

LEARN: Towards a Holistic Transformation of Organisations into Learning Workplaces

Class B Annexes

MMC Mediterranean
Management Centre



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Class B Annexes

CB1: Best Practices Examples





BB1

BB1

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

1. Best Practices Examples

Identification Monitoring Tool

BEST PRACTICES FOR [Name of Organisation]
Year.

S/N	Best Practice Title	Application Field	Organisation in which it was Identified & Source	Short Description	Strong Points & How it Can be Exploited	Name of Assignee	Date of Assignment	Date of Presentation in Workshop
1.								
2.								
3.								
4.								
5.								

2. Best Practices Examples Workshop Participant List

Workshop Title (if applicable):				Workshop Date & Time:	
Workshop Venue:					
S/N	Employee Name	Employee Department	Employee Job Position	Employee Signature	Comments
1.					
2.					
3.					

Facilitator:

Department and Position:

Signature:

Best Practices Examples Workshop

["Title of Best Practice Identified"]

[Name of Organisation in which it has been identified, if applicable]

Title of the Best Practice Identified

- [Description of the BP]

Title of the Best Practice Identified

Strong Points

- ...
- ...
- ...

Areas of Implementation

- ...
- ...
- ...

Suggestions for Making Use of the Best Practice

- ✓ ...
- ✓ ...
- ✓ ...

[Picture Related to the BP]

Click to add title

[You can add as many slides as you want]

Report Author:

Department and Position:

Date:

No of Participants:

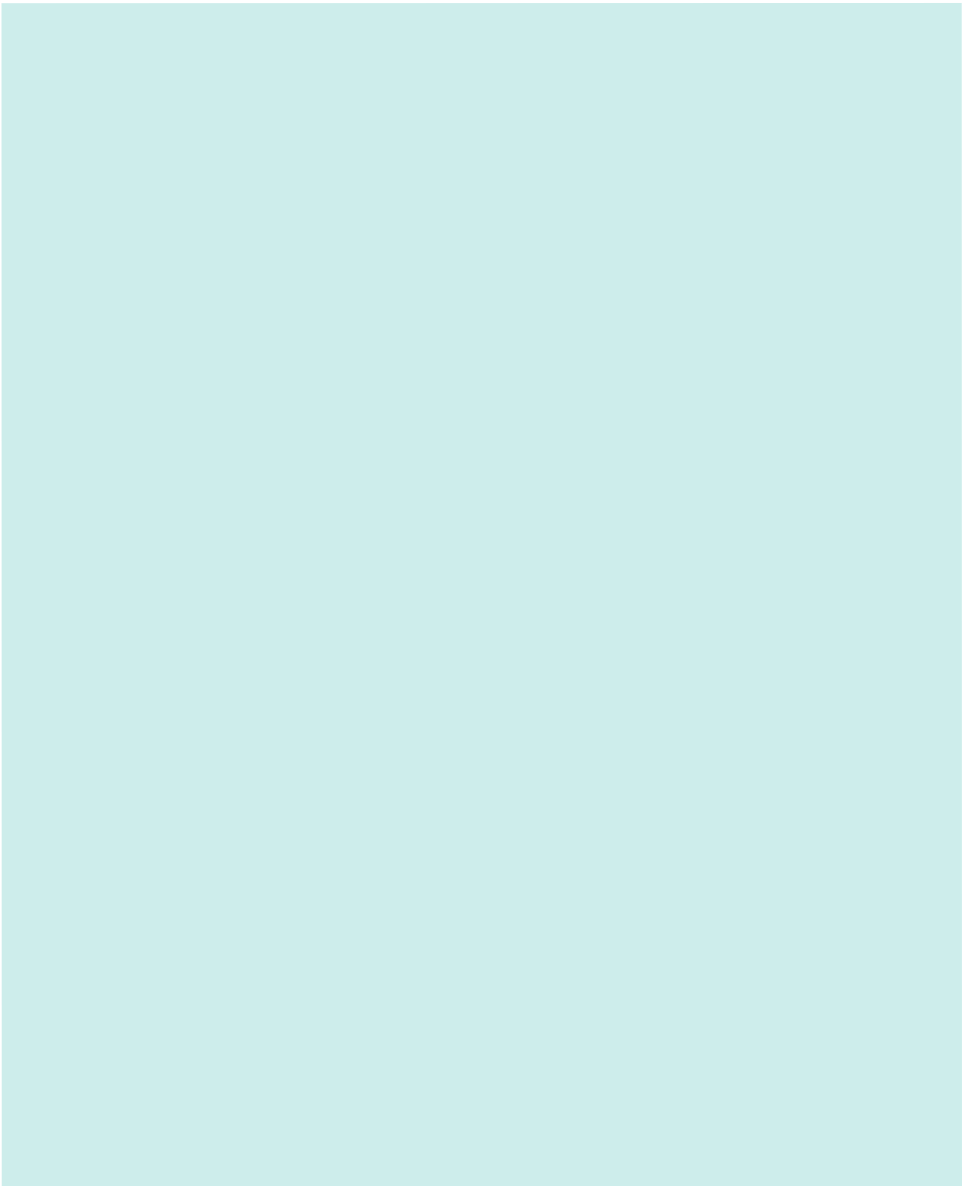
Participating Departments:

No of Best Practices Presented:

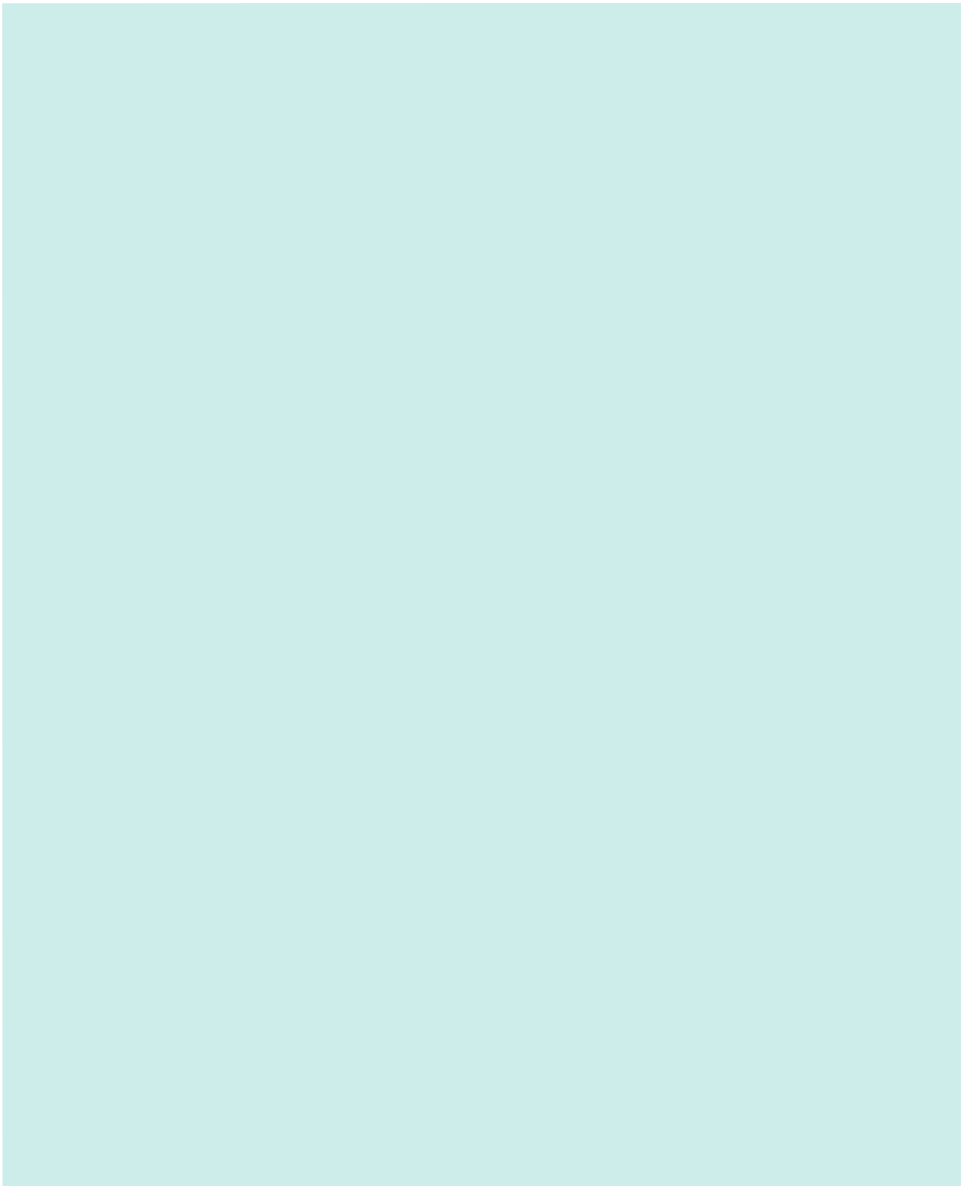
A. Best Practices Presented in the Workshop

[Titles and Short Description]

B. Best Practices that can be Adopted and Why



C. To Dos: Actions to Take and Steps to Follow for Adopting the Best Practices



5. Best Practices Examples Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The benefits of the Best Practices Examples activity were clearly explained to me.					
Comment:					
2. I enjoyed the research part of the activity.					
Comment:					
3. The time provided for conducting research was satisfactory.					
Comment:					
4. I enjoyed the workshop part of the activity.					
Comment:					
5. The time provided for the workshop was satisfactory.					
Comment:					
6. The individual research results on best practices examples that were presented in the workshop can benefit the organisation/company.					
Comment:					
7. I am satisfied with the depth of the discussion on the identified best practices during the workshop.					
Comment:					

8. The ideas I heard during the workshop motivated and inspired me.

Comment:

9. During the workshop, I was provided with new ideas on how learning can be improved within the organisation/company.

Comment:

10. I will use/put into practice at least one of the ideas I heard today.

Comment:

11. What were, in your opinion, the strong points of the Best Practices Examples activity? Please provide your answer in the text box below.

Answer:

12. Would you like to change anything on the Best Practices Examples activity? If yes, please explain. Please provide your answer in the text box below.

Answer:

13. The Best Practices Examples activity improved my ability to learn.

Comment:

14. The Best Practices Examples activity was worthwhile overall.

Comment:

8.



9.



10.



13.



14.



CB2: Success Stories-Elevator Pitch





BB1

BB1

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

1. Success Stories-Elevator Pitch Sessions Calendar

S/N	Title/Topic of Success Story-Elevator Pitch Session	Month and Date & Time (if available)	Venue	Name/s of Speaker/s	Position in Organisation/ Department	Signature/s of Speaker/s
1.		January:				
2.		February:				
3.		March:				
4.		April:				
5.		May:				
6.		June:				
7.		July:				
8.		August:				
9.		September:				
10.		October:				
11.		November:				
12.		December:				

2. Success Stories-Elevator Pitch Session Participant List

Success Story Sharer/s:
Position/s in the Organisation:
Signature/s:

Date and Time:
Venue:

S/N	Employee Name	Employee Department	Employee Position	Employee Signature	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					



3. Success Stories-Elevator Pitch Session Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

1. The benefits of the activity session were clearly explained to me.

Comment:

2. The activity session was conducted in a professional manner.

Comment:

3. The time provided for the activity session and the discussion that followed was satisfactory.

Comment:

4. The activity session was interesting.

Comment:

5. The activity session was informative.

Comment:

6. Learning other people's success stories inspires me.

Comment:

7. Learning in the workplace through sharing success stories is something that works well for me.

Comment:

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1.					
2.					
3.					
4.					
5.					
6.					
7.					

8. The “elevator pitch” method of experience sharing worked well, in my opinion.

Comment:

9. I, too, would like to share a success story with my colleagues.

Comment:

10. What were, in your opinion, the strong points of the activity session?
Please provide your answer in the text box below.

