



# The Changing Trends of Human Resource Training

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## ABSTRACT

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This thesis discussed the effects of trends in human resource training, focusing on remote employee onboarding and training. The thesis included theoretical framework on how trends are defined, formed and how they behave, as well as which kinds of trends seem to affect human resource training and how those specific trends seem to change. The main purpose of the thesis was to provide start-up companies and older companies with insight on how they could consider developing their human resource training programs in the present day.

The research problem was the issue of some companies and those with general interest on the matter not being able to keep up with the recently dramatically changed trends of human resource training. This is why the thesis was based on two main research questions:

*“How have the trends around employee training changed since 2000s?”*,  
and *“How have digitalization and remote working models as trends changed human resource training?”*.

A mixed method research was conducted, asking several human resource management personnel of different companies to provide their insight on the matter. According to the research, there has been a noticeable upward trend in remote onboarding and training of employees. This paper has a purpose of gauging some of the effects on employee performance after conducting remote onboarding and training, and is aimed towards anyone with an interest in how to correctly provide remote training to their employees or has an interest in the field of human resource training.

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Keywords: human resource training, trend, change, digitalization, remote environment

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## 1 INTRODUCTION

A trend according to many dictionaries is “a general direction in which something is developing”. Trends are present in most of our everyday lives, and are very visible in economics, and have only been studied since 1980s (Phillips, 2010). This thesis focuses on the trends around human resource onboarding and training, which have been rising trends since the COVID-19 pandemic of 2020.

The thesis includes a chapter focused on the research plan, which includes the purpose and objectives of the research, as well as a plan on implementing said research. As the research had a focus on the effects of remote employee onboarding and training, theories on human resource management focused on employee onboarding and training have been referred to.

The purpose of this paper is to provide the reader and the author with insight on both negative and positive effects of conducting onboarding and employee training in a remote environment. To evaluate the data gathered for this research, other studies related to these matters have been referred to.

The main research question for the thesis was “How have the trends around employee training changed since 2000s?”. This led to another question, “How have digitalization and remote working models as trends changed human resource training?”. With this, the conclusion for beginning the research was to focus completely on the effects of remote onboarding and training on the employees of companies.

The parties that participated by providing answers to the questionnaire chose to stay anonymous. The participants were confirmed to be working on the field of human resource management, and were either contacted by the author themselves or an employee of a company that the author directly contacted. This was to ensure the quality of the data presented in chapter 5 of the paper.

The conclusion of the research was that as a trend, remote onboarding and training have both negative and positive effects on employee performance. The parties participating by providing answers to the questionnaire perceived that there have been more positive effects rather than negative when conducting either onboarding or training remotely, but both positive and negative effects are apparent. The main three challenges, or negative effects of remote onboarding and training were related to the feeling of isolation, the difficulty of observing their peers in order to learn and information overload. Most of these factors happen due to communication challenges that are present in remote training. The positive effects seem to be related to not being constantly observed, which can create a less stressful environment and can make it easier for some to act and can create opportunities for growth in terms of independency and self-learning. Remote training was also suggested to create situations similar to real-world situations, as in the modern day, many organizations communicate remotely rather than in-person.

## 2 RESEARCH PLAN

### 2.1 Purpose and objectives

As globalization grows, more trends will become visible and relevant to all fields of work, including human resource management. Because of these ever-present new trends, such as large-scale digitalization, it is important for companies and experts of the field to keep up with the overall larger picture of their fields. In case of human resource management, the trends around human resource training has been changing rapidly since the first COVID19- outbreaks, as many companies had to resort to both working and training remotely or by utilizing hybrid working models.

Many of these trends, such as remote training programmes and digitalized training courses seem to stay relevant even after the main reason for conducting such practises is not as relevant anymore. As more mutually inclusive trends are found and as these trends change, the more changes there will be to how matters such as simple orientation and longer-term training are conducted.

Because of this, the research will be useful for anyone looking to see how these changing trends especially in remote employee onboarding and training shape human resource management. This is also why the main research question of the thesis is “How have the trends around employee training changed since 2000s?”, and the sub-question is “How have digitalization and remote working models as trends changed human resource training?”. The first question already overlaps with the sub-question, as large-scale digitalization has only begun recently, after the 2000s.

The main research question was chosen because of how trends seem to behave; they stay relevant as they are for a while, and experience changes afterwards depending on local and global events, events that occur on the internet and how new generations of people seem to directly affect trends (Harvey 1989). Looking at a more distant past than 2000s would result in the research containing possibly irrelevant data, as some of the trends that were that were around before the

2000s may no longer be relevant, and having the range of time be narrower would result in the thesis not having enough data to support any concrete results.

## **2.2 Implementation of the research**

The research questionnaire for companies was conducted as both quantitative and qualitative, based on information received through answers of human resource management personnel of different companies. The research was partially qualitative as some responders were chosen specifically by the author, and quantitative as some of the responders were anonymous, but work on the field of human resource management. To answer the research questions, it was deemed necessary to find out what kind of effects on employee performance the responders have noticed and how much of their employee onboarding and training are conducted remotely.

