What the modern learner wants and how you can give it to them

Presented By:
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Photo by bruce mars on Unsplash

Our Objectives

* **Be learner focused:** identify individual needs and skill gaps

* **Drive engagement:** provide modern personalized learning, both informal and formal

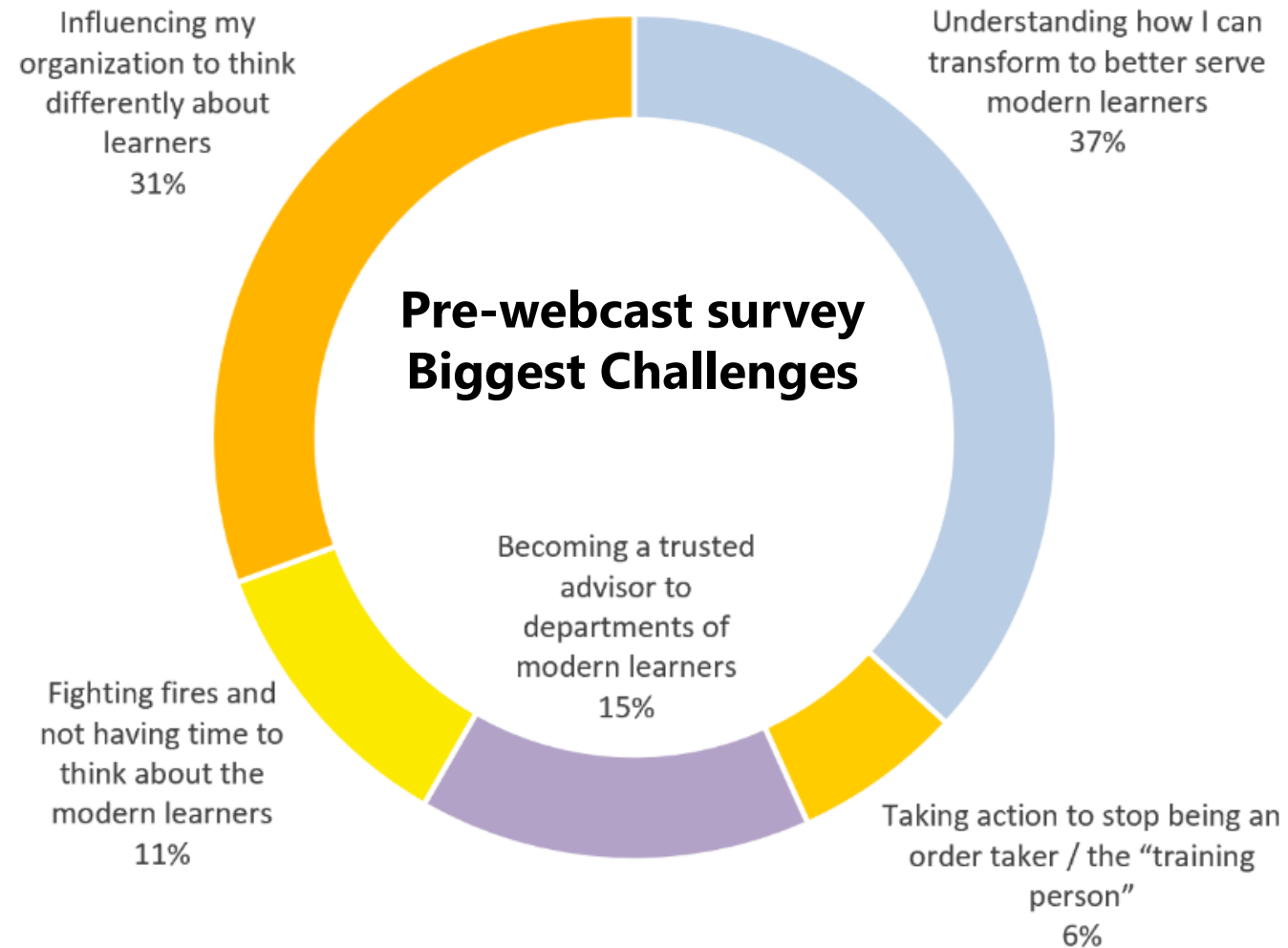* **Be forward looking:** support career planning and growth

Background

3 Traits That Will Make You a Learning and Development Rock Star In 2020

By Cheryl Lasse
Wednesday, March 22, 2017

Background

Pre-webcast survey
Biggest Challenges

Understanding how I can transform to better serve modern learners
37%

Influencing my organization to think differently about learners
31%

Fighting fires and not having time to think about the modern learners
11%

Becoming a trusted advisor to departments of modern learners
15%

Taking action to stop being an order taker / the "training person"
6%

What the modern learner wants

The #1 challenge for talent development is getting employees to make time for learning

The #1 reason employees say they are not engaging in workplace learning is because they don't have the time. Executives and people managers agree that getting employees to make time for learning is the #1 challenge for talent development.

94% OF EMPLOYEES WOULD STAY AT A COMPANY LONGER IF IT INVESTED IN THEIR CAREER

Yet

#1 REASON EMPLOYEES FEEL HELD BACK FROM LEARNING IS BECAUSE THEY DON'T HAVE THE TIME

What the modern learner wants

2019 is the year of the skills gap.

Macro trends such as digital transformation and the decreasing shelf-life of skills are leaving organizations to play catch-up as they try to hire and develop the right skills—and talent development is tackling the challenge head-on in a myriad of ways.

This is the year that L&D leaders hone their ability to identify, assess, and close skills gaps

2019 Workplace Learning Report, LinkedIn

Skills Gaps Top the Priority List in 2019

#1
Identify and assess skills gaps

↑ 32% increase year over year

#2
Increase learner engagement

#3
Develop career frameworks
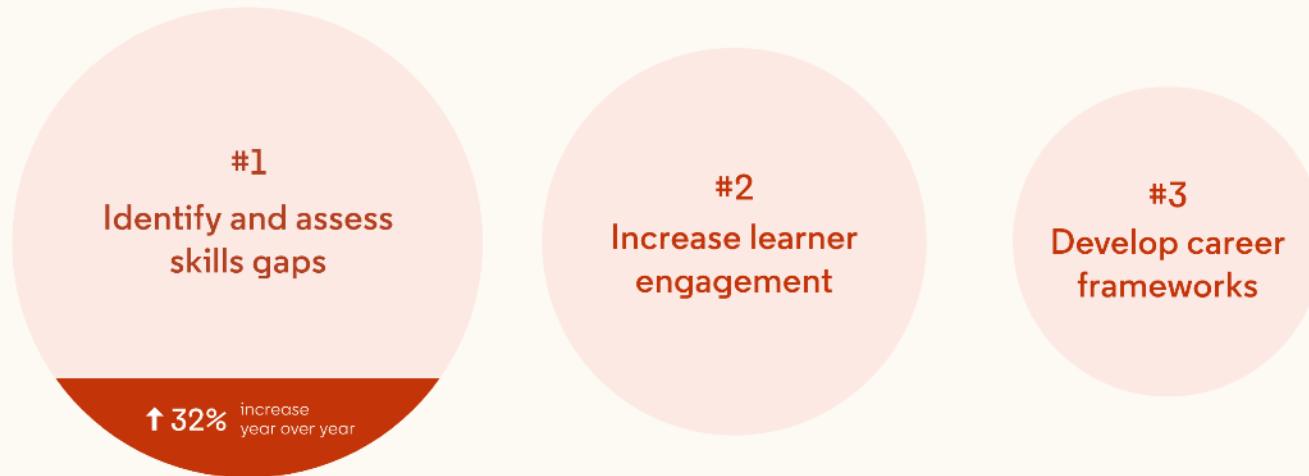
Be learner focused though identifying individual needs and skill gaps

