BSBLED501 - Develop a workplace learning environment

Activity 1

1

What is learning? (25–50 words)

2

Give an example of a personal learning experience that you have had recently. Describe what it was that you learned, how you learned it and how easy or difficult it was to learn. (100–150 words)

3

What is a learning organisation? (75–100 words)

4

Explain the advantages a business gains by being a learning organisation. (75–100 words)

Upload a file (7MB max)

5

List some of the learning opportunities that you might observe taking place in a learning organisation. Describe how they take place and how formal or informal they are. (75–100 words)

Activity 2

You are the manager for the debt recovery section of a regional bank. The bank is experiencing unprecedented levels of customers defaulting on their loans as a result of an international credit crisis, soaring house prices and rising petrol prices. A recent strategic decision made by the bank’s board means that the bank will reduce the leniency that it has previously shown to long-term customers and will now collect loan securities as soon as they are defaulted. The board also decided to go ahead with implementation of a new IT system that will be deployed across the organisation in order to improve tracking and reporting.

As a direct result, you have been given resourcing to hire an additional 10 collection agents—taking your team to 20. You are expecting that the existing team members will resist the change to a new IT system, as they were heavily involved in the design of the current one. You are also expecting that all collection agents will be faced with personal stress as a result of increased workload and conflict with angry or upset customers.

Discuss in 220 to 250 words the processes and tools that you will use to determine the learning and development requirements of the:

◦bank as an organisation

◦debt recovery section

◦existing team members

◦new employees

Activity 3

1

What role does performance management play in creating a learning organisation? (25–75 words)

2

Identify and explain the differences: good performance management and poor management. (25–75 words)

* 3

Use the following pro forma to create a personal development/ learning plan for a member of your current team or for yourself.

|  |
| --- |
| **XYZ Company****Personal development plan pro forma** |
| Employee Name: |  | Employee ID: |  |
| Position: |  | Department/ Section: |  |
| Supervisor Name: |  | Date review conducted: |  |

|  |
| --- |
| **Goals**(as agreed by employee and supervisor) |
| **Organisational goals** | **Team goals** | **Personal goals** |
| 1. |  | 1. |  | 1. |  |
| 2. |  | 2. |  | 2. |  |
| 3. |  | 3. |  | 3. |  |
| 4. |  | 4. |  | 4. |  |
| 5. |  | 5. |  | 5. |  |

|  |
| --- |
| **Personal goal 1** |
| Strategy to achieve goal: |  |
| Performance outcome: |  |
| Timeline: |  |
| Resources: |  |
| **Personal goal 2** |
| Strategy to achieve goal: |  |
| Performance outcome: |  |
| Timeline: |  |
| Resources: |  |
| **Personal goal 3** |
| Strategy to achieve goal: |  |
| Performance outcome: |  |
| Timeline: |  |
| Resources: |  |
| **Personal goal 4** |
| Strategy to achieve goal: |  |
| Performance outcome: |  |
| Timeline: |  |
| Resources: |  |
| **Personal goal 5** |
| Strategy to achieve goal: |  |
| Performance outcome: |  |
| Timeline: |  |
| Resources: |  |
| **Comments:**  |
|  |

**Signatures**

|  |  |
| --- | --- |
|  |  |
| Employee Signature | Supervisor Signature |
| Date: |  | Date: |  |

Activity 4

You are the clinical manager for a large team of 115 professionals that encompass doctors, nurses, physiotherapists, administration staff, cleaners and catering staff. They all work in shifts and have varying education levels. Some of the staff are newly arrived to Australia and English is their second language, some are single parents and others are contract staff working for multiple organisations.

Your hospital has recently been audited by the health standards authority and there is a range of aspects that it has scored particularly well on, but also a small number that have been identified as needing improvement. You have been asked by the organisation’s management to put together a project team representing your department in order to promulgate the good practice throughout the rest of the organisation and to identify processes to improve the action areas.

You need to:

◦convey the results of the audit to all staff

◦make them aware of areas of good practice

◦advise them of areas needing improvement

◦alert them to the strategy being used to look at future procedures, ie the project team

◦call for nominations to participate in the project team

1

Discuss in 220 to 250 words how you will ensure all staff obtains the information that is needed by the organisation in a manner that facilitates their understanding, encourages participation and minimises disruption to hospital operations.

2

How could knowing your employees’ preferred learning styles be of benefit to you, the employee and the organisation? (75–100 words)

* 3

Learning styles inventory

For each of the following questions read the three response options and choose the first answer that comes to mind. Do not spend too much time thinking about any one question.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Question** | **Response A** | **Response B** | **Response C** | **Your response A/B/C** |
| 1. | When you study for a test, would you rather… | Read notes, read headings in a book, and look at diagrams and illustrations. | Have someone ask you questions, or repeat facts silently to yourself. | Write things out on index cards and make models or diagrams. |  |
| 2. | Which of these do you do when you listen to music? | Daydream (see things that go with the music). | Hum along. | Move with the music, tap your foot, etc. |  |
| 3. | When you work at solving a problem do you… | Make a list, organise the steps, and check them off as they are done. | Make a few phone calls and talk to friends or experts. | Make a model of the problem or walk through all the steps in your mind. |  |
| 4. | When you read for fun, do you prefer… | A travel book with a lot of pictures in it. | A mystery book with a lot of conversation in it. | A book where you answer questions and solve problems. |  |
| 5. | To learn how a computer works, would you rather… | Watch a movie about it. | Listen to someone explain it. | Take the computer apart and try to figure it out for yourself. |  |
| 6. | You have just entered a science museum, what will you do first? | Look around and find a map showing the locations of the various exhibits. | Talk to a museum guide and ask about exhibits. | Go into the first exhibit that looks interesting, and read directions later. |  |
| 7. | What kind of restaurant would you rather not go to? | One with the lights too bright. | One with the music too loud. | One with uncomfortable chairs. |  |
| 8. | Would you rather go to… | An art class. | A music class. | An exercise class. |  |
| 9. | Which are you most likely to do when you are happy? | Grin. | Shout with joy. | Jump for joy. |  |
| 10. | If you were at a party, what would you be most likely to remember the next day? | The faces of the people there, but not the names. | The names but not the faces. | The things you did and said while you were there. |  |
| 11. | When you see the wordd—o—g, what do you do first? | Think of a picture of a particular dog. | Say the word dog to yourself silently. | Sense the feeling of being with a dog (petting it, running with it, etc). |  |
| 12. | When you tell a story, would you rather… | Write it. | Tell it out loud. | Act it out. |  |
| 13. | What is most distracting for you when you are trying to concentrate? | Visual distractions. | Noises. | Other sensations like hunger, tight shoes, or worry. |  |
| 14. | What are you most likely to do when you are angry? | Scowl. | Shout or blow up. | Stomp off and slam doors. |  |
| 15. | When you aren’t sure how to spell a word, which of these are you most likely to do? | Write it out to see if it looks right. | Sound it out. | Write it out to see if it feels right. |  |
| 16. | Which are you most likely to do when standing in a long line at the movies? | Look at posters advertising other movies. | Talk to the person next to you. | Tap your foot or move around in some other way. |  |
|  | **Total A’s** |  |
| **Total B’s** |  |
| **Total C’s** |  |

**Results**

If you scored mostly A’s you have a visual learning style. You learn by seeing and looking.

Visual learners:

* + take numerous detailed notes
	+ tend to sit in the front
	+ are usually neat and clean
	+ often close their eyes to visualise or remember something
	+ find something to watch if they are bored
	+ like to see what they are learning
	+ benefit from illustrations and presentations that use colour
	+ are attracted to written or spoken language rich in imagery
	+ prefer stimuli to be isolated from auditory and kinaesthetic distraction
	+ find passive surroundings ideal

If you scored mostly B’s, you have an **auditory** learning style. You learn by hearing and listening.

Auditory learners:

* + sit where they can hear but need not pay attention to what is happening in front
	+ might not coordinate colours or clothes, but can explain why they are wearing what they are wearing and why
	+ hum or talk to themselves or others when bored
	+ acquire knowledge by reading aloud
	+ remember by verbalising lessons to themselves

If you had mostly C’s, you have a kinaesthetic learning style. You learn by touching and doing.

Kinaesthetic learners:

* + need to be active and take frequent breaks
	+ speak with their hands and with gestures
	+ remember what was done, but have difficulty recalling what was said or seen
	+ find reasons to tinker or move when bored
	+ rely on what they can directly experience or perform
	+ activities such as cooking, construction, engineering and art help them perceive and learn
	+ enjoy field trips and tasks that involve manipulating materials
	+ sit near the door or somewhere else where they can easily get up and move around
	+ are uncomfortable in classrooms where they lack opportunities for hands-on experience
	+ communicate by touching and appreciate physically expressed encouragement, such as a pat on the back

(Adapted from the learning style quiz at www.usd.edu)

Activity 5

In a short paragraph for each, answer the questions.

1.Have you ever participated in a training program which has enthused you and helped you develop ideas for increasing productivity and/or building better relationships in the workplace?

2.What happened when you tried to put these ideas into practice at work? Did you meet so many obstacles that you just gave up? Why do you think this happens? How does it make you feel?

3.Reflect on an organisation that you are familiar with. Do the procedures of this organisation help or hinder the learning and development of individuals? Why?

Activity 6

Research the knowledge and skills held by the following learning and development specialist roles. What functions do they typically undertake in organisations?

1.Training/ learning and development manager.

2.Instructional designer.

3.Workplace trainer.

4.Workplace assessor.

5.External learning and development consultant.

Activity 7

In a short paragraph for each, answer the questions.

1

Why are you completing this course and what do you hope to gain from it?

2

What are the factors that will assist you to apply your learning in a workplace setting?

3

What might be the barriers to your learning and to applying this knowledge in the workplace? Why are they barriers?

4

How can you overcome these barriers?

5

What can your manager do to facilitate your learning?

6

Given your responses to the previous questions, what can you, as a manager, do to support the learning of your team members?

Activity 8

Requiring workers who are funded to attend interstate conferences to write a summary that is circulated to other relevant staff is an example of a procedure specifically implemented in order to share corporate knowledge. Comment on the usefulness of such procedures in achieving their goal, the practicality of enforcing them and give your own example from a workplace that you are familiar with. (75–100 words)

**Activity 9**

* Identify a specific task that you are responsible for, for example, monthly sales report.

In the following table list the skills, knowledge and behaviours you must display in order to complete this task competently. Be as descriptive as you can in terms of the standards that must be achieved, for example, collect gross sales figures from all branches (100% accuracy required).

Make a copy of this table containing your checklist.

Now complete a self-assessment against this list.

Give the copy of the competency list (without your self-assessment details) to a peer and ask them to also assess you.

What did you gain by completing the self-assessment? How hard/ easy did you find it? Why?

Did the assessment by your peer differ from your self-assessment? How and in what areas?

What were the benefits of doing a peer assessment?

|  |
| --- |
| **Task:** |
| **Skill/ Knowledge/ Behaviour** | **Excellent** | **Good** | **Fair** | **Poor** |
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Activity 10

1

Some individuals choose not to share their experience and knowledge for a variety of reasons. Describe what these reasons might be and what could help to negate them. Comment on the place of such people in learning organisations.

2

In this section of the workbook three different types of networks were mentioned. Comment on which of these networks you have observed and how effective they have been at sharing knowledge. Where possible, give a practical example of how a network has increased an organisation’s efficiency or effectiveness.

3

You and your team of 15 people have been asked to take on board a project to decrease the carbon footprint of your organisation. The CEO has given you two months to come up with a workable plan that will see operations in all states take practical steps to being more environmentally friendly—they want the whole organisation’s culture changed so that each employee is an environmental guardian. Nothing is to be considered as untouchable.

Such a project has never been attempted across the whole organisation before, but you know that a few people in various divisions have done mini projects relating to their own operations.

How will you lead your team in deciding what should be in the plan? What sort of networks will you set in place to facilitate your team’s learning and then the organisation as a whole as it implements the plan?

Activity 11

1

Why is it important to recognise employee achievement and how catching people doing good can aid learning? (75–100 words)

2

Describe a situation where somebody gave you feedback about your performance that motivated you. Specifically, describe:

◦what it was that you had done

◦who gave you the feedback

◦what was said and how it was said

◦how the feedback was given

◦why it motivated you

◦what actions you took as a result of being motivated

Activity 12

1

Explain why it is important to evaluate a learning activity; what should you look for, how can you determine how effective it has been and what impact will the information have on what you do as a manager? (75–100 words)

2

Tim is a young accounting graduate who has been working in your department for nearly six months. He is technically very competent and his accounting work is good, but his written communications lack the professionalism that is needed for dealing with clients. You sent him to a business writing skills course a few weeks ago and he came back full of enthusiasm for what he had learned, but you are yet to see a noticeable improvement in his letters and emails.

How could you support Tim and help him to achieve the standard that you expect?

Activity 13

1

If you were delivering training to a group of employees, what kind of feedback would you require and how would you use that feedback? (75–100 words)

2

If you were a manager who had sent a group of employees off to attend an external course, what sort of feedback would you seek and how would you solicit it? (75–100 words)

3

Critically evaluate each of the feedback sheets previously given as examples and state whether you consider they would provide a suitable evaluation for workplace training. Justify your conclusions. (75–100 words)

4

Describe a workplace learning activity that you were recently involved in. (Involvement can be as a participant or as an organiser.) Design a feedback sheet that you feel would be appropriate to evaluate the effectiveness of the activity.

5

Describe an instance where it is preferable to use verbal questioning to elicit feedback in order to evaluate a learning activity. (75–100 words)

6

It can sometimes seem to participants that feedback sheets are only used to gather positive comments for the training facilitator. Give an example of when you have made adjustments to a learning program as a result of the feedback that you gained.

**Activity 14**

* Read the summary containing the collated feedback for a course that was held for a group of 10 workers. From the ratings and comments that the participants have made, recommend some changes for the same course which is due to be delivered to another 10 workers in a month’s time.

|  |  |
| --- | --- |
| **Course Title** | **Health and safety for office workers: Manual handling** |
|   |   | Strongly agree | Agree | Neutral | Disagree | Strongly Disagree |
| Trainer | The trainer clearly communicated concepts and ideas. | 5 | 3 |   | 2 |   |
|   | The trainer displayed effective training skills. | 7 | 3 |   |   |   |
|   | The trainer endeavoured to meet my learning needs. | 0 |   |   | 8 | 2 |
| Learning | The learning outcomes were made clear. | 5 | 5 |   |   |   |
|   | I was encouraged to actively participate. |   |   |   | 5 | 5 |
|   | The content was well planned. | 2 | 5 | 3 |   |   |
|   | Opportunities to ask questions/ clarify concepts were adequate. |   |   |   | 8 | 2 |
|   | The examples and illustrations used were helpful to me. | 4 | 4 |   | 2 |   |
| Effectiveness | The course met my learning needs. |   | 2 | 4 | 4 |   |
|   | The course has prepared me to undertake my job role. |   | 6 | 2 | 2 |   |
|   | The time allocation was suitable. |   | 10 |   |   |   |
| Resources | The course manual was clear and well sequenced. |   | 5 | 5 |   |   |
|   | The course manual was thorough. |   | 5 | 5 |   |   |
|   | The course manual will be a useful reference tool. | 4 | 4 | 2 |   |   |
|   | Other resources, if used, were useful: (give details) |   |   |   |   |   |

* What is your overall rating of this course?

|  |
| --- |
| Rating No. of participants responding in this category |
| Excellent | 1 |
| Very good | 3 |
| Good | 5 |
| Average | 1 |
| Poor | 0 |

|  |
| --- |
| Comments |
| It was all ‘talk and chalk’—no chance to ask questions. |
| I found the topic really interesting but not all of it is important to me in my job. |
| The instructor was very knowledgeable but it was obvious that they had a set manual to get through. |
| I would have liked the opportunity to do some of the techniques the trainer suggested. |

* **Recommended changes:**

Activity 15

1

What training records should be kept by an organisation? (25–50 words)

2

Why is it important to keep training records? (25–50 words)

3

Who should have access to these records? Why? (25–50 words)

Question 1

How can learning and development specialists help managers design and develop effective learning programs? (75–100 words)

Question 2

Why is it desirable to maximise individual and team participation in learning events and how can this be done? (75–100 words)

Question 3

What role do managers play in facilitating and promoting learning? (75–100 words)

Question 4

How can monitoring the outcomes of workplace learning contribute to it being a learning organisation? (75–100 words)

Project 1

You are the manager of an organisation that sells and delivers IT training. You predominantly offer courses in the Maxihard Office suite and you know that Maxihard are bringing out a new version called Ultimo in six months. Ultimo is being hailed as the new revolution in IT and there is a lot of interest in it from the general public. You have been sent a trial copy of Ultimo by Maxihard but there are no training materials available yet.

Your team comprises:

◦three staff trainers (one full-time and two part-time)

◦three client relationship managers

◦one sales administration trainee

◦one receptionist

Your challenge is to get your team ready to launch your training courses in Ultimo in six months. In order to do this you need to prepare a learning and development strategy that includes all of the following aspects. (1,000–2,000 words)

1.Identify the learning needs of:a.The organisation.

b.The team as a whole.

c.Each of the individuals who will be involved.

2.Explain how you will encourage team members to assess their own competencies and identify their own learning and development needs. How will this be documented?

3.Provide a description of the activities you will utilise/ organise in order to achieve the learning needs.

4.Give an example of how you will document this learning in:a.Team performance plans.

b.Individual performance plans.

5.Describe how you will accommodate the diversity of needs of participants and maximise participation in the learning opportunities you propose.

6.Which experts within your organisation, and external to your organisation, can you ask to help you? What will you ask for assistance with?

7.What changes to organisational procedures need to be made as a result of the learning that is being planned?

8.How will you monitor the learning activities whilst they are in progress?

9.What will you do to encourage team members to share their skills and knowledge:a.During the six months lead up time?

b.Once Ultimo has been launched?

10.How will you recognise achievements of your team?

11.As you undertake the learning in order to prepare to sell and deliver Ultimo courses, how will you:a.Monitor each individual in your team and how well they are prepared?

b.Monitor the overall team performance?

c.Determine if additional work-based support is required?

12.Choose a specific learning activity to focus on and describe how you will gather feedback on the training activity from:a.The individuals involved.

b.The team as a whole.

13.How will you use this information to make improvements in future learning arrangements?

14.What records of this learning and development need to be kept?

Project 2

Write a 1,000 word essay on learning organisations. Explain what a learning culture entails, what a learning organisation is, how learning organisations are created, developed and maintained and why continuous learning is essential to organisational success in today’s commercial world.

Research at least one organisation that purports to be a learning organisation and provide details of what they do, how they do it and what they had to do in order to create their learning culture. If possible, describe the tangible benefits that they have received as a result.