Catalysing Workplace Learning *Within* from *Without*

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WE INSPIRE, ADVOCATE AND LEAD ADULT LEARNING AND PROFESSIONAL PRACTICE

institute for adult learning singapore

Overview

1. Defining workplace learning
2. IAL's capabilities and interest
3. Findings & Reflections
4. Conclusion

What workplace learning looks like to you?

1. Go to menti.com
2. Enter 84 25 58

Learning *Through* Work, *At* Work, *For* Work

Workplace Learning is NOT….

- Just classroom training
- Mandated by the bosses
- Theory
- Disruptive of normal work activities
- Inefficient in transfer of learning

IAL Capabilities

Partnerships

ITE — Institute of Technical Education

SNEF

SPRING singapore — Enabling Enterprise

SIRS — SINGAPORE INSTITUTE OF RETAIL STUDIES

SiT — SINGAPORE INSTITUTE OF TECHNOLOGY

Self-help

WWW — learningatwork.ial.edu.sg

Diagnostic of current workplace learning

workplace learning methods

Contributions by thought leaders/ researchers/ practitioners

Enterprise Testimonials

External Consultancy

Certified Workplace Learning Specialists (CWLS) cum Learning@Work Boot Camp
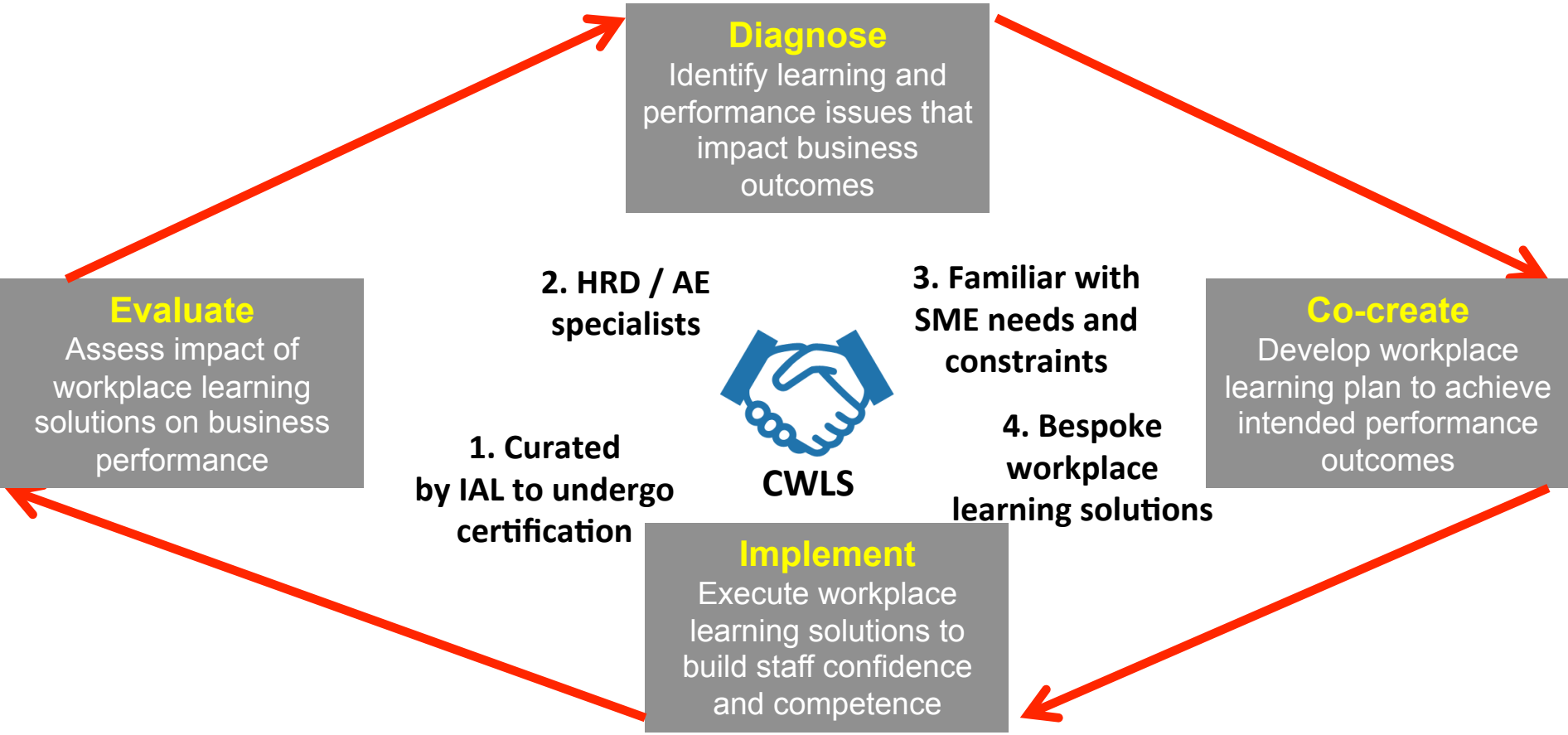
16 graduates

