



This is done in six steps:

1. All colleagues design their success profiles. This helps get buy-in of colleagues and understanding of competencies.

2. Training materials are customised with industry-relevant manuals, videos, reference guides and an online test site. Hyperlinks are built into the system, which takes employees to training materials.

3. Regional coaches are trained in performance management and the new online system.

4. Every senior manager attends a two-day training programme on managing people development and performance. This programme concentrates on soft skills and how to coach people and give feedback and provided lots of opportunities to practice techniques and conversations.

5. Train the trainer for learning and development and performance.

6. Process is cascaded throughout the organisation.

Training as a change agent

According to Moyse, MOHG approached the project as change agents and marketers rather than just trainers.

She believes that there is so much to be learned from marketing and the way that it approaches consumers, PR, and branding. The programme is heavily branded, with a new name, logo and advertising collateral that is distributed among employees.

Stakeholders must be involved throughout the process and it is helpful to identify difficult general managers and pockets of resistance. Moyse pointed out that it is important to communicate throughout to ensure everyone knows what's happening and has input.

Succession management

At MOHG they have created a sustainable talent pipeline and are able to pull relevant information from the dashboard, such as who has completed their review.

The organisation is also launching an innovative e-learning module on how succession management can be done better. Moyse recommended keeping a record of competencies for every employee.

Through Profile—the hotel group's online employee database—managers look at different colleagues and gauge their competency rating. If they have a vacancy they can look at core competencies and pull up the data to see who fits the criteria.

Moyse advised that it is important to get competencies right in the first place because they will feed into other things such as development plans and personal profiles. If you want to develop people and their careers, don't start from a rocky foundation.

The number of transfers between hotels has gone up significantly. MOHG transferred 29 senior managers from other properties around the world to the newly opened hotel in Macau.

If that trend continues they will save a huge amount in head hunting fees, observed Moyse.



Global L&D trends |

Andrew Cameron, Managing Director, Cliftons on global L&D trends and advice on making communication with staff more interactive & effective.



Changes in training behaviour

Over the last five years, Cameron has seen several changes in the training landscape, most notably in the increased use of technology in L&D programmes. He notes that the move into e-learning or CBT platforms took shape in early 2000, but has not really progressed at the speed that people were predicting it would at that stage.

Cameron observes, "I still see a growth in the traditional training market which is the fastest part of our business in terms of growth: 100% per annum." He adds that much of the training has been with existing clients for global-affiliate training, and that during the global financial crisis, there was a dip in demand for training, but more recently demand has started to increase again.

As a result of the rise in e-learning and blended learning platforms, Cameron has seen a significant decline in the demand for traditional face-to-face classroom instruction over the last decade. "The drop in demand was very noticeable in 2000. We had a major UK client in that year, and tried to get them to sign a six-year contract, and they refused saying there would be no such thing as instructor lead

training after two years." The client, like many others at that time, was investing their entire training budget on computer-based training.

Cameron explains that Cliftons then went to great lengths to research where the training market was, and where it was likely to go in the future. The net result of all of this research was to identify one-on-one communication as the most important aspect in training. Cameron believes, "As long as humans are humans and value face-to-face interactions, we are still going to see instructor-led courses. I think we will see more convergence with technology like the new electronic voting systems, and I see technology getting easier to use and more complementary with the training courses."

Gen-Y and L&D

The first Gen-Y instructors will soon come into the L&D arena, and Cameron believes this will make quite a bit of a difference with them 'owning' this sort of environment in the future. As 50% of his company's business is computer-based, Cameron predicts that training programmes will see fewer desktops being deployed in future, in favour of



Etta Wong (Left) and Cherry Tsang (Right) run through coaching materials from the integrated talent development programme: DevelopMe.

A library of configurable learning modules has been developed to help maximise HR managers' time by blending live instructor-led training with an assortment of interactive technology tools.

Peter Alcide, Global President, LHH explained that the portal had been developed in response to a re-energized demand for staff development programmes in the growing economy. He said, "As the economy continues to improve, employers are taking a renewed focus on career and leadership development not only to engage and retain their high potentials, but also to develop managers, one of their most critical talent segments."

Programme aims

The platform is aimed at achieving a wide range of leadership development learning objectives

“It is vital for HR to get business results linked to training objectives.”

for managers through learning experiences and customised development plans. Through the platform HR managers can help staff:

- Conduct results-driven conversations on career and leadership development
- Enhance mentoring and coaching skills
- Deliver consistent messages that are aligned with the business strategy and objectives
- Hold challenging conversations constructively
- Navigate and lead individuals and teams through change
- Develop stronger, more effective and productive leaders

Ensuring effective coaching

One of the key criteria of a successful coaching process is that LHH would draw up a 'Coaching Agreement' with every coachee prior to any coaching programme to give them the opportunity to think about their expectations of the programme and what they and the stakeholders want to achieve. In addition, LHH also offers coaching workshops to build up coaching capabilities for in-house HR and business managers. The workshop would adopt six key LHH coaching practices.

The six key LHH coaching practices

1. Ask, Don't Tell™
2. Reframe from Picture™
3. Truth Talk™
4. In-the-Moment Feedback™
5. Explore Possibilities™
6. Create Partnerships™

Key T&D design issues for HR

It is becoming increasingly important for HR to demonstrate the ROI on training programmes that they roll out. In this regard, Wong said, "It is vital for HR to get business results linked to training objectives."

In order to ensure training programmes are effective, post-training feedback on staff engagement and satisfaction via surveys is an essential part of any programme.

Tsang explained, "We will follow up three to six months after conducting training programmes to gauge both staff and managements' perception of the degree of cultural change that has been possible since the training."

She added, "It's also just as important that participants are willing to commit to a training programme. So HR should encourage participants to set goals and achieve these."

Tsang emphasised that HR must be careful not to oversimplify the rationale behind rolling out new T&D programmes.

For example, if a company is experiencing high turnover, this may not simply be due to a lack of leadership, but may be due to other core issues at play such as company culture or interpersonal relationships.

In such cases, training programmes alone may not be enough to resolve the skills gap. To help get to the root of such problems Tsang advised,



"First, investigate exactly where the problem is arising within the organisation; look at all possible methods you can use to solve it, and finally if staff are leaving—conduct exit interviews to gain an insight into the reasons behind such moves."

She also pointed out that exit interviews are best conducted by an independent third party, rather than the HR managers or direct line managers, to provide a more neutral environment which would be more conducive for exiting staff to share the real reasons for their move.

The role of HR managers and heads of T&D continues to increase in complexity, but if time is spent prior to training on identifying the exact nature of skills gaps, and ensuring staff are committed to the selected training programmes, staff engagement can be significantly enhanced.



The learning platform also offers interactive coaching scenarios and assessments which allow learners to practice the coaching skills through practical scenarios and cases.

If HR managers combine this ethos with the use of more interactive and customisable training programmes, the effectiveness of future T&D programmes can be dramatically improved.

HR Magazine spoke to Graham Barkus, Head of Organisation Development and Learning, Cathay Pacific Airways, and member of the Human Resources Development Management Committee for the HKMA Awards, about the importance of staff development programmes.

Barkus firmly believes, "In an environment characterised by uncertainty and rapid pace of change, supporting people in their efforts to expand and develop their capacity and capabilities is critical not only to success, but to survival itself." Barkus went on to explain that every business is in business today because it has been successful to date. Unfortunately that is no guarantee that the 'formula' of previous, and even current success, will be enough to secure future success.

