Continuous Practice Development & Self Learning

Stephen P. D’Alessandro

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General:
- practicing senior executive and consultant serving as Managing Director in a multi-disciplinary consulting and business development Group of Companies;
- committed entrepreneur having set up and managed various companies in Malta and overseas;
- non-executive director on various companies;
- lecturer and speaker on MIM courses, seminars and educational programmes since 1989;
- lecturer with MSM since 1999 at MBA level in:
  - Entrepreneurship and Consultancy
Stephane P. D’Alessandro

Academic background:
First degree in Business Management
Second Degree in Marketing

Professional awards and memberships:
Fellow of the Malta Institute of Management
Member of the Institute of Financial Services Practitioners
Member of the Institute of Directors (UK)
Member of the Chartered Institute of Marketing (UK)
Member of the Trusts & Estate Practitioners (UK)

Course Content

- Day 1: Mindset & Capabilities
  - Setting goals and achieving them
  - Personal Development
  - Creativity, Innovation, & Motivation

- Day 2: Learning & Learning Processes
  - Lifelong learning – learning styles
  - Lifelong learning – the fundamentals
Mindset & Capabilities

"Knowledge comes by taking things apart: analysis. But wisdom comes by putting things together." - John A. Morrison

Lifelong Learning Approach

• Lifelong learners are constantly investigating, looking out for new thoughts and trends in their fields and in other fields.

• They are inquisitive by nature and take a liberal arts perspective of the world.

• They are vociferous readers, are as curious as cats and view life with lots of questions.
Lifelong Learning Approach

• They do not rush to judgment or give directions based on past experience. Instead, they see the fine differences in situations.

• They are very perceptive and creative.

Lifelong Learning Approach

• Dedicate yourself to making a change in how you learn and what you learn. Be certain that, on a regular basis, you try something unique and different and discover new perspectives or master new disciplines.

• Consider starting tomorrow morning by setting aside the first half-hour of the day for some form of education.
Setting & achieving goals

- There is no substitute for personal effort in personal development! You have to help yourself to succeed!

- It’s not enough to set personal goals, you need to remain focused and motivated enough to achieve them.

- Talley developed a simple framework to ensure that you really think about what you want, that you are specific and objective and that you follow through.

- The process is simple enough to work with!

Setting & achieving goals:
1. Develop a deep desire around something you want to accomplish.

   - Ensure that it’s something you really want — not what someone else wants.

   - List the benefits or positive things that will come out of achieving this goal.

   - How will it advance you? What advantages will it bring to you?

Cont.
Setting & achieving goals:
2. Write down your goals.

• Writing the goal and granting it power says to your mind: “I’m serious about achieving this goal. Start looking for ways to make it happen!”

• Be specific when you write your goal. When you are specific, you are acting to achieve the goal.

Cont.

Setting & achieving goals:
3. Set a deadline for your goal.

• Think where you are now in relation to your goal and how long it will take you to achieve the goal. Instead of setting long term goals which you have little access to break the main goal into more achievable short/med/term goals.

• Instead of setting a deadline that you will meet Mr. or Ms. Right within six months, why not say, “I am meeting 10 new people each month.” Mr. or Ms. Right just may be in those 10 new contacts. If it takes less time—celebrate!

Cont.
Setting & achieving goals:
4. Create a plan.

• *Combine everything* into a one or two-page worksheet.

• List all the activities that you will do to achieve this goal. If you delegate something to someone else, put their name next to the goal and the promised date for completion.

Cont.

Setting & achieving goals:
5. Visualise achieving your goal.

• *Get* a clear picture in your mind of your goal already achieved. You might visualize receiving your first pay check with the increased salary or meeting the special person in your life.

• Keep visualizing the pictures you want over and over in your mind. Also include yourself in the picture, and make certain that your body language agrees with what is happening.

Cont.
Setting & achieving goals:
6. Be persistent! Persistence pays off!

• Whatever you do, never give up on your goal. Even when all seems lost or you feel forsaken, keep plugging along and make certain that your verbal dialogue and your body language are congruent.

• If they are, that's when you are closest to achieving your goal. When you first begin working on a goal, you may encounter roadblocks that you had not even thought about and you think they are insurmountable. Be assured that you are on track.

Cont.

Setting & achieving goals:
7. Review your plan regularly.

• Use your plan to keep you on track to achieve what you really want!

