religion, sex, or national origin with respect to employment. Hence, the trainers should avoid using some training materials and contents that have discrimination factors about the woman and minority group (Dessler 2009).

2.4   Traditional Training Techniques

When trainers design, validate, and implement training programs, a wide range of techniques could be chose. We can conveniently classify training techniques as either traditional techniques (like on-the-job training) or as computer and Internet-based techniques (Dessler 2009). Here are some traditional training techniques that enterprises normally use.

2.4.1   On the Job Training

On the Job Training (OJT) is a technique that trains the trainee to master a certain skill or accomplish the assignment by doing it in practice. In most companies, OJT is the only training technique for employees, it is also be conducted as arrange new employees to work with the senior employees to learn their experience, or ask the experienced employees to coach the new one (Li & Guo 2009).

The reason why OJT is quite prevalent to be used is that this technique is economical and highly motivated. The trainer does not need to spend a large amount of money on the training equipment, such as classrooms, slide projectors, special training facilities and so on. Moreover, this technique could motivate employees since the knowledge they learnt is practical in real work occasions (Li & Guo 2009).

However, OJT also has some disadvantages. First of all, this technique is suitable for small groups, since trainers are supposed to work on actual problems and the trainer should be experienced in the department, the trainer cannot train a large number of people, namely outweigh five to ten person, at the same time. Besides, this technique is lacking of founding principles, to some extent, which means the new employees might have no idea about the reasons why they deal with the problem by using this method or do not have a host of opportunities to create more innovative answers but follow the supervisor to learn fixed ways to solve the problem. In addition, the trainers might learn the bad habit from the trainer (Li & Guo 2009).

2.4.2 Informal Learning

"Surveys from the American Society for Training and Development estimate that as much as 80% of what employees learn on the job they learn not through formal training programs but though informal means, including performing their jobs in collaboration with their colleagues" (Weintraub & Martineau 2002).

In the early 1990s, Moore did a study named Performance Over Time to illustrate the nature of informal learning (see Figure 3). Moore suggests that 75% of all workplace learning in fact is informal while only 25% of all workplace learning is formal learning.
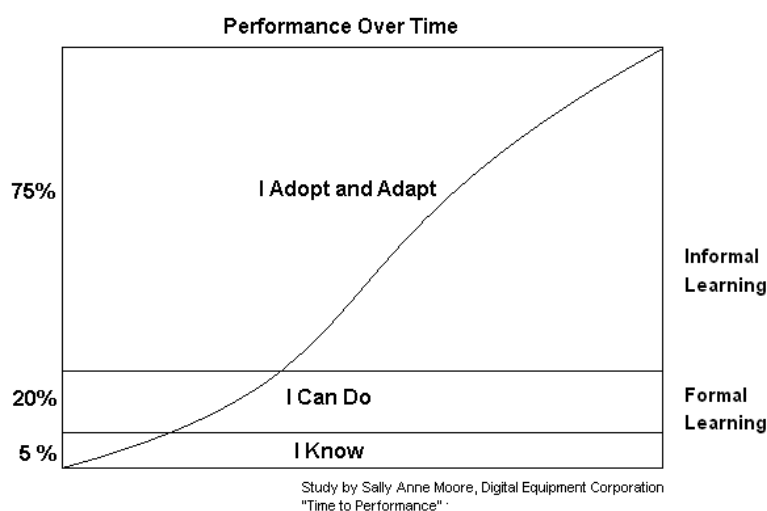
Figure 3. Performance over time (Moore 1998).

From the result of this study, we could conclude that the informal learning is quite general in every side of our life, particularly in training program. Moreover, Gram (2011) states that "there is a host of research at the moment that shows that about 70% of what we learn on the job is learnt through experience. 20% is learnt through feedback and coaching and other similar mechanisms and only 10% is learnt through formal training and on the job training." So, it is not necessary for managers to arrange informal learning for trainees regularly, especially for those who have obtained basic required knowledge by themselves.

2.4.3 Apprenticeship Training

The apprenticeship training approach began in the middle ages and is now used in the training department in many companies. This training technique means that experienced employees teach new employees directly to conduct the assignment by following their formal instructions with on-the-job training. The trainers are supposed to master the expert knowledge and realistic skills through this approach. Apprenticeship training is usually popular in some jobs that for professional trades, such as plumbers, barberes, carpenters, mechanics and printers (Dessler 2009).

Apprenticeship training is most often successful because the experienced employee has the most effective and practical solutions to solve the common problems occur in the assignment. What's more, the trainer can train a large group of people at the same period. However, this approach mainly focuses on the practical operations and lacks a deeper exploration of theoretical part.

2.4.4 Vestibule Training

Vestibule training, sometimes called simulated training, is a technique through which trainers train trainees off the work on the actual or simulated equipment. It is commonly used for some costly or dangerous jobs. For example, putting new assembly-line workers right to work could slow production (Dessler 2009).

Vestibule training might only need the equipment that trainees will use in the actual working environment, but in most situations, it needs to use equipment simulators. For instance, in pilot training, simulators allow crews to practice flight maneuvers in a controlled environment (Dessler 2009).

Some computerized training methods are modern versions of simulated training, which will be addressed in the next chapter.

2.4.5 Behavior Modeling

Behavior modeling consists of three steps. Trainers show the standard models first, and then ask the trainee practice as they expect. After doing these things, the trainer give feedback to improve the performance. This is "one of the most widely used, well researched, and highly regarded psychologically based training interventions" (Taylor 2005). Here are the procedures in detail.

(1) Modeling. The trainer can show the right models by playing video examples or through other related media to teach the trainee required disciplines.
(2) Role playing. The trainee can be given a role in a simulated situation to put themselves in other people's position to deal with problems and demonstrate the effectiveness of models.
(3) Social reinforcement. Trainees are supposed to be given praise and constructive feedback after evaluation of their performance about their role-playing.
(4) Transfer of training. The trainee is encouraged to apply what they learnt from models into actual working situations.

Behavior modeling is very popular. By one estimate, companies spend a large sum of money on behavioral computer skills training than do on sales training, supervisory training, or communication training (Barron 2004). Studies suggest that behavioral modeling results in significant improvements in knowledge and skill learning, but its influence on real job behavior is not that clear (Taylor, Russ-Eft, & Chan 2005).

2.4.6   Videoconference Distance Learning

Videoconferencing allows people in different locations communicate in a live meeting. It has plenty of advantages, for example, it can save costs like travel expenses, improve the efficiency of learning and competitive power, and even record the video to review and summarize (Dessler 2009).

2.5   Computer and Internet-based Training

Computer Based Training (CBT) is a technique that primarily provides trainees to do self-study and quiz to assist themselves with improving their skills and knowledge. Typically, trainees can get a clear picture of the knowledge they should master through doing quiz, since the computer can analyse their wrong answers, show the statistics, and give the constructive feedback as well as suggestions logically. In addition, this technique has greater convenience: by learning through this approach, trainees are free to learn their lessons wherever they want and the only thing they need is Internet connection (Dessler 2009).

2.5.1   Simulated Learning

People have different definitions of simulated learning nowadays. A study survey from Laff (2007) "asked training professionals what experiences qualified as simulated learning experiences." It demonstrates the percentages of trainers choosing between stimulated experiences, which are presented in Figure 4.
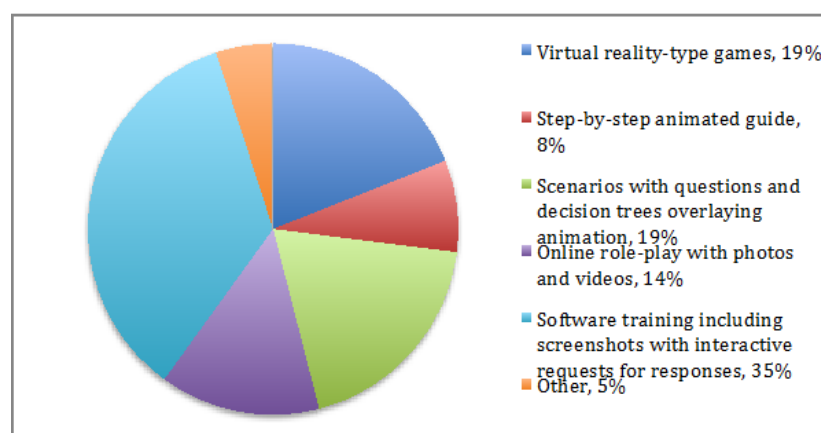
Figure 4. Survey about stimulated learning (2007).

There are several examples of sitimulated learning used by various organizations, for example, employees at Stanford preferred computerized simulations because it could make the training program become more realistic (Dessler 2009). "IBM created a new training effort called *IBM at Play*. This uses vediogame technology and three-dimensional virtual environments to facilitate training" (Frauenheim 2006). This technique is normally used in large companies because of its expensive costs; nevertheless, the cost per person is usually reasonable.

2.5.2   Internet-Based Training

Internet-based training also named web-based training, more and more companies opt to this technique for the popularity of the Internet and its development.

Here is the detailed definition from Rouse (2005): Web-based training (sometimes called e-learning) is anywhere, any-time instruction delivered over the Internet or a corporate intranet to browser-equipped learners. There are two prime models of web-based instruction: synchronous (instructor-facilitated) and asynchronous (self-directed, self-paced). Instruction can be delivered by a combination of static methods (learning portals, hyperlinked pages, screen cam tutorials, streaming audio/video, and live Web broadcasts) and interactive methods (threaded discussions, chats, and desk-top video conferencing).

A vast number of companies only use this approach to train their employees instead of other techniques. Take FAA (Federal Aviation Administration) for example, Delta Airlines' custom service personnel receive around 70% of their annual required FAA training through their intranet. Delta likes it because prior to online training, employees and to travel to one of five training centers, keeping them away from their jobs for at least the day (Zimmerman 2001).

