

Overcoming Challenges in Corporate Training: A Framework for Effective Training Initiatives

Zion Lee

Doctor of Business Administration Candidate, SBS Swiss Business School, Kloten, Switzerland

Email: jh200894@hotmail.com

How to cite this paper: Lee, Z. (2023). Overcoming Challenges in Corporate Training: A Framework for Effective Training Initiatives. *Open Journal of Business and Management*, 11, 2472-2487. <https://doi.org/10.4236/ojbm.2023.115137>

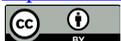
Received: August 15, 2023

Accepted: September 24, 2023

Published: September 27, 2023

Copyright © 2023 by author(s) and Scientific Research Publishing Inc. This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

Abstract

This paper aims to analyze challenges faced by organizations in implementing effective corporate training programs. It examines common issues such as limited budgets, employee resistance, and difficult measuring impact. To address budget constraints, the paper proposes clearly communicating return on investment from training. To overcome resistance, training needs to be designed as practical and relevant. Various metrics for evaluating impact and return on investment are also discussed. The paper concludes that adopting a strategic approach targeting the root causes of these challenges can maximize the effectiveness of training in developing employee skills and improving organizational performance.

Keywords

Corporate Training, E-Learning, Training Effectiveness

1. Methodology

The present study employed a qualitative literature review methodology to examine the difficulties encountered in corporate training programmes and suggest potential remedies. The present study utilised a systematic approach to gather scholarly resources, including peer-reviewed academic journals, books, and research reports. This was achieved by conducting comprehensive searches in relevant databases, employing specific keywords associated with the topics of training, development, obstacles, budget restrictions, employee resistance, impact evaluation, and return on investment.

A comprehensive analysis was conducted by reviewing more than 40 publications published between 1985 and 2022 in order to determine the prevailing issues that have been reported in previous studies. The most often mentioned problems in various researches were restricted funds, staff opposition, and diffi-

culty in quantifying impact.

2. Structure

After the abstract, the introduction furnishes contextual information regarding the significance of corporate training programmes and the prevalent difficulties encountered throughout their implementation.

The subsequent section provides a comprehensive analysis of three primary issues, including constrained financial resources and limited allocation of resources, employee reluctance towards training initiatives, and the complexities associated with assessing the effectiveness and outcomes of these programmes. The scope and effect of each challenge are illustrated by reviewing relevant literature.

Subsequently, a range of potential solutions are introduced in order to effectively tackle each individual difficulty. This study examines various approaches, including needs assessments, blended learning models, and targeted measurements.

The study also examines potential avenues for future research that may contribute to the validation and enhancement of efficacious training methodologies.

In conclusion, the adoption of an evidence-based strategic approach has the potential to optimise the advantages of training programmes by effectively addressing underlying causes. By implementing optimised initiatives based on established best practises, it is possible to boost both skills development and organisational performance.

The primary objective of this article is to present a comprehensive framework for addressing persistent training obstacles by doing a thorough analysis of the difficulties, offering evidence-based solutions, and recommending avenues for future improvement.

3. Introduction

Training and development activities are implemented strategically to augment the knowledge and skills of employees, with the aim of attaining organisational objectives. The term “training” pertains to a form of learning that aims to enhance specific job-related skills in an employee’s present position. On the other hand, “development” encompasses a wider range of knowledge and abilities that are geared towards long-term career advancement and progression within an organisation (Noe et al., 2014; Pilbeam & Corbridge, 2006).

According to Noe et al. (2014), training is primarily concerned with enhancing an employee’s current skill set, whereas development aims to cultivate strategic competences that will equip individuals for future roles and responsibilities. The nature of training typically leans towards tactical and urgent objectives, whereas development has a strategic and long-term focus. Notwithstanding these disparities, both training and development share the common objective of maximising human capital and enhancing organisational performance.

Training and development programmes have been present in corporate set-

tings since the early 1900s, as organisations saw the importance of nurturing their people resources (Wexley & Latham, 2002). The implementation of effective training and employee development programmes has the potential to enhance organisational performance through various means. These include improving productivity, optimising work processes, reducing costs, boosting employee happiness, and minimising staff turnover (Arthur et al., 2003; Burke & Hutchins, 2007). Nevertheless, organisations frequently encounter difficulties when it comes to executing training programmes that effectively optimise these advantages. Several challenges commonly encountered in the context under consideration are insufficient budgetary provisions, inadequate evaluations of programmes, and employee reluctance towards engaging in training initiatives (Aguinis & Kraiger, 2009; Kupritz, 2002; Tannenbaum, 1997).

Organizations face significant challenges in implementing effective training programs. To overcome these, the underlying contributing factors must be addressed. Budgetary deficits often occur due to an inability to communicate training's benefits to proficiency, efficiency and morale. Without understanding these potential returns, firms cannot justify financial investments. Employees also resist training seen as irrelevant or overly conceptual. Practical application and interactive methods maintain engagement. Limited impact evaluations also hinder continued support. By not quantifying effects, training is difficult to prioritize amid competing demands.

