

# INDEX FOR LEARNING @ WORK RESULT REPORT

**XYZ Company Pte Ltd**

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This report was completed by 04 managerial staff and 10 non-managerial staff .

# CONTENTS

- Part A About the Index for Learning@Work
- Part B Overall Index and Stage on the Organisation Workplace Learning Journey
- Part C Learning Conditions - Detailed Breakdown
- Part D Score Disparity Between Managers and Non-managers for Each Learning Condition
- Part E Ranking of Individual Items for Each Learning Condition
- Part F Learning Effectiveness and Frequency
- Part G Next Steps - Conducting Qualitative Interviews



A light-colored wooden desk with a white laptop, a tablet, a mesh desk organizer, and a roll of paper.

## **PART A**

# About the Index for Learning@Work

# WHAT IS THE INDEX FOR LEARNING @ WORK?







The Index for Learning@Work is a diagnostic tool developed by the Institute for Adult Learning (IAL) to help enterprises and organisations get a snapshot of the current state of learning in their workplace. Think of it as a health-check that any enterprise senior or middle management personnel can request. This health-check will allow organisations to collect data on how their staff experience learning at the workplace, understand what is working well, and identify areas which require further examination.

This diagnostic tool is made up of two components:

- Quantitative online survey (estimated completion time: 15 minutes)
- Qualitative interviews with a sample of employees.

The quantitative online survey consists of around 65 behavioural and perception questions, covering learning conditions that are critical for effective learning and performance at work. Respondents are required to rate each item on a 5-point Likert scale (a scale used to establish people's attitudes to a topic).

The six different learning conditions featured in the diagnostic tool are captured in the diagram below

 <p><b>MANAGEMENT SUPPORT FOR LEARNING</b></p> <p>Is management supportive of the staff member's learning path?</p>	 <p><b>QUALITY FEEDBACK</b></p> <p>Does the management provide effective feedback and coaching to individuals to promote continuous learning and enhancement of performance?</p>	 <p><b>REWARDING PROFICIENCY</b></p> <p>Does the management recognise the learning and development of staff and reward improved performance?</p>
 <p><b>DISPOSITION TO LEARNING</b></p> <p>Are staff members open to learning, and do they have the relevant qualities both to learn and make the most of learning opportunities in the workplace?</p>	 <p><b>WORKPLACE ENVIRONMENT</b></p> <p>Is the workplace environment, organisation climate, and culture conducive for learning?</p>	 <p><b>NATURE OF JOB AND INDUSTRY</b></p> <p>Does the job role and nature of the industry require continuous learning?</p>

A top-down view of a desk with a light wood grain. On the left is a silver mesh pen holder containing several pens. To its right is a white spiral-bound notebook. In the center-right is a silver mesh tray containing a magnifying glass and a pen. In the foreground are several sheets of white paper, some with horizontal lines. The text 'PART B' is centered in a black box, and the title 'Overall Index and Stage on the Organisation Workplace Learning Journey' is centered below it.

## PART B

# Overall Index and Stage on the Organisation Workplace Learning Journey

## INDEX SCORE

The Index for Learning@Work provides an indicative snapshot of your employees' perception in the various learning conditions deemed critical for a workplace learning friendly environment. **The results provided here are not meant to be a comprehensive and conclusive assessment.**

Instead, it aims to surface broad strengths and areas that may require more attention in order to help your employees learn and perform at their best.

**OVERALL  
INDEX  
3.5**

Averaging the ratings across all the learning conditions for both managerial and non-managerial staff, your organisation's index score is 3.5.

This places your organisation in the Intentional stage in the Organisation Workplace Learning Journey.

Here are the generic descriptors for the different stages of the Organisation Workplace Learning Journey.