• Take time weekly to review and verify that this is where you really want to go and this is really what you want. As you review your goals, see yourself as having completed the specific goal.

Cont.
Setting & achieving goals:
8. Analyse your results.

• *Was the goal* achieved on time?

• Did you get what you wanted?
• Did you get something close?

• Do you want something bigger or better?
• Do you want to do it better next time?

• Did you take the time to acknowledge yourself for what you did achieve?

Setting & achieving goals:
9. Decide on and set the next goal!

• Goals can be short or long term.

• Most goals are six to 12 months out. Some may be 10 years out. It’s fun to have all of them!

• And remember you can always change your goals anytime you want.

Cont.
A Framework for Personal Development

There is no known cure for procrastination.

However, there is a procedure for systematically developing truly meaningful personal development objectives that match an individual's strengths and interests to opportunities, and in so doing greatly improve chances of getting where one wants to go in life.

The following five step framework developed by Henry Beam back in the late 70s has proved its worth, its tried and tested - IT WORKS!

Personal Development Planning

Step 1: Determine your strengths and weaknesses

- Be honest with yourself. Take a realistic look at yourself with an eye toward building on your strengths and eliminating critical weaknesses.

- No one likes to admit having weaknesses, but we all do. The key question is whether any weakness or combination of weaknesses will be sufficient to keep you from achieving your personal goals. If so, then take corrective action until the problem no longer exists. If not, don’t worry about it.
Personal Development Planning

Step II: Monitor trends that might help your career

- The chances for rapid advancement will largely lie in tomorrow's growth industries such as ICT and leisure time which can be identified by looking carefully at today's trends.

- Fortunately, trends do not happen overnight. You can monitor what is happening very well by reading accounts of new developments via internet or in your local newspapers or trade magazines, or simply keeping your eyes open.

Personal Development Planning

Step III: Know thyself. What do you want in life?

- Most people can find satisfaction and a sense of achievement by performing well in any job that is compatible with our personal interests and talents. The challenge is to match what we enjoy doing with an opportunity to do it well.

- In a sense we are starting at the top of Maslow's needs hierarchy with self-actualization and working toward the bottom. We determine what we want to do in life (much as Maslow suggested that a poet must write and a painter must paint) and then find a way to do it that will also provide enough money to satisfy our lower level needs.
Personal Development Planning

Step IV: Establish your career goals

One of your first important decisions will be to select a career path in light of your strengths and weaknesses (Step I), future opportunities (Step II), and your own desires (Step III). When this is done, you face a second important decision: how far up the ladder of success do you wish to go?

In each career path, certain assignments are more demanding and time consuming (project manager, brand manager, audit staff) than others, but are also more career enhancing.

cont/..

Personal Development Planning

Step V: Formulate your own personal development plan

- This Step requires that you write out the specific objectives that will constitute your personal development plan, as per the following Figure.
- Each personal development objective should relate to one or more of the career goals you established in Step IV. Since these objectives are items that you want to accomplish to further your own goals, they may go well beyond the scope of items required on your current job.

cont/..
**Personal Development Planning**
Step V: Formulate your own personal development plan

**Personal Development Planning Worksheet**

Name: ______________________  Date: ______________

My career goal is _______________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________

I hope to obtain it by ___________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________

My personal development objectives in support of my career goal are:

<table>
<thead>
<tr>
<th>Personal Development Objective</th>
<th>Expected time of completion</th>
</tr>
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<tbody>
<tr>
<td>1. __________________________</td>
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<td>4. __________________________</td>
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</tbody>
</table>

Further, your personal development objectives will almost certainly have to be done in your own time. Thousands of managers are already doing this by earning their degrees through evening programs while holding down a full-time job during the day.

Yet, personal development objectives can be established in almost any area and don't need to be as rigorous or goal oriented as earning a degree.
Personal Development Planning

- If you know in your heart what you really want to do, take a chance and do it, even if it requires financial sacrifice to return to school for a year or two.
- It takes a conscious effort to match intrinsic talents and interests with opportunities to find the career which will bring both satisfaction and success.
- If you have the self-discipline to keep your personal development program up-to-date and on track, you will have gained your own personal "competitive advantage" in attaining your personal and career goals.

Creativity, Innovation & Motivation

One of the core activities in personal development is the ability to create new and effective ideas that solve challenges. It is about defining solutions that add value to the users.

Creativity is defined as the ability to develop new ideas and to discover new ways of looking at problems and opportunities.