This study aims to analyze pervasive challenges and recommend solutions. To remedy budget constraints, the study will highlight expected returns from strategic spending. This clarifies funding priorities by linking inputs to outputs. Employee resistance will also be examined from both design and perception perspectives. Relevant, well-structured programs can motivate participation. Finally, practical assessment methods will be proposed to demonstrate commercial impacts. With quantifiable outcomes, training shows value and ROI. By optimizing resources, approaches and metrics, organizations can maximize human capital development and performance enhancement. Addressing root causes through evidence-informed solutions empowers firms to realize training's full benefits.

The main contributions of this study are three-fold. First, it comprehensively reviews prevalent issues hindering optimal training outcomes. Through literature analysis, common obstacles like resource constraints, staff resistance, and impact assessment difficulties are identified. Second, the study proposes targeted remedies to address each challenge, grounded in empirical findings. Strategies around needs assessment, blended delivery, and defined metrics are discussed. Third, directions for future research are suggested to help validate and advance best practices.

Notwithstanding these contributions, some limitations exist. As a literature review, no primary data is collected from organizations. While extensive secondary sources are examined, fieldwork could provide deeper insights. Addition-

ally, the effectiveness of proposed solutions still requires evaluation through implementation and assessment. Future studies with experimental designs could help test solutions.

Overall, this study aims to synthesize knowledge around pervasive training hurdles and offer a strategic framework grounded in evidence for overcoming challenges. Optimizing corporate training initiatives through continuous refinement informed by research can strengthen skills development and drive business performance. However, further research leveraging various methodologies remains important to evolve current understanding.

4. Literature Review

Definition and Goals of Training in Organizations

The concept of training can be defined as a structured and systematic procedure with the objective of acquiring knowledge and enhancing abilities that are applicable to an individual's present occupation or organisational position (Noe et al., 2014; Pilbeam & Corbridge, 2006). This diverges from more extensive development endeavours that aim to enhance long-term professional progression. The primary objective of training is to develop and strengthen the essential skills and abilities required to effectively fulfil current employment requirements.

The primary goals of implementing training programmes in organisational contexts encompass enhancing individual and work team performance, augmenting productivity, and optimising corporate operations to attain strategic objectives (Wexley & Latham, 2002; Arthur et al., 2003; Burke & Hutchins, 2007). Training programmes have the objective of improving employee proficiency, with the additional benefit of reducing expenses related to defects, errors in reworking, and non-compliance issues (Phillips & Phillips, 2016; Chadwick & Raver, 2015).

Other objectives include the reduction of worker turnover by meeting knowledge and skill requirements, as well as enhancing employee morale and engagement (Phillips & Phillips, 2016; Colquitt et al., 2021b). The purpose of training is to develop and reinforce skills that improve customer service levels and satisfaction scores (Phillips & Phillips, 2016; Tracey et al., 2001). When organisational training is conducted in an ideal manner, its primary objective is to cultivate and enhance the human capital inside the organisation, which in turn plays a pivotal role in driving the overall success of the business.

Gaps and Challenges in Business Training

Although the importance of training is widely recognised, organisations frequently encounter barriers that impede the efficacy of their training programmes. One of the primary obstacles is the restriction of budget allocations, which limits the availability of resources, tools, and approaches (Phillips & Phillips, 2016; Jain & Moreno, 2015). The limitation of training breadth and dose is evident in the study conducted by Arthur et al. (2003).

The resistance of employees to material and distribution that they regard as

irrelevant poses further hurdles to the adoption of such content (Kupritz, 2002; Maurer & Lippstreu, 2008). According to Ohlmann et al. (2019), individuals with significant work experience tend to perceive training as superfluous. Participation can also decrease as a result of passive instructional approaches, limited relevance to real-world situations, and time constraints (Frijda et al., 1989; Maurer & Lippstreu, 2008).

There is a deficiency in the comprehensive evaluation of long-term training effects and return on investment (ROI) as a result of challenges associated with quantifying intangible outcomes (Phillips & Phillips, 2016). Firms exhibit reluctance in sustaining investment without the presence of supporting evidence (Chen & Klimoski, 2007). This assessment endeavours to identify the primary concerns that have been highlighted with business training, which necessitate immediate attention and resolution.

5. Challenges

5.1. Lack of Resources and Budget Constraints

Business training and development efforts are frequently hampered in both their breadth and their level of effectiveness because insufficient financial resources are allocated towards training. According to Phillips and Phillips (2016), the breadth of training tools, technologies, and instructors that organisations are able to provide is constrained by the financial resources that are available to such organisations. According to Silkin (2019), companies may incur large costs when hiring the services of a well-known corporate trainer in Hong Kong. Such a trainer may demand a fee that is higher than HK\$ 15,000 for a training session that lasts for 2 hours. According to Jain and Moreno (2015), there are additional expenditures related with the acquisition of training materials, facility rents, and the logistical demands.