Current stage of your organisation		
EXPEDIENT	INTENTIONAL	STRATEGIC
<ul style="list-style-type: none"> <li>a. Skills development on-the-job may be incidental and inconsistent.</li> <li>b. While the management may recognize the importance of continuous learning on the job-, practical support (eg. funding, timeoff) may be limited.</li> <li>c. Feedback to staff may be provided on an ad hoc basis, usually in response to "incidents" (eg. customer complaints).</li> <li>d. Recognition of proficiency may not be adequately correlated to individual performance.</li> <li>e. Staff may have a mixed attitude to continuous learning, possibly due to limited opportunities for participation and application.</li> <li>f. The organisation climate and workplace may not be very conducive for peer and organisation learning.</li> <li>g. Work processes and job responsibilities may have limited opportunities or need for new learning.</li> </ul>	<ul style="list-style-type: none"> <li>a. Skills development on the job is usually purposefully incorporated through structured work activities (eg. development of learning plan) and some informal activities (eg. lunchtime sharing).</li> <li>b. Management typically recognises the importance of learning and demonstrates it with practical support (eg. funding, time-off) provided to staff.</li> <li>c. Feedback to staff is usually provided in a timely, relevant and specific manner to enable improved performance.</li> <li>d. Good performance is usually recognized and rewarded.</li> <li>e. Staff generally show a positive disposition to learning and are willing to attempt new tasks and projects when required.</li> <li>f. The organisation climate and workplace is supportive of staff learning and trying new approaches.</li> <li>g. Work processes and job responsibilities may require some adjustment and adaptation in response to changing industry or stakeholder demands.</li> </ul>	<ul style="list-style-type: none"> <li>a. Skills forecasting may be used to facilitate the systematic development and recognition of competencies of staff at all levels.</li> <li>b. Management invests in staff professional development as a core business strategy and performance indicator.</li> <li>c. Feedback is likely provided consistently, not only to address performance gaps, but also for staff's longer term career advancement</li> <li>d. Learning achievements of staff at all levels are usually recognised and rewarded with opportunities for career advancement</li> <li>e. Staff typically embrace learning and change and are confident in their abilities to apply and adapt.</li> <li>f. The organisation climate and workplace usually promotes collaboration and experimentation as part of continuous learning and improvement.</li> <li>g. Work processes and job responsibilities mostly have adequate scope and variety for staff to gain and apply different competencies.</li> </ul>

A top-down view of a desk with a light wood grain. In the upper right is a spiral-bound notebook with lined pages and a silver pen resting on it. To the left is a white coffee cup with a lid that has the word 'CAUTION' printed on it. In the lower left is a wire mesh pen holder containing several pens. In the lower right is a larger wire mesh organizer containing a compass, a pair of compasses, and a pen. A stack of white papers is also visible in the lower right.

## PART C

### Learning Conditions - Detailed Breakdown

You may also refer to the detailed interpretation of your individual score for each of the learning conditions. There are also general tips and ideas that you may consider to enhance each learning condition. The best possible score for each learning condition is 5.0.

## Learning Conditions



### Management Support

Manager Average Score

3

Non-Manager Average Score

4

Overall Average Score

3.5

#### What is this about?

Looks at how staff members in a supervisory role actively provide opportunities for their team members to learn both on and off the job. This includes accommodating learning that may entail some disruption to work, or is beyond the individual's immediate job requirements

#### Results Descriptor

Your staff members are taking the cue from their managers who are walking the walk as far as championing learning is concerned. Your managers are able to encourage staff to pursue professional development opportunities in and out of work.

Besides chasing key performance indicators, they are doing a good job role-modelling continuous learning or demonstrating interest and concern in their staff's professional development. There is probably some give-and-take happening between managers and staff to accommodate disruptions to work as a result of participating in learning activities.

Consider how to further capitalise on the positive management culture by:

- Getting staff to suggest ways of sharing expertise and learning gained from attending courses, conferences, seminars or undertaking special projects. This should be done in a flexible manner and not be perceived as being extra work
- Instead of pushing staff to learn, get them to suggest professional and personal development opportunities and organise work-teams to look at implementation. This encourages resourcefulness, gives greater ownership for any resulting training initiatives and is also an opportunity for discovering different strengths in your staff.



### Quality Feedback

Manager Average Score

2

Non-Manager Average Score

1

Overall Average Score

1.5

#### What is this about?

Looks at the competence and inclination of managers to coach and provide specific, timely and actionable feedback to staff. Quality feedback should go beyond performance reviews and needs to be part of daily interactions at the workplace.

#### Results Descriptor

There is not enough feedback being given and received effectively in your organisation. This is especially critical for high-performers who may need more frequent boosts and will otherwise start to show signs of under-appreciation.