2.5.3   Improving Productivity Through HRIS: Learning Management Systems

Learning management systems (LMS) have an important influence on helping trainees "identify training needs, and in scheduling, delivering, and assessing and

managing the online training itself" (Dessler 2009). Generally, trainees can choose courses based on their needs or utilize the system to schedules the individual training automatically (Zonneveld 2006, 47-51).

Nowadays, the tendency is concerning the e-learning system, enterprises' overall, and enterprise wide information systems. Overall, employees can update skills automatically as well as succession plans as they complete their training.

2.5.4   The Virtual Improving Web-Based Learning

Compared with the classroom instruction, web-based instruction obtains advantages exceedingly. The study from Sitzmann et al. (2006) shows the main differences between web-based and classroom construction (see Table 1).

Table 1. The difference between web-based instruction and classroom instruction.

ASPECT	Web-Based Instruction	Classroom Instruction
For teaching memory of facts and principles	A little bit more effective	
For teaching information about how to perform a task or action	Equally effective	Equally effective
Training Satisfaction	Equally satisfied	Equally satisfied
When trainees control the pace and selection of the content	Much more effective	

Web-based learning is a quite efficient technique that allows trainers to teach a vast number of students remotely, or enables students to study even during the free time. Therefore, the improvement of web-based learning is necessary. Here

are some steps that should be kept in mind when establishing web-based learning program (Dessler 2009).

First, the trainer should pay attention to limitations of e-learning. For example, when taking online exams, it is not convenient and time-consuming for trainees to go back to review their previous answers. Some trainers may have no idea about using the extra control that the system provides. A web-based program may give learner the chance to select the content they will concentrate on, as well as its sequence and pacing (DeRouin, Fritzsche & Salas 2004). Second, for some learning situations, established in-class work still dominates the approaches, a chemical engineering lab session (Dessler 2009).

2.5.5 The Virtual Classroom

The virtual classroom takes online learning to a new level. The virtual classroom provides trainees with a platform to have classes which are more convenient and flexible. The trainee can have the class wherever they want with the Internet, and they also can choose the lessons as they expect freely. This technique is quite economical compared to others and some platforms even can save the course content for a long time which is convenient for reviewing (Dessler 2009).

The virtual classroom combines the best of web-based learning offered by companies (Dessler 2009). As Sitzmann, Kraiger, Stewart & Wisher presented in 2006, " It enables learners to communicate with clear, two-way audio; build communities with user profiles and live video; collaborate with chat and shared whiteboards; and learn with shard applications such as PowerPoint slides."

2.5.6 Mobile Learning

Mobile learning (or on-demand learning) means delivering learning content on demand through mobile devices like cell phones and laptops, wherever and whenever the learner has the time and desire to access it (Arnold 2007).

Mobile learning has numerous benefits. To start with, this approach is flexible since trainees can learn classes whenever and wherever they want, such as the

way to travel, at the bus station, waiting in the queue or something like these. Furthermore, the cost of this approach is lower than others because companies do not need to purchase equipment like the computer for training. Besides, the trainer not only can upload the latest learning content momentarily, but also can collect data about trainees' learning habit and initiative from the login records (Agnvall 2006).

Nevertheless, there still exist some weaknesses. In the first place, the speed of the Internet is not very stable and as fast as the trainees expect, especially in some developing countries. For another, the expense of mobile learning is a problem for some trainees who cannot afford it. Additionally, the screen of the mobile devices is small that not as comfortable as the traditional ones and occasionally suffer from different interruptions. (Agnvall 2006)

2.5.7 Training for Special Purposes

Lifelong learning means that the organization provides employees with continuous training opportunities, such as technical skills training, communication skills training, developing the new way of thinking, and so on (Salopek 2007; Kalleba 2007).

Nowadays, with the development of technology, people are not satisfied with the basic learning skills as well as old-fashioned knowledge. Lifelong learning has plenty of advantages. To begin with, for employees, lifelong learning can provide them with the chance to learn and obtain the latest working skills. Moreover, this approach can motivate employees, so that they are willing to make plans about their future career development. To some extent, it can enhance the staff's self-confidence and initiative, and even give employees a sense of achievement. Above all, lifelong learning improves trainees' ability of reemployment (Dessler 2009).

Diversity training means techniques for creating better cross-cultural sensitivity among supervisors and non-supervisors with the purpose of creating more harmonious working relationships among a firm's employees (Dessler 2009). For example, there were around 11000 employees who conducted a diversity training semi-

nar in the company of Adams Mark Hotel & Resorts: "It combined lectures, videos, and employee role-playing to emphasize sensitivity to race and religion" (Simon 2001).

There are a large number of training programs heading for counteracting potential issues related to a diverse workforce. These include programs for improving interpersonal skills, understanding/valuing cultural differences, improving technical skills, socializing into corporate culture, indoctrinating recent immigrants into the work ethic, and improving bilingual skills for employees (Dessler 2009).

There is no doubt that teamwork plays a crucial role in the real work. Good teamwork can improve the overall efficiency of the organization; the cohesion of the enterprise would be reduced if employees spend their time on passing the buck. To have common values about the company and obtain a stronger sense of collectivism would make employees have a cordial working relationship (Dessler 2009).

Trainers should illustrate the importance of good teamwork, build the trust of each other in the organization, and establish an effective communication system (Shuit 2003).

2.6   Managerial Development and Training

Management development refers to the method that can boost current or future job performance by teaching the knowledge, transforming the idea, and improving the skill. It includes in-horse programs (for example, lectures, coaching, and rotation assignments) and professional programs (for instance, SHRM seminars, executive MBA programs, and university programs) (Dessler 2009).

Management development is crucial because internal selection is now becoming the primary way for managing the employer. In other words, these managers should have done some assignments successfully, and then they would be selected for their working ability that could take responsibility to handle their future jobs. As a matter of fact, by assisting employees or managers to reach the higher position, management development can reinforce the continuity of the organization;

and by spreading the idea that is the right value or attitude，management development can help employees to step into the socialization process (Li & Guo 2009).

2.6.1 Trends in Management Development

Globalization and increased competitiveness indicate that today the leadership development programs are significant to be organizationally related (Dessler 2009), which means three things. Firstly, the program is supposed to make sense with reference to the strategy and goals of the company. This refers to including the top management team in formulating the program's purpose, and stating specific competencies as well as knowledge outcomes, instead of only attitudes. Secondly, "there is more emphasis on supplementing traditional development methods (such as lectures, case discussion groups, and simulations) with realistic methods like action learning projects where trainees solve actual company problems" (Zenger, Ulrich, & Smallwood 2000). Lastly, trainee assessment regularly is priority of manager development programs.

A number of principles for designing leadership development programs (for example "involve top management") are summarized below (Blanchard & Thacker 2007; Zenger, Ulrich & Smallwood 2000; Patton & Pratt 2002; Locke & Tarantino 2006):

1. Design the program so that it flows from and make sense in terms of the company's strategies and goals.
2. Involve the top management team in formulating the program's aims.
3. Make sure to design the program to improve manager's deficiencies and needs that you identify ahead of time.
4. Aim for practicality rather than just theory.
5. Specify concrete competencies and skills outcomes, not just knowledge and attitude changes, and use realistic learning methods like action learning projects where trainees solve real company problems.

6. Aim for short, high-involvement, 3-4 day program rather than longer immersion programs.

Development techniques (most equally useful for first-line supervisors, also) are explained in the following paragraphs.

2.6.2 Managerial On-the-Job Training

On-the-job training is not only for nonsupervisory employees, but also is a prevalent manager development technique. Its major variants contain job rotation, the coaching/understudy method, and action learning (Dessler 2009).

Job rotation generally means arranging employees to work at different positions in one department or to work in different departments to gain more work experience. There are two ways for job rotation. One is that trainees visit different departments to experience their differences, but they do not work in those departments; another one is that trainees work in different departments. Job rotation is increasingly popular because it is has numerous benefits. In the first place, people usually feel bored if they work in a same position for a pretty long time, hence, the proper job rotation would bring employees new interests and challenges. Further, job rotation can cultivate employees' ability to adapt to the new environment. To be more specific, for employees, job rotation could assist them to master more skills and knowledge; for managers, it could improve their analysis skill, especially the skill to get the whole picture of the company. Additionally, job rotation provides employees with opportunities that communicate with colleagues in diverse departments, which benefits for cooperation of different sections. What's more, job rotation could meet the demand of career choice (Li & Guo 2009).

Coaching /understudy method usually means an experienced worker or supervisor training the employee on the job (Dessler 2009). With this method, the new trainees would receive ongoing suggestions, frequently from the person they are scheduled to replace.

It is said that the best method for managers to gain management experience is participating in the actual team assignment instead of traditional class teaching method. Recans (2008) defines that, action learning is L=P+Q (L stands for experiential learning and complex problem solving, P refers to knowledge acquisition, and Q means Co-learning in groups).

2.6.3　The case study method

Case study method was originally developed by Harvard Law School, the United States. The case study method is prevalent nowadays and here are some main points the trainer should notice (Li & Guo 2009).

① Since cases are collected through the actual work, trainees usually cannot know the full background information and content. Hence, the trainer should explain the case in detail and also ensure the trainee know the case clearly.

② The trainer should control the time when trainees are dealing with the case and discuss with each other.

③ There are many problems in one case so that trainees would also suggest a large number of solutions. The trainer is supposed to summarize them in order.

④ It is advised that the trainer divides trainees into several groups. When one group presents ideas, the others are encouraged to argue about them that would brainstorm more ideas.

⑤ The trainer should also collect similar cases to explain the core case better.

2.6.4　Management Games

Management games is a technique where managers are divided into several teams to compete with each other by making use of computers to simulate the real companies' daily running process and then make their own decisions for the company.