In the face of limited financial resources, businesses frequently implement measures to reduce the amount of money spent on employee training. These measures may include reducing the total number of training hours, restricting training initiatives to particular departments, or limiting access to training opportunities for certain workers (Jain & Moreno, 2015). According to Arthur et al. (2003), the strategy of “just enough” ignores the identification of the optimal dosage, which refers to the right amount of training needed to attain competency and boost production. According to Kupritz (2002), empirical evidence reveals that longer and more complete training programmes tend to yield the largest returns on investment in terms of boosting safety, compliance, and technical abilities. This is the case especially when compared to shorter and less comprehensive training programmes.

Online platforms, simulation tools, and virtual reality application software are examples of the kinds of cutting-edge training technologies that have been shown to increase learner motivation and information retention (Han, Chen,

Feng, & Luo, 2022). However, insufficient financial resources make it difficult to allocate funding towards these kinds of training technologies. The delay in implementing learning management systems that combine training materials and give considerable data on training usage and outcomes can be ascribed to decreasing technology budgets (Khan, 2005). These learning management systems integrate training materials and give major data on training usage and outcomes.

According to Phillips and Phillips (2016), making an investment in training and development can result in a number of positive outcomes, including higher productivity, decreased staff turnover, less rework, and decreased costs associated with regulatory compliance. However, in order to receive a return on investment that is good, it is essential to precisely identify the true training needs that are aligned with the objectives of the work and the outcomes that are desired. To accomplish this, one must move beyond the mentality of merely delivering the absolute minimum required (Chen & Klimoski, 2007). Even if it means incurring greater initial charges, businesses are encouraged to engage in experimentation with a variety of distribution techniques, technologies, and appropriate dosages in order to improve their operations (Tonhäuser & Bükler, 2016). This is despite the fact that doing so will result in increased costs. According to Phillips and Phillips (2016), businesses have the ability to maximise their profits through the implementation of training and development programmes if they first ensure that they have adequate financial resources and then take a strategic approach to allocating those resources.

5.2. Resistance from Employees

The resistance exhibited by employees towards corporate training and development programmes frequently originates from their perception of the training as either unimportant or inadequately designed (Kupritz, 2002; Maurer & Lippstreu, 2008). According to Kupritz (2002), employees may exhibit resistance towards training programmes that they see as having limited applicability to their job responsibilities and professional goals. This assertion holds particular relevance for seasoned personnel who hold the belief that they already possess the necessary skills and knowledge (Ohlmann et al., 2019).

Reasons for resistance include:

- Irrelevant content delivered through dull methods often viewed as wasting time (Arthur et al., 2003; Frijda et al., 1989). Employees are more likely to resist training perceived as boring and lacking personally meaningful content (Frijda et al., 1989).
- Insufficient workplace examples and lack of interactivity (Salas et al., 2012). Training that fails to integrate real-world job examples results in higher resistance among trainees (Salas et al., 2012).
- Failure to directly link content to specific tasks and goals that employees are accountable for (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012). Explicitly demonstrating relevance improves motivation and readiness to learn.

- Excessive duration that disrupts work schedules and demands. Longer training negatively impacts enthusiasm when training competes with work priorities (Maurer & Lippstreu, 2008).
- Companies focused primarily on targets rather than employee engagement encounter higher resistance (Maurer & Lippstreu, 2008).
- Employees with performance-driven mindsets often view training as lost productivity rather than investment (Maurer & Lippstreu, 2008).
- Revenue-obsessed cultures breed skepticism of initiatives perceived as detracting from key metrics (Maurer & Lippstreu, 2008).

To overcome resistance, companies must create valuable, practical training (Tonhäuser & Büker, 2016; Noe, 1986). This involves:

- Conducting needs assessments to identify skill/knowledge gaps (Khan, 2005; Brown, 2002). Formal needs assessments ensure training focuses on organizational priorities and specific skill deficiencies (Brown, 2002).
- Tailoring content to specific roles, tasks and competencies (Chen & Klimoski, 2007; Tannenbaum & Yukl, 1992). Job-relevant training enhances motivation, retention and transfer (Tannenbaum & Yukl, 1992).
- Using interactive methods that minimize lectures and maximize practice (Arthur et al., 2003; Noe et al., 2014; Kozlowski et al., 2001). Active and hands-on methods result in greater learning than traditional lectures (Kozlowski et al., 2001).
- Linking content explicitly to desired workplace outcomes and metrics (Khan, 2005; Phillips & Phillips, 2016; Noe, 1986). Demonstrating a clear line of sight to objectives improves motivation to learn (Noe, 1986).
- Using multiple training modalities to accommodate different learning styles (Noe et al., 2014; Salas et al., 2012; Ford & Weissbein, 1997). A blend of methods allows trainees to learn through their preferred channels (Ford & Weissbein, 1997).
- Providing follow-up evaluation and feedback to improve future programs (Salas et al., 2012; Tonhäuser & Büker, 2016; Kraiger et al., 1993). Post-training evaluation is critical for identifying ways to optimize training (Kirkpatrick & Kirkpatrick, 2016).

