Development of Competencies for Corporate Training Professionals

by

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ABSTRACT

Considering employees are the key factors to business success, in order to develop talent and increase employees' productivity, more and more companies have put more emphasis on corporate training which is viewed as an investment in employee development. In addition, the rise of corporate universities has also become common phenomenon in the training and development fields. Corporate universities are also regarded as effective ways to help employees to meet the challenges of competing in a tough economy. With the emphasis on corporate training, the competencies of corporate training professionals who are influential to the business performance and strategy execution should be valued. Hence, this study aims to examine the roles and tasks of corporate training professionals so as to identify the competencies required for successful performance of corporate training professionals and scrutinize how these competencies can be developed. The competency model will be further validated based on the process of the research.

Keywords: *competence, competency model, competency development, corporate training center, corporate university, corporate training professional*

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CHAPTER I   INTRODUCTION

Serving as a prelude of this study, this chapter provided an outline of the study with following sections: background of the study, research purpose, research questions, significance of the study, delimitations and limitations, and the definitions of terms.

Background of the Study

In this increasingly changing world, education and training at the workforce becomes the key component of company's success. As education accelerates individuals' ability to think and challenges them intellectually, training ameliorates the development of specific skills and infusion of knowledge. Well-developed corporate training not only paves the way to prosper successfully in the competitive environment, but also acquire and retain the talent with continuation of corporate culture. Offering opportunities for development with a strategic focus and mirroring organization priorities and anticipating change, the advent of corporate training centers serves the needs of corporate training and corporate universities are also viewed as one of the forms of corporate training centers.

Considering employees as the key factors to business success, more and more companies have put more emphasis on the operation of corporate training center which is viewed as an investment in employee development. In order to acquire competitive advantages, it is necessary for a company to involve more than basic skill development in their training, and it results in the diverse programs corporate training centers equip with. Furthermore, for some ambitious companies, the lectures given from the corporate training centers are not just to the in-house employees only, but the stakeholders can be their trainees as well.

Such an important role as corporate training play, let alone the critical person who is in charge of corporate training. Within training and development fields, a competent corporate

training professional who can be seen as HR professionals makes strategies be effectively implemented and conducted well. Owning responsibilities for supervisory of the affairs and high-level decision making regarding corporate training, the corporate training professional is influential to the performance of the corporate training and thereby it is necessary to value the competences of the corporate training professionals.

In terms of competence, it can be traced back to the 1970s. The concept of competence is launched by McClelland (1973) who considered competences can predict job performance. Since then, scholars depicted competence from different aspects. Competence can be either a combination of knowledge, skills, and attitudes (Klemp, 1980; Knowles, 1980; McLagan, 1980; Parry, 1996) or a conjunction of knowledge, skill, and personalities (Boyatzis,1982; Spencer & Spencer, 1993). When it comes to HR competencies, McLagan (1989) and Ulrich with his colleague (1999) proposed basic competencies required for HR professionals. Moreover, American Society for Training and Development (2004; 2012) further pointed out foundational competences needed for HR professionals by uncovering their competency model.

However, as shown in the above literatures, there was a noticeable absence of research projects dealing with competency model for corporate training professionals. Hence, in order to bridge the gap in our knowledge, this study investigated the probable existence of competences of corporate training professionals.

Research Purposes

Building on the descriptions of competent corporate training professionals, the specific aims in this study are to identify the competencies of corporate training professionals, and to elucidate the ways to develop those competencies which are stated as below:

1. To inspect the roles and tasks of corporate training professionals.

2. To identify the competencies needed for corporate training professionals.

3. To investigate the approaches to develop the competencies required for corporate training professionals.

Research Questions

To address the issues already outlined and begin to fill the gaps in the previous research, the present study was guided by following research questions:

1. What are the roles and tasks of corporate training professionals?

2. What are the competencies needed for corporate training professionals?

3. How can these competencies required for corporate training professionals be developed?

Significance of the Study

With the investigation into the roles, tasks and competencies of corporate training professionals, this study is done with the hope that it may provide a map for competency development for corporate training professionals practically; additionally, it may serve as a basis for the beginners to research on the competencies for HR professionals academically. With the development of competences for corporate training professionals, the study could further advance the quality of employee development.

Delimitations and Limitations

Delimitations

Due to theoretical perspectives the researcher adopted and research objectives, this study focused on competence defined by Spencer and Spencer (1993) to identify the required competencies for corporate training professionals possess on their job.

This study aimed at corporate training centers conducting successfully with awards related to HR or training and well established companies emphazing on employee development. Corporate training centers operating as either independent business units or functional divisions are all considered to be investigated.

The interviews conducted in Taiwan within several successful companies who have earned the awards related to HR or training and development and corporate training centers including corporate universities. The research participants are directors or senior managers who are in the high-level of position in these corporate training centers with actual responsibility for operations of corporate training centers and directors or senior managers who have a managerial position related to HR and participate in higher decision making related to HR in well established companies. Seeing that working in the training and development fields, corporate training professionals are seen as HR professionals for the research.

Limitations

This study was conducted by qualitative method and intended to explore the in-depth and detailed competencies of corporate training professionals. In accordance with the research objectives, the researcher set criteria in choosing the case companies with the adoption of purposing sampling and the participants of this study will rely on interpersonal relations which have bias.

Different understandings and perceptions during the interview process may cause bias of

collected data although the validity and reliability will be controlled for the research. And the data collected in the research is also affected by the time, place and situation during the interviews.

Definitions of Terms

Competence

According to Spencer and Spencer (1993), competency is an underlying characteristic of an individual that can predict behavior in a variety of job tasks and distinguish superior performer from the average. The characteristics of competencies involve skill, knowledge, self-concept, trait and motive. To serve the need of this study, the term "personal attribute" was employed to represent as a generalization of self-concept, trait and motive.

Competency Model

Being related to future job requirements, a competency model is a decision tool that describes the key capabilities for performing a specific job and consists of the competencies that are most critical to get the results required by the job (McLagan, 1980). Moreover, the competency model provides a road map to more objectively manage talent for competitive advantage (Derven, 2008).

Competency Development

By developing relevant skills, knowledge and personal attributes required for successful performance on the job, competency development determines the specific competencies that are characteristic of high performance and success in a given job.

Corporate Training Center

Operating as a separate business unit and strategically aligning it to organization goals

and objectives, a corporate training center not only delivers the organizational culture but also gives employees clear understanding of organization's goals. Leadership development, professional development, and client-oriented education are mainly equipped with by corporate training centers.

Corporate University

A corporate university serves as a strategic tool designed to support its parent organization to achieve its mission by carrying out activities that cultivate individual and organizational learning, knowledge, and wisdom (Allen, 2002b). To meet an organization's business strategies, a corporate university can also be a strategic umbrella for developing and educating employees, customers, and suppliers (Meister, 1998).

Corporate Training Professional

In this study, as working in the training and development fields, corporate training professionals are viewed as HR professionals. A corporate training professional represents the person who is in charge of the operation and engaged in the high-level decision making concerning a corporate training center or a department related to training. As for corporate training center, in different corporate training centers, the term "director" may be performed in a variety of ways such as a chief learning officer, training director, programming director, dean (of corporate university), and so on.

CHAPTER II   LITERATURE REVIEW

Building on comprehensive literatures, this chapter was classified into four sections: (1) competence, (2) competency model, (3) competence development, (4) corporate training center, (5) director of training center. The first section encompassed definitions of competence, types of competence, and competences for HR professionals. The second section aimed at studies on competences models and also provides steps in developing competency model. The third section presented the approaches to develop competences. The fourth section covered introduction and functions of corporate training centers including the definitions and phenomenon of corporate universities. The fifth section reviewed the literatures on the role of director of training center.

Competence

The term competence (or competency) has been extensively discussed since McClelland published the paper "Testing for competence rather than for intelligence" in1973. Based on some of his lectures, McClelland (1973) questioned the validity of intelligence and aptitude test which are traditional methods used to estimate job performance and proposed the method that identifying "competency" variables can predict job performance without being biased by race, sex or socioeconomic factors (Spencer & Spencer, 1993). After McClelland's proposition, the term competence has been popularized by Boyatzis (1982) who defined the manager with superior performance as "competent manager". In 1993, "iceberg model", giving competence a deeper definition, was brought up by Spencer and Spencer and was embodied in the book "Competence at work" which summarized 20 years of research using McClelland/McBer job competence assessment (JCA) methodology, described how to conduct JCA studies and suggested future applications for competency research. In recent years, Development Dimensions International, a talent management consulting company

leading the way of exercising the use of competencies, not only designs training and development solutions around competencies but also applies competencies into "success profile" to assist organization to efficiently develop the right competencies in the right employees at the right time (Development Dimensions International, 2010b). In the other hand, scholars such as McLagan and Ulrich have conducted comprehensive researches on HR competencies, and association such as American Society for Training Development (ASTD) has brought up twice foundational competencies for HR professionals.

Definition of Competence

The term competence (or competency) has been defined in the research from different perspectives and has not widely defined in a single description. From psychological perspectives of competence, McClelland (1973) launched the concept of competence and described competencies as components of performance associated with "clusters of life outcomes". Later, in 1980, three scholars, McLagan, Knowles, and Klemp, gave more detailed descriptions of competency in three closed but different ways.

Cited from McLagan (1980), competencies are described as "the knowledge and skills which underlie effective job performance". (p.22) Another definition of competency from Knowles (1980) is depicted as "a cluster of knowledge, understandings, skills, attitudes, values and interests for the performance of human resources developer function ". The other research on competency in 1980, Klemp defined competencies as "an underlying characteristic of a person which results in effective and/or superior performance on the job." (p21) From these viewpoints one may say that competency at this time is considered as a combination of KSA--knowledge, skills, and attitudes and is related to the performance on the job.

However, another voice of definition came out since Boyatzis infused new concepts into competency in 1982. Boyatzis (1982) agreed that job competency has the influence on the

achievement of effective or better job performances, but he further proposed that job competency is more than a combination of KSA but is an underlying characteristic of a person which contains a motive, trait, skill, aspect of one's self-image or social role, or a body of knowledge which the person uses.

Based on the definition from Boyatzis (1982) that competency contains not merely KSA but also trait and self-image, in a 1993 study, Spencer and Spencer portrayed competency as "an underlying characteristic of an individual that is causally related to criterion- referenced effective and/or superior performance in a job or situation"(p.9). To deconstruct this definition into its component parts, Spencer and Spencer (1993) pointed out *underlying characteristics*, which means the competency is a fairly deep and enduring part of a person's personality and can predict behavior in a wide variety of situation and job tasks, indicate "ways of behaving or thinking, generalizing across situation, and enduring for a reasonably long period of time "(Guion, 1991, pp.335) ; *causally related* symbolizes behavior and performance can be caused or predicted by the competence; *criterion- referenced* denoted well or poor performer can be predicted by the competence according to a specific criterion or standard. Moreover, the underlying characteristics of competencies given by Spencer and Spencer (1993) are also mentioned as five types of competence characteristics which can be separated into two levels in the "iceberg model". (see figure 2.1)

As shown in figure 2.1, the surface competence comprises skill and knowledge, which are associated with characteristics of people and easy to develop. *Skill* refers to the ability to accomplish a given physical or mental task; *knowledge* is the information a person owns in a specific content areas. The other hidden part consists of self-concept, trait and motive. At the base of iceberg, trait and motive are considered as the potential competences which are more central to personality and much difficult to assess and develop. *Trait* signifies physical characteristics and consistent responses to situations or information; *motive* is a desire, emotion or need that drives behavior toward certain actions or goals. Existing somewhere in

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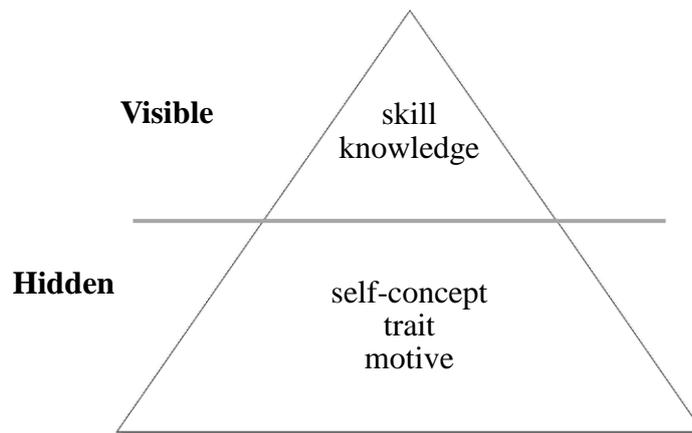
Figure 2.1. The iceberg model. Adapted from "Competence at work: Models for superior performance," by L. Spencer & M. Spencer, 1993, p.11. Copyright 1993 by John Wiley & Sons, Inc.

between, *self-concept* which is viewed as attitude and value can be changed by training, psychotherapy, or positive development experiences despite time-consuming (Spencer & Spencer, 1993) . Nowadays, the term "personal attribute" can be referred to as generalization of self-concept, trait and motive.

