



The Future of Learning

Some people underestimate the future development – others overestimate it.

This article seeks to find a middle ground, and presents our take on the challenges and possibilities of the future when it comes to learning and development.

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The Future of Learning

Table of Contents

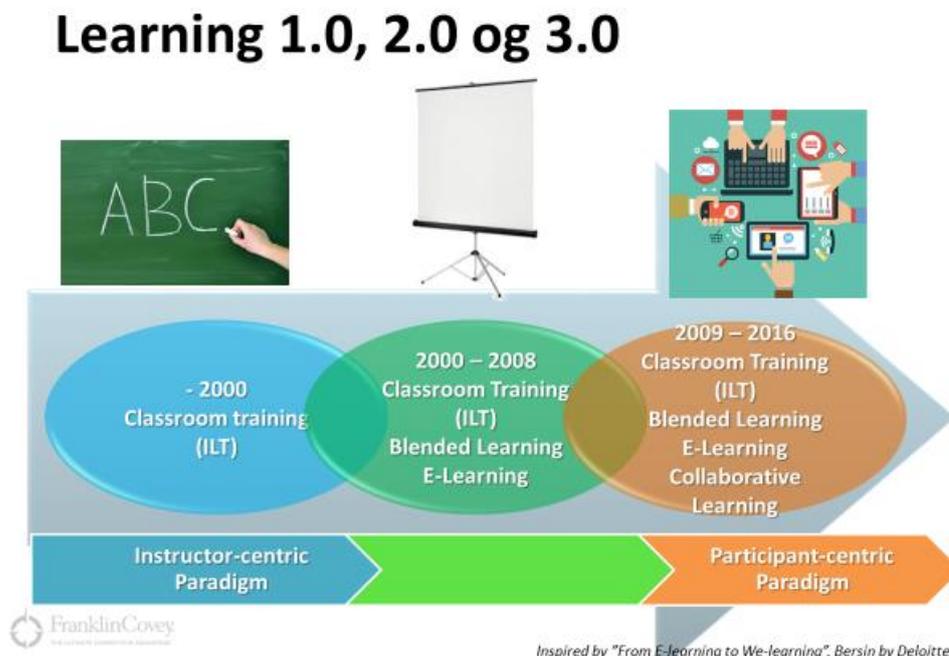
Different Stages of Learning – Where Is Your Organization Today?.....	3
What Will Influence the Future L&D?.....	5
A Shift in Demographics Calls For A Shift In Mindset	5
Continued Development of Social Media And Technology	6
Inadequate, Traditional Organizational Structures	7
The Nature of Work Is Changing	8
Reconstructing the Organization	8
Learning 4.0.....	10
Welcome To "We-Learning"	10
Career Flows Are Different	11
70-20-10 – A Changing Rule.....	12
Pervasive Learning	13
The Incorporation of Social (Collaborative) Learning Tools.....	14
The Future of L&D.....	15
The Delivery Methods of Tomorrow.....	16
Tomorrow’s Workplace	16
Internal Trainers.....	18
The Learning Platform.....	18
Blended Learning Creates Results.....	20
The Social Elements of Learning Are Imperative To Success	22
Summary	24
A New Mindset.....	25
A New Structure.....	25
A New Culture	26
The Employee in The Driver’s Seat	26
Technology as An Essential Driver	27
Key Questions	28
Sources of Inspiration	29

The Future of Learning

Different Stages of Learning – Where Is Your Organization Today?

No matter which goal you want to reach, it is always a good idea to be aware of your starting point, to plan and prepare your journey.

The field of Learning and development (L&D) has undergone a significant development through the years, which has affected the learning methods and approaches. You can roughly divide these changes into three stages of learning:



- 1) Up until the new millennium (or mid 90ies some would say), the traditional classroom training (also known as "Instructor-Led Teaching" (ILT)) was the primary learning approach
- 2) The period from 2000 to 2008 was influenced by an enormous growth and focus on e-learning (also known as "Computer Based Training" (CBT)), and Blended Learning was used increasingly
- 3) Since 2009, an element of collaborative or social learning has been added to the learning approach

The primary approach to learning has originally been the instructor-focused paradigm, but now we see a development towards a more participant-focused paradigm, in which the learner is seen as a "knowledge seeker" with constantly changing learning needs and timeframes.

Because of this shift in paradigm, the teacher's role is changing as well. The primary focus used to be on instruction, but today it is on coaching. There is a clear coherence to the views of the American educational theorist David Kolb, who pointed out the need for individualization of the learning environments in the early 1980ies. This was later reiterated and illustrated by Rosenberg in 2002 (see illustration below).

The Future of Learning

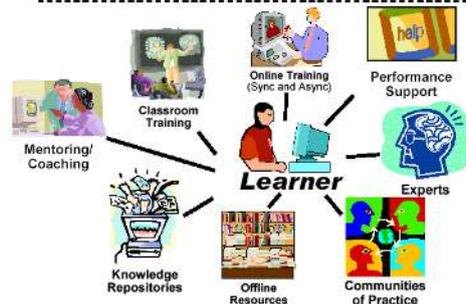
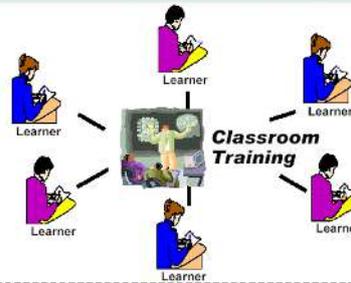


E-Learning Critical Success Factor 3

Learning/Performance Architecture

Old Paradigm

The instructor is viewed as the center of all knowledge. The classroom is seen as the place where all knowledge disseminates. And the course is viewed as the preferred format for learning.



New Paradigm

The employee/learner is viewed as a knowledge seeker, with constantly changing learning needs and time frames. Online and offline services enable greater access to the total set of knowledge and performance resources.

This entails a movement from extensive educational modules away from the job, towards shorter lessons that support on-the-job training. In other words, it is a movement away from gaining knowledge detached from reality (e.g. the job), towards learning tied as close to the job /practice as possible - preferably through context specific learning, managed by the learner him- or herself. The goal is to create relevance and break down the lessons into smaller (and more varied) chunks, to make the learning convenient and easily available, so that it fits into a busy workday. It is all about tying learning to practice.

Key questions:

- Where is your organization today on this journey from formal learning and an instructor-centric paradigm towards social learning and a participant-centric paradigm? The answer will help you identify your starting point and thus also the gap between that and the requirements and opportunities of the future.

The Future of Learning

What Will Influence the Future L&D?

When I first started looking at the factors playing a role in the future of learning and development, I was quite overwhelmed. The factors were countless, and it was difficult to select the ones that in my opinion would be some of the most influential.

This is not to say that this article tells the final truth (which no one would have accepted anyway) - but only to point out that so much is happening in our world right now, which we have to take into account – one step at a time.

The factors I have identified as being highly important are:

- Changes in demography
- Continued growth and development of social media and technologies
- Insufficient, traditional organizational cultures

There are other factors which I have ascribed less importance, or chosen to put into one of the categories above. They are as follows (in no particular order): Multidimensional workforce, increased flexibility in the workplace, gamification and videos, 'flipping the classroom', RID – Rapid Instructional Design, capturing and sharing intellectual capital, 'true performance support', increasing the number of fortunate strokes (enhancing serendipity), the use of adaptive learning principles (i.e. learning adjusted to the individual), bite-sized training, training on the go, increased co-operation between departments, improved analyses, improved motivation of the grown-up learner, online learning captivating the scene, and many other things.

