**Touch-point four**: **Learning and personal development**

This touch-point provides examples and ideas around learning and development strategies, learning cultures as well as reflective learning.

Also, following the launch of the Imagining the Future scenario project (2014), over thirty workshops were undertaken around Scotland with wide-ranging representatives from the workforce. Many participants reflected that regardless of which scenario may emerge there were a core set of skills, values and competences the workforce would be required to possess to be prepared to work in an integrated environment.

Imagining the Future skill-set and mind-set for working in an integrated system: -

* Ability to **work across boundaries** both personal/interpersonal and sector boundaries.
* **Able to engage in collaborative relationships** and processes as well as hierarchical “telling” relationships and processes.
* **Able to flex and also hold moral dilemmas** as a way to make progress on intractable social issues.
* **Knowledge brokers**- able to pass information, connect ideas and generate new knowledge. This is characterised by the response “we must tell XYZ about ABC”
* **Relationship brokers** – able to create and build relationships where previously people were separate or disconnected.
* **Able to build trust in groups and communities** and able to model, give and enact trust.
* **Maintain and restore humanity to services** which can become de-sensitised to human needs and mechanistic
* **Psychologically adept** – able to deal with and work with different paradigms, mental models and mind-sets.
* **Good communication at all levels**, able to connect with people and ideas,
* **Appreciative mind-set**, not starting with people and issues as a problem, but searching for what works well and what is positive as a way to build constructive energy and change.
* **Person centred** rather than service or organisation centred eg whenever a person presents an issue, it is your responsibility to address this rather than pass it on to another person or agency.
* **Reflective** - Good at delaying, reflecting, holding questions for exploration rather than always rushing to action.
* **A**ble to **pose curious, inquiring questions** rather than provide solutions.
* Able to **manage ambiguity and uncertainty**

**What is a learning and development strategy?**

 “Learning and development (L&D) strategy is an organisational strategy that articulates the workforce capabilities, skills or competencies required to ensure a sustainable, successful organisation and that sets out the means of developing these capabilities to underpin organisational effectiveness.”

(CIPD definition of L&D, . <http://www.cipd.co.uk/hr-resources/factsheets/learning-talent-development-strategy.aspx>)

**Learning cultures and reflective learning in organisations**

The original Kolb learning cycle can be a useful freamwork to use in developing a learning organsatation.



The university of Leicester has adapted the work Dr. Rchard Mobbs **[How to be an e-tutor](http://www.le.ac.uk/cc/rjm1/etutor/index.html)** and offers a helpful guide to using the Kolb learning cycle in organisations. <http://www2.le.ac.uk/departments/gradschool/training/eresources/teaching/theories/kolb>

**Learning styles**

Peter Honey and Alan Mumford developed Kolb’s work to articulate 4 distinct learning styles which impact on the way people engage in learning. These are

* Activist: people who learn best by doing and experiencing ideas.
* Theorist, people who learn best by understanding the theory behind ideas.
* Pragmatist, people who learn best by understanding the application of ideas.
* Reflector. People who learn best by observing and thinking about ideas.

Depending on personal learning preferences the design of development activities can both enhance and distract from the desired learning outcomes and it is important to give some attention to each of these learning styles in any development activity.