Although competency is described with personality trait by Boyatzis (1982) and Spencer and Spencer (1993), from the perspective of training, Parry (1996) argued that personality traits can't be seen as competencies. Due to the difficulty in developing traits and values through training, Parry (1996) excluded traits and values from the definition on competency but agreed with the definitions in 1980 as mentioned and depicted competency as " a cluster of related knowledge, skills and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job" (p.50)

From the perspective of business success, Development Dimensions International (2010b) further advanced "success profiles" for company to manage talent efficiently. As figure 2.2 illustrated, in addition to knowledge and skills and personal attributes, competencies and work experiences are also viewed as characteristics of success profiles that
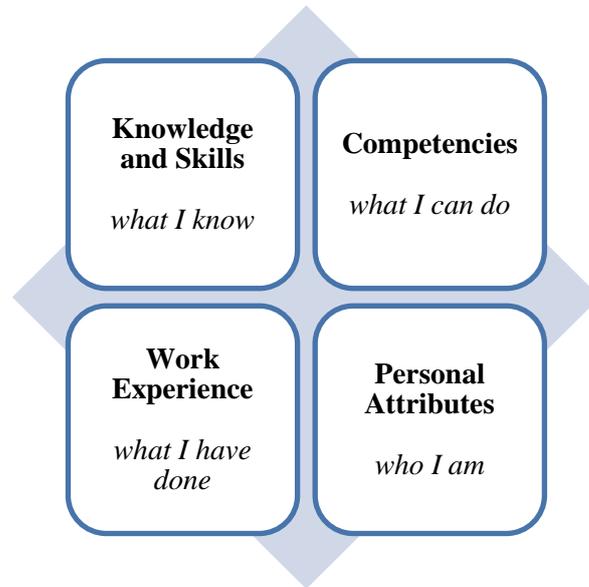
Figure 2.2. Success profiles. Adapted from
http://www2.ddiworld.com/learninglinks Copyright
by Development Dimensions International

contribute to success of an organization (Development Dimensions International, 2010b) .

As illustrated in figure 2.2, *knowledge and skills* designate the education and training necessary for job success; *competencies* are an individual's capabilities that contribute to high performance; *personal attributes* are referred to as the characteristics of an individual's personality and the factors that enable the individual's motivation to perform at a high level and remain on the job; *work experience* is view as the situations that an individual entering the job should have experienced or, at least, to have had some exposure (Development Dimensions International, 2010b) .

Types of Competence

Advanced by Spencer and Spencer (1993), according to the job performance criterion predicted, competencies are split up into two categories, threshold and differentiating competencies. *Threshold competencies* are usually referred to knowledge or basic skills which are the essential characteristics required in a job. Threshold competencies don't

distinguish superior from average performers, but differentiating competencies do. *Differentiating competencies* are concerned with characteristics that superior performers have but average performers lack (Spencer &Spencer, 1993) .

In a 1997 report, Cook and Bernthal (1997) divided competencies into three categories which are organizational competencies, job/role competencies and personal competencies. *Organizational competencies* are unique factors that force an organization competitive; *job/role competencies* are regarded as things an individual must prove to be effective in a job, role, function, task, or duty, an organizational level, or in the entire organization; *personal competencies* are aspects of an individual that infer a level of skill, achievement, or output.

Building on the definition proposed by DDI which depicted competency as the specific behavior, knowledge, and motivation that an employee has to demonstrate so as to be effective in a certain job or role, Development Dimensions International (2010a) identified another three types of competency. These are behavior competency, knowledge competency and motivation competency. *Behavior competency* represents how someone is supposed to act when given the opportunity; *knowledge competency* stands for the knowledge or technical skills a person in a given job or role needs to have and the way they need to demonstrate or use that knowledge; *motivation competency* is the characteristics of the job and the organization that may cause job satisfaction or dissatisfaction (Development Dimensions International, 2010a) .

Competences for HR Professionals

A growing number of studies have been made to identify the critical competencies needed to be a successful HR professional. In an earlier research of HRD practitioners, McLagan (1989) distinguished HRD competencies into four clusters. These are *technical competencies* referred to as functional knowledge and skill, *business competencies* which possess a strong management, economics or administration base, *interpersonal competencies*

Table 2.1.

HRD Competencies as Identified by McLagan (1989)

Cluster	Competencies
Technical competencies	1. Adult-learning understanding
	2. Career-development theories and techniques understanding
	3. Competency-identification skill
	4. Computer competence
	5. Electronic-systems skill
	6. Facilities skill
	7. Objectives-preparation skill
	8. Performance-observation skill
	9. Subject-matter understanding
	10. Training and development theories and techniques understanding
	11. Research skill
Business competencies	12. Business understanding
	13. Cost-benefit-analysis skill
	14. Delegation skill
	15. Industry understanding
	16. Organization-behavior understanding
	17. Organization-development theories and techniques
	18. Organization understanding
	19. Project-management skill
	20. Records-management skill
Interpersonal competencies	21. Coaching skill
	22. Feedback skill
	23. Group-process skill
	24. Negotiation skill
	25. Presentation skill
	26. Questioning skill
	27. Relationship-building skill
	28. Writing skill
Intellectual competencies	29. Data-reduction skill
	30. Information-search skill
	31. Intellectual versatility
	32. Model-building skill
	33. Observing skill
	34. Self-knowledge
	35. Visioning skill

which own a strong communication base, and *intellectual competencies* which reveal knowledge and skills related to thinking and processing of information. Table 2.1 reflects the four clusters together with the list of competencies of each cluster as McLagan identified.

In the other hand, the American Society for Training and Development (ASTD), the largest association devoted to training and development professionals, has been conducted the most comprehensive study of training professionals (Noe, 2010). In their "Mapping the future" study, published in 2004, Bernthal and colleagues identified three areas of foundational competencies needed by all HRD professionals (DeSimone & Werner, 2012). International competencies, business/management competencies, and personal competencies are introduced in the foundational competencies which can be utilized as HRD professionals develop particular areas of expertise. Table 2.2 shows the required competencies that were identified in the ASTD study.

Table 2.2.
Foundational Competencies for HRD Practitioners as Identified by the ASTD (2004)

INTERPERSONAL	BUSINESS / MANAGEMENT	PERSONAL
➢ Building Trust	➢ Analyzing Needs and Proposing Solutions	➢ Demonstrating Adaptability
➢ Communicating Effectively		
➢ Influencing Stakeholders	➢ Applying Business Acumen	➢ Modeling Personal Development
➢ Leveraging Diversity	➢ Driving Results	
➢ Networking and Partnering	➢ Planning and Implementing Assignments	
	➢ Thinking Strategically	

As Table 2.2 presents, *interpersonal competencies* can be explained as how well the person works with, manages, and sways people, policy, and change; *business and management competencies* can be generalized as how well the person analyzes circumstances, makes decisions, and carries out solutions; *personal competencies* can be summarized as how well the person adjusts to change and makes personal decisions to improve career (American

Table 2.3.

Foundational Competencies as Updated by the ASTD (2013)

Cluster	Competencies
Interpersonal Skills	• Build trust
	• Communicate effectively
	• Influence stakeholders
	• Network and partner
	• Demonstrate emotional intelligence
Business Skills	• Analyze needs and propose solutions
	• Apply business skills.
	• Drive results
	• Plan and implement assignments
	• Think strategically
	• Innovate
Personal Skills	• Demonstrate adaptability
	• Model personal development
Global Mindset	• Accommodate cultural differences
	• Convey respect for different perspectives
	• Expand own awareness
	• Adapt behavior to accommodate others
	• Champion diversity
	• Leverage diverse contributions
Industry Knowledge	• Maintain own professional knowledge
	• Keep abreast of industry changes and trends
	• Build industry sector knowledge
Technology Literacy	• Demonstrate awareness of technologies
	• Use technology effectively

Society for Training and Development, n.d.).

However, in 2012, ASTD revised foundational competencies for HRD professionals. Not only interpersonal, business, and personal competencies are kept although few of the required competencies of them have been substituted, but also *global mindset*, *industry knowledge*, and *technology literacy* are inclusive. As table 2.3 represents, "leveraging diversity" which belonged to interpersonal competencies is included in global mindset with a

new term "leverage diverse contributions"; "demonstrate emotional intelligence" becomes a new competency of interpersonal skills; "innovate" is viewed as a one of the competencies of business skills.

Another contribution to HR competencies was acknowledged by McEvoy et al. (2005) who noted that the most widely cited study of HR competencies is the work conducted by Ulrich and his colleagues. While other studies defined competencies for HR professionals either by the insights of senior managers and other internal customers or through an empirically tested conceptual framework (Ulrich, Brockbank, Yeung, & Lake,1995), the study in Ulrich et al. (1995) provided extensive discussions of HR competencies and portrayed competencies for HR professionals as *the value adding to their business*. Not only existing in HR professionals' ability to create competitive advantage thus positively affecting bottom-line metrics, but the value adds when HR professionals ensure that they deliver ideas, programs, and initiatives to their business which helps the business compete (Ulrich et al., 1995).

Thanks to the efforts from Ulrich and his colleagues, in 1999, the most extensive survey on HR competency has been conducted at University of Michigan Business School in three rounds over a ten-year period with the involvement of over 20,000 HR and line professionals (Brockbank, Ulrich, & Beatty,1999).

In the first round, Brockbank et al.(1999) found that HR professionals must demonstrate competencies in three domains which are *knowledge of business*, *delivery of HR practices*, and *ability to manage change*. Furthermore, the ability to manage change is more important than business knowledge and delivery of HR practices combined (Brockbank et al., 1999). In the second round, Brockbank et al. (1999) suggested HR professionals needed to be more knowledgeable about *financial management*, *external competitive and customer demands*, and *be able to work with line executives* to send clear and consistent messages about the firm's goals and directions. In the third round of surveys, Brockbank et al.(1999)
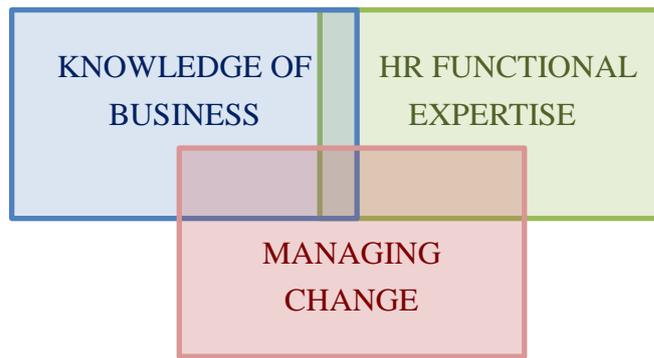
Figure 2.3. Framework for HR competencies. Adapted from
"Human Resource Competencies: An Empirical Assessment," by D.
Ulrich, W. Brockbank, A. K. Yeung, & D. G. Lake, 1995, *Human
Resource Management, 34*(4), p.475. Copyright 1995 by Wiley.

added the notion that there are two more areas of HR competency need to be demonstrated
which are culture management and personal credibility. Being HR professionals, *culture
management* handles how to assist organization to create both new patterns of behavior and
mindsets among employees and a collective identity for the organization; *personal credibility*
copes with the extent to which HR professionals embody the values of the organization and
act with "attitude" in dealing with HR issues (Brockbank et al.,1999) .

In terms of framework for HR competencies, prior to the proposition from Ulrich and
his colleagues, Eichinger (1987) advocated six leadership areas for HR competencies which
are cognitive complexity and agility, achievement directed assertiveness, interpersonal
effectiveness, personal management, business savvy, and job skills; Walker (1988) advanced
four dimensions for develop competencies for HR professionals which are functional,
business, role, and style. To be harmonious with the researches on HR competencies as noted
above and to build on the view that HR professionals must add value, Ulrich et al.(1995)
proposed a three-domain framework for conceptualizing HR competencies.(see figure 2.3)

As figure 2.3 indicates, these are *knowledge of business* which assists the HR

professional to adopt HR and organizational activities to fluctuating business conditions, *delivery of HR* which builds credibility of HR professionals as they deliver state-of-the-art HR practices, and *management of change processes* which means HR professional must catch up the pace of changing environment such as globalization, information flow, customer expectations and technology (Ulrich et al.,1995) .

Competency Model

Seeing that identifying competencies becomes a significant issue which could impose influential effects on business success, the importance of competency models to business effectiveness has been extensively discussed and verified in recent studies. In a 1980 study, McLagan viewed competency models as decision tools that describe the key capabilities required to perform a job and must also comprise the competencies that are most pivotal to get the results required by the job. In that selection, development, assessment, and planning are always competency based (McLagan,1980), as decision tools, competency models provide a road map to more objectively manage talent for competitive advantage (Derven, 2008).

Stated another way, a competency model relates to the combination of knowledge, skills and attributes needed for superior performance, and is integrated in the functions of HR, selection, training and development, succession planning and performance management (Sanghi, 2009). Therefore, competency models can basically address two critical facets. One is what skills, knowledge and characteristics are needed for the job and the other one is what behavior can directly impose impact on job performance and bring in success in the job (Sanghi, 2009).

Through setting up the competency model, employees will better understand how to target their efforts, common vocabulary will be created to discuss successful performance, and performance-based dialogue between managers and employees will also be promoted. (Derven, 2008) Not only helping companies understand and focusing on the key factors that actually drive performance (Derven, 2008), but developing competency models is a focal point for organization development (McLagan, 1980).

ASTD Competency Model

Contributing to human resource development field, American Society for Training and

Development (ASTD) unveiled a model in their 2004 competency study which describes what competency model takes for an individual to be successful in the training and development field (Noe, 2010). The model appears in figure 2.4 with three layers.

