

Research on Junior Staff Training: A Case Study of HT Investment Company

Ma Hongru

Universiti Sains Malaysia

Email: hongru@student.usm.my

Shankar Chelliah*

Universiti Sains Malaysia

Email: shankarchelliah1@gmail.com

** Corresponding Author*

Abstract

Purpose: Due to the attribute of knowledge intensive industry, the fundamental method for the investment company to promote the competitiveness is to improve employees' competency, especially for the junior employees' competency by training. This study focus on the training of junior employees of state-owned investment companies and takes HT Investment Company as the research object to find out the current staff training problems and put forward targeted solutions.

Design/methodology/approach: Questionnaires is mainly used in the process of research. In total, 236 questionnaires were distributed, with 230 responses and 225 valid completed surveys.

Findings: The survey shows that there are many problems in junior employees' training in HT Investment Company, such as unreasonable training arrangement. Based on the analysis of the causes of junior staff training problems in this Company, the solutions are as follows: (1) Improving management's awareness of training. (2) Make training needs analysis more scientific. (3) Strengthening the training of trainers. (4) Developing scientific training reward, punishment and balance mechanism. (5) Improving the effectiveness of training evaluation.

Research limitations/implications: The selection of companies is bound to HT, while state-owned investment companies are nationally distributed.

Practical implications: This study provides reference for other state-owned investment companies in junior staff training via research on HT Investment Company.

Originality/value: This paper enriches the knowledge in the area of junior staff training by providing evidence from HT Investment Company, as an important benchmark for future junior staff training research in the state-owned investment company.

Keywords: Junior Staff Training, State-owned Investment Company, China

Introduction

In recent years, China's state-owned investment companies comply with the economic reform and development situation to strengthen system innovation and improve management level, then gradually formed an important influential group. The scale of assets of state-owned investment companies has been growing at an average annual rate of double digits. The professional committee of state-owned investment companies of China Investment Association was founded in Beijing in 2000. The number of enterprise members is up to 97, including most provincial and sub-provincial city investment companies in China. These members basically

reflect the overall situation of the state-owned investment company industry. In 2018, the assets of CICC members were totally 547.3465 billion yuan with an increase of 20.32%. And the total profit was 141.982 billion yuan with an increase of 28.24 %. The per capita asset was 942.61 million yuan and the per capita operating income was 1.7677 million yuan.

As an important investment and financing subject and asset management platform of the government, state-owned investment companies have played an important role in economic transformation and macro-control, and became an important form of market-oriented operation of state-owned assets. After the third Plenary Session of the 18th CPC Central Committee, the central Government constantly adjusted economic policies and the number of domestic investment companies kept rising. However, the industry pressure also increased and the business environment was becoming more and more complex. Under such circumstances, the investment companies must constantly enhance their own strength if they want to develop. Essentially, competition among enterprises is centered on talents and the growth of talents cannot be separated from enterprises. In other words, different training methods adopted by enterprises will greatly affect the capacity of employees (Waters Jennifer C. 2020). Doing a good job in training, improving the quality of staff and cultivating the core competitiveness of enterprises are the most fundamental means for the continuous development of enterprises (Onchoke Samuel 2015).

In terms of industrial attributes, HT Investment Company belongs to financial institutions, but is different from banks. It is a financial institution approved by the provincial government and created by the People's Bank of China in cooperation with the provincial government. As a financial platform, the function of HT Investment Company is to manage assets and provide services for regional economic development. At the same time, it undertakes the function of implementing the strategic intent of regional policies, mainly managing various financial assets and investing in and building various infrastructures. As a financial enterprise, the requirements of enterprises in the industry for knowledge level are relatively high. It can be said that the competitiveness of enterprises depends on junior employees. Therefore, how enterprises train employees and the actual effect of training are closely related to enterprise development. However, a strong guarantee of employee training comes from management support. At present, the management of HT Investment Company attaches great importance to the company's business development and performance improvement, but does not know enough about employee training and does not elevate training to a higher level. The company's junior staff training lacks the support of management and various resources. This is reflected in the lack of a clear strategic plan for training and the relatively low investment in training in the company. Due to the company's low understanding of training, training mechanism is not perfect and training methods are not scientific, the training effect is not ideal. As a result, it causes the waste of company resources and employees have resistance to training. Therefore, in view of the problems, it is of great significance to analyse the causes and put forward countermeasures to improve the training effect and enhance the competitiveness of enterprises.

Literature Review

Research on employee training started relatively early. At the beginning of the last century, Frederick W. Taylor, a famous American management scientist, had a clear understanding of employee training. He believed that excellent employees were trained rather than selected. By the 1960s, the theoretical system of employee training was gradually formed. Experts and scholars studied training from the aspects of concept, system and effect transformation, and the training theory was continuously improved. At present, the world has entered the knowledge economy and information age, employees' knowledge and skills are becoming more and more important. Employee training research is also facing new situations and new problems. About employee training, there are mainly the following views:

Raymond A. Noe proposed the innovation of training concept in his book *Employee Training and Development*. In his opinion, the role of training is no longer a simple training program design (Raymond A. Noe 2007). Although effective training design is very important, the new situation increasingly requires the creation of new systematic training to encourage employees to learn, to create knowledge and to share knowledge (Arceli W. Romasanta 2021). At the same time, more and more people realize that the learning of knowledge is not only in the classroom, and the training method has changed from the traditional lecture-based, one-time learning to continuous online, classroom training and other ways of learning.

In *Business Methods for Training and Development*, Kaliym A. Islam proposed the DMADDI training model, which was oriented to the business of the company, identified the training needs and effectively integrated the needs into the training system. The training model combines the essence of the six Sigma management methods, takes the six Sigma management methods as the core for training design, and takes the elements valued and urgently needed by the company's customers as the training orientation to form the training content (Kaliym A. Islam 2006). Companies should study the needs of the trainees carefully and choose the most acceptable training methods to ensure the effectiveness of training (Sonya N. Islam, Joan D. Paddock, and Jamie S. Dollahite 2015).

In *Implementing Training and Development Strategy*, Roger Cartwright proposed ten steps for the organization to implement training and development strategy, including: 1. Clear the vision and goals of the organization. 2. Ensure that the training and development strategy serves the overall strategy of the organization. 3. Assess the business skill base on employees in the current organization. 4. Confirm the skills that the organization will need in the future based on an analysis of the external environment. 5. Determine the method of developing skills. 6. Set success criteria for the strategy. 7. Ensure adequate resources are available to implement the strategy. 8. Ensure that the strategy does not cause organizational culture conflict. 9. Conduct cost-benefit analysis. 10. All personnel involved in training need to be ideologically and operationally aligned with organizational strategies (Roger Cartwright 2003).