Equally, competitive advantage has never been as fleeting as it is today; developing new capability and competency is the core of the capacity to innovate and deal with new challenges. This concept is fundamental to sustaining a competitive edge.

Cathay Pacific views staff development as significantly contributing to business success and all staff development programmes start from a business need and focus on leadership capabilities to enhance team performance—critical to success in a service industry.

Development is key to growing a winning team and enabling managers and supervisors at all levels and in all areas of the company to achieve and sustain team effectiveness, according to Barkus.



Development approaches emphasise developing strategic agility and the capacity to adapt quickly to new situations and challenges, and respond effectively.

The CX Management Development Programme at Cathay Pacific requires participants to bring a 'live' business challenge into the programme, and their managers must agree that it is a business challenge worth tackling.

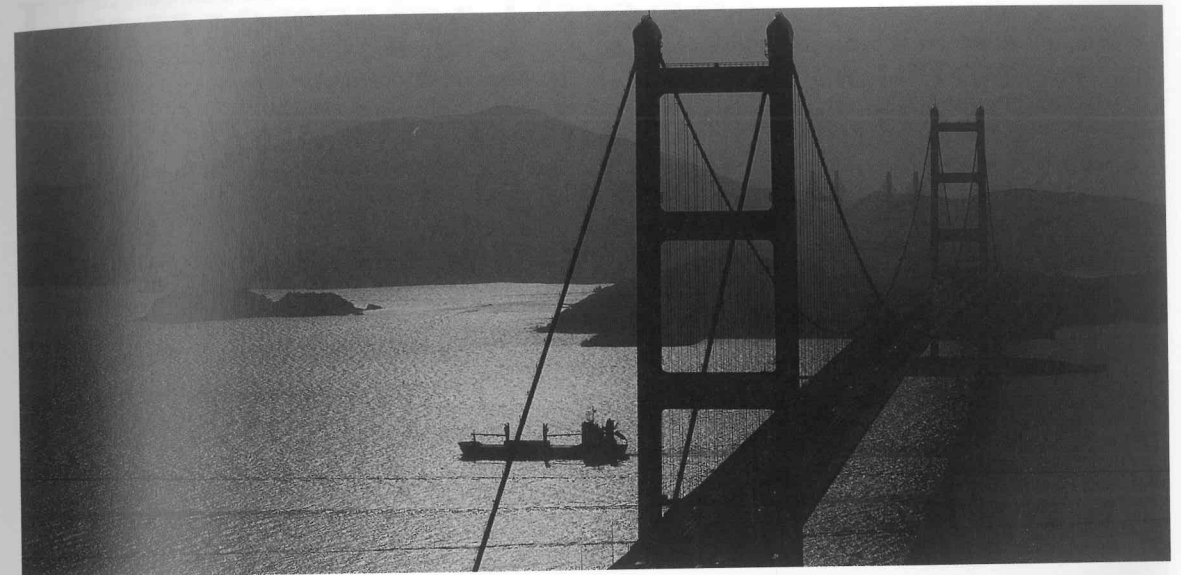
As they develop their own competencies and effectiveness, these are applied directly to solving the real business issue, or leveraging a business opportunity they bring into the programme. The coaching and action learning components of the programme help support the participants in making whatever behavioural changes are needed to drive the business improvement.

Barkus went on to explain that the best development programmes recognise three realities:

1. That human beings are all unique, with different backgrounds, experiences and capabilities.
2. That technical and factual knowledge on more topics is more readily available now, more than at any time in human history.
3. That the day-to-day experience of work is the most significant driver of how people in organisations learn and develop.

In recognising these realities, successful development programmes are customised and tailored, rather than 'generic' theory and 'hard' business skills, they focus on the interpersonal skills to put technical knowledge into action in the service of the business; and they link learning with real business needs of the participants' organisation.

City Telecom: building bridges to L&D success |



Leveraging staff strengths...and getting the wrong talent off the bus

NiQ Lai, Head of Staff Engagement, City Telecom (CTI) highlights the importance of leveraging staff strengths, and while many talk about retaining staff, he shares how HR should also be ruthless sometimes about getting 'the wrong talent off the bus' in order to help promote business success.

Spend the most on people

CTI spends most of its money on people—notably the amount spent on talent is more than capital expenditure and marketing combined. Lai explains, "We are a people company, that's our primary asset. When we say talent is our key asset, it's more than just a cliché, it's in our numbers."

Vertical model

Many companies are run from the viewpoint of

efficiency. Lai argues that this doesn't work and in his organisation they have taken a different approach—using a vertical model, aimed at improving customer intimacy. In Hong Kong they have five distinct regions, each with its own CEO who is responsible for the entire value chain of the customer experience. Lai believes through this system what they lose in scale they gain in intimacy. Such a system takes smart people and management talent and is therefore very challenging. All CEOs come from different disciplines and bring different skill sets, but must develop fully as executives, to run an integrated operation. Each of the 40 mini CEOs is responsible for P&L and Balance Sheets. They have a lot of autonomy and can spend the allocated budget how they want, but there are downsides if they don't meet their budgets.

Jardines: making a successful T&D roadmap|

Ritchie Bent, Group Head of Human Resources, Jardines explains how the group has achieved buy-in from the top, and developed their HR roadmap for successful T&D.



What makes corporate learning successful? What would you say makes a successful staff training programme or a successful learning experience?

I have to talk about the managerial level because that's what we tend to deal with here. What we deal with is leadership development. What makes effective leadership development in an organisation is firstly, it has to have buy-in from the very top. And what gets buy-in from the top, is that those at the top clearly see what is being done is linked to what they want to achieve in terms of their business goals. So for example, it may be that you provide customer service training, but in actual fact on a managerial level that's not what's needed because it may be that at the moment it's about building relationships with joint venture partners, etc. So you may be giving one thing, but what's actually needed is something completely different. Strategically you may be very much going on a growth trajectory; and that might be growth organically or through acquisitions and joint ventures and so on and so forth, therefore, the skills that managers need may not be related to customers, but actually developing and strengthening partnerships with people of different cultures and different industries.

A practical example I can give you is that one of the programmes we run, the Director Development Initiative, was a response to the board asking: what development do we have for people now that have gone beyond business school and who are now Chief Executives? What can we do to develop them? We already knew they had been to business school and there was only limited value in sending them back there. So we looked at this particular case and asked: what can these people benefit from? These are people who have run successful businesses and they are therefore quite steadfast in their ways about what makes an effective business, they have developed these habits. They are either MDs of small companies (<3,000 staff) or directors of medium sized (3,000-15,000 staff) to larger companies (>15,000 staff).

So we had this group of people who are already very comfortable in running effective businesses, and we knew they weren't likely to listen to consultants or business school professionals. So whom would they listen to? We decided they would listen to other successful Chief Executives from elsewhere who were effective in what they do. So that created an initiative where, every year, we take a group of ten directors all over the world to meet business heads in non-Jardine companies and the overriding theme for this project is leadership and change. Then through the interview process of the ten candidates, we tease out what the sub-theme to this initiative should be. For example, one we did recently was 'Leadership and Change' and another was 'Building Businesses in Emerging Economics.' So we might say, we are great at taking a business that's already big and growing it and making it better, but we are not so good at developing businesses, grass rooting them in emerging economies and growing them from nothing. Then we created a simulator, which in this case was done in Switzerland, where we went to look at big multinationals and what they were doing. This simulator was a good model for Hong Kong, because Switzerland is similar in terms of the size of its economy and the fact that it attracts multinationals. We went to these multinationals and

asked questions to find out what they were doing that made them effective in building businesses in emerging economies.