### **2.2.1 Research approach**

For the research, it is important to gauge relevant questions for the questionnaire. To approach this, it was deemed important to see how trends behave (see chapter 1). The questions also had to be relevant for the research, and as this research focused on remote onboarding and employee training and their effects as a trend, the following questions were deemed appropriate:

1. Does your company conduct any of their onboarding remotely?

- a. Yes, completely remotely.
- b. No, completely in-person.
- c. Both remotely and in-person.

If possible to provide an answer, percentage of orientation conducted remotely?

- i. 10-30
- ii. 31-50
- iii. 51-70

- iv. 71-90
- v. Skip question

2. If so, have you noticed any distinct effects on your employee performance?

- a. Negative.
- b. Positive.
- c. Both negative and positive

If so, more negative or positive effects?

- i. Positive
- ii. Negative
- iii. Too difficult to say.

3. Does your company conduct any of their training remotely?

- a. Yes, completely remotely.
- b. No, completely in-person.
- c. Both remotely and in-person.

If possible to provide an answer, percentage of training conducted remotely?

- i. 10-30
- ii. 31-50
- iii. 51-70
- iv. 71-90
- v. Skip question

4. If so, have you noticed any distinct effects on your employee performance?

- a. Positive.
- b. Negative.
- c. Both negative and positive.

If so, more positive or negative effects?

- i. Positive
- ii. Negative

iii. Too difficult to say.

5. Which of the following training programs does your company utilize?
- a. On-the-Job Training (Learn the job by doing it)
  - b. Apprenticeship (Training under more experienced employees)
  - c. Job instruction (Step-by-step, for example through manuals)
  - d. Lectures (Strictly presenting knowledge to the learner)
  - e. Programmed learning (Presenting questions and allowing the learner to respond, then providing feedback)
  - f. Audiovisual (For example films, PowerPoint slideshows)
  - g. Simulated training (Simulated, off the job training)
  - h. Tele/video training (Teams, Zoom, other televised applications)
  - i. Computer-based training (Interactive multimedia training, for instance)
  - j. Internet-based training (Both freely available online courses and the company's own internal intranet, for example)
6. Free comment, any distinct changes that have affected how your company conducts their training or orientation during the recent years?

### **3 THEORETICAL FRAMEWORK**

#### **3.1 Theories**

To understand the research better, understanding the basics of human resource training is necessary. Because of this, this chapter will discuss the definitions and theories on employee onboarding and training, in that order.

##### **3.1.1 Onboarding: Definitions and Theories**

Onboarding is commonly the first step any company takes after recruiting new personnel. This act of organizational socialization has multiple purposes, such as providing the new employee with information of the company's principles and values, along with providing further necessary skills and knowledge on the tasks the employee will be given. This differs from occupational socialization, which is something that does not differ from company to another, but rather is a collection of shared principles of any one profession, such as a laboratory scientist (Bauer & Erdogan 2011).

Other purposes and objectives of onboarding is to have the new employee socialize with their colleagues, as this is proven to positively affect the way both the new and old employees work together in an organization. This seems to mostly affect the quality communication, organizational environment and general attitude of the employees, which leads to the organization having effective employees and better motivation and working attitude from the employees' point of view, as the process of onboarding also often clears many of the uncertainties and other negative factors the new employee might have (Anderson 2001).

According to Van Maanen and Schein (1977), every organization has their own rules, ideologies and other factors that directly affect both new and old members of the organizations. Because of this, conflicts between members of the organization will be more likely the less broad the organizational socialization program is. They also argued that similar to how some biology theories claim how gene

pools often work, organizations often take advantage of individuals in order to survive. This is shown with older organizations with cultures that have outlived their founders; an old, functional organization has gone through multiple changes as time progressed, eventually reaching a certain level of stability. A productive employee that shares interest and views with the organization is more likely to lead to survival of that specific organization. However, this is not to claim that the survival of an organizational culture is guaranteed when generations change, but rather, that the transition is more likely to happen without the basis of said culture being completely changed by the end of the transition.

To add, it is worth noting that new employees often bring new change to organizations, as they are more likely to question the old ways and views of the organization (Van Maanen & Schein 1977).

To provide an example, Bauer and Erdogan (2011) used a distinct process model for organizational socialization. Using this as a basis, it can be said that the onboarding process consists of three clear steps, as shown in figure 1.

