LEARNING WORKPLACES

Workshop:

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

[Date of Workshop]

'Live as if you were to die tomorrow. Learn as if you were to live forever'.

Mahatma Gandhi

Introduction

TOWARDS A HOLISTIC TRANSFORMATION OF
ORGANISATIONS INTO LEARNING WORKPLACES

Our rules:

COFFEE BREAK

Participation

Covid-related rules

Respect

FUN!

Freedom of Expression

Aim

- What are the benefits of learning in/at the workplace?

- How can you be part of the activities leading to the transformation of a workplace into a Learning Workplace?

Objectives

To define and explain what a Learning Workplace is (benefits and barriers).

To distinguish between formal, non-formal and informal learning.

To describe the Building Blocks of adult learning in the workplace, as defined by the European Commission, as well as their impact on learning in the workplace.

To identify the current learning situation in their organisation and plan a learning strategy for its transformation into a Learning Workplace.

To design and implement activities tranforming a workplace into a Learning Workplace.

Workshop Structure

Learning Workplaces:
What is a Learning Workplace?

Positive Impact of Learning Workplaces

Section 2

Section 4

Section 1

Section 3

Introduction to the Workshop

Different Types of Learning in the
Workplace

Setting up a Learning Workplace
Strategy
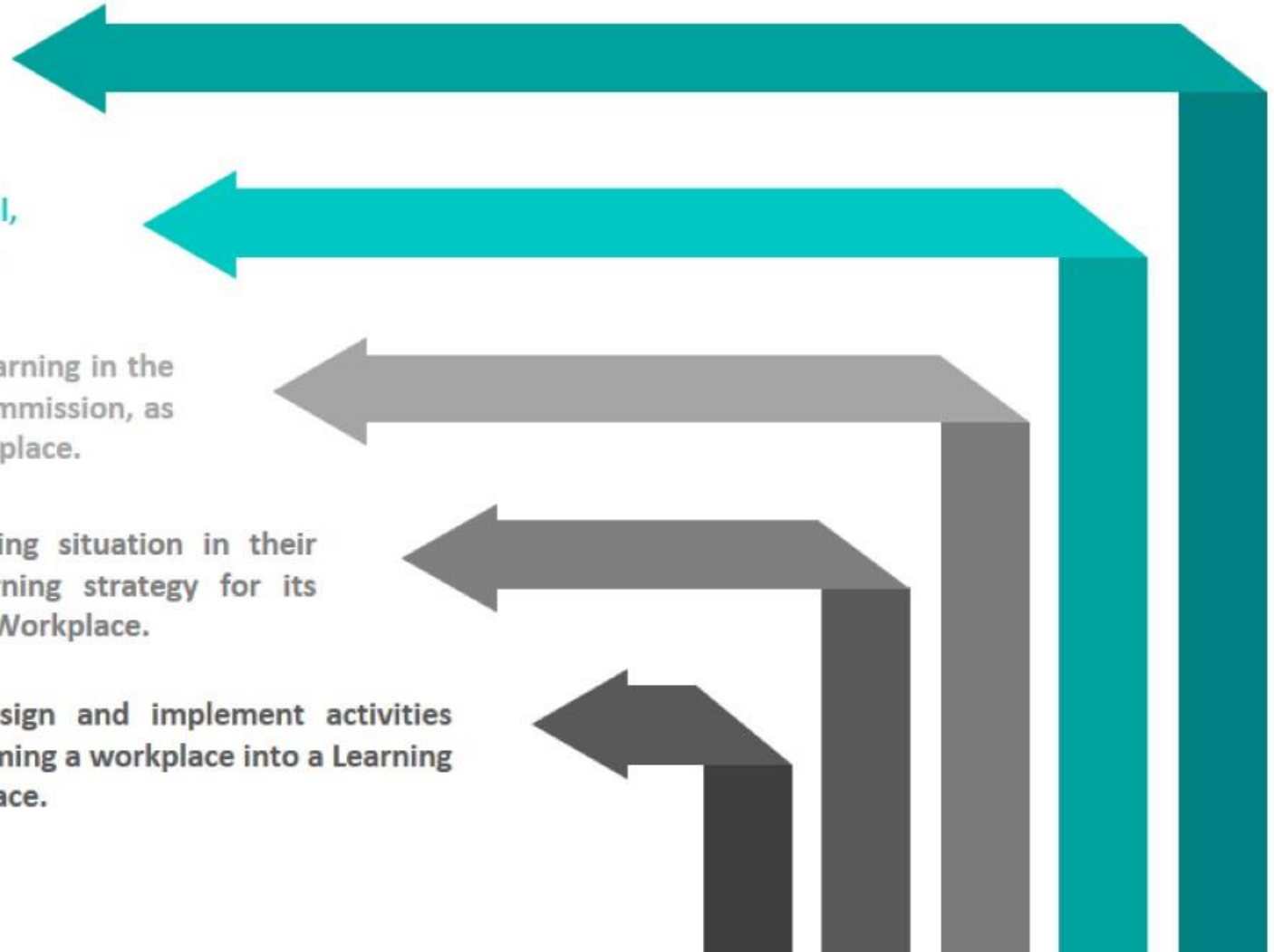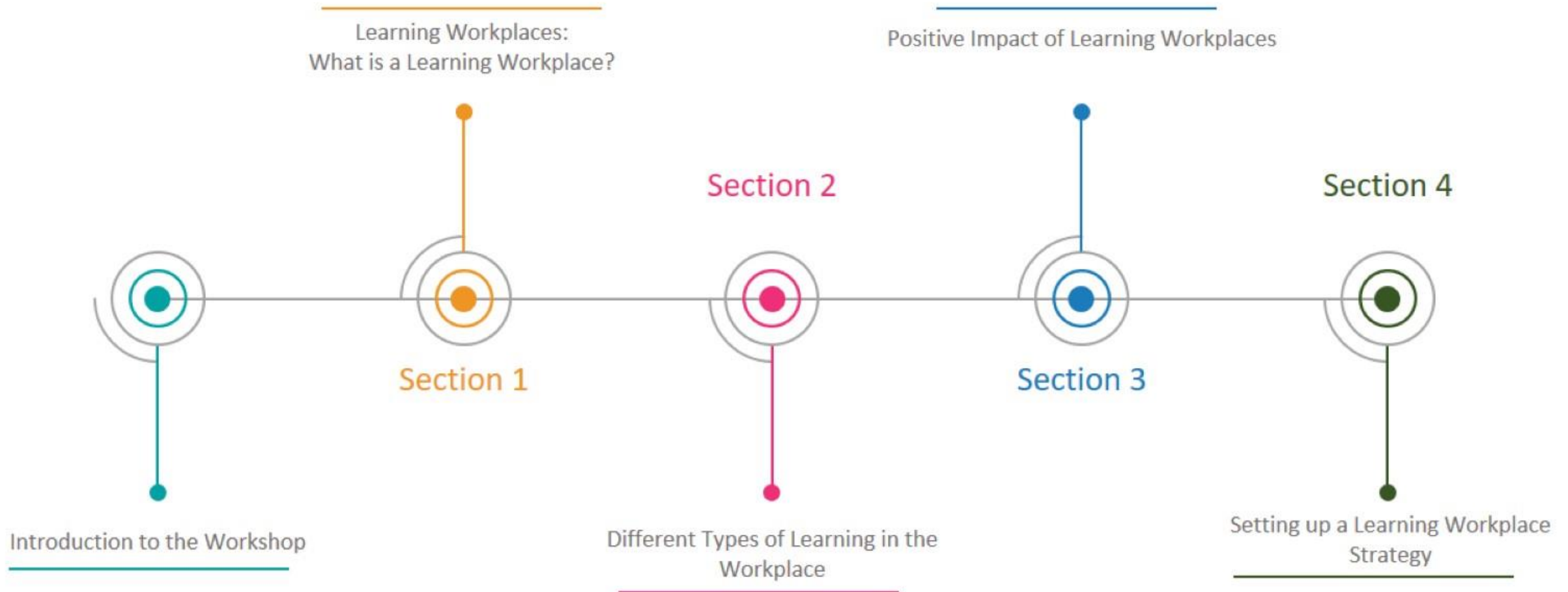
Section 1 – Learning Workplaces: What is a Learning Workplace?

Definition of Learning Workplaces and learning in/at/for the workplace
Benefits of Learning Workplaces
Barriers to Learning Workplaces

My Learning Journey

What does "Learning Workplace" mean to you?	What do you think are the benefits of Learning Workplaces?	Describe a learning activity in which you have participated (in your professional life) and found it useful.

Discussion on the Results

'Learning later in life very often takes place at the workplace. Therefore, there is increased interest in answering questions such as: How can we turn every workplace into a learning-friendly environment? How can we ensure that adults acquire the skills and competences they need to obtain rewarding jobs and progress in their professional careers? How can we make high-quality workplace learning available to everyone? How can workplace learning help the many adults who struggle with basic competences like literacy and numeracy?'

Marianne Thyssen, European Commissioner for Employment,
Social Affairs, Skills and Labour Mobility

WORKPLACE LEARNING
- Definition

Adult learning **IN/AT** the workplace:

Learning that adults undertake while working in their workplace or while at the workplace.

The skills and competences they acquire *may not necessarily be those needed for work.*

Source: European Commission (2018). Promoting Adult Learning in the Workplace – Final Report of the ET 2020 Working Group 2016-2018 on Adult Learning.

WORKPLACE LEARNING – Comparison

Adult learning **FOR** the workplace:

Learning through which adults obtain skills and competences necessary to successfully obtain and keep a job as well as to progress in their professional careers.

So, it may refer to preparatory learning, taking place, for instance, in VET institutions.

Source: European Commission (2018). Promoting Adult Learning in the Workplace – Final Report of the ET 2020 Working Group 2016-2018 on Adult Learning.

ORGANISATIONS
INTOLearning Workplaces

What defines a **Learning Workplace**?

1. **Clarity of Purpose:** a shared vision and open dialogue on how people are valued and need to adapt to deliver the organisation's performance.

2. **Holistic people experience:** a trusted brand that keeps to its promises and develops innovative, commercial and continuous learning opportunities.

3. **Thriving ecosystem:** a people-led system that enables its people, teams and the extended enterprise to thrive and learn, linked to common goals.

4. **Agile, digitally-enabled infrastructure:** a virtual environment that enables a fluid exchange of knowledge, ideas and the adaptation of competence.

5. **Continual engagement:** a dynamic community that continually builds on business relationships, resulting in energy, resilience and growth.
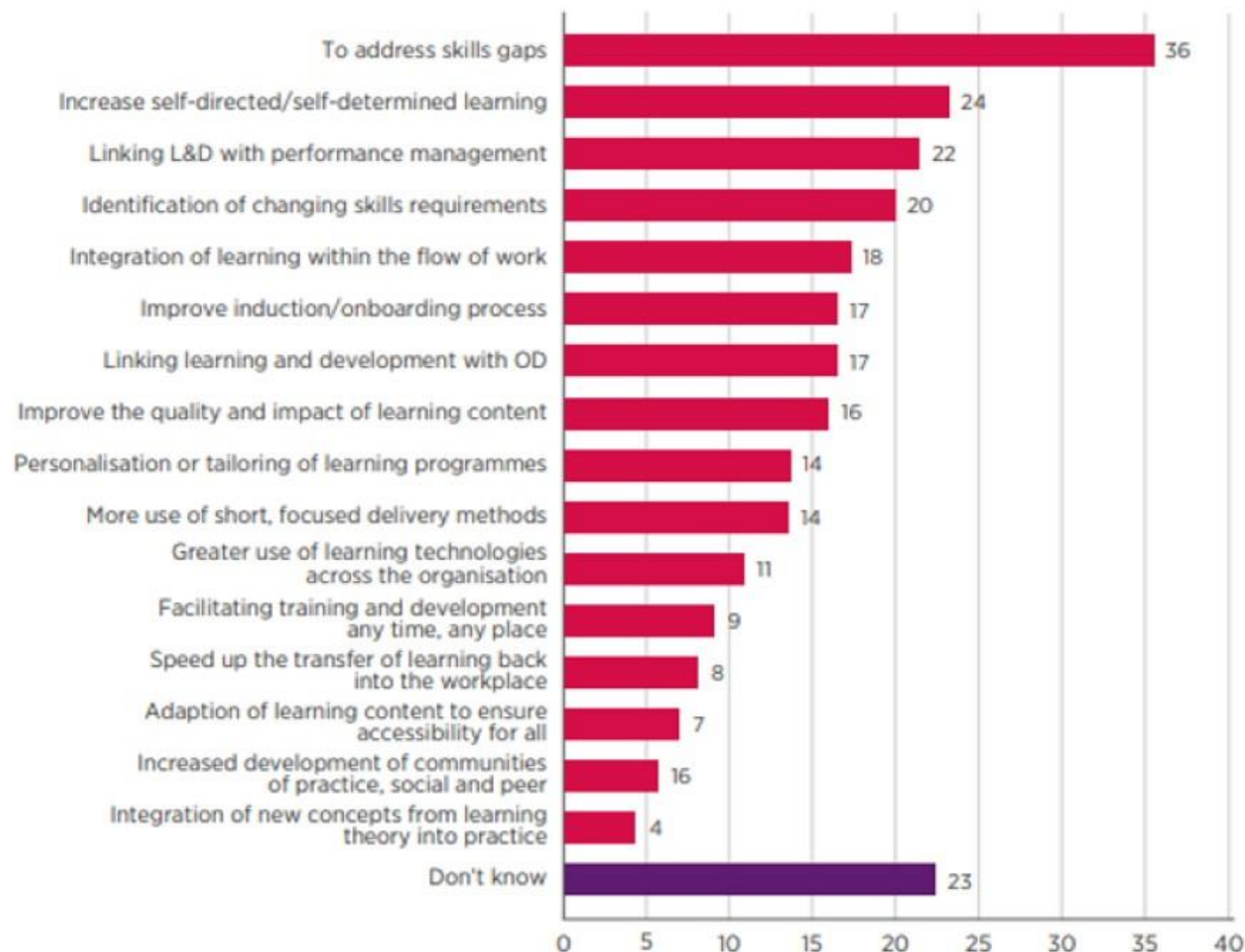
6. **Intelligent decision-making:** a robust platform using insight and performance analytics to drive organisational performance and customised experience.

