How to get steel workers (back) on the learning track



Christian Stamov Roßnagel



The Jacobs Centre on Lifelong Learning

Competence centre for the design of sustainable work-related learning



Some of our industry partners

- Airbus
- ArcelorMittal
- Bayer
- BMW

- Bosch
- Daimler
- Deutsche Bank
- Lufthansa

- Michelin
- Otto Group
- Vodafone
- Volkswagen

How do we get steel workers back on

the learning track?



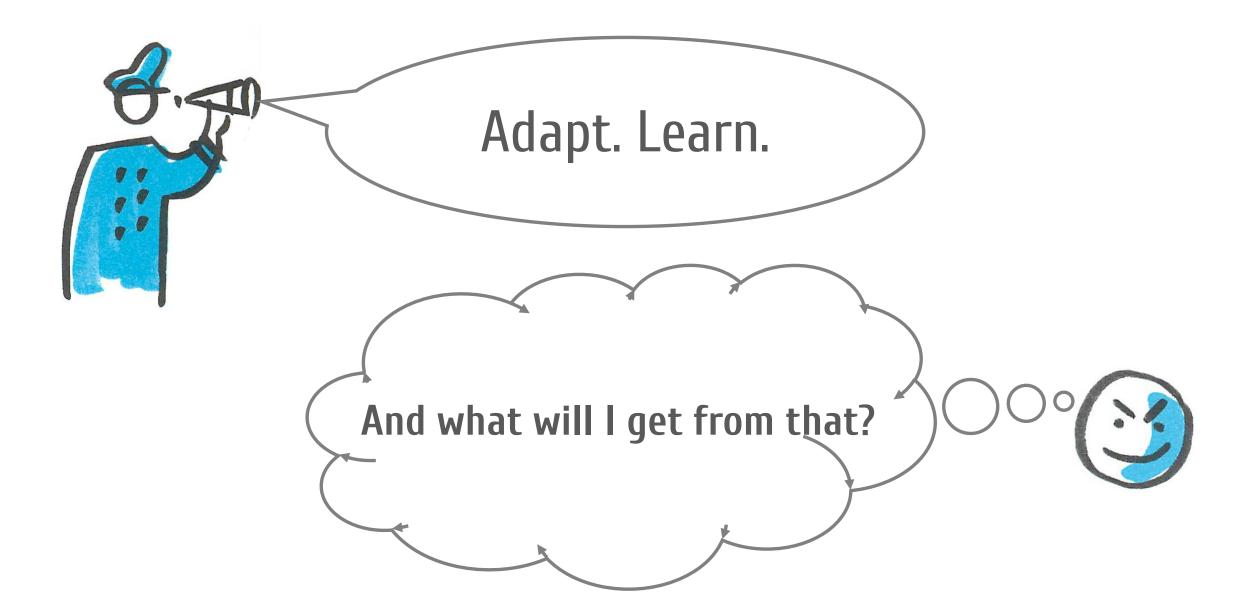
How did we get them off the learning track?