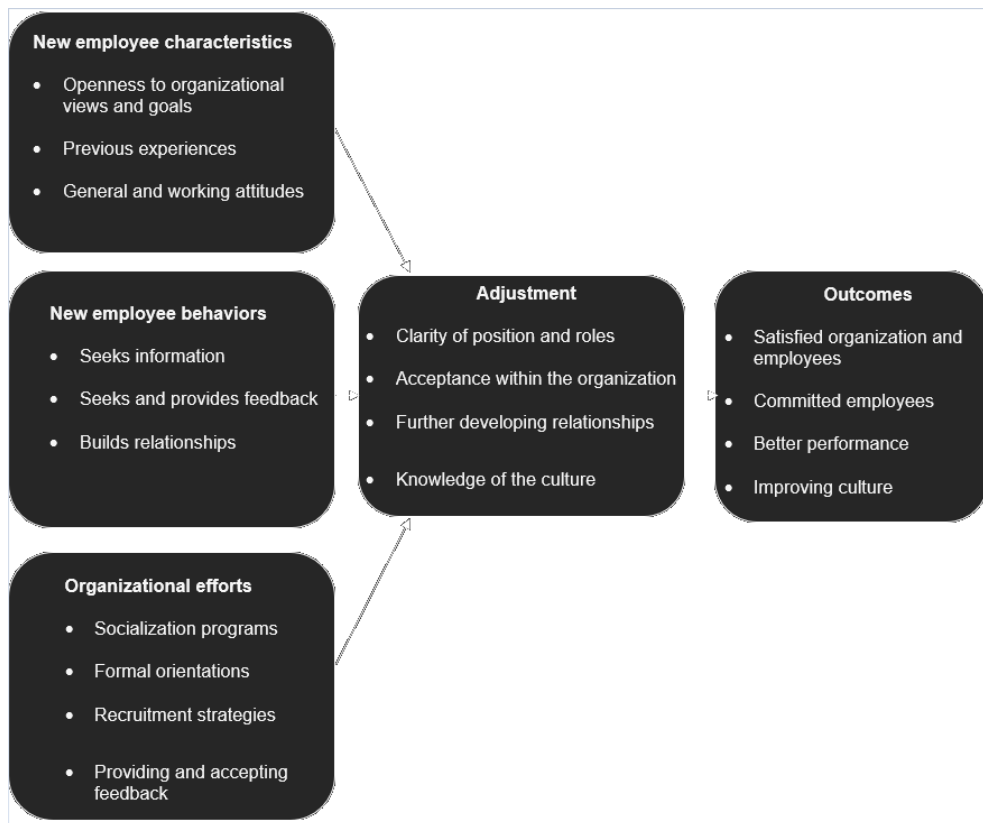


FIGURE 1. The organizational socialization model (Bauer and Erdogan 2011).

To summarize, onboarding programs are important for both employees and organizations to ensure the quality of work of the employees, the well-being of both individual employees and smaller teams in organizations, as well as the survival and development of the organization's culture. Some onboarding may be conducted online, but many companies still prefer to conduct most of their onboarding activities on-site, as this is more likely to result in better socialization between employees. This is why some of the questions of this research focused on how and where the organizations conduct their onboarding and training.

### 3.1.2 Training: Definitions and Theories

After onboarding, training for the new employee(s) is necessary for them to obtain appropriate skills and knowledge in order to perform their tasks. Training can be conducted in a multitude of different ways, and according to Gary Dessler, training programs consist of four steps (Dessler, 2011). These steps have different names, but the most common way of referring to each step are assessment, development, delivery and evaluation, as shown in figure 2.

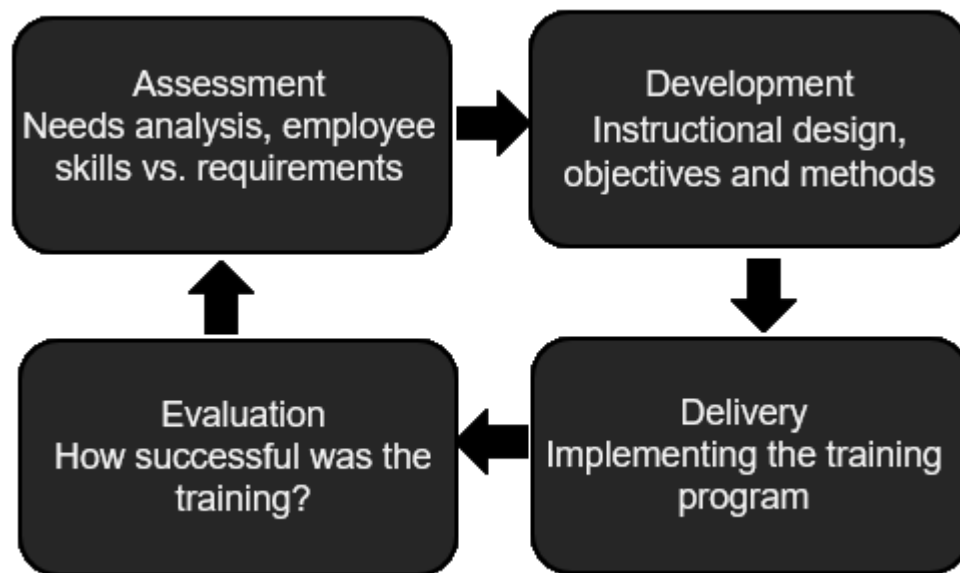


FIGURE 2. The four-step training process (Bauer and Erdogan 2011).

To understand the basics of human resource training, these four steps are essential. Training starts with analysing the needs of the task and the employee; an employee with more experience with similar jobs will require less training than an employee without said experience. Once the need of training has been **assessed**, **development** should begin. This step includes coming up with a budget for the program, planning or reviewing an already completed training program and setting objectives for the employee so that when the employee has completed the training program, they will be able to perform their job.

