

# Research on the New Models and New Methods of Senior Corporate Management Training

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**Abstract:** This paper uses Coal Mine Training Center of Shandong Province for the empirical case, focuses on the analysis above, vice ore grade, Shandong Province, management problems and deficiencies cadres training through literature, surveys and comparative research methods, explores new situation management training and new education models and new ways to re-design an effective training program and evaluation system. It provides a reference for the same type of corporate training, and create a theoretical study of the training of middle and senior management personnel.

## 1 Overview

### 1.1 Overview of Coal Mine Training Center of Shandong Province

Coal Mine Training Center of Shandong Province, located in Jinan City, Shandong Province, is the provincial Department of Personnel, Office of the approval, which is set up independently, under the Provincial Coal Industry Bureau with a formal approval. It lies in the central location and convenient transportation. Shandong Province, the center of the coal industry workers undertake training and reception work, now about a year of training at all levels of the province's 5600 coal mining enterprises, namely: 2900 engineering and safety management personnel above the level of vice president, 900 excellent team leaders, 600 emergency personnel, 1200 dispatchers.

### 1.2 Status of executives above vice president level

Shandong province's coal mine training center train 2900 engineering administrative above the level of vice president per year. From the age structure, young people under the age of 35 accounted for 5% of the management cadres, 35-40 years old accounted for 15% of the management cadres, 40-50-year-old management cadres accounted for 60%, 50 years and older accounted for 20% of the management cadres; constituted from academic point of view. All have a college education, including management of cadres with college education accounted for 60%, with a master's degree in management cadres accounted for 15%, with a doctorate in management cadres accounted for 1%; From professional technical structure, 40% of senior, intermediate titles accounted for 40% of junior titles accounted for 16.5%, other 3.5%; from hold middle management positions or above to see life more than 10 years accounted for 10%, 5-10 years 25% 3-5 years 30%, a 3-year 25%, 1 year of age accounted for 10%.

The 2900 the management of cadres above have been surveyed. The survey is combined with the characteristics of their learning through questionnaires, discussion interviews, telephone interviews (interviews), examinations and other means, combined with literature searches and comparative research methods to identify mines in Shandong Province training center in the province's deputy chief of training cadres working-class management issues, experiences and characteristics, and then design an effective training program and evaluation system.

## 2 Existing Problems

The form of a questionnaire anonymously questionnaire has been taken. The actual number of questionnaires handed out is 670, among which 670 questionnaires were returned. The return rate is 100%. By the survey, 41-50 years of age accounted for more than half of the leadership, is more consistent with the current system managers Shandong coal overall age distribution situation, therefore, the investigation has high validity and guidance.

The questionnaire analysis shows that enthusiasm management training cadres treat is not high and lacks of deep understanding. Secondly, there is a serious shortage of investment in training, whether it is on the size, specifications and production management quality. Thirdly, the training system has not been established, the purpose of the training is to complete the training, and few achieve comprehensive and accurate way to analyze training needs, develop training in long-term planning and a phased plan from the quality requirements, knowledge structure, and capabilities. Fourthly, training form is limited, most of which are trainings in the form of multi-class learning courses and study tours into two categories, the relative lack of diversity, it is difficult to fully mobilize the enthusiasm of participants to learning and participation motivation, training effect are affected in varying degrees; organizational forms the general use within the stipulated time, concentrate full-time training. Fifthly, the training time can not be guaranteed, because the training target is the total vice miners over the management cadre, multi-unit transactions to their deliberations and decision-making, it can not be fully achieved full-time study, but with the units in training in two round-trip, but most of them can not quickly find themselves positioned in training in mind, but still with his mind on the job to treat corporate training, think they have the knowledge, experience, no longer accept what training, blindly carrying out the training as a mission, such a waste of resources, but also cannot reach the initial training purposes.

### **3 Construction of Training Mode**

According to the problems exist in the current training of engineering management above the level of vice president in Shandong coal mine training center, combining the characteristics of trainers, the basic training patterns are as follows:

#### **3.1 Conducting training needs analysis survey**

Under the new situation, the training center staff should always be some training needs analysis surveys, questionnaires and through literature and other methods, and then develop a scientific training program. In this regard, training centers can work with a group of coal units; the first to make training needs survey, the in-house investigation, and then make the analysis. Training needs analysis can be used: interviews, observation, questionnaire, test method, file and data, critical incident technique, self-analysis, collective (group) discussion method, performance appraisal, trend seminars method, previously Project Assessment Act attitude surveys, advisory committee discussions law.

#### **3.2 Creating a dynamic training management system**

According to the results of the needs analysis, training centers should give a detailed training management system, and the development of detailed, scientific, and dynamic training programs, including curriculum, teaching methods, training time, practical aspects, study projects. Requirement of this training program is necessary to meet the content management cadres to study the latest theoretical knowledge, to provide their own quality, but also to meet their needs theory with practice, but also to have some testing learners investigate the role.

#### **3.3 Developing a variety of training methods**

Deputy chief engineer level management training should emphasize learning-centered rather than teaching as the center, therefore, the development of training methods to a variety of channels, diversity training tools to change the way the usual face to face. Through the survey shows administrative favorite method is to discuss the teaching style of teaching and case teaching. Therefore, the deputy chief engineer level management training cadres should discuss teaching and case-based teaching, combined with discussion groups, study methods, more color plays, audio-visual methods.

#### **3.4 Combining the informal learning with concentrated study**

Massive growth in the face of information, formal business training hard to meet the geometric growth of knowledge, and informal learning to meet the learners' desire to generate new knowledge. First, informal learning as a scenario embedded learning, to more effectively promote the organization and transformation of tacit knowledge sharing; secondly, to limit the autonomy of

employees to learn more, regardless of time and place, the staff according to their needs combined with intensive training to arrange learning.

#### **4 Construction of training effectiveness evaluation model**

Evaluate the effectiveness of training is the training of the more important aspects. Training quality assessment should follow realistic, objective and fair, simple, focusing on practical results, adhere to the combination of incentives and constraints, quantitative and qualitative, operational guidance and combined assessment and reform, focusing improved.

##### **4.1 Assessment of the reaction layer**

That is the assessment of the entire training process trainees' views and opinions of whether the training programs are satisfied, whether they like it, whether it is considered to be valuable. The main method is the questionnaire. It can also be seminars, interviews, and telephone surveys.

##### **4.2 Assessment of the learning layer**

The principle is to measure the degree of trainees' knowledge, skills, attitudes and other safety training to understand and master. Written layer can be used to assess learning, field operations and other methods to examine the work of simulation. Trainings of management in mine training center are writing and computer examinations. The main topic is written papers deputy chief engineer for the senior management cadre training is dynamic and scientific questions both objective and subjective questions have questions, out of 100 points.

##### **4.3 Assessment of the behavior layer**

it refers to the training of trainees after returning to work behavioral changes, mainly refers to the work of the behavior and performance in order to determine the impact of the knowledge, skills for practical work. It can be said that this is to examine the effectiveness of training the most important indicators. The main field is the use of questionnaires, through the methods in dealing with conflict management personnel selected, pre training, post-contrast.

##### **4.4 Assessment of the effect of layer**

Through the trainee's superiors, colleagues and subordinates field seminars, field surveys and telephone surveys and other methods to find out whether there are differences in the behavior of trainees before and after training. Evaluation including trainees subjective feeling, compared to their subordinates and colleagues behavioral changes before and after training, and self-assessment of my trainees.

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