Capability Conundrum:
Developing Skills for Future Careers

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Chief Insight Officer

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Tell us how you are feeling?

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Today's Event

1. Why is there a capability conundrum?

2. What risks do we face?

3. How can we keep up and help organisations stay on top of this conundrum?
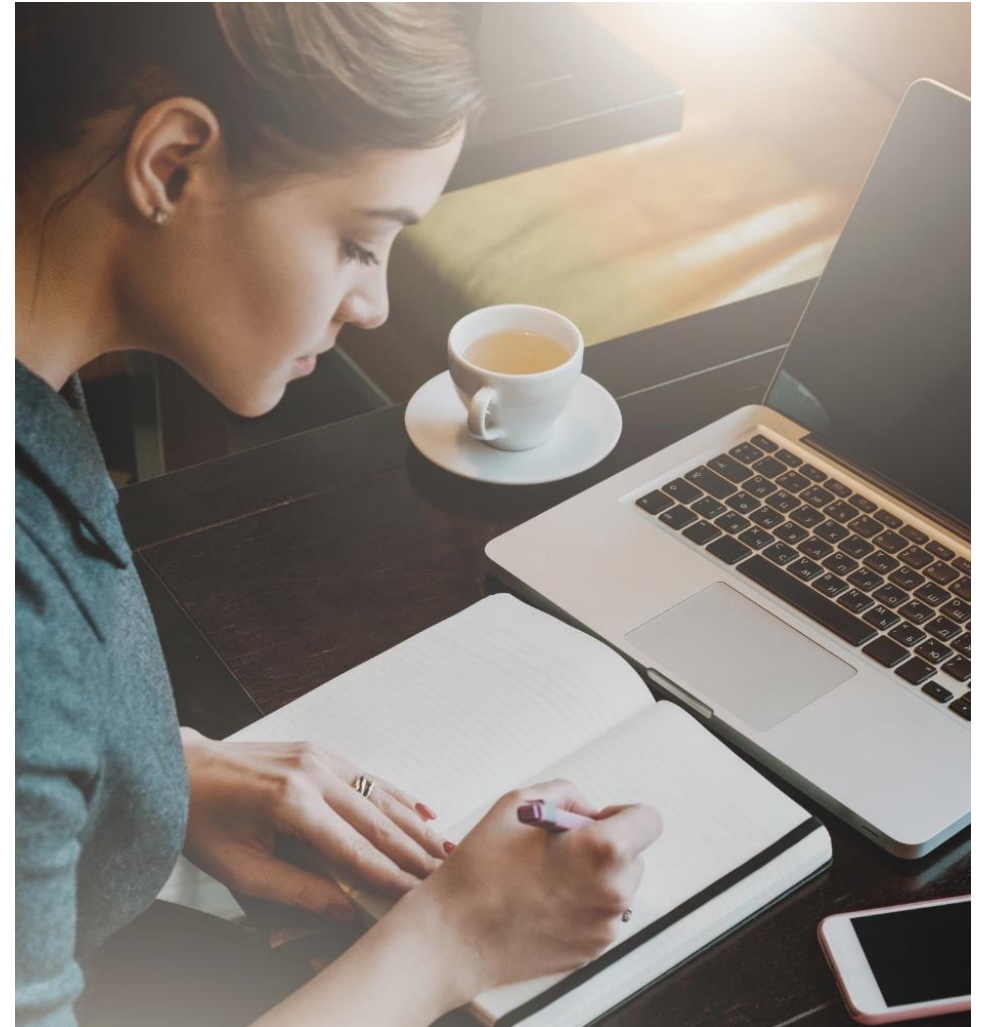
4. Key Takeaways

About us...

Leaders in evidenced-based L&D

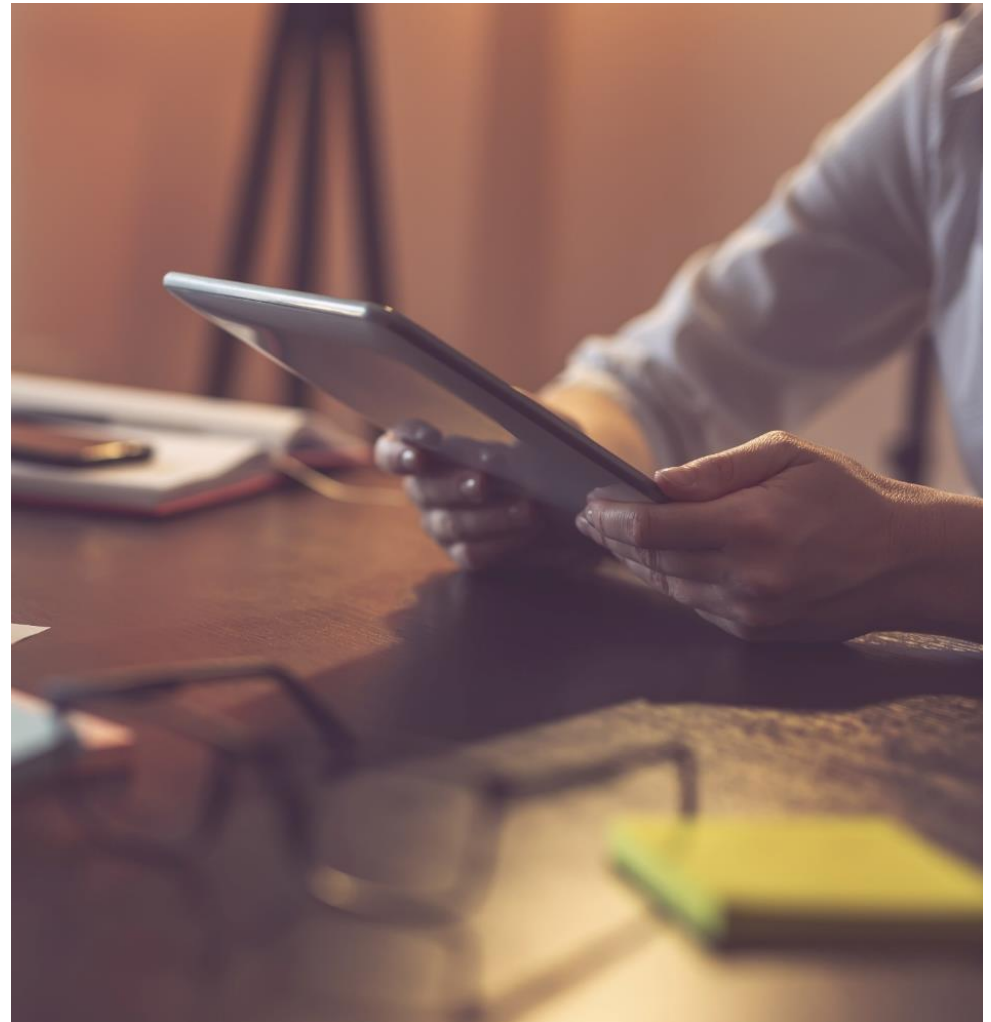We help people make more informed investments in learning that sustain impact

Empirical Evidence

Academic Insight

Profession Insight

Professional experience

Seek evidence from multiple sources

Organisational evidence

Performance Insight

Experience Insight

People experience

Unique 360 ° Perspective

- People who learn
- L&D Professionals
- Academics
- **Towards Maturity Independence**
- L&D Providers
- Professional Bodies
- Government
- Leaders

Insight Services

Leading impact through evidence-based L&D

The impact of
your leadership

**STRATEGIC
INTELLIGENCE**

Develop an evidence-
based strategy that connects
learning with improved
performance

The impact of your
learning guidance

**ART OF THE
POSSIBLE**

Align your organisation
with a shared vision
for learning

HIGH
PERFORMING
LEARNING
CULTURE

The impact of your
consumer-learners

**LEARNER
INTELLIGENCE**

Deep dive into learner
data to optimise
performance

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Why is there a capability conundrum?