The most variety between different training programs is with step three, **delivery**. **Implementing the training program** includes 13 different methods of training (Dessler, 2011). These are ways to train an employee, and are not usually mutually exclusive, but rather, many training programs take advantage of utilizing multiple different methods of training rather than just one. These methods are as follows:

On-the-job training, where the employee learns the needed skills aside from the basics by doing the job itself. Some organizations might not be able to provide training aside from the job itself, which is when on-the-job training is utilized.

Apprenticeship training, where the newer employee becomes an apprentice to a senior employee, learning their way of completing their tasks and gaining their set of skills by observing and working with the senior employee.

Informal learning, which is essentially everything an employee learns outside of on-the-job situations and formal training. This can be, for instance, discussing some risen issue about a task with a colleague while on a break.

Job instruction training, which often is a simple list of steps to follow in order to complete a specific task. Every step of the task will be listed and described how to properly execute the step, in order of performing each step.

Lectures, which are often used for larger amounts of people. Lectures are time-efficient, as every participating employee will gain the same amount of information in the already specified amount of time.

Programmed learning, where the employee is presented with problems they need to solve, using a book, a computer, internet, or some other relevant medium. This method consists of three steps:

1. Presenting the problem. Telling the employee about a problem, requiring an answer from them.
2. Allow the employee to think about the problem by themselves, then respond.
3. Provide feedback on the answer.

For example, schools use programmed learning through their use of textbooks.

Audiovisual training, which has the same advantage of lectures, as the material used can provide the same knowledge to many people at once. Audiovisual training also has the advantage of stopping the video when

necessary in order to focus on a specific part, or skipping ahead on some parts that might not be relevant for some individual employees.

Vestibule training, which is about conducting the training in a setting similar to real work, but is conducted in a safe, separate environment with no real safety hazards. This method training is often utilized when the job in question has safety concerns or is too expensive.

Teletraining and videoconferencing, which is about utilizing phone connections or connecting through the internet in order to conduct the training. Many organizations have started utilizing videoconferencing recently, most organizations using applications such as Microsoft Teams for their purposes. This method of training has the main advantage of every participant being able to attend remotely, even from a different continent, when needed.

Electronic Performance Support Systems, or EPSS for short, are often organization- owned databanks which lists data of their products, ways to fix issues in a specific product or service or other useful information. This way, the employees do not have to remember every single detail about a specific product, as they can look for the information from their EPSS.

Computer-based learning, which refers to often interactive computer-based systems where the learning employee is able to test their knowledge and skills about a specific task.

Simulated training, which includes virtual reality, animated guides, interactive computer programs, role-play and other methods. Simulated training has overlap with other training methods, especially with computer-based, vestibule and programmed learning.

Internet-based learning, which are essentially either courses that can be taken online, or either internal or external learning portals. These learning portals can be owned by the organization itself, or be rented from a com-

pany specialized in conducting training through the use of their own learning portal. These companies exist for most lines of work, which is also partially a reason why internet-based learning has become more popular.

Once the planning of the training program is complete, deciding which methods of training to utilize is next. Deciding the best methods for a specific job is crucial, as some methods of training work better or are more time or cost-efficient for some lines of work than others.

Finally, in the **evaluation** step, which happens by the end of the training period, it is important to compare the current skills of the employee to the objectives set earlier, and how successful was the training program itself.

## **4 RESEARCH METHODOLOGY**

### **4.1 Data Collection**

To research the effects of digitalization and remote working models on the training and onboarding of employees, concrete data on the matter must be collected. The data used for this research was collected by contacting companies in Finland, asking if their human resource management personnel would like to answer a questionnaire for the research. The questionnaire was aimed towards anyone with recent experience in the field of human resource management as well as anyone currently working on the field.

The rest of the answers were collected by directly contacting different companies' human resource management teams and asking them to answer the questionnaire anonymously.

As the research was focused on the field of HR management, data was collected from everyone who currently work on the field of HR management or has experience on the field and could provide answers to the questionnaire. As not every responder was specifically chosen by the author, but rather the HR lead of a company willing to respond, the research method was both qualitative and quantitative, meaning that the research was a mixed method research.

Some of the data was gathered during the late spring of 2023, and the rest during the early winter of the same year. There was an attempt to gather responses using a platform known as SurveyCircle, but no responses were gathered or used for the research.

### **4.2 Data Evaluation**

After the data was collected, it was necessary to evaluate the data. As there is no constant baseline where the collected data can be compared to, it was nec-

essary to evaluate the meaning of the collected data as it is. For example, answers that suggest remote job instruction training programs having negative effects on the performance of the employees mean that the performance of the employees in question are indeed worse than they would be had they been trained in-person, and answers suggesting positive effects imply better performance because they were trained remotely, compared to if they were trained in-person.

## **5 RESEARCH DATA**

### **5.1 Background**

Data was gathered from ten (10) different parties. The responders had to either currently work on the field of human resource management or have recent experience on the field. Most of the responders worked in companies of different fields, including information technology, logistics and trade sector. The data was gathered using a Google Docs form, which a party could only respond through a link directly shared to them, ensuring the quality of the gathered data. The responders were gathered by contacting companies' human resource management personnel, who were then asked to respond to the form.

### **5.2 Results and Data Evaluation**

After the data was gathered, it needs to be presented and analysed to form a conclusion on what the data means in practice. The following sub-chapters will contain the data that was gathered, as well as an analysis of the gathered data.

