

Training and Development

SAMPLE

Chapter 2: Principles of Training and Development

Unit Introduction

Employees should receive training in various crucial areas, including management, human resource, sales, product development, etc. However, personnel who obtain project management training and successfully put what employees have learned to use are undoubtedly the most valuable assets the organization employees work for. The most common misconception regarding employee development and training is that only trainers must comprehend how trainees behave. Understanding how their teams learn is vital for supervisors, managers, line managers, and team leaders. Managers and supervisors evaluate employee performance, which is one method they may use to boost productivity. Employees need to have a greater understanding of the team members' learning styles, the abilities people need to perform well, and the areas that still need work (Deslauriers et al., 2019).



Tip: It is essential for managers, supervisors, line managers, and team managers to understand the nature of employees other than trainers.

Building a force of exceptional human resources is one of the ways a business can get a competitive edge over rivals. The question of establishing such a solid human resource army now emerges. The answer is found in training and development (T&D), a crucial aspect of human resource management. It has been seen that workers who are employed in a market that is competitive always appreciate T&D programs that can improve their abilities and knowledge (Theobald et al., 2020).

Every employee nowadays knows the importance of honing their talents if they want to advance in their careers. One degree or credential is no longer sufficient for a person's life. Staff members participate in various programs that their company sponsors. It has been noted that in specific companies, employees request that their human resources department set up T&D programs of this nature. The human resource staff of today's successful organizations has grown over time. This workforce is, without a doubt vital asset for any firm, and the only way to create this workforce is through T&D. Many ideas stress the value of T&D for an organization and offer various substitute techniques for learning and development (Figure 2.1) (Freeman et al., 2014).



Figure 2.1. *Illustration of principles of training and development.*

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Learning Objectives

At the end of this chapter, the reader will be able to understand the following:

- The principles of training and development;
- The importance of active process and learning;
- Significance of selection of the right candidate;
- The importance of feedback from employees;
- The concept of retention of work.

Key Terms

- T&D principles
- Active process
- Progress information
- Feedback
- Work retention
- Learning environment
- Socializing

2.1. Active Process and Learning

Most businesses nowadays expect prospective employees to learn by simply memorizing the ideas and facts communicated to them, whether the information is presented verbally or in black and white. This approach to employee learning and training, as per Ulrich Boser, author of *Learn Better: Business, and School, Developing the Skills for Success in Life*, is unsuccessful. Because learning is a dynamic process, the author and the other team members emphasize that engagement is the best way to promote the trainees' learning. A straightforward method for this is the "retrieval technique," which requires students to summarize and characterize the training's key themes succinctly. This can be said verbally or in writing (Aik & Tway, 2006).

Remember:

According to Ulrich Boser, author of *Learn Better: Business, and school*, mastering the skills for success in life, the most productive training method is the active participation of trainees.

By evaluating, arguing, investigating, and producing, students are encouraged to engage in their education using active learning strategies. Students use their knowledge in the classroom by discussing and writing about subjects in their own words, making challenging decisions, offering solutions, and solving problems. The effectiveness of the learning process depends on receiving timely feedback from the teacher or other pupils. Studies on education have shown that incorporating active learning strategies into university courses significantly enhances learners' academic achievement (Freeman et al., 2014).

2.1.1. Benefits of Active Learning

1. Students are better able to gather data, theories, and abilities in their memories when they use new knowledge because doing so strengthens neural connections, connects further information with previous information, and organizes knowledge.
2. Students are better able to correct their mistakes and develop a deeper comprehension of the subject matter when they receive feedback on a frequent and immediate basis.
3. Students are afforded various learning opportunities by absorbing course material, including thinking, communicating, writing, and problem-solving.
4. Students are more motivated to learn when they are allowed to participate in activities because those activities help them form deep ties with the subject matter.
5. Instructors can better understand how students think by watching and conversing with students while they work.
6. Regular collaboration on everyday tasks and objectives with the teacher and classmates fosters community in the classroom.

7. Knowing how well students comprehend the content helps teachers focus their instruction on upcoming lessons (Figure 2.2) (Theobald et al., 2020).

