ORGANISATIONS
I N T O Learning Workplaces

TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES

Work Package: **5**

Work Package Title: Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces

Activity Title: 5.3 Design of the Training Materials for the Workshop 'Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces'

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Contents

Workshop: 'Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces'

Guidelines for Trainers

General Information

This set of guidelines has been prepared for **facilitating the delivery of the Workshops for the Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces** and shall be used in combination with the PowerPoint presentation developed for these workshops. In this document, the trainer can find step-by-step instructions on how to conduct the workshop, additional information and clarifications on the content of the different slides of the presentation, advice on the implementation of the activities with the learners and important resources.

The workshop is divided in <u>4 sections</u>:

1. **Learning Workplaces: What is a Learning Workplace?**
2. **Different Types of Learning in the Workplace**
3. **Positive Impact of Learning Workplaces**
4. **Setting Up a Learning Workshop Strategy**

All four sections as well as the introductory and concluding parts of the workshop are presented below, accompanied by guidelines for the trainer.

In addition to the below, speaker notes have been added to specific slides of the presentation, which the trainer will be able to read through for his/her convenience. To start the presentation and view the notes in 'Presenter view' mode, the trainer should follow the instructions provided at the following link: Start the presentation and see your notes in Presenter view. If the workshop is implemented via Zoom, s/he should follow the instructions provided at the following link: Using PowerPoint Presenter

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View with a single screen in a Zoom meeting (Windows). All the speaker notes can be also found in appendix 5 of this document.

This set of guidelines can be used for both face-to-face and online workshops.

Implementation of an Attitude Test PRIOR to the Workshop (20')

Before the workshop starts, all the participants have to fill out the **Attitude Test for Employers**. The answers provided in this test will show the understanding of employers of the concept of Learning Workplaces, their impact, and their benefits as well as the attitude of employers towards the transformation of organisations into Learning Workplaces **BEFORE attending the workshop**. The collected answers will be compared to the answers that will be provided by the same participants AFTER the end of the workshop.

The attitude tests can be distributed to the participants either in printed form or as Google forms through a link that will be sent to them to complete the test online. The complete attitude tests have to be collected before the presentation starts. In case the participants are asked to complete a Google form, the trainer (or an assistant to the trainer) should check and ensure that all the participants have submitted their forms before the beginning of the workshop. Also, it should be made sure that the collected documents or submitted forms have been marked as 'Attitude Tests for Employers PRIOR to the Workshop'!

The participants are given **20 minutes** to complete the attitude test. The trainer should highlight that they should be sincere in their replies in the questions asked!

Introduction to the Workshop (25')

At the beginning of the presentation a quote by Mahatma Gandhi on the importance of lifelong learning was selected to summarise the overall message transmitted by the workshop (*slide 2*).

Ice-breaking Activity: *Drawing our Common Experiences with Learning* (in groups)

In order to engage the learners and familiarise them with the group, the trainer starts the workshop by implementing an **ice-breaking activity**. The activity 'Drawing our Common Experiences with

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Learning' invites the participants to recall common experiences that they had with learning and make drawings of them in groups. The drawings by all groups will allow for discussion, comparisons, and elaboration on what is defined as learning, when and where learning takes place etc.

The participants are divided into groups of equal number (preferably consisting of 3-4 participants maximum; this may vary though, depending on the overall number of participants). In case that the workshop takes places face-to-face, A3-sized papers and markers are distributed to the groups (one set to each group) to make their drawings. In case the participants are attending the workshop online, they are allocated to Zoom breakout rooms, again in equal groups, and they start drawing their learning experience in one of the cells of the table on *slide 4* of the presentation (each group is assigned one cell of the table before entering the rooms) using the respective Zoom feature, while the specific slide is projected on their screens. Zoom allows for simultaneous drawing using the 'Annotate' option that appears in the main bar of the screen while the presentation in on share mode; each time a user stops drawing, what s/he has drawn by then is displayed on the screen. In case of more than four groups, the trainer should add more cells to the table provided on *slide 4*.

As soon as all groups finish with their drawings, the participants try to guess what each drawing is about. After that, a representative from each group explains what their drawing depicts and how the members of his/her group concluded on drawing the specific learning experience. The same applies with all groups.

This activity allows for team building as well as for introducing the participants to one another. Overall, it should last **around 15 minutes**.

Introductions

After some initial exchange of ideas and thoughts through the activity above, in this part of the workshop the participants are asked to **introduce themselves BRIEFLY**, providing some information on their job position, the organisation they represent, their educational and professional background as well as on how much they value learning. Also, they may comment on why they decided to attend the specific workshop.

Some guiding questions could be: *What is your name? What is your organisation and position in the organisation? How many years of work experience do you have (in general, in the specific position)? Why did you choose to attend this workshop? What are your expectations of the workshop?* etc. The trainer should choose only some of these questions.

It is suggested that the trainer introduces himself/herself first!

Rules

Before introducing the participants to the main topic of the workshop, the trainer should set some **common rules concerning the implementation of the workshop**, such as the use of mobile phones, Covid-related prerequisites and restrictions (e.g. use of masks while seated in case of face-to-face workshops), when one can pose questions or make comments, whether the cameras should be switched on, when the microphones should be open (in case of online workshops) etc. (*slide 5*).

The rules can change depending on the workshop format (face-to-face/online) as well as on specific rules that the trainer may wish to set.

Common understanding of these rules is important for the smooth implementation of the workshop.

Aim and Objectives

The aim and objectives of the workshop (*slides 6* and *7*) introduce the participants to the topic of the workshop and get them prepared for the main sections of the presentation.

This one-day (7-hour) workshop presents the concept of Learning Workplaces, the benefits of learning in/at/for the workplace, and how the participants can be part of the activities leading to the transformation of a workplace into a Learning Workplace.

In *slide 6*, some questions are stated to present the **aim of the workshop**, which the participants may already have had in mind and may be the reason why they are taking part in the workshop. The participants should be invited to give some initial answers to these questions, but in brief.

Slide 7 provides the most important **learning outcomes** of the workshop, which reflect the **objectives of the workshop** and the content of the following four sections of the presentation. More learning outcomes in terms of knowledge, skills, and attitudes are listed in the workshop curriculum, and can be added to the presentation by the trainer, if s/he wishes to present a more detailed list of learning outcomes.

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Structure

The **workshop structure** (*slide 8*) provides a route map to the four main sections of the training. Having this route map in mind from the beginning of the workshop, the participants will know what to expect from the workshop, whose content will have been defined well in advance.

At this stage, the trainer should also inform the participants on the **agenda of the workshop**, i.e. start and end time of the workshop, number, time and duration of breaks (coffee and lunch breaks), approximate duration of each workshop section etc. This is the time for internal arrangements to be made, in case, for example, the participants need the workshop to finish earlier, which could be achieved through shorter breaks etc.

Section 1 - Learning Workplaces: What is a Learning Workplace? (90')

Activity: *My Learning Journey* (individual)

This section starts with an activity that invites the participants to recall the road 'travelled up' by them to this point regarding **learning in/at the workplace during their professional life** (*slide 10*). The aim of the activity is to collect the learners' first thoughts on the key terms of the workshop before providing their definitions.

