

The Newsletter for Members of the Institute of Training Professionals

“Member of the International Federation of Training and Development Organisations (IFTDO)”

## MIND BOGGLE

by Denny CHOW, FITP

In my past encounters with my clients and their employees, I have met many different levels of management. Often time, the sheer mention of change or improvement makes some of them feel uncomfortable. Why do some managers hesitate, postpone or even put off some brilliant ideas on change or improvement, thus, missing out some golden and timely opportunities for corporate growth and development? Here are some **common reasons or excuses** that I have gathered. I suggest you go through them and work on the two exercises to see if you can derive some invaluable insights to share with us in the future issues of the ITP LINK.

### Exercise One :

From your experience or observations, can you add some more to this list?

### Exercise Two :

How do you overcome them?

1. They do not have the time because they are too busy.
2. They are afraid that change may create extra burden on themselves.
3. It has not been tested before.
4. It does not guarantee success.
5. It is likely to fail.
6. It will be surely a tough job.
7. It requires perseverance.
8. Coordination will not be easy.
9. Cooperation may not be forthcoming.
10. It takes time to sustain the change.
11. At worst, it may cost them either their jobs or their own business.
12. What good will it bring to them.
13. It will sure affect others.
14. Boss may not like it, it is not the boss's idea.
15. Peers are afraid of extra burden.
16. People may think they are some kind of showing off.
17. People may think they are trying to make the boss happy.
18. It is difficult to change people's attitude.
19. There may not be enough incentive.
20. People may lack the knowledge and skills.
21. Other employees are afraid of extra work.
22. Other excuses that fall within people, finance, premises, equipment, materials, process, procedures etc.

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# 以「東主互助小組」作為東主培訓的方式

邢宏彬

香港管理專業發展中心 首席顧問

身為東主，肩負統籌全盤生意的運作，在公司內位高權重，以致每有「無敵最寂寞」的感歎，遇上業務經營及管理的問題時，他們大多獨力承擔。當然部份問題可請教銀行，會計，法律等專業人士，除此以外，問題的解決，就要靠東主個人的智慧，經驗和能力。

另外，東主所面對的不單只是業務問題，他們還需要精神上的鼓勵及信心上的支持，更需要新意念及別人對新意念客觀的看法。

近年對東主培訓的探討，發現東主對培訓的需求甚大<sup>(1)</sup>，至於常見的「東主培訓」方式，就多以參加管理課程及講座為主。

現時正在探討的，是一個以「東主互助小組」的模式，作為東主培訓方法。

為了東主間互相扶持，互助學習，從而提升東主的管理技能，早有人提出「互助小組」的東主互助互習模式。其實互助小組並不是一個新概念，屋 有互助委員會，學校有學習小組，企業有品質圈，專業團體有專業學會等等，都有 類同的目的，其中包括了確保及提升組員、會員等的知識和分享經驗。至於以東主為本的互助小組發展，暫時還不流行。

一些行業的研究報告指出，東主需要私下找尋數位「知己」，作為個人在專業上的指導，以及在心理上的輔導<sup>(2)</sup>。有東主更提出物識幾位能夠無所不談，互相尊重的人士，作為個人的「導師」，因為他們可以開懷是是非非，幫助自己掛萬漏一，甚或不時給予新的意念，新的知識及新的鼓勵與支持<sup>(3)</sup>。更有些醫學界人士認為參與「互助小組」活動，可以減低工作壓力<sup>(4)</sup>。

從人才培訓的角度來看，「東主互助小組」是發展東主的一個途徑。這小組的目的在於讓幾位志趣相投的東主維繫在一起，互相學習，互相支持其他組員的個人及業務發展。

「東主互助小組」可由五至八位不同行業，志趣相投的東主組織起來。小組的初期最好能得到一位獨立人士如管理顧問或講師協助成立。這獨立人士可確保組員的業務沒有衝突，利益沒有衝突，各組員的業務規模相若，及組員之間可以互相信賴與接受。

這小組的成立會有一個適應期，期間可能有組員因不同原因而退出。之後小組會變得成熟及堅固，進而發揮互助的功效。

「東主互助小組」初時以定期型式聚會，各人把期間的經營管理問題提出，然後由其他組員給予意見。此外，組員也可提出業務發展的計劃，聽取組員客觀的意見，避免因個人的偏好，一廂情願去發展一門缺乏前景的生意。

「東主互助小組」成熟後，組員各自提出所定的業務目標，在其他組員認為可行情形下，得到組員長期的鼓勵。這就形成一個推動成長的小組。

這類以東主為本的互助小組在日本行之多年，在美國以「互助小組」作為個人發展的方式已十分流行<sup>(5)</sup>。「香港管理專業發展中心」的管理訓練課程很多都採用「互助小組」的學習方式，其中與英國牛津大學合作之「管理專業評審計劃」便是一個特出的例子<sup>(6)</sup>。最近更有些美國的管理顧問，專門以組織「東主互助小組」為主要業務，甚至有顧問公司以特許經營

