

MAY 2021

MANAGING REMOTE TEAMS AT COLEG CEREDIGION

 colegsirgâr  colegceredigion



KATY BARRON

Designing Learning That Sticks

Word Count: 3847

Qualification: CIPD Postgraduate Diploma in HRM

Module Name: Designing Delivering and Evaluation Learning and Development Provision

Module Code: BMMB7001

Student Name: Katy Barron

Student Number: 1811083

CIPD Membership Number: 5339341X

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: 

Date: 18/05/2021

Glossary

CC – Coleg Ceredigion

KSA – Knowledge, Skills and Attitude

L&D – Learning and Development

LNA – Learning Needs Analysis

PEST – Political, Economic, Social, Technology

Executive Summary

This report critically analysis the external and internal factors and how these impact L&D. The analysis identifies a learning need at Coleg Ceredigion whereby managers need further training on how to manage remote teams.

The national lockdown resulted in Coleg Ceredigion employees working remotely which has impacted the wellbeing of staff and highlighted poor management by line managers who were unable to effectively manage staff whilst homeworking.

The main literature and findings examine current L&D trends and best practices when designing learning interventions. At present the three main L&D trends are eLearning, Blended Learning and Gamification. The report assesses these approaches and concludes that Blended Learning would be the most appropriate for the type and style of learning.

The recommendations include arranging middle management to attend external online training on managing remote teams which will be supplemented by internal coaching procedures. Furthermore, the process of evaluation is described in order to establish how cost effective and successful the training intervention has been.

Contents

1. Introduction	6
2. Literature Review	8
2.1 PEST Analysis	9
2.1.1 Technology	9
2.1.2 Social.....	11
2.2 Learning Needs Analysis	12
2.3 Training need	14
2.4 Designing Learning	15
2.5 Individual Learning Theory.....	17
2.6 L&D Trends	17
2.7 Learning Intervention	21
3. Conclusion.....	23
4. Recommendations	25
References	27
Appendices	40

Table of Figures

Figure 1	17
Figure 2.....	23

Introduction

Coleg Ceredigion (CC) is a further education college situated in West Wales with around 180 employees. In 2017 CC merged with Coleg Sir Gar (CSG) to form 'one college with two brands and seven campuses' (Coleg Ceredigion, 2021). Since the merger, the college now employs approximately 1,000 staff who are based on campuses from Aberystwyth to Llanelli.

The college structure is hierarchical with all instructions disseminated down from senior management and has a high-performance low trust culture. CC is very encouraging of learning and development (L&D) and offers various pathways to self-develop. However, employees at the college have experienced many organisational changes which has caused resistance.

In 2020, a National lockdown resulted in CC employees having to acclimatise to remote working, a way of working that had not been practiced at CC previously.

This report is produced for consideration by the Executive team and will identify a current learning need as a consequence of the external environment and how we propose to close that gap.

The report aims to establish means to support staff who are working remotely and struggling with this way of working. The report will also identify a learning need that

has arisen as a result of the external environment and to engage with that need by training employees appropriately to narrow the gap.

The objectives will be to design and deliver appropriate training suitable to manage the training needs and to evaluate the effectiveness of the training provided with support from Kirkpatrick's 1959 4 staged model.

An assessment of contemporary methods and arising L&D trends, as well as consideration of current literature, will be presented within this essay to form an appropriate method to address the gap.

To effectively analyse the current external environment a PEST (Political, Economic, Social and Technology) analysis will be undertaken. By completing this, an in-depth examination into what external influences may impact the organisation will be identified (CIPD, 2020a).

Following the evaluation of L&D literature, suitable recommendations will be determined to outline how the learning needs will be addressed, with an established detailed action plan to support.

1. Literature Review

L&D is defined by the CIPD profession map (2020c) as a culture and environment that allows individuals and organisations to develop and grow. Creating an environment that aligns the needs and objectives of an organisation with learning needs, and taking into consideration different learning approaches and styles such as online, face-to-face or auditory.

Learning can result in permanent change (French et al, 2011). The Oxford dictionary describe learning as an action of receiving new knowledge (OED, 2013) whereas the APA (2013) define it as an experience-based process.

Employers who invest in employee development, to enhance their capabilities, knowledge, skills and attitude (KSA) are highly valued (Bee and Bee, 2004).

Developing employees is beneficial for both employer and employee; the employer can ensure their staff maintain relevant knowledge, enabling them to undertake their role effectively.

Bartlett and Kang (2004) concluded that employee development positively links employee commitment and performance. Chain and Jang (2008) argue that employees feel invested in and cared for when their employers contribute to their personal development. This coincides with the CIPD's (2021a) findings of an association between L&D and higher employee engagement and performance.

There are various ways that L&D can be affected; when focusing on learning needs and programmes, it is crucial to consider the external environment and how this could affect L&D.

1.1 PEST Analysis

An effective way of examining the external environment is by undertaking a PEST analysis. This method is used to gain a deeper understanding of external factors and influences (Stewart and Cureton, 2014).

2.1.1 Technology

Appendix 1 presents an assessment of the current external environment using the PEST analysis. It is clear that the current external environment, mainly as a result of COVID-19, has resulted in a tremendous development within technology. Within months, organisations and sectors have produced years of change with extreme demands on supply and development (Mckinsey, 2020).

The development and demand of technology has increased to manage the increase of remote working. The ONS (2020) reported that 46.4% of employed people carried out homeworking; of which 86.0% were homeworking due to the pandemic. Whereas in 2019, less than 30% of the UK workforce undertook homeworking (ONS, 2019a).

