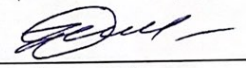Министерство науки и высшего образования Российской Федерации
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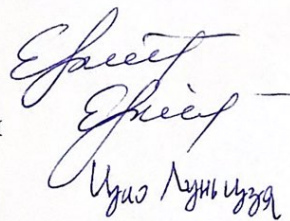(подпись)

Ю.А. Токарева

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ВЫПУСКНАЯ КВАЛИФИКАЦИОННАЯ РАБОТА

«Research on the Construction and Application of Training System in Company X»

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Екатеринбург
2023 г.

Contents

Introduction

The training system is an important component of human resource management, with the aim of building a human resource management platform for the company's long-term development, building a talent team, continuously improving the performance of the company and employees, and promoting the achievement of the company's strategic goals.

Through studying courses related to human resources, the author chose a suitable company to analyze the problems in the training system of the company and propose relevant improvement suggestions.

X Company is a real estate intermediary company with a background in state-owned enterprises, with abundant social resources, but its market share is relatively small. According to the company's five-year development strategic plan, we aim to become the most competitive real estate agency in South China and plan to achieve an overall listing within 5 years. There is a significant gap between the current situation and strategic goals, and the company urgently needs to enhance its core competitiveness to adapt to the needs of strategic discovery. Integrating various resources to enhance core competitiveness, the most important is human resources. Therefore, the development and cultivation of talents is particularly important. However, X Company's training is in its early stages and the training system is not sound, with many problems.

Therefore, establishing a strategic oriented human resource training system is of great practical significance for the achievement of enterprise strategic goals and long-term development.

Based on extensive research and learning of contemporary training management theories and methods, this study adopts a combination of quantitative and qualitative research methods to analyze the actual situation of X Company's training system. Through questionnaire surveys and on-site interviews with X company headquarters and sales personnel, we learned about three aspects: personal information, training status information, and training expectations. The following main issues have been identified in the training system of Company X:

1) Although company leaders attach great importance to training, they do not provide enough opportunities for employees to receive training, and the training volume is insufficient to meet their training needs;

2) The satisfaction of employees with the company's training courses is not high;

3) The training content is not practical enough and lacks specificity;

4) Less evaluation of training effectiveness;

5) The company did not provide favorable conditions for the transformation of training results for the trained employees;

6) The training format is single, making it difficult to improve enthusiasm.

In response to the existing problems, methods such as literature research and expert consultation were used, combined with the current training problems of X Company and X Company's strategic development plan, to re improve X Company's training system. In order to ensure the smooth implementation of the training system, the author also proposed some countermeasures and suggestions for the implementation of X Company's system, including establishing a strategic oriented training concept, strengthening training effectiveness evaluation, strengthening training follow-up and guidance, and strengthening the construction of a learning organization.

1 The theoretical basis of constructing employee training system

1.1 Traditional training methods

1.1.1 Definition of training

The famous British Training Committee defines training as the process of acquiring knowledge and skills closely related to job requirements through guided, organized and formal means rather than general experience, supervision or job innovation. However, the definition of training given by American scholars is: training refers to the activities organized and planned by enterprises in order to help employees improve their learning and work-related abilities [1]. In China, it is believed that training is the planned implementation of knowledge transmission, skill transmission, information transmission, standard transmission, belief transmission, corporate culture publicity and management admonition [2]. The purpose of training is to improve the knowledge, skills, attitude and even behavior of enterprise employees, so as to ensure that they can complete their work according to the expected standards. From the dual perspectives of employees and enterprises, the ultimate goal of training is to achieve the unity of personal development and organizational development [3]. Mr. Wang Shaohua and Mr. Yao Wangchun said that the training played a role in the process:

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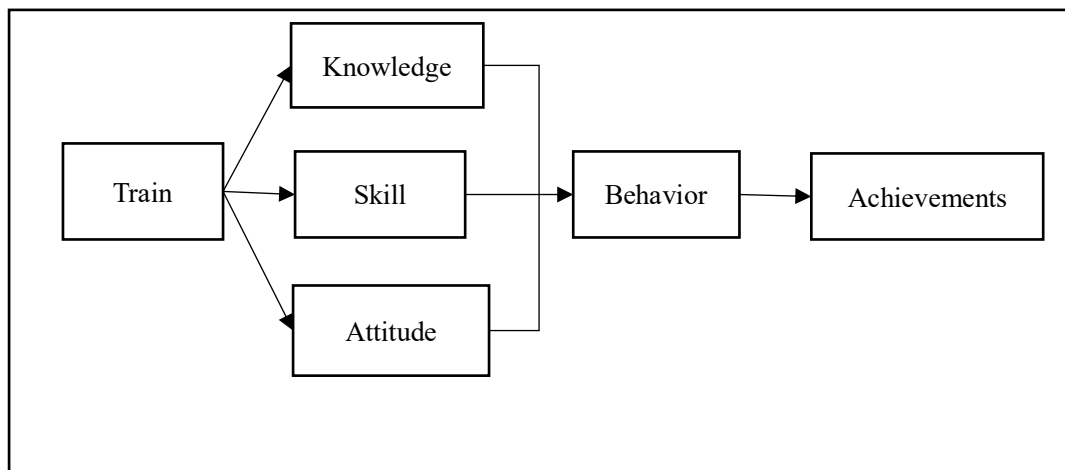
Figure 1-function model of training

(Source: staff training practice written by Wang Shaohua and Yao Wangchun, 2nd Edition, June 2011, China Machine Press, P3)

As can be seen from Figure 1, performance is determined by behavior, and behavior is based on knowledge, skills and attitude, in which attitude has a particularly strong impact on behavior. It can be seen that the main content of training is to enhance skills, increase knowledge and establish a correct attitude. The essence of training is learning, which determines that training is not only the teaching of technology and the dissemination of knowledge, but also makes employees establish a correct attitude, so as to make employees' industry improve positively.

Training is a systematic process, including training demand analysis, training objective determination, training preparation, training scheme selection, training system establishment, training plan implementation, training effect evaluation, training achievement transformation, etc. The

ultimate goal of training is to achieve the unity of personal development and enterprise development. This is enough to show that after scientific and effective training, employees can better complete their own work, undertake more complex and more responsibilities, and meet the higher-level requirements of the enterprise. In addition, employees' career has also been optimized and realized because of training. This process is a benign interactive process of symbiosis and common prosperity between enterprises and employees.

1.1.2 Definition of training management

Training management is a process of reasonable, planned and systematic management of various elements of training in order to achieve certain training objectives. Training management has six functions [4]:

The first is the decision-making function: for the whole operation process of training, decision-making is a very important link. In addition to the general manager, department managers also need to do it. In order to determine the training objectives, we should use various methods and means to find the training needs in time, and make comprehensive arrangements around the realization of the training objectives, so as to make the decision-making scientific, accurate and feasible.

The second is the function of planning: planning requires careful, meticulous and orderly. When making plans, we should listen to the opinions of business departments, personnel or finance.

The third is organizational function: only when the organization implements other implementation can it be discussed.

The fourth is the control function. Only by controlling the training process at any time can we really manage the training well. Regularly check the implementation of the plan, find out the factors hindering the realization of training objectives in time, and quickly and accurately find out solutions to problems to ensure the realization of training objectives. In order to avoid turning training into empty talk, training must be effectively controlled.

The fifth is the coordination function. In the training work, the coordination function is particularly important. The training involves a wide range. It is not only an independent activity of a department, but also the horizontal communication between various departments and the coordination between superiors and subordinates.

The sixth is the incentive function. In order to mobilize the enthusiasm of internal lecturers and trainees, economic means should be properly used in the training work, and promotion, capital increase and job transfer should be combined with the training results. All departments should regard training as an important event, so administrative means should

also be used in training, such as combining cadre investigation, department evaluation and training

1.1.3 Development history of training

1. History of training in western countries:

The practice of training in western countries began in the 16th century and mainly experienced four stages: first, early apprenticeship training; Second, early vocational and technical education; Third, the emergence of factory schools; Fourth, the professionalization of training [2].

1) Early apprenticeship training. In the 16th century, some shops operating household goods (such as furniture, clothes, etc.) had to hire workers in order to meet the increasing demand of customers for goods and services. Because there was no vocational and technical school at that time, the shopkeeper could not find a suitable worker immediately. He had to teach his own technology and train the hired new workers. This period is mostly one-to-one training with apprentices. With the rapid development of economy, this kind of training has become more and more standardized and popularized rapidly, especially in industries that need specific skills, so this kind of training method has been widely used.

2) Early vocational and technical education. American David Clinton established the first private vocational and technical school in New York in 1809, which is a training school for manual skills. The school was set

up to provide vocational and technical training for unemployed young people. Subsequently, more and more training schools of this type were established in the United States. The training school of this kind of manual skills can be regarded as the embryonic form of Vocational and technical education. The United States Congress passed the Smith Hughes act in 1917, which recognized the value of Vocational and technical education and became an important part of the public education system in western countries.

3) Factory school. After the industrial revolution, new machines and new technologies were widely used. Factories in many western countries hope that workers can master the operation technology relatively skillfully and improve production efficiency. In addition, there is an increasing demand for engineers, mechanics and mechanics to design, manufacture and repair machines. In order to meet these needs at that time, factories tried to establish their own machinery and machine repair training institutions, which were called "factory schools". Later, this method was called "job guidance training", and many enterprises are still used for on-the-job training of employees.

4) Professionalization of training. With the outbreak of World War I and World War II, the demand for military goods in the United States increased greatly, and the enterprises producing military goods could not meet the demand. Therefore, the original enterprises that did not produce

military goods began to participate in the production. Therefore, the U.S. government established an internal training service Organization (TWI) to organize and coordinate the implementation of the new training plan, and also guide various enterprises on how to carry out training. Later, the American training guidance Association (ASTD) established standards for the training industry.

Training at this stage. Over the past 50 years, enterprises in Europe and the United States have paid more and more attention to employee training. Their training system has become more standardized, systematic and professional, and the training methods have become more and more advanced and effective. According to statistics, the quality of employees has been greatly improved after training. The wages paid to workers by enterprises due to the improvement of employees' quality increased by 5% - 15%, and the return brought by employees to the enterprise increased by 25%. The reason why Ge can keep its youth forever lies in its employees' continuous participation in training and learning. At present, the whole general electric company is a learning organization, and the annual cost for employee training is as high as 800 million US dollars.

2. History of training in China:

Organized training appeared relatively late in China. With the participation of foreign capital and joint venture companies, the concept of human resources was introduced and gradually attracted the attention

of domestic enterprises. Over the past 30 years, domestic enterprises have paid more and more attention to employee training, and more and more enterprises begin to treat employee training from a strategic perspective. Since the 1980s, the training of Chinese enterprises has mainly experienced the following five development stages [2]:

1) The first stage: in the early 1980s, mainly "make-up classes", the social continuing education and training system was initially established.

2) The second stage: in the middle and late 1980s, the state strongly supported the on-the-job training of state-owned enterprises. At the same time, the training function began to be refined, the training of factory directors and managers was gradually institutionalized and standardized, and the training of young and middle-aged reserve talents developed steadily.

3) The third stage: in the early 1990s, with the gradual establishment of modern enterprise system and the gradual deepening of the reform of state-owned enterprises, China began to pay attention to foreign advanced experience and management theory, and China's business administration training began to start.

4) The fourth stage: in the middle and late 1990s, enterprise independent training was carried out in an all-round way, and business administration training was gradually deepened, forming a training pattern with business administration as the center, various short-term

training as the auxiliary and adult continuing education as the supporting.

The fifth stage: from the beginning of the 21st century to now, various training systems have developed continuously, and the training function has changed from "making up lessons" to "promoting change"; There are a large number of training institutions, and the competition in the training market is becoming more and more fierce.

1.1.4 Theoretical basis of training

1. System theory

Based on the viewpoint of system theory, the system should be open, and the interaction and interdependence of various parts in the system should contribute to the overall goal of the system [4]. From the viewpoint of system theory, training is an important part of the whole organization system. When conducting training activities, we should not only consider the impact of the organizational system on training activities, but also consider the role of training activities in the realization of organizational strategy. Boye, a famous scholar, believes that training is a series of continuous processes from training demand analysis to training implementation. The systematic training model enables trainers to understand the importance of regular and structured training and emphasizes the importance of effective evaluation of training activities. Therefore, it has been recognized by the British Institute of personnel

management (IPM). Unfortunately, the system training model has not reached the level of solving problems in practical application.

2. Transitional training theory

Harry Taylor, a famous American scholar, put forward different opinions on the problems existing in the systematic training mode at this stage. Based on the systematic training mode, he put forward the transitional training mode. The transitional training mode has two levels of corporate strategy and learning. The outer layer is organizational strategy and learning, and the inner ring is the systematic training mode. The transitional training mode absorbs the unique advantages of the systematic training mode. More importantly, it positions the training activities in a higher enterprise strategy. However, there are also some problems in the double-layer structure proposed by Taylor, such as insufficient tightness, clear and substantial inner layer, but the outer layer needs to be further improved [5].

3. Human capital theory

Human capital theory is a basic theory of training theory. Its view is that every member of the organization has its economic value. Because they have experience, knowledge and skills, employee training activities have a positive relationship with the improvement of human capital, which is very conducive to the exertion of organizational performance and has a positive correlation with organizational performance.

Obtaining economic benefits is the basis for the existence and development of the organization. In order to demonstrate the necessity and rationality of the investment in training activities, the input-output analysis of human resources can be carried out according to the principles of economics. In the business world, the development speed is fast and the competition is fierce. The resources of most organizations are limited. There may be a shortage of resources, and the limited resources will always flow to activities with higher returns. In order to obtain the required resources, training activities must prove their economic contribution to the whole organization.

4. Strategic human resource management theory

Devanna was the first foreign scholar to explore the research of human resource management. The concept of strategic human resource management was put forward in his article human resource management: a strategic view written in 1981. The book "managing human capital" published by bill et al. In 1984 marks the leap from human resource management to strategic human resource management. After a certain period of time, people really understand the strategy of employee training system, and most of the initial understanding is misunderstanding or inappropriate. People's understanding of human resource management strategy is a gradual deepening process, which has experienced the evolution process from structural perspective to resource-based

perspective, from universality perspective to contingency perspective.

1) Contingency perspective theory

The so-called contingency perspective, that is, when selecting the human resource management system or human resource management mode, the organization should focus on the strategy adopted by the organization, that is, the human resource management mechanism of the enterprise should match the enterprise strategy. Otherwise, it will not only weaken the realization of human resource management efficiency, but also have a serious negative impact on organizational benefits. Specifically, the contingency perspective theory mainly tells several aspects. First, the organization's human resource management mode and strategy are directly affected by the enterprise's strategic objectives, that is, the enterprise strategy largely determines the choice of enterprise human resource strategy, so it is the core content of enterprise human resource management, or the contingency factor of human resource choice. Most organizations adopt the strategic classification, which basically adopts Porter, the "father of competitive strategy" of the United States(Michael E. Porter) proposed in his book competitive strategy published in 1980, that is, the enterprise strategy is divided into total cost leading strategy, differentiation strategy and specialization strategy. On this basis, the organization designs the corresponding human resource management mode. Second, with the continuous development of the

organization, its strategy implementation will also be in different stages. Therefore, the choice of human resources of the enterprise will not remain unchanged. It must be adjusted accordingly with the stage characteristics of the organization strategy, so as to ensure the fit between the enterprise human management and the strategic objectives. On this basis, the research in the theoretical circle has been continuously developed, and some new research results have been published one after another. The research perspective of scholars has been further expanded to build corresponding human resource management models for different industry categories and different organization sizes, so as to continuously develop the contingency perspective theory. For example, Schuler & Walker and Schuler believe that the so-called human resource management strategy is to collect the operation and development of the enterprise, make it consistent with the strategic development of the enterprise, ensure it flexibly and effectively through a series of human resource strategies such as training management, talent development, salary incentive and performance appraisal, and continuously improve the long-term performance of the enterprise, so as to finally turn the organizational strategic objectives into reality.

2) Resource perspective theory

The resource perspective theory holds that there are differences in the resources of enterprises. Even from enterprises in the same industry, their

organizational performance will vary greatly. The fundamental reason is that there are great differences in the internal and external resources on which enterprises operate, including tangible and intangible resources. In terms of path selection, it can re sort and select the organizational strategy according to the existing resources, or re integrate the resources according to the organizational strategic objectives. It is generally believed that the second situation is easier to achieve. Therefore, the resource perspective theory puts forward that organizations should pay attention to the cognition of resources. In a certain sense, the implementation of the organization's strategy itself is to create a resource advantage to ensure its own realization of differentiation and uniqueness, so as to enable enterprises to form a unique competitive advantage. The general view is that among the many resources of enterprises, human resources are the first and the key factor to ensure the core competitive advantage of enterprises. Under this condition, the organization must pay attention to the development of human resources, take the enterprise strategy as the goal, and constantly tap and give play to the potential value of human resources through the implementation of various talent development methods. In many studies, Wright & mckahan and Wright are more representative. They point out that the enterprise's human resource management is ultimately guided by the enterprise strategy and serves the strategic objectives. Therefore, the implementation of strategic

human resource management can make the organization's human resource matching more effective and more conducive to the final realization of the strategic objectives. In other words, the quality and level of human resources is the key to obtain the core competitive advantage. Martell & Carroll and Martel proposed that the close combination of human resource management and enterprise strategy will greatly promote the improvement of organizational performance and maintain the high level of enterprise performance for a long time, which in turn will continue to ensure the realization of enterprise strategy. Therefore, in the development and management of human resources, the organization must pay close attention to the enterprise strategy, and effectively design each module of human resources management to improve the level of human resources management.

1.1.5 Contents of training system

The training system refers to that the organization establishes a complete set of training methods according to its own characteristics and needs [6]. In order to build an effective training system, the organization must first understand the composition of the training system, that is, to know "what to do". The construction of the training system includes 10 contents: training organization management system, organizational learning system, human resource development and career planning,

training demand analysis system, training teacher management system, training budget management system, training course design, development and management system Training effect evaluation and follow-up guidance system, training administrative support system, training system and standard guarantee system. The training system should be integrated with the organization's operation and management process in the construction process. If the training system construction is not integrated with the organization's operation and management process, the training effect will be greatly reduced.

1.1.6 Significance of training system construction

The first is to achieve the strategic objectives of the organization. The overall strategic objectives of the organization include brand strategic objectives, human resources strategic objectives, marketing strategic objectives, etc. However, to achieve the strategic objectives of the organization, we must rely on high-quality and high-quality employees, and the most effective way to improve the quality and overall ability of employees is scientific and effective training.

The second is to create an employee growth environment. Only in a good growth environment can employees have continuous creativity and positive attitude and create efficient performance for the enterprise. The organization needs to provide employees with training in skills, attitudes

and knowledge, so as to support employees to plan their personal career and clarify the growth space and direction. Therefore, building a scientific and effective training system can not only help employees master the correct methods and skills of work, but also help employees deal with challenges and difficulties in work with a positive and optimistic attitude, and finally play an important role in employees' career development.

The third is to realize the organizational talent strategy. Enterprises should form their own talent strategy, provide all-round training and cultivate excellent talents to support the development of the organization. Building a scientific and effective training system can help enterprises realize the talent development strategy in terms of managing talents and cultivating professionals [7].

The fourth is to enhance organizational competitiveness. A scientific and effective training system can ensure that every member of the enterprise receives appropriate and targeted training, so as to improve its work quality and efficiency, realize continuous and effective innovation, and finally improve the core competitiveness of the organization.

1.1.7 Overview of human resources training and development theory

Training development (t&d) refers to the improvement of employees'

working attitude and updating of employees through learning, training and other means

The professional knowledge of employees and the professional skills of employees are improved to better match the personal quality, attitude, knowledge and skills of employees with the needs of the development of the enterprise, so as to promote the improvement of employees' work performance and enterprise performance [13]. Strictly speaking, training development is a systematic behavior change process. The ultimate goal of this behavior change process is to obviously show the improvement of work performance through the improvement of work ability, knowledge level and personal potential.

Training and development (t&d) is generated on the basis of organizational needs and personal professional needs. A simple formula can help us understand the connotation of training and development more deeply: training and development needs = standardized or required work performance (present or future) - actual work performance (present or past)

In other words, when the actual work performance of the organization or individual (now or in the past) can not meet the standardized or required work performance standards, the training and development needs will be generated accordingly.