Drive engagement through personalized learning

Be forward looking, supporting career planning and growth

6

L&D Rockstar Traits

✴ Be customer/learner-focused

✴ Embrace learning diversity

✴ Be curious

Photo by Stefan Krause, Wikimedia Commons

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Be learner-focused

# Know what success looks like (role-based competency model)

If we are to ensure people have the skills they need to do their job and grow into new roles, we have to start with what skills people need to have to be successful

ATD webcast and step-by-step instructions with templates for how to build competency models

https://skilldirector.com/how-to-build-competency-models
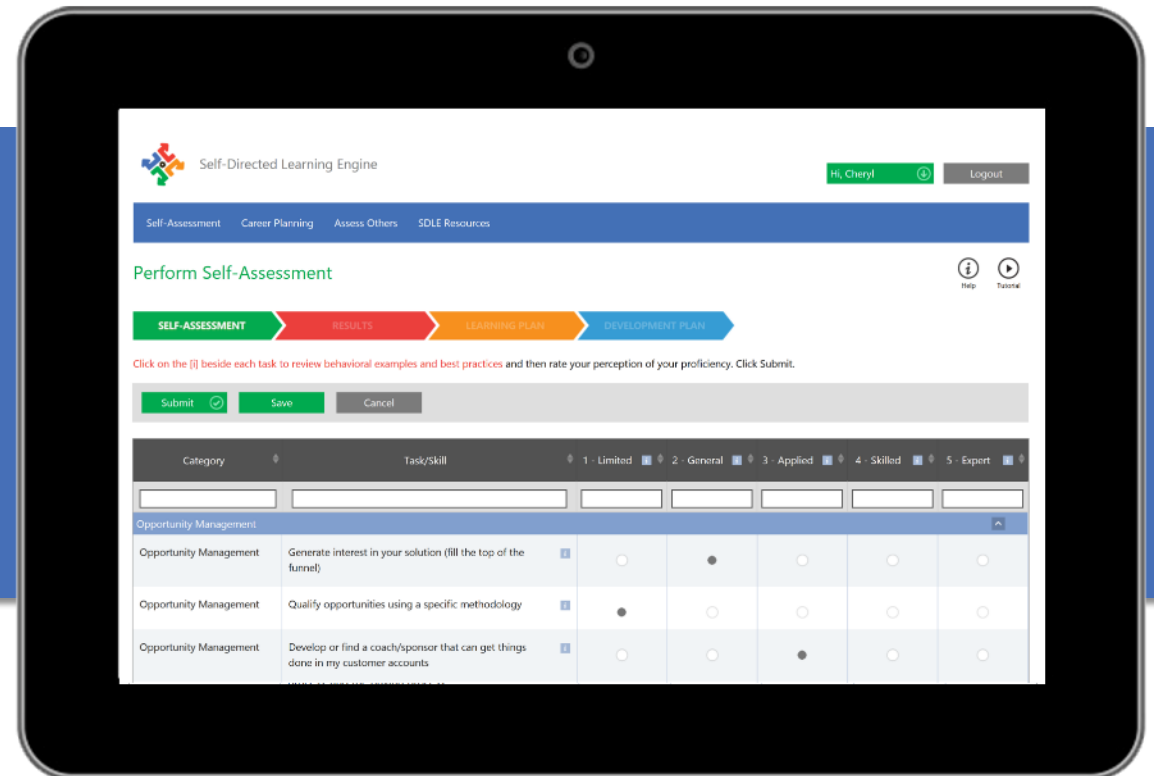
Skill Gaps drive PULL
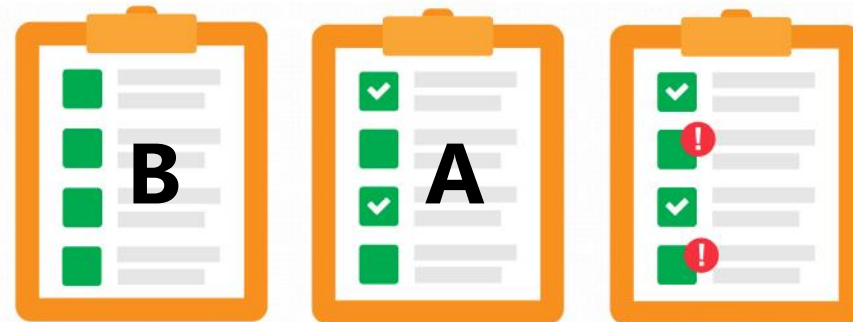
Job requirements − your proficiency = skill gaps

**Self-awareness →
Intrinsic motivation to act**

Skill Gaps drive PULL

What can you do?

✱ Provide learners with the ability to self-assess against a role-based competency model

✱ Encourage them to self-assess against other jobs as part of owning their career development

Job requirements ⊖ your proficiency ⊜ skill gaps ➡ **Self-awareness →**
Intrinsic motivation to act

Skills Assessment: competency model critical success factors

To get the skills assessment data you need, your competency models must:

1   Include properly defined behavioral examples at each level

2   Be a concise set of skills (current and near future) that are most critical for success

3   Make it easy to communicate our capabilities to leadership

Include properly defined behavioral examples at each level

Good behavioral examples must be...

* Specific enough to enable objective assessment of proficiency

* Clearly differentiated between proficiency levels without guessing

* Easy to understand

* In the language of the person in that role, that is, not academic, corporate-speak

* Observable

* Not knowledge tests, but rather assessments of what you can DO with what you know

Include properly defined behavioral examples at each level

Influence and persuade others to drive action

5	• Successfully influence leaders to change their opinion/decision on critical items • Perceived internally as an authority on how to customize messaging to various levels of an organization (conversationally savvy) • Overcome strong position-based disagreement with agreement based on mutual interests
4	• Spend time researching the motivations and requirements of others • Leverage the support and opinions of others with influence • Use relevant stories to persuade (beyond data) • Link my view on points of conflict to organizational goals

3	• Often able to influence others, even when authority doesn't exist
	• Use a structured technique for preparing to talk with others
	    o Consistently use pre-call/meeting planning including research
	    o Anticipate objections, and uncover non-obvious agendas/perspectives
	    o Plan for contingency
	• Research points of conflict and prepare data-driven support for my approach
	• Use active listening and probing techniques to understand differing points of view
	• Present support for my point of view in a persuasive, clear and easily understandable way that acknowledges the opinions of others
	• Interpret non-verbal and verbal cues to alter my messaging

2	• Build a case for my opinion • Use data to overcome differing opinions • Focus on objections rather than points of agreement • Recognize that the opinions of others may be based on more than what is said, but don't necessarily know what that is
1	• Respond to the opinions of others as they are presented • Alter my messaging on demand based on what is said

# Competency model must contain skills critical to success now/near future

The skills in the model will and should change over time depending on how a role evolves ...or processes, tools, technologies and best practices represented in the examples will change.