Current learning and development priorities for organisations

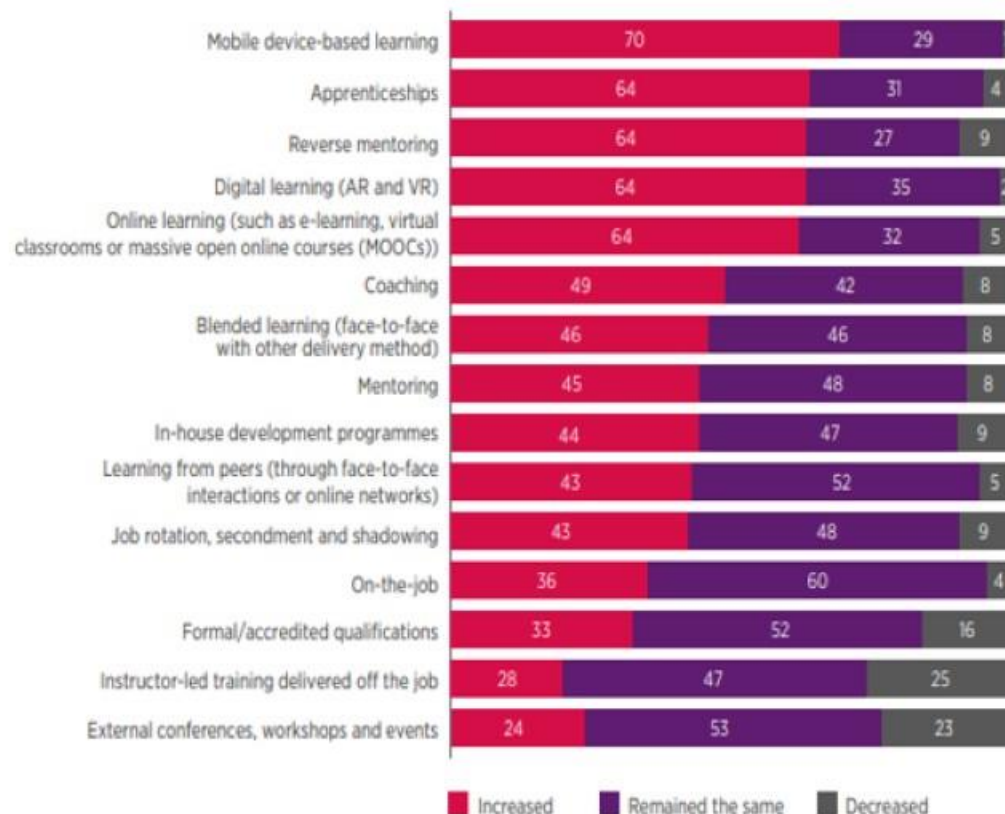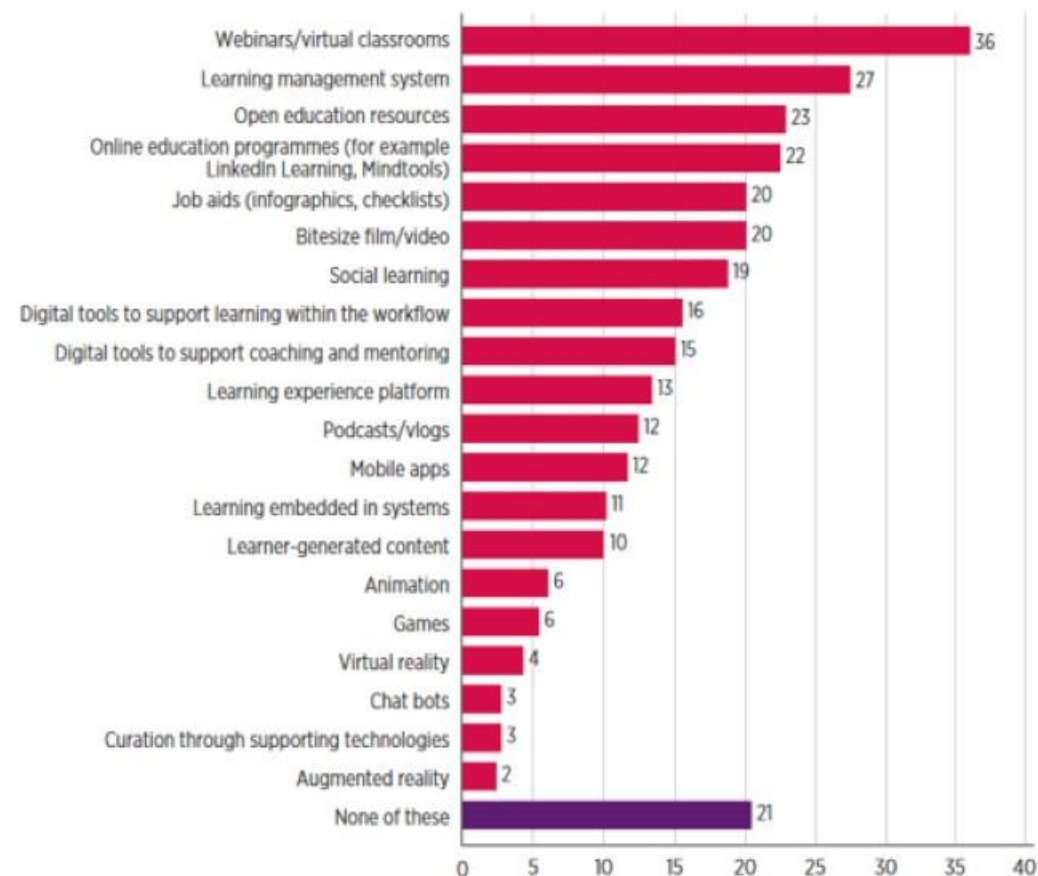| Priority	Value
To address skills gaps	36
Increase self-directed/self-determined learning	24
Linking L&D with performance management	22
Identification of changing skills requirements	20
Integration of learning within the flow of work	18
Improve induction/onboarding process	17
Linking learning and development with OD	17
Improve the quality and impact of learning content	16
Personalisation or tailoring of learning programmes	14
More use of short, focused delivery methods	14
Greater use of learning technologies across the organisation	11
Facilitating training and development any time, any place	9
Speed up the transfer of learning back into the workplace	8
Adaption of learning content to ensure accessibility for all	7
Increased development of communities of practice, social and peer	16
Integration of new concepts from learning theory into practice	4
Don't know	23