During the competition, trainers are allocated for 5-6 companies, and each company has to compete with others so as to make maximum profit. Every company is supposed to set a clear goal and get to know the number of decisions they could make; at the same time, managers cannot get the information about their competitors' decisions. (Laff 2007, 52-56)

Management games are very useful human recourse training method for trainees, because it can assist trainees to improve their skills about solving problems, and also assist them with focusing on business system planning instead of concentrating on coping with temporary affairs. Moreover, this technique could develop the teamwork spirit and ability to be the outstanding leader. Above all, trainees can get a clear picture of the whole company through taking part in management games. Nevertheless, this approach is, to some extent, expensive and time-consuming; meanwhile, for the managers, it is not easy to control (Dessler 2009).

2.6.5 University-Related Programs

In this contemporary age, many of the top universities provide executive education programs in leadership, supervision, and the like. "These can range from 1-to-4-day programs to executive development programs lasting 1 to 4 months. An increasing number of these are online" (Dessler 2009).

University-based executive education is increasing realistic, relying more on active learning, business simulations, and experiential learning (Musselwhite 2006). Employees are becoming more sophisticated when they select and manage university-related development programs (Dessler 2009).

2.6.6 In-House Learning and Development Centers

Currently, a large number of firms have in-house development centers, also named "universities", which means combing the traditional class room learning (such as lectures, seminars) with some different techniques (assessment centers and online learning opportunities, for instance) to improve the capacity of employees and managers (Gerbman 2000; Laff 2007).

Take General Electric's Leadership Institute as an example, the courses range from entry-level programs in manufacturing and sales to a business course for English majors. Nevertheless, probably because many training vendors are offering catalogues of courses online, corporate universities seem to be moving from offering large catalogues of courses online, corporate universities seem to be moving from offering large catalogs of courses to more focused offerings on topics like strategy and performance management (Garry 2007).

2.6.7 Organizational Development

Organizational Development (OD) is a technique that applies the knowledge of behavior science to the strategy, organization, and process of the firm that can improve organizational effectiveness. To be more specific, OD is a systematic process of collecting data, testing, behavior planning, and evaluating, and it aims at reinforce the coherence of the organizational structure, procedure, strategy, and staff. Further, it also contributes to explore new innovative solutions to solve organizational problems, and develop self-renewal capability of the organization (Wang & Yue 2011).

Specific examples of OD programs include survey feedback, sensitivity training, and team building (Wang & Yue 2011).

Survey feedback is the basic method for organizational development, which means analyzing problems and then collecting the different opinions about the way to solve the problem better by sending questionnaires; at last, return the result to the people who respond with questionnaires. The target unit of questionnaire could be working group or sections, and even the whole organization. The questionnaire usually consist of three parts, which are problems of managers during their management process, the evaluation of the communication, decision making, and motivation aspects, as well as the job satisfaction for the organization of employees. Many studies have demonstrated that this approach can identify the existing problems and also the effective solutions, so as to improve the development of the organization (Wang & Yue 2011).

Sensitivity training is largely used for improving the trainees' learning ability and integrated cognitive competence, through the way that trainees recognize themselves and others' emotion and estimation deeper. Sensitivity training mostly targets at the staff, middle-level managers, students and people who are from different backgrounds and nationalities. During the training, trainees can discuss topics that they are interested in and share their views with others freely, and then they could analyze their own behaviors and emotions in order to know themselves clearly and accept the feedback (for instance, judgments and comments) about improving themselves. This could help trainees improve their sensitivity when they facing problems (Wang & Yue 2011).

In general, employees can join in this training freely, and every time the number of trainees should not be in excess of 15. Training period is supposed to range from 3 to 14 days and here are the training phrases it usually has (Wang & Yue 2011):

① The trainer does not set the formal detailed discussion agenda, participants are encouraged to discuss freely, inspired by each other, and promote mutual understanding between each other.

② Trainees showing their ideas frankly is a kind of feedback while at the same time, the trainer observing the other trainees' action accordingly is another kind of feedback.

③ Focusing on enhancing interpersonal relationships, learning from each other, and promoting the corporation.

④ According to the questions in the real work situation to reinforce the knowledge they have learnt.

Team building means organizing the team in a planned way, conducting and summarizing training activities to improve the capability of team members. The

construction of the team decides the development of the team, and some advice for building a good team would be presented below (French & Bell 1999):

(1) Cultivate the team leader. Choosing a proper team leader is good for organizing the daily arrangement of the team. The team leader should obtain the basic quality and ability of leadership as well as know how to achieve planned goals clearly, so that the team could be more effective.

(2) Make team goals. Team goals are planned based on the enterprise's direction of future development and the common achievement of team members, they are supposed to be the motivation and the direction of endeavor for the staff. The team leader should ensure the real situation of the team, for example, what phrase the team is in now, what kinds of shortcomings team members have, does the trainer should provide the extra assistance for the team, and in which way the trainer can motivate team members better. Furthermore, when making team goals, the trainer is suggested to obey the principle of SMAT (S=Specific 、 M=Measurable 、 A=Attainable 、 R=Relevant 、 T=Time-based).

(3) Improve the quality of team member. The trainer builds learning organization which means to let every team member realize the importance of learning, provides the learning opportunities and occasions as much as possible, rewards the fast learner, and constructs study atmosphere through ways like face-to-face communication, seminars, training courses and together working.

(4) Cultivate team spirit. Team spirit emphasizes the close cooperation between team members, and the leader should definitely set good examples for others. Moreover, trainers should not only introduce and emphasize the importance of team spirit in training courses, but also put it into practice.

(5) Motivate team members. Motivation is a way that by satisfying the team members and meeting their demands, the trainer arouses trainees' positive attitude and fulfill their potentials to ensure they could achieve the goal of team. There are various ways of motivation, such as setting good examples, giving rewards and compliments, and holding celebration activities (Kontoghiorghes 2001; Santos & Stuart 2003).

2.6.8 Organizational Change

The development of the firm has close connection with organizational change, the change of interior environment and exterior environment of the firm, and the continuous conformity of enterprise resources. These factors all bring both opportunities and challenges to the firm at the same time, and the firm should concentrate on the organizational change for its importance. Organizational change refers to use the knowledge of behavior science and relative management methods to adjust and innovate the organization structure, organizational size, communication channel, as well as the attitude, value, and behavior of employees; in this way to adapt to the development of the firm and organizational effectiveness (Dessler 2009).

2.6.9 Lewin's Process for Overcoming Resistance

Kurt Lewin (German-born psychologist) believes that "all behavior in organizations was a product of two kinds of forces: those striving to maintain the status quo and those pushing for change. Implementing change thus meant either reducing the forces for the status quo or building up the forces for change." (Dessler 2009). Lewin's process is composed of three steps, as explained in Figure 6.

Unfreezing
- To decrease forces that are striving to sustain the status quo, normally by displaying a challenging problem or event to get employees to recognize the need for change and to explore for new solutions.

Moving
- Developing new behaviors, values, and attitudes, occasionally through organizational structure changes and sometimes through the other management development methods (for example team building).

Refreezing
- Building in the reinforcement to validate the organization doesn't slide back into its previous ways of conducting things (such as use new incentive plants).

Figure 5. Lewin's process for overcoming resistance (1947).

2.7 Evaluating the Training and Development Effort

After training periods are ending, it is necessary for trainers to evaluate their programs and then to improve them step-by-step. For instance, if trainees learnt what they are supposed to obtain, was the learning process proper for trainees, are there any other training methods that can improve the training program, and the satisfaction degree of training programs for trainees (Dessler 2009).

There are two basic questions that should be answered during the evaluation process, one is about the design of evaluation study, especially the requirement of using controlled experimentation; another one is what training effect to measure (Dessler 2009).

2.7.1 Controlled experimentation

Ideally, the best technique for evaluating the training program is controlled experimentation, which is quite authentic and logical. It usually uses a controlled experiment to test both the periods before the training and after the training. The controlled experimentation is supposed to have a training group and also a control group (which is non-training group). "Data (for instance, on quality of production or quality of soldered junctions) are obtained both before and after the training effort in the group exposed to training, and before and after a corresponding work period in the control group" (Dessler 2009). This technique has possibility to ensure the job performance of trainees in the control group, for example, whether the result is from the training program or from any changes based on the firm itself (which could be the extent of raising the salary). However, the controlled experimentation, in terms of current practices, is seldom used (Sanchez, Aragón & Valle, 2003).

2.7.2 Training Effects to Measure

Here are four basic categories by which training outcomes can be measured (Dessler 2009):

①Reaction. Evaluating reactions of trainees to the training program. Are trainees satisfied with the program? Do trainees consider the program to be useful and valuable?

②Learning. Trainers can make the examination for trainees in order to test if they leant the principles, skills and theoretical knowledge as they expected.

③Behavior. If the trainees' behavior on the job changed after joining in training programs. For instance, did the complaints from customers in the shop decreased.

④Results. Obviously, improving the productivity is quite crucial for the firm. The training program is regarded as successful if trainers change to be better in the aspect of their reactions, behaviors, and knowledge.

3 METHODOLOGY AND THE CASE COMPANY

In this chapter, the research methods and the data will be presented. The qualitative and quantitative methods will also be analyzed as well. Moreover, an overview of the case company will be introduced.

3.1 Qualitative and Quantitative Research Method

Rajasekar, Philominathan and Chinnathambi (2013) describe research methods as "various procedures, schemes and algorithms used in research". All the methods used by a research are basically planned and scientific, which assist to collect data.

Qualitative and quantitative methods are two major research methods. Burns and Bush (2000) stated that the researchers choose to use which kinds of research methods are based on the desired results that the study sets out to achieve.

"Qualitative research is an unstructured, primarily exploratory design based on small samples, intended to provide insight and understanding. Qualitative research is research techniques that seek to quantify data and, typically, apply some form of statistical analysis" (Malhotra and Birks 2003).

Generally speaking, qualitative research produces rich, detailed and valid (process) data that result in profound understanding of the context, while quantitative research produces reliable population based and generalizable data that are beneficial to establish cause-and-effect relationships (Anderson 2006).

Table 2 shows the specified differences between qualitative research method and quantitative research method (Johnson & Christensen 2008; Lichtman 2006).

