“Training and Development refers to a planned effort by an organization to facilitate learning of job-related behaviour on the part of its employees. The term behaviour is used in the broad sense to include any knowledge or skill acquired by the employee through practice.” (Wexley & Latham, 2002)

“A planned & systematic effort to modify or develop knowledge/skill/attitude. It’s purpose, in the work situation, is to enable [the worker] to perform adequately in a given task. (Buckley & Caple, 2007)

<table>
<thead>
<tr>
<th>Training</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve job performance &amp; ultimately organisational effectiveness</td>
<td>Wider concept, does not imply improved performance</td>
</tr>
<tr>
<td>Planned &amp; controlled</td>
<td>Not necessarily</td>
</tr>
<tr>
<td>Episodic</td>
<td>On going</td>
</tr>
</tbody>
</table>

**TRAINING & DEVELOPMENT**

★ Change in emphasis from ‘training’ to overall ‘development’

Training types are expanding (e.g., e-learning, project assignments, coaching, mentoring, self-directed)

**Benefits:** individual, organisation, society

★ Shift in idea from obligatory cost factors > competitive advantage

★ Negative consequences when training goes wrong

**Costs:**
- Investment in training - $55.3 billion-$200 billion yearly (Salas & Cannon-Bowers, 2001)

>$125 billion yearly (Paradise, 2007)

(~1.3% of overall budget)

★ True yield of training expenditure?
- Budget cuts - decrease in Learning & Development resources (CIPD, Learning & Development Survey 2015)
- Larger organisations have higher budgets

| >250 employees | 85% budget |
| 50-249 employees | 66% budget |
| <50 employees | 43% budget |

**TRAINING NEEDS ANALYSIS (TNA)**

- Where, what, who, KSA
- Approaches: Task Inventory & Job Analysis
- Define behavioural & cognitive elements for desired level of performance
- Set objectives (effective, behavioural & cognitive domains)

A job / task analysis results in a detailed description of the work functions to be performed on the job, the conditions under which the job is to be performed, and the KSAs needed to perform these tasks (Salas and Cannon-Bowers, 2001).

★ Lack evidence that TNA is the most important phase in training (although most researchers believe so)
- 8% of organisations use TNA in reports of training outcomes (Arthur et al. 2003)
★ Training objectives info need to be provided for research on the extent to which training is effective (Blame et al., 2010)

**TRAINING DESIGN**

- Set objectives / learning outcomes
- Create plan of instruction
- Understand principles of learning

Effective training involves transforming info from TNA into training content (Goldstein & Ford, 2002)

**Content:** info presented & how info is conveyed

**Needs ➔ Instructional methods ➔ Effectiveness**

★ Medium to large indices for effects of TNA & various design features on training effectiveness

4 principles for creating effective training strategies:
1. Present relevant info / concepts to be learnt
2. Demonstrate KSA to be learnt
3. Create opportunities to practice skills
4. Give feedback during & after training