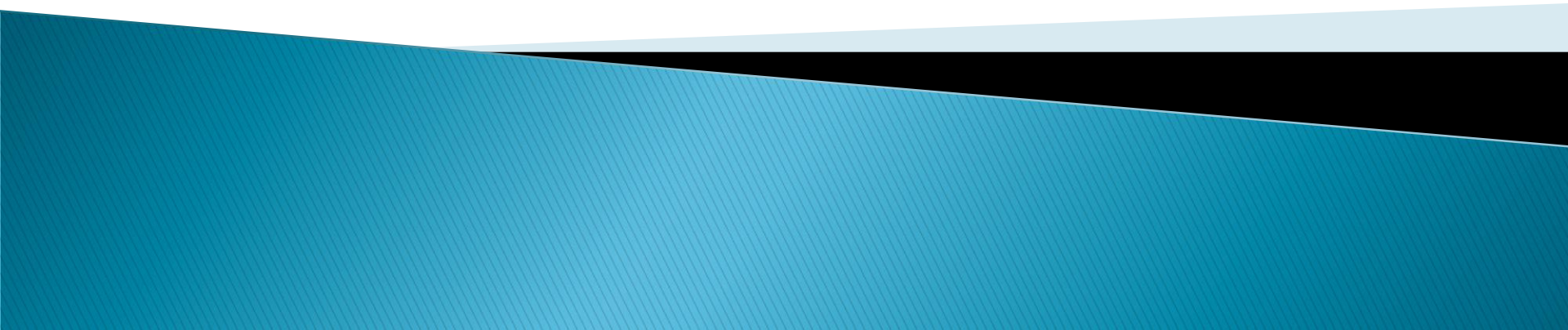


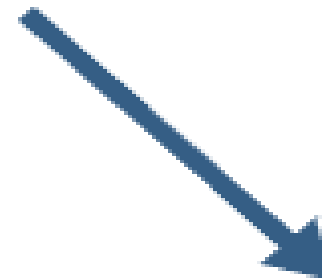
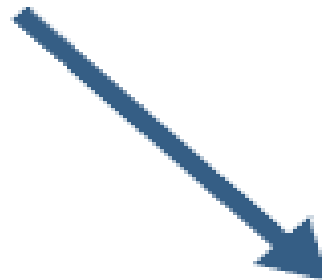
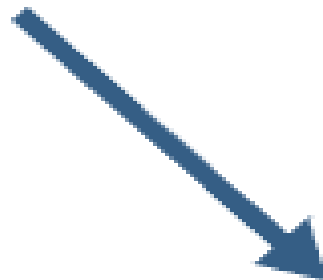
Effective People Management Strategies

Learning and Development



Training

an instructor-led, content-based intervention, leading to desired changes in behaviour

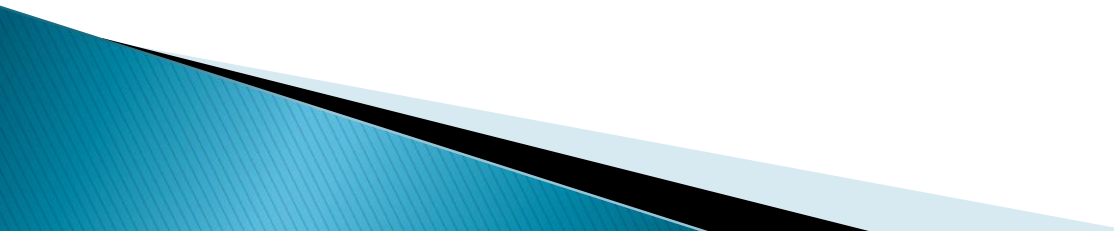


Learning

a self-directed, work-based process, leading to increased adaptive capacity

How do people learn?

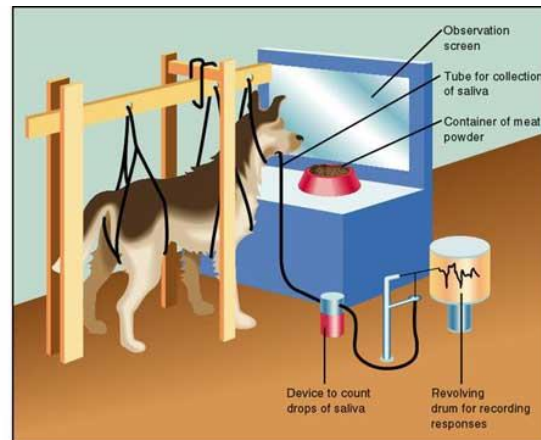
Four clusters of theories:

1. Behaviourist – learning as behaviour change or conditioning
 2. Cognitivist – learning as understanding
 3. Constructivist – learning as construction or creation of knowledge
 4. Social – learning as social practice.
- 

