

Continuous Learning Habits for Modern Work Training Course

21 – 25 March 2027
Toronto

AGILE LEADERS
Training Center

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Ref: 2084_252751 **Date:** 21 – 25 March 2027 **Location:** Toronto **Fees:** 12000 Euro

Overview

Continuous Learning Habits for Modern Work Training Course is a one-week foundation course for employees, team leaders, and learning champions who leave with a Personal Learning System. Participants turn changing skill needs into focused goals, deliberate practice, useful feedback, reflection, knowledge sharing, and evidence of workplace application. The course replaces scattered consumption with a repeatable learning rhythm and clear transfer measures. Agile Leaders Training Center delivers this course in continuous learning habits at work.

Who Should Attend

- Personnel responsible for maintaining their own role capability as work changes
- Personnel responsible for supporting peer learning and knowledge exchange
- Personnel responsible for coordinating team development conversations and follow-through
- Personnel responsible for introducing new tools, processes, or ways of working
- Personnel responsible for documenting and sharing practical lessons from work

The course assumes participants can identify changing work demands and leaves out formal curriculum design, training administration, coaching certification, and enterprise learning governance.

Departments and Industries

The course supports departments and industries where employees must adapt skills and transfer learning into daily work.

- Human resources, learning, people operations, and organizational development
- Technology, data, digital services, and cybersecurity teams
- Operations, customer service, administration, and project functions
- Banking, professional services, healthcare, and public services
- Manufacturing, logistics, energy, and engineering workplaces

Learning Objectives

By the end of this course, participants will be able to:

- Diagnose priority skill gaps from changing work demands.
- Build focused learning goals and practice plans.
- Use feedback and reflection to improve performance.
- Compare digital and workplace learning resources.
- Apply knowledge-sharing and learning-transfer methods.
- Evaluate evidence and renew a personal learning system.

Course Agenda

Day 1: Diagnose Learning Needs

- Role Change and Skill-Signal Scan
- Current Capability and Future Demand Map
- Priority Skill-Gap Decision Matrix
- Learning Mindset Barrier and Enabler Review
- Personal Learning Purpose Statement

Day 2: Set Goals and Choose Resources

- Outcome-Based Learning Goal Canvas
- Skill Decomposition and Practice Sequence
- Credibility Check for Digital Learning Resources
- Formal, Informal, and Social Learning Mix
- Weekly Learning Rhythm and Timebox Plan

Day 3: Practise, Reflect, and Seek Feedback

- Deliberate Practice Loop
- Feedback-Seeking Question Bank
- Learning Journal and Reflection Prompts
- After-Action Review for Work Experiences
- Experiment Hypothesis and Safe-to-Try Test

Day 4: Transfer and Share Learning

- Learning Transfer Evidence Map
- Workplace Application Opportunity Log
- Peer Knowledge-Sharing Micro-Session
- Teach-Back and Retrieval Practice Method
- Progress Review and Adjustment Checklist

Day 5: Practise Continuous Learning Habits

- Suggested Exercise: Diagnose a Changing Role Requirement
- Suggested Exercise: Build a Deliberate Practice Sprint
- Suggested Exercise: Run a Feedback and Reflection Cycle
- Suggested Exercise: Demonstrate Learning Transfer Evidence
- Capstone Exercise: Present a 30-60-90-Day Personal Learning System

Practical Exercises

The course uses suggested activities based on realistic skill changes, limited time, mixed resources, and workplace application needs.

- Suggested activity: convert role changes and performance evidence into a prioritized skill-gap map.
- Suggested activity: design a practice sprint with feedback, reflection, and success evidence.
- Suggested activity: compare learning resources for relevance, credibility, effort, and application value.
- Suggested activity: present a personal learning system with transfer measures and review dates.

FAQs

Who suits continuous learning habits training, and what does it assume?

Employees, team leaders, and learning champions suit the training. It assumes they can identify changing tasks, performance needs, or development goals and can test new practices in their work.

How does continuous learning habits training differ from learning and development programme design?

Continuous learning habits training builds individual routines for goals, practice, feedback, reflection, and transfer, while programme design focuses on organizational curricula, delivery, administration, and governance.

What makes a personal learning system effective at work?

An effective personal learning system connects a priority skill gap to a clear goal, credible resources, deliberate practice, feedback, reflection, application opportunities, evidence, and scheduled review.

How can employees prove learning transfer at work?

Employees can prove learning transfer through changed work outputs, observed behaviours, fewer errors, faster decisions, completed practice tasks, peer feedback, teach-backs, and documented before-and-after evidence.

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How should digital learning resources be selected?

Digital learning resources should be selected for source credibility, relevance to the skill goal, current content, suitable difficulty, practice opportunities, accessibility, and a clear route to workplace application.

Conclusion

Participants take back a 30-60-90-Day Personal Learning System. It combines the skill-gap map, goal canvas, resource check, practice sprint, feedback prompts, reflection journal, transfer evidence, and review schedule. The system turns occasional learning into an owned cycle of purposeful practice, workplace application, shared knowledge, and visible progress.