INNOVATION IN HUMAN RESOURCE MANAGEMENT PRACTICES IN GLOBALIS

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MASTER'S DEGREE IN MANAGEMENT
SRO011 – MASTER'S THESIS
ACADEMIC YEAR 2021/2022

ACKNOWLEDGEMENTS

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1. Introduction

I decided to deepen the topics of this study because of my own interest in the field of Human Resource Management, and, in particular, in the topic of growth. I have always been fascinated by the theme of growth, not only in terms of learning a set of new notions, but in terms of evolution, development, and adaptation in both a personal and collective level. Since I was younger, analyzing the environment around me, highlighting the weaknesses and the strength points, and especially trying to elaborate solutions and ideas for maximizing and improving it have always been almost a natural impulse for me, in every context in which I found myself. For these reasons, when I have been given the opportunity to work with a peculiar organization such as Globalis, it meant for me not only a chance of learning new things, but also a way for exiting my comfort zone and measure myself against a new and unexplored challenge. My main motivation in carrying out this work, was to give my contribution in improving an "engine" that already works well, but, as any other thing or person in our society and our world, can always work better.

1.1 Objectives

The present paper is aimed to deeply investigate the present theoretical literature regarding the Human Resource Management concepts of formation, training, and personal development; and to analyze the characteristics of the Case Study of the Spanish Foundation "Globalis" and their activities in this field. The final objective of the study is, therefore, to develop a new, innovative, and coherent formation program for a potential employee of Globalis, a training plan which could be effective and future oriented, but at the same time supported by the abovementioned literature. Said program is aimed to be a theory for perfectioning the formation of a newly employed of Globalis in a realistic way, exploiting their current practices, maximizing the outcomes of them, and integrating them with new effective practices that will complete the program as a unique functioning system.

1.2 Methodologies

This study is carried out with a structure of three main phases. The first stage of the paper consists in a deep research, investigation, and analysis of the Human Resource Management concepts of Formation, Training, and personal Development of an employee inside a company. Starting from the perspective of growth of both the specific concepts and the general subject in its entirety in the last years, this work attempts to

understand in which cases these are needed in a company and what they are helpful for. Through the analysis of the stages of the Training Process this paper wants to find out the tools for maximizing the outcomes of it, both in a standard hypothesis and in a specific scenario, which is affected by the current, actual environment.

The second part of the study provides for the examination of a real case study, the one of the Spanish non-profit foundation Globalis, with which it has been possible to collaborate for a bi-monthly internship. Through this experience and a direct interview with the Director and General Manager of the Foundation, Maria Bellmunt Pons, the present work has the possibility to examine and present the Company with its history and dynamics, understanding in a better way, the weaknesses, the points of strength and the eventual lacks in the formation practices carried out in the company.

The third and last stage of the paper tries to exploit the gained information to elaborate a Formation & Development Program that can fit Globalis' needs, improving the learning experience (and maximizing the outcomes of it) of their actual and newly employed workers and enhance the well-being degree, the commitment level, and the performances of both the employees and the company in general in the short-, medium, and long-term.

2. Theoretical Framework

2.1 The Growth of Training as a Human Resource Management Function

In the modern era of entrepreneurship, the main organizational competition factors are mostly related to the people who work in and with the company, the so-called **human resources**, and their abilities and skills, which are crucial for the development and the improvement of the company, from the general to the most specific ones. In this sense, the interest towards the subject of Human Resource Management increased vertically in the last years and it is still growing more and more, pushing companies from every sector to hire the specialists of this area. Indeed, if some years ago there were not professionals in this sector, the rising attention to it brought to the birth of specialized and professional experts[1]. (Chiva, 2014)

Fig. 1 Functions of Human Resource Management. (2021).

Source: Own Elaboration

The sphere of human resource management (Fig. 1) is a very wide and diverse field, but we can resume its main processes in eight principal categories: The **HR planning**, which determines the needs and necessities of the staff, starting from the company goals and its strategy in a temporal framework, and tries to match the available assets to those needs, both in a qualitative and quantitative perspective; The **workplace analysis**, that

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[1] HR managers, Recruiters, Selectors, Talent Managers, etc.

is useful for understanding the core of the role and how the most important requirements affect its practical execution; The organizational Human Resource, whose **needs** accomplishment has to be identified together with its bonds with the general strategy of the company in order to examinate the candidates, select the people that are considered the most suitable to the role and assign them to the specific job; The **performance assessment**, that is important to follow and evaluate the contribution of the single employee, even if sometimes people do not appreciate the gauging of their efficiency levels; **The employees' remuneration**, which can definitely bring to motivation if managed in the right way; The **hygiene and health management**, which is aimed to exploit the benefits of a healthy and happy workforce**; the HR Strategic Management**, that is useful to track the levels of strengths and weaknesses in terms of its human component; And the **Advancement of human potential** and individual development, which is the last point and the most important for this study. (Dolan, 2007)

Indeed, it is clear how the interest towards the topics of training, perfectioning and career planning has recently increased, pushing the most advanced enterprises to design and initiate different training programs for their employees. Despite being a subject that attracted an enormous interest in the last years, there also is evidence of the beginning of this trend in the previous times. The daily newspaper "El País", for example, claimed in its edition of May 25th, 2002, that the majority of the empirical studies conducted regarding the most influential factors in terms of economic growth factors[2] were already showing the evidence of the importance of education, training, and human capital as key elements for both reaching a higher level of productivity and generating and adopting new technologies. Moreover, this same article claimed without a doubt that those countries that chose to invest in training, education and research & development could improve their economic performance faster and in a better way. (De la Dehesa, 2002)

The **training programs** are aimed to improve the employees' knowledges and skills, enhancing their performances, and making them grow from a professional and human point of view, also increasing their compatibility with the company's values and ideals. As a matter of fact, the training policies bring to specific and pre-designed professional trajectories, a sort of planned path that an employee can follow, relating the personal growth with the professional one. In this way the role (and other benefits like the salary) of every person gradually gets better as far as new skills are learnt and new knowledge becomes part of that employee's heritage. Undoubtedly, not only has this practice

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[2] This specific article focused on a Macroeconomic level.

significant incomes in terms of motivation, attachment, and productivity, but it is also a good investment because it prevents the staff rotation and partially avoids the possibility of an employee to be attracted by offers from the competitors, or in general, from other companies. A lot of firms consider the training and perfectioning activities as one of the most important strategies to compete and achieve their market goals, especially in the current historical period, which is characterized by a fast and continuous technological evolution. The main consequence of these rapid changes is the need of a staff that can keep up with them to constantly exploit in the best way as possible the new technologies and their benefits. (Dolan, 2007)

2.2 When Training and Growth are required

The concepts of training and growth of the employee are built on a set of practices and activities aimed to the personal and professional improvement and to increasing the level of performance in the short, medium, or long term. In this way, the training can give the worker new **knowledge**, teach him/her new **skills**, and refine the ones that the employee already possesses. Even if these two concepts are often used together or meant as synonyms, it is important to point out that there are some differences (despite being minimal). Indeed, the growth is related to the abilities and skills that the company tries to inculcate in the employees, thinking that they will need them in the future, on the other hand, the training is based on the teaching of those precise and detailed capabilities that can rectify the current deficiencies, fix the existing lacks, or enhance the performance primarily in the short term. In this regard S. Dolan, S. E. Jackson, R. S. Schuler and R. Valle Cabrera elaborated in their study a mathematical **expression** to better explain how the performance of an employee works:

$$R = f (C, H, A, S)$$

In which R is for "Rendimiento" (performance), and it stays in the function (f) of the knowledge (C), the skills (H), the attitude (A), and the current situation of both the company and external environment (S). (Dolan, 2007)

As it has been mentioned before, the companies tend to look for training as a reaction, that is when they realize that there is a form of inadequacy or deficiency in the performance, not strictly the personal performance, rather, the cause can also be the general results of the enterprise (but the mot forward-looking companies use to implement it in a proactive way, meaning that it is not a reaction to a set of problems, but a practice that they consider important for their growth as a firm). According to the expression, before the beginning of the training it is also necessary to understand which factor/s of the performance is/are the cause of its poor nature. As a matter of fact, the first question to be asked is if the employee can perform the tasks that its position requires, in order to determine the current skills and the potential ones that have to be developed (factor H). The second step of the performance analysis is more about the quality of the work, as once the company realized if the worker could do the tasks, they must understand how he or she does it and check its knowledge and technical expertise (factor C). The factor S is something that the company should already be aware of, since it does not directly depend on the employee, while the factor A is related to its motivation. It follows that factor A is directly related to the employee, but it is not about its skills and

knowledge, which means that it is a subject of other branches of human resource management more than the one of training. From the analysis of the expression of this study, it is therefore possible to claim that a negative flexion of the performance factors C and H are the ones that commonly induce the company to start a training program through the "reactive mode". (Dolan, 2007)

Given that the firms are intended to provide new knowledge in terms of skills, abilities, and know-how, in order to boost the performance, they must clarify which these skills are in a specific way. Normally, the actual and concrete objectives of the practices are updating the necessary skills, making the employees open and ready for the unavoidable changes, adjusting the lacks in terms of both knowledge and skills, strengthen the propensity to the job and the synergy with the company, increase the empowerment feeling and, as it has already been said, instill new knowledges. The concept of training as a reaction is particularly important for those organizations that have a static or declining productivity index, since the training is also important for a faster adoption or development of new technology and vice versa. In fact, if the company does not periodically deploy new technologies, the employees will keep their obsolete knowledges, generating in this way a vicious circle. Training can also increase the level of commitment among the employees and consequently the firm will be perceived as a good place to work in, not only for the employees themselves, but also for their networks of contacts. The benefits that the organization can derive from this chain can be seen in terms of mere productivity, but also in the levels of staff turnover and absenteeism.