Capability Challenges

There are 3 key challenges organisations are facing around capability:

Pace and scale of change

Transformation of the capability agenda

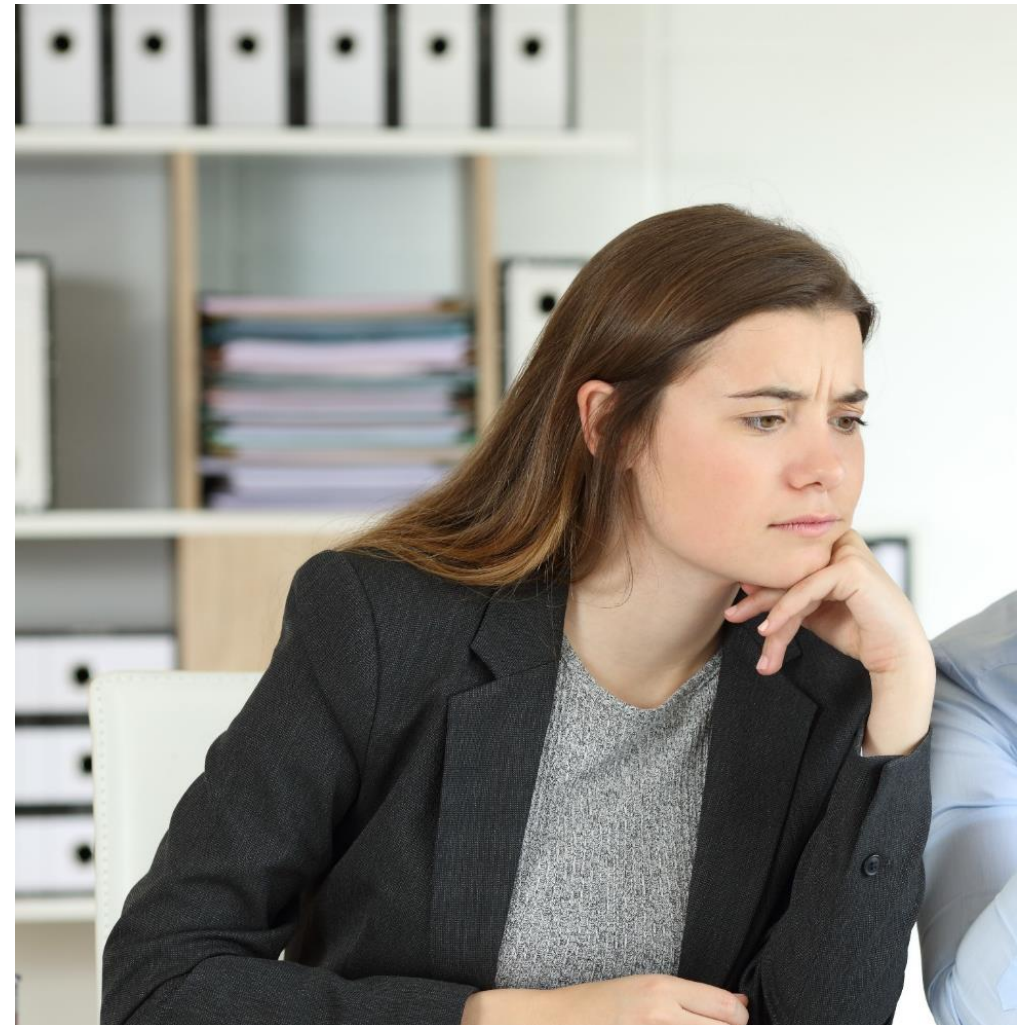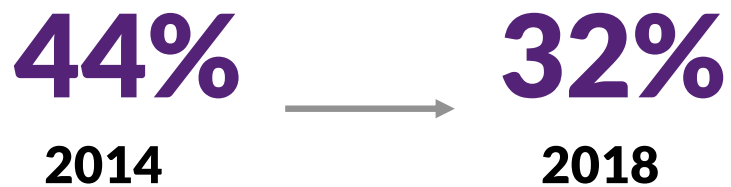Creating a learning ecosystem that enables the above

Pace/Scale of Change

"The one certainty about the future is the pace of change will only quicken"
- Murray Newlands

The ability for organisations to speed up the implementation of changes to internal systems and processes has declined
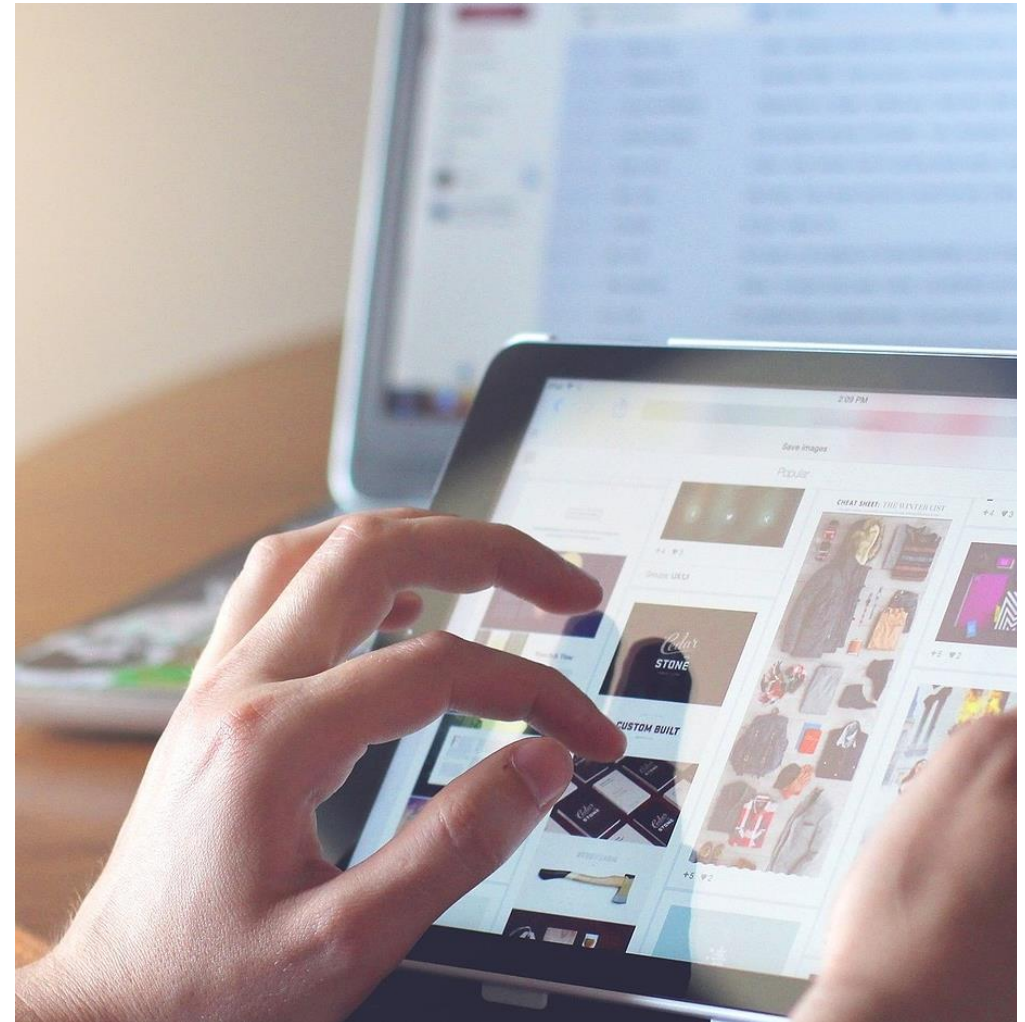
44% → **32%**
2014   2018

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Transformative Capability

"The nature of work is changing as a result of advances in technology today"
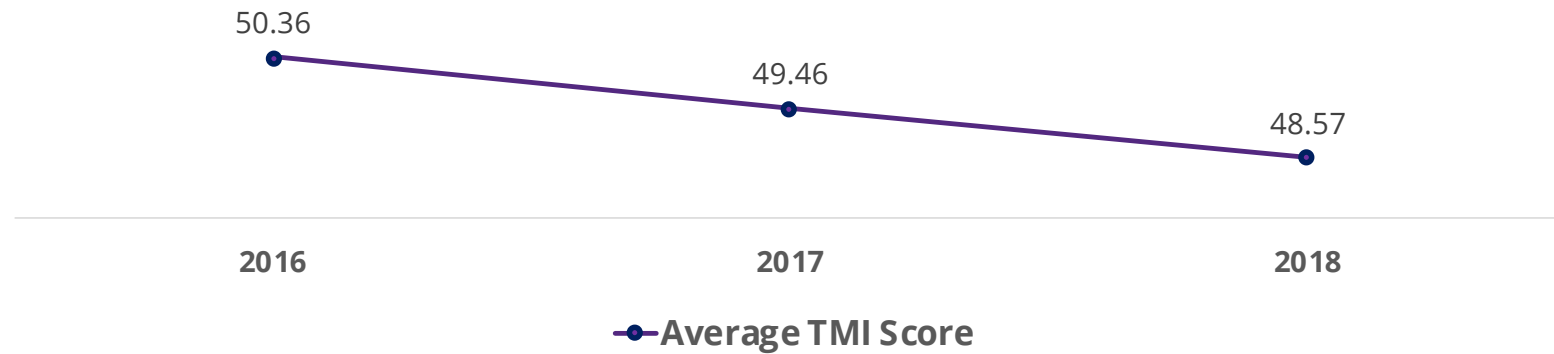- The World Development Report 2019

Organisations seeking to improve talent management have seen limited success

21% → 20%
2014   **2018**

Declining Impact of Learning

Ineffective learning is reducing impact on the bottom-line

50.36

49.46

48.57

2016

2017

2018

Average TMI Score

Individuals and organisations are not equipped to manage the "social, technological, economic, political, environmental and demographic shifts", Ulrich, D (2017).

