

Learning management

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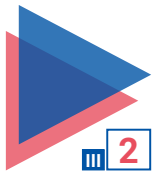
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Introduction

For the ILO, capacity development is one of its core means of action to achieve decent work and further social justice¹. The ILO defines capacity development as a “process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time”². The institutional capacity development for the ILO is thus an endogenous process, in which training and institutional needs of the constituents are prioritized and supported.

This toolkit is designed in a way to stimulate innovative approaches to capacity development and to build an internal institutional capability to conduct staff development activities on subject areas within ILO’s mandate and in the framework of strategies and objectives of an organization/institution. There are important aspects regarding the peculiarities of adult learning and training as part of human resource development outlined below. HR managers, key resource persons for staff training and officials, who have a role in and/or a vision of institutional strategies and the policy agenda that shape training needs, will benefit from the guidance provided in this Module to better understand and use learning management techniques.

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- 1 ILO-wide strategy for institutional capacity development, GB.335/INS/9
http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_673016.pdf
 - 2 GB.317/POL/6. This definition is largely consistent with the broadly accepted concept defined by the Organisation for Economic Co-operation and Development (OECD) (Development Assistance Committee (DAC), 2006) and used by the UN Development System (high-level evaluation (HLE), 2018).
https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_204751.pdf

Training and learning as part of human resource development

Training and learning constitute a large portion of human resource development activities in any institution or enterprise. Being one of the key components of the talent management system, training and learning enhances people's ability to find and retain a job, as well as supporting the employers in obtaining the workers they need.

In a broader sense, human resource development helps people find their voices in society as it is not only about developing skilled workers, but as well helping human beings to participate fully in working and civic life.

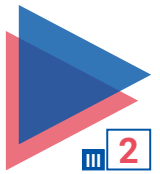
Access to training and learning, and broader – to human resources development programmes must be free from discrimination. Indeed, human resources development should be used as a tool to combat discrimination by providing opportunities to the most disadvantaged groups.

Human resource development:

- ▶ Helps to find and retain a job
- ▶ Supports employers in obtaining the workers
- ▶ Helps finding their voices in society
- ▶ Should be free of from discrimination
- ▶ Should be accessible by all

What is it about?

Training and learning is often focused on the technical aspects of human resources development, however in the work context it has to include as well soft skills, such as teamwork and trade union leadership, information on the citizen's rights and duties and broad range of other issues helping people to make informed choices and decisions in the world of work.



Besides the technical aspects such as skills, knowledge and attitudes, training and learning activities should as well transfer the institutional culture and behaviors expected from the staff. Often these will be based on predefined values and the actual behaviors acceptable within the enterprises and demonstrated by the majority of staff, including management.

The institution's training strategy must include respect for rights at work, non-discrimination, equal opportunities and treatment for women and men (including youth), good governance, transparency and accountability. The successful implementation of such a strategy will depend on the good will and commitment of all stakeholders (including, governments, employers, workers and others), tripartite social dialogue will therefore play an important role.

Training and learning should be inclusive of:

- ▶ Technical aspects and operational issues
- ▶ Soft skills
- ▶ Rules and procedures
- ▶ Information on rights and duties
- ▶ Promoting and sustaining institutional culture

These can be transferred using the wide range of training and learning activities, at any stage

Who is it for?

Human resources development systems should make reasonable efforts to accommodate the needs of potential participants in order to ensure access for all. Human resources development systems also should be flexible, which means that they should accommodate the needs of people receiving training, such as full-time workers, parents with young children, women, persons with disabilities and other distinct groups.

Training and learning activities should provide relevant outputs to both new and current employees, as well as cover all groups of staff, including management and support staff.

The new employees must be introduced to the institution, its culture and its way of doing things. This enables new employees to contribute quickly and effectively to the organization.

Existing employees need to develop themselves as well, adding new skills, knowledge and responsibilities that enable them to grow and to help the institution grow.

Indeed, staff training is an ongoing process throughout the entire relationship between the employee and the employer.

In many circumstances, institutions and enterprises will provide training and learning activities also to their beneficiaries and customers.

Training and learning should be provided to:

- ▶ New employees and current employees
- ▶ All groups of staff, including management and support
- ▶ Often to customers or beneficiaries

Types of training and learning activities for new employees

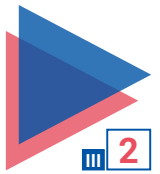
The typology of training and learning activities for new employees includes, but is not limited to:

- ▶ Classroom phase: new recruits receive an overview of the perspective of the organization to see how their roles fit into the bigger picture, they are introduced to the institutional core values, and to the theoretical aspects of their jobs.
- ▶ On-the-job training: new staff learns the technical aspects of their jobs and the specifics from the experienced personnel, and during the work, as they may be learning best through the experience. This phase can be enhanced through an apprenticeship system with trained mentors, which ideally have undergone the mentorship training.

