

Creating a workplace learning culture

Workshop for adult social care providers in Oxfordshire

Workshop leaders

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Supported by

TDAR
Transfer and Development of ArbetSam Results



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

Oxfordshire Adult Social Care
Workforce Strategy
2015-2018

TDAR
Transfer and Development of ArbetSam Results

Core skills

A strategy to support functional and employability skills in the adult social care workforce in England



2014-2017



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

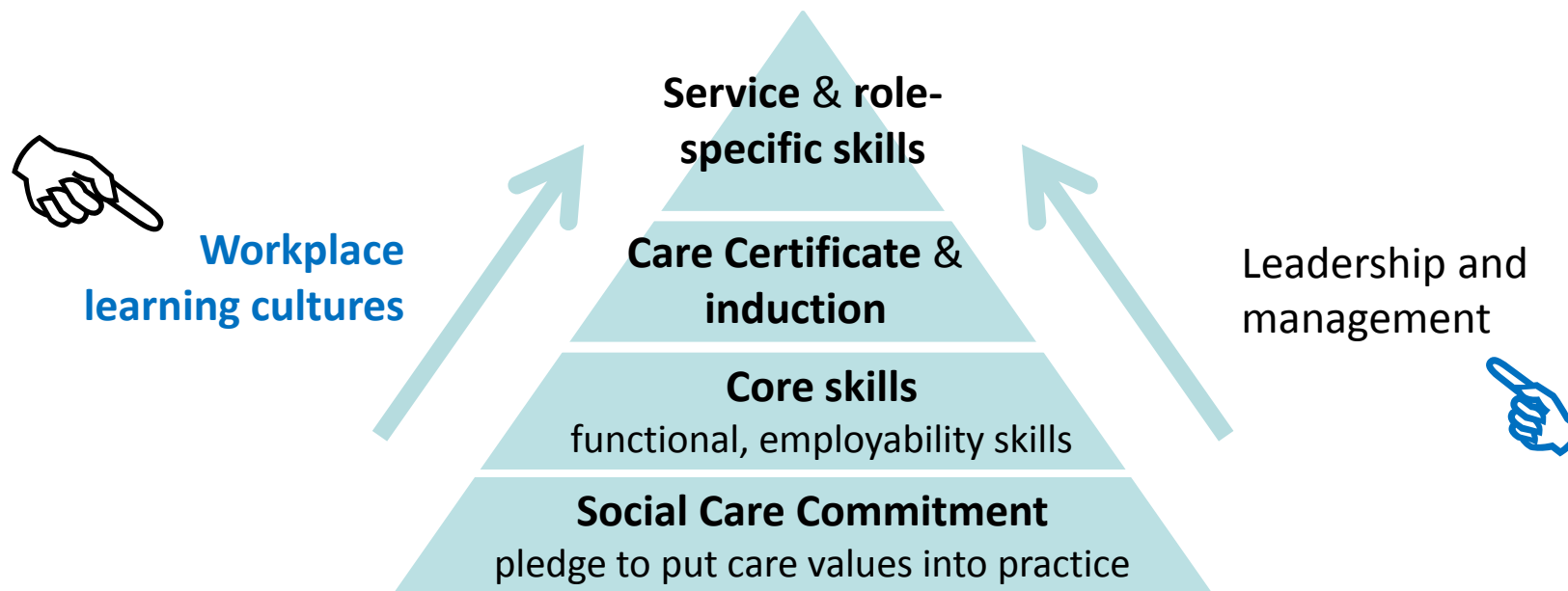
4. Make the Social Care Commitment
11. Support workplace learning cultures
12. Support leadership and management development
13. Support core skills development
14. Support competence, qualifications and career pathways

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.”¹

¹Belt, V. and Giles, L. (2009), *High Performance Working: A Synthesis of Key Literature, Evidence Report 4*. London: UK Commission for Employment and Skills.

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

¹Robinson, D., Perryman, S. and Hayday S. (2004), *The drivers of employee engagement*. Falmer: Institute of Employment Studies, HR Network, Report 408.

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.¹

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.