The trainer asks from the participants to complete the template *My Learning Journey* (see <u>appendix 1</u> of this document), which is distributed to them in printed form or uploaded on a SharePoint beforehand.

Guiding statements/questions:

1. '*"Workplace learning" or "Adult learning in/at the workplace". Please write down anything that comes to your mind within 2 minutes!*'
2. '*What do you think that the benefits of Learning Workplaces are? You have 2 more minutes*'.
3. '*Have you experienced learning in/at workplace so far? What learning-in/at-the-workplace activity would you highlight as particularly helpful? Please provide your answer and activity description within 2 minutes*'.

As soon as all the participants complete the template, the trainer asks from them to read out their answers. More than one participant should comment on each question of the template. The trainer writes the answers down on a flip chart paper or on a Google Jamboard in case the workshop is

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delivered online, so as to group the answers provided on the definition of the term, the benefits of Learning Workplaces, and the different learning experiences of the participants, which can be used as reference points later on. Then, discussion on the results takes place to come to **conclusions on workplace learning and its value** (*slide 11*).

Overall, this activity should last **around 20 minutes**.

Slide 12, which quotes the words of the European Commissioner for Employment, Social Affairs, Skills and Labour Mobility who highlights questions that are important when talking about learning, serves as a 'bridge' between the activity which is introductory to the section and the slides defining the terms concerned.

Definition of Learning Workplaces and Learning in/at/for the Workplace

At this point, the trainer provides the **definition of 'Learning Workplace'**. Also, it explains and compares **learning IN/AT the workplace** with **learning FOR the workplace** (projecting definitions provided by the European Commission), aiming to clarify what a Learning Workplace may be. S/he should distinguish between the two but also highlight that they are complementary to one another (*slides 13-15*). Employers need to be aware that employees should not only learn things related to what they are engaged with currently (FOR the workplace), but they should also acquire skills and competences that they may not need in their current job (IN/AT the workplace). Since their job requirements may change, employees should be better prepared for future challenges and also for not-job-related challenges that may affect their work (and personal) life. In *slide 13*, the trainer can ask the partners their understanding of the two terms, before providing their definitions on *slides 14-15*.

The preceding discussion on the activity results (*slide 11*) can help clarifying the two terms.

Slide 16 provides additional information on the definition of Learning Workplaces, focusing on the **six most important requirements for an organisation to become a Learning Workplace**. Here, the trainer can ask the participants if they think that these prerequisites are already fulfilled in their organisations.

In *slides 17-19*, **statistics** from studies related to organisational learning are displayed to show **what is important for employers with regards to learning, the changes in learning within organisations, and the participation of adults in learning within the EU**. To explain these slides and provide further information to the participants, the trainers should see the 'Notes' section for these slides while in 'Presenter view' mode or annex 5 of this document. The participants should be asked to comment on the provided charts and to come to brief conclusions. The trainer can also ask the participants about

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the meaning of selected terms that appear on the charts and make clarifications, if necessary. These slides serve as a 'bridge' to the slides on the benefits of Learning Workplaces that follow.

Benefits of Learning Workplaces

Slides 20-22 present the **benefits of a Learning Workplace for 1. employees, 2. managers and the whole organisation, and 3. the society**. The trainer should make use of the notes accompanying these slides while commenting on the benefits at three levels.

S/he can start or end the discussion on the benefits of workplace learning by asking from the participants to have a look at the results of the previous activity (*My Learning Journey*) and comment on the benefits already listed on the flip chart or Google Jamboard. It is suggested that the trainer starts rather than ends with the results of the activity!

Slides 24-28 explains **further and from another point of view** the benefits of Learning Workplaces, as have been listed by the European Commission. The participants should be asked to comment on each of these slides.

Barriers to Learning Workplaces

The discussion on the barriers to Learning Workplaces which follows that on the benefits starts with an activity in which all the participants are asked to **brainstorm** and write down individually three **factors that may be barriers to the transformation of organisations into Learning Workplaces** and/or to workplace learning. Alternatively, the trainer can use the 'Mentimeter' application to collect the views of the participants.

Discussion on what barriers are the most common, the most difficult to overcome etc. follows.

This activity should last **around 10 minutes**.

Slides 30-31 include some **important barriers for employees** and *slide 32* some **statistics on the barriers for employers and organisations**. For these slides, the trainer can also see the information provided in the 'Notes' section of the presentation or appendix 5 of this document.

Section 2: Different Types of Learning in the Workplace (60')

Definitions of Formal, Non-formal and Informal Learning

This section starts with a set of questions which aim to **distinguish the different types of learning** (at work and in general) by asking from the participants to recall their experiences with learning and subsequently link these experiences with one of the three learning types: 1. formal learning, 2. non-formal learning, and 3. informal learning. The participants provide their answers to each of the questions below and discussion follows:

1. *How was your learning progress at work so far?*
2. *Have you ever thought how you learn through your daily tasks?*
3. *Have you learnt anything recently? Have you thought about how you learnt it?*

This introductory part of section 2 should last **around 10 minutes**.

Slides 35, 37 and 39 include the definitions of formal, non-formal, and informal learning respectively. Each of them is followed by an interactive activity implemented via the 'Mentimeter' application.

For accessing and using 'Mentimeter', the trainer should click on each activity link that can be found in the 'Notes' section of *slides 36*, *38* and *40* or in page 14 of this document, log or sign in 'Mentimeter' (signing in is necessary in case the trainer does not have an account in 'Mentimeter'), and choose the option 'Copy to your account'. Once the content of the activity is copied to the trainer's account, s/he can share the QR or numerical code with the participants, translate the content, if necessary/preferable, and check the answers provided by the participants.

The participants should access 'Mentimeter' through their smart phones even in case the workshop takes place online, since navigating through two different tabs on their PCs/laptops may be confusing.

Activities (individual)

The three activities on 'Mentimeter' are introduced by the following questions posed to the participants:

1. *Formal Learning: Which word do you think is related to formal learning?*

In this activity (*slide 36*), the participants share as many words they think are related to formal learning as possible (through brainstorming). As a result, the trainer shows on the screen the 'cloud of words'

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that has been 'built' by the participants, comment on the displayed words, make clarifications if necessary, and discuss the results with the participants.

Trainer's link:
https://www.mentimeter.com/s/c3a0d7f728a9fa961557eba4de91ce2e/d275b2365582

This activity should last **around 5 minutes**.

2. *Non-formal Learning: Could you provide examples of non-formal activities?*

In this activity (*slide 38*), the participants should brainstorm and provide some examples of non-formal learning activities that they know or have implemented. As a result, the trainer shows all the proposals on the screen, comments on them, makes clarifications if necessary, and discuss them with the participants.

Trainer's link:
https://www.mentimeter.com/s/5e4a5da97cddebe2e7168c212efe0793/a53c47862245

This activity should last **around 5 minutes**.

