

# **EVERYDAY LEARNING**

## **WORKSHOP GUIDE**



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## LEARNING OBJECTIVES

This session aims to help attendees to reflect on how they learn at work and to make plans to increase the opportunities for everyday learning:

- Through formal means, including classroom courses, e-learning and courses with colleges and universities.
- By observing and interacting with the people with whom they work.
- By reflecting on their experiences on-the job, both the successes have had and the difficulties that they have encountered.

## INTRODUCTION

This guide is designed for a manager or a facilitator to deliver a short workshop featuring videos from the Video Arts Leadership Essentials Series. Each video comes with a series of activities around the following structure:

**LOOK** - watch the video and reflect on the content and message.

**THINK** - activities and questions linking the video to their own experience and workplace.

**REMEMBER** - a summary of the key learning points.

These activities will take about 15 minutes to complete. At the end of this guide is a practical exercise to help bring all of the learning points together.

## FEATURED VIDEOS

- Make formal learning work (Just send them all off on courses)
- Everyone's a teacher and everyone's a learner (We don't really have a mentoring culture down here)
- Learn from every success and difficulty (Why don't we just sign off on this and go and have a martini?)

## VIDEO 1 – MAKE FORMAL LEARNING WORK

LOOK (play video, 3 minutes)

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Formal courses are only one part of an effective learning mix. Make them work by combining them with on the job training and peer-to-peer learning.

THINK (10 minutes discussion)

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Ask the group to discuss how leaders can make the most out of formal learning?

Suggest that before you invest in formal learning, leaders should think about the following questions:

- **Is it what your team needs?** Look at the aims and objectives of the course – are these in line with your team's current training needs?
- **How can the formal learning be supported by everyday learning?** Integrate the learning, for example with on the job training and peer-to-peer learning.
- **How can it be measured?** How are you going to measure the success of the learning? Ideally you would be looking for return on investment such as new knowledge or changed behaviours.

REMEMBER (recap, 2 minutes)

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Make formal learning work:

- Don't use courses to abdicate your responsibility for staff development.
- Brief your team member ahead of any course to make sure they have clear goals and know they have your support.
- Follow-up as soon as they return from a course.
- Check progress and provide support.

## VIDEO 2 – EVERYONE'S A TEACHER AND EVERYONE'S A LEARNER

LOOK (play video, 3 minutes)

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Encourage your team to share their knowledge.

THINK (10 minutes discussion)

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How can leaders encourage knowledge transfer within their teams?

Responses should include these two key areas:

- **Encourage your team to share their expertise.** Some people genuinely like to share their experiences while others find it difficult. Find ways to make it easy for everyone on your team to share their knowledge.
- **Be open to reverse mentoring.** There's nothing wrong with learning from someone younger or more junior than you. Allow more experienced staff to learn from those with new and different perspectives.

REMEMBER (recap, 2 minutes)

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Everyone's a teacher and everyone's a learner:

- Encourage your team to share their expertise with those who are new to a role.
- Be open to reverse mentoring, which allows more experienced staff to learn from those with new and different perspectives.
- Identify good potential partners for mentoring and encourage them to establish clear goals and expectations.

## VIDEO 3 – LEARN FROM EVERY SUCCESS AND DIFFICULTY

LOOK (play video, 3 minutes)

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Debriefs are an essential part of any project. Without them, lessons aren't learnt and mistakes are likely to happen again.

THINK (10 minutes discussion)

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Ask the group to discuss what the elements of a well-run team debrief might include?

Responses should include these points:

- **See mistakes as an opportunity to learn.** People can learn from their mistakes; let your team know that mistakes are fine as long as they understand what went wrong and how to avoid them in the future.
- **Learn from successes.** Encourage your team to learn from all successes and plan to repeat them in the future.

REMEMBER (recap, 2 minutes)

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Learn from every success and difficulty:

- Encourage your team to debrief after every success to make sure lessons are learned and successes are repeated.
- Make clear that mistakes are fine as long as you learn from them.
- Encourage your team to look at the reasons for any difficulties and plan to avoid them in future.

## EVERYDAY LEARNING – PRACTISE

This exercise provides an opportunity for people to reflect on how they learn at work and to make plans to increase the opportunities for everyday learning.

Divide participants into groups of 3 or 4.

Ask each group to carry out a survey to find out what each participant thinks the proportion of their own workplace learning has occurred in the three following ways:

- Through formal means, including classroom courses, e-learning and courses with colleges and universities.
- By observing and interacting with the people with whom they work.
- By reflecting on their experiences on-the-job, both the successes they have had and the difficulties they have encountered.

As well as providing a percentage for each of the categories, they should list examples.

Then have the groups come back together to share their findings. Compare and contrast the findings of the groups.

Ask the groups how they could improve the effectiveness of each of the three types of learning.