Plan for Workplace Knowledge and Learning at

Vietnamese American English Training Center

Jonathan W Lankford

Jones International University

EDU 623: Knowledge Management and Workplace Learning

Dr. Throne

Term: January 2010

Table of Contents

Abstract

Vietnamese American English Training Center is a language center and fledging college in Ho Chi Minh City, Vietnam, with a Vietnamese customer base and a mix of both Vietnamese and native-English speaking teachers. Areas of knowledge management deficiencies addressed are: (1) formal structures that support a knowledge-focused strategy, (2) knowledge-based learning organization, (3) quality transfer of knowledge and expertise. The solutions proposed are learning events that attempt to resolve incompetencies within the faculty business unit as they relate to these deficiencies. The learning events involve faculty performance standards and evaluations program, a communications workshop and plan, and a mentorship program – all of which aim to reduce turnover and encourage full-time career-minded faculty. Such programs would substantially alter the standard operations of the school and require a priority shift that requires significant refocus on faculty employment.

Introduction

Taking into consideration the opinions of front-line personnel and data collected from various employees at Vietnamese American English Training Center (VATC), this paper has sought to contribute recommendations that enhance internal processes related to the faculty unit. The paper follows Kaplan's (2002) basic outline for creating/enhancing knowledge management communities "by clarifying the business' strategic objectives and how these translate into group-level and individual competency requirements." After that, "learning objectives may be defined that support competency gaps. Group processes to achieve the learning objectives then become clear, along with the appropriate technology to support these processes."

Section 1: Organizational Context

Organizational Description

Having been in business for a decade, VATC (http://www.vatc.edu.vn) has been involved in English language learning longer than most other learning organizations in Vietnam. VATC employs hundreds of people and owns more than fifteen campuses nationwide. In order to maintain such an organization, the business model provides for a board of directors that oversee the top level management of various departments such as HR and academic studies. The board assigns one principal and vice-principal who in turn employ managers at every branch location to satisfy the needs of the school.

While corporate documents have not been readily accessible, the faculty at VATC is in common agreement about the mission and vision of the school. The understood mission of the school is: (1) to offer Vietnamese people of all ages quality general English classes for international communication and (2) to offer high school graduates an English-based instruction

in a technical/vocational field of interest relevant to the needs of Vietnamese society, and (3) to employ instructors who are fully qualified, having the necessary experience and credentials to fulfill the mission and mandates of the school. The public service mandates for VATC are to: (1) provide general English training suitable for everyday use, (2) offer English-based instruction in every classroom, (3) maintain an English language atmosphere on campus, and (4) prepare high school graduates for international English certificates (TOEFL, TOEIC, CAE, CPE, etc.).

The vision statement of the school is: (1) to provide a variety of English-based courses and learning methods that are designed to meet any student's learning objectives and (2) to employ qualified instructors who have the necessary experience and credentials. In order to accomplish part one of the vision, the school has defined strategic objectives: (1) the expansion of partnerships with accredited international institutions of higher learning, (2) continued development of the new college program, (3) renovation of facilities at every campus, (4) the acquiring of fulltime faculty members, (5) improving the school's image as a preferred testing center for more international English certificates, and (6) improving internal communication between faculty and administration.

Workplace Learning Description

Despite VATC's size and complexity, learning and training remains largely informal and unscripted. When there is department turnover, the most experienced in the department is assigned to train the new employees. If department leads are incapable, then the branch manager is available as an informal trainer, or the manager may refer to yet top-management personnel. Learning through mediums of interdepartmental communication is also informal, and no official network exists. No training or mode of communication is provided for foreign faculty members. Performance data required by top-management and the principal's office is collected and

presented by the branch manager on a monthly basis. This is the only form of formal information sharing that a branch campus has with top-management, and the communication is severely limited.

Strategic Role

McGregor (1985) says that there are two theories concerning how employers consider employees. Kumar (2006) defines one of those theories that "employees are unreliable and uncommitted – they just work for the paychecks. There would be no way such employees can contribute to corporate knowledge and competency." Certain members of the foreign faculty tend to believe that VATC views employees in this manner. Several reasons exist that lead one to this conclusion: historically, since the 90s, most foreigners have been temporary residents who teach for pocket money; no formal mode of faculty input to management-level personnel exists; responses to faculty initiated communication are delayed and not issue-specific; no faculty meetings exist; management becomes defensive when foreign faculty address an issue or concern.