Fig. 2 Paradox of the Trained Employee. (2021)
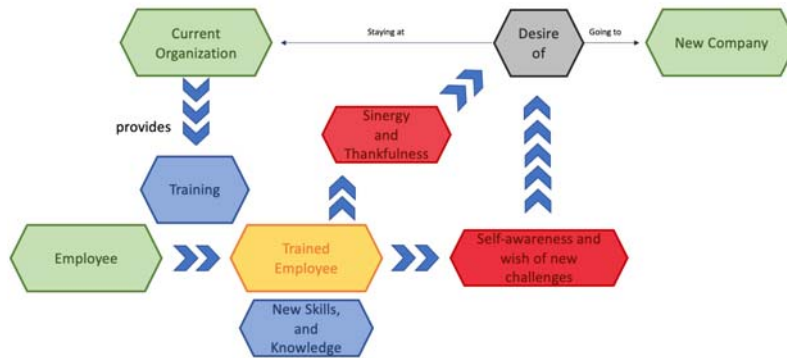
Source: Own Elaboration

In this sense, the training and, more precisely, the improvement of the abilities generate a **paradox** (Fig. 2) since, as it has been explained, it improves the perception of the job and the company attracting new people and enhancing the synergy between trained employee and organization (increasing their desire to stay), but on the other hand it rises a wish of expansion and growth that the trained employee can associate to a move to a new job or to another company.

The training, as a human resource practice, involves different processes and procedures, that in turn are related to other fundamental human resource management practices. One of these is the human resource planning, a branch that has been strongly affected by the fast technological changes. Therefore, it is becoming more and more complex for an organization to fulfill some of its human resource necessities when they hire trained employees, while it is simpler for them to create their own courses and training paths. In this way HR planning plays a very crucial role in identifying the specific knowledges that the organization needs in the short and medium term, according to the planned strategies. It is possible to extend this syllogism to another area of the macro-subject, as the workpalce analysis is also directly affected by the activity of training, since the performance evaluation assists the pursuit of the tangible requirements not only in terms of knowledges, but also of behavior and skills. To further explain this concept, the deficiencies can come to light during the checkings for the evaluation, and those lacks can be mitigated through the training. The process of selection and recuitment is definitely another HRM area which is strictly related to the employees formation, as this sphere involves all those know-how and skills that have been learnt outside the

relationship between the employee and the company. In terms of knowledge it represents a **mirror dimension** of the training practices (Fig. 3A).

Fig. 3A Mirror of Knowledge. (2021)
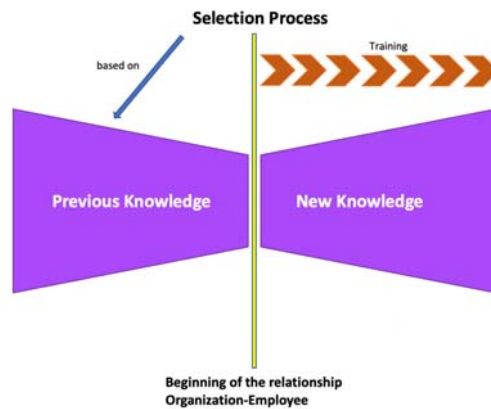
Source: Own Elaboration

On the other hand, knowledge is something that the person keeps cultivating and enhancing and for the company this represents a **cost**, considering the fact that hiring someone with a higher level of knowledge, the organization goes towards additional expenses and reduces the possibilities of promoting a current employee, eliminating in this way a significant form of incentive.

Fig. 3B Cost of Knowledge. (2021)
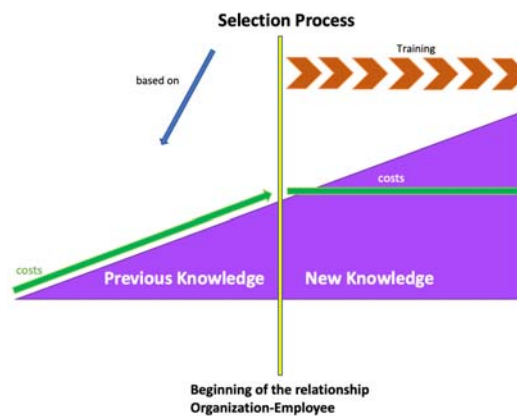
Source: Own Elaboration

By contrast, investing in a more detailed training program is a benefit for the organization compared to the cost of hiring someone with a high level of knowledge. It is hence possible to claim that the costs are directly proportional to the previous knowledge, but they remain stable when the new knowledge (the one gained with the internal training) increases (Fig. 3B). The processes of Selection and Training/Growth can be integrated in order to balance the costs and the time necessary to the employee to learn. The higher the level of balance will be, the greater degree of efficiency will be gained.

Given that the practice of Training and Growth can significantly contribute to reduce the staff turnover, it is clear how this also affects the HR area of career planning and management. Returning to the concept of the paradox of the trained employee, it has been said that Training increases the levels of thankfulness and of sinergy between the employee and its organization, but it can also exacerbate the wish of leaving the current company for another one. As a matter of fact, if the organization wants to keep its employee and consequently its investments, it is critical to combine the training program with a specific career plan, that foresees a set of promotions to satisfy the desire of new challenges and recognize the grown value of the employee. Naturally, this path has to include some salary raises, which is why the procedure of training also affects the HR area of retribution. Indeed, it is a major issue to grant the people who work for the organization the right reward for every activity of formation or perfectioning, given the fact that not every employee will have the ambition of improving their performance just for their own interest. Often the organizations also reward the managers for implementing a good training program for the employees, so it is noticeable that the incentives (economical or non-economical) represent a very valuable tool in every stage of the corporate organization chart.

2.3 The Training Process

It has already been mentioned that there are multiple reasons for implementing that set of practices that is called training or formation, as well as several methodologies, but most of the experts opine that the efficiency and efficacy of the practices increase when the formation follows an architecture made of three stages, that can be applied to all the formation program types. The three steps of the model are:

- Stage 1 → Analysis and Identification of the needs
- Stage 2 → Implementation of the training program and formation methods
- Stage 3 → Evaluation of the gained knowledge, skills, and behaviors

The first step for generating a successful and feasible **training program** is to find out and examine the **needs.** This stage is fundamental for gaining information about where it is necessary to take action, which are the areas in which the formation is required, what will be the actual content of the training and who will be the people that necessitate to improve their knowledge, skills, and attitude. This kind of analysis begins from the examination of the organization at the present day, of its current strategy, its objectives in the short, medium, and long term and of those tendencies that could possibly impact the organizational plan and its goals. The needs that must be identified also include the ones in the human resource area, meaning the organizational goals of this determined department, the required abilities of it and the programs that are, consequently, crucial. They also feature the indicators of efficiency like the cost of workforce, the productivity per employee, the added value per employee, the turnover per employee, the repair costs, the quality, and intensity of the use of working groups or, from a more general point of view the quality reports. This analysis provides actual information about the working groups and the organization itself and the company is free to establish its own criteria of measurement for each indicator in order to evaluate the general efficacy of the formation programs. At the same time the organization can exploit this assessment to discover new necessities in terms of training and groups development. Moreover, the analysis of needs includes the examination of the internal environment of the organization, since it is normally used for describing the quality of the environment itself and what are the employees' feelings towards the different aspects of their job. This specific part of the analysis is helpful for detecting potential incongruities among the employees' **perceptions** about the working environment, but also about their own necessities, ambitions, and aspirations. It has been proved that the hostile attitudes of the employees towards the organization or their job role, have a direct or indirect bad

influence respectively on their behaviors and their performances, reflecting in outcomes like poor moral, complaints, conflicts, absenteeism, and low level of commitment. Given that, formation and training should also be an effective tool to solve the problem of perceptions and foster the degree of commitment. It is common to use surveys as a means for the study of the organizational environment and especially the "Survey of Organizations" developed by the University of Michigan, in United States[3]. (Taylor and Bowers, 1972)