At the base of the pyramid, *foundation competencies* are classified in three areas which are interpersonal competencies, business and management competencies, and personal competencies as introduced in the previous section. In the middle of the pyramid are nine critical *areas of expertise (AOEs).* Cited from Davis, Naughton, and Rothwell (2004), the AOEs are the specific technical and professional skills and knowledge required for success in the workplace learning and performance fields, and are specialized areas that base and depend on the focused application of the foundational competencies. At the top of the pyramid shows four *workplace learning and performance (WLP) roles* that training and development professionals can take. The learning strategist is engaged in the high-level decision making concerning how HRD initiatives will support to achieve the goals and meet the strategies of an organization. The business partner applies business and industry knowledge to work together with managers and others in identifying how the HRD initiatives will be implemented and evaluated. The project manager plans, obtains, resources, and monitors HRD initiatives. The professional specialist applies his or her expertise to design, develop, deliver, and evaluate HRD initiatives (DeSimone & Werner, 2012; Noe, 2010) .

Acknowledged by Rothwell and Wellins (2004), the value of ASTD competency model is serving as a framework to support an integrated HR System. Not only the model can help align the HR system vertically with the organization's strategic objectives, but also it can be horizontally in line with other HR functions, to insure harmony and consistency across the many aspects of HR activities that affect job performance (Dubois & Rothwell, 2004) .

Nevertheless, in 2012, American Society for Training and Development launched a new ASTD competency model as the first major revision to the competency model since 2004 (American Society for Training and Development, 2012). As ASTD senior director Jennifer

SUCCESSFUL EXECUTION

learning strategist

business partner

project manager

professional specialist

WORKPLACE LEARNING AND PERFORMANCE ROLES

FOCUS

DESIGNING LEARNING
IMPROVING HUMAN PERFORMANCE
DELIVERING TRAINING
MEASURING AND EVALUATING
FACILITATING ORGANIZATIONAL CHANGE
MANAGING THE LEARNING FUNCTION
COACHING
MANAGING ORGANIZATIONAL KNOWLEDGE
CAREER PLANNING AND TALENT MANAGEMENT

AREAS OF EXPERTISE: SUPPORTED BY TECHNOLOGY

FOUNDATION

- INTERPERSONAL
  - ➢ Building Trust
  - ➢ Communicating Effectively
  - ➢ Influencing Stakeholders
  - ➢ Leveraging Diversity
  - ➢ Networking and Partnering

- BUSINESS / MANAGEMENT
  - ➢ Analyzing Needs and Proposing Solutions
  - ➢ Applying Business Acumen
  - ➢ Driving Results
  - ➢ Planning and Implementing Assignments
  - ➢ Thinking Strategically

- PERSONAL
  - ➢ Demonstrating Adaptability
  - ➢ Modeling Personal Development

COMPETENCIES   **COMPETENCIES**   **COMPETENCIES**

Figure 2.4. The 2004 ASTD competency model. Adapted from "New Roles and New Competencies for the Professional," by P. Davis, J. Naughton, & W. Rothwell, 2004, *T+D, 58*(4), p.29. Copyright 2004 by American Society for Training and Development.

Naughton, said, "This is a time of unprecedented change and transformation in the learning and development profession" (American Society for Training and Development, 2012).

Driven by digital, mobile, and social technology, demographic shifts, globalization, and economic forces, the updated ASTD competency model still emphasizes the foundational competencies and the specific areas of expertise (AOEs) but redefines the skills and knowledge required for the learning professional to be successful now and in the future

Figure 2.5. The new ASTD competency model. Adapted from http://www.astd.org/Certification/Competency-Model Copyright 2013 by American Society for Training and Development.

(American Society for Training and Development, 2013). (see figure 2.5)

As indicated in figure 2.5, excluding the part of WLP roles, the new ASTD competency model remains both foundational competencies and AOEs. In addition to business skills, interpersonal skills, and personal skills, the updated ASTD competency model includes global mindset, industry knowledge, and technology literacy in foundational competencies which involves knowledge, skills, abilities, and behaviors that are need for job success in most professional occupations (American Society for Training and Development, 2013). Nevertheless, compared to the 2004 ASTD competency model, some competencies of interpersonal skills, business skills, and personal skills has been altered as pointed out in the previous section.

As for T&D areas of expertise, besides coaching, most of AOEs in the 2004 ASTD competency model such as designing learning, improving human performance, delivering training, measuring and evaluating, facilitating organizational change, managing the learning function, coaching, managing organizational knowledge, and career planning and talent management have been substituted for new terms. Moreover, learning technologies is considered as new T&D areas of expertise. Table 2.4 lists the descriptions provided by American Society for Training and Development (2013) for T&D areas of expertise in the revised ASTD competency model with a comparison of new and old term.

Table 2.4.

T&D Areas of Expertise as Identified by the ASTD (2013)

New AOEs	Descriptions
Instructional Design *(Substitute for designing learning)*	Design and develop informal and formal learning solutions using a variety of methods. • Conduct a needs assessment • Identify appropriate learning approach • Apply learning theory • Collaborate with others • Design a curriculum, program, or learning solution

(continued)

New AOEs	Descriptions
	• Design instructional material
	• Analyze and select technologies
	• Integrate technology options
	• Develop instructional materials
	• Evaluate learning design
Performance Improvement *(Substitute for improving human performance)*	Apply a systematic process for analyzing human performance gaps and for closing them.
	• Identify the customer
	• Conduct performance analysis
	• Conduct cause analysis
	• Analyze systems
	• Gather data
	• Incorporate customer and stakeholder needs
	• Select solutions
	• Manage and implement projects
	• Build and sustain relationships
	• Evaluate results against organizational goals
	• Monitor change
Training Delivery *(Substitute for delivering training)*	Deliver informal and formal learning solutions in a manner that is both engaging and effective.
	• Manage the learning environment
	• Prepare for training delivery
	• Convey objectives
	• Align learning solutions with course objectives and learner needs
	• Establish credibility as an instructor
	• Create a positive learning climate
	• Deliver various learning methodologies
	• Facilitate learning
	• Encourage participation and build learner motivation
	• Deliver constructive feedback
	• Ensure learning outcomes
	• Evaluate solutions
Evaluating Learning Impact *(Substitute for measuring and evaluating)*	Use learning metrics and analytics to measure the impact of learning solutions.
	• Identify the customer
	• Conduct performance analysis

24

(continued)

New AOEs	Descriptions
	• Conduct cause analysis
	• Analyze systems
	• Gather data
	• Incorporate customer and stakeholder needs
	• Select solutions
	• Manage and implement projects
	• Build and sustain relationships
	• Evaluate results against organizational goals
	• Monitor change
Change Management *(Substitute for facilitating organizational change)*	Apply a systematic process to shift individuals, teams, and organizations from current state to desired state. • Establish sponsorship and ownership for change • Build involvement • Create a contract for change • Conduct diagnostic assessments • Provide feedback • Facilitate strategic planning for change • Support the change intervention • Encourage integration of change into organizational culture • Manage consequences • Evaluate change results
Managing Learning Programs *(Substitute for managing the learning function)*	Provide leadership to execute the organization's people strategy; implements training projects and activities. • Establish a vision • Establish strategies • Implement action plans • Develop and monitor the budget • Manage staff • Model leadership in developing people • Manage others • Manage and implement projects • Manage external resources • Ensure compliance with legal, ethical, and regulatory requirements
Coaching *(unchanged)*	Apply a systematic process to improve others' ability to set goals, take action, and maximize strengths. • Establish coaching agreement

25

(continued)

New AOEs	Descriptions
	• Establish trust and intimacy with the client
	• Display coaching presence
	• Demonstrate active listening
	• Ask powerful questions
	• Use direct communication
	• Create awareness
	• Design learning opportunities
	• Develop goals and plans
	• Manage progress and accountability
	• Meet ethical guidelines and professional standards
Knowledge Management *(Substitute for managing organizational knowledge)*	Capture, distribute, and archive intellectual capital to encourage knowledge-sharing and collaboration. • Advocate knowledge management • Benchmark knowledge management best practices and lessons learned • Encourage collaboration • Facilitate social learning • Establish a knowledge culture • Support the development of a knowledge management infrastructure • Leverage technology • Manage information life cycle • Design and implement knowledge management solutions • Transform knowledge into learning • Evaluate knowledge management success
Integrated Talent Management *(Substitute for career planning and talent management)*	Build an organization's culture, capability, capacity, and engagement through people development strategies. • Align talent management to organizational objectives • Use talent management systems • Equip managers to develop their people • Organize delivery of developmental resources • Promote high-performance workplaces • Coordinate workforce and succession planning • Facilitate the career development planning process • Facilitate career transitions • Support engagement and retention efforts • Implement individual and organizational assessments

26

(continued)

New AOEs	Descriptions
Learning Technologies *(new)*	• Use talent management analytics to show results and impact Apply a variety of learning technologies to address specific learning needs. • Use technology effectively across the different areas of expertise • Identify when and how to use technology as a training and development solution

Despite exclusion of indication of WLP roles, cited from American Society for Training and Development (2012), the new ASTD competency model reflects that the role of learning professional continues to broaden from deliverer of training to a facilitator of learning, content curator, information manager, and builder of learning communities.

Competency Model Design

Through conducting job competency assessment (JCA) process, the classic competency study design using criterion samples (as shown in figure 2.6) and a short study design using expert panels (as shown in figure 2.7) are developed for the design of competency models (Spencer & Spencer, 1993) .

Job Competency Assessment.

As figure 2.6 provides, there are six stages included in the process. At the first stage, through defining performance effective criteria, this step aims at selecting standards which represent superior or effective job performance by reviewing the revenue, profit or supervisor's rating.

At the second stage, using the job effectiveness criteria developed in the first stage to differentiate superior performers and average performers which is seen as a comparison group. Incompetent performers can also be recognized at this stage.

DEFINE
Performance Effectiveness Criteria

- Hard data: sales, profits, productivity measures
- Supervisor's ratings

IDENTIFY
Criterion Sample

- Supervisor performers
- Average performers

Collect data

- Behavioral Event Interviews
- Panels
- 360 degree rating
- Expert system database
- Observation

IDENTIFY
Job Tasks &
Job Competency
Requirements

- Elements of job person has to perform
- Characteristics of people who do the job well

Validate Competency Model

- Behavioral Event Interviews
- Examinations
- Ratings from performance

Applications

- Selection
- Career development and Succession planning
- Performance appraisal
- Training
- Evaluation of training

Figure 2.6. Process of job competency assessment method. Adapted from "Competence at work: Models for superior performance", Spencer and Spencer, 1993, p.95. Copyright 1993 by John Wiley & Sons, Inc.

At third stage, there are six data collection methods used to develop classic competency model. Behavioral event interviews (BEI) reveal job competencies through semistructured interviews which ask both superior performers and average performers to depict how they deal with the toughest and most important parts of jobs. Expert panel which prioritizes the characteristics according to importance to job success is asked to brainstorm personal characteristics that required when employees perform the job at an adequate and a superior level (Spencer & Spencer, 1993). 360 degree rating is to provide information about the ability and the performance of the job performer through self-assessment and evaluations from supervisors, peers, subordinates and customers. Computer-based expert systems pose questions developed by previous studies to researchers. Direct observation is used to code employees' behaviors performing the job.

Through analyzing data collected by the above-mentioned methods, the personality, tasks and requirements of competencies which lead to superior performance are identified at the fourth stage.

At the fifth stage, collecting BEI data on a second criterion sample, testing second criterion sample, assessment center ratings are used to validate the competency model.

At the final stage, after the competency model is established, it can be applied into selection, training, professional development, performance appraisal, succession planning, and evaluation of training, professional development programs.

Expert panels.