24 undergoing training

10 completed enterprise projects

17 enterprise projects (in progress)

Learning@Work Boot Camp

Diagnose
Identify learning and performance issues that impact business outcomes

Evaluate
Assess impact of workplace learning solutions on business performance

2. HRD / AE specialists

3. Familiar with SME needs and constraints

Co-create
Develop workplace learning plan to achieve intended performance outcomes

1. Curated by IAL to undergo certification

CWLS

4. Bespoke workplace learning solutions

Implement
Execute workplace learning solutions to build staff confidence and competence

IAL's Interest

1. What are the common **enablers and barriers** to effective adoption of workplace learning?

2. What **benefits** did stakeholders derive from their involvement?

Data Collection and Analysis

- Semi-ethnographic approach that relies heavily on a qualitative approach:
  - semi-structured interviews;
  - participant observation; and
  - document analysis
- 5 enterprises, specifically SMEs in the service industry, were identified to be part of this study
- A total of 51 key stakeholders were interviewed *before & after* the implementation of the workplace learning interventions.
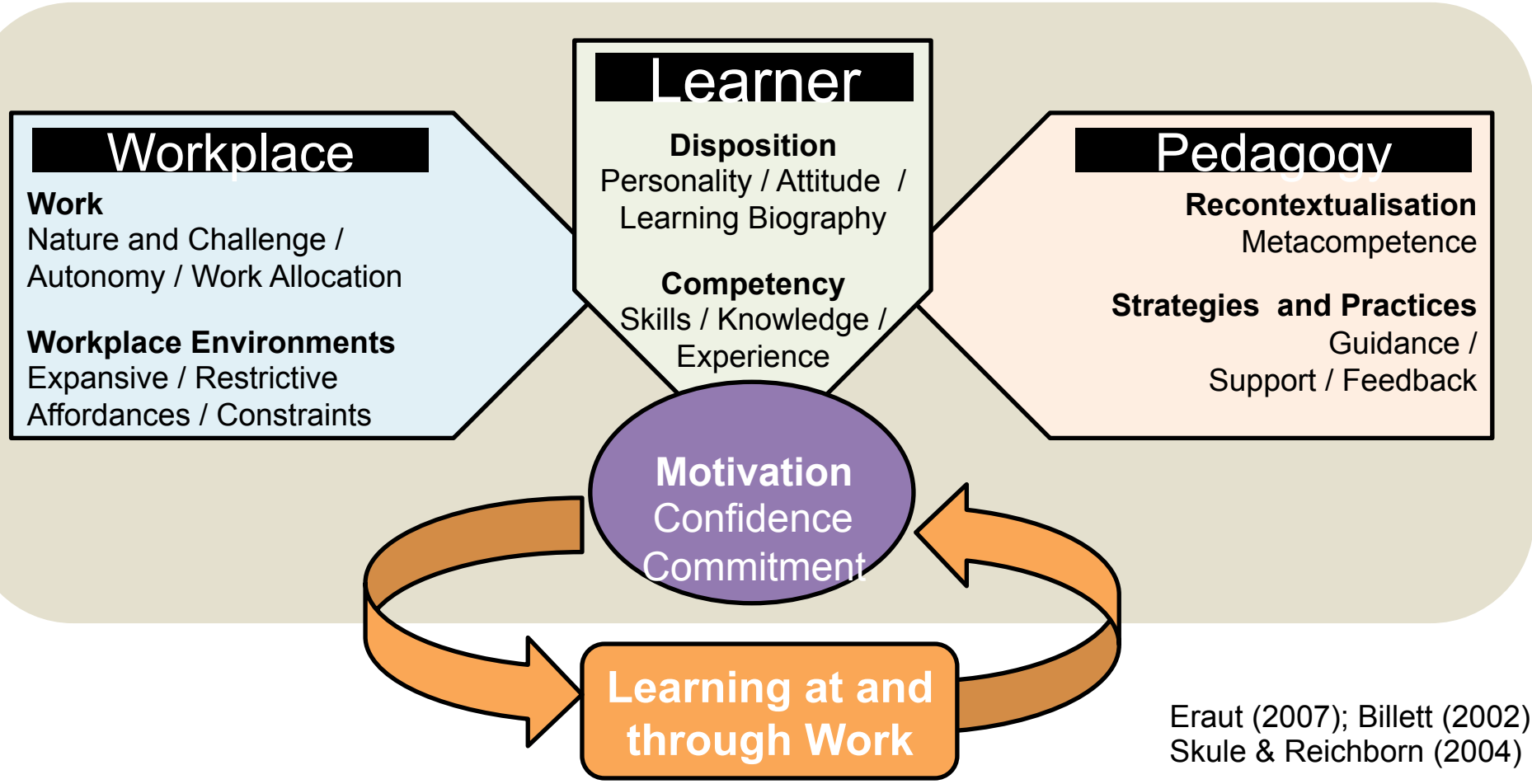
Enterprise Sponsor

