
Learning is Different to Training

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Learning is everything you do! It is about the development of a person. Training is a specific 'in-the-moment' experience. It is a subset of learning. It is more to do with the needs of the Organisation

Leaders should understand the difference between Learning & Training. To avoid any confusion, **training** and **learning** are inextricably linked, but they are different. Typically, **training is aimed at** teaching the masses how to perform a specific skill or replicate a desired behaviour / process, **whereas learning is a more personal** and intimate experience that links learning with career development.

It is important to highlight a personalised learning journey does not replace formal training. However – training DOES NOT enable a personal learning journey. They have different aims and satisfy different organisational needs. Too often these are confused.

***TRAINING is a verb – putting stuff into people.
The Absorption & Application of this is LEARNING***

LEARNING PATHWAYS V TRAINING EVENTS:

A Learning Pathway requires a self-directed experiential approach.

It needs to align with the aspirations of an individual with the needs of the Organisation. Being able to create a three-year learning pathway for an employee, rather than a myriad of one-off training events can have enormous benefits to both the organisation and employee including a reduction in staff turnover, career depth and flexibility, future succession options, an ability to multitask, and improved organisational performance. Having a three-year learning journey time frame provides a suitable horizon in which a person can visualise the things they need to BE – DO – KNOW – EXPERIENCE – ACQUIRE in a manner that is formative by nature.

The Key is Experiential Learning – without this – a person cannot execute an idea or action to the best of their capability. **Any Training Event** has a start and an end and is a specific 'in-the-moment' experience. **Training is part of the learning process – BUT – It is not the learning process.** The main focus of training consists of building new skills or improving existing ones. Training does not seek to change or expand a person's viewpoint – as learning does. Training typically occurs in spurts, or when work schedules allow.

***Personalised Learning Is Not What Is Done to The Learner. It Is About Helping Each Learner Identify and Develop Their Skills To Support And Enhance Their Own Development – So That Agency And Self-Advocacy Can Be Realised -
Kathleen McClaskey***

AN APPETITE FOR SELF DIRECTED LEARNING IS KEY:

Learning requires personal initiative to pursue via a blended *approach* (different learning styles and experiences). It requires a commitment to seek out those who can help, and make time for learning a priority. A Learner must have continual feedback loops and mechanisms in order to ensure their learning journey is progressing and effective.

Trial – Error – Practice – Apply plays a big part in any Self-Directed Learning Journey.

LEARNING	TRAINING
Long Term Focus – Never Stops	Short Term Focus (Start & End Time)
<ul style="list-style-type: none"> Acquisition of knowledge and competencies Career Development Tailored for the Individual Builds Business Acumen, Seeks New Experiences, Expands Knowledge Involves a variety of traditional learning and life experiences Looks to expand on and change a person’s viewpoint and knowledge Future Needs Focused Prepare Organisations to be agile & aligned to meet new and emerging trends, opportunities, and risks Build depth and succession of talent in the organisation 	<ul style="list-style-type: none"> Teaching a particular skill or behaviour Immediate Needs Tailored for the Business and the Masses Specific job, role, or task focus Usually conducted in a formal training setting or online medium Typically transfers knowledge already learned to the participant – very directed Today’s Needs Focused Build the compliance and consistency of performance of staff on the job Build an ability for staff to multitask – multi-skill for on the job needs

WHAT IS SELF-DIRECTED LEARNING?

The process of learning in which the learner assumes responsibility for planning, implementing, and evaluating their development. The learner ultimately chooses what and how to learn and decides when to start and end the learning.

The Capacity to Learn is a GIFT... The Ability to Learn is a SKILL... The Willingness to Learn is a CHOICE

L & D IS A LEADER'S RESPONSIBILITY NOT HR:

Creating a rich learning environment is a Cultural Issue – It requires a leader's **ENDORSEMENT & ENFORCEMENT** to their team members. It is not something done when there is time – but a continuous quest to develop the capability and capacity of the team and individuals to be the best version of themselves. **It is a Leaders Responsibility to create the environment for learning to occur, but the pursuit of learning is an individual choice.**

GROWTH V FIXED MINDSET – Be Curious – Don't Judge:

“The Important Thing Is To Never Stop Questioning. Curiosity Has Its Own Reason For Existing” - Albert Einstein

A growth mindset informs how we deal with challenges, obstacles, effort, criticism, the will to succeed, and the appetite to persist even in the most challenging of circumstances. **The opposite to a Growth Mindset is a Fixed Mindset.** At times we will all exhibit either a growth or fixed mindset. What is important is to be self-aware when you are defaulting to a fixed mindset. **A Growth Mindset enables learning. A Fixed Mindset prevents learning**

FIXED V GROWTH MINDSET

FIXED MINDSET	GROWTH MINDSET
Closed to learning. Judgemental – Avoids exploring new things	Open to learning and exploring new things – Asks Questions – Forever Curious
<ul style="list-style-type: none"> × Avoid Failure × Avoids new challenges × Not prepared to challenge comfort zones × Satisfied with status quo × Stick to what is known × Does not lead innovative thinking × Not open or welcoming of constructive feedback × Is defensive and deflective of criticism × Tend not to evolve or grow as a person × Unlikely to pursue personal critical reflection × Risk-averse and looks for reasons not to do something 	<ul style="list-style-type: none"> ✓ Open to learning and continuous improvement ✓ Prepared to have a go, give new things a try ✓ Not scared to fail ✓ Treat failures and errors as learnings ✓ Can deal with uncertainty and ambiguity ✓ Embraces challenges ✓ Encourages and listens to feedback ✓ Responds to criticism – taking time to critically reflect ✓ Looking to personally grow & develop ✓ Sees challenges as opportunities ✓ Aware of risks and looks for ways to mitigate or prevent risks
<i>Takes the easy option – says NO – Is the “Critic in the Stand”- Casts Judgements</i>	<i>Takes the hard option – Has a Go – Attempts to be “The Player on the Field” – Is Curious</i>

