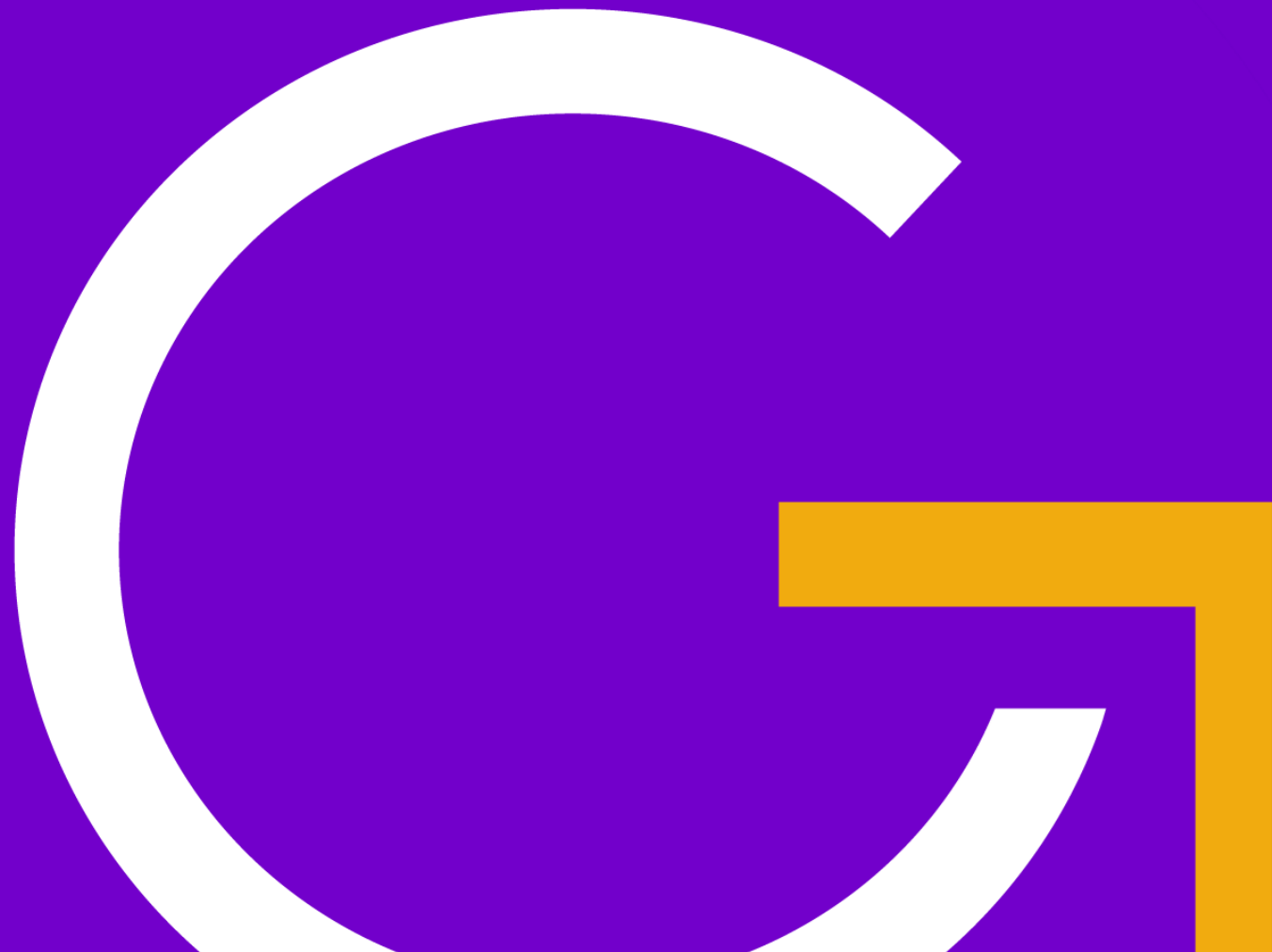# Training Module 2
Learning at the workplace

Session 1 - Introduction to the learning at the workplace

Session 2 - Introduction to the learning at the workplace

Learning at the workplace

Growing

Structure of the session

Welcome & Icebreaker

- Expectations and challenges of the participants

Introduction to the Learning at the Workplace approach

- Types &Methods of Learning at the Workplace
- Classroom Training – a 6 step process for Facilitation
- On the job training: Buddy system

Sum up of the activities

- Scenario
- Brainstorming about the types and methods of learning at the workplace
- Dreaming Method
- Video: The first weeks of a new employee

Welcome & Icebreaker!

- What are your expectations of this session? What do you expect to learn?
- What are the challenges that you may face during this session?

The aim of Session 1 – Module 2 "Learning at the workplace" is to

- help SMEs Managers and HR Managers to acquire a basic understanding of the "Learning at the workplace" and the importance of promoting a "learning organisation" in their SMEs, how it works and what skills they need to promote it;
- recognize the most popular types of learning methods and opportunities available to SMEs;
- design and understand what on the job training is and how it can be implemented in a SME.

Learning at the Workplace

Lecture 1

What is "Learning at the workplace?"

Why is it important for an SME Manager or an HR Manager?

Growing

What is "Learning at the workplace?"

"

learning within a company … is the process of increasing the knowledge, the skills, and the capabilities of people".

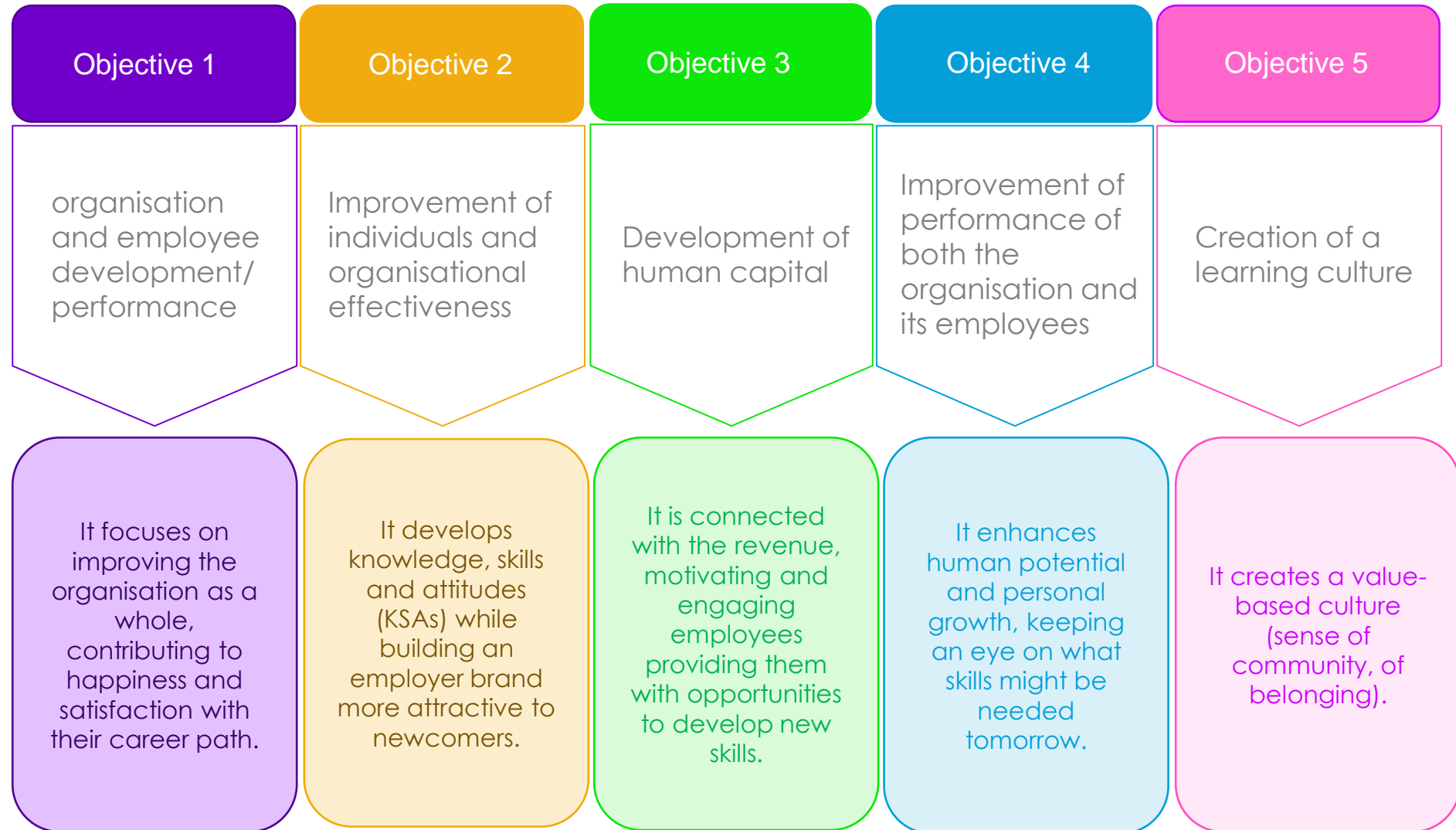*Harbison and Myers (1964)*

"

Learning at the Workplace

Lecture 1

What is "Learning at the workplace?"

Why is it important for an SME Manager or an HR Manager?

Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
organisation and employee development/ performance	Improvement of individuals and organisational effectiveness	Development of human capital	Improvement of performance of both the organisation and its employees	Creation of a learning culture
It focuses on improving the organisation as a whole, contributing to happiness and satisfaction with their career path.	It develops knowledge, skills and attitudes (KSAs) while building an employer brand more attractive to newcomers.	It is connected with the revenue, motivating and engaging employees providing them with opportunities to develop new skills.	It enhances human potential and personal growth, keeping an eye on what skills might be needed tomorrow.	It creates a value-based culture (sense of community, of belonging).

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Learning at the Workplace

Lecture 1

What is "Learning at the workplace?"

Why is it important for an SME Manager or an HR Manager?

"

Generally, education and training that are offered to any kind of business should be delivered in a way that suits their working environment, operations, and preferred learning methods, always aiming at the 'business' growth, especially for SMEs who have been mostly affected by the pandemic. SMEs and their employees tend to opt for activity-based learning, as opposed to knowledge-based learning. It is crucial that managers, directors, business owners choose **the training that is linked with the business' goals, it corresponds to the size of the SME, and serves the company's and the employees' needs.**

"

Growing

Learning at the Workplace

Lecture 1

What is "Learning at the workplace?"

Why is it important for an SME Manager or an HR Manager?

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Benefits

Economic Benefits - potential increase in wages. - improved employability. Enabling workers to better acquire knowledge by linking (old and new) learned concepts to practical applications contributes to them addressing the deficiencies in their skills, knowledge and experiences that can be of economic value to organisations.

Well-being - Better physical & mental health. -Improvement of people's perception of their own health. - Increase in life satisfaction. - Stimulation of self-confidence. - Opportunities for employees to serve as trainers and mentors, and being recognized as responsible, experienced employees. - Breaks the monotony of work. -Different attitude towards the employer. - Reduces the likelihood of people smoking and consuming alcohol while increasing the likelihood of exercising.

Social - Improved disposition to voluntary and community activities. - Increased engagement with the community, political participation and civic activity. - Development of basic work habits and occupational identity.

Innovation - Address the problem of inadequate skills. -Increased skills and competencies. - Increased innovation performance. -Advanced economic competitiveness with other firms.

Motivation - Sense of loyalty and commitment to the company. - Higher rate of staff retention. - Serves as an indicator in the recruitment process. - Shows employees' availability, readiness and matching with the company.

Learning vs Training - Training is "knowledge transfer in classroom setting", while learning is "knowledge transfer in any setting". Learning is a process of acquiring new knowledge, skills and behaviours as a result of a practice, study or experience. Learning encompasses the person, the team and the organisation. On the other hand, training is a form of learning, but it is not the only one.

Learning at the Workplace

Activity 2

How to introduce a new training scheme in the company

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Scenario: *"You want to introduce a new training scheme in your company, but most of your employees are negative and unwilling to follow you. How will you convince them about its usefulness? What arguments are you going to use?"*

The participants have 2-3 minutes to present their arguments. They can play also some "role plays" in groups of 2-3.

Reflection after the activity:

➲ "How did this activity make you feel?

➲ Did you learn something new?"

Learning at the Workplace

Activity 3

Brainstorming about the types and methods of learning at the workplace

Prioritize the methods of learning at the workplace presented below based on two criteria *(1) the easiest to apply (2) the most effective into your company.*

• **Classroom training**	• **eLearning**
• **On the job training**	• **Personal Development**
• Flipped classroom	• Job Rotation/Job Shadowing
• **Coaching**	• **Social Learning**
• Mentoring	• Blended Learning

Reflection after the activity:

➲ Are you familiar with any of these learning types? If yes, which one?

➲ Have you implemented any of this in your SME?

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Types - Adults learning in the workplace can be:

➢ **Formal:** It occurs in an organized and structured environment and is explicitly designated as learning (in terms of objectives, time, or resources) and leads to a formal qualification (or part-qualification). This kind of learning might take place within a VET/apprenticeship-type programme (including at higher levels) or in short-cycle higher education programmes.

➢ **Non-formal:** It occurs in an organized and structured environment and is explicitly designated as learning (in terms of objectives, time, or resources) but does not lead to a formal qualification. This kind of learning might, for instance, be employer-based training or courses, self-study, or job-shadowing (experiential learning)

➢ **Informal:** It results from daily activities at the workplace which are not specially organised or structured, it does not lead to a formal qualification. This kind of learning might include peer learning, exchanges with colleagues, or learning by doing (social learning)

Learning at the Workplace

Lecture 2

Types and Methods of Learning at the workplace

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The 70 – 20 – 10 Rule Framework

- 70% of our time we learn from experiences or on the job (experiential learning)

- 20% we learn by interacting with other people (social learning)

- 10% of our learning comes from structured formal learning (formal learning)

So, when you need to select a learning method for your SME, you should consider at a first place "in what way people learn best?"

➢ **Question**:

Which of the abovementioned learning methods do fall under the 70 – 20 – 10 rule?

70 Experience	20 Exposure	10 Training

Growing

➢ **Answer:**

70 Experience	20 Exposure	10 Training
On the job training	Coaching	Classroom training
Job Rotation/Job Shadowing	Mentoring	Flipped classroom
Projects and special assignments	Personal Development	eLearning
internships	Social Learning	Blended learning
	feedback	workshops
	Communities of practice	webinars
	Collaboration platforms	

Learning at the Workplace

Lecture 2

Types and Methods of Learning at the workplace

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Learning at the Workplace

Lecture 3

Classroom Training

A 6-step process & Tips for Facilitation

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To train people on a particular subject you need to be good at two things; (a) the subject/domain and (b) training people.

It is not difficult to prepare interesting and effective training experiences, but you need to know the basics of teaching methods for classroom training and you need to know your learners.

So, there are various methods for the "art of training", however we have selected a practical one, tailored to SMEs needs and we are going to share it with you!

To prepare and delivery successfully a classroom training, it can be a "6 step process".

Learning at the Workplace
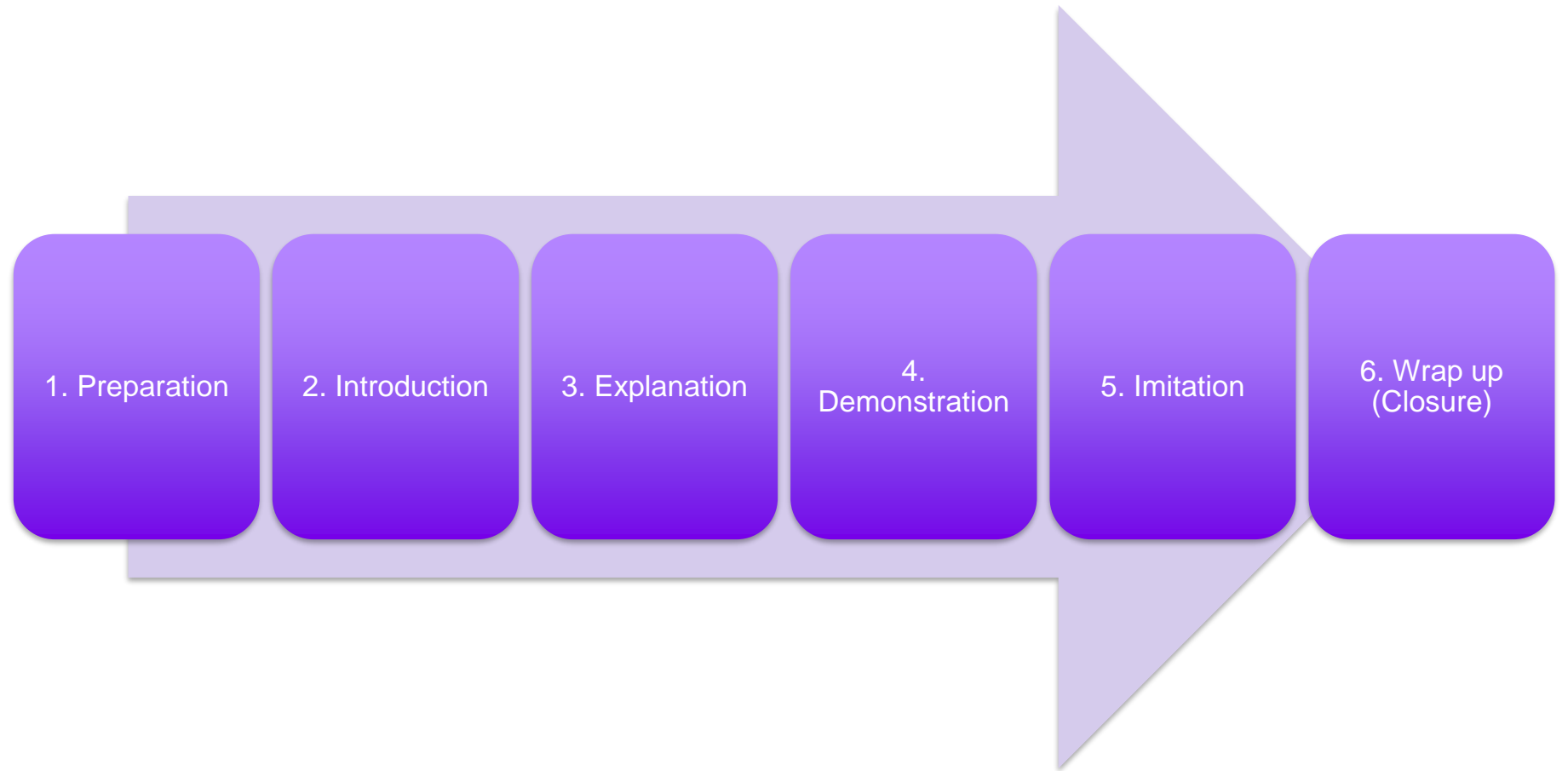
Lecture 3

Classroom Training

A 6-step process & Tips for Facilitation

Step 1: Preparation

In this phase you need to consider:

- Who are the people you are training? Who are your learners? What is their background?

