Creating a workplace learning culture

Workshop for adult social care providers in Oxfordshire

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Supported by
Today’s programme

10:00 Welcome, background to today

1. What is a workplace learning culture?

11:15 Break

2. Practical ways to develop a workplace learning culture

3. Next steps – your views on where we go from here

13:00 Close, lunch
Background to today

Oxfordshire workforce strategy
Response to twin challenges of workforce capacity and capability in Oxfordshire

TDAR project
European project (Sweden, Germany, Spain, Belgium, UK) to share innovative approaches to workplace learning developed in Sweden

Also
National strategy for core skills
Social Care Commitment
Workforce strategy

Demand for care in Oxfordshire rising, changing
Strategy addresses twin challenges – capacity and capability

Capacity – need to grow workforce by 50% over next ten years
14,000 → 21,000 workers

Capability – need to ensure workforce has right values, behaviours, expertise to deliver more complex care in more complex circumstances

Significant current issues re recruitment and retention, skills and qualifications

Strategic vision
A skilled, empowered and dynamic workforce that works together and is proud to support people to live the life they want to live

Implementation plan – 15 actions to build capacity, increase capability
Key theme – Work together, share learning
Implementation plan

Attract, recruit & retain more staff with right values & behaviours
Equip them with the right skills & expertise
Support them to work as effectively and efficiently as possible

Actions relevant to today
4. Make the Social Care Commitment
11. Support workplace learning cultures
12. Support leadership and management development
13. Support core skills development
14. Support competence, qualifications and career pathways
Implementation plan

Attract, recruit & retain more staff with right values & behaviours
Equip them with the right skills & expertise
Support them to work effectively and efficiently
What is a workplace learning culture?

A workplace learning culture actively encourages learning to improve individual and collective performance

**Key dynamics of workplace learning cultures**

- Positive – constructive and optimistic
- Engage staff in the meaning and purpose of what they do
- Take a collective, problem-solving approach to difficulty
- Promote shared responsibility (making personal accountability safe)
- Are supportive, respectful and affirming of staff
- Encourage collaboration, communication and personal development

**Outcomes include** sense of shared purpose and commitment, enhanced understanding, ability, confidence in self and colleagues, individual and collective motivation, performance and resilience
Just good practice

Management practices associated with workplace learning cultures

• Clearly communicated vision and mission (sense of purpose)
• Open, respectful communication
• Consultation and involvement in decision-making
• Co-operation and team-working
• Support, feedback, goal setting
• Learning and development

Practices also associated with good practice people and performance management, high performance working practices, employee engagement, stress management and resilience
Performance management

CIPD view

Management of individuals and teams to achieve high levels of organisational performance by (1) establishing **shared understanding** about what is to be achieved and (2) leading and **developing** people to achieve it.

Performance management includes

- **Performance improvement** – individual, team, organisational level
- **Development** – continuous development of individuals, teams to improve performance
- **Managing behaviour** – foster better working relationships

**Role of line managers** Ensure people, teams **know what’s expected** of them, have the **skills** to deliver, are **supported to develop** the capacity to meet expectations, get **feedback** on performance, have **opportunity to discuss** and **contribute** to aims and objectives.

Managers need to be aware of **impact of own behaviour** on staff and exhibit **positive, supportive** behaviours
High performance working practices

*Work organisation* and *people management practices* designed to ensure employees have the *ability, motivation* and *opportunity* to contribute fully

**HPW = ‘bundle’ that focuses on**

recruitment / selection  training and development  job challenge / autonomy  involvement  job security  communication  team working  performance appraisal  career opportunity  work-life balance

“Improves organisational performance, job satisfaction, motivation, innovation, employee involvement, commitment; reduces staff turnover.”