In *Beyond Training and Development*, William J. Rothwell proposed the idea of forming a new training system based on "Human Performance Enhancement", emphasizing the systematic and comprehensive improvement of current and future work results through organizational setting (William J. Rothwell 2005). On the basis of integrating the Mager & Pipe model and Gilbert model, he established a HPE training model which can systematically identify and predict employee performance problems and opportunities for improvement.

In order to successfully cultivate competitiveness, it is necessary to do a good job in training transformation and create an atmosphere to encourage employees to continuously develop themselves, perform better in their own fields and show a stronger sense of responsibility to the organization (David Kalamas and Joan Berry Kalamas 2004). They put forward that the key point of training transformation lies in the joint participation of enterprises from top to bottom, including senior managers should pay attention to organizational development, middle-level managers should pay attention to the management of atmosphere, experienced employees should focus on the business guidance to new employees in the work and their own career development planning.

In order to make up for the shortage of the company's training work, external trainer can be hired to provide consulting services and further optimize its training management system to obtain higher training effectiveness (Armstrong M B and Landers R N 2018).

According to the content of scientific management, it can be known that employees can give full play to the advantages of their own talent though good training, to provide basic talent support for the enterprise, and then can create good performance and promote the further development of the enterprise.

Liu Wei pointed out in *The Importance of Training in Enterprise Development* that the competition between enterprises is the competition between people, and the competition between people is inseparable from training (Liu Wei 2013). If enterprises want to improve their own strength, they must pay attention to training (Yu Perova, Budaeva, and Kondrashova 2018). In particular, they should combine their own conditions, organize employees to learn new theories, new technologies, and new methods, so that employees can enhance their own strength through training, and then serve the enterprises to improve their strength. If companies want to effectively plan the enterprise's human resources and give full play to the advantages of the enterprise's human resources, they should build a perfect staff training system. In recent years, influenced by the rapid changes of the society's requirements for talents, and the fact that new employees are mostly the post-90s and post-00s who change from one job to another, the talent training system should be built. In terms of training new employees, modern enterprises have shorter and shorter time for talent training, but require employees to master more skills within the training time. Under such circumstances, the traditional staff training mode can no longer meet the current staff training needs and new training modes and methods need to be innovated in order to cultivate talents that meet the requirements of enterprises (Ju 2018). If the comprehensive quality and ability of employees are not enough, it will not only restrict the development of employees, but also cause disadvantages to the development of the company in many aspects (Tang 2017). The establishment of a sound employee training system plays a role in safeguarding and promoting the cohesion of employees and the establishment of common values between the company and its employees (Ma and Zhou 2017).

At present, many enterprises in China have set up staff training departments or take staff training system as one of the important contents of the human resources management department. However, in the process of reviewing staff training, it is found that many companies still follow the traditional staff training model, i.e., mainly through the teacher's lecture mode, which is also lacking in the relevance and practicality of staff training, and employees feel that they have not improve their capacity after receiving training (Guan, Zhang, and Li 2019). The training in the enterprise should follow the general rules of staff training on the one hand, and focus on the unique features of the staff on the other hand, such as the staff's identification with the enterprise and their careers, so as to promote the rapid integration of new employees into the enterprise and their identification with the enterprise's development philosophy, and to realize the synchronization of value creation and enterprise development (Guo Yue 2019). Based on this, it is particularly important to analyse training needs, set reasonable training courses, select training methods, and evaluate training assessment results. Compared to the investment of capital, increase the efforts to do a good job of training, enhancing the knowledge ability of talents and continuously expanding the overall skills of talents will bring more economic benefits, which are benefits that cannot be replaced by investment income and have the characteristics of sustainable development (Geng Xin 2019). Hu Jianhong analysed the current training psychology of employees in China, focuses on the needs, motivation, attitude and values of employees in enterprises, summarizes the relevant characteristics and the influence of these factors on the training effect, and integrates the psychological factors of employees into different dimensions of training evaluation (Hu Jianhong 2010). According to the specific content and feasibility of evaluation, the corresponding evaluation methods such as investigation, test, behaviour scale and performance appraisal are selected to form the evaluation system of training effect.

In *Research on Enterprise Training Based on Investment Perspective*, Liu Xianbo proposed that there are risks such as loss, depreciation and incentive in enterprise training investment (Liu Xianbo 2010). Therefore, enterprises should have clear goals in training, strengthen execution, establish and improve the incentive mechanism suitable for training investment,

improve post-training evaluation, improve employee skills through training, and promote enterprise development.

Wu Shaoping pointed out in Career Management and Staff Training that career development and employee training are actually a process of mutual coordination and continuous development (Wu Shaoping 2011). Enterprises must always focus on the development goals of enterprises, formulate a system that is consistent with the situation of enterprises, and train employees in all aspects, including skills, ideas and cultural accomplishment (Anne MacDonald, Peter McGill, and Glynis Murphy 2018). Only in accordance with the requirements of cognition, doing things, life and being human, can they promote the development and management of employees' career and promote the continuous development of enterprises.

Effectively controlling the risk of training staff turnover is one of the important means to improve the training investment benefit. According to the measures of "one platform, two systems and two technologies", that is, to create a first-class platform, to create an incentive system and a supporting supervision system, to use information sharing and management technology to train employees and avoid staff turnover, to ensure that employees can improve their capacity and create value for the enterprise (Li Hongying and Kuang Jianguo 2012).

In short, a lot of research has been done on employee training in China and abroad, especially in the aspects of training demand, training system design, training effect evaluation and so on. However, there are few training problems for employees of state-owned non-bank financial enterprises, and few relevant information can be found in books, literatures and websites, which may be the value of this paper.

