

HUMAN RESOURCE MANAGEMENT

MODULE 2: Lecture 4

Learning and Development

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Learning Outcomes

- The fundamentals of learning and development
- The key steps of learning and development
- Practices adopted in learning and development
- How people learn
- How to carry out a Training Needs Analysis
- Development of a training plan
- Leadership and management development





Why do we need to learn & develop at work



Learning & development – a definition

- It is concerned with ensuring that organisations have the knowledgeable, skilled and engaged people they need.
- It means enabling individuals to acquire knowledge and skills through experience, social contacts, coaching, mentoring and guidance provided by line managers and others, self managed learning, and learning events and programmes provided by the organisation



How people learn

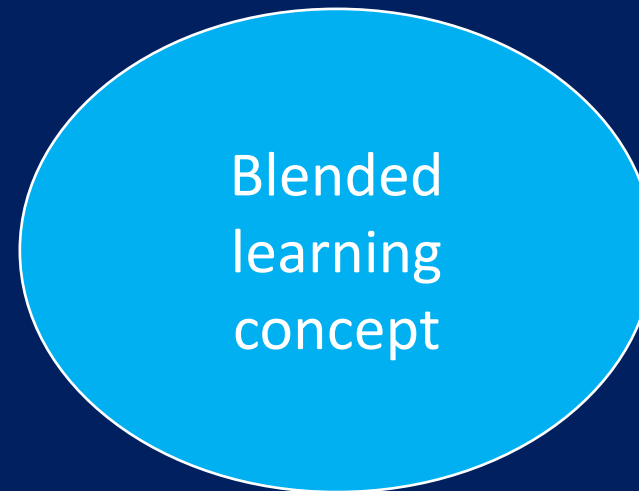
70 / 20 / 10 Model

(Lombardo & Eichinger, 1996)

70% from work experience

20% from social learning

10% from formal training



Clardy 2018

Learning does not necessarily fit neatly within these "boxes" – experiential and social learning are important but formal training should not be underestimated



Components of L&D

Learning

(process by which a person acquires and develops knowledge, skills, capabilities, behaviours and attitudes)

Development

(the growth of a person's ability and potential through provision of learning and educational experiences)

Training

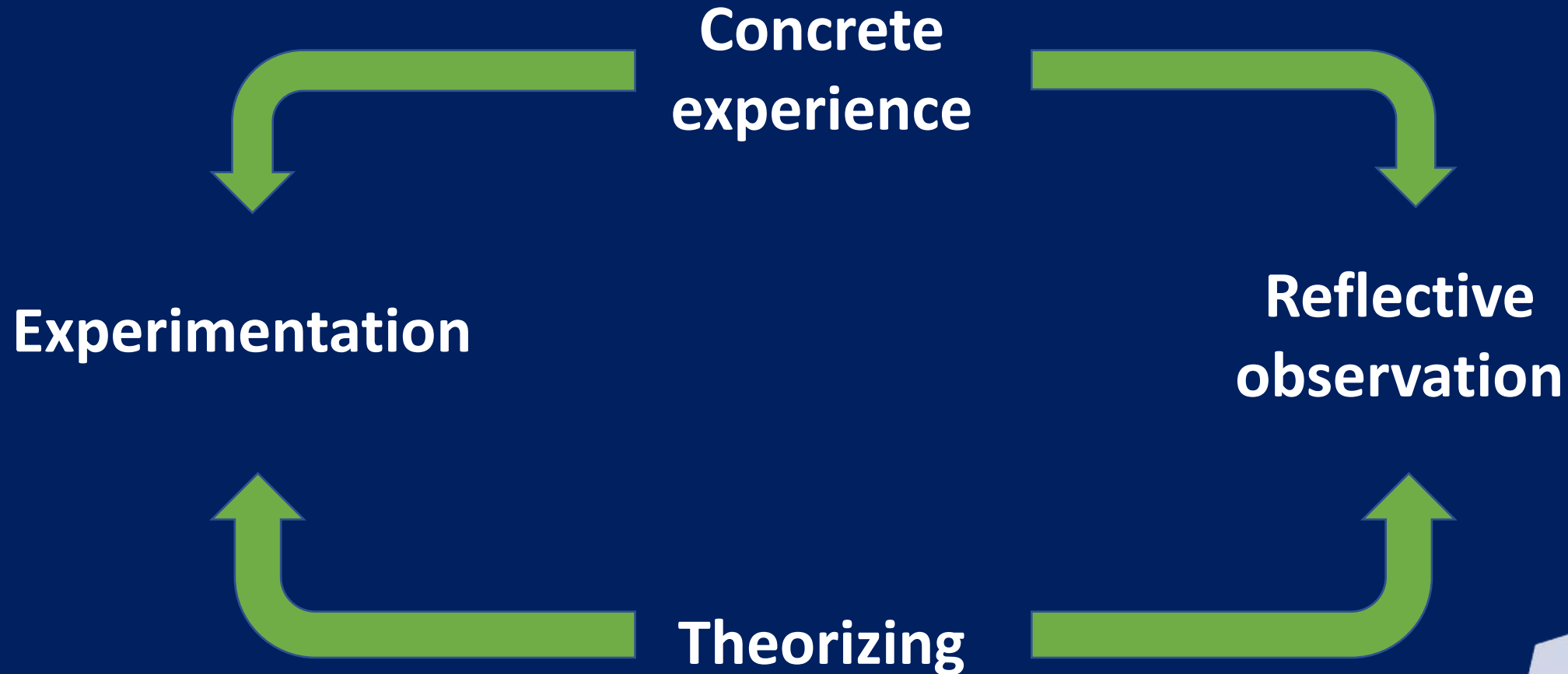
(formal process, such as attending a training course, to help people acquire knowledge / skills to do their job better)

