Towards a Learning Organization Learning How to Learn: A Key Competence for Sustainable Employment

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Abstract

Uncertainty is one of the challenges in the current scenario of changes in organizations exerting its impact to create linkage between work and learning. Such forces of pressure led to constant demand changes in skillsets for today and tomorrow's future of work. Employability which was thought to be critical for graduates and the unemployed are becoming crucial to everyone nowadays in dealing with the changing dynamics in the workplace. This calls for the urgency of a better understanding of how to work with the learner in a non-traditional context. Thus, not only organizations are changing their learning objectives but the education policies are now including learning how to learn or learning to learn skills into their national curricula to provide skills that could help people thrive through changes. This article demonstrates that learning how to learn or learning to learn, has become the key competence to employability in learning organizations where it imposes positive impacts on personal development towards lifelong learning. The total rewards framework was used to analyze the satisfaction of provided rewards in an attempt to make recommendations for organizations to strive towards becoming learning organizations. Results from 250 companies found that satisfaction of learning and development dimension ranked the lowest for satisfaction out of the four dimensions of; Pay, Benefits, Learning & Development, Work Environment. The article concludes with a discussion of suggestions on improvements in areas of L&D and future research to build on the conceptual development for integrating learning how to learn for sustainable employment. Thus, knowing how to learn is a set of employability competence that constitute as necessary for the gaining of employment and supporting people to stay in work and advance.

Keywords: Learning How to Learn, Employability, Learning Organization

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Introduction

The current labor market is in a continual state of flux, with rapid technology developments, leaving businesses prone to immediate restructuring, layoffs, and downsizing (Hesketh, 1999; Worrall, Parkes, & Cooper, 2004). Employees, on the other hand, must maintain their employability to both present and potential employers (Van der Heijde & Van der Heijden, 2006). This has recently reawakened attention for securing long-term work in the changing face of economic conditions. As a result, there have been uprising researches on employability attesting its relevance to help future employees possess abilities such as flexibility as well as the ability to adapt in real-time. Along with an increase in learners'-oriented needs towards making more and better learning resources available to help people improve their self-learning abilities. Making the case for learning to learn to be adopted as part of lifelong learning skills, as it encompasses the quest towards the understanding of one's own learning ability, to recognize, reflect on, improve, and regulate their own learning processes and outcomes. The purpose of this study is to extract current information from recent literature in order to highlight essential learning how to learn approach on the concept of employability competence in a lifelong learning context. Providing a theoretical foundation for pathways towards the acquisition of these skills. First, we present insights on the definitions of the concept of employability from previous literature. Second, we present reviews on conceptual frameworks and evident research studies. Third, we present evaluations from recent literature on learning how to learn approaches for emphasizing it as an ultimate skill that could be mastered. Fourth, we present results of using the total rewards framework for satisfaction ranking of total rewards dimension for learning and development. Lastly, we present discussions for making recommendations on the implications of learning to learn to be incorporated into the L&D dimension for suggestions of future research. Overall, the scope of this study applies to all levels of employees as learning how to learn is a skill that paves the way to lifelong learning for all ages. Along with, employment sustainability is becoming a challenge that impacts employees at all levels across the organization.

What is Employability?

Harvey (2001) defines employability to relate to the acquisition of basic key skills or attributes that are most desirable by employers. According to Yorke (2006), it is a concept developed within education that focuses on possessing relevant achievements and the ability to function in a job. As supported by Dacre Pool and Sewell (2007), it is more than just acquiring a job and focuses on the individual being equipped and ready to perform a job successfully. Furthermore, Rosenburg, Heimler, and Morote (2012) define employability as the basic skills required to carry out a job performance. However, when once the individual has acquired employment, this then develops into transferable core proficiencies towards continuous personal and professional growth (Taylor, 2016). Through exploring evidence from recent literature, definitions of employability from related studies have been examined. There exist numerous definitions of employability and at many levels such as individual, organization, and economy. The research on employability has been built on several previous studies over its rich history (Forrier, Verbruggen, & De Cuyper, 2015). Where its' concept has been defined in many different, yet often related ways. For defining the term employability there are three authors who have been cited the most. Hillage and Pollard (1998) define employability as the capability to move self-sufficiently within the labor market to realize potential through sustainable employment.

According to Harvey (2001), employability relates closely to the acquisition of basic key skills which often referred to as employability skills or the attributes that are desired by employers.

While Yorke (2006) defines it as, a set of achievements–skills, understandings, and personal attributes–that makes graduates more likely to gain employment and be successful (Römgens, Scoupe, & Beausaert, 2019). In summary, it could be said that almost all definitions of this term could be summed as an individual's perceived ability to obtain and maintain employment throughout his/her career (Hillage & Pollard, 1998; Harvey, 2001; Fugate, Kinicki, & Ashforth, 2004; Bridgstock, 2009; Cole & Tibby, 2013).

Employability Conceptual Frameworks

According to Hillage and Pollard (1998), employability is a term that is used in a variety of contexts with a range of meanings that can lack clarity and precision in understanding. On defining the concept of employability, it is complicated to do it succinctly and comprehensively. This section of the literature will draw together the conceptual framework of employability competence in the context of learning to learn in Table 1, which presents the six frequently-cited conceptual frameworks on employability.

Table 1 Six Frequently-Cited Conceptual Frameworks on Employability

Author(s)	Conceptual Frameworks Described
DeFillippi and Arthur (1994)	Defines a set of career competencies and distinguished three types of know-why, know-how, and know-whom competencies as follows: 1. Know-why: includes an individual's reflection on goals, motivation, and awareness of both personal and organizational goals and culture. 2. Know-how: includes knowledge, skills, and abilities needed to perform successfully in their career and jobs. 3. Know-whom: includes career-relevant, professional networks of interpersonal relationships.
Fugate, Kinicki, and Ashforth (2004)	Introduces employability as "a form of work-specific active adaptability that enables workers to identify and realize career opportunities" which focuses on person-centered. Comprises of: 1. Career identity refers to how people define themselves in a career context, describing "who I am or who I want to be". These include; instance goals, hopes, and fears, personality traits, values, beliefs, and norms. 2. Personal adaptability, is the ability to adapt to changing situations determined by personal characteristics that predispose the individual's adaptive ability. Such as; propensity to learn, locus of control, and self-efficacy. 3. Social and human capital, defines as the "goodwill inherent in social networks and the size and strength of a network".
Forrier, Sels, and Stynen (2009)	Identifies four dimensions of what they call movement capital (in other words employability). The movement capital encompasses the following: 1. Individual skills 2. Knowledge 3. Competencies 4. Attitudes influencing an individual's career mobility opportunities

Source: Römgens, Scoupe, and Beausaert (2019)

Table 1. Six Frequently-Cited Conceptual Frameworks on Employability (CON.)