Methods

In order to fully understand the general situation of staff training in HT Investment Company at the present stage, questionnaires are mainly used in the process of research. The content of the questionnaire is divided into the following parts: training awareness survey, training satisfaction survey, training perfection survey, training expectation survey and supervisor questions, basically covering all aspects of the company's employee training. In the investigation, the company's management and employees who have joined training are mainly targeted. The total number of survey items is 50, which basically covers all aspects of the company's junior staff training. Survey question options are designed for 2-5, making the survey data more detailed and easier to analyse. (See the appendix for details of the questionnaire). A total of 236 questionnaires were distributed through meetings of HT Investment Company, staff activities, WeChat, QQ, and e-mail. 230 were eligible to participate but 5 incomplete responses were discarded. The final sample comprised 225 usable responses from employees, equivalent to a 95.3% participation rate. The average age of the participant is 34 years old. 46.37% are under 30 years old, 43.57% are between 30 and 45 years old, and 10.06% are over 45 years old. Analysis from the situation of working years: about 29.61% of staff with 3 years or less working experience; about 31.84% of staff with 3 to 8 years (inclusive) working experience; about 38.55% of staff with more than 8 years working experience. In terms of the educational composition of employees, 5.9% of the total number of employees received a doctoral degree; 27.6% of employees reached the master degree; 53.4% of employees graduated with a bachelor degree; 9.8% of employees were specialists and only 3.3% of employees had an educational level of junior college or below. This questionnaire objectively reflects the current situation of HT Investment Company staff training.

Analysis of the problems and causes

The questionnaire contains 50 items in total, of which 8 are mainly about the awareness of training, 9 are mainly about staff training perfection, 19 major surveys on employees' attitudes

towards training. 9 items are for employee training expectations and 5 subjective questions. The survey items basically cover all aspects of employee training in HT Investment Company. According to the survey, we can see that (1) Low awareness of training among respondents. The training awareness survey includes the respondents' perception of the overall situation of the company's training, training plans and the correlation between training and the company's strategy. The results show that only 13.7% of the employees understand the content of the training well, 16.4% think they do, 35.6% felt average, 31.5% of employees don't understand and 2.7% of employees are completely ignorant. (Figure 1) According to the combined statistics of the three questions, 9.6% said it was very useful, 34.2% thought it was useful, 23.7% of those thought it was average, 4.1% said it was almost useless and 28.3% thought it was no use. (Figure 2) It can be seen that employees do not have a good understanding of the role of training, and do not have a high degree of recognition in the use of training to achieve staff capacity building and improve cohesion.