Another important step to take in the analysis is the **demographic study**, which is important to determine which are the formation and training needs of specific and concrete groups of people inside the organization. Indeed, it is common that the middle management sees the HR management courses as the most important part of their training, while the top managers privilege a more technical formation (this differentiation can be also done dividing the people by other kinds of criteria). (Smith, Kendall and Hulin, 1969)

Together with the Organizational Analysis it is fundamental to carry on the **Task Analysis**, an examination that tries to provide information about the tasks that must be performed by each role, the skills that are necessary for these tasks and the minimum acceptable performance degree (this analysis highlights the observable behaviors proper to the conduction of each job). The examination of different tasks can play a key part when the company wants to choose and design a formation plan, for which reason it is vital to understand which is the frequency of each task, how important this task is for the organization, what kind of added value the task brings to the final performance and how difficult is to learn how to perform the task.

 Furthermore, to conclude the phase of analysis (Fig. 4), the organization can implement the **People Analysis**, based on the individuals, the human resource. This kind of examination is aimed to answer two crucial questions for the implementation of the training program: "who needs the training?" And "what type of formation do these people need?" The People Analysis can be conducted in two main modes, since the company can find out discrepancies in the single performance of the employee (comparing the actual performance degree with the minimum standard of acceptability) or the organization can pre-determine its training and perfectioning necessities for the future

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[3] Other valuable measuring instruments are the Minnesota Satisfaction Questionnaires, the Smith, Kendall & Hulin Satisfaction Questionnaire and the Porter and Lawler Job Attitudes.

workplaces. In both cases the organization needs to use the People Analysis to discover if the working context has been completely figured out by the employee (the worker knows perfectly when they have to act), if the workers are in the optimal physical and mental conditions to perform at their best, if the employees know what they have to do and the required skills, if the workers are properly rewarded for their responsibilities and if the employees receive constant, continuous and appropriate feedbacks.

Fig. 4 Analysis for training. (2021)
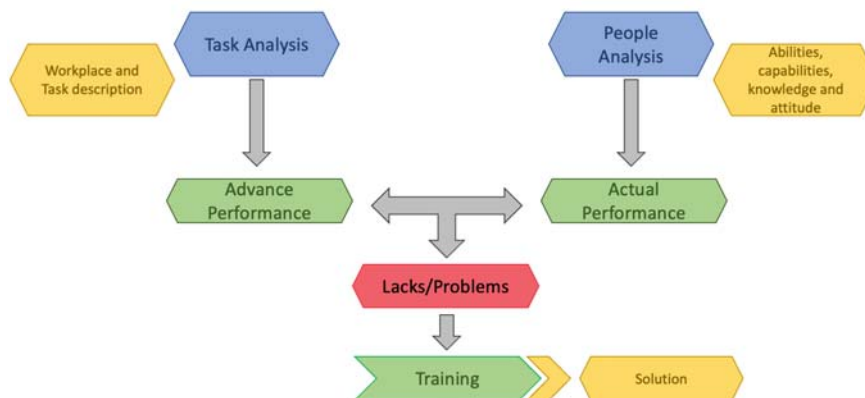
Source: Own elaboration

The succeeding of the implementation of a correct training and development program strongly depends on the initial choices: the right means, the right employees, and the right conditions. When starting a new training program, the organization must have clear in its mind some information from the analysis: not only who will participate in the program, but also who will provide the training, which formation tools will be implied and where will the program take place. (Baridam, 1995)

The training and development programs are designed specifically to transmit precise knowledge and to teach particular skills to a determined type of public, even if there is the possibility to form two or more groups simultaneously (often a new procedure can be better taught to the managers and the employees at the same time). The entity of the groups is also important given the fact that a small group can easily be trained in every company, while often a group made of more people must be trained outside the organization. Normally the people who give the training are the immediate supervisors, specialists from other areas of the organization, external consultants commercial

associations or teaching staff from a university, but the choice of one or more of these trainers is strictly related to the type of ability to be learnt and the site in which the training takes place (sometimes the trainer can also be chosen among the employees or the human resource staff). The methodology with which the implementation of the training program is developed can be of different nature, since there are different methods to transfer information (and these techniques can also be combined). As well as in most of the institutes or universities also in the training programs of an organization the main teaching approaches are the classes, the conferences, or the debates and even in this case the specific system to adopt depends on the type of skill that must be taught. (Oparanma, Hamilton, and Jaja, 2009)

Regardless of the chosen approach, the training and development programs must focus on the content, which must be coherent with the abilities that are aimed to be taught. In this sense there are three different degrees in the process of acquiring skills[4]: the first of these is the one in which the employee achieves a fundamental notion, a basic concept in that sector or simply gets acquainted with the sectorial metalanguage; the mid-level of the process is the one in which the employee concretely develops one or more new skills, acquiring new abilities that allow him or her to operate in one specific area; lastly, the highest of the degrees coincides with the achievement of a level of knowledge that keeps growing and improving with the experience, exploiting the time spent on one task or job to iron out the details and perfection every capability needed. The location of the training is, of course, another critical topic in the implementation of a program and in this field an organization can basically chose between two options: carrying it out in the daily workplace or doing it outside. The common custom is to conduct the training program inside the organizational facilities when the skills that will be taught are identified as basic abilities, while if those abilities are seen as integrated conceptual abilities the tendency is to perform the training program outside the establishments of the firm. It must be claimed that this is not the only useful criteria in the choice of the location, but the trainers and the required time are also valuable factors. (Dolan, 2007)

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[4] The learning degree can also be classified by objectives, dividing the levels in basic skills, interpersonal abilities, and conceptual integrated capabilities.

2.4 Maximizing the Outcomes of Training

Even when the chosen approaches to the training program are appropriate, it is possible that the outcome, the actual acquisition of new knowledge and skills, is poor or, in the worst of the hypothesis is not produced at all. Often, the cause of that is a bad application of the **training facilitators**, a set of measures to take before, during, but also after the implementation of the training program in order to boost the efficacy thereto and to strengthen the absorption of the concepts. For example, a non-homogeneous group in terms of learning capability and favorite learning style can counterbalance the positive effects of the right approach. For this reason, it is fundamental to exploit a **system** that allows to employ all the facilitators, a procedure that respects the coherence between the content of the classes (or conferences, or debates) and the differences among all the individuals.

One of the most important studies in this sense produced the **ATI**[5] paradigm, a research paradigm that tries to examine how an outcome depends on the match between individuals' specific aptitudes and the treatment they receive. When a treatment and an individual's aptitudes (where aptitudes mean any measurable personal or individual characteristic that potentially have an impact on the objectives of the planned treatment) are matched, the effect of the treatment, any manipulable situational variable, is optimal. An interaction occurs when a treatment influences one type of individual and a different effect on another.[6] In this sense using the ATI paradigm in a concrete situation allow the company to pair every subject that takes part to the training program to the most appropriate education model for its characteristics. (Cronbach, and Snow, 1977)

At this moment of the training program the organization can not neglect susceptibility of each trainee towards learning and development. To go in against these differences among the employees, the trainer can follow a specific three stages process to check the degree of susceptibility so that the potential problems can be avoided. The first step of this test consists in the explanation of a task, provided following a standard format of instructions and demonstration; in the second stage the trainee has to perform the task without any sort of help; in the third and last passage the trainer evaluates the performance and the mistakes made by the worker to judge its degree of susceptibility.

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[5] Aptitude-Treatment Interaction.

[6] Definition of ATI paradigm by Springer Link, Encyclopedia of the Sciences of Learning.

Once that the trainer possesses the results of the tests it is possible to choose the most suitable and comprehensive language and terminology to be used during the course, to point out the expected outcomes of the formation program, to specify the minimum acceptable degree of performance and to determine the conditions with which the formation performance will be measured. With these mechanisms the implementation of the training program can finally begin, but as we mentioned, enabling all of the facilitators is critical in this phase too. Indeed, it has been proved that the non-students adults can learn far better if determined conditions are present and one of these conditions is the active participation. With a direct or indirect active participation, the workers will be more motivated, more committed and will pay more attention, three important facilitators for storing and keeping the information (and consequently, acquiring new skills).

