



ORGANISATIONS
INTO Learning Workplaces

TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES

Work Package: 6

Work Package Title: Development of Employees – Positive Attitude towards Learning Workplaces and Transversal Skills’ Training

Activity Title: 6.3 Development of the Training Materials for the Workshop “Development of Employees – Positive Attitude towards Learning Workplaces” – Guidelines for Trainers

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Workshop:

“Development of Employees – Positive Attitude towards 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 Employees “Positive Attitude towards Learning Workplaces”** and shall be used in combination with the PowerPoint presentation developed for this workshop. 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 into 4 sections:

- 1. Learning Workplaces: What is a Learning Workplace?**
- 2. Different Types of Learning in the Workplace**
- 3. Positive Impact of Learning Workplaces**
- 4. Being Part of the Learning Workplace Transformation Process**

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 View with a single screen in a Zoom meeting \(Windows\)](#). All the speaker notes can be also found in the appendix 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 Employees**. The answers provided in this test will show the understanding of employees of the concept of Learning Workplaces, their impact, and their benefits as well as the attitude of employees 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 Employees 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 several quotes by Steve Jobs, Albert Einstein, Benjamin Franklin and Pablo Picasso on the importance of lifelong learning were selected to summarise the overall message transmitted by the workshop (*slide 2*).

Ice-breaking Activity: *My first Job* (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 'My first Job' invites the participants to recall their first job and make drawings of it in groups. The drawings by all groups will allow for discussion, comparisons, and elaboration on the importance of learning in the workplace and its impact on the participants.

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.

The participants are asked to discuss about their first job. They should take turns telling stories about how they got the job, what they liked/disliked/hated about it, and what they learnt from this experience.

Then, the group should select one of the stories shared and one member of the group should be assigned to draw what has been discussed on paper or on the screen (in one of the boxes of the table appearing on the screen) with the use of the relevant Zoom feature. The drawing of the participants' experiences should be done simultaneously in one of the cells of the table on *slide 6* 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 is 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 6*.

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 story. The same applies with all groups. The idea is to come to conclusions about the importance of learning in the workplace.

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 organization they work for, 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? Where do you work and what is your 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 7*).

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 8 and 9*) 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 8*, 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 9 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.

Structure

The **workshop structure** (*slide 10*) 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')

This section starts with *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*). Employees need to be aware that they 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 participants their understanding of the two terms, before providing their definitions on *slides 14-15*.

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 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.

Slides 24-28 explain **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 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?*

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Work Package [6] [Development of Employees: Positive Attitude towards learning workplaces and transversal skills' training, Development of the training materials for the workshop "Development of Employees – Positive Attitude towards Learning Workplaces" – Guidelines for Trainers]

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*, 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’ 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 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 their needs, the method that best suits them, the activities or tools to be used, and the their chances to reach their 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.

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’)

Reasons for an Organisation to Get Transformed into a Learning Workplace

Exercise: *Pros & Cons of Learning at Work for Employees* (group)

The trainer begins this section with an activity implemented in groups. It is suggested to divide the participants into 2 groups (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.

Each group identifies the **advantages and disadvantages of learning at work**, from their own perspective (i.e. as employees). Each group should then present the pros & cons they have concluded on and discussion should follow.

If the workshop is conducted face-to-face, A3-sized papers and markers (one set per group) are distributed to the groups to list their answers. If the workshop is conducted online, the trainer should use "Google Jamboard" so that participants can note down their answers. A template for the exercise has been created for the online version of the workshop. The trainer should replicate the template in order to have as many jamboards as the groups and share it with each group of participants.

Trainer link:

<https://jamboard.google.com/d/1imykaiNFmx136M60VTYe21Dn1WxgYRODhpPirue2EHs/edit?usp=sharing>

Some useful links for using “Google Jamboard” are the following:

[Copy, move, and delete jam frames](#)

[Share a jam](#)

[Add notes to a jam](#)

This exercise should last **around 15 minutes overall**.

Benefits of Creating a Learning Organisation Culture

The trainer emphasises here the benefits of a company getting transformed into a Learning Workplace. *Slides 48-52* present the **advantages that companies can enjoy when they make the transition to a learning organisation**. The trainer should make use of the notes accompanying these slides while commenting on the benefits.

The original article presented is available on the following link:

"The Benefits Of A Learning Organization Culture" <https://bloomfire.com/blog/benefits-learning-organization-culture/>

The trainer can refer to the article to better understand the concepts presented in this section.

