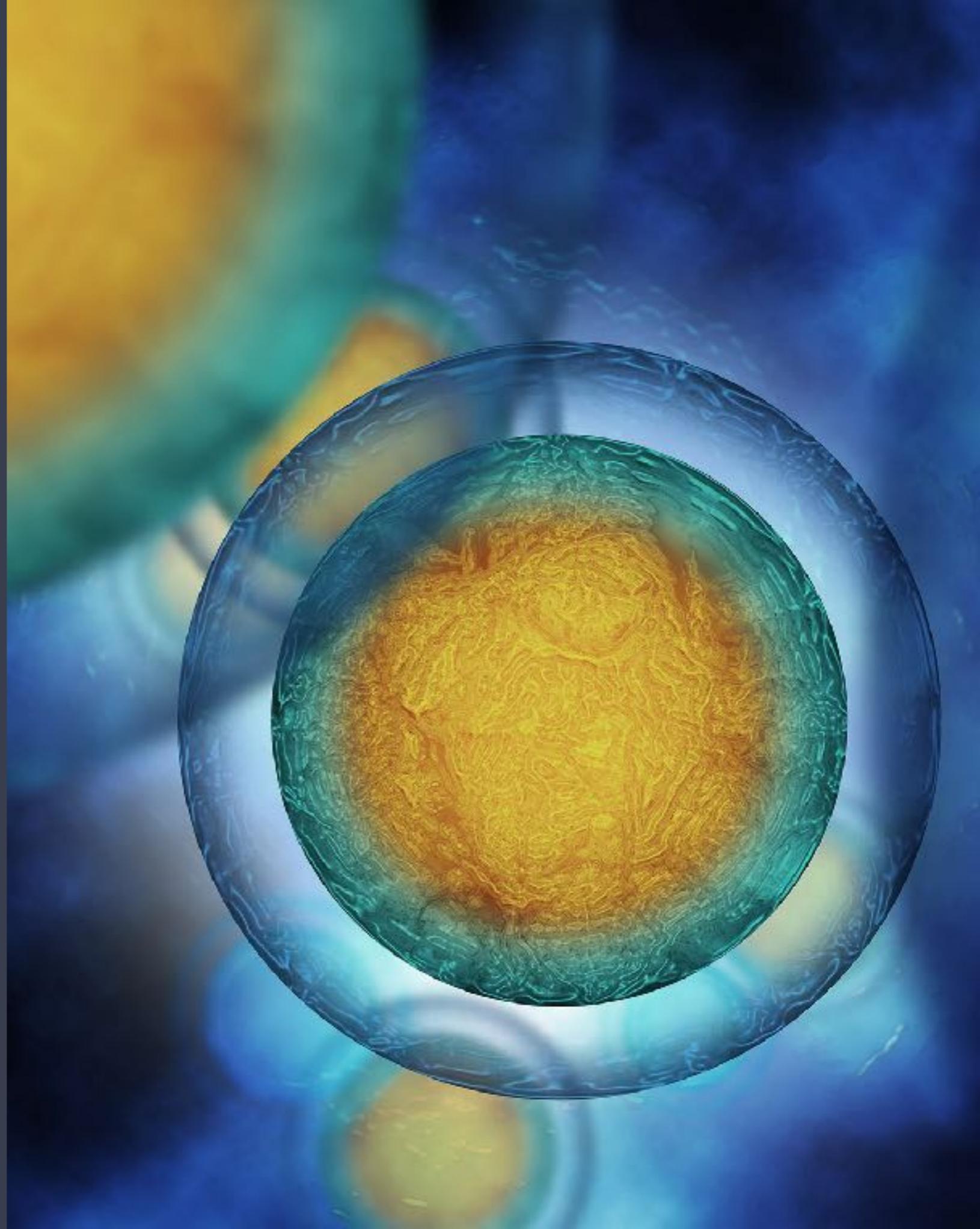


Christopher Caldwell

LEARNING AGAIN AS AN ADULT

An Approach to Organizational
Learning and Innovation

Introduction



ALL GROWN UP

HOW DO WE LEARN?

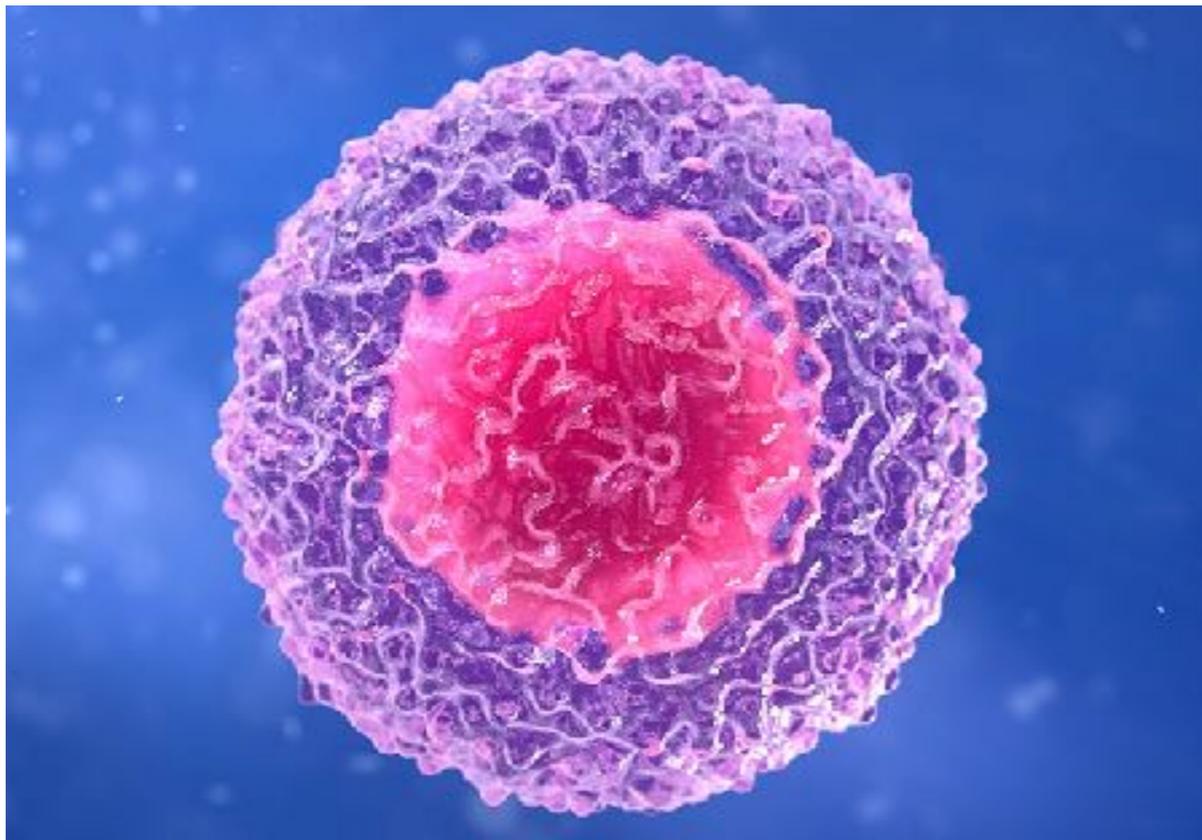
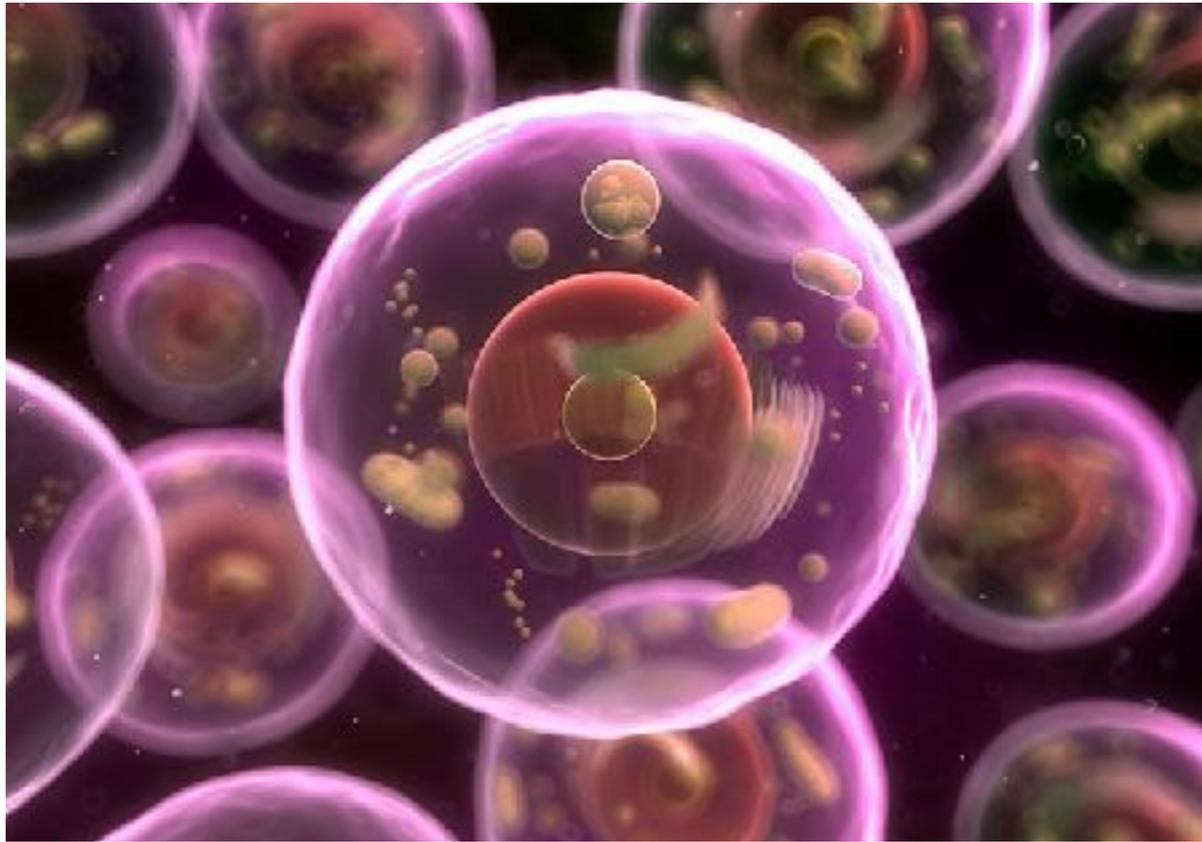
- Bring theory to practice
- We design for the audience
- We practice the theory
- Some things never change
- People, skills and cognitive development

We learn from formal inquiry (structured classes and lectures) as well as from our peers in informal situations. Learning can take place on different levels of consciousness, from deep subconscious to great self-awareness and can be shown in how we:

- Make implicit connections with memories in our past and develop expectations for the future
- Reflect on or note something different in our environment through observation and perhaps see options looking forward
- Examine past actions and communications, engage actively with the problem and plan for self-development with opportunities in mind

These three growing levels of awareness exist in all of us. Self-efficacy and empowerment come from developing greater self-awareness so that one can decide how they learn rather than react to learning. It is important to be clear of one's intention both with the learning and the learner to nurture competence and talent.

Using a structured approach to frame the training allows for management and comprehensive coverage for meeting the needs of the learners. Custom adaptation occurs as instructional design characteristics meet particular needs of the workplace and people receiving the learning.



Steps to Consider

- Assessing the team who will be participating for current level of comprehension.
- Designing the materials that communicate well to the learners.
- Transfer learning through facilitation and an environment of innovation.
- Create self-learners and independence of workflow utilizing new knowledge.
- Check outcomes goals and learner feedback against self and team objectives.

Learning is a complex activity and includes many ways of transforming skills, knowledge and attitudes. Coaching is useful when a single learner has patterns of thinking and behaviour that no longer suits the needs of the present. A coach can support clients to change their mental models by shifting prior thinking, respecting past experience, and integrate new meaning-making structures¹.

Approach Your Audience

The learner needs to see the material and education as important to their self-development and to the outside world. Too many meaningless texts have been used to try to embed a new way of doing things. Making the

ASSESS THE
CULTURE AND
ENVIRONMENT

ANALYSE AND
STRATEGIZE

DESIGN FOR
PUSHING THE
ENVELOPE

FACILITATE &
COLLABORATE

SUPPORT AND
EXAMINE FOR
IMPROVEMENT

relationship between the learning and the learner's future state of personal development creates the motivation to utilize the knowledge.

Questions to consider in a workplace:

Have there been recent organizational learning activities and what were the outcomes?

How resistant is the team or organizational culture to change?