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What is your biggest challenge stopping you from developing the capability within your organisation?

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What risks do we face?

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Capability Risks

There are 3 key risks organisations are facing around capability:

Winning in more complex markets

The rise of the consumer-learner

The unknown - agility and adaptability

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Self-determined Learning

Consumer-learners are increasingly becoming self-determined as they are learning more by finding things out for themselves than from the classroom or formal courses

52%
2015

60%
2016

62%
2017
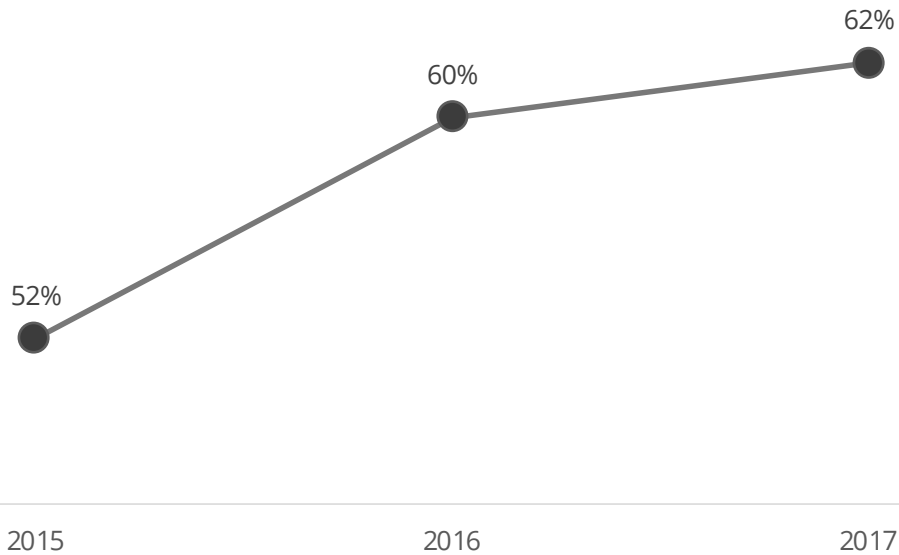
According to Kineo: 68% of learners say they would pick up skills faster if they had more **direct control** over the pace of workplace learning

Consumer-learners add more value
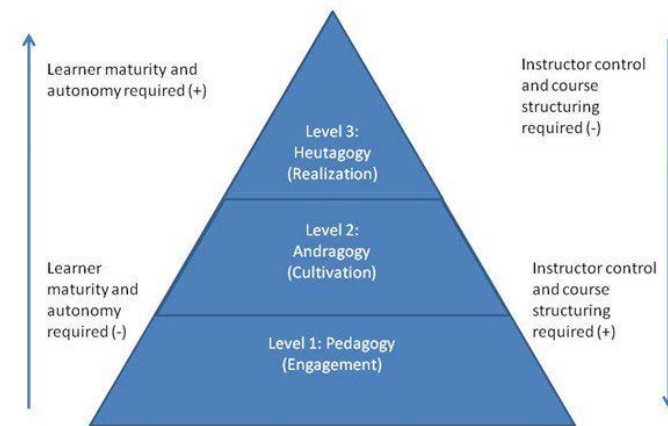
The difference between pedagogy, andragogy and heutagogy…

Learner maturity and autonomy required (-)

Learner maturity and autonomy required (+)

Pedagogy | Andragogy | Heutagogy

Instructor control and course structuring required (+)

Instructor control and course structuring required (-)

Learner maturity and autonomy required (+)

Instructor control and course structuring required (-)

Learner maturity and autonomy required (-)

Instructor control and course structuring required (+)

Level 3: Heutagogy (Realization)

Level 2: Andragogy (Cultivation)

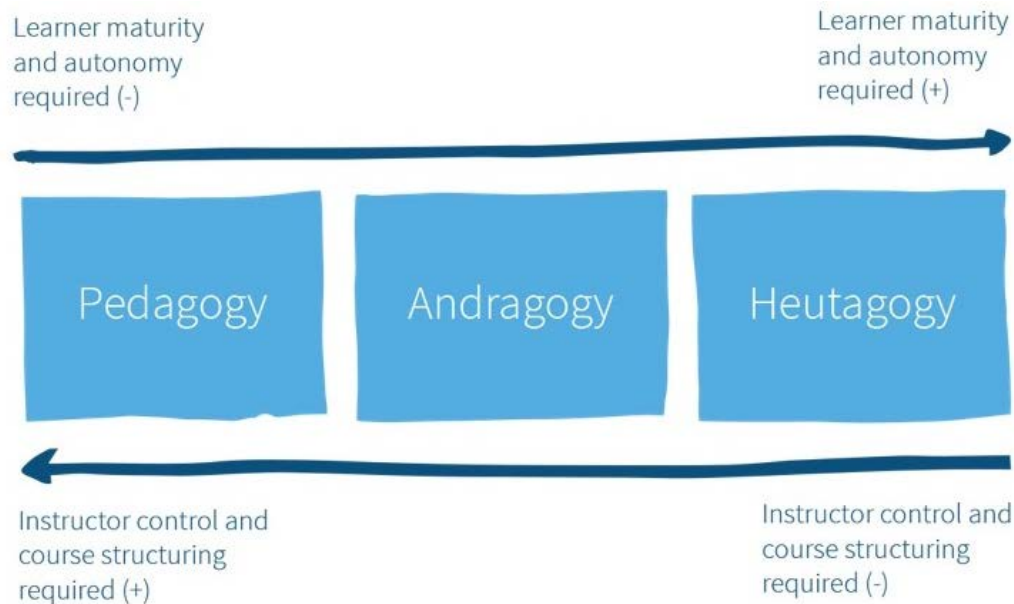Level 1: Pedagogy (Engagement)

Figure 2. Progression from pedagogy to andragogy then to heutagogy (based on Canning, 2010, p. 63).

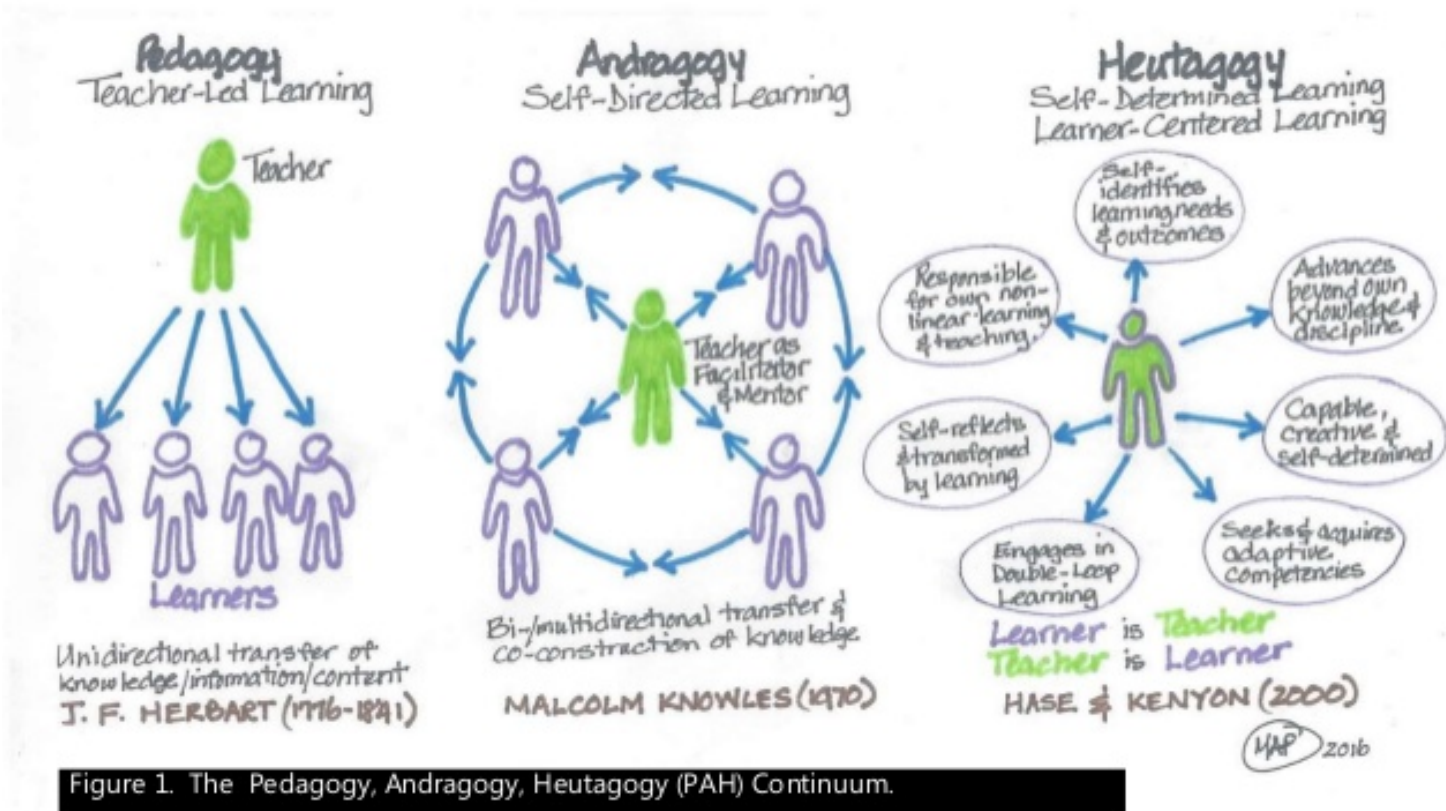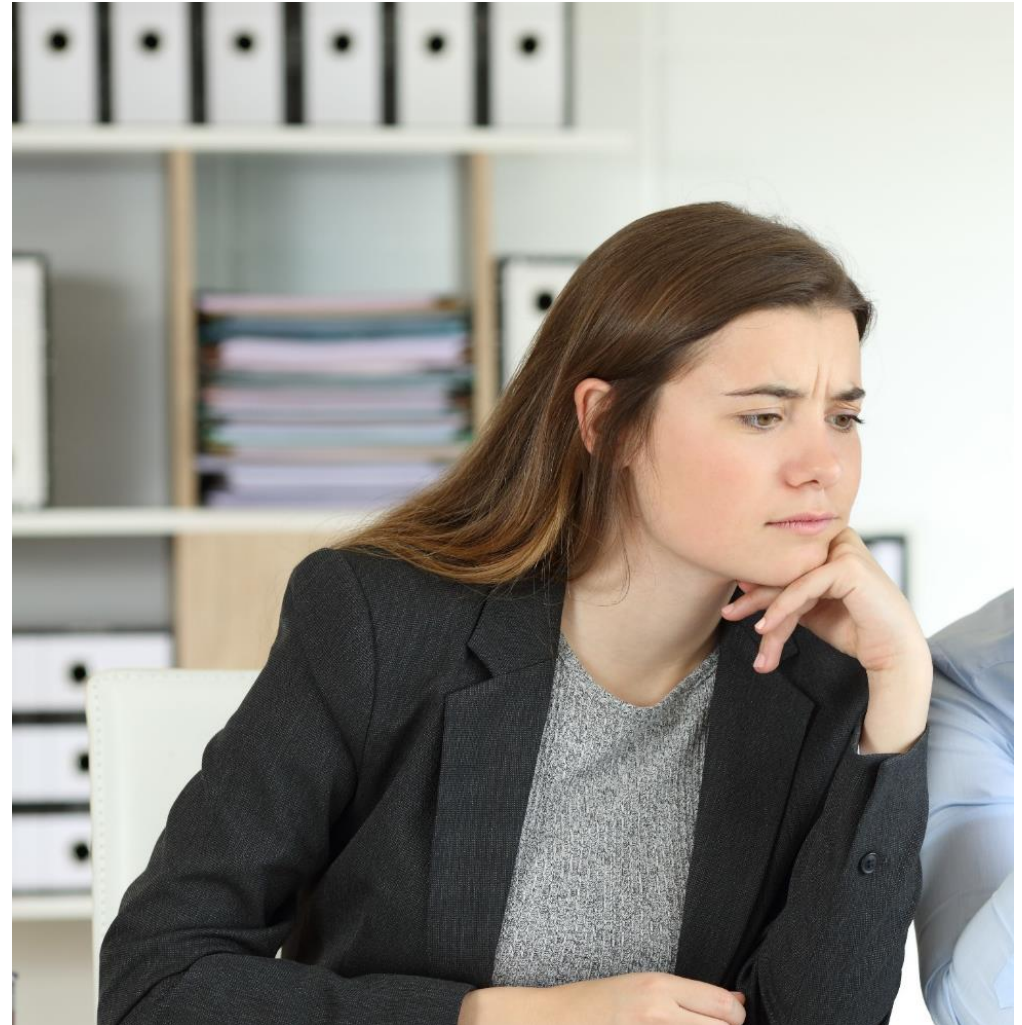TOWARDS MATURITY

Evolution of the Consumer-Learner

Figure 1. The Pedagogy, Andragogy, Heutagogy (PAH) Continuum.

Development of Heutagogy

"Heutagogy is the study of self-determined learning... it is also an attempt to challenge some ideas about teaching and learning that still prevail in teacher-centred learning"

- Hase and Kenyon (2000)

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Modern Learner

EVOLUTION OF ORGANISATION
D. Ulrich (2019)

HIGH PERFORMING LEARNING CULTURES ARE **58%** MORE LIKELY THAN THE AVERAGE COMPANY TO DEVELOP **CHALLENGING STRETCH TASKS TO EMBED LEARNING IN BEHAVIOUR**

(STRUCTURE)
MORPHOLOGY
Hierarchical; top-down

(IDENTITY)
CAPABILITY
STRATEGY
ORG. DESIGN
PEOPLE — STRUCTURE
REWARDS — PROCESSES
Internal: Alignment of competencies

(CONNECT)
ECO-ORGANIZATION
PLATFORM
External: designed around customer; innovative, agile, networked nd boundary-less

KEY: Customer

HIGH PERFORMING LEARNING CULTURES ARE **61%** MORE LIKELY THAN THE AVERAGE COMPANY TO MAKE SURE **PEOPLE CAN LEARN COLLABORATVELY**

Modern Learner

EVOLUTION OF CONSUMER-LEARNER

J.F. Herbart (1776-1841)   M. Knowles (1970)   Hase and Kenyon (2000)
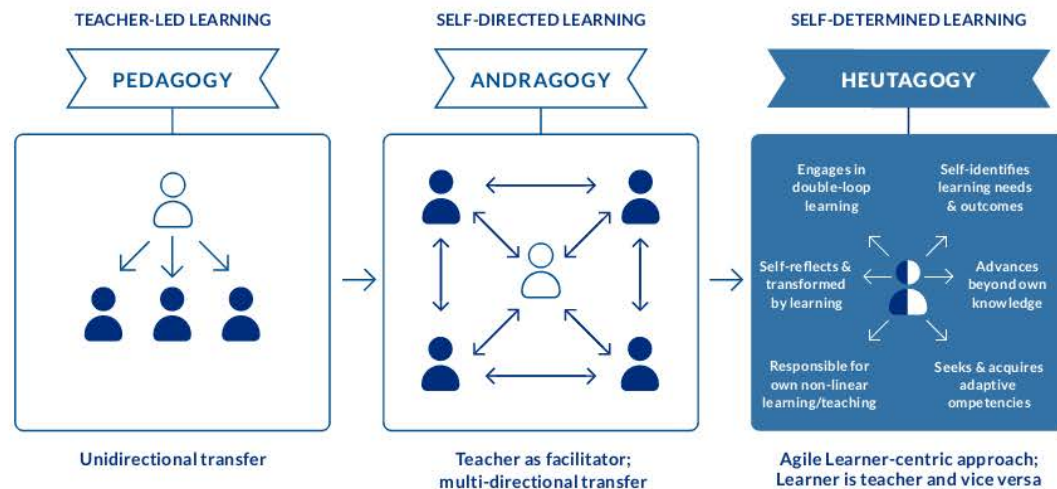
87% OF INDIVIDUALS SAY THEY SEEK OUT OPPORTUNITIES TO GAIN NEW SKILLS IN THE WORKPLACE

TEACHER-LED LEARNING

PEDAGOGY

Unidirectional transfer

SELF-DIRECTED LEARNING

ANDRAGOGY

Teacher as facilitator; multi-directional transfer

SELF-DETERMINED LEARNING

HEUTAGOGY

Engages in double-loop learning

Self-identifies learning needs & outcomes

Self-reflects & transformed by learning

Advances beyond own knowledge

Responsible for own non-linear learning/teaching

Seeks & acquires adaptive competencies

Agile Learner-centric approach; Learner is teacher and vice versa

KEY: Learner   Teacher

91% OF INDIVIDUALS FIND IT ESSENTIAL OR VERY USEFUL TO LEARN AND WORK IN COLLABORATION WITH PEERS

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What kind of data are you picking up on capability?