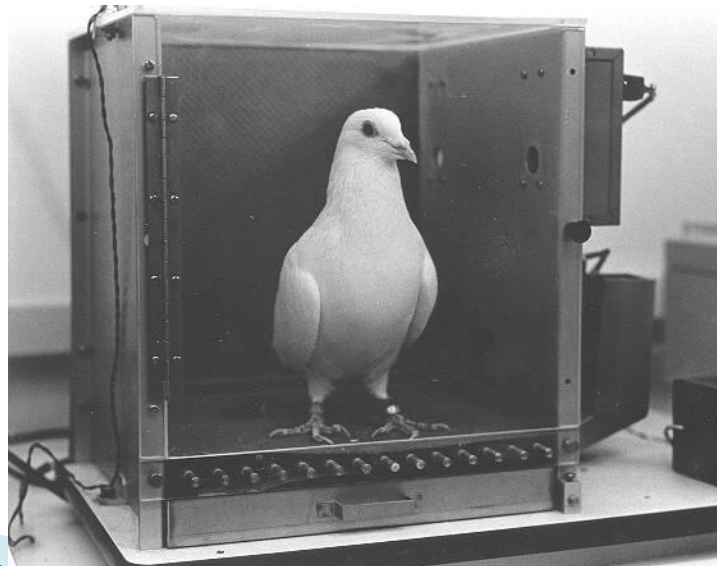
1. Behaviourist

- ▶ Learning is a behaviour change
- ▶ Learning is triggered by external stimulus
- ▶ Repeated stimulus “Practice makes perfect”
- ▶ Eg. Pavlov 1927

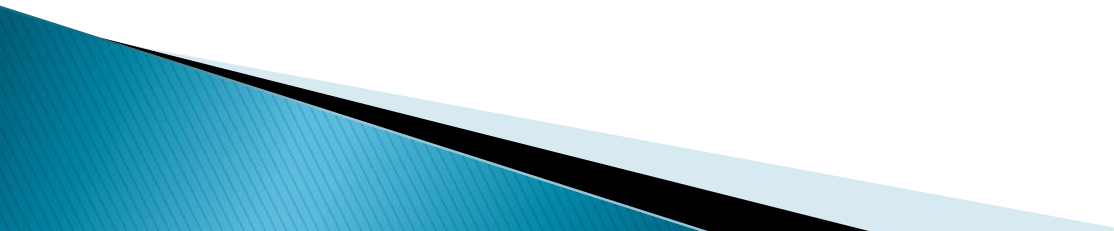
<http://www.youtube.com/watch?v=hhqumfpxuzl>



- ▶ Re-inforcement of new behaviours to establish new habits
- ▶ eg. Skinner 1953;
<http://www.youtube.com/watch?v=vGazyH6fQQ4>
Gagne 1977



Implications of behaviourism for learners, trainers and developers

- ▶ Learner's emotions, motivations, other cognitive or social processes and learning environment are insignificant.
 - ▶ The assumption that the trainer can control the learning through manipulating the stimuli and reinforces to produce the desired behaviours successfully.
 - ▶ Presumes reactions can be anticipated in people as a result of particular stimuli.
 - ▶ Little room for creativity, independent learning or idiosyncratic human responses.
- 

Pros and cons of behaviourist learning theories

Pros

- ▶ repetition does produce learning
- ▶ specifying measurable learning outcomes
- ▶ careful planning and sequenced delivery of content
- ▶ good for producing standardised responses to predictable situations.

Cons

- ▶ poor for non-routinised situations
- ▶ not good for developing higher level problem-solving capability, professional judgement and originality.

Learning as understanding – cognitivist learning theories

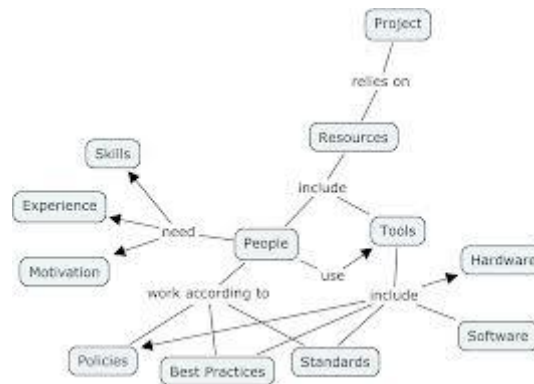
Key ideas:

- ▶ Concerned with human thought processes: perception, cognition, encoding, memory, and how these are used to acquire, process and retain information.
- ▶ Making connections between two+ stimuli eg. Kohler's apes
- ▶ <http://www.youtube.com/watch?v=o2B1AJ3ZaUA>



Implications of cognitivism for learners, trainers and developers

- ▶ Techniques like concept maps (Hay and Kinchin, 2006) and formative assessment to help reveal learners' existing schema.



- ▶ Progress from simple to complex tasks.
- ▶ Encourage alternative perspective-taking.

Pros and cons of cognitive learning theories

Pros

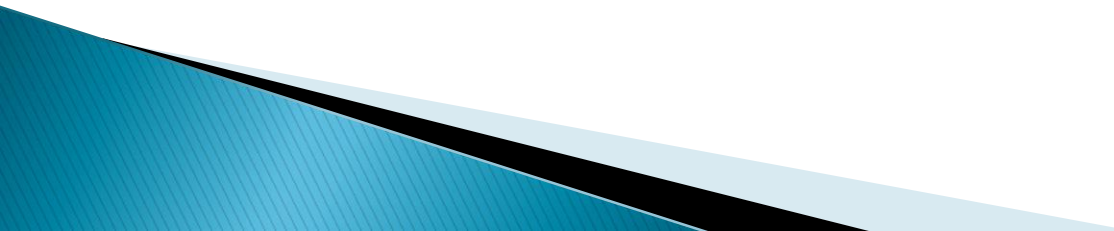
- ▶ cognitive techniques can help the learner process information and transfer to long-term memory
- ▶ attention is paid to the individual's past experiences and current state
- ▶ effective if trainer/developer is in control of the content required.