Training and learning for new recruits:

- ▶ Classroom training
- ▶ On-the-job training (with or without apprenticeship or mentorship)

Both can help transferring technical aspects and operations, as well as institutional culture, soft skills, information about rights and duties, rules and procedures.



Types of training and learning activities for current employees

The typology of training and learning activities for current employees includes, but is not limited to:

- ▶ Job-specific training to address employee's needs which evolve within various stages of their current jobs and needs that come in with installation of new technology or new services or products
- ▶ Promotion related training prepares an employee for a higher level of responsibility or managerial authority
- ▶ Cross-training enables employees to perform a variety of different jobs or tasks, increasing their ability to perform multiple tasks, which results in better flexibility
- ▶ Basic skills training which provide opportunities to learn skills that can be applied in any or many positions
- ▶ Cultural seminars that reinforce the institutional culture, promote teamwork and motivate staff, improve cooperation, enhance communication and build better morale.
- ▶ Staff rotation and mobility, which supports moving employees to another location, for a change of perspective and opportunities to cross-enrichment.

Training and learning for existing staff:

- ▶ Job-specific training
- ▶ Promotion related training
- ▶ Cross-training
- ▶ Basic skills
- ▶ Cultural seminars
- ▶ Staff rotation and mobility

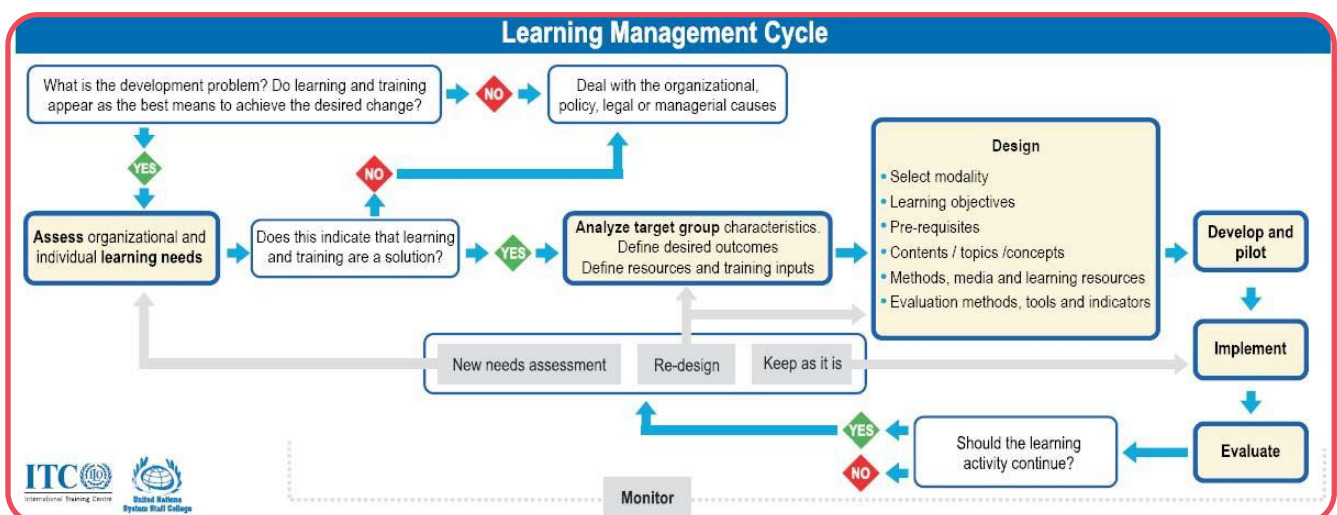
All can help transferring technical aspects and operations, as well as institutional culture, soft skills, information about rights and duties, rules and procedures.

▶ Learning management cycle

A structured process – the Learning Management Cycle – is to assist in the designing, planning and delivering of learning activities. The steps of the Learning Management Cycle are a useful guide to the structuring of learning interventions. The following wider questions need to be addressed throughout the learning management cycle:

- ▶ Who are the learners? **Create Target group profile**
- ▶ What are their needs? **Conduct Learning needs assessment**
- ▶ What information do they need to know and what do they need to do to achieve these objectives (knowledge, skills and attitudes)? **Design Learning objectives**
- ▶ What is the best way for them to learn the knowledge, skills and attitudes (KSA)? **Develop Methodology and technology strategy and Implement it**
- ▶ Is the strategy working or should it be changed? **Conduct Evaluation and revision**

In the Learning management cycle presented below the concept of Evaluation has been incorporated into all the sections and is herein not treated as a separate process because monitoring and evaluation are recurring processes throughout the learning management cycle. Furthermore, gender and multicultural considerations are cross-cutting themes.



▶ Typology of training and learning interventions

There are many learning interventions that may be used to develop capacity. Training is the most common, but also available are: facilitation, coaching, study tours, secondments, peer reviews, action learning sets, webinars, online courses, conferences, reading, videos and improvement projects. Each provides a different opportunity and it helps to understand what we are trying to achieve with the intervention. Questions asked around the intervention maybe around what we are trying to achieve: Are we trying to bring about a change in attitude? Develop new skills or provide additional knowledge and information?

