

A Study on Impact of Effective Learning and Training on the Performance of Employees

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Abstract - To improve the performance of employees, effective training is significant. Employees are required to have necessary skills and knowledge to achieve organizational goal. In this study, we focused on various learning styles and role of learning curve. This study also explains the effectiveness of training programs, training need analysis, designing of training program and developing a training evaluation form to identify the benefit of a training program. This report analyses the effectiveness of training program on the basis of analysis of training evaluation form. This study concludes that a training program should be designed carefully.

Index Terms - learning style, effective training program, training methods, employee performance.

1. INTRODUCTION

This paper describes the various learning styles and role of learning curve. It also explains the effectiveness of training programs, training need analysis, designing of training program and developing a training evaluation form to identify the benefit of a training program.

2. LITERATURE REVIEW

1.1 COMPARISON OF DIFFERENT LEARNING STYLE

FLEMING'S VAK MODEL

It is known to be the best learning style and it has been divided into three categories (Prithish kumar and Michael 2014) – refer figure 1.

1. VISUAL LEARNING: this type of learning can be done through seeing like books, videos, slides, pictures, diagrams etc. Example: if organisation feels their employees can have more understanding through slides and videos, then they can provide videos for its employees.

2. AUDITORY LEARNING: This can be done through speaking and listening activities such as discussions and role players etc.

3. KINESTHETIC LEARNING: This type learning can be done by experience including physical learning of individual motion to acquire its comprehensiveness and competencies at particular subject.

HONEY AND MUMFORD

Honey and Mumford says learning style can be summarizing in four ways (Salmani Nodoushan 2014): refer figure 2.

1. THEORISTS: They try to understand the things theory behind action. They enjoy the reading, love to read quotes and stories for their good understanding.

2. REFLECTOR: For example, if a child is a reflector, he or she will learn the things by thinking and watching people about the happening. Whatever the child feels that he takes into work towards an appropriate conclusion.

3. ACTIVITIES: people who learn by doing active work. They like to brainstorm because they are considering to be open mind people, even also they involve problem solving and group discussion.

4. PRAGMATIST: These are the people who try to put what they have learnt. They experiment through techniques, theories and ideas and they take time about what they are doing in reality.

1.2 THE ROLE OF LEARNING CURVE

The curve presented in figure 3 is called as learning curve. This diagram represents the learning curve changing in average person for given period (refer figure 3). This curve represents the glance of initial learning of things and how much even they have initial experience. This curve is said to be an important in cost estimation and cost analysis and efficiency studies. This curve shows that if period of time increases in production but with diminishing rate is

production increases and if its product quality will be double over a period of time, then its average time decreases by 20% for immediate product unit.

IMPORTANCE OF LEARNING TRANSFER IN THE WORKPLACE

Transfer of learning refers what people have learned during training programs is that transferred into real business. It also includes new skills and knowledge into an individual is habitual behavior work. Effective learning transfer results into maximizing learning outcomes. Learning process is something that people utilize in their day-to-day job. Transfer can even improve into bottom line (Marsick and Watkins 2015). The importance of learning transfer in the workplace is explained below-

1. **CULTURE SUCCESS:** in today's generation any workplace, it is mandatory to have culture of success and knowledge transfer for serving. Two ways communication with their staff and by this they feel to stay more connected to you by asking questions, developing new practice, and presenting new ideas.

2. **RISK MANAGEMENT:** Hiring can be inherent to be risk activity because investment assigned to amount of time and money on the belief that a new employee may be able to exceed their proposed expectations.

3. **CONTINGENCY:** Knowledge transfer to be one of the best ways of capture vital information about business before it leaves.

1.3 IMPORTANCE OF LEARNING STYLE AND THEORIES WHEN PLANNING AND DESIGNING A LEARNING EVENTS

Learning theories are used to develop competency and human skills of an individual. The application of learning theories differs from organizations to organizations. The learning styles also vary on the basis of requirement of organization and individual's learning capability and context (Siemens 2014). Thus, while planning and designing a learning event, it is important to analyse the theories and styles according to the requirement of organization and individual. Thus, it is the duty of HR to identify the need and desire of organization and finding the best theory which match their expectations.

