

Committee on Management and Supervisory Training
管理及督導訓練委員會



Report on 2011 Survey of the
Managerial Competency Profile and Management Training Needs of
Managers and Supervisors in the Next Three Years

2011年管理及督導人員 • 未來三年管理才能及訓練需求調查報告

Executive Summary
報告書摘要



OPPORTUNITIES • ACTION • SUCCESS
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REPORT ON
2011 SURVEY OF THE MANAGERIAL COMPETENCY PROFILE
AND MANAGEMENT TRAINING NEEDS OF
MANAGERS AND SUPERVISORS IN THE NEXT THREE YEARS

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The full Survey Report is available on line at <http://www.vtc.edu.hk>

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VOCATIONAL TRAINING COUNCIL

COMMITTEE ON MANAGEMENT AND SUPERVISORY TRAINING

Report on 2011 Survey of the Managerial Competency Profile and Management Training Needs of Managers and Supervisors in the Next Three Years

Executive Summary

Introduction

1. In the second half of 2011, the Committee on Management and Supervisory Training (CMST) conducted a survey on small and medium enterprises (SMEs) employing 10 to 99 people to study the managerial competency profile, and the current and anticipated management development needs of managers and supervisors working in and outside Hong Kong for the next three years.

Purpose of the Survey

2. The field work of this survey was conducted with the assistance of the Census and Statistics Department. The survey aimed at (i) assessing the managerial competencies of managers and supervisors working in SMEs in the next three years; (ii) identifying SMEs' training plans/arrangements, preferences on modes of training and other training concerns in relation to managerial training to managers and supervisors. The survey would provide useful information for management, training providers, institutions, and trade associations to formulate courses to tackle the identified management training needs.

Coverage of the Survey

3. The survey covered a sample of 1,008 randomly selected SMEs from a population of 34,040 which employed 10 to 99 employees in eight major business sectors. These sectors were: Manufacturing; Electricity, Gas and Water; Construction; Wholesale, Retail and Import/Export Trades; Transport, Storage and Communication; Finance, Insurance, Real Estates and Business Services; Community, Social and Personal Services; and Restaurants and Hotels.

Findings and Observations

Key Competencies of Managers and Supervisors in Hong Kong in the Next Three Years

4. The respondents were asked to choose 10 out of the 44 competencies that they regarded as the most important for managers and supervisors in the next three years. Compared with the 39 competencies in the 2008 Survey, 5 new competencies options were introduced. They were: “*Japanese (Spoken and Written)*”, “*French (Spoken and Written)*”, “*Spanish (Spoken and Written)*”, “*Internet Marketing*” and “*Awareness of Local HR Related Laws*”.

5. Table 1 presents the rankings of the key competencies. The top ten key competencies of managers and supervisors were regarded by the respondents as identical but

differed from the ranking only. For the ten least important competencies, nine out of ten were found the same in the supervisors group. It showed that the responding companies considered that the competencies required for managers and supervisors were quite similar.

Table 1: Key Competency Ranking of Managers and Supervisors in Hong Kong in the Next Three Years

Rank	Managers	%	Rank	Supervisors	%
1	Communication skills	51.22	1	Communication skills	55.23
2	Chinese (Putonghua and business writing skills)	50.07	2	Interpersonal skills	52.30
3	Interpersonal skills	49.87	3	Chinese (Putonghua and business writing skills)	51.31
4	Team work and team building	48.60	4	Team work and team building	51.29
5	English (spoken and written)	48.44	5	English (spoken and written)	49.87
6	Crisis management	47.52	6	Crisis management	44.60
7	Sense of accountability	46.55	7	Sense of accountability	44.06
8	Analytical in approach to people and problems	43.25	8	Analytical in approach to people and problems	40.59
9	Coaching and counselling	41.44	9	Coaching and counselling	39.21
10	Problem solving and decision making	37.73	10	Problem solving and decision making	38.87
11	Planning and organising skills	37.54	11	Planning and organising skills	35.36
12	Dealing with conflict	33.65	12	Dealing with conflict	33.77
13	Customer concern	31.17	13	Customer concern	33.07
14	Business acumen	30.76	14	Self management (e.g. time management, job prioritisation, etc.)	29.30
15	Quality conscious/quality minded	26.64	15	Quality conscious/quality minded	28.44
16	Self management (e.g. time management, job prioritisation, etc.)	26.29	16	Business acumen	25.71
17	Risks management	24.71	17	Risks management	23.19
18	Business ethics	21.85	18	Stress management	22.32
19	Stress management	21.31	19	Business ethics	21.72
20	Strategic thinking	19.39	20	Emotional Intelligence (EI)	21.18
21	Creativity and innovation	19.27	21	Integrity and trust	21.13
22	Emotional Intelligence (EI)	19.25	22	Creativity and innovation	18.78
23	Change management	17.59	23	IT knowledge and application	17.01
24	Integrity and trust	17.20	24	Strategic thinking	15.75
25	Negotiation skills	15.03	25	Negotiation skills	15.16
26	IT knowledge and application	14.91	26	Change management	13.99
27	Instructional, training and presentation skills	14.78	27	Motivating others	13.38
28	International exposure and knowledge	13.30	28	Adversity Quotient (AQ)	12.86
29	Motivating others	12.99	29	Influencing skills	11.97
30	Adversity Quotient (AQ)	12.86	30	Self improvement	11.86
31	Influencing skills	12.53	31	Instructional, training and presentation skills	11.71
32	Delegation	12.49	32	International exposure and knowledge	11.02
33	Understanding of others/empathy	11.23	33	Understanding of others/empathy	9.93
34	Self improvement	11.20	34	Cross cultural awareness (e.g. the mainland of China) / managing diversity	9.38
35	Laws and regulatory restrictions for access to the market of the mainland of China	10.83	35	Delegation	9.01
36	Trade practices in the mainland of China	10.51	36	Laws and regulatory restrictions for access to the market of the mainland of China	8.97
37	Cross cultural awareness (e.g. the mainland of China) / managing diversity	8.74	37	Trade practices in the mainland of China	8.67
38	Internet marketing	8.38	38	Internet marketing	8.12
39	Zealous in developing talent/ potential in others	7.26	39	Zealous in developing talent/ potential in others	6.63
40	Awareness of local HR related laws	3.88	40	Other languages	2.54
41	Other languages	1.92	41	Awareness of local HR related laws	2.13
42	Japanese (spoken and written)	1.37	42	Japanese (spoken and written)	1.23
43	French (spoken and written)	0.62	43	Spanish (spoken and written)	0.38
44	Spanish (spoken and written)	0.62	44	French (spoken and written)	0.38

% = percentage of responding companies

■ core competencies, i.e. chosen by over 50% of the respondents

6. Among the top ten key competencies, “Communication skills” and “*Chinese (Putonghua and business writing skills)*” were both considered as the core competencies (i.e. agreed by over 50% of the respondents) for managers while “*Communication skills*”,

“Interpersonal skills”, “Chinese (Putonghua and business writing skills)” and “Team work and team building” were regarded as core competencies for supervisors.

7. On the other hand, some competencies, such as “Influencing skills” and “Delegation” which were traditionally regarded as essential for both managers and supervisors were ranked relative low in this survey. “Influencing skills” and “Delegation” were ranked 31st and 32nd respectively for managers and were ranked 29th and 35th for supervisors.

8. Compared with the findings in the 2008 Survey, “Communication skills” was ranked at the top for both managers and supervisors. “Chinese (Putonghua and business writing skills)” was also regarded as more important for both groups that it was in 2008. It was chosen by over 50% of responding companies as a key competency for managers and supervisors in this survey. It was also the first time that Chinese and Putonghua had ranked higher than English.

9. Two competencies – “Communication skills” and “Chinese (Putonghua and business writing skills)” were chosen as key competencies for managers of all eight sectors. For supervisors, “Chinese (Putonghua and business writing skills)”, “Communication skills” and “Team work and team building” were chosen as key competencies by all eight sectors.

The Rationale Behind the Choice of the Key Competencies in Hong Kong

10. In relation to the list of competencies, a list of 10 reasons leading to the choice of key competencies was developed. Respondents were asked to rate the reasons that they considered responsible for their choice of the key competencies for managers and supervisors in the next three years.

Table 2: Ranking of Reasons for Choice of Key Competencies for Managers and Supervisors in Hong Kong

Reasons	Managers		Supervisors	
	Rank	Average Weighted Scores	Rank	Average Weighted Scores
Market Competition	1	4.27	1	4.20
Continuous Improvement in Efficiency & Effectiveness	2	4.17	2	4.14
Business Expansion/Development	3	3.59	3	3.51
Talent Attraction & Retention	4	3.47	4	3.39
Business Refocus	5	3.03	6	2.95
Change of Government Policies or Regulations in Hong Kong	6	3.02	5	2.98
Change of Government Policies or Regulations in the mainland of China	7	2.93	7	2.88
Technology/Process Change	8	2.87	8	2.85
Cultural Diversity	9	2.64	9	2.60
Outsourcing	10	2.26	10	2.23

11. As shown in Table 2, the rankings of reasons for managers and supervisors were identical for the top four reasons, they were “Market Competition”, “Continuous Improvement in Efficiency & Effectiveness”, “Business Expansion/Development” and “Talent Attraction & Retention”.