When campuses were shut, 25% of CC employees were furloughed with the remaining workforce having to adjust to remote working. This put strain on the IT

departments to support staff who struggled with IT, as well as the demand to supply all staff with the appropriate equipment to enable them to undertake their role remotely.

There are 5 trends that are shaping the world of working, two of which are mobility and technology. The advances of technology are allowing employees to work anywhere at any time, making the location of where work is carried out less important (Morgan, 2016).

Forbes (2018) predicted that Artificial Intelligence (AI) will have an increasing presence within Educational Settings as a role of a teacher; not necessarily to replace teachers but to allow them to focus on aspects of their role that AI could not fulfil, whilst the AI could focus on learning and teaching specific subjects. It was also predicted in the AI Market in US Education Repot (2018) that between 2017 – 2021, AI presence in U.S Education would grow by 47.5%. Dr Hod Lipson from Columbia University supports this prediction by agreeing that the development of AI robotics since the 1990's, has led to professors in academia being replaced. However, Dr Lipson stated that there is currently no place for AI in early childhood education as AI has not yet been developed to converse in a two-way conversation (Teachers Conference Columbia University, 2019).

Although there is no AI at CC, the change to online delivery affected the interaction and face to face communication that staff and learners would usually receive, similar to what would be missing from AI delivery.

2.1.2 Social

It is reported that the UK population are living longer which is resulting in an aging workforce (ONS, 2019b), meaning organisations, particularly educational settings are having to adjust practices to consider the changing demographics (QS, 2020).

Age UK (2020) have guidance on how organisations can support the older workforce whilst working remotely, particularly with technology and applications. However, it is important to consider the 5-generation workforce in all aspects of organisational planning, strategy and support to ensure inclusion (Forbes, 2019). Although CIPD (2020e) and Deloitte (2020) agree that organisations should consider individual differences, it is suggested that employee life stages should be the main focus as oppose to generational differences, to recognise individual behaviours, values and needs, to people manage effectively.

The work life balance and wellbeing of employees have been tested throughout the pandemic. Many have faced challenges to maintain good levels of wellbeing and work life balances and the requirement of homeworking has contributed to these factors (CIPD, 2020b). A staff survey undertaken at Ideagen (2020) found that 48% of employees felt negatively about remote working with 50% of employees believing

that management focused more on physical health as oppose to mental health and wellbeing. The Health Foundation (2020) also reported that 69% are experiencing stress and anxiety as a result of lockdown which is impacting on their wellbeing. Unfortunately, some staff at CC have experienced a decline in their wellbeing and an increase in mental health due to the uncertain and unprecedented times. Adding to this is how teams and departments have maintained communication during lockdowns and the various way managers have taken to managing their staff remotely.

1.2 Learning Needs Analysis

As well as examining the external environment, there are also internal factors that can be analysed to identify organisational and individual learning needs. One common and effective means is undertaking Learning Needs Analysis (LNA). Traditionally, LNA's have been examined at 3 different levels, Organisational, Individual and Job analysis (Boydell, 1983; Steward and Cureton, 2014).

LNA is a process of establishing employees' work-related learning needs (Harrison and Auluck, 2014). Similarly, Harrison (2009) define LNA as a process of analysing task, role and job performance, and what is necessary from individuals to achieve those requirements.

Organisational analysis is used to acknowledge the organisational standards and requirements that must be met, and how L&D can be ingrained. Job analysis are

undertaken to outline what KSA's are essential for particular job roles. Finally, individual analysis will highlight personal development and current KSA's and how these need to be enhanced or adapted to fit the skill requirements of their job and in turn, connect with the organisational needs.

The CIPD (2020d) advise using the RAM model – Relevance, Alignment, Measurement. This model emphasises the importance of having agile LNA's, by providing relevant learning provisions, aligning with the organisational objectives and strategies and which can be measured and evaluated.

Alongside formal LNA processes, organisations can also determine training needs by considering internal data gathered through formal and informal practices (CIPD, 2020c), which can include probation and appraisal reviews, exit interviews, questionnaires, and 360-degree feedbacks.

During 2020, employees at CC were asked to complete anonymous questionnaires which focused on their health and wellbeing. The internal data identified that during lockdown and periods of working remotely, some employees have experienced poor line management, increase in loneliness and isolation and a decline in their state of wellbeing. 34% of those who participated in the survey claimed that their wellbeing was low during the lockdown and over half (54.4%) saying that they had not been supported appropriately during this time.

1.3 Training need

The data highlighted during this survey appeared alarming and insinuated that managers have not been providing their employees with sufficient support whilst remote working which has led to a training need to improve the management of remote teams. Literature has also shown that the work life balance of some has been negatively affected as a result of taking their working environment home.

These factors could be a result of poor management with managers not knowing or understanding how best to manage remote teams, as well as not realising the importance of maintaining contact, communication and engagement. It is important that employees know the expectations whilst working from home, as some need to work flexibly to suit commitments such as childcare arrangements (Avery, 2020).

Clearly outlining expectations will help reduce pressure and stress from an already tense time.

Allowing staff time to adjust and settle in to their 'new normal' by promoting self-kindness will improve moods and reduce anxieties (University of Colorado, 2019).

When employees and managers support and care about wellbeing, team performance and engagements increase (Business News Daily, 2020).

By providing managers at CC with the expertise and skills to confidently and effectively manage teams remotely, this should improve team working, wellbeing and work life balances and continue on when employees return to on site working as

many of the employees at CC have managers whom are based at an alternative campus to themselves; meaning training on this topic will evolve as changes in the external environment continue. This training will be hugely beneficial to all levels of the hierarchical structure at CC as managers will be better equipped to appropriately and effectively manage their team who in turn will produce work of high standard and show greater commitment and motivation (CIPD, 2021b).