Limit to those that are critical to success in the role.

4th Industrial Revolution (near future) skills include: learning agility, collaboration, critical thinking, influencing, systems thinking, and data analysis
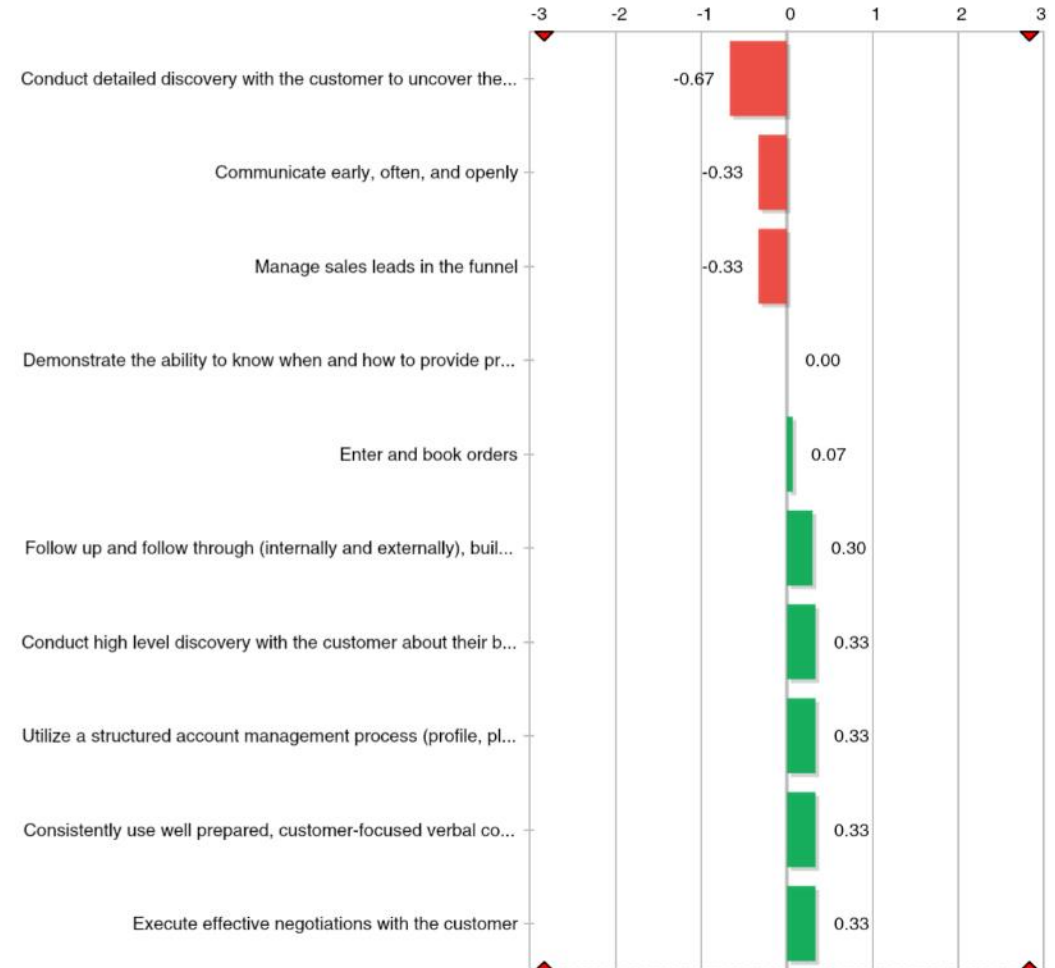
- Ensure success through digitization/AI changes
- Ensure your organization remains competitive and relevant

Photo by Joshua Sortino on Unsplash
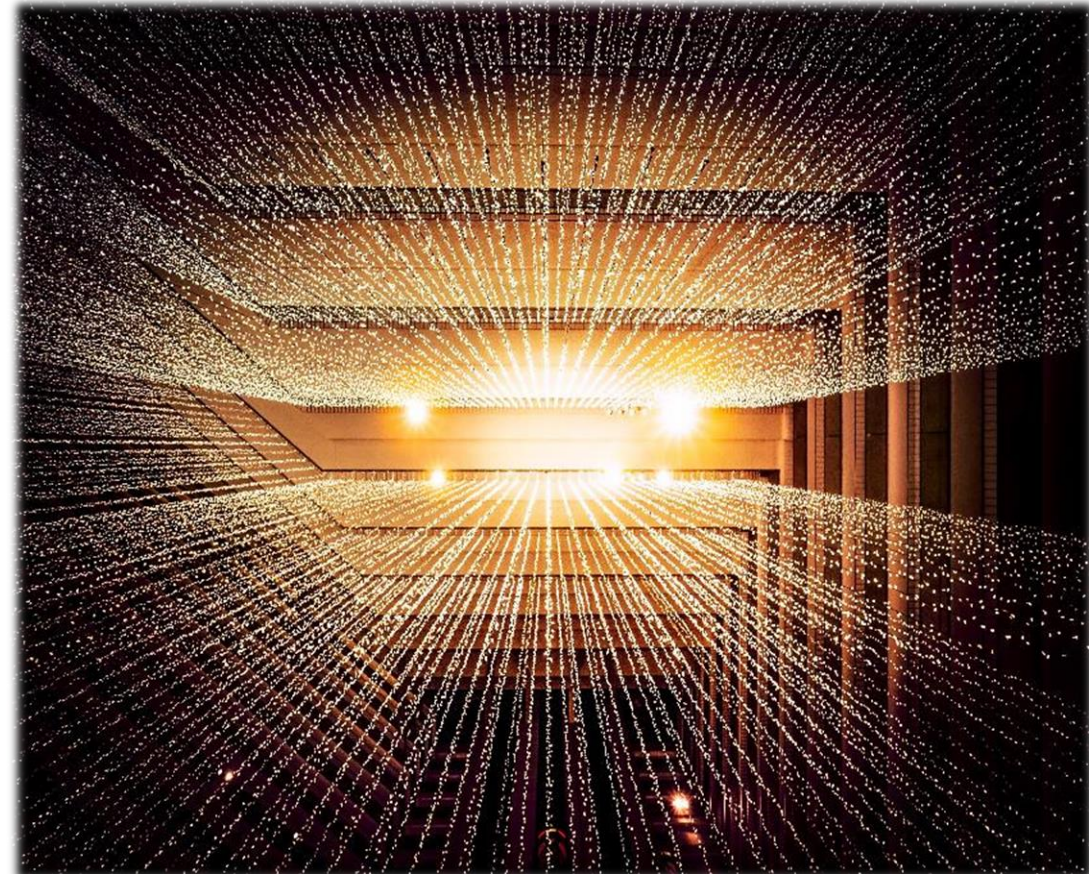
Make it easy to communicate our capabilities to leadership

A role-based competency model, which specifically connects skills to corporate strategy, ensures leaders will understand what skills gaps really mean to their ability to execute/achieve stated objectives.