Then we went to emerging economies, such as the Czech Republic and Poland, we saw the bosses of companies there and asked them what they had done to make themselves effective as a business in an emerging economy.

“Smaller companies really ought to tune into this because this is stuff that is given away, that consultants would charge like wounded bulls to tell you...whereas these companies are companies that have actually done this and have had to live with the consequences.”

We would listen to their advice and then ask, "What does the Head Office do that helps, and also hinders you in being effective and growing your business in an emerging economy?" That roughly outlines a simple business model. The year before that, we looked at rejuvenating mature brands and mature markets.

We went to see big names such as Christie Hefner and Hank Paulson, who are like the David Beckham of the business world. The question to Christie Hefner, then Chairman & CEO of Playboy Enterprises Inc. was, "What have you done to the Playboy



Karen Zong, Microsoft's Director for People and Organisation Capability, Greater China Region

However, key talents are the future leaders of the organisations, so they must be understood and nurtured in order to ensure sustained company success in the long term.

The new Gen-Y joining organisations now require more involvement in problem solving and decision-making, and managers need to adopt a more motivating style in providing performance feedback than with Gen-X.

Zong also points out that good managers and leaders must be good at conflict resolution and facilitate team collaborations, as these are essential to team engagement, especially critical during these challenging times.

A great believer in the application of positive psychology in the workplace, Zong then explained how exploring different ways of implementing positive interventions in the organisation can have a dramatic effect on helping both yourself and your staff become more fulfilled and motivated in their roles.

Development interventions

Talking about specific development interventions that have been very helpful in fostering positive individuals and positive institution, Zong went on to cite two examples.

The first exercise staff can engage in is reflecting on one experience that they were at their best and felt very proud of, and then sharing the experience and its impact on them with others in the group.

This exercise helps people appreciate each other at a different level, clarify and reinforce personal values, and foster alignment and teamwork.

A second training intervention that Zong found successful was the practice of positive imagery added into presentation skill training. Usual presentation courses teach staff how to prepare the slides, basic presentation skills, how to handle questions and so on.

But when staff were asked to learn to use positive visualization to prepare for a five-minute presentation, specifically to close their eyes and visualize themselves overcoming the personal challenge identified earlier, and presenting with confidence and success, their progress accelerated quickly and steadily.

Zong recounts that when staff engaged in this kind of positive visualisation exercise, they found it really helped them to be more confident and effective when it came to giving their actual presentation.

“ We are in a very challenging time... and like others, we have real P&L and headcount pressures. ”

The changing role of HR

Finding the right balance of disciplined cost cutting and focused capability development is the right way to go.

Zong talked about the importance of building a strong and cohesive leadership team and the efforts that Microsoft has taken towards this. “A strong

team at the top helps to create lateral connections to connect knowledge, build synergy and reduce the costs of coordination.”

Also, a sense of ‘one team’ enables the development of the capabilities to rapidly share knowledge across the company, about opportunities, challenges, innovations, and best approaches.

“ We need to prepare ourselves with the understanding of organisational challenges and needs at different levels, to partner with business leaders in developing tailored approaches to address challenges through team approaches. ”

These are HR’s new opportunities, Zong explained, to facilitate the enhancement of how the top leadership team works together, as well as to develop processes and platforms that support the cross-team collaborations and communications.

Leadership team development

Zong shared the research done by Jon Katzenbach and Douglas Smith, which was the foundation of the leadership team development framework in Microsoft.

She highlighted the importance of business leaders making a clear differentiation between team performance and working group performance.

Working group performance is a function of what individuals do, whereas team performance is a function of both individual performance and collective work product (i.e. what two or more team members do jointly, and reflects the joint team contribution).

Team is a word and concept so familiar to everyone. But people use the word ‘team’ so loosely that it gets in the way of learning and applying the discipline that leads to good performance.

Zong said, “Therefore we have made intentional efforts to bring the senior leadership team together to build trust and understanding, to identify and focus on key priorities, and to align plans and activities.”

For HR professionals, this represents unique opportunities to partner with business clients and make real organisational impact.

“Therefore we need to prepare ourselves with the understanding of organisational challenges and needs at different levels, to partner with business leaders in developing tailored approaches to address challenges through team approaches. It is one thing to develop team approaches in tackling the unprecedented challenges, it is another to keep teams on the right track.”

Zong cited the need to facilitate follow up meetings and put in place necessary measurement to provide feedback and execute new changes. “HR has a strategic role to play in supporting the organisation, its people and strategy, and leadership development in this economy.

We need to equip ourselves with the necessary mindset, skill set, tool kits, and resources to make things happen.”

HR Magazine provides regular forums for HR practitioners from respected companies to share ideas on talent acquisition, retention and leadership development within Hong Kong companies.

Never has it been more important for industry leaders to look inwards within their organisations, and start leveraging the talent that already exists there.

“ Talents right now have a different psychological contract with organisations than their parents did. ”





How would you describe Disney's organisational culture?

The Walt Disney Company has had a rich heritage steeped in creativity, innovation, trust, decency, optimism and quality. Our organisational culture reflects this—we live it, breathe it and it is fundamental in all aspects of our cast members' working lives.

Every aspect of our culture resonates with our core values. While we emphasise our strong links with our heritage, we also acknowledge that as a family entertainment company, our organisation is constantly evolving. Our diversified business allows for numerous opportunities, which champion innovation and push the boundaries of technology and industry firsts.

These inherent cultural values permeate right through our high quality leadership and management

and are strongly reinforced through our communications to our wider cast members.

What approach do you take to tackle the challenge of communicating with such a large and diverse workforce?

Communication is a priority and a key strategy for us at Disney. We do manage a large international business and our success in driving effective communication is done on a number of different levels. Some examples of this include directly through global bi-weekly newsletters, email updates, town hall meetings and executive updates.

The key to our success in wide scale and effective communications is that we heavily empower our leadership at all levels to collaborate and share—we encourage our leadership at all levels to communicate to their

teams and cast members consistently and in a transparent manner.

We have implemented several tools through various technology platforms to help us manage effective and fast communications such as video conferencing, instant messaging and international online share point hubs which are online tools for cast members who can quickly and effectively share information.

“ Try to build a clearer line of sight between HR and the end customer. ”

Does Disney apply a different approach in managing its staff in Asia, Europe and the US?

Not in terms of our core values and overall approach, although our business structures and operating environments vary and may be locally and culturally unique. We have some web-based tools providing leaders who manage remote or global teams with learning opportunities and access to extensive knowledge on how to conduct business and manage people effectively from countries around the world.

What should HR focus on to be a more effective business partner?

From my personal point of view, I would say the top three key points would be: Try to build a clearer line of sight between HR and the end customer or consumer. Tie everything that you do in HR to the question, "Why are we doing this and what value will it deliver to the company, our people and our customers and/or consumers?"

Build a very strong understanding of the commercial aspects of the organisation. Get out of your office and spend as much time as possible talking to staff, hearing their challenges and seeing the operations first hand.

Did you adopt any different strategies to manage talent during the economic contraction?

Our businesses aren't immune and like every company we have had to make some tough decisions in order to ensure the long-term health of our business. However, the strength of our assets, brands, and teams position us well for the long-term. Our long-term wider view is that our focus continues to be on building strong engagement levels and career development opportunities for our cast members as well as consistent communication.

Are CEOs putting greater importance on HR in the wake of the global financial crisis?