Innovation is defined as the ability to apply creative solutions to those problems and opportunities to enhance or enrich people's lives.

"Creativity is thinking new things and innovation is doing new things".
Creativity, Innovation & Motivation

Barriers to creativity:

Searching for the one ‘right’ answer – the answer depends on the question

Focusing on ‘being logical’ – logic can switch off intuition

Blindly following the rules – think outside the box

Constantly being practical – impracticality may be a stepping stone to new solutions

Cont.

Creativity, Innovation & Motivation

Barriers to creativity:

Viewing play as frivolous – learning through play

Becoming over specialised – not defining problems too narrowly

Avoiding ambiguity – searching for black and white solutions and avoiding paradigms

Fearing looking foolish – the pressure to conform to live up to expectations
Creativity, Innovation & Motivation
Lateral thinking

- Dr. Edward De Bono is regarded by many as the leading international authority on creative thinking and on the direct teaching of thinking skills.
- He has written more than sixty books with translations into over fifty five languages and has worked in major corporations and with governments in more than fifty countries over the past forty years.
- His powerful lateral thinking concepts often serve as a fast track to developing a culture of creativity in an organisation.

Creativity, Innovation & Motivation
Lateral thinking

Creative thinking is about breaking the barriers of conformity and routine.

Creativity is logical, even though we generally recognise the logic of creativity in hindsight. Once the connections are made, the pattern is then obvious.

De Bono contends that the specific tools of creative thinking can be learned and can be used deliberately to solve problems that seem unsolvable, to create a more innovative organisation and to fully utilise the assets in hand, particularly the intelligence of employees.
Creativity, Innovation & Motivation

Lateral thinking

- De Bono defines Lateral thinking as “a way of thinking which seeks changes in perceptions, concepts, and ideas through the use of formal thinking tools”.

- Creativity is about doing something in a simpler and better way. It is necessary in every area of a business since it enables the organisation to continually focus on adding value to stakeholders by offering more effective solutions.

- Creativity is about making the best use of the information at hand at a specific time and challenging such a position once new information is available.

Creativity, Innovation & Motivation

The Six Thinking Hats

- Six thinking hats – a process developed by de Bono
  - White hat – information
  - Red hat – feelings, intuition, emotions
  - Black hat – logical negative
  - Yellow hat – logical positive
  - Green hat – new ideas, possibilities
  - Blue hat – managing the thinking
Creativity, Innovation & Motivation
Framework for Motivation

- There are two ways to motivate people to achieve. One involves external factors, such as rewards and incentives. The other draws on what’s inside you, building on your intrinsic desires and needs.
- Motivating people to learn is especially complex, while we can be persuaded to learn by an external goal, such as passing a driving test, for much of what we do, motivation is best when it comes from within.
- The trouble is, many of us carry a lot of baggage from our learning pasts - bad experiences from school or corporate training that failed to engage us.

R+V+P+I=M: readiness + value + probability + impact = motivation to learn.

Readiness is about being emotionally and physically ready to learn, as well as having the right psychological and physical environment.

The value you expect to derive is vital too. Value could be financial, cultural or social.

Cont.
Creativity, Innovation & Motivation
Framework for Motivation

- Understanding these four aspects is vital.
- Not only is it important to analyse any learning's likely "score", but you could also develop strategies to help employees see connections under each element.
- Both employees and training professionals need to invest time in understanding the core components of motivation if they really want learning to happen.

Learning & Learning Processes

Study well and study today, I beg you, the man who studies tomorrow, never studies" - Marcilio Ficino

“We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.” - Peter Drucker
Lifelong Learning - Learning Styles

• In general, learning can be defined that a person will know something he did not know before or he will be able to do something he could not do before.

• Learning can also be related to a change in attitudes and can be divided into formal, informal and incidental learning.

• Formal learning is often theoretical and it develops thinking;

Lifelong Learning - Learning Styles

• Informal learning is learning by doing, learning in action.

• Incidental learning, does not have clear aims. It is one form of informal learning and it happens in different ways as a by-product of actions, such as learning from mistakes, learning from assumptions and beliefs.

• In addition, it is worth emphasising that a context Influences to what, why, how, when and where a person learns.
Learning styles
Different forms of learning

When a person reflects theoretical concepts with his own experiences, he will be aware of what he has learnt. Informal learning, however, happens without explicit reflection. Figure 1 illustrates the relation between action and reflection.

