



Newsletter

May 2019



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Welcome from the EAPM President



Lucas van Wees, EAPM President

Looking back on a great 29th EAPM Congress 2019 in Slovenia I feel inspired, fascinated, grateful and indeed, a little humble. For the very first time the Congress was hosted by a South Eastern European country. Under the theme - "Love HR" - it was two wonderful and rich days, full of interesting presentations and discussions around the current HR trends. It was great to see so many young people involved and engaged in the congress.

We can look forward to a promising future for HR, free of common prejudices and misunderstandings regarding the profession of personnel. The achievements of our Slovenian colleagues who organised the Congress in beautiful Bled are very much appreciated. At the end of this Congress, I was proud and grateful to announce our 30th EAPM Congress which will take place in Vilnius, Lithuania in 2021.

This year's Delegates Assembly took place before the Congress. Delegates from 23 different countries from all over Europe met to discuss the current projects and matters of the EAPM and to share their experiences and best practices. We were able, especially with the great work of our subcommittees, to successfully advance some of our large projects. For example, there will be a member's area on the EAPM website where members will have convenient access to all documents and information at all times and can also work together virtually on projects, no matter in which corner of the world they reside. Part of the member's area will be the speaker database, which is expected to be up and running later this year. Each country provides quality certified top speakers accessible to our members in a well-structured database.

Another important project that has been developed is the initiative for the International Human Resources Day. On the 20th of May every year, all of Europe will be able to celebrate our profession and the relevance and importance of people management. We would like to encourage you to celebrate this special day with us and with all of Europe! Design your own celebration, action or campaign on International Human Resources Day and seize the opportunity to bring together people and organizations, leaders, employees and HR according to this year's overarching theme: "HR – connecting people and organisations". Share with us your ideas and impressions under the hashtag #HumanResourcesDay.

Get inspired and equip yourself with the information and material that we have put together for you on our website www.eapm.org including a brim-full Celebration-ToolKit.

We will continue our efforts to make EAPM more digital, organise webinars and other virtual exchanges, offer our professional surveys to more countries, investigate various certification models across our continent and plan to sign a Memorandum of Understanding for an International Journal later this year. We have relaunched our Membership Committee aiming to retain and grow our membership base for the years to come. Part of this was publishing a leaflet with the main benefits of joining EAPM for our delegates, our 32 national member associations and our 250.000 connected HR professionals. All in all, we're moving forward in building the EAPM as an organisation which is credible, relevant and with a keen eye for impact. Of course, one of our interests is in the field of Learning & Development, which features as the main theme for the latest version of this EAPM Newsletter. I wish you enjoyable reading and don't forget to celebrate our very first International HR day on May 20. Our profession deserves it and it underlines the critical importance of people management across our continent.

*Lucas van Wees
EAPM President*

Editorial

Welcome to the first issue of the newsletter for 2019. The theme for this issue is 'New directions in Learning & Development'. Let me first thank those contributors who responded to the call with their observations, notes on practice and research from a range of different organisational and professional perspectives.

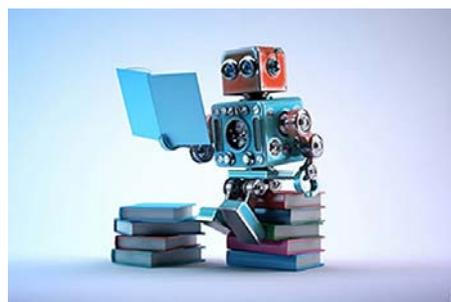
It is difficult to escape a view that 'new directions in L&D' means adopting the latest technological developments and utilising them within an L&D context. Of course, there is no doubting how mobile technology, social media and Artificial Intelligence have changed the landscape of learning over the last 10 years, both in organisations and within wider educational contexts – schools, universities etc.

The sheer power which is harnessed in sophisticated simulations, virtual learning applications and analytical capability is at times wondrous to behold. Are we entering a techno-utopia where the ease and equality of access to learning, together with clever, engaging learning resources are comfortably located in our hand? My concern in this Editorial, as technological developments in the world of L&D continue apace, is to sound a cautionary note and in doing so make the case that a questioning approach to L&D should be the *prima facie* 'new direction' in L&D.

We, as HR/HRD professionals, risk being side-tracked the technology. Two, inter-related arguments provide the basis for this position. Firstly, it is encouraging to note that one 'new direction' has been for learning to be integrated into the workflow and

with a consequential reduction in a reliance on the 'formal course'. However, I question whether the technologically based learning solutions in such contexts are always 'fit for purpose'. I have wondered for many years now whether many of the offerings from the training industry – whether this be virtual learning, e-learning, smart learning – are often solutions in search of a problem.

Also, the 'new' learning resource is invariably for individual access, e.g. via smart phone or tablet or pc. Of course, this is entirely appropriate on occasions. But a significant aspect of learning is when people interact with and learn from their colleagues as part of every day working. There is still a lot of work to be done to help managers establish a learning culture in their teams and wider organisation. Technology has its place here, but it is a second or third order issue behind identifying the most appropriate approach to meeting L&D needs.



Secondly, I wonder if we as HR/HRD professionals often fail to reflect on the implications of technology for our practice. Some have predicted a pessimistic scenario where HRD professionals are needed less in creative endeavours. Their work is de-skilled and reduced in value because machines can do their work better and more cost efficiently.



Dr Rick Holden

Machines identify learning needs, design learning and then match workers to programmes. HRD professionals lose the potential to help people develop and grow as they become de-personalised cogs facelessly delivering pre-packaged on-line services. Such an assessment cannot be divorced from an interpretation of what HRD is about and the nature of its practice. Your Editor argues strongly that HRD stands for dialogue, interaction and relationships. While learning through interaction and dialogue can certainly be achieved in an online environment it is surely a pale shadow of what can be achieved through collaboration and face- face interaction.

Such an argument is not a Luddite reaction to all things new. Rather they sound a note of caution that we must balance the arguments about the purported benefits of new digital and web-based tools with our understanding of the learning process and learning efficacy. So, we should adopt and utilise new technology in L&D where it can genuinely add value. Crucial, though, is that we consider such possibilities and potential with our eyes open and ensure our powers of reflective and critical questioning are not undermined by the arguments of the techno-positivists.

*Dr Rick Holden,
Liverpool Business School*

29th EAPM Congress



The 29th EAPM Congress was held in Lake Bled (4-5 April). Attended by over 500 delegates from 29 European countries, “LoveHR” provided a unifying theme to the Congress. The sight of all participants holding up their “Love HR” cards was an impressive and inspiring picture. It helped set the tone for an upbeat, engaging event both within the Conference Hall, and indeed outside with various social events.

Lucas van Wees, EAPM President, opened the Congress. He argued that HR had to be credible, relevant and with a key eye for impact. But, critically, the context in which HR operated today, had to be understood. The big questions of our time were technology, energy and climate, demographics and politics (for example, the rise of populism). Lucas was clear “HR can help shape the future workforce”.

With over 12 main presentations, two round table discussions, and a series of parallel sessions organised by the Slovenian HR Association, a rich landscape was on offer to delegates. In the forum a variety of sponsor stands generated additional interest.



Delegates could win a brightly coloured gecko at one of the stands. And there was even a fun run for charity around Lake Bled!

Three interrelated themes are highlighted here in order to relay some of the presentation content and main messages of the Congress.

Technology

The potential for HR to access and utilise technological developments seemed all pervasive – affecting

most aspects of the HR process.

Recruitment: The first of Tom Haak’s (HR Trend Institute) several technology-based “interesting trends” was The Virtual Job Try Out. He demonstrated how it is increasingly possible to provide potential new recruits with real insight into a possible new job insight via an interactive simulation.

The example used from a Dutch cosmetics firm demonstrated the company products but also

The virtual Job Try Out



integrated a number of 'tasks' and in this way providing both new recruit and company with useful pre-selection data. Wouter Van Linden (KPMG) provided Congress with insight into how KPMG have developed the onboarding process to address the clear, research evidence of the challenges facing organisations recruiting new people. Using a combination of traditional approaches (induction days, welcome information, buddy system) together with social media, gamification and regular survey data to assess expectations, perception of promises made etc. have seen real impact upon performance and retention. Particularly interesting was KPMG's use of technology to introduce pre-start Welcome App.

For KPMG There can be a period of 6 – 9 months from signing a contract to starting work. The App maintains a link with the new hires, providing information and a level of engagement with the company as the countdown to starting. KPMG have seen a real benefit in losing fewer people and in ensuring a level of engagement at day 1.



Wouter Van Linden (KPMG)

Illustration of 'Jobinson Crusoe', a talent attraction game developed by IBM for a public sector client, enabled Martin Klaub (IBM Germany) to show how a "serious game" was designed to test capability to act in certain ways that the client wanted. The game can be easily accessed via an app or laptop and consists of a series of short rounds where the player takes responsibility to organise a group of people stranded on the island to different tasks. The example provides a good example of how gamification can be used in a

very targeted way for talent attraction when required skills and behaviours have been defined in a very detailed way.

There was an underpinning clear message: the value of tailor made and fit for purpose applications of technology to the recruitment process.

L&D: Ever wondered if the surgeon about to perform an operation knows exactly what he/she should be doing? Worry no more as Tom Haak demonstrated an example of the increasing use of micro learning "at the moment it is needed" for gall bladder surgery! Tom described this as "learning in the flow of work". Designed on the basis of performance analytics the micro learning sequence, might ask a couple of questions and depending on the reply offer a bite size chunk of learning – e.g. a short video. In this example it might be to show the critical elements in this particular surgical manoeuvre. More broadly Tom argued that L&D is lagging behind in the application of technology in this way. There was huge potential for tailor made micro-learning to be used in a wide range of workplaces.



Performance and Talent Management: Possibly slightly scary for some in the audience were the examples Tom Haak provided of trackers being used to monitor performance. A number of police forces, for example, equip their

officers with trackers. When called to a crime scene the tracker can indicate agitation levels which may be to the detriment of performance. They provide immediate feedback to the officer to enable him / her to take appropriate action.

Prescriptive analytics is rapidly developing. Tom's example here was from an emergency call centre. The data from extensive analysis of where they were successful (saving lives etc) and where they were unsuccessful is used to prescribe to employees how they should behave. "Follow the protocol", the script, and this will ensure best performance.

