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ENHANCING TRAINING QUALITY THROUGH EFFECTIVE INSTRUCTIONAL DESIGN & TRAINING DELIVERY

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*"The human gap is the distance between
growing complexity and our capacity to cope with it"*

(A report to the Club of Rome, "No Limits to Learning",
James W. Botkin, Maddi Elmandjra and Mircea Malitza, 1979)

*"The human capital is the skills and knowledge
of individuals and groups"*

(Thomas S. Stewart, 1995, HBR)

Executive Summary

Efforts are made through various means of continuing education, adult education, in-service training to maintain the skill relevance of the working population in all countries, China is no exception. In addition to the remedial aspects of the education and training, more proactive activities have also been organised in order to upgrade the competence level of the working population as well as to enlarge the skill sets of the working population so that they could be redeployed for different tasks and/or be multifunctional. These training and educational investments have been made by the public sector and by the private sector alike with unstable results and great variation of quality.

The scope of this paper is to look at the adult education with a special focus on in-service training and education for both public administration and enterprises. It aims at analysing the underlying causes for the sub-optimal performance found in many training and development organisations and institutes and at contributing to increasing the effectiveness of training

authorities and institutions in meeting clients' (learners, families and employers) expectations and requirements.

Performance management within any organisation requires a sound management system. In order to achieve the stated goal of improving the effectiveness and efficiency of the training and development organisations and institutions through better quality control and assurance, International Standard Organisation (ISO) has established a new quality assurance tool, namely, Quality Standard for Training and Education (ISO 10015) for this purpose.

This paper will not go into depth regarding the ISO standard itself but instead will elaborate on two of the key components of ISO 10015, namely, instructional design and training delivery. Proposal will be made regarding alternative training design and training approach to the existing practices and implications.

Introduction

The technological revolution has left its marks on all aspects of work life ranging from communication, work automation to work organisations. Life long learning is no longer a philosophical concept, first espoused by Confucius, but a necessity for continued economic survival and well being of individuals and organisations alike. In this context, adult education has gained much greater pertinence in the minds of policy makers and strategic planners eager to secure the needed human capital to meet the challenges of a globalising world economy.

This paper argues that most of the existing education and training institutions, may they be free-standing or affiliated with governments or enterprises, are ill prepared to meet the demands of their customers. This applies to the curricula development, teaching materials and instructional (training) methods and even the competencies of the instructors/trainers of these institutions.

Management of these institutions, traditionally, has focused more on institutional characteristics such as the number of faculty, the educational background of the faculty, teaching facilities; and less on the definition of outcome objectives of the instructional process. In contrast to such traditional approaches, good governance of the education sector and human resource development implies setting up appropriate management tools, changing the mindset of faculty and applying different incentives and benchmarking performances to the whole teaching process. This paper elaborates on the potential challenges and alternative strategies which our current and mostly traditional educational and training institutions have to face when embarking on the path of modernisation and in incorporating ISO 10015 as the key cornerstone in managing these in-service training and development organisations and institutions.

Driving Forces for Change

Two major forces drive the paradigm shifts of the 21st century. This paradigm shift has profound impact on human resource requirements within the enterprises. These two forces are:

1. Globalisation
2. Technologic revolution

Globalisation has drastically changed the context within which business operates today. Business can no longer count on the protection of their respective states to fend off foreign competition by creating import restrictions or prohibitive customs and tariff regimes. Instead,

companies can and must compete globally in different markets and at home. Companies with insufficient organisational and managerial capacities are finding this globalisation process daunting and insurmountable. Indeed, some of the internationally well-known names such as Chase Manhattan Bank, Pan American Airlines, Masson André (one of largest food commodity trading house of the world) have either been bought up or gone bankrupt over the last years.

The impact of globalisation is also felt by the public sector. State owned enterprises can no longer enjoy preferential treatment instead they have to compete in the market. In a similar vein, public administration is also no longer immune to benchmark comparisons and its citizen's demands for more "value" (faster and better services at lower costs) in exchange for their tax money.

In this context, both public and private organisations need to develop learning capacities in order to adjust to the changing business environments and to in order to better anticipate the uncertain future of our fast changing world economy. The Human Resource Development (HRD) function thus has to be improved in order to better satisfy the needs of the enterprise and of its employees and hence engage in continuous learning and re-adaptation.

Technological advancement continues to revolutionise our work place. It has changed not only how we do things but also how we organise our work and our organisation. While smart machines are replacing low skilled workers, the remaining workforce is asked to perform much more intellectually sophisticated and complicated tasks. A greater percentage of our workforce is left out of gainful employment due to the fact that their skill sets is outmoded and their capacity for continuous learning is deficient.