1.4 Designing Learning

When designing a learning intervention, the aim is to enhance skills and awareness through teamwork or independent work to support the implementation of new approaches, strategies and ideas which collectively work towards achieving organisational objectives (Zhang and Kyriakidou, 2014).

When learning, there is not one approach that suits all; present day workplaces consist of individuals from various cultures, ages and multigenerational. Educating adult learners poses more challenges in comparison to educating children. The reason being that adults have obtained years of experiences and established their personality and learning styles, which affects how learning is understood and absorbed (Doloriert et al, 2014).

Cultural backgrounds influences attitudes to learning and being aware of how cultural differences impacts on L&D is important to ensure success of learning. A

study by Yang et al (2010) focused on participants of different cultures and countries, revealed those of the same culture learnt similarly but differently to those of another.

A multigenerational workforce constitutes of employees of different ages and generations such as Baby boomers, Generation X, Millennials and Generation z.

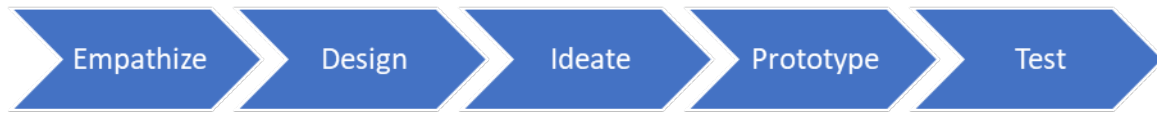
Individuals from the different generations have varying characteristics, ethics, values and preferred leadership styles. These factors contribute to individual learning styles (Fica, 2019).

Generation Z are seen as more 'tech savvy' than individuals from earlier generations as they have been raised in a digital environment with technology advancements (Forbes, 2019b). Baby boomers are believed to prefer traditional delivery of in person training over online learning. Later generations are motivated by self-direction which is a fundamental element to online L&D (Panopto, 2019).

It is essential that these factors are considered when designing learning interventions to ensure diverse training and to maximise learning (Zhang and Kyriakidou, 2014).

To support the processes of planning a learning intervention, it is recommended to follow the 5-stage design thinking process (see figure 1). This human centred approach systematically identifies solutions for potential problems (Interaction Design Foundation, 2020).

Figure 1



1.5 Individual Learning Theory

Appendix 2 shows the various traditional and contemporary individual learning theories. Traditional theories relate to psychology whereas contemporary theories extend to multiple disciplines. Research has shown that contemporary theories are more appropriate to adult learning than traditional approaches, due to the type of adult learning and working environment (Harrison 1997: Gibb, 2008: Marchington and Wilkinson, 2012).

1.6 L&D Trends

L&D trends change depending on external factors with some movements being a result of Covid-19. Due to the pandemic, it was essential for training to adapt to the online environment which required many professionals to conduct eLearning sessions as oppose to traditional teacher led in person deliveries. The popularity of eLearning had been progressing, however, this accelerated during 2020 (Coleman, 2021). CIPD (2021c) define eLearning as training that is provided through the use of

technology; similarly (DeRouin et al, 2005) state eLearning as a process of sharing knowledge and skills using technology.

During the national lockdown, academic staff at CC continued teaching their learners through eLearning. Previous to 2020 eLearning was only used for employees to complete compulsory training. Now, CC has taken advantage of the situation by reaching a wider audience of learners throughout the Counties. ELearning has been vital for many organisations to continue providing services, however, the disadvantage of eLearning is that it is best suited to individuals with technology competencies and prefer this style of learning.

To successfully develop the 92,000 employees at Shell, they developed their own eLearning package which gives employees access to learning materials and resources to include, video lectures, guides and e-books. Through establishing an eLearning programme, Shell have been able to improve performance of their staff and are actively seeking to develop their programme further through the introduction of AI (Shell, 2021).

The local authority offers half day online training for £25 per person for managing teams remotely, with an option to pay £600 for three sessions for an extensive management training course. The half day training covers topics such as, the benefits of homeworking, distractions, wellbeing, sleep, social contact, health and safety, monitoring performance and types of remote workers.

As well as eLearning, blended learning is an emerging trend in L&D. Blended learning is a programme consisting of online and in person delivery. This style of learning is suitable to various learning styles and allows flexibility of learning at a pace that suits best (PulseLearning, 2017). However, blended learning can cause confusion and affect classroom dynamics which will negatively impact the learning (Welker and Berardino, 2005) .

With easing of Covid-19 restrictions, CC has adopted a blended learning style where a percentage of courses are taught online with the remaining percentage being in person. This style has been valuable in adhering to Covid-19 guidelines and to improve the learning experiences.

Adidas has changed their learning initiatives from classroom-based delivery to blended learning; they now use online and face to face learning, whilst embedding quizzes, videos and blogs to maintain an interactive and engaging learning experience. These opportunities have helped Adidas (2020) create a high-performance culture.

The CIPD (2020) Learning and Skills at Work 2020 report identified that majority of organisations have an annual budget of £150 per employee. Although this is higher compared to 2009 (Innovative Learning and Talent Development, 2009) when £127 was spent per employee, budgets have been affected due to Covid-19 (People

Management, 2020). As a result of reduced budgets, organisations are often looking at internal sources to supplement training, with coaching being one.

Coaching enables individuals to improve their capabilities and performance and can successfully improve breakdown of relationships and departmental activities (Clutterbuck, 2016; Connor, 2012). This method can support the blended learning package.

A third trend is gamification, where the application of gaming principles are in non-gaming circumstances. Activities and processes can be carried out through the use of game elements (Walter, 2021). Gamification can often feed into eLearning and blended learning delivery to enhance the engagement of the training, through the use of quizzes, games and polls.