#### **5.2.1 Results**

The questionnaire for the research can be found in the appendix.

First, the responders were asked if they would like to stay anonymous or if they would like to provide their line of work for the research. 3 out of 10 of the responses provided their companies' line of work for the research. These fields, as stated earlier, were the field of IT, logistics and trade sector (Figure 3).

Would your company like to stay anonymous?  
10 responses



FIGURE 3. Graph on anonymity of the responding parties.

Next, the responders were asked if their company conducts any of their onboarding activities remotely. 8 of the responders' companies conducted onboarding both remotely and in-person, while only one answer for conducting both completely remotely and completely in-person were gathered. While this does not suggest that 80% of all companies conduct their onboarding combining remote and in-person activities, it does provide information that works as a baseline for the research (Figure 4).

Does your company conduct any of their onboarding remotely?  
10 responses

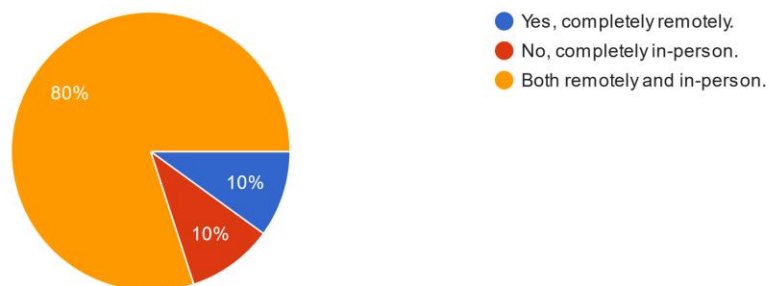


FIGURE 4. Graph on onboarding activities of the responding parties' companies.

As the question in the previous section was vague, it was necessary to know how much of companies' onboarding activities were conducted remotely (Figure 5). This data provided a solid background for evaluating the effects of remote onboarding. This question should have eight answers as the previous question had two answers that stated that their company conducts all or none of their onboarding remotely, which means that one of the responses is not useful for the research, but does not cause an issue.

If possible to provide an answer, percentage of onboarding conducted remotely? (Do not pick a choice if conducted completely remotely or in-person)

9 responses

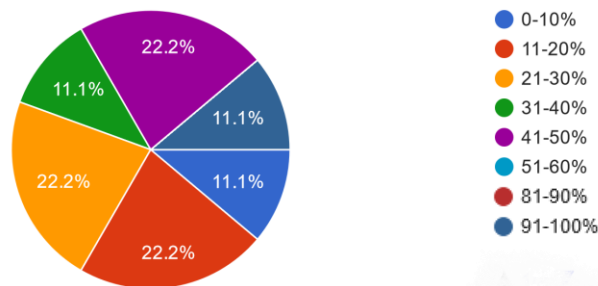


FIGURE 5. Graph on the percentage of onboarding conducted remotely.

After knowing the amounts of onboarding conducted remotely, it was necessary to know the effects of onboarding. Since there could be issues with the responders' companies confidential data included if the questions were specific, the question's purpose is to vaguely gauge the effects of remote onboarding. In this case, as figure 6 shows, 30% of the responders stated that there were mostly positive effects, while 70% answered that there have been both positive and negative distinct effects on remote onboarding.

If your company does conduct some of their onboarding remotely, have you noticed any distinct effects on your employee performance?

10 responses

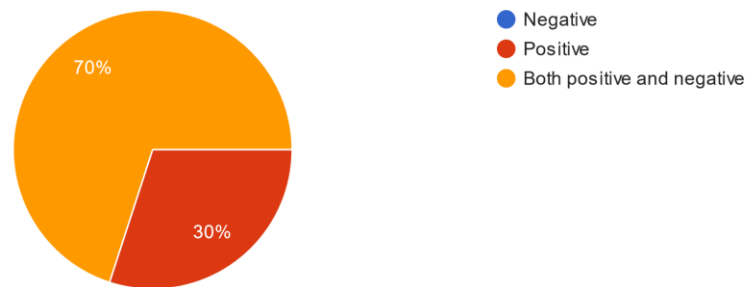


FIGURE 6. Graph on the effects of remote onboarding.

Next, as the previous question was too vague to complete the analysis on the effects on remote onboarding, it was necessary to gauge what “both positive and negative” effects mean. This is why the responders were asked if they have noticed more positive or negative effects on employee performance when conducting remote onboarding.

Have you noticed more positive or negative effects on employee performance when conducting remote onboarding?

10 responses

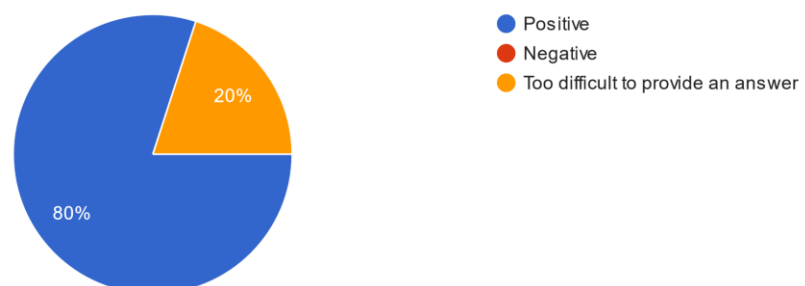


FIGURE 7. Graph on the positive and negative effects of remote onboarding.