**Importance of feedback**: Gives post-holder evidence that other people *care* about the post-holder’s performance > makes post-holder perceive job as *meaningful* and feel sense of personal *responsibility* for job outcomes
Employee engagement

“It looks easy, but of course it isn’t; it requires a huge amount of effort and continuing investment…”\(^1\)

Building blocks

• Good quality line management
• Two-way communication
• Effective internal co-operation
• Development focus
• Commitment to employee well-being
• Clear, accessible HR policies and practices, to which managers at all levels are committed

Resilience
Resilience = ability to cope with pressure – thriving, not just surviving
Pressure = demands
Too many demands = too much pressure = work-related stress
HSE view *Well-designed, organised and managed work is generally good for us, but when insufficient attention to job design, work organisation and management has taken place, it can result in work-related stress.*

Stress management = good practice job design, work organisation, people and performance management – ensures support balances pressure

**Resilience = stress management + positive outlook**

**Positive outlook = meaning + support (including peer support)**

What you are doing is *worth doing*, you have the *skills* required, you can *deal* with the problems and difficulties you are going to encounter.

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1 Source: http://www.hse.gov.uk/stress/furtheradvice/whatistress.htm
Key features

**Meaning** – people feel a sense of purpose

**Support** – people feel safe, cared for, respected, included

Validation, affirmation, reassurance

**Why learning?**

Learning = adaptation to environment

Fundamental activity of daily living

Ability to learn = the **essential** competence

Underpins every aspect of individual and organisational performance

Work = problem-solving = learning activity

Communication = information-sharing = learning activity  ...etc
Old joke

If you think education is expensive, try ignorance

New joke

If you think learning is optional, try doing without it
Role of line managers

*CIPD view*

Ensure people, teams know what’s expected of them, have the skills to deliver, are supported to develop the capacity to meet expectations, get feedback on performance, have opportunity to discuss and contribute to aims and objectives.

Managers need to be aware of impact of own behaviour on staff and exhibit positive, supportive behaviours.

+ 

Understand the basics about learning
Understand the basics about learning

Practical guidance for you on padlet to help you start a conversation with colleagues about how to support learning.
## Types of learning

<table>
<thead>
<tr>
<th>Formal learning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim of activity = learning</td>
<td>Classroom training</td>
</tr>
<tr>
<td>Structured: pre-set learning objectives</td>
<td>E-learning</td>
</tr>
<tr>
<td>Tests, assessment of learning</td>
<td></td>
</tr>
<tr>
<td>Learning = being taught</td>
<td></td>
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<tr>
<td>Someone else decides if your learning has been successful</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-formal learning</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>Aim of activity = learning</td>
<td>Coaching &amp; mentoring</td>
</tr>
<tr>
<td>Flexible learning objectives</td>
<td>Peer learning (networks), self-study</td>
</tr>
<tr>
<td>Self-assessment of learning</td>
<td>Team briefings</td>
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<table>
<thead>
<tr>
<th>Informal learning</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Aim of activity = learning</td>
<td>Participation in activity (often linked to problem-solving)</td>
</tr>
<tr>
<td>No learning objectives, no assessment</td>
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Knowing that, knowing how, knowing why

**Competence** – ability to perform a job or task effectively. Combines knowledge (**knowing that**), skill (**knowing how**), understanding (**knowing why**)

**Knowing that, knowing how…**

**Training** – instruction to ‘front-load’ people with the skills and understanding they need to carry out their responsibilities  
*e.g. e-learning module on MCA*

**Performance support** – just-in-time learning to help people with tasks. Often to do with **problem-solving**  
*e.g. guidance from a senior on how to carry out a task, using a search engine to find information, etc*

**Knowing why…**

**Reflection** – thinking (and talking) through things to work out **what they mean**. Gives flexibility (able to apply knowledge and skills in unfamiliar circumstances)

**Understanding** helps you see how things connect (big picture)
70:20:10 model of learning at work

Viewing task

Q 1 To what extent does this match your own experience of workplace learning, as an employee and as a manager?

Q 2 What are the implications for us in relation to creating workplace learning cultures?
How performance works

You tell the person what you want them to do

- Management structures, systems, policies, procedures, supervision etc
- Resources, facilities

The person then decides what they are actually going to do, based on their...