A successful gamification application used at CC is *duolingo*. Employees are encouraged to improve their Welsh Language skills in line with the Bilingual ethos. This application encourages individuals to progress with their learning by being awarded with electronic badges and rewards.

Gamification enabled Deloitte to engage senior executives in leadership training.

Badgeville rewarded those who participated with badges and leader boards, and measured participation (cornerstone, 2021). Deloitte (2012) predicted that the use of gamification in organisations will grow by 25% by 2015, and in 2021 it was reported

that 72% of employees believed gamification has inspired them to work harder (Lynkova, 2021).

1.7 Learning Intervention

Due to Covid-19, finances and budgets have been restricted. Therefore, the likelihood of being able to adopt and implement gamification at CC is unlikely.

Despite budget cuts, it is important that managers are equipped with the correct people management skills to enable them to invest appropriately and exercise effective management, this will help maintain higher levels of wellbeing and reduce isolation and mental health absences. Since 2020, employees at CC have adapted and achieved excellently to blended learning, by being the facilitator and teacher as well as the receiver. This L&D trend has also proved to be beneficial to engage a diverse audience of learners.

Blended learning allows busy managers at CC the opportunity to undertake elements of the course at times that suit best, allowing flexibility and total focus on the topic, as well as the chance to work with their peers, sharing ideas and best practice.

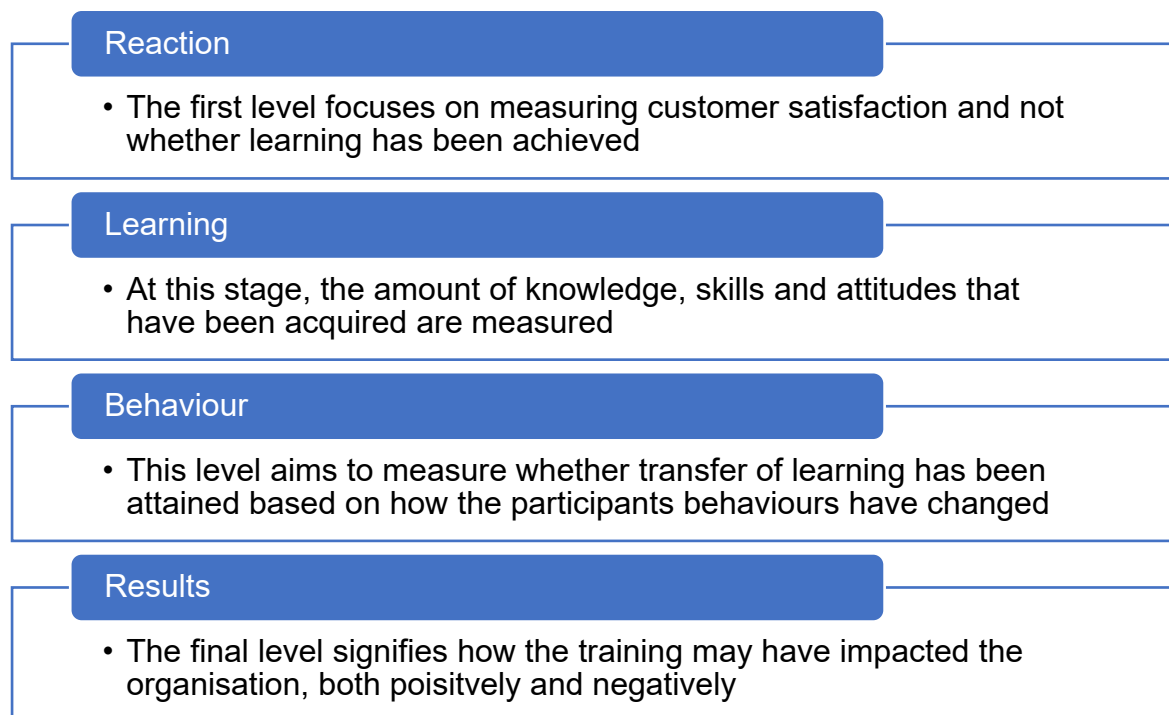
Considering the costings of the local authority training, it would be reasonable to register 25 managers on the half day courses as this would cost £625 which is more cost effective than the £600 option. Although the training would be delivered on line,

it would be valuable in sharing best practices with other large public service organisations in the area.

CC's Teaching and Learning team have established a highly effective coaching approach. The possibility to embed this into the blended learning is feasible and cost effective; by using internal sources there will be no financial cost on the organisation other than the cost of time for the department to adapt resources and deliver to the managers. This would work alongside the external online training to ensure the knowledge learnt is continued in practice.

Before implementing a learning intervention, it is important to establish how the training will be evaluated. The Kirkpatrick (1959) model seen in figure 2, consists of four stages; reaction, learning, behaviour and results.

Figure 2



Although evaluation can be time consuming, it is incredibly helpful to measure the success of the training provided, setting standards for future training (Shakleton-Jones, 2019).

2. Conclusion

The literature and analysis of internal and external factors have identified a need for line managers to improve their abilities to manage remote teams. These circumstances have arisen following the Covid-19 pandemic and the concerns raised through internal data collected from employee questionnaires.

By providing specific training on managing staff remotely, this ensures management are equipped with the necessary knowledge and skills to effectively carry out people management. In turn, staff who feel they are being supported and have regular communication with their team should see improvement to their wellbeing by feeling included and less isolated, which will consequently lead to greater productivity and higher standard of work (CIPD, 2021b).