1.1.8 Principle, function and classification of training development (t&d)

The principle of employee training development [14] means that in order to improve the pertinence and effectiveness of employee training development, enterprises should follow the following five basic principles: 1. strategic principles; 2. objective principle; 3. principle of differentiation; 4. incentive principle; 5. economic principle.

More and more organizations pay attention to the great role and significance of training development. Its function and significance are shown in the following aspects:

1. training development helps to improve the performance of the organization and employees;

2. training development helps to increase and maintain the competitive advantage of the organization;

3. training development helps to improve employees' sense of belonging, identity and loyalty to the organization;

4. training development helps to cultivate and develop organizational culture;

The research shows that [15], a good corporate culture has a strong cohesion, standardization, guidance and incentive effect on employees, which is of great significance to enterprises. Therefore, many enterprises pay more and more attention to the construction of corporate culture

while paying attention to the construction of rules and regulations. Training and development, as a very effective means, continuously propagandizes and educates employees, so that the corporate culture can be recognized by all employees, and then it can be used as a kind of value and moral code shared by enterprise members.

According to different standards, training development can be divided into different types. Classification will help deepen the understanding of training development:

1. according to different training objects, it can be divided into new employee training and on-the-job employee training [16]. The training of on-the-job employees is the type mainly discussed in this chapter. According to the different levels of on-the-job employees, it can be divided into three categories: grass-roots employee training, middle-level employee training and senior employee training.

2. according to different training forms, it can be divided into on-the-job training and off-the-job training.

3. according to the different nature of training, it can be divided into imparting training and changing training.

4. according to different training contents, it can be divided into three types: attitude improvement training, knowledge update training and skill improvement training.

1.1.9 Basic process of training and development

1、 Training demand analysis

Training demand analysis is the most basic work in the training of the whole enterprise. It is not only the premise for determining training objectives and designing training courses, but also the basis and basis for training effect evaluation [17]. There is no doubt that training needs analysis is the first and most critical step for the success of training projects. Generally speaking, training demand analysis is mainly conducted at three levels: organization, work and individual:

1). Training needs analysis at the organizational level. Generally speaking, from the perspective of organizational strategy, the training needs analysis at the organizational level should be carried out from the perspective of the future development of the organization. It is not only required to be able to solve the current problems of the organization, but also to have a certain foresight and foresight, and have a way to deal with the problems that the organization may encounter in the future.

2). Training demand analysis at work level. Work level analysis can be called both operational analysis and work analysis. Its focus is to study whether there is a gap between the actual work attitude, behavior and performance of employees in a specific position or a certain type of position and the expected behavior standards of the organization, so as to know whether the employees in this position need training and what kind

of training they need [18].

3). Training needs analysis at the individual level. The analysis at the individual level is a vertical analysis of the level of specific individual employees' work performance and possible ways of future career development. Through the analysis at the individual level, understand the employees' attitude, behavior, skills, performance status, development intention and development potential, and then give training needs and even career suggestions according to the analysis results.

2、 The principle of determining training objectives tells us that any activity of the organization must have clear objectives. Only with clear objectives can effective management be carried out.

The training objective [19] is the initial starting point and final destination of the training. The training plan must provide clear guidance and a framework to be followed around the smooth realization of training objectives. It is based on the results of training needs analysis to draw the conclusion of the necessity of employee training and the expected effect. The training objectives can be divided into several levels and structures, including the overall objectives of the whole training activities and the specific objectives accurate to each course and class; There are not only attitude goals, but also knowledge goals and skill goals. The setting of training objectives should not only be compatible with the purpose, strategy and direction of the enterprise, but also have strong operability

and feasibility. It is best to express them in written form, state them clearly and accurately.

3、 Training scheme design

The training program design should follow the training rules and in a certain order to ensure that the training can be gradual and orderly. When designing the training content, time, place and process, do not copy blindly, but fully follow the training rules and closely combine the actual situation of the enterprise [20]. At the same time, appropriate training methods should be selected. Different contents often have different training methods, and the same content can also be applied to a variety of training methods. Only when the contents and methods are properly matched can the training effect be highlighted. For example, team training should adopt game method, sales promotion should adopt simulation method, and theoretical training should adopt teaching, discussion and other methods.

During the implementation of the training program, attention should be paid to the following aspects [21]:

. Clear learning objectives should be set, such as the road map of the course, and clear learning points;

. More behavior demonstrations shall be arranged to make employees know how to act through repeated demonstration in both positive and negative aspects through imitation of correct behavior and correction of

wrong behavior;

. Pay attention to the individual differences of employees and teach them according to their aptitude;

. Pay attention to the combination of overall learning and partial learning of the training content, and it is best to form a whole, which is both systematic and focused;

. Through positive feedback and inspection, understand the learning status of employees and stimulate their learning motivation; 6. Through timely encouragement, employees can obtain a sense of achievement, strengthen learning behavior and improve learning effect.

5、 Training effect evaluation

From different angles, the training effect evaluation methods of different index systems are diverse, and are still in continuous improvement. In pure theory, the indicator of training benefit can be used to identify the training effect.

Theoretically, the simple formula can be:

Training benefit = improvement degree of trainees' knowledge and ability / organization training expenditure

However, in practice, it is difficult to quantitatively express and calculate the degree of knowledge and ability improvement of trainees as molecules, so it is very difficult to calculate the training benefit of the final result.

1.1.10 Training development system and steps

The training system [22] is usually based on the training of different levels and different functions, and is combined as required. Training at different levels refers to the training of employees at different levels of the organization.

For example: senior management cadre training, middle-level management cadre training, grass-roots management personnel training, basic staff training, new staff training, etc.

Functional training refers to the training for different functions of operation and management (such as research and development, production and manufacturing, sales, finance, human resources, administration, etc.). Different levels of training and different functions of training are vertical training and horizontal training in the organization respectively. The crisscross and differentiated combination constitutes the whole training system.

At present, there is a general consensus [23] in the academic circles at home and abroad that training development can be divided into four steps.

1. training demand analysis refers to the work process or activity in which the training department or its supervisors scientifically and systematically identify and analyze the organizational strategy, future development needs, actual performance status and members' objectives,

attitudes, knowledge, skills, etc. by applying certain technologies and methods, and determine the necessity, training objects, training contents, etc. of the training.

2. training planning refers to the strategic planning of training development within the organization. In combination with its development strategy, starting from the human resource planning and development strategy, the organization comprehensively selects the training objectives, training contents, training methods, training time and occasions based on the staff quality foundation and current resource conditions, as well as the necessity, foresight and uncertainty of training effect.

3. implement the training plan and implement the training plan.

4. training effect evaluation is the last link [24]. Use a variety of methods and means to improve the training effect

Measurement and evaluation can be used not only as a means to assess the effect of early training, but also as a reference for future training. The training effect evaluation method widely used at present is Kirkpatrick [25]'s training effect evaluation system.

1.2 Online training methods

1.2.1 Basic connotation of online training

There is no unified statement on online training. In foreign countries,

online training is called e-learning, e-training, online training, etc. Although there are some differences in the name, the global view is unified in its form and essence. That is, under this mode, the teaching activities usually taken by trainers or training institutions are carried out by using multimedia communication network. Its essence is the distance training mode based on Internet technology, and it is a new learning method generated by the development of information technology [26].

The concept of online training first appeared in the United States and was first proposed in 1999. American Association for training and development

The definition of online training in the conference is: relying on electronic digital technology to communicate the training content, including the Internet, intranet, network built by enterprises and relevant organizations, satellite radio, audio and video tapes, etc. Cisco proposed the concept of online training, that is, relevant experts use the network to contact different learning groups, and use a variety of information transmission methods to impart knowledge [27]. The definition recognized by entrepreneurs is proposed by the British learning and Skills Council. They believe that online training is an academic term, including a set of widely used and processes, such as web-based learning; The construction of computer-based learning and virtual classroom; Transmit learning video, audio, radio, CD-R and other contents based on the

Internet and Intranet and extranet.

Most of the definitions of online education in China refer to foreign terms, but they are not unified due to the different understanding of each person. He Kekang believes that online training is an activity based on the Internet to teach digital content, showing a unique form of communication and massive learning resources [28].

Zhengshiliang believes that online training is online learning or network-based learning. That is to establish an Internet platform in the field of education. Students can access the Internet through PC and learn through the Internet [29].

Based on the above research, I can conclude that online training is a training method and form produced by applying Internet technology to the field of human resource development.

The complete online training system mainly consists of the following three aspects:

The first aspect: content, the purpose of online training and the delivery of relevant learning content. At present, the content of online training is mainly divided into standardized courseware and customized courseware.

The second aspect: technology. Technology includes transmission technology, management organization technology, equipment use technology, software manufacturing technology, learning platform and

related function module construction technology. Among them, transmission technology mainly refers to Internet and LAN technology, management technology refers to the management mode of online training managers, training developers and consultants, equipment use technology refers to the development and manufacturing of multimedia terminals, servers, recorders, etc., and software manufacturing technology includes teaching software, self-learning software and auxiliary training software. These technologies are combined to form a training management system. The college carries out course selection, learning, examination, exchange, etc.

The third aspect: service. The service covers a wide range of contents. It involves a wide range of meanings. It involves the establishment and operation of the remote training system to carry out self sequencing work for enterprises and employees. It also includes the service outsourcing in the operation of the whole system, such as system maintenance, assessment analysis, online consultation, etc.

1.2.2 Advantages of online training

Caizhaojing proposed that online training is an advanced training method, which can achieve the purpose of effective training with shorter training time and less training cost [30]. Cao Li and Li Hong believe that the learning methods involved in online training coincide with the new

employee training mode expected by the enterprise, and their ideas and modes of implementation are similar [31].

From the perspective of the enterprise, wangxueyong pointed out that the online training mode adopted by the enterprise for employee training is consistent with the pursuit of modern enterprises to be fast, efficient, low-cost and low-cost. The adoption of online training can promote employees to be exposed to diversified teaching methods, which is conducive to developing thinking, improving the overall quality of employees within the enterprise, and enriching the application of new training methods outside the enterprise [32].

Based on the above research, I think it is very necessary to carry out online training in the current environment.

1.2.3 Online training mode

Online training can be divided into two categories from the nature of training: one is synchronous training, in which teachers and students are trained at the same time

Online teaching; The second is non synchronous training. The training teachers publish the relevant contents online, and the students can arrange their own learning time.

At present, the specific methods of online training include chat, virtual classroom, e-mail, online courseware playing, internal shared database

(document, video and other download services), BBS forum, network (video conference), etc.

1.2.4 Online training mode

Foreign countries give priority to the research and implementation of online training in China. Since the concept was put forward, the online training market in the United States has developed rapidly, maintaining an annual growth rate of 800%. By 2002, about 60% of the top 500 enterprises in the United States had launched online learning. The curtain of online training in China was opened by foreign-funded enterprises in the 1990s. Compared with foreign developed countries, our online training has developed rapidly, but there has been no significant progress in quality and specification.

In the aspect of training mode, the British economist Solomon created the Solomon mode, which was adopted by the British government. The Solomon model is characterized by the addition of the concept of "behavior evaluation" and the concept of "supply first". It is a training model for internal management of organizations [33]. CBET model is popular in Britain and Australia. It attaches importance to basic learning and training. It is based on the analysis results of vocational ability and evaluates the level of students by setting national ability standards [34].

1.2.5 Technology and implementation of online training

In terms of training implementation, Horton proposed that online training should pay attention to the role of courseware. Courseware making technology can improve the training effect, and courseware making technology includes web page construction, navigation settings, color matching, software technology, etc. [35]. Taking Dell computer, at&t, Cisco and other large companies that have successfully implemented online training as research objects, Rosenberg summarized their experiences and lessons in online training activities. On this basis, Rosenberg proposed that online training should be included in the level of enterprise knowledge management, performance and decision support. He also proposed the concept of "4C for success", namely culture, champion, communication and change [36]. Xiejinyu proposed that online training needs to develop learners' self-learning ability and provide comprehensive technical support, such as training platform, platform technology, function use, etc. [37].

1.3 Design research methods and improve management system

1.3.1   Research objectives

I adopted the method of combining practical experience with theoretical research and analysis, took X company as the research object,

based on the comprehensive analysis of the problems and causes in the current training system of X company, combined with the strategic objectives and human resources planning of X company, and learned from the practical experience of the training system construction of enterprises in the same industry, to build a training system suitable for the company's development strategic objectives and human resources development planning

1.3.2　Research content

1. Main problems existing in the training management of X Company: using the method of questionnaire survey and consulting expert opinions, analyze the main problems existing in the training management of X company, and deeply and accurately analyze the crux of the problem.

2. Design of X company's training system: using the methods of literature research and learning from the practical experience of other companies, combined with the situation learned in the questionnaire and interview, obtain the overall idea of X company's training system construction. It makes detailed analysis and design from four aspects: the construction of training demand analysis platform, training learning platform, training support platform and training management and control platform, so as to build a set of scientific and effective training system.

Implementation of the training system of company X: Based on the

completion of the construction of the training system of company X, combined with the actual situation of the company, put forward specific implementation measures and suggestions for the training system, so that the training system can really play a role.

1.3.3 Research method design

1. Questionnaire survey method

The main research method of this paper is the questionnaire survey method. In order to understand the main problems existing in the training system of   X company and put forward scientific and effective solutions to the existing problems, this study takes the headquarters personnel (including middle and senior managers) and sales field personnel of X company as the survey objects and issues the questionnaire. From the questionnaire survey results, we can know the overall evaluation of employees on the existing training system, and use the percentage statistical method to count, summarize and analyze the survey results, which has laid a solid foundation for the construction of follow-up training system.

2. Literature research method

Through consulting the library, we have collected a large number of relevant materials, which are mainly the works of scholars at home and abroad, academic journals, research reports, newspapers and magazines,

as well as some network resources. After reading and analyzing a lot of literature and enriching the theoretical knowledge of training, build a training system in line with the characteristics of the enterprise according to the company's development strategy.

3. Expert consultation method

By consulting experts, we can analyze the existing problems, design ideas and implementation measures of the training system from the professional knowledge of human resources and strategy, so as to make the newly constructed training system more scientific and effective.

1.3.4 Technical route of research

The first stage: the exploration stage of the training system, which is mainly to deepen the understanding of the framework and knowledge structure of the training system through reading a lot of literature and related professional works. In addition, through the questionnaire survey to collect the information on the status of the company's training system, we have a preliminary understanding of the training management status of X company. At the same time, through consulting the opinions of experts, we analyze the company's training system and find out the key problems.
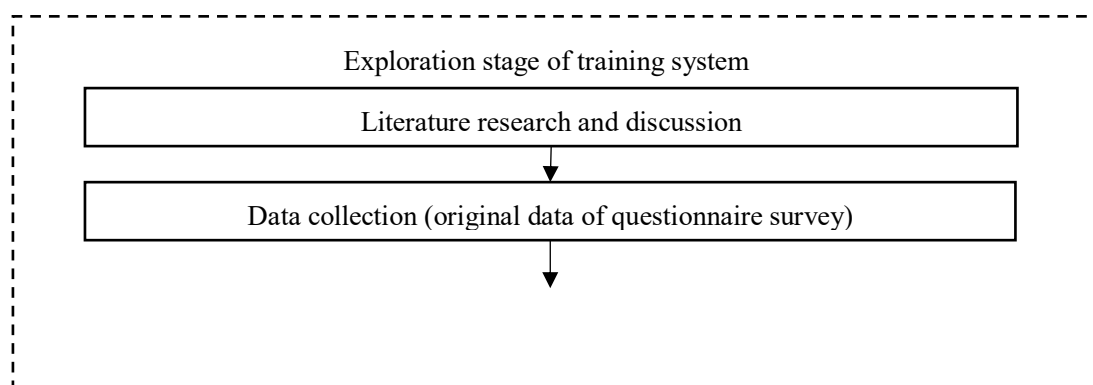
The second stage: problem analysis stage. It mainly makes an in-depth analysis on the current situation of the training system of X company,

deeply excavates the problems existing in the training system, summarizes, analyzes and studies the problems existing in the training system through consulting the opinions of experts and some analysis tools, and finds out the key problems and the deep causes of the problems.

The third stage: the stage of training system construction. Based on the relevant theoretical knowledge of human resources and training system, improve the problems existing in the training system of X company and reconstruct the training system of X company.

The fourth stage: the implementation stage of the training system. Based on the actual situation of the company and the training system construction and practical experience of the companies in the contract industry, put forward the measures and suggestions for the implementation of the new training system.

The technical route of this study is shown in the figure below:

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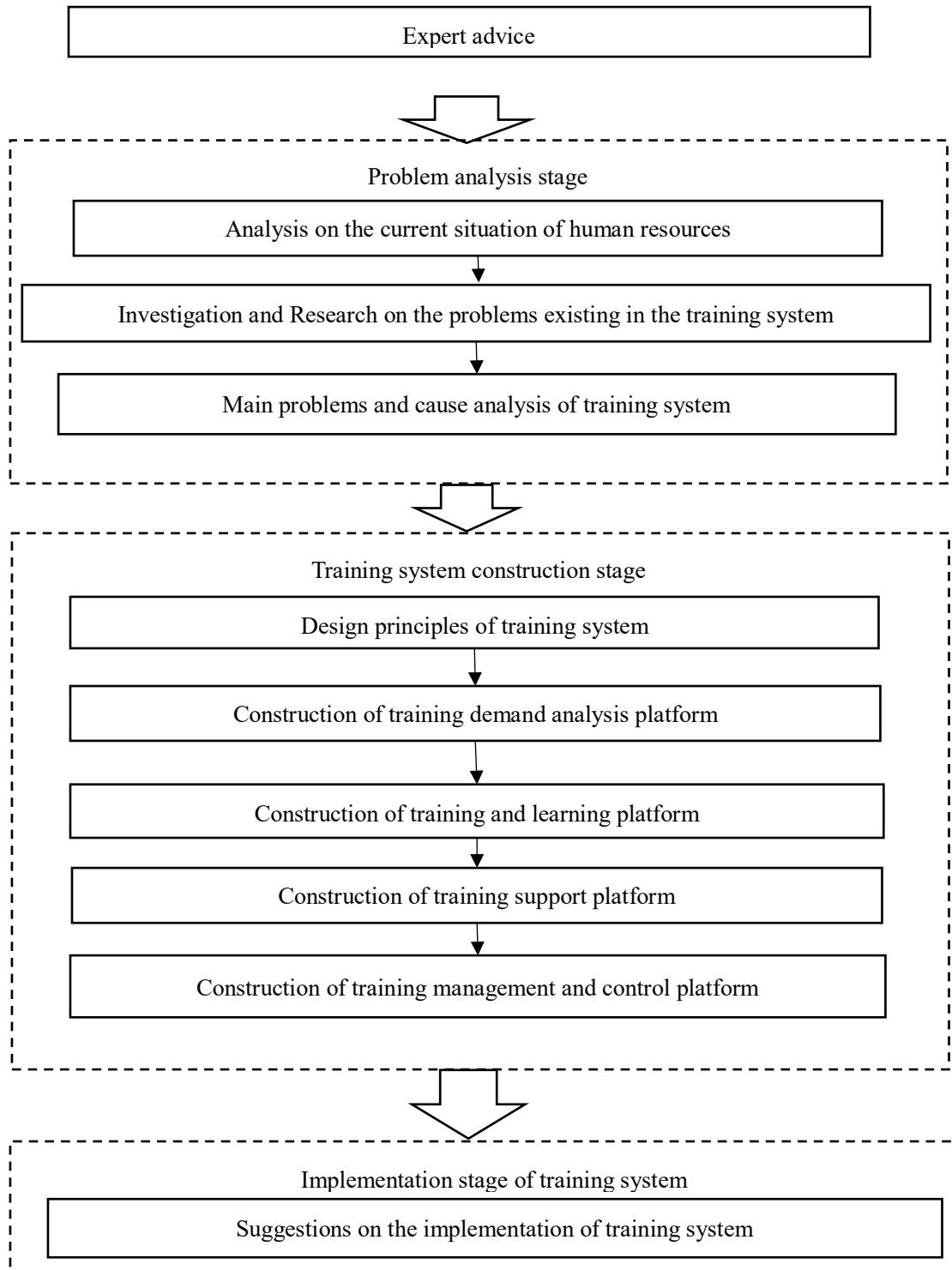
Figure 2- technical route of research (Source: own research, May 2022)

2 Analyses of the Company and evaluation of Company's staff

2.1 Analyses of the Company

2.1.1 Company Profile

Company X is one of the earliest real estate intermediary companies in Guangzhou. Since its establishment on March 7, 1993, it has always been committed to providing developers, people from all walks of life, and owners with the best quality real estate services in the whole process, based on the principle of "integrity and full service". For more than ten years, X Company has made unremitting efforts to develop and grow, and has made remarkable achievements. It has become the agency with the highest sales volume of first-hand houses in Guangzhou. In 1999, Company X was the first real estate intermediary company in China to pass the ISO9002 quality system certification. On July 29, 2003, it was awarded the honorable title of "Guangzhou Integrity Construction Demonstration Site" by the Publicity Department of the Guangzhou Municipal Party Committee. This is the only real estate intermediary company in Guangzhou that has been awarded this honor. It is the biggest affirmation of Xingye Company X from all walks of life and competent departments at all levels. Company X has won the honorary titles of

"Guangzhou's Most Popular Real Estate Intermediaries" and "Top Ten Real Estate Intermediaries Operating with Integrity" in the Real Estate Intermediary Industry Promotion List (Guangzhou, China) for many consecutive years.

