

BÖLÜM 12

Çalışanların Gelişimini Sağlamak: Eğitim ve Geliştirme Süreci

Kağan GÜNEY¹

GİRİŞ

Çalışanların eğitimi ve gelişimi, günümüzün hızlı değişen iş dünyasında kurumların uzun vadeli başarısı için temel bir unsurdur. Bireylerin yeteneklerinin geliştirilmesi, sadece çalışanların kariyer yolculuğunu desteklemekle kalmaz, aynı zamanda organizasyonlara da önemli faydalar sağlayabilmektedir (Noe, 2020). Çalışanlarına yatırım yapan kurumlar, daha yüksek iş tatmini ve motivasyona sahip çalışanlarla birlikte verimlilik ve yenilik artışı elde edebilirler (Aguinis ve Kraiger, 2009). Ayrıca çalışanların eğitimi ve gelişimi sadece kurumların rekabet avantajını sürdürmesi için değil, aynı zamanda çalışan bağlılığını ve örgütsel bağlılığı da güçlendirmek adına önemlidir (Goldstein ve Ford, 2002).

Eğitim, insan ihtiyaçlarının karşılanması için önemli bir faktördür (Permana ve ark., 2021). Eğitim faaliyetleri bir kişiyi veya grubu daha faydalı ve anlayışlı bir insan haline getirmeyi amaçlamaktadır (Souza ve ark., 2019). Eğitim terimi genel olarak kişinin okul ortamında aldığı örgün eğitimi ifade etmektedir. Kurumsal hayatta ise eğitim; çalışanların işle ilgili bilgi, beceri, tutum ve davranışlarını artırarak görevlerini yerine getirme yeteneklerini geliştirmek ve performanslarını iyileştirmek için yapılan bir faaliyettir (McCrie ve Lee, 2022). Eğitim aynı zamanda performans veya üretkenliği artırmak amacıyla bir çalışanın halihazırda sahip olduğu işteki ek yetkinlik veya becerilerini iyileştirmeyi veya geliştirmeyi amaçlayan bir çaba olarak da tanımlanabilir. Eğitimin etkili olabilmesi içinse kapsamlı bir ihtiyaç analizinden sonra gerçekleştirilen ve belirli yetkinlikleri hedef alan planlı bir faaliyet olması gerekmektedir.

Gelişim ise çalışanların gelecekteki iş sorumluluklarını yerine getirebilmeleri, uzun vadede bireysel hedeflere ve/veya kurumsal hedeflere ulaşabilmeleri için gerekli bilgi, beceri ve yetenekleri edinmelerine yardımcı olacak resmi ve planlı çabaları ifade etmektedir. Günümüzde kurumların gelişen iş dünyasında rekabet avantajı elde etmek için çalışanlarının gelişimine yatırım yapması bir zorunluluk haline gelmiştir. İleri düzeyde becerilere sahip ve motive çalışanları olan kurumlar değişen piyasa dinamiklerine daha hızlı uyum sağlayabilmekte ve rekabet avantajını sürdürebilmektedirler. Özellikle eğitim ve gelişim programlarına yapılan yatırımlar, çalışanların güncel bilgi ve becerilere sahip olmalarını sağlayarak kurumların etkinliğini artırabilmektedir (Salas ve ark., 2012).

Kurumsal hayatta eğitim ve gelişim genel olarak birlikte kullanılabilir. Genel olarak insan kaynakları departmanlarının üstlendiği bu görev çalışanların işlerini aktif ve etkin bir şekilde gerçekleştirebilme yeteneklerini arttırarak, mevcutta ve gelecekteki performanslarını iyileştirmek için gerçekleştirilen tüm aktiviteleri kapsamaktadır (Goldstein, 1980). Bir eğitim ve geliştirme aktivitesi genel olarak çalışanların kurumdaki görev ve sorumluluklarını anlamalarını sağlamak, uzmanlık alanındaki becerilerini geliştirmek ve çalışanların işlerini daha motive bir şekilde yapmalarını sağlamak amaçlarını içerebilir (Wexley ve Latham, 2002).

Bu bölümde öncelikle çalışanların eğitim ve gelişim süreçlerine dair temel prensipler ele alınacaktır. Ayrıca eğitim ve gelişim sürecinin kurumlara ve bireylere katkıları, bu süreçlerin planlanması ve yönetil-

¹ Öğr. Gör., Demiroğlu Bilim Üniversitesi, Hizmetler ve Teknikler Bölümü, kagan.guney@demiroglu.bilim.edu.tr
ORCID iD: 0000-0003-0711-1881

eden kurumlar hem bireysel hem de kurumsal düzeyde sürdürülebilir bir başarı elde edebilirler.