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Agility/Adaptability

A learning ecosystem needs to facilitate continuous, self-determined learning
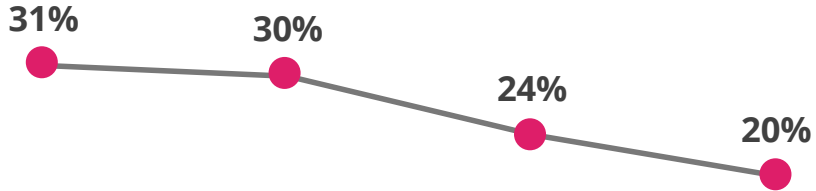
96% of learners want to be able to learn at their own pace

25% of organisations facilitate continuous learning

21% of organisations say individuals engage with professional self-development without prompting

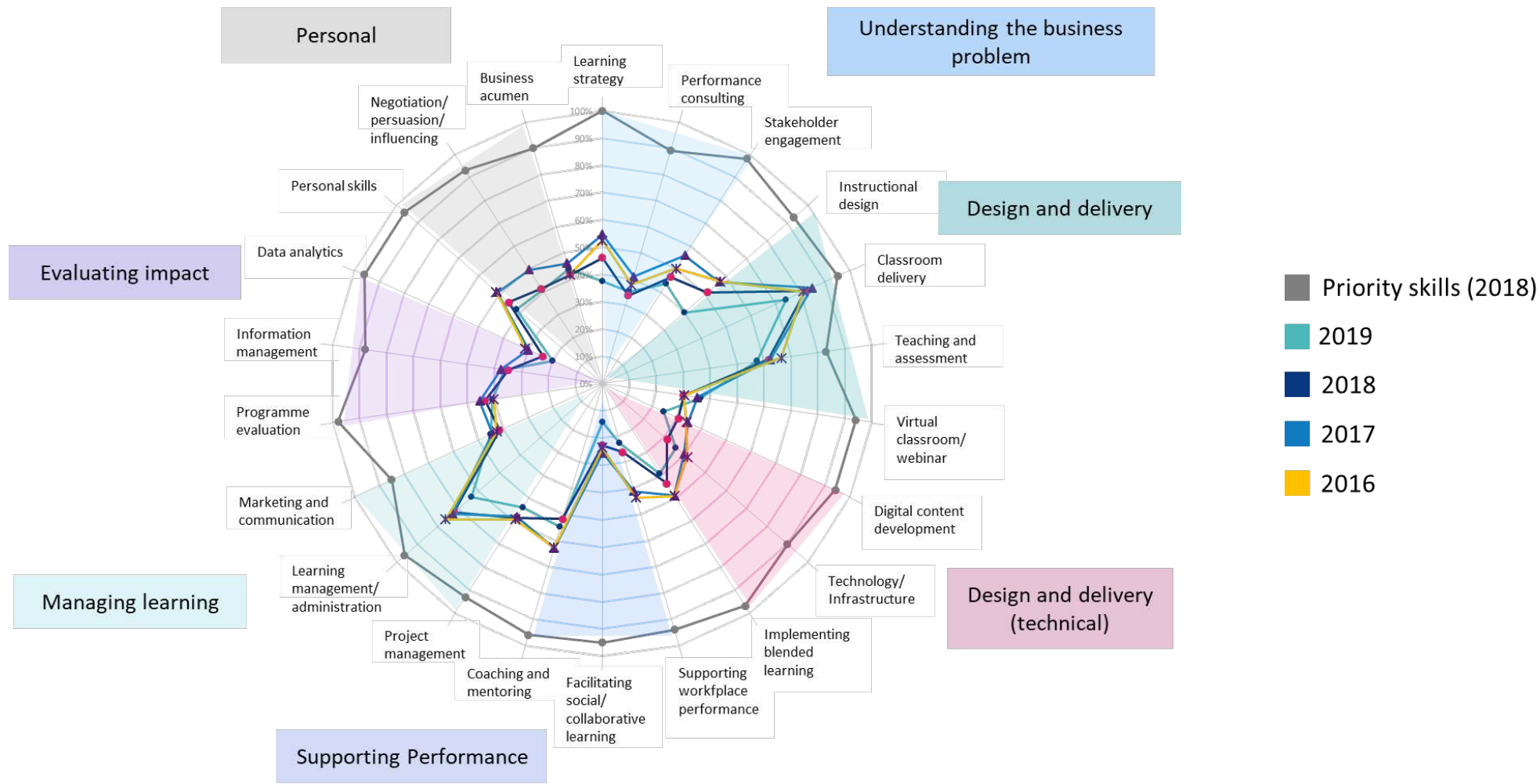# Steady decline in L&D capability

31%   30%   24%   20%

2016   2017   2018   2019

● Data analytics

Personal

Understanding the business problem

Design and delivery

Evaluating impact

Design and delivery (technical)

Managing learning

Supporting Performance

Negotiation/ persuasion/ influencing

Business acumen

Learning strategy

Performance consulting

Stakeholder engagement

Personal skills

Instructional design

Data analytics

Classroom delivery

Information management

Teaching and assessment

Programme evaluation

Virtual classroom/ webinar

Marketing and communication

Digital content development

Learning management/ administration

Technology/ Infrastructure

Project management

Implementing blended learning

Coaching and mentoring

Supporting workplace performance

Facilitating social/ collaborative learning

Priority skills (2018)

2019

2018

2017
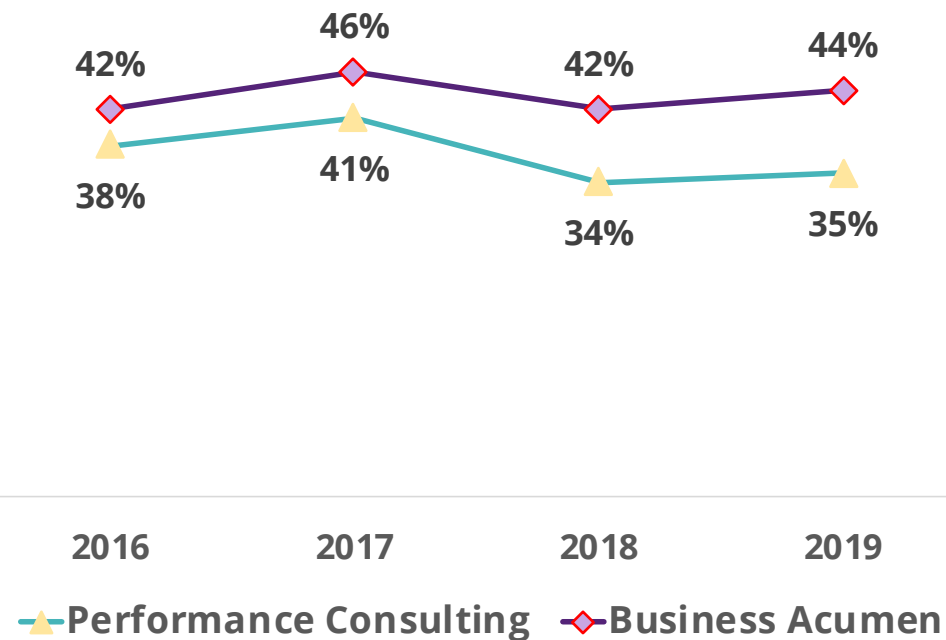
2016

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Steady decline in L&D capability

42% 46% 42% 44%

38% 41% 34% 35%

2016 2017 2018 2019

Performance Consulting   Business Acumen
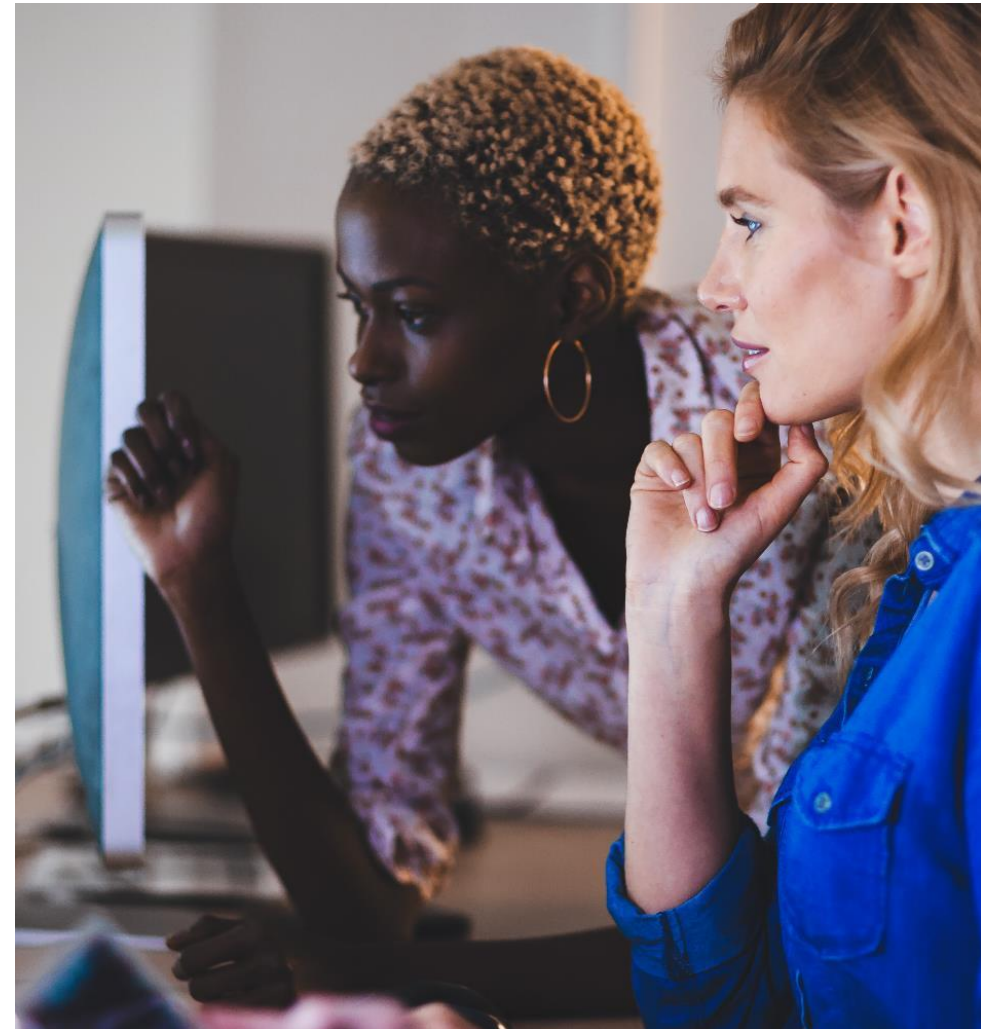
Underequipped L&D Professionals

People professionals need to develop their capabilities before they can advance others
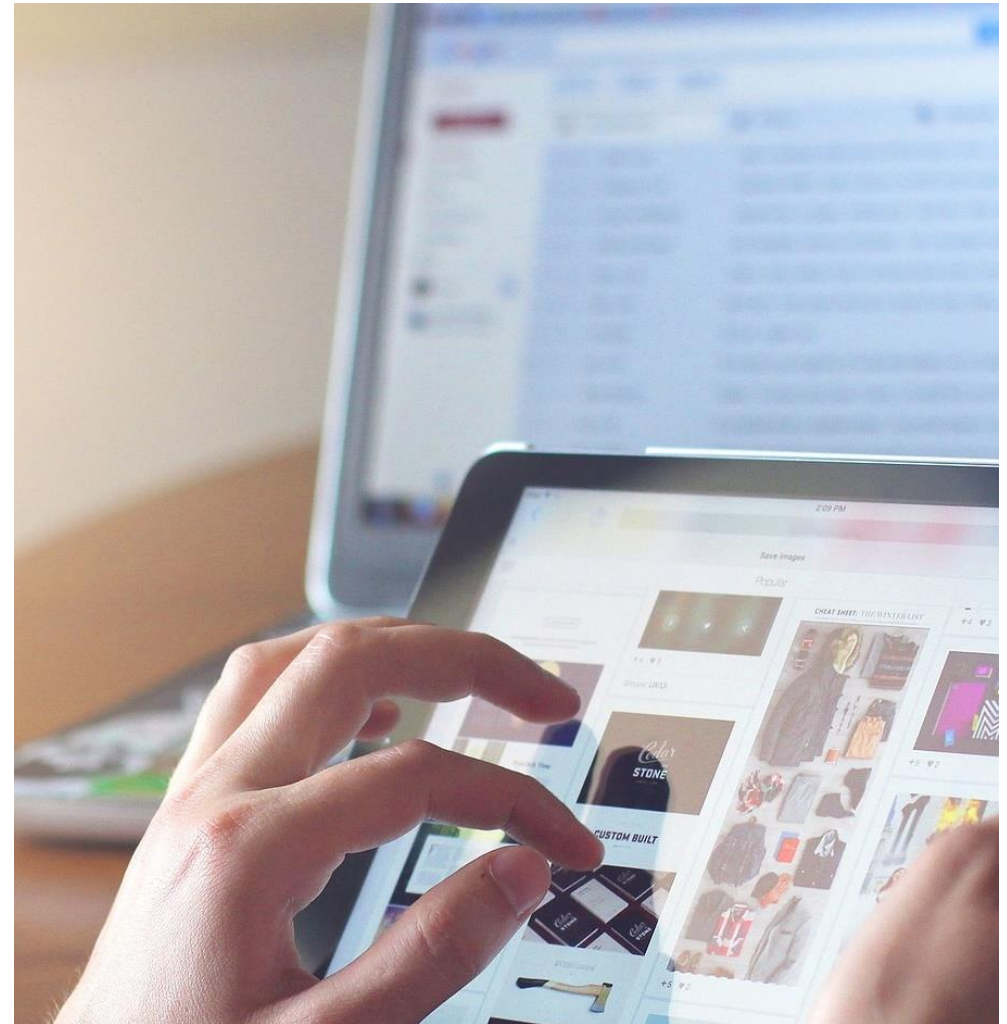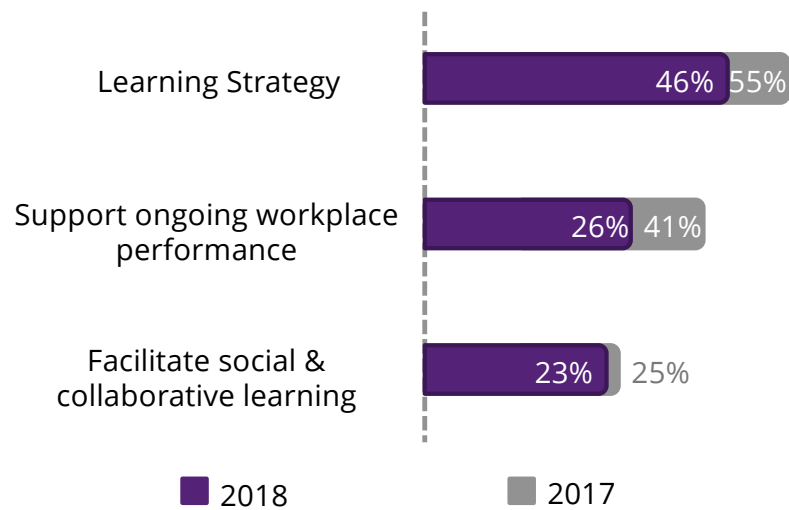
	2018	2017
Learning Strategy	46%	55%
Support ongoing workplace performance	26%	41%
Facilitate social & collaborative learning	23%	25%

■ 2018 ■ 2017

How can we keep up?

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Taking into account this conundrum, what can we do?
Share your Top 3?

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How can we stay ahead?

How Top Performing Learning Cultures are driving more impact
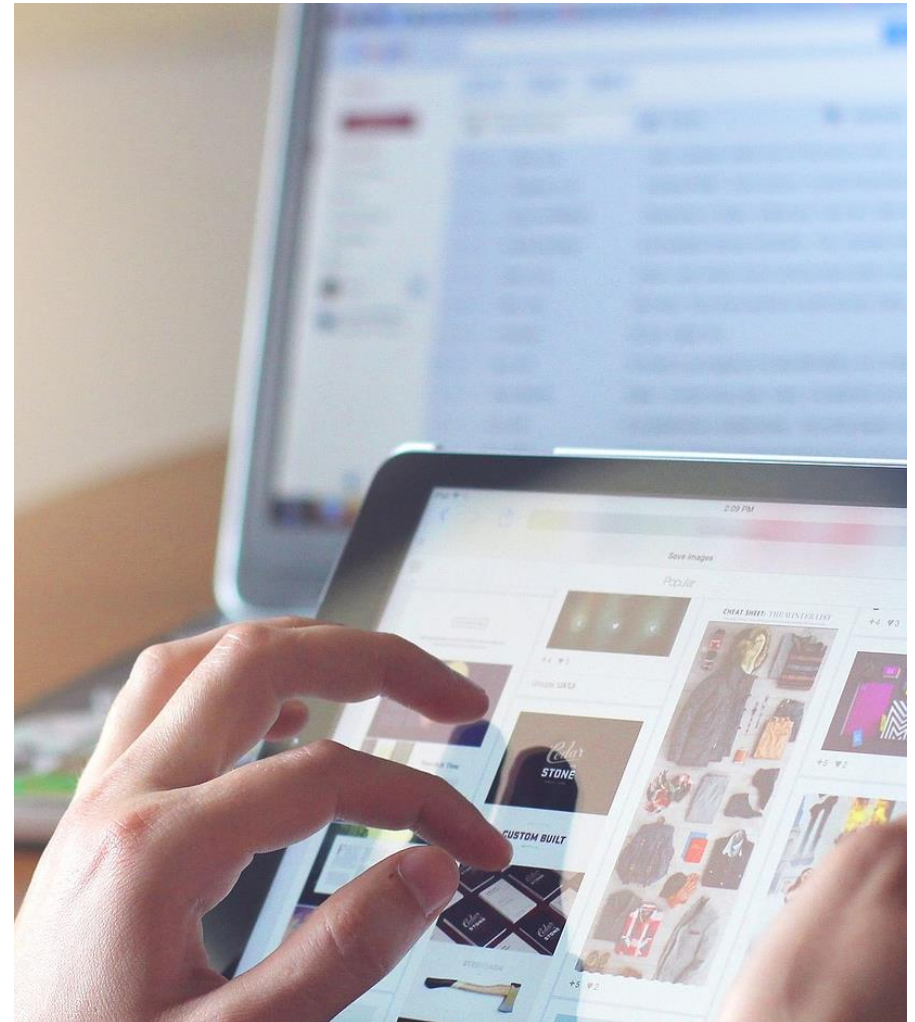
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Potential for Success

