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Principles of Human Resource Management

WEEK 4 Session 2

Organisational Learning & Development

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

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For this Session

- Different learning methods
- Choosing learning and development (L&D) methods
- Workplace-based learning methods
- Training Evaluation
- Training Budget
- Recent developments and trends in L&D

Learning Methods

- Any method of learning should support individuals, teams or the organisation as a whole to build capability that meets business need.
- As working environments become more complex and greater agility is needed to ensure capability among employees, it is more important than ever to consider the breadth of different learning methods available.

What are L&D Methods?

- Learning methods may be defined as any interventions deliberately undertaken to help the learning process at individual, team or organisational level.
- Organisations can keep pace with changing needs by looking ahead in rapidly changing business environments, employees need to be able to continue learning and adapting their capabilities to support the organisation's strategy to define requirements and initiate effective learning interventions that support business objectives.

Choosing L&D methods

The choice of method for each particular need will depend on several factors including:

- the nature and degree of priority of the learning needs
- the required expectation and impact on performance post-intervention
- type of occupation and the respective needs and accessibility
- background of learners
- organisational culture and budget provision
- evaluation of the effectiveness of previous learning interventions
- complexity of knowledge, skill or behaviour the learning intervention covers
- learner preference, experience and perception

Types of L&D Methods

Although definitions and classifications may overlap, it is possible to categorise L&D methods in various ways including:

- internal or external provision of learning
- team or individual arrangements
- formal or informal techniques
- digital or face-to-face
- learning directly at the place of work or away from the workplace.
- Increasingly adoption of performance support tools and social learning opportunities arising.

The role of line managers

- The shift from course-led learning experiences to bringing learning directly into everyday work brings a greater role for line managers in the delivery of learning.
- This is a new role for many managers who still see learning as a separate activity provided by L&D and happening away from the workplace.

Work-based learning methods

On-the-job training

- This method may prove useful in certain circumstances and is usually immediately relevant to basic job needs. However, work colleagues or line managers who do the training need to ensure that:
 - trainees are able to practise what they have learned immediately to enhance recall
 - instruction is paced to avoid information overload
 - the trainees current level of knowledge, skill or behaviour is taken into account and can be used in the training
 - feedback is given to encourage the trainee

Work-based learning methods

In-house learning & development programmes

- This category covers a very diverse range of learning interventions that are longer-term, broader and/or of a higher level than basic on-the-job training.
- Development programmes could include techniques such as coaching and mentoring or secondment, often with more formal or off-the-job learning or educational arrangements.
- In-house programmes are often used for management or leadership development activities.

Work-based learning methods

Job rotation, secondment and shadowing

- Learning from the experience of secondment - that is, the temporary loan of an employee to another department or role, or sometimes to an external organisation - is widely recognised as valuable for both employee development and organisational development.
- Job rotation and shadowing are similarly useful forms of development, particularly in supporting employees in developing the skills and competencies required for moves to new or higher-level roles. The support process for the learners here is important and time needs to be factored in for achieving the desired performance outputs.

Work-based learning methods

Coaching and mentoring

- These are development techniques based on one-to-one discussions to enhance an individual's skills, knowledge or work performance – often for the current job, but also to support career transitions.
 - Coaching describes a relationship in which the coach will listen and question to enable learning to come from the person being coached.
 - Mentoring describes a relationship in which a more experienced colleague (rather than line managers or external coaches) uses their greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff by sharing experiences.

Work-based learning methods

Action learning and learning projects

- Action learning is a form of collaborative learning where a small group of learners meet regularly to reflect on real work issues. Its basic philosophy is that the most effective learning takes place when individuals are faced with a real problem to solve

Learning away from the workplace

- Formal courses away from the workplace have advantages in certain circumstances. They offer:
 - protected time for learning
 - opportunity to practise, share ideas and experience in a structured, risk-free setting
 - different knowledge-sharing context.