KAYNAKLAR

- Aguinis, H. ve Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and Society. *Annual Review of Psychology*, 60(1), 451–474. <https://doi.org/10.1146/annurev.psych.60.110707.163505>
- Aguinis, H., Joo, H. ve Gottfredson, R. K. (2013). What monetary rewards can and cannot do: How to show employees the money. *Business Horizons*, 56(2), 241–249. <https://doi.org/10.1016/j.bushor.2012.11.007>
- Anseel, F., Lievens, F. ve Schollaert, E. (2009). Reflection as a strategy to enhance task performance after feedback. *Organizational Behavior and Human Decision Processes*, 110(1), 23–35. <https://doi.org/10.1016/j.obhdp.2009.05.003>
- Autor, D. H. ve Reynolds, E. B. (2020). The nature of work after the COVID crisis: Too few low-wage jobs. *Brookings Papers on Economic Activity*, 14. https://www.brookings.edu/wp-content/uploads/2020/08/Autor-Reynolds_LO_FINAL.pdf
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bates, R. (2004). A critical analysis of evaluation practice: The Kirkpatrick model and the principle of beneficence. *Evaluation and Program Planning*, 27(3), 341–347. <https://doi.org/10.1016/j.evalprogplan.2004.04.011>
- Bennett, E. E. ve McWhorter, R. R. (2021). Virtual HRD's role in crisis and the post covid-19 professional lifeworld: Accelerating skills for digital transformation. *Advances in Developing Human Resources*, 23(1), 5–25. <https://doi.org/10.1177/1523422320973288>
- Blount, E. V. (2016). *A Qualitative Phenomenological Study Exploring Lived Experiences of Employees and Managers and their Engagement with E-learning Courses* (Doctoral Thesis, Northcentral University). Available from ProQuest Dissertations & Theses Global. (1820073316). <https://www.proquest.com/dissertations-theses/qualitative-phenomenological-study-exploring/docview/1820073316/se-2>
- Brown, J. (2002). Training Needs Assessment: A Must For Developing An Effective Training Program. *Public Personnel Management*, 31(4), 569–579.
- Brajer-Marczak, R. (2014). Employee engagement in continuous improvement of processes. *Management*, 18(2), 88–103. <https://doi.org/10.2478/manment-2014-0044>
- Bughin, J., Hazan, E., Lund, S., Dahlström, P., Wiesinger, A. ve Subramaniam, A. (2018). *Skill shift: Automation and the future of the workforce*. McKinsey Global Institute. <https://www.mckinsey.com/featured-insights/future-of-work/skill-shift-automation-and-the-future-of-the-workforce>
- Bunchball, I. (2010) Gamification 101: An Introduction to the Use of Game Dynamics to Influence Behavior. White Paper, Bunchball, Inc., Redwood City. <http://jndglobal.com/wp-content/uploads/2011/05/gamification1011.pdf>
- Carey, J. O. ve Gregory, V. L. (2003). Toward improving student learning: Policy issues and design structures in course-level outcomes assessment. *Assessment & Evaluation in Higher Education*, 28(3), 215–227. <https://doi.org/10.1080/0260293032000059586>
- Casey, M. S. ve Doverspike, C. D. (2008). Training needs analysis and evaluation for new technologies through the use of problem-based inquiry. *Performance Improvement Quarterly*, 18(1), 110–124. <https://doi.org/10.1111/j.1937-8327.2005.tb00328.x>
- Cetindamar Kozanoglu, D. ve Abedin, B. (2020). Understanding the role of employees in digital transformation: Conceptualization of digital literacy of employees as a multi-dimensional organizational affordance. *Journal of Enterprise Information Management*, 34(6), 1649–1672. <https://doi.org/10.1108/jeim-01-2020-0010>
- Chen, Z. (2022). Artificial Intelligence-Virtual trainer: Innovative didactics aimed at personalized training needs. *Journal of the Knowledge Economy*, 14(2), 2007–2025. <https://doi.org/10.1007/s13132-022-00985-0>
- Chmielewski, T. L. ve Phillips, J. J. (2002). Measuring return-on-investment in government: Issues and procedures. *Public Personnel Management*, 31(2), 225–237. <https://doi.org/10.1177/009102600203100208>
- Chowhan, J., Mann, S. ve Budworth, M.-H. (2024). Feedback, training, goal-setting, planning and performance: Understanding the pathway to improved organizational outcomes. *International Journal of Manpower*, 45(9), 1797–1815. <https://doi.org/10.1108/ijm-12-2023-0737>
- Cohn, C. ve Papadimitriou, D. (2020). *Lms Practices To Support Workplace E-Learning: A case study on the potential for improving instruction and evaluation approaches for better job performance* (Master Thesis, University of Gothenburg). <http://hdl.handle.net/2077/66989>
- Colquitt, J. A., LePine, J. A. ve Wesson, M. J. (2019). *Organizational behavior: Improving performance and commitment in the workplace*. McGraw-Hill Education.
- DeNisi, A. S. ve Murphy, K. R. (2017). Performance appraisal and performance management: 100 Years of Progress? *Journal of Applied Psychology*, 102(3), 421–433. <https://doi.org/10.1037/apl0000085>
- Deterding, S. (2015). The lens of intrinsic skill atoms: A method for gameful design. *Human-Computer Interaction*, 30(3–4), 294–335. <https://doi.org/10.1080/07370024.2014.993471>
- Donovan, J. J. ve Radosevich, D. J. (1998). The moderating role of goal commitment on the goal difficulty–performance relationship: A meta-analytic review and critical reanalysis. *Journal of Applied Psychology*, 83(2), 308–315. <https://doi.org/10.1037/0021-9010.83.2.308>
- Eden, D. ve Shani, A. B. (1982). Pygmalion goes to boot camp: Expectancy, leadership, and trainee performance. *Journal of Applied Psychology*, 67(2), 194–199. <https://doi.org/10.1037/0021-9010.67.2.194>
- Esteban-Lloret, N. N., Aragón-Sánchez, A. ve Carrasco-Hernández, A. (2016). Determinants of employee training: Impact on organizational legitimacy and organizational performance. *The International Journal of Human Resource Management*, 29(6), 1208–1229. <https://doi.org/10.1080/09585192.2016.1191111>