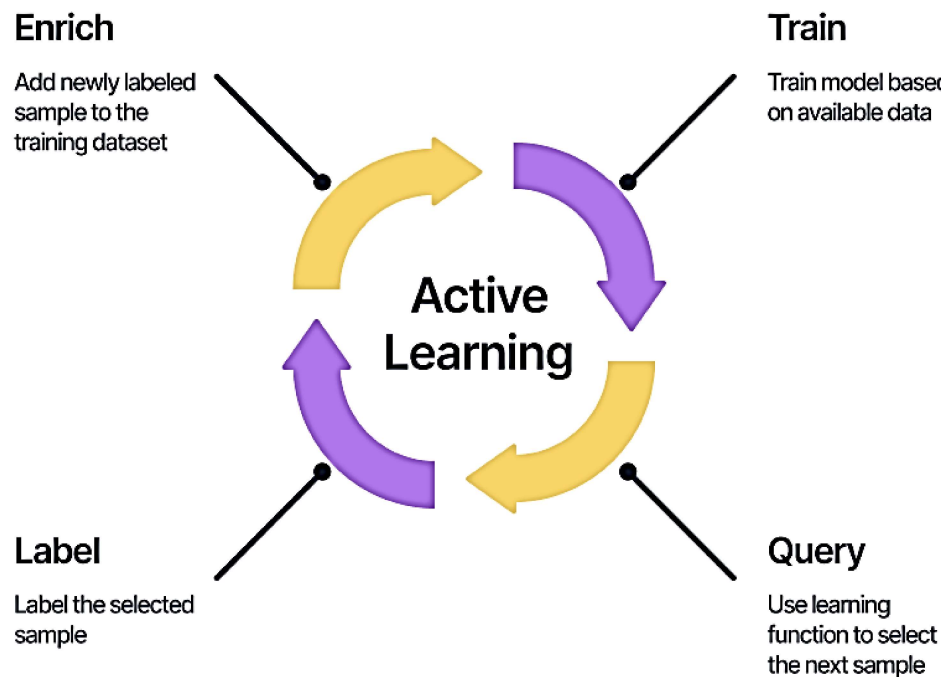


Figure 2.2. *Schematic of active learning.*
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2.1.2. Considerations in Active Learning

- Create activities that address your learning objectives, especially for subjects that students frequently find challenging.
- Be conscious that you will need to eliminate information from your lessons to make opportunities for dialog and activities; evaluate your tasks and remove the sections that are the least important; likewise, probably ask readers to study before the class meets and accept a lower online exam or complete an online comment board post so that they arrive to class ready to learn more complex topics.
- Because students may not always draw the connection between activities and learning goals on their own, it is essential to make that relationship explicit.
- Use active learning consistently, so students know what to expect in the class.
- Prepare to take a break from your teaching. Two or more periods for activities; such can be as basic as asking pupils to debate their ideas on a topic with the person sitting next to them.
- It is beneficial for you and your TAs to roam around the classroom when students are working on an exercise to respond to inquiries and communicate with students to learn more about how

students think; such conversations can inform how to follow up after an activity with clarity or highlight student ideas.

- Integrate responsibility for individual and group work; for instance, ask students to respond to polling inquiries, upload a picture of the worksheet to Canvas, or bring in an index card with a comment to a brief writing prompt after the class.
- Ensure that you provide prompt feedback to students after an exercise; in extensive courses, one choice is to describe both the right and wrong responses (some students will have guessed).

2.2. Understanding Past Experiences

Another key idea in training and growth is comprehending the implications of earlier experiences. The knowledge and experiences one had in the past profoundly affect how one interprets information that is given around it. The catch in this scenario is that knowledge and previous experience may both be a burden and a blessing. It might be advantageous for learners to quickly absorb ideas or knowledge that is being presented because experience and understanding make this easier (Baskett et al., 2005). On the other side, it is a curse because having the same knowledge and experience may provide difficulties when people research and acquire new concepts. When new ideas differ from previous experiences, employees frequently reject them. Employees typically need clarification on what employees have learned and the things employees experienced in the latter case. Employees lose focus when they can no longer distinguish between ethically right and wrong (Cannon-Bowers et al., 1995).

2.3. Progress Information

This is an essential principle of training and growth. Many teachers annoy pupils by providing a lot of information at once. By making this mistake, the training course loses all the time, money, and resources invested in it and detach and discourages learners. The part of the human brain responsible for short-term memory can quickly get worn out and fail to retain shared information if knowledge is provided in enormous chunks. Therefore, to optimize the investment and aid in learning, it is crucial to break up complex themes into manageable subtopics for discussion (Salas et al., 2012).