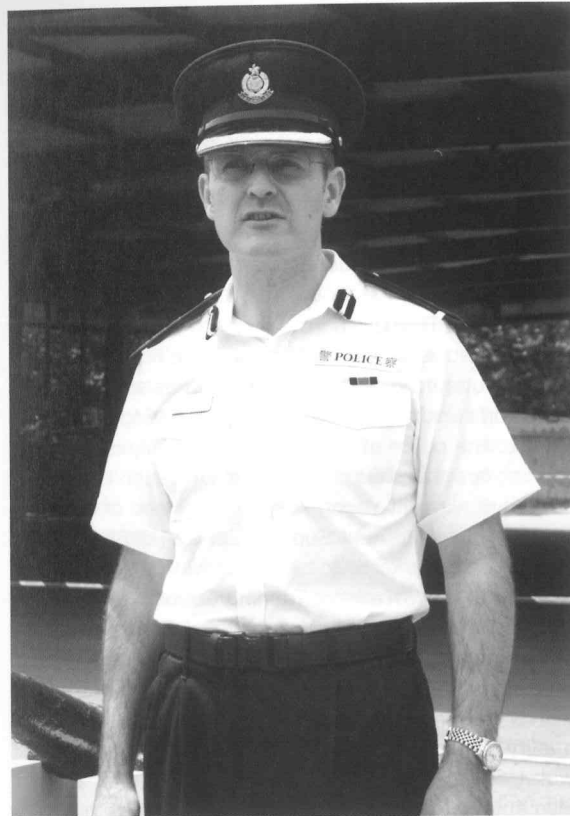
At Disney, I can say that HR principles are instilled in all our leadership. Talent and engagement are words for all our leaders—not just confined to HR.

Across the industry, especially in the last ten years, I think there has been a longer-term trend towards HR becoming more actively involved in key organisational decisions and senior leadership, placing a greater emphasis on HR strategies.

What advice would you most like to share with Human Resource directors to help them successfully manage their staff?

Try to give your HR teams exposure to multiple markets and a cross-cultural understanding, which will continue to become increasingly critical in our globalised world.





Gavin Brown, Chief Superintendent, Deputy Director, Police College

New era of training

New inspectorate recruits generally come into the Force in their twenties and the basic training for them is quite a lengthy process, lasting around 36 weeks. In respect of training up new recruits an important focus is the emphasis, from the beginning, to think a lot about their own motivations. Brown explains, "You could say police training was vocational skills of how to do the task, but not necessarily concentrating on putting that task into the context of: why is this happening? What are the circumstances and social factors in this community of people I'm dealing with? Who are they and what's their background? I think this is really a big change, because we now expect our staff to have a deeper appreciation of who people are, why they behave in

a certain way and what is the best way to deal with them, rather than there just being one way to deal with them e.g. 'You're under arrest'."

Knowledge management

Knowledge Management is split into four different sections, or champions, with many different options for officers to not only learn, but also share their experiences. May Kwok, Superintendent of Police—Force Training Officer, Hong Kong Police Force, extolled, "Our Knowledge Management program is done through a 'Learning Portal' and in a classroom setting." Aside from the standard classroom lectures and classes, Kwok highlighted a number of extra things the HKPF offers officers. "With the learning portal we have a good knowledge management platform that provides many useful documents. We also offer a 'knowledge café' which has proven to be very successful."

Knowledge Café

Apart from formal training, a number of innovations have been introduced to help promote more informal interactions and idea sharing within the Force. These include: a mentorship programme for junior officers; a peer advisor scheme in areas such as public order policing and technology crime, and a Force research awards scheme. The Knowledge Café is another such scheme open to junior staff through senior staff and all volunteers. The café sessions are topical, held once every month, and subject matter experts are invited to share their experience. Kwok pointed out, "These sessions are informal, with the goal of expanding officers' knowledge on issues they may encounter in their jobs. Since the sessions started, this has become one of the most popular, and highly attended session. They provide officers with a large amount of experience, and because it comes from their colleagues, they feel more involved with this, and can feel empathy with the speaker, and therefore learn in a more natural way." Brown pointed out, "The advantage of the café is that it is all volunteers, it happens after working hours, it is a venue for staff to come in and listen to things they are personally interested in, not courses they are directed to go take."



Brown highlighted, "The main goal of knowledge management is to provide a tacit knowledge to all levels that is in line with the values of the organisation, and encourages people to learn." Brown also talked about a new knowledge management area that is being developed: storytelling. Storytelling allows experienced officers to tell the stories behind the work that they have done, and provide greater tacit knowledge that isn't always reported in any formal or systematic way. Brown explained, "These (sessions) allow them (the storyteller) a way to provide the anecdotal story behind the reports that usually can not go into the reports filed due to the structure." The sessions are filmed and put onto the police intranet for anyone with access to view. This provides future users with background information, or extra information that otherwise would be lost.

Kevin Woods, Assistant Commissioner of Police, HKPF, reinforced, "I think one of the most powerful learning issues I've ever been involved in, was to listen to somebody else talking about his experience, and then the empathy that it generated within me, made me take on board exactly what has been said. This storytelling is not new, but through electronic means, we can reach a wider audience. You expect

that with the individuals listening you'll get: empathy and learning through context based issues. We see this as a very powerful means to improve learning, and be able to do more."

Command training

Command and management training plays a pivotal role in both developing police leaders and executives, as well as motivating them to continue learning through careers.

According to Steven Tait, Superintendent of Police, HKPF, "Officers can take their listening and learning through empathy, and apply it to their jobs." When asked what created such a motivated police force, and positive learning environment Tait extolled, "Most people view a career with the police as a lifelong career, they join the police because they want to be a police officer. Most officers are already motivated and assertive, so as long as they feel they can be open about anything, they will be. Thus the police force views itself as a very open environment."

Developing and maintaining international relations

As with any organisation, there are some international relationships that have been fostered



on within the company as well. So it's very much an active partnership, with both ends contributing.

How many applicants does the programme attract each year?

Jaguar Land Rover this year had something in the region of 650 applicants for the first year apprenticeship programme, of which they took only about 52 apprentices on. Most of them are male, it's always difficult to get females to come into engineering in general, but there is an active policy there to have diversity across the spectrum.

What key qualities are Jaguar Land Rover looking for in potential apprentices?

They insist on 4 GCSE grade Cs or above as a starting point. Then they're called in for a short test in college with an additional maths test, and then they have one-to-one interviews with Jaguar Land Rover managers.

Then applicants progress on to team-building exercises and various other disciplines within the process to try and identify various aspects of students' characters: team builders, team players, ability to interact with people, ability to communicate clearly. In fact, there's quite a series of things that Jaguar Land Rover look for to ensure that candidates are the right fit for their corporate culture.

When they're in college, they all wear the corporate overalls and work-wear, which is green with Jaguar Land Rover on. It is reinforced that whether they are at college or out of college, they are always representing Jaguar Land Rover. So whatever they do, it will reflect upon the organisation—the culture is set in very early on.

What are the major benefits for companies getting involved in similar types of apprentice programmes?

Well the time and effort that they put into the selection process does reflect in the calibre of the candidates as they come out and start their apprenticeships.

The students themselves are fully aware of where they're going, what is expected of them, and what they can get out of the company if they put the effort into it. There is clear progression within the company.

What are the greatest challenges in training students for today's workforce?

Technology: the advance in technology. It's about keeping up with the technology, which is coming into the engineering environment and the motor vehicle environment and other sectors.

