

Federation University – Octobervet 17

An analysis of

Managing Learning:

what practices produce learning in organisations?



Llandis Barratt-Pugh ECU

What is our focus here?:

Managing Learning:

Not teaching or facilitating learning

But - managing programmes, design, trainers, and training relationships

**What practices (MAY) produce learning
for organisations?**



What will this session give you ...

- Learning from 40 years of practice and research - guidelines

What it is not...

- A recipe.... *as context is always critical*

Content...

First, how this reflection began

Second, what knowledge it draws from

Third, defining and exploring what managing learning is

Finally, ten key issues about managing learning, with stories



Thanks to Erica.... *Where did this come from....*

- AVETRA 2017 - a group of experienced research/practitioners reflecting back on our research....
- To produce a 'macro' overview of what we had found
- To try as David Hockey had done - put it on one iPad slide



Hockney iPad



I reflected in Bali



Neyepi – day of silence

*Reducing 40 years of
managing learning*

.... to 10 guidelines

I reflected in Bali ...



*....and searching
for 10 images*

*to paint a picture
of managing
learning*

I was drawn back to Peter Blake....



To find

10 Symbols

*For the 10
guidelines*



M a n a g i n g L e a r n i n g



Managing Learning



Walk the Job
and Sense
Issues



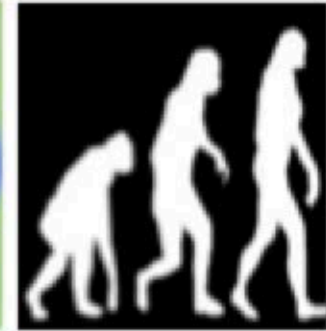
Generate
Vision with
Champions



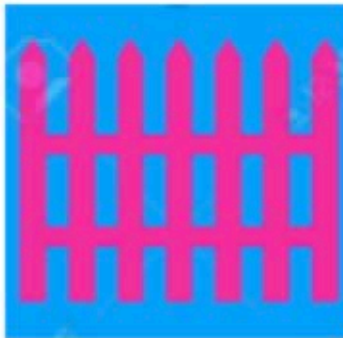
Gain Support
from the
Powerful



Agree Clear
Goals



Give Everyone
a Development
Agenda



Negotiate with
Gatekeepers



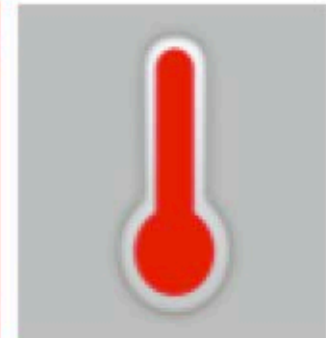
Give Learners
Ownership



Let Learners
choose
Pathways



Evaluate
Progress



Monitor
Individual
Health

M a n a g i n g L e a r n i n g

So where did they come from?

Built from experience



- Managing VET in the UK 17 years
- Managing training for computer systems in UK VET
- Working with the Leeds Uni. Careers and Counseling unit
- Assessing assessors and trainers
- Being a Licensed assessor for the Investors in People program
- HR manager for the Australian Business College Perth
- Managing H Ed unit and course development
- Managing Faculty Research development
- Managing Research training programmes
- Managing the AVETRA national mentoring scheme



UK and Australian VET experiences...



And also - Built from Research

- NCVER CBT in the workplace
- NCVER Leadership in RTOs
- NCVER Evaluation of the Frontline Management Initiative
- ARC management development at BankWest
- Managing learning and culture change in WA State Depts.
- Management development in the mining industry
- ARC Managing wellbeing – Police, Teachers and Nurses WA
- Managing safety training in the construction industry WA
- Managing H Ed HRD supervisor development
- Managing the development of VET researchers nationally



Defining Managing Learning



- Managing Learning is about orchestrating learning interactions, that increase organisational effectiveness
- Learning is about interactions that change our assumptions about how the world should work — all skill and knowledge also changes us
- Managing learning focuses on crafting the goals, access, interactions and outcomes, and is a process, *and always in change*



So how do you Manage Learning

— *the continual tensions and dilemmas*

- I am going to explore three essential practices:
 - Managing Partnerships
 - Balancing Tensions
 - Enabling Choices



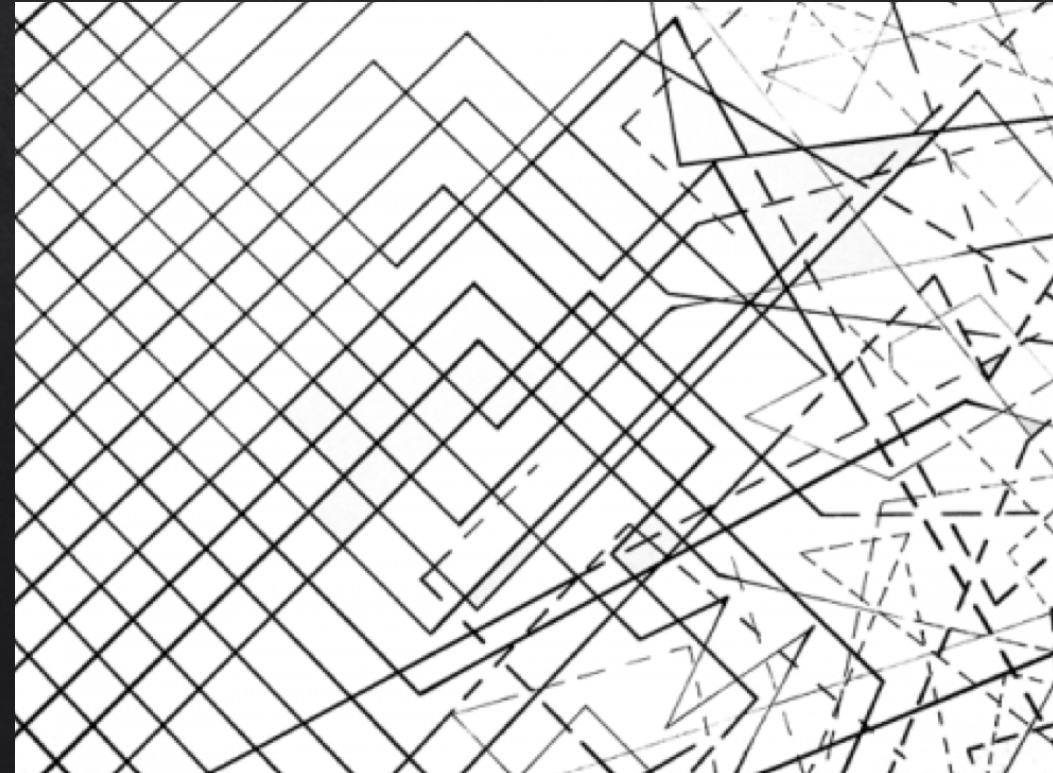
Managing Partnerships

- Involving diverse partners and diverse knowledge sources
- Who gets what learning, when and for what?
- Using brokers to extend the network
- Negotiating roles and ownership



Balancing Tensions

- Work production, versus learning production
- Chaordic balance – *chaos* of the new: *order* of the normal
- Individual needs, versus group needs
- The needs of now, and of the future



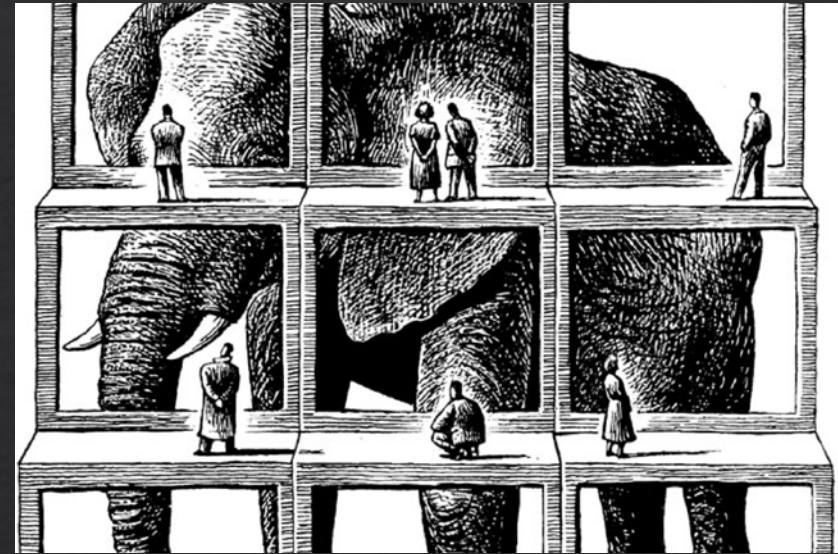
Enabling Voices

- Determining who speaks, and how loud voices are
- What learning is confirmed, and viewed, as legitimate
- What vision emerges about what people:
should know , how they should act, and how they should relate.



Health Warning – *context is all*

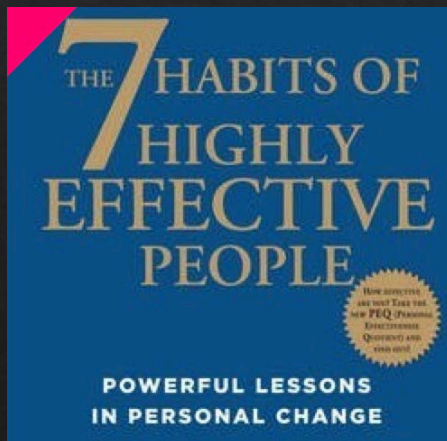
- Knowledge is produced by people's voices
VET/HEd/Public/HR
- It is inextricably linked to *people, places and times*
- It is often coloured - and needs translation to new contexts
- We are all prisoners of our experiences – often knowledge is too
- My top ten needs adapting to each, and your, unique context....