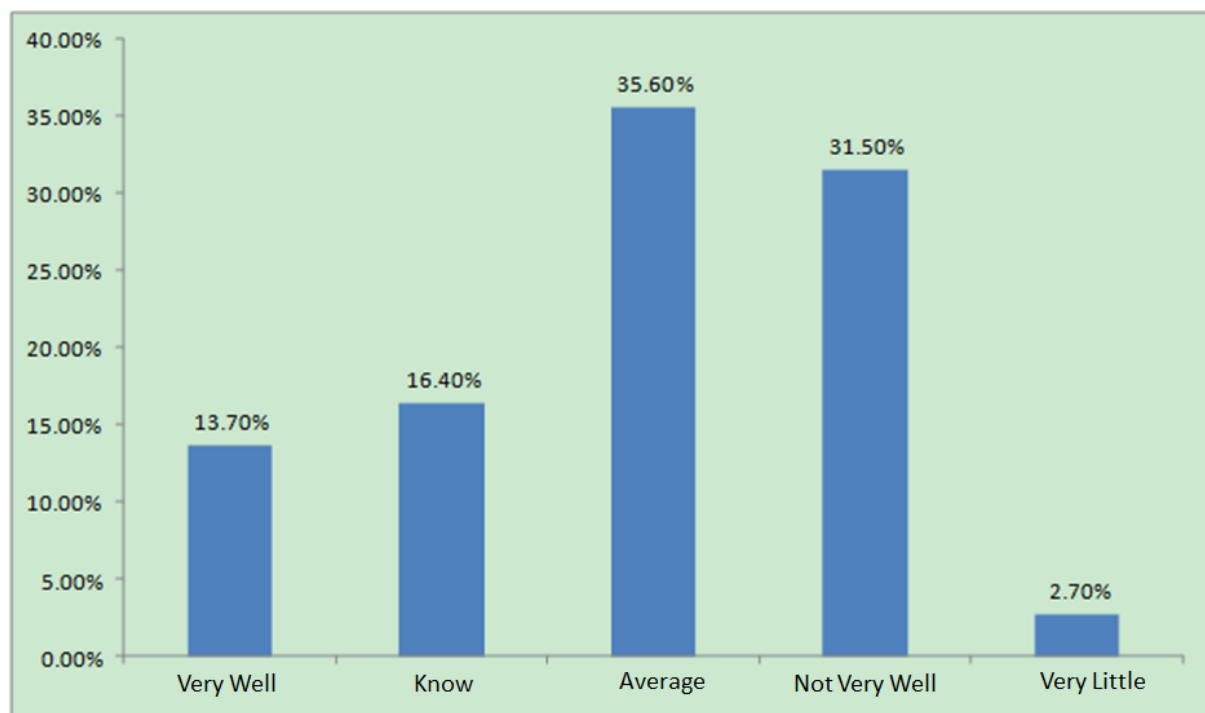


Figure 1 Survey of training cognition

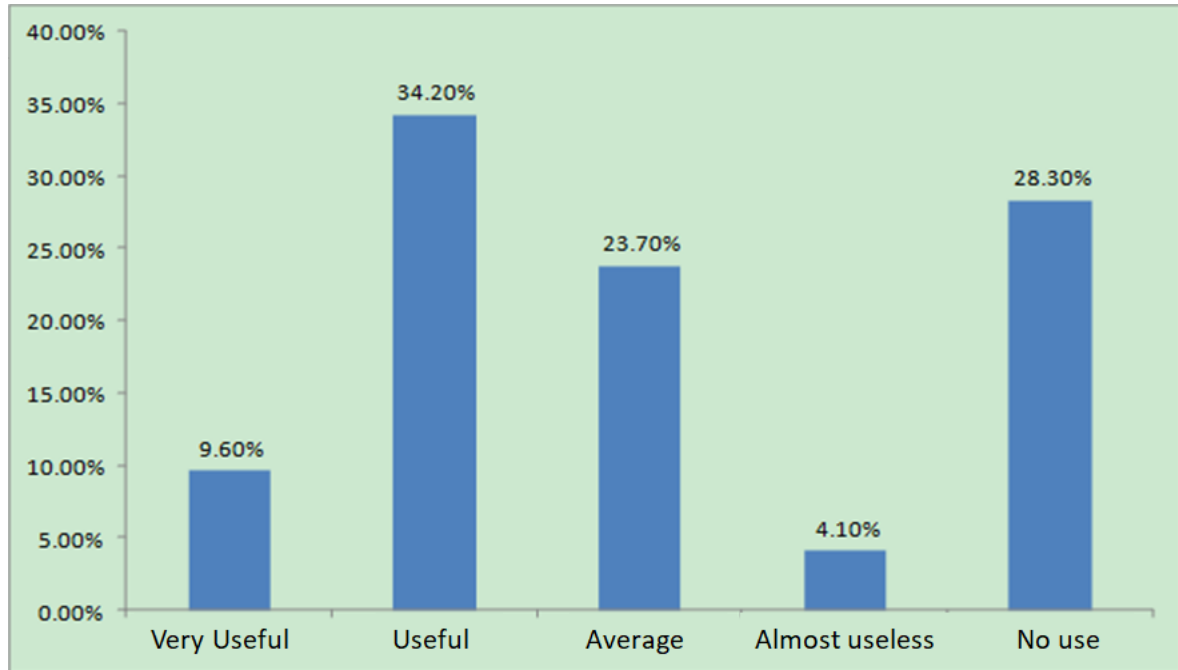


Figure 2 Survey of training effectiveness

(2) The reasonable degree of training is low. Through the comprehensive statistical analysis of multiple questions, the proportion of those who considered it very reasonable accounted for 2.1%, Reasonable, 9.7%, Average accounted for 16.5%, Unreasonable accounted for 40.3%, Very Unreasonable, 31%. (Figure3) According to the data analysis, 71.2% of employees thought that the training was unreasonable or very unreasonable, indicating that the company's staff training was not reasonable.

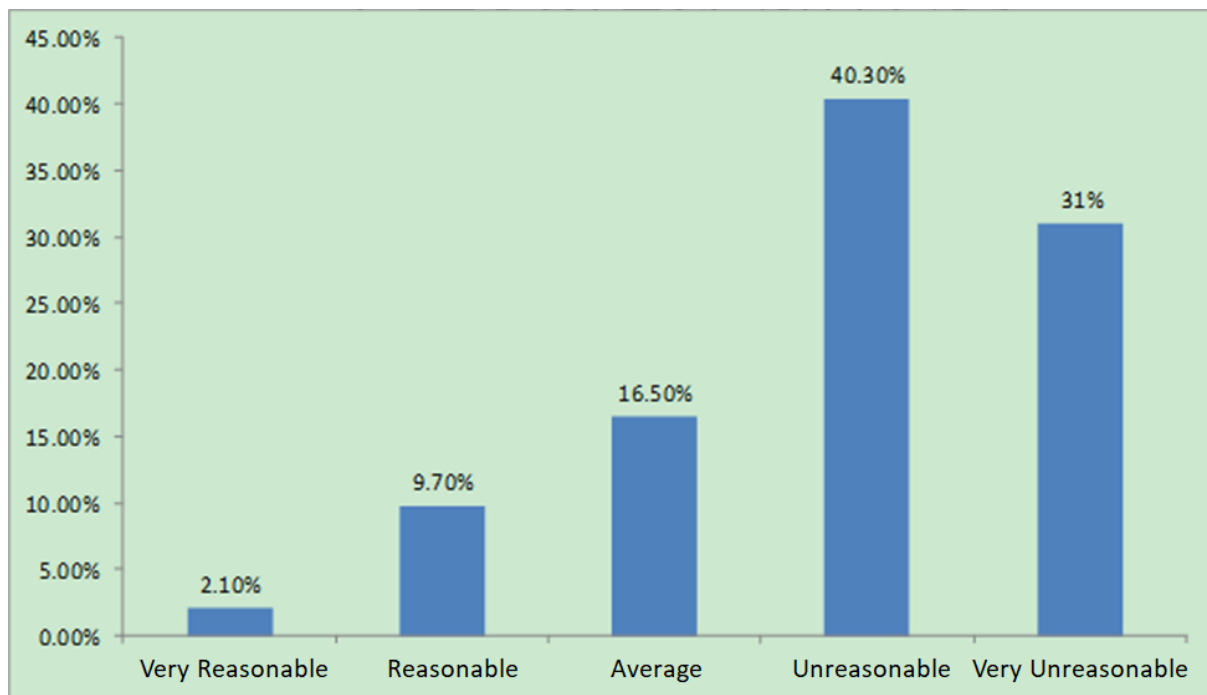


Figure 3 Survey of training completion

(3) Employees have low satisfaction with training. According to the results of the survey, 6.5% of respondents were very satisfied with the training mode, the level of trainers, the training cost

and the actual effect. 23.3% were satisfied, 18.1% were average, 41.9% were not satisfied, 10.1% were very unsatisfied. According to the statistical analysis of the data, 52% of employees were dissatisfied with the company's training, which indicated that the company needed to strengthen planning, organization and management in training mode, internal and external trainer capacity, training content, training cost, training effect and other aspects.

(4) The expectation of training is high. According to the survey data, employees have high expectations for training. 27.4% of the respondents were looking forward to quality training. Those who expressed expectations accounted for 42.5%, 20.5% were average, 9.6% said they do not expect it very much and none is not expected (Figure 4). It can be calculated from the data, expect and look forward to training proportion reached 69.9%. If the company can stand in the employee's point of view, improve the quality of training, employees will be very willing to participate in training.