Enterprise Project Lead

Enterprise Supervisors & Learners

IAL WLS (Workplace Learning Specialist)

Enablers and Barriers of Workplace Learning

Learner

Disposition
Personality / Attitude /
Learning Biography

Competency
Skills / Knowledge /
Experience

Workplace

Work
Nature and Challenge /
Autonomy / Work Allocation

Workplace Environments
Expansive / Restrictive
Affordances / Constraints

Pedagogy

Recontextualisation
Metacompetence

Strategies and Practices
Guidance /
Support / Feedback

Motivation
Confidence
Commitment

**Learning at and
through Work**

Eraut (2007); Billett (2002);
Skule & Reichborn (2004)

Benefits of Workplace Learning

- Employee job satisfaction and engagement (Evans et al., 2011)
- Lower cost option for SMEs
- New knowledge-linkages, creative solutions, and innovation → drive toward more lifelong learning (Hager, 2001; Livingstone et al., 2007)

Essential to analyse the perceptions of stakeholders and deduce common patterns
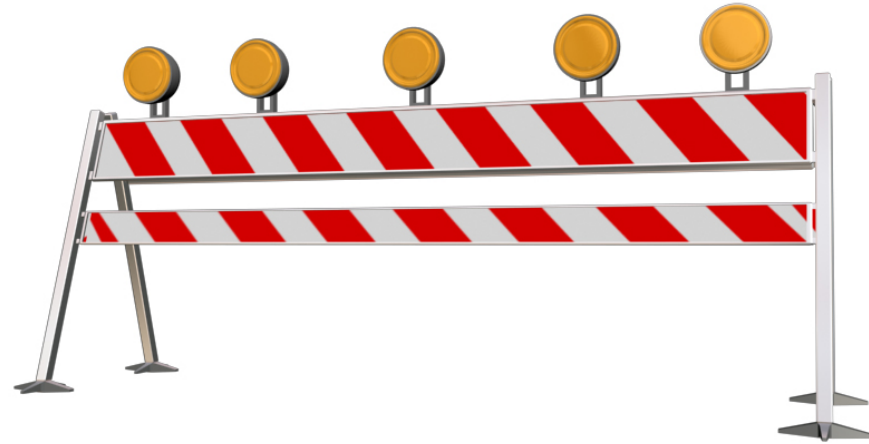
What hinders workplace learning?

1. Go to menti.com
2. Enter 84 25 58

Findings

1. What are the common enablers and barriers to effective adoption of workplace learning?

a. *Importance of diagnosis & analysis*

b. *Constant engagement*

c. *Individual dispositions & motivation*

d. *Business pressures*

Findings

2. What **benefits** did stakeholders derive from their involvement?

a. *Not a quick fix to performance issues or business indicators*

b. *Direct benefits to individuals → long-term/indirect benefits to organisation*

c. ***Enterprise****: enhanced knowledge curation and sharing*

d. ***WLS****: rich learning opportunity from a live enterprise project*

Reflections and Implications

a. Systematic analysis and constant stakeholder engagement

b. Be user-centric and manage change by results

c. Engage managers and supervisors as the catalyst for change and provide scaffolding and support

Critical Factors for Catalysing Workplace Learning

Be user-centric

Communicate with stakeholders

Workplace Learning Specialist / Training Provider

Organisation Analysis

Job Analysis

Learner Analysis

Manage Change by results

Co-create

Self-efficacy

Enablers and Barriers of Workplace Learning

Job Engagement

Collaborative Problem-Solving

Work(place)
Work
Workplace
Environments

Supervisor
Guidance & Feedback
Time
Opportunities for Social Learning

Pedagogy
Recontextualisation
Strategies & Practices

Recognition

Scaffolding & Support

Learner
Disposition
Competency

Motivation
Confidence
Commitment

Learning at and through Work

Learning Culture

ENHANCED INDIVIDUAL AND ORGANISATIONAL PERFORMANCE

Conclusion

➢ Create a virtuous cycle between enablers and benefits of workplace learning

➢ Respect workers/learners as autonomous individuals

➢ Productive outcomes can be indirect benefits, but NOT the end goal of workplace learning interventions