Answer:

11. Would you like to change anything on the Success Stories-Elevator Pitch activity as a whole? If yes, please explain.
Please provide your answer in the text box below.

Answer:

12. The activity session was worthwhile overall.

Comment:

13. What did you learn from the success stories presented in the activity session?
Please provide your answer in the text box below.

Answer:



8.

9.

12.

CB3: The Community of Practice





BB1

BB1

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

1. CoP Handout: Understanding the Community of Practice, its Goals, and its Principles

This handout aims to develop and enhance the Community of Practice “CoP” as innovative learning environment for practitioners and managers.

By reflecting on their practices (good practices, needs, improvements, limits) and developing their own CoPs, employers and managers will be able to work more effectively with their clients and staff. In this module you will be introduced to the meaning of a CoP and its benefits as well as the main principles and characteristics to organise one in your professional network.

1. Learning Outputs

- The learners know the definition and method of a CoP
- The learners know the characteristic of CoP and the basic rules to run it
- The learners have acquired knowledge about the process of CoP and methods to foster active participation
- The learners are able to identify a CoP and analyse it

2. Content and Resources

2.1. What is a Community of Practice?

1 - Definition and origins of the concept

“Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly”.

Communities of practice are formed by people who are engaged in a process of collective learning in a shared domain like:

Engineers developing a new IT tool, surgeons working on a new medicine, a group of students in Arts working on a common project to promote public space, a group of experts aiming at greening a city, or Guidance practitioners gathering to reflect on new skills to acquire to update the practice.

Guidance practitioners gathering to reflect on new skills to acquire to update the practice.

The main objective of a CoP is to support situated learning for a group of people with a shared interest. Lave and Wenger (1991) stress that knowledge development not only takes place inside individuals' heads, but can also be co-constructed through a social process. This process includes two mechanisms: participation and reification.

For Wenger (1998), the term "participation" is used to describe the experience of the participants who engage themselves in the social process. "Reification", which is the process of transforming an abstraction into a concrete object, gives a shape to these experiences and includes the production of concepts, tools, symbols, stories, words, and meaning. In this context, reification should not be seen as the reduction of a complex experience to a simple element, but rather as the production of an intermediary object that helps the group members to co-construct knowledge.

(To better understand the meaning of Wenger's theory, it can be useful to refer to Piaget's knowledge construction theory (1977).)

2 – 2.1 Characteristics of CoP

Not everything called a community is a community of practice!

Having the same job or the same title does not make for a community of practice unless members interact and learn together

Three characteristics are crucial:

A/ The domain: A community of practice is not a club of friends!

It has an identity defined by a shared domain of interest.

Members are committed to the domain by passion or by (professional) background. They have a shared competence that distinguishes them from other people.

B/ The community: members **interact**! They help each other, they discuss, they share information and develop joint activities while pursuing in their domain.

The key is the **relationship** that enables members to **learn**

C/ The practice: Members don't only share interest for a domain, they are **actively** engaged in: they are **practitioners**. They can share their tools, methods, resources to solve or address problems or meet new challenges.

Interaction between practitioners on a shared domain is the key to a **sustainable** CoP.



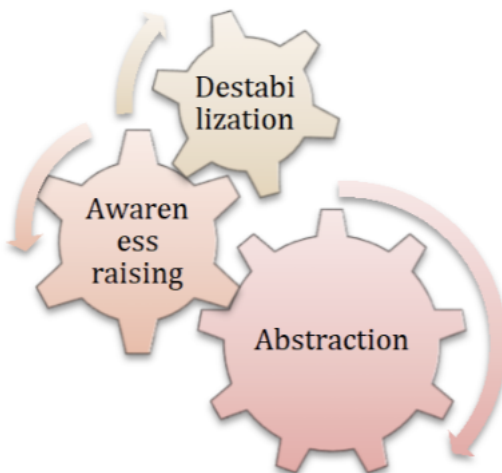
To sum up:

Members of a CoP care about the domain, have shared competence and practice, and want to learn together how to develop their practice and that goes through 3 stages.

During the **first stage**, individuals discover a new problematic situation. They find themselves confronted with some type of contradiction: a conflict between what they do or think and the feedback they receive from their environment. This is the “destabilization” stage, where previous knowledge or behaviour is being tested.

During the **second stage**, individuals realize that they need to reappraise the way they think or act. This is the “awareness raising” stage, which can lead to a trial–error process of evaluation of alternatives, or to individuals asking for help in order to find a solution.

The **third stage** is dedicated to “abstraction.” The individuals encapsulate what they have experienced in their consciousnesses and reorganize their operational plans. This is the stage of new knowledge construction.



2.2. Principles and Participatory appraisal of community of practice

Because communities of practice are voluntary, what makes them successful over time is their ability to generate enough excitement, relevance, and value to attract and engage members. Although many factors, such as management support or an urgent problem, can inspire a community, nothing can substitute for this sense of aliveness.

The goal of community design is to bring out the community's own internal direction, character, and energy.

Designing for aliveness requires a different set of design principles. And these latter can be classified into 7 basic principles:

· Basic principles

1. Design for evolution. Because communities of practice are organic, designing them is more a matter of shepherding their evolution than creating them from scratch. Design elements should be catalysts for a community's natural evolution. As they develop, communities usually build on pre-existing personal networks.

2. Open a dialogue between inside and outside perspectives. Good community design requires an insider's perspective to lead the discovery of what the community is about. Only an insider can appreciate the issues at the heart of the domain, the knowledge that is important to share, the challenges their field faces, and the latent potential in emerging ideas and techniques. Only an insider can know who the real players are and their relationships. However, it also requires an outside perspective to help members see the possibilities. Because intentional communities are new for most organizations, members often have a hard time imagining how a more developed community could improve upon their current personal networks or help them leverage dormant capabilities.

3. Invite different levels of participation. Good community architecture invites many different levels of participation. People participate in communities for different reasons some because the community directly provides value, some for the personal connection, and others for the opportunity to improve their skills.

4. Develop both public and private community spaces. Like a local neighbourhood, dynamic communities are rich with connections that happen both in the public places of the community (meetings, Web site) and the private space (the one-on-one networking of community members). Public community event serve a ritualistic as well as a substantive purpose. Through such events, people can tangibly experience being part of the community and see who else participates. Yet a community coordinator still needs to "work" the private space between meetings, dropping in on community members to discuss their current technical problems and linking them with helpful resources, inside or outside the community.

5. Focus on value. Communities thrive because they deliver value to the organization, to the teams on which community members serve, and to the community members themselves. Value is key to community life, because participation in most communities is voluntary.

6. Combine familiarity and excitement. Lively communities combine both familiar and exciting events so community members can develop the relationships they need to be well connected as well as generate the excitement they need to be fully engaged. Routine activities provide the stability for relationship-building connections; exciting events provide a sense of common adventure.

7. Create a rhythm for the community. The rhythm of the community is the strongest indicator of its aliveness. There are many rhythms in a community—the syncopation of familiar and exciting events, the frequency of private interactions, the ebb and flow of people from the sidelines into active participation, and the pace of the community's overall evolution. A combination of whole-community and small-group gatherings creates a balance between the thrill of exposure to many different ideas and the comfort of more intimate relationships.

• **Participatory appraisal**

Participatory Appraisal is a family of approaches and methods which enable communities to share, develop, and analyse their own knowledge of life and conditions (Chambers 1996).

There should be a respect for local perceptions and choices of both outcomes and involvement in the process. Individuals participating in the appraisal can give as much information as they feel comfortable with. More importantly, it is a question of choice and participants are actively involved in a voluntary basis. The process, whilst not rushed, should include verification stages and opportunities for feedback. The involvement of individuals participating should be continued throughout all stages of the participatory appraisal. Therefore, checking out and triangulating information elicited throughout the process is imperative.

The method allows for an **equal footage** between practitioners of a CoP. It breaks down barriers and promotes shared understanding of each other's views, responsibilities, priorities and constraints.

Participatory Appraisal breaks with the traditional “top-down” view by giving an equal voice to every member and by seeking to include everyone relevant to the CoP. It seeks for **empowerment** of members and allows for the inclusion of voices and ideas that may not

normally be heard. Efforts are made to include people who are "hard-to-reach" and would not normally take part in more conventional meetings.

Participants of the CoP take **ownership** of the process: the learning inside a CoP is developed together; it is not about trying to impose or force community members to fit their knowledge into a framework.

Participatory tools are flexible and innovative. They are modes of investigation which are often highly visual that can be used with both individuals and groups. Tools include mapping, diagramming, ranking and sequencing. Although participatory visual diagrams are continually changing, evolving and adapting to reflect different circumstances (Jones, 1996) they can be used to share, analyse and evaluate a myriad of community, health or economic issues.

Following few of them:

Mapping:

Making a community map is probably the best approach for you to get started, and for a community to get started.

Community Inventory:

The inventory, and especially the process of making it, is the most important and central element of participatory appraisal. It allows for a common check list of topics to cover and work from within the domain

Focus Group Discussions:

It gives you the opportunity to work separately with different groups that may find it difficult at first to work together; it is also a way to encourage empowerment, tolerance, understanding and co-operation between practitioners.

2.3. Apply the concept

The concept of community of practice is applied everywhere! CoP can be found in business, government, education, professional associations, development projects, and civic life.

The concept has been adopted because of the **recognition that knowledge is a critical asset that needs to be managed strategically** and because of the **recognition that collective learning based on reflection on practice is the key leading to innovation and development**. There is a wave of interest in the peer-to-peer learning which enables to take collective responsibilities and that allows for a continuous professional development with a direct linkage between learning and performance.

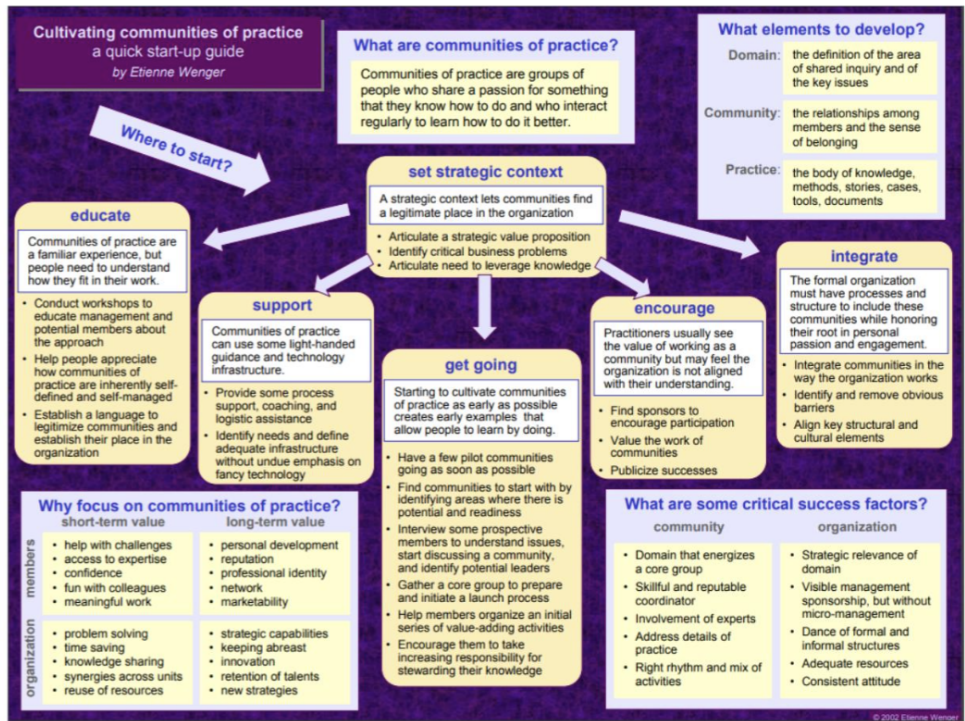
The first three things to consider when setting up a CoP. You cannot start a community by yourself! The only people who can form a community are the members themselves as a collectively.

