

**A GUIDE
FOR FACILITATING SELF-LEARNING PROCESSES
IN SERVICE SME**

FACILITATION GUIDE

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FACILITATION GUIDE

INTRODUCTION

The main objective of this “*Facilitation Guide*” is to enable small and medium-sized enterprises (SME) in the service sector to develop and improve the development of competences within these enterprises through **self learning**.

This objective includes two important aspects:

- Raising and empowering the competences of the SME workers in the service sector and, by that, improving the quality and the work organisation towards a learning organisation.
- In this way “training providers” will be able to offer more flexible and customer oriented services and SME will become more effective in their working processes and consequently more competitive and more customer friendly.

In order to approach these goals by ways of self learning, a second objective comes into view: This kind of learning calls for the emergence of a new professional profile of “training providers”: They need to become **facilitators of learning**.

Facilitating learning in order to initiate and support processes of **self learning** in SME are the key terms and key issues of this “*Facilitation Guide*”. They need to be explained in more depth.

Also “learning” still is – to say the least – a rather uncommon matter for many SME. It is accompanied by objections of different kinds, fears in the background. On the other hand learning is the main and major strategy in order to face the challenges of change of the (working) world of today. More than ever before this kind of learning can not only relate to compiling a general “know how”, but must integrate a “know why” which is most closely related to the situational needs of a specific enterprise. Also this deserves some more explanation. It also

needs to be explained more closely by which means this *“Facilitation Guide”* tries to reach these goals.

The *“Facilitation Guide”* starts with a **“Users Manual”**. It presents, in a first step, the basic explanations to the major points raised above like: the target groups, the key terms, the methods, and an overview on the *Modules* making up this *“Facilitation Guide”*.

The *“Facilitation Guide”* is designed in a modular way, which basically means: The modules try to follow a pattern of needs. Users will have to find out which module and which parts of each module is relevant for their needs. This holds especially true for *Modules 2* and *3*.

The *Users Manual* and *Module 1* we sort of consider to be obligatory – at least for information purposes.

Module 1 “Change as the Challenge: Change Management by Learning” is delivering background information for (future) “facilitators” concerning this basic topic and objective of this *“Facilitation Guide”*: It also tackles the question of how to introduce and empower the idea of (self-)learning in SME .

Module 2 deals with the necessity to implement a **“Learning Needs Analysis”** focusing on the specific needs of individual enterprises. It comprises two parts:

Part 1 is more “theoretical” in the sense of explaining the ideas, background and also important methodological implications of the topic. This part is located in Section A: “Theory” – Explanations, Advices, Suggestions.

Part 2 is “practical” as it contains tools, instruments, practical suggestions, materials, hints etc. It can be found in Section B: “Practice” – Instruments, Tools

Module 3 leads into **“Facilitating learning measures on the Basis of Learning Needs Analysis”**. Its two parts follow the pattern described for Module 2.

But there is also need for two further explanations of importance:

- This *“Facilitation Guide”* will hopefully satisfy the needs of SME in all European countries. Though a number of different European partners contributed to this project and *“Facilitation Guide”* it is our experience that there does no doubt about exist **cultural differences**, which must not be ignored. They refer to different systems of vocational educational training (VET) and continuing educational training (CVET), and they keep showing up in the language and terms used in different ways. As the intention of this

“*Facilitation Guide*” is to relate as closely as possible to the specific needs of a specific SME, the following agreement was established: This “Master Copy” (in English language) is marked at all the points by a note -> //NCA//, where a **National or Cultural Adaption** (or “contextualisation”, or “localisation”) seemed to be necessary: As a result the partnership developed and created not only versions of this “Master Copy” in all partner’s languages, but also *Facilitation Guides* which are culturally-adapted, that is: contextualised and localised!²

- In terms of its nature this “*Facilitation Guide*” must allow for being a “**Hand-/ or Work-Book**”. It should stimulate to collect and integrate examples, experiences, tools, methods etc. which may enrich this “Guide”. For this reason we invite you to e.g. add to the examples given those examples which fit to your situation and experience. And foremost: Do add especially to the Parts 2 of *Modules 1* and *2* those tools, instruments etc. which you as an internal or external facilitator may want to add to the examples given!

² All these versions can be found on the project homepage <http://www.compservesme.org/home.htm>

FACILITATION GUIDE

USER'S MANUAL

CONTENTS:

Target groups

Key terms

- Self learning
- Facilitators / facilitating
- Skill, qualification, competence

Methodological hints and closer overview on modules

- Methodological hints
- Closer overview on modules

Target groups

This *Facilitation Guide* is aiming at two target groups:

Internal facilitators

These are persons who, **within** SME, are or feel responsible for //NCA: “training / education” development/ problem solution/ learning and development/ people development”//. Being well aware of the fact that especially in many small enterprises there is no special function addressed to those matters (not to talk about a specific department) with these terms we primarily refer to the person(s) in a small business who is/are in charge of the day-to-day tasks and challenges as well as for planning and development matters of any kind.

In small businesses this usually is the //NCA: “owner, boss, supervisor, mid-level chef //. Functions and differentiations growing in relation to the size of the business. It is this or those person(s) or even groups of people, the leader(s) of a staff department or of Vocational Educational Training (VET) and/or Continuous Vocational and Educational Training (CVET)-units etc we are talking about.

Be it a functional or a personal responsibility which (also) includes all the working people in an enterprise these persons and/or functions do relate to *learning*, how directly or indirectly, consciously or unconsciously ever. The decisive point is the wish and ambition of those “internally responsible persons” to look forward and face the challenges for the enterprise by “development-oriented means”, which, first of all, means //NCA: “learning / training / qualification / development of competences”//.

Thus, learning is always closely linked to the kind and type of leadership of these persons. As learning happens at any time a type of leadership geared towards “command and obedience” creates “consumptive” learning processes depending on input and instruction. A type of leadership, however, intending to empower co-workers to cope with their tasks, to master change and the (problem-) situations of the business would be a kind of “leading by creating and cultivating opportunities to learn” – mainly by *self (directed) learning* (see → key terms below).

SME – even more than large enterprises – should and must be able to take their developmental and learning processes into their own hands. This does not exclude external assis-

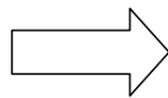
tance and help (see below). But for this purposes those “persons responsible internally” need to be able to push those self-learning processes within the enterprise and accompany and back up the learners. In short: these people should become “ *internal facilitators*”. (see → key terms below). For those persons this *Facilitation Guide* is designed primarily. For matters of simplicity we refer to these persons as “**Internals**”.

External facilitators

SME may, however, also need help and assistance from *external* trainers/ training organisations. In order to back up SME in those learning processes as spelled out above, these trainers also need to become “*facilitators*”.(see → key terms below).

This is why this *Facilitation Guide* also addresses persons and organisations who may and should back up SME for adapting those self-learning processes in a cooperative way.

Again: This target group for matters of simplicity is referred to as “**Externals**”.



Self learning of enterprises is the main objective of this *Facilitation Guide*. This is why “**internals**” are addressed in the very first place. But often-times a cooperation of both, “internals” and “externals” will certainly be helpful. As we will point out below this *Facilitation Guide* puts high emphasis on learning processes, which are closely linked to the real and concrete needs of SME. “Externals”, however, often tend to “operate” according to their perception of reality. This is why we assume that “**facilitating learning**” in the sense presented here may also be a challenge for the performance of (some) “externals”.

We therefore definitely do **suggest a fruitful cooperation of both, “internals” and “externals”**.

It is also for this reason that in this “*Facilitation Guide*” we mostly refer to “*the*” facilitator, meaning internals and externals likewise. Only in cases of special concern for one of both we address “internals” or “externals” specifically – and both of them should pay attention to aspects asking e.g. for common and/or mutual awareness.

These cases we try to signal by the boxes

Internal
facilitator

External
facilitator

Internal
and
external
facilitator

Key terms

- Self learning³

Self learning no longer associates to those types of learning which are “school-like”, “teacher-directed” or “instructional”. This type of learning refers to the fact that learning basically is self-organized by nature: learning is something only an individual can do, no one can really be “learned”.

Self-learning takes this seriously. In the end, in self-learning processes learners are independent concerning the ways and means of learning (e.g. when and how they learn).

This kind of learning is most appropriate the more we have to deal with “open” situations in our working world (e.g. being confronted with unclear, undefined situations, problems, questions, situations which can not be completely planned in advance). In other words: The more learning needs to relate to real or live-situations the more we need to develop competences for “situate” or “situated” learning – by self-directed ways of learning.

Still elements of an instructional (trainer or training-oriented) learning may be present, especially as far as “hard skills” (e.g. knowledge of facts, formal issues etc.) are concerned. But even our “knowledge about facts” is becoming more relative from day to day, new information and knowledge is generated in increasing speed and needs to be adapted to new and changing situations. This refers to the second feature of self-learning. Its basis is learning *from* and *in* life-situations, not from and in situations separated from reality and artificially created for the purpose of learning. This is why the focus of learning in this *Facilitation Guide* is *ideally* directed towards “*work (place) integrated learning*”.

No question – this type of learning is still a bit unusual. Though it is based on the individual’s effort to learn, on making and learning from experiences and on individual development – it needs special support. Self-learning needs a special kind of being made possible, of being accompanied and supported. It needs “*facilitators*”.

³ Though especially in international pedagogical literature different terms can be found stressing varying aspects of the degree of independence of an individuals learning, for matters of simplicity we will use the term “self learning”.

- Facilitators / Facilitating

It is quite obvious that this type of learning is not served for well by an instructor equipped with overall knowledge and inputs acting as transmitters of content. The roles and functions of all those persons in charge of “teaching” and/or “training” do – and need to become – more ambitious and pretentious: They need to support others: that is: adults(!), to achieve self-growth by self learning. For this purpose they need to become *facilitators* for learning processes.

Facilitating, in general terms, includes characteristics such as assisting, freeing, aiding, guiding, and empowering learners in the learning process. On an individual as well as on the level of organisations running into challenges or problems and solving them through learning are just two sides of the same coin. This is a basic perspective for facilitators. More concretely and on the working level it involves to view work related challenges and problems as matters of learning. Thus, those situations need to be analysed under a learning perspective (“putting on learning glasses”), and they ask for being used and formed as chances for learning.

Of course there are *methodological* consequences. The main consequence being, as pointed at before, that learning should take place as close to reality, the reality of work in our context, as ever possible. Other consequences relate very directly to the personal role and attitude of a facilitator. He needs to attend, respond, understand, be highly aware of situations conducive to self learning. It is rather unlikely that those learning processes (and materials) can be planned (much) in advance. This is why this Facilitation Guide can not offer any receipts, but a selection of examples, instruments and methodological procedures. Facilitators must be capable to choose, decide, compose, according to the questions, situations given. They themselves are learners – and this *Facilitation Guide* tries to support their processes of self learning.

In this *Facilitation Guide* we differentiate between “internal” and “external” facilitators, because we do want to encourage self learning within SME in the first place. Some of them, however, may want and need external help. We very much plead for learning-cooperations of any kind. But we also know about the tendency of external training providers for instructional training offers which are not necessarily linked (close enough) to the specific needs of SME. Nonetheless, also “externals” should be (increasingly) capable to focus on the facilitation of self learning at least close to, better: in situations of work.

In order to do so, and to contribute their professional (e.g. methodological) skills which undoubtedly exist, we hope to present learning hints concerning facilitating self learning in SME

also to “externals”. It is our wish and intention to implement or back up cooperation between “internals” and “externals” wherever it is necessary and helpful.

- Skill, qualification, competence //NCA//

These terms do, of course, transport and contain the various cultural and historical backgrounds of the European systems of vocational educational training. And there are many other differentiations concerning scientific concepts as well as even regional or local terminology. For this reason we feel that adaptations should be made – by the partners or the users of this Facilitation Guide – wherever it seems to be necessary to achieve common understanding in practice. But we find it necessary to at least agree to a frame of reference like the one proposed by J. Bjornavold (2000)⁴ which at least limits the scope of these terms:

a) “ ... the scope of *skills* is limited to a job-related approach, including both acquired capabilities/ forms of knowledge and abilities required by a specific tasks;

b) ... the scope of qualification is broader and may include entry requirements for a job/or official recognition of formal education or training.” We may add that qualification very often implies the perspective: work requirements are the only point of reference which people need to be adjusted (“trained”) to.

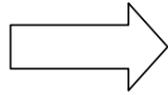
c) “... the concept of competence is more comprehensive and encompasses the actual capacity of an individual to use acquired abilities/ knowledge and or aptitudes in usual or changing occupational situations. In the literature we can observe an increasing use of *competence* (instead of *qualification*).”

⁴ Bjornavold, J. (2000): Making Learning Visible. Identification, assessment and recognition of non-formal learning in Europe. European Communities, Luxembourg

Methodological hints and closer overview on modules

- Methodological hints

Like pointed out above this *Facilitation Guide* does not offer any receipts. Both, “internals” like “externals” need to be most sensitive for situations and, therefore, have to make choices concerning strategic, methodological approaches and instruments to be used.



In this sense the *Facilitation Guide* is an **instrument of self learning also for the facilitators**. Providing background, information, as well as instruments, tools etc. it does not propose a fixed procedure or one path which should be followed. Facilitators need to know the backgrounds and instruments, but make their own choices according to the situation given in the very enterprise. **Their main task – and challenge – is a task of composition.**

This holds especially true for Modules 2 and 3. As already pointed out “*Part 1*” of each Module (to be found in Section A.) refers to contents, backgrounds, understanding, examples, cases.

But also there we invite you to collect and add examples and cases from your experience in addition to the ones given ...

“*Part 2*” of each module (to be found in Section B.) offers instruments, forms, tools etc. Many of them are suggestions, hope to stimulate, give background, need to be changed, adapted, composed anew – in short: what facilitation really is about.

Also in “*Part 2*” of each module we invite you to add and sample methods, instruments etc. that you may have acquired elsewhere and which you find interesting and helpful in this context.

- Closer Overview on Modules

Module 1 (M1)

Change as the challenge: Change management by learning

1. Tackling the Problem of “Introducing Learning”: The Idea of M1
2. The Challenges of Permanent Change

- 3. Learning Within Enterprises – A General View
- 4. The Importance of Self Learning within and for SME

Module 2 (M2) / Part 1

Learning Needs Analysis (LNA) → “Putting on learning glasses”

Introduction

Learning Needs Analysis in practice

1. Examples for problematical/ crucial situations in enterprises
2. Typical frame-sets for LNA
3. Basic methodological guideline
4. Starting point situations (scenarios) for self learning

Module 2 (M2) / Part 2

Learning Needs Analysis (LNA) – Material

Module 3 (M3) / Part 1

Facilitating learning measures on the basis of LNA

A. Planning and implementing work-integrated ways of learning

Introduction and overview

1. Where do the working actions to be learned already exist in the enterprise?
2. How to create and arrange working actions suitable for learning in enterprises?
3. How to make working actions accessible to learning?

B. How to analyse and overcome learning barriers

1. Concerning „subjective“ learning barriers
2. „Objective“ learning barriers
3. Ways to overcome „objective“ learning barriers

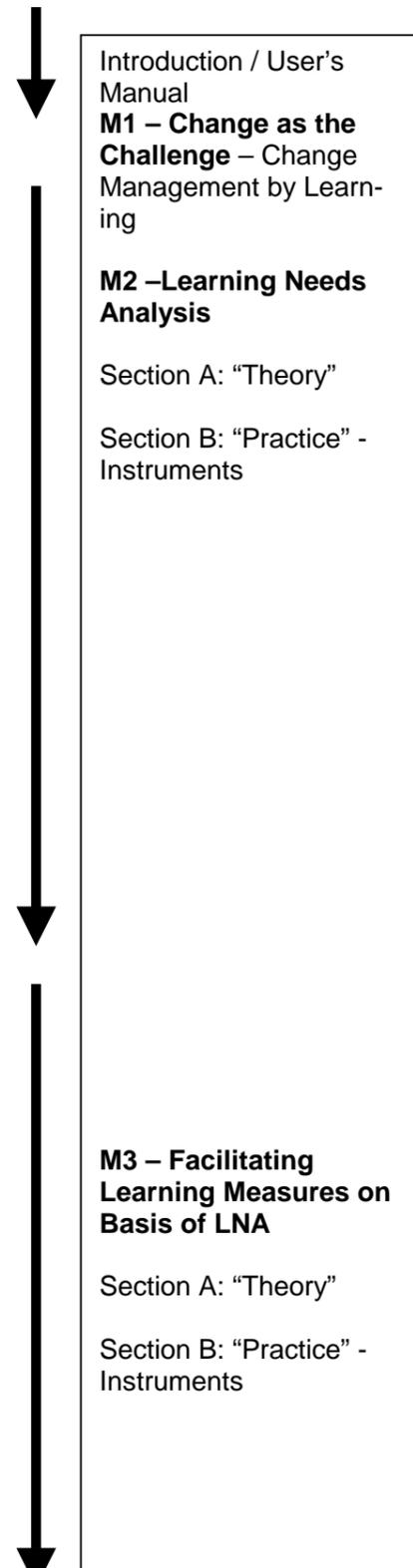
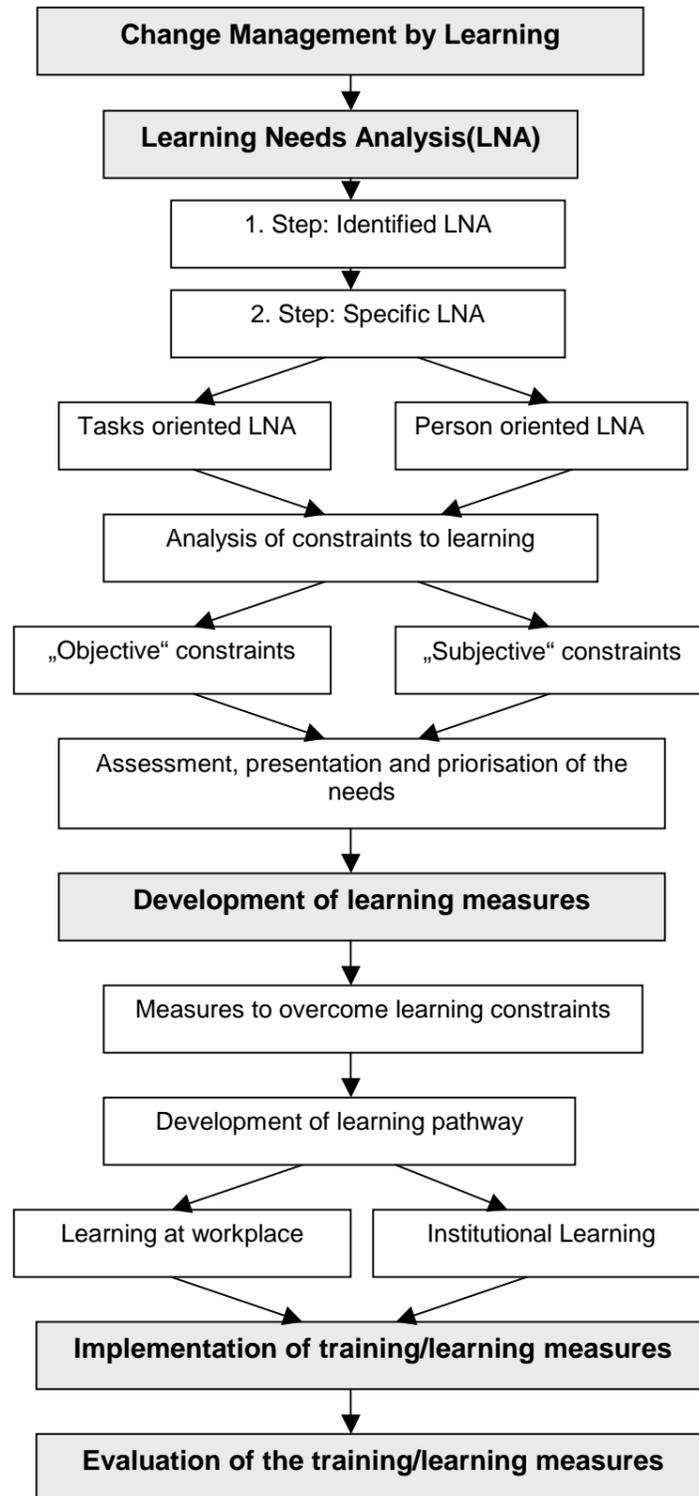
Module 3 (M3) / Part 2

Development and implementation of learning measures – Material

- Facilitation as a process: Flowchart-overview

Modules are major means to support the flexibility of learning processes. This *Facilitation Guide* wants to support the possibility for SMEs to start learning processes at the point of their needs. The following flowchart gives an overview on the process of facilitation of learning as such, allows to identify the “state of needs” an enterprise may face, and shows which Modules of this *Facilitation Guide* may provide help and support.