Key Competency Ranking of Managers and Supervisors Outside Hong Kong in the Next Three Years

12. The survey indicated that the respondents expected managers and supervisors working outside Hong Kong to have moderately similar competencies. As shown in Table 3, eight out of ten key competencies and nine of the ten least important competencies were the same among the two groups.

Table 3: Key Competency Ranking of Managers and Supervisors Outside Hong Kong in the Next Three Years

Rank	Managers	%	Rank	Supervisors	%
1	English (spoken and written)	51.53	1	Communication skills	53.43
2	Analytical in approach to people and problems	51.22	2	English (spoken and written)	51.24
3	Communication skills	47.16	3	Crisis management	47.06
4	Coaching and counselling	47.16	4	Chinese (Putonghua and business writing skills)	45.70
5	Chinese (Putonghua and business writing skills)	44.60	5	Sense of accountability	45.06
6	Crisis management	44.19	6	Interpersonal skills	44.68
7	Interpersonal skills	40.77	7	Analytical in approach to people and problems	42.26
8	Problem solving and decision making	39.08	8	Coaching and counselling	38.90
9	Sense of accountability	38.08	9	Team work and team building	38.70
10	Business acumen	35.82	10	Quality conscious/quality minded	36.80
11	Planning and organising skills	34.03	11	Planning and organising skills	34.28
12	Risks management	33.95	12	Problem solving and decision making	33.72
13	Trade practices in the mainland of China	30.25	13	Business acumen	32.51
14	Laws and regulatory restrictions for access to the market of the mainland of China	28.87	14	Self management (e.g. time management, job prioritisation, etc.)	32.08
15	Dealing with conflict	28.41	15	Risks management	30.28
16	Team work and team building	27.53	16	Laws and regulatory restrictions for access to the market of the mainland of China	30.00
17	Quality conscious/quality minded	26.89	17	Dealing with conflict	25.53
18	Cross cultural awareness (e.g. the mainland of China) / managing diversity	25.87	18	Trade practices in the mainland of China	25.10
19	Business ethics	25.56	19	Creativity and innovation	22.15
20	Change management	25.48	20	Cross cultural awareness (e.g. the mainland of China) / managing diversity	21.76
21	Self management (e.g. time management, job prioritisation, etc.)	24.66	21	Customer concern	21.53
22	International exposure and knowledge	24.63	22	Integrity and trust	21.50
23	Creativity and innovation	24.38	23	Change management	21.02
24	Negotiation skills	22.07	24	Business ethics	19.86
25	Delegation	21.94	25	Stress management	18.04
26	Customer concern	21.56	26	Instructional, training and presentation skills	17.86
27	IT knowledge and application	18.45	27	IT knowledge and application	17.86
28	Strategic thinking	18.37	28	Negotiation skills	17.81
29	Integrity and trust	18.35	29	Delegation	17.65
30	Influencing skills	18.14	30	Adversity Quotient (AQ)	17.42
31	Motivating others	17.81	31	Influencing skills	15.91
32	Adversity Quotient (AQ)	15.63	32	International exposure and knowledge	14.68
33	Stress management	14.91	33	Strategic thinking	12.42
34	Self improvement	14.78	34	Self improvement	11.91
35	Emotional Intelligence (EI)	11.75	35	Motivating others	11.32
36	Understanding of others/empathy	11.60	36	Emotional Intelligence (EI)	9.52
37	Awareness of local HR related laws	10.26	37	Internet marketing	8.83
38	Instructional, training and presentation skills	9.62	38	Zealous in developing talent/ potential in others	7.36
39	Internet marketing	8.83	39	Awareness of local HR related laws	6.24
40	Zealous in developing talent/ potential in others	8.19	40	Understanding of others/empathy	4.75
41	Japanese (spoken and written)	4.59	41	Japanese (spoken and written)	3.72
42	French (spoken and written)	3.70	42	French (spoken and written)	3.10
43	Spanish (spoken and written)	2.85	43	Other languages	2.49
44	Other languages	2.49	44	Spanish (spoken and written)	1.41

% = percentage of responding companies

■ core competencies, i.e. chosen by over 50% of the respondents

13. “*English (spoken and written)*” and “*Analytical in approach to people and problems*” were both considered as core competencies (i.e. agreed by over 50% of the respondents) for managers while “*Communication skills*” and “*English (spoken and written)*” were regarded as core competencies for supervisors. It could be noted that “*Communication Skills*” was only ranked in the third place for managers and “*Analytical in approach to people and problems*” was ranked lower for supervisors.

14. Compared with their counterparts in Hong Kong, managers outside Hong Kong were expected to possess two key competencies – “*English (spoken and written)*” and “*Analytical in approach to people and problems*”. These two competencies were only ranked in 5th and 8th respectively for managers in Hong Kong. On the other hand, compared with the findings on supervisors in Hong Kong, supervisors outside Hong Kong were expected to possess key competencies of “*Communication skills*” and “*English (spoken and written)*”. “*Communication skills*” was ranked as the top important competency for supervisors in and outside Hong Kong.

15. Besides, “*Coaching and counseling*”, “*Chinese (Putonghua and business writing skills)*”, “*Crisis management*”, “*Interpersonal skills*” and “*Sense of accountability*” were considered as important competencies for managers and supervisors outside Hong Kong. Different competencies required among managers and supervisors outside Hong Kong were also found in this survey. “*Problem solving and decision making*” and “*Business acumen*” were rated as key competencies to managers but not to supervisors while “*Team work and team building*” and “*Quality conscious/quality minded*” were rated as key competencies to supervisor but not to managers.

16. “*Communication skills*” was chosen as a key competency for both managers and supervisors in all sectors.

The Rationale Behind the Choice of Key Competencies for Managers and Supervisors Outside Hong Kong

17. As shown in Table 4, the rankings of the reasons for both managers and supervisors were alike, it could be noted that “*Market Competition*” and “*Continuous Improvement in Efficiency & Effectiveness*”, “*Cultural Diversity*” and “*Technology/Process Change*” were in different order among the two groups.

Table 4: Ranking of Reasons for Choice of Key Competencies
for Managers and Supervisors Outside Hong Kong

Reasons	Managers		Supervisors	
	Rank	Average Weighted Scores	Rank	Average Weighted Scores
Market Competition	1	4.42	2	4.35
Continuous Improvement in Efficiency & Effectiveness	2	4.40	1	4.42
Business Expansion/Development	3	4.17	3	4.15
Change of Government Policies or Regulations in the mainland of China	4	3.98	4	4.00
Talent Attraction & Retention	5	3.66	5	3.64
Business Refocus	6	3.50	6	3.45
Change of Government Policies or Regulations in Hong Kong	7	3.39	7	3.36
Cultural Diversity	8	3.26	9	3.26
Technology/Process Change	9	3.19	8	3.28
Outsourcing	10	2.57	10	2.58

18. The reasons in and outside Hong Kong were typically identical for the choice of competencies for managers. “*Market Competition*”, “*Continuous Improvement in Efficiency & Effectiveness*” and “*Business Expansion/Development*” were ranked in top three important reasons affecting the choice of competencies for managers in and outside Hong Kong. Among the reasons affecting the choice of competencies for supervisors, “*Continuous Improvement in Efficiency & Effectiveness*” was considered more important than “*Market Competition*” in case of those operated outside Hong Kong. However, “*Market Competition*” and “*Continuous Improvement in Efficiency & Effectiveness*” were regarded as the two important reasons affecting the choice of competencies for supervisors in Hong Kong.

Key Competencies of Managers and Supervisors in the Chinese Mainland in the Next Three Years

19. Taken into consideration of the influence of the Chinese Mainland on Hong Kong’s development, the data regarding the Chinese Mainland were deliberately extracted from the findings concerning business operations outside Hong Kong for analysis.

