

Leveraging learning interventions for talent development: an inductive approach

Navyaa Chandel¹, Pankaj Sharma^{2*}

^{1,2}Symbiosis Center for Management and Human Resource Development, Symbiosis International (Deemed University), Pune, Maharashtra, India

*Corresponding author:
pankaj_sharma@scmhrd.edu

Abstract

Purpose: The paper aims to focus on the question "How can we leverage learning interventions for talent development?" The rise in the need for learning and development for employees has become a priority and a primary reason for job dissatisfaction. Learning and development initiatives are believed to build the required through training campaigns, competencies, and exposure to critical experiences where employees across different bands and streams can be nudged to attend training, enhance their skills, and increase engagement. For an organization to have a learning culture, the most important thing is employee awareness concerning their learning and how their learning is benefiting the business and aligning the individual's needs to organizational goals. It is usually found that because of time constraints and other factors, employees do not pay much attention to up skill themselves, which calls for a systematic framework to nudge them for inculcating a learning environment.

Design/Methodology/Approach - An explorative, qualitative study based on focus groups designed.

Findings: Due to time constraints and other factors, employees do not pay much attention to up skill themselves, which calls for a systematic framework to nudge them for inculcating the learning environment.

Limitations: Based on the findings, few priority aspects may be crucial to the learning environment.

Originality/Value: This paper serves the purpose of explaining the necessity of learning intervention techniques for talent development.

Keywords

Learning interventions, Learning, Development learning culture, Explorative, Qualitative study, Assessments, Career planning, Coaching, Mentoring

Imprint

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1 Introduction

The paper talks about different challenges that employees face in their day-to-day job and managing formal learning. The formal training, which constitutes 10% of the part as per the 70:20:10 principles, is an essential part of learning, which needs to be designed so that the employees feel motivated and are nudged constantly to pursue their training. The 70% part of the training constitutes peer-peer learning, which is the major part and one of the most effective and preferred by the employees, which we found through our survey [1]. The 20% part of learning that is the informal part does not require any training program; it is facilitated by providing employees a learning culture. To induce a learning culture, the alignment of employee's needs and employer's needs is the essential part.

While designing a learning and development strategy, the most crucial aspect is to focus on the competencies required to achieve the future demand and vision of the organization [2]. A talent pipeline is built upon this strategy to identify the successor for a particular role with the major aim of nurturing and exposing to advance levels of competencies and learning programs. In today's era, efficiency is limited to workers, but they bring the ideas they bring to the table. Training can be utilized by making the workers completely aware of innovation, utilizing existing ones better, and disposing of the obsolete ones [3]. The existing workforce is prepared to build their profitability and roused to contribute their best towards the association. The workers will be progressively sure about themselves and excited about their activity. They will adjust to mechanical changes and advancements more readily. Learning and development programs help alter the representatives' ideas and conduct procedures, which helps build a solid work environment. It should offer incalculable advantages to the two workers and bosses. It makes the worker increasingly gainful and progressively valuable to an association. Learning and

advancement are not the priority of many organizations as of now [4].

In the wake of acquiring and developing new talent and help they develop their competencies; organizations should get ready for workers' advances. Your focus on this stage is to stay with their insight inside the – this is called information the board. Organizations have a process like succession planning. They plan to set up for advanced employees exposed to job rotation and job enrichment. On the off-chance that a specialist chooses to leave, you have to know why. Every organization has its own goals and objectives, which is significantly recognized. These business

Objectives can be achieved by aligning the training programs to them by recognizing the gaps in the existing model. The very first step of which is creating a competency framework [5].

2 Literature review

In the past, learning and development were not viewed as a domain that could help organizations make “esteem” to overcome critical challenges effectively. Today, that scene has changed. Organizations that utilize imaginative preparation and advancement rehearses are likely to report preferable monetary execution over their rivals that do not. Learning and development help an organization shape up the human capital predicted to encounter serious challenges [6]. Many organizations perceive that learning through training programs, peer-peer learning, and the information, the board assists representatives with reinforcing or increasing their aptitudes altogether to enhance and develop new skills, create new and imaginative thoughts, and give high-quality client support.

Likewise, advancement exercises and vocation: the executives must plan representatives for administrative and authority positions and pull in, rouse, and hold capable workers at all levels and in all managerial levels [7]. The aim is to become successful and profitable for an organization driven by specialized training programs, campaigns, services, and policies. However, the most crucial part is that highly trained individuals must implement these programs. An accentuation on learning through preparing, advancement, and information, the board is no longer in the class of “decent to do” – they are an “unquestionable requirement do” if organizations need to increase an upper hand and meet employees' desires [8].

Learning is a process that expects to join or improve the perspectives, aptitudes, and capacities of people to perform explicit occupations. It intends to improve the current execution of a representative and sets him up/her for different duties. Learning & development has become a key asset to build organization capability to build skills, capability, and abilities in employees. Learning programs for employees in today's age are based on their current role, background, and future aspirations. The organization, through talent development, also identifies the high performers and employees for succession planning by figuring employees' expertise and helping them build the same. Learning is a continuous process that requires proper planning through gap analysis to identify the key areas of development for an individual [9].

Not with standing, the colossal rewards and recognition strategy for appropriate training and advancement discussions for workers. Nudging and preparing the employees to take up new learning opportunities to develop, hone existing ones, perform better, increment efficiency, and become better in their current role and future career aspirations as an organization's success are driven by what representatives achieve and how they grow in it [10].

An employee's career advances through five phases:

1. when they set foot in the organization and start evaluating the responsibilities and opportunities
2. Growth in specific zones of work;
3. Mid-vocation when individuals, despite everything, want to make sure of higher positions, while others have just got;
4. Later professions when individuals have settled in separate territories and are arranging post-retirement life;
5. Managing the talent supply; rehire, if genuinely fit and willing, or lead resigned life devoted to social and strict life.

Career Planning is a process whereby an individual defines professional objectives and distinguishes how to accomplish them; where the organization mediates in arranging, it becomes hierarchical vocation arranging [11]. As it were, authoritative vocation arranging is the arranged progression of occupations worked out by a firm to build up its representatives. Another related term is professional improvement. Vocation improvement alludes to a conventional methodology utilized by the firm to guarantee that individuals with appropriate capabilities and encounters are accessible

when required. There are four partners in vocation advancement: organization, director, worker, and HR proficient. Learning interventions today have widened past development program plans. The successful instructional structure stays significant, yet preparing directors, human asset specialists, and coaches are progressively being approached to make frameworks to persuade representatives to learn, not just in programs, yet casually at work; make information, and share that information with different workers in the organization [12].

Learning has moved from an accentuation on a one-time occasion to the production of conditions for discovering that can happen through a coordinated effort, web-based learning, conventional study hall preparation, or a blend of these techniques. There is expanded acknowledgment that learning happens casually, beyond a conventional instructional class. Likewise, the worker-manager relationship has changed [13]. Because of quickly changing business situations and rivalry that can rapidly make benefits therapists and aptitude needs to change, organizations are hesitant to give professional stability to workers. At the equivalent time, numerous representatives work bouncing to discover all the more testing and fascinating work or to augment the worth that they can get for their aptitudes in the activity advertised and not making a drawn-out duty to any organization. Subsequently, the two workers and organizations are worried about creating future abilities and overseeing professions. Organizations require a workforce that is enthusiastic and gainful, has exceptional capabilities to gauge new aptitudes to meet changing client and commercial center needs. Regardless of the pervasiveness of job switch, organizations need to give a workplace and prepare and improve openings that will help them decide on gifted representatives [14].

It has been hypothesized that orderly ways to deal with learning in associations are attached to corporate execution and endurance and along these lines of significant worth. Related conversations have built up the need to see further the elements related to authoritative learning conditions as basic to progressing hierarchical achievement and as a key commitment from HRD. Along these lines, extra knowledge into how associations can make and improve work environment situations, just as acknowledging the possible effects of such conditions on workers, is critical for training, exploration, and hypothesis building. Such worker mentalities incorporate fulfillment, inspiration, and

maintenance as they identify with by and large learning and improvement, according to Ahadi [15].

