

THE CORRELATION BETWEEN LEARNING AND DEVELOPMENT RELATED TO
CAREER PROGRESSION

Bruna Andrade Soares - 10585992

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Supervisor: Aoife MacCana

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DECLARATION

'I declare that this dissertation that I have submitted to Dublin Business School for the award of Master of Science in Human Resources Management is the result of my own investigations, except where otherwise stated, where it is clearly acknowledged by references. Furthermore, this work has not been submitted for any other degree.'

Signed: Bruna Andrade Soares

Student Number: 10585992

Date: 29th of August, 2023

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ABSTRACT

The aims and objective of the project is to understand the correlation between learning and development in relation to career progression for those in full-time permanent employment. Through qualitative applied research exploring definitions and aspects of learning, development and career development, the author delves into how career progression is impacted by an individual's investment in learning and development. Primary research consists of a sample size of fifty ranging from twenty to fifty five years old and in full-time permanent employment in Ireland.

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INTRODUCTION

The student's previous research from undergraduate in Psychology studies leads to the current research as Learning and Development is one of the Psychology study subjects and also Human Resources Management is one in many possible fields where a Psychology graduate can contribute with.

The research focuses on Learning and Developmental theories and the contribution to these studies to Human Resources Management benefiting the company as a whole. Bringing the understanding of human behavior, emotions as motivation, training and so on, these topics are all linked and can contribute to one another.

The aims and objectives of this project is to relate and discuss the correlation between learning and self-development related to career progression. As there are many different theories for each topic - Learning, Development and career progression fields such as Psychology, Medicine - Neuroscience, Biology, Business, Philosophy, Sociology, Anthropology and so on all of them bring their contribution to how people learn, develop and succeed.

The rationale for the chosen research: As there are some limitations of time, amount of theories available and research methods, the study will be conducted through an applied and qualitative approach, exploring the nature of the concept of learning and development and how it implies on professional development and business success. The strategy will be a structured questionnaire conducted through an anonymous online survey, with a population around fifty people.

The effectiveness of an organization depends heavily on its people resources regardless of the industry. A company needs effective personnel in order to remain competitive and financially stable, despite the fact that there are many other important aspects.

Furthermore the success or failure of an organization depends on the performance of its valued resource: its personnel. As a result, businesses spend a lot of money on training and development initiatives for their employees. Additionally, organizations should emphasize their employees' knowledge, skill, and competence in training programmes.

More than ever, modern workers are concerned about their careers. In terms of personal development and growth, they have higher expectations. Businesses will lose key employees if they do not let people meet their specific demands.

Thereafter the research will show first separately the concepts involved in each topic such as learning, development and career progression the importance for the companies to invest in development and how much it impacts on the success of the company as a whole.

LITERATURE REVIEW

The aims and objectives of this project will relate and discuss the correlation between learning and self-development related to career progression. To discuss this topic which is very highlighted especially nowadays it is necessary to break it down into three parts. That will explore firstly the definition of learning, learning as a process and two different ways of learning such as independent learning and formal Learning and development provided by big companies, then self-development and the aspects involved in it and last but not least career progression and the different aspects involved in it.

It is a qualitative applied research exploring initially the definition of learning followed by the definition of personal development and then how these two concepts correlate to career progression. The data is a structured online survey with fourteen questions anonymously conducted with a population around fifty people (women and men) from twenty to fifty five years old and in full-time permanent employment in Ireland.

The purpose of this study is to compare recent research and earlier studies in order to assess how investing in training, mentoring programmes, and similar initiatives might benefit a person as an individual and an organization. Although it is not unique to a certain company or industry, it is meant to provide a broad summary of the idea. Self-development and Career development programmes have already been the subject of research and actual proof. This study will combine elements from these two fields and make inferences about how to use the data.

The rationale for this research is a combination of goal setting of a plan for future jobs and career which means a role in learning and development and also a personal

interest from the previous degree of the student which is a bachelor in Psychology and also self-development as an individual and intention to be a qualified professional.

Psychology has a big contribution to business as a whole but especially in Human Resources Management in terms of human behavior, emotional intelligence, motivation, different leadership styles and so on. Some companies tend to manage their business understanding the success of the company and focus on only financial growth, but do not invest on their human capital as the main resource to achieve whatever goal they may have in the short and long term. Also self-development such as emotional intelligence, confidence, creativity, communication are highlighted topics which are directly linked to how people may succeed in their career.

According to Dweck (2017, p. 16) learning is an ongoing activity that is essential to human growth. Every day, infants practice new skills like learning to walk and speak. There are many different ways to learn, and each person has their own favorite or most straightforward technique. People learn, grow, and develop as a result of the people and settings around them, including those at home, at daycare or school, in communities or organizations, religious organizations, at work, and so on.

When people believe their core traits can be enhanced, failures may still hurt, but they do not define them. There are still many paths to achievement if abilities can be developed, if growth and change are possible, Dweck (2017, p. 39).

As mentioned above, people learn and develop themselves in many different contexts and places and at the workplace that would not be different. Employee development is one of the most important parts of human resource management, according to Hameed and Waheed (2011, pp. 224). Employee development is the process of improving a worker's capabilities as well as the capabilities of an organization. Employee development

therefore includes both an individual employee's growth and the general development of the employee since when employees of an organization enrich the organization, the organization will flourish more and employee performance will increase.

Many businesses make the mistake of assuming that workers are just interested in financial compensation for their work. This presumption ignores the significant weight that many people give to the inherent advantages of their professions. In addition to being a mistake for staff retention and satisfaction, it is also bad for business. Employees in an organization must be able to quickly adapt to a global market that is always changing. To both retain employees and be successful, businesses must engage in ongoing employee development. The development of knowledge, skills, and abilities that provide financial value to a company is an essential talent management strategy since it is becoming increasingly beneficial to both employees and businesses.

The effectiveness of an organization depends heavily on its people resources regardless of the industry. For individual career growth and organizational competitive advantage, human capital is crucial. Employee development and performance are hence strongly intertwined. Because they will be happier and more devoted workers as they mature, employees' performance will increase. Employee performance will increase when company effectiveness does as well. Employee development must be understood by those who are eager to learn or who are prepared to learn. When an employee is willing to learn, shows interest in the opportunities to learn, and is consequently more satisfied with their work, their performance will increase. As a result, the majority of businesses fund training and development initiatives as part of their Human Resources strategy.

Chief executive officers and Human Resources experts agree that one of the biggest challenges to organizations operating in a global, knowledge-based economy is

building the requisite skill set in the next generation of leaders. Each employee engages in a range of activities as part of his quest for knowledge, including going to seminars, workshops, and other training sessions, either on or off the job. This would lead to employee growth, and employee growth would lead to an increase in staff effectiveness. No matter how much expertise someone has, if they do not want to learn more, why should anyone want to work for them? No matter how many tools the company provides its staff, they will not advance. Hameed and Waheed (2011, p. 225) argue that as a result, supporting employee growth is also the responsibility of each individual employee.

As was already established, learning is a part of life in general, and working is no exception. People do, in fact, bring their skills and abilities to work as part of the qualifications for the position from the company, but there are also daily opportunities to work on and develop themselves and learn even through their daily tasks and goals, the relationship and interaction with their coworkers, supervisors and managers, and challenges, problem-solving and decision-making faced regularly at the workplace.

The nature of human capital development practice has altered to become more employee-driven as a result of a number of developments influencing the modern workplace. However, this change and the predicted advantages of employee-driven development are not fully taken into account by current development research. There are three points that must change to be in line with contemporary practices in employee development scholarship which are to update the learning environment, include proactivity in the definition of employee development, and reconsider how human capital is valued, explains Dachner et al (2021).

According to Hameed and Waheed (2011, p. 224), one of the most crucial aspects of human resource management is employee development. Employee development is the

process of enhancing both a worker's and an organization's capabilities. Employee growth consequently encompasses both the personal development of an individual employee as well as the overall development of the employee since when employees of a company enrich the company, the company will flourish more, and employee performance will rise. Performance and employee development are so closely related. Employee performance will improve as they develop since they will be happier and more loyal workers. People must be inspired to learn, and organizations must foster an environment and provide the tools necessary for this to happen.

The hypothesis is that some people tend to not associate how much effort and dedication they put on their self-development to how they can succeed in their career. The lack of work on self-development may occur in a lack of vision of opportunities, do not build the necessary skills for a promotion and so on. As mentioned above Employee development must be understood by those who are eager to learn or who are prepared to learn, so there must be a disposition to learn and develop apart from the investment from the company.

The intention of this project is to show studies from literature and data gathered that learning and self-development are directly associated with career progression, but the interest from the employee is also essential. Moreover, the daily challenges faced at the workplace may bring good and useful lessons for life in terms of interpersonal relationships, decision-making, time management, setting priorities and so on. The literature on lifelong learning emphasizes the need of enhancing one's personal, social, and professional development throughout one's lifetime through expanding one's knowledge, skills, and competences. So the whole point is not to dissociate life and career because they have a lot to contribute to each other.

