

IAL ADVANCE

December 2023 | Issue 9

LEA Awards Ceremony



Introducing
Dr Samson Tan
and Ms Carol Chen



Commercialise
your Innovation
through innovSpur



In the Horizon:
Digital Futures
of Work



Celebrating
our Learners
Achievements



For Your
Continuing
Professional
Development



Learning
Journeys for the
Adult Educator
Community!

Starting January 2024, IAL Advance will fully transit to an exclusive online platform.
Find us on <https://www.ial.edu.sg/happenings/> for more updates.



AMPLIFYING WORKPLACE LEARNING THROUGH LEA

Held at Pan Pacific Singapore this year, the LEA Awards Ceremony welcomed new members to its fold and marked significant milestones with the signing of MOUs with three key partners to further the cause of workplace learning transformation.

Five years ago, IAL launched the Learning Enterprise Alliance (LEA) as part of its strategy to drive knowledge-sharing and collaboration among enterprises across diverse sectors. Today, LEA boasts of over 100 members, each implementing workplace learning initiatives, from professionalising their employees to redesigning jobs and digitalising learning.

This year, another 27 enterprises from a range of sectors including healthcare, food and beverage, logistics and transport, and even non-profit, joined the network. At the LEA Awards Ceremony 2023 held at Pan Pacific Singapore, IAL welcomed the new members and signed MOUs with Agency for Integrated Care (AIC), Home Team Academy (HTA), and Kydon Holdings to boost upskilling through workplace learning.

At the ceremony, Guest-of-Honour Ms Gan Siow Huang, Minister of State for Education and Manpower, reiterated the importance of workplace learning in today's economy,

“Enhancing workplace learning is a key strategy to enable companies to grow their role in reskilling and upskilling their workforce. The National Centre of Excellence for Workplace Learning (NACE) was set up in 2018 to help companies build workplace learning capabilities, solutions, and systems. By putting in place a proper structure for learning to take place while on-the-job, workers can learn and apply their skills simultaneously and not have to take significant time off to attend classes outside. This is a win-win both for the employers and employees.”

NEW MOUS FOR LEARNING TRANSFORMATION

To help kickstart workplace learning and learning transformation, IAL will be working with AIC, Home Team Academy, and Kydon Holdings. As with previous MOUs signed, IAL will work closely with the enterprises to identify workforce development and innovation needs and co-develop learning interventions to address them.

AIC, the agency coordinating the delivery of aged care services in Singapore, is also responsible for enhancing service development and capability-building across health and social domains. With AIC, the partnership focuses on enhancing workforce capability for the community care sector. AIC will also support IAL in workplace learning projects to enhance upskilling needs for the sector.

Mr Tan Kwang Cheak, Chief Executive Officer, AIC, shares, "Against the backdrop of Singapore's Healthier SG and Age Well SG initiatives, people development through the sector's adult educators as enablers is of topmost priority to us as we ramp up the services and support we provide seniors. Through this partnership with IAL, we can combine our strengths to groom more well-trained and qualified professionals."

Home Team Academy, which develops Home Team leaders, trainers, and officers to ensure they have the skills and knowledge to keep Singapore safe and secure, will work with IAL to amplify the professional development of Home Team Departments. This will involve a blend of technology-driven training and traditional methods, complemented by formal programmes from SUSS-IAL, digital badge recognitions, and event collaborations.

Mr Anwar Abdullah, Chief Executive, Home Team Academy said, "This collaboration further expands the pool of resources that HTA can tap to create high-quality programmes, as well as continuous professional development opportunities for Home Team officers. I am confident that Home Team trainers and curriculum developers can deepen their mastery in the areas of instructional delivery and curriculum development and benefit from IAL's expertise as a leading institution in adult training and education."

As for Kydon Holdings, an edtech company, IAL will work with it to create bite-sized learning assets. In this partnership, IAL brings its expertise in pedagogical outcomes and ensuring content efficacy while Kydon spearheads content creation tools and digital transformation strategies.