- What are the target audience's performance gaps? Or what is the knowledge problem?

- Why do they need the training? What will they gain? (Motivation)

- Where is the best *place*? And when is the best *time*?

- What do you want to achieve? What are the *desired outcomes*?

- How do you train them & in which order? (Content of the course and sequence)

- What is the budget for this course?

You have also to consider the administration tasks, materials, equipment, supplies, environment.

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Learning at the Workplace

Lecture 3

Classroom Training

A 6-step process & Tips for Facilitation

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Learners and Communication:

- Invite the participants
- Confirm attendees (roster)
- Send e-mail to attendees with information on the rational, learning objectives, venue, etc. Tell them what they will learn.
- Provide any pre-training instructions and/or materials. Inform them about any task they need to complete before the training.

Training Room:

- Book the venue (if applicable) or find a room according to your needs
- Arrange furniture to allow all trainees to see the you and audio-visual aids
- Ensure there is appropriate lightning and temperature is comfortable
- Test any equipment you will use (laptop/computer, projector, flipcharts, slides remote controls, etc.)

Training Materials:

- Print all materials and handouts
- Ensure you have all the props needed for all the planned learning activities
- Prepare papers and pens/pencils for all trainees (stationery).
- Arrange for flipchart and flipchart paper and/or whiteboards and markers

Post-training:

- Prepare feedback forms
- Send out email or hand out feedback form to participants
- Email any post-training materials

Learning at the Workplace

Lecture 3

Classroom Training

A 6-step process & Tips for Facilitation

Step 1: Preparation

TIPS!

If it takes too long, the learners will get bored! Manage a proper timeline.

Start always with the end in mind! That means that you have to know what the aim & objectives of this training are, as well as, the learning outcomes (what the participants will be able to do upon the completion of this training).

Be well prepared!

✓Be ready for any discussions to take place.

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Learning at the Workplace

Lecture 3

Classroom Training

A 6-step process & Tips for Facilitation

In this phase you need to:

- Introduce yourself and establish credibility. Why people should listen to you?
  i.e. I 've been in the ...... field for xx years ...

- Establish rapport. You should be friendly, smiling and approachable.

- State the learning objective of this training.

- State the structure, the timing, the rules and procedure.

- Set expectation of the learners. Ask them to share their expectations. What do they hope to learn today?

- Ask them to share their fears or possible challenges they might face during this training.

- Ask them if they have any questions before you start.

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Learning at the Workplace

Lecture 3

Classroom Training

A 6-step process & Tips for Facilitation

Introduction Checklist
• **Introduce self/Establish credibility**
• **Establish rapport**
• **State objective**
• **State structure, timing, procedure, rules**
• **Link to previous knowledge or job needs**
• **Expectations**
• **Challenges**
• **Any questions?**

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Learning at the Workplace

Lecture 3

Classroom Training

A 6-step process & Tips for Facilitation

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Step 3. Explanation

In this phase you need to consider the **"7-10/20 rule"**. For every 7-10 minutes of content you offer, allow learners to participate in some manner and then review the content for at least 20 minutes.

Alternatively, in order not to forget this process, you can bear in mind the **CPR** rule:

C – content
P – Participation
R – Review

The participation could be at any form, i.e., discussion, brainstorming, practical exercise.

Mind that learners do need time to process the information and to bring the theory back to their own context.

Learning at the Workplace

Lecture 3

Classroom Training

A 6-step process & Tips for Facilitation

Step 4. Demonstration

In this phase you need to:

- Have the materials available and near you

- Make sure that all participants can see you

- Explain again while you are demonstrating

- Repeat the demonstration as many times as needed

In general, demonstration is preferable for hard or technical skills.

Explanation & Demonstration Checklist

- **7/10 – 20 rule**
- **Clear Explanation**
- **Clear Demonstration**
- **Materials at hand**
- **Check learners' understanding**

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Learning at the Workplace

Lecture 3

Classroom Training

A 6-step process & Tips for Facilitation

Growing

Step 5. Imitation

This is an ongoing interactive phase of the classroom training. In this phase you need to:

- Listen to your participants

- Observe their behaviour

- Guide them

- Give them clues on how they are going

- Provide them with feedback

Imitation Checklist
❑ **Listening**
❑ **Observing**
❑ **Guiding**
❑ **Encouraging**
❑ **Feedback**
❑ **Effective questioning**

Learning at the Workplace

Step 6. Wrap-up

This is the final phase of the classroom training. In this phase you need to:

- Emphasize the key points of the training

- State achieved objectives

- Assess learners' performance

- Motivate for follow-up actions and activities

- Check for questions and thank them!

Wrap-up Checklist

- ☐ **Emphasized key points**
- ☐ **Performance assessed**
- ☐ **Re-motivate**
- ☐ **Objective achieved**
- ☐ **Link forward to other actions**
- ☐ **Thanked learner**
- ☐ **Any questions?**

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Learning at the Workplace

Activity 4

Dreaming Method "Imagine that you are a Trainer …"

♦ **Imagine that you are a trainer** in your own company. **Draw yourself** in the dedicated box. How do you look like?

♦ What are your **internal and external characteristics**?

♦ **Why is the training needed?** What is one important **learning need or performance gap** of your company? What do your employees need to know in order to become more efficient and help the performance of the entire company?

♦ What is the **rational** of the training you want to design in order to tackle the above-mentioned need? (Aim and objectives of the training)

♦ What are the **learning outcomes**? What will the employees will learn by the end of the training?

♦ **Who is this training for?** Who are your learners?

♦ What **resources** are available?

♦ Which are some of the possible training **constraints or challenges**?

♦ (If applicable) Which is the **budget** for this training?

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Activity 4: Dreaming Method "Imagine that you are a Trainer ..."

(2/2)

Learning at the Workplace

Activity 4

Dreaming Method "Imagine that you are a Trainer …"

♦ What **elements**, **media or equipment** will you include in your course? Examples: text, animation, graphics, video, multimedia elements, resources, etc.

♦ Which are your **responsibilities and tasks** as the trainer/facilitator?

♦ **How will you present the content?**

♦ What would be the most appropriate way to collect **feedback** from the participants?

♦ Which **evaluation methods** are you going to use?

♦ Which would be the most appropriate way to measure the **long-term changes** in learners' behaviours?

Reflection after the activity:

➲ What are your thoughts and feelings about this activity?

➲ After examining the step-by-step process do feel confident to design and deliver a training in your company?

Growing

Learning at the Workplace

Lecture 4

"The first week of a new employee in the company"

Video time!

Reflection after the Video:

➲ "What is the impact of this situation to both the new-comer and the organisation as an entire entity?"

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On-the-job training takes place "on the job" when you perform real activities and tasks. i. e. how to fill in a company's template.

It is a learning method that is being used mostly for the inclusion process of a new employee. A good method is to find someone to become a **"buddy" for the "new-comer" during his first period in the job.**

As a SME manager, employer or HR Manager, your role is to:

- Help the buddies be prepared when they will be called to support a new colleague
- Pick the right person to be the "buddy"! Not everyone can act as trainer or mentor.
- Consider the policies and the practices of the company.

Learning at the Workplace

Lecture 4

On the job training: Introduce the "buddy system"

Growing

Methods for a smooth inclusion of a new employee: (1/2)

1. Draft and share Internal tools and guidelines, which can be didactical and provide explanation about the basic procedures and practices of the company.

2. Give the newcomers a good understanding of the mission and the strategy of the company. Explain who the key stakeholders are, who the clients/customers are, and which are the main services or products.

3. Explain what is the main goal of the company and the future plans.

4. Give them the opportunity to understand their role in the strategy of the company as a whole.

5. Prepare a "pool of activities and work-based tasks" for the first four weeks. Prioritize these tasks/activities from the most important to less important and give them some time to process and learn their main duties.

Learning at the Workplace

Lecture 4

On the job training: Introduce the "buddy system"

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6. Ask them for feedback. Is everything clear and understandable so far yet? Do they have any question, constrains or problems with their tasks and duties so far?

7. Pick a "buddy" or a "mentor" for a particular period. It serves as a development opportunity for both employees; the old and the new one. Define the period and explain the roles of both involved persons (a) the buddy and (b) the new employee. Explain what is expected from both and what the procedure of this approach.

8. Let them participate in meetings or informal conversation even if their role is irrelevant. Remember the "**70 – 20 – 10 Rule Framework". 20% we learn by interacting with other people (social learning).**

9. After the determined period of the "on the job learning" (i.e. 4 weeks) schedule a meeting with the new employee and the buddies to review the progress, the achievements and the lessons learnt.

