

Training as part of employee development



An article by Sarah Auerbach, PhD

Many people have a lifelong desire to learn and develop. Further development in the workplace is crucial for organisations to attract, retain and promote talent. Professional development not only contributes to individual career satisfaction but also to increasing the organisation's efficiency, innovation, and competitiveness. Organisations can encourage motivation for development by identifying clear development opportunities and measures, formulating and regularly discussing development goals with employees, providing training opportunities, and creating a supportive working environment. At papilio, we offer training courses on various job-related topics in which employees can expand their skills and keep themselves up to date. In addition, papilio also supports the development of internal concepts for employee training and development as part of the Talent Advisory programme.

How do organisations contribute to talent development?

Organisations use various strategies and programmes aimed at promoting the knowledge, skills, and potential of their talents. A practical model for orientation is the 10 - 20 - 70 rule¹. The numbers represent percentages of the different learning sources. The rule is as follows:

- **10% off-the-job:** A small but essential part of learning comes from formal, structured learning programmes such as training, online courses, and other formal educational activities outside of daily work. These form the basis of skills acquisition and should have a concrete link to the individual's development goal and the organisation's People & Culture strategy.
- **20 % near-the-job:** Around 20 percent of learning results from social interactions and exchanges with people from the working environment. This includes mentoring programmes, coaching, feedback, and informal peer discussions.
- **70% on-the-job:** The majority of learning (70 percent) takes place through practical experience, challenges in the workplace and the application of knowledge in real-life situations. This can take the form of project work, tasks in the daily work environment, and dealing with real-life problems, for example.

It is important to note that the figures can only be considered a guideline and not an exact scientific measurement. The percentage may vary by individual, organisation, and industry, but the idea is that various learning sources are crucial to support effective and comprehensive professional development. This model emphasises the importance of work-based learning and social interaction over purely formal learning. It emphasises that learning occurs primarily in job-related situations and not exclusively through formal training. The focus should be on the specific relation of further training measures to the development goal and the requirements of the current or future position.



¹ Adapted from Lombardo, Michael M; Eichinger, Robert W (1996). The Career Architect Development Planner (1st ed.). Minneapolis: Lominger.

What effects can be achieved through training?

Training courses are small but indispensable building blocks in the development of employees. Group training sessions, in particular, provide an opportunity to share experiences, try out new skills, and network, which are just as important as imparting theory and learning content. Group training can have the following effects:

- **Skills development:** Employees can expand their current knowledge and skills and keep them up to date. In a constantly changing business environment, employees must have the necessary skills to adapt to new technologies, processes, or company guidelines.
- **Improving teamwork:** Training can improve communication and cooperation within the team, increase efficiency and optimise work processes, especially if all team members train together.
- **Motivation and commitment:** Training allows employees to reorient themselves professionally or to develop further. This can increase their motivation and commitment to their work as they see their personal development being promoted.
- **Reflection spaces:** Training courses create spaces for reflection on one's own working methods and behaviour, as well as for exchanging experiences and finding solutions together.

What should a training programme look like to be effective?

For a training programme to be fully effective, the transfer of what has been learned into everyday working life is crucial. That is why we at papilio attach particular importance to ensuring that what has been learnt is tested directly in the training course through simulations. Furthermore, we provide participants with concrete assistance on transferring the newly acquired skills into their everyday working life and thus ensure that the time they invest pays off. We work with the sandwich principle², in which mediation phases alternate with phases of active engagement with the content. This enables participants to absorb and process the learning content better and more sustainably.



² Knoll, J. (2007). Kurs- und Seminarmethoden. Beltz.

Why papilio?

papilio has been supporting organisations in the selection and development of their talent for over 20 years. We draw on decades of experience, insights, and expertise in various industries throughout Switzerland and internationally. Thanks to our proximity to the relevant stakeholders, we can design and implement customised offers quickly and efficiently. We do this in coordination with your organisation's strategic issues and your customers' needs. At papilio, we offer tailor-made training courses on business-related topics, as well as structured training programmes for managers and HR specialists, depending on our client's needs.

Examples are

- **Resilience training** to strengthen the resilience of talents and teams.
- **Feedback training** to improve your feedback skills and the feedback culture in your organisation.
- **Communication training** to improve your communication skills and thus achieve your goals - whether leading difficult conversations, motivating people in the workplace, or communicating your vision in change processes.
- **Interviewing:** This Competency-based Interview (CBI) training is designed for people who want to conduct recruitment interviews, improve their interview technique, and contribute to employer branding by improving the candidate experience.
- **Positive psychology:** "Strengthening strengths instead of weakening weaknesses." Many organisations have recognised the added value of focusing on resources and solutions instead of deficits. In addition to a theoretical foundation, the training offers, in particular, the teaching and testing of various tools from positive psychology, with a focus on "Leading yourself, leading people and leading the organisation".
- **Psychological safety is** a critical success factor for successful teams. When team members feel safe and protected in an environment where they can freely express their ideas, opinions, and concerns without fear of negative consequences or rejection, they can work more creatively and productively.
- **Leadership development:** With our papilio Leadership Academy, we offer evidence-based and practice-orientated training for developing leaders. To this end, papilio has developed a modern, competency-based leadership model: [The PROUD leadership compass](#). This comprises five key elements associated with positive results for employees and the company, such as greater employee engagement, higher commitment, more job satisfaction, higher individual performance, greater company success, more innovation, and ethical behaviour.
- **Certificate of Advanced Studies (CAS)** in [Strategic People & Culture Management](#): Interested specialists and managers in human resources management can further develop their professionalisation in human resources management by completing a CAS. This part-time, semi-virtual degree programme is offered in cooperation with the University of Schaffhausen.

Your contact person:



Sarah Auerbach



Senior Consultant | PhD & Dipl. Psych.



sarah.auerbach@papilio.ch



+41 44 380 22 44