It's definitely keeping up with technology, which is advancing so quickly that it's hard to train students. We train them in a lot of the basic skills which obviously they still need to have. As technology is advancing at an amazing pace now, it's about keeping up to date and it's about having students who are willing to keep up to date as well. It's a continuous process of development. Having companies like Jaguar Land Rover really helps because they bring cutting edge industry knowledge into the classroom and they also provide us with key pieces of equipment that we actually need for the programme.

Do you see a growing trend for companies working together with colleges and universities and setting up apprentice programmes?

Yes I do. It is the way forward, we have to work very closely with companies and where possible meet the needs of the industry for specific companies.



Getting your head around Gen-Y |



Increasingly, employers are developing strategies and tactics to work effectively with Generation Y to best leverage their talents for future business development. But, all too often HR departments lack staff from younger generations. In a recent survey only 20% of HR respondents were Gen-Y themselves. This leaves many HR managers pondering how they can get their heads around what Gen-Y really want.

Tamty McGill recently conducted a survey of 45 employers, from nine different business sectors, on the characteristics and preferences of Gen-Y in the workplace. The survey included employees who had recently graduated providing HR with some insight on exactly what makes Gen-Y tick.

Flexible timeframes not important to Gen-Y

'Monetary compensation and benefits' and 'interest and fun' were ranked by Gen-Y employees as the two most important attributes which would attract them to work in a particular company. This view is also shared by their employers. However, employers thought that providing a 'flexible timetable' was more important in attracting Gen-Y than 'professional advancement' and 'job security'. This differs significantly from what Gen-Y respondents said, where both working and non-working respondents thought provision of a 'flexible timetable' was the least important factor in attracting them to a particular company.

The table overleaf shows a comparison of how employers, working members of Gen-Y and non-working members of Gen-Y ranked various employment attributes in terms of importance.

Supportive mentoring favoured

The study also analysed four different styles of mentoring namely:

- A directive mentor who provides all instructions and rules
- A supportive mentor who offers help when needed, according to the situation
- A collaborative mentor who allows more freedom
- An achievement-oriented mentor who provides ongoing feedback

It was found that 55% of employers thought the collaborative mentor approach would be preferred by Gen-Y. However, according to Gen-Y respondents only around half of this figure agreed, the majority actually preferred the supportive mentor approach, 52% of working Gen-Y and 43% of non-working Gen-Y.

It was found that many employers do not appreciate that Gen-Y employees treat a clear career pathway as something very important, and that as they are at the start of their career, they also desire more support and guidance from their employers.



Four key benefits of investment in leadership development:

- Improve bottom-line financial performance
- Attract and retain talent
- Drive a performance culture
- Increase organisational agility

How have changes in the exogenous and endogenous corporate environment influenced leadership training and development?

There's a casual relationship between the exogenous and endogenous corporate environment. The complexity of the external environment requires that leadership take a more collaborative approach to business strategy and execution. The advent of technology, the ubiquitous availability of information, the changing demands of customers and the rapid rate of change would be just some of the critical factors that have led to this increased complexity.

A customer issue no longer just rests in 'customer service', it will most likely involve a product or service group, operations and in severe cases public relations. Customer issues may also sometimes have vital legal and financial ramifications. The situation with Toyota today would be one clear example. Leaders in such organisations have to work in highly collaborative teams. Information and power is shared and therefore requires a different mindset and behaviour than working in silos for instance. Consequently, this affects the endogenous context of how the development of talent is managed. Within the 'war for talent' there is now an essential subset of leadership talent that needs

to be developed to meet these complex challenges and drive the business strategy of a company.

How do you think culture, motivation and leadership contribute to the success of an organisation?

CCL's research illustrates that an organisation's overall culture is clearly impacted by its leadership culture, which determines the beliefs and fundamental values that guide day-to-day work. There is a direct correlation between leadership and motivation and there are specific types of leadership that provide the required level of motivation, given the context in which that organisation operates. Organisations involved in research for instance would require a more open and collaborative style of leadership that fosters innovation and creativity. Security organisations on the other hand are process and protocol oriented with command and control leadership. Therefore, the leadership of an organisation shapes the culture of that organisation, which in turn impacts motivation and engagement.

What do you feel are the major challenges in building a balanced senior management team?



To measure the impact, it is critical that HR directors identify the outcomes they expect from leadership development and design both the programmes and a comprehensive evaluation to address those outcomes.

Outcomes will vary according to the reasons organisations are using leadership development as a strategic tool. If they want, for example, to create a more performance-oriented culture, evaluations should measure outcomes that indicate changes to the culture and related performance outcomes.

There are several practical ways to measure this. Research has shown that effective leadership impacts employee engagement positively and this can be measured in tangible ways. For instance, there is a positive correlation between employee engagement and customer satisfaction levels—the more engaged employees are, the better they are able to serve their customers.

Effective leadership also affects the ability to collaborate across functions. Therefore, organisations who depend heavily on cross-functional collaboration can also measure how efficiently these teams are working—leaders who are able to collaborate more effectively are more likely to be able to develop a new product and go to market in a faster time frame.

What advice would you give to companies wanting to invest in L&D to develop staff leadership skills?

Ensure that your leadership development strategy is linked to your business strategy. This takes a future orientation as to the skills and abilities that are required in leaders to drive the business strategy of the company.

The leadership development strategy should then aim to nurture the development and close any gaps in the skills and abilities that have been identified.

Providing this context to leadership development is critical as it then lends the organisational support to sustain the learning and development journey of key talent.

This synergy is vital to ensure that development is not being done just for the sake of it but that it is anchored in the leadership abilities that are being valued by the company to drive its strategy.



What do you feel are the major challenges in building a balanced senior management team?

It is imperative for a balanced senior management team to possess a variety of experience, abilities and personalities. Given today's complex business environment, it's crucial to have a variety of cultural perspectives, career experiences and skill sets, including innovation and design thinking, to create a fully balanced and high-functioning senior team. The natural temptation is to pick people exactly like ourselves—similar demographics, educational and career backgrounds, as well as like-minded attitudes and perspectives.

The challenge therefore is to be able to step out of the comfort zone of 'familiarity' and build a senior management team whose capabilities not only complement each other, but also offers multiple viewpoints and perspectives that enhance strategic decision-making.



Leadership development: is it working? |



The leadership vacuum

John Nesheim, 3M's former Director of Human Resources for the Asia Pacific Area was once asked what the number one HR problem was in Hong Kong. Without hesitation he answered: leadership. Nesheim suggested that there is a leadership vacuum in much of the Asian region today and that vacuum is responsible for many of the other HR problems that are occurring. He asserted that if HR can master the creation and propagation of good leadership, then other issues such as recruitment, retention, staff-turnover, talent management and

skills shortages take care of themselves. Developing or obtaining good leaders is the single most important factor in HR.

While that might make very good sense, how to obtain and develop good leaders is the great challenge. Karen Zong, Microsoft's Director of People and Organisation Capability for the Greater China Region, noted that it is possible to buy, borrow or build leaders in an organisation. Buying current or potential leaders from other organisations is rarely a long-term solution because there is no guarantee that they will 'fit' with the organisation or have a long-term commitment



to the company. Borrowing established leaders from other sectors of the same organisation can be a good option for larger companies and multinationals. With tremendous shortages of leaders in areas of mainland China, for example, borrowing leaders who have demonstrated their skills working for your company in other regions can be a good stop-gap. However, the long-term goal of most companies is to build leaders from within their organisation—that means development programmes.

