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A Study On Reshaping Work Place Learning

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Abstract

This paper explores how worker identities are reshaped in the workplace through the interconnected experiences of valuation, work and culture. Understanding how individuals mould them throughout is significant for discussions, as illustrated by the COVID-19 pandemic. This article proposes the concept of the “learning journey” to explore the relational difficulty of how individuals learn at different workplace settings across their working lives. This conceptual paper aims to explore ways to re-think and adapt informal workplace learning to those recent changes and things to consider when designing successful learning strategies in the future.

Keywords

Reshaping in workplace, continuous learning, skill enhancements, market uplifting.

1.1 INTRODUCTION

The workplace is constantly evolving due to technological advancements, changing customer demands, and global economic trends. To stay ahead, organizations need to enhance their employees with the skills required to adapt and thrive in this dynamic environment.

For employers who want to maintain a competitive edge in today’s energetic business world, it is essential to implement a learning and enhancement strategy to define what workplace learning means within the organization. Such a policy involves a planned approach to identifying skills gaps among employees, defining the training and development desires of the organization, and generating programs to report these needs.

Organizations dream of bettering themselves. To achieve this, they have to change themselves. To stay ahead in the market, they need to accustom themselves to the external and internal changes endlessly. The question is how the change operation is done because many of the change implementation programs are not successful and are not followed till the end. Any implementation of the change program should be in such a way that post implementation employees should exhibit greater readiness to change. Hence employees need to upskill the knowledge and contribute their efforts in such a way that the organization should achieve their goals and survive in the market.

1.2 Features of Reshaping workplace learning

Personalized Learning Paths

- With the help of data analytics, learning can be customized to the needs of individual employees. This could comprise customizing content based on skill levels, job roles, and private career goals.

Continuous Learning

- Instead of official training sessions, workplaces now emphasize ongoing. This can include focused learning (short, focused lessons) and the accessibility of resources to encourage learning on-demand.

Blended Learning Models:

- Online and offline learning strategies is becoming common. This includes self-paced digital components combined with in-person workshops or peer discussions, contribution elasticity while maintaining engagement.

Use of Technology and AI

- Artificial intelligence and machine learning are being integrated into learning environments to recommend courses, track progress, and offer feedback. Virtual Reality (VR) and Amplified Reality (AR) are also being used for immersive learning experiences.

Social and Collaborative Learning

- Employees are motivated to learn from one another through social podiums, discussion groups, and collaboration tools. Peer-to-peer learning, mentoring, and knowledge-sharing are increasingly becoming part of the workplace culture.

Just-in-Time Learning

- This is the ability for employees to admit learning materials or resources exactly when they need them to answer a problem or enhance their skills on the job. It reduces interruption and enhancements performance.

Focus on Soft Skills

- Together with technical skills, there's a greater emphasis on developing emotional intelligence, message, problem-solving, and leadership skills. Soft skills are seen as essential for long-term job growth.

Data-Driven Intuitions

- Learning is now more measurable. Learning platforms provide data on how well employees are absorbing content, helping organizations fine-tune learning strategies. This also allows for identifying skills gaps and proactively addressing them.

Employee Well-Being and Knowledge

- Incorporating learning initiatives that also focus on mental health, stress management, and overall well-being is becoming a priority. A well-rounded approach ensures employees remain productive and engaged.

Gamification:

- Incorporating elements like rewards, points, and levels into learning activities helps to increase motivation, engagement, and knowledge retention. This makes learning more enjoyable and interactive.

1.3 FACTORS OF WORKPLACE LEARNING

Personalization of Learning

- Customizing learning experiences to individual employee needs, skill levels, and career goals is becoming more popular. Adaptive learning systems use data and analytics to customize learning paths.
- Employees can take control of their development with self-paced, on-demand content.

Continuous Learning Culture

- There is a shift toward improving culture of continuous learning rather than one-time training sessions. Employers are promoting an environment where employees are encouraged to learn regularly, with a focus on ongoing development rather than just compliance-based training.
- Learning is integrated into daily workflows, making it a part of the job rather than a separate activity.

Hybrid and Remote Work

- With more companies moving towards hybrid and remote work, workplace learning needs to adapt to be effective across different environments. This includes offering online training and tools that employees can access anytime, anywhere.
- Virtual collaboration tools and platforms that enable group learning and interaction are crucial.