The **first step** is to have a series of **conversations with potential members**. What issues and challenges are they facing? Do they interact with others facing similar issues and challenges? Do they think it would help to make such interactions more sustained and systematic?

The **second step**, which often happens in the context of the first one, is to find some **potential members who are willing to join** you in your vision of a community of practice and to invest their own identities as practitioners in making this happen.

The **third step**, assuming the first two have yielded positive results, is **to engage a dedicated core group** from the second step in designing a process by which the community can get going.

Etienne Wenger prepared a "start-up guide" to set up a CoP. have a look! (Below)



Careful! A Community of Practice is not a team! Communities of practice are commonly confused with other types of teams and focus groups. Heather Smith and James McKeen from the School of Business at Queen's University include a great chart outlining the difference between communities of practice and other functional teams in their article "Creating and Facilitating Communities of Practice" (May 2003).

Check the differences!

	Communities of Practice	Teams
Objective	To share knowledge and promote learning in a particular area	To complete specific projects
Membership	Self-selected; includes part-time and marginal members	Selected on the basis of the ability to contribute to the team's goals; ideally full-time
Organization	Informal, self-organizing; leadership varies according to the issues;	Hierarchical with a project leader/manager
Termination	Evolve; disbands only when there is no interest	When the project is completed (in some cases, a team may evolve into a community)
Value Proposition	Group discovers value in exchanges of knowledge and information	Group delivers value in the result it produces.
Management	Making connections between members; ensuring topics are fresh and valuable.	Coordination of many interdependent tasks.

2.4. The process of Community of Practice

There is usually someone who takes the lead in setting up a CoP, someone usually who has experienced how collective learning can enrich oneself and help overcome obstacles that isolated in your practice one can't overcome.

The **lead member** in the CoP who takes the role of the **facilitator** is engaged in supporting the process of the shared learning, in bringing in an element for reflection. A CoP is **self-organised, the facilitator facilitates only**. There is no manager on the top.

The facilitator needs to be aware of some ground rules in order to ensure a proper running:

Have a clear objective or purpose in mind.

Determine the goals and objectives that the corporate learning community of practice hopes to achieve through knowledge sharing.

Establish a corporate learning community of practice plan or infrastructure.

Every corporate learning community of practice must have a clear plan or infrastructure in place. Create a charter that identifies the strategy of the group, how they will communicate, when and how they will hold meetings, etc.

Be aware of the experience and knowledge each member brings to the table.

Figure out what each member of the corporate learning community brings to the group and what core knowledge or experience they are able to share with the other members beforehand. For example, if you'll be developing a company-wide learning community, include at least one person from each department, as well as those that excel in different areas or skill sets.

Hold an introductory meeting for all members.

Arrange a meeting, whether it's online or offline, wherein all of the members can meet one another and begin discussing the goals and objectives. This will also allow them to get comfortable with sharing knowledge and ideas with the other members of the learning community, which can help to improve the effectiveness of the learning community of practice in the long run.

A moderator is key to the success of any learning community of practice.

No corporate learning community of practice is complete without a moderator in place. Appoint someone who is widely appreciated and knowledgeable about a wide range of topics that will be discussed. This individual will help to guide discussions during meetings, keep the group on-task, and may even serve as a liaison between the organization and the corporate learning community of practice.

Hold regular meetings to share knowledge and strengthen communication.

Regular meetings are another key to the success of any corporate learning community of practice, due to the fact that these gatherings serve as perfect opportunities for sharing and collaboration. It will also help communities to interact in a more effective manner, due to the fact that they will have the chance to speak directly with other members and to receive immediate feedback and input.

Use social media platforms and online forums to keep in touch.

Social media sites, such as Facebook, LinkedIn, and Twitter, as well as online forums, can serve as invaluable communication tools. This is true both for the communities who meet in-person and for those that are online-based. Sharing ideas and working together to come up with new and innovative solutions is quick and convenient with these networking platforms, which can even be used to share files, images, and videos.

Project management software tools can serve as virtual headquarters.

Project management software tools, such as Asana, Basecamp, and TeamWorkPM, can all serve as a virtual base of operations for a corporate learning community of practice. Through these platforms the members can share documents, assign tasks, keep track of deadlines for projects, and stay up-to-date with a community calendar.

Offer support and resources to fledgling communities.

The success of any corporate learning community of practice greatly hinges upon the support and resources that the organization itself offers. They need to have access to the necessary tools, apps, and even monetary funds (if applicable), in order to achieve the primary goals and objectives, especially in the beginning stages.

Hold a company-wide survey to identify issues and areas of improvement.

Survey a wide range of employees in the organization to determine the issues or weaknesses that the learning community of practice should focus on.

Moreover, the facilitator has 5 main roles: organizer, guide, supporter, documenter, and historian.

Check below what responsibilities belong to each role:

Roles	Responsibilities
Organizer	<ul style="list-style-type: none">• Arrange meeting space and times• Communicate meeting times and agendas to teammates• Prepare materials and activities for each CoP session
Guide	<ul style="list-style-type: none">• Customize session plans to meet CoP's learning needs• Guide CoP through activities described in facilitator's guide• Reinforce guiding principles and effective Norms of Collaboration• Facilitate dialogue that enables teachers to link their learning with their instructional practice and the school's context• Foster reflection on formative assessment practices and professional growth and learning
Supporter	<ul style="list-style-type: none">• Encourage risk taking, learning from mistakes, and group trust• Support individual teacher's learning needs• Provide extended learning opportunities
Documenter	<ul style="list-style-type: none">• Record the group's understandings, experiments, and learning• Document how formative assessment efforts impact students' learning or growth over time
Historian	<ul style="list-style-type: none">• Remind participants of their previous learning• Link each new session with the learning from previous sessions• Follow-up on the group's identified action steps

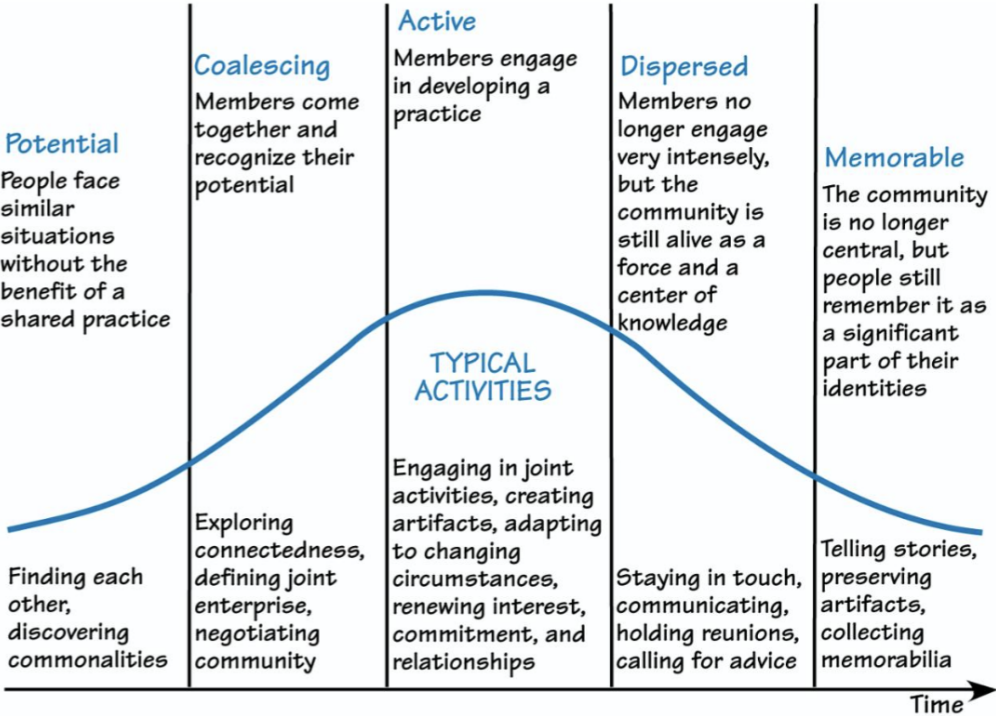
A facilitator knows when a CoP is successful according to three characteristics:

- **Identification:** Communities of practice thrive on social energy, which both derives from and creates identification. Passion for the domain is key. This makes the negotiation of the domain a critical success factor.
- **Leadership:** A key success factor is the dedication and skill of people who take the initiative to nurture the community. Many communities fail, not because members have lost interest, but simply because nobody has the energy and time to take care of logistics and hold the space for the inquiry.
- **Time:** Time is a challenge for most communities, whose members have to handle competing priorities. Theoretically, time should not be an issue if the interest is there, but practically it remains a constant challenge. Because time is at such a premium, a key principle of community cultivation is to ensure "high value for time" for all those who invest themselves.

Check the differences stages of a CoP!

Community formation takes time, but the time it takes for a community to become fully operational varies a lot from case to case. Some communities are so ready to exist because members can see the value of connecting with each other even before they start. Other communities begin much more tentatively: members have to experience the value of learning together over and over before they are ready to make a commitment.

But in general, one could expect a community to really get going and produce value within months and become mature in less than a year.



RESOURCES

- Eurocircle internal training content on COP

- General work on Community of Practice

<http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/> <https://www.learning-theories.com/communities-of-practice-lave-and-wenger.html> <https://wenger-trayner.com/introduction-to-communities-of-practice/> <http://www.knowledge-management-tools.net/communities-of-practice.html> <https://www.scaledagileframework.com/communities-of-practice/>

- The role and responsibilities of the facilitator

http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Assessment/Formative-Assessment-PD-Online-Modules/Becoming_a_Successful_CoP_Facilitator.pdf

- Participatory appraisal

<http://shortwork.org.uk/participatory-research/an-introduction-to-participatory-appraisal/>.

2. CoP Meeting Participant List

Name of CoP:
Meeting No:

Facilitator:
Position in the Organisation:
Signature:

Date and Time:
Venue:

S/N	Name	Department	Position	Signature	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

3. CoP Discussions Log

The *CoP Discussions Log* is completed by the CoP meeting facilitator every time a meeting is concluded.

Community of Practice – Meeting 1

Title: _____

Date: _____

No. of Participants:

Topics discussed:

- ...
- ...
- ...

Key Challenges:

- ...
- ...
- ...

Key Learning Points:

- ...
- ...
- ...

Decisions:

- ...
- ...
- ...

Photo or Screenshot of the Meeting (optional)

[Please copy and paste the table as many times as the meetings implemented.
Please erase this instruction.]

4. CoP Self-Reflection Journal

In order to create a *personal learning library*, after each CoP meeting the CoP members should document their learning in a reflection log. On a regular basis, their reflections should be summarised for the creation of a *Self-Reflection Journal*.

A. Learning Reflection Log

Meeting 1

Topic:

Date:

What I have learnt in 5 words/phrases:

- 1:
- 2:
- 3:
- 4:
- 5:

Inputs that I provided:

- ...
- ...
- ...

Strong Points:

- ...
- ...
- ...

Difficulties:

- ...
- ...
- ...

Ideas to improve the CoP.

- ...
- ...
- ...

[Please copy and paste the table as many times as the meetings implemented.
Please erase this instruction.]

5. CoP Activity Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon and/or by providing your answer in the text boxes depending on the question (the text boxes can be also used for providing your comments):

1. The benefits of the activity were clearly explained to me.

Comment:

2. The activity was conducted in a professional manner.

Comment:

3. The time provided for meetings was adequate.

Comment:

4. The facilitation of the meetings was effective.

Comment:

5. The discussions conducted during the meetings were interesting.

Comment:

6. The discussions conducted during the meetings were constructive.

Comment:

7. The meetings' conclusions were useful.

Comment:

8. The meetings' conclusions were applicable.

Comment:

9. I would participate again in this activity.

Comment:

10. My participation in the activity was worthwhile overall.

Comment:

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

6. CoPs Registry

Organisation:

S/N	CoP Title	CoP Mission (in brief)	CoP Facilitator (Name, Department, and Position)	CoP Members (Names, Departments, and Positions)	CoP Start Date	CoP End Date (if applicable)
1.						
2.						
3.						

