

Fact Sheet

Learning & Development



Overview – A factsheet to develop knowledge of learning and development.

AC 6.1

Learning & Development is often also known as L&D or People Development.

L&D activities offer staff members a range of opportunities to enhance skills, knowledge, understanding, and behaviours in line with Clean Quarter's values and objectives as well as their own personal development.

Benefits

Flanagan notes 'the ultimate aim of L&D is to lead people to personal growth' (P. 319, 2023a).

A major benefit for Clean Quarter's sales assistants through L&D is around greater effective communication techniques. Enhancing communication skills can result in a boost in sales figures, therefore also benefitting Clean Quarter as a result.

Torrington said of communication that the method must be chosen according to nature of the message and its recipient. Communication must be delivered in a form that elicits the desired response (2013).

Through L&D opportunities, it's possible to learn how to tackle barriers that exist within communication, including learning about Mehrabian's 7-38-55 model, which shows that communication relies on more than just words, with 7% of feelings and attitudes conveyed through verbal language. 38% expressed through tone of voice, and the remaining 55% through body language (1981).

Secondly, L&D can boost talent retention rates for Clean Quarter Ltd. Staff undergoing L&D see increased job satisfaction and reduces staff turnover for you. It is positive to enable employees to undergo career development. CIPD recommends allowing employees to gain different development experiences, which will also benefit future succession planning (2024a).

Thanks to L&D, Clean Quarter will see enhanced teamwork and improved workplace culture. Engaged talent, enhanced well-being, reduced anxiety, boosted confidence – L&D strengthens the team by fostering support and encouragement.



AC 6.2

Learning Needs

Prior to Clean Quarter Commencing L&D opportunities, it is imperative that all learning activities are grounded in a comprehensive understanding of what needs to be done and the rationale behind it.

Therefore, identifying the skills required by Clean Quarter to achieve its goals is paramount to planning the L&D programmes and events for its sales assistants.

Types of Learning Needs

It is critical to get to know your sales assistants for a clear idea of their knowledge and skill sets. As a result, you can find the gaps needing help with the assistance of L&D.

Needs may include.

- Adapting to modern technologies (sales assistants will need effective training).
- Organisation alignment (important during onboarding of sales assistants to understand Clean Quarters goals and vision).
- Preparing for future needs (typical in advance of change to make transitioning for employees easier).
- Career development (keen to take on new responsibilities).

Reasons why learning needs will arise for Clean Quarter sales assistants.

- Employee underperformance – Clean Quarter are recruiting three sales assistants and as such they may not immediately reach expectations or understand organisational goals, it is a manager's responsibility to specify the levels of skills and competence required of a role (Armstrong 2023). Hence, it is Clean Quarters duty to offer L&D opportunities to impact performance and work systems.
- Induction/Onboarding - Soon Clean Quarter will invite new employees to its workforce and as such will need to learn from the beginning the knowledge, skills and behaviours expected to perform to your standards.



AC 6.3

Learning and Development approaches

L&D takes form in a number of approaches, including formal and/or informal techniques, internal and/or external provisions, online or in person, synchronous (Interacting at the same time) or Asynchronous (learning at own pace separately), as a team or individually.

Blended Learning

Some organisations aim to enhance learning outcomes by implementing a blended learning approach. This learning takes the form of Informal and formal learning being 'blended' together,

Facilitation

In 1969, Carl Rogers likened the role of a facilitator to that of a teacher. (2020).

The focus of this approach is to guide the sales assistants instead of simply providing them with added information. Facilitators are not there to provide answers, in fact the opposite, they are responsible to ask the questions and encourage individuals to think for themselves.

Training

Training is a deliberate effort to help learners develop the skills they lack – (Knowles et al 2020).

For Clean Quarter it is important that sales assistants be highly skilled learners so they can learn modern technologies and adapt to changing market demands.