To guarantee suitability of the course, it will be delivered in line with the various learning styles by undertaking the Honey and Mumford (1982) questionnaire as well as applying to the adult learning theory and ethically considering the diverse workforce.

The identified trends, costs and practicality of implementing has suggested that the most reasonably suited intervention would be blended learning. This approach would consist of external online training on managing remote teams, to help CC managers gain knowledge and understanding of best practices used externally. Alongside the online training will be internal coaching, by taking advantage of expertise within the organisation.

3. Recommendations

To improve wellbeing, sense of isolation and management of remote staff, it is recommended that line managers are enrolled onto a blended learning programme, focusing on how to manage remote teams. This programme will include online training via Zoom and coaching sessions to ensure the new knowledge and skills acquired are put into practice. The online training will cost £25 per person; there will be no financial cost with the coaching, however there will be a cost of time as the Teaching and Learning team will need to be excused from their routine duties to enable them to focus on designing a course and meeting with the managers to conduct the sessions.

Once the blended learning has concluded, it would be advisable to evaluate using Kirkpatrick's (1979) model to establish the effectiveness of the training. Firstly, through the use of participant satisfaction surveys it would be possible to obtain managers reactions and feelings about the course.

Following this, focus would shift to measuring whether new knowledge, skills and attitudes have been obtained or improved. This can be conducted by asking the managers to participate in tests or quizzes both before the training and afterwards; then comparing the results to see the standard of learning. To ensure the knowledge and skills learnt are transferred into the workplace, 360-degree feedbacks can be

undertaken to assess whether the behaviours and attitudes of the managers have changed as a result of the training.

The final stage would involve evaluating what consequences the training has had on CC. This can be done by circulating employee questionnaires specifically relating to wellbeing, isolation and line management. The feedback can be compared to the previous questionnaires used to identify this learning need. If the data shows improvement of these factors, this will demonstrate successful learning intervention, which in turn would aim to improve productivity and reduce employee turnover rates (Kirkpatrick, 1979).

A detailed Action Plan can be viewed in Appendix 3.

References

1. Adidas (2021) *Annual Report 2020: Learning and Performance*. Available at:
<https://report.adidas-group.com/2020/en/group-management-report-our-company/our-people/learning-and-performance.html> [Accessed: 11 May 2021]
2. Age UK (2020) *A guide to remote working for older workers*. Available at:
<https://www.ageukmobility.co.uk/mobility-news/article/guide-to-remote-working-for-older-workers> [Accessed: 9 May 2021]
3. AOC (2020) *Brexit*. Available at: <https://www.aoc.co.uk/funding-and-corporate-services/brexit#:~:text=The%20UK%20left%20the%20European,reached%20in%20late%20October%202019.&text=Brexit%20means%20changes%20relating%20to,and%20the%20regulation%20of%20services>. [Accessed: 2 April 2021]
4. APA (2013) *American Psychological Association*. Available at:
<https://www.apa.org/> [Accessed: 13 April 2013]
5. Artificial Intelligence Market in the US Education Sector Report (2018).
Available at: https://www.researchandmarkets.com/reports/4613290/artificial-intelligence-market-in-the-us?utm_source=BW&utm_medium=PressRelease&utm_code=5lshzz
[Accessed: 5 May 2021]

6. Avery (2020) *Managing Unrealistic Expectations: Stress Response Part 5*.

Available at: <https://www.averycounselling.com/single-post/managing-unrealistic-expectations-stress-response-part-5> [Accessed: 10 May 2021]

7. Bandura, A. (1977) *Self-efficacy: toward a unifying theory of behaviour change*. Psychological Review. Vol, 84.
8. Bartlett, K. and Kang, D. (2004) *Training and organizational commitment among nurses following industry and organizational change in New Zealand and the Unites States*. Human Resource Development International. Vol 7, No 4. Pp423-440
9. Bee, F. and Bee, R. (2004) *Learning needs and evaluation*. 2nd ed. London: Chartered Institute of Personnel and development.
10. Boydell, T. (1983) *A guide to the identification of training needs*. London: British Association for Commercial and Industrial Education.
11. Business News Daily (2020) *Teams work better when employees care about each other*. Available at: <https://www.businessnewsdaily.com/8585-teams-care-about-others.html#:~:text=Employees%20who%20care%20more%20about,themselves%20help%20improve%20team%20performance.&text=This%20type%20of%20behavior%20is,affect%20others'%20well%2Dbeing>. [Accessed: 10 May 2021]

12. Chaing, C. and Jang, S. (2008) *An expectancy theory model for hotel employee motivation. International Journal of Hospitality Management*. Vol 5, No 1. Pp81-85
13. CIPD (2009) *Innovative Learning and Talent Development: Positioning Practice for Recession and Recovery*. London: Chartered Institute of Personnel and Development
14. CIPD (2020a) *PEST Analysis*. Available at:
<https://www.cipd.co.uk/knowledge/strategy/organisational-development/pestle-analysis-factsheet#7986> [Accessed: 1 April 2021]
15. CIPD (2020b) *Impact of COVID-19 on working lives*. Available at:
<https://www.cipd.co.uk/knowledge/work/trends/goodwork/covid-impact#gref>
[Accessed: 2 April 2021]
16. CIPD (2020d) *Identifying Learning and Development Need*. Available at:
<https://www.cipd.co.uk/knowledge/fundamentals/people/development/learning-needs-factsheet> [Accessed: 5 February 2021]
17. CIPD (2020c) *Learning and Development*. Available at:
<https://peopleprofession.cipd.org/profession-map/specialist-knowledge/learning-development#gref> [Accessed: 6 April 2021]