As a result of the lack of communication, learning, training, and knowledge sharing between management and members of the foreign faculty, the target business unit for the knowledge management project is the faculty, and more specifically, the foreign faculty. Faculty members have collaborated to identify certain measures that management can take to benefit ongoing teacher training and formal faculty input.

<div align="center">Section 2: Workplace Learning Context and Requirements</div>

Educator Profile

Jonathan's ambitions in Vietnam differ slightly from most foreign teachers at his school, or even in the country. Many of the foreigners employed by schools, and at the English language

centers especially, are part-time or temporary, and have little intention of making education of Vietnamese people a life-long endeavor. Some, in fact, are tourists who visit the country for no more than six months. When he finally met another "lifer" like himself, he quickly got acquainted, and they have shared many lunches together concerning improvements in the Vietnam education system.

With only a BA in Intercultural Studies and a certificate in Teaching English as a Second Language, Jonathan began teaching in Vietnam in 2007, when he was 25. Since then, he has been teaching at the same language center, with miscellaneous classes at other English schools. He has taught in a range of classroom settings, from one student to thirty-five students, from age five to age sixty, from general English to business English and exam prep. Wanting to focus more on college, university, and corporate education, Jonathan began his MEd in Higher Education at Jones International University in August of 2009. Since his employment is at an evening language center that does not offer as many specialized English courses as a university, Jonathan has always considered his current employer to be a transitional phase in his life. This is especially true since his school lacks the appropriate faculty involvement and teacher input that an educational institution should facilitate.

Since beginning his courses at Jones, Jonathan has committed much of his time to self-reflection and has taken surveys that help critique his teaching quality and style. The Principles of Adult Learning Scale (PALS) scored Jonathan with an overall positive score (-57/+73). The three factors in which he excelled were: learner centered activities (38/38), participation (11/13), and flexibility for personal development (13/13). Factors with the greatest deviation were: personalizing instruction (19/31), relating to experience (5/21), assessing student needs (8/14), and climate building (7/16). In agreement with the PALS results, the rating scale to evaluate

teaching style scored Jonathan high in facilitating teacher-student and student-student interaction. Also scoring high was his ability to clarify classroom instructions and analyze data in order to present classroom discussions and facilitate debate. With some modifications depending on the student demographic, Jonathan usually prepares his conversation classes for interactive activities and debates using the following structure: 20 minutes for topic introduction and open discussion, 40 minutes for grammar structure and vocabulary exercises, 45 minutes for peer-peer discussion activities using the new grammar and vocabulary. More work is still needed in some areas, however. Moderate to low scores on the teaching styles scale involved overloading the students, and not seeking to build a stronger rapport with students.

As stated previously, Jonathan does not intend to remain at the VATC language center longer than is necessary due to the lack of administrative involvement in faculty processes and the limited resources available for teaching and study. Teachers are rarely observed and evaluated. No resources are available for long-term faculty who seek self-improvement. Career advancement, self-evaluation and reflection skills, peer-to-peer collaboration, and further job opportunities at the school are not taught or shared. Informing faculty of the management structure and communication protocol is quite difficult due to lack of organization and contact information resources. The ideal workplace learning environment includes all of these elements, and the current facilities at the school make implementing these elements a challenging task.

Physical/Systems Requirements Table

In preparation for development of knowledge processes and learning events, it is important to assess the technology and tools that are currently available, in use, or needed. As seen from the table, VATC has sufficient IT equipment and facilities, while lacking key components, such as an employee handbook.

Physical/Systems Resource	Workstation Accessibility	Resource Training Needed	Currently in Use for Workplace Learning	Delivery Mode	Notes
corporate intranet	yes	yes	no	online	not currently available
classroom/instructional resources	yes	yes	no	online/ in print	currently available at some branch offices
employee handbook	no	yes	no	in print	not currently available
information packs/guides to teaching English certificates	no	yes	no	CD/in print	not currently available
audio/visual equipment	yes	yes	no	human interface	currently available
networked computer lab	yes	yes	no	human interface	currently available
corporate contact information, business model, command structure	no	no	no	in print	not currently available

Section 3: Workplace Learning Assessment

In total, faculty learning and communication consists of fifteen-minute table talks during break times and after class hours. Several factors contribute to the lack of knowledge sharing and workplace learning, including incompatible teaching schedules, personal time restraints, and general indifference that traverses boundaries of the strategic business unit. The indifference can be traced to reasons previously stated, that the foreign faculty has predominantly consisted of part-time and temporary non-professionals, with few long-term career educators.