Elsewhere Richard Farkas (Co-creator CultureConnector) argued that we have known the importance of cultural diversity and complexities within organisations for some time; widely acknowledged as problematic. Using an interactive engagement tool (menti.com) delegates provided a rich array of cross-cultural mistakes that they had witnessed in their organisations. Richard's key message was that the capability of data analytics today provided a means to measure cultural diversity much more effectively; the resulting analysis being used to more effectively manage culture issues.

Martin Klaub drew Congress' attention to 'Myca', a career advisor app developed by IBM's Watson Analytics. Myca is a unique tool that uses artificial intelligence to provide personalized career advice, career planning, and career development to employees of different organizations across various industries. It encourages internal mobility leading to retention of skilled works and saving on hiring costs of external employees. Myca links into any



company's HR information system and as Martin explained Myca "knows you". He also referred to a latest innovation 'Cogni-Pay' which uses AI to assess performance and skills and to make recommendations on career potential, remuneration etc, although any final decision rests with a real person!

Role and positioning of HR

Themes covered by speakers in relation to this challenging issue ranged from the need for HR to be "agile", through leadership implications and HR's business orientation.

Agile HR: A panel of speakers comprising Natal Dank (Agile HR Community), Laura Klancnik (BSH

Home Appliances) and Mojca Domiter (Atlantic Grupa) engaged the audience (again using menti.com) for their views on agile HR.

The panel used these responses to help them advance their own thinking and experience. Natal, for example, argued powerfully that we needed to debunk some of the myths surrounding the 'agile HR' hype. A core mind-set she suggested was that of "finding out what works". This was echoed by Laura Klancnik. Agile HR is about "using common sense". Mojca Domiter raised the point about the increasing need, particularly in the large organisations, for multi-functional teams and by implication HRs role in working throughout the organisation to foster and develop



such working. Natal pointed to the example of Vistaprint who have sought to transform their organisation through 'agile'. Importantly, this 'agile' mindset has also been embraced in HR. So, there has been a change in name from HR to Talent & Experience (T&E) and which is fully embedded in the business itself. Vistaprint have reconceived the T+E function in terms of generating and continuously improving products, rather than executing time-limited processes or projects; for instance, the "employee experience" at Vistaprint is conceived as a T&E product. [See the full article](#)

The need for HR to be able to experiment and undertake discovery work was also advocated as a key 'Agile HR' attribute. In an example from performance appraisal

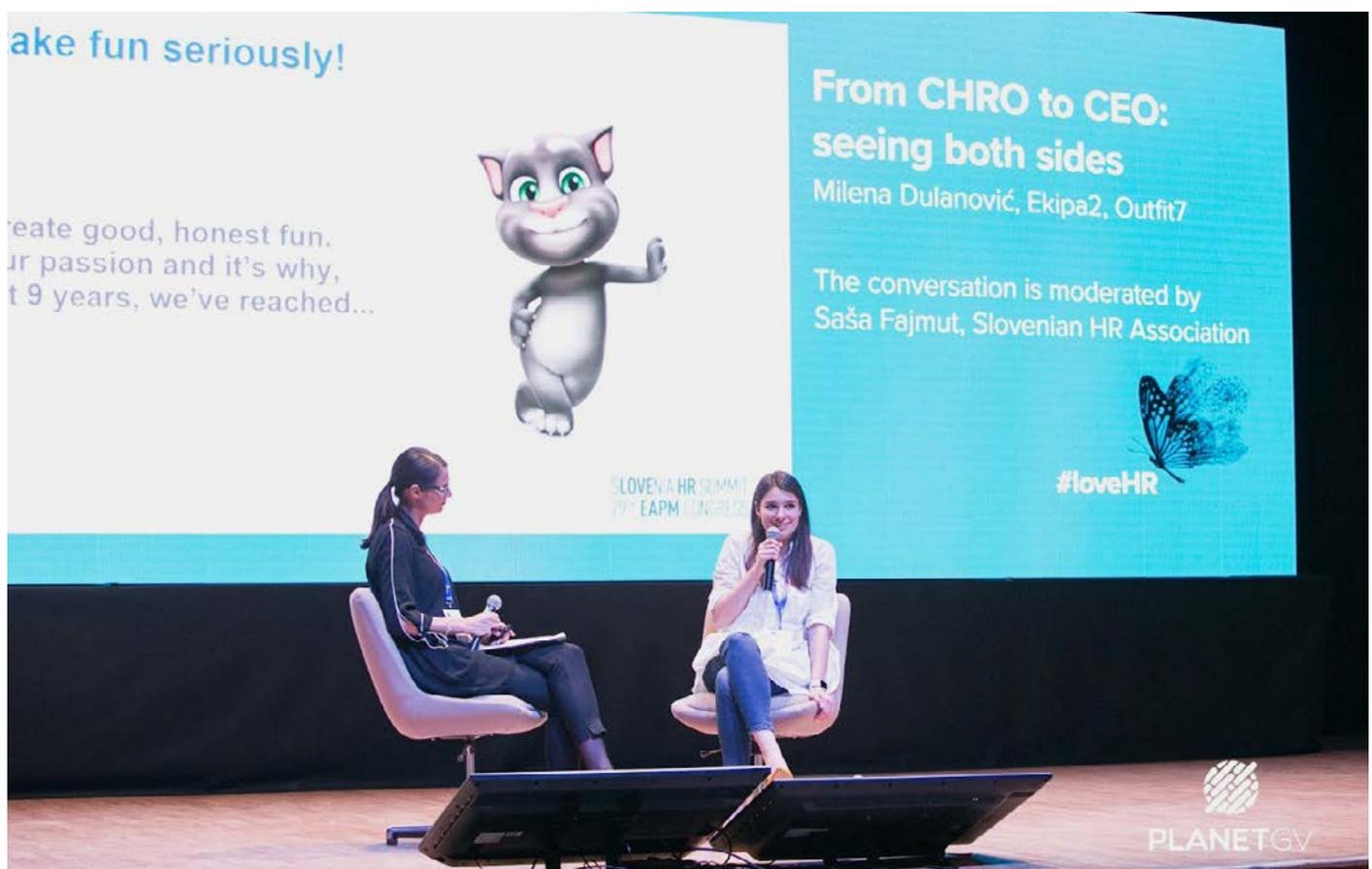
Nica relayed her experience of exploring with staff the relationship between performance and reward, experimenting with different ways of giving feedback and rather than a big bang change introducing a pilot where one key step was to remove the quarterly bonuses. The discovery, experimenting and data gathering phase "just flipped it" according to Natal and enabled the organisation to buy into this change and also look to next steps.

Creative HR Leadership: This dimension to 'Agile HR' appeared to have much in common with Dr Pierre Casse's (IECD Bled School of Management) notion of creative HR leadership. A key message was that HR had a role helping create and mould the organisation of tomorrow. Casse entertained the audience

with his views that no top leader should be in post for more than 5 years. "They become sick!" He also argued that it was time to revisit the shibboleth that was team leadership, provocatively suggesting that we had been brainwashed as to the benefits of team work. Specifically, as regards how HR might equip itself for the challenge three main implications emerged:

- The need for courage to speak up, to challenge
- The need to help create an ethical working environment; one which emphasised dignity and respect for all employees and above all
- To make sure that all assumptions used in the past are reviewed and challenged.

The 'Business' challenge: An underpinning theme from several



presentations relating to HR's role and challenges was to maintain a keen eye on the business. Nowhere was this more apparent than in Milena Dulanovic's personal story of moving from HR partner to General Manager at Elipa 2 (a subsidiary of Outfit 7). Many Congress participants were familiar with one of Outfit 7's products, an app featuring 'Talking Tom' (the first app, Talking Tom Cat, launched in July 2010, has now generated more than 9 billion downloads).

A key factor in her appointment as General Manager, as reported by other business heads, was that Milena "knew about people". In no way did she want to leave HR behind. In her new role, she explained her desire to try and balance admin and finance with the people side of the business. Her message to Congress was clear: "HR professionals should constantly think about what value they can bring to their employees", and if they manage to do this it will be of real organisational benefit.

Digitisation of people data was key to enabling an agile organisation which could ensure competitive advantage. This was the message of Natasa Centa and Mojca Hafner

Jereb, representing Cetrta Pot, in one of the parallel sessions run by the Slovenian HR Association.

"The path to agile business operations starts with lean operations and this entails the engagement of employees in HR management.... valid data which can be viewed at any point along a timeline are a tremendous advantage for an organisation's strategic planning." The presenters argued that Gen Y and Gen Z employees were much more amenable and capable of engaging in their own HR management. Cetrta Pot are a leading Slovenian company specialising in information systems and also fare collection in public passenger transport.

Respect: Respect was a key message of a particularly inspirational presentation from Emil Tedeschi, CEO of Atlantic Grupa. Drawing on his experience establishing and developing the organisation he argued powerfully that the intangible assets of the business were far bigger than any on the balance sheet. Whilst acknowledging there were constraints in ant business ultimately it was critical for employees to 'feel free in work'. The opposite was to feel to feel captured. But this



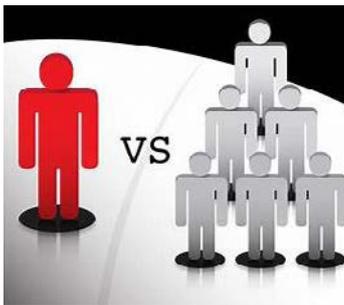
couldn't be imposed – it was about establishing and sticking to values which centred around self-respect and respect for other people's choices.

HR Tensions and Challenges

This third section highlights some of the challenges and tensions in relation to the HR issues and developments discussed at Congress. There is a danger, for example, that we get side-tracked by the wonders of new technology and overlook what is really fit for purpose and also some the darker implications for organisational life and society more generally.

Indeed, Pierre Casse's views of life tomorrow at times bordered on the dystopian. He predicted billions will become useless as technology takes over their jobs. The deep learning capabilities in computing meant AI was increasingly capable of controlling us. This issue of whether technology is an empowering or controlling force cannot be sidestepped. If prescriptive analytics means employees must "follow the protocol" (Tom Haak) does this





inevitably mean a reduction in the quality of work, making it increasingly routinised and lacking in autonomy and decision making? At EAPM Congress two years ago Agnès Parent-Thirion – Senior Research Manager at Eurofound – indicated that roughly one-fifth of employees reside in poor quality jobs and notes “very slow progress” in enhancing quality. Few speakers challenged the prevailing assumption that all HR efforts are geared towards policy and practice in a knowledge economy. Few questioned that HR’s principal challenges were not those of workplaces which have been ‘transformed’ by new technologies, new forms of work organisation and a new generation of management thinking that stresses flexibility, quality, teamwork and empowerment.