Cons

- ▶ not good for developing higher level problem-solving capability, professional judgement and originality
- ▶ cognitivist-inspired assessment tend to emphasise memory

Learning as individual creation of knowledge – constructivist learning theories

Key Ideas:

- ▶ People ‘construct’ their own personal meaning by integrating new ideas and experiences into their previous knowledge.
 - ▶ Individuals are active in creating their own understanding, using ‘constructs’ to represent the world eg through experiential learning
 - ▶ The role of the trainer/developer is to design interventions which help learners make sense of new experiences.
- 

Pros and cons of constructivist learning theories

Pros

- ▶ provide an explanation for why individuals vary in the ways they engage with the same learning and development interventions
- ▶ explains how individual learning from the same experiences might vary dramatically.

Cons

- ▶ implications are more complex and demanding for trainers than behaviourist or cognitive learning theories
- ▶ not necessary when learning objectives are simple.

Social learning

- ▶ Social learning focuses on the role within work organisations of context in inducting new members to the institutional norms and ways to be in a 'community of practice' (Wenger, 1998).
- ▶ <http://www.youtube.com/watch?v=eqNaLerMNOE>
- ▶ Some people's learning possibilities might be disabled by the learning culture of a particular organisation or learning intervention:
 - implications for diversity and equality.



Experiential learning and reflection

Experiential learning approaches are one example of constructivist learning, with core ideas that people learn from reflecting on experiences, as well as in the midst of action.

Building on the ideas of John Dewey (1938) and Kurt Lewin (1952), more recent advocates of experiential learning include Kolb (1984), Boud, Cohen and Walker (1993), Vince (2002).

For Dewey, the context of learning is shaped by the relationship between the individual, their actions and their social world.



Methods to encourage social learning

- ▶ interventions that promote interaction with others, such as peer review, action learning, coaching, mentoring, buddying
 - ▶ collaborative action enquiry based methods that encourage experimentation and reflection, such as action learning, appreciative enquiry
 - ▶ team working
 - ▶ cross-organisational project work
 - ▶ post project reviews
 - ▶ learning and talent development professionals model collaborative learning in the ways they interact with employees
- reflective conversations.

Learning as social practice – social learning theories

Key Ideas: emphasize the role of social aspects of learning (Vygotsky).

- ▶ without interaction and communication between people there can be no learning
- ▶ people make sense of new ideas and are able to give them meaning only through dialogue with others (social constructionism)
- ▶ role of the social environment or culture for learning

Pros and cons of social learning theories

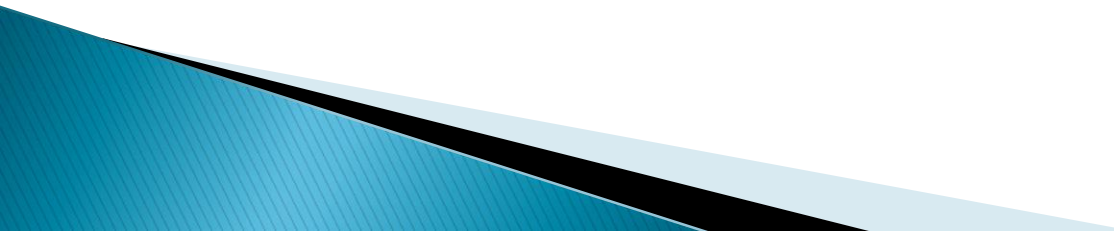
Pros

- ▶ acknowledges learning involves emotions and bodies as well as brains
- ▶ greater learning from acting on insights into the social, ethnic and gender positions of learners
- ▶ challenges notions of universal best practice.

Cons

- ▶ more complex to act on than those that focus solely on the individual learner
- ▶ less easy to recognise that in many organisations what really needs to change if learning is to be enhanced is organisational culture
- ▶ conditions for people to be lifelong learners cannot be created and sustained, unless they also exist for the trainers or developers themselves.