**Table 5: Key Competency Ranking of Managers and Supervisors
in the Chinese Mainland in the Next Three Years**

Rank	Managers	%	Rank	Supervisors	%
1	English (spoken and written)	53.20	1	Communication skills	53.47
2	Communication skills	49.31	2	English (spoken and written)	52.83
3	Analytical in approach to people and problems	48.90	3	Interpersonal skills	47.20
4	Coaching and counselling	46.19	4	Crisis management	44.97
5	Chinese (Putonghua and business writing skills)	44.02	5	Chinese (Putonghua and business writing skills)	44.80
6	Crisis management	41.92	6	Sense of accountability	43.48
7	Sense of accountability	41.71	7	Coaching and counselling	39.44
8	Interpersonal skills	40.46	8	Quality conscious/quality minded	39.21
9	Problem solving and decision making	38.83	9	Team work and team building	37.65
10	Risks management	35.92	10	Problem solving and decision making	37.44
11	Planning and organising skills	35.21	11	Analytical in approach to people and problems	36.36
12	Business acumen	35.04	12	Planning and organising skills	36.33
13	Trade practices in the mainland of China	32.46	13	Self management (e.g. time management, job prioritisation, etc.)	33.41
14	Quality conscious/quality minded	29.18	14	Risks management	33.28
15	Laws and regulatory restrictions for access to the market of the mainland of China	28.50	15	Laws and regulatory restrictions for access to the market of the mainland of China	32.97
16	Change management	26.53	16	Business acumen	30.97
17	Delegation	25.65	17	Trade practices in the mainland of China	27.96
18	Team work and team building	25.52	18	Dealing with conflict	25.86
19	Dealing with conflict	25.48	19	Change management	23.59
20	Business ethics	24.74	20	Integrity and trust	22.77
21	Self management (e.g. time management, job prioritisation, etc.)	23.99	21	Creativity and innovation	21.76
22	Creativity and innovation	22.47	22	Delegation	19.96
23	Integrity and trust	20.87	23	Stress management	19.72
24	Strategic thinking	20.54	24	Business ethics	19.45
25	Motivating others	18.30	25	Influencing skills	18.03
26	Customer concern	17.99	26	Customer concern	16.13
27	Influencing skills	17.96	27	IT knowledge and application	15.42
28	International exposure and knowledge	17.93	28	Instructional, training and presentation skills	15.35
29	Cross cultural awareness (e.g. the mainland of China) / managing diversity	17.62	29	Cross cultural awareness (e.g. the mainland of China) / managing diversity	15.32
30	Negotiation skills	17.21	30	Adversity Quotient (AQ)	15.08
31	Self improvement	15.38	31	Self improvement	14.61
32	IT knowledge and application	15.08	32	International exposure and knowledge	14.57
33	Adversity Quotient (AQ)	14.98	33	Strategic thinking	13.79
34	Stress management	11.86	34	Negotiation skills	13.45
35	Understanding of others/empathy	11.18	35	Emotional Intelligence (EI)	11.11
36	Emotional Intelligence (EI)	11.08	36	Internet marketing	10.54
37	Internet marketing	9.42	37	Motivating others	9.69
38	Zealous in developing talent/ potential in others	8.98	38	Awareness of local HR related laws	7.08
39	Awareness of local HR related laws	8.27	39	Zealous in developing talent/ potential in others	6.71
40	Instructional, training and presentation skills	5.52	40	Japanese (spoken and written)	4.91
41	Japanese (spoken and written)	4.95	41	Understanding of others/empathy	2.91
42	French (spoken and written)	1.12	42	Other languages	1.12
43	Other languages	1.12	43	French (spoken and written)	1.12
44	Spanish (spoken and written)	0.00	44	Spanish (spoken and written)	0.00

% = percentage of responding companies
 core competencies, i.e. chosen by over 50% of the respondents

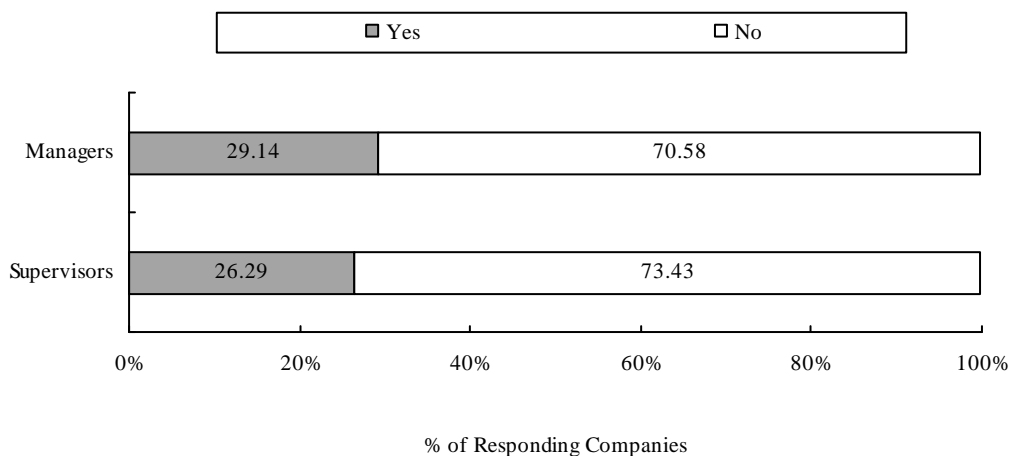
20. The rankings of the key competencies of managers alongside those of supervisors in the Chinese Mainland were presented in Table 5. Eight competencies, namely “English (spoken and written)”, “Communication skills”, “Coaching and counselling”, “Chinese (Putonghua and business writing skills)”, “Crisis management”, “Sense of accountability”, “Interpersonal skills” and “Problem solving and decision making” were ranked in the top ten important competencies for both managers and supervisors. Among them, “English (spoken and written)” and “Communication skills” were regarded core competencies (i.e. agreed by nearly/over 50% of the respondents) among the two groups.

21. Compared with the findings in the 2008 Survey, “English (spoken and written)” and “Communication skills” were ranked much higher for managers, from 7th in 2008 and jumped to the most important competency in 2011 and from 11th in 2008 to the second important in 2011 respectively. On the other hand, “Communication skills” on the same lines was considered as the most important competency for supervisors. “English (spoken and written)” was only ranked 7th in 2008.

Management Training Situation in Hong Kong

22. The Survey found that most of the managers and supervisors, 70.58% and 73.43% respectively, had not received any management training before they were appointed or promoted to the present levels, as shown in Figure 1. Compared with the findings of 57.57% for managers and 59.28% for supervisors in the 2008 Survey, there was a significant increase for managers and supervisors not receiving management training before recruitment / promotion.

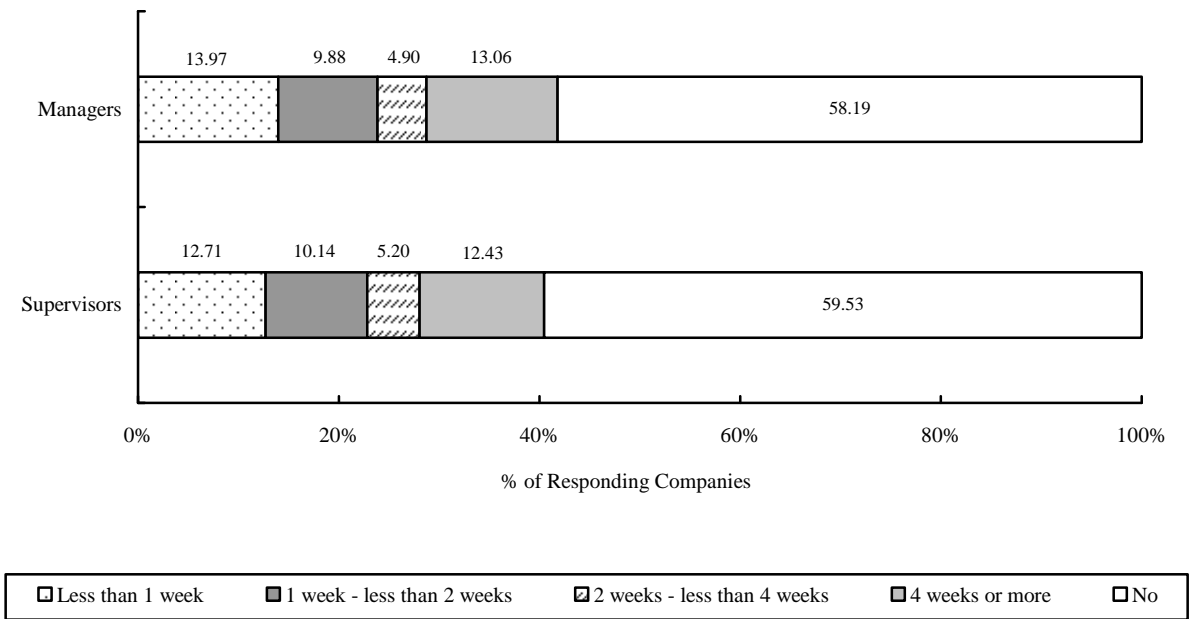
Figure 1: Distribution of Companies Appointing/Promoting Managers and Supervisors With Prior Management Training



Provision of On-the-Job Training to Newly Recruited Managers or Supervisors by Immediate Supervisors and Higher Level Managers

23. The survey result indicated that those companies having newly recruited managers or supervisors, nearly 60% will not be provided with on-the-job training by immediate supervisors and higher level managers. For those companies providing on-the-job training for managers and supervisors, the most preferred duration of training was “Less than 1 week” for 13.97% and 12.71% of the responding companies. “Four weeks or more” came second with 13.06% and 12.43% for managers and supervisors respectively. It could be noted that the preference on training duration appeared polarized. The two extremes, “Less than 1 week” or “Four weeks or more” were the most commonly cited.