One reason why formative assessment has become a well-liked learning strategy worldwide is because of this. Numerous studies have revealed a connection between learning quickly and successfully and explicitly supplying the correct information. As a result, the trainer should provide only a few tips that could be misconceived. The student also wishes to pick up a new skill quickly and easily without encountering too much information, acquiring too much information, or acquiring the wrong kind of progressive information (Kozlowski, 1998). Therefore, the trainer must give the learner the necessary advanced details (Figure 2.3).



Figure 2.3. *Diagram of microlearning.*
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2.4. Selection of the Right Candidate and Feedback

Trainers should never lose sight of the fact that it is normal for learners to believe they understand more than they do. During your extended training sessions, you will frequently discover a few trainees lacking essential information. Allowing these individuals to register and participate in training that is appropriate for them would save your development budget in addition to depriving the deserving candidates of the chance. However, trainers still need to think about how to shortlist the appropriate applicants. Conducting brief interviews or mini quizzes is an easy way to accomplish this.

Most students need help to assess their present knowledge and skills. They could also make mistakes when providing feedback to themselves. Trainers and educators can help in this situation. They must ensure that the students receive thorough, helpful feedback crucial to their growth and progress.

To keep learners motivated and interested, they need to receive meaningful feedback. It enables students to benefit the most from the course material. They can do better by receiving valuable

comments. The feedback that is helpful and timely promotes self-reflection and improves memory of information. You should consider getting student comments as well. It will enhance the learners' experience and improve the instructional design. All along the duration of the course, you can offer feedback. This makes sure that the students are paying attention and staying on course. Even better, you can provide comprehensive comments after the training. In either case, make sure it is pertinent and timely.

2.4.1. Feedback Should Be Relevant and Encouraging

The pertinent feedback reveals how the course material affects the learners' lives. If users wish to prevent confusion and hostility, concentrate on particular specifics. For instance, the learner is held accountable for all their choices in a diverging scenario. Anyone pays the price if somebody commits an error. He receives a prize if he makes the proper selection. All forms of assessment ought to contain motivating phrases for students. Use motivating language, even in a brief quiz, to increase engagement (Armistead, 1996).

2.4.2. Feedback Should Be Constructive

More than simply telling the students whether they are correct or incorrect is required. For instance, it serves little value to merely inform someone they are wrong during a quiz. You must clarify why they are mistaken and how to arrive at the right solution. If you include instances from actual life, it will be even better.

2.4.3. Feedback Should Be Kind

Students will leave the course less confident if the instructor focuses on learner mistakes. Students will eventually lose interest in the system. To start, concentrate on the positives. Recognize what is practical rather than what is not. The students will feel like they were productive and did not waste time. Users can next investigate the elements that did not go as well after having established that. One must incorporate thorough feedback procedures into the corporate learning courses. Include feedback as a crucial component of any system if you want to design a learning experience that is genuinely interesting and engaging. Constant feedback for your students aids their comprehension and assimilation of the material. Additionally, it stops terrible actions from being stored in long-term memory (Franklin, 1988).

2.4.4. Feedback Should Be Timely

The effectiveness of immediate feedback is significantly greater than that of delayed feedback. Most students may miss the context if you make students wait too long for feedback. People might not even be able to pinpoint their weaknesses or strengths. Make sure users correct bad habits immediately if they don't want them to stick in their long-term memory (Figure 2.4) (Tomalin, 2009).

expensive churn by shifting the HR budget beyond recruitment campaigns to people and leadership growth and employee happiness (Snyder, 2003).

2.5.1.3. Improve Customer Experience and Drive Revenue

The fact that employee retention directly affects revenue is one of the minor advantages of this approach. According to Gallup's assessment of the American workplace, motivated workers are more likely to develop stronger bonds with their clients, which increases sales by 20% (Wright et al., 1994).

This is because more excellent customer relations will arise from keeping good staff in customer-facing positions. Customers build friendships and trust with their primary contacts in an organization over time. Rebuilding customer trust takes longer than simply finding new personnel to take their place. Additionally, as they grow used to their responsibilities, new hires could take longer to complete tasks or be more likely to make customer service errors, which can hurt the customer experience (Kolb et al., 2014). As a result, when loyal consumers depart, the bottom line suffers. This is because when good staff leaves. Even worse, they might post about their unpleasant encounters online, endangering the company's reputation as a whole. Employees are shown they have a promising career path ahead of them via employee retention techniques, including providing meaningful employee development. Happy and engaged employees are likelier to give excellent customer service because they know that doing so will help them achieve their long-term objectives (Serva & Fuller, 2004).