This makes it easy to build learning interventions.

Competency	Value
Conduct detailed discovery with the customer to uncover the...	-0.67
Communicate early, often, and openly	-0.33
Manage sales leads in the funnel	-0.33
Demonstrate the ability to know when and how to provide pr...	0.00
Enter and book orders	0.07
Follow up and follow through (internally and externally), buil...	0.30
Conduct high level discovery with the customer about their b...	0.33
Utilize a structured account management process (profile, pl...	0.33
Consistently use well prepared, customer-focused verbal co...	0.33
Execute effective negotiations with the customer	0.33

Skills Assessment: competency model critical success factors

To get the skills assessment data you need, your competency models must:

1 Include properly defined behavioral examples at each level

2 Be a concise set of skills (current and near future) that are most critical for success

3 Make it easy to communicate our capabilities to leadership

Skills Assessment: capture and aggregate assessments

Start with a self-assessment, so that adult learning principles are upheld

- Essential for buy-in
- Self-awareness about the expectations and their capability
- Drives intrinsic motivation to want to close gaps
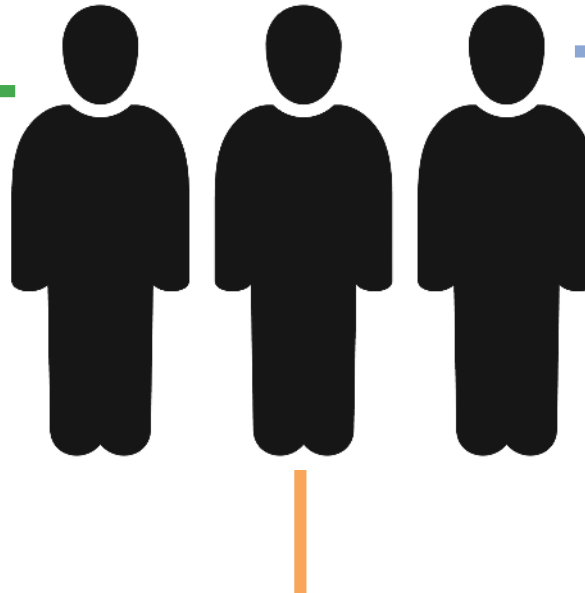
Consider Subject Matter Expert (SME) assessments, especially if the manager doesn't have the technical capability to assess an individual on some skill

Where possible, include manager/team leader assessments

Skills Assessment: key technology considerations

- Be easy and fast (< 30 min)

- Make it easy to get consistent, objective data; use behavioral examples to communicate best practices and inspire people to mastery

- Drive alignment between those who assess (self, manager, SMEs) so they can have data driven coaching conversations without guesswork

- Managers must have an easy way of assessing their team members individually and viewing the results of those assessments in aggregate, to plan team skill building activities, and pair task-based mentors and mentees for collaborative learning

- Be able to aggregate, slice and dice, and visualize results for leadership

- Be sure you'll have the data to tell the story and support next steps... how to close skill gaps and meet objectives
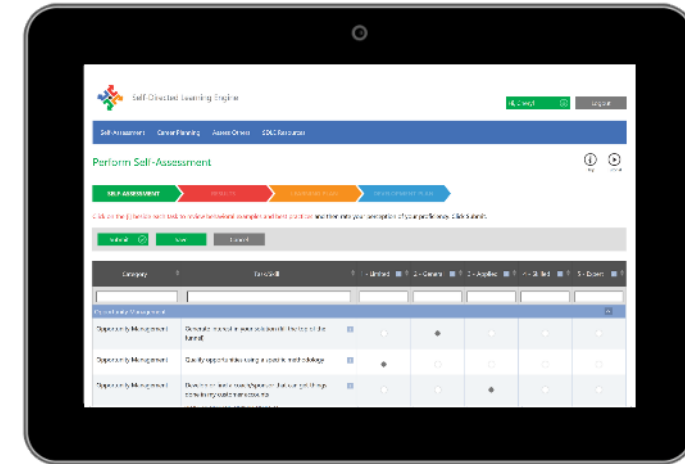
Skills Assessment: is it the end game?

A skills assessment should be part of an ongoing process that drives a **culture of learning**.
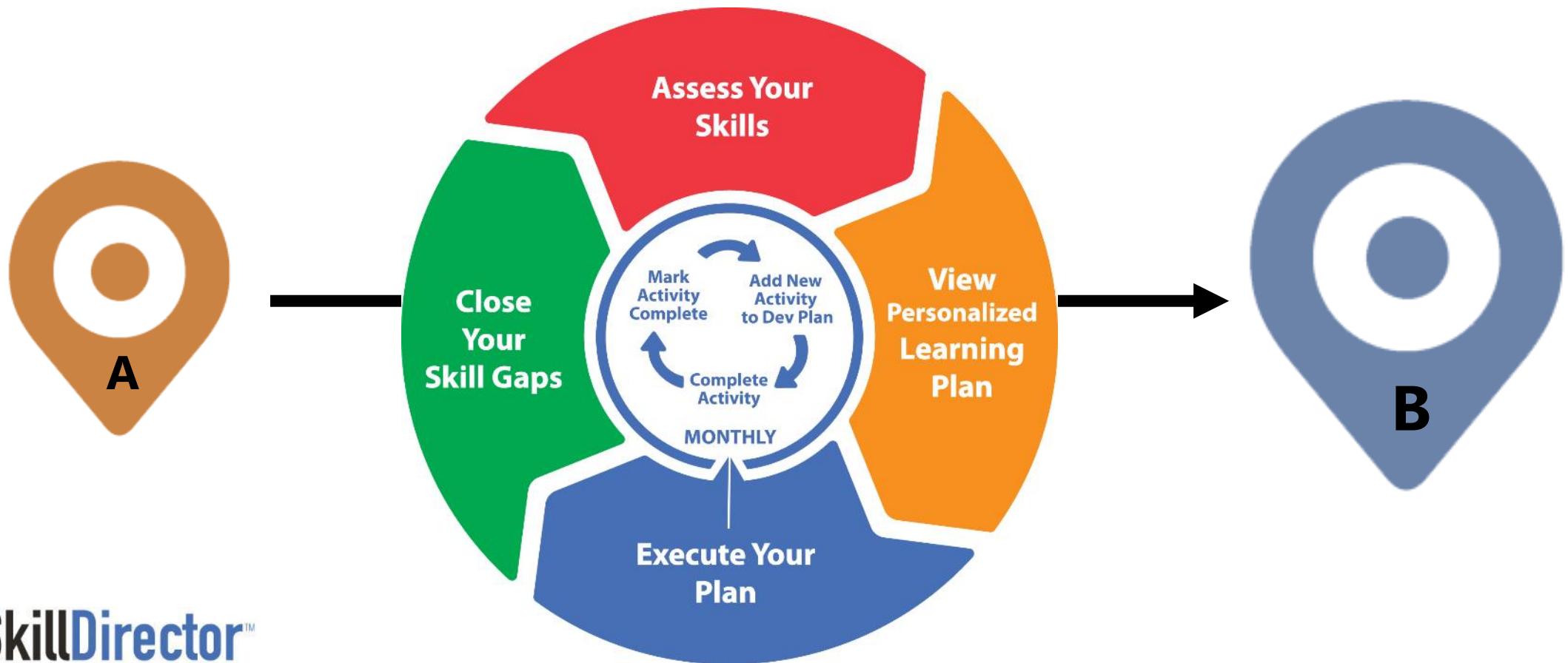
Personalized competency-based learning

- ✹ 1-size-fits-me
- ✹ Relevant
- ✹ Personalized
- ✹ Easy to access

ATD webcast and step-by-step instructions with templates for how to build competency-based learning

https://skilldirector.com/how-to-create-competency-based-learning

What can you do?