In this thesis, a manager and an employee working in the human resource management department in Haier Group, Inner Mongolia Branch, will be interviewed to answer questions about training techniques and results in the company. Therefore, the qualitative method will be used in the case study.

Table 2. The comparison between qualitative and quantitative research methods.

Criteria	Qualitative Research	Quantitative Research
Purpose	To understand & interpret social interactions.	To test hypotheses, look at cause & effect, & make predictions.
Group Studied	Smaller & not randomly selected.	Larger & randomly selected.
Variables	Study of the whole, not variables.	Specific variables studied.
Objectivity and Subjectivity	Subjectivity is expected.	Objectivity is critical.
Role of Researcher	Researcher & their biases may be known to participants in the study, & participant characteristics may be known to the researcher.	Researcher & their biases are not known to participants in the study, & participant characteristics are deliberately hidden from the researcher (double blind studies).
Results	Particular or specialized findings that is less generalizable.	Generalizable findings that can be applied to other populations.
Scientific Method	Exploratory or bottom–up: the researcher generates a new hypothesis and theory from the data collected.	Confirmatory or top-down: the researcher tests the hypothesis and theory with the data.
Focus	Wide-angle lens; examines the breadth & depth of phenomena.	Narrow-angle lens; tests a specific hypotheses.
Nature of Reality	Multiple realities; subjective.	Single reality; objective.
Final Report	Narrative report with contextual description & direct quotations from research participants.	Statistical report with correlations, comparisons of means, & statistical significance of findings.

3.2   Validity and Reliability

According to Gaur and Gaur (2006, 31), "reliability and validity are two important characteristics of any measurement procedure". Reliability delivers the numeric value, while validity measures the supposed property. The reliability of the study means the repeatability of the measurement results, not the randomness (Ghauri & Grönhaug 2005, 81). Normally, if the sample in a research is larger, the reliability tends to be better (Cooper & Schindler 1998). Validity is measuring the extent of the accuracy of results (Ghauri & Grönhaug 2005, 65). Researchers usually decide validity by doing questionnaires and searching for the answers in the research of others (Joppe 2004).

Validity of the results can either be internal or external. Internal validity means the analysis of the accuracy of the results acquired. External validity means the analysis of the findings with regards to whether they can be universal (Ghauri & Grönhaug 2005, 65).

Besides, there are four validity types for qualitative research that are frequently stressed. They are descriptive validity, interpretative validity, theoretical validity, and generalizable validity. Descriptive validity is related to the degree to which the actual description of the results is true. "Interpretative validity is associated with the interpretation's goodness". Theoretical validity refers to how adequate the theory suggested is, such as whether the theory really supports the study subject. Generalizable validity is associated with what extent the results of the study can be generalized, for example, are the results of this study true for other organization so in the same industry? (Ghauri & Grönhaug 2005, 216 – 218).

In this research, the theoretical framework was built based on the earlier literature and the theoretical concepts were used to plan and implement the empirical study, which helps to support the theoretical validity. The analysis of the research is absolutely made based on the answer from interviewees to ensure the objectively of the thesis. Moreover, the questions for the interview are designed to be objective.

The question is not only targets the good aspect of the case company, but also contains the company's weak sides.

The interview is made in Chinese, so that both the interviewer and the interviewee do not have language barriers and misunderstandings. The interviewee fully understands the question, which ensures the accuracy of the answers. The results from a single case study cannot be generalized to other companies or industries, instead, it would need some further studies.

3.3   Overview of Case Company

Haier Group is a Chinese multinational consumer electronics and home appliances company, which head office is located in Qingdao, Shandong, China. It designs, develops, manufactures and sells products containing air conditioners, mobile phones, computers, microwave ovens, washing machines, refrigerators, and televisions (Li 2013).

Haier was founded in 1984. In the last 30 years, through its entrepreneurial and innovative spirit, Haier has transformed itself from an insolvent collectively owned factory on the brink of bankruptcy into the number one global home appliance brand. In 2013, Haier's global revenue and profit reached EUR 21.15 billion and EUR 1.27 billion, respectively. Profit growth was two times revenue growth. In 2012, the Boston Consulting Group published World's 50 Most Innovative Companies list, Haier was the only Chinese company in the top 10, as well as the top-ranked consumer product retailer (Li 2013).

The case company is located in the Inner Mongolia, China, which is a branch of the head office. There are over 1000 employees in this company while the staff in human resource management department is 12. Each year, the company hires around 20-40 new employees and all of them will be trained. The research is conducted based on the data from the HR department in latest three years.

The training process of Haier Group is explained in Figure 6 (Li 2013).
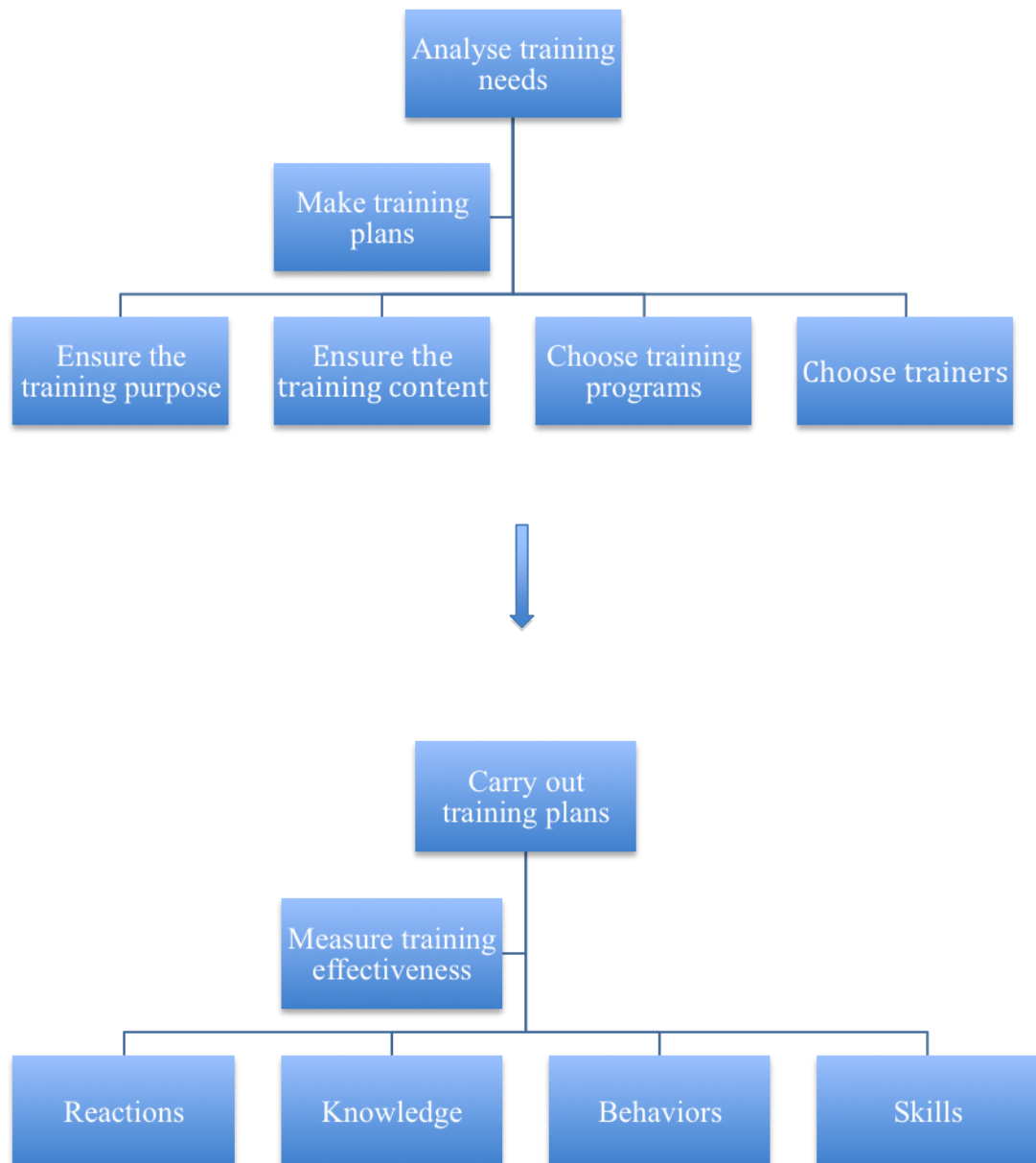
Figure 6. Training process of Haier Group (2013).

4 EMPIRICAL ANALYSIS AND CASE STUDY

In this chapter, training forms and training methods commonly used by Chinese enterprises will be introduced and explained, and the research results will be presented based on the case company materials and the interviews from Haier Group, Inner Mongolia Branch.

4.1 Training Techniques in Chinese Companies

The commonly-used training methods in Chinese companies will be introduced in this section. The content is summarized based on the study of Mr. Bai through the personal interview. Mr. Bai is a Chinese professor in this field who provied the following information. The interview is made through the telephone and Skype in April, 2014.

4.1.1 Classroom Training Method

As the primary and most commonly used training technique among all the training techniques used by Chinese enterprises, classroom training needs a relatively low cost but has a better effect. New employees should be trained so as to be familiar with the devices, working procedures, rules and regulations and behavior standard of the company. For most new employees that have just graduated from junior colleges and technical secondary schools do not have rich working experience nor do they know about the company's operation conditions, classroom instruction is the most efficient technique for them to learn relevant knowledge about the company.

In the company's training programs for new employees, classroom training is normally used in the centralized training of all new employees, the professional knowledge training for new employees in the purchasing department and that for chemical operators.

Obviously, certain skills are needed in the process of classroom training:

(1) Video Training. It refers to training employees with film, television, projec-

tion and some high techniques like this, so as to improve the effect of training and make the training course more interesting and vivid. For instance, in the centralized training, current CD data can be used to introduce the company profile to new employees so that they can come to know the basic information about the company through watching a video. Safety education might be a little boring and employees must be bored if the education is all about the trainer's oral instruction and blackboard-writing. However, it's not suggested that there's only one training method, video training, throughout the training course, for it usually lacks key points. Therefore, after watching the video, the trainer should explain and review key points.