According to Sveiby and Simons (2002), four elements are involved in a collaborative, knowledge sharing climate: organizational culture, immediate supervisor, employee attitude, and work group support. Of the four elements, the VATC faculty possesses a strong work group support climate. While knowledge sharing is often "on the go" or during short table talks, the local and Vietnamese faculty members have vast experience and are generally helpful. Foreign faculty members meet and greet new teachers with the same helpful and courteous attitude. Teachers often work as a team, up to a point. The general faculty attitude is positive, especially within its business unit.

No collaborative efforts in a more formal setting exist, however. Certain reasons for this can be the teachers' personal time restraints, teaching schedules, and communication blackouts from other departments. Inter-departmental information is hardly ever received and is generally unexpected. The supervisor and supporting staff often communicate with faculty on immediate issues, such as announcements, class schedule changes, and conflict resolution; but actual collaboration for mutual improvement of the business units does not exist. Positive organizational culture during holidays and special events motivates faculty to become more communicative and fosters a sense of teamwork and school ownership. However, under normal operations most of the year, faculty members sense that their collaborative input is undesired, and their input is never encouraged.

Organizational Assessment

An organizational assessment table has been used to organize positive and negative attributes from every segment of the organization related to knowledge management. The table demonstrates what assets and deficiencies exist at the school as a result of the assessment conducted.

	Internal Structure	
1	Trust is the bandwidth of communication.	deficiency
2	Quality space for creation or production.	asset
3	Quality recognition system.	asset
4	Rewards for expertise.	asset
5	Management information system (MIS) that supports strategy and learning.	deficiency
6	Formal structures that support a knowledge-focused strategy.	deficiency
7	Collaboration between knowledge workers and administration.	deficiency
8	Ongoing management development.	asset
9	Support of managers, administrative staff, and project leaders.	deficiency
10	Systems/physical resources for learning.	asset
11	Environments conducive to learning.	asset

	Competence	
12	Identified core competencies.	asset
13	Support of key leaders.	deficiency
14	Optimal employee turnover.	deficiency
15	Selection process and orientation for new talent.	deficiency
16	Value for employee professional development.	deficiency
17	Quality transfer of knowledge and expertise.	deficiency
18	Effective teamwork and collaboration.	deficiency
	External Structure	
19	Quality customer base.	asset
20	Customer focused.	asset
21	Quality customer service.	asset
22	Quality supplier/vendor relationships.	asset
23	Identification/understanding of competitive environment.	asset
24	Quality external partners.	asset
25	Knowledge sharing with external partners.	asset
	External Structure to Internal Structure	
26	Quality processes and internal knowledge flow.	deficiency
27	Quality entry-point customer service.	asset
28	Embrace customer feedback.	asset
	Internal Structure to Competence	
29	Manage/value organizational improvement cycles.	deficiency
30	Quality knowledge flow and transfer among all staff.	deficiency
31	Comprehensive organizational understanding of core competencies.	deficiency
32	Value for internal expertise.	asset
	Competence to External Structure	
33	Organizational reputation.	asset
34	Employee learning-on-the-job.	asset
35	Value for partner knowledge.	asset
36	Value for customer knowledge.	asset

Mission, Vision, Values, Goals		
37	Mission addresses a knowledge focused strategy.	deficiency
38	Alignment of mission, vision, values and organizational goals.	deficiency
39	Employee awareness of strategic goals and objectives.	deficiency
40	Knowledge-based/ learning organization.	deficiency

Reflections

VATC finds its strengths in public relations, partnerships, a large customer base, and expertise in the English training field through longevity and experience. It has been in successful operation for more than a decade and has a reputation for being one of the largest English schools in the country, offering a variety of English courses through a network of more than fifteen new or renovated campuses nationwide. It is an English center, a fledging vocational college, and developing corporate training center. It is an ISO9001 business, and the college is partnered with Broward College in Florida, USA, to become accredited by the Southern Association of Colleges and Schools (SACS). Many members of the Vietnamese/local faculty have been teaching their whole lives. These career educators and quality facilities appeal to a customer base that includes people of all ages, skill levels, and vocations, from any geographic region in the country. Also appealing to the customers is VATC's low tuition costs (compared to competitors) and annual festive events (in English). VATC continually capitalizes on positive public relations.