A GROWTH MINDSET IS A CHOICE:

“Some people see things as they are and say why; I dream things that never were and say, why not!” – George Bernard Shaw and JFK

A GROWTH MINDSET REQUIRES THREE PERSONAL ATTRIBUTES. AN ABILITY TO:

1. **Look to See – Listen to Hear**
2. **Ask Questions – Be Curious**
3. **Explore the Possible – ‘What If’ Thinking**

Looking to See – Listen to Hear is about critically observing the World around you, concentrating on key elements, and interpreting what matters. **The more you look to see and actively listen... the more wisdom you gain.**

It is not what you look at that matters – but what you see – looking and seeing are two different things

Ask Questions – Be Curious is a trait that allows you to process what is being observed and zero in on symptoms, causes, opportunities and threats.

Knowledge is having the right answer. Wisdom is asking the right question. It is not the answer that enlightens but the question

Explore the Possible – ‘What If’ Thinking is the critical thinking process to explore options, consider scenarios, and understand the ramifications of any key decisions.

Scenario planning helps guide the dynamic of predicting and quickly adapting to opportunities and risks as and when they arise.

70-20-10 MODEL:

The 70-20-10 Model is a useful framework to adopt when developing any 3 Year Learning Journey. Developed in the 1980’s it provides a useful guide to think through and maximise the effectiveness of Learning.

THE 70-20-10 MODEL STATES:

70% of all learning & knowledge comes through job-related experiences
20% of all learning comes via interactions with colleagues and managers
10% of all learning comes via formal learning events and settings

70% OF LEARNING IS EXPERIENTIAL:

Learning happens by interacting, observing, and trialling new experiences. It requires a structured approach. It is about building personal wisdom by attempting and learning new roles, participating in projects, attending key events, assuming new responsibilities, practicing new skills by having a go at things.

EXPERIENTIAL LEARNING REQUIRES:

- A safe environment to practice and rehearse new skills / behaviours
- Permission to “have a go” at solving problems – attempting new things
- Thinking Curiously (Asking Questions)
- Working in Project Teams
- Volunteering to take on new tasks or roles.

20% OF LEARNING IS SOCIAL:

This is where formal and informal coaching and mentoring dynamics occur. Coaching is about Performance. Mentoring is about Change.

SOCIAL LEARNING INCLUDES:

- Regular catch-ups with peers to share work experiences, learning, and problems
- Shadowing and observing key people and leaders in action
- Undertaking a walk in someone else’s shoes
- Site & Location Tours with a colleague (learn what they see Vs what you see)
- Attending industry-specific networking events and forums
- Swapping roles or undertaking work experience with colleagues
- Seeking the gift of feedback from colleagues
- Becoming familiar with what others do, how they measure success and solve issues
- Attend industry events or spend time with customers or colleagues

10% OF LEARNING IS FORMAL:

Formal learning is the most well-known aspect of any organisations Learning & Development. Typically, this includes:

- **Formal Training Programs**
- **Traditional Instructional Settings**
- **Accessing online courses**
- **Attending Workshops, Conferences, Briefings**

TAILORED & TARGETED LEARNING.... NOT ALPHABET SOUP!

For too long organisations have been fooled into thinking that Learning is about pursuing every competency known to humankind. This will never be effective. **Just because someone has done a course does not mean they have learned.** As such, individuals and organisations need to ensure any learning journey is grounded in the following principles:

1. The Strategic Intentions and Future Needs of the Organisation
2. The evolving global trends and emerging issues
3. Building Professional Acumen
4. Developing an ability to Coach & Influence others
5. Acquiring new technical or job-specific skills
6. Broadening & Deepening Existing competencies
7. Build complex problem-solving skills

TARGET 3 THINGS TO FOCUS ON AT A TIME:

Narrowing a focus to **three specific items** helps target and focus any Learning Journey including: Behaviours to Adopt / Skills to Acquire / Experiences to Undertake / Knowledge to Gain / Roles to Assume / Competencies to Master / Research to Explore.

LEARNING V MASTERY:

THERE IS AN OLD FORMULA FOR LEARNING WHICH MAY BE HELPFUL:

IT TAKES:	10 hours of <u>PURPOSEFUL PRACTICE</u> to acquire a new skill 10 weeks of <u>ENFORCEMENT</u> to form a new habit 1000 hours of <u>COMMITMENT</u> to master a skill
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SOME FINAL MESSAGES:

- **Learning is Different to Training** – do not confuse them
- To be effective, people need an appetite to lead their own learning
- There are good learning outcomes from a planned 3 Year Learning Journey
- Learning requires a Growth Mindset – Be Curious – Don't Judge
- Learning is not an entitlement – it is a two-way partnership between the individual and their leader

THE FUTURE BELONGS TO THE CURIOUS. THE ONES WHO ARE NOT AFRAID TO TRY IT – EXPLORE IT – POKE AT IT – ASK QUESTIONS – AND NOT SIT IN JUDGEMENT