Remember:

An in-depth analysis by Gartner found employees who work remotely or on a hybrid schedule perform at equal levels compared to employees who work in the office.

2.5.1.4. Strengthen Company Culture

Whether it's good or bad, your company has a culture. One of two things determines the culture of a company (Sims & Felton, 2006):

- Leadership establishes, nurtures, and guards against the start of an organization; and
- It is a result of people's perspectives, beliefs, and experiences taken as a whole.

Culture is a crucial factor in attracting and keeping talented employees. Organizations can create a more wholesome corporate culture and increase the firm's value by developing effective staff retention tactics (Paul & Mukhopadhyay, 2005). Longer tenures and stronger organizational cultures, which promote positivity throughout the company, are attributes of motivated staff who align with the company's culture (Carroll & Shabana, 2010).

2.5.1.5. Better Outcomes

According to a thorough investigation by Gartner, workers employed online or on a hybrid timetable deliver comparable performance to those who operate in an office setting. However, many managers still think that employees who work from the office are more productive and more likely to advance than those who work from home (WFH). In addition, compared to white men, women, and people of color prefer to WFH in a hybrid society (Robinson & Wick, 1992).

Forcing a return to the office may result in widening female salary discrepancies, a decline in diversity in leadership teams, and a rise in employee churn rates. Employers should better involve these workers in essential discussions and ensure employees have equitable access to career prospects and other networks that promote career progression by concentrating on employee retention, predominantly minority talent (Farashahi & Tajeddin, 2018).

A poisonous, hazardous, and uncomfortable environment is not conducive to learning. According to research, a person's learning environment directly affects the mind, body, and capacity for learning. The finest trainers consider this learning principle and guarantee a supportive environment.

2.5.2. Training Environment Tips

2.5.2.1. Create a Positive Atmosphere

Employees look up to their managers for their attitudes. Set a good example. Your pleasant vibe impacts everyone in your vicinity. Training is more effective if users put in a lot of effort, treat everybody with respect, and like what you do (Kettinger et al., 1997). When they experience a supportive and encouraging training environment, new hires, in particular, will find knowledge easier to learn (Kayes et al., 2005).

Encourage honest communication all of your staff should feel comfortable asking questions and providing answers to promote continuous learning. You won't always be able to respond to inquiries, so give experienced workers the freedom to mentor new staff through transparent communication. Remember that listening is just as essential as talking regarding good communication. Spend time hearing what the employee says so you can respond fully (Canziani & Welsh, 2021; DeShields et al., 2005).

2.5.2.2. Offer Constructive Feedback

Instructors and educators must offer constructive criticism and praise for learning to flourish. Employees will occasionally make mistakes; it's just a part of learning. Avoid saying things like "That's not how you do it" or "I previously told you that" when this occurs. Use a statement like "I observed something wasn't quite right here" instead. Let's look at it.

Continuous learning is not possible in a vacuum. Employees will be more receptive to learning new things and enhancing their performance when providers provide an effective training atmosphere based on positive open communication, appreciation, and feedback (Zairi, 1997).

2.5.2.3. Embrace the Distractions

Use workplace disruptions to reinforce instruction when coaching or giving on-the-job training (OJT). For instance, if a client issue arises while you are in training, provide excellent service while remaining focused on the job.

2.5.2.4. Provide Praise Frequently

A boost is required to keep workers motivated. When workers perform well, they complement individuals in front of other people. Make sure to distribute the compliments equally among all of the company employees. Everyone can use motivation, and a well-placed “excellent work” might be helpful (Figure 2.6) (Kaplan et al., 2001).