Author(s)	Conceptual Frameworks Described
Van der Heijde and Van der Heijden (2006)	Defines five dimensions of employability as the following: 1. Occupational expertise which refers to the knowledge and skills, including meta-cognitive ones, and related to a particular professional domain (also includes social recognition by important key figures). 2. Respectively anticipation, preparing for future work changes in a personal and creative manner. 3. Optimization and personal flexibility, willingness to anticipate and adapt to changes, by taking personal initiative. 4. Corporate sense, or an employee's identification with corporate goals and the tasks and responsibilities. 5. Balance, is the compromising between opposing interests, at the employers or organizational as well as at the personal level.
Akkermans et al. (2013)	Defines employability as "knowledge, skills and abilities central to career development, which can be influenced and developed by the individual" composes of three competencies as follows: 1. Reflective career competencies, defined as focusing on creating an awareness of one's long-term career and on combining personal reflections and one's professional career. 2. Communicative career competencies, means being able to effectively communicate with significant others to improve one's chances of career success. 3. Behavioral career competencies entail the ability to shape one's career by proactively taking action.
Peeters et al. (2017)	Introduces the concept employability to better capture the combination of both obtaining and retaining employment and identified the following four dimensions: 1. Job-related attitudes 2. Job-related expertise 3. Career-related employability capital 4. Development-related capital The term employability is used to differentiate between these categories.

Source: Römgens, Scoupe, and Beausaert (2019)

DeFillippi and Arthur (1994) have proposed the employability concept to include three aspects of know why, know-how, and know whom of which describe the successful qualities of the individual for self-growth, career growth, and social growth. Fugate, Kinicki, and Ashforth (2004) also proposed a similar concept of employability to be including of these three but refer to them as career identity, personal adaptability, social and human capital. These common features are framed in terms of putting together the components to increase the individual's chance to sustain employment (Forrier & Sels, 2003). On the other hand, Forrier, Sels, and Stynen (2009), propose quite a similar, yet different notion on the concept. Their four dimensions of; individual skills, knowledge, competencies, and attitude encompass from previous work on person-centered interpretations of employability. Following is the proposal of employability concept by Van der Heijde and Van der Heijden (2006) which deviates from DeFillippi and Arthur (1994) in that they did not include the components of "know-why", "know-how", and "know-whom". However, they identified the five competencies that individuals need to help them manage both obtaining and retaining a job in a highly competitive labor market which has similar resemblances under different terms proposed by previous authors Van der Heijde and Van der Heijden (2006). An approach

taken by Akkermans et al., (2013) differs from that of Van der Heijde and Van der Heijden (2005) as it excludes the job skills and work competencies, referred to as "occupational expertise" which are aimed at successful performance. But similarly incorporates the aspect of reflection and awareness to the concept proposed by Defillippi and Arthur (1994). Lastly, the concept introduced by Peeters et al. (2017) is a variation from Forrier and Sels's (2003) movement capital to better capture the combination of both obtaining and retaining employment. Overall, all frameworks use a different approach and terminology referring to employability. Despite these differences, we could find a lot of overlapping concepts when defining employability comparing these six leading conceptual frameworks where it could be summarized in the context of employability in workplace learning presented in Table 2.

Table 2 Dimensions of Employability in Workplace Learning

No.	DeFillippi and Arthur (1994)	Fugate, Kinicki, and Ashforth (2004)	Forrier, Sels, and Stynen (2009)	Van der Heijde and Van der Heijden (2006)	Akkermans et al. (2013)	Peeters et al. (2019)	Five integrated dimensions
1	Know-how competencies	Human capital	Human capital	Occupational expertise	-	Job-related expertise and attitudes	1. Human capital
2	Know-why competencies	Career identity	Self-awareness	Corporate sense	Reflective career competencies	-	2. Reflection on self and organization
3	-	-	-	Personal flexibility	-	-	-
4	Know-whom competencies	Social capital	Social capital	-	Communicative career competencies	Career-related employability capital (incl. social capital)	4. Social capital
5	-	-	-	Balance	-	-	5. A healthy work-life balance

Source: Römgens, Scoupe, and Beausaert (2019)

The concept of employability has been the center of focus for many scholars around the world. Due to the concept of competence being highly complex and having many different understandings, it could be seen that flexibility is an important dimension underpinning most of the frameworks, which includes willingness and ability to both (pro-) actively and passively develop for adaptability to change. Therefore, Römgens, Scoupe, and Beausaert (2019) stress that they both should be included in this dimension. Moreover, making it explicit to include dimensions for knowledge, skills, and attitudes needed for lifelong learning as well.

Employability and Lifelong Learning

Employability emphasizes the need for the ability to learn new skills due to the constant rapid changes of the workplace environment. Recently there have been discourses on lifelong learning and employability which have been the focus of several areas such as education and labor market policies (Fejes & Nicoll, 2011). This shift in emphasis reflects a shift from viewing lifelong learning as a means of fostering a knowledge-based economy to viewing it as an intrinsic part of the job and knowledge creation processes (Fejes & Nicoll, 2011). Where lifelong learning indicates "all learning activities undertaken by an individual during his life, and which result in improving the knowledge, skills, competencies and/or qualifications for personal, social and/or professional

reasons" (ELGPN, 2013). Over the past century lifelong learning was established in Europe as a policy for responding to problems arising from the economic crisis and increased unemployment (Žiljak, 2005). Among the current challenges existing in the labor markets, there is the increased growth of demands for transversal competencies of which could be applied to different business and life situations, emphasizing -flexicurity (Perin & Karamatić Brčić, 2015). According to Van Vuuren, Caniels, and Semeijn (2011), lifelong learning is positively related to all three aspects of sustainable employment: employability, workability, and vitality.

Employability & Future Skills

Large-scale changes such as the move to digital business models and the rising use of workplace automation are causing organizations to struggle to keep up with the new skills. Learning agility can help organizations amplify their employees' human instinct to learn, adapt, unlearn, and relearn. Thus, help them keep up with constant changes, allowing them to figure out new ways to navigate the unknown. Lifelong learning is fundamental for all learning success. The Council and the European Parliament in December 2006 proposed a recommendation on key competencies for lifelong learning which was adopted by many member states and stakeholders. Where it has tremendous influential reforms and strategic developments in both formal education and training. The recommendation sets out eight key competencies where learning to learn is directly referred to as one of the key competencies in these lists. The EU working group identified learning to learn as the ability to pursue and persist in learning (Education Council, 2006). According to European Communities (2007), learners acquiring these skills will be able to not only assimilate new knowledge and new skills but also to:

- learn autonomously,
- be self-disciplined,
- work collaboratively,
- share what they have learned,
- organize their own learning,
- evaluate their own work,
- seek advice, information, and support when appropriate

According to Eurydice (2002), making people aware of how and why they acquire, process, and ability memorize different types of knowledge will allow them to be able to pick the optimal learning technique and environment, which they will be able to adjust them as needed (Eurydice, 2002). Hence, learning how to learn or learning to learn are concepts that have interrelated meanings. As Hofmann (2008) notes that learning to learn is the most crucial and vital skill for everyone attempting to cope with the quickly changing environment. He refers to this competence "as a method-in-action and claims that people have to engage the method itself" (Hofmann, 2008: 173). While, Candy (1990) "describes learning to learn as a competence that allows people to become more effective, flexible and self-organized learners in a variety of contexts" Hofmann (2008: 173). Thus, such competence is related to the "motivation for learning, learning goals, preferred ways of learning, learning strategies, cooperation with others and so on" (Hoffmann, 2008: 175). It implies that we, learners, become aware of all of these notions and will be able to adjust them as needed.