Tom Haak also raised the concerning prospect of organisations being able to monitor employee behaviour minute by minute and indeed to assess factors like organisational mood by analysing emails. This seems completely odds with the aspirations of Emil Tedeschi that employees need to “feel free at work”. Taking a big picture view the power of technology to ‘personalise’ and thus enable HR policies and actions to be geared to the individual rather than the collective raises uncomfortable questions. Is organisational success best obtained by sacrificing a sense collectivism and replacing it entirely with individualism? Casse suggested

we had been brainwashed on team work and if trackers can analyse our every move where is the value of a team ‘pulling together’? It is perhaps much easier to simply focus on the performance of 6 individuals rather than the team. But at what price to the social side of organisational life and to communities of practice etc?

And so, returning to one of the central themes of Congress a critical question for HR is surely how technology can be deployed and harnessed to increase both inclusivity and the quality of work for large numbers of today’s employees.

An inspirational finale

John Amaechi closed the last day of Congress with an inspiring story of a dream, determination and hard work. His theme was transformation – personal and organisational. As regards HR he provided insights to help a move from being transactional to transformational. John is an organisational psychologist and CEO of Amaechi Performance Systems. Prior to founding his own firm John spent several years as a professional athlete, becoming the first British person to play in the National Basketball Association (NBA).



The Slovenian HR Association

The Congress was hosted by the Slovenia HR Association, together with Planet GV who organize business education in fields of HR, leadership, and communication. A parallel series of workshops accompanied the main proceedings. A highlight of Day 1 was the presentation of their annual awards. The picture features (from left to right) Peter Ribarič, Executive Director of Planet GV; Eva Cvelbar Primožič HR manager of the year 2018, Kolektor Group; Nataša Bazjak Cristini, HR manager of the year 2019, Atlantic Grupa; Gregor Rajšp, President of Slovenian HR Association.

The 30th EAPM Congress will take place in Vilnius, Lithuania in 2021. We are looking forward to seeing you there!



29th EAPM Congress in Slovenia – impressions



29th EAPM Congress in Slovenia – impressions





NVP, The Netherlands

Hype or Trend? Microlearning is here to stay

by Helma van den Berg, Let's Learn!, LLC



Helma van den Berg

MICROLEARNING:

BREAK IT DOWN, MIX IT UP



We all like to perform in our job. We all want to be the best. But what if you do not know how to handle some aspect of work? What if there is no colleague around to ask? Or what if she/he is too busy to interrupt? We go to Google or to YouTube and type 'how to...' We read flipbooks or articles, watch videos, animations, infographics and listen to a podcast. The question is possibly answered and we continue our work. This works until your question is specific or concerns the policy of your organisation. Then we have to interrupt our colleagues or wait for our answer. Or?

Until recently we had to jump into company handbooks or the intranet. And we could get lost in all the texts. If you are not well known to your organisation it could become a long and deep dive into words and even

more words. Nowadays, luckily we have microlearning.

What is Microlearning?

Microlearning is a type of training delivering subject specific knowledge in small units. It is a short learning activity for a short learning intervention. They are designed to help learners tackle a large volume of learning content by taking small chunks at a time, when learners need it.

A microlearning course can be just a three minute lesson, or a series of short standalone lessons that are targeted on just one certain learning objective. It can be video, an animation, a flipbook, an infographic or a podcast; short and with useful information/knowledge in it. It will avoid us from a deep dive and a loss of time. It fits our natural desire to

find an answer soon and provides your own Google or YouTube moment. It fits our needs and is just in time available.

In addition to being short, microlearning is focused on results here and now. Unlike traditional courses, where you have to study the first lesson to move forward to the second, each chunk of a microlearning course is a complete meaningful unit.

However, it would be a mistake to think that microlearning is only good at a short distance. We only learn because we repeat and bring new information to our brains. Spacing and repeating content is an important principle for effective learning, that can be filled in with microlearning. Microlearning serves three main goals: performance support,



NVP, The Netherlands

repeating and spacing lessons. It works well when it is combined with macro-learning like a training, course, MOOC or e-learning.

Developing microlearning

A key ingredient that makes microlearning effective for use right on the spot is simplicity. But simplicity is not always easy and fast when you are responsible for its design. It all starts with a goal, who is the user, where does she/he first get the question, what are the microlearning forms that fit the organization and user? By working with a designer thinking approach you find out what fits the user, the organization and the answer.

By working this way, the content is relevant and focused whilst remaining an ad hoc learning experience. If these points are properly treated, you win the jackpot: learning that is customized for the individual needs of each learner.

Microlearning Best Practices for Business

The case study below demonstrates how microlearning can be used for in-house HR purposes.

A big international organization with around 200 locations in the Netherlands introduced a new self-service application for managers. It allowed the managers to make and change labor contracts for new employees. The introduction was not as easy as foreseen. Six months after the introduction, the HR shared service department's analysis showed that many questions were related to the same topics. They wanted to



reduce the time needed to answer those questions. They also wondered how to resolve this by further training with microlearning. The microlearning modules have been integrated into the FAQ application. This means that if you have a question, you go to the FAQ app to find the answer within the video on your topic. The videos are also available on the intranet of the company, to make sure the user can find them anytime. The microlearning modules were introduced along with a memo and a video to the managers in the 200 locations. New support calls were also forwarded to the videos. Within one month, this resulted in a 50% reduction of support calls on the specific subjects.

When not to use?

Not all types of training fit a three-minute format, and not all skills can be practiced like that. While microlearning techniques are good for memorizing glossaries, facts, and basic how-tos, they won't help learners identify cause-and-effect

relations and don't provide them with a deeper understanding of subjects. You cannot use it to explain how a rocket works if you don't know a thing about it.

To sum up

Microlearning feels like a great approach to modern workplace learning. It's effective, engaging, and appeals to learners. It can be a stand-alone solution for corporate learning, as well as support and augment longer e-learning courses and even face-to-face learning. At the same time, we cannot call microlearning a "one size fits all" solution. Without a strategy and precise planning, it's not going to save the day.

Yet, given the fast-paced culture we have now, microlearning is absolutely here to stay.

Author Note: Helma van den Berg, the owner of Let's Learn!, LLC, and a microlearning expert. Helma believes that microlearning not only provides the necessary knowledge at the necessary time, it does this in such a natural way that people are unaware they're actually learning.



CIPD UK

CIPD

Learning must be closer to the organization

by Andy Lancaster, Head of L&D Content, CIPD



Performance and productivity, no matter what business or sector you work in, are two words that are likely to keep your senior managers awake at night. The question of how to improve at what you do is no longer an option if your organization wants to survive. A fresh approach to organization learning is a key part of the solution.

Performance and productivity are driven by learning – not the old paradigm where staff attend an occasional face-to-face course but learning that takes place at the heart of a business on a daily basis. For that to happen, learning must get closer to the organization. And that requires organizations to change the way they approach learning, in a number of profound ways.

For one, there must be a primary focus on key organizational needs. While there may be a broader learning offer, the core effort must be supporting the achievement of key KPIs, and that requires greater clarity for the learning team about business drivers. Senior leaders have a key role to play as champions

of the learning process. It's no longer adequate to simply have a senior sponsor for a learning programme; we need leaders who engage and promote learning as a core part of their role and are known to be learners themselves. Managers matter too. They define the needs, facilitate the time and space for learning implementation and monitor outcomes and improvement.

Learning should be an agenda item at every team and 1-2-1 meeting. But learners, of course, are the most important people in the process and should be intimately involved in learning design. As key stakeholders, their views on what is needed, how it should best be provided and when it should be accessible are core to effective learning and development. Learner generated content is so effective in supporting performance; is it any wonder that engagement increases when learners have a part to play in the design and delivery?

All this means we need learning solutions that are rapidly created and deployed. No longer do we have the luxury of the L&D team taking weeks

or months to develop a solution; performance support must be highly responsive. That requires an agile, iterative design process where improvement is ongoing.

Learning solutions can be 'good enough' and need not be perfect! Driving performance through learning very often means delivering development 'in the flow' of work. Employees should be able to learn as they work and work as they learn. It's becoming a well-coined phrase, but learning that is genuinely close to the organization is about 'resources, not courses'. That means performance support aids, videos, podcasts and blogs have a valuable part to play, as part of a continual performance improvement process.

Learning can no longer be seen as a series of fragmented events; it must become part of a new mindset where every opportunity is recognized and taken to increase knowledge and skills. Conversations are key in all this. Communities of practice are not a new concept, but we should now be encouraging communities of performance where time and technology are used to support meaningful interactions to share ideas and practice. It's time to invest in establishing a vibrant coaching culture where managers and peers can offer mutual support.

Is there a role for new technologies? Undoubtedly. The smartphone has transformed our personal lives yet it is often seen as a distraction in the workplace. Digital and social technologies have the potential to revolutionize workplace learning,

Learning must be closer to the organization



CIPD UK

CIPD



CIPD provides a range of resources for L&D professionals which can be accessed at the following link: <https://www.cipd.co.uk/learn/people-development-epicentre>.

CIPD's most recent research report "Professionalising L&D" can be downloaded at the following link: <https://www.cipd.co.uk/knowledge/strategy/development/professionalising-learning-development-function>.

which means those responsible for IT solutions need a greater 'can do' approach to supporting learning through devices and systems that are in common use outside work.

In many organizations, there remains a clear disconnect between frontline business activity and learning. No one initiative can fix that. But shifting learning closer to the business certainly can.



Search Inside Yourself Certified Program

Born at Google and based on neuroscience, the Search Inside Yourself (SIY) certified program in Geneva teaches mindfulness to enhance the emotional intelligence and performance of leaders and employees.