Facilitation as a Process



SECTION A

“THEORY” – EXPLANATIONS, SUGGESTIONS, HINTS

Module 1 (M1)

CHANGE AS THE CHALLENGE: CHANGE MANAGEMENT BY LEARNING

This module deals with the challenge for facilitators to introduce the idea of learning into SME.

CONTENTS:

1. Tackling the Problem of “Introducing Learning” - The Idea of M1

2. The Challenges of Permanent Change

3. Learning within Enterprises – A General View

- The importance of spontaneous learning
- Problems connected to spontaneous learning
- Problems of formal learning/ (external) CVET-measures

4. The Importance of Self Learning within and for SME

- Personnel development in SME
- Problems of „institutionalised“ or „formalized“ learning – and the real needs of SME

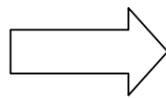
1. Tackling the Problem of “Introducing Learning” – The Idea of M1

M1 deals with the fact of changes and challenges being brought about by those factors which, all together, are called and described as “permanent change”.

Internal
and
External
Facilitator

Internal and external facilitators need to be able to read and understand the complexity of this background. And they must get acquainted with a rather ticklish topic: “Learning” especially for SME is not an issue of high concern and awareness. Quite understandably it is their utmost concern to keep the business running and getting their day-to-day problems solved. “Problems” and “learning, however, have

one thing in common: Having (and admitting) a problem is easily understood as being “weak”, and learning or having to learn indicates “not knowing” or not (yet) being able to handle something. Thus, we are confronted with negative connotations. In addition being reminded of formal and school-type experiences with learning may easily create learning blockades – on an individual level as well as on the level of an organisation. Though we know that, as an individual or organisation, we are (increasingly) confronted with changes, and though we know that the only way of changing means “learning” – both, change alike learning, do cause fears.



For this reason “learning” must be (very carefully) introduced and understood as a normal – and the only – strategy to survive in an environment of dynamic and permanent change.

This is important as M2, as the core-module, will intensively deal with various ways of “Training Need Analysis”. This analysis, in order to be fruitful, is based on the real and actual needs, which means: problems and questions, of each single enterprise. And as a result ways of learning (specifically: ways of self learning) should be created and established (see M3). Thus, M1 needs to introduce a positive understanding of learning being the best way of change management.

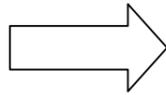
2. The Challenges of Permanent Change

Enterprises today are confronted with an environment of permanent change and they must be able to survive in a “world of permanent white water” (as P. B. Vaill put it). Many of these changes and challenges can not be anticipated nor planned in advance, and they appear increasingly rapid. Reasons for this kind of development may be seen in new products, new production processes and systems, changes of markets and conditions of competition, increasing expectations of customers concerning quality of products and services, speed, reliability etc. Enterprises also need to meet new and ambitious environmental requirements, have to rearrange financial strategies, adjust to new situations on the labour market, etc., etc.

As opposed to large companies SME hardly ever are in the position to influence or even control this dynamic environment. All they can do is to follow those changes and react to them in flexible and creative ways. The table below illustrates some of the most important global trends of change and their consequences concerning their qualificational demands on the labour force.

→ Global trends of change (Herzig 1997)

Changes in the Environment	Demands on the Labour Force
Increasing complexity of procedures and structures of working processes	Holistic thinking and acting
Increasing speed of changes concerning work related contents and functions	Adaptability, openness, ability to make decisions, flexibility, will to form and create, readiness to learn, exchange and to teach
Internationalisation of markets	Knowledge about and tolerance towards other cultures, mobility, language skills
Reorganisation through flat hierarchies and decentralisation of organisational structures	Readiness to take responsibility, to work in teams, communication skills, independence, self control
Change of values on the side of consumers and working force	Ability to convince others, social skills, ability to criticize
Tendency towards providing services	Orientation towards customers, markets and services
Small margins of advantage in comparison to competitors. Short live-cycles of products	Acting innovatively and creatively, initiative, involvement, risk taking



Social and economic changes also ask for the readiness of employees of enterprises to change constantly, to give up old attitudes, to take risks, and to develop new skills and qualifications as well as new ways of working. In simple terms: A changing environment requires changing and different (working) actions. It asks for the readiness and ability to learn.

Considering this background, how can SME meet those learning requirements?

Before we proceed to the modules, which are much more practically, oriented you as a (future) facilitator should be able to gain a clear picture of the “state of learning” in businesses in general and in SME in specific. The information provided in this module must necessarily be more theoretical than in all other modules. Nonetheless it describes a very real and concrete reality.

We figure that this information may also present some kind of argumentative assistance for internals and externals, be it for (stimulating) discussions within enterprises, between co-workers and management, be it between internals and externals – for the purpose of laying or improving grounds for a self learning culture.

3. Learning within Enterprises – A General View

The readiness and ability of all members of an enterprise and their actual learning achievements are increasingly considered as strategic factors responsible for the success of a business. If the conditions and challenges of change are ignored and if a business sticks to “business as usual” it may endanger its survival. What had been “right” or “correct” until yesterday may be “wrong” or “false” already the day after. Dangers may appear “...though we have not done anything different than before!” – the true reason being: “*because*” one kept doing the very same things.

Constant learning is a basic process taking place in any kind of organisation or business which wants to survive within its environment. If this basic process is disturbed or blocked an organisation or enterprise will necessarily loose grounds and problems on various levels will increase.

One may look at this interrelation also the other way round: Problems occurring in an organisation or enterprise always are symptoms of problems which are located “*behind*” or “*underneath*” those problems on the surface. Be it a lack of knowledge or skills, be it that a new answer was not found or certain procedures were not changed in time – wherever an enterprise runs into problems of whatever kind it is confronted with a (hidden) learning problem not yet solved.



Whenever and wherever something is going wrong in a business, people have been doing something wrong – be it for not knowing or not doing better, be it for a lack of skills and qualifications, or be it for the sake of some personal or organisational resistance or blockade which led them not to do “the right thing”.

As far as problems or lacks are concerned which are directly related to *human action* – e.g. mistakes, deterioration of quality, team conflicts, dissatisfaction of customers etc. – this seems to be quite obvious. This also holds true for so called “structural” lacks or gaps – which very often appear in non-personal disguises (“the” organisation, system etc.). However, they merely cover a problem of human acting or learning. In both cases there is a lack of knowledge, ideas, skills, flexibility etc. hampering adequate action: A *challenge of learning* was not met and mastered.⁵

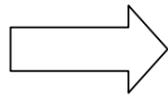


So it is not only legitimate but also necessary to look at an enterprise from a learning perspective. Learning is an *organisational* process of fundamental importance.

This notion of learning goes far beyond an understanding which reduces learning to „filling in and storing knowledge“. It refers to the ability to construct, deconstruct and rebuild knowl-

⁵ Any kind of work or action is directly bound to a human subject. It is a human subject who must have an intention to act, is steering and executing this action. – no matter how powerful those (physical, social or economic) forces may be which act in the background of this subject. Human action depends on the skills and competences, capabilities and inner states of each human being – in short: on his learning processes.

edge and capabilities, inner attitudes, types of behaviour, self images etc. which a person uses in order to react to and communicate with external and changing conditions and make use of them.



With regard to this basic importance of learning it is more than surprising how little attention is given to this fact of learning representing one of an enterprises most fundamental processes. This holds true in general and, unfortunately, also holds true for SME in specific.

Usually working processes and procedures in an enterprise are dealt with just like “facts” being completely independent from any connection to humans actions or learning processes. As a matter of fact they are treated as “facts”. But



... neither “new products” nor “improved services are neutral facts which can be seen, treated or changed independently from those persons who generated and created them. They only exist as they represent the sum of actions of working – and learning – people.

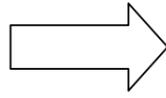
Many measures of reorganization or problem solving do ignore or give minimal attention to this sphere of learning – unless it draws its attention through massive disturbances, failures or “problems” occurring. In many cases this becomes a matter of fault or incompetence on the workers or “colleagues” side. For many people in responsible positions it seems to be a normal assumption that changes only need to be “introduced” or “advised”, taking for granted that all co-workers are flexible enough to get along with.

Explicit measures of training (e.g. aiming at the development of qualifications or backing up changes or processes of restructuring) still are the exception. Also technical implementations very rarely are accompanied by specific training measures set up in advance. Even the change of organisational structures (reaching as far as fusions of companies) is not very often accompanied by those training measures. It is no exception that only many years later workshops or seminars are called for which, then, are supposed to deal with the fact there is still no common identity or “business culture”.

Obviously it was neglected in the beginning to *introduce and shape processes of change as processes of learning in cooperation with all people involved.*

- The importance of spontaneous learning

It may appear surprising that despite of those tendencies there is a large number of successful motions, changes, innovations etc. taking place in enterprises without causing major disturbances. This, in the very first place, proves one thing: There exists an enormous readiness and capability of those persons involved, especially on the levels of concrete implementation, for **spontaneous learning**.

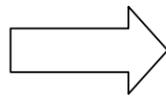


The largest part of an enterprise's fundamental processes of learning does happen in *informal* ways. That is: These spontaneous, informal processes of learning are not planned; they are not organised, and very often they happen without even being noticed or supported consciously.

This kind of learning is indeed a very powerful, and it is a very natural process – which most of the time simply is taken for granted. And as a matter of fact: Learning “happens” at any time and in any place – without being organised and directed consciously.

*Examples: (Good) sales-persons in a shop become aware of changes in their assortment, of changing trends, or of changes concerning their customers without being taught. They change their ways of acting spontaneously and adapt to new situations – they do learn in a very self-evident way and all by themselves.
Shop-floor workers quite seldom make a big fuss about having to adjust to a newly shaped working action being a consequence of some rearrangement in the shop.
For a person responsible for ECT it is rather usual to being confronted with new software-versions within short amounts of time.*

In all of these cases learning is, as pointed out above, a rather self-evident and non-conscious process which happens, rather: is generated “by the way” of working.



Human beings simply can not but interact with their environment in a learning way. Basically learning is a life-process alike breathing.

- Problems connected to spontaneous learning

No question: Informal and spontaneous processes of learning are an amazing phenomenon. On the other hand there are many examples for its failure (also possibly caused by missing

work place coaching). How to explain that developments and changes are disregarded, ignored, *not* realized, no consequences being drawn from new constellations, problems in an enterprise *not* being solved though being well known to everybody?

No enterprise may simply rely on the fact that all of its co-workers learn spontaneously and sort of automatically transfer all (internal or external) changes and challenges into appropriate and adequate learning – and acting. Many challenges can *not* be mastered in this spontaneous, informal way. One of the possible reasons being that spontaneous learning may be blocked, hampered, underestimated or overestimated (and misused).

- Problems of formal learning/ (external) CVET-measures //NCA//

In order to prevent any of those negative phenomena to happen each enterprise should be constantly aware of the *learning needs* (→ see Module 2) of its co-workers. It should closely observe those spontaneous processes of learning.

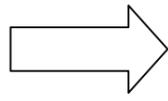
Preventive and counteractive measures to avoid disturbances and blockades can certainly be introduced through formal ways of training (CVET). Spontaneous learning will then be supplemented or replaced by measures of so called *personnel development*.

In large enterprises usually professional members of a department or division of staff (or even staff development) attempt to observe and recognize possibly in advance which qualification processes could be anticipated for co-workers and what kind of support may be needed for them, in order to develop and set up adequate *formal learning* rs. training measures. Though also in large enterprises there is still quite a demand for improvement in those respects (most of all: the formal character of this kind of learning causing enormous problems concerning the transfer of learning results to the work place!), those efforts definitely have to be considered as serious ways of developing and cultivating the processes of learning which are fundamental for both, the individual members as well as for the organization in total.

4. The Importance of Self-Learning within and for SME

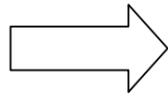
In SME the conditions as described above show up in even intensified ways and forms. It also holds true for SME that their performance can only be as excellent as the performance of all of its co-workers. Being even more directly affected by technological, social and organisational changes than large enterprises also their ways, means and prerequisites much less

allow for successfully facing those challenges of change. Basically they would have to demand even more learning and training from their management and co-workers. But due to their size in many cases there are no departments or divisions of staff. Questions concerning staff, training or learning etc. are frequently taken care of only by a small number of management members – or (on the side) by the owner of the enterprise him/herself.



The way those topics are treated therefore highly depends on the sensitivity of the shop owner and his attitude towards these matters. Therefore it is no secret or surprise that many entrepreneurs or persons of responsibility in the enterprise centre their attention around other and different issues and topics.

It can be observed quite frequently that persons in leading and responsible positions quite clearly recognize and point out the problems occurring in their enterprise. Quite seldom, however, they relate those problems to (a gap of) learning or qualifications missing.

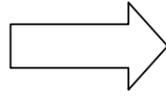


SME tend to know and deal with work-related problems including tensions, disturbances, conflicts etc. – but “learning/training” is not an issue. They are interested in solving their technical, organisational etc. problems, but are not interested in “qualification”. From the point of view of many leaders/managers of SME solving problems is something productive, while “qualification” is “expensive”, a “factor of expenditure”.

If something is not functioning correctly it is addressed as being a technical or organisational problem (or a personal problem of a co-worker), but not as a matter of qualification. The idea of firing someone oftentimes is brought up more quickly than the idea of qualifying people.

Institutional learning is hardly ever met in SME (decreasingly according to smallness), exceptions being vocational training (VET) being offered or training employees newly recruited. There is no CVET-tradition. Financial and time resources always are (believed to be) limited. Qualification/ learning in tendency is considered to be a personal issue. In times of economic pressure the management of (not only) SME tends to cut, shorten or postpone measures of qualification.

It would be an exaggeration, however, to state that there is no awareness of the importance of qualification and learning in SME.



Beyond the obstacles for SME already mentioned a major problem is certainly given by the fact that persons responsible for personnel-related questions most of the time lack the experience, the professional knowledge and the instruments in order to be able diagnose learning needs and develop and set up appropriate training or learning measures in time.

In many cases responsible persons in SME only develop an awareness for questions of learning and qualification when the pressure of problems becomes too strong – and/or they are being confronted with the results of external consultants who were supposed to assist concerning technical, organisational or economic problems or improvements. They may also detect the fact of qualificational or learning questions being connected to the ones they have been called in for.

- Personnel development in SME

In comparison to big enterprises there is no explicit system for a structured “development” of personnel in SME. They largely depend upon the kind of spontaneous learning and the readiness of their co-workers, as highlighted out above. And they largely depend upon this system of informal and unplanned learning on the job to functioning without being hampered. In case of a malfunction of this “natural” way of learning and development for SME there are only three ways to go:

- First one could try to solve such a problem “on the labour market” by firing “inadequate” personnel and hiring persons with “adequate” qualifications. As we know this way is not only a crucial “solution” in political terms, as it increases the problems on the labour market. There are many disadvantages connected to such a “solution” also for a small enterprise itself: starting from a lack of experience and their so called “implicit knowledge” of elder co-workers, (not) ending with possible social disturbances in the enterprise. (In many cases this “factor of expenditure” is largely ignored).
- Secondly, SME may make use of the offers of (mostly specialised) training providers and their (mostly specialised and formalised) training programmes. In case of “out-house” programmes an SME needs to replace one or more co-workers for some time, which may cause all kinds of (e.g. organisational) problems.

- Thirdly, there is a problem concerning the capability of external training providers to offer “master tailored” programmes which really meet the special needs of a specific enterprise. Even “in-house” programmes do not automatically exclude the problem of transfer (see in more detail below).

- Problems of „institutionalised” or „formalized“ learning – and the real needs of SME

As pointed out before “institutionalised” and “formalised” learning is based on a notion of learning which takes place in separation from reality (life and work). However, it is the place or situation of work which asks for a (most direct) implementation of the skills, capabilities and competences acquired.



If “learning” and “working” are separated in such an “institutionalised” way, but if there is still the ambition to acquire those competences needed for work, a number of rather difficult steps of analysis and translation need to be mastered.

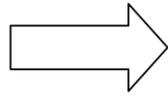
This is why those formalised and institutionalised forms of learning/training tend to be problematic – especially for SME.

SME do need to train or learn – or facilitate – those capabilities and competences which can be used most directly in their efforts to tackle every-day problems. For many external providers of training, however, it is a (new) challenge to really relate to the real needs of an enterprise, even more: to the very concrete and specific situations at work, the place of work. Very often they are used to thinking in terms of “disciplines”, of “curriculum” or similar kinds of categories. Thinking in terms of how “working processes” or “working demands” do really look like not really fits to the programmes designed (far) away from the reality of work.

Thus, external training programmes and offers need to be questioned as to their relation to and relevance for the specific needs of an SME. Those questions should include, e.g.:

- Is there sufficient clearness about the “learning/training” question/issue?
- Who “translates” the question/problem” of an enterprise into a “learning question”?
- Are we convinced that our needs as an SME are really represented in the program or offer of an external provider?

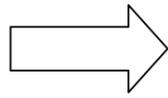
This also includes “language”-problems. So called professional terms of training providers (including sophisticated self marketing materials etc.) often cause problems of understanding on the side of SME. Very often those offers/programmes are presented in general and abstract terms.



There are, in fact, very little offers and programmes by (external) training providers which really are master-tailored for the special need of a specific SME, that is: Its specific situations and needs of its co-workers.

Many SME, thus, tend to apply very simple categories for a decision concerning external offers/programmes like “place, “title/subject”, “date”, “costs”). Very often the persons responsible rely on “fashionable” topics or “trend setters”.

Using data from the internet (or similar data banks even from regional suppliers) is, according to all experiences, not a way being used all that often.



This means in conclusion: There is not much adequate support for SME from external training providers. “Natural” processes of “spontaneous” learning within SME are not sufficient considering the changes and challenges SME are confronted with in a changing world of work – especially in the sector of service related work.

There is a number of very positive and advantageous conditions for enterprises in this field, such as:

- a rather low level of specialization and formalization within the enterprise;
- a good chance for transparency and overview on what is happening;
- rather intense possibilities for informal contacts.

But these advantages are reduced by the fact that

- there are hardly any specialists for matters such as learning or training;
- spontaneous / informal learning does happen to a large extent, but there is hardly any reflection of these learning processes, which means that they are not made conscious, and they also lack recognition.

In brief: There hardly exists any a *culture* of self learning in SME which encourages self learning – and the facilitation of a self learning culture and power. This is why this Facilitation Guide wants to emphasize self-learning processes within SME. And this is why there is a special focus on “internal facilitators”.

There is no intention at all to exclude “externals” But as far as their training and learning offers to SME are predominantly based upon formal and institutionalised learning, the limits of these learning approaches must be clearly recognised:

Limits of Formal and Institutionalised Learning

- too inflexible in face of the challenges of change
- “stockpile”-learning instead of continuous and situational learning
- following subject-categories instead of developing competences for acting professionally
- does not prepare for coping with unexpected and non-planable situations
- many risky steps of “translation” and problems of transfer

Nonetheless this *Facilitation Guide* puts forward the strong suggestion and invitation also for the target group of “Externals” to increasingly initiate and facilitate self learning processes in and with SME which are closely linked to the specific needs of these enterprises.

As it seems a close cooperation between “internals” and “externals” would definitely increase the success of facilitating self learning processes in SME.

Module 2 (M2) / Part 1

LEARNING NEEDS ANALYSIS (LNA)

→ “Putting on learning glasses”

Module 2 is about the understanding that many problems which occur in SME point at learning problems and need to be analysed as such.

CONTENTS:

Introduction

Learning Needs Analysis in practice

1. Examples for problematical/ crucial situations in enterprises
2. Typical frame-sets for LNA
3. Basic methodological guideline
4. Starting point situations (scenarios) for self learning

SITUATION 1: Defining the situation

- a) What this case is about
- b) Material – tools/ instruments – an overview
- c) Guidelines for facilitators

SITUATION 2: Staff interviews

- a) What this case is about
- b) Material – tools/ instruments – an overview
- c) Guidelines for facilitators

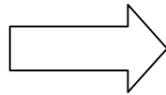
SITUATION 3: Learning Needs Analysis for specific needs/ problem areas

- a) What this case is about
- b) Guidelines for facilitators
- c) Material – tools/ instruments – an overview

Introduction

In *Module 1* we have described the problems which SME quite frequently are confronted with by the necessity for ongoing staff training. These problems can be summed up under the following three headings.

