Management Training Program of a real estate industry: An Enhanced Training Course

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Abstract: The intensification of market competition makes the talent competition in the real estate industry more and more fierce. More and more real estate enterprises focus on the recruitment of talents of college graduates with relatively high plasticity, and many real estate enterprises compete for outstanding talents on campus. Moreover, a lot of management trainees recruited by real estate enterprises have also highlighted a lot of problems after entering the enterprise. For real estate enterprises, how to scientifically train these management trainees and make them exert the maximum value of human resources in the enterprise has become a topic worth studying.

The study was a predictive correlational design; it aimed to predict the association between the management training of the trainees. To make this study possible, it was conducted at Q Real Estate Company in Guiyang, Guihouze Province, China. The researcher selects study participants at random, and purposeful random sampling is utilized to choose management trainees from 2017 to 2020 who are suitable for the study. The acquired data was evaluated using two separate methods, Pearson r and regression analysis, in order to optimize a real estate sector management training program: an expanded training course.

Keywords: Training Management Program; Trainees; Real Estate Industry; Skills; Development Program

1 Theoretical or Conceptual Framework

The study is anchored on ADDIE model originated from the middle and late of last century, and is the most widely used and representative employee training model in the world at present. The model was originally developed by Robert, two American lecturing and psychology masters, to help the US Army design courses. The ADDIE model is an acronym for the words "Analyze, design, develop, implement, evaluate."

The reason why ADDIE model can become a classic model of employee training is mainly that it is sustainable and repeatable. The model can be applied to different training scenarios, from small companies with more than a dozen people to large enterprises with hundreds of thousands of people. The greatest value of the ADDIE model is its continuity and repeatability.
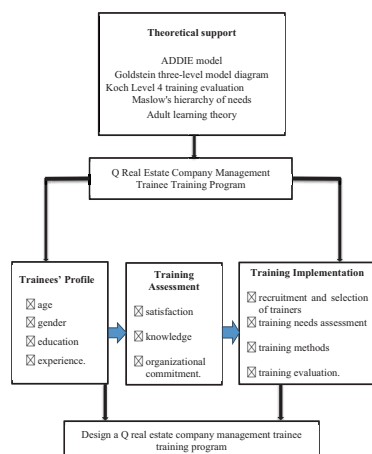

Figure 1. Conceptual Framework of the Study

2 Research Method

This study used the predictive correlational design; it aims to predict the association between the management training of the trainees. A predictive correlational design is a research approach that aims to identify and understand the relationships between variables and predict outcomes based on their relationships. It involves examining the associations between different factors and using statistical analysis to determine the extent to which one variable can be used to predict another.

3 Participants

The study subjects were selected by random sampling. Therefore, the researcher used purposeful random sampling to select the management trainees suitable for participating in the study. In order to further understand the problems in the management trainee training program of Q Real Estate Company, the survey participants were sampled from the management trainees from 2017 to 2022. The details of the participants each year are as follows:

Table 1 Management Training

Year	n	%
Management trainee in 2017	10	8.33
Management trainee in 2018	10	8.33
Management trainee in 2019	10	8.33
Management trainee in 2020	30	25.0
Management trainee in 2021	30	25.0
Management trainee in 2022	30	25.0
Total	120	100.0

A total of 120 trainees were considered as participants of the study. Year 2017-2019 has lesser participants since most of them have stopped working or transferred to other companies. These participants were recruited using the simple random sampling following the criteria: 1) they have been working in the company for a year or more, 2) they have attended the management training, 3) they were willing to participate in the study and 4) they have signed the informed consent.

4 The Democratic Profile of the Participants

The data came from the internal online questionnaire collection office platform of the real estate company. A total of 120 management trainees were selected to participate in our questionnaire survey according to the requirements, and the efficiency was 100%. Only a quarter of the study participants were female employees, which is related to the gender distribution of employees specific to the real estate industry itself, rather than our sampling bias.