To optimise the use of feedback, consider the following:

- Share a negative and positive demonstration with your managers and staff. This is available just a few clicks away!
- Get your managers to conduct standard one-on-ones for all, not just for problematic staff. Without setting time aside, your managers could end up spending their time with the most vocal people on their teams (not to be confused with the most effective) or worse, the most needy and judgmental
- Encourage managers to do a self-assessment of their coaching abilities. This will enable you to pinpoint specific deficits and support your managers accordingly
- Guide managers to facilitate staff reflection on "critical incidents" (e.g. service breakdown) in a timely manner, and before facts give way to impressions!
- Encourage managers to share good practices on performance management and recognise those who do it well
- Build up trust between managers and staff, so that even negative feedback can be received positively.

## Learning Conditions



### Disposition to Learning

Manager Average Score

3

Non-Manager Average Score

4

Overall Average Score

3.5

#### What is this about?

Looks at the individual's beliefs on the value of learning. These could be influenced by perceived benefits, ability and confidence in learning new skills, and knowledge (especially that which goes beyond immediate job requirements). This affects the likelihood of the individual to exhibit learning behaviours such as questioning and problem-solving.

#### Results Descriptor

Your staff are inclined to undertake learning and are willing and able to take ownership of their skills development. This bodes well for the development of a high-performance organisation.

After all, the best workplace environment and training systems may not have a positive impact on business outcomes if employees are unable, or lack motivation, to make full use of the opportunities or support provided.

Your staff members are one of your best assets, so try and leverage on their motivation and desire to try new and better ways of doing things. This could mean providing more variety in the job scope or giving them stretch assignments to enhance learning, application, performance and recognition.



### Rewarding Proficiency

Manager Average Score

2

Non-Manager Average Score

1

Overall Average Score

1.5

#### What is this about?

Refers to organisational systems and structures that reward progress, especially when workers have put a lot of effort into learning activities. Rewards could take the form of higher compensation, allocation of more interesting tasks or improved career opportunities.

#### Results Descriptor

Learning is seldom an end in itself, and high-performing organisations need to nail the linkages between learning, performance gains, and the resulting benefits for the individual.

Your staff may feel that the organisation does not provide opportunities for the application of newly acquired skills, or recognise enhanced performance, resulting in dwindling motivation to learn or improve.

Financial bonuses are always great if they are available. Otherwise, consider the following:

- Align your staff's learning and development plans with performance targets – this will increase staff motivation and yield better performance returns
- Remind your managers to be just as quick with their praise as they are to admonish when a mistake is made, in whatever form they choose. Verbal affirmation or a simple e-mail to highlight good performance to the bosses can be highly effective.
- Motivating your high-performers with stretch assignments that keep them challenged and feeling recognised - this works better when managers highlight the learning and growth opportunities of such assignments
- Appointing experienced high performers as mentors or coaches for new staff to recognise their deep expertise
- Most people don't like to feel trapped in a dead-end job. Internal promotions should always be considered before advertising externally. Staff will be more motivated to excel in their work if they have a vision for future growth and development.

## Learning Conditions



### Workplace Environment

Manager Average Score

3

Non-Manager Average Score

4

Overall Average Score

3.5

#### What is this about?

Looks at the general workplace climate and culture and its conduciveness for both formal learning that is part of the job, and discretionary learning undertaken voluntarily by the individual.

It also looks at how businesses encourage knowledge sharing among colleagues as well as some risk-taking when trying new approaches to address work demands.

#### Results Descriptor

Your workplace environment supports staff in gaining the knowledge and skills needed to help them perform. This could be in the form of:

- Individuals knowing who the “go-to person” is (not necessarily management) for specific knowledge or skills
- A well-managed knowledge repository to encourage information sharing
- Trading “war stories” about challenging projects or handling difficult customers.

To further entrench a positive workplace culture that is not just dependent on the people, look into introducing systems that will ease the assimilation of new hires into the organisation culture; e.g. buddy system, lunch-time learning, team bonding activities etc.



### Nature of job/industry

Manager Average Score

2

Non-Manager Average Score

1

Overall Average Score

1.5

#### What is this about?

Explores how employees are exposed to changes in the workplace, such as new technology, work methods or legal and industry requirements.