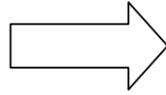
1. In general SME do not have a human resource department (HR) for ongoing staff training and are therefore often helpless when it comes to recognising what precisely is needed, when it is needed, and taking the right measures in time. In addition managers and owners of SME often underestimate the importance of staff training.
2. External (standardised) training programmes, which SME usually depend on, are seldom tailored (regarding contents, methods, systematic approach) to the specific and concrete problems and learning needs of SME. For these reasons many SME have made negative experiences with programmes of this kind in the past.
3. A further hurdle for SME investing in the classical staff training on offer is the fact that this usually takes place “off the job” and is more geared to the settings and needs of the institutions involved than those of SME. External training programmes usually entail several days absence from the work place and high costs. If one considers that SME also have difficulty finding replacements to carry on working for absent staff, it is easy to understand why they seldom take advantage of staff training. The difficulty of applying what has been learnt to the specific problems of the firm increases the scepticism amongst SME as to the value of conventional staff training for their company.



The aim of this module is to support an enterprises abilities for self learning which is based on an analysis of learning rs. training needs. It should help to make different ways of LNA familiar and illustrate how to practically apply it to SME.

Learning Needs Analysis in practice

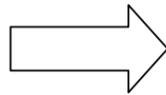
We can assume that virtually no company wants a LNA for its own sake. There is always a good reason. Either the company already has problems or it anticipates them some time in the future. It must be made clear that the issue at stake here is the desire to solve problems and that a LNA (plus a possible future training programme) is a tool for this purpose.



By assessing learning and training needs SME should be able to perceive training not only as a strategy for solving current problems but for preventing them arise in the future, i.e. they should recognise and implement learning and training as an instrument for sustainable improvement.

This also represents a strategy for SME which has been and still is largely ignored.

In SME it is nearly always the “boss” (owner or manager) who is faced with these problems. And it is his responsibility to solve them. The question of using LNA either himself or with the help of external facilitators will only occur and appeal to him if there is reason to believe that there is a lack qualification (or learning), be it on the level of staff or management.



Basically *all* problems in an enterprise are linked with skills and qualifications. Nevertheless many business managers underestimate their importance.

In order to understand this managers have to think in a fairly abstract manner and draw complex conclusions. He has to have come to the conclusion that a fairly arbitrary existing problem or one he anticipates for a future project is due to a lack of skill or training amongst his staff – which is sort of hidden behind the problem actually given He must assume that the problem that has arisen is somehow related to a lack of knowledge or competence in the company or in the staff responsible for solving it. Or he must have come to the conclusion that a future project will not be successful unless staff undergoes further training to qualify them for the job in the future.

The following examples illustrate what often occurs in practice:

1. Examples of difficult situations in an enterprise

- *The company has set itself ambitious goals, intends to try out new strategies and/or is planning changes/innovations in the near future. These might be of technical nature, might be new products, new services or a change in the organizational structure or procedures etc.*
- *A company needs to ascertain what skills and qualifications are needed for realising certain changes in order to be able to recruit the necessary staff and plan and carry through the required training programmes. In this way teething problems and the dismissal of staff is to be avoided.*
- *There have been recent changes made in the firm and the management has the impression that the staff are not yet coping with the changes well enough.*
- *The firm is moving into a new development phase – maybe accompanied by a crisis. The staff have to actively support the company's innovations but are still set in their old ways and procedures and have difficulty making the transition.*
- *The firm is under severe innovation pressure from competitors. Customer requirements are changing, as are processes, materials, markets and legal restrictions etc. In order to manage these dynamics staff have to be constantly changing and relearning.*
- *Specific staff are required to take on new tasks in the near future or are about to experience radical changes in their careers (new posting, restructuring, retirement etc.) and want to be prepared for these changes.*
- *New staff have to be recruited and installed in new jobs. The firm is not certain what skills and training are required and make sense for these jobs*
- *New staff have to be integrated in the company and get familiar with the specifics of the company (culture) as quickly as possible.*
- *The firm wants to fill key positions "from within" and needs to train certain candidates for these positions.*
- *Staff want to develop their own potential, learn new skills and find individually suited work-life concepts.*
- *The management is not happy with the achievement of certain staff, groups or departments. Quality deficits have been identified and there is an increase in the number of reclamations being made. Company goals are not being achieved in spite of good conditions.*
- *Individual staff or groups feel under pressure, complain about high demands, feel unable to fulfil the job requirements; maybe their reaction is to stay away from work or to think about changing their job.*

- *Social conflicts hinder the work process and poison the atmosphere in the company. There are complaints about the lack of information, problems within the team(s) and a lack of cooperation.*
- *In spite of investing in external training programmes not much is happening in the way of innovation in the company. The enterprise is not benefiting from what has been learnt outside the company (lack of transfer).*
- *The innovation potential of the company is slowing down. There are less ideas being generated on how to improve things. New ideas are not being implemented, experience is not being passed on, things are coming to a standstill. There is a risk of not being able to keep up with new developments. The urge to experiment, to take risks, to be creative and make room for new ideas is waning. The general desire to learn something new, for creativity, have come to a halt. There is no (more) learning power.*

2. Typical frame sets for LNA

The following three scenarios are examples of typical situations found in SME.

The → *material/tools* in this module are devised to fit these scenarios.

Situation 1:

In this phase the task is to ascertain what the problems are from the perspective of those responsible within the firm. It is more like a *preliminary* phase. This could mean a discussion within the company itself or a meeting with managers and external facilitators. Usually at this point people in charge have the feeling “something has to be done”. In most cases like this it is necessary to gain a comprehensive picture of the firm and its problems in order to be able to assess where the real problems lie and where to start.

→ See section „SITUATION 1: Defining the situation”

Situation 2:

Either the management has been consulted and has described the situation in the company – as described above – or it is possible that the problems and the need for LNA are so obvious that this is not necessary. In either case *conversations with staff* (interviews) are an important and recommended next step. Staff interviews guarantee that “all sides are heard” and at the same time clarify the direction that a LNA should take. *Assumptions* can be evaluated, the real needs assessed and ways of solving them can be negotiated.

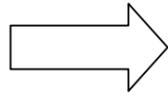
→ See section “SITUATION 2: Conversations with staff / staff interviews”

Situation 3:

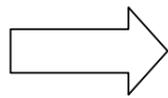
In the course of those ascertaining steps being described above there is a tendency to very quickly considering a specific training programme before problem areas are defined precisely enough. Sometimes companies have *very specific problem/ need* in a particular segment which, however, should be analysed in more detail. It could also be the case that during a training programme new aspects and uncertainties arise making a precise analysis necessary. Thus, the focus in this situation is on *specific situations and needs* of learning/training.

→ See section „SITUATION 3: LNA for specific problems/ situations/ needs”

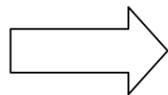
When faced with situations like those described above, there is a rather general rule:



The first step of a LNA is to try to identify the issues in the firm and to see where there is a need for improvement and then to assess how urgent change processes really are.

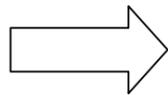


The next step is to see what staff and management need to learn in order to be able to overcome the difficulties facing them. That means “translating” company problems into learning contexts so as to be able to define exactly what skills/ qualifications/ competences are needed. It also means to make those needs visible.



This means that the analysis of training/ learning needs is *not* primarily a way for defining deficits and incompetence. Much more it aims at *possibilities*, even *chances* to precisely describe what needs to be developed and learned.

This makes it necessary to “put on learning glasses”.



The real “art” concerning approaches to assess and analyse training/ learning needs of an enterprise consists in trying to match the actual relevance of problems/ questions/ needs of a specific enterprise with adequate training targets. And, on top, devising, designing a programme which exactly fits for the solution of the specific problems diagnosed.

3. Basic methodological guideline

In this module you can find sufficient working material (suggestions for implementing LNA, tools, checklists etc.) concerning all the situations described above as “typical frame-sets” and specified in detail below. As we want to stress the importance of orienting the assessment of training/ learning needs (and subsequently the training process) according to the *specific needs of the individual enterprise*, it is necessary to bear in mind the following methodological guidelines when using the instruments/ tools.

The choice of tools and how they are applied, always depends on the specific situation selected for the assessment of training/ learning needs.

It makes no sense to try and apply all the instruments/tools offered. On the contrary it is the job of whoever is responsible for making the diagnosis to assess the situation and decide which tools are appropriate in the given case.

All the tools are relevant for the scenario-type of situations described above. Nevertheless, even within these “situations” they are not intended to be applied at random or in their entirety. This requires from the facilitator to have an extremely good overview on and grasp of the tools. He must also be able to differentiate the various backgrounds and contexts within the enterprise itself and identify its individual learning needs.

The same goes for the (relatively detailed) questionnaires and dialogue guides. These, too, cannot in most cases just be “worked through”. The person carrying out the interviews should be familiar enough with the questions to be able to converse spontaneously. The questionnaires and dialogue guides are intended to be used as a kind of checklist so as not to omit anything important, but are not intended to replace the “one-to-one” dialogue or the intuition of the interviewer. On the contrary, “active-listening” skill is required in order to be able to go into more detail or insist on more clarity where ever necessary.

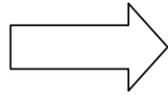
In the following these scenario-type of situations will be described in more detail:

4. Starting point situations (scenarios) for self learning

SITUATION 1: Defining the situation

a) What this case is about

Often there are no clearly identifiable learning needs, just a few ideas as to what could be important. The central issue is a question, a challenge or a problem, which needs to be assessed in more detail.



Here, in the first place, it is a matter of gaining insight into the firm's working processes and on-the-job procedures in order to identifying where learning needs could presumably arise.

To get clarity about these processes, relevant information about the firm and how it functions needs to be gathered (basic company data). This can be collected by the company's management or someone responsible within the company or by an external consultant or facilitator.

This will entail an *external* facilitator making initial contact with the manager, owner or internal trainer of the firm. If the process remains "within the firm" without external support then the first question (depending on the size and structure of the firm) which needs to be addressed by the management is who is going to take part in and take on responsibility in the ensuing process.

Both, the internal and external facilitator, should generate some ideas ("first picture") as to the sectors/ areas in the enterprise which could contain training/ learning needs. Usually these become apparent when recent changes, current problems or the targets of the management are considered since the latter highlight particular skills which the firm lacks (they sort of represent the qualification-side of the medal).

These ideas should be shared with other decision makers and the management in the firm, ideally with the staff as well. (see in more detail „*Situation 2*“)

Quite often a lot of good ideas for training arise as a result of these first talks. *External* facilitators are apt to start devising specific training programmes straight away although at this stage this is far too soon! It must be kept in mind that the views of the management, though doubtlessly important, still only represent *one side of the picture*. It is essential to complete the picture by listening to other opinions. Sometimes the whole picture changes fundamentally when all the different perspectives have been exchanged.

- Sometimes managers have very little idea of what is lacking in their own leadership skills, but which show in the way they run the firm
- Often the staff have a completely different view of the problems in a company than the management, who, in their turn, are often oblivious to the concerns of their staff. Learning needs are more often than not considered to be an intrapersonal issue.

b) Material – tools/ instruments – an overview

As regards specific learning needs it may be helpful for internal and external facilitators to get a systematic overview of what potentially leads to the need for training in firms/ on-the-job.

A “mental” checklist can be found under → *M2, Mat. 1*.

Further material for the initial stage:

Fact sheet/ documentation:

Basic information on the firm needed by external(s) for preparation of the first contact (can also be used as background information for a telephone contact. Includes information which can be gained via other sources (i.e. internet) (see → *M2, Mat. 2*)

A short questionnaire

for relevant data about the firm. Recommended for external and internal facilitators (see → *M2, Mat. 3*).

A detailed dialogue guide for a two hour explorative talk, based on the assumptions/ hypotheses of an external facilitator (see → *M2, Mat. 4*).

c) Guidelines for facilitators

Internal
facilitator

It may seem a bit strange for an internal to collect data about his own company after all he knows it inside out. This depends a lot on what perspective he has and what he considers relevant.

Without external support it is all the more important to use the methods and tools provided here to insure that one is aware of and sensitive for all aspects and does not overlook anything important.

External
facilitator

The most important thing for an external facilitator required to initiate a LNA is to really understand what the problems of a specific company are and what it needs and wants. This very often is unusual for an institution which is used to defining and planning training programmes rather than going into a company to find out what **they** need in the way of learning and skill training.

In order to be known what a firm really needs and how to establish new skills one has to know how a firm works and understand the day to day processes and procedures as well as the conditions under which these take place. *For this one needs to be able to analyse what skills and what learning potential actually exist within the company itself. That is: one needs to assess the learning-side of work right there, in the work situation.*

The external qualifier has to go into the firm himself in order to get to know and understand the daily problems and conflicts. Of course this is only possible in close cooperation with representatives of the firm (and possibly the staff as well, see "Situation 2") and provided that talks can be carried out between two "equal partners".

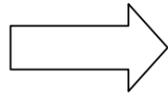
SITUATION 2: Staff interviews

a) What this case is about

One of the first decisions to be made is who is to be involved in the process of assessing learning needs (e.g. other managing staff, staff, workers councils). This will depend on the

size of the company, its structure and one's perception (possibly gained at the first meeting) of the situation one is confronted with. Depending on the problems individual interviews may be necessary (possibly questions and problems concerning individual jobs or work places). Or problems may have to do with certain job structures or crucial procedures or fields of work, which may call for group discussions or interviews.

Whatever is decided on in a specific case it makes sense to include a number of staff members and various levels within the company hierarchy. There is a lot to be said for the *whole workforce* being interviewed.



Taking the opinions and views of the staff/ workforce into consideration is not only an intelligent step, it is also an important measure for the future of the enterprise. Where this has been done the staff have been far more willing to take part in learning programmes when there has been a systematic LNA beforehand, which they have taken part in.

The experiences made in the original "Quality Circles" have been proved over and over again that it is infinitely better to ask the staff about their experiences, problems and opinions than to waste time speculating about them.

If the preliminary talks have been carried out on a broad basis like this then the logical next step is to discuss together in what areas a more complex LNA is required and how certain learning needs can be prioritised and best met (see „*Situation 3*“).

The following guidelines give information on the different forms of staff interviews as well as on how to decide what the consequent actions should be.

b) Material – tools/ instruments – an overview

A list of the benefits a training programme can have for the staff – which can also be helpful "ammunition" in a discussion – can be found in → *M2, Mat. 5*

Further material/ tools/ instruments:

Staff interviews:

Individual interviews with members of the staff (in case: worker's council) about their views

on the training/ learning needs in the company (guideline) (→ M2, Mat. 6)

Individual interviews with members of the staff about special qualification/ learning needs related to their own (crucial) job requirements (→ M2, Mat. 7)

Group discussion for identifying problem areas within the enterprise, where training/ learning needs are presumed (thought to be relevant) (guide) (→ M2, Mat. 8)

Group discussion on LNA for specific and crucial areas of work (guide) (→ M2, Mat. 9)

Evaluation and negotiation:

Evaluation of the LNA (→ M2, Mat. 10)

Comparing and presentation of various perspectives, *negotiating LNA* and *priorisation in group* (→ M2, Mat. 11)

Assessing standard training programmes

Comparing standard training programmes – An evaluation of external training programmes (→ M2, Mat. 12)

In the following some guidelines concerning contents and methodology for internal and external facilitators:

c) Guidelines for facilitators

Internal
and
external
facilitators
**metho-
dological**

In small enterprises all the staff can take part in the interview procedure so that each individual is interviewed. This, however, is only feasible where initial talks with the management have covered a wide spectrum of potential training fields.

Interviewing everyone can also help get to the bottom when prior talks (with the management) have not really succeeded in making an exact diagnosis. It could/ should also be the case that the management is interested in hearing what the staff have to say.

In other cases – usually in a firm with ten or more employees – where interviewing everyone is not practicable, there are two options:

- either one chooses the method of a group discussion – which saves time but is less effective for gathering personal statements or
- one selects specific members of the staff. Criteria for picking out certain people may correlate with the problem areas identified in the initial talks with the management. One should first talk with employees working in these areas as they are the ones who are most involved and probably most informed about what is going wrong. Even if in the end these areas turn out not to be so problematical, one may get a notion on what is going on and with whom one could carry on from there.

The workers' council should definitely be included in the discussions if an enterprise has one.

On the basis of the results that ensue from the initial talks and assessments an enterprise may well be uncertain about whether the firm's learning needs can also be met by the standard training programmes on offer from recognised external institutions, or by an external facilitator or training organisation to develop a tailor-made programme.

For this decision a checklist for the assessment of standard training programmes may be helpful (see → M2, Mat. 13). In case there is a worker's council this body should also be involved in this decision.

SITUATION 3: Learning Needs Analysis for specific needs/ problem areas

a) What this case is about

If, after initial talks, one succeeded in clarifying what qualifications are actually needed, or if those needs have already been quite clear from the beginning but it is more obvious now from where to start, this is the time to get into a more detailed and thorough kind of LNA.



A LNA which is developed to fit specific learning requirements is the pre-condition for setting up a training programme which is goal-oriented, efficient, individual and flexible. This type of LNA reflects *in detail* the exact qualification requirements of the enterprise in question.

Here it is all the more important to be able to choose and apply the tools carefully, i.e. *according to the given situation*. Especially relevant for LNA here is to differentiate and make clear the perspective from which different approaches of LNA are operating.

The following contains guidelines for the facilitators as regards what methods can be used and from what angle the problems can be approached.

b) Guidelines for facilitators

Internal
and
external
facilitator

contents
and
methods

There are two ways of approaching the question of what an enterprise's needs are:

- one way is to look at what *specific jobs entail* and *how these jobs are accomplished*. What qualifications are lacking here, what is needed, what becomes visible?
- the other approach is to look at the individual people involved, at *the way they work* and to consider their *development*. What do they need to learn and what do they want to learn? This means *concentrating on the people* rather than on the working process.

The first approach – **via the working process** – most probably seems to be more interesting and relevant for the management. Are my staff up to the job? What do they need to learn in order to be able to work more efficiently and safely, and be more creative etc.?

The requirements of the job are the top priority. Training in this sense means qualifying people to fit the job requirements better (or the job as the “means” for development). People become a “means to an end (“alienation”).

The other, “**person-oriented**” approach changes the perspective and addresses the question: What does the individual person, staff member want or have to learn, what new skills

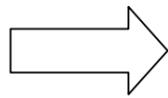
does he/ she want to acquire? It starts from the present stage of development and looks at future development.

The work process is not the central focus but one (certainly important) aspect of the present situation. The crucial point is the individual and his or her biography: What does he or she need to learn in order to move ahead?

For this reason it is important to look at learning needs also from the point of view of the staff rather than only from the management's perspective in order to avoid results which tend to favour one sided adjustments. One may ask oneself what an individual, biographical approach has to do with an economic enterprise. The answer is that enterprises are, objectively speaking, not only work places but also places for people to develop and grow in. In the end an enterprise will profit more from individuals who are satisfied with their jobs and who get the chance to be creative in their work. (see "Human Resource Management): Every individual is a diamond mine, but the gems have to be dug out.

In our opinion both these perspectives are justified and necessary. A learning programme should take both into account and combine them. This ought to be the result of a negotiation which is a true *dialogue*.

A learning programme which is to fit exactly



- **has to consider the various aspects of the *working process* and**
- **not forget to examine what is happening on an individual, person-oriented level, to be able to judge where a person can fulfil the requirements and where he cannot.**

In this way not only the working process is taken into account but also the individual qualification profile. This is considered a person-oriented, subjective approach.

As far as the *methods* employed are concerned, this means that:

The *individual profile* is far harder to assess than the job requirements. In order to assess personal skills methods of observation are often recommended. They are considered more objective than interview techniques, but they are limited to data that are visible. In general one cannot see what someone is capable of, one only sees the results of his behaviour. Ob-

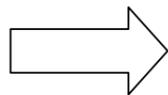
observation methods are therefore usually supplemented by questionnaires. These consist of guided dialogues and *self-evaluation*.

These self evaluations are not necessarily reliable for developing learning programmes. Apart from the proverbial “blind spot” people tend to judge themselves differently from others and are sometimes influenced by other motives. If the facilitator gets the impression that self-evaluation is leading to a false picture it may be advisable to include an evaluation by others. (It is hardly surprising that managers often see themselves and their training/ learning needs quite differently than their employees see them.)

This explains the **LNA approach** which operates **from the basis of personal behaviour**.

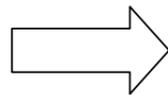
How does a person behave in a specific situation, and what skills, qualifications, competences does he or others who are observing him recognise to be visible and available or missing?

This again is linked to the way we see ourselves and the way we are seen by others. The way we see ourselves has to do with how we would like to be and with our awareness or assumptions that we have deficits. We can accept this as a subjective fact.