CB4: Daily Learning Bites





BB2

BB2

Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning)

1. Daily Learning Bites Record

For a “daily learning bites” activity/course to be valid and registered in this record, it must consist of at least ten (10) “learning bites” of a duration of at least five (5) minutes each.

Year. *****

S/N	"Daily Learning Bites" Activity Topic/Title	"Daily Learning Bites" Activity Structure	Dates of Implementation & Duration	Delivery Mode (Text, Video, Audio Recording, E-mail, Other)	Participants in the Activity (or Participating Departments) (No. and Names)	Comments (e.g., new knowledge acquired, need for repeating the activity etc.)
1.						
2.						
3.						

Person responsible for keeping the Record:
Department:
Position:
Signature:

2. Daily Learning Bites Reflection Log

The *Daily Learning Bites Reflection Log* should be filled out each time a “daily learning bites” activity/course is completed or each time a learner has a single “learning bite” (lesson pertaining to a “daily learning bites” activity/course). It can also be filled out after the delivery of a “learning bite package” (more than one “daily learning bites” activities/courses). This is at the discretion of the learner.

This log can help each learner create an ***individual learning registry***.

Name:

Company:

Position:

Year:

***My Daily Learning Bites
Reflections...***

**1. Activity Topic/Title
(or single “learning bite” or “learning bite package”):**

Date:

Start and End Date:
Number of Lessons (if applicable):

What I have learnt in 5 sentences:

1. ...
2. ...
3. ...
4. ...
5. ...

A quote or picture that remind me of the “learning bites” I had:

**Please copy and paste the table as many times as the number of the “daily learning bites” activities/courses implemented during the year.*



3. Daily Learning Bites Reaction Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

I am evaluating:

- **A single “daily learning bites” activity** (at least 10 “daily learning bites”)
- **A series of “daily learning bites”** (more than one “daily learning bites” activity, related by topic)

1. In general, “daily learning bites” activities motivate me.

Comment:

2. I like to learn new things every day.

Comment:

3. The structure of the “daily learning bites” activity/ies in which I participated (number and sequence of lessons etc.) was appropriate.

Comment:

4. The duration of the “daily learning bites” activity/ies in which I participated (daily duration and overall duration) was satisfactory.

Comment:

5. The content of the “daily learning bites” activity/ies in which I participated was interesting.

Comment:

6. The content of the “daily learning bites” activity(ies) in which I participated is useful for my current job position.

Comment:

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1.					
2.					
3.					
4.					
5.					
6.					

7. What were, in your opinion, the strong points of the “daily learning bites” activity/ies in which you participated?

Please provide your answer in the text box below.

Answer:

8. Would you like to change anything on the “daily learning bites” activity/ies in which you participated? If yes, please explain.

Please provide your answer in the text box below.

Answer:

9. I am willing to be further engaged with “daily learning bites” activities.

Comment:

10. Learning in the workplace through “daily learning bites” activities is something that works well for me.

Comment:

9.



10.



4. Daily Learning Bites Learning Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

I am evaluating:

- **A single “daily learning bites” activity** (at least 10 “learning bites”)
- **A series of “daily learning bites”** (more than one “daily learning bites” activity, related by topic)

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The "daily learning bites" activity/ies in which I participated helped me improve at work.					
Comment:					
2. Through the "daily learning bites" activity/ies in which I participated I acquired knowledge that is useful for my work.					
Comment:					
3. Thanks to the "daily learning bites" activity/ies in which I participated, my understanding on [the topic of the activity/ies] increased.					
Comment:					
4. I will use/put into practice at least one of the ideas that I came across through the "daily learning bites" activity/ies in which I participated.					
Comment:					
5. The "daily learning bites" activity/ies in which I participated helped me become more self- confident at work.					
Comment:					

CB5: The Road Map of Learning





BB2

BB2

Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning)

1. The Road Map of Learning Workshop Participant List

	Workshop No. and Title (if applicable):	1. Date and Time: 2. Venue:	1.	2.	
S/N	Name	Department	Job Position	Years of Work Experience	First Time of Participation in the Workshop

Facilitator:

Department and Position:

Signature:

2. The Road Map of Learning – Company Learning Strategy

After having analysed the learning needs that have been identified through the *Road Map of Learning* activity and taking into consideration each participating employee's short, medium, and long-term learning goals, the employer or the Human Resources department develops a scheme which will help build and implement a learning strategy for the specific employees, for at least the next six months.

The scheme should comprise and provide information on 4 axes, as follows:

1. Emergencies: *the current real lack of competences that impede the organisation/company from staying competitive.*

2. Priorities: the need to develop competences in order to fulfil future activities that the organisation/company should implement in order to stay innovative and competitive.

3. Readiness: how ready the organisation/company is to implement the Company Strategy of Learning, depending also on the level of readiness of the employees.

4. Funding: the cost, the possibility to find funds as well as the time needed to implement the Company Strategy of Learning.

The scheme should be followed by a list of suggested actions and activities to be adopted by the organisation/company for the suggested learning strategy to be implemented and produce result.

Company Learning Strategy from [dd/mm/yyyy] to [dd/mm/yyyy]:

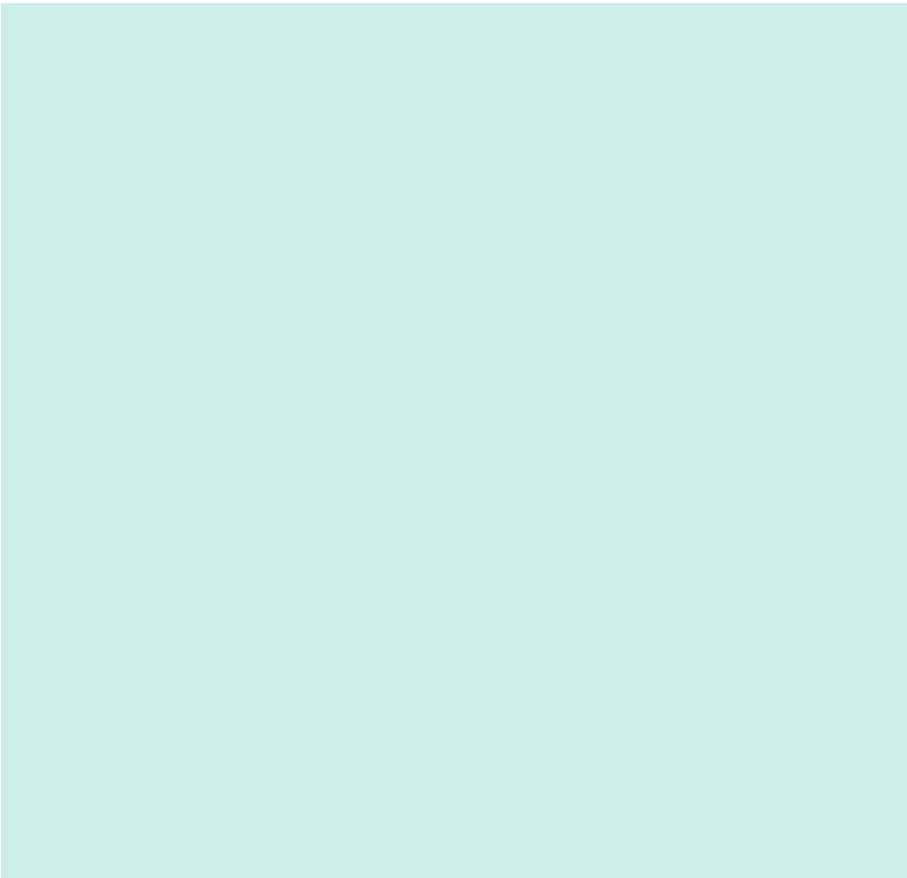
No of Employees it addresses:

Number of Departments it addresses:

Name(s) of Departments:

1. Emergencies	2. Priorities
3. Readiness	4. Funding

Actions to Take and Activities to Apply for Implementing the Company Learning Strategy



Author of Company Learning Strategy:
(Manager or HR Department Representative)

Department and Position:

Date:

Signature:



3. The Road Map of Learning Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The benefits of The Road Map of Learning activity were clearly explained to me. Comment:					
2. The instructions provided to me for the workshop part of the activity were adequate. Comment:					
3. I enjoyed the workshop (presentations by the facilitator, drawing my road map of learning, setting learning goals, and discussion). Comment:					
4. The time provided for the workshop part of the activity was sufficient. Comment:					
5. The activity helped me distinguish between formal, non-formal, and informal learning. Comment:					
6. Now, I am in a position to provide examples of the three types of learning. Comment:					
7. The activity helped me set short-term, mid-term, and long-term learning goals. Comment:					

8. The activity helped me set learning goals that can be achieved through the three types of learning.									
Comment:									
9. Now, I am in a position to set learning goals that are in alignment with my personal road map of learning.									
Comment:									
10. Now, I am in a position to set learning goals for my personal and professional development.									
Comment:									
11. The Road Map of Learning activity helped me reflect on my learning so far as well as on my learning needs.									
Comment:									
12. I am satisfied with the depth of the discussion on my road map of learning and my learning goals.									
Comment:									
13. The organisation/company can build on the results of the workshop part of the activity to provide me with well-targeted learning activities.									
Comment:									
14. What were, in your opinion, the strong points of The Road Map of Learning activity? Please provide your answer in the text box below.									
Answer:									
15. Would you like to change anything on The Road Map of Learning activity? If yes, please explain. Please provide your answer in the text box below.									
Answer:									
16. The Road Map of Learning activity was worthwhile overall.									
Comment:									

8.								
9.								
10.								
11.								
12.								
13.								
16.								

CB6: “Personal Training Account” Programme





BB3

BB3

Secure the long-term commitment of all stakeholders

1. Company Policy / “Personal Training Account” Programme Policy

[Please copy here the Company Policy content in which a provision on the "Personal Training Account" programme is integrated. Alternatively, please copy here the policy content developed particularly for the specific programme. This instruction must be erased upon completion of the template.]

2. "Personal Training Account" Programme – Registry of Beneficiaries

S/N	Employee	Position & Department	Training Programme/s Approved for Funding (Title and Provider)	Funding Period	Funding Details (Amount, No of Instalments etc.)	Employee Signature	Programme Coordinator Signature
1.				Example: 01/01/2023 – 30/12/2023			
2.							
3.							



3. "Personal Training Account" Programme Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

1. The benefits of participating in the "Personal Training Account" programme are clear to me.

Comment:

2. I enjoyed participating in a training programme fully funded by the organisation/company I work for.

Comment:

3. The grant amount provided by the organisation/company for my training was sufficient.

Comment:

4. The guidelines provided to me for applying for participating in the "Personal Training Account" programme were adequate.

Comment:

5. The support I received by the organisation/company on administrative tasks during my participation in the "Personal Training Account" programme was satisfactory.

Comment:

6. I would participate again in the "Personal Training Account" programme.

Comment:

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1.					
2.					
3.					
4.					
5.					
6.					

7. Would you like your organisation/company to keep providing the “Personal Training Account” programme? If yes, please explain.

Please provide your answer in the text box below.

Answer:

8. Would you like to change anything on the “Personal Training Account” programme? If yes, please explain.

Please provide your answer in the text box below.

Answer:

9. I would suggest the “Personal Training Account” programme to my colleagues.

Comment:

9.



CB7: Visual Thinking





BB2

BB2

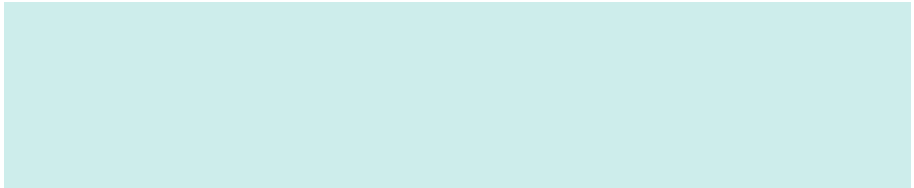
Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning)

1. Visual Thinking Participant Report

The participant in the activity must complete all the sections of this report, which will be taken into consideration for changes in the organisation's learning plan.