The area that needs the most improvement is internal knowledge management in general. Specifically, the school does not employ any means that allows quality knowledge flow between employees or departments. Information that employees lack includes the school's corporate charter and purpose (mission, vision, and objectives), business model and corporate structure,

and personnel information. A comprehensive network of knowledge transfer that facilitates training, professional/career advancement, and finding talented employees does not exist. This is one factor causing a high turnover rate of foreign faculty. While there is no barrier between personnel and departments, there is no bridge or network either; communication is not forbidden, but neither is it facilitated. Possibly due to the rather minimal credentials required to be an English teacher (at the language center) and the high turnover rate, "executives tend to not lead nor support the learning habit of people and systems of the organizations, but rather push ideas down from the top level and let all others follow" (Kumar & Thondikulam, 2006). These ideas are communicated through monthly meetings between top-level management and branch managers.

According to Skyrme (1997), five elements are present in a successful knowledge program: "a leader or champion, top management support, a clear value proposition, a compelling vision and architecture, effective information and knowledge management processes." Branch managers give the principal detailed monthly reports of several key performance indicators. A framework of knowledge management exists, and the information is managed by one leader who has top management support. However, the information is not effectively contextualized, and practically communicated in any way to employees, and so is useless in regards to training and employee development purposes. The information has no vision and architecture that "drives the agenda forward" at the employee level.

Section 4: Workplace Learning Solutions

Among the most serious knowledge management deficiencies at the language center are: (1) absence of administrative collaboration with faculty; (2) employee ignorance of company's stated mission, vision, objectives, goals; and (3) a formal structure that facilitates knowledge

transfer among employees. The framework for resolving the deficiencies starts with leadership advocacy and mentorship, between administration and faculty/staff, and also between senior and new faculty members. Once collaborative efforts have been made, leadership can begin collaborating with faculty and staff in order to update the language center's mission, vision, objectives, and goals. At this stage, collaboration should focus on defining who they are and what they want, rather than what trying to figure out what to do (Kelleher, 1997). Once all personnel have knowledge of these essentials, the leadership can begin aligning company operations with the current vision and strategies.

Once where the school is and where it wants to be have been established, then the leadership can create a formal structure than facilitates knowledge transfer. Official processes for communication and knowledge sharing must be adopted in order to implement action and apply theory to practice. These lines of communication are also necessary in order to keep the school structure agile, in order to keep employees updated on any adaptations that have been made in order to reach the objectives and goals. A communication network is essential in tracking results for reflection and improvement in the next cycle.

The following table has been used in order to develop general solutions for organizational goals that have been found to be deficient and lacking. Several of the entries under "organizational goal" are blank due to lack of official company documents that reveal such goals. The goals listed have been derived from information gained through faculty collaboration and brief management interviews.

No.	Organizational Goal	Organizational Deficiency	Proposed Learning Solution
1		support of managers, administrative staff, and project leaders	(1) conduct weekly/monthly personnel interviews with management (2) publish management contact information and provide explanations of key job roles within the company (3) hold branch/campus meetings (4) provide faculty and staff with a formal or direct input structure
2	improving internal communication between faculty and administration.	collaboration between knowledge workers and administration	(1) employ and train capable faculty members to be knowledge workers at each branch (2) include knowledge workers in monthly directors' board meetings
3		knowledge-based learning organization	(1) review key performance indicators and update as needed (2) review tracking and assessment methods and update as needed
4		alignment of mission, vision, values, and organizational goals	(1) host workshops for each strategic business unit on aligning action plans with organizational goals (2) hold periodic meetings
5		employee awareness of strategic goals and objectives	(1) publish employee handbook (2) publish corporate charter (3) assert goals and objectives at every faculty and staff meeting
6	renovation of facilities at every campus	formal structures that support a knowledge-focused strategy	(1) build an intranet or subscribe to an online forum/database (2) purchase or develop software or other electronic systems for tracking employee training processes
7		quality knowledge flow and transfer among all staff/faculty	(1) build an intranet or subscribe to an online forum/database (2) publish employee contact list with job responsibilities and skills as stated in the handbook
8		quality processes and external to internal knowledge flow	(1) implement a formal input/inquiry process for all employees
9	the acquiring of fulltime faculty members	quality transfer of knowledge and expertise	(1) assign senior employees to junior employees for mentorship (2) host workshops on specific subject matters relating to skill development
10		selection process and orientation for new talent	(1) develop a management trainee program, as well as equivalent programs for other strategic business units (2) guarantee incentives for choosing to complete management programs for long-term employment

Reflections

The deficiency of managerial support is of primary concern. Correcting the other deficiencies requires support from administration and management. However, such "transitional changes involve multiple shifts and role changes where others have paved the way to success" (Ramelli, 2008). In the case of VATC, management must change its role as leaders who "push ideas down from the top level" to ignorant employees, to mentors who develop skills of knowledge workers (Kumar, 2006). Once administration and management consider the faculty and staff as competent workers able to expand skills and knowledge, they "develop the right types of skills, capability, and teamwork for each member of their team" (Ramelli, 2008). Once those skills are present, administration and employees can collaborate together to review and modify further knowledge management processes.