Table 2 Democratic Profile of the Respondents

Variable	Group	Frequency	Ratio (%)
Gender	Female	30	25.0
	Male	90	75.0
Age	22-24 years old	44	36.7
	25-27 years old	62	51.7
	Over 28 years old	14	11.7
Working experiences	Work from 2017	10	8.3
	Work from 2018	10	8.3
	Work from 2019	10	8.3
	Work from 2020	30	25.0
	Work from 2021	30	25.0
	Work from 2022	30	25.0
Education background	Bachelor	100	83.3
	Master	20	16.7
	PhD	0	0
Current rank of working position	Director level	2	1.7
	Manager level	10	8.3
	Supervisor level	16	13.3
	Grass-roots staff	92	76.7

As you can see from the table, most of the participants are between 25-27 years old. Most of them are relatively new to the company, as 75% will start in 2020, 2021, or 2022. (less than 3 years), and only 25% worked between 2017 and 2019 (i.e., more than 3 years). In terms of educational background, the vast majority had a bachelor's degree, only one in six had a master's degree, and none had a doctorate. Finally, more than three-quarters of the study subjects were low-level employees, which are related to the development and growth rate of management trainees within the company.

5 Differences in the Trainees Assessment of the Management Training

This study looked into the differences of the trainees assessment when grouped according to their age, gender, education, experience and position.

Table 3 Means, Standard Deviations, and One-Way Analyses of Variance in Trainees Assessment of the Management Training by their Age Level

Measure	Age Level						f-value (2/117)	p-value
	22-24 yrs. Old (n=43)		25-27 yrs. Old (n=63)		28 yrs.-above (n=14)			
	Mean	SD	Mean	SD	Mean	SD		
Satisfaction	3.13	.995	3.00	.681	2.74	.648	1.285	.281
Knowledge	3.25	.616	3.00	.531	2.97	.581	2.919	.051
Commitment	2.99	.673	2.87	.565	2.67	.535	1.524	.222

Age effects on training satisfaction, rationality, as well as organizational commitment are explored through running one-way ANOVAs. The values of F range from 1.285-2.919 , among the three p values, only the one for rationality is statistically significant

(p = 0.051). The results reveal that no age effect can be observed on training satisfaction and organizational commitment, but age have influence on the assessment of rationality. Post-hoc comparison on rationality further shows that those who are aged between 22 to 24 years old report the lower rationality of the training than the participants from other two age groups.

Table 4 Means, Standard Deviations, and One-Way Analyses of Variance in Trainees Assessment of the Management Training by Gender

Measure	Gender				f-value (2/117)	p-value
	Male (n=91)		Female (n=29)			
	Mean	SD	Mean	SD		
Satisfaction	3.11	.870	2.73	.472	5.003	.027
Knowledge	3.14	.624	2.91	.352	3.420	.067
Commitment	2.95	.635	2.71	.467	3.367	.069

Gender differences on training satisfaction, rationality, as well as organizational commitment are explored through running ANOVA. The absolute values of F-value ranges from 3.367 to 5.003, all p values are larger than 0.005except for satisfaction. The results reveal that gender differences is observed on training satisfaction, The males were more satisfied than the females of their management training

Table 5 Means, Standard Deviations, and One-Way Analyses of Variance in Trainees Assessment of the Management Training by Experience

Measure	Work Experience				f-value (1/118)	p-value
	2020-2022 (n=99)		2017-2022 (n=21)			
	Mean	SD	Mean	SD		
Satisfaction	3.07	.832	2.85	.714	1.680	.198
Knowledge	3.13	.569	2.94	.589	2.433	.122
Commitment	2.91	.616	2.84	.579	.253	.616

Work experience effects on training satisfaction, rationality, as well as organizational commitment are explored through running one-way ANOVAs. The values of F range from .253 to 1.680, the three p values are all greater than 0.05. The results reveal that Work experience has no effects can be observed on training satisfaction and organizational commitment, and rationality. Post-hoc comparison on the three variables further shows that those who worked from 2021 the higher score of training satisfaction and rationality than those worked form 2017, 2018, 2019, 2020, and those who worked from 2022 reported highest scores on the three variables among the whole sample. These results may indicate that they recognize the value of training more than anyone else. The specific reasons need to be explored in the future research.

Table 6 Means, Standard Deviations, and One-Way Analyses of Variance in Trainees Assessment of the Management Training by Education

Measure	Education				f-value (1/118)	p-value
	Bachelors Degree (n=99)		Masters Degree (n=21)			
	Mean	SD	Mean	SD		
Satisfaction	3.04	.840	2.90	.634	.571	.722
Knowledge	3.09	.594	3.04	.501	.771	.573
Commitment	2.90	.620	2.85	.540	.624	.682

Educational background effects on training satisfaction, rationality, as well as organizational commitment are explored through running independent sample t-tests. The absolute values of t range from 1.288 to 2.091, among the three p values, only the one for organizational commitment is statistically significant (p = 0.039) The results reveal that no gender differences are observed on training satisfaction and rationality. For organizational commitment, masters have higher ratings than bachelors.It may indicate that the enterprise pays more attention to the master, so that the recognition of the enterprise is higher.