¹ Source: <http://www.hse.gov.uk/stress/furtheradvice/whatisstress.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

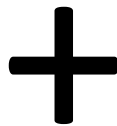
If you think learning is optional, try doing without it

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

Creating workplace learning cultures | TDAR/Oxfordshire County Council, Oxford (2-June-2015)

How people learn – 1-2-3-4, 1-2-3-4, 1-2-3-4...

1. Notice
2. Practice
3. Receive feedback
4. Reflect

Then

1. Notice more
2. Practice again
3. Receive more feedback
4. Reflect

And so it goes on...

People learn best when...

You give them encouragement to

- Think about what they are doing
- Pay attention to what happens
- Reflect on what they might do differently next time
- Time to think
- Support to act
- Feedback on results.

Remember at all times that people need confidence to:

- Ask questions
- Acknowledge mistakes
- Act on their learning.

People will learn more if given the opportunity to:

- Listen to, observe and work with others who have more expertise
- Use their initiative to solve problems
- Take on more challenging tasks.

Oxfordshire Skills Escalator Centre CIC Ltd

contact: info@osec.org.uk

Types of learning

Formal learning

Aim of activity = learning

Structured: pre-set learning objectives

Tests, assessment of learning

Learning = being taught

Someone else decides if your learning has been successful

Examples

Classroom training

E-learning

Non-formal learning

Aim of activity = learning

Flexible learning objectives

Self-assessment of learning

Coaching & mentoring

Peer learning (networks), self-study

Team briefings

Informal learning

Aim of activity = learning

No learning objectives, no assessment

Participation in activity (often linked to problem-solving)

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**



discretionary behaviour



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

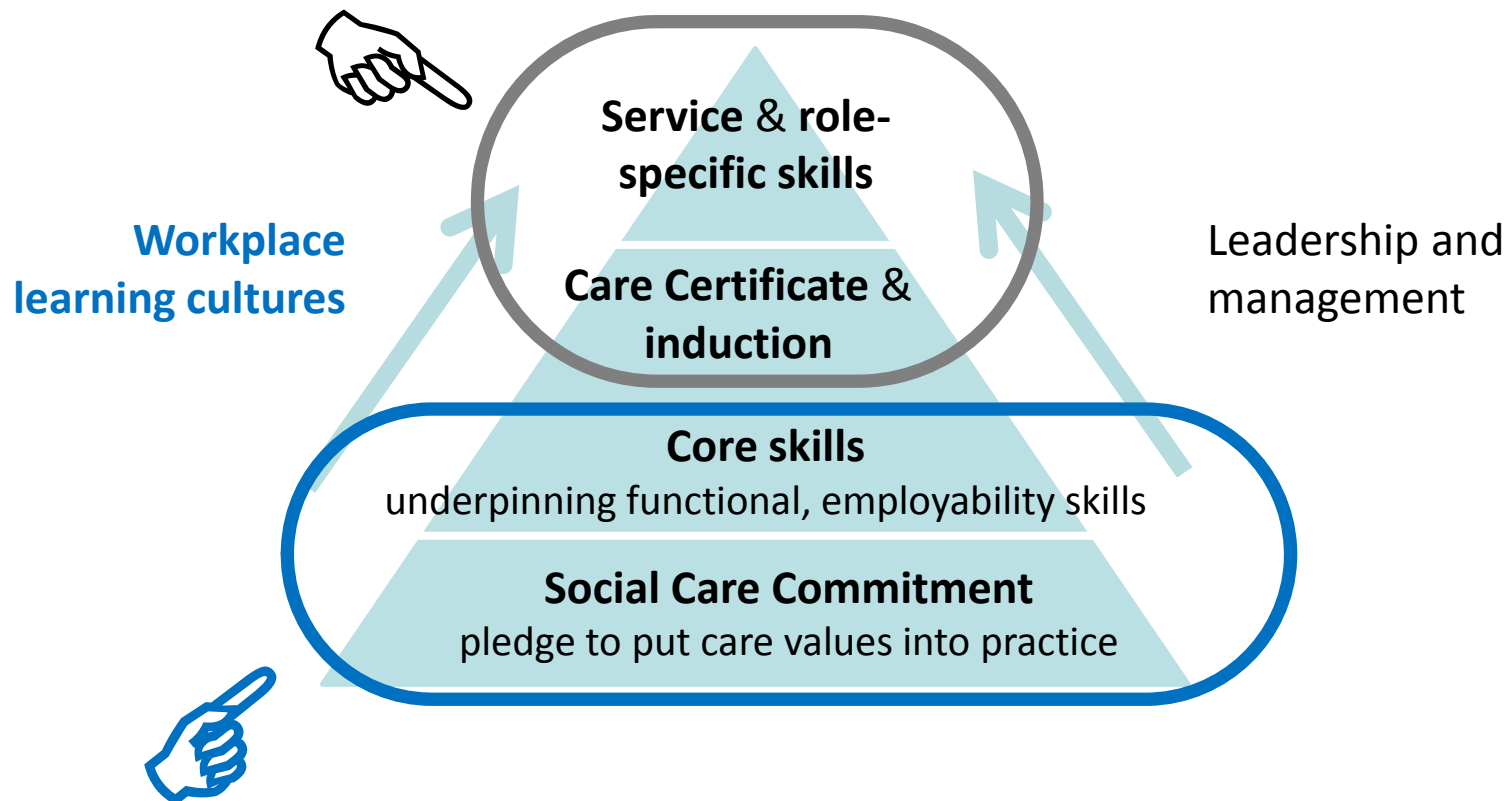
Learning can be **positive** or **negative**