Assessing development

Hernez-Broome and Hughes argue that one of the great trends of the last twenty years in terms of leadership development is the proliferation of different leadership development programmes. Unfortunately, there has not been a concurrent boom in the assessment of the success of those methods. Most companies recognise the need to have leadership development programmes and have made movements towards implementing such programmes. However, few companies do any level of assessment after the programme has begun to determine the efficacy of the programme. Many companies are happy to assume that since the latest HR study supports a particular programme it is likely to work in their company too. Little assessment is done post hoc to see whether the research findings have materialised in their organisation.

Perhaps the major problem is that few programmes begin with clearly stated conceptualised and operationalised definitions of what would be considered success for the programme. Is the goal of the programme to develop leadership skills, to reduce turnover, to increase employee engagement, to boost morale, to improve succession management, to increase productivity? The answer to that question is not right or wrong and will be different for each organisation, but the answer is important because the goal of the programme dictates what will be considered a successful programme.

For example, there are a number of tests of leadership skills available. Using one of those tests to measure whether the leadership skills of participants have improved after or part way through a leadership programme might seem to be a sensible measure of

programme success. However, what if your primary aim in conducting the programme was to reduce turnover among high-potential staff? An improvement in leadership skills would be nice but it would not be a successful programme if turnover remains high amongst your high-potentials. Be honest with yourself about why you are conducting a programme. For example, if the programme is more about keeping staff happy than actually boosting skills, so be it—if honest, many employers would admit that the perception of commitment to staff development is sometimes as important as the staff development itself. But if employee contentment is your goal, make that your measure of success. That way, you have assessed whether your real goal has been achieved.

Another major trend that has taken place in leadership development has been a gradual movement away from formal training towards on-the-job training. At first, that movement was from classroom style training to mentoring but now on the job training is favoured as the primary location for training to take place. Formal training sessions and mentoring have increasingly become supporting methods to on the job training rather than the primary sources of leadership skill development.

Of course the great challenge with on the job training is to constantly develop and allocate on the job tasks that provide interesting and challenging development opportunities that fit into an overall structure of leadership development. The challenge of measuring the success of these programmes is that measurement is likely to be more complex than when assessing a classroom based learning programme.

Assessing leadership development: how to do it

Programme assessment is an enormous area and if you have a genuine interest in the topic it may be worthwhile to grab one of the plethora of books available on the topic. However, even those who are terrified by statistics or matrices can gain greater insight into the success of a leadership programme or can be more likely to design a successful programme by following a few simple steps:



programmes for HR. Low has worked for Adecco for the past 19 years in the APAC region and commented on the company's evolution, "Nineteen years ago our business model was very different, we did a lot of temporary and permanent work placements between the client and the candidate. Today we have shifted from a placement company where 'you want someone and we find someone' to one of the leading human resource solutions companies."

Reflective of this increased capability, Adecco has launched some advanced-level training programmes to help strengthen some of the deficiencies resulting from market challenges.

Few professions have changed as much as HR in the past 20 years with globalisation and an increasingly knowledge-based economy placing heavier demands on HR to find, retain and engage top talent.

Low pointed out that Adecco has evolved as a partner in the transformation of HR from primarily being an administrative to a strategic business

partner. Low explained, "This is giving training, assessment and helping HR to demonstrate the metrics to senior management."

Adecco training for junior staff

Seeing the gap in the market Adecco is set to launch 'Adecco Training' which will be focused on helping HR to train its junior and middle management staff. Low stated, "If you want your Gen-Y staff to work happily, it is all about communication. This population is very used to speed."

Adecco training will be based on speed and flexibility. The programmes will be tailor-made for, on average, 12 months and will also be available online. The goal is to show young people a route that will help them develop their careers.

Low stated, "If you know you have a very good career path in an organisation, you will probably think twice before you leave. Training is important but so is communication."



China chases dream of leadership pipeline

China wants better leaders at the top |



Leadership development in China has never been at a more critical stage as China advances further ahead in the world economy. Development Dimensions International (DDI) implemented a global leadership forecast survey worldwide which asked HR professionals and senior executives what were the most important business priorities for their particular organisation. The worldwide survey is conducted on

a biennial basis and more recently has also been conducted for Chinese organisations in Mainland China. Interestingly, the results from the China survey produced similarities in comparison to the global survey. The China Leadership Forecast study was based on survey responses from more than 1,000 HR professionals and leaders based in Mainland China. Leaders and executives were interviewed



Magazine, who said: "Every business is successful until it's not." Effective people management is vital; therefore Cathay invests heavily in growing their team internally—especially for top management. As part of their development managers move departments, exposing them to a wide spectrum of responsibilities and job functions. Exchanges with other organisations to gain insight and perspective enable fresh thinking and encourage people to challenge the status quo.

Bank on it

Moira Dickson, Senior Vice President, HR—Head of HR risk, Bank of America Merrill Lynch, Asia Pacific offers insight to working in a people business, the risks involved and the lessons learned in the past, most notably during the merger of The Bank of America and Merrill Lynch which she described as very much 'a live experience'. Dickson explains that during the merger a 'back to basics' approach was adopted. Every HR executive worked with the head of business to establish key requirements and needs of both banks and conduct cultural assessment and foster strong relations. Business objectives were consolidated to one sheet and were targeted, specific and consolidated and therefore measurable. It required a huge integrated effort over six weeks. The first quarterly review was conducted with all business leaders and regional HR leadership.

Through this process they were able to consolidate and assimilate HR functions. Bank of America and Merrill Lynch were two different organisations with different populations—Bank of America was predominantly retail, while Merrill Lynch was wealth management and investment. The two organisations still remain and Dickson said, "Fundamentally it worked because the leadership made it work and there was a shared determination to ensure both companies survive."

Action learning

The conference was rounded off by Alvin Miyasato, Regional Programme Manager—Leadership Development for Asia Finance, Intel Asia. According to Miyasato, people learn more effectively on the job, therefore Intel Asia has initiated action learning, which he described as, "The combining of learning with work and work with learning for the benefit of the enterprise." Combining action learning and business objectives created an infusion of new ideas. Furthermore, Intel was able to build and test the talent pipeline.

Through its leadership action learning programme, Intel found that HR facilitation is impacted by a lack of business acumen so HR personnel are now given a crash course in topics they will be working on. The feedback has been very positive and helped with strategic road mapping for the future.

Building an L&D framework |

Clare Allum, Asia-Pacific Leader, Tax, Ernst & Young, talks about designing a framework for learning and development, the challenges it presents and her L&D successes in a diverse business environment.

'Ernst & Young and You' (EYU) is how Allum's company develops its people—a framework that extends beyond learning and development and formal learning. It is implemented through stakeholder engagement, learning, experiences and coaching. Allum said that their innovation is encouraging people to learn more effectively from on-the-job experiences.

She explained that Ernst & Young is a very rank-based organisation. People join as graduates, spending a couple of years at staff level and work their way up, ultimately being promoted to executive director or partner. From a learning and development perspective they have a big chunk of intelligent and bright people they need to keep entertained. The business is quite diverse with a lot of different skill sets to deal with different clients. This requires specialised learning alongside a common curriculum.

Implementation: building stakeholder engagement

Allum advised, "You must build engagement with stakeholders and you need to act as marketers." She added that it is important to spend time talking to people and showing them why things need to be done. Get people to focus on what they want to achieve from a business perspective and how that can be done. In order for Ernst & Young to be a leading tax practice, it is necessary to build and drive specialisation, deepen skills, increase productivity and retain and develop the best people. This can be done by providing development and a clear career path within the organisation.