Composed of four steps, a short job competency assessment method using primarily data from expert panels is illustrated in figure 2.7. At the first step, assembling expert panels to ensure the key accountabilities including most important duties and responsibilities, measurements used for these accountabilities to identify superior performers, threshold competencies and competencies which can distinguish superior performers. At the second
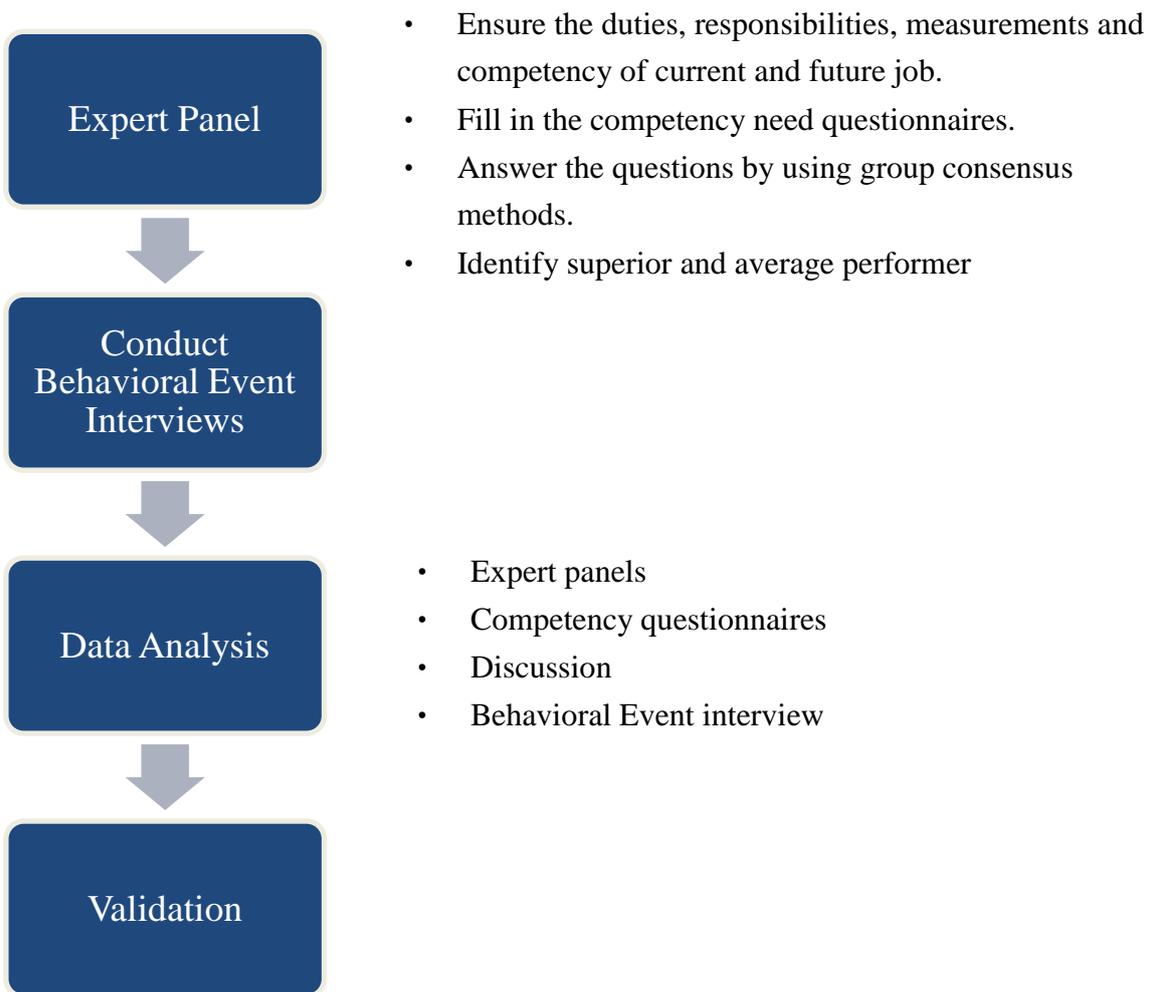
Figure 2.7. Process of a short job competency assessment method based on expert panels. Adapted from "Competence at work: Models for superior performance", Spencer and Spencer, 1993, p.107. Copyright 1993 by John Wiley & Sons, Inc.

step, conducting behavioral event interview to recognize the nuances of how competencies are expressed in an organization. The third step is to conduct data analysis though methods including expert panel, competency questionnaires, discussion and behavioral event interview. The fourth and final step is to validate the competency model though rating or ranking a criterion sample of superior and average performers on the competencies recognized in the third step and verifying superior performers are ranked higher than averages on the competencies.

Competence Development

Competence development is influenced by the interplay of a broad range of company internal and external forces, and contributes not only to increased knowledge and skills for the participants, but also, most importantly, to shift in attitudes and culture (Illeris, 2008). Competence development, thus, can be described as one or more of these approaches which may be planned proceedings or unintended functions that indicate the individual learning processes through which competence is acquired (Eilström & Kock, 2008). In this regards, on-the-job training, off-the-job training, and self-development which are three main ways of employee development can be viewed as approaches to develop competencies needed for job.

On-the-job Training

On-the-job training is an employee given training in the real work situation, where he or she learns by doing and through direct experience (IBS Center for Management Research, n.d.) and is the process in which usually the supervisor or lead person of the workplace, disseminates job knowledge and skills to another employee (Broadwell, 1986). While employees are carrying out their jobs, the hands on skills required to work can be gained through tasks and processes which guided by colleagues or supervisors to help them know how to perform the task and to what standard (Business Case Studies LLP, n.d.-b). Typically, supervisor observes the trainees while they carry out their duties and provides the trainees with feedback on their performance after the observation (Business Case Studies LLP, n.d.-b). On-the-job training benefits not only employees but also the business. Employees learn in the real work environment and gain experience dealing with the tasks and challenges that they will meet during a normal working day; as for business, it benefits by ensuring training is specific to the job and saving the additional costs of providing off-the-job training or losing working time (Business Case Studies LLP, n.d.-a). The methods used to provide on-the-job training includes coaching which an experienced senior help trainee to learn skills and

processes through offering instructions or demonstrations, mentoring which usually offers more personal support than a coach and acts as a guide and helper, and job rotation which gain experience of a full range of jobs through rotate roles or tasks (Business Case Studies LLP, n.d.-a).

Off-the-job Training

Off-the-job training provides group-based learning opportunities on a variety of topics at a site other than where the work is actually done (Jacobs & Jones, 1995).While on-the-job training is a particularly useful for technical skills, off-the-job training is especially effective for developing transferable skills that can be used in many different parts of the business (Business Case Studies LLP, n.d.-a). Off-the-job training is usually offered by specialist trainers or by an outside company hired to help with training and encompasses more general skills and knowledge useful for work as well as job-specific training (Business Case Studies LLP, n.d.-b). It often utilizes classroom lectures, various simulation exercises such as case exercises, experiential exercises, computer modeling, vestibule training and role playing, and programmed instruction (IBS Center for Management Research, n.d.). Off-the-job training allows people to free themselves from work and focus more exhaustively on the training itself and has proven more effective in inculcating concepts and ideas (Mauch, 2009).

Self-development

Self-development refers to questing and using feedback, establishing development goals, engaging in developmental activities, and tracking progress on one's own (London & Smither, 1999). In a 1999 article, London and Smither mentioned self-development is particularly important to continuous learning in changing work environments and needs to be headed by managers and human resource professionals who facilitate the learning process by giving feedback, coaching, and resources for development. Advanced by Reid, Barringt and Brown

(2009), learning organizations and continuous development not only necessitate the integration of learning with work but also place high premium on self-development by learning from working experience even though not prefacing opportunities for learning off-the-job.

Corporate Training Center

The establishment of corporate training center is always regarded as a commitment to employee development. The mission of the corporate training center is to develop talent and further increase employees' productivity, and even infuse innovation into organization. Instead outsourcing training programs to external partners, corporate training center which operates as a separate business unit and strategically aligns it to organization goals and objectives can not only deliver the organizational culture but also give employees clear understanding of organization's goals through in-house training programs. Binding to long-term talent development strategies of corporation, the other phenomenon of the appearance of corporate universities encompassing professional development and succession planning also caters to the needs of corporate training.

Functions of Corporate Training Center

Although the term "training center" can be illustrated in different forms such the title as "training institute", "learning center", "learning and development center", "learning institute", the functions of training centers can be generalized in three categories. These three chief functions are *leadership development*, *professional development*, and *client-oriented education*.

To facilitate leadership development, General Electronics, for example, founded John F. Welch Leadership Development Center in 1956. Organizational development, leadership, innovation and change are delivered through training programs in John F. Welch Leadership Development Center which serves as a powerful organizational force (General Electronics, n.d.). This can also be exemplified by McDonald's. Offering leaders access to workshops and information about leadership skills, development planning, networking, and external development resources, McDonald's Leadership Institute helps drive McDonald's business by guiding leaders to reach their potential, and provides promising middle management and

officers with various accelerated development programs (Thomas, 2012; Weinstein, 2012). Another case can be served as an example is Nissan Learning Center Management Institute which is founded by Nissan Motor and started operations in 2005 in Japan. With the focus on management training, the main purpose of Nissan Learning Center Management Institute is to develop leadership skills within Nissan Motor and further reinforce Nissan Management Way management techniques (Nissan Motor, 2005).

Making efforts in training and educating employees, Samsung Electronics can also be a fine example. With a view to sharpening the expertise of future-oriented employees in the areas such as R&D, marketing, management, Samsung Electronics established three functional training centers (Samsung, n.d.). Aiming at leadership development, Samsung Electronics set up leadership development center which heads change and settles down world-class corporate culture throughout the company (Samsung, n.d.). In addition to leadership development, Samsung Institute of Global Marketing and Samsung Advanced Technology Training Institute are training centers which emphasize on professional development and cultivate professionals in both marketing and engineering fields.

As often in banking industry, Citibank values talent development especially in leadership and financial products. In 2005, Citibank founded Citi Center for Advanced Learning in China including leadership development programs and extensive professional development programs on financial products, risk management and operations (Citigroup, n.d.). In 2012, to drive talent excellence across all its businesses and increase talent productivity, Citibank launched Learning & Development Center in Malaysia equipped with training programs targeted on skills and competencies enhancement (Citigroup, 2012).

In terms of client-oriented education, Disney Institute is a notable example. Known for its professional development training, Disney Institute, an external training arm of Walt Disney, operated since 1986 (Blackstone Valley Chamber of Commerce, 2011; Disney, n.d.; Jones, n.d.). Not only offering from professional development programs on such as leadership,

people management, and customer service to vacation-type courses and even relationships (Allerton, 1997), but Disney Institute provides training programs customized to specifically suit the needs of any company or industry (Disney, n.d.; Training Industry, n.d.).

Phenomenon of Corporate University

In the twentieth century, corporate universities emerged as a continuation of the workforce education trend that began as early as 1914 (Barley, 2002). Advanced by Meister (1998), the emergence of the flat, flexible organization; the transformation of the economy into a knowledge economy; the shortened shelf life of knowledge; the new focus on lifetime employability rather than lifetime employment; and a fundamental shift in the global education marketplace are trends which reinforce corporate universities as the fastest growing sector of higher education in the twenty-first century .

In a 1998 article, Meister defined corporate university as "the strategic umbrella for developing and educating employees, customers, and suppliers in order to meet an organization's business strategies." (p.267) For example, in addition to McDonald's Leadership Institute, McDonald's started to operate Hamburger University since 1961 which is charged with continuing teach the core values that founder Ray Kroc believed were the key to success (McDonald's, n.d.-a; Noe, 2010). In the other case, Motorola, one of the earliest establishers of corporate university, transformed its Motorola Training and Education Center into Motorola University in 1989. Keeping providing employees with instruction and coaching in quality process and participative management skills, Motorola University also remains an integral component of the Motorola culture today (Sester, 2001).As Jones (2001) noted in his review of corporate university, "its purpose is to provide company-related business education for individuals affiliated with the business and to foster a shared company vision." (p.43)

Not just providing a wide range of learning opportunities for internal employees, in order to achieve and sustain competitive advantage, like training center with emphasis on client-oriented education, corporate universities also offer training courses for its stakeholders. Operating as a division of Toyota Motor Sales, the University of Toyota was founded in 1999 to develop training for its 8,500 employees and 104,000 dealership associates (Morrison, 2008). As Meister (1998) has pointed out in her study, "They have evolved at many organizations into strategic umbrellas for educating not only employees, but also secondary customers and suppliers." (p.29)

When it comes to function, not all of the corporate universities perform the same. Corporate universities may engage in technical and job-specific training only while some corporate universities equip with soft skills development programs such as management, communication, and team building in addition to technical training. There are numerous examples given to illustrate this point.

Besides Disney Institute, Walt Disney Company founded Disney University after opening Disneyland when they realized the need for a structured learning environment to teach the unique skills for their employees (Paton, n.d.). Being an internal training arm of the Walt Disney, Disney University actively trains employees in leadership excellence, loyalty, teambuilding, people management and other core skills (Training Industry, n.d.). Another example can be seen in Hamburger University. As a global center of excellence for McDonald's operations training and leadership development (Galagan, 2011; McDonal's, n.d.-a; Thomas,2007), Hamburger University also foster employees' career development by linking training to employees' specific career paths (McDonal's, n.d.-a) .

After examining the phenomenon of corporate universities in all of its forms, Allen (2002b) gives corporate university a new definition: "A corporate university is an educational entity that is a strategic tool designed to assist its parent organization in achieving its mission by conducting activities that cultivate individual and organizational learning, knowledge, and

wisdom" (p.9) More precisely, Allen (2002b) pointed out the prime function of corporate university is education, and recognized that the parent organization has not be a corporation or in the business of making money, but may be in any industry. Moreover, "the primary focus of the corporate university is on the individual, but it also recognizes that organizations also learn and that the ultimate beneficiary of the activities of the corporate university is the organization" (Allen, 2002b, p.9). More simply put, corporate university is associated with employee's talent development, organizational growth and organizational mission.

To sum up, with highly relation to continuation of organization culture, employees who trained in a corporate university will perform better, obtain additional skills, have a clear understanding of what the company's vision is and will know better how their hard work effectively influence the company to that goal and further create a competitive advantage for the corporation.

Director of Corporate Training Center

The title "director of corporate training center" in this study represents the person who oversees the affairs of a corporate training center and is engaged in the high-level decision making concerning the training center. In different training centers, the term "director" may be performed in a variety of ways. It could be a chief learning officer, programming director, training director, dean (of corporate university), and so on. What kind of the title of a director a training center adopts is usually associated with where the training center houses in.