Section 5: Planning for Workplace Learning

After discovering deficiencies and developing general solutions to those deficiencies, a slightly more calculated plan has been drawn up for each deficiency. The table shows suggested learning events, the competencies that should result in order to achieve organizational goals, and the resources needed to implement the events.

Deficiency addressed: Alignment of and employee awareness of mission, vision, values, and organizational goals		
Corporate Orientation	**Core Competencies**	**Resource Needs**
Faculty (and each other strategic business unit) learns the stated mission, vision, value, and goals of PanVAT and its subsidiaries (including VATC). Employees also learn how to align department action plans with organizational goals. They must thoroughly read about their business unit in the employee handbook and any other specified corporate documents.	• memorize and explicate corporate mission and vision statements • exhibit thorough knowledge of departmental structure and responsibilities as stated in handbook • collaborate with co-workers and contribute to aligning the academic program to organizational goals	corporate charter, employee handbook, time for collaboration

Deficiency addressed: Formal structures that support a knowledge-focused strategy		
Communications Workshop	**Core Competencies**	**Resource Needs**
Program begins with implementing a formal input/inquiry process for all employees. It continues with building an intranet or subscribing to an online forum/database, and then publishing employee contact lists with job responsibilities and skills as stated in the handbook.	• demonstrate ability in using intranet or online database for job processes • submit at least one inquiry or informative memo every month to administration, using the formal input process provided	IT personnel, subscription to online database, networking hardware
Deficiency addressed: Knowledge-based learning organization		
Faculty Performance Evaluation	**Core Competencies**	**Resource Needs**
Program requires faculty to meet various performance standards required for effective ESL instruction and provides vital information for tracking key performance indicators. It also requires knowledge sharing among faculty and administration.	• score proficient on an international English certificate exam (non-native English speakers only) • score 90% on an English grammar test • demonstrate various language teaching techniques through quarterly teaching observations • submit formal lesson plans • submit a report on recent faculty processes and performance • orally evaluate learners with scores having a minimal degree of variance from trained oral examiners	develop training course, supply materials, purchase or develop software or other electronic systems for tracking employee training processes
Deficiency addressed: Quality transfer of knowledge and expertise		
Mentorship Program	**Core Competencies**	**Resource Needs**
Program begins by assigning senior faculty members to junior faculty members for mentorship. Senior faculty members host workshops on specific subject matters related to development of leadership skills and management processes. The program also guarantees incentives for program completion and long-term employment.	• demonstrate excellent teaching strategies • willing and capable to continue education in graduate school • show a long-term career interest in education at the English center and college • develop qualities necessary for administrative positions	Qualified mentors from faculty or administration, workshop supplies, academic materials, skills assessment measures

Deficiency addressed: Collaboration between knowledge workers and administration		
Selection of Faculty for Stakeholder Input	**Core Competencies**	**Resource Needs**
The organization must employ capable faculty members and select one member to be a knowledge worker at each branch. They will be included as front-line stakeholders in the monthly board meeting with the directors.	• complete Mentorship Program as a prerequisite • commit to donating time for faculty meetings and periodic required meetings with management • collaborate effectively with management concerning information collected for faculty-related key performance indicators	time commitments from administration, managers, and faculty

Reflections

The plan for workplace learning is in a chronological layout that progressively increases employee knowledge and ability to transfer that knowledge. It also allows employees with ample opportunity for career development and personal growth, as this has been found to be one of the greatest motivating factors for sustained and improved work performance at VATC. As Jagtiani (1996) stated in the *Columbus Business First Journal*, "Good benefits, flexible scheduling and skills enhancement are all good ways for small and medium-sized companies to prevent employee turnover." The workplace learning plans will be most effective if administration were to "buy into the idea of human capital and focus explicitly on driving a talent management strategy" (Bernthal, 2005).

Section 6: Learning Solutions and Prioritization

During a meeting with the VATC principal and directors, they stated a desire to expand its partnerships to include accredited international institutions of higher learning, to continue development of the new college program, to renovate current facilities at every campus, and to acquire fulltime faculty members. Faculty members have given input concerning other goals of interest, particularly improving the school's image as a preferred testing center for international

certificates and improving internal communication between faculty and administration. The defined learning activities will aid VATC in realizing these goals as they support fundamental knowledge of the organization and a bottom-up input and communication structure necessary to make these goals a reality. The learning strategies support and reinforce the faculty members, who are a principle factor in the success of international accreditation, college program development, full-time teaching positions, testing for international certificates, and front-line personnel input.