With more than ten years of successful experience in trading, Company X has formed a one-stop service system of "Boutique houses", "market research", "project feasibility study", "whole process sales planning", "property rights handling", "second-hand lease and sale agent", "real estate loan consulting agent", etc. The exhibition hall with an area of more than 1000 square meters and the headquarters office space with an area of more than 1000 square meters, nearly 20 on-site sales departments, more than 100 outlets and business branches all over Guangzhou, and realized network sharing with the headquarters. At the same time of setting foot in Guangzhou, X Company has embarked on a glorious journey to lay out the country, with its footprints all over Jiangmen, Zhongshan, Wuhan, Hangzhou, Yantai, Shenyang, etc.

Enterprise purpose：

Quality builds brand, integrity builds great cause

Quality is the cornerstone for an enterprise to establish its brand. The brand represents the product quality and service quality, reflecting the enterprise popularity, reputation and customer loyalty to the enterprise brand.

Enterprise spirit：

Hard work, selfless dedication, hard work, pioneering and enterprising

Working hard is a fine tradition of X company. It is embodied in diligence, frugality, perseverance and hard work, which is the source power for X company. Group to achieve extraordinary and leapfrog development.

Style of work：

Careful planning, strict implementation and high efficiency

"If everything is planned ahead, it will be established; if it is not planned ahead, it will be abandoned". No matter how big or small things are, the key lies in planning. No matter how big or small things are, the key lies in meticulous planning. We should always plan for everything. Plan before you act.

2.1.2. SWOT analysis of Company X

SWOT represents respectively: strength, weakness, opportunity and threat. The SWOT analysis of the real estate project of Company X can adjust the development direction of the enterprise, adjust the development strategy and achieve the enterprise goals through the comprehensive evaluation of these factors. On the whole, the SWOT can be divided into two parts, the first part is SW, which is mainly used to analyze the internal conditions, and the second part is OT, which is mainly used to

analyze the external conditions.

The following is the SWOT analysis of X Company (Table 1)

Table 1 – SWOT-analyses of X Company

Internal environment			
		Strength(S) 1. Large scale and high market share 2. Adequate reserve of professional talents 3. Excellent project quality 4. Good corporate image	Weakness(W) 1. The company management is too centralized 2. The debt ratio of enterprises is relatively high, and the operation of capital chain is tight 3. Rich product chain leads to weakening of core competitiveness 4. High cost
External environment	Opportunity(O) 1. The real estate market has huge development potential 2. The government's land supply has been strengthened 3. There are new user groups (post-90s people have a large demand for housing) 4. Promotion of modern new technologies and management ideas	SO Strategy 1. Continue to develop high-quality residential buildings 2. Training professional managers 3. Strengthen publicity 4. Horizontal integration of industry resources and expansion of market share	WO Strategy 1. Proper decentralized management 2. Develop low-cost new products 3. Strengthen financial management 4. Define core products and reduce product chain
	Threat(T) 1. Affected by epidemic and financial crisis, the economy is in a downturn 2. Most consumers choose to wait and see the housing market 3. User demand is changing (consumers need cheaper housing) 4. Increase of real estate tax and adjustment of real estate deed tax	ST Strategy 1. Try low price strategy 2. Increase publicity to improve market trust 3. Promotion activities 4. Develop new products	WT Strategy 1. Find ways to reduce costs

	5. New real estate competitors with lower prices join 6. The government has a tough attitude towards idle land, and it is difficult to obtain the development right at a low price		

(Source: Own research, Nov. 2022)

Thus, as one of the basic industries for economic development, the development degree of the real estate industry is related to the stability of national economic development. Through the SWOT analysis of company X in the table, it is found that under the background of achieving scale expansion, the company should integrate the operation of the group to improve the synergy of enterprises. Enterprises should increase the construction of professional managers, carry out professional training courses, cooperate with modern IT management methods, and enhance the core competitiveness of enterprises.

2.1.3. Organizational structure of X Company

The organizational structure of X Company consists of the Board of Directors and the executive department. The Board of Directors includes the General Manager and three Deputy General Managers. The Board of Directors is responsible for:

1. Convene shareholders' meeting and report work;

2. Implement the resolutions of the shareholders' meeting;

3. Formulate various plans and business plans of the Company;

4. Decide on the establishment of the company's organizational structure and formulate the management system;

5. Other duties specified in the Articles of Association.

The executive departments are divided into functional departments and business departments

The functional department consists of the Human Resources Department, the Finance Department, the Intermediary Business Department, the Contract Management Department, the Development Department, the Sales Center, the Property Rights Department and the mortgage subsidiary.

The business department consists of the second-hand branch under the intermediary business department, the business group under the expansion department, the sales department under the sales center, and the business department under the mortgage subsidiary
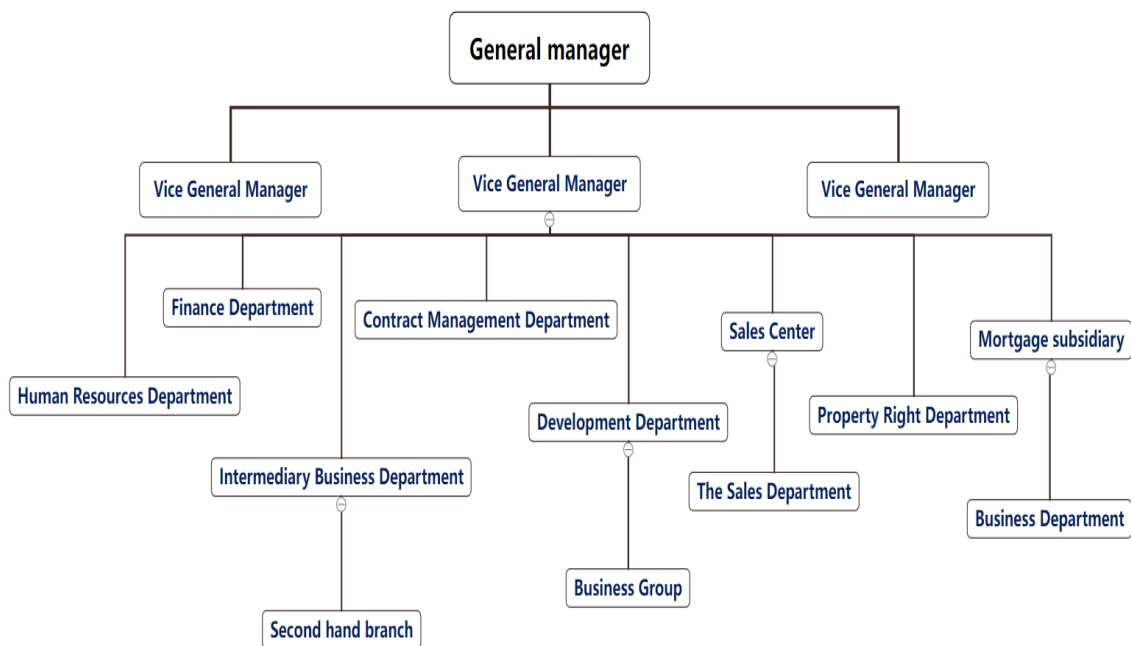
Figure 3- Organization chart of company X

(Source: HR Department of Company X, Nov. 2022)

2.2 Analyses of Human resource structure of Company X

2.2.1 Status quo of the job positions′ composition of X company personnel

As of November 2022, X Company has 859 employees in total. The personnel position structure is as follows: 4 general managers and deputy general managers, 12 department managers, 140 headquarters employees, 87 on-site management personnel, and 612 on-site business personnel.

Table 2- Company X Number of people per position

Occupation name	Number of people	Percentage
General Manager and Deputy General Manager	4	0.46%
Department Managers	12	1.39%
Headquarters employees	140	16.2%
On-site management personnel	87	10.1%
on-site business personnel.	612	71.2%
Total	859	100%

(Source: HR Department of Company X, Nov. 2022)

Company x Number of people per position

- General Manager and Deputy General Manager
- Department Managers
- Headquarters employees
- On-site management personnel
- on-site business personnel.
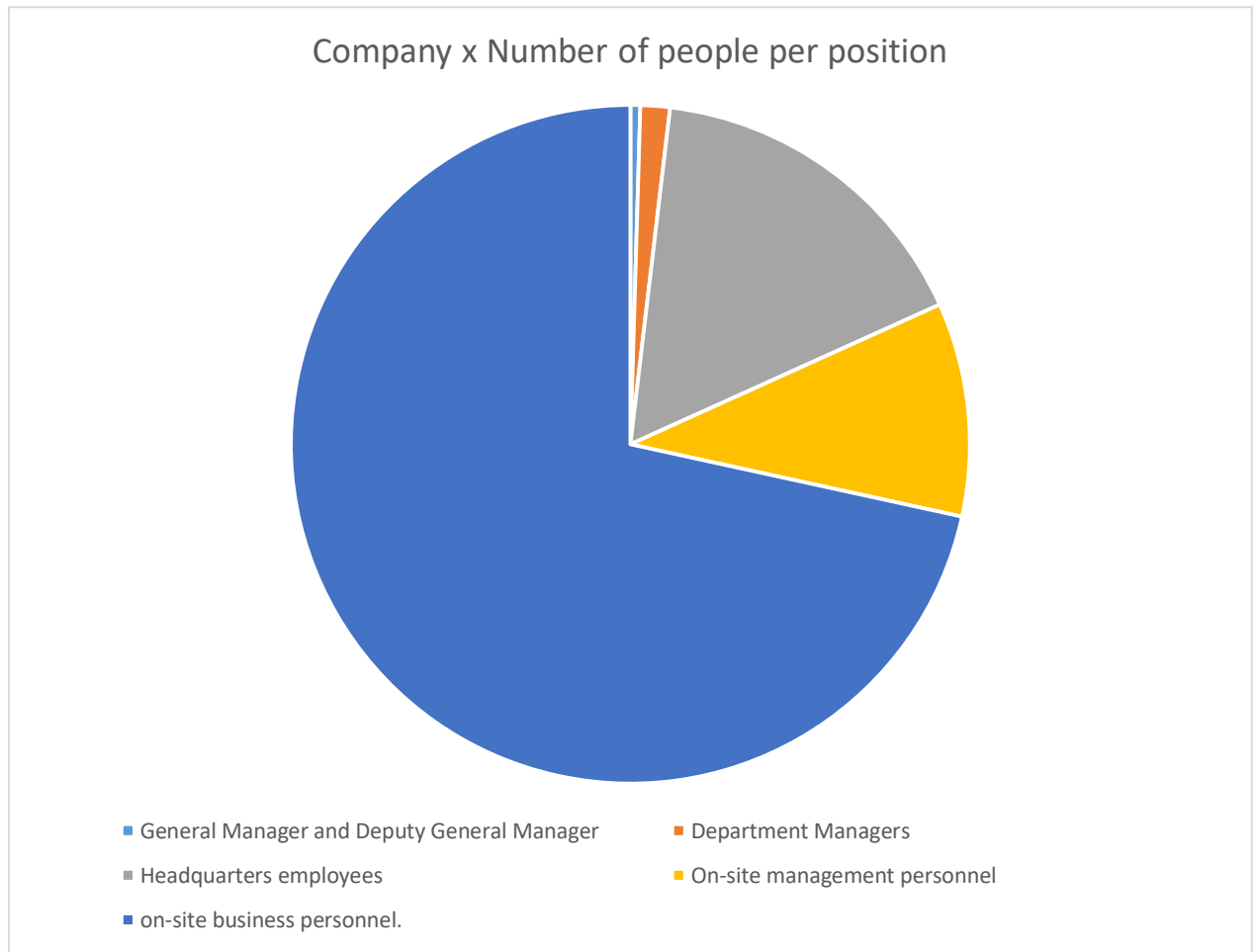
Figure 4- Company X Number of people per position

(Source: HR Department of Company X, Nov. 2022)

The Company currently has 859 employees, and the personnel distribution of each department and unit is consistent with the actual business of the Company. Among them, the Company has 4 senior managers, accounting for 0.46% of the total number of employees, and 12 middle managers, accounting for 1.39% of the total number of employees, which is relatively low compared with the same industry, in line with the industry status quo that the proportion of business personnel in the real estate market is far greater than that of managers.

There are 87 on-site management personnel, accounting for 10.1% of the total number of employees. The proportion of management personnel and business personnel meets the industry standards. There are 612 on-site business personnel, accounting for 71.2% of the total number of employees. With the rapid growth of sales, it is expected that such personnel will grow steadily in the next few years to meet the needs of market development, especially international market development.

2.2.2 Ratio of male and female employees

As of November 2022, X Company has 859 employees in total. The gender structure of the staff is as follows: 682 men and 177 women

Table 3- Number of gender in X company

Gender	Number of people	Percentage
Male	682	79.4%
Female	177	20.6%
Total	859	100%

(Source: HR Department of Company X, Nov. 2022)
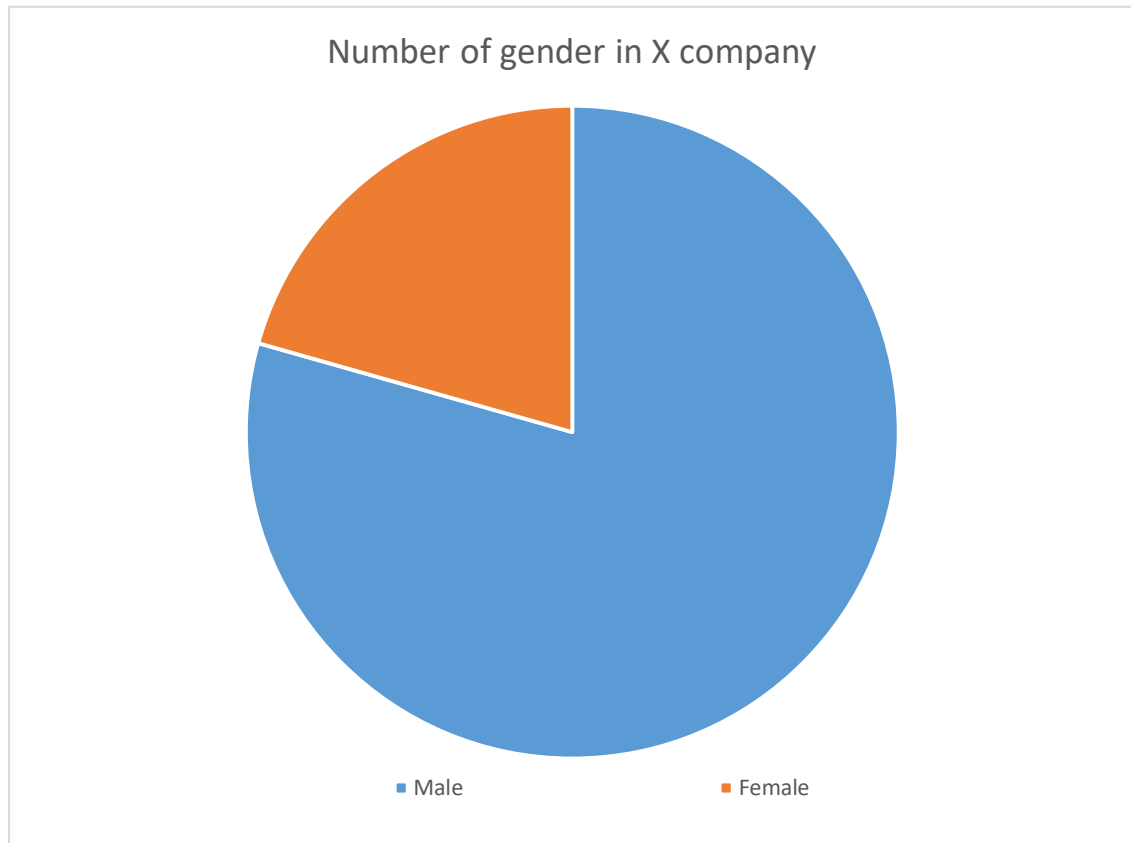
Figure 5- Number of gender in X company

(Source: HR Department of Company X, Nov. 2022)

The proportion of men and women in Company X has reached 8:2. The work intensity in the real estate industry is high, so men are preferred when recruiting employees. However, in the current market environment, female salesmen are more popular, so the proportion of female employees in the company should be increased

2.2.3 Status quo of age composition of X company personnel

As of November 2022, X Company has 859 employees in total, with the age structure of 48 employees under the age of 20, 491 employees

aged 20-30, 243 employees aged 30-40, 63 employees aged 40-50 and 14

employees aged 50-60.

Table 4- Age composition of human resources in the X Company

Age	Number of people	Percentage
under the age of 20	48	5.6%
aged 20-30	491	57.2%
aged 30-40	243	28.3%
aged 40-50	63	7.3%
aged 50-60.	14	1.6%
Total	859	100%

(Source: HR Department of Company X, Nov. 2022)

Age composition of human resources in the X Company

■ under the age of 20　■ aged 20-30　■ aged 30-40　■ aged 40-50　■ aged 50-60.
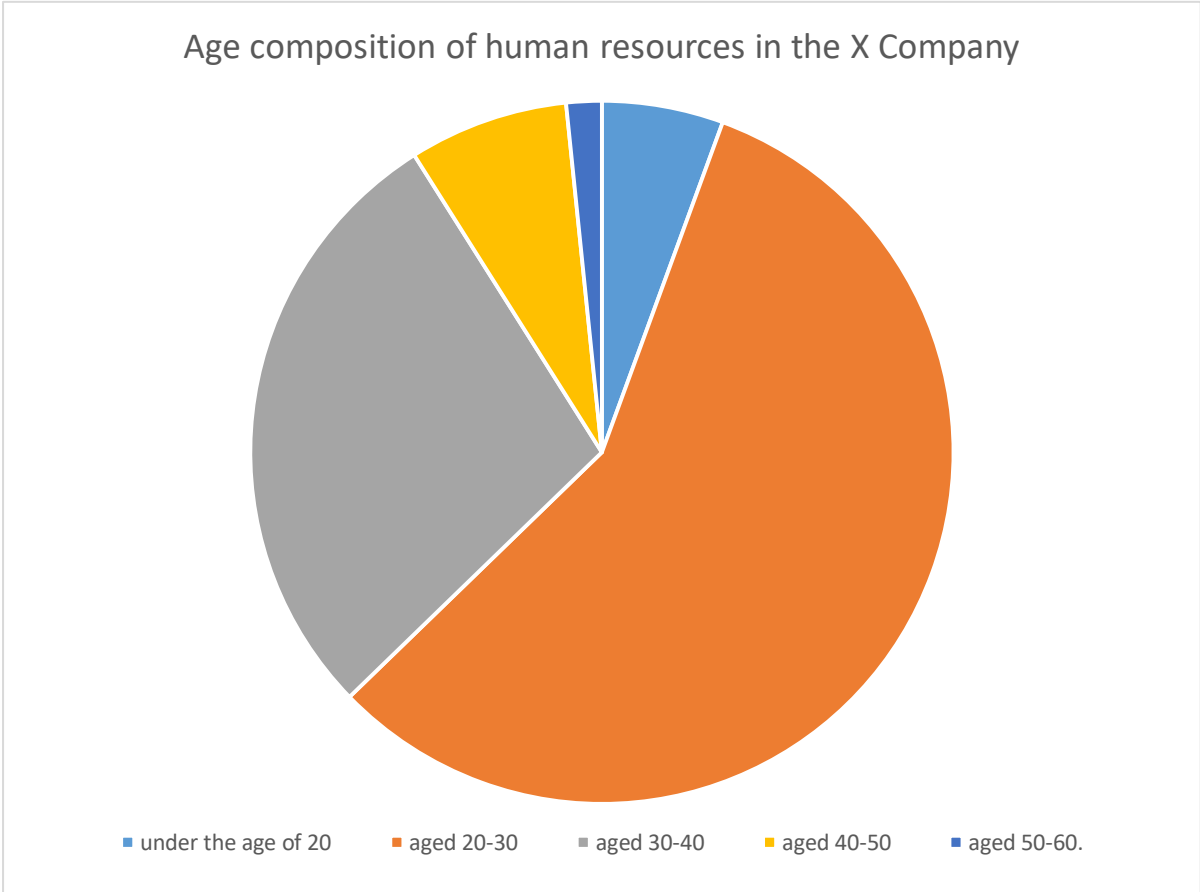
Figure 6- Age composition of human resources in the X Company

(Source: HR Department of Company X, Nov. 2022)

The number of people in the 20-30 age group and 30-40 age group of Company X accounts for the largest proportion, accounting for 85.5% in total. The age group of the company's personnel shows obvious characteristics of youth and large number of personnel, which reflects the company's young state and great development potential. This is consistent with the actual situation that the company has been recruiting fresh college students and social outstanding talents in recent years.