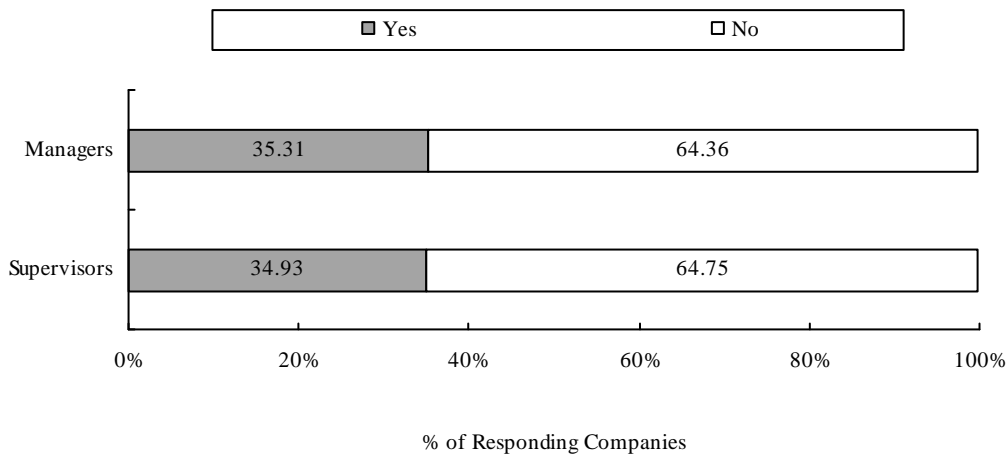
Figure 2: Distribution of Companies Providing On-the-job Training to Newly Recruited Managers and Supervisors



Provision of Management Training to Existing Managers and Supervisors in the Next 3 Years

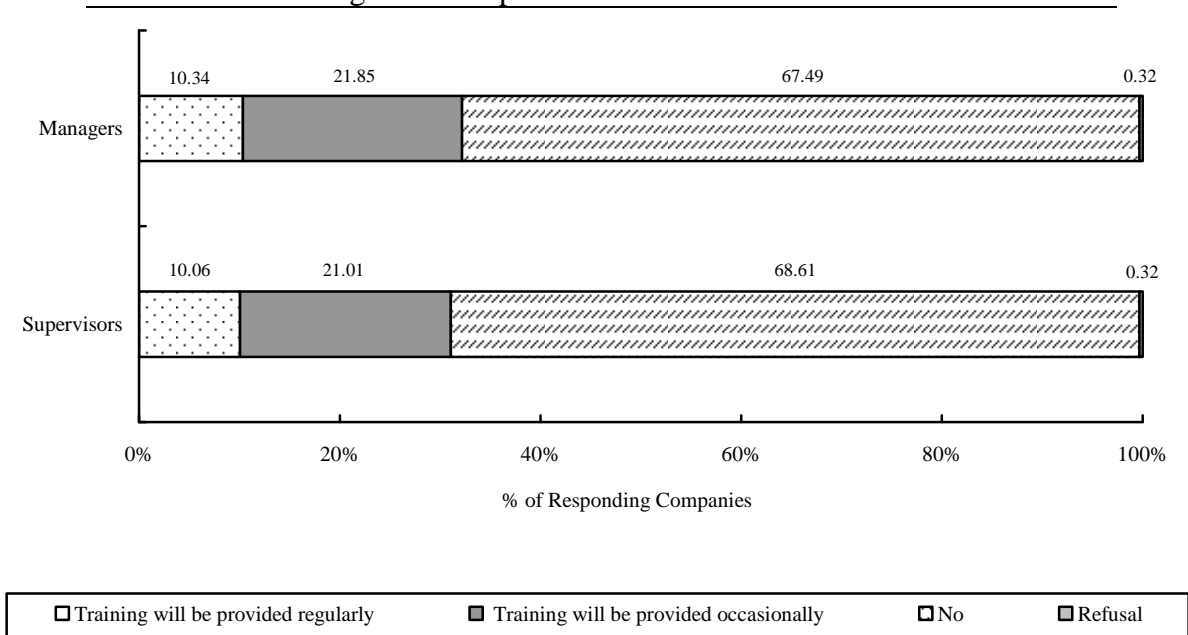
24. The Survey also revealed that only one-third responding companies would provide management training to existing managers (35.31%) and supervisors (34.93%) in the next three years, as shown in Figure 3. Compared with the findings of 45.21% for managers and 42.81% for supervisors in the 2008 Survey, there was a slight decrease in providing management training to managers and supervisors in the next three years.

Figure 3: Distribution of Companies Providing Management Training to Managers and Supervisors in the Next Three Years



25. Besides, only one-third of the responding companies had training plan for their managers and supervisors, 32.19 % and 31.07% respectively, in next three years. Among these training, only 10% would be provided regularly, as shown in Figure 4.

Figure 4: Mode of Management Training Will be Provided to Managers and Supervisors in the Next Three Years



Type of Resources Available for Management Training for Managers and Supervisors in the Next Three Years

26. 70% of respondents had no resources available for management training. Those companies indicated they had resources for management training for managers and supervisors, similar to the 2008 Survey’s findings, “*Training budget*” was still the most common.

Proportion of Training and Development Budget to Average Annual Payroll in the Next Three Years

27. Those companies indicating that “*Training budget*” was one of the resources for management training for their managers and supervisors were asked the question of the proportion of the budget to average annual payroll and the variance of the budget compared to the last three years. The survey showed the distribution for the proportion of training and development budget to average annual payroll in the next three years. Among those companies with training budget, about 48.86% would allocate 1-3% of average annual payroll for training, and 32.80% and 13.05% would allocate 4-6 % and 7-15% respectively.

Variance of Training and Development Budget Compared to the Last Three Years

28. On the variance of training budget compared to the last three years, only about 43.49% of companies indicated that they had increased the training budget while 54.63% indicated that the training budget remain unchanged.

Types of Management Training to be Organised

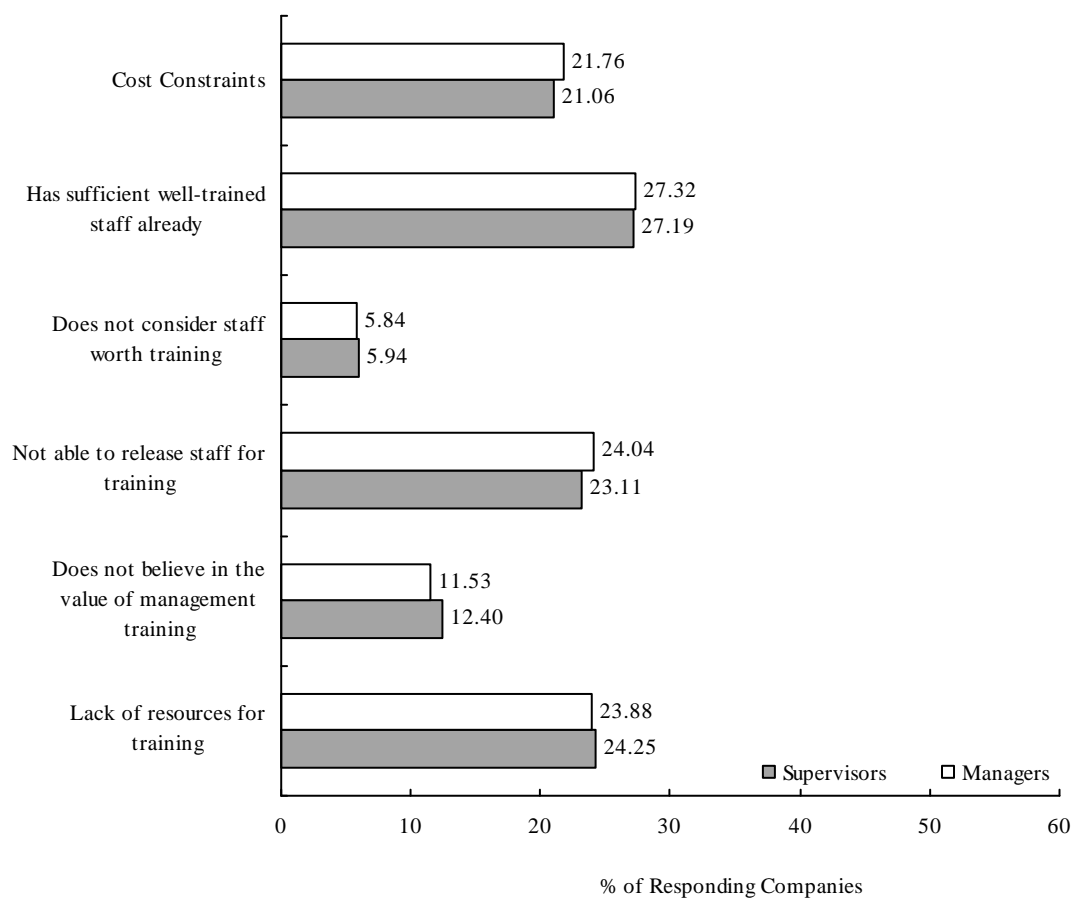
29. For those companies with resources allocation on management training, they were asked to indicate how they would arrange their training programmes among different choices. The survey indicated that nearly 70% responding companies would preferred “*Sponsoring management staff to attend external programmes*” as the major method in providing management training for their managers and supervisors.

30. Of those companies indicating that in-company management training would be organized, nearly 60% companies preferred to conduct “*On-the-job management training*”. Only about 13% companies preferred “*Off-the-job management training*”.

Reasons for Not Arranging Management Training to Managers and Supervisors in the Next Three Years

31. For those companies not going to provide management training in the next three years, Figure 5 showed that the major reasons were “*Having sufficient well-trained staff*”, “*Lack of resources for training*” and “*Not able to release staff for training*”.

Figure 5: Reasons for Not Arranging Management Training for Managers and Supervisors in the Next Three Years



Preferred Types of Sponsored Management Training Programmes

32. Regarding the type of programmes they preferred to sponsor, over 60% responding companies chose to sponsor their managers and supervisors, 65.94% and 65.49% respectively, to attend “*External Management Evening Programmes*”. Similar findings had been presented in the 2008 Survey.