Education

(development of the knowledge, values and understanding required in all aspects of life, and not just related to particular areas of work)



Learning styles – Kolb's learning cycle



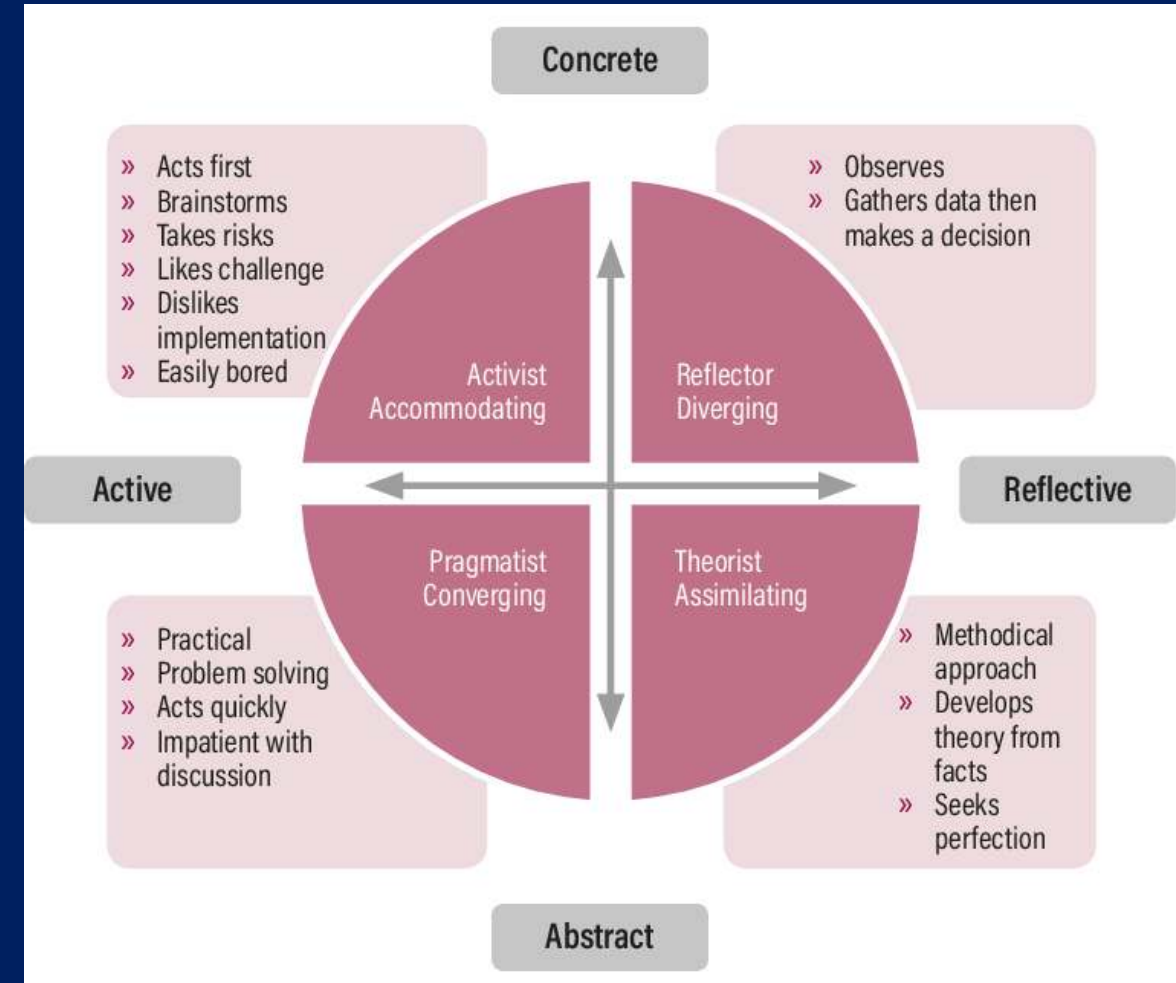
Learning styles – Honey & Mumford

ACTIVISTS – involve in new experiences

REFLECTORS – observe

THEORISTS – apply observations in form of logical theories

PRAGMATISTS – experiment



What is your learning style?