The factors of employees and organizations can be explained properly with the help of learning theories. The relevance of any learning theory depends on the requirement and value of the organization. The

planning and designing of the learning event is done on the basis of goals of the organization. Learning theory helps in development of traits such as increased outcome, efficiency, knowledge and enhances responsibility (Harasim 2017). It requires that while planning and designing learning event, it is significant to prepare and define the necessity of each activity. Learning styles defines the best way to make employees learn a specific skill.

2.1 COMPARE THE TRAINING NEEDS FOR STAFF AT VARIOUS LEVELS IN THE ORGANISATION

Training need assessment model as shown in figure 4 suggests that training need should be analysed on the basis of two heads- training content and training audience. Thus, in the present study, the training needs of top-level management, middle level management and lower-level management is separately identified as described below.

TRAINING NEEDS IDENTIFIED FOR TOP LEVEL MANAGEMENT

1. **ADMINISTRATIVE SKILL:** administrative are known to be as top-level management. They should have to make policies, plans, and have to complete the work done. They should know how to control the full organisation and able to co-ordinate with organization (Phillips and Phillips 2016).

2. **LEADERSHIP SKILL:** it is for human behaviour, a manager needs leadership skills to motivate his worker.

3. **PROBLEM SOLVING SKILL:** it is also known as design skill. A manager should know how to identify a problem and should have ability to find a solution for solving the specific problem.

TRAINING NEEDS IDENTIFIED FOR MIDDLE LEVEL MANAGEMENT

1. **HUMAN RELATIONS SKILL:** it is also called as interpersonal skills. It helps manager to communicate, understand and work with others. He motivates leads and develops the team spirit. Human relation skills are beneficial for all level of manager.

2. **CONCEPTUAL SKILL:** it is an ability to see (visualize) the organisation as whole. It includes creative, initial skills, and analytical also it helps the manager to fix goal for organization and to plan for every situation.

3. COMMUNICATION SKILL: manager can be able to communicate about the policies and plans with his workers. Another side he should listen and solve the problem of worker.

TRAINING NEED IDENTIFIED FOR LOW LEVEL MANAGEMENT

TECHNICAL SKILL: low level manager needs a more technical skill because they are responsible of actual operation. They should have good ability to perform job and able to use different tools and machine.

2.2 ASSESS THE ADVANTAGE AND THIS FOR DIFFERENT METHOD OF TRAINING

There are different methods of training as shown in figure 5. The best mode of training is applied on the basis of advantages of training methods and their applicability as per the training needs of individuals. The advantages and disadvantages of each training method is discussed below-

1. ON THE JOB TRAINING: in this method employee need to have special supervisor and instructor (Görg Strobl and Walsh 2016).

Advantage: employees get chance to learn in real environment. It is less costly and save time. It motivates employees and is productive. It helps employees to learn about working environment, organizational culture and its rules and regulations.

Disadvantage: sometimes the supervisor lacks time to devote for training employees at work. It is not a systematic way of training.

2. APPRENTICESHIP TRAINING: in this type of training, theoretical knowledge is given in classroom and practical knowledge is given at workplace (Parey 2016).

Advantages: trainees receive stipend and learn valuable skills at the time of training. It is less expensive and save time. It motivates and develops employee's loyalty.

Disadvantages: this is not useful to train a large number of employees. It requires one supervisor to be free for trainees. It is rigid way of training.

3. VESTIBULE TRAINING: employees learn to work on a specific machine in classroom environment (Ahmed 2016).

Advantages: the trainees focus is completely on training and he learns the expertise over one machine or tool. The focus of supervisor is also completely over training the employees.

Disadvantages: trainee does not get exposure of real working environment. It consumes more time and is expensive.

4. INTERNSHIP TRAINING: students get chance of practical knowledge with their studies. Educational institutes and companies have bonding towards such training (Stedman McGeary and Essery 2017). Students are sent to organizations for practical training at the time of their vacations.

Advantages: students get knowledge to apply theory into practice.

Disadvantages: it requires more time and is useful for learning technical skills.

3. FINDINGS AND ANALYSIS

3.1 USE A SYSTEMATIC APPROACH TO PLAN TRAINING EVENT ON ANY AREA OF NEED.

TRAINING NEED ANALYSIS

It means identifying and prioritizing the need of training for an individual, group, or team. It starts with analysing the current knowledge of the individual and future requirement of the organization (Ford 2014).