Mr David Yeo, Founder and Chief Executive Officer of Kydon Holdings, remarks, "Microlearning is paramount in today's fast-paced world, tailored to the habits of modern learners who seek immediate, focused knowledge consumption. Through this partnership, we are poised to equip aspiring eLearning professionals with the tools and insights to craft bite-sized digital learning assets. This collaboration will not only elevate eLearning standards but also foster an environment of continuous improvement."

EXPANDING THE LEARNING NETWORK

With 27 new members joining LEA, the network now stands at almost 130 members representing more than 15 industries and sectors. Besides being part of a network that is committed to workplace learning and continuous people development and performance, members also receive grants to support their learning journeys.

Since its launch, LEA members have initiated and carried out impactful workplace learning projects and improved employee engagement and productivity. One example is Royal Plaza on Scotts hotel, which partnered IAL to equip their employees with the skills and knowledge to embark on employee-driven innovation projects. Together with IAL's Centre for Workplace Learning and Performance, the hotel developed its blueprint for on-the-job training, redesigned jobs, and upskilled and reskilled their staff.

Such projects illustrate the impact of LEA's work. At the ceremony, Associate Professor (Practice) Yeo Li Pheow, Executive Director of IAL, lauded the achievements and perseverance of LEA members, "For the last half a decade, we experienced the economy reshaping and businesses restructuring, and we have faced the most arduous challenge, with the pandemic being the biggest disruptor... Instead of scaling down, you have rode on the headwinds and taken the opportunity to redesign your work and workplaces, allowing your employees to continue learning and value-add to themselves and the organisation during this period... In the next five years and beyond, IAL will remain committed to partner you in promoting continuous development in the ever-evolving landscape of workplace learning that have vast potential to grow skills agility and open new training pathways for our enterprises and workforce."

Registration for LEA 2024 is now open, find out more here:



DRIVEN BY A PASSION FOR LEARNING

As the National Centre for Excellence in Adult Learning, IAL is always on the lookout for talents who are passionate about our mission. This year, we are excited to welcome Dr Samson Tan and Ms Carol Chen as Director, Learning and Professional Development and Director, Centre for Workplace Learning and Performance respectively. We chat with them to find out more about what drives them and their vision for IAL.



Firstly, welcome to the IAL team! Both of you have been in the field of learning for quite a while. Could you briefly share with us your background?

Dr Tan: I had always wanted to join the education sector but took a detour upon graduation and started out in business development at Procter & Gamble. While I did not realise it at the time, the detour provided me with valuable industry experience that enhanced my role as an educator. After moving into the education sector, I went on to curriculum design, continuing education and training, and learning innovation with various institutes including Republic Polytechnic and the National Institute of Education. My last post before IAL was with Civica Asia Pacific, an education technology company, where I was director of regional strategy and operations.

Ms Chen: My career began in the IT sector before I pivoted to education. At Temasek Polytechnic, where my last held appointment was Deputy Director, my work spanned from community engagement and continuing education (CET) to operations and business development. I strongly believe in empowering individuals through education, which is why I took on the post of Executive Director at =DREAMS, a start-up charity which helping vulnerable teenagers to break out from the poverty cycle, before joining IAL.

What is it that drives and motivates you every day?

Dr Tan: As cliché as it may sound, I strive to live a life driven by purpose where every day I am doing meaningful work and contributing to something larger than myself. My goal is to live my life with intention and strive to be the best version of myself that I can be. I want to make a difference in the lives of others and to leave the world a little bit better than I found it.

Ms Chen: I am a firm believer in lifelong learning. I see this as a vocation and calling. The ability to create an impact on individuals and organisations, empowering better versions of themselves — the work in developing human capital capability and scaling in productivity via workplace learning excites me! To unwind, reflect, and recharge, you'll find me during the weekends on my yoga mat or long-distance running.

What led you to join IAL?

Dr Tan: IAL has a very compelling mission. As the National Centre for Excellence in Adult Learning (NCAL), IAL drives the effort on a national scale to develop, implement and promote strategies to ensure all working adults have the necessary skills and knowledge to succeed in the workplace and in society. IAL works with key stakeholders to ensure that adult learning is accessible to all. I want to be part of this team which strives to create positive outcomes for adult learners. I'm

confident that my skills and experience will be a valuable asset to IAL and I'm excited to learn and grow with the organisation.