**Figure 1**
Action and reflection in learning (Marsick & Watkins 1990)

Action

- Incidental learning
- Informal learning
- Formal learning
- Reflection

Learning styles
Different forms of learning

- David Kolb’s (1984) model on experimental learning consists of four elements:

  1) concrete experience - learning process begins with an experience when a person sees an effect of the action in the situation.

  2) observation and reflection - understanding these effects in the particular instance so that if the same action were taken in the same circumstances, it would be possible to anticipate what would follow from the action.

Cont.
Learning styles
Different forms of learning

- 3) formation of abstract concepts - understanding the general principle under which the particular instance falls.

- 4) testing in a new situation- when the general principle is understood, the last step is its application through action in a new circumstance.

Learning styles
Different forms of learning

- A learning process can begin at any phase of the circle.

- Based on Kolb's experimental learning model. Honey and Mumford (1993) have created a learning style model which is better suited for the needs of business life. They argue that their statements describe a business field better and therefore the statements are more specific relating to diverse tasks in a business field.

Cont.
Learning styles
Different forms of learning

• Their model emphasises learning as a circle which bases on experiences. A person's learning styles express a tendency to use a certain phase of a learning process more than others. The learning styles are also divided into four groups, but the titles and contents of the styles are different.

• Each of us has a predominant way of receiving and processing new information. This is called a learning style.

Lifelong Learning - Learning Styles

• There are many competing theories and models of learning styles. One set of researchers from the Learning and Skills Research Centre in London found that more than 70 different theories are in existence.

• A 2008 paper in the journal *Psychological Science in the Public Interest* actually claims that there is no adequate scientific evidence to justify incorporating learning styles assessments into general educational practice at all. The researchers state that while there may be validity to some of the theories, analysis of them on a scientific basis has not yet been performed.
Learning styles
Different forms of learning

• Effective learning involves a complete sequence of a cycle.
• Each stage is important not only in achieving completeness, but because each improves learning in the next stage of the cycle.
• The sequence in Honey & Mumford model is:
  • doing something (experiencing),
  • thinking about what has happened (reviewing),
  • drawing some conclusions (concluding), and
  • deciding what to do in future (planning).
• The association between the learning cycle and learning styles is shown in the Figure 2.

By: Stephen P. D’Alessandro
Learning styles
Different forms of learning

An activist
• An activist learns best from the activities' which include new experiences or problems from which to learn. He can engross himself in short "here and now" activities, such as business games, competitive teamwork tasks or role-playing exercises. Furthermore, learning will be enhanced if he is involved with other people, for example, solving problems as part of a team. He learns worst from activities in which learning involves a passive role, for example, listening to lectures, explanations, statements of how things should be done, or reading by himself.

Learning styles
Different forms of learning

A reflector
• A reflector learns best from the activities in which he is allowed to watch and think over activities.
• Learning will take place if he is asked to produce carefully considered analyses and reports, or he is helped to exchange views with other people. He learns worst from the activities in which he is "forced" to act as a leader or a chairperson, and from the activities in which he is involved with a situation which requires action without planning.
Learning styles
Different forms of learning

A theorist
• A Theorist learns best from the activities in which he is in structured situations with a clear purpose, and when he can listen to, or read about, ideas and concepts that emphasise rationality or logic, and they are well argued. He learns worst from activities in which he has to participate in situations emphasising emotions and feelings, and when he is involved in unstructured activities where ambiguity and uncertainty are high.

Learning styles
Different forms of learning

A pragmatist
• A pragmatist learns best from the activities in which there is an obvious link between the subject matter and a problem or opportunity on the job. He learns when he is given immediate opportunities to implement what he has learned. He learns worst from activities in which there is no practice or clear guidelines on how to do it, or there are managerial or personal obstacles to implementation.
Learning styles
Different forms of learning

• In order to sum up, it is worth reminding that there are four learning styles which emphasise different methods and factors in a learning process.

• According to the learning styles model, learners use all learning styles (activist, reflector, theorist and pragmatist), yet one of them is usually predominant.

• Often a learning style is predominant for a person, yet he might have features representing also other learning styles.