Impact of the Transformation of a Workplace into a Learning Workplace for Employees

Research Results: *Heavy Learners are More Confident, Successful, and Happy at Work*

The trainer presents a research conducted by LinkedIn among individuals who had paid for form of online learning through LinkedIn. Some important findings of the research show that **employees who spend time at work learning are less likely to be stressed, more likely to feel productive and successful, more ready to take on additional responsibilities, and more likely to feel confident and happy**. *Slides 54-59* present some statistics of the survey, highlighting the significance of the opportunity to learn and grow in a workplace (*slides 54-55*), the barriers to learning created by time constraints (*slides 56-57*), the importance of making time for learning (*slides 58-59*) and why learning should be a high priority (*slide 60*). The trainer should make use of the notes accompanying these slides while commenting on the research results.

The original article presented is available on the following link:

"New Research Shows "Heavy Learners" More Confident, Successful, and Happy at Work" <https://www.linkedin.com/pulse/want-happy-work-spend-time-learning-josh-bersin/?published=t>.

The trainer can refer to the article to better understand the concepts presented in this section.

Employees' Experiences and Testimonies

The trainer presents two mentorship stories (*slides 62-63*). The trainer should make use of the notes accompanying these slides while presenting the stories. The trainer should also go through some **real-life experiences from workplace learning activities**.

The original article presented is available on the following link:

“These 3 inspirational stories about mentorship will warm your heart”
<https://mashable.com/ad/article/inspirational-mentor-stories>.

The trainer can refer to the article to better understand the concepts presented in this section.

Discussion: Personal Experiences

The participants are asked to recall a **work-based learning experience** they had. Then they are asked to describe how they felt before, during and after the training they received and how it impacted their job performance and them personally. Each participant presents their story.

Section 4: Being Part of the Learning Workplace Transformation Process (135')

Learning to Learn at Work

Video: *How to Get Better to the Things you care about?*

The video 'How to get better to the things you care about' from a TEDx talk is displayed to explain the engagement in **effective 'learning by doing'** (*slide 68*). It highlights the importance of deliberately alternating between the learning and the performance zones. This video helps the participants understand the importance of spending time for learning, the value of deliberate practice and the importance of learning by mistakes. It concludes that the way to high performance is to alternate between the learning zone and the performance zone, purposefully building skills in the learning zone, then applying those skills in the performance zone.

The trainer then further explains the distinction between the learning and performance zones (*slide 69*). The trainer should make use of the notes accompanying *slide 69* while explaining the distinction.

The original talk presented is available on the following link:

“How to get better at the things you care about”
https://www.ted.com/talks/eduardo_briceno_how_to_get_better_at_the_things_you_care_about/transcript

The trainer can refer to the above link on TED website to better understand the concepts presented in the video (full transcript of the talk, resources and footnotes on the talk are available).

Video link:

<https://www.youtube.com/watch?app=desktop&v=YKACzIrog24>

Subtitles for this video are available in all project languages. Instructions on **how to turn on subtitles** and **select caption language** are available at the following link:

<https://support.google.com/youtube/answer/100078?hl=en&co=GENIE.Platform%3DDesktop#zipy=%2Cturn-captions-on-or-off%2Cselect-caption-language>.

Activity: How Much Time do you Spend in your Learning Zone? (individual)

The video is followed by a poll activity implemented via the ‘Mentimeter’ application. In this activity, participants indicate the weekly hours they usually spend learning at work.

For accessing and using ‘Mentimeter’, the trainer should click on the activity link that can be found in the ‘Notes’ section of *slide 70*, 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.

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

Mentimeter link:

<https://www.menti.com/ey7omrxddy>

Where does Knowledge Come from?

Slide 71 provides the **common sources of learning**.

The trainer should stress the fact that learning is not only linked to formal learning, but mainly takes place through workplace learning. The trainer should make use of the notes accompanying *slide 71* while explaining the distinction.

When you're Learning on the Job!

The trainer explains in more detail the phases of learning in the workplace, emphasizing on **how one can participate in workplace learning unconsciously** (*slides 72-74*). The trainer should make use of the notes accompanying *slides 72-74* to illustrate the phases.

The original article presented is available on the following link:

"Learning on the job – How it works" <https://www.growthengineering.co.uk/how-do-we-learn-at-work/>.