Ms Chen: I see workplace learning as a crucial element in supporting the future of work, which is increasingly fluid and disruptive. Workplace learning is about creating an environment that encourages continuous learning and growth, and it can be a powerful tool that brings tremendous value to both employers and employees. I'm keen to make a difference through my work at IAL.

Let's talk about the old and the new. What do you think your past experiences bring to IAL, and what is new for you here?

Dr Tan: Having worked in both education and private sectors, my perspectives and experience would be of benefit as IAL's core work revolves around adult learning that is relevant to workforce development. My work in learning innovation will also help IAL in creating innovative solutions to training and development challenges. Personally, I find IAL's collaborations with the institutes of higher education, autonomous universities, and other stakeholders to be refreshing and exciting.

Ms Chen: Training and Adult Education (TAE) is a new arena for me. But it is an integral part of the CET ecosystem. Despite having different features, they share common goals centred upon the enhancement of skills and knowledge. My background in CET and volunteering capitalises on the synergy between TAE and CET, and the fact that both CET and volunteering stem from a sense of vocation and mission. It will be both a journey of discovery and growth as I apply my insights from having worked in CET for so many years.

You have been with IAL for a few months now. What are some of your thoughts on the work here so far?

Dr Tan: The work here fascinates me! There is a range of exciting and challenging work to be accomplished and it is very stimulating to be at the centre of adult learning and workforce development. I look forward to contributing to IAL and helping to create innovative learning solutions that empower adults. One of my top priorities is supporting our adult educators in navigating technological disruptions. Leveraging my experience in harnessing artificial intelligence in education, I am creating

continuing professional development opportunities for our adult educators so they can remain at the forefront of technological advancements.

Ms Chen: There are many initiatives that have been launched by the Centre for Workplace Learning and Performance. Let me share a key one. I'm currently working on enabling the Graduate Certificate in Workplace Learning and Performance to be more agile, and to increase its responsiveness to industry needs and requirements. At the same time, we are building more momentum to drive workplace learning adoption in companies in Singapore. Having been here for a few months, I can see that IAL is at the forefront of enhancing the value workplace learning brings to organisations. This includes improving business operations, creating greater employee value, and transforming business and human capital.

Tell us about the top three things you would like to achieve in IAL in the next two years.

Dr Tan: Our team, Learning and Professional Development, plays a critical role in ensuring our adult educators are well-equipped to support Singapore's workforce transformation. First, I would like to continue to enhance the quality and relevance of our courses and programmes to meet evolving needs. Second, I want to expand our partnerships with the industry, academia, and government to create more opportunities for learning and innovation. Third, I am working to foster a culture of excellence and continuous improvement among our colleagues and instructors, and provide them with the support and resources to grow professionally.

Ms Chen: Given our status as the national centre of excellence for adult learning, our goals are many and massive! Narrowing down to specifics, I would say the three mission-critical goals for me are to, firstly, build one workplace learning champion in each organisation in our Learning Enterprise Alliance network. These champions will drive a culture of continuous learning and development and enhance the effectiveness of our workplace learning initiatives. Secondly, we want to develop workplace learning toolkits to provide practical guidance and resources. This will simplify the adoption of workplace learning and expand its reach and impact. Thirdly, we want to build a strong pipeline and network of consultants. This will give organisations access to the necessary expertise for their workplace learning initiatives.

COMMERCIALISE YOUR INNOVATION THROUGH innovSpur



Launched in 2022, innovSpur, the anchor programme of the SkillsFuture Singapore Agency's (SSG) national initiative on iN.LEARN 2.0, co-funds and co-share risks of promising learning innovations for scaling up and early adoption with a grant of up to SGD\$500,000 (or 75% of the project value) for up to one year.



Scan the QR code for updates on innovSpur

Since its launch, innovSpur has received about 20+ applications. Applicants are required to have an existing minimum viable product of a learning innovation and to submit a proposal detailing the potential and scalability of the innovation for commercialisation in Singapore and beyond. Each proposal undergoes a meticulous and robust evaluation process in areas including innovativeness, market and competition, impact, scalability, risk mitigation, track record, and project team competencies.