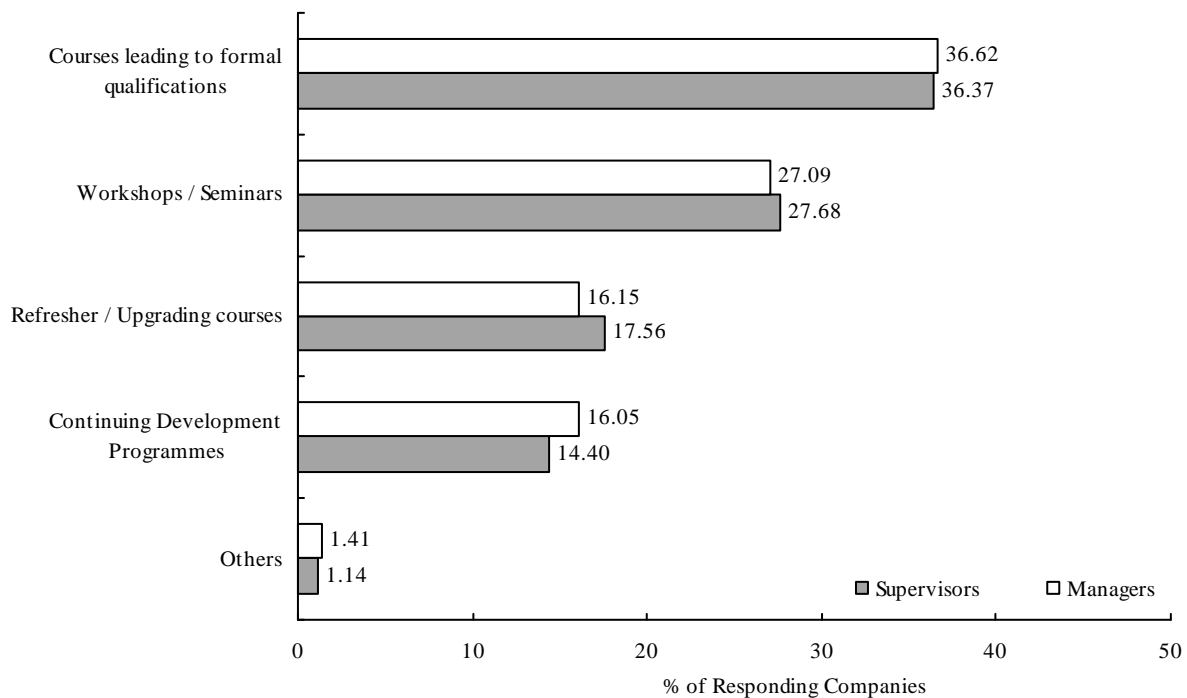
Preferred Types of Sponsorship

33. Over 40% of the responding companies would be willing to “*release their staff during office hours*” and “*pay or reimburse them for the fees paid*”. 41.22% of responding companies were willing to release during office hours cum pay or reimburse for managers and 40.75% for supervisors. This was a slight increase in the percentage compared with the findings in the 2008 Survey. Moreover, on top of this 40%, about 42% (42.23 % for managers and 41.82% for supervisors) of the responding companies would be willing to just “*pay or reimburse*” their staff for the course fees they had paid.

Management Training Preference in the Next Three Years

34. It could be seen in Figure 6 below, the most preferred type of management training for both managers and supervisors was “*Courses leading to formal qualifications*” for nearly 40% of the responding companies. “*Workshops and Seminars*” came second with nearly 30%.

Figure 6: Preferred Types of Management Training for Managers and Supervisors in the Next Three Years



35. Management training programmes lasted for “*Less than one week*” were most preferred for both managers and supervisors. Only about 7% of the respondents would consider programmes that last for “*12 months or more*”.

36. The Survey result indicated that “*One-off*” mode or training programme with frequency of “*Once a week*” were most popular for about 40% of the responding companies, leading others by a wide margin.

37. Nearly 50% responding companies preferred their managers and supervisors to attend management training programmes that were conducted in “*Combination of Weekdays and Weekends*”. Training programmes conducted in weekends only was less preferred and was chosen by only about 15% of responding companies.

38. More than four in ten responding companies preferred their managers and supervisors to attend management training programmes that were conducted “*After office hours*”. And “*Both during and after office hours*” followed closely and was chosen by over 30% of responding companies.

39. The majority preferred “*Cantonese*” as the medium of instruction for the management training programmes for both managers and supervisors for over 60% of responding companies, leading others by a wide margin. Besides, programmes conducted in bilingual format with Cantonese and English was also well accepted by nearly a quarter of responding companies. However, programmes conducted in solely “*English*” or “*Putonghua*” had lower popularity.

40. With regard to training methods, approaches or methodologies for managers and supervisors, “*Mentoring/Coaching*” was the most preferred approach, followed by “*Action learning through work-related projects*” and “*Small group training*”.

Average Number of Training Days Provided Last Year

41. About 60% of responding companies had not provided training for their managers and supervisors during last year. For the rest of the 40% companies that training were provided, the programmes commonly lasted for “*1 day – 3 days*”.

Role of HKSAR Government and Related Organisations in Assisting/Supporting Management Training for Managers and Supervisors

42. The majority of the responding companies preferred the Government or related organisations to offer free/subsidised training course. Besides, “*Provide funding to companies*” was another preferred options for over 50% of the responding companies.

Cross Years Comparison


Trends of the Top Ten Competencies for Managers in Hong Kong

43. Table 6 showed the trends of the top ten competencies for manager in Hong Kong. Among the top ten competencies, it could be noted that 8 out of 10 competencies in 2011 Survey were the same in 2008 Survey while 5 out of 10 were the same compared with the 2005 findings. They were “*Communication skills*”, “*Chinese (Putonghua and business writing skills)*”, “*Interpersonal skills*”, “*Team work and team building*”, “*English (spoken and written)*”, “*Crisis management*”, “*Sense of accountability*”, “*Analytical in approach to people and problems*” and “*Coaching and counseling*”, “*Problem solving and decision making*”. Besides, it could also be noted that social skills, such as “*Communication skills*” and “*Interpersonal skills*”, took top positions in the ranking in the 2011 Survey which were rated higher (i.e as a core competencies) than those management skills, such as “*Crisis management*”, “*Sense of accountability*” and “*Analytical in approach to people and problems*”, for managers in Hong Kong.

Table 6: Trends of the top 10 Competencies for Managers in Hong Kong

Rank	2011	%	2008	%	2005	%
1	Communication skills	51.22	Crisis management	51.98	Coaching and Counseling	47.45
2	Chinese (Putonghua and business writing skills)	50.07	Coaching and counselling	46.59	Sense of Responsibility	47.29
3	Interpersonal skills	49.87	Communication skills	44.21	Communication Skills	47.09
4	Team work and team building	48.6	Team work and team building	44.09	Crisis Management	44.91
5	English (spoken and written)	48.44	English (spoken and written)	42.17	Interpersonal Skills	41.1
6	Crisis management	47.52	Business acumen	41.4	Planning Skills	40.71
7	Sense of accountability	46.55	Interpersonal skills	40.12	Business Acumen	38.02
8	Analytical in approach to people and problems	43.25	Chinese (Putonghua and business writing skills)	39.31	Analytical in Approach to People and Problems	37.13
9	Coaching and counselling	41.44	Sense of accountability	38.54	Problem Solving and Decision Making	36.46
10	Problem solving and decision making	37.73	Planning and organising skills	38.19	Self Management	35.57

% = percentage of responding companies

 core competencies, i.e. chosen by over 50% of the respondents

Trends of the Top Ten Competencies for Supervisors in Hong Kong

44. Table 7 showed the trends of the top ten competencies for supervisors in Hong Kong. Compared with the 2008 Survey’s findings, it could be found that the top ten competencies of the 2011 Survey were identical but only differed from the ranking while 5 out of 10 were the same compared with those of the 2005. These top ten competencies were

“Communication skills”, “Interpersonal skills”, “Chinese (Putonghua and business writing skills)”, “Team work and team building”, “English (spoken and written)”, “Crisis management”, “Sense of accountability”, “Analytical in approach to people and problems”, “Coaching and counseling” and “Problem solving and decision making”. Besides, “Communication skills” was rated as the most important competency for supervisors in three consecutive surveys.