If an employee is unsure or lacks confidence then it makes sense to approach the problem in this way. It can also be helpful to ask a colleague whether he sees – and judges – a certain form of behaviour in the same way - and find out what else he can observe.

A **different approach** of LNA is required where **personal development and individual or biographical learning needs** are concerned. For this either job targets must be defined (i.e. a specific position or job in a company) or types of behaviour-oriented goals (i.e. something one wants to know, to learn, or a specific skill or qualification).

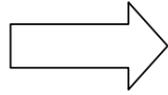


The better one is aware of the kind of goals that should be reached, the easier it is to apply certain steps of the LNA which can either be job oriented or behaviour-oriented.

As can be seen in the tools for “*Situation 2*” they are very much based on self judgement and external observation. In most cases the work-oriented approach is more common but some tools also include person-related (behaviour-based) aspects. This is due to the exploratory aspect of the talks in the initial contact phases. For this reason some tools include a recom-

mendation for using behaviour-oriented tools in addition in order to go into more depth (to be found in the “tool kit” for “*Situation 3*”).

As being described before in “*Situation 3*” we are now dealing with specific training requirements. For this reason there is a broad set of tools and methodical guidelines in the “tool-kit”, which can be selected according to the situation one is dealing with.



In this case it is most important to decide which aspect has priority – the job-oriented or the person-oriented (behavioural) approach.

For this reason the tools are divided up according to these different aspects:

c) Material – tools/ instruments – an overview

Differentiated analysis of various situations of training/ learning needs A “tool-kit“

Work/ job-oriented material/ tools:

Individual interviews with qualified personnel to assess learning needs related to work process/ job requirements/technical adaptations (→ M2, Mat. 14)

Assessment of training/ learning needs for a complex (new, future) team project. (→ M2, Mat 15)

Assessment of individual learning needs in connection with new job responsibility (*self-evaluation*, question checklist) (→ M2, Mat, 16)

Quality Circle to assess need for improvement (→ M2, Mat. 17)

Assessment of current individual learning needs – (incl. change of job profile) with staff members (*self-evaluation*), (→ M2, Mat.18)

Assessment of current learning needs of a specific employee or team on the job with a superior or with colleagues (*evaluation by others*), (→ M2, Mat.19)

Person/ development-oriented material/ tools

Tools for evaluating one's own behaviour on the job (*self-evaluation*) (→ M2, Mat 20)

Evaluation of employee's behaviour on the job by a superior/ colleague (→ M2, Mat 21)

Identifying need for social learning (Self-evaluation or interview) (→ M2, Mat.22)

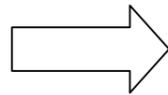
Identifying personal/career development targets of an employee “My career development target – personal learning targets” (→ M2, Mat 23)

Complementary tool for M2, Mat 23: Checking out personal and biographical development needs (→ M2, Mat 24)

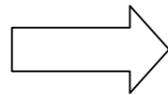
Some of the tools can be used in the course of learning programmes when one comes up against learning barriers or unforeseen difficulties, or when the learning needs require more precise definition or more depth (see in more detail “*Module 3*”)

A final comment: “Qualifications” are not something which can be empirically defined. They are theoretical constructions just like “competence” and “skills”. Only actions and behaviour can be grasped empirically, as can the results and effects of actions and subjective attitudes and feelings. Coming to conclusions about learning needs and qualifications is always more a matter of interpretation rather than an objective judgement which is clear-cut and unequivocal.

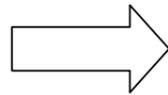
LNA is therefore not a question of expertise but rather more a case of social construction. That means in practice:



At the end of the day learning needs are a subject of negotiation by the people responsible for the analysis and those who are being “analysed”. The aim is to come to a consensus which can be agreed on by both sides.



The assessor(s) should ask for confirmation of what he/ they has/ have understood throughout the process to make sure that nothing was omitted or misunderstood. This is the only way to come to a joint agreement on which qualification/ learning needs are really important.



The only basis which will guarantee that people are prepared to commit to an assessment (and subsequent training) and agree to follow it through is when they are in agreement as to what exact learning needs exist and when they are themselves responsible for defining the requirements.

No one can be forced to learn anything. People learn when *they* make the decision that what is to be learnt is relevant for them.

A final remark on the process of negotiating:

As soon as proposals for learning measures are drafted by the facilitator(s) they should be presented to the management and all persons involved in the assessment. This presentation should also include the results of the assessment. This should take place as early as the direction of the suggestions is clear enough but concrete details have not been worked out yet. It will be very rewarding to do that in close cooperation with management and staff.

The presentation should be highly transparent especially concerning work-integrated forms of learning. By all experience (and despite of the fact of “spontaneous learning”, see “*Module 1*”) they still are quite foreign to most enterprises. It is very helpful to stimulate interest for this type of learning by using concrete examples and experiences (e.g. gained in the assessments).

It is also most recommendable to include into this presentation (or finishing it by) suggestions concerning anxieties or blockades of learning. (As this topic is most important for the implementation of training measures it will be dealt with in greater detail in “*Module 3*”, where a number of information material is to be found).

This presentation, discussion and conversation should be a foundation for the efforts to make the suggestions more concrete and applicable. Including the insights and knowledge about the enterprise from all levels will be most gratifying for getting into detailed planning and development which is to follow now.

Module 3 (M3) / Part 1

FACILITATING LEARNING MEASURES ON THE BASIS OF LNA

Module 3 is about how to develop and concretely set up learning measures which meet the needs of SME on the basis of a previous Learning Needs Analysis (LNA). Internal and external facilitators get to know training measures focusing on work-integrated ways of learning and how to implement them according to the needs of SME.

Contents

A. Planning and Implementing Work-Integrated Ways of Learning

Introduction and overview

1. Where do the working actions to be learned already exist in the enterprise?
 - a) Searching for work-places/-situations/-tasks relevant for learning
 - b) Ways of work-integrated learning
2. How to create and arrange working actions suitable for learning in the enterprise?
 - a) How to “arrange” learning
 - b) Forms of learning-arrangements
3. How to make working actions accessible to learning?

B. How to analyse and overcome learning barriers

1. Concerning „subjective“ learning barriers
2. „Objective“ learning barriers
3. Ways to overcome „objective“ learning barriers

A. PLANNING AND IMPLEMENTING WORK-INTEGRATED WAYS OF LEARNING

Introduction and overview (see for basics also *Module 1*)

Points of reference for all approaches to plan and implement learning measures are the qualifications needed as being assessed by the LNA. *They represent the objectives for learning. Now ways have to be found leading towards these objectives.*

Setting *objectives for learning* is a first step. It is of major importance in the context of self learning, as these objectives give orientation to the learner allow for self-directed controlling of his progress. The quality of these objectives is most decisive for the learner's motivation as well as the success of his learning processes.

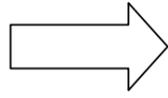


Objectives of learning are motivating and stimulate learning performance if they are precise, specific, and challenging.

Determining and formulating objectives of learning in the way indicated above can be established by a precise description of the *working actions* which need to be learned. This is the reason why the approaches for LNA suggested in *Module 2* strongly emphasize the point: *Do not determine and formulate learning needs in general and abstract ways and terms, but in the way of most concrete descriptions of working actions a person should be capable to master.* What is it in the end of the day a member of staff or a manager should be able to *do* differently or better? As a result one would not talk about a need for more "flexibility" at this point, but about e.g. a "need to relate better and more quickly to varying customers". Objectives of learning and their specifications, thus, must be gained directly from the requirements and challenges of the situation/ process of work.

An objective of learning motivates and is challenging whenever it challenges, but does not overcharge the learner. The level of challenge or requirement (see *Module 1*) should exceed the learners' limits "a bit" – which even more shows the challenges for facilitators. they need to arrange balances! A prerequisite for defining objectives of learning, therefore, is a precise knowledge of the learning needs and developmental state of the learner.

If this learning should take place close to or, as we suggest, even *within the situations it is needed for* (work-integrated learning) it is quite obvious that, now, concrete places, processes or situations need to be found or to be created or developed in the reality of work – which, first of all, is the enterprise.

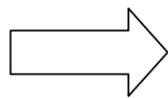


Once the qualification/ learning needs are assessed it is highly recommendable to *check out in the first place*, whether these qualifications can be trained/ learned in *work-integrated ways*.

In most cases these ways of work-integrated learning meet the needs of SME far better than the ways of institutionalised training/ learning.

Work-integrated learning means to conduct a kind of work which includes all the challenges and characteristics which are supposed to be learned. It is based on the assumption of the “learning paradox”: Learning to do something means to get involved into the very action which you want to be able (thus: learn) to master.

For designing and implementing this type of learning this means:



Real working actions/ situations need to be found – or to be arranged or created – in the enterprise, which contain exactly the requirements and demands to be learned.

Best chances are offered by the real places and situations of work in the enterprise which comprises these opportunities for learning.

Example: If someone needs to learn how to moderate a group discussion (e.g. in a working group) it consequently makes sense to look for a real and concrete situation which asks to be moderated.

Each job and working situation comprises all the capabilities necessary to do *this* very job. This however means that each job or work situation needs to be checked, even analysed very closely regarding all the professional, personal, methodological and social requirements/ demands it involves. *If there is a match between learning needs and the opportunities for learning given by a certain job or work situation, no artificial learning situation needs to be created!*

Given the fact of learning needs have been assessed and defined by LNA-procedures it is highly **recommendable** for

Internal
and
external
facilitators

to, in a **first step, closely check the enterprise's prerequisites for work-integrated learning.**

Material: A checklist made up for this purpose can be found in → M3, Mat1

As to designing and setting up measures for work-integrated learning the following steps are appropriate:

1. Finding out and selecting appropriate jobs/ work situations (= relevant for what needs to be learned (see section 1 to follow)).

If those places, jobs or situations do not exist, or in case they do not fulfil the learning requirements (or just parts of them), the question needs to be raised:

2. Is it possible to create or „arrange“ those processes or situations appropriate and relevant for the learning processes needed in the enterprise? (see section 2 to follow)

In both cases an additional aspect must be considered:

- 3 These situations must be made accessible for learners. This mainly refers to the fact that work-integrated learning processes in specific do need to be supported – support reaching from learners being accompanied by measures of facilitation to creating work situations supportive for learning (see section 3 to follow).

Depending on the decisions taken all these aspects and tasks represent the tasks and duties of internal or external facilitators – or of a cooperation of both.

Chapter A of this *module 3*, part 1 illustrates in more detail the steps and aspects as briefly described above.

Chapter B is devoted to a most crucial aspect of all learning processes: barriers which may hamper learning. Those obstacles may be of personal nature, but there are “objective” reasons for learning barriers as well. Both aspects are looked at, for practical reasons preference given to the aspect of “objective” causes – in both cases, however, the main concern is “how to avoid” learning barriers.

Part 2 of this module – Material/ instruments /tools –, alike Part 2 of *Module 2*, do ask for an application most closely related to the conditions of each enterprise and the situations given. Again these materials can not be “worked up” consecutively, but ask for sensitive perception, creative use and, in case, for adaptations!

1. Where do the working actions to be learned already exist in the enterprise?

As pointed out above, the first step for designing and setting up learning measures in an enterprise should focus on the investigation of existing working actions/ tasks/ work situations which offer relevant opportunities for learning:

a) Searching for work-places/ -situations/ -tasks relevant for learning

It is indeed one of the most decisive tasks for both,

Internal
and
external
facilitators

to very thoroughly investigate the working actions and situations existing in the enterprise which offer the opportunities for acquiring the skills, qualifications and competences to be learned.

These situations one may consider as “naturally existent”. They present possibilities for learning/ training the qualifications needed for those *jobs or tasks which exist in the enterprise*. The very job or task *is* the place of learning.

Example:

An electronic retailer wants to bring personnel into more responsible and leading positions. For this purpose a number of management tasks were selected requiring clear leadership competences. Which is to say: In order to select those tasks there is a clear necessity to look at those tasks from a learning perspective. Do they offer all the learning-chances (e.g. including social demands, soft skills) needed?

This does not necessarily imply that a person could or should only learn on his own place of work. Other places or tasks may be used for learning – the decisive moment being: the learning persons must be confronted with what he needs to learn. Once the learning need(s) is/are clearly known and visible, those places or tasks must be identified within the enterprise (and eventually even outside of it) which challenge and allow to learn what needs to be learned. That means: not only places but also “situations” of work may be used as a means of learning which are not necessarily identical with the work-place or situation the learner usually works in.

Some more examples:

All situations where a person must take over a work place or work situation that already exists.

Given the case the enterprise (or a department/section) is moving: Handing over the responsibility for the moving action to a specific project group gives opportunity to learn how to handle a rather complex situation in self-organised ways.

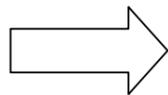
Oftentimes tasks or situations quite relevant for learning can be found in special (or even marginal) areas of the enterprise (and can be combined as projects).

Material: Tools and more information about how to assess the learning chances contained in an action of work or task can be found in → M3, Mat. 2

b) Ways of work-integrated learning (see package → M3, Mat. 3)

The most simple and effective way to initiate work-integrated processes of training/ learning is by handing over the responsibility for a certain task to the learning person – having made sure, of course, that this task is demanding, but not overcharging. He should also be advised to (slowly) approach this task by finding out the new challenges entailed and to think about and develop suggestions on how these could be handled.

There is a general conviction in the //NCA: German// world of work that it is “work” that matters, not “learning”. Whatever is needed in order to be able to work one should have learned before one starts working. Most work-places and work-situations therefore are not conducive to learning. Oftentimes there is not much tolerance and understanding for someone who “can’t do it” yet (completely). But how could somebody learn “doing it” when he is being excluded from the chance of learning what he needs to know and do?



Learning by doing for most means to allow for „explorative processes of learning“!

“Explorative learning” is a way of learning which is not based on advice and instruction (or learning “theory” in the first place). It rather puts the learner into the position of having to find out ways and means of handling and mastering a certain job or task by himself – which *makes* him learn. He has to put his mind into what needs to be done and solved. He needs to find out and also try out and explore ways to get there. This necessitates to experiment and carefully watch out for reactions and responses, try out new ways etc. This also includes to meet one’s own limits. In order to get beyond new capabilities must be developed and tested out, which also means: self-experiments. Most of all it means: being taught by the subject or matter one is confronted with! This is the learning partner who teaches which kinds of ideas, mental or physical approaches proved to be more or less useful etc.

Material: For more details about „explorative learning“ see → M3, Mat. 3.1



„Explorative learning also means „learning by mistakes“!

It does take some courage to expose oneself to a reality situation which demands skills and qualifications not yet available, but need to be acquired right there. This certainly will not be successful at the first attempt, mistakes, even failures quite certainly included!

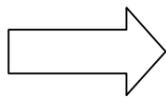
But this must be allowed for. Learning by mistakes only happens by making and learning from mistakes.

Material: For more details about how „explorative and learning by mistakes“ can be installed in work-integrated processes of learning see → Mat. 3.2

This way of learning is most effective for all situations of (new) staff being recruited and installed in (new) jobs. Much consideration needs to be given to the fact, however, that we are talking about learners who deserve and need consideration and support.

This process of learning not only meets professional demands, but is also very adequate for persons with preliminary skills and knowledge.

Example: New types of software usually are not “learned” by taking seminars but by trying out, exchanging experiences with colleagues, etc.



Most important for this way of learning: Doing, trying out, *plus*: learning from the response of “the matter” as well as from self-reflection and the feedback obtained from others.

By searching for jobs or working actions containing the kind or type of learning asked for one, however, may come across the fact that this type of job or working action does exist – but the way it is executed does not really present a good model for learning. The job or task is done in a “problematic” way – and, thus, shows that training/ qualification and learning is needed. Keeping on working in the same manner would not present the chance to learn (or being taught) anything new.

As a matter of fact this is a rather frequent case in the reality of enterprises. It represents an example for having to step a bit away from the ideal of work-integrated learning. This case and job or task is asking for a conscious “*arrangement*” for the purposes of learning (see below).

2. How to create and arrange working actions suitable for learning in the enterprise?

If, like pointed out above, no suitable jobs or tasks for learning can be found in the enterprise, the question is if and how those jobs and tasks could be either created anew, or if existing jobs and tasks could be “arranged” in a manner suitable for and conducive to learning.

a) How to „arrange“ learning?

Internal
and
external
facilitators

Jobs, tasks, working actions need to be pointedly looked at and formed and shaped („arranged“) from a learning-perspective!

Example:

The occasion of a large retailer of electronics having to move a large department was used a) for establishing a staff project-team to handle this complex task self-organised and self-responsibly. b) This team was accompanied by a manager who was given the task to make this team work in such a way by applying “participative leadership”.

The project members gained a lot of experiences about planning, organisation, coordination, making schedules and appointments. For the manager this was a training in developing confidence in the team members, in keeping himself back and in improving his style of participative leadership.

It was, in this case, the idea and function of an internal facilitator to make use of this *real* situation and challenge for the purposes of learning. A main focus was on *arranging* the situation in such a way that the competences to be developed or strengthened – primarily social, organisational and leadership competences in this case – were required.

The example shows an arrangement using the elements of a real and concrete situation to be mastered which, on the other hand, certainly is not a everyday-type of work situation, task or challenge. There are various forms of arranging learning situations in similar ways:

b) Forms of learning-arrangements

Work-integrated processes of learning in general are mainly characterised by the fact of not being invented or constructed artificially for the mere purpose of learning. The only point of “construction” refers to the learning perspective which needs to be applied, that is: the ways

and means a real and concrete situation should be dealt with and handled in order to acquire (specific) capabilities and competences.

Internal
and
external
facilitators

This requires taking the “learning perspective”: Situations suitable for learning firstly must be perceived. Secondly they must be arranged in such a way that they match the learning needs.

This certainly means to consciously intervene in working processes and/or organisational procedures – under the aspect of learning.

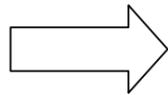
Example:

A boss keeps complaining about his employees not working and thinking independently. LNA however made aware of the fact that there were hardly any opportunities for these employees to bring in and contribute their experiences. For the boss the need of “leadership by dialogue” could be clearly defined. Because of the lack of this type of leadership no institutions had been set up in this enterprise allowing or even asking for communication and exchange.

In this case a Quality Circle was installed, demanding for the boss’s regular participation as an equal partner.

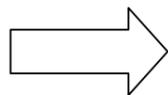
This example shows how an approach usually applied for “organisational development” can be used for learning, even for the development of a learning culture. Sometimes only changes of certain procedures allow to facilitate work-integrated learning processes.

In order to arrange working procedures by applying the “learning perspective” there are several possibilities:



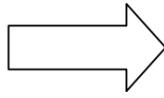
1. Change of existing processes of work in order to implement/ arrange learning possibilities for the qualifications/ competences desired but not yet contained.

Example: In order to develop an awareness for the expenditures of production a production worker gets involved in certain tasks of calculating costs, prices, expenses etc.



2. Change of existing processes of work in order to create completely new requirements (and challenges for learning).

Example: Being able to cooperate can be learned by having to work in a team structure.



3. Development of reality-based projects which are designed/ arranged to exactly meet the qualifications/ competences to be learned

Example: Competences of leadership can be learned most intensively by taking over responsibilities of a leader in a project situation.

„Projects“ easily tend to become artificial constructions. Much attention has to be given to their anchorage in reality based processes and needs.

3. How to make working actions accessible to learning?

Selecting, adjusting or arranging places or situations of work or work tasks in ways suitable learning is one – major – step. In all cases much consideration must be given to make sure that these opportunities for learning are *accessible* for the learner. Key term: they must be conducive for learning.

Requirements, demands or challenges and opportunities do not automatically produce learning. Learners need to be challenged, but they may not be overcharged. Learners only learn by their individual effort, but self (directed) learning – another “paradox of learning” – needs *adequate* ways of being supported and accompanied. The term “adequate” mainly refers to the fact that “instructional learning” (more practically: giving suggestions or answers) reduces all chances to really learn!

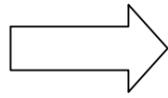
Without support and accompaniment of this kind it is rather unlikely for a learner in a real enterprise to be even allowed do something he is not (yet) able to do. But: Reality-based or work-integrated ways of learning can not “work” without allowing, even asking for self-organised ways of acting and working. There is no alternative!

Internal
and
external
facilitators

How to shape, form, create or arrange situations conducive for learning is one of the major tasks for facilitators.