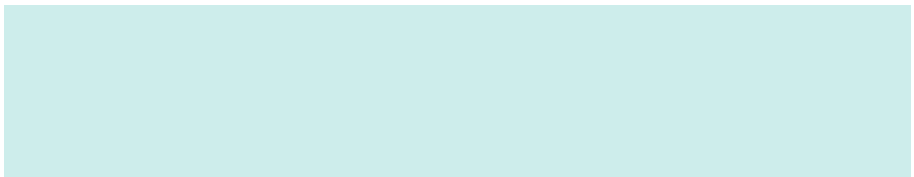
Name of Participant: _____

What is your projection of the organisations's future?

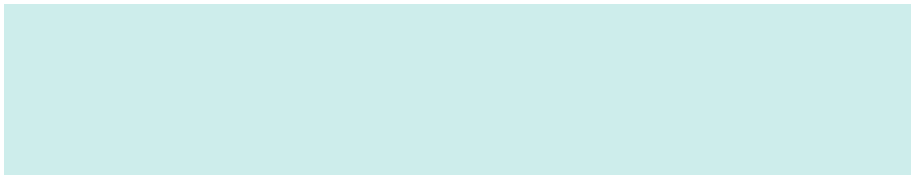


1. LEARNING STRATEGY OF THE ORGANISATION

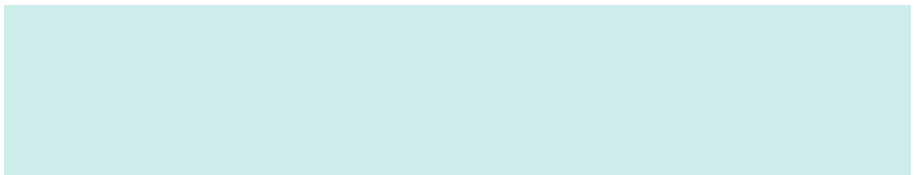
1. Describe your drawing in terms of the learning strategy of the organisation.



2. Describe the strengths and weaknesses of the organisation that will affect learning (internal aspects).

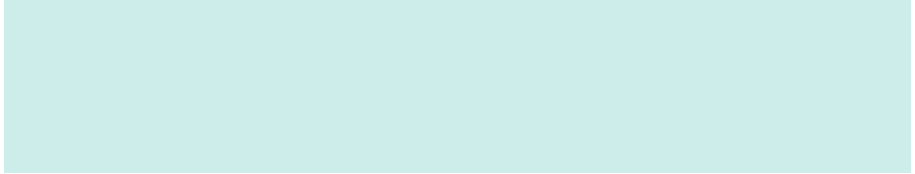


3. Describe any external aspects that will affect learning within the organisation.

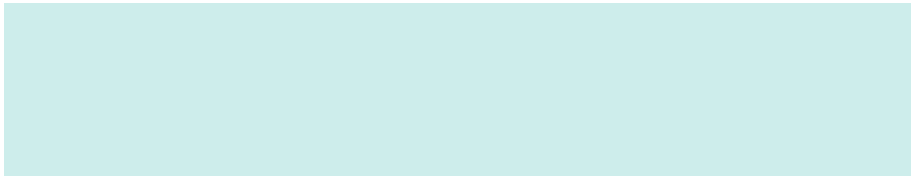


2. LEARNING OF THE INDIVIDUAL

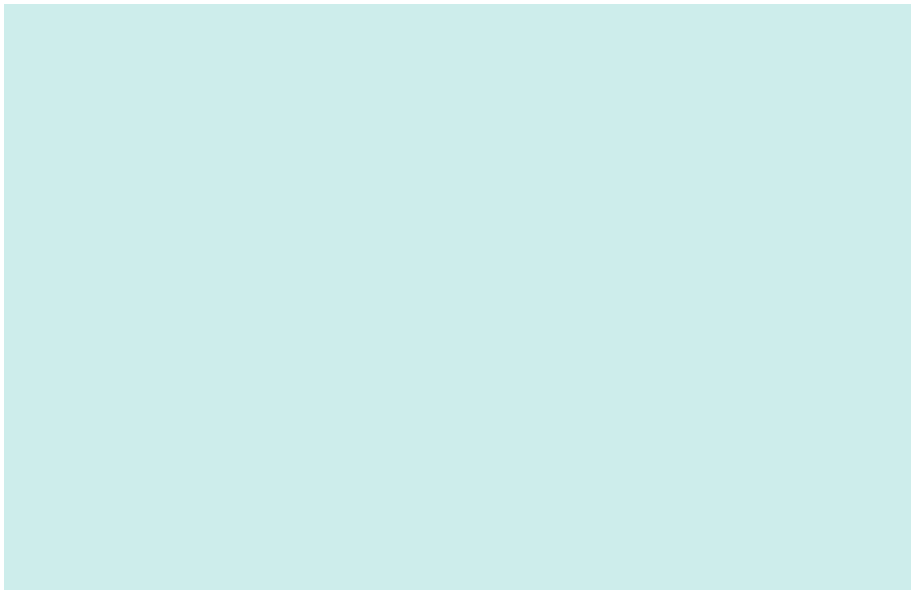
1. Explain how the learning strategy of the organisation will affect your own learning.



2. What is your own contribution to the organisation's projected future?



Please attach your drawing to this report.





2. Visual Thinking Participant List

Venue:		Date and Time:			
S/N	Name	Department	Position	Years of Work Experience	Signature
1.					
2.					
3.					

Facilitator Name:

Facilitator Department and Position:

Facilitator Signature:



3. Visual Thinking Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The information provided before the activity was sufficient.					
Comment:					
2. I enjoyed the activity as a whole.					
Comment:					
3. The activity was conducted in a professional manner.					
Comment:					
4. The activity was interesting.					
Comment:					
5. The activity was informative.					
Comment:					
6. The time provided for preparing the drawings was satisfactory.					
Comment:					
7. The time provided for the workshop was satisfactory.					
Comment:					

8. The workshop facilitator was effective.

Comment:

9. I am satisfied with the depth of the discussion during the workshop on the drawings, the learning strategy of the organisation, and my role within the context of this strategy.

Comment:

10. What were, in your opinion, the strong points of the activity?
Please provide your answer in the text box below.

Answer:

11. Would you like to change anything on the activity? If yes, please explain. Please provide your answer in the text box below.

Answer:

12. I feel that I have contributed to the development of the learning strategy of the organisation.

Comment:

13. My participation in the activity was worthwhile overall.

Comment:



8.



9.



12.



13.

4. Visual Thinking Participant Reflection Sheet

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	Neither I Agree, Nor I Disagree		I Strongly Disagree
		I Agree	I Disagree	
1. This activity has helped me link the learning strategy of the organisation with the vision of the organisation (projected in the future). Comment:				
2. This activity has sensitised me on important internal factors that can influence workplace learning. Comment:				
3. This activity has sensitised me on important external factors that may influence workplace learning. Comment:				
4. I can now "see" myself as part of the organisation's learning strategy. Comment:				

CB8: The DARN CAT Change Talk





BB5

BB5

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

1. The DARN CAT Change Talk Tool

Change Talk with the use of the DARN CAT Method

In the “Change Talk” activity, the individual makes **statements that are in favour of change.**

The change for the employee is about the **desire and motivation to learn in the workplace.**

The change for the employer is about the **readiness to take action to transform the organisation into a Learning Workplace.**

1. Preparatory Change Talk: DARN

D = Desire statements Statements indicating a desire to make a change. <i>Why do you want to make this change? I want, like, wish....</i>	
A = Ability statements One's self-efficacy or belief in their ability to make changes. <i>How might I be able to do it? I can, could, think ...</i>	
R = Reasons statements Statements that reflect the reasons one gives for considering a change. <i>What is one good reason for making this change? If I do that, then I.... It is a good reason, because...</i>	
N = Need statements Statements that indicate a need for change. The emphasis is more emotional rather than on a more cognitive reason. <i>How important is it and why? I need, must, have to, have got to...</i>	

2. Implementing Change Talk: CAT

C = Commitment Statements about intention and decision. <i>What do you intend to do? I will, intend, am ready, going to...</i>	
A = Activation (or Actuation) Statements about willingness, readiness, preparation. <i>What are you ready or willing to do? It indicates movement towards action yet hasn't been done. I'm ready to..., I am prepared to...</i>	
T = Taking steps This indicates that the person has already begun changing. <i>What have you done already? I have, did...</i>	



2. The DARN CAT Change Talk – Evaluation Questionnaire for Employees

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1. The benefits of participating in The DARN CAT Change Talk activity have been clearly explained to me.					
Comment:					
2. I enjoyed The DARN CAT Change Talk activity.					
Comment:					
3. The time provided to complete the tool (tables) was satisfactory.					
Comment:					
4. The content of the tool (tables) was understandable.					
Comment:					
5. The tool was appropriate for writing down my reflections on necessary changes in the workplace (how I need to change, how the workplace needs to change).					
Comment:					
6. Through the use of the tool, I identified how prepared and committed I am to invest time in learning.					
Comment:					
7. Through the use of the tool, I identified different incentives that can motivate me to work on my continuous professional development (C-PD).					
Comment:					

8. The results of the tool (content of the tables) reflect my real views regarding learning in the workplace.

Comment:

9. In the annual appraisal meeting, I felt comfortable to share my reflections on workplace learning.

Comment:

10. In the annual appraisal meeting, I received constructive feedback on the answers I provided on workplace learning through the tool.

Comment:

11. The tool is appropriate for enabling the discussion during the annual appraisal meeting.

Comment:

12. During The DARN CAT Change Talk activity I felt listened and heard.

Comment:

13. What are, in your opinion, the strong points of The DARN CAT Change Talk activity? Please provide your answer in the text box below.

Answer:

14. Would you like to change anything on The DARN CAT Change Talk activity? If yes, please explain. Please provide your answer in the text box below.

Answer:

15. After the completion of the activity, I feel ready to invest time in learning in the workplace.

Comment:

8.

9.

10.

11.



12.

15.






































3. The DARN CAT Change Talk – Evaluation Questionnaire for Employers

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

1. The benefits of using The DARN CAT Change Talk tool in the workplace have been clear to me.	1.					
Comment:						
2. The DARN CAT Change Talk activity was enjoyable.	2.					
Comment:						
3. The time provided to complete the tool (tables) was satisfactory.	3.					
Comment:						
4. The content of the tool (tables) was understandable.	4.					
Comment:						
5. The tool was appropriate for writing down reflections on necessary changes in the workplace (how the employees need to change, how the workplace needs to change).	5.					
Comment:						
6. Through the use of the tool, the participants can identify how prepared and committed they are to invest time into learning.	6.					
Comment:						
7. Through the use of the tool, the participants can identify different incentives that can motivate them to work on continuous professional development (CPD).	7.					
Comment:						

8. The results of the tool (content of the tables) reflect the real views of the participants in the activity regarding learning in the workplace.	Comment:
9. In the annual appraisal meeting, the employees had the opportunity to share freely their own reflections on workplace learning.	Comment:
10. In the annual appraisal meeting, the employees received feedback on the answers they provided on workplace learning through the tool.	Comment:
11. The tool is appropriate for enabling the discussion with the employees during the annual appraisal meeting, which helps develop an effective workplace learning strategy.	Comment:
12. The annual meeting on the aggregate activity results has led to the development of a strategy for the transformation of the workplace into a Learning Workplace.	Comment:
13. What are, in your opinion, the strong points of The DARN CAT Change Talk activity? Please provide your answer in the text box below.	Answer:
14. Would you like to change anything on The DARN CAT Change Talk activity? If yes, please explain. Please provide your answer in the text box below.	Answer:
15. After the completion of the activity, I feel ready to invest time in workplace transformation.	Comment:
16. After the completion of the activity, I feel ready to take actions to transform the organisation into a Learning Workplace.	Comment:

8.					
9.					
10.					
11.					
12.					
15.					
16.					