A Shift in Demographics Calls For A Shift In Mindset

Today, the 'Generation Y' also called Millennials, constitutes about 17 percent of the workforce, but numbers suggest that they will make up more than 50 percent of the workforce as soon as in 2020. Naturally, this causes a focus on the characteristics of this generation; how can we expect them to behave at work, what should we do to retain them, and what can we do in order to facilitate their learning and development?

Viewed in isolation, such a priority makes sense, but when we consider the fact that **up to 7 generations** will be an active part of the workforce within the next 10-20 years, it suddenly becomes an incredibly complicated task to engage in leadership, learning and development, based on the specific demands and competences of each generation.

The American futurist, Ray Kurzweil – author of "*How to Create a Mind – The Secret of Human Thought Revealed*" (2012) - believes that it is highly probable that technology will make it possible for us to extend our lifetime with up to 30 years, within the next 30 years. In his book "*Fantastic Voyage*" from 2014, Kurzweil and Grossman took it a step further, and set up the hypothesis that you could even end up immortal, if you manage to keep yourself alive for the next 50 years.

The Future of Learning

The authors of the book *"The Gen Z Effect – Six Forces Shaping the Future of Business"* (2014), Thomas Koulopoulos and Dan Keldsen describe an alternative – a so-called "post-generational" mindset, where we focus on the behavioral features that unite us across generations, rather than the distinctive features of each generation.

These behavioral features describe the psychographics of the workforce independently of the temporal perspective, now or in the future. It is probably too early to say whether the psychographics will be forever valid, but we definitely have to change our mindsets as to how we view and think about generations.

"Generational Thinking is like the Tower of Babel: it only serves to divide us. Why not focus on the behaviors that can unite us?" - The Gen Z Effect

Key questions:

- What motivates your employees – on the job? At home?
- What influences your employees' decisions?
- What does work-life balance mean to them?
- How can you incorporate these insights in the way you design and facilitate learning and development in your organization?

Continued Development of Social Media And Technology

Technology is no longer something that separates us – it unites us across demographical, geographical and cultural boundaries.

In my opinion, there are three main reasons why social media and technologies are crucial for the future of learning:

- The way in which people are connected and co-operate (social learning) is changing
- The need for flexibility in learning situations requires the use of mobile technology
- Technology is developing into a "need to have" in contrast to just being "nice to have"

In addition to this, calculations show that **more than 6 billion people will be online in 2020!**

In support of the above, according to "The Gen Z Effect", three out of the six forces that will form the (business) development of the future, are driven by, or dependent on technology:

- Hyperconnecting (people, machines and things will be connected at all levels)
- Slingshotting (groundbreaking technology transformed to the norm in practically no time)
- Adopting the world as my classroom (availability at all levels of education for every age group)

For the individual, work has become dynamic, disruptive and overwhelming. Thanks to the relentless stream of messages and technologies we are to master on the job and at home, a great part of the organizations experience that their employees are overburdened.

The Future of Learning

Research made by Microsoft, has shown that people look at their phones ***8 billion times a day*** and have the ***same attention span as a goldfish*** ... (Bersin, 2016).

Key questions:

- How can we integrate social media and technologies and use them consciously in the design and support of collaborative (social) learning rooms in a better way than we do today?
- How can we counter the challenges of the social media and technology, which overburdens the employees?

Inadequate, Traditional Organizational Structures

Traditional organizational structures do not match today's demand for flexibility, adaptability and subjectivity.

The traditional organizational structure is based on theory which is more than 250 years old. It was a time dominated by thinkers such as Newton, Boyle and architects and engineers, who gave the world several physical laws, which became the beginning of the industrialization. The production of machines required a large workforce and various organizational competencies. The factories arising at this point, were designed using the same principles that underlay the design of the machines themselves. Therefore, the organizations were a product of the different elements, sections and job descriptions for specific tasks. The theory was that if every individual part functioned correctly, then the entire machine would function correctly.

50 years ago, an organization could produce the same product for decades without having to change anything, but today's world has accelerated the speed of change, and thereby the need for organizations' adaptability. Traditional organizations are designed to produce the same result every time, entirely like a machine. They are not designed to be adaptive, flexible or subjective!

Today, a great part of the workforce around the world based work on "no cure – no pay" principles. In the U.S., it is almost 40 percent of the workforce, and platforms like Uber, TaskRabbit etc. have made this type of work easier than ever.

The traditional organizational structure is under attack, and the same goes for the configuration of our jobs. Research from Bersin by Deloitte in 2016, shows that 92 percent of the respondents at CHRO and CEO level, find that their organizational structure needs to change – and the majority looks at ways to flatten the hierarchy, make jobs more dynamic and increase the possibilities for "no cure – no pay" and project employees.

Organizationally, two things are happening at the moment:

- First of all, the nature of our work is changing rapidly, as artificial intelligence take over more of the routine and tedious tasks
- Secondly, the organizations themselves are currently undergoing a reconstruction

The Future of Learning

The Nature of Work Is Changing

The first organizational change comes from artificial intelligence. Most of us know Siri or Cortana which understands what we say. The same software makes it possible to interpret pictures, information from sensors and data from computers. Today, insurance companies have software that can identify car type and model by looking at a picture. It can even calculate the size of the claim for damages from the bump on a car. There is software which can read x-rays almost twice as fast as experienced radiologists, and voice recognition programs that can write almost 300 percent faster than you.

Technologies like natural language understanding, reasoning and self-learning are maturing. Products like Echo (Amazon), Siri (Apple), Cortana (Microsoft), Watson (IBM), and Viv (Viv Labs), can understand your commands, perform tasks and even learn. One of the reasons this development accelerates, is the sensors' massive influence and the fact that they are now cheaper than ever. The smartphone many of us carry around, has built in sensors (temperature, GPS, accelerometer, humidity, background light, compass, etc.) that make the devices capable of making things we never thought computers would be able to do. Before long, devices that recognize our voices will be able to accurately decipher when we are stressed, monitor our heartrate, and give us personal recommendations for better meetings, work conditions and customer interactions.

An example is the app "Moodies" launched in 2013, that can decode your emotions just by listening to your voice. It doesn't analyze the meaning of the words, doesn't even listen to them. It listens to the intonations and non-verbal clues behind the words. That's why it works with almost any language - human emotion is universal.

And the company behind "Moodies" is working with voice-controlled gadgets, too. Eventually they envision things like your iPhone automatically picking mood-matching music for you; your car knowing the difference between a joking, "Oh help me, Lord" and a real call for help.

The technology enables enormous improvement in the field of work intensification and productivity. At the same time, it requires us to adapt and develop our competencies, as some of our job assignments are taken over by technology. We can choose to feel threatened by these job losses – OR – we can choose to see it as an opportunity to make place for even more meaningful jobs.