Apart from this, the trainer can boost the efficiency of the course, continuously setting secondary objectives inside the classes, especially if he or she combines this method with the so-called knowledge of results. This kind of feedback can be so useful because it provides feedbacks as soon as possible once the practice has been finished, it ensures that there is a real relationship between the individual's behavior and the feedback, it grants that the quantity and the pragmatism of the feedback is proportionate to the current learning degree of the trainee, it attempts to give as much positive feedback as possible[7] and it tries to use different types of feedbacks in order to make it more dynamic.

When the training program has been terminated a major issue is to establish a scheme to ascertain that the gained knowledge and skills are actually used in the real tasks. Indeed, since it is not unusual that after a training, though that it is good, the employees go back to their old way of performing the tasks. For this reason, there is a set of systems policies that includes two modes of transferring the learnt notions to their real job. The first one consists in setting up the formation program above scenarios that are identical or at least very similar to the real working situations, while the second one is about teaching a series of application principles to associate each learnt skill to a particular concrete working scenario. For the sake of completeness, it is necessary to claim that there is also a third modality that is definitely less common and that consists in a written bilateral agreement between the organization and the employee. With this contract the employee declares which are the aspects of the training program that he or she thinks

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[7] It is proved that positive feedbacks are perceived and remembered in a more precise and effective way than the negative ones.

that will be more helpful in his or her job, pledging to perform and apply this new knowledge to the concrete working situations.

The final part of the training program is the evaluation of the outcomes, an activity as useful as necessary, even though a lot of programs still make the mistake of avoiding it. Indeed, without a correct evaluation of the training program's outcomes it is not possible to detect and understand if and how the work done has fulfilled the objectives. The evaluation must take into account different parameters that can be measurable or not. For example, the organization can check the changes in terms of productivity, but it is also possible to organize interviews, surveys, or assessment tests, and in the medium long term, the company can check eventual changes in the costs and revenues paradigm. Regardless of the methodologies, the aim of the evaluation is to understand if a real change has actually been produced, if this change is due to the training program, if this change is congruous to the established objectives and if the same development can be replicated training other people in the future. Normally the chosen criteria that are examined to evaluate the degree of success of a specific program are: response to the formation program, meaning the subjective opinion of the trained employees; Learning, which is what the trained employees have actually learnt, which skills they have acquired and if this whole of knowledge matches with the objectives; Behavior, meaning the how different the employees carry out their tasks after and as a consequence of the training; And lastly, the Outcomes, that is to say the tangible results in terms of productivity, quality improvements, economical savings etc.). Once that these criteria are reviewed, the organization can proceed with the deployment of the evaluation design (normally carried out by the human resource management team), with which not only can the organization finally understand if the established improvements have been reached successfully, but it is also helpful in evaluating the effectiveness of the program itself, of other activities related to the staff and of any other human resource program aimed to enhance the quality of life in the workplace. (Pollock, Jefferson, and Wick, 2015)

2.5 Current Trends in the Training and Development Programs

It is clear how the majority of the firms considers the personal growth and development of the employees as an integral part of the career planning of their dependents. This tendency is furtherly confirmed by the fact that **the research & development** practices are becoming more and more focused on the managers and the professional staff as the years go by, since they were considered the most important human resource of the organizations in the last three decades.

Nevertheless, in the even more recent period, a lot of firms started to realize that it is at least equally important to involve the other types of **employees** in these programs, to achieve their long-term performance and strategic objectives in an easier and faster way. This sort of democratization of the privilege of learning while working for a company occurred when the organizations and their management themselves understood that the abilities and skills developed in the leading training programs as well as in the education to teamwork and to the creations of working groups were not exclusively useful to the administration charges. As a matter of fact, the last years have seen the admission by the leader organizations and their top management, that the growth of a company does not only pass through the investment on new technology, but especially on people.

Even if the tendency of the organizations to direct their attention to the development of the human aspect of their employees is something merely modern, some pioneer companies started to focus on the wellbeing of the workers already in the 1950s. Of course the emphasis put in this field were not the one of today, but some of them tried to take inspiration from some psychoanalytic studies like the ones of Eric Berne[8] and Thomas A. Harris[9] (already in the 1960s), to explore this area of management. In particular, the organizations wanted to exploit the theory of transactional analysis, a concept that diverges from the classical Freudian psychoanalysis, abandoning the topics of the subconscious and the held ideas and focusing more in managing the emotional problems. Harris focalizes his studies in the different ways of behavior of three phases of the state of Ego (that he calls Parent, Adult and Child, or simply PAC). Through the structural analysis of these, the people, or in this case, the workers of an organization,

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[8] Eric Berne (1910-1970) was a Canadian psychiatrist famous for the theory of transactional analysis

[9] Thomas Anthony Harrys (1910-1995) was an American psychiatrist famous for his manual "I'm OK, You're OK"

can understand how to deeply examine the relationship and the interactions with other people. For the companies this represented an opportunity to solve conditional problems of their employees, believing that it could reflect also in the solution of organizational problems and consequently, in the improvement of performance. This kind of studies and the increasing interest of the industries towards them can be considered as the groundwork of a set of more modern concepts as the formation on the creation of working groups, which in the contemporary era has made considerably progress. (Harris, 2012)

Despite this fact, the present-day's training in the field of working groups, still features some **negative trends** and **common errors** as confusing the creation of the working groups with the teamwork itself, seeing the teams as closed and impermeable systems, avoiding the use of a systematic planning model for the team development, starting the training program without evaluating the team needs, taking for granted that teams are all similar among them or not empowering the team. The 1960s have also seen the rising trend of training programs for the creation of T-groups, an experience-based type of learning in which the members of small groups (normally between 8 and 14 people) work together for a quite extended period of time. The aim of this type of practice is to make the members learn from the others' professional, but also personal and human, experiences (together they can analyze and compare their behaviors, emotions, perceptions, and logics). The T-groups method, developed and spread by the American National Training Laboratory, or NTL, is helpful for emphasizing the working groups dynamics and for enhancing the skills and capabilities at both an individual and team level.

All the trends that characterized the exploration and development of this fascinating subject, helped in perfectioning the information, the studies, and the new techniques over the years, but it is still possible to detect a set of common errors that a number of organizations keeps committing. The mistakes that are repeated in creating and implementing a training program are multiple and of different nature, indeed it is common to identify some organizations that deploy the analysis of needs (from both the people or tasks perspective) in a hasty or superficial way, making it impossible to define the real formation and training needs, but also to which group of employees it must be direct to. Another example of common mistake is neglecting the required balance between the processes of selection and formation, since even if it is true that hiring trained people represents a higher cost for the enterprise, it is also a fact that it is counterproductive to base everything on the formation of employees devoid of skills. Apart from these examples it is possible to claim that the biggest of the errors occurs when the

organization or its management tries to cover the mistakes themselves or to transfer the responsibility to third parties, since this is the only case in which, not only can the error provoke serious damages, but it is almost impossible to solve too. (Zamir, 2021)

3. Case Study

For the development of the present study, it has been possible to carry out a period of collaboration with **Globalis**, in an internship that enabled the observation and analysis of a real case study about integration and formation of an employee in a real enterprise and its systems.

3.1 Globalis, What It Is and What They Do

Globalis is a foundation, a **non-profit** organization that has been created in 2011 in the city of Villarreal, as an outcome of the common purposes of the citizens and the local entities in both the private sector and the public institutions[10]. These units realized that the city and the local community needed a permanent and solid framework of collaboration, which was open and accessible to every entity that could be concerned in providing innovation and entrepreneurship to this area in social, economic, and technological terms. The creation of Globalis was accomplished thinking that a **foundation** with the function of analysis, disclosure, and encouragement of the innovative entrepreneurship by the citizens (but also by the local companies and institutions), could have been a milestone in the history of the local industry and a point of reference for all the businesspeople of Villarreal.

The objectives of Globalis are to enhance and maintain the vitality of the City of **Villarreal** and its urban area, granting a new 360 degrees **innovation** model from a global perspective. This aim can be pursued promoting and implementing new innovative corporate business initiatives and organizing activities for the entrepreneurs, for the professionals, and for the small and medium enterprises. Furthermore, for the Foundation it is important to share and transmit the **entrepreneurial culture**, not only to the new enterprises, but in general to the society, so that people can see their short-term ambitions as workers and as citizens, reflected in the common local culture. This aspect can surely have a positive impact on this microenvironment, as well as the actions undertaken by Globalis to promote competition, knowledge economy and strive for excellence. In this sense the Foundation is committed in boosting the creation of

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[10] Among the founders of Globalis there were the most important public entities, such as the Municipality of Villarreal and the "Camara de Comercio de Castellón", but also a set of landmarks of the local entrepreneurship, like Dolores Cortés, Esmalglass, and Vidres.

networks, the share of technology and the social innovation, since they claim to believe in transformational leadership[11].