2.2.4 Education level of employees of Company X

As of November 2022, X Company had 859 employees in total. The education structure of X company personnel is: master degree or above11, including 463 people with bachelor's degree, and 385 people with junior college degree or below. Among them, master, undergraduate and college students are mainly concentrated in the headquarters.

Table 5- Education level of employees of Company X

Education level	Number of people	Percentage
Master degree or above	11	1.3%
Bachelor's degree	463	53.9%
Junior college degree	385	44.8%

or below		
Total	859	100%
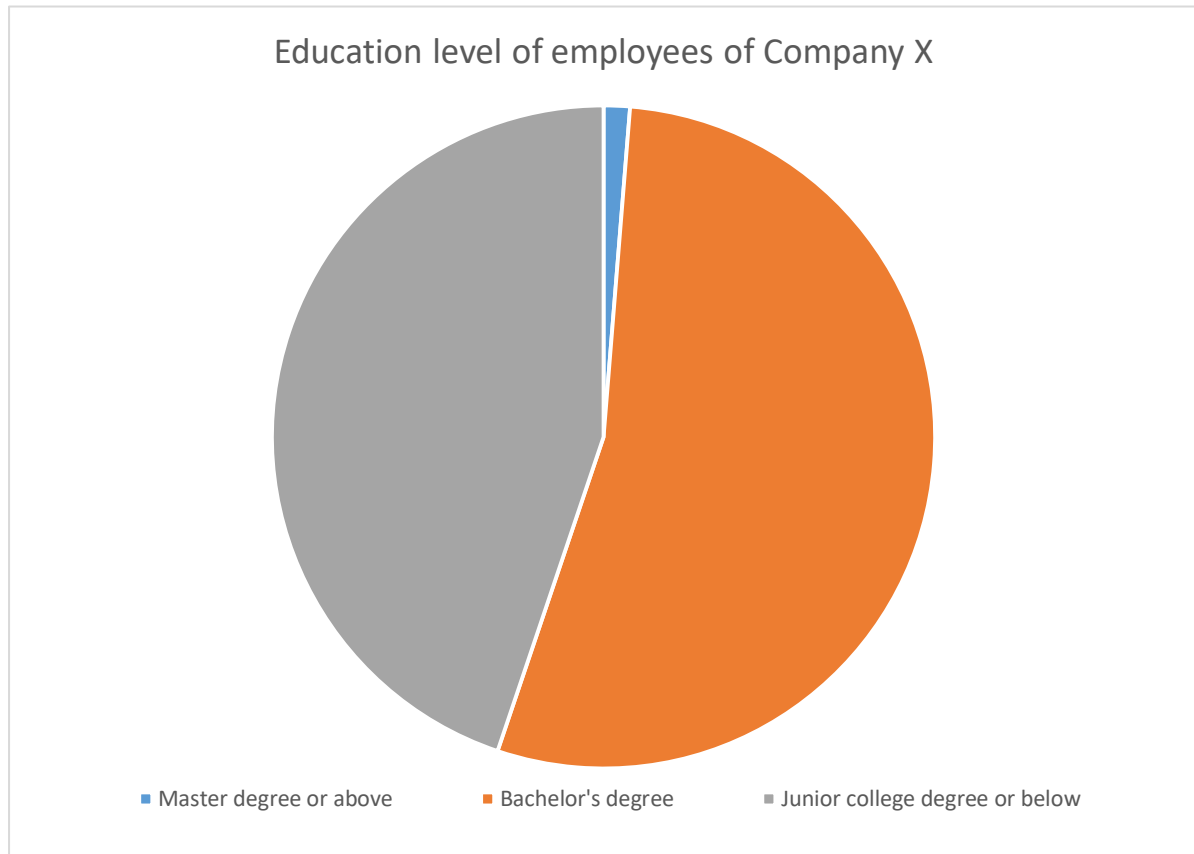
Figure 7- Education level of employees of Company X

From the distribution of education background, the company's structure in this regard is not reasonable. There are too few talents with high education level, which is unfavorable for the future development of the company. Most of the sales personnel have low educational background, and most of the personnel with higher educational background work in the department. In order to further develop, how to improve the educational structure of the company's personnel and attract

talents to promote the company's strategic development trend will become a problem that the company needs to pay attention to.

From the talent structure, we can see that the employees of X Company have the following characteristics:

1. Proper training is required: The education level of employees of X Company is generally low, and their professional skills may be lacking. If appropriate training is conducted, their personal abilities can be improved, which is conducive to improving work efficiency.

2. Overall youth: The employees of X Company are generally between 20 and 40 years old. If proper training is carried out, there is great room for growth.

3. Reasonable personnel distribution: Company X adopts hierarchical management. A small number of management personnel in the company make strategic decisions. Personnel in the headquarters of the company are responsible for arranging and notifying corresponding departments to implement. External sales personnel complete the company's indicators for main businesses. The personnel structure is reasonable

2.3 Evaluation of training system in the X Company

2.3.1 Program of research

Aim － to evaluate staff training system in Company Z.

Program of research is presented in the table.

Table 6- Program of research

Stage	Purpose of stage	Type of research	Scientific tools	Sources: documents/ respondents
1	Analyses of regulation of training process in the Company	desk	content-analyses of local documents of organization	Act of regulation of training process
2	Summarize the evaluation of the company's management on the current training system and suggestions for possible improvement of the future training system	Field	Interviews	All departments middle and senior managers and some employees
3	Comprehensively understand the	Field	Questionnaires	Headquarter personnel

	company's training status, and analyze the possible problems in the actual training process			(middle and senior management, general management, HR manager) and sales field personnel

2.3.1.1 Interview purpose and object

1)Purpose of the interview

Comprehensively and deeply understand the actual operation of X Company's employee training system, and find the company's deficiencies in employee training system.

2) Respondents

The scope of this interview is the company's middle and senior managers and some employees. The senior managers include the general manager and three deputy general managers, and the middle managers include HR managers. The employee department randomly selects no more than ten persons from each department for interview.

2.3.1.2 Interview content

Dear interviewees!

We provide research on the evaluation of your company's training system.

Can we ask you to comment on its effectiveness?

Purpose of the interview: comprehensively and deeply understand the actual operation of the company's X training system, and find out the problems in the company's training.

Please write down your answers as sincerely, fully and specifically as possible. Your expert opinions will be used to improve the company's training system.

We inform you that our research is anonymous and all results will be used in a common form.

Thank you in advance for your participation!

1、 Interview content of Company Manager

1. What are the company's short-term and long-term strategic objectives?

2. The company's current and future difficulties and challenges; Which of them are in terms of personnel and focus on which groups?

3. From the perspective of capacity development and improvement, what training is needed to meet the needs?

4. What form are these trainings in?

5. How long is the training expected to be completed?

6. What are the expected indicators and evaluation methods after the training?

2、 Interview content of employee

1. What is the current business situation?

2. What is your future plan?

3. What problems and difficulties did you encounter?

4. From the perspective of capacity development and improvement, what training is needed to meet the needs?

5. What form does the training take?

6. How long do you expect to complete the training?

7. What are the expected indicators and evaluation methods after the training?

2.3.1.3 Questionnaire purpose and object

1) Purpose of the questionnaire survey

Comprehensively and deeply understand the evaluation of X Company's employees on the existing training system, and discover the shortcomings of the company in terms of employee training system.

2)Respondents

Send to all employees through online questionnaire website

2.3.1.4 Questionnaire content

Dear respondents!

Could we ask you to take part in scientific research aim of which is

evaluation of training system in your Company to improve it?

Please, be carefully to fill questionnaire correctly and fill all options in it.

You can choose your status as respondent – anonymous or not.

Please, read attentively every question and follow instructions how to

answer. Your sincerely responds help company to develop training

system.

All results of research will be used only in general form.

Thank a lot in advance!

Part I: Personal Information

1. Your name: (you can choose anonymous or not)

2. Your gender:

□ Male □ Female

3. Your age:

□ Under 18 years old □ 18-24 years old □ 25-30 years old □ 31-35 years

old □ 36-40 years old □ Over 40 years old

4. Your education background:

□ High school and below □ College □ Bachelor □ Master □ Doctor and

above

5. Your experience of work:

□ 1 year □ 2-3 years □ 3-5 years □ 5-10 years □ more than 10 years

6. Your working time in the company:

□ 1 year □ 2-3 years □ 3-5 years □ 5-10 years □ more than 10 years

7. Your department is applicable to headquarters employees:

□ Office □ Finance Department □ Property Business Department □ Sales Center □ Intermediary Business Department □ Customer Service Center

Applicable to sales field employees

□ First hand on-site manager □ First hand on-site sales □ Second hand regional manager □ Second hand branch manager □ Second hand business personnel

8.Your   job position:_____

Part II: Training Status Information

l. Have you ever attended the training organized by the company?

□ Participated

□ Not participated

□Your

version_____

2. What is your attitude towards the importance of training?

□ Very important

□ Important

□ Average

□ Not so important

□ Not important

□ Not necessary

□ It is hard to say

□Your

opinion

_____

3. Do you think the training can actually help you to promote your work

performance and personal development?

□ Very helpful

□ helpful

□ Average

□ Very little helpful / Not so helpful

□ Not helpful

□ It is hard to say

□Your

opinion

_____

4. How do you think the company attaches importance to training at

present?

□ Very important □ Relatively important □ Average □ Not enough □ Very

little

□ It is hard to say

□Your

opinion

_____

5. Can the current training volume organized by the company and

departments meet individual needs?

□ Very insufficient □ Enough □ Average □ Not so Enough □ Not Enough

□ It is hard to say

□Your

opinion

_____

6. On the whole, are you satisfied with the company's training courses?

□ Very satisfied □ Quite satisfied □ Average □ Not so satisfied □ Very

dissatisfied

□ It is hard to say

□Your

opinion

_____

7. Do you think the design of the company's training content is targeted?

□ Strong pertinence □ Pertinence □ General □ Poor pertinence □ No

pertinence

□ It is hard to say

□Your

opinion

_____

8. Does the company arrange trainees to evaluate the training effect after

training?

□ Every time □ Most of the time □ General □ Less □ No

□ It is hard to say

□Your

opinion

_____

9. Does the company provide you with favorable conditions for the

transformation of training results?

□ Every time □ Most of the time □ General □ Less □ Not felt

□ It is hard to say

□Your

opinion

_____

10. What are your main learning methods?

□ Read by yourself □ Attend college education □ Attend external training

courses

□ Study at work □ Company organized learning □ Others

□ It is hard to say

□Your

opinion

_____

11. What do you think are the shortcomings of the training held by the company? **(Multiple choices are allowed)**

□ The training content is not practical enough

□ The training form is single, and it is difficult to improve enthusiasm

□ The training frequency is too few

□ Instructor level is insufficient

□ Others

□ It is hard to say

□Your

opinion

_____

12.What advantages do you think the company's training system has?

_____

13.What disadvantages do you think the company's training system has?

_____

14.What improvements do you think the company's training system needs to make?

_____

2.3.2 Results of 1st stage of research: evaluation of documents which regulate the training system in the X Company

Company X has no any documents which regulate training system.

2.3.3 Results of 2nd stage of research: evaluation of interview of managers of X Company

2.3.3.1 Design of   Interview Questions

In order to fully understand the current situation of X Company's training system and the employees' feelings towards the existing training system, two interview questions were designed, targeting the company's management and ordinary employees. Their responses were analyzed to enable targeted improvements to the existing training system

The interview question was compiled based on extensive literature review at home and abroad and consultation with relevant human resources experts, including the organization, process, and effectiveness of the training.

In the interview questions for the company's management, we focused on consulting related issues on how to develop and improve employees' abilities. In the interview questions for ordinary employees, we focused

on consulting their feelings about the existing training system.

The process of designing interview questions includes the following steps:

1. Based on the relevant information of Company X that the author has mastered and the expected information, an interview question outline has been developed.

On the basis of referencing and absorbing professional materials from both domestic and foreign sources, the author fully utilizes the relevant knowledge learned by the author to design specific questions, striving to find out the training status and employee training needs of X Company through detailed and detailed research questions, and provide reference for the further improvement of the training system for the author.

3. Invite 2 employees of X Company and training professionals from foreign companies to review the training interview questions, propose modification suggestions for unreasonable aspects such as wording, concept definition, and expression, and ultimately complete the design of the interview questions.

2.3.3.2 Analysis of Interview Results on Company Training for Administrators

The company's management believes that:

1. The purpose of training is to promote work performance improvement and comprehensive ability improvement, in order to

accelerate the talent cultivation team. Understanding the confusion faced by employees in their work can be fully considered in the design process of training content, so that the training can truly solve the difficulties faced by employees and be more targeted. On the other hand, it can also enable senior management of the company to understand the actual work status of employees, in order to provide guidance in practical work.

According to data, 82% of headquarters employees stated that the main need for training is to "improve personal comprehensive abilities", 13% of employees stated that it is to "solve work problems", and only 5% of employees stated that it is "personal interests"; 73% of employees on the sales site stated that the main need for training is to "improve personal comprehensive abilities", 24% of employees stated that it is to "solve work problems", and only 3% of employees stated that it is "personal interests". It can be seen that the purpose of trainees participating in training is very strong, and the vast majority of them are to pursue the improvement of their own abilities in order to obtain more opportunities.(Figure 8)
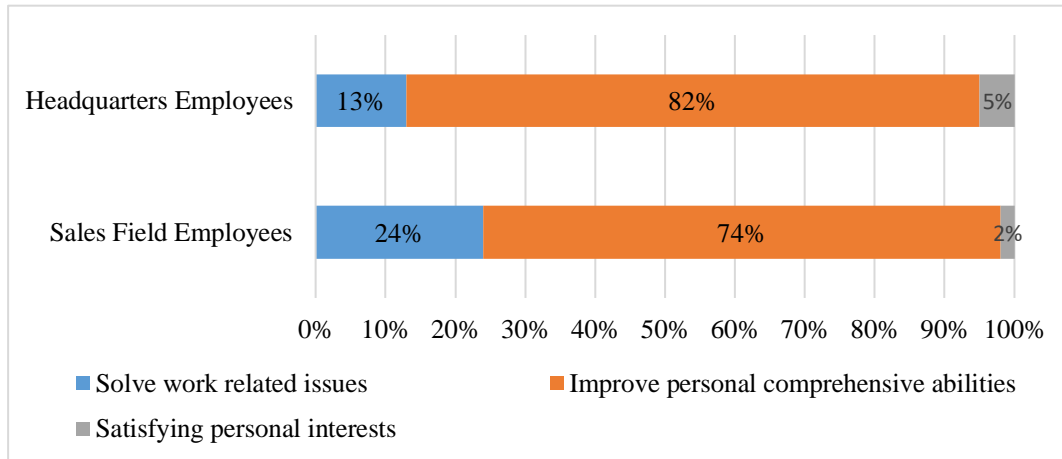
Figure 8- The main needs for employee training

(Source: Collated by the author, Mar.2023)

2.The selection of training methods and content complement each other, ultimately serving the training objectives. When choosing a training method, it is necessary to fully consider the characteristics of the training object and select knowledge and skills that are suitable for the training object to accept and understand. At the same time, different individuals have different preferences for training methods, so it is necessary to choose training methods based on individual differences to improve the effectiveness of training. For the preference for training methods, the majority of the headquarters have a preference: 32% prefer case sharing, 16% prefer team expansion, and 12% each prefer classroom teaching and on-the-job guidance; On site sales include: 30% preference for case sharing, 18% preference for team expansion, 16% preference for simulation and role-playing. From the data in Figures 2-2, it can be seen that case sharing and team expansion are commonly recognized training

methods, and more of these training methods can be added in the future. At the same time, there are also some differences in training method preferences between headquarters and sales sites. Headquarters can appropriately participate in classroom lectures and on-the-job guidance, while sales sites can add more simulation and role-playing training methods.(Figure 9)
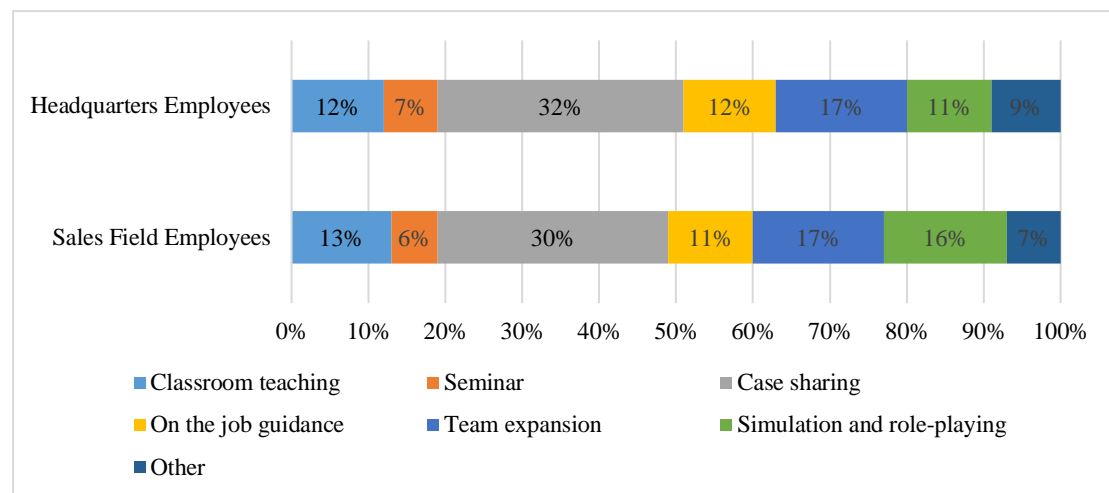
Figure 9- The training method most recognized by employees

(Source: Collated by the author, Mar.2023)