Material: This is why a large section of material is devoted to this subject. See → M3, Mat. 4

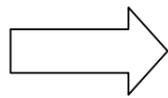
Another and “additional job” for facilitators comes into sight when support and accompaniment for the individual learner is looked at. The following means of support may also be helpful:



Most important and most effective: **Support and accompaniment of the individual learner.**

It is the facilitator’s task to accompany the learning individual by adequate ways of “directing”, encouraging, reflecting certain steps in advance or in succession, by giving feedback, taking care of adequate amounts of challenges, making appointments, takes care of giving time and space for learning etc. It is also his responsibility to be aware of break downs of motivation, learning barriers (see below) etc.

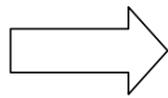
Material: This is why a large section of material is devoted to the role and tasks of facilitators. See → M3, Mat. 5



Another support strategy: **Structuring learning processes by setting points of control (especially concerning crucial points in the process).**

This strategy of support refers to planning the process of work step by step. Points of control are set at certain stages of the working process in order to reflect the work being done up to this point and to plan the step to follow. This helps to avoid that mistakes occurring at an early stage are perpetuated.

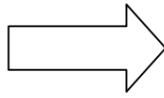
Material: → M3, Mat. 6



Installing a learning group with participants from a specific field/ sector of work but different backgrounds of experience is another highly useful method of supporting learners.

Learning groups accompany processes of work-integrated learning by exchanging knowledge and experiences, by discussing and planning of steps, making aware of crucial situations, giving hints, corrections etc. It is important that a “feed forward” on the process of work (or project) plus in-between-presentations (feedbacks, evaluations) are regular and continuous elements of working groups.

Material: → M3, Mat. 7 offers an „information-package“ on learning-groups



Also outside of working groups **regular reports and feedbacks** are important means of support. They should take place during the working and learning process, and self-evidently there should be an evaluation of its result at the end.

It is decisive for learning processes being heavily based on making experiences that those experiences and learning results are made conscious (see → “spontaneous learning” in *Module 1*). This kind of evaluation increases the learner’s capacities for self learning. It also offers a good opportunity for facilitators to eventually detect new learning needs.

Material: For this most important field of support see → M3, Mat. 8

There is a number of different forms for this kind of reporting rs. reflecting work- and learning processes:

- **Collegial accompaniment of learning:** Colleagues being quite experienced (e.g. in a certain task, process etc.) take over the role and function of a facilitator. But alike a facilitator they should not give instructions or advice but act as a kind of “mentor”: They give hints, regularly look at certain steps of the working process, evaluate, analyse etc. This could even be considered part of the “management of knowledge” of an enterprise.

It is an important prerequisite for “collegial accompaniment” that all the colleagues involved are made acquainted with at least basic rules of feedback. They must develop trust in the fact that it is not embarrassing to give (or receive) feedback on their working (and learning) actions – but that it very much depends on the ways on how gives (and receives) feedback.

Material: To this subject see also → M3, Mat. 8

- **“Lessons learned”:** Being a specific type of feedback this form mainly applies to looking back at a process of work (or learning) terminated: What were the peaks and downers, side-roads, what has become more clear, what needs to be changed, who needs to do something differently, etc. It is a reconstruction of the process as a whole being put together by all the participants who were involved in the working process/ task.

Those spaces for reflection do not need to be highly formalised. But there must be a concrete and reliable form for each learner to receive feedback and to have an opportunity for exchange.

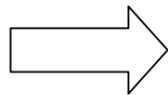
Material: For additional information see → M3, Mat. 9

- **Quality Circles:** Being institutionalised and regular meetings Quality Circles represent the most formal way of feedback. Members of Quality Circles meet in order to discuss the quality of their day-to-day work according to specific rules. It is their intention to come to agreements as to securing and improving the quality of work in their section of work or in the enterprise. This creates an official opportunity for exchange and the discussion of problems, challenges etc.

By looking at certain procedures through the “eyes of a foreigner” shades new light on many things one is accustomed to – on organisational as well as on personal levels. It also helps to get to know colleagues better, allowing better feedbacks.

Material: For more detailed information about quality circles see → M3, Mat. 10

In all of these cases a section of an enterprise (or the enterprise as a whole) becomes a „learning community“. The major function of this kind of community is not to become an „assessment centre“, but a „centre supportive for learning“. This distinction not always is very easy. A change of consciousness of all members of an enterprise is necessary, introducing the idea that any exchange, communication, feedback etc. *missing* does destroy opportunities for learning – once again: on the level of the enterprise like on the level of the enterprise in total.



There also are rather „**simple**“ **supportive means for learning** which are not thought of quite often, like: Learning materials, documents, texts, learning software, videos etc.

Very often those means exist but are not made available. It makes a lot of sense to create something like a centralised “pool of learning resources” to support the work-learning processes described above.

MATERIAL FOR PLANNING AND IMPLEMENTING WORK-INTEGRATED PROCESSES OF LEARNING – AN OVERVIEW:

Checklist: Prerequisites of an enterprise for work-integrated learning (→ *M3, Mat. 1*)

Steps for the assessment of learning chances contained in a task/ action of work (→ *M3, Mat. 2*)

Package: Work-integrated learning (→ *M3, Mat. 3*)

Package: Making work places conducive for learning (→ *M3, Mat. 4*)

Package: Role and tasks for facilitators (→ *M3, Mat. 5*)

Structuring learning processes by setting points of control (→ *M3, Mat. 6*)

Information package – Learning groups (→ *M3, Mat. 7*)

Package: Feedback (→ *M3, Mat. 8*)

Package: Reflecting working-/learning actions (→ *M3, Mat. 9*)

Quality Circles (→ *M3, Mat. 10*)

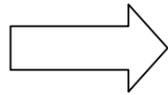
B. HOW TO ANALYSE AND OVERCOME LEARNING BARRIERS

Internal
and
external
facilitators

In order to successfully implement in an enterprise facilitators must be capable of analysing existing barriers for learning. They must also be able to develop strategies to overcome these. This requires to know about and to be aware of possible causes of learning barriers.

Taking for granted that working and learning on principle represent two sides of the very same process, all the changes appearing in working processes permanently would necessarily have to evoke processes of learning. From all experience: (unfortunately) this is not the case.

One major reason for this must be seen in the fact that the basic interrelationship between working and learning in an enterprise is disturbed or even disrupted. Impulses for learning do exist, but obviously are not received and/or transferred into learning activities. This is an indication for learning barriers which, in turn, produce and become visible as learning needs.



In principle learning barriers can be caused by learning individuals themselves („subjective“ learning barriers) or by structures of the place or situation of work (“objective“ learning barriers).

1. Concerning subjective learning barriers

As *subjective barriers* may be massive obstacles for an individual's possibilities to learn, facilitators must be well aware of possible backgrounds of and reasons for this phenomenon. "Subjective" as they are there are no general hints or even solutions to get along with this most individual topic. It is a challenge for every teacher, trainer, even more; facilitator. Besides being a general challenge concerning his awareness and sensitivity it is very much a subject of being able to develop a *relationship of confidence*.

Material: For material on forms and reasons for subjective learning barriers see → M3, Mat. 11

2. Objective learning barriers

Repetitive types of work do not offer many opportunities for learning. The less repetitive they are, the more challenges they offer (“open” processes of work), the more an individual has to learn in order to master these tasks and situations. This demonstrates that the chances for learning offered by work places/-situations or tasks highly depend upon their *social construction*.

There are objective, structural obstacles that hamper or even completely block continuous learning and the development of an individual’s profile of qualifications. Looking at the (social) construction of working conditions it becomes obvious that objective barriers for learning are mainly caused by

- The conditions of work themselves being sort of „hostile“ concerning learning, or
- Missing substantial prerequisites for work-integrated learning (e.g. time).

If one wants to understand more closely why learning processes in an enterprise may be blocked it is necessary to investigate how work places/-situations/ the organisation of work allow for or hamper learning.

Some examples:

Staff does not get in touch with (more general) changes in the enterprise because this is an exclusive matter of e.g. engineers in departments of development or other departments or managers responsible.

Work does not give any chances for e.g. self-determined problem solving as everything needs to be done according to strict rules.

The fear of making mistakes is part of the culture of the enterprise. No one dares to experiment or take risks.

Information is lacking, means for learning simply do not exist, knowledge and experiences are not communicated in open, collegial ways.

Internal
and
external
facilitators

Internal and external facilitators must check if those objective, structural obstacles for learning do exist in the enterprise – and consequently have to develop suggestions on how to overcome these.

Material: → M3, Mat. 12

3. Ways to overcome objective learning barriers

After having analysed especially objective, structural obstacles for learning in a SME (for staff and/or management) of course suggestions and plans need to be devised and presented to overcome the barriers.

Internal
and
external
facilitators

Both aspects mentioned above:

- **the conditions of work themselves being sort of „hostile“ concerning learning, and**
- **missing substantial prerequisites for work-integrated learning can and need to be tackled by learning measures.**

Aiming at work-integrated processes of self learning it is necessary to create forms of work conducive for learning (including the level of organisational structures)

As simple as it may sound – and as difficult it may be for SME – nothing works without factual prerequisites. Learning needs resources, means and media, it needs time. But many of these aspects are aspects of “low scale” and can be introduced rather easily.

For an SME – and for facilitators – it certainly is not an “easy” step to get involved into the “*development of learning-conducive structures of work*”.

Some suggestions for facilitators:

Dimensions of work conducive for learning:

- Work must confront with (new) challenges, routines kill learning
- Work must allow for and stimulate self-directed ways of problem solving
- Experimenting, explorative learning may never be a matter of personal risk
- Existing knowledge, experiences must be available resources for everyone, just like collegial structures and systems of exchange, consultancy and communication
- Opportunities for reflection and evaluation

Material: For more information see → M3, Mat. 12 plus → M3, Mat. 4

MATERIAL TO PART B. – AN OVERVIEW:

Subjective barriers for learning (→ M3, Mat. 11)
Assessment of objective learning barriers (→ M3, Mat. 12)
Dimensions of learning-conducive work (→ M3, Mat. 4)

SECTION B

“PRACTICE” – INSTRUMENTS, TOOLS

Module 2 (M2) / Part 2

LEARNING NEEDS ANALYSIS

MATERIAL

Contents

Situation 1: Defining the situation

- M2, Mat.1: Possible reasons for learning needs in enterprises – A “mental” checklist
- M2, Mat.2: Fact sheet/ documentation for an enterprise (First contact)
- M2, Mat.3: Short questionnaire: Basic data of enterprise
- M2, Mat.4: Dialogue guide (first contact): Identification of fields/ situations of presumed learning needs

Situation 2: Staff interviews

- M2, Mat.5: Which advantages training (VCET) offers to employees
- M2, Mat.6: Individual interviews with staff: Their perspectives on training/ learning needs in the enterprise
- M2, Mat.7: Individual interviews with staff about special qualification/ learning needs related to their own (crucial) job requirements (Questionnaire-guideline)
- M2, Mat.8: Group-discussion for identifying problem areas where training/ learning needs are presumed (Questionnaire-guideline)
- M2, Mat.9: Group-discussion for specific and crucial areas/ situations of work in which learning needs are presumed (Questionnaire-guideline)

Material for the evaluation of training/ learning needs and for negotiating the results

- M2, Mat.10: Evaluation of qualification/ training needs (Form)
- M2, Mat.11: Comparing and presentation of various perspectives, negotiating LNA and setting priorities

Assessment of standard training programmes

M2, Mat.12: Checklist for assessment of (external) standard training programmes

Situation 3: Learning needs analysis for specific needs/ problem areas

M2, Mat.14: Individual interviews with qualified personnel to assess learning needs related to work process/ job requirements/ technical adaptations

M2, Mat.15: Assessment of training/ learning needs for a complex (new, future) team project-
A guideline for group discussion

M2, Mat.16: Assessment of individual learning needs in connection with new job responsibility (Self evaluation, questionnaire-guideline)

M2, Mat.17: Quality-Circle to assess needs for improvement

M2, Mat.18: Assessment of current individual learning needs (including change of job profile) with staff members (Self evaluation: Questionnaire, individual interview)

M2, Mat.19: Assessment of current training/learning needs of a specific employee or team on the job with a superior or with colleagues (Evaluation by others)

M2, Mat.20: Tools for evaluating one's own behaviour on the job (Self-evaluation)

M2, Mat.21: Evaluation of employee's behaviour on the job by a superior/ colleague

M2, Mat.22: Identifying need for social learning (Self-evaluation or interview)

M2, Mat.23: Identifying personal/ career development targets of an employee: „My career development target – personal learning targets“

M2, Mat.24: Complementary tool for M2, Mat. 23: Checking out personal and biographical development needs

Material regarding:

SITUATION 1: Defining the situation

M2, Mat. 1: **Possible reasons for learning needs in enterprises**
– A “mental” checklist

Learning needs may result from:

1. Training into new tasks

- Getting to know the culture of an enterprise
- Training of new co-worker(s)
- Training into new field of tasks
- Taking over new or additional tasks
- Taking over new responsibilities/leadership/ management functions

2. Innovations

- Innovations concerning products or services
- Technical innovations/changes (machines, tools, instruments, also ECT)
- Organisational innovations (working processes/ -structures, organisational proceedings etc.)

3. Day-to-day problems, wish for improvement

- Demands, wishes, complaints of customers, other feedbacks
- Changes in competition, in customer behaviour/needs etc.
- Taking over/ adapting new knowledge, ideas, concepts
- Mistakes, failures, crises
- Struggling for continuous improvement („what could we do better?“)

4. Social experiences, conflicts (social learning)

5. Wish for personal improvement

- Being discontent with oneself (learning by self-evaluation)
- Being uncertain, not knowing or not being able to do something one considers to be important
- Wish to improve status or interest in vocational training/development
- Desire to know, understand more (e.g. backgrounds, interrelations), personal development

M2, Mat.2: **Fact sheet/ documentation for an enterprise (First contact)**

Date of first contact/ by:

Name and address of enterprise	
Internet-Address	
Partner of Communication	
Phone	
e-mail	
Reason for contact	
Type/ sector of enterprise	
Main activities	
Legal form	
No. of employees	
Est. turnover	
Union(s) represented	yes no
Important communication partners	
Specifics of enterprise	

M2, Mat. 3: **Short questionnaire: Basic data of enterprise**

Name of enterprise:

Core business/ -products/ -services	Tourism Social Commerce Industrial tertiary	Precise description:		
No. of employees	Male	Female	Nationalities	
No. management				
Age structure (approx.)	Below 30 (%)	30-45 (%)	45-55 (%)	55 + (%)
Important vocational groups (approx. in %)	Academic Handicraft Skilled workers Trades	ECT Social vocations Technicians Unskilled		
Founded in (year)				
Site (city, rural, region)				
Important characteristics concerning structure of customers				
Annual turnover (approx.)				
Dpt. or Div. of Staff?	Yes	No		
Dpt. or Div. of Training / Educ. (VET/ CVET)?	Yes (please specify) No			
No. of employees during past 3 years?	(Please indicate year and number)			
Policy measures planned concerning staff for next 3 years?	(If „yes“ please specify)			
Important business strategies				

M2, Mat. 4: Dialogue guide (first contact): Identification of fields/ situations of *presumed* learning needs

Company/ Enterprise:

Name/ function of partner of communication:

.....

Date:

A. Actual motive

1. Which training needs do you perceive in your enterprise?

Clarification: Is there

- ... a concrete and specific question concerning training/ qualification?
- ... a specific project (e.g. technical/ structural change innovation etc.)?
- ... a certain problem?

2. If something like an analysis of training needs is intended: What is the background for it? Which concrete problems are supposed to be solved by it? What made you think at exactly these needs to be important? Please give an idea on the situation behind this topic/ issue in your/this enterprise?

3. What do you think should be achieved, which goals do you pursue, what needs to be changed?

4. Which actions have you already taken in this matter? (How) successful was it?

In the sense of „active listening“ it is important to pay special attention (and work out) the information concerning the situation of the enterprise, the relationship of your partner of communication with employees, co-workers, colleagues, their motivation, strength and weaknesses, and his particular goals. This is important background information for the evaluation of the needs presumed.

B. Situation of enterprise

5. What is the basis of this enterprises success up to now?

6. Which is its strength („what can we do best)?

7. Who are your main competitors? What is it they can do better?

8. Situation on the market, of competition, of customers?

9. Complaints of customers or suppliers?
10. Kind and frequency of jams/ disturbances?
11. Kind and size/ importance of technology in use?
12. Organisational structure of enterprise? (organisational graph!)
13. Which is the policy of the business (vision(s), philosophy, principles)? Which are its goals?
14. Which vocational / qualification groups were recruited predominantly until now? Which aspects were considered as important/decisive concerning recruitment?
15. Changes in recruitment strategies during the last couple of years/ planned in future?
16. Reduction of staff planned?
17. No. of persons hired per year/ last year/ next year?

C. Qualification-management

18. Is there any a procedure to evaluate the qualifications, resources of skills, knowledge, competences do exist in this enterprise today?
19. When there are operative and strategic plans and decisions (innovative intentions), do you also consider qualification- and competence-related aspects? (How) do you realize/ evaluate knowledge and/ or qualification gaps which exist or may show up?
20. How do you build up/ develop/ create new knowledge, new qualification, competences? How about VET or (continuous!) CVET (for all employees?) in your enterprise?
21. Any other training-/ education activities during last couple of years? Which issues/ topics? Dimension of expenses?
22. Is there, in general, openness towards new ideas, new knowledge and competences among your employees/ co-workers?
23. Is there a clearly defined budget for CVET?

D. Presumed fields/ situations with/ of training needs

24. Which qualifications (knowledge, skills, competences) are decisive for the success of this enterprise?
25. Which fields/ sectors in this enterprise are not sufficiently taken care of/ supplied/ supported at this point of time? Which ones have changed lately? Which ones are new? Which ones will change in larger scale? Presumed consequences regarding qualifications/ competences/ training?
26. Which qualification gaps do exist in the moment/ are anticipated (including „soft skills“). Have they been evaluated, are they presumed?
27. Which important changes in your environment have taken place during the last couple of years/ are to be expected in the future?
28. Visions and strategies for the future?
29. Is there a lack of prerequisites concerning the implementation of these ideas/ strategic goals on the side of your employees/ co-workers/ colleagues?
30. Should/ have new skills/ competences to be improved/ developed concerning your enterprise as a whole?
31. Which technical, organisational, cultural etc. changes (concerning the *enterprise in total*) have taken place during the last couple of years? Were there any training or qualification measures accompanying these changes?
32. Which changes/ innovations are planned (from extension of buildings to new sectors of business, organisational restructuring, adaptations to market conditions, product innovations, etc.)? Are qualification/ training measure necessary/ planned? Which ones?
33. Where do you feel „pressures/ inconveniences“ in this enterprise in the moment? Where do you feel weaknesses? Which problems do you observe?
34. Is there a system for suggestions for improvement in this enterprise? (How) successful/ helpful is it?

E. Attitudes of employees/ co-workers/ colleagues: Possible reasons for training/ qualification?

35. Have you recruited many new employees lately? How do they get along with the demands on their workplace in the meantime? Are there any problems of getting adjusted?

36. Are there any complaints from customers, suppliers or colleagues about mistakes or lack of quality? Are complaints/ critique directed to specific co-workers or work departments?
37. Do errors, mistakes, jams, weaknesses etc. indicate qualification gaps?
38. Are there any major changes in the environment of the enterprise (concerning e.g. customers, competitors, technological, scientific, changes in law etc.) which need to be mastered? Are they, in case, connected with qualification questions?
39. Were there any major changes (technical, organisational, cultural) within this enterprise during the last couple of years? Is there an intention or a likelihood for changes of this kind (including possible expansions of business areas, product innovations etc.)? Would they be connected with a reduction of employees? Can those changes be managed with the qualification-structure existing, or is training needed?
40. Are there any reductions or changes in employment planned/ expected to take place?
41. Are there any areas/ departments/ sectors etc. which employees have left/ wanted to leave (into other areas, away from the enterprise). Unusual amounts of job cancellations, leaves of sickness? Could this be related to questions concerning qualification?
42. Phenomena like discontent, bad mood/ atmosphere, tensions, conflicts, resistance etc. – do they exist? Could they also be related to questions of qualification (e.g. like not being able to live up to demands)?
43. Do members of management or employees spell out direct wishes concerning training/ qualification measures? Are there any questions asked over and over again? Is there anything managers/ employees do want to understand better? Are there any direct questions/ wishes concerning career or personal development, interest in VCET-measures? Is there any a threat of de-qualification?
44. Could/ should these people acquire those skills/ qualifications by themselves? Could there be a “hidden advantage“ to a problem situation given right now?
45. Are there any complaints about stress, high work load, high demands, special kinds of difficulties in their work? Are there indications for insecurity, helplessness, feelings of insufficiency, sorrow, fears concerning the future etc.? Could they be related to questions of qualification?

Please summarize and discuss the most important phenomena which lead to assuming needs of training / qualification. Do also try to exactly identify crucial fields/ sectors/ situations which showed up in the conversation.

.....
.....
.....

Material regarding:

SITUATION 2: Staff interviews

M2, Mat. 5: **Which advantages training (VCET) offers to employees**

→ Can be used as argumentative background

Advantages of training

- Colleagues can work more relaxed
- Reduction of stress and excessive charge
- Better handling of technical and organisational innovations
- Skills, knowledge, capabilities, competences are updated
- Reduces probability of loss of workplace
- Improves employability independent from actual employment/employer
- Increases chances for more interesting, challenging (perhaps even better paid work)
- Solves many problems in the enterprise which, at the first glance, do not seem to be connected to training or qualification issues

Training/ Qualification is a key for higher degrees of work satisfaction, personal and vocational development and future employability!

M2, Mat. 6: **Individual interviews with staff: Their perspectives on training/ learning needs in the enterprise**

Suggestion for introduction:

For enterprises, SME in specific, it is a matter of economic survival nowadays to get and stay involved in making training and qualification measures available to their employees on all levels. In order to do so it is a prerequisite to assess the needs existing concerning training, qualification, measures of VCET. Your opinion about these matters is important.

Questions:

1. Asking most generally: Concerning individual persons, certain groups, departments/ divisions etc. of this enterprise, do you have the impression that in some cases and places things could be done better/more effective if there was support given by way of training/ qualification measures?
2. Are there any disturbances in work processes which you observe to happen every now and then/ rather frequently? What do you think should be changed in order to avoid them?
3. What could/ should work better/ could/ should be improved?
4. Which tensions, discussions, conflicts concerning work-related questions come up between co-workers or departments/ areas or fields of work more often/ over and over again?
5. Are there complaints from customers concerning quality of products/ services, delivery, times, handling of orders/ commissions etc.?
6. Do you believe that all co-workers are fully capable to manage all of the technical processes which exist?
7. How good is communications between co-workers/colleagues and departments/ sectors/ fields of work?
8. In your opinion: Is there anything the management of this enterprise should do differently? In case: What?
9. Should there be anything changed concerning the management of personnel?
10. Are there any preparatory measures in case of technical, organisational, procedural etc. changes coming up? Do you think that something should be changed in those regards?
11. Which changes did take place in this enterprise lately? Did you have the feeling that you have been informed/ prepared about/ for that sufficiently?

12. Are there many mistakes, jams, damages, are there many demands for re-processing, repair etc.?
13. Do you think that the enterprise/ departments etc. do react to changes in the environment in time?
14. In general: Do you have the impression that most co-workers/ colleagues/ employees are content with their work, the atmosphere in the enterprise? Or do they complain about stress, uncertainty, tensions, lack of social relations, solidarity etc.?
15. When and where do/ did co-workers/ colleagues resist to advices or decisions of the management (openly or „informally“)?
16. Are there any co-workers/ colleagues/ employees which feel to be overcharged workwise? Do you think this is an objective impression? What is your impression??
17. Do you think that co-workers/ colleagues/ employees in this enterprise do increase / decrease their chances for „employability“ while staying in this enterprise?
18. What is your personal opinion: Would you like to improve your work situation? Would you want to take advantage of trainings/ qualification measures? Do you feel uncertainties (in case: which ones)?

→ **Recommendation: Summarize those areas/ fields of importance concerning training/ qualification which became visible at the end of this conversation. Do discuss them.**

M2, Mat. 7: **Individual interviews with staff about special qualification/ learning needs related to their own (crucial) job requirements** (Questionnaire-guideline)

Suggestion for introduction: Do give reference to the background and the goals of this conversation. These individuals conversations are an important part of „Training Needs Analyses“!

1. What is exactly your work in this enterprise? What is it needed for? Which are the preceding steps, which steps follow?
2. What is it you have to take care of and what is the key-feature of what you are doing?
3. The biggest difficulty and where do you have to watch out most of all?
4. Do (every now and then) also problems, jams, anger occur? In case: of which kind (technical, organisational, social)?
5. In your opinion: Which are their causes?
6. Please give a description of problems from your point of view. What exactly is it that goes wrong/ does not work?
7. Are there any problems as far as cooperation is concerned? In case: which ones?
8. What should be changed/ improved in your mind?
9. What blocks or aggravates changes/ improvements
10. Who would have to do something different?
11. What keeps him/ her from doing that? What is missing?
12. What have you tried yourself until now to help solving the problem(s)?
13. What could you do in order to contribute to solving the problem(s)? What could/ should you do differently? What would you like to do differently/ what would you have to be capable of ?
14. Which support would you need from the management in order to solve your problems?

M2, Mat. 8: **Group-discussion for identifying problem areas where training/ learning needs are presumed (Questionnaire-guideline)**

Topic:

This instrument is a guideline which can be used for different groups in order to discuss the question if there are crucial situations/ areas/ fields where training needs may be presumed. It helps to integrate the experiences of co-workers.

It also offers a certain comparison with preliminary conversations with the management (in case those took place).

Procedural suggestion:

First present the following input (chart, poster). Following group discussion plus question circle using moderation cards (see points 3 to 6).

How Learning Needs Do Arise

A. In the enterprise, caused by:

- *actual problems* (e.g. reduction of turnover, dissatisfaction of clients, quality gaps, decrease of innovative power, increase of fluctuation, bad climate/ atmosphere in enterprise/ department, conflicts between co-workers/ colleagues, team problems)
- set ups of *targets, changes, developments, plans* (technical, organisational, products, efforts/achievements, investments and innovations, also all strategic and cultural changes)
- *changes in the environment of the enterprise* which it should react to rs. work with (e.g. market, society)
- *recruitment* needs on all levels, or *new set ups of work tasks*

B. Concerning co-workers/ colleagues:

- *new co-workers/colleagues* coming into the enterprise, or when *taking over new tasks*
- individual feeling/ wish for *improving ones own performance* – or of *being over-charged*
- enterprises assessment of qualifications/ potential of individuals or groups
- *needs and wishes* of individuals and groups to *learn and develop*

3. Which of these points/ reasons can be found in your enterprise? (individual answers from all group members, noted on cards).

4. Sorting of cards, identification of problem groups.

5. Discussion of problem groups. Sample of different perspectives: What should be done differently? Why does it not happen? What is it each individual could/ should do differently?

6. Which qualification/training needs do become visible concerning whom?

M2, Mat. 9: Group-discussion for specific and crucial areas/ situations of work in which learning needs are *presumed*
(Questionnaire-guideline)

Precondition: Initial conversation with management of enterprise on the topic.

Participants: Co-workers/ colleagues concerned (in case including union representatives).

Suggestion for introduction:

Presentation of results of initial conversation concerning assumptions about crucial fields/ areas/ situations, strategic concerns, training needs.

Topics for group discussion:

1. What is your estimation/ judgement concerning the relevance of these problems/ targets? Your picture of the situation? Which crucial fields/ areas/ situations may even be more important/should be added?
2. What exactly is going wrong, what exactly is the problem?
3. What should work differently? Who would have to do something differently?
4. What hampers, makes these changes difficult?
5. Which qualification/ training need becomes visible? With whom?

Material for the evaluation of training/ learning needs and for negotiating the results

M2, Mat. 10: **Evaluation of qualification/ training needs**
(Form)

→ *Form for sampling assumptions/ estimations/ judgements of all persons and groups from all levels involved in conversations which have taken place on the topic (including internal and/ or external facilitators!).*

Do differentiate between persons, groups, levels, hierarchies etc. as clearly and distinctly as possible!

Enterprise:				
Date:				
Person/ group 1	Problem			
	Cause			
	Wishes for change			
	Training needs			
Person/ group 2	Problem			
	Cause			
	Wishes for change			
	Training needs			
Person/ group 3	Problem			
	Cause			
	Wishes for change			
	Training needs			
Etc.	Problem			
	Cause			
	Wishes for change			
	Training needs			

M2, Mat. 11: **Comparing and presentation of various perspectives, negotiating LNA and setting priorities**

1. Form:

	Management/ internal facili- tator	Staff	External fa- cilitator	Result of ne- gotiation	Priority
Problem No. 1					
Solution suggested					
Q./T-need					
Problem No. 2.					
Solution suggested					
Q./T-need					
Problem No. 3					
Solution suggested					
Q./T-need					
(etc)					

2. Suggestion for procedure:

After having assessed training/ learning needs fill in the form above systematically.

It is recommended to present the results to the management first and then to all staff that was included in the assessment.

After this presentation it is most helpful to have a **group discussion** (being moderated by the *internal facilitator*). The following questions should be discussed:

1. Does everybody understand the results and opinions presented correctly? Do they represent the perspective of the persons involved? Does anything have to be corrected, changed etc.?

In case of differing points of view between management and staff:

2. If certain problems were mentioned just from one group or side: Does this mean that these problems do not exist for the other side or group? Or does it mean that they are perceived differently? How could a common perspective or picture look like?
3. Suggestions for solutions differ. Could the different groups substantiate and discuss their suggestions? How could a common perspective or picture look like?
4. Which consequences follow from each point of view concerning training/ learning needs? Is there a chance to achieve a common picture
5. Which problems are considered to be most urgent, what may wait? (discussion).
6. Setting priorities by giving points to suggestions.
7. If there is a decision to invite an external facilitator/ training organisation: For which training/ learning needs measures of training shall be developed?

Assessment of standard training programmes

M2, Mat. 12: Checklist for assessment of (external) standard training programmes

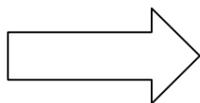
Requirements concerning external training offers

- Are the trainers/facilitators qualified and able to work with adults?
- Are they experienced to work with participants unaccustomed to learning?
- Do they methodologically relate to an individual's actual level of development and learning?
- Are they willing to get involved in preliminary, preparatory conversations?
- Does the concept involve learning-phases (like: preparatory/ teaching and learning/ assessment and reflection)?
- As to goals of learning: are they cognitive or competence-oriented? Is it primarily taking in of information/ knowledge or competences relevant for work?
- Does the seminar/ workshop allow specific problems of participants to be brought in?
- To which extent are they looked at and dealt with in the course of the seminar/ workshop?
- Is there a notion of action- and experience-oriented methodology?
- Is there any space for exploratory learning?
- Is there any space for individual learning experiences and processes? Is there any special attention given to them and (how) are they supported?
- Concerning learning "off the job": How about the transfer of skills/ knowledge acquired back to the working place/ situation? Is there any consideration given to it, is it planned, prepared and trained systematically (e.g. simulations)?
- Are the trainers open for unexpected developments, for questions coming up in the process, are they ready to take critique?
- Is there an assessment of securing and controlling of the results of learning? Is there enough space for reflection?
- Does the offer include support for transfer back to the place of work?
- How about a reasonable cost-frame?

→ *Please do supplement this catalogue on basis of your judgements and experiences!*

Material regarding:

SITUATION 3: Learning needs analysis for specific needs/ problem areas



These instruments/ tools are to be selected and implemented according to the situation and constellation of the problems concerned. Thus they can be made use of in the context of staff interviews, when a certain need situation has been clarified, when a certain need situation needs to be clarified in more detail, or when new aspects and questions arise during a training measure.

Working process-oriented material:

M2, Mat. 14: Individual interviews with qualified personnel to assess learning needs related to work process/ job requirements/ technical adaptations

Enterprise:..... Date:.....

Place of work/ Task or requirement/Change:

Exact description of optimal procedure		
Which tools/ means are used		
What are the steps preceding?	Steps to follow?	
What needs to be reassured, which information/ prerequisites are needed (will be needed)?		
With whom direct cooperation is necessary ?		
Which decisions are/ will to be met?		
Which difficulties have to be mastered/ will have to be expected?		



Are there any typical problems/ resistances to be expected?	
What can be done wrong at this workplace/ in this situation/ process?	
What could happen, but should be avoided?	
What is specifically strenuous/ stressful?	
Whose expectations (which ones?) are to be met here/ will have to be met?	
What is the special challenge/ demand of this job? (Will it be?)	1.
	2.
	3.
	4.
	5.
	6.
	7.
Which requirements are connected to this place of work/ task/ this innovation (will be connected)?	
a. Professional (skills, knowledge, capabilities, values, attitudes)?	
b. Methodological (sensumotoric skills, memorising, structuring, self-organisation)?	
c. Personal (perception,, awareness, thinking, achievements of will, self-regulation)?	
d. Social (communication, empathy, balancing conflicts)?	

M2, Mat. 15: Assessment of training/ learning needs for a complex (new, future) team project- A guideline for group discussion

→ *This procedure allows to assess training/ learning needs whenever new requirements, changes, innovations (technical, organisational, administrative, marketing etc.) are to be implemented.*

Technical means of support:

Pinwall for each job to be looked at. (moderation cards).

Questions to be moderated:

1. Which are (will be) the areas of responsibility of this job/task?
(to be noted on cards)
2. Which jobs/ steps of procedure do (will) these areas of responsibility contain?
(add new cards, different colour)
3. What should (will be) changed as compared to the actual situation?
(add new cards, different colour)
4. What do we need to know and do in order to get there?
(add new cards, different colour)
5. Where do we feel uncertain, where do we need support?
(add flashes)

Result: Informative pin walls

M2, Mat. 16: Assessment of individual learning needs in connection with new job responsibility (Self evaluation, questionnaire-guideline)

Name:

Actual job/ task/ responsibility:.....

New job/ task/ responsibility:.....

Which jobs/ tasks/ responsibilities will be contained in the new one (please also specify the ones new to you!)	
How do you have to proceed concerning the new steps/ procedures? (please be as detailed as possible)	
Regarding the new jobs/ tasks etc., what is it you have to pay attention to, look out for, give special consideration What must <i>not</i> happen?	
Where/ what do you feel insecure (about)? Where do you feel anxieties, gaps? (Please be as detailed and serious as possible)	
Are there any points where you don't know how to decide?	
What is it you would like to know or understand better? Which questions do you have?	
What would you like to try out/ train more intensively?	
Is there anything you would like to get more information/ instruction about?	

M2, Mat. 17: Quality-Circle to assess needs for improvement

A moderation-guide and documentation sheet for the assessment of the demands of actual jobs/ tasks and of demands to be expected in case of changes.

... regarding task/ job/ demand:

... area of responsibility:

Date of Quality Circle:

Participants:

Conducting this job/ task ... what has changed more recently – what will and should change?				
Which problems/ lacks etc. have occurred/ have been noted more recently? Which ones are to be expected?				
Can reasons/ causes be defined for these problems? Which ones? Why did it happen? Why may it happen again?				
Which technical/ organisational measures could help to prevent this to happen again? What needs to be done differently? What do you intend to do concretely?				
What is it <i>you</i> would have to know or do better?				

M2, Mat. 18: Assessment of current individual learning needs (including change of job profile) with staff members (Self evaluation)
(Questionnaire, individual interview)

This form may be filled in by an individual person or be used as an interview guideline. In any case there should be agreement on the results being put down here.

Name:

Enterprise:

Date:

Job/ task/ area of work and responsibility:.....

Which are the special re-quirements/ demands of this job/ task?		
What is it I am very capable of in this place?		
My weakness(es)?		
What am I worried about? Uncertainties, fears etc.?		
My mistakes?		
Which quality gaps do occur?		
What is it I can handle „just about“/ „not at all“?		
Where am I not satisfied with myself?		
Where am I dissatisfied with procedures?		
What is it I would like to change/ improve?		
Which skills/ knowledge would help? What is it I should be able to do better?		
What is it I personally would like to learn?		
Where would I like to be challenged more?		
Which learning needs do I realize concerning other	With whom?	What?

realize concerning other people?		
What is it I would like to learn?	professionally	
	methodologically	
	personally	
	socially	

M2, Mat. 19: Assessment of current training/ learning needs of a specific employee or team on the job with a superior or with colleagues (Evaluation by others)

Questionnaire for evaluation by others, also guideline for observation of working actions.

Enterprise:

Sector/ area:

Place of work/ job/ task:

Evaluator 1:

Evaluator 2:

Which are the special demands of this workplace?	
Concerning this job/ duty what is the special strength of the person/ team doing it?	
Which mistakes/ weaknesses show up again and again?	
Which quality gaps show up?	
Which requirements are not met or not met well?	
Where do insecurities show up? Which signs of being over-charged?	
What is being avoided, keeps not being done, is overlooked?	
Any questions being asked by this person/ team over and over again	



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Frequent conflicts/ complaints?		
In summary: Which training/ learning needs do show up in my opinion?	profes- sional	
	methodo- logical	
	personal	
	social	

Person-oriented material:

**M2, Mat. 20: Tools for evaluating one's own behaviour on the job
(Self-evaluation)**

→ *This tool can be well used to analyse personal conflicts and tensions at work.*

Name:

Date:

How do I approach a new job/ task? How do I get myself prepared, what else needs to be prepared?
What is it I do when my job/ task is finished?
How do I behave towards customers?
What is my attitude when it comes to decisions? How do I act in cases of imponderability?
How do I behave in case of unexpected difficulties, disturbances, when I run into a problem?
Which mistakes do I make (more frequently/ quite often)?
Do I recognise my mistakes, difficulties, limits all by myself? What are my consequences?
How do I manage situations calling for several things to be done at the same point of time? How do I organise my work? How do I get along with time (schedules)?
How do I react when colleagues point out mistakes to me? Do I accept corrections of others, how?

How do I make use of advise or help from others? How do I behave when others need help or support?		
How do I behave in case of conflicts?		
How do I try to obtain information from colleagues? How do I process information?		
How do I take care of acting economically?		
(How) do I make use of my professional qualities?		
(How) do I make use of written and other means of help?		
(How) do I present the results of my work? How do I go about questions coming up in the process of work?		
(In case of management function): How do I take care of my leadership functions? How do I treat my subordinates?		
Concerning my own working attitudes and behaviour, what should do differently?		
What do I have to learn?	professionally	
	methodologically	
	personally	
	Socially	

M2, Mat. 21: Evaluation of employee's behaviour on the job by a superior/ colleague

→ This tool may also be used in connection with personal assessment of staff (e.g. probationary period). It can also be used for preparing talks on conflicts
It can be well combined with tool M2, Mat. 19.

Name of employee:

Name of evaluator:

Date:

How does the employee approach a new job/ task? How does he get himself prepared, how about other things which need to get prepared?
What does he do when his job/ task is finished?
How does he deal with customers? How does he consider their wishes?
How does he act in cases of decision making/ of running into unexpected difficulties, problems/ of imponderabilities?
Which mistakes do occur (more frequently/ quite often)?
Does he recognise his mistakes, difficulties, limits all by myself? What are his consequences?
How does he manage situations calling for several things to be done at the same point of time? How does he organise his work? How does he get along with time (schedules)?
How does he react when colleagues point out mistakes to him? Does he accept corrections of others, how?
How does he make use of advise or help from others? How does he behave when others need help or support?
Are there any (social) conflicts he tends to get involved in (repeatedly), which ones? What is his behaviour in those cases?
How does he try to obtain information from colleagues? How does he process information?

How does he take care of acting economically?		
(How) does he make use of his professional qualities?		
(How) does he make use of written or other means of help?		
(How) does he present the results of his work? How does he go about questions coming up in the process of work?		
(In case of management function): How does he take care of his leadership functions? How does he treat his subordinates?		
What is it he should do differently?		
Which training/ learning need(s) shows up?	professionally	
	methodologically	
	personal	
	social	

**M2, Mat. 22: Identifying need for social learning
(Self-evaluation or interview)**

	never	sometimes	frequently	permanently
Do you feel to be informed insufficiently?				
Do colleagues complain about not being informed well enough by you?				
Do you have a hard time to get involved into informal chats?				
Does your opinion differ from your colleague's opinions?				
Is it hard for you to come to terms with others?				
Are you angry about colleagues?				
Are there strong disagreements you get involved in?				
Are you interested in your colleague's opinions?				
Are others interested in your opinion?				
Do you give feedback to colleagues?				
Do you receive feedback from colleagues?				
If there are problems with colleagues do you address those?				
Do you complain about colleagues at your boss?				
Do colleagues complain about you?				
Do you feel being treated in unfair ways?				
Do you feel to be in competition with colleagues?				
Do you feel to be not sufficiently accepted?				
Do you give sufficient acceptance to colleagues?				
What would you like to change in your social behaviour?				
What would you like to do better? What would you have to learn in order to do so?				