It also looks at the nature of the job and the degree to which decision-making and opportunities for new learning are required and supported by organisational practices.

#### Results Descriptor

Your staff may not be sufficiently engaged if they feel that their job scope is merely routine work, or does not allow them to do what they think is best in response to unexpected situations or changes.

While not all job roles need to be complex and involve regular problem-solving, it is useful to examine job scopes that are highly routine, and identify opportunities to incorporate more scope for learning and development.

Examples include:

- Cross-training to expand the individual's job scope and provide opportunities to work on more complex tasks
- Developing highly experienced employees to assume coaching or mentoring roles
- Providing opportunities for lateral job rotations;; this helps to maintain a degree of challenge for your high performers and can inject new ideas into established work processes
- Automate more routine processes.

A top-down view of a desk with various office supplies. In the upper right, a spiral-bound notebook with lined pages is open, with a silver pen resting on it. To the left of the notebook is a white coffee cup with a lid that has the words "CAUTION HOT" printed on it. In the lower left, there are two mesh pencil holders; one contains several pens and pencils, and the other contains a few more. In the lower right, a mesh desk organizer holds a pair of compasses and two pens. A stack of papers is also visible in the bottom right corner.

## **PART D**

### Score Disparity Between Managers and Non-managers for Each Learning Condition



## Score Disparity for Management Support

The items below are ranked in descending order from the highest score disparity between both staff groups to the lowest score disparity.

### Item Descriptions

### Scores

- 1 Managers support staff participation in learning that is not only specific to their current job requirements (eg. communication skills, self-management).

Manager 3.5

Non-Manager 1.5

- 2 Managers encourage staff to upgrade themselves through gaining formal qualification(s) or certification(s).

Manager 3

Non-Manager 1.5

- 3 Staff are encouraged to participate in external professional forums and networks.

Manager 2.5

Non-Manager 1

- 4 Managers support staff participation in learning, even if it may mean time away from work (eg. attend external training or further their formal education).

Manager 3

Non-Manager 3.5

- 5 Managers try different ways of doing things at work to encourage staff to innovate and learn too.

Manager 2

Non-Manager 2.5

- 6 Learning plans are jointly developed between managers and staff.

Manager 2.5

Non-Manager 3

- 7 Besides official induction or orientation programmes, new hires are assisted to adapt to the workplace through informal activities (eg. mentoring, lunch-time sharing etc).

Manager 1

Non-Manager 1.5



## Score Disparity for Quality Feedback

The items below are ranked in descending order from the highest score disparity between both staff groups to the lowest score disparity.

Item Descriptions	Scores
1 Managers give staff specific feedback that they can act on.	Manager 4 Non-Manager 2
2 Where possible, managers share the results of staff's work to motivate them.	Manager 3 Non-Manager 1.5
3 Managers support staff to take ownership of their own performance improvement.	Manager 3.5 Non-Manager 2
4 Managers help staff to identify their current competencies and areas for development.	Manager 3 Non-Manager 2
5 Managers provide staff with timely feedback.	Manager 3 Non-Manager 3.5
6 Managers take into account staff's learning preference and needs (eg. hands-on learning, reading) when guiding them at work.	Manager 2.5 Non-Manager 2
7 Managers are competent in coaching staff to perform effectively.	Manager 2.5 Non-Manager 2
8 Staff trust their managers to do their best for them.	Manager 2 Non-Manager 2.5
9 Managers guide staff to reflect on their experiences at work – what worked, what did not work so well, and what could be better.	Manager 3.5 Non-Manager 4
10 Managers ensure that staff understand the performance expectations of their job role.	Manager 2 Non-Manager 2



## Score Disparity for Disposition to Learning

The items below are ranked in descending order from the highest score disparity between both staff groups to the lowest score disparity.

### Item Descriptions

### Scores

1 My current workload allows me to learn new things.



2 I am clear about the learning opportunities for myself in every job or project that I am assigned to (e.g. learn new skills, reflect and improve, understand my strengths).



3 My contributions are recognised at the workplace.



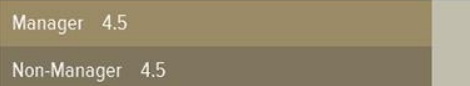
4 I know how I learn best at work.