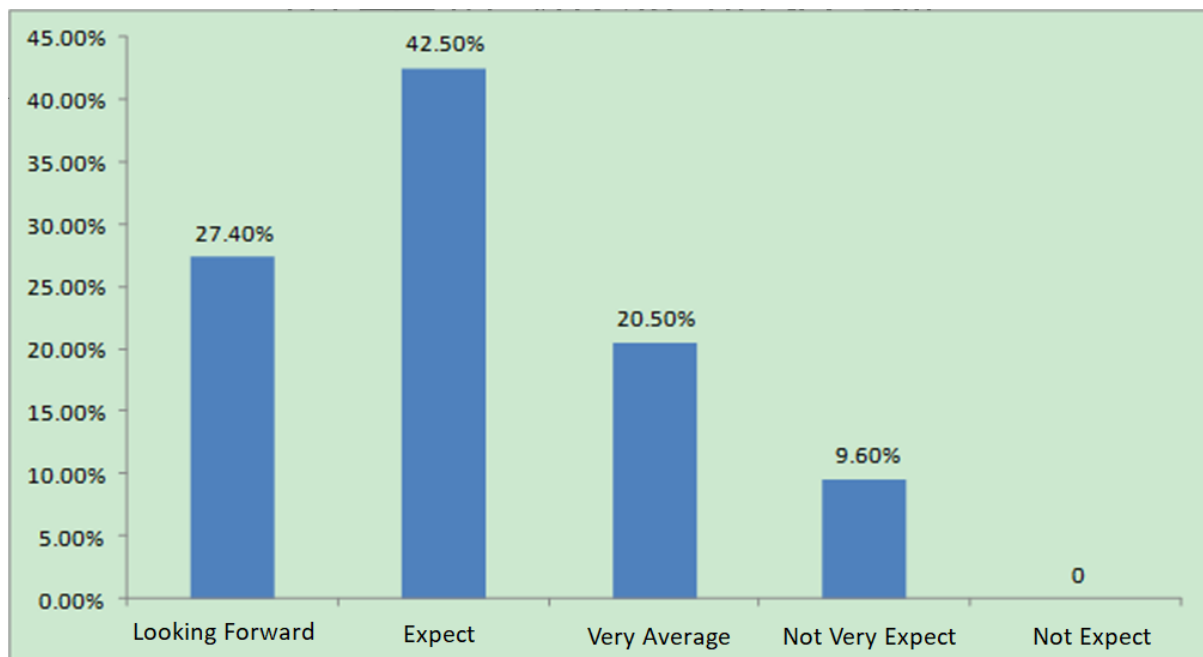


Figure 4 Survey of training expectation

The main causes of the problems are as follows: (1) Lack of advanced training awareness. HT Investment Company is a state-owned company and its management system is affected by planned economy. As a result, it still uses ideas in the past and seldom selects modern human resource management methods. At the same time, it pays little attention to the individual needs of employees. The backwardness of training consciousness leads to employees' disinterest in training content and perfunctory participation in training courses. Training becomes a mere formality and it is difficult to produce real benefits. (2) The investigation of employee training needs is not thorough and sufficient. HT tends to classify employees based on education level, professional level and working experience, seldom use methods to distinguish the training categories of employees based on soft conditions such as comprehensive quality, working ability and working attitude. Hence, the training courses do not match the needs of the employees and the problems encountered by employees at work are not solved. (3) Lack of scientific training demand analysis methods. From the perspective of demand analysis, there is no decomposition of corporate strategy, and the improvement of competency level and work performance is not considered carefully. The information obtained from the survey lacks processing and analysis, and the data obtained are simply summed up or listed as the result. (4) The introduction mechanism of external trainers is not reasonable. Standards for the

selection of external trainers are inconsistent and incomplete. Sometimes external trainers are judged by their work experience or personal reputation rather than their training level of competences. There is no testing for external trainers. That means the company lacks selection procedures for external trainers. The training content of the trainer is divorced from the reality of the company, resulting in a gap between the training effect and expectation. (5) The internal trainer management mechanism is not scientific enough. From the selection point of view, the competent department has incomplete understanding on the training professional quality and teaching ability of internal trainers. From the perspective of management, the criteria for selecting, assessing and grading internal trainers are unclear, the training course content is not reviewed and certified, and the training quality is not guaranteed. Due to the lack of promotion mechanism, the motivation of internal trainers cannot be improved. (6) Incentive mechanism is not scientific and reasonable. There is no effective connection between training performance and work performance, and the quality of training results has nothing to do with salary and promotion, leading to employees' indifference to training. Employees could not accomplish by training due to simplistic incentives. (7) Training subjects are not properly executed. Due to the influence of the company's internal interpersonal relationship network, the training subject does not implement the policy in place, so that the enthusiasm of the employees who seriously participate in the training is hurt, and the company's training incentive measures become a mere formality. (8) Training evaluation method is unitary. The training evaluation method of HT Investment Company is relatively simple, which is divided into two forms of examination and satisfaction survey. Although examinations can check the training knowledge to a certain extent, it cannot check all training projects. In addition, the satisfaction survey does not attract much attention from employees. (9) The training evaluation content is not thorough and comprehensive enough. The training department only stays at the primary level when evaluating, and does not evaluate the in-depth content, such as the improvement degree of the trainee's attitude and behaviour, the improvement of skills and the improvement of benefits.

Discussion and Conclusion

This paper follows the principles of training theory and takes HT Investment Company as a training case study. Through on-the-spot investigation and questionnaire to investigate the present situation of HT Investment Company's junior staff training, find out the problems of the company's training work and analyse the causes of the problem. On this basis, aiming at the main problems existing in the training system of HT Investment Company, the specific methods to solve the problem are put forward. The following conclusions are reached: First, there are some problems in the training of junior employees in HT Investment Company, such as insufficient understanding of training by the management, unreasonable training arrangement, insufficient training quality to meet the development needs of the company, insufficient motivation for employees to learn and apply training knowledge and the effectiveness of training is not obvious. Second, the causes of the problems are as follows: The training consciousness of the management of the company needs to be changed, the training demand analysis is not scientific, the trainer mechanism is not perfect, the effective training incentive and restraint mechanism is not established, and the training evaluation is not scientific. Third, according to the relevant training theory, combined with the work and experience of HT Investment Company, the corresponding solutions are proposed: (1) Improving management awareness of training. The management's lack of awareness of training has led to the low level of training. Therefore, it is necessary to improve the strategic position of training, increase investment in training, clarify the status and role of training from the strategic perspective of enterprises, and provide strong support for the development of training in terms of system and funds. (2) Make training needs analysis more scientific. The training needs are analyzed through scientific methods. According to the company's strategic

planning and the training needs of junior employees, the training curriculum content is scientifically formulated to solve the gap between the curriculum system and the actual work. (3) Strengthening the training of trainers. Through the establishment of external trainer introduction mechanism (Figure 5), strengthen the internal trainer selection and management measures (Figure 6), to solve the problem of imperfect trainer mechanism. (4) Developing scientific training reward, punishment and balance mechanism. Creating a good atmosphere in the company, employees will realize the importance of learning. Encouraging employees to voluntarily participate in training and give corresponding incentives to employees who actively participate in training. (5) Improving the effectiveness of training evaluation. Combined with the actual situation to find out the omissions of the evaluation process, improve the scientific evaluation process, formulate a reasonable and effective evaluation method and ensure that it can really play a role. The training effect is feedback and explained qualitatively or quantitatively to solve the problem that the training effect is not obvious.

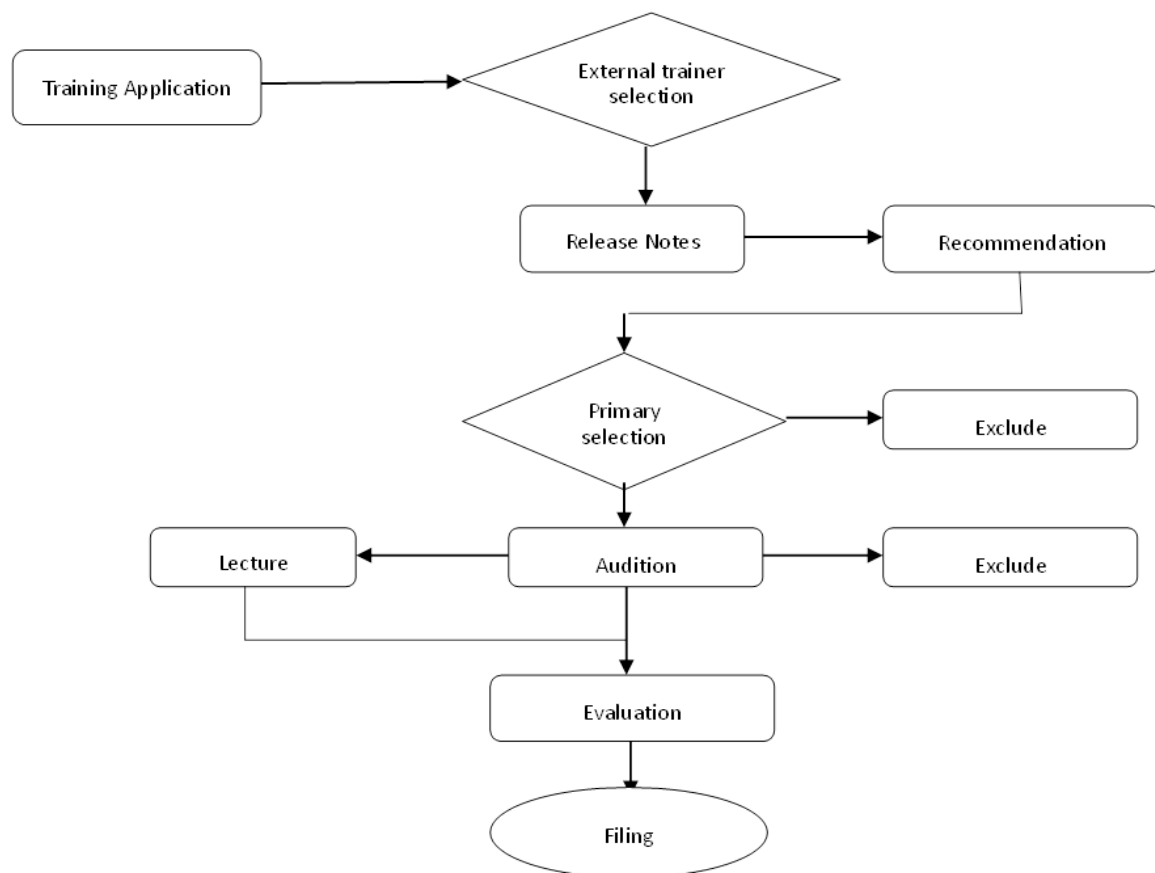


Figure 5 Selection process of external trainers

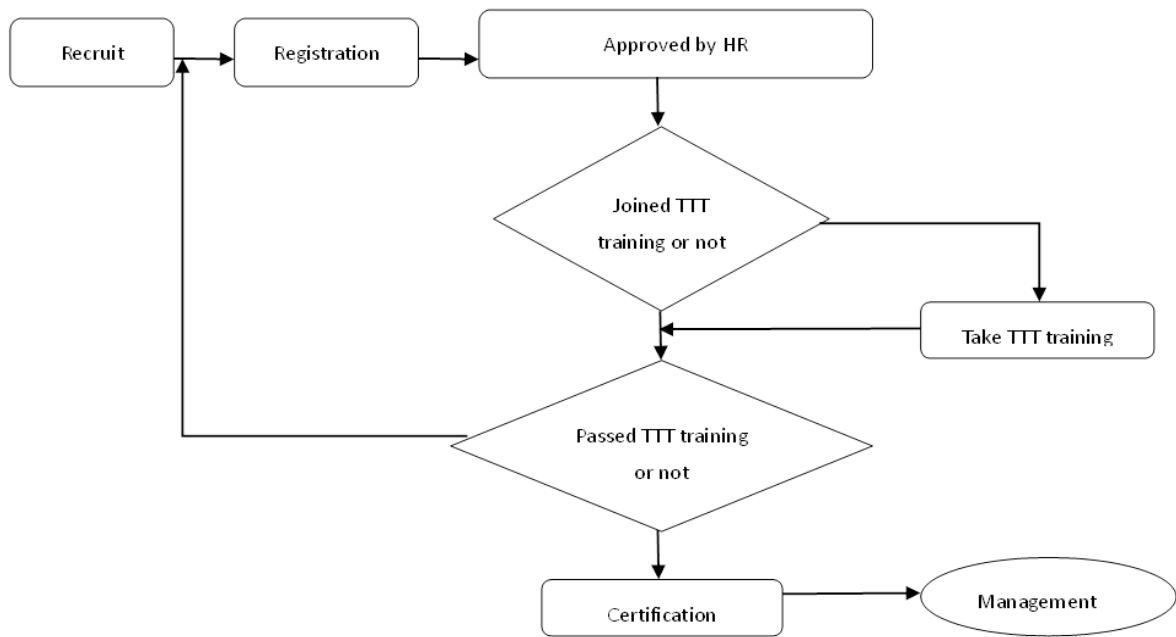


Figure 6 Selection process of internal trainers

As a state-owned investment company, HT Investment Company has summed up a set of methods in staff training. This study mainly investigates the company's junior staff training through questionnaires and interviews with employees participating in training, then find out the problems and explore solutions. This paper focuses on the research on the training of junior employees in state-owned non-bank financial enterprises, which has certain positive significance for expanding and supplementing the training theory of junior employees. At the same time, the conclusions of this paper can also provide reference for other state-owned non-bank financial enterprises.

Theoretical Implications

For the junior staff training of state-owned non-bank financial enterprises, there is little research in China and abroad. This paper takes the junior staff training of HT Investment Company as the research object, takes the relevant theories of human resource management and training as the outline, and conducts a comprehensive analysis and discussion on the junior staff training of HT Investment Company and its solutions. Based on the state-owned enterprise system and the characteristics of the financial industry, the implementation plan suitable for the development of HT Investment Company is proposed. The research results of this paper enrich the content of human resource management theory to some extent and have great theoretical value.