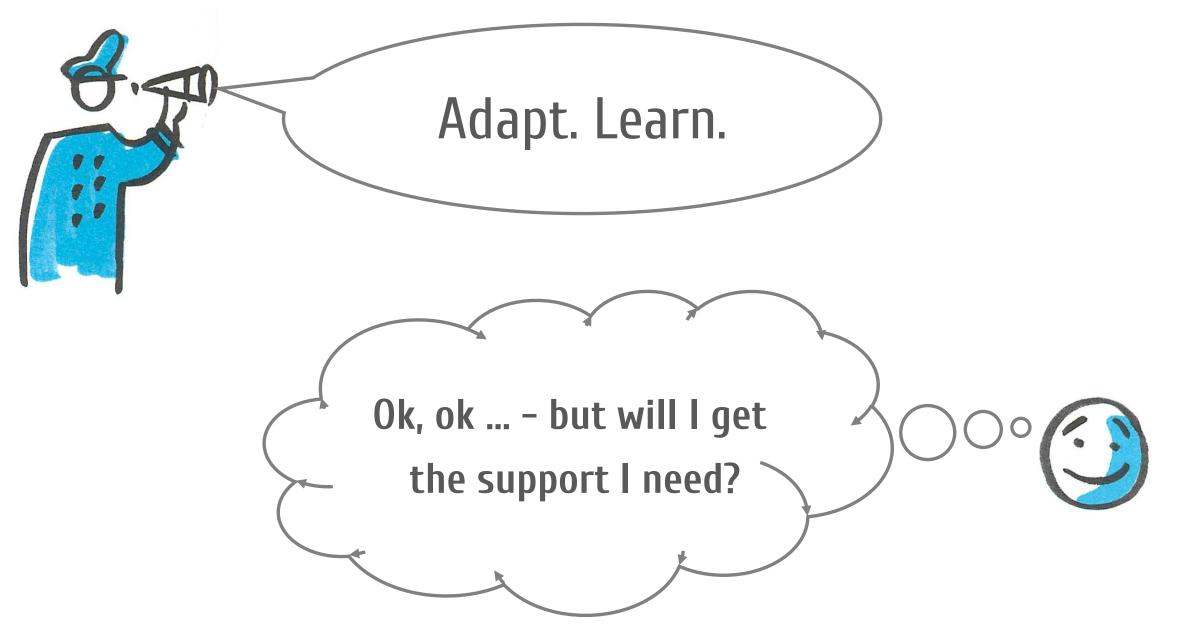
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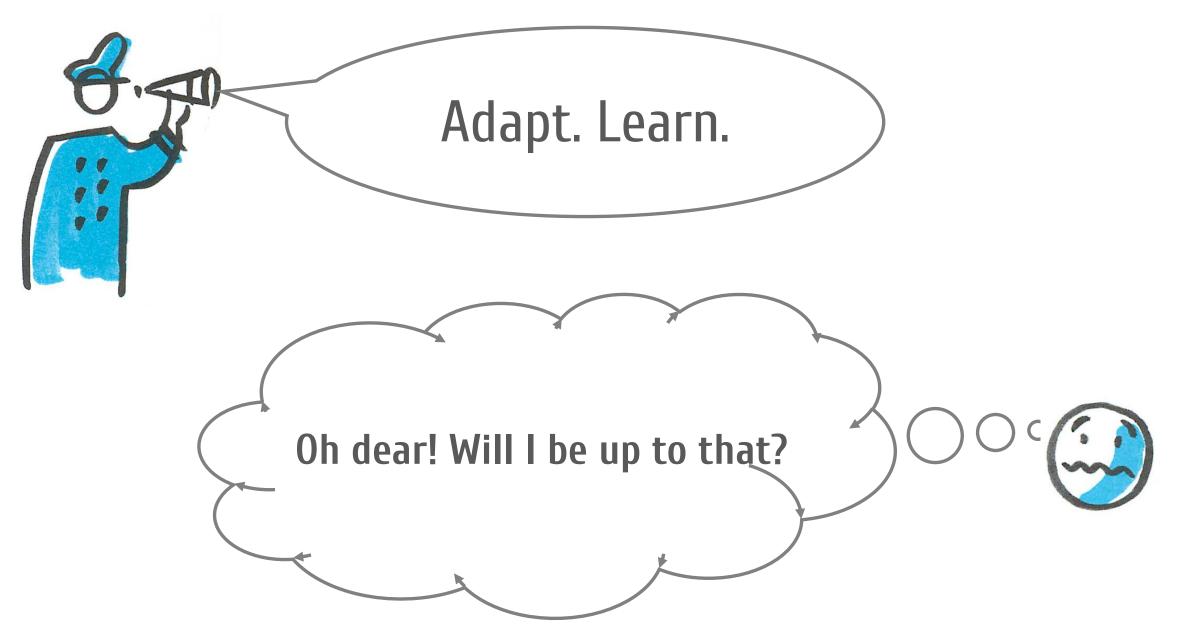
"The workforce [...] must adapt to