The trainer can refer to the article to better understand the concepts presented in this section.

Activity: Tell us Again! How Much Time do you Spend in your Learning Zone? (individual)

The poll activity '*How Much Time do you Spend in your Learning Zone*' is repeated once again to record changes in participants' attitudes towards their perception of learning in the workplace (*slide 75*). This is followed by a discussion about why some participants changed their answers and whether they have already identified on-the-job learning activities.

This activity should last **around 15 minutes**.

Challenges to Learning at Work and How to Overcome them

Slides 76-81 present **the challenges associated with learning at work** and offer **suggestions for how to overcome them**. Lack of purpose, technical skills, a distracting office environment and busy schedules are some of these challenges (*slides 77-80*). The trainer should ask the participants if they identify any further challenges. The trainer should make use of the notes accompanying *slides 76-81* to present the barriers to workplace learning.

The original article presented is available on the following link:

“Barriers to learning at work and how to overcome them” <https://www.go1.com/blog/post-barriers-to-learning-at-work-and-how-to-overcome-them> .

The trainer can refer to the article to better understand the concepts presented in this section.

Activity – Game: My Fears and Hopes

The participants are asked to add sticky notes on the shivering worker regarding their **concerns, issues and fears about transforming to a learning workplace**. A discussion follows. Then the participants try to **flip the perspectives** by reframing the content of the FEAR issues in terms of HOPE on sticky notes. They place them on the happy worker. Each participant votes with a white dot on the hopes they believe they can **take action on**. Then the participants discuss on how they could take action on the most voted for items.

If the workshop is conducted face-to-face, a flipchart is prepared and sticky notes and white dot stickers are distributed to participants. If the workshop is conducted online, the trainer should use "Google Jamboard" so that participants can note down their answers. A template for the activity has been created for the online version of the workshop. The trainer should replicate the template in order to have as many jamboards as the groups and share it with each group of participants.

Trainer link:

<https://jamboard.google.com/d/1pXmp9iEcGvMdGp2DYky4UYMj7MceZ42Acs9eaDubFnl/viewer?f=0&pli=1>

Some useful links for using “Google Jamboard” are the following:

[Copy, move, and delete jam frames](#)

[Share a jam](#)

[Add notes to a jam](#)

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

The 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**¹. 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.

Getting Learning Done in the Workplace – The Role of Employees

Tips for Getting Learning Done in the Workplace

Learning at work is important for all sorts of reasons. In this section, the trainer presents some tips for setting learning during working hours (*slides 86-91*). The section concludes with additional tips for learning at work by the participants. The trainer should make use of the notes accompanying *slides 85-91* to present the suggestions for enabling workplace learning.

The original article presented is available on the following link:

“Top tips for learning at work” <https://www.futurelearn.com/info/blog/learning-at-work-2018>.

The trainer can refer to the article to better understand the concepts presented in this section.

¹ 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>.

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 a Learning Workplace for an employee?*
2. *What are the different types of learning? Please give an example for each type.*
3. *Name some challenges to workplace learning for employees and how you can overcome them.*
1. *How can you be part of the process of transformation of the organisation that you work for into a Learning Workplace?*

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

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

Before the workshop concludes, all the participants have to fill out the **Attitude Test for Employees ONCE AGAIN**. The answers provided in this test will show the understanding of employees 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 same 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 Employees After 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 all 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!

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 employees 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 workshop '6 top transversal skills' 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.

Appendix

Notes for the Trainer in the PowerPoint Presentation

Introduction

Slide 2: Welcome to the LEARN project's workshop!

Learning doesn't stop in formal education; it is an on-going process and often takes place in/at the workplace. But is your workplace a learning-friendly environment? How do you ensure that you acquire the skills and competences you need in order to obtain rewarding jobs and progress in your professional career?

Section 1

Slide 17: Current Learning and Development Priorities for Organisations²

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.

² 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.

Slide 18: Changes in Organisational Learning³

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

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.

³ 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.

Slide 19: Adult Participation in Learning⁴

The latest results from the *European Union (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 percentage points (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 Employees⁵

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,

⁴ Eurostat, “Adult Participation in Learning in a Mild Decline”, January 5, 2022, <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/ddn-20210702-1>.

⁵ 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>.

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 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 Employers⁶

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*

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), 18, <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8112&furtherPubs=yes>.

workforce motivation and an increased innovation performance, leads to an increase in productivity 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 & Community⁷

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*

⁷ 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>.