(2) Case Study. For instance, in the professional knowledge training for new employees in the purchasing department, the trainer can combine the company's successful cases to carry out the evaluation of suppliers. Make trainees analyze how to conduct evaluation of suppliers themselves and the problems needed to be noticed during the evaluation process.

(3) The Brainstorming Method. It is an effective group problem-solving technique in which members inspire each other and stimulate creative thinking, which is able to maximize every member's creative ability and offer more and better solutions to deal with the problem. The only theme of brainstorming method is to nail down the problem that needs to be solved. Organizers and participators come up with a theme in an unconstrained way, pin down suggestions or schemes for the problem needed to be solved, and both organizers and participators are not allowed to make any comment on others' suggestions and schemes. Then suggestions spontaneously contributed by participators are collected and given to all the participators so as to exclude repeated and obviously unreasonable schemes, and make a re-expression of ambiguous schemes. In the end, evaluations given by participators about feasible schemes are collected so as to select the optimal scheme.

4.1.2 The Role Playing Method

The role playing technique is a training method to effectively develop roles' action capability as well as the second effective training method after the classroom training method for most Chinese enterprises. The role playing method refers to preset a task that needs to be accomplished by various kinds of characters. During the training, trainees are required to play different roles and integrate into the scene to cope with all kinds of problems and contradictions, while other trainees are the audience. When the performance is over, the audience evaluates how the role-players have completed their tasks. This method helps trainees think about the problem in others' position, experience psychological activities of all kinds of characters and relevant business operations, train their ability of self-control and capacity to make immediate response so as to improve their ability in handling business and thereby change trainees' attitude and cultivate their competence to solve problems.

For example, when it comes to the professional knowledge training for new employees in the purchasing department, while teaching trainees about knowledge on acquisition negotiation, trainees can be asked to simulate parties involved in a negotiation. In the simulated negotiation, trainees have to deal with all types of problems occurred during the negotiation, and after the simulated negotiation, their performance will be evaluated by other trainees. That trains their ability of self-control and capacity to make immediate response in practical negotiations.

4.1.3 Outdoor Training Method

Outdoor training courses consist of aquatic, field and ground courses. With the company's practical condition taken into consideration, ground courses are comparatively easier to be conducted among the three courses. Ground courses refer to various team courses and mental training activities, such as climbing, jumping, carried out on special training grounds using all kinds of training facilities like overhead rope nets.

There are usually four parts in outdoor training:

① Team warm-up. Team warm-up before the training will help trainees better understand each other, reduce stress, build team spirit so as to make trainees feel relaxed and at ease while participating in various training activities.

② Individual projects. With the design principle of maximum psychological challenge and minimum physical risk, every activity is an extremely large test of trainees' metal endurance.

③ Team projects. With improving trainees' cooperative consciousness and team spirit as the goal, the complicated and tough activities in team projects promote mutual trust, understanding, tacit agreement and cooperation among trainees.

④ Review and summarizing. Review helps trainees digest, organize and improve their experience in the training in order to achieve specific aim of this activity. Summarizing enables trainees to apply experience they obtain though the training to work, which will realize the overall training goal.

Trainees will gain remarkable improvements in the following aspects through the training. They will realize their potentials, strengthen self-confidence and improve self image; overcome mental inertia and build up the perseverance to overcome difficulties; inspire imagination and creativity and improve the ability to solve problems; realize function of the team, and enhance the sense of participation and responsibility to the collective; improve interpersonal relationships, learn to care about others and cooperate with the group in a more harmonious way; learn to appreciate, concern about and protect nature.

4.1.4 Apprenticeship Training

The advantage of this kind of training lies in its low cost and practicality that enables new employees to experience their work by themselves. The key of apprenticeship training is to find an appropriate initiator commonly known as the master, and those masters must be extremely outstanding at their work so as to be the role

models for new employees, and new employees can have a reference point to standardize and improve themselves by venerating their masters during the learning process. Moreover, this kind of veneration gives new employees learning enthusiasm and makes them learn from masters with a modest attitude. Masters must have rich experience as well as outstanding professional skills, they must be familiar with any problems that might occur during the work and they should also know how to teach new employees knowledge and skills.

4.2 Training Principles in Haier

The training program in Haier develops an effective and comprehensive training system that not only provides eligible employees to the company, but also is a crucial way for Haier to motivate and reward employees. In Haier, training is the benefit for employees, because during the training process, employees can learn the technique knowledge that they need to adapt to their job positions as well as they can improve themselves, for instance, developing their teamwork spirit, cultivating innovative spirit, and creating the high cohesion of the enterprise (Li 2013).

In Haier, the untrained employee is considered as liabilities while the trained employee is regarded as the asset of the enterprise. Hence, Haier Group creates various learning opportunities for its employees as much as possible, and provides diversity training programs, particularly aiming at markets expanding, so as to improve employees' quality and competence (Li 2013).

4.2.1 Corporate Culture Training in Haier

The initial training period in Haier is encouraging the employee to accept strategies of company and apply them into practice on the job. Through training programs, reach the goal that letting employees identify with the corporate culture and take core values of company as the orientation. Take the military training as an example, when new soldiers join in the army, all their life styles and behaviors should obey the rule of the army. When behaviors are unified, thoughts are gradually unified as well. Thus, Haier believes that training programs should first en-

courage employees' values integrate with the core values of the enterprise, then reach the goal that unify the working behavior with strategic aims. Besides, Haier Group has published a series of books to cultivate the corporate culture and values (Li 2013).

In general, employees who take place in April would have a visit to all departments of the company as well as the workplace, and also participate in a special training like the military training to strengthening physical stamina and corporate culture. The time usually lasts around one month. On the other hand, if employees get their positions at other time except in April, they would have a one-week training program based on their own departments (Li 2013).

The assessment of knowing about the corporate culture is a quite important process, because people who are failed in this section would lose their opportunities to continue being training and working in the company.

4.2.2 Training Needs of Haier

To continuously enhance personal quality and to make progress are the occupational expectations for most employees. For Haier Group, to provide the training opportunity and to meet the staff's demand, so as to maintain competitive advantage in human resource management, is one of the most important factors to nurture company's dynamics and drive the success. Therefore, Haier has established its own effective training principles that are people-orientated, to contribute to its employees as well as to keep the company stable, persistent and fast developing (see Figure 7).
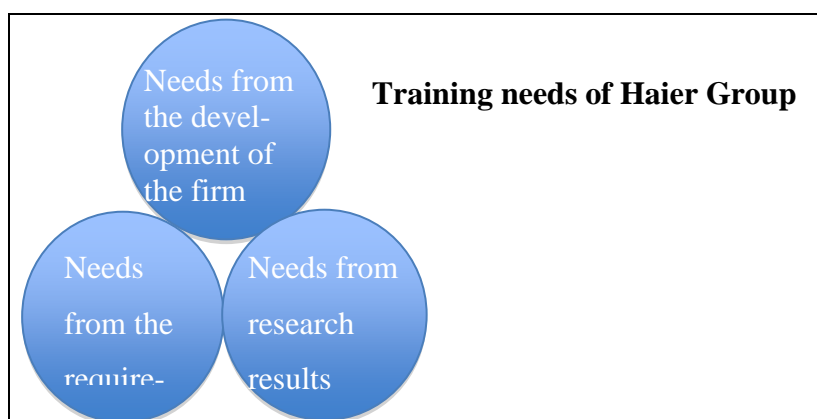
Figure 7. Training needs of Haier Group (2013).

The training need of Haier Group is from three parts; they are needs from the development of the company, needs from employees' requirements, and needs from the research results of job performance, respectively. Haier combines these three parts together and then find the disparity based on their training experts and professional books, after ensuring every employee's training needs in detail, finally Haier designs a targeted training program for the employee (Li 2013).

In this way, Haier improves its training effect increasingly, and it also continuously uses various innovative training programs to make progress. Haier aims to cultivate every employee that to be suitable for development goals of the company, and even achieve the level of being a versatile talent in this international world.

4.2.3 Instant Training

Haier's core training principle is instant training, which means to encourage employees to analyze actual cases (no matter if cases are good or bad examples) that have happened during the work, usually they discuss the case at the scene of the case after their work. The trainer reviews the whole plot of the case, and then tries to tug everyone into pondering and even heated discussion. After employees are sharing their different opinions with each other as well as revealing the nature of the problem, the trainer suggests one solution as standard so that employees can solve this type of issue quickly next time when it occurs. Moreover, the trainer is encouraged to publish an article about the case in the newspaper made by the company to share the experience with everyone who is interested in it or has better solutions for it. Haier also believes that this approach, which takes the actual case as the teaching material, not only can unify trainees' actual operations, but expand their way of thinking and skills of dealing with different issues as well (Li 2013).

Instant training consists of two phases and the first phase is the training phase. In this phase, the trainer shows the specific case or problem to employees, with displaying the actual background and provides enough background materials, so as to

ask employees to analyze problems and share their answers. After that, the trainer will show the best solution to them, which can improve the analysis skill and ability to solve complex problems by comparing and summarizing various solutions from them. The second phase is to verify the outcome. The company frequently verifies if employees truly master skills they have been taught, and makes record of this as statistics. For the employees who do not master the skill, the trainer would train them again until they can do this successful (Li 2013).

The training technique of Haier Group is famous for this approach and this approach has been used in the entire company.

4.3 Diversity Training Techniques

The information in this section is provided by the employees working in human resource management department in the case company. The information is summarized base on the interview of Mr. Qin and Miss Fei through the telephone in April, 2014.