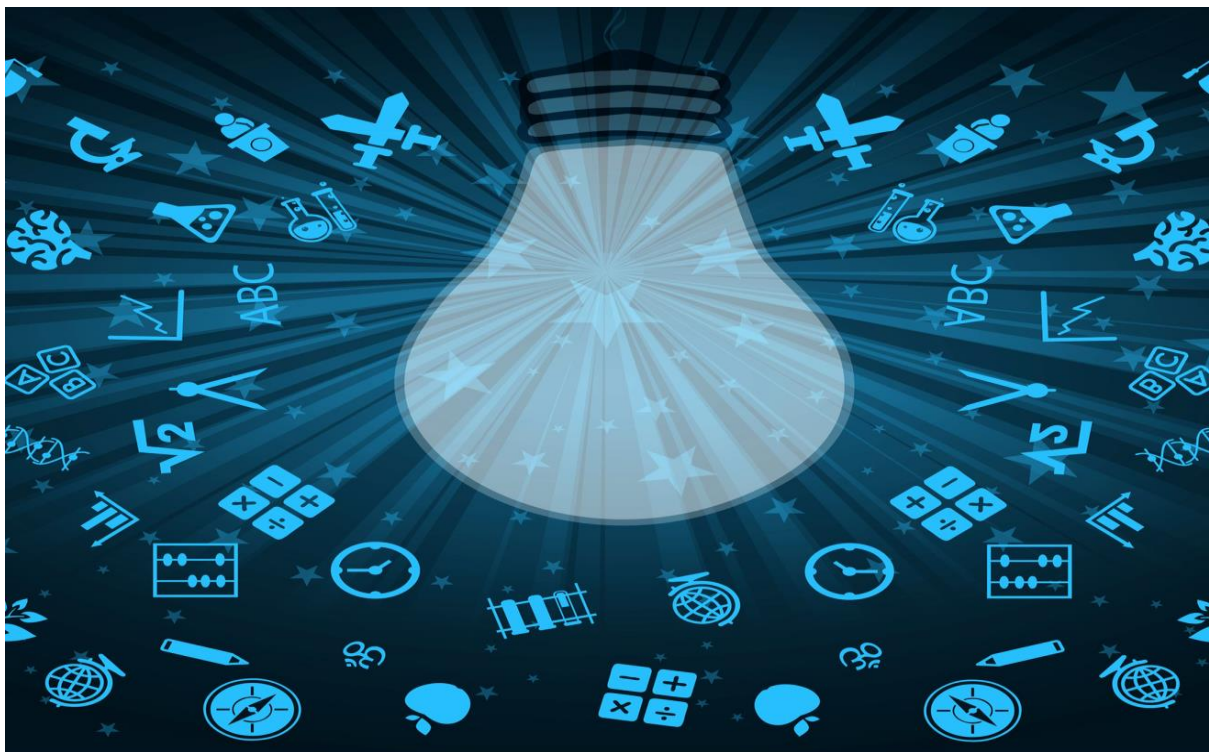
Coaching & Mentoring

A personal one-to-one approach by qualified coaches. Whilst mentoring concentrates on learning on the job.

Whitmore defines coaching as the process of unlocking an individual's potential to improve performance by guiding them to learn instead of just teaching them (2023a, p.638).

Coaching is best when planned. A coach must ensure their coachee is motivated to learn.

To be successful, coaches need to establish rapport, trust, respect, effective communication, compassion, and curiosity with those they coach.



AC 6.4

Why L&D requirements and preferences must be accommodated.

When designing and delivering L&D initiatives it is key to understand your employees' preferred methods of learning. Kolb and Honey & Mumford reinforce this thinking by suggesting due to psychology, learners have preferred ways of learning (CIPD, 2023b).

Examples of L&D requirements, preferences and how to accommodate sales assistants.

Following David Kolb's advice, Clean Quarter sales assistants have individual differences in how they will learn. According to Jonassen and Grabowski, cognitive abilities, prior knowledge, and personality are individual differences that can affect learning (2020).

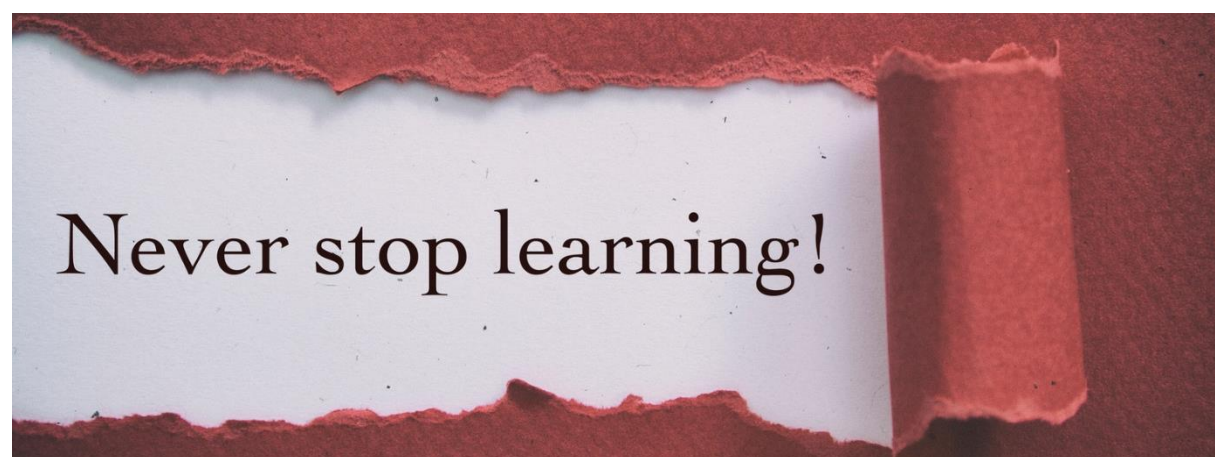
Individual differences can be accommodated particularly through training design, ensuring diverse learning formats are available to employees as explained in AC 6.3.