Furthermore the research will show which are the current development methods adopted by companies nowadays, the differences between them as well the aspects involved in it such as the effectiveness of these methods, pros and cons and so on.

Hypotheses:

What is the correlation between Learning and self-development and career progression?

METHOD:

The purpose of this research paper will be aimed at understanding the applied idea and concepts of learning and development as there are many different theories that Psychology brings, authors and approaches. Exploring then the concepts of learning and development and how it implies professional development and business success.

The data is qualitative as learning and development are concepts that cannot be quantified as it is a very broad and complex matter, but will be based on theories and literature.

The strategy will be a structured survey composed of fourteen questions previously settled conducted through online and totally anonymous, with a population around fifty people between twenty to fifty five years old and in full-time permanent employment in Ireland.

Participants:

Primary research consists of a sample size of fifty ranging from twenty to fifty five years old women and men and in full-time permanent employment in Ireland no matter if it is a part-time or full-time employment, role or industry. The samples were mostly recruited from Dublin Business School, student's current workplace and opportunities samples.

The participants were told that part of the thesis at Dublin Business School (DBS), the student would be conducting a survey to gather valuable insights about Learning and Development correlated to career progression. The survey would take no more than five-ten minutes and the responses would be strictly anonymous followed then by the link to get into the survey page.

As the student is attending the Master programme in Ireland the survey was conducted in the same country. Interferences such as difference of time labor market systems as a whole, distance from people who are in other countries could make the conduction of the survey more difficult.

Design:

The research will be designed Cross Sectional which is the most common form of research is social survey research collecting the data from a sample at one point in time.

As it is a qualitative research there are some subjective aspects that must be considered in the final result. The study is based on Psychology theories from the most relevant and renominated authors in this field and also recent literature about career progression. There are many different theories, styles and authors that approach the

matter of Learning and Development themselves. These subjects may be approached from a Psychological perspective and or Neuroscientific, for example, which implies on the result, the same applies to Human development which may be approached and discussed from a Psychological, Neuroscientific or even Biological way.

The independent variable that makes research change

It is impracticable to approach all of them from all different theories, so the study will approach the relevant theories according to the aims and purpose of the research.

From the sample recruited variables which is part of the human subjectivity such as age, gender, generation the participant belongs to such as Boomers, GenX, GenZ, Millennials, life experience, work experience, background drives the way people handle the aspects involved in work-life such as mindset, performance, motivation, leadership role, adversities and opportunities in life and faced at workplace and so on. All of them may apply different responses from the participants.

Materials/ Apparatus:

The survey questions were previously made and presented in the Research Method Subject. That was also thought to be a clear and direct survey so that the participants would not have to spend a long period of time to fulfill the questions. Additionally, the questions were designed to find out the correlation between Learning and Development and career progression.

Through Google Forms the questions and answer option were designed as followed below:

1. How old are you? (options 20- 29 / 30 - 39/ 40 - 40 - 50 - 55 years old)
2. What is your gender? (Female, Male or Other)

3. Are you currently employed? (Yes or No)
4. What is your current role? (Short answer text)
5. How long have you been in your current role? (1- 10/ 11 - 20 / 21 - 30/ over 30 years)
6. What is the duration of your current tenure of employment? (1- 10/ 11 - 20 / 21 - 30/ over 30 years)
7. What soft skills have you acquired or enhanced throughout your professional tenure? (Short-answer text)
8. Have you actively engaged with various developmental resources, such as books, online courses, lectures, mentoring programs, and conferences, to cultivate and refine your repertoire of soft skills? (Yes, No or Other)
9. In what manner have these resources influenced and elevated your individual performance and outcomes, particularly in domains like communication and interpersonal interactions? (Long-answer text)
10. To what extent have these resources contributed to your professional growth and effectiveness? (Short-answer text)
11. Have you participated in any courses, training sessions, or lectures - whether conducted in person or online - offered by the organizations you have been affiliated with during your professional journey? (Yes, No or Other)
12. In what ways have these educational opportunities positively influenced your performance and contributions to your daily tasks as an employee? (Short-answer text)

13. Did these experiences also yield benefits in your professional life, such as contributing to personal goals, enhancing interpersonal relationships, and fostering greater self-awareness? (Yes, No or Other)
14. In your perspective, do you believe that the investment of effort and self-development as an individual has a positive impact on your professional capabilities and performance as an employee? (Yes, No or Other)

Procedures:

The survey was conducted fully online and the link was sent to the participants via email or mobile phone to be fulfilled followed by the message 'As part of my thesis at Dublin Business School (DBS), I am conducting a survey to gather valuable insights and information about Learning and Development related to career progression. The survey will take no more than five - then minutes of your time and the responses will be strictly anonymous. To begin the survey, please click on the link provided below. Thank you very much for your help and contribution'. On the top of the survey name was 'Master of Science in Human Resources Management 'and the subtitle was' The dissertation title - 'The correlation between Learning and self-development correlated to career profession'.

Ethics:

The sample chosen for the research project is not composed of vulnerable groups in society such as children under eighteen years old, elderly over sixty five years old, patients, criminals, etc.

The steps taken to obtain voluntary information from the participants and gather the necessary data was firstly to inform the participant what the research is about, what the questionnaire is composed of, what long they would take to fulfill the form - five to ten minutes and the anonymity of the research.

The survey was conducted totally anonymous and there were no risks by taking part in the research project. The participants' details are not shown only gender and age which does not reveal who they are. The participants took part in the project voluntarily, so it was not something mandatory and the questionnaires were conducted according to their availability.

LEARNING

1.1 Independent learning - definition and concepts involved

According to Pritchard (2018) we all have a basic concept of learning and have engaged in it at some point. This participation will have taken place in a very diverse range of contexts, both formal and informal, such as the relatively small confines of a school classroom, the vast open spaces of the countryside, or a quiet corner where a chance conversation led to a deeper understanding of one thing or another.

Learning is not just something that happens in a classroom. Learning starts long before school, continues long after school, happens quickly and concurrently with school, and occurs in a wide variety of various contexts. Learning can occur in a variety of methods, which have been defined and explained over the years by a wide range of interested scholars and opinion leaders, Pritchard (2018).

Learning is something that occurs pretty effortlessly and frequently goes unnoticed. We may pause to consider how a small child has evolved over even a brief period of time and be astounded by how they are able to achieve something that they were not previously capable of. Although parents frequently spend time assisting children in the development of certain skills and understanding, this learning is unplanned, and as such, it is recognised as being distinct from the planned learning that occurs in the more formal settings of our educational system, such as playgroups, nurseries, and schools.

There are numerous definitions of the learning process that can be found such as - a modification of behavior brought about by practice or experience; the process of

acquiring knowledge; the process of learning anything by education, study, or experience; the procedure for learning new things. a procedure used to alter, mold, or regulate conduct; the process by which a person builds understanding based on experience from a variety of sources.

The renowned Psychologist leading researchers in the fields of personality, social psychology and developmental psychology Dweck (2017, p. 4) says that people have thought, behaved, and fared differently from one another since the beginning of time. There was a strong likelihood that someone would ponder why people differed, such as whether some people are smarter or more moral, and whether there was something that permanently differentiated them. On both sides, experts waited in line. Some asserted that these inequalities had a solid physical foundation and couldn't be avoided. These so-called physical differences have historically included the size and shape of the skull (craniology), bumps on the skull (phonology), and, more recently, DNA. Others emphasized the significant variations in people's backgrounds, experiences, education, or learning styles.

A few contemporary philosophers claim that a person's intelligence is a fixed quantity that cannot be raised. With practice, training, and most importantly, method, we are able to improve our attention, memory, and judgment and figuratively become more clever than we were before in order to protest and respond to this terrible pessimism.

Who is correct? The majority of specialists today concur that it is not either-or. Nature, nurture, genes, or environment are not the cause. There is a steady exchange of goods and services between the two from conception on. In reality, as noted neuroscientist Gilbert Gottlieb noted, genes and environment not only interact together as we develop but also require input from the environment for proper function.

Scientists are discovering that people have greater capacity for lifetime learning and brain development than they ever imagined at the same time. There is no doubt that each person has a distinct genetic makeup. Although people may begin with varying temperaments and aptitudes, it is evident that experience, training and self-effort carry them the rest of the way.

Everyone has a strong desire to study from birth. Every day, infants practice new skills. Not simply everyday abilities, but also life's most challenging challenges, like learning to walk and talk. Never do they decide it is too difficult or not worth the effort. Babies do not worry about embarrassing themselves or making mistakes. They walk, they fall, and then get back up. They simply charge ahead, explains Dweck (2017, p. 16).

In her best seller book *Mindset*, Dweck asks the readers if success is about learning or proving you are smart. What might put a stop to this enthusiastic learning? The fixed mindset. Some children start to have challenges and fears as soon as they can evaluate themselves. They start to fear losing their intelligence. It is astounding how many people turn off the chance to learn, and I have examined thousands of people, starting with preschoolers. Children who have a growth mindset—those who think you can get smarter—thought it was an odd decision. Success for those who have a growth mentality involves pushing oneself. Getting smarter is the goal, experienced Dweck (2017, p. 16-17).

There are many different theories, ways and styles of learning that makes it impossible to approach all of them in this study. As part of the methodology as a qualitative applied research the study will not show metrics and/or IQ tests, for example. A thorough assessment of the existing literature would cover a wide range of related

fields that deal with the same, or at the very least extremely comparable and closely related, concepts.

In the study of learning, constructivism falls within the umbrella of cognitive science. The field of cognitive science is vast. Its origins can be traced back to the first half of the twenty century, when researchers from the fields of anthropology, psychology, artificial intelligence, philosophy, linguistics, and artificial intelligence understood that they were all working to address issues relating to the mind and brain.

Albert Bandura is known as the father of cognitive theory. From the University of Iowa, he earned his Ph.D. in Clinical Psychology in 1952. Due to his well-known research and studies, Bandura was chosen as the American Psychological Association's president in 1974 after completing his PhD. He was also chosen as the American Psychological Association's 2004 recipient of the Outstanding Lifetime Contribution to Psychology Award. All academics recognised Bandura as the originator of the Cognitive Theory.

Nabavi and Biandi (2011) bring Bandura's Social Learning theory (SLT) and Social Cognitive Learning theory (SCLT) as a comparative of both. According to learning theories, development is mostly influenced by the environment. (1993, Hoffman). Learning theories have been divided into three categories by academics: behaviorism, social learning theory, and social cognitive learning theory. Basically, SLT happens via observation, imitation and modeling and SCLT happens via observation, understanding, predicting and changing human behavior.

Social Learning theory (SLT) theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people

assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. According to Bandura, imitation involves the actual reproduction of observed motor activities, (Bandura 1977).

Perhaps the most popular theory of learning and development today is SLT. It has many of the same fundamental ideas as conventional learning theory. Because it takes into account attention, memory, and motivation, this theory has frequently been referred to as a bridge between behaviorist learning theories and cognitive learning theories. In this regard, Bandura is of the opinion that direct reinforcement cannot fully explain all forms of learning. Because of this, he included a social component in his theory, contending that people might pick up new knowledge and behaviors by observing others. There are three overarching concepts for how people might learn from one another, according to the components of this idea.

It is believed that the fundamentals of social learning remain constant throughout life. Learning by observation is possible at any age. It is always feasible to learn anything new through the modeling process insofar as exposure to new, powerful, influential models who have influence over resources may occur at any stage of life.

On the basis of these fundamental ideas, learning can take place without a change in behavior. In other words, behaviorists assert that learning must be demonstrated by a sustained change in behavior, whereas social learning theorists contend that since people can learn just by observation, learning need not always be demonstrated through performance. (1965 Bandura). A change in behavior may or may not follow from learning. Bandura showed that cognition affects learning, and over the past 30 years, social

learning theory has evolved to include more cognitive concepts in its explanation of how people learn. (Newman B.M. & P.R, 2007) corroborate these claims.

Behaviors learned through modeling - models are the persons who are being observed, and modeling is the act of learning. According to (Newman B.M. & P.R, 2007), this is supported. If a person witnesses favorable, desirable outcomes in the first stage, the second and third stages of social learning, imitation and behavior modeling, will take place, according to Bandura. An instructor is more likely to desire to teach a course in-world if, for instance, they attend and watch one in which they are entertained, informed, and satisfied with how the students behave. They can then emulate and copy other instructors' teaching techniques in-world using the behavior they observed, Bandura (1986).

The three concepts of SLT are based on the literature. Firstly, observational learning, often known as learning by doing, is a possibility for individuals. Second, mental states play a crucial role in learning and are sometimes referred to as intrinsic reinforcement. Finally, it alludes to the idea that learning does not always result in a change in behavior and that modeling is a necessary step in the process.

Observational Learning: In order to explore patterns of behavior, at least in part, according to the social learning theory, Bandura performed the well-known experiment known as the Bobo doll experiment in 1961. This experiment demonstrated that people learn similar behaviors by modeling their own behavior after the acts of role models. He provided evidence that kids pick up on and mimic actions they see in other people. He distinguished three fundamental models of observational learning for this process: a live model, a verbal instructional model, and a symbolic model.

Intrinsic Reinforcement: one of the other learning methods is described as an internal reward that includes feelings of pride, fulfillment, and accomplishment. This type of learning emphasizes interior thoughts and cognitions and can assist in relating learning theories to cognitive developmental theories, according to some academics like Muro and Jeffrey (2008) who backed Bandura's SLT notions. In this regard, Bandura (1986) criticized this approach and held that learning and behavior are influenced by a variety of factors, in addition to environmental reinforcement from the outside.

Modeling process: four prerequisites are listed by Bandura as being necessary for the modeling process. An individual can successfully influence someone else's behavior by taking into account these stages which are attention, retention, reproduction and motivation.

Social Cognitive Learning Theory (SCLT)

The SCLT is a learning theory that was developed based on the ideas that people learn by observing what other people do and that human cognitive processes are essential to understanding personality. Bandura's research had a more holistic focus by the middle of the 1980s, and his analyses tended to provide a more thorough review of human cognition in relation to social learning. He developed what is now known as social cognitive theory from the social learning theory, Bandura (1999). This theory offers a paradigm for comprehending, forecasting, and altering behavioral patterns in people.

Additionally, SCLT emphasizes cognitive ideas a lot. It also focuses on how adults and children process social experiences cognitively and how these processes affect behavior and development.

1.2 Formal Learning

Therefore the study will show how some high tech multinational companies are designing and applying learning and development into their operations to improve not only the business as a whole but also their relationship with customers and workers.

The Learning & Development team at Amazon is committed to enhancing their employees' day-to-day experiences. The company creates and delivers learning programmes to direct and assist employees' career pathways and introduce changes that actually benefit employees and our clients.

The intention is to bring about a revolution in how instruction is delivered. It is very knowledgeable about the fundamental Operations duties that influence employee satisfaction. By assisting them in fostering stronger bonds with coworkers and achieving better performance outcomes, the company strengthens operations leadership and associates.

There are specific roles that play important tasks related to learning such as:

- Trainers plan and carry out training for all process paths. Trainers work with operations to identify training gaps as they concentrate on enhancing the efficacy and implementation of learning programmes. During sessions with new hires, trainers also keep an eye on instructors and peer trainers;
- Learning specialists oversee the management and professional development of instructors, assist in the recruitment and training of teachers, and establish and assess training strategies. They employ data analysis in collaboration with the learning team and other stakeholders to pinpoint areas that might use continual improvement;

- Learning managers oversee the development of teams of trainers and learning specialists as well as their own training initiatives. By forming productive alliances with other learning teams to exchange best practices, they coach team members and offer possibilities for management skill development;
- Learning Business Partners put a strong emphasis on planning, developing, and assessing all training activities. Individual leadership development plans are developed, identified, and aligned, and a catalog of learning materials is produced in accordance with company requirements;
- Regional learning managers build and supervise teams of learning managers. They make sure uniform training and onboarding procedures are followed at each regional fulfillment facility. Additionally, they collaborate with experts in other areas to find, test, and execute chances for fresh digital learning approaches.

The learning at Google has a mission to 'Helping everyone in the world learn anything in the world'. The big tech company started working on organizing the world's knowledge more than twenty years ago in order to make it helpful and accessible to everyone. And billions of people visit Google and YouTube today with the goal of learning. Our objective is to give them the knowledge, resources, and services they need to advance their education, satisfy their curiosity, and prepare them ready for the future.

There are three approaches: an education which is to transform instruction and learning with products designed for use in classrooms for both students and teachers. The company is engaged in investigating free resources to increase the impact of learning and aid in professional growth. We've got your back in the classroom and outside of it, with anything from product tutorials to approaches to student involvement. To assist teachers

in using tools and products like Classroom or Meet, the 'Help Centre' provides forums and manuals.

Additionally, work: gain access to training and resources to improve people's job skills and advance your career with the help of self-paced, online training. Anyone may gain in-demand employment skills in expanding industries like IT and data analytics through Google Career Certificates. And finally, life which means inspire a lifetime of curiosity with instruments designed for limitless exploration.

The company assists in establishing connections between top firms and outstanding individuals from non-traditional backgrounds through Google Career Certificate employer consortium.

As one of the biggest high tech companies in the world that sells both physical products such as Google Nest Wifi, Google Pixel Buds, Google smartwatch and so on and also software such as Google Cloud and Google Chrome. The company has a wise and innovative approach to learning not only as an internal approach to their operations, but also how the company can impact the world with learning through information. Google has invested a significant amount of money in technology to develop tools and promote their software products to impact and promote learning through information. For example, one billion words are translated every day, seven million students exploring computer science, one million people searching something new every day and so on. As shown millions people around the world use Google to search information, study, develop their career and themselves every day.

Especially for candidates and/or employees who are seeking career progression and have a growth mindset and are ambitious there are companies that understand the importance of training and learning and development programs for their workforce.

Investing in their workforce means investing in the company consequently. By adopting this approach companies might attract and analyze on a regular basis the results in terms of positive atmosphere, high performance, the daily tasks being achieved, financial increase and both company and employees aligned about the goals in short and long terms.