Practical and Social Implications

This paper studies the status of junior staff training in HT Investment Company, finds out the main problems and reasons, and puts forward relevant measures and methods to solve the problems. This has a unique value for improving the training management system of junior employees of HT Investment Company, improving the level of human resource management, and enhancing the competitive strength of enterprises in the industry. In addition, it can also guide other non-bank financial enterprises to carry out staff training.

Limitations and Suggestions for Future Research

With the deepening reform of China's financial system and state-owned enterprise system, the development of state-owned non-bank financial enterprises is facing many challenges and opportunities. The professional knowledge and reform policies of the financial industry are accelerated, and the standards for talent demand are also improving accordingly. Whether to seize the opportunity or to stand still in the face of challenges, this is the issue HT Investment Company must solve, and one of the key to solve the problem is to do a good job in the junior staff training. This study takes the existing training problems as the entry point, analyses the causes of the problems and combines with the actual situation of HT Investment Company to develop training measures. However, the specific details of the measures still need to be tested in the training practice, and some methods need to be quantified, such as the input of training costs, training input and output accounting, etc. Further research can focus on the details and standards according to the company's training process to enhance the effect of junior staff training.

References

- Anne MacDonald, Peter McGill, & Glynis Murphy. (2018). An evaluation of staff training in positive behavioural support. *Journal of Applied Research in Intellectual Disabilities* (6), doi:10.1111/jar.12460.
- Arceli W. Romasanta. (2021). An Empirical Study on the Relationship Between Hotel Staff Training and Job Satisfaction: Human Resource Strategic Planning. *Journal of Innovation and Social Science Research* (7), doi:10.53469/JISSR.2021.08(07).25.
- Armstrong M B, & Landers R N. (2018). Gamification of employee training and development. *International Journal of Training & Development* (4) 85-87.doi: 10.1088/1755-1315/204/1/012037
- Geng Xin. (2019). Optimization of Training and Development System of Foreign Banks: Take Company M as an example. *Chinese and foreign entrepreneurs* (26), 77-79. doi:CNKI:SUN:ZWQY.0.2019-26-063.
- Guo Yue. (2019). Enterprise New Employee Training Problems and Solutions. *Modern Enterprise* (02), 14-15. doi:CNKI:SUN:XDQY.0.2019-02-008.
- Jianwei Li, & Jian Li. (2014). New method of enterprise staff training. *China Staff Education* (02), 25. doi:CNKI:SUN:ZGJA.0.2014-02-016.
- Jinyu Xie. (2015). *Introduction to human resources development*. Tsinghua University Press.
- Ju Qiang. (2018). Education and Training in the Financial Sector Enters A New Era of Learning. *Agriculture Development and Finance* (01), 102-103. doi: CNKI:SUN:NYFZ.0.2018-01-049.
- Liancai Sun. (2013). *Human resources management from the strategic perspective*. Tsinghua University Press.
- Liangdong Xu. (2012). Discussion on employee training mode of enterprise. *Chinese collective economy* (15), 185-186. doi:CNKI:SUN:ZJTG.0.2012-15-093.
- Ma Yan, & Xinran Zhou. (2017). Study on the Optimization and Innovation Strategy of New Employee Management in SMEs Under the New Normal. *Economist* (05), 233-234. doi:CNKI:SUN:JJSS.0.2017-05-119.
- Onchoke Samuel. (2015). A Study of Issues & Challenges of Staff Training and Development in MNCs. *International Journal of Innovative Research and Development* (10), doi: Peter. et al. (2013). *The fifth discipline*. Citic Press.
- Shuyan Meng. (2013). Analysis on the relationship between enterprise culture and human resource training. *China business* (11), 84-85. doi:CNKI:SUN:ZGSM.0.2011-11-055.

- Sonya N. Islam, Joan D. Paddock, & Jamie S. Dollahite. (2015). Navigating for Success: Quality Staff Training Translates Into Improved Program Participant Outcomes. *Journal of Nutrition Education and Behavior* (2), doi:10.1016/j.jneb.2014.07.002.
- Wanhua Wang. (2011). Problems and countermeasures of employee training in state-owned enterprises. *Economic Research Guide* (24), 126-127. doi:CNKI:SUN:JJYD.0.2011-24-057.
- Waters Jennifer C. (2020). A Novel Paradigm for Expert Core Facility Staff Training. *Trends in cell biology* (9), doi:10.1016/J.TCB.2020.06.001.
- Wenhuan Guan, Xueyu Zhang, & Wenyong Li. (2019). A Study on the Index System of Training Effect Evaluation - Taking H Company as an example. *Financial Economy* (14), 129-131. doi:10.14057/j.cnki.cn43-1156/f.2019.14.053.
- Xinhu Tang. (2017). Problems and Countermeasures of Training for New Employees of State-owned Enterprises. *China Management Information Technology* (20), 89-90. doi:CNKI:SUN:GLXZ.0.2017-20-053.
- Yan Chen. (2014). Training and development of employee. *Modern commercial* (32), 267-269. doi:10.14097/j.cnki.5392/2010.32.082.
- Yi Liu. (2014). Research on the design of enterprise employee training system. *Enterprise reform and management* (24), 82-83. doi:10.13768/j.cnki.cn11-3793/f.2014.4456.
- Yu Perova, Budaeva, & Kondrashova. (2018). From the Experience of Staff Training for Tourism Industry (A Case of the East Siberian State Institute of Culture). *IOP Conference Series: Earth and Environmental Science* (1), doi:10.1088/1755-1315/204/1/012037.
- Zhiyuan Zeng. (2012). Analysis of enterprise training curriculum system. *Economist* (07), 239-240. doi:CNKI:SUN:JJSS.0.2012-07-135.

Appendix

Training Questionnaire

Dear Madam/Sir.

Hello! This is an academic questionnaire, the purpose of which is to more comprehensively and accurately understand the current situation of the company's junior staff training, in order to find the main problems in the implementation process, and then analyze the problem to seek solutions.

This questionnaire is filled out anonymously, the answers are for scientific research purposes only, and we will keep the information you provide strictly confidential. Your views and opinions are very important to our research, so please make your choice according to your real situation. We sincerely thank you for filling out the questionnaire in your busy schedule and express our most sincere gratitude to you!

Part I

Basic personal information: Please select or answer according to your actual situation.

Age: Gender:
Department: Education.

