

Designing learning and development activities

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Designing Learning and Development Activities A successful learning session requires presence of quite a few elements, there should be a need for the learning session, value addition for participants, cost effectiveness, outcomes, comprehensive material visual aids and trainer's skills backed by coaching sessions or quizzes that can actually assess the performance of the learner during the session. The learning activities planned during or after the learning session provide the basis for practical implementation of the learning acquired in the training. One can complement the learning session by using relevant planning documents, reaction sheets, assessments and tests, participant and supervisor surveys, success and failure case studies, individual learning action plans, individual impact maps, performance management processes, interviews, structured workplace observations, work outputs and workforce performance data to assess the effectiveness of the training session and actual impact of training on work performance (Harrison, 2005).

There are numerous methods available to assess learning and performance although the most vital factor in selecting the assessment tool should base on the type of audience, experience, education, venue and subject matter. In adult learning theories and Andragogical learning phenomena, the most effective way of adult learning is self-directed and experiential learning, where a participant can experience the problem first hand and propose a solution for it whether it be in a training or on-job experience. Furthermore such activities are more effective in groups since brainstorming can provide alternatives and a quick solution.

The culture and environment of the organization can impact the training, if an organization has a culture that is redundant to change with no regards to <https://assignbuster.com/designing-learning-and-development-activities/>

self-improvement or learning activities; learning activities would not be fruitful and participants would yawn in even the most appropriate training session with a lot of exciting and job relevant activities (Mavin & Robson, 2010).

Learning methods range from one sided lecture-like trainings to facilitator based learning sessions. Both methodologies have their pros and cons although both are still used widely in organizations depending on the type of training and intended audience. A one sided training is suitable for learning sessions that are general in nature for example, code of conduct or explaining a policy to the employees. It is more effective when there are a lot of participants and individual interruptions between the learning sessions would not be favorable. In contrast facilitator based trainings are more relevant for audiences that are educated, self-aware and are experienced in their fields, people who can actually devise solutions to given problems. Such trainings are appropriate for less number of participants with a proven experience in the subject matter (Harrison, 2005).

The designed learning and development activities for learning session on framework for decision making are a mix of discussion and an evaluative questionnaire based on the framework explained to the audience. Since the participants belong to senior and mid management cadres, it is important that a thorough and well planned activity should be carried out otherwise participants may lose interest. To challenge their intelligence while imparting learning to them, a questionnaire based on real life situations has been devised, amalgamating the use of cynefin framework with practical situations and appropriate responses (Dettmer, 2011).

References:

Dettmer, HW 2011, Systems Thinking and the Cynefin Framework: A Strategic Approach to Managing Complex Systems, Goals Systems International: 1-41.

Mavin, S, Lee, L & Robson, F 2010, ' The evaluation of learning and development in the workplace: A review of the literature' Viewed 25 December 2012 < http://www.google.com/url?sa=t&rct=j&q=learning%20and%20development%20activities%20during%20training&source=web&cd=2&cad=rja&ved=0CD4QFjAB&url=http%3A%2F%2Fwww.northumbria.ac.uk%2Fstatic%2F5007%2Fhrpdf%2Fhefce%2Fhefce_litreview.pdf&ei=cazZUO7hG-iM0AWw-IH4Ag&usg=AFQjCNH6U8-vOOPwFjKd7wkWMk7IPdnc4Q&bvm=bv.1355534169,d.d2k>

Harrison, R 2005, Learning And Development, CIPD Publishing.