Moreover, according to the McKinsey Global Institute research, which has taken a deep dive into skills of jobs that will be lost along with new ones that will be created through accelerated transformation and disruption. They have defined several skills that citizens will need to thrive in the future of work into 56 foundational skills, which they referred to as the 56 distinct elements of

talent (DELTAs) categorized into four dimensions of Cognitive, Interpersonal, Self-leadership, and Digital.

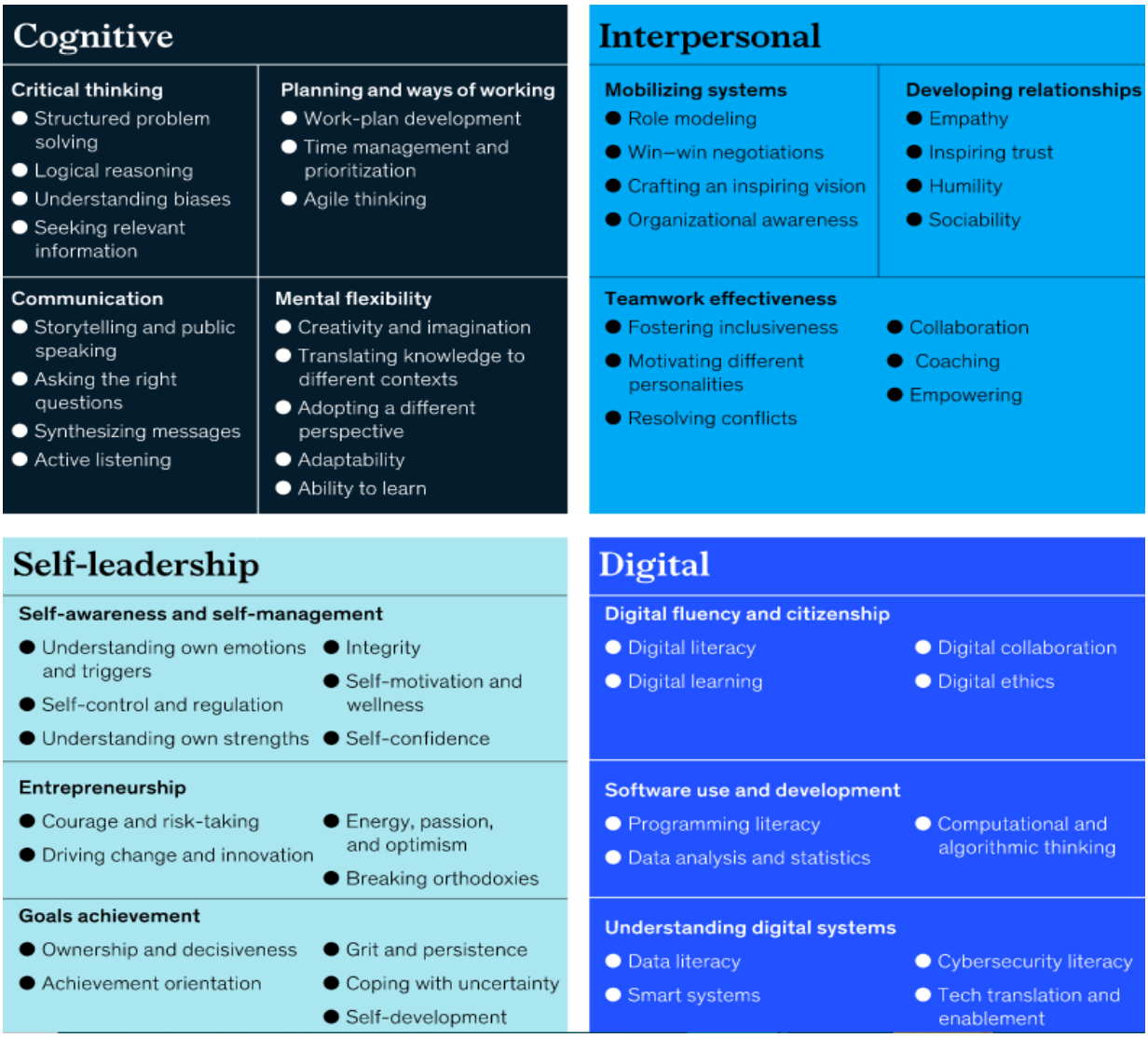

Figure 1 56 DELTA's Across 13 Skill Groups and Four Categories

Source: Mckinsey and Company (2021)

Here, under the dimension of Cognitive, the ability to learn is one of them. Where learning how to learn is also interrelated to other DELTA's such as Metal Flexibility, Planning and Ways of Working, Self-awareness, and Self-Management, and Goals and Achievements. Mckinsey and Company (2021) has assessed the proficiency level in the 56 DELTAs among today's workers and found that areas of Critical Thinking and Mental Flexibility ranked the highest. Therefore, competition for sustainable employment requires employees to out-skill each other among these areas. They also found that these DELTAS are strongly associated with three work-related outcomes of employment, high-income, and job satisfaction. Where it was found that employment was most strongly associated with proficiency within the self-leadership category, namely "adaptability", "coping with uncertainty", "synthesizing messages", and "achievement orientation" of which learning how to learn is an integral part.

Employment Sustainability

On the assumption that it is impossible to provide young people with all of the information and skills they will need throughout their lives at schools, colleges, or universities, lifelong learning may be the only sustainable advantage for national success (Bentley, 1998). According to researches done by the National Audit Office in the UK has found that the dynamic labor market in the past decade as the following statistics; where 6.5 million people started a job, and 6.3 million people left a job, around three-quarters left voluntarily, 1.4 million left employment and became unemployed and a further 2 million left and became inactive. The government had led many initiatives to help unemployed people find work are having a real impact. However, for many, assistance in obtaining work is just part of the solution; they also require support during the transition to a new job, as well as assistance in improving their abilities so that they may remain employed and advance up the corporate ladder. Helping people develop their abilities so they may go from short-term, entry-level jobs to better jobs is one method to promote sustainable employment.

Moreover, in the U.S., the Institute for Compensation Studies in Cornell University's ILR School, with its mission to advance the world of work; fosters a cross-sector and in-depth discussion about the influence of new technology on the workplace and what initiatives are to be taken in order to create employment sustainability. In Thailand, currently, according to the Employers' Confederation of Thai Trade and Industry (EconThai) in the first quarter of this previous year 2021, there were 500,000 graduates that have entered the job market. The figure has been adding up to the growing statistics of the current and still counting number of graduates' unemployment since 2020 (Onthaworn, 2021). In response, government-led bodies' initiatives have included learning how to learn skills to be a part of the national curricula. The Ministry of Education in Thailand has recently adopted this skill as part of its future development program. As universities are adopting online learning in preparing their students for the future, yet the implementation of learning how to learn in universities is not widespread.

Although, previous researchers have found that sustainable initiatives in organizations have claimed to have positive effects on occupant satisfaction, attendance, and productivity. Although, there exist many guidelines, manuals, and case studies that are available to give businesses suggestions on how to incorporate sustainability into their operations. Not many provide the details for implementations at the employee level in the context of lifelong learning. Therefore, this study aims to present the reviews of the literature to make the case of learning how to learn as a key competence for employment sustainability where it is believed to help drive an organization towards a learning one.