Base: all respondents: 1,217

Changes in organisational learning

Figure 13: Thinking back over the last two to three years, has your use of these types of learning and development increased, decreased or stayed the same? (%)

	Increased	Remained the same	Decreased
Mobile device-based learning	70	29	1
Apprenticeships	64	31	4
Reverse mentoring	64	27	9
Digital learning (AR and VR)	64	35	2
Online learning (such as e-learning, virtual classrooms or massive open online courses (MOOCs))	64	32	5
Coaching	49	42	8
Blended learning (face-to-face with other delivery method)	46	46	8
Mentoring	45	48	8
In-house development programmes	44	47	9
Learning from peers (through face-to-face interactions or online networks)	43	52	5
Job rotation, secondment and shadowing	43	48	9
On-the-job	36	60	4
Formal/accredited qualifications	33	52	16
Instructor-led training delivered off the job	28	47	25
External conferences, workshops and events	24	53	23

Figure 14: Which digital technologies is your organisation currently using to support content delivery and collaboration within your workforce? Please select all that apply (%)

	%
Webinars/virtual classrooms	36
Learning management system	27
Open education resources	23
Online education programmes (for example LinkedIn Learning, Mindtools)	22
Job aids (infographics, checklists)	20
Bitesize film/video	20
Social learning	19
Digital tools to support learning within the workflow	16
Digital tools to support coaching and mentoring	15
Learning experience platform	13
Podcasts/vlogs	12
Mobile apps	12
Learning embedded in systems	11
Learner-generated content	10
Animation	6
Games	6
Virtual reality	4
Chat bots	3
Curation through supporting technologies	3
Augmented reality	2
None of these	21

Source : https://www.cipd.co.uk/Images/learning-skills-work-report-1_tcm18-79434.pdf

Adult participation in learning (EU)

- Adult participation in learning: Benchmark of the Strategic Framework for European Cooperation in Education and Training "Education and Training 2020 (ET 2020)"

- Goal for 2020 in EU: 15% of adults

- EU in 2020: 9,7% of adults

Adult participation in learning (last 4 weeks), 2020
(% of population aged 25-64)

ec.europa.eu/**eurostat**

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The value of adult learning in the workplace for Employees

Economic
Increased wages, higher incomes and improved employability

Wellbeing
Improved general wellbeing and health

Social
Improved engagement in community and civic activity

The value of adult learning in the workplace
for Employers

Innovation
Innovations performance increases for the company

Motivated workforce
Higher self-confidence and commitment to the company

Economic
Increase productivity and profitability

Source: European Commission (2018). Promoting Adult Learning in the Workplace – Final Report of the ET 2020 Working Group 2016-2018 on Adult Learning.

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The value of adult learning in the workplace for the Society & Community

Equality

Foundation for social integration and participation of all persons

Social

Higher political interest and higher level of social cohesion in the community

Economic

Greater economic competitiveness and higher GDP

Adult learning in the workplace can make a significant contribution.

It is an accessible and attractive way for adults to **maintain and update the knowledge and skills** they need for life, at work and at home.

It supports **social and economic (re-)integration** of vulnerable groups, inclusion, social cohesion and equality.

It is an efficient and effective way for employers to keep their employees' skill sets up-to-date, **motivate their workforce** and improve staff retention, as well as to improve competitiveness.

Source: European Commission (2018). Promoting Adult Learning in the Workplace – Final Report of the ET 2020 Working Group 2016-2018 on Adult Learning.

It meets individuals, employers and society's needs for greater **adaptability** to better prepare for **future skill** needs, and mitigation projected skills shortages.

Source: European Commission (2018). Promoting Adult Learning in the Workplace – Final Report of the ET 2020 Working Group 2016-2018 on Adult Learning.

It meets individuals', employers' and society's needs for greater adaptability to better prepare for future skills needs, mitigation projected skills shortages

Exercise

Mention **3 factors which can be barriers** to the transformation of organisations into Learning Workplaces.

Discuss the results.

ORGANISATIONS
INTO Learning Workplaces

Most common learning barriers for Employees (1/2)

- **Programme Focus vs Organisational Focus**
  - Employee's attention on project delivery and not on organisational improvement.

- **Limited Resources**
  - Missing resources for employees: time, money, space.

- **Resistance to Change**
  - Fear of loosing familiarity with existing systems/processes.

Most common learning barriers for Employees (2/2)

- **Work-Learning Dichotomy**
  - Not seeing work and learning as a 'partnership'.

- **Lack of Leadership**
  - Leadership/management is not engaged in the key processes of learning.

- **Non-Learning Culture**
  - The company culture does not encourage or promote learning.

- **Short-Term Focus**
  - Not thinking about future consequences which will promote learning.

Source: https://www.apty.io/blog/barriers-to-organizational-learning

Learning barriers for Employers and organisations

The biggest barriers to the delivery of learning and skills' initiatives are time, money and management support.

Lack of learner time	41
Limited budget	40
Lack of management time/support	29
The small size of our team	27
Keeping staff engaged in L&D activities	24
Lack of senior-level commitment/buy-in	22
Lack of learning appetite or engagement	19
Poor or limited technology	17
L&D is not an organisational priority	15
L&D/HR team capability	13
Lack of understanding of organisational strategy	11
The quality of learning content	11
Showing impact or return on investment of initiatives	10
No way of knowing which efforts are most effective	10
Other (please specify)	2
Not applicable – we don't have any barriers	14

Base: all respondents: 1,217

Source : https://www.cipd.co.uk/Images/learning-skills-work-report-1_tcm18-79434.pdf

Section 2 – Different Types of Learning in the Workplace

Formal, Non-formal and Informal Learning
Adult Learning and Vocational Education & Training

Do you know the differences between formal, non-formal and informal learning (at work)?

- How was your learning progress at work so far?

- Have you ever thought how you learn through your daily tasks?

- Have you learnt anything recently? Have you thought about how you learnt it?

Formal Learning

Non-formal Learning
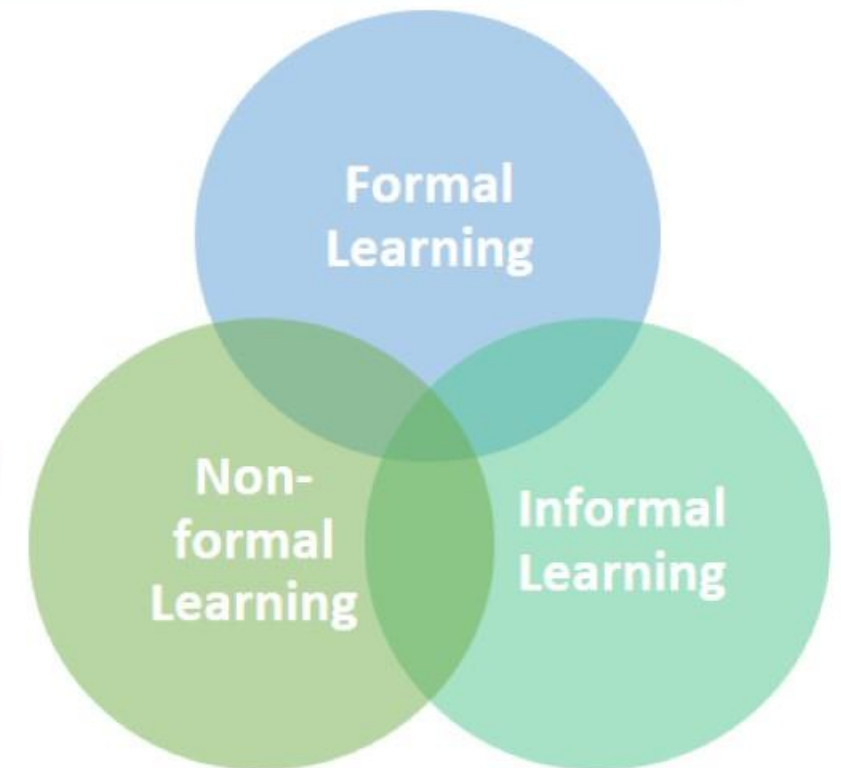
Informal Learning

Formal Learning

- Systematic, organised education model, structured and administered according to a given set of laws and norms.

- Uniform, full time and proper.

- Rigid curriculum with objectives, content and methodology.

- Intermediate and final assessments in order to advance learners to the next learning stage.

- Well-defined set of features.

- Certification/Degrees.

Formal Learning

Which word do you think is related to formal learning?

Non-formal Learning

- Does not require learners' attendance.

- Self-evaluated.

- Flexible curricula and methodology, adapted to the needs and interests of learners.

- Focused on the learner, perforce presenting flexible features as regards to the initially established and adopted procedures, objectives and contents.

- Active participation.

- Participation certified.

Non-formal Learning

Could you provide some examples of non-formal learning activities?

Informal Learning
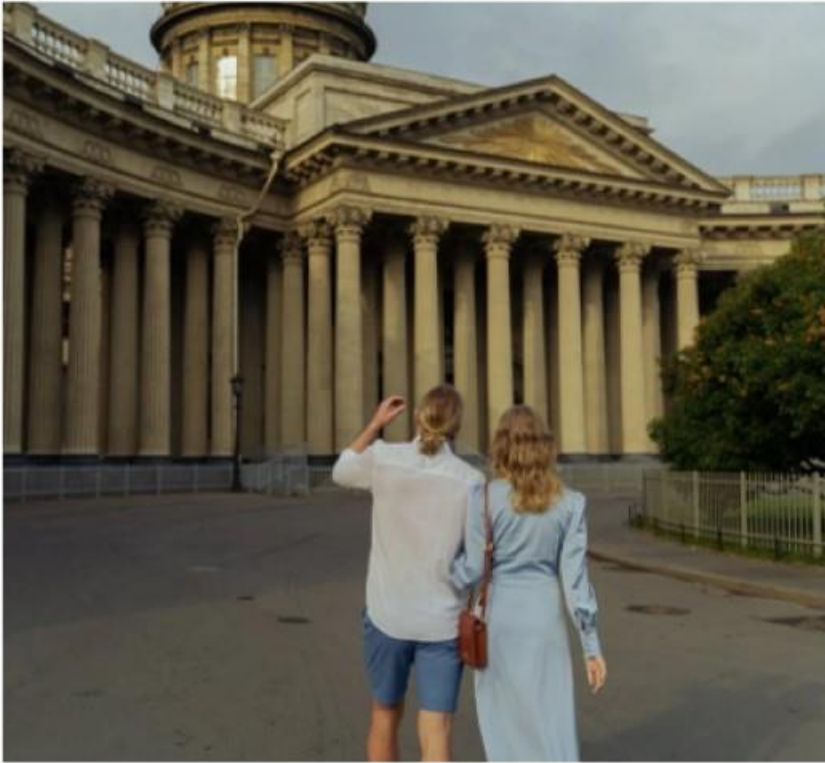
- Free path/free flow.
- Does not necessarily include the objectives and subjects usually encompassed by the traditional curricula.
- Supplements both formal and non-formal education.
- Diversity in methods and content.
- Built on learner's participation.
- Non-recognizable.
- The higher the degree of systematisation and organisation involved in informal learning activities, the nearer it is to non-formal learning.

Informal Learning

Let's vote! Do you think that these activities are informal activities?

Mentimeter

Do you know how long does it take to acquire a new skill?

Adult Learning

- Continuous, **life-long learning**.

- **Way of acquiring** new knowledge and skills, with focus on **transversal, soft skills**.

- **Update and validation** of knowledge and skills.

- **Way of acquiring various qualifications** that are considered necessary.

- **Personal development**.

Vocational Education & Training (VET)

- Acquisition of knowledge and development of skills that are **important for a specific profession** (or, in some cases, for a specific organisation).

- **Certification of acquired qualifications.**

- **Type of Adult Learning.**

Positive Impact of Learning Workplaces

Good practices in workplace learning
Benefits of Learning Workplaces for Employers
Learning Workplaces as a motivational and engagement tool
Linking workplace learning with the strategic goals of organisations

Exercise

Choose one card and answer the following questions:

I.   What would be the benefits of this practice for your organisation?

II. What type of learning is this?

III. What barriers can occur in the implementation of this practice?

IV. Could you implement this practice in your organisation? In which case?

Examples of good practices in workplace learning

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.

DigitalOcean

Examples of good practices in workplace learning

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 says, *'From CEOs to musicians, these leaders always have something invaluable to teach us'*.

Examples of good practices in workplace learning

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.

yelp

Therefore, what are the benefits of Learning Workplaces **for Employers**?

- Let's create a mind map!

Learning Workplaces as a motivational and engagement tool

Happy workers work better, work harder, and they stick around - saving money on recruitment.

You have probably heard how keeping customers around is good for business and we have found that the same is true for employees, too. Wondering how to inspire your staff (and their families) with something unforgettable? Wonder no more.

Linking workplace learning with the strategic goals of organisations

- Training should be highly relevant, customised, and reinforced to directly boost performance where it matters most.

- Understand the critical few strategic priorities and how improved skills, behaviours, or knowledge will directly move them forward.

- Based upon over 500,000 employee engagement survey responses, we know that continuous learning has a direct impact on employee engagement, productivity, and retention. When employees are continuously given opportunities to develop and grow, they feel that their company values their contribution and that they have a desirable career path ahead.

TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES

Setting Up a Learning Workplace Strategy

Building Blocks of adult learning in the workplace
Identifying ways to apply the Building Blocks to the learning system of organisations
Steps for the transformation of an organisation into a Learning Workplace
Workplace learning: A holistic approach

Building Blocks of
Adult Learning in the Workplace

- Promoting adult learning in the workplace (European Commission, "Education and Training 2020")

Promoting adult learning in the workplace

ET 2020 Working Group 2015 – 2018 on Adult Learning
Executive summary

For the cards allocated to your group, elaborate on the provided points.

Design an activity which can be integrated in the learning system of your organisation (informal or non-formal learning) – Try to assign this activity to the Building Block with which it relates.

The vision on adult learning in the workplace

BB1: Encourage employers to adopt a learning culture that supports career-long learning

- ❑ Set up a learning culture.

- ❑ Develop and run a learning system.

- ❑ Set up an incentive system.

- ❑ Involve employees in different tasks.

- ❑ Apply formal, non-formal, and informal learning.

- ❑ Connect different types of learning with career development.

The vision on adult learning in the workplace

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

- ❑ Keep employees informed about changes in labour market and new required skills.
- ❑ Set up a system for monitoring and evaluating the
- ❑ learning pathway of employees.
- ❑ Develop and adopt a coaching culture.
- ❑ Employees Coaches.
- ❑ Validate the prior learning of employees.
- ❑ Validate the learning in the workplace.

Commitment, governance and coordination

BB3: Secure the long-term commitment of all stakeholders

❑ Cooperate with government, policy makers, social partners and employees.

❑ Involve stakeholders in the design, development and implementation of workplace learning.

Commitment, governance and coordination

BB5:
Communicate about adult learning in the workplace using the language of those who need to be encouraged

❑ Develop an internal marketing strategy to promote the learning system.

❑ Adopt a positive approach using different phrases and key words (e.g. lack of skills vs skills to solve immediate work and life-related challenges).

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Commitment, governance and coordination

BB6: Ensure sustainable co-funding systems in which all see the benefit of investing in adult learning in the workplace

❑ Search and identify co-funding systems to support the learning system.

Commitment, governance and coordination

Planning and ensuring relevance of adult learning in the workplace

BB7: Ensure that workplace learning is tailored to adult learners' needs

❑ Identify the type of learner each employee is.

❑ Apply learning analysis to each employee promoting customised learning.

❑ Apply different learning formats (face-to-face, online learning, blended).

Planning and ensuring relevance of adult learning in the workplace

BB8: Ensure that adult learning in the workplace responds to employers' needs

❑ Use training needs analysis to meet strategic goals of the organisation.

Planning and ensuring relevance of adult learning in the workplace

BB9: Assure the quality of adult learning in the workplace

❑ Invest on a quality assurance system in order to evaluate the different dimensions of the learning practices.

Monitoring and evaluation

BB10: Set up effective monitoring and evaluation systems to ensure that adult learning in the workplace remains relevant and effective

❑ Monitor the relevance and effectiveness of the learning system in order to identify opportunities for changes and improvements.
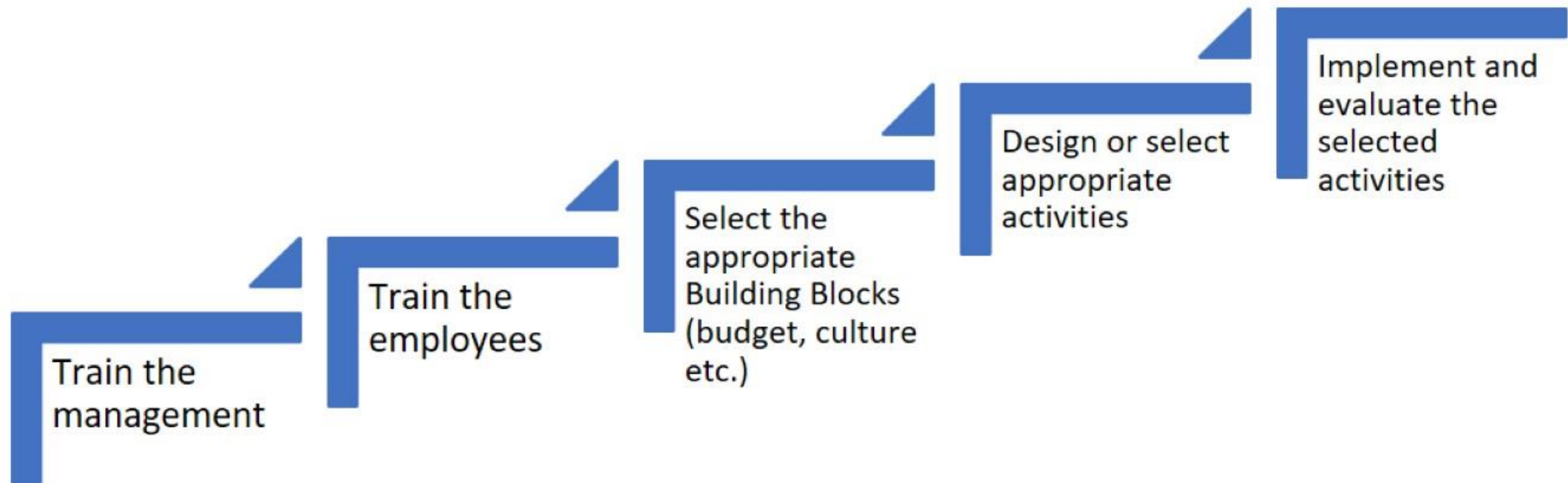
Let's implement some transformational activities together!

Workplace Learning: A holistic approach

DO NOT assume that...

- Lack of skills, competences and knowledge is always the root of the problem.

- Training without assessment, coaching, and measurement will change behaviours or performance.

- Current competences are always more important than future competences.

- All employees need equal investment and same approaches.

Revision Questions

What are the benefits of Learning Workplaces?

What are the different types of learning? Please give an example for each type.

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").

What are the steps for transforming an organisation into a Learning Workplace?

Thank you!