Part two of the research is focused on remote employee training rather than onboarding. The questions are all similar to the questions on onboarding to keep the questionnaire easy to understand and respond to, and to keep the structure understandable. This is why the first question on remote training was if the responder's company conducts any of their training remotely. Out of the 10 responders, 9 claimed that they conduct both remote and in-person training to the employees of their company (Figure 8).

Does your company conduct any of their training remotely?

10 responses

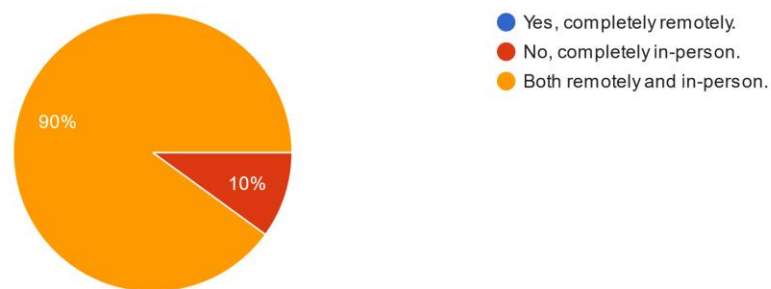


FIGURE 8. Graph on employee training activities of the responding parties' companies.

Again, similar to how the question on percentage of onboarding conducted remotely, the responders were asked to provide a percentage of their employee training conducted remotely (Figure 9).

If possible to provide an answer, percentage of training conducted remotely? (Do not pick a choice if conducted completely remotely or in-person)

9 responses

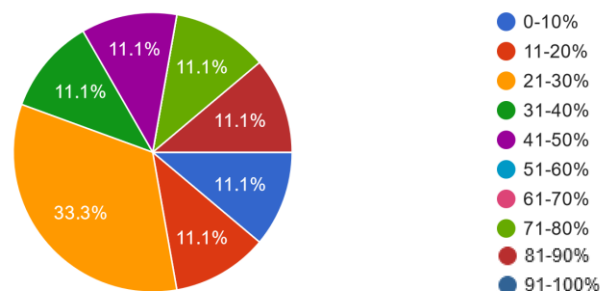


FIGURE 9. Graph on the percentage of employee training conducted remotely.

Now it was necessary to find out the effects on employee performance when conducting remote training, which is why the next question was simply if the responder had noticed more positive or negative effects when conducting remote training (Figure 10).

Have you noticed more positive or negative effects on employee performance when conducting remote training?

10 responses

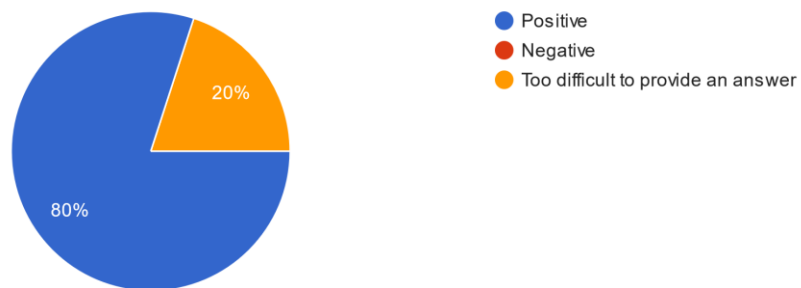


FIGURE 10. Graph on the positive and negative effects of remote employee training.

Now that the amounts of training and onboarding conducted remotely as well as their affects on employee performance have been gauged, the responders were asked which training programs their company utilizes (see chapter 3.1.2 for in-depth definitions of the training programs). These results do not provide necessary information for analysing the effects of remote onboarding and training, but are useful for noticing trends when it comes to employee training in general.

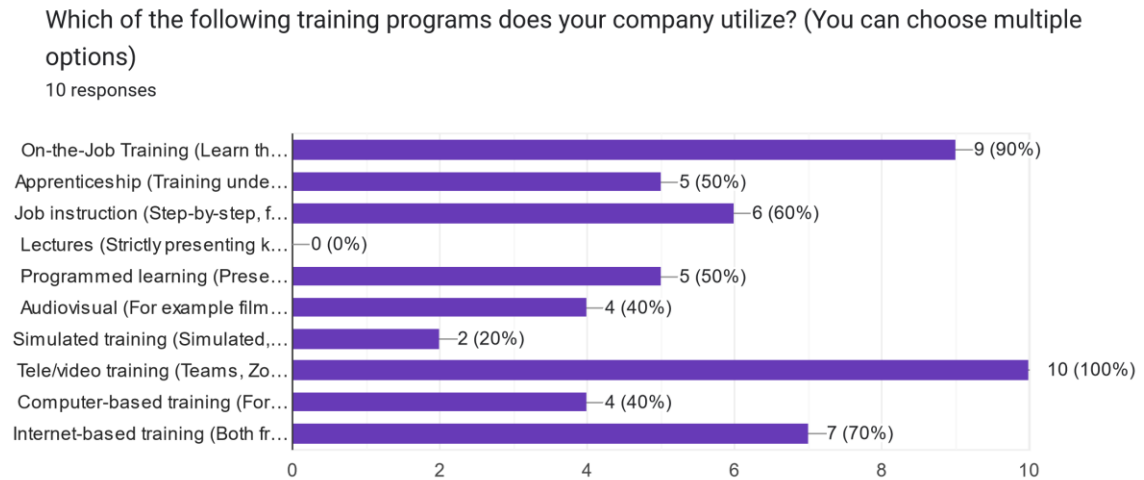


FIGURE 11. Trends in the usage of certain training programs.

### 5.2.2 Data Evaluation

The purpose of this research was to find out how the trends around employee training have changed recently and how remote working model trends have changed human resource training. Based on the results of the questionnaire, 80% of the responding companies conduct some of their onboarding remotely. As seen in figure 5 on page 22, the amount of onboarding conducted remotely changes from company to company. To evaluate the data and give every answer the same amount of weight for evaluating the data, all of the answers were treated as the average of the range of percentage provided. This means that if the responder estimated that 11-20% of their onboarding or training was conducted remotely, the answer would be treated as the average value between 11 and 20%, which equals to 15,5% for the sake of clarity. The same is true for every percentage. With this, the estimated average of onboarding conducted remotely equals to 34,39% and the average of training conducted remotely equals to 39,94%. This suggests that most of the companies involved have a slight preference for conducting both onboarding and employee training in-person.

As the responses for both remote onboarding and training imply that there have been more positive than negative effects on employee performance, it becomes necessary to find out what the common positive and negative factors caused by remote onboarding and training are. Hemphill and Begel argue in their research

that the most apparent challenges when it comes to remote onboarding and training are with the new employee **feeling isolated** from their team and suffer from the **lack of learning by observing their peers**, which are usually not apparent when it comes to in-person onboarding and training (Hemphill & Begel 2011). Additionally, Caldwell and Caldwell argued in their research “Ten Classic Onboarding Errors” that **information overload** is another challenge to be considered when conducting onboarding (Caldwell & Caldwell 2016). This is especially true for remote onboarding and training, as there can be outside distractions when conducting remote onboarding and training and other issues, such as information being misunderstood because of the lack of surveillance, nonverbal cues or otherwise poorly conducted training. These are the main three factors that were considered negative for this research.

According to a study by Duch Christensen, Oestergaard, Dieckmann and Watterson (2018), there are positive factors when it comes to remote training, at least for simulation-based training. Some of the results of their study suggest that it can be **easier for some to act** when the person conducting the training is not physically there, and that the group of people being trained **could interact more independently** when the instructor was remote. This partially independent learning can be perceived as growth for the new employees as they are forced to make their own decisions and conclusions in groups rather than being told the exact solution. In their interviews, there was also an answer suggesting that by conducting training remotely, there is a certain similarity between real world situations and remote training, as in the present day many interactions between companies happen virtually. This means that **realism** the third positive factor for remote training to consider when evaluating the positives and negatives of this research.

Seeing that the estimation of the responders' companies onboarding happens 34,39% remotely and the responses to the research state that 30% of the effects on remote employee onboarding have been positive and the rest of the 70% have been both positive and negative, the results suggest that remote onboarding can indeed have a positive effect on employee performance. This is likely due to the factors mentioned earlier, meaning that as onboarding is conducted remotely, it can be easier for some employees to complete their tasks in a remote environment as at least some of their onboarding happened remotely. This goes in line

with one of the statements of the study conducted by Journal of the Society for Simulation in Healthcare (Duch Christensen, Oestergaard, Dieckmann and Waterson 2018). Depending on the line of work, independency can also be a noticeable factor. As stated earlier, one of the responding companies are on the field of IT, which often means that some employees will be communicating digitally more often than not. Onboarding and training remotely can apparently help an employee grow to become more independent in their work, which can often show with improved communication skills and have a hands-on approach to many of their tasks. In a remote onboarding or training environment the instructor is often not able to pay equal attention to everyone currently present at the same time, which can lead to the person receiving the training having to ask more questions, which then often leads to improvement in communication skills mentioned earlier.

As the results for remote training seem to have a similar pattern, the same should be true for both onboarding and training. However, as there are both negative and positive effects on the employees, every company conducting their training or onboarding remotely should keep in mind the negative effects such as information overload and isolation. In a work environment where a significant amount of onboarding and training is being conducted remotely, it becomes more important to keep in mind the well-being of the employees. The well-being of employees can be promoted by providing the employees with frequent workplace health promotion days where everyone in a team can get together to keep the employees from feeling completely isolated, as well as simply creating a working flow of communication inside and between the teams of a company.

As the research question was “How have the trends around employee training changed since 2000s?”, it can be said that one of the most apparent trends around employee training is remote training. This research showed that the estimated amount of employees being trained remotely is at almost 40%, which does suggest the trend of remote onboarding and training being on a constant rise, as before the year 2020 the possibilities of remote training and working were much lower. This upwards trend in remote training can also be further proved by at any source containing statistics on remote working, such as The Okta Hybrid Work Report 2023 stating that 45% of European organizations allow their employees to work remotely for up to three days per week (Okta 2023).