Reconstructing the Organization

The second organizational change is the reconstruction of the organizations. As mentioned above, today's industrial organizations are designed in a world, where we were the actual means of production, and our jobs were fundamentally designed by HR and business managers. We read the job description, applied for the job, and then it was assessed how well we matched the job. The manager or HR department looked at our qualifications and competencies, and tried to estimate whether we would fit in the organization and perform our job with satisfaction. The raison d'etre of the organizations was to make use of this very effective industrial model, where workers could be most productive by performing repetitive work, and the organization could profit financially from economies of scale.

The Future of Learning

Today, this economic model is under attack. As mentioned above, research from Bersin by Deloitte shows that 92 percent of organizations find that their organizational design is not working. The scary part though, is that only 14 percent of the respondents know how to solve this.

The answer lies in empowering employees in small teams, link these teams together, and build an organizational culture which ensures that people are connected and allows them to be innovative. Although we are still in the early stages of this developmental revolution, we already see it influence the way they work in companies like Uber, AirBnB and many others, who embrace this development.

The change of the organizational structures and the advent of technology, changes the traditional role of (middle) managers, and decreases the need for elements of this extra layer of management. The American management experts Gary Hamel and Michele Zanini believe that excess bureaucracy is costing the U.S. **3 trillion USD per year**, so there is an enormous cost saving lying ahead, if the number of (middle) managers is reduced. What all of this means for the individual in terms of position and title, is no longer important. What is important, is what you are capable of doing and your personal and professional reputation. Therefore, it is equally important that we adapt our qualifications, market and position our skills and experience, and are able to perform new jobs and roles, which do not always help us climb up the hierarchy.

Key questions:

- How are we - and the organizations - to adapt when everything around us (organizations, individuals, and society as a whole) is changing?

Organizationally, the key to success is what we now call "design thinking"¹. It means that organizations must understand what technology can do, and then use it to improve the experience of clients as well as employees.

From a culture of "Command & Control" towards a culture of "Release & Engage"

The social medias have fundamentally changed the expectations as to how the employees receive information from their organizations and how they connect, cooperate and perform.

Therefore, there is a need to move away from a traditional culture of "command and control" towards a culture where the 'releasement and engagement' of employees and their talents are in focus.

Key questions:

- What would your organizational structure look like if you were to start up a new company today?

¹ **Design Thinking** is a methodology used by designers to solve complex problems, and to find the desired solutions for the client. **A design mindset** is not focused on problems, it is focused on solutions and actions towards the creation of a desired future.

The Future of Learning

Learning 4.0

When we take a closer look at learning inside the organizations, we see a shift from looking at learning as a **product created for the learner, towards a collaborative and connected process that involve the learner**. Here, learning is *a social and situated activity* orientated towards people's participation in social practice – in other words, learning is a social process *that requires participation*.

The individual learns through experience as well as through physical or social relations, and we experience a movement towards viewing learning as a social process related to a community, where practice is the relation creating the connection to the community.

The solution to the societal challenges described in this article, could be the development of an educational and learning culture that promotes the possibilities of collaborative and knowledge creating processes. This includes an understanding of the fact that:

- Knowledge is complex, context-specific, dynamic – and can be reconstructed and deconstructed
- Acquiring knowledge requires active participation in communities of practice or learning
- The teacher must change his or her role, from being an authority sharing knowledge, towards being a facilitator for the participants' learning process

Welcome To "We-Learning"

We are in the middle of a whole new era, which we call 'social learning', 'informal learning', 'collaborative learning', and where 'informal learning' is a completely new set of approaches including learning on-demand, embedded learning, on-the-job learning, as well as social learning.

The organizational landscape of learning has been through a dramatic development. Today, when people need to learn something, several possibilities have to be considered about the way they are to acquire the knowledge: they can participate in a traditional face-to-face teaching, they can take an online course, they can search for information on the internet, they can read a book, or they can find someone capable, who can teach them.

The task for L&D is then to formalize this informal learning environment, whilst at the same time adapting investments related to talent development and the need for building deeper knowledge levels of certain key skills.

This is an extension of the traditional training which focuses on knowledge collected, examined, validated, and finally passed on to people in the traditional teacher-student set-ups. Not only is the learning method very different, the value of the knowledge communicated and the skills required, are also very different. This moves people away from being able to acquire, remember and recall knowledge, towards testing new skills: "decoding which methods work as they are", and "changing, developing, deconstructing what they learn", and "extract the essence of the knowledge they meet", "develop social networks and mentorships", but most importantly, "being able to teach what they learn to others".

The Future of Learning

Making this happen in practice, requires increased involvement from all parties, and this must be included in the way we compensate our employees, and in the ways, we organize and structure our departments and organizations.

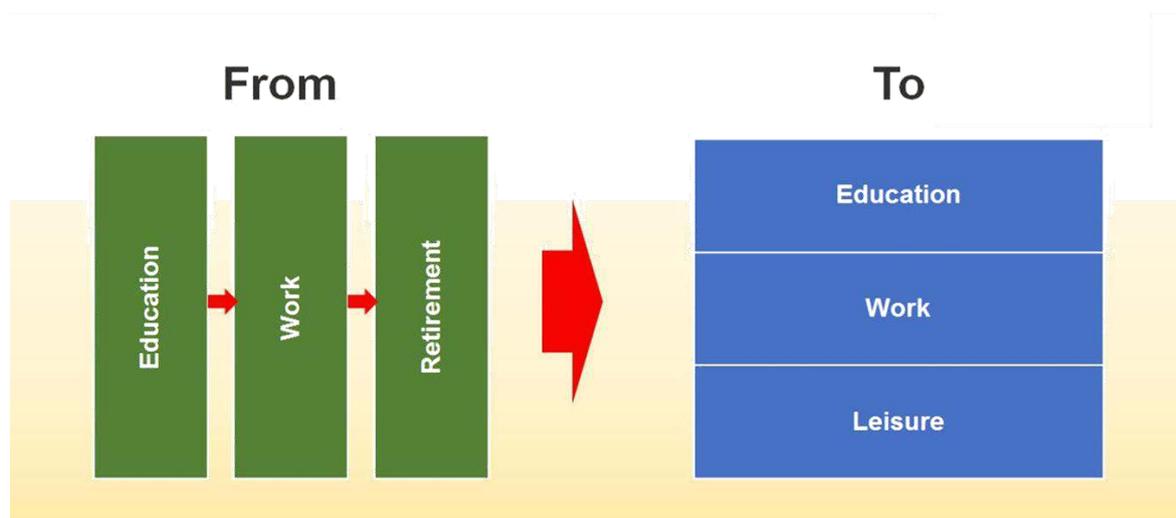
Thus, social learning is not about finding a new way of delivering the same old materials through collaboration, it is about **a fundamental change in the way people learn**. It should not come as a surprise that social learning is one of the oldest ways of learning. Think of the ancient Greek academies where students spent as much time debating with each other as the teachers spent on teaching. Of course, you need a certain amount of fundamental knowledge before being able to participate in such debates, but it is important to remember that learning something is not achieved through books alone.

Career Flows Are Different

Not only is our jobs becoming increasingly dynamic and can be overwhelming at times, the way we manage our careers is changing as well. Josh Bersin describes in his article from 2016 "Hacking The Career: What Organizations Should Do", that we must accept the fact that our careers do not necessarily move upwards, and that we cannot rely on staying in one organization, or maybe a few organizations, throughout a lifetime.