To further enhance the incentives for entrepreneurship and innovation, while helping the local startups and SMEs, Globalis organizes, from 2014, the "**Premios Globalis**", an annual event for giving a series of awards to recognize the local enterprises which distinguished themselves for their high level of innovation, CSR or for their career trajectory. The event is also headed to reward, promote, and diffuse the effort of the entrepreneurs at the head of these entrepreneurial initiatives, since the Globalis Awards pretend to give value to their skills and to help the start-uppers to follow in the development of their ideas, consequently helping the entire socio-economic tissue of their area (diversifying the business activities and boosting the entrepreneurial spirit).

Fig. 5 Logo of "Fundación Globalis". (2021)

Source: www.fundacionglobalis.org

Globalis (Fig. 5) also works as a link between the economic capital and the projects of the organizations with which they work, orienting, in this way, the private investments towards scalable entrepreneurial projects that are considered to have a great potential. For the cited reasons, Globalis claims, in its **mission**, to be a non-profit foundation that works with citizens and with private and public companies to provide and facilitate a

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[11] A type of business direction in which the leader has an inspirational and motivational role towards its team, encourages the autonomy and the creativity of the employees and has no fear of coping with the risks of change.

collaborative framework among the organizations of Villarreal and its influence zone, helping to generate economic wealth and social wellbeing.

The **vision** of the foundation is to act being drivers of innovation and to expand their network of collaborations with local enterprises to boost the knowledge share between organizations and obtain a higher and wider scope of entrepreneurial education. In this sense the company is committed to create a higher level of workshops, projects and meetings in terms of number, quality and innovation, to provide more and more social wellbeing and give their collaborators a driving and sustainable role in the entrepreneurial society[12].

In more concrete terms, as it is possible to see in Fig. 6 the foundation organizes **innovation projects**, approaching them with a disruptive attitude in terms of business model and research & development, but Globalis supports external projects too. Indeed, they sustain external individual or team innovation proposals if these are considered as a potential added value for one of the productive sectors of the interested area. Apart from the specific projects, Globalis acts for diffusing and promoting the entrepreneurial culture of innovation and constant effort (not only in the enterprises, but in the society), since they consider the innovation to be the catalyst for the generation of added value in the modern society.

Fig. 6 Macro-Activities of Globalis. (2021)
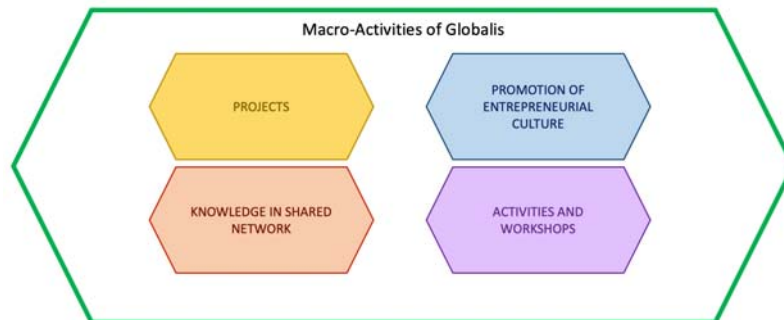
Source: Own Elaboration

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[12] Globalis Mission and Vision Statement.

As a matter of fact, Globalis raises awareness about the importance of innovation among the citizens also supporting and providing visibility to the initiatives and activities related to innovation in and of the local territory. The third main activity of the foundation is the creation of knowledge in a **shared network**, as the company fosters the cooperation and the sharing of knowledge among the firms of the interested geographical area, but also of other regions. In this way the role of Globalis is the one of intermediary between different enterprises and between enterprises and public institutions, in order to make them cooperate in research, development and innovation, build synergies, and share knowledge, skills and technologies in an easier way. The last macro-sector in which Globalis operates is the participation and organization of **workshops**, activities, conferences, forums and seminars that are aimed to promote innovation, talent optimization and excellence.

3.2 What Makes Globalis Different

Globalis can be defined as a hybrid company which is both a private foundation and a citizen platform, which has no financial gain, being a non-profit, and which is built by public entities, private companies, and social agents. This particular interweaving is an uncommon **structure** that allow Globalis to be the one and only completely independent private citizen platform of its area, unifying the different profiles, backgrounds, and objectives of its components under the common goal of improving the society through the values of innovation and entrepreneurship. The foundation also holds a **forum** for the citizens and the local entrepreneurs, to collect opinions and suggestions for implementing new projects, plans and ideas and improving the existent ones. Thanks to these characteristics, Globalis can be an inclusive body, able to integrate different social collectives and open to the society, as well as empower the role of the agents and the institutions involving them actively in the project.

The company is part of the red **pIDi**[13], of CDTI[14], a ministry network through which the enterprises and the entrepreneurs can make use of an information and assistance service, helpful for a customized support about finance tools, innovation projects or any development or investigation activity. The aim of this network is to be a unified public business assistance and support service, not only about the research, development, and innovation support programs, but also about any other administrative scope (from the local to the continental dimension).

Moreover, Globalis is part of the **Corporate Social Responsibility Bureau**[15] of Castellón and they signed the voluntary agreement as a public innovator, becoming part of the local "**Club de Innovación**", a sort of rewards for those agents that proved to actively and successfully work for the enhancement of innovation in the society, since the club is only open to the entities that propitiate and boost the development of innovation in its own environment.

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[13] pIDi means "Puntos de Información sobre I+D+i del Ministerio de Ciencia e Innovación (info points about research, development and innovation).

[14] The CDTI (Centro para el Desarrollo Tecnológico Industrial) is the center for the industrial and technological development, a division of the Science and Innovation ministry.

[15] This Bureau is the reference debate point for enterprises and entities of the province of Castellón about CSR (Corporate Social Responsibility).

To conclude, the efforts of the foundation have also been awarded by different entities with multiple prices at a local and national level, like the award for the most innovative idea given by CNIS[16], the "Premio Ciudadanos" and so on, and they have a wider and wider vision thanks to the agreements signed with Aimplas, Distrito Digital and Enertic, the to the adherence to the pact for Science and Innovation of the Ministry, and the membership of the Spanish Foundations Association as a part of the Digitalization Commission.

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[16] The CNIS (Congreso Nacional de Innovacion y Servicios Publicos) is, literally, the National innovation and public services Congress.

3.3 The Corporate Organization Chart of Globalis

It has already been pointed out how Globalis has been created from the unified communion of intent of different entities, which come from the same area, but from the most different realities, ranging from the public and private sector. As often happens when speaking of private foundations, therefore, it is not immediately clear to everyone who owns this non-profit company and how it is organized (Fig.7).

Being a non-profit, Globalis cannot have economic gains, but it works for obtaining incomes that must be reinvested in activities for the public society or for helping local entities. This means that there is not one only physical owner, but the only real proprietor is the whole of **Trustees**, meaning the main sponsors of the foundation. The Trustees represent the collegiate governing body of Globalis, and they have the duty of fulfilling the fundamental purpose, as well as the charge of administrating diligently the goods and the rights of the foundation heritage. Some of the Trustees are also the Promoters of the foundation, even if not all the Promoters continue as owners after ten years.

Right under the Trustees there is the representative body of the Foundation, the **Direction Committee**, that answers directly to the Trustees and has to operate in the daily administration and the management of it, being responsible for every activity that is not attributed to the Trustees by the law.

The **President** of the Foundation, Juan Vicente Bono Sales, which is also the president of the Promoters and the Direction Committee, is the highest authority as a physical person, right before the **Secretary Vice-president** Eleuterio Gómez Moner and the **Treasurer Vice-president** Francisco Jesús Canales Hidalgo.

The daily in-field issues are managed by the **Director** Maria Bellmunt Pons, who answers directly to the president and who takes care of the General Management Area and the Institutional Relationship, and deals with the Projects Area, the Marketing and Communication Area Area together with the **Innovation Expert** of the Foundation Herena Ojeda Ballester.