4. The DARN CAT Change Talk Meeting Report

Year:
Meeting Attendees (Names):
Report Date:

Participants in the Activity (No.):
Report Author (Name):
Report Author Signature:

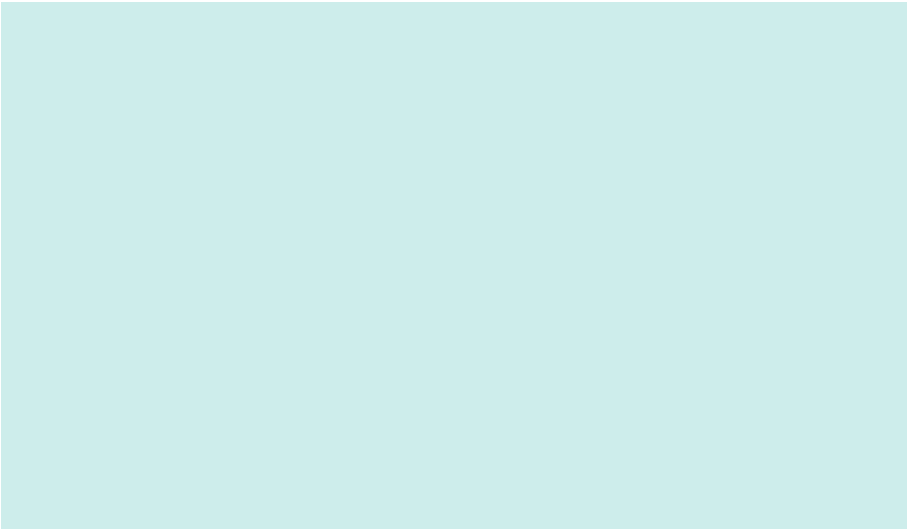
1. Preparatory Change Talk: DARN

D = Desire statements Statements indicating a desire to make a change. <i>Why do you want to make this change? I want, like, wish....</i>	Main Points and Conclusions (from all tools) <i>Text</i>
A = Ability statements One's self-efficacy or belief in their ability to make changes. <i>How might I be able to do it? I can, could, think ...</i>	Main Points and Conclusions (from all tools) <i>Text</i>
R = Reasons statements Statements that reflect the reasons one gives for considering a change. <i>What is one good reason for making this change? If I do that, then I.... It is a good reason, because...</i>	Main Points and Conclusions (from all tools) <i>Text</i>
N = Need statements Statements that indicate a need for change. The emphasis is more emotional rather than on a more cognitive reason. <i>How important is it and why? I need, must, have to, have got to...</i>	Main Points and Conclusions (from all tools) <i>Text</i>

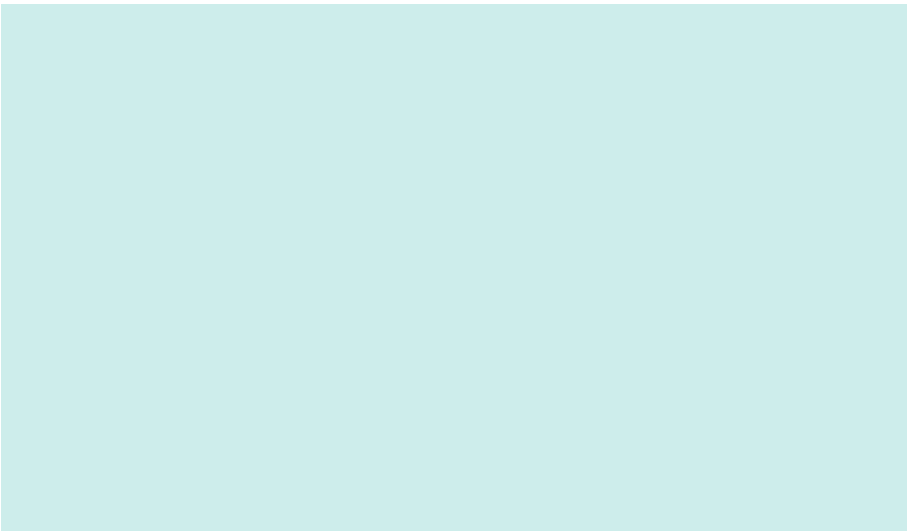
2. Implementing Change Talk: CAT

C = Commitment Statements about intention and decision. <i>What do you intend to do? I will, intend, am ready, going to...</i>	Main Points and Conclusions (from all tools) <i>Text</i>
A = Activation (or Actuation) Statements about willingness, readiness, preparation. <i>What are you ready or willing to do? It indicates movement towards action yet hasn't been done. I'm ready to..., I am prepared to...</i>	Main Points and Conclusions (from all tools) <i>Text</i>
T = Taking steps This indicates that the person has already begun changing. <i>What have you done already? I have, did...</i>	Main Points and Conclusions (from all tools) <i>Text</i>

General Conclusions:



Suggestions for the Organisations' Learning Plan for the Next Year:





CB9: What is Your Best Talent





BB5

BB5

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

1. What is Your Best Talent – Employee Competency Checklist

The *Employee Competency Checklist* has been created for HR executives who wish to categorise areas of employee competency, in order to design criteria for examining employees. The checklist can be updated, if necessary.

General Competency	
Business Attitude	
Valuable approaches and efforts demonstrated	
Aspiration for professional excellence on a daily basis	
Efforts for better proficiency and quality, etc.	
Enthusiasm and level of activity	
Emotional Confidence	
Fortitude	
Stability of emotional background	
Ability to handle emotional stress	
Ability to respond to workplace overloads, etc.	
Interpersonal Skills	
Ability to communicate with other people (clients or colleagues) clearly and politely	
Ability to explain complex or professional things in easy-to-understand manner	
Ability to maintain friendly relations with people, etc	

Cognitive Abilities	
Possibility to learn new knowledge or skills quickly	
Ability to process amounts of information and to grasp critical knowledge points	
Ability to memorise data operatively, etc.	
Problem Solving	
Ability to handle or address incoming problems or requests effectively	
Ability to generate proper solutions for incoming problems or requests promptly	
Work Ethics and Moral	
Image of a person among co-workers, managers, and customers	
How well a person keeps his promise	
How fairly a person treats his co-workers	
How reliable and honest a person is with co-workers	
What degree of individualism and careerism etc. a person shows	
Motivational patterns	

Technical Competency

Technical Skills

All work-specific skills which add professional worth to a person

Technical skills that are utilised in daily activities and duties of a professional

Level of craftsmanship (qualification, grade, class, certifications, etc.)

Term of practical service and field experience

Specific professional achievements and rewards

Workflow Procedures

Knowledge of specific business processes and working instructions

Precise adherence to corporate/industrial standards and workflows

Ability to follow and comply with strict corporate requirements, etc.

Personal Safety

Knowledge and adherence to operational standards and requirements on safety

Readiness to operate safety procedures and equipment

Mastery in using personal safety tools and kits

Use of Computers and Modern Communications

Basic and advanced computer skills (useful to professional activity)

Knowledge and mastery of professional IT tools: software and hardware

Mobile devices (mobile phones, handheld computational devices, etc.)

Administrative Competency

Organisation

Time management

Work planning

Goal setting

Self-organisation

Workplace organisation

Level of Corporate Engagement

Title and associated authority level
(recognized ability to make decisions)

Shareholding and compensation options

Informal worth to organisation (informal
ability to make decisions)

Trainings passed

Leadership and Managerial Skills

Effectiveness in organising team
members/subordinates

Respectfulness to the established
regulations and policies



2. What is Your Best Talent Participant List

Month:

Venue:		Date and Time:			
S/N	Name	Department	Position	Years of Work Experience	Signature
1.					
2.					
3.					

Facilitator Name:

Facilitator Department and Position:

Facilitator Signature:



3. What is Your Best Talent Evaluation Questionnaire

Please rate the following dimensions of the tool by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

1. The information provided before the activity was sufficient.

Comment:

2. I enjoyed the activity as a whole.

Comment:

3. The activity was conducted in a professional manner.

Comment:

4. The activity was interesting.

Comment:

5. The activity was informative.

Comment:

6. The time provided for preparing the videos was satisfactory.

Comment:

7. The time provided for the workshop was satisfactory.

Comment:

	I Strongly Agree	I Agree	Neither I Agree, Nor I Disagree	I Disagree	I Strongly Disagree
1.					
2.					
3.					
4.					
5.					
6.					
7.					

8. The workshop facilitator was effective.

Comment:

9. I am satisfied with the depth of the discussion during the workshop on the videos as well as on the strengths, skills, and competences of employees.

Comment:

10. What were, in your opinion, the strong points of the activity? Please provide your answer in the text box below.

Answer:

11. Would you like to change anything on the activity? If yes, please explain. Please provide your answer in the text box below.

Answer:

12. I feel that the activity has helped the organisation come to conclusions on the skills and competences that the employees need to improve.

Comment:

13. I enjoyed creating/watching videos on my/other employees' best talent.

Comment:

14. My participation in the activity was worthwhile overall.

Comment:



4. What is Your Best Talent – Employee Competency Report

Employee Name:
Employee Position:
Facilitator Name:
Facilitator Position:

Video Title (if any):

A. Short Description of the Video

B. Employee Skills and Competencies Identified
(Copy only the completed rows of the checklist)

C. Analysis and Conclusions

1. Describe the employee's skills and competencies, as pointed out by him/her. Describe the employee's skills and competences that you have identified.

2. Describe the weak points of the employee (skills and competencies that s/he needs to improve).

3. Describe the learning achieved by the employee through the activity.

4. Provide suggestions for the employee's development (personal and professional).

CB10: Professionalism Assessment Tool





BB7

BB7

Ensure that workplace learning is tailored to adult learners needs

1. Professionalism Assessment Tool (Test)

This assessment tool has been developed for the evaluation of your level of professionalism. Thank you in advance for taking the time to use the tool.

Exercise 1 (10 points)

Choose the correct answer(s).

1. While making a business phone call, you should not:

Select one:

- a. make notes while speaking.
- b. eat, drink or eat chewing gum.
- c. greet the other person.
- d. stop any other noises from the background.

2. Which of the following is important for effective speech?

Select one or more:

- a. Not to interrupt the customer when speaking.
- b. To show respect to the audience.
- c. None of the above.
- d. The tone of your speech to be high.

3. When you meet someone for the first time, what is the best way of addressing him/her?

Select one:

- a. To call him/her by words such as uncle, aunty etc.
- b. To call him/her by his/her last name with prefixes such as Mrs/Ms/Mr.
- c. To call him/her by his/her first name.
- d. There is no need to address him/her.

4. When you reach the reception of the company that you are visiting:

- 1. You should say a greeting.
- 2. You should identify yourself and your affiliation.
- 3. You should ask for the person to whom you would like to speak.

Which is the correct sequence of the above?

Select one:

- a. 1-3-2
- b. 3-1-2
- c. 3-2-1
- d. 1-2-3

5. Which of the following are ways to demonstrate professionalism?

Select one:

- a. To demonstrate loyalty.
- b. To exceed expectations.
- c. All the above.
- d. To keep your word.

6. What is one way to demonstrate professionalism at work?

Select one:

- a. To tell everyone private personal details about your boss.
- b. To help with a project and make sure that you get all of the credit.
- c. To treat others with respect.
- d. To take many breaks to gossip with other employees.

7. Why is keeping your word an important element of professionalism?

Select one:

- a. True professionals are trustworthy and dependable.
- b. Professionalism and keeping your word are not correlated.
- c. It is too difficult to remember different lies told to different people.
- d. Professionals often make commitments that they know they cannot keep.

8. All of the following are examples of effective communication skills except for:

Select one:

- a. Eye contact.
- b. Calm voice.
- c. Crossed arms.
- d. Open body posture.