Learning at the Workplace

Lecture 4

On the job training: Introduce the "buddy system"

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1. Set the Goal, the Period and the Resources (human, financial, material, equipment).

2. Define the "on-the-job activities and tasks" for the on-the-job learning.

3. Identify the "buddy" and determine his/her role.

4. Observe and ask for regular feedback from the involved parties. Set up a "closure" meeting to evaluate this learning process.

Learning at the Workplace

Lecture 4

On the job training: Introduce the "buddy system"

Growing

Implementing at the workplace

Growing

Learning at the Workplace

Implementing at the workplace

On the job training: Introduce the "buddy system"

Growing

Get the "buddy system" to your company

- Select an employee ("new") to learn another service/task

- Select an employee that usually do that task ("buddy")

- Follow the "on the job training" checklist and assign responsibilities to both employees

- Fill the 1st part of *Company Implementation T2.1* template

- Explain them the "70-20-10 Rule" so they can understand the difference between learning methods

- Give them 3 days for this "on the job training"

- Schedule an evaluation meeting with them

- Fill the 70-20-10 grid with you employees on *Company Implementation T2.1* template

Learning at the Workplace

Implementing at the workplace

On the job training: Introduce the "buddy system"

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Learning at the Workplace

Implementing at the workplace

On the job training: Introduce the "buddy system"

At the end of implementation, evaluate this training module.

Fill the *Evaluation Questionnaire M2*

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Reflect on the session and try to answer the following questions:

- What were the main issues addressed in the session?

- What are the most important things you retained?

- Are you thinking of applying any of the new methods introduced?

Learning at the workplace

Structure of the session

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Welcome and Icebreaker	Coaching and Mentoring	Personal Development Plan (PDP)	Evaluating Learning Impact
• Introduction of the Growing entrepreneurial tools	• What are these famous methods about and how to apply them?	• How does PDP work? • Learning by Designing • How to apply it?	• KIRKPATRICK Model & the learning value chain • Develop Learning Strategy for SME

Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

The 2 Methods

Coaching & Mentoring methods are used as professional development tools among small and medium enterprises in order to transfer skills, and especially business acumen. Both coaching and mentoring are based on the fundamental belief that people can change with the assistance of a coach or mentor.

Coaching

A coach is someone who provides guidance to individuals on their goals and helps them reach their full potential. *"Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential"*.

Mentoring

A mentor is someone who shares his/her knowledge, skills and experience, to help other people to develop and grow. "Employee training system under which a senior or more experienced individual (the mentor) is assigned to act as an advisor, counselor, or guide to a junior or trainee."

Key Differences

Coaching and mentoring use reflective means and tools to enhance insight and learning and both have the transfer of learning as a key outcome. While both these famous methods are aiming to help people to reach their maximum potential, a Coach and a Mentor adopt different counseling approaches in order get the learners where they want.

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Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

Coaching adopts an indirective approach:

A coach poses the right questions, providing the space, trust and confidence for the individuals being coached to consider:

"How they can achieve more, think through situations, utilizing their own thinking, feeling and behaviour in order to reach their objectives and find capabilities within themselves".

Focus: Coaching is more performance driven, designed to improve the professional's on-the-job performance.

Timeframe: Relationship is more likely to be short-term (up to 6 months or 1 year) with a specific outcome in mind. However, some coaching relationships can last longer, depending on goals achieved.

Coaching Meetings: In coaching meetings, the coach provides the learner with the space to reflect and speak the most. In other words, coaching leans more towards indirective communication, since the main intent is to elicit the resourcefulness of the coachee to embrace development opportunities that they are willing and able to execute.

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Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

Coaching – Things to Remember:

Remember:

- Coaching provides entrepreneurs with the opportunity to think differently about the challenges experienced, rather than simply absorbing advice.

- Coaches use question frameworks and coaching models to help clients to solve specific issues and to uncover their own knowledge and skills.

- In the coaching relationship, the goals and objectives are mutually agreed upon between coach and client.

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Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

Mentoring adopts a directive approach:

A directive approach involves a transfer of wisdom, where the mentor provides advice or direction.

Focus: Mentoring is more development driven, looking not just at the professional's current job function but beyond, taking a more holistic approach to career development.

Timeframe: Relationship tends to be more *long-term*, lasting a year or two, and even longer.

Mentoring meetings: In mentoring meetings, the mentor is doing more of the talking as mentoring involves the offering of guidance, support and often solutions to problems. The mentor is seen to be an expert, with experience and knowledge particular to the mentee's need for development. Mentoring can involve older and more experienced people engaging in discussions with younger and often less experienced mentees.

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Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

Remember:

- Mentors simply act as advisors, directly sharing experience, expertise, advice and wisdom with mentees.

- In the mentoring relationship, the development goals are determined by the mentees.

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The Benefits of Coaching and Mentoring

Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

Both coaching and mentoring can help individuals working in SMEs **to set goals in a personal and professional capacity** and to assess whether these goals are aligned or in conflict. The coach and mentor will contribute to achieve the alignment which will lead in **improved productivity** and a sense of fulfilment. These two methods can maximize interactions for positive relationships and bottom-line outcomes. That way, individuals working in SMEs will have the chance to learn better through action, participation and reflection. Knowledge is gained through practice so that learners can look back on the procedures and processes followed to solve the problem. Both mentoring and coaching **can increase confidence and the interpersonal skills of the person** providing the mentoring or coaching, and the person receiving it. And finally, both can dramatically **improve individual performance.**

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Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

How to apply these famous methods (1/2)

Both mentoring and coaching are easy to implement into any organisation or business structure because they are flexible and can fit around the working day.

➲ **Industry expertise**

Coaches and mentors can be selected to work with professionals based on their industry expertise (banking, health care, manufacturing), position expertise (marketing, finance, human resources), skill set (spokesperson, committee chair, conference presenter) or other valuable expertise that can enhance a professional's life.

Growing

Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

How to apply these famous methods (2/2)

➲ **Supportive environment**

The environment in which the coaching or mentoring takes place and the development objectives play an important role in the approach that the coach or mentor will take. A supportive acumen needs to be created in which participants can examine their own beliefs and practices in order to eventually posse a certain degree of autonomy in learning behaviour. Learners should engage in task-orientated problem-solving activities in order to develop multidisciplinary skills and competencies.

➲ **Building a relationship on trust**

Building quality relationships will strongly impact on the value of both coaching and mentoring. Development and performance improvement can be achieved through dialogue in a trusting, collaborative relationship.

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Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

About Coaching and Mentoring…

"*Only when a relationship of trust has been established between the coach or mentor and the entrepreneur will it become possible to overcome resistance to change*".

Growing

Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

1
Develop raw talent with a specific new skill. The iterative nature of coaching allows the trial of new behaviours or approaches, followed by review and feedback during follow-up sessions.

2
Enhance the experienced professional with a new or refreshed skill.

3
Assist leaders in coping with large-scale change through a merger or acquisition, like managing new "blended" work teams and adapting to the merging of company cultures.

4
Help individuals who are not meeting expectations or goals.

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Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

5 Prepare a professional for improving the organisation.

6 Improve behaviour in a short period of time, like coaching an executive to address the media on a specific topic

7 Work one-on-one with leaders who prefer working with a coach rather than attending "public" training programmes.

Growing

Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

1 — Motivate talented professionals to focus on their career/life development.

2 — Inspire individuals to see what is possible in their career/life.

3 — Enhance the professional's leadership development.

4 — Transfer knowledge from senior to junior professionals.

Growing

Learning in the Workplace

Lecture 1

Coaching & Mentoring: What are these famous methods about and how to apply them?

5 — Broaden intercultural or cross-cultural ties within the organisation.

6 — Use the mentoring process as an entrée to succession planning.

7 — Work one-on-one with leaders who prefer working with a mentor rather than attending "public" mentoring programmes.

Growing

Activity 1: Scenario

"How can these two methods be useful and beneficial for the skills development of your employees or the organisational growth?"

1. Where did you need to use coaching skills to get things done?

2. Where did you feel comfortable in your use of coaching skills?

3. Where did you feel that your coaching skills were not as strong as it could have been?

4. What key lesson did you learn with regard to your mentoring skills?

5. How will you use mentoring skills differently in the future?

6. What was the participants' reaction?

Reflection of the Activity:

➲ Which of the two methods would you apply in your organisation?

➲ How coaching and mentoring could help to overcome challenges and promote development?

Growing

A performance development plan, also known as a PDP, is a tool for improving employee performance. The PDP is a process which contains a structured framework that helps managers and employees identify areas for improvement, set goals, measure progress, and outline a strategy to achieve those objectives.

A PDP can help you to identify:

➲ Your individual goals and what you want to achieve.

➲ Your strengths and weaknesses.

➲ The areas you need to improve and develop to meet your goals.

➲ How to establish good practices and vision

➲ How to monitor and evaluate the implementation of your plan

Personal Development Plan (PDP): How does it work?

Growing

Why personal development planning is a useful tool for an SME Manager, HR Manager and employees?

Personal development planning is a core learning process, required throughout the continuous professional development contexts because it can strengthen the capacity of Managers and employees to reflect upon their own learning path and achievements and to plan for their own personal, educational and career development.