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Implications of learning concepts

Process of learning	Learning is achieved in different ways – context is important	Different learning needs require different learning methods
Learning styles	Every person learns differently	Programmes need to be adjusted to cope with different learning styles
Learning curve	Time to learn varies between people	Progress in learning varies
Motivation to learn	People need to have a motivation to learn	Learners should be helped to develop learning goals and understand its benefits
Cognitive learning theory	People learn by being exposed and solving problems	Provide learning opportunities to people to learn by doing



Workplace learning

- Learning happens mainly *in the workplace*
- Much of it is *informal* though managers have a role to play through their coaching intervention
- Workplace learning is largely *experiential* – learning by doing
- It also involves learning by *observing others* (cooperative learning)
- Induction training



Characteristics of workplace learning

Workplace is a site for learning – “training island” close to where work is actually carried out (similar to a lab)

The workplace itself as a learning environment (e.g. through job rotation, job shadowing, cross-site project work)

Learning through work itself (informal learning) to develop skills (continuous learning)

Enhancing workplace learning

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Induction training
for new employees

Planned experience
to obtain
knowledge and
skills over time

Coaching (one-to-
one training)

Mentoring
(experienced
people to provide
advice and
guidance)

Buddy System
(work with
someone else in
same job)

Shadowing
(learning through
observation)

Performance
management
(identify areas for
improvement)

Personal
development
planning
(structured
approach)



Training Needs Analysis (TNA)

- What people should know
- Expected performance

**Learning
Gap**

- What they actually know
- Actual level of performance



TNA process & method

- **Surveys or interviews** – about requirements of position
- **Role analysis** – specifying the requirements of the position
- **Skills analysis** – level of skill required to achieve a standard of performance
- **Performance management** – knowledge, skills and behaviour
- **Learning evaluations** – measuring the level of knowledge gained after a training intervention and implementation of knowledge



Learning & development practices

Workplace Learning

(mostly informal supported by Line Managers, including coaching and mentoring) – NEEDS TO BE ORGANISED

Social & collaborative Learning

(people connecting, conversing, collaborating and learning from each other) – PROVIDE THE EXPERIENCE

Digital Learning

(E-learning, virtual learning environments, social networks, “Googling”, game based learning)

Artificial Learning (AI) Learning

(Automated learning systems, tailor made training interventions, adaptation of training based on feedback)



Development of a training plan

1 - ANALYSIS

- Current level of knowledge / experience
- What participants will learn (knowledge, skills, behaviour)
- Set learning goals & objectives

2 - DESIGN

How training will be delivered taking into consideration the learning styles of participants
i.e. instruction, presentations, discussions, case studies, games, coaching, mentoring etc

3 - DEVELOPMENT

Detailed development of programme including content, outcome from each session, who will deliver training, training material, handouts etc

Group activity

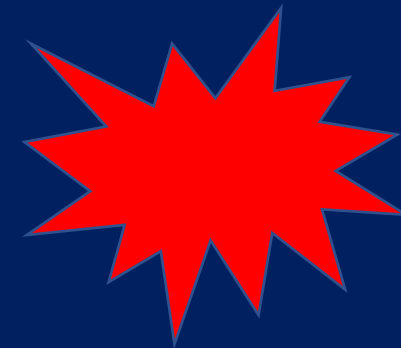


Discuss an appropriate method of learning and development programme for the following jobs:

1. An entry-level chef at a 5 star restaurant
2. A new manager in a fast food restaurant
3. A car mechanic on hybrid / electric cars
4. A receptionist in a hotel
5. A machine operator in a manufacturing company producing flavoured drinks

Summary – what is L&D?

- Video - <https://www.youtube.com/watch?v=hK5zWdvD9Zw&t=107s>



Video – what is learning & development ?

<https://www.youtube.com/watch?v=hK5zWdvD9Zw&t=107s>



Leadership & management development



60 to 75% of employees in any organisation, no matter where survey was completed , report that the worst or most stressful aspect of their job is their immediate supervisor

Pfeffer & Sutton (2006)



IMPACT ON THE ORGANISATON?



Leadership & management development – defined

- It aims to provide managers with the leadership and managerial qualities required to achieve success.
- It is concerned with unlocking potential and form a vital ingredient in talent management.
- A blended approach is used combining analysis of learning needs and activities used to achieve the learning objectives.



Management vs Leadership

Making the distinction

Leadership involves management and management involves leadership – hence may be difficult to separate the two

Leadership = inspiring people to do their best to achieve results (based on motivation, vision, persuasion, influence and engagement)

Management = process of achieving results by “getting things done through people”.



Leadership development

It is sometimes said that leaders are born not made



Conditions for successful leadership development – Yukl (2006)

- Clear learning objectives
- Clear, meaningful content
- Appropriate sequencing of content
- Appropriate mix of training methods
- Opportunity for active practice
- Feedback
- High trainee confidence
- Appropriate follow-up



Management development – formal approaches

- Planned experience – rotation project teams, secondment
- Coaching - one-to-one approach
- Mentoring – specialists / experts in the field
- Action learning – exposed to real life problems / situations
- Outdoor learning – to learn how to handle pressure
- Performance management feedback
- Self-developed learning
- Specialised courses and programmes





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