- digital transformations and
- changes in production processes (Industry 4.0), as well as [...] to [...]
- new working practices and [...]
- work organisation [...] (Work 4.0)"









(Perceived) Learning readiness = Utility x Resources x Ability (self-perception)

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Workers will learn if they know that

the benefits of learning will outweigh its costs (Perceived utility)

they have informational and social support (Resources)

they can learn successfully in any format (Ability self-perception)

The motivation equation can be the backbone of a comprehensive checklist

Perceived utility

Utility of high learning reading	ess
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- Better job
- More flexibly employable
- Secures my status

Costs of high T&D readiness

- Time-consuming
- Stressful, must leave comfort zone
- Those who learn must take over 'anything'

Utility of low T&D readiness	Costs of low T&D readiness
 Everything stays the same 	• Worse job
 No effort required 	
• No failure	

Perceived utility

Utility of high learning readiness

Costs of high T&D readiness

Do we know what our workers expect from learning?

• More flexibly employable

• Stressful, must leave comfort zone

Secures Companies often take utility of learning for granted rangehing

whilst workers can't see their actual benefits.

Utility of low T&D readiness

Costs of low T&D readiness

• Everything stays the same (and supervisors are often 'sandwiched' ...)

No effort required

• No failure



"After this training, you will ...

What will participants learn in those

trainings?

Well, that's hard to tell!

III-defined learning outcomes

... understand the rationale of our e-mobility

strategy

.... be familiar with contemporary approaches

to CO₂ emission reduction

... have developed awareness of the effects of

global warming on international migration

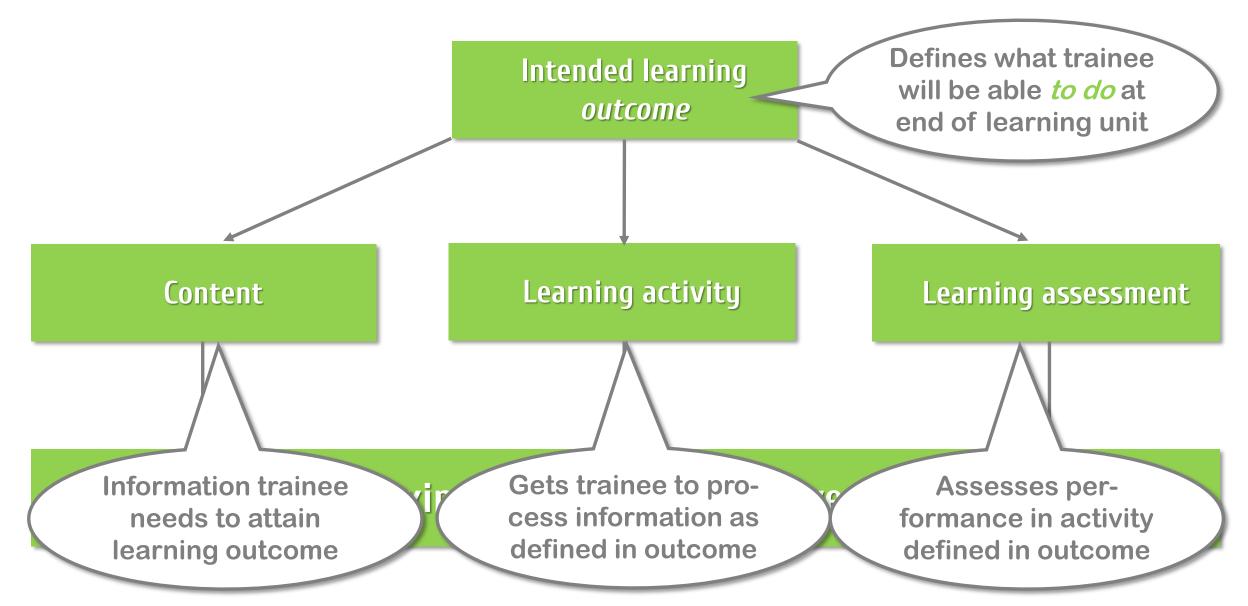


"After this training, you will be able to ...

