Learning Workplace

CERTIFIED

2023

LEARN: Towards a Holistic Transformation of Organisations into Learning Workplaces

Class B Activities

MMC Mediterranean Management Centre

Co-funded by the Erasmus+ Programme of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CYPRUS CHAMBER OF COMMERCE AND INDUSTRY

CYPRUS CERTIFICATION COMPANY

DIMITRA educational organization

Cámara Valencia

Αναπτυξιακή Εταιρία Επιμελητήριου Λάρισας

Euro circle

europe direct Provence

FH JOANNEUM University of Applied Sciences

FUNDACIÓN equipo humano

CCI PROVENCE ALPES CÔTE D'AZUR

CAMPUS 02 GRAZ FACHHOCHSCHULE DER WIRTSCHAFT

Class B Activities

CB1: Best Practices Examples

BB1

BB1 Encourage employers to adopt a learning culture that supports career-long learning

1.1. Activity Code

BB1_BestPracticesExamples_C02

1.2. Building Block on which the activity is based

- ☑ Encourage employers to adopt a learning culture that supports career-long learning (BB1)

1.3. Activity or Tool

- ☑ Activity

1.4. Type of Activity or Tool

- ☑ System for Strategic Learning (not ad hoc learning)

1.5. Field of improvement

- ☑ Organisation Learning Strategy

1.6. Scope of the activity

Exploring and gaining new ideas from already applied activities and established processes which produced good results, in order to be used in future tasks, projects, activities, or processes of the organisation/company.

1.7. Who should lead the activity?

Members of the management team, the Quality Management department, or the Human Resources department can lead the activity. It is suggested that the activity is implemented at department level.

1.8. Who should attend the activity?

All the employees of the organisation/company, irrespective of hierarchy level.

1.9. Description of the activity

Best practices are successful cases, activities, processes, or methods, which are worth of imitation and can be applied to different contexts (industries, fields, environments, etc.).

Goal

The goal of identifying best practices is to create a pool of good ideas which can help the workplace improve either on the job or in terms of workplace learning. Out of this pool, suitable ideas can be adopted by the organisation/company.

How-to

The activity is divided into two implementation phases: 1) individual research and 2) group workshop. Individual research is necessary for identifying different best practices for implementing at the workplace. In the workshop that follows, all participants share their findings. The identified best practices are discussed and analysed in terms of suitability for the organisation/company.

Documentation

The results of the research for best practices and following workshop are documented by the organisation/company. This documentation can be either physical (flip charts, etc.) or digital (photo protocol, meeting minutes, videos, use of a cloud service, etc.). Also, a report is prepared after the implementation of the activity, summarising the results in the form of suggested actions for the organisation/company.

1.10. Duration and frequency of implementation of the activity

The workshop on discussing the identified best practices should have a duration of 2 hours; the duration of individual research that precedes may vary depending on the number of best practices that the employees are asked to identify and/or their time availability.

Research should be conducted once or twice a year. The activity as a whole (research followed by a workshop) should take place at least once a year for organisations/companies of all sizes.

In case of medium-sized and large organisations/companies, all departments must be represented in the workshop. Alternatively, the activity can be implemented at department level.

1.11. Minimum and maximum number of participants in the activity (if applicable)

3-10 people.

More than one workshop of 3-10 people can be held at the same time.

1.12. Prerequisites for participating in the activity (if applicable)

No special competences are required for the participants in the activity.

A facilitator is needed for the workshop – a department manager or manager from the Human Resources or the Quality Management department – who is responsible for:

• ensuring that the preparatory activity, i.e., individual research which is being implemented throughout the year, has concluded on good results which can be presented, discussed, and analysed in a workshop.

• organising the workshop, i.e., informing possible participants well in advance and arranging for the logistics of the workshop.

• documenting and summarising the results of the workshop as well as concluding on "To Dos" for the organisation/company based on the results.

• informing the management board about possible tasks, activities, and processes to be adopted in order to make use of the best practices that are most suitable for the organisation/company.

1.13. Resources for the activity

Best Practices Examples Identification Monitoring Tool (Annex 1)
Best Practices Examples Workshop Participant List (Annex 2)
Best Practice Example PPT Presentation (Annex 3)
Best Practices Examples Workshop Report (Annex 4)
Best Practices Examples Evaluation Questionnaire (Annex 5)
Also, the following will be needed:

• Research phase: Internet access (and activity Annex 1)
• Workshop phase: Flip Chart papers, markers (and activity annexes)
• Throughout the year: Physical or online demonstration of best practices
- Physical: compilation of flip chart papers from the workshops including output from the best practices' research and workshops
- Online: e.g., with the use of Mural, Miro, etc. including output from the best practices' research and workshops

1.14. Instructions for the implementation of the activity

1. Individual research:

In the preparation/individual research phase, the employees have to conduct research individually; they are asked to do so by their manager/supervisor throughout the year, at times that the manager/supervisor indicates. At this phase, the Best Practices Examples Identification Monitoring Tool (Annex 1) is used (at organisation/company or department level, depending on the case), which is completed by the employees as soon as they have identified a best practice and they have proceeded with studying that best practice and have come to conclusions.

Indicators for best practices' examples:

Projects, activities, tasks etc. within or outside the organisation/-company that may include:

- New forms of cooperation
- New forms of communication
- New ways of profit creation
- New business models
- Positive use of social competences to enhance stakeholder dialogue
- Activities which are linked to future trends
- Innovative ideas/approaches (e.g., on workplace learning)
- Etc.

Instructions for the individual research:

Based on instructions provided by the manager/supervisor (field of research, number of best practices' examples to search for etc.), employees are asked to identify, study, and prepare a presentation (*Best Practice Example PPT Presentation, Annex 3*) for minimum one best practice, which should include at least the following:

- Description of the organisation/company (industry, size, location, etc.…) in which the best practice example has been identified.

- Answer to guiding question 1: *What activity/tool/organisational structure/change of that organisation/company is so special?*

- Answer to guiding question 2: *What can we learn out of it from our organisation/company?*

Answering to the guiding questions is important in order to conclude on "To Dos" for own activities and processes.

2. Workshop:

In the workshop phase, a department manager or the manager of the Human Resources or Quality Management department decides to organise a discussion session on some of the best practices collected by that time. The selection of best practices and the number of best practices to be presented is at his/her discretion; all the best practices collected by that time can be presented, if possible. The manager or another employee is assigned the role of facilitator of the workshop.

During the workshop, at least one best practice is presented by each employee that is invited by his/her department manager or supervisor to take part in the workshop. The participation of employees in different positions, at different hierarchy levels as well as from different departments (if the activity is not implemented at department level) is highly recommended.

Instructions for the workshop:

The workshop is held at least once a year. It is important that the date of the workshop is announced well in advance, so that potential participants have sufficient time to prepare a presentation for the best practices' example(s) identified by them.

At the beginning of the workshop the Best Practices Examples Workshop Participant List (Annex 2) is completed.

The workshop should be structured as follows (this is just an indicative list, further elements can be added, if necessary):

- Welcome and Introduction
- Introductions of the participating employees and the facilitator
- Presentation of individual research/identified best practices
- Discussion on the presented best practices

- All the presented best practices should be analysed and discussed according to their suitability for the organisation/company and their potential use.
- Further guiding questions can be used by the facilitator, which can be sent to the employees beforehand or be posed to them during/after the presentations to come more easily to conclusions.
- The results of the discussion should be documented on flip chart paper(s), mind map(s), with the used of Mural, Miro, etc., or through video recording, to be later on demonstrated (on a board or online) and be updated each time a new workshop on best practices' examples is completed.
- The most promising best practices' examples for the organisation/company are summarised and analysed in potential steps to be followed and actions to be taken by the organisation/company in order to adopt them (Best Practices Examples Workshop Report, Annex 4).

• Planning follow-up activities

The following questions are discussed and answered:

- When will the results be presented to managers/employers (if not attending)?
- Who is willing to get further involved in the process?
- Etc.

• Closure and Evaluation

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

At the end of each workshop, an evaluation questionnaire is sent to the participants (*Best Practices Examples Evaluation Questionnaire, Annex 5)*, through which their satisfaction with the activity is evaluated.

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

Through the *Best Practices Examples Evaluation Questionnaire* (Annex 5), which includes some questions on the learning of the participants in the activity.

1.17. List of annexes

Best Practices Examples Identification Monitoring Tool (Annex 1)
Best Practices Examples Workshop Participant List (Annex 2)
Best Practices Examples PPT Presentation (Annex 3)
Best Practices Examples Workshop Report (Annex 4)
Best Practices Examples Evaluation Questionnaire (Annex 5)

1.18. List of documentation for the certification

Best Practices Examples Identification Monitoring Tool
Best Practices Examples Workshop Participant List
Best Practice Example PPT Presentations
Best Practices Examples Workshop Report
Best Practices Examples Evaluation Questionnaires
Flip Charts/Photo Protocols etc. including the best practices presented and analysed in the workshop

CB2: Success Stories-Elevator Pitch

BB1

BB1 Encourage employers to adopt a learning culture that supports career-long learning

1.1. Activity Code

BB1_SuccessStories-ElevatorPitch_EC

1.2. Building Block on which the activity is based

☑ Encourage employers to adopt a learning culture that supports career-long learning (BB1)

1.3. Activity or Tool

☑ Activity

1.4. Type of Activity or Tool

☑ Other

1.5. Field of improvement

☑ Organisation Learning Culture

1.6. Scope of the activity

The scope of the activity is the exchange of success stories and good practices among peers, in the form of an "elevator pitch", that is, a brief, persuasive speech used to spark interest in what an organisation/company does or to create interest in a project, idea, product, or the speakers themselves.

In the short sessions, the employees share good practices about learning in the workplace and value success stories of people who experienced learning in the workplace. Thus, experience of staff who attended learning in the workplace is promoted and learning in the workplace as a tool to develop continuous professional development and also adult well-being and personal growth is encouraged.

An elevator pitch could also focus on experiences of employees that are not related to work or the work environment.

1.7. Who should lead the activity?

The management team or staff of the Human Resources department.

1.8. Who should attend the activity?

All members of the staff.

1.9. Description of the activity

Success stories/Elevator pitch sessions are organised on a regular basis during the year.

Once a month, 1-2 speakers undertake the delivery of an elevator pitch. It is advised to dedicate a maximum of a couple of hours to each session.

The activity coordinator – a department manager or a member of the staff of the HR department – prepares of success stories' calendar for the year by identifying employees who are eager to present a success story of them on their professional or personal life.

The session is attended by as many employees as possible. Alternatively, the organisation/company can decide who the target group of each session is, depending on the topic of the session and/or the workload of the employees at a given period of time.

1.10. Duration and frequency of implementation of the activity

Around 1 hour per month: 5-15 minutes for experience sharing by 1-2 employees, followed by a 30-45 minutes' discussion. Each elevator speech should not exceed 5 minutes (an ideal duration is 1 minute – no longer than an elevator ride) and each session should not exceed 2 hours.

The speakers will also need some time for preparing their elevator pitch.

1.11. Minimum and maximum number of participants in the activity (if applicable)

N/A

1.12. Prerequisites for participating in the activity (if applicable)

Willingness to share experience with peers and promote one's own success story in an engaging way.

1.13. Resources for the activity

Each speaker should prepare on their own their 1-5-minute elevator pitch: tips on how to provide a good elevator pitch are available on the Internet.

Also, the following are needed for implementing the activity:

Success Stories-Elevator Pitch Sessions Calendar (Annex 1)
Success Stories-Elevator Pitch Session Participant Lists (Annex 2)
Success Stories-Elevator Pitch Session Evaluation Questionnaire (Annex 3)

1.14. Instructions for the implementation of the activity

At the beginning of the year, the coordinator of the activity should:

1. Organise a meeting with all staff or the department managers to get them introduced to the activity, which will take place once a month, preferably on the same date, for around 1-2 hours.

2. Identify the employees that will be sharing their stories throughout the year to create an annual calendar of sessions (Success Stories-Elevator Pitch Sessions Calendar, Annex 1). The calendar can be revised during the year. This will allow the speakers (experience sharers) to have time to prepare for the sessions.

3. Inform all the staff about the activity and share with them (e.g., through e-mail) the success stories' calendar.

During the session, the speaker/s should:

1. Share their success story, e.g., their learning journey: how it started, what they learnt during the journey etc., in the form of a 1-5-minute elevator pitch.

2. Discuss and exchange opinions and ideas with the attendees for 30-45 minutes.

At the beginning of the session, the attendees have to complete the Success Stories-Elevator Pitch Session Participant List (Annex 2) and at end of the session, they have to evaluate the activity using the ***Success Stories-Elevator Pitch Session Evaluation Questionnaire*** (Annex 3).

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

An evaluation questionnaire is distributed to the attendees after the session (*Success Stories-Elevator Pitch Session Evaluation Questionnaire, Annex 3*).

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

In the Success Stories-Elevator Pitch Session Evaluation Questionnaire (Annex 3), there is an open-ended question through which the participants are asked to elaborate on the content of the elevator pitch, that is, on what they have learnt from the session.

1.17. List of annexes

Annex 1: Success Stories-Elevator Pitch Sessions Calendar
Annex 2: Success Stories-Elevator Pitch Session Participant List
Annex 3: Success Stories-Elevator Pitch Session Evaluation Questionnaire

1.18. List of documentation for the certification

Success Stories-Elevator Pitch Sessions Calendar
Success Stories-Elevator Pitch Session Participant Lists
Success Stories-Elevator Pitch Session Evaluation Questionnaires

CB3: The Community of Practice

BB1

BB1 Encourage employers to adopt a learning culture that supports career-long learning

1.1. Activity Code

BB1_TheCommunityOfPractice_EC

1.2. Building Block on which the activity is based

- ☑ Encourage employers to adopt a learning culture that supports career-long learning (BB1)

1.3. Activity or Tool

- ☑ Activity

1.4. Type of Activity or Tool

- ☑ Other

1.5. Field of improvement

- ☑ Organisation Learning Culture

1.6. Scope of the activity

The goal of the activity is to understand what a community of practice (COP) is, how it works, and the benefits of setting up a COP within the organisation/company.

The concept of a COP has been introduced many years ago because of the **understanding that knowledge is a critical asset that needs to be managed strategically** as well as that **collective learning based on reflection on practice is key to innovation and development.**

1.7. Who should lead the activity?

The management team or the Human Resources department.

1.8. Who should attend the activity?

The management team or the Human Resources department.

1.9. Description of the activity

Communities of Practice (CoPs) are groups of people who share a concern or passion for something they do and they decided to learn how to do it better by interacting regularly. Communities of Practice are formed by **people** who are engaged in a process of **collective learning in a shared domain.**

The main objective of a CoP is to support situated learning for a group of people with a shared interest. Knowledge development not only takes place inside individuals' heads, but it can also be co-constructed through a social process. This process includes two mechanisms: participation and "reification", that is, shifting of the subjective to the objective.

The development of a CoP within an organisation/a company entails three steps:

1. The organisation/company appoints some facilitators: people who have knowledge about a COP or people who are willing to take this role for the first year of testing the implementation of a COP within the organisation/company.

2. a. The appointed facilitators study the CoP Handout (Annex 1; definition and goals of a CoP) provided in order to understand how to organise a workshop on creating a CoP and how to facilitate it.

b. The facilitators organise a workshop about CoPs: what they are, how they work, what their goals are

3. A CoP is developed within the organisation/company on the topic of transforming the

workplace into a Learning Workplace. The members of the CoP are people within the organisation/company that can serve the CoP's "mission". This is step is the practice part of the activity.

1.10. Duration and frequency of implementation of the activity

Step 1: around 2 hours to contact inform potential facilitators
Step 2a: 2 days for studying Annex 1
Step 2b: 1 day for organising the workshop
Step 3: the duration of the CoP meetings is decided by the facilitators

A CoP is created every time there is a need within the organisation/company for learning something in deep and/or every time a group of members of the management team are interested in a specific topic. For the purposes of the activity, at least one CoP on workplace learning should be created within organisations/companies.

1.11. Minimum and maximum number of participants in the activity (if applicable)

The number of participants depends on the size of the workplace. A minimum of 4 people is required for a CoP to be created. In medium and large-sized organisations, at least 15% of the personnel should be members of the CoP and take part in the meetings held.

1.12. Prerequisites for participating in the activity (if applicable)

Being the "founder" of the CoP, a member of the management team, or a member of the HR staff.

1.13. Resources for the activity

CoP Handout (Annex 1)
CoP Meeting Participant List (Annex 2)
CoP Discussions Log (Annex 3)
CoP Self-Reflection Log (Annex 4)
CoP Evaluation Questionnaire (Annex 5)
CoPs Registry (Annex 6)

1.14. Instructions for the implementation of the activity

For step 1, facilitators need to be appointed or volunteer.

Steps 2 and 3 have to be taken by the person who would undertake the role of facilitator within the CoP. For step 2 the CoP Handout (Annex 1) is to be used, so that the facilitator gets familiar with the overall idea of a CoP and takes ownership of facilitating step 3. The handout's content can be used for the development of a PowerPoint or Prezi presentation for the workshop in step 3.

Step 4 is the application of the theory studied in steps 2 and 3 (from theory to practice). In step 4, people that form the CoP identify also a first topic to be discussed in the kick-off meeting of the CoP. The first topics to be discussed in the CoP should focus on continuous professional development and Learning Workplaces. In the long term, through regular sessions, different topics can also be integrated in the agenda of CoP meetings. In the meetings, the *CoP Meeting Participant List* (Annex 2) and the *Cop Discussions Log* (Annex 3) should be completed. Also, after each meeting, the members of the CoP should complete the *CoP Self-Reflection Log* (Annex 4) with their thoughts (learning points, challenges, suggestions etc.) on the CoP activities' progress.

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

Through an evaluation questionnaire that the members of the CoP fill out after the completion of the CoP's mission or after a series of meetings with the same topic end (*CoP Evaluation Questionnaire, Annex 5*).

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

Through the *Self-Reflection Journal* (Annex 4), which is completed by the members of the CoP every time a meeting is completed. This "journal" is personal and should reflect the meeting participants' own learning and thoughts on the CoPs activities: inputs, strong points, challenges, areas of improvement, suggestions etc. At the end of the log or at the end of a series of meetings on the same topic, a reflections' summary should be provided, so that the compilation of the recorded reflections forms a "self-reflection journal".

1.17. List of annexes

Annex 1: CoP Handout
Annex 2: CoP Meeting Participant List
Annex 3: CoP Discussions Log
Annex 4: CoP Self-Reflection Journal
Annex 5: CoP Evaluation Questionnaire
Annex 6: CoPs Registry

1.18. List of documentation for the certification

The CoP Charter or the COP Meetings' Calendar
CoPs Self-Reflection Journals

CB4: Daily Learning Bites

BB2

BB2 Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning)

1.1. Activity Code

BB2_DailyLearningBites_C02

1.2. Building Block on which the activity is based

- ☑ Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning) (BB2)

1.3. Activity or Tool

- ☑ Activity

1.4. Type of Activity or Tool

- ☑ Other: Activity for Informal Learning

1.5. Field of improvement

- ☑ Organisation Learning Culture
- ☑ Employee Sensitisation on the Importance of Learning

1.6. Scope of the activity

Encouraging lifelong learning through small bits of new content on selected topics, on a daily basis.

1.7. Who should lead the activity?

This depends on whether an external learning activities' provider is used for the "daily learning bites" or if the content used for the activity is created within the organisation/company. If the second option applies, it is necessary to have one person planning and creating the content for the activity (it could be an HR executive or a person appointed for this task).