Provide technology that provides a **Personalized Learning Plan** to each person who identifies a skill gap.

Job requirements ➖ your proficiency ➖ skill gaps

Personalized Learning Plan
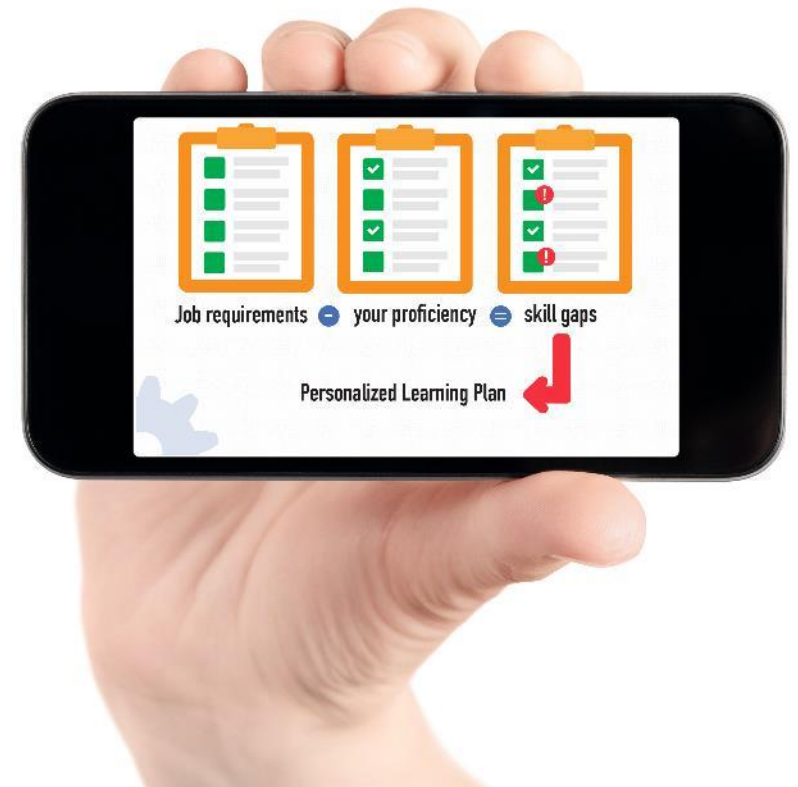
Embrace Learning Diversity

Personalized competency-based learning: 70-20-10

Avoid "no time for learning" excuses with workflow learning

~70%
Experience
Skill practices
Job aids
Templates
"How To" tutorials
Activities/on the job learning

~20%
Collaborative
Coaching
Mentoring
Working with peers
Communities Of Practice

~10%

Formal Learning
Classroom, eLearning, Webinars

Personalized Learning: Experiential learning (70%)

What can you do?

Create ways to learn in the flow of work, such as job aids, templates, and checklists.

Build skill practices that provide step by step instruction for learning some behavior, with examples, so when they're done, the work is done.

A modern learning experience focuses on creating real behavior change

The biggest mistake learning professionals make is thinking that **talking about** a behavior is the same thing as **doing** the behavior.

2017 Workplace Learning Report, LinkedIn

ATD webcast and step-by-step instructions with templates for how to build informal learning
https://skilldirector.com/how-to-create-informal-learning

Personalized Learning: Collaborative learning (20%)

With whom should they work to learn this skill?"

What can you do?

Provide technology that supports identification of task-based mentors.

Recognize those who serve as mentors so everyone will want to be one.

Proven methods to facilitate peer learning

❋ Keep mentoring task-based – expand your mentor pool

❋ Use technology to locate mentors so it's easy to do

❋ Track who is mentored, and who is doing the mentoring, both for recognition and to track what's working to close gaps

❋ Don't let people pick their own mentors → responsibility belongs to managers

❋ Recognize managers who promote peer learning (elevate and celebrate)

Personalized Learning: Formal learning (10%)

What can you do?

Look at the formal learning you have, and see if you can break it into components that can be used separately

Can activities you do in a classroom be activities you can convert into a skill practice people can do on their own?

Can videos you show in an eLearning or classroom that helps someone see a best practice as microlearning?

Personalized Learning: Curate content

Become "Master Of The Universe"...
a broker of all things learning!

Curate the best internal and external content
and resources, (templates, job aids, ideas for activities)!

Respond to new learning needs in days!

What can you do?

Embrace a "curation before building" mindset so you can be
more agile.

Be curious

Photo by Dušan Smetana on Unsplash

Be curious

The skills in the model will and should change over time depending on how a role evolves ...or processes, tools, technologies and best practices represented in the examples will change.

Competency models help L&D know how to serve their learner customers.

What can you do?

Explore your organization's business, industry and the audience you serve.

How do you do that?

Become intimately familiar with your customer, maybe even before the customer knows the need exists so you can pivot quickly to meet changing needs.

Be curious: use your knowledge to become a trusted advisor

Link to a skill practice you can use for yourselves to learn how to become a Trusted Partner
(plus how to build credibility, and how to help an internal customer):

https://skilldirector.com/informal-learning-form

Get learners to hold themselves accountable

If you let people self-assess and provide competency-based learning, learners will own their development and hold themselves accountable.

The learning organization will exist to make this possible, not push it down their throats.

What can you do?

See what choices learners are making and work to increase those types of learning options, and keep them current.