- Understanding of you
- Own beliefs, values, attitudes, skills, knowledge, motivation
- plus the behaviour of other people

Quality of performance depends on discretionary behaviour
Understanding the implications of 70:20:10

Most learning happens informally, through work activity. Work activity is shaped partly by organisational processes, partly by the people doing it. Individuals learn from both. Learning can be positive or negative.

‘They’re not happy about the new arrangement, but they won’t say anything. They’re afraid that if they complain, management will just say they can’t cope and fire them.’

Workplace learning cultures help ensure the learning is positive.
Creating workplace learning cultures

You’re already good at doing this

Service & role-specific skills
Care Certificate & induction
Core skills
underpinning functional, employability skills
Social Care Commitment
pledge to put care values into practice

Leadership and management

Workplace learning cultures

So we’re going to focus on doing this
TDAR project

(Transfer & Development of ArbetSam results)

LdV transfer-of-innovation project (2013-2015)

Approaches to learning originated in Swedish care workplace

Context similar to UK: demographics, personalisation, growing demand, workforce pressures, migrant workers

Series of workforce development projects in adult social care in Stockholm (where migrants = 50% of workforce, many with limited Swedish)

Final projects (SpråkSam, ArbetSam) promoted workplace learning, with strong focus on communication and reflective learning
ArbetSam approach

Watch a film about the ArbetSam approach
https://www.youtube.com/watch?v=7VX_rc5tJxI

Viewing task
Identify key concepts and elements of the approach

Concepts What concepts underpin the approach?

Elements What are the key elements of this approach?

Concepts = ideas / beliefs / assumptions
Elements = structures, roles, types of learning etc
Concepts

Workplace as a learning space: emphasis on creating learning culture at work

Alignment of formal (e.g. classroom), non-formal (e.g. quality systems) and informal (e.g. interactions around work activity) learning

Holistic focus on workplace communication (including organisational concerns e.g. communicating values)

Shared responsibility for language development: employers, colleagues involved

Centrality of reflection for both vocational learning and language development

Elements

Managers and staff help plan and implement learning programme

Language development (for all) to develop occupational competence

Key enabling roles for staff: language advocates, reflective discussion leaders

Extension of classroom learning via e.g. focus on team meetings
Learning from ArbetSam...

Take-away questions for employers, staff, learning providers, commissioners

**Q 1** Why the emphasis on **shared responsibility** for language development?

**Q 2** Why the focus on **structured reflection**?

**Q 3** Why develop **staff** as language advocates and reflective discussion leaders?

**Q 4** Why the emphasis on **full integration** of the learning intervention with service delivery?

**Q 5** What role does the **learning provider** play in this approach?
Find out more about ArbetSam approach

High quality English language resources available free from padlet board and/or www.aldrecentrum.se/Utbildning1/TDAR/

Full description of ArbetSam approach

Description of SpråkSam approach

Council of Europe’s language reference levels contextualised for work in adult social care

Manager’s overview

Better language skills, better care

SpråkSam is leading the way

Workplace learning: Guidance for Managers

The learning workplace

A guide for teachers
Why core skills are so important

The ability to

Use information

Communicate effectively (in English)

Take responsibility

Problem-solve

Work with others

Learn and develop

Functional skills, Skills for Life, basic skills, adult literacy, numeracy, ESOL IT, digital skills

Employability skills

Generic skills

Soft skills

Skills that enable individuals to make a positive contribution

Competencies that underpin organisational performance
Learning through Work approach

Work-based learning through on-the-job guidance, supported by materials & mentoring, has considerable potential for developing the basic skills required for work & further learning by employees in low-skilled, low-paid work. In addition to promoting learning, it offers support for performance management and improved work performance.¹

¹ Mark Stuart, Jonathan Winterton
Learning through Work – Phase 2 Evaluation Report,
Centre for Employment Relations, Innovation & Change
Leeds University Business School
Learning through Work

Learning resources from Skills for Care

3. Writing checklist

We write to share information with our care partners. To help them find that information our writing should be:

- Timely: done as soon as possible (while fresh in our memory)
- Easy to read: clear handwriting, accurate spelling, black ink (it photocopies well)
- Dated, timed and signed
- Complete: all the necessary information
- Accurate: correct details (names, times, dates etc)
- Clear: plain English that everyone (including the person) can understand, no abbreviations, no jargon
- Factual: just what happened, no opinions, comments, assumptions or guesswork
- Respectful of the people in our care: no judgments, no personal comments

8. Is it really a fact?

If a colleague asked you the difference between fact, assumption and speculation, what would you say?