Moreover, on employment sustainability of different generations, according to Employee Benefits News, employee turnover costs the employer 33% of an employee's annual salary whereas 40% of Millennials were expected to leave their jobs over the next two years. Current Millennials make up a large percentage of the workforce around the world and will make up three-quarters of the global workforce by 2025. It is critical to investigate the different factors to drive towards job satisfaction and employee engagement to maximize reward incentives. In addition to Millennials, organizations need to plan for future generations of workers such as Gen Z's which will soon be making up a larger portion of the workforce. This generation was most likely to believe that companies should address urgent social and environmental issues. An integrated CSR program into their work projects will allow them to be engaged with their work in contributing to society. However, other key employment sustainability drivers for these two gens are meaningful work and creating career development opportunities.

Learning Organization

A learning organization is a company able to facilitate the learning of its members and continuously transforms itself. Watkins-Marsick (2004) believed that learning organizations have features that include; continuous learning; increasing level of research and discussion in the organization; encouraging a sense of cooperation, and group learning; employee empowerments to reach a collective vision; designing and implementing systems for employees' participation in learning; system compatibility with its environment; strategic leadership. Marquardt (2002) defined systematic components of a learning organization as learning by power and in the form of collective and continually changing itself in a manner that it can be acquired, managed, and utilized in a better towards the goal of organizational success. In a nutshell, it can be said; organizational learning may be defined as a change in cognition or changes in behavior (Guta, 2013). The current article focuses on the analysis of learning organization models with the overarching goal of developing a complete framework for establishing a learning organization presented in Table 3.

Table 3 Researcher Modelers and Components of the Learning Organization

No.	Researcher	Year	Structural elements or variables of the model
1	Pearn et al.	1995	Motivated learners, breeder culture, perspective for the future, improved learning, supportive management, flexible structures
2	Hong	1999	Organic structure, lack of concentration, teamwork, feedback, empowerment, horizontal communication, knowledge acquisition, continuous innovation
3	Smith and Tosey	1999	Enablers, focusing on the role, thinking on results, experience orientation, accuracy in obtaining results
4	Garvin	2000	Attitude change, behavior change, performance improvement, skills, transfer or implementation
5	Seajou	2001	Individual learning, group learning, individual idea, individual action, organizational survival, organizational operations, management
6	Marquardt	2002	Learning, individuals, organization, technology, knowledge
7	Taslimi and Khorshidi	2004	Vision, strategy, industry characteristics, organizational culture, capacity of changing work and system processes, organizational structure leadership, competency system, evaluation system
8	Jorgensen	2004	Meaningful work, work and life balance, quality of work, human capital, social capital, culture, communication and information technology, creativity and innovation, democracy orientation
9	Behnami	2006	Enablers, environment, results
10	Johsen et al.	2011	Leadership, Learning, Strategy, Change

Source: Guta (2013)

The notion of a learning organization is an attempt to establish a more human and participatory work environment in a modern organization with a culture and structure that encourages adaptability and creativity, both of which are necessary for success in today's fast-changing business climate (Amini, Daryani, & Sattari, 2014). A learning organization is one that is constantly improving. Encouragement and development of communal learning are essential for fostering innovation and creativity in order to respond to global competition in a timely manner (Millett, 1998). Having employees with the competence of learning to learn, the ability to pursue their own learning in accordance to one's needs while being aware of options and techniques for selective use.

Previous literature shows that many organizations have been experimenting with "new" approaches to learning and proposed many initiatives in this area. Over the last two decades, organizational research has identified three major variables that are critical for organizational learning and adaptability: a supportive learning environment, actual learning processes and practices, and reinforcement-oriented leadership behavior. Making learning is amongst the fundamental skills for employability and constitutes learning organization. Moreover, learning to learn is the key competence for lifelong learning and the knowledge economy and social cohesion. Lifelong learning will allow individuals to become aware of their own learning needs in which they can select an appropriate method for acquiring them. They will also be able to understand the knowledge rather than just memorize information. Thus, it enables those who seek self-development, independence, and flexibility to pursue further education to fulfill their learning needs.

However, the next-gen learning organization is to be considered to organizations to perform and compete at the top level. The BCG Henderson Institute (2019) is known as the Boston Consulting Group's strategy "think tank". They suggest that the next generation learning organization needs to be redesigned to enhance business's ability to learn by unlocking the potentials of technology and humans as in Figure 2.ce

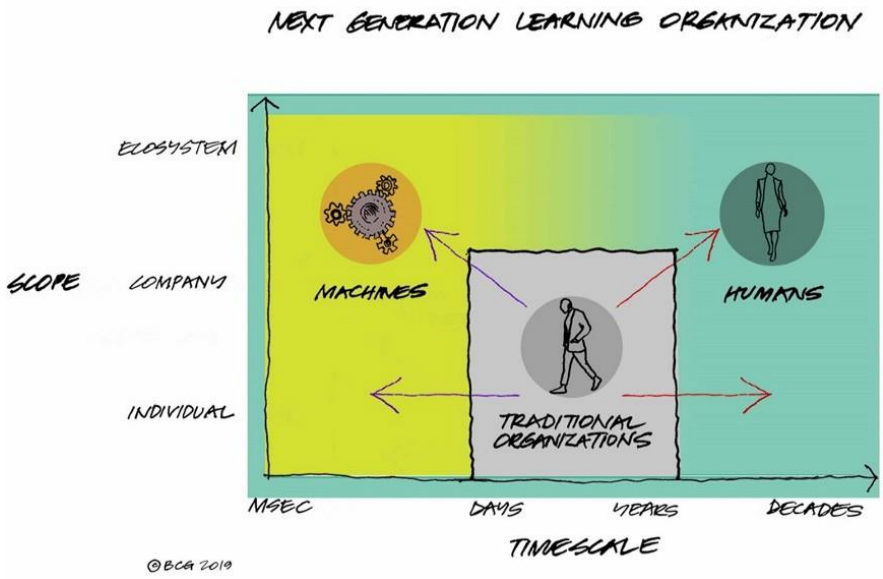

Figure 2 The Next-Generation Learning Organization Will Need to be Redesigned to Fulfill Several Key Functions.

Source: BCG Henderson Institute (2019)

Moreover, they have identified five crucial imperatives for reinventing the next-generation learning organization in Figure 3.

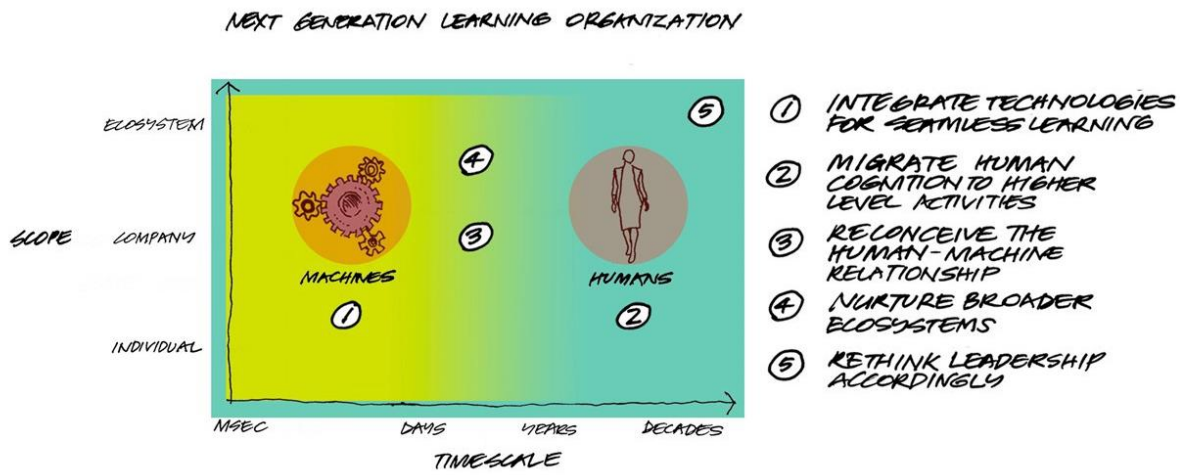

Figure 3 Reinventing the Organization for the Next Decade Will Require Embracing Five Crucial Imperatives.