Table 7: Trends of the top 10 Competencies for Supervisors in Hong Kong

Rank	2011	%	2008	%	2005	%
1	Communication skills	55.23	Communication skills	57.4	Communication Skills	62.99
2	Interpersonal skills	52.3	Team work and team building	53.35	Sense of Responsibility	62.7
3	Chinese (Putonghua and business writing skills)	51.31	English (spoken and written)	47.94	Customer Concern	51.65
4	Team work and team building	51.29	Interpersonal skills	46.89	Interpersonal Skills	48.54
5	English (spoken and written)	49.87	Sense of accountability	46.32	Team Spirit	45.71
6	Crisis management	44.6	Coaching and counselling	45.57	Coaching and Counseling	42.69
7	Sense of accountability	44.06	Problem solving and decision making	45.39	Self Management	37.57
8	Analytical in approach to people and problems	40.59	Crisis management	45.29	Problem Solving and Decision Making	36.48
9	Coaching and counselling	39.21	Chinese (Putonghua and business writing skills)	44.73	Analytical in Approach to People and Problems	36.07
10	Problem solving and decision making	38.87	Analytical in approach to people and problems	41.4	English (Spoken and Writing)	35.93

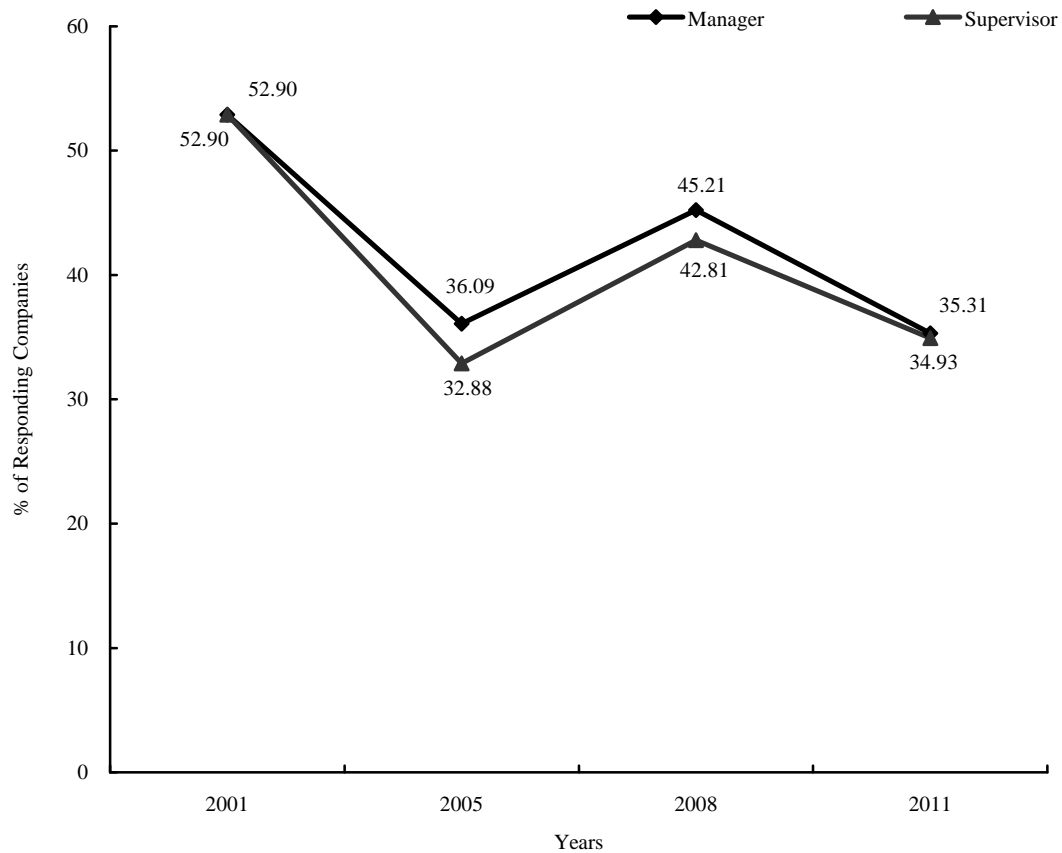
% = percentage of responding companies

■ core competencies, i.e. chosen by over 50% of the respondents

Trends of Companies Providing Management Training to Managers and Supervisors

45. As shown in the Figure 7 below, a downward trend of companies providing management trainings to their managers and supervisors was observed. Only 35.31% companies would provide management training to managers, the lowest figure in nearly two surveys, and 34.93% companies would provide management training to supervisors. In fact, it had rebounded in 2008, increased to 45.21% and 42.81% from 36.09% and 32.88% in 2005 for managers and supervisors respectively, however, it had fallen to about 35% in 2011. Compared with the findings of ten year ago, it was a significant decrease from 52.9% for both managers and supervisors in 2001.

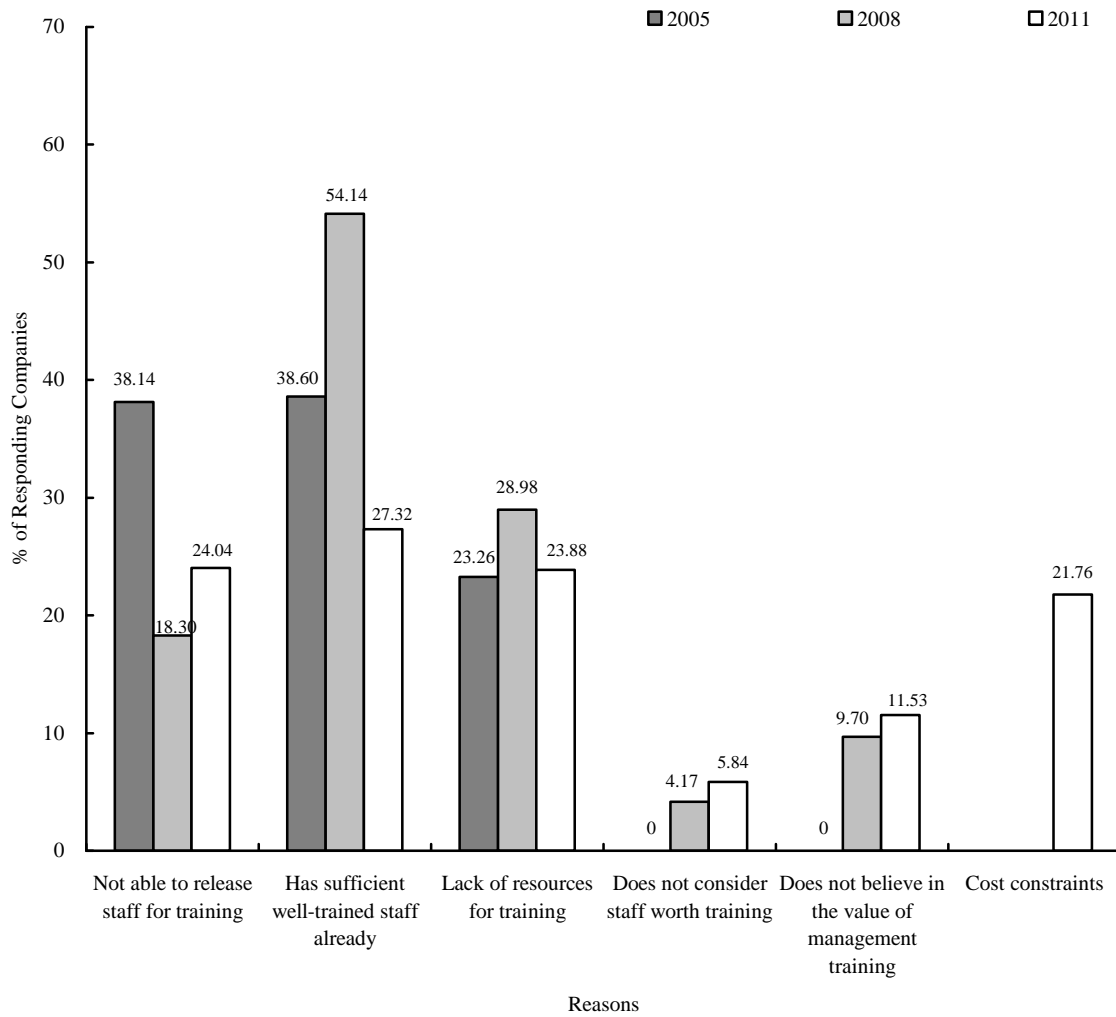
Figure 7: Trends of Companies Providing Management Training to Managers and Supervisors