Communities of Learning/ communities of practice

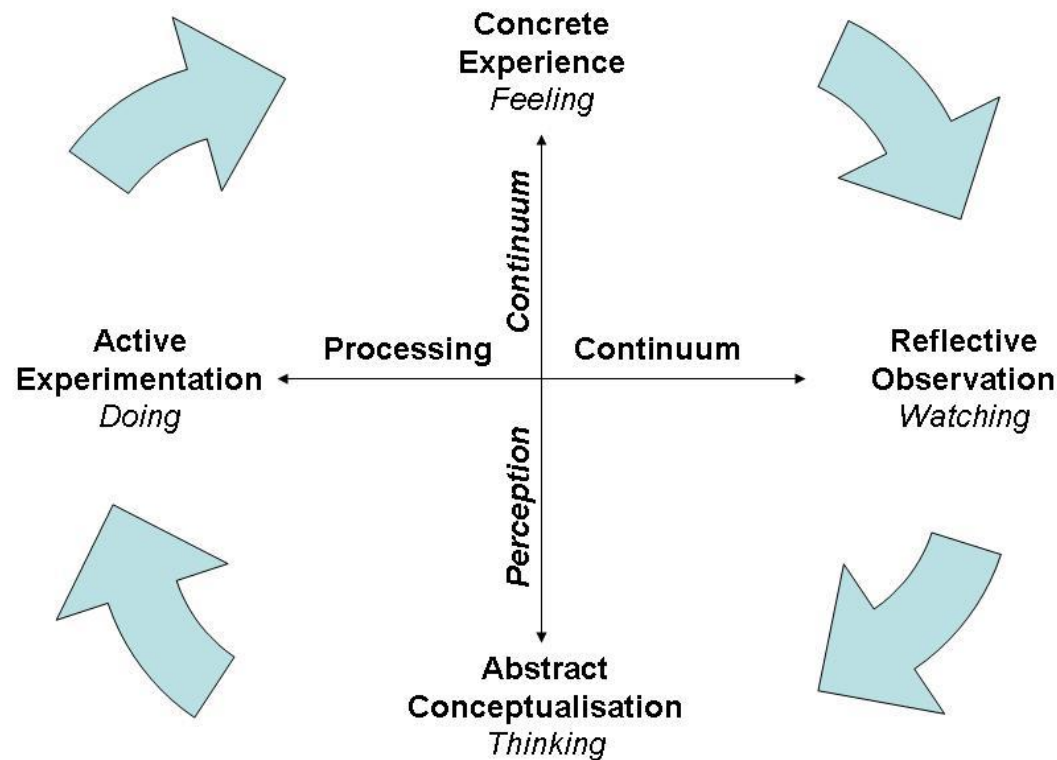
- ▶ Select an organisation
 - ▶ Research how they learn as an organisation
 - ▶ Identify ways in which they share practice in order to improve the knowledge base and learning of an organisation
 - ▶ Present back to the group
- 

Learning Styles

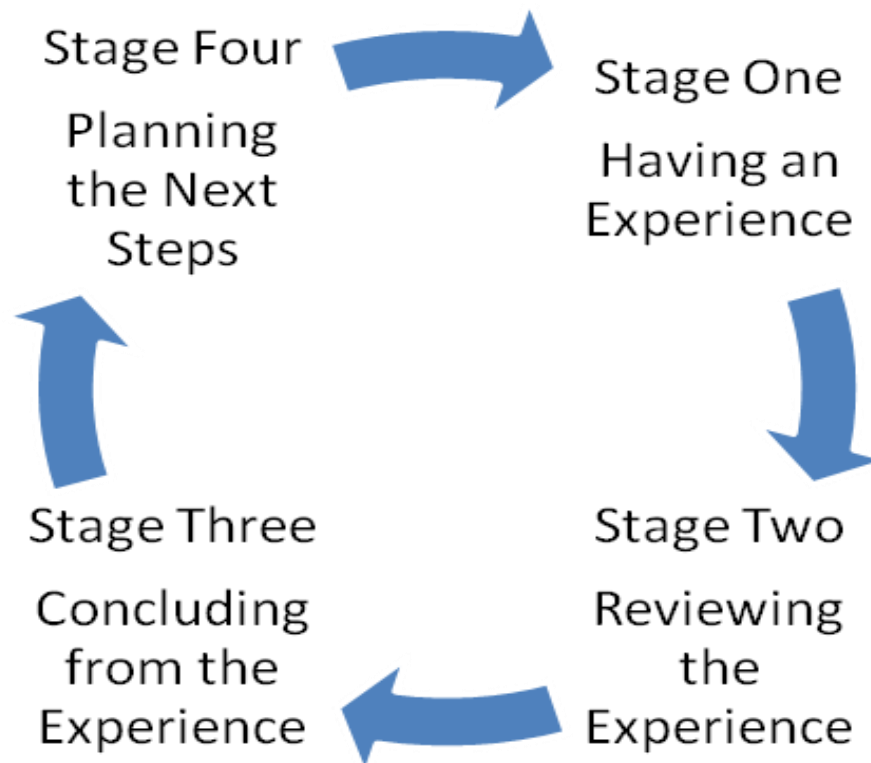
- ▶ Honey & Mumford (1983, 2006)
- ▶ Vak (*Barbe et al*, 1979)
- ▶ 4MAT (McCarthy 1979, 1997)

Experiential learning

Kolb's (1984) Learning cycle



Honey and Mumford (1983,2006) Learning Styles



VAK learning styles

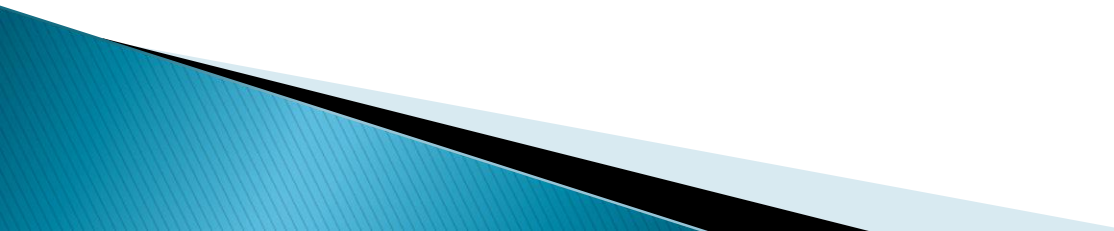
Learning Style	Description
Visual	Seeing and reading
Auditory	Listening and speaking
Kinaesthetic	Touching and doing

4MAT – McCarthy

Four styles of learner

Type	Favourite Question	Looks for
Innovative	Why?	Meaning
Analytical	What?	Concepts
Common sense	How?	Skills
Dynamic	What if?	Adaptations