To take corporate university as an example, acknowledged by Barley (2002), the place within the overall structure of the company has a direct influence on how quickly and comprehensively the university is acknowledged and fulfilled. A chief executive's office, a human resources office, and a business unit are three main places where responsibility for corporate universities resides (Barley, 2002). Corporate universities that emerge out of the executive boardroom are strategically situated to have the quickest impact on an organization because directors and middle managers respond quickly to executive directives, and staff support and funds are speedily allocated when the executive who dominates these resources is heading the corporate university imperative. Corporate universities originate in the executive boardroom often response directly to a chief learning officer (CLO) who determines how learning is driven and integrated throughout the organization, while corporate universities housed in human resources report to a director or vice president of human resources (Barley, 2002). With the placement in human resources, corporate universities reside in human resources must obtain executive commitment by pushing the idea and initiative up the chain of command (Barley, 2002). In the other hand, cited from Barley (2002), a corporate university within a business unit report to a unit director or manager who is committed to employee development, is willing to add the role of employee development leader to the demands associated with his or her job, and is arguably in the best position to determine the performance gaps and learning needs of their employees.

To be a leader in a training center, one of the duties in their job is to guide employees and supervise them. Taking Bruce Jones as an example, in his role as a Programming Director of Disney Institute, providing external organizations with professional development, Jones leads teams to research and oversees the teams to develop content with an approach that is relevant to any business or organization and enables participants to focus on proactive approaches to the customer experience (HealthCare Reform Magazine, 2012; O'Neil, 2012). The Training Programme Director of London Deanery, responsible for more than 12,500 doctors and dentists in training as well as carrying significant responsibilities for those in established practice (London Deanery, n.d.-a), has a key role in managing the specialist training program of the specialty. Responsibilities of the Training Programme Director include administration and management of the training programs and overseeing the delivery of the training (London Deanery, n.d.-b). As Swanson & Holton (2009) noted, leaders in T&D fields manage and prove the training process.

More than a supervisor, a director of training center has to additionally assure whether the policies of training center align with the goals of parent organization or not and make sure the policies are absolutely carried out. A dean of Hamburger University exemplifies this. As a dean of Hamburger University in Oak Brook, Maureen Getcliffe always focuses on ensuring that Hamburger University continues to help make the jobs of their crew and management easier (McDonald's, n.d.-b). This can also be illustrated by Jenny Yan. Being a Director of Motorola University Asia Operation, Yan views part of her role as ensuring that global Motorola University programs are completely grounded in the reality of working life in China (Sloman, 2007). Furthermore, serving as a Director of Executive Education in Pepperdine University, Allen (2002a) provided directors or deans of corporate university with a list of representative job tasks including conducting needs assessments, designing educational programs, delivering educational programs, hiring vendors to deliver educational programs, assessing technology options, developing executives and managers, managing

vendor relationships, marketing programs internally and possibly externally, and evaluating programs.

On the whole, a director of a training center plays critical roles as a leader to head the subordinates, a mentor to guide employees, a supervisor to oversee the training process, and a best manager of parent organization to assure the training programs are fully executed.

Roles for HR Professionals

Ulrich and his team have been particularly influential in providing valuable insights into how HR can contribute to organizational performance and how to get HR to be an integral part of the business. In a 1997 publication, Ulrich depicted the paradigm that has dominated HR for the past decades and ascertained that HR is done in increasingly innovative, useful, and even elegant means. After 8 years, as transactional activities such as payroll and benefits administration are being increasingly automated and outsourced, Ulrich and Brockbank (2005) advocated that HR professionals must validate and expand its strategic role and argued that HR professionals need to evaluate their value as existed in the e yes of stakeholders who are customers, investors, managers and employees.

Evolution of HR Roles

Ulrich (1997) proposed that HR professionals perform four proactive roles as champions of competitiveness in shaping and delivering value. These four roles identified by Ulrich are *strategic partner* which translate business strategies into HR priorities and aligns and implements business strategies; *administrative expert* who reengineers organization to build an efficient infrastructure; *employee champion* who listens, responds and finds ways to provide employees with resources to increase employee commitment and capability; *change agent* who manages transformation and change including identifying and framing problems, building relationships of trust, solving problems, creating and fulfilling action plans to create a renewed organization (Armstrong, 2006; Ulrich, 1997).

The multiple-role model not only represents HR professionals may add value to a business through helping execute strategy, building infrastructure, ensuring employee contribution, and managing transformation and change but also implies the perception of the quality of HR services for each, giving a picture of the HR function that allows a business to do a much efficient evaluation (Ulrich, 1997).

In 2005, Ulrich and Brockbank reformulated the above-mentioned model and advanced 5 major roles that allow HR professionals to add value. These five roles revealed by Ulrich and Brockbank are *employee advocate*, taking charge with ensuring the employer-employee relationship and concerning with the needs of employees through listening, understanding and empathizing; *human capital developer*, focusing on preparing employees to be successful in the future; *functional expert*, designing and delivering HR practices that assure individual ability and form organization capability; *strategic partner*, involving business literate and savvy, strategic HR planner, change agent who diagnoses organization problems and separates symptoms form cause, internal consultant and facilitator who advises leaders on what should be done and how and assists to manage the process for change, and combining them to align HR systems to help accomplish the organization's vision and mission, helping line managers at all levels to get things done and reach their goals, and disseminating learning across the organization; *leaders*, heading the HR function, cooperating with other functions and offering leadership to them, establishing and uplifting the standards for strategic thinking and ensuring corporate governance (Armstrong, 2006; Ulrich & Brockbank, 2005).

Rather than just being employee champions, HR professionals must serve employees both employee advocacy, involving being available and caring while also being able to assimilate and share different perspectives, and human capital development, focusing on the future and developing plans that offer employees opportunities to develop future abilities, matching desires with opportunities (Ulrich & Brockbank, 2005). Through the five roles, Ulrich and Brockbank (2005) integrated the diverse thinking in the field and illustrated an evolution of thinking about what an HR professional.

CHAPTER III METHODOLOGY

This chapters contained six sections: (1) research framework which presented the overall structures of this study, (2) research methods which revealed the methodology utilized in this study to achieve the research objectives, (3) research participants which covered the selection of case companies and interviewees, (4) data collection and analysis which contained data coding procedures , (5) validity and reliability which demonstrated the quality of this research, and (6) research procedures which illustrated the research order of this study.

Research Framework

This research aimed at exploring the competencies needed for corporate training professionals as well as the way to develop these competencies. In accordance with the research purposes and literature reviews, the figure 3.1 reflected what the research intends to find out. With a view to competency modeling for corporate training professionals, through inspecting roles and tasks of corporate training professionals, the researcher will identify the competencies and divide them into three categories. In this research, categories of competencies are adopted from Spencer and Spencer (1993) and use the term "personal attribute" referred to as generalization of self-concept, trait and motive. Other existing literatures serve as the references for competency modeling.
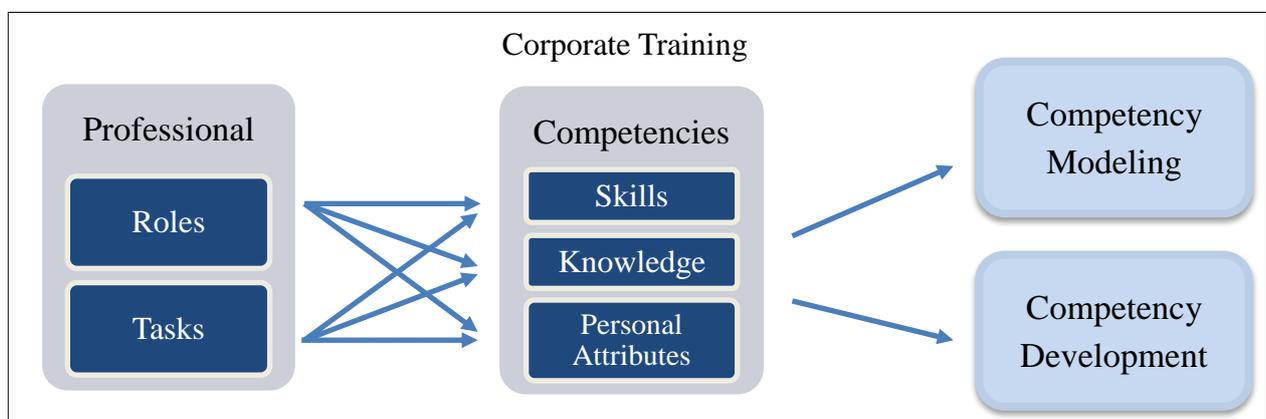

Figure 3.1. Research framework

Research Method

Conducting a research with qualitative methods which are designed to offer in-depth descriptions of a specific program, practice, or setting (Mertens, 2005) can represent the perspectives of the participants, contribute insights into existing or emerging concepts which may help support explanations of human behaviors (Yin, 2011) . In this regard, due to the lack of study researching on the required competencies of corporate training professionals, this study adopted qualitative methods to investigate and induce required competencies of corporate training professionals and employed behavioral event interview.

Behavioral Event Interview

In order to find out job competencies and its behavioral description from each case company, the researcher adopted behavioral event interview (BEI) with open-ended questions to uncover job performance and map the research participant's behavior in situations where he or she had to demonstrate key competences which are critical to success in the position.

With maintaining flexibility of responses, utilizing open-ended questions enables the researcher to use predetermined questions which are typically asked of each research participant in a systematic and consistent order to reflect that the individuals define the world in varying way (Berg, 1995) . Moreover, the researcher are permitted to probe far beyond the answers to their prepared and standardized questions(Berg, 1995) .

Based on the principle of behavioral event interview that past performance is a predictor of future behavior, the key to successful behavioral event interview is applying the STAR technique concerning the past experiences of the corporate training professionals so as to recognize different required competencies through their descriptions. The components of the STAR technique are "S", exhibiting the *situations* in which the interviewee was involved; "T", standing for the *tasks* the interviewee needed to accomplish; "A", manifesting the *actions* did the interviewee take; "R", representing *results* did the interviewee achieve.

Research Participants

To select information-rich cases for study in-depth, the researcher adopted purposeful sampling and snowball sampling. With the selection of case companies based on availability of sites and respondents, this research took convenience sampling which is one of type of purposeful sampling to determine some selection criteria in choosing the case companies and research participants to be studied.

This research intended to identify the competencies required for corporate training professionals. Therefore, the focus of this study is the directors or senior managers working in the corporate training centers or well established companies. The directors or senior managers of corporate training centers must have responsibility for corporate training centers with supervisory, policy development or business strategy responsibility rather than holding an important title yet executing little actual power for the operation. The directors or senior managers of well established companies must be in a highest level position related to HR and emphasize employee development.

The researcher selected 6 interviewees who emphasize employee development and are from well-established companies and 4 interviewees who are from the companies earned HR or training related prize with corporate training centers. In order to get the critical information, the interviewees from the selected companies accord with the following two criteria:

1. Interviewees have to be in a highest-level position in making decisions related to HR or operations of corporate training centers.

2. Interviewees have to at least 10-year working experiences and work which is related to HR in current company at least 3 years.

Eight of the interviewees came from different companies. Two of the interviewees are from the same companies but in different departments which are related to HR and training. Table 3.1 shows the background information of the case company. Case ACDEF are from companies without corporate training centers. Interviewees from case ABCDEF are all in a

highest-level position related to HR fields. Case GHI are companies with corporate training centers. The corporate training centers from case G and case H operated as functional divisions, whereas the corporate training center of case I conducted as an independent business. Table 3.2 presented the background information of the interviewees.

