

IAL ADVANCE

August 2023 | Issue 8



Celebrating Adult Educators



The Top Three
In-Demand Critical
Core Skills in
Singapore



Jumpstart your
Innovation Journey
Through innovPlus!



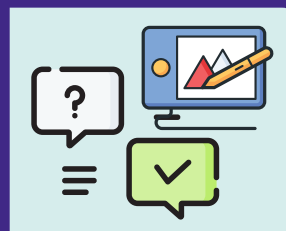
Strategising for
the Future of TAE



Transform Learning
at the Workplace
with IAL Experts



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for You!

CELEBRATING AD

This year May, IAL held a day to celebrate the contributions and achievements of our Adult Educators. To kickstart conversations and brainstorming on the theme “Forging the Future of Learning”, IAL also organised a panel discussion and facilitated community discussions among the 150 participants.



ULT EDUCATORS

Our Adult Educators (AEs) play a pivotal role in upskilling and equipping the nation's workforce with future-ready skills. To celebrate their contributions and work, IAL organised Adult Educator's Day on 12 May this year. Held at Singapore Polytechnic, the event brought together some 150 AEs for a day of networking and in-depth learning. Minister of State for Education and Manpower Ms Gan Siow Huang graced the event while the opening address was delivered by Mr Tan Kok Yam, Chairman of IAL Council and Chief Executive of SkillsFuture Singapore.

The last AE Day, centred on the theme of celebrating diversity in the TAE sector, took place in 2019. Following the pandemic and shifts in workforce and learning trends since, this year's AE Day focused on the theme "Forging the Future of Learning". Besides being a day to mark the achievements of our AEs, IAL also leveraged the event as a platform to get participants thinking about the future of work and learning.



In recent years, rapid advance in technology, rise of artificial intelligence, and evolving business models have greatly impacted the workplace and skills required in the workforce. AEs have an important role in helping enterprises to bridge the skills gap and become future-ready. Moving ahead, AEs need to foresee workplace skills and technology trends, and stay ahead of the curve. IAL Executive Director, Assoc Prof (Practice) Yeo Li Pheow, emphasised the importance of upskilling and staying relevant at the event,

“ I encourage you to be more than one step ahead of your learners to facilitate and optimise their learning. Stay connected with IAL. Our institute is fully committed to supporting you in your continual learning and to help you develop, sustain, and deepen your professional craft. ”

To help AEs gain a higher-level, in-depth understanding of the challenges ahead, IAL organised a panel discussion "How Changes in the Future of Work and Learning will Impact the Training and Adult Education (TAE) sector" with Ms Gan Siow Huang, Mr Tan Kok Yam, A/P Yeo Li Pheow, and Vice-President of Training at SMRT Corporation Mr Anson Lim contributing their insights and thoughts on the topic.

Community conversations among the AE participants were facilitated by the International Association of Facilitators. This catalysed interesting exchanges of thoughts and perspectives on topics such as the multitude of changes impacting the TAE sector, how organisations and individuals could respond to these changes, the need for AEs to upgrade, master new skills, and transforming learning approaches, and various strategies to strengthen Singapore’s TAE community. Some key insights include:

- Increased demand for blended learning, micro-learning and workplace learning
- Essential soft skills for AEs include agility, adaptability and critical thinking
- Upgrading digital skills will be imperative to drive tech-enabled learning

After these sessions, participants took a learning journey to Singapore Polytechnic’s Advanced Manufacturing Centre and Food Innovation and Resource Centre where they were introduced to the innovations implemented in respective industries.

A key takeaway from this year’s AE Day is the heightened awareness among AEs that they need to continually upgrade to stay relevant in this fast-changing environment. A/P Yeo Li Pheow further urged the AEs to become part of IAL’s Adult Education Network (AEN), “Currently, over 1,500 AEN members come together to form special interest groups, with opportunities to attend a wide range of professional development workshops and explore business and employment opportunities. This year, we are planning a suite of new and refreshed initiatives that include learning journeys for members to gain exposure to different industries and best practices. To support professionals in this sector, we have also curated a wide range of short continuing & professional development programmes. You can also expect to receive latest research findings in the field of adult learning and development. I encourage and welcome your participation as you up-keep your professional standing in imparting relevant and current skills and knowledge to your learners.”