Employee learning describes how information is acquired through a desire to learn. It is a mindset that is anxious to learn more. Employee competency and ability will increase as a result of learning. Employee performance and productivity are helped by the skills and competences.

Therefore the study will show from the literature the benefits of investing in training as well as the impact on the business as a whole.

DEVELOPMENT

According to Dweck (2017) some contemporary philosophers contend that a person's intelligence is a fixed quality that cannot be improved. We must object to and respond to this cruel pessimism. We are able to improve our attention, memory, and judgment through practice, training, and most importantly, method, and figuratively grow more clever.

Most experts today concur that this is not an either/or situation. Nature, nurture, genes, or environment are not to blame. From the moment of conception, there is a constant exchange between two. In fact, according to renowned neurologist Gilbert Gottlieb, genes and environment alone are not enough for a person to function correctly. Scientists are discovering that people have a greater ability for lifetime learning and brain development than they ever imagined at the same time. Of course, every individual has a different genetic makeup. Although people may begin with varying temperaments and aptitudes, it is obvious that experience, education, and self-effort carry them the rest of the way.

Challenge is something that those with a growth mentality actively seek out and thrive on. They stretch farther when the effort is greater. And no place is this more evident than in the realm of athletics, where one can merely watch individuals develop. People who have a growth attitude occasionally push themselves to the point where they accomplish the impossible. It is therefore evident that those who have a growth attitude benefit from self-stretching, explains Dweck (2019, p. 21 -22).

As mentioned above there is not only one reason that will determine if a person will have a fixed or growth mindset - seeker for learning and development. It is then

multifactorial. The way people are raised, the environment that surrounds them, educational system, biological predisposition for learning and how much that will be encouraged and last but not least self motivation to learn and grow.

Every aspect of life and all stages of activity depend on motivation. The motivation we have influences our success and accomplishment in life. All human endeavors have it at their core in some way or another. Since all learning involves motivated learning, motivation is sometimes referred to as the "heart of learning," the "golden road to learning," and a "potent factor in learning." Adequate motivation encourages students' reflection, focus, interest, and effort, which in turn increases learning. Every aspect of life and all stages of activity depend on motivation. The motivation we have influences our success and accomplishment in life. All human endeavors have it at their core in some way or another.

Many theories of human development and learning incorporate motivation, which has emerged as a key concept in both educational and psychological research.

The driving force behind people's actions is motivation. Behavior that is motivated is energized, focused, and maintained. The installation and stimulation of learners' interest in the learning activities are fundamental concerns of motivation. Many people hold the false belief that motivation is a personal attribute that some people possess while others do not. The relationship between the person and the circumstance produces motivation. It is a step in the right direction. It is a force that animates people's behavior. It is an art form to inspire students' interest in a variety of activities. An inspiration that spurs someone to action is referred to as motivation.

A learner's internal energies are directed towards numerous target objects in his or her environment through the process of motivation. Depending on the task, a person

may be extremely motivated to perform well while being entirely unmotivated in another. This implies that when people are motivated, they would put forth endless effort to realize their goals.

According to the Self-determination Theory (SDT), there are two possible motivations for learning: Intrinsic and extrinsic motivation.

- **Intrinsic motivation:** that is intrinsic to the person; this stimulation may be biological, emotional, spiritual, or social. There are no external incentives in this situation. Self-gratification and personal fulfillment are the driving forces behind the activity. Curiosity and a desire to take on difficulties could be its defining characteristics. An individual's interest or enjoyment in an activity serves as the source of intrinsic motivation. It originates from within the person and is not dependent on outside forces. Due to their passion for learning and enjoyment of the learning process, students who are intrinsically motivated are more likely to participate in academic activities. Even when there are no external benefits to be achieved, learners' skills are challenged and they are eager to learn (Chow & Yong). According to Cavallo et al., students who have learning objectives of pursuing comprehension for mastery of science information and skills are said to be intrinsically driven. Since intrinsic motivation arises from the learner's self and is unaffected by an outside element, it is more impacted than extrinsic drive.
- **Extrinsic motivation:** In this case, the stimulus is external to the individual and may take the form of social cognition or operant training. It speaks about carrying out an activity in order to achieve a goal. It could take the shape of a prize, social acceptance, or recognition. According to Harmer, extrinsic motivation can result from a variety of external causes, such as the desire for financial gain, the pressure

to pass a test, or the prospect of moving up a level in the future. Marsh also describes motivation as an external stimulation that happens after a particular response. Extrinsic motivation, then, is everything that the learner is motivated by outside of themselves during the learning process.

CAREER PROGRESSION

Hameed and Waheed (2011, p. 224) say that one of the most crucial aspects of human resource management is employee development. Employee development entails both individual and organizational growth of the employee because when employees of the organization develop the organization, organization flourishes more and employee performance rises. Employee development also refers to developing the skills of an individual employee as well as the organization as a whole. As a result, employee performance and employee development are closely related. Employees' performance will improve as they become more developed since they will be happier and more dedicated employees. The efficacy of the organization will increase as employee performance rises.

Employee development activities are crucial for the workers because when they are carried out, it shows that the company values its workers and wants to see them grow. Many businesses are spending money on employee development. Employees put in a lot of effort and use all of their skills to accomplish the objectives of the organizations when the employers support employee development activities.

According to Merchant (2010, p. 01) employees of today are more concerned with their careers than before. They have higher expectations for their own development and advancement. Employers who do not let staff members meet their specific needs risk losing valuable personnel.

According to this idea, employees who are eager to learn or who are willing to learn must be aware of the need for employee development. Employee performance will rise when they are willing to learn, demonstrate interest in learning opportunities, and

are therefore more content with their work. Employee development also depends on each employee's level of learning curiosity. The point is how much curiosity an employee has to learn and how to learn to develop them.

The goal of a career development programme is to align an employee's needs with those of the company. Employees must be given the chance to determine their career needs, and the company should help them fulfill these needs within the constraints of organizational realities. Simple procedures are not necessary for a career development programme.

Programmes for career development show individuals how to pursue their personal objectives while still doing valuable work for the company. Companies with these programmes assert that they retain more staff, Merchant (2010).

Career development has changed significantly from being a standalone tool for personal advancement to a critical strategic asset for many forward-thinking organizations. Organizations now actively participate in their employees' careers through Career Development Programmes, a function that was formerly solely left to the individual employee's own initiative. Because of changes in the workforce (work-life balance, diversity, and a focus on quality), developments in management theory (employee motivation), adjustments in managerial practices, and the growing complexity of technology, career development programmes have developed. These modern tendencies are what have fueled the expansion of career development programmes.

As each individual employee seeks to learn more, they engage in a variety of activities, including attending seminars, workshops, and other training sessions, either on or off the job. Employee growth would result from this, and employee growth would

result in an improvement in employee performance, explains Hameed and Waheed (2011).

It has long been believed that all employees need to seek the same objective from their careers, which is typically a quick ascent up the corporate ladder. Career development, however, is not about getting ahead; rather, it is about becoming the greatest version of oneself and locating a position inside an organization where one can demonstrate their abilities and support the objectives of the organization. Career development includes both horizontal movement which means lateral job transfers within the organization and vertical concerns like promotions and upward mobility. The underlying nature of a person's relationship to their job and an employee's relationship to their organization is addressed in career development.

No matter how much knowledge a person possesses, if he or she is unable to grow, why should anyone work for them? No matter how many resources you provide an employee, they will not grow. Therefore, it is also the employees' own responsibility to support employee growth. Personnel at all levels, whether upper-level, middle-level, or lower-level personnel, participate in developmental activities.

Employee development is dependent on each employee's willingness to participate, after all. Employee growth is also influenced by organizational culture, senior management's outlook, and the lack of advancement chances. Employee development and performance would improve if organizational culture supported employees and encouraged them to take part in decision-making. At the same time the attitude of top management is yet another crucial element that affects staff development initiatives. The honesty and dedication of the senior management will determine this, Hameed and Waheed (2011).

Employee development initiatives would not be taken part in if promotion possibilities were scarce. Especially for those who seek career progression and for a leadership position, once they do not see perspective to growth they are more likely to leave.

The aspect of motivation mentioned in the chapter of self-development Merchant (2010) says that all employees are driven, but businesses need to understand that each one is driven by a unique set of needs. The fulfillment of these requirements by an employee is what drives human action. Higher levels of job satisfaction and better employee performance will emerge from an organization's capacity to recognise and respond to these needs.

The author brings Maslow's (behavioral scientist) Hierarchy Of Needs theory that there are actually many needs that humans have, which he divided into five different groups. The most fundamental wants (physiological) were placed first, followed by the most complicated demands (self-actualization), in that order of significance.

According to Maslow, one's requirements must be met at one level before moving on to the next. Maslow emphasized that in order to experience some of these internal motivations, one must first fulfill more fundamental career goals like making enough money, feeling comfortable in one's position, and working with like-minded people. In contrast, if a person's demands are not met for a long time, they will either leave their employment or participate in dysfunctional behavior.