Fig. 7 Corporate Organization Chart of Globalis. (2022)
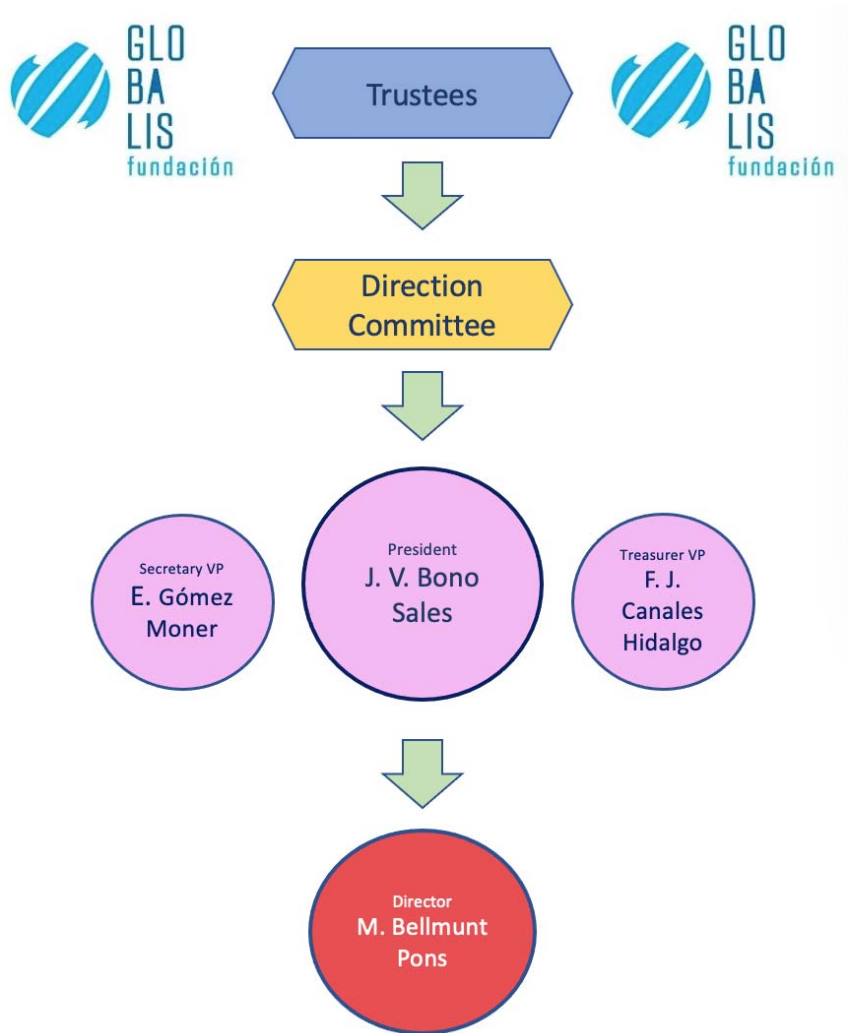
Source: Own Elaboration

3.4 What Globalis does for Training and Formation

According to the information gained through the interview with the director of Globalis, Mrs. Maria Bellmunt (who has been crucial for the development of this work not only for understanding the training and formation usual practices of the foundation, but also for figuring out the culture of the foundation, its openness to change and its propensity to solve problems with innovation), even if Globalis shines with different innovative initiatives and future oriented HRM practices, with a deep analysis it has been possible to identify some lacks in terms of training and formation. Indeed, Globalis identified a standard procedure made by a set of practices to introduce a new employee and to keep the worker trained and updated, but there is not a specific Formation Program.

In the study of the theoretical framework of this paper, it has already been pointed out the importance of a clear and well-designed training and formation program and how its effects in the short, medium, and long term can determine a significant improvement in the individual and general performance. Nevertheless, before focusing on those areas that can be improved, it is important to highlight the points of force of the Globalis' strategy in the integration and training of a new employee, that are widely present and that must be the starting point in generating a basic structure for a new solid formation program.

 First of all, the company wants the newly employed to well know the firm, which is why the worker is equipped with two handbooks, a **Manual for** the use of **Social Networks** in and of the foundation, and a **Welcoming Manual**, to explain the values of the company, its objectives, the structure of the corporate organization chart and the history of the company, but also the different functions that every profile will perform according to its background. Basically, a guideline for the tasks of every role in the foundation from the accountability and administration to marketing, human resource and informatic duties.

The integration of a new employee is completed with the access to the previous year's **annual work activities report** drawn up by the company and to the **projects archive** in the web site of the foundation, in which every work of the company is stored and explained in detail. According to Globalis, the access to this document and this archive is required to complement the insertion of the newly employed, operating as a more

practical and concrete mirror of what the employee has already read and learnt from the handbooks.

Even if the introduction process is the first real shape of formation for the employees, Globalis also provides a sort of training before the selection to potential future employees or partners, being **present in the schools** and institutes with initiatives like "Aula Empresa"[17], to spread the entrepreneurial values and foster the culture of innovation among the youngest, or "Talento y Empleo"[18], thought to raise awareness among young people towards the most important required skills and to enhance entrepreneurship as part of the educational cycle.

After the introduction of the new employee the company provides a kind of continuous self- formation, which is the so-called "**Intrapreneurship**". This method consists in an attribute that must be a distinctive line, a characteristic inherent in the company's culture: the tendency of encouraging the employee to propose its ideas and present personal projects that fall outside the tasks of its specific job role. The act of behaving like an entrepreneur while working in an organization is very helpful not only for enhancing the empowerment of that employee, but also for making the worker constantly learn new methods, refine its current skills, be motivated to improve, and take responsibility for creating innovation. (Pinchot, 1985)

The strong connection between Globalis and the private and public realities of the area and the deep roots of the foundation in the territory represent a big advantage for the company in many ways, and the formation is not an exception. As a matter of fact, Globalis works to the benefit of the community publishing a **Weekly Bulletin** in which it is possible to find courses, seminars, and more opportunities of formation for entrepreneurs, enterprises, and employees, but often Globalis workers are invited to participate in these courses (that, anyway, usually have free access), meaning that this also represent a great opportunity of training and formation for the foundation's people. As we mentioned, this possibility is available for Globalis, thanks to its high level of **connection with** the entities of **the territory**, since these events are normally organized

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[17] Globalis started this program in 2016 with the help of the City Council of Villarreal and the advertising agency Comunica't.

[18] Globalis started this program in 2017 with the support of the City Council of Villarreal and the Provincial Deputation of Castellón

by the Chamber of Commerce of Castellón, the CEEI[19] of Castellón, a community of small and medium entrepreneurs and owners of startups, and FEVECTA[20], the representative entity of the Valencian Community cooperatives of associated work in the social, political, and economical fields, which aims to orient and assist the people who is determined to raise a cooperative (other existing collaborations are with Distrito Digital, FUE-UJI, the Cátedra de Innovación Cerámica, Fundación Caja Rural Vila-real and Efecte Vila-real).

A further example of how the powerful relationship between Globalis and its external environment fosters, among the other things, the opportunities of formation (for the foundation's employees and for the partners' ones) is the creation of the event "**Tu motivación, tu éxito**"[21], organized by the foundation together with the City Council of Villarreal. This project consists in a set of three webinars with the common goal of defining and training the specific abilities and capabilities necessary for every organizational leader and team manager to adapt their behaviors to the new reality and dynamics generated by the pandemics. The last program has been structured with a three days model, in which the first one saw the analysis and development of the concept of personal leadership for professional success (Starting from the self-leadership, the knowledge of the own strengths and weaknesses to generate self-confidence and emotional intelligence), the second day deepened the topic of the emotional competencies in this new particular environment (Going through the key points of the feeling management, and using them to foster the concepts of resilience and optimism), and the last one tried to teach the optimal management of stress (understanding this "enemy" and how to manage it to reach well-being). (Fundación Globalis, 2020) Effectively, not only has this seminar been a well-structured and very fruitful training program, but it is the proof that Globalis is actually able to develop a formation practice in different dimensions of its chart, from the ones dedicated to the newly employed to the ones for managers, even if this ability is not always exploited at its best.

Furthermore, Globalis' employees have access to **guided visits** inside different partner companies, which are very helpful for the employees to enhance their knowledge both

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[19] CEEI is the acronym for "Centro Europeo de Empresas Innovadoras", European Center of Innovative Firms.

[20] FEVECTA is the acronym for "Federació Valenciana d'Empreses Cooperatives de Treball Associat", Valencian Federation of Cooperatives of Associated Work Firms.