How does Personal Development Planning work?

An important clue that is missing from most people in their personal growth journey is a map of the terrain.

How can you navigate through your development without a map?

PDP works as a map and such a map shines a much-needed light on the diverse areas of our potential.

Lecture 2

Personal Development Plan (PDP): How does it work?

Growing

➲ *Employees can use a PDP to:*

♦ better alignment with team and organisational objectives

♦ identify development goals and receive feedback from the manager

♦ identify gaps and missing skills based on past performance appraisals

♦ set a timeline and steps about career aspirations

♦ set personal values

♦ set areas of focus and establish best practices

➲ *SMEs Managers or an HR Managers can use a PDP to:*

♦ achieve a strategic employee development and personal skills;

♦ identify and develop skills they need;

♦ focus on potential study, career and personal development options;

♦ develop a source of information for CVs, job applications and interviews;

demonstrate their readiness for promotion or for development opportunities;

♦ continue to look for on-the-job training opportunities for employees.

Learning in the Workplace

Lecture 2

Personal Development Plan (PDP): How does it work?

Growing

PDP process consists of 7 Steps which help humans realize more of their innate potential, their behaviour and the display of skills where they can observe signs of permanent change.

7- Steps

1) IDENTIFY DEVELOPMENT GOALS

Goals should be in line with the vision of the organisation, within the given timeframe and based on available resources. Use the SMART method: keep goals Specific, Measurable, Attainable, Realistic and Time-bounded.

2) SEARCH FOR OPPORTUNITIES TO DEVELOP

Activities that provide opportunities for developing expertise, learning new skills, and sharing talents within or outside of the organisation.

Growing

3) FORMULATE AN ACTION PLAN

The path to the development goals needs to be mapped out. Define your strategies on how you will achieve your goals, set a timeline and the resources.

4) UNDERTAKE DEVELOPMENT

Implementation – The steps you'll take to succeed your goals

5) RECORD OUTCOMES

Identify the outcomes and update the plan as required.

6) REVIEW & EVALUATE THE PROGRESS

Reflect on what you have achieved, what you have learned, and what you would do differently in future.

7) ESTABLISH DIRECTION OF YOUR PRACTICES

Successful practices are channeled into one powerful coherent force that is aligned at all levels and moving in the direction of the organisation's vision.

Learning in the Workplace

Lecture 2

Personal Development Plan (PDP): How does it work?

Growing

Set personal goals.

Prioritize those goals.

Set yourself deadlines for when you want to achieve them.

Recognize threats and opportunities.

Use your support network.

Measure your progress.

Record outcomes

Learn from the results.
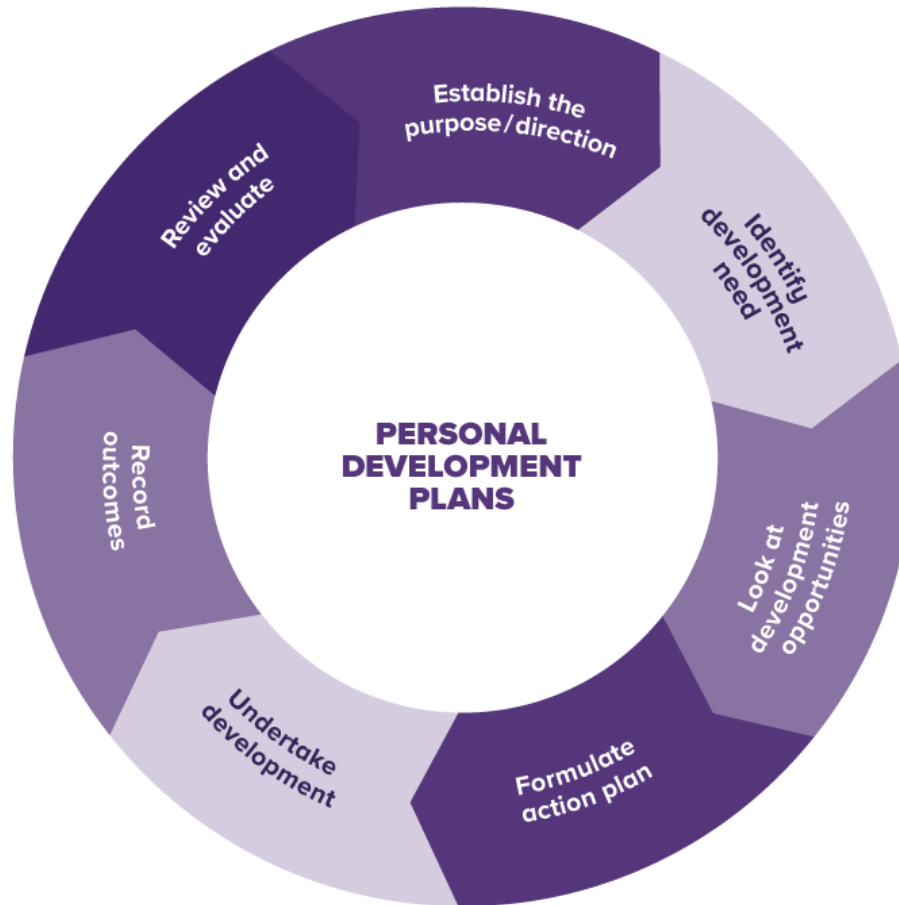
Develop your skills or increase your knowledge.

PERSONAL DEVELOPMENT PLANS

Establish the purpose/direction

Identify development need

Look at development opportunities

Formulate action plan

Undertake development

Record outcomes

Review and evaluate

Learning in the Workplace

Lecture 2

Personal Development Plan (PDP): How does it work?

Growing

How can a PDP process be applied in an organisation?

Performance development plans are a great way to improve and measure performance across SMEs. PDP is a valuable tool for both managing and correcting perfomance as well as stretching a team and inspiring growth.

It provides an opportunity for managers and employees to evaluate their own careers and professional goals so they can make more meaningful and effective contributions.

1. Review performance

Performance development planning is usually held quarterly (coinciding with regular quarterly performance reviews), allowing employees and their managers to track progress and make adjustments as needed. Employees should first review their performance over the last quarter (or whatever period you're tracking) and evaluate what went well and what didn't and what they would like to focus on in the coming quarter.

Lecture 2

Personal Development Plan (PDP): How does it work?

Growing

2. Set and communicate the objectives of the organisation

Managers can help their team hone their objectives so that they make sense for both the individual and the team or organisation as a whole. Employees should make goals based on the areas they want to improve (or performance issues noted by their manager). Usually, one to three goals for each "improvement category" is sufficient.

3. List actionable steps to achieve those goals

With the help of the manager employees should decide specific steps they will take to achieve their goals. Without an actionable plan, it will be difficult to make or track progress. There are many activities that can help employees improve their performance. Here are just a few steps they might consider:

- Attending workshops or seminars

- Getting trained (or re-trained)/ Working with a mentor

- Volunteering for special projects

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4. Define metrics and milestones

With clear goals in mind and a plan in place, managers and employees must now define the specific metrics or milestones they will use to measure their progress throughout the quarter.

"How will they know when they have achieved a goal?"

- A few ways to track progress include:
- Performance results
- Skills development
- Completion of certain tasks

Personal Development Plan (PDP): How does it work?

Growing

5. Identify what support and resources are needed

"What will it take to implement your employees' plans?"

Types of resources employees need may include:

- Time away from their regular assignments

- Travel costs

- Supporting roles (e.g., mentors, coaches, trainers, teachers, team members)

- Additional tools (e.g., new software or equipment)

- Regular check-ins with you

6. Review and finalize the plan

Consider the following questions:

- ➲ Do the employees understand their performance issues and the organisation expectations for improvement?

- ➲ Do you both agree on the timeline and milestones for achievement?

- ➲ Can you provide the resources necessary for your employee?

Growing

The role and tips for Managers (1/2)

Helping staff improve their knowledge, capabilities, and skills in areas related to your business shows your staff you're invested in their future, which increases employee satisfaction. It helps them understand their role and gives them a framework for expanding their talents. It helps you develop your staff, allowing you to promote from within and enabling your employees to grow with your business.

➲ As a manager, you will take the lead in the PDP process, reviewing performance and making recommendations to help your employees customize their personal performance plans.

➲ Let your team know when you will be conducting performance reviews well in advance (at least two weeks) and have them prepare their own performance development plan drafts for your review.

Learning in the Workplace

Lecture 2

Personal Development Plan (PDP): How does it work?

Growing

The role and tips for Managers (2/2)

➥ Performance reviews and goal-setting can be overwhelming for your employees. But with a well-thought-out performance development plan you can make all the difference helping employees achieve their professional goals and increase engagement.

➥ Before spending resources on building employees' competencies, managers should have a career planning conversation to ensure that efforts are focused appropriately and to demonstrate a commitment to invest in employees' long-term goals. For each new employee, use the guide during a career development discussion. Repeat the conversation annually. Record employee responses and your notes regarding those responses toward a) currents role and b) future role in the organisation.

Learning in the Workplace

Lecture 2

Personal Development Plan (PDP): How does it work?

Growing

The role and tips for Employees (1/2)

- **Communication:** Employees have the responsibility to communicate clearly with the manager about their ambitions and desire to progress in their career.