Table 7 Means, Standard Deviations, and One-Way Analyses of Variance in Trainees Assessment of the Management Training by position

Measure	Position						f-value (2/117)	p-value
	Grassroots (n=92)		Manager (n=10)		Supervisor/ Director (n=18)			
	Mean	SD	Mean	SD	Mean	SD		
Satisfaction	3.07	.848	2.84	.863	2.83	.491	.501	.480
Knowledge	3.13	.569	2.94	.573	2.94	.616	.125	.724
Commitment	2.92	.646	2.86	.442	2.75	.447	.099	.754

Position rank effects Among the 120 management trainees who participated in the survey from 2017 to 2022, there were too few in the director-level and manager-level groups. The table clearly show that there was no significant difference in the assessment of the three groups of work positions. All the p-values were greater than .05, hence this fail to reject the null hypothesis of no significant difference. Those in the higher ranks and the lower rank personnel have comparable assessment in terms of their satisfaction, knowledge and organizational commitment of the management training. So it can be said that the position in the company has no

bearing on the assessment of the training program. Their assessment were not influenced by their ranks or position.

6 Correlation Between Trainees' Assessment of the Management Training and the Implementing Factors

The study hypothesized that the perceived assessment of the management training is influenced by the implementation factors. The Pearson r was used to test the null hypothesis. The correlation matrix in Table 15 shows the results of the analysis.

Table 8 Correlation Table Between Trainees Assessment and Implementation factors of the Management Training

Pair of Variables	Pearsonr	p-value	Decision	Remarks
Satisfaction and Recruitment	.633	.000	Reject Ho	Significant
Knowledge and Recruitment	.508	.000	Reject Ho	Significant
Commitment and recruitment	.317	.000	Reject Ho	Significant
Satisfaction and Training Needs	.711	.000	Reject Ho	Significant
Knowledge and Training Needs	.610	.000	Reject Ho	Significant
Commitment and Training Needs	.310	.000	Reject Ho	Significant
Satisfaction and Methods	.501	.000	Reject Ho	Significant
Knowledge and Methods	.414	.000	Reject Ho	Significant
Commitment and Methods	.457	.000	Reject Ho	Significant
Satisfaction and Implementation	.450	.000	Reject Ho	Significant
Satisfaction and Implementation	.391	.000	Reject Ho	Significant
Satisfaction and Implementation	.481	.000	Reject Ho	Significant

The study conducted a correlation analysis between assessment factors (satisfaction, knowledge, commitment) and implementation factors (recruitment of trainers, training needs, training methods, and evaluation of training). A positive Scorrelation indicates that as one variable increases, the other tends to increase as well. The 12 pairs of variables show positive correlations, this suggests a consistent pattern.

Satisfaction, Knowledge, and Commitment with Recruitment of Trainers: Positive correlation indicates that higher levels of satisfaction, knowledge, and commitment are associated with more effective or positive the recruitment of trainers. Furthermore, it would suggest that when the training program has recruited the best of trainers who are experts in their fiels, there is a greater probability that the trainees will be satisfied with the training, acquired ample knowledge and have develop their commitment to their jobs.

Satisfaction, Knowledge, and Commitment with Training Needs: Positive correlation suggests that individuals who are more satisfied, knowledgeable, and committed are likely to better understand and meet training needs. It can be said that the training have meet the expectations and needs of the trainees, thus most likely, they will be satisfied with the activity, and have learned what they expect to learn. This will also lead to develop their commitment having learned something new from the training.

Satisfaction, Knowledge, and Commitment with Training Methods: Positive correlation implies that individuals who report higher levels of satisfaction, knowledge, and commitment tend to find the training methods effective or suitable. When trainees are comfortable with the methods used during the training, are have understood that all the activities would lead towards knowledge and skills enhancement, then there is a probability that they feel satisfied, feel thay have learned and feel they should be committed to their work after the training.