Applicants are required to fulfil at least one of the four focus areas:

- Increase the uptake of online and blended learning by individuals
- Amplify enterprises' adoption of innovative learning technology
- Develop effective remote assessment and proctoring solutions for individual and enterprise-led training
- Develop effective solutions that tighten the industry-training nexus.

Innovators who have been working on learning technology and solutions are welcome to explore innovSpur as a platform to scale up and launch their products. Applications for innovSpur is now open till 1 March 2024!

HOW IT WORKS



CASE STUDY

ENABLE ON-THE-GO LEARNING FOR BUSINESS MANDARIN

When the founder of Blunte, Ms Daphne Tay, had to travel and meet clients in China, she encountered a challenge faced by many in the corporate world – the complexity and nuance of business communication.

She thus embarked on a journey to build a solution that addresses the complexity of Business Mandarin, including an extensive database of technical jargon and industry-specific terms. Blunte, one of the world's first language-learning apps for professional development, was born.

Designed for professionals in the finance, legal, and professional services sector, Blunte app's features include:

- **Interactive lessons:** Focused on business-related vocabulary, phrases, and scenarios.
- **Real-World Case Studies:** To provide context and practical application of language skills.
- **Personalised Learning Paths:** Allowing users to take structured courses, guided by an AI algorithm to recognise issues and problems and offer targeted questions
- **Speech Recognition and Pronunciation Tools:** To aid in mastering the nuances of spoken business communication
- **Cultural Insights:** Offering an understanding of business etiquette and practices in different contexts

Through the innovSpur programme, Blunte tapped on IAL's expertise in learning development and pedagogy to design their courses such that they are effective for adult learners. The company is now looking to scale up and expand.



IAL's support has opened doors to valuable industry connections, allowing us to collaborate with business, language education experts, and government institutions. The association with IAL, a respected institute in adult learning, has bolstered Blunte's credibility in the market, attracting more users and partnerships. The support from IAL has enabled us to engage more actively with the community, participating in events and workshops that raise awareness about the importance of business language proficiency in professional settings.

Daphne Tay, CEO & Co-founder, Blunte

Photo: LinkedIn

Image:
Blunte Pte Ltd
Google Play Store



IN THE HORIZON: DIGITAL FUTURES OF WORK



Technological progress in generative AI has led to significant corporate innovations in recent years. How does the adoption of AI technologies in the workplace impact the workforce and jobs? A four-year global study surveys top digital hubs around the world to assess the digital futures of work.

“Take pictures of a few pages of a book on any subject – pet grooming, digital marketing. Ask the Large Language Model to summarise the content, and build a syllabus adopting a pedagogical framework of your choice. Use other software to convert that content into a podcast, a powerpoint deck, and while you are at it, ask for a set of test questions. A LinkedIn connection of mine said he could do this in eight minutes.” This snapshot of the capabilities of artificial intelligence (AI) by Mr Tan Kok Yam, Chief Executive of SkillsFuture Singapore and Council Chairman of IAL, is already reality. What then, does this hold for the future of adult education and training?

When ChatGPT took the world by storm in late 2022, there was general optimism that with AI technologies coming of age, mundane and routine tasks would be further removed, freeing up the workforce for more complex work. A recently concluded four-year study by a global team of 20 social scientists reveals instead that reality may be otherwise. Instead, professional and complex jobs requiring deep knowledge may be adversely impacted.

The findings, unveiled during the Digital Futures of Work Global Conference 2023 organised by IAL from 1 to 3 November, were based on surveys of AI activities across 10 key digital hubs across the world from 2019 to 2023. Over 500

in-depth interviews were conducted with business leaders, technologists, education heads, policymakers and individuals. Quantitative analyses were carried out, examining patterns of activity across key digital hubs around the world Silicon Valley, Singapore, London, Seoul, Helsinki, Berlin and more.