M2, Mat. 23: **Identifying personal/ career development targets of an employee: „My career development target – personal learning targets”**

→ Reflection sheet for personal improvement/ development

Name:

Age:

Actual job/ work/ task:

How do I feel about my actual work situation? What is it I am satisfied/ dissatisfied about?	
What really evokes my interest, what is boring?	
To what extend was I able to fulfil my tasks lately? Where did I succeed in, what needs to be improved? Which could be starting points for personal learning?	
Concerning my work: What is it I would like to know or do better? Which backgrounds/ inter-relationships do I want to understand better?	
Where are my strength?	
Where are my weaknesses?	
Which fields of strength I would like to develop?	
Which weaknesses I would like to tackle?	
What leaves me dissatisfied with what I am doing in the moment?	
Which are my main tasks and goals concerning my work for the year to come? Which are the personal prerequisites I need to achieve that?	
How do I think my work will be changing in a medium range perspective? What does/would that	



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mean for me? Which personal prerequisites will/ would be necessary?	
Which are my capabilities and potentials I can <i>not</i> make sufficient use of in my actual work?	
What is my picture concerning me and my work situation 10 years from now? What are my aspirations?	
Are there any other jobs/ tasks / responsibilities which I would be interested in spontaneously?	
Are there any fields of work/ interest which would let me even think about a complete change of my perspective/ orientation?	
Do I have any a notion of biographic changes/ challenges/ risks I will have to master in the near future?	
Which changes of orientation will that bring along for me presumably?	
Does that cause any anxieties, fears? Which ones?	
How do I think I should get prepared for that?	
What do I think I should be able to do differently, how should I change personally?	

Please summarize your learning needs resulting from this personal analysis!			
Professional	Methodological	Social	Personal
Which steps would be supportive for a) maintaining and b) developing your professional and personal competences (incl. methodological, social)? Which measures do you think would be desirable and necessary?			

M2, Mat. 24: Complementary tool for M2, Mat. 23: Checking out personal and biographical development needs

Name:

Age.....

Part 1: Please complete these sentences spontaneously:

I have always wanted to

I have often thought about how it would be if

A long time ago I have dreamt of

I wish I had another chance to

I have always liked to

I think I would love to

If I could afford it I would

In my imagination I could also be a

A part of me wants to

If I would be courageous enough I would

In my life I am proud about

I definitely want to establish

Part 2: Please give answer:

Education/ trainings:	
Most important vocational experiences:	
Most important fields and questions of interest:	
Most important crises in my life:	

Most important competences, insights, attitudes which life has taught me:	
Which developments were interrupted, where did I get stuck:	
Which factors do determine my present life most strongly:	
Which main questions my life is confronting me with momentarily:	
Is there anything in my present life I would want to/ should change:	
Which internal/ external goals do I pursue:	
Are there any attempts which were broken off in the past but could/ should be picked up/ continued today:	
Open questions or topics which are on my mind concerning my working career:	
Open questions or topics which I would like to start dealing with:	
Are there any possible developments in the future which cause insecurity/ fears:	
How could I get myself prepared in order to master those challenges:	

Please summarize your thoughts and impressions. Which consequences do you think could or should be drawn? Are there any hints as to what you could or should do in terms of learning in the near future?

Please add further tools/ material etc.

.....

Module 3 (M3) / Part 2

DEVELOPMENT AND IMPLEMENTATION OF LEARNING MEASURES

MATERIAL

CONTENTS

Part A.:

Planning and implementing work-integrated ways of learning

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Part B.:
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M3, Mat.11: Subjective barriers of learning

M3, Mat.12: Assessment of objective barriers of learning

M3, Mat.12.1: Questionnaire-guide for staff interviews: How conducive for learning is my place of work? Where are there barriers for learning?

M3, Mat.12.2: Learning conducive structures of work: Questioning experts and/or leading functions

M3, Mat.12.3: Checklist: Assessment of learning climate in an enterprise

To Part A.:
**PLANNING AND IMPLEMENTING WORK-INTEGRATED
WAYS OF LEARNING**

M3, Mat.1: Checklist: An enterprises` prerequisites for work-integrated learning

1. Could the learning objectives agreed on as to „their nature“ be contained in tasks or processes of work at all?
Yes / No
2. Are they to be found in tasks or processes of work which actually exist in the enterprise?
Yes / No
3. Could tasks or processes of work be changed or introduced without major efforts so that the learning objectives can be met?
Yes / No
4. or could they be found within another enterprise willing to establish some kind of „learning cooperation“?
Yes / No
5. Do the actual conditions of work (e.g. security, accessibility, time pressure etc.) allow for work-integrated learning at all?
Yes / No
6. Do the actual conditions of work allow for learning-means like learning groups, meetings for reflection, learning materials, facilitation of learning, self learning?
Yes / No
7. In case (many) prerequisites are given – is the enterprise ready and willing to allow for work-integrated learning?
Yes / No
8. Are the persons in question ready and willing for work-integrated learning?
Yes / No

Hints for evaluation:

Concerning questions 2) / 3) /4): at least one of them must be agreed to! If only one other question must be denied it is rather unlikely that the competence to be learned can be acquired can be learned in a work-integrated way. Most probably formal/ institutionalised ways of learning must be used.

M3, Mat.2: How to assess learning chances contained in actions of work or tasks

1. Exact description of process of work

2. Identification of (special) demands and barriers

- What needs to be looked at specifically?
- What is very easily done wrong?
- Which aspect/ part of the working process is mainly responsible for a positive result?

3. Which *core competences* are required?

- Knowledge, skills
- Capabilities, attitudes/behaviour, self images, professional, methodological, social, self- competences

M3, Mat.3: **Important aspects of work-integrated learning**

M3, Mat.3.1: **Explorative learning**

Explorative, self directed learning means:

- learning by developing self-determined solutions for real tasks
- without preliminary explanations and instruction
- minimum of limitations
- maximum of participation of learner
- mistakes being understood as learning chances
- learner determines style, speed and direction of learning and develops his own solutions
- all media for learning are accessible
- planning – acting – reflecting

M3, Mat.3.2: **The process of work-integrated learning**

- The task to be solved needs to be thought about in manifold ways, existing knowledge is mobilised
- Explorative steps of action, learners are not taught by teachers but by the (logics of) the matter
- Learners meet their limits, surprises do occur; the case needs to be investigated
- If possible cooperative search for solutions; learning from others; self directed han-



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ding of supporting means

- „I must change myself“ (self education)
- New experiments, additional loops of learning
- New skills and competences arise

M3, Mat. 3.3.

Analysis of learning chances contained in work tasks

Scale 1: Complete process/circle of work

A truly complete process of work entails the following steps and demands:

Work being advised or created (Phase of ideas) Step 1	Phase/demands of planning Step 2	Phase/demands of deciding if work can/should be taken over Step 3	Phase/demands of conducting work Step 4	Phase/demands of controlling and correcting Step 5	Phase/demands of handing work over Step 6	Phase/demands of communicating knowledge, experiences (knowledge management) Step 7	Phase/demands of evaluation and reflection Step 8
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Learning chances of job/ work/ task do increase ... the more

- complete, complex and challenging the job/ work/ task
- job/ work/ task allows for experiential acting and learning (see „learning-circle“ of D. Kolb)
- given demands of work and learning objectives match

Scale 2: Structure of capabilities/ competences

Which demands are required by the job, work, task in reference to:

A. Professional knowledge
B. Professional handling
C. Values / attitudes
D. Physical and sensory demands
E. Memory, demands of structuring
F. Perception, cognition, knowledge demands
G. Activities of feeling, sensing, will
H. Activities of self
I. Social competences



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Learning chances do increase ... the

more all components of the personal structure of capabilities/ competences are needed, used and challenged

less one-sided these demands and challenges are (e.g. not only physical or cognitive)

given demands of work require many or all of these components of the personal structure of capabilities/ competences

Scale 3: Combination: Which components of the personal structure of capabilities are needed in each phase of the complete working circle?

	Step 1	2	3	4	5	6	7	8	9
A.									
B.									
C.									
D.									
E.									
F.									
G.									
H.									
I.									



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M3, Mat.4.: **How to create work environments conducive for learning**

M3, Mat.4.1: **Dimensions of work environments conducive for learning**

1. Work must confront with new challenges, not only routines

This is the case, the ...

- more solutions still need to be found, problems need to be solved, risks of error do exist;
- more imponderabilities need to be overcome and spaces for decision making and creation are given;
- more new aspects arise, surprising challenges and changing challenges are to be met;
- less specialised the working actions are;
- higher expectations are concerning continuous improvement and development of working structures and workers;
- more openness there is towards new ideas from outside of the business;
- more often new ideas and information about the field of work are communicated.

2. Work must present space and stimulation for self directed problem solving

This is the case, the ...

- less detailed instructions and rules prevail and the more workers or teams must determine not only the „what“ but also the „how“ and are responsible for their solutions;
- less planning, conduct and control are separated;
- more optimising and innovation are part of the work and time and opportunity are given for these purposes explicitly;
- more opportunities for experimenting do exist and individual initiative is asked for;
- less standardised procedures are;
- more individual solutions and ideas from all areas of the enterprise are realised and accepted (not only top down);
- less problems are solved in centralised and organisational ways, and the more individual activity counts;
- less superiors consider themselves as (only) problem-solvers;
- more new ideas and suggestions are taken advantage of and implemented;
- more flexible sections of work are linked.

3. It may not be a personal risk to get involved in tackling new challenges and tasks

This is true, the ...

- more it is part of the enterprises` culture to be curious, to experiment, to search, to run risks, to expose itself – without damage;
- more mistakes or missing knowledge/skills can be communicated and viewed as chances for learning;
- more new and good ideas are considered to be more important than only successful ones;
- more the team supports trying out things;
- less the individual identifies with specific aspects of his work (place) but with general features like the field of work, team, enterprise as a whole etc.
- less personal wellbeing is bound to a certain feature of ones` work;
- more creative thoughts are tolerated,
- je mehr das Team dafür verantwortlich ist, dass alle alles gut können.

4. Existing knowledge must be communicated and collegial ways of consulting and communication must be accessible

This is the case, the ...

- more communication is part of the work itself;
- better one knows whom to ask;
- more own experiences and those of others are made available and accessible;
- more the enterprises` knowledge is documented and accessible;
- more consulting and regular communication structures are part of the working structure;
- more solutions are not only a matter of professionals and narrow patterns of professionalization dominate;
- more direct contacts exist between different sectors.

5. There must be opportunities for reflection and evaluation

This is the case, the ...

- more feedback is integral part of work;
- more systematic feedback is given and evaluations are carried out;
- more everybody is able to look at his own work „through the eyes of a foreigner“;
- more learning processes become conscious.

M3, Mat.4.2: How to set up actions of work/ tasks allowing for work-integrated learning?

- Defining learning objective(s)
- Defining factual objective and sense of task
- Should conditions or ways of working be precisely prescribed?
- Which preliminary or accompanying steps should be taken?
- Creating a learning arrangement for task
- Structuring of learning process by setting points of control
- Which information is needed by the learner, which should be supplied, which to be gained by own efforts?
- Which media and means of support must be supplied?

M3, Mat.5: **Roles and tasks of facilitators**

M3, Mat.5.1: **Five basic tasks**

1. Providing an open climate conducive for learning at work
(= creating learning conducive conditions of work)
2. Defining incapacabilities/lacks/failures of workers as chances for learning
(= realisation of learning needs)
3. Common reflection of possibilities how challenges can be met and overcome
(= development of learning paths)
4. Observing the learners` process, realisation of obstacles and difficulties
(= observing and accompanying the learning process)
5. Supply any support for self learning so that the challenge can be mastered
(= active support of learner)

M3, Mat.5.2: **Rules for supporting learning processes**

Supportive facilitators ...

- do encourage learners for self initiative, experimenting and making suggestions
- show unprejudiced, accepting behaviour towards learning colleagues
- ask (asking attitude)
- do not interfere, but carefully(!) suggest
- make aware of aspects the learner is unaware of, but leave conclusions to the learner
- give explanations to their decisions in case they have to draw those themselves
- use mistakes as chances for communication about possible consequences without sanctions or personal judgement, invite for common evaluation of causes – and stay confident even if further mistakes occur
- do not know everything better, but try to understand the (logics of the) learner

M3, Mat.5.3: **What may hamper processes of learning**

Facilitators may hamper processes of learning by ...

1. giving precise instructions, permanent control and corrections
2. not communicating objectives of learning or importance for the learner
3. reducing learning to learning of mere facts or just basic skills
4. not investing trust and confidence or doubting the learners' competence
5. not accepting the person of the learner
6. not being really interested in what should be learned – and even express that

M3, Mat.6: **Recommendations for structuring learning processes by setting points of control**



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Setting points of control:

- First point of control: at the end of planning (phase)
- Following each step of work decisive for further steps/ success
- Before each decisive, risky, crucial new step of work
- Before steps which may need additional exercising
- Whenever the learner feels insecure
- Individual needs
- Decreasing according to learning progress

M3, Mat.7: **Learning groups – an information package**

Learning groups are one of the most important means of support for work-integrated learning – if they can be installed. There is broad literature to this subject. This information package therefore just wants to point out a few important aspects.

- In the field of vocational education all types of trainers, teachers, facilitators increasingly need to be able to work with (increasingly heterogeneous) learning groups (see ->*Part 1*).
- The most important advantage of learning groups (which also means: their biggest challenge for facilitators) is represented by their enormous resources. How these resources can be made use of methodologically will be described in -> *Part 2*.
- Of course it is, once again, the role of the facilitator which highly determines if and how these chances can be made use of. This role requires some basic attitudes, as can be seen in -> *Part 3*.

Part 1:

Vocational training/ education: Growing heterogeneity of learning groups

Growing heterogeneity/ differentiation by:

- gender
- educational/ vocational backgrounds
- age
- working and social attitudes
- expectations and aspirations regarding training/ learning
- directions of skills/ talents
- types and styles of learning
- intelligence, individual profiles
- speed of learning
- social backgrounds
- nationalities, cultural backgrounds
- language competence
- vocational groups/ backgrounds
- educational-/ learning objectives

All these differentiations mirror social reality. They represent an educational/pedagogical task and challenge. *It is the art of a facilitator to be able to realize, perceive and use these differentiations in terms of drawing advantage out of these differences.*

Part 2:

Heterogeneous learning groups confront facilitators with the challenge of making use of the multiplicity of resources represented in such a group. At the same time he must prevent those differences to hamper the processes of learning or even cause disintegration of the group as a whole. This calls for balancing between the rights and objectives of each individual group member and the objectives and demands of the group: How can group members *cooperate* successfully? How can the group support the learning of each of its individual members, and how can individual results become part of a common result?

The core chances and challenges: The *superiority of a common, cooperative learning* must become visible – without being disturbed or even blocked by the problems of cooperation within groups. If this can be established the common result goes much beyond the summation of all particular parts. The quality of a decision, a clarification, or of a collection of perspectives increases whenever it becomes possible to hear, see, and integrate all the relevant views of all the individuals involved. The quality of such a common result is to be valued even more, the more all individual standpoints can contribute to such a common result – as a

result of real dialogue. With respect to the quality and sustainability of the result such a common group result is to be valued much higher than every individual result – but, no question: it also requires much more effort.: a convention of individuals must achieve fruitful cooperation without giving up or damaging the individual efforts and contributions.

Some hints for how to make use of the (learning) potential of groups:

Concerning contents	Concerning processes
<ul style="list-style-type: none"> - Introduction to a topic: Group collects ideas about: „What is it we already know about this topic ?“ - Small groups work on and present the topic (supported by infos of facilitators) - Group increasingly works out materials for self-learning - Encouragement for group to practise transfer of learning results into own practice (facilitator must allow for chances and time) 	<p>Facilitator must feel responsible for his learners to feel responsible themselves!</p> <p>An early and productive step: Development of group rules by the group</p> <p>Important:</p> <ul style="list-style-type: none"> - All group members participate – as well as the facilitator (he is part of the learning system, but not of the group!) - Only the points agreed upon become part of the groups` norms/ rules - These group norms/ rules are visualized - If necessary they will be modified or supplemented <p>(This procedure is time consuming but most valuable for the process in total)</p>

From a methodological perspective facilitators have a number of creative possibilities for working with heterogeneous learning groups: They may

- choose between different social forms of organising working and learning, like individual work, working couples, work in small groups or plenary work;
- use arrangements stressing *mutual learning support* of group members so that group processes are supported;
- mobilize the multitude of preliminary experiences, knowledge, skills, perspectives of every individual member of the learning group, thus enriching the experience basis of and for the group as a whole.

Part 3:

Essential aspects of the facilitators` role:

He/she

- directs the process, not the contents
- must be a good listener, holds back own opinions
- does not get irritated by surprising processes/ situations
- takes care of time arrangements and obedience of rules
- summarizes opinions and results
- formulates guiding questions, clarifies points of view
- conducts votes or procedures to achieve agreement
- accompanies the group by support and fitting corrections
- takes care of the group atmosphere

Basic attitudes of facilitators moderating learning groups

The personality and actions of facilitators are of fundamental importance for the development of groups and their learning processes. Therefore facilitators should reflect their actions and personal attitudes regularly. The following questions may be helpful:

- Instead of giving answers – should they not better be answered by a group member?
- Instead of giving inputs – how about allowing for active explorations and presentations of group members?
- Visualization – could it not also be done by members of the group?
- Do I always have to feel responsible for solving problems?
- Do I realize strategies of self regulation and problem solving existing in the group, can I accept them?
- How do my objectives and the needs of the group match?
- Being a part of the learning system, what is it I learn in and from this group?
- How do I realize progress taking place in this group?
- How do I realize that something tends to go wrong?

Have I given sufficient attention to making use of different forms of group work, fitting placement of learners etc.?

Phases of conversation

Being aware of certain phases of conversations also supports the moderation of learning processes in groups.

Phase 1: Orientation

Steering: Moderator gives clear advice, takes care of correct handling of task, allows for sufficient time and orientation for *group building*, introduces feeling of security by setting frames and rules.

Phase 2: “Fermentation” and clarification

Training/ exercising: Moderator keeps accompanying the group quite closely during work/ learning process, furthers exchange about decisions, asks for suggestions, gives acknowledgement to progress, encourages self directed ways of action. He offers support for solving problems, makes aware of *group dynamics*, gives feedback, allows for development of group and does not try to solve their questions and problems.

Phase 3: Increasing stabilisation

Backing up: Moderator observes distribution of tasks within group, delegates responsibilities, furthers self direction, gives back up for working process, offers consulting in cases needed – increasingly takes on a consulting role.

Phase 4: Enjoyment of work and productivity

Delegating: Learners/ learning group take over full responsibility for a task, decisions to be made and problem solving. Tries to give orientation for further steps, but keeps himself out increasingly – unless he is really needed (e.g. fall back of group to lower level of development).

M3, Mat.8: **Giving feedback**

M3, Mat.8.1: **Feedback-rules**

Feedback-Rules

1. **Description of facts**

Each feedback should start by a description of the situation and be based on most concrete observations.

2. **Description of feelings**

This element is most important as the mere description of facts does not clarify inner reactions of the person(s) involved.

3. **Sending personal messages („I“)**

Taking myself as the source of all descriptions and observations the wording „I“ helps to make clear: observations, conclusions, feelings are all mine and subjective. As they do not represent “objective truth” it is much easier to also revise them.

4. **No personal valuation**

Personal valuation is not an element of feedback .

5. **Informing about own wishes**

Feedback is a means to clarify communication. The sender of a message finds out how his message was received and deciphered. Feedback becomes even more precise when the recipient spells out his own wishes and objectives.

M3, Mat.8.2: **Feedback: Going into some more depth**

As self-perception and the perception by others do not necessarily match we need feedback from others in order to find out how our attitudes and behavior are perceived by others. Constructive feedback given by facilitators helps learners to become aware of the effects of his behavior in certain situations. This, in turn, allows to change attitudes and behavior in the direction desired.

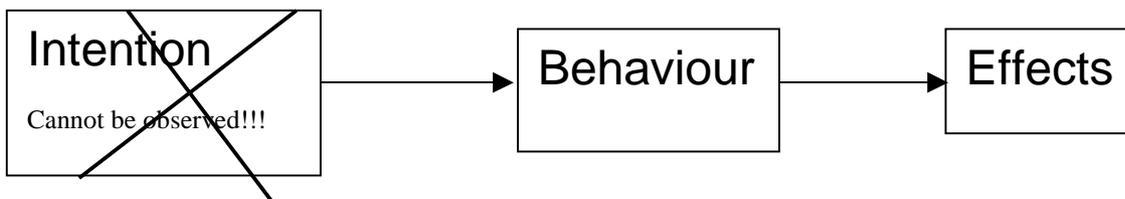
Giving feedback

Feedback is information, thus neither positive nor negative. If we know our behavior and its consequences we are able to change it if necessary, which means: we are able to learn new patterns of behavior.

