**How do Social and Emotional Conditions affect learning in the workplace?**

I would like to look at this from the perspective of workplace learning. It is interesting that many of the behaviours that we portray within the workplace, have been influenced by experiences throughout our education and from an early age.

Conditions for Learning (CFL) Research has shown that powerful social and emotional factors – factors which ensure that students feel safe and supported in school **– influence students' abilities to attend to learning, their ability to direct their learning, and their engagement in learning activities**.

For instance, the environment in which you are learning, needs to help to encourage optimal brain development as well as the social connection and collaboration. I have previously looked at collaborative learning as part of assignment 2 and it had really shown the benefit of sharing ideas and experiences with peers. It has ben shown that if you come from a home where bullying occurs for example, if the student feels safe and secure and bullying is actively discouraged at school, they may never portray those behaviours. However, if the student witnesses these behaviours at both school and the home environment, the student is more likely to accept this as the norm and could also go on to become a bully.

Many years ago, there was a question of how social and emotional development affects learning, which was investigated. Daniel Goleman published a book as a result *(Emotional Intelligence: Why It Can Matter More Than IQ)* which launched the social emotional movement. Goleman validates 3 main areas of primary evidence: character matters, character can be taught, and character improved academic, social and professional achievement.

The 5 social emotional learning skills that he looks at are:

* **Emotional self-awareness** — knowing what one is feeling at any given time and understanding the impact those moods have on others
* [**Self-regulation**](https://www.yourtherapysource.com/blog1/2017/08/08/ultimate-guide-self-regulation-children/) — controlling or redirecting one’s emotions; anticipating consequences before acting on impulse
* **Motivation** — utilising emotional factors to achieve goals, enjoy the learning process and persevere in the face of obstacles
* **Empathy** — sensing the emotions of others
* **Social skills** — managing relationships, inspiring others and inducing desired responses from them

A study was also carried out that was published in the American Journal of Public Health that found a significant association between social-emotional skills in young age students, and young adults’ outcomes across education and employment.