Keen to join the AE community?
Find out more about AEN here:



THE TOP THREE IN-DEMAND CRITICAL CORE SKILLS IN SINGAPORE

Given how fast skills requirements have been changing in recent years, IAL embarked on a study from 2021 to 2022 to investigate the core skills needed for workers to remain relevant and adaptable, based on the Critical Core Skills set developed by SkillsFuture Singapore. Over 2,000 employed Singapore residents were profiled by IAL and results were organised by occupation clusters.

Globally, skills demand at the workplace are rapidly evolving, as technology makes a plethora of tasks obsolete while transforming existing operations and work which in turn require different skills sets. However, at the heart of workplace performance, soft skills — interpersonal skills that enable employees to work and interact well with other stakeholders — will always remain key. As business transformation becomes increasingly critical with enterprises responding to the fast-changing environment, employer demand for important soft skills likewise grows in tandem.

In 2019, SkillsFuture Singapore (SSG) developed the Critical Core Skills (CCS) Framework, comprising 16 soft skills

deemed essential by employers across three skills clusters: thinking critically, interacting with others, and staying relevant. To further understand how CCS are used at work and how to further develop CCS effectively, SSG partnered IAL in 2021 to carry out a mixed-method study. IAL thus surveyed a nationally representative sample of 2,000 employed Singapore residents on the importance of CCS at the workplace.

To conduct the study, IAL developed a CCS profiling tool. The results of the study, which took place between September 2021 to January 2022, revealed that the top three CCS used at work are **Self Management, Influence, and Creative Thinking**.





Figure 1. Critical Core Skills in Singapore context (Source: Skills Demand for The Future Economy Report, SkillsFuture Singapore)

TOP CCS VARY ACROSS DIFFERENT WORK CONTEXTS

To derive deeper insights into the utilisation of CCS, IAL developed a framework to profile the occupations of the 2,000 participants into seven different work contexts. These seven work contexts, or work-role archetypes, are: Front-liners, Nurturers, Deal-makers, Wayfinders, Managers, Administrators, and Analysers.

Within each work context, the usage of CCS based on self-reporting by the participants differs. For instance, among Front-liners, i.e. workers who have a high level of customer engagement and whose work demands constant negotiation within tight business processes and regulations, **self-management**, **customer orientation**, and **influence** are identified as the top three CCS.

In the case of Administrators, i.e. workers whose work revolves around creating better solutions and enhancing work processes and productivity, the top three CCS are **self-management**, **creative thinking**, and **problem solving**. Analysers, i.e. typical knowledge workers in the digital economy, such as financial analysts, data scientists, and investment managers, on the other hand, report **sense making**, **decision making**, and **problem solving** to be their top CCS.



“ In today’s rapidly evolving employment landscape, it is not enough to just focus on technical or hard skills. As Singapore adopts a dynamic posture in lifelong learning, it is critical that we also look into the development of critical core skills to support our workforce transformation. These soft skills are essential in helping the workforce remain adaptable, agile and competitive amid changing work environments. ”