Let’s start with fact.

A fact is something that has definitely happened, e.g. Mr Clark had toast for breakfast. Facts exist in the real world. Other people can check them. Facts are objective.

What if I’m not sure?

Ask yourself these questions:

Did I see or hear it happen?

Yes > Then it’s a fact.
No > Then how do I know about it?
Someone told me.

Did I check what they said was right?

Yes > Then it’s a fact.
No > Then it’s just hearsay. All I can write is that someone told me it happened.

Assumption

If we accept something is true without proof, we are making an assumption (i.e. assuming), e.g. I’m sure Mr Clark had toast for breakfast. He always does.

In fact, today he didn’t. He had fruit.

Mr Clark had toast is an assumption.

Speculation

If we guess the reason for something, we are speculating, e.g. Mr Clark was talking to himself. I think he was hallucinating.

In fact, he was just singing to himself.

I think he was hallucinating is speculation.

Watch out! It is easy to mistake assumptions and speculation for fact.
Learning through Work

5. UK measures

In the UK we now mostly use metric units. We do, however, still use some imperial units as well.

What is a unit?
Every system of measurement is based around what we call a unit. By unit we mean a fixed quantity of whatever we are measuring, e.g.:
- length = the metre (m)
- weight = the gram (g)
- money = the pound (£)
We can divide this unit, e.g. £1 = 100p.
We can multiply it, e.g. 1000 g = 1 kilogram.
The unit is the heart of the system.

Learning questions
At work, do you use metric, imperial or both?
If you use both, what do you measure in metric, what in imperial?
Which are you more comfortable with – metric or imperial? What about your colleagues?
What about the people you care for?

At a glance: metric and imperial units

<table>
<thead>
<tr>
<th>Metric</th>
<th>Imperial</th>
</tr>
</thead>
<tbody>
<tr>
<td>kilometre / metre / centimetre / millimetre</td>
<td>mile / yard / foot / inch</td>
</tr>
<tr>
<td>kilogram / gram / milligram</td>
<td>stone / pound / ounce</td>
</tr>
<tr>
<td>litre / centilitre / millilitre</td>
<td>gallon / quart / pint / fluid ounce</td>
</tr>
</tbody>
</table>
Learning activities prompt staff to

• use authentic workplace documents
• work collaboratively on discussion activities
• notice and evaluate how documents are written
• question what constitutes good or practice
• suggest how work practices can be improved
• share problem-solving strategies
• use practical examples to understand abstract principles
Exploring the Learning through Work approach

- Learning activities – induction
- Processes & support strategies
  - Noticing
  - Questioning
  - Practising
- Team briefings
- Coaching & mentoring
- Supervision
- Appraisals
- Reflective practice
Learning activities - induction programmes

How do the activities introduce care workers to some of the core skills that they will be using in their job role?
AIMER project  
Learning resources developed with care staff

**Care plans**

The pink cards show some headings taken from different sections of a care plan.

On the blue cards you have some notes that might appear under those headings.

Match the notes with the correct headings.

But be careful – on four of the blue cards there are comments that would be unsuitable on a care plan.

Which cards are they? Why would the comments be inappropriate?

**Good Practice in Personal Care**

The cards describe examples of good practice in personal care.

The grid shows four important principles you should consider when you work with clients.

Put the cards under the appropriate headings on the grid.

**Care notes**

Look at the seven examples of daily care notes.

1. Decide which ones you think are good, average or poor examples.
2. Then rank them from 1 – 7 with 1 as the best.
3. Discuss what you feel makes a good set of care notes.

**Working out someone’s age**

You may sometimes need to work out the age of a service user from the date of birth of their care plan.

Match the dominoes so that the dates of birth are followed by the correct age e.g. 1989 is followed by 20.