'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



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_rc5tJxl

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/

Description of SpråkSam approach



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



Manager's overview



Full description of ArbetSam approach



Why core skills are so important

The ability to

Use information

Communicate effectively (in English)

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

Take responsibility

Problem-solve

Work with others

Learn and develop

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*

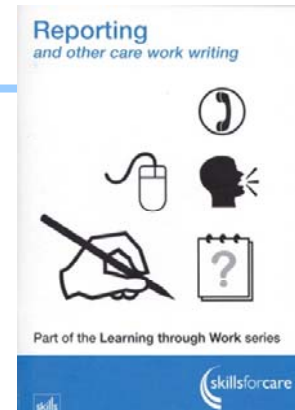
¹ Mark Stuart, Jonathan Winterton
Learning through Work – Phase 2 Evaluation Report,
Centre for Employment Relations, Innovation & Change
Leeds University Business School

*Skills for Care
LtW resource*



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 judgements, 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 *Learning resources from Skills for Care*

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

New system = metric Old system = imperial

Length, height, distance

<i>Metric</i>	<i>Imperial</i>
kilometre / metre / centimetre / millimetre	mile / yard / foot / inch

Weight

<i>Metric</i>	<i>Imperial</i>
kilogram / gram / milligram	stone / pound / ounce

Fluid volume / capacity

<i>Metric</i>	<i>Imperial</i>
litre / centilitre / millilitre	gallon / quart / pint / fluid ounce

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

Take advantage of natural learning opportunities

The booklet focuses on knowledge and skills we use regularly at work.
Use it to help staff learn close to or on the job.

How learning works

There are three important stages to learning.

Noticing – looking closely at the thing we want to learn about

Questioning – really trying to understand it

Practising – becoming good at doing it



How to use... Writing skills for care workers

Take advantage of natural learning opportunities

The booklet focuses on knowledge and skills we use regularly at work.
Use it to help staff learn close to or on the job.

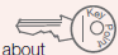
How learning works

There are three important stages to learning.

Noticing – looking closely at the thing we want to learn about

Questioning – really trying to understand it

Practising – becoming good at doing it



Use the booklet to help staff notice and question.

Make the link between topics in the booklet and what staff do at work.
Use work to help staff practise what they learn in the booklet.

Build confidence Writing makes many of us anxious. Use the booklet to help staff learn at their own pace, at work or at home.

Uncover skills gaps Use the booklet to let staff identify the writing skills they want to develop.

Support overseas staff Use the booklet to help overseas staff check both their writing skills and how we talk about writing skills in English.

Learn more For staff who want to learn more, contact your local adult education provider for information about courses.