- Stop creating content that may be quickly obsolete

- Look at learning curation, and agile content development approaches that are radically different than traditional ones
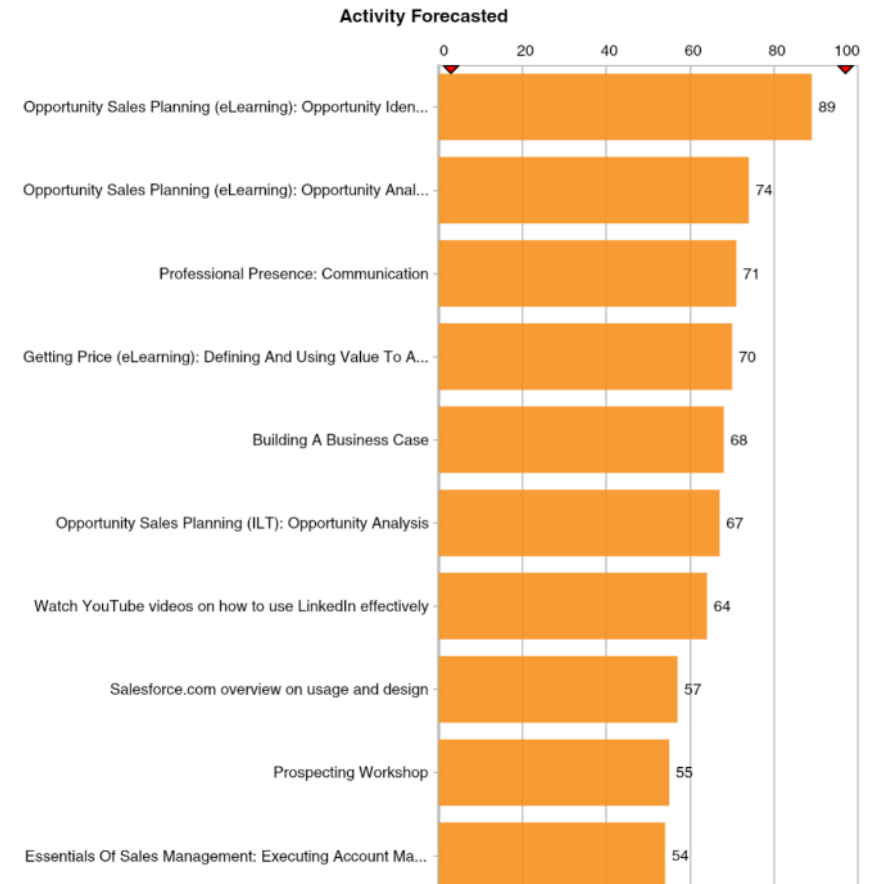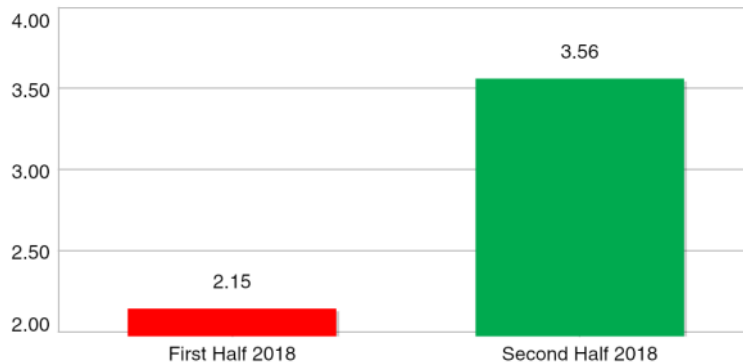
Personal continuous improvement process

Ensure we create, and leaders embrace, a culture of learning. We must give modern learners what they want and need to support it.
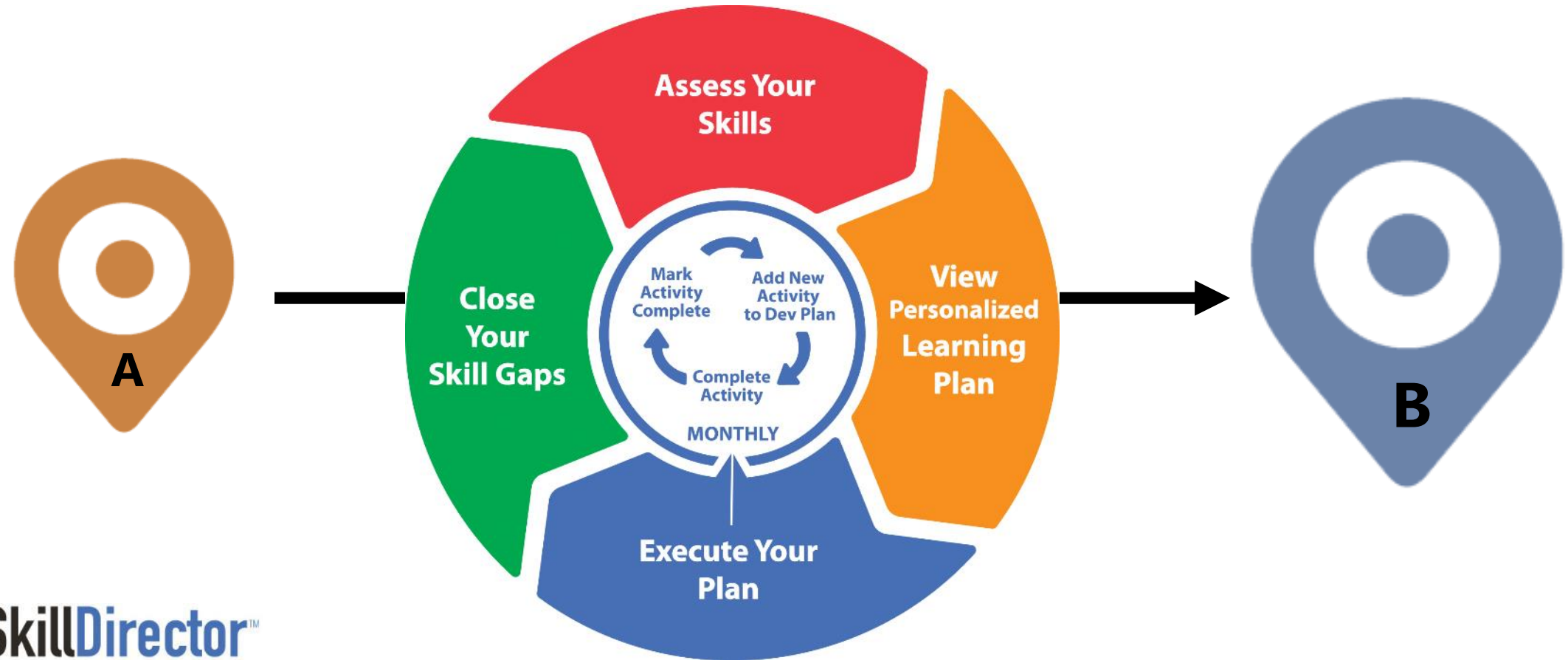
Be learner-focused and drive engagement