VATC would like to meet the objectives by year end, but whether the school will be successful is still to be determined. The issue from past experience has not been goal setting or resources availability. The school sets specific, measurable, and realistic goals, and already has many of the necessary resources. The issue is with the follow through. The programs need to be implemented and a budget needs to be earmarking for them. The challenge in making the knowledge programs a deliverable product is providing a specific return on investment. ROI should not be merely a monetary value here, but it is the "intangible benefits" associated with the programs and a measurable progression for reaching the objectives that provide real value ("Use this," 2004). The game of internal politics with the principal and administration must be conducted.

The following table reveals the intangible benefits that may result from learning events and improved knowledge management processes. It correlates organizational goals with the proposed learning events and the resulting value discipline. Each event provides a specified value to the school: customer intimacy, operational excellence, and product leadership (Haggie & Kingston, 2003).

❖ *Organizational Goal: improve knowledge sharing and input between faculty and administration*	
Strategic Business Unit Objective: to use the formal input process at least once per month by submitting a report that includes self-reflection on and evaluation of key faculty processes.	
	Value Discipline: Operational Excellence, Product Leadership
Priority Learning Event 1: Communications Workshop	
❖ *Organizational Goal: acquire full-time faculty members*	
Strategic Business Unit Objective: to maintain required performance standards and demonstrate interest in career development through administrative mentorship	
	Value Discipline: Operational Excellence
Priority Learning Event 2: Faculty Performance Evaluation to Mentorship Program	
❖ *Organizational Goal: become a preferred testing center for international English certificates*	
Strategic Business Unit Objective: to have faculty members from each branch campus earn credentials in oral examination from a specified third-party	
	Value Discipline: Customer Intimacy
Priority Learning Event 3: Faculty Performance Evaluation	

Reflections

The learning events in Section 5 represent a chronological order in which employees expand their knowledge of the organization and their ability to transfer that knowledge. They are prioritized in the same order. However, these are not prioritized in the same order for the strategic business unit of concern, that is, the faculty. For example, while learning the mission, vision, and goals of the school is essential to company operations as a whole, other learning events more directly impact the faculty, such as those dealing with direct and formal communication with administration.

The first learning event that is to be conducted is the communications workshop. This is a fairly brief event but aids in implementing new faculty communication requirements. Introducing direct faculty input and communication through formal monthly reports encourages faculty members to reflect up their work experience from the past month, inquire about concerns, or

offer suggestions on faculty processes. This improves overall communication by streamlining it, and may even stimulate creativity in providing new or superior educational services and products.

The value of the second and third learning events is more apparent. Having full-time faculty members that are knowledgeable career-minded teachers is more preferred than several part-time teachers. The guarantee of quality and loyalty positively affects organizational processes. With a career faculty, the school is able to offer more services to the customer base, including testing and oral evaluations for international English certificates, such as TOEFL, IELTS, and TOEIC. Sveiby and Simons (2002) plainly put it, "People who have been employed longer, the 'seniors', should have better internal networks and more experience in navigating the internal politics than the new recruits. The seniors should not experience the same barriers as the new recruits and would thus regard the collaborative climate in a more positive light."

Section 7: Workplace Learning Implementation

Implementation

Priority Learning Event 1: Communications Workshop			
Owner	**Deliverable**	**Frequency/Deadline**	**Assessment of Effectiveness**
knowledge worker; trainer	collaborative workshop	annually, immediately after Lunar New Year	faculty members can adequately explain the purpose of the monthly report and the format used to submit it
administration	report template	monthly, first of the month	report rubric
Priority Learning Event 2: Faculty Performance Evaluation			
Owner	**Deliverable**	**Frequency/Deadline**	**Assessment of Effectiveness**
third-party	third-party international English certificate exam	once, within a month of plan implementation; a prerequisite for new hires (non-native English speakers only)	third-party grading rubric; 100% compliance to new policy

trainer; senior faculty member	grammar test	once, within a month of plan implementation; a prerequisite for new hires	90% or higher according to grading rubric; 100% compliance to new policy
knowledge worker; trainer	collaborative workshop	annually, immediately after Lunar New Year	teachers can explain the purpose for having formal lesson plans
administration	formal lesson plan template	weekly, one sample lesson plan per week, following completion of workshop	teachers can fully complete the formal lesson plan template
knowledge worker; trainer	collaborative workshop	annually, immediately after Lunar New Year	teachers can explain each step required in giving an oral exam
trained examiner/ interlocutor	oral exam demonstration	annually, following completion of workshop	teachers can score oral examinees with a minimal point variance from trained examiners/interlocutors; variance depends on the type of oral exam being given