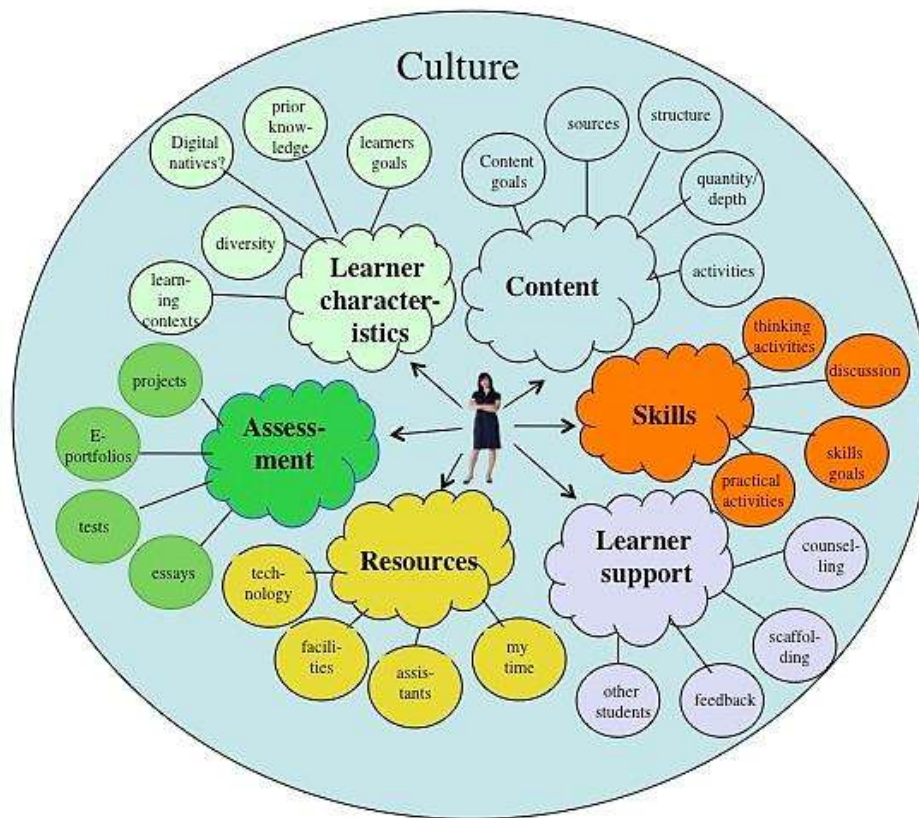


Figure 2.6. *Image of the learning environment.*

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2.6. Set Goals and Focus on Practical Learning

For learners to learn on the appropriate path, instructors should make an effort to cover these objectives right away. Every learner who attends a training session needs to be aware of the material they will be learning, the training’s overall goal, and the relevance or significance of the lessons learned. Trainers should use situations to concentrate on practical learning. When effectively applied, this learning

principle enables students to comprehend concepts communicated to people. It establishes a connection between training material and actual situations (Rae & Carswell, 2001). In this method, students pick up new information quickly and readily and retain it effectively.

To ensure that the learning program is effective, the trainee should actively engage in it. For learning to take place effectively, long-term practice is essential. Jobs are divided into components from which the actual motor, perceptual, and cognitive abilities are removed. For each talent, practice exercises should be available (Elo et al., 2022; Seijts et al., 2004).

- Improve confidence using in out practice tests for training and development (T&D) at this link;
- Become a certified T&D manager now! Take the free practice test and learn about the “principles of training”!

2.7. Allow Socializing

Allowing social interaction during training is another essential learning concept in T&D. Yes, not everyone is a people person. Some people enjoy interacting with individuals who share their interests and look for opportunities to do so, while others do not. Both extroverts and introverts will attend your training sessions (Athey & Orth, 1999). In any case, it’s a brilliant idea to include socialization-friendly training exercises because it creates a more informal, welcoming, and comfortable learning environment. Designing successful training requires careful consideration of all of the above learning concepts (Honig, 2004).

2.7.1. Helpful for New Employees

It will be highly beneficial for new employees if there is a happy and supportive environment at work. A crowded workplace makes new employees feel like Alice in Wonderland since they don’t know what is happening around them. Such a workplace would motivate new employees to work hard if the old employees are good, and the overall atmosphere is one of encouragement where workers interact with one another and complement one another in their hard work (Winters & Latham, 1996; Pullen et al., 2012). For instance, if a new employee is hired, the manager will present him to the other workers. If the other workers are friendly and supportive, they will welcome the new employee and offer advice and pointers for his new position.

The act of networking at work has acquired a bad reputation; when you mention it to someone, they may conjure up images of office gossip, slackers at the water cooler, or unethical workplace politics, yet this is not the norm in modern society. The benefits of socializing at work are apparent today as mixing in workplaces and workplaces have changed. More than ever, people like interacting with one another, collaborating on initiatives, and exchanging knowledge, all of which contribute to the

expansion of the business. There are several benefits to socializing at work, some of which are listed in further sections (Gibb, 1993).