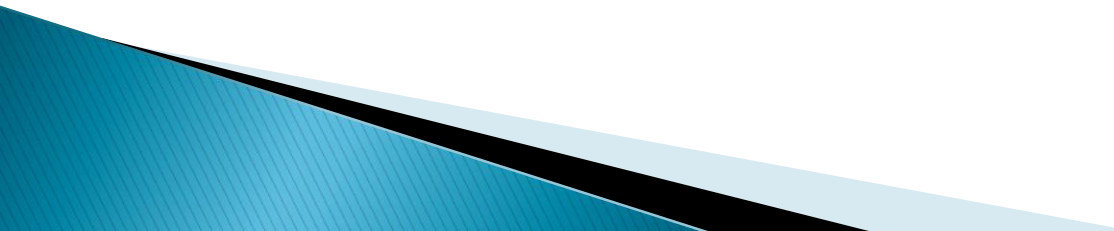
Benefit of learning styles questionnaires

- ▶ Enables tutors to maximise strengths and improve on areas of weakness
 - ▶ Unlikely that people conform totally to a single learning style
 - ▶ People adopt styles according to situation
 - ▶ Preferred learning styles may alter over time
- 

BUT....poor theoretical underpinning

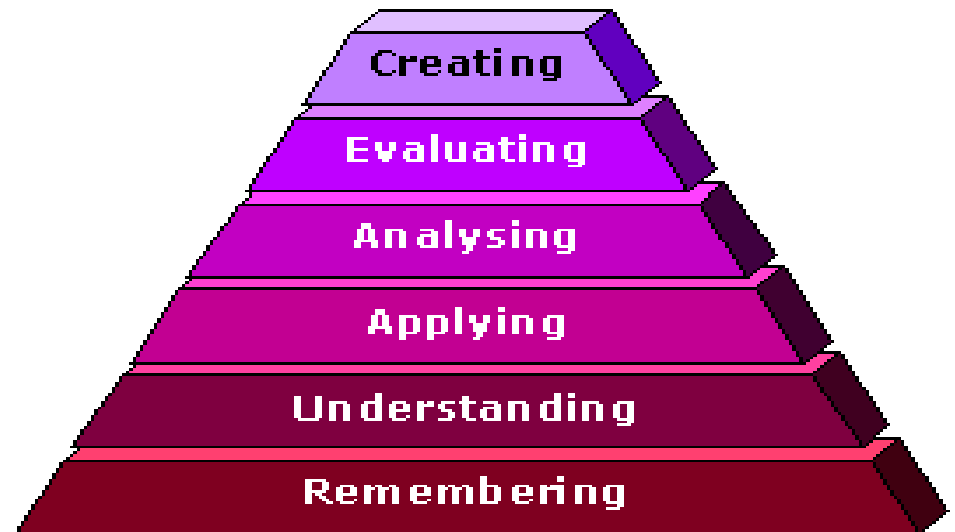
‘The field of learning styles consists of a wide variety of approaches’ involving numerous groups that rarely interact either with each other or with other fields that might be expected to be relevant, such as mainstream psychology or neuroscience. There is no agreed common language or conceptual framework, and different approaches derive from different perspectives with few similarities.’

Coffield et al (2004: 135)

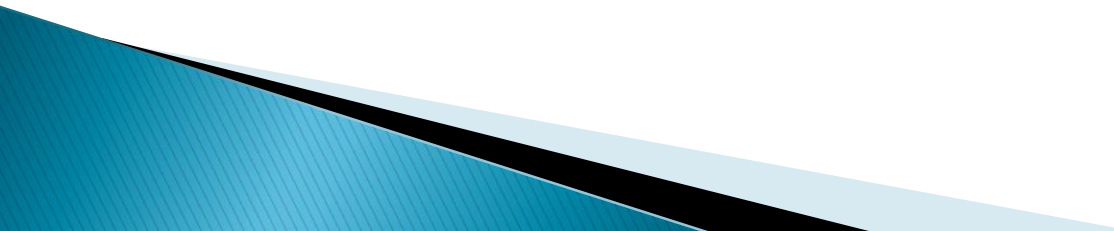


Types of learning need

- ▶ Bloom's (1956) taxonomy of learning, suggests there is more than one type of learning. Later modified by Anderson & Krathwohl, 2001



Blooms taxonomy (1956)

- ▶ for learning to be effective, learning methods must be appropriate to the type of learning required
 - ▶ Cognitive – knowledge, facts, understanding
 - ▶ Physcomotor – physical dexterity, practical skills
 - ▶ Affective – attitude, beliefs, behaviours
 - ▶ Which training methods would be appropriate for each of the categories above?
- 

Principles of adult learning (Knowles, 1984/2005)

<http://www.youtube.com/watch?v=AW5hS4fvERg>

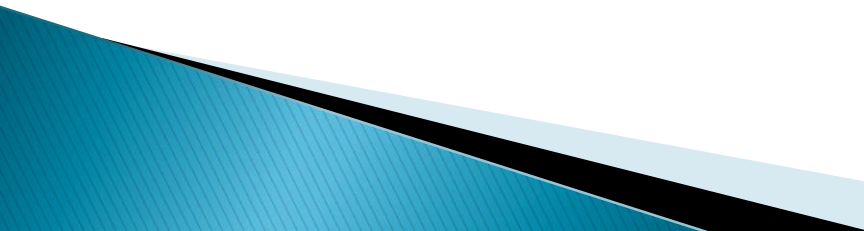
- ▶ Unlike children, adults are self-directed and expect to take responsibility for their own decisions. This must be taken in to account when designing any form of adult learning programme
- ▶ Needs to focus more on the process and less on the content of what is being taught.