1.8. Who should attend the activity?

This activity is suitable for employees at all hierarchical levels as well as for employers.

1.9. Description of the activity

"Daily learning bites" are short 5-10-minute lessons, which are delivered to the learners every day for a certain period of time, via e-mail, an application, on paper, etc. These "learning bites" can be developed in the form of sequential learning lessons that one builds on the knowledge acquired from the other or each of them can be provided separately.

Goal

The goal of the lessons is to boost lifelong learning, introduce the learners to a new topic, and motivate them to learn more. Thanks to the short duration of the lessons, even busy employers and employees have the opportunity to learn something new every day. "Learning bites" may be a series of short lessons on the same topic (one building on the results of the other) or a series of independent topics. However, to consider a **Daily Learning Bites**' activity successful it is important to have a series of a minimum of 10 "learning bites".

How to do it

There are two options when organising this activity. It is possible to use an external service for the provision of learning content to organisations/companies, such as "Highbrow" *(https://gohighbrow.com/)* or "Bite Size" *(https://www.bitesizeltd.com/solutions/e-learning-library/)*, where all learners can choose from different learning topics. For example, "Highbrow" provides more than 3.000 lessons on hundreds of topics. The daily lessons are 5-minute long and each course lasts for 10 days.

Another option is to create specific content for the activity within the organisation/company. However, this requires at least one person that will invest time in planning and creating the content. The process is similar to that of established services.

Examples of topics for internally created "learning bites":

• Information about the history of the organisation/company (to boost commitment)

• Background of the vision/mission/strategic goals of the organisation/company
• Actual changes in the organisation/company
• Information about new learning workplace activities
• More specialised topics, such as the "elevator pitch", an introduction to empathy etc.

The content can be delivered via short videos, audio recordings, fact sheets, text, etc.

Possible assistance for creating “daily learning bites”:

• “EI Design”: *https://www.eidesign.net/microlearning/* (to design customised, highly personalised micro-learning assets)
• “Inno-Versity”: *https://inno-versity.com* (offering digital learning solutions that foster bite-sized training content)
• “CommaLab India”: *https://www.commlabindia.com/* (offering rapid e-learning solutions, including micro-learning)

1.10. Duration and frequency of implementation of the activity

Daily Learning Bites should be considered as a mid- to long-term activity to engage learners in lifelong learning. Therefore, each Daily Learning Bites’ activity should have a duration of at least ten days, i.e., each “learning series” (minimum ten-day “daily learning bites”) should consist of minimum 10 short daily lessons. Each lesson should last minimum 5 minutes.

1.11. Minimum and maximum number of participants in the activity (if applicable)

N/A

1.12. Prerequisites for participating in the activity (if applicable)

No special competences are requested from the participants.

If the content for the activity is created by the organisation/company, at least one person (HR executive or any other person appointed for this task) must organise the whole activity. For this reason, the following prerequisites apply:

- Research skills
- Writing skills
- Organisational skills (to create learning plans of 10 lessons each of equal duration)
- Creativity

1.13. Resources for the activity

The provider of the "daily learning bites" needs either to subscribe to a relevant service provider or identify resources suitable for the development of learning content through research. Also, Internet access and sufficient time are required.;

The learner does not need any resources except for Internet access, in case the "daily learning bites" are delivered online.

Also, the following resources are needed:

Daily Learning Bites Record (Annex 1)
Daily Learning Bites Reflection Log (Annex 2)
Daily Learning Bites Reaction Evaluation Questionnaire (Annex 3)
Daily Learning Bites Learning Evaluation Questionnaire (Annex 4)

1.14. Instructions for the implementation of the activity

Before the implementation of the activity, the person appointed for this task (HR executive or other) should address the learners and inform them about the upcoming activity. It is essential that the learners know why they do the activity. Therefore, it might be helpful, particularly when this activity is new to the organisation/-company, to use a service provider, where learners can choose their own learning topics, before the organisation/company starts creating its own learning content.

Instructions for when using a service provider

How to use and/or receive the "daily learning bites" depends on the service provider. Most systems use e-mails for transferring the "learning bites" to the learners. The participants can choose when to "eat the bite"; however, it is suggested that each learner tries to do it every day at the same time, e.g., when drinking the morning coffee or right before the end of the working day/the shift.

Instructions for creating own content

Creating your own learning content is much more time-intensive than using a relevant service provider. It is necessary to create a small curriculum for each course including 10-15 lessons of 5 minutes each. The main challenge is to identify the most important aspects of a topic and provide it to employees in the form of "daily learning bites". To achieve this goal, the responsible person needs to be well-organised and follow a well-structured process.

Process:

• Choosing a topic, maybe by coordinating with people within the organisation/company.
• Identifying the most important aspects, facts etc. related to the chosen topic.
• Establishing a curriculum/structure for the lessons and settling on a number of lessons comprising a course (however, it may be the case that a “learning bite” is used as a “standalone” within a bigger series of other “learning bites”).
• Creating content and focusing on the length of each “learning bite”.
• Using writing skills to make the “learning bite” readable.
• Using other skills that serve making the “learning bite” more “attractive” to learners.
• Deciding how to deliver the “learning bite”.
• Providing/Sending out the “learning bite”.

How to have each “learning bite” depends on the structure and content of the lessons comprising the “daily learning bite” activity/course; therefore, general instructions cannot be provided for the lessons that the learner needs to have for each “daily learning bite”.

Short reflections of the participants after a “daily learning bite” activity/course (at least 10 “learning bites”) should be recorded by them on paper (Daily Learning Bite Reflection Log, Annex 2), while all the “daily learning bites” activities/courses that take place in a year at organisation/company level should be recorded in Daily Learning Bites Record (Annex 1).

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

After each "daily learning bite" activity/course (a series of at least ten 5-minute lessons on a specific topic), an evaluation of the satisfaction of the participants with the activity is carried out (*Daily Learning Bites Reaction Evaluation Questionnaire, Annex 3*). If "daily learning bites" are combined with a bigger "learning bite package" about one topic, it is also possible to have the satisfaction evaluation after the completion of all the lessons included in the "learning bite package".

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

What the participants have learnt through a "daily learning bites" activity/course is assessed through another evaluation questionnaire (*Daily Learning Bites Learning Evaluation Questionnaire, Annex 4*). If "daily learning bites" are combined with a bigger "learning bite package" about one topic, it is also possible to have the learning evaluation after the completion of all the lessons included in the "learning bite package".

1.17. List of annexes

Annex 1: Daily Learning Bites Record
Annex 2: Daily Learning Bites Reflection Log
Annex 3: Daily Learning Bites Reaction Evaluation Questionnaire
Annex 4: Daily Learning Bites Learning Evaluation Questionnaire

1.18. List of documentation for the certification

Daily Learning Bites Record
Daily Learning Bites Reflection Logs (optional)
Daily Learning Bites Reaction Evaluation Questionnaires
Daily Learning Bites Learning Evaluation Questionnaires (optional)
Daily Learning Bites Evidence (e.g., examples of e-mails sent)
Information on the service provider(s) used for the learning content/the learning content developed internally (optional)
List of resources used for doing research to develop new learning content (optional)

CB5: The Roadmap of Learning

BB2

BB2

Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning)

1.1. Activity Code

BB2_TheRoadMapOfLearning_EC

1.2. Building Block on which the activity is based

- ☑ Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning) (BB2)

1.3. Activity or Tool

- ☑ Activity

1.4. Type of Activity or Tool

- ☑ Skills' Anticipation Tool (including for long-term goals)

1.5. Field of improvement

- ☑ Employee Sensitisation on the Importance of Learning

1.6. Scope of the activity

The goal of the activity is to make people aware of what they have learnt and how, what they are learning and how, and what they will have to learn/wish to learn, when, and how.
The activity raises awareness of the importance of learning that takes place during one's lifetime. It also allows participants to realise that learning may be not only formal, but also informal and non-formal.

1.7. Who should lead the activity?

The employer or the Human Resources manager.

1.8. Who should attend the activity?

All the employees of the organisation/company, irrespective of hierarchy level.

1.9. Description of the activity

"A training [or learning] road map is also known as a learning path. It is a sequence of well-structured learning activities that teach specific topics. It is a way to map out training and make the learning process smoother. Creating a road map requires considering each training segment as part of a whole"1.

The *Road Map of Learning* activity is implemented in 4 steps:

1. Differentiation between formal, non-formal, and informal learning.
2. Drawing one's own road map of learning.
3. Setting up short-term, mid-term, and long-term learning goals.
4. Debriefing one's drawing of learning pathway in group.
5. Participating in a one-to-one, follow-up meeting 6 months after the activity to receive feedback on the road map of learning.

1.10. Duration and frequency of implementation of the activity

Total duration of the activity: around 3-4 hours

Step 1: 20 minutes
Step 2: 30¨minutes
Step 3: 20 minutes
Step 4: The duration of this step depends on the size of the group; usually 5 to 10 minutes per person to present their individual road map of learning along with their learning goals, and 5 minutes for discussion.
Step 5: 30 minutes

All the employees should take part in this activity at least once while being employed in the organisation/company.

1.11. Minimum and maximum number of participants in the activity (if applicable)

3 to 10 individuals per group and 1 manager or other member of the management staff taking the role of facilitator.

1.12. Prerequisites for participating in the activity (if applicable)

N/A

1.13. Resources for the activity

The Road Map of Learning Workshop Participant List (Annex 1)
The Road Map of Learning Evaluation Questionnaire (Annex 2)
The Road Map of Learning – Company Learning Strategy (Annex 3)

Also, the following will be needed:

Paper sheets and pens in 3 different colours

1.14. Instructions for the implementation of the activity

The manager or another member of the management staff invites a group of employees to participate in the activity, setting a date, and arranging for the organisation of the workshop.

At the beginning of the workshop, The Road Map of Learning Workshop Participant List is completed.