Dr Bi Xiaofang, IAL Senior Researcher

Work-Role Archetype	Most Important CCS	CCS to Develop
<p>Front-liners Front-liners require a high level of customer engagement in daily work.</p>	<ul style="list-style-type: none"> • Self-Management • Customer Orientation • Influence 	<ul style="list-style-type: none"> • No CCS was identified for development
<p>Nurturers Nurturers require strong interpersonal and emotional labour.</p>	<ul style="list-style-type: none"> • Self-Management • Creative Thinking • Communication 	<ul style="list-style-type: none"> • Adaptability • Problem Solving • Building Inclusivity • Sense Making • Communication • Creative Thinking • Develop People • Influence
<p>Deal-makers Deal-makers require synthesis of information and insights across a variety of sources and contexts, managing demands, and decision-making and problem-solving capabilities.</p>	<ul style="list-style-type: none"> • Problem Solving • Creative Thinking • Decision Making 	<ul style="list-style-type: none"> • Building Inclusivity • Digital Fluency • Influence • Problem Solving
<p>Wayfinders Wayfinders ensure the smooth operation of businesses and organisations.</p>	<ul style="list-style-type: none"> • Customer Orientation • Self-Management • Communication 	<ul style="list-style-type: none"> • Creative Thinking
<p>Managers Managers work across multiple stakeholders to coordinate the delivery of services and solutions.</p>	<ul style="list-style-type: none"> • Self-Management • Collaboration • Digital Fluency 	<ul style="list-style-type: none"> • Adaptability • Customer Orientation • Self-Management
<p>Administrators Administrators create better solutions and enhance work processes and productivity</p>	<ul style="list-style-type: none"> • Self-Management • Creative Thinking • Problem Solving 	<ul style="list-style-type: none"> • Self-Management
<p>Analysers Analysers require strong cognitive skills to create value. Their decisions have a major impact on the organisation.</p>	<ul style="list-style-type: none"> • Sense Making • Decision Making • Problem Solving 	<ul style="list-style-type: none"> • No CCS was identified for development

Figure 2. Usage of CCS and development needs by work-role archetype

DEVELOPING CCS ACROSS DIFFERENT WORK CONTEXTS

The findings point to the need for employers to develop contextualised methods and approaches to nurture CCS for employees in different work roles. In general, workplace learning could support the development of CCS and designing skills-related tasks in daily jobs would provide opportunities for employees to strengthen their CCS.

Contextual practices at workplaces are important to the development of CCS. Examples of such practices include on-the-job training, peer support, and trial and error. These would also be more effective if workplace learning is incorporated into learning interventions. Employers also should note that contextual practices need to take into account the work-role. For instance, Administrators will benefit more from on-the-job training and classroom training, while Analysers would have greater opportunities to develop their CCS through on-the-job training and peer support.

As enterprises in Singapore embark on business transformation, they need to consider leveraging job design and task activities to provide opportunities for CCS to be used and developed. IAL's study provides a baseline understanding of how CCS are utilised by different work-roles, and is a useful tool for enterprises to plan the development of CCS in their current and future workforces.



TIPS TO NURTURE THE DEVELOPMENT OF CCS

1. Raise CCS awareness among employees and supervisors.
2. Unpack CCS into work activities that help to establish shared understanding between work performance expectations and developmental design.
3. Embed CCS into job role-related technical skills training.
4. Consider using a variety of CCS development modes in workplace learning, including peer support and embedding CCS development as part of skills training.

“ Our centre of excellence for capability development, RWS Academy, uses the CCS as the foundation of a structured framework to curate training curricula and programmes for the reskilling and upskilling of our team members. Besides the opportunity to learn new skills such as data analytics and robotic process automation, our team members also get the opportunity to deepen their CCS in Customer Orientation. These diverse learning opportunities empower and equip our team members to better navigate the new business environment especially in this growing digital economy, where there is prevalent adoption of the latest technologies. ”



Lee Shi Ruh, Chief People Office and Accounting, Resorts World Sentosa

Check out the research note here:



JUMPSTART YOUR INNOVATION JOURNEY

THROUGH innovPlus!



Since 2016, IAL's innovPlus Challenge has been bringing together enterprises and technology solutionists together to develop solutions to organisational learning challenges. Through a competition format, winning teams receive grants to jumpstart prototyping and implementing their solutions at the workplace.

Contributed by: Jeanie Cham – Learning Innovator, Innovation Centre

From online learning platforms and virtual reality to artificial intelligence and data analytics, technology today offers a wide range of tools and opportunities to transform learning experiences. To catalyse the adoption of technology in adult and workplace learning, IAL launched innovPlus in 2016. Designed as a competition, the innovPlus Challenge offers a platform for enterprises facing organisational learning challenges to collaborate with technology solutionists and create innovative learning solutions. Winning teams stand a chance to receive a grant of up to \$200,000 to develop and prototype their solutions to address their learning challenges.

The innovPlus Challenge aims to improve learning outcomes in enterprises by employing evidence-based practices and incorporating effective instructional design principles. It encourages enterprises to move away from passive and one-size-fits-all training approaches and focus on creating personalised, effective, and engaging learning experiences that meet the needs of their learners and organisation instead.