• Finally, it is worth mentioning that learning styles, like any other learned characteristics, are modifiable either at will or by a change of circumstances.
Lifelong Learning - the Fundamentals

- Knowledge is recognized as a valuable commodity in today’s business world. Many argue that continual learning by employees makes them more receptive to new ideas and is essential to the continued growth of an organisation.
- Makovisk (1997) suggested that employee motivation could be distilled down to three basic needs: to contribute, learn, and have fun. She further suggested that these needs must be met at every level to elicit predictability and constancy in the quality of behaviour. This approach is confirmed by many executives.

Lifelong Learning - the Fundamentals

- Her concept substantially embodies the ideas considered in education courses of study. Acknowledging and accepting this notion can benefit communities, businesses, organizations, associations, and schools.
Lifelong Learning – the fundamentals

• Schraeder, Freeman and Durham (2007) synthesize a combination of literary material and practical insight into a set of meaningful principles, guiding and supporting the need for lifelong learning.

• Their synthesis is presented in a lexicon for "lifelong learning." Some terms are pulled directly from literature. Other are listed because of the meaning found in relating them to practical experiences faced in a variety of work and school environments.

Apprenticeship

• The concept of apprenticeship implies that a partnership or joint effort exists. Further, this joint effort is directional and action oriented. The individuals in this relationship are progressing toward the accomplishment of some task or attainment of some skill. This creates meaning for both individuals by allowing the more skilled individuals to further practice their skills while exposing the less skilled individuals to new skills or ideas. Meaning is also found in the relationship that develops in the apprenticeship arrangement.

Cont/..
Lifelong learning – the fundamentals

Argumentation

• Challenge and conflict can provide a breeding ground for cognitive growth. Argumentation creates an opportunity for learning and collective growth since opinions must be shared to achieve resolution. Dissonance in opinions between individuals creates an opportunity for learning since there is usually a collective desire to seek resolution.

Cont.

Lifelong learning – the fundamentals

Autonomy

• Learning is often highly subjective and preferences are highly dependent on the individual. For this reason, it is important to allow individuals some degree of discretion in the pursuit of these experiences.
• This does not mean that the experiences are completely devoid of structure. Instead, it implies that experiences should be structured to allow a variety of alternatives in conceptualizing the material or knowledge.

Cont.
Lifelong learning – the fundamentals
Bridges
• Bridges assist in crossing over obstacles to get from one place to another without getting harmed. When viewed in the context of learning, this obstacle is often a misunderstanding or lack of awareness.
• The bridge is any tool or individual that can help the other to cross over this obstacle of misunderstanding to a place where they understand. In the context of lifelong learning, bridges are not static structures serving only one purpose. Instead, they are very dynamic and can serve multiple purposes.

Collaboration
• Collaboration involves two or more people implying that there is strength in numbers, it also implies a joint goal and effort. In this type of arrangement, sharing and growth occur. From an early age we are engaging with others to seek meaning and agreement.
• Working together as groups to accomplish common objectives is an activity that permeates our history.
Lifelong learning – the fundamentals

Community

• Effective communities are those that have an adequate infrastructure and create an atmosphere of interdependence for its residents. These communities are progressive and dynamic. This implies that individuals have needs that must be met. Further, and more important, it implies that each individual has the ability and opportunity to contribute to the community.

Cont.

Lifelong learning – the fundamentals

Context/culture

• The environment has a major impact on an individual. Our cultures establish the rules governing our lives. From birth we begin learning what is acceptable and what is not acceptable. As we learn these rules, we modify our behaviour accordingly.

• Our cultures also provide the opportunities to experience things that shape our learning. When we desire to meet the needs of contributing and lifelong learning, we will modify our behaviour and model our actions to maximize these goals.

Cont/..
Lifelong learning – the fundamentals

Discovery

• It is meaningful to consider this term in the context of lifelong learning because it implies an awakening.
• During the process of discovery, one goes from the unknown to the known. It also implies that there is an inherent value in knowing what is unknown. Life is a continual process of discovery. It is important that we establish this principle as early in a child's education as possible.

Cont.

Lifelong learning – the fundamentals

Efficacy

• One's belief in his or her abilities has a tremendous impact on learning.
• Individuals are more likely to participate in activities where they feel that they can succeed.
• Likewise, they tend to avoid those experiences where they feel that they will fail. Some researchers credit efficacy as having a tremendous predictive value about a person's life.

Cont.
Lifelong learning – the fundamentals

Enthusiasm

- Enthusiasm, is highly contagious.
- Knowledge and information presented in an enthusiastic manner is much more likely to receive attention than information presented in a dull, monotone, unemotional manner.
- If learners perceive that the instructor values information, they are more likely to view it as important.