In the session, the following steps should be followed:

Step 1: Differentiating between formal, non-formal, and informal learning

The facilitator should lead a session in which questions are asked to the participants in order to conclude on definitions for formal, non-formal, and informal learning. If the group consists of 10 individuals, then 3 groups can be formed, in order for the participants to reflect in smaller groups.

3 volunteers should then present the definitions that have been agreed in groups and discuss them with the facilitator and the other participants.

The facilitator can also prepare a quiz on different learning situations related to the field of work of the organisation/company and the participants will have to identify to which type of learning they relate.

Step 2: Drawing one's own road map of learning

Each individual is given some time on its own to draw the road map of his/her learning journey from his/her birth to present, including also a projection into the future. The drawing can take the format of the learner's preference, according to his/her own creativity.

The learner is asked to identify his/her journey's different milestones and stations of learning. To do this, s/he has to use 3 different colours to differentiate between formal, informal, and non-formal learning.

No template is provided for this, as the road map needs to be freely drawn based on how the learners would like to represent their own learning journey. Some tips for the facilitator on this is that the road map could be a mountain to climb, a straight path, a road or a river with a lot of curves, etc. The ideas can be plenty; what is important is to leave the learners be creative.

Step 3: Setting up short-term, mid-term, and long-term learning goals

On a different paper, each participant is asked to write down his/her learning goals, providing also details on how to achieve them.

Goals:

1. An informal learning goal to achieve within the month (short-term goal).
2. A non-formal learning goal to achieve within 6 months (mid-term goal).
3. A formal learning goal to achieve within the next couple of years (long term-goal).

Details:

Each participant should identify what should be learnt, when, and how in order to achieve the above-set goals.

Step 4: Debriefing one's road map of learning in group

Each individual should then present his/her road map of learning to the group, discuss his/her learning goals set, and exchange views with the group and the facilitator on their feasibility and how to achieve them.

After the activity is completed (step 5 is implemented 6 months after the activity), the Human Resources department representative or the manager having led the activity should come, in short to medium term, with a learning strategy to be implemented by the staff that participated in the activity and/or the organisation/-company as a whole. This has to be drawn upon **emergencies, priorities, readiness, and funding** (*The Road Map of Learning – Company Learning Strategy, Annex 2*).

Emergencies: the current lack of competences that impede the organisation/company from staying competitive.

Priorities: the need to develop competences in order to fulfil future activities that the organisation/company should apply in order to stay innovative and competitive.

Readiness: how ready the organisation/company is to implement the Company Learning Strategy to be suggested, depending also on the level of readiness of the employees.

Funding: the cost, the possibility to find funds as well as the time needed to implement the Company Learning Strategy.

This analysis on 4 axes is followed by suggested actions to take and activities to implement in order for the Company Learning Strategy to start being implemented.

Step 5: Participating in a one-to-one, follow-up meeting to receive feedback on the road map of learning

Within six months from the activity, the facilitator meets with each employee who participated in it to discuss the progress of his/her road map of learning and update it or revise it, based on the actions taken by that time and the learning opportunities offered to the employee as part of the common Company Learning Strategy. In this session, the participants should discuss if their choices (goals linked with types of learning) have proven right or wrong and explain why.

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

The reaction of the participants to the activity will be evaluated through a questionnaire measuring their level of engagement in the 5 steps of the activity and on drawing their own learning journey (T*he Road Map of Learning Evaluation Questionnaire, Annex 3*).

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

On an individual level, the participants will learn or recall things through the activity and plan for future goals. Their learning level will be also evaluated through *The Road Map of Learning Evaluation Questionnaire* (Annex 3, Questions 5-11).

1.17. List of annexes

Annex 1: The Road Map of Learning Workshop Participant List
Annex 2: The Road Map of Learning - Company Strategy of Learning
Annex 3: The Road Map of Learning Evaluation Questionnaire

1.18. List of documentation for the certification

Some road maps of learning can be shared, if the author gives relevant consent.
The Road Map of Learning – Company Strategy of Learning
The Road Map of Learning Evaluation Questionnaires

CB6: “Personal Training Account” Programme

BB3

BB3 Secure the long-term commitment of all stakeholders

1.1. Activity Code

BB3_PersonalTrainingAccountProgramme_CCIR

1.2. Building Block on which the activity is based

- ☑ Secure the long-term commitment of all stakeholders (BB3)

1.3. Activity or Tool

- ☑ Activity

1.4. Type of Activity or Tool

- ☑ Other

1.5. Field of improvement

- ☑ Organisation Learning Culture

1.6. Scope of the activity

The “Personal Training Account” programme promotes the funding of employees’ skill development by the organisation/company they work for, contributing to ensuring the long-term commitment of stakeholders in workplace learning.

1.7. Who should lead the activity?

The employees themselves are responsible for identifying the training programme or programmes for which they would apply for funding, based on their own needs.

The training programme/s is/are funded by the organisation/-company through the "personal training account" of the employee. The Accounts department of the organisation/company in coordination with the Human Resources and/or Training and Development departments coordinate the activity.

1.8. Who should attend the activity?

Any employee interested in attending fully funded training programmes.

1.9. Description of the activity

The employer creates a **"personal training account"** with a fixed amount of money for each employee in the organisation/company. The amount of budget may differ from employee to employee (employees of different departments or at different hierarchy levels), but the way the budget is allocated to different employees should be clarified in the policy document that will be issued by the organisation/company on this and will ensure equal treatment.

The employees will be able to use the provided amount of money for one or more training programmes that they will select according to their needs.

1.10. Duration and frequency of implementation of the activity

The "personal training account" is renewable every year. It is up to the organisation/company to decide whether any amount left in the training account of an employee from a previous year can be used during the next year (over and above the personal training account) or not. This should be indicated in the organisation/company's policy document on the specific programme.

The time frame of funding per year for each employee depends on the duration of the training programme/s for which the employee receives the grant.

1.11. Minimum and maximum number of participants in the activity (if applicable)

N/A

1.12. Prerequisites for participating in the activity (if applicable)

A training programme that the organisation/company will approve for funding (on employees' professional and/or personal development needs, depending on the relevant policy).

1.13. Resources for the activity

A budget for funding employees' skill development.

Additionally:

1. Company Policy Document (including a provision on funding training programmes through employees' "personal training accounts") or "Personal Training Account" Programme Policy Document (Annex 1)
2. "Personal Training Account Programme" – Registry of Beneficiaries (Annex 2)
3. "Personal Training Account" Programme Evaluation Questionnaire (Annex 3)

1.14. Instructions for the implementation of the activity

Step 1: Development of an organisation/company policy document on the "Personal Training Account" programme or integration of a provision on the programme in the general organisation/company policy document (*Company Policy Document/"Personal Training Account" Programme Policy Document, Annex 1*).

The policy document should clarify at least the following:

· Whether all employees will have access to the same amount of money or a different grant will be provided to each employee; if the latter applies, what criteria are in place for this will also be clarified.
· The amount of money in the personal training account.
· What process will be followed, if there is money left in the personal training account at the end of the year.

· The types of programmes that can be funded through this account (e.g., an organisation/a company may decide that for programmes directly related to the KPIs of employees there will be a different budget and the “Personal Training Account” programme will be used for employees’ personal development only).
· The process that employees will need to follow to have access to their “personal training account”, including all the documentation required.
· How the participation in the “Personal Training Account” programme will be evaluated.

Step 2: Selection by the employee of a training programme or more for which they would like to ask funding and submission of application for taking part in the “Personal Training Account” programme, based on the instructions provided in the relevant policy document.

Step 3: Participation in the training programme (upon approval by the organisation/company) based on the specified requirements and provision of the required documentation to the organisation/-company, as described in the relevant policy document. Each time a new employee attends the programme, a registry of beneficiaries will be updated (*“Personal Training Account” Programme – Registry of Beneficiaries, Annex 2*).

Step 4: Completion of the training programme and evaluation of the “Personal Training Account” programme (*“Personal Training Account” Programme Evaluation Questionnaire, Annex 3*).

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

Through an evaluation questionnaire that the employees will be asked to fill out upon completion of the training programme and termination of the funding period (*Personal Training Account Evaluation Questionnaire, Annex 3*).

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

N/A

1.17. List of annexes

Annex 1: Company Policy Document (including a provision on the creation of a "personal training account" for employees and any required documentation for proving the participation in training programmes and also on the programmes' fees and fee payments) or "Personal Training Account" Programme Policy Document (a policy document particularly for this programme)
Annex 2: "Personal Training Account Programme" – Registry of Beneficiaries
Annex 3: "Personal Training Account" Programme Evaluation Questionnaire

1.18. List of documentation for the certification

1. Company Policy Document/"Personal Training Account" Programme Policy Document

2. "Personal Training Account Programme" – Registry of Beneficiaries

3. "Personal Training Account" Programme Evaluation Questionnaire

CB7: Visual Thinking

BB2

BB2 Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning)

1.1. Activity Code

BB2_VisualThinking_FEH

1.2. Building Block on which the activity is based

- ☑ Ensure that adult learning in the workplace puts learners on a lifelong learning pathway (supported by guidance systems and a validation of prior learning) (BB2)

1.3. Activity or Tool

- ☑ Activity

1.4. Type of Activity or Tool

- ☑ Other

1.5. Field of improvement

- ☑ Employee Sensitisation on the Importance of Learning

1.6. Scope of the activity

This activity aims to help employees to:

· Visualise the learning strategy of the organisation they work for.
· Learn how to get involved in a long-term learning strategy.
· Point out the strengths and weaknesses of the learning strategy of the organisation they work for.
· Improve the inter- and intra-communication of the organisation.

1.7. Who should lead the activity?

The HR/Training department or an HR expert or a manager (especially in the case of SMEs).

1.8. Who should attend the activity?

All the employees. `

1.9. Description of the activity

“Visual Thinking” is a tool that allows the visualisation of the organisation’s future through the expression of ideas on the learning strategy, which are being expressed in the form of simple drawings.