The challenge also forms part of SkillsFuture Singapore's (SSG) iN.LEARN 2.0 initiative that seeks to drive innovation in the Training and Adult Education (TAE) sector from ideation to commercialisation. IAL's inlab has been appointed by SSG to manage the innovPlus Challenge.

HOW IT WORKS

The innovPlus Challenge consists of three broad phases:

- a) Competition Phase (6 Months)
- b) Prototyping and Pilot Testing Phase (9 Months)
- c) Scale-up Phase



Since its inauguration on April 2016, a total of 13 runs have been completed. To date, 115 challenge statements have been published and 33 grants have been awarded. Participants came from various industries – manufacturing, built environment, trade and connectivity, essential domestic services, modern services and lifestyle.

Learning innovation will be increasingly relevant and even necessary in the rapidly evolving world, especially as skills demand and workplaces evolve rapidly. Technology-enabled learning has the potential to make learning far more personalised and contextualised to real-world needs. For enterprises keen on prototyping innovative solutions to address organisational learning issues, the innovPlus Challenge is where you could tap on expert guidance and resources to jumpstart your journey!



INNOVATION TIPS FOR YOU!

Check out some tips to develop learning innovations that can effectively address your learners' needs and improve learning outcomes in your enterprise!

Identify performance gaps and learners needs: Begin by understanding the specific needs, preferences, and challenges of the target learners and employees by conducting research, surveys or interviews.

Foster collaboration and partnerships: Collaborate with relevant stakeholders to identify opportunities for innovation and who could contribute to the development and enhancement of the quality, relevance, and sustainability of the learning innovation.

Set clear objectives and measurable outcomes: Define clear and measurable objectives for the learning solution. Establish appropriate methods to measure and assess the learning outcomes and effectiveness of the solution.

Embrace pedagogical best practices: Incorporate evidence-based pedagogical approaches and instructional design principles into the learning innovation. Develop a good grasp of adult learning principles to shape the learning innovation including active participation, peer learning, collaboration, and reflective learning. Incorporate interactive activities, discussions, and peer feedback mechanisms for better learner engagement.

Leverage technology to augment learning spaces: Utilise technology as an enabler and enhancer of learning experiences. Consider technologies and applications such as learning management systems, interactive multimedia, artificial intelligence or gamification that align with the learning objectives.

Iterate, **refine and implement:** Analyse the data collected to evaluate the impact of the learning innovation and make data-driven decisions for future iterations. Seek feedback from learners, instructors, employers, and stakeholders throughout the process. Continuously refine and improve the learning innovation based on the insights gained. Develop a plan to implement the innovation and manage the change in the process.



STRATEGISING FOR THE FUTURE OF TAE

Known for his role in transforming Republic Polytechnic into an institute established for its innovative and rigorous curricula, Assoc Prof (Practice) Yeo Li Pheow brings his considerable experience in the higher education sector to the table as the new Executive Director of IAL.

Since taking helm of IAL in March 2023, A/P Yeo Li Pheow has been busy developing and refining strategies to engage IAL's stakeholders, drive workplace learning and learning innovation, and collaborate with Institutes of Higher Learning (IHLs). In this interview, A/P Yeo Li Pheow shares his thoughts on the future of IAL and the Training and Adult Education (TAE) sector.



Welcome aboard IAL! As a veteran in Singapore's higher education sector, could you share with us how your new role in IAL compares to your previous postings?

One key difference is that instead of catering to youth and adult learners, my work now focuses on catering to those who train adult learners. These adult educators play a pivotal role in preparing our workforce for the future, and the quality and competence of our adult educators directly impact the quality of training that learners receive.

At the same time, there are areas where continuing education and training (CET) and pre-employment training (PET) overlap. To name a few: the need for constant innovation in both training approaches and curricula, engagement with stakeholders to ensure relevance, and nurturing a mindset of continual upgrading.

In this respect, I think stronger collaboration with IHLs would highly benefit both parties, from joint research/industry projects, sharing ideas and best practices to staff exchange. There is also much room for mutual learning—IHLs have considerable discipline capability while IAL has built up research expertise in andragogy.