Priority Learning Event 3: Mentorship Program

Owner	Deliverable	Frequency/Deadline	Assessment of Effectiveness
knowledge worker; trainer	program orientation workshop	annually, immediately after Lunar New Year	teachers can explain the purpose for mentorship and the incentives attached to the program; a full-time senior faculty member is paired with a part-time or new faculty member at each branch campus
senior faculty member	workshop facilitated by senior faculty member involving various subject matters related to ESL instruction and faculty processes	conducted monthly, following completion of program orientation	brief survey results reveal positive feedback from a majority of faculty members
administration	forms packet including agenda/lesson plan template, workshop results/collaboration form	completed monthly, with monthly workshop	senior faculty member fully completes agenda/lesson plan form and attendees complete collaboration form

Reflections

The first learning event is essential is opening official communication between faculty and administration. It is important that faculty realize the added responsibility of a monthly report is also an opportunity to communicate to administration issues that have existed but never been addressed. To ensure that the communication remains productive by containing relevant information, the following rubric has been drawn up. This rubric may be expanded and adapted for further development. The rubric is not meant to burden faculty with the added task but to ensure that the ideas and opinions that faculty members have had are efficiently communicated directly to administration.

| Report Rubric			
Administrator	**Retrain**	**Motivate**	**Praise**
Faculty	Report's ideas are remotely related to faculty processes and may not be particularly useful for self-reflection and improvement of the faculty as a whole. Report lacks organization and does not conform to the standard predefined template. Report is one week late or more.	Report's ideas are somewhat relevant to faculty processes and may be beneficial for self-reflection. Report is logically organized, but may not conform to the desired template. Report is one to three days late.	Report's ideas are directly relevant to faculty processes and beneficial for self-reflection. Report is logically organized and conforms to the predefined template. Report is submitted on time or early.

The faculty training and performance evaluation is quite comprehensive, but necessary since tools that measure teacher competencies in the specified areas do not currently exist. This knowledge program is quite an undertaking, and requires a faculty trainer to develop much of the content, many of the assessment tools, and even conduct the event. It is important to note that the first two segments of the learning event are one-time occurrences and become prerequisites for new hires. The latter segments are recurring times of knowledge sharing and training.

The last event further supports the second event by leading the school into a more full-time faculty that is dedicated to career development within the organization. "Training is another way you forge committed partnership… not in how to manage or administer but in how to lead" (Kelleher, 1997). This is why the program is called a "mentorship" program rather than a "management-training" program. The senior faculty members conduct the workshops, but act merely as facilitators that encourage active collaboration. All members of faculty actively participate and share ideas within the context of the subject matter. Administration benefits from this event by receiving a copy of all that has been discussed.