The systematic approach to plan a training event is as follows-

- It is a structured method.
- Training needs are linked with the objective of the organization.
- Training needs are linked with commitment of top management.
- Develop effective communication between top management and employees.
- There should be benefit of cost invested in training.

An illustration of a systematic training plan is used in the present study. Refer to table 1 in annexure.

3.2 PREPARE AN EVALUATION FORM TO CONSIDER WHAT THE STAFF HAVE LEARNT, THE USEFULNESS OF THE TRAINING AND FEEDBACK ABOUT THE TRAINER

A training evaluation form is used to take feedback of learners to identify the effectiveness of the training program. Refer to table 2 in annexure.

3.3 CARRY OUT THE EVALUATION BY ANALYSING THE RESPONSES TO THE EVALUATION FORM

The evaluation form was filled by 30 respondents and their responses are presented in table 3. Refer table 3 in annexure. The evaluation of response is done by total score method so that the conclusion is based on scientific evaluation method.

FINDINGS-

The analysis of the respondents is presented in table 4. Total score method is used to analyse the response. It was found in the analysis that majority of people either found the training relevant or was neutral with the significance of training program. They found the material, content and tenure of training as satisfactory. They found the training effective and as per the expectations.

3.4 REVIEW HOW SUCCESSFUL WAS THE EVALUATION FORM

The evaluation form of training was based on five scale from strongly agree to strongly disagree. The training program was designed to develop leadership skills among employees. The training need analysis helped in designing the training program (Steele et al. 2016). The training evaluation form was designed to identify the gap between expectations and actual results from training. It was found from analysis that majority of people either found the training relevant or was neutral with the significance of training program. Thus, evaluation form was relevant in finding the effectiveness of training program.

4. CONCLUSION

HRD includes training and development which is significant for every organization. There are various learning styles which can be used in training for best understanding of employees. These learning styles should be implemented while planning and designing a training event.