Source: BCG Henderson Institute (2019)

It could be seen from Figures 2 and 3, that learning is one of the most crucial underlying factors, and is needed on all timescales. This is because technological progress has increased the potential and necessity to learn on shorter durations at the same time businesses will need to migrate human cognition to new, higher-level activities through learning agility, "to shape this future proactively—and to maximize organizational learning capabilities—businesses need to focus human cognition on its unique strengths". Retrieved from https://bcghendersoninstitute.com/the-next-generation-learning-organization-chart-of-the-week-13-2019-d6dafafa821d. Therefore, it is recommended that humans should devote their time and efforts to these higher-level activities. In other words, metacognition plays a very important role in the next-gen learning organization.

Why Learning Organizations are Successful?

According to the Harvard Business Review, as the forces of economic changes grow, organizations will need to learn more than ever. Every business must transform into a learning organization. This is because organizations made up of employees competent at inventing, and generating new ideas would be able to respond to the unpredictability faster than their competitors. The notion of a learning organization has been connected to organizational innovation and performance (Power & Waddell, 2004; Watkins & Marsick, 1993, 1999). The ability of companies to learn has been linked to their capacity for change and continual development in order to address the difficulties in the environment in which they operate (Armstrong & Foley, 2003; Senge, 1990). As a result, learning companies will be able to keep up with changes and advancements in the business environment and continue to function successfully.

Mumford (1996) investigates the formation of a learning organization and suggests achieving it by fostering an environment for encouraging active continuous development. By fostering such an environment, the following benefits are as follows: ensuring the long-term success of the organization; making incremental improvements a reality by ensuring that successes and best

practices are transferred to meet the current and future needs of the organization. On the other hand, Senge's (2006), The Fifth Discipline, describes in his book, the concepts for understanding how a learning organization differs from a traditional one. As supported by the McKinsey 7-S Framework which provides a systems view for describing the major differences between them in Table 4 (Hitt, 1995).

Table 4 Eight Characteristics of Traditional Organization VS Learning Organization

Element	Traditional Organization	Learning Organization
Shared Values	Efficiency, Effectiveness	Excellence, Organizational Renewal
Management Style	Control	Facilitator, Coach
Strategy/Action Plan	The top-down approach, Road map	Everyone is consulted, Learning map
Structure	Hierarchy	Flat structure Dynamic networks
Staff Characteristics	People who know (experts) Knowledge is power	People who learn Mistakes tolerated as part of learning
Distinctive Staff Skills	Adaptive learning	Generative learning
Measurement System	Financial measures	Both financial and non-financial measures
Teams	Working groups Departmental boundaries	Cross-functional teams

Source: Hitt (1995)

The idea of a learning organization is a romanticized version of how to deal with organizational change (Starkey, 1996; Redding, 1997). In summary, because learning is planned, methodical, and aligned with the organization's strategic goals, a learning organization is always growing "smarter". Individual creativity is unleashed and group learning is fostered during the process of creating a learning organization, which is critical for promoting and growing innovation as well as quick response to global competition (Millett, 1998). Therefore, learning organizations have several benefits such as; increased employee job satisfaction, lower turnover rates, increased productivity, profits and efficiency. According to Unger and Fisher (2019), the ability to learn is the potential of an organization. As Senge (1990) in his book "The Fifth Discipline" has defined a learning organization as "… a place where people continually expand their capacity to create results, they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn" (Senge, 1990).

Total Rewards for Continuous Learning

According to Armstrong (2010), total rewards is the term adopted to describe a reward strategy that brings additional components such as learning and development together with all the aspects of the working environment, into the benefits package (Armstrong & Brown, 2001). Armstrong and Thompson (2002) noted that the definition of total rewards not only encompasses the traditional elements of rewards such as basic salary, variable pay, and benefits, but also includes the "non-financial" factors, such as the ability to achieve and exercise responsibility, career chances, learning and development, and other intrinsic rewards like the work itself and the quality of work-life balance. Manus and Graham (2003) define total rewards to include all types

of rewards both direct and indirect, intrinsic as well as extrinsic, with each aspect of reward linked together and treated as an integrated and coherent whole (Armstrong & Brown, 2011). In summary, on the definitions of total rewards, most researchers separate the elements of total rewards into financial and non-financial categories, where the financial rewards provide extrinsic motivation and non-financial rewards provide intrinsic motivation.

Total Rewards is currently undergoing a shift in strategy for an organization's plan to go beyond the fundamental necessities of balancing cost containment and investing in growth. As the performance of employees is becoming more complex. In the corporate sector, managing and creating a highly-skilled workforce with agility to adapt to changes is crucial for the growth of every resilient organization (Gil, Garcia-Alcaraz, & Mataveli 2015). Since the 1960s, psychologists starting with Abraham Maslow and others mentioned that intangible rewards are equally important to individuals' intrinsic needs regarding of sense of worth. Therefore, the theoretical basis of total reward includes Maslow's hierarchy of needs theory, proposing that motivation is a function of five basic needs where an individual's psychological needs must first be met followed by safety needs, and so on. Frederick Herzberg's two-factor theory, dividing job-related factors into hygiene factors and motivators, states that job satisfaction and discontent are affected by different variables. Vroom's expectancy theory purports that one's level of motivation depends on the attractiveness of rewards sought and the probability of obtaining those rewards. According to the expectancy theory, workers are keener towards the willingness to work hard to achieve objectives of training or learning development, if they feel that are rewarded or receive appropriate compensations for their efforts (Lawler, Peter, & Hackman, 1990; Orpen, 1999). Thus, when employees perceive the support from the organization for improvement and development of skills to help thrive in work-related performance, they are likely to feel more compelled to show higher levels of commitment (Teck-Hong & Yong-Kean, 2012).

Overall, total rewards provide greater impact as the combined effect of different types of rewards will enhance the employment relationship and make a deeper and long-lasting impact on motivation and performance, allowing great flexibility to meet individual needs. According to Milkovich and Bloom (1998), relational benefits may bind individuals to the organization more deeply since they can meet those unique individual demands.

What is Learning how to learn (learning to learn)?

