PART ONE

Practical L&D Tips

These first eight chapters offer you a toolkit along a loose scaffolded framework that you can use to consider your workplace learning offer. Starting with organisational and learning strategy, we move onto stakeholder engagement and consultation, gathering evidence and data, andsupportive learning solutions via social, digital and blended learning. Perhaps not all of this will be where you or your organisational L&D currently resides, and that is fine – it is not all a pre-requisite, rather a store of practical tips and ideas to think about and try.

01

Practical L&D

Setting the scene for L&D in modern practice, with some immediate ideas to try

THE SHORTER READ

There are a lot of lone L&D practitioners out there –people who are the only one with responsibility for this crucial function in their organisation. There are also a lot of learning teams that are made up of just two or three people. Even big, global organisations sometimes only have a few Learning & Development professionals (L&Ders) in the department. I know this because I am an L&Der. I have been that one person taking care of the learning and development needs of a large, globally-dispersed workforce. I have been an L&D Consultant for several years, working with practitioners, corporate clients, third sector and public sector clients. Now I am at the Chartered Institute of Personnel and Development (CIPD). I know what your world is like and I know that it can be a very interesting, but sometimes puzzling place. It can be particularly daunting, given that workplaces are changing fast, learning is changing fast, and you need to be helping steer those changes. Hence I am writing this book for us, for you.

I have done what you are doing, and I want to help you with the challenges and issues you might be facing. Maybe you have some questions you would like answers to. Hopefully you will find answers in this book. I am very much a practical L&D person and it is that practical, tried-and-tested L&D experience, thinking and suggested solutions that I want to share with you in the following chapters.

For me, it all started years ago with teaching English in Japan, an experience that sparked my interest in helping adults learn. Teaching English as a foreign language taught me some great things about how to help people learn, because when you have a language barrier you realise very quickly what does and doesn't work when it comes to adult learning. Above all else, it taught me that you can't just tell people stuff – it will never land. You have to teach them and teach them well.

With any situation, I always start by asking why – why are we doing this? Why learning? Why now? What is the problem that needs to be solved? As an L&D practitioner, you should always ask this, because if you can identify the business problem that needs to be solved it becomes so much easier to identify what learning needs to happen, and how you will know that the learning has both happened and made a difference. Asking why enables you to identify who the audience is and how you will engage with them to facilitate their learning in a way that meets their needs. It's important to remember that each person needs a differentiated experience to suit their personal needs.

There is a big problem that all we L&D folk need to solve at the moment and it's this: face-to-face learning is no longer fit for purpose. It is not efficient, effective, enjoyable or engaging; four very important things that learning and development should be. As a result, face-to-face has no place as a standalone piece in modern learning and development, but for a lot of organisations it is still the go-to option. Face-to-face still has validity, but it cannot be the only option for busy working people who need to solve business problems as they arise, not in accordance with a catalogue of courses.

Just because that's the way we have done it in the past shouldn't mean that we have to keep on doing it this way, otherwise we are trying to solve 21st century problems with an approach that dates back to the 1800s. It was in the 1800s that face-to-face learning was established as the methodology for workplace learning (as opposed to formal education, which had been using face-to-face for years). At the time, face-to-face would have been new and innovative, given the limited resources of books and people. But times have moved on significantly since then. Consider the shift in the meaning of and the role apprenticeships have played across the ages – once an apprentice swept the floor for a couple of years to 'learn the job', now apprentices are doing degrees, holding high levels of responsibility early in their careers and are on fast upward trajectories.

Essentially, the problems that we are trying to solve have shifted fundamentally, which means that the learning needs to shift as well. It's no good trying to solve new problems with old technology. We need to use new technology with new methodologies to solve our new problems. Never more has this been shown to be true than during the 2020 global pandemic.

I want to help practitioners move away from offering face-to-face learning as the default option. Let's be clear, this is not about discarding face-to-face altogether, rather about embracing the best of social and digital learning. I am writing this book in the midst of the coronavirus outbreak, when individuals and organisations are having to do things differently and face-to-face is not an option right now. These are unprecedented times that I hope will prompt the sea change in learning that needs to happen, not because of a global pandemic, rather because that shift needs to happen to make learning more effective, efficient, engaging and enjoyable for people needing to learn at work, and because that shift is happening without L&D's involvement. Let's all skip to the part where we are fundamentally involved, rather than left on the sidelines.

THE LONGER READ

Trying to solve new problems using old technology

The historical approach to learning and development is the sage on the stage, the teacher with a book and a brain full of knowledge that they kindly transfer to their captive audience. I say 'historical' because that approach is a thing of the past. At least, it should be, as it is outdated and ineffective in our modern reality. Unfortunately, the sage on the stage still holds strong for a lot of people. Even though we know from successive Towards Maturity Benchmark reports and Top Deck case studies that this approach to L&D doesn't work that well, and there are new technologies which serve learner and business needs much better, the draw towards in-person learning is persistent.

A perpetuating problem is that trainers and learners like face-to-face, whether it works or not. They like the 'trainer-tainment', the day out of the office, the networking, the lunch and biscuits. Of course, I am being extreme, but for some 'going on a course' is a welcome relief from a relentless sea of work. The learning element is secondary to many other aspects of the event.

Now, it's important to repeat at this point that face-to-face learning has a place, and I am not saying kick it out altogether. It has huge value in certain scenarios – imagine first aid training without breathing into 'Resusci-Annie'. But face-to-face is no longer the only solution and no-one should be promoting in-person learning events without considering all the other options first. Due to Covid-19, organisations have had to adapt. As an example of the art of the possible, Girlguiding have taken 80 per cent of their refresher First Response (first aid) programme online, leaving just the face-to-plastic face Annie meeting to the physical world[1].

What we need is for people to understand the options and to keep an open mind about what the best solutions are. It may well be that you have a problem that appears to require a face-to-face solution, but the most likely more effective solution to that problem is face-to-face and digital. It might even just require a simple printed job aid, such as a checklist or instruction sheet; it doesn't need to be sophisticated. As learning professionals, we simply have to think about the business problem we are trying to solve and what the best way is to solve that problem, whilst not being tempted to serve up what we have always served up because that is the easiest choice. We need to stay innovative. For example, providing training on software in an IT lab then expecting people to go back to their day jobs and apply the learning is serving up new technology with old training methods in a less than effective way. Did those people not just need guidance on how to use the online help function in the first place?

Something else you need to think about is the information stored in the sage's head or in a book – is that the only way you can access that information? We have smartphones in our pockets which are wonderful repositories of information, and it's all there, instantly available at your fingertips whenever needed. We don't have one version of truth stored in a person's brain: there are lots of truths (and lies) stored on the Internet. We will discuss this more in Chapters 6 and 7.

There are so many ways we can all access information now; so much so that the problem can be one of information overload, or misinformation. L&D can really add value here by sorting through what is useful or valuable, and what is not. As a profession, we need to get better at curating – sorting through the noise so that our learners are able to access the best learning available without getting sidetracked by a lot of irrelevant stuff.

We also need to help learners learn how to use some of the technologies that are on offer, such as Twurly[ii] and Anders Pink[2], and how to curate effectively using tools such as Twitter[3]. As I've already mentioned, as learning professionals we are here to facilitate learning, as much as teach or train. We need to help people find the knowledge they need. Sometimes that knowledge comes from tech and sometimes it comes from another person. With another person, I don't mean the sage on the stage, more likely it will come from people within your organisation, people with skills and knowledge to share. I will come back to this later.

Who are your learners?

Having established your why, to get to the right learning you now have to understand your audience. Who are your learners? What do they want and need? Why do you call them learners? That is not really a term that I like, but it is in common parlance and everyone understands it, so I'll stick with it for this book, simply to describe people who need or are undertaking some kind of learning experience.

You need to identify your learners and really focus on them in the context of their work. Go to where they are to find out what it is that they need help with. It might be that they already have the skills to help themselves, but are time poor and thus aren't doing so. Or the culture of the organisation may be such that it prevents them from reaching out for help. Find out what is holding learners back and why.

Look at how people seek out bits of learning every day as they go about their daily tasks. Think about what you do too. When you have a question that needs answering it is very normal and natural behaviour to search the Internet, to ask the person sitting next to you, or to ask your wider network of family and friends. Good Practice research reports (Ferguson & Scott, 2016) indicate that this is how people learn every day in their working lives. And why wouldn't they? It is, after all, what we do all the time in our private lives. We don't just go on a course when we want to know something – we find other ways to get to the information we need.

Let's look at the example of a young person, who we will call Lucy, who wants to buy a car through the lens of the 3Rs framework discussed in Chapter 11[4]. Before she makes her car choice, Lucy goes and speaks to people who sell cars (the required experts). Also she reads trade magazines about cars (the resources). She speaks to family and friends about the cars that they have (the references). Lucy then thinks long and hard about everything she has gathered, discussed and learnt (the reflections). These are all skills that she has honed in her private life. Would we stop learners from using these same skills in their work life? Why do we assume that learners need a course when the answers they need to do their jobs could be all around them? Learning is everywhere. And people are good at it.

Based on my experience, I would suggest that we need to stop pushing out three-day courses to people, particularly if those people are massively tech savvy. If we always offer ‘the course’ to people, they won’t engage with the learning that is potentially all around them. That is why it is so critically important that you identify who your audience is and that you meet them in a place that suits them. Isn’t it our job in L&D to help learners make sense of all their learning opportunities?

Subject Matter Experts

When you have identified your audience and their needs, then it is time to identify who can help you in helping them. Look for the subject matter experts in your organisation with a view to harnessing their knowledge. These people are a fantastic resource, but in many organisations they go untapped. L&D can support the release of their knowledge into the wider community, but think about how it’s going to happen. Don’t just assume that all you need to do is find the subject matter experts, connect them with your learners, and leave them to it, because that is unlikely to work. Even setting up informal lunchtime learning get-togethers or ‘lunch and learns’, for example, needs facilitation. Those experts could be absolutely brilliant at what they do, but that doesn’t necessarily mean they will be good teachers. Think about professors at university or teachers at school; I bet you can think of at least one who really knew their subject but whose lectures were as dull as could be. Why? Because they couldn’t relate what they knew to the real world, they couldn’t relate it to the exam or, more importantly, make relevant sense of their knowledge to the learners in front of them. It could be the same for your subject matter expert.

Being technically brilliant at a job doesn’t mean you are skilled in helping other people to learn. This is where we can help our experts. We can bring all that we know about adult learning theory, the neuroscience of learning, what lands well in learning and the different methodologies for learning. We can use all of that to help release the flow of information from the heads of subject matter experts to the people that need it. This makes us facilitators of learning, conduits of knowledge transfer.

Line managers

Never underestimate the importance of line managers – they are our allies when it comes to helping people learn, so we need them on board with us. They hold people to account. They are people's cheerleaders, including ours. They can help us understand need and context. They are accountable for their team. Yet so many line managers often defer to L&D regarding employee learning because they don't think that people development is part of their job. Organisations need to change that mentality because people development most definitely is part of a manager's job – how else can they be an ally, a cheerleader, or know true context? Do they want their teams to stay static, never learning and growing? Of course not, but line managers don't necessarily see that sitting within their remit.

One of the things we can do to address development is to have good conversations with senior teams to ensure they are encouraging line managers to take responsibility for developing staff. Do we need Key Performance Indicators (KPIs) for people development? Quite possibly. Even if just 5 per cent of a manager's time is given over to people development, that could make a difference. And, of course, we need to be talking to line managers too, encouraging them to get on board and take responsibility for learning. This will be easier in some organisations than others, as a lot depends on attitudes to learning. In some organisations, a fundamental shift in company culture might be required in order to get line manager buy in (we talk more about this in Chapter 10). Remember, this deferment of development to an L&D department is not a fault of line managers themselves, rather a cultural norm hangover from many years of learning culture in organisations, in much the same way as default face-to-face.

There are practical things we can do to win line managers over to a modern learning way of thinking and doing. The main thing is to solve their pain points. If we can solve their business sticking points, solve the things that stop them being successful, the things which have them waking up in the middle of the night, they are going to be way more engaged with us. More about this in Chapter 3, Stakeholder Engagement.

Personal Learning Network

Who else can help us? We can turn to our personal learning network, also known as our PLN. These are the people in our network who perhaps perform the same role as us in our organisation or, most often, elsewhere. These are the people we have connections with and follow on spaces such as LinkedIn, Twitter and Instagram. They might give TED talks that we like or we might see them at conferences or networking events. These are the people who help inform our thinking, who may challenge our learning philosophies, and who will also encourage and support us to offer better L&D.

A lot of people in my PLN first connected with me during my #NoPlasters campaign in 2015[5], which is when I tweeted with a tip every working day of the year on how to stop plastering over the challenges of modern workplace learning, encouraging and offering new ways of embracing L&D. The lesson here is that when you give out content on social channels it can attract the attention of people in your professional sphere. They will both agree and disagree with you, as well as encourage and challenge you. There is a lot of value in this. I talk more about this in Chapter 6, the chapter on social learning, which is what learning with a PLN is all about.

With regard to your PLN, I would encourage you to think about what your PLN currently looks like and whether you need to invigorate it. Your PLN can help you to think about things differently and get new ideas, but that may not happen if it's comprised of people who think like you and work like you. Then it's just an echo chamber. Your PLN sometimes needs to help you step out of your comfort zone. Find your tribe, but also get out of your bubble to ensure a variety of voices.

How useful and robust is your network? If you are a face-to-face trainer, for example, and that is all you've ever done, plus you only interact with other face-to-face trainers who also only do the same, you are only going to get influence around face-to-face training. This means that you are unlikely to get any fresh thinking, which is not the route to positive growth and successful change. If you are trying to move to a social space, or you are trying to facilitate online for the first time, then open up your network to people who can help and support you. Hang around with people who do what you are looking to do, ask them for tips and ideas, dive into conversations about what to do and what not to do.

It may seem out of place to mention PLNs in a chapter on setting the scene for L&D; why care about wider networks outside your organisation? I do so simply to make the point that it is not just L&Ders who have networks. Everyone has networks – some internal, some external, some mixed. All the learners you are working for have their own go-to people. You are in a sea of competing information and sources of information. If you are not part of their network, you are irrelevant. They won't think to ask you to help them, they will go to their network. We need to be of value to our organisations and the people within it, just as our PLN needs to be of value to us.

Demonstrating value

L&D needs to get a lot better at demonstrating value. This is partly because we don't do it enough, but mostly because we can be seen as a nice-to-have, not a business critical function. Given the situation at the time of writing this book, when we are almost certainly facing a global recession, it has never been more important to demonstrate the value of what we bring, because during times of economic downturn, L&D is usually one of the first things to go out of a business. However, we know that organisations that continue to invest in L&D during difficult times are likely to perform better and reap the benefits in the long term (Towards Maturity, 2019). Investing in your people and their development helps with engagement, it helps with employee retention, with people feeling valued, and it helps increase productivity. These are all very important byproducts of what we do.

When it comes to L&D demonstrating value, we need to get a lot more explicit. We need to make it easy for all of our stakeholders to see what we bring to the table and how that will benefit them. It is up to us to convince them of our worth, our value.

But how do we do that? We begin with evaluation; establishing where our function is currently. Start with your own team, or, if you are a sole L&D practitioner, with yourself. Do a skills audit, perhaps run a 360 degree review so that you get a more holistic, rounded view of where you are at and identify any gaps. You have to get the data, because it will show you and others what the situation is.

There are some really good benchmarking tools available which enable us to run health checks against the wider organisation, such as the Emerald Works Health Check (formerly known as the Towards Maturity Benchmark)[6]. You can also take part in surveys such as the CIPD annual Learning and Skills survey to get some generic results about where the L&D industry is and, again, you can benchmark yourself against that data. There may also be industry-specific benchmarks to get involved with, which can help you understand your own industry's view of people development. One L&D industry-specific survey is the Global Sentiment Survey run by Donald H Taylor. It is a survey comprising one question about what is 'hot' in L&D. Participants working in L&D are invited to speculate using their experience and insight. It offers a good pulse on our industry.

Look inwards as well as outwards. Step out into your organisation and have conversations with people about what their perception is of L&D, what their expectations are, and, importantly, what their desires are – what is their L&D wish list? When you do this, keep in mind that people will have their own frame of reference when talking to you about how much they respect L&D and what their values and expectations are. Some people will have had a negative experience of education at school and so might not value learning generally. Other people may have left school with little in the way of qualifications and have worked their way up, so again may not see much value in formal L&D, but may see on-the-job training as really valuable. Others might have had a lacklustre experience of L&D at a previous organisation. You need to speak to all these people and understand where they are coming from and why. Do people only see you as the formal course offering or do they see you as adding value in informal learning spaces as well? It's your job to find this out – don't expect it to come to you – so you can take the data and the stories together to show L&D's value in your organisation. Chapter 5 will support you more with this data-driven approach.

You need to get a really strong sense of where your business departments sit in relation to learning, including where your L&D department is too. Are you on the supplier side in your organisation, selling courses in what Andrew Jacobs, former L&D Transformation Lead at HM Revenue & Customs, refers to as a shopkeeper role?[7] Or are you on the other side – a facilitator, an engineer of learning solutions? Of course, many organisations are neither one side nor the other, but somewhere in between. Having conversations with people in your organisation will help you decide where you are on this continuum of learning.

Traditionally, L&D has demonstrated (or tried to demonstrate) the value of interventions by counting:the number of courses run, the number of bums on seats, training hours in a classroom or on a Learning Management System (LMS), learning spend per employee, etc. What reporting do you put out for L&D? Do you show value around what you are offering in a way that speaks to the rest of the organisation? Or are you counting and sharing numbers that have no meaning or value for anyone other than the L&D department? If all you are doing is counting learning hours, course numbers, professional spend, then you are likely not counting the right stuff as these are not the things that will demonstrate true learning value.

Instead, you need to be counting things your business counts – such as increased turnover, increased sales, increased productivity, increased employee engagement, employee retention – and clearly link these business measures back to being the result of learning interventions. These more formal and more business-like KPIs and metrics are what people in business care about. They are the metrics that can help you have more valid, constructive conversations in your business to raise your profile and leverage for L&D, because only then are you talking the language of your organisation. They don't care about the number of training hours, because it's not a tangible value that they can equate to bringing in more revenue or pleasing more customers or making more products. How we measure our value needs to reflect how organisations also measure business value.

What's the work?

The work you need to do once you have analysed where learning sits in your organization – by identifying your audience, talking with your audience, understanding why and how you need to demonstrate value – is about getting yourself ready to do some of the other things I talk about in this book.

And it all starts with you. You need to identify what you need to do personally. To do this you need to be very honest with yourself; honest about the skills that you offer and the skills that you need to offer but don't currently have. Don't be embarrassed to identify that you are on a journey; we are all on a journey. Nobody should ever stop trying to learn, particularly L&Ders, because we are the voice of learning! If we aren't demonstrating and modelling good learning behaviour, why should anyone in our organisation take us seriously, and why should we expect them to demonstrate good learning behaviour?

So start your 'what's the work' journey with yourself. Identify where you are on the continuum from 'shopkeeper to engineer'[8] and where your organisation needs to be for success. If you work in an organisation that needs to push out a lot of mandated training because you operate in a highly regulated sector, then you will need to gain an understanding of how you can do that without getting in the way of the work. When learning gets in the way of people's engagement and productivity you will find yourself very unpopular.

As discussed earlier in terms of value, you also need to establish what the L&D department needs to do to be successful. Perhaps a 360 piece across the department to identify what skills you have and don't have. Consider the whole gamut of skills, knowledge and behaviours, particularly to do with digital and social learning – how to design a virtual live class, how to run a webinar, how to use an LMS, how to develop learning content, how to engage in and manage a social community. These are all useful elements in moving towards modern L&D. Know yourself, know your audience, and know the organisation. Only then will you understand the scene which is set for you for modern practice in L&D.

THE CASE STUDY

The case study in this chapter supports the view that people can change and grow, that people can be influenced, supported and challenged positively by others, and, finally, that building your personal network across the miles really can pay off. In setting the scene for your L&D in modern practice, this case study relates one person's journey to become better. He started with himself and that resulted in a Learning Technologies Award for his organisation. My sincere thanks to Kevin Maye for sharing his story, for his kind words about me, and for engaging with the Twitter campaign I ran to help the lone L&Der to feel less alone by way of a daily practical L&D tip.

GOOD THINGS FOUNDATION

by Kevin Maye

Once upon a time (2015), in a land far, far away (Sheffield) a new learning professional was struggling to develop the team he worked with.

Our hero had puzzled for many months, looking for ways to get his team to challenge their existing thinking and ways of working.

Luckily for our hero, at around that time a wiser learning professional was sharing insightful tips to help others.

#NoPlasters was a series of tips shared on Twitter. Each tip was based on experience or evidence.

Getting tips like these is great for stretching your own knowledge and understanding. But encouraging others to do the same isn't exactly straightforward. It wasn't one of the tips, but 'you can't make people think' is a truism.

But having a source of ideas and tips was a great way to start a conversation. It took ownership of the idea away from any individual in the team so people could be honest.

Consider the difference

1 As your manager, I want us to discuss 'learning tyles'. Does the latest research change our view? Is there any value in considering learning styles in our work? Should we change anything we do?

2 I read this thing on the Internet that says learning styles aren't valid. What's our view, does it still have any value for our work, should we change anything we do?

Which of these questions is more likely to get an honest response? And even if we don't agree with our colleagues' views, it's got to be better to know about them.

#NoPlasters helped me establish my position with the team. Not just as someone who knew about things to do with learning, but as someone who was open to discussion. Someone who looked for evidence of what worked. Crucially, as someone who would change what he did if needed.

That did a lot for my confidence. Enough that when Michelle was taking a holiday and asked if anyone else would keep #NoPlasters going, I was one of those people who stepped forward. Feeling the pressure of having to share something each day made me appreciate the effort to do this for a year way more.

Getting a positive response from the tips I shared was also a great encouragement that I was on the right lines. That fed back into those discussions with my team. Over the next two years, we discussed lots of different learning theories and ideas.

The learning team at Good Things Foundation were already using e-learning, downloadable print materials and online classes to support people teaching and learning basic digital skills. But could we deliver better quality, had we lost track of our audience's needs?

Our discussions about learning theories led to changes in what we do, or to recognising the positives in our existing practice. All those discussions made it easier for my team to talk about and find ways to deliver great learning.

So where did the hero of our story get to? Well, today I'm Head of Learning at Good Things Foundation, where I'm working with some of the biggest companies and smallest communities to deliver great learning opportunities to people in the UK, Kenya and Australia. In 2018, the team won the Learning Technology Award for Best Learning Team so I'll be forever glad I joined in with #NoPlasters.

The Case Study Reflections

As with any of the case studies in this book, I encourage you to pause and draw your own conclusions. However, in the spirit of a good PLN, given you are now in mine, I offer you my reflections to consider after you have paused for your own.

- Kevin didn't go into his work looking to build his confidence; that came from open and honest discourse with his colleagues.
- Kevin started from a position of curiosity. This is a really strong place to begin. He created curiosity in his team too, not by suggesting he had the answers, rather by stretching and challenging his own knowledge and understanding alongside them.

- This is quite a vulnerable position for a manager to take – indeed, potentially a gamble when leading a team. However, curiosity and honesty seem to always prevail. I have seen this play out time and time again with my clients.
- Looking for evidence takes the vulnerability away, as did the willingness to change if something wasn't working. It is easy to stick to our direction, but it is harder to say 'I was wrong, we need to change direction'. The example of learning styles, as Kevin mentions, is typical of an L&D u-turn which seems easier to stick to rather than facing the evidence and ditching them. Debunked for years, they don't seem to want to go away! (Wheeler, 2019)
- The fact that simple conversations between Kevin and his team around suggestions made in tweets morphed into a behaviour to question and discuss what they were doing across broader aspects of their work, particularly of meeting their audience, reminds me that we never know where the next good idea will come from and how you can influence people. Working in L&D is quite a gift, as you can literally change people's lives. With great power should come great humbleness; this is the first case study for this reason. Use your power in L&D wisely.

THE —SET LIST

Mindset open-minded, willing to try new ideas, can-do attitude, clarity on your organisation's goals in L&D, space to be creative	**Skillset** self-awareness, learning management strategy, business acumen, interpersonal skills
Toolset company strategy, benchmark reports, continued professional development process, resources in this book's library lists	**Dataset** organisational goals/KPIs, learner's data, benchmark data, L&D data

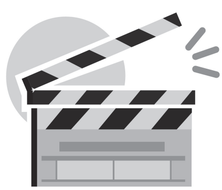
THE TWEET TIPS

Tweet	Tips checklist
09-Jan-15 Grow your Personal Learning Network #PLN in real life & online for support, ideas, chats. Try #LDinsight Fridays at 8am #NoPlasters	**Grow a PLN**
16-Jan-15 Start small. Try little improvements to assess results. Focus on what can evolve. Try a 'kaizen' approach #NoPlasters	**Try tiny trials**
25-Feb-15 Don't forget to look locally to network. Get great ideas from people you live amongst rather than work with #NoPlasters	**Network everywhere**
23-Mar-15 Training is a part of learning, but don't get hung up on the words; use language your company can understand #NoPlasters	**Mind your language**
27-Apr-15 Seek to be better every day. Use your network, the Internet, inspiration from a walk. Believe in a better way #NoPlasters	**Have better self-belief**
08-May-15 Making use of networks can be inspiring. Don't be afraid to use Twitter to find like-minded people to chat to #NoPlasters	**Find your tribe**
09-Jun-15 Don't use jargon or acronyms. Use the language of your org to demonstrate how you can solve org's issues #NoPlasters	**Avoid L&D jargon**
25-Jun-15 Relive Open University TV progs from years ago by being equally as pioneering in L&D. Do things differently #NoPlasters	**Be a pioneer**
14-Jul-15 Bandwagons or the fear of missing out are wrong reason to change your workplace learning. Find your own needs #NoPlasters	**Know your whys**

Tweet	Tips checklist
04-Sep-15 #LnDcowork meets today from noon @ziferblat. It's energising to spend time with like-minded people. Try it. #NoPlasters	**Co-work with your tribe**
22-Oct-15 @DebbieEJones tip in #LSGwebinar get out there, it really is a useful way to influence & get messages across #NoPlasters	**Get out of your bubble**

THE THINKING QUESTIONS

- Are you trying to use old technology to solve new problems?
- What more do you need? What more does your organisation need?
- Are you personally ready with the right set list to get started with modern, practical L&D?
- Is your organisation interested in moving to a more modern approach to learning? If not, read on for more ways to prepare.



THE ACTION PLAN

- Read more on helping adults learn
- Start asking 'why?' more often
- Start solving business problems with the right technology
- Consider how you can use smartphones for learning
- Help people make sense of things with curation

- Get to know your learners
- Get to know your line managers and make them L&D allies
- Uncover the tacit knowledge in your organisation
- Understand the language of your business
- Be better at demonstrating the value of L&D by counting the right stuff
- Invest time in benchmarking
- Start with you
- Join social channels to find your PLN, both digitally and in person

THE LIBRARY LIST

CIPD Factsheet Learning theories for the workplace www.cipd.co.uk/knowledge/strategy/development/learning-theories-factsheet (archived at https://perma.cc/S95A-CJQ5)

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Notes

1 Girlguiding First response training information www.girlguiding.org.uk/making-guiding-happen/learning-and-development/information-for-trainers/training-resources/1st-response-training-resources/ (archived at https://perma.cc/2N55-KDWD)

2 Content curation for learning https://anderspink.com/ (archived at https://perma.cc/8JBH-FVXW)

3 Micro-blogging site https://twitter.com/home (archived at https://perma.cc/6AZW-6NS4)

4 A video of Lucy's story is at www.kairosmodernlearning.co.uk/ (archived at https://perma.cc/3S6E-5ZFH)

5 www.kairosmodernlearning.co.uk/2015/01/05/2015-the-how-of-doing/ (archived at https://perma.cc/3S6E-5ZFH)

6 www.emeraldworks.com/research/learning-health-check (archived at https://perma.cc/Y6LJ-WKZN)

7 Andrew Jacobs' blog www.lostanddesperate.com/2018/08/31/shopkeeper-to-engineer/ (archived at https://perma.cc/NTE6-EFAT)

8 Andrew Jacobs' blog www.lostanddesperate.com/2018/08/31/shopkeeper-to-engineer/ (archived at https://perma.cc/NTE6-EFAT)