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APPENDIX

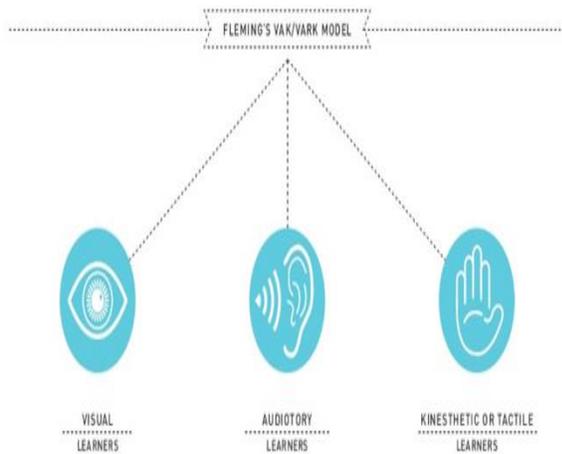


Figure 1: FLEMING'S VAK MODEL
Source: Nodoushan 2014

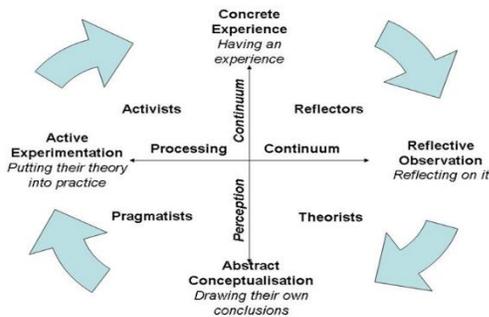


Figure 2: Honey and Mumford

Source: Labib Canós and Penadés 2017

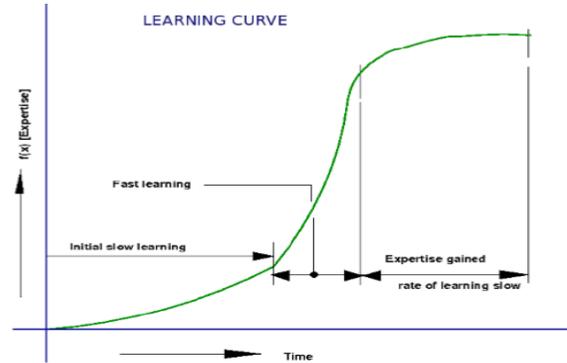


Figure 3: Learning curve
Source: Jaber 2016

Training Needs Assessment Model

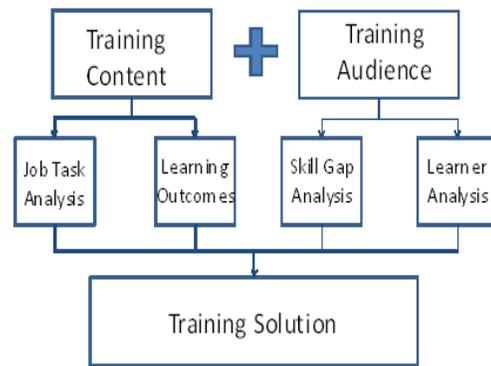


Figure 4: Training needs Assessment Model
Source: Holloway, Arcus & Orsborn 2018

METHODS OF TRAINING

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>On-the-job Training</p> <ul style="list-style-type: none"> ▪ Coaching ▪ Job Instruction Training ▪ Job Rotation ▪ Mentoring ▪ Apprenticeship | <p>Off-the-job Training</p> <ul style="list-style-type: none"> ▪ Lectures ▪ Group Discussion ▪ Brainstorming ▪ Electronic Training ▪ Simulation ▪ Role Playing ▪ Internship Training ▪ Case Study |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Figure 5: Methods of training
Source: Yamauchi et al. 2017

TRAINING PLAN

Training Event	Leadership training		
Date	18 Jan 2018		
Time	10:00 am to 5:00 pm		
Objectives	To develop leadership skills in managers		
Target audience	All levels of managers		
Prerequisites Trainees:	Develop career growth plan		
Room arrangement	Company's training centre		
Materials and equipment needed	Projector, laptop, flip chart, flip chart board and screen		
Comment	One-week training session		
Training session outline	Instructor activity	Trainee activity	Time allocated
To understand difference between team and group	To develop a game sheet for group work	To observe, participate and learn from activity	10:00-11:30
To understand the difference between power, position and duty	Prepare a power point presentation	Prepare queries related to topic	11:30 to 1:00
Crisis and contingency planning	Prepare a power point presentation	Prepare queries related to topic	2:00 to 3:30
Becoming a leader	To develop a game sheet for group work	To observe, participate and learn from activity	3:30 to 5:00
End of training			

Table 1- Training Plan

TRAINING EVALUATION FORM

TRAINING EVALUATION FORM					
Date of training					
Name of trainer					
Topic					
Please tick on the relevant option. Your feedback is valuable-					
	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
1. I found the training relevant to my requirement					
2. I found the provided material relevant					
3. I found the tenure of training relevant					
4. I found the content of training and material relevant					
5. The presentations were understandable and clear					
6. The trainer was effective					
7. The training was as per my expectation					
8. Queries were satisfied					

Table 2- Training Evaluation Form

RESPONSE TO THE EVALUATION FORM

Question	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagreed 1
Q1	4	6	5	10	5
Q2	2	8	7	5	8
Q3	7	10	11	2	0
Q4	0	10	15	5	0

Q5	5	15	5	5	0
Q6	10	0	15	5	0
Q7	0	8	12	8	2
Q8	16	8	6	0	0

Table 3- response of respondents

EVALUATION OF RESPONSE

TOTAL SCORE METHOD:

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total/No. of Respondents	Answers
Q1	5*1=5	10*2=20	5*3=15	6*4=24	4*5=20	84/30=2.8	Neutral
Q2	8*1=8	5*2=10	7*3=21	8*4=32	2*5=10	81/30=2.7	Neutral
Q3	0*1=0	2*2=4	11*3=33	10*4=40	7*5=35	112/30=3.73	Agree
Q4	0*1=0	5*2=10	15*3=45	10*4=40	0*5=0	95/30=3.167	Neutral
Q5	0*1=0	5*2=10	5*3=15	15*4=60	5*5=25	110/30=3.67	Agree
Q6	0*1=0	5*2=10	15*3=45	0*4=0	10*5=50	105/30=3.5	Agree
Q7	2*1=2	8*2=16	12*3=36	8*4=32	0*5=0	86/30=2.87	Neutral
Q8	0*1=0	0*2=0	6*3=18	8*4=32	16*5=80	130/30=4.3	Agree

Table 4- Total score Analysis