According to the Education Council (2006) learning to learn is the ability to pursue and persist in learning, to organize one's own learning process. "This competence includes awareness of one's own learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully" (Education Council, 2006 annex, paragraph 5). Any ideas, behaviors, beliefs, or emotions that assist the acquisition, understanding, or subsequent application and transfer of new information and abilities in various performance situations are referred to as learning to learn techniques. They range from using active recall to assist memory to organize and encoding, integrating, and application of information across many topic areas. Learning to learn methods assist in the creation of meaning for new knowledge to be learned. Thus, they are all meant to assist the learner in making sense of new material and storing it in memory in a way that allows for integration with related knowledge and increases the likelihood of subsequent recall and application. Since 1975 there has been incredible progress in researches making attempts for understanding learning to learn and the methods that can be used to improve it (Weinstein, Acee, & Jung, 2011). This section will present a definition of learning to learn followed by a brief history of the development of the study of learning to learn processes. In their book "Learning to Learn", Weinstein and Mayer (1986) collected most of the research and

conclusions and established a taxonomy to characterize the six basic kinds of learning methods. The categories in the taxonomy are summarized below in Table 5.

Table 5 Development of Learn-to-Learn Process

Strategies	Learning Tasks	Description
Rehearsal	Basic	Many educational activities need basic memorization. Basic knowledge, on the other hand, is sometimes only the first step in building a more comprehensive and integrated knowledge base in a given field.
	Complex	This type of learning activity is more challenging, requiring knowledge and abilities that go beyond the surface study of lists or irrelevant facts. Highlighting class notes or transcribing important concepts from the class readings are examples of methods in this category.
Elaboration	Basic	Building bridges between what a learner already knows and what he or she is seeking to learn is a common feature of meaningful learning. Elaboration methods assist students in constructing these bridges by incorporating prior knowledge or experiences into what they are attempting to learn in order to make new material more relevant and remembered.
	Complex	This group of strategies encourages the learner to take a more active role in bridging the gap between past knowledge or experience and more difficult tasks. Paraphrasing and summarizing are examples of methods in this category, as are adapting a problem-solving strategy to a new problem, making analogies, and utilizing ordinary experience to assist comprehend a new idea.
Organizing	Basic	Translation or transformation of information into another form, as well as the creation of some type of plan to offer a structure for this new method of defining the information, are all part of organizational strategies.
	Complex	Developing a hierarchy of major concepts to utilize in writing a term paper, constructing a force diagram in physics, or creating an outline for class notes from a part of a course are all examples of techniques in this area.

Source: Weinstein and Mayer (1986)

Employers are more interested in hiring people who can exhibit a broad range of abilities necessary in the workforce, as previously said, and learning these talents can help one's career success. Previously, researchers and educators have traditionally focused on one or a subset of subjects within learning to learn, such as cognitive elaboration methods or learner motivation.

Pathway to Acquiring Learning How to Learn

In the past changing pace of digital disruption, skills that employees currently have may no longer be valid for tomorrow's future work. The future of the unknown calls for employees to have learning agility to be able to learn any skills fast and effectively. For sustaining employment, employees must be able to upskill themselves to beat technological disruption. Those who fail to do so will be in threat of becoming obsolete.

Learning how to learn or learning to learn could be described as metacognition awareness. It involves a complex and dynamic interaction of cognitive, metacognitive, motivational, affective, and behavioral processes selected to enhance the probability of reaching a goal for knowledge acquisition or application. Metacognition is the act of thinking about one's own thoughts. It

emphasizes a person's knowledge, reflection, and analysis of how they think and learn. The term "metacognition" was coined as a consequence of research into how the human brain learns. Cognitive awareness also refers to the individual regulating their knowledge, learning processes, and conscious control of these in affective situations. In this context, metacognitive awareness may be defined as the work of acquiring and using the metacognitive thinking skills that an individual needs throughout his/her life.

Many researchers have articulated the idea of metacognition, and concepts that are similar to each other have been utilized. Metacognitive awareness is the knowledge and control of an individual's own thinking and learning activities (Kramarski, Mevarech, & Arami., 2002). Schraw and Dennison (1994) explained it is the individual's process for planning, ranking, monitoring, and ability to better apply which will directly boost their performance. According to Akın (2006) learners who master metacognitive abilities have a better understanding of how to act in a new learning process, what they should study and how much they should study, how to check the process, and how to assess oneself at the conclusion of the process. Therefore, lifelong learning could derive from learning how to learn as one of the employability competencies required in a learning organization.

This section presents some of the most cited techniques used on the topic of learning how to learn. The current research found that the shift of focus interplays on two or more components linked together in the acquisition of knowledge or skills and application of learning methods. Dating back to the finest Greek orators of antiquity were famed for making lengthy talks that lasted up to two or three hours. They were able to complete this assignment by employing mnemonic or memory devices that assisted them in remembering both the ideas and the order in which they were presented. It was not until the late 1960s and the 1970s that studies of perception, memory, and cognitive processes once again gained prominence (Zimmerman & Schunk, 2003). As the field of learning to learn research grew in popularity in the 1980s and 1990s, it became evident that a variety of factors impact and contribute to both strategy choice and types of techniques.

Mnemonics: The classical mnemonic systems were reexamined in some of the early memory studies in an attempt to uncover and understand the cognitive processes involved in generating and using them. The work of Flavell and others on what was called "metacognition" in the 1970s added to this literature (Flavell, 1979). This refers to the process of thinking about thinking, in other words learning about own learning. It focuses on knowledge, reflection, and analyses of how an individual thinks and learns (Hacker et al., 2009).

Analogies and Metaphors: It has been frequently argued that analogies and metaphors may be valuable tools in teaching and learning difficult scientific concepts. Thus, the use of analogies and metaphors in learning programs can have a powerful impact on a learner's understanding of new or complex concepts. They highlight the similarities between knowledge of what is already known and that of what is trying to learn (Duit, 1991).

Focused and Diffuse Modes: Recent research on learning, there are two main ways that we process information. Focused, which allows the learners to be concentrated on the subject or topic at hand. Diffuse, which allows their brain to be in a neural resting state for making new neural connections. According to Oakley and Schewe (2021), Effective learning is caused by switching between these two modes.

Memory Palace: The most famous of these techniques is the Method of Loci which employs remembering a list of items in orderliness series of related locations. Thus, the memory palace employs this method and is one of the most widely used techniques for remembering due to human recognition is not designed to be remembered the way we use it in today's life. But the human

brain is designed to suit the old living conditions of survival. Memory Palace or Method of Loci uses the simple principle that humans can remember the place best (Metivier, 2021).

Chunking: Chunking refers to the process of taking smaller pieces (chunks) of information and grouping them into bigger units. According to neuroscientist Daniel Bor, chunking refers to humans' ability to "hack" memory constraints by combining information in a more meaningful fashion, resulting in the retention of more information. It enables students to blend tiny pieces of information into larger, more meaningful, and thus more memorable wholes (Bor, 2012).

Forgetting: Many people think that "forgetting" is the enemy of learning, but a long study by professor Bjork found the opposite. Our brains need to forget something to organize information and cut out unimportant information from our lives. He suggested that when we started studying something, we should take a little knowledge that we have just acquired and try to synthesize it gradually, releasing it gradually without waiting for it to be mastered or recognized (Bjork & Bjork, 2019).

Re-Reading VS Recall: In a study by Karpicke, Blunt, Smith, & Karpicke (2014) found that when children were asked to freely recall the texts, they recalled very little of the material (about 10%) and showed almost no improvement after rereading. However, they were very successful at retrieving knowledge using the method of recall.

Retrieval Practice: According to Karpicke et al. (2012) active retrieval promotes meaningful learning. They also highlighted the idea that retrieval is fundamental, it is the key process for understanding learning and for promoting learning.