Table 3.1

Background Information of Interviewees' Companies

Company	Industry	Number of employee	Position of Research Participants
Case A	Bank	5000	HR director, Asia
Case B	Bank	4000	1. Head of HR, wholesale banking 2. Vice general manager of HR
Case C	Semiconductors	1000	HR director, Taiwan
Case D	Electronic testing	1000	HR director, Asia
Case E	Electronics	1500	Vice general manager
Case F	Telecommunication	2600	Vice general manager
Case G	Hypermarket	11000	National T&D Manager
Case H	Construction	500	Vice general manager
Case I	Electronic power	27000	President

Table 3.2

Background Information of Interviewees

Interviewee	Case company	Gender	Age	Total seniority	Seniority in company
A	Case A	F	above 50	35	10
B	Case B	F	41-50	15	6
B2	Case B	M	41-50	20	3
C	Case C	F	41-50	30	6
D	Case D	F	41-50	20	13
E	Case E	M	above 50	25	18
F	Case F	M	above 50	34	10
G	Case G	M	41-50	16	10
H	Case H	F	41-50	25	25
I	Case I	M	41-50	25	15

Data Collection and Analysis

Data Collection

The data was collected through behavioral event interviews as mentioned in the previous section. The interview questions followed STAR technique regarding the situations, tasks, actions, and results of each competency and cover a range of issue on the roles and tasks of corporate training professionals. In the process of the interview, the data was recorded by a recording device with the permission of the interviewees. In addition to utilization of STAR techniques, the researcher also employed methodological triangulation to collect data from interview to document review including information from official website. The interview questions are presented in Appendix A

Data Analysis

After interview, the basic procedures for data analysis data are illustrated in figure 3.3. In this study, the researcher adopted thematic analysis to identify and describe both implicit and explicit ideas because it is more involved and nuanced than content analysis which will
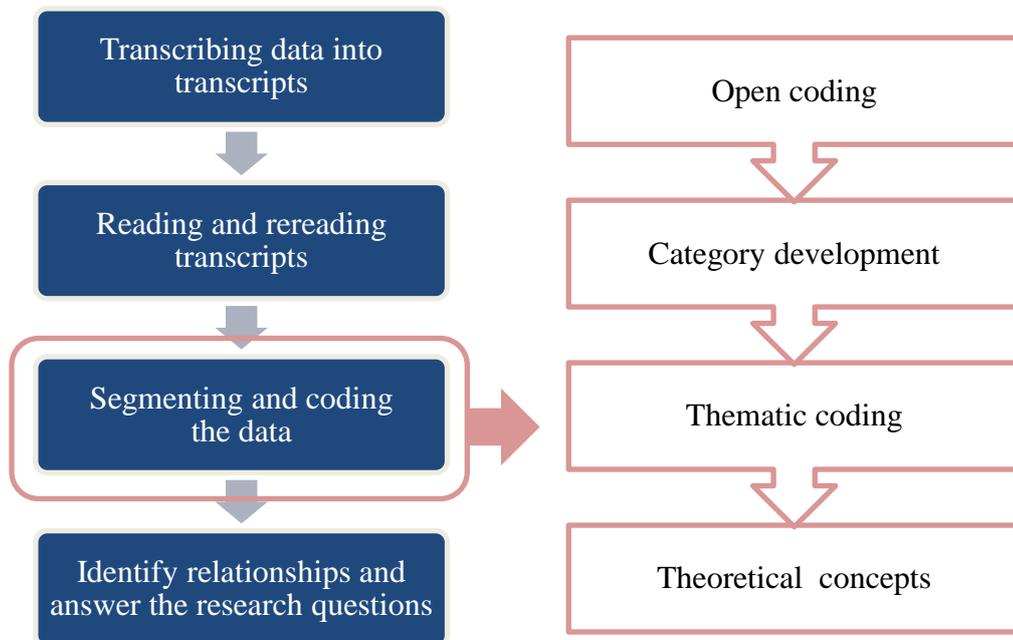
Figure 3.2. Data analysis procedures and data coding procedures

constrained and limit the richness of the summary data produced.

With adoption of thematic analysis, the researcher utilized coding techniques to help organize and analyze the overwhelming amount of data. After successive steps of coding, it provided researchers with documented and well organized answers to research questions. The coding results can be efficiently integrated into the final report.

The process of coding is introduced by Hahn (2008). The first step is to go through the large set of data to identify the information the researcher need. The second step is to reexamine the code developed by first step to provide broad categories. Previous coding is studied to develop highly refined theme in the third step. At the last step, when the themes become recurrent throughout different data sets, then these data sets can be classified into concepts. Usually, these concepts are linked to the one found in the previous literature. The coding process are provided in Appendix B

Validity and Reliability

In qualitative research, the criteria of determining the validity and reliability generally corresponded to the four criteria proposed by Lincoln and Guba (1985). These criteria included credibility, transferability, dependability, and confirmability.

Credibility

Paralleling internal validity, credibility refers to the extent to overlap between the interpretation of the researcher and the realities of the respondents (Guba & Lincoln, 1989). To achieve credibility, peer debriefing, member checks, triangulation are strategies (Mertens, 2005) . For this study, prior to interviews, the interview questions were checked by two experts and the researcher modified following the suggestions from the experts. After interviewing and transcribing the transcripts, the researcher invited two peers to do peer debriefing. The adoption of methodology triangulation also increased the credibility of this study. Thereby, the information from official website was employed to support the research.

Transferability

Being viewing as the external validity, transferability represents whether the findings can be applied to other scenario (Mertens, 2005). To ensure transferability, the researcher provided detailed description of the time, place and the context of the interview carefully.

Dependability

Equaling to reliability, dependability demonstrates the influence of time on the stability of the data (Guba & Lincoln, 1989). The researcher provided an audit trail to attest to the quality and appropriateness such as the documentation of data, methods, decisions about the research, and so on.

Confirmability

As the same as the meaning of objectivity, confirmability manifests that data and their interpretation are not figments of the researcher's imagination (Mertens, 2005). To ensure the confirmability, the researcher invited experts to participate in the design of the questionnaires and in the analysis of the collected data. The researcher's peers were invited to review the interview transcripts to check if the conclusions are supported by the data or not.

Research Procedure

In accordance with the research purposes, the procedures of the research are explained in the figure 3.4. The initial step is to review literatures. Then, identifying the research purpose and significance of the research is the next step. After that, framework of the study was formulated. Before selecting interviewee participants, the interview questions were generated and reviewed by experts. Prior to interview, it is necessary to conduct a pilot interview and revise interview questions to improve the internal validity. After interviews were conducted, data analysis is in the next process. Finally, findings were generalized and suggestions and conclusions were proposed to answer the research purposes and questions. (see figure 3.4 for research procedures)
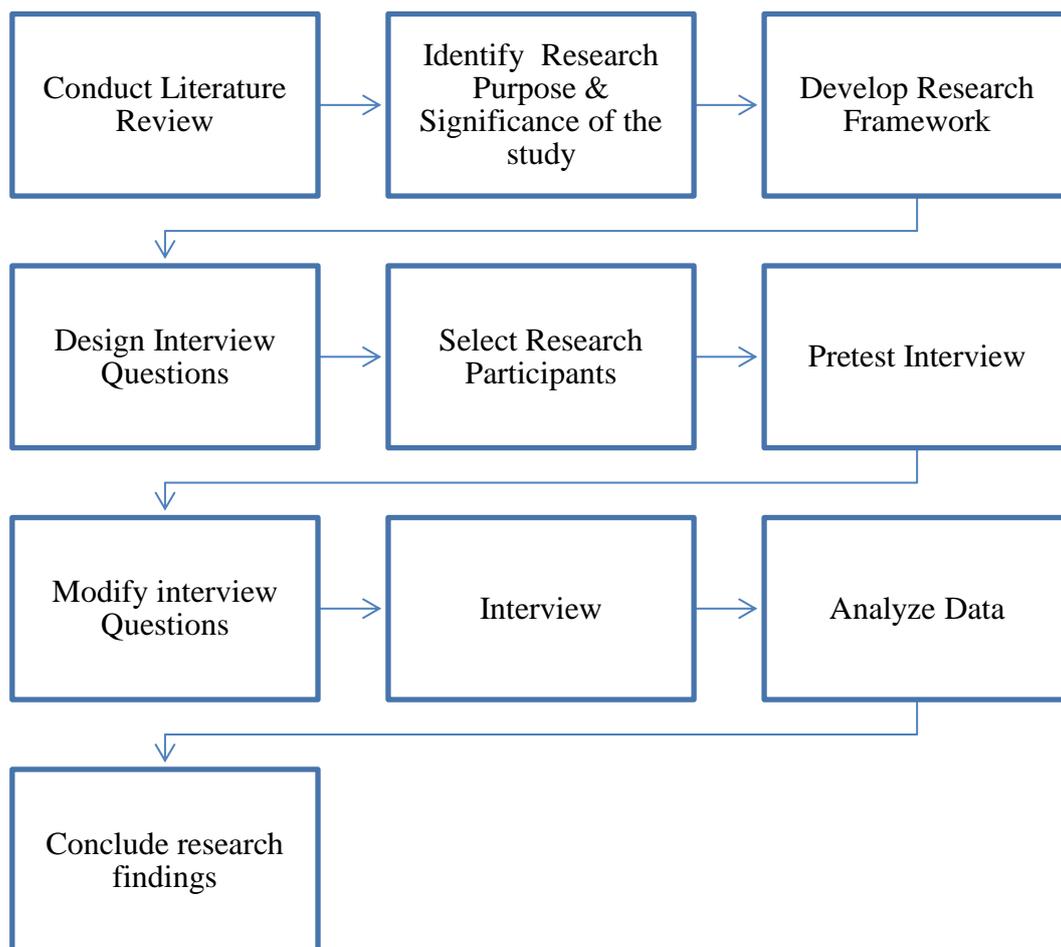

Figure 3.3. Research procedures

CHAPTER IV FINDINGS AND DISCUSSIONS

In accordance with the research purposes, questions and framework, this chapter presented findings from interviews. The first finding categories of this study covered the role of corporate training professionals. The second section showed the tasks of corporate training professionals. The third section identified the competences required for corporate training professionals. Finally, the last section presented the approaches to develop the competences needed for corporate training professionals. The findings and discussions were shown as follows.

Roles of Corporate Training Professionals

In light of the first research purpose, interviewees were asked to describe the role they play in the HR department or in their organizations. Strategic partner, employee advocate, functional expert, human capital developer, and leader are five main roles of corporate training professionals generalized from the interviews. (shown as table 4.1)

Table 4.1.

Coding List for the Roles of Corporate Training Professionals

Topics	Categories	Concept	Coding
Role	Strategic partner	1.Strategic planning	C-07-01, A-04-01, A-02-05, D-41-01, A-19-02, F-02-02, F-03-01, H-05-04, H-06-01, G-04-03, G-05-03, E-09-05, E-17-01
		2.Business player	C-02-04, B-04-02 , A-07-03,A-08-01, D-31-01, B-20-02, A-05-03, A-14-02, A-14-03, D-19-01, B-07-01, B-08-01, B-06-06,B-09-01, D-13-01, D-13-02, G-04-04, G-08-03, G-09-01, B2-02-03

Topics	Categories	Concept	Coding
		3.Internal consultant	B-29-06,B-23-05, B-23-02, B-18-05, B-23-03, A-10-05, G-08-02
		4.Ensure the delivery of organization's policy and vision	A-02-04, A-04-02, C-02-09, C-03-01, C-05-2, C-13-05, C-03-02 ,A-07-02, A-07-03, A-07-04, C-08-01, D-03-02, I-12-04 ,H-06-02, I-12-02, I-12-03, H-33-04, B2-12-03, B2-12-04, E-09-01
	Employee advocate	1.Employer-employee relationship	C-31-01, D-04-04, B-06-02, C-29-06, D-19-02, C-30-01, C-32-01, E-10-01, E-10-02
		2.Observe and care about employee	C-29-07, B2-13-03, B-31-01, B-32-01, A-12-01, I-17-03, F-03-03, B2-33-02, E-13-03, E-15-01, F-11-07, F-12-01, F-12-03, F-12-04, F-12-01, F-16-03
	Functional expert	1. Operational implementation	D-05-01, H-32-04, C-07-01, B-06-03, B-15-03, D-04-0,F-02-02,F-03-03,H-03-02, H-03-03, H-12-02, G-04-01
		2. OD and OE	C-02-08, C-05-03, C-05-1, C-06-01, C-06-02, C-06-3
		3.Communication and coordination	E-02-02, E-02-03
		4. Executive leadership development.	A-02-06, G-06-01
		5. Talent management and people management	B-05-03,C-02-06, C-04-02,A-14-03, B-06-04, B-06-05 ,I-02-01, H-03-04, H-03-05, G-02-01, G-04-05
	Human capital developer	1. Coaching and guiding	B-19-09, B-29-05, C-23-03, C-10-03, C-10-04, C-27-01, C-23-05, D-06-02, H-22-02, B2-13-02, B2-25-04, B2-27-01, B2-27-02, B2-29-01, B2-29-02, B2-31-01, E-15-02, E-15-03, F-16-01, C-09-02, C-09-03, C-10-02, A-11-01, B2-13-04
		2. Match desires with opportunities	D-29-01, D-34-01, A-14-05, H-07-02, H-07-03,

Topics	Categories	Concept	Coding
	Leader	3. Offer employees opportunities to develop future abilities	D-34-03, D-36-01, D-32-03,D-10-02, D-32-04, D-06-04, D-14-04, D-34-04, D-06-01, D-09-03, D-11-06, F-34-01, F-32-01, F-03-03, F-16-05,G-11-02, B-35-01, B-06-05 , I-17-01, H-02-01, H-34-01, B2-38-02, E-03-01, E-05-01, E-15-05, E-06-01, E-15-04, A-15-01, A-17-02, A-17-03, A-11-06, C-19-05, C-19-09, C-19-10, C-21-01, C-19-06, B-09-05, B-18-01, B-09-04, C-14-01, D-08-01, D-34-02, F-05-01, F-11-01
		1. Set goals and standards	
		2. Lead HR function and provide leadership	D-32-01, B-34-01, A-11-09, A-11-08, A-11-03, A-11-04, C-10-05, I-14-03, I-14-01, E-02-04, E-12-01, F-11-04, F-11-05, H-22-01
		3. Strengthen team cohesion	F-11-02, F-11-03, G-13-02, B2-13-01,
		4. Supervise subordinate	B-16-01, D-02-02, A-19-03, B-18-02, C-23-04

Strategic Partner

According to the description from the interviewees, corporate training professionals usually make plans according to organization's process of defining its strategy or direction. With the understanding of business strategies, plans made by corporate training professionals can also convey the organization's vision, mission and values. Rather than being business partners, corporate training professionals not just discuss and communicate with line managers but also support and cooperate with them as business players to "play the game together" with managers. In addition to combining business strategies to align HR systems and helping line managers to get things done and reach their goals, corporate training professionals also advises leaders on what should be done and how to have a better results.