Self-actualization, Maslow's top need, is defined as the drive to realize one's potential, find personal fulfillment, and advance personally. In other words, people aspire to reach their full potential. People desire self-realization, development, fulfillment, and a

sense of achievement. There is always room for improvement in a person's proficiency and mastery.

All organizations must provide a work environment that promotes growth and development in the current competitive environment. It is clear that having a Career Development Programme in the company will enable this. As a result, there will be greater levels of job satisfaction among employees, a decrease in staff turnover, and a decrease in employee complaints, explains Merchant (2010, p. 2).

Hameed and Waheed (2011) point out some different development programs that companies usually invest on their workforce such as:

- **Coaching:** is a crucial activity for the growth of employees. It's not official to coach. It entails treating staff members as a personal partner in accomplishing both individual and corporate objectives. Therefore, by offering coaching to the employees, we may help them with their personal issues. When issues are handled, organizations perform better because their people are better able to accomplish their objectives.
- **Development centers and 360-degree:** feedback are developed and based on previously established assessment standards. Since they offer training to each employee, developmental centers—whether they exist within the organization or are widely spread outside of it—are quite significant. Employees cannot be developed unless they have the motive or desire to be developed.
- **Developmental appraisal:** Employee development takes place year-round through a continuous process called developmental evaluation. In essence, it is a requirement of performance management. This evaluation will identify the

employee's weak areas, where development is needed in order to increase performance.

- **Investment in Employees' Perceived Developmental Activities:** to improve employee performance, it is crucial to invest in the employee's perceived developing activities. Due to the organization's perceived competitive advantage, investment in perceived developmental activities is also beneficial.
- **Training:** Organizations provide development and improve the quality of both new and existing employees through organized training. According to Khawaja & Nadeem (2013), training is considered as a methodical approach to learning and development that enhances individual, group, and organizational performance. Therefore, the activities that an organization engages in in order to expand are what ultimately result in knowledge or skill gain. Hence enhancing the health and effectiveness of an organization, its human resources, as well as society at large. By enhancing employees' technical skills, training operates as an intervention to raise the quality of an organization's goods and services and fend off competition, Muhamma and Fard (2013, p.91).

When it comes to boosting an organization's production, training has been invaluable. Employees are given the opportunity to digitally learn their tasks and perform more competently, which not only increases their creativity. Increasing employee productivity also increases organizational productivity. Numerous studies show that training has a positive effect on employees' productivity. One of the most common ways to increase employee productivity and communicate organizational goals to staff is through the process of training. The investment in educating employees in decision-making, teamwork, problem-solving, and interpersonal interactions has a

positive impact on the degree of growth of the organization as well as having an impact on employees' performance, explains Muhamma and Fard (2013, p.92).

All employees' demands must be taken into consideration while designing and delivering training and development programmes so that they are not only productive but also satisfied. Employee effectiveness is positively impacted by training and development, which also improves teamwork, technical and interpersonal skills, job confidence, and motivation.

Organizational training is the key to gaining access to possible chances for growth and development and gaining a competitive edge. In order to increase productivity, businesses fully train and develop their personnel. In order to increase employee productivity, organizations must continually make appropriate investments in the knowledge, skill, and skills that determine an employee's success. Organizations invest a lot of time and money on training in order to support employees' acquisition of job-related skills. Therefore, it is crucial to thoroughly disclose the outcomes of training activities.

Training and development ultimately increase both employee and organizational productivity. Employee development is the secret to organizational sustainability, as has been remarked with some justification. Employees in an organization must be able to quickly adapt to a global market that is always changing. To retain employees and be successful, businesses must spend on ongoing employee training and development. The 21st century will be advantageous for businesses that can learn new skills and adapt to changes more quickly than their rivals. Employee effectiveness is increased inside the organization when training increases employees' initiative and the caliber of their work,

helping them to be more dedicated to accomplishing the organizational goals and objectives.

Training is a means of boosting staff dedication and maximizing human potential. The fundamental impact of training on the attainment of an organization's goals and objectives is significant. However, the ultimate objective of every organization is to increase revenue and maximize profit, and an effective and efficient workforce is a crucial tool to achieve this. Therefore, a staff can only be successful and efficient if the necessary training and development are offered, resulting in production.

According to Jehanzeb and Bashir (2013), the employee training and development programme has many advantages for both employers and employees. They acquire the technical and soft skills needed for their careers. Since there are less prospects for growth than in the previous thirty years, it is not advantageous for workers to start new jobs. Most recent college graduates want to work for companies that offer rigorous training programmes to their employees, but this strategy runs the danger of losing newly trained personnel after a few years. Professionals working in the information technology sector understand that knowledge is power and that they must continue to develop their skills in line with market demands.

The majority of employees value training opportunities and want to earn more money. It is also typical of recent graduates who are ill-prepared for the dynamic business world. Young professionals with entrepreneurial aspirations are aware of their lack of resources, including money and expertise, therefore they make an effort to join organizations that offer training programmes to equip their staff for a brighter future. Employee development programmes give workers the tools they need to adapt to new technology and thrive in the future.

Although loyalty to the company cannot be measured, it contributes significantly to the intrinsic rewards that employees experience. When an employee believes their efforts and skills are contributing to the success of their company, they feel at ease and want to stay with it. Employees that are happy with their occupations feel that their work matters to their organization and serves a purpose. Most of the time, top performers do not quit their jobs for the money. Although pay and benefits are essential factors in hiring and keeping employees, workers are constantly looking for opportunities to learn new skills, experience a variety of tasks, and advance their personal and professional lives. Therefore, meeting these needs helps employees develop their sense of confidence, self-esteem, and job satisfaction.

Employee behavior and working skills are affected by training, and this enhances employee performance and leads to additional positive changes that also help to raise employee performance.

The impact of training on employee performance is beneficial. Employees need technical and professional skills in order to do their jobs effectively. Employee performance can be improved by giving them training chances. If employees believe their employers do not care about them, they have no feelings for them. Even while an investment in employees ultimately benefits the organization, individuals prefer working with companies that are ready to invest in them. Companies that offer training and development opportunities for their staff members report high employee satisfaction and low staff turnover. Because employees are aware that their employer is investing in their future career, training increases an organization's dependability.

Jehanzeb and Bashir (2013) also bring the benefits of programmes for employee development for any company to maintain financial stability and market competitiveness.

Even if it is expensive for the company to invest in its personnel, doing so helps it to maintain its position in the market. The American Society for Training and Development identified two important factors for employee knowledge: first, employees recognise the value of training and how it can benefit their employers, and second, CEOs of the companies are aware of how quickly information is spread in the current business environment. Organizations must create and sustain a learning environment where people can advance their organizational and competitive skills.

According to Hameed and Waheed (2001, p.226) there are five key behaviors that have a significant impact on employee performance which are autonomy, organizational support, training, distributive justice and procedural justice. In the current business environment, organizations are rapidly realizing that employee development is a key and strategic need. Also Initiatives such as coaching, training and development, empowerment, participation and delegation are essential practices to promote and foster employee performance.

Obviously the dependent variable is employee performance, while the independent variable is employee development. The following sub variables operationalize the employee development variable: skill growth, employee learning, self-directed, employee attitude and behavior are some examples that needs to be done by the employee apart from the initiatives and programs provided from the company.

Employees are an important resource asset for the company. The performance of the workforce determines whether the organization succeeds or fails. As a result, businesses spend a lot of money on employee development. The literature review on employee development and its impact on worker performance is examined and investigated in this essay. The main factors that affect employee performance and

employee growth are identified. The article discusses the value of investing in human capital, the value of employee development initiatives, and the difficulties associated with staff development. A proposed model that explains the relationship between employee development variables (employee learning, skill growth, self-directedness, and attitude) and employee performance variables is developed through further discussion. The efficacy of the organization will be affected by staff performance.

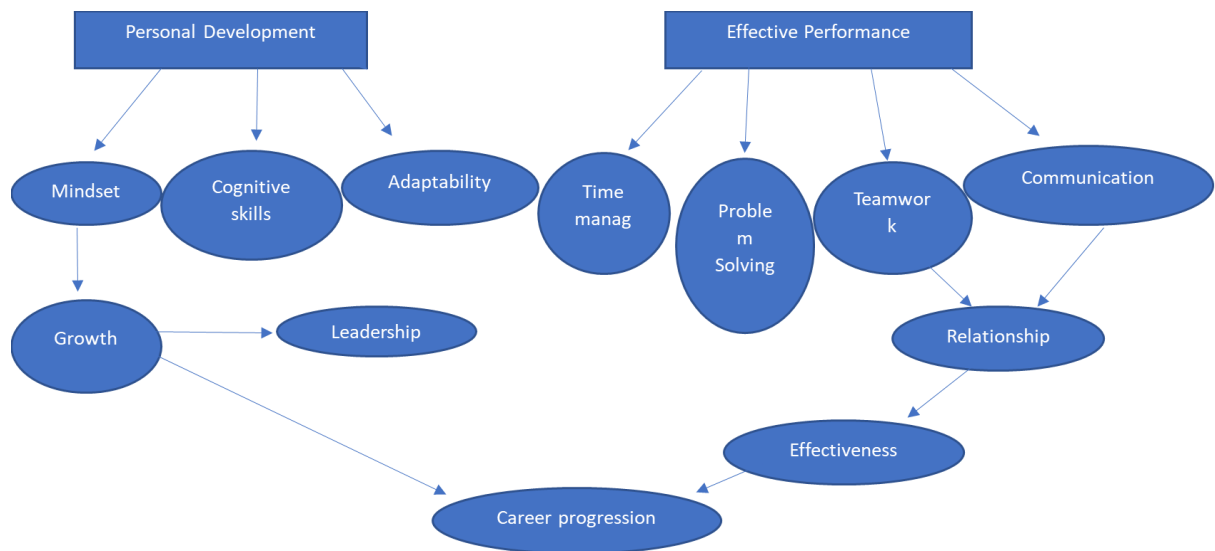
DATA ANALYSIS (QUALITATIVE)

The survey was designed to gather information to find out the correlation between learning and development related to career success. In the interpretivist framework there is not truly a single objective. Instead, the research will analyze and discuss how different people understand the same facts. Research should highlight the complexities of people's perspectives rather than attempting to isolate the effects of certain variables.