3.For training, the level of the teaching teacher is crucial. Only a senior, professional, and skilled communication and expression teacher can help students learn more valuable things. At the same time, the remuneration of training instructors accounts for the vast majority of training costs, directly affecting the effectiveness of training. According to this survey, 48% of people in headquarters tend to be practical and well-known corporate executives, while 26% tend to be excellent employees or experts in their positions. 51% of people on the sales site

tend to be practical and well-known corporate executives, while 22% tend to be excellent employees or experts in their positions. The survey results show that both headquarters and sales sites have a relatively consistent preference for trainers, with the vast majority favoring well-known corporate executives and outstanding employees or experts in their respective positions.(Figure 10)
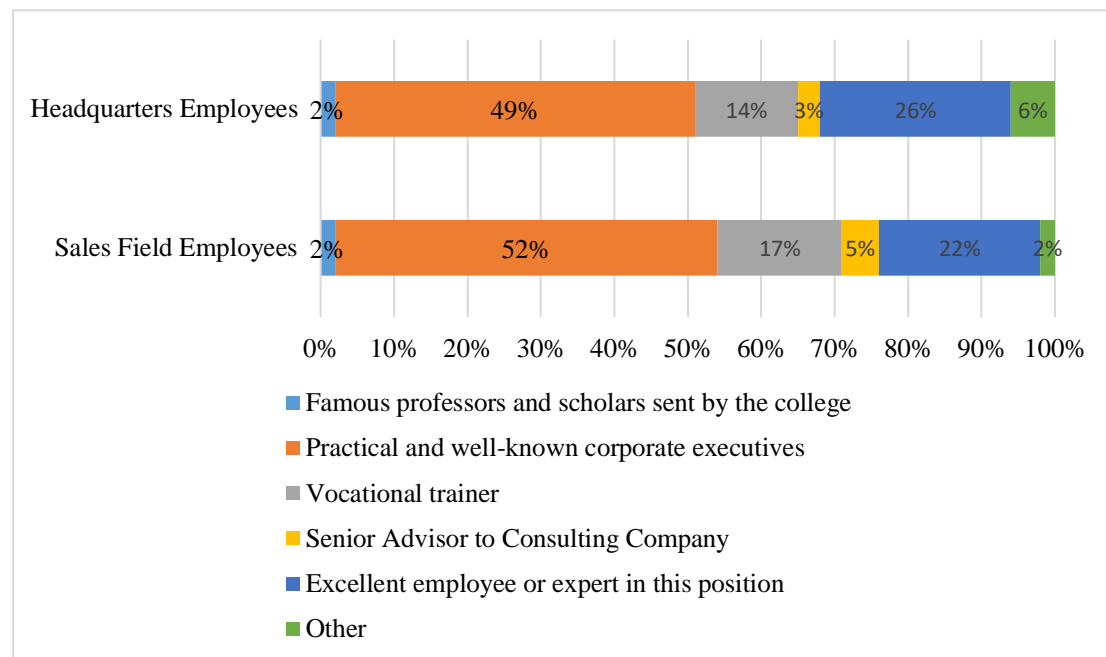
Figure 10- Types of trainers that employees focus on selecting

(Source: Collated by the author, Mar.2023)

4.Scientifically and reasonably arranging training time enables trainees to focus more on the training process and avoid external factors, so the arrangement of training time is particularly important. According to the survey, 74% of headquarters employees and 84% of sales site employees prefer to schedule training during work hours. When arranging future training schedules, if conditions permit, try to schedule them

during work hours and avoid occupying employees' rest and entertainment time.(Figure   11)
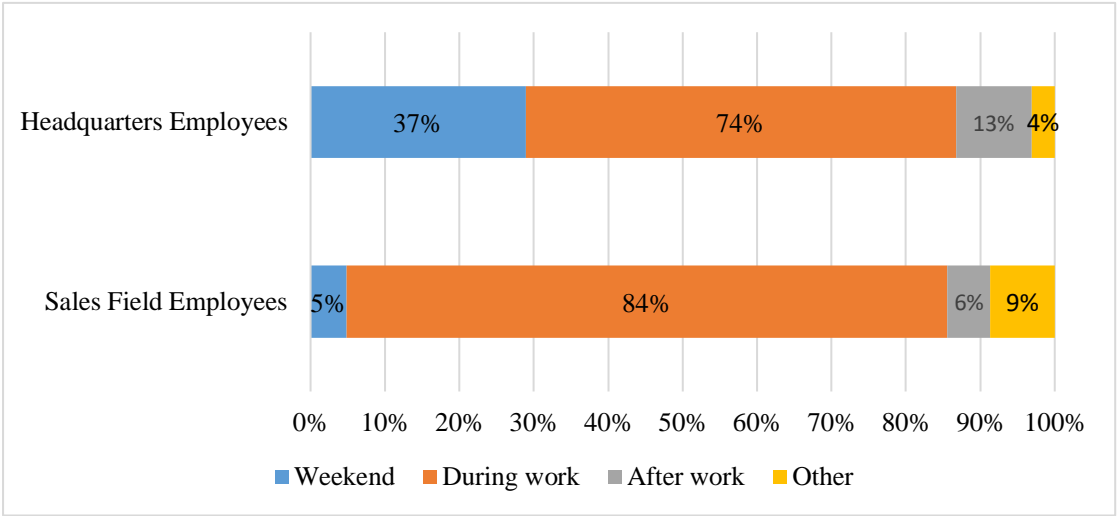
Figure 11- Employee training time selection

(Source: Collated by the author, Mar.2023)

5.The training frequency should be combined with the actual needs of the enterprise, and the higher the frequency, the better, because training requires funds, time, and space occupation. At the same time, if the training frequency is too high, it will increase the workload of employees and may lead to poor work conditions. Therefore, it is necessary to scientifically and reasonably arrange the frequency of training. From the survey results, the vast majority of employees believe that the frequency of monthly training is better, followed by quarterly training.(Figure   12)
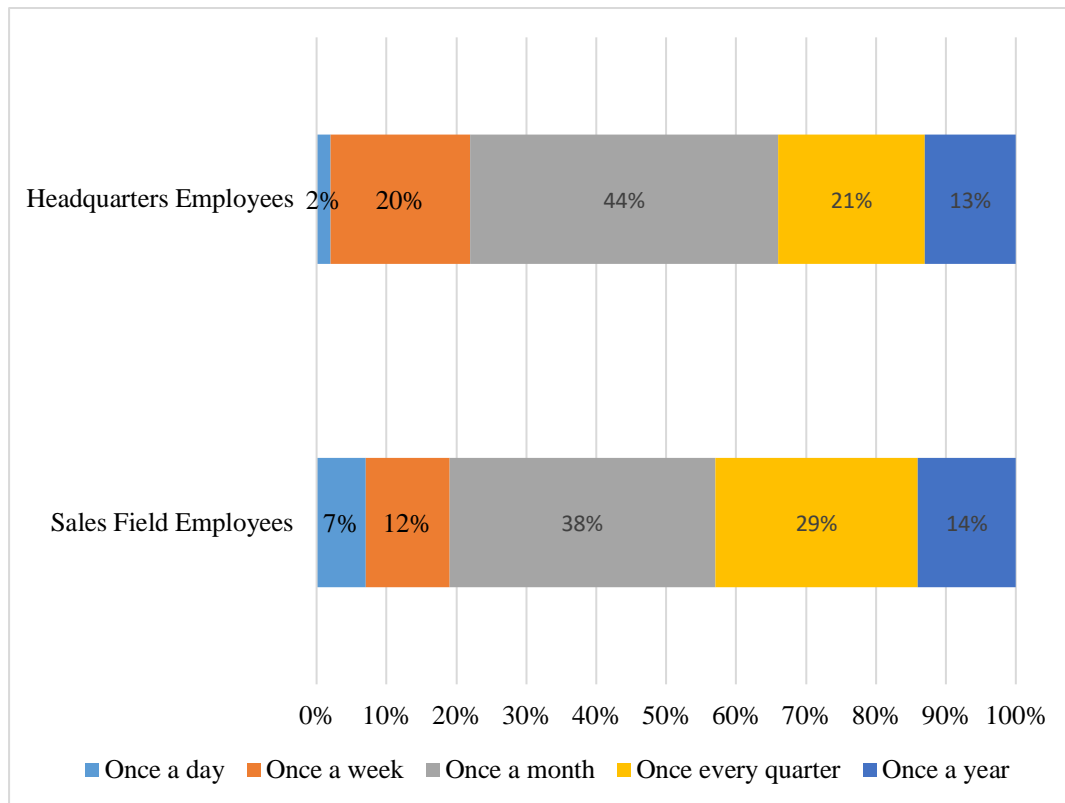
Figure 12- Employee training frequency selection

(Source: Collated by the author, Mar.2023)

6.Ensuring sufficient training time is the key to improving training effectiveness. The duration of training is an important aspect of training quality, and too short or too long can have adverse effects. A short training time will affect the depth of learning, while a long training time will make it difficult for trainees to maintain a high level of interest in learning. In the survey, 43% of people from headquarters and 48% of people from sales sites chose a training duration of half a day, which is the mainstream preference among everyone.(Figure 13)
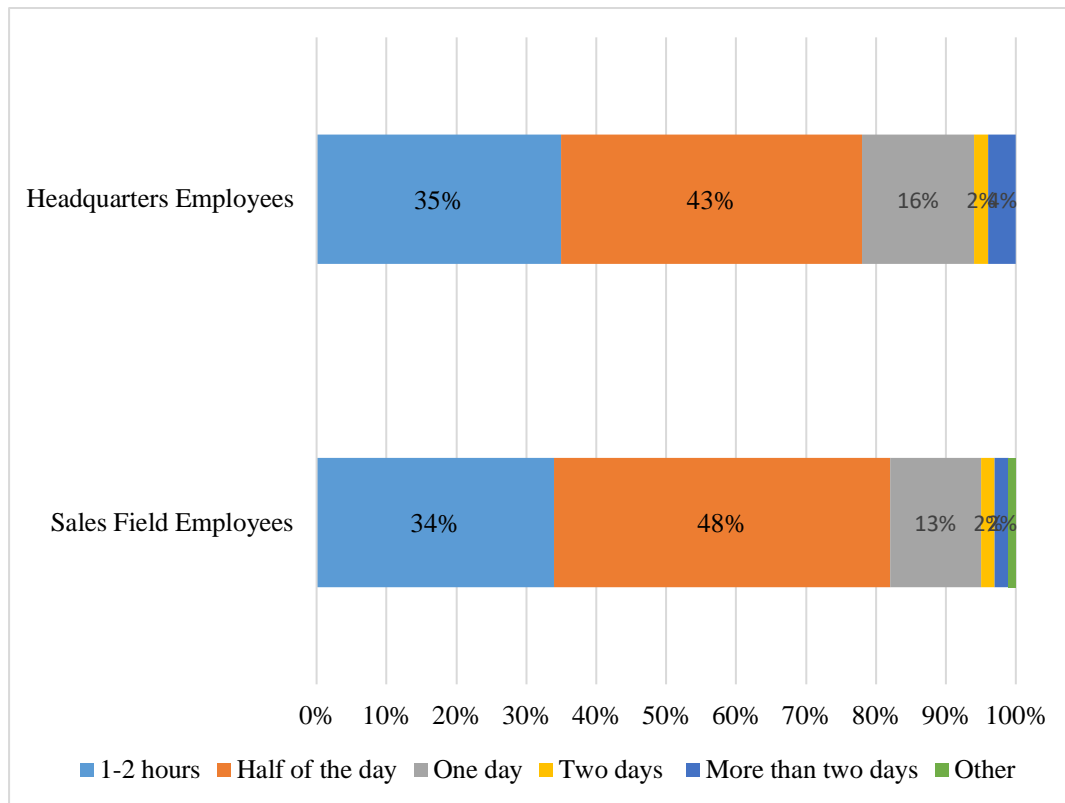
Figure 13- The length of time an employee wishes for a single

training session

(Source: Collated by the author, Mar.2023)

7.Regarding the factors that have the greatest impact on training effectiveness, 36% of people at headquarters believe that it is the arrangement of training time, while 34% believe that it is the training methods and means. 34% of people on the sales site believe that it is the training method and means, while 26% believe that it is the training content and materials. Through investigation, we have learned about the sensitive factors that affect the effectiveness of training. In the process of organizing training, we should strengthen this aspect of work and strive to improve the training effectiveness.(Figure 14)
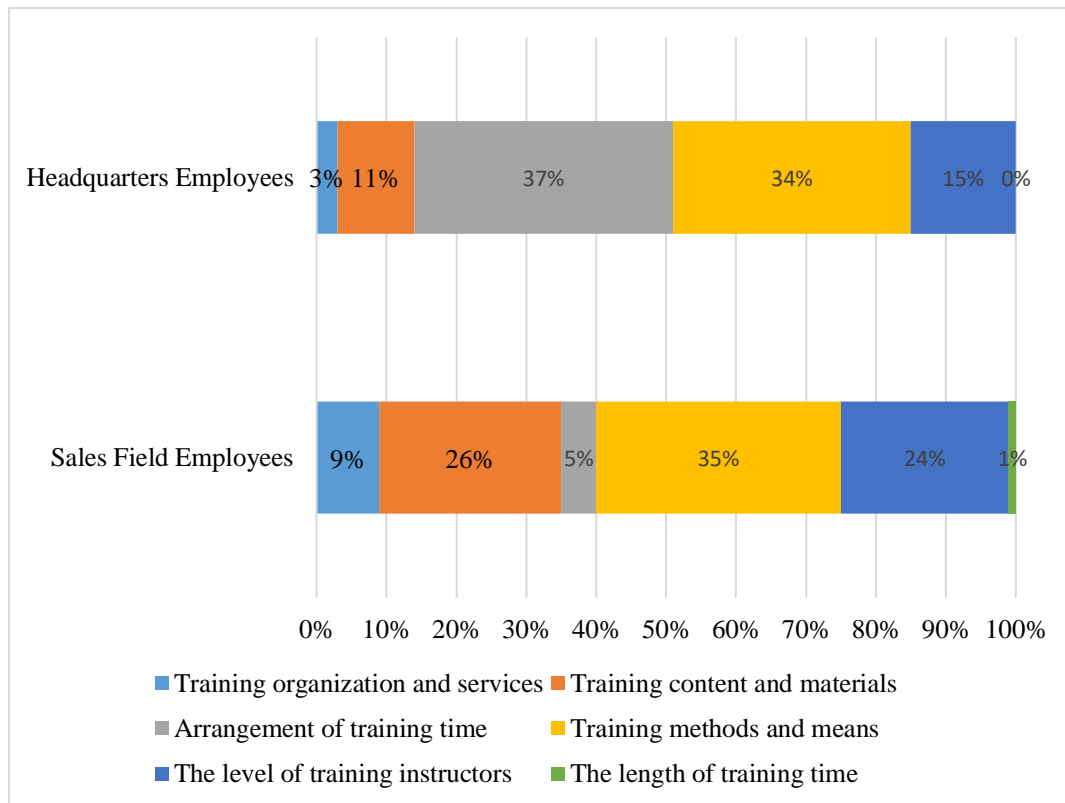
Figure 14- The factors that employees believe have the greatest

impact on training effectiveness

(Source: Collated by the author, Mar.2023)

8.For the construction of the training system, the first step is to determine the specific course library for training. Only by determining a reasonable and scientific training course library can the effectiveness of training be ensured, meeting the talent cultivation needs of enterprises, and at the same time, it is conducive to reducing training costs and accumulating knowledge. According to the survey, headquarters employees prefer training in management skills, communication and expression, and problem-solving. On site sales employees prefer sales skills, communication and expression, and team building.

2.3.4 Results of 3rd stage of research: evaluation of Questionnaire Study on the Problems in the Training System of X Company

2.3.4.1 Questionnaire design

In order to fully understand the situation of the training system of Company X and the true feelings of employees about the company's training, so as to carry out targeted training system construction, the company also needs to conduct year-end training survey, and specially designed a training questionnaire for Company X. The questionnaire was prepared on the basis of consulting a large number of relevant domestic and foreign literature and consulting the opinions of relevant human resources experts, including training organization, training process, training effectiveness, and other aspects. The questionnaire involves three major parts: personal information, training status information, and training expectations. Training status information can reflect the satisfaction of company employees with current and past training, while training expectations reflect employees' preferences for future training. The process of questionnaire design includes the following steps:

Design the overall structure of the questionnaire based on careful study and a preliminary conception of the company's training system design, combining relevant information from Company X.

On the basis of studying and absorbing professional materials at home

and abroad, we fully utilize the questionnaire survey techniques we know to design specific topics of the questionnaire, and strive to find out the training status quo, employee training needs, and other information of Company X through detailed and detailed research questions, providing reference for further building an effective training system.

2.3.4.2 Distribution and recovery of questionnaires

With the assistance of the HR manager of X Company and in combination with the actual situation of the company, a survey plan was developed, and with the help of a "certain questionnaire website", the questionnaire was publicly distributed online and completed online. The training questionnaire was publicly distributed on October 10, 2022, and ended on December 20. The questionnaire included three major parts and a total of 22 questions, including 8 personal information questions and 14 training status questions.

The respondents were headquarters personnel (middle and senior management personnel and general management personnel) and sales field personnel. A total of 500 questionnaires were received, of which 364 were valid, with a valid questionnaire rate of 72.8%. Among them, 171 men and 193 women; 106 people aged 24 and under, accounting for 29.2%; 135 people aged 25-30, accounting for 37.1%; 99 persons aged 31-40, accounting for 27.2%; 24 people over 41 years old, accounting for 6.5%; 109 people with high school education or below, accounting for

29.9%; 169 employees with college degrees, accounting for 46.4%; 84 people with bachelor's degree, accounting for 23.1%; 2 people with master's degree or above, accounting for 0.6%; 180 employees have served in the company for 1 year, 79 employees for 2-3 years, 57 employees for 3-5 years, 28 employees for 5-10 years, and 20 employees for more than 10 years.

Of the 364 valid questionnaires collected, 55 were filled in at or above the manager level, 78 were for headquarters employees, and 231 were for on-site business personnel. This study hopes to accurately grasp the current training situation and training expectations through investigation and analysis, and to better promote the improvement of the training system.

2.3.4.3 Statistical methods for survey results

The survey results are analyzed and summarized using a percentage statistical method, divided into two dimensions: headquarters and on-site personnel, and combined with the characteristics of the company, department, and position, to identify the inherent problems and causes of the training system, and to identify countermeasures.

2.3.4.4 Analysis of training status information survey results

1. According to survey statistics, 75 people from the headquarters have participated in company training, accounting for 91.46%, while only

8.54% have not participated in training. The number of sales field employees who have participated in the training is 260, accounting for 92.20%, while only 7.8% have not participated in the training. From the results, it can be seen that both the headquarters and the sales site, the company's training popularity is high, which is a good foundation for building a complete and effective training system, and should be improved and consolidated.