Spaced Repetition: Cepeda et al. (2008) work on spacing effects in learning, present results which show that timing of learning sessions can have powerful effects on retention when study time is equated, and these effects "as in our benchmark study, seem far larger than those typically seen in studies using short-term spacing".

Interleaving: In order to enhance long-term retention, learners may want to consider using interleaved studying with different subjects or topics rather than massed studying of one particular category or concept. Findings from previous studies show that the interleaving effect was found in the short-term retention condition, and crucially, provided the initial evidence also affected long-term retention (Kornell & Bjork, 2008).

Procrastination: It is found in a recent study, that up to 95% of the population have the behavior of procrastination. Neuroscience studies explain why when the emotional control part of the brain is in conflict with the thinking brain (Lyons & Beilock, 2012). The Pomodoro study method is a time management and productivity technique first conceptualized by Francesco Cirillo, a university student at the time, in 1987 (Mandal, 2020).

Einstellung Effect: When a person is a commitment to a certain way when solving problems, this may prevent them from getting better ideas or better solutions. They are fixated on doing things a certain and cannot learn new things in other aspects or in seeing things from a different light. This phenomenon is known as the "Einstellung effect", which is a form of cognitive fixation and removes our ability to reset paraments and blocks creativity (Luchins & Luchins 1959).

Note Taking and Highlighting: A recent study examined whether there is a difference in comprehension when reading from computer-based text versus reading from the paper-based text and whether they're taking notes or highlighting text will provide any benefits. The results revealed no significant difference in reading and comprehension of the material (Leonard, Stroud, & Shaw, 2021).

Concept Mapping: Blunt and Karpicke (2014) experimental works on learning with retrieval-based concept mapping found that students typically create concept maps while they view

the material they are trying to learn. In these circumstances, concept mapping serves as an elaborative study activity students are not required to retrieve the material they are learning.

Picture Walkthrough: A picture walkthrough is doing a pre-reading approach of the book before engaging in active reading to get a sneak peek of the information. Recent studies found that can improve a learner's hyperlexic comprehension. This reading strategy is important for building comprehension, it activates schema background, introduces topics and headings laying the foundation for the concept (Oakley & Sejnowski, 2019).

Sleep: Sleep, learning, and memory are all complicated processes that we don't fully comprehend. Sleep, on the other hand, appears to aid learning and memory in two ways, according to the study. First, sleep deprivation causes learners to not be able to focus their attentional optimally, where they cannot learn effectively. Second, sleep itself has a role in the consolidation of memory, which is essential for learning new information (Curcio, Ferrara, & Degennaro, 2006).

Breath & Breathing: According to the Journal of Neurophysiology, researchers explained that they could see the actual brain activity that occurs when you use controlled breathing to reduce stress (Brandon, 2019).

Test-Taking: According to Stenlund, Lyrén, & Eklöf (2018) in order to be a successful test taker, their study found that; besides content knowledge, test-taking behavior like risk-taking strategies, motivation, anxiety reduction is also important on the impact of performance.

Overconfidence: According to the (in) famous Dunning-Kruger effect, unskilled learners are often unaware that they are in fact unskilled. Meaning that those are have little knowledge are ignorant. One of the main problems with overconfidence is that learners can fail to correct misconceptions or realize that they are wrong. This is because admitting to being wrong or failing to seem to have a negative learning outcome in reputation. Recent research on productive failure by Kapur (2015) has shown, however, that being wrong and coming to realize it is a powerful learning experience.

Methodology

A total reward framework in the study proposes 50 components of total rewards revised from recent literature containing 82 items categorized into the widely accept the four-quadrant model. The proposed framework is used to investigate the current adoption and reward satisfaction of each item among HR employees across various companies listed in the Stock Exchange of Thailand. A non-random convenience sampling was used to obtain the required profiling and number of respondents. By using this method, a large number of responses could be obtained from the selective target population at reasonable cost and time required. Due to some required knowledge in HR-related areas of total rewards. The targeted population was HR professionals who participated in several HR training programs. The sample size for this study was 250 representatives of different companies, where each HR person represented a unique company that attended the training conferences. A total of 250 survey responses was collected from a total population of 305, thus the response rate was at 82%. Polit and Beck (2004) define data collection as the gather of information needed to address the research problem. The use of a questionnaire was chosen to collect relevant information. The questionnaire design was developed to conduct exploratory research investigating the 50 component items of total rewards proposed in the framework of study under four categories of: pay; benefits; learning and development; work environment. In the questionnaire, there are yes or no questions to identify if a particular item is adopted, together with satisfaction scores of each item measured on a four-point Likert scale. The

current study employs the use of descriptive statistics using SPSS to find the results of the total rewards items adoption and satisfaction in the current practice by companies in Thailand.

Results

The data from 250 companies across 28 sectors in 8 groups show "Learning & Development" is the category with the lowest satisfaction score among the four categories of total reward. The following sectors have a ranking of learning and development as one of the two bottoms lowest from the four categories of total rewards; AGRO, CONSUMP, FINANCIAL, PROPCON, RESOURCES, SERVICE, TECH. Leaving room for improvement to be discussed further in the next section.

Table 6 Total Rewards Adoption and Satisfaction in 8 Industry Groups

Industry Gr.	Pay		Benefits		L & D		Work En.	
	Sat Mean	Adp %	Sat Mean	Adp %	Sat Mean	Adp %	Sat Mean	Adp %
AGRO	2.61	66.1	2.47	74.0	2.29	87.5	2.47	95.7
CONSUMP	2.48	70.9	2.08	72.5	2.48	89.8	2.57	97.0
FINANCIALS	2.70	68.5	2.85	73.5	2.72	89.0	2.86	96.6
INDUS	2.48	56.1	2.55	60.3	2.57	90.6	2.68	95.1
PROPCON	2.34	63.1	2.82	74.1	2.60	94.5	2.74	97.0
RESOURCE	2.81	56.4	2.91	76.6	2.86	98.8	2.98	97.3
SERVICE	2.38	54.5	2.62	62.0	2.48	90.8	2.65	91.2
TECH	2.40	50.2	2.68	66.3	2.18	87.9	2.50	96.9
OTHER	3.06	86.1	3.71	8.8	3.75	100.0	3.69	96.5

The findings of satisfaction among the four categories are; Benefits (M=2.72) (SD=.856), Work Environment (M=2.68) (SD=.841); Pay (M=2.53) (SD=.851); Learning & Development (M=2.52) (SD=.841) respectively. Starting with the adoption of pay, it was found that from the 18 items underpay, all companies adopted one type or another under the category of pay. However, the satisfaction under this category rank as third in four categories and favors the highest satisfaction for Overtime Payment (2.79); Monetary Recognition (2.65); Shift Differentials (2.66) respectively. There is significant evidence that references for various pay levels and benefits combinations fluctuate predictably as a function of employee personal attributes. Locke's (1969) believes that job satisfaction is determined by the degree of correspondence between what is perceived and what is really given. Moreover, there is widespread agreement that salary is an important result.

The category of benefits ranks as first in the four categories and favors the top three most satisfying items; Annual Heal Checks (2.92); Provident Funds (2.91); Holiday (2.89). Similar findings from SHRM's employee satisfaction and engagement survey found the highest satisfaction under benefits for Paid Time Off (71%) and Healthcare and Medical Benefits (66%). the category of learning and development ranks as the least satisfying category of the four. However, the top three most satisfying items under this category were; Training (2.72); Career Opportunity (2.59); and Performance Management (2.55).