5 I participate in learning beyond my current job scope requirements.



6 I am confident about my ability to learn new things.



7 I am comfortable asking questions at the workplace.





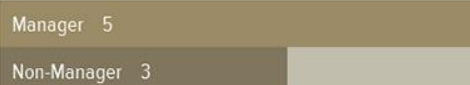
## Score Disparity for Rewarding Proficiency

The items below are ranked in descending order from the highest score disparity between both staff groups to the lowest score disparity.

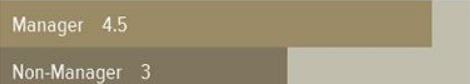
### Item Descriptions

### Scores

- 1 Managers develop staff to take on more challenging job roles within the organisation.



- 2 Staff have been promoted or assigned job roles based on their potential to meet new job requirements.



- 3 There is enough reward differentiation between high and average performers in the organisation.



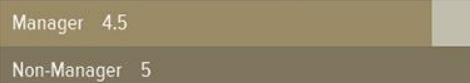
- 4 Good performers are given opportunities to take on more challenging responsibilities for their career advancement.



- 5 Staff training plans are aligned to the performance targets set for them.



- 6 Staff's learning achievements are taken into account at performance appraisal.



- 7 Staff feedback on the people development skills of their managers is taken into account for performance appraisal.





## Score Disparity for Workplace Environment

The items below are ranked in descending order from the highest score disparity between both staff groups to the lowest score disparity.

### Item Descriptions

### Scores

- 1 I am supported to learn or develop skills in areas that will help my organization be successful.

Manager 3.5

Non-Manager 2

- 2 My workplace makes it easy for staff to continuously improve their skills (e.g. training funds are available, learning opportunities are publicised).

Manager 3

Non-Manager 2

- 3 Technology is used effectively to support my learning at work.

Manager 3.5

Non-Manager 2.5

- 4 Experimentation and risk taking for the purpose of learning are supported and not punished.

Manager 3

Non-Manager 2

- 5 My organization proactively develops training plans in anticipation of skills needed, not as a reactive performance fix.

Manager 2.5

Non-Manager 2

- 6 Team members help each other learn from their successes and failures.

Manager 2.5

Non-Manager 2

- 7 Our leaders role model continuous learning and development (e.g. sharing learning from seminars/ conferences/ training programmes).

Manager 4.5

Non-Manager 4.5

- 8 Physical sites (e.g. offices and work areas) are conducive for individual and team learning.

Manager 2

Non-Manager 2



## Score Disparity for Nature of Job and Industry

The items below are ranked in descending order from the highest score disparity between both staff groups to the lowest score disparity.

### Item Descriptions

### Scores

- 1 There is enough variety in my job scope to keep me learning all the time.

Manager 2.5

Non-Manager 1

- 2 I can make decisions on how best to do my job.

Manager 2

Non-Manager 1.5

- 3 The industry I am in undergoes changes (e.g. use of new technology) that require me to upgrade my skills.

Manager 3

Non-Manager 3

- 4 I handle unanticipated challenges in my work (e.g. breakdown in equipment, manpower shifts, difficult customers).

Manager 2.5

Non-Manager 2.5

- 5 In the last 6 months, I acquired new skills and knowledge in order to do my job (e.g. to operate new equipment, acquire management skills, industry best practices).

Manager 1.5

Non-Manager 1.5

- 6 My work has been affected by significant changes in my organisation in the last 5 years (e.g. restructuring, change in management, change in key internal processes).

Manager 2

Non-Manager 2

- 7 I work with different stakeholders (e.g. senior management, staff, suppliers) in my job.

Manager 1.5

Non-Manager 1.5

A top-down view of a desk with various school supplies. In the top right, a spiral-bound notebook is open with a silver pen resting on it. To the left of the notebook is a white coffee cup with a lid that has the words "CAUTION HOT" printed on it. In the bottom left, there are two mesh pencil holders; one contains several pens and pencils, and the other contains a few pens. In the bottom right, a large mesh desk organizer holds a compass and a pair of pens. A stack of papers is also visible in the bottom right. The entire image has a light, faded overlay.