- ps://doi.org/10.1080/09585192.2016.1256337
- Fidishun, D. (2000). Andragogy and technology: Integrating adult learning theory as we teach with technology. Conference Paper, 5th Annual Instructional Technology Conference. Tennessee State University. <https://scholarsphere.psu.edu/resources/89e8ebe0-d9b1-4dad-bb-b5-681f89e9b772/downloads/7406>
- Gagné, R. M. ve Medsker, K. (1996). *The conditions of learning. training applications*. Harcourt Brace College Pub.
- Gauld, D. (2014). The competencies of effective trainers and teachers. *The Wiley Blackwell handbook of the psychology of training, development, and performance improvement*, 117-135.
- Giannakos, M. N., Mikalef, P. ve Pappas, I. O. (2021). Systematic literature review of e-learning capabilities to enhance organizational learning. *Information Systems Frontiers*, 24(2), 619-635. <https://doi.org/10.1007/s10796-020-10097-2>
- Goldstein, I. L. (1980). Training in work organizations. *Annual Review of Psychology*, 31(1), 229-272. <https://doi.org/10.1146/annurev.ps.31.020180.001305>
- Goldstein, I. L. ve Ford, J. K. (2002). *Training in organizations: Needs assessment, development, and evaluation*. Belmont, CA: Wadsworth.
- Gould, D., Kelly, D., White, I. ve Chidgey, J. (2004). Training needs analysis. A literature review and reappraisal. *International Journal of Nursing Studies*, 41(5), 471-486. <https://doi.org/10.1016/j.ijnurstu.2003.12.003>
- Gupta, K. (1999) *A Practical Guide to Needs Assessment*. Jossey-Bass.
- Hasan, M. M. ve Ara Chowdhury, S. (2023). Assessing the influence of training and Skill Development Initiatives on employee performance: A case study of private banks in Dhaka, Bangladesh. *Malaysian Business Management Journal*, 2(2), 74-79. <https://doi.org/10.26480/mbmj.02.2023.74.79>
- Hijfte, S. V. (2020). Continuous learning. *Make Your Organization a Center of Innovation*, 113-122. https://doi.org/10.1007/978-1-4842-6507-9_6
- Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Psychological Assessment Resources.
- Holton III, E.F., Bates, R.A. and Naquin, S.S. (2000). Large-Scale Performance-Driven Training Needs Assessment: A Case Study. *Public personnel management*, 29(2), 249-267.
- Howard, M. C., Gutworth, M. B. ve Jacobs, R. R. (2021). A meta-analysis of virtual reality training programs. *Computers in Human Behavior*, 121, 106808. <https://doi.org/10.1016/j.chb.2021.106808>
- Hughes, C. (2020). The Changing Learning Technological Landscape for trainers in the wake of COVID-19. *Advances in Developing Human Resources*, 23(1), 66-74. <https://doi.org/10.1177/1523422320972108>
- Jehanzeb, K. & Beshir, N.A. (2013) Training and Development Program and Its Benefits to Employee Organization: A Conceptual Study. *European Journal of Business and Management*, 5, 243-252.
- Kannan, N. (2024) Assessing The Effectiveness of Microlearning in Employee Training Programs. *International Journal of Training and Development (IJTD)*, 2(1), 1-9.
- Kapp, K. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. Pfeiffer.
- Kirkpatrick, D. (1996). Evaluation. R. L. Craig (Ed.), *The ASTD Training and Development Handbook*, (2nd ed., p. 294-312). McGraw-Hill.
- Kirkpatrick, D. L. ve Kirkpatrick, J. D. (2016). *Kirkpatrick's four levels of training evaluation*. ATD Press.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Follett.
- Kraiger, K. ve Ford, J. K. (2021). The Science of Workplace Instruction: Learning and development applied to work. *Annual Review of Organizational Psychology and Organizational Behavior*, 8(1), 45-72. <https://doi.org/10.1146/annurev-orgpsych-012420-060109>
- Kraiger, K., Ford, J. K. ve 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(2), 311-328. <https://doi.org/10.1037/0021-9010.78.2.311>
- Kyndt, E., Vermeire, E. ve Cabus, S. (2016). Informal workplace learning among nurses. *Journal of Workplace Learning*, 28(7), 435-450. <https://doi.org/10.1108/jwl-06-2015-0052>
- Landy, F. J. ve Conte, J. M. (2013). *Work in the 21st century: An introduction to industrial and organizational psychology* (4th ed.). John Wiley & Sons.
- Latham, G. (2020). Goal setting: A five-step approach to behavior change. M. Di Domenico, S. Vangen, N. Winchester, D. K. Boojihawon ve Mordaunt, J. (Ed.), *Organizational Collaboration: Themes and Issues* (E-book ed.) içinde (s. 10-20). Routledge. <https://doi.org/10.4324/9781315881201>
- Latham, G. P. (2023). Motivate employee performance through goal setting. *Principles of Organizational Behavior*, 83-111. <https://doi.org/10.1002/9781394320769.ch5>
- Lau, K. W., Lee, P. Y. ve Chung, Y. Y. (2019). A collective organizational learning model for organizational development. *Leadership and Organization Development Journal*, 40(1), 107-123. <https://doi.org/10.1108/lodj-06-2018-0228>
- Lee, K. (2012). Augmented reality in education and training. *TechTrends*, 56(2), 13-21. <https://doi.org/10.1007/s11528-012-0559-3>
- Lent, R. W. ve Brown, S. D. (1996). Social Cognitive Approach to Career Development: An overview. *The Career Development Quarterly*, 44(4), 310-321. <https://doi.org/10.1002/j.2161-0045.1996.tb00448.x>
- Lieb, S. (1991). *Principles of adult learning* [White paper]. South Mountain Community College. https://sswm.info/sites/default/files/reference_attachments/LIEB%201991%20Principles%20of%20adult%20learning.pdf
- Locke, E. A. ve Latham, G. P. (1990). *A theory of goal setting and task performance*. Prentice Hall.
- London, M. ve Smither, J. W. (2002). Feedback orientation, feedback culture, and the longitudinal performance management process. *Human Resource Management*

- Review, 12(1), 81–100. [https://doi.org/10.1016/s1053-4822\(01\)00043-2](https://doi.org/10.1016/s1053-4822(01)00043-2)
- Ludwikowska, K. (2018). The effectiveness of training needs analysis and its relation to employee efficiency. *Zeszyty Naukowe Politechniki Poznańskiej Organizacja i Zarządzanie*, 77, 179–193. <https://doi.org/10.21008/j.0239-9415.2018.077.11>
- McCarthy, A. M. ve Garavan, T. N. (2001). 360° feedback process: Performance, improvement and employee career development. *Journal of European Industrial Training*, 25(1), 5–32. <https://doi.org/10.1108/03090590110380614>
- McCrie, R. ve Lee, S. (Zech). (2022). Training and development for high performance. *Security Operations Management*, 119–156. <https://doi.org/10.1016/b978-0-12-822371-0.00004-9>
- McGehee, W. and Thayer, P.W. (1961) *Training in business and industry*. Wiley, New York.
- McKinsey Global Institute. (2021). *The future of work after COVID-19*. McKinsey & Company. <https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-after-covid-19#/>
- Mehner, L., Rothenbusch, S. ve Kauffeld, S. (2024). How to maximize the impact of workplace training: a mixed-method analysis of social support, training transfer and knowledge sharing. *European Journal of Work and Organizational Psychology*, 34(2), 201–217. <https://doi.org/10.1080/1359432X.2024.2319082>
- Mirabile, R. J. (1997). Everything You Wanted to Know about Competency Modeling, *Training and Development*, 73–77.
- Namada, J. M. (2018). Organizational Learning and Competitive Advantage. In A. Malheiro, F. Ribeiro, G. Leal Jamil, J. Rascao ve O. Mealha (Ed.), *Handbook of Research on Knowledge Management for Contemporary Business Environments* içinde (s. 86–104). IGI Global Scientific Publishing. <https://doi.org/10.4018/978-1-5225-3725-0.ch006>
- Newman, S. A. ve Ford, R. C. (2021). Five steps to leading your team in the virtual COVID-19 workplace. *Organizational Dynamics*, 50(1), 100802. <https://doi.org/10.1016/j.orgdyn.2020.100802>
- Noe, R. A. (2020). *Employee training and development*. McGraw-Hill Education.
- Noe, R. A. ve Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel Psychology*, 39(3), 497–523. <https://doi.org/10.1111/j.1744-6570.1986.tb00950.x>
- Noe, R. A., Hollenbeck, J. R., Gerhart, B. ve Wright, P. M. (2022). *Human resource management: Gaining a competitive advantage*. McGraw-Hill Education.
- Oberländer, M., Beinicke, A. ve Bipp, T. (2020). Digital Competencies: A review of the literature and applications in the Workplace. *Computers and Education*, 146, 103752. <https://doi.org/10.1016/j.compedu.2019.103752>
- Panchenko, L. (2021). Digital Storytelling in adult education: Barriers and ways to overcome them. *Educational Technology Quarterly*, 2021(4), 673–688. <https://doi.org/10.55056/etq.41>
- Passmore, J. ve Velez, M. J. (2014). Training evaluation. K. Kraiger, J. Passmore, N.R.d. Santos & S. Malvezzi (Ed.). *The Wiley Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement* içinde (s. 136–153). John Wiley & Sons. <https://doi.org/10.1002/9781118736982.ch8>
- Permana, A., Aima, M. H., Ariyanto, E., Nurmahdi, A., Sutawidjaya, A. H. ve Endri, E. (2021). The effect of compensation and career development on lecturer job satisfaction. *Accounting*, 7(6), 1287–1292. <https://doi.org/10.5267/j.ac.2021.4.011>
- Phillips, J. J. ve Phillips, P. P. (2016). *Handbook of training evaluation and measurement methods*. Routledge.
- Pulakos, E. D., Hanson, R. M., Arad, S. ve Moye, N. (2015). Performance management can be fixed: An on-the-job experiential learning approach for complex behavior change. *Industrial and Organizational Psychology*, 8(1), 51–76. <https://doi.org/10.1017/iop.2014.2>
- Rivaldo, Y. ve Nabella, S. D. (2023). Employee performance: Education, training, experience and work discipline. *Quality - Access to Success*, 24(193). <https://doi.org/10.47750/qas/24.193.20>
- Rosenberg, M. J. ve Foshay, R. (2002). E-learning: Strategies for delivering knowledge in the Digital age. *Performance Improvement*, 41(5), 50–51. <https://doi.org/10.1002/pfi.4140410512>
- Salas, E. ve Rosen, M. A. (2013). Building High Reliability Teams: Progress and some reflections on teamwork training. *BMJ Quality and Safety*, 22(5), 369–373. <https://doi.org/10.1136/bmjqs-2013-002015>
- Salas, E., Tannenbaum, S. I., Kraiger, K. ve Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13(2), 74–101. <http://dx.doi.org/10.2307/23484697>
- Santos-Vijande, M. L., López-Sánchez, J. Á. ve Trespalacios, J. A. (2012). How organizational learning affects a firm's flexibility, competitive strategy, and performance. *Journal of Business Research*, 65(8), 1079–1089. <https://doi.org/10.1016/j.jbusres.2011.09.002>
- Seaborn, K. ve Fels, D. I. (2015). Gamification in theory and action: A survey. *International Journal of Human-Computer Studies*, 74, 14–31. <https://doi.org/10.1016/j.ijhcs.2014.09.006>
- Seibert, S. E., Wang, G. ve Courtright, S. H. (2011). Antecedents and consequences of psychological and team empowerment in organizations: A Meta-analytic review. *Journal of Applied Psychology*, 96(5), 981–1003. <https://doi.org/10.1037/a0022676>
- Sessa, V.I. ve London, M. (2006). *Continuous Learning in Organizations: Individual, Group, and Organizational Perspectives* (1st ed.). Psychology Press. <https://doi.org/10.4324/9781315820941>
- Skinner, B. F. (1953). *Science and human behavior*. Macmillan.
- Smith-Jentsch, K. A., Jentsch, F. G., Payne, S. C. ve Salas, E. (1996). Can pretraining experiences explain individual differences in learning? *Journal of Applied Psychology*, 81(1), 110–116. <https://doi.org/10.1037/0021-9010.81.1.110>
- Sousa, M. J., Carmo, M., Gonçalves, A. C., Cruz, R. ve