Trends of Reasons for Not Arranging Management Training for Managers

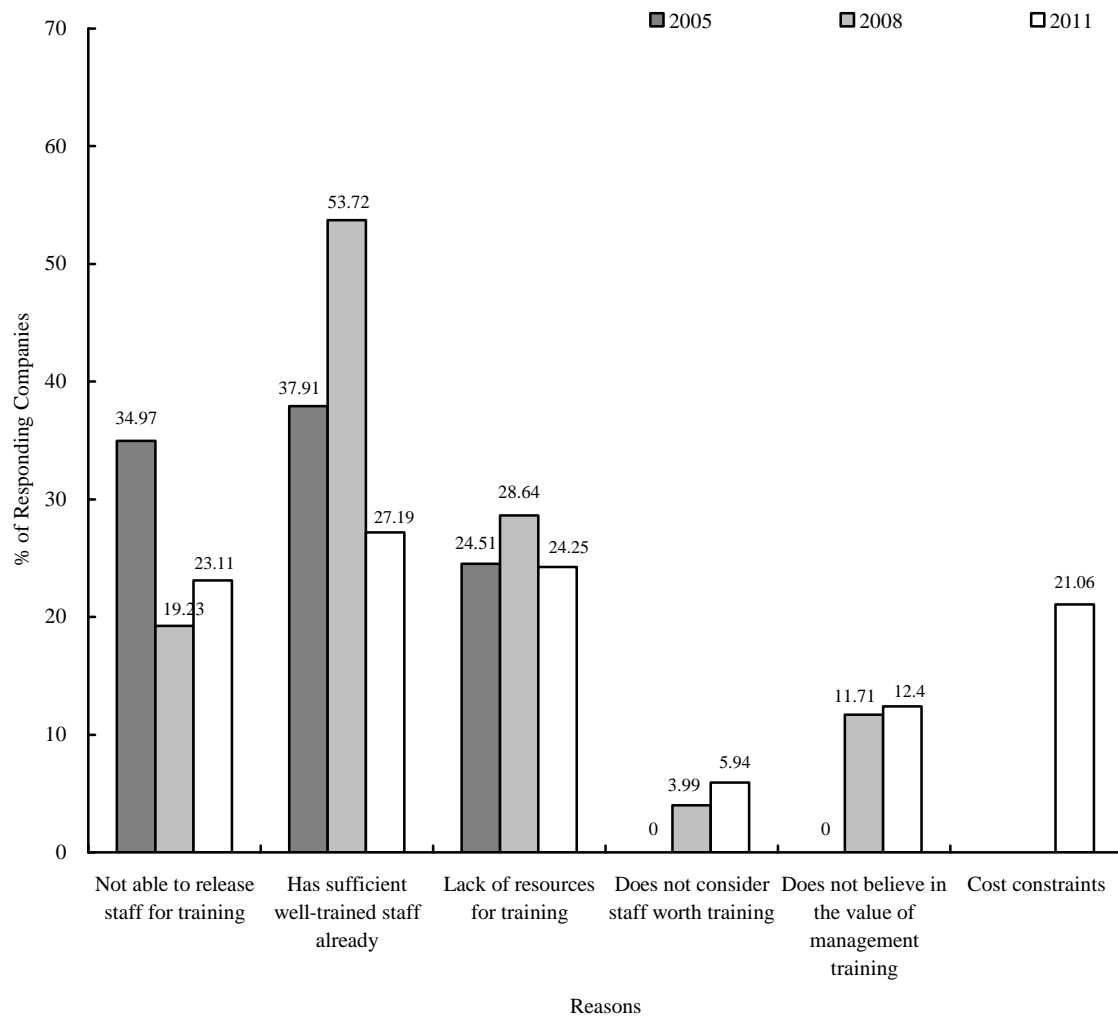
46. Figure 8 and 9 showed the reasons of companies not arranging management training for their managers and supervisors respectively. Most of the companies replied that they “*Have sufficient well-trained staff already*”. “*Not able to release staff for training*” and “*Lack of resources for training*” were the second and third reasons respectively for such phenomenon.

Figure 8: Trend of Reasons for Not Arranging Management Training for Managers



Remark: "Cost constraints" was the newly added options for this questions in the 2011 Survey, therefore, no data can be shown in the 2008 and the 2005 Survey's findings.

Figure 9: Trend of Reasons for Not Arranging Management Training for Supervisors

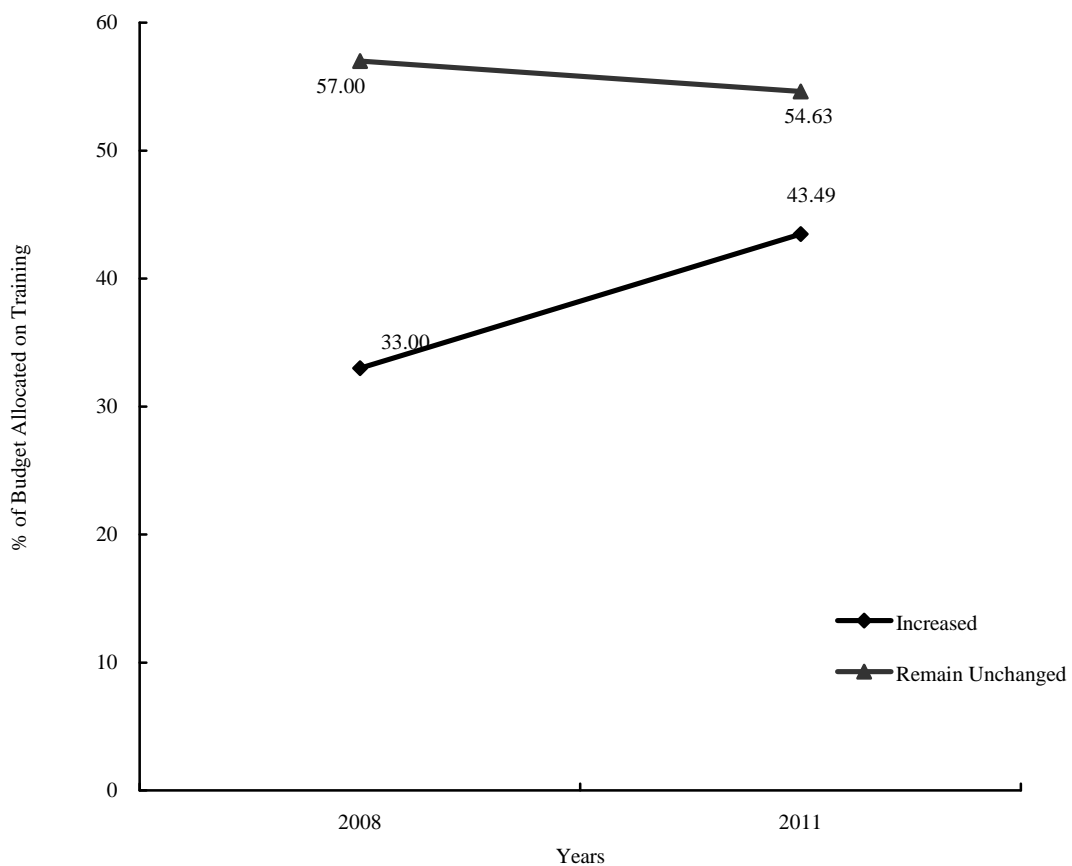


Remark: "Cost constraints" was the newly added options for this questions in the 2011 Survey, therefore, no data were shown in the 2008 and the 2005 Survey's findings.

Trends of Budget Allocated on Staff Training/Development Compared to the Last Three Years

47. Figure 10 showed the trends of budget allocated on staff training/development compared to the last three years. More than four in ten companies (43.49%) indicated that their training/development budget had been increased compared to the last three years, while 54.63% replied that the budget remained unchanged.

Figure 10: Trends of Budget Allocated on Training Compared to the Last Three Years



Conclusions

48. After preliminary analysis of the findings of the survey, the Committee had decided to form a focus group comprised of members nominated by various trade associations and also practitioners in the SMEs. The purpose of the focus group is to collect views on specific topics that the structured survey may not be able to identify. The Focus Group had discussed and made its observations of the findings. The Committee then reviewed the opinions of the Focus Group and worked out the conclusions and the recommendations.

Key Managerial Competencies of Managers and Supervisors

49. The Survey found that the following key competencies were ranked in the top ten important competencies for both managers and supervisors in Hong Kong:

- “Communication skills”
- “Chinese (Putonghua and business writing skills)”
- “Interpersonal skills”
- “Team work and team building”
- “English (spoken and written)”
- “Crisis management”
- “Sense of accountability”
- “Analytical in approach to people and problems”
- “Coaching and counseling”
- “Problem solving and decision making”

50. It was obvious that the top ten competencies were the same for both managers and supervisors. The Focus Group opined that the flattening of organization might be the cause that renders less differentiation in job requirements between managers and supervisors, especially in SMEs. The Committee concluded that the old cliché in expecting supervisors to perform execution of work through supervising workers alone is long gone. A higher level of sophistication is now expected of the supervisors in leading people through coaching and counseling, team building. What is more is the elevation of job scope in helping to run business with more strategic thinking in analyzing people and problem, problem solving and making decision with a “looking from outside in” concept towards the business is essential. This finding’s implication to course providers is that ‘Bridging’ courses might need to be worked out to develop supervisors for more complicated jobs.

51. The Survey found that consistently for the past three surveys, “Communication skills” was ranked the top key competency for supervisors in Hong Kong. The Committee agreed with the Focus Group’s opinion that the high ranking of competencies related to communication and its sub-set: language and interpersonal skills might reflect that mastery of these competencies tend to bring direct and immediate benefits to the company, say through winning a new business by making an impactful presentation to customers. However, for learning such skills, drilling, practical training and exposures are keys to improvement and employees of SMEs are lack of time and opportunities to participate in such mode of training.

Management Training

52. The Survey found that over 70% of respondents indicated no prior management training was provided before appointing/promoting managers and supervisors. Moreover, close to 60% of respondents indicated no on-the-job training was provided to newly recruited managers and supervisors. Over 60% of the respondents indicated no management training would be provided to managers and supervisors in the next three years.

53. The Committee agreed with the Focus Group's opinion that this reflects that SMEs are more handicapped in budget/resources provision for training. The Focus Group opined that a lot of SMEs are in the stage of business start-up and training is not a priority. Moreover, SMEs tend to believe that a person should be equipped for his/her job before joining the company and therefore between 'buy' and 'make', SMEs tend to choose 'buy'. The Focus Group opined that it is a fact that comparatively, SMEs' ability to retain capable employees is lower than larger enterprises and SMEs had experienced loss of capable employees after being trained by the employers and SMEs could hardly afford this. To reduce employee turnover employers might turn to recruit people with lower qualifications and just provide good enough training for performing current role as they tend to believe that they should be more stable with a lower market value. Career development would less likely be considered. Shortage of hands is another impediment for employers releasing employees for external training.