4.3.1 Induction Training

Induction training aims for training trainees to obtain the corporate culture and career skills, and basic technical skills they need on their jobs. Induction training includes initial training，rotation training, and on-the-job training. To be more specific, initial training is primarily for cultivating the perception of corporate culture as well as creating a sense of belonging for the staff; rotation training is mainly used for providing employees with opportunities to work in different positions to improve their comprehensive ability, and this training method also is beneficial to employees when they are determining to choose their suitable positions; and on-the-job training targets at training technical skills for employees who stay in the specific position on the job. Induction training belongs to experiential learning that train employees by several ways like role-playing to improve their skills.

Rotation training has been widely used in Haier Group. Haier encourages its employees to be innovative and continuously make progress. For Haier, the employ-

ee does a job for a quite long time without changing into different positions and absorbing new knowledge would lead to the rigid thinking mode and knowledge structure. Hence, Haier has the rule for time limitations of each job and position. When the time is enough for one position, the training department would train the employee for adapting to the new position. On the other hand, rotation training is occasionally used for employees to experience different positions and thinking modes. Take scientific researchers in Haier Group for example, in order to combine research results with market needs closely as well as improve the work efficiency, a researcher is encouraged to work in the marketing department for a period and learn some technical knowledge of marketing from training department.

4.3.2 Individuality Training

Haier Group was treated the training program as a priority task since it has been started. Its training programs cover all the staff in Haier Group. All the staff has the opportunity to do the individual training according to the personal career plan.

The Human Resource Department has three different categories of career planning, one for managers, another one for technical employees, and the rest one for manual workers. Each training program has an evaluation section for trainers; if trainers are qualified, they can be admitted into the talent reservation section, which means they would get their individual training opportunity in the near future.

4.3.3 Dolphin-style Promotion

The CEO of Haier Group, Ruimin Zhang, states that the seniority-based system has negative effects on promoting good employees. However, the management pattern cannot be too radical because Chinese culture prefers the principle – seniority is authority. If the manager promotes employees too quickly, the majority of employees will have complaints about that.

Dolphin-style Promotion is another special training program in Haier Group. It is said that the dolphin is the smartest animal in the sea the deeper it dives, the high-

er it jump. Haier believes that this training method could solve the issue of senior-ity-based system. When promoting an employee to the head of department, the company will ask the employee to work in front-line roles first, and then promote the employee if the employee is well qualified. At last, if the employee fails in front-line roles, the employee will be fired. Accordingly, for an employee who has already got a high position, the company would still ask the employee to work in some departments so that the employee would get more experience from this as well as improve the comprehensive capability.

For Haier, Dolphin-style Promotion is a quite practical way to know the workers' needs and working environment, accumulate rich experience, and improve the skill that deal with the unexpected situation. Moreover, this approach also could put the trainee into other employees' feet so that the trainee would find the problems quickly and communicate with workers effectively when the trainee do management work after personal promotion.

4.3.4 Half-time Training

Half-time training is arranging managers in the company to spare the certain time everyday or each week to participate in training classes. This training program aims at allowing trainees have opportunities both for work and learning. Besides, the trainee could combine the theory with the practicial work.

Haier Group provides the following half-time training programs: working half of the day and learning half of the day; working for seven hours and learning for one hour; six hours for working and three hours for learning (there is one hour for break included in these nine hours); and five days for working and one day for learning.

4.3.5 Study Abroad

In order to keep the up-to-date high-tech development trend all over the world and grasp various opportunities, Haier Group dispatches good employees to study abroad to improve themselves and bring back the newest knowledge. The trainee

can participate in professional seminars, academic meetings, and the international high tech expo.

4.4 The Special Training Program for New Employees

As one of the most successful Chinese enterprises, Haier Group hires thousands of college students as their employees each year. However, its separation rate is quite lower than others, and the employee who takes the largest proportion of its separation rate has been eliminated (Haier has a principle named "10/10 principle", which means to reward the top ten percent employees according to their job performance and fire the last ten percent ones).

The human resource management department has a special training program for all new employees in order to create sense of belongings and encourage them to treat Haier as "a second home", which deserves them to devote themselves to the development of Haier (Dang 2006).

4.4.1 Stabilizing Employees' Mentality

Haier Group regards stabilizing employees' mentality as a significant strategy, for instance, Haier states the transparent salary system, the reward system, and the promotion system clearly, so that employees would work with the motivation and positive attitude for they can be treat fair and equally (Dang 2006).

Haier always arranges a meeting day for senior employees to share their opinions with new employees about the experience to work in Haier, the useful tips to deal with the issues on the job, the development process of Haier, and even the problems existing in Haier. New employees would have a comprehensive picture of Haier and evaluate it more objectively. At the same time, some managers in different departments will also present this meeting; they will take charge of answering the questions from new employees, explaining and collecting existing problems in Haier directly, and also encouraging them to find and submit questions and problems. This kind of face-to-face communication can release new employees' pressure on facing a new working environment and worrying about the future

working condition. In addition, employees can also recognize that every enterprise has several existing problems, the important thing is to find and solve them instead of focusing to complain about them, Haier believes that the enterprise will develop better and better through solving problems (Dang 2006).

4.4.2 Encouraging employees to present their views

Haier Group encourages employees to speak out their ideas freely. No matter whether the ideas are reasonable or not, taking problems outside is the best way to appease employees. The employee has been given the card that is for suggesting reasonable suggestions; the scope of the suggestion includes every aspect of the corporate system, the work environment, the management work, and even the living quality. Haier would carry on the useful and practical suggestions immediately as well as reward the employee who contribute to the advice. On the other hand, for the suggestion that is immature and useless, Haier would also reply them and give explanations actively, which can show the respect to employees and encourage them to give the advice positively next time (Dang 2006).

4.4.3 Setting Career Goals

Haier University designs a program for new employees, whose name is "Qihang Plan". "Qihang plan" encourages and assists employees to have their own career goals and plans, and also provides them with accordingly class training, on-the-job training, tutorials and other training techniques to improve employees' competitive ability (Dang 2006).

4.5 Well-developed Staff Training System

The information in this section is also provided by the employees working in human resource management department in the case company. The information is summarized base on the interview of Mr. Qin and Miss Fei through the telephone in April, 2014.

4.5.1 Three Phases for Training New Employees

There are three phases for training new employees in Haier Group (see Figure 8). They are on-the-job training, behavior modeling and production line practice.
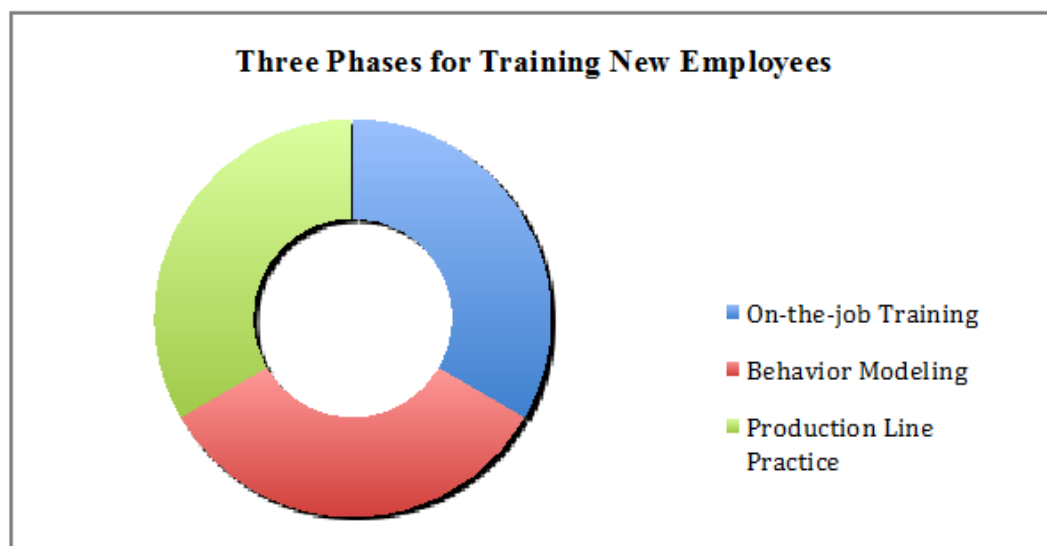
Figure 8. Three phases for training new employees (2013).

On-the-job training in Haier Group is mainly used for training technical skills and corporate culture, and assisting employees to master the necessary and basic knowledge for working in their own positions. The firm divides new employees into different classes and employees can manage the class by themselves, so as to experience the concept of "Autonomous Management" of the corporate culture. Then the employee will attend the classes about corporate culture to learn about the past, present, and future of Haier Group, which plays an important role in cultivating group consciousness and motivation. Haier regularly invites some famous and professional human resource managers to the firm to make lectures for new employees about improving basic communication skills and the teamwork spirit.

Production line practice actually is an internship program for new employees, which could improve their knowledge of the production line, the basic information of their departments, the organization structure, and the operation process of the company.

In order to assist new employees to get familiar with their positions, Haier Group makes the training program to achieve its goal. Haier Group allows new employees to make their own development plans for the next five months according to the need of the enterprise and their own career goals. Skillful mentors will train employees based on their targeted goals and own positions.

4.5.2   Training Approaches for New Employees

There are mainly five training approaches for training new employees in Haier Group (see Figure 9).

Training approaches for new employees in different phase:
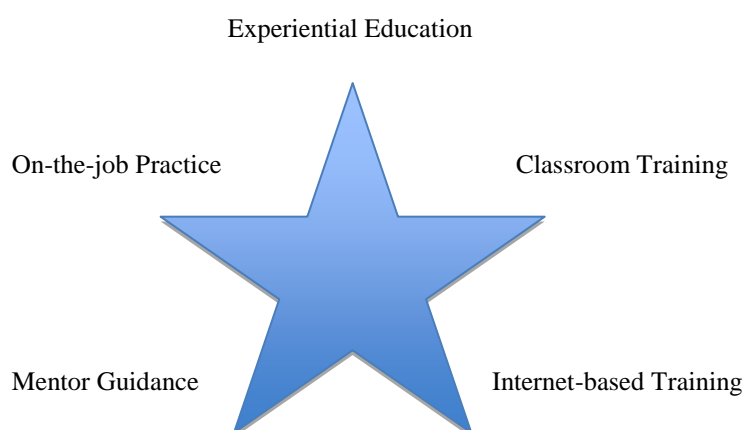
Figure 9. Training approaches for new employees in different phase (2013).