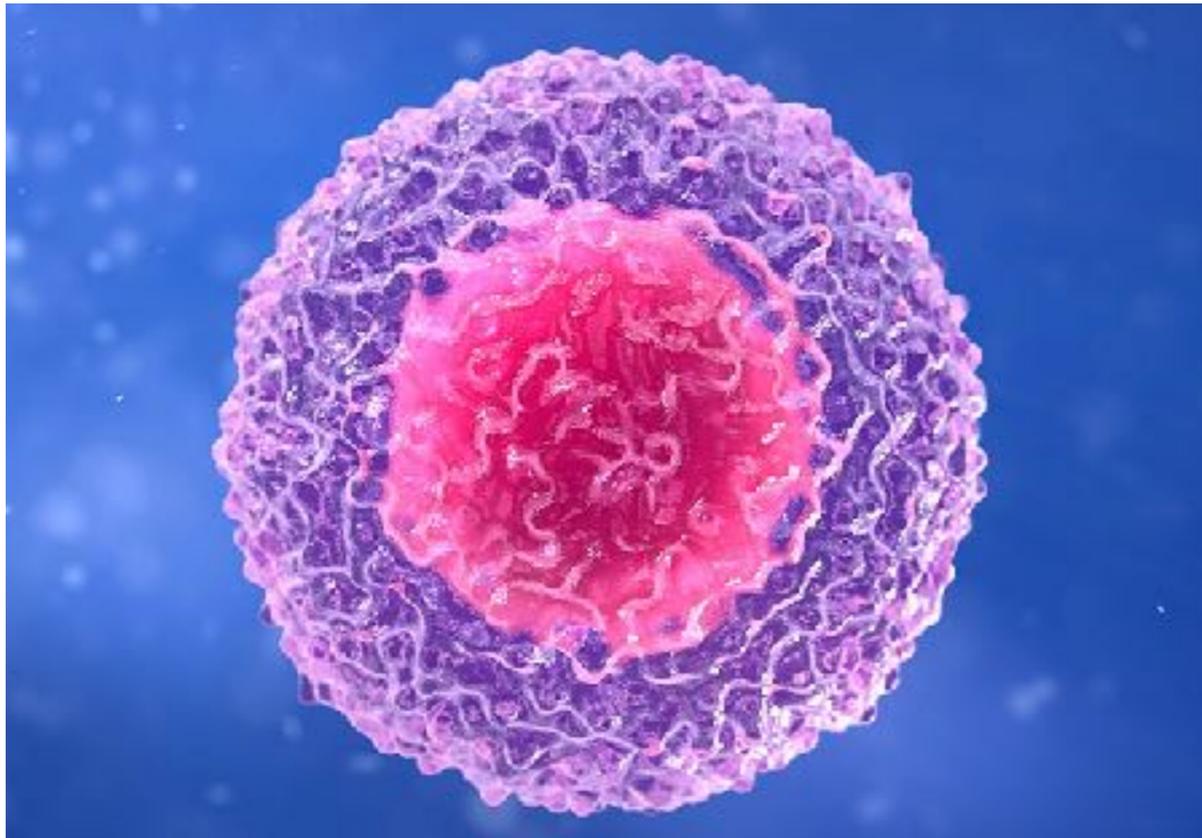
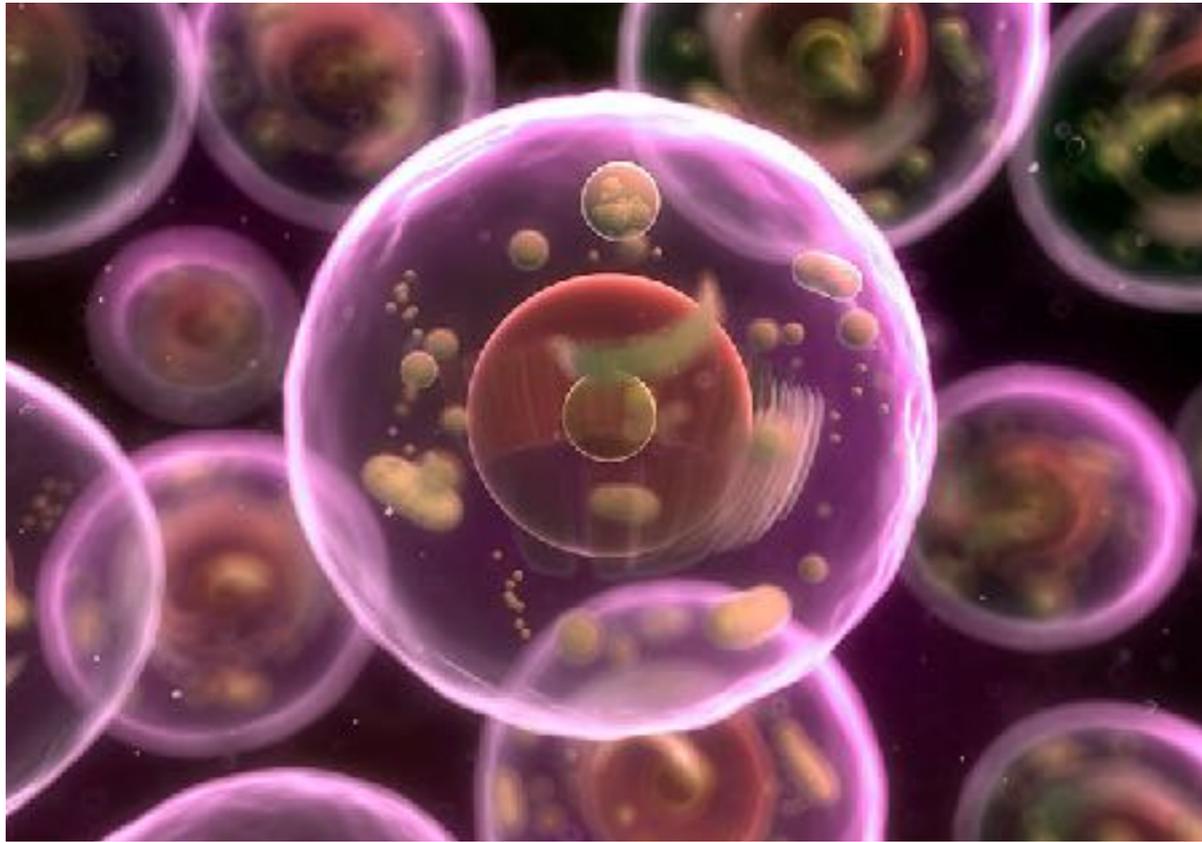
What are the desired outcomes for management and the learners?

70-20-10 rule

- 70% of learning is practicing on the job
- 20% is from personal interaction and feedback
- 10% is based on coursework²

Create a Co-Lab

Developing philosophy of innovation must be based on reality. Providing a place and space where workers and managers can expressively collaborate underpins the teamwork for innovation. Ensure the workspace includes tools and whitespace to brainstorm and interact and



Design for Innovation

Proactivity and problem-based learning promote greater innovative capacity in the workplace. A rich learning environment is crucial to support ideas, creativity and problem-solving abilities. Employee participation in the design itself brings the commitment necessary for continuous improvement.

Employee-driven innovation often places new demands on management leadership skills. By integrating daily work activities supporting innovation, human capacities and a new working culture are developed. Leaders need to be a part of the change. Building capacity is not just developing workers that know how to do their work but how to change the work that is both beneficial to their own development and the organization³.

Design for focus on the learning process rather than the content. Too much work is devoted to producing content to be read, recognized and regurgitated and no actual learning takes place.

Map out your learning plan.



Leaders of the organization will thrive by role-modelling and publicly declaring their commitment to the learning and the development of their employees. Creating a learning organization necessitates that a culture of support to foster continuous improvement. The term 'Kaizen', a Japanese word that means constant improvement, captures this essence perfectly.

In any learning space, learners must establish trust in a safe and respectful environment, supportive of participation, collaboration, exploration and feedback. In the workplace, learning is a partnership and entails developing leadership capacity in the learners. Research shows simply creating a learning environment increase productivity in the organization⁵.

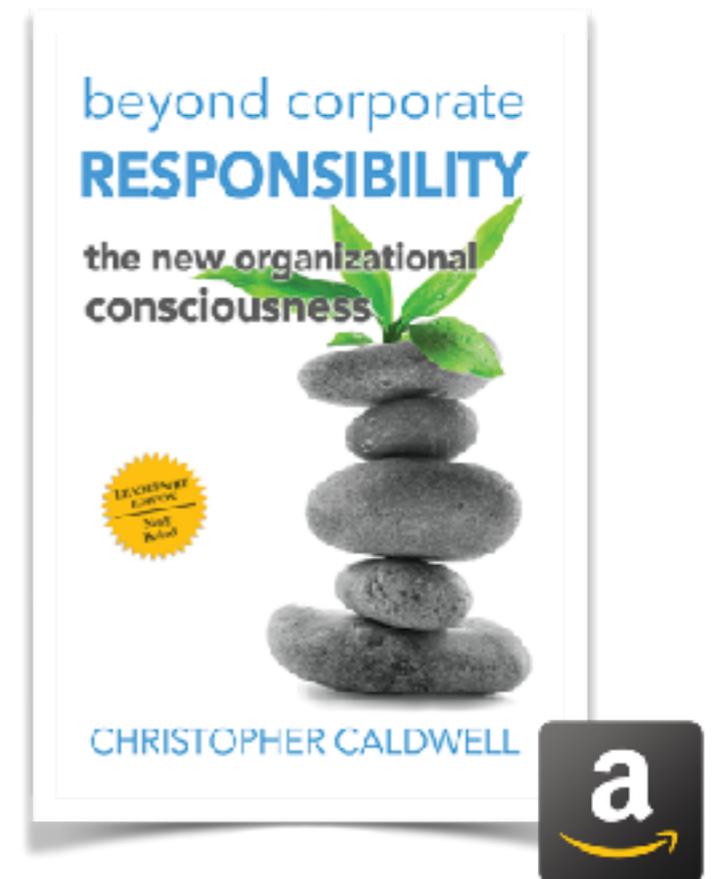
By instilling the ability to design, process and disseminate organizational knowledge, workers will find greater chances to creatively innovate and acquire greater job satisfaction.

Remember! New ideas lead to new behaviours. Start innovating today.



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