Health Warning – *context is all.....*

- After decades of being a careful academic

.....here is the popularist account!





M a n a g i n g L e a r n i n g



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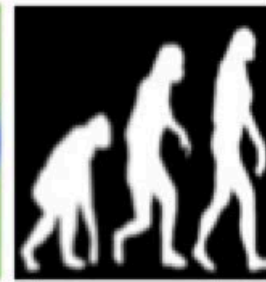
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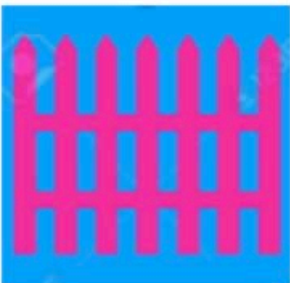
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Agree Clear
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Give Everyone
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Negotiate with
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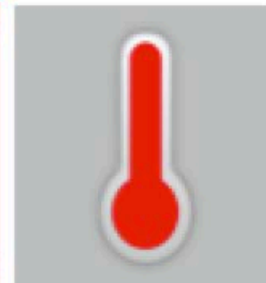
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M a n a g i n g L e a r n i n g

- So here they are....
- with the stories about how they emerged

Walk the Job....



- Sense the issues and needs
- Locate key figures, groups and roles
- Have a finger on the pulse always and often



Make a Vision with Champions



- Paint them a picture of the future
- Take them there emotionally
- Spread the franchise, and use others
- Promote with influential people

Enrol powerful allies...



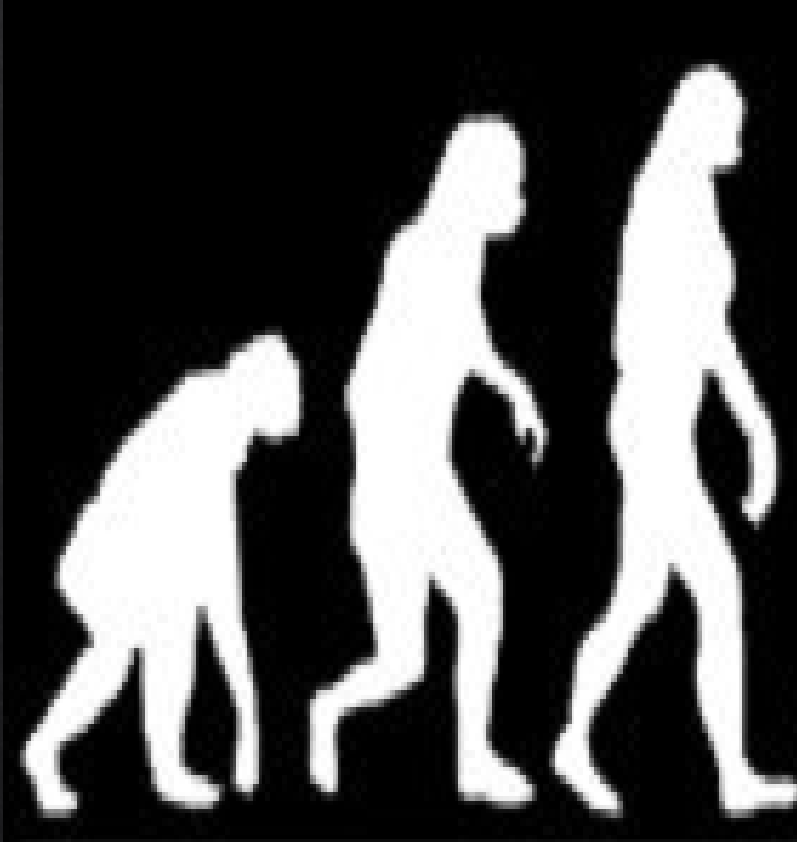
- You are never a prophet in your own land
- Stand on the shoulders of giants
- Get a bulldozer to go through walls

Have Explicit Goals.... *measurable*



- Consult and negotiate to be grounded
- Make goals relevant to practice
- Use simple understandable language
- Provide examples

Everyone needs a development agenda....



- Involve more than just the learners!
- Place it on every manager's KPIs
- Draw in a critical mass of people
- Engineer a powerful learning network

Enrol Gatekeepers....



- Who owns the territory?
- Who are the critical partners?
- Who knows the issues and has networks?
- Who can legitimise your plans?