IAL started more than a decade ago with the mission to train adult trainers. Over time, its mission and directives have grown to become more complex and multi-pronged. What would you say is IAL's direction for the next five years?

A key pillar in IAL's five-year plan is to fulfil and thrive in its role as a National Centre of Excellence for Adult Learning. This will be a significant phase of growth for IAL. It means a few things. One, IAL needs to continue investing in its research, to develop novel and innovative methods to train adults, and to gather more insightful data on the local TAE landscape. IAL's research strength is almost one-third of its manpower. This stands us in good stead to further strengthen and direct our research efforts. The TAE community may look forward to our research work being translated to real-world applications, such as our recent study on critical core skills in the workplace across occupations.

Two, IAL needs to engage its various stakeholders more deeply. We need to further the professionalisation of our adult educators. We need to work closely with IHLs and agencies such as Ministry of Education, SkillsFuture Singapore, and Enterprise Singapore to ensure we are in sync with the overall national directives in terms of workforce development. We need to extend our work with enterprises, especially small and medium enterprises (SMEs) where learning is often unstructured and help them transform their training approach. By forging partnerships across the TAE ecosystem, we can collectively share and advance best practices.

Three, we need to equip our adult educators with the skills and knowledge to train the workforce of the future. This means constantly upgrading our offerings, whether they are certificated courses, short workshops or organising learning journeys to centres of excellence to explore the latest emerging technologies and practices in the various industries. It also means strengthening our Adult Education Network to nurture communities of practice and peer learning.

Lastly, IAL will further its efforts to drive learning innovation. We have been incubating and providing support for innovative solutions. As the next phase, IAL will look at helping solution providers and enterprises to scale up their offerings and go to market.

What are your views on the emergence of generative AI and its impact on adult learning?

Generative AI has a great impact on knowledge-gathering work and this will also have significant impact on adult education. Instead of viewing that negatively, we should see that as a powerful resource that the sector can effectively tap on. I see generative AI as having the potential to help our adult educators in designing and thinking about learning, developing learning activities and even content, and understand training needs more effectively.

This is why IAL has recently launched short courses focused on leveraging generative AI in learning design and delivery. It is crucial to get our adult educators to stay current with the latest developments in technology and to utilise new tools to their advantage.

The post-pandemic future is evolving fast and the pandemic has shown us that severe global disruption could happen any time. The TAE sector was particularly affected during lockdown as well. How does this impact the TAE landscape and how is IAL helping TAE professionals to be ready for the next disruption?

One of the biggest consequences of the pandemic was the severe reduction in mobility and in-person interactions due to lockdowns. The TAE sector was affected as both enterprises and our TAE providers were to some extent used to in-person training and traditional classroom delivery. During the pandemic, however, IAL had shown itself to be highly adaptable

and made the switch to digital platforms swiftly. It also rolled out a series of short courses to help adult educators adopt e-learning within a short period.

In the aftermath of the pandemic, one of the biggest lessons for IAL, and also for other TAE stakeholders, is the importance of instituting remote, asynchronous, learner-driven training. Besides the advantage of making learning accessible anywhere, anytime, such learning is also often far more cost-effective and scalable for enterprises, which in turn makes it an attractive option in times of economic uncertainty.

Of course, this cannot fully replace in-person delivery, especially in sectors where hands-on training is critical, e.g. nursing. But by leveraging the multiple digital platforms and tools available today, adult educators will be able to better adapt to future crises. Today, IAL has a number of short courses as well as modules in our certificated courses that aim to equip participants with knowledge and competencies in technology-enabled learning.

Likewise, enterprises have been facing multi-faceted challenges, especially in skills acquisition. How would IAL be helping Singapore's enterprises confront these evolving skills and learning challenges?

Many of the emerging skills sets required by enterprises revolve around digital and technology skills, and related functions such as social media marketing etc. IAL has been actively equipping our adult educators with the knowledge and skills to design and deliver training in these skills.

Furthermore, we have been increasing our direct engagement with enterprises, driving workplace learning, equipping adult educators to be proficient in designing and delivering workplace learning, and actively embarking on projects to transform learning within enterprises. IAL has also been designing and conducting research projects to better understand the skills landscape and the findings provide insights for enterprises and policy makers in terms of skills requirements and acquisition.