It is imperative for companies to have a culture that places strategic value on training and communication. Rewarding employees who effectively utilise acquired knowledge (e.g., through performance bonuses) enhances the idea that training initiatives yield concrete results (Maurer & Lippstreu, 2008). The augmentation of formal activities is facilitated by the informal dissemination of knowledge (Maurer & Lippstreu, 2008).

The implementation of a strategic methodology, which involves the identification of genuine requirements, the development of practical content, and the acknowledgment of the impact of training, has the potential to alleviate resistance that arises from issues of irrelevance and inadequate design (Salas et al., 2012). When employees regard training as practical, relevant, and meaningful, they

tend to become more involved and active participants in their own development. In order to successfully address resistance, it is imperative to shift employees' perspectives on training from perceiving it as a burdensome obligation to recognising its pivotal role in enhancing performance.

5.3. Measuring the Impact and ROI of Training

Numerous organisations encounter challenges in effectively assessing the impact and return on investment of their training and development endeavours (Phillips & Phillips, 2016). Defining and measuring impact indicators for training in “soft skills” can provide challenges, as noted by Phillips and Phillips (2016).

In the absence of thorough assessment, organisations may exhibit reluctance in allocating further resources towards training initiatives, opting instead to allocate budgets towards salary increments (Chen & Klimoski, 2007). However, the failure to provide evidence of the impact of training has the potential to undermine the justification of allocating funding for future training endeavours (Chen & Klimoski, 2007).

Several metrics can indicate whether training initiatives achieve their desired outcomes (Phillips & Phillips, 2016; Salas et al., 2012):

Productivity gains:

Increased output per employee hour via reduced error rates, shorter cycle times, higher throughput and efficiency (Phillips & Phillips, 2016; Colquitt et al., 2000). Productivity increases of 10-15% have been attributed to effective training programs (Swanson, 2001).

Cost savings:

Decreased material waste, rework, spoilage, downtime, overtime pay and compliance fines (Phillips & Phillips, 2016; Chadwick & Raver, 2015). Training has been shown to reduce costs by lowering defect rates and improving quality (Chadwick & Raver, 2015).

Reduced attrition:

Lower employee attrition indicates training satisfied knowledge, skill and engagement needs (Phillips & Phillips, 2016). Training programs that develop employees result in lower turnover intentions (Colquitt, LePine, & Wesson, 2021a).

Customer satisfaction:

Higher customer satisfaction scores reveal training improved employee performance meeting customer requirements (Phillips & Phillips, 2016; Tracey et al., 2001). Training focused on customer service competencies can increase customer satisfaction metrics (Tracey et al., 2001).

Training transfer:

Extended application of learned knowledge and skills through reduced rate of skill decay per Ebbinghaus' Forgetting Curve (Baldwin & Ford, 1988; Burke & Hutchins, 2007). Studies show only 10-15% of training content is effectively applied on the job (Burke & Hutchins, 2007).

While “soft outcomes” also reveal training value, these “hard metrics” offer

more definitive ROI analyses (Phillips & Phillips, 2016; Tan et al., 2003). Tracking metrics over time shows whether impacts are sustainable or require retraining due to skill decay (Baldwin & Ford, 1988). Although “hard dollar” measures provide a more conclusive analysis of return on investment (ROI), it is important to acknowledge that “soft outcomes” can offer valuable insights into the effectiveness of training (Phillips & Phillips, 2016). The analysis of metrics over a period of time enables the determination of the sustainability of impacts or the need for retraining as a result of skill degradation (Baldwin & Ford, 1988).

The Forgetting Curve, as proposed by Ebbinghaus, demonstrates the rapid decay of memory over time in the absence of review or application. In the studies conducted by Ebbinghaus, the participants demonstrated varying levels of retention over time. Specifically, they were able to recall approximately 85% - 90% of the information immediately after the learning phase. However, this percentage decreased to around 40% after one day, 20% - 30% after one week, and just 20% - 35% after 30 days (Ebbinghaus, 1885; Kokina & Davenport, 2017).

This principle highlights the significance of training transfer, which refers to the successful utilisation of knowledge and abilities in the workplace (Baldwin & Ford, 1988). According to Ebbinghaus (1885), the incorporation of repetitive practise, feedback, and coaching after training sessions is crucial in enabling employees to effectively retain and use newly acquired competencies over extended periods of time.