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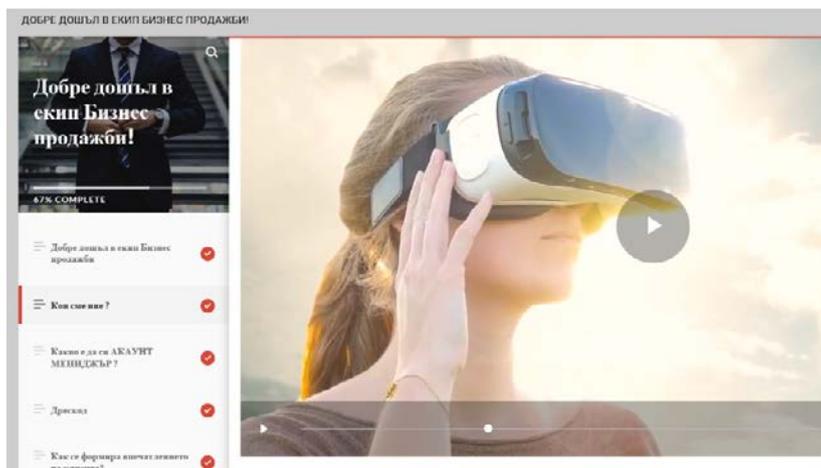


BAPM, Bulgaria

A1 Bulgaria promoting learning culture



by Biliana Drajeva, A1 Bulgaria



In the fast developing digital age we live in knowledge is not only power, but also a necessity. Constant learning is the prerequisite for any person or a company to grow and succeed. And for a telecommunications company that is striving to empower digital life it is a must. Which is why A1 Bulgaria has made constant learning one of its strategic objectives and a guiding principle in terms of people and business development.

A1 is a leading provider of digital services and telecommunication solutions in Bulgaria with nearly 4,000 employees and over 4.5 million customers. The company is part of A1 Group – telecommunications supplier with over 24 million customers in 7 European countries: Austria (A1), Bulgaria (A1), Belarus (velcom), Croatia (A1 Croatia), Slovenia (A1 Slovenia), Serbia (Vip mobile), and Macedonia (one.Vip). A1 Group has a stable shareholder

in América; Móvil - the 4th largest telecom company in terms of customers in the world.

Within the past few years the company has invested significant efforts and resources in promoting a learning culture and inspiring employees to expand their knowledge and develop their skills. By using state-of-the-art technologies and innovative learning practices A1 has made constant learning an integral part of the daily life and business. How have we done this? Miglena Ouzounova-Tsekova, Senior Human Resources Director at A1 Bulgaria, comments:

“We had everything necessary – a clear goal, a dedicated team, and a strategy based on our knowledge of our business and our people. We focused on three key elements that turned out to be the formula for our success – online learning packs, tailor-made classroom trainings, and incentives for the most engaged employees.”

Digital technologies supporting the learning process

Ensuring a variety of online courses available to all employees from any device and any place, anytime, is the required basis that A1 has covered for years. But not good enough. The extensive choice can be overwhelming sometimes – browsing through over 2,000 courses on topics from all areas of the business is time consuming and not always as effective. The solution for A1 was to make a short list of the most important and valuable courses, supplement them with company specific content and pack them in groups based on the business areas they are most applicable for – Technology, Marketing, Customer Experience, Finance, etc. Thus 3 introductory programs were developed - for shop employees, business sales and technicians, with a total of 84 courses, as well as 10 themed training packages with 70 classes, soft skills and hot topics trainings. The selection is prioritized in the online platform, while each pack is being updated regularly and communicated to the target audience and all other employees extensively to ensure awareness and buy-in.

The Knowledge Club

Digitalization plays its part in the learning culture, but it is missing the personal, human touch. The traditional classroom functional



BAPM, Bulgaria

and soft-skills trainings organized with specialized companies are still available, but too broad sometimes for the employees' and the business' needs. So A1 “unleashed the power within” by asking the employees to share knowledge and expertise with each other in the company's Knowledge Club.

Everyone is invited to become a lecturer on a topic corresponding to their professional expertise or join a course on their choice. Special packages with financial and non-financial benefits are provided to the lecturers based on the training conducted and the feedback received, thus motivating them to spare their time and share their knowledge and expertise. An online platform supports the organizational process and regular communication via all internal channels ensures the awareness.

Awarding the top learners

In addition to the variety of tailor-made courses, the incentives for those who use them most is also making a positive impact on the participation rate. A1 is giving out vouchers for personal and professional development courses on a quarterly basis in three categories – most online courses passed, most Knowledge Club courses passed, and most books from A1 Library rented. Recognizing the most dedicated self-development employees turns out to be a good incentive, but also another opportunity for the company to keep constant learning in the conversation.

Събитие	От
Как да изградим нашето присъствие и да комуникираме във Facebook_4 часа_05.04.2019 г.	5.4.2019 г. 13:00
SQL за начинаещи_5 и 6 април_2019_1,5 дни_със Симеон Тотев	5.4.2019 г. 13:00
Анализ на данни за начинаещи_1,5 дни_5 и 6 април 2019	5.4.2019 г. 13:00
Презентационни умения_6 април 2019	6.4.2019 г. 10:00
Excel за напреднали_13.04.2019_1 ден	13.4.2019 г. 10:00
SharePoint2013EndUserCourse_1 day_13.04.2019	13.4.2019 г. 10:00
Управление на времето_20.04.2019	20.4.2019 г. 10:00
SharePoint2013EndUserCourse_20.04.2019_1 day	20.4.2019 г. 10:00
Презентационни умения_11 май	11.5.2019 г. 10:00
Excel за начинаещи_16 май 17 май_2 дни по 4 часа от 13:30 до 17:30	16.5.2019 г. 13:30

The culture in facts and figures

The formula seems to work for A1 considering the results achieved within the past year only:

- The number of regular users of the online training platform has tripled.
- The courses completed increased 4 times up to a total of 24,500.
- 96% of all employees have completed at least 1 online training within 2018.
- A1 Knowledge Club now involves 36 lecturers on 20 topics and has nearly 1,000 participants in the courses so far.
- The onboarding process efficiency was increased – the number of employees who leave the company in the first months of appointment decreased by 62%.
- The competencies of the employees have increased - the average regular tests score now is 12% higher.
- The number of internal assignments for job openings increased by 14%.

Looking ahead

Of course, promoting a learning culture is a never ending process.. Nonetheless, A1's team is determined to keep the results achieved and build on them in future. The focus for the months to come is providing more intuitive and user-friendly online platforms, more interactive content, and more opportunities to exchange knowledge at all levels. And in the long run – to keep combining cutting-edge technologies with human touch for empowering digital life.



HENRY, Finland

Preparing your organisation for AI supported learning

by Dr Topi Litmanen, Chief Educational Scientist, Claned

Supporting learning with data is a process of using analytics to empower learning and making decisions based on data-backed evidence. Smart new technologies, such as machine learning and data mining have made significant progress in recent years, and their impact is growing in many areas of life. The finance sector is a prime example of how data and machine learning are used to optimise business processes. The field of finance naturally lends itself to data. It runs on clear metrics and has precise targets for optimisation.

Organisational learning, on the other hand, is an example of a field with varied goals and fuzzy data. That is the main reason, the area of learning has largely been lacking analytics and data-powered decision making. However, technological developments are reaching a stage in which these obstacles can be overcome.

HR has a natural position to becoming a true leader in digital learning. This transition has started, and it will gain strength with time. The phases and tools of the process are described in Graph 1 and explained in the following text.

Scattered data

Most organisations already collect and hold massive amounts of learning related data. Digital platforms, online courses, tests, competence appraisals, self-reports, education feedbacks, and other similar systems produce a wealth

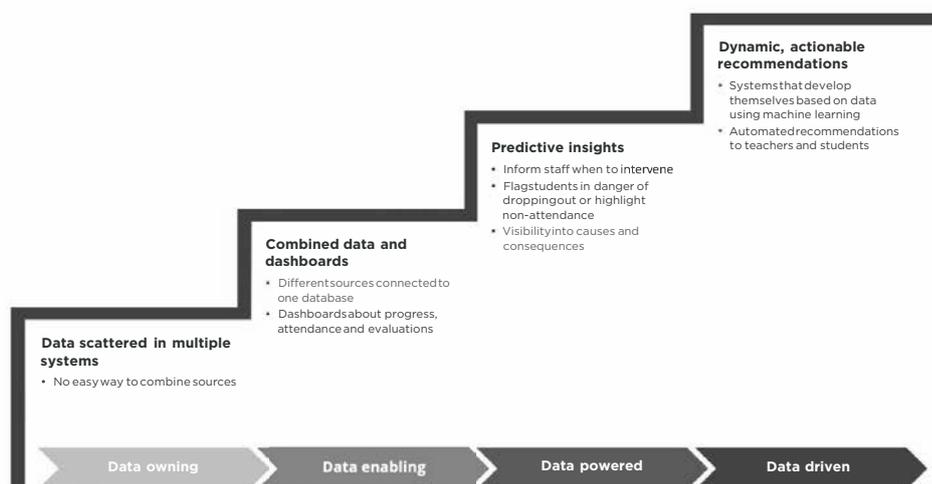


Figure: The phases of leading learning with data

of information. One of the key challenges is that data is located in multiple unlinked systems. To use this data, one needs to derive it from various sources and combine it manually. As a result, HR is left with periodically producing one-off reports with cross-sectional analyses about the current state of affairs.

Manual reporting, even if partially automated to reduce the amount of work, is not real-time. It focuses on a pre-selected set of explicit variables and is rudimentary and lacks the possibilities for insights compared to more present-day solutions.

Combined data and dashboards

Once an organisation combines its databases or builds interfaces for that purpose, more efficient data-enabled learning can begin to commence. Combining the learning management system, educational

data, competency evaluations and performance data brings insight into how all of these relate to one another.

Ideally, this information is presented in a simple dashboard (See Figure) providing real-time analytics about learning and development. It can bring insights into where learners are spending time, what they are engaged in and what seem to be the evident obstacles for development. Correlating the educational variables with business results, such as sales data, provides ways to explore the progress and effects of specific programs or interventions.

For the most part, dashboards are still constrained with human deficiencies in decision making. They only show what they are planned to show. We are inclined to focus on the explicit relations between the most obvious variables. Many of the



HENRY, Finland

implicit reasons between causes and effects are hidden from a human investigator.

Predictive insights

Even with the ill-defined datasets related to learning and development, advancement in natural language processing and image recognition allow algorithms to make sense of contents and contexts in materials. That is, they can mine the data points for meaningful correlations that often escape the naked eye, such as finding relations between implicit, hidden variables, and draw on historical data and decisions within the organisations. They lack some of the pitfalls compared to human decision making and can outperform even most experienced human practitioners. An effective way to gain insights into learning data is merging the desired outcomes, such as sales results or customer feedback with the usage patterns in a learning platform. This highlights effectiveness of different ways of engaging with the learning possibilities offered by an organisation. The information can then be used to adjust the learning programs for future learners.