The aim of this activity is to explore through drawing: 1) the participants’ projection of the organisation’s future, 2) the learning strategy to achieve this, and 3) their contribution to the achievement of this vision. The learning strategy of the organisation as well as the learning of the individual participating in the activity is the central element of these drawings.
The participants will receive detailed instructions prior to the activity in order to be able to prepare for the activity.

The instructions will provide the area of development or the plans or the business actions of the organisation. They may also provide a specific plan, e.g., the internationalisation of the organisation in 2 years or they may be more generic, e.g., in what situation the organisation will be in five years. The required action will be for each employee to develop: a) the learning plan of the organisation to meet its goals and b) their own learning plan through which they will support the organisation to meet its goals. Both a and b should be achieved through drawing (and the use of some text, if necessary).

1.10. Duration and frequency of implementation of the activity

40 minutes to prepare drawings for a provided plan.

1-2 hours for a workshop to discuss the drawings, depending on the number of the participants in the workshop.

Once a year (for large organisations, twice a year, with different participants).

1.11. Minimum and maximum number of participants in the activity (if applicable)

N/A

1.12. Prerequisites for participating in the activity (if applicable)

N/A

1.13. Resources for the activity

Coloured pencils or pastels, good quality paper, and other stationery.
Visual Thinking Participant Report (Annex 1)
Visual Thinking Participant List (Annex 2)
Visual Thinking Evaluation Questionnaire (Annex 3)
Visual Thinking Reflection Sheet (Annex 4)

1.14. Instructions for the implementation of the activity

1. The organisation sends out to the participants instructions for the activity, which can be specific (e.g., the organisation is going international or is entering a new market or is adopting different distribution channels) or general (how do you envision the organisation five years from now?).

2. The participants are given time to prepare their drawings that should reflect the learning strategy of the organisation as well as their own learning path in order to support the organisation to achieve its goals. They can be as creative as they would like to: they can use different colours or different types of materials to distinguish their own learning from that of the organisation's. The participants can also use animations to depict themselves and the organisation in this learning journey that will lead the organisation to its projected future.

3. The participants should explain in a report (*Visual Thinking Participant Report, Annex 1*) their drawings. In this report, they should conclude on the organisation's learning strategy based on their drawings, through: a) pointing out internal elements and issues that will affect learning (i.e., strengths and weaknesses), b) identifying the external aspects (i.e., opportunities and threats), and c) sketching a learning plan for the organisation. Then, they should reflect on their own role within that plan (i.e., how the plan affects them). The learning strategy should be realistic and adequate.

4. After this phase, a workshop takes place (facilitated by the Training department, the HR department, or a manager). During the workshop, all drawings and reports are being discussed. Based on the discussion and the input provided by all, the participants can modify the conclusions of their individual reports. In this workshop, a participant list is being completed (*Visual Thinking Participant List, Annex 2*).

5. Based on the participants' reports, the facilitator should also develop a report on the learning strategy of the organisation.

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

The reaction of the participants in the workshop is being evaluated through an evaluation questionnaire distributed/sent by the workshop facilitator (Visual Thinking Evaluation Questionnaire, Annex 3).

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

The learning of the participants is being evaluated through the completion of a reflection sheet (*Visual Thinking Reflection Sheet, Annex 4*).

1.17. List of annexes

Annex 1: Visual Thinking Participant Report
Annex 2: Visual Thinking Participant List
Annex 3: Visual Thinking Evaluation Questionnaire
Annex 4: Visual Thinking Reflection Shee

1.18. List of documentation for the certification

Visual Thinking Participant List
Visual Thinking Evaluation Questionnaires

CB8: The DARN CAT Change Talk

BB5

BB5 Communicate about adult learning in the workplace using the language of those who need to be encouraged

1.1. Activity Code

BB5_TheDARNCATChangeTalk_EC

1.2. Building Block on which the activity is based

- Communicate about adult learning in the workplace using the language of those who need to be encouraged (BB5)

1.3. Activity or Tool

- Tool

1.4. Type of Activity or Tool

- Learning Tool

1.5. Field of improvement

- Organisation Learning Strategy

1.6. Scope of the activity

The DARN CAT Change Talk activity is adapted from a tool used for motivational interviews, in which the desire and will of a person to change are addressed. Here, the tool is adapted in order:

for employers

- to address the transformation of their organisation from a workplace into a Learning Workplace.
- to work on themselves on how ready they are to invest in learning in the workplace.

for employees

- to work on different motives that can motivate them to work on continuous professional development.
- to identify possible barriers that can prevent them from dedicating time to learning.
- to evaluate how prepared and committed they are to take steps and invest time into learning for continuous professional development (CPD).

This tool will be useful for individuals in an organisation in the process of transformation, since it is always important to have people know and be conscious of what actions they can and are ready to implement, if they really want something to change.

1.7. Who should lead the activity?

The employer, department manager, or Human Resources department manager.

1.8. Who should attend the activity?

All the employees.

1.9. Description of the activity

DARN stands for Desire, Ability, Reasons, and Need, while CAT stands for Commitment, Activation/Actuation, and Taking steps (towards change). The acronym DARN CAT is used in motivational interviews, in which questions are posed to people to explore their thinking. In change talks, individuals verbalise desire, ability, reasons, need, commitment, and/or action taken. The more change talk people do, the more likely they are to commit to different behaviours.

DARN statements suggest contemplativeness. CAT statements, which are usually spontaneous, suggest readiness to make a plan. The former is provided in the *Preparatory Change Talk* phase (phase 1) and the latter, in the *Implementing Change Talk* phase (phase 2).

DARN

Desire: Statements about preference for change (a desire to make a change)

Ability: Statements about capability (self-efficacy or belief in the ability to make changes)

Reasons: Specific arguments for change (reasons given for considering a change)

Need: Statements about feeling obliged to change (indicating a need for change)

CAT

Commitment: Statements about the willingness of change (interaction and decision)

Activation/Actuation: Statements about the willingness to change (readiness, preparation)

Taking steps: Statements about action taken

For the implementation of the activity, a tool (template) including two tables on change talk (table on Phase 1 and table of Phase 2 of change talk) is provided. For each letter (and key word) in the tables, the following are expected to appear:

- the attitude of the employee towards Learning Workplaces or

- the attitude of the employer/HR representative towards the transformation of an organisation into a Learning Workplace,

depending on the participant in the activity.

The activity should be organised on a regular basis, once a year, when the annual appraisal interview of each employee takes place. The template should be completed on an individual basis, before the interview, and each employee should attend the meeting providing the completed tool.

When the annual staff evaluation is over, the employer and HR representatives should set up a meeting in order to analyse the results of the activity and develop a strategy for the transformation of the workplace into a Learning Workplace and in order to address this change, based on the level of readiness and commitment of the employees and their needs.

1.10. Duration and frequency of implementation of the activity

Individual completion of the activity template: 30 minutes

Analysis of the results in the annual appraisal meeting

Meeting between the employer and the HR representative(s): 2-3 hours

The activity should be implemented once a year, before the annual appraisal meeting of the employee (completion), during the meeting (analysis and discussion), and after the meeting (meeting at management level).

1.11. Minimum and maximum number of participants in the activity (if applicable)

All the employees.

1.12. Prerequisites for participating in the activity (if applicable)

N/A

1.13. Resources for the activity

The DARN CAT Change Talk Tool (Annex 1)
The DARN CAT Change Talk Evaluation Questionnaire for Employees (Annex 2)
The DARN CAT Change Talk Evaluation Questionnaire for Employers (Annex 3)
The DARN CAT Change Talk Annual Meeting Report (Annex 4)

1.14. Instructions for the implementation of the activity

1. The employer/HR representative explains to each employee the goal of the change talk activity and how to fill out The *DARN CAT Change Talk Tool* (Annex 1), once the activity is about to take place (before the annual appraisal interview of the employee).

2. The tables of the tool are being filled out by the employee.

3. The employee attends the annual appraisal interview, in which the content of the activity tables is being discussed.

By analysing and discussing the content of the DARN CAT Change Talk Tools in the annual appraisal interviews with the employees, the employer and HR representatives can better understand the needs, priorities, opportunities, and fears of each employee as well as the obstacles they may face when it comes to learning into workplace. This information is useful for the development of an appropriate learning strategy for the organisation.

During the interview, the employer/HR representative can take notes on the content of the tables.

4. The employer along with the HR representative in charge of developing the learning plan for the organisation set up a meeting between them to analyse the data collected through the DARN CAT Change Talk Tools. If the tool has been completed by the management as well, this meeting is also an opportunity to cross-check if the preparations made by the organisation for the transformation of the workplace are in alignment with the views of the employees on this topic.

In this meeting, the participants have to complete a report (*The DARN CAT Change Talk Annual Meeting Report, Annex 4*) on their conclusions, which will be used for adjusting the organisation's learning plan for the year.

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

Though The *DARN CAT Change Talk Evaluation Questionnaire for Employees* (Annex 1) and The DARN CAT Change Talk Evaluation Questionnaire for Employers (Annex 2), which the participants in the activity have to fill out after the completion of the activity.

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

This activity provides an opportunity for self-check of the learning of the participants through completing the template and revisiting the document to check and if any changes in opinions occurred.

1.17. List of annexes

Annex 1: The DARN CAT Change Talk Tool
Annex 2: The DARN CAT Change Talk Evaluation Questionnaire for Employees
Annex 3: The DARN CAT Change Talk Evaluation Questionnaire for Employers
Annex 4: The DARN CAT Change Talk Annual Meeting Report

1.18. List of documentation for the certification

The DARN CAT Change Talk Tools completed (Annex 1)
The DARN CAT Change Talk Evaluation Questionnaires for Employees (Annex 2)
The DARN CAT Change Talk Evaluation Questionnaires for Employers (Annex 3)
The DARN CAT Change Talk Annual Meeting Report (Annex 4)

CB9: What is Your Best Talent

BB5

BB5 Communicate about adult learning in the workplace using the language of those who need to be encouraged

1.1. Activity Code

BB5_WhathIsYourBestTalent_FEH

1.2. Building Block on which the activity is based

- Communicate about adult learning in the workplace using the language of those who need to be encouraged (BB5)

1.3. Activity or Tool

- Activity

1.4. Type of Activity or Tool

- Training Needs Analysis Tool for Soft Skills

1.5. Field of improvement

- Employee Transversal Skills
- Employee On-the-job Skills

1.6. Scope of the activity

1. To list the skills and competencies that employees need to improve.
2. To highlight the strengths of employees.
3. To motivate employees to get involved in the learning process.
4. To assess the communication skills, creativity, and argumentation skills of employees.