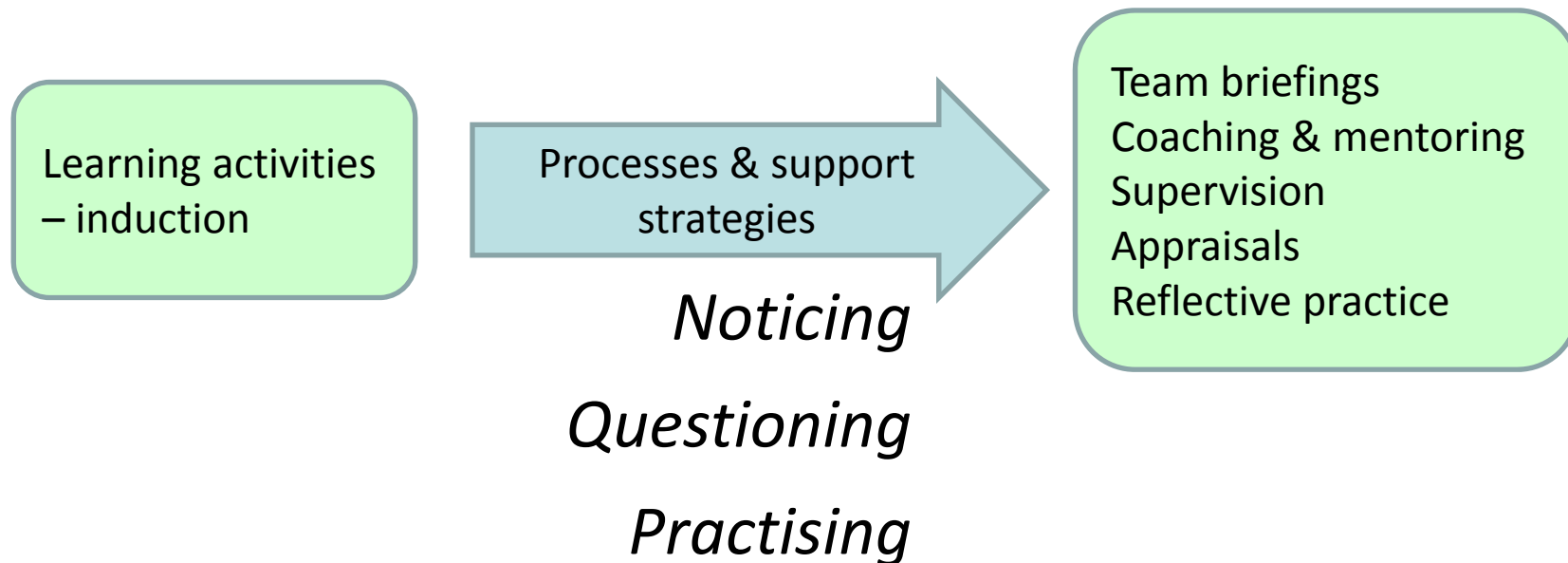
Also see another booklet in this series, *Reporting and other care work writing*.
Useful websites include www.skillsforcare.org.uk (go to *Developing skills*) and www.scie-careskillsbase.org.uk

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Exploring the Learning through Work approach



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?



Frame for reflection

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

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

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

Opportunities 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

¹Cf. National Research and Development Centre for Adult Literacy (2006), *Embedding Teaching and Learning*. London: NRDC

²Rose, J. (2006), *Independent Review of the Teaching of Reading*. London: DfES



AIMER project in Essex

<https://supportingmigrantworkers.wordpress.com/>


See Padlet board for pdf

On padlet



Supporting migrant workers in care roles


- a blog for users of the AIMER signposting tool



Home | AIMER | Migrant workers & care | Recruitment & induction | Support strategies & resources | Creating a learning culture | Feedback

Welcome to the blog!

This blog is an extension of the web-based signposting tool '[Supporting Migrant Workers](#)' which was developed for managers and other senior staff in Essex involved in the delivery or care and health services. The tool summarises some of the key teaching approaches, strategies and training resources used on workbased ESOL support programmes funded through the [AIMER](#) project.