These systems can be assigned to identify learners who are not participating, or whose skills are in danger of lagging behind. They can also highlight some of the knowledge gaps or strengths within an organisation. In parallel with helping HR professionals, the same algorithms can be harnessed to serve the learners. Indeed, the next level of learning systems is that which can make accurate recommendations for learners, educators, and HR.



Dynamic, actionable recommendations

Web stores and social media are effective in making interpretations about our interests and recommending us products or services that appeal to us. This same technology can be applied to support learning. This enables an organization to deliver truly tailored recommendations for 'just-in-time' learning and personalised training programs for each employee instead of fixed courses designed for the masses.

When a system has understanding about the needs, interests and learning activities of employees, it has a robust set of data to conclude from. It can recommend materials, activities and interactions to a specific learner based on identified

needs. Further on, a learning platform can make accurate recommendations for future learners about which actions would be beneficial for them based on previous learners' activities.

The next developments in this process will be automated learning paths using materials inside an organisation and automatically providing appropriate tests to measure learning and motivation.

Conclusions

Digitalisation and data are not solutions to every problem. Leading with data is about developing new ways of operating. It is slow; it requires work and most of all, it requires a comprehensive understanding of current operations. The first step is recognising the current state of learning data in an organisation and designing the steps to take the process forward.

Data-driven systems do not replace effective competence management, but HR professionals that refuse to leverage available data for this purpose will be replaced by those who do.

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HR Norge

A need to develop interpersonal skills

by Henrik Øhrn, HR Norge

The waves of digitalisation are still disrupting business, and many companies have come far in exploiting the possibilities digitalisation presents. However, one of the challenges identified by our 2018 HR study (see Figure), was not just digitalization, but the critical skills of the leaders and workers required to cooperate in new ways and with shifting business models.

In business life we are surrounded with dilemmas, and HR is no exception. The choice of whether we develop our own people or recruit new talent is one. The choices between developing a small group of selected talents or developing the whole organization is another. How these dilemmas affect L&D and training was of particular interest, because it highlighted a problem that has not yet been resolved. Although many companies have started to get a sense of control over their digitalization processes and technical needs, there seems to be some growing concern regarding how to exploit it most effectively. It is not yet a new era of post digitalisation, more a question of the human aspects of what new ways of working really mean, and if we are ready for that.

Critical competences – what's changed?

In the period between 2011 and 2018 the number of organizations who had a clear understanding of what their critical competencies are has dropped. New ways of work have chan-



The HR study was conducted by HR Norge and EY. The study explores four areas of tension in today's working life:

1. Develop or recruit competencies?
2. Broad or narrow talent management strategies?
3. Control or autonomy?
4. Standardization or individual customization?

ged and challenged their definitions of critical competences, and the shift seems to highlight aspects of interpersonal skills or soft skills. These are often difficult to define, identify, measure, and develop among the workforce, but nonetheless they have increased in importance since they are not just necessary during the transitions and change process, but required to be productive after.

While other skills can be categorized "temporary, but important right now", interpersonal skills could be viewed as stable skills by comparison. Even if line-managers could argue that they know who has these skills, there is little evidence showing how effective development or recruitment of such skills are.

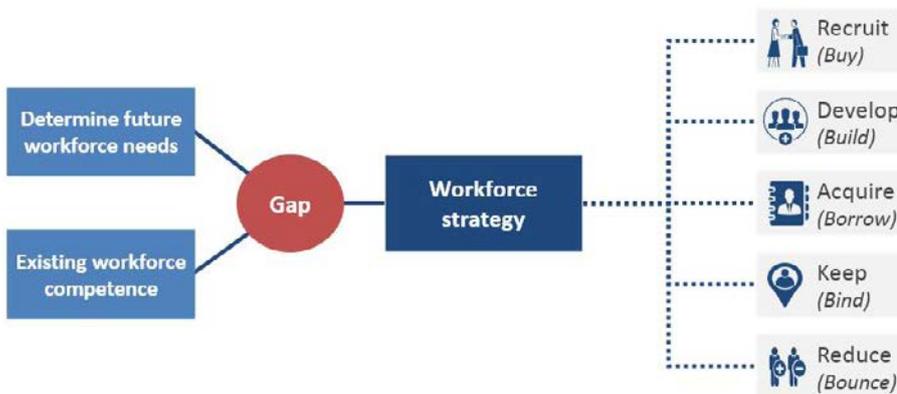
The study results show that 38% do not measure the competence gap at an individual level, and while they still might have an idea of who possesses the right set of these competencies they are struggling to keep them in their organization. On the other hand, 73 % of organizations who manage to measure these gaps at an individual level report that they are successful in retaining their critical talent.

When looking at companies with different sizes, it is also clear that small companies have the upper hand. 70% of small companies report having processes to identify people with critical competencies, while big companies struggle. Only about 30 % of big companies have such processes in place. Having a clear idea or definitions of "new" critical competencies is obviously necessary to be able to develop or recruit people.

A need to develop interpersonal skills



HR Norge



What do they do?

Over 75% of the companies in our HR Study report that they are short of these soft competencies, and this might increase further down the line as the new ways of work evolve further, spreading across industries. VUCA is not just more change but changes in a lot of areas – at the same time. This means that companies must work faster getting the right people and competencies in place who can manage to work in teams with externals, cooperate within and across company borders, as well as not just adjusting to new

business models, but also take part in developing new models perusing opportunities. But when looking at what the organizations actually do to fill these gaps (see also Figure above) a story of unsolved dilemmas is revealed.

When we asked the organizations to rate the use of different elements in their work force strategy, recruitment and development, was as expected rated highest. However, compared to the results from 2011, the use of development has decreased. In 2011 organizations rated development 5.7

(on a 1-7 scale) and in 2018 it was reduced to 5.0. But when looking at the use of contingent acquired workers, there was an increase from 3.5 to 4.3 (on a 1-7 scale). When analysing this further, another finding appeared. The companies that were successful in retaining employees with critical competencies followed the opposite pattern. They scored higher than average on development, and lower than average on the use of contingent workers.

Even though organizations recognize the increased need to be able to work in new ways and apply new business models, they are (overall) reducing development of their people at the same time as they are increasing the use of contingent workers. In the context of interpersonal skills, this would imply that they either underestimate the skills necessary to operate within these more complex business models or overestimate their actual competencies and abilities to exploit these new relationships.



GET UP: Innovative training to challenge gender stereotypes

by Claudia Tondelli AIDP Diversity Team Coordinator & Senior Manager HR & Stewardship, Kohler Co.



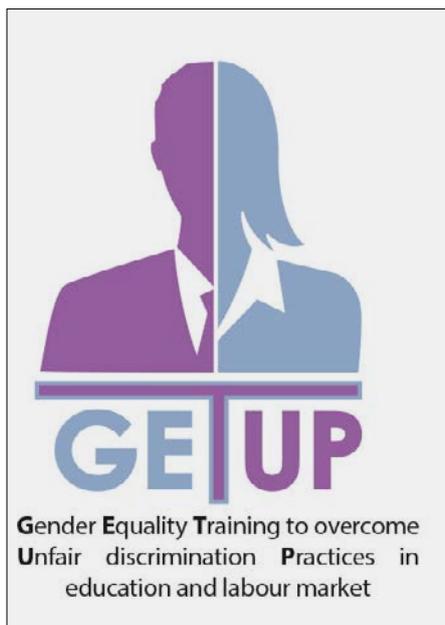
Claudia Tondelli

In October 2018 Annalisa Pastore was appointed full Science Professor at Scuola Normale of Pisa. She is the first woman to be appointed to this position since 1810, when the Scuola Normale was formally founded in the form of a subsidiary of Paris' École Normale Supérieure, by a Napoleonic decree. Its mission was to train middle and high school teachers as the new European intellectual élite of the Napoleonic Empire, exclusively based on individual talent and meritocracy. It has taken more than 200 years...hard not to notice it!"

The power and the costs of gender stereotypes

Gender stereotypes persist and are perpetuated, subtly in our society, the family and in companies, in a sneaky and imperceptible way, because they often act unconsciously.

Above all, women between the ages of 40 and 49 suffer from discriminations, being engaged in children and elderly family members



care, which often oblige them to choose part-time working, which is in Italy the option for 32.4% of women. Also, because of unequal sharing in care activities between women and men, poor culture of reconciliation and lack of welfare services.

Broken careers, precarious and temporary jobs with low income increase gender wage and pension gap, making especially Italian single mothers with small children and women with complex family members, those at high risk of poverty.

Maternity is discouraged, being, in fact, one of the main obstacles to access to a job, while 51.4% of children under 2 years are now grown by their grandparents. Creating a gender equality friendly

context is not only a matter of human rights, but above all, a clear goal for the development of a Smart Economy whose pillars are sustainable and inclusive growth. Indeed it is, above all, a responsibility of human resources professionals. Moreover in the current economic situation, characterised by welfare measures' reduction and by the speed of changes in the labour market and the society as a whole, all the actors involved in the delicate transition phases - education, training and work - are nowadays required to have greater awareness and a convinced commitment to work with responsibility and professionalism to build and ensure equal rights and equal opportunities for all.

The GET UP Project

To this challenge, the Italian Association for People Management (AIDP) has responded, together with 6 other European partners, with a relevant project covering a period of two years. GET UP "Gender Equality Training seeks to unfair discrimination practices in education and labour market". It is co-funded by the European Commission – DG Just under the REC (Rights, Equality and Citizenship) and coordinated by UIL (Italian Labour Union) in partnership with AIDP and other organizations

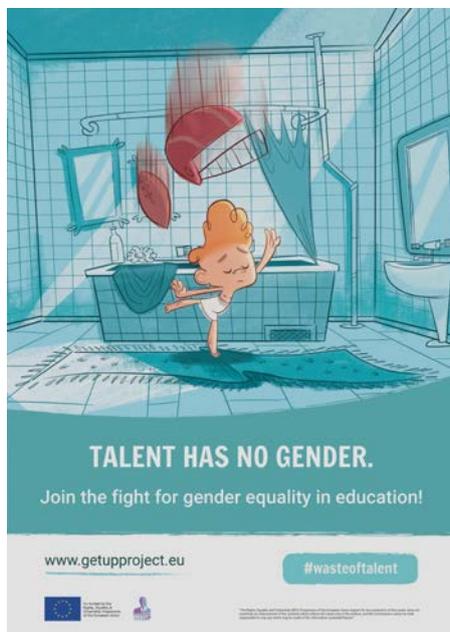


AIDP, Italy

from Italy, Belgium, France, Lithuania, Malta and Bulgaria. With GET UP, HR Managers have now the opportunity to self-assess their competences about gender stereotypes, counting on new useful tools and resources, freely accessible online such as, didactic and in-depth materials, bibliographies, researches and international comparison studies, news, events, showcases, videos from the awareness raising campaign focused on the themes #wasteoftalent, #genderpaygap, #worklifebalance and a serious game (www.agenderstory.eu).