One area I am particularly interested in is to help our SMEs review and improve on their learning and workforce development. SMEs make up 99% of enterprises in Singapore and employ 70% of the workforce, yet many of them suffer from the lack of structured learning and workforce development. I believe with IAL's expertise and resources, we will be able to help our SMEs successfully transform into learning workplaces.

TRANSFORM LEARNING AT THE WORKPLACE WITH IAL EXPERTS

IAL, as one of the nation's National Centres of Excellence for Workplace Learning, is driving the adoption and integration of workplace learning practices and systems in enterprises. A key initiative by IAL is to provide consultancy services with funding support to help enterprises implement workplace learning projects. To date, over 50 enterprises have embarked on such learning journeys with IAL.

Written by: Melissa Ho – Manager, Learning and Professional Development, IAL

Reskilling, upskilling, and deep skilling—for enterprises looking to thrive and stay competitive in today's fast-evolving economy, investing in the skills sets of employees is critical. In this respect, workplace learning has much to offer enterprises, especially small and medium enterprises (SMEs) facing constraints in resources. Learning is contextualised and relevant to workplace needs, and employees may apply their learning immediately and effectively. With a sound learning framework in place, workplace learning may also be scaled up and support an organisational learning culture.

Getting started on workplace learning, however, is often the challenge as the concept may be unfamiliar to many enterprises. IAL is thus well-placed to help enterprises kick-start and sustain their workplace learning journeys. In October 2020, IAL was appointed as one of Singapore's National Centres of Excellence for Workplace Learning (NACE). NACE@IAL serves as a centre to develop work-learn capabilities and advance workplace learning in enterprises, in particular SMEs. It also supports enterprises in integrating workplace learning practices and systems so as to build a resilient, adaptable, and continuously learning workforce for the new economy.

NACE@IAL CONSULTANCY

A key offering from NACE@IAL is its consultancy services. Incepted in 2021, NACE@IAL Consultancy serves to complement and supplement enterprises' effort in driving and sustaining capability development, and to help businesses and their workforce embark on a lifelong, life-deep, and life-wide learning journey.

Under this initiative, enterprises can embark on a 40-hour workplace learning project with a dedicated Workplace Learning Consultant from IAL and receive consultancy and funding support over a period of up to three months. Eligible* enterprises can receive up to 90% in consultancy grants. Such a project is done with an intended outcome of:

1. Employee Professionalisation;
2. Employee-Driven Innovation;
3. Digitalisation & Automation;
4. Job Redesign; or
5. Operational Efficiency

Available all year round, enterprises that are keen can express their areas of interest through an Expression of Interest (EOI) form. Upon submission of the EOI form, the team will get in touch with the enterprise representative(s) to uncover the scope of the project and a consultant will be appointed. At this stage, further discussions on the project scope and implementation of workplace learning interventions will take place.

To date, over 50 enterprises have embarked on a workplace transformation project through the NACE@IAL Consultancy. Every enterprise has its particular learning challenges and contexts. In every project, IAL's dedicated Workplace Learning Consultant works closely with the enterprise to analyse the challenges in depth and develop bespoke in-situ learning solutions. More importantly, many of these enterprises have since continued to strengthen and scale up their workplace learning efforts, gradually building a deep culture of skills acquisition and transfer in the workplace.

*SMEs with at least 30% local shareholding and group annual sales turnover of less than \$100 million or group employment of not more than 200 employees would be eligible for up to 90% funding for consultancy projects. Non-SMEs would be eligible for up to 70% funding for consultancy projects. Terms & Conditions apply.

Eligible enterprises can also tap on SkillsFuture Enterprise Credit (SFEC) to defray up to 90% out-of-pocket expenses, capped at \$10,000.

Inspired to embark on your own workplace transformation? Find out more and scan the QR code to talk to us!



CASE STUDY #1: MURATA ELECTRONICS SINGAPORE



Recognising the relevance of synchronous learning in today's landscape following the aftermath of the pandemic, Murata Electronics Singapore embarked on a workplace transformation journey with NACE@IAL to incorporate synchronous, tech-enabled learning and upskill its in-house trainers, who are also subject-matter experts, to be competent in conducting hybrid learning for existing and new employees.