The illustration below by Richard (Dick) Bolles (author of the book "The Three Boxes of Life and How to Get Out of Them: An Introduction to Life/Work Planning") shows this shift.

Today, we no longer follow the development where we study first, then work and then retire. We learn, work and enjoy our leisure time all the way through life, and hopefully, this process continues all the way into our old age.



The Future of Learning

70-20-10 – A Changing Rule

The 70-20-10 rule is a learning model developed by Michael Lombardo and Robert Eichinger in 2000, which uses a development approach for leaders divided into three:

- Approx. 70 percent of the learning happens through challenging assignments and on-the-job experiences
- Approx. 20 percent of the learning happens through relations, networking and feedback
- Approx. 10 percent of the learning happens through formal training processes



In his book from 2013 “The Flat Army”, Dan Pontefract compares his idea of Pervasive Learning with the principle of 70-20-10, and apart from the ratios, obviously the two principles are very comparable. It has been suggested that the 70-20-10 rule may not be universal, and therefore not applicable to every employee, and also the lack of research supporting the percentages has been pointed out in criticisms of the 70-20-10 rule. The 10 percent is referred to as the amplifier effect, which indicates the importance of the formal training.

The amplifier effect works because every hour spent on formal training turns into four hours of informal learning in a 4:1 ratio (Cofer, 2000). In 1977, Bell used the metaphor about bricks and mortar to describe the relation between formal and informal learning: the **formal learning worked as the bricks which were to form the bridge to personal development, while the informal learning was the mortar that supported the acceptance and development of the formal learning.**

The Future of Learning

Pervasive Learning

Pervasive learning is a shift in paradigm from seeing learning as a (single) event, to seeing learning as collaborative, continuous and shared growth.

In his book, “Flat Army: Creating a Connected and Engaged Organization” (Wiley, 2013), Dan Pontefract defines ‘Pervasive Learning’ as follows:

“Learning at the speed of need through formal, informal and social learning modalities”.

This is a powerful thought. The idea of pervasive learning has been around for some time, and makes sense as more and more people become concept employees and project employees at the same time as work and learning melt together. Furthermore, many of the new technologies support pervasive learning and help it become even more efficient.

Not surprisingly, an increasing number of people prefer Dan Pontefract’s [3-33 Pervasive Learning model](#) above the traditional 70-20-10 model. Donald Clarke writes in his article “70-20-10 Versus the 3-33 Pervasive Learning Model”:

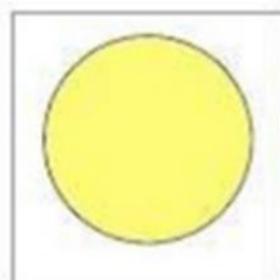
“...3-33, which stands for 33 percent of the learning is formal, 33 percent is informal, and 33 percent is social. What is most interesting is that the research behind his model revealed that when the learners were asked to give the percentages on how they thought they learned, the numbers were very different than when the researchers actually discovered how the learners did indeed learn. This coincides with other research that indicates what learners are able to judge about their learning experiences. Pontefract 3-33 approximation is a Pervasive Learning model – learning is a collaborative, continuous, connected, and community-based growth mindset.”

Building on existing notions of blended learning environments, Pontefract’s model emphasizes that learning is much more than what we learn in a traditional classroom. It includes e-learning, informal learning as well as just-in-time and just-in-place learning. Our everyday lives are filled with possibilities to learn, and education is no longer something you only find in theory books or other formal learning resources – education is everywhere! That is why we are all part of a lifelong learning process, where we can absorb and maintain knowledge every day for the rest of our lives, even though we do not go to school or participate in work-related education.



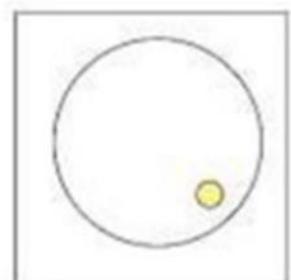
Learning

happens



Everywhere

not



Somewhere

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The Incorporation of Social (Collaborative) Learning Tools

Such as: Google drive, Sharepoint, ThinkBinder, Podio, discussion forums, groups, job training, blogs/micro-blogs, video, etc.

The collaborative learning has its foundation in the idea that knowledge is a social construction. The collaborative activities are most often based on four principles:

- 1) The learner is the primary focus of the training
- 2) Interaction and action is of crucial importance
- 3) Group work is an important learning method
- 4) A structured approach towards the development of solutions to real problems must be included in the training

Collaborative learning may occur 'peer-to-peer' or in larger groups. 'Peer learning' or 'peer instruction' is a variety of collaborative learning, involving learners who work in pairs or small groups in order to discuss concepts or solve problems. This often happens after the learners have been introduced to the subject through studies, videos, and/or instructor based training. Many instructors have experienced that students learn from each other in 'peer instruction' by addressing disagreements and resolve misunderstandings.

Collaborative learning as group work can take many different forms, such as short and active learning activities (in a classroom e.g.) or in more involving group projects with a wider time span.

The learning organization must help the student find out how he or she acquires the knowledge needed, from within as well as outside the organization.

"If your organization has not begun this journey already, it is time to get started."

Key questions:

- What are the opportunities and challenges of the mindset of letting go of control and making the learner responsible for his/her own learning?
- What would be the best possible outcome from letting go of control?
- Which internal and external barriers can you identify in your organization?

The Future of Learning

The Future of L&D

The role of L&D in tomorrow's workplace involves two things:

1) Modern, contemporary training

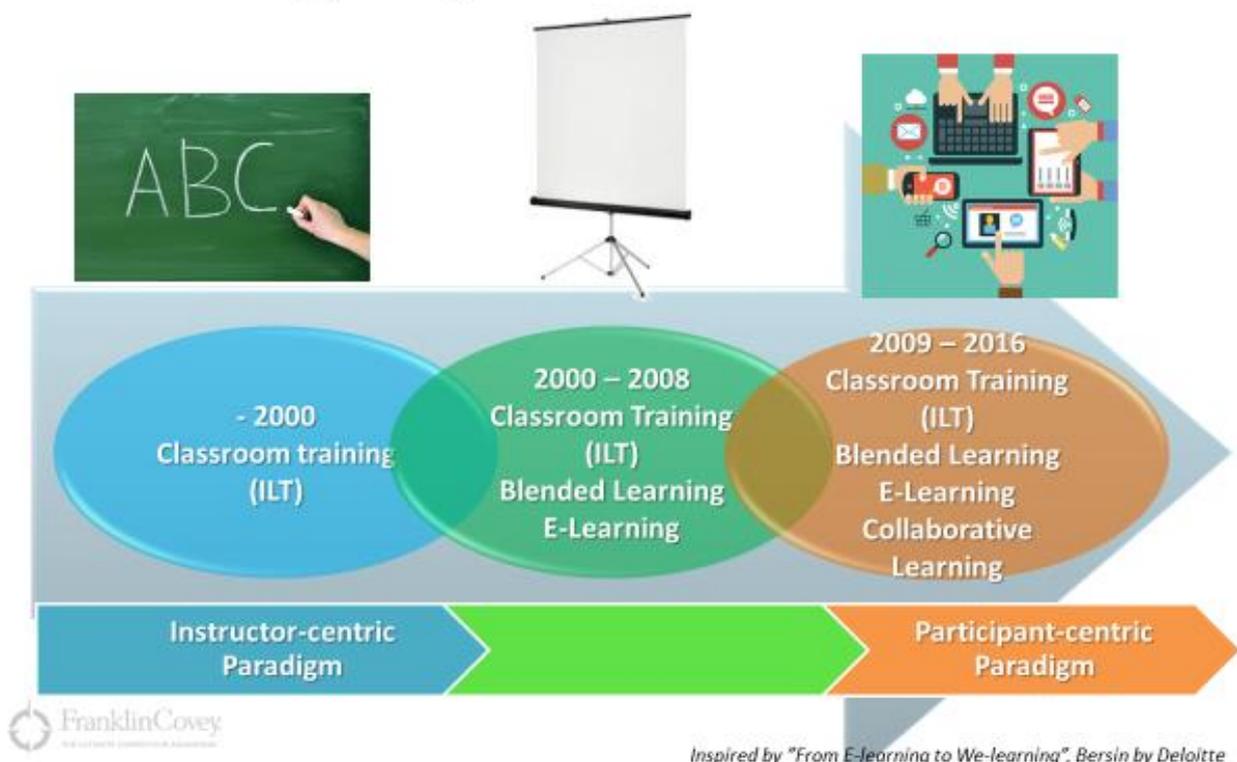
- a. **Continuous** development of **meaningful on-demand learning** accessible wherever and whenever necessary, and formal, **traditional classroom learning**, which still plays an important role.