3. *Informal Learning: Let's vote! Do you think that these activities are informal learning activities?*

In this activity (*slide 40*), the participants should answer 'Yes' or 'No' to polls depending on whether they think that the projected activities are related to informal learning or not. As soon as each poll is closed, the trainer should inform the participants on the correct answer, comment on the results of the poll, make clarifications if necessary, and discuss the results with the participants.

Trainer's link:
https://www.mentimeter.com/s/e7572af5cae0b2391668d3ad5eb68698/45328e1be8f7

This activity should last **around 10 minutes**.

Video: *How Long Does It Take to Acquire a New Skill?*

As a summary to the above, the video 'How to Learn Anything' from a TEDx talk is displayed to explain the different methods of learning (*slide 41*). It allows to think about the 'learning pathway' and the

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time that an individual needs to acquire a new competence or skill, which depends on the person and his/her own needs.

The video helps the participants understand that a learning process involves the employee needs, the method that best suits him/her, the activities or tools to be used, and the employee chances to reach his/her goals.

The video display is **optional**. It is suggested that it is displayed **from minute 2 to minute 16**.

Video link:
https://www.youtube.com/watch?v=5MgBikgcWnY

Workplace Learning Examples

Activity: *Have you ever implemented any of these activities?* (individual)

The participants see some **examples of workplace learning** on the flip chart (to find the learning activity examples, the trainer should click on the 'Mentimeter' link on page 16 and copy them on the flip chart; s/he can add more examples and/or remove some of them). They are provided with coloured dot stickers and are requested to put one blue, one green, one yellow, and one red-coloured dot sticker next to each learning activity example, according to the following statements:

- Red-coloured dot sticker: 'I never perform this learning activity'
- Yellow-coloured dot sticker: 'I sometimes perform this learning activity'
- Green-coloured dot sticker: 'I perform this learning activity almost every day'
- Blue-coloured dot sticker: 'I don't perform this learning activity, but it seems interesting to add to my work-based learning process'

Group discussion follows on **when** the participants **implement** these activities and **how they are/can be of value** to them.

Alternatively, each participant is provided with a card including all the examples of workplace learning and places next to each learning activity example his/her red, yellow and green-coloured dot stickers. Then, each of them describes when s/he performs these learning activities and how they are of value to him/her. At the end of the round, the participants add also their blue-coloured dot stickers next to the learning activity examples that sound interesting to them to adopt and explain why.

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The participants can be also asked to comment on **the type of learning that these activities are related to**.

In case the workshop takes place online, the trainer should use 'Mentimeter' to create polls for the learning activity examples. In this way, each participant will have a different QR or numerical code for each learning activity, so as to provide his/her answer on its implementation frequency.

Trainer link:
https://www.mentimeter.com/s/ffd579a5a150da7f87b53079ffc797e0/9c5dcd37c288

This activity should last **around 10 minutes**.

Definition of Adult Learning

As soon as the participants distinguish between the different types of learning, they should also **differentiate 'Adult Learning' from 'Vocational Education & Training'**.

Slide 43 provides the definition of 'Adult Learning'.

Definition of Vocational Education & Training (VET)

Slide 44 provides the definition of 'Vocational Education & Training'.

The trainer should make clear that 'Vocational Education & Training' can be classified under Adult Learning and that it leads to formal certifications, while 'Adult Learning' is a broader term, which many times refers to soft, transversal skills' development.

Section 3: Positive Impact of Learning Workplaces (60')

Good Practices in Workplace Learning

Activity (in groups)

The trainer begins this section with an activity implemented in groups. It is suggested to have groups of 3-4 participants maximum (but this may vary depending on the overall number of participants). In case of an online workshop, the participants are allocated to Zoom breakout rooms.

Cards referring to **companies that are implementing different learning activities with success** are provided to the groups and the participants are asked to reflect on the good practice described on each card and discuss its **benefits and possible barriers to its implementation** in their organisations. Also, they should reflect on the **learning type** that each good practice relates to and mention **if they are currently applying/have applied a similar activity** in their organisations. At least one card should be assigned (distributed in printed form/uploaded to a SharePoint beforehand) to each group of participants.

Below there are examples of cards' content[1]. More examples are provided here than in the presentation, in case more groups participate in the workshop. The trainer should read through from before the comments that follow the description of each practice, indicating and explaining the learning type that the practice relates to and providing other useful information (points to be highlighted by the trainer etc.). For the cards, the trainer should see appendix 2 of this document.

Card 1. *Yelp* (included in the presentation, *slide 49*)

Everyone at Yelp has stretch roles. Giving people responsibilities just beyond their current capabilities creates an engaged workforce and a culture of mentoring. People are promoted from within, incentivising both personal development and nurturing others.

Informal learning activity. It is important that the trainer insists here on the fact that employers have to ensure that their employees do not start feeling tired and demotivated due to workload. Most of the time, employees undertake more responsibilities due to their own curiosity or excitement, which later becomes a huge burden that hinders their productivity and the overall performance of the

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[1] "10 Companies with Great Learning and Development Programs", Culture Amp, December 23, 2021, https://www.cultureamp.com/blog/learning-and-development-programs-workplace.

organisation. Employees who feel responsible are more engaged and promoted from within, which make them more loyal.

Card 2. *Pixar*

Pixar University offers required training as well as optional classes for different disciplines. Pixar President Ed Catmull says, 'Pixar University helps reinforce the mindset that we're all learning and it's fun to learn together', according to Harvard Business Review[2]. They support their directors by empowering them to make decisions and take care not to undermine their authority. Directors take development into their own hands by asking for help from a 'creative brain trust' of filmmakers, a pillar of their peer-based process.

Formal learning activity. The employees here have the opportunity to choose from a variety of classes and develop their skills. This is a learning opportunity through which the individual takes into his/her hands his/her personal development.

Card 3. *Airbnb* (included in the presentation, *slide 48*)

Fireside Chats are one way that Airbnb shows its dedication to learning. These internal events bring in industry leaders who share their insights on a certain topic. Airbnb[3] says, 'From CEOs to musicians, these leaders always have something invaluable to teach us'.

The fireside chats were a series of the evening radio addresses given by Franklin D. Roosevelt, the 32nd President of the United States, between 1933 and 1944. Roosevelt spoke with familiarity to millions of Americans about recovery from the Great Depression, the promulgation of the Emergency Banking Act in response to the banking crisis, the 1936 recession, New Deal initiatives, and the course of World War II. On radio, he was able to quell rumors, counter conservative-dominated newspapers, and explain his policies directly to the American people.

Informal learning activity. Fireside chat is a great alternative to the traditional presentation format. Replacing the traditional keynote presentation with a fireside chat has many benefits. Here are 5 reasons why employers should adopt it:

- It gets more high-profile speakers on board. It's easier to get a 'Yes' from business leaders, as they won't have to spend hours on crafting speeches or slide decks.

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[2] "How Pixar Fosters Collective Creativity", Harvard Business Review, December 23, 2021, https://hbr.org/2008/09/how-pixar-fosters-collective-creativity.
[3] "Create a World Where Anyone Can Belong Anywhere", Careers at Airbnb, December 23, 2021, https://careers.airbnb.com/.