“GET UP makes freely available an innovative on line training kit, based on the specific needs and skills of HR managers and all the other professionals acting in transition phases from school, to training, to the labour-market” (Sylvia Liuti, Director of European projects and Gender Equality at Forma Azione, one of the project partners). The training has been created according to the competences described in the first European Minimum Standard of Competences (EMSC) on Gender Equality. The EMSC on Gender Equality now promotes:

- behaviours and practices to combat discrimination, value gender differences and refer, analyse and use gender-disaggregated data for a more effective support to decision making
- reduce gender inequalities at the workplace
- encourage the adoption of new strategies for work-life balance, in companies “.



The training kit organised in three different blocks – Individual, Organisational, Societal – is available under registration on the online platform <http://www.getupproject.eu/platform/>. After having successfully completed the whole program and the final test participants can receive certification to attach to their cv.

The value of the project

Stereotypes and gender discrimination have a measurable, high economic cost in the company. Sector and vertical segregation, talent wasting, salary differentiation, glass ceiling are concrete examples that make our companies too rigid, not very meritocratic and competitive, and less equipped to face international and highly changing

contexts, where the engine of innovation is driven by the expressive possibilities of their workforce. Policies to attract talents, plans for work-life balance and corporate welfare should start not only from a better organisational understanding (always to be entrusted to metrics and analytics), but also from a more professional approach to gender equality. One important added value of the project is to have precisely ratified, in a clear and integrated way, the importance of gender equality as a field of professionalism and no longer simply as a matter of ethical and social relevance.

GET UP to enhance gender equality as a professional competence and not just as an ethical choice!

The GET UP team includes:

Claudia Tondelli project manager and AIDP diversity team coordinator, Laura Bruno scientific committee member, Massimiliano Nucci continuous training expert, Adriana Velazquez project manager, Sonia Rausa e Elin Miroddi project officer, Marcella Loporchio, Marina Galzignato and Katja Gallinella diversity management experts.



INTERNATIONAL HUMAN RESOURCES DAY

20 MAY

#HumanResourcesDay

HR connecting people and organizations

Human resources bodies across Europe celebrate the first International HR day on 20 May 2019

It's now the turn of the human resources bodies across Europe and their members to put the spotlight on how they work with people and employers to create better workplaces. Led by the European Association for People Management (EAPM), 12 countries across Europe will celebrate the first International HR day on 20 May 2019.

The day will help HR members and companies to recognise the contribution the HR profession is making to sustainable business and underlines the importance of people

management in a wider context. According to Lucas van Wees, EAPM President and HR Director with the University of Amsterdam, "This is an important time for HR professionals to make sure companies are attracting and developing people and skills to prepare for the future of work. According to the World Economic Forum, the shift in the division of labour between humans and machines could result in a displacement of 75 million jobs, while 133 million new roles may emerge.

The vast majority of employers expect that, by 2022, the skills required to perform most jobs will have shifted significantly. As a result, no less than 54% of all employees will require significant re- and upskilling, a key challenge for HR."

As companies and HR professionals celebrate the first International HR Day on 20 May, the strategies to address these skills gaps, and ensure new roles are designed with people at their heart, won't be far from their thoughts.

Countries that are participating include Cyprus, Denmark, Germany, Greece, Lithuania, Ireland, Israel, Italy, the Netherlands, North Macedonia, Portugal, and Spain.

For more information on the International HR Day, or to arrange an interview, please contact: draisbach@dgfp.de

The CIPD's vision for a Profession for the Future

by Riikka Williams, Communications Manager, CIPD



At the CIPD, the professional body for human resources and people development, we have been championing better work and working lives for more than 100 years. With hubs in the UK, Ireland, Middle East and Asia, we're the career partner of choice for 150,000 members around the world. Our members benefit from holding a globally recognised badge of professionalism and having access to guidance, support and practical resources. We're the only body in the world that can award Chartered status to individual people professionals working in HR, L&D and OD, and our independent research and insights make us trusted advisers to governments and employers.

We believe in the power of the people profession

Profession for the Future is part of the CIPD's strategy to build professionalism, enabling people professionals to embrace change and make their greatest impact. We want to ensure that people professionals of the future are equipped with the skills, knowledge and behaviours they'll need to be effective. The new Profession Map, launched in November 2018, is the first step on that journey.

The new Profession Map

The new Profession Map can be used by all people professionals (not just our members) to navigate change, benchmark capabilities and maximise impact, from an individual or organisational perspective. "The new Profession Map will provide



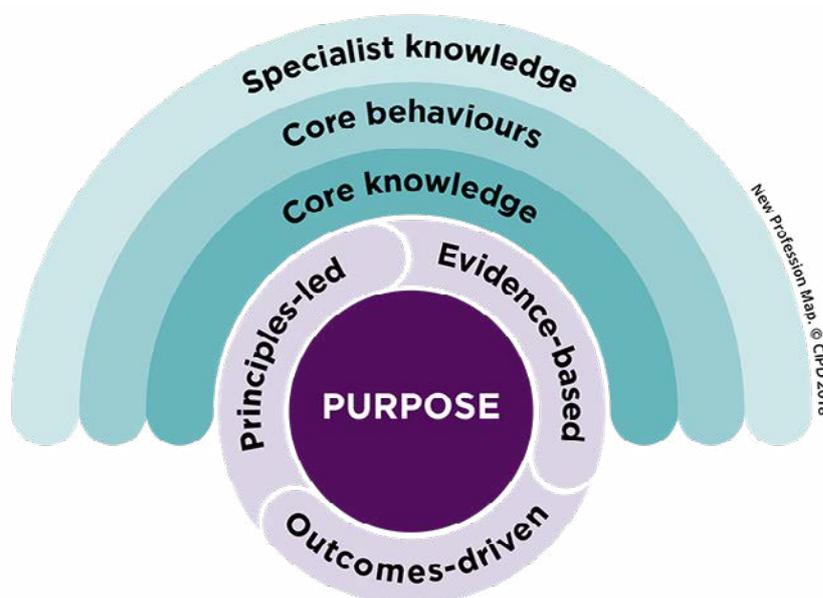
Peter Cheese, CIPD CEO

clearer guidance for the future of the people profession, supporting individuals in their development and careers, as well as helping teams and organisations to innovate and adapt." (Peter Cheese, CEO CIPD).

The result of extensive consultation with over 19,000 people professionals, business leaders, industry experts, and partner organisations around the world, the new Profession Map is a truly robust

international tool for all practitioners. It is a resource that will continue to evolve with the needs of the profession, and is equally relevant to generalists and specialists, people just starting out in their careers up to the most senior experts.

To learn more about the new Profession Map visit peopleprofession.cipd.org and discover how you can use it to make decisions with confidence, drive change in your organisation and perform at your peak. In the process, make a meaningful contribution to the ultimate purpose of the people profession: championing better work and working lives. We will be talking more about the new Profession Map and the work we are doing to improve working lives for all at our inaugural Festival of Work event, being held on 12 & 13 June 2019, at Olympia London, UK.

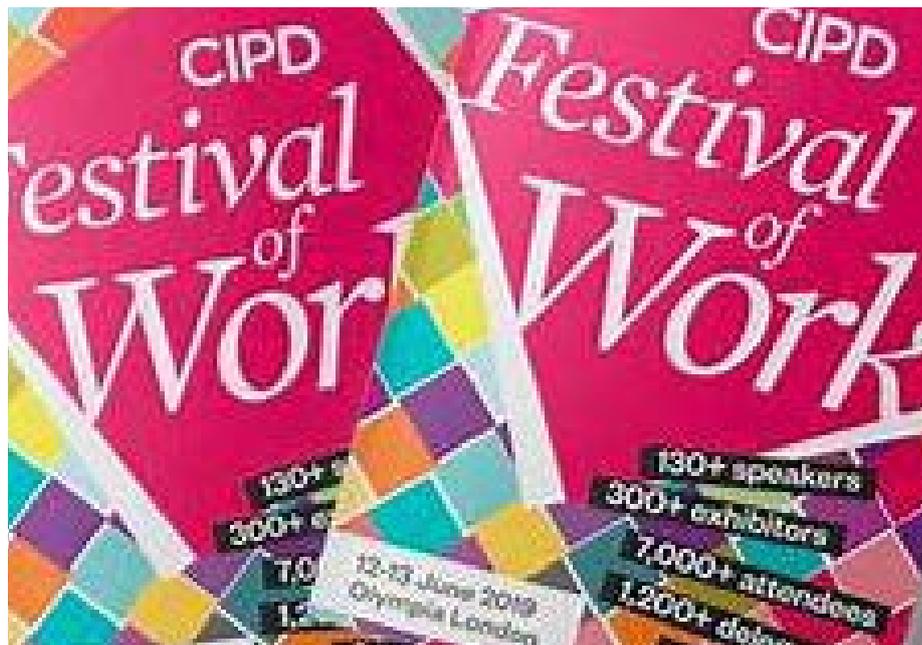


Festival of Work Conference

The Festival of Work (12 - 13 June) will bring together some 300 exhibitors and 160 speakers over 9 stages, making it the world's largest conference and exhibition celebrating the world of work.

This event is a great opportunity for business leaders, technologists, people professionals and learning and development experts to explore, debate and celebrate good work. Join us to be part of the conversation and discover how to lead, to harness technology for the benefit of all, and how to equip your workforce with the skills to succeed in the future of work.

To find out more and to buy your tickets visit <https://www.festivalofwork.com/> - we look forward to seeing you there!