54. The Committee agreed with the Focus Group's view that even though SMEs might recognize motivation is a purpose of managerial/supervisory training, again budget/resources might restrict the undertaking of this kind of training.

55. The Committee concluded that managerial/supervisory training is more conceptual compared to skills training and the benefit not immediate. SMEs would rather put in more resources in skills training than managerial/supervisory training probably to curb loss on Return on Investment by developing for others at the end of the day. It is in the long term interest of SME employers to review this kind of mindset. It is recommended that SME employers to integrate people development with other people retention initiatives to avoid loss on return on investment in their human capital asset that could bring much higher return.

56. About the mode of training most suitable to SMEs, the Committee agreed with the Focus Group's opinion that coaching by immediate supervisor is a pragmatic way because it is more job-related, and if given in a timely, amiable and assertive manner, the outcome should be effective.

57. The Committee concluded that some existing methods of training such as e-learning is not so well adopted by or neglected by SMEs. Employers of SMEs tend to believe that employees who are self-initiated and self-motivated should be able to take advantage of whatever methods of training without the involvement of employers. The Committee opined that employers should encourage their employees to undertake continuing learning for the long term benefit of the companies and the individuals. To do this, the mind-set of employers about training culture should be changed first.

58. The Committee concluded that innovative mode of learning should be introduced that is adaptable to the working environment of SMEs. The Committee cited the combination of face-to-face and e-learning as a possibility, it is flexible to the learners. Focused topics/area of learning arranged in modules is more appropriate for SMEs. Usually at the end of the programme and after assessment, qualifications are awarded. The Committee opined that whatever the learning is staged, it should make sense to SMEs because funding for learning and training is limited.

59. The Committee agreed with the Focus Group's observation that the working attitude and behavior of some of the younger generation (such as those so-called post-80s) are found to be less favourable. It becomes a vicious-cycle because employers are hesitant to allocate resources to train them up. However, it is more a social problem than a training problem. Managers and supervisors have to learn how to coach the younger generation. Training service providers should find out whether they could help managers and supervisors in this respect.

60. The Committee concluded that SMEs should explore new opportunities to enhance managerial/supervisory competencies of employees. Individual industry's interests are represented collectively by trade association and more liaisons with trade associations should take place. Trade associations should in turn represent the industry to collaborate with training service providers to design courses and programmes that are appropriate to SMEs.

61. The Committee agreed with the Focus Group's opinion that government support to the SMEs had benefited the SMEs by enhancing the competitiveness of SMEs. Support in training is one area that the government should help. The Continuing Education Fund and the SME Training Fund have been cited. The continuation of existing schemes and introduction of new schemes will be welcomed by SMEs.

62. The Committee opined that even though SMEs have many channels to voice their needs, by means of the survey report, the Committee could arouse the government's attention about the aspect of managerial and supervisory training concerning SMEs, for the benefit of SMEs.

63. The study by the Committee by means of conducting surveys supplemented by collecting opinions and recommendation from focus groups should be able to provide indications and guidelines to all stake holders.

Major Recommendations to Stakeholders

64. Based on the survey findings and discussion of the Focus Group, recommendations by the Committees are worked out.

65. To the Government:

- to be proactive in formulating the policy and strategy to facilitate the business community to provide management training;
- to cultivate the sense that lifelong education is important for Hong Kong employees;
- to strengthen partnership with stakeholders including trade association, employers, professional bodies and training institutions to offer effective training program;
- to consider to extend the scope and coverage of Continuing Education Fund (CEF) and resume the operation of SME Training Fund (STF) to ensure that the training needs are met;
- to allocate more resources and support to local training institutions e.g. Vocational Training Council (VTC) and other extension arms of tertiary

educational institutions to provide learning programs that could sustain the businesses of SMEs and the betterment of Hong Kong as a whole.

66. To Employers:

- to allocate more resources and budget to support management training and release their managerial staff to attend training classes;
- to partner with trade associations
 - to promote the awareness of the importance of continuous learning in the industries they represent to sustain the growth of the industries;
 - to look for synergistic effects that bring higher value of learning en bloc;
 - to seek advices from related trade association and professional bodies in development of industry fit training program;
- to explore various training approaches for employees to achieve cost effectiveness and provide flexibility in learning in terms of time and location; one of which could be to develop managers into the trainers/coaches to support the training of their subordinates; others are mentoring/coaching, small group training as well as job related cases studies that can well fit for the needs of SMEs;
- to plan for staff development program with considering the job natures and requirement, competency required;
- to take a longer term view in people development and to integrate other people initiatives in retaining talent and motivating trained employees to ensure high return of their people asset.

67. To Employees:

- to be aware of the changing job requirements and the increasing complexity of the nature of jobs relating to management and supervision;
- to be aware of the opportunities and channels in learning managerial and supervisory skills for development and advancement;
- to be aware of the tangible awards (such as qualifications) and intangible result of various kind of learning would bring;
- to be aware of the fact that it is in the interest of both the employers and employees to improve managerial and supervisory skills.

68. To Training Service Providers:

- to study this survey report and based on which to partner with trade associations and/or individual SMEs to tailor make learning programs that could elevate the level of key competencies of SMEs' managers and supervisors. To extend further its service as consultant to explore strategies that could integrate other non-training initiatives in providing total solution.

VOCATIONAL TRAINING COUNCIL

**Membership of the
Committee on Management and Supervisory Training
(April 2011 to March 2012)**

	Nominated by
Chairlady Mrs CHENG LAW Wai-fun Margaret	Ad personam
Member Mr CHAN Wai-man, Raymond	(Hong Kong Young Industrialists Council)
Prof HO Sai-pak, Alfred	(Ad personam)
Mr KWAN Yau-fat, Fred	(A major professional institution*)
Ms LAM Tsui-wa, Connie	(The Hong Kong General Chamber of Commerce)
Mr LAU Kar-wah	(The Chinese General Chamber of Commerce)
Dr LAU Kin-wah, Kevin	(a major SME (Small and Medium-sized Enterprise) trade association*)
Mr Peter LIU	(The American Chamber of Commerce in Hong Kong)
Dr LO Kam-wing, Wingco	(The Chinese Manufacturers' Association of Hong Kong)
Ms Anita MACK (to 7 December 2011)	(The Employers' Federation of Hong Kong)
Dr MAK Wai-ming, Mac	(UGC Tertiary Institution*)
Mr NG Hak-kim Eddie, SBS, JP	(A major professional institution*)
Mr TAM Tin-fong, Martin	(Federation of Hong Kong Industries)
Prof WONG Chi-sum	(UGC Tertiary Institution*)
Ms YEUNG Cheung-wah, Winnie	(The Hong Kong Information Technology Federation)
Mr HO Kwai-yick, Ronald	(Representing the Civil Service Training and Development Institute, Civil Service Bureau)
Ms KEA Chi-shun, Josephine	(Representing the Executive Director of Vocational Training Council)
Secretary Mr LEE Hing-wai, Henry	(Vocational Training Council)

VOCATIONAL TRAINING COUNCIL

Working Party on the 2011 Survey of the Managerial Competency Profile and Management Training Needs of Managers and Supervisors in the Next Three Years

Prof WONG Chi-sum (Convener)

Mrs CHENG LAW Wai-fun, Margaret

Prof HO Sai-pak, Alfred

Mr KWAN Yau-fat, Fred

Dr MAK Wai-ming, Mac

Mr NG Hak-kim, Eddie, SBS, JP

Mr LEE Hing-wai, Henry (Secretary)

** Nominations for these members are rotated among related organisations/institutions and for the current term:*

Major professional institutions –

- *Hong Kong Institute of Human Resource Management (Mr NG Hak-kim, Eddie SBS, JP)*
- *Institute of Training Professionals (Mr KWAN Yau-fat, Fred)*

A major SME (Small and Medium-sized Enterprise) trade association –

- *Hong Kong General Chamber of Small and Medium Business (Dr LAU Kin-wah, Kevin)*

UGC tertiary institutions –

- *The Chinese University of Hong Kong (Prof WONG Chi-sum)*
- *The Hong Kong Polytechnic University (Dr MAK Wai-ming, Mac)*

VOCATIONAL TRAINING COUNCIL

2011 Survey of the Managerial Competency Profile and Management Training Needs of Managers and Supervisors in the Next Three Year

Composition of Focus Group

Mr Steven AU	(Federation of Hong Kong Footwear Limited)
Mr Felix CHAN	(Hong Kong General Chamber of Small and Medium Business)
Mr Wilson KWONG	(The Employers' Federation of Hong Kong)
Ms LAM Tsui-wa, Connie	(The Hong Kong General Chamber of Commerce)
Ms Judy LEUNG	(Hong Kong Information Technology Federation)
Mr K.C. LEUNG	(Federation of Hong Kong Industries)
Mr LI Ping-hung, Paul	(Hong Kong Sea Transport and Logistics Association Limited)
Mr Eric YEUNG	(Hong Kong General Chamber of Small and Medium Business)
Mr YIM Chi-ming, Eric	(Hong Kong Young Industrialist Council)