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)⁸

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 can they 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 resources 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?

⁸ Apty, "Barriers to Organizational Learning and Training Programs", January 5, 2022, <https://www.apty.io/blog/barriers-to-organizational-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.

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)⁹

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.

⁹ Apty, "Barriers to Organizational Learning and Training Programs", January 5, 2022, <https://www.apty.io/blog/barriers-to-organizational-learning>.

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

How to overcome this common barrier to Organisational learning?

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 training.

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?

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 Organisations¹⁰

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.

¹⁰ 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.

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).*
- *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).

Section 3

Slide 47: Benefits of Creating a Learning Organisation Culture

Why should your company decide to get transformed into a Learning Workplace? There are huge advantages that companies can enjoy when they make the transition to a learning organisation.

Slide 48: Improved Innovation

Innovation can't be forced, but it can be fostered in the right environment. The right combination of culture, leadership, talent, and approach must work in tandem to set the right conditions for disruption. Some of the most successful companies in the world - like Google and Facebook - achieved their status by creating a culture where employees have the time and space to learn, explore, and pitch their ideas (no matter how off-the-wall or unconventional they might be). When new ideas are not only welcomed but encouraged, you will engage in more brainstorming and cross-departmental collaboration. Inevitably, the proactive - not reactive - initiatives you develop will reach leadership's ears, transforming creative concepts into a profitable reality.

Slide 49: Knowledge Sharing

It's no coincidence that each of the five pillars of a learning organisation revolves around effectively circulating information. Keeping knowledge sealed within departments - or in the boardroom - means teams are left in the dark. Failing to understand the other team's objectives and hurdles makes it nearly impossible to cooperate. Giving everyone access to the content they need allows them to fully

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Work Package [6] [Development of Employees: Positive Attitude towards learning workplaces and transversal skills' training, Development of the training materials for the workshop "Development of Employees – Positive Attitude towards Learning Workplaces" – Guidelines for Trainers]

understand corporate challenges and goals. This ensures everyone is on the same wavelength and understands their role in making critical improvements.

Slide 50: Problem Solving

As the saying goes, “teamwork makes the dream work”. When people come together to achieve a common goal, the likelihood of success multiples. Each individual brings their own unique experience and perspective, which is especially useful when your organisation is facing a complex challenge. When problems are shared, they’re more likely to be solved. By opening up the conversation and inviting creative solutions from across your company, you can benefit from the collective brainpower of an entire organization. And you may even discover the sources you’ve never thought to consult are the ones who come up with the best answers.

Slide 51: Strengthened Community

When employees’ ideas are acknowledged and their feedback is taken seriously, it improves their confidence and level of engagement moving forward. But a sense of contribution doesn’t just boost employees’ pride in themselves - it also promotes pride in where they work. And that can have lasting benefits for everyone involved. Employees who have input in what goes on behind the scenes will naturally be more invested in the company - and its long-term prosperity. Seeing your efforts impact your organisation’s ability to reach its objectives will make you feel a sense of accomplishment and personal investment, and a responsibility to safeguard that success in the future.

Slide 52: Greater Efficiency

A collaborative mindset, coupled with programmes that prioritise learning, helps transform teams into perceptive powerhouses. Instead of relying on outside firms, businesses can resolve issues internally, with quicker turnaround times and at a significantly lower cost. They’ll be more agile and streamlined, with a keen ability to sense when something is heading off track (and the ability to correct it before it causes problems). And when you can easily access knowledge outside your department, you’ll be able to overcome inefficiencies and drive better outcomes for the customers, too. No matter the industry, building a learning organisation culture can accomplish the same results. By providing the tools to propel growth, a happier, more effective workplace is generated. And that may be the answer to making a company the success story an owner always hoped to tell.

Slide 53: Research Shows Heavy Learners are More Confident, Successful, and Happy at Work

LinkedIn conducted research with a participation of 2,049 business professionals (all roles, including 624 freelancers, project workers, and entrepreneurs) in August of 2018. This included employees from the UK, Nordics, Netherlands, Luxembourg, Germany, France, Australia, India, Singapore, and Hong Kong. These were individuals who had paid for some form of online learning through LinkedIn.