The birth of the information and digital society, which was instigated by the proliferation of information and communication technology and the recreation of the worldwide web, has redefined the relationships between various actors. Barriers to access of information are breaking down thus loosening traditional power structures. Stakeholders are better able to organise themselves and to put forth their claims and grievances. Civil societies with the support of transnational NGOs (Non-Governmental Organisations) are better equipped to negotiate and influence public policies and corporate governance standards.

Most of our managers and civil servants are ill prepared for such open and transparent societies. They are not used to deal with this new type of public accountability. They need to acquire more sophisticated diplomatic and communication skills which are in short supply in most of the MBA and HRD programmes (Saner, Yiu and Sondergaard, 2000).

Impact on Human Resource Requirements

The most profound impact of these changes on human resource requisites can be seen in the new requirements of human resources. Instead of perceiving employees as expandable resources, they are now considered as capital that requires careful planning and reinvestment.

Employees are valued for their ingenuity and for their capacities in finding solutions to non-linear problems. They are expected to stretch their boundaries (multi-tasked and flexible) and to bring *additional value* to his/her work through creative utilisation of their knowledge. In other words, people are expected to work smartly (effective and efficiently) and creatively

(innovative) no matter where they find themselves in the hierarchy of an enterprise. In the process of their daily work, they are to contribute to the intellectual capital¹ of the company.

The concept of knowledge worker is not only applicable to the managerial staff but also to other categories of personnel as well who contribute to the bottom line of a company. Employees are expected to acquire and to process information quickly. Most importantly, they are expected to transfer their learning and their specific intellectual capital to different or new contexts and to generate innovations.

Managers in this context, as said by Peter Drucker,

“Knowledge is now being applied to knowledge.....Supplying knowledge to find out how existing knowledge can best be applied to produce results is, in effect, what we mean by management”²

This definition adds a qualitative dimension to the traditional definition of management which states that management is basically planning, organising, leading, and controlling.

In other words, Drucker considers that while managers plan, organise, lead and control, they also create value by applying their knowledge to by identifying better ways of producing results and by helping others to do the same. In this context, one questions whether the current management development programmes sufficiently challenge the managers to take the leadership in knowledge creation and whether these programmes adequately enable the managers to do so. Besides pre-programmed knowledge and canned solutions, to what extent are most of the training and development activities actually focusing on the process aspect of learning and on the releasing of individual creativity?

Seeing from a social behavioural perspective, how to lead highly skilled and talented teams also poses interesting training and development issues. What kind of training and development approach is best suited to foster the right leadership orientation and skills for teams of knowledge workers to reach high performance? How should a company design the learning process so that the trainees could experience first hand such leadership quality and develop the capacity to transfer?

Corporate Responses to The Need for Intellectual Capital Formation

Corporations tend to adopt a mixed approach to human capital formation. They either buy in the needed talents or try to develop from within, or use a mixed strategy of both. However due to the short life span of knowledge in many cases, continuous learning opportunities have to be provided by the organisation in order to sustain the competitive advantage of a company's human capital.

According to the Fortune Magazine, in 1991 about 30 percent of the CEO's of the Fortune 500 industrial companies and Service 500 companies have M.B.A. degrees. Five percent of the same group hold doctoral degrees. The number of CEO's holding MBA and higher degree has since increased noticeably. The view is that highly qualified individuals are better equipped with the needed learning capacities in order to rejuvenate their own expertise.

¹ Intellectual capital as defined by Larry Prusak of Ernst & Young (1994) as “intellectual materials that has been formalised, captured and leveraged to produce a higher valued assets”.

² Peter F. Drucker quoted by Joseph C. Fields in “Total Quality For Schools: A Guide for Implementation”, ASQC Quality Press, Milwaukee, Wisconsin, 1994 (introduction).

Other means have also be used to solidify the in-house expertise. In addition to on-going training and development programmes and activities, famous corporations have created different functions at corporate level to capture existing knowledge and to facilitate the sharing of this knowledge with the ultimate goal of creating new knowledge. This particular function is created by the role of a Chief Learning Officer or Chief Knowledge Officer, or a department such as Corporate Knowledge Management Department, or in the creation of *learning culture, corporate universities*³, or *ICT supported self-learning programmes*. Nevertheless, training and development remains the main pillar of a company's effort in strengthening its human capital.

In the US, total training investment for the private sector amounts to approximately 70 billion US dollars per year (Haskell, 1998). This accounts for training hardware, materials, seminars, conferences and consultants. Of all HRD activities, training is one of the most expensive investments. However the failure rate reaches at least 50 percent representing a loss of 35 billion US dollars a year.⁴

What does this mean?

Government's Response to The Need for Intellectual Capital Formation

Governments faced with major challenges tend also to respond by offering intensive training for its work force. However, using training as the main intervention strategy to improvement government performance has often yielded only limited if not disappointing results, seen from the performance improvement perspective. This is often because the gap between the training programmes and the actual work demands does not get closed.

In a comparative study of 15 countries and regions⁵ Saner, Strehl & Yiu (1997) found support for this observation. Some of their key findings were:

1. In-service training is neither sufficiently needs or demand oriented nor reflecting day-to-day best practice. None of the countries reported *systematic training needs analysis* (italic added).
2. Systematic development of target group oriented training ...is not being undertaken in most of the countries studied.
3. Traditional administrative culture and attitudes (are) a hindrance to a modern utilisation of training. *In-service* training is often see as remedial, sometimes even as punitive-corrective. Such traditional views and hierarchical defensiveness result in an under-representation of the *officials from the upper hierarchies* who prefer not to be seen as being "in need of training". This in turn leads to information gaps and insufficient readiness by top management to support the application of new skills and knowledge to the workplace by *middle and junior staff* (italic added).

³ According to the estimation of Corporate University Xchange, a US corporate education research and consulting group, the number of corporate universities has grown from about 400 in 1985 to 2'000 in 2000. It was projected that the number of corporate universities will reach 3'700 by 2010.

⁴ Failure here is defined as follows: Training does not result in transfer of knowledge and skills to the work place and hence to no improvement of a company's performance.

⁵ Countries included in this study are: Algeria, Austria, Cameroon, Canada, France, Germany, Hong Kong, Italy, Lithuania, Mexico, Quebec, Slovenia and Switzerland.

4. Interrelationships between training and change or vice versa are not analysed to a sufficient degree in order to be a fruitful basis for a training programme design.
5. No clear and unanimous interrelation between training and *organisational* change can be identified..... Training **may or may not** lead to organisational change, however it may lead to change on the level of individual job positions or within a department by means of different skills, competencies, views or perceptions acquired by the trainees. As such in-service training is a contribution to small, incremental, non-systematic change. Even planned change is rarely accompanied by training programmes fitting the change process and performance goals (bold added).

These findings are not restricted to the countries studied by Saner, Strehl & Yiu (1997). Instead they could be generalised to include the in-service training institutions of most countries. These findings represent a devastating picture of the current performance of many institutions. These conclusions are even more daunting when one considers the goal and objectives of leadership training especially at the senior level. After all, training of senior civil servants is intended to equip them to lead the change processes within the public administration. If their leadership training was ineffective, how could they do an effective job as change manager or top leader?

Why does training tend to fail?

Need for Greater Accountability

Training and education have remained for a long time immune to the type of scrutiny that one has become used to in regard to the financial and manufacturing sectors or our societies. This is no longer the case; partly because all aspects of the public service are losing their protected status and are being increasingly held accountable and partly because privatisation is creeping into what used to be considered a "no go" area of the public sector. Education and training are more and more seen as being services to be bought in a free market subject to competition rules and the call for "value for money" and effectiveness & efficiency are increasingly heard in developed and developing countries alike.

This closer examination of investments in the sector of training and education has largely been caused by increasing globalisation and rapid technological change. As a consequence, enterprises are demanding a better fit between investments in education and training and work demands and challenges caused by rapidly changing market conditions.

This mounting pressure to make the education and training services be more effective and more accountable is felt everywhere. Trainers and educators are required to speak a new language and to use concepts such as product quality, marketing and client satisfaction. Quality assurance, once applied exclusively in the manufacturing sector, will help training establishments raise the value of their services and reassure their more demanding clientele that they can meet their expectations.

Conventional Measures

Quality in the education sector has traditionally control by three common means. First, the quality is ensured by tight control of the service provider, be it an individual or an institution. Specific qualification criteria which cover both physical infrastructure and personnel highlight the minimum standards required for accrediting an educational and training institutions to operate. In a similar vein, many governments have explicit licensing to qualify individual faculty members and educators.

The second measure of quality control, which is practised more for the primary and secondary education and less so for the tertiary education, is the standardised teaching materials and curricula. This level of quality control aims at minimum deviation of the content and of the subject matters.

The third measure has to do with the quality control of outputs. Students are graded according to their academic performance in examinations, term papers, theses, and dissertations. Unlike the manufacturing sector, the probability and desirability of “reworking” (repetition or cramming schools) are limited. Due to the stigmatising effect of such repetition, the tendency for many is to send these un-qualified students on to the next level instead of being more stringent in gate keeping. This problem has become epidemic in many countries, United States of America is no exception. Reports have been made by UNESCO (United Nations Educational, Social and Cultural Organisation) have repeated highlighted the detrimental effect of this practice to the quality of human resources of the country and resulting economic performance.

In this regard, the governance of in-service training is even more lax. Much greater autonomy there is for the informal education and in-service training. With the exception of China, rarely there is a centralised planning for the curricula, nor accreditation system for this segment of the sector. Needless to say, there is no such thing as “qualification examinations” for the in-service training either. Evaluation of training outcome tends to stay at the “reaction”⁶ level focusing on the level of satisfaction as perceived by the participants shortly after the completion of the training. Insufficient effort is made to see whether learning has taken place and whether learning has made difference in the work place.

Throughput Related Quality Control

So far, little consist effort has been made to ensure the quality of education and training by supplementing conventional measures with a throughput related instrument. The actual teaching/training process remains a black box that has not been scrutinised. Little systematically documented data available to discern the actual design of training courses and delivery methods nor the actual results of the training.

While, conventional quality control measures tend to be externally driven, complimentary effort needs to be made internally in order to close the loop. Management systems focusing on the throughput of the training delivery process need to be installed in order to safeguard the desired quality and to establish a feedback loop for correction (see Figure 1).

⁶ Using the terminology of Kirkpatrick who first published his work on training evaluation in the 1950's. Evaluation involves 4 different levels, i.e., reaction, learning, behaviour and performance.

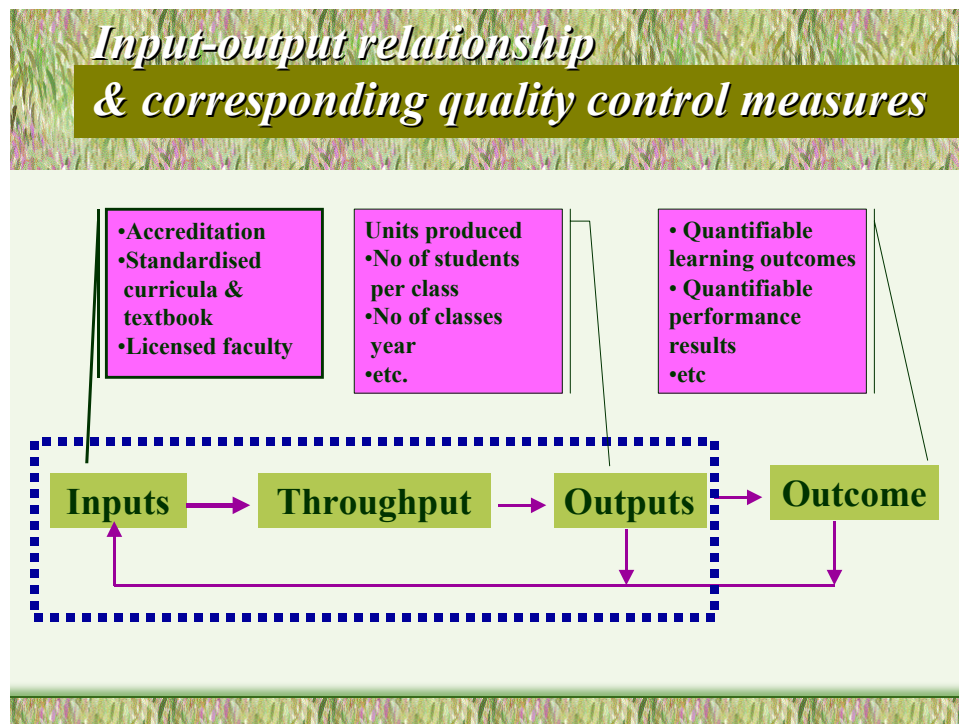


Figure 1: Input-Output Relationship and Its Corresponding Quality Control Measures

Quality assurance is about reducing variations of outcomes or products. It is a system to monitor the *actual* functioning of the whole supply chain or workflow and process on an *on-going basis*. For this purpose, there is a new quality assurance system available since the beginning of Year 2000. ISO Quality Standard for Training and Education (ISO 10015-1999) was designed to fill the gap.

The role of ISO 10015 is to “provide guidance that can help an organisation to identify and analyse training needs, design and plan the training, provide for the training, evaluate training outcomes, and monitor and improve the training process in order to achieve its objectives (ISO 10015:1999).

Traditional Approach to Training & Education

Traditional approaches to training have relied on four general assumptions:

Assumption 1: *Acquisition of knowledge leads to action*

Assumption 2: *Participants learn from what trainers teach.*

Assumption 3: *It is possible to simulate "real work situations" in the classroom.*

Assumption 4: *Transfer of learning is the individual trainees' responsibility.*

These four assumptions are problematic and untested. They fail to take into account individual motivation, the ever-changing nature of "work" and work environments, resource constraints and organisational culture and norms. All these factors intervene whenever knowledge is to be translated into action. This disconnection between knowledge acquisition

and actual practices is even more evident when it comes to training of future leaders or strengthening current leadership.

Cognitive learning should never be equated with personal development and analytic skills should not be considered as the only role requisites of a leader. Instead, leadership⁷ development needs to be *holistic* encompassing all dimensions of the person and all aspects of the leadership tasks. Especially important is that leaders of today need to have the capability in dealing with high ambiguity when mediating between different interests and constraints. They need to be developers of other human beings (co-workers) so that to facilitate innovations and strengthening of organisational capacities.

Counter Proposal: Action Learning Based Training

In contrast to traditional approach to training, Saner, Strehl & Yiu (1997, p. 488) proposed a different approach to training and development. In view of the leadership training for the 21st century, the following points they made are of particular poignancy:

- Environmental complexity should be taken into account when designing training programmes
- Change (as far as it is a planned change) should be dealt with in terms of project management and training activities should be planned and designed in accordance with change requirements.
- Explicit analysis of objectives and the use of in-service training as related to specific target groups is a useful undertaking in order to guarantee cost efficient and goal effective training.
- In order to guarantee training effectiveness, leadership at central government level should make in-service training a priority, spell out strategic priorities and order the development and implementation of training evaluation measures .. regularly and on a case by case basis.

Thus in order to ensure learning transfer, training activities, trainees and trainee's organisation should be integrated more closely in the learning process. An action learning approach is best suited to the needs of leadership training and development as well as other forms of learning.

What is Action Learning

Conventional institutions and courses have been developed to transmit established knowledge, but the problem remains regarding how to best prepare the leaders for the unknown future. These leaders are expected to be path finders who could see beyond the mountains (so to speak), who could articulate the vision that would lead the organisation to excel, who have the stamina when confronted with difficulties and challenges. Equally important, leaders are not necessary having the answers to the problems (since these problems would be new), instead, they know how to pose useful questions during conditions of change thereby leading to innovation. The action learning process developed by Revans (1985) is meant to provide the right context from which such learning and personal development could take place.

Central to action learning is to give the manager a real project to work on, either in his own, or in another organisation (Revans, 1971). Faced with a real problem, the manager

⁷ The term leadership is used to described all qualities that contribute to taking individual initiatives, making decisions, identifying solutions, mobilising resources and acting on conviction.

uses his existing general knowledge and particular understanding of the situation to decide a strategy and a plan of implementing it. He then goes into an action phase, when he tries to put his ideas into practice. This is followed by a stage of reflection in which the results expected are compared with what has occurred (see Figure 1). The manager can then use the subsequent understanding to face the next problem (application, also known as learning transfer).

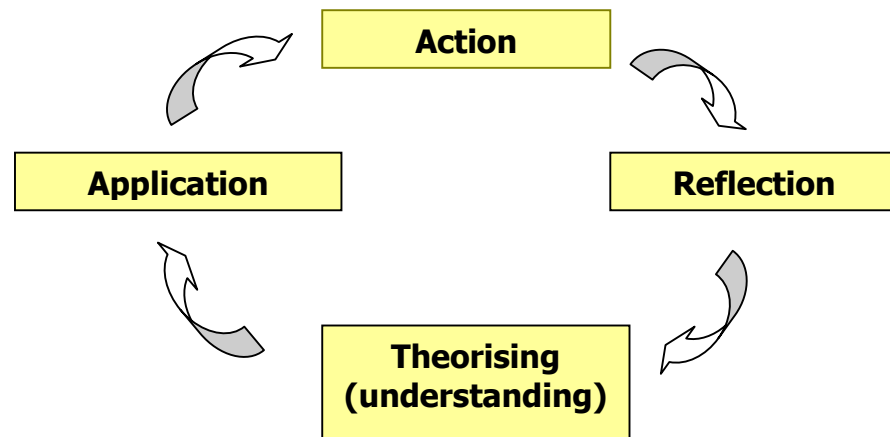


Figure 2: Action Learning Cycle

Ravens also believes that managers are more likely to benefit from a learning process if it is geared to a current organisational situation with all its realistic complexity. He also viewed learning as a form of social process -- "managers learn best with and from each other". Therefore although each manager is responsible for his own project, or activity, he meets regularly with others who are engaged in similar exercises, to give and seek assistance. Therefore, the key fundamentals of action learning, summarised by Margerison (1994) are:

- 1) Learning from experience (project work)
- 2) Sharing that experience with others (learning sets/teams)
- 3) Having those colleagues criticise and advise (open feedback)
- 4) Taking that advice and implementing it (action)
- 5) Reviewing with those colleagues the action taken and the lessons that have been learned (critical reflection)

The differences between traditional learning and action learning are presented in Table 2.

Table 1: Differences between Traditional Learning and Action Learning

Traditional Learning	Action Learning
▪ Classroom based	❖ Work based
▪ Individual orientation	❖ Group orientation
▪ Input orientation	❖ Output orientation
▪ Knowledge orientation	❖ Action orientation
▪ Passive	❖ Active

▪ Historical focus	❖ Concern with the here and now and future
▪ Cost investment	❖ Investment return required
▪ Producer orientated	❖ Market/customer oriented

Differences between Active Training and Action Learning

Some confusion exists between *action training* and *action learning* even among specialists of pedagogy. The fundamental difference between the two approaches is that the so called "active training" denotes an interactive training process through the use of role-playing, simulation and small group activities. Although highly participatory, active training remains a trainer focused and classroom based learning.

Action learning, on the other hand, uses real projects stemming from the work environment as a key vehicle for learning. It is a learner and team focused learning process. It brings the whole complexity of the decision making process in a public administration into the learning context.

Placed on a continuum of personal involvement, a "traditional learning" approach can be situated on one end, and "action learning" on the other, while "active training" is somewhat in between these two training strategies (see Table 2).

Table 2: Comparison between traditional learning, active training and action learning

Traditional Learning	Active Training	Action Learning
▪ Classroom based	◆ Classroom based	❖ Work based
▪ Individual orientation	◆ Individual orientation	❖ Group orientation
▪ Input orientation	◆ Input orientation	❖ Output orientation
▪ Knowledge orientation	◆ Knowledge and skill orientation	❖ Action orientation
▪ Passive	◆ Active	❖ Active
▪ Historical focus	◆ Here and now within the laboratory context	❖ Concern with the here and now and future
▪ Cost investment	◆ Investment return required at the individual level	❖ Investment return required at both individual and organisational levels
▪ Producer orientated	◆ Customer oriented	❖ Market/customer oriented
▪ Lecturing, question & answer	◆ Role play, case studies, simulations, behavioural laboratory	❖ Just in time content delivery, group dynamics, project management, coaching & consulting

Experiences To Date

Action learning enjoys a long tradition in United Kingdom, Sweden and Australia. Especially in the UK (Raven, 1985). It has been widely used in the public and private sectors as well as in the formal educational settings. In Asia, action learning has been effectively used to deal with the hand-over of Hong Kong⁸ (Fong, 1997). The French National School of Administration has also adopted this approach a few years ago.

Action learning has also been used as a primary strategy for the strengthening of a national government, in combination with action research. Successful use of action learning has contributed to the building of internal capacity for government re-engineering in Slovenia (Saner & Yiu, 1996, 1997; Raelin, 2000, p. 232-236). Application of action learning in the field of re-orienting and re-modelling of the existing in-service training institutions in China has also proven to be effective (Yiu & Saner, 1998).

Corporations that have successfully applied action learning to its management development programmes include Voal, Motorola, General Electrics just to name a few.

Project Work and Action Research

Action research (AR) and action learning (AL) belong to the same family of action technology. Action research was originated by Kurt Lewin (1890-1947). It emphasises that

⁸ Action Learning was used effectively at the Senior Staff Course Centre (SSCC) from 1987-1997. After a re-organisation in 1996, this particular training methodology has no longer been used as the core concept for leadership development of Hong Kong's senior civil servants.

research should lead to social action. According to Cunningham (1993), action research "is a term for describing a spectrum of activities that focus on research, planning, theorising, learning and development".

The classic model of action research consists of the following steps:

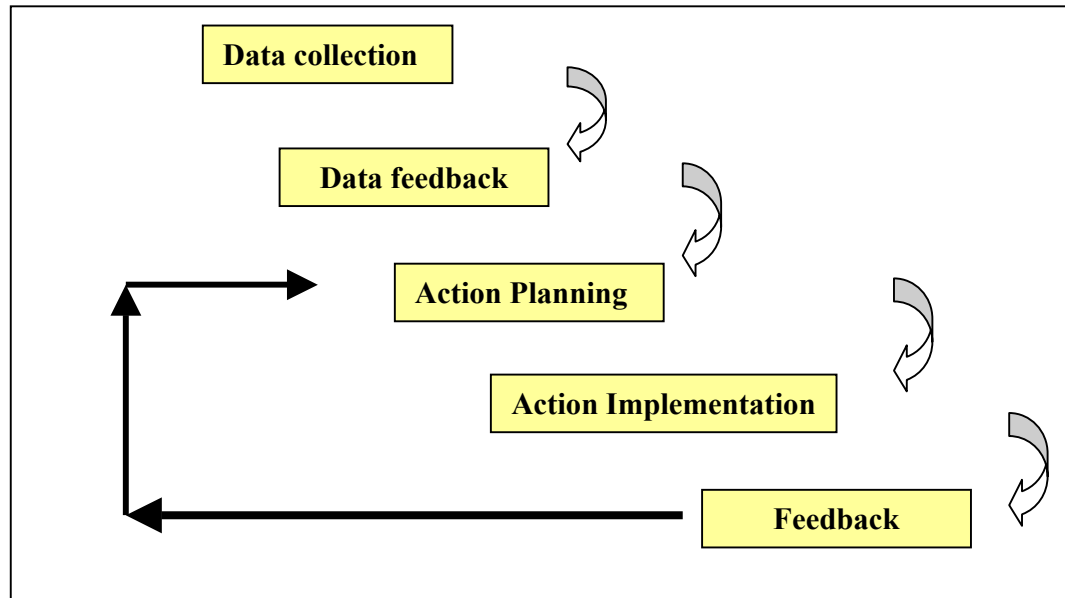


Figure 3: Steps of Action Research (Burke, 1982)

In the context of project work undertaken by participants for learning and personal development, action research offers one of the most effective forms of organisation development (OD) methodology. Since action learning is aimed at preparing the participants to better deal with ambiguity and "new" problem situations, participants are expected to use scientific methods to collect data and to make sense of the problem situation. Thus the trainees take on the consultative role of a researcher, of a sense-maker and of a sounding board.

Action research is also a collaborative process. The trainee/consultant needs to involve the people who are working in the system to share their views, to devise possible solutions and to implement them. Hence, the trainees have to practice not only analytic skills but also communication, motivation and influencing skills in order to facilitate change. They are not necessarily expected to be the content or technical advisors, but instead to be resource persons, facilitators and coaches. These roles are also the core functions of leaders in learning organisation.

Therefore, AR connects the trainees to the world of work when they are undertaking projects in their own or other people's organisation. AL anchors them in the world of learning and encourages them to explore new perspectives and new framing of the problem situations that need to be solved. They are working with their peers and are committed to provide honest feedback and learn in a community of learning where "contingency" leadership (Fiedler, 1967) is the guiding principle.

Implications

To adopt action based learning technologies for training and development in general and leadership development in specific requires changes within in-service training organisations. It implies an expanding role definition of teachers, a shift of emphasis of training from content to process. It also means that in-service organisations need to have a different "contract" with their primary stakeholders and customers. Specifically, it means:

1. *A shift from teaching to resourcing* -- Instead of being the "information transmitter", the trainers are expected to be personal consultants and couches. They must be able to provide information, assist the group in working through current problems, and ensure the completion of the whole action learning cycles. All this has to be done in real time and in a less pre-structured manner.
2. *A shift from programming to contracting* -- Instead of a "super market" type of offerings, leadership development programmes should be more custom tailored and based on intra-organisational needs assessments. Therefore, one of the key tasks of a training provider is to establish learning contracts with relevant stakeholders and customers prior to the designing and starting of the leadership training programmes.
3. *A shift from individual to group or community orientation* -- Instead of focusing on individual training, part of the task of the trainer is to help participants to function effectively in learning groups. They should be given opportunities to practice leadership and followership among peers. Trainers are acting as consultative resource persons to the group in terms of content and more importantly of the group processes.
4. *A shift from canned cases to real cases* -- Instead of being satisfied with case studies of the past, trainees of leadership development programmes are increasingly demanding to acquire skills which can be of direct relevance to their work and their work environment. They would learn more from working on the more ill-structured problems, i.e., real project work than from the well structured problems presented in traditional case studies.
5. *A shift from output management to outcome management* -- Instead of being concerned only with the number of people trained per year, or number of programmes executed, training managers of in-service training organisations should be more concerned with the outcome of training and development. More resources should be spent on monitoring more closely the career development of these trainees and the performance of their respective units and organisations which they have been assigned to work and/or to lead.
6. *A shift from focusing on content knowledge to learning dynamics and processes* -- More attention needs to be paid to the instructional design of a learning process, instead of the specific information to be transmitted. Trainees need to be given opportunities to reflect independently and to codify their life experiences so that they could examine these experiences and resulting assumptions with critical eyes. Though experiencing the facilitation and coaching of the trainers, trainees develop an understanding of such relationship first hand and thus more apt in repeating these behaviour in their own settings.