2.Employees' awareness of the importance of training is directly related to their attitude and motivation to learn. According to the results of this survey, 99% of headquarters employees say that training is very important or important, compared to 89% of sales sites. No one explicitly stated that it was not important. From the data analysis, the company's employees have a high awareness of the importance of training, which will help the company conduct training smoothly and effectively, forming a good training atmosphere. A good training atmosphere is a powerful guarantee for enhancing training effectiveness. (Figure 15)
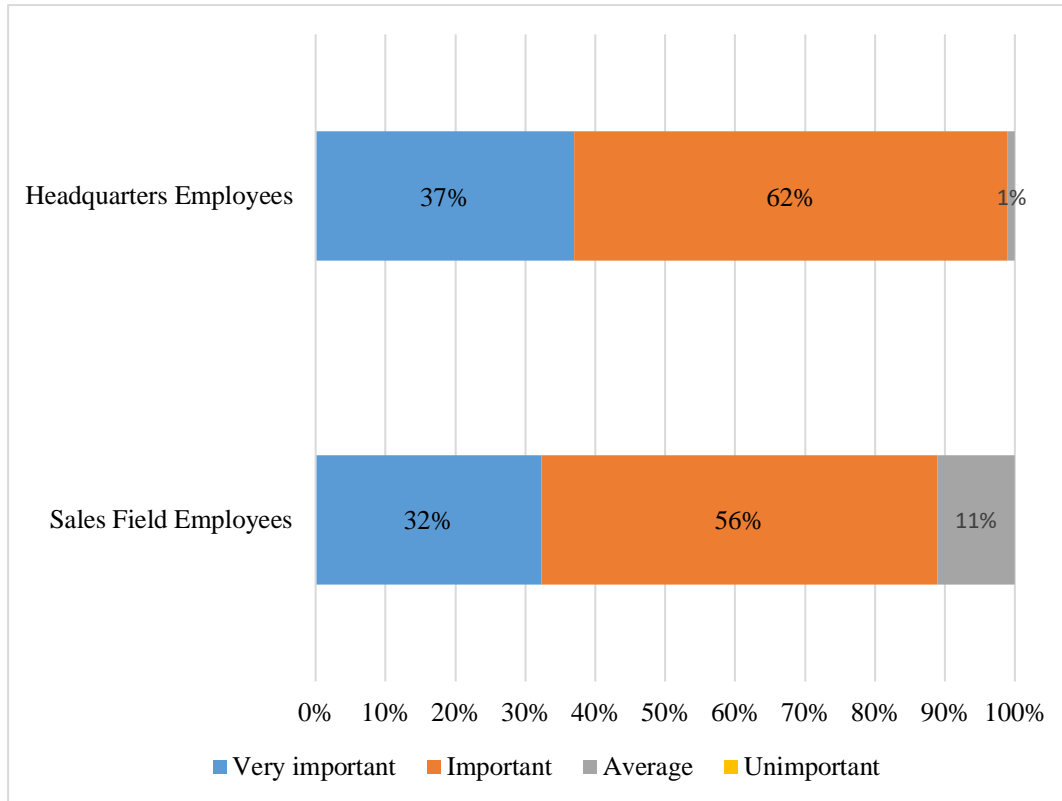
Figure 15- Recognition of the importance of training

(Source: Collated by the author, Mar.2023)

3.The ultimate goal of training is to achieve the unity of organizational development and personal development, which ultimately boils down to serving performance improvement. However, some companies have a high degree of randomness in conducting training. They often do not conduct targeted and forward-looking thinking before training on important issues such as enterprise strategic development, talent needs, and skills and qualities that employees need. Therefore, they have little impact on performance improvement and personal development. According to this survey, 92% of headquarters employees said they were very helpful (including very helpful and significant help) in promoting

performance and personal development through training, while only 8% said they were rarely helpful. 86% of sales field employees said they were very helpful (including very helpful and relatively helpful), while only 14% said they were not helpful (including rarely helpful). The recognition of the role of training by employees in the headquarters is higher than that of the sales site, indicating that the training of management personnel is better conducted than that of the sales site, which may be related to the acceptance ability of the trainees or the higher investment of the company in the headquarters training. It can be seen that most employees are positive about the value and significance of training, while some employees say they are not helping. This indicates that there is a large gap between the current situation of training work in Company X and the ideal effect, and effective measures must be taken to improve the training effect. (Figure 16)
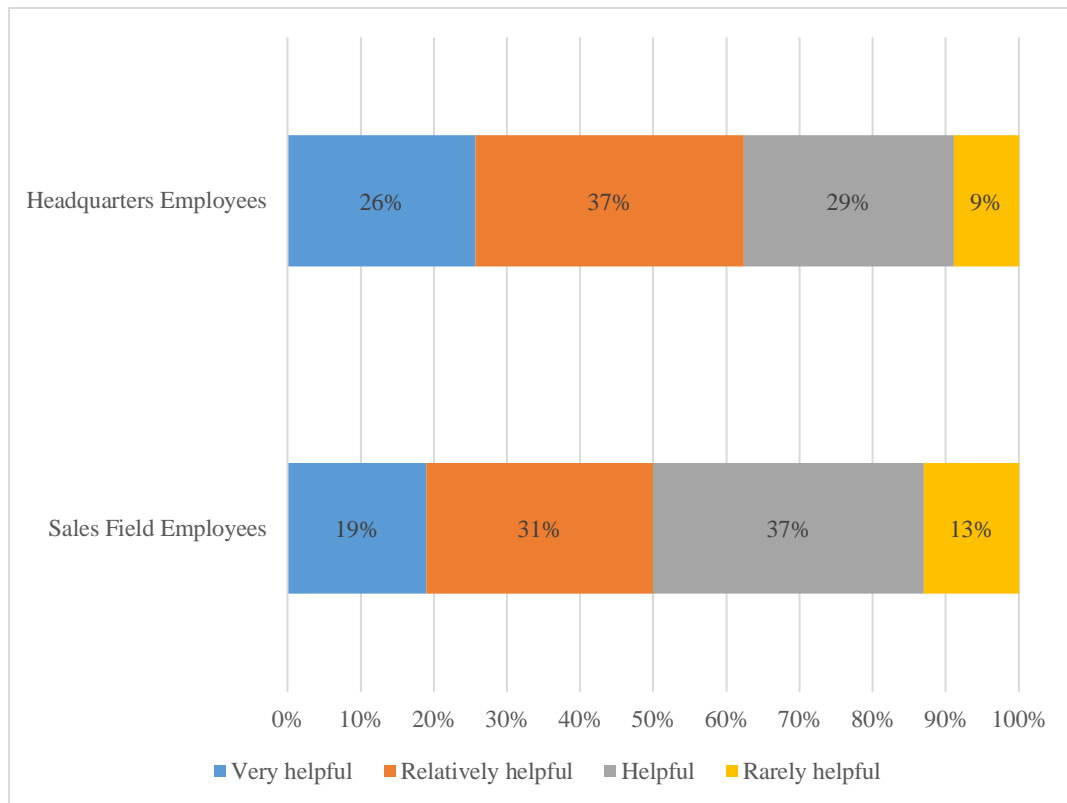
Figure 16- Training Helpfulness for Performance and Personal

Development

(Source: Collated by the author, Mar.2023)

4.The importance a company attaches to training is one of the factors that affect training effectiveness, and obtaining the support of managers is the key to ensuring training effectiveness. Especially in the current situation of insufficient awareness and understanding of the promotion and enhancement of training in various aspects of the company and its employees, the active participation of company leaders has a crucial driving role. Without the support of managers, the necessary resources needed for training, such as funds, time, and venues, cannot be guaranteed, nor can the training effect or benefits brought to the

enterprise be discussed. A company that truly values training and talent cultivation will put training in the first place. Therefore, the higher the company leaders attach importance to training, the more smoothly the training can be carried out. The survey shows that the vast majority of employees believe that the leadership of X Company attaches high importance to training. In terms of percentage, 83% of people in the headquarters believe that the company attaches great importance to training, and 69% of people in the sales field. Therefore, it can be considered that the importance attached by Company X to training is satisfactory to employees.(Figure 17)(Figure 18)
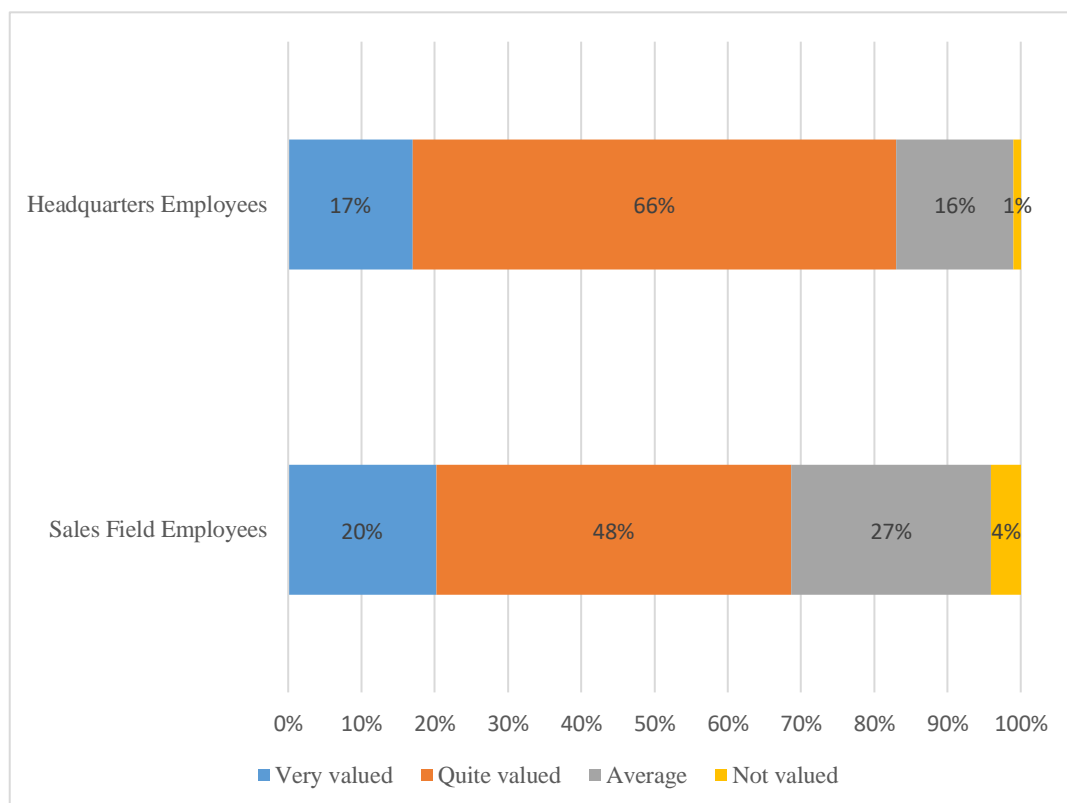
Figure 17- The company's emphasis on training

(Source: Collated by the author, Mar.2023)
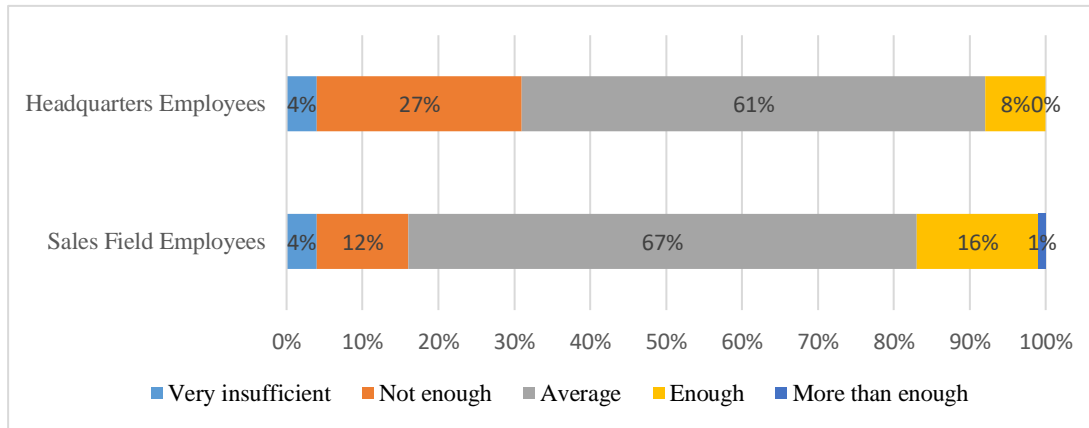
Figure 18- Satisfaction of training volume with individual needs of employees

(Source: Collated by the author, Mar.2023)

5.An important factor for enterprises to attract outstanding talents is to provide training and development opportunities for employees. According to survey data, 17% of employees at the sales site feel sufficient to meet their personal training needs, while only 8% of employees at the headquarters feel sufficient, far below the "company's emphasis on training.". 31% of people in the headquarters believe that the company's level of satisfaction with employee training needs is very insufficient or insufficient. During the communication with the person in charge of training, it was found that Company X lacks a long-term plan for training, which prevents outstanding talents from accelerating their development and standing out, and lacks a conscious training mechanism for outstanding talents. It can be seen that although senior leaders of Company X attach importance to training, due to various reasons, the implementation of training is not in place. Leaders have a more casual

attitude towards training and do not view training from a strategic perspective, making training a mere formality. The top management of X Company urgently wants to change the current situation of training, but in the practical process, they attach more importance and participate less.

6.The overall satisfaction of the company's employees with the training can be seen from the effectiveness of the company's training. From this survey, it can be seen that 52% of the headquarters and 60% of the sales site are generally satisfied with the company's training courses, with 18.67% of the headquarters expressing dissatisfaction or very dissatisfaction, and 10.77% of the sales site expressing dissatisfaction. It can be seen that the company still has great room for improvement in training. The most important condition for employees to achieve their own value while creating value for the company is the matching of positions and talents, and the preferred measure to optimize this matching is training. Therefore, the company should invest more energy in training, and further improve the company's training system.(Figure 19)
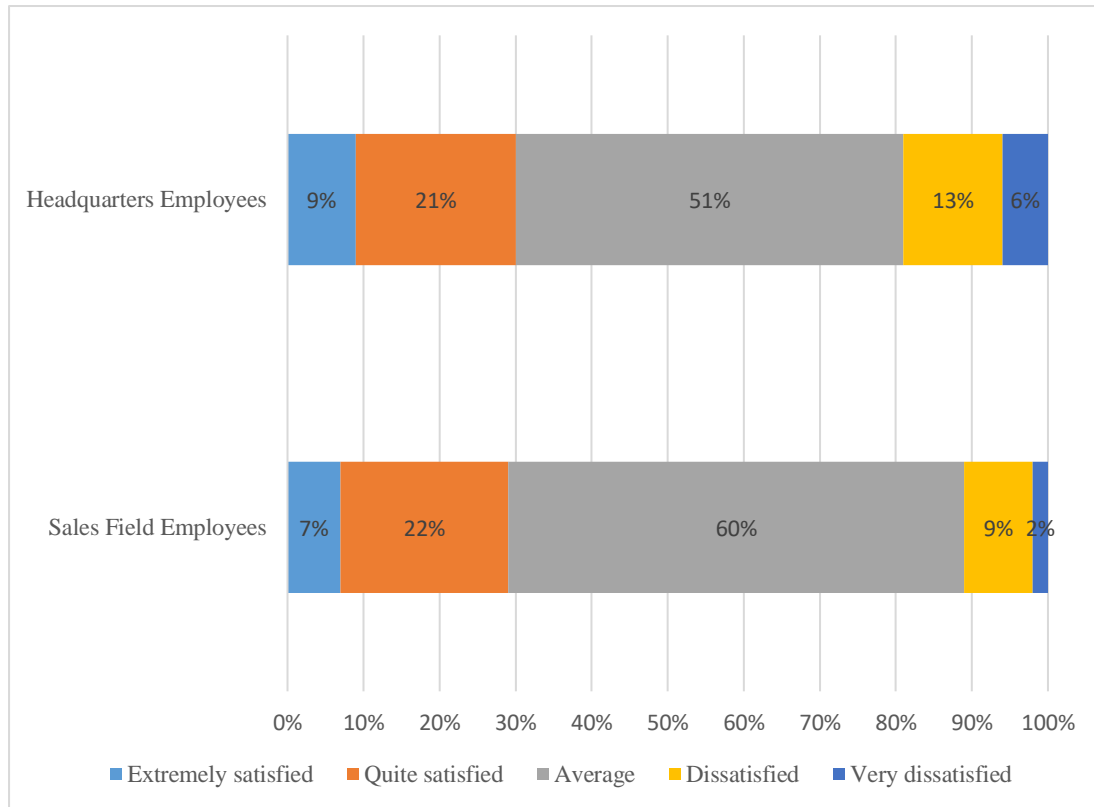
Figure 19- Employee satisfaction with company training courses

(Source: Collated by the author, Mar.2023)

7.The selection of training courses should be based on training needs analysis, which is highly personalized and tailored to the specific situation of employees. Training should be based on early evaluation, and clarifying what and how to train is actually the work that should be completed in the next stage. In practice, companies often choose training courses blindly and without pertinence. Often, we'll follow what other companies learn, and we'll train what's popular now." Tapping the brain to determine the training content ultimately costs a lot of money, but fails to achieve the desired results. From the survey results, it can be found that 68% of people in the headquarters believe that the design of the

company's training content is poorly targeted (including non targeted), while only 13% believe that it is targeted (including strong and targeted); 74% of people at the sales site believe that the company's training content is poorly targeted (including non targeted), and only 11% believe it is targeted (including highly targeted and highly targeted). It can be seen that the company is more casual and blind in selecting training courses, and does not select training content based on the actual needs of employees.(Figure 20)
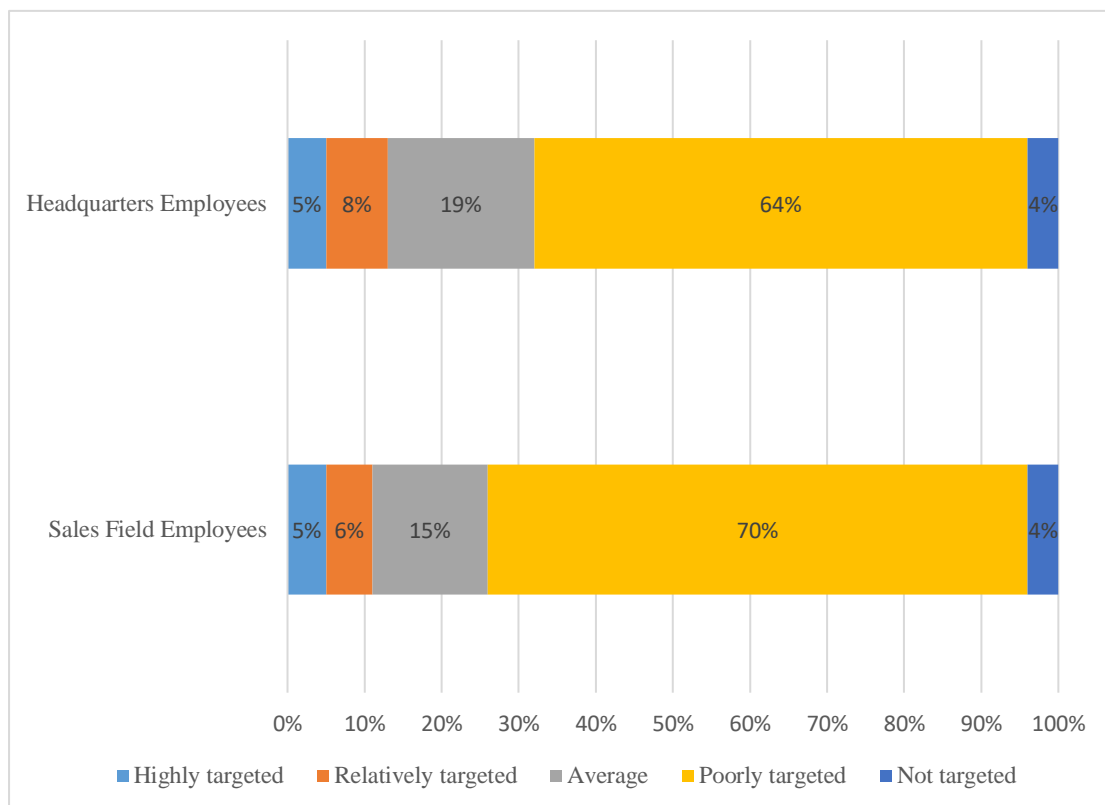
Figure 20- Targeted training content

(Source: Collated by the author, Mar.2023)

8.Training effectiveness evaluation is conducive to improving the training system, improving training effectiveness, and further improving

the performance of trainees. How effective the training is ultimately reflected in the benefits of the trainees. It can be said that the trained employees have the most say in the training effect. The survey found that 62.67% of headquarters employees said that the company rarely arranges training effectiveness evaluations after training, and 14.66% of employees explicitly stated that they have not arranged training effectiveness evaluations. The survey results from the sales site are slightly better than those from the headquarters, but they are also not ideal. 57.31% of employees said they had less arrangements, and 18.85% of employees clearly stated that they had not made any arrangements. In the actual operation process of training, the trainees only play a passive and participatory role. The company does not provide channels for the trainees to express their training needs and wishes or the channels are not smooth, which makes the employees have insufficient voice, which increases the risk of training failure. On the other hand, many meaningful suggestions from trainees have been ignored, seriously damaging the enthusiasm of employees to participate in evaluation, and further affecting the quality of training.(Figure 21)
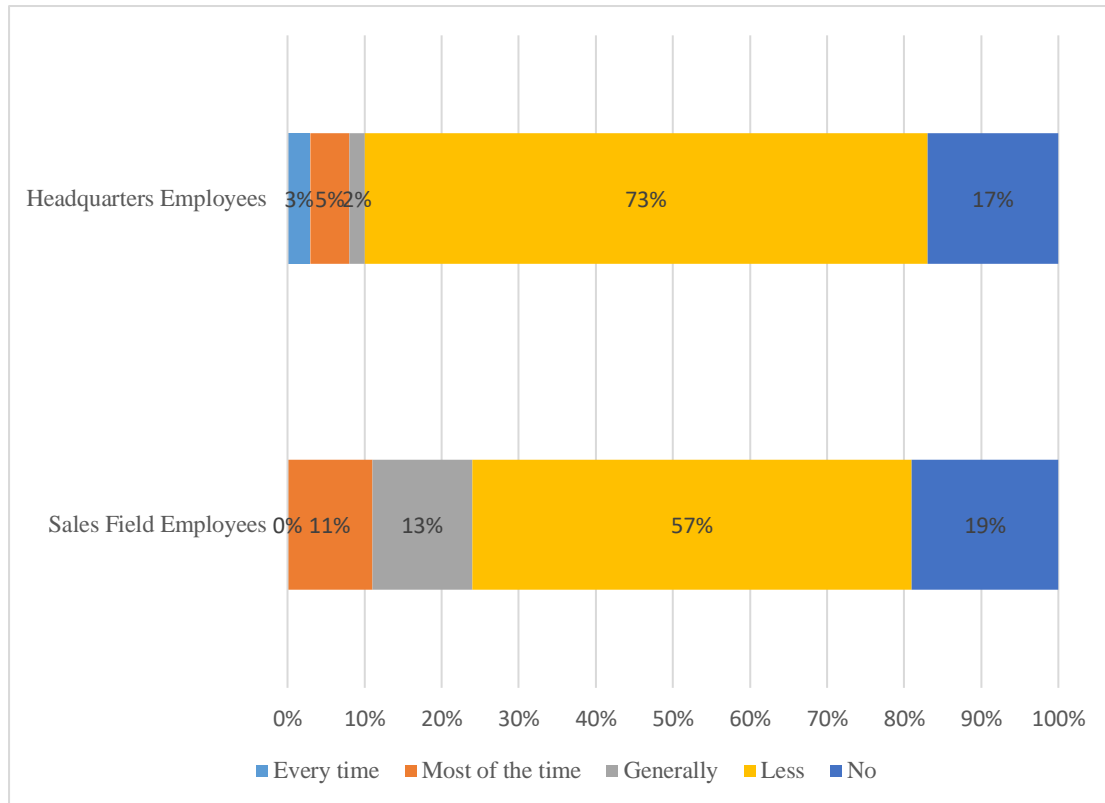
Figure 21- Training follow-up evaluation completeness