CHALLENGES FACED

As there was a lack of understanding on the use of synchronous online learning tools and platforms, the project team had to determine the current state of competencies with regards to learning design, development and facilitation of e-learning, and hybrid learning through skills gap analyses, interviews and surveys with key stakeholders.

INTERVENTIONS:

To bridge the existing gaps of its trainers, as well as to transition learning beyond traditional means and enhance the learning experience of its employees, the following interventions were developed:

- A Skills Gap Analysis Report focusing on learning design, development and facilitation of synchronous e-learning and hybrid learning.
- Customised workshops to equip the core team with

capabilities to adopt the Technological Pedagogical Content Knowledge (TPACK) framework in designing, developing, and facilitating e-learning and hybrid learning.

- Mentoring sessions for core team members to ensure effective application of skills to their tasks.

ACHIEVEMENTS:

Through this project, Murata Electronics Singapore was able to achieve the following:

- Successfully validated TPACK framework for the design, development, and facilitation of synchronous e-learning.
- Developed a competent and confident core team in designing, developing, facilitating synchronous e-learning as trainers rated themselves an average of 3.67 out of 5 after the project, in comparison to 3.13 before the project.

Moving forward, Murata Electronics is looking at the possible follow-ups:

- To establish a formal qualification system for in-house trainers and assessors from different departments.
- To establish a concrete training evaluation model for all in-house and external training programmes as a means to uplift the quality of training programmes.

CASE STUDY #2: LILO HEALTH FOOD

With the increasing shift to healthy living, Lilo Health Food sought to market its selection of healthy food to the local and international market. To achieve this, it was imperative to first ensure that its local production processes are understood and carried out effectively and efficiently by its current and new employees.

CHALLENGES FACED:

To identify the performance gaps existing at the workplace, an interview with the production supervisor and observation on the ground was carried out to understand the production process and the usage of equipment by employees. It was found that:

- There was no structured training programme for new operators assigned to use production equipment within the manufacturing facility, where the crucial business core activities take place.
- There are safety concerns in operators' handling of both food and equipment.

INTERVENTIONS:

After the identifying the gaps above, the project team at Lilo Health Food, together with IAL's workplace learning consultant, worked together to co-develop and implement an onboarding plan, inclusive of assessment checklists and a training package for new hires.

ACHIEVEMENTS:

- Created a structured all-in-one training package containing important information, such as HR matters, user guides for equipment, production processes, food safety and fire regulations, as well as performance assessment requirements.
- Successfully equipped the Production Supervisor to utilise a structured onboarding plan to train new production operators on the production process and using the equipment safely.

Following the completion of the project in Apr 2023, Lilo Health Food is now looking to develop a training package for its production supervisor and employees from another function in the near future.



Workplace Learning Tips for You!



Eunice Lim
Workplace Learning Consultant

“ Organisations are embracing workplace learning to drive innovation and empower the lean manpower to stay ahead amidst business challenges. To ensure effective implementation of workplace learning, it is crucial to have supportive management, foster a learning culture, and incorporate pedagogical strategies that seamlessly integrate learning into work processes. ”



Lim Choon Leng
Workplace Learning Consultant

“ Workplace learning is vital in any organisation for a variety of reasons. It fosters individual skill development, adaptability, and innovation. It enables employees to enhance their capabilities, keep them up-to-date with workforce trends, and enable them to effectively navigate changing technological and business landscapes. A culture of continuous learning signifies the organisation’s commitment to its employees’ growth and career development. This not only boosts job satisfaction and motivation but also promotes employee retention, as individuals feel more valued and engaged in their roles. Thus, workplace learning plays a central role in shaping an agile, innovative, and committed workforce, driving long-term organisational success. ”

To implement effective workplace learning strategies, the top management must take charge and drive these initiatives. They can champion personalised learning plans, recognising that each employee has unique learning needs and career aspirations. Encouraging peer learning, such as through mentoring programs or team projects, also fosters a collaborative learning environment. A safe learning environment, where mistakes are considered part of the growth process, encourages employees to take risks, innovate, and learn from their experiences. ”