- Martins, J. M. (2019). Creating knowledge and entrepreneurial capacity for he students with digital education methodologies: Differences in the perceptions of students and entrepreneurs. *Journal of Business Research*, 94, 227–240. <https://doi.org/10.1016/j.jbusres.2018.02.005>
- Steadham, S. V. (1980). Learning to Select a Needs Assessment Strategy, *Training and Development Journal*, 56–61.
- Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks, *Career choice and development: Applying contemporary theories to practice* (2nd ed., pp. 197–261). Jossey-Bass.
- Tannenbaum, S. I. ve Yukl, G. (1992). Training and development in work organizations. *Annual Review of Psychology*, 43(1), 399–441. <https://doi.org/10.1146/annurev.ps.43.020192.002151>
- Tharenou, P., Saks, A. M. ve Moore, C. (2007). A review and critique of research on training and organizational-level outcomes. *Human Resource Management Review*, 17(3), 251–273. <https://doi.org/10.1016/j.hrmr.2007.07.004>
- Towler, A. J. ve Dipboye, R. L. (2001). Effects of trainer expressiveness, organization, and trainee goal orientation on training outcomes. *Journal of Applied Psychology*, 86(4), 664–673. <https://doi.org/10.1037/0021-9010.86.4.664>
- Urbancová, H., Vrabcová, P., Hudáková, M. ve Petrů, G. J. (2021). Effective training evaluation: The role of factors influencing the evaluation of effectiveness of employee training and development. *Sustainability*, 13(5), 2721. <https://doi.org/10.3390/su13052721>
- Van Assen, M. F. (2020). Training, employee involvement and continuous improvement – the moderating effect of a common improvement method. *Production Planning And Control*, 32(2), 132–144. <https://doi.org/10.1080/09537287.2020.1716405>
- Werbach, K. ve Hunter, D. (2015). *For the win: How game thinking can revolutionize your business*. Wharton Digital Press.
- Wexley, K. N. ve Latham, G. P. (2002). *Developing and training human resources in organizations*. Prentice Hall.
- World Economic Forum (WEF). (2020). The future of jobs report 2020. Geneva: World Economic Forum. https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf
- Yarberry, S. ve Sims, C. (2021). The impact of COVID-19-prompted virtual/remote work environments on employees' career development: Social learning theory, belongingness, and self-empowerment. *Advances in Developing Human Resources*, 23(3), 237–252. <https://doi.org/10.1177/15234223211017850>
- Zhao, X., Ren, Y. ve Cheah, K. S. (2023). Leading virtual reality (VR) and augmented reality (AR) in education: Bibliometric and content analysis from the Web of Science (2018–2022). *Sage Open*, 13(3). <https://doi.org/10.1177/21582440231190821>