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- It gives relevant content to the audience. The question-answer format naturally prompts the audience to think about their own questions. Addressing them during the chat will compel the attendees to tune in for the answers.
- It releases the pressure on the presenter. A naturally-flowing conversation will make the speaker feel more relaxed. With two people talking on stage, the speaker is no longer the sole center of attention.
- It brings the guest speaker and audience closer together. The informality will help you create an intimate bond between speaker and audience. If leveraged well, it can help the speaker relate to the attendees and vice versa.
- It reveals the guest's backstage stories and insights. Once the guest is feeling comfortable, s/he is more likely to open up. As a result, the speaker will be more inclined to share unique personal stories and learnings.

Card 4. *Earls*

The Visions + Goals programme helps people at Earls create life visions and communicate goals that help them be their best selves. It also involves occasional company retreats. Guest experience training takes place through a combination of face-to-face training and eLearning.

Non-formal learning activity. People who work at Earls are called 'partners'. They believe that great guest experiences begin with great partner experiences. The partner experience is one of the key success indicators for the company. Employee engagement, leadership, enablement, alignment and development are measured. They seek feedback frequently because the feedback helps drive their business strategies.

Card 5. *Etsy*

People are empowered to learn from others at all different levels within the company. At 'Etsy School' employees both teach and learn in classes on a wide range of topics like tap dancing or how to navigate a difficult conversation. The Etsy Learning and Development team helps people find a focus for their career development.

Non-formal learning activity. Customised learning according to employee needs.
For this card, the trainer should check also the company website at: https://www.etsy.com/team.

Card 6. *OverDrive*

Employees are provided with a Professional Growth Planner at OverDrive. This guide showcases opportunities available for learning and development and helps people decide what is best for them. Employees and managers are encouraged to work together and track progress throughout the year.

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Informal learning activity. Employees decide their own development pathway according to how to contribute to the organisation's growth and their personal interests.

From the manual given: this Professional Growth Planner is a tool that will help the employee plan his/her growth and professional development in time, resources, and content. It allows the employee to see where s/he is now, where s/he wants to go and what s/he must do to achieve it.

An adage says 'who does not know where he is going, has already arrived', and if we do not define where we are going and work on a plan to achieve it, we will be in the same place as always. A place where we don't feel comfortable, because we know we can achieve more.

Card 7. *Thrive Digital*

Accepting applicants at all levels of experience is something that is encouraged at Thrive Digital. Team members have upward mobility to move into new positions even if they enter with limited knowledge of the industry. Training is offered on the paid search channels they'll work with over time, and Thrive's partners often provide additional opportunities in their areas of expertise.

Non-formal learning.

Card 8. *1800 GOT JUNK*

1800 GOT JUNK created the A-Player Development Programme for professional development. They offer a series of workshops taught by employees that cover a variety of topics like franchise development and strategic planning.

Non-formal learning activity.

Card 9. *Culture Amp*

Each employee has access to a professional coach through the Coaching for Everyone[4] programme. Employees are provided with sessions at 6, 12, and 24 months and they can choose to focus on personal or professional goals. Coaches help assess where a person is and where they want to be, then guide each person through a strategy to reach their goals.

Non-formal learning activity. Coaching culture for development.

Card 10. *Digital Ocean* (included in the presentation, *slide 47*)

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[4] "Our Unique Approach to Learning and Development at Culture Amp", Culture Amp, December 23, 2021, https://www.cultureamp.com/blog/diy-approach-to-ld-at-culture-amp.

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Individual development planning and ensuring that everyone has a career they can grow into is important at Digital Ocean. People map out what they want to accomplish each year, looking at how their professional objectives tie into business strategy along with their personal goals.

Informal learning activity.

Card 11. *Optoro*

Optoro encourages its employees to participate in conferences, organisations, and learning programmes that will keep them at the top of their field. All exempt employees are given a professional development budget to use throughout the calendar year. Employees work with their manager and department head to determine what programmes are appropriate for their development while also providing business impact. In addition to professional development budgets, Optoro provides internal management training through an intense 10+ week class. In 2016, over 40 employees went through this series.

If you want to know what matters at your company when it comes to learning and development, an employee engagement survey is a great place to start. Check out Optoro's article on the 20-employee engagement survey questions[5] every company should ask for a how-to on collecting employee feedback.

Non-formal learning activity.

The content above can be found in appendix 2 of this document in the form of cards (one card per case study/good practice). The trainer should print out the cards to be distributed to the participants. In case of an online workshop, the cards should be sent to the participants or uploaded on a SharePoint beforehand. Each group is given at least one card, a flip chart paper sheet, and markers and has **15 minutes to answer in bullet points the following questions** (*slide 46*):

- *What would be the benefits of this practice for your organisation?*
- *What type of learning is this?*
- *What barriers can occur in the implementation of this practice?*
- *Could you implement this practice in your organisation? In which case?*

In face-to-face workshops, the participants can discuss and write down their answers on paper sheets distributed to them by the trainer. If they are attending the workshop online, they can write down

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[5] "20 Employee Engagement Survey Questions You Should Ask", Culture Amp, December 23, 2021, https://www.cultureamp.com/blog/employee-engagement-survey-questions.

Work Package [5] [Development of a Positive Attitude for Employers towards the Transformation of Organisations into Learning Workplaces, Design of the Training Materials for the Workshop: "Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces", Guidelines for Trainers]

their answers either by sharing a Word document on their screen or each of them on a Word document/paper sheet separately.

One member of each group is responsible to present the answers of the group.

The trainer gives time to all the participants to reflect and comment on the answers of each group.

This activity should last **around 25 minutes overall**.

Benefits of Learning Workplaces for Employers

After having implemented the activity with the cards, the participants are asked to **reconsider the benefits** of Learning Workplaces **for employers** (already discussed in section 2).

The same groups that had been created in the previous activity have to think now of the benefits of Learning Workplaces for employers and create a mind map on a flip chart paper sheet or shared Word document, in case they have been allocated to Zoom breakout rooms (*slide 50*). The **creation of the mind maps** should last **around 15 minutes**.

How to create a Mind Map in five steps:

1. Create (write down) a central idea. The central idea is the starting point of the mind map and represents the topic that you are going to explore.
2. Add branches to your map.
3. Add keywords.
4. Colour your branches.
5. Include visual signifiers (e.g. images).

Then, each group has to present their mind map to the other groups. One representative should be assigned by the members of each group.

After each presentation, discussion follows and the trainer writes down on a flip chart or Google Jamboard the key points that all the groups have raised.

This activity should last **around 25 minutes overall**.

Learning Workplaces as a Motivational and Engagement Tool

The trainer emphasises here the importance of Learning Workplaces as a motivational and engagement tool (*slide 51*).

S/he can also ask from the participants to mention examples from their own experience that show how a learning activity or learning situation has served as a motivational or engagement tool for employees.