18. CIPD (2020e) *Should we stop talking about generational differences?*

Available at: <https://www.cipd.co.uk/news-views/changing-work-views/future-work/thought-pieces/generational-differences#gref> [Accessed: 9 May 2021]

19. CIPD (2020f) *Learning and Skills at Work 2020: Mind the gap: time for*

learning in the UK. Available at: https://www.cipd.co.uk/Images/learning-skills-work-report-1_tcm18-79434.pdf [Accessed: 14 May 2021]

20. CIPD (2021a) *Employee Engagement*. Available at:

<https://www.cipd.co.uk/knowledge/fundamentals/relations/engagement/factsheet#6229> [Accessed: 18 April 2021]

21. CIPD (2021b) *Productivity and People Management*. Available at:

<https://www.cipd.co.uk/news-views/viewpoint/productivity-people-management#gref> [Accessed: 10 May 2021]

22. CIPD (2021c) *Digital Learning*. Available at:

<https://www.cipd.co.uk/knowledge/fundamentals/people/development/digital-learning-factsheet#6955> [Accessed: 11 May 2021]

23. Clutterbuck, D. and Megginson, D. and Bajer, A. (2016) *Building and*

Sustaining a Coaching Culture. London: Chartered Institute of Personnel and Development.

24. Coleg Ceredigion (2021) *About us*. Available at:

<https://www.ceredigion.ac.uk/index.php/en> [Accessed: 01 April 2021]

25. Coleman, H. (2021) *Top eLearning Trends That Will Dominate In 2021: Insights from Industry Experts*. Available at:
<https://www.ispringsolutions.com/blog/elearning-trends-2021> [Accessed: 11 May 2021]
26. Connor, Mary P, (2012) *Coaching and mentoring at work*. Open University Press.
27. Cornerstone (2021) *5 Companies Using Gamification to Boost Business Results*. Available at:
<https://www.cornerstoneondemand.com/resources/blogs/5-companies-using-gamification-boost-business-results/> [Accessed: 11 May 2021]
28. Deloitte (2020) *The Post generational workforce*. Available at:
<https://www2.deloitte.com/us/en/insights/focus/human-capital-trends/2020/leading-a-multi-generational-workforce.html> [Accessed: 9 May 2021]
29. Deloitte (2021) *The engagement economy: How gamification is reshaping business*. Available at: <https://www2.deloitte.com/us/en/insights/deloitte-review/issue-11/the-engagement-economy-how-gamification-is-reshaping-businesses.html> [Accessed: 11 May 2021]
30. Deloriet, C., Stewart, J. and Sambrook, S. (2014) *Individual and Collective Learning* in Stewart, J. and Cureton, S. (2014) *Designing Delivering and*

Evaluating L&D: Essentials for Practice. London: Chartered Institute of Personnel and Development.

31. DeRouin, R.E., Fritzsche, B.A., Salas, E. (2005) *E-Learning in organizations*.

Journal of Management. Vol 31.

32. Fica, T. (2019) *How to Manage a Multigenerational Workforce*. Available at:

<https://www.bamboohr.com/blog/manage-multigenerational-workforce/>

[Accessed: 10 May 2021]

33. Forbes (2018) *How is AI used in Education – Real world examples of today and a peek into the future*. Available at:

<https://www.forbes.com/sites/bernardmarr/2018/07/25/how-is-ai-used-in-education-real-world-examples-of-today-and-a-peek-into-the-future/?sh=1c3b9eb8586e> [Accessed: 5 May 2021]

34. Forbes (2019) *Leading Multiple Generations in Today's Workforce*. Available at: <https://www.forbes.com/sites/soulaimagourani/2019/04/25/leading-multiple-generations-in-todays-workforce/?sh=912e3a94636b>

[Accessed: 9 May 2021]

35. Forbes (2019b) *What's Different About Generation Z Tech Talent?* Available at: <https://www.forbes.com/sites/forbestechcouncil/2019/03/13/whats-different-about-generation-z-tech-talent/?sh=5198ad651f50>

[Accessed: 10 May 2021]

36. French, R., Rayner, C., Rees, G. and Rumbles, S. (2011) *Organisational Behaviour*. 2nd ed. Chichester: John Wiley and Sons.
37. Gibbs, S. (2002) *Learning and development: process: practice and perspectives*. 2nd ed. Basingstoke: Palgrave MacMillan.
38. Gibb, S. (2008) *Human resource development: process, practice and perspectives*. 2nd ed. Basingstoke: Palgrave MacMillan
39. Government (2020) *Official Statistics Economic labour market status of individuals aged 50 and over, trends over time: September 2020*. Available at: <https://www.gov.uk/government/statistics/economic-labour-market-status-of-individuals-aged-50-and-over-trends-over-time-september-2020/economic-labour-market-status-of-individuals-aged-50-and-over-trends-over-time-september-2020#:~:text=50%2B%20employment%20rates%20have%20increased,1984%20to%2072%25%20in%202020>. [Accessed: 11 May 2021]
40. Harrison, R. (1997) *Employee Development*. London: IPD.
41. Harrison, R. (2009) *Learning and Development*. 5th ed. London: Chartered Institute of Personnel and Development.
42. Harrison, T. and Auluck, R. (2014) *Establishing Learning Needs* in Stewart, J. and Cureton, P. (2014) *Designing, Delivering and Evaluating L&D: Essentials for Practice*. London: Chartered Institute of Personnel and Development.