"A nice HR directors is like a designer who diagnoses organizational problems with a

flexibility in dealing with the changeable situation "(E)

"You need to know well your organization and their characteristics first, then you will know how to do to work it well"(F)

"We communicate with line managers very often to understand what they are busy for and what kind of problem they face with"(D)

"We are like preachers. You have to deliver those messages about what did the organization do, how do they think and what do they want to the employees"(H)

These categories of strategic partner correspond to the definition from Ulrich & Brockbank, (2005) which represented strategic partner who involves business literate and savvy, strategic HR planner, change agent who diagnoses organization problems and separates symptoms form cause, internal consultant and facilitator who advises leaders and assists to manage the process for change, and combining them to align HR systems to help accomplish the organization's vision and mission, helping line managers to reach their goals.

Employee Advocate

Employer-employee relationship is a significant relationship of mutual dependency that being a HR professional should help two parties keep their relationship harmonious and that's why how to play the role standing between employer and employee is critical to the business success. Not only putting yourself in employee's place, caring about employee is usually a good way to find out what kind of problem the employee may be faced with through observing them, interacting with them, chatting with them and listening what they thought.

"Employer-employee relationship is definitely a partnership"(E)

"Put yourself in employee's shoes when you deal with ER issue"(C)

"Caring about employees should be the same way as we care about our family"(F)

As being revealed by Ulrich and Brockbank (2005), employee advocate takes charge with ensuring the employer-employee relationship and concerning with the needs of

employees through listening, understanding and empathizing.

Functional Expert

Designing and delivering HR practices including communications, work process, organization design, and leadership development execution can assure individual ability and establish organization capability (Ulrich and Brockbank, 2005).

"HR intervention contributes to the cooperation and coordination among different business units. That is what we called organizational design"(C)

"Making decision tied to core value of the company can make the organization much more efficient and effective"(C)

"Understanding the problem each organization might have and then providing them full functional HR services"(D)

"Finding the right person and build up your talent pipeline"(B)

"We usually came up with many ideas about how to apply something to establish a right environment and maximize workforce productivity" (H)

The issue with many companies today is that organizations put tremendous effort into attracting employees to their company, whereas spend little time retaining and developing talent. To improve business value and make it possible for organizations to reach their goals, talent management is gradually linked to the business strategy.

Human Capital Developer

Most of the corporate training professionals emphasize on how to develop employees' future abilities and generously provide them with training opportunities or even match employees' desires with opportunities. Assigning challenging project or different tasks, job rotation and delegation are most common approaches to reinforce employees' competency in the workplace.

"I can decide the one who should be involved in a new project to offer him opportunities to develop future abilities and I always encourage managers to assign their subordinates different tasks" (D)

"Always think about what kind of skill of the talent you need to enhance"(B)

"When they get boring about their job, I will build up something challenging to let them conquer. When they feel that they need something fresh about their job, then job rotation is a must"(E)

"When they made mistakes on their job, I focus on what did you learn from the experience, what kind of lesson you learn from, how do you prevent from happening again"(A)

"Not only knowing what kind of future opportunities they might want to catch and what do they need, but also meeting their need of career plan or development plan" (D)

"Knowing how to facilitate subordinates to share their thoughts, how to guide them to discuss and make them feel ease during the process of discussion is very important" (B2)

"Not giving them answers right away but guiding them to find out solutions on their own"(C)

Through creating an open and supportive climate for discussion and offering constructive feedback and advice, corporate training professionals, as coaches, facilitate subordinates to think instead of giving solutions or answers immediately.

Leader

Corporate training professionals who are in managerial positions provide leadership to their subordinates with supervision and goal setting and enhance the standards for strategic thinking. Moreover, finding ways to strengthen team cohesion is also critical to leadership.

Sometimes, giving the credit to others is good for the teambuilding.

"Telling them why I have this goal setting, what should be done to achieve this goal, what is the result, and what kind of work procedures should be established to accomplish the task"(F)

"How I lead the subordinate depends on and how many things he has already known and which skill level the subordinate has been" (B)

"Sometimes complaining about the supervisors can strengthen team cohesion" (G)

"Creating some opportunities and activities to let them interact each others" (F)

"Sometime it is a must to give the credit to other participants. Then they will be willing to participate next time and give more ideas."(C)

Not only creating a culture in which all team members are happy to put their ideas forward, but a leader set directions in visualizing the future and in executing plans.

Tasks of Corporate Training Professionals

In accordance with the research purpose, with STAR technique, the researcher asked interviewees to depict the main task they do in the HR department or in their organizations. Tasks of corporate training professionals can be generalized into four categories which are planning, organizing, leading and controlling which can correspond to management function advocated by Robbins and Coulter (2001) .(see table 4.2)

Table 4.2.

Coding List for the Tasks of Corporate Training Professionals

Topic	Category	Concept	Coding
Task	Planning	1. Develop plans	A-05-01, A-09-02, B-06-06 ,F-02-03, F-03-01, H-02-03, H-05-01, H-12-03, G-04-01 , G-05-01, B2-02-02, E-09-03, F-18-01, B-06-01, H-27-01, E-35-01, B-23-01, C-13-01D-10-01

Topic	Category	Concept	Coding
		2. Establish strategies	A-23-01, E-08-01, E-09-07, F-05-02, F-06-01
	Organizing	1. Workforce allocation	B-11-01, B-10-03, C-19-01, A-03-01, D-07-01, D-09-02, I-21-01, B2-25-01, E-07-01
		2. Budget and other allocation	A-02-07,A-10-02, B-10-04, B-17-05, C-20-01, A-19-01, C-18-01, A-14-02, G-07-01,B2-11-01, B2-38-05, F-10-01, D-12-02, D-13-02, H-25-01, A-10-01
	Leading	1.Open communication with subordinates	B-09-03, B-15-01, B-17-02, C-09-04, A-13-01, D-14-07, H-24-01, H-24-02, G-05-01, B2-12-02, B2-14-01, B2-25-02, E-12-02
		2.Influence subordinates	C-15-01,B-17-06, B-17-07, B2-24-01, D-14-09
		3.Delegate and trust subordinates	B2-07-01, I-14-05, I-02-03, B2-07-01, G-11-01, D-34-04, G-11-01, G-11-02, G-12-03, G-13-01, B2-38-03, G-12-03, G-13-01, B2-38-03
		4.Support subordinates	B-10-05 ,B-10-01, B-18-04, C-02-05, C-21-04, A-11-02, A-11-05, A-11-07, A-12-02, A-19-04, D-14-08, I-14-06, G-22-01, B2-38-04, B2-41-02, E-26-02, F-12-02, F-12-01, F-12-02, F-16-04
		5. Motivate subordinates	C-19-02, C-19-04,D-14-02, D-14-03, C-19-03, D-14-01, C-10-01, G-11-01, B2-37-01, B2-37-02
	controlling	1.Budget auditing	A-14-01, A-14-02, I-07-01, I-02-05
		2. Approve projects or plans	I-10-01,I-08-02, I-02-02, H-13-, H-13-02, B2-37-07
		3. Following up and correcting	G-05-02, E-26-01, F-11-02, B2-16-02, H-05-02, H-05-05, G-05-04, B2-04-01, E-25-01, F-10-03
		4. Evaluating	A-07-01, B-08-02, E-20-02, E-23-01, F-02-03, H-02-03,B2-17-02, F-18-04

Planning

From the interview, some corporate training professionals who participate in high-level decision making faced the difficulties when they try to improve the effectiveness of teamwork. At that time, they integrated and coordinated activities through establishing strategies and developing plans such as compensation plan, career plan and training program.

Furthermore, when they developed plans or established strategies, the most important thing is to align with the organizational goals.

"Because I think they should be functional HR, I restructured the HR department and divided them into HRM and HRD" (F)

"I found out line manager were too careless about their subordinates, then I not only asked them to have a HR related training courses but also promoted a plan which is 'leader rains leader' to offload the HR workload."(A)

"I modified the compensation system to create win-win situation between employers and employees"(H)

"The goals of HR link to the organizational goals. After headquarter decided what they want to pursue, HR strategies will align with those goals."(C)

Organizing

From the interview, most of the corporate training professionals budget for their training program or specific project, optimize the resource, and assign responsibility for each a specific individual or group.

"To achieve the organizational goals, it's a must to reallocate everyone's tasks" (D)

"For that project, I organized a project team and also distributed their work" (I)

"We should let them know the distribution of work clearly. They should know the role they have to play exactly" (B2)

"You have to know what kind of resource you have and how to utilize them. Then

distribute them appropriately." (B2)

According to the definition proposed by Robbins and Coulter (2001), organizing covers the process of determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made. The idea is similar to the opinion from some interviewees.

Leading

To lead the team, department or an organization to success, open communication with subordinates is the indispensable element of team building. Moreover, influencing individuals or teams as they work and always motivating subordinates are the characteristic of leading based on the definition proposed by Robbins and Coulter (2001).

> *"It's very important to have a transparent communication within the team. If my subordinates face the difficulties, I always discuss with them right away. When I get the updated business news, I also deliver to them as soon as possible" (B)*

> *"I told my subordinates if they think there is somewhere in the progress needed to be improved when implementing, just bring it up anytime."(C)*

> *"In order to get the awards, I led them to cooperate each other, made the information transparent, and motivated everyone to have the same goal and passion to earn the pride"(B2)*

To be an effective supervisor, some corporate training professionals think it is necessary to be able to delegate because delegation can assess the current abilities of the subordinates and their potential to accept and complete assignments through established guidelines. However, the premise of the delegation is trust. The supervisors only delegate the work to the people who is trustworthy.

> *"With the delegation, the more opportunities they get, the much improvement they have on their technique and other skills."(D)*

"When I delegate the work to her, I seldom modify the result she turn in because I trust her. ...You need to trust your subordinates first because you are in the same boat." (G)

Controlling

Controlling is defined as the process of monitoring, comparing and correcting a process (Robbins and Coulter, 2001) Based on the interviews, some corporate training professionals will set checkpoints or key milestones to track the progress of the program. If the organizational policies changes, they will also adjust the goals of the training programs.

"We have a meeting every one to two months to keep tracking the progress of the strategies." (G)

"You need to modify your training programs all the time due to the changeable environment" (H)

"After implementing, you also need to evaluate that which team did a good job, whether they did as schedule or not, if not, how to correct it" (F)

Competences Required for Corporate Training Professionals

This section attempted to identify the competences needed for corporate training professionals. As explained by the research framework, this section follows the roles and tasks from interviewees' descriptions to investigate the skill, knowledge and personal attribute they might have. (as shown in table 4.3)

Table 4.3.

Coding List for the Competences Required for Corporate Training Professionals

Topic	Category	Concept	Coding
Competence	Skill	1.Visionary ability	B-30-02, , A-30-01,I-12-01, E-09-02, I-14-02, I-14-08, H-37-02, H-37-03, E-39-01, E-39-02

Topic	Category	Concept	Coding
		2. Management ability	C-22-02, C-26-02, F-22-05, F-26-03, I-22-05
		3. Interpersonal skills	B-32-03, A-25-02, D-31-02, D-15-01, I-21-03, I-21-04, B2-36-05, B2-36-06
		4. Persuasion skills	B-21-05, B-33-06 , B-19-07, C-22-10, C-26-06, C-26-07, A-10-03, D-20-01, A-10-04 , B-19-08
		5. Ability to expression	B-18-06, B-19-01,C-22-04, C-22-08, C-23-02, C-26-05, C-23-01, C-25-02, , C-22-09, G-24-03, G-24-04, G-24-05, F-18-02, F-22-07
	Knowledge	1.HR knowledge	B-29-02, B-29-07, B-32-04, B-33-05, C-29-01, A-25-01, H-35-01, H-35-03, H-36-01, B2-26-01, E-30-01, F-22-04
		2.Business acumen	B-19-05, B-29-01, B-21-04, B-19-06, B-19-05, B-19-04,C-22-03, B-19-03, C-22-04, C-22-05, C-22-07, C-28-03, D-17-01, D-15-03, F-04-03, H-06-03, H-07-01, H-32-02, H-33-03, F-22-03
		3.Labor law	C-22-01,E-40-02, F-26-02
	Personal Attribute	1.Passionate	B-26-01,B-27-03, C-29-04 ,G-24-01, B2-32-01, B2-41-01, B2-36-04, E-37-04
		2.Introspective	C-21-02,B-29-04, B2-36-02, B2-36-03, B2-39-03, B2-39-04
		3.Empathy	C-25-03, C-31-02, C-32-02, A-27-04, A-28-03, A-29-01, A-29-03, D-15-04, E-19-01, C-29-05 ,C-32-03, F-26-01
		4.Open-minded	D-32-02, D-33-01, D-36-02, B2-38-01, I-22-02, I-22-03, I-16-02, H-36-03 , B-17-08, C-20-02, C-21-03, I-14-07
		5.Committed to work	B-27-05, B-33-03, I-14-04, H-36-04, D-11-05, I-22-01,I-16-01, D-43-01,
		6. Trustworthy	A-25-03, A-28-04, A-25-04, A-25-05, A-26-01, C-38-01, D-14-06, B-33-02 D-35-01, D-14-10, E-11-01, F-16-02

Skill

The skills corporate training professionals need to hold can be categorized into four sections including management skill, which covers change management, business management, and time management; visionary ability, which means look beyond the "now" and develop strategies for future success; interpersonal skill, which involves interaction with others; persuasion skills which influence others' thinking and convince them of evidence; ability to expression which includes presentation skills.