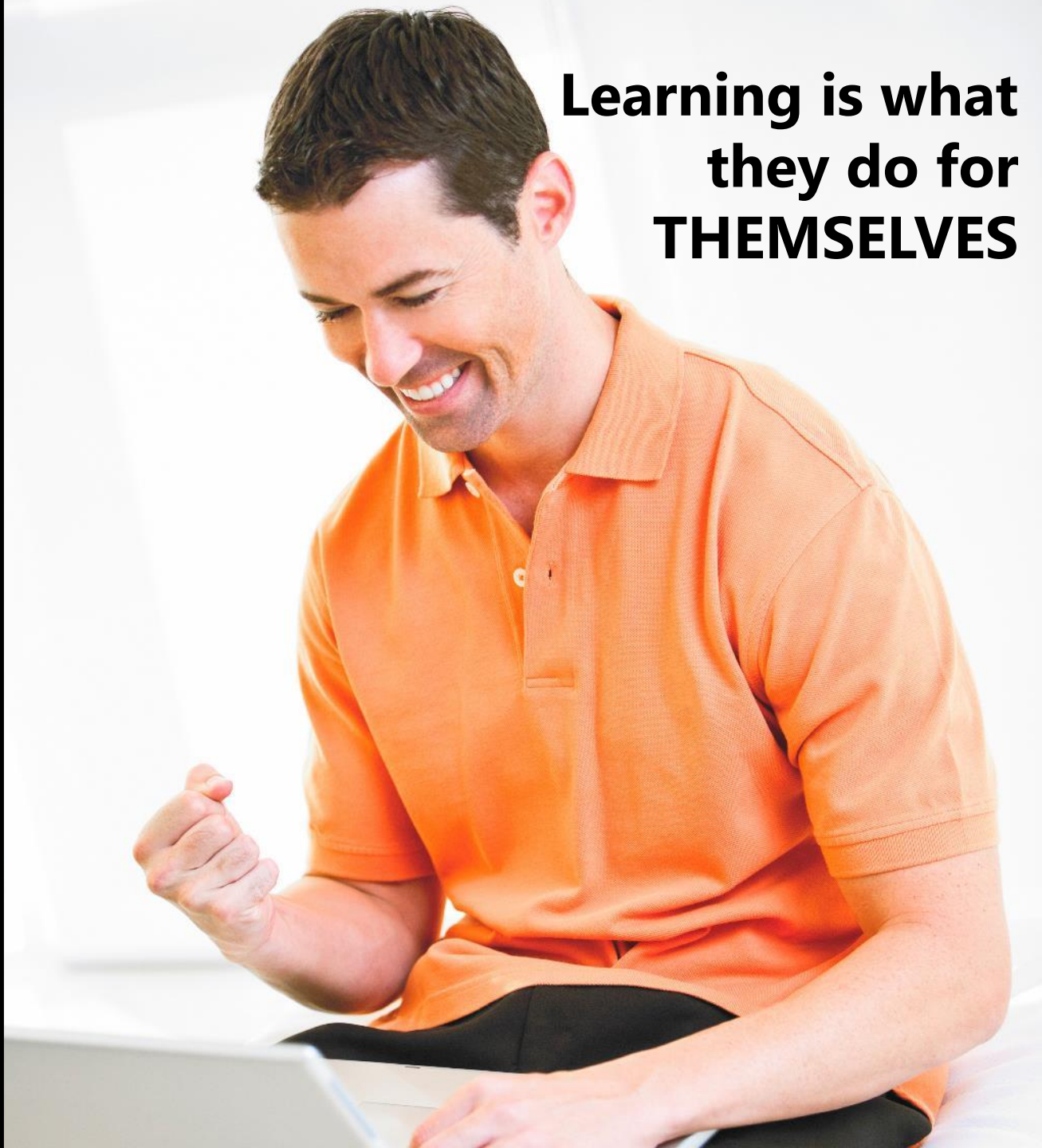Aggregated assessment data enables you to be learner-focused.

⚙ Provides you with strategic direction on how to help the organization meet their goals

⚙ Aggregated Personalized Learning Plan data becomes real needs assessment data for demand planning

⚙ Measure the impact of your skill development activities

Activity Forecasted

Opportunity Sales Planning (eLearning): Opportunity Iden...	89
Opportunity Sales Planning (eLearning): Opportunity Anal...	74
Professional Presence: Communication	71
Getting Price (eLearning): Defining And Using Value To A...	70
Building A Business Case	68
Opportunity Sales Planning (ILT): Opportunity Analysis	67
Watch YouTube videos on how to use LinkedIn effectively	64
Salesforce.com overview on usage and design	57
Prospecting Workshop	55
Essentials Of Sales Management: Executing Account Ma...	54

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Training is what you do TO someone

Learning is what they do for THEMSELVES

Be forward looking: support career planning & growth

Career development is consistently in the top 2 reasons people take a job, and lack of it are the top 2 reasons people leave

Be forward looking: support career planning & growth

Career paths are transforming into patterns. The definition of a career has changed. Career ladders lost rungs or disappeared.

Savvy talent developers are taking the lead in changing the organizational mindset to one that values and facilitates flexible, self-defined career patterns—

traditional and not so traditional—

and opens more doors for talent to choose to stay and grow.

Beverly Kaye, Lindy Williams

# Be forward looking: support career planning & growth

To help people grow into other roles, let people career assess, identify skill gaps and see learning options for that role, so they can self-develop, or request the opportunity for activities and experiences that will get them there.
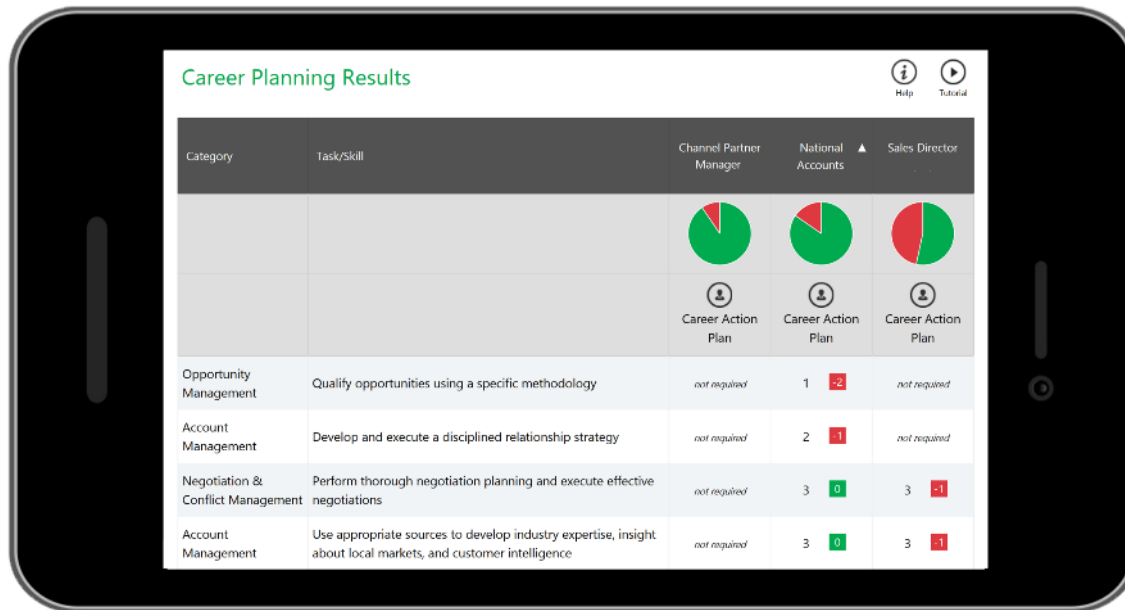
✹ Give them control, and they'll be engaged

✹ Give them the opportunity to grow internally, they are more likely to stay

How to give the modern learner what they need

- ✳ **Be learner-focused**: identify individual needs and skill gaps

- ✳ **Drive engagement**: provide modern personalized learning, both informal and formal