HIGH-SKILLED PROFESSIONAL JOBS MOST IMPACTED BY AI

The results were sobering. Professor Phillip Brown, Distinguished Research Professor, Cardiff University and Director, Digital Futures of Work Research Programme shares, “Contrary to beliefs that AI creates better jobs, our data suggests it often fragments professional roles for cost-efficiency, impacting middle-class aspirations. Our evidence suggests the consequences are already being felt, even if they do not appear decisive in the statistics.”

In a number of global digital hubs studied such as Silicon Valley and London, cost-cutting and efficiency are the main drivers of corporate innovation and AI adoption. Algorithmic management technique use AI to fragment knowledge work in a process best described as cognitive capture. AI technologies can now be deployed to perform cognitive tasks automatically, and achieve uniformity and efficiency.

The immediate impact on professional work is in the reduction for knowledge work and the deskilling of professional workers. Trends in the workforce composition of developed economies show that over the past decades, degree holders and professional workers are the fastest growing category of middle wage earners. The long-term implication of removing professional jobs through AI is that the middle class will likely become less tenable for a highly educated workforce, in turn impacting social and political stability.

To return to the question of what this portends for adult educators and trainers, it is crucial to first recognise the changing nature of work. In the context of dynamic change, it is crucial for adult educators adopt future-oriented pedagogies that nurture future-oriented learners who are comfortable working with emergent, unknown and complex situations.



AI AS AN ASSISTIVE TECHNOLOGY

The researchers witnessed an alternative approach to incorporating AI in the digital hubs of Helsinki and Munich. Rather than using AI to fragment and replace professional work, businesses in these hubs are adopting AI to purposefully augment their workforce. Professionals are given autonomy to experiment with AI tools and deploy them in ways that best augment the work to be done. AI tools are also used to connect multiple knowledge fields and communities. Instead of automating and limiting human judgment, AI technologies are seen as assistive tools to help humans make better decisions.

From the perspectives of companies that engage in human-centric AI adoption, this approach is a win-win strategy which allows stronger businesses to be built and workforce capabilities to be augmented. At the same time, jobs are preserved and job quality is enhanced.

Interviews with over 250 business and technology leaders reveal that AI technologies are being applied to professional jobs requiring high levels of education and training, professional experience, and judgement. The findings also show that technological changes are posing risks to professional roles and reducing the quality and number of professional jobs. Yet, at the same time, small numbers of human-centric use of digital technologies have been identified in London and Singapore. These businesses are diverse in backgrounds,

including SMEs, start-ups, and transnational corporations from sectors ranging from fintech and medtech to food and beverage.

A HUMAN-CENTRIC FUTURE OF WORK AND LEARNING

Given the immense potential of AI technologies, the challenge for adult educators is to help equip the workforce to be able to work with what is emergent, unknown and complex.

At the Digital Futures of Work Global Conference 2023, Mr Tan Kok Yam assured that the government of Singapore is committed to helping the workforce transform, "... as machines learn, humans will need to learn too, including and especially existing workers. How do we acquire that

intangible ability to discern and assess quality among the myriad outputs that AI can churn at you? How to deal with the challenges of implementation – data management, change management? And how do we deal with the new problems that need to be addressed, say in regulation or in human-machine interfacing? These are but a subset of the new skills our workforce will have to acquire. In Singapore, under the SkillsFuture movement, we are committed to a collective, national approach to help all our workers learn."

A LLM may be able to churn out a training curriculum and contents within a few minutes, but it takes a professional adult educator to identify suitable, excellent content for the LLM to work on, define the context in which the material will be used, and ensure that the delivery is pedagogically sound for adult learners.

In the larger context, governments have to take the lead in steering AI adoption to be human-centric rather than cost-cutting. Sahara Sadik, Assistant Director (Research) at IAL and Deputy Director, Digital Futures of Work Research Programme, shares, "We are now in the midst of a different type of digital innovation that targets knowledge work. If left unchecked, it will weaken how human potential can flourish and thrive. Societal investments in education, training and lifelong learning must be utilised sustainably for economic and social good. That there are human-centric firms in Singapore demonstrate the possibilities. We need to seize the opportunity to identify how human-centric strategies can proliferate in Singapore."