Dr. Lee Kang Yam
Workplace Learning Consultant

“ While learning happens every day in organisations, more thought needs to be invested to make the learning intentional and transferable to others. Learning increases capabilities and capacities of workers and this in turn increases performance, staff satisfaction, creativity, and engagement – this is a positive learning loop. All managers or supervisors must see themselves as ‘facilitators’ of workplace learning and enabled to create positive learning loops. ”

One quick strategy that companies can adopt is to embark on a structured On-the-Job Training project with supervisors and team leaders trained as Workplace Trainers. IAL offers both training for Workplace Trainers and workplace learning projects with trained facilitators that focus on co-creating the learning with internal staff. ”

Looking to evolve and enhance your practice? Here are some quick tips on courses and tools that will bring you up to date and boost your delivery of engaging, impactful learning.

For Your Continuing Professional Development!



JUMPSTART YOUR LEARNING DESIGN WITH GENERATIVE AI!

Category: Pedagogical Innovation

Course Details: Generative AI, such as ChatGPT, has taken centre stage recently and is fast becoming an essential skill for trainers and instructional designers to create more effective and engaging learning experiences.

Suitable for beginners, this immersive hands-on workshop will equip you with the knowledge and skills needed to use Generative AI in training: from conducting needs analysis to developing learning activities and assessments.

Scan the QR code for more details on the course!



SUPERCHARGE YOUR LEARNING DESIGN WITH GENERATIVE AI

Category: Pedagogical Innovation

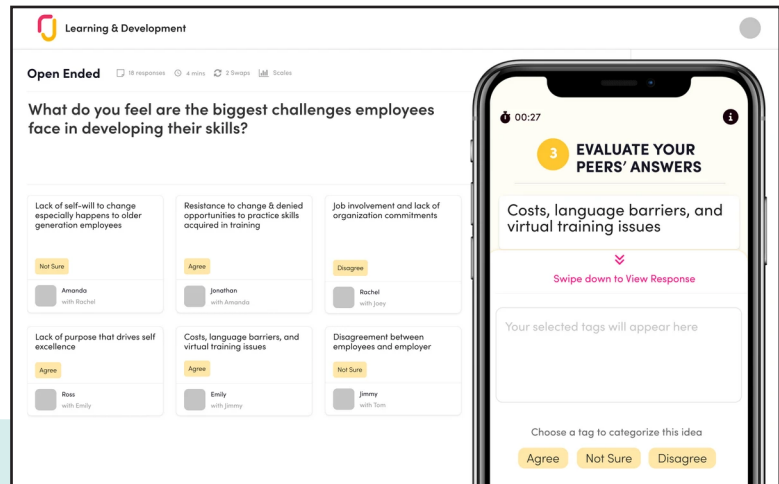
Course Details: Generative AI has massively reduced the amount of time and effort required to create media resources for learning.

For intermediate learners who wish to advance your instructional design practice, explore the latest techniques and strategies for using generative AI to create multimedia resources such as infographics, audio, and animation. This includes learning how to design storyboards and aligning the content with learning objectives.

Scan the QR code for more details on the course!



EdTech Tips for You!



Source: www.rolljak.com

FOSTERING ONLINE COLLABORATION AND ENGAGEMENT

Tool Name: Rolljak

Tool Details: Unlock new dimensions of learner engagement with Rolljak, a gamified platform to boost collaboration and creative thinking in the classroom.

Quiz your learners to identify gaps in knowledge, build confidence, and help them retain learning contents more effectively with Rolljak's range of dynamic quizzes:



Open Ended

Gather open-ended text responses to assess learners' understanding.



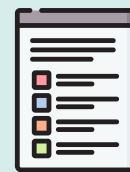
Sketch it out

Get drawn responses to questions you pose.



Poll

Gather feedback and quick pulse checks.



Multiple choice

Test participants' knowledge with Multiple Choice Questions.








Unscramble

Scramble letters into words or sentences and see if your learners can solve the quiz by unscrambling.

Discover more EdTech tools, scan the QR code!





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