Thematic analysis is the most common form of qualitative analysis when dealing with qualitative surveys which is the case. Thereafter the research will analyze the qualitative data gathered from the survey in a systematic and organized way. The purpose of a thematic analysis is to find themes, or significant or intriguing patterns in the data, and use these themes to answer the research question or make a point about a problem.

The identification, selection and definition of codes is determined after becoming familiar with the data. The content is latent as it is more subjective with Psychological features such as the perception of the participants, emotions and attitudes.

The conduction of the analysis of the data will be based on the six steps from Braun and Clarke (2006), which are: 1. Familiarization; 2. Initial Coding; 3. Identifying themes; 4. Reviewing themes; 5. Defining themes and 6. Report Writing. The first step to how the codes developed into themes is to create a coding framework afterwards highlighting relevant text or data features, then assign a code to each one. It is an inductive coding which means the data itself is used to generate codes, flexible and more subjective.



There are some necessary steps to go through before the final result that leads to the research question. The first step taken was to familiarize with all the information reading through attentively. Afterwards it was possible to highlight the same responses or similar ones that lead to the same matter. It was possible to notice the similarities to one another even from different questions so that was the step when the codification started. Going through each question and responses individually and coding the responses to turn into themes. Each theme captures something helpful and insightful for the research issue so theme's codes and data extracts naturally fit together and have a crucial item in common.

As shown above, the big two themes are 'Personal development' that entails activities that help people reach their full potential, develop human capital, increase their employability, improve their quality of life, and realize their dreams and objectives. Additionally, 'Effective Performance' are acts, plans, or procedures that produce successful outcomes.

Hameed and Waheed (2001, p.228) explain that employee performance refers to an individual's productivity and production as a result of their personal growth. The efficacy of the organization will eventually be impacted by employee performance.

In order to illustrate and substantiate the identified themes, the research employs a comprehensive selection of distinct examples drawn directly from the qualitative data survey. These examples serve as crucial instances that vividly illuminate the multifaceted dimensions of the themes elucidated above.

1. *“They have given me the knowledge to understand that each customer has a unique set of requirements, and through **effective communication**, I can tailor my approach with each customer in order to fulfill their needs and wants”.*
2. *“I am able to be **more effective** on my daily tasks and my weekly tasks are getting easier to finish”.*
3. *“I think on the path of the **development of my soft skills** it has affected me greatly on my **personal growth** which **reflects on my professional life**”.*
4. *“Yes, I've engaged with various developmental resources that have sharpened my communication and interpersonal skills. Through books, courses, and mentoring, I've learned **effective communication** and active listening, leading to **improved professional relationships** and collaborations”.*
5. *“These resources have significantly enhanced my **professional growth**, improving my communication and **adaptability** in diverse work settings”.*
6. *“They have given me the **skills and knowledge to progress my career** outside of retail in a more professional sense”.*

Upon analysis, it becomes evident that various codes exhibit a pervasive interrelation, demonstrating a cohesive linkage that precludes any instances of code

detachment. This interconnectedness underscores a fundamental unity among the codes, converging harmoniously towards a common focal point, namely, the overarching theme of career progression.

RESULTS

Four short and long responses were collected from a total of fourteen questions. In Ireland, people between the ages of twenty and fifty-five make up the majority of the fifty employed people. The data was initially coded by each of the following questions:

1. What soft skills have you acquired or enhanced throughout your professional tenure?
2. In what manner have these resources influenced and elevated your individual performance and outcomes, particularly in domains like communication and interpersonal interactions?
3. To what extent have these resources contributed to your professional growth and effectiveness?
4. In what ways have these educational opportunities positively influenced your performance and contributions to your daily tasks as an employee?

Following Braun and Clarke's six steps, the first one was to read through all the responses to get familiarized with the kind of answers gathered; second - initial coding; there were various codes for each question. In general, similar or identical codes were connected to one another such as communication, leadership, effectiveness and teamwork, third- identifying themes; the codes were grouped and transitioned from codes to

the main themes as personal development and effectiveness performance and subthemes as teamwork and communication that lead to relationship, fourth - reviewing themes; fifth - defining themes and sixth - report writing. By the end of it all led to career progression.

Personal development - describes endeavors meant to raise one's abilities, potential, employability, and even fortune. A person who is engaged in personal development whenever they are actively working to better themselves. This concept and idea of personal development includes the codes: cognitive skills, adaptability, mindset (in this case the growth mindset) that led to leadership - essential skills of a leader.

Effectiveness performance - the employee's individual performance is at least on par with what is expected and what is required of it. The performance of the workforce will be impacted by skill level. The efficacy of the organization will be impacted by employee performance. Including in effectiveness performance the following codes: time management, problem-solving, teamwork and communication that led to relationships in addition as contribution and communication are essential points to establish a healthy and collaborative relationship in any kind of order including between colleagues on different hierarchy of levels.

DISCUSSION

The aims and objectives of this project will relate and discuss the correlation between learning and self-development related to career progression. The purpose of this study is to compare recent research and earlier studies in order to assess how investing in training, mentoring programmes, and similar initiatives might benefit a person as an individual and an organization.

The data show that the results are consistent with the objectives of the research hypotheses. The research reveals widespread interconnection across many codes, showing a consistent interlocking that prevents occurrences of code separation. This interconnection highlights a basic unity among the codes, bringing them all together at one focal point, which is the overarching idea of career advancement.

As discussed by Hameed and Waheed (2011, p. 224), Employee development programmes are essential because of their crucial function in representing an organization's respect for its employees and dedication to promoting their professional development. Employees respond in kind with increased dedication and the skillful application of their skill repertoire to realize the organizational objectives, all catalyzed by the promotion of an environment favorable to employee advancement, as evidenced by the significant investments made by numerous businesses in such developmental endeavors.

The empirical data gathered from the cohort sampled substantiates the beneficial relationship between an individual's investment in self-development and the subsequent advancement of their careers.

According to this notion, employees who are eager to learn or who are willing to learn must be aware of the importance of employee development. Employee performance will rise when they are willing to learn, show an interest in learning opportunities, and are subsequently more satisfied with their employment.

Through meticulous analysis and systematic coding of the collected data, a salient thematic code that prominently emerged pertains to the notion of "effectiveness." This pertains to the discernible augmentation in the level of efficacy attained subsequent to undergoing training facilitated either by the corporate entity or as a result of individuals' self-directed endeavors in harnessing developmental resources leading to career progression and reaching their goals. Merchant (2010, p. 01), explains that career development programmes demonstrate to participants how to follow their own goals while still contributing significantly to the business. Companies with these schemes claim to retain more employees.

Moreover, a substantial volume of data underscores the psychological ramifications engendered by investments in developmental pursuits, notably encompassing constructs such as the growth mindset, cognitive openness, and empathy.

However, when asked about the impact and improvement brought about on their personal performance and outcomes by the use of said resources, particularly in areas like communication and interpersonal interactions, several survey respondents who made up the sample provided the following responses: "Not applicable," "not very much," or "none."

According to the discussion above, a number of underlying elements seem to support the development of such attitudes. These variables include possible explanations such as, but are not limited to: the dearth of extensive training and developmental

programmes within the organizations where the respondents have worked; the perceived discrepancy between their current responsibilities and the requirement for engaging developmental activities; and the innate propensity for learning and advancement.

Of particular significance, the latter aspect implicates a complex interplay of multifaceted determinants rooted in the respondents' comprehensive backgrounds. These determinants encompass a spectrum of influences spanning personal beliefs, formative environments, parental guidance, educational experiences, institutional pedagogies, vocational roles assumed, sectoral affiliations, managerial paradigms, generational cohort affiliations, and intrinsic proclivities towards self-improvement. The nuanced interrelationship of these variables collectively shapes the inclinations and predispositions of individuals towards personal development endeavors.