[21] This program has been started in 2020 by Globalis and the City Council of Villarreal.

having the possibility to learn from expert entrepreneurs and managers and experiencing directly and concretely a different working environment. The Organization is also active in helping external people to find a job, meaning that when the company receives applications that are not selected for working in Globalis, they equally examinate the profile to report to the candidate some partner or collaborating firms that can match more its attributes.

To conclude, the foundation is also entitled by the national law to be given sixty hours of **subsidized formation** per year. This means that every year the FUNDAE[22] foundation will refund the cost of any kind of helpful fee-charging course to the organization (until the upper limit of 60 hours of courses) if a worker in Globalis would subscribe to them. This clearly represents an enormous opportunity, but the foundation declared that this benefit is exploited only occasionally.
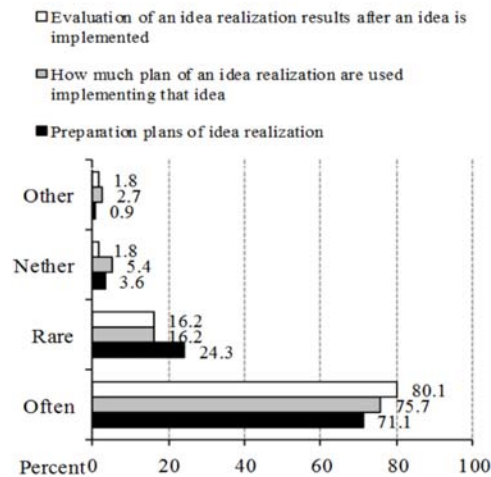
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[22] FUNDAE is a Spanish National governmental foundation dedicated to the employment. Its objective is to manage public economic resources to help the organizations in forming and training their workers.

4. Elaboration of a New Plan

As it has already been verified in the present study one of the main lacks in Globalis' formation policy is the absence of a specific and well determined program. Indeed, it has been determined that the company is active in this field, it is future oriented and open to that adaptation required to reach excellence in this human resource branch, but on the other hand, a **determined program** is one of the core functions of every part of organization management. The importance of planning has direct effects on the final performance (directly on the formation of the employee, and indirectly on the final general performance), since determine and plan a program for applying it to the strategy has been described in the literature as the only way to cope with the troubled environment of competition and business. (Oparanma, Hamilton, and Jaja, 2009)

It is, therefore, crucial to elaborate a formation plan for Globalis in order to avoid that the positive effects of the current valuable initiatives go diluted and dissolved. Though that is effective, a set of actions cannot reach the same degree of performance of a well-designed program if these actions are disorganized (Fig. 8), and the activity of planning is the only method of organizing them and the only solution of this issue. (Baridam, 1995)

Fig. 8 Impact of Planning in the Realization of an Idea. (2014).

□ Evaluation of an idea realization results after an idea is implemented

□ How much plan of an idea realization are used implementing that idea

■ Preparation plans of idea realization

Source: Journal of Advanced Management Science Vol. 2, No. 3, September 2014

For the cited reasons, it has been decided to create a specific plan for Globalis that includes the current valuable ideas and activities and complete them with new practices and with a linear program organized in three sections. The **three sections** have been divided in short-, medium-, and long-term training and formation, according to difference in terms of goals, needs and applicability. If in a financial plan short-term is generally the program for the following year, medium-term means a period between two and nine years and long-term refers to the plans of more than ten years, in the case of formation the schedule is definitely tighter, due to the reduced technical time and the heightened urgency. (Stonehouse, and Pemberton, 2002.)

4.1 Globalis Formation Program: Short-Term

The **short-term** part of the elaborated program requires a period of time of one or two weeks (specifically the first week/s of the newly employed inside the foundation) and it coincides with the **introduction** of a selected and new hired employee in the organization. This means that this first phase aims to enhance the abilities of the employee, not yet through imparting theoretical notions, but generating those skills that are strictly related to the knowledge of the workspace and the familiarity that he or she may develop with the dynamics of his or her tasks and job role. Indeed, principles of both lean management and design-led approaches claim the importance of the workspace in the working performance. The first ones focus more on the control of it, while the second ones emphasize the spiritual aspect that this has directly on the employee, but both approaches highlight how knowing the environment and the pattern of a specific job reflects directly on the performance degree. (Knight, and Haslam, 2010)

It has been explained how the Foundation provides a set of **handbooks** for managing the social networks and for familiarizing with the daily tasks and the structure of the enterprise itself[23]. This is one of the points of strength of Globalis' formation since it allows the new employee to possess a handout which contains all the necessary theoretical information. The present Formation Program does not aim to cancel the current activities and design a completely new model (this type of operation requires more time and effort to the company and does not have better results), but to keep and improve the current points of strength inserting them in an organized plan and completing them with new activities to fill the gaps when necessary. For this reasons, the handbooks will be an integral part of the short-term phase of the program and the first days of the new employee will be fully dedicated to it. However, the provision of the handout will be paired with a **verbal explanation** of the points, stimulating in this way the direct active participation which boosts commitment and confidence in the formation procedure, catalyzes the attention and accelerates the learning process. (Dolan, 2007)

The introduction phase will be integrated with a **guided tour** of the foundations facilities, so that the new employee can practically see where and how it will perform the tasks, where it has to go if it needs to confront the director or the colleagues and so on. This

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[23] The welcoming handbook involves a presentation of the Foundation; its history; its mission, vision and values; the activities carried out; the reached objectives; the corporate organization chart and the instructions for the tasks.

practice is meant to improve the connection between the new employee and its workspace, to make the initial dynamics more immediate, more natural, and more agile, and also to foster the workspace awareness (Fig. 9). This last concept bases on the understanding of other colleagues' interactions with a common and shared workspace like the one of Globalis, and it enhances the coordination in the exchange of resources and in the conduct of tasks apart from supporting the transition from the individual practices to the shared operations. (Gutwin, and Greenberg, 1996)

Fig.9 The Workspace Awareness Framework. (2002).
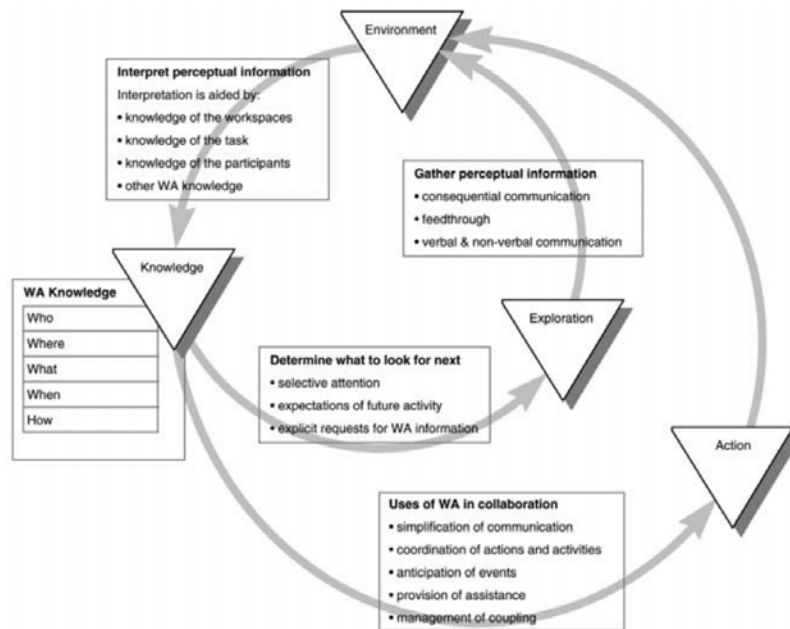
Source: "A Descriptive Framework of Workspace Awareness for Real-Time Groupware" (Gutwin, C. and Greenberg, S., 2002).

At the final part of the Tour and of the introduction phase (and consequently of the short-term section of the program) the new employee will receive the access to the previous year's **annual work activities report** and to the **projects archive** so that he or she can also understand the nature of the projects carried out by Globalis and start to actively think about new ones. In this way it will be introduced a concept which will be present from the rest of the collaboration between the employee and the foundation: the **Intrapreneurship**.