High Performing Learning Cultures are

10x

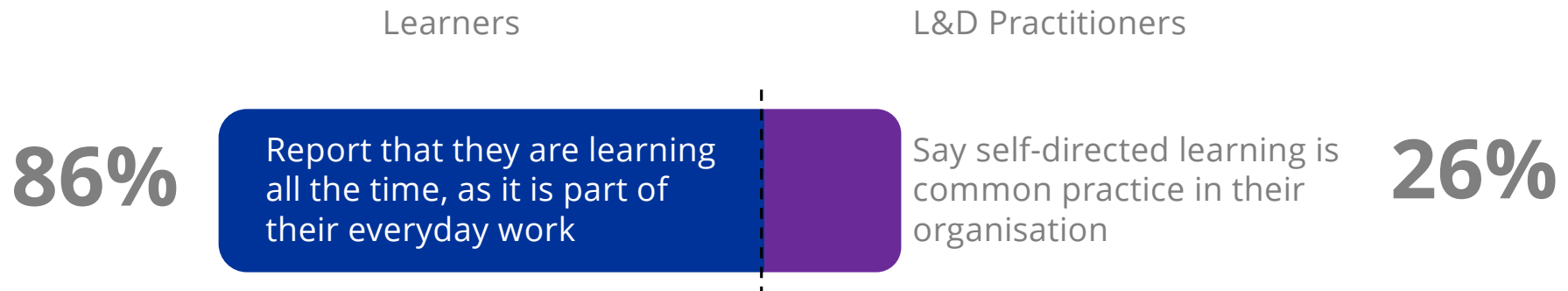more likely to report that individuals engage in professional self-development without prompting...

These companies are also more likely to see growth in 4 key areas of business:

- Growth
- Transformation
- Productivity
- Profitability

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Current Disconnect

L&D are responsible for encouraging self-determined learning, but at present they do not understand the position of their learners

Learners   L&D Practitioners

86% Report that they are learning all the time, as it is part of their everyday work | Say self-directed learning is common practice in their organisation **26%**

5 WAYS CONSUMER-LEARNERS ARE CHANGING CORPORATE LEARNING

1

Consumer-learners are not just becoming self-directed, but increasingly self-determined; they want to drive their own learning instead of having it prescribed

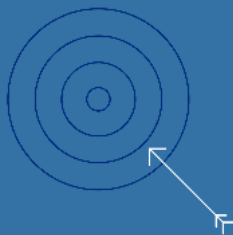"I learn more by finding things out for myself than from the classroom, or formal courses"

2015 52%
2016 60%
2017 62%
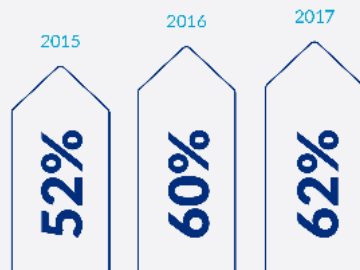
2

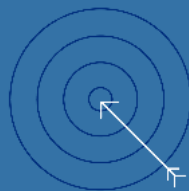Consumer-learners are emphasizing the need for relevant content if they are to remain engaged

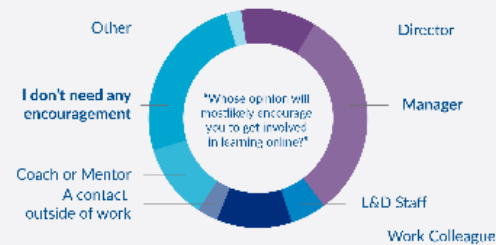**30%** of learners say current online learning content is not relevant to their needs

36% of organisations report that individuals can access learning that is directly relevant to their job
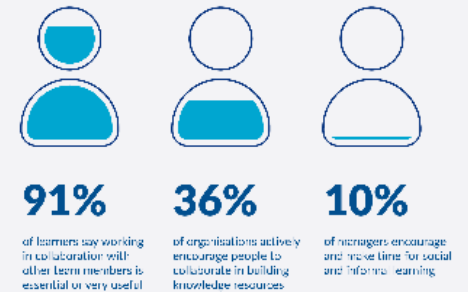
3

Consumer-learners are less likely to be influenced to learn by L&D; but they listen to their leaders, peers and mentors
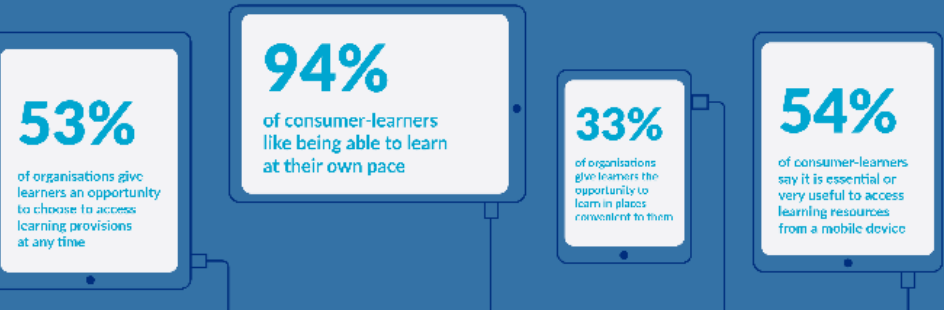
"Whose opinion will mostlikely encourage you to get involved in learning online?"

- Other
- I don't need any encouragement
- Coach or Mentor
- A contact outside of work
- Director
- Manager
- L&D Staff
- Work Colleague

4

Consumer-learners learn best through social and collaborative learning that allows them to work with others

91% of learners say working in collaboration with other team members is essential or very useful

36% of organisations actively encourage people to collaborate in building knowledge resources

10% of managers encourage and make time for social and informal learning

5

Consumer-learners desire mobile learning solutions that are flexible and accessible from anywhere

53% of organisations give learners an opportunity to choose to access learning provisions at any time

94% of consumer-learners like being able to learn at their own pace

33% of organisations give learners the opportunity to learn in places convenient to them