(Source: Collated by the author, Mar.2023)

9.The end of the training course is not the end of the training work, and achieving the expected training effect is the training purpose. Trainees effectively and continuously apply the knowledge, abilities, and skills they have learned to their work, achieving the transformation of training results into improved work performance and their overall abilities. The transformation of training results requires the company to create a good environment and atmosphere for employees, and provide post-training coaching support. According to survey statistics, 91% of people in the headquarters said that the company has few or no favorable conditions for the transformation of training results, while only 1% said

that the company has provided favorable conditions most of the time. 76% of people at the sales site said that the company has few or no favorable conditions for the transformation of training results, while only 4.62% said that most companies have provided favorable conditions at some time. This indicates that the company should increase its support for this aspect in the subsequent training work to create a continuous good learning environment for employees.(Figure 22)
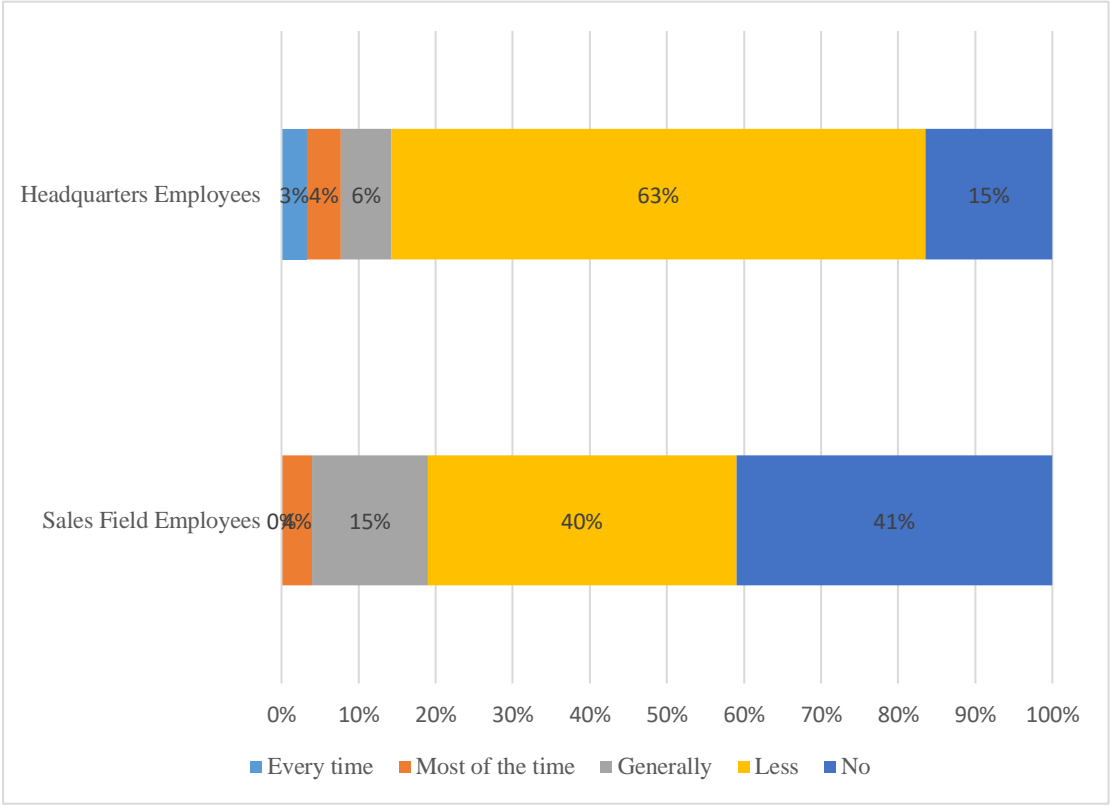

Figure 22- Does the company provide favorable conditions for the

transformation of training results

(Source: Collated by the author, Mar.2023)

10.An enterprise's understanding of its employees' main learning methods can make the training efforts targeted, and it can also understand

the contribution of existing training to employees' learning and growth. According to survey statistics, 49% of headquarters employees' main learning method is to learn at work, while only 2% of employees said that the main learning method is corporate organizational learning. At the sales site, 66% said that the main learning style is learning at work, while only 7% of employees said that the main learning style is corporate organizational learning. From this, it can be seen that moving from practice to practice is the most important learning path for employees, while the share of learning and training organized by the company is very small, which also confirms from another aspect that the amount of training organized by the company cannot meet the training needs of employees.(Figure 23)
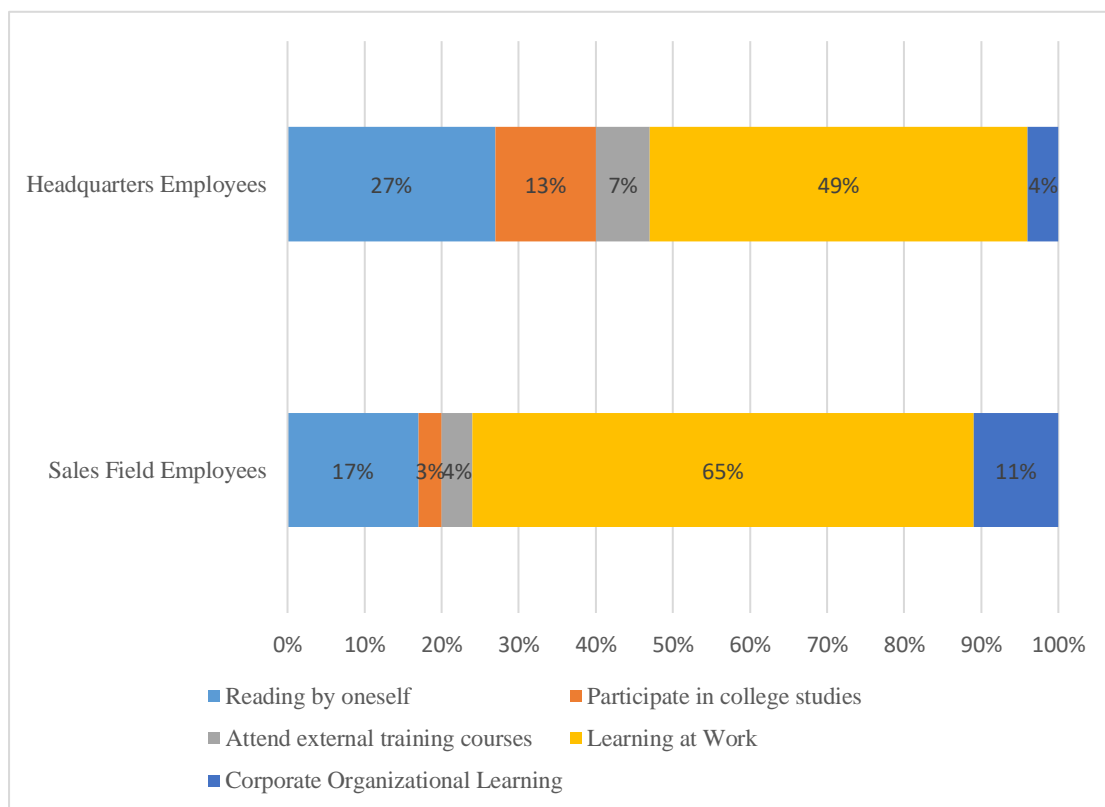
Figure 23- Main ways for employees to learn

(Source: Collated by the author, Mar.2023)

11.The company should hear the trainees' comments on the training, as the trainees have the most say in the company's training. Finding out the shortcomings in company training through employees is the most effective method. According to the survey, employees from both the headquarters and the sales training site believe that the shortcomings of the company's training are mainly reflected in the following three aspects: the single form of training, which is difficult to improve enthusiasm; The training content is not practical enough; Too few training sessions. These three aspects should be fully considered during the construction of the follow-up training system, which are mutually confirmed and consistent with the previous survey conclusions(Figure 24)(Figure 25)
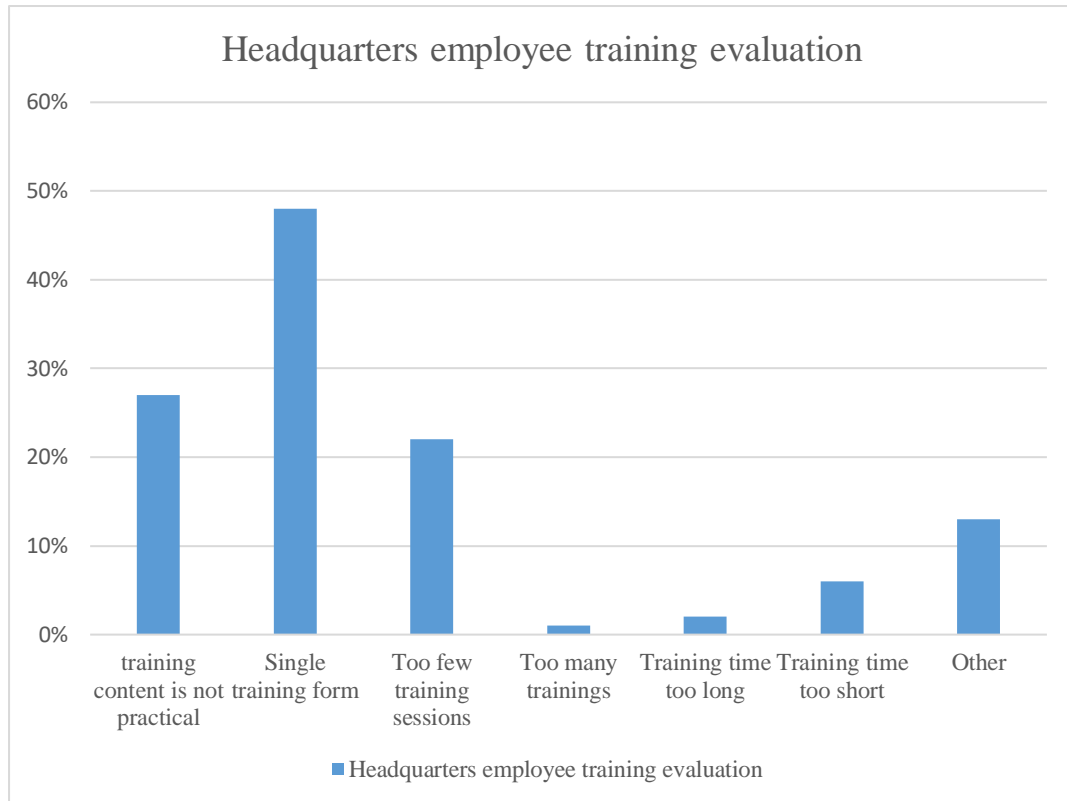
Headquarters employee training evaluation

Figure 24- Headquarters employee training evaluation

(Source: Collated by the author, Mar.2023)

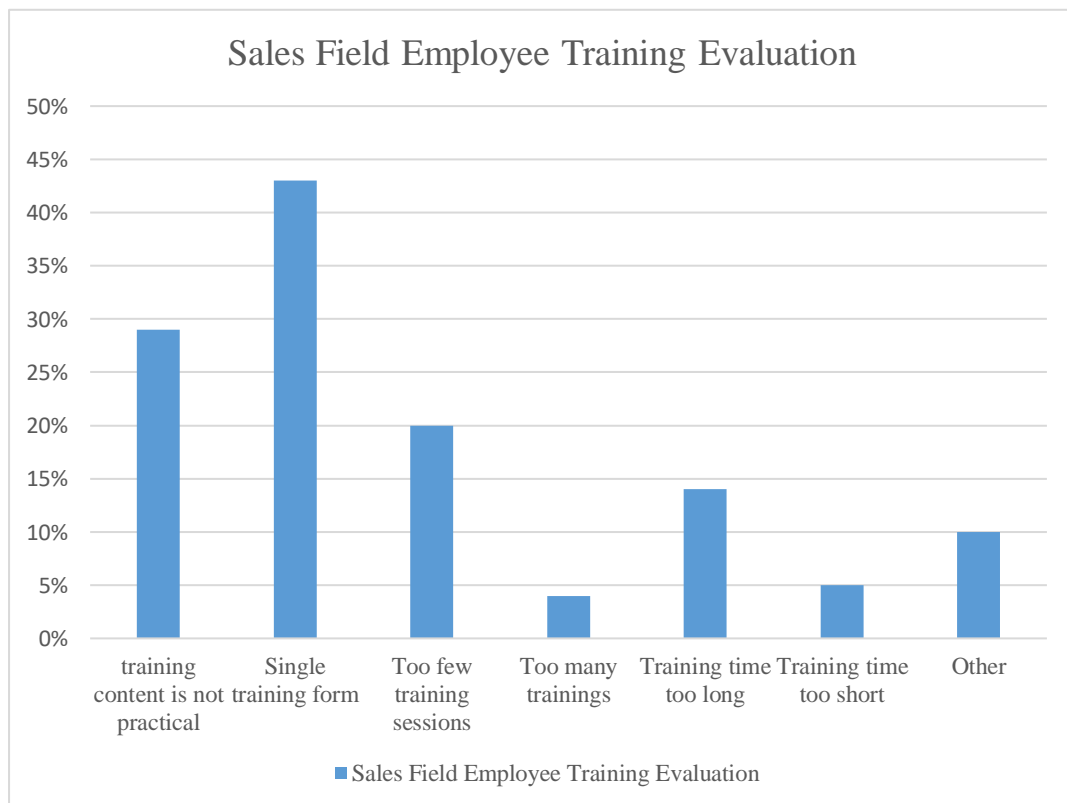Sales Field Employee Training Evaluation

Figure 25- Sales Field Employee Training Evaluation

(Source: Collated by the author, Mar.2023)

2.3.5 Main problems in the training system of Company X

The training system mainly includes training needs analysis, training instructor team construction, training course library construction, training effect evaluation, etc. Through a questionnaire survey and analysis of Company X, we summarized the main problems and training expectations in the current training system of Company X:

1. Company leaders attach high importance to training, but the company does not provide enough training opportunities and training volume for employees, making it difficult to meet their training needs.

2. Employees' satisfaction with the company's training courses is not high.

3. The training content is not practical and targeted.

4. Less evaluation of training effectiveness.

5. The company has not provided favorable conditions for the transformation of training results for trained employees.

6. The training form is single and it is difficult to improve enthusiasm.

7. The main way for employees to learn is to learn at work, and organizational learning in the company accounts for a small proportion.

Employees expect to appropriately increase the number of training sessions and obtain more training opportunities.

8. Currently, the biggest difficulty faced by headquarters employees is in terms of skills, while the biggest difficulty faced by sales field employees is in terms of mentality. Subsequent training on these aspects should be added.

9. The preferred training methods for most employees are case sharing and team expansion. At the same time, simulation and role playing training methods can be added to the sales site.

10. The selection tendency of training lecturers: well-known corporate executives and outstanding employees or experts in this position who are actually assigned.

11. The vast majority of employees believe that the most effective training methods are: teaching by experienced people within the company, systematic training by external agencies, internal communication and sharing, and team development.

12. The employee stated that the training schedule is more suitable during work, and the training frequency that can be accepted is once a month and once a quarter. The best training duration is half a day.

13. Employees stated that training methods and means, training content and materials, and training schedule are sensitive factors that affect training.

14.Headquarters employees prefer courses in management skills, communication and expression, and problem handling. Sales field employees prefer courses in sales skills, communication and expression, and team building.

We can combine these problems in the some groups:

1) The training content is not practical enough and lacks evaluation of training effectiveness

2) Lack of follow-up and coaching on training

3) Need to choose appropriate training methods and modes

3 Countermeasures and Suggestions for the Implementation of X Company's Training System

3.1 Establishing a training concept guided by strategic goals

The famous American economist Schultz once discussed the value of enterprise training, believing that enterprise training and developing employee capabilities are the most effective among many investment methods . From it, it can be seen that the investment of knowledge in enterprises and the continuous improvement of employees' core competencies are the most valuable intangible assets. Therefore, from the perspective of the strategic development needs of enterprises, the value and significance of establishing a scientific and effective training system to enhance employees' abilities lies not only in helping them better

achieve their career development plans, but also in being an extremely important way and means to achieve enterprise strategy . Therefore, for Company X, being guided by strategic development goals and aiming to shape business capabilities is the focus of establishing an enterprise training system and a key element in achieving training value. The company must achieve the effectiveness of training management by making employees aware of the abilities and qualities required for the development of the enterprise, which is a key aspect of strategic orientation. Enterprises must be able to clarify the key content of enterprise training management under limited training resources, avoid blindly following the selection of popular courses in the market, or lack correlation with core business capabilities, making training management mere formality, resulting in resource waste and reduced training efficiency and effectiveness.

Therefore, for Company X, in order to achieve its strategic development goals within 5 years of its existing foundation, it is necessary to use a strategic training system to strengthen enterprise capacity building and promote the rapid improvement of enterprise business capabilities and overall strength. Through the construction of a scientific and systematic training system, X Company can truly and effectively integrate training resources, improve training management efficiency and effectiveness. At the same time, from the perspective of

resource utilization, in order to avoid the homogenization of training management and make it a simple and inclusive benefit for employees, enterprises must tilt the focus of training towards strategic key points and core business personnel, so that training can effectively become the key capability required to enhance the enterprise . At the same time, targeted training implementation can also improve employees' participation and importance in training, so that employees can truly gain from training management, which is more conducive to their career planning and development. Therefore, they can participate in training management more proactively, and ultimately help enterprises shape core business capabilities and comprehensively enhance their strategic execution ability.

3.2 Strengthen training effectiveness evaluation

Deeper exploration and timely adjustment of training value are necessary for the company's strategic development, therefore strengthening the evaluation of training effectiveness is a very important part of the implementation process of the training system .

3.2.1 Strengthen the evaluation of training effectiveness

1. Pre training evaluation: Pre training evaluation is mainly a comprehensive evaluation of the behavior and ability level of X

company's trainees, confirming the gap between their abilities, behaviors, strategic needs, and job requirements, and deriving specific and targeted training needs.

2. Evaluation during training: During the training implementation process, evaluate the training environment, progress, and organizational status, so that the training leader can more effectively control the implementation of the training.

Post training evaluation: Post training evaluation refers to the evaluation of the final effectiveness of training, including the achievement of training objectives, comprehensive training benefits, and post training work performance. It enables X company leaders to have a clear understanding of the final implementation of the training project, providing strong assistance for the design, development, and implementation of subsequent training projects.

