Jump Start Your Learning Culture

Presented by: Tera Qualls and Jean McCall
Tera Wozniak Qualls, is founder of Momentum, a consulting firm that brings organizations from visioning to impact, by focusing on engaging people more deeply in mission work and equipping staff to work more effectively. Tera is also co-author of *The Talent Development Platform: Putting people first in social change organizations*, a book tackling the idea that organizations can achieve more by better support their staff and managing their talent.

Most recently Tera served as the director of communications and advancement for the College of Community and Public Service at Grand Valley State University and as communications manager for the Dorothy A. Johnson Center for Philanthropy at Grand Valley State University. Tera serves as an adjunct professor of nonprofit administration in the School of Public, Nonprofit, and Health Administration at Grand Valley.

In 2007, she founded the Young Nonprofit Professionals Network of Greater Grand Rapids, the first professional organization specifically for young nonprofit professionals in the city. Tera has blogged professionally about the issues of young nonprofit professionals and generational shifts in the sector.
Jean McCall joined The William and Flora Hewlett Foundation as Director of Human Resources in 2005. Jean has over 25 years of HR experience and is responsible for all elements of the Foundation’s human resources function, including organizational development, benefits and compensation, employee relations, workforce planning and staffing, and payroll. A member of the Foundation’s Senior Staff, she coordinates the administrative management team and works closely with senior leadership to foster and sustain the foundation’s culture in support of its organizational mission and strategies.

Previously, Jean was Vice President and Director of Human Resources at Parsons Brinckerhoff, a global consulting engineering firm. She was based in San Francisco for several years, where she was responsible for HR for the firm’s western region, before moving to the firm’s corporate office in New York. There she provided management consulting and HR management for the firm’s U.S. infrastructure company to include succession planning, development and delivery of management and staff training, and employee relations. She was a member of the CEO’s strategic planning core advisory group, and led the development and incorporation of core values and vision into the plan. Born in Nebraska, Jean grew up in Los Angeles and has lived most of her adult life in northern California. She has a BA in History and French from the University of Montana and holds an SPHR through the Society of Human Resource Management. Jean has been involved with LearnPhilanthropy from its beginning, and currently is co-chair of the Advisory Board.
OVERVIEW

• Let’s talk adult learning and why it matters to your organization
• Ideas for how you can support learning intentionally
• Case example from the Hewlett Foundation
How Adults Learn: The Research

KNOWLES' THEORY on ANDRAGOGY (adult learning)

- Adults need to know the reason for learning something.
- Experience provides the basis for learning activities.
- Adults need to be responsible for their decisions on education.
- Adults are most interested in learning subjects having immediate relevance to their work.
- Adult learning is problem-centered rather than content-oriented.
- Adults respond better to internal versus external motivators.
Professional Development is really only successful if the intrinsic motivations of staff are tapped.

- Pursuing goals with personal meaning
- An environment that peaks curiosity
- Control over themselves and what they pursue
- Satisfaction over helping others
- Comparing their own performance favorably to others
- Recognition of accomplishments

Intrinsic motivation (internal motivation) ends with positive reciprocation for doing better work.
“Informal learning is often haphazard and triggered by external events. But you can support and enhance informal learning significantly. Leaders can engage in more critical reflection to surface tacit knowledge.”

- Center for Creative Leadership
Leaders learn within three clusters of experience: challenging assignments (70%), developmental relationships (20%), and coursework and training (10%).

- Learning should be part of your day-to-day.
- Seventy percent of learning happens on the job and 20 percent happens in coaching and mentor relationships, often in the workplace.
Individual v. Organizational Role in Learning

**Individual** = Ultimately in charge of their own learning; stewards of their career

**Organizational** = Champion the learning environment; reinforcing day-to-day learning habits

Photo from Christopher Lotito
Support Learning

- Think beyond funds for training
- Model behaviors – Feedback loops, celebrating successes, discussing failures
- Give employees professional development time
Support Learning

- Provide opportunities for learning together
- Structure stretch assignments
- Connect peers and provide funds for coaching
Hewlett Case

Build a Learning Culture

- Recruit Learners
- Weave learning into onboarding/orienting
- Evaluate grantmaking and strategies to learn what works and adjust course
- Learn from failure, as well as success
Sustain a Learning Culture

- Partnership between HR and Effective Philanthropy
- Learning weeks
- Other learning opportunities
  - Self reflection
  - Learn from alumni
Questions?
THANK YOU FOR YOUR PARTICIPATION!

LearnPhilanthropy.org

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