9. Which of the following is not a way to show that you are listening to someone?

Select one:

- a. To nod.
- b. To make eye contact.
- c. To turn your body away from the speaker.
- d. To ask questions.

10. Which of the following describe professionalism in the workplace?

Select one or more:

- a. To arrive on time.
- b. To become an expert at your job.
- c. To dress appropriately.
- d. To commit yourself to workplace ethics.

2. Professionalism Assessment Tool (Test) (Correct Answers)

This assessment tool has been developed for the evaluation of your level of professionalism. Thank you in advance for taking the time to use the tool.

Exercise 1 (10 points)

Choose the correct answer(s).

1. While making a business phone call, you should not:

Select one:

- a. make notes while speaking.
- b. eat, drink or eat chewing gum.
- c. greet the other person.
- d. stop any other noises from the background.

2. Which of the following is important for effective speech?

Select one or more:

- a. Not to interrupt the customer when speaking.
- b. To show respect to the audience.
- c. None of the above.
- d. The tone of your speech to be high.

3. When you meet someone for the first time, what is the best way of addressing him/her?

Select one:

- a. To call him/her by words such as uncle, aunty etc.
- b. To call him/her by his/her last name with prefixes such as Mrs/Ms/Mr.
- c. To call him/her by his/her first name.
- d. There is no need to address him/her.

4. When you reach the reception of the company that you are visiting:

- 1. You should say a greeting.
- 2. You should identify yourself and your affiliation.
- 3. You should ask for the person to whom you would like to speak.

Which is the correct sequence of the above?

Select one:

- a. 1-3-2
- b. 3-1-2
- c. 3-2-1
- d. 1-2-3

5. Which of the following are ways to demonstrate professionalism?

Select one:

- a. To demonstrate loyalty.
- b. To exceed expectations.
- c. All the above.
- d. To keep your word.

6. What is one way to demonstrate professionalism at work?

Select one:

- a. To tell everyone private personal details about your boss.
- b. To help with a project and make sure that you get all of the credit.
- c. To treat others with respect.
- d. To take many breaks to gossip with other employees.

7. Why is keeping your word an important element of professionalism?

Select one:

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- c. It is too difficult to remember different lies told to different people.
- d. Professionals often make commitments that they know they cannot keep.

8. All of the following are examples of effective communication skills except for.

Select one:

- a. Eye contact.
- b. Calm voice.
- c. Crossed arms.
- d. Open body posture.

9. Which of the following is not a way to show that you are listening to someone?

Select one:

- a. To nod.
- b. To make eye contact.
- c. To turn your body away from the speaker.
- d. To ask questions.

10. Which of the following describe professionalism in the workplace?

Select one or more:

- a. To arrive on time.
- b. To become an expert at your job.
- c. To dress appropriately.
- d. To commit yourself to workplace ethics.

3. Professionalism Assessment Record

Year:

S/N	Employee Name	Employee Department	Employee Job Position	1st Assessment Date & Score (%)	Learning Solution/s Suggested for the Employee	Comments (Provider, Duration, etc.)	2nd Assessment Date & Score (%)	Recommendations

4. Professionalism Assessment Tool Evaluation Questionnaire

Please rate the following dimensions of the activity by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

1. The benefit of having my skills assessed was clearly explained to me.

Comment:

2. I enjoyed the assessment process.

Comment:

3. The time provided to me to complete the assessment tool (test) was satisfactory.

Comment:

4. The content of the assessment tool (test) was appropriate.

Comment:

5. The results of the assessment tool (test) reflect the real state of my skills in the specific area.

Comment:

6. What are, in your opinion, the strong points of the assessment tool (test)? Please provide your answer in the text box below.

Answer:

7. Would you like to change anything on the assessment tool (test)? If yes, please explain. Please provide your answer in the text box below.

Answer:

8. The assessment tool (test) was effective overall.

Comment:

Strongly Agree

Agree

Neither I Agree, Nor I Disagree

Disagree

Strongly Disagree

1.

2.

3.

4.

5.

8.

Strongly Agree

Agree

Neither I Agree, Nor I Disagree

Disagree

Strongly Disagree

Strongly Agree

Agree

Neither I Agree, Nor I Disagree

Disagree

Strongly Disagree

Strongly Agree

Agree

Neither I Agree, Nor I Disagree

Disagree

Strongly Disagree

Strongly Agree

Agree

Neither I Agree, Nor I Disagree

Disagree

Strongly Disagree

Strongly Agree

Agree

Neither I Agree, Nor I Disagree

Disagree

Strongly Disagree

Strongly Agree

Agree

Neither I Agree, Nor I Disagree

Disagree

Strongly Disagree

Strongly Agree

Agree

Neither I Agree, Nor I Disagree

Disagree

Strongly Disagree

152

CB11: Team Building Skills Assessment Tool





BB7

BB7

Ensure that workplace learning is tailored to adult learners needs

1. Team Building Skills Assessment Tool (Test)

This assessment tool has been developed for the evaluation of your team building/teamwork skills. Thank you in advance for taking the time to use the tool.

Exercise 1 (25 points)

Read the statements below and indicate (X) if they are True or False.

	True	False
1. Recognition from other team members can improve your productivity.		
2. Effective communication is the most important principle in teamwork.		
3. Diversity does not help teamwork.		
4. It is important to set specific and clearly defined goals when starting a team task.		
5. A member of a team should only have a positive attitude.		
6. Collaborative tasks in the workplace can help lift every member of your team to the next level.		
7. Teamwork includes autonomy and leadership.		
8. Teamwork is the same as collaboration.		
9. Compromising is one technique that promotes teamwork.		
10. Different status cannot provoke conflict between team members.		

Exercise 2 (25 points)

How would you define the term “teamwork?”

Exercise 3 (25 points)

Answer the questions and choose the correct answer to the questions below.

2. The characteristics of successful teamwork are:

- a. b. c. d.

3. Unwillingness to cooperate can exhibit:

- a. Selfish behaviours.
- b. Team spirit.
- c. Compromise.
- d. Impeded progress.

4. The best approach when first getting to a team is:

- a. To have a quiet interest in getting to know your colleagues better.
- b. To try to find a line of argument to refute unsound propositions that other team members have.
- c. To set goals and find a strategic way to implement them.
- d. To set rules.

5. If suddenly a difficult task with limited time and unfamiliar people is given to team members, they should:

- a. Be ready to work with the person who showed the most positive approach, irrespective of how difficult s/he might be.
- b. Try to find a way of reducing the size of the task by establishing what different individuals might best contribute.
- c. Retain a steadiness of purpose in spite of the pressures.
- d. Prepare themselves to take a positive lead, if they feel that the group is making no progress.

6. List four factors that lead to poor teamwork:

- a.
- b.
- c.
- d.

Exercise 4 (25 points)

Read the case study below and answer the questions.

The team for this project was created in ten minutes. The new product had to be launched to the market within a month and the director did not have time to waste. One representative of the following departments was selected: Marketing, R&D, Sales and Training and Development Department. We did not know each other and did not have time to do so. In the first meeting, Paola from the marketing department set the goals and the plan. Although the R&D representative argued that the timeline was unrealistic, Paola seemed not to even listen to him. In addition, nobody supported his argument and we all followed Paola's plan, who had just become the leader of the team by herself. She has great self-confidence and nobody could say something different from her, as she was the Director of the Marketing Department for five years. In five days from then we had arranged a meeting to present the way each department would proceed. Paola was just setting the meetings and we were agreeing, although most of the time the deadlines were very strict. The sales representative missed every single group meeting and showed up almost at the end of the project asking for help and claiming that he was very busy during that time. Finally, the new project was launched in the market within a month, but it had no success among the clients.

Questions:

1. What was the problem? Please list three possible issues.

2. What would you do in order to improve things? Please list three possible solutions.

2. Team Building Skills Assessment Tool (Test) (Correct Answers)

This assessment tool has been developed for the evaluation of your team building/teamwork skills. Thank you in advance for taking the time to use the tool.

Exercise 1 (25 points)

Read the statements below and indicate (X) if they are True or False.

	True	False
1. Recognition from other team members can improve your productivity.	X	
2. Effective communication is the most important principle in teamwork.	X	
3. Diversity does not help teamwork.		X
4. It is important to set specific and clearly defined goals when starting a team task.	X	
5. A member of a team should only have a positive attitude.	X	
6. Collaborative tasks in the workplace can help lift every member of your team to the next level.	X	
7. Teamwork includes autonomy and leadership.	X	
8. Teamwork is the same as collaboration.		X
9. Compromising is one technique that promotes teamwork.	X	
10. Different status cannot provoke conflict between team members.	X	

Exercise 2 (25 points)

How would you define the term “teamwork?”

Teamwork is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way. This concept is seen within the greater framework of a team, which is a group of interdependent individuals who work together towards a common goal.

Exercise 3 (25 points)

Answer the questions and choose the correct answer to the questions below.

1. The characteristics of successful teamwork are:

- a. Communication b. Respect c. Trust d. Focus on achieving collective results

2. Unwillingness to cooperate can exhibit:

- a. Selfish behaviours.
b. Team spirit.
c. Compromise.
d. Impeded progress.

3. The best approach when first getting to a team is:

- a. To have a quiet interest in getting to know your colleagues better.
b. To try to find a line of argument to refute unsound propositions that other team members have.
c. To set goals and find a strategic way to implement them.
d. To set rules.

4. If suddenly a difficult task with limited time and unfamiliar people is given to team members, they should:

- a. Be ready to work with the person who showed the most positive approach, irrespective of how difficult s/he might be.
b. Try to find a way of reducing the size of the task by establishing what different individuals might best contribute.
c. Retain a steadiness of purpose in spite of the pressures.
d. Prepare themselves to take a positive lead, if they feel that the group is making no progress.

5. List four factors that lead to poor teamwork:

- a. Bad communication.
- b. No clear and defined goals.
- c. Lack of role clarity.
- d. Clash of values.

Exercise 4 (25 points)

Read the case study below and answer the questions.

The team for this project was created in ten minutes. The new product had to be launched to the market within a month and the director did not have time to waste. One representative of the following departments was selected: Marketing, R&D, Sales and Training and Development Department. We did not know each other and did not have time to do so. In the first meeting, Paola from the marketing department set the goals and the plan. Although the R&D representative argued that the timeline was unrealistic, Paola seemed not to even listen to him. In addition, nobody supported his argument and we all followed Paola's plan, who had just become the leader of the team by herself. She has great self-confidence and nobody could say something different from her, as she was the Director of the Marketing Department for five years. In five days from then we had arranged a meeting to present the way each department would proceed. Paola was just setting the meetings and we were agreeing, although most of the time the deadlines were very strict. The sales representative missed every single group meeting and showed up almost at the end of the project asking for help and claiming that he was very busy during that time. Finally, the new project was launched in the market within a month, but it had no success among the clients.

Questions:

1. What was the problem?

- Lack of communication.
- Lack of team leader.
- No time lines for each task asked.
- No team spirit.
- Lack of collaboration.

2. What would you do in order to improve things?

- Get to know each other.
- Brainstorm.
- Set collective goals and time lines.
- Ask for feedback.
- Avoid conflict through a communication and team spirit approach.
- Appoint a capable team leader with experience in managing teams.

3. Team Building Skills Assessment Record

Year:

S/N	Employee Name	Employee Department	Employee Job Position	1st Assessment Date & Score (%)	Learning Solution/s Suggested for the Employee	Comments (Provider, Duration, etc.)	2nd Assessment Date & Score (%)	Recommendations

4. Team Building Skills Evaluation Questionnaire

Please rate the following dimensions of the activity by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

1. The benefit of having my skills assessed was clearly explained to me.

Comment:

2. I enjoyed the assessment process.

Comment:

3. The time provided to me to complete the assessment tool (test) was satisfactory.

Comment:

4. The content of the assessment tool (test) was appropriate.

Comment:

5. The results of the assessment tool (test) reflect the real state of my skills in the specific area.

Comment:

6. What are, in your opinion, the strong points of the assessment tool (test)? Please provide your answer in the text box below.

