The New Methods of Organizational Learning & Training

Survey of corporate university leaders - April 2016

Survey conducted by: MRCC
For: BPI group
Partners:
- netexplo
- LEADERS LEAGUE
- garf
An evolution is taking place in corporate training and learning today. Corporate universities and talent development models must adapt to the challenges faced by companies and employees in an environment of constant transformation.

From digital innovation to accelerated globalization, companies are experiencing profound change – and employees must also shift and build their competencies to adapt to these trends. Recognizing these challenges, BPI group, a global management and HR consulting firm with expertise in change management, surveyed 130 corporate university leaders.

BPI group published these survey results at U-Spring on April 7th, 2016 – the first European event dedicated to corporate universities, learning, and talent development.

Sabine Lochmann
President of the Management Board, BPI group

Christophe Richarme
Managing Director, BPI group
72% of organizations surveyed do not want to establish a corporate university for 3 main reasons:

- Complexity of implementation: 16%
- Specificities of their training engineering: 6%
- Culture: 6%

Additional reasons cited:
- Complexity of implementation: 16%
- Specificities of their training engineering: 6%
- Culture: 6%

A rapidly-changing model p. 9-11

The drivers of this change demonstrate the expanded role of the corporate university, whose tools are evolving due to advances in digital technology and changes in the organizations that the university supports.

SUMMARY

Structure p. 4

A centralized structure, with international aims, affiliated with the HR department. There are multiple internal sponsors, mainly HR and the senior management, or managers more broadly.

Objectives p. 5

Multiple objectives for universities, including developing management and contributing to the corporate culture and changes in the organization, as well as to designing training programs. 92% feel that they play a role in the larger organization.

Factors in short-term adaptation p. 6-8

The main factors in adaptation related to digital technology:
- The primary factor cited was digital technology in and of itself. Other factors, which are affected by digital technology,
The universities are principally affiliated with the HR department, and sometimes senior management. The universities are a combined internal/external undertaking.

Functional affiliation
- The main functional affiliation is with human resources: 65% with the HR department, 13% with the human resources development department or talent management department, 3% with the training department.
- 16% report to the senior management
- 1 case of independent EIG

Internal sponsors: On average, 3 sponsors are appointed

Management model
- 100% of the work is done internally
- Up to 50% of the work is done internally
- Less than 50% of the work is done internally
- All work is done externally
Universities have multiple objectives, including development of management, influence on the corporate culture and changes in the organization, and the design of training programs.

- Support development of management: 84%
- Contribute to development of corporate culture: 84%
- Design training programs: 78%
- Contribute to changes in the organization: 78%
- Offer innovative approaches: 68%
- Develop knowledge building: 65%
- Develop a learning community: 49%
- Develop a learning organization: 49%
- Lead an ecosystem of chosen partners: 43%
- Support HR departments: 41%
- Engage in forecasting: 27%
- Have an impact in geographic areas and among clients in order to...: 24%

The role of corporate universities in training, fostering a sense of belonging, and knowledge.

- In terms of training: 100%
- In terms of belonging to the organization: 92%
- In terms of knowledge: 91%
There are multiple factors in adaptation; first among them is the emergence of digital technology. On a scale of 0 to 10:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergence of digital technology</td>
<td>8.0</td>
</tr>
<tr>
<td>Emergence of new pedagogical approaches</td>
<td>7.8</td>
</tr>
<tr>
<td>Emergence of new management methods</td>
<td>7.2</td>
</tr>
<tr>
<td>Adaptation and emergence of new jobs</td>
<td>7.0</td>
</tr>
<tr>
<td>Emergence of a new relationship to work</td>
<td>6.9</td>
</tr>
<tr>
<td>Intergenerational exchanges</td>
<td>6.5</td>
</tr>
<tr>
<td>Changing economic models</td>
<td>6.3</td>
</tr>
<tr>
<td>Globalization of organizations</td>
<td>6.2</td>
</tr>
<tr>
<td>Legislative changes</td>
<td>5.1</td>
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</tbody>
</table>
84% think that digital technology has a major impact on universities. Methods and tools are affected by e-learning, gaming, and MOOCs and their variations.

In your opinion, what is the level of impact of digital technology on corporate universities?

- Major Impact: 84%
- Minor Impact: 16%

What methods and tools inspired by digital technology do you consider the most relevant?

- E-learning
- Gaming / Gamification / Serious Games
- Virtual classroom
- MOOC
- Communities of practice
- Blended Learning
- Dissemination of short knowledge pills
- Micro learning
- Social learning
- Rapid learning
- Interactive whiteboard
- Online forum / discussion forum
- Tutorials
- Webinars
- Online Q&A
- SPOC (Small Private Online Courses)
- Hackathon
- Immersion (e.g., oculus)
- Mobility (smartphone, tablet, ...)
- Pedagogical learning
Nearly all the respondents measure the quality of their services. One or two methods are used, with the traditional satisfaction survey topping the list. Half of respondents have implemented performance indicators.