- **Review development goals with your manager:**
- ✓ You book the check-in meeting with your manager to review and discuss career aspirations.
- ✓ Ask for feedback and advice from your manager.
- ✓ Ask for clarification or further examples, if you do not understand.

- **Attitudes:** Employees absolutely must have positive attitudes when approaching employee development programmes. In addition, employees have a responsibility to make the most out of the training sessions rather than complaining that trainings are a waste of time.

Learning in the Workplace

Lecture 2

Personal Development Plan (PDP): How does it work?

Growing

The role and tips for Employees (2/2)

- **Outside Learning:** Certain aspects of employee development programmes place a great deal of responsibility on employees to work hard. For example, managers can send employees to seminars and workshops, but employees must choose to use their time for learning and making professional contacts rather than treat the trip like a vacation.

- **Workplace Politics:** When some employees take part in development programmes and others do not, it creates an opportunity for negative workplace politics. Employees have a responsibility to refrain from gossiping about or resentfully treating others who take advantage of development programmes, and to refrain from looking down on employees who choose not to participate.

Growing

Activity 3: Learning by Designing!

Think about the role and responsibilities of the Manager/Employer and the role of the employee within the PDP creation.

Have a look at the Worksheet for Managers / Worksheet for Employees.

You have 15-20 minutes to present your arguments.

Now, have a look at the "Facilitating Career Planning Discussion"

The purpose of this template is to help you learn and practice the topic by applying it to your context.

"Personal Development Plan" template will be next, distributed to employees in order to help them build their PDP and revisit it frequently in order to monitor their progress.

Learning in the Workplace

Lecture 2

Personal Development Plan (PDP): How does it work?

Growing

Example of the Personal Development Plan

Personal Development Plan

Task: Based on your analysis so far, complete the plan below. Print it out and put it somewhere visible. Update it regularly with items that were completed, dependencies you've discovered, resources you can take advantage of.

What do I want/ need to learn and why?	What will I do to achieve this?	What resources and/or support will I need?	How will I know I've achieved this?	Target date for completion

Learning in the Workplace

Lecture 2

Personal Development Plan (PDP): How does it work?

Growing

Activity 3: Learning by Designing!

Reflection:

➲ How did this activity make you feel?

➲ Did you learn something new?

➲ How is the PDPs helpful for your organisation?

➲ Do you feel confident to apply them?

Learning in the Workplace

Lecture 2

Personal Development Plan (PDP): How does it work?
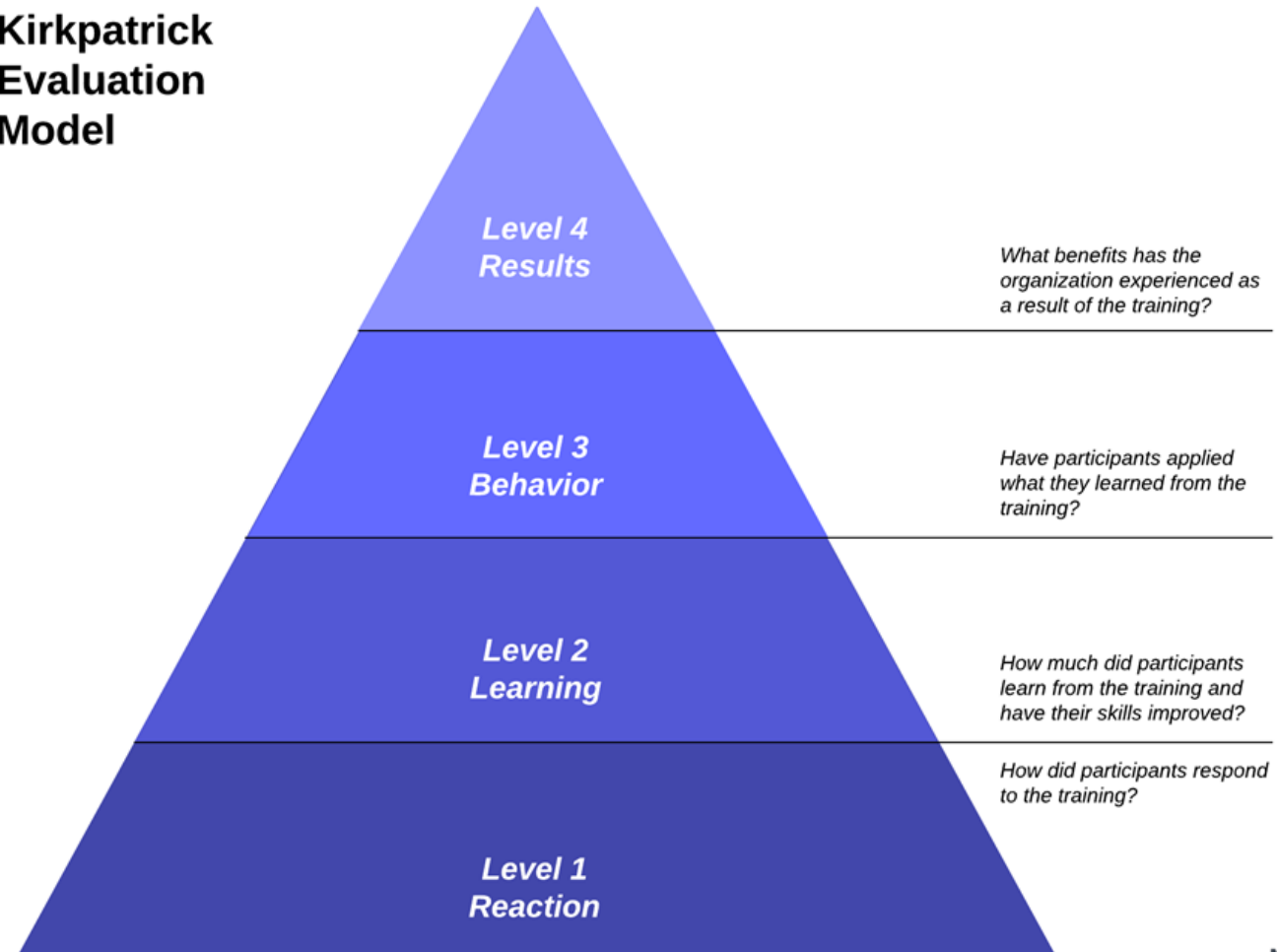
Growing

Learning in the Workplace

Lecture 3

Evaluating Learning Impact: Kirkpatrick evaluation model & the learning value chain

Growing

The quality and effectiveness of learning activities in a business context

The main purpose of evaluating a training programme is to gain knowledge about whether it has achieved or failed its objectives. Analyzing the training event by using appropriate evaluation tools can improve the outcome of future trainings to a considerable extend.

The majority of organisations carry out some evaluation of learning activities in order to gain some benefits, such as:

• Enhance transfer of learning

• Decide on eliminating or enhancing a programme

• Increase support from managers

• Strengthen relationship with stakeholders

• Set development priorities

• Drive optimization and allocation

• Satisfy client needs

• Justify budgets

• Improve programmes

What is the KIRKPATRICK EVALUATION MODEL?

The Kirkpatrick Model is a globally recognized method for analyzing and evaluating the results of training and educational programmes. It assesses both formal and informal training methods and rates them against four levels of criteria: reaction, learning, behaviour, and results.

The 4 Levels of Learning Evaluation

This model was developed by Dr. Donald Kirkpatrick (1924 – 2014) in the 1950s. The model can be implemented before, throughout, and after the training to show the value of training to the business.

It is the most widely used learning evaluation method and can be used by many different types of companies.

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Learning in the Workplace

Lecture 3

Evaluating Learning Impact: Kirkpatrick evaluation model & the learning value chain

Kirkpatrick Evaluation Model

Level 4
Results

What benefits has the organization experienced as a result of the training?

Level 3
Behavior

Have participants applied what they learned from the training?

Level 2
Learning

How much did participants learn from the training and have their skills improved?

Level 1
Reaction

How did participants respond to the training?

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The KIRKPATRICK EVALUATION MODEL?

Level 1 Reaction

The objective for this level is straightforward, it evaluates how individuals react to the training model by asking questions that establishes the trainees' thoughts.

"In what ways participants liked a particular training programme?"

"How participants feel?" "Are the participants happy with the instructor(s)?"

"Have the participants enjoyed their experience?"

"Have they found the material in the programme useful for their work?"

"Are the attendee's happy with the educational tools employed (e.g., PowerPoint)?"

The reaction level determines the level of satisfaction of the participants or how they feel about the training programme. Assessing how engaged the participant were, how they contributed, and how they responded assists evaluators to recognize how well the participants perceive the training programme. This level is most commonly assessed immediately after the training ends and asks students to rate their experience. Level 1, especially encourages written comments with honest responses and feedbacks

➮ **How to measure Level 1- Reaction:**

- Smile sheet – an after-training survey / online assessment / Interviews
- Any verbal responses that can be taken into consideration and considered

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The KIRKPATRICK EVALUATION MODEL?

Level 2 Learning

The learning level measures the level to of knowledge, skills, and values acquired by the participants from the programme. This level measures what the participants think they will be able to perform the expected change, how assured they are that they can perform it, and how driven they are to perform it.

➲ **Example of assessment information that the business aims to collect in Level 2**

Did the trainees learn what was intended to be taught?

Did the trainee have the experience, intended for them to experience?

What is the extent of advancement or change in the trainees after the training?

➲ **Examples of evaluation tools and methods**

• assessments or knowledge tests before and after the training

• Interviews or observation can be used before and after

Methods of assessment need to be closely related to the aims of the learning. Measurement and analysis are possible and easy on a group scale. Reliable, clear scoring and measurements need to be established, so as to limit the risk of inconsistent assessment. Hard-copy, online or interview style assessments are possible.

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Learning in the Workplace

Lecture 3

Evaluating Learning Impact: Kirkpatrick evaluation model & the learning value chain

Growing

The behaviours level ascertains the changes in the behaviours of the participants in the work environment as a result of the programme. The behaviour level aims to find out whether the training produced on-the-job changes. In other words,

"Did the participants use the knowledge and skills from the training when they went back to work?"

The measurement of this level is an activity that should occur over weeks or months following the inputs that the participants received from the training programme.

➡ **Example of assessment information that the business aims to collect in Level 3**

Did the trainees put their learning into effect when back on the job?

Were the relevant skills and knowledge used?

Was there noticeable and measurable change in the activity and performance of the trainees when back in their roles?

Was the change in behaviour and new level of knowledge sustained?

Would the trainee be able to transfer their learning to another person?

Learning in the Workplace

Lecture 3

Evaluating Learning Impact: Kirkpatrick evaluation model & the learning value chain

Is the trainee aware of their change in behaviour, knowledge, skill level?

➲ Examples of questions asked directly to the employees (Self-assessment)

1. Does the training helped you perform your roles and responsibilities?

Is the trainee aware of their change in behaviour, knowledge, skill level?

➲ **Examples of questions asked directly to the employees (Self-assessment)**

1. Does the training helped you perform your roles and responsibilities?

2. 2.   Describe briefly, which lessons of the training were related to your roles and responsibilities.

3. 3.   Could you perform all of your duties and tasks for which you were responsible for?

How to measure Level 3 - behaviour:

➢ To measure behaviour, conduct interviews, record observations on the ground, and provide opportunities (e.g., assign projects) for team members to apply the skills they learned in the training.

Growing

The KIRKPATRICK EVALUATION MODEL?

LEVEL 4- Results

Results evaluation is the effect on the business or environment resulting from the improved performance of the trainee - it is the acid test. Measures would typically be business or organisational key performance indicators, such as: Volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organisational performance, for instance; numbers of complaints, staff turnover, attrition, failures, wastage, non-compliance, quality ratings, achievement of standards and accreditations, growth, retention, etc.

➲ **Examples of evaluation tools and methods.**

- annual appraisals and
- ongoing agreement of key business objectives are integral to measuring business results derived from training.
- Customer satisfaction survey,
- financial reports, etc.

Clearly define goals, measure results and identify areas of notable impact. Analyzing data at each level allows organisations to evaluate the relationship between each level to better understand the training results— and, as an added benefit, allows organisations to readjust plans and correct course throughout the learning process.

Growing

Learning in the Workplace

Lecture 3

Evaluating Learning Impact: Kirkpatrick evaluation model & the learning value chain

♦ **Disadvantages**

- This method can be time-consuming
- It requires costly investment to conduct all the pre-tests, post-tests, and analyses of learning outcomes

- It is difficult to directly link business results to specific training

♦ **Advantages**

- It is a simple approach, highly flexible and adaptable across industries
- Provides clear evaluative steps to follow

- Works with traditional and digital learning programmes
- Gives HR and business leaders valuable insight into their overall training programmes and their impact on business outcomes

Growing

THE LEARNING VALUE CHAIN – LEVEL 5 IN KIRKPATRICK EVALUATION MODEL

What is the Value Chain?

A Value Chain is defined as is "a set of activities that a firm operating in a specific industry performs in order to deliver a valuable product or service.

When a company is comprised of teams who do nothing but activities that add value to the company, that company will be competitive. Activities can be characterized as supportive, like maintaining firm infrastructure and managing human resources, or they can comprise the business's primary reason for existence, such as making sure the company is providing products and services to its customers.

What is the Learning Value Chain?

Jack Phillips, one of the authors of *The Chief Learning Officer*, mapped the Value Chain model to the learning industry through Kirkpatrick's four levels of Evaluation (adding level 5, ROI – Return on Investment), and called it the **Learning Value Chain.**

ROI determination or Level 5 is an add-on to the initial model (that has 4 levels) and is referred to as the Kirkpatrick-Phillips Evaluation Model of training.

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THE LEARNING VALUE CHAIN – LEVEL 5 IN KIRKPATRICK EVALUATION MODEL

LEVEL 5 - Return on Investment

ROI is the ultimate level of evaluation in KIRKPATRICK model. It compares the monetary benefits from the programme with the programme costs.

Although the ROI can be expressed in several ways, it is usually presented as a percentage or cost/benefit ratio. ROI allows decision makers to compare the ultimate value of a training investment with other potential investment opportunities.

It is an easy-to-use decision support tool that allows organisations to quickly develop and examine the business case for investing in workforce development.

"A practical way to forecast the potential payoff—return on investment (ROI)—of a proposed training or human resources development initiative before funds are committed".

Growing

Calculating ROI

ROI and cost-benefit analysis are used in business management worldwide. They are used most commonly to analyze planned investment decisions for the acquisition of capital equipment and technology. At its simplest, ROI is the ratio of the net benefits of an investment compared to its total costs.

$$ROI = \frac{\text{Net Program Benefits}}{\text{Total Program Costs}} \times 100\%$$

"You will have a positive ROI of Learning if the demonstrable gain from the training exceeds the cost you incurred to create and deliver the training".

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Learning in the Workplace

Lecture 3

Evaluating Learning Impact: Kirkpatrick evaluation model & the learning value chain

Benefits and Costs

Net programme Benefits:

- Increased job satisfaction
- Increased organisational commitment
- Improved teamwork
- Improved customer services
- Reduced complaints
- Reduced conflicts

Total programme Costs:

- programme development (needs assessment, design etc.)
- programme delivery (instructors, materials etc.)
- Labor costs and facilities
- Travel and accommodation
- Time for participants to complete the training
- Assessment costs

Growing

Learning Value Chain - *A Chain of Impact*

Ideally, when **a training programme** is implemented, it **should create a chain of impact** at several levels beginning at Satisfaction/Planned Action and ending in ROI (Level 5). When business results and ROI are to be measured (Levels 4 & 5), it is also important to evaluate the other levels.

A chain of impact should occur through:

- the levels as skills and knowledge learned (Level 2)
- new skills applied on the job (Level 3)
- business impact (Level 4).
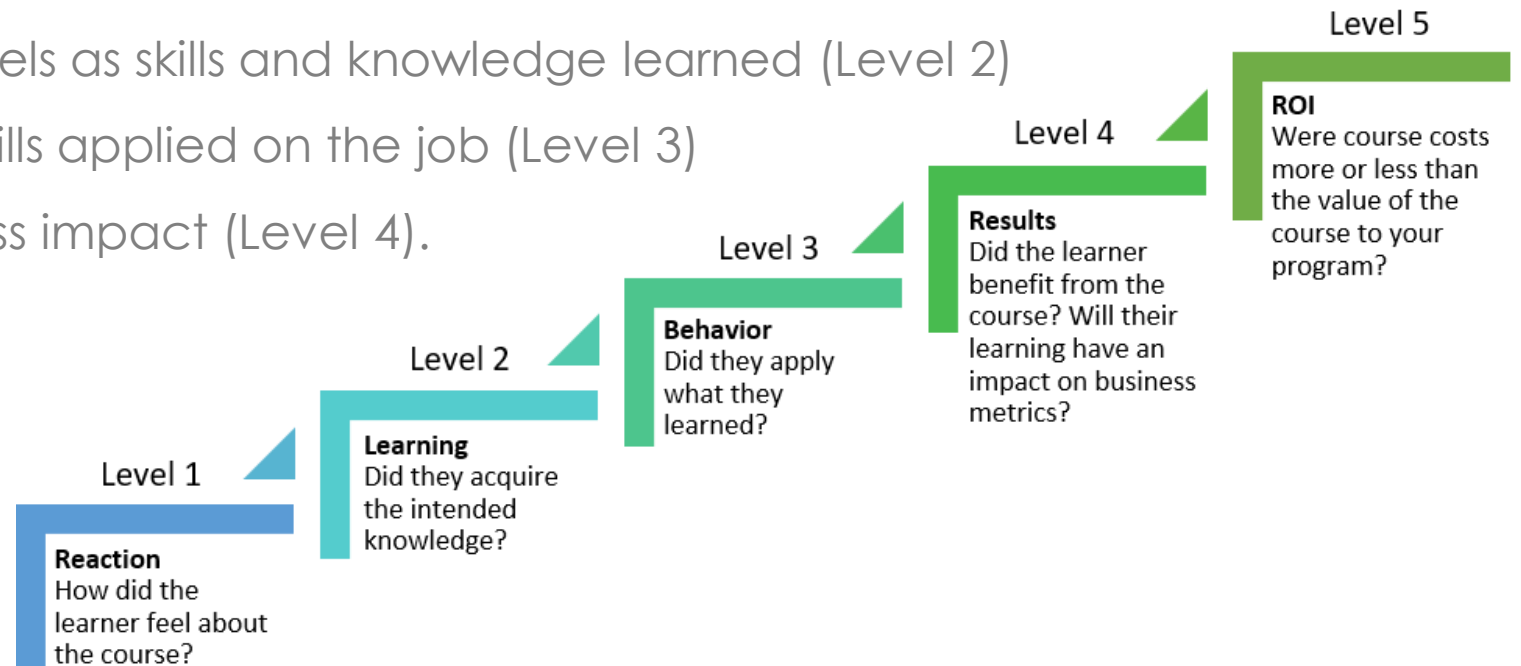
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Learning Value Chain - *A Chain of Impact*

Attention! Why is it important to conduct measurements?