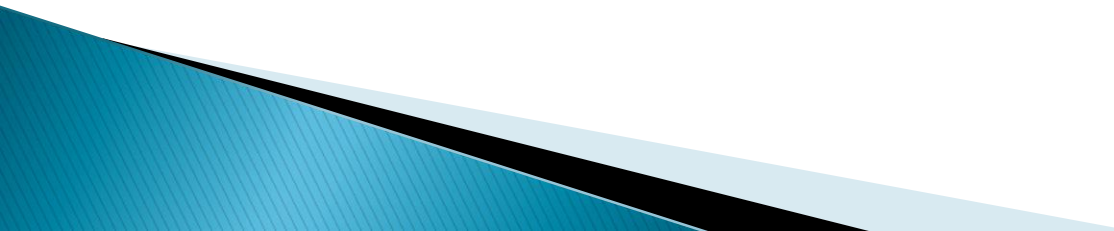
6 assumptions about the motivation of adult learners

1. Adults need to know the reason for learning something
2. Experience provides the basis for learning activities
3. Adults need to be responsible for their decisions and involved
4. Adults are most interested in learning subjects which have immediate relevance to their work or personal life
5. Adult learning is problem-centred rather than content oriented
6. Adults respond better to internal rather than external motivators

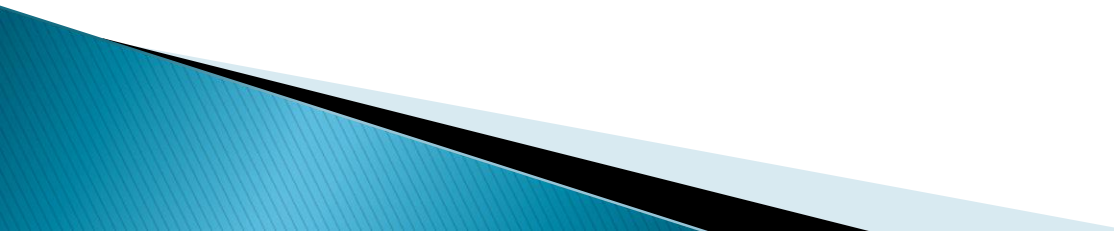
Taking Knowles principles in to account, what activities would be most useful for adult learners?

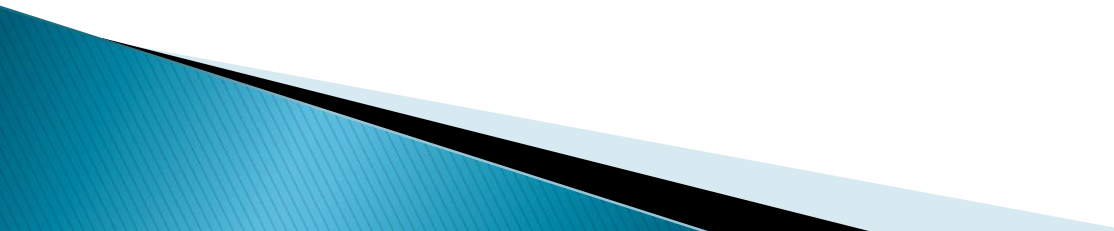


Principles applied

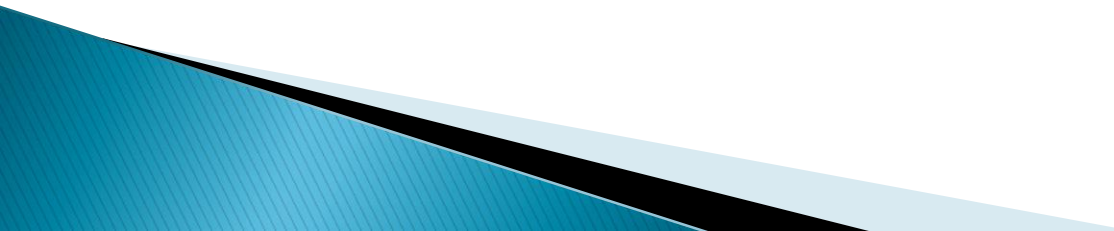
- ▶ There is a need to explain why specific things are being taught
 - ▶ Instruction should be task orientated instead of memorisation
 - ▶ Instruction should take in to account the wide range of backgrounds of learners
 - ▶ Instruction should allow learners to discover things for themselves, providing guidance and help when mistakes are made
- 