2.7.2. Advantages of Socializing

2.7.2.1. Knowledge Sharing

At every office or place of business, several messages and communications are received throughout the day. Because there is so much information, it is simpler for employees to ignore or miss out on a vital detail or memo. Employees will be better able to communicate essential project updates and specifics that one or more of them may have overlooked when they converse with one another (George & Bock, 2011).

Additionally, via socializing, workers might learn about modifications to specific projects or policies they might not be aware of. The personnel interact with one another while exchanging vital information and updates about various projects that might be helpful to any one of them.

2.7.2.2. Encourages Teamwork

Certain things can only be learned through social interaction at work. When users interact with others at work, users not only learn how to support individual rounders and how to function as a team. You cannot even know these essential skills when you socialize elsewhere, even on online social networks like Omegle, Instagram, Twitter, Tinchat, etc. Users learn to support one another and commend coworkers for outstanding work. Socialization at work has the potential to be robust and beneficial (Kolb & Kolb, 2009).

2.7.2.3. Build Workplace Alliance

Users can create powerful partnerships within the business via workplace alliances. Users can learn how to form alliances with team members from other departments and those on their own. For instance, if you work in the finance department and form a partnership with someone in the manufacturing department, one can take advantage of the situation, collaborate, and discover a way to reduce production costs. The company will expand as a result of everything. The chiefs of the firm's many departments can also be introduced this way. The company will quickly prosper by allowing them to collaborate (Holliman & Rowley, 2014).

2.7.2.4. More Efficient Workforce

The ability of coworkers and colleagues to socialize outside the workplace, check in on one another, and forge more robust bonds. At the same time, being away from the office, communicating effectively about numerous projects, and speeding up the pace of new hires are other benefits of socializing. This increases the productivity of the workforce (McCann et al., 2001; Neck & Greene, 2011).

This may seem insignificant to an outsider or boss, and it might be challenging for a manager to notice these things, but close coworkers who collaborate well are more productive than those who don't (Figure 2.7).



Figure 2.7. *Illustration of socializing at workplace.*
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Activity 2.1.

Enlist some essential principles of training and development that you can apply in your organization to boost productivity and efficiency of your organization.

Summary

Business owners should adhere to the principles of T&D rule to ensure that employee T&D is efficient and successful. These elements include an active process, learning, progress communication, choosing the best applicant, employee feedback, job retention, a learning environment, and employee socialization. While learning is a crucial part of ensuring employees comprehend the material and can use it in the workplace, the active T&D process concentrates on giving employees the tools and resources they need to succeed. Employers may monitor their employees' growth with progress information, and choosing the finest candidate can help guarantee the most significant outcomes. Employee feedback is crucial because it enables businesses to gauge the effects of their T&D on the workforce. Additionally, it's essential to maintain the information and skills that employees have acquired through their work. Creating a learning atmosphere and encouraging employee interaction is crucial for fostering a positive and effective work environment.

Review Questions

- 1 What are the principles of training and development?
- 2 How can feedback from employees be used to improve training and development programs?
- 3 How can the Active Process and Learning be used when training and developing?
- 4 What criteria should be used when selecting the right candidate for a training or development program?
- 5 What information should be tracked to measure progress when training and developing?
- 6 How can the socializing of employees be used to improve the effectiveness of training and development?
- 7 What strategies can be used to ensure retention of work when developing and training?
- 8 What factors should be taken into consideration when creating a learning environment?

Multiple Choice Questions

1. What is the first step in the principles of training and development?
 - a. Active process and learning
 - b. Progress information
 - c. Selection of the right candidate
 - d. The feedback from employees
2. Which of the following is not essential in the principles of training and development?
 - a. Retention of work
 - b. Learning environment
 - c. Socializing of employees
 - d. Performance assessments
3. What is the last step in the principles of training and development?
 - a. Active process and learning
 - b. Progress information
 - c. Selection of the right candidate
 - d. Retention of work
4. What is the purpose of employees' feedback in the principles of training and development?
 - a. To identify areas of improvement
 - b. To motivate employees
 - c. To measure the effectiveness of the training
 - d. To calculate the performance of employees
5. What is the purpose of retention of work in the principles of training and development?
 - a. To ensure employees stay with the organization
 - b. To ensure employees are learning
 - c. To ensure employees are motivated
 - d. To ensure employees are productive

Answers to Multiple Choice Questions

1. (c)
2. (a)
3. (d)
4. (c)
5. (a)

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