3.2.2 Feedback on Strengthening Training Effectiveness

To strengthen feedback on training effectiveness, it is necessary to establish diverse, reliable, and targeted feedback channels. The information collected through feedback channels can effectively measure and compare the training effectiveness, grasp the actual benefits generated by the training, and provide a strong basis for subsequent training decisions and company training work improvement. Meanwhile,

the information obtained from various channels varies, as shown in Table
7

Table 7- Training Feedback Content Obtained from Different
Channels

Source of training feedback channels	Training feedback information content
Feedback from training instructors	The effectiveness and credibility of the course, and suggestions for course modifications
Feedback from trainees	Course content, teaching methods, and textbook quality
Feedback from training experts	Course design, content, project design, teaching method selection, etc
Feedback from superiors	Changes in the performance and job performance of trainees
Feedback from subordinates	The behavioral changes of the trainees after participating in the training
Feedback from colleagues	Job performance and performance of training subjects

(Source: Wang Shaohua and Yao Wangchun, "Employee Training
Practice", 2nd edition, June 2011, China Machinery Industry Press)

3.2.3 Training evaluation mode

There has four level evaluation model for employee training:
reaction layer, learning layer, behavior layer, and result layer reaction
layer. The reaction layer refers to the opinions or opinions of the training
object on the entire training organizational process, the learning layer
refers to the knowledge, skills, attitudes, etc. acquired by employees
through training, the behavior layer refers to the behavioral changes of
employees after training, and the result layer mainly refers to the
behavioral performance and work performance after training (as shown

in Figure 26). However, due to the limitations of X company's resources and manpower, X company's training evaluation is mainly based on first and second level evaluations, while third and fourth level evaluations rely on later performance evaluations.
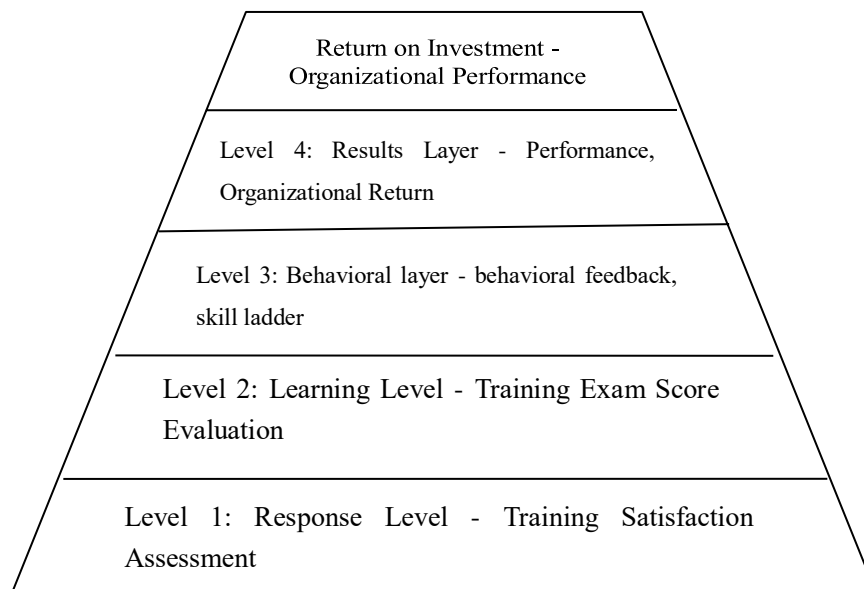

Figure 26- Training Evaluation Hierarchy Chart

(Source: Zhang Junjuan, Han Weijing, "The Complete Design of Enterprise Training System", 1st edition, April 2011)

1. Level 1 evaluation: Reaction layer evaluation

The main purpose is to understand the satisfaction level of trainees with the training course, including classroom reactions, trainees' usability, training organization, training instructors, etc. X Company will mainly conduct first level evaluations through on-site interviews and evaluation questionnaires after training.

2. Level 2 Assessment: Learning Level Assessment

The main purpose is to evaluate the degree of acquisition of students

in the training program and whether their knowledge, skills, and attitudes have improved after the training. The evaluation of X Company's learning level will mainly be conducted through interviews and written exams.

3. Third level evaluation: behavioral level evaluation

Mainly evaluate the degree to which students apply their knowledge and whether they have improved their behavior in the workplace. Behavioral evaluation is mainly conducted through performance evaluation: whether work efficiency has improved, whether sales have increased, etc.

Based on cost and manpower considerations, companies usually only conduct evaluations at the reaction and learning levels, while evaluations at the behavior and outcome levels are complex and difficult to measure, with few operations. The achievement of corporate strategic goals is a long-term process, and the deep exploration of training value and corresponding evaluation are still weak links in company training.

3.3 Strengthen training follow-up and coaching

3.3.1 Strengthen training follow-up

The end of a training course does not necessarily mean the end of the training work. The ultimate goal of training is to achieve the expected training effect, and training follow-up is an important means to promote the realization of training effectiveness. The content of training follow-up

includes establishing training files, tracking training effectiveness, managing the completion of training assignments, managing training discipline, managing the attendance of trainees, and communicating training related information. X company needs to establish a dedicated training follow-up person who is fully responsible for training follow-up work, so that training follow-up can be truly implemented in the work. Training follow-up work should be taken as a long-term management responsibility, and at the same time, it is necessary to promote the participation of superior leaders of trainees in the management of training follow-up.

3.3.2 Strengthen training and guidance

Training and tutoring are aimed at strengthening the knowledge gained by students during training. Direct leaders or colleagues require and encourage students to work according to the requirements and regulations of the training through demonstration or admonition. Training and coaching are generally conducted in the workplace, mainly through providing suggestions and strengthening positive behavior. Through training and guidance, students are motivated and stimulated, thereby strengthening the knowledge and abilities learned during the training.

3.3.3 Strengthen training transformation

Training transformation refers to the process in which students effectively, efficiently, and continuously apply the knowledge, skills, etc. acquired during training to their work. X company should create an environment and atmosphere for continuous learning for employees, and provide training follow-up guidance and support for students, so that the training conversion work can be completed smoothly.

3.4 Strengthening the construction of learning organizations

3.4.1 Definition and essence of learning organizations

1. The concept of a learning organization

At present, learning organization is a form of organization that domestic enterprises generally pay attention to and pursue one after another. However, most enterprises tightly regard the extensive learning of employees as a significant symbol of building a learning organization, which is obviously too narrow in thinking. In fact, there is currently no unified definition of a learning organization in the theoretical community at home and abroad, but there are several common views. One view is that a learning organization is an organization that can achieve coordinated development at the three levels of the entire organization, team, and individual, can self-adjust, and continuously, systematically,

and effectively integrate learners' employees with work. Another view is that a learning organization is an organization that is good at creating, absorbing, and transforming knowledge. It can continuously update its knowledge system and behavior patterns based on the continuous development and updating of new knowledge and the continuous adjustment of enterprise planning goals, thereby actively and effectively adapting to development needs. Peter Shengji's theoretical viewpoint holds that a learning organization must possess the following characteristics: organizational openness, informationized organizational communication, flattened organizational structure, partnership between employees and managers, and the ability to continuously adjust internal structure and relationships. Although various theories vary, it can be found that they generally regard the adaptability of organizations to development needs as a symbol of learning organizations, which is a fundamental characteristic that learning organizations should possess.

2. The Essential Characteristics of Learning Organizations

1) It can motivate all members within the organization to pay attention to their own growth and development, consciously and actively engage in self-learning, thereby promoting the continuous improvement of the company's learning ability. In a learning organization, learning ability can run through the entire process of enterprise management and development, helping enterprises to continuously achieve survival,

development, and even core competitiveness. Essentially, the key to a company's core competitiveness lies in talent competition, and sustained talent advantage must be built on the shaping of learning ability. It is the foundation and key for a company to maintain a permanent advantage. Generally speaking, the learning ability of a company includes three elements; Learning ability, perseverance, and motivation. Learning ability is the core evaluation of learning ability, reflecting learners' ability to absorb knowledge and apply it into practice; Learning perseverance reflects learners' learning will, which can ensure the sustainability of their learning ability; And learning motivation is the foundation for achieving learning power, driven by learning goals.

It can be said that the level of a company's competitive advantage largely depends on its learning ability. Whoever constructs the learning ability that meets the needs of the company's development first will gain an advantage in the competition. Therefore, shaping and enhancing learning ability is a prerequisite for enterprises to actively participate in market competition. Enterprises can shape strong core competitiveness through organizational learning, thereby promoting the continuous improvement of the overall quality of their products and services.

2) Inspire organizational members to feel the significance of work for their personal existence. Maslow's needs theory suggests that human needs are divided into five levels, namely self actualization needs, respect

needs, emotional and belonging needs, safety needs, and physiological needs. When low-level needs are met, the main needs of people will shift to a higher level. Today, the vast majority of employees in enterprises have surpassed low-level physiological and safety needs and are striving to achieve high-level needs. Therefore, in order for today's enterprises to be full of vitality and continue to build competitiveness, it is necessary to pay attention to the spiritual world of employees, enhance their intellectual vitality and pursue personal value. Enterprises must treat every employee as a conscious subject, allowing them to fully feel the value of existence and the meaning of life, in order to more actively discover their potential and promote the improvement of organizational vitality. Therefore, learning organizations pay special attention to the meaning of life. Motivate organizational members to maintain a state of learning, self-development, and self transcendence, and experience the joy of work through continuous growth and transcendence in their work, thereby inspiring employees to actively contribute and passionately contribute to the development of the enterprise.

With the development of the times, modern enterprises must adhere to the principle of dual layers in order to survive and develop. The double-layered principle is to maintain consistency between organizational development and individual development, and mutually deviant development will seriously harm organizational health. The dual

principle is that enterprise development must be consistent with employee development, and that enterprise development provides a sustainable and healthy platform for employee development, and generates sustained motivation and potential from employee development. So, employees' feelings about the value of their work and the meaning of their lives are crucial for the enterprise. So the theory of learning organization attaches great importance to this content.

By continuously learning to create and improve oneself, accumulate and develop the ability to create. A learning organization not only emphasizes learning, but also emphasizes the practical transformation after learning, that is, learning to effectively apply. It should be clarified that simply conducting learning does not mean that it is a learning organization. Starting from learning to stimulate innovation vitality and enhance the core competitiveness of the enterprise is the true pursuit of a learning organization. In the era of rapidly changing knowledge and information, knowledge needs to be continuously accumulated and updated, and innovative development is also constantly putting forward new requirements. The rapid alignment of the environment and the continuous expansion of enterprise development horizons must be adapted and guaranteed through various ways of learning. This process will be a continuous process of creating and improving oneself, as well as a process of accumulating development potential and competitiveness.

And learning organizations provide us with a platform to meet this need.

3. Characteristics of Learning Organizations

1) Simplification: The so-called simplification refers to the simplification at the learning level, which means removing the learning content that is not closely related to the management requirements of enterprise development and may even have a restrictive effect on the development of the enterprise, and concentrating the learning content on the development needs of the enterprise.

2) Flattening: Learning organizations focus on the interaction between upper and lower levels of learning, and the indicator that tests the health level of an organization's body is the upward transmission speed of negative news. The faster the transmission speed, the healthier the collective organization, and vice versa, the greater the problem.

3) Resilience: The so-called resilience refers to adaptability. In the rapidly changing market environment, the stronger the flexibility and adaptability of enterprise management, the stronger the ability to respond to market crises or meet market demands.

4) Self creation ability: As mentioned earlier, a learning organization must be able to rapidly transform learning outcomes into creative and competitive abilities, in order to promote the sustainable development of the enterprise and accumulate its development energy.

5) Good at learning: that is, on the basis of diligent and willing

learning, one can master the required knowledge and skills with higher efficiency.

Autonomous management: This is a characteristic that learning organizations emphasize. As mentioned earlier, the learning of enterprise employees cannot solely rely on administrative orders, but must have employees' conscious participation and the ability to manage themselves in the process, which is also an important condition for the success of organizational learning.

3.4.2 Main objectives and contents of establishing a learning organization

1. The main goals of creating a learning organization

One is to form a lifelong learning concept within the enterprise, establish corresponding management mechanisms, and promote employees to develop lifelong learning habits. The second is to establish multiple channels of learning feedback mechanisms and open learning systems, forming various types of learning methods and channels. The third is to form a common learning vision, establish an organizational culture for learning, and create an organizational atmosphere for knowledge resource transmission, sharing, and interaction within the enterprise. The fourth is to effectively integrate learning with enterprise development, and promote continuous innovation and development of

enterprises.

2. The content of establishing a learning organization

1) Building a team for shared learning

A team is the fundamental unit of a learning organization. The formation ability of team learning is the foundation of building a learning organization. Individuals can gain insights through group learning that are higher than their own, and can generate group intelligence through the expansion of shared thinking; While promoting creativity in the organization, a coordinated and consistent thinking direction and action pace can be generated, and various achievements can be disseminated through the internal processes of team members, ultimately covering the positive outcome system and forming a collaborative learning organizational atmosphere.

2) Examining the Mind of Learning Organizations

The so-called mental model refers to the viewpoints, insights, and thinking that have been deeply formed in people's minds and can have an impact on people's understanding of the external world and action decisions. The mental model can to some extent affect people's worldview, determining their mode of action and direction of thinking. The external manifestations of an organization's mental model are diverse, therefore, examining it is essential for a learning organization. Generally speaking, the main characteristic of organizational mental models is that they exist

within a group and deeply influence the thinking patterns of group members. Therefore, examining it can help organizations further improve their mental models. However, in practical operation, there is also a certain degree of leniency in inspection, mainly because many hypothetical content is firmly rooted behind the organization, which in turn brings some pressure to the members of the organization.

3) Identify common aspirations for learning organizations

Common aspirations are of great significance for enterprise transformation and maintaining the status quo. In simple terms, common aspiration is: "What are our common pursuits and what do we most want to create?" The image or scene held by members of the entire organizational group is the same, which is a manifestation of common aspiration. It creates a consistent feeling for organizational members and runs through the entire process of organizational activities, gradually converging differences and disagreements within the organization, and ultimately merging into one. And this convergence and integration requires a process of gradually developing from the initial huge differences between individuals to the fusion of great unity.

4) Grasp the core of a learning organization

The core work of a learning organization is to exercise systematic thinking. Essentially, a system is a collection of individuals who are in mutual relationships and constantly practice with the surrounding

environment. Overall, the purpose of the system thinking model is to optimize the overall function and effectiveness of management. It refers to the systematic analysis process in which managers can actively apply various corresponding methods and system theories to manage organizations, management processes, and management elements

5) Building a learning oriented organizational structure

The greatest contribution of learning organizations to enterprises lies in maximizing the extension of information and power to the grassroots level. In traditional organizational structures, the information and decision-making power of enterprises are often more concentrated and stay at the top of the organization, resulting in a slower transmission of information and a slower response to market changes, which affects the improvement of organizational efficiency. In a learning organization, it is a flat organization with grassroots decision-making and action as the main unit. In this type of organization, employees can have a true sense of responsibility, have more initiative and decision-making power over their actions, and enable them to make contributions to the company's strategy that were previously unattainable. It can be said that the flat network structure of learning organizations is the development direction of organizational structure.

6) New evaluation methods

The development of a performance evaluation system for learning

organizations has put forward new requirements, and organizations must be able to establish a new evaluation method that integrates learning and innovation effects into the performance evaluation system. Among them, the representative one is the balanced scorecard evaluation model. The balanced scorecard assessment assesses enterprises from four levels: financial level, customer level, process level, and learning and growth level. And there is a causal relationship between the four levels, which shifts the focus on the long-term development of the enterprise.

3.4.3 The process of building a learning organization

The core goal of building a learning organization is to enhance the core competitiveness of the enterprise, in order to better adapt to changes in the market environment, and to survive and sustain development in fierce external competition. Therefore, the construction of a learning organization must be a gradual process. He mainly includes the following stages :

1. Develop a shared vision for organizational members;

2. Encourage/value personal learning and improvement;

3. Overcoming personal/organizational learning barriers;

4. Exercise beyond oneself;

5. Continuously improving mental models;

6. Conduct team learning/knowledge sharing;

7. Establish a learning laboratory/exercise ground;

8. Implement systematic thinking/holistic problem-solving;

9. Change the original organizational management mode;

10. Establish a new organizational structure;

11. Establishing a corporate culture of a learning organization;

12. Determine the plan for building a learning organization.

From the above process, it can be seen that the construction of a learning organization begins with a resume with a shared vision (goal), from emphasizing individual learning and continuous self-transcendence, to team learning, and ultimately forming new organizational management models, organizational structures, and organizational culture, ultimately achieving the goal of building a learning organization.
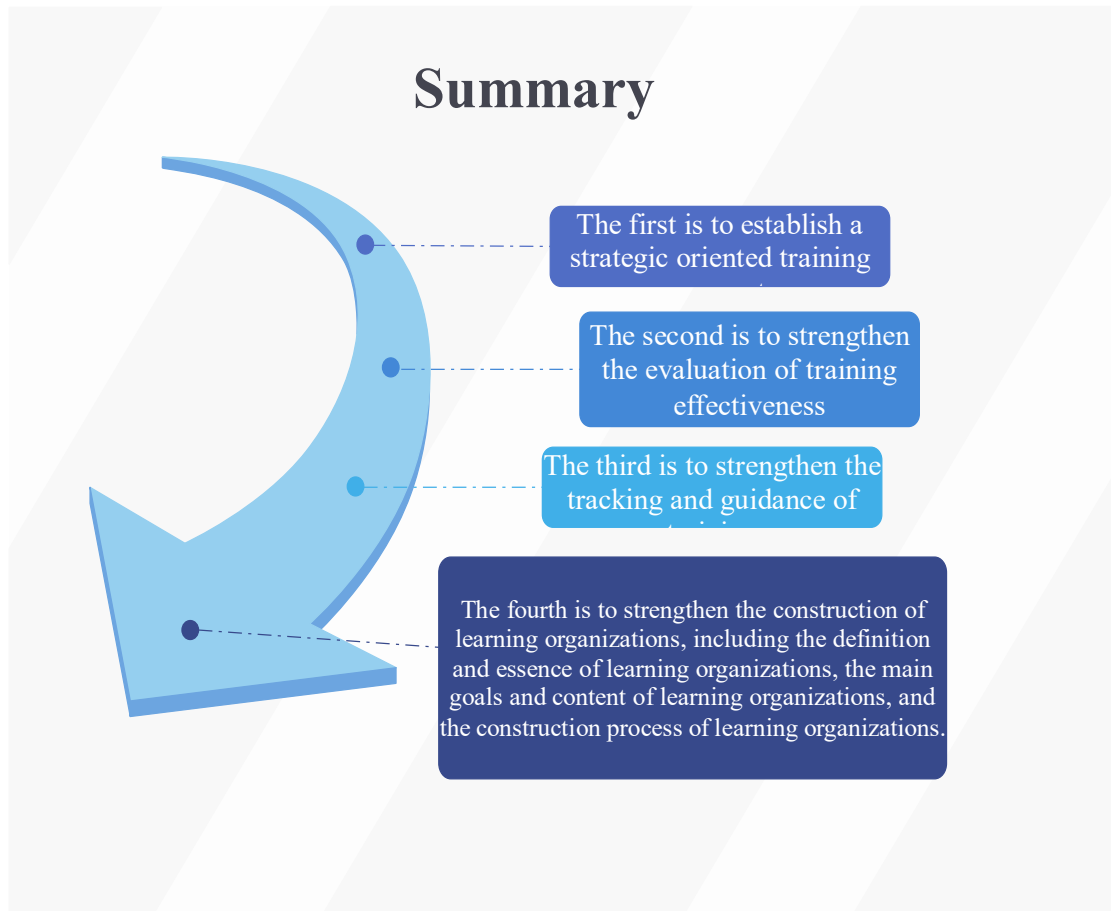
3.5 Summary of this chapter

Summary

The first is to establish a strategic oriented training

The second is to strengthen the evaluation of training effectiveness

The third is to strengthen the tracking and guidance of

The fourth is to strengthen the construction of learning organizations, including the definition and essence of learning organizations, the main goals and content of learning organizations, and the construction process of learning organizations.

Figure 27- Summary

(Source: Own research, Nov. 2022)

Conclusion

The training system is an important component of human resource management, with the aim of building a human resource management platform for the company's long-term development, building a talent team, continuously improving the performance of the company and employees, and promoting the achievement of the company's strategic goals. This paper introduces the existing training concepts at the beginning, then selects a suitable X company as the target, introduces the company's current situation, employee composition, etc., and collects employee evaluations of the existing training system. In response to the problems in X company's original training system, the training system is improved by combining advanced training management theory. The newly improved training system has the following characteristics:

1. The positioning of the training system is clearer

In the process of designing the training system, always take the company's development strategy and human resource planning as the starting point, and clarify the positioning of system construction. Under the guidance of this positioning, the original characteristics of poor training planning, low matching, and low connection between training and strategy have been changed, making the new training system more suitable for the needs of the company's strategic development.

2. Strengthening the construction of training control

The original training system had almost no construction in terms of control, resulting in poor execution of training. The new training system strengthens the construction of training control, including training organization guarantee, training file management system construction, training fund management system construction, training monitoring management system construction, and training discipline regulation formulation, providing a more solid guarantee for the implementation of the training system.

3. Stronger operability

The specific operation process of training has a relatively detailed and clear operation method and description, making the training system more operable.

This study has improved the new training system, but it still needs to be tested for its effectiveness and scientificity through practice. Due to length reasons, the specific implementation of the training system has not been discussed. I hope to gradually optimize the training system and contribute to the development of X Company through the combination of practice in the future

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