Collaboration and Social Learning

- Peer-to-peer learning and knowledge sharing is very important. Social platforms and collaborative learning tools help employees learn from each other's experiences.
- Mentoring programs helps employees to learn from both formal and informal interactions.

Data and Analytics

- Learning data help organizations track progress, identify skill gaps, and measure the effectiveness of learning programs.
- Data-driven inferences allow for better decision-making about training needs and the most effective learning formats.

Leadership and Management Support

- Leaders must actively support learning initiatives, offering motivation, providing resources, and setting a good example by engaging in learning themselves.
- Developing leadership skills and training helps managers become better at guiding their teams through continuous learning.

Agility and Adaptability

- As industries and job roles evolve, workplace learning must be swift. It needs to quickly adapt to new technologies, business goals, or market shifts.
- Providing opportunities for employees to develop soft skills like adaptability, problem-solving, and critical thinking is crucial in a constantly changing work environment.

Diversity and Inclusion

- Acknowledging the different learning preferences, backgrounds, and experiences of a diverse workforce ensures that learning materials are accessible and relevant for all employees.
- Creating inclusive learning environments encourages participation and helps everyone thrive.

Wellness and Mental Health

- Fostering a balance between work, learning, and mental health is becoming a priority. Learning programs that promote resilience, stress management, and overall well-being are gaining traction.
- Customized schedules that allow employees to balance work-life pressures contribute to a healthier and more productive workforce.

1.4 REVIEW OF LITERATURE

In the initial article search, I searched for peer-reviewed articles from the ERIC (Education Resources Information Center). Then started to limit the number of articles to those relevant to my study according to our specific inclusion and exclusion criteria.

Gilbert's (2005) account of a knowledge society is particularly pertinent to this review of workplace learning because it emphasizes on changes in what information is and does, and what people need to study (starting with school) in order to contribute in a "new work order" in New Zealand. Gilbert describes the transition from the late 20th century Industrial Age, where financial prosperity was generated by exploiting natural resources to produce commodities over mass production, to a 21st century Knowledge Age, where the conception of ideas, new market demands, and niche markets is highlighted. So as the limits of mass production, natural resources, product-specific machines, and semiskilled workers producing consistent goods were reached, niche markets emerged and the nature of work changed, forcing workplaces to adopt different ways of operating, with changing the roles of workers, owners, and managers (Piore & Sabel, 1984).

Interest in workplace learning has improved in recent decades due to the changing character of work and the acknowledgement of the workplace as a learning environment (e.g. Fuller and Unwin [2003](#), [2011](#); Illeris [2003](#)). In the context of vocational education and training (VET), apprenticeships and work-based learning have been promoted (e.g., European Commission [2015](#)). The aim of this review is to provide an overview of guidance and learning at the workplace in the context of vocational education and training.

To improve learning at work, guidance at workplaces must be part of a legitimate and established process that the broad work community is committed to providing. More attention needs to be focused on what the learner has to offer to the supervisory relationship and the skills and knowledge he/she brings to it. Even if the master-novice relationship and, in some cases, the professional monopoly on expertise remains important, the school also needs to encourage its teachers and students to cross boundaries between the school and workplace (Tuomi-Gröhn et al. [2003](#)).

1.5 Objectives Of reshaping workplace learning

- To study how to enhance employee skills
- To increase productivity in the organization
- To adapt to new learning technologies
- To keep employees engaged by providing lifelong learning experience

1.6 An overview of Workplace learning

Learning and development in current generation must take a different approach from training in the past, and organisations must be prepared for these paradigm shifts so as to effectively equip their employees with the skills required to be agile in this ever-changing environment.

The old school system which one could say was effective, if only static, often involved designating official trainers for specific training periods, whereas a modern approach to learning in the workplace is agile in nature, and acknowledges and considers barriers that many employees face when participating in learning. Identifying the diverse needs of the learners is essential for employers, to look at incorporating the skills and experience of managers in driving the employee development process. With new technologies and digital tools, employees can learn from anywhere, and at any time which attentions on more strategic learning that includes hard skills and soft skills. In doing this, it is essential to implement a learning and development strategy to define what workplace learning means within the organization. This is where Upskilling and Reskilling play their parts, globally, with business leaders and employees agreeing that they are top priority. The former is focused on training employees to become more knowledgeable and develop new competencies relating to their current position, while the latter is about equipping workers to move into new roles within an organisation. To be able to efficiently harness their power, workplaces must have actual annual staffing plans guided by skills and competency valuations. Organisations certainly, must adopt and expand employee development strategies to create a more adaptable workforce and achieve company objectives in today's world of work, where the need for upskilling and reskilling has grown exponentially.



