



staff development
forum

L&D/OD in HE: **our context, our contribution**

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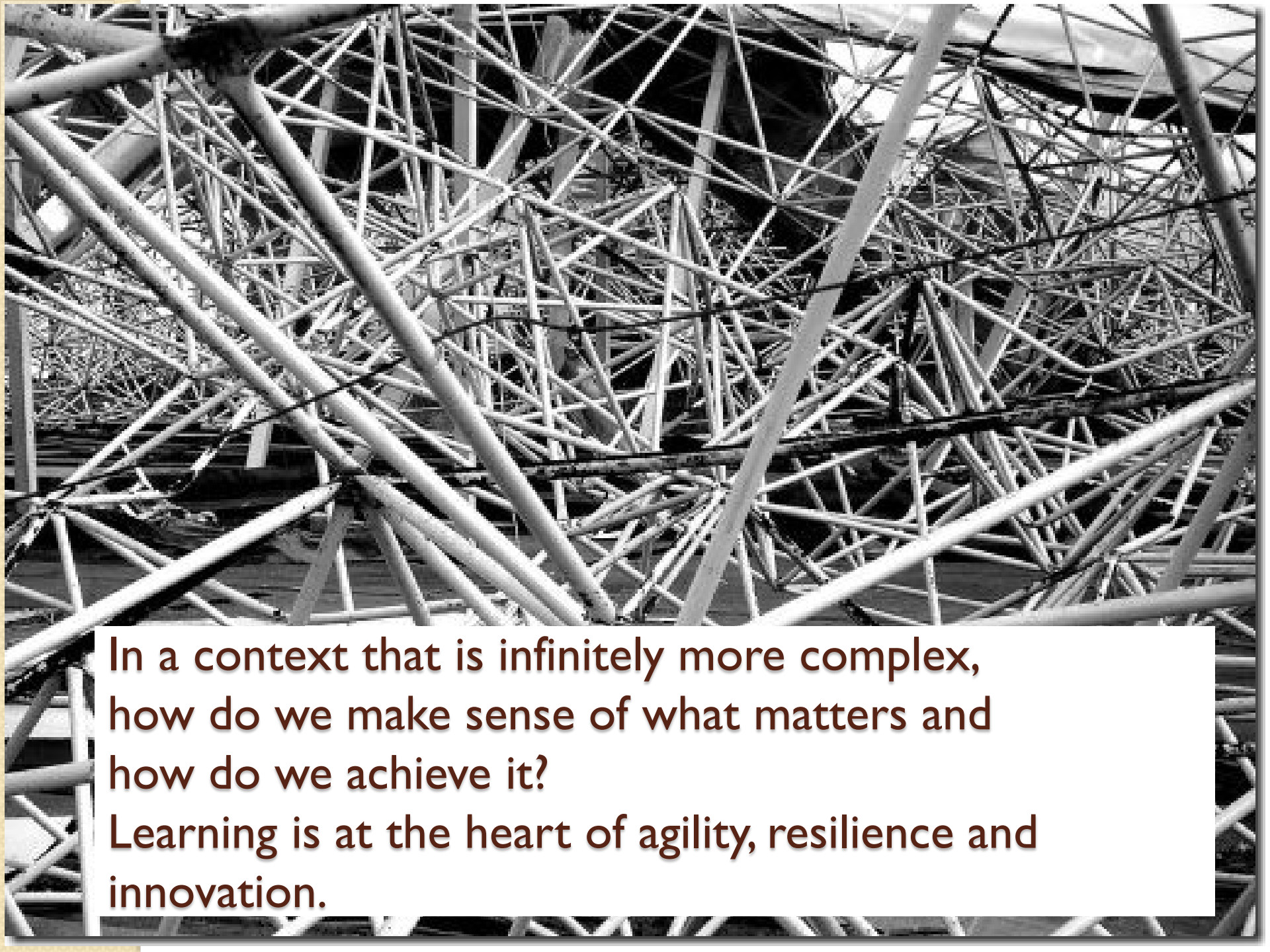
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Topics to explore

1. Touching on our changing context, let's explore what the L&D/OD professional should know and do to enhance their contribution
2. Given the fundamental role of learning, we'll focus in on one SDF development session for people development practitioners that took place in Scotland



In a context that is infinitely more complex,
how do we make sense of what matters and
how do we achieve it?