2) Promote everyday learning

- a. Facilitate **connections** and create a **context** where the individual can find out whom to contact to develop the required capabilities.
- b. Ensure that such **connections** become **inherent elements** of the way the organization work.

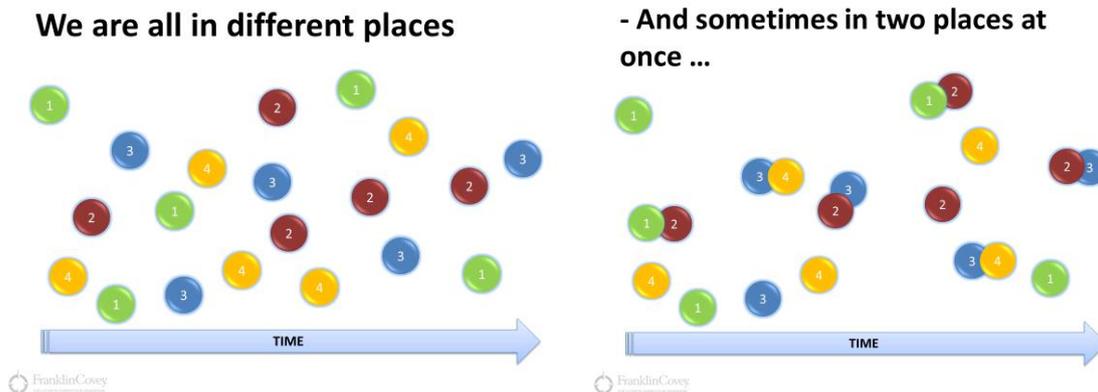
When we talk about L&D's role in tomorrow's workplace, it is also important to consider where the organization is right now in terms of the four stages of learning described in the article.

Learning 1.0, 2.0 & 3.0



The Future of Learning

For different reasons (structure, culture, the kind of work they perform, readiness for change or mindset, not to mention technological capabilities and relevance), different organizations are in very different places today, and sometimes they are even in two places at once. Therefore, it is important to know our starting point in order to be able to plan the specific jobs, challenges and strategic needs at hand.



The Delivery Methods of Tomorrow

In the future, the most important thing may not be WHAT we are to deliver, but rather HOW we want to deliver it. Even though it still seems as if live workshops will continue to be popular and play a major role, changes are upon us.

Besides traditional workshops, the future delivery methods will be increasingly characterized by digital and collaborative learning, including social media, e-learning and webinars.

The collaborative aspect is the most important, because the presence of social networks, e-mail and fast, ubiquitous communication in our personal lives create an expectation of a more social approach on learning.

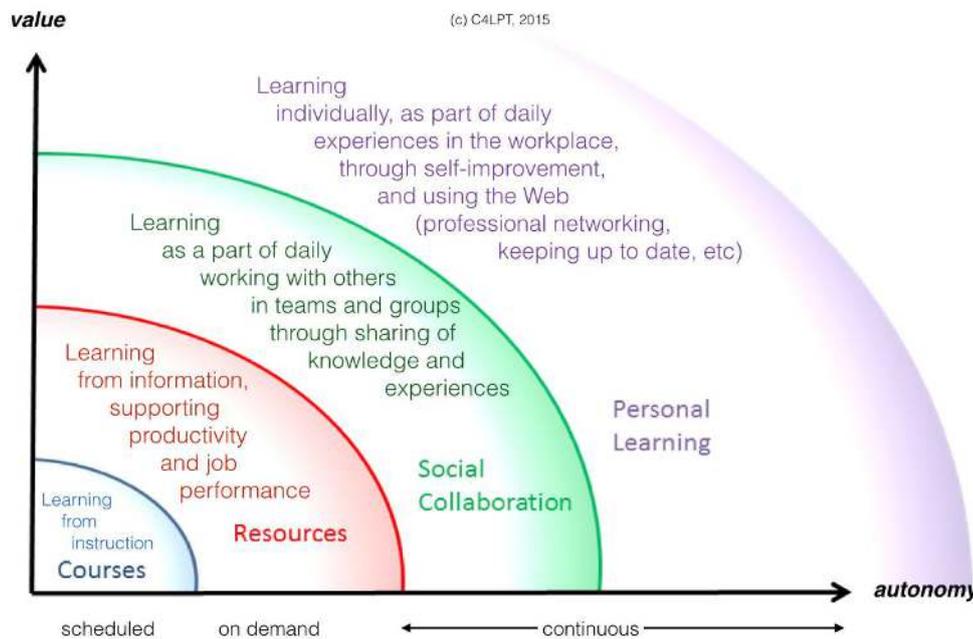
This means more facilitated webinars, more exploration of the social networks and increased use of dynamic e-learning with built-in simulation and interactivity. In our face-to-face workshops, we must focus less on the banking concept of education and more on experience-based, interactive learning models.

Tomorrow's Workplace

In tomorrow's workplace, learning is partly determined in advance (formally), partly 'on-demand' (self-organized), but in the end, learning something is a continuous process where the majority of the learning happens outside the formal courses, while the employees are doing their daily work. This kind of learning is very different from the traditional way, where knowledge is gained through studies and training.

The Future of Learning

The new learning approach will ensure both the personal, professional and organizational success and survival. According to Jane Hart, Centre for Learning and Performance Technologies (C4LPT), it is clear that **the more self-determination** the employees have on their learning, **the more value** they attach to this learning.



To say it in other words: learning at tomorrow’s workplace will be formally organized as well as self-organized. While there is still a need for organizing, and managing certain training activities in a kind-of-structured-way, it is possible to create learning content and experiences in a more flexible manner by offering on-demand (self-organized) access to courses and resources at the same time. This allows the individual employee to facilitate the use of these courses and resources in the way he or she prefers. It also supports a new self-organized, continuous learning and performance improvement for teams and individuals.