Learning away from the workplace

Formal education and qualifications

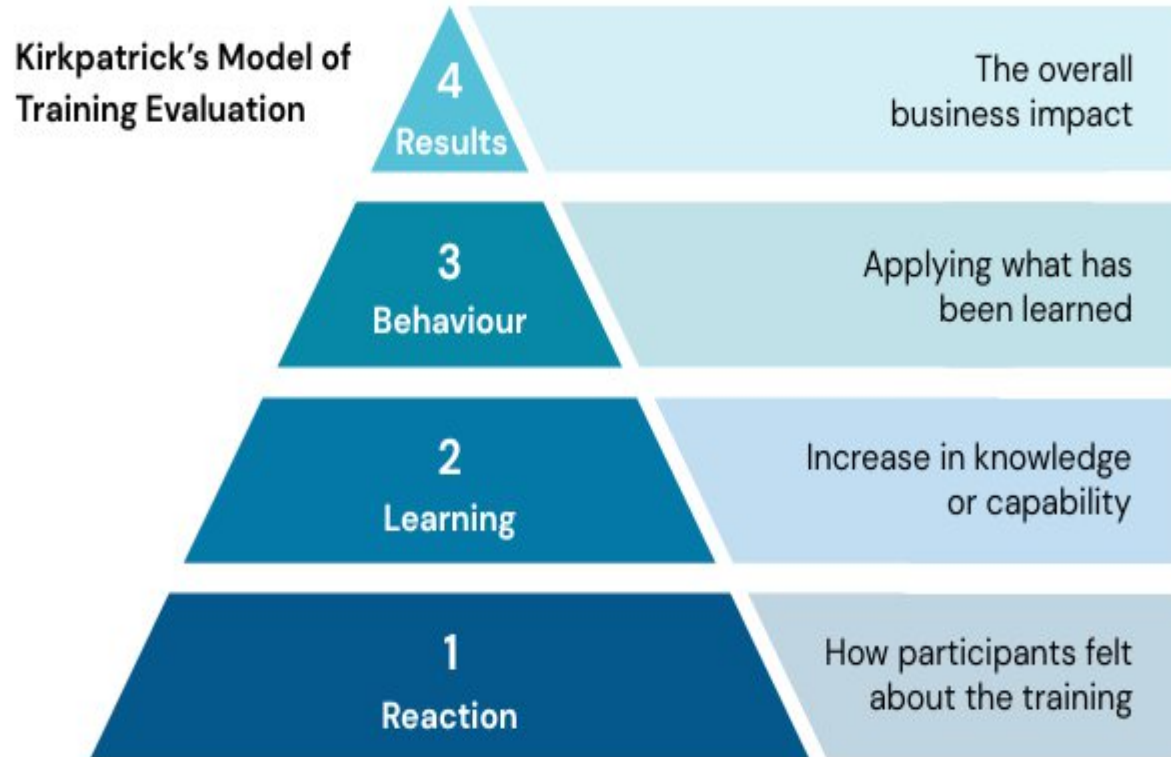
- Formal courses, vocational and management education may be a useful way of meeting learning needs while allowing learners to acquire qualifications.
- Understanding the application of learning and the actual skills developed will help decisions about the best course and/or qualifications to choose.

Evaluating Training Outcomes

- This is vital for establishing strategic alignment and value for the organisation
- **Kirkpatrick's Four Levels of Evaluation** is a recognised framework used to measure the effectiveness of training and learning programmes.



Evaluating Training Outcomes



Training Budget

- A dedicated training budget is a crucial investment that **drives business growth, increases employee retention, and boosts productivity by closing skill gaps**. It enables companies to remain competitive by upskilling staff, reducing turnover costs, enhancing customer service, among others. A structured budget ensures targeted development, resulting in a higher ROI.

Training Budget

- Fixed costs:
 - Those costs that remain the same no matter how many individuals participate in the training.
- Variable costs:
 - Expenses that will vary depending on the number of participants in the training programme.
- Direct costs:
 - All of the expenses involved in putting together the training programme.
- Indirect costs:
 - Less obvious expenses, not directly related to the training or L&D programme.

L&D trends in the workplace

- **Expansive** workplaces stimulate and encourage learning. Workers' responsibilities are defined in broader terms. People are allowed and encouraged to develop extensive knowledge by accessing communities, groups and departments within the organisation and outside it. Work-related qualifications. Employees are recognised and supported as learners.
- **Restrictive** workplaces design jobs in a very narrow way. Workers should focus on their immediate tasks. Training is limited and restricted to immediate responsibilities. There is no boundary-crossing between communities, departments and functions. Innovation is not important (or even undesirable).

L&D trends in the workplace

- Some sectors (e.g. IT and Professional Services) invest much more into training than others (e.g. Textiles and Clothing).
- Access to training is often restricted to managers and 'professional' workers, whereas plant and machine operatives receive significantly less training.
- Companies are more likely to invest into permanent than temporary workers.
- In simple terms, people who are already highly qualified receive much more training and support than less qualified workers.

L&D trends in the workplace

- Recently, the composition of jobs experienced a significant structural change from manufacturing to service sector (60%+ in most developed countries).
- *Discuss: What does it mean for L&D in the workplace?*

Summary

- We have learnt the concepts of organisational learning and the learning organisation
- The various L&D methods and their applications and usefulness
- The importance of aligning the L&D strategy to the overall strategy of the organisation
- L&D trends and issues in the workplace

Seminal Readings

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