Evaluation

- In the purest sense, learning is an open-systems process, and any system relies heavily on timely feedback, which, in turn, is useful in guiding adjustments to the process.
- This allows learning to become a progressive pursuit, building on prior learning, correcting inappropriate assumptions, leading to individual development.
Lifelong learning – the fundamentals

Failure

• This word is often an impediment to education systems.
• The term conjures up fear in some learners that is so intense it squelches all motivation and desire to learn. This term implies that some standard uniform level of accomplishment exists that is a true measure of success.

Cont.

Lifelong learning – the fundamentals

Flexibility

• Unfortunately, many learning environments are so focused on procedures that they forget purpose. They have their curriculum and rules. Their goals are to follow these rules and cover the curriculum.
• Educational experiences should be designed with a clear goal in mind, but should have opportunities for flexibility built into them. Without flexibility, how can learners contribute?
• To maximize their contributions and the experience, the educator needs the freedom to adjust to questions and comments made by learners.
• Lifelong learners need to be prepared to expect the unexpected.
Lifelong learning – the fundamentals
Guided Participation

• The very nature of this idea implies that more than one individual is involved. It also suggests that help is offered to someone who is in need of guidance.
• Guidance and participation are also action-oriented words. It is pragmatic to consider the value of action in meeting the needs of lifelong learning.
• Indeed, the process of lifelong learning cannot be accomplished without some action. Thus, learning should not be approached as a passive experience. Instead, it should be action oriented, offering learners a variety of opportunities to learn by doing.

Lifelong learning – the fundamentals
Learning styles

• Individuals value different things, and all process information in different ways. Individuals do learn in different ways.
• The traditional style of presenting material in a didactic format does not work for all learners.
• It is important to note that learning styles are not good or bad. There is no such thing as a correct or desired learning style. To maximize a learning experience, provide learners with a variety of opportunities to assimilate information.
Lifelong learning – the fundamentals
Motivation

• The notion of lifelong learning implies that there is a motivation to meet a need— that is what drives us to be what we are. This motivation shapes our behaviour, attitudes, actions, and perceptions. This is incredibly valuable in the context of planning learning experiences.

• If we accept that individuals are already motivated to meet some need, we are well on our way to a productive learning experience.

• Our goal then is to structure activities to tap into the motivation that already exists. So often, there is an assumption that learners must be motivated before they will learn.

Lifelong learning – the fundamentals
Opportunity

• Frustration, conflict, and disagreement are common when pursuing lifelong learning. To a great extent, our perception of events and experiences leads to the frustration.

• It is important to acknowledge that schools serve as the foundation for student learning.

• They serve as a window to the world. Accordingly, educators are a primary source of learning opportunities for students.
Lifelong learning – the fundamentals

Quality

• Educators are professionals. All of their training, instruction, and intern experiences prepare them to become proficient at presenting learners with opportunities to grow in knowledge, ability, and experience. It is impossible to adequately fulfil this charge without providing learners with quality experiences.

Teamwork

• Working together as a team has several benefits, including enhanced ability to adapt to changing environments.
Lifelong learning – the fundamentals
Tools

• A skilled apprentice has a tool bag filled with instruments that enhance his/her effectiveness in the given craft. Some of the tools serve a general purpose while others serve a very specific purpose.
• Likewise, educators should equip their tool bags with a variety of tools to assist them in their craft.
• General tools would include language and writing.
• Specialized tools could include things such as audiovisual aids and the specific structure of different lessons.

Lifelong learning – the fundamentals
Unity

• Admittedly idealistic in nature, the notion of unity has tremendous value in the context of lifelong learning.
• The concept implies that we all have value and that the value is recognized. Likewise, all learners and fellow educators have value that should be recognized and acknowledged.
• Furthermore, unity implies a common goal or sense of being. By viewing lifelong learning as a journey, we also share the common bond of moving collectively through this journey in a way that allows each individual to meet these needs.
Conclusions

• Lifelong learning is about the recognition of the importance of investing in your own future. If you can't be bothered to do it, why should someone else do it for you.
• It's about attitude, approach, self-discipline, methodology and perseverance.
• It's about recognising your preferred learning style and matching the learning experiences.
  • look for richer learning environments;
  • High impact communications;
  • Variety of teaching/learning tools.

References: