

IMPACT OF CONTINUED FORMAL LEARNING IN COMPETENCY ENHANCEMENT

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ABSTRACT: *This Paper will spotlight a framework for organizing a collection of observable skills, behaviors, and attitudes that impact the quality of work that people do in the manufacturing industries. It will describe how the formal learning impact the overall competency enhancement at all stage of the time for diverge workforce and what factors are affecting the elimination of formal learning with the experience.*

Even though the definition is pretty simple, the role of competency enhancement in organizational design has become extremely significant. In fact, as the war for talent continues to rage, many organizations have come to view competencies as foundational to effective talent management and have classified competency enhancement as a strategic imperative. The reason for this is that the best organizations are using competencies to:

- *Recruit the right talent at right place for right job*
- *Enhance the performance of individual*
- *Employee motivation and satisfaction to perform the job effectively and efficiently*
- *Finding out the training needs and development needs for employees*

Unfortunately, scholars have often been skeptical towards the concept of competencies and thus the strong managerial interest in competency development was not fully translated into the academic world, leading to a gap between theory and practice. With due respect to the common study on involvement of experiential learning into the all form of training to save time and money and to gain hands on experience, continued formal training (Learning) has its own importance. With the development of information society and modern teaching methods, learning opportunities became larger, without borders and instantaneous. Professionals can learn and acquire new skills and competencies in a vast amount of ways comparing to the traditional ways (formal learning). Important part of learning happens at the workplace, in organizations specialized for trainings and on-line through internet, mobile devices and e-learning portals. Adult education is based on lifelong learning. It can be formal, non-formal and informal. Today, lifelong learning concept is essential for individuals who want to stay up to date with rapid economic and technological changes. With due respect to the common study on involvement of experiential learning into the all form of training to save time and money and to gain hands on experience, continued formal training (Learning) has its own importance.

I.INTRODUCTION

Formal learning is defined by the CEDEFOP Glossary (2008) as: "Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective." In other words, it includes courses, classes, face-to-face workshops, other training or educational events that lead to some "certification" or validation. Informal learning is therefore: "Learning resulting from daily work-related, family or leisure activities. It is not organised or structured (in terms of objectives, time or learning support). Informal learning is in most cases unintentional from the learner's perspective. It typically does not lead to certification."

Non-formal learning is:

"Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It typically does not lead to certification."

Non-formal adult learning means organized learning processes aimed at capacitating adults to work and their

training for different social activities or personal development. Some examples are:

- Programs to impart work-skills, literacy and other basic skills for early school-leavers;
- In-company training;
- Structured online learning;
- Courses organized by organizations for their members, their target group or the general public.

Informal learning is considered as a lifelong process in which we acquire information, attitudes, skills and knowledge. It can be intentional and unintentional and it can be encouraged by the development of techniques and technologies. We live in an information society that gives us endless opportunities for informal learning. It is not necessarily intentional learning, and because of that it can go unnoticed by individuals in terms of acquiring knowledge and skills. Informal learning is acquired through life and work experience, from the experts and colleagues at work, in project groups, using the internet, manuals and guidelines, through network of professionals etc. Informal learning can be in form of:

- Project-management or IT skills acquired at work;
- Languages and intercultural skills acquired during a stay abroad;

- IT skills acquired outside work;
- Skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child).

According to Tissot (2008) informal learning is the result of daily activities, it is not organized and intentional from the perspective of one who learns and so does not lead to certification."

According to the EU Commission (2000) "Informal learning is a natural companion of everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional and thus may be unrecognized even by individuals themselves as contributing to their knowledge and skills. "Therefore, informal learning is characterized by being "non-institutional" versus "learning outcomes" that formal and institutional learning has. All this makes informal learning can hardly suitable to define or analyze.

Benefits of Formal Learning:

- Large numbers of employees will learn the same information and/or processes at the same time.
- Formal learning is easier to measure
- Formal learning can be easier to manage
- Formal learning programs are competitive if structure correctly
- Formal learning can be integrated with performance
- Employees learning through formal training programs come up to speed faster once they start their jobs.
- Properly designed formal training programs can include a variety of methods to appeal to all

learning styles and conform to adult learning principles.