Linking Workplace Learning with the Strategic Goals of Organisations

The trainer mentions here the importance of linking the strategic goals of an organisation with its learning system (*slide 52)*, presenting also the results of a relevant survey, and asks from them to provide their comments.

Section 4: Setting Up a Learning Workplace Strategy (135')

Building Blocks of Adult Learning in the Workplace

In this section, the trainer introduces the participants to the **Building Blocks of adult learning in the workplace, as identified by the European Commission**[6]. It is suggested that the Final Report of the Education and Training 2020 Working Group 2016-2018 on Promoting adult learning in the workplace is printed out beforehand and is distributed to the participants or is uploaded on a SharePoint, and the participants are given some minutes to look briefly at it.

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[6] European Commission, ET Working Group 2016 – 2018 on Adult Learning, *Promoting Adult Learning in the Workplace: Final Report of the* ET Working Group 2016 – 2018 on Adult Learning (Luxembourg: Publications Office of the European Union, 2018), https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8112&furtherPubs=yes.

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Identifying Ways to Apply the Building Blocks to the Learning System of Organisations

Activity (in groups)

The trainer uses **cards describing nine** (out of ten in total) **Building Blocks** (BB1-10 except for BB4). The cards (see appendix 3 of this document) can be printed out or uploaded to a SharePoint. Each group of participants (it is suggested that the trainer keeps the same groups as in previous activities) is given two-three cards and is asked to discuss the information provided on the cards. In case of an online workshop, the participants are allocated to Zoom breakout rooms.

More specifically, the participants are asked to write some points down on a flip chart paper sheet/shared Word document/paper sheets individually about their **understanding of the Building Blocks** allocated to them as well as to identify **ways to apply the specific Building Blocks to an organisation** that wishes to get transformed into a Learning Workplace. For this step, the participants should be given **around 20 minutes**.

Consequently, the participants of each group provide their views on the cards assigned to them and discussion follows. A representative should be assigned by the members of each group.

Slides 57-65 represent all nine cards, so that the trainer projects them while the members of the groups are commenting on them.

At the end, there can be a summarising discussion on the Building Blocks, in which the participants can ask questions.

This activity should last **around 40 minutes overall**.

Designing Activities to be Included in the Learning System of an Organisation

Activity (in groups)

For ensuring that the participants have a clear understanding of the nine Building Blocks, the trainer asks from the same groups to **design one activity** to include in the learning system of their organisations with the use of a provided template (see appendix 4 of this document), **related to either non-formal or informal learning** and **aligned to one (or more) of the Building Blocks** (*slide 56*). In case of an online workshop, the participants are allocated to Zoom breakout rooms.

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The activity template is either distributed to the participant in printed form (one or multiple copies) or is uploaded on a SharePoint beforehand.

The groups are given **around 20 minutes to design their activities**. Before starting, the trainer asks from them to have a look at the provided template and ask for clarifications, if needed. During the activity, the trainer monitors the process that takes place in all the groups and assists the participants, if necessary.

Then, a representative from each group should present the activity designed to the other groups, explaining how it aligns with specific Building Blocks, how it can be of value for an organisation as well as the learning type that it is related to.

The trainer provides feedback on the activities developed and their connection with the Building Blocks.

This activity should last **around 40 minutes overall**.

Steps for the Transformation of an Organisation into a Learning Workplace

Through *slide 66*, the trainer presents to the participants the **steps for the transformation of an organisation into a Learning Workplace**, commenting on each of the steps of the transformation process separately.

Consequently, there should be a discussion on what the participants think about the presented process: if they feel that this process is easy to implement and/or what obstacles may be faced, in their opinion, while following the process.

Implementing Transformational Activities for Organisations

Activity (in groups)

At this stage, the same groups are given the opportunity to **implement one of the activities** that have just been designed. Alternatively, the trainer can choose one of the activities that have already been developed within the LEARN project to be used for the transformation of organisations into Learning Workplaces and implement it with the participants.

It is suggested that one activity is chosen for all groups. For selecting the activity, the trainer should take into consideration the profile of the participating organisations!

During the implementation process, the trainer can guide the participants and assist them, in case they face any difficulties.

At the end of the session, the trainer should ask for the participants' views on the **benefits and added value of the implemented activity for their organisations**, and provide his/her feedback on the process.

This activity should last **around 40 minutes**.

Workplace Learning: A Holistic Approach

Before concluding the workshop, the trainer summarises what has been presented and discussed to this point, highlighting that **the transformation of organisations into Learning Workplaces requires a holistic approach**, which engages all related parties, different processes, much time, and investment in both money and human resources.

Revision (10')

At the end of the workshop, there is a **ten-minute revision session**, in which the trainer poses to the participants the most important questions that arise from the workshop's content.

The questions to be asked are the following:

1. *What are the benefits of Learning Workplaces?*
2. *What are the different types of learning? Please give an example for each type.*
3. *Please name and describe some of the Building Blocks of adult learning in the workplace, as identified by the European Commission ("Education and Training 2020").*
4. *What are the steps for transforming an organisation into a Learning Workplace?*

It is at the discretion of the trainer to add any other questions.

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Implementation of an Attitude Test AFTER the Workshop (10')

Before the workshop concludes, <u>all</u> the participants have to fill out the **Attitude Test for Employers ONCE AGAIN**. The answers provided in this test will show the understanding of employers of the concept of Learning Workplaces as well as their attitude towards the transformation of organisations into Learning Workplaces, their impact, and their benefits **AFTER attending the workshop**. The collected answers will be compared to the answers that had been provided by the <u>same</u> participants BEFORE the workshop.

The attitude tests can be distributed to the participants either in printed form or as Google forms through a link that will be sent to them to complete the test online. The complete attitude tests have to be collected before the presentation starts. In case of Google forms, the trainer (or an assistant to the trainer) should check and ensure that all the participants have submitted the form before the beginning of the workshop starts. Also, it should be made sure that the collected documents or forms have been marked as 'Attitude Tests for Employers <u>After</u> the Workshop'!

The analysis of the results by both sets of Attitude Tests will be done through a tool designed to provide data on different levels for the information collected.

Evaluation of the Workshop (10')

The **quality of the workshop** is assessed by **collecting and analysing feedback from both the participants and the trainer**.

The evaluation results are collected through **questionnaires** which cover different aspects of the action, such as the organisation of the workshop, the content and material of the workshop, and the attitude of attendees towards Learning Workplaces.

The questionnaires should be distributed to the participants in printed form or sent to them as Google forms **BEFORE the conclusion of the workshop**. The trainer should make sure that <u>all</u> the participants have completed the questionnaire before leaving the meeting. In case of Google evaluation forms, the trainer (or an assistant to the trainer) should check and ensure that all the participants have submitted the forms before the conclusion of the workshop. If some participants need to leave the workshop earlier, the trainer can give/sent to them the questionnaires, but s/he should make sure that they will arrange for providing him/her with the completed questionnaires in due time!

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The trainer has to fill out a questionnaire as well (evaluation questionnaire for trainers), which differs from that for participants.

Two types of reports will be produced from the information collected:

-   Evaluation reports at partner country level, including also the results of the attitude tests.
-   One report including aggregate data from the evaluation and the attitude tests from all the partner countries as well as recommendations for changing the attitude of employers towards Learning Workplaces, deriving from the data collected from all the partner countries.

Closure of the Workshop

The trainer thanks warmly the attendees for their participation in the workshop and reminds them of upcoming activities of the LEARN project and any pending documentation that they need to provide for the workshop.

Optionally, **Certificates of Attendance** can be prepared and sent to the participants in due time after the workshop; if this is the case, the trainer should inform the participants about this before the workshop concludes.

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Appendix 1 (Section 1)

My Learning Journey Template

What does 'workplace learning' mean to you?	What do you think that the benefits of Learning Workplaces are?	Please describe a learning activity in which you have participated (in your professional life) and found it useful

My Learning Journey Template	My Learning Journey Template.pdf · My Learning Journey Template.docx

Appendix 2 (Section 3)

Cards on Good Practices in Workplace Learning

Case Study 1: Yelp	PDF Yelp.pdf
Case Study 2: Pixar	PDF Pixar.pdf
Case Study 3: Airbnb	PDF Airbnb.pdf
Case Study 4: Earls	PDF Earls.pdf
Case Study 5: Etsy	PDF Etsy.pdf
Case Study 6. OverDrive	PDF OverDrive.pdf
Case Study 7: Thrive Digital	PDF Thrive Digital.pdf
Case Study 8: 1800 GOT JUNK	PDF 1800 GOT JUNK .pdf
Case Study 9: Culture Amp	PDF Culture Amp.pdf

Work Package [5] [Development of a Positive Attitude for Employers towards the Transformation of Organisations into Learning Workplaces, Design of the Training Materials for the Workshop: "Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces", Guidelines for Trainers]

Case Study 10: *Digital Ocean*	PDF Digital Ocean.pdf
Case Study 11: *Optoro*	PDF Optoro .pdf

Work Package [5] [Development of a Positive Attitude for Employers towards the Transformation of Organisations into Learning Workplaces, Design of the Training Materials for the Workshop: "Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces", Guidelines for Trainers]

Appendix 3 (Section 4)

Cards on the Building Blocks of Adult Learning in the Workplace

BB1: *Encourage employers to adopt a learning culture that supports career-long learning.*	PDF BB1.pdf
BB2: *Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (and is supported by guidance systems and validation of prior learning).*	PDF BB2.pdf
BB3: *Secure the long-term commitment of all stakeholders.*	PDF BB3.pdf
BB5: *Communicate about adult learning in the workplace using the language of those who need to be encouraged.*	PDF BB5.pdf
BB6: *Ensure sustainable co-funding systems in which all see the benefit of investing in adult learning in the workplace.*	PDF BB6.pdf
BB7: *Ensure that workplace learning is tailored to adult learners' needs.*	PDF BB7.pdf
BB8: *Ensure that adult learning in the workplace responds to employers' needs.*	PDF BB8.pdf
BB9: *Assure the quality of adult learning in the workplace.*	PDF BB9.pdf
BB10: *Set up effective monitoring and evaluation systems to ensure that adult learning in the workplace remains relevant and effective.*	PDF BB10.pdf

Work Package [5] [Development of a Positive Attitude for Employers towards the Transformation of Organisations into Learning Workplaces, Design of the Training Materials for the Workshop: "Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces", Guidelines for Trainers]

Appendix 4 (Section 4)

Template for Designing an Activity to be Used in the Learning System of Organisations

New Activity Template	**PDF** New Activity Template.pdf	New Activity Template.docx

Work Package [5] [Development of a Positive Attitude for Employers towards the Transformation of Organisations into Learning Workplaces, Design of the Training Materials for the Workshop: "Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces", Guidelines for Trainers]

Appendix 5 (Sections 1-2)

Notes for the Trainer in the PowerPoint Presentation

Section 1

Slide 17: Current Learning and Development Priorities for Organisations[7]

The learning and skills priorities most commonly identified by employers are: addressing skills gaps (36%); increasing self-directed learning (24%); and linking learning and development with performance management (22%). All indicate an alignment to empower staff to support organisational effectiveness.

However, facilitating learning and development any time, any place is only reported as a priority by 9% of organisations, which is of some concern given the aspiration to support on-the-job learning. Speeding up the transfer of learning back into the workplace is also low on the list of organisations' skills and learning priorities, which is crucial if learning is to translate into impact and improved performance.

It is highly concerning that 23% of respondents reported that they don't know what their organisation's current learning and development priorities are. Examination of the characteristics of those who reported this lack of awareness revealed that they come from a wide range of roles, including senior/chief executives, HR managers and other HR roles, as well as line managers.

Slide 18: Changes in Organisational Learning[8]

For those that use them, mobile, digital and online learning has accelerated dramatically, while external delivery methods have declined.

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[7] CIPD and Accenture, "Learning and Skills at Work 2020" (London: Chartered Institute of Personnel and Development, 2020), 26, https://www.cipd.co.uk/Images/learning-skills-work-report-1_tcm18-79434.pdf.

[8] CIPD and Accenture, "Learning and Skills at Work 2020" (London: Chartered Institute of Personnel and Development, 2020), 22-24, https://www.cipd.co.uk/Images/learning-skills-work-report-1_tcm18-79434.pdf.

Work Package [5] [Development of a Positive Attitude for Employers towards the Transformation of Organisations into Learning Workplaces, Design of the Training Materials for the Workshop: "Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces", Guidelines for Trainers]

While overall face-to-face delivery is dominant, in organisations where technology-enabled learning has been adopted, its use is increasing dramatically. Figure 13 shows how the pattern of use of different learning and development types has shifted over the last two to three years. This shows the declining importance of some of the more traditional, and most commonly used, methods of learning and development delivery and the growing importance of technology-enabled learning (in organisations that have adopted these learning methods).

This reflects previous CIPD research on digital learning uptake, 5 which found that, in 2016, 98% of L&D practitioners wanted to increase access and flexibility in providing staff training. A key part of this was ensuring learning could be accessed anytime, anywhere, with 59% of L&D professionals wanting their learners to use technology, such as mobile devices. As Figure 13 highlights:

- *The vast majority of organisations that currently use mobile device-based and digital learning report that their use has increased over the last two to three years.*
- *This compares with just a quarter reporting increased use of external conferences, workshops and events. On the other hand, a quarter report that their use has declined.*
- *Organisations that use formal/accredited learning, instructor-led off-the-job, and on-the-job learning are more likely to report that use has remained the same rather than increased.*

The majority of organisations use at least one form of technology to support learning; however, uptake of more emergent technologies remains low, even in larger organisations.

Learning technologies are defined as the broad range of communication and information technologies that can be used to support learning (such as online or mobile learning).

Figure 14 shows that 79% of organisations use some form of technology to support learning and collaboration, the most commonly reported including: webinars/virtual classroom (36%), learning management systems (27%) and open education sources (23%). Uptake of more emergent forms of technology to support learning – such as virtual and augmented reality, mobile apps, chatbots, games and animations – remains low.

Slide 19: Adult Participation in Learning[9]

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[9] Eurostat, "Adult Participation in Learning in a Mild Decline", January 5, 2022, https://ec.europa.eu/eurostat/web/products-eurostat-news/-/ddn-20210702-1.

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The latest results from the <u>European Union</u> (EU) labour force survey show that since 2010, the participation rate of adults in lifelong learning rose gradually until 2019, from 7.8 % to 10.8 %. However, in 2020, it dropped by 1.6 <u>percentage points</u> (pp), reaching 9.2 %.

The adult participation in learning was one of the benchmarks of the strategic framework for European cooperation in education and training up to 2020, called "Education and Training 2020" (ET 2020). This benchmark aimed to attain an average of at least 15 % of adults participating in lifelong learning in the EU.

The participation rates in nearly all Member States increased steadily between 2010 and 2019, except for Denmark, Slovenia, Cyprus, Spain, Poland and Romania. This trend reversed between 2019 and 2020 as only three Member States showed a small increase in this period: Spain (+0.4 pp), Greece and Lithuania (+0.2 pp for both).

Six Member States exceeded the 15 % benchmark by 2020: Sweden (28.6 %), Finland (27.3 %), Denmark (20.0 %), the Netherlands (18.8 %), Estonia (17.1 %) and Luxembourg (16.3 %). In contrast, seven Member States had participation rates below 5 %: Romania (1.0 %), Bulgaria (1.6 %), Slovakia (2.8 %), Croatia (3.2 %), Poland (3.7 %), Greece (4.1 %) and Cyprus (4.7 %).

Slide 20: The Value of Adult Learning in the Workplace for Employees[10]

Economic: *The economic benefits are the potential increase in wages (and thus a higher income) and the individuals' improved employability. Enabling workers to better acquire knowledge by linking (old and new) learned concepts to practical applications contributes to them addressing the deficiencies in their skills, knowledge and experiences that can be of economic value to organisations (i.e. 'human capital').*

Wellbeing: *Participation in learning is shown to improve people's perceptions of their own health, increase their life satisfaction as well as stimulate their self-confidence. It provides opportunities to workers to serve as trainers and mentors, which contributes to feeling recognized as responsible, experienced employees. Adult learning in the workplace breaks the monotony of work and improves how employees see their employer (i.e. 'good employer status'). It can also reduce the likelihood of*

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[10] European Commission, ET Working Group 2016 – 2018 on Adult Learning, *Promoting Adult Learning in the Workplace: Final Report of the* ET Working Group 2016 – 2018 on Adult Learning (Luxembourg: Publications Office of the European Union, 2018), 16, https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8112&furtherPubs=yes.

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people smoking and consuming alcohol while increasing the likelihood of them exercising. This in turn can improve both their mental and physical health.

Social: *Adult learning (in general) can lead to an improved disposition to voluntary and community activities as well as improved civic attitudes and political participation. Because of this, participation in adult learning in the workplace can also lead to improved engagement with the community and in civic activity. Additionally, adult learning in the workplace allows trainees to develop basic work habits and an occupational identity.*

Slide 21: The Value of Adult Learning in the Workplace for Employers[11]

Innovation: *Skills shortages or gaps can delay the development of new products and/or services. Adult learning in the workplace can be an effective strategy to address the problem of inadequate skills. Because of the increased skills and competences of the workforce, a firm's innovation performance can be increased, which will in turn benefit their economic competitiveness with other firms.*

Motivated workforce: *As mentioned above, adult learning in the workplace can break the monotony of work, while allowing workers to be trainers or mentors could stimulate their self-confidence and their commitment to the company. Workers feeling a sense of loyalty or commitment are more likely to stay with the same employer because they see better opportunities for personal and professional development. For the company, this means a higher rate of staff retention. Additionally, participation in adult learning in the workplace can benefit labour market signalling in the recruitment process by serving as a signalling 'device' other than a formal qualification. For employers, it means that participants are indicating they are job-ready and their work-placement schemes can be seen as 'suitability testing' of potential employees, improving the skills matching overall.*

Economic: *Adult learning in the workplace helps employees adapt to new processes or machinery, reduces breakdown rates (of machinery), reduce incidents at work, speeds up the induction of newly hired personnel, facilitates direct assessments of the training's impact on the functioning of the enterprise and allows for combining sustained production with the promotion of training and professional development of employees. This increase in their capacities, combined with a higher workforce motivation and an increased innovation performance, leads to an increase in productivity*

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[11] European Commission, ET Working Group 2016 – 2018 on Adult Learning, *Promoting Adult Learning in the Workplace: Final Report of the* ET Working Group 2016 – 2018 on Adult Learning (Luxembourg: Publications Office of the European Union, 2018), 18, https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8112&furtherPubs=yes.

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and thus an increase in economic benefit. Additionally, staff retention (fewer workers leaving) will reduce expenses as there is less need for newly hiring and training employees. Collaboration between employers and work-based learning (WBL) delivery organisations to provide a steady supply of potential employees can also lower recruitment costs.

Slide 22: The Value of Adult Learning in the Workplace for the Society & Community[12]

Economic: Participation in adult learning (in general) stimulates the economic wellbeing of a country, as countries with higher levels of skills and competences are more likely to be more competitive. Additionally, the participation in adult learning of employed individuals has shown to lead to a higher GDP per resident, while the participation of unemployed individuals has shown to decrease the unemployment rate. An economic argument can also be made for adult learning in the workplace; by transferring the costs of achieving learning outcomes from formal (publicly funded) educational institutions to enterprises, public expenditure will be reduced allowing for more effective use of funds to achieve wider participation in education and training. This reduction in public expenditure is even stronger if we consider the amount and range of necessary equipment, readily available in enterprises, which would otherwise have to be purchased by the educational institutions. Additionally, adult learning in the workplace can contribute to increasing the adaptability of the workforce to better prepare for future skills requirements and the evolving employment landscape. This will contribute to mitigating the projected skills shortage that would otherwise limit Europe's productivity, innovation and modernisation.

Civic and social participation: Countries with higher skills levels in literacy and numeracy have shown increased participation in volunteering activities, a higher level of political interests with higher voting rates as well as higher levels of trust. Even though these effects are not exclusive to adult learning in the workplace, they do contribute to a higher level of social cohesion in the community.

Equality: Adult learning in the workplace can lay down an important foundation for social (re-)integration and participation of all persons, particularly for vulnerable groups. This in turn promotes (social) inclusion by offering people from all social groups an attractive entry route into training and employment. Additionally, by providing an opportunity to experience 'success' through

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[12] European Commission, ET Working Group 2016 – 2018 on Adult Learning, *Promoting Adult Learning in the Workplace: Final Report of the* ET Working Group 2016 – 2018 on Adult Learning (Luxembourg: Publications Office of the European Union, 2018), 19, https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8112&furtherPubs=yes.

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applied learning to students that are disadvantaged, disengaged and/or failing, the drop-out rate can be reduced.