Experiential education is a method twhether the primary focus is on teaching employees through interactive communication, where trainers concentrate on trainees' experience and role-playing to spread the knowledge.

Classroom training is a face-to-face teaching approach; it is usually used for teaching employees theoretical knowledge and corporate culture, and the case study is frequently used in this approach for employees to discuss and exchange opinions.

Learning through the Internet is increasingly popular nowadays in Haier Group for employees. Employees can log in their studying portal at anytime they want to learn and improve their knowledge as well as skills, and can also share their experience through the Interment forum.

Haier Group chooses the experienced and good staff and some managers as the mentor to train new employees. The mentor not only trains the trainees' professional knowledge and skills, but also gives them useful suggestions about their future career plans.

On-the-job practice aims at putting what the employee learned into practice on the job. This technique has two training patterns. The internal training is focusing on improving employees' leadership skills, technical skills, and core competencies. Strictly speaking, the program of training leadership skills has different degrees of classes based on different positions of employees; these classes have their own learning objectives and contents. The program of training core competencies mainly uses the public class for the purpose of improving the quality and competence of all the staff. Moreover, the exterior training includes MBA, EMBA, EDP, On-the-job Master, On-the-job Ph.D and so on.

4.6   Training Environment

The training environment is beneficial for training programs. To some extent, employees would be more motivated and passionate if they are satisfied with the training environment.

4.6.1   Haier University

Haier Group established a university named "Haier University" that particularly is used for training employees. The CEO of Haier (Ruimin Zhang) has orientated Haier University towards a professional training university before investing in it. Haier University sets the training and management center of General Electric Company as its example, aiming for being the "Harvard University" in the area of Chinese enterprises. The school motto is "Innovation, Realistic, Innovation." The

motto shows the expectation that every employee of Haier Group could hold an innovative attitude and eagerness to give innovative suggestions when they study and work in Haier. After that, the innovative suggestion would be put back into the realistic circumstance to improve and innovate the product (Li 2013).

The university occupies an area of 12000 square meters, with a construction area of 3600 square meters. There are 12 categories of classrooms for trainees, such as multi-media classroom, audio-visual classroom, computer room, academic report room and so on. Besides, it can provide 500 employees with all the equipment to study at the same time (Li 2013).

4.6.2   Haier International Training Center

Haier International Training Center is located in Qingdao, Shandong Province, which belongs to the major national scenic spot in China. It can provide 600 employees with off the job training at the same time. This training center was built by following modern teaching standards, cooperating with well-known educational management organizations in the world, and undertaking a variety of comprehensive quality training and international communication programs. Like Haier University does, Haier International Training Center provides a good training environment for improving the training level as well as improving employees' quality into international level (Li 2013).

4.7   The Practical Training Feedback from Case Company

The statistics in this section are directly from the Inner Mongolia branch, Haier Group. The provided information is obtained through the Skype interview of Miss Fei in April, 2014. According to the will of the case company, the following information will not be published online, but only be used for academic study.

4.7.1   Evaluation of Trainees' Feedback

Inner Mongolia Branch, Haier Group, has hired 69 new employees from 2011 to 2013. Based on the information from the company, there are five training methods mainly used for training new employees. They are classroom training, on-the-job

training, mentor guidance, experimental education and Internet-based training. Based on the data from the case company, the Figure 10 is made to show the result clearer.
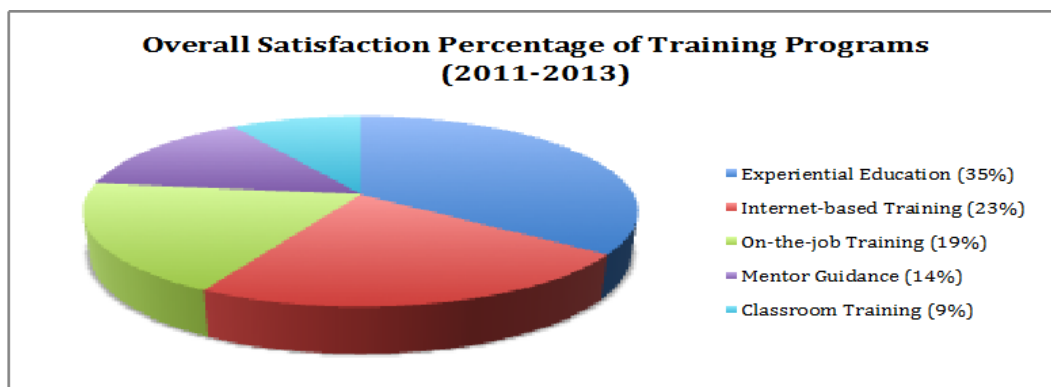
Figure 10. Overall satisfaction percentage of training programs (2011-2013).

Experiential education and Internet-based training are the most popular training techniques for trainees while classroom training was ranked in the last position.

From the interviews and trainees' feedback, the reasons of the result can be concluded. First, the experiential education can provide trainees with more face-to-face communication opportunities to ask trainers questions. Second, since the trainer can evaluate whether the trainee has obtained the knowledge, and also recognizes factors that may influence the training process through this approach, the training process would go smoothly. In addition, with the development of the Internet, electronic products are prevalent in people's daily life. Trainees can learn the knowledge and materials without limitation of time and place. What's more, this method allows trainees to arrange their own schedule that stimulates their initiative, to some extent.

It is beyond the expectation that the traditional training method – classroom training is less popular than other techniques. Here are reasons: first, the training content is reused which means some training materials are not the newest version. Second, some trainees have problems with the clear understanding of the technical knowledge and cannot keep the pace of trainers and other trainees. Third, some trainees consider their training atmosphere as boring and stressful.

4.7.2 Suggestions for Training Problems

The experimental education and Internet-based training methods are already popular for trainees, and on-the-job training and mentor guidance methods are well used in the company. The suggestion is primarily for developing the classroom training in the company.

1. The trainer should be encouraged to analyze trainees' personal information, such as the educational background, the previous working experience, the age and the interest area, to make proper teaching materials. Especially for those employees whose education background is not as high as others, the trainer should put more effort on them to ensure they could keep up with others.

2. The company tenet of Haier Group is innovation; accordingly, the trainer should also obey this rule and add innovative and attractive methods into the training class. Moreover, updating of the knowledge is a significant factor that should be taken seriously.

3. To motivate the trainer is as crucial as motivating the trainee. In fact, the success of the training program, to some extent, is primarily depending on the quality of the trainer.

Haier allows the trainer who has the teacher's qualification certification to run the class and establishes an internal training network. Meanwhile, Haier sets an internal management network and a job evaluation mechanism; so as to carry on evaluation and feedback work for training programs more efficiency.

The establishment of the lecturer team is quite practical. However, the compensation system for trainers is not clear. The evaluation results should decide the salary of the trainer and department heads, which means that the company could set some reward programs particularly for trainers to encourage them to improve themselves and classes.

4.7.3 Training Evaluation Form

Since the training evaluation form in Inner Mongolia, Haier Group is made for answering in written form and does not design detailed satisfactory degree for the training evaluation, especially for facilities. The referenced training evaluation form (see Table 3) is made based on the study of Mukherjee (2012, 200-205) and Dessler (2009, 203-204).

Table 3. Training evaluation form

Training Evaluation Form				
Please complete this feedback form to assess the facilitator(s) and the overall training and learning experience. For example, indicate if you agree or disagree using a rating from 1-4. A rating of "1" would mean that you totally disagree. A rating of "2" would mean that you somewhat disagree. A rating of "3" would mean that you somewhat agree. A rating of "4" would mean that you totally agree.				
Program Content	**1**	**2**	**3**	**4**
The content was relevant to my needs/job.				
The content was up-to-date.				
The content was easy to be understood.				
The teaching methods were various.				
The length of the training session was appropriate.				
Instructor	**1**	**2**	**3**	**4**
The instructor was well organized and prepared.				
The instructor presented the material in a logical sequence.				
The instructor was knowledgeable about the course material.				
The instructor answered questions effectively.				
The instructor had good facilitation skills.				
Facilities	**1**	**2**	**3**	**4**
The location for the training was good and convenient.				
Arrangements for group activities were adequate.				
The audiovisual equipment worked well.				
The seating arrangement was proper in the training room.				
There was proper ventilation in the training room.				
Satisfaction	**1**	**2**	**3**	**4**
Please rate your overall satisfaction with this training session.				

This form is designed for giving feedback particularly in written form, so that the trainee who would like to give unpleasant comments to the trainer does not need to worry that their personal information would be recognized. Using the rating scale from 1 to 4 instead of written comments would not leave any clues (the handwriting, for example). Objective feedback from the trainees would be more beneficial to find problems and improving training programs.

On the other hand, some trainees might give negative comments to trainers for personal reasons; however, the overall evaluation of the feedback could be evaluated once this situation happens.

4.8   Common Training Issues in the Training Department

Based on the interviews of employees at the human resource management department in the company, the following problems are existing in the training process, suggestions to solve these problems will be given respectively.

4.8.1   Employees Lacking Enthusiasm in Participating in Trainings

Except for the problem of training new employees, the company also meets some training issues for experienced employees and managers. More specifically, the majority of employees lack enthusiasm in participating in trainings. Possible reasons will be summarized below.

To start with, participation in trainings occupies the employees' private time. They think they are already tired after a day's work, and studying after work will intangibly be a mental stress, though some training courses are helpful to their work, yet they are still reluctant to participate in trainings due to time conflicts. In addition, some married employees with children want to spend more time with their children so that they are not willing to stay too long in the company after work. Those are the main reasons that employees lack enthusiasm in participating in trainings.