方式，向其他顧問公司出售「東主互助小組」成立程式與運作方法<sup>(7)</sup>。

香港東主們或有參予這類小組的興趣或意向，只是未見推動的團體。香港有不少的商會，其實都是推動「東主互助小組」的合適媒介。「香港管理專業發展中心」亦開始探討這個培訓東主經營及管理能力的學習方式，並期望找出比較合適港人的模式。由於還在發展期間，成功及效益言之尚早。但從參與者的熱誠與投入，以及日本美國的經驗，相信「東主互助小組」是一個值得進一步探討及推行的「東主培訓」計劃。

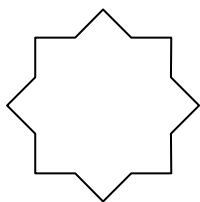
一九九七年十一月

註：

- (1) Survey of Management Development Needs of Owner Managers, VTC, 1994.
- (2) Merrily Astin Tarlon, Law Practice Management, January, 1997, P.16, February, 1997, P.60.
- (3) Jim Collins, Inc., June, 1996, P. 29 – 30.
- (4) James Krobe, Across the Board, September, 1994, P.23 – 27.
- (5) Jack Falvey, Training and Development Journal, February, 1997, P. 32 – 36.
- (6) Management Development Qualification, MDC, 1996.
- (7) 42th International Council of Small Business World Conference, June, 1997.

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### Continuing Professional Development (CPD) for ITP Members



With the support of the Management Development Centre of Hong Kong (MDC), the Institute officially announced the launching of the CPD Scheme at a seminar held on January 20, 1998, and participants were each provided a CPD Member's Guide and briefed on the details of the Scheme. Members of and above the Associate Class are welcome to join the Scheme. For those who wish to join the scheme, please mail or fax in the CPD Enrolment Slip.

**Enquiries :** Please contact any of the CPD Committee Members as follows:

*Dr. Lanard AU    Tel.: 2601 9130    Mr. Denny CHOW    Tel.: 2345 7140*  
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### CPD Enrolment Slip (Mail or Fax in)

To : The Institute of Training Professionals (ITP)    Fax : 2309 2799

**I wish to join the CPD Scheme and obtain a CPD Member's Guide.**

Name : \_\_\_\_\_ Signature : \_\_\_\_\_ Date : \_\_\_\_\_

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# Learn to be a LEARNING ORGANISATION

By Patricia LAI

Is the word “Learning” a verb or a noun? Is learning a journey or a destination? How can we pull individual’s learning effort to make an organisation a Learning Organisation ?

As continuous effort to upgrade our members’ professional knowledge in this subject, ITP organised an experience sharing session in Learning Organisation on 20<sup>th</sup> January at the Management Development Centre (MDC) of Hong Kong. The speaker was Mr. Joseph CHAN, an independent consultant and a seasoned professional in training and development.

The session started with an opening address by Mr. Robin WONG, Director of MDC. Mr. WONG shared with the group reasons why organisations need to change into learning organisations and alternative development options available in MDC to support continuous learning for both individuals and organisations.

The following ideas in Learning Organisation were highlighted in Mr. CHAN’s presentation:

## Defining Learning Organisation

Basically, a learning organisation refers to organisation that facilitates the learning of all its members. They will continue to acquire and enhance their competence in work attitudes, skills and capabilities such that they can maximize their performance and contribute to the organisation.

## Why Organisations need to become Learning Organisations?

In this ever changing environment, organisations need to strive for continuous improvement in productivity, competitiveness,

growth and profitability such that they can continue to survive and exist.

## Creating a continuous learning environment

In order to create a continuous learning environment, organisations should consider to apply the five learning principles in shaping an learning organisation:

1. Personal mastery – individuals should be able to align their own values and vision with the organisation’s for taking ownership in continuous learning.
2. Shared vision, goals and values – it is essential for organisations to communicate and share this with its members in order to gain members commitment.
3. Mental models – organisations should facilitate an environment to change the mindset of their members to reframe issues, put things in perspective and relate their work to the “big picture”.
4. Team learning – capture learning experiences as a team through relection..
5. System Thinking - able to distinguish between cause and effect, think in “whole” instead of in “parts”.

## What is a Learning Organisation look like?

An effective learning organisation will likely to demonstrate the following phenomena:

- A vision formed by all members.
- Increase in members knowledge base.
- More effective communication.
- Mutual respect among members.
- Ability to relate one’s job to the big picture.
- Increase personal capability through personal growth and willingness to stretch oneself beyond their current capability.
- Individuals feel encouraged by taking risk and free to

experiment new ideas.

- Achieve synergy as a result of team learning.

## What can trainers contribute to a learning organisation?

Learning organisations are not made or achieved overnight. Professional trainers can contribute to such transformation through the following means:

- \* Be well informed of the different sources of “training” and “non-training” options so that on time recommendations can be made to line managers.
- \* Ensure the quality, appropriateness and effectiveness of training programmes can support a continuous learning environment.
- \* Use appropriate training policies and practices to encourage continuous learning.
- \* Get involved in a continuous diagnosis of current learning environment.



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