Description of Research

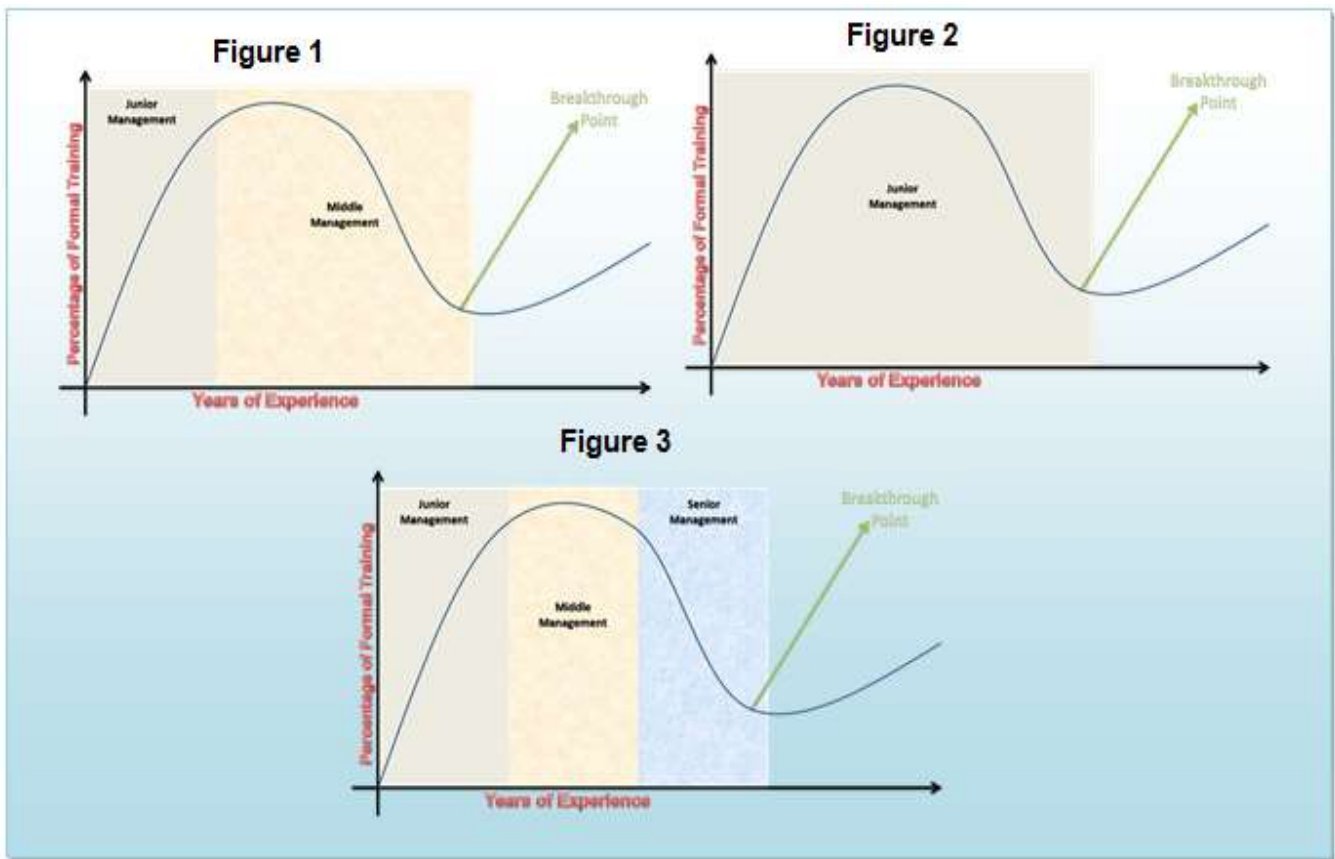
Learning can take place without a formal structure. However, formal training can demonstrate that learning is taking place, that the learner's interest is held, and that experience is provided in the application of concepts. Improved job competence benefits the employee, the manager/supervisor, the students and the school. In today's working environment professional are dependent on the Social Media, blogs and Online learning for their development, and traditional classroom environment viz. formal learning is diminishing from the corporate training methodology, the focus of this research is to give the quantitative and qualitative importance to formal training at any given point of time during career advancement. The study of research will focus mainly on formal training not denying the fact of other methods which lead to cost reduction and time

Explanation of graph:

X – Axis: No of years of experience in a professional career.

Y – Axis: Percentage of Formal Training in overall Training plan of an employee

Break Through Point: The point of the sudden change in percentage of formal training due to following reason saving. This research will show the importance of formal training which is required for knowledge addition even though experiential learning had mass percentage in development of professional. The graph describe below will show the ratio of formal training at various managerial stage.



Most large organizations employ professional training officers to conduct training programmes for employees. Even in small companies several types of training will still be necessary.

According to Fardon et al., (1993) in all companies there are several types of training required:

1. Initial training for new employees: This is to ensure that the job is done safely and completely. Immediately after the induction procedures have been carried out all new employees must be given training.
2. Updating training (Change in technology/ Change in job role): Increasingly employees are required to obtain new skills in place of skills that are becoming redundant. There is now a ‘culture’ of training in which employees are increasingly expected to update skills and knowledge on a regular basis. Updating training also required for position when there is change in job role.
3. Multi skilling training: Multi skilling means that employees are trained to do several different jobs rather than just one.
4. Government training schemes: because of high unemployment in many countries throughout the world many government schemes were set up to encourage employers to train more young people. In some countries organizations receive financial subsidies to recruit young people for a predetermined time, one or two years, during which they would provide a proper training programme which would increase the young person’s chance of finding permanent work.

The graph above explains the ideal condition of the reduction in formal training with years of experience in the corporate training plan. Figure 1: This describes the survey conducted for the working professional who start with junior management and continue up to middle management, with regards to formal training it started with no training continue to grow and sudden fall due

experience and workload. However at some point companies understand the involvement of experience needs some kind of behavioral training which enhance through formal education by external or internal training methodology.

Figure 2: This data surveyed for the professional starting the career as junior management and have continued their work role the same level in companies working for long. The Figure 3 Explain the ideal situation where an employee career ladder moves from junior management to Senior Management and how the decrease in the formal learning takes place. The rest of the figure above are the just the replica of the Figure 4 as most of the personal don’t grow in career but still the formal learning percentage is reduced with the experience. The diminishing value of this percentage is moving towards “Zero”. We would focus how to make it important the planning stage of training that formal learning should not be and never can be replace by any form of training in 100%. The break through point at this graphical presentation is just the over the dimension to show what is break through point, but ideally break through point can occur at any stage during professional career. Ideally the surveys resulted that there is sudden requirement of formal training increases in mid-career due the focus on development and most of this training are focused for behavioral or interpersonal skills aspects.

Various research and various studies have been identified over this subject but ideally none of them explain the practical importance of formal learning in manufacturing industries, when most of focus is given to work rather than training. Structured classroom training has become least important in the critical industries and has become a part of regulatory importance... The Technical and Non - Technical Trainers are becoming redundant due fewer nominations for the employee for the formal training. My focus of further research will be based on the global practices and standard related the company’s norms but will greater extent focusing on formal training.

During 1980sMcCall, Eichinger and Lombardo (1996) proposed that leaders develop best through other means than formal training. During 90s Eichinger and Lombardo (1996) suggested that lessons learned by managers roughly divide into 70:20:10 ratio where:

- about 70% of knowledge and skills comes from on-the-job experiences, tasks, and problem solving;
- about 20% comes from coaching, mentoring, developing through others;
- about 10% is a result of formal learning interventions and structured courses.

Companies often use variations on the defined model so we can see examples like 40:30:30 or 50:30:20 which employers use to suit their business needs. Table 2 describes definition of education types that different companies uses based on international research conducted by Kelly Kajewski and Valerie Madsen (2012).

Table 2 Examples for 70/20/10 model

70%	20%	10%
of learning comes from constant on-the-job encouragement and stimulation such as delegation and job rotation.	of learning comes from daily contact with colleagues and management.	of learning comes from formal methods such as e-learning, the classroom, external courses
of learning comes from on-the-job training, projects, short term assignments and taskforces.	of learning comes from exposure to managers, functional advisors/mentors, coaches, network and online communities.	of learning comes from learning curricula, online resources, books and articles, and external resources.
of learning is on the job such as stretch, projects, problems solving, client interaction, rotation assignments.	of learning is undertaken through others such as social networking, performance conversations, work shadowing, communities of practice and social activities.	of learning is formal or prescribed.
of learning happens while doing the actual work.	of learning happens through self-reflection and self-study such as mentoring and coaching; reference material/reading needs to be available to help people come to insights.	of learning is traditional training which has a formal structure and an explicit, expected outcome .

Further research is required on third column that’s is 10% of formal learning, study that spotlight factors affecting in redundancy of formal learning at various career level and

how do this formal learning will add to competency enhancement throughout the professional ladder. Research Methodology

1. Surveys: Collecting the data related to interest of the organizations and individual in the learning through formal way, to enhance the competency required for performing a particular jobs effectively and with accuracy. Survey results will impacted due diverge workforce and geographical factors.
2. Questionnaires: Prepare the formal open and closed ended questionnaires for the identified roles and study the impact of the answers relating the research.
3. 360 Degree Feedback: Collect the data from peers, colleagues, supervisor and Managers regarding the factors affecting the competency enhancement and effect of the same due formal learning throughout.
4. Competency assessment: With the frequent competency assessment at particular interval with and without formal training.

Segmentation of competency clusters for assessment which included is:

1. Business Competency
2. Health, Safety, Environment and Fire Competency
3. Behavioral/ Personal Competency
4. Job specific Competency

Results

Informal training is very valuable. However, informal training must not be substituted for formal training; there is no way to adequately verify that the training took place. Also, there is no way to assure the quality of informal training.

When done right, competency enhancement enable an organization to align employees' performance with the

overall business strategy. If the strategy is the "what" for the organization, the competency model describes "how" employees should execute in order to deliver on the strategy. And the impact is cumulative across the organization – the most effective competency models are designed and implemented with the intent not only to raise individual performance results, but also to increase the levels of proficiency throughout the enterprise.

Competency modeling helps HR functions leverage their strategic roles by vertically aligning the different HR practice areas to the organization's strategic objectives. In addition, competency modeling helps to interconnect the various HR practices which, in turn, reinforce the integration of talent management activities.

When different HR processes are designed and implemented using a common competency framework, it results in a holistic, self-reinforcing system. For example, when an organization selects, develops, rewards, and promotes employees on the same set of competencies, it contributes to building a strong organizational climate by establishing high performance work systems. (Bowen & Ostroff, 2004)

A recent study concluded that most managers have understood that business or management qualifications will become more crucial because of a need for more broadly based business knowledge, because of the growth in managers' responsibilities and because there is more competition for jobs. Continuous formal education and development are important so that an individual has the knowledge and skills required to meet changing business needs.

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