The primary expected advancements are focused on the development of the employee. Efficiency, innovation, training methods, and the use of digital tools are also among the most cited expectations.

On a scale of 0 to 10

- Use training to make employees agents in their own development: 7.7
- Innovative solutions combining educational approaches: 7.6
- Greater efficiency: 7.6
- Better connection between learning and on-the-job application: 7.5
- More digital tools: 7.1
- Greater proximity: 6.8
- More clarity in the service offering: 6.8
- Cost reduction: 6.6
- More mentoring: 6.3
- Greater employee involvement in the design of services: 5.3
Do you think the corporate university model will change radically in the next 5 years?

For your university, what drivers of change do you currently anticipate?

Drivers of change seen as less important and not currently anticipated: neglected levers?

Important drivers of change that are not currently anticipated: the levers of tomorrow

Important drivers of change that are currently anticipated: the key elements of today

Key factors contributing to change in the corporate university model: changes in educational methods due to digital technology, the need to retain talent, and changing economic models.
What they told us...

Why will the corporate university model change in the next 5 years?

Digital technology has a major impact on tools and on the organizations that the universities support, as well as on price, customization, speed, and operationality.

- Adaptation to new business challenges and new tools.
- Arrival of new jobs (digital, data).
- Because - of the public (employees) intergenerationnel approach, - of the definition between knowledge acquisition and training - of the network environment - ...
- Taking into account cost control and control of the development of digital tools.
- Major change in progress regarding adult learning preparation for jobs that do not exist need for leadership skills that are still underdeveloped (manage complexity, agile leadership, etc.) L&D as an element of Employees Value Proposition,* for differentiation of the employer changes in required knowledge and skills, specifically in France, significant lag in pedagogies.
- They will become a true support for sales; sponsor = senior management and not HR.
- Skills issues, regulatory issues, technological issues, efficiency issues.
- Dual impact of digital technology and globalization.
- Definitely the digital transformation will conduct to a major transformation.
- The impact of digital technology makes it necessary to rethink the training model. It promotes the individualization of learning programs and multiple methods, and therefore a greater pedagogical impact and more compact content that also makes it possible to follow the "just requisite to just-in-time" regarding training tools. In addition, in a world that continues to become more complex and shifting, trainings must constantly be adjusted to reflect the reality on the ground and respond to both business challenges and operational needs.
- With cost reduction and the development of digital technology, remote training should be booming. Also, the reform of training has had a negative impact on the financial management of the corporate university.
- Customization of programs based on managers’ needs.
- Digitalization and internationalization of training offerings under severe budget constraints.
- Need to train more quickly, people are less available.
- The mission of corporate universities is expanding: beyond training, the university is an incubator making it possible to pay attention to internal and external advances and offer innovative methods/solutions in order to remain effective and agile in an environment of constant change.
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- Do not be merely a service provider but an actor in the organization’s success.
- Shift toward role of group leader and facilitator in sharing knowledge and experience, rather than an organizer of transfer of knowledge.
- The digital economy entails radical changes in the organization and will spur reinvestment in human capital and employees. There will be a need for support to implement these level 2 changes systemically.

* L&D as an element of Employees Value Proposition
In your opinion, what other factors would be likely to stimulate change?

- Change in management method.
- Change in corporate strategy – Change in core activities – Need to strengthen the sense of belonging.
- Change in our clients’ expectations.
- Internationalization, globalization.
- Regulation (FP, bank and insurance, etc.) digital revolution and impact on ways of working and managing.
- Better reporting, which enables better promotion of the impact.
- The use of mobile technology for corporate training and the ability to share knowledge instantly.
- Digitalization of organizations, change in manager’s role, social role of the organization as a dynamic human community.
- Learning organizations, liberated organizations.
- A new generation with different expectations.

Major challenges faced in the management of their corporate university

- Distance learning.
- Management of a consultant pool.
- Burden for the administrator – Availability of participants and instructors – Requirements/obstacles in obtaining approval from public authorities.
- Relationship with OPCA [Joint Commission for Collective Training], constant changes in the organization’s strategy and needs, budgets.
- Complexity of administrative processes and logistical management of trainings – Decision makers’ understanding of digital technology.
- Budget – Competition with local or entity initiatives Location in relation to training teams of large entities – Lead times and launch times compared to expectations – Supply-side communication – Agility in order to respond to demands between collective expectations and local needs.
- Availability of internal stakeholders. Internationalization.
- Shortage of training offerings in France (archaic pedagogy) providers’ inability to effectively launch a program on several continents, while being relevant in each culture and cost effective.
- Internationalization of the offering.
- Internal training = more interruptions than with an outside provider.
- Volumes to process, spurt of needs in the project vs. time needed to develop and implement.
Values embraced by corporate universities