In conclusion, the role of L&D in tomorrow’s workplace involves two things: **offering modern, contemporary training and promoting and facilitating learning in everyday life.**

The Future of Learning

How It *Could* Look IRL

Internal Trainers

With all the changes already happening, i.e. a new mindset, a new structure, a new culture etc. there is a need for something that can glue everything together. The use of internal trainers may be that kind of glue that holds the puzzle together or the mortar between the bricks to use an already quoted analogy from this article.

If we look at the overall transformation from a culture dominated by a 'Command & Control' approach, towards a culture dominated by a 'Release & Engage' approach, the role is going to change as the culture changes. In the beginning of this journey, the internal trainer will maintain a solid focus on the traditional and well-known development activities such as planning who does what, facilitating workshops etc., to support the employees' development process.

Moving towards a "Release and Engage" culture, Bersin (2015) describes a shift away from traditional training towards 'Performance Consulting'. Organizations will increasingly outsource their development and delivery to external experts and platforms, while focusing on 'performance consulting' themselves. Performance consulting is where you diagnose performance challenges and design the right way to interfere without assuming that 'training solves everything'. The role of the internal trainer is thus changing gradually towards being more coaching and helping every employee understand and employ the possibilities of training and development accessible inside and outside the organization.

The training will be facilitated through the social medias and platforms to a larger extend than today. On-site, traditional workshops and webinars will still be conducted by the internal trainer, although to a smaller extent than what we see today. It looks like the trend will be that at least 50 percent of training and development will be conducted in some kind of online form in just a couple of years' time, while less than 50 percent will be conducted as physical on-site workshops.

One of the key roles of the internal trainer, is that he or she is familiar with the organizational culture and therefore has an advantage compared to an external consultant in adjusting the content, focus, learning activities and actions.

The Learning Platform

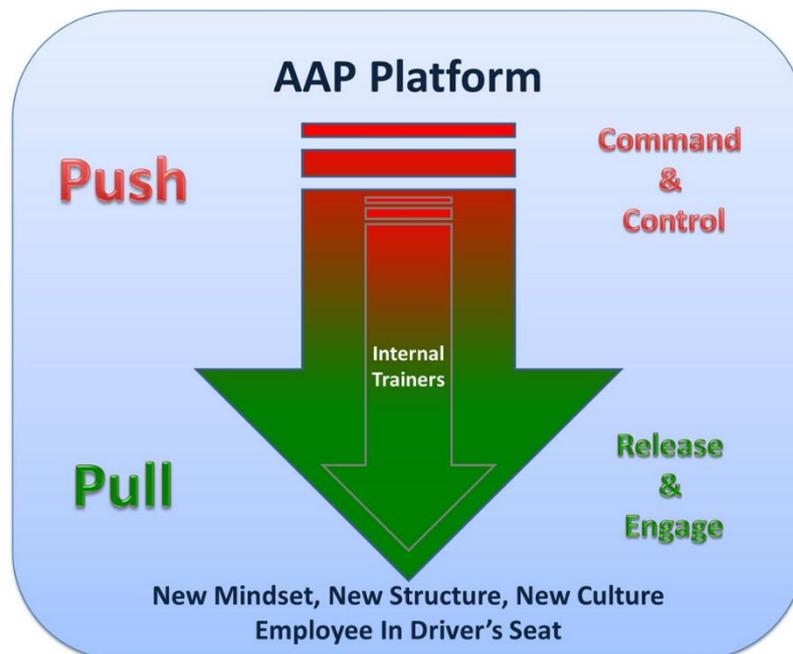
As described earlier, there is a tendency towards having external experts such as FranklinCovey, make the content for the learning and development initiatives in the future. That makes it possible for the organization to focus on increasing the everyday learning and coaching the employees so that they are aware of the learning opportunities available in the organization, and know how to best organize their training and get the most out of it.

The Future of Learning

To meet the demands of increased flexibility, just-in-time and just-in-place learning, cost focus, not to mention the possibilities for self-organized training and development of internal trainers, FranklinCovey launched a new learning platform called “All Access Pass” (AAP) in 2016.

With a FranklinCovey All Access Pass™, the user can access the extensive collection of FranklinCovey’s training materials including assessments, tools for conducting workshops, webinars and on-demand (self-organized, online) training. Furthermore, the internal trainers can find all the materials needed, including manuscripts, PowerPoint presentations, exercises, videos etc. for every program on this platform.

The illustration below shows how the AAP Platform supports the organization on its entire journey of learning, from its current starting point, towards its future workplace. The journey is facilitated by ready-made, thoroughly tested, result-oriented materials, combined with the opportunity to educate and use internal trainers in order to support the change process and the specific development initiatives on the way.



The FranklinCovey’s All Access Pass™ platform gives you and your organization several important benefits:

- **Flexibility** – delivers the desired learning in the time and form suitable for the organization and the learner
- **Influence** – easy to organize and adjust the content to precise and specific business related needs
- **Value** – you can increase the number of employees you can influence through training, and reduce cost per employee drastically at the same time

The Future of Learning

The FranklinCovey All Access Pass™ gives you the opportunity to deliver content in different ways:

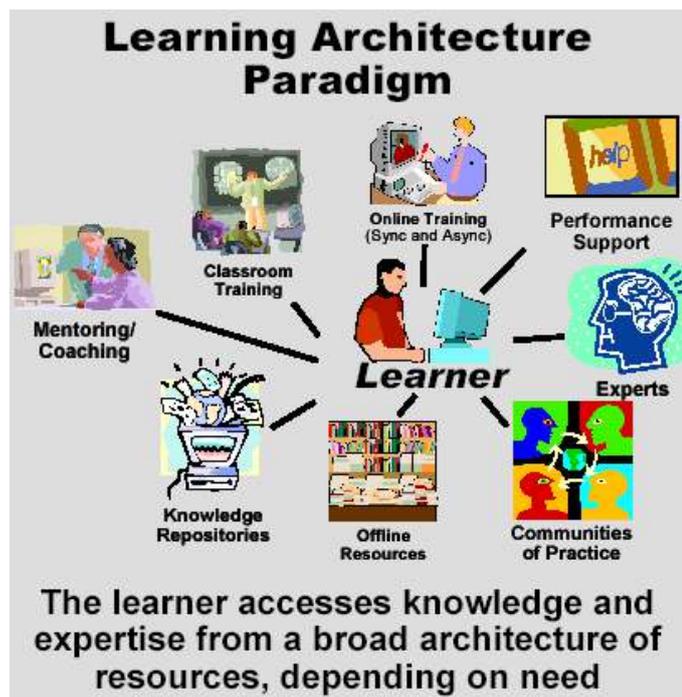
- **Live** – the live solutions can vary in length from half a day to three days. You can also choose to break down several days of sessions into smaller modules, to meet a more 'bite-sized' approach to learning.
- **Live Online (Webinars)** – FranklinCovey's webinar modules (LiveClicks) have a duration of 90 minutes up to 2 hours. They can be delivered as a collection of modules running over one or two days, or individually over time.
- **On Demand** – self-organized, individual e-learning courses consisting of FranklinCovey Excelerators (modules of 60 minutes' duration) and FranklinCovey InSights (modules of 15-20 minutes' duration). The courses can be used for individual learning, and reinforcement of other ongoing training activities.

You can combine all resources and make the ideal fit for your organization and your employees, depending on your learning needs and business context within the time and cost structure available.

Blended Learning Creates Results

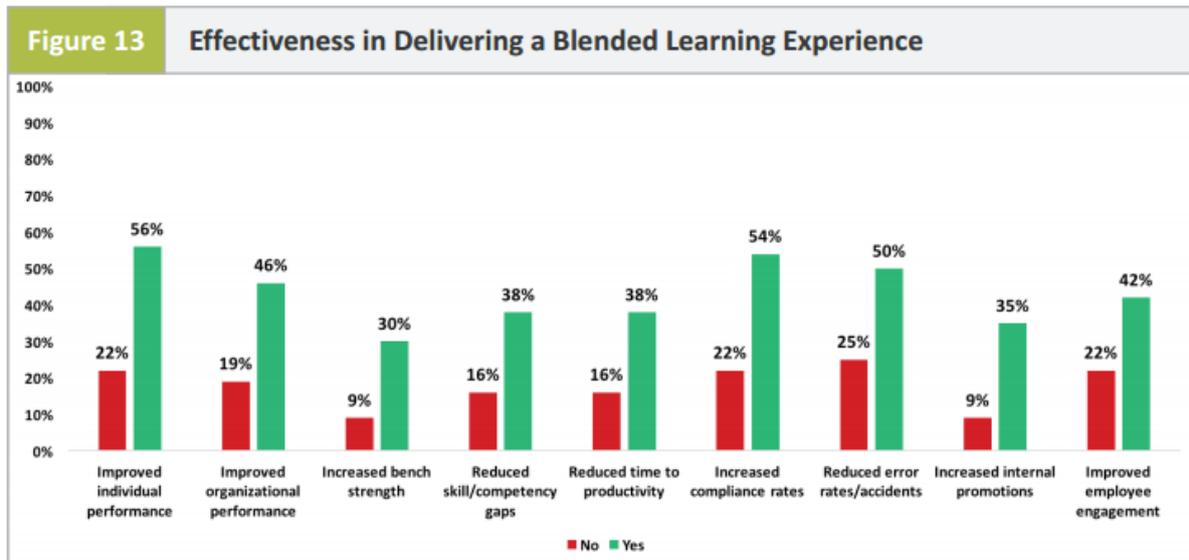
One of the major strengths of the FranklinCovey All Access Pass™ is that the platform supports the development and implementation of a blended learning process, as it delivers training physically as well as virtually (webinars and e-learning), synchronously and asynchronously and at the same time helps internal trainers (facilitators) change their approach to become more coaching.

On this note, it is interesting that Rosenberg described blended learning as a step on the way towards a new Learning Architecture Paradigm all the way back in 2002. A paradigm, that will be familiar to some and estranged to others, referring to the question of where the organization currently sees itself vis-à-vis learning (vs. 1, 2 or 3)?



The Future of Learning

A study from 2016 made by the Brandon Hall Group, showed that the so-called “HiPOS” (High Performers) are more focused on, and better at, delivering blended learning. But what do they gain from their efforts? In the greater picture, **organizations who have multiple ways of delivering knowledge** other than traditional classroom teaching, meaning that they combine formal, informal and social (experience based) learning, **will get better results**. The graph below illustrates how organizations who succeed at this (the green ones / Yes) are better at achieving learning outcomes, than the organizations who do not (the red ones / No).



Source: 2016 Brandon Hall Group Learning Strategy Study (n=253)

The results speak for themselves. Organizations who do not acknowledge the value of blended learning experiences outside the classroom, are lagging behind significantly when it comes to influencing the results achieved on the basis of learning.

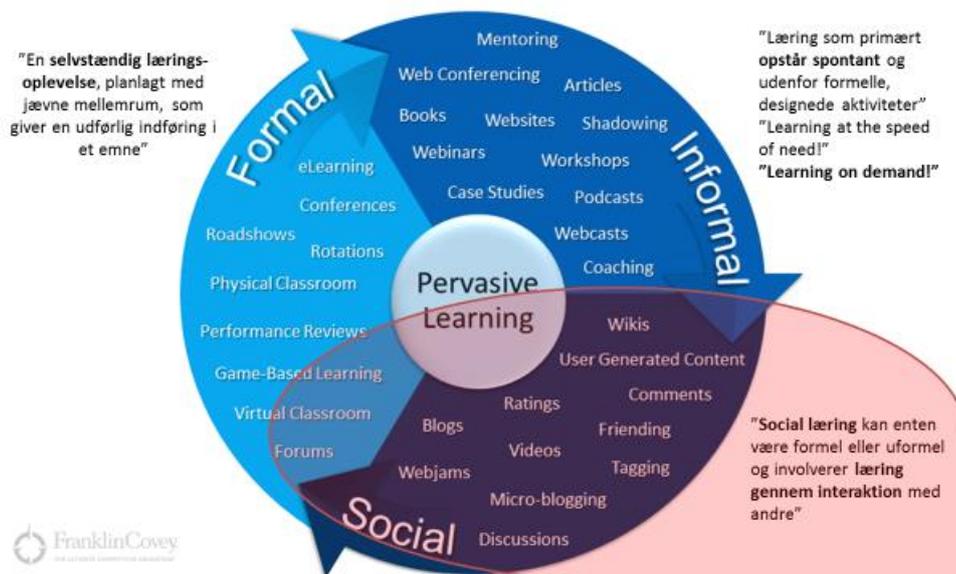
Let us take a closer look at what the blended learning experience consists of: First, we do **not** believe this to be the end of traditional, on-site ‘classroom’ teaching, physical workshops or formal learning in general. We believe that this kind of learning will continue to be among the preferred delivery methods. In our opinion, formal learning should be the center of an effective blended learning strategy, but the organizations must begin to embrace new approaches to formal learning by using the blended mindset illustrated to the right.



The Future of Learning

The Social Elements of Learning Are Imperative To Success

The 3:33 model for Pervasive Learning argues that a large part of the learning process happens through social interactions. The FranklinCovey learning platform can support formal as well as informal learning processes, whereas the social part of learning should be managed by the organization. In addition, the social learning elements will become part of the foundation for blended learning in the form of communities of practice, knowledge sharing, expert/mentorship programs etc.



Therefore, the organization's job is to find out how to best support the social part of the learning process. It may be by facilitating physical or virtual communities of practice where like-minded people can meet up and exchange experiences, assignments, challenges and help each other apply the new knowledge in practice. It may also be in the form of peer-learning groups where you can have dialogues about the field or subject which the learning concerns, established as part of the formal/informal learning process. Due to the rapid technological development, it is now easier than ever to establish and support virtual communities of practice or peer-learning groups - you can even use the social medias to do it.

How the organization chooses to manage the social part of the learning, must fit the reality and culture in which the organization and its employees are embedded. That is why there are no universal 'one-fits-all' solution, and it is important to know the organization very well, because that gives you the insights needed to know how to best include the social elements of learning.