Slide 54: Opportunity to learn and grow

When you ask professionals what inspires them at work, it's all about the job and growth and not the free lunch. It's obvious when you think about it. The most inspiring thing about work is the work itself... and the opportunity to grow. Of course, we want the work environment to be great, but ultimately the employee experience is all about the job.

Slide 55: Inability to learn and grow

When you ask people why they would leave a job, it's because they couldn't learn. Consider the answer to the question "what would make you leave your job?". Among these professionals, they state their ability to learn and grow is roughly twice as important as getting a raise, and more than twice as important than the relationship with their manager. As soon as you feel you're no longer growing, it's time to look for a new job.

Slide 56: Spare time is rare

Professionals work a lot of hours. Therefore, learning on the job is not always easy. Professionals don't have a lot of spare time. Two-thirds of us work more than 40 hours per week and almost a quarter of us work more than 50 hours a week. Therefore, if you want to learn and progress, you have to do it "on the job" and "in the job."

Slide 57: E-mails consume a lot of our time

We have to fight our way out of e-mail and messaging. According to this research, more than a quarter of us are wasting a day a week on messages that don't contribute to our jobs. This means we need to

step away from work to learn, learn in the flow, and learn through projects and mentors, otherwise we won't have time. This obviously gets in the way of our ability to grow and learn, so we have to force ourselves to step away.

Slide 58: Professionals find time to learn

Despite all this, many professionals really do find time to learn! Among these 2,000+ professionals, a significant number (7%) are taking up to five hours a week or more to learn. They're reading, taking classes, watching courses, or doing other things to advance their skills and careers. Why are they spending so much time learning? Because it pays off.

Slide 59: Heavy learners perform better

The Heavy Learners are more engaged, productive, and successful than their peers! How do these "heavy learners perform?" Look at the data. They are happier, less stressed, more productive, confident, and more ready to grow. The data shows that the heavy learners are seeing almost 3-times more positive results than the light learners. Therefore, you have to make time to focus and learn.

Slide 60: Make learning a high priority to have a happy, dynamic career

The research concludes, also considering similar research, that the most successful, fast-growing, digitally enabled companies are differentiated by one thing: they've transformed the way individuals and organisations learn. And this means learning all the time, not just once a year. Today's successful companies are those who learn fast, learn well, and learn all the time. So, if you want to have a happy, dynamic career, make learning a high priority. Open up your calendar and block out a few hours a week to read, take an online course, or do a developmental project of your own. Taking time at work to focus on mastering a new skill, learning a new software programme or tool, or even just reading widely about your industry can do wonders for you mentally - as well as professionally. Learning is the key to your career. And it makes you happier, too.

Slide 62: Mentoring: Nancy and her Mentor Jim

Not every mentorship story is a typical one. You may think that a mentor should by definition be older than the person they advise, but this isn't always the case.

Take, for example, Nancy and her mentor, Jim. Jim, six years her younger, has helped Nancy with content strategy and marketing tech.

"He opened up a whole new range of career opportunities for me, just as my solid brand marketing skills ran the risk of becoming old school", Nancy says. She believes that because of Jim's help, she'll be able to continue her career for years to come. She describes her mentor's approach as "tough but fair".

Despite Nancy's many years in the business, she isn't afraid to admit that she still benefits from this kind of help. As she says, "You are never too old to be mentored!"

Slide 63: Mentoring: Baochi and her Mentor James

Like many other mentors, Baochi's mentor is her boss, James.

But she did not always have a permanent position with James. She worked as a contractor for a time, with her mentor giving her help along the way.

"He gave me a chance when I didn't seem to have anything to offer, invited me to company events and strategy meetings even though I was just a contractor, and listened thoughtfully to my marketing ideas" says Baochi.

Because of the chance James took on Baochi, she is constantly motivated to prove him right and to be the best she can be at her job. "He highly motivates me to be successful, empowers me to make decisions, and overall he makes me want to be a better person«, she says.

Section 4**Slide 67: How to get better at the things you care about?**

Working hard but not improving? You're not alone. Let's watch a video where the speaker reveals a simple way to think about getting better at the things you do, whether that's work, parenting, or creative hobbies. And he shares some useful techniques, so you can keep learning and always feel like you're moving forward.

Slide 69: How to get better at the things you care about?

Eduardo mentioned that the most effective people go through life deliberately alternating between two zones: the learning zone and the performance zone.

Both of these zones should be part of our lives, but being clear about when we want to be in each of them, with what goals, focus, and expectations, helps us better perform and better improve. The performance zone maximises our immediate performance, while the learning zone maximises our growth and our future performance.

The reason why many of us don't improve much despite our hard work, is that we tend to spend almost all of our time in the performance zone.

Slide 71: Where does knowledge come from?

Did you know that 70% of our knowledge comes from 'on-the-job' learning? Yup! Only a slimline 10% occurs through formal training programmes and the rest – 20% occurs through observation of others.

We all know what formal training involves – generally we're taught by a teacher who sticks like glue to a strict syllabus, then we're tested to within an inch of our lives to make sure we learnt what we were supposed to. And you can probably guess what 'observation of others' looks like, too.

Most adults say that the workplace is the best place for them to learn because it's familiar and they are comfortable in their surroundings. But what does on-the-job training actually look like?

Slide 72: Spot when you're learning on the job!

You think to yourself, "Hmm. My job would be easier if I knew how to create proposal documents myself, rather than having to wait until Sharon is in to do it for me".

What you've done here is recognise that you're lacking skills somewhere that, if you had them, would make your work life easier. And Sharon's work life, too, since you wouldn't have to pester her for help every time you needed a new proposal created! Identifying where you can make improvements is the starting point of learning on the job. After spotting where you might be lagging behind in your development, you can do what you need to remedy it.

Slide 73: Spot when you're learning on the job!

"Let me open the 'How To Create Proposals' troubleshooter and see what's what... It can't be that hard, right?" By taking the first step, you're embarking on your learning journey. You've identified that you need to improve some facet of your working and now you're making a positive action to do so. In this case, you're opening up your computer's troubleshooter, but taking action could come in many different forms: asking your manager if you can go on a training course, or seeking out the expertise of a mentor to give you advice. Even downloading an eBook on 'improving your sales' or spending an hour or two researching!

Slide 74: Spot when you're learning on the job!

Well, hallelujah, you can now create your own proposals! You deserve a pat on the back for that – Sharon will do it for you, she's got some time free now. Even if you don't actively set out on a training journey and you skip steps 1 and 2, you will still see improvements, if you're unconsciously learning 'on the job'. It might be the case that you look back a few months and see how far you've come; maybe in the past, you had to ask your manager for advice on the next steps to take, but now you can decide on the best course of action yourself. Or perhaps you've found yourself closing sales 20% quicker than before – in these cases, you might not have even realised you'd be learning at work, but the evidence is certainly there!

Slide 75: Tell us again! How much time do you spend in your learning zone?

Have you recognised any on-the-job learning activities? Now, can you tell again, how much time do you spend in your learning zone?

Slide 76: Challenges for employees and how to overcome them

As technology advances, learning at work is no longer a luxury. In a competitive external talent market, learning is vital to an organisation's ability to obtain needed skills.

Despite this need, there are multiple barriers preventing us from doing so. Here, we look at the challenges associated with learning at work and offer suggestions for how to overcome them.

Slide 77: Lack of purpose

Many of you might also have had negative experiences of learning in the past. School might have been tedious or stressful, and you aren't interested in any more formal study.

However, learning today is far removed from the strict classrooms of old.

You can select the content that is relevant to you, as and when you need to. Alternatively, you can work with your colleagues to complete courses in groups. Sharing experiences, learnings, and observations with others is known to be motivating. Try online learning courses. The process is far more flexible and personalised, making it more engaging. You really need to see how learning has changed.

You need to make the goals of any learning experience clear upfront. For example, in sales training, use the opening material of a sales course to master the principles of negotiation. This may help you improve your sales numbers and consequently commission.

Slide 78: Lack of technical skills

While online courses have simplified the learning process in many ways, platforms can still be clunky and awkward to use. Additionally, some of you may not have the necessary technical skills.

If these issues are troubling you, it might be helpful to find out why you are finding the process challenging. You can then request your company on equipping you with the required knowledge or ask someone to show you how to navigate the portals with confidence.

If you are still struggling, it might be more useful for you to read a book or shadow another employee as a way to gain more knowledge. While online learning can streamline the process of workplace learning and improve engagement, don't be afraid to use more traditional tools where appropriate.

Slide 79: Distracting office environment

Perhaps the most significant barrier to learning is finding a space to focus and get started. Although the standard working environment has changed considerably to suit the needs of millennial employees, it can still be challenging to work uninterrupted. Offices are open-plan, and there is a consensus that it's OK to speak to somebody at their desk.