## **PART E**

### Ranking of Individual Items for Each Learning Condition



## Ranking of Individual Items for Management Support

The items below are ranked in descending order from the highest average score for both staff groups to the lowest average score.

### Managerial

1. I try different ways of doing things at work to encourage my staff to innovate and learn too.
2. I support staff to participate in learning, even if it may mean time away from work (eg. attend external training or further their formal education).
3. I support staff to learn beyond what is specific to their current job requirements (eg. communication skills, self-management).
4. I encourage staff to participate in external professional forums and networks.
5. I encourage staff to upgrade themselves through gaining formal qualification(s) or certification(s).
6. I develop a learning plan together with each of my staff.
7. Besides official induction or orientation programmes, I help new hires adapt to the workplace through informal activities (eg. mentoring, lunch-time sharing etc).

### Non-Managerial

1. My manager tries different ways of doing things at work to encourage me to innovate and learn too.
2. Besides official induction or orientation programmes, my manager helps new hires adapt to the workplace through informal activities (eg. mentoring, lunch-time sharing etc).
3. My manager supports my participation in learning that is not only specific to my current job requirements (eg. communication skills, self-management).
4. My manager supports my participation in learning, even if it may mean time away from work (eg. attend external training or further their formal education).
5. I develop a learning plan together with my manager.
6. My manager encourages staff to upgrade themselves through gaining formal qualification(s) or certification(s).
7. I am encouraged to participate in external professional forums and networks.



## Ranking of Individual Items for Quality Feedback

The items below are ranked in descending order from the highest average score for both staff groups to the lowest average score.

### Managerial

1. My staff trust me to do my best for them.
2. I support staff to take ownership of their own performance improvement.
3. Where possible, I share the results of the staff's work to motivate him/ her.
4. I ensure that staff understand the performance expectations of their job role.
5. I am competent in coaching my staff to perform effectively.
6. I take into account the staff's learning preference and needs (eg. hands-on learning, reading) when guiding them at work.
7. I provide timely feedback to individual staff.
8. I guide staff to reflect on their experiences at work – what worked, what did not work so well, and what could be better.
9. I provide specific feedback that staff can act on.
10. I help staff to identify their current competencies and areas for development.

### Non-Managerial

1. My manager is competent in coaching me to perform effectively.
2. My manager takes into account my learning preference and needs (eg. hands-on learning, reading) when guiding me at work.
3. Where possible, my manager shares the results of my work to motivate me.
4. I am guided to reflect on my experiences at work – what worked, what did not work so well, and what could be better.
5. My manager gives me specific feedback that I can act on.
6. My manager supports me to take ownership of my own performance improvement.
7. I trust my manager to do his/her best for me.
8. My manager provides me with timely feedback.
9. My manager helps me to identify my current competencies and areas for development.
10. My manager ensures that I understand the performance expectations of my job role.



## Ranking of Individual Items for Rewarding Proficiency

The items below are ranked in descending order from the highest average score for both staff groups to the lowest average score.

### Managerial

1. I assign job roles or consider staff for promotion based on their potential to meet new job requirements.
2. I align training plans for my staff with the performance targets set for them.
3. Staff who have performed well are given opportunities to take on more challenging responsibilities for their career advancement.
4. I develop my staff to take on more challenging job roles within the organisation.
5. My efforts to develop my staff affect my own performance appraisal.
6. There is enough reward differentiation between high and average performers in my organisation.
7. I take into account how much my staff has learnt during their performance appraisal.

### Non-Managerial

1. There is enough reward differentiation between high and average performers in my organisation.
2. I am able to give feedback on how effective my manager is in developing me.
3. My manager develops me to take on more challenging job roles within the organisation.
4. I have been given opportunities to take on more challenging responsibilities for my career advancement at work.
5. My learning achievements are taken into account at performance appraisal.
6. I have been promoted or assigned job roles based on my potential to meet new job requirements.
7. My training plans are aligned to the performance targets set for me.



## Ranking of Individual Items for Disposition To Learning

The items below are ranked in descending order from the highest average score for both staff groups to the lowest average score.