A very simple example of how the social element can be used to strengthen the learning process as a whole, is the way FranklinCovey have chosen to work with our internal trainers in organizations all around the world. In order to become a certified trainer, you must follow an online learning process (self-organized), which equips you with the complete training materials and enables you to plan and

The Future of Learning

facilitate training in a given program inside your organization, so that it suits the specific needs and requirements of the organization.

Furthermore, we have chosen to arrange a number of 'facilitator days' during the year, to reinforce the effect of the learning from the certification process, and to constantly improve the facilitator's competencies. Every certified facilitator is invited free of charge, and the purpose is for everyone to share ideas, challenges, best practices, tips and tricks. The program always includes a presentation ensuring that everyone's skills are up to date.

Finally, the internal trainers become part of a global (and in some countries also a local) online community, where they can interact with each other, asking questions and sharing experiences.

This is an example of how you can create a community of practice for people from different organizations and different locations, whose only connection is that they are responsible for facilitating learning processes. In this community of practice, they strengthen their competencies and abilities to implement what they have learned in their own organizations, for a period of time that exceeds the original, formal learning process which was the certification.

Another example of including the social aspect in the learning process, is the implementation process that follows all of FranklinCovey's programs, where the learner is encouraged to find an accountability partner, with whom to share their progress and challenges.

The point being, that the iteration itself – the dialogue – the human interaction, be it physically or digitally – is the very core of learning, that helps the learners to reach new levels of knowledge and understanding.

The Future of Learning

Summary

Some people underestimate the future development – others overestimate it.

This article was an attempt to find a middle ground, and to present our take on the challenges and possibilities of the future, concerning learning and development. You will find a summary of the main points below, and we hope they may contribute to a focused dialogue in organizing a strategy for learning and development, which succeeds in supporting what is, as well as embraces the possibilities that are yet to come.

Key takeaways



The Future of Learning

A New Mindset

There has been a shift in how we view learning. This is a shift from viewing learning as an (isolated) event, towards viewing learning as a collaborative, continuous and social process.

That is why the HR department must make sure the employees have access to the resources, tools and connections needed for them to excel at their jobs, and improve their careers.

- **Moving away** from periodical programs owned by learning experts, **towards** self-organized solutions owned by the individual employee
- **Moving away** from telling the employees what they are to learn **towards** showing them what they can learn instead



A New Structure

- Adjust the **current organizational structure** so that it meets **the requirements of the future** (adaptability, flexibility and subjectivity)
- **Focus less** on developing content, and **more** on the desired experience for the learner
- Experiment with new learning tools and technologies
- "Just-in-time" and "just-in-place" delivery according to the employees' needs



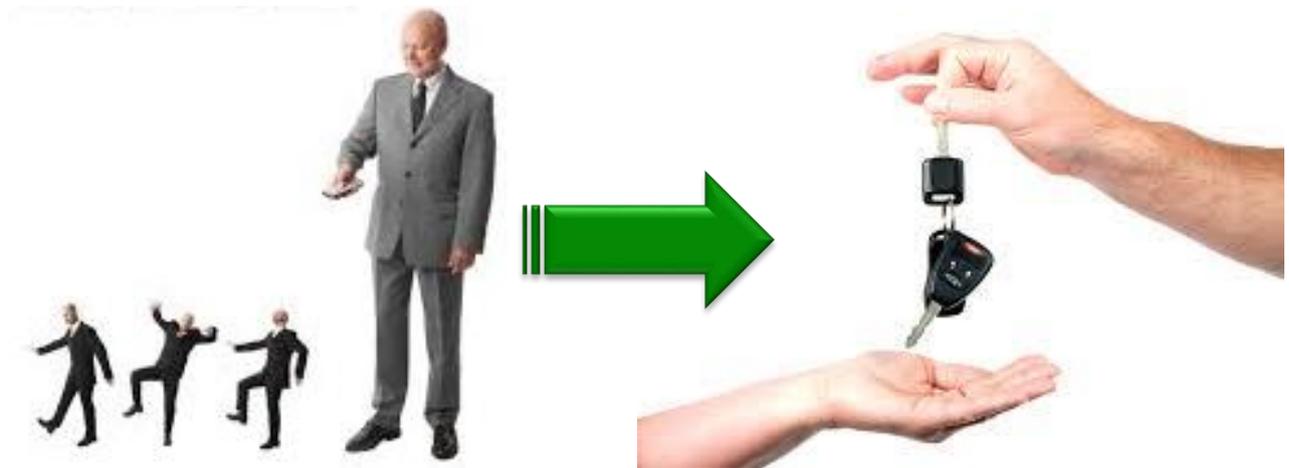
The Future of Learning

A New Culture

Allocate resources, balance expectations and adjust the organization's culture in order to make the employees capable of learning what they need to learn, whenever they need it, at any point of their career.

- The shift **away** from a content-focused 'push' approach **towards** a learner-focused 'pull' approach, **requires a cultural change** in the learning organization
- **From a culture** of "Command & Control" **towards a culture** of "Release & Engage"

To give up full control of the learning content, plans and platforms entirely may not be easy, but the learning organization who succeeds in embracing this shift, will be able to deliver more effective learning all the way through the organization.



The Employee in The Driver's Seat

The learning organization is to focus less on developing content, and focus more on the learner's daily experience.

- Help the employees find out how they can acquire the knowledge they need
- Consider how the employee experiences the learning presented by the organization
- The employees should be regarded as **clients who must be satisfied**, rather than learners who are to accept traditional classroom teaching



The Future of Learning

Technology as An Essential Driver

Apply a technological, strategic focus that recognizes that not all learning happens in a traditional classroom, or at an on-site course. First, the organizations must learn what technology can do, and then learn how to use it, to improve client and employee satisfaction.

- Mobile, social and web-based **platforms which can deliver on-demand (self-organized) learning content** are absolute **"must haves"** when working with **employee-focused learning**.
 - Use technologies that support social and experience-based learning. These are vital for establishing a successful blended learning approach.
 - Recognize the ongoing cultural change towards more social, mobile, and informal learning experiences.



The Future of Learning

Key Questions

- **Questions related to social learning could be:**
 - Where is your organization today on this journey from formal learning and an instructor-centric paradigm towards social learning and a participant-centric paradigm?
The answer will help you identify your starting point and thus also the gap between that and the requirements and opportunities of the future.

- **Questions related to the multi-generational workforce could be:**
 - What motivates your employees on the job – and at home?
 - What influences your employees' decisions?
 - What does work-life balance mean to them?
 - How can you incorporate these insights into the way you design and present learning and development in your organization?

- **Questions related to the technological development could be:**
 - How can we integrate social media and technologies and use them consciously in the design and support of collaborative (social) learning rooms in a better way than we do today?
 - How can we counter the challenges of the social media and technology, which overburdens the employees?

- **Questions related to the changing environment could be:**
 - How can we as individuals, organizations and society adapt to the new reality?
 - What would your organizational structure look like if you were to start up a new company today?

- **Questions related to the challenges of a changing mindset could be:**
 - What are the opportunities and challenges of the mindset of letting go of control and making the learner responsible for his/her own learning?
 - What would be the best possible outcome from letting go of control?
 - Which internal and external barriers can you identify in your organization?

The Future of Learning

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