Adult Educator Ms Susan Kwa engaging her participants on the topic 'Unlocking Innovation: The Transdisciplinary Mindset' as part of the For Learners, By Learners segment

ADVOCATING FOR ADULT LEARNERS

In the second half of the year, IAL organised two events which advocate and celebrate adult educators and learners – IAL Learning Festival, held in conjunction with SkillsFuture Festival x SUSS, and IAL Graduation Ceremony.

As the workplace rapidly evolves, an increasingly urgent challenge faced by enterprises is how to equip their employees with the skills needed to adapt and thrive. How could adult learners learn better, faster, and have their learning needs met in this digital age?

This challenge underpins the theme of this year's SkillsFuture Festival x SUSS – "Digital at Work". Held on 3 August 2023 at Lifelong Learning Institute, the festival focused on a plethora of efforts and initiatives by institutes of higher learning to support digitalisation at the workplace. The one-day event was graced by Minister of State for Education and Manpower Ms Gan Siow Huang.

Forty breakout activities and workshops were organised by the institutes who took part. SUSS and technology company Microsoft also co-launched the Digital Andragogy Blueprint for Singapore's workforce, with recommendations and strategies for leveraging digital tools to enhance adult learning. Another highlight of the event was the expert panel discussion on the topic of "Embracing Global Competencies and Digitalisation in a Changing World".

IAL LEARNING FESTIVAL

As part of the festival, IAL organised the IAL Learning Festival to exhibit its work in digitalisation. It held an Innovation Showcase, which featured edtech and digitalised workplace learning efforts through collaboration with partners. Continuing Professional Development taster workshops were conducted to give participants a sense of IAL's short courses, such as using generative AI to enhance course design. IAL also proudly curated sessions where its recent graduates from the WSQ Advanced Certificate in Learning and Performance 2.0 demonstrated their training skills and competency in learning tech tools to potential learners in a segment called 'For Learners, By Learners'.

Furthermore, IAL also announced its plan to roll out accelerated industry-centric training pathways to enable industry trainers to be quickly ready for companies and sectors. Those who completed the accelerated programme would be recognised to train SkillsFuture Singapore approved certifiable programmes in their respective industry and trade.

Guest-of-honour Ms Gan Siow Huang commends IAL's efforts during her welcome speech,

“The Institute for Adult Learning, an autonomous institute set up within SUSS, is also a central enabler to facilitate a healthy exchange of knowledge and ideas across industry as well as institutions.”

Adult Educator, Mr Jonathan Lim speaking on Visual Impact: Introduction to Design Principles as part of the For Learners, By Learners segment



Adult Educator, Mr Richard Ng speaking on Mastering the Art of Influence as part of the For Learners, By Learners Segment



CELEBRATING ADULT LEARNERS

Another noteworthy event of the year was IAL's Graduation Ceremony, held on 27 October at School of the Arts. As adult learners who had graduated to become adult educators, this year's graduands from the WSQ Diploma in Design and Development for Learning and Performance and the Master of Learning and Professional Development had to adapt to the switch to digital learning platforms and constraints imposed by the COVID-19 pandemic, on top of juggling demands of learning with work and family. Executive Director of IAL, Associate Professor (Practice) Yeo Li Pheow lauded their efforts, "Your dedication stems from the belief in the significance of lifelong learning – an avenue to enrich your knowledge and remain aligned with the shifting industry demands and evolving skills."

At the graduation ceremony, Guest-of-Honour Mr Tan Kok Yam, Chief Executive, SkillsFuture Singapore and Chairman of IAL Council, emphasised the importance of the role played by adult educators such as the graduands in these fast-evolving times. Highlighting the example of Dr Bindeshwar Pathak, who had advocated for the re-education of nightsoil workers to take on higher-level work after his invention of a cheap self-flushing toilet rendered nightsoil work irrelevant, Mr Tan says, "This principle for creating socio-economic impact, and this mission of adult education in worker empowerment, remains the same, whether we are talking about toilet flushing a long time ago, or artificial intelligence today. The only difference is the cadence, the speed, at which applicable technological innovations are affecting our lives ... The pressure on you as adult educators will be tremendous, because your role is a pathfinder to others in a terrain that keeps shifting."