• Learning is at the heart of agility, resilience and
innovation.

People Development: Activity and Knowledge

L&D:

Build individual and organisational capability and knowledge to meet current and strategic requirements. Create a learning culture to embed capability development.

Activities:

1. Develop Learning Strategy
2. Design L&D approaches
3. Innovative Delivery
4. Leadership Development
5. Talent Management
6. Evaluation and Impact

Knowledge: L&D environment, TNAs, L&D theory, L&D Delivery Channels, Business case and metrics.

OD:

Identify organisational and individual capacity requirements and align strategy, people/processes to enhance effectiveness and achieve goals. Design activities to drive culture, behaviours, skills, performance. Provide insight on change mgt.

Activities:

- Define Strategy & Org'l Capability
- Build OD Interventions
- Manage Change

Knowledge: Org'l Culture, OD theory, values and behaviours, Process improvement.

L&D/OD's Role in Change

L&D:

The management of the transformation process to enable change:

- Create change advocates to support translation and communication of change
- Remove obstacles and provide tools of change
- Act on measurement to incorporate new initiatives
- Ensure leader visibility

OD:

Building understanding and commitment to change:

- Leaders living the vision
- Mass communication through relevant techniques using story telling, narrative
- Changes to interactions and entrenched systems
- Build in work through techniques such as 360
- Support workshops to translate the vision into practice