Discuss how we all have different ways of doing these calculations in our heads.

Is one way more common than the others?
What did you use to do?
In the past I used to..................
I was in the habit of..................

Why did you do that?
I did it because..................
I was trying to..................

Were you happy doing it that way?
I often felt that..................
I sometimes wondered if..................

What made you do it differently?
I noticed that..................
Someone suggested that..................

What made you do it differently?
I always try to..................
In future I will try to..................
# Reflective learning beyond induction

Workplace learning assignment for staff developing dementia care skills

<table>
<thead>
<tr>
<th>Reflective diary: Person-centred care</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong> 16 Nov</td>
<td></td>
</tr>
<tr>
<td>1. What happened, to make you try something different?</td>
<td>Jean was looking fed up and upset and was asking for her sons constantly</td>
</tr>
<tr>
<td>2. What did you choose to do?</td>
<td>I asked Jean if she would like to help me clean her room up, polish and hoover</td>
</tr>
<tr>
<td>3. What happened as a result?</td>
<td>Jean said yes and seemed happy doing this</td>
</tr>
<tr>
<td>4. Have you changed the support plan to include what worked well?</td>
<td>Yes. This helps Jean keep her independence</td>
</tr>
</tbody>
</table>

Example courtesy Jill Conroy, Practice Development Lead in Dementia at The Fremantle Trust

Oppportunities for language / literacy development
Three key insights

1. We become confident and proficient in skills by using them in **real situations** alongside and with the support of **experienced practitioners**.

2. Competence development is about learning **new identities** and **practices**, as well as skills.¹

3. ‘Developing the abilities necessary to understand and appreciate written texts in different content areas and literary genres **continues throughout the lifespan**.’²


AIMER project in Essex

https://supportingmigrantworkers.wordpress.com/

See Padlet board for pdf
Social Care Commitment

- Quality initiative
- Employer-led
- Turns codes-of-practice ‘you must’ statements into ‘I will’ promises, seven for employer, seven for employees
- Guidance (also based on codes of practice) to explain statements
- Employer promise: support and develop staff
- Staff promise: put care values into practice in daily work
- **New element**: tasks for employers and staff to evidence commitment
- Employer tasks = standard HR good practice
- Employee tasks = **reflective learning** for teams and individuals
Employer commitment

Recruit staff **who care**

Provide thorough **induction training**

Help staff **develop the skills they need**

**Make sure staff understand** safety and quality standards

**Take responsibility** for how staff work

**Supervise staff** properly

**Support staff** to put their commitment into practice every day

**Think performance management, high performance working practices, employee engagement**

**Think core skills too**
Employee commitment

Work responsibly
Uphold dignity

Work co-operatively
Communicate effectively
Protect privacy

Continue to learn
Treat people fairly

Think core skills
Use information and communicate effectively, take responsibility, problem-solve, work with others, learn and develop

Q What objectives does the commitment share with core skills?
Social Care Commitment tasks

Three types of task

• Find out and share information
• Identify and share good practice
• Contribute to a discussion

Think reflective learning, but also core skills (incl language) development and feedback*

*Importance of feedback* Gives post-holder evidence that other people care about the post-holder’s performance > makes post-holder perceive job as meaningful and feel sense of personal responsibility for job outcomes
Using the Social Care Commitment as a framework for learning

Social Care Commitment integrated into induction training, qualifications = learning focused on individuals

- Values-based recruitment
- Care Certificate & induction
- Service & role-specific training

**Social Care Commitment**
- Use the employee tasks as a framework for learning to develop collective understanding of what it means to put care values into practice
- Will also support core skills development

**Learning focused on teams**

**Workplace learning cultures**
- Leadership and management
Utilising the tasks

New starts: tasks incorporated into induction

Other staff: tasks incorporated into **work activity** and/or the **management** of work activity – wide range of options, individual and collective
Conclusion

What have we learned from this morning?

With colleagues on your table, please

– Share views

One person on each table, please note

– Key points, messages arising from discussion

The strategy calls on us to work together and share learning – where do we go from here?

– One key message?