The top human capital trend for 2019 according to Deloitte's poll, found that increasing L&D capabilities is an "important" or "extremely significant" problem for 86 percent of

respondents (BasuMallick, 2020). Lastly, the category of Work Environment ranks second among the four with a mean satisfaction score of 2.68. The top three most satisfying items under this category are; Co-Worker Relationship (2.88); Reputation (2.83); Job Security (2.79) respectively.

Similar findings from studies by Sell & Cleal (2011) revealed that psychosocial work environment elements such as knowledge about workplace choices, social support, and influence had a substantial impact on job satisfaction. Moreover, creating a happy office atmosphere in the work environment may significantly improve employee performance and creativity.

Conclusion

World at Work's assessments of the current state for organizational priorities is staggering. Based on their survey findings from research works. They found that only 9.9% of organizations are closing the pay gap as one of their highest priorities. Only 8% of employees feel that reward programs are very effective at providing agile, personalized total rewards. Where 20% of organizations are conducting performance appraisals, only just under 10% are adjusting salary at that rate. However, only a small percentage of organizational growth has increased by at least 10% at companies that aligned employee rewards with business goals. These workforce data indicate that organizations aren't keeping up with employees' expectations. Moreover, employees desire incentives that match their work, learning, communication, and living styles. As a result, the old one-size-fits-all approach to performance evaluation, pay planning, and employee recognition will no longer suffice. A "new generation of rewards" offering benefits that focus on financial wellness, fitness, stress reduction, mindfulness, and work-life flexibility, among other things will become highly valued and can be competitive differentiators to make an employer stand out from others, enhancing their branding. Hence, there is a critical need for rewards methods that maximize distribution to the right people are required to effectively drive employee performance. Consider possibility, growth, and advancement in the future. To reduce skill gaps, provide incentives for experiential learning and growth.

According to Bersin's research, high-performing companies are six more times likely to use data and analysis to understand employee incentive preferences. While employee input on their wants and beliefs is beneficial in building a comprehensive incentives plan, leaders must understand that an effective communication culture necessitates information flow in both directions. Therefore, revamping and planning of total rewards for the future can assist to bridge the talent gap and ability to manage effectively in the new world. Many companies have expedited this effort as a result of COVID-19, and employers are focusing on resiliency and sustainability as they consider a post-pandemic environment. However, only a small array of evident research recording success. In summary, this paper presents data collected from previous research on total rewards adoption in Thailand on the most frequented adopted reward items and interpretation of findings on its satisfaction. This will help pave the way for constructing a revamp of total reward strategies focusing on the area of learning and development dimension for implementing learning to learn in the L&D dimension to help sustain employability and companies to strive towards becoming learning organizations.

Recommendations

In 2020, what are the best practices for developing a learning and development strategy? Firstly, to personalize the learning experience, use technology wisely. Companies should look into how technology might help with tailored learning. Customization may help organizations adjust to individual needs as company requirements evolve. With so many generations now

making up the conventional workplace, personalization can help you adapt to individual demands. "The old, one-size-fits-all approach", said Jeff Freyermuth, principal research analyst at Gartner, "Will no longer suffice in the new workplace" (BasuMallick, 2020). Instead, automated, simple, and interactive learning may be created to engage employee learning behavior. Moreover, regular surveys should be employed to gain a comprehensive knowledge of distinct employee personalities and their various learning requirements. The next step is to include learning and development in the larger HR picture. For a lot of large organizations, the frequent practice of having L&D classified as a separate department, separate from HR. This will lead to a siloed approach that has little collaboration between HR and L&D. For companies with workforces of thousands of people, this could be ineffective. Therefore, with this practice companies will have low insight on how the L&D program is affecting their people's performance outcomes, thus L&D is only focused on business results. To be effective, L&D should be embedded into companies HR landscape. Thirdly, use learning and development as a tool for succession planning (BasuMallick, 2020). Because of the rapidly aging baby boomer population, a wave of retirements is expected in 2020, affecting thousands of senior leadership positions throughout the world. HR must take the initiative and implement a successful succession strategy. A well-thought-out learning and development plan can help close the gap by cultivating workers' hidden leadership abilities. Fourthly, implement learning as a continuous process. Talent development should be considered as a continuous development approach by integrating learning into their everyday workflow. Integrating learning into the flow of work can boost engagement and prevent the forgetting curve. Thus, by doing so employees do not have to specifically take out time to complete their learning modules.

Much of the current research in learning to learn has focused on improving learners' learning outcomes, in both education and workplace situations. Researchers have demonstrated many effective techniques of recent discovery methods for learning often with robust results. Given the importance of learning to learn for employability requirements for graduation, acquiring achievements, employment retention, and lifelong learning. Additional research is needed to address some of the methodological and conceptual issues in this area. This article shows that there is still a lot of research potential to create a role model concept for the implementation of learning how to learn as an employability competence in a learning organization.

Discussion for Implications

With a rise in learners' requirements for more and better learning resources to assist people to enhance their self-learning abilities, more and better learning resources are being made accessible. Making the argument for Learning to Learn to be accepted as part of lifelong learning skills, because it covers the desire to understand one's own learning capacity, as well as being able to recognize, reflect on, improve, and control one's own learning ability. Metacognitive awareness is the ability to understand and regulate one's own thinking and learning processes (Kramarski, Mevarech, & Arami, 2002). It is the knowledge and control of an individual's own thinking and learning activities. This means individuals are aware of their learning path and themselves. Learning how to learn could help induce this skill and should be implemented into L & D programs across organizations as a total reward strategy. A suggested learning strategy is also a method for coordinating cognitive resources in order to achieve a learning goal. There are a few characteristics that all "learning to learn" approaches share. They are goal-oriented first and foremost. To help satisfy a performance criterion or achieve a learning goal, learning approaches are used. Secondly,

these methods require active selection, since they are chosen based on a variety of criteria, including the learner's past experience with the approach, prior experience with similar learning activities, the ability to handle distractions, and commitment to objectives. Thirdly, these methods are time-consuming, require practice, and frequently involve the use of several, highly interactive learning processes. Learners must be encouraged to begin utilizing techniques and to keep doing so. They must also believe that the strategy would be useful and that they will be effective in putting it into practice. To be successful in selecting and using a strategy, a learner must understand under what circumstances a given strategy is, or is not appropriate. For Facilitators, instead of seeing oneself as a teacher, anyone assisting others in becoming effective learners should regard themselves as a facilitator, mentor, or counsellor. They must be seen as self-assured, well-respected authority figures who can trust people to think and learn on their own.

Lastly, any organization has the ability to create this learning environment for individuals, but it must actively foster a climate of continual development awareness among its employees. Employees must be actively encouraged to learn from the issues, challenges, and achievements inherent in everyday operations in order for "learning companies" to succeed. Learners require a setting in which they feel in control of their learning circumstances. The learning process must be viewed as a shared experience, and learners must be encouraged to contribute their own resources to the learning process. Assistance is typically required in creating realistic objectives that are neither too low nor too high. Setting clear and attainable goals will boost motivation and result in more effective learning.

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