In the second place, in the employees' mind, participating in trainings is just a "task" assigned by leaders or the company that has little to do with individuals. The feedback also indicates employees' recognition of trainings is not high enough, thus they lack enthusiasm in participating in trainings.

Additionally, trainings are generally carried out after work, but the company does not provide any allowances for employees because of this, even the meal allowance, which causes the low enthusiasm of employees to participate in trainings.

As a consequence, improving the training system, enhancing publicity and education among employees so as to make employees attach importance to trainings is quite crucial for settling problems. There are two ways to make employees attach more importance to trainings.

For one thing, improving the training system and making stipulations from the following three basic aspects: ① giving bonus payments to employees based on their rating results; ② under the same conditions, those with better training evaluation have the priority to get promoted; ③ establishing special cash award for trainings, either material award or mental encouragement.

Trainings should be linked with the performance assessment and promotion of employees and each department. In order to better ensure the normal conduction of trainings and the effectiveness of trainings, trainings can be associated with annual performance assessment, and it should be specifically stated in the assessment that besides participating in trainings on time and with good quality, leaders should also support and supervise the training and learning conditions of employees in their departments. At the same time, if trainings are necessary for the company's development and essential for employees, then they should be linked with employees' promotion.

As another suggestion would be to enhance publicity and education among employees. The company should periodically organize some courses showing the

close relationship between trainings and personal career planning and development so as to help employees realize the importance of trainings for thier personal work, thereby increasing the importance that employees attach to trainings.

4.8.2   The Evaluation of Internet-based Training

Although the Internet-based training (E-Learning) is quite accepted among employees, training results from it are not as good as from other techniques. As a new learning style, E-Learning is not perfect enough. Besides technical reasons, electronic learning styles also have some inherent drawbacks:

In traditional classroom training courses, training specialists can answer questions trainees might have on the spot, trainees will have a deeper impression of the lecture, and trainers will adjust their teaching methods according to the classroom atmosphere and trainees' learning levels. But regular E-Learning is unable to offer this kind of flexibility. Besides, the online instruction of E-Learning still remains to be improved.

In traditional classroom training, there are more possibilities for communication and exchange among trainees, which promotes the classroom learning atmosphere of helping each other. Therefore, in practice, E-Learning administrators can make it a rule that trainees must do data gathering and share their ideas and data collected with others on electronic forums.

The blending teaching can be implemented for training. Blending teaching refers to teaching primarily based on the E-Learning teaching system and supplemented by traditional classroom training. As the supplementary means of E-Learning, face-to-face classroom training has various patterns. Competitions among learning groups could be conducted periodically, for example, debate, case study, games that simulate practical work and so on, so as to enhance cooperation among learning groups and promote the internal sharing of learning resources. Lectures on special topics can be carried out to solve trainees' problems face to face; in-class tests may also be conducted to verify trainees' learning outcomes.

4.8.3   The Challenges of High Pressure in Training

There is no denying that a significant proportion of trainees feel stressed during the training process, which exerts an influence on the training results and the attitude of trainees. Hence, the challenge of high pressure in training should be settled properly.

Every stress, from its appearance to its being digested, accords with the rule of General Adaptation Syndrome put forward by the founder of stress theory, Hans Selye, in the 1930s, the Canadian pathologist, reflecting on three stages of physiological reaction to mental stress. ① Stage of alarm. When individuals encounter stress, every part of the body gets mobilized and enters an alert status to resist stress. ② Stage of resistance. Try to resist the stress by constantly adjusting oneself and keeping highly physiological excitement. ③ Stage of exhaustion. The immune system and the body's energy are exhausted because of suffering from prolonged stress, which leads to the final breakdown (Cheng & Jiang 2010).

Going through stress will not necessarily bring negative aftereffects to people. It has been proved by abundant facts that people who have gone through various stresses but have not been defeated by those stresses can accumulate much experience in adapting to stress, which is beneficial for coping with stress in the future (Cheng & Jiang 2010).

Therefore, while designing training courses for the new staff, appropriate amount of stress is needed to increase trainees' learning efficiency. In addition, effective attention should also be paid to different kinds of stresses so as to prevent "exhaustion" caused by excessive stress (Cheng & Jiang 2010).

The deadline and time limit of work tasks assigned to employees by superiors should be suitable to actual circumstances and it is not suggested to arrange employees overloaded tasks or tasks that they can't handle so as to reduce employees' stress during trainings.

There are mainly three ways as to how individuals cope with stress: coping with stress by controlling it, coping with stress by seeking support, and coping with stress by avoiding it (Cheng & Jiang 2010).

Coping with stress by controlling it, it is a rational and initiative stress management method. Individuals prioritize the tasks they have on hand and deal with them in a proper order; make plans in advance; allocate time efficiently; focus their attention selectively on some specific problems; try to think about things from an outsider's perspective; cope with stress in an objective and rational way (Cheng & Jiang 2010).

Coping with stress by seeking support means to manage stress mainly by making use of various resources. For instance, talk to family members or friends; get a life outside of work by developing more interest and engaging in more activities (Cheng & Jiang 2010).

Coping with stress by avoiding it means to distract negative emotions caused by stress by avoiding stress source and stress. For example, put aside problems first and deal with them after the person calm down (Cheng & Jiang 2010).

Furthermore, employees need to know some necessary skills while managing stress (Cheng & Jiang 2010):

(1) Change irrational cognition. Employees commonly would have some wrong cognition of stress, which will increase their stress and make it more difficult to manage stress.

(2) Time management. Employees suffering from heavy pressure usually find that they do not have enough time, a big part of the credit for which goes to their improper management of time. Efficient and appropriate management of time can remarkably reduce employees' stress and make them feel more relaxed and efficient in work.

(3) Improve anti-pressure ability physiologically: physiological anti-pressure ability could be improved by doing more exercise, keeping a healthy diet, and receiving relaxation trainings.

5   CONCLUSION

In this chapter, the main results of the thesis will be summarized, the recommendations of the company will be presented and the futher investigations of the study will be stated.

5.1   Summarizing the Main Results

With the rapid development of the economy, whether an enterprise is able to succeed in the fierce market competition will be determined by its human resources, namely the quality of labor force. Enterprises have to spare no effort to reform the human resources training system and establish systematic and scientific training concepts and systems that are truly suitable for them if they want to win in the competition of talents. Only by creating a favorable training environment can enterprises help employees learn new knowledge and skills in a better and faster way, apply what they have learned into practical work, and ultimately achieve a win-win situation for both enterprises and employees.

The thesis elaborates the importance of new employee training to enterprises, presents training methods commonly used by enterprises, and introduces in particular the training methods commonly used by Chinese enterprises as the reference. The case company has well-developed training systems and training programs, which are aslo explained in the thesis. For instance, its instant training method is quite popular in China, which can be a referenced model for other companies; the company primarily has five training techniques and they are demonstrated to be useful for training Chinese staff, in this way, the foreign-owned enterprise can take them as an referenced example when they manage their Chinese staff; there is no doubt that it is important to let new employees have the high recognition of the company, the case company has designed the specific training program for new employees, which is introduced in detail in the study.

On the other hand, by analyzing the new employee training status from 2011 to 2013 of the case company and interviewing its employees, the thesis finds out some common problems of all employees being trained. Referring to relevant

training theories and combining the company's practical condition, the thesis re-designs the company's training evaluation form for new employees, analyzes problems commonly occur during the training and puts forward suggestions to solve those problems. The thesis aims to meet basic demands of new employees and needs of the company by studying and optimizing the company's training measures so as to provide basis for the new employee training of the company, thereby enables new employees faster adapt to the company and be better quali-fied for their jobs.

5.2 Recommendations for Companies

Specificlly, the company should pay attention to the following items when im-plementing its training programs.

Before implementing the trainings, the HR employees should analyze the training needs, objectives and the information of target trainees to make the proper train-ing plans. It is better to focus on introducing the corporate culture and enterprise regulations when the target group is the whole staff. And when it comes to train the employees in specific departments, the training should concentrate on the pro-fessional skills. Therefore, making a careful and well-prepared training plan is quite important.

During the training process, these issues should be noticed. First, the trainer should improve trainees' recognition of the company, so that employees will hold the positive attitude of the company and their personal development in the com-pany. Second, the trainer plays quite important role in trainings. The company should choose the professional trainer, for instance, the trainer can make the train-ing content up-to-date and popular, the trainer can stimulate trainees to have pas-sion for learning as well as to make greater efforts. In particular, for those trainers who have better training results, the company should establish the compensation system and reward them. Third, the training time should be proper. The company should not arrange trainings after the work or occupie employees' private time for training. Moreover, the training program should consist of various training skills,

such as case study, brain storming, video displaying, role plaing and award-wining questions.

After the training, the evaluation and improvement of training programs are supposed to be conducted carefully. The feedbacks from the trainees are supposed to be analyzed well to solve the training problems as well as improve the training programs. Arranging the test to check if trainees master the training materials and skills. To make a meeting for trainees exchanging ideas, sharing training experience, and giving suggestions.

5.3   Areas for Futher Investigation

The futher investigation will focus on deeper study of the training techniques and Haier training programs, because the theory and empirical part in the thesis is still limited and shallow. The statistics of the research are mainly from Inner Mongolia brach, which is limited and not comprehensive enough, since the Haier Group has exceeded 20 branches in China. Besides, both quantitative and qualitative methods will be utilized to ensure the validity and reliability of the research. Moreover, the questions for interviews will be added and more employees will be interviewed in the case company.

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APPENDICES

APPENDIX 1. Interview Questions.

1. What are training principles in Haier Group and why they are important?

2. Instant Training is well known from Haier Group in China, could you explain it in detail?

3. What kinds of training techniques Haier Group usually takes?

4. For new employees, does Haier Group have any special training programs?

5. Can you explain the training system in Haier Group?

6. In which place does Haier Group regularly train the staff?

7. From the statistics you got, in your company, which training programs do employees like most from their feedbacks?

8. What kinds of training programs are less popular in your company? And why?

9. What are existing challenges in human resource management training department in your company?