Delivering the right experience

To ensure people get learning experience on the job it is down to resource managers and the tools for resource management. In the tax industry, the typical situation is that someone becomes a specialist at an early stage, which gives a very narrow skill set. This leads to boredom, especially with Gen-Y, therefore it is crucial to offer employees a wide range of experiences. They've tried to get people to think about delivering experiences more systematically and implemented tools for managing people, such as Retain—a people management tool.

Experience maps and rotations

Experience maps are similar to learning maps and competency frameworks, but they detail not only the skills, but also the work and the technical learning needed to become a rounded professional. Experience maps are increasingly consistent and regulated and are embedded into performance management.

Technical experience is also defined and employees may have to proactively demand some of these experiences. Regarding job rotations Ernst & Young faces similar challenges to other companies. They have rejigged the model so rotations for Greater China will be far more systematic so people know they will move around the department. The downside is making people do something outside their comfort zone. On the upside, for young people it will set up stepping stones for progression and change.

Effective brainstorming

Facilitating employees to think outside the box

A well led brainstorm is an excellent way to quickly draw ideas from a group and develop them collectively. It can be applied to provide solutions to problems, or to generate new strategies and ideas. In stark contrast, a badly facilitated brainstorm can be a time-wasting exercise, which hits efficiency and morale. HR can have an important role to play by identifying effective facilitators and supporting the quality of sessions through training and development.

There are a number of ways in which facilitators can more effectively leverage the strengths of groups and create positive environments for creativity. This includes adhering to a number of important ground rules and managing the sessions in a skilled and organised manner.

7 steps toward successful brainstorming

The brainstorming process should follow a coherent structure and adhere to certain rules:

- Define and agree on the objective.
- Brainstorm ideas and suggestions after having agreed a time limit.
- Categorise/condense/combine/refine.
- Assess/analyse effects or results.
- Prioritise options/rank list as appropriate.
- Agree action and timescale.
- Control and monitor follow-up.

The role of facilitators

Breakthroughs occur when people find ways to build on existing ideas, an argument promoted by creativity theorist Andrew Hargadon. This underlines that the facilitator must seek to combine and extend ideas, not just harvest them. The power of group brainstorming comes from creating a safe place

where people with different ideas can share, blend and expand their diverse knowledge.

If the main goal of a session is only to collect the creative ideas that are out there, group brainstorming are unnecessary. A web-based system or even an old-fashioned employee suggestion box can perform this limited task.

Choosing the right facilitator to head a brainstorming session is of course paramount to ensuring its success. The role should not be given by default to the most senior person; it requires the right kind of personality and a specific set of skills, which must be honed over months or years. HR must identify a group of employees who show a natural ability to facilitate these sessions and seek to utilise and develop their talent. So what must a facilitator be able to do in a session?

- Stand in front of groups and communicate in a clear and interesting manner.
- Spot opportunities that come up and are not picked up or developed by group.
- Keep the group's energy high and raise it if it fades.
- Control dominating participants and encourage shy members to join in.
- Keep the group on track and focussed on productive objectives.
- Use different techniques to draw ideas from the group.
- Keep the meeting on schedule.

Before a brainstorming session, you should circulate a memo detailing the subject and desired outcomes. Any deadlines and special tasks for participants should be outlined, alongside background

information and an explanation of the rules.

"Creativity comes from a blend of the individual and the collective" as Alex F. Osborn, who popularised brainstorming, has rightly asserted. This means it is important to plan a period of individual brainstorming before the group session takes place. Neglecting individual brainstorming can cut off possible alternatives, as ideas noted on the board/flip-chart can lead or steer participants in a particular direction.

Once the group session begins, the atmosphere must be free of judgement, ridicule or negativity. All ideas are welcome and none are belittled or dismissed. By keeping a high tempo to generate ideas, you can keep the internal judge at bay. Everyone should feel like part of the group, as collaborators working towards a common goal. The worst thing a facilitator can do is set up a session where ideas are explicitly rated, ranked and rewarded. Underpinning the desired atmosphere is the need to record every suggestion during the initial phase. Then, at the end of the time limit or when ideas have been exhausted, different coloured pens can be used to categorise, group and connect the random ideas. They can be refined by making new headings or lists, and weaker



ideas can be diplomatically included within other themes to avoid dismissing contributions. This is done in recognition that brainstorming is also an opportunity to build teams and increase morale. Working together, the group must evaluate and analyse the validity of the ideas on the list. Then move the process onto developing and prioritising the ideas into a more finished list or set of actions.

“Facilitating a brainstorm requires the right kind of personality and a specific set of skills, which must be honed over months or years.”

Sessions can typically last for three hours, or one hour for smaller projects. So what can you do in your role as facilitator if the meeting gets mired and sleepy? Take a few minutes to get everyone to stretch and move around, and supply some refreshments to keep blood sugar levels stable. Various techniques are at your disposal to jump-start tiring minds; these include creativity games, showing an amusing video or using humour. As the brainstorm session draws to a close, summarise what has been covered and where you are in the process. Seek feedback from the participants and allocate tasks from the list of ideas, which have been harvested and developed during the session. It is important to implement the actions or ideas agreed upon during the meeting. A timetable must be agreed, and responsibility allocated. After the session, circulate notes, monitor and give feedback. Primarily you are seeking to develop a clear and positive outcome so that people feel their effort and contribution was worthwhile. When people see that their efforts have resulted in action and change, they will be motivated to contribute in future.

Brainstorming sessions can be used for more than just generating ideas. They can support your company's culture and work practices through becoming places to listen, learn and educate. By bringing together staff members with different skill sets and knowledge, new approaches are spread within the company.

The explicit goal of a group brainstorm is to generate ideas, but it also acts to enhance team spirit and promote collaborative approaches to work problems. Brainstorming sessions are generally enjoyed by participants and therefore can have a positive impact in terms of the morale within your company.

error; however, as a person explores and practises different approaches they increase the utility of their tool kit and are likely to have the tools to do the job. Thinking styles which contribute to stress:

1. All or nothing

If I don't get everything right all of the time then I am a failure

2. Catastrophising

If I don't meet this deadline I will get sacked

3. Focusing on the negatives and ignoring the positives

Nothing has gone right today

4. Mind reading

I can tell from looking at my boss that they think I am incompetent

5. I-can't-stand-it-itis

If I have to work with this colleague again I won't be able to bear it

6. Should-itis

I should be able to do this, there is no excuse

Why should organisations manage occupational stress?

The current economic situation is creating levels of stress and anxiety within organisations, which have not been seen in decades, if ever.

This climate increases the likelihood that staff will see the work demands made on them as

greater than their ability to cope, which in turn raises the stress barometer; thus, a negative cycle of overwhelming stress and reduced occupational performance develops.

When the workforce perceives work pressure as too high this can lead to an organisation being overloaded and exhausted; paradoxically, when perceived pressure is too low staff can be frustrated or bored, thus under perform.

Optimal organisational performance occurs when a company is able to manage the workload so that the workforce perceives some stress—not too little, not too much.

Organisational approaches to managing stress

Managing occupational stress is a challenge for organisations as different employees respond in their own way to different situations. It is not possible for organisations to develop a panacea approach to occupational stress, as one size does not fit all. Therefore, organisations need to tackle occupational stress on a number of different fronts:

Primary interventions

Aimed at ameliorating conditions that generate stress in the workforce such as role clarity.

Secondary interventions

Designed to help staff moderate their stress response such as identifying helpful and unhelpful beliefs, and to manage daily occupational tasks like time management.