43. Honey, P. and Mumford, A. (1982) *The manual of learning styles*. 3rd ed.
Maidenhead: Peter Honey Publications
44. Interaction Design Foundation (2020) *Design Thinking*. Available at:
<https://www.interaction-design.org/literature/topics/design-thinking> [Accessed:
15 May 2021]
45. Kirkpatrick, D.L. (1979) *Techniques for evaluating training programs*. Training
and Development Journal. Vol3.
46. Kolb, D.A. (1984) *Experiential Learning as a Source of Learning and
Development*. Eaglewood Cliffs: Prentice Hall.
47. Knowles, M.S., Holton, III, E.F. and Swanson, R.A (2011) *The adult learner*.
7th ed. London: Eksevier.
48. Lynjova, D. (2021) *Top Gamification statistics of 2020: Next Level Gaming*.
Available at: <https://review42.com/resources/gamification-statistics/>
[Accessed: 11 May 2021]
49. Marchington, M. and Wilkinson, A. (2012) *Human resource management at
work*. 5th ed. London: CIPD
50. Mcinksey (2020) *How Covid-19 has pushed companies over the technology
tipping point – and transformed business forever*. Available at:
[https://www.mckinsey.com/business-functions/strategy-and-corporate-
finance/our-insights/how-covid-19-has-pushed-companies-over-the-](https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/how-covid-19-has-pushed-companies-over-the-)

[technology-tipping-point-and-transformed-business-forever](#) [Accessed: 13

April 2021]

51. Morgan, J. (2016) *The 5 Trends Shaping The World of Work*. Available at:

<https://www.youtube.com/watch?v=LrhmHbDLM8o> [Accessed: 11 May 2021]

52. OED (2013) *Oxford English Dictionary* [Online] Oxford: Oxford University

Press. Available at:

<https://www.oxfordlearnersdictionaries.com/definition/english/learning>

[Accessed: 13 April 2021]

53. ONS (2019) *Coronavirus and homeworking in the UK Labour Market: 2019*.

Available at:

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/coronavirusandhomeworkingintheuklabourmarkt/2019> [Accessed: 5 May 2021]

54. ONS (2019b) *How would you support our aging population*. Available at:

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/ageing/articles/howwouldyousupportourageingpopulation/2019-06-24#:~:text=There%20is%20a%20growing%20number,age%20living%20in%20the%20UK.&text=The%20Office%20for%20National%20Statistics,economies%2C%20are%20experiencing%20similar%20changes>. [Accessed: 15 May

2021]

55. ONS (2020) *Coronavirus and homeworking in the UK: April 2020*. Available

at:

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/coronavirusandhomeworkingintheuk/april2020>

[Accessed: 5 May 2021]

56. ONS (2021a) *Labour Market Overview, UK: January 2021*. Available at:

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/uklabourmarket/january2021#:~:text=The%20UK%20employment%20rate%2C%20in,lower%20than%20the%20previous%20quarter.> [Accessed: 2 April 2021]

57. ONS (2021b) *Living Longer: How our population is changing and why it matters*. Available at:

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/ageing/articles/livinglongerhowourpopulationischangingandwhyitmatters/2018-08-13> [Accessed: 2 April 2021]

58. Panopto (2019) *Are you ready to support 4 generation of learners*. Available

at: <https://www.panopto.com/blog/are-you-ready-to-support-4-generations-of-learners/#:~:text=Baby%20Boomers%20%E2%80%94%20Born%20between%201946,more%20directly%20into%20the%20process.> [Accessed: 10 May

2021]

59. People Management (2020) *Has Covid-19 sparked an L&D revolution*.
Available at: <https://www.peoplemanagement.co.uk/long-reads/articles/covid-19-caused-learning-development-revolution#gref> [Accessed: 14 May 2021]
60. PulseLearning (2017) *6 Reasons why Blended Learning is Becoming a Trend*.
Available at: <https://www.pulselearning.com/blog/6-reasons-blended-learning-becoming-trend/> [Accessed: 11 May 2021]
61. QS (2020) *How aging workforce are affecting higher education sector*.
Available at: <https://www.qs.com/aging-populations-impacting-the-he-sector/>
[Accessed: 3 April 2021]
62. Shakleton-Jones, N. (2019) *How People Learn*. Great Britain: Kogan Page Limited
63. Shell (2021) *Training and Development*. Available at:
<https://www.shell.com.au/careers/shell-commitment-to-diversity-inclusion/supporting-you-when-it-counts/training-and-development.html#:~:text=Shell%20Open%20University%20is%20our,to%20e%2Dbooks%20and%20guides>. [Accessed: 11 May 2021].
64. Stewart, J. and Cureton, P. (2014) *Designing, Delivering and Evaluating L&D: Essentials for Practice*. London: Chartered Institute of Personnel and Development

65. Teachers College Columbia University (2019) *Where does artificial intelligence fit in the classroom?* [Online Video] Available at:
<https://www.tc.columbia.edu/aiconference/> [Accessed: 5 May 2021]
66. The Health Foundation (2020) *Emerging evidence on COVID-19's impact on mental health and health inequalities*. Available at:
<https://www.health.org.uk/news-and-comment/blogs/emerging-evidence-on-covid-19s-impact-on-mental-health-and-health> [Accessed: 9 May 2021]
67. Ideagen (2021) *Global Health & Safety Insights: The top 3 factors influencing remote working wellbeing*. Available at: <https://www.ideagen.com/thought-leadership/blog/top-3-factors-influencing-remote-working-wellbeing>
[Accessed: 9 May 2021]
68. University of Colorado (2019) *You are enough: Tips to reset expectations and alleviate stress*. Available at: <https://www.colorado.edu/today/2019/05/13/you-are-enough-tips-reset-expectations-and-alleviate-stress> [Accessed: 10 May 2021]
69. Walter, Z. (2021) *What is Gamification*. Available at:
<https://www.gamify.com/what-is-gamification#:~:text=Gamification%20is%20the%20application%20of,the%20characteristics%20of%20game%20elements>. [Accessed: 11 May 2021]

70. Welker, J. and Berardino, L. (2005) *Blended Learning: Understanding the Middle Ground between Traditional Classroom and Fully Online Instruction*. Available at: <https://www.gamify.com/what-is-gamification#:~:text=Gamification%20is%20the%20application%20of,the%20characteristics%20of%20game%20elements>. [Accessed: 10 May 2021]
71. Yang, D., Olesova, L. Richardson, J. (2010) *Learning in an Online Environment*. Available at: <https://journals.sagepub.com/doi/abs/10.2190/EC.43.2.b?journalCode=jeca> [Accessed: 10 May 2021]
72. Zhang, C. and Kyriakidou, N. (2014) *Designing Learning Intervention* in Stewart, J. and Cureton, P. (2014) *Designing Delivering and Evaluating L&D: Essentials For Practice*. London: Chartered Institute of Personnel and Development.

Appendices

Appendix 1

Political	Brexit – changes to funding and accessibility to Further Educational colleges, courses and resources (AOC, 2020). May also result in difficulties recruiting staff from overseas. Government Policies and Legislation – with COVID-19, many policies and legislations have had to be amended or created. These have affected Further Educational Colleges due to the guidelines and restrictions that have been implemented e.g. working from home, travel restrictions. These restrictions have affected any face to face L&D deliveries
Economic	Economic decline/recession – possible future budget cuts and redundancies. L&D budgets are often the first to be reduced and redundancies could risk losing staff with expertise. Labour market – the current economy has led to a loose labour market which gives employers power as the number of unemployed and job seekers is greater than the number of vacancies Funding – Covid-19 and Brexit have resulted in funding changes at CC which can impact on staffing and resources Consumer Spending habits – consumers have changed their spending habits which has affected the number of external courses that CC can run and provide. Government schemes e.g. Furlough – this has allowed for the college to furlough some staff throughout lockdown, helping focus budgets and finances elsewhere
Social	Work life balance / Wellbeing – many have faced challenged with maintain work life balance and high levels of wellbeing during the global pandemic. Increase working from home has contributed to these factors (CIPD, 2020b).

	Demographics / Aging workforce – people living longer and remain working until later. Educational sectors are having to adjust practices to consider the changing demographics (QS, 2020). Increase use in social media – can cause distraction and reduce academic performance which effects colleges. However, increase use and focus on social media is advantageous with publicity and marketing.
Technological	Development of IT / Automation Innovation – AI can provide tailored education and experiences to learners but in turn could lead to loss of jobs if human interaction/classroom teacher are no longer required. Remote working Increase in demand

Appendix 2

Individual Learning Theories	
Traditional Theories	Contemporary Theories
<i>Behaviourism</i> – a process that works by interacting of four processes; drive, stimulation, response and reinforcement. This theory is associated with how children learn and has little relevance for adults and learning (Harrison, 2009)	<i>Andragogy</i> – also known as adult learning theory, is the theory of key elements that apply to adult learning situations and purposes, such as workplace training (Knowles et al, 2011)
<i>Cognitivism</i> – this theory concentrates on the conscious mind and how learning is undertaken through the transformation of new information and existing knowledge (Harrison, 2009)	<i>Experimental Approach</i> – this approach views learning as a process where learners are actively learning constructively. Constructive learning takes place through experience and discovery (Gibbs, 2002).
<i>Social Learning Theory</i> – suggests that learning only occurs in social settings and cannot happen in individual activity (Bandura 1977)	<i>Learning Styles</i> - Based up on the work of Kolb (1984), Honey and Mumford (1992) identified four learning styles; Activist, Theorist, Pragmatist and Reflector. A questionnaire is available for individuals to undertake in order to establish their own learning style. Learning styles are relevant for both learner and trainer as everyone has preferred learning and training methods.

Appendix 3

Action	Training	Provider	Training Type and Location	Participants	Cost	Completed by	Additional
Ensuring middle management are equipped to effectively manage their team remotely	Managing Teams Remotely	Local Authority	Online training via Zoom	25 managers, consisting of Faculty Managers and Head of Sections from all 7 campuses and representatives from the Teaching and Learning Team	£625 (£25 per person)	31 August 2021	To attend refresher training courses as and when required to ensure knowledge and skills are maintained. This will help continue effective management when all staff have returned to on site working and being managed by managers from an alternative campus
Teaching and Learning team to undertake coaching and mentoring with the above managers as part of blended learning package	Coaching managers to improve management, communication and wellbeing awareness skills	CC Teaching and Learning Team	On campus, face to face coaching	To be conducted as one to one coaching and/or group coaching when required, to all participating managers	£0 – there will be no financial cost with the coaching programme. However, there will be cost of time, to ensure the T&L team create and deliver appropriate coaching programmes.	Ongoing session with review stages to monitor progression and need.	The cost of not continuing with coaching sessions may be greater than the cost of time. It is important to ensure the best practice and knowledge learnt is being used appropriately.

Evaluating the management of remote teams training	Managing remote teams	HR department	Evaluation to be conducted online/paper based and face to face	HR department and participants of the training	£0 – there will be no financial cost involved in evaluating as existing internal resources, such as participant surveys and 360-degree forms can be used. However, time will need to be invested into the evaluation to ensure invaluable data, information and conclusions are drawn.	Evaluation will commence from the beginning of the course, to measure the managers understanding prior to the training as well as afterwards. This will continue throughout and once the programme has concluded.	If training evaluation is not undertaken, this could result in poor use of time, resources and money and may have negative consequences on the college.
--	-----------------------	---------------	--	--	--	---	---