Other factors which effect learning

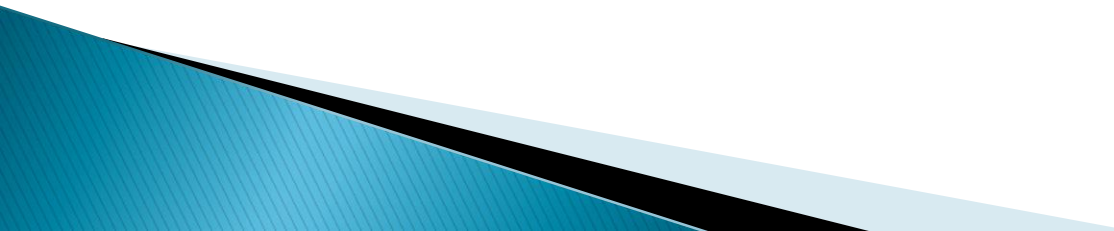
- ▶ Climate for learning
 - Supportive or an intrusion?
 - ▶ Age of learner
 - Crystallised and fluid intelligence
 - ▶ Learner's motivation
 - Extrinsic factors
 - Intrinsic factors
 - ▶ Learner's physical environment
 - Where learning takes place
- 

- ▶ Participation and practice
 - Active involvement in learning event not passive observers
 - ▶ Knowledge of results – feedback and reinforcement
 - Automatic reactions of learners should be correct ones
 - Monitoring & feedback essential
 - ▶ Individual differences
 - Previous experience and existing competence should determine starting point of learning event
- 

Developing Learning Skills

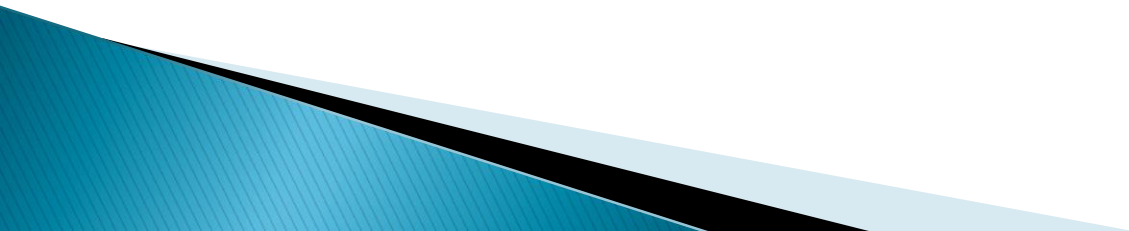
- ▶ Important for learners to acquire 'learning to learn' skills
 - ▶ To improve capacity to learn
 - ▶ To increase motivation to learn
 - ▶ Reduce dependency on tutor
 - ▶ Reduce frustration when exposed to inefficient learning processes
- 

4 things at a time

- ▶ Can you remember: 9988123984521967
 - ▶ Try remembering it by breaking up in 4 as :
9988-1239-8452-1967
 - ▶ Your brain is trained to remember 3-4 things
at a time only!
- 

Learning so far.....

- ▶ What do you remember about this session?

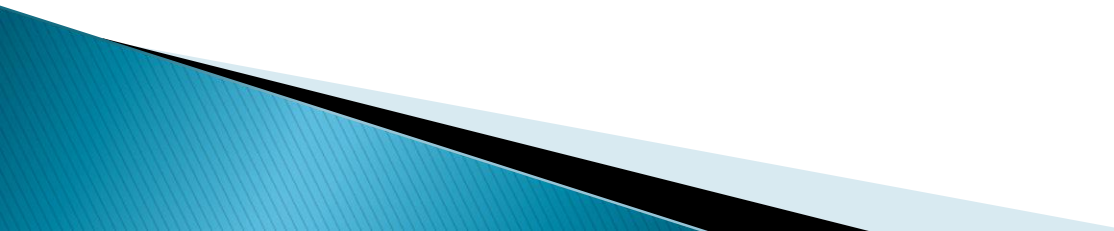


Adults remember.....

- ▶ Things heard first
 - ▶ Things heard last
 - ▶ Things heard in multiples
 - ▶ Outstanding or different ideas
 - ▶ Involvement of participants..... They will remember
- 
- A dark blue silhouette of a human head in profile, facing left. Inside the head, the word 'MEMORY' is written in a light blue, stylized font, with 'MEM' on the top line and 'ORY' on the bottom line. The background of the slide is a light blue gradient.

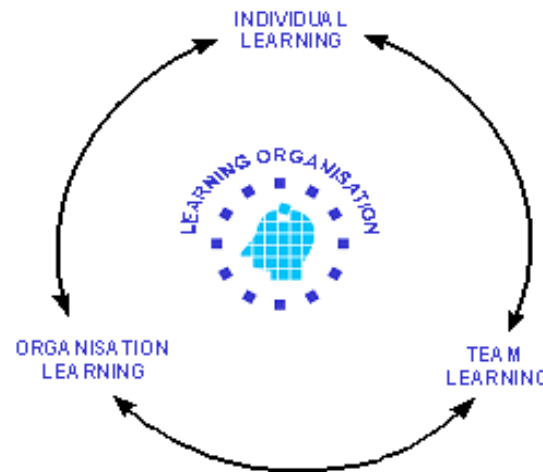


The Learning Organisation

- ▶ “As the world becomes more interconnected and business becomes more complex and dynamic, work must become more learningful”
 - ▶ Senge 1990
- 