Answer:

7. Would you like to change anything on the assessment tool (test)? If yes, please explain. Please provide your answer in the text box below.

Answer:

8. The assessment tool (test) was effective overall.

Comment:

Strongly Agree

Agree

Neither I Agree, Nor Disagree

Disagree

Strongly Disagree

1.

2.

3.

4.

5.

8.

166

CB12: Company Wiki





BB9

BB9

Assure the quality of adult learning in the workplace

1. Company Wiki Evaluation Questionnaire

Please rate the following dimensions of the activity by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

1. I am well aware of how to use the Company Wiki.
Comment:
2. The Company Wiki is useful for me to gain information about the organisation/company.
Comment:
3. I contribute to creating content for the Company Wiki at least once a year.
Comment:
4. I like contributing to creating content for the Company Wiki.
Comment:
5. I access the Company Wiki at least once a month.
Comment:
6. I prefer reading the Company Wiki than contributing to its development.
Comment:
7. I think that the Company Wiki's content is appropriate.
Comment:
8. I think that the Company Wiki's content is still poor and needs to be upgraded.
Comment:
9. I would like the Company Wiki to be sustained and further enriched by the organisation/company.
Comment:

Strongly Agree

Agree

Neither I Agree, Nor I Disagree

Disagree

Strongly Disagree

1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

2. Company Wiki Evaluation Report

Please rate the following dimensions of the activity by circling the respective emoticon or by providing your answer in the text boxes, depending on the question (the text boxes can be also used for providing your comments):

No. of Employees having evaluated Company Wiki:

Person Responsible for the Report:

Department:

Job Position:

Date:

Signature:

1. I am well aware of how to use the Company Wiki.

Comments (Summary):

2. The Company Wiki is useful for me to gain information about the organisation/company.

Comments (Summary):

3. I contribute to creating content for the Company Wiki at least once a year.

Comments (Summary):

4. I like contributing to creating content for the Company Wiki.

Comments (Summary):

5. I access the Company Wiki at least once a month.

Comments (Summary):

6. I prefer reading the Company Wiki than contributing to its development

Answers (Summary):

7. I think that the Company Wiki's content is appropriate.

Answers (Summary):

8. I think that the Company Wiki's content is still poor and needs to be upgraded.

Comments (Summary):

9. I would like the Company Wiki to be sustained and further enriched by the organisation/company.

Comments (Summary):



CB12: Company Wiki





BB9

BB9

Assure the quality of adult learning in the workplace

1. General Procedure of Training Opportunities Surveillance

The procedure below describes the basic steps that the organisation should take regarding how the search, analysis, and selection of training proposals should work.

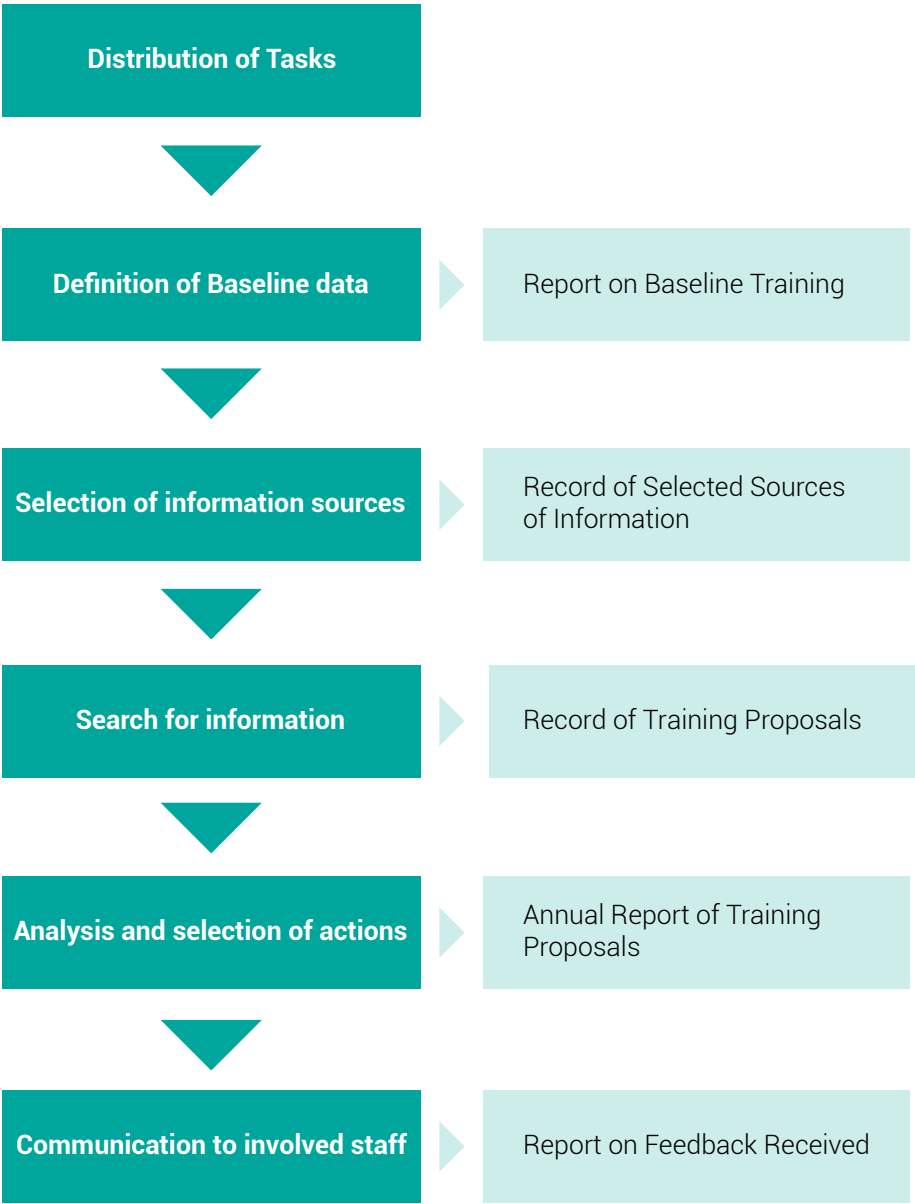


Figure 1: Scheme of General Procedure of Training Opportunities Surveillance

• **Definition of Baseline Data**

In order to improve the skills of the staff, it will be necessary to know which is the starting level. In this way, a correct level of training will be proposed.

A record of the staff including the formal and non-formal skills will be useful.

Key search factors can also be defined depending on the main interests of the organisation. These factors will define the basis on which the search for training opportunities will be based; the result depends to a large extent on the correct definition of these factors.

• **Sources of Information**

Based on the key factors defined in the previous section, the sources to be used for the collection of information have to be selected.

It will be necessary to know the different types of information sources, as well as to identify and select those that provide up-to-date and accurate information.

A record of the selected sources of information should be created.

• **Search for Information**

In order to start the collection of information, it will be necessary to send instructions to the staff members who have been assigned this task. They should have access to a record of training proposals and to the record of information sources.

The record of training proposals should include at least the following data: identification of the person entering the record, key factor to which the proposal responds, description of the training activity, expected benefits for the organisation from the training, personnel for whom the training is proposed, and costs of the training.

Thanks to the common record of training proposals, networking will be allowed and encouraged, since the same information can be relevant for different areas and people within the organisation.

• **Filtering and Analysis of Information**

As a result of the systematic search for information, a record of training proposals will be produced.

In order to make decisions, it is not enough to have the right information; it is also necessary to evaluate and analyse in order to select the most useful information and present it in a comprehensible way.

Filtering and analysing the information is a critical phase. The person or the team in charge of this task must put the identified information into context in order to "translate" it into knowledge and compare it with the knowledge and know-how already existing within the organisation.

The process of analysis, evaluation, and selection of new training activities can be supported by other activities developed within the LEARN project, especially those developed to ensure that adult learning in the workplace responds to employers and adult learners' needs (BB7 and BB8).

From this analysis, at least an annual report must be produced, aiming at supporting strategic decision-making.

Based on it, the HR department and the management will be able to update the organisation's training plan or to implement specific training activities.

- **Communication to the Staff**

The results of the process of training opportunities surveillance must be shared with the staff. In this way, knowledge is shared and an optimal learning environment is created. Access to the information can be restricted to only those people within the organisation who are deemed appropriate.



2. Record of Distribution of Tasks

This record collects data on the distribution of tasks corresponding to each phase of the *Training Opportunities Surveillance* activity.

Distribution of Tasks	Who	When	LEARN Activity to Facilitate this Task (if any)	Expected Outcome
Definition of Baseline Data	Example: HR Department and management representatives	Example: 3rd week of January	Example: Activities BB2	Report on baseline training situation
Selection of Information Sources	Example: HR Department representative	Example: 4th week of January	Example: Activities BB2	Record of selected sources of information
Search for Information	Example: Heads of Departments	Example: February to December	Example: Activities BB2	Record of training proposals
Analysis and Selection of Actions	Example: HR Department representative and Heads of Departments	Example: 1st week of December	Example: Activities BB7 and BB8	Annual report of selected training
Communication to Involved Staff	Example: HR Department representative and Heads of Departments	Example: 2nd week of December		Report on feedback received

3. Record of Selected Sources of Information

The sources of information must be diverse and provide up-to-date and accurate information on areas of training that cover the future needs of the organisation.

The process of selection of sources of information may be supported by other activities developed within the LEARN project, such as those ensuring that adult learning in the workplace puts learners on a life-long learning pathway (and is supported by guidance systems and validation of prior learning) (BB2).

This record compiles an extensive list of information sources that will go through a selection process.

If key factors are defined, all the suggested sources of information must be aligned with any of them.

Sources of Information	Type	Key Factors (if any)	Selected (Yes/No)	Comments
Example: Catalogue of training Academy A	Example: Training providers	Example: Technology A	Yes	
Example: Annual Congress on Tech X	Example: Trade fairs and events	Example: Technology B	Not	Check next year
Example: Website Company X	Example: Competitor's information	Example: Technology C	Not	
Example: Sector X association bulletin	Example: News about the organisation's sector of activity	Example: Commercial strategy A	Yes	
Example: Influencer X youtube channel	Example: Opinions on the sector of activity (experts, users)	Example: Commercial strategy B	Yes	
Example: Legal actualisation service X	Example: Publications of interest (regulations, patents, bulletins)	Example: Internationalisation Country A	Yes	

4. Record of Training Proposals

The staff members who have been assigned the task of searching and collecting information should have access to this Record of Training Proposals.

Thanks to the common record of training proposals, networking will be allowed and encouraged: the same information can be relevant to different areas and can be used by different departments of the organisation.

It is preferable for this record to be electronic and it should include at least the following data:

Person Entering the Record	Training Proposal	Key Factors (if any)	Source	Description	Expected Benefits	Time Needed	Who to be Trained	Cost
Example: Person A	Example: Title: Building Chatbots in Python Link: X	Example: Technology A	Influencer X YouTube channel	Example: Course on programming commercial bots by Python. Fundamentals of how to build conversational bots using rule-based systems as well as machine learning	Example: Improving customer service through the company's website. Cost reduction in customer service tasks.	Example: 400 hours	Example: 2 technicians ICT Dept.	Example: 1000 € each

5. Annual Report on Selected Training

The *Annual Report on Selected Training* will present the definitive list of training proposals that have been approved by the organisation and will be implemented.

Approved Training	Key Factors (if any)	Source	Description	Expected Benefits	Time Needed	Who to be Trained	Dates	Cost
Example: Title: Building Chatbots in Python Link: www.x.com	Example: IC Technology	Influencer X youtube channel	Example: Course on programming commercial bots by Python. Fundamentals of how to build conversational bots using rule-based systems as well as machine learning	Example: Improving customer service through the company's website. Cost reduction in customer service tasks.	Example: 400 hours	Example: 1 technician ICT Dept. Person A	Example: 15th January to 15th June Online training on demand	Example: 1000 €