5. To develop the argumentation competency of employees.
6. To enhance the knowledge transfer amongst employees.
7. To check the employees' competence needs on a regular basis and/or depending on projects or specific areas.

1.7. Who should lead the activity?

Employers, managers, team leaders, Human Resources trainers, or Human Resources consultants.

1.8. Who should attend the activity?

All employees.

1.9. Description of the activity

The participants in the activity record a video answering the question "What is your best talent?".

Every month, 1-2 employees project their videos and a facilitator (Human Resources trainer, Human Resources consultant, or manager) analyses the skills and competences pointed out in the videos in comparison with the skills and competencies required by the organisation, in order to come to conclusions on the development of employees and the improvement of their competency to reach the goals set by the organisation. The management team should prepare a checklist of skills and competencies required by the organisation, which will be used by the facilitator during the videos' projection session.

In this way, the organisation can gain an idea of the strengths, skills, and competencies of employees from their own point of view, and compare them with the idea that the organisation (department managers etc.) has for the employees. The facilitator can also evaluate the skills and competences proclaimed by the employees through the video itself: the time that the employees invested in developing it, their creativity, the video content, the focus points of the video, etc.

The videos created by employees should be no longer than 2 minutes.

1.10. Duration and frequency of implementation of the activity

The time invested in the development of the video depends on the employee.

Every month, 1-2 2-minute videos are being projected and a 30-45-minute discussion on the videos' content follows in a session organised at department or organisation level.

1.11. Minimum and maximum number of participants in the activity (if applicable)

All the employees of the organisation should get involved in this activity.

1.12. Prerequisites for participating in the activity (if applicable)

N/A

1.13. Resources for the activity

A video or phone camera.
What is your Best Talent – Employee Competency Checklist (Annex 1)
What is your Best Talent Participant List (Annex 2)
What is your Best Talent Evaluation Questionnaire (Annex 3)
What is your Best Talent – Employee Competency Report (Annex 4)

1.14. Instructions for the implementation of the activity

· The management team along with the facilitator develop an employee competency checklist (*What is my Best Talent Skills – Employee Competency Checklist*, Annex 1).

· The facilitator sends out an invitation to the employees to participate in the activity, providing the video topic, a suggested video plot (not required), and guidelines for developing the video.

· The interested employees declare their intention to participate in the activity and record a short video of a maximum 2-minute duration, answering the question "What is your best talent?". The participants are encouraged to be as creative as possible while developing the video.

· Evey month, a session is being set, in which the facilitator invites 1-2 employees to project their videos. In this session, employees of the same department but also from other departments are invited to attend. After the projection of the videos, the employees explain the concept of the video and provide clarifications, if necessary. During the video projection and the presentation by the employee, the facilitator fills out the Employee Competency Checklist (Annex 1). In the discussion that follows, the facilitator stresses out the employee's strengths, skills, and competencies, as they are pointed out in the video/by the video, and makes the comparison with the skills and competencies included in the checklist developed by the management team. At this point, the skills and competencies that employees need to improve should be brought out by the facilitator, followed by justification. The attending employees should also take part in the discussion and provide their input on the videos and the skills and competences of the particular employees. In every session organised, the What is Your Best Talent Participant List (Annex 2) has to be completed.

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

The participants' satisfaction with the activity will be evaluated through an evaluation questionnaire (*What is your Best Talent Evaluation Questionnaire,* Annex 3).

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

The facilitator evaluates the learning of the employees from the activity during the discussion s/he has with them (description by the employee of his/her skills and competencies, comparison by the facilitator with the checklist provided, conclusions drawn by the employee with the help of the facilitator). The learning of the employees can be described in the Conclusions' section of the What is Your Best Talent – Employee Competency Report (Annex 4) that the facilitator completes after the activity.

1.17. List of annexes

Annex 1: What is your Best Talent – Employee Competency Checklist
Annex 2: What is your Best Talent Participant List
Annex 3: What is your Best Talent Evaluation Questionnaire
Annex 4: What is your Best Talent – Employee Competency Report

1.18. List of documentation for the certification

What is your Best Talent – Employee Competency Checklist
What is your Best Talent Participant List
What is your Best Talent Evaluation Questionnaires
What is your Best Talent – Employee Competency Reports
Employees' videos

CB10: Professionalism Assessment Tool

BB7

BB7 Ensure that workplace learning is tailored to adult learners needs

1.1. Activity Code

BB7_ProfessionalismAssessmentTool_MMC

1.2. Building Block on which the activity is based

- ☑ Ensure that workplace learning is tailored to adult learners needs (BB7)

1.3. Activity or Tool

- ☑ Tool

1.4. Type of Activity or Tool

- ☑ Training Needs Analysis Tool for Soft Skills

1.5. Field of improvement

- ☑ Employee Transversal Skills

1.6. Scope of the activity

This activity aims to identify the existing level of professionalism of employees, in order for further training needs analysis to subsequently take place and a learning pathway for their improvement in this area to be suggested, if necessary.

1.7. Who should lead the activity?

The Training and Development department, the Human Resources department, or a supervisor who has been trained to perform training needs analysis.

1.8. Who should attend the activity?

All the employees of the organisation/company independent of the hierarchy level.

1.9. Description of the activity

In the working world, professionalism encompasses the way one carries himself/herself, the attitude and the ways s/he communicates with others1. According to the Guide to Professionalism in the Workplace (Career Advice Experts, 2021), “Being a professional on the job ensures a positive first impression, successful interpersonal relationships and a lasting reputation. The key elements of on-the-job professionalism include time management, effective communication, enthusiasm, assignment delivery and appropriate attire”.

The *Professionalism Assessment Tool* is a short test including selected questions that can indicate the level of skills of employees on being professional on the job. Based on the results of the test, the organisation/company will conclude on a learning pathway for each employee, including non-formal and informal learning, so as for their skills on using software such as Microsoft Word to improve. While formal learning is linked with training courses leading to official certifications and qualifications, non-formal learning is connected with training courses and other learning activities that do not award any certifications or qualifications, and informal learning covers learning through interactions with colleagues, friends, and family.

The test consists of 10 multiple-choice questions on professional behaviour and communication.

· If the score achieved is **under 50%**, training on professionalism is considered necessary.

· If the score achieved is **between 50-70%**, the implementation of supporting activities is suggested, so that the employees improve their skills related to professionalism. On the Internet, there are plenty of activities for improving professionalism in the workplace; the manager/supervisor can select some of them depending on the number of employees, the time available etc. and implement them along with the employees or assign them to them.

· If the score achieved is **over 70%**, observation by a supervisor or manager are suggested and, if necessary, provision of customised support for further improvement of the employees.

The employees who will score **up to 70%** will take the same assessment for a second time after a reasonable period of time based on the learning path decided for them, so as to be identified whether the training provided/activities suggested to implement have improved their skills and on what level.

1.10. Duration and frequency of implementation of the activity

· 20-30 minutes for completing the test.

· In case the employees are asked to take part in specific learning activities or training for their skills to get improved, additional time will be needed, depending on the type of supporting activities.

This activity should take place at least once for each employee, preferably at the beginning of their first year in the organisation/-company. If the score achieved in the test is up to 70% (from under 50% to 70%), the assessment should be repeated within 6 months to 1 year, depending on the exact score achieved and the duration of the supporting activities suggested, in order to record if there has been any progress and at what level.

1.11. Minimum and maximum number of participants in the activity (if applicable)

N/A

1.12. Prerequisites for participating in the activity (if applicable)

N/A

1.13. Resources for the activity

Prior to the test, the participants are suggested to search on the Internet for the significance of professionalism in the workplace. For example, they can read the explanatory article that can be found on the following website: https://www.insperity.com/blog/professionalism-in-the-workplace/.

Also, the following will be needed:
Professionalism Assessment Tool (Test) (Annex 1)
Professionalism Assessment Tool (Test) (Correct Answers) (Annex 2)
Professionalism Assessment Record (Annex 3)
Professionalism Assessment Tool Evaluation Questionnaire (Annex 4)

1.14. Instructions for the implementation of the activity

1. The employee is asked to complete the *Professionalism Assessment Tool (Test)* (Annex 1) by his supervisor or a manager/employee of the Training and Development or Human Resources department within 20-30 minutes' time.

2. With the use of the *Professionalism Assessment Tool (Test) (Correct Answers)* (Annex 2), the completed test is evaluated by the supervisor/manager/another employee who has been assigned this task. If the score achieved by the employees is under 50%, they need to participate in specific training on professionalism. If their score is between 50-70%, supporting activities should be implemented. If their score is over 70%, observation by the supervisor/manager/person assigned are suggested for monitoring the employees' progress, ensuring continuous development of them, and providing customised support, if necessary. The assessment results are registered on the Professionalism Assessment Record (Annex 3).

3. Based on the above-described classification, a learning pathway is decided for each employee and is communicated to them along with their score achieved in the test. Information on the training and learning solutions suggested for the employees are also registered on the *Professionalism Assessment Record* (Annex 3).

4. After a reasonable period of time related to the learning pathway decided for the employees and also the scores achieved in the test, the assessment is repeated for those who have achieved a score of up to 70% in the first assessment. The *Professionalism Assessment Record* (Annex 3) is updated with the second assessment results.