Tertiary interventions

Psychological support for individuals who have become stressed to the point of distress or where stress is impairing a person's ability to work.

Primary interventions

A good first step is to carry out a stress audit, a staff survey aimed at eliciting aspects of the organisation's culture and tasks which employees

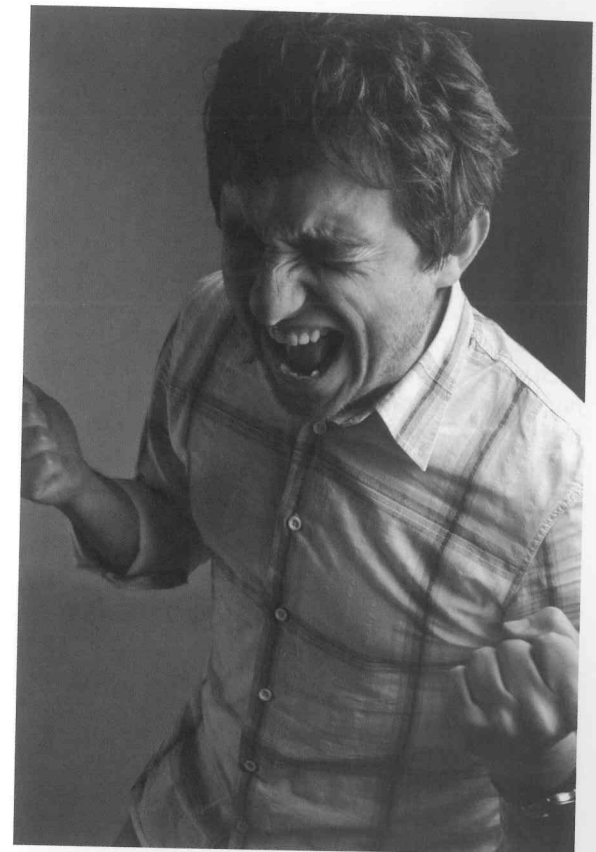
find particularly stressful. This highlights difficulties related to particular teams, tasks, 'level' of employee or to general organisational culture, such as management style and reward systems. However, a stress audit is only helpful if management proactively respond to the findings; to not respond may elicit staff apathy.

Research has identified a number of organisational factors that contribute to occupational stress. These include firstly, excessive job demands such as work overload and difficult work shifts/patterns. Secondly, a lack of job control and autonomy regarding the speed or nature of decisions. Thirdly, low social support either emotional support such as trust and social cohesion, or instrumental support such as resource and assistance. Hence, an organisation that sets realistic goals, encourages people to become engaged in managing their workload and facilitates a supportive culture will experience lower levels of staff distress.

In today's economic climate many employees are concerned about job security. Change needs to be managed and communicated clearly to people. When companies do start recruiting, as many already have, they need to consider whether potential employees will be both role competent and culture competent: i.e. do the person's goals and behaviour fit with the organisation's culture? Employees who are both role and culture competent will experience a more satisfactory work life.

Despite financial and political constraints on employee remuneration, companies can demonstrate their commitment to the workforce by actively engaging them in conversations about career pathways and training. Although this takes time out of an already busy day, it is time well invested when the result is a workforce that is more enthused and dedicated to the company's aims and objectives, thus increasing productivity and reducing absenteeism. Conversely, people who are genuinely unwell—physically or emotionally—should be encouraged to take off the necessary time to recuperate. There is a cost attached to the burgeoning culture of 'presenteeism'.

Flexible work arrangements and equal opportunity policies such as sexual orientation, race and disability



also demonstrate to staff that they are valued. However, policies must be clearly demonstrable both internally and externally to increase staff commitment and brand loyalty respectively.

Secondary interventions

In addition to developing the right culture organisations need to ensure their workforce has the occupational and psycho-social skills to preempt and manage stress as it arises. 'Secondary interventions' include the promotion of healthier lifestyles; guidance in managing the emotional, behavioural, physiological and mental aspects of stress, and skills in managing occupational tasks and the working environment.

Cognitive-behavioural coaching, either as individuals or in small groups, can help people to understand the role of their thoughts in the stress



Sporting knowledge

As a result of the programme's extensive training opportunities, there has been a significant enhancement in staff knowledge of the sport and enthusiasm for it.

A record high 31,000 training days have been notched up by the Club's 26,000 staff, creating a number of significant impacts on business:

1. The programme has inspired other business units within the Club to initiate racing-related activities proactively. One such activity was launched by the Broadcasting Services Department which published a 'Trendy Idiom Card Set' to stimulate and sustain its staff's learning interest. Likewise, the Cashbet Department has also established a dedicated team at the racecourses for sharing racing knowledge with customers.
2. With their enhanced racing knowledge the Club's non-racing staff have become 'Racing Ambassadors'. To illustrate this, front-line catering staff can now share their knowledge with customers at the racecourse dining outlets and better understand the customers' needs. This has had a measurable impact on ROI and surveys have shown that Club members are now more satisfied with the racecourse services and more willing to revisit the racecourse, resulting in a 17% increase in their racing attendance.
3. With their enriched knowledge of racing, Club staff are now more capable of developing innovative racing and betting products. New bet types such as the 'Jockey Challenge', which was launched in 2008 are good examples of such innovation and have successfully boosted the Club's business.

Horses for courses

Targeted at all staff from part-time front-line operators to full-time senior executives, the training

programme is designed to accommodate the varying needs of the whole workforce and different levels of understanding of the sport. To tackle this complex task, the Club carefully studied different staff working patterns, interests, levels of knowledge and business needs by conducting interviews with both racing and non-racing staff. As a result, training materials have been compiled with navigation tools that are simple, succinct and relevant to all parties. This has earned it high praise from the staff, who have given it a satisfaction rating in excess of 4.5 on a 5-point scale. "In today's highly-competitive business environment, investment in staff training and development is indispensable for sustaining business growth, uplifting staff quality and retaining their competitiveness," commented Mak.



Club staff attend practical sessions at Sha Tin stables to enhance their knowledge of horse racing.

"The Hong Kong Jockey Club is dedicated to producing innovative and functional training programmes with an emphasis on creativity, sincerity and effectiveness. We hope more companies will join us in provide training opportunities for their staff, which can help enhance the quality of Hong Kong's workforce as a whole."

“ Investment in staff training and development is indispensable for sustaining business growth, uplifting staff quality and retaining their competitiveness. ”



Morgan Stanley's take on T&D |



Claire Goodchild, Vice President, Learning and Development, Morgan Stanley

Morgan Stanley, a leading global financial services firm employing more than 62,000 people globally, is a pioneer of the global expansion of the financial markets. In Hong Kong the Firm has over 1,800 employees, including 140 staff in Institutional Operations, which is one of the largest business units and provides support to the front office business units. Claire Goodchild, Vice President, Learning and Development, Morgan Stanley, shares how she ensures staff development goes beyond training.

Training and development

Goodchild believes, "Training is important to help people acquire skills, but it needs to be supplemented with on-the-job experience, coaching and ensuring that the environment is conducive to learning." At Morgan Stanley the development of Operations staff is based on the 70-20-10 rule of learning, where 70% of learning is experiential, 20% is from coaches and mentors with the remaining 10% from formal learning. She added, "Training is all very well, but is only 10% of the story and then you need to use other methods to ensure that those skills are developed."

Becoming a learning organisation

For Morgan Stanley Operations to achieve the goal of becoming a learning organisation, Goodchild stated, "We need to have the right people, with the right skills and training, in the right place." To do this, Operations has partnered with Learning and