4.2 Globalis Formation Program: Medium-Term

The second stage of the elaborated program is related to the **medium-term** period and lasts from immediately after the first weeks to the end of the first year of the employee in the company. This phase is the one that is currently less treated by Globalis, since the absence of a real plan causes a jump directly from the activities concerning the introduction to the most future oriented ones like the sporadic external courses followed by the employees of every level. For this reason, it has been developed a medium-term program (Fig. 10) that involves four intensive courses on the four most important subjects for the Foundation: Marketing, Creativity (Innovation), Networking and Accountability. The courses will be developed **internally**, even if until now the employees of Globalis only took part to external seminars, an internal course, organized exploiting the connections of the Foundation with local education entities (Like the University Jaume I of Castellón) may facilitate the learning process and the transfer of knowledge, providing a broad degree of formation without undermining the real working performance. Moreover, this kind of training grants immediate, constant, and continuous feedbacks making the improvements faster and deeper and it is often easier and cheaper to organize compared to a method of training outside the workplace. (Dolan, 2007)

Fig. 10 First Year Training Program. (2022).
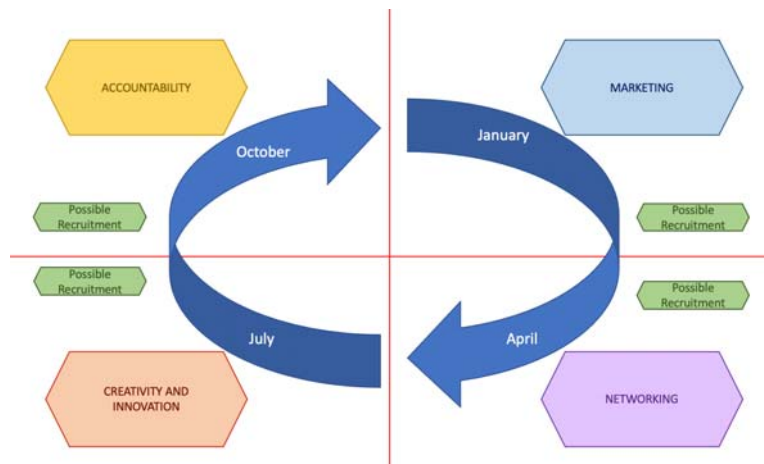
Source: Own Elaboration

The four courses will last for a week and will be tactically distributed during every three months to allow the company to hire new employees at every moment of the year without renouncing any of the courses. For example, the **accountability** course will be played in October, before the last months of the year, in which the final budget is drawn up; the **marketing** course will be played in January; the **networking** course will be played in April; and the **creativity and innovation** course will be played in July, to get prepared to the Globalis' Awards selections in October. This kind of training will also allow the use of the already mentioned Aptitude-Treatment Interactions paradigm, which will enable the possibility to match the teaching method of the training program to the most appropriate education model for the specific features of the employee. (Cronbach, and Snow, 1977)

In this way the trainer can choose specifically the most appropriate vocabulary and way of communication to use during the course and establish the expected results of the program, also specifying the minimum acceptable degree of performance, so that the level of motivation and the probability of successful learning increase. (Huber, 1985)
At the end of the first-year training program the employee will perfectly know its workspace and how to move through it in syntony with the other colleagues, it will be able to perform its tasks at the best and it will be an expert in the four main sections of its job, apart from being empowered and in constant improvement thanks to the intrapreneurship model.

4.3 Globalis Formation Program: Long-Term

The third and last phase of the program is of course dedicated to the **long-term** practices and consequently to those training activities to be carried out after the first year of work in Globalis. After the first year of introduction, experience, and specialization in the main activities of the Foundation, a real path through excellence begins.

As it has already been mentioned in this paper, the acquisition of new and desirable skills can attract new competitors interested in the employee, so it becomes important for both the company and the employee to boost the positive aspects of the paradox of the trained employee (Synergy and Thankfulness) at the expense of the potential desire of change, through a well-designed activity of **Career Planning.** In this sense, it is crucial to design the dimensions of movements of the employee in his career that can be vertical (gaining new status inside the company through the escalation of hierarchical model), circumferential (changing the role of the employee without the hierarchical escalation, but maintaining the category), or radial (when the employee "gets closer" to the organization's most confidential aspects). Apart from the type of movements it is important to consider the limits, that can be functional or hierarchical, and the filters, meaning those aspects that allow the overcoming of a limit (attitude, competencies, but also networks of contacts). Using these attentions, it will be possible to design the perfect career plan for each employee, in order to enhance the synergy and to alienate possible competitors. (Schein, 1971)

After the drafting of the career plan the real training stage of the third phase will begin and it will center in **maximizing the current activities** and possibilities of the Foundation to include them in the long-term formation plan, starting from the utilization of the full amount of formation and **training hours subsidized** through the foundation FUNDAE that has been assigned to the employee. It will be important to include this aspect in the career plan in order to motivate the employee to exploit all the available hours for **refresher courses.** The same argument can be extended to the free **external courses** organized by the Globalis' partners like the CEEI or FEVECTA, with the possibility of organizing also a set of "**Actuality Training**" practices, meaning those activities carried out in specific periods and conditions, as the management courses over the course of COVID-19.

The cited previous literature proved that the mentioned practices put together in a precise program such as the one that has been developed in this study will maximize both the Company-Employee synergy and the productive performance of the worker itself, apart from the augmentation of the well-being and self-confidence levels in the said person.

5. Conclusions

5.1 Deficiencies

To conclude, in the exposed paper it has been investigated the theoretical literature about the concepts of formation, training, and personal development of an employee inside a company, analyzing the specific characteristics of the Case Study of "Globalis". After a deep research, and examination of the main concepts, it has been carried out an analysis of the Foundation, exploiting the opportunity of a bi-monthly internship experience inside the said Foundation and an interview with the Director and General Manager Maria Bellmunt Pons.

Said analysis, highlighted a set of excellent and future oriented initiatives carried out by the company in this field, but also a set of lacks. The main deficiency in Globalis system is the absence of a real and well-structured Formation and Training Program, which penalizes every activity thought by the organization, though that it is effective, given the fact that every practice gains efficiency and every trainee acquires motivation if those practices are designed as a sequence and have their own role in a broader picture.

At the moment of the first introduction of a new employee, the worker is given a set of handbooks for settling in, but the integration of a new worker can surely be boosted in terms of rapidity and efficiency, since, with the mere activity of reading the handbooks, the employee cannot move with agility in the new environment, it may have doubts that require a deeper level of explanation and, more generally, the first formation cannot be considered as concluded.

Another lack in the formation practices of the Organization is the absence of an internal medium-term training program, in which the employees can be trained in the main activities required by their job role.

The last deficiencies in this way are the absence of an effective career planning activity and the partial or null utilization of opportunities, which the organization is aware of, like the possibility to exploit the sixty hours of subsidized training through the foundation FUNDAE.

5.2 Solutions

The collected information made possible the construction of a three-stages **training program**, thought specifically to enhance the performances, and improve the learning experience of Globalis and their employees. The structure of the program is divided in three steps according to the objectives and implementation duration, since the stages have been sectioned in short-term, medium-term, and long-term.

In the short-term stage the current introduction **practices** of the company have been **improved** and inserted in the plan, where they have been integrated with a facility **guided tour** experience to foster the agility in the workplace and the workspace awareness.

In the second part of the program, the medium-term stage, it has been realized that the medium-term formation was the most neglected part of training by the Foundation, reason why it has been developed a completely new **training program**, developed **internally** during the first year of the new employee and dedicated to the four **most active aspects** of the daily work experience in Globalis: accountability, marketing, creativity and innovation, and networking.

In the final part of the program, the one dedicated to the long-term objectives and implementations, a **career planning** function has been introduced in the program to foster the synergy between Globalis and the employee and to ward off the potential interested competitors. Apart from this the third part of the plan includes continuous **Actuality Training** and **Refresher Courses** to assist through the utilization of the sixty hours of subsidized training via the Foundation FUNDAE and through the free courses to which Globalis' employees have access thanks to the strong connection between the Foundation and the local territory.

5.3 Discussion

The development of this study can be considered overall successful since it has been possible to exploit the theoretical framework, the knowledge of Globalis and its qualities to elaborate a customized effective Formation Program that perfections the current practices of the Foundation and integrates them with new ones, maximizing in this way the outcomes and enhancing the general performance.

It has been achieved the objective of elaborating and designing a structured, specific a concrete Formation Program, which can unify the different existing practices in a solid plan, boosting their efficiency in terms of outcomes and times, and also the goal of elaborating a way to improve every single practice with the support of the literature in the field of Human Resource Management has been reached.

It has been obtained to enhance the proficiency of the introduction, integrating the handbooks with a specific presential explanation and with the elaboration of the guided tour.

It was possible to cover the concept of mid-term training creating a yearlong training plan that ensures the specialization of the employee in the most useful fields for his or her tasks apart from granting the possibility of hiring people at every time of the year thanks to its design.

Lastly, it has been possible to complete the study with the integration of a customized and dedicated activity of Career Planning and the utilization of the Globalis natural link with the territory to enhance the long-term formation with Actuality Training activities and Refresher Courses.

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