➢ If measurements are not taken at each level, it is difficult in the end to conclude that the business results achieved were actually caused by the training programme.

➢ On the other hand, if a negative ROI results from the training investment, the evaluator should be able to identify which link(s) in the chain was (were) broken:

• the participants did not learn (Level 2), or

• they were unable to successfully apply the new learning on the job (Level 3)

From the perspective of the organisation, the value of the information gathered increases with movement along the chain of impact from Level 1 (Reaction, Satisfaction, and Planned Action) to Level 5 (ROI).

Learning in the Workplace

Lecture 3

Evaluating Learning Impact: Kirkpatrick evaluation model & the learning value chain

Metrics for the Impact

Potential training and learning data metrics you may want to correlate with your KPIs (key performance indicator) include:

- Revenue per employee
- Profitability
- Revenue growth
- Customer satisfaction
- Voluntary turnover/retention
- Employee engagement
- Business process improvement
- Individual performance
- Team effectiveness
- Ability to respond to the market

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Learning in the Workplace

Lecture 3

Evaluating Learning Impact: Kirkpatrick evaluation model & the learning value chain

Goals of the Learning Value Chain Process

The goals of the Learning Value Chain Process are to:

- improve the quality of learning programmes

- determine if a programme meets its objectives

- identify potential strengths and weaknesses in the learning programme

develop a cost/benefit analysis of training and a Human Resources Development (HRD) investments support marketing of training or HRD programmes

- determine a programme's appropriateness for the target audience

- assist in decision making about programme investments and

- establish funding priorities

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Learning in the Workplace

Lecture 3

Evaluating Learning Impact: Kirkpatrick evaluation model & the learning value chain

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CONCLUSIONS

Unlike the Kirkpatrick taxonomy that simply measures training results against stakeholder expectations, the Phillips ROI model is designed to measure Return **on Investment (ROI)**. The level 5, uses **cost-benefit analysis** to determine the **value of training programmes**. It helps companies:
- to measure whether the money they invested in the training has produced measurable returns, and if so,
- what are exactly these benefits

To meet the end goal of calculating ROI and creating a Learning Value Chain calls for business data to be gathered before, during and after the training. This data is analyzed for quantifiable factors such as:
- Process improvements
- Productivity improvements
- Increased profits

Using this data, you can then compare the cost of the training with the monetary benefit that is provided. This gives you an indication of the value of the training, and the impact it had on the organisation's bottom line.

In order to determine the business impact that a learning programme had on a company or organisation. **The Learning Value Chain states that this impact can be translated into monetary terms and compared to the total cost of running the training.** These costs could include:
- programme development (needs assessment, design etc.)
- programme delivery (instructors, materials etc.)
- Labor costs and facilities
- Travel and accommodation
- Time for participants to complete the training
- Assessment costs

Learning in the Workplace

Activity 4

Brainstorming what helps you find out if you're learning strategy was efficient and successful?

Activity 4: Brainstorming what helps you find out if you're learning strategy was efficient and successful? (1/2)

Which key performance indicators would you choose to measure the impact of a learning intervention:

➲ in the business excellence and operation

➲ in the team/unit's effectiveness and

➲ in the employee performance

Reflection of the Activity:

• "Did you learn something new?"

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Learning in the Workplace

Activity 4

Brainstorming what helps you find out if you're learning strategy was efficient and successful?

Activity 4: Brainstorming what helps you find out if you're learning strategy was efficient and successful? (1/2)

Choose between metrics that focus on:

- **Quantity:** This could mean sales, number of products manufactured, number of invoices processed – virtually anything that can be quantified and presented in a report.

- **Quality:** Number of defective products, performance errors, customer feedback etc.

- **Speed**: Project completion times compared to estimated times of delivery, everyday tasks completion time, units manufactured per day etc.

- **Cost:** Payroll costs per employee compared to annual revenues or per project.

- **Using a combination of those key performance indicators** for employee evaluation will give you more comprehensive insights.

Examples:

1) Profit per employee = Total profit/Number of employees

2) Utilization rate (%) = (Total monthly billable hours/total monthly hours logged) x 100

3) Average task completion rate = Total time to complete a task (within a set time frame)/number of times performed

4) Overtime rate = Total hours overtime/number of employees

Growing

Learning in the Workplace

Activity 5

Developing a Learning Strategy and plans for my SME

Activity 5: Developing a Learning Strategy and plans for my SME (1/4)

Before **developing your own learning strategy** you need to take into account the following steps:

➢ **1st Step – Understand your business & the organisations' strategic objectives**

a) Answer the following questions in the context of your organisation:

⮞ What is your business strategy?

⮞ What is your organisation's mission and vision?

⮞ How do we differentiate ourselves from the competition?

⮞ Where do we hope to be in two years' time and how can learning support this?

⮞ Who are the stakeholders of your organisation? (Partners, allies, fellow travelers, opponents etc.) and how they can affect on the learning process?

b) Use a management tool like SWOT Analysis to gain a better insight of the

Strengths – Weaknesses- Opportunities- Threats in the context of your organisation

⮞ Strengths: human capacity and expertise, innovation, resources, climate and cooperation between departments, strong partnerships etc.

⮞ Weaknesses: skill gaps, miscommunication between staff, limited resources etc.

⮞ Opportunities: political, economic, technological, environmental etch

⮞ Threats: legal, political, economic, technological, environmental etc.

Growing

Learning in the Workplace

Activity 5

Developing a Learning Strategy and plans for my SME

➢ **2nd Step – Goal setting**

➲ What are the links between the learning strategy and business needs?

➲ What is the business currently trying to achieve? How critical is training to achieving this?

➲ What knowledge and skills are needed in your organisation to support the mission and achieve the vision?

➢ **3rd Step – Define learning department's current capabilities & training needs**

➲ Do you have to develop different training programmes for different roles?

➲ What are the different job requirements for each department?

➲ Which are the skills gaps per department?

➲ Are there any issues in workflows, development and the onboarding process?

➲ Which unit managers can support you to better implement the learning strategy?

➲ Which unit managers can support you to design and conduct assessments?

➲ Which are the key areas where you have to place the biggest emphasis?

➲ Is eLearning a good option for some sections in your organisation?

➲ Which is the best period for each department to attend a training programme?

Growing

Activity 5: Developing a Learning Strategy and plans for my SME (3/4)

➢ **4th Step – Define organisation's available learning resources**

⮫ What learning methods is better for your organisation needs?

⮫ Do you have enough budget to cover the training costs?

⮫ Do you have the proper facilities to accommodate the learning programmes?

⮫ Do you have the teaching and learning materials to make lessons interesting and engaging?

⮫ What resources do you need to establish metrics of success?

➢ **5th Step - Determine the visionary organisation learning and development strategy**

The learning culture of your organisation (your learning ecosystem)

Statement: "Developing a structure, defining goals, assessing learning needs and putting the learner at the center of the strategy"

Human Capital Learning Strategy:

• Addressing the needs of employees by incorporating Formal & Informal Learning per Department.

• Have cross-departmental discussions around training, employee development or skill-building on an as needed basis, quarterly or less.

Growing

Learning in the Workplace

Activity 5

Developing a Learning Strategy and plans for my SME

Performance metrics & learning activities

• Use a Learning experience platform to better make better business and training decisions, analyze trends, and predict future business outcomes.

- Learning activity metrics

- Performance metrics

Business impact: Monitor and evaluation of success

- Establishing business metrics for measurement of return on investment (ROI)

Remember: The best companies see strategy less as a plan and more as a direction and agenda of decisions. There are huge rifts in strategy, execution, and performance and in today's fast-paced world, the 'cone of uncertainty' surrounding the future market and competitive conditions. The emergence of new disruptive technology requires organisational agility to be a high priority.

Now you are ready to **Present your Learning Strategy!**

Growing

Implementing at the workplace

Growing

Learning in the Workplace

Implementation at the workplace

Review the career guidance strategy

Now that you learned about workplace learning methodologies:

- Do you think you build the better Career Guidance Strategy for your employees at the end of Module 1?

- Improve it with your current knowledge

- Fill the 2nd version of the Strategy on ***Company Implementation T2.2*** template

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At the end of implementation, evaluate this training module.

Fill the *Evaluation Questionnaire M2*

Evaluation of the module

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Reflect on the session and try to answer the following questions:

- What were the main issues addressed in the session?

- What are the most important things you retained?

- Are you thinking of applying your learning strategy developed?

Thank you for being part of the project!

Growing