- ✳ **Be forward looking**: support career planning and growth

https://td.org/skilltracker

![SkillDirector™ PERSONALIZED LEARNING]
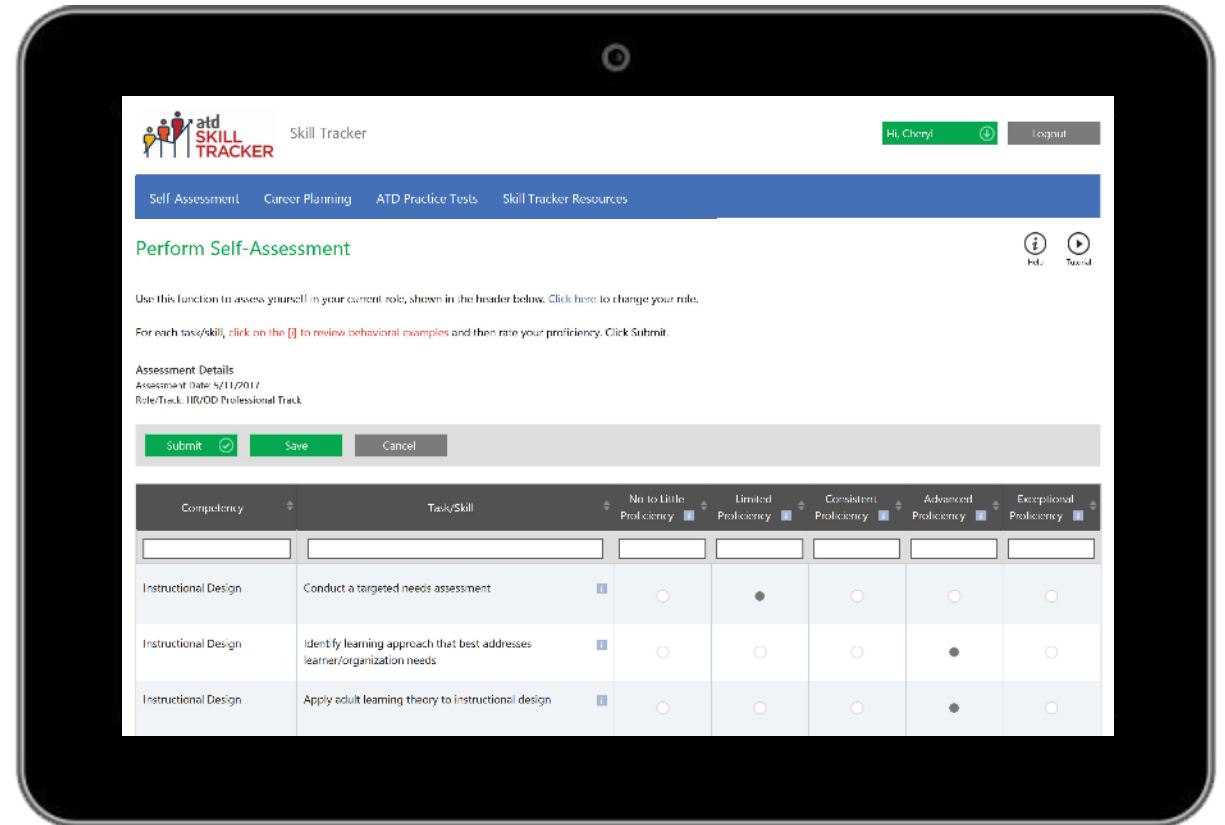
First step to take after this webcast

* Create 1-5 informal learning activities, like a skill practice (no cost other than your time)

* Once you've built them, promote them to the target audience, especially influencers

* Get testimonials from those who use them; use the testimonials to market to others

* Then use the feedback to start changing the conversation with leaders about a better way to support modern learners

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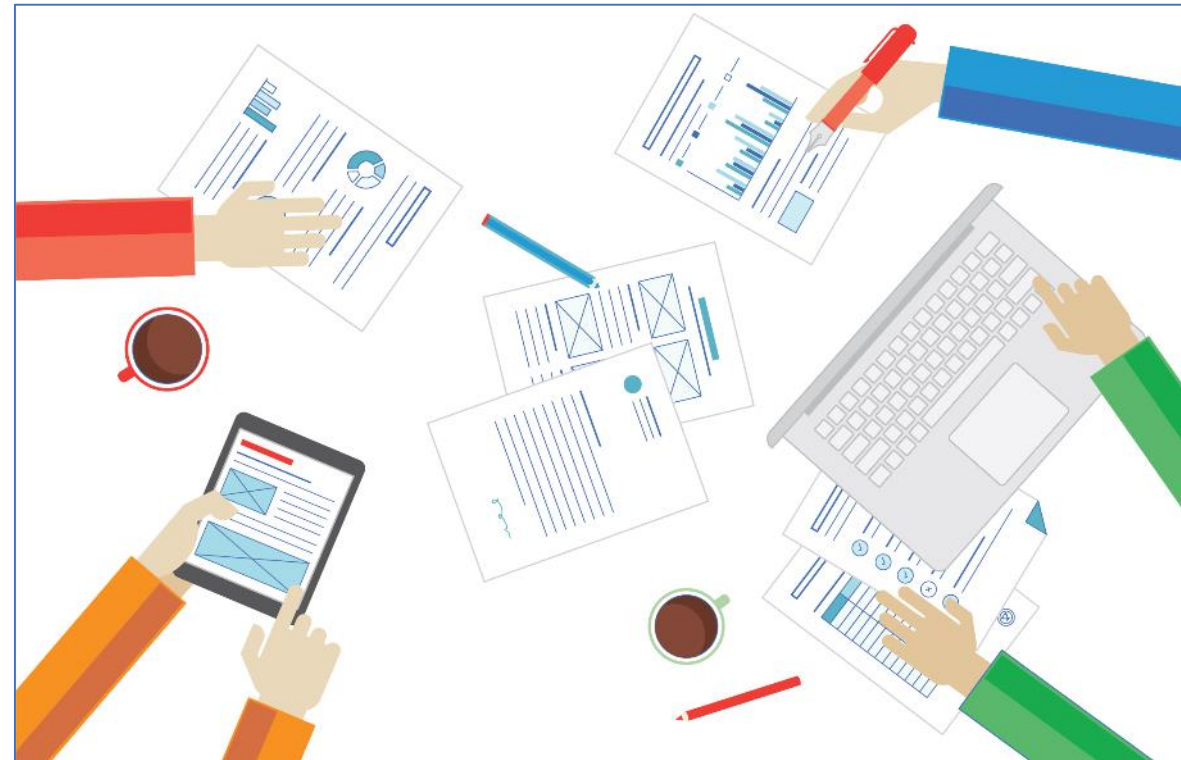
Selling modern learning to leadership

Would you prefer we develop learning that we can…

- **build quickly,**
- **maintain easily,**
- **costs less,**
- **doesn't take people away from their jobs,**
- **and enables them to execute what you need them to do by building the right habits… which, by the way, is the exact way people want to learn?**

Or would you like us to build more formal learning?

Contact Information & Resources

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- How to build a role-based competency model (https://skilldirector.com/how-to-build-competency-models)
- How to create competency-based learning (https://skilldirector.com/how-to-create-competency-based-learning)
- How to create informal learning (https://skilldirector.com/how-to-create-informal-learning)
- White paper on how to sell this to leadership (https://skilldirector.com/employees-take-charge-paper/)
- Competency Models For Professional Development LinkedIn Group (https://www.linkedin.com/groups/8467576/)