These interruptions can be particularly problematic when it comes to learning, which requires 100% focus and attention to be useful. There is also the constant barrage of e-mails and messages to attend to, which can easily take up the entire day if unmanaged.

With this in mind, the following tips are suggested to make your learning space as quiet and calm as possible:

- *Avoid all other distractions when learning.*
- *Locate quiet times or areas.*
- *Use unused meeting rooms.*
- *Try to focus on one task at a time.*
- *Set boundaries with other colleagues.*
- *Use noise-canceling headphones.*
- *Learn when working from home.*

Slide 80: Busy schedules

Finding the time for learning is also a significant barrier in a time-poor world. There is always something more pressing to do and upskilling often sits at the bottom of the pile.

In this working environment, it is crucial for organisations to prioritise learning. Your development is integral to company strategy and it is valued, so you need to set aside the time for it. While it can be tempting to complete five minutes of study here and there (and ultimately this is better than nothing), setting aside half an hour specifically for learning will help new information or skills to sink in better.

It might also be helpful to allocate formal learning time. Perhaps your company could set aside half an hour before lunch on Fridays, followed by a team lunch. Structured sessions would make the process more social, as well as ease the time pressure.

Unsubscribe from lousy e-mail newsletters. Create filters for e-mail that are not priority. Work towards checking e-mail only twice a day and later towards once a day. Checking e-mail more than twice a day is unnecessary and a waste of your precious time.

Slide 81: What's next?

So, what's next? Well, once you've mastered one workplace skill, you can spot other areas that might benefit from extra training.

Take the time to sit back and think:

- *What could I do more efficiently?*
- *What processes am I not wholly up to speed with?*
- *Whom do I admire, and how can I be more like them?*
- *If I had to improve one thing about myself, what would I pick?*

These questions can show you where you might be falling down and lagging behind, and set you back on the path to excellence.

Slide 83: The Building Blocks of Adult Learning in the Workplace

For all adults, learning in the workplace could be an alternative route to obtaining either higher level or more relevant skills to better equip them to confront the emerging challenges associated with mega-trends. As adults spend a large share of their time in the workplace, the workplace is an important learning environment; it is the place to develop not only job-related skills, but also basic and transversal competences that make people more resilient to changes in their career and life.

For all these reasons, promoting adult learning in the workplace needs to become a political priority and to be translated into concrete actions.

Slide 86: Tips for learning at work

Explain to your manager what and why you are learning.

By explaining to your manager or colleagues what and why you're learning, you can resolve feeling guilty about taking time to learn. Try to explain why this learning is important for you and how it might benefit your organisation.

Slide 87: Tips for learning at work

Put aside the time and be strict about protecting it.

During a busy work day it can be really difficult to set aside time to learn. You might feel guilty as if you're not doing 'proper' work or you might feel like learning isn't a priority. But set aside your guilt and try to be strict – block out time in your calendar, say no to that unnecessary meeting, set your phone to silent, and close your inbox. In the long run, your employer (and career) will thank you.

Slide 88: Tips for learning at work

Try to find a subject that's good for work and good for you.

You're far more likely to stick to your learning if you find the subject interesting. Dedicate some time finding a topic that captures your attention as well as being helpful for your career or personal development.

Slide 89: Tips for learning at work

Set yourself a goal.

Many of us don't pursue learning for the sake of it – we're usually learning to achieve something specific like a promotion or career change. While goals like these are helpful, they can often seem quite distant and intangible. So, try setting yourself a smaller, more concrete goal. It might be time-related, e.g. "I want to spend 3 hours learning this week", or subject-related, e.g. "I want to understand the basics of big data analytics". Achieving these smaller goals will help you feel satisfied with your progress as you work towards something bigger.

Slide 90: Tips for learning at work

Make yourself accountable.

If you're worried you're still not going to stick to your learning, try to find someone to hold you to account. A friend or colleague can keep checking in with you to help you keep going. Alternatively, if you're feeling really brave, you could try agreeing a forfeit, if you fail to complete any learning.

Slide 91: Tips for learning at work

Share what you've learnt.

Finally, one of the most important things in creating a learning culture is sharing. If you want to try to encourage as many people as possible to learn at work, then you need to talk about learning more. Try doing a presentation to your peers about what you've learnt or share your own advice for keeping up your learning.