

HRD

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“IF YOU QUOTE THE MANTRA
“OUR PEOPLE ARE OUR GREATEST
ASSET” BUT REALITY DOESN'T BACK
THAT UP, YOU'LL BE FOUND OUT”

COLIN LOTH
CHIEF PEOPLE OFFICER
RVU



BUILDING THE CORPORATE BRAIN

TEN YEARS AGO, THE PRINCIPLES THAT A CAR MECHANIC LEARNED IN TRAINING WOULD LIKELY SERVE THEM FOR THEIR ENTIRE CAREER. TODAY, THE RAPIDITY OF TECHNOLOGY SEES CERTAIN CAR MODELS RECEIVING SOFTWARE UPDATES EVERY TWO WEEKS. THAT POLARISING CHANGE IN KNOWLEDGE SPEED HIGHLIGHTS THE GLARING MISALIGNMENT BETWEEN THE NEED FOR KNOWLEDGE ON DEMAND AND THE INABILITY TO DELIVER.

ARTICLE BY STEVE DINEEN, FOUNDER & PRESIDENT - FUSE

Skills certainly drive performance, but to do so, they must be developed and applied in context. The problem with course-centric design is that it doesn't cater for this and instead crams people with information they can neither retain nor put into immediate practice. It's time for a different tack - and one where learning is designed for performance rather than skills alone. This is a subtle change in thinking, but when put into practice, it sees the L&D department steer away from tick-box training, in favour of a more holistic approach to learning, where performance support and informal learning are prioritised, so that continual access to knowledge - in both context and in flow - becomes easy. Unlike courses, in-flow learning is a key driver for performance because it enables learners to easily tap into subject matter experts knowledge and then instantly apply that learning to solve problems at work. This greatly reduces the distance between knowledge acquisition and application and provides further argument for enabling active, engaged learning through 24/7 access to knowledge, as opposed to the passive 'brain stuffing' approach that is so emblematic of digital courses. The key is to place knowledge into the flow of work, so that it remains both instantly available and applicable. Technology plays an increasingly vital role here by enabling organisations to take most - around 80 percent - of the learning content that would have gone into a course and redesign it for in-flow learning. By complementing this with emerging technologies such as Knowledge Intelligence (KI), the learning industry can go further still, even understanding learner intent and, in some cases, placing content next to the learner before they even know they need it.

Perhaps the most revolutionary factor in all of this is that, by pooling all of the organisation's tacit and explicit knowledge and placing it into the flow of work, leaders can also create and build their very own corporate brain - a goldmine of in-flow learning that is specific to their company and instantly available to learners. The value of an accessible 'corporate brain' becomes even more apparent when considering the challenges associated with the hybrid, aging, and increasingly transient workforce. Never again will organisations need to lose a company expert's tacit knowledge when that employee leaves the business. Why? Because that knowledge will have been previously captured in the corporate brain meaning learners can easily tap into it and share it - and not only in the here and now, but for as long as that knowledge remains relevant.

Building this corporate brain is now a real possibility, as it revolutionises how well people learn and perform at work, it's set to become a key point of differentiation. In the future, we will measure business outcomes and consistently applied habits, not course completion and certificate attainment. The final part of the puzzle here ties back to thinking about what drives performance - and specifically, how we define that from a measurement point of view - recognising the futility of measuring course completion, many are still looking to these vanity metrics. At best, these methods create single digit KPI improvement versus double and triple digit as is the case when the habits of a continuous learner are created. We need to start designing causation and correlation from business results with positive learning behaviours that define a continuous learner.

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