

Planning for Learning and Development

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Workshop topics

- **What benefits can good planning have for organisations?**
- **Practical tips for individual skills audits**
- **What are some of the barriers to Learning and Development?**

Discuss for 5 minutes

- **What are the benefits of good planning for learning and development?**

Benefits

Some include improvements in:

- the profile and public confidence in the profession in this country and others,
- accountability of employees and of employers to their respective responsibilities towards continued professional development,
- the quality of care where a more confident and competent workforce make a difference towards the care they are providing,
- salary levels as some organisations place qualified workers on a higher salary point than unqualified workers.

Comments from learners

- *The biggest benefit I have gained is my self-confidence in my own ability in written work. Another is that it has encouraged me to look forward to developing my skills in my present post.*
- *I am more decisive, more confident and I feel I communicate better.*
- *I feel more determined to go about making changes I have planned for myself*
- *I have more confidence when I am in my workplace, it made me aware of the skills I do have and keen to carry on in further education.*
- *I feel more able to organise myself by planning and listening. I think I communicate more confidently.*

Discuss for 5 minutes

- **What are some of the barriers to good planning for learning and development?**

Barriers

Some barriers could include:

- **Time**
- **Resources**
- **Workers' fears**
- **Workers' educational abilities**

Engaging workers in process

- **Strengthen support for learning but make it clear it is necessary and not optional.**
- **Sound people out and have informal discussions about learning before formalising the procedure.**
- **Make time to speak to everyone individually in confidence; don't put workers on the spot in public. The ideal time for this would be in a supervision session.**

Engaging workers in process

- **Workers need to know about job security, terms and conditions. Find out as much information as you can from your employer so that you can answer questions on these points.**
- **Provide information in whichever way you can, for example, through informal discussion, individual meetings, team meetings and circulars.**
- **Make sure everyone receives the same information as this prevents inaccurate rumours.**

Engaging workers in process

- **Listen to people's objections; try to find out why they are making objections. Do they lack confidence about returning to learning and will they need extra support to do so?**
- **Lead by example and let others know you will also have to go through the learning and development process.**

Engaging workers in process

- **Find champions of the learning process, for example, find someone who has successfully taken on new learning and who is willing to talk to others about it.**
- **List the unwritten rules. Rumours and speculation about learning may have arisen. Make the process clear and explain what you are attempting to do and why.**

Engaging workers in process

- **Stress the positive aspects of learning, for example, enhancing job satisfaction and the quality of working life; improving the quality of service that clients receive and increasing recognition of the workforce's skills and abilities.**

Engaging workers in process

- **Reassure all workers that support is available from a variety of different sources. You can research what sort of support is available locally. The WEA Return 2 Learn project is available to support workers back into learning.**