"It's very hard to be a general manager's partner without the utilization of business management." (F)

"Do Forward thinking. You have to think about the questions your supervisor might ask in advance." (B)

"Profession only takes up 30%, whereas interpersonal relationship occupies 70%" (I)

From the descriptions of the interviewees, as a director or senior managers, there are always opportunities that they need to convince others such as line managers and outside vendors to get their support or influence them to make the program smoothly go on.

"When having a communication, you need to know who you are going to communicate with, when and where it is best to communicate, and what the goal of this communication is. Not only delivering message clearly, but also you need to communicate with them sincerely" (C)

"Being a corporate training professional, it is necessary that to have a presentation skill to express your profession with clear thinking" (G)

Knowledge

Solid HR knowledge, strong business acumen and profound knowledge in labor law are acknowledged by the interviewees that being corporate training professionals should have.

"Your profession should show what solutions you can offer, more than service, and have

others ask for your advice when they meet people-related issues"(B)

"Understanding the situation of the industry and their business helps communicate well with the clients. So that, a corporate training professional should have the sensibility about industry trend, and have an understanding about the cause of the announcement made by the organization"(C)

"With the understanding of business strategies and what organization is doing, you can develop a training program that meet the need of the organization"(H)

Personal attribute

For many corporate training professionals, passion is the important element of positive working attitude. "Being passionate can make your work easier," said by the interviewee from case G. Some of the interviewees also mentioned that they always introspect themselves and adjusted when taking others feedback. Moreover, showing empathy is also one of the personal attribute recorded from the interviews. In terms of employee development, being open-minded can help to develop the employees.

"Show your passion to the work! You can share everything what you have. Not only knowledge, skills but also something you learn or obtain" (B2)

"After taking others' feedback, you need to introspect yourself, and improve the competency"(B2)

"When dealing with that kind of ER issue, I always put myself in their shoes and treat them as my family"(C)

Approaches to Competency Development for Corporate Training Professionals

In this section, the researcher categorized the approaches to develop the competences required for corporate training professionals into three parts which are on-the-job training,

off-the-job training and self-development. (see table 4.4)

Table 4.4.

Coding List for the Approaches to Competency Development for Corporate Training
Professionals

Topic	Category	Concept	Coding
Competency development	On-the-job training	1. Work-related learning from co-workers, clients, and competitors	B-27-09, B-27-10, B-27-11, B-25-04, B-25-02, B-25-01, C-28-02, A-13-03, D-38-01, I-15-04, B2-37-06, F-32-03, A-13-01, H-32-03, H-33-02, B2-26-03
		2. On-the-job experience	H-34-02, H-35-02, B-33-01, A-27-01, A-27-03, B2-39-01, E-40-01, F-23-01
		3. Interact with business unit	B-22-03, B-20-03, B-24-04, B-24-05, C-28-01, C-28-04, A-13-01
		4. Mentor	C-19-11, D-06-05
	Off-the-job training	1.Training program	B-24-03, B-21-02, C-24-01, C-26-01, D-06-03
	Self -development	1.Take lectures from other institutions	B-25-03, C-19-07, C-19-08, I-13-01, G-24-06, B2-10-01
		2.Ubiquitous learning	B-24-06, B-27-02, B-27-08, B-24-08, C-28-05, C-29-02, A-27-02, I-13-02, I-15-03, H-32-01, H-36-02, B2-26-02, B2-28-01, B2-37-05, B2-39-02, C-22-06, B-24-07, I-15-01, F-22-06

On-the-job Training

Most of the interviewees think the best way to provide effective job training for employees happens at work. The methods include learning from co-workers, clients, and competitors, interacting with business unit, mentoring and learning from the on-the-job experience.

"The experiences from the employees in the same company may not happen in your department, but it is still worth learning." (B)

"To be professional, you need time to accumulate your knowledge and strengthen skills from your working experiences" (A)

"I usually invite the professionals in other departments to let HR staffs have a better understanding about business trend. Having dinner with the clients is also the way to obtain the business knowledge" (C)

"Senior employees or managers can be your mentor to provide you with their experience and you can learn from that"(D)

Off-the-job Training

Not just gaining the skills while they are carrying out their jobs, as a corporate training center, they also learn outside the job and even involve themselves in full time learning. Most common way of off-the-job training is to take lecture provided by the organization. However, compared to on-the-job training, a few of companies have a training strategy which put more emphasis on on-the-job training .

"Our training strategy is 70-20-10. On-the-job training takes up 70%, learning from others takes up 20%, and only remain 10% for taking training program " (B)

"Taking lectures can reinforce the fundamental knowledge" (C)

Self-development

To develop one's capabilities or potentialities after working, corporate training professionals usually encourage employees to take lectures from other institutions. In addition to sitting in classroom taking lectures, being a corporate training professional who plays an important role in disseminating learning across the organization, they keep learning all the time. They absorb new information from book, newspaper, and even interactions with

others and digest it as its knowledge. That is what they called-- ubiquitous learning.

"Catch the opportunities you can learn" (A)

"Everything related to work is the information you need to know, learn and follow"(B)

"Have a positive attitude to learning. Then you'll find out there are always opportunity you can learn"(B2)

"Pay attention to the announcement made by the organization. At meanwhile, not just staying in your office, but step up your presence"(C)

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

This chapter described the conclusions drawn from the research finding. It also presented the researcher's recommendations for corporate training professionals in Taiwan as well as recommendations for future researchers on the similar topic.

Conclusions

The main objective of this study was to find the competencies needed for corporate training professionals. To achieve the objective, several research purposes and questions were formulated. The first research purpose was to investigate the roles played by corporate training professionals. Following this purpose, common tasks done by corporate training professionals were also to be identified. Then, the third purpose was to find the competencies needed for the corporate training professionals in terms of skills, knowledge and personal attributes. The final purpose was to discover the competencies development approaches.

The research method that was applied in this research is that of qualitative research method with semi-structured interviews as the main instrument of the data collection. The researcher developed an interviewed questionnaire that would take into account all the research purposes. After the interview questionnaire was developed, it was reviewed by two experts. After modification, the questionnaire was deemed fit to be employed for this study. The interview content were analyzed and discussed in Chapter 4.

Roles of Corporate Training Professionals

As far as roles are concerned, the researcher found that strategic partner, employee advocate, functional expert, human capital developer, and leader are the roles mainly played by the corporate training professionals that match with the HR roles proposed by Ulrich and Brockbank (2005). The roles played by directors or senior managers of corporate training

centers are similar to the directors or senior managers of HR department. Directors or senior managers of corporate training centers do the strategic planning, value employee development, manage talent, coach subordinate and lead the team to success. However, directors or senior managers of corporate training centers put less emphasis on employer-employee relationship.

Tasks of Corporate Training Professionals

As for tasks, the researcher found that the tasks mainly performed by corporate training professionals can correspond to the management functions which are planning, organizing, leading and controlling advanced by Robbins and Coulter (2001) . The tasks performed by directors or senior managers of corporate training centers resemble the directors or senior managers of HR department in developing plans, allocating workforce, having open communication with subordinates, supporting and motiving subordinate frequently and following up and modifying the progress of the program in accordance with the business situation.

Competences Required for Corporate Training Professionals

As the definition of competencies implies, competences are a set of skill, knowledge and personal attributes necessary for a job function. In terms of skill and knowledge, directors or senior managers of corporate training centers and directors or senior managers of HR department all pointed out ability to expression and interpersonal skills are crucial to corporate training professionals who must have solid HR knowledge and strong business acumen. As for personal attributes, being passionate, open-minded, and committed to work are traits that generalized from the description of directors or senior managers of corporate training centers and directors or senior managers of HR department. Besides, corporate training centers and directors or senior managers of HR department mentioned being

introspective, empathy and trustworthy can be viewed as personal attributes of corporate training professionals as well.

Approaches to Competency Development for Corporate Training Professionals

To develop competencies required for corporate training professionals, through on-the-job training, off-the-job training and self-development, corporate training professionals can better utilize their talent in performing their roles. Work-related learning from co-workers, clients, and even competitors, taking lectures from other institutions and having ubiquitous learning to absorb new information were identified as great measures to be a corporate training professional.

Recommendations for Future Studies

In Taiwan, the term "corporate training center" is gradually becoming a widely used for corporate training. However, corporate training center in Taiwan, may be illustrated in different titles as training academy and corporate university, are mostly operated by HR department or training department as functional divisions rather than independent business. Compared to the form of functional divisions, corporate training centers operating as an independent business are more common in public enterprise in Taiwan.

The purpose of this research was to find the roles, tasks and competences of corporate training professionals and also identify approaches to develop those required competences. Therefore, the findings of this research are descriptions of the competences needed for corporate training professionals. With a view to practical contribution, the researcher recommends future research can explore it from different perspective such as operations of corporate training centers. Future studies can use industry, foreign or local company, or the size of the company to segment and then do the comparison.

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APPENDIX A: INTERVIEW QUESTIONS

您好,

　　我是國立臺灣師範大學國際人力資源發展研究所的研究生,目前正在進行碩士論文研究,研究主題為<企業內部訓練專業人員之職能發展>,本研究主要目的在探討企業內部訓練專業人員的角色、工作任務與職能,以實質負責人資相關事務並參與人資部門高層決策事宜的最高或高階主管以及以實質負責訓練機構營運相關事務並參與訓練機構高層決策的事宜的最高或高階主管為研究對象。

　　本研究採深度訪談法,訪談約需 40 分鐘。同時,為了能將訪談內容完整紀錄下來,我們會徵詢您的同意進行錄音,以便資料的整理與分析。訪談過程中,若您有任何不希望被錄音的部分,可隨時終止錄音。訪談錄音內容皆為學術研究專用,僅作為研究者分析資料、編碼及歸類統整之用。基於保護受訪者的義務,您的姓名及個人資料一律隱匿不公開,改以代號稱之,任何公司營業資訊或私人訊息也將予以保密。因此,希望您能提供真實的意見,以增加研究資料的正確性。您的參與對我來說是莫大的幫助,若您願意接受此次訪問,煩請在下頁欄位上簽名,再次感謝您的協助。若您對本研究有任何意見,歡迎隨時提供。

<div align="right">

國立臺灣師範大學 國際人力資源發展研究所

研究生 陳思嘉 敬上

</div>

本人閱讀過上述的說明，也清楚了解相關的細節與權力，本人同意參與此研究，並瞭解本人所提供的資料，研究者會絕對保密，亦同意研究者使用訪談內容。

受訪者：_____（請簽名）　日期：　　年　　月　　日

研究者：_____（請簽名）　日期：　　年　　月　　日

一、受訪者基本資料

姓名：

年齡：□30 以下 □31-40 □41-50 □51-60 □61-70 □70 以上

職稱：

總工作年資

現任公司的工作年資：

二、 訪談問題

1. 請問您目前工作上的主要角色、職責及目前主要的工作內容為何？

2. 請和我們分享您在工作上成功的管理經驗,請試舉三事件。是否可描述當時情形？當時的任務為何?採取的行動為何？ 最後結果如何？

3. 您認為擔任企業內部訓練專業人員的必需擁有哪些特質、知識及技巧？

4. 您認為擔任企業內部訓練專業人員該如何培養所需的特質、知識及技巧？

5. 您對未來想成為企業內部訓練專業人員的人員有哪些建議？

APPENDIX B: EXAMPLES OF CODING PROCESS

Interview Content	Concept	Coding
<u>所以要 always speak with data</u>。那還有一個很重要的是，你<u>要有 coaching 的能力</u>，尤其是一個 HR director 扮演一個很重要的角色是你要<u>確保你這 top management team 是非常的 mature、他們的 leadership</u>，as HR director 你要在適當的時間內..當然你不要給他難看，但是你要在一定的時間點坐下來好好的去 coach 他，<u>coaching 是 always 都是一些 open question</u>，那你就是要一直領導他，<u>coaching 最難的地方是你不是直接給他答案 a 或 b，而是他要給他自己一個答案</u>，很多人說你告訴我為什麼我要聽你的，但是你引導他去幫自己找到答案	speak with data 要有 coaching 的能力 確保自己的 team 是非常的 mature 以及他們的 leadership coaching 是一些 open question，不直接給予答案，而是引導他人使自己找到答案	C-23-02 C-23-03 C-23-04 C-23-05

Step 1. Extract the meaningful information from interview and underline the important sentences

Step 2. Form the concept which is written according to the transcript.

Step 3. Give code: :
C= Case C
23= Column 23
05= Serial No.

Topic	Category	Key Concept	Coding
Task	Leading	open communication with subordinates	B-09-03 transparent communication 很重要 B-17-02 溝通很緊密、transparent C-09-04 告訴員工若覺得執行過程中的流程有需要改進的地方使他更有效率、客戶更滿意可隨時提出 A-13-01 透過 team meeting 時分享問題、solution 項目裡面大家很 open 的去談 不好我其實不會激勵她，可是我 不好 B2-12-02 每個禮拜都會有一對一的時間，跟他們按情況去討論議題 B2-14-01 跟他們比較有一個互相溝通的過程 B2-25-02 大家共同討論，就是有沒有任何的需求跟疑問要提出來討論 E-12-02 當然彼此(與員工)之間的互動很重要嘛

Generate from the research questions

Base on literature review

Step 4. Combine the concepts into key concept