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

An evaluation questionnaire will be distributed to the employees after the completion of the test (*Professionalism Assessment Tool Evaluation Questionnaire* (Annex 4)).

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

N/A

1.17. List of annexes

Annex 1: Professionalism Assessment Tool (Test)
Annex 2: Professionalism Assessment Tool (Test) (Correct Answers)
Annex 3: Professionalism Assessment Record
Annex 4: Professionalism Assessment Tool Evaluation Questionnaire

1.18. List of documentation for the certification

Professionalism Assessment Tools (Tests)
Professionalism Assessment Record
Professionalism Assessment Tool Evaluation Questionnaires

CB11: Team Building Skills Assessment Tool

BB7

BB7 Ensure that workplace learning is tailored to adult learners needs

1.1. Activity Code

BB7_TeamBuildingSkillsAssessmentTool_MMC

1.2. Building Block on which the activity is based

- ☑ Ensure that workplace learning is tailored to adult learners needs (BB7)

1.3. Activity or Tool

- ☑ Tool

1.4. Type of Activity or Tool

- ☑ Training Needs Analysis Tool for Soft Skills

1.5. Field of improvement

- ☑ Employee Transversal Skills

1.6. Scope of the activity

This activity aims to identify existing level of team building skills of employees, in order for further training needs analysis to subsequently take place and a learning pathway for their improvement in this area to be suggested, if necessary.

1.7. Who should lead the activity?

The Training and Development department, the Human Resources department, or a supervisor who has been trained to perform training needs analysis.

1.8. Who should attend the activity?

All the employees of the organisation/company independent of the hierarchy level.

1.9. Description of the activity

The *Team Building Skills Assessment Tool (Test)* is used to indicate the level of team building skills of employees. Based on the results of the test, the organisation/company will conclude on a learning pathway for each employee, including non-formal and informal learning, so as for their skills on using software such as Microsoft Word to improve. While formal learning is linked with training courses leading to official certifications and qualifications, non-formal learning is connected with training courses and other learning activities that do not award any certifications or qualifications, and informal learning covers learning through interactions with colleagues, friends, and family.

The test consists of 4 exercises, including true/false questions, multiple-choice questions, open-ended questions, and a case study followed by questions.

· If the score achieved in the test is **under 50%**, specific training on team building is considered necessary.

· If the score achieved is **between 50-70%**, the implementation of supporting activities is suggested, so that the employees improve their team building skills. On the Internet, there are plenty of team building activities; the manager/supervisor can select some of them depending on the number of employees, the nature of their job, the time available etc. and implement them along with the employees or assign them to them. A suggested website with team building activities for employees is the following: https://blog.vantagecircle.com/team-building-activities-for-work/. The total number of activities to be implemented depends on the identified level of team building skills of the group.

· If the score achieved is **over 70%**, observation by a supervisor or manager are suggested and, if necessary, provision of customised support for further improvement of the employees.

The employees who will score **up to 70%** will take the same assessment for a second time after a reasonable period of time based on the learning path decided for them, so as to be identified whether the training provided/activities suggested to implement have improved their skills and on what level.

1.10. Duration and frequency of implementation of the activity

· 45-60 minutes for completing the test.

· In case the employees are asked to take part in specific learning activities or training for their skills to get improved, additional time will be needed, depending on the type of supporting activities.

This activity should take place at least once for each employee, preferably at the beginning of their first year in the organisation/company. If the score achieved in the test is up to 70% (from under 50% to 70%), the assessment should be repeated within 6 months to 1 year, depending on the exact score achieved and the duration of the supporting activities suggested, in order to record if there has been any progress and at what level. It is suggested to implement new team building activities when new employees are hired.

1.11. Minimum and maximum number of participants in the activity (if applicable)

N/A

1.12. Prerequisites for participating in the activity (if applicable)

N/A

1.13. Resources for the activity

Prior to the test, the participants can search on the Internet for the terms “team building”, “teamwork”, and “working as a team” as well as for the content and target of some team building activities, so as to gain an idea of what this test examines and be in a position to answer the assessment questions.

Also, the following will be needed:

Team Building Skills Assessment Tool (Test) (Annex 1)
Team Building Skills Assessment Tool (Test) (Correct Answers) (Annex 2)
Team Building Skills Assessment Record (Annex 3)
Team Building Skills Assessment Tool Evaluation Questionnaire (Annex 4)

1.14. Instructions for the implementation of the activity

1. The employee is asked to complete the *Team Building Assessment Tool (Test)* (Annex 1) by his supervisor or a manager/employee of the Training and Development or Human Resources department within 45-60 minutes' time.

2. With the use of the *Team Building Assessment Tool (Test) (Correct Answers)* (Annex 2), the completed test is evaluated by the supervisor/manager/another employee who has been assigned this task. If the score achieved by the employees is under 50%, they need to participate in specific training on time management. If their score is between 50-70%, supporting activities should be implemented. If their score is over 70%, observation by the supervisor/manager/person assigned are suggested for monitoring the employees' progress, ensuring continuous development of them, and providing customised support, if necessary. The assessment results are registered on the *Team Building Assessment Record* (Annex 3).

3. Based on the above-described classification, a learning pathway is decided for each employee and is communicated to them along with their score achieved in the test. Information on the training and learning solutions suggested for the employees are also registered on the *Team Building Assessment Record* (Annex 3).

4. After a reasonable period of time related to the learning pathway decided for the employees and also the scores achieved in the test, the assessment is repeated for those who have achieved a score of up to 70% in the first assessment. The *Team Building Assessment Record* (Annex 3) is updated with the second assessment results.

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

An evaluation questionnaire will be distributed to the employees after the completion of the test (Team Building Skills Assessment Tool Evaluation Questionnaire (Annex 4)).

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

N/A

1.17. List of annexes

Annex 1: Team Building Skills Assessment Tool (Test)
Annex 2: Team Building Skills Assessment Tool (Test) (Correct Answers)
Annex 3: Team Building Skills Assessment Record
Annex 4: Team Building Skills Assessment Tool Evaluation Questionnaire

1.18. List of documentation for the certification

Team Building Skills Assessment Tools (Tests)
Team Building Skills Assessment Record
Team Building Skills Assessment Tool Evaluation Questionnaires

CB12: Company Wiki

BB9

BB9 Assure the quality of adult learning in the workplace

1.1. Activity Code

BB9_CompanyWiki_C02

1.2. Building Block on which the activity is based

☑ Assure the quality of adult learning in the workplace (BB9)

1.3. Activity or Tool

☑ Tool

1.4. Type of Activity or Tool

☑ Learning Tool

1.5. Field of improvement

☑ Employee Transversal Skills
☑ Employee On-the-job Skills

1.6. Scope of the activity

The aim of the activity is to provide company-related information in a cumulative, digital format and make it available to all employees.

1.7. Who should lead the activity?

Any employee can lead the activity. It is necessary that one person is designated “Company Wiki owner”. The Wiki “owner” could, for example, be a representative of the Quality Management, Human Resources, Innovation Management departments, etc. of the organisation/company.

1.8. Who should attend the activity?

Every employee of the organisation should read company wiki entries at least from time to time.

1.9. Description of the activity

A Company Wiki (also called “corporate wiki” or “enterprise wiki”) is an internal-knowledge base, a company-specific platform on which information is summarised in order to make company-related knowledge accessible for all employees. Furthermore, general information (e.g., company agreements, vision, mission, goals etc.) and sections on latest news and “Lessons Learnt” can be integrated. Often, entries are sorted alphabetically to be represented clearly.

Goal

The goal is to bring all company’s knowledge together into a single digital space and spread company- specific information within the workforce in an efficient way.

1.10. Duration and frequency of implementation of the activity

The *Company Wiki* activity is not limited in terms of time. As soon as it is established, it should run continuously.

Every employee should access and read the Wiki at least once a month and should also contribute to its content at least once a year (unless exempted from this task).

1.11. Minimum and maximum number of participants in the activity (if applicable)

N/A

1.12. Prerequisites for participating in the activity (if applicable)

No special competences are not required for the reader of the wiki, besides access to the wiki platform.

Prerequisites for the wiki owner:

· Knowledge on what information is important within/for the organisation
· Well-connected within the organisation, especially with people who hold knowledge that is important for the organisation
· Good communication/writing skills
· Good digital skills
· Trained in imparting content

1.13. Resources for the activity

· A platform on which the Company Wiki will be established (*e.g., Moodle or Nuclino:* https://www.nuclino.com/lp/company-wiki?utm_source=aw&utm_content=cw&gclid=Cj0KCQiAmaibBhCAARIsAKUlaKTCaWEUwBPMsndqQRtEvJgmfKCCsBLd-PKlNWI6L6X_eDU-Et5duhIaAsz_EALw_wcB).

· A Wiki owner: a person who will be responsible for the Company Wiki
· A group of people who will support the Wiki owner in topic-specific issues related to the Wiki (identification and/or development of new content, technical support etc.)

Also, the following will be needed for implementing the activity:

Company Wiki Evaluation Questionnaire (Annex 1)
Company Wiki Evaluation Report (Annex 2)

1.14. Instructions for the implementation of the activity

1. Establishing a platform

In order to implement the Company Wiki activity, a platform has to be set up, on which all the information to be provided to the Wiki users will be documented. It is necessary that the platform is available for all the employees of the organisation/company. This can either be guaranteed by using an internal network drive to which all employees have access, a file sharing system, or an own tool for wikis (which is highly recommended). Several online tools for wikis are available. The online tool facilitates the search within the wiki and also editing and navigation with a sensible content hierarchy. The wiki should be established in a way that allows internal linking between content/pages and also integration of other learning tools and activities. Also, the platform has to have a tracking function on how often a wiki entry is been accessed/read.

2. Creating content for the platform

The platform should be filled with different content. First, general company content can be shared via the Company Wiki: company agreements, vision, mission, company goals, etc.