54% of consumer-learners say it is essential or very useful to access learning resources from a mobile device
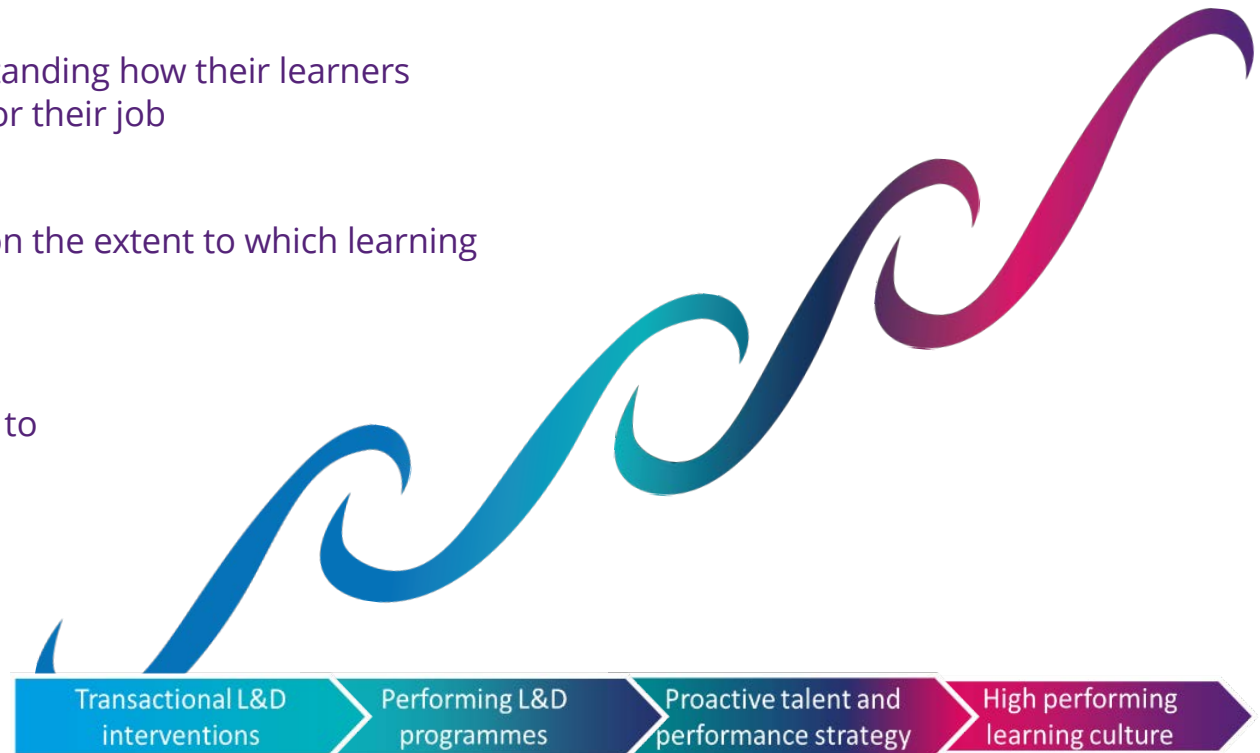
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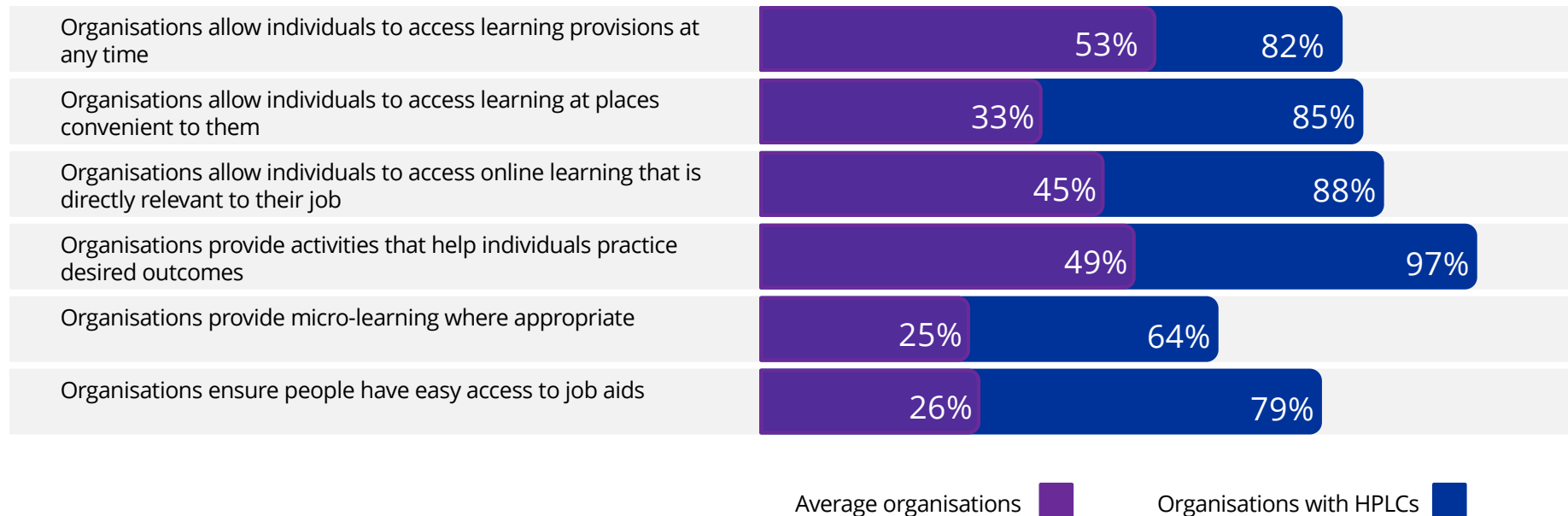
Differences at each stage

Stage

1. Only **1%** are proactive in understanding how their learners currently learn what they need for their job

2. Only **16%** routinely collect data on the extent to which learning points have been understood

3. Only **22%** use learning analytics to improve the service they deliver

4. **100%** identify the minimum information that individuals need to take action on desired outcomes

Transactional L&D interventions

Performing L&D programmes

Proactive talent and performance strategy

High performing learning culture

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High Performing Learning Cultures

Top organisations use data to effectively nudge learners; subtly encouraging self-determined learning

	Average organisations	Organisations with HPLCs
Organisations allow individuals to access learning provisions at any time	53%	82%
Organisations allow individuals to access learning at places convenient to them	33%	85%
Organisations allow individuals to access online learning that is directly relevant to their job	45%	88%
Organisations provide activities that help individuals practice desired outcomes	49%	97%
Organisations provide micro-learning where appropriate	25%	64%
Organisations ensure people have easy access to job aids	26%	79%

Average organisations ■ Organisations with HPLCs ■

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Blended Experiences

85% Encourage people to collaborate in building knowledge resources

55% Managers encourage and make time for social and informal learning

84% Create learning spaces to make sure people can learn collaboratively

# What are Top Deck doing differently?

Learning Ecosystem

There is a relationship between individuals having flexible access to learning provisions and an increase in continuous and self-directed learning

Organisations increasing flexibility:

1. 24% - Identify why individuals aren't taking action
2. 37%- Ensure people have easy access to job aids
3. 33%- Use technology enabled learning
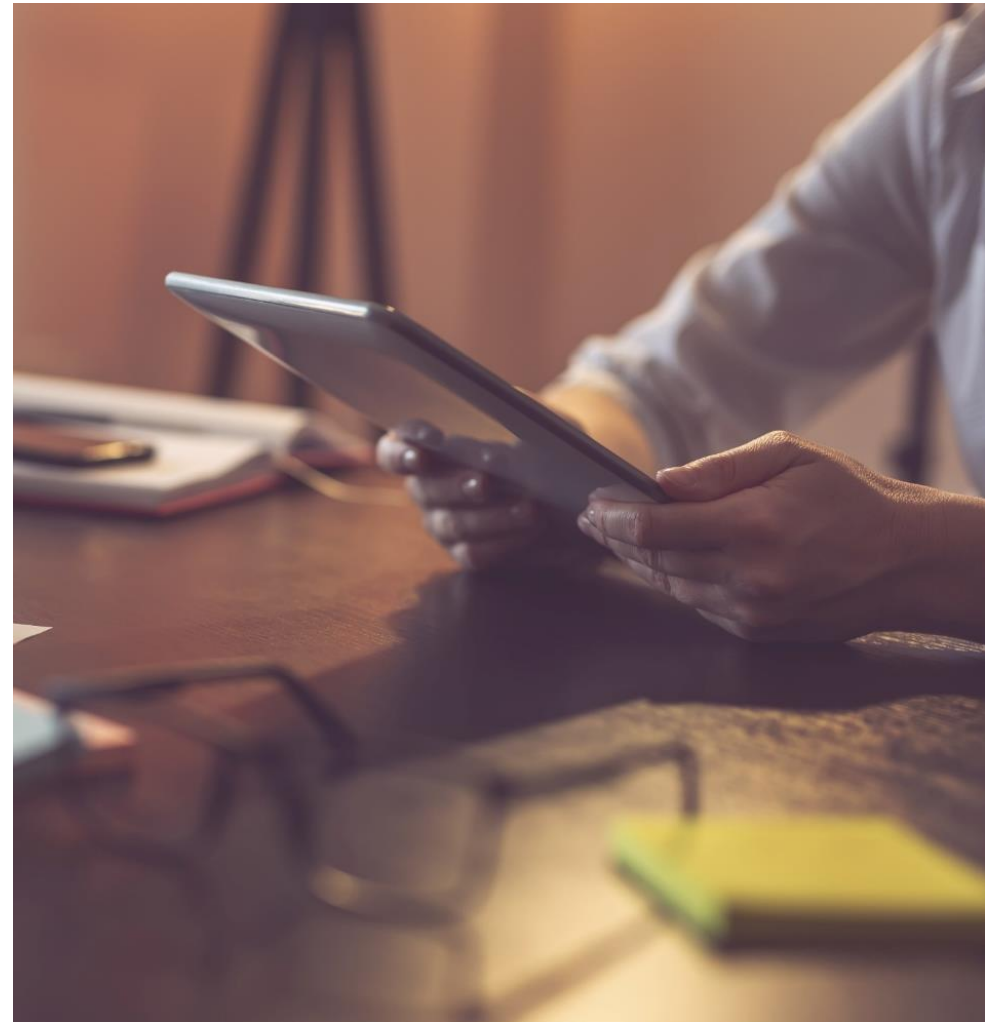
The need for guidance and nudges

Organisations that facilitate mentoring within their learning culture are more likely to support continuous learning

31%

of Individuals are most likely to be encouraged to learn from their manager

Key Takeaways

Key Takeaways:

1. **Learning is not about learning**
Guide the organisation to create a learning culture that highlights and supports the critical capability needs

2. **Empower consumer-learners**
Continually uncover the preferences of your people and nudge them to be self-determined

3. **Drive more informed investments**
Combine transformational data with experience to increase & sustain impact

4. **Create a learning ecosystem**
that delivers at the pace & scale required