Additionally, representatives are effectively urged to impart information to associates and other work bunches over the organization utilizing email and the Internet. For a learning association to be fruitful, groups of workers must team up to address client issues. Managers need to enable workers to share information, distinguish issues, and decide, allowing the organization to explore and improve consistently [16]. Social joint effort and person-to-person communication innovation are helping representatives share information and add to the advancement of a learning association. Employees are willing to adapt to different training programs if the notion is established that through the given training, they will be able to grow in their current role and is significant in aligning the business needs through their work. Likewise, the preparation setting should reflect on the workplace. To create a learning culture for employees, the passion for work and the need for learning attributes need to be inculcated. Some valuable methods for persuading learners that the preparation program content is important to include, as stated by Slavković. Learning will not happen if employees practice just by discussing what they usually do. For instance, utilizing the goal for the client assistance course talked beforehand, the practice would include having students take an interest in pretending with despondence (clients annoyed with helpless assistance, helpless product, or unsuitable trade approaches). Preparing should include a functioning learning approach [17]. Students must investigate and test to decide the guidelines, standards, and methodologies for powerful performance. Trainees need to keep on rehearsing regardless of whether they have had the option to perform the goal a few times (known as over learning). Over learning enables the learner to become progressively open to utilizing new information and aptitudes and expanding the learner's period to hold the information, aptitude, or conduct. Learning interventions can be:

On-the-Job Training & Informal Learning: It can be either through Critical Experience or Peer-Peer learning and mentoring: Mentoring happens when a progressively experienced individual (the coach) directs a less experienced individual (the mentee) in gaining skills for the proficient turn of events. Mentorship is intelligent and shared, with both the tutor and the mentee giving subjects to learning. The mentee obtains mastery, applies it at work, and reports the experience to the mentor [18].

Mentorships shift as far as their range; some emphasize a particular activity. Some are ongoing, covering the mentee's vocation. Key gifts are selected on to formal coaching program that empowers them to be locked in with senior and prepared pioneers inside the association, who go about as tutors and guide the representatives by examining with them and helping them discover answers to difficulties and issues they face at work. Coaching is certainly not a one-time action and is a consistent procedure of creating and developing the person for future (regularly vague) jobs [19]. Mentoring centers around parts of potential, such as the capacity to move upward, inside (or outside) the organization, can hold onto a circumstance in an emergency, particularly when bosses are absent, high imaginative capacity, and the ability to give new answers for difficulties, high versatility and a capacity to work effectively in a wide range of societies; high sound judgment in managing regular circumstances; unfaltering quality under tension; and the steady capacity to convey (as contradicted to discuss things).

Formal Learning: It contains formal and mandatory training programs introduced by the organization for a specific role [20]. As indicated by Noe, students' perspectives, interests, qualities, and desires can impact preparing adequacy. Noe conjectured that inspiration to move is an arbitrator for the connection between learning and conduct change. It was also projected that motivation to learn is affected by peer support and job requirements. Inspiration to move includes the drive or motivation of a person to reassign information picked up from formal or casual figuring out how to vocation explicit setting. In any case, not very many distinguished examinations have centered straightforwardly on inspiration to move, as observed by Seyler, Holton, Bates, Burnett, and Carvalho [21].

3 Research methodology

3.1 Primary research

Virtual meetings were fixed. HR professionals across all bands and roles and structured and unstructured interviews were undertaken to know the following:

- To develop a better understanding of the role of HR professionals
- To understand the existing training programs and framework in organizations
- To understand the challenges, expectations, and motivation in learning based on a set of qualitative questionnaires.

- The questionnaire aimed to capture the employee perception to learning to understand their preferred platform and mode. Also, to understand the need for learning and which set of skills they prefer to develop [22].

The interview questions were both structured and unstructured; some of the questions are as follows:

1. What are the best three learning intercessions that you have as of late finished in your present residency?
2. Do you have an inclination that you are advancing expertly at this organization? (Indeed/No) Please address three angles that are pushing you ahead or keeping you down.
3. Do you prefer to get any extra preparation (learning)? On the off-chance that indeed, if it is not too much trouble, name at any rate three domains and clarify why they are significant for your vocation.
4. What propels you to seek after learning? It will be ideal if you name three inspiration triggers that work for you?
5. What is your vocation/desires/job at your present association? What is more, how would you intend to accomplish it?
6. What are the portions of the practices that your association is following, as for L&D for HR experts and as a rule?
7. Does your association have a learning stage? On the off-chance that Yes, at that point, what is it, how is it utilized, How regularly do you utilize such stages?
8. How are you surveyed after the finishing of a specific learning mediation/course?
9. Do you think the current L&D activities are helping you develop?
10. Is it accurate to say that you are confronting any difficulties in the current learning intercessions given to you?

A survey form was circulated to various HR industry professionals across the managerial level with the main objective to capture employee perception and preferences concerning learning. Some of the questions from the survey are as follows:

1. Which of the following learning mediums do you prefer? – Single Answer
2. Rank in the order of the following e-learning platforms that you use for your learning needs?– Multiple Answers
3. Rank in the order the following offline medium is/would be best suited for your needs? – Multiple Answers

4. How much time would you like to spend on digital learning in a week? – Single Answer
5. Rank in the order the following skill areas that you would like to receive training on?

4 Results and analysis

A total of 115 respondents responded to the survey. The insights drawn from the survey are as follows:

Figure 1 shows Online vs. offline Perception of employees to learning mediums.

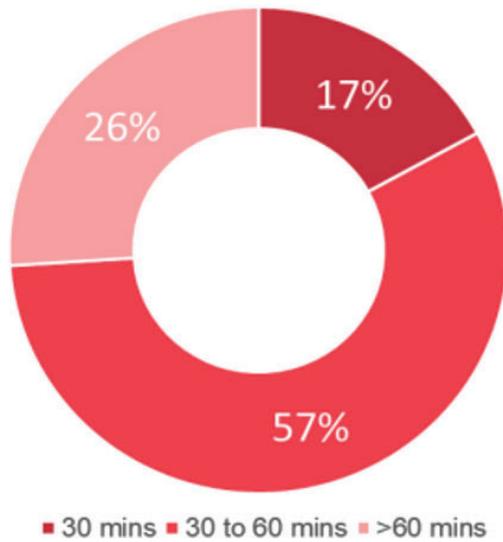


Fig. 1. Online vs. offline Perception of employees to learning mediums

4.1 Employee perception

Figure 2 shows estimate the number of time employees wants to contribute to learning.

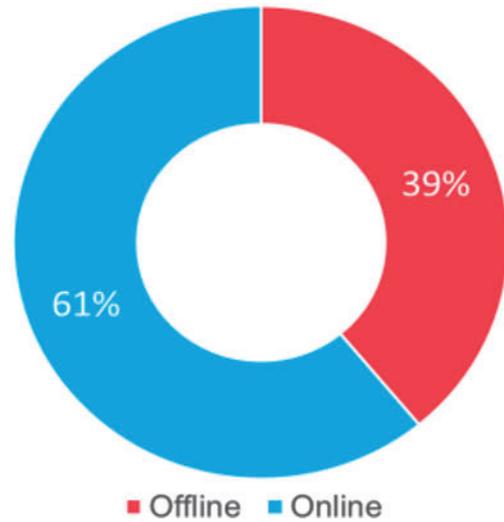


Fig. 2. To estimate the number of time employees wants to contribute to learning

Figure 3 shows the estimation of online learning platforms preferences of employees.

As shown in Figure 4 estimation of offline learning mediums/methods preferences of employees.

4.1.1 Key observations

3 out of 5 individuals prefer online learning interventions over offline

Employees would like to spend more than 60 minutes per week on learning

Udemy (81%) & Coursera (60%) have emerged as the top 2 digital platform preferences of employees

Mentoring (69%), Critical Experiences (67%), Workshops & Peer to Peer (58%) have emerged as the top 3 offline preferences of employees

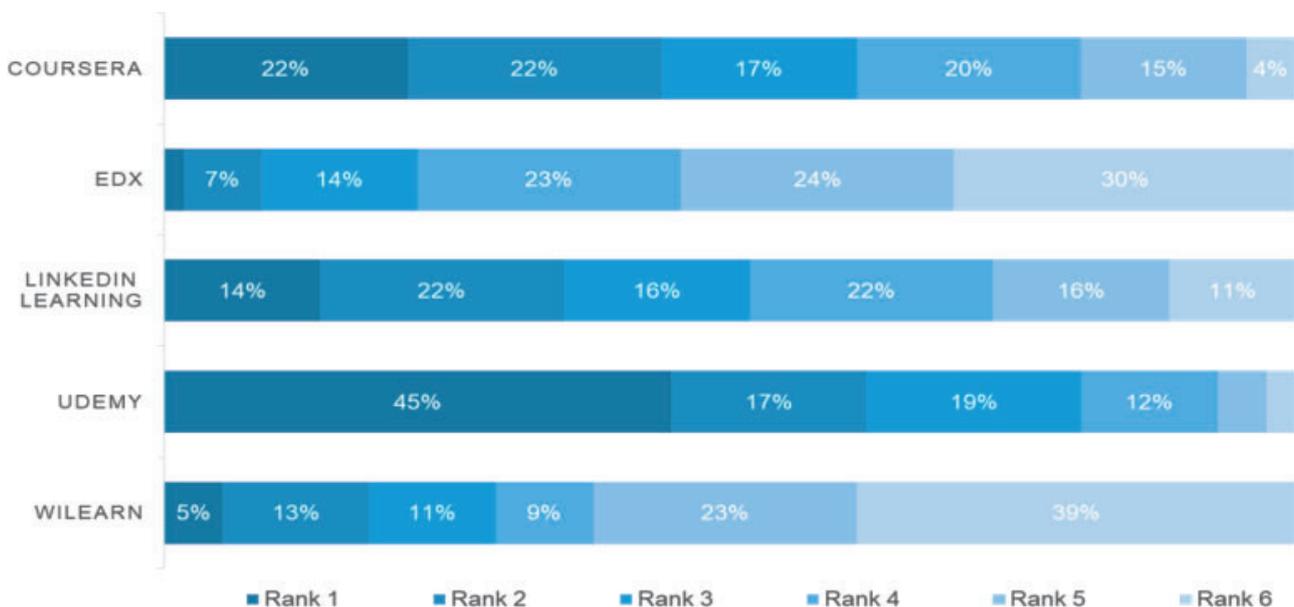


Fig. 3. Estimation of online learning platforms preferences of employees

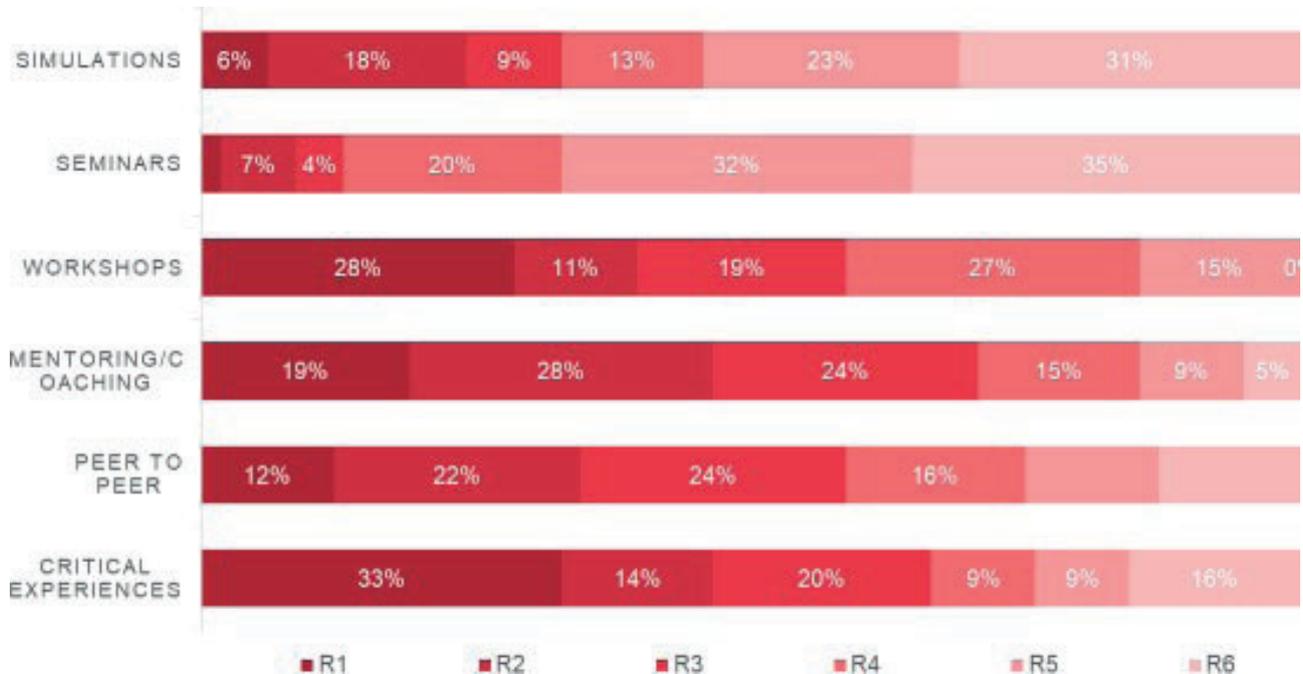


Fig. 4. Estimation of offline learning mediums/methods preferences of employees

Respondents showed eagerness for a gamified platform with interactive dashboards.

4.2 Employee expectations

Figure 5 shows Estimation of skill acquisition preferences of employees.

4.2.1 Key observations

Insights drawn from the Interviews are as follows:

- Employee's preference (Top 3) for skills to be learned: Management & Leadership Skills (95%), Business Skills (91%), Technical Skills (58%), and Soft Skills (55%)

- Cross-functional projects & Job Rotations should be encouraged more in order to give an overall exposure
- Coaching should be provided to individuals to handle a difficult conversation, problem-solving skills, and conflict management
- Thorough training in the form of modules should be given specifically on policies, and assessments should be taken for the same
- Honest Career conversations with direct manager and employee to know their goals and objectives must be driven
- A Learning culture should be developed, which encourages knowledge sharing, career growth aware-

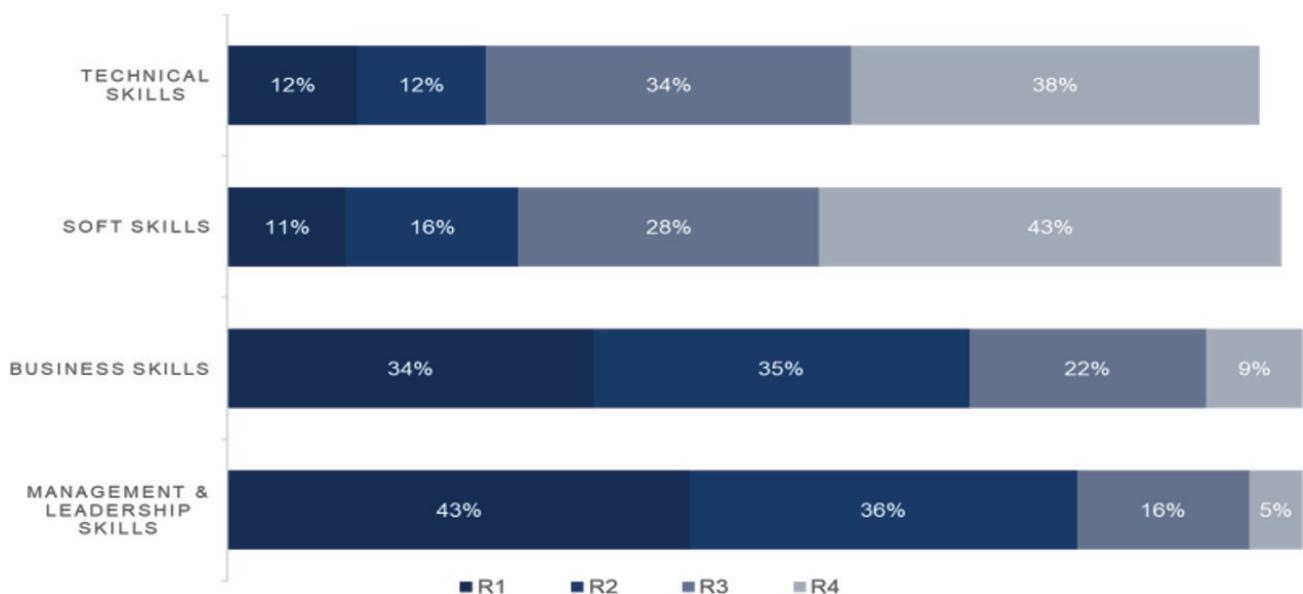


Fig. 5. Estimation of skill acquisition preferences of employees

ness, and its importance. Relevant pieces of training with its practical application to current project work must be discussed and provided.

- The L&D function should support as a backbone in the organization and must encourage as well as spread awareness of the current training programs while also focusing on their expectations by performing timely need analysis.
- Employees must be given a nudge factor, either through peers, mentors, or immediate managers, so that they can stay motivated to learn and pursue their inspirational role and training.

4.2.2 Key Challenges faced by employees

- a. Getting employees to make time for training - For the majority, time is the main factor for lack of motivation towards attending training.
- b. Changing the mindset and behavior of employees towards learning
- c. L&D branding and awareness for current training programs
- d. Building a modern learning strategy
- e. Defining and measuring the value of learning

4.3 Motivations for learning

- a. Honest Career conversation between employees and direct reports to know their goals and objectives, their future, and current skills needed.
- b. Learning culture, which encourages knowledge sharing
- c. Better career growth/promotion and performance
- d. Track learning progression of employees
- e. Relevant application of learning to project work
- f. Easily available and user-friendly learning platform

5 Discussions

Learning is profoundly iterative and includes everything paving the way to and after the preparation occasion. For instance, a program that trains representatives on specific aptitudes can be trailed by the video-based learning action with pretending sessions. They should be consigned to practice the newly-learned skill acquired through training and critical experiences on the job. The learning and development team can help employees hone this new skill throughout the year by reminding them to practice the new skill with their direct reports. The learning and development team can also uninterruptedly segment curate short podcasts, modules, articles, and other tips

to help create a recall value in employees and remind them to implement their newly-learned skills. Practicing and applying new knowledge should consist of 80-90% of the learning process. The intensity of watching and displaying companions can assist people with changing their conduct. Specifically, if rewards are presented, workers may decide to duplicate the ideal conduct. Social learning has likewise expanded with the multiplication of web-based life apparatuses and online conversation discussions that permit representatives to effectively associate online with companions and specialists for counsel. If mistakes happen along the journey, the learning becomes even more powerful. To make long-haul memory, preparing programs must be expressed on content and expound on subtleties. There are a few different ways to make long-haul memory. One methodology that mentors use is to make an ideal guide to show connections among thoughts.

Another is to utilize numerous surveys, including composing, drawing, and pretending to get to memory through various strategies. Showing watchwords, a strategy, or an arrangement, or giving a visual picture gives learners another approach to recover data, helping students to remember information, conduct, and abilities that they realize that are pertinent to the current preparing content makes a connection to long-haul memory that gives a system to review the new preparing content. Outside recovery prompts can likewise be valuable. Think about when you lost your keys or wallet. In attempting to recall that, we frequently survey all the data we can review close to the occasion before the misfortune. We frequently go to the place where we were when we last observed the thing because the earth can give prompts that guide in the review.

Taking notes by composting instead of composing makes the student re-think thoughts in their own words, which imply they should process the data at a more profound level in mind. Another approach to assist representatives with focusing on the memory of what they realized is through reflection. Reflection includes having learners invest a short measure of energy, for example, fifteen minutes, exploring and expounding on what they realized and how they performed. Exploration proposes that close to four or five things can be done at once. Suppose an extensive procedure or system is to be formulated. In that case, guidance should be conveyed in general in a small-

step process or short meetings not to surpass memory limits. Rather than expecting representatives to set aside the effort to experience a whole course that may incorporate data that is not useful or required, courses are being modularized or separated into little pieces of learning. Learners can skirt content they are not intrigued by or can show dominance by finishing tests. Lumping courses permits workers to spare time and cash by concentrating on points that they require for their activity or need to learn.

Talent Management is becoming progressively increasingly significant in light of changes popular for certain occupations and employments, expertise necessities, the foreseen retirement of the child boomer age, and the need to create administrative ability and aptitudes of the up and coming age of organization pioneers. Additionally, the aftereffects of studies propose that open doors for vocation development, learning, and advancement, and the presentation of energizing and testing work are the absolute most significant factors in deciding representatives' commitment and pledge to their current employer. Several studies propose that 20 to 30-year-olds are keen on opening doors for the vocation movement, including becoming supervisors and pioneers. They are fundamentally more liable to need formal initiative advancement openings than representatives from other generations. Employees of all ages have qualities and shortcomings in the executive's abilities. They are comparable to Generation Hers in significant administration and relational abilities, including creating others, picking up duty, and correspondence. To be viable troughs and pioneers, 20 to 30-year-olds need to create dynamic arranging and sorting out abilities and learn the most effective method to set high-work standards. Many organizations perceiving the key significance of learning have strived to become learning associations. A learning association is an organization that has an improved ability to learn, adjust, and change training forms that are deliberately examined and lined up with organization objectives. In a learning association, preparing is viewed as one piece of a framework intended to make human capital. As organizations perceive the benefit of preparing and advancement and view them as part of a more extensive learning technique, seven key abilities are needed.

These capacities are:

1. Arrangement of learning objectives to business objectives

2. Estimation of the general business effect of the learning capacity
3. Development of learning outside the organization to incorporate clients, merchants, and providers
4. Attention on creating skills for the most basic occupations
5. Joining of learning with other human asset capacities, for example, executive information, executive backing, and executives' ability
6. Conveyance moves towards that incorporate study hall preparing just as e-learning
7. Structure and conveyance of authority improvement courses

6 Conclusion and recommendations

Organizations nowadays are trying to develop themselves as a learning organization to tackle the challenges employees face concerning learning have become the top priority. To up skill and deskill are the focus of learning and developing professionals while designing a training program.

Employees, particularly millennial or Gen-Years, have figured out how to utilize long-range interpersonal communication instruments, such as Face book, for the duration of their lives and consider them to be significant apparatuses for their work and individual lives.

One of the recommendations is that the organizations should implement formal coaching programs, as it helps.

- a. Transfer of information from the coach to the mentee.
- b. Relationship building, organizing, and the making of social capital.
- c. Transmission and food of hierarchical culture.
- d. Development of new mental models, as the communications between the two, produce new bits of knowledge about how all the more likely to face different circumstances.
- e. Psychological help for both the coach and the mentee. Coaching can be sorted out officially or can happen casually as well.

These objectives can be to acquaint new workers with the association's methods, improve their exhibition, address their insufficiencies, or share information. At the same time, a significant number of formal coaching programs have been fruitful. It is the casual associations that stick out. Formal projects will generally come up with short plans, which are either put off,

gatherings are delayed, or clear correspondence does not exist. Formal projects seldom start with an individual association, and constrained matches sorted out by the HR group convey scholastic intrigue. Casual coaching springs from individual touch and keep going considerably after the guide and the mentee exit. It is a deep-rooted wonder. Even though casual tutoring works much better, formal projects do exist in associations. Formal projects help make a culture where casual tutoring happens all the more without any problem. They additionally take responsibility for progress.

Evaluations must be conducted regularly to check on the progress and understand the main points of the employees. The primary goal of assessing the preparation programs is to decide whether they are achieving explicitly prepared targets, i.e., remedying lack of execution. A second purpose behind assessment is to guarantee that any adjustments in learner abilities are because of the preparation program and not because of some other conditions. Preparing projects ought to be assessed to decide their cost adequacy. Assessment is helpful to clarify program disappointment, should it happen. At last, the believability of preparing and improvement is extraordinarily upgraded when it is demonstrated that the firm has profited substantially from it.

7 Limitations

You may encounter a few potential limitations when training a development program by introducing certain learning interventions in an organization. To start with, progressively, every employee would not accept a general training schedule, hence customized learning must be taken into account while designing learning interventions; during that process, talent development becomes more customized and self-driven for every employee.

Conflict of interest

None declared.

Author contributions

The authors read the ICMJE criteria for authorship and approved the final manuscript.

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