it is important to consider ethical considerations. Ensure inclusivity by taking the time to understand your employee's needs, including religious events that will require accommodation before scheduling training or development activities.

Clean Quarter must adhere to the Equality Act 2010, so have open conversations, never assume and meet your employee's needs.

For new Clean Quarter employees, it would be useful to undergo an assessment, and update throughout their journey within Clean Quarter.

Assessments will identify individuals' requirements and help to put an effective learning plan in place. Surveys, tests, will determine the levels of learning and development needed for each team member.



AC 6.5

Learning and Development evaluation

Swanson defined evaluation in this context as “a systematic collection of evidence to determine if desired changes are taking place” (1996, p.26).

Evaluation Outcomes look at the:

Impact: Learning evaluation involves assessing the impact of L&D on sales assistants' performance through analysing indicators such as key performance indicators (KPIs).

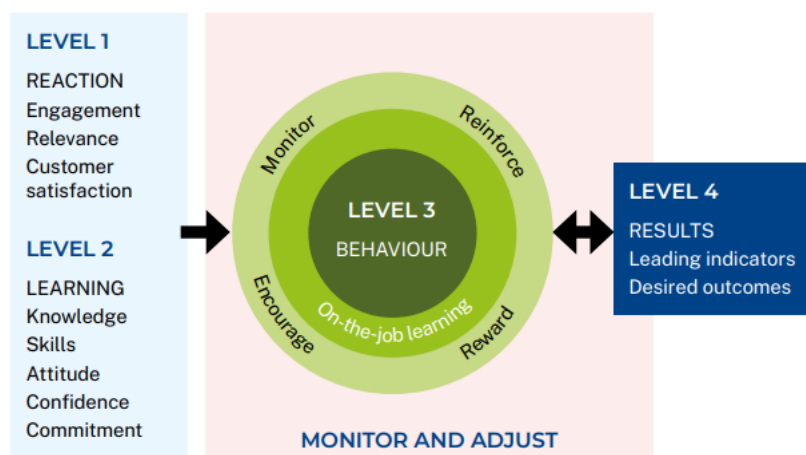
Transfer: L&D can show how your sales assistants are transferring their learning of new skills and knowledge back into their role at Clean Quarter.

Engagement: L&D can showcase the engagement of your sales assistants in their learning process. The objective is to create a positive learning atmosphere, both at the team and individual levels.

Methods and Models of evaluation

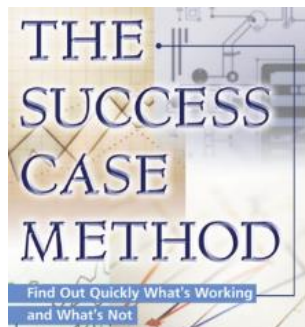
Evaluation models assist organisations to determine whether they have met their specific learning objectives and assess their impact on both learners and the organisation overall. For this factsheet I concentrate on two models;

The Kirkpatrick model was the baseline for evaluating training through four levels: reactions, learning, behaviour, and results – as shown in the image below – (RCN 2021).



The success of the Kirkpatrick model is that it facilitates effective analysis and feedback, enabling continuous improvement of L&D programmes by collecting feedback and evaluating the effectiveness at each level.

Subsequently the Brinkerhoff success case method concentrates on where sales assistants have benefitted from L&D. This approach asks four questions of its participants including, how well is Clean Quarter using learning to improve performance? or, what needs to be improved?



In the Brinkerhoff model it is crucial to investigate the potential success cases to find if there was verifiable success achieved. Focusing only on successes provides a practical and cost-effective method for gaining valuable insights for improvement.

The CIPD expresses that although The Brinkerhoff success model is not comprehensive, it is a cost-effective way to determine success (2023c).

L&D Feedback

By using a combination of feedback methods, Clean Quarters' feedback will be comprehensive, but it will only be crucial if acted upon. Therefore, provide sales assistants with surveys, which gives a representative view of experiences across organisations – (CIPD 2024b), plus, suggestion boxes, inter-company chat channels for open and direct communication.





References

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