Give learners and managers ownership....



- Ownership = involvement
- Involvement = motivation
- Motivation = personal growth

Ensure a Choice of Pathways....



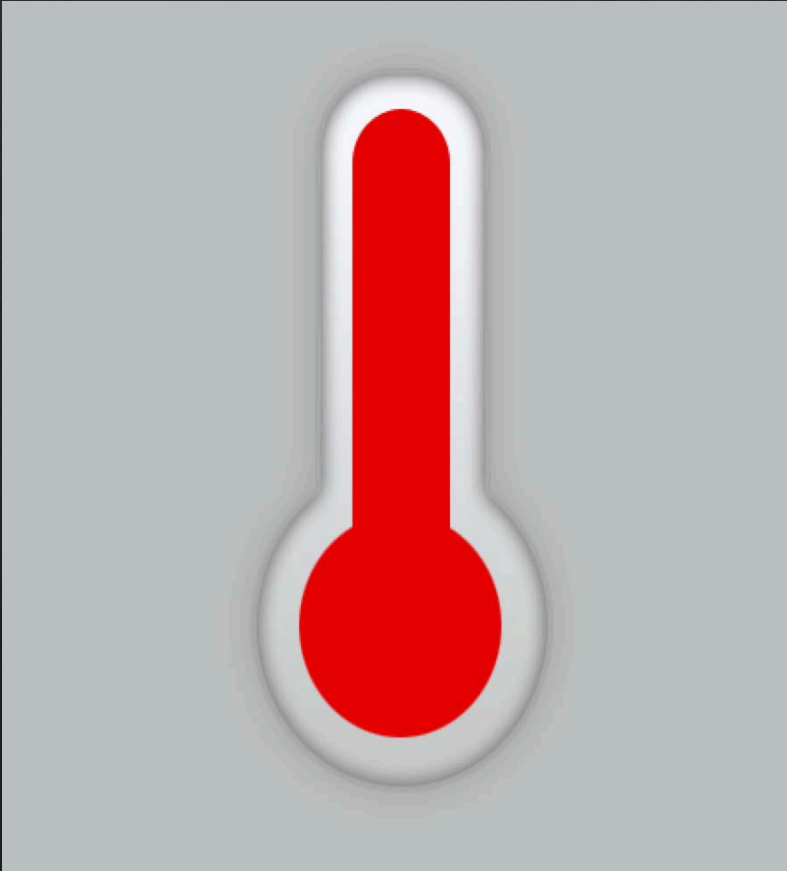
- Give Learners a voice and options
- Enable Self-management of direction
- Build complex interactive learning networks
- Encourage changes in learner identity

Evaluate the Program's Logic....



- Review and enrol all stakeholders
- How can they mediate learning outcomes?
- Plan the resources necessary
- Plan diverse customer outcomes

Monitor Health....



- Learning requires energy and space
- Learning requires positive relations
- Learner wellbeing is a precondition



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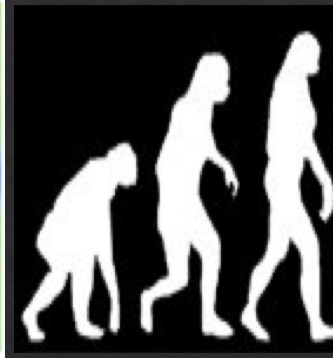
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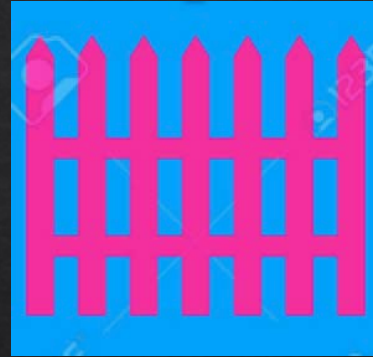
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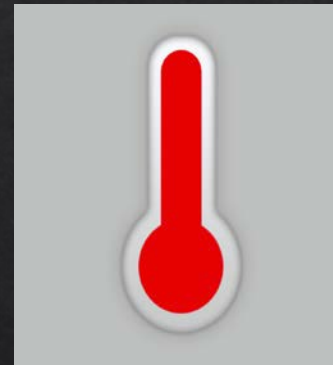
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‘When I use a word,’ Humpty Dumpty said in a rather scornful tone. ‘It means just what I choose it to mean—neither more nor less.’

‘The question is,’ said Alice, ‘whether you can make words mean so many different things,’

‘The question is,’ said Humpty Dumpty, ‘which is to be master—that’s all’.



Carroll 1962, p. 150

Pop Art



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Llandis Barratt-Pugh **Managing Learning**



Now published as a limited edition art work....



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Managing Learning