- **Identify Skills gap**

As a practice employees seldom carry out periodic Needs analysis or skills assessments until a gap in talent becomes obvious and begins to affect the effective operations of the company, and at that point, it is often a race against time, and the focus of most HR business partners is diverted to promptly filling talent gaps. However, we find that a more proactive way to manage this potential outcome is to hold scheduled assessments so as to appropriately plan the company's workforce needs. Also, input into this exercise with regard to current employees is the performance reviews which ideally feed into the skills gaps that form a critical part of the overall assessment exercise. The intention is not to focus on the current needs but to be able to plan for future skill needs as well as talent gaps. Some of these processes required to gather the necessary data can be as simple as staff pulses and surveys, research on the future of work in particular fields, performance reviews of individuals and teams, and feedback from managers and employees to validate the choices made around the relevance of identified learning need to the organisation, as well as where to focus learning efforts. Once the skills gaps have been identified, the organisation can determine the training and development needs required to address them.

- **Develop Learning Paths for Each Employee**

Developing customized learning experience for employees in a Learning Management System (LMS) to meet the individual needs, preferences, and learning styles of each learner has diverse advantages which can lead to increased engagement and motivated learning. Customised learning such as e-learning courses, webinars, workshops, coaching, and other learning modalities, can be done through a series of learning activities that are tailored to their needs, leading to achieving the goals set. As against the one-size-fits-all approach to learning, customised learning pathways allow employees to progress through a series of learning activities that are tailored to their needs. Developing learning paths for employees enables them to share what they would like to learn and—prepare them for new opportunities and for long-term growth in the firm.

- **Think Processes, Not Events**

According to Ebbinghaus (1850-1909), a German psychologist who conducted experiments on human memory, his forgetting curve theory states that people forget 40% of what they have learned in 20 minutes and 77% of what they have learned in six days. This can be attributed to the fact that our brains are constantly absorbing information, and unless this information is used on a regular basis, it will be lost. Hence, what is clearly the best approach for which learning can be sustained is that it be treated as a process, a continuum, rather than the conventional approach where it is but most designed as an event. When we internalise the new skill acquired given its relevance to our daily activities, that is when we can say we have actually learned something. Learning as an event, whether it is 2 hours or 2 days without the benefit of internalising, creating time to revisit the techniques and think about how to utilise them on the job is rarely effective.

- **Ask Employees for Input and Feedback**

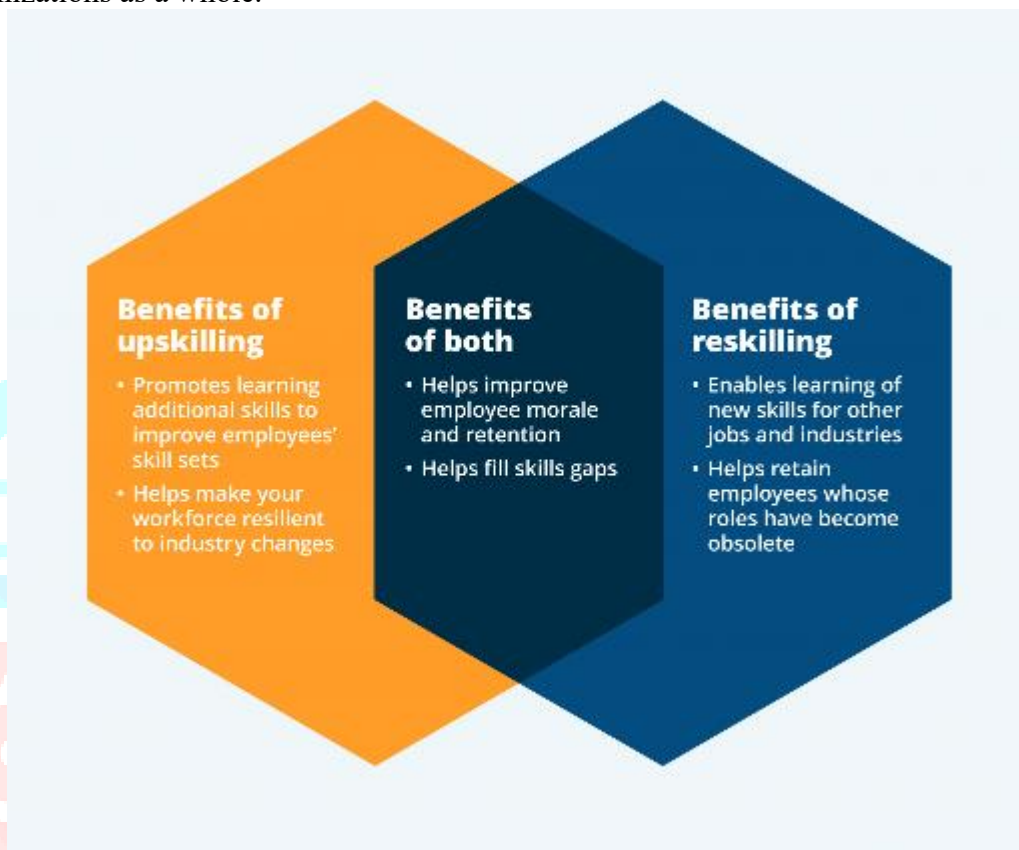
An integrated learning program can better meet the needs of employees if their voices were incorporated into the process. Leaders need to work closely with management and employees to understand employees' training needs and align them with the organization.