Feedback is a normal and permanent part of our every-day communication, appearing implicitly or explicitly – but mainly unconsciously. For facilitation of learning it is a most decisive method and therefore must be handled consciously and constructively, in short: professionally.

Some rules were lined out above. To add a most important background to these rules:

It is important to know that there is an *intention* to every kind of behavior which does not become visible on the outside. Exteriors are only able to observe a certain behavior and its consequences or effects.



This means for giving feedback:

1. Only describe the behavior of the other person. Be precise and specific, do not use descriptions of „general attitudes“. Do never refer to the intentions of the other person, as you never know them! Instead of “You are trying to keep distance” it would be more helpful to formulate: “In my impression you tell me very little about yourself. This makes it hard for you to understand more ... “.
2. Describe the effects the behavior of the other person have on you. Giving feedback therefore requires to become aware of ones own perceptions and reactions as a sender of feedback.

M3, Mat.9: **Reflecting work- and learning processes**

M3, Mat.9.1: **Structuring reflective conversations – Examples**

For reflective conversations we recommend the following structure of questions. It should be understood and used not as a list to be worked up all the way down, but as *stimulating hints!* However its basic structure (part 1 to 4) have proven to be helpful in order to start reflection by concrete experiences made to evaluative aspects.

Part 1: Description of process

Which were the jobs/ tasks you have worked on since ... ?
What was most important for you in these cases?
How did you approach this job/ task?
Was there information missing? In case: how did you get it?
Which were the tough points in this job/ task?
Which decisions did you have to make?
Which were *your* reasons for this decision?

Part 2: Evaluation of results

Which were your most important working results lately?
What is your own opinion about this result?
How content were your superiors / colleagues with this result?
What did you like about this job/ task?
Which errors/ mistakes did happen?
How did you manage nonetheless?
What would you do different the next time?
Which competences were missing for this job/ task?

Part 3: Benefits of learning

What have you learned from the jobs/ tasks you have done recently?
How did you acquire the knowledge necessary?
At which points did you run into difficulties?
What can you do in order to make your learning efforts more effective in the future?
Which exact steps are necessary for that?

Part 4: Planning of next steps

Do you have the feeling that you have met your objective of learning?
What do you think you should do next?
What challenge do you think you should face?
Which are your learning objectives with this next job/ task?
How do you think you will be able to reach them?
Which support do you need?

M3, Mat.9.2: **Checklist for reflection**

- Was there a reconstruction of the working/ learning process as a whole?
- Were all mistakes, sideways etc. looked at?
- Were social and personal aspects and difficulties taken into consideration?
- Was there sufficient participation of the learner in this reflection?
- Did the facilitator obey the rules of non-directive conversation?
- How about feedback-rules?
- Was there sufficient attention given to all the professional, social methodological etc. learning chances this job/ task did entail?
- Was there sufficient reflection of the strength of the learner, of talents developed and of what he still needs to learn?
- Was a new learning contract established?

M3, Mat.10: **Quality-Circle**

M3, Mat.10.1: **Quality-Circle: Procedure**

1. **Selection of quality-related topic**
2. **Description of existing level of quality**
Collection of all information, observations, perception available– without valuation!
„What is it we do normally, actually, most of the time in such a situation?“
3. **Valuation**
Guiding questions: „How do we feel about that? What is the view of our customers, partners of cooperation? What are we content with? Where do we see a need for change?“
4. **Collection of suggestions for improvement**
Collecting, sorting, discussing, clarifying, deciding
5. **Agreement** on how to proceed in the future: Who is doing what, with whom, how?
How do we control for that?

To Part B.: HOW TO ANALYSE AND OVERCOME LEARNING BARRIERS

M3, Mat.11: **Subjective barriers of learning**

A) Forms and causes of subjective barriers of learning

Any kind of learning is based on certain attitudes and degrees of readiness on the side of each learner:

How learning processes come about: Steps of learning

1. Starting point: free, unprejudiced, playful action
2. Resistance is experienced, questions and curiosity emerge
3. One begins to realize: It is not „the conditions“ which need to change, but me
4. *Will* for self learning emerges
5. Explorations, realization of patterns – and alternatives, ideas
6. New ideas/ approaches are tested tentatively, accompanied by self correction
7. New patterns become habitudes by practising
8. New capabilities can be transferred to similar (or even different) situations

These personal prerequisites for learning may, however be blocked on each of these steps of learning by subjective barriers:

Steps and their barriers:

1.	Unprejudiced action	Fear of „the new“, of failure. defense („ already know that“)
2.	Resistance, questions	Experience of lacking something is rationalised, suppressed
3.	Relation to one(s) self	Rationalisations: faults sought with others, circumstances etc., and: „I want to be perfect“
4.	Will for self learning	Pictures of failure, resignation, „I can not change“
5.	Exploring new ideas	Being stuck in ones own conceptions, no new ideas
6.	Testing new ideas	Fear of failure hampers, causes fixations („one should ...“)
7.	Practising, incorporation	Practising is boring, tiring; annoying
8.	Transfer	One does not realize similarities, sticks to old experience

Roots for subjective barriers of learning may be found in

- Lack of openness for learning because of
 - fears, anxieties
 - trust in potentials of learning
 - defence
 - problems of identification
 - negative learning experiences; etc.
- Fixed, rigid personal attitudes, opinions, convictions („this is how we have done it all the time“) which end up in resistance towards new demands;
- Subjective interests: Are there any advantages (to employees) by not having certain competences? Are there any disadvantages by acquiring new competences?

Subjective barriers can easily block any kind of learning unless they are removed in advance!

It should therefore be taken seriously that learners

- ... have own objectives of learning which should correspond with the new competences they are supposed to acquire,
- know and personally agree to the goals, targets, visions of their department of work/ the enterprise,
- ... can establish a connection between their personal learning efforts and the learning efforts of their enterprise, thus: do establish a connection between,
- ... do experience that there is a personal value to acquiring new competences.

B) Measures to overcome subjective barriers of learning

In order to overcome subjective barriers of learning the individual learner needs – individual – support. He must be able to simply take it as a normal phenomenon that he does not know or is not capable of doing something without being shattered in his self-confidence. It is important for him to not remain self-centred but (again) develop interest for his environment. He should be supported in not withdrawing from what is foreign, unexpected, but develop (new) curiosity, astonishment, excitement about discovering something new.

These attitudes combined with the exercise to look at “what I am accustomed to” like “looking at it like it was the first time” are ways to overcome subjective barriers of learning, just like enjoyment of exploration, to be playful, to find excitement in dealing with imponderabilities, things that cannot be planned completely in advance, etc

Facilitators can support subjective readiness for learning by:

- *Exercises* closely related to job or task (e.g. so called learning techniques, but possibly closely related to concrete task which causes problems).
- *Coaching* of individuals if learning barriers are mainly caused by fixed, rigid personal attitudes and/or convictions (often applies to management, such coaching “key-persons” is most helpful!).
- *Processes of mediation* in cases of learning barriers produce conflicts.

These means of support should be employed if subjective barriers put at stake learning/ training measures. Ideally those means can be integrated into the learning/ training programme.

M3, Mat.12: **Assessment of objective barriers of learning**

M3, Mat.12.1: **Questionnaire-guide for staff interviews: How conducive for learning is my place of work? Where are there barriers for learning?**

1. Which are your main tasks?
(Note carefully and come back to this point in all further questions!)
2. Do you work alone, or do you have to cooperate? How? Are there any situations in which you have to find problem solutions with others?
3. Is your work repetitive or does it change every now and then? What is it that may change?
4. Do you always know before hand what comes up, what has to be done or are there uncertainties, things you can not plan, which are open? Could surprises come up? How often would that be the case? (Please give examples)
5. Is there anything you can change or even create on your own concerning your procedures of work? Could you try out new things? (Examples). If not: who or what defines what needs to be done?
6. Which problems, barriers, obstacles are there? Are there situations which (still) „make you sweat“?
7. What is it you could do wrong in your work? How easily do those mistakes happen and how do you realize that they did happen? Are you then still able to correct them?
8. How do you know what needs to be done today or as a next step? Do you get directions, how do they look like?
9. Who plans your work? How does that go about? Who controls what you are doing and how does that look like?
10. Is your work similar or even identical to the work of you colleagues or do individual differences exist? If “yes”: Are they tolerated?
11. Which decisions do you have to make in your process of work? Do you run into situations where you do not exactly know what needs to be done / what is “correct” / what would be better (how often, which ones, examples)? Where do you have to judge-ments, balance between options?
12. Do others point out mistakes or possibilities for improvement to you who (colleagues, superiors, others)? How does that happen exactly?

13. Do you have sufficient time to think about how you want to go about your work or why something did not work?
14. Are there any situations which put personal strain on you or depend on your personal reaction? Are there any situations which do overcharge you (Examples!)?
15. Is it that sudden questions emerge from your work? How do you deal with that?
16. Are there any means of support and information available to you? Do they suffice, would you need more? Is it possible to draw on the experiences of others (e.g. colleagues? Do you make use of possible support?
17. If you get into the situation of not knowing how to go on or when you would want to know something better, what is it you do? How do your colleagues / Superiors react to that? Do you feel to be looked at “strange” in a case like that
18. In case you ask questions to a superior – do you get direct answers or do you get hints as to how you could find out yourself?
19. Do you get feedback? From whom? How? In which occasions?
20. Which opportunities do you have to think about / reflect your work and give thoughts to possibilities for improvement?
21. How often did it happen that something new was implemented in your (field of) work during the last year? What was implemented? How did you get involved into this/these process(es) of implementation?

M3, Mat.12.2: Learning conducive structures of work: Questioning experts and/ or leading functions

A. The process of work: Level of problems, wholism, degree of formalization

1. How about having to find solutions: Does that play a role at all? Do you have to find completely new solutions, how often? (Examples). How do the problems look like which have to be solved? (Examples).
2. Wholism: Planning, execution of process of work and control – are these separate parts done by different persons/ departments or are they integral part of one process of work?
3. How do employees find out which task should be done and which problem should be solved? In which way? To what extent are they able to define their job themselves and proceed according to their own ideas? (Examples).
4. Formalization: To which extent is there a clear definition and set up of how things need to be done in your area of work? In case of such clear formalization: What is the reason for it? What would happen if there was a lower degree of formalization?

5. How clearly do superiors advice work? How does that happen? To what extent do employees have to find/ develop own ways and procedures?
6. In your area of work: is there any room for experiments, to try out new things? Where are the limits? In case there are opportunities: to what extent are they made use of?
7. How often do new situations/ challenges occur at all? How about surprises, imponderability? How do employees act in these situations?
8. Do most employees do the very same kind of work for a long time, do they rotate, change jobs/ tasks? (Examples).
9. How high is the pressure of time? Is there any time for reflection, trying something out, evaluation?

B. Climate of conduciveness for learning (mistakes, conscience of, encouragement for learning)

10. In your area/ section of work: How easily and often do mistakes and changes occur? How directly do they affect work in other places/ areas/ departments? How are mistakes dealt with? (Concrete examples).
11. If something does not work, what is it you look at first: new organisational or technical solutions or changes related to the action of the persons involved?
12. What kind of conscience is there concerning the learning of the persons in your area/ department? Is it recognized, made visible, valued?
13. What do colleagues do in case they do not know something? How curious are thy? Do they want to understand backgrounds, interrelationships etc. Are there chances for them to acquire that kind of knowledge?
14. Is there a chance for openly admitting that one does not know or is not able to do something?
15. Do superiors ask questions or do they tend to give answers? Is there a culture to ask questions?
16. Do colleagues spell out needs or wishes for learning? How are they dealt with?

C. Role of superiors and teams concerning learning

17. To which degree does informal communication exist? Is there anything like collegial consulting? Do learning groups or learning partnerships exist? Are there heterogeneous (also: multi-professional) groups?
18. Which role do superiors play concerning learning? Do they
- ... help to recognize and formulate learning problems?
 - ... encourage learning processes?
 - ... stimulate individual learning?
 - ... support by asking questions?
 - ... give hints as to where information could be found?
 - ... support exchange of experiences?
 - ... accompany processes of learning, coach colleagues?
 - ... assist in evaluating experiences?

D. Support of learning, management of knowledge

19. Which means to support learning do exist (books, literature, videos etc.)? Is that made use of?
20. Which opportunities for feedback and reflection do exist in your area?
21. How do colleagues receive feedback on their work?
22. Are there any institutional training offers? In case: how often? When and how are they arranged? Do they directly relate to questions arising from work? Which experiences are there concerning transfer? Do they directly relate to the learning needs of staff/colleagues, could they directly influence what is offered?
23. How are new experiences, recognitions, developments etc. communicated to staff (concerned) which come up in some other area/ department/ section of the business?
24. There are all kinds of resources of knowledge, competences etc. in a business which could be directly important for staff/ colleagues. Are there any ways to communicate that? Is there any exchange of experiences, competences?
25. Could it happen that there are disadvantages to persons who do communicate their knowledge and experiences? Are there any measures to avoid that?
26. Are there any measures to avoid business-related „blindness“?
27. Are there any groups in your area of work devoted to do research, problem solving or exchange of experiences concerning actual and relevant topics and questions? Is there any regular exchange of ideas and experiences between teams, sections, departments? In which ways?
28. Is there any encouragement for staff/ colleagues to get engaged in the improvement of their place or area of work or even beyond? Could improvements suggested be implemented without big bureaucratic action?

M3, Mat.12.3: Checklist: Assessment of learning climate in an enterprise

How conducive to learning is your place, area, department of work,
the enterprise as a whole?

(Self-evaluation of individuals and teams)

a) Instructions:

The following scales give 4 options for answers, ranging from “most fitting” to “not fitting at all”. How do you value each of the aspects mentioned concerning your place/ area of work or the whole of the enterprise (for explanation see b) Interpretation).

Please mark only options from 1 to 4 and avoid „in between“ decisions!

External orientation	_____ _____ _____ _____	Internal orientation
Readiness for change, ex- periments	_____ _____ _____ _____	Following strict rules
(Much) self-initiative	_____ _____ _____ _____	Clear instructions
Multiplicity of styles	_____ _____ _____ _____	Uniform style
Individual differences tolerated	_____ _____ _____ _____	Adjustment required
Acceptance of thinking differently	_____ _____ _____ _____	Uniform thinking
Team responsibility	_____ _____ _____ _____	Responsibility with superior(s)
Working groups take care of work organisation	_____ _____ _____ _____	Division of work clearly determined
Frequently new tasks	_____ _____ _____ _____	Mainly routine
Open tasks (solution to be found))	_____ _____ _____ _____	Closed tasks (solutions predetermined)

Mistakes as learning chance	_ _ _ _	Mistakes as catastrophe
Planning, execution, control not separated	_ _ _ _	Separation of planning, execution, control
Manifold work	_ _ _ _	Specialised work
Other areas indirectly affected by my decisions	_ _ _ _	Other areas directly affected by my decisions
Continuous learning is part of work	_ _ _ _	... is a private matter
Space for decision making	_ _ _ _	Everything clearly fixed
Many conversations and meetings	_ _ _ _	... hardly any ...
Often special tasks (e.g. projects)	_ _ _ _	Very repetitious
Work in teams	_ _ _ _	Singular work
Collegial hints are normal	_ _ _ _	More like advice by superior
Spontaneous communication	_ _ _ _	Communication by official channels
Much time for reflection	_ _ _ _	... just about none
Having to find out ways of work	_ _ _ _	Work follows clear instructions
Much feedback is usual	_ _ _ _	... very unusual
Open communication of knowledge	_ _ _ _	... is held back
Asking questions is normal	_ _ _ _	Hardly any questions
All information necessary is	_ _ _ _	... hardly available

Individual differences are tolerated:

Expectations and requirements existing do nonetheless allow for individual differences (skills, capabilities, preferences, styles etc.). They do play a role concerning planning, taking over certain parts/roles in work processes and also in organisational respects.

Adjustment required:

There are clear descriptions and instructions which have to be obeyed. Individual specifics can not be taken care of. The organisation prescribes everything in detail.

Acceptance of thinking differently: New and unusual ideas are quite frequent and received positively.

Uniform thinking:

It is expected that there is a common way of thinking and looking at things

Team responsibility:

It is the responsibility of the whole team that the work is done properly. Also individual difficulties are worked at within the team.

Responsibility with superior(s):

It is the responsibility of superior(s) that everything is done correctly and the goals are reached. He/she is also responsible for mistakes/ failures.

Working groups to take care of work organisation:

Teams knows its responsibilities, organises everything concerning conduct of work.

Division of work clearly determined:

Working procedures are regulated top down and have to be followed.

Frequently new tasks:

... do occur including new challenges, unknown tasks, new questions etc.

Mainly routine:

... dominates every-days work. There are hardly any surprises, new procedures, sudden changes. One knows exactly what has to be done.

Open tasks:

Solutions need to be found as problems emerge and their solutions need to be found anew. Therefore research, investigation etc. is necessary.

Closed tasks:

As solutions are predetermined also the ways to go about are well known. Work just needs to be done this way.

Mistakes as learning chance:

Mistakes are consciously evaluated and used in order to detect their causes and ways for improvement. They are not treated as individual failure.

Mistakes as catastrophe:

... thus need to be avoided by any means. They are also treated like individual failures leading to serious talks and negative sanctions.

Planning, execution and control not separated:

Who conducts a job/ task also takes care of all these aspects himself.

Separation of planning, execution and control:

Planning and control of work are responsibilities of others (e.g. superiors). What matters is the aspect of execution.

Manifold work:

Work offers diversity, needs to apply various capacities, challenges „head, heart and hand“.

Specialised work:

Work is reduced to small, specialised actions which require very specific competences.

Other areas indirectly affected by my decisions:

If something changes or goes wrong at my place/ in my area of work it does not (much) affect neighbouring places/ areas of work. They are not linked very directly.

Other areas directly affected by my decisions:

Each of my decisions or mistakes does affect other work places/ areas most directly. Each change or (unexpected) event must be communicated to and worked at with others in time.

Continuous learning is part of work:

Team or sector of work takes responsibility for each member to either have or acquire the skills, capabilities, competences required momentarily or in the future. that is: for continuous development.

... is a private matter:

If someone lacks skills, capabilities, competences it is his personal matter to realize that and draw consequences. Personal development is a private matter.

Space for decision making:

There are only very few preconditions, most things must be arranged, created by the person working.

Everything clearly fixed:

... practically there are no rooms and spaces for creating and making decisions.

Many conversations and meetings:

... are normal part of work, concerning colleagues but also “externals”. Finding common solutions is absolutely important.

... hardly any:

You are mainly working all by yourself. Neither your work nor your environment (e.g. colleagues) asks for conversation, exchange, consulting.

Often special tasks (e.g. projects):

... do occur, which even have to be taken care outside of the „normal“ process of work. Quite often special teams are set up for those purposes.

Very repetitious:

There are no extra requirements beyond the day-to-day-tasks.

Work in teams:

Direct cooperation with colleagues, team work.

Singular work:

No (direct) cooperation necessary.

Collegial hints:

... or advise are normal part of work and any kind of hints etc. are appreciated.

More like advice by superiors:

... if it is only superiors whom one would ask.

Spontaneous communication:

Direct communication with persons from other areas/ departments is usual, oftentimes in informal ways.

Communication by official channels:

“Rules of way” need to be followed, otherwise one should find chances for official opportunities.

Much time for reflection:

Looking back on a certain section of work, reflection, feedback, evaluation or even space for looking forward to new tasks are usual.

... just about none:

There is permanent turmoil, no time for thinking whatsoever ...

Having to find out ways of work:

I usually only know what the problem or goal is. From there on I must work on my own.

Work follows clear instructions:

... which I have to follow.

Much feedback usual:

... by all kinds of others: colleagues, superiors, „externals“.

... very unusual:

... I have no perception of the perception of others concerning my work.

Open communication of knowledge:

... if new things happen, someone has found out something, knows something better etc. it is normal to communicate this to others.

... is held back:

... often happens because of ...

Asking questions is normal:

Informal and official meetings always allow and invite for questions.

Hardly any questions:

... conversations do breath: Do not acknowledge any lacks!.

All information necessary is easily available:

... also easily accessible, and is a point of concern.

... hardly available:

... takes effort, is uncomfortable ...

Ideas and innovations come from everywhere:

... and are communicated, welcome, checked and implemented.

Ideas and innovations come „top down“:

... such are only a matter of others (management).

Lacks of skill/knowledge challenge learning:

... can be talked about. Learning measures can be installed.

... *are embarrassing*:
... may even cause negative sanctions.

Superiors stimulate problem solving:
They add hints, but stay out, responsibility still stays where it belongs.
Superiors solve problems:
... they are responsible and concerned for and about everything.

Please add further tools/ material etc.

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