While the pressure may be immense, IAL is fully committed to supporting the journey of adult educators. The Adult Education Network (AEN) was set up with the intent of building a dynamic, professional community of practice. Through the network, members could enjoy various benefits, from access to excellent programmes and workshops to networking sessions to share knowledge and expertise with their peers.





From learning journeys to help our adult educator community stay in touch with industry to new workshops and courses to level up knowledge and skills, IAL has been actively upping its events and offerings. To stay ahead of the curve, join the Adult Education Network (AEN) today!

Scan the QR code to
find out more about AEN!



For Your Continuing Professional Development!



E.L.S.A.: ENGAGING LEARNING, SUCCESSFUL AGEING – GERAGOGY INNERWORKS

Category: Pedagogical Innovation

Course Details: Singapore has one of the fastest ageing populations in the world. Mature workers, i.e. those aged 50 and above as defined by MOH-C3A), make up a significant proportion of our workforce. To help adult educators and trainers facilitate a positive learning environment for mature workers, this course is designed with reference from the geragogy principles adopted by the Ministry of Health.

If you are overseeing a multi-generational team, part of an organisation supporting employment of senior workers, an adult educator/instructor involved in facilitating learning for senior learners, or looking to learn more before joining the eldercare sector, this course will help you gain critical insights and skills on training for mature learners.

Scan the QR code for more
details on the course!



GREAT MANAGER PROGRAM – DEVELOP PEOPLE FOR MAXIMISING PERFORMANCE

Category: Productivity & Performance

Course Details: For intermediate learners, this course focuses on the Critical Core Skill (CSS) of “Developing People”, that is, develop and coach team members to identify and leverage their strengths to enhance performance. Adult educators who run training and consultancy services often work in teams on a project basis. They may also perform supervisory or managerial roles, and this critical core skill comes in handy when they interact and work with others.

Participants will be equipped with strategic coaching skills to unlock people’s potential to maximise their own performance. This is instrumental in improving their managerial performance. They will also learn practical coaching tools to manage performance effectively and address underperformance with confidence. They will gain specialised skill sets substantiated by practice accomplishments in multiple aspects, including managing self-awareness and underperformance.

Scan the QR code for more
details on the course!



Learning Journeys for the Adult Educator Community!

Specially curated for our AEN members, our Learning Journeys bring adult educators to spaces where cutting edge solutions and technologies for industrial applications are showcased. These journeys help our AEN members gain valuable industry knowledge and help them consider real-world challenges in their practice.

EXPLORING THE FUTURE OF EMERGING TECHNOLOGIES AT NANYANG POLYTECHNIC

As part of their teaching curriculum and research, Nanyang Polytechnic's School of Engineering has a gamut of advanced technologies with the potential to dramatically increase productivity and transform work. These include additive manufacturing, robotics and automation, cutting-edge healthcare solutions, and green technology.

In November, IAL organised a learning journey to Nanyang Polytechnic to help our AEN members understand more deeply the potential and implications of such technologies. Attended by over 50 members, the journey provides first-hand insights into the future of productivity and the potential impact on training workers for a tech-driven future.








LEARNING ABOUT INNOVATIONS TRANSFORMING LOGISTICS

In the highly globalised economy, supply chain management plays a crucial role in maintaining effective flow of goods around the world. The Centre of Innovation – Supply Chain Management at Republic Polytechnic was set up to enhance innovation and efficiency in supply chain and logistics capabilities for Singapore-based companies.

The 46 participants who joined our Learning Journey to Republic Polytechnic in September gained newfound knowledge on innovations in supply chain management and their applications in enterprises.



-  **Institute for Adult Learning (IAL)**
11 Eunos Road 8, #07-04 Lifelong Learning Institute, Singapore 408601
-  6579 0300  www.ial.edu.sg
-  facebook.com/IALSG
-  linkedin.com/company/institute-for-adult-learning

Copyright of Institute for Adult Learning