From this perspective Hameed and Waheed (2011) explain that employee growth ultimately depends on each employee's willingness to contribute, claim. Organizational culture, senior management's perspective, and the absence of promotion opportunities all have an impact on an employee's ability to progress. If organizational culture supported employees and encouraged them to participate in decision-making, employee growth and performance would increase. In addition, senior management's mindset is a significant factor that influences staff development programmes. This will depend on how sincere and committed the senior management is.

Certain individuals exhibit a limited grasp of the conceptual underpinnings and potential advantages associated with developmental initiatives, rendering them unfamiliar with the essence and prospective gains inherent to such invaluable resources.

The subject of self-development emerges as a relatively recent domain of focus, encompassing a range of resources including but not confined to literary works, mentoring initiatives, structured training regimens, conferences, and workshops.

From this angle, Dweck (2019, p. 21–22) emphasizes that there is more than one factor—seeker for learning and development—that will determine whether a person has a fixed or growth mindset. Therefore, it is multifactorial. People's upbringing, surroundings, educational system, innate propensity for learning and how much that will be supported, and last but not least, their own drive to study and advance.

Slightly more than fifty percent of the sampled cohort includes female participants, a characteristic that can have an impact on the results specified by the research objectives. However, it is crucial to stress that, given the diversity of skill sets, gender cannot be used as the sole criterion for categorizing skills.

Equally pivotal are the prevailing roles occupied by the participants within their current or historical professional trajectories, exhibiting a spectrum ranging from administrative to managerial and operative functions. Within this array of roles, specific designations necessitate heightened attention towards and cultivation of distinct soft skills, such as adeptness in people management, creative thinking, adaptability, a growth-oriented mindset, as well as adeptness in problem-solving and decision-making, surpassing the requisites demanded by other roles.

However, upon soliciting their viewpoints, participants assert that personal dedication and endeavors in self-development yield a favorable influence on their professional competencies and efficacy as employees. Nearly the entirety of respondents, reaching near unanimity, concurred that the allocation of resources towards individual

developmental pursuits bears substantive significance in enhancing their performance within their organizational roles.

Moreover, in excess of seventy percent of participants concurred that engagement in various educational endeavors, encompassing courses, training sessions, and lectures, whether delivered through in-person or online modalities, under the auspices of the organizations to which they have been affiliated throughout their vocational trajectory, accrue advantages not solely within their professional purview but extend to their personal spheres. These benefits encompass contributions to personal aspirations, refinement of interpersonal connections, and the cultivation of heightened self-awareness, among other notable outcomes.

These participants have experienced the distribution of developmental resources originating from both the corporate entities they work for and their own initiatives. Participants have seen clear results as a result, including improvements in soft skill learning, goal attainment, and increased efficacy in the execution of their professional mandates.

RECOMMENDATIONS

A large number of organizations can make use of the information in this study in numerous ways. The fundamental message is that businesses must place the highest value possible on their human resources and create a culture and set of procedures that reflect that level of dedication. People must believe they are significantly contributing to the success of the company if they are to continue to do their jobs properly. Some businesses might discover that they cultivate workers who eventually leave and use their

knowledge and talents for other businesses, but they will also discover that they are instilling a sense of loyalty in other workers.

Additionally, since it is still a relatively young field, research on personal development could be expanded upon by businesses, colleges, universities, and other comparable organizations. As was already indicated, both businesses and employees can reap significant personal and professional rewards from this investment.

A person's desire for learning and progress, as indicated in the development chapter, is one of several factors that will determine whether they have a fixed or growth mindset. It is therefore multifactorial. People's upbringing, environment, educational system, intrinsic learning capacity and how much that will be fostered, and last but not least, their own motivation to learn and grow, all play a role in this. Therefore, it would be good to comprehend and then develop tactics on how to approach people more effectively if you looked deeper to learn the many elements that lead to a person's development or desire for development.

CONCLUSION

Programmes for staff development unquestionably contribute significantly to employee happiness, which supports employee retention. People are typically more content in their professions when they obtain pertinent and beneficial training. Employees frequently feel even more valued by their employers when such training is taken a step further and transformed into overall development.

In addition to providing them with the tools they need to execute their jobs properly, they also get the chance to further their careers and learn new skills. Companies will retain employees if they make investments in them and make it apparent how important they are. Development programmes can still have a good impact even though there are many other elements that affect employee retention and work satisfaction.

People who feel like they are helping the company succeed are more intrinsically motivated to show up for work each day and perform well. Employee satisfaction is higher and turnover is lower at companies that offer staff development programmes than at businesses that do not make such investments. Despite being an investment, it is worthwhile because of the benefits.

Programmes for employee development are advantageous for both individuals and businesses. Businesses that do not provide ongoing learning will fall behind those who do. They might experience periods of financial success, but they will fall short in the competition for intellectual capital. Since a company can only advance as quickly as its workforce, those that invest in employee development will move far more quickly. Many

businesses see training as a time-consuming chore that interferes with workers ability to finish their assigned jobs.

The costs associated with training will, however, be insignificant in comparison to the advantages that organizations that offer staff development know it will bring. There are two different perspectives on how to improve employees. Either the firm benefits first, with the benefit to individuals coming as a side benefit, or the benefit to individuals comes first, with the advantage to the company coming as a side benefit. Regardless, everyone benefits. Given that both the corporation and the employees eventually stand to gain from it, the ideal strategy would place equal emphasis on both.

Without the organization's assistance, employee development would not be possible. Managers need to receive training on how to encourage staff growth and demonstrate that spirit in all of their deeds. Only when the concept is accepted throughout the entire organizational culture can effective employee development take place. It is a waste if an employee attends a training session but is not given the support necessary to put the training to use. Equally, if employers ask or mandate that employees establish career objectives, but no one supports them in achieving them or holds them responsible for them, the goals lose their value to the employees.

It is probable that some employees won't take advantage of the many possibilities and support that a company may provide for employee development. An organization cannot force people to grow; they must decide to do so. People must consciously decide to set and work towards career goals. People will be more likely to choose that option if they are in a supportive setting.

Employees will quickly learn that they must take advantage of as many development chances as possible once they realize that job security can no longer be

taken for granted. They must be aware of their own arsenal of information, skills, and abilities rather than associating themselves with a particular job title. Employers and employees must collaborate on personal growth, with the company providing opportunities and the employee taking the lead.

Training and development ultimately increase both employee and organizational productivity. Employee development is the secret to organizational sustainability, as has been remarked with some justification. Employees in an organization must be able to quickly adapt to a global market that is always changing. To retain employees and be successful, businesses must spend on ongoing employee training and development. Businesses that can pick up new skills and adjust to changes more swiftly than their competitors will benefit from the twenty-first century.

Employee effectiveness is increased inside the organization when training increases employees' initiative and the caliber of their work, helping them to be more dedicated to accomplishing the organizational goals and objectives. Both employees and organizations will reap the long-term rewards if organizations are able to support all employees in satisfying their needs. The timely evaluation of an organization's staff training and development program's effectiveness is also crucial.

Training activities help to increase employee capabilities, skills, knowledge, and attitudes as long as training remains a key strategy or means of enhancing organizational performance. This is because trained employees complete tasks more quickly and effectively than untrained workers. The primary benefit of the suggested solution is the development of a fresh approach to practical training for employees, cost savings for the company, and an increase in employee performance through the incorporation of

dynamic training methods and the diagnosis of subpar performance or skill areas that require training as a quick fix to improve organizational performance.

Employees are an important resource (asset) for the company. The performance of the workforce determines whether the organization succeeds or fails. As a result, businesses spend a lot of money on employee development. The main factors that affect employee performance and employee growth are identified. A proposed model that explains the relationship between employee development variables (employee learning, skill growth, self-directedness, and attitude) and employee performance variables is developed through further discussion. The efficacy of the organization will be impacted by staff performance.

In conclusion, the impact of training and development on employee productivity has improved not only the health of organizations but also the prosperity of most nations that have taken into account the planning and delivery of national training and development of the workforce. The improvement of the nation's human capital is the goal of national policy, and thus bestows upon the country's economic growth. However, in order to get the most out of their personnel and boost productivity, management of organizations is advised to prioritize employee training and development.

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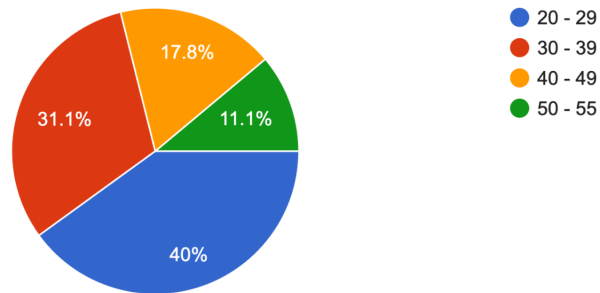
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APPENDICES (SURVEY)

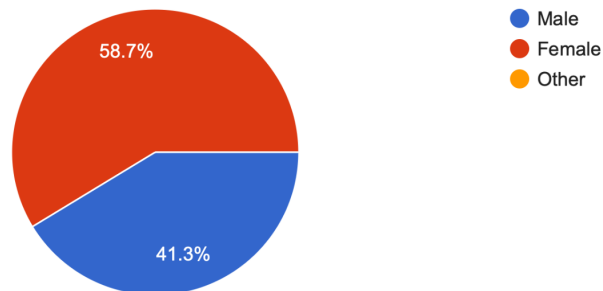
How old are you?