This also answers the sub-question of the research, “How have digitalization and remote working models as trends changed human resource training?”. It is clear that since there is a trend on conducting some employee onboarding and training remotely, which is why the chart of figure 11 is relevant. The results suggest that every responder’s company conducts some form of tele or videotraining, which often happens by using applications such as MicroSoft Teams, Zoom or the private platforms of their company. On the job training seems to still be almost as popular as before, but providing new employees with videotraining, simulations and computer-based learning has clearly become popular as they are made more available and newer generations have less issues adapting to remote environments.

## 6 DISCUSSION

Remote onboarding and training have become more popular since the COVID-19 pandemic limitations, but the trend of onboarding, training and working remotely seems to still be progressing upward. Many companies' leaders have stated their worries over employee performance because of issues with communication due to remote working environments, but there seem to be a considerable amount of positive factors that come with these situations.

While some lines of work will likely always need to conduct some training in-person (especially if the work in question can be hazardous or is too difficult to simulate), remote training seems to be a valid way of training both new and current employees. As the personnel of a company gets used to communicating both internal and external information well enough remotely, the issues are likely to have a less negative effect on both employee performance and well-being.

Remote employee training will likely keep on rising as a trend for now, which is why those working in the field of human resource management should keep up with the moving trends. Planning optimal training programs has become more difficult as the trend of remote training has become more apparent, but companies should not be afraid to try out new kinds of training programs, as the opportunity is already there. Remote training will likely always suffer from the issues of isolation, information overload and the lack of learning through observation, but it brings out new possibilities for growth to the same employees in the form of independency and realistic training simulations.

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## APPENDICES

Appendix 1. Questionnaire on the remote onboarding and training.

# HR Training Trends

## Remote onboarding and training

The questionnaire consists of eight sections with multiple choice answers, possibilities of giving additional information, as well as a last page where you will be able to provide additional information if necessary.

The questionnaire will start with a question regarding anonymity, after which there will be the eight sections regarding HR onboarding and training. If you or your company would like to take part in an interview after the questionnaire, you will be able to provide your email address and/or phone number in the free comment- section found on the last page of the questionnaire.

The information given will be completely anonymous unless the company has agreed to not be anonymous, and will only be used for a Bachelor's Thesis for Tampere University of Applied Sciences, and no other data will be collected.

## Anonymity

Would your company like to stay anonymous? \*

- Completely anonymous
- Will provide the line of work of the company, otherwise anonymous (Please state the line of work of the company in the free comment- section)
- Will provide the name of the company and the line of work of the company (Please state the name and line of work of the company in the free comment- section)

## Remote onboarding

Does your company conduct any of their onboarding remotely?

- Yes, completely remotely.
- No, completely in-person.
- Both remotely and in-person.

If you answered "Both remotely and in-person", please provide an answer if possible (optional).

If possible to provide an answer, percentage of onboarding conducted remotely?  
(Do not pick a choice if conducted completely remotely or in-person)

- 0-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%

If your company does conduct some of their onboarding remotely, have you noticed any distinct effects on your employee performance? \*

- Negative
- Positive
- Both positive and negative

If you answered "Both positive and negative", please provide an answer.

Have you noticed more positive or negative effects on employee performance when conducting remote onboarding?

- Positive
- Negative
- Too difficult to provide an answer

### Remote training

Does your company conduct any of their training remotely?

- Yes, completely remotely.
- No, completely in-person.
- Both remotely and in-person.

If you answered "Both remotely and in-person", please provide an answer if possible (optional).

If possible to provide an answer, percentage of training conducted remotely? (Do not pick a choice if conducted completely remotely or in-person)

- 0-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%

Have you noticed more positive or negative effects on employee performance when conducting remote training?

- Positive
- Negative
- Too difficult to provide an answer

## Training programs

Which of the following training programs does your company utilize? (You can choose multiple options) \*

- On-the-Job Training (Learn the job by doing it)
- Apprenticeship (Training under more experienced employees)
- Job instruction (Step-by-step, for example through manuals)
- Lectures (Strictly presenting knowledge to the learner)
- Programmed learning (Presenting questions and allowing the learner to respond, then providing feedback, like how many schools promote learning)
- Audiovisual (For example films, PowerPoint slideshows)
- Simulated training (Simulated, off the job training)
- Tele/video training (Teams, Zoom, other televised applications)
- Computer-based training (For example, interactive multimedia training)
- Internet-based training (Both freely available online courses and the company's own internal intranet, for example)

## Free comment

If you would like, here you can provide any additional information, or leave your email address and/or phone number if you would like to partake in a quick interview, or if you have any questions. Interviews are conducted either through a phone call, Zoom or MS Teams, which ever is the best option for You. The interview/call can be either in Finnish or English, which ever is your preferred language.

For those taking part in the survey through SurveyCircle, the Survey Code is 7H9N-9MNS-4S5M-HZ4H  
Oneclick SurveyCircle redeem:  
<https://www.surveycircle.com/7H9N-9MNS-4S5M-HZ4H/>

Free comment

Your answer

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