1.7 Reskilling for the Future

As technology evolves, certain job roles become obsolete while new ones emerge. Acquiring new skills to adapt to changing job requirements is no longer an option; it's a necessity. According to a World Economic Forum report, **by 2025, 40% of the skills required for existing jobs will change.** Organizations that embrace reskilling initiatives empower their employees to navigate these changes and remain relevant in the job market. This not only safeguards the employees' careers but also ensures the organization has a skilled workforce capable of meeting future demands.

The Benefits of a Skilled Workforce

Investing in employee education, training, and reskilling not only benefits individuals but also has a positive impact on organizations as a whole.



Here are some key benefits:

- **Enhanced Competitive Advantage:** A skilled workforce gives organizations a competitive edge by enabling them to adapt quickly to industry changes and stay ahead of the competition. This agility allows organizations to seize new opportunities and navigate challenges more effectively.
- **Improved Employee Retention:** Offering educational and training opportunities demonstrates employee growth and development commitment. This, in turn, fosters loyalty and improves retention rates. Employees are more likely to stay with a company that invests in their professional development and provides avenues for career advancement.
- **Increased Innovation and Creativity:** Skilled employees bring fresh perspectives, innovative ideas, and creative problem-solving skills to the table. By encouraging continuous learning and fostering a culture of curiosity, organizations can tap into their employees' potential for innovation and drive business growth.
- **Stronger Talent Acquisition:** Organizations that prioritize education, training, and reskilling become attractive to top talent. Prospective employees seek opportunities for growth and development, and organizations.
- **Building a Future-Ready Workforce through Strategic Development**

Designing and implementing a comprehensive education, training, and reskilling strategy is crucial for organizational success. The following steps can guide organizations in developing an effective strategy:

- **Assessing Skills Gaps:** Identify the existing skills gaps within the organization and align them with future business needs. This assessment will inform the focus areas for education, training, and reskilling programs.
- **Personalized Learning Approach:** Tailor education and training programs to individual employees' needs. This approach ensures maximum engagement and knowledge retention, leading to more effective skill acquisition.
- **Leveraging Technology:** Embrace digital tools and platforms to deliver education and training programs. Technology enables organizations to provide flexible learning experiences, reach remote employees, and track progress effectively.
- **Collaboration and Mentoring:** Foster a culture of collaboration and mentorship within the organization. Encouraging knowledge sharing and providing mentorship opportunities accelerates the learning process and promotes a learning culture.

It has become increasingly important to do research as industries evolve and the job market changes due to technological advancements, automation, and shifting economic needs. Here's a look at the key aspects of this research:

The Importance of Upskilling and Reskilling

- **Adapting to Technology:** As automation and AI take over certain tasks, workers need to acquire new skills to remain relevant in their jobs.
- **Job Market Shifts:** New industries and roles are emerging while others are declining. Workers need to adapt to these shifts by learning new skills or changing career paths.
- **Lifelong Learning:** Research emphasizes the need for continuous learning and development as job requirements become more dynamic and specialized.