Second, topic-specific content should be created. These topics could be linked to different company departments or different tasks within the organisation/company. A “Lessons Learnt” section could also be integrated to allow knowledge-sharing on different difficult situations and how they were overcome.

The Wiki should be established in a way that allows internal linking between content/pages and also integration of other learning tools and activities.

For a company wiki, simple content management systems (CMS) can be used, which allow anyone to create and format information.

Before the content is made accessible to all employees, the Wiki owner is responsible to review the content. Either the Wiki owner checks the content on its correctness (content-wise, grammar-wise etc.) or s/he forwards it for a check to the team of employees/experts that supports the use of the platform.

3. Defining editing and accessing rights

It is important that it is clearly defined who is allowed to add and edit content and who is allowed to read the content. If there is important content that is confidential, certain restrictions should be put in place.

4. Welcoming all employees to the Wiki

Welcoming all employees to the Wiki and promoting it again and again is of high importance. Anyone should know about the Wiki and how to use it to foster learning. A well-designed wiki and especially a well-designed welcome page makes the Wiki more attractive for those who have not experienced the benefits of the Wiki yet. To guarantee that the organisation/company derives the most benefit from the Company Wiki, all the employees should be regularly encouraged to read the Wiki and also contribute to enriching it.

Documentation of entries

Each entry in Wiki should be documented (through net drive, file sharing system, special wiki tool, etc.). Also, all entries have to be checked once a year in terms of being still valid and applicable. All deleted entries should be put in an archive to ensure documentation of outdated entries, too.

Documentation of views

Each Wiki view should be recorded, in order for the number of views to be monitored.

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

Once a year, the Company Wiki should be evaluated with the use of a questionnaire (*Company Wiki Evaluation Questionnaire*, Annex 1).

The questionnaire should be distributed to all employees via e-mail or a link to the questionnaire should be sent out to them. The Wiki owner is responsible to collect and analyse the data, and report it to the management.

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

Through the Company Wiki Evaluation Questionnaire (Annex 1) that will be sent out to all employees, which can also evaluate whether accessing the platform help them learn new things.

Additionally, their learning through the activity can be observed by their managers/supervisors on the job, on a daily basis.

1.17. List of annexes

Annex 1: Company Wiki Evaluation Questionnaire
Annex 2: Company Wiki Evaluation Report

1.18. List of documentation for the certification

The Company Wiki itself is the primary evidence for the certification.

More specifically, the following are needed:

· Access to the platform (link and access grant)
· Reporting on the number of content entries on Wiki by the time of its first evaluation (e.g., at the end of the year)
· Reporting on the number of additional entries on Wiki since its last evaluation (if different from the first evaluation)
· Reporting on the number of Wiki views by the time

Also, the following are required:

· Company Wiki Evaluation Questionnaires

· Company Wiki Evaluation Report

CB13: Training Opportunities Surveillance

BB10

BB10 Set up effective monitoring and evaluation systems to ensure that adult learning in the workplace remains relevant and effective

1.1. Activity Code

BB10_TrainingOpportunitiesSurveillance_Valencia-CCI

1.2. Building Block on which the activity is based

- ☑ Set up effective monitoring and evaluation systems to ensure that adult learning in the workplace remains relevant and effective (BB10)

1.3. Activity or Tool

- ☑ Tool

1.4. Type of Activity or Tool

- ☑ Skills' Anticipation Tool (including for long-term goals)

1.5. Field of improvement

- ☑ Organisation Learning Strategy

1.6. Scope of the activity

Training opportunities surveillance is an organised, selective, and permanent process of capturing information from outside and within the organisation on new training opportunities, selecting it, analysing it, disseminating it and communicating it, in order to convert it into knowledge to make decisions to be able to anticipate changes.

The ultimate goal is to ensure that the company maintains or increases its level of competitiveness by ensuring that it selects the most appropriate training to adapt to changes in its sector of activity.

1.7. Who should lead the activity?

Ideally, the HR Department in collaboration with the management of the company.

1.8. Who should attend the activity?

Heads of the different departments of the company, middle management, and employees.

1.9. Description of the activity

The aim is to establish a systematic and permanent process of searching for, analysing, evaluating and incorporating new training possibilities that are strategic for the organisation.

The monitoring and analysis of the "training market" is organised through a series of procedures and records, preferably electronic, which serve as a support for the analysis and evaluation of the training proposals found.

The sources of information to be analysed are defined by each company, always bearing in mind that they must be capable of detecting areas of training that cover the future needs of the company.

Some sources of information are suggested:

· Training providers.
· Trade fairs and events.
· Competitors information.
· News about the organisation's sector of activity.
· Opinions on the sector of activity (experts, users).
· Publications of interest (regulations, patents, bulletins).

The process of analysis, evaluation and selection of new training activities must be supported by other activities and dynamics developed by the project, especially those addressed to ensure that adult learning in the workplace responds to employers’ and adult learners’ needs.

1.10. Duration and frequency of implementation of the activity

2 weeks per year in order to analyse, organise, report and communicate the information collected along the last year.

Records permanently open for the incorporation of information by the staff, with 2 reminders per year to encourage the incorporation of new training needs or proposals. Inputs will be expected specially from the HR Department.

1.11. Minimum and maximum number of participants in the activity (if applicable)

No limits are foreseen. A single person is able to systematically investigate useful training opportunities. At the same time, a large number of staff can be involved, if only to propose new areas of training.

1.12. Prerequisites for participating in the activity (if applicable)

N/A

1.13. Resources for the activity

· Documents: procedure, records, and reports
· Internal communication tools: e-mail, internal bulletins, etc.
· Subscriptions to external sources of information: sectoral news, sectoral influencers, stakeholders, etc.

1.14. Instructions for the implementation of the activity

To implement the activity, it will be necessary to establish the model procedures, keep records, and complete reports that will support the tool, with the use of the following:

General Procedure of Training Opportunities Surveillance (Annex 1)
Record of Distribution of Tasks (Annex 2)
Record of Selected Information Sources (Annex 3)
Record of Training Proposals (Annex 4)
Annual Report on Selected Training Proposals (Annex 5)

At the proposal of the HR Department and with the approval of the company's management, these documents will be distributed to the staff, depending on their structure.

The General Procedure of Training Opportunities Surveillance will contain specific instructions for implementing the activity:

General Procedure for training opportunities surveillance

As a minimum, a procedure describing the general mechanics of how the search, analysis and selection of training proposals will work will be required. This procedure will be specific to each company, but it is suggested that it includes:

· **The distribution of tasks corresponding to each phase of the activity,** and a calendar with the specific dates on which the actions will take place:

Who will be involved in the definition of baseline data, the selection of information sources, the search for information, the analysis and selection of actions, the selected trainings, etc., and when these actions will take place.

· **Definition of baseline data:**

In order to improve the skills of the staff it will be necessary to know which is the starting level.

In this context, baseline data is a set of information about the competencies that staff already possess, which can be used to plan the progress that is to be made and to measure the progress that is actually achieved. In this way, a correct level of training will be proposed.

A record of the staff including the formal and non-formal skills will be useful.

Key search factors can also be defined depending on the main interests of the company. These factors will define the basis on which the search of training opportunities will be based and the result depends to a large extent on their correct definition.

· **Sources of information:**

Based on the key factors defined in the previous section, the sources to be used for the collection of information, are to be selected.

It will be necessary to know the different types of information sources, as well as to identify and select those that provide up-to-date and accurate information.

A record of the selected sources of information should be created.

· **Search for information:**

In order to start the collection of information, it will be necessary to send instructions to the staff members who have been assigned this task. They should have access to a record of training proposals and to the record of information sources.

The record of training proposals shall include at least the following data: identification of the person entering the record, key factor1 to which the proposal responds, description of the training activity, expected benefits for the company from the training, part of the personnel for whom the training is proposed, and costs of the training.

Thanks to common record of training proposals, networking is allowed and encouraged, since the same information can be relevant for different areas and people in the company.

· **Filtering and analysis of information:**

As a result of the systematic search of information, a record of training proposals will be produced.

In order to make decisions, it is not enough to have the right information, it is necessary to evaluate and analyse in order to select the most useful information and present it in a comprehensible way.

Filtering and analyzing the information is a critical phase. The person or the team in charge of this task must put it in context in order to transform it into knowledge and contrast it with the knowledge and know-how already existing within the company.

The process of analysis, evaluation and selection of new training activities may be supported by other activities and dynamics developed by the Learn project, especially those addressed to ensure that adult learning in the workplace responds to employers' and adult learners' needs (BB7 and BB8).

From this analysis, at least an annual report must be produced, aimed at supporting strategic decision-making.

Based on it, the HR Department and the Management will be able to update the company's training plan or to implement specific training activities.

· **Communication to the staff:**

The results of the process of training opportunities surveillance must be shared with the staff. In this way, knowledge is shared, and an optimal learning climate is created. Access to the information can be restricted to only those persons within the company who are deemed appropriate.

1.15. Evaluation (Reaction) – How do you evaluate whether the participants are happy with the activity?

This will be evaluated indirectly through the number of proposals received. Each company can set a KPI per year and if this is reached then it demonstrates the acceptance of the activity.

This evaluation can also be supported by other activities and dynamics developed by the Learn project, especially those addressed to set up effective monitoring and evaluation systems to ensure that adult learning in the workplace remains relevant and effective (BB10).

1.16. Evaluation (Learning) – How do you evaluate whether the participants have learnt new things from the activity?

The aim of *Training opportunities surveillance* is not to teach new things per se, but to ensure that the company selects the right training activities. Therefore, this evaluation is not foreseen.

1.17. List of annexes

Annex 1: General Procedure of Training Opportunities Surveillance
Annex 2: Record of Distribution of Tasks
Annex 3: Record of Selected Information Sources
Annex 4: Record of Training Proposals
Annex 5: Annual Report on Selected Training Proposals

1.18. List of documentation for the certification

Record of Distribution of Tasks
Record of Selected Information Sources
Record of Training Proposals
Annual Report on Selected Training Proposals