Well-defined outcome	III-defined learning outcomes
classify reactions as exothermic and	understand the rationale of our e-mobility
endothermic	strategy
modify manufacturing guidelines to enable	be familiar with contemporary approaches
tighter quality control	to CO ₂ emission reduction
explain how to select adhesives for high-	have developed awareness of the effects of
temperature environments	global warming on international migration

Iearning outcome defines how to assess if that outcome has been reached.

Resources





Intended learning

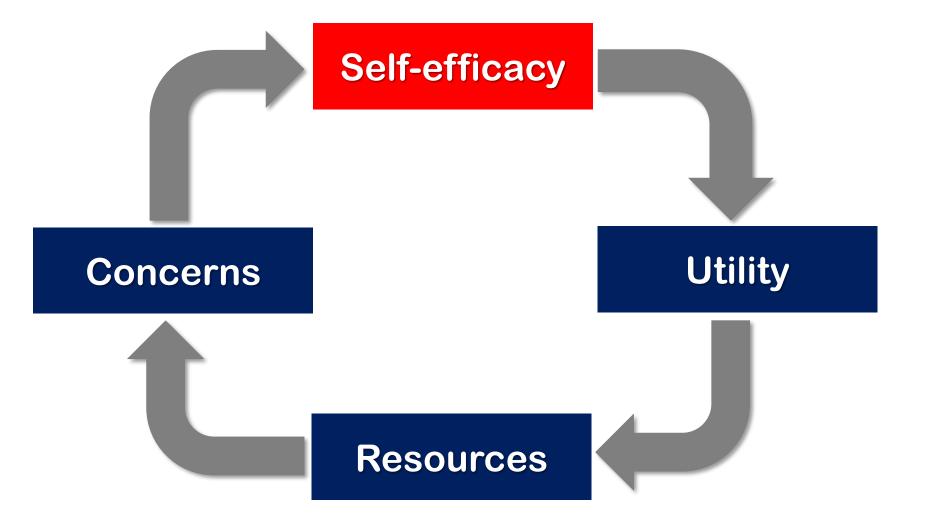
Are our trainings designed along that rationale?

A classroom-style mix of essentials and 'somehow relevant' factoids Content can undermine learning motivation

(and even fuel fears ...) Maximises learning effectiveness

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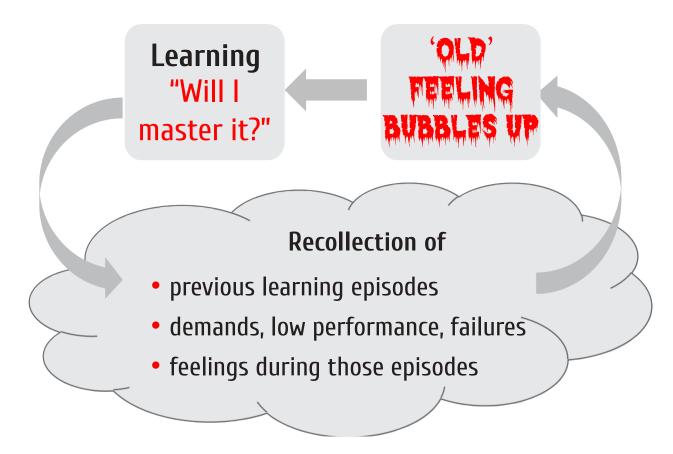
Ability self-perceptions



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Ability self-perceptions

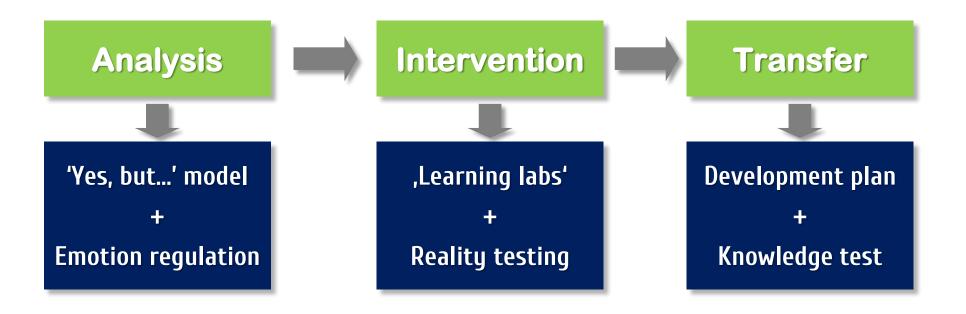
'Old' learning 'colours' upcoming learning



Ability self-perceptions aren't cast in stone ...