Part II

Main survey content

(A) Training Awareness Survey

1. Do you know about the company's training situation?

A. Very well understood B. Understood C. Generally D. Not well understood E. Not understood at all

2. Do you think there is a relationship between company training and company development strategy?

- A. Have a relationship B. a slight relationship C. no relationship D. No idea
3. How do you think the company attaches importance to the training work?
A. Very high importance B. Importance C. Average D. Not enough importance E. No importance
4. What is the role of training in the development of business you think?
A. Very useful B. Useful C. Average D. Useless E. No idea
5. What is the role of the company training to improve the employees' personal quality?
A. Very useful B. Useful C. Average D. Useless E. No idea
6. What do you think is the usefulness of training for practical work?
A. Very useful B. Useful C. Average D. Useless E. No idea
7. Do you think the training organized by the company is sufficient?
A. More than enough B. Enough C. Okay D. Not enough E. Very not enough
8. Do you understand the company training plan?
A. Very well understood B. Understood C. Generally D. Not well understood E. Not understood at all
- (B) Survey of training perfection
9. Do you think the content of the company's employee training is perfect?
A. Very perfect B. Perfect C. Average D. Imperfect E. Very imperfect
10. Do you think the company's employee training model is perfect?
A. Very perfect B. Perfect C. Average D. Imperfect E. Very imperfect
11. Do you think the company's employee training process is perfect?
A. Very perfect B. Perfect C. Average D. Imperfect E. Very imperfect
12. Do you think the mechanism for bringing in external trainers is perfect?
A. Very perfect B. Perfect C. Average D. Imperfect E. Very imperfect
13. Do you think the company's employee training needs survey is perfect?
A. Very perfect B. Perfect C. Average D. Imperfect E. Very imperfect
14. Do you think the needs analysis of the company's employee training is perfect?
A. Very perfect B. Perfect C. Average D. Imperfect E. Very imperfect
15. Do you think the needs analysis of the company's employee training is perfect?
A. Very perfect B. Perfect C. Average D. Imperfect E. Very imperfect
16. Do you think the current management mechanism of internal trainers is reasonable?
A. Very reasonable B. Reasonable C. Average D. Not reasonable enough E. Unreasonable
17. What do you think of the talent cultivation awareness of the company's management?
A. Very high awareness B. High awareness C. Average D. Low awareness E. Very low awareness
18. How many times have you received a company training needs survey?
A. More than 3 times B. 3 times C. 2 times D. 1 time E. Never
- (C) Training satisfaction survey
19. Are you satisfied with the current state of training in the company?
A. Very satisfied B. Satisfied C. Average D. Not very satisfied E. Very dissatisfied
20. Are you satisfied with the current training content of the company?
A. Very satisfied B. Satisfied C. Average D. Not very satisfied E. Very dissatisfied
21. Are you satisfied with the current company training materials?
A. Very satisfied B. Satisfied C. Average D. Not very satisfied E. Very dissatisfied
22. Do you think the content of the current company training is professional?
A. Very professional B. Professional C. Okay D. Not very professional E. Very unprofessional
23. Are you satisfied with the training ability of the company's internal trainers?
A. Very satisfied B. Satisfied C. Average D. Not very satisfied E. Very dissatisfied
24. Do you think the company's external training is relevant to the job?

- A. Very realistic B. Realistic C. Average D. Not realistic enough E. Very unrealistic
25. Are you satisfied with how much the company spending on training?
A. Very satisfied B. Satisfied C. Average D. Not very satisfied E. Very dissatisfied
26. Do you think the current company training model is innovative?
A. Very strong B. Strong C. Average D. Poor E. Very poor
27. What do you think about the relevance of the training content provided by the company to the actual work?
A. Very strong B. Strong C. Average D. Poor E. Very poor
28. Do you think the internal training incentive mechanism is reasonable?
A. Very reasonable B. Reasonable C. Average D. Not reasonable enough E. Very unreasonable
29. Are you satisfied with the organization of the company's training?
A. Very satisfied B. Satisfied C. Average D. Not very satisfied E. Very dissatisfied
30. Are you satisfied with the training schedule?
A. Very satisfied B. Satisfied C. Average D. Not very satisfied E. Very dissatisfied
31. Are you satisfied with the condition of the training venue?
A. Very satisfied B. Satisfied C. Average D. Not very satisfied E. Very dissatisfied
32. Are you satisfied with the quality of the training?
A. Very satisfied B. Satisfied C. Average D. Not very satisfied E. Very dissatisfied
33. Do you think the training subject is implementing the training system properly?
A. Very in place B. In place C. Average D. Not enough in place E. Very not in place
34. Do you think training is helpful for employee performance improvement?
A. Very helpful B. Helpful C. Average D. Not very help E. Not at all
35. How strong or weak do you think the company management is in training advanced awareness?
A. Very strong B. Strong C. Average D. Weak E. Very weak
36. Do you think the company's training needs analysis is reasonable?
A. Very reasonable B. Reasonable C. Average D. Unreasonable E. No idea
- (D) Training expectation survey
37. How willing are you to participate in company training?
A. Very willing B. Willing C. Average D. Not very willing E. Very unwilling
38. What do you hope to achieve through the training?
A. Growing performance B. Accumulating knowledge C. Improving ability D. Improving communication E. Getting happy
39. Are you willing to apply your training knowledge to your work?
A. Very willing B. Willing C. Average D. Not very willing E. Very unwilling
40. What kind of training would you like to receive?
A. Marketing skills B. Product knowledge C. Mindset motivation D. Management skills E. Culture building
41. Are you willing to participate in curriculum development?
A. Very willing B. Willing C. Average D. Not very willing E. Very unwilling
42. Are you willing to become a trainer?
A. Very willing B. Willing C. Average D. Not very willing E. Very unwilling
43. Are you willing to participate in training management?
A. Very willing B. Willing C. Average D. Not very willing E. Very unwilling
44. Which of the following training management and assistance tasks would you prefer?
A. Requirement survey B. Material distribution and collection C. Satisfaction questionnaire D. Post-training employee interview E. None of them
45. Are you willing to participate in discussions and work together to optimize the company's training?

- A. Very willing B. Willing C. Average D. Not very willing E. Very unwilling
(E) Subjective question survey
46. How does the company conduct training effectiveness evaluation?
47. What are the aspects of company training effectiveness evaluation?
48. Please cite at least three major problems that currently exist in the company's training.
49. Please propose at least three current directions and measures for training improvement in the company.
50. Based on your own strengths and advantages, please tell us what improvements you can bring to the company's training work.