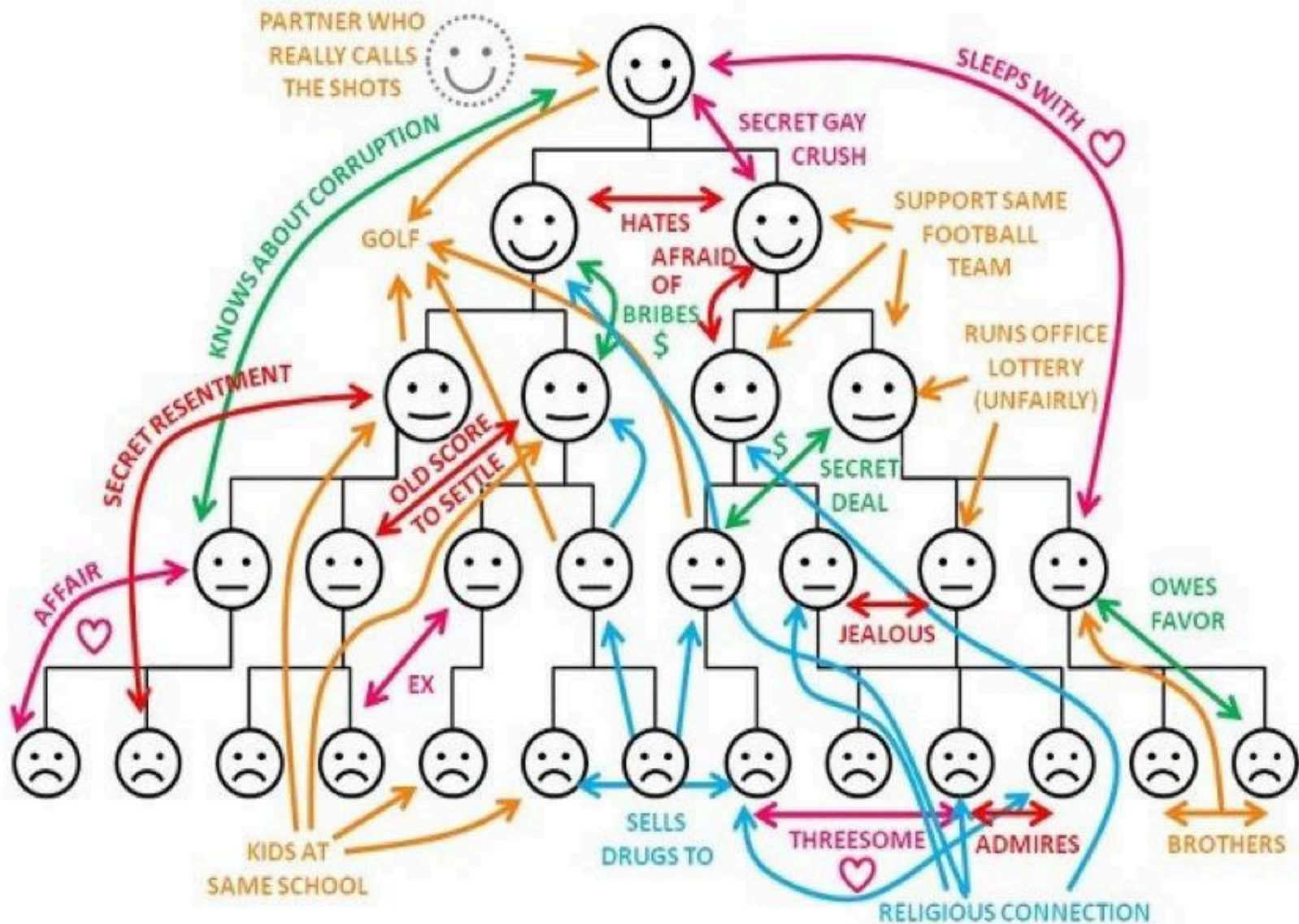


People Development Practitioner and Change

‘You are (like) the obstetrician. You are not the parent of this child we call (change). You are present at its birth for clinical reasons, like a doctor or a midwife. Your job most of the time is to do no harm. When something does go wrong, however, your awareness that something is awry – and your clinical intervention to correct it – can determine whether (it) will thrive or suffer, live or die.’

CIPD Leading Transformational Change

REAL ORGANIZATION CHART



Our working landscape continues to transform and L&D/OD needs to evolve to this context.

Q1. What (work issue/s!) keeps you awake at night? What's on your mind?

Q2. Given our context, what are some critical capabilities that L&D/OD professionals must develop?



What we can start doing more of

- Uninhibited curiosity
- Collaboration and agility
- Building effective relationships, networks and community
- Designers not just doers
- Customer centric
- Employee stewardship
- Skills awareness
- Clean and simple processes
- Business, data and impact/evidence savvy



An example from SDF Scotland?

SDF/Organisation and Staff Development Group

- L&D/OD representatives from the 19 HEIs
- Meet three times annually
- Part 1: Development Activity (am)
- Part 2: Business Meeting (pm)

Edinburgh Development Connections

- Four Universities working in partnership on leadership development programmes
- An ILM Centre, est. 2008

A Development Activity Example

Context:

- CIPD's VUCA context: rapid pace of change, unpredictable technology, markets, politics...

Outcome:

You can't teach all needed to function prior to entering job/workforce

Therefore:

Ongoing workplace learning is a must.

Learning is central to for a competitive advantage.