Section 2

Slide 30: Most Common Learning Barriers for Employees (1/2)[13]

1. Programme Focus vs Organisational Focus

Typically, your employees' attention is on the programme or project delivery, not on organisational improvement. Employees put their energy and time into delivering assigned projects and programmes.

Programme focus is one of the most significant barriers to Organisational learning. Making your employees complete the task effectively and compelling them to do what is been assigned will make no improvements.

How to overcome Programme focus barriers to the training programme?

*Explaining to your employees the following factors is one of the best ways to overcome **Programme focus** barrier to Organisational learning:*

- *Why do they need to do this?*
- *What's in it for them?*
- *Is there any alternative way of doing it?*
- *What skills they can acquire?*

2. Limited Resources

*When the economic downturn hits, many organizations chop their training and development budgets. Companies must see training as an '**investment**'.*

Most individuals love the feeling of learning something new. Limited resource is one of the barriers for Organisational learning. The management must create resources for those who are fond of studying – especially in the workplace.

How to overcome limited resource barriers to Organisational learning?

Research from ClearCompany suggests that more than 68% of employees say Training & Development is the company's most important policy. This shows the employees value learning to a great extent.

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[13] Apty, "Barriers to Organizational Learning and Training Programs", January 5, 2022, https://www.apty.io/blog/barriers-to-organizational-learning.

Work Package [5] [Development of a Positive Attitude for Employers towards the Transformation of Organisations into Learning Workplaces, Design of the Training Materials for the Workshop: "Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces", Guidelines for Trainers]

Create your organisational structures such as Policies, Standards, Regulations, Budget, and expenses such that they motivate your employees to learn and improve themselves rather than forbidding them to do so.

Try to implement creative & effective ways to build learning into the day-to-day activities of the organisation.

3. Resistance to Change

Employee resistance to change is a significant barrier to Organisational learning. Individuals who are accustomed to a particular way of functioning over a long period, tend to avoid doing something new. They don't want to learn or change to new processes.

It is common for some employees to feel like they might lose familiarity that they have with existing systems & processes.

For an organisation to evolve, it is necessary to change. Change initiatives help you to adapt to the current market trends, internal processes, the latest technological advancements, and more.

How to overcome employee resistance to Training Programmes & Organisational learning?

To prevent employee resistance, you must explain to your employees why the change is essential and also why now? You can highlight the benefits and try to implement some wow factors in there to gain their trust.

Slide 31: Most Common Learning Barriers for Employees (2/2)[14]

4. Work-Learning Dichotomy

In many organisations, work and learning are considered as two different aspects of employment, and work, invariably, always has the highest priority. A work learning culture means that the company's values support learning in a meaningful & effective way.

Another big barrier to organisational learning in the workplace is your employee frustration in trying to improve their skills and knowledge without any support from the organisation.

How to overcome this common barrier to Organisational learning?

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[14] Apty, "Barriers to Organizational Learning and Training Programs", January 5, 2022, https://www.apty.io/blog/barriers-to-organizational-learning.

Work Package [5] [Development of a Positive Attitude for Employers towards the Transformation of Organisations into Learning Workplaces, Design of the Training Materials for the Workshop: "Development of a Positive Attitude for Employers on the Importance of Transformation of Organisations into Learning Workplaces", Guidelines for Trainers]

Make sure you provide learning opportunities to your employees and motivate them to learn new things and grow themselves. Organisations can emphasise learning in their communication about organisational values & goals.

Boost your employees' learning culture. Make sure your employees don't complain saying that they don't have time to complete their learning & training. Research more about organisational learning & development and invest in effective training tools, if needed.

5. Lack of Leadership

For any organisation to continue to learn & adapt, leadership must be engaged in their key processes of learning & performance improvement.

Many leaders avoid confrontation, tough questions & awkward discussions. Improper leadership leads to chaos and acts as a massive barrier to Organisational learning & training programmes.

How to overcome a lack of leadership acting as a barrier to Organisational learning?

Organisational learning must be prioritised in a top-down manner and bucketed into different stages, with leaders involved at each stage. Leaders must be well equipped to boost employee confidence and morale.

6. Non-Learning Culture

Non-learning culture prevents your employees from wanting to learn something new. In an organisation where learning is not encouraged or promoted, it is difficult for employees to make the most of their trainings.

Organisations can provide a learning environment but must be aware of various problems that will arise and end up as barriers to organisational learning.

How to overcome non-learning culture as a barrier to Organisational learning?

Identify the pain points of your employees and address them as early as possible. Provide value and opportunities for learning in the workplace. Showcase the benefits of learning and you can recognise the fast learners to motivate others.

7. Short-Term Focus

Temporary solutions and short-term vision are barriers to Organisational learning. Leaders usually tend to gravitate towards the most obvious problem without considering all the future consequences.

How to overcome Short-term focus barriers to Organisational learning?

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Organisational learning is an on-going process and so it adds up when you focus on the big picture rather than short-term goals. Encourage your leaders to allocate time for deciding long-term vision and provide employee learning opportunities all the time.

Organisational learning might involve complex content. Complexity can overwhelm your employees and act as a barrier to training in the workplace. The long-term focus must consider all these complexities and provide an easy & effective way of learning to your employees.

Slide 32: Learning Barriers for Employers and Organisations[15]

Barriers from an individual's viewpoint.

The biggest barriers to the delivery of learning and skills' initiatives are time, money and management support, calling into question the value placed on learning in some organisations.

The vast majority (86%) of organisations identified at least one barrier to the delivery of learning and skills initiatives (Figure 18). Lack of learning time (41%), limited budgets (40%) and lack of management time or support (29%) topped the list of barriers to delivery.

With an increased aspiration to deliver learning in the flow of work, challenges relating to a lack of time for learners to learn coupled with the challenge of managers providing support are concerning.

Issues to do with the size (27%) and capability (13%) of the learning and development team were also identified as barriers by a substantial minority of employers. One in ten report that not being able to prove impact, as well as not knowing which interventions are effective, are barriers to delivery, an issue that we explore in more detail in section 8 of this report.

Lack of senior-level understanding, commitment or buy-in was also identified as a barrier by over a fifth (22%) of organisations, and in one in fifteen organisations, learning was not seen as a priority.

Differences in the prevalence of barriers to delivery between SMEs and large organisations include:

- *Overall, SMEs are less likely to report barriers to delivery of learning and skills initiatives; the only barrier with a higher incidence is the size of their learning team (39% compared with 19% of larger employers).*

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[15] CIPD and Accenture, "Learning and Skills at Work 2020" (London: Chartered Institute of Personnel and Development, 2020), 27-28, https://www.cipd.co.uk/Images/learning-skills-work-report-1_tcm18-79434.pdf.

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- *Larger employers are more likely to report barriers to delivery than smaller organisations, in particular L&D/HR capability (18% compared with 7%), lack of senior commitment or buy-in (26% vs 16%) and lack of management time or support (32% vs 23%).*

See https://www.cipd.co.uk/Images/learning-skills-work-report-1_tcm18-79434.pdf for answers on how to overcome the barriers (page 8 and following pages).

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