Research and Practice Round Up



Context: Future Skills

The WEF highlight in a recent report that the way we work, the skills we need to thrive in our jobs and the trajectories of our careers, are rapidly evolving. These changes—driven by technological innovation, demographics, shifting business models and the nature of work—are significantly altering the skills demanded by the labour market. 35% of the skills demanded for jobs across industries will change by 2020. Such skills mismatches and skills churn have increased the need for adult skilling, reskilling and upskilling throughout a person's career.

As technology evolves and the skills that are in high demand shift, there is a need for a continuous feedback loop between labour market needs and the education system stakeholders at all levels. This calls for effective skills anticipation that informs and engages the relevant stakeholders. The World Economic Forum forecast that by 2020 skills such as complex problem-solving skills and creativity will be the most needed workplace skills (see also Box 1 Learning Creativity box).

Closer to home CEDEFOP's latest briefing paper of future skills argues

that changes to the nature of work point to a general reduction in physical tasks and an increase in intellectual and social ones. These require communication skills, entrepreneurship and other key competences in areas such as selling/persuading and serving/attending/caring. They also show a continued and considerable increase in demand for ICT skills as the pace of innovation in the application of information and communication technologies –productivity-enhancing technological change –is expected to accelerate further in the coming decades. These shifts are most prominent in the Member States that joined the European Union after 2004, perhaps owing to a need to catchup and upward convergence in the employment structure in Europe.



Of course, it should not be forgotten that in the region 25% of the workforce across Europe are classed as residing in poor quality jobs and that the trend, if anything, is for this to be increasing. Reporting on the 2017 Skills and Employment Survey, for example, Green et al highlight a very important well-being factor.

They note that the “sustained, widespread work intensification of jobs in Britain is a modern safety and well-being issue, potentially inhibiting the ability of many to flourish at work, and becoming a health risk for those who have low control over how they

do their jobs”. Sadly, I suspect that many of the new developments in L&D discussed below have little purchase with this swathe of organisations where learning, other than for compliance purposes, is viewed as an expensive luxury. L&D in 2019 is far from inclusive.

Advancing Training for the 21st Century

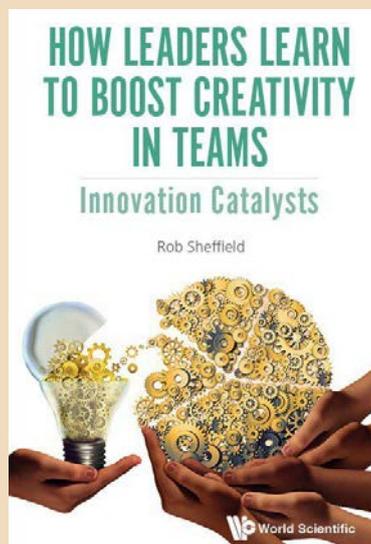
Elsevier have recently published a Special Issue of Human Resource Management Review which seeks to take stock of what we know about training and development and what are some of the issues for the future.

It notes that A PsycINFO search using the terms learning, training, or development returns over 1.6 million results—an astronomical knowledge base for guiding decisions on the design, delivery and evaluation of training. Despite this research, the thirst for knowledge about this essential human resource management function remains insatiable. The articles cluster around four topics: the training subject matter, training design, evaluating training effectiveness, and trends in training and development.

Content: The vast majority of training efforts continue to focus on hard skills; that is, specific, teachable knowledge that is directly applicable to performance on the job. It is here that technological developments can potentially make a significant contribution to the training effort. However, research also points to a range of soft skills as being the skills of the future. Mattingly and Kraiger (2018), for example, demonstrate

that training has a moderate, positive effect on emotional intelligence and which suggests that emotional intelligence may be a competency that can be taught in training rather than an ability. (See also the claims of Sheffield, 2019, as regards creativity, Box 1).

Box 1: *Creativity can be Learnt*



This recently published book focuses on how leaders are learning to develop the creative capabilities of their team members and themselves. Through this learning, teams are developing original approaches to their work, benefitting their customers, patients, employees and other stakeholders. Using a strong interdisciplinary approach, *How Leaders Learn to Boost Creativity in Teams* introduces insights from the domains of psychology, leadership and power, and integrates these through a proposed framework for leading

innovation. Drawing on this research the book develops the practice implications for 'learning creativity'.

The book sits comfortably with emerging projections about the skill needs of the future – see Context: Future Skills, above.

The book contains nine in-depth, current-day cases of learning and workplace-based applications and has an optimistic message: creativity can be learnt. Following useful tools and disciplines, people can learn quickly to generate

more ideas, more types of ideas, and, to some extent, originality of ideas. They can do this individually, but especially in groups. At the heart of this is encouraging and nurturing an ability to engage in divergent thinking. And all the evidence suggests this is both underestimated and underdeveloped. In many ways it's more about self-awareness and self-identity than any innate ability.

A key audience for the book is organisational leaders whose teams have to turn ideas into value. Senior HRD professionals are such leaders. They are critical players in any organisational change process. Acting as internal consultants they need to understand how their organisational strategy generates a need for innovation, before they start building the skills and ensuring that leaders understand how they impact on team climate, so that skills-building can be applied in a supportive context.

Sheffield, R., 2019, *Learning to boost creativity in teams: Innovation Catalysts*, World Scientific

In addition, Eby et al. (2018) unveils the various types of interventions that can be used to promote mindfulness as well as the training conditions (e.g., length, instructional methods) that optimize the effect of mindfulness interventions on reducing employee stress. The Special Issue calls for longitudinal research to track employees over time to gauge the short- and long-term implications of emotional intelligence and mindfulness training on employees' interpersonal interactions, stress, job performance, absenteeism, turnover, and other outcomes of interest to employers.

Design: Greco, Charlier, and Brown (2018) propose a model of balancing two workplace mindsets regarding learning. Learning is a dynamic process whereby employees must trade-off between an exploitation (i.e., knowledge refinement) and exploration (i.e., knowledge expansion) mindset.

Exploitation is better for routine performance, but exploration is better for adaptive performance. A crucial topic for diverse workforces and international organizations is cross-cultural training. Ran and Huang (2018) integrate error management training with cross-cultural training to understand the learning processes that lead to adaptive transfer to novel cultural situations. This unique approach emphasizes treating

mistakes as learning opportunities, which may greatly enhance the effectiveness of training on skills that require substantial adaptability.

Evaluation: In an effort to advance practice beyond the Kirkpatrick model, Sitzmann and Weinhardt (2018) develop a multilevel theory of training effectiveness. They propose that training should be evaluated at the within-person, between-person, and organizational levels of analysis and present a comprehensive overview of indicators of training effectiveness. An important but often overlooked practice involves investigating whether employees transfer the acquired knowledge and skills to their work environment.

Blume, Ford, Surface, and Olenick (2018) present a dynamic, transfer emergence model that examines the cyclical nature by which employees self-regulate attempts to apply trained knowledge and skills on the job. This piece dovetails nicely with Sitzmann and Weinhardt's multilevel model—employing a multilevel approach is imperative for understanding the nuances of which aspects of training were successful and why training may occasionally not have as great of an impact as desired

Trends: Somewhat disappointingly, the Special Issue only features one article discussing trends in training and development. Nonetheless, the article by Cascio (2018) is interesting. He identifies three mega-trends—globalization, technology, and demographic changes. Then he explores macro-trends (e.g., increasing training opportunities for non-standard workers), micro-trends (e.g., the use of short, digital lessons), and emerging policy



issues (e.g., relying on vocational training) that relate to each of these mega-trends. His review provides insights into emerging challenges in maintaining a proficiently trained workforce and is a guide for future research on training and development that crosses levels of analysis.

Advancing training for the 21st Century; Traci Sitzmann, Justin M. Weinhardt; more details at <https://www.sciencedirect.com/journal/human-resource-management-review/vol/29/issue/2>

Technological impact

The technological impact on learning generates considerable debate. According to some reports (e.g. E Learning 2019) micro learning accounted for over 60% of learning in 2018. Such suggestions almost certainly over estimate what is really happening. CIPD research indicates that 18% of the L&D budget was spent on technology in 2016 and 26% of learning was “digitally enabled”. Research from Towards Maturity in collaboration with the CIPD indicates that whilst nearly half of learners in companies surveyed use their personal mobiles

to download apps to help them perform better only 18% of L&D teams are developing such material to support their employees learning. More important, perhaps, is to note the growing consensus that blanket, one-size-fits-all training is no longer adequate to meet the unique needs of learners. They expect and require training that is customized to fit into the context of their workflow and meets the specific needs of their job role and function (see also Box 2 Agile Learning). To do this, learning leaders must shift their focus from creating learning programs and supporting learners along customized learning paths.

Adaptive technologies are helping with how to design content differently, learning libraries provide microlearning elements that can be curated for ongoing access, and social media tools give us the ability to reinforce critical learning concepts.

Social and Collaborative Learning

As technology evolves and there are more options available to deliver training, a multimodal approach to learning (including importantly micro learning) starts to take precedent. What is the optimal balance between

formal learning, social learning and experiential learning, for any individual learner? Increasingly jobs will require a personalized combination of experiences to ensure success. This blend could include coaching, job shadowing, role-play, game-based learning, classroom training or e-learning, to name a few.

Perhaps the most exciting, and potentially effective, technology enabled learning and development relates to games and collaborative learning. Yammer, for example, is part of Microsoft's Office 365. According to its web site Yammer "helps you improve engagement with everyone in your organization through social networking..... enhance communication to build a culture of transparency.... build communities of interest to bring people together around shared topics, interests, or areas of practice....gather ideas and feedback from across your network of colleagues to build on the work of others and achieve better outcomes." The important point is that such platforms are potentially usefully useful means of connecting (and enabling learning on an ongoing meaningful way) with other teams across an organisation.

Most commentators predict a significant rise in sophisticated and challenging uses of gamification and game-based learning. Game-based Learning (GBL) uses games to deliver defined outcomes during the learning process. Gamification, on the other hand, is the broader application of a concept that turns the entire learning process into a gaming experience. One of the most

Box 2: Agile Learning

For some this is just a new word for practice, which for many years, has sought to be flexible, adaptive and fit for purpose. For others it captures a new approach. The Training Industry Magazine 2018, for example, argues that 'agile is the new standard' in terms of the design and delivery, replacing the traditional ADDIE model. "Agile design allows high performing training to be provided to employees with access to more timely training whereas ADDIE is too time consuming and expensive for short bursts of training."

Drawing on their experience of deploying 'Agile L&D' policies and practice senior professionals at the Learning Technologies Conference (January 2019) shared their views on the construct. From the CIPD Lizzie Crawley, Senior L&D indicated that agile learning meant moving away from the idea that the course is king, and instead "focus on creating organisations where learning and development is embedded on a daily basis. Senior leaders and managers must lead by example; championing

continual learning and development and monitoring it on a regular basis." She also stressed that learners need to feel empowered and engaged in how learning is designed and able to help shape learning interventions. Katherine Ward, Thames Water argued her knowledge management team and organisation does three key things: it understands insight, engages with people, and "speeds to impact and responsiveness".

A challenge for TW was keeping up with continual change in the operating environment and Agile Learning means that L&D can keep pace. Interestingly, Graham Hill, BP, felt it was a misconception that Agile means speed. He suggested agile learning is "understanding the problem, engaging with the problem, engaging with people and being targeted and relevant with actions which have impact. "Agile does mean you don't plan". Perhaps echoing the thoughts of those who fear 'Agile Learning' is another 'fad' Hill's advice for others looking to embark on an Agile Journey that "it isn't vastly different to what you're doing now.... except perhaps in mindset."

successful game-based learning experiments is McDonald's till training program (Box 3). Articulate's Broken Co-worker is another successful adaptation of gamification and game-based learning to train corporate employees on critical

company values and policies. The increasing number of success stories would seem to guarantee that gamification and game-based learning is here to stay, and that trend will only continue to grow.

Box 3: Gamification in McDonalds



McDonald's have created a till training game which they claim is addictive, purposeful and fun. Using an innovative approach, a game was designed to target skill and knowledge – using a simulation of the new till system so that learner's ability to take orders could be tested and using questions to assess knowledge on how to deliver the best customer experience.

The till game is real time and full on. Learners deal with customer orders, going between customer conversation and till entry, whilst being timed, to display their knowledge of the till system and keep their customers happy. Lifelines, bonuses and panel elements were also added to enhance the gamification feel, but to also further engage the learner. Some of the features included:

- Perfection: Get the order 100% correct
- Three on the bounce: Get 3 correct orders in a row
- Beat the clock: Finish the game with time to spare
- Happy camper: Keeping the customer satisfaction meter high
- Time to spare: Complete the order before the timer runs out
- Since the implementation of the till game, McDonald's have measured:
 - a reduction of 7.9 seconds for each till service
 - an increase in their average cheque by 15p (totalling an increased average of £18,000 per restaurant). That's £23.7 million in the UK alone.

Learning Management Systems and Data

With the aid of artificial intelligence machine-based learning it is now possible to make much greater use of data to underpin the L&D effort. Demographics like age, gender, culture, level in the organization, educational background and previous learning experiences, as well as patterns of employee behaviour, requests, needs and work experiences can be harnessed to help make 'smart' decision making. According to Towards Maturity latest report 'smart learning decisions' make a real difference to business outcomes. For example, learning innovation is consistently delivering a minimum 9% improvement in outcomes leading to business growth, productivity, transformation and profit. According to these latest figures from participants, new tools, technologies and methods have led to:

- Improved growth: measures of external customer satisfaction improved by 21%
- Productivity: learning interventions increased productivity by 14%
- Transformation: ability to change products and processes improved 28%
- Profit: revenue increased by 11%, while costs decreased by 36%.



AI also make it possible to assess and recommend tailored learning solutions quickly. Technology enables L&D to better understand learner behaviours and predict needs by recommending and positioning content based on past behaviour. Adaptive learning that is personalized to the individual is a powerful way to engage today's workforce. A key challenge for L&D is making sense of all the data and leveraging the insights to drive business value.

The L&D Function

Through its research and analysis of 7,500 L&D leaders, and 50,000 workers and leaders in 30 sectors and 55 countries, Towards Maturity seeks to home in on both the success stories and the barriers to change. It found there are three big barriers to a successful learning strategy: digital disruption, cultural resistance and L&D capability. Sarah Lindsell, Global Chief Learning Strategist at PwC and a Towards Maturity ambassador, said the report shows that two things are particularly holding L&D back: a lack of real learning culture in organisations and resistance from managers.

The report outlines that L&D should create a learning culture internally and externally (see also Box 4) to overcome barriers and to bring all stakeholders with them on the journey of transformation. To operate in today's digital world, L&D has to ensure it has the right in-house skills to create the much-needed shift in digital maturity. The research, a collaborative exercise with the CIPD, explores the professionalising of learning and development teams and their key development

Box 4: *Creating a learning culture at Airbus*



Airbus globally employs over 130,000 with the majority of these based at sites across Europe. Airbus purports to develop the competencies of all its employees to ensure it meets current and future business needs. It is seeking to develop a learning culture to facilitate this goal. It is acknowledged as challenging with the need to identify and analyse the emerging jobs, declining competencies and strengthening of existing skills. A Global Workforce Forecast [GWF] seeks to do this with maximum transparency available to all employees in print and mobile app form; the GWF provides access to people data and megatrends going on in and outside of the organisation.

Giving employees information on the future competencies they may need and empowering them to take ownership of their learning is considered crucial to creating a learning culture. For this reason, Airbus is promoting continuous learning and an agile mindset through specific culture change programmes. For example, the

'growth mindset' has been a key part of the company's agile leadership model for some time and is exemplified by a tool allowing colleagues to ask each other for feedback, rather than HR needing to launch formal 360-degree feedback campaigns.

To back up the cultural transformation Airbus has made a step change from training being 100% classroom based to a 60:40 digital versus classroom delivery split. Currently 8,000 different digital courses are offered worldwide. Another step to facilitate reskilling has been the development of more accessible knowledge management solutions such as social learning to enable knowledge sharing and internal crowdsourcing. Launched in 2015 the Airbus Leadership University provides a vehicle for the integration of its L&D efforts to create a learning culture. Employees from all levels have access to a broad portfolio of development programmes, courses, blended learning solutions, conferences, learning expeditions, events, team workshops, coaching, to enhance their leadership and team development skills. The University promotes experiential development and goes beyond traditional ways of learning. Its flagship campus is in Toulouse but employees also have the possibility to access online content on its virtual campus.

needs. The main 'headline' finding is that organisations that develop the skills and knowledge of their L&D practitioners through planned continuing professional development see a significant positive impact on growth (21%), productivity (12%) and performance (15%).

The outcomes of this research have been used by the CIPD in relation to their new Profession Map (launched in November 2018 and see also Member Snapshot, p). The CIPD identify nine key areas of the CIPD's new Profession Map for improvement in L&D teams. They include:

- Business acumen: 90% of L&D practitioners consider business acumen to be a priority, yet only 42% think their L&D teams possess the necessary business knowledge. High performing learning organisations are 34% more likely than the average to equip their L&D teams with business acumen.
- Analytics and Creating Value: 96% of L&D practitioners identified data analytics as a development priority with just 24% believing to have these skills. High performing learning organisations are 38% more likely than the average to analyse problems before recommending a learning solution.
- Culture and behaviour: 98% of L&D practitioners aspire to develop a positive learning culture; however only 36% actually report that they have achieved it. High performing learning organisations are 35% more likely than the average to build a learning culture by integrating learning into the flow of work.

- Social collaboration: Organisations that facilitate social and collaborative learning are twice as likely to increase learning access and flexibility, twice as likely to develop a positive learning culture and four times more likely to facilitate continuous learning.
- Adult learning theories: Less than half L&D practitioners integrate new learning concepts, for example neuroscience, into practice. Those that did were twice as likely to leverage networks and collaboration to drive transformation and four times more likely to improve leadership capabilities.

CIPD, 2019, Professionalising Learning and Development; Using the new CIPD Profession Map and identifying key L&D development needs.

Towards Maturity, 2019, The Transformation Journey – 2019 Annual Research Report; available at <https://towardsmaturity.org/2019/02/14/the-transformation-journey-2019-annual-research-report/>

Conclusions

Two points by way of conclusions.

1. We must beware being side-tracked by the technology. All learning is not micro learning using a tablet or smart phone. More important is to note the trends away from formal 'events' and towards learning which is fit for purpose and timely, using whatever technology helps or indeed none at all! So, this will often be learning in the flow of work, often informal but perhaps aided by technology enabled resources to assist the learning process. Undoubtedly analytics can be used to focus L&D effort and also ensure any evaluation provides meaningful data as regards impact. Above all we should not overlook the need for reflective learning where we remind ourselves that we are not robots and that we have the ability to think, question and challenge as part of our learning. It would be nice to see more such encouragement built into some of the technological developments as regards L&D efforts and interventions.
2. The myth that AI and technology are dominating the L&D landscape sits comfortably with that relating to the knowledge economy. As noted in the introduction to this piece something like 25% of workers across Europe are in poor quality jobs. Training in such jobs is often non-existent or limited to compliance. It would be nice to think that a new direction for L&D in the next few years would be to help address this challenge.

EAPM Event Calendar

Date	Event	Location	Internet link
10.05.2019	Mannaudur Iceland: Nordic HR Summit	Reykjavik, Iceland	
20.05.2019	EAPM International Human Resources Day	Across Europe and beyond	
20.05.2019	11th International MHRA Conference & HR Expo 2019	Skopje, Macedonia	
21.05.2019	CIPD Ireland Annual conference: Leading trust in a digital era	Dublin, Ireland	
23.05.2019	HRPRO.be: 2nd Congress - Digitalisation	Brussels, Belgium	
29.05.2019	HR Centar Summit: HR All Around: New Age – New Responsibilities!	Zagreb, Croatia	
30. 05. -31. 05.2019	29th National HR Conference and Exhibition	Siófok, Hungary	
30. 05. -31. 05.	BAPM International HR Conference	Borovets, Bulgaria	
27.06. – 28.6.2019	ÖPWZ Forum für Human Resource Management	Salzburg, Austria	
06.06. - 07.06.2019	HRcomm – 22. Annual HR Conference: Chopok2	Demänovská dolina, Slovakia	
12.06.2019 - 13.06.19	CIPD – Festival of Work	London, England	
03.09.-04.09.19	DGFP // congress #connectingHR	Berlin, Germany	
30.09.-01.10.2019	Latvian association for People Management HR Conference	Riga, Latvia	
02.10.-03.10.2019	DANSK HR – Træfpunkt HR	Copenhagen, Denmark	
23.10.2019	FHRD – Annual HR Conference	St Julians, Malta	

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