

# Learning and Development in Challenging Times

*Anne Kofoed, Mats Olsson*

*Workshop on Human Resources Management and Training  
Budapest, 6th September 2012*

# Outline

- Current situation-Challenges ahead
- Adult learning and becoming a learning organisation
- Implication and implementation
- Conclusions

# Current situation-Priorities of the LDF

- Vision related Statistical Training
- Management development
- Making Eurostat a learning organisation

# Challenges Ahead



- Budgetary restrictions and budget cuts while maintaining current services.
- Question of approach not what we learn but how we learn

# Adult learning- A little bit of theory



# Methods of learning-Traditional approach

- Traditional view of adult training is based on instruction, lecturing and presentations
- Sometimes practical exercises are added to illustrate and support the learning
- Formal and non-formal training are still the most common approach to adult learning
- It can be an efficient method if the sessions are dedicated to a specific topic and focused on teaching

# Traditional approach - Drawbacks

- Often assumes that for every ounce of teaching there is an ounce of learning
- Disregards instinctive and informal learning

**As a consequence much of what is taught in a class room setting is often forgotten and what is remembered is irrelevant**

# What signifies an Adult Learner?

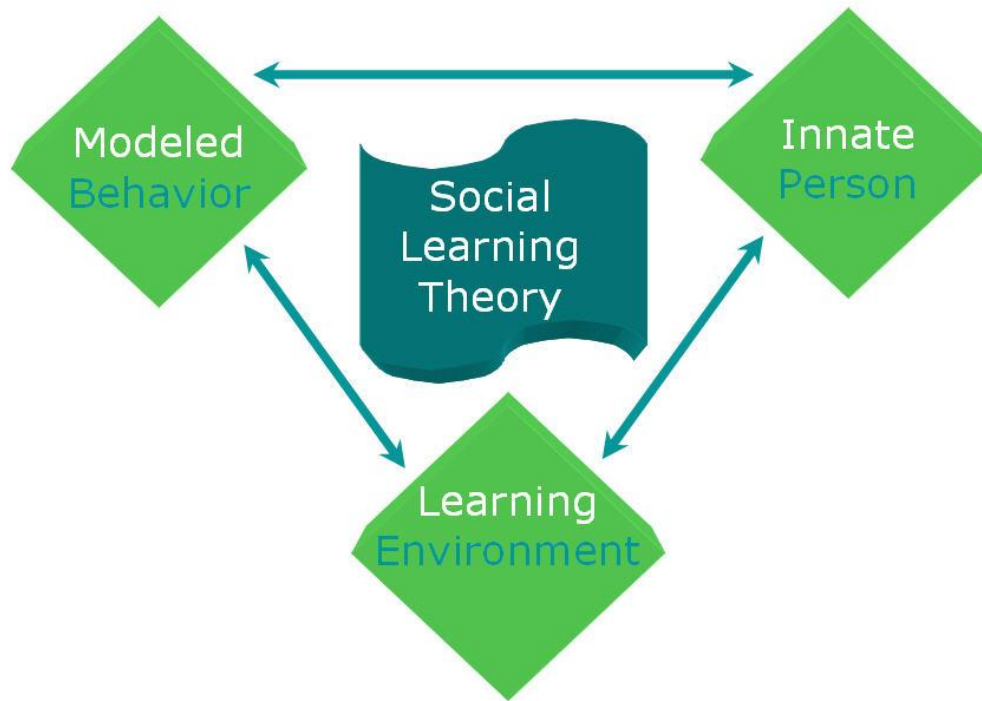




# What signifies an Adult Learner (cont.)?

- The competencies and knowledge gained need to be quickly put into use by the adult learner and in their own work context; otherwise the quality of the training will suffer
- Similarly, learning by doing is an essential element in establishing newcomers in a relatively quick and successful way

# Social learning theory



# Social learning theory-To remember

People learn mainly from each other, therefore;

- The social environment is important
- As a consequence cognitive modelling techniques needs to be applied trough observational learning, imitation and modelling
- Self-efficacy, self-awareness and self-esteem plays an integral part of learning

# Eurostat-a learning organisation

Eurostats ambition of becoming a learning organisation remains a priority but it is a corporate global effort focusing on;

- Systems thinking
- Personal mastery
- Mental models
- Shared vision
- Common identity

# Enough Theory;



# Implications

In order for Eurostat to provide an on-going, efficient support system in training through challenging times and with limited financial resources, existing traditions and frameworks need to be reviewed, adjusted and even dismantled, where necessary.

The process of change into uncharted territories has to be participatory and continuous. Stakeholders need to be consulted and channels for essential discussion need to be opened and maintained in order to achieve good results

HOWEVER, TO REMEMBER; THE THEORETICAL FRAMEWORK IS RIPE BUT THE PRACTICAL IMPLEMENTATIONS REMAIN, AS YET, LARGELY UNEXPLORED.

# Implementation

The development of a multi-annual strategic framework for learning and development covering at least 5 years

Strengthening our needs analysis- meet our customers better

Develop informal and non formal training activities for targeted groups as a pilot (newcomers and managers)

Develop internal training capacities

Further enhance internal facilitation skills

Take the lead for Eurostat to become a learning organisation

# Conclusions

The changing climate in Eurostat and budgetary restraints can be viewed as an opportunity to improve upon and enhance the training system and to maintain a high level of excellence by doing things differently

Undoubtedly, the period of 2013-2017 will be a transitional phase, a period of trial and error, and a learning curve in terms of the practical implementations of revising the training system

It is essential to make sure that all staff members are on board and are willing to dedicate their expertise to the work at hand



# Thank you for your attention

Anne.Kofoed@ec.europa.eu  
Mats.Olsson@ec.europa.eu

# To discuss

Are traditional methods of adult learning without added value?

Can we really define the training needs of an organisation and its individuals?

What skills do we need to have as professional training providers, now and in the future?

What is your experience of informal learning?