Facilitating effective learning is critical in our context

The Neuroscience of Effective Learning: the 4 pillars of learning

Attention

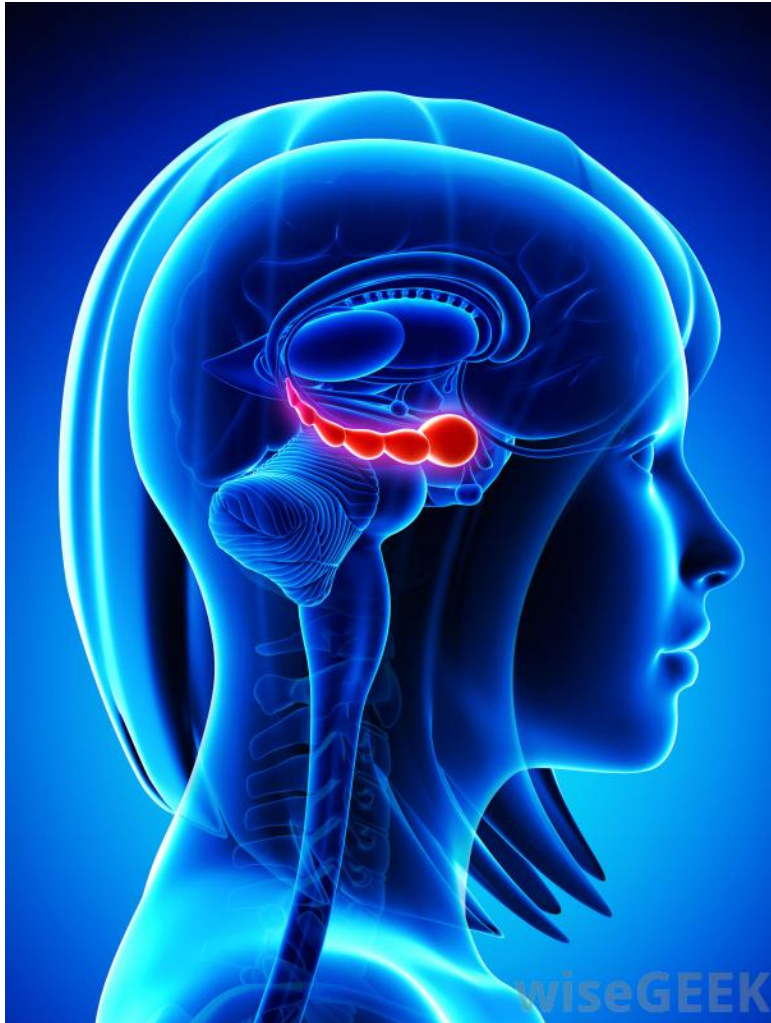
Generation

Emotion

Spacing



The Hippocampus



We would not be able to remember key information such as the location of our house, the toilets, or even if you had eaten lunch without the work of the hippocampus.




Pillar I: Attention

Attention is essential for learning

However:

1. Attention has limits before needing to be refreshed – c 20 minutes
 1. Goal focused system
 2. External focus system
 3. Constantly practicing self control to focus
2. Multitasking is the enemy of learning
 1. We rapidly switch between two actions, dividing attention and reducing ability to retrieve info/to learn



‘...our ability to absorb new ideas (to learn) is not dissimilar to our capacity to absorb food: there are physical limits to the digestion of both’

Rock, 2013



Pillar 2: Generation

Creating your own connections to new ideas. By:

1. Social Learning
2. Metacognitive Generation Skills (ie thinking about thinking!):
 - Self evaluation
 - Connect new info and ideas with concept of yourself
 - Q: How will knowing this content relate to who I see myself as?
3. Insight Generation – Eureka moment!
When your unconscious mind solves a problem:
 - Start with a problem
 - Explore current thinking and solutions
 - Quiet time for internal reflection on weaker, less used neural signals that have been triggered.

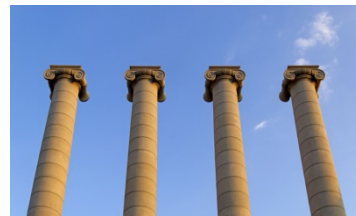
Pillar 3: Emotions



- Positive emotions support the learning process
 - ‘its like putting a car into 5th gear, it can make it easier to drive at high speeds’
- Strong emotions (positive or negative) can be distracting and reduce focus/attention – and harder to learn. Emotions can be consciously regulated by the individual using:
 - Labelling: clear low level emotional distraction
 - Reappraisal: changing an initial interpretation of a situation

Pillar 4: Spacing

- A space between learning/review sessions
- Possibly the most important?
- Ideal minimum between sessions is one sleep - sleep strengthens memory/learning
- Cramming only good for short term retrieval, not long term learning
 - ‘memories are not like documents that we keep in a pc or a box file. We don’t make them once and store them. We grow our memories – this takes time.’





<https://www.youtube.com/watch?v=BEwg8TeipfQ>

Checklist

- Pay attention to attention:
 - Change focus every 20 mins – use brain breaks
 - Allow focus circuits to refresh
- Remove multitasking
- Guide learner to self generate, making connections to existing knowledge
 - Using social learning/info (get learner teaching)
 - Metacognitive generation
 - Insight
- Become aware of emotions
 - Regulate emotions to achieve optimal level for learning, positive
- Spacing: return to your material after some time has passed
 - Use sleep in between sessions

Suggested Practice

- Part 1 A series of brief webinars:
 - Under 30 minutes
 - Ensure single focus of attention
 - Once a week for a few weeks
- Part 2 A face to face session:
 - With colleagues
 - Small group discussion –
 - To generate useful connections around new content
 - C 90 minutes duration



Discussion Questions

- Who will you share a new piece of learning with?
- How will you use a new piece of learning, with another person?



Carry on the Discussion

Thank you

Further Reading

- The Neuroscience of Making Learning Stick: an update to the AGES model, by Davis, Balda, Rock and Davachi. August 2014.
- The Handbook of Neuroleadership, By Rock and Ringleb. 2013. Neuroleadership Institute.