45 responses



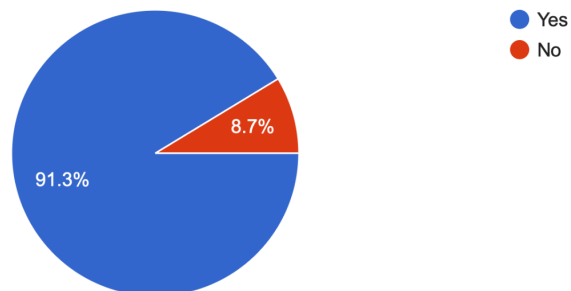
What is your gender?

46 responses



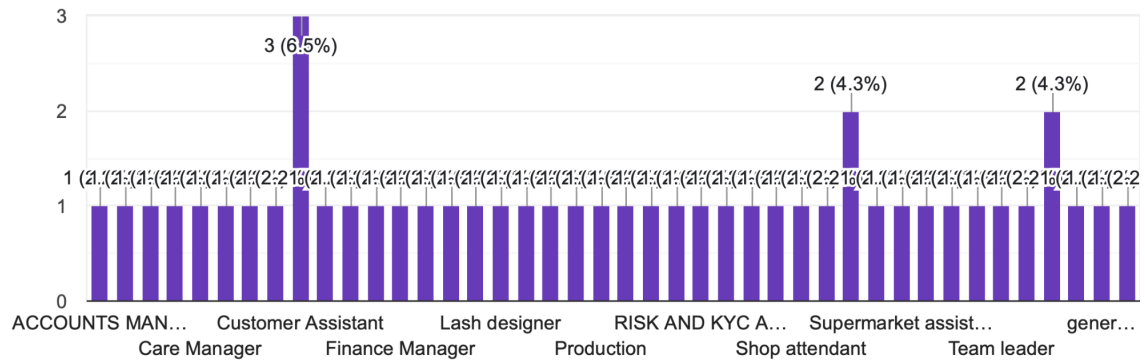
Are you currently employed?

46 responses



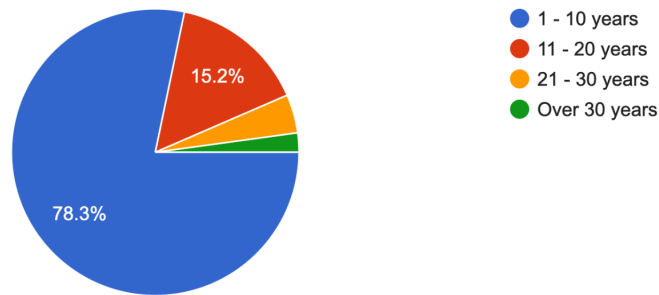
What is your current role?

46 responses



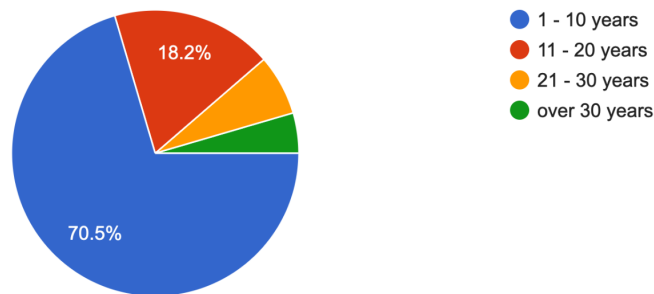
How long have been in your currently role?

46 responses



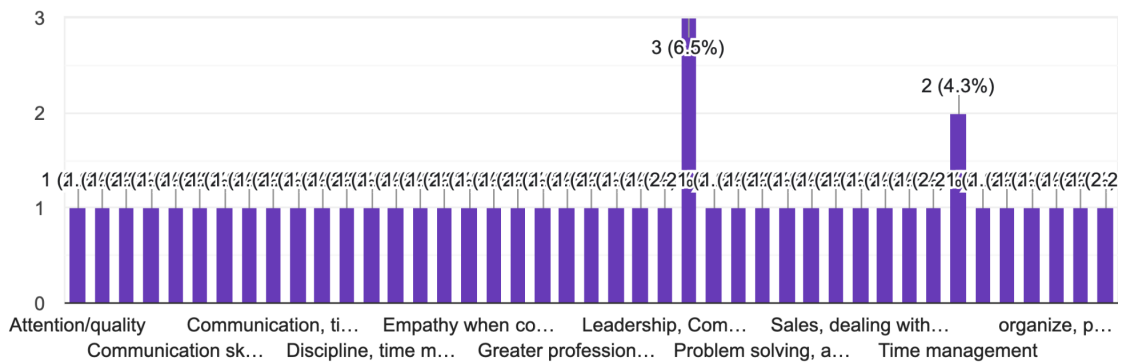
What is the duration of your current tenure of employment?

44 responses



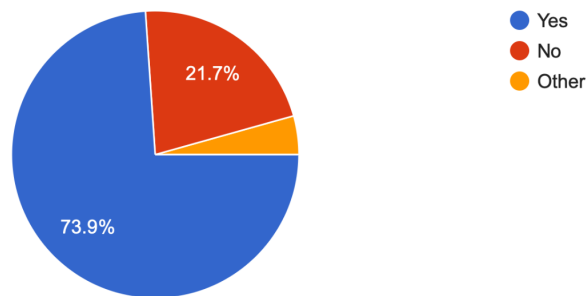
What soft skills have you acquired or enhanced throughout your professional tenure?

46 responses



Have you actively engaged with various developmental resources, such as books, online courses, lectures, mentoring programs, and conferences, to cultivate and refine your repertoire of soft skills?

46 responses

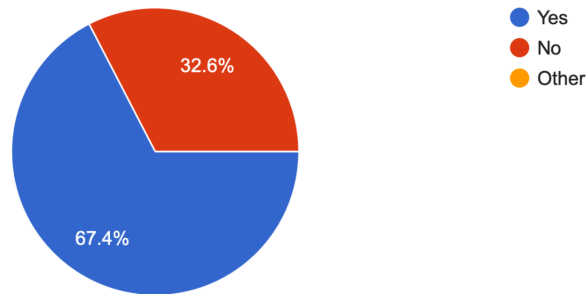


In what manner have these resources influenced and elevated your individual performance and outcomes, particularly in domains like communication and interpersonal interactions? **(short-answer text)**

To what extent have these resources contributed to your professional growth and effectiveness? **(long-answer text)**

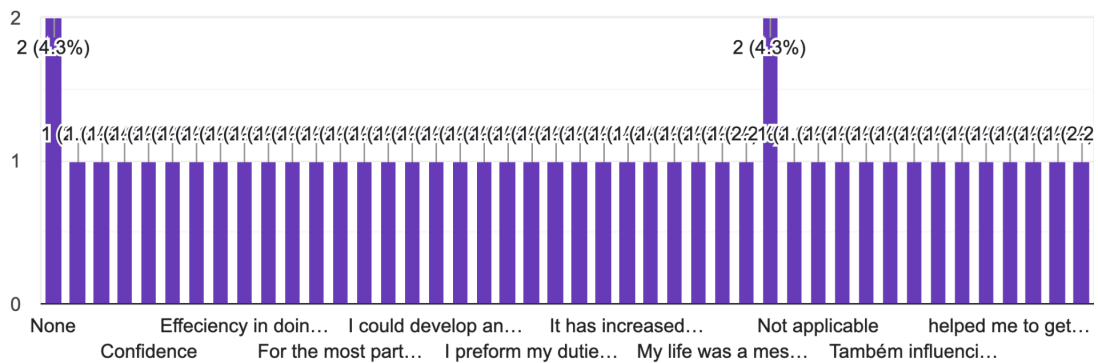
Have you participated in any courses, training sessions, or lectures—whether conducted in-person or online—offered by the organizations you have been affiliated with during your professional journey?

46 responses



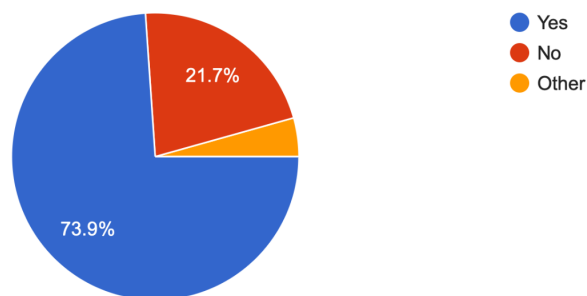
In what ways have these educational opportunities positively influenced your performance and contributions to your daily tasks as an employee?

46 responses



Did these experiences also yield benefits in your personal life, such as contributing to personal goals, enhancing interpersonal relationships, and fostering greater self-awareness?

46 responses



In your perspective, do you believe that the investment of effort and self-development as an individual has a positive impact on your professional capabilities and performance as an employee?

46 responses