The phenomenon of forgetting curves can also serve as an indicator for identifying areas where refresher courses and repeated training initiatives may be necessary in order to strengthen abilities that tend to diminish over time (Kokina & Davenport, 2017). The studies conducted by Phillips and Phillips (2016) and Tan et al. (2003) provide evidence of competency improvements as shown by pre- and post-training assessments.

The justification for more expenditure in training can be supported by impact measurement and return on investment (ROI) analysis, as suggested by Chen and Klimoski (2007). According to Tan et al. (2003), through a thorough evaluation process, firms are able to develop a sense of assurance in the effectiveness of training as a means to enhance performance. However, in order to maintain long-term effects, it is necessary to address the issue of skill decay by implementing various tactics such as spaced repetition, active recall exercises, and the transfer of training in real-life work situations (Kokina & Davenport, 2017).

6. Suggestions to Improve Training Programs

The implementation of comprehensive needs assessments prior to the development of training programmes is essential for achieving favourable outcomes (Khan, 2005). According to Noe (2017), assessments are utilised to discover gaps in knowledge, skills, and attitudes that may be addressed through training, taking into consideration the specific requirements of both employees and their re-

spective job roles. The collection of employee feedback through surveys and interviews allows for the examination of perspectives regarding the value of training, priorities, and preferred formats (Tonhäuser & Büker, 2016). The determination of optimal “dosage” in training programmes can be indicated by needs assessments, which measure the amount and frequency of training required to achieve tangible objectives (Tonhäuser & Büker, 2016).

The utilisation of several training modes, such as classroom instruction, online learning, on-the-job training, and coaching, caters to diverse learning styles and preferences (Noe et al., 2014; Salas et al., 2012). According to Noe et al. (2014), the utilisation of this particular variation enhances the willingness of employees to participate in training programmes, since it allows individuals to effectively engage through their preferred communication channels. Learning opportunities that are designed to be completed in short durations of 5 - 10 minutes every day, as opposed to longer courses lasting 1.5 - 2 hours, may also be attractive to employees who have limited availability due to time constraints.

In addition to traditional training methods, employers have the option to offer eLearning modules to their employees, allowing them to acquire knowledge and skills at a self-determined pace (Cheng & Chen, 2015).

The implementation of post-training evaluation questionnaires and the tracking of progress measures enhance the effectiveness of future programmes (Tonhäuser & Büker, 2016). According to Salas et al. (2012), evaluations provide insights into the effectiveness of various training components in order to inform future curriculum modifications. According to Salas et al. (2012), quantitative measurements can be used to assess the effectiveness of training programmes and identify areas that may require modifications.

Incentivizing employees through the provision of rewards such as coupons, gift cards, or annual leave has the potential to effectively address resistance and enhance the efficacy of training programmes. According to Salas et al. (2012), effectively demonstrating to staff members the direct applicability of training content to their job activities and goals can significantly enhance its relevance.

By doing regular needs assessments, employing diverse delivery methods, conducting comprehensive evaluations, and implementing motivational tactics, firms can enhance the effectiveness of their training programmes to achieve higher levels of engagement, improve competency development, and generate positive business outcomes. Acknowledging training as a continuous process enhances the returns on investment. The implementation of strategies aimed at integrating learning into workers’ regular job activities serves to further enhance the long-term effectiveness of training outcomes.

7. Future Research

Additional investigation should be considered to delve into the optimal strategies employed by industries that have achieved notable success in their training and development initiatives. The examination of the methodologies utilised by

these organisations to enhance training effectiveness, encompassing the stages of requirements assessments and impact measures, has the potential to yield valuable recommendations for broader implementation (Phillips & Phillips, 2016). The examination of both quantitative and qualitative case studies pertaining to organisations that demonstrate exceptional proficiency in translating training investments into concrete outcomes has the potential to provide useful insights for the field of training (Phillips & Phillips, 2016).

Further investigation is warranted to assess the effects of developing training technologies, such as augmented and virtual reality. According to Han et al. (2022), empirical investigations have the capacity to assess the extent of information retention, skill transfer, and motivation benefits resulting from the utilisation of these innovative modalities in comparison to conventional approaches. A potential avenue for further investigation is conducting a longitudinal quasi-experimental study to examine the effects of augmented reality/virtual reality (AR/VR) training on trainees' objective performance indicators. This study would involve tracking individuals who receive AR/VR training and comparing them to a control group that does not receive such training. By observing these individuals over an extended period, researchers can assess the long-term consequences of AR/VR training on objective performance indicators.

Conducting research is necessary to provide a solid rationale for making substantial initial expenditures in technology and to inform decision-making processes on its adoption (Brynjolfsson & McAfee, 2014). In order to acquire a more comprehensive understanding of the relationship between investments in training and subsequent increases in production, it is necessary to conduct longitudinal studies of extended duration. The evaluation of results over extended durations, ranging from 3 to 5 years, has the potential to unveil the durability of initial effects and shed light on the strategies employed by organisations to enhance the return on investment in training (Chen & Klimoski, 2007). These studies have the potential to measure the impact of training intensity, relevance, transfer, and repetition on the time required to achieve proficiency and the ultimate levels of performance. The study conducted by Chen and Klimoski (2007) suggests that correlational findings have the potential to provide valuable insights into determining the appropriate "dosage" recommendations for training programmes, with the aim of maximising productivity outcomes.

A significant improvement in the field of training would involve future research models that surpass cross-sectional designs and instead focus on conducting longer-term evaluations to assess the consequences of training. The task of effectively integrating various training modalities, technology, relevance, and repetition into holistic approaches for enhancing human potential poses a significant challenge for both scholars and practitioners in the field of training. In light of the skill gaps that organisations are currently encountering in an economy characterised by rapid changes, it is imperative to develop evidence-based suggestions for optimising the outcomes derived from investments in corporate

training.

8. Conclusion

Training and development activities are implemented strategically with the aim of enhancing the knowledge, skills, and capabilities of employees in order to effectively accomplish organisational objectives. The implementation of efficient training and development programmes has the potential to enhance organisational performance by fostering heightened productivity, optimising work processes, minimising expenses, and cultivating greater employee happiness. Nevertheless, organisations frequently encounter difficulties when it comes to executing training programmes that effectively achieve these advantages. Common challenges often encountered in many organisations include limited financial resources, insufficient evaluations of programme effectiveness, and employee reluctance towards participating in training initiatives.

Corporate training programmes face significant challenges due to limited resources and budgetary constraints. The limitations imposed by insufficient money constrain the range of training tools, technology, and instructors that organisations are able to offer. Due to financial constraints, organisations often adopt strategies aimed at reducing training hours, narrowing the scope of training to certain individuals or departments, or limiting training possibilities to a “sufficient” level. However, empirical evidence suggests that engaging in more rigorous and comprehensive training programmes frequently yields the highest benefits in terms of enhancing safety, compliance, and skill levels. Insufficient financial resources also result in the postponement of investments in proven novel training technologies that have demonstrated the ability to enhance motivation and facilitate learning.

Nevertheless, it is important to note that making appropriate investments in training and employee development can result in increased productivity, decreased employee turnover, and reduced expenses. However, this necessitates the identification of genuine needs that align with desired goals. In order to maximise profits, organisations are required to engage in experimentation with various methods, technologies, and optimal levels of implementation, even in the face of higher initial expenses.

The resistance exhibited by employees towards training initiatives frequently arises from their perception of the programmes as either lacking relevance or being inadequately prepared. Experienced personnel, particularly those who possess a wealth of knowledge and skills, may have the belief that they already possess the necessary competencies, thereby perceiving training activities as a futile expenditure of time. There are several factors that contribute to resistance among individuals. These factors encompass the delivery of irrelevant knowledge through monotonous instructional approaches, the absence of workplace illustrations, the failure to establish clear connections between training and specific activities and objectives, and the excessive length and time commitments

associated with the training programme. The existence of scepticism is further perpetuated by the perception that training is burdensome in administrative tasks and hinders productivity. It is imperative for companies to develop pragmatic training programmes that are congruent with the responsibilities of their employees. These programmes should effectively identify genuine gaps in knowledge and apply interactive methodologies that minimise reliance on lectures while emphasising practical application. It is imperative for companies to foster a corporate environment that emphasises the strategic importance of training and duly acknowledges instances where employees effectively use acquired knowledge. In general, the process of overcoming resistance necessitates a shift in employee perspectives, when training is no longer perceived as a burden but rather as a pivotal mechanism for enhancing performance.

Organisations have difficulties when attempting to assess the effects and evaluate the return on investment of training initiatives. The assessment of “soft skills” training necessitates the utilisation of quantifiable indicators. In the absence of thorough evaluation, organisations may exhibit reluctance to allocate further resources towards training initiatives, opting to allocate budgetary funds towards wage increments instead. However, the failure to provide evidence of the impacts of training poses a significant risk to the future reasons for financial allocations. Various metrics can be utilised to assess the extent to which efforts are successful in achieving targeted objectives. These metrics encompass factors such as productivity improvements, cost savings, attrition rates, customer happiness, and training transfer. Soft outcomes also demonstrate the educational worth of training. The act of monitoring metrics over a period of time allows for the determination of the sustainability of impacts or the need for retraining as a result of skill degradation, as outlined by Ebbinghaus’ Forgetting Curve. The graph visually represents the significance of training transfer and repetitive practise after training in order to maintain and utilise competencies for extended periods of time. The implementation of refresher courses and recurrent training programmes serves as an effective strategy to mitigate the phenomenon of skill degradation. The assessment of impact and return on investment (ROI) evaluations provide a rationale for additional investment in training initiatives and enhance the perception of training as an effective tool for improving performance.

By leveraging suitable resources, implementing well-structured programmes, and establishing quantifiable outcomes, firms may maximise the advantages derived from efficient employee training and development. The presence of budgetary limitations necessitates the need to clearly articulate the possible returns on investment that can be achieved via appropriate allocation of funds. The presence of employee opposition underscores the need to develop pragmatic initiatives that are perceived as important and pertinent. Training efforts can be justified and garner support to overcome resource limits through the use of rigorous assessments that demonstrate demonstrable business outcomes. In general, adopting a strategic approach that targets underlying causes can maximise the

effectiveness of training as a strategic tool for improving employee knowledge, skills, attitudes, and ultimately organisational performance. By effectively harnessing the full potential of employee training and development initiatives, organisations are able to optimise the returns on their efforts in nurturing their most valuable resource—human capital.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

References

- Aguinis, H., & Kraiger, K. (2009). Benefits of Training and Development for Individuals and Teams, Organizations, and Society. *Annual Review of Psychology*, *60*, 451-474. <https://doi.org/10.1146/annurev.psych.60.110707.163505>
- Arthur, W., Bennett, W., Edens, P. S., & Bell, S. T. (2003). Effectiveness of Training in Organizations: A Meta-Analysis of Design and Evaluation Features. *Journal of Applied Psychology*, *88*, 234-245. <https://doi.org/10.1037/0021-9010.88.2.234>
- Baldwin, T. T., & Ford, J. K. (1988). Transfer of Training: A Review and Directions for Future Research. *Personnel Psychology*, *41*, 63-105. <https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>
- Brown, J. (2002). Training Needs Assessment: A Must for Developing an Effective Training Program. *Public Personnel Management*, *31*, 569-578. <https://doi.org/10.1177/009102600203100412>
- Brynjolfsson, E., & McAfee, A. (2014). *The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies*. W. W. Norton & Company.
- Burke, L. A., & Hutchins, H. M. (2007). Training Transfer: An Integrative Literature Review. *Human Resource Development Review*, *6*, 263-296. <https://doi.org/10.1177/1534484307303035>
- Chadwick, C., & Raver, J. L. (2015). Motivating Organizations to Learn: Goal Orientation and Its Influence on Organizational Learning. *Journal of management*, *41*, 957-986.
- Chen, G., & Klimoski, R. J. (2007). Training and Development of Human Resources at Work. *Human Resource Management Review*, *17*, 180-190. <https://doi.org/10.1016/j.hrmr.2007.03.004>
- Cheng, T., & Chen, C.-C. (2015). The Impact of e-Learning on Workplace On-the-Job Training. *International Journal of e-Education, e-Business, e-Management and e-Learning*, *212-228*. <https://doi.org/10.17706/ijeeee.2015.5.4.212-228>
- Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an Integrative Theory of Training Motivation: A Meta-Analytic Path Analysis of 20 Years of Research. *Journal of Applied Psychology*, *85*, 678-707. <https://doi.org/10.1037/0021-9010.85.5.678>
- Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2021a). *Organizational Behavior: Improving Performance and Commitment in the Workplace* (6th ed.). McGraw-Hill Education.
- Colquitt, J. A., Simmons, B. L., & Zapata-Phelan, C. P. (2021b). *Handbook of Training and Development*. Oxford.
- Ebbinghaus, H. (1885). *Memory: A Contribution to Experimental Psychology*. H. A. Ruger & C. E. Bussenius, Trans., Teachers College.

- Ford, J. K., & Weissbein, D. A. (1997). Transfer of Training: An Updated Review and Analysis. *Performance Improvement Quarterly*, *10*, 22-41. <https://doi.org/10.1111/j.1937-8327.1997.tb00047.x>
- Frijda, N. H., Kuipers, P., & ter Schure, E. (1989). Relations among Emotion, Appraisal, and Emotional Action Readiness. *Journal of Personality and Social Psychology*, *57*, 212-228. <https://doi.org/10.1037/0022-3514.57.2.212>
- Han, X., Chen, Y., Feng, Q., & Luo, H. (2022). Augmented Reality in Professional Training: A Review of the Literature from 2001 to 2020. *Applied Sciences*, *12*, Article 1024. <https://doi.org/10.3390/app12031024>
- Jain, A. K., & Moreno, A. (2015). Organizational Learning, Knowledge Management Practices and Firm's Performance: An Empirical Study of a Heavy Engineering Firm in India. *The Learning Organization*, *22*, 14-39. <https://doi.org/10.1108/TLO-05-2013-0024>
- Khan, B. H. (2005). *Managing E-Learning Strategies: Design, Delivery, Implementation and Evaluation*. IGI Global. <https://doi.org/10.4018/978-1-59140-634-1>
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2016). *Evaluating Training Programs: The Four Levels* (4th ed.). Berrett-Koehler Publishers.
- Kokina, J., & Davenport, T. H. (2017). The Emergence of Artificial Intelligence: How Automation Is Changing Auditing. *Journal of Emerging Technologies in Accounting*, *14*, 115-122. <https://doi.org/10.2308/jeta-51730>
- Kozlowski, S. W. J., Toney, R. J., Mullins, M. E., Weissbein, D. A., Brown, K. G., & Bell, B. S. (2001). 2. Developing Adaptability: A Theory for the Design of Integrated-Embedded Training Systems. In *Advances in Human Performance and Cognitive Engineering Research (Advances in Human Performance and Cognitive Engineering Research, Vol. 1)* (pp. 59-123). Emerald Group Publishing Limited, Bingley. [https://doi.org/10.1016/S1479-3601\(01\)01004-9](https://doi.org/10.1016/S1479-3601(01)01004-9)
- Kraiger, K., Ford, J. K., & Salas, E. (1993). Application of Cognitive, Skill-Based, and Affective Theories of Learning Outcomes to New Methods of Training Evaluation. *Journal of Applied Psychology*, *78*, 311.
- Kupritz, V. W. (2002). The Relative Impact of Workplace Design on Training Transfer. *Human Resource Development Quarterly*, *13*, 427-447. <https://doi.org/10.1002/hrdq.1042>
- Maurer, T. J., & Lippstreu, M. (2008). Who Will Be Committed to an Organization That Provides Support for Employee Development? *Journal of Management Development*, *27*, 328-347. <https://doi.org/10.1108/02621710810858632>
- Noe, R. A. (1986). Trainees' Attributes and Attitudes: Neglected Influences on Training Effectiveness. *Academy of Management Review*, *11*, 736-749. <https://doi.org/10.2307/258393>
- Noe, R. A. (2017). *Employee Training and Development* (7th ed.). McGraw-Hill Education.
- Noe, R. A., Clarke, A. D. M., & Klein, H. J. (2014). Learning in the Twenty-First-Century Workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, *1*, 245-275. <https://doi.org/10.1146/annurev-orgpsych-031413-091321>
- Ohlmann, M. C., Patenaude, C., & Bourgault, P. (2019). The Perception and Impact of Workplace Training in Manufacturing SMEs: A Multiple Case Study. *European Journal of Training and Development*, *43*, 498-515.
- Phillips, J. J., & Phillips, P. P. (2016). *Handbook of Training Evaluation and Measurement*

- Methods*. Routledge. <https://doi.org/10.4324/9781315757230>
- Pilbeam, C., & Corbridge, M. (2006). Flowcharting the Organization: Training Human Resource Management. *Industrial and Commercial Training*, 38, 151-157.
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The Science of Training and Development in Organizations: What Matters in Practice. *Psychological Science in the Public Interest*, 13, 74-101. <https://doi.org/10.1177/1529100612436661>
- Silkin, L. (2019, June). *Training in Hong Kong*. <https://www.lewissilkin.com/-/media/files/main/general/eir/workspHERE/training-hk-brchure-june-2019.pdf?la=en&hash=995198F2B68A200986B86B62CB30D279CA87C05D>
- Swanson, R. A. (2001). Human Resource Development and Its Underlying Theory. *Human Resource Development International*, 4, 299-312. <https://doi.org/10.1080/13678860110059311>
- Tan, J. A., Hall, C., & Boyce, C. (2003). The Role of Employee Reactions in Predicting Training Effectiveness. *Human Resource Development Quarterly*, 14, 397-411. <https://doi.org/10.1002/hrdq.1076>
- Tannenbaum, S. I. (1997). Enhancing Continuous Learning: Diagnostic Findings from Multiple Companies. *Human Resource Management*, 36, 437-452. [https://doi.org/10.1002/\(SICI\)1099-050X\(199724\)36:4<437::AID-HRM7>3.0.CO;2-W](https://doi.org/10.1002/(SICI)1099-050X(199724)36:4<437::AID-HRM7>3.0.CO;2-W)
- Tannenbaum, S. I., & Yukl, G. (1992). Training and Development in Work Organizations. *Annual Review of Psychology*, 43, 399-441. <https://doi.org/10.1146/annurev.ps.43.020192.002151>
- Tonhäuser, C., & Büker, L. (2016). Determinants of Transfer of Training: A Comprehensive Literature Review. *International Journal for Research in Vocational Education and Training*, 3, 127-165. <https://doi.org/10.13152/IJRVET.3.2.4>
- Tracey, J. B., Tews, M. J., & Tracey, S. R. (2001). Getting It Right the Second Time around Customer Service Strategies. *Cornell Hotel and Restaurant Administration Quarterly*, 42, 64-68.
- Wexley, K. N., & Latham, G. P. (2002). *Developing and Training Human Resources in Organizations* (3rd ed.). Prentice Hall.