Learning fitness trainings

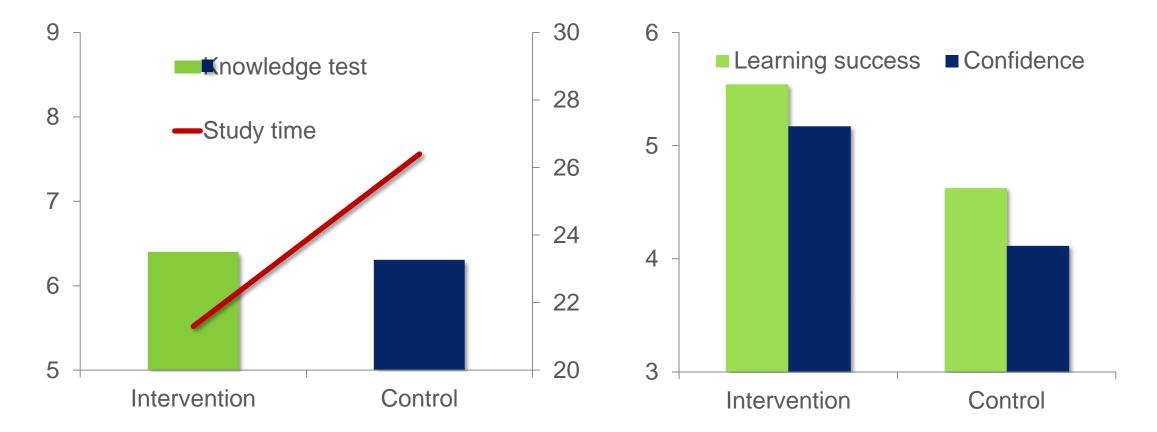
Boost learning motivation in 3 x 3 hours



Typical training effects

Learning time down by 20%

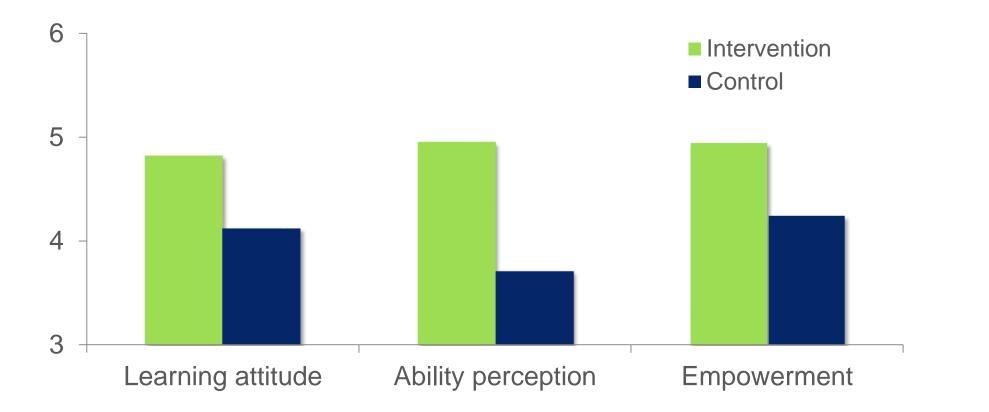
Confidence in learning significantly up



Typical training effects

More favourable attitudes towards learning, higher ability self-perception

and sense of empowerment in intervention group



In sum

- Learning readiness can't be 'made' for workers
 - but built together with them
- Pep talk alone won't cut it
- No rocket science is required, just solid work let's roll ^{up} the sleeves!



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