### Managerial

1. I am confident about my ability to learn new things.
2. I know how I learn best at work.
3. My contributions are recognised at the workplace.
4. My current workload allows me to learn new things.
5. I am clear about the learning opportunities for myself in every job or project that I am assigned to (eg. learn new skills, reflect and improve, understand my strengths).
6. I am comfortable asking questions at the workplace.
7. I participate in learning beyond my current job scope requirements.

### Non-Managerial

1. I am clear about the learning opportunities for myself in every job or project that I am assigned to (eg. learn new skills, reflect and improve, understand my strengths).
2. My contributions are recognised at the workplace.
3. I am confident about my ability to learn new things.
4. I am comfortable asking questions at the workplace.
5. I know how I learn best at work.
6. My current workload allows me to learn new things.
7. I participate in learning beyond my current job scope requirements.



## Ranking of Individual Items for Workplace Environment

The items below are ranked in descending order from the highest average score for both staff groups to the lowest average score.

### Managerial

1. Experimentation and risk taking for the purpose of learning are supported and not punished.
2. My organization proactively develops training plans in anticipation of skills needed, not as a reactive performance fix.
3. My workplace makes it easy for staff to continuously improve their skills (eg. training funds are available, learning opportunities are publicised).
4. Team members help each other learn from their successes and failures.
5. Technology is used effectively to support my learning at work.
6. Our leaders role model continuous learning and development (eg. sharing learning from seminars/ conferences/ training programmes).
7. Physical sites (eg. offices and work areas) are conducive for individual and team learning.
8. I am supported to learn or develop skills in areas that will help my organization be successful.

### Non-Managerial

1. Team members help each other learn from their successes and failures.
2. Experimentation and risk taking for the purpose of learning are supported and not punished.
3. Physical sites (eg. offices and work areas) are conducive for individual and team learning.
4. Our leaders role model continuous learning and development (eg. sharing learning from seminars/ conferences/ training programmes).
5. My workplace makes it easy for staff to continuously improve their skills (eg. training funds are available, learning opportunities are publicised).
6. I am supported to learn or develop skills in areas that will help my organization be successful.
7. Technology is used effectively to support my learning at work.
8. My organization proactively develops training plans in anticipation of skills needed, not as a reactive performance fix.



## Ranking of Individual Items for Nature Of Job and Industry

The items below are ranked in descending order from the highest average score for both staff groups to the lowest average score.

### Managerial

1. The industry I am in undergoes changes (eg. use of new technology) that require me to upgrade my skills.
2. My work has been affected by significant changes in my organisation in the last 5 years (eg. restructuring, change in management, change in key internal processes).
3. I work with different stakeholders (eg. senior management, staff, suppliers) in my job.
4. I handle unanticipated challenges in my work (eg. breakdown in equipment, manpower shifts, difficult customers).
5. I can make decisions on how best to do my job.
6. There is enough variety in my job scope to keep me learning all the time.
7. In the last 6 months, I acquired new skills and knowledge in order to do my job (eg. to operate new equipment, acquire management skills, industry best practices).

### Non-Managerial

1. I can make decisions on how best to do my job.
2. The industry I am in undergoes changes (eg. use of new technology) that require me to upgrade my skills.
3. There is enough variety in my job scope to keep me learning all the time.
4. My work has been affected by significant changes in my organisation in the last 5 years (eg. restructuring, change in management, change in key internal processes).
5. I work with different stakeholders (eg. senior management, staff, suppliers) in my job.
6. In the last 6 months, I acquired new skills and knowledge in order to do my job (eg. to operate new equipment, acquire management skills, industry best practices).
7. I handle unanticipated challenges in my work (eg. breakdown in equipment, manpower shifts, difficult customers).



## PART F

# Learning Effectiveness and Frequency

## Learning Frequency

The items below are ranked in descending order, from the highest average score to the lowest average score for each staff group.

### Managerial

1. I help my staff learn through assigning a buddy when staff first joins the organisation.

2. I help my staff learn through Community of Practice (ie. a group of people who share a common professional interest comes together to share best practices).

3. I help my staff learn through a period of on-the-job training.

4. I help my staff learn from job aids and resources available at the workplace.

5. I help my staff learn through working in teams.

6. I help my staff learn through directed e-learning with assignments/assessments that test application of knowledge.

7. I help my staff learn through just-in-time learning (eg. learning that was prompted by the need to complete a work task).