Examples of training and learning activities:

- ▶ Training events of various duration
- ▶ Facilitative workshops
- ▶ Coaching
- ▶ Study tours and visits
- ▶ Secondment
- ▶ Peer reviews
- ▶ Online courses

Webinars

Action learning and projects

Conferences

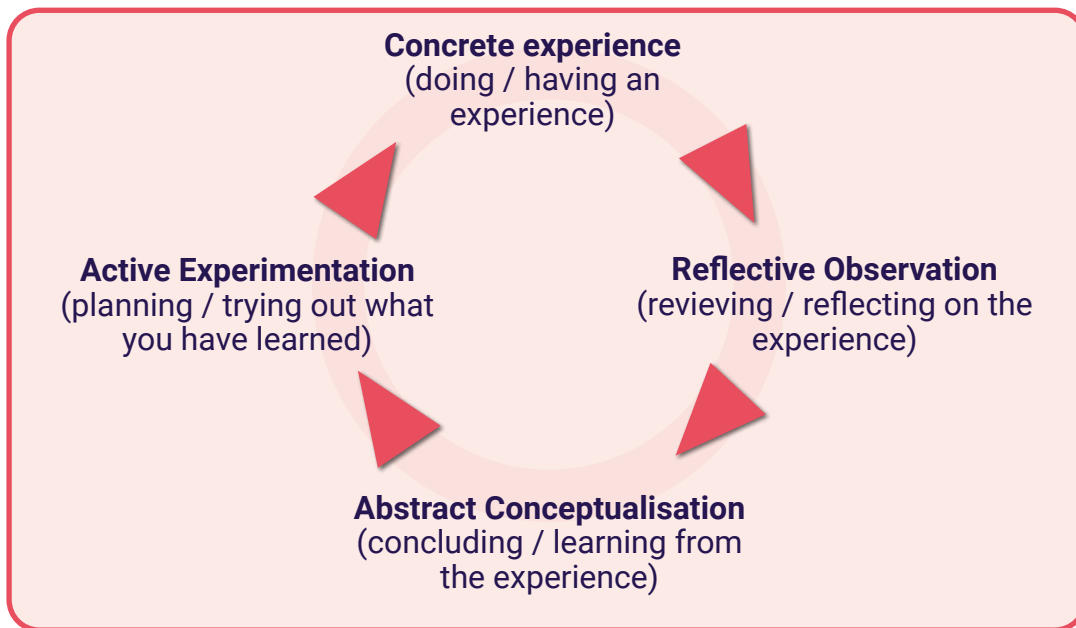
Reading, video and web based content absorption

▶ How adults learn

David Kolb suggested that adults bring their experience to their learning and his research resulted in the Experiential Learning Cycle (1975). Kolb understands learning as a process, and, for learning to take place, it is necessary to pass through the whole process. The starting point is less important, although adults often bring their experience with themselves and this provides an opportunity to learn. The learning cycle may be built into any learning intervention or activity, from training to coaching to study tours.

Experiential learning is exactly what the name implies – learning from experience. All stages of the Experiential Learning Cycle (ELC) are equally important to the process of learning and retention.

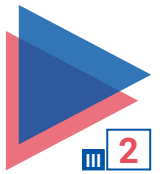
Each stage has a unique and definite purpose and success is increased if all steps are used.



This cycle is recommended for use at design and implementation stage of training and learning activities, in the following way:

1. Experience

- ▶ An activity through which learners create an experience or recall past experience that is relevant to the goals of the training
- ▶ This is the data producing event from which participants can extract and analyze as they complete the learning cycle
- ▶ May simulate a real world problem or issue
- ▶ Common “experiences” include: role plays, case studies, self-diagnostic instruments, games, exercises, calculations, etc.



2. Reflective observation (processing)

- ▶ Participants describe what happened during the experience and share their reactions to it
- ▶ The group analyzes and reflects thoughtfully on what happened
- ▶ The trainer guides and manages the processing of information through effective questioning, for example:
 - What happened in the activity? What did you do?
 - What feelings did you have during the experience?
 - What did you observe? What did you think about?

3. Abstract conceptualization (generalization)

Participants determine how the patterns that evolved during the experience and observation stages relate to the experience of everyday life

Participants summarize what they have learned into concise statements or generalizations

The conclusions reached can be integrated into a theoretical model or framework

The trainer helps the group compare and contrast different conclusions, identifying patterns where they exist, and identifying legitimate areas of disagreement

4. Active experimentation (application)

- ▶ Participants identify and share how they plan to use their new insights in everyday life
- ▶ Trainer leads a discussion on the application of the theories derived, or gives a written assignment to facilitate the planning process:
 - How do you want to do things differently in the future?
 - What steps can you take to apply what you have learned?

- ▶ This step is critical to ensuring that participants leave the learning environment ready and able to use the new knowledge, skills and attitudes
- ▶ May include action plans, the identification of additional learning needs, a temporary return to the real work environment to try something out before returning to the training room, etc.