1.8 Trends in Upskilling and Reskilling

Below mentioned are some of the trends evolved in upskilling and reskilling

- **Digital Literacy:** A major focus has been on improving digital skills, such as coding, data analysis, cybersecurity, and the use of digital tools in everyday work.
- **Soft Skills:** Skills like critical thinking, communication, adaptability, and emotional intelligence are becoming more valued, especially in leadership and collaborative roles.
- **Microlearning:** This approach breaks down training into smaller, more digestible units, allowing employees to learn more efficiently and apply their knowledge quickly.
- **Remote Learning Platforms:** Online learning has surged, with platforms like Coursera, Udemy, and LinkedIn Learning offering courses tailored to new skill development.

Upskilling vs. Reskilling

- **Upskilling:** Refers to improving the skills of employees so they can do their current job more effectively, often by teaching them new tools or techniques within their existing role.
- **Reskilling:** Focuses on helping employees transition to a new role or field, often requiring a broader set of new skills (e.g., switching from a manufacturing job to a tech job).

The Role of Employers

- **Investment in Employee Development:** Many studies show that organizations that invest in upskilling and reskilling initiatives see higher retention rates, productivity, and employee satisfaction.
- **Personalized Learning Paths:** Research suggests that employers should tailor training programs to individual learning styles, current skill levels, and career goals.
- **Collaboration with Educational Institutions:** Employers are increasingly partnering with universities and vocational schools to offer targeted training programs that align with industry needs.

Barriers to Upskilling and Reskilling

- **Lack of Time and Resources:** Many workers, especially those in low-income or hourly jobs, struggle to find the time or resources to pursue upskilling or reskilling opportunities.
- **Access to Education:** There are still significant gaps in access to quality education and training, particularly in rural or economically disadvantaged areas.
- **Workplace Culture:** Some organizations may have a culture that does not prioritize continuous learning or may be resistant to change, making upskilling and reskilling difficult.

Government and Policy Involvement

- **Public-Private Partnerships:** Governments are increasingly involved in facilitating upskilling and reskilling through policy initiatives and partnerships with private companies, aiming to support workers transitioning between industries.
- **Funding and Subsidies:** In some countries, governments offer grants or tax incentives to companies investing in employee training, which encourages businesses to prioritize upskilling and reskilling.

Outcomes and Impact

- **Economic Growth:** Research suggests that investing in upskilling and reskilling can have positive economic effects, such as lowering unemployment rates, increasing productivity, and fostering innovation.
- **Employee Mobility:** Workers who reskill have higher chances of transitioning to more stable, higher-paying jobs. They also often experience increased job satisfaction as they are more confident in their abilities.
- **Company Competitiveness:** Organizations that prioritize labor force development tend to have a more agile workforce, which is crucial in responding to changes in the market or industry.

1.9 Assessment parameters

Each approach to work-based learning has its own measures. For occupations that require the assessment of competencies leading to a license to practice it will be imperative that face-to-face assessment is carried out. For occupations that do not require such assessment, strategies such as reflective accounts and project reports may be appropriate. However, it is essential to remember that ... current higher education assessment practices often fail to relate to the manner in which most developments happen within the workplace because they tend to rely heavily on accepted norms of, assessment; namely, a reflective, written account of the individual's experience of learning in the work setting (Harvey and Norman, 2007:336). This has financial implications for educational institutions in terms of their quality assurance systems which may have to be redesigned to deal with work-focused forms of assessment.

1.10 Possible limitations of workplace learning

Workplace has limitations however offers the potential for rich learning outcomes, there are also barriers to realizing the full potential of these settings. What follows is a set of possible limitations to the effectiveness of workplace learning. These limitations are: inappropriate knowledge; access to authentic activities; reluctance of experts; absence of expertise; opaqueness of some knowledge; and instructional media.

- Inappropriate knowledge
- Access to authentic activities
- Reluctance of experts
- Absence of expertise
- Opaque knowledge

1.11 Conclusion

To conclude reshaping in an organisation is important in staying competitive in today's agile world of work. A comprehensive training and development program, designed for employees within an organization in response to a detailed assessment, can help organisations retain raw talents, and increase productivity. Organisations should ensure that their leaders are actively involved in the development process and leaders should promote a culture that fosters a commitment to learning and development.

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