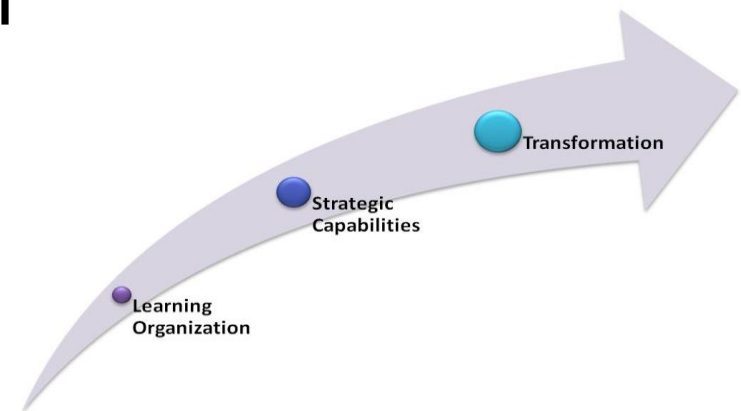
The Learning Organisation

- ▶ “The way in which people are managed and developed at work has major effects upon quality, customer service, organisational flexibility and costs” Harrison (2007)



The learning organisation

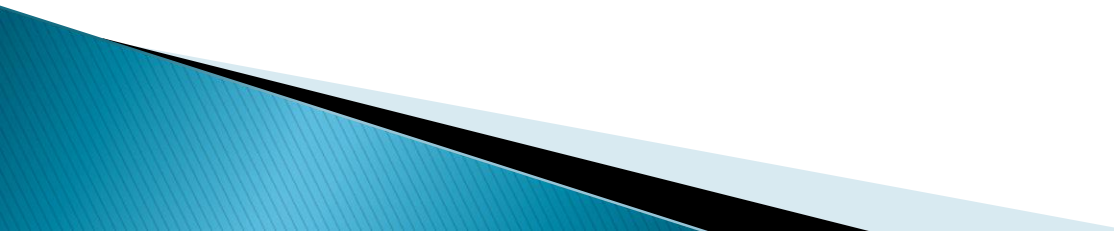
- ▶ Government and organisations want employees to become life long learners
- ▶ Emphasis on continuous learning
- ▶ Belief that employees enable organisations to gain competitive advantage by continuously transforming itself to meet and anticipate market needs
- ▶ Important for organisation~ which compete globally



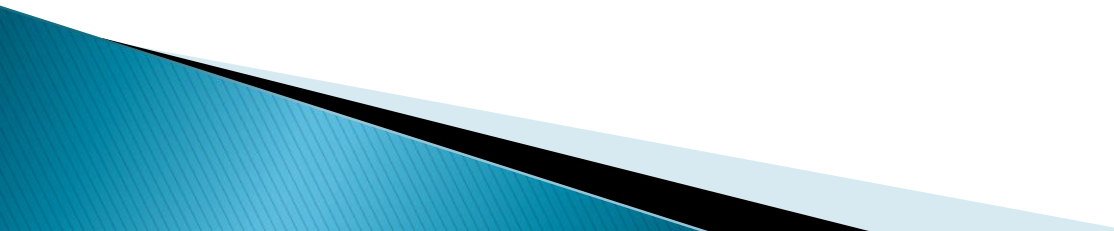
Characteristics of a learning organisation

- ▶ Opportunities for learning are an everyday occurrence
- ▶ Empowerment –all employees are encouraged to learn, to question existing practices and to experiment
- ▶ Managers are committed to facilitating learning
- ▶ Open communication and employee contribution in decision making is welcomed
- ▶ Accept mistakes as part of the learning process
- ▶ All employees assume responsibility for

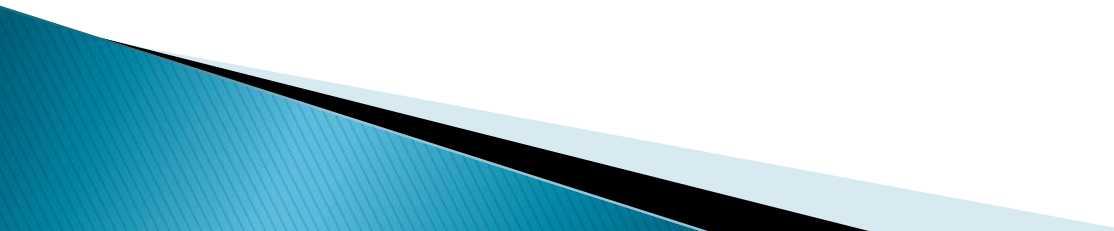
Characteristics of a learning organisation

- ▶ Company systems can be accessed by employees
 - ▶ Company operates an internal supplier–customer relationship
 - ▶ Emphasis on product innovation and differentiation
 - ▶ HRM with emphasis on L&D
- 

Activity

- ▶ Select an organisation
 - ▶ Research how they learn as an organisation
 - ▶ Does the case organisation exhibit any of the characteristics of a 'learning organisation'?
 - ▶ If yes, give examples and the benefits from this
 - ▶ If no, what is preventing the organisation from moving towards a 'learning organisation'?
- 

Approach to L&D in organisations

- ▶ Incidental learning – invest when have to eg. Legislation requires it
 - ▶ Training as a response to specific events I.e. ad hoc training eg. Introduction of a new product or system
 - ▶ Commitment to training as part of an overall strategy where learning is institutionalised and central to business
- 

Barriers preventing a LO

- ▶ Fordist production techniques
 - ▶ Hierarchical management techniques
 - ▶ Low-trust relationships
 - ▶ Culture of blame
 - ▶ Emphasis on 'doing' rather than 'reflecting'
 - ▶ Departmentalised with little cross over
 - ▶ Communication on a 'need to know' basis
 - ▶ 'Closed door' working
- 