8. I help my staff learn through by me or others (eg. coaching in how to carry out specific work tasks).

9. I help my staff learn through individual mentoring by me or others (eg. mentoring staff's professional growth and career development).

10. I help my staff learn through their daily work.



### Non-Managerial

1. I learn through directed e-learning with assignments/assessments that test application of knowledge.

2. I help my staff learn from job aids and resources available at the workplace.

3. I help my staff learn through individual mentoring by me or others (eg. mentoring staff's professional growth and career development).

4. I help my staff learn through assigning a buddy when staff first joins the organisation.

5. I help my staff learn through their daily work.

6. I help my staff learn through by me or others (eg. coaching in how to carry out specific work tasks).

7. I help my staff learn through a period of on-the-job training.

8. I help my staff learn through Community of Practice (ie. a group of people who share a common professional interest comes together to share best practices).

9. I help my staff learn through just-in-time learning (eg. learning that was prompted by the need to complete a work task).

10. I help my staff learn through working in teams.

## Learning Effectiveness

The items below are ranked in descending order, from the highest average score to the lowest average score for each staff group.

### Managerial

1. Learning from job aids and resources available at the workplace
2. Learning through directed e-learning with assignments/assessments that test application of knowledge
3. Learning through assigning a buddy when staff first joins the organisation
4. Learning through individual mentoring (eg. mentoring staff's professional growth and career development)
5. Learning through Community of Practice (ie. a group of people who share a common professional interest comes together to share best practices )
6. Learning through individual coaching (eg. coaching in how to carry out specific work tasks)
7. Learning through just-in-time learning (eg. learning that was prompted by the need to complete a work task)
8. Learning through a period of on-the-job training
9. Learning through daily work
10. Learning through working in teams

### Non-Managerial

1. Learning through assigning a buddy when staff first joins the organisation
2. Learning through working in teams
3. Learning from job aids and resources available at the workplace
4. Learning through directed e-learning with assignments/assessments that test application of knowledge
5. Learning through Community of Practice (ie. a group of people who share a common professional interest comes together to share best practices )
6. Learning through a period of on-the-job training
7. Learning through individual coaching (eg. coaching in how to carry out specific work tasks)
8. Learning through individual mentoring (eg. mentoring staff's professional growth and career development)
9. Learning through just-in-time learning (eg. learning that was prompted by the need to complete a work task)
10. Learning through daily work

A top-down view of a desk with various office supplies. On the left is a silver mesh pen holder containing several pens. To its right is a white spiral-bound notebook. In the center-right is a silver stapler. In the foreground, there are several sheets of paper, including a lined notebook page and some blank white sheets. The background shows a light-colored wooden desk surface.

## PART G

### Next Steps - Conducting Qualitative Interviews

# NEXT STEPS – CONDUCTING QUALITATIVE INTERVIEWS

## What about Qualitative Interviews?

While the quantitative interview may present potential areas of concern, the numbers alone will not give you much insight. Engaging a sample of staff in one-to-one semi-structured interviews will flesh out the numbers and give you greater insight into specific areas of concern.

Do remember that the qualitative interviews are an opportunity to gain more insights into red flags raised by the quantitative interview. While asking open-ended questions is important to get broader insights, you may also wish to use tailored questions that help you understand specific areas. For example, if the rating for quality feedback was sub-optimal, you might ask more specific questions about how staff get feedback, types of feedback provided, an example of feedback provided that was particularly impactful, and what other information would be helpful to staff to improve work performance.

## What questions should I be asking?

We recommend that your interview questions centre on the following themes:

### For all interviewees:

- Aspects of current work or job duties that have the most learning
- Professional development opportunities encountered and desired at work
- Barriers and enablers to:
  - learning at work
  - performing at work
- Support received and desired for career advancement
- Learning of new skills and knowledge beyond immediate job needs

### For managers or supervisors only:

- Ways used to help staff become more competent at work
- Challenges encountered when developing staff

Contact our Learning Specialists if you would like to explore external support to identify specific learning and performance issues in your organisation. Alternatively, get in touch with us at [learningatwork@ial.edu.sg](mailto:learningatwork@ial.edu.sg).



END OF REPORT