"Investing in your future"
Crossborder cooperation programme
2007-2013 Part-financed by the European Union
(European Regional Development Fund)

Recent Posts

- AIMER – report on final celebration event
- Arbetsam – a workplace project in Sweden
- AIMER project celebration event

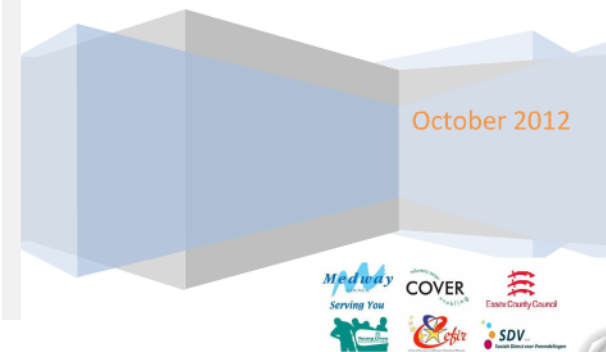
Archives

- December 2012
- October 2012



Supporting migrant workers in care roles

- a signposting tool for managers in Health and Social Care



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

Employee statements and tasks

Statement 1: I will always take responsibility for the things I do or don't do

Tasks

1. Discuss with my employer, supervisor or colleagues what knowledge and skills I need to carry out my job safely and well.
2. Agree with my employer, supervisor or colleagues, three examples of how to behave professionally with people who need care and support.
3. Discuss with my employer, supervisor or colleagues the reasons for my employer's policy on receiving gifts or other benefits.
4. Tell my employer, supervisor or colleagues exactly how I will carry out one important task and then explain why I will do it in this way.
5. Find out exactly what I should do if I think I have made a mistake at work.
6. Contribute to a discussion about whistleblowing with my employer, supervisor or colleagues.

Using the Social Care Commitment as a framework for learning

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



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

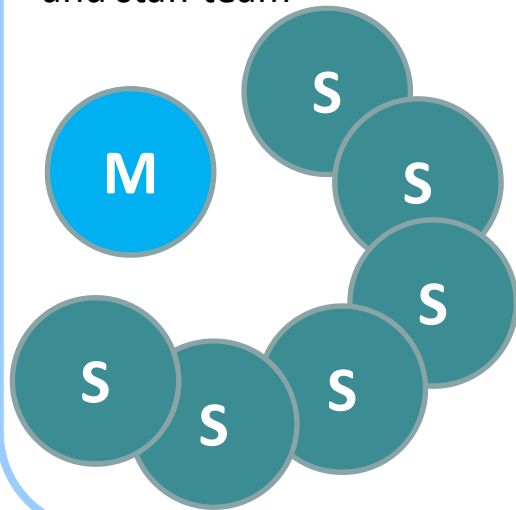
Utilising the tasks

New starts: tasks incorporated into induction

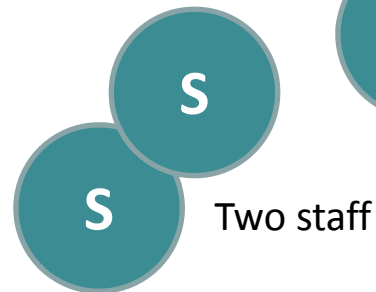
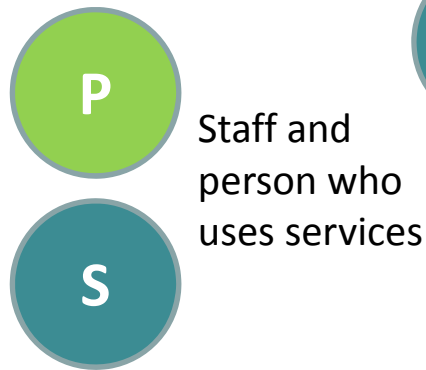
Other staff: tasks incorporated into work activity and/or the management of work activity – wide range of options, individual and collective



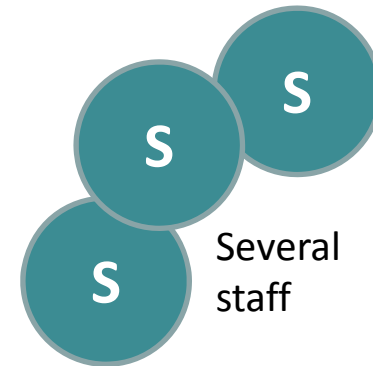
Manager/supervisor and staff team



Manager/supervisor and individual staff



Two staff



Several staff



Manager/supervisor in the background

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?*