In short, adoption of an action learning approach requires a profound change of how in-service training is currently designed and conducted. It requires a different type of resource allocation, an expanded skill set of the trainers and an extended spectrum of training management.

CHALLENGES FOR THE TRAINING PROFESSION AND TRAINING INSTITUTIONS

- trainer as leaders, plan-organise-lead-control-evaluate
- process is the 2nd pillar of learning, motivation to learn, willingness to participate, willingness to be engaged in collaborative learning (publicise tacit knowledge)

RE-ENGINEERING & QUALITY MANAGEMENT

- Definition of Quality (retake the system model)§

Conclusion

At the threshold of entering a new millennium, the following quote from Shafritz, Hyde & Rosenbloom (1986) is still relevant in today's context and applicable to China:

"Ironically, training and development will face an even greater challenge. As stated, it must play a critical role in preparing public employees for the 1980's and 1990's and at the same time develop the planning, research, communication, information, technology, budgeting and evaluation skills to manage and justify its own existence..... What will be required is a return to sound management, good analysis and intellectual integrity. Training can no longer rely on good intentions and its inherent self-righteousness"

The challenge of developing managers in China lies in the gap between the roles of a cadre and a manager. Yiu and Saner (1998) highlighted the challenges which China 's training and education sector had to confront over the last two decades regarding individual transformation process (contrast of general features of Pre- and Post-1993 reform era). This gap remains evident in the public administration as well as the state-owned enterprises, especially the ones located in the inner parts of China.

Table 3: Needed Individual Transformation (Yiu & Saner, 1998)

	Traditional Cadres	Modern Public Officials
Key Orientation	Administrative; domestic-minded	Managerial, facilitation-oriented, and internationally-minded
Role Definition	Cadres	Public manager
Process Organisation	Around authority, command, and ideology	Around consultation, dialogue, and economic pragmatism
Paradigm	<ul style="list-style-type: none"> • Marxist-Leninist socialist economy • Centralisation • Control orientation • Deferring and "delegation" upwards • Connections and personal loyalty • Gate-keeping • Rule by individuals 	<ul style="list-style-type: none"> • Socialist market economy with Chinese characteristics • Decentralisation and delegation • Service orientation • Decision making and leadership • Networking • Boundary spanning • Rule by law
Technology	Limited use of technology	Increasing use of technology; "learn how to speak, walk, and write"*
Economy Focus	Subordinated to political objectives	Economic growth and prosperity in

		support of political objectives
Social Consciousness	Based on “class” backgrounds, party affiliation, and ethnic identity	Less pronounced, more pragmatic; “It does not matter whether the cat is black or white as long as it catches the mice”
Leadership Style	Egalitarianism, party leadership	Moving towards a competency-based leadership model, competition, party leadership
*Speak foreign language (English), walk (drive your own car), and write (on a PC). The emphasis is on the fact that cadres should learn how to do all these and execute these skills by themselves. (No more interpreters, chauffeurs, secretaries!)		

In order to succeed in developing China’s future leaders who will be able to handle the complexity of tomorrow's public administration and the mounting challenges of globalisation by enterprises requires learning through personal experiences coupled with critical reflection not by rote (memorizing). Through critical reflection, future leaders are accustomed to review the basic assumptions behind existing practices and examine their applicability in the present and in the future. Such critical questioning will then form the basis of innovation and transformation

It will be crucial to enhance the future employees’ and leaders' internal motivation to learn, initiate innovation and to find new ways to balance the increasing tension between the economic demands due to international competition and the demands for sustainable development. Deeds strengthen one's self-confidence, actions test the salience of one's theory of work. Action based learning technology provides learning opportunities to respond to some of these requirements.

Like all organisations, training and educational organisations are also suffering from inertia. Changes, especially when these changes require shifting of mindsets, ways of organising work processes and redistribution of resources, could not be possible without installing additional management systems to ensure their implementation. One instrument that can be applied here is to set up a monitoring procedure, i.e., ISO 10015, to ensure that members of training and educational organisations are indeed implementing programmes that are customer focused and not just paying lip service to a laudable concept.

Training and development programmes are the core tasks of any HRD departments and of educational institutions. It has to be made accountable both for its utilisation of resources and for its actual return on investment expressed in measurable outcome measures. Such governance structure may it be ISO 10015 or other quality assurance tools is the key to enhance the effect of human resource development effort and to ensure sustainable competitive edge for both the public and private sectors.

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