Section 8: Concept Mapping

In determining the basic flow of knowledge and effects of that knowledge within the organizational structure, in context of the faculty business unit, a concept map can graphically illustrate knowledge progression. The focus question used during brainstorming and concept prioritization was: What successive benefits do learning events one to three have on the faculty business unit's relationship with the organization as a whole? Note that the learning events improve themselves through contributing to career-minded faculty who may be competent leaders and trainers.
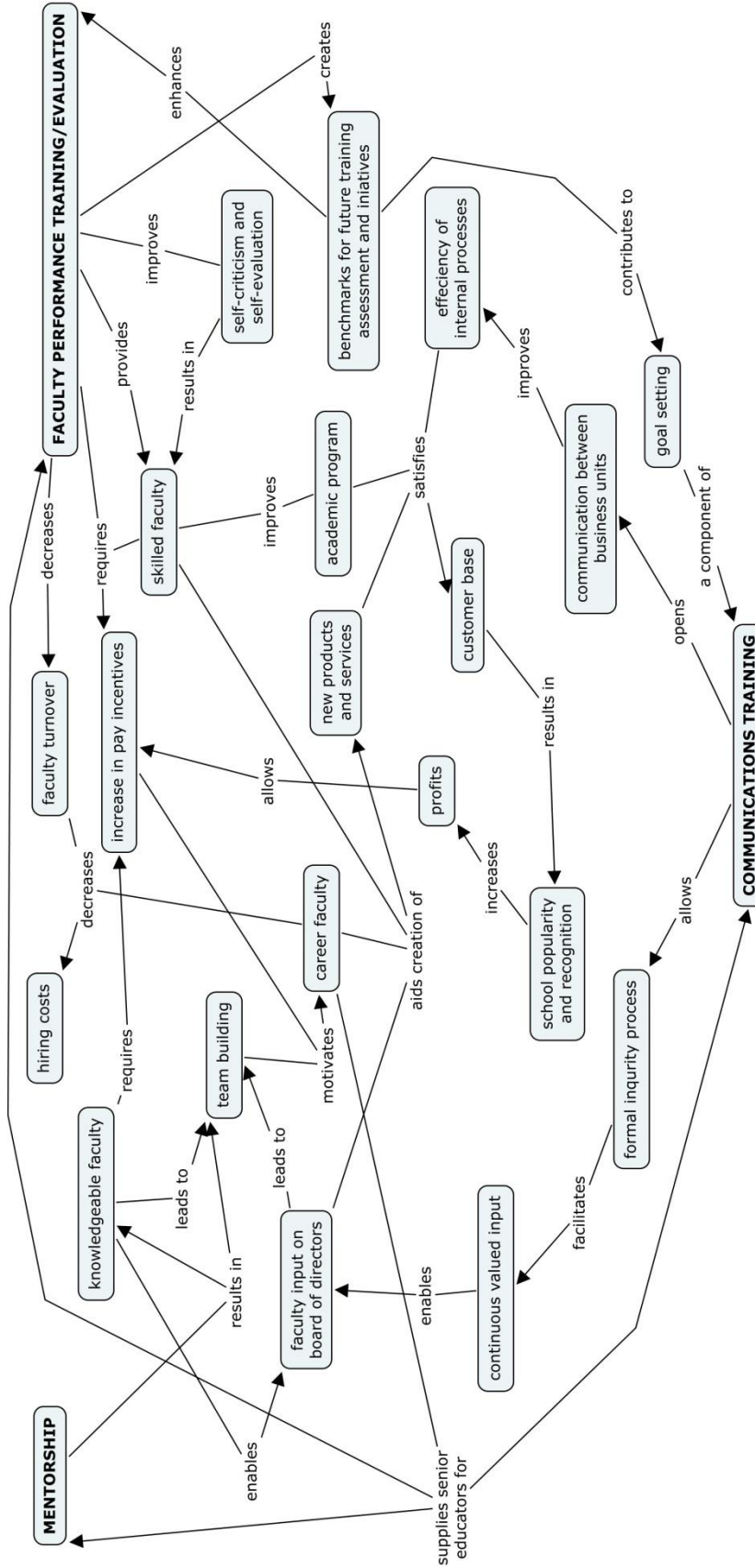
References

Bernthal, P. (2005). Measurement Gets Strategic. *T+D*, *59*(5), 53-56. Retrieved from Academic

    Search Premier database.

Haggie, K., & Kingston, J. (2003). *Choosing your knowledge management strategy* (section 5.2).

    The Leadership Alliance, Inc. Retrieved from http://www.tlainc.com/articl51.htm

Jagtiani, Aruna. (1996, August 30). Training, benefits reduce small-firm turnover. *Columbus*

    Business First Journal. Retrieved December 30, 2009, from

    http://columbus.bizjournals.com/columbus/stories/1996/09/02/smallb4.html

Kaplan, Soren, PhD. (2002). Strategies for collaborative learning: Building e-learning and

    blended learning communities. iCohere. Retrieved 22 December 2009 from

    http://www.icohere.com/CollaborativeLearning.htm

Kelleher, H. (1997). A culture of commitment. Leader to Leader Institute.

    http://www.leadertoleader.org/knowledgecenter/journal.aspx?ArticleID=143

Kumar, S., & Thondikulam, G. (2006). Knowledge management in a collaborative business

    framework. *Information Knowledge Systems Management*, *5*(3), 171-187. Retrieved from

    Academic Search Premier database.

Mcgregor, Douglas. (1985). *The Human Side of Enterprise*. New York: McGraw-Hill.

Ramelli, D. (2008). Learning linked to business results. ASTD. Retrieved December 30, 2009,

    from http://www.astd.org/

Sveiby, Karl-Erik & Simons, Roland. (2002). Collaborative climate and effectiveness of

    knowledge work – an empirical study. Sveiby Knowledge Associates. Retrieved

    December 22, 2009, from http://www.sveiby.com/articles/ccs.pdf

Use this eight step process to predict the ROI of your training program. (2004). *Human Resources Department Management Report*, *4*(12), 4-6. Retrieved December 30, 2009, from Jones e-global library.