Satisfaction, Knowledge, and Commitment with Evaluation of Training: Positive correlation indicates that higher levels of satisfaction, knowledge, and commitment are associated with more thorough and positive evaluations of the training. Evaluation of the training by the participants or trainees is a good feedbacking method and give insights to the program implementors. Good evaluation of the training would likely come from trainees who were more satisfied with the training , have learned so much from the training, and have realized that the training would make them more committed to the organization

In practical terms, these positive correlations may imply that addressing and improving the recruitment of trainers, identification of training needs, selection of effective training methods, and comprehensive evaluation of training programs would contribute to the satisfaction, knowledge, and commitment among participants. It's important to note that correlation does not imply causation. While the variables are correlated, it doesn't necessarily mean that one causes the other.

7 Regression Analysis for the Trainees Assessment of the Training program

The study hypothesized that the implementation factors of the management training are predictors of the trainees' assessment. The hypothesis was tested using multiple regression analysis.

The table shows that the t-value is significant at .000 thus the null hypothesis of no predictors was rejected. Satisfaction of the trainees was contributed by the independent variables. Of the four independent variables, training evaluation has no effect on the trainees satisfaction even if they have linear correlation. For the training needs, one unit increase in the training methods rating would lead to an increase of satisfaction by .513. Similarly, for one unit increase in the rating of recruitment of trainers leads to an increase of .375 on satisfaction. For the training needs, satisfaction rating would increase by .706

The r-squared of .618 suggests that about 62 percent of the total variation in the

Table 9 Regression Table of the Trainees' Satisfaction of the Management Training

Model	Unstandardized Coefficients		Standardized coefficient	t	p value	Interpretation
	B	Std Error	Beta			
(Constant)	-2.531	0.446		-5.679	0.000	Significant
Training methods	0.513	0.119	0.288	4.313	0.000	Significant
Recruitment of trainers	0.375	0.137	0.219	2.739	0.007	Significant
Training evaluation	-0.017	0.132	-0.009	-0.126	0.900	Not Significant
Training needs	0.706	0.126	0.477	5.611	0.000	Significant

R-squared : 0.618   Dependent variable: Satisfaction
Adjusted R-squared : 0.605   Predictors: recruitment of trainers, training needs, training methods and evaluation
S.E. of regression : 0.50763
F-statistic : 46,533
Prob(F-statistic) : 0.000000

Satisfaction variable is explained by the model with our independent variables. The f-value was also significant at .000 suggesting that the overall regression model is significant. This represents how well the independent variables in the model explain the variation in the dependent variable. A higher variance in the model suggests that the independent variables collectively have a significant impact suggesting that at least one of the independent variables is contributing significantly to explaining the variation in the dependent variable.

Table 10 presents the regression analysis of the trainees' knowledge on management training. It was hypothesized that there are no implementation factors that predict the assessment of knowledge on management training. The multiple regression analysis was applied to test the hypothesis. The results are presented in table 10

Table 10 Regression Table of the Trainees' Knowledge of the Management Training

Model	Unstandardized Coefficients		Standardized coefficient	t	p value	Interpretation
	B	Std Error	Beta			
(Constant)	-0.19	0.388		-0.489	0.626	
Training methods	0.295	0.104	0.231	2.849	0.005	Significant
Recruitment of trainers	0.153	0.119	0.125	1.289	0.200	Not significant
Training evaluation	0.01	0.115	0.008	0.089	0.929	Not significant
Training needs	0.475	0.109	0.449	4.338	0.000	Significant

R-squared : 0.436   Dependent variable: Knowledge
Adjusted R-squared : 0.416   Predictors: recruitment of trainers, training needs, training
S.E. of regression : 0.44156   Methods and evaluation
F-statistic : 22.202
Prob(F-statistic) : 0.00000

The table shows that only two out of the four predictors were significant as shown on the t-values with p-values of less than .05. Thus the null hypothesis of no predictors was rejected. Training methods and training needs have significantly contributed to the knowledge of the trainees. For the training methods, one unit increase in the training.

methods rating would lead to an increase of knowledge by .295. Similarly, for one unit increase in the rating of training needs leads to an increase of .475 on knowledge.

The r-squared of .416 suggests that about 42 percent of the total variation in the knowledge variable is explained by the model with our independent variables. The f-value of 22.202 was also

significant at .000 suggesting that the overall regression model is significant. This represents how well the independent variables in the model explain the variation in the dependent variable. The model suggests that the independent variables collectively have a significant impact on the knowledge of the trainees, thus suggesting that at least one of the independent variables is contributing significantly to explaining the variation in the dependent variable.

The implementation variables were hypothesized to predict the trainees organizational commitment. Table 11 shows the regression analysis of the factors predicting trainees' organizational commitment.

Table 12 Regression Table of the Trainees' Commitment of the Management Training

Model	Unstandardized Coefficients		Standardized coefficient	t	p value	Interpretation
	B	Std Error	Beta			
(Constant)	-1.283	0.321		-3.997	0.000	
Training methods	0.225	0.086	0.168	2.626	0.010	Significant
Recruitment of trainers	0.201	0.098	0.157	2.042	0.043	Significant
Training evaluation	0.234	0.095	0.171	2.456	0.016	Significant

Model	Unstandardized Coefficients		Standardized coefficient	t	p value	Interpretation
	B	Std Error	Beta			
Training needs	0.559	0.091	0.504	6.173	0.000	Significant

R-squared	: 0.648	Dependent variable: Commitment
Adjusted R-squared	: 0.636	Predictors: recruitment of trainers, training needs, training
S.E. of regression	: 0.36563	Methods and evaluation
F-statistic	: 52.93	
Prob(F-statistic)	: 0.000000	

The table revealed that all the implementation variables were significant predictors of commitment with p-values of the t-test being less than .05. Thus the null hypothesis of no predictors was rejected. Training methods, training needs, recruitment of trainers and evaluation have significantly contributed to the commitment of the trainees. One unit increase in the training methods rating will lead to an increase of the commitment rating by .225. for recruitment of trainers one unit increase will increase the commitment rating by .201; for training evaluation one unit increase will increase the commitment rating by .234; for training needs one unit increase will increase the commitment rating by .559.

Of the four variables, training needs has the greatest impact to commitment. This suggests that when the trainees expectations are meet and their needs are addressed during the management training, this would make them more committed to the organization. The r-squared of .648 suggests that about 65 percent of the total variation in the commitment variable was explained by the model with four independent variables. The f-value of 52.93 was also significant at .000 suggesting that the overall regression model is significant. This represents how well the independent variables in the model explain the variation in the dependent variable. The model suggests that the independent variables collectively have a significant impact on the commitment of the trainees with all the four independent variables are contributing significantly to explaining the variation of the organizational commitment of the trainees.

Correlation between implementation of the training and the assessment of the trainees shows that all the assessment factors (satisfaction, knowledge and organizational commitment) were significantly correlated with the implementation factors (training needs, recruitment of trainers, training methods and evaluation). This suggests that when the implementation factors are good, the assessment of the trainees was also high. These positive correlations may imply that addressing and improving the recruitment of trainers, identification of training needs, selection of effective training methods, and comprehensive evaluation of training programs would contribute to the satisfaction, knowledge, and commitment among participants

8 Conclusion

This study investigated the training situation of management trainees who entered the company from 2017 to 2022, and found that different responsibilities, different working years, different experiences and different academic qualifications have different demands on various contents of the training plan, and the factors affecting the training effect are multifaceted, rather than single. However, if the effectiveness of training stays in the degree of knowledge mastery and memory of after-class satisfaction survey and examination test, it can not meet the expected return requirements of enterprises on training investment.

In general, in order to ensure that the optimization of the training plan for management trainees cannot be separated from the actual operation and business development needs of the current development stage of the enterprise, the training optimization plan should be closely integrated with the business to serve the production and operation of the enterprise. For the newly recruited graduates of Q Real Estate Company after 2023, that is, management trainees, according to the conclusion of this study, an optimized training plan and training courses will be launched, which are divided into six stages, namely 2 weeks, 1 year, 2-3 years, 4-5 years, 6-7 years and 8-10 years. The growth of management trainees and training work plan will be followed up year by year. Make it integrate into the enterprise as soon as possible, meet the requirements of matching people and posts, and finally serve the production and operation of the enterprise, and do a good job in the construction of the enterprise talent echelon. At the same time, it also solves the contradiction that the internal training courses are not systematic, and builds a systematic training course system through classification, stratification and